
Multi-Word Verbs in Senior High School Academic Papers: A Corpus-Based Study

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Abstract

A multi-word verb refers to a verb-particle-preposition combination which acts a single lexical and syntactic unit (Quirk et al., 1985). Graduate students from a private university compiled a learner corpus composed of academic papers of senior high school students. Using this 1.5-million-word learner corpus, this study looks into the frequency of the most used MWVs and the innovations in the use thereof. According to Quirk et al., phrasal verbs (find out, come along), prepositional verbs (look at, refer to), and phrasal-prepositional verbs (get back to, keep up with). Using the list curated by Ella (2019), this study investigated 66 MWVs in their finite and non-finite forms using AntConc 3.5. Results indicate that 57 MWVs were existent in the corpus. Also, 711 phrasal verbs (finite- 383 and non-finite- 328), 3836 prepositional verbs (finite- 2628 and non-finite- 1208), and 194 phrasal-prepositional verbs (finite- 116 and non-finite- 78) were discovered. The ten most frequently used MWVs are *base on*, *refer to*, *serve as*, *contribute to*, *deal with*, *find out*, *look for*, *give NP to*, *make up*, and *come up with*. As for the innovations, *base from*, *base in*, *come on*, *come up to*, *deal with*, *make up*, *make up to*, *result to*, *set up*, and *spend in* were present in the learner corpus. To sum, Filipino students are familiar with prepositional and phrasal verbs, but they avoid phrasal-prepositional verbs due to the complexity of the combination.

1 Introduction

Multi-Word Verbs (MWVs from this point onwards) are considered to be one of the toughest lexical items to learn and master among ESL and EFL students (Siyanova & Schmitt, 2007). They seem problematic because of their complicated nature. If learners are not cognizant of their form, then they would have a difficult time deciphering their meaning and function since most of the items

do not have a translation or equivalent in their first language (Ella & Dita, 2017).

According to Quirk et al. (1985), MWVs are structures that behave as a single unit. Examples are deal with, carry out, look forward to. They are a combination of verbs and are more present in conversations than in written form (Biber, Johansson, Leech, Conrad, & Finegan, 1999; Siyanova & Schmitt, 2007).

Perhaps the simplest definition of MWVs is that they consist of two or more words which work together (Siyanova & Schmitt, 2007). That being said, it would be difficult and challenging to realize the said construction as a single semantic and grammatical unit.

It must be noted that long before Quirk et al. (1985) has laid a solid foundation on MWVs in their book, *A Comprehensive Grammar of the English Language*, several scholars have been researching on this grammatical item. They have also been using different terminologies for MWVs- phrasal verb (Bolinger, 1971), group verb (Sweet, 1892), compound verb (Hook, 1974), verb-particle combination (Fraser, 1976), separable and inseparable verbs (English Language Services, 1964), and multiword constructions (Moon, 1998), to name a few. However, as mentioned earlier, it was Quirk et al. (1985) who have eloquently established grounded rules on what comprises MWVs and their types.

MWVs serve as a good barometer of competence for they reflect high fluency in the English language (Howarth, 1998; Liu, 2012). It is said that multiword expressions are an integral part that affects language ability (Wang, 2020) since they are extremely widespread in and representative of the English language (Tu & Thao, 2019).

Several articles had been published on the frequency and occurrence of MWVs in academic articles. Biber et. al (1999), Gardner and Davies (2007) and Trebits (2009) gave focus on the most frequent MWVs in different corpora and registers.

Some researchers looked into the phrasal verbs in Malaysian ESL learners' narrative compositions from The English Language of Malaysian School Students or EMAS corpus (Akbari, 2009). Similarly, Mendis (2010) examined the use/non-use of phrasal verbs in two varieties of English- British English and Sri Lankan English. Chen (2013) used a 188,628-word learner corpus and explored the overuse or underuse of phrasal verbs. Adding to this, Ryoo (2013) investigated the use of phrasal verbs in student essays. Kartal (2008) determined the phrasal verbs in four Turkish university-level coursebooks and pointed out the most frequent phrasal verbs in the COCA and BNC. Ngoc and Thao (2019) investigated the use of phrasal verbs in the research proposals among 19 Vietnamese graduate students. Azmin Md Zamin et al. (2019) studied the use of phrasal verbs in Malaysian secondary school textbooks. Interestingly, Ekasani, Yadhya, Artawa, and Indrawati (2019) conducted a study in which they looked at the MWVs found in an English cookbook translated into Indonesian. Alangari, Jaworska, and Laws (2020) investigated the frequency and meanings of phrasal verbs in expert academic writing in the discipline of linguistics. Divišová (2020) aimed to give quantitative and qualitative analysis of MWVs in the speech of native and nonnative speakers of English.

