Phrasal Verbs in ELT Coursebooks Used in Turkey: A Corpus-based Analysis[1]

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Abstract

Phrasal verbs are multi-word constructions which are frequently used by native speakers and necessary for fluency in English. However, they constitute one of the most problematic areas of foreign language learning due to their idiomatization, polysemous nature, and variance in meaning. Although it is difficult to teach and learn phrasal verbs, they should be taught and learned because one of the main aims of foreign language education is to prepare students to understand and use the target language fluently in real life. Utilizing two mega corpora, the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA), this study aims to determine the frequencies of phrasal verbs in coursebooks commonly used in Turkey and to point out the most frequent phrasal verbs in these two mega corpora. As a result, this study, a) compared the 100 most frequent phrasal verbs in the BNC and COCA, b) listed every single phrasal verb in the upper-intermediate level of "New Headway", "New English File", "Face2Face", and "English Unlimited", c) determined the frequency range of these phrasal verbs in the corpora, and d) provided implications for coursebook designers and teachers. As foreign language learners are sensitive to frequency effects in language learning, it can be concluded that the number of the frequent phrasal verbs should be reconsidered in the coursebooks.

Keywords: Phrasal verbs, corpus, coursebook, BNC, COCA

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Türkiye'de Kullanılan İngilizce Ders Kitaplarındaki Deyimsel Fiiller: Derleme Dayalı Bir İnceleme

Öz

Deyimsel fiiller İngilizce'yi ana dili olarak konuşanlar tarafından sıklıkla kullanılan ve akıcılık için gerekli olan çok sözcüklü yapılardır. Bununla birlikte, bu deyimsel fiiller çok anlamlı doğaları ve anlamdaki değişiklikleri nedeniyle yabancı dil eğitiminin en sorunlu alanlarından birini oluşturmaktadır. Her ne kadar deyimsel fiilleri öğretmek ve öğrenmek zor olsa da bunlar öğretilmelidir; çünkü yabancı dil eğitiminin temel amaçlarından biri öğrencileri hedef dili gerçek hayatta anlamaya ve kullanmaya hazırlamaktır. Ayrıca, bu fiiller anadili İngilizce olanlar tarafından günlük konuşmalarda en yaygın kullanılan çok kelimeli yapılardan biridir. Bu çalışmanın amacı Türkiye'de yaygın olarak kullanılan İngilizce ders kitaplarındaki deyimsel fiillerin iki büyük derlem olan İngiliz Ulusal Derlemi ve Çağdaş Amerikan İngilizcesi Derlemi'ndeki sıklıklarını belirlemek ve bu iki derlemdeki en sık kullanılan deyimsel fiilleri belirlemektir. Buradan yola çıkarak bu çalışma a) bu iki derlemdeki en sık kullanılan 100 adet deyimsel fiili karşılaştırmış, b) "New Headway", "New English File", "Face2Face" ve "English Unlimited" kitaplarındaki tüm deyimsel fiilleri belirlemiş, c) bu sözcüklerin derlemlerdeki sıklık derecesini bulmuş ve d) ders materyal tasarlayanlara ve öğretmenlere önerilerde bulunulmuştur. Yabancı dil öğrenenlerin sıklığa karşı duyarlı oldukları gerçeğinden yola çıkarak ders kitaplarındaki deyimsel fiillerin sayısının yeniden gözden geçirilmesi gerektiği sonucuna ulaşılabilir.

Anahtar Kelimeler: Deyimsel fiiller, derlem, ders kitabı, BNC, COCA

Introduction

Phrasal verbs "add a definite richness to the language" (Gardner & Davies, 2007, p. 339). However, among English vocabulary, the learning and teaching of phrasal verbs prove to be the most challenging one (Boers, 2000; Boers & Lindstromberg, 2006; Kao, 2001; Siyanova & Schmitt, 2007). It is difficult to teach and learn phrasal verbs because they are polysemous, have complex grammar, vary in terms of collocational association with other words, and lastly, their meaning and form show significant change (Kurtyka, 2001).

Although it is difficult to teach phrasal verbs, they should be taught because one of the main aims of foreign language education is to prepare students to understand and use the target language in real life. Phrasal verbs are one of the most commonly used multi-word constructions in English and everyday conversations. However, as previous studies revealed, foreign language learners (FLLs) avoid using phrasal verbs (Chen, 2005, 2007; Dagut & Laufer, 1985; Liao & Fukuya, 2004) because FLLs, especially Turkish learners of English, do face problems as they are not familiar with those expressions.

