A Corpus Linguistics Investigation into Phrasal Verbs
in British Academic Spoken English

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Abstract: This current study aims to shed a new light into the usage of phrasal verbs, which are one of the most avoided multi-word constructions for English learners but widely used by native speakers of English in BASE (British Academic Spoken English). The purpose of this study is to identify which phrasal verbs are used more frequently in BASE and how the findings might be utilized in educational settings. To do this, three lexical verbs (go, come and take) combining phrasal verbs with nine adverbial particles and forming 27 phrasal verbs were analysed using 1.742.886 running words in BASE. BNC (British National Corpus) was used as the core data for selecting lexical verbs and adverbial particles by benefiting from the research of Gardner and Davies (2007). The results reveal some similarities between BNC and BASE in terms of phrasal verb usage and the paper exemplifies some ways to teach phrasal verbs in the light of the analyses.

Keywords: Phrasal verbs; Corpus linguistics; British Academic Spoken English; Educational context.

Introduction

It is a fact that one of the most problematic situations that speakers of other languages come across while learning English vocabulary is to acquire phrasal verbs (PVs), like other multi-word structures such as idioms, stock phrases and prefabs (Gardner &

Davies, 2007). The main reason for it is that there are not analogous structures with phrasal verbs in some languages like Turkish and Spanish. The learners having these languages as mother tongue avoid using phrasal verbs in their speeches. Celce-Murcia and Larsen-Freeman (1999) claim that phrasal verb structure is mostly peculiar to Germanic language families; therefore, it may be problematic for the speakers of non-Germanic languages in terms of acquisition of phrasal verbs (as cited in Darwin & Gray, 1999, p. 65). As is known to all, there are a great number of phrasal verbs in English which leads to complexity for learners of English as a second language (ESL) or English as a foreign language (EFL), especially if they are used figuratively. Accordingly, it is crucial to determine the most frequently used PVs so as to provide convenience to learners on the subject of which phrasal verbs to teach first.

In recent years, a growing number of studies investigated language corpora using the corpus linguistics methodology. Baldwin (2005) showed us that these examinations could be used for acquiring and comprehending English as a second language. Meanwhile, investigating a single verb structure or multi-word structures from corpus data is becoming a focus point for corpus linguists. In order to specify phrasal verbs in an organized way, the usage of them in different settings should be analysed. Recently, there has been an increasing focus on the usage of English for Specific Purposes (ESP) in applied linguistics studies. English for Academic Purposes (EAP), which is a subfield of ESP, is the most examined area in recent applied linguistic research studies (Csomay, 2006). As Biber (2006) stated, the earlier studies generally focused on written academic discourse; however, we can see a shift to university classroom discourse in recent years. Nobody can deny the importance of spoken part of academic language in terms of communication and it should be borne in mind that university lectures are different from academic proses. Although there have been studies on frequencies of phrasal verbs (Gardner & Davies, 2007; Trebits, 2009; Liu, 2011) when we go deep into the academic spoken English, there is little investigation on the usage of phrasal verbs in that genre. In this paper, we will search the frequency of phrasal verb usage in academic spoken

English, because if we know which PVs to teach in sequence, it will be more facilitating for both students and teachers.

British National Corpus is the essential source which is used for the corpora studies related with phrasal verbs and other word formations. Gardner and Davies (2007) considered the phrasal verb structure as one of the most challenging aspects of English language structures and examined the frequencies of phrasal verbs in BNC with approximately 100 million-word tokens. After they fronted the corpus linguistic analysis on phrasal verbs in BNC, a lot of research papers were written on phrasal verbs. For example, beside the corpora analyses, a new corpus data was formed which includes the use of phrasal verbs in English Documents of the European Union by taking BNC as a model (Trebits, 2009). In the current study, we deal with top three of the verbs used with verb-particles (go, take and come) of BNC top 100 most frequent phrasal verbs. We also examined these lexical verbs which were used together with nine adverbial particles. In other words, we focused on top three lexical verbs (go, take and come) in BNC top 100 list of Gardner and Davies (2007).