Results and findings of these studies had led to the creation of word lists such as A Pedagogical List of Phrasal Verbs (PhaVE List) by Garnier and Schmitt (2015). Furthermore, phrasal verbs dictionaries (i.e., *Oxford Phrasal Verbs*, *Longman Dictionary of Phrasal Verbs*, *American Heritage Dictionary of Phrasal Verbs*, and *Cambridge International Dictionary of Phrasal Verbs*) were created and produced to aid linguists and language teachers in understanding this grammatical item. Most importantly, the studies mentioned above inspired more researchers and language teachers to know more about MWVs and their nature.

In the local setting, only four studies were known to scholars of MWVs. Bensal (2012) studied the prepositional verbs present in Asian Englishes. Ella and Dita (2017) described the phrasal-prepositional verbs in the Philippine component of the International Corpus of English. Ella (2019), in her dissertation, explored the MWVs reflected in 12 World Englishes using the International Corpus of English. Recently, Somoson (2020) looked into the phrasal verbs found in Philippine English using ICE-PH. The research mentioned previously all used corpora from written and spoken registers.

As can be seen, there is an evident scarcity in the literature of MWVs and its types in the local setting. The lack of available studies may result to incognizance of researchers and language teachers on such grammatical forms. Thus, it is the intent of this paper to add to the body of literature on MWVs. Consequently, the following questions were answered in this paper:

1. What is the frequency of multi-word verbs in the learner corpus?
2. What innovations in the use of MWVs were found in the learner corpus?

1.1 Theoretical Framework

Multi-word verbs consist of two or more words which work as together (Siyanova & Schmitt, 2007). Quirk et al., (1985) stated that MWVs are *chunks of syntax* made up of a verb proper and a particle. The meaning of MWVs cannot be guessed or inferred by simply looking at each lexical item. Thus, MWVs must be looked at as a single lexical and syntactic unit. There are three kinds of MWVs in the English language- phrasal verb, prepositional verb, and phrasal-prepositional verb.

Phrasal verbs follow a verb-particle combination. The particle depends on the verb for it to be meaningful. These particles are mostly prepositions (against, among, beside, into, upon, with) or spatial adverbs (ahead, away, back, out). However, there are particles that can be used as a preposition or an adverb (above, across, through under). Examples of phrasal verbs are *turn on*, *hand in*, *fond out*, *blow up*, *get by*, *put away*, *switch on*, and *pick up*.

A prepositional verb is formed by putting together a verb and a preposition that is closely associated or related to it semantically or syntactically (Quirk et al., 1985). In order to distinguish a prepositional verb, De Haan (1988) suggests identifying whether the object of the preposition answers *who* or *what*. If it does, this verb combination functions as a prepositional verb. Common examples of prepositional verbs are *drive around*, *look after*, and *call on*.

Lastly, phrasal-prepositional verb is a combination of three elements- lexical verb, adverb, and preposition. Claridge (2020) described this verb combination as the “offspring” of phrasal verbs and prepositional verbs. This verb combination, according to Quirk et al. (1985), are mostly used in informal contexts. Examples of phrasal-prepositional verbs are *keep up with*, *get out of*, *hold on to*, and *keep away from*.

