

How Multi-Word Verbs Are Introduced in EFL Textbooks in Taiwan

Ya-Ying Chuang Su-Hsun Tsai
Taipei Municipal University of Education

Abstract

This study aims to investigate the use of multi-word verbs (MWVs, e.g., *sit down*, *look at*, *come up with*) in English textbooks in elementary and junior high schools in Taiwan. The research materials are taken from three versions of English textbooks in elementary and junior high schools respectively. The versions used at the elementary school level are published by Hess, Pearson, and Kang Hsuan, and those at the junior high school level by Nani, Joy and Han Lin, and Kang Hsuan. The study also explores how MWVs have been incorporated in EFL textbooks for elementary schools and junior high schools in Taiwan. The study found that, firstly, the MWVs used in elementary schools number 38 in total; each textbook version uses different MWVs in different numbers. Secondly, there are 138 MWVs used in junior high schools; again, each textbook version cites different MWVs in different numbers. Finally, there are 147 MWVs used when both elementary and junior high school textbooks are included. Of the 147 MWVs found, 29 from the elementary editions are re-introduced in textbooks used in junior high schools. The findings indicate that most MWVs used in elementary school textbooks can also be found in junior high school versions. However, their distribution appears to differ across various versions and across different levels. It is hoped that the findings of this research can serve as a reference for policy-makers of EFL education in Taiwan, for EFL textbook publishers, and for EFL teachers, and in turn aid EFL learners in Taiwan.

Key words: phrasal verbs, multi-word verbs (MWVs), English textbooks, English language teaching (ELT), vocabulary

INTRODUCTION

In an environment like Taiwan, where English is considered a foreign language (EFL), the major access to learning English for children is in school. In the past, English education in Taiwan was required for students aged 12 to 19, covering three years in junior high school, three years in senior high school, and the first year in university. Before 2000, elementary schools did not include English as a subject in their curriculum, and children studying there learnt basic skills in Chinese literacy and numeracy for six years before going to junior high. However, due to the education reforms with the *Nine-year Comprehensive Curriculum for Elementary and Junior High Education*, the age for learning English language has been lowered (MOE, 2006a).

In 2001, children were required to start learning English in the fifth grade, at age 10, in elementary schools. Four years later, the starting age was further lowered to the third grade, at age 8. However, there are many places where city or county councils make their own decisions to allow children to start learning English language from the first grade (MOE, 2006a).

In Taiwan, EFL textbooks are the primary materials used in schools to teach English. In the past, when English education was only administered from junior high schools to universities, the National Institute for Compilation and Translation (NICT) was the only publisher for these EFL materials (MOE, 2002, 2003). It was also the only organization authorized by the government to publish school textbooks in all subject areas, so there was only one version for each subject at that time. However, this situation was later changed as a result of the growing awareness of the world trend toward diversities for Taiwan in 1989 (MOE, 2002, 2003). The policy of one nationwide version of school textbooks was replaced by a textbook authorization system. Thus, private publishers were approved to start publishing textbooks in some subject areas. In 1996, all the school textbooks published by private publishers for all subjects in elementary and junior high schools were approved by the Ministry of Education (MOE) in Taiwan.

Under this new system, all school textbooks from various private publishers are required to follow the course guidelines announced by MOE (2006a) and to pass an evaluation conducted by NICT (MOE, 2002, 2003). The guidelines define fundamental learning goals and objectives. The purpose of this evaluation is to ensure that all textbooks include the required contents specified in the guidelines. In addition, the most fundamental principle of this system is to enable children to learn the same basics in all subjects even if various versions of textbooks, released by different publishers, are used. For example, a reference vocabulary list of the 2,000 most frequently used English words has been released by MOE (2006a). This list has been compiled after referring to words used in textbooks for native speakers (e.g. USA) and learners of English in neighboring countries (e.g. Korea, Japan). It is also included in the guidelines of the *Nine-year Comprehensive Curriculum for English Education* (MOE, 2006a). This word list, including both “words for production” that learners should learn them how to write and speak and “words for recognition” that learners should learn how to read and understand them, has become the foundation on which the contents of EFL textbooks in Taiwan are built.

Although many studies in Taiwan have been conducted on vocabulary in EFL textbooks (Fan, 2004; He, 2004; Liao, 2006; Lin, 2006), one vital element has been neglected, i.e., multi-word verbs (MWVs) such as *sit down*, *look at*, *put up with*, etc. (Quirk, Greenbaum, Leech, & Svartvik, 1985). Most previous studies on English

textbook vocabulary mainly investigated one-word vocabulary (e.g. *go, book, good*) and focused on what words are used in different English textbooks, their frequencies and the increased rate of new words at the next level in school (Fan, 2004; He, 2004; Liao, 2005; Lin, 2005). However, multi-word expressions (MWEs, e.g. *ice cream*) are hardly mentioned, let alone MWVs.

As a starting point for research on MWEs, this study begins with MWVs, since they are a great help in students' performance in English (Gairns & Redman, 1986). The following parts are taken as the research questions in this study: In different versions of EFL textbooks used in Taiwan, (1) how MWVs are used in elementary level? (2) how MWVs are used in junior high level? (3) how MWVs are used from elementary to junior high? This study on MWVs might help us understand whether or not the students in elementary and junior high schools in Taiwan have appropriate exposure to these aspects of language learning in their English textbooks.

LITERATURE REVIEW

Some researchers suggest that the lack of exposure to MWVs is one of the causes of EFL learners' lack of ability in using them. Several studies positing this theory have been carried out and four possible causes found: (1) L1-L2 syntactic differences (Dagut & Laufer, 1985); (2) L1-L2 semantic similarity (Hulstijn & Marchena, 1989); (3) L2 complexity between literal and figurative MWVs (Hulstijn & Marchena, 1989; Liao & Fukuya, 2004); and (4) a developmental process (Liao & Fukuya, 2004). Apart from the first three causes stemming from linguistic aspects (i.e., syntactic and semantic), the last cause interprets users' lack of fluency as a learning behavior when less proficient EFL learners become more advanced. Furthermore, Liao and Fukuya propose that the key to progressing from avoidance to non-avoidance might be "the amount of exposure to and interaction with English" (p. 214). In other words, this suggests that the more exposure learners have, the less they are likely to avoid using MWVs.

In fact, earlier in 1985, Cornell noticed that learners' inability to use MWVs might stem from their insufficient exposure. He tested university learners of English for their active knowledge of idiomatic MWVs, whose meanings cannot be reasoned from their constituents, e.g. *make up, put up with*. The participants were given pairs of sentences. In each pair, one sentence included an MWV, but the particle(s) of the phrasal verb was replaced by a blank; the other sentence was a paraphrase. According to the meaning of the paraphrased sentences, the participants chose the appropriate ones from a list of particles to fill in the blanks. The results show a low accuracy rate

in choosing the correct particles (i.e., adverbs and/or prepositions) and an ignorance of MWVs. He concludes that the participants have been exposed to “bookish English” for too long and encountered too few MWVs. He assumes that the basic reason for unsuccessful learning of MWVs at school might be “limited contact” through EFL textbooks (p. 237).

Though both Cornell (1985) and Liao and Fukuya (2004) noticed that insufficient exposure to MWVs might cause EFL learners to avoid using them, little research has been done on the frequency of MWVs in EFL. There appears to be only one closely related piece of research in this area, which was carried out by a language teacher of English in Estonia (Rannu, 2000). This teacher aimed to conduct a study on differences in inclusion of MWVs between course books and a national proficiency examination for 18-year-old Estonian students of English. To find out if there was a difference between the textbooks and the exam, Rannu’s study began with an investigation of types, frequencies, and selections of MWVs in the textbooks as well as the exam. Although Rannu (2000) focused more on learning MWVs for the test’s sake, the results provide relevant information of exposure to MWVs, i.e., a list of MWVs taught in EFL textbooks. In contrast, in Taiwan, it is not easy to find such research on textbook MWVs.

In English, verbs, either single-word or multi-word, are essential in a sentence. Moreover, MWVs are particularly important in imperative sentences (e.g. *Watch out!*) in which *subject* is omitted, and there may not be any *object*. In the case of the imperatives, not knowing the meaning of *Watch out!*, for instance, implies not knowing a sentence (Huddleston & Pullum, 2002), let alone knowing how to use it. Consequently, it is necessary to investigate and understand how MWVs are used in the EFL textbooks in Taiwan in order to see if there is a need to improve within this area and to further help English learners in Taiwan learn vocabulary in a more comprehensive way, that is, to have appropriate exposure to MWVs. Constant exposure has a long-term influence on how well learners internalize and use MWVs rather than avoiding them (Ellis & Sinclair, 1996; Gairns, & Redman, 1986). In turn, EFL learners are able to get used to and have a good command of MWVs.

In an EFL environment, vocabulary is mostly learned through textbooks. Consequently, what vocabulary should be placed in the EFL textbooks is worth serious consideration. For choosing the appropriate vocabulary, Gairns and Redman (1986) present four criteria: *frequency*, *cultural factors*, *need and level*, and *expediency*. Even though frequency does not promise usefulness, it gives a promising start for beginners (Nation & Newton, 1997). Nation and Hwang (1995) propose that the number of the most frequently used words is 2,000, which accounts for around 80-85% of words in written texts and a higher percentage in spoken texts (Nation,

2001; Nation & Newton, 1997; Nation & Waring, 1997). Furthermore, the significance of this 2,000-word threshold is emphasized by Nation and Newton (1997).

The second criterion proposed by Gairns and Redman is cultural factors (1986). Words do not always have equal usefulness between native speakers and learners of English, for example, *Mid-Autumn Festival*, which is more useful for EFL learners in Taiwan but of little importance to native English speakers. The next criterion is related to need and level. After the 2,000-word threshold for survival purposes, learners' proficiency level and special needs become the main concerns. In accordance with Gairns and Redman (1986), Nation and Newton (1997) recommend that next to the high frequency 2,000 words are academic vocabulary, low-frequency words, and technical vocabulary. Based on learners' needs, they may need to learn only one or two, but not all three different vocabularies. For instance, if learners want to continue with further studies, learning the academic vocabulary will be necessary.

The last criterion refers to expediency of grammatical terminology and classroom language. Concerning the former, Gairns and Redman (1986) suggest that learners' age, course duration, and language learning background should be taken into consideration since these factors influence how well learners adopt the terminology. Regarding classroom language, they say that, "Without it they will experience considerable frustration" (Gairns & Redman, 1986, p. 64). This suggests that being unfamiliar with classroom language means that learners are not able to follow instructions for activities and learning in class.

Furthermore, Nation and Newton (1997) also mention some other factors. Words we want to select should have "the ability to combine with other words, the ability to help define other words," and "the ability to replace other words" (p. 238). It implies that words with these abilities are more flexible in language use than those without. Moreover, these factors indicate whether or not it is indispensable to include certain words at the point during the process of selecting vocabulary.

