

EXPLORATION OF PHRASAL VERBS IN ELT TEXTBOOKS: A CORPUS-BASED ANALYSIS OF LOWER SECONDARY LEVEL BANGLADESHI BOOKS

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ABSTRACT

The current study aims at exploring the usage of the Phrasal Verbs in the lower secondary Bangladeshi ELT textbooks which are prescribed by the Government of Bangladesh at national education levels. The methodological approach continues in this study based on the corpus tools and related analysis on the topic of Phrasal Verbs usage in those textbooks. The phrasal verbs that are found in the textbooks are extracted from the textbooks; their frequency distributions are analyzed, and finally checked with the two most authentic corpus of the English Language - The British National Corpus (BNC) and Corpus of Contemporary American English (COCA). Alongside, deriving the top fifteen Phrasal Verbs in the textbook corpus with their significant values; the relative positions to the two reference corpora and other corpus-related scores of the phrasal verbs are compared, with reference to the study of Liu (2011), which are also included in the advanced research of PHaVE List (2015). The results find that the Phrasal Verbs used in the selected textbooks are quite irrelevant to the two standard big corpora. Especially the corpus scores vary greatly when compared with the reference corpora. Finally, based on the findings some remarks and implications are prescribed for pedagogical purposes. The current study would be the first one that examines the Bangladeshi Lower Secondary ELT textbooks assisted by the corpus approach.

Keywords: Bangladeshi Textbooks, Corpus Analysis, English Language Teaching, Lower-Secondary, Phrasal Verbs.

INTRODUCTION

Multi-word verbs or PVs are found numerously in English language usage. Often it seems problematic for second language (L2) learners, and it needs extra effort and special focus. The underlying reasons can be derived from research studies about the difficulty in acquiring the Phrasal Verbs (hereon, PVS) in the L2, for example, exploring why PVs as morphological structures are difficult. In definitive terms- PVs are a group of words consisting of a verb that combines two adverbs or prepositions (Mayor, 2009). In regular grammar books, the PVs are defined as multi-word verbs (Quirk, 2010). The most effective identifying characteristics of PVs are that they combine a preposition or any article with the verb. PVs are defined by scholars as morphological structures carrying a verb and adverb

particle (Richards & Schmidt, 2013). Some others defined PVs in the same way consisting of a verb and adverb particles or prepositions (Broukal et al., 1990).

Scholars even find that the PV sometimes becomes difficult to classify them into a definite morphological category and deciding their relation to the semantics (Cappelle et al., 2010). In a broader overview, the PVs can be divided into three types of multi-word expressions or the verbs-the first one is PVs in general, the second category is the verbs which are called prepositional verbs, and the last one in the category of verbs that are both mixture of phrasal and prepositional verbs but used as a single category; also the term PV denotes three types altogether (Walter, 2008). Many other scholars have identified the different classification of multi-word PVs, mostly have derived three (Armstrong, 2004), and some others describe them as two types (Jackendoff, 2012). Most of these scholars have defined different classifications from each other based on the characteristics and the function of the verbs.

Biber et al. (2002) differentiate among different kinds of PVs and also additionally explain the underlying reasons for the variance in patterns and meaning that brings the difference between them. Also, the PV might belong to other categories such as prepositions, words, or rather multi-word verbs, depending on the criteria that might include it in a separate category. But it has been also suggested that the differentiation between these categories arises due to grammatical characteristics (Gardner & Davies, 2007). In the English language, there exist different types of PVs, the first type has two parts in them, it's a verb adjoined with adverb particles. These adverb particles are fixed in numbers and some scholars even included these smallest particles within a shortlist (MacGregor, 2006).

The research area in the sector of multiple-expressions is thriving day by day (Gardner & Davies, 2007). In the English language, PVs are often found in common usage, and they are considered as a part of proficiency in the L2 acquisition process (Garnier & Schmitt, 2015). But this acquisition process of PVs for the L2 learners is often very difficult in the context of the English language (Siyanova & Schmitt, 2007).

The importance of PVs and multi-word expressions in English SLA rises due to the high frequency in English (Darwin & Gray, 1999). It has been suggested that the L2 competency grows if a learner has stronger competence over the PVs which might help him achieve the target goals in the L2 acquisition (Garnier & Schmitt, 2015). Some researchers have suggested PVs are indicators of the lexical richness of a language (Gardner & Davies, 2007). This argument can also be regarded as the key point encountering the question of why PVs should be a core element to acquire native-like competence in the English language (Wray & Perkins, 2000).

