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The Conceptual Metaphor vs. Translation-Based Instruction of English Phrasal Verbs in Iranian Intermediate EFL Learners

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Abstract: The present study aims to examine whether there is a difference between traditional- translation-based instruction and cognitive-conceptual metaphor instruction in the learning and retention of the phrasal verbs meaning. For this end, thirty-five intermediate L2 learners were selected from an English Institute in Esfahan, Iran. In order to assess participants' knowledge of phrasal verbs, one pretest was administered one week before treatment. Five participants that were familiar with target form, were excluded from the study. At the end, thirty participants were randomly assigned to one of two groups: translation-based instruction (n=15) and conceptual metaphor instruction (n=15). For each group, explicit explanation about phrasal verbs, some examples about target forms and also fill in the blank exercises were provided. In the translation-based group, the participants memorized the meaning of phrasal verbs that was translated by teacher and then, situated them in the fill-in the blank exercises. The participants in the conceptual metaphor group were asked to focus on two cognitive-conceptual notions (trajectory- landmark). The visual aids according to prototypical meaning of the particles were provided and then, the students should act in the fill-in the blank exercises. At the end of instruction, one immediate posttest and one delayed posttest were administrated in order to assess the effect of instruction. The findings indicated that the conceptual metaphor group outperformed translation-based group in both learning and retention of phrasal verbs meaning.

Keywords: Phrasal Verbs, Traditional Grammar, Translation, Cognitive Linguistics, Conceptual Metaphor, Conceptual Visualization

1. Introduction

Using phrasal verbs when speaking is an important characteristic of native speaker's every day speech and should be considered one of the feature of learning and teaching English as second or foreign language. The way is that phrasal verbs should be represented to students has been an important issue and linguistics have started to comprehend their importance, and the way in which students learn them best. Phrasal verbs in English are one of the most difficult constructions for language learners and they tend to avoid them because of their difficulties. As a result, it is essential to discriminate the best way in that learners can comprehend and use them appropriately [1].

In this way, traditional approaches have been applied as instruments in teaching in order to develop EFL/ESL performance. In most cases, these approaches regard the language as including sub-categories and each of these sub-categories was learned individually, i.e. linguistics paradigm [2].

For example, in the traditional approach, idioms are considered as a particular category. It is assumed to be a language matter alone, and the lexical items are independent of any conceptual system. But the results of traditional approach were not satisfactory.

"Although we agree with the traditional approach that there is no complete predictability, we suggest that there is a great deal of systematic conceptual motivation for the meaning of most idioms. According to an important generalization, idioms are outcomes of our conceptual system, and it is not simply language matter. In order word, majority of idioms are conceptual and not linguistic naturally" [3].

In short, traditional approach has failed to provide systematic way to learning idiomatic expressions like phrasal verbs and this led some other approaches suggested by other scholars. One of them was cognitive linguistics. Cognitive linguistics that use directly to the English analysis, argues that 1) conceptual metaphor is formed crucially by human interactions and perception with the real world 2) language is human cognitive structure reflection [4].

The present study makes attempt to clarify phrasal verbs meaning with focus on the prototypical meaning of some particles such as "out, in, up, down, away, back, on" according to cognitive linguistics notions (trajectory and landmark) and seeks whether the cognitive linguistic has any priority over traditional approach to learning English phrasal verbs meaning.

2. Literature Review

2.1. Definition of Phrasal Verb

Phrasal verbs are called two- word verbs. They constructed of a verb and preposition (or two). The meaning is sometimes idiomatic. The meaning of phrasal verbs cannot be understood by considering the verb and the preposition separately [5]. Phrasal verbs can be argued to have some idiomatical degree in association between verb and preposition (cry over something), or verb and separable particle (e.g. run up the flag, run the flag up), verb and inseparable particle (e.g. run up the depth) or the verb, particle and preposition (e.g. face up to problems). Therefore, any research in phrasal verbs domain must also involve semantics of particles and prepositions [6]. Pre- fabricated patterns and formulaic languages have multiple names like: popular sayings, collocations, greetings, phrases, proverbs and idioms [7]. Phrasal verbs are commonly found in the ESL/ EFL curriculum, and also in text books of vocabulary. Since, they are made of the content word (verb) and function word (particle), they can be related to either as multi-word expressions in vocabulary, or with consideration of separable and transitive features in grammar [8]. Phrasal verb is consisting of a verb which is commonly active instead of stative and often is monosyllabic and associated with an adverbial particle. It can be either clear/ literal or obscure/ idiomatic. Phrasal verbs can be separated by its direct object, if it is transitive, and tend to be separated if the direct object is pronoun. There is commonly stress on the particle instead of verb [9].