In order to understand the use of MWVs in EFL textbooks in Taiwan, it is necessary to discuss their syntactical structures. The knowledge of the verb-particle constructions might help define what MWVs are. In syntactical structures, syntactic categories refer to the structures of a single-word verb plus particle(s) which are considered as MWVs. There are three categories of MWVs: *phrasal verbs*, *prepositional verbs*, and *phrasal-prepositional verbs*. They share a deep structure in common (Biber, Johansson, Leech, Conrad, & Finegan, 1999; Claridge, 2000; Gairns & Redman, 1986; Quirk et al., 1985): one single-word verb plus one or two particles.

The structure of phrasal verbs, as the first syntactic category of MWVs, is a single-word verb preceding a spatial adverbial particle (Biber et al., 1999; Claridge,

2000; Quirk et al., 1985). This category is further divided into two subcategories: intransitive and transitive phrasal verbs. Among them, intransitive phrasal verbs do not have a direct object (Biber et al., 1999; Quirk et al., 1985). In addition, particles in intransitive phrasal verbs are not separable from their verbs. For instance, *take off*, an intransitive phrasal verb in the sentence *The plane took off successfully*, cannot be separated as **The plane took successfully off*. On the other hand, transitive phrasal verbs have a direct object (Biber et al., 1999; Quirk et al., 1985) and their verbs are separable from their particles. For example, *take off* also functions as a transitive phrasal verb, so *off* either can precede or follow its direct object, for example, *Please take off your shoes* or *Please take your shoes off*. One thing to be noted is that when the direct object in the above examples of transitive phrasal verbs becomes a pronoun, the particle can only follow the direct object, that is, *Please take them off* rather than **Please take off them* (Biber et al., 1999; Quirk et al., 1985).

The second syntactic category of MWVs is prepositional verbs. These are composed of a single-word verb plus “a preposition with which it is semantically and/or syntactically associated” (Biber et al., 1999; Claridge, 2000; Gairns & Redman, 1986; Quirk et al., 1985, p. 1155). Though Gairns and Redman mention that whether or not particles are separable from verbs in MWVs distinguishes between phrasal verbs and prepositional verbs, this is not exactly correct. With more investigation on this point from different researchers, Biber et al. claim that prepositional verbs have two patterns and Quirk et al. name these patterns intransitive and transitive.

Unlike intransitive phrasal verbs, intransitive prepositional verbs (e.g. *look at*) have an object or a prepositional complement. The verbs in intransitive prepositional verbs are not allowed to directly precede the prepositional complement. In other words, the verbs and particles are not separable from each other, and the complement can only follow the particles in intransitive prepositional verbs. For example, *their daughters* in *Look at their daughters* can only follow the prepositional particle, *at*, even when it becomes a pronoun, that is, *Look at them* instead of **Look them at* (Biber et al., 1999; Quirk et al., 1985). On the contrary, transitive prepositional verbs (e.g. *rob...of...*) “are followed by two noun phrases, normally separated by the preposition: The former is the direct object while the latter is the prepositional object...” (Biber et al., 1999; Quirk et al., 1985, p. 1158). That is, in transitive prepositional verbs, the verbs are immediately followed by a direct object, which is followed by a prepositional particle, which is followed by a prepositional complement. For example, *them* is the direct object and *their valuables* is the prepositional object in *The pirates robbed them of their valuables*.

Phrasal-preposition verbs, the third syntactic category, comprise a single-word verb followed by an adverb and a preposition in order (Biber et al., 1999; Claridge,

2000; Gairns & Redman, 1986; Quirk et al., 1985). Additionally, Quirk et al. say that phrasal-preposition verbs may also be intransitive or transitive while Biber et al. assert that they are just two patterns of phrasal-prepositional verbs. Like intransitive prepositional verbs, intransitive phrasal-prepositional verbs (e.g. *looking forward to*) have a prepositional complement. The complement does not directly follow the verbs, but follows the particles in intransitive phrasal-prepositional verbs, for example, *Judy has been looking forward to the trip* (Biber et al., 1999; Quirk et al., 1985). Moreover, even when the complement is a pronoun, it does not change its position, such as *Judy has been looking forward to it*. The passives of verbs in this subcategory are not common but some are acceptable, such as *put up with* in *The smell of the fish could not be put up with any more* (Quirk et al., 1985).

On the other hand, transitive phrasal-prepositional verbs (e.g. *put...down to...*) have a direct object. The object, which can be a pronoun, directly follows the verb but precedes the adverb and the preposition (Biber et al., 1999; Quirk et al., 1985), for instance, *their failure* in *They put their failure down to Bob's lousy preparation*. Regarding the passives, only a limited number of transitive phrasal-prepositional verbs are used in passive sentences, like *be fobbed off with*, *be put down to*, *be fixed up with*, and so on (Quirk et al., 1985). Compared and contrasted to the first two syntactic categories of MWVs, this category is relatively easier to learn and remember.

The sizes of the above three categories of MWVs are different and, therefore, so is their ratio. In the Lampeter Corpus for early modern English (Claridge, 2000), it reveals that the phrasal verb has the largest of the three categories. The prepositional verb comes second and the phrasal-prepositional verb is last. The ratio for the three is 17:5:1. However, it does not correspond to that in real-life usage. In *Longman Grammar of Spoken & Written English* (hereafter the *Longman Grammar*; Biber et al., 1999) the authors posit that the ratio of the “most often used” phrasal, prepositional, and phrasal-prepositional verbs of MWVs (over 400 times or at least over 10 times per million words) retrieved is 2:4:1. It shows that more prepositional verbs are exploited than are phrasal verbs. These two different ratios suggest that we should also notice how different categories of MWVs are utilized in our real life.

In addition to their rather complicated syntactic characteristics, MWVs also have a semantic complexity as they are involved with the issues related to *idiomaticity*, *multiple meanings*, and *synonymity*. In general, the verbs in MWVs retain their original semantic characteristics (Biber et al., 1999). Of phrasal verbs, around 75% are activity verbs, for instance, *go off*, *make up*, and *come over*. Similarly, phrasal-prepositional verbs are often used to refer to actions, such as *get out of*, *get back to*, and *catch up with*. On the contrary, except being aspectual verbs,

prepositional verbs are common in every semantic category of verbs, like *look for* in the activity domain, *speak of* in the communication domain, *concentrate on* in the mental domain, *result in* in the causative domain, *happen to* in the occurrence domain, and *belong to* in the existence domain. Besides, mental activities are often indicated as activity verbs, such as *go through N* for *consider N in detail*, *get into N* for *become interested in N*, *arrive at N* for *decide on N*, in which the *N* stands for nouns.

In addition to their syntactic and semantic features, the importance of MWVs in the English language is highlighted by their size and influence on EFL learners. Regarding the frequent occurrence of MWVs, Cornell (1985) mentions that their number is a good indicator of their value, for instance, those listed in dictionaries. In the 2nd version of *Collins Co-build Dictionary of Phrasal Verbs* (HarperCollins Publishers, 2002), there are more than 4,500 entries. The latest *Cambridge Phrasal Verbs Dictionary* (Cambridge University Press, 2006) lists a more astonishing 6,000 phrasal verbs in American, British, and Australian English. Moreover, the number of MWVs in the *Cambridge Phrasal Verbs Dictionary* even exceeds that of single-word verbs in the electronic versions of the Alvey Natural Language Tools (ANLT) lexicon (i.e., 5,667 verbs) and the Complex lexicon (i.e., 5,577 verbs) respectively (Villavicencio, 2003). With such a comparable number of combinations, MWVs significantly emphasize their role in the English language.

Besides their quantity, the influence of MWVs on learners of English is also significant. The use of MWVs, either in formal or informal contexts, is natural to native English speakers (Claridge, 2000; Fletcher, 2005; Kohnhurst, 2003), yet for EFL learners, it is not the case. MWVs actually cause a lot of learning obstacles (Cornell, 1985; Gairns & Redman, 1986; Moon, 1997; Rundell, 2005). Huddleston and Pullum (2002), among past studies, summarize the difficulties encountered in learning MWVs for EFL students under two topics: *comprehension* and *speaking and writing*. In comprehension, learners of English do not recognize the existence of MWVs in a sentence, and consequently do not fully understand the meaning of the sentence. Furthermore, although learners recognize the form of MWVs, they misinterpret their meanings due to their semantic complexity.

In speaking and writing, there are also learning problems. In their performances, learners of English forget particles, use them incorrectly, or randomly add one to create an MWV. They also have trouble using transitive MWVs, which allow direct objects placed between the verbs and particles. What is more, learners may use single-word verb equivalents in place of MWVs, or use literal ones more than idiomatic ones (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer & Eliasson, 1993). In contrast, learners also overuse MWVs when it is not necessary (Huddleston & Pullum, 2002). Side (1990) also pinpoints several other difficulties,

such as a great number of constructions of verbs and particles as MWVs, transitivity of MWVs, register differences, and learner's capability of comprehending and utilizing MWVs. In a word, learners' difficulties with MWVs mainly result from two sources, that is, learners' language proficiency and MWVs themselves. Because of such obstacles, learners of English, especially at the intermediate proficiency level mainly from the past studies, have a tendency to avoid the use of them and/or use their one-word counterparts, if any, instead. These tendencies can be found in many studies conducted by several researchers (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Kohnhurst, 2003; Liao & Fukuya, 2004; Side, 1990; Steele, 2005). With such avoidance of MWVs and/or inappropriate use of their single-word substitutes, EFL learners often sound unnatural to native speakers of English (Fletcher, 2005; Pilleux, n.d.).

However, in view of language teaching and learning, using MWVs properly has a noteworthy benefit for EFL learners and should be highly promoted. In their suggestions regarding the teaching of MWVs, Gairns and Redman (1986) point out that, "Used appropriately and accurately these verbs certainly contribute to a colloquial ease and fluency which is clearly a great asset" (p. 35). In other words, the use of MWVs can remarkably enhance EFL learners' speech. Furthermore, Gairns and Redman also remind us that whether MWVs are used or not, they are "essential at a receptive level" (p. 35). Even if they do not use them, learners of English should understand what they mean when encountering them in various contexts (i.e., formal vs. informal, and spoken vs. written languages). The overall influence of MWVs on productive and receptive skills of learners of English is strongly worth teachers and learners' attention to MWVs.

As a result, for teachers of English, *how* to teach MWVs becomes a main concern (Truscott & Strahl, 2002). To go further, many researchers and teachers have proposed quite a few suggestions. Gairns and Redman (1986) offer some implications in relation to teaching. They posit that instead of using root verbs in MWVs, "...With some phrasal verbs there is justification in starting with the adverbial particle, ... performs a fairly consistent function with regard to the influence on the root verb...." This coincides with the semantic family resemblance of particles in MWVs addressed by Quirk et al. (1985). Moreover, another implication is to gradually increase learners' exposures to MWVs. Gairns and her colleague propose that "...certain multi-word verbs, e.g. turn on/turn off, will be introduced at a very early stage and more will be added at regular intervals thereafter...." (p. 35). This implies that even for beginners of English, MWVs should not be totally avoided. On the contrary, they should be introduced little by little.