This study mostly focuses on the usage of phrasal verbs in British Academic Spoken English (BASE) in terms of frequency. The main aims of our study are as following:

- To identify the frequency of verbs "go, come, take" as stand-alone verbs in BASE.
- To establish a list of these verbs as a part of phrasal verb.
- To determine the frequency of adverbial particles with these verbs.
- To suggest some ways to teach phrasal verbs in educational settings based on our analyses.

Literature Review

This section of the paper is going to mention the definition of English phrasal verbs as well as some important background information on corpus-based studies on phrasal verbs.

Defining Phrasal Verbs

Every aspect of a phrasal verb is complicated, even the definition of 'phrasal verb' term varies according to point of view of the linguists and grammarians. Furthermore, how to classify phrasal verbs is a longstanding debate. In the previous studies, many of the researchers studied how to define a 'phrasal verb' and tried to figure out whether there are differences among phrasal verb combinations or not. Bolinger (1971) states that: "Being or not being phrasal verb is a matter of degree" (cited in Darwin & Gray, 1999, p. 67) and almost no satisfactory definition has been approved in this perspective. Therefore, a lot of research studies have been done on phrasal verbs.

To start with, it should be known that the term "phrasal verb" is the common one, but it can be labelled as "verb-particle construction" in many grammar books and studies. Neagu (2007) points out that particles (particle: *particulla* in Latin, small part) are adverbs or prepositions uniting with verbs in order to construct phrasal verbs. In this paper, we will mostly use the term "phrasal verb" instead of verb-particle construction, since it is probably the most common and appropriate one in order not to lead obscurity.

According to Chomsky (1969) verb-particle constructions bring about some problems because particles are free factors such as 'I brought the book (in, out, up, down)' and sometimes they can be used as unique lexical items as in 'bring off, look up' etc. There are a great number of theories on how to characterize and classify phrasal verbs in respect to lexical and semantic features. For example, they can be categorized by single word replacement and their separability, their particles can be divided into two: fixed or mobile; they can be transitive or intransitive and they can be grouped semantically: literal, figurative or completive (Dagut & Laufer, 1985, Quirk et al., 1985; Darwin & Gray, 1999; Villavicencio, 2005; Baldwin, 2005; Gardner & Davies, 2007). It is clear that each of these theories is logical and reliable in their contexts. However, as Gardner and Davies (2007) mentioned, when the grammarians and linguists have difficulties on definition and classification, these distinctions have little instructional value for ESL

learners. Hence, we can also deduce that it causes problem for ESL teachers as well as researchers of phrasal verb studies.

Darwin and Gray (1999) state that there should be one definition which linguists must approve so as to abstain from fuzzy classification procedure. In this paper we will use the definition put forward by Gardner and Davies (2007) which we found the most functional proposing phrasal verbs are two-part words including a lexical verb and an adverbial particle that is contiguous or can be separated.

Corpus-Based Research on Phrasal Verbs

It is quite likely that one of the best frequency research among many other studies in English have been executed by Biber et al. (1999) defining the most frequent phrasal verb plus adverbial particles. Using the corpus examining style of Biber et al. (1999), Gardner and Davies (2007) specified the most frequent adverbial particles, lexical verbs functioning as a phrasal verb and adverbials particles within phrasal verb constructions in BNC. In addition to determining the frequencies of multi-word structures, stating the number of word senses associated with a set of phrasal verbs is also regarded in the study (Gardner & Davies, 2007).

Trebits (2009) focused on examining the utilization of phrasal verbs in diversified English registers in her study by affirming that ESP learners would provide benefit from discovery of the research. In opposition to the other corpus-based studies, Trebits (2009) analysed the context of European Union (EU) documents instead of general English usage which was investigated by other researchers. Thanks to this perspective, there has been a new access to phrasal verb researches in EU documents and some similarities were detected between EU documents and written academic English in terms of phrasal verb usage.

