

Learning Phrasal Verbs Through Cognitive Linguistics-Approaches: A Case Study of Kurdish EFL University Students

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DOI: <https://doi.org/10.31918/twejer.2471.43>

Published: 21/07/2024

Abstract

This study aims to examine the effects of cognitive linguistic approaches on learning English idiomatic phrasal verbs among Kurdish EFL university students. The participants of this study were 62 sophomores in the English Department, at Soran University. They were enrolled in the course 'Communication Skills', the first semester of the academic year 2022-2023, and they were put into two distinct groups the control and the experiment groups, with 31 students in each group. Students in both groups received instruction from the same lecturer for thirteen weeks. The control and experiment groups were given instructional treatments based on traditional methods and cognitive linguistic approaches, respectively. A semi-structured interview and pre-and post-tests were used as the instruments of the study for data collection. The descriptive statistics of SPSS analysis, by paired samples t-tests, indicated that students in the experiment group outperformed those in the control group. Concerning ($p < 0.05$), the difference between both groups was statistically significant in favour of the experiment group ($t = 2.186$, $p = .037$). Besides, the difference between both groups related to exposed items was not statistically significant ($t = 1.153$, $p = .258$). Additionally, the difference between both groups related to unexposed items was statistically significant in favour of the experiment group ($t = 2.934$, $p = .006$). The interviewees' statements supported the statistical data, and they considered cognitive-based lesson plans helpful and joyful. The researchers concluded that the cognitive approaches should be used as alternative strategies in learning and teaching idiomatic expressions, specifically phrasal verbs, in communication skills classes that involve speaking and listening.

Keywords: *Cognitive linguistics, phrasal verbs, Kurdish EFL students, metaphor*

Introduction

Phrasal verbs are seen as being challenging for English as a Foreign Language (EFL) students. They are numerous and common in spoken English. Thus, Celce-Murcia and Freeman (1999, p. 425) stated that phrasal verbs are “ubiquitous”. The claim made by Celce-Murcia and Larsen-Freeman that learners may come across one phrasal verb for every 150 words of an English book was supported by Gardner and Davies (2007). Foreign learners tend to refrain from using phrasal verbs (Dagut & Laufer, 1985), but native speakers of English prefer to use them most of the time ((Bolinger, 1971; Zareva, 2016). Phrasal verbs are frequently polysemous, meaning they take on a new meaning each time they are used in a different context. Gardner and Davies (2007) found approximately five meanings for each widely used phrasal verb in corpus-based research. Phrasal verbs' unpredictable nature and lack of compositionality also made them challenging for learners to understand (Celce-Murcia & Larsen-Freeman, 1999; Cornell, 1985; Moon, 1997; Side, 1990). Additionally, the way they are presented in textbooks highlights their arbitrary nature and indicates an illogical approach to teaching them (Moon, 1997; Tyler & Evans, 2004).

Hence, the current study aims to investigate the effectiveness of the cognitive approaches in teaching phrasal verbs to Kurdish EFL learners. The study aims to, first, explore the effect of the cognitive approach on students' retention and, second, examine the effect of the cognitive approach on the ability of learners to guess the meaning of unfamiliar phrasal verbs to which they were not exposed during the in-class instruction.

Research Questions

1. Do cognitive linguistic approaches have a positive impact on Kurdish EFL learners in understanding English idiomatic phrasal verbs at intermediate levels of language proficiency?
2. How do learners evaluate cognitive linguistic approaches in learning idiomatic phrasal verbs?

Research Hypothesis

Based on the previous relevant studies, the researchers hypothesize that cognitive linguistic approaches will have a significantly positive impact on Kurdish EFL university students' learning of idiomatic phrasal verbs.

2.1 Review of Literature

A phrasal verb is a construction consisting of a verb and a particle (Dehe, 2002). This construction acts as one syntactic and semantic unit (Darwin & Gray, 1999; Quirk,

Greenbaum, Leech, & Svartvik, 1985). According to Cornell (1985), most phrasal verbs are nonidiomatic because their meaning may be inferred from the meaning of the proper verb. Others claimed that their meaning could occasionally be arbitrary and non-compositional. Phrasal verbs are thus split into three groups by Dagut and Laufer (1985, p. 74): (a) literal phrasal such as verbs *come in*, *get up* etc, (b) idiomatic phrasal verbs such as *let down*, *turn up*, etc. (c) completive (aspectual) phrasal verbs such as *carry on*, *start*, *eat up*, etc.

Likewise, several scholars—including Jackendoff (1997), Celce-Murcia and Larsen-Freeman (1999), and Armstrong (2004)—have argued that when classifying phrasal verbs, it is important to take into account the role of the particle that is linked to the verb. As a result, phrasal verbs can still convey their meaning even when the particle is only directed (such as *coming back*) (e.g., *read through*); however, semi-transparent verbs are those that have an aspectual or redundant meaning provided by the particle. Yet, the majority of phrasal verbs are opaque and idiomatic (e.g., *makeup* meaning to compensate).

