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ФРАЗОВЫЕ ГЛАГОЛЫ В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ: ПРОБЛЕМА НЕПОНИМАНИЯ ИЛИ СИСТЕМАТИЗАЦИИ ЗНАНИЯ

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Проблема и цель. Типологически релевантная черта современного английского языка – аналитизм – системно проявляется не только в глагольном словоизменении, порождая большинство глагольных аналитических видовременных форм, но и в глагольном лексемообразовании, результатом которого являются аналитические номинативные единицы лексемного статуса, что является дискутируемым и актуальным в современной лингвистике. Глагольные единицы типа get down, take off, известные как фразовые глаголы, вызывают многочисленные трудности у русскоязычных студентов из-за неумения увидеть скрытые смыслы моделей их образования и представить их как упорядоченную систему выражения пространственно-направительных характеристик действия. Целью статьи является выделение и систематизация типологически обусловленных особенностей глагольно-наречных лексем, их семантико-синтаксических моделей, характеризующихся общим абстрактным значением, задаваемым значением наречия-конституента.

Методология. В основе исследования лежит функционально-системный подход с элементами когнитивного анализа, что позволяет автору представить аналитические глагольно-наречные лексемы как систему средств выражения хронотопных характеристик действия, которые содержат определенный тип информации, требующий систематизации. Методами исследования послужили метод логического анализа эмпирического материала, полученного в процессе сплошной выборки по словарным статьям, метод лингвистического описания, метод дистрибутивного и компонентного анализа, метод интерпретации словарных дефиниций.

Результаты. Выделены в лексемообразовательном фокусе хронотопа семантико-синтаксические модели ряда глагольно-наречных лексем, обусловленные пространственно-направительной семантикой наречия-конституента, и описание семантических типов каждой модели, полученных в результате семантических сдвигов.

Заключение. Автор подчеркивает необходимость анализа смыслов, передаваемых глагольно-наречными лексемами, которые поддаются выводимости и систематизации, что облегчает процесс преподавания исследуемых единиц и их усвоения.

Ключевые слова: фразовые глаголы; аналитизм; корнеизоляция; грамматикализация; аналитические лексемы; глагольно-наречные лексемы; семантические типы.

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Phrasal verbs: the problem of misunderstanding or knowledge systematization

Abstract

Introduction. *The author highlights analyticism in Modern English verb building system which is of no less typological relevance than in word changing verb paradigms.   Since verbal lexemes such as 'get down', 'take off' are taught in terms of phrasal verbs, they remain a cornerstone for Russian learners of English. Typological peculiarities of such linguistic units allow the researcher to interpret them in the terms of analytical verb-adverb lexemes featuring their functional load in the sphere of naming actions together with their spacial characteristics.*

Material and Methods. *The methods employed in the current research are based on functional-systemic and cognitive analysis. That makes it possible for the author to introduce verb-adverb lexemes as a system with a cognitive code.*

Results. *Based on the results achieved the author argues in favour of a limited number of models of verb-adverb lexemes, productivity of which depends on the adverb – an obligatory constituent of the lexeme: V+Up, V+Down, V+In, V+Out etc. Each model possesses its own basic abstract meaning, conditioned by the direct spacial meaning of an adverb. The author also points out semantic shifts each model undergoes that generate the model's polysemy.*

Conclusion. *The author emphasizes the importance of such systematization of the knowledge each model is coined to express, which is helpful in both teaching English and studying it.*

Keywords

Phrasal verbs; Analyticism; Isolation; Grammaticalization; Verb-adverb lexemes; Semantic types.

Introduction

The term "phrasal verbs" is not new in language studies and is used to point out specific features of different languages, for instance Italian [24], Welsh [20], to say nothing of English [8; 11]. For those who study English as a foreign language, phrasal verbs are often thought of as a stumbling block [10]. In fact, their appearance in the language is a result of the evolution of the Indo-European verb system [4; 9] which is remarkable in all Indo-European languages, including, for example, the branch of Slavic and Baltic languages [12], the Australian English [5].

In Germanic languages, marked by the diachronic typological constant to analyticism, isolation and agglutination accompanied by the processes of grammaticalization and lexicalization [12; 17; 22; 25], and in English in particular, the verb system has much changed in the sphere of expressing the manner the action is performed, i.e. the aspect characteristics of actions.

