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교육학석사학위논문

Effects of Particle-focused Instruction on
the Learning of Verb-particle Construction
by Korean High School English Learners

한국인 고등학교 영어 학습자의 동사-첨사 구문
학습에 첨사 중심 교수가 미치는 영향

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by
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ABSTRACT

This study explored the effects of instruction on Korean high school English learners' learning of the verb-particle (VP) construction, paying special attention to the semantic role of the particles in the teaching and learning of the construction.

In the study, students were divided into two groups and instructed by two different instructional methods: particle-focused and memorization-based instructions. The focus of particle-focused instruction was on learning aspectual meanings of particles, whereas that of the memorization-based instruction was on memorizing the overall meaning of the construction. The performances of the participants were measured using the comprehension and production tasks in the pre- and the post-tests.

The findings of the study revealed that particle-focused instruction was more effective for improving the learners' comprehension of the aspectual VP construction than the memorization-based instruction. However, there were no marked differences between the two groups in the literal VP construction.

On the other hand, no significant differences between the two groups were found in improving the participants' production of the literal VP construction. However, there was a general tendency for the particle-focused group to perform better in the production of the aspectual VP construction.

The study suggests that an instructional focus on aspectual meanings of particles helps EFL (English as a Foreign Language) students learn the VP construction. It also sheds light on the organization of lessons and the development of materials on the instruction of the VP construction, especially in EFL contexts.

Key Words: verb-particle construction, particle, particle-focused instruction

Student Number: 2007-23235

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CHAPTER1.

INTRODUCTION

The present study aims to investigate the effects of instruction on the learning of verb-particle (VP) constructions. The first section introduces the purpose of the study. The second section presents the research questions. The last section provides an outline of the thesis.

1.1. Purpose of the Study

VP constructions are one of the most difficult constructions for students learning English as their second or foreign language. Many researchers have reported that these constructions are challenging even for advanced learners of English (Gardner & Davies, 2007; Littlemore & Low, 2006; Neagu, 2007).

Nevertheless, due to their economic efficiency and creativity in operation, VP constructions are known to play an essential role in learners' productive language use in colloquial and even academic settings (Armstrong, 2004). Thus, teachers and language course designers have been interested in devising effective ways to introduce and teach them (e.g., the presentation order of the constructions or the various strategies to memorize them). Researchers have also tried to identify the linguistic properties of constructions in order to suggest useful information that can be applied in

the classroom (e.g., Armstrong, 2004). Those suggestions, however, have been restricted to surface forms such as transitivity and separability, mostly concerned with the verbs instead of the particles (White, 2012).

VP constructions have traditionally been considered idiomatic phrases (e.g., Neagu, 2007). Their opaqueness (or non-compositionality) and idiomaticity have been recognized as major sources of learning difficulty (Celce-Murcia & Larsen-Freeman, 1999; Side, 1990).

The so-called cognitive linguistic approach, on the other hand, puts special emphasis on the aspectual properties of particles in the understanding and learning of the constructions (Celce-Murcia & Larsen-Freeman, 1999; Side, 1990). In particular, the approach proposes that particles play a key role in the aspectual meanings of VP constructions, carrying more semantic weight than the verbs (Bolinger, 1971; Littlemore & Low, 2006; Neagu, 2007; Side, 1990).

The important role of particles in VP constructions has been evidenced in the acquisition process of first language (L1) children. In the initial stage of L1 learning, particles act as primitive verbs in the use of VP constructions (Choi & Bowerman, 1991; Tomasello, 1992).

Assuming positive and pervasive roles of particles in the learning of VP constructions not only in L1 settings but also in second language (L2) situations, the present study aims to explore whether an instructional focus on particles would assist Korean high school learners of English in learning the constructions in EFL(English as a Foreign Language) contexts. In

particular, it addresses the question of whether particle-focused instruction is more effective than memorization-based instruction in teaching VP constructions.

1.2. Research Questions

The present study poses the following research questions:

1. What are the possible effects of particle-focused and memorization-based instruction on Korean-speaking EFL learners' learning of VP constructions?
 - 1-1. Are there any differences in instructional effects on learning the literal and aspectual VP constructions between the two types of instruction?
 - 1-2. Are there any differences in instructional effects on learning the instructed and uninstructed VP constructions between the two types of instruction?

1.3. Organization of the Thesis

This thesis is organized into five chapters. Chapter 1 introduces the purpose of the current research along with the research questions. Chapter 2 reviews the literature related to VP constructions. Chapter 3 outlines the

design and procedures of the study. Chapter 4 reports and discusses the results of the study. Chapter 5 summarizes the findings of the study and presents pedagogical implications and suggestions for further research.

CHAPTER2.

LITERATURE REVIEW

This chapter reviews the previous literature on the main topic of this study. Section 2.1 reviews traditional and cognitive linguistic views on VP constructions. Section 2.2 presents the meaning categories of VP constructions and Section 2.3 introduces studies on the acquisition of the constructions. Finally, Section 2.4 summarizes corpus findings on VP constructions.

2.1. Different Views on VP Construction

2.1.1. Traditional Views

It has been widely known that the learning of VP constructions is possible only for the learners at advanced stages in second and foreign language learning, and this has often been attributed to the arbitrary and unsystematic nature of the constructions. It is assumed that the link between an instance of the construction as its idiomatic meaning and the expression created by a speaker cannot be easily recognized. Hence there is no principled explanation as to why a particular VP construction has its designated meaning (Boers, 2004). Due to their arbitrary and unsystematic nature, VP constructions have been taught on the item-by-item basis. Based upon these assumptions, language teachers and learners use memorization as

an only way to teach and learn the constructions.

2.1.2. Cognitive Linguistic Views

Long-standing beliefs about VP constructions have been challenged by cognitive linguists since the early 1980s. Several studies in cognitive linguistics show that the individual words in VP constructions systematically contribute to their overall figurative interpretations (Crutchley, 2007; Dirven, 2001;; Lakoff, 1987; Neagu, 2007; Side, 1990; White; 2012, Yasuda; 2007).

Some researchers argue that particles work as a cue for the meaning formation of VP constructions (Bolinger, 1971; Side, 1990; Yasuda; 2010). Side observed that the particle may be essential to the meaning of a VP construction and in some cases carries more semantic weight than the verb component itself. In other words, the main communicative function of a particular VP construction is carried by the particle. Bolinger explored the semantic features of particles, and claimed that the particle contains two features: the meaning of motion through location and the terminus through result. This means that the semantic feature of particles is either directional or resultant. Based upon the findings from Bolinger and Side, Yasuda argued that particle learning is a crucial aspect of VP construction acquisition, and that an in-depth understanding of spatial connotations and the related resultative meanings of the particles assists in the acquisition of VP constructions.

2.2. Meanings of VP Constructions

VP constructions can be divided into three semantic categories: literal, aspectual, and idiomatic (Celce-Murcia, 2009).

2.2.1. Literal Meanings

Literal VP constructions are combinations whose meaning can be retrieved from the individual meanings of their components; that is, the verb and the particle. Learners of English do not have difficulties in learning VP constructions in this category if they have adequate exposure and practice (Rodríguez -Puente, 2012). For example, *down* means “movement from a higher position to a lower position”.

- (1) He climbed *down* the mountain
- (2) Come *down* at once!

Both (1) and (2) represent the literal meaning of *down* which can help learners to understand the whole sentence meanings easily.

2.2.2. Aspectual Meanings

VP constructions are classified into the aspectual category if the particles

carry aspectual meaning. Some aspectual meanings of particles are summarized in Table 2.1. Learners often confuse the meaning of aspectual VP constructions and prefer to use one-word substitutes (You, 1996).

Table 2.1 Aspectual Meanings of Particles

<i>Meaning</i>	<i>Particle</i>	<i>Examples</i>
Inceptive	off	John took off.
Continuative	on, along	Her speech ran on and on.
	away	They danced the night away.
	around	They goofed around a afternoon.
	through	She read through her lines in the play for the audition
Iterative	over	He did it over and over again until he got it right.
Completive	up	He drank the milk up.
	out	He found out why they were missing.

2.2.3. Idiomatic Meanings

Idiomatic VP constructions are ones whose meanings cannot be retrieved from the summed meaning of the verb and the particle.

(3) We hit it *off* immediately and became good friends.

The basic meaning of the particle *off* is “away from”. However, Sentence (3) cannot be understood even if learners know this meaning. The VP construction “hit off” means “having a good relationship from the first time you meet a person”. Learners cannot figure out the meaning of the VP phrase and they therefore have to memorize it. Thus, idiomatic VP constructions seem the most difficult for learners to acquire. Pelli (1967) suggests that about 6% of VP constructions are classified into this category.

2.3. Acquisition of VP Constructions

Several L1 acquisition studies support the idea of cognitive linguistics that particles are related to the lexical aspects of language and have a prominent role in grammatical structures of VP constructions.

2.3.1. L1 Acquisition

Tomasello (1992) studied the early use of particles by a native speaker of English. He wrote a journal of his daughter's utterances by using direct observations and videotaping. Observing his daughter's utterances, especially focusing on early preposition and particle acquisition, he concluded that particles acted like "sentence-structuring verbs" in early L1 speech (e.g., "out" meaning "take out," "up" meaning "put up") (p.82). The later use of the particle in the VP construction supported the finding that its early uses really best characterized as verbal in nature. For example, the child in his research began to ask to turn a machine on or off, uttering "On" or "Off". However, a few months later, the child uttered "Turn the light on" or "Turn the light off".