2.2 Traditional Methods of Teaching Phrasal Verbs

As previously mentioned, traditional methods on the semantics of phrasal verbs (e.g., Fraser, 1976) regarded them as non-compositional expressions and held that the particle does not influence their meaning. As a result, a few linguists and educators have critiqued the way that phrasal verbs are presented in textbooks (e.g., Cornell, 1985; Darwin & Gray, 1999; Gardner & Davies, 2007; Moon, 1997; Tyler & Evans, 2004; Strong & Boers, 2019). Exercises that include filling in the gaps are given after each lesson and phrasal verbs are listed in phrases with their definitions in parentheses. According to Moon (1997), phrasal verbs are frequently presented as arbitrary combinations that cannot be evaluated and reasoned, (p. 46). Hence, traditional teaching approaches advise against conceptually analyzing phrasal verb forms and, instead, advise that they need to be learned mechanically. As a result, students will continue to have difficulty using phrasal verbs in situations outside the domain of their textbook (van der Veer, 2000).

2.3 Cognitive Linguistic Approaches to Teaching Phrasal Verbs

Langacker's efforts to connect language learning to the cognitive processes in the human mind sparked interest in teaching phrasal verbs using the cognitive method. Cognitive linguists hold that our conceptual system is intrinsically metaphorical and that our linguistic patterns are motivated by cognitive processes like metaphorization. To comprehend abstract concepts, humans employ phrases referring to concrete objects (Lakoff, 1987; Kövecses, 2005, p. 14). To better grasp the target domain, cognitive linguists employ the source domain

(i.e., concrete things) (i.e. emotions are considered abstract notions) (Kövecses, 2005). The prominence of metaphor in language makes it difficult to learn a new language (Littlemore & Low, 2006).

Hence, according to cognitive pedagogies, emphasis should be placed on metaphor, conceptualization, and symbolism when teaching language (Gibbs, 1994; Johnson, 1987; Lakoff, 1987; Langacker, 1987), and this cognitive approach to language should be taken into account in L2 instruction (Achard, 2008). Also, according to cognitive linguists, teachers should bring out to students a word's prototypical meaning, which is its primary meaning, before pointing out any other meanings as extensions (Verspoor & Lowie, 2003). Additionally, according to Morgan (1997), a verb, its particle or both can convey metaphorical meaning. According to Lindner (1981), particles provide a larger share of meaning and it is crucial to map spatial links and metaphorical extensions onto image schemas. Particles are kept in the lexicon in a systematic, rule-governed manner, which contradicts the prior view that claimed they were arbitrarily chosen (Tyler & Evans, 2004). Regarding metaphorical phrasal verbs, Lakoff and Johnson (1980) invented the conceptual metaphor theory, which proposed that metaphor is at the core of human cognition. According to Johnson (1987), particles should receive more attention to give visual representations of image schemas, which are the foundation of figurative phrasal verbs.

2.4 The Conceptual Metaphor Theory

The publication of Lakoff & Johnson's book *Metaphors We Live By* in the early 1980s, which established and expanded on the ground-breaking conceptual metaphor theory, marked the official start of cognitive metaphor research. It describes metaphor as one of the fundamental cognitive processes that shape how we express and comprehend abstract concepts (Lakoff & Johnson, 1980). Lakoff and Johnson assert that the core of metaphor is to experience and interpret one in terms of another to support the idea that we live by metaphor. Metaphor, thus, can be thought of as a mapping from one domain to another. (Lakoff & Johnson, 1980, p. 5). This mapping establishes a relationship between the source domain and the target domain. The first is typically more tangible and can involve people, animals, plants, or delicacies. The latter is more intangible and could involve time, morality, thought, emotion, or human relations. There may occasionally be more than one-to-one correspondence, or multiple correspondence. For instance, because life has so many sides and is something comprehensive, the metaphor LIFE IS A JOURNEY is incredibly inclusive. The metaphor LOVE IS A JOURNEY, on the other hand, is quite particular because love is only one

component of life. As a result, we can observe that metaphors are arranged hierarchically, with more specific patterns deriving their structures from more generic ones. (Evans & Green, 2006; Grady, 2007).

The phrases *higher* (equivalent to broad) and *lower* (equal to specific) have been used by Lakoff (2006) to describe the hierarchical structure of metaphor as an alternative to the terms *broad* and *specific*. He offers three levels: the first level is a metaphor for the way events happen, the second level is a broader (wider) metaphor for life, *LIFE IS A JOURNEY*, and the third level is a lower (particular) metaphor *LOVE/CAREER IS A JOURNEY*. According to him, level three earns structure from level two and level two earns structure from level one.

2.5 Image Schema

According to Johnson (1987, p. xix), language use frequently resembles patterns in our own bodily experience, notably our perceptual engagements, motions, and object manipulations. Image schemas are a result of our interactions and movements in the world, as well as our sensory and perceptual experiences. The conceptual categories, or 'image schemas', as Johnson refers to them, are created because of fundamental patterns of recurring experience. He shows an image schema as "a recurring, dynamic pattern of our perceptual interactions and motor programs that gives coherence and structure to our experience" (1987, p xiv).