Linguistics researchers [14; 16; 18; 23], methodologists [3; 15], teachers of English [1] study phrasal verbs from different angles and there are different approaches at our disposal, for instance, lexical [21], a usage-based approach

inspired by cognitive construction grammar studies [24], a constructional and collostructional corpus-based approach [10], and other corpus-based studies [19]. All of them seem to have an explanatory force, especially the latter one – based on corpus analysis, which is highly valid for its verification of results in all language subsystems [13]. Unfortunately, no matter how many grammar reference books, textbooks are published every year, workshops, internet video lessons (including those that are performed by native speakers) are offered in the educational environment, the problem of understanding this domain of English remains crucial.

Phrasal verbs are generally taught as two-component, rarely three-component or multi-word structures that consist of a notional verb and a post-verbal element. The part-of-speech origin of the latter one has always been disputable: it is considered to be either a preposition, a post-verbal element, a particle or an adverb [7]. The ambiguous views on the part-of-speech belonging of the second component of a phrasal verb are likely to be conditioned by pragmatic factors: it does not matter what part of speech the second component of a phrasal verb is (either a preposition, an adverb or a particle etc), what matters from the speaker's point of view is its obligatory character in the structure of a phrasal verb as a most important semantic constituent. In the article the author suggests a different view on the phrasal verb, taking into account the typological parameters of Modern English.

Analyticism is a remarkable characteristic feature of Modern English. It is especially obvious in its grammatical system in general and in the word-changing subsystem of the English verb in particular. Analyticism causes different changes in the semantics of a number of words [16], that face grammaticalization [2; 24] which results in the growing of the functional load of such units[1]. Nevertheless, presuming the fact that the functional load of typologically relevant models (core models) is distributed between the linguistic elements in different language domains in accordance, the analytical technique of combining meaningful units of the English language is becoming natural in the English verb building system. Analytical derivation is conquering the leading position (the core) in the verb-building system to name the chrono-spacial characteristic features of an action. Considering the Russian typological research works we accept their point of view and presume that it is the analytical verb-building models of several types[2] that are capable to generate a great number of analytical lexemes to name chrono-spacial characteristic features of actions in the verbal system, among which we find the model V+Adv. The aim of the research is to present a thorough description of verb-adverb lexeme semantic types and their polysemantic character in the domain of naming space directional features of actions.

Materials and Methods

The author employs functional-systemic approach to reveal typological manifestations of analyticism and isolation in the 'phrasal-verbs' system, to argue in favour of a limited number of productive models or combinatorial schemes with general abstract meaning, determined by the semantics of an adverb as an obligatory constituent of the verb-adverb lexeme – V+Adv model. The cognitive approach is helpful to show up the ability of the models to undergo semantic shifts that cause polysemy [6] and result in the

[1] Shaposhnikova I. Towards a Systemic Lexicographic Description of Verbs with Broad Meanings. *Linguistique et corpus. 36e colloque international de la Societas Linguistica Europaea.* Lyon, 4–7 September 2003, pp. 188–189.

[2] Shaposhnikova I. V. *History of English:* textbook. Novosibirsk, 2009. 506 p.

adverb combinatory potential. To carry out the semantic analysis of the verb-adverb models more than 300 phrasal verbs with the adverbs *in, out, away* were taken from Longman Dictionary of Phrasal Verbs by Rosemary Courtney [3]. To achieve the aim of the research the author employs such methods as logical analysis of linguistic data, distributional and componential analysis, semantic interpretation of dictionary word entries.

Results

Typologically relevant (core) features of Modern English of special importance in this article are analyticism and isolation. A remarkable feature of analytical languages is the existence of rootwords – primary lexemes, which are polyfunctional due to their semantic changes and perform different syntactic functions in the sentence. Language type researchers usually mean syntactico-positional polyfunctionality of root lexemes. English as an analytical language has a great number of such words, their part-of-speech belonging can be identified in larger contexts where the position of the word becomes meaningful, for instance, *go, look, try, be, take* and many others are verbs only because we learnt them as such. But in the larger context they may function as nouns: *(have) a go*, *(give) a look*.

Root words are also responsible for building up secondary analytical lexemes such as *get up, give/ take/ have a smile, get going, get cracking, get started* etc From the point of view of the formal criterion such a lexeme is a derivational unit, but according to its semantic functional load it is a unit of primary nomination – it is the most optimal unit in the Lexicon made up to name actions and their chrono-spacial features.