By using the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC) as data, Liu (2011) compared the usage of phrasal verbs in American English and British English and formed a list of most frequent 150 phrasal verbs. He revealed the similarities and differences between two varieties and classified them. In addition to this phrasal verb research, by discussing the size of corpora in the previous studies about multi-word structures including phrasal verbs; Liu (2012) examined multi-word structures in general written academic English including the same two core corpora. Most common multi-word structures consisted of phrasal verbs and main functions they play were also investigated in academic perspective. Liu (2012) stated that use of phrasal verbs was divided into two varieties (British and American) of general English in the study.

In this paper, our intention is different from the previous corpus studies related to phrasal verbs by detecting a lack of focus on academic spoken language. As it was written in the study of Gardner and Davies (2007), there was a need to study on more specific or extensive corpora in order to upgrade the validity of their research. In parallel with this purpose, we specified our study into British Academic Spoken English and decided to use BASE as the core data. As a unique topic by comparison with the previous research, this current study attempts to unravel the usage of phrasal verbs in BASE context.

Research questions

Reppen, Fitzmaurice and Biber (2002) assert that there are two types of research questions that could be examined through corpus studies; while the former type deals with the usage of a specific linguistic feature, the latter one concerns about overall characteristics of language varieties. In this paper, we will act as in the first one and focus on a particular linguistic feature: phrasal verb structures. The literature review has demonstrated that frequency, semantic features and particle forms of phrasal verbs are

observed in several aspects of language. However, there is almost no examination into the application of phrasal verbs in BASE.

To do this, our article seeks answers to these questions:

- What is the frequency of "go, come, take" as stand-alone verbs and as a part of phrasal verbs?
- What is the frequency of defined adverbial particles used with these verbs?
- How can the findings be used in educational context?

Methodology

Corpus

Corpus linguistics was used as the methodology of this phrasal verb investigation. Corpus linguistics can be defined as the observation of language at different corpora (singular: *corpus*). A corpus is a wide range of collection of language existing naturally in electronic environment (Bennett, 2010). According to Meyer (2002), the process of a perfected corpus resembles to generating a corpus in aspects of the factors to be analysed and samples in the corpora.

BASE was analysed as the core data for showing and identifying phrasal verbs in academic spoken context. The British Academic Spoken English (BASE) corpus was created at two different universities in the UK: Universities of Warwick and Reading, which is a collection of transcripts of lectures and seminars recorded at these two universities. It includes 160 lectures and 39 seminars which were recorded in several university departments such as Arts and Humanities, Life and Medical Sciences, Physical Sciences, Social Studies and Sciences (Nesi and Thompson, 2001). BASE consists of 1.742.886 running words and 30.758 word types, and it contains equilibrated collection of diversified fields in terms of BASE's scope.

We used the British National Corpus (BNC) as a subsidiary corpus in the selection of phrasal verbs for this research. BNC is a collection of approximately one hundred million words from a wide range of sources which consists of samples of spoken and written scopes of British English from the later part of 20th century. Spoken part includes orthographic transcriptions of informal conversations and spoken language was collected from various context such as business, government meetings, radio shows etc.

Tools of Analysis

We used a concordance, cluster and frequency computer program by Laurence Anthony. Forming a list of the most frequent words of the BASE, comparison to adverbial verb phrases in BNC and word senses of three verbs and their combinations (*i.e. go on, come back, take over*) based on approximately two million tokens of BASE was investigated by using "Antconc" (Anthony, 2014) concordance software. Results set light to establish a deep range and frequency relationship in academic spoken language.

In order to observe frequency, cluster and concordance of the specified verbs (go, come, take) we utilized Antconc Windows (3.4.3). The whole concordance of these verbs was identified in terms of frequency and semantic feature. Adverbial particles used with the mentioned verbs were showed within cluster section of the software. For instance, 253 times usage of phrasal verb *come back* was found as a result of cluster analysing process.