Schema is an abstract conceptual image that almost mainly comes from how people interact with the outside world and how it reflects on them. Experiences with perception and sensuality help to build image schemata. Therefore, image schema is derived from embodied experience. According to cognitive semanticists, image schema is one of the crucial conceptual structures underlying cognitive semantics. As a result, they argue that daily actions like walking, sleeping, eating, and awareness of the surroundings, are the sources of image schema. These conceptual frameworks are formalized in the mind so that they can be applied later to consider more abstract issues (Evans, 2007; Safavi, 2010).

The term *image* used in image schema is similar to the term *imagistic* used in psychology, which describes how conceptual experience is derived from the experience of the outer world. This experience is occasionally referred to as a sensory experience. In contrast to detailed or rich notions, the word "schema" in image schema refers to the idea that image schemata are abstract concepts. Words like *pencil* and *teacup*, for instance, have additional schematic meanings like *item* and *container*. The patterns that emerge from recurrent embodied experience examples make up abstract notions (Evan, 2007). Additionally, according to

Cruse (2006, p. 84), image schemas are essential conceptual structures that "contribute to the understanding of more complicated conceptual structures".

Additionally, one of the theoretical concepts in cognitive linguistics that is founded on the conceptualization of experience is the image schemata (Lakoff 1987; Johnson 1987; Lakoff & Turner 1989). The schematic transcription of images is another definition for image schemata. Images serve as representations for many embodied experiences (Fillmore, 1975). Images, on the other hand, come from areas that are thought of as grounded or embodied. Instead of specific images, image schemata are considered schematic (Lakoff & Turner, 1989). In other words, they represent schematic patterns originating in imagistic domains like containers, paths, links, forces, and balance. These schematic patterns serve to structure body experience by replaying in a variety of embodied domains (Lakoff 1987; Johnson, 1987). Image schemas tend to organize both bodily and non-biological experiences in humans. By using metaphor, image schemas structure the non-bodily experience (Talmy, 1972; Lakoff 1987; Johnson 1987).

According to the proposed definition, Grady (2005, p. 45) describes image schemas as being connected to repeating patterns of a certain physical and bodily experience, such as perceptions through sight, hearing, touch, kinesthetic perception, smell, and maybe also internal sensations like pain, hunger, discomfort, etc. Dancygier and Sweetser (2014, p. 22) stated that a schematic or skeleton structure known as an image schema represents a spatial configuration, such as verticality, as well as the numerous forces that act on a human body like gravity and pressure. By skeletal structure, we mean that while they lack substantial propositional content, they still help organize more complex ideas in ways connected to experience. Importantly, many details of the scene, such as the objects that are positioned above or below one another, are not elaborated in these schemas.

The word 'image' used in 'image schema' has the same meaning as the word 'image' used in psychology, where imagistic experience is connected to and arises from our perception of the outside world. This form of experience is also referred to as a sensory experience because it is derived from sensory-perceptual mechanisms that may or may not include the visual system. Although the term 'image' in daily speech only refers to visual perception, it has a far larger meaning in psychology and CL, where it refers to all forms of sensory-perceptual experience. Imagistic experience is opposed to internal subjective experiences like feelings or emotions, which psychologists refer to as 'introspective experience'. Since "image schema" refers to an abstract notion of patterns that appear because of repeated instances of embodied experience, they are not rich or detailed concepts (Evan & Green, 2006, p. 178).

3. Previous Studies on CL-Based Approaches of Phrasal Verbs

A few studies in the literature have taught phrasal verbs to EFL students using the cognitive methodologies mentioned above. For instance, Kövecses and Szabo (1996) compared two groups of Hungarian English language learners who were studying idiomatic phrasal verbs. The second group was trained using orientational metaphors (i.e., concepts are spatially represented) (Lakoff & Johnson, 1980), while the first group was given a list of phrasal verbs along with their Hungarian counterparts. Although the test also contained other new phrasal verbs, researchers found that the latter performed better in a gap-filling exercise than the former. However, they concentrated solely on 10 phrasal verbs with up- and down-moving particles. Boers (2000) also contrasted the performance of L1 French EFL learners on a text-based gap-filling exercise between a group that learnt through orientational metaphor and a group that studied through textbook explanation of multi-word verbs. He said that when it came to their performance on previously taught words, the metaphor group outperformed the other. Yet, the cognitively trained group outperformed the other group in terms of learning new multi-word constructs. Boers' (2000) in-class training, however, covered 26 phrasal verbs, including *off*, *out*, *on*, *in*, *up*, *down*, and *through*. Furthermore, Vietnamese students majoring in English at Thuc Hanh High School were taught phrasal verbs with the particles *in*, *out*, *up*, and *down* by Nhu and Huyen (2009) using cognitive approaches. The participants were instructed to use phrasal verbs or particles to complete the sentences. According to the results, the experimental group did better in determining the meaning of unknown phrasal verbs than the control group. Like this, Talebinejad and Sadri (2013) taught 60 Iranian EFL learners at the intermediate level of language competency and focused on 20 phrasal verbs with the two particles *up* and *down*. Students were divided into the experimental and control groups, with the latter receiving lists of phrasal verbs along with their definitions from dictionaries. Yet, the experimental group was given instructions utilising Tyler and Evans' proposed cognitive model (2003). The study's findings demonstrated that the experimental group was appropriately better than the control group at recalling the meaning of phrasal verbs they had previously learned and at applying the CL model to unknown phrasal verbs. Furthermore, the usefulness of the cognitive approach (i.e., orientational metaphors) in teaching phrasal verbs with *up*, *down*, *into*, *out*, and *off* was examined in a study by Karahan (2015) including 63 Turkish EFL students enrolled at a public university. The author did not use a specific approach. The experiment group did not do significantly better on a gap-filling exercise than the control group, which was urged to translate each phrasal verb with an