2 Methodology

A corpus of 1.5 million words was used in the conduct of the study. The corpus consists of academic papers by senior high school students in the Philippines. The corpus, which was compiled by graduate students from a private university in the Philippines as part of their final requirement, is made up of 233 academic papers or 798 .txt files from the different strands in senior high school (See Table 1). However, this learner corpus is not yet available to the public and only those who collated the corpus have access.

| Track | Number of Research Papers | Number of .txt files | Number of Words |
|--|---------------------------|----------------------|-----------------|
| Accountancy and Business Management (ABM) | 40 | 156 | 286793 |
| Arts and Design (ADT) | 2 | 6 | 12589 |
| Computer and Communications Technology (CCT) | 2 | 12 | 22498 |

| | | | |
|---|------------|------------|---------------|
| Culinary Arts (CAR) | 3 | 11 | 18889 |
| General Academic Strand (GAS) | 20 | 48 | 85306 |
| Humanities and Social Sciences (HUMMS) | 55 | 193 | 368556 |
| IT in Mobile Application (ITM) | 11 | 46 | 88075 |
| Science, Technology, Engineering, and Math (STEM) | 77 | 265 | 517852 |
| Technological and Vocational Livelihood (TVL) | 23 | 61 | 110957 |
| Total | 233 | 798 | 151151 |

Table 1. Breakdown of the learner corpus

During the finalization of the corpus, it was converted into .txt files, in which unnecessary parts (i.e., title page, table of contents, tables, charts, references, appendix) of the academic papers were omitted. Only the introduction, methodology, results, discussion, conclusion, and recommendation were included in the .txt files.

The AntConc 3.5 software was utilized in this study. This software, which is created by Lawrence Anthony, is mostly used by researchers who study corpus linguistics in finding out the frequency and collocations of words. This software has seven programs to choose from: Concordance Tool, Concordance Plot Tool, File View Tool, Clusters/N-Grams, Collocates, Word List, and Keyword List. For the interest of this study, the KWIC (KeyWord In Context) was specifically used.

The study was guided by the list of MWVs (See Table 2) that was adapted from Quirk et al. (1985) and Ella (2019). There are twenty-two items for each kind of multi-word verb- phrasal verb (PV),

prepositional verb (PrV), and phrasal-prepositional verbs (PPV), as seen in the table below. These MWVs were searched in their finite (past and non-past) and non-finite forms (infinitive, gerund, and participles).

| Phrasal Verbs | Prepositional Verbs | Phrasal Prepositional Verbs |
|---------------|---------------------|-----------------------------|
| carry out | apply to | set up in |
| come along | base on | catch up with |
| come on | contribute to | come in for |
| come over | contribute | come out of |
| end up | with | end up with |
| find out | cope with | get away from |
| get in | deal with | get away with |
| get off | derive from | come up with |
| get out | fill NP with | get back to |
| get up | give NP to | get off at |
| give up | go through | get off with |
| go ahead | look at | get on with |
| go off | look for | get out of |
| live in | make of | go along with |
| look up | obtain NP | go out for |
| make up | from | go over to |
| pick up | pay for | go up to |
| put on | refer to | hand over to |
| set up | rely on | hold on to |
| stand up | send NP to | keep up with |
| take on | serve as | look out for |
| take over | stare at | turn away |
| take up | turn to | from |
| | use NP as | turn back to |
| | wait for | |

Table 2. List of Multi-Word Verbs

To ensure that the criteria and description of multi-word verbs were met, manual weeding was done. After each search, the researcher looked at the verb combinations to make sure that they functioned as verbs, and not as nouns or adjectives.

3 Results

3.1 Frequency of Phrasal Verbs in Academic Papers of Senior High Students in the Philippines

Among the 22 phrasal verbs, 20 were found in the learner corpus. There were 328 instances of non-finite phrasal verbs and 383 finite phrasal verbs. For finite phrasal verbs, the five commonly used in the corpus are *find out*, *make up*, *take up*, *end up*, and *carry out*. Meanwhile, the five commonly used non-finite phrasal verbs are *find out*, *carry out*, *give up*, *take up*, and *make up*.

