

THE ROLE OF IMAGE SCHEMAS IN INTERPRETING ENGLISH PHRASAL VERBS: A PHILOSOPHICAL AND LINGUISTIC PERSPECTIVE

¹Gema Febriansyah*

¹Universitas Negeri Padang, Indonesia

[¹*gema.febrian@gmail.com*](mailto:gema.febrian@gmail.com)

²Muhammad Zaim

²Universitas Negeri Padang, Indonesia

[²*mzaim@fbs.unp.ac.id*](mailto:mzaim@fbs.unp.ac.id)

³Harris Effendi Thahar

³Universitas Negeri Padang, Indonesia

[³*harriseffendithahar@fbs.unp.ac.id*](mailto:harriseffendithahar@fbs.unp.ac.id)

*Corresponding author

Received : December 23, 2023

Revised : January 10, 2024

Accepted : February 28, 2024

Published : June 30, 2024

How to Cite (in APA Style) :

Febriansyah, G., Zaim, M., & Thahar, H. E. (2024). The role of image schemas in interpreting English phrasal verbs: A philosophical and linguistic perspective. *Pioneer: Journal of Language and Literature*, 16(1), 63-79. doi:10.36841/pioneer.v16i1.3899

Licensed by CC BY-SA 4.0

Abstract: Phrasal verbs pose challenges for interpretation due to unpredictable meanings. This study examined how image schemas aid comprehension from linguistic and philosophical viewpoints. A literature review methodology integrated insights from cognitive linguistics, philosophy of language, and related fields to provide a comprehensive understanding. Linguistically, image schemas offer a cognitive framework for processing phrasal verbs by mapping meanings to embodied experiences. Philosophically, schemas reflect how language emerges from and shapes conceptualization. Comparative analysis showed linguistics emphasizes schemas' mental role in comprehension, while philosophy explores their existential significance. Results identified schemas like CONTAINER and PATH that extend metaphorically from physical interactions to abstract phrasal verb meanings. Linguistically, schemas provide a framework for analyzing structures and meanings. Philosophically, schemas reflect language's emergence from embodiment and influence on thought. Teaching implications were to connect phrasal verbs to familiar embodied experiences through schemas. Theoretical implications were that schemas are fundamental to thought and linguistic expressions. By synthesizing perspectives, this study enhanced understanding of the intricate cognitive mechanisms linking schemas to phrasal verbs. It highlighted implications for language education and advances in interdisciplinary inquiry into embodied cognition and communication.

Keywords: *embodied cognition, image schemas, linguistic perspectives, philosophical perspectives, phrasal verbs*

INTRODUCTION

The study of English phrasal verbs within the philosophy of language offers crucial insights into the complex challenges they present. Phrasal verbs, formed by combining a verb with a preposition or adverb, often result in meanings that differ from the original verbs, making them difficult for learners and challenging for linguists and philosophers to analyze. This semantic opacity underscores a key concern of linguistic philosophy: understanding meaning involves more than just decoding isolated linguistic elements; it requires interpreting them within varied and complex contexts. Thus, phrasal verbs exemplify how meaning is heavily dependent on context, rather than being straightforward.

Renowned linguist, Pinker (1999), in his influential book "Words and Rules", delves into the distinction between regular and irregular linguistic forms, shedding light on the cognitive processes underlying language use and acquisition. Pinker's exploration reveals that while the human brain is adept at generalizing grammatical rules, it is equally equipped to process and understand irregular forms such as phrasal verbs. This duality in language processing offers valuable insights into the philosophical debates on the nature of language and cognition.

Complementing Pinker's observations, Jackendoff (1990) provides a conceptual framework for understanding the complexities of language, particularly applicable to the multifaceted nature of phrasal verbs. Jackendoff's theories illuminate the cognitive processes involved in interpreting phrases that deviate from straightforward compositional rules, a topic deeply rooted in the philosophy of language.

The cognitive linguistics perspective, championed by scholars like Lakoff and Johnson (1980) in "Metaphors We Live By", emphasizes the role of metaphorical thinking in shaping language comprehension. This viewpoint is crucial in understanding phrasal verbs, which frequently employ metaphorical meanings. The philosophical implications of this metaphorical aspect of language are profound, as they challenge traditional views on the relationship between language, thought, and reality.