As already mentioned in the earlier paragraph that PV might become a problematic factor in the language acquisition of English. Some scholars like Siyanova and Schmitt, (2007) also suggest that in the L2 acquisition process, PVs can be framed as a problematic issue. The answer to the question of why the difficulty arises is because the PVs are very much recurrently used in the English language (White, 2012). Other researchers have found that in the L2 acquisition process PVs are found among the most difficult ones to learn and to teach. (Boers & Lindstromberg, 2008) As the problem of the PVs have made their existence as an obstacle to the learning process of the L2 learners, there have also been attempts to

explore the cause of the problem. Some research studies recently attempted to solve the problem of mixing teaching methods with cognitive linguistics (Lee, 2012). Some other researchers like White (2012), have also mixed not only the cognitive aspects but also the sociocultural framework with the teaching aspects.

The important part is that not simply the difficulties, rather PVs are considered one of the most difficult aspects which can hinder the learning process (Gilquin, 2015). The evolution of the PVs might explain a reason for the difficulty because the existence of the PVs is conceptualized as the historical evolution of the IE (Indo European) language family. Some scholars suggest that multi-word verbs mainly exist for semantic relations (Claridge, 2000). Many researchers have selected and elaborated on some reasons why PVs in an L2 are quite difficult to learn, one of the important reasons is the distinctive variance found in the structures and semantics of the PVs (Kurtyka, 2001). Scholars have related meaning aspects to the PVs because many a time as idiomaticity arises from them (Claridge, 2000).

Another reason and which is very much complicated is that the PV occurs with different words and expressions; after being separated from the multi-words' original form. The nature of the PVs being combined with different types of words makes it difficult to be learned by L2 learners. And also, it confuses the L2 learners of English (Side, 1990). Li et al. (2003) have found that language learners from foreign countries often show a tendency in avoiding the usage of PVs. Because most of the time they might not be familiar with combinations and separation contexts of the multi-words usage. On the other hand, researchers also have suggested that native speakers continuously give rise to new PVs in their language usage, and it happens unconsciously (Armstrong, 2004). Some research studies are found stating that they found about 33% of the whole words are PVs (Li et al., 2003).

The trend of corpus-based studies is not something new in the study of linguistics and related research. Thus the importance of corpus-based studies cannot be denied in the L2 acquisition process. Especially, the field of the corpus-based approach to L2 acquisition is broader than any other field. For example, it has been observed by several scholars finding out frequent verbs in different corpus analyzed with corpora tools. Some of the most authentic studies showed some hundred highest occurring PVs in the British National Corpus (BNC), which has been represented in a smaller list from the whole Corpus. Other studies included the COCA corpus as a reference corpus to find out the most frequent PVs. In applied fields, relating to these kinds of studies, many of the recent ones on the PVs cooperated with dictionary-making procedures, published for the L2 learners of English.

Popular study materials found on PVs include a large number of entries, for example, about 5000 PVs are included in Longman and about 6000 PVs in Cambridge. The huge number of entries clearly shows that the process tried to include all the existing forms of the verbs, although, in reality, it's an impossible task. It is also not possible to enlist all the words that exist in a language.

There have been recent studies on the PVs in the British National Corpus, finding PVs from both written and spoken sample text (both formal and informal usage) and found near about hundred and sixty PVs comprising 50% of the usage in the BNC and the usage list could be extended up to 100 verbs in BNC (Gardner & Davies, 2007). Liu (2011) gives 150 most

occurring PVs found in the COCA, in addition to BNC; showing that both British and American English share the same mostly used PVs in English.

Both of these research studies have been criticized for finding similar frequency lists as they fall short of pedagogical implications, meaning the studies do not relate to the polysemous nature of the PVs (Garnier & Schmitt, 2015). Also, the researchers, Garnier & Schmitt (2015) added to their critical description that these 200 words relate to at least 700 other semantic extensions and each of these carrying at least six different meanings on average, and these facts are very important for further implications. For example, the learning load of particular 200 PVs should be extensively emphasized over any other vocabulary or multi-word expressions in English (Garnier & Schmitt, 2015). More importantly, these findings are more useful for designing proper schemes which can benefit the L2 learners and teachers. Garnier & Schmitt (2015) used the same verbs which were found (about 150) by Liu (2011) but added extensive meaning implications in the pedagogical aims. So, in their study, Garnier & Schmitt (2015) combined a list from previous research by Liu (2011) and Gardner & Davies (2007), and called it PHaVE list; adding different meaning senses to the verbs for L2 teaching purposes.