Table 3 presents the overall frequency of phrasal verbs in the learner corpus. *Find out*, *make up*, *carry out*, *give up*, and *take up* are the commonly used phrasal verbs in the corpus.

| Rank | Phrasal Verb | Frequency |
|------|--------------|-----------|
| 1 | find out | 242 |
| 2 | make up | 138 |
| 3 | carry out | 76 |
| 4 | give up | 54 |
| 5 | take up | 50 |
| 6 | end up | 29 |
| 7 | live in | 21 |
| 8 | set up | 19 |
| 9 | stand up | 16 |
| 10 | take on | 12 |

Table 3. Overall frequency of phrasal verbs

As for the least used phrasal verb in the learner corpus, *put on* only has two occurrences in. Similarly, *look up*, *come along*, *go off*, *come on*, *go ahead*, *come over*, and *get off* have no occurrences at all.

3.2 Frequency of Prepositional Verbs in Academic Papers of Senior High Students in the Philippines

Twenty-two prepositional verbs were searched, and it was found out that 18 were present in the corpus. There were 2628 occurrences of finite prepositional verbs while there were 1208 occurrences of non-

finite prepositional verbs. *Base on, refer to, serve as, contribute to, and deal with* are the five commonly used finite prepositional verbs whereas *base on, deal with, look for, and contribute to* whereas *base on, deal with, look for, contribute to, and give NP to* are the five commonly used non-finite prepositional verbs.

| Rank | Prepositional Verb | Frequency |
|------|--------------------|-----------|
| 1 | base on | 1300 |
| 2 | refer to | 482 |
| 3 | serve as | 343 |
| 4 | contribute to | 290 |
| 5 | deal with | 258 |
| 6 | look for | 155 |
| 7 | give NP to | 139 |
| 8 | look at | 105 |
| 9 | rely on | 101 |
| 10 | apply to | 98 |

Table 4. Overall frequency of prepositional verbs

It can be seen from the table above that *base on, refer to, serve as, contribute to, and deal with* are the commonly used prepositional verbs by students in their academic papers. On the other hand, *fill NP with* had the least occurrence in the corpus, with only 12 hits. Similarly, *contribute with* and *stare at* had no occurrence in the corpus.

3.3 Frequency of Phrasal-Prepositional Verbs in Academic Papers of Senior High Students in the Philippines

Fifteen out of 22 phrasal-prepositional verbs were found in the corpus. There were 116 occurrences of finite phrasal-prepositional verbs while 78 non-finite phrasal-prepositional verbs were evident in the learner corpus. *Come up with, make up of, get out of, end up with, and go along with* are the five most used finite phrasal-prepositional verbs in the learner corpus while *come up with, keep up with, hold on to, catch up with, and come out of* are the most evident non-finite phrasal-prepositional verbs in the academic papers of senior high school students.

| Rank | Phrasal Verb | Frequency |
|------|---------------|-----------|
| 1 | come up with | 114 |
| 2 | make up of | 20 |
| 3 | keep up with | 12 |
| 4 | get out of | 8 |
| 5 | end up with | 7 |
| 6 | catch up with | 6 |
| 7 | hold on to | 6 |
| 8 | go along with | 5 |
| 9 | come out of | 4 |
| 9 | get back to | 4 |

Table 5. Overall frequency of phrasal-prepositional verbs

As indicated in the table above, *come up with, make up of, keep up with, get out of, and end up with* are the most common phrasal-prepositional verbs found in the corpus. Conversely, *get away from, get on with, go out for, and go up to* only had one occurrence each in the academic papers. On a similar note, *come in for, get away with, get off with, go over to, look out for, turn away from, and turn back to* did not appear in the corpus.

3.4 Overall Frequency of Multi-Word Verbs in Academic Papers of Senior High Students in the Philippines

The finite (-ed,e/es form) and non-finite (-ed/en, -ing, to) forms of the sixty-six multi-word verbs were searched in the corpus. Of the MWVs on the list, 59 MWVs were evident in the learner corpus. The ten most common MWVs, as seen on Table 6, are *base on, refer to, serve as, contribute to, deal with, find out, look for, give NP to, make up, and come up with*. It can be gleaned from the table that out of the top ten multi-word verbs, seven were prepositional verbs, two were phrasal verbs, and only one was phrasal-prepositional verb.