Due to the problematic nature of phrasal verbs in the second language (L2) environments (Kao, 2001; Siyanova & Schmitt, 2007), researchers have conducted some studies to find the most practical and beneficial method to teach them. Phrasal verbs are problematic for foreign language learners because they generally try to memorize them. Some of the studies that tried to make use of cognitive linguistics inspired teaching (Kartal & Uner, 2017; Lee, 2012; Yasuda, 2010); some of them utilized both cognitive and sociocultural theories' pedagogical implications (White, 2012). Both cognitive linguistics and a sociocultural framework provide a strong

basis for teaching and learning of phrasal verbs. According to the cognitive linguistics inspired teaching of phrasal verbs (e.g., teaching phrasal verbs with conceptual metaphors), the meaning is emphasized instead of form. From a sociocultural view, as Vygotsky (1978, 1986) put forward, isolated learning is not adequate for individual cognitive development.

Modern ELT textbooks cover phrasal verbs extensively (Armstrong, 2004). However, it is necessary to determine to which extent the frequent phrasal verbs are included in the coursebooks. If FLLs were provided with frequent phrasal verbs, it would be easier for them to encounter and use phrasal verbs. In addition, as Darwin and Gray (1999) argue, the most needed and common phrasal verbs were determined by intuition, which may not lead to correct results. In other words, the selection of useful and necessary phrasal verbs are not done with relying on a scientific method. A corpus-based analysis, on the other hand, provides a "detailed view of how real people speak and write in everyday situations" (McCarthy, 2004, p. 6); thus, incorporating the common phrasal verbs in the coursebooks may be beneficial for learners. Moreover, corpus data provide authentic use of the language and users of a corpus can find frequent use of phrasal verbs in different genres such as academic, magazine, spoken language, newspapers and so on. Hence, this study is motivated by the fact that little research has been done on the frequency of phrasal verbs in coursebooks (Koprowski, 2005), especially no specific studies in Turkish context. It is hoped that both coursebook writers could benefit from the findings of such coursebook and corpus-based frequency research. Teachers cannot consult the corpus for selecting the books themselves, but if the coursebook writers explained that they had utilized corpus data, it would be easier for teachers to rely on those coursebooks.

Background to the Study

Richards and Schmidt (2010) define a phrasal verb as "a verbal construction consisting of a verb plus an adverb particle". The Longman Dictionary of Phrasal Verbs (Courtney, 1983) defines phrasal verbs as "verbs that consist of two or three words." According to the Collins Cobuild Dictionary of Phrasal Verbs (1994, p. iv), a phrasal verb is a 'conjunction of a verb and an adverbial or prepositional particle'. Similarly, Broukal and Wood (1990, p. 189) define phrasal verbs as "the combination of a verb and an adverb particle and sometimes the particle may be followed by a preposition and most of the particles look like prepositions but act as adverbs, and usually change the meaning of the verb they are connected to." For Gardner and Davies (2007), phrasal verbs are "verb units with varying degrees of semantic transparency, including literal (e.g., sit down; sit yourself down), figurative (e.g., chew out; chew the team out), and all degrees in between" (pp. 341-342).

The definitions of phrasal verbs have focused on some issues such as separability, literal versus figurative meanings, single-word replacement, and so on (Bolinger, 1971). As a result of this, there is no consensus on the definition of phrasal verbs because it is difficult to answer these questions: "(a) Are phrasal verbs 'words' or 'phrases'? and (b) Does this depend on their meaning?" (Cappelle, Shtyrov, & Pulvermüller, 2010). This situation leads scholars to describe phrasal verbs instead of defining them. According to some definitions, including a preposition and/or an

adverb is important. Some other definitions take syntax and semantics into consideration, but this study adopted the definition of Gardner and Davies (2007) because their definition does not suggest a difference regarding literal, figurative and other types of phrasal verbs. In other words, they disregard syntactic and semantic considerations in their definition. They note that phrasal verbs can include literal, figurative, and all degrees in between. They applied one single rule while entitling a lexical phrase as a phrasal verb while utilizing the British National Corpus (BNC) in their study: "all two-part verbs in the BNC consisting of a lexical verb (LV) proper (tagged as VV in the BNC) followed by an adverbial particle (tagged as AVP) that is either contiguous (adjacent) to that verb or noncontiguous (i.e., separated by one or more intervening words)" (p. 341). In other words, they considered every two-word item which includes a lexical verb and an adverbial particle as a phrasal verb. Another reason to adopt Gardner and Davies' definition for the present study is that the syntactic and semantic considerations are not the first concern of foreign language students. The first consideration in the L2 context is the functions (the meaning rather than form) of the phrasal verbs. This approach, considering "all verb + particle combinations to be potential phrasal verbs until they can be proven otherwise," is first suggested by Darwin and Gray (1999, p. 65).