2.2. Difficulties with Phrasal Verbs Learning

Multi-word units in second language use and acquisition is a matter which many scientists pay attention to them for different reasons. The usual results that most scholars came to is that phraseological competence makes a major problem for second language learners even at the advanced proficiency level [10]. Linguistically, the most of multi-word verbs construction is dichotomous, for instance, that multi-word verbs are phrases or words, literal or abstract, opaque or transparent, etc. Furthermore, because many multi-word verbs are highly or specific conventionalized in speaker's community, non-native learners avoid to use them in favor of one-word verbs [11]. The most problematic feature of phrasal verbs is idiomaticity. That means the meaning is not predictable because it is not sum of its constituents meaning, and this makes learners confused and assumed that phrasal verbs are illogical and random. In short, the abundant and wide range of phrasal verbs, the formal/ informal style choice, their syntax, the negative attitude of learners and avoidance in applying them are the majority problems with phrasal verbs [12]. In many cases, the important problem with phrasal verbs and their constituents is getting view into their particles meaning and comprehending why one particle is applied and no another one. The main question is whether particles are idiomatic purely or whether they rather contain clusters of transparent and related meanings. Such questions have unanswered in learning English as a foreign language and finally many phrasal verbs called idiomatic i.e. they are told to be impractical to understand them on the foundation of their elements. It is no weird that the even professional students often present a poor command of phrasal verbs and infrequently apply them. The most major problem happens when particles are applied metaphorically, when their literal meaning is abstract, nonvisible. For example, the non-spatial verbs meaning such as "wipe out" is unclear for second language learners even they determinate the basic literal meaning of verbs. "In the Middle Ages epidemics wiped out whole cities", (Wiped out in this example means destroyed completely). Finally, it should be mentioned that one individual particles has several various meanings. "could you pick up the spoon" or "she picks up foreign languages in no time", Picks up in second sentence means she learns very fast [13].

The learners do not have desire to use phrasal verbs. their reasons for this attitude may be: 1. There are confusing verb combinations (often common and short) and particle such as make up, take up. 2. Majority of phrasal verbs have different meanings. 3. The idiomatic phrasal verbs meaning does not show to be the sum of two (or three constituents). For example, "we have run out of sugar" nobody is doing any going out or running. 4. course books and teachers commonly offer phrasal verbs definitions, students use and stick to Latinate definition instead of Anglo- Saxon phrasal verb, particularly, if it is one words definition (e.g. pick up= receive). The Latinate word is more comfortable to learn, especially if it connected to a word in own language of students and sounds to make more sense. 5. The particles sounds random. A teacher has currently taught vocabulary is completely likely to ask "can anyone give me a phrasal verb meaning," arrive starting with turn", students may answer with one of them such as up. 6. There is sometimes several confusions; against the example offered in the exercises. 7. Students should be aware of there is not direct equivalents of phrasal verbs. for example," I 'm done in" would be applied in various social contexts from "I 'm exhausted". 8. Of course, the ability of students to comprehend and use phrasal

verbs is seriously affected by their own language knowledge. For example, in Greece, "radios are not turned up or down" as in English and other English speaking countries [14].

2.3. Cognitive Approach vs. Traditional Approach to Phrasal Verbs

In cognitive linguistics rather than viewing meanings as a static entity, it is seen as a dynamic outcome of both grammar and lexis, in that both integrate to make meaning. In order to understand how meanings are connected systematically, it is essential to understand the way in which mind and the conceptual world influences communication and language. Also, cognitive linguistic argued that conceptual understanding of thought and language have shaped by our experience in the world. Contrary to traditional approaches of cognition where individuals shape thought about the objective world around them, cognitive linguistics depends on cognition where thoughts are shaped by our embodied world experiences. The way we experience the world by our bodies, forms our conceptual understanding of world around us, rather than, being straightly connected, thoughts and the objective world are interfaced by our conceptual frameworks. In this view, we really do not experience the objectively factual world directly, but our mental representations that interpret the input of the natural world filter it. In other words, we do not transfer thoughts straightly from the world around us, according to our conceptual understanding of the world, we interpret them. While it is unusual to think of adverbs and prepositions being metaphorical, they really have metaphorical meanings that came from a central meaning. For example, our realizing of "up" can be interpreted literally in the phrasal verb "sit up" whereas goes to literal direction the body acts with the sitting actions. Also, this particle can be metaphorically developed, as in the phrasal verb "clean up" where up gets a new meaning of "completion". The two meanings (literal "up" in direction and completion are not isolated, but they are interconnected, the latter has been mapped metaphorically onto the prototypical meaning [15].