On the other hand, the MWVs with the least number of occurrences in the learner corpus are *get away from, get on with, go out for, go up to, come on, and go ahead*, with just one occurrence in the entire corpus. Similarly, *come in for, get away with, get off with, go over to, look out for, turn away from, turn back to, contribute with, stare at, come over, and get off* have no occurrence in the corpus.

| Rank | Multi-word Verb | Frequency |
|------|-----------------|-----------|
| 1 | base on | 1300 |
| 2 | refer to | 482 |
| 3 | serve as | 343 |
| 4 | contribute to | 290 |
| 5 | deal with | 258 |
| 6 | find out | 242 |
| 7 | look for | 155 |
| 8 | give NP to | 139 |
| 9 | make up | 138 |
| 10 | come up with | 114 |

Table 6. Top 10 Multi-Word Verbs in the Learner Corpus

The results above confirm the findings of Biber (1999), Zareva (2016), Theyerl (2018), Ella (2019), and Divišová (2020) - prepositional verbs are more common to users of the English language. Also, they reiterated that phrasal-prepositional verbs had the lowest frequency among the three categories. As for spoken corpus, Zareva noted (2016) that prepositional verbs are “twice more prominent than” phrasal verbs and phrasal-prepositional verbs.

3.5 Innovations in the use of MWVs in the learner corpus

The present study also sought to look for the innovations in the use of phrasal verbs, prepositional verbs, and phrasal-prepositional verbs. This was done by carefully examining the entries for each search.

In a study done by Wilcoxon (2014), she used the terms “misuse” and “incorrect usage” in identifying prepositional verbs that do not conform to the standard or prescribed form of the grammatical item.

However, for in the interest of this study, the researchers decided to use the word “innovation” in addressing non-standard forms of MWVs found in the learner corpus. As Borlongan (2017) states, “Philippine English is

developmentally progressing”; thus, the avoidance of the terms “misused” and “incorrect usage”.

Table 7 shows a list of innovations in the use of MWVs as reflected in the learner corpora made up of senior high school academic papers.

| Innovation | Frequency | Prescribed Word |
|--------------|-----------|-----------------|
| result to | 187 | result in |
| base from | 115 | base on |
| cope up with | 91 | cope with |
| spend in | 68 | spend on |
| base in | 13 | base on |
| come up to | 10 | come up with |
| make up to | 7 | make up with |
| come on | 4 | come to |

Table 7. Innovations in the use of MWVs

The sentences below show how these innovations in the use of MWVs were reflected in the learner corpus, comprised of senior high school academic papers.

1. The survey will *result to* the factors that affect the non-Metro Manila migrants in Metro Manila residence. <GAS_04_04>
2. The test is a modified set of questions *based from* a previous study on assessing household preparedness for earthquakes. <STEM_18_03>
3. They are even great therapists that help patients recover and *cope up with* illnesses such as mental diseases and disorders because they give non-judgemental (sic) environments to the sick people. <HUMMS_06_02>
4. He stressed that virtues are the most valuable possessions of human beings and life should be *spent in* the search of goodness. <STEM_06_01>
5. A path model *based in* a theory of social capital was tested with Latino middle school and high school students. Most participants

were immigrants (predominantly from Mexico). <ITM_08_02>

6. The researcher will *come up to* an action plan specifically by means of proposing a project which is implementation of seminar (Different management style and marketing style) for the business owners. <ABM_09_02>

7. They are some of the students reported have a problem when it *comes on* Mathematics and problem solving. <HUMMS_44_02>

The researchers also investigated the occurrences of the enumerated innovations in other corpora, like News on the Web (NOW) Corpus, Global Web-Based English (GloWbE) Corpus, and International Corpus of English- Philippines (ICE-PHI) for comparison.

It can be gleaned from the table that *result to* (1) has more occurrences in the corpus, which takes the place of result in, the prescribed form. Upon searching another corpus, NEWS on the Web (NOW) Corpus, it was revealed that among other varieties of English, Philippine English has the second most occurrence of result to, having 1539 hits.

Base from (2) has 115 occurrences. The prescribed form is *based on*, which means *to use ideas or facts to develop something*.