Similar observations were made before Tomasello (1992). Choi and Bowerman (1991) compared the acquisition of the motion event expressions of English and Korean by observing child native speakers of each language. They collected the utterances of two native English speaking children and those of three or four native speakers of Korean, when the participants uttered intransitive-motion and caused-motion constructions to express their needs or to describe the situations they were shown. As shown in Table 2.2, child native speakers of English uttered particles, while child native speakers of Korean used corresponding verbs. They concluded that "spatial meanings are clearly fundamental to human cognition, and the system for

encoding them is important not only in its own right but also because it provides the core structuring principles for many meanings that are not fundamentally spatial” (p.84).

The two studies show that particles play a central role in the early expression of motion by children learning English, appearing as single-word utterances in the first phase and being further developed in early word combinations (Tomasello, 1992). This indicates that the particle is a primitive verb that facilitates the acquisition of VP constructions.

Table 2.2 Words produced in similar contexts by learners of English and Korean between 14 and 21 months (adopted from Choi &Bowerman, 1991)

<i>Context</i>	<i>English</i>	<i>Korean</i>
Wanting to go outside	out	pakk-ey “outside-LOC
Asking Mom to pick her up	up	anta “pick up and hold in arms”
Sitting down	down	ancta “sit down”
Asking Mom to get up in the morning	up	ilenata “get up”
Joining two Lego pieces	on	kkita “fit”
Separating Popbeads	off	ppayta “unfit”
Putting coat on	on	ipta “put clothes on trunk”
Putting toys in container	in	nehta “put in loosely”
Putting a small object into a hole a crack	in	kkita “fit”

2.3.2. L2 Acquisition

Several studies have explored effective ways to teach the VP constructions in a principled way. Two of the most important ones are Yasuda (2010) and White (2012). Yasuda investigated whether a conceptual metaphor of particles plays a key role in teaching the VP construction to

Japanese college EFL learners. The students in the control group were presented with a series of VP constructions and their Japanese correspondents, while the students in the experimental group received visual representations of cognitive meanings of particles of the VP construction. After the instruction, the students in both groups were asked to fill in the missing adverbial particles of the exposed and unexposed VP constructions. The result showed that the learners in the experimental group performed significantly better than those in the control group not only in using the exposed VP constructions but also in using the unexposed ones.

Using the socio-cultural theory and the cognitive linguistic approach to VP constructions, White (2012) conducted an experiment with EAP(English as an Academic Purpose) college students from various countries. She designed lessons that focused on the core and the metaphoric meaning of particles. The participants were provided with pictures and were asked to draw pictures about the meanings of the VP constructions. In the pre- and post-tasks, the students were requested the students' to read 16 short dialogues and with the meanings of the underlined multiword items. The result of the study indicated that the difference between the accuracy scores on the pre-instruction and the post-instruction tasks was not significant. The researcher explained that the insignificant increase in comprehension between the pre-test and the post-test might have been due to the arbitrary nature of the VP construction itself. From the result, it was proposed that students need to use their own imagination to reduce the confusion resulting

from the idiomaticity of the construction.

2.4. Systematicity of VP Constructions: Corpus Findings

As corpus studies are being widely conducted, there have been many efforts to explore VP constructions and find the core verbs and particles of the construction. With this aim, Gardner and Davies (2007) identified and analyzed the highest frequency VP constructions in the 100-million-word British National Corpus (BNC). With the purpose of establishing a logical rationale for narrowing the scope of VP constructions in English language training based on frequencies of actual occurrence, the researchers analyzed data with tagging and lemmatizing. Their findings suggested that a small subset of 20 lexical verbs combines with eight adverbial particles (160 combinations) to account for more than one-half of the VP occurrences identified in the mega-corpus. The most frequent adverbial particles from the research are presented in Table 2.3.

Table 2.3 Most Frequent Particles from the BNC

Rank	Particle
1	out
2	up
3	down
4	back
5	off
6	round
7	along
8	over
9	around
10	on

The most frequent verbs used to make VP constructions are presented in Table 2.4 (Gardner & Davies, 2007):

Table 2.4 Most Frequent Lexical Verbs Used to Make VP Constructions from BNC

<i>Rank</i>	<i>Verb</i>	<i>Rank</i>	<i>Verb</i>	<i>Rank</i>	<i>Verb</i>	<i>Rank</i>	<i>Verb</i>
1	go	6	carry	11	pick	16	give
2	come	7	turn	12	make	17	work
3	take	8	bring	13	point	18	break
4	get	9	look	14	sit	19	hold
5	set	10	put	15	find	20	move

The list of the top 20 lexical verbs in VP constructions covers 53.7% of all VP constructions in the BNC. It is noteworthy that these verbs have common linguistic features. They are all one-syllable verbs and semantically light. According to Gries (2005), the particles, but not the verbs, in VP constructions provide rich imagery and schematic content. Based on the findings from previous literature, the next chapter will introduce the methodology for this thesis.

CHAPTER 3.

METHODOLOGY

This chapter presents a general overview of the research methodology of the present study. Section 3.1 introduces the participants in the present study. Section 3.2 describes the target forms selected for the study. Section 3.3 presents the test instrument and procedure. Finally, Section 3.4 introduces the data coding procedure and analysis method.

3.1. Participants

The participants of the present study were 67 high school second graders in a public vocational high school in Korea. They had studied English as a foreign language for nine years through regular English classes of two to three hours a week. No students among the participants had studied abroad. Male students from two intact classes were chosen and divided into two groups: the particle-focused and the memorization-based instruction groups. The learners' initial ability to produce and comprehend VP constructions was measured by the same type of tasks as those used for the two post-tests, and they turned out to be a homogeneous group. Table 3.1 presents the number of students in each group.

Table 3.1 Participants

	Number of Participants
Particle-focused	39
Memorization-based	28

3.2. Target Form

The target form was the English VP constructions which consist of a verb proper and a morphologically invariable particle that function as a single unit both lexically and syntactically (Darwin & Gray, 1999; Quirk, Greenbaum, Leech, & Svartvik, 1985). Based on the findings of Gardner and Davies (2007), the six most frequently used particles in the BNC (*up*, *down*, *out*, *on*, *off*, and *back*) were chosen. Four verbs that were frequently used in each VP construction were selected. The verbs were light in their meanings. In sum, 24 VP constructions were prepared to be taught, and these are presented in Table 3.2.

Table 3.2 List of VP Constructions Used in Teaching

<i>up</i>	<i>down</i>	<i>out</i>	<i>on</i>	<i>off</i>	<i>back</i>
stand up	fall down	look out	put on	take off	come back
turn up	get down	take out	turn on	put off	pay back
break up	bring down	hand out	get on	cut off	get back
hold up	jot down	put out	hold on	call off	hold back

3.3. Instrument and Procedure

The instruction was conducted in a regular class during the fall semester of 2012. Before the main treatment sessions, the students were asked to complete a pre-test. The pre-test employed comprehension and production tasks to evaluate students' use of VP constructions. The test session took approximately 25 minutes. The instruction session was

composed of two lessons and each lesson lasted for approximately 25 minutes. The students in the two groups were provided with different instructional treatments. A post-test for measuring students' improvement in understanding and producing of VP constructions was conducted one week after the final session. The formats used in the pre-test were also used in the post-test, and it lasted for 25 minutes. In total, the test and instruction sessions were conducted during three or four English lessons over a week. Table 3.3 summarizes the procedure of the study.

Table 3.3 Procedure of the Study

Procedure	Time spent
1. pre-test	20-25 minutes
2. Treatment	
1) First session	25minutes
2) Second session	25minutes
(one week later)	
3. Post-test	25minutes

3.3.1. Pre-test

In the pre-test, the students' use of VP constructions was examined through two tasks: a comprehension and a production task. To prevent the students from guessing the form and the meaning of the VP construction, the production task preceded the comprehension task.

3.3.1.1. Comprehension Task

\In the comprehension task, the students were given 20 English sentences, each containing an underlined VP construction. The students were asked to write their meanings in Korean. Participants were given 10 minutes to complete the task. This simple translation task was employed to examine students' comprehension of the VP constructions. Of the 20 items, 15 were aspectual VP constructions and the other five were literal VP constructions. To prevent students from being disturbed by unfamiliar expressions in the test sentences, occasional Korean translation was provided. Tables 3.4 and 3.5 show some example sentences and VP constructions used in the comprehension task, respectively.

Table 3.4 Example Sentences from Comprehension Task

1. I go up the mountain.
2. Will you turn the hem up for me? *the hem: 소매
3. I look out the window.
4. I walk up the stairs.

Table 3.5 VP Constructions Used in the Comprehension Task (Pre-test)

Literal	Aspectual
go up, go down,	set up, turn up, get down, bring
go out, come back,	down,
get back	work out, put out, go on, hang on,
	hold on, pull on, go off, cut off, kick
	off, take back, hold back

3.3.1.2. Production Task

In the production task, the students were given 10 English sentences. The participants were required to read the English sentences and fill in the missing VP constructions in English. A fill-in-the-blank task was employed to examine students' production of the VP constructions. Of the 10 items, three were literal VP constructions and seven were aspectual VP constructions. The production task was conducted before the comprehension task. The students were allowed to write down the Korean pronunciation of English words if they could not retrieve the correct spelling of the English words.