PROCEDURES

In order to investigate the MWVs used in the English textbooks at elementary and junior high levels, three versions for each school level have been gathered. Each version in each school level is published by one publisher. All textbooks are based on the course guidelines regulated by the government, the Guidelines 2000 for Grades 5-6 in elementary schools and the Guidelines 2003 for junior high schools (MOE, 2006a). However, in the present study, the number of EFL textbooks in one version for each school level is different. For elementary schools, one version has four books for Grades 5 and 6, that is, one book per semester, and two semesters as an academic year. For junior high schools, one version has six books for students from Grades 7 to 9. In a word, the number of the EFL textbooks comes to 30 in total (i.e., four books per version in elementary schools times three versions and six books per version in junior high schools times three versions).

In selecting the versions of EFL textbooks to be studied in this research, several criteria are referred to. These include recommendations from English teachers teaching in both school levels, comments from teachers working as professional ELT (English Language Teaching) counselors in Taiwan, statistics of market shares on EFL textbooks used locally (Kang Hsuan Educational Publishing Group, 2006), and statistics of EFL textbooks being used in different cities or counties in Taiwan (Lin, 2005; Su, 2004; Yang, 2004). The final publishers selected include: Hess Educational Organization (何嘉仁文教機構), Kang Hsuan Educational Publishing Group (康軒文教集團), and Pearson Education Taiwan (台灣培生教育) for elementary schools, and the alliance of Joy Enterprises Organization and Han Lin Publishing Company (佳音翰林九年一貫策略聯盟), Kang Hsuan Educational Publishing Group (康軒文教集團), and Nani Book Company (南一書局) for junior high schools.

In an attempt to observe the use of MWVs in EFL textbooks in Taiwan, two kinds of materials are necessary, namely research and reference. The research materials are the raw texts from the EFL textbooks utilized in elementary schools and junior high schools as mentioned above. The reference material is an online English dictionary, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 2006). The purpose of using this dictionary is to help verify the textbook MWVs which resulted from the computation, because not all MWVs computed are accepted as MWV entries in the renowned dictionary. For example, CLAN would retrieve *leave after* as an MWV from *Please leave after the beep*. However, *leave after* is not a real MWV confirmed by Oxford Dictionary. Moreover, the online version of Oxford dictionary has been kept updating regularly and included latest MWVs that other dictionaries were unable to include, such as *cosy up to*, *copy in*, and *sex up* at the time

of this study. Hence, Oxford Dictionary online version is considered as a useful reference to confirm the MWVs. In sum, only those that are also listed in the Oxford Dictionary are considered as MWVs in this research.

In the computing process, a language program, *CLAN*, is used along with a part-of-speech tagger, *CLAWS*. *CLAN* (Computerized Language ANalysis) is a program to carry out a huge number of automatic analyses for wanted linguistic patterns (MacWhinney, 2006). For example, it can search for a pattern like the verb followed by an adverbial particle, *take off* in sentences like *The plane took off successfully* or *Please take your shoes off*, no matter what the phrasal verb serves is an intransitive phrasal verb or a transitive phrasal verb. On the other hand, *CLAWS* (abbreviated from Constituent Likelihood Automatic Word-tagging System) attaches labels of part-of-speech to each word (UCREL, 2006, Leech, Garside, & Bryant, 1994), making the sentence *The plane took off successfully* into *The_AT0 plane_NN1 took_VVD off_AVP successfully_AV0*. This kind of label attachment becomes very useful when dealing with open-class words, such as *nouns*, *verbs*, *adjectives*, and *adverbs*. *CLAWS* was once used to tag the 100-million-word British National Corpus (BNC), one of the famous linguistic corpora. Both *CLAN* and *CLAWS* programs have been tested and used by many researchers and found to be reliable enough in computational linguistics (MacWhinney, 2006; UCREL, 2006).

Finally, the outputs of MWVs generated from *CLAN* and *CLAWS* are further checked with the Oxford Dictionary to confirm that all of them are genuine. Then they are gathered as entries of MWVs, the main focus of this research. Later they become the final list of MWVs that are used currently in the EFL textbooks of primary and junior high schools in Taiwan.

RESULTS

The MWVs Found in Elementary School EFL Textbooks

For the elementary school level, the MWVs used in the current study are extracted from three versions of the English textbooks. A list of 38 MWVs was finally processed, as shown in Tables 1 to 3 and Figures 1 to 3. First, Table 1 lists the 38 elementary school MWVs. The mean number of the MWVs across the three versions is 12.67. Of these 38 elementary school textbook MWVs, as illustrated in Figure 1, 28 are used in Hess's version (14 only found in its version + 9 also in Pearson + 1 also in Kang Hsuan + 4 also in both Pearson and Kang Hsuan, i.e., 73.68%), 21 in Pearson's version (7 only found in its version + 9 also in Hess + 1 also in Kang Hsuan + 4 also in both Hess and Kang Hsuan, i.e., 55.26%), and 8 in Kang Hsuan's version (2 only

found in its version + 1 also in Hess + 1 also in Pearson + 4 also in both Hess and Pearson, i.e., 28.57%). Table 2 also lists what MWVs were found in one version, in two versions, and all three versions accordingly.

Table 1 *The List of 38 MWVs Found in the English Textbooks of Elementary Schools*

1. ask for	11. get up	21. pick up	30. turn around
2. clean up	12. go back	22. put on	31. turn down
3. come back	13. hand out	23. sign up	32. turn off
4. come in	14. happen to	24. sit down	33. turn on
5. come on	15. hold on	25. stand up	34. turn up
6. cross out	16. line up	26. substitute with	35. wake up
7. cut out	17. live on	27. take off	36. watch for
8. eat out	18. look around	28. take out	37. watch out
9. end in	19. look at	29. think of	38. write down
10. fill up	20. 21. look for		

Moreover, in Figure 2, of the 38 elementary school MWVs, 23 are only found in one version (Hess: 14, Pearson: 7, Kang Hsuan: 2, i.e., 60.53%), while 11 are found in two versions (Hess & Pearson: 9, Pearson & Kang Hsuan: 1, Kang Hsuan & Hess: 1, i.e., 28.95%), and 4 are found in all three versions (10.53%).

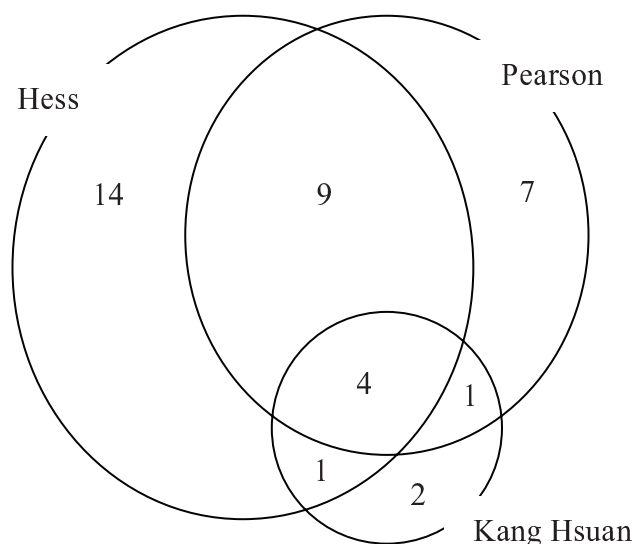


Figure 1. The Venn diagram for 38 MWVs found in the English textbooks of elementary schools, in one version, two versions, and all three versions.

From Table 2, we can also see that all the verbs, those underlined, that the 38 MWVs are based are from “words for production” in the 2000 most frequently used English words required by MOE (2006b), which learners should learn them how to write and speak. For the “words for recognition,” there is no MWV that is based on them that learners need to learn them in a receptive manner just to read and understand. However, it might need a further investigation to see if this kind of arrangement--all 38 MWVs based on verbs of “words for production,” is appropriate for elementary school learners.

Additionally, Table 3 lists MWVs in each of the three versions of the elementary school English textbooks studied as phrasal verbs, prepositional verbs, and phrasal-prepositional verbs. Hess has 21 phrasal verbs and 7 prepositional verbs while Pearson has 17 phrasal verbs and 4 prepositional verbs. Kang Hsuan has 8 phrasal verbs. However, none of the three versions introduces the third type of MWVs, i.e., the phrasal-prepositional verb. Accordingly, Figure 3 illustrates how the elementary school MWVs are composed of 30 phrasal verbs and 8 prepositional verbs, but no phrasal-prepositional verbs. The ratio for the three syntactic categories introduced is 3:1:0.

Table 2 *The List of 38 MWVs Found in the English Textbooks of Elementary Schools, in One Version, Two Versions, and All Three Versions*

Versions	Versions			
	Hess	Kang Hsuan	Pearson	H + KH + P ^a
Hess	1. <u>cross</u> ^b out 2. <u>cut</u> out 3. <u>end</u> in 4. <u>happen</u> to 5. <u>live</u> on 6. <u>sign</u> up 7. <u>substitute</u> with 8. <u>think</u> of 9. <u>turn</u> around 10. <u>turn</u> down 11. <u>turn</u> on 12. <u>turn</u> up 13. <u>watch</u> out 14. <u>write</u> down	1. <u>come</u> in	1. <u>ask</u> for 2. <u>come</u> back 3. <u>line</u> up 4. <u>look</u> around 5. <u>look</u> at 6. <u>look</u> for 7. <u>put</u> on 8. <u>take</u> out 9. <u>turn</u> off	1. <u>get</u> up 2. <u>go</u> back 3. <u>sit</u> down 4. <u>stand</u> up
Kang Hsuan	1. <u>come</u> in	1. <u>come</u> on 2. <u>hold</u> on	1. <u>wake</u> up	1. <u>get</u> up 2. <u>go</u> back 3. <u>sit</u> down 4. <u>stand</u> up
Pearson	1. <u>ask</u> for 2. <u>come</u> back 3. <u>line</u> up 4. <u>look</u> around 5. <u>look</u> at 6. <u>look</u> for 7. <u>put</u> on 8. <u>take</u> out 9. <u>turn</u> off	1. <u>wake</u> up	1. <u>clean</u> up 2. <u>eat</u> out 3. <u>fill</u> up 4. <u>hand</u> out 5. <u>pick</u> up 6. <u>take</u> off 7. <u>watch</u> for	1. <u>get</u> up 2. <u>go</u> back 3. <u>sit</u> down 4. <u>stand</u> up

Note. ^aH, KH, and P stand for Hess, Kang Hsuan, and Pearson respectively.

^bAll underlined are verbs of “words for production” (MOE, 2006b).

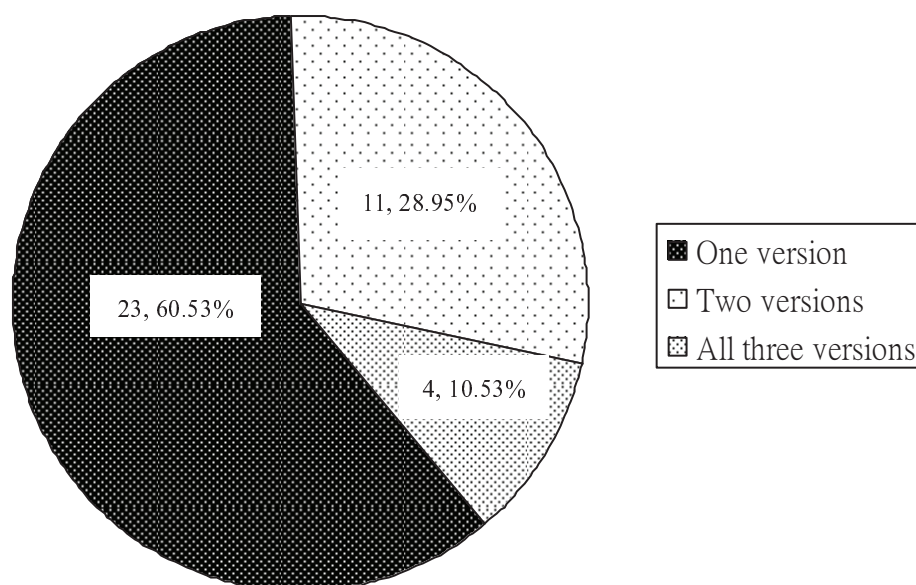


Figure 2. The distribution of 38 MWVs found in the English textbooks of elementary schools, in one version, two versions, and all three versions.