The philosophy of language provides several theoretical lenses for interpreting the challenges of phrasal verbs. Perspectives from Ludwig Wittgenstein's emphasis on contextual usage, Noam Chomsky's concept of universal grammar, Steven Pinker's insights into the dual-process model of language cognition, and Ray Jackendoff's

exploration of conceptual structures highlight the complex interplay between syntax, semantics, and cognition. This interplay is key to understanding why phrasal verbs, with their unique structures and meanings, are among the most complex and intriguing aspects of English grammar. In terms of language fluency, Gardner and Davies (2013) highlight the ubiquity and productivity of phrasal verbs in English, serving as a crucial bridge between syntax and vocabulary. The philosophical significance of this bridging function cannot be overstated, as it reflects the dynamic nature of language and its ability to encapsulate complex ideas in concise forms. For language learners, especially those learning English as a second language, phrasal verbs represent a formidable challenge, requiring not just vocabulary acquisition but a deeper understanding of the intricate syntactic and semantic patterns in language.

This research seeks to address a notable gap in the current literature on phrasal verbs, particularly concerning their practical instruction and understanding. While previous studies, such as those by Gass and Selinker (2008) and Schmitt (2004), have provided valuable insights into the role of phrasal verbs in language acquisition and fluency, there is a lack of focused research on effective teaching methodologies grounded in the philosophical and cognitive principles underlying these complex linguistic forms. The gap between this research and the others research on Image Schemas can be framed by considering the specific focus and methodologies of each study. This research uniquely combines cognitive linguistic and philosophical perspectives to understand how image schemas map meanings to embodied experiences, particularly in the context of teaching and learning phrasal verbs. This approach contrasts with Melnychuk (2023) exploration of cognitive modelling in narratives, which primarily investigates the role of schemas and frames in the interpretation of fictional texts, focusing on broader narrative structures rather than specific linguistic constructs like phrasal verbs.

Similarly, the study by Ahmed and Mohammad (2023) on health advertisements examines the use of image schemas to convey health-related messages metaphorically, emphasizing visual metaphors' persuasive power, which differs from the abstract's linguistic and philosophical focus on phrasal verbs. Sasala et al. (2023) explore image schemas in the context of COVID-19 metaphors, addressing cultural impacts on pandemic communication, a distinct context compared to the abstract's focus on linguistic comprehension. Martín de la Rosa (2023) investigates image schemas in political

narratives, particularly around control and identity, and the study on *The Great Gatsby* (2023) analyzes psychological movement using image schemas within literary contexts. These studies emphasize diverse applications of image schemas across different fields, highlighting a gap in the specific examination of how image schemas aid in comprehending phrasal verbs, particularly through the integration of cognitive and philosophical insights aimed at enhancing language education.

Therefore, this paper aims to bridge this gap by employing the theories of embodied cognition and image schemas, as developed by Lakoff and Johnson (1980), Langacker (1987), and Talmy (2000), specifically to the challenge of understanding and teaching phrasal verbs. The philosophical underpinnings of these theories, combined with empirical research by contemporary scholars such as Bergen (2012) and Boers and Lindstromberg (2008), provide a novel framework for interpreting and teaching phrasal verbs. By synthesizing the insights from these various linguistic and philosophical perspectives, this study aims to enhance both theoretical understanding and practical application in language education, particularly in the realm of phrasal verbs.

REVIEW OF LITERATURE

Language Philosophy

From a philosophical perspective, language is closely linked to cognition and physical experience. Bergen (2016) examines swearing and taboo language, arguing that offensive words reflect metaphorical mappings from our physical interactions. This idea builds on Lakoff and Johnson's (1980) work, which established that abstract thought is based on bodily experience. Bergen's research enhances our understanding of how language relates to embodied cognition. Philosophers have also studied how meaning comes from language use in context. Wittgenstein (1968) introduced "meaning as use," suggesting that words get their significance from their functional contexts. This is relevant to phrasal verbs, whose meanings cannot be understood from their parts alone. Wittgenstein emphasized the importance of pragmatic situations in understanding language. Recently, philosophers have continued to explore these ideas to better understand abstract language constructs.