example sentence. The researcher suggested that explicit phrasal verbs-teaching would be more effective if phrasal verbs were divided up according to the meaning of their components. The majority of studies, as demonstrated above, focused on a small number of particles and phrasal verbs, and they all used a gap-filling exercise to assess participants' understanding of the particle. Several studies have used orientational metaphors, as Lakoff and Johnson (1980) recommended. Moreover, some studies recommended shorter in-class training times. In contrast to earlier studies, the present study was longer in duration, and several contacts of long duration are advised to promote successful learning and retention of specifically taught phrasal verbs. Also, to bridge the knowledge gap, the present study tried to demonstrate whether or not cognitive linguistic- approaches help Kurdish EFL students at university to learn and retain idiomatic phrasal verbs.

Methodology

This current study aims to examine the effectiveness of cognitive linguistics approaches in learning English idiomatic expressions, especially phrasal verbs. To this end, the researchers used a mixed method to analyze data to show whether there was a statistically significant difference between the control and experiment groups. Additionally, to discover significant differences between cognitive linguistics approaches and traditional methods in learning idiomatic expressions, the study took advantage of lesson plans based on cognitive approaches and traditional methods prepared by the researchers and applied by one of the researchers in a thirteen-lecture period. This study was done at Soran University/Faculty of Education/English Department. Students have classes in the mornings and a 90-minute class five times a week.

Participants

In this study, 62 students were chosen purposively, and they were the researcher's students in two intact groups. They were second-year students of the English Department at Soran University, studying in a mixed-gendered class, 38 females and 24 males. Their ages ranged from 19 to 25. Their English language proficiency was determined to range from low to intermediate, and they had at least seven years of English exposure in high schools and primary schools. They were selected to be involved in this study as they took the course 'Communication Skills' in the Fall 2022 semester. The mentioned course was aimed at improving their communication skills, especially speaking skills. Additionally, they are expected to be good at English and teaching skills for them to be able to teach in primary schools after graduation. The participants of this study were not informed that they were

chosen to participate in this research. They were divided into two groups, the control group (16 females and 15 males) and the experimental group (22 females and 9 males). It should be mentioned that their native language was Kurdish. Additionally, students were expected to be similar/close in terms of English language proficiency since the English Department followed GPA regulations for admission above 70%. That is, students, in this study, got accepted to the bachelor's program (BA) based on their marks (performance) obtained in the in-school final test. Nevertheless, the researchers applied both pre-test and post-test to ensure that their English language proficiency is similar or at least close to one another.

The Instruments of the Study

Two ten-item achievement tests and a semi-structured interview, as the instruments of the study, were created by the researchers to examine the impact of cognitive approaches on learning English idiomatic phrasal verbs. Each test consisted of ten items (see appendices A1 and A2), the post-test included three items to which the students were exposed before, either in the pre-test or during the in-class instruction, and seven items were unfamiliar to the students, and students were not exposed to them before. The tests were piloted with 24 students in the second year in the English department at the same University, to make any necessary revisions, corrections, or editing before the target groups formally took it. Both pre-and post-tests required students to choose the true idiomatic phrasal verbs to fill the gaps. The participants took approximately 25 minutes to complete each test. Also, nine students were chosen for the semi-structured interviews.

Procedure

Participants were divided into two groups- namely the control and experimental groups. After administering the pre-test, thirteen lesson plans were used in thirteen different class periods as an instructional treatment, and each lesson plan took around 20 minutes.

The researchers used the traditional method and cognitive approaches in teaching idiomatic phrasal verbs to the control and experimental groups respectively. The researchers took advantage of two books for preparing the metaphorical activities as the instruction for the experimental group. They were *Idioms Organiser* by Wright (2002) and *Exercises in Everyday English Metaphorical Expressions* by Nourmohammadi and Behtash (2016). Also, some of the idiomatic phrasal verbs used in the instruction for both groups were taken from the empirical study of Yasuda (2010).

Students in the control group were instructed that idiomatic phrasal verbs were separate words and/or phrases and needed to be understood and memorized. The same procedure was

used with the experimental group; however, before being exposed to the idiomatic phrasal verbs, the experimental group was instructed and introduced to conceptual metaphors and image schema in the sense of cognitive linguistics.