Another study by Trebits (2009) derived the 25 PVs that were mostly used in the EU documents' Corpus, however, half of these PVs in that list are missing in the PHaVE list (Garnier & Schmitt, 2015). The study by Trebits (2009) might not be conducive for the ESL learner context as most of those documents of EU had formal language usage, more specifically those official and secretariat language doesn't relate to daily usage in real life.

Many other studies have been done on the topic of multi-word verbs, on their structures, semantic explorations, patterns in the learners' contexts etc. based on different methodologies and purposes (Abdolvahed Zarifi & Mukundan, 2012; Abdolvahed Zarifi & Mukundan, 2013a; Abdolvahed Zarifi & Mukundan, 2013b; Abdolvahed Zarifi & Mukundan, 2014; Abdolvahed Zarifi & Mukundan, 2014; Alavi & Rajabpoor, 2015; Abdul Rahman & Abid, 2014; A Zarifi & Mukundan, 2015; El-Dakhs, 2016; Jacobsen, 2013; Jahedi & Mukundan, 2015; Ke, 2017; Tsai, 2015; YAMAMURA, 2015). Most of the studies on this topic are from the linguistic point of view or analysis, which were both done with basic research and intellectual efforts as well as involving different corpus methods and analysis. However, a larger number of studies on the PVs should have been more focused on pedagogical implications, for the convenience of L2 teaching purposes. But a relatively small number of studies are found on the topic of multi-word verbs or PVs in L2 acquisition, which focuses on exploring the difficulties in the acquisition of the target language. Additionally, research studies can also strongly suggest the elements and materials in L2 teaching and what to include or not in the syllabus design and curriculum. Thus the current study focuses on the textbooks PVs (on learning material) rather than directly on the learner's contexts.

METHODS

Method & Data Collection

Two English Language Teaching (ELT) books published and distributed by the Government of Bangladesh were chosen for comparing the phrasal verbs with the past studies. The two books are mainly prescribed for the grade 6 and 7 in Bangladeshi High School Context. It is to mention that grade 6 and 7 is considered to be a junior grade at High School level. After the completion of the last stage of the primary levels at Grade 5, with the examination of PSC (Primary School Certificate Examination); the children are promoted to the junior secondary level in the high schools. Then after grades 6 and 7, in grade 8 another examination (Junior Secondary School Certificate Examination-JSC) is taken to take the students to senior Secondary School levels. So, in the context of Bangladesh, grades 6 and 7 are the very first stage of the Secondary School stage, which comes after the PSC exam which means that they have successfully completed primary education. Thus the current study selected only the two books of the beginning High School level which starts soon after the completion of the primary levels.

Collecting the Textbooks

The selected two books needed to be in electronic format for the making of the corpus, as the corpus tools needed. Firstly, the two books were downloaded from the government website which provided free distribution of the electronic version of the books, freely available at <http://nctb.gov.bd/site>. The books started freely distributing in printed versions after 2010, and have been made available free on the internet since 2015.

These English literature books are prescribed for the education of the grade 6 and 7 in higher secondary levels. Both of these books are designed to teach English to non-native Bangla-speaking students of grades 6 and 7. The learning materials include different types of activities, selected English literary, historical, poetic texts, essays to read, comprehend and learn.

Conversion of the Texts and Further Data Cleaning Process

For the creation of the text corpus, the PDF versions of the textbooks were then transcribed into plain text format using an online software pdf2go (available online at <https://www.pdf2go.com/pdf-to-text>). This process included uploading the PDF to the server and then converting them into text formats. After the conversion was completed, the texts were downloaded to the local computer drive storage. The plain text version makes it easy to conduct searches with corpus tools.

Primarily, the text versions of the books contained all the words and unidentifiable figures including the cover pages, introductory sections, and preface, commentary sections, headings on each page, back matter, etc. It is more reasonable that these unnecessary texts should not be included in the corpus; thus the broken text, unnecessary punctuation,

preliminary front matter texts, introductory sections, preface, and other unnecessary sections were excluded from the text data. This cleaning process greatly made the text clearer for the corpus to read and find the desirable patterns for the study.