Phrasal Verbs Usage in the EFL Settings

Previous research revealed that foreign language learners avoid using phrasal verbs (e.g., Chen, 2005; Kayael, 2007). Such studies showed that without looking at the appropriateness of usage, foreign language learners choose one-word synonyms of phrasal verbs because it is easier for them to use a regular word than a phrasal verb. Another reason is L2 influence---maybe they do not have any equivalents of phrasal verbs in their L1. Phrasal verbs are not only problematic for "learners with non-Germanic native languages" but also for learners "whose L1 closely related to English" (Armstrong, 2004). Even learners, whose mother tongues are Dutch, which includes phrasal verbs like English, have difficulty in learning English phrasal verbs (Hulstijn & Marchena, 1989). In other words, the avoidance of phrasal verbs cannot solely be explained by L1 influence. More specifically, an EFL learner, no matter a native speaker of Turkish or Dutch, might have problems with phrasal verbs.

Corpus Frequency and ELT Coursebooks

English language coursebooks are commonly used as instructional materials. Textbook writers and teaching materials should utilize corpora, because according to McCarthy (2004), "it gives us a detailed view of how real people speak and write in everyday situations" (p.6). Also, some research was conducted on the multi-word expression use in coursebooks. Koprowski (2005), for instance, explored the usefulness of multi-word units (collocations, phrasal verbs, binomials, idioms, compound nouns, and fixed and semi-fixed expressions) in three coursebooks. 'Usefulness', in Koprowski's study, is thought as frequency and range. The coursebooks were; *New Headway Upper-Intermediate*, *Innovations*, and *Inside Out Intermediate*. There were 260 lexical phrases in New Headway Upper Intermediate, 209 in Inside Out and 353 in Innovations. 15% of the multi-word constructions were phrasal verbs in New Headway Upper Intermediate. In Inside Out and Innovations,

the percentages of phrasal verbs were 13% and 9%, respectively. In other words, the number of the phrasal verbs in each coursebook was as following: New Headway Upper-Intermediate: 39, Inside Out Intermediate: 27, and Innovations: 31.

Corpus-based Research on Phrasal Verbs

There are some phrasal verb dictionaries like Longman Phrasal Verbs Dictionary (Courtney, 1983) which utilized corpus data. Beside dictionaries, lots of previous studies investigated phrasal verbs with the help of corpus data. Arnon and Snider (2010), for instance, tested the sensitivity of adult learners to the frequency effect of multi-word phrases. The results revealed that the participating learners were faster to respond to high frequent phrases than less frequent ones. This study showed that learners are sensitive to frequency effects in language learning. Gardner and Davies (2007) determined the 100 most frequent phrasal verbs in the BNC. Trebits (2009) focused on the phrasal verbs from English for Specific Perspectives (ESP). The most frequent phrasal verb constructions were: "set up, set out, base on, carry out, draw up, focus on, lay down, put forward, open up, depend on, make up, report on, find out, call on, move around, take up, follow up, work on, break down, build on, agree on, bring about, go on, point out, and speed up" (p. 476). These 25 most frequent phrasal verbs were also in the list of Gardner and Davies' (2007) 100 most frequent English phrasal verbs in BNC list.

Research Aims

Frequency and usefulness are positively correlated to each other (Koprowski, 2005). Although the frequency is not the sole indicator of the usefulness of a word in a corpus, it is a crucial one. Researchers have developed specific criteria to find the usefulness of a word. These include frequency, range, availability, coverage, learnability, and opportunism (White, 1988). However, the general usefulness of a word can be determined by looking at the frequency and range (Koprowski, 2005). Moreover, Arnon and Snider (2010) argue that learners are sensitive to the frequency in language learning. In an annotated survey, Kartal and Sarigul (2017) show that the importance of frequency in input for language learning is well-established in the literature. Considering the importance of frequency, this study aimed to determine the frequency range of phrasal verbs in both corpora and the target four coursebooks. The research questions which guided this current study are:

1. What is the corpus frequency rate of phrasal verbs used in some popular ELT coursebooks used in Turkey?
2. Is there a difference between the 100 most frequent phrasal verbs in BNC and COCA?

Method

This study adopts a corpus-based analysis of phrasal verbs that are included in the four coursebooks used in Turkey. Previous researchers have tried to identify and classify English phrasal verbs based on corpus findings (Gardner & Davies, 2007). This study provides descriptive statistics of phrasal verbs used in the coursebooks and two mega corpora.

Coursebooks

The coursebooks analyzed in this study are:

- New Headway Upper Intermediate (Soars & Soars, 2004)
- New English File Upper Intermediate (Latham-Keenig, 2008)
- Face to Face Upper Intermediate (Redston & Cunningham, 2007)
- English Unlimited Upper Intermediate (Tilbury & Hendra, 2011).

The coursebooks used in this study are commonly used at the university level in Turkey (see Table 1). The new editions of the books might be used by some universities.

Table 1
The Coursebooks Used in the Study

Coursebook	Publication Year	Pages	Publisher
New Headway	2004	159	Oxford
New English File	2008	172	Oxford
Face2Face	2007	160	Cambridge
English Unlimited	2011	160	Cambridge

Table 1 shows that two of the coursebooks (New Headway and New English File) are from Oxford publishing and Face2Face, and English Unlimited are from Cambridge publishing. Upper-intermediate levels of the coursebooks were chosen because the lower levels do not include many phrasal verbs. In addition, the upper-intermediate levels of the each book were accessible during the study.

The Corpora

The British National Corpus (BNC) and the Corpus of Contemporary American English Corpus (COCA) were utilized in this study. The BNC is a large-scale corpus with over 100 million words. The COCA covers the years between 1990 and 2017. There are five main sub-corpora of COCA: spoken, fiction, magazine, newspaper, and academic.

Table 2
Information About the Used Corpora

Corpus	Number of Words	Period	Sub-corpora
BNC	100 Million	1991-1994	Spoken Written Academic
COCA	560 Million	1990-2017	Spoken Fiction Magazine Newspaper Academic

The BNC and COCA can only be searched using their search engines. However, the totality of data for a specific word category cannot be reached from the search engine. So, the first 100 frequent phrasal verbs in BNC and COCA were chosen from previous studies (Davies & Gardner, 2010; Gardner & Davies, 2007). The study conducted by Gardner and Davies (2007) provided a list of most frequent phrasal verbs in the BNC across various specific registers. The most frequently used phrasal verbs in American English were taken from the study conducted by Davies and Gardner (2010). The main aim of these studies was to provide the readers with the most frequently used phrasal verbs.

BNC and COCA were used for this research because a) they are mega corpora which include over 100 and 450 million words respectively. It is free to access them and these corpora provide representative and comprehensive data. In addition, as their source is very rich, it is probable that they are appropriate for a good representativeness of phrasal verbs.

Findings

Research Question One: What is the corpus frequency rate of phrasal verbs in commonly used ELT coursebooks?

The phrasal verbs in four upper-intermediate level coursebooks were analysed. The first coursebook was *New Headway Upper Intermediate*. A total of 38 different phrasal verbs were found in the coursebook (See table 3). This number does not show the frequency of occurrence. Some phrasal verbs appeared more than once.

Table 3
The Phrasal Verbs in New Headway Upper-Intermediate

No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs
1	come on	11	get out	21	hop in	31	put off
2	do away	12	get over	22	load of	32	put on
3	do up	13	get round	23	look at	33	put out
4	find out	14	get through	24	make of	34	take back
5	get at	15	get up	25	make off	35	take in
6	get away	16	go away	26	make up	36	take off
7	get back	17	go out	27	make way	37	take on
8	get into	18	hang in	28	move off	38	worry about
9	get off	19	hang on	29	open up		
10	get on	20	head up	30	put away		

As Table 3 indicates, the authors of the coursebook, Soars and Soars (2004) chose to provide phrasal verbs in highlighted sections, with the aim of teaching grammar and vocabulary. Only a few phrasal verbs appeared in other areas of the book, for example in reading passages. It is checked that these 38 phrasal verbs appear in the list of most frequent 100 phrasal verbs in BNC and COCA together.