Table 3.6 VP Constructions Used in the Production Task (Pre-test)

Literal	Aspectual
put on	hold up, turn down, hand out,
take off	pay back, break up, write down,
put out	call off

3.3.2. Instructional Sessions

Two different types of instruction were provided for the particle-focused and the memorization-based groups respectively. The first type of instruction focused on the meaning of particles and presented the whole VP

constructions at the last step of the instruction. The second type of instruction focused on the meaning of VP constructions as a whole from the first step of the instruction. The instruction consisted of two sessions, and each session lasted for about 25 minutes. The students were instructed on the 12 VP constructions with *up*, *down*, and *out* in the first session and the 12 VP constructions with *on*, *off*, and *back* in the second session. Handouts and MS PowerPoint materials were prepared as instructional media tools. Detailed instructions for the particle-focused and the memorization-based groups are presented in Sections 3.3.2.1 and 3.3.2.2, respectively.

Table 3.7 Teaching Procedures per Lesson

Type	Instructional Contents	Time (minutes)
Particle-focused Instruction	Introducing VP construction	5'
	Introducing Meanings of Particles(literal)	5'
	Introducing Meanings of Particles(aspectual)	5'
	VP construction presentation	5'
	practice	5'
Memorization-based Instruction	Introducing VP construction	5'
	Read and repeat	10'
	Memorization and practice	10'

3.3.2.1. Particle-focused Instruction

The particle-focused instruction group had two 25-minute lessons differentiated by particles. As shown in Table 3.7, the lesson had five components, and it emphasized the spatial and aspectual meanings of particles.

The first component introduced VP constructions that were unfamiliar to the students. In the second component, the instructor presented the literal meanings of the particles using pictures. In the following component, aspectual meanings of the particles were introduced with pictures. In the two components, the students were asked to write down particles in the blanks. After checking the students' answers, the instructor directed the students' attention to the verbs that preceded the particles. After that, students were presented with the whole VP constructions with pictures. The presentation time lasted for 10 minutes, and this was followed by practice. The second lesson involved the same procedure as the first one, except the particles in the first session were *up*, *down*, and *out* while those on the second were *on*, *off*, and *back*. Figure 3.1 shows worksheet samples for the particle-focused instruction group.

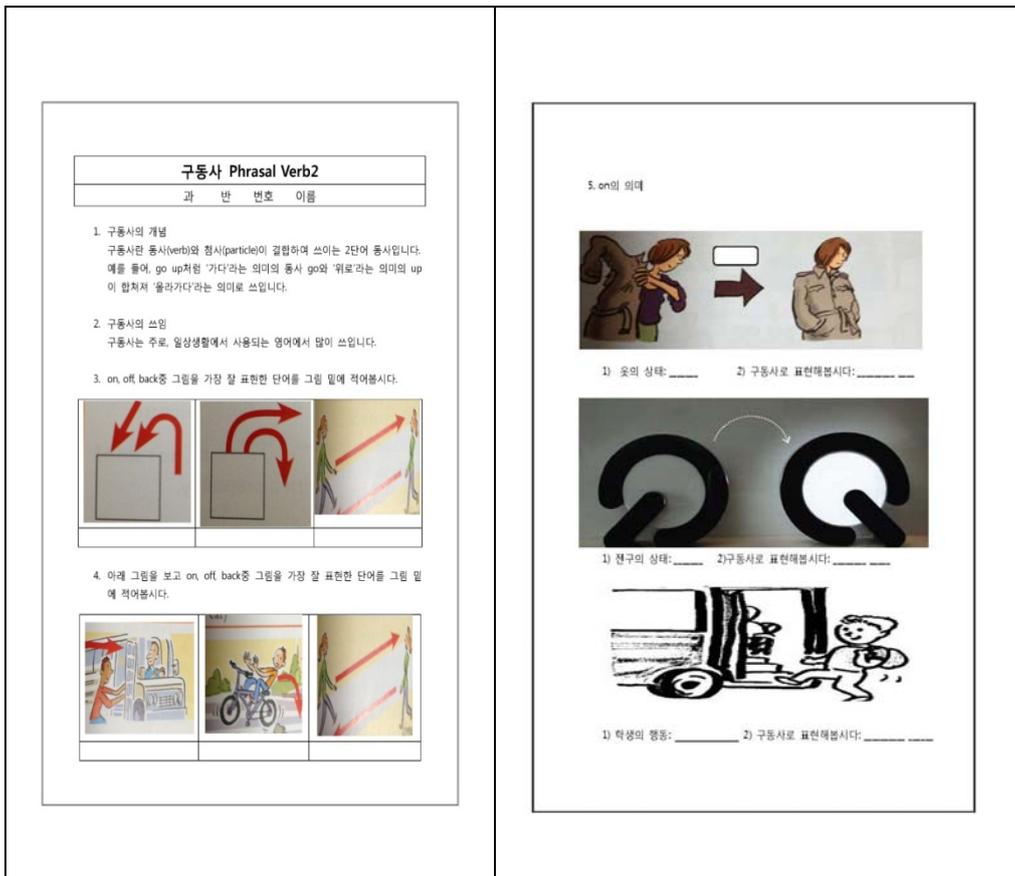


Figure 3.1 Worksheet Samples for the Particle-focused Instruction

Group

3.3.2.2. Memorization-based Instruction

The memorization-based group also had two 25-minute lessons. As shown in Table 3.7, the lesson consisted of three components: presentation, practice, and memorization. In the first component, as in the instruction for the particle-focused instruction group, the instructor introduced VP constructions that were unfamiliar to the students. The instructor presented the VP constructions containing the particles *up*, *down*, and *out* with Korean

translations on a computer screen. Students read the VP constructions and their Korean translations aloud for 10 minutes. Participants tried to memorize the meanings for 5 minutes on their own. The second lesson was administered in the same way, with VP constructions containing the particles *on*, *off*, and *back*.

3.3.3. Post-test

The post-test employed the same format as the pre-test, but used different VP constructions. In particular, the students were asked to do the same task as they did for the pre-test, and the number of literal and aspectual VP constructions was also the same. However, new VP constructions were used to examine whether the students could extend their knowledge of VP constructions to VP constructions to which they had not been exposed to. Ten new constructions were introduced in the comprehension task, and five new ones were introduced in the production task. Tables 3.8 and 3.9 present VP constructions used in the comprehension and production tasks for the post-test, respectively.

Table 3.8 VP Constructions Used in the Comprehension Task

(Post-test)

	Literal	Aspectual
Exposed	look out, go down go up	turn up, get down, put out, hold on, cut off, get back, hold back,
Unexposed	walk up, go back,	give out, log off, set off, gulp down, bring up, look back, take on, take down

Table 3.9 VP Constructions Used in the Production Task (Post-test)

	Literal	Aspectual
Instructed	fall down, take off	take off(from somewhere) hand out pay back
Uninstructed	take off (<i>clothing</i>) climb up	turn off move out slip on

3.4. Scoring and Analysis

This section shows the procedures used for coding the students'

responses in the pre-test and the post-test and reports the statistical devices for analyzing the data.

3.4.1. Scoring

The scoring of both the comprehension and production tasks followed two steps. First, participants' responses were examined for accuracy. For each accurate response, one point was given. Next, data from the pre-test and post-test were analyzed quantitatively.

3.4.2. Analysis

Two separate statistical measures were employed for the analysis. First, a paired-samples t-test was used to investigate the improvements in scores between the pre-test and post-test for each group. Then, an independent-samples t-test was conducted to see the instruction effects between groups across the tests.

CHAPTER4.

RESULTS AND DISCUSSION

This chapter, which consists of three parts, presents the results and discusses the findings with regard to the research questions. Section 4.1 discusses whether the particle-focused instruction group showed a greater improvement after instruction compared to the memorization-based instruction group, and examines whether the instructional method employed in this study was effective. Section 4.2 reports the instructional effect of particle-focused teaching on the learning of literal and aspectual VP constructions. Section 4.3 presents the effects of particle-focused instruction on the instructed and uninstructed VP constructions. Each section is followed by a discussion sections.

4.1. Overall Results

An independent t-test revealed no significant difference in pre-test scores between the particle-focused instruction group and the memorization-based group. Thus, it can be assumed that the two groups were homogenous with respect to the comprehension and production at the beginning of the experiment.

Table 4.1 shows the number of participants as well as the mean scores and standard deviation in pre-test and post-test for each group. The means of

both groups increased in the post-test. With regard to these increases, a series of paired t-tests was conducted to examine the significance. Table 4.2 shows the result of the analysis.