The cognitive constructions can be applied as metacognitive skills to phrasal verbs teaching. It can be defined as learning process awareness involving artificial skills such as mnemonics, outlining, diagramming, but the majority benefits of these strategies is received when they are focused on natural cognitive skills, such as image schema. This awareness often prepares directions about the primary meaning of expressions that is hidden in the system of language and helps students to use new metaphorical notion more effectively. The image schema study is mainly related to Lakoff (1990) and Lakoff and Johnson (1999). They defined image schema as structural patterns recurring of our sensory motor of everyday experience that are applied to construct complex concepts. Its origin is related to our physical construction according to Johnson (2005). Depend in our physical features, we make concepts such as left and right, back and front, far and near. As human beings capable to walk, we make concepts as source, path, goal. On account

of being faced by forces that they can push or pull us (animals, wind, and other human being) we made concepts as attraction, compulsion and movement blockage. The main image schemas are container, source-path-goal, force-dynamics, link, balance, center-periphery, part-whole [16].

Kovecses and Szabo (2012) selected some English phrasal verbs because they are difficult class of idioms for both English teachers and learners. The participants of study were 30 Hungarian learners of English. They were divided into two groups, class A, B, each with 15 students. The task was filling the missing adverbial particles of 20 phrasal verbs in sentence context. In the case of A class, students were instructed to memorize 10 phrases verbs, then, they should be asked to fill in the gapping adverbials particles in 20 sentences. The phrasal verbs in sentences 11 to 20 were not learned to students in class. The rational for offering students sentences 11 to 20 was to know, whether, and how students can cope with a more creative tasks in which the adverbial particle of untaught phrasal verbs had to provide priority. In class B, phrasal verbs were grouped according to the conceptual metaphors. The oriental metaphors with illustrative linguistics instances were put on the blackboard and explained to class B briefly. The phrasal verbs represented and put on blackboard involved the ones use in sentence 1 to 10. The phrasal verbs that used in sentences 11 to 20 were not represented to class B before. The completion tasks used for class B. The results showed that class B outperformed than class A in responding to sentences 11 to 20, and it showed that class B must have applied metaphorical motivation not only in 1 to 10 sentences but also in sentences 11 to 20. This offered us some evidence that metaphorical motivation has more role in the completion task performances than memorization.

The aim of study by Doiz and Elizari (2013) was to show the importance of the metaphor role in the figurative vocabulary acquisition by English learners in two contexts; firstly, they reported on an experimental study where the sequences of conceptual metaphor awareness development of figurative meaning learning in the EFL classroom were studied. Findings showed that in comparison to traditional translation-based approach, conceptual metaphor improves comprehension and retention of target vocabulary. Secondly, they implement the metaphor approach in lesson plan design for a philosophy and citizenship class where the instruction medium was English. They showed that metaphor awareness can be used in two objectives; the new figurative learning in English and the comprehension of the subject-matter that is targeted in the plan of lesson. Under cognitive semantic approach, the idioms and figurative expressions imagery is applied in the classroom to show learners that expressions of figurative language may be motivated by highlighting metaphoric themes and conceptual metaphors [17].

Tyler, Muller and Ho (2011) used cognitive linguistics analysis of the English prepositions semantics and applied a quasi-experimental study for testing the influence of using a cognitive linguistics approach to teach L2 learning of English semantics "to, for, and at". Pre and post-test results showed

that the 14 advanced learners groups who received treatment based on cognitive perspective had substantial improvement in their comprehension of three preposition semantics.

Lam (2009) investigated the usefulness of an alternative explanatory approach based on cognitive linguistics, which regarded multiple applications of preposition as related. Sequentially, learners were showed a common schema that highlights all the uses, in contrary to treating them as unconnected items. Two groups of university Spanish learners at the intermediate level were taught the prepositions "para" and "por" according to cognitive linguistics description, while the comparison group was offered a list of the various applications as single items to memorize. Although, two groups performed accuracy in response to multiple choice and fill-in-the-blank tasks, the experimental groups were capable to improve or maintain their performance on the delayed post-test, while the comparison group performances decreased in accuracy significantly. The experimental groups were also more certain about their answers' accuracy and were confused less to "para" and "por" in free writing. Factors that may have affected the findings involve the delivery method, content of the treatment and cognitive styles of learners. In the other words, the results showed that the groups who received the description of cognitive linguistics were more aware that the two prepositions showed various meanings that are illustrated by their different prototypical clearly, while the comparison group was less capable to distinguish the applications of one from the others because the items as a list can be confused easily. In order to use cognitive linguistics analysis accurately for grammar teaching, we will require to comprehend psychological reality and also consider that many other factors can affect language teaching and learning, such as simplicity, clarity, time limitations and learners' cognitive styles [18].