The MWVs Found in Junior High School EFL Textbooks

With reference to the junior high school level, the MWVs examined are retrieved from three versions of the English textbooks. In each version, there are six books from which 138 MWVs were retrieved, as shown in Table 4. The mean number of the MWVs across the three versions is 46. Furthermore, as shown in Figure 4, from these 138 MWVs, Nani exploits 84 (34 only found in its version + 13 also found in Joy & Han Lin + 10 also found in Kang Hsuan + 27 also found in both Joy & Han Lin and Kang Hsuan, i.e., 60.87%), Joy and Han Lin's version uses 82 (38 only in its version + 13 also in Nani + 4 also in Kang Hsuan + 27 also in two other versions, i.e., 59.42%), and Kang Hsuan's version employs 53 (12 found only in its version + 10 also in Nani + 4 also in Joy & Han Lin + 27 also in two other versions, i.e., 38.41%). In addition, Table 5 lists what MWVs were found in one version, in two versions, and all three versions in junior high schools.

For the part of the verbs that the MWVs are based, we can see from Table 5 that most of them are from "words for production" in the 2000 most frequently used English words required by MOE (2006b), which learners should learn them how to write and speak. For the other part of "words for recognition," only four MWVs, among 138, are based on this kind of verb that learners need to learn in a receptive manner, just to read and understand them. These include *add to*, *remind of*, *figure out*, and *calm down*. The allocation, 4 out of 138 MWVs, arranged by the three publishers seems reasonable for learners in the Junior High Schools.

In Figure 5, of the 138 MWVs at the junior high school level, 84 were found only in one version (Nani: 34, Joy & Han Lin: 38, Kang Hsuan: 12, i.e., 60.87%), 27 were found in two versions (Nani & Joy and Han Lin: 13, Joy & Han Lin and Kang Hsuan: 4, Kang Hsuan and Nani: 10, i.e., 19.57%), and 27 were found in all three versions. For syntactic categories in Figure 6, of the 138 junior high school MWVs, 94 are phrasal verbs (68.12%), 31 are prepositional verbs (22.46%), and 13 are phrasal-prepositional verbs (9.42%). The ratio for the three categories is 9:3:1.

Moreover, Table 6 lists MWVs in each of the three versions of the junior high school English textbooks studied as phrasal verbs, prepositional verbs, and phrasal-prepositional verbs. Joy and Han Lin have 56 phrasal verbs, 19 prepositional verbs, and 7 phrasal-prepositional verbs whereas Nani has 59 phrasal verbs, 22 prepositional verbs, and 3 phrasal-prepositional verbs. Kang Hsuan has 34 phrasal verbs, 14 prepositional verbs, and 5 phrasal-prepositional verbs.

Table 3 *The List of 38 MWVs Found in the English Textbooks of Elementary Schools, as Phrasal Verbs, Prepositional Verbs, and Phrasal-prepositional Verbs*

Categories	Versions		
	Hess	Kang Hsuan	Pearson
Phrasal verbs	1. come back	1. come in	1. clean up
	2. come in	2. come on	2. come back
	3. cross out	3. get up	3. eat out
	4. cut out	4. go back	4. fill up
	5. get up	5. hold on	5. get up
	6. go back	6. sit down	6. go back
	7. line up	7. stand up	7. hand out
	8. live on	8. wake up	8. line up
	9. look around		9. look around
	10. put on		10. pick up
	11. sign up		11. put on
	12. sit down		12. sit down
	13. stand up		13. stand up
	14. take out		14. take off
	15. turn around		15. take out
	16. turn down		16. turn off
	17. turn off		17. wake up
	18. turn on		
	19. turn up		
	20. watch out		
	21. write down		
Prepositional verbs	1. ask for		1. ask for
	2. end in		2. look at
	3. happen to		3. look for
	4. look at		4. watch for
	5. look for		
	6. substitute with		
	7. think of		
Phrasal-prepositional verbs	0	0	0

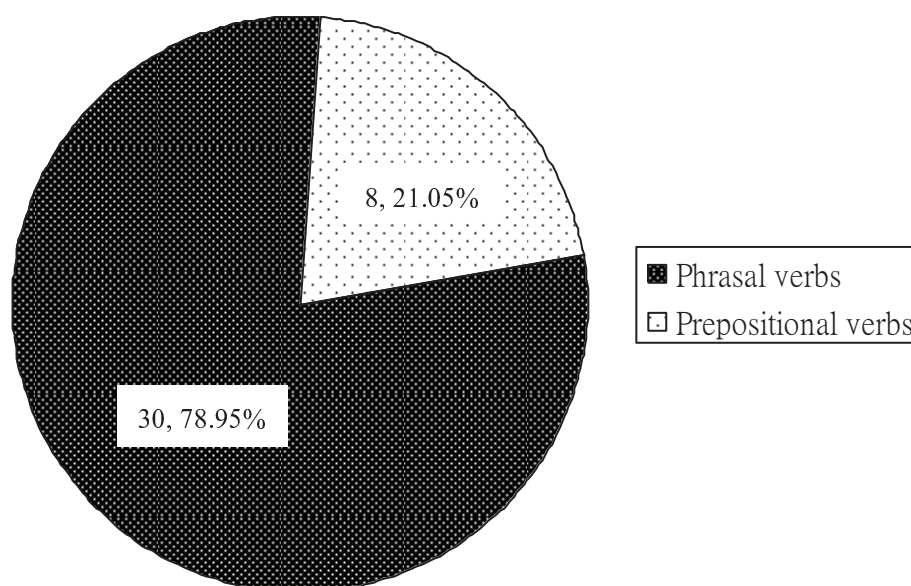


Figure 3. The syntactic categories of 38 MWVs found in the English textbooks of elementary schools, across all three versions.

The MWVs Found in Both Levels of EFL Textbooks

The sum of the elementary and junior high school MWVs is 176. However, as shown in Table 7, there are some overlaps between these two school levels (i.e., 29 MWVs found at both school levels). These overlaps reduce the sum of MWVs to 147. Shown in Figure 7, the mean of the junior high school MWVs (i.e., 46 MWVs per version) is more than 3.5 times the mean of the elementary school MWVs (i.e., 12.67 MWVs per version.) Additionally, Figure 8 shows how the mean of the junior high school phrasal verbs (e. g. 94 for three versions in Figure 6; i.e., 31.33 MWVs per version) is about three times the mean of the elementary school phrasal verbs (e.g. 30 for three versions in Figure 3; i.e., 10 MWVs per version). Furthermore, the mean of the junior high school prepositional verbs (e.g. 31 for three versions in Figure 6; i.e., 10.33 MWVs per version) is nearly four times the mean of those at the elementary level (e.g. 8 for three versions in Figure 3; i.e., 2.67 MWVs per version). For the phrasal-prepositional verbs, however, the means of the elementary school (e.g. zero for three versions in Figure 3) and junior high school (e. g. 13 for three versions in Figure 6) are incomparable (i.e., zero MWV per version at the elementary school level vs. 4.33 MWVs per version at the junior high school level).

Table 4 *The List of 138 MWVs Found in the English Textbooks of Junior High Schools*

1. act out	36. decide on	71. keep away from	106. set up
2. add to	37. die out	72. keep down	107. shout out
3. ask for	38. dress up	73. keep from	108. show up
4. be sold out	39. dry out	74. keep out of	109. sing out
5. believe in	40. eat out	75. knock down	110. sit down
6. belong to	41. feed on	76. knock out	111. speak to
7. blow out	42. figure out	77. laugh at	112. stand u
8. bring back	43. fill in	78. listen in	113. start off
9. bring down	44. find out	79. listen up	114. start up
10. burn up	45. get back	80. live with	115. stay away from
11. call back	46. get back to	81. look around	116. stay over
12. call in	47. get in	82. look at	117. stay up
13. call on	48. get into	83. look for	118. take away
14. calm down	49. get off (work) ^a	84. look up	119. take off ^b
15. camp out	50. get out of	85. make into	120. take off ^b
16. catch up with	51. get up	86. make up	121. take out
17. cheer up	52. give back	87. move into	122. talk out
18. clean up	53. give up	88. nod off	123. think about
19. come after	54. go after	89. pick out	124. think of
20. come back	55. go back	90. pick up	125. try on
21. come back to	56. go by	91. point out	126. turn around
22. come from	57. go on	92. pull over	127. turn down
23. come in	58. go out	93. put back	128. turn into
24. come on	59. go over	94. put down	129. turn off
25. come out	60. grow up	95. put into	130. turn on
26. come out of	61. hand in	96. put on	131. turn over
27. come over	62. hand out	97. put out	132. wake up
28. come up	63. hang out	98. read out	133. watch out
29. come up with	64. happen to	99. remind of	134. watch out for
30. cool down	65. hear from	100. report to	135. work on
31. cry out	66. hear of	101. run after	136. work out
32. cut down	67. heat up	102. run away	137. write back to
33. cut down on	68. hold on	103. run away from	138. write down
34. cut off	69. hurry up	104. run into	
35. cut out	70. keep away	105. run out	

Note. ^a*Get off* in *Get off work* is a phrasal verb, but a free combination in *Get off at the next stop*.

^b*Take off*'s have different meanings: *Take off your shoes* vs. *The plane takes off*.

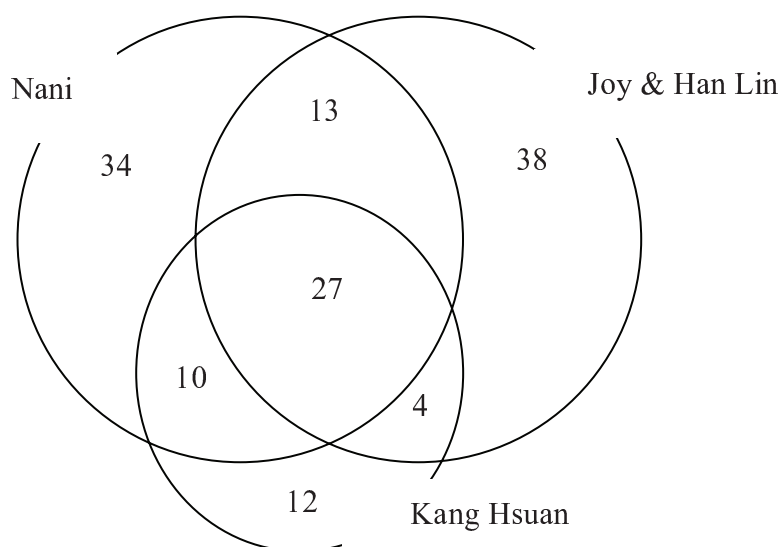


Figure 4. The Venn diagram for 138 MWVs found in the English textbooks of Junior High schools, in one version, two versions, and all three versions.

Table 5 The List of 138 MWVs Found in the English Textbooks of Junior High Schools, in One Version, Two Versions, and All Three Versions

Versions	Versions			
	Joy & Han Lin	Kang Hsuan	Nani	JH + KH + N ^a
Joy & Han Lin	1. add to	1. <u>come</u> over	1. <u>keep</u> down	1. <u>think</u> of
	2. <u>call</u> ^b in	2. <u>get</u> into	2. <u>belong</u> to	2. <u>take</u> out
	3. <u>catch</u> up with	3. <u>get</u> out of	3. <u>clean</u> up	3. <u>laugh</u> at
	4. <u>come</u> after	4. <u>hurry</u> up	4. <u>go</u> back	4. <u>ask</u> for
	5. <u>come</u> in		5. <u>grow</u> up	5. <u>come</u> back
	6. <u>come</u> out of		6. <u>hand</u> in	6. <u>give</u> up
	7. <u>cry</u> out		7. <u>hear</u> of	7. <u>get</u> up
	8. <u>cut</u> off		8. <u>look</u> up	8. <u>come</u> from
	9. <u>dry</u> out		9. <u>put</u> out	9. <u>come</u> on
	10. <u>feed</u> on		10. <u>report</u> to	10. <u>cut</u> down
	11. <u>get</u> back to		11. <u>show</u> up	11. <u>eat</u> out
	12. <u>give</u> back		12. <u>take</u> off	12. <u>fill</u> in
	13. <u>go</u> on		13. <u>write</u> down	13. <u>find</u> out
	14. <u>keep</u> away			14. <u>go</u> out
	15. <u>keep</u> away from			15. <u>happen</u> to
			16. <u>hold</u> on	
			17. <u>look</u> at	
			18. <u>look</u> for	

- | | |
|------------------------------|----------------------|
| 16. <u>keep</u> from | 19. <u>pick</u> up |
| 17. <u>keep</u> out of | 20. <u>put</u> on |
| 18. <u>knock</u>
down | 21. <u>sit</u> down |
| 19. <u>knock</u> out | 22. <u>speak</u> to |
| 20. <u>listen</u> in | 23. <u>stand</u> up |
| 21. <u>nod</u> off | 24. <u>take</u> away |
| 22. <u>point</u> out | 25. <u>turn</u> off |
| 23. <u>pull</u> over | 26. <u>turn</u> on |
| 24. <u>read</u> out | 27. <u>wake</u> up |
| 25. remind of | |
| 26. <u>run</u> into | |
| 27. <u>set</u> up | |
| 28. <u>sing</u> out | |
| 29. <u>start</u> off | |
| 30. <u>start</u> up | |
| 31. <u>stay</u> away
from | |
| 32. <u>stay</u> up | |
| 33. <u>take</u> off | |
| 34. <u>talk</u> out | |
| 35. <u>think</u> about | |
| 36. <u>try</u> on | |
| 37. <u>turn</u> down | |
| 38. <u>work</u> out | |

Table 5 *The List of 138 MWVs Found in the English Textbooks of Junior High Schools, in One Version, Two Versions, and All Three Versions (continued)*

Versions	Versions			
	Joy & Han Lin	Kang Hsuan	Nani	JH + KH + N ^a
Kang Hsuan	1. <u>come</u> over	1. <u>watch</u> out	1. <u>work</u> on	1. <u>think</u> of
	2. <u>get</u> into	for	2. <u>watch</u> out	2. <u>take</u> out
	3. <u>get</u> out of	2. <u>turn</u>	3. <u>turn</u> into	3. <u>laugh</u> at
	4. <u>hurry</u> up	around	4. <u>run</u> after	4. <u>ask</u> for
		3. <u>run</u> away	5. <u>blow</u> out	5. <u>come</u> back
		4. <u>make</u> into	6. <u>bring</u> back	6. <u>give</u> up
		5. <u>be sold</u> out	7. <u>cheer</u> up	7. <u>get</u> up
		6. <u>believe</u> in	8. <u>come</u> back	8. <u>come</u> from
		7. <u>come</u> up	to	9. <u>come</u> on
		with	9. <u>come</u> out	10. <u>cut</u> down

		8. <u>cut</u> down	10. <u>put</u> into	11. <u>eat</u> out
				12. <u>fill</u> in
		9. <u>cut</u> out		13. <u>find</u> out
		10. figure out		14. <u>go</u> out
		11. <u>put</u> back		15. <u>happen</u> to
		12. <u>put</u> down		16. <u>hold</u> on
				17. <u>look</u> at
				18. <u>look</u> for
				19. <u>pick</u> up
				20. <u>put</u> on
				21. <u>sit</u> down
				22. <u>speak</u> to
				23. <u>stand</u> up
				24. <u>take</u> away
				25. <u>turn</u> off
				26. <u>turn</u> on
				27. <u>wake</u> up

Nani	1. <u>belong</u> to	1. <u>blow</u> out	1. <u>act</u> out	1. <u>think</u> of
	2. <u>clean</u> up	2. <u>bring</u> back	2. <u>bring</u>	2. <u>take</u> out
	3. <u>go</u> back	3. <u>cheer</u> up	down	3. <u>laugh</u> at
	4. <u>grow</u> up	4. <u>come</u> back	3. <u>burn</u> up	4. <u>ask</u> for
	5. <u>hand</u> in	to	4. <u>call</u> back	5. <u>come</u> back
	6. <u>hear</u> of	5. <u>come</u> out	5. <u>call</u> on	6. <u>give</u> up
	7. <u>keep</u>	6. <u>put</u> into	6. calm down	7. <u>get</u> up
	down	7. <u>run</u> after	7. <u>camp</u> out	8. <u>come</u> from
	8. <u>look</u> up	8. <u>turn</u> into	8. <u>come</u> up	9. <u>come</u> on
	9. <u>put</u> out	9. <u>watch</u> out	9. <u>cool</u> down	10. <u>cut</u> down
	10. <u>report</u> to	10. <u>work</u> on	10. <u>decide</u> on	11. <u>eat</u> out
	11. <u>show</u> up		11. <u>die</u> out	12. <u>fill</u> in
	12. <u>take</u> off		12. <u>dress</u> up	13. <u>find</u> out
	13. <u>write</u>		13. <u>get</u> back	14. <u>go</u> out
	down		14. <u>get</u> in	15. <u>happen</u> to
			15. <u>get</u> off	16. <u>hold</u> on
			(work)	17. <u>look</u> at
			16. <u>go</u> after	18. <u>look</u> for
			17. <u>go</u> by	19. <u>pick</u> up
			18. <u>go</u> over	20. <u>put</u> on
			19. <u>hand</u> out	21. <u>sit</u> down
			20. <u>hang</u> out	22. <u>speak</u> to
			21. <u>hear</u> from	23. <u>stand</u> up

- | | |
|-----------------------|----------------------|
| 22. <u>heat</u> up | 24. <u>take</u> away |
| 23. <u>listen</u> up | 25. <u>turn</u> off |
| 24. <u>live</u> with | 26. <u>turn</u> on |
| 25. <u>look</u> | 27. <u>wake</u> up |
| | around |
| 26. <u>make</u> up | |
| 27. <u>move</u> into | |
| 28. <u>pick</u> out | |
| 29. <u>run</u> away | |
| | from |
| 30. <u>run</u> out | |
| 31. <u>shout</u> out | |
| 32. <u>stay</u> over | |
| 33. <u>turn</u> over | |
| 34. <u>write</u> back | |
| | to |

Note. ^aJH, KH, and N stand for Joy and Han Lin, Kang Hsuan, and Nani respectively.

^bAll underlined are verbs of “words for production” (MOE, 2006b).

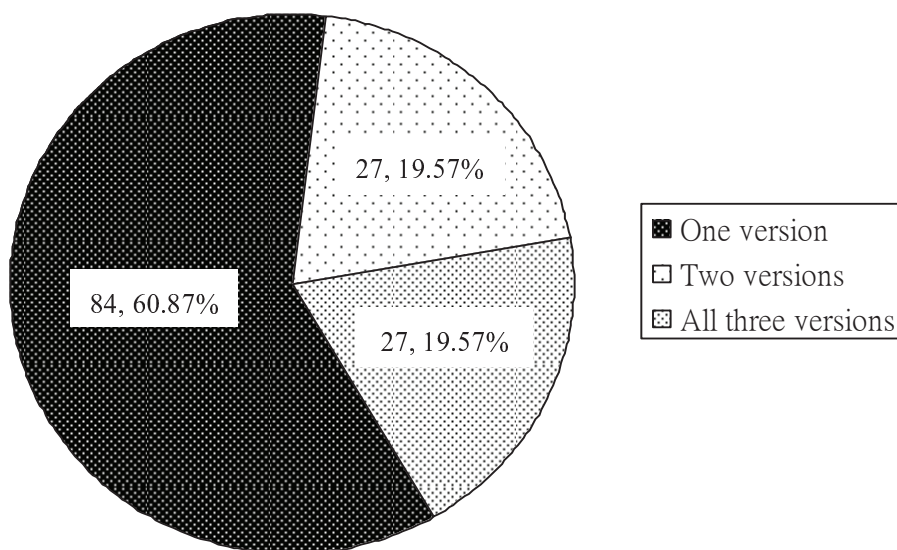


Figure 5. The distribution of 138 MWVs found in the English textbooks of Junior High schools, in one version, two versions, and all three versions.

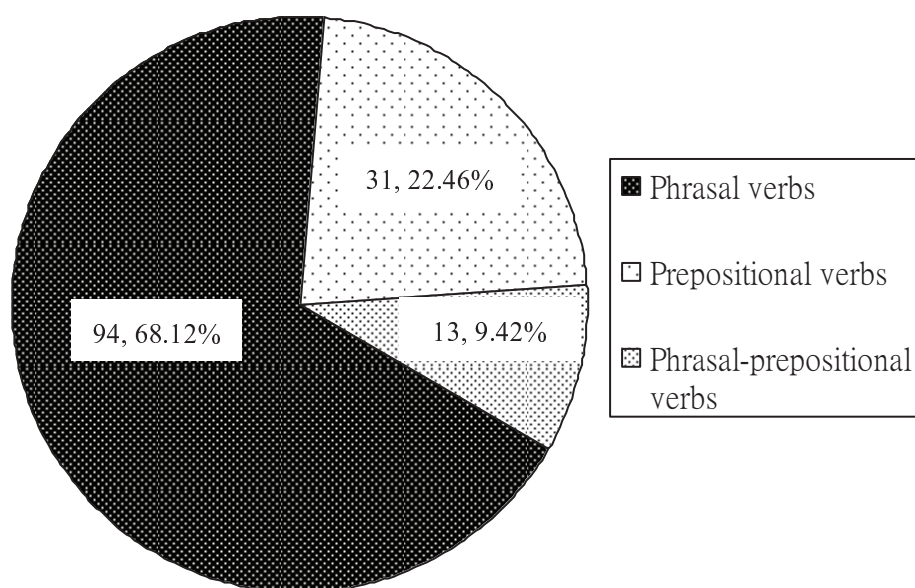


Figure 6. The syntactic categories of 138 MWVs found in the English textbooks of junior high schools, across all three versions.