Both groups were given handouts in all thirteen class periods. One week after the instruction, a post-test was administered to the participants of both groups without informing them that a test would be taken. The pre-test and post-test were similar in terms of contents, time, and organization, but different items. Not mentioned, the researchers included ten idiomatic phrasal verbs. More clearly, students had been exposed to three idiomatic phrasal verbs, during their in-class instruction, and the other ones were new (unfamiliar) to which students were not exposed before in class. The purpose of including the unfamiliar items that students had not seen before was to examine the impact of the cognitive approaches on guessing the true meanings of unfamiliar idiomatic phrasal verbs and the impact of the cognitive approaches on students' retention of the previously studied items. The unfamiliar idiomatic phrasal verbs are labelled as *Unexposed*, and the previously studied ones are labelled as *Exposed*.

Data Analysis

The data analysis of the current study follows the quantitative and qualitative data analysis method because the study is in the direction of the mixed method. The data gathered from both groups through pre-test and post-test was calculated and analyzed utilizing the paired-samples t-test and semi-structured interviews. The procedure of the t-test makes a comparison between two groups of cases. The participants in such tests need to be divided into two groups randomly to be clear that any differences in answers are based on the instructional treatment only, and no other factors are involved. Thus, any difference in scores between the experimental group and control group is depicted by the instruction (or lack of instruction), not by other (variables) factors like age, sex, economy, or so forth.

Results

The descriptive statistics including means, standard deviations, and the number of students regarding the similarity of both groups in terms of language proficiency are displayed in Tables 1 and 2. Table 1 indicates that both groups are nearly similar in terms of the level of language proficiency before the cognitive-based instruction concerning the alpha level of 0.05. The mean is 3.16 for the experiment group and 2.70 for the control group.

Table 1: Mean and Standard Deviation of the Pre-tests in Both Groups.

Both groups	Mean	N	Std. Deviation	Std. Error Mean
Pretest_E	3.16	31	2.229	.407
Pretest_C	2.70	31	2.306	.421

Table 2 shows no statistically significant differences between the control and experiment groups before the instruction.

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest_EG Pretest_CG	.46667	3.09319	.56474	-.68835	1.62168	.826	30	.415

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Table 2: Paired Differences between Both Groups in Pre-Tests

To know whether or not there is any difference in the progress of students' performance, the researchers compared the results of pre- and post-tests of both groups separately. Table 3 displays the statistical differences in students' performance (control group) after they had received instruction based on traditional methods. The mean difference between the pre-and post-tests of the control group is significantly meaningful, which is ($m = 2.70$) for the pre-test and ($m = 3.40$) for the post-test.

Table 3: Mean and Standard Deviation of Pre- and Posttests in the Control Group.

Control group	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	2.70	31	2.306	.421
Post-test	3.40	31	2.190	.400

Experiment Group	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	3.16	31	2.229	.407
Post-test	4.53	31	2.112	.385

Furthermore, Table 4 shows the students'

progress in the experiment group after they had received cognitive-based instruction. There is a statistically significant difference between pre-and post-test results, ($m = 3.16$) for the pre-test and ($m = 4.53$) for the post-test.

Table 4: Mean and Standard Deviation of Pre- and Posttests in the Experiment Group.

These statistical results suggest that the application of the lesson plans, based on traditional methods and cognitive approaches, has made both groups perform better in posttests. However, other paired samples t-tests were implemented to show if there was a statistically significant difference between post-tests of both groups in learning English idiomatic phrasal verbs. Table 5 and Table 6 show that the difference between the control and experiment groups in the post-tests is statistically significant.

Table 5: Mean and Standard Deviation of Posttests in Both Groups.

Both groups	Mean	N	Std. Deviation	Std. Error Mean
Posttest_EG	1.36	31	.986	.169

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Posttest_CG	.86	31	.681	.124
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Table 6: Paired Differences Between Both Groups in Posttests

Posttest_EG	.50000	1.25258	.22869	.03228	.96772	2.186	30	.037
Posttest_CG								

However, Tables 7 and 8, indicate that students' performance was not different in terms of *exposed* categories of idiomatic phrasal verbs. According to ($p < 0.05$), there is no statistically significant difference between both groups, the mean is (2.67) for the experiment group and the mean is (2.13) for the control group. Students in the experiment group did not perform better than those in the control group in the *exposed* category of idiomatic phrasal

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experiment_Ex Control Ex	.33333	1.58296	.28901	-.25775	.92442	1.153	30	.258

verb
s.

Table 7:
Mean

n and Standard Deviation of *Exposed* Category of Both Groups

Both groups	Mean	N	Std. Deviation	Std. Error Mean
Experiment_Ex	2.67	31	1.136	.207
Control_Ex	2.13	31	1.195	.218

NOTE: (Ex) stands for *Exposed* category of phrasal verbs.