A phrasal verb appears to be a derivational unit, built up on the model V + Adv and it is a verbal phrase, where the verb is a head and the other component is its subordinated element and it takes the expected position in the phrase – it follows the verb. The position of an adverb is *after* the verb and a phrasal verb in fact is understood as a verb-adverb lexeme. Such interpretation is a must in the article as far as it emphasizes the analytical features of the derivational unit. At the same time, the term 'verb-adverb lexeme' focuses on the linguistic status of such units: they are phrases but thanks to their functional load they are primary to name chrono-spacial characteristic features of actions. Moreover, both elements' part-of-speech belonging specifies their linguistic status of primary lexemes within the phrase, making it the main identification technique to distinguish between such analytical lexemes and pure combinations of verbs with prepositional noun phrases. Let us compare the sentences below.

1. Mary *is thinking about* what she can cook for dinner [LDPV[4]]. – Mary *is thinking over* what she wrote in her complaint letter.

2. Jack likes to *sit on* the couch and watch TV when he gets a chance [LDPV]. – Jack likes to *sit back* and watch TV when he gets a chance.

3. a) The boy *looked through* the keyhole [LDPV]. – b) The boy *looked through* the photo album.

In group (1) the first sentence contains the combination of the verb *think* and the preposition *about* – together they are not a phrasal verb. In the second sentence *over* is an adverb and together with the verb *think* makes up a coherent whole semantically and a linguistic unit of analytical character structurally – an analytical lexeme, in other terms – a phrasal verb.

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[3] Courtney R. *Longman Dictionary of Phrasal Verbs.* Longman Group Limited, 1996. 734 c.

[4] *LDPV – Courtney R. Longman Dictionary of Phrasal Verbs*. Longman Group Limited, 1996. P. 734

Sentence groups (2) and (3) are illustrations of a similar case: *on* is a preposition, *back* is an adverb, consequently, *sit* is a notional verb, and *on the couch* is, in fact, a grammatical form of the word 'couch' (in a traditional – classical grammar, inspired by Latin and Greek studies) with the preposition. *Through* is a preposition in (3a), while in (3b) it is an adverb in the verb-adverb lexeme 'look through'. The author insists that the term 'verb-adverb lexeme' should be most adequate to reflect the typologically relevant processes in the system of nominating actions, simultaneously pointing their semantic and syntactic specifics.

Verb-adverb lexemes are responsible for their own domain in the verb word-building system. They are coined to name spacial features of actions in the functional-semantic field of chronotope. It is the adverb – the constituent of the verb-adverb lexeme – that specifies the spacial characteristics of the action. Consequently, we can speak of a number of semantic-syntactic verb-adverb models or combinatorial schemes: V+In/ Out, V+ Up/ Down, V+Off, V+ Away, V+About and etc.

Discussion

Many reference and text books, video lessons, internet resources offer different techniques to learn and teach phrasal verbs [1; 3; 15]. It is possible to take *get-* or *make-* phrasal verbs and thoroughly study their varieties and polysemy [6]. Only that may take time to remember such verbs. Moreover, for those who try to find some sort of system in this domain, such presentation of the material only gives problems, it lacks the systematization of knowledge the so called 'phrasal verbs' are made up to convey.

By thinking of phrasal verbs in terms of 'analytical lexemes' or 'verb-adverb lexemes' the author accentuates the typological aspect of the phenomenon, which is systemic and, thus, the systematization can be carried out and described. The elements of cognitive analysis help us to reveal the knowledge such lexemes appear to express. We admit that each model/ scheme possesses the basic spacial characteristic feature which makes up the Semantic Type I of the model. And all lexemes coined on the scheme are marked by such abstract meaning. The meanings of the analytical lexemes are clear-cut combinations of the meanings of the verb and the adverb – the constituents of the lexeme, the verb belonging to a group of dynamic verbs, quite often it is a verb of movement. If we analyze the combinatorial scheme V+ In, we can give the following meaning to the model – '*moving into a place or space*', because it is the adverb '*in*' that specifies the space direction characteristic of the action – '*from the outside towards the inside*':

4. While we were out, somebody *walked in* and stole the jewels! [LDPV].

The lexeme 'walk in' tells us that somebody got into the house and was inside the house on their purpose.