Table 1. Concordance of "come back".

Finally, WordNet Version 2.1 (2010) which is an electronic lexical database used to examine the semantic features associated with the chosen phrasal verbs was also run on to specify the meanings of the determined phrasal verbs in the context of BASE. For instance, *go back* has four different senses according to WordNet word sense browser.

Data Gathering

The phrasal verbs we used for the study are based on the British National Corpus (BNC). The chosen verbs (*go, come, take*) are on the top three as 'lexical verb functioning in phrasal verb forms' (Gardner & Davies, 2007). In selection of adverbial particles, the most frequent ones were chosen from adverb particles used with top lexical verbs of BNC according to Gardner and Davies's study (2007). Specified nine adverbial particles (*on, back, up, down, in, out, off, over, round)* were studied in this current study. The rest of them (*about, through, around, along, under, by across*) were not analysed in our study since the other adverbial particles apart from particularized ones, which are used with related defined lexical verbs (*go, come, take*), consists only 5.1% out of all adverbial particles in

collaboration with *go*, 7.3% out of all adverbial particles in collaboration with *come* and 0.73% out of all adverbial particles in collaboration with *take*.

During the data gathering and analysis of lexical verb (hereinafter it will be called as LV) + adverbial particles (AVP), the current study demonstrates that all the LV + AVP (i.e. *go in*) are not functioned as phrasal verbs. To exemplify, *'in'* in the following sentence: "*The war doesn't go in favour of some of the allies...*" (BASE, 2001) is not utilized as an AVP, it collocates with 'favour of', and therefore we eliminated such examples. All the inflexional forms of the same lexical verbs were examined in the direction of providing a reliable process: *go, goes, going, went, gone; come, comes, coming, came; take, takes, taking, took, taken*. While viewing the gerund form of *go (going)* we realized that all the *"going"* forms do not function as phrasal verbs. Since, only 1,167 out of 5,338 *going* in concordance analysis were run as phrasal verbs. The rest of them were utilized with *'to'*; 4171 were used as future form *"be going to"*.

We examined the phrasal verbs regarding whether some phrasal verbs are separable or inseparable and also detected that *take* is separable with its all AVPs, whereas *go* and *come* are inseparable (Celentano, 2013). We investigated the separable and inseparable PV lists in two different grammar books in an attempt to reach confidential outcomes (Biber et al., 1999; Payne, 2010). However, due to the fact that the under-researched corpus in the present study consists of spoken genres and there may be some mistakes and extra words which are used between LV + AVP constructions, we looked into the verbs from one to five range. To illustrate, *er* in the following sentence: "*People can go er in er each continent… (BASE, 2001)*" intervenes between LV and AVP in spite of being an inseparable PV. In the previous PV frequency studies, Trebits (2009) searched LV + AVP without any words between them; Gardner and Davies (2007) looked within four words as LV + * + * + * + AVP; though we analysed LV + * + * + * + * + AVP within five words in order not to miss any words without counting. To do this, we resorted to Wildcard in Antconc denoting intervening words between lexical verbs and adverbial particles.

Procedure of Analysis

This research employed fundamentally a five-stage procedure by using BASE. The first step was defining which lexical verbs to use for investigation. We chose *go, come* and *take* verbs which were taken from the phrasal verb study of Gardner and Davies (2007) forming the top three of the most frequent lexical verbs used with adverbial particles to construct phrasal verbs in BNC. Another reason for choosing them is that they are included among the top 10 verbs in BNC: Go: 2; Take: 7; Come: 9 (Gardner & Davies, 2007). The second step was to find lexical verbs composing phrasal verbs as well as to specify the percentages of their existence in the whole lexical verbs located in BASE (Table 2). Seeing that the corpora are different, using percentages is substantial.