John R. Searle (1969), an American philosopher, made significant contributions to the philosophy of language, mind, and society. In his book, Searle introduces his theory

of speech acts, which analyzes human linguistic communication based on their intended functions or illocutionary forces. This work established speech act theory as a crucial research area within the philosophy of language. Meanwhile, Hilary Putnam (1975), another influential American philosopher, contributed extensively to the philosophy of language. In his collection of essays, Putnam explores meaning, reference, and the relationship between language and reality. He argues against reducing the meaning of words to their referents or senses, proposing instead that meaning depends on complex social and historical factors. This book significantly shaped debates in analytic philosophy, particularly regarding the internal and external aspects of meaning. Putnam's exploration challenged the reductionist view and suggested that meaning is a complex construct influenced by various social and historical factors

Cognitive Linguistics

Within cognitive linguistics, image schemas are fundamental structures that emerge from embodied experiences. Early scholars like Lakoff and Johnson (1980) introduced image schemas as basic cognitive patterns underlying metaphorical thought and language. Their work established that abstract concepts are often understood via metaphors grounded in physical interactions. This realization led to image schemas being recognized as essential structures supporting linguistic and conceptual processing. Subsequent researchers expanded on these foundations. Langacker (1987) proposed that grammar is meaningfully motivated by bodily experiences. Talmy (2000) explored how language encodes motion, force and spatial relations, domains salient to many schemas. Evans and Green (2006) provided overviews of contemporary cognitive linguistic models and debates. More recent studies integrate findings across fields to advance schema theories. For example, Casasanto and Bottini (2014) synthesized research demonstrating abstract thinking's embodied roots.

Role of Image Schemas in Interpreting Phrasal Verbs

Image schemas are basic patterns that help us understand experiences. Lakoff and Johnson (1980) showed that these schemas link concrete actions to abstract phrasal verb meanings, like the CONTAINER schema for "fill up" or "empty out." Bergen (2012) found that understanding language involves brain systems used for perception and action, which are guided by schemas. Teaching experts also see the value of schemas in learning. Boers and Lindstromberg (2008) say that knowing schemas helps students grasp phrasal

verbs by linking their meanings to real-world experiences. Educators can use these patterns to make teaching more effective. Schemas help learners connect physical experiences with language, improving understanding and retention. This method highlights how physical experiences are key to understanding language.

Application of Image Schemas in Teaching Phrasal Verbs

Teaching phrasal verbs through image schemas taps into learners' intuitive understanding of physical experiences to explain abstract concepts. Boers and Lindstromberg (2017) propose specific techniques grounded in cognitive linguistics, such as introducing schemas and relating them to example phrasal verbs. They provide detailed lesson plans utilizing schemas, visual aids and gestures to illustrate concepts. Other researchers offer additional recommendations. Drawing on lived experiences through schemas can help internalize phrasal verb meanings beyond rote memorization.

Overall, current research across linguistics, philosophy and education emphasizes image schemas' profound role in interpreting phrasal verbs. Schemas provide a cognitive foundation linking embodied interactions and conceptualization to complex linguistic expressions. Examining this relationship enhances understanding of language acquisition and use.

METHOD

This research used a literature review approach. The literature review approach in this research is pivotal for synthesizing a broad spectrum of interdisciplinary knowledge, thereby providing a comprehensive understanding of subjects like image schemas and language comprehension. This method effectively contextualizes the study within the wider academic dialogue and deepens the investigation. Critically evaluating past methodologies and theoretical contributions, the literature review identifies gaps in existing literature, which is essential for shaping new research questions and areas of inquiry. It ensures the research is grounded in a robust scholarly framework, essential for designing precise research methods and analysis. Additionally, this approach integrates diverse academic perspectives, enriching the research and advancing fields such as philosophy and linguistics.

Data Collection Procedures

To collect the data, the first step involves the database and source selection, where relevant academic databases, online libraries, journals, and books are identified and selected. This includes interdisciplinary databases like JSTOR, Google Scholar, and specific repositories related to linguistics and philosophy. Following this, a keyword search is conducted using specific terms relevant to the research topics, such as “image schemas,” “phrasal verbs,” “language philosophy,” “cognitive linguistics,” and “embodied cognition.” The next stage is the screening and selection of search results, focusing on relevance, quality, and currency, with a priority given to peer-reviewed articles, seminal books, and authoritative sources. Finally, key information, theories, and findings are extracted and organized from the selected sources, arranging the data thematically or chronologically to align with the research objectives.

Data Analysis Procedures

To effectively analyze the findings, several methods are employed. Thematic summary tables are created to summarize key findings, theories, and methodologies from the literature, organized by theme or concept. Conceptual frameworks or models are developed to visually represent the relationships and processes identified in the literature. Comparative analysis charts are utilized to compare and contrast different studies, highlighting similarities, differences, and contributions to the field. Lastly, a narrative synthesis is presented, weaving together various studies and theories to narrate the development and current state of the field.