There were 47 phrasal verbs in *New English File Upper Intermediate*, the second coursebook analyzed (see table 4). In this coursebook, 16 out of 47 (34%) phrasal verbs were in the most frequent 100 phrasal verb list. The frequency list of Gardner and Davies (2007) was used for BNC. Moreover, the most frequently used phrasal verbs used in COCA were taken from the study conducted by Davies and Gardner (2010).

Table 4
The Phrasal Verbs in New English File Upper-Intermediate

No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs
1	break into	13	crash into	25	go on	37	set off
2	break up	14	cut down	26	go through	38	set up
3	burst out	15	dress up	27	hold on	39	slow down
4	call back	16	drop off	28	hurry through	40	take on
5	calm down	17	eat out	29	knock down	41	take over
6	carry on	18	end up	30	lay off	42	take up
7	catch up on	19	fall over	31	leave behind	43	tell off
8	chat up	20	fill up	32	lie down	44	think up
9	cheer up	21	get out	33	pick up	45	turn up
10	close down	22	get over	34	put back	46	watch out
11	come up	23	give up	35	put on	47	wear out
12	come up with	24	go off	36	run over		

The third coursebook, *Face to Face Upper Intermediate*, included 36 phrasal verbs. 14 of these phrasal verbs (38%) were among the most frequent 100 phrasal verbs in BNC and COCA.

Table 5
The Phrasal Verbs in Face to Face Upper-Intermediate

No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs	No	Phrasal verbs
1	chill out	10	figure out	19	pay back	28	stress out
2	chuck out	11	go down	20	pick up	29	take off
3	come into	12	go off	21	put down	30	take out
4	come round	13	insist on	22	rip off	31	take over
5	come to	14	knock out	23	run away	32	talk about
6	cope with	15	look back	24	run over	33	turn out
7	depend on	16	make up	25	save up	34	work on
8	dig up	17	meet up	26	set up	35	work out
9	end up	18	pass on	27	sort out	36	worry about

The final coursebook, *English Unlimited*, included 49 phrasal verbs, 24 (24%) of which were on the list of the 100 most frequently used phrasal verbs in BNC and COCA.

Table 6
The Phrasal Verbs in English Unlimited Upper-Intermediate

No	Phrasal Verbs	No	Phrasal Verbs	No	Phrasal Verbs	No	Phrasal Verbs
1	attach to	13	drop out	26	put in	38	take over
2	believe in	14	end up	27	put off	39	take up
3	break down	15	face up to	28	put up with	40	talk over
4	break off	16	figure out	29	round off	41	try out
5	bring along	17	give up	30	set off	42	turn down
6	bring up	18	go away	31	set up	43	turn off
7	call off	19	go off	32	sign up	44	turn out
8	carry on	20	go on	33	sit down	45	turn over
9	come up with	21	keep up	34	slow down	46	turn up
10	cut down	23	kick off	35	sort out	47	use up
11	cut off	24	mull over	36	stand for	48	work on
12	depend on	25	pour into	37	switch off	49	work out

When the four coursebooks are compared, it is found that there is not a lexical agreement among them. Of the 171 total phrasal verbs in four coursebooks, none of the phrasal verbs appeared in all four books. When *New Headway* and *New English File are compared*, two coursebooks from Oxford, it is found that they shared only three phrasal verbs: "get out," "get over," and "put on." Although the use of different phrasal verbs may be a conscious decision by Oxford to cover a variety of phrasal verbs, because the students only use one coursebook at a time, this seems unlikely. When *Face2Face* and *English Unlimited are compared*, coursebooks from Cambridge, it is found that they shared 11 phrasal verbs. Figure 1 shows the number of phrasal verbs in these coursebooks.
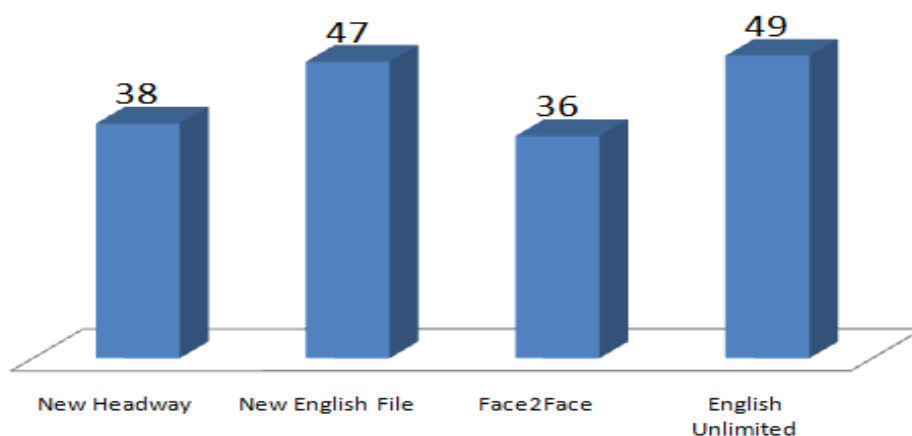