3. Research Questions

The questions posed in the present study will be presented below:

1. Is there a significant difference between translation-based and conceptual metaphor instruction regarding their effects on learning of English phrasal verbs meaning?
2. Is there a significant difference between translation-based and conceptual metaphor instruction regarding their effects on retention of English phrasal verbs meaning?

4. Research Hypotheses

Based on the above research questions, the following hypothesis will be formulated:

1. There is no significant difference between translation-based and conceptual metaphor instruction regarding their effects on learning of English phrasal verbs meaning.

2. There is no significant difference between translation-based and conceptual metaphor instruction regarding their effects on retention of English phrasal verbs meaning.

5. Method

5.1. Participants

In this study, 35 (thirty-five) Iranian EFL learners at intermediate level from Veshareh Emam Reza Institute in Shahreza, Esfahan were selected. Participants ranged in age from 13-17. In order to make the students more homogeneous, the proficiency level of participants was checked by oxford placement test and also a pretest that was used one week before instruction in order to assess the participant' knowledge of phrasal verbs. Five participants who were familiar with the target form were excluded from the study. The final subject pool consisted of 30 (thirty) participants and they were divided into two groups using a random procedure: translation-based instruction (n=15), conceptual metaphor instruction (n=15).

5.2. Materials and Instruments

Two different materials, considered of two different instructional packets, were presented in this study. The first instructional packet was developed for translation-based instruction group and second instructional packet was developed for conceptual metaphor instruction group. Besides, three instruments were given to the participants. These instruments consisted of three tests; pretest, immediate posttest and delayed posttest (see Appendix A).

5.3. Procedure

The aim of this study was to investigate the differences between two types of instruction. In order to meet this end, thirty-five EFL learners at intermediate level were participated in this study. One week before instruction, the participants' knowledge of phrasal verbs was checked by one pretest in order to homogenize them. As result, five of learners that were familiar with phrasal verbs were excluded from the study. The pool subjects were divided in two groups: (translation-based group=15) and (conceptual metaphor group= 15). Then, for both groups, presentation of explicit explanation of English phrasal verbs and some information and examples about their structure were provided in order students become familiar with the target form (see Appendix B). Also, for both groups 42 phrasal verbs (6 for each session) in the form fill-in-the blank exercises were provided. Then, distinctive instruction for both groups was performed. In the translation-based instruction, the meaning of phrasal verbs according to Farsi equivalents was written on the board and the students were asked to memorize them and then situated them in the sentences. The conceptual metaphor instruction was provided with visual aids according to cognitive linguistic notions, trajectory-landmark and prototypical meaning of particles.

The students should be focused on the prototypical meaning of particles and also the trajectory and landmark notions, then acted in the fill in the blank exercises. Both packets were inspired by instructional packets were used by Rudzka-Ostyn (2003), Thom (2017) and Folse (2015) [19] (see Appendix C). It should be mentioned that all participants were instructed in an hour for seven sessions by the same teacher. Immediately after treatment, an immediate posttest was presented to both groups in order to distinguish the effect of instruction. Besides, two weeks after instruction, last version test, delayed posttest was administered to both groups in order to assess retention of phrasal verbs meaning.

6. Data Analysis

The data collected through the experimental design was analyzed using Statistical Package for Social Sciences (SPSS) software. Independent samples T-test were utilized to investigate whether the difference between translation-based instruction and conceptual metaphor instruction in both tests (immediate and delayed posttest) is meaningful.

7. Results

7.1. Investigating the First Research Question

The first research question in this study was: "is there a significant difference between translation-based and conceptual metaphor instruction regarding their effects on learning of English phrasal verbs meaning?". In order to answer this question and also to distinguish the effects of instruction type on the way in which students learned target form, Independent samples T-test was performed. As stated, Independent samples T-test was used to compare the mean scores of two different groups (following the instruction).

Table 1. Descriptive Statistics of Translation-based and Conceptual Metaphor Groups performance on Immediate Posttest (learning of phrasal verbs meaning).

	group	N	Mean	Std. Deviation	Std. Error Mean
phrasal verb	translation	15	13.6000	1.12122	.28950
	conceptual	15	15.7333	.96115	.24817

Table 2. Independent Samples T-test for Translation-based and Conceptual Metaphor Groups Performance on Immediate Posttest (leaning of phrasal verbs meaning).