Corpus Software, Compilation, and Further Corpus Search

With the plain text versions, the textbook corpus was then created using the Sketch Engine online software. Sketch Engine is a popular software program that is widely used in corpus linguistics. At present, it has got hundreds of users worldwide.

With the available software, the previously downloaded texts were then compiled into a single corpus containing two separate text files (each of the whole books were converted into single plain text files). After the compilation, the corpus is ready to use for further analysis. The corpus had a total of 45,949 words and 57,010 token types. Additionally, it contained 4,690 lemmas and also had a total of 55 tags (POS and others).

This current study would firstly find out what are the phrasal verbs that have been used in this corpus (along with particle distributions). The second step would be deriving the top 15 lemmas of the PVs. Then the third step would find out if all the phrasal verbs in the textbook corpus come in the BNC, COCA (from the list of Liu, 2011) and match with the relative frequency in (COCA), Per million Word Measures (PMWs), etc. Then lastly the phrasal verbs used mostly would be compared to the list created by Garnier & Schmitt (2015). It would be clearer if the national curriculum planner of the textbooks has used any guidelines regarding the fact these books are designed for the EFL contexts.

RESULTS & DISCUSSIONS

Frequency Distribution of the lemma verbs and Particles

The extensive search in the whole corpus availed us with a total of 127 Phrasal Verb occurrences found in the whole corpus. Out of these 127 PVs occurrences, about 120 phrasal verbs are the lexical verbs, which is 94% of the total phrasal verbs found in the current corpus. About 7 of the verbs (which is about 6%) here are not lexical verbs, which are of course PVs with functional category. These verbs (about 7 of the 127 PVs) are as the following- 'is over' occurs 4 times and 'was/were over' occurs 2 times, and additionally 'do'+(+ing)+around comes in the list 1 time.

In tables A and B, 120 phrasal verbs have been represented, which are only lexical of types. However, these 120 phrasal verbs are always found with certain adverbial particles or prepositions. In this present corpus search, the number of the adverbial particles is limited. The represented 120 phrasal verbs always occur with only 9 particles, which are- down, out, up, around, away, on, along, off, and across. These particles always adjoin with the lexical verb lemmas and are used as the phrasal verbs in the English language contexts. The results are presented in the following Table A and B separately.

Table A. represents the 74 phrasal verbs from the total of 120 phrasal verbs, where each of the lemma and their corresponding verb particle has been separated into rows and

columns. Each of the tables A and B clearly shows how the different adverbial particles are distributed with the lemma verbs in the real language usage in the corpus. All the verbs in tables A and B are ordered in alphabetical order and the particles are ordered by frequency measures, from higher to lower frequency.

Table 1. The frequency distribution of the Phrasal Verbs and related particles in the textbook corpus

Part A. - The list of total used verbs found in the textbook's corpus (Only Lexical verbs)									
Verbs	down	out	up	around	away	on	along	across	Total
act		4							4
add			1						1
climb			1						1
come	5	2	1						8
cut	1								1
draw			1						1
fill		1	1						2
find		4							4
get			8						8
give			4		3				7
go	1	5	1	1	1	1			10
grow			1						1
heat			2						2
look	1	5	4						10
lump							1		1
make			1						1
pick			4						4
put			1			1		1	3
reach			1						1
read		1							1
run			1	1	1				3
Total									74

Table A holds two important lexical lemma verbs. The verbs with the second-highest frequency are in this table, with the absolute hits (frequency) 10, for the verbs 'go' and 'look'. Other high-frequency verbs are also found, with the frequency of 8 ('come' and 'get'). The second Table B. has also got some significant distributions. It contains the highest occurring verb 'write down' at a frequency of 11. Additionally, it has got numerous least occurring verbs with the frequency 1.

The tables clearly show that the most used verb particle with all the phrasal verbs is 'up', found the highest number of times occurring with the phrasal verb lemmas. After that,

the verb particle ‘out’ is used mostly according to distribution and counts. And in the 3rd position, the particle ‘down’ is used mostly, which is again apparent from the frequency distribution of the particles in both the tables. The least used for particles in the tables that are found include- along, across, and off. However, this table only helps to show the distribution and the particle usage with the lexical phrasal verbs, but for getting deeper insights into the textbook corpus, a more detailed representation is necessary.