If the verb is a verb of staying or it is a process, we can speak of another model meaning – '*being in the place or space*':

5. What a pity to have *to stick in* on a lovely day like this! [LDPV]

6. Don't worry, the prisoners *are* safely *walled in* and can't escape [LDPV].

Sentence (5) says that even though the weather is fine we cannot change the place where we are, we have to be there. Sentence (6) says that the prisoners cannot leave the place they are put into.

Let us consider the model Verb+ Out. The adverb 'out' with the meaning '*not inside the building*' specifies the meaning of the model with dynamic verbs of movement – '*leaving the place so that you are no longer inside it*':

7.   I didn't even notice what became of the other girls or when they *had been escorted out!* [LDPV].

The sentence may be interpreted in the following way: the girls left the place accompanied by somebody and now no one can see them inside.

With verbs of staying or process verbs the model means *'being not inside the building'*:

8.   We knew the animal was in there because it left its tail *sticking out* [LDPV].

Every other adverb in the verb-adverb lexeme will modify its meaning: V+Away names actions with their general semantic meaning *'moving so that you go further from a person, place or thing, to a different place or in different direction',* conditioned by the adverbial semantics*:*

9.   What did I say to make her bang the door and *stalk away* like that? [LDPV].

The meaning is partially modified with transitive verbs – *'moving smth so that no one can see it':*

10.   She turned round, and *dashed away* the tears with a corner of her handkerchief [LDPV].

11.   Please, *put* your toys *away* before you go to bed [LDPV].

In both sentences the agents manipulate with 'their objects' ('tears' and 'toys') in such a way that nobody can see them anymore.

Semantic Type I with the basic spacial action characteristics undergoes a semantic shift based on our capability to think metaphorically. Cognitive metaphors as results of human mental creativity are to great extend the reason of model polysemy. Besides, they determine the combinatorial potential of the adverb in the model, highly enriching it. Thus, we insist on Semantic Type II of the verb-adverb model. Analyzing numerous Verb+ In lexemes we work out Semantic Type II with the general abstract meaning *'including something/ somebody in the speaker's environment'*:

12. Pale colours *are* definitely *in* this summer [LDPV].

The lexeme *'be in'* does not suggest the physical presence of the thing ('colours') in the speaker's personal environment. What is understood is an abstraction and 'the speaker's environment' is the present moment in the life of the speaker, filled with actually existing facts.

13.   The doctor told my husband *to cut out* meat from his food [LDPV].

14.   What shall we use for power when all the oil in the world *has run out*? [LDPV]

Sentences (13) and (14) are the illustrations of Semantic Type II of Verb+Out lexemes – *'excluding something/ somebody from the speaker's area'*. And the use of such lexemes is metaphorical rather: Sentence (13) means avoiding eating meat, keeping to a meatless diet. Sentence (14) does not say that the oil has "legs" and may run away one day like a teenager who dreams to be far from their parents and home troubles. What it says is that запасы нефти не безграничны и могут быть истощены и нефть выкачивается из недр земли с огромной скоростью.

Having analyzed the Verb + In, Verb + Out, Verb + Away lexemes, we can speak of their Semantic Type III:

15.   Lying here in the sun is a very pleasant way *to while away* the afternoon [LDPV].

We suggest that in the sentence the lexeme *'to while away'* should be an example of Semantic Type III with the abstract general meaning *'acquiring a new state and having it, the state being far different from the previous one'*.

Based on the principles of cognitive metaphors, Verb +Adverb models develop Semantic Type IV, Semantic Type V and different subtypes.

Conclusion

The analysis above draws us to the conclusion that known-to-English-learners phrasal verbs are analytical verb-adverb lexemes. They are bright manifestations of analyticism and isolation in the English verb word-building system. The verb-adverb combinatorial schemes or models are marked semantically: their semantics is a result of close interaction of the verb and adverb meanings as obligatory constituents of a lexeme. The semantic spacial peculiarities of adverbs – a verb counterpart in the lexeme – mark the model semantically, presenting the basic Semantic Type with variations, which is called Semantic Type I. Semantic Types II, III, IV and others are the result of cognitive metaphorization. In fact, we can figure out as many semantic types of a model as the adverb – its constituent – allows. The number of Semantic Types of Verb + Adverb models may vary, and we can elicit the number of semantic types from linguistic corpora by their detailed analysis. The semantic types are possible to describe and systematize which is extremely significant in language learning and teaching.

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