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
phrasal verb	Equal variances assumed	.554	.463	-5.595	28	.000	-2.13333	.38131	-2.91441	-1.35226
	Equal variances not assumed			-5.595	27.361	.000	-2.13333	.38131	-2.91523	-1.35143

Independent samples T-test was conducted to explore the impact of instruction on the acquisition of English phrasal verbs by Iranian EFL learners. Participants were randomly divided into groups (group 1, translation-base instruction) and (group 2, conceptual metaphor instruction). Levene's test shows the variances of the two groups, translation-based and conceptual metaphor test scores, is equal (Sig .46). Under the section labeled t-test for equality of means, the column labeled Sig. (2-tailed of .00) shows there is a significant difference in the performance on translation-based group (M=13.60, SD=1.121) and conceptual metaphor (M= 15.73, SD=.961). The effect size was calculated by using eta squared was (0.53). So, we can conclude the result of these groups were significantly different with respect to impact of instruction method. The group with cognitive- conceptual metaphor instruction performed better than group with traditional-translation based instruction.

7.2. Investigating the Second Research Question

The second research question in the present study was, "is there a significant difference between translation and conceptual metaphor instruction regarding their effects on retention of English phrasal verbs meaning?". In order to answer to this question and also to distinguish the effects of instruction type on the way in which learners understand and retain the target form, Independent samples T-test was performed. Independent samples T-test was conducted to compare both group scores on delayed posttest (two weeks after treatment). The means and standard deviations are presented in Table 3.

Table 3. Descriptive Statistics of Translation-based and Conceptual Metaphor Groups Tests on Delayed Posttest (retention of phrasal verbs meaning).

	group	N	Mean	Std. Deviation	Std. Error Mean
phrasal verbs	translation	15	11.0667	.96115	.24817
	conceptual	15	14.8667	1.12546	.29059

Table 4. Independent Sample T-test for Translation-based and Conceptual Metaphor Groups test on Delayed Posttest (retention of phrasal verbs meaning).

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
phrasal verbs	Equal variances assumed	.304	.586	-9.944	28	.000	-3.80000	.38214	-4.58278	-3.01722
	Equal variances not assumed			-9.944	27.330	.000	-3.80000	.38214	-4.58365	-3.01635

Independent samples T-test was conducted to explore the impact of instruction on the retention of English Phrasal verbs in Iranian EFL subjects. Both groups, translation-based instruction and conceptual metaphor instruction participated in delayed posttest in order to investigate the long-term retention of phrasal verbs. levenes' test shows the variances of the two groups, translation-based instruction and conceptual metaphor instruction test scores, is equal (Sig .58). Under the labeled t-test for equality of means, the column labeled Sig. (2-tailed of .00) shows there is a significant difference in the performance of translation-based group (M=11.06, SD=.961), and conceptual metaphor group (M=14.86, SD=1.12). The effect size was calculated by eta squared, was (.77). So, we can conclude the scores on delayed posttest showed that the conceptual metaphor group performed also better in the retention of phrasal verbs meaning.

8. Discussion

8.1. To Address the First Null Hypothesis

The first null hypothesis of this study was "there is no significant difference between translation and conceptual metaphor instruction regarding their effects on learning of English phrasal verbs meaning". According to findings of this study, this hypothesis was rejected. The result of this study showed that cognitive- conceptual metaphor instruction outperformed the traditional- translation based instruction.

The result of this study were consistent with several studies that have proved the superiority of the cognitive linguistics approach over the traditional approach [20-24]. Cognitive linguistics offers a number of profits for pedagogical grammar over more traditional approaches. First, a system of conventional meanings that associated with a single preposition, a semantic network, reduces remarkably on the amount of arbitrariness and hence cuts up the rote learning need of the second language learners. Second, because this method draws heavily on the experimental notion of meaning and presents the extended senses as arising from external, spatial-physical world, it reflects the learners own observation with the world. Comprehension the motivation behind the extended meaning as being motivated experientially and coherent with the learners own experiences of the world sound to make easier acquisition of these meanings. Third, the various meanings are presented as gestalt-like conceptualization of sense or situations which are connected systematically, instead of a series of discrete dictionary- type definitions lined together in a list. Such

graphic representations can prepare visual aids that may be helpful presentation tools for the language teachers and useful for learners of English as second language (Tyler & Evans, 2001b, 2004 as cited in Tyler, Muller and Ho, 2011).