Table 6 *The List of 138 MWVs Found in the English Textbooks of Junior High Schools, as Phrasal Verbs, Prepositional Verbs, and Phrasal-prepositional Verbs*

Categories	Versions		
	Joy & Han Lin	Kang Hsuan	Nani
Phrasal verbs	1. turn down	1. turn around	1. turn over
	2. try on	2. run away	2. stay over
	3. think about	3. be sold out	3. shout out
	4. talk out	4. cut out	4. run out
	5. take off	5. figure out	5. pick out
	6. listen in	6. put back	6. make up
	7. knock down	7. put down	7. listen up
	8. knock out	8. come over	8. look around
	9. keep away	9. hurry up	9. heat up
	10. call in	10. watch out	10. hand out
	11. give back	11. blow out	11. hang out
	12. come in	12. bring back	12. go over
	13. cry out	13. cheer up	13. go by
	14. cut off	14. come out	14. get off (work)
	15. dry out	15. take out	15. get in
	16. go on	16. come back	16. get back
	17. nod off	17. give up	17. act out
	18. point out	18. get up	18. bring down
	19. pull over	19. come on	19. call back

20. read out	20. cut down	20. call on
21. set up	21. eat out	21. calm down
22. sing out	22. fill in	22. camp out
23. start off	23. find out	23. come up
24. start up	24. go out	24. cool down
25. stay up	25. hold on	25. die out
26. work out	26. look at	26. dress up
27. come over	27. pick up	27. keep down
28. hurry up	28. put on	28. clean up
29. keep down	29. sit down	29. go back
30. clean up	30. stand up	30. grow up
31. go back	31. take away	31. look up
32. grow up	32. turn off	32. put out
33. look up	33. turn on	33. show up
34. put out	34. wake up	34. take off
35. show up		35. write down
36. take off		36. watch out
37. write down		37. blow out
38. take out		38. bring back
39. come back		39. cheer up
40. give up		40. come out
41. get up		41. take out
42. come on		42. come back
43. cut down		43. give up
44. eat out		44. get up
45. fill in		45. come on
46. find out		46. cut down
47. go out		47. eat out
48. hold on		48. fill in
49. pick up		49. find out
50. put on		50. go out
51. sit down		51. hold on
52. stand up		52. pick up
53. take away		53. put on
54. turn off		54. sit down
55. turn on		55. stand up
56. wake up		56. take away
		57. turn off
		58. turn on
		59. wake up

Table 6 *The List of 138 MWVs Found in the English Textbooks of Junior High Schools, as Phrasal Verbs, Prepositional Verbs, and Phrasal-prepositional Verbs (continued)*

	Versions		
	Joy & Han Lin	Kang Hsuan	Nani
Prepositional verbs	1. speak to	1. make into	1. speak to
	2. look for	2. believe in	2. look for
	3. happen to	3. get into	3. look at
	4. look at	4. work on	4. happen to
	5. keep from	5. turn into	5. move into
	6. add to	6. run after	6. live with
	7. come after	7. put into	7. hear from
	8. feed on	8. think of	8. go after
	9. remind of	9. laugh at	9. burn up
	10. run into	10. ask for	10. decide on
	11. get into	11. come from	11. belong to
	12. belong to	12. happen to	12. hand in
	13. hand in	13. look for	13. hear of
	14. hear of	14. speak to	14. report to
	15. report to		15. work on
	16. think of		16. turn into
	17. laugh at		17. run after
	18. ask for		18. put into
	19. come from		19. think of
		20. laugh at	
		21. ask for	
		22. come from	
Phrasal-prepositional verbs	1. get out of	1. watch out for	1. write back to
	2. stay away from	2. come up with	2. run away from
	3. get back to	3. cut down on	3. come back to
	4. come out of	4. get out of	
	5. catch up with	5. come back to	
	6. keep away from		
	7. keep out of		

Table 7 *The List of 147 MWVs (or 176 MWVs with Overlaps) Found in the English Textbooks of Different School Levels*

		Items of MWVs					
School levels							
Elementary school only	1.	cross out	4.	line up	7.	substitute with	
	2.	end in	5.	live on	8.	turn up	
	3.	fill up	6.	sign up	9.	watch for	
Both elementary and junior high school	1.	ask for	11.	happen to	21.	take out	
	2.	clean up	12.	hold on	22.	think of	
	3.	come back	13.	look around	23.	turn around	
	4.	come in	14.	look at	24.	turn down	
	5.	come on	15.	look for	25.	turn off	
	6.	cut out	16.	pick up	26.	turn on	
	7.	eat out	17.	put on	27.	wake up	
	8.	get up	18.	sit down	28.	watch out	
	9.	go back	19.	stand up	29.	write down	
	10.	hand out	20.	take off			
Junior high school only	1.	act out	38.	get back	74.	pick out	
	2.	add to	39.	get back to	75.	point out	
	3.	be sold out	40.	get in	76.	pull over	
	4.	believe in	41.	get into	77.	put back	
	5.	belong to	42.	get off (work)	78.	put down	
	6.	blow out	43.	get out of	79.	put into	
	7.	bring back	44.	give back	80.	put out	
	8.	bring down	45.	give up	81.	read out	
	9.	burn up	46.	go after	82.	remind of	
	10.	call back	47.	go by	83.	report to	
	11.	call in	48.	go on	84.	run after	
	12.	call on	49.	go out	85.	run away	
	13.	calm down	50.	go over	86.	run away from	
	14.	camp out	51.	grow up	87.	run into	
	15.	catch up with	52.	hand in	88.	run out	
	16.	cheer up	53.	hang out	89.	set up	
	17.	come after	54.	hear from	90.	shout out	
	18.	come back to	55.	hear of	91.	show up	
	19.	come from	56.	heat up	92.	sing out	
	20.	come out	57.	hurry up	93.	speak to	
	21.	come out of	58.	keep away	94.	start off	
	22.	come over	59.	keep away from	95.	start up	
	23.	come up	60.	keep down	96.	stay away from	

24. come up with	61. keep from	97. stay over
25. cool down	62. keep out of	98. stay up
26. cry out	63. knock down	99. take away
27. cut down	64. knock out	100. take off
28. cut down on	65. laugh at	101. talk out
29. cut off	66. listen in	102. think about
30. decide on	67. listen up	103. try on
31. die out	68. live with	104. turn into
32. dress up	69. look up	105. turn over
33. dry out	70. make into	106. watch out for
34. feed on	71. make up	107. work on
35. figure out	72. move into	108. work out
36. fill in	73. nod off	109. write back to
37. find out		

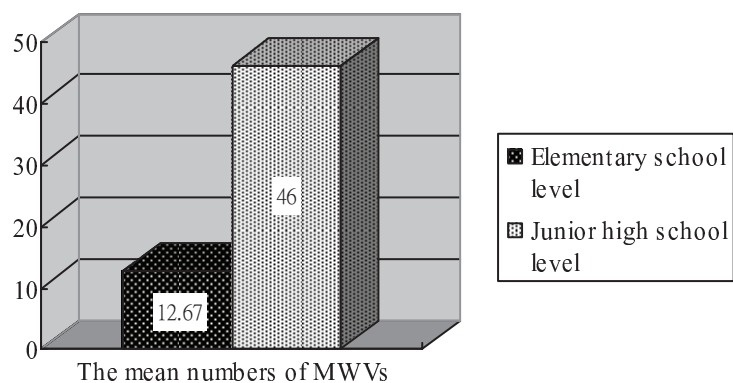


Figure 7. The mean numbers of MWVs in elementary and junior high schools.

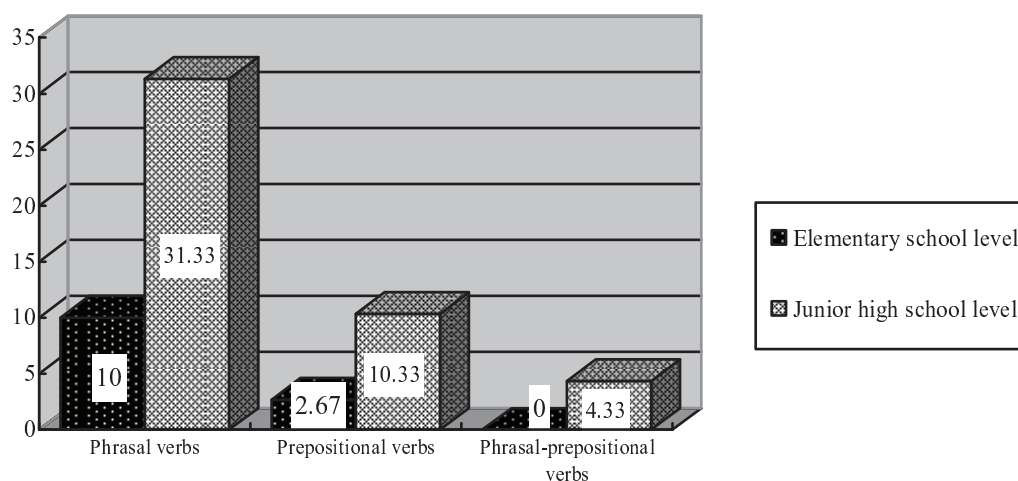


Figure 8. The mean numbers of the syntactic categories of MWVs in elementary and junior high schools.

DISCUSSION

Discussion on the MWVs Introduced at the Elementary School Level

The findings of this investigation show that less than 11% of the 38 MWVs present at the elementary school level were found among the three English textbooks published by different publishers (i.e., 4 out of 38 in Table 2 and Figure 2). This implies that there are differences between the versions of textbooks at this level. Such differences might, in turn, further create a discrepancy in students' exposure to MWVs. Some further discussions are given below trying to explain why there are such differences.

Version differences have been common since various private publishers were allowed to publish school textbooks (Yang, 2004). Different publishers are highly unlikely to produce the same versions of textbooks. Consequently, divergences across versions, more or less, may be inevitable, especially when the use of the English textbook MWVs is not regulated in the course guidelines, the *Nine-year Comprehensive Curriculum for Elementary and Junior High Education*, announced by MOE (2006a).

Gairns and Redman's four criteria of word selection in textbooks (i.e., *frequency*, *cultural factors*, *need and level*, and *expediency*; 1986) might give us some insights into the causes of version differences in addition to the lack of the MOE regulation. Little research has been done within this field, and without reference to the *Longman Grammar* (Biber et al., 1999) it is possible that editors or those with the power to

choose textbook vocabulary might depend mostly on their own language competence when selecting and incorporating MWVs within their textbooks. Personal experiences might be right, but that could be skewed, too, since they are neither objective enough nor supported by convincing corpus data, like those provided in the *Longman Grammar*.