Figure 1. Number of Phrasal Verbs in the Coursebooks

It can be seen in Figure 1 that the number of phrasal verbs in each coursebook is close to each other. The number of the phrasal verbs in the New Headway and New English file is almost the same in the total number of phrasal verbs in Face2Face and English Unlimited. The similar numbers from two different publishers show the significance attached to phrasal verbs in their coursebooks.
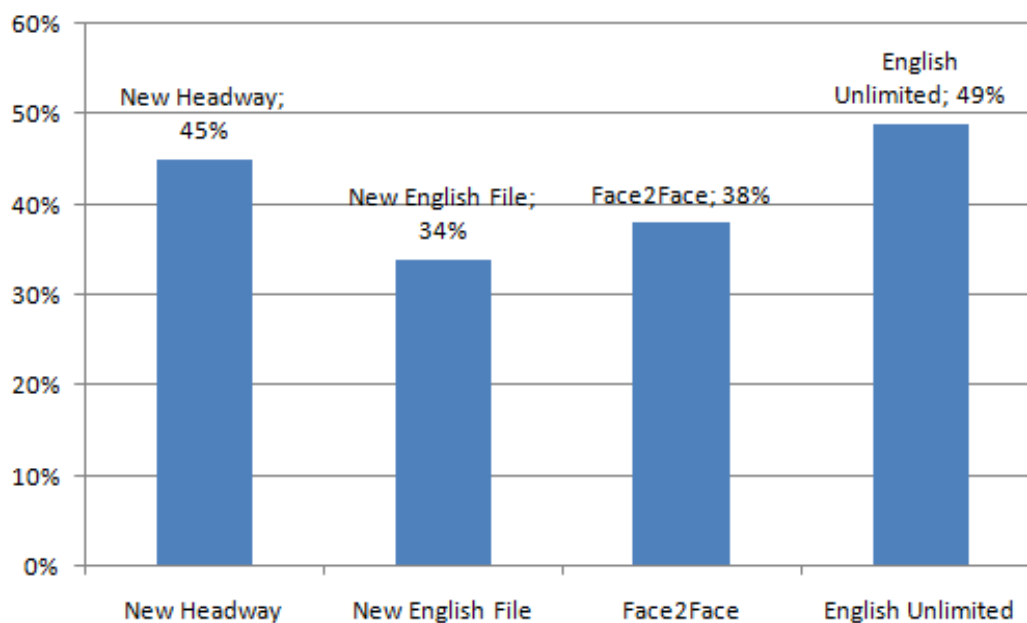

Figure 2. The number of phrasal verbs used in the coursebooks as a percentage of the most frequent 100   phrasal verbs of BNC and COCA.

When Figure 2 is examined, it can be deduced that *New English File* and *English Unlimited* used more frequent phrasal verbs than the other coursebooks.

The phrasal verbs, which are not in the list of 100 most frequency lists, were also analyzed whether they are frequent in COCA or not. In other words, the phrasal verbs that were not in the most frequent 100 phrasal verb list were also analyzed. Hence, the phrasal verbs which were used less than 100 times were included. The analysis revealed that a few phrasal verbs were extremely rare in COCA. For example, as for the *New Headway*, get round and make off appeared 26 and 82 times respectively in this mega corpus. The phrasal verbs in *New English File* tell off and hurry through, were included only 13 and 36 times respectively. Chuck out, which was in *Face2Face*, was used only 11 times. *Mull over* (94 times), *round off* (50 times) were the rare phrasal verbs from English Unlimited.