The most obvious result of this study is parallel to finding of Thom (2017) and Rudzka-ostyn, (2003). The findings of these studies was to consider the compositional nature of phrasal verb meanings. As multi-word expressions, meaning of phrasal verbs forms through composition of verb and particle. Sometimes the meaning of the phrasal verb reflects directly from the meaning of the constituents, but often, it is difficult to see the relation between the phrasal and the meaning of the verb and particle. This difficulty led some to claim that phrasal verbs do not pose composition meaning, i.e. their meaning is not shaped by the meaning of the verb and particle. For example, they might claim that the particle "out" in "fill out" (as in fill out a form) is arbitrary and can replaced easily with "in", (as in *fill in a form). On contrary, the special particles that are used in phrasal verbs are very important and they do relate directly to the compositional meaning of phrasal verbs. For more evidence, in my study, traditional –translation based group became confused about the meaning of "out, in, up" when should be associated with some verb such as 'rush'. Then, when they were asked to use phrasal verbs such as "rush out, rush in or rush up" in the fill-in- the blank exercises as classroom activities or tests, they run into the problem. The reason was they were instructed according to traditional approach and in this view the meaning of phrasal verbs assumes arbitrary and the particle meaning has no bearings on the meaning of phrasal verbs. On the contrary, the cognitive linguistic group focused on prototypical meaning of particle for example, "out, in, up "that associated with some verbs such as "rush". Then when they were asked to act in the fill-in the blank exercises or tests, they became less confused. "One of the most fundamental elements in our experience is the concept of direction, that is, special orientation. When we refer to the world around us, we do not conceptualize space in terms of fixed space and location, referring to exact angles, distances, or sizes. Rather, our concepts of space are relativized to ourselves and the world around us. The language that we use shows this relativistic comprehension of the space around us. Rather than referring to exact locations, we utilize adverbs and prepositions to talk about location, saying something is 'across from the room or on the table', that refers to thing in connection to us and to our surroundings (Tyler & Evans, 2003, P. 21 as cited in Thom, 2017).

So, the evidence of this study suggests that meaning of particle is not arbitrary but it is motivated by language

learners experience of their physical world. "To run everything us, we believe that the cognitive approach of semantics of particle is meant to help learners no to feel overwhelmed or unnecessarily confused but encourage them to study and to use particles logically, on the basis of meaning" [25].

8.2. To Address the Second Null Hypothesis

The second null hypothesis of this study was, "there is no significant difference between translation-based and conceptual metaphor instruction regarding their effects on retention of English phrasal verbs meaning". According to findings, this hypothesis was rejected. The findings of this study showed that cognitive-conceptual metaphor instruction outperformed the traditional-translation-based instruction. The results of this study on the phrasal verbs retention is consistent with studies that have proven the superiority cognitive –conceptual visualization over traditional-translation- base instruction. Cognitive linguistics approach approved the modern pedagogical practices that would be used in general cognition processing, instead of rote memorization. Therefore, according to dual coding theory, information is verbally and visually encoded is possibly stored and retrieved more easily than the information was stored by one function [26-29].

On the other hand, the evidence of the present study suggests some inconsistent results comparing to some pervious researches [30]. These researchers have claimed that pictorial addition have a little effect on linguistics form retention. It should be mention that despite of their findings, they believed that it is unrealistic to deprive learners of the use of pictures in pedagogical contexts.

The evidence of this study showed that cognitive-metaphor instruction in phrasal verbs retention outperformed traditional-translation- based instruction, because the conceptual metaphor group benefited of cognitive-visual aids. So, they focused on two important concepts: trajectory and landmark. The pictures were involved a conceptual representation of the container (landmark) and the entity that leaves the container (the trajectory). The picture also was representation of the prototypical meaning of particles. "It is now generally agreed, following paivio's dual coding theory hypothesis, (that a teaching/ learning methodology) drawing on channels other than purely linguistics ones. Such as, drawing, visual representation, gestures, and the like can facilitate and improve not only the acquisition of a foreign languages, but also the retention of meaning and form through mental imagery and representation of verbal information" [31].

9. Conclusion

The present study suggests an alternative way for phrasal verbs teaching in L2 classroom. Participants in this study with traditional instruction showed inadequately and insufficiently learning of phrasal verbs. This study has investigated the usefulness of explanatory approach to preposition based on cognitive linguistics notions such as use of prototype, metaphor and visual aspects. Sequentially, preposition usage can be conceptualized as prototypical meaning extension. It also showed cognitive linguistics description of English prepositions indicated longer lasting impact on accuracy of response, less confusion and more certainly that learners posed of the correctness of their responses.