Table 4.1 Descriptive Statistics for Pre- and Post-test Results

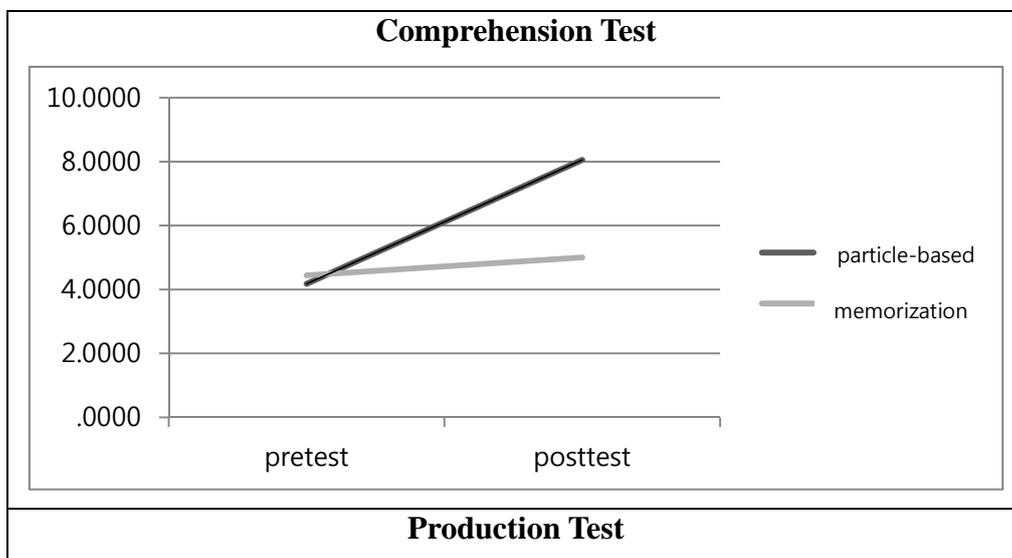
Group	N	Test Type	Mean	Std. Deviation	
Particle-focused Instruction	39	Comprehension	Pre-test	4.179	2.469
			Post-test	8.051	5.200
		Production	Pre-test	.342	.624
			Post-test	3.769	2.287
Memorization- based Instruction	28	Comprehension	Pre-test	4.440	2.022
			Post-test	5.000	3.915
		Production	Pre-test	.320	.690
			Post-test	2.560	2.142

Table 4.2 Paired sample T-tests between Pre-test and Post-test

Instruction Group	Task	Mean Differences	T	df	Sig. (2-tailed)
Particle-focused Instruction	Comprehension	-3.871	-5.230	38	.000***
	Production	-3.368	-10.085	37	.000***
Memorization -based Instruction	Comprehension	-.560	-.618	24	.542
	Production	-2.240	4.766	24	.000***

***p<.001

Table 4.2 shows that there were significant differences in the test performances except in the comprehension task for the students in the memorization-based group. In particular, greater increases were observed among the students provided with the particle-focused instruction than those given memorization-based instruction. The particle-focused instruction group's increases in mean frequencies were 3.871 in the comprehension task and 3.368 in the production task, while the memorization-based group's increases were 0.56 and 2.24, respectively (see Figure 4.1). The result shows that both particle-focused instruction and memorization-based instruction were effective in teaching VP constructions. However, particle-focused instruction was more effective in teaching the comprehension and production of VP constructions.



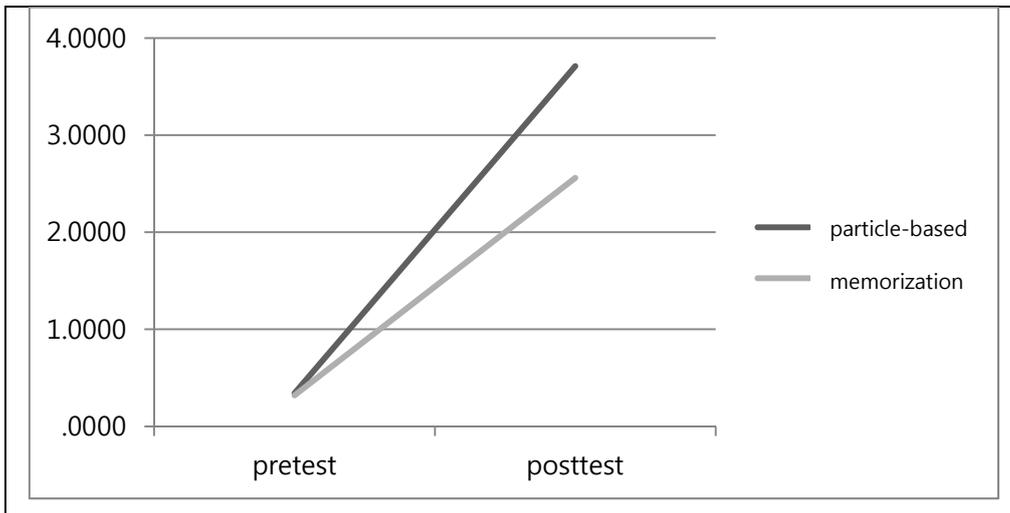


Figure 4.1 Use of VP Constructions in Pre-test and Post-test

4.2. Learning of Literal and Aspectual VP Constructions

Tables 4.3 and 4.4 present the means and standard deviations of the scores obtained in the comprehension and the production task, respectively. To examine the two instruction types had different effects on the students' learning of literal and aspectual VP constructions, a series of paired-samples and independent t-tests was conducted.

Table 4.3 Descriptive Statistics for Comprehension Task: Verb Types

Group	N	Verb Type		Mean	Std. Deviation
Particle-focused Instruction	39	Literal	Pre-test	2.89	1.384
			Post-test	2.95	1.716
		Aspectual	Pre-test	1.33	1.675
			Post-test	5.31	3.961
Memorization-based Instruction	28	Literal	Pre-test	1.72	1.155
			Post-test	3.20	1.514
		Aspectual	Pre-test	1.24	1.393
			Post-test	2.52	2.988

Table 4.4 Descriptive Statistics for Production Task: Verb Types

Group	N	Verb Type		Mean	Std. Deviation
Particle-focused Instruction	39	Literal	Pre-test	.23	.485
			Post-test	1.36	.932
		Aspectual	Pre-test	.10	.384
			Post-test	2.41	1.551
Memorization-based Instruction	28	Literal	Pre-test	.24	.436
			Post-test	.96	.841
		Aspectual	Pre-test	.08	.400
			Post-test	1.60	1.472

Table 4.5 Paired-samples T-tests between Pre-test and Post-test: Literal

Instruction	Task	Mean Differences	T	df	Sig. (2-tailed)
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Group					
Particle-focused Instruction	Comprehension	-.103	-.367	38	.715
	Production	-1.128	-7.203	38	.000**
Memorization-based Instruction	Comprehension	-.120	-.450	24	.657
	Production	-.720	-3.845	24	.001**

* *p<.01, ***p<.001

**Table 4.6 Paired-samples T-tests between Pre-test and Post-test:
Aspectual**

Instruction Group	Task	Mean Differences	T	df	Sig. (2-tailed)
Particle-focused Instruction	Comprehension	-3.974	-7.035	38	.000**
	Production	-2.308	-9.148	38	.000**
Memorization-based Instruction	Comprehension	-1.280	-1.825	24	.080
	Production	-1.520	-5.253	24	.000**

***p<.001

Table 4.7 Independent Sample T-tests by Groups

Test	Verb	T	df	Sig. (2-tailed)	Mean Difference (Exp-Con)	Std. Error Difference
Comprehension	Literal	1.815	61.668	.093	.668	.391
	Aspectual	3.199	60.247	.002**	2.788	.871
Production	Literal	1.775	55.094	.081	.399	.225
	Aspectual	2.104	53.280	.040*	.810	.385

*p<.05, **p<.01

4.2.1. Literal VP Constructions

In the case of the comprehension task for the literal VP construction, the mean scores of the two groups increased but the increase was not significant in both groups (Table 4.5). The result of the independent t-test comparing the comprehension task between the particle-focused and the memorization-based groups showed that the mean score difference was not significant ($t=1.185, p>.01$). This indicates that neither type of instructions was effective in teaching literal VP constructions. This result, however, is attributed to the ceiling effect from the pre-test due to the lack of question numbers. In the case of production task, the mean scores of both groups increased and were significantly different from the pre-test. The independent sample t-test for the literal production task result showed that there was no significant difference between the two groups.

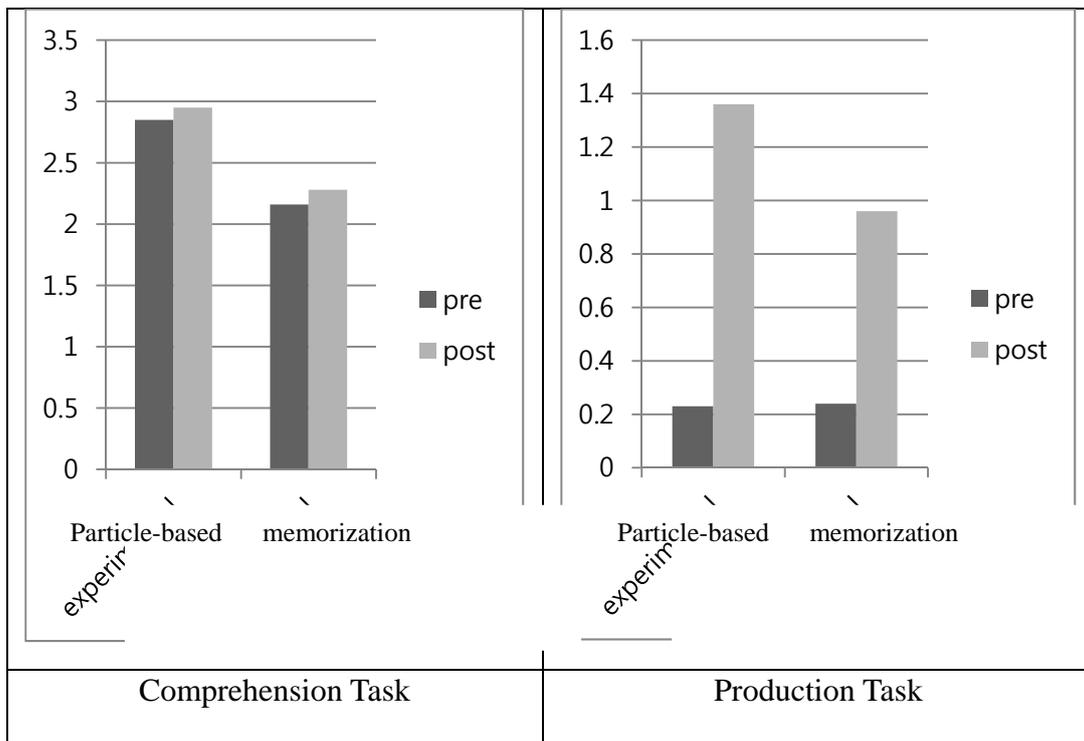


Figure 4.2 Mean Differences between Pre-test and Post-test: Literal VP Constructions