Table 2. The frequency distribution of the Phrasal Verbs and related particles in the textbook corpus

Part B. - The list of total used verbs found in the textbook’s corpus (Only Lexical verbs)								
Verbs	down	out	up	around	away	along	off	Total
set			6					6
sit	2		3					5
take		2						2
throw	1				1			2
wake			4					4
walk			1	1				2
warm			3					3
write	11							11
calm	1							1
burst		1						1
jump		1						1
shout		1						1
play				1				1
cool	1							1
charge						1		1
see							1	1
issue		1						1
stand			1					1
stretch		1						1
Total								46

Top 15 lexical phrasal Verbs

The next search result was regarding the top 15 lexical phrasal verbs lemma in the corpus. This finding is a bit more important and more focused on statistical and numerical significance with the corpus data. The findings are represented in Table C., which represents the data regarding the Phrasal Verbs which are distributed into different categories like the number of hits, the number of hits per million tokens, percentage of the whole corpus, and lastly percentage amongst all the phrasal verbs in textbooks. These current findings clearly show which are the top 15 most frequent phrasal verbs in the textbook corpus.

Table 3. The top fifteen (15) lexical PVs (lemmas) and their data in the current textbook corpus

Top 15 Lexical (Phrasal) Verbs (Lemma) in the Corpus				
Verbs	Number of hits	Number of hits per million tokens	Per cent of the whole corpus	Percentage amongst all the Phrasal Verbs in Textbooks
write	11	192.95	0.02%	8.73%
go	10	175.41	0.02%	7.94%
look	10	175.41	0.02%	7.94%
come	8	140.33	0.01%	6.35%
get	8	140.33	0.01%	6.35%
give	7	122.79	0.01%	5.56%
set	6	105.24	0.01%	4.76%
sit +AdvP.	5	87.7	0.01%	3.97%
act	4	70.16	0.01%	3.17%
find	4	70.16	0.01%	3.17%
pick	4	70.16	0.01%	3.17%
wake	4	70.16	0.01%	3.17%
put	3	52.62	0.01%	2.38%
run	3	52.62	0.01%	2.38%
warm	3	52.62	0.01%	2.38%
Total	90			71.43%

In Table C., the most frequent phrasal verb lemma in the corpus found is “write”, which occurs 11 times. The second and the third position is occupied by the verbs *go* and *look*. All three phrasal verbs in the first three positions clearly show that the language-related verbs are of directive usage or related to commands. These three (3) phrasal verbs comprise 25% of all the occurrences of the phrasal verbs that are used in the whole textbook corpus. other phrasal verbs coming just after these are- come, get, give, set and, sit. These lexical lemmas of the phrasal verbs combine with other particles that occur several times in the corpus and make a higher position than the rest ones.

The top 15 most frequent phrasal verbs are found a total of 90 times in frequency, out of 120 lexical phrasal verbs. This means that these top 15 lexical phrasal verbs comprise almost 71% of all the phrasal verbs in the whole textbook corpus. (see, Table C) This also implies that the most frequent phrasal verbs are dominating the usage in real contexts.

These top 15 most used PVs make a small number in the percentage of the whole corpus, for example, the top three (3) most frequent phrasal verbs take 0.02% of the whole corpus, and the rest of the lexical verbs takes 0.01%. If all the numbers in percentage are added

together, even then the most frequent phrasal verbs in this list take only 0.18% or approximately 0.20% of the whole corpus. This means that even the highest frequent phrasal verbs take a very small portion of the whole corpus texts.

It is to note that this table doesn't indicate which adverbial particles separately come with which of the lexical lemmas. Rather only the lexical verb lemmas with indefinite adverbial particles (with their exact number of hits) are represented in the table.

PVs (separately) with particles and their inclusion in BNC and COCA

The next search results are more crucial and give a clearer picture of the PVs that are used in the selected textbooks' corpus. In these findings, the phrasal verbs are separately represented with each of the adverbial particles, which means the results that we found earlier as the lemma verbs, would now be separately listed for each of the particles that were adjoined with those lemmas.

Table D depicts the data of the current findings. It is to be noted that the phrasal verbs have been listed here without the measure of frequencies. Every phrasal verb that was found in different inflicted or passive forms in the earlier list now contains only the base form. Consequently, these current findings include only one form (for each PVs) from several occurrences of the phrasal verbs in the corpus texts.