Appendix

Appendix A

Version A

Fill the banks with an appropriate phrasal verb. (There is an extra phrasal verb).

worn on	worn out	picking up	picks out	take up	take down	took away
take out	broke away	broke down	get away	get on	threw down	throw up
throw in	throw away	threw out	pay back	leaks out	lift up	poured out

1. Exhausted he ……himself…… on the couch for a nap.
2. The meeting………for hours on end.
3. Our daughter wants to………music and math.
4. Just…………the newspaper ………when you're finished with me.
5. I don't want to see you anymore …………your liar, he yelled.
6. She………...the most expensive dress in the shop.
7. You need new shoes; these are completely…….
8. Before leaving it, would be wise to ……….an insurance policy.
9. Nobody knows as yet how the secret………
10. The authorities…………...the little girl from her parents.
11. The children walked along the beach……shells.
12. If you……the box, you will find a message underneath.
13. Our oldest has digestive problems and he ……all the time.
14. He managed to………..a few comments here and there.

15. After years of worries and hard work he ……and never recovered.
16. The meeting is …………for hours on end.
17. He listened very attentively but didn't ……...anything.
18. The fierce dog………from his owner and attacked several people.
19. Thy decided to …….......most of their old clothes.
20. I………….to greet him.

Version B

Fill in the blank with the suitable phrasal verb. (there is an extra phrase verb).

passed away	passed down	passes out	comes up	come back	rushed up	rushed in
rush out	go up	go away	goes out	take in	takes up	lift up
put back	put up	handed out	hand back	push down	worked in	work on

1. Why did he…...of the room? Is there any emergency?
2. Do you mind if I ………and finish my paper?
3. Our old aunt……last week. She was eighty-four.
4. As he didn't want the book, he….it …. on the shelf.
5. The packet watch was…. to me from my great-grand father.
6. Fill in these forms and …them …to me as soon as possible.
7. Several passengers ……to the waiting bus.
8. ....the bottle…...on the shelf so that the children can't reach it.
9. This chair is heavy for me, I can't …….it up.
10. I don't want this huge desk here; it …too much space.
11. In the summer the sun……at about 4.30 am.
12. Mary always…….at the sight of blood.
13. She is such a kind person; she always……of her way to help us.
14. The teacher……. the examination papers.
15. Even with a few jokes…., the speech was still dull.
16. The landlady decided not to……students any more.
17. Simply……the bottom to start the machine.
18. …….the window and see what is going on.
19. I wish I could ……from my work for a few days.
20. She.......with the good news that she passed her exam.

Version C

Complete the sentences below with the suitable phrase verb. (there is an extra phrase verb).

climb out	climb down	climbed up	pulled down	pulled up	pulled back	pulling out
push down	jumped out	jumping down	talked on	talked down	worked out	work on
clean away	clean up	cleaned out	walk out	walk in	leaking in	leaked out

1. The rain was……through a crack in the roof.
2. We lowered a rope from the balcony and ………...the pieces of furnishers that we couldn't get into the lift.
3. The accident happened as he ………the train while it was still moving.
4. The baby broke his leg when……………the stairs.
5. Nobody knows as yet how the secret……
6. Our plan……...beautifully, as anticipated.
7. The crew helped the survivors to …...the rescue boats.
8. Do you mind if I …….and finish my paper?
9. The thief…...the ladder in the backyard and got into the apartment.
10. It is required to…………the bottom to start the computer.
11. The ground crew………....the inexperienced leaners pilot….
12. We …….so long about this paper.
13. ……from that tree before you break your head.
14. Before constructing a new building, the old one must be……
15. When the trade union leader was sacked, there was a total….
16. She ……the curtains to let it some sun.
17. When robbing the bank, the burglars……....all the safes.
18. Don't think you can just…….here and start ordering.
19. The dentist suggested……...the decayed tooth.
20. Please ……the plates and bring us some coffee.

Appendix B

Explicit information for translation-based group and conceptual metaphor group:

Grammar Lesson

Phrasal Verbs

A phrasal verb is a special kind of verb that consists of two (or three) parts. The first part is always a verb. The next part is a word such as across, after, away, back, down, in, into, off, on, out, over, or up. In a phrasal verb, this second part is called a particle.

Rule 1. A phrasal verb must have at least two parts: VERB + particle.

Rule 2. Phrasal verbs present a huge vocabulary challenge because most phrasal verbs are idioms. As such, the meaning of a phrasal verb as a unit is usually very different from the meanings of the individual verb and the particle: the meaning of come across is not equal to the meaning of come and across.

Rule 3. Like other common words, a phrasal verb can have more than one meaning: The airplane took off is not the same as Their business took off or I took off my shoes.