4.2.2. Aspectual VP Constructions

In the comprehension task for the aspectual VP construction, the mean scores of the two groups increased, and both groups performed significantly better in the post-test (Table 4.6). In particular, a greater increase was observed among the students in the particle-focused group. The particle-focused group's increase in mean frequency was 3.974 in the comprehension task.

Regarding the production task, Table 4.6 shows that the students in the particle-focused group and the memorization-based group produced more

VP constructions in the post-test. This result was consistent with that from the literal production task of the two groups. The particle-focused group's increase was 2.308, and the memorization-based group's increase was 1.520. In an attempt to closely examine the effects of instruction on the two groups, an independent sample t-test was conducted on the students' performance on the production task. The result of the t-test indicated that the difference between the two groups on the post-test was significant ($t=2.104$, $p<.05$).

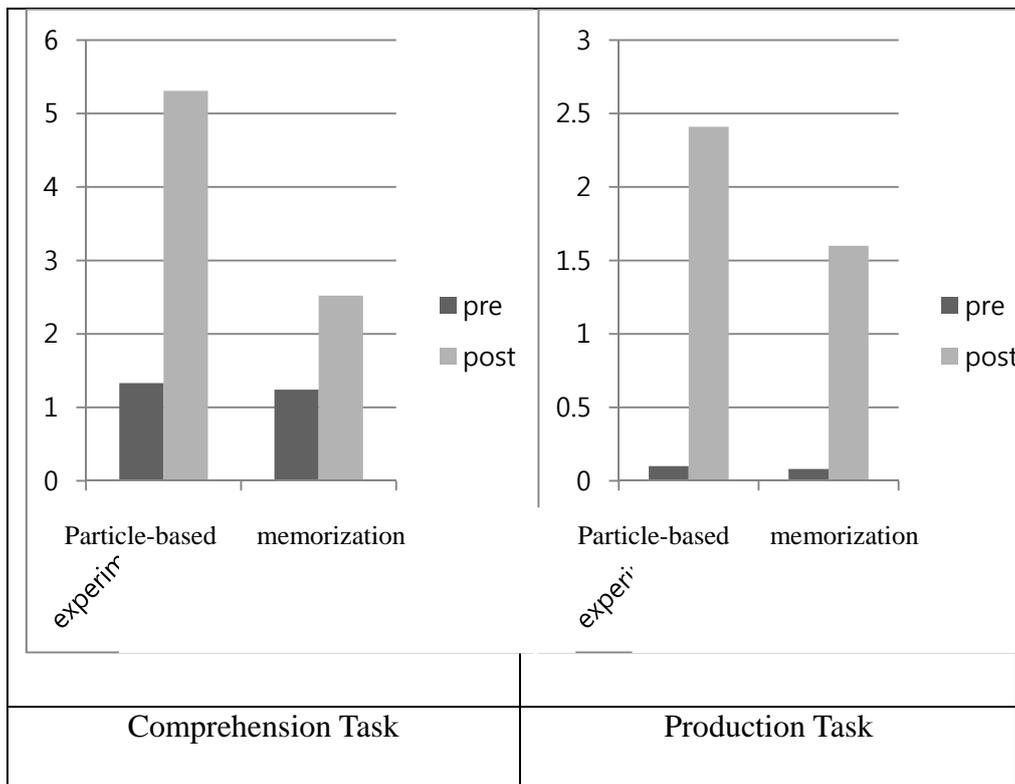


Figure 4.3 Mean Differences between Pre-test and Post-test:

Aspectual VP constructions

4.2.3. Discussion

The comprehension and production tasks investigated the effects of particle-focused instruction on the learning of both literal and aspectual VP constructions. According to the results of the comprehension tasks, neither group showed significant improvement in the post-test regarding the literal VP constructions. In the case of aspectual VP constructions, only the particle-focused instruction group performed significantly better in the post-test.

The absence of a facilitative effect of instruction on the comprehension of literal VP constructions in both groups is attributable to the students' prior knowledge of particles as prepositions. Participants had little difficulty in retrieving the meanings of verbs and the directional meanings of particles. Thus, the result can be attributed to the ceiling effect of the pre-test.

Meanwhile, particles play a facilitative role in helping to build the meaning of aspectual VP constructions and improving learners' understanding of the constructions. Previous studies have suggested that students need to be explicitly taught about the notion of aspectual meanings of particles before they can actively comprehend appropriate VP constructions (White, 2012; Yasuda, 2010). The finding of the current study provides partial confirmation of this suggestion.

The advantages of particle-focused instruction on the learning of VP constructions provide considerable insights into EFL classrooms. First, particle-focused instruction can effectively improve understanding of aspectual VP constructions (Yasuda, 2010; White, 2012). Taking steps to build the meaning from the particle to the full VP construction can help learners to internalize the meaning of aspectual VP constructions. In addition, the different results between literal and aspectual VP constructions indicate that different methods of teaching are needed for literal and aspectual VP constructions. It is noteworthy that the memorization-based method can be very useful to teach literal VP constructions. However, teachers should realize the differences between

literal and aspectual VP constructions before implementing these methods in their classes.

4.3. Instructed and Uninstructed VP Constructions

Table 4.8 presents the means and standard deviations of the scores obtained in the comprehension and production tasks. In order to examine whether the two types of instruction affected the learning of both instructed and uninstructed VP constructions, a paired-samples t-test test was conducted (see Table 4.9).

Table 4.8 Descriptive Statistics for Post-test by Exposure

Group	N	Exposure	Task Types	Mean	Std. Deviation
Particle-focused Instruction	39	Instructed	Comprehension	4.87	3.251
			Production	2.21	1.708
		Uninstructed	Comprehension	2.92	2.342
			Production	.62	1.034
Memorization-based Instruction	28	Instructed	Comprehension	2.92	2.342
			Production	2.20	1.707
		Uninstructed	Comprehension	1.48	1.342
			Production	.36	.994

Table 4.9 Paired-samples T-tests between Instructed and Uninstructed VP Constructions

Instruction Group	Task	Mean Differences	T	df	Sig. (2-tailed)
Particle-focused Instruction	Comprehension	1.949	6.211	38	.000** *
	Production	1.590	9.079	38	.000** *
Memorization-based Instruction	Comprehension	1.440	4.272	24	.000* **
	Production	1.840	5.124	24	.000* **

p<.01, *p<.001

Table 4.9 indicates that the students used the instructed verbs more accurately than the uninstructed verbs. This difference was consistent across the comprehension and the production tasks. For a closer examination of the effects of instruction across the verb types, independent sample t-tests were conducted on the students' use of the VP constructions in the comprehension and the production tasks (See Table 4.10).

Table 4.10 Independent Sample T-tests for Comprehension and Production Tasks by Verb Types

<i>Test</i>	<i>Verb</i>	<i>T</i>	<i>df</i>	<i>Sig.</i> <i>(2-tailed)</i>	<i>Mean</i> <i>Difference</i> <i>(Exp-Con)</i>	<i>Std. Error</i> <i>Difference</i>
Comprehension	Instructed	-2.923	58.742	.005**	-2.183	.747
	Uninstructed	-2.589	56.582	.012*	-1.443	.557
Production	Instructed	-.013	43.009	.990	-.005	.405
	Uninstructed	-.984	53.035	.330	-.255	.260

*p<.05, **p<.01

4.3.1. Comprehension Task

In the comprehension task, the two instructional groups were significantly different in the use of the instructed and uninstructed VP constructions, and, as shown by the negative mean difference, the particle-focused group learned both types of VP constructions better than the memorization-based group. Mean differences were larger in the instructed verbs (-2.183) than the uninstructed verbs (-1.443). Both groups performed better on the instructed verbs than the uninstructed verbs.