Table 2. Descriptive Statistics of 3 Lexical Verb (LV) Lemmas Functioning in Phrasal Verb (PV) Forms in BASE versus BNC

Rank	Lexical verb	# in BASE as LV	#with AVPs in BASE	% of all LVs with AVPs in BASE	# in BNC as LV	#with AVPs in BNC	% of all LVs
1	Go	5,242	1,899	36.2	227,103	44,184	19.45
2	Come	2,942	1,169	39.7	145,047	33,045	22.7
3	Take	2,682	498	18.5	173,996	22,638	13.01
	Total :	10,866	3,566		546,146	99,867	

(frequency), LV (lexical verb), AVP (adverbial particles consisting of *out, up, on, back, down, in, off, over, round*), BASE (British Academic Spoken English), BNC (British National Corpus)

The third step was to decide on which phrasal verbs are separable and which are not separable. In the sentence "*And I took every tenth record down…*" (BASE, 2001) three words intervenes the phrasal verb *'take down'*. We queried whether phrasal verbs are separable or not according to aforementioned grammar books (Biber et al., 1999; Payne, 2010). Because of the fact that the lexical verbs are not always contiguous to particles, they were investigated within five words (LV + * + * + * + * + AVP) in the fourth step. This is because when the separated words are ascertained more than four ranges in

concordance, failure rate increases (Gardner & Davies, 2007). Table 3 reveals the results of all the aforementioned phrasal verb frequencies of [LV + AVP] + [LV + * + AVP] + [LV + * + * + AVP] + [LV + * + * + * + AVP] + [LV + * + * + * + * + AVP].

The last but not the least, all the findings were recorded and tabulated. In this step, Excel spreadsheets lent assistance to add the frequencies of the mentioned phrasal verbs into charts.

Results and Discussion

Frequency of Lexical Verbs Functioning in Phrasal Verbs

Going back to Table 2, we can see that the sort order of phrasal verbs *"go, come, take"* differs as LVs, while the order of *come* is the second in BASE, it comes after *take* in BNC. On the other hand, it is clear that the order of these PVs is the same with BNC top 20 LVs functioning in PV forms by comparison with the analysis of Gardner and Davies (2007). Namely, *go* takes place on the top with 1,899 tokens, *come* ranks number two with 1,169 and *take* is the third one with 498 times usage as LVs used with adverbial particles in BASE; the same verbs were used 44,184, 33.045 and 22,638 times in sequence in BNC. It is also important to note that due to the fact that the corpora are different, the total tokens are not similar: there are 10,866 tagged LVs in BASE and 546,146 in BNC as lexical verbs and our lexical verbs are limited with three. Nevertheless, the verities of the rank show that the substantial similarity in the sequence between the two corpora proves the importance of these verbs to construct phrasal verb structures. Moreover, there are both written and spoken registers taken from different genres in BNC, but the usage is similar with academic spoken language. When it comes to the usage of these lexical verbs with adverbial particles, *come* is used to establish phrasal verbs more than the other LVs in the both corpora. In BASE, 39.7% out of all the lexical verbs *come*; 36.2% out of all the lexical verbs *go*; 18.5% out of all the lexical verbs *take* function in phrasal verb forms. Analogously, these proportions are 22.7% for *come*; 19.45% for *go* and 13.01%

for *take* in BNC. Thus, it can be put forward that the lexical verb *come* have a tendency to form phrasal verbs more than *go* and *take*.