Taking the view of Gairns and Redman's criteria of word selection (1986), aside from frequency, the three other criteria are allowed to be more subjective and rely more on the language competence of editors. Cultural factors, need and level, and expediency (e.g. classroom language for instructions) require editors to consider from the perspective of EFL learners what time would be appropriate to learn what items and whether those items are necessary to be learned in the EFL textbook.

In a word, it seems that the lack of MOE regulation and individual decision making in relation to vocabulary selection in EFL textbooks might well explain version differences in the choice of MWVs.

Regarding the size of the textbook MWVs in each of the three versions, Hess uses most (28, 73.68% in Figure 1); Pearson comes second (21, 55.26% in Figure 1), and they exploit about half of these 38 MWVs. Kang Hsuan comes last and incorporates only a few (8, 28.57% in Figure 1). From the overall size of the textbook MWVs in each version, it seems that students who use Hess's textbooks are more readily exposed to MWVs than those who use either one of the other versions, especially, Kang Hsuan's. However, the mean of the MWVs used in the three versions is 12.67. In light of the mean number of MWVs, it shows that Hess, with 28 in number, might include too many - more than two times the size of the mean. This suggests that students who choose Hess's English textbooks may be exposed to too many MWVs, which is more than the sum of MWVs from both Kang Hsuan's and Pearson's textbooks (24 in Figure 1).

However, when the number of books as well as that of lessons in each version is taken into consideration it appears that both Hess and Pearson have the correct amount of MWVs in their textbooks, but Kang Hsuan has relatively few. Excluding review lessons, which do not teach new material, Hess has 30 lessons in 4 books with 28 MWVs, Pearson has 20 lessons in 4 books with 21 MWVs, and Kang Hsuan has 24 lessons in 4 books with 8 MWVs. In other words, Hess has nearly one MWV per lesson or 7 MWVs per book. Pearson has one MWV per lesson or 5 MWVs per book, but Kang Hsuan has one MWV every 3 lessons or 2 MWVs per book. Having one MWV in each lesson does not sound like a heavy load for students. In contrast, for students with Kang Hsuan's textbooks, having only one MWV in every three lessons seems to be a piece of cake.

Furthermore, in terms of the time students spend on the textbook MWVs in each semester (i.e., about 20 weeks) with one book, students with Hess's version have one MWV in 3 weeks and those with Pearson's version have one in 4 weeks, but those with Kang Hsuan's version have one in 10 weeks. It appears that students with Kang Hsuan's version may be over-exposed to just one MWV at any one time. It appears that Hess and Pearson neither contain too many MWVs or burden students with a heavy workload, while Kang Hsuan may not be stretching students far enough.

Discussion on the MWVs Introduced at the Junior High School Level

At the junior high school level, 138 MWVs were identified, as shown in Table 4. However, less than half of the junior high school MWVs were found across at least two of the versions of textbooks (i.e., in Table 5 and Figure 5). This implies that using different versions may highly influence what MWVs are used. Below are some further discussions trying to explain the possible meanings implied.

Version differences also influence the selection of the textbook MWVs at the junior high school level. Such differences are inevitable partly because MOE does not recommend what MWVs are to be used as textbook MWVs in the course guidelines (2006a). On the other hand, publishers have their own considerations on the criteria for word selection in their textbooks (i.e., frequency, cultural factors, need and level, and expediency; Gairns & Redman, 1986). As a result, the use of the textbook MWVs differs from version to version, or rather from publisher to publisher. However, the problem of version differences can be solved (He, 2004; Lin, 2005). One possible solution is upcoming MOE suggestions on the use of the textbook MWVs, which might help diminish such differences.

With reference to the number of MWVs in each version, both Joy and Han Lin (82, 59.42% in Figure 4) and Nani (84, 60.87% in Figure 4) include more than half of the 138 junior high school MWVs. In contrast, Kang Hsuan contains only a little more than one-third of these junior high school MWVs (53, 38.41% in Figure 4). It appears that choosing either Joy and Han Lin's or Nani's textbooks does not make any difference to exposure to MWVs, but for students who use Kang Hsuan's textbooks, the exposure is likely to be lower. The mean number of the junior high school textbook MWVs is 46. All three versions exceed the mean; however, Joy and Han Lin as well as Nani include more MWVs, nearly two times the size of the mean. This implies that students who choose either Joy and Han Lin's or Nani's English textbooks may be exposed too far more MWVs.

However, in terms of the number of books as well as that of lessons in each version, it is not the case. Except for the review lessons that help students remember what they have covered earlier, Nani includes 56 lessons in 6 books with 84 MWVs,

Joy and Han Lin contains 46 lessons in 6 books with 82 MWVs, and Kang Hsuan has 56 lessons in 6 books with 53 MWVs. That is, Nani has 1.5 MWVs per lesson or 14 per book, Joy and Han Lin have 1.78 MWVs per lesson or 13.67 MWVs per book, but Kang Hsuan has 0.95 MWVs per lesson or 8.83 MWVs per book. It seems reasonable for students to be exposed to one to two MWVs in each lesson as all three publishers agree this range.

Discussion on the MWVs Shared by Both Levels

By pooling together both the EFL textbooks from elementary and junior high schools, the findings are discussed in terms of the shared MWVs across the two school levels. Between these two school levels, the sum of the different English textbook MWVs is 147. Nine are found at the elementary school level, 109 are present at the junior high school, and 29 are found at both levels (Table 7). More discussions on these are further discussed below.

In terms of the 38 elementary school MWVs, 29 found-in-both-level MWVs suggest that most of the 38 elementary school MWVs can also be found at the junior high school level. This reflects the viewpoint of Gairns and Redman (1986) and Ellis and Sinclair (1996) on continuous exposure of learning, that is, to learn again what has been learned. Consequently, previous knowledge can be internalized in students' learning. Moreover, this pattern of distribution can increase students' familiarity and command of MWVs and this also enables learners to use these MWVs with ease beyond the reception level. Namely, students are capable of not only understanding MWVs in listening and reading but also making use of them in speaking and reading (Gairns & Redman, 1986). Additionally, as Gairns and Redman (1986) suggest, being able to take advantage of MWVs enables students to facilitate their speech and become fluent in using language.

Moreover, in comparing the mean numbers of the elementary and junior high school MWVs (i.e., 12.67 MWVs vs. 46 MWVs per school level in Figure 7), it seems that there is a sharp growth in the size of MWVs at the junior high school level. In comparison with He's findings (2004), the growth of MWVs in junior high school English textbooks seems smaller. In her study, He (2004) examined the vocabulary size of the first book of junior high school English textbooks from nine versions and compared it to that in elementary school English textbooks. She reports that the word size of the first book in junior high schools is four to seven times bigger than that used in elementary schools. This suggests that the increase of MWVs from these three versions at the junior high school level is not drastic but acceptable.

Regarding the categories of the total 147 textbook MWVs used at two levels, the tendency of using more phrasal verbs is still obvious, nearly 70%. In contrast with the

ratio from Biber and his colleagues' grammar book (i.e., 2:4:1; 1999), the ratio of the three categories of the total MWVs is 9:3:1. It shows that phrasal verbs (i.e., 9 in 9:3:1) are used a lot more than prepositional verbs (i.e., 3 in 9:3:1). Again, it implies that it might be necessary to adjust the size of the three categories of MWVs to meet the use of the frequent MWVs from each category in the real world (i.e., 2:4:1; Biber et al., 1999).

In addition, concerning the increased number of categories of MWVs, the findings show that in terms of the mean number of MWVs as presented in Figure 7, there is a growth (i.e., three to four times) from the elementary school level to the junior high school level. In comparison with He's findings (i.e., four to seven times from elementary school to junior high school; 2004), the growth seems reasonable.

CONCLUSION

Drawing on the findings, this research does not necessarily suggest that those textbooks with more MWVs are better than those with fewer, since there is lack of research on how many MWVs should be taught or learned. On the other hand, there are some pedagogical implications to be drawn from this naturally. Through these implications, it is hoped that MOE, textbook publishers and editors, and language teachers of English can help improve EFL learning on MWVs for elementary and junior high school students who are still beginning learners of English and therefore require more support.

With regard to MOE, a regulation or a recommendation on the use of the textbook MWVs in the course guidelines is an issue that cannot be ignored since there are remarkable version differences between the use of MWVs in the English textbooks. Without such a regulation or recommendation from MOE on the use of the textbook MWVs, there is a risk that students using different versions of the English textbooks will not be exposed to the same basic MWVs, and therefore their learning will be uneven. When encountering MWVs outside the classroom context, whether or not students are able to handle them is a concern since we are not sure if they are equipped with the basic knowledge and enough MWVs. To minimize such a concern about students' capability to deal with MWVs, a recommendation on the incorporation of MWVs in English textbooks might help. As references for MOE to make a list of the textbook MWVs, Tables 1 to 3 for the elementary school level, Tables 4 to 6 for the junior high school level, and Table 7 for both levels, are recommended.

For textbook publishers and editors, the selection of MWVs for their textbooks may appear problematic as there are no regulations to follow, which is the most possible explanation for version differences. On the other hand, it is also good news for them since “no regulation” means that they are given greater freedom to make their own decision on the choice of words. To include appropriate MWVs in their textbooks, the application of Gairns and Redman’s four criteria of textbook vocabulary selection (i.e., frequency, cultural factors, need and level, and expediency; 1986) might be a great help. That is, whether or not the MWV to be chosen is often used, is of use in an EFL context (e.g. Taiwan), is suitable to be learned, or is required for classroom instructions needs to be given serious consideration. Choosing suitable MWVs for textbooks not only benefits English learning for students but also enhances the quality of English textbooks for publishers and editors.

For language teachers, it is necessary to help students learn requisite and adequate MWVs, since knowing how to use MWVs either at a receptive level or at a productive level, benefits students in their performance in English (Gairns & Redman, 1986). From the findings and discussion, we realize that there are version differences in the textbook MWVs and such differences might influence how students learn MWVs and what MWVs they learn from their English textbooks. Being aware of such a situation, language teachers can help students learn MWVs by incorporating into their teaching those which are important but not yet included in their textbooks.

There are some limitations of this study in terms of the research materials, the data analysis and discussion, and suggestions are made herewith. Concerning the research materials in this study, only three versions of the English textbooks for each school level are included. Therefore, the findings may not apply to English textbooks published by other publishers. An inclusion of more versions is suggested if any researchers are interested in conducting further studies in this area.

Additionally, there is a need to compare our English textbook MWVs to those used in the English textbooks utilized by native English-speaking children (e.g. in the UK, or USA) and learners of English in neighboring countries (e.g. Korea, Japan). Through this comparison, we can gain more understanding of what MWVs should be integrated into our English textbooks in Taiwan according to school levels, just like the 2,000 reference wordlist in the MOE guidelines edited by referring to the words in the textbooks for native speakers and learners of English. As a result, MWVs chosen for our textbooks can be as authentic and useful as possible in our context for students learning English. In other words, MWVs in the textbooks for native English-speaking children and learners of English can be valuable references for our own textbook MWVs.

Moreover, English textbooks in senior high schools in Taiwan are also recommended to be involved in future research. The purpose of this is to discover whether there is a connection between the use of MWVs from elementary schools to senior high schools, that is, if there is constant exposure of the textbook MWVs from elementary schools to senior high schools. If yes, that is good. If not, it creates a need to strengthen the constant exposure and, in turn, to facilitate MWV learning across school levels as a whole.