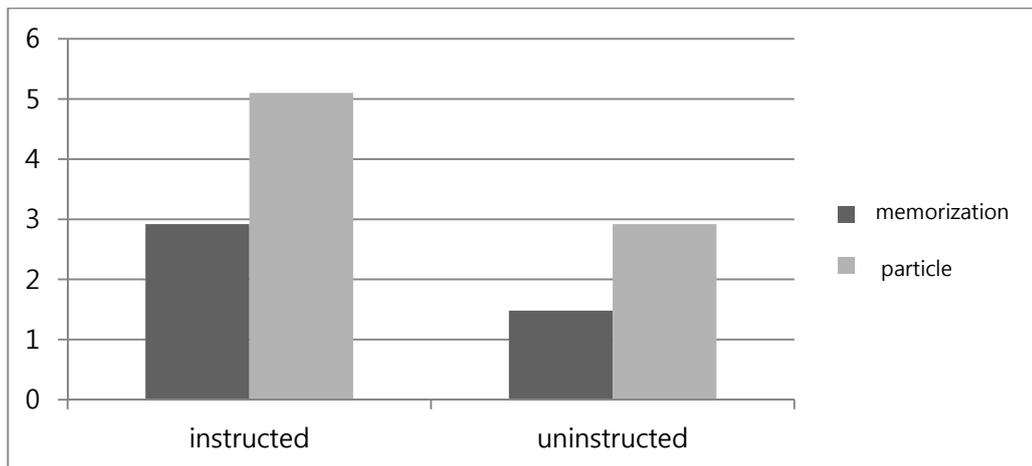


Figure 4.4 Mean Differences between Groups in the Comprehension Task

4.3.2. Production Task

In the production task, the two groups were not significantly different in the use of the instructed and the uninstructed VP constructions. However, a comparison of the mean differences between the two groups revealed that, there was a tendency for the students in the particle-focused group to have better answers on both the instructed and the uninstructed verbs. The mean difference between the two groups on the uninstructed verbs (-.225) was larger than that for the instructed verbs (-.005).

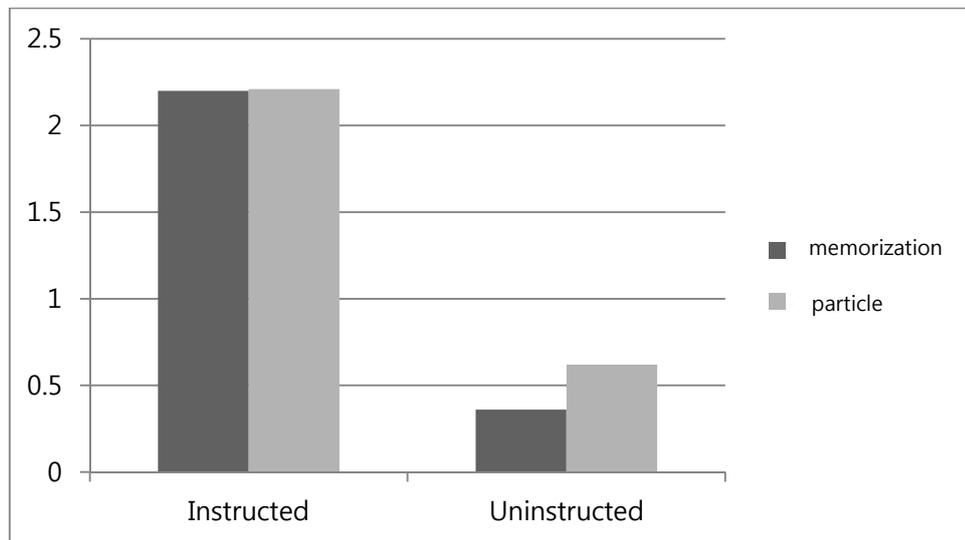


Figure 4.5 Mean Differences between Groups in the Production

Task

4.3.3. Discussion

According to the results of the comprehension tasks, particle-focused instruction helped the learners to infer the meanings of VP constructions to which they had not been exposed.

The greater achievement on the instructed verbs by the particle-focused instruction group students might have been due to the focused instruction on particles at the first stage. This is related to the cognitive linguistic approaches to orientational schemas. Cognitive linguists propose that image schemas based on the body experience are mostly shared by all human beings (Ungerer & Schmid, 2012). Thus, using visual images at the first presentation of particles might help learners memorize the instructed VP

constructions.

Moreover, the particle-focused instruction group performed significantly better on the uninstructed VP constructions. This can be attributed to the particle-focused instruction as a stepping-stone in learners' inferences. Strategies to visualize the aspectual meanings of particles prompt students to infer the meanings of particles in new VP constructions. Showing visual images of particles in the first phase of learning, thus, can aid learners to learn VP constructions faster (Yasuda, 2010). Learners whose L1 has no particles (or equivalent) have to be provided with a mechanism to categorize them at the first stage of learning.

The results of the production tasks from the two groups indicated that the difference between them was not significant. Especially, the two groups showed almost identical scores for the instructed verbs. This can be attributed to the inherent difficulty of the production task and the relatively short time the participants were exposed to the particle and VP constructions. L1 observational studies (Choi & Bowerman, 1992; Tomasello, 1995) showed that native L1 speakers of English had a period of delay between their first utterance of particles and the utterance of whole VP constructions. If participants had had more exposure and practice, the result might have been different in the present study.

These findings have implications on teaching VP constructions in the EFL classroom. Firstly, learners in the EFL classroom usually consider VP constructions inseparable or unsystematic. It is important to give them

chances to study particles with visual aids and to practice strategies to visualize the meanings of particles in their minds. It helps learners to use metaphorical thought in producing and understanding novel VP constructions. Secondly, using steps to help to build the meaning of VP constructions at the presentation stage can be an effective tool. The meaning-formation process of VP constructions gives learners a chance to utilize the meta-strategies in their own meaning-building processes. Then, learners expand their strategies to infer the meaning of novel VP constructions. The better performance by the particle-focused group on the comprehension task shows the possibility of overcoming the learning difficulty. Using the presentation steps provided to the particle-focused instruction group in this study is one possible way to show EFL students that VP constructions are systematic and not arbitrary.

CHAPTER5.

CONCLUSION

This chapter concludes the present study based on the results of the experiment. Section 5.1 summarizes the major findings of the study and discusses their implications, while Section 5.2 discusses the limitations of the study and provides suggestions for future research.

5.1. Summary of Findings and Implications for Pedagogical Practices

The present study has attempted to examine the effects of particle-focused instruction on the learning of VP constructions by Korean high school students. The major findings are summarized as follows:

First, particle-focused instruction had greater effects on the learning of aspectual VP constructions. Learners from both instruction groups, however, showed similar patterns in learning literal VP constructions. The results imply that particle-focused instruction can be used as an effective tool to foster the learning of the aspectual meaning of the construction. Moreover, the different results between the two types of VP constructions suggest that different approaches to teaching different types of VP constructions are required.

Secondly, particle-focused instruction was more effective than

memorization-based instruction in teaching of both instructed and uninstructed VP constructions. The result indicates that particle-focused instruction allows learners to not only memorize the construction, but also infer the meanings of VP constructions that are unfamiliar to them. The presentation of particles helps learners to improve their comprehension of the construction.

This study demonstrates that the particle plays an important role in learning VP constructions. The meaning of the particle should be provided as a major source of input within a meaningful context to foster the learning processes. It is also noteworthy that both instructional treatments were effective in improving learners' comprehension and production of literal VP constructions. The new approach to the construction has the potential to ease learners' additional cognitive burden, and it can be implemented as a complementary method to memorization-based instruction.

5.2. Limitations of the Study and Suggestions for Future Research

Although the meaningful findings of this study shed light on the teaching and learning of VP constructions in the EFL setting, it is important to consider certain limitations of the present study.

First, concerning the treatment, the materials (i.e., the pictures describing VP constructions) did not fully reflect the authentic use of VP constructions

in real settings. The instruction and materials used for the treatment were specifically created for the experiment. To underscore the effectiveness of instruction in the acquisition of VP constructions, future research should use authentic materials that encourage learners to produce the construction.

Secondly, the long-term effects of instruction still need to be investigated. In this experimental setting, students' learning of VP constructions was measured immediately after the instruction. The experiment only assessed their short-term memory. Future studies should conduct delayed post-tests to assess the long-term effects of particle-focused instruction.

Thirdly, the time for practice during learning sessions was relatively short. The students had little time to internalize the knowledge of particles and verbs. If there had been more time, students might have performed better on the production task.

Despite these limitations, the present study makes a unique contribution to our understanding of Korean high school English learners' learning of VP constructions. It is the first empirical attempt to investigate the possibility of particle-focused instruction. It is hoped that the present study will be a step toward a richer and more inclusive understanding of the teaching and learning of VP constructions in the EFL setting and will lead to a more extensive discussion on effective ways of teaching.

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APPENDICES

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APPENDIX1. Comprehension Task (Pre-test)

Pretest

과 반 편 이름:

Comprehension Test

각 문장을 읽고 밑줄 친 부분의 의미를 쓰세요.