Table 4. The total PVs (58) in the current textbook corpus and their inclusion in two standard corpora

All the PVs found in the textbooks					
a) PVs listed in COCA & BNC (27)			b. PVs not in COCA & BNC (31)		
come down	go out		go away	run away	climb up
come out	come up		heat up	run up	calm down
get up	go around	put on	give away	run around	burst out
write down	made up	put up	warm up	cut down	jump out
look out	go down	fill out	read out	put across	shout out
lookup	go up	stand up	walk-up	reach up	play around
look down	give up	take out	walk around	add up	cool down
sit down	wake up	go on	throw away	draw up	charge along
sit up	find out	pick up	throwdown	lump along	see off
set up	grow up		act out	fill up	issue out
					stretch out

note: This inclusion-exclusion are based on Liu's list (2011)

It can be seen from Table D that the table is divided into two parts, one part containing the phrasal verbs listed in COCA and BNC, and the other containing the verbs that are not inserted in the COCA and BNC. This table contains only 58 lexical phrasal verbs which make the total 120 occurrences in different forms and shapes; because of the inflection or passive structures as already mentioned. So to be precise, the textbook corpus actually contains not more than 58 lexical phrasal verbs that are found in different contexts and frequencies.

Out of these 58 phrasal verbs, 27 phrasal verbs (46.55%) are found in the COCA and BNC corpus, and the rest of the 31 verbs (53.45%) are not found in COCA and BNC. It is to be noted that the inclusion-exclusion in this table is based on Liu's list (2011). These findings clearly show that there exists a large number of phrasal verbs (31), which is 64% of the 58 PVs in the textbook corpus might be of less importance in academic contexts. Even this number points to the fact that there exist deficiencies in the textbook design. These findings might be utterly disappointing and also intriguing, which stimulates the study's interest to find even if the included phrasal verbs (46.55%) (in the BNC and COCA) have been correctly used in the language contexts. To find the results, the phrasal verbs in BNC&COCA have to be compared with exact positions to a reference corpus. The next interesting findings clearly can answer these queries.

Comparison with COCA

The next findings regarding the phrasal verbs were mainly comparison to a larger reference corpus, COCA. The reference corpus, COCA, is the short form used for the Contemporary Corpus of American English, and it's a large corpus containing millions of words. The reason for choosing this corpus (COCA) is referring to the study of Liu (2011), where 150 phrasal verbs with relative order to COCA, with their frequencies and position, are found.

As already the table D. lists the PVs that are included in both BNC and COCA, those 27 PVs can be easily compared to find out the positions, frequencies, and per million tokens measures for the verbs. The current findings illustrate the following results in Table E.

Table E clearly shows the phrasal verbs are chronologically ordered by frequency measures. The additional columns include positions and frequencies, and the rest columns come with the number of hits per million tokens in reference to COCA. Thus the special findings in this table are the specific numerical data extracted from COCA for the targeted 27 phrasal verbs.

Some significant results are found in this current table. The topmost occurring PVs in the textbook corpus-'write down' has got a very disappointing value in the number of hits per million tokens. In the textbook corpus, it is the most popular phrasal verb with a score of 192.95 (hits per million words), but very disappointingly it has got a poor score of 9.04 (hits per million words) in COCA. This result is also supported by the position of the verb in both of the corpus- whereas it's got the first position in the textbook corpus; it comes at the 119th place in COCA (from the 150 PVs list by Liu (2011)).

Other results' in these findings are also disappointing. Only three phrasal verbs from the top ten list in COCA come in these 27 phrasal verbs, which are- go out, act out and come out. The only similarity found in both the corpus is for the PV 'go out. It has got the sixth position in the textbook corpus, and it is also in the same position in COCA.

However, for other PVs, comparing the positions does not match with the scores with the COCA at all. Even the numbers of hits per million tokens of the top five (5) phrasal verbs in the textbook corpus (Table- E.) are very dissimilar and disappointing.