Table 8: Paired Differences Between Both Groups in the *Exposed* Category

In addition to the *exposed* category, Tables 9 and 10 display a statistically meaningful difference between both groups in the *unexposed* category based on ($p < 0.05$). The mean difference is (2.10) for the experiment group and (1.26) for the control group.

Table 9: Mean and Standard Deviation of *Unexposed* Category in Both Groups

	Paired Differences					T	Df	Sig. (2-tailed)
	Soran University	Twejer	Volume 7, Issue 1, 2024					
	Mean	Std. Deviation	Std. Error Mean	Interval of the Difference				
				Lower	Upper			
Experiment_Un - Control_Un	.83333	1.55549	.28399	.25250	1.41416	2.934	30	.006

Both groups	Mean	N	Std. Deviation	Std. Error Mean
Experiment_Un	2.10	31	1.155	.210
Control_Un	1.26	31	1.080	.197

Note: (Un stands for unexposed category of phrasal verbs)

Table 10: Paired Differences Between Both Groups in *Unexposed* Category

Semi-Structured Interviews

Nine EFL students were interviewed to evaluate the effectiveness of the lesson plans that were implemented based on cognitive linguistics approaches. The qualitative data analysis indicated that the students profited from its application in learning idiomatic phrasal verbs. According to the students, using cognitive linguistics approaches when learning idiomatic phrasal verbs could help them predict the meanings of the phrasal verbs and hence contribute to their vocabulary development. The results gained can be summarized as follows:

(S1) "... I couldn't understand and use idioms or phrasal verbs a lot before, but these lesson plans helped me to understand most of them, even those that I have not seen before."

(S3) "... These approaches are very useful. If we study it for a longer period, I think we can understand most of the idiomatic expressions and phrasal verbs.

(S5) "... Phrasal verbs, idioms and all the proverbs are difficult to memorize, but this implementation made it easy for me to know the meaning of many of them. When I see a phrasal verb or an idiom, I think about the rules we studied in the lesson plans, I use the rule and metaphor to understand them."

According to the participants, the lessons were very entertaining, and the students enjoyed them.

(S6) "... I was memorizing the phrasal verbs and idioms, but sometimes I forget them. After this course, I think about these methods when I see any idiom or phrasal verb, I mean these methods can help me in understanding them, or maybe not forgetting them."

(S2) "... I enjoyed studying and discussing metaphors, it is very interesting to see how metaphors help you understand new idiomatic expressions."

(S7) "... The lessons were very interesting and helpful, I liked this part of the class when it was about metaphors and images, very cool."

(S8) "... After I knew about these approaches, I liked to know more and more. It was very joyful; I like to retake the class."

According to Lennon (1998), teaching idiomatic expressions about conceptual metaphors can help students improve problem-solving and higher-order thinking skills by encouraging them to try to comprehend figurative terms on their own. This activity necessitates extensive cognitive processing before turning to a dictionary or a tutor. The following students confirm that.

(S4) "... When I see a new idiomatic expression and a phrasal verb, I try to think about it and remember the approaches that we studied. It helps me understand the whole phrase.

(S9) "... These approaches helped me a lot. Now I think about the phrase and play with words. I know that the meaning of these phrases is special. I think about the methods we studied and then I decide about the meaning of the idiomatic expressions and phrasal verbs.

Pedagogical Discussions

As a result, metaphor use may gain a significant role in teaching and learning idiomatic phrasal verbs. Although the meaning of idioms cannot be completely predicted, there is a significant deal of systematic intellectual rationale because most idioms are built on conceptual metaphors and metonymies (Kövecses and Szab'o, 1996). Furthermore, emphasizing cognitive linguistics approaches in teaching idiomatic phrasal verbs can be beneficial because they can create an interesting and engaged classroom environment. Cooper (1998) indicates that students are captivated by these expressions and benefit from a wide range of activities that appeal to multiple intelligences, therefore using conceptual metaphors and image schemas in teaching idiomatic expressions in general can also change classroom activities.

Furthermore, the statements of the interviewees support the claim of Boers (2003, p. 231) that "applying the idea of conceptual metaphor provides motivation and coherence to whole groups of figurative idioms that appear arbitrary and unrelated at first sight." Additionally, the findings of this study back up the claim of both Littlemore and Low (2006) that metaphor is extremely important in second language acquisition, teaching, and assessment from the

beginning to the end of the learning process. The findings of the current study lend support to Kovecses and Szabo's (1996) claim that the cognitive approach is successfully transferable when language learners attempt to confront new phrasal verbs. According to Yasuda (2015), the findings of the current study can be interpreted further concerning (a) learning and awareness of foreign languages; (b) strategies of learning and teaching idiomatic expressions; (c) metalinguistic knowledge and its link to effective instruction in second language learning. The fact that students who learned phrasal verbs through orientational metaphors and image schemas outperformed those who learned them through (traditional method) memorization suggests that students must be explicitly taught about the concept of cognitive approaches before they can actively comprehend appropriate phrasal verbs. The improved metaphor-awareness strategy may fit into the attention and awareness pedagogical movement in foreign language learning. Incidental learning without awareness is both possible and successful, although paying attention is necessary for adult learners to grasp a foreign language (Schmidt, 1990).

Conclusion

The findings of the study show a statistically significant difference in progress between both the Experiment and Control groups. That is, the experiment group outperformed the control group in processing the unfamiliar idiomatic phrasal verbs. The difference between the Experiment and the Control groups, after the instruction based on cognitive linguistics approaches, was statistically significant concerning ($p < 0.05$). The mean difference ($m = 1.36$) for the Experiment and ($m = 86$) for the Control groups was also statistically significant. A metaphor is a cross-domain mapping that permits a group of metaphors to be grouped under a single, higher-level conceptual metaphor that connects two domains (Lakoff, 1992). It has been experimentally confirmed here that cognitive linguistics approaches can help learners understand and maintain conventionalized metaphorical phrases. The outcomes of the study confirm the value of cognitive linguistics approaches, suggesting that conceptual metaphors and image schemas indeed play a key role in cognitive perception and may be used to improve language learning processes. However, there were no statistically significant differences between both groups in terms of the phrasal verbs to which the students had been *exposed* before.

As a result, cognitive linguistic approaches can certainly be an alternate and supplementary way of teaching and learning idiomatic expressions. Idiomatic expressions and phrases, according to cognitive linguistics approaches, are decomposable and analyzable, and their

meanings are not arbitrary but are prompted by conceptual systems that exist in people's minds. Thus, cognitive linguistics approach insights assume that increased metaphor awareness will assist learners in determining the meaning of idiomatic expressions based on the information expressed by the conceptual metaphors of the constituent words and enable them to figure out the meanings of unfamiliar expressions independently before seeking assistance from a teacher or a dictionary (Boers, 2004).

Recommendation

This is possibly the first study to look at the impact of awareness of cognitive approaches on idiomatic phrasal verbs learning in a Kurdish EFL context. Although the findings of this study have important implications for teaching and learning phrasal verbs in EFL contexts, they should be followed up with research that supports the current findings with different materials and contexts. As for the treatment, neither the materials nor the instruction was part of the normal procedures of the course. The researchers created materials and instructions for the experiment. Therefore, further research should use authentic materials. Also, future research should focus on the long-term impact of cognitive approaches. In the current study, students were examined immediately after they had received instructional treatment. Admittedly, their short-term memory was measured only. To assess students' long-term memory, future studies should implement delayed post-tests. Also, it is necessary to do further research that involves more groups and variables to generalize the impact of cognitive approaches in teaching and learning idiomatic phrasal verb expressions.

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APPENDICES

Appendix A1: Pre-test

Name: _____ Group _____

Year: _____ Gender _____

Fill in the gaps with the appropriate particles. (off, away, across, up, out, in, down)
(The particles may be used more than once)

1. He passed ----- yesterday.
2. Try to figure ----- the answer.
3. Who brought up this topic?
4. The airplane took -----.
5. Turn ----- the volume; I am studying.
6. I came ----- here in the cinema.
7. She is talking; try not to break -----.
8. They waved as we drove -----.
9. They broke -----.
10. He will set ----- tomorrow.

Appendix A2: Post-test

Name: _____ Group _____

Year: _____ Gender _____

Fill in the gaps with the appropriate particles. (off, away, across, up, out, in, down)
(The particles may be used more than once)

1. The kids opened the door and ran.....
2. They sold ----- all the tickets.
3. Who showed at the wedding party?
4. The teacher ripped the paper.
5. calm ----- please; it's not a big deal.
6. We should run the bridge.

7. The teacher is speaking; try not to break -----.
8. They were very tired and dropped -----.
9. She broke ----- with her boyfriend.
10. He should take the trash.

پوخته:

ئهم توێژینهوه سه رنج دهخاته سه ر لیکۆلینهوه له کاریگه ریی رییانهکانی زمانهوانی درکپێکردن له فیربوونی دهستهواژه گرێبهکانی ئیدیوماتیکی زمانی ئینگلیزی له نیوان فیرخوازه کوردهکانی زمانی ئینگلیزی له قوناغی زانکوییدا. بهشداربوونی ئهم توێژینهوه بریتین له 62 فیرخوازی قوناغی دوهمی بهشی ئینگلیزی، زانکوی سوران، که له کۆرسی 'کارامهیی گفتوگۆکردن' دا له وه رزی یهکهمی سالی خویندنی 2022-2023 ناویان تومارکراوه و، بهسه ر دوو گروپی جیاوازا دا بهشکراون که بریتین له گروپی کۆنترۆل و گروپی تاقیکاری. هه ر گروپیک 31 فیرخوازی لهخۆگرتبوو. فیرخوازانی هه ر دوو گروپهکه بو ماوهی سێزده ههفته له لایه ن هه مان وانیه ژموه رینماییهان پێدراوه. بهشیوهیهکی روونتر، رینماییه فیرکاریهکان په یوهست بوون به بنه مای شیواز و رینگا نه ریتیهکان و رییازی زمانهوانی درکپێکردن، بو هه ر دوو گروپی کۆنترۆل و گروپی تاقیکاری. چاوپێکهوتنیهکی نیمچه دارێژراو و تاقیکردنه موهکانی دهستپیک و کوتایی وهک ئامرازی توێژینه موهکه بو کۆکردنه موهی زانیاری بهکارهێنران. ئاماری وهسفکه ریی شیکاری SPSS و Paired Samples t-tests نیشانی دا که فیرخوازانی گروپی تاقیکاری له گروپی کۆنترۆل باشتر بوون. به پنی پنه موهی ($p < 0.05$)، جیاوازی نیوان هه ر دوو گروپهکه له رووی ئاماریه موه گرنگ و به رچا و بو، له به ر ژموه ندی گروپی تاقیکاری ($t = -2.186, .037$). جگه له موش، جیاوازی نیوان هه ر دوو گروپ سه بارهت به م دهستهواژانهی که پێشتر به رکه مته مان له گه ل هه بووه، له رووی ئاماریه موه گرنگ نه بو ($t = -1.152, p = .258$). هه روه ها، جیاوازی نیوان هه ر دوو گروپ سه بارهت به م دهستهواژانهی که نوێبوون و پێشتر به رکه مته مان له گه ل نه بووه، له رووی ئاماریه موه گرنگ و به رچا و بو له به ر ژموه ندی گروپی تاقیکاری ($t = -2.934, p = .006$). تیرروانی به ژداریوانی چاوپێکهوتنه که پشتگیری له زانیاریه ئاماریه موه دهکات و جهخت له موه دهکهنه موه که رینماییهکانی په یوهست به رییانهکانی زمانهوانی درکپێکردن به مسوود و دلخۆشکه رن. توێژه ران پێشنیاری نه موه دهکهن که تیرری رییانهکانی زمانهوانی درکپێکردن به کاربه ئنریت، وهک ستراتیژییهکی جیگرموه له فیربوون و فیرکردنی دهستهواژه ئیدیومیه موهکان، به تایبه تی دهستهواژه گرێبهکان، له پولهکانی 'کارامهیی گفتوگۆکردن' دا که قسه کردن و گوێگرتن لهخۆده گریت.

و شه کلایه موهکان: زمانهوانی درکپێکردن، دهستهواژه گرێبهکان، قوتابیانی کورد له فیربوونی زمانی ئینگلیزیدا، میتافور

الخلاصة:

تهدف هذه الدراسة إلى فحص آثار المناهج اللغوية المعرفية في تعلم أشباه الجمل الفعلية باللغة الإنجليزية بين طلاب الجامعات الكردية. شارك في هذه الدراسة 62 طالبًا في السنة الثانية بقسم اللغة الإنجليزية بجامعة سوران. تم تسجيلهم في دورة "مهارات الاتصال"، الفصل الدراسي الأول من العام الدراسي 2022-2023، وتم وضعهم في مجموعتي التحكم والتجربة، و 31 طالبًا في كل مجموعة. تلقى الطلاب في كلا المجموعتين تعليمات من نفس المحاضر لمدة ثلاثة عشر أسبوعًا. أعطيت المعالجات التعليمية للمجموعة الضابطة والمجموعة التجريبية على أساس الأساليب التقليدية والنهج اللغوي المعرفي، على التوالي. تم استخدام المقابلة شبه المنظمة والاختبارات السابقة واللاحقة كأدوات للدراسة لجمع البيانات. أشارت الإحصائيات الوصفية لتحليل SPSS، بواسطة اختبارات t للعينات المزدوجة، إلى أن الطلاب في مجموعة التجربة تفوقوا في الأداء على أولئك الموجودين في مجموعة التحكم. أما بالنسبة لـ ($p < 0.05$)، فإن الفرق بين المجموعتين كان ذا دلالة إحصائية لصالح مجموعة التجربة ($t = 2.186, .037$). إلى جانب ذلك، لم يكن الاختلاف بين المجموعتين المتعلق بالعناصر المكشوفة ذو دلالة إحصائية ($t = 1.153, p = 0.258$). بالإضافة إلى ذلك، كان الفرق بين المجموعتين المتعلقين بالعناصر غير المكشوفة مختلفًا إحصائيًا لصالح مجموعة التجربة ($t = 2.934, p = .006$). قدمت تصريحات الأشخاص الذين تمت مقابلتهم دعمًا للبيانات الإحصائية، واعتبروا أن خطط الدروس القائمة على المعرفة كانت مفيدة وممتعة. يوصي الباحثون باستخدام المناهج المعرفية كاستراتيجية بديلة في تعلم وتعليم التعبيرات الاصطلاحية، وتحديدًا أفعال الجمل الفعلية، في فصول مهارات الاتصال التي تتضمن التحدث والاستماع. الكلمات المفتاحية: اللسانيات المعرفية، أشباه الجمل الفعلية، طلاب اللغة الإنجليزية كلغة أجنبية، استعارة