1. I <u>go up</u> the mountain.	
2. It took hours to <u>set up</u> all the equipment.	
3. Will you <u>turn the hem up</u> for me?	
4. I <u>go down</u> the stairs.	
5. The medicine was so horrible I could hardly <u>get it down</u> .	
6. We are determined to <u>bring down</u> inflation.	
7. I <u>go out</u> with an umbrella.	
8. You'll have to <u>work out</u> the costs involved.	
9. <u>Put the light out</u> before you come to bed.	
10. I'm <u>going on</u> a diet on Monday.	
11. He's a great guy – you should <u>hang on</u> to him!	
12. It is these nuts and bolts that <u>hold the wheels on</u> .	
13. She <u>pulled on</u> her cigar.	
14. I've <u>gone off</u> the idea of a holiday in Scotland.	
15. The police <u>cut off</u> all their escape routes.	
16. Who's going to <u>kick off</u> the discussions?	
17. Please, come back home.	
18. She's got her old job <u>back</u> .	
19. The sweater had a hole in it so I <u>took it back</u> .	
20. He struggled to <u>hold back</u> his tears	

2. equipment: 장비

3. hem : (옷등의 단)

7. inflation: 물가상승

18. escape routes: 탈출통로

19. discussion: 토론

APPENDIX2. Production Task (Pre-test)

Pretest

과 반 번 이름:

Production Test

한국어 문장의 밑줄 친 부분을 영어 표현으로 바꾸어 쓰세요.

1. 그녀는 그를 멈추게 하기 위해 손을 <u>들고 있었다</u> .
She _____ her hands to stop him.
2. 왜 Clare는 너의 초대를 <u>거절했니?</u>
Why did Clare _____ your invitation?
3. 그녀는 교과서를 새 학생들에게 <u>나누어 주었다</u> .
She _____ textbooks to the new students.
4. 기다려. 코트만 <u>걸치면</u> 준비 되.
Hold on, I'll just _____, then I'll be ready
5. 앉아서 신발을 <u>벗어</u> .
Sit down and _____ your shoes.
6. 그는 절대 그의 돈을 <u>갚을</u> 수 없어.
He'll never be able to _____ the money.
7. 초콜릿을 <u>완전히</u> 부셔서 그릇에 담아라.
_____ the chocolate and place it in a bowl.
8. 잊어버리기 전에 주소를 <u>적을</u> 게.
I will _____ their address before I forget it.
9. Jack은 그의 주머니에 뭔가가 있는 것을 느끼고 키를 <u>꺼냈다</u> .
Jack felt in his pocket and _____ his keys.
10. 그들은 회의를 <u>취소</u> 했다.
They _____ the meeting

APPENDIX3. Comprehension Task (Post-test)

Posttest

과 반 번 이름:

Comprehension Test

각 문장을 읽고 밑줄 친 부분의 의미를 쓰세요.

1. I <u>go up</u> the mountain.	
2. Will you <u>turn</u> the hem <u>up</u> for me?	
3. I <u>look out</u> the window.	
4. I <u>walk up</u> the stairs.	
5. Can you help me to <u>give out</u> these books?	
6. I <u>go down</u> the stairs.	
7. The medicine was so horrible I could hardly <u>get it down</u> .	
8. He <u>log off</u> the program.	
9. <u>Put the light out</u> before you come to bed.	
10. He <u>go back</u> to his home.	
11. We <u>set off</u> at nine in the morning.	
12. It is these nuts and bolts that <u>hold the wheels on</u> .	
13. He <u>gulped down</u> a sandwich between lessons.	
14. You must <u>bring up</u> the idea.	
15. The police <u>cut off</u> all their escape routes.	
16. Can someone take down the minutes?	
17. Don't <u>look back</u> on the past.	
18. She's <u>got her old job back</u> .	
19. The taxi stopped to take on a passenger.	
20. He struggled to <u>hold back</u> his tears	

APPENDIX4. Production Task (Post-test)

Posttest

과 반 번 이름:

Production Test

한국어 문장의 밑줄 친 부분을 1-2단어를 사용하여 영어 표현으로 바꾸어 쓰세요.

1. 그림이 땅에 <u>떨어졌다</u> .
The picture _____ on the floor.
2. 비행기는 <u>이륙할</u> 예정이다.
The airplane is supposed to _____ soon.
3. 그녀는 산에 <u>걸어 올라갔다</u> .
She _____ textbooks to the new students.
4. 기다려. 코트만 <u>걸치면</u> 준비 되.
Hold on, I'll just _____, then I'll be ready
5. 앉아서 신발을 <u>벗어</u> .
Sit down and _____ your shoes.
6. 그는 절대 그의 돈을 <u>갚을</u> 수 없어.
He'll never be able to _____ the money.
7. 그녀는 <u>위로 움직였다</u> .
She _____.
8. 그는 잠자기 위해 티비를 <u>끄다</u> .
He _____ the TV to go to bed.
9. 그녀는 <u>편안히 앉아서</u> 낮잠을 잤다.
She _____ and take a nap.
10. 그 가족은 <u>이사를 갔다</u> .
The family _____.

APPENDIX5. Worksheet for Particle-focused Group-1

구동사 Phrasal Verb1

과 반 번호 이름

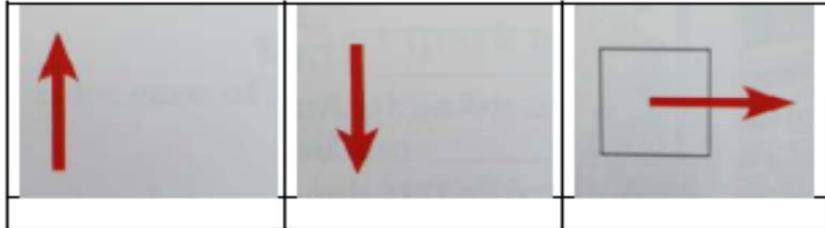
1. 구동사의 개념

구동사는 동사(verb)와 첨사(particle)이 결합하여 쓰이는 2단어 동사입니다.
예를 들어, go up처럼 '가다'라는 의미의 동사 go와 '위로'라는 의미의 up
이 합쳐져 '올라가다'라는 의미로 쓰입니다.

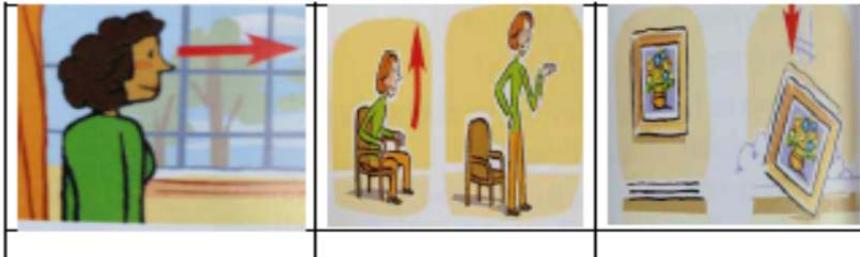
2. 구동사의 쓰임

구동사는 주로, 일상생활에서 사용되는 영어에서 많이 쓰입니다.

3. up, down, out중 그림을 가장 잘 표현한 단어를 그림 밑에 적어봅시다.



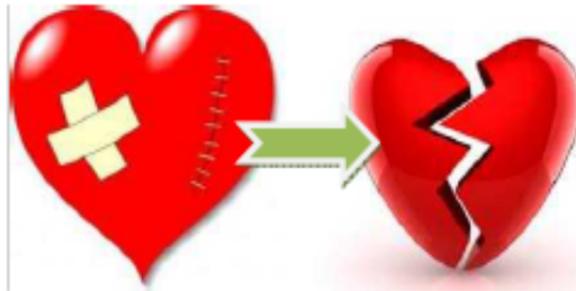
4. 아래 그림을 보고 up, down, out중 그림을 가장 잘 표현한 단어를 그림 밑에 적어봅시다.



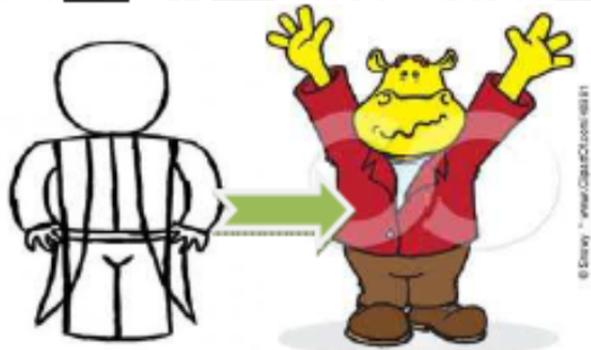
5. Up의 의미



1) 바지의 모양: _____ 2) 구동사로 표현해봅시다: _____

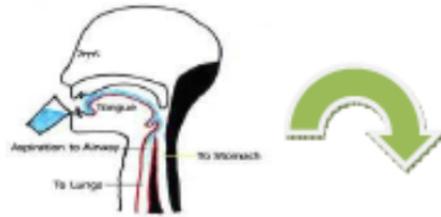


1) 하트가 완전히 쪼개짐: _____ 2) 구동사로 표현해봅시다: _____



1) 손의 위치: _____ 2) 구동사로 표현해봅시다: _____

6. Down의 의미



1) 물의 방향:

2) 구동사로 표현해봅시다: _____



1) 차 값의 방향:

2) 구동사로 표현해봅시다: _____



1) 펜의 방향:

2) 구동사로 표현해봅시다: _____

7. Out의 의미



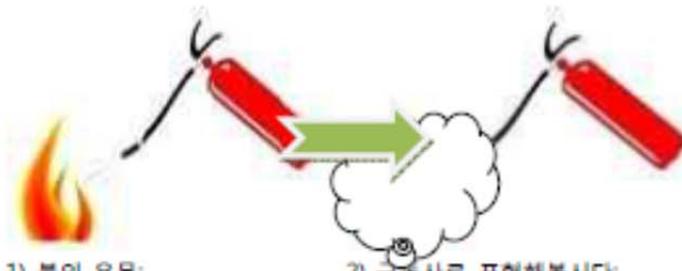
1) 공책들의 위치:

2) 구동사로 표현해봅시다: _____



1) 손을 밖으로 :

2) 구동사로 표현해봅시다: _____



1) 불의 유무:

2) 구동사로 표현해봅시다: _____

● 오늘의 구동사

stand up	일어서다	fall down	떨어지다	look out	내다보다
turn up	(소매를)내다	get down	삼키다	take out	꺼내다
break up	부수다	bring down	낮추다	hand out	나눠주다
hold up	들다	jot down	받아적다	put out	끄다

● 다음 문장에 들어갈 적절한 구동사를 적어봅시다.