Frequency of Adverbial Particles Functioning in Phrasal Verbs

Table 3. Frequency of 9 Adverbial Particles (AVPs) Forming Phrasal Verbs in BASE

Verbs	Out	Up	On	Back	Down	In	Off	Over	Round
Go	131	198	818	375	172	137	68	49	79
Come	241	116	127	276	83	292	24	9	22
Take	69	68	128	23	14	99	62	35	-
Total :	441	382	1073	481	269	528	154	93	101

Table 3 provides information about the usage of nine adverbial particles (*out, up, on, back, down, in, off, over, round*) with the lexical verbs and reveals their frequency one by one. In this analysis, only contexts where these adverbial particles are used within phrasal verbs were included. The reason for examining *round* instead of *around* is the fact that there is a difference between British and American English, and BASE is a British based corpus. As Liu (2011) asserted, people using British English are prone to use *round* more than *around*. Thus, we decided to use *round* in our analysis. However, we checked if it works in the same way in the present study and it was detected that there are 18 times usage of *around* and 101 times usage of *round* in total which supports the view of Liu (2011).

As it was made explicit in the Table 3, while the preposition *on* is the most utilized adverbial particle by 1073 repetition, over is the least used one by 93 utilization with lexical verbs *go, come and take* which makes a huge gap between them. Usage of *go on* is the determinant for 1073 repetition of on, because it is the top phrasal verb in this paper by 818 frequencies. We can deduce that, lecturers and students use the phrasal verb *go on* in different functions in the lessons, which can be a potential research topic for further studies, as in the following examples taken from BASE (2001):

"Okay and then we'll go on to talk a bit more about the function of D-N-A."

"nm5144: okay now let's put another

sf5148: but is

nm5144: go on go on sorry

sf5148: er in ten the bottom of section…"

*nm5144 and sf5148 represents students in BASE.

Phrasal Verb Frequencies in Order

Table 4 reveals the order of phrasal verb frequencies by using *go, come* and *take* as lexical verbs in BASE. As it was outlined before, *go on* is on the top of the table with 818 frequency and it forms 22.9% of the entire list. *Go back* with 375 frequencies 10.5% usage and *come in* with 292 frequencies 8.1% usage come after *go on*. The first five phrasal verbs (*go on, go back, come in, come back and come out*) involve 55.9% of the whole list. Despite the fact that the frequencies of *go off* and *take up* are the same, we arrayed them alphabetical in the lines 17 and 18.

In the study of Gardner and Davies (2007) it is revealed that *go on* takes place on the top of 100 phrasal verb lemmas in BNC. It is a significant point that *go on* is the most frequently used phrasal verb in the both corpora. Additively, if the other lexical verbs (which are not *go, come* and *take*) are not counted, *go back (second in BASE)* and *come back (fourth in BASE)* comes in order in a similar way. However, *come in (third in BASE)* is located in the fifteenth line of top 100 phrasal verb lemmas in BNC. When the other lexical verbs are removed in BNC, it is ordered in the ninth. Another intriguing point is that there are four phrasal verbs in our table which does not exist in the top 100 phrasal verb lemmas in BNC which are *take in*, *take off, take back and take down.* Furthermore, *take in* takes place in the thirteenth line in the existing analysis, which means that it is in the first half. It should be highlighted that although it is used 78 times in BNC (Gardner & Davies, 2007), there is no phrasal verb called "take round" in our list. It can be seen that

it is a rare used phrasal verb by the users of British English while speaking, so the other phrasal verbs ought to be taught ESL learners before teaching such rare phrasal verbs. As a different comparison, in the phrasal verb frequency study of Trebits (2009), *go on* is ordered as twenty third within the top 25 phrasal verbs used in EU documents. It may prove that the usage of *go on* is more in academic spoken language than the academic written language.

Table 4. Order of Phrasal Verb Frequencies in BASE with go, come and take

Rank	Lexical Verb	Adverbial Particle	Frequency	% of all PVs in this table
1	Go	On	818	22.9
2	Go	Back	375	10.5
3	Come	In	292	8.1
4	Come	Back	276	7.7
5	Come	Out	241	6.7
6	Go	Up	198	5.5
7	Go	Down	172	4.8
8	Go	In	137	3.8
9	Go	Out	131	3.6
10	Take	On	128	3.58
11	Come	On	127	3.56
12	Come	Up	116	3.2
13	Take	In	99	2.7
14	Come	Down	83	2.3
15	Go	Round	79	2.2
16	Take	Out	69	1.93
17	Go	Off	68	1.9
18	Take	Up	68	1.9
19	Take	Off	62	1.7
20	Go	Over	49	1.3
21	Take	Over	35	0.9
22	Come	Off	24	0.67
23	Take	Back	23	0.64
24	Come	Round	22	0.61
25	Take	Down	14	0.3
26	Come	Over	9	0.2
27	Take	Round	0	0
		Total:	3,566	Ɔ