Regarding the limitations in the light of the data analysis and discussion, the frequency counts of the textbook MWVs should also be included. Therefore, not just lists of the textbook MWVs but also lists with more details (e.g. frequency ranking) can be provided as more useful and helpful references. Furthermore, the theory of curriculum design for EFL should also be incorporated in the discussions of MWVs found in the textbooks so as to help publishers integrate MWVs.

In addition to the suggestions on the textbook MWVs, there is also a recommendation for future studies to look into MWVs from another perspective, that is, the positions of the pronouns in MWVs. To find out the reasons for the difficulties and avoidance of their use in learners' performance, MWVs have been studied for L2 semantic complexity between literal and figurative MWVs (Hulstijn & Marchena, 1989; Liao & Fukuya, 2004). For future research, MWVs can be examined for L2 syntactic complexity through the positions of the pronouns when they are used to replace the direct objects in transitive phrasal verbs (e.g. *Take it off* in place of *Take off your coat*) and the prepositional complements in intransitive prepositional verbs (e.g. *Look at it* for *Look at the picture*).

The difference between transitive phrasal verbs and intransitive prepositional verbs is the word classes of their particles (i.e., adverbs for the former, e.g. *off* in *Take off your coat*, and prepositions for the latter, e.g. *at* in *Look at the picture*). The word classes enable learners of English to tell where to place the pronouns when they are substituted for the direct objects in transitive phrasal verbs and the preposition complements in intransitive prepositional verbs. For instance, *Take off your shoes*, a transitive phrasal verb, becomes *Take them off* when the direct object becomes a pronoun. In contrast, the position of the pronouns in intransitive prepositional verbs remains the same, for example, *Look at it* for *Look at the picture* rather than **Look it at*.

However, most dictionaries do not provide learners of English with such detailed information, that is, the categories of MWVs or the word classes of their particles. Without this information, where learners should place the pronouns in MWVs becomes a problem. Provided that learners of English have appropriate exposure to MWVs, knowing the accurate positions for the pronouns in MWVs

implies that English learners pay attention to the use of MWVs and, in turn, have better command of the use of MWVs. On the other hand, not knowing the correct positions suggests that learners of English might not be sensitive to MWVs and, therefore, become less familiar with the use of MWVs. This enables researchers to see how well learners of English are capable of using MWVs. Moreover, learners' difficulties in the positions of the pronouns in MWVs might further help researchers explain why MWVs are difficult and are sometimes avoided by learners in their performance from the standpoint of L2 syntactic complexity.

REFERENCES

- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken & written English*. Essex, UK: Longman.
- Cambridge University Press. (2006). *Cambridge phrasal verbs dictionary* (2nd ed.). Cambridge: Author.
- Claridge, C. (2000). *Multi-word verbs in early modern English: A corpus-based study*. Amsterdam: Editions Rodopi B.V.
- Cornell, A. (1985). Realistic goals in teaching and learning phrasal verbs. *IRAL (International Review of Applied Linguistics in Language Teaching)*, 23(4), 269-280.
- Dagut, M., & Laufer, B. (1985). Avoidance of phrasal verbs: A case for contrastive analysis. *Studies in Second Language Acquisition*, 7, 73-79.
- Ellis, N. C., & Sinclair, S. G. (1996). Working memory in the acquisition of vocabulary and syntax: Putting language in good order. *Quarterly Journal of Experimental Psychology. A, Human Experimental Psychology*, 49(1), 234-250.
- Fan, L. M. (2004). *A study of vocabulary frequency in senior high school English textbooks*. Unpublished master's thesis, National Chengchi University, Taipei, Taiwan, R.O.C.
- Fletcher, B. (2005, September). Register and phrasal verbs. *MED (Macmillan English Dictionaries) Magazine*, (33). Retrieved July 17, 2006, from <http://www.macmillandictionary.com/MED-Magazine/September2005/33-Phrasal-Verbs-Register.htm>
- Gairns, R., & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- HarperCollins Publishers. (2002). *Collins COBUILD dictionary of phrasal verbs* (2nd ed.). London: Author.
- He, C. Y. (2004). *A comparative analysis of the new words in junior high school*

- English textbooks of the Nine-year Consecutive Curriculum*. Unpublished master's thesis, National Kaohsiung Normal University, Kaohsiung, Taiwan, R.O.C.
- Huddleston, R. D., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge: Cambridge University Press.
- Hulstijn, J. H., & Marchena, E. (1989). Avoidance: Grammatical or semantic causes? *Studies in Second Language Acquisition*, 11, 241-255.
- Kohnhorst, K. (2003). *A phrasal verb affair*. Vermont: Pro Lingua Associates.
- Laufer, B., & Eliasson, S. (1993). What causes avoidance in L2 learning: L1-L2 difference, L1-L2 similarity, or L2 complexity? *Studies in Second Language Acquisition*, 15, 35-48.
- Leech, G., Garside, R., & Bryant, M. (1994). CLAWS4: The tagging of the British National Corpus. *Proceedings of the 15th International Conference on Computational Linguistics (COLING 94)*, 622-628.
- Liao, C. F. (2006). *A study on vocabulary frequency and vocabulary teaching in junior and senior high schools*. Unpublished master's thesis, National Sun Yat-Sen University, Kaohsiung, Taiwan, R.O.C.
- Liao, Y. D., & Fukuya, Y. J. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54, 193-226.
- Lin, C. H. (2006). *A quantitative analysis of the vocabulary in the first volumes of Taiwanese senior high school English textbooks*. Unpublished master's thesis, National Kaohsiung Normal University, Kaohsiung, Taiwan, R.O.C.
- Lin, Y. H. (2005). *An analytical study on provisional editions of junior high school English textbooks in Kaohsiung City*. Unpublished master's thesis, National Sun Yat-Sen University, Kaohsiung, Taiwan, R.O.C.
- MacWhinney, B. (2006). *The CHILDES project: Tools for analyzing Talk* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Moon, R. (1997). Vocabulary connections: Multi-word items in English. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 40-63). Cambridge: Cambridge University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I. S. P., & Hwang, K. (1995). Where would general service vocabulary stop and special purposes vocabulary begin? *System*, 23(1), 35-41.
- Nation, I. S. P., & Newton, J. (1997). Teaching vocabulary. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 238-254). Cambridge: Cambridge University Press.
- Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. In N.

- Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 6-19). Cambridge: Cambridge University Press.
- Oxford University Press. (2006). *Oxford advanced learner's dictionary – search online*. Retrieved November 9, 2006, from <http://www.oup.com/elt/catalogue/teachersites/oald7/lookup?cc=global>
- Pilleux, K. D. (n.d.). *An introduction to the phrasal verb and literature review*. Retrieved July 18, 2006, from <http://oak.cats.ohiou.edu/~kw382698/Phrasal%20Verbs.htm>
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.
- Rannu, A. (2000). *Phrasal verbs in school textbooks published in Estonia: A corpus-based study*. Retrieved October 12, 2006, from http://sinine.ehi.ee/yliopilased/aet_rannu.htm
- Rundell, M. (2005, May). Why are phrasal verbs so difficult? *Humanizing Language Teaching*, 3. Retrieved February 23, 2006, from <http://www.hlomag.co.uk/may05/idea.htm>
- Side, R. (1990). Phrasal verbs: Sorting them out. *ELT Journal*, 44, 144-152.
- Steele, V. (2005). *Multi-word verbs: Learner problems*. Retrieved June 17, 2009, from <http://www.teachingenglish.org.uk/think/articles/multi-word-verbs-learner-problems>
- Su, M. C. (2004). *An Evaluation of Elementary English Textbooks and the Selection Patterns in Tainan City*. Unpublished master's thesis, Southern Taiwan University, Taipei, Taiwan, R.O.C.
- Truscott, G., & Strahl, A. J. (2002). Phrasal verbs and other multi-word verbs [Abstract]. *Memoirs of the Osaka Institute of Technology, Series B*, 45(2). Retrieved July 18, 2006, from <http://www.oit.ac.jp/japanese/toshokan/tosho/kiyou/jinshahen/45-2/p4.pdf>
- University Centre for Computer Corpus Research on Language (UCREL). (2006). *CLAWS part-of-speech tagger for English*. Retrieved December 31, 2006, from <http://www.comp.lancs.ac.uk/ucrel/corpora.html>
- Villavicencio, A. (2003). *Verb-particle constructions and lexical resources*. Retrieved April 16, 2005, from <http://citeseer.ist.psu.edu/615155.html>
- Yang, Y. C. (2004). *A Content Analysis of Approved English Textbooks of Elementary School*. Unpublished master's thesis, National Yaitung University, Taipei, Taiwan, R.O.C.
- 康軒文教集團 (Kang Hsuan Educational Publishing Group)。(2006)。**關於康軒：經營成果**。2006年12月10日，取自 http://www.knsh.com.tw/about/about.asp?go_Sub_Topic=08

教育部 (Ministry of Education or MOE)。(2002)。**國中小課程教科書相關問題之
檢討與因應專案報告內容**。2009年6月17日，取自

http://www.edu.tw/content.aspx?site_content_sn=983

教育部 (Ministry of Education or MOE)。(2003)。**現行教科書審定制度的檢討與
未來規劃專案報告內容**。2009年6月17日，取自

http://www.edu.tw/content.aspx?site_content_sn=1083

教育部 (Ministry of Education or MOE)。(2006a)。**英語**。2006年5月21日，取
自

[http://www.edu.tw/EDU_WEB/EDU_MGT/EJE/EDU5147002/9CC/9CC.html?
TYPE=1&UNITID=225&CATEGORYID=0&FILEID=124759&open](http://www.edu.tw/EDU_WEB/EDU_MGT/EJE/EDU5147002/9CC/9CC.html?TYPE=1&UNITID=225&CATEGORYID=0&FILEID=124759&open)

教育部 (Ministry of Education or MOE)。(2006b)。**國民教育九年一貫英語文學
習領域**。2009年6月30日，取自

<http://teach.eje.edu.tw/9CC/context/03-1-5.html>

多字動詞在臺灣英語教科書之引介現況

摘要

此研究主要探討尚未被列入教育部國中小英語二千字詞表的多字動詞（例如：*sit down*, *look at*, *come up with*），探查其在不同版本英語教科書中之使用情形。本研究對象為國中、小最常使用的三種英語教科書版本（國小：何嘉仁、朗文、康軒。國中：南一、佳音翰林、康軒），討論主題為：國小版本之間、國中版本之間、以及國小和國中之間多字動詞之引介情況。研究所獲得之主要發現：國小英語教科書方面，三個版本共使用 38 個多字動詞，但各版間互有重複，且各版本使用量多寡亦有不同。國中方面，三個版本共使用 138 個多字動詞。版本間一樣互有重複，使用量多寡各版本同樣有所差別。若以國小和國中合計，則共有 147 個多字動詞，其中 29 個在國小引介之後，繼續在國中教科書中使用。

關鍵詞： 片語動詞 多字動詞 英語教科書 英語文教學 英語單字