Grammar Lesson

Separable Phrasal Verbs

The phrasal verbs can be separated when there is a noun as the object. If there is a pronoun as the object, the phrasal verb must be separated. In informal English, the particle can sometimes be several words away from the verb. In more formal writing, it is best to keep the verb and the phrasal verb together. When the object is a pronoun, however, the verb and the particle must be separated.

Rule 1. With separable phrasal verbs, you must separate the verb and particle when a pronoun is used as the object.

Rule 2 Separable phrasal verbs often use these nine particles: up, down, on, off, in, out, away, back, over. (An easy way to remember the first six is that they are pairs of opposites: up ≠ down, on ≠ off, in ≠ out.)

Rule 3. Be careful with phrasal verbs using on because some are separable but others are non-separable. For example, put on is separable, but call on is non-separable.

Separable

Noun Object	**Pronoun Object**
Please put on your shoes.	~~Please put on them.~~
Please put your shoes on.	Please put them on.

Non-separable

Noun Object	**Pronoun Object**
The teacher called on Josh.	The teacher called on him.
~~The teacher called Josh on.~~	~~The teacher called Josh on.~~

Exercise 1. Vocabulary Practice with Separable Phrasal Verbs

Match the phrasal verb on the left with its meaning on the right by writing the letter of the meaning on the line by the number.

Phrasal Verb Meaning

_____ 1. She turned it off. a. return to the correct place
_____ 2. I filled in the blanks. b. go get
_____ 3. Did you throw away the bag? c. broke into small pieces
_____ 4. I handed them out. d. stopped (a machine)
_____ 5. She looked the word up. e. extinguished (a fire)
_____ 6. Can you pick me up after work? f. wore
_____ 7. Please put the milk away. g. distributed to everyone
_____ 8. I wrote it down h. increased the volume
_____ 9. He put his coat on. i. completed, entered the information
_____ 10. They put it out right away. j. discard, put in the trash
_____ 11. She tore it up immediately. k. made a note
_____ 12. I turned up the TV. l. looked for information about

Exercise 2. Complete the sentences with the correct non-separable phrasal verbs.

1. When I get _____ work every day, I get _____ my car and drive straight home.
2. Every time the teacher calls _____ Boris, he is asleep. I don't know how she puts _____
_____ him.
3. Natalia got _____ a plane to Seattle last night to go look _____ her grandfather until he
_____ _____ the flu. When she gets back to school, Natalia will have to _____
_____ on her homework.
4. Molly, look _____ _____ that car!
5. When I was cleaning my room, I _____ _____ some old papers from 1995.

Appendix C

Activities for Translation-base Group
Activity A
Rush out: اجازه دادن : let out پریدن jump out با عجله رفتن
Check out: کنترل کردن driven out: فرار کردن leak out: نشت کردن
Complete the sentences below after memorizing the phrasal verbs meaning.
Emma opened the door……. the dog……
Max ………of the house.
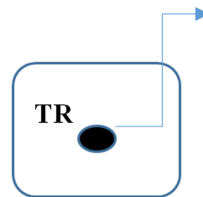Ted told them to ………the hotel.
We …………of our seats.
Marry was…………of her house.
The water is………of the tank.
Activities for Conceptual-Metaphor Group
Activity A
Out: بیرون

LM

Rush out jump out :let out
Check out driven out: leak out
Complete the sentences below with suitable phrasal verbs according to trajectory, landmark notions and also prototypical meaning of out.
1. Emma opened the door……. the dog……
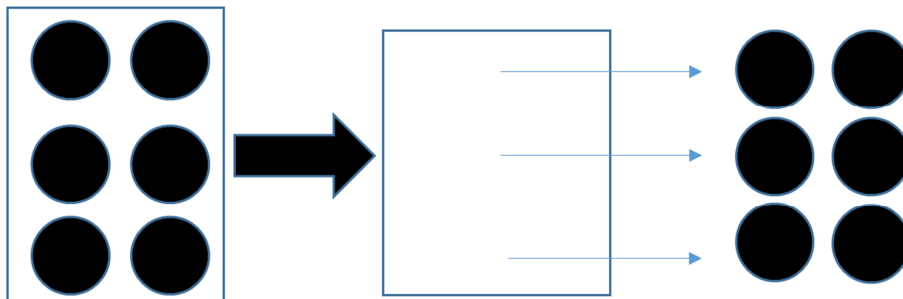2. Max ………of the house.
3. Ted told them to ………the hotel.
4. We …………of our seats.
5. Marry was…………of her house.
6. The water is………of the tank.

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