Another innovation seen in the corpus is *cope up with* (3), with 91 hits. Its prescribed form is cope with, which means *to survive or deal with*. In the corpus of Global Web-Based English (GloWbE), it was found out that this verb combination is not only present in Philippine English, but also in other Englishes. Indian English had the highest occurrence of cope up with (f=133). This is followed by Bangladeshi English (f=46), Pakistani English (f=40), and Philippine English (f=24). In the NOW Corpus, there were 2711 hits on *cope up with* for over ten years.

Spend in (4), with 68 hits, was also an innovation in the use of MVS. Taking the place of spend on, it has the meaning of *“to expend some amount of time doing or working on”*. There were

3102 occurrences of *spend in* across Englishes in the Global Web-Based English (GloWbE). A search on the NOW Corpus revealed 20769 hits on this innovation.

Base in (5) has 13 hits from the corpus, and has the same meaning as base on. However, there are instances in the corpus in which *base in* (8 & 9) was used correctly and which means *to operate from a particular place or location*. Examples are given below:

8. Jollibee is a Filipino multinational chain of fast-food restaurants *based in* Pasig, Philippines. <TVL_05_01>

9. Defend 2514, a Land Enraged, is a role-playing game by Anino Entertainment, an independent video game company *based in* the Manila, Philippines (Velvey, 2003). <ITM_10_02>

Come up to (6), with 10 instances, was used in the corpus to mean *produce something*, which is the definition of come up with, the prescribed form of this phrasal-prepositional verb.

Lastly, *come on* (7), which means *“to reach or be brought to a specified situation or result”* had 4 occurrences in the corpus. Its prescribed form is come to.

4 Discussion

Looking at the results of the study, it shows that senior high school students are already familiar with the different verb-adverb-preposition combination in the English language. This claim is evident in the frequency of phrasal verbs, prepositional verbs, and phrasal-prepositional verbs found in the learner corpus.

The results of the study show that prepositional verbs are more common and prevalent in the academic papers, representing 80.91% of the MWVs and .25% of the whole corpus. Phrasal verbs comprise 15% of the sum of the MWVs found in the study, which is about .05% of the learner corpus. Lastly, phrasal-prepositional verbs only has 4.09% presence in the totality of MWVs and about .01% of the whole corpus. These numbers are congruent

with the results of Biber et al. (1999), Zareva (2006), Ella (2019) and Divišová (2020).

It is certain to conclude that Filipino learners are already familiar with the verb + preposition combination since prepositional verbs appeared more in the learner corpus compared to the other verb combinations. *Base on*, with 1300 counts in the corpus, was mostly used in the form *d/ed*, both in past and participial form. It must also be noted that *base from* and *base in*, an innovation of *base on*, had gained 115 and 13 instances, respectively. These innovations have the same definition as the standard *base on*.

The results show that prepositional verbs were mostly used in their finite form, specifically in the past tense. As for the non-finite form, this verb combination was mostly used as past participle form. Among the ten most used prepositional verbs in the finite and non-finite form, *base on*, *deal with*, *look for*, *contribute to*, *give NP to*, and *rely on* were present in both forms. It can be noted that the finite form of the prepositional verbs has a higher occurrence and mean than the non-finite form. This implies that students are more familiar with the finite form of prepositional verbs more.

The results of the present study substantiate the findings of Seilhamer (2003), Liu (2011), Wilcoxon (2014), and Ella (2019). Most of the top ten prepositional verbs in the present study were also present in the studies cited earlier.

Find out, *make up*, *carry out*, *give up*, *take up*, *live in*, *stand up*, and *take on* were eight of the top ten overall phrasal verbs that were common in both finite and non-finite forms. The base form of the finite phrasal verbs was mostly used while for the non-finite form, the infinitive *to* was primarily evident. The results of this study show that the top ten most used phrasal verbs in senior high school academic papers in the Philippines were likewise discovered in studies by Garner and Davies (2007), Liu (2011), Garnier and Schmitt (2015), and Ella (2019). *Make up*, *carry out*, and *take up* were also found in the studies mentioned earlier. This means that these verb combinations are evident in the present study and in the corpora used by other researchers.