Research Question Two: Is there a difference between the 100 most frequent phrasal verbs in BNC and COCA?
A comparison was carried out between the 100 most frequently used phrasal verbs in BNC and COCA by using the frequency lists of these corpora from previous studies (Davies & Gardner, 2010; Gardner & Davies, 2007). The list of the 100 most frequent phrasal verbs in BNC was taken from Gardner and Davies' (2007) study. They organized this list using lemma groups (see Appendix 1). Davies and Gardner (2010)

provided a list of the 100 most frequently used phrasal verbs in COCA. This list was also organized according to the lemmas, and was compiled more recently than the BNC list (see Appendix 2). The lists can be considered as up to date as phrasal verbs are fixed expressions and no new phrasal verbs are used in the English language.

After comparing these two mega corpora, results revealed that 59 phrasal verbs appeared on both lists. In other words, of the 100 most frequently used phrasal verbs in both BNC and COCA, 59 phrasal verbs overlap between the two corpora (see Appendix 3). Perhaps this is because the most common phrasal verbs are also very common in everyday conversations (e.g. *go on, get up, come on*, etc). The 59 phrasal verbs shared between BNC and COCA may be a good source for coursebook designers who aim to represent British and American English as evenly as possible.

Discussion and Conclusion

The purpose of this corpus-based research was to reveal the frequently used phrasal verbs in common coursebooks and in the two mega corpora. This exploratory study focused on what to teach rather than how to teach by providing the frequency of phrasal verbs and idioms both in the coursebooks analyzed and the corpus. By utilizing and comparing BNC and COCA, this study has compared two varieties of English (British and American English) in terms of the frequencies of commonly used phrasal verbs.

According to the results of the study, phrasal verbs used in the common coursebooks in Turkey are not very frequently used in two major corpora, COCA and BNC (in every category less than 50 percent). Still, it can be concluded that these coursebooks provide some frequent phrasal verbs; however, the number of the frequent phrasal verbs in the four coursebooks should be reconsidered because frequency and usefulness are positively related to each other (Koprowski, 2005). When the level of the coursebooks is considered (Upper-intermediate), Arnon and Snider (2010) found evidence that FLLs are sensitive to frequency effects in language learning. It can be concluded that the number of the phrasal verbs should be increased as phrasal verbs are frequently used by native speakers of English (Chen, 2007, 2013; Kayael, 2007). Moreover, Olteanu (2012) argues that non-native speakers who wish to sound natural while speaking English need to extend their phrasal verb knowledge in order to know how to use them correctly. In order to help Turkish of English in their efforts to be more naturalistic in conversations, they learners should be exposed to phrasal verbs more and more in their coursebooks. Additionally, the coursebooks emphasize the usage of phrasal verbs in only a few chapters or in the highlighted parts. Exposing students to phrasal verbs in every unit of the coursebook and in context would be more beneficial to teach them. This study might help coursebook writers to select phrasal verbs to use in their books because the number of phrasal verbs used in English is enormous and their usage frequency varies tremendously. Coursebook writers should not include infrequently used phrasal verbs in their coursebooks when there are more commonly used ones left out. It should be noted that this study does not suggest using phrasal verbs in a list without a context in the coursebooks. On the contrary, it only emphasizes the importance of using frequent phrasal verbs as frequency and usefulness are positively correlated to each other (Koprowski, 2005).

The findings lead to some suggestions for teachers as well. English teachers should take phrasal verbs into consideration when choosing coursebooks. Selecting a coursebook that does not provide enough frequently used phrasal verbs would not be appropriate. In Turkey, the coursebooks are usually the main sources of language instruction, and exposure to frequently used phrasal verbs is very crucial for foreign language learners.

Limitations

The study faced some limitations. First, the list of frequently used phrasal verbs in BNC and COCA was based on data gathered by other researchers. Therefore, it is possible that some frequently used phrasal verbs were not included in this study. Second, the coursebooks examined were limited to the upper-intermediate level; the other levels (elementary, pre-intermediate, intermediate, and advanced) were not included in the study. This makes it hard to evaluate coursebook curriculums as a whole. Third, the phrasal verbs in each coursebook were counted manually. Although the utmost care was taken to thoroughly verify the data collected, it is possible that the number of the phrasal verbs in the coursebooks used in this study may not be completely accurate.

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Appendices
Appendix 1. The Most Frequently Used 100 Phrasal Verbs in BNC (Excerpted from Gardner and Davies, 2007).