Implication of the Analysis in Educational Settings

In spite of the fact that our lexical verb selections are limited with three (go, come, take), the present study reveals how these verbs are used to build phrasal verbs in academic spoken language. ESL teachers, especially non-native ones, may struggle to choose which phrasal verbs to teach first. In an academic context, it may become more difficult for both teachers and students because they need to use more formal and academic language. It should be underlined that university classes have resemblance to daily talks rather than academic proses in production (Csomay, 2006). Nonetheless, it is a formal context and both students and teachers choose their words according to it. Besides, teachers have to use terminological words when giving a lecture and it is expected from students to understand these kinds of complex words. As it was mentioned before, phrasal verbs are prevalent structures which lead to avoidance. Dagut and Laufer (1985) state that phrasal verbs can be divided into three: literal, figurative and completive. The results of their analysis show that students mostly avoid using figurative ones. Therefore, we suggest some ways to teach phrasal verbs or prepare materials for teaching phrasal verbs in our list:

* Phrasal verbs can be taught in the order of the phrasal verb frequency list. As it is apparent in the table, there is no use of *take round.* For this reason, it should not be taught, or it should be taught after the other phrasal verbs.

* During teaching, phrasal verbs can be grouped in terms of both the order of frequency and the lexical verbs:

GO: *go on, go back, go up, go down, go in, go out, go round, go off, and go over.*

COME: *come in, come back, come out, come on, come up, come down, come off, come round, and come over.*

TAKE: *take on, take in, take out, take up, take off, take over, take back, take down, and take round.*

* The best way to teach vocabulary items is to give them in context. If the phrasal verbs are taught in sentences, it will facilitate learning more than memorizing one by one. Here, we can see some examples from BASE (2001):

Example for 'go on': *If any of you want some money to go on holiday to Greece, you should look out on the noticeboard in the corridor.*

Example for 'come back': *Can you leave them on this desk? I will come back and collect them at three.*

* If a phrasal verb has more than one meaning, the first meaning in the dictionary should be taught. If the phrasal verb has a figurative meaning, it should be emphasised after the literal meaning is taught. The examples taken from BASE (2001) show different usages of *come in*:

Example for literal meaning: *You'll see real patients with real problems and even your tutor won't know anything about them because they'll come in and they'll have something new.*

Example for figurative meaning: *The emotions and the feelings are what really govern us and the reason is not something that comes in later.*

Conclusion

Hereinbefore, this corpus-based study of phrasal verbs intended to find the frequencies of 27 phrasal verbs (one of them, *take round*, hasn't been found in the corpus) formed by three lexical verbs and nine adverbial particles in BASE and find answers for all the research questions. The main aim was to uncover which phrasal verbs to teach to the learners of ESL and EFL. Because of the fact that BASE is a collection constituted on a vast scale, the outcomes of this study can be used by teachers and material developers. The frequency list not only provides an insight into further analysis, but also it may serve vocabulary book writers. However, it is obvious that there are limitations in the selected lexical verbs and adverbial particles. For the purpose of coming through more extended results, more lexical verbs and adverbial particles can be used in further corpus-based analysis. Moreover, the usage of the determined phrasal verbs in academic

written language is a potential topic for the researchers. It is expected that the present findings are going to play an efficient role for material development.

Acknowledgement

Primary source

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https://warwick.ac.uk/fac/soc/al/research/collections/base/history

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