As for phrasal-prepositional verbs, this verb combination has by far the least occurrence in the corpus. This conclusion was also pointed out by Ella and Dita (2017). They mentioned in their study that Filipinos reflect slight use of phrasal-prepositional verbs in the corpus. This verb combination was mostly used its finite past tense and non-finite infinitive *to* form. In comparison to phrasal verbs and prepositional verbs, the outcomes of this study imply that students are unfamiliar with phrasal-prepositional verbs. It is possible that they have not encountered the verb + preposition + particle combination before, resulting in the form's unfamiliarity.

It is evident that learners are still moderate and passive in the use of this verb-adverb-preposition combination. One of the reasons for this phenomenon is that MWVs have no equivalent grammatical item in Filipino. *Get out of*, *catch up with*, and *hold on to* are three of the phrasal-prepositional verbs present in this study, Ella and Dita (2017) and Ella (2019). Another reason for this occurrence might be due to the lack of direct instruction on this grammatical item.

As ascertained in the results, there is evidence that there are innovations in the use of MWVs in the written discourse. Interestingly, some of the innovations discovered in this study were also present in other varieties of English, such as in the case of *result in* (result in), *cope up with* (cope with), and *base from* (base on).

Limited exposure to the different verb-adverb-preposition might play a role in the innovations in the use of multi-word verbs in written and spoken discourse. Confusion on which adverb and preposition to use might also be a factor for such occurrence (Ella & Dita, 2017).

Prepositions are difficult to learn, according to Seilhamer (2003), even for native speakers. Lindstromberg (2001) pointed out that only about 10% of EFL students can use and understand prepositions. Prepositions are difficult to learn and grasp, according to Seilhamer (2003), because of how they differ across languages.

Let us look at the case of Japanese speakers. Yasuda (2010) observed that Japanese students lack

the cognizance of particles and their meanings. As a result, they have conflicts in using particles to their references.

The French also do not have verb and particle constructions in their mother tongue, which then causes confusion among them in using phrasal verbs.

Bautista (2000) discovered two notable findings for Philippine English. *Based from* and *result to* seem to be frequent among users of English in the Philippines. She explained that prepositions in Filipino seem to have an all-purpose form and function- *sa* and *ng*.

Salazar (2022) mentioned that Filipinos have the tendency to use *cope up with* instead of *cope with* for the former follows the phrasal-prepositional verb *keep up with*.

5 Conclusion

The study sought to investigate the frequency of multi-word verbs in their finite and non-finite forms using a corpus from academic papers of senior high school students in the Philippines. Also, the researchers wanted to look for innovations in the use of MWVs in the corpus. There were 4741 counts of MWVs from the 1.5-million-word corpus. There were 3836 prepositional verbs, 711 phrasal verbs, 191 were phrasal-prepositional verbs. Most of the MWVs were used in the finite form, in the past tense. While for the non-finite form, the past participle was used.

Of the 66 MWVs searched in the corpus, 59 were evident. The ten most used MWVs are *base on*, *refer to*, *serve as*, *contribute to*, *deal with*, *find out*, *look for*, *give NP to*, *make up* and *come up with*. Of the ten MWVs, there were seven prepositional verbs, two phrasal verbs, and one phrasal-prepositional verbs. This distribution of MWVs are consistent with the study of Biber et al (1999), Zareva (2006), Ella (2019) and Divišová (2020). Learners are more familiar with prepositional verbs as reflected in the results; however, they are cautious in using phrasal-prepositional verbs. Limited exposure to this verb combination and unfamiliarity might be factors.

There were also instances of innovations in the use of MWVs in the corpus. These are *result to*, *base from*, *cope up with*, *spend in*, *base in*, *come up to*, *make up to*, and *come on*. It is also notable that these innovations are not only found in Philippine English, but also in other varieties of English.

Keeping the results in mind, Filipino senior high school students are already familiar with the concept of multi-word verbs as evident in their academic papers.

As for the pedagogical implications of the study, it is suggested that the perceptions, perspectives, and preferences of language teachers be looked into to strengthen the teaching and learning process of multi-word verbs. It would also be interesting to comprehend how language teachers view this MWVs. Furthermore, a more in-depth study on MWVs can be accomplished to produce learning materials to help Filipino learners become more cognizant of phrasal verbs, prepositional verbs, and phrasal-prepositional verbs.

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