Will you _____ the hem _____ for me?
Jack felt in his pocket and _____ his keys.
The medicine was so horrible I could hardly _____ it _____.
She _____ her hand to stop him.
The picture _____.
I will _____ their address before I forget it.
We are determined to _____ inflation.
She _____ the textbooks _____ to the new students.
_____ the light before you come to bed.
_____ and sit down again.
_____ all the chocolate and put it into the bowl.

APPENDIX6. Worksheet for Particle-focused Group-2

구동사 Phrasal Verb2

과 반 번호 이름

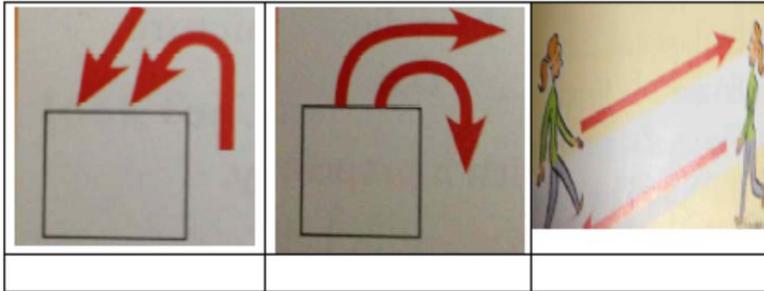
1. 구동사의 개념

구동사란 동사(verb)와 첨사(particle)이 결합하여 쓰이는 2단어 동사입니다.
 예를 들어, go up처럼 '가다'라는 의미의 동사 go와 '위로'라는 의미의 up
 이 합쳐져 '올라가다'라는 의미로 쓰입니다.

2. 구동사의 쓰임

구동사는 주로, 일상생활에서 사용되는 영어에서 많이 쓰입니다.

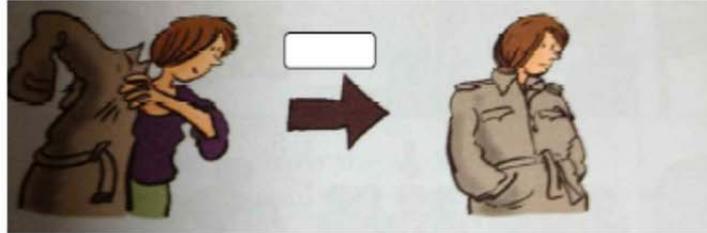
3. on, off, back중 그림을 가장 잘 표현한 단어를 그림 밑에 적어봅시다.



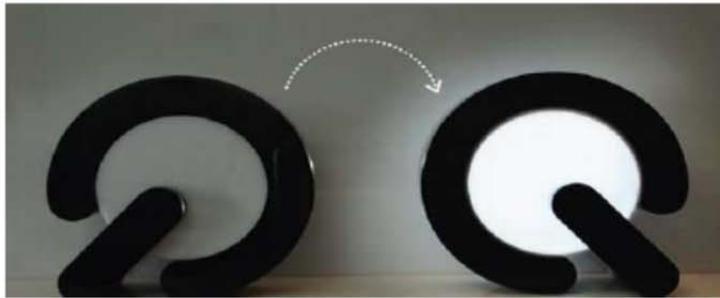
4. 아래 그림을 보고 on, off, back중 그림을 가장 잘 표현한 단어를 그림 밑에 적어봅시다.



5. on의 의미



1) 옷의 상태: _____ 2) 구동사로 표현해봅시다: _____



1) 전구의 상태: _____ 2) 구동사로 표현해봅시다: _____



1) 학생의 행동: _____ 2) 구동사로 표현해봅시다: _____

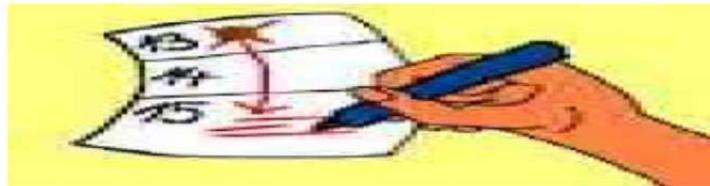


1) 아이의 상태: _____ 2) 구동사로 표현해봅시다: _____

6. Off의 의미



1) 비행기의 상태: _____ 2) 구동사로 표현해봅시다: _____



1) 날짜의 방향: _____ 2) 구동사로 표현해봅시다: _____



1) 길의 상태:

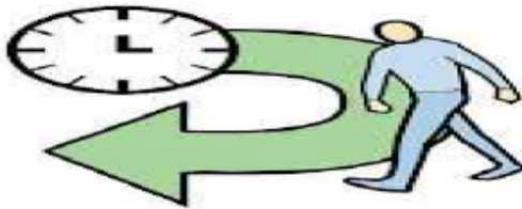
2) 구동사로 표현해 봅시다: _____



1) 약속의 상태:

2) 구동사로 표현해 봅시다: _____

7. back의 의미



1) 남자가 돌아오는 방향:

2) 구동사로 표현해 봅시다: _____



1) 돈의 방향:

2) 구동사로 표현해봅시다: _____



1) 키작은 아이의 책을 보고 아이가 할 말:

2) 구동사로 표현해봅시다: _____



1) 여자의 위치:

2) 구동사로 표현해봅시다: _____

● 오늘의 구동사

put on	입다	take off	이륙하다	come back	돌아오다
turn on	켜다	put off	연기하다	pay back	갚다
get on	타다	cut off	차단하다	get back	되찾다
hold on	붙잡다	call off	취소하다	hold back	숨기다

● 다음 문장에 들어갈 적절한 구동사를 적어봅시다.

Please, _____ home.
The airplane will _____ soon.
He'll never be able to _____ the money.
They _____ the meeting
He struggled to _____ his tears.
It is these nuts and bolts that _____ the wheels _____.
She's _____ her old job _____.
The police _____ all their escape routes.
Hold on, I'll just _____ my coat _____, then I'll be ready.
He _____ the TV _____ to watch "Muhandojeon"
The bus stopped to _____ more passengers.
We've had to _____ our wedding until September.

국 문 초 록

동사-첨사 구문의 대화체를 비롯한 학문적 영역에서의 높은 빈도와 의사소통에 있어서의 중요성은 해당 구문의 효과적 학습 방법에 대한 연구의 필요성을 야기하였다. 본 연구는 외국어로서의 영어 환경에서의 고등 학교 영어 학습자의 효과적 구문 학습에 교수가 미치는 영향을 분석하였다. 특별히, 본 연구는 해당 구문을 학습하는데 있어 첨사가 가지는 의미의 역할에 중점을 두어, 첨사에 대한 교수가 구문 학습에 미치는 긍정적 영향에 대해 탐구하고자 한다.

교수학습 효과를 탐구하기 위해 65명의 참가자를 두 교수 집단으로 나누어 첫 번째 교수유형 집단에는 첨사가 가지는 의미에 초점을 두는 방식으로, 두 번째 교수 유형 집단에는 암기를 기본으로 한 방식으로 각각 교수를 진행하였다. 첨사가 가지는 의미에 초점을 두는 방식으로 교수한 집단에는 첨사의 의미에 대해 초점을 맞추어 교수를 진행하였고, 암기를 기본으로 한 집단에는 구문의 전체적 의미에 중점을 두어 교수를 진행하였다. 사전 및 사후 실험 결과를 통해, 두 교수 방법이 구문의 이해와 발화에 미치는 영향에 대해 분석하였다.

실험 결과, 첨사에 초점을 둔 교수 방법이 암기 위주의 방법에 비해 구문의 이해와 발화 모두에 긍정적 영향을 미치는 것으로 나타났다. 특별히 상(相)을 나타내는 동사-첨사 구문의 이해에 있어 첨사의 의미에 중점을 둔 교수 방법이 효과적인 것으로 나타났다. 그러나 의미를 그대로 드러내는 동사-첨사 구문에서는 두 교수 방법간에 유의미한 차이가 없는

것으로 나타났다.

한편, 구문의 발화에 대한 교수 효과는 두 교수 방법 간에 유의미한 차이를 보이지는 않았으나, 첨사에 초점을 둔 교수 방법이 상을 나타내는 동사-첨사 구문의 발화에 긍정적 효과를 보이는 경향성을 발견하였다.

이에 본 연구는 첨사가 동사-첨사 구문의 의미 형성 과정에서 수행하는 중요한 역할에 대한 새로운 시각을 제시함으로써 첨사 교수에 대한 필요성을 제시하고, 이상의 논의가 향후 동사-첨사 구문에 대한 교수방법 및 교재 개발에 상당한 시사점을 제시해 줄 수 있기를 기대한다.

주요어: 동사-첨사구문, 첨사, 첨사에 중점을 둔 교수

학 번: 2007-23235