FINDINGS AND DISCUSSION

Findings

Linguistics Perspective

To understand how image schemas facilitate our grasp of phrasal verbs, consider the work of Lakoff and Johnson, particularly in "Metaphors We Live By" (1980). They argue that our conceptual system is largely metaphorical, and these metaphors are grounded in our physical and social experiences. Image schemas are a key part of this conceptual system, providing a bridge between physical experience and abstract thought.

For Example, the CONTAINER schema, which comes from our experience of in/out spatial relations, helps us understand phrasal verbs like "bring out" or "take in."

These verbs extend the idea of moving something in or out of a physical space to abstract concepts, like revealing information or understanding an idea. Lakoff's "Women, Fire, and Dangerous Things" (1987) further explores how image schemas shape our language and thought, emphasizing that our understanding is embodied. Arnheim's "Visual Thinking" (2020) supports this by highlighting the role of visual perception in organizing thoughts and language. For example, the VERTICALITY schema helps us understand "look up" as both the physical action of looking upward and the abstract action of seeking information, as if knowledge were stacked vertically. Image schemas are crucial for making sense of phrasal verbs, allowing us to map physical experiences onto abstract language, and helping us remember their various meanings. In the table below the selection of phrasal verb examples is systematically classified based on several key criteria rooted in cognitive linguistic principles. Each phrasal verb is carefully chosen for its direct association with a specific image schema. For example, verbs like "fill up" and "spill out" are selected for the CONTAINER schema because they vividly invoke the idea of a boundary separating inside from outside. This approach highlights the metaphorical extensions from concrete physical experiences, represented by the image schemas, to abstract concepts. Phrasal verbs such as "move on" and "go through," which correspond to the PATH schema, metaphorically illustrate progress or experiences as journeys. The range of linguistic expressions chosen demonstrates the diverse applications of image schemas in language, covering various conceptual domains like physical movement, emotional states, relational dynamics, and processes of change. This diversity not only showcases the broad applicability of image schemas in understanding language but also ensures that the examples are relevant and familiar to common language use, making the cognitive and metaphorical processes more accessible and understandable.

Moreover, the selection emphasizes the role of cognitive mechanisms in language processing, in line with George Lakoff's cognitive linguistic theories. These mechanisms are grounded in physical and sensory experiences, which are reflected in the chosen phrasal verbs. Each example in the table serves to exemplify the intricate interaction between our physical experiences, cognitive patterns, and the way we express these concepts through language. Thus, the selection of phrasal verbs in this table is a deliberate and methodical effort to align with and illustrate the principles of cognitive linguistics, particularly the role of image schemas and their metaphorical extensions in language

comprehension. To better understand how image schema helps us understand phrasal verbs, please see the table 1 below:

Table 1 Interpreting Phrasal Verbs Through Image Schemas

| Image Schema | Description | Phrasal Verb Examples | Metaphorical Extension |
|-------------------------|--|------------------------------|---|
| CONTAINER | Involves a boundary distinguishing inside from outside. | "fill up", "spill out" | Ideas or emotions can be contained or released. |
| PATH | Represents movement from one location to another. | "move on", "go through" | Progress or experiences are journeys. |
| FORCE | Concerns interactions involving physical force. | "push away", "pull in" | Influence or persuasion can push or pull. |
| BALANCE | Equilibrium or the distribution of weight or other forces. | "weigh down", "level off" | Emotional or situational stability. |
| VERTICALITY | Pertains to up and down orientation. | "look up", "fall down" | Hierarchies or increases/decreases are vertical. |
| LINK | About connections between entities. | "tie up", "hook up" | Relationships or associations are forms of linkage. |
| CYCLE | Involves circular or repeating patterns. | "turn around", "roll back" | Processes or changes are cyclical. |
| SOURCE-PATH-GOAL | Entails a starting point, trajectory, and endpoint. | "set out", "come back" | Objectives or plans are directional. |
| CONTAINMENT | A variant of CONTAINER emphasizing restraint or enclosure. | "hold back", "keep in" | Restraint or control is containment. |
| SCALE | Involves a graduated range of values. | "size up", "scale down" | Assessment or adjustment are movements on a scale. |
| BLOCKAGE | Concerns obstruction of a pathway. | "block out", "cut off" | Interruptions or exclusions are blockages. |
| SUPPORT | About physical or abstract support. | "back up", "prop up" | Support or reinforcement are forms of physical support. |

Table 1 demonstrates how various image schemas, which are basic cognitive structures, contribute to the understanding of phrasal verbs in English. Each image schema in the table represents a distinct conceptual pattern that is metaphorically extended to interpret the meanings of specific phrasal verbs.