No	Phrasal Verbs	No	Phrasal Verbs	No	Phrasal Verbs
1	go on	35	get on	68	bring down
2	carry out	36	bring up	69	come over
3	set up	37	bring in	70	break out
4	pick up	38	look back	71	go over
5	go back	39	look down	72	turn over
6	come back	40	bring back	73	go through
7	go out	41	break down	74	hold on
8	point out	42	take off	75	pick out
9	find out	43	go off	76	sit back
10	come up	44	bring about	77	hold back
11	make up	45	go in	78	put in
12	take over	46	set off	79	move in
13	come out	47	put out	80	look around
14	come on	48	look out	81	take down
15	come in	49	take back	82	put off
16	go down	50	hold up	83	come about
17	work out	51	get down	84	go along
18	set out	52	hold out	85	look round
19	take up	53	put on	86	set about
20	get back	54	bring out	87	turn off
21	sit down	55	move on	88	give in
22	turn out	56	turn back	89	move out
23	take on	57	put back	90	come through
24	give up	58	go round	91	move back
25	get up	59	break up	92	break off
26	look up	60	come along	93	get through
27	carry on	61	sit up	94	give out
28	go up	62	turn round	95	come off
29	get out	63	get in	96	take in
30	take out	64	come round	97	give back
31	come down	65	make out	98	set down
32	put down	66	get off	99	move up
33	put up	67	turn down	100	turn around
34	turn up				

Appendix 2: The Most Frequently Used Phrasal Verbs in COCA (Excerpted from Davies and Gardner, 2010).

No	Phrasal Verbs	No	Phrasal Verbs	No	Phrasal Verbs
1	go on	34	be back	67	come over
2	come back	35	wake up	68	hold on
3	come up	36	look back	69	line up
4	go back	37	go way	70	hang on
5	pick up	38	take off	71	go through
6	find out	39	carry out	72	turn up
7	come out	40	lookdown	73	pay off
8	go out	41	take up	74	bring in
9	grow up	42	look out	75	turn back
10	point out	43	take over	76	hang up
11	come in	44	pull out	77	put out
12	turn out	45	hold up	78	break up
13	set up	46	move on	79	lay out
14	end up	47	go in	80	hang out
15	give up	48	catch up	81	welcome back
16	make up	49	open up	82	build up
17	be about	50	reach out	83	start out
18	sit down	51	turn around	84	slow down
19	look up	52	look around	85	sit up
20	come on	53	take out	86	get away
21	get up	54	go off	87	move in
22	take on	55	put up	88	look over
23	go down	56	set out	89	pull up
24	figure out	57	break down	90	walk away
25	show up	58	keep up	91	call out
26	get back	59	bring up	92	hold out
27	come down	60	check out	93	cut off
28	go up	61	wind up	94	take away
29	get out	62	clean up	95	bring about
30	stand up	63	shut down	96	come along
31	run out	64	stand out	97	sign up
32	bring out	65	set off	98	back up
33	work out	66	go over		

Note: In the original list by Davies (2010, p. 218), there are 98 phrasal verbs.

Appendix 3: Most 59 Shared (out of 100) frequent Phrasal Verbs in BNC and COCA.

No	Phrasal Verb	No	Phrasal Verb	No	Phrasal Verb
1	break down	21	go back	41	pick up
2	break up	22	go down	42	point out
3	bring about	23	go in	43	put out
4	bring in	24	go off	44	put up
5	bring out	25	go on	45	set off
6	bring up	26	go out	46	set out
7	carry out	27	go over	47	set up
8	come along	28	go through	48	sit down
9	come back	29	go up	49	sit up
10	come down	30	hold on	50	take off
11	come in	31	hold out	51	take on
12	come on	32	hold up	52	take out
13	come out	33	look back	53	take over
14	come over	34	look around	54	take up
15	come up	35	look down	55	turn around
16	find out	36	look out	56	turn back
17	get back	37	look up	57	turn out
18	get out	38	make up	58	turn up
19	get up	39	move in	59	work out
20	give up	40	move on		

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Galip KARTAL Necmettin Erbakan Üniversitesi'nde İngilizce Öğretmenliği Bölümü'nde Dr. Öğr. Üyesi olarak görev yapmaktadır. İngiliz Dili Eğitimi alanında lisans, yüksek lisans ve doktora derecelerine sahiptir. Araştırmaları öğrenen derlemi, yenilikçi dil öğrenme ve öğretme tekniklerinin tasarım ve uygulamalarına ve yabancı dil öğretmeni eğitimine odaklanmaktadır.