
Greek Cypriot Learners' Knowledge of Phrasal Verbs

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The importance and challenging nature of phrasal verbs has been acknowledged by various researchers (e.g. Siyanova and Schmitt, 2007). Nevertheless, only two studies investigated learners' knowledge of phrasal verbs (Schmitt and Redwood, 2011; Chen, 2013) while only one study looked at polysemy (Garnier and Schmitt, 2016). Phrasal verbs are highly polysemous with each phrasal verb carrying 5.6 meanings on average (Gardner and Davies, 2007). These studies, while, providing valuable insights, focused only on the effect of corpus frequency on knowledge. However, research argues for a significant divide between corpus findings and the inclusion of phrasal verbs in the textbooks (e.g. Koprowski, 2005).

Motivated by this lack of research, the present study aims to examine L2 learners' knowledge of polysemous phrasal verbs. More specifically, it explores the effect of both corpus and textbook frequency on knowledge by identifying the most frequent phrasal verb meanings in the textbooks used by the participants and in the COCA. In addition, the study examines the effect of incidental exposure factors on knowledge. 100 participants at the B1+ CEFR level were recruited and completed three phrasal verb tests; a form recall, and a form and meaning recognition test. To validate the test items, 20 participants also took part in an interview. Mixed effect modelling indicates a positive relationship between corpus and textbook frequency, time spend reading and writing in the L2 and learners' knowledge for all three tests. Time spend in an L2 speaking country has a positive relationship only at a form recognition level while time spend on social media only at a meaning recognition level. Pedagogical implications will also be discussed.