Table 5. The Comparison between the PVs of the Textbook and the COCA

The Textbook Corpus			COCA		
Position	PVs	Frequency	Number of hits per million tokens	Number of hits per million tokens	Position
1	write down	11	192.95	9.04	119
2	get up	8	140.33	47.41	23
3	set up	6	105.24	65.11	11
4	Come down	5	87.7	34.58	31
5	look out	5	87.7	23.97	46
6	go out	5	87.7	70.77	8
7	look up	4	70.16	50.24	20
8	Give up	4	70.16	56.11	16
9	pick up	4	70.16	89.95	2
10	wake up	4	70.16	29.54	35
11	find out	4	70.16	80.43	6
13	sit up	3	52.62	12.83	93
16	Come Out	2	35.08	72.51	7
17	sit down	2	35.08	47.43	22
19	take out	2	35.08	34.1	24
20	Come Up	1	17.54	54.97	4
21	look down	1	17.54	24.96	41
22	go around	1	17.54	17.96	115
24	go away	1	17.54	54.43	26
25	go on	1	17.54	148.33	1
26	go up	1	17.54	33.23	33
30	grow up	1	17.54	69.36	10
33	Made up	1	17.54	54.43	17
39	Put On	1	17.54	14.08	87
40	Put Up	1	17.54	24.49	43
45	Fill out	1	17.54	8.46	121
57	stand up	1	17.54	36.46	30

Even the results clearly show that the phrasal verbs which are positioned very later in the reference corpus- COCA, are mostly found in the textbook corpus at an early position, which can greatly harm the learners to be acquainted with the most useful phrasal verbs usage. The only pleasant finding in these results is that out of these 27 phrasal verbs in the textbook corpus, 81% of the verbs (22 PVs) come within the top 50 positions in COCA. Although this might not be fruitful in pedagogy, at least it asserts that these phrasal verbs would be of some use for ESL students.

Table 6. The missing PVs in COCA and BNC with related corpus data

Absolute Frequency & Frequency per Million tokens for PVs (31) (*not enlisted in the BNC and COCA)											
S.	PVs	f.	nPMT	S.	PVs	f.	nPM _T	S.	PVs	f.	nPMT
14	give away	3	52.62	3	run up	1	17.54	4	burst out	1	17.54
				5				9			
15	warm up	3	52.62	3	run around	1	17.54	5	jump out	1	17.54
				6				0			
18	heat up	2	35.08	3	cut down	1	17.54	5	shout out	1	17.54
				7				1			
23	go down	1	17.54	3	put across	1	17.54	5	play around	1	17.54
				8				2			
24	go away	1	17.54	4	reach up	1	17.54	5	cool down	1	17.54
				1				3			
27	read out	1	17.54	4	add up	1	17.54	5	charge along	1	17.54
				2				4			
28	walk up	1	17.54	4	draw up	1	17.54	5	see off	1	17.54
				3				5			
29	walk around	1	17.54	4	lump along	1	17.54	5	issue out	1	17.54
				4				6			
31	throw away	1	17.54	4	Fill up	1	17.54	5	strech out	1	17.54
				6				8			
32	throw down	1	17.54	4	Climb up	1	17.54				
				7							
34	run away	1	17.54	4	calm down	1	17.54				
				8							

S.= Position in the Textbook Corpus, PVs= Phrasal Verbs, f.= Frequency, nPMT= number per million tokens

Alongside these findings, some other findings were extracted from the corpus for the PVs that were missing in BNC and COCA previously. This was done to understand the remaining phrasal verb's position and compare them with the standard reference corpus. The derived information and the related data have been summarized in Table F. Some

significant numerical figures are found in Table F, especially in the score of nPMT (number per million tokens), at least three phrasal verbs (positions- 14,15,18) have significant scores. These words are not found in the previous list of Liu (2011) which had included a total of 150 phrasal verbs in that list with positions to the BNC and COCA, but their scores show that they have been used in significant numbers in the current corpus texts. However, they are not so important according to the inclusion list of Liu (2011) in the two standard corpora.

Lastly, the comparison of the textbook PVs was compared to the list made by Garnier & Schmitt (2015), which is also popularly known as the PHaVE list. It is quite evident from the comparison between Liu (2011) and Garnier & Schmitt (2015) that both of the lists include the same verbs, thus there was no need to compare again. The PHaVE list had extensive exemplification of the verbs as an additional feature.

CONCLUSION

The current study discovers that a greater number of PVs used in the selected textbook corpus are not found in the standard BNC and COCA corpora. Additionally, the frequencies and per million measures for the PVs are also not satisfactory in terms of comparison with the standard values. Consequently, many unnecessary PVs are found in those textbooks, and also many important ones are missing. These findings can be implemented in the textbooks' next editions and future designs, and the study can be broadened to greater extensions with further funding and research interests for implementation in the national education levels.

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