The CONTAINER schema is based on the concept of a boundary separating an inside from an outside. Phrasal verbs like "fill up" and "spill out" use this schema, extending the idea to contain or release ideas or emotions. The PATH schema, signifying movement from one point to another, appears in verbs like "move on" and "go through," implying life experiences or progress as journeys. The FORCE schema, dealing with

physical interactions, is seen in "push away" and "pull in," metaphorically representing influence or persuasion. The BALANCE schema, involving equilibrium, is used in "weigh down" and "level off," extending to emotional or situational stability.

The VERTICALITY schema pertains to up-and-down orientation, observed in verbs like "look up" and "fall down," where hierarchies or changes are viewed as vertical movements. The LINK schema, about connections, is exemplified in "tie up" and "hook up," representing relationships or associations as linkages. The CYCLE schema, involving repeating patterns, appears in "turn around" and "roll back," suggesting processes or changes as cyclical. The SOURCE-PATH-GOAL schema, indicating a starting point, trajectory, and endpoint, is applied in "set out" and "come back," metaphorically indicating objectives or plans as directional.

CONTAINMENT, a type of the CONTAINER schema, emphasizes restraint or enclosure, as seen in "hold back" or "keep in," metaphorically relating to control. The SCALE schema, involving a range of values, is used in "size up" and "scale down," suggesting assessment or adjustment. The BLOCKAGE schema, about obstruction, is seen in "block out" and "cut off," representing interruptions or exclusions. The SUPPORT schema, relating to support, is shown in "back up" and "prop up," indicating support or reinforcement. In summary, these schemas help us understand phrasal verbs by linking abstract meanings with physical experiences. They allow us to extend our understanding of physical experiences to abstract concepts like emotions, ideas, or social interactions.

Language Philosophy Perspective

From the perspective of language philosophy and cognitive linguistics, image schemas are essential for understanding how we mentally structure and derive meaning from phrasal verbs. These fundamental cognitive patterns emerge from our physical and sensory interactions with the world, bridging physical experience and abstract thought. By analyzing phrasal verbs through the lens of image schemas, we can see how our tangible, sensory experiences help us interpret and understand abstract language concepts. This analysis highlights the connection between our physical experiences and abstract thinking in language interpretation.

Table 2 summarizes how the relationship between physical experience and abstract thought is instrumental in understanding the cognitive structures underlying phrasal verbs, as well as the implications for teaching and learning these language

elements. In summary, the analysis of image schemas in the context of phrasal verbs through the lens of physical experience and abstract thought underscores the intricate relationship between our sensory experiences and cognitive processes. It reveals how language, particularly phrasal verbs, serves as a bridge between the concrete world we physically navigate and the abstract realm of our thoughts and emotions. This understanding is crucial not only for linguistic and philosophical inquiry but also for practical applications in language education.

Table 2 How to Analyze the Data through Physical Experience and Abstract Thought

| Aspect | Description |
|---|---|
| Physical Experience and Image Schemas | Physical experience is foundational for image schemas, basic pre-linguistic cognitive structures emerging from direct environmental interactions. |
| From Physical to Abstract in Phrasal Verbs | In phrasal verbs, image schemas transition from representing physical experiences to abstract thoughts, like 'fill up' extending metaphorically to emotions or knowledge. |
| The Role of Metaphorical Extension | This transition is facilitated by metaphorical extension, allowing complex abstract concepts to be expressed through familiar physical experiences. |
| Abstract Thought in Language Philosophy | From a philosophical standpoint, metaphorical extensions reflect deeper cognitive processes, illustrating how abstract thinking is grounded in bodily experiences. |
| Teaching and Learning Implications | Understanding this connection enhances the learning process, making complex linguistic elements more accessible by relating them to tangible experiences. |

Furthermore, a philosophical approach to this relationship would encourage us to be reflective and critical about the ways language shapes our thoughts. By examining how image schemas structure our understanding of phrasal verbs, we gain insight into how language influences our conceptualization of events, actions, and emotions. This reflective stance can lead to a more nuanced and sophisticated use of language, as learners become aware of the metaphorical and embodied roots of the expressions they use. Philosophical attitude toward the connection between image schemas and phrasal verbs should be one of mindful engagement, recognizing the embodiment of thought and language, and appreciating the cognitive underpinnings that make this aspect of language both complex and richly meaningful.

Discussion

Using Image Schemas in Teaching Context

Understanding phrasal verbs can be a significant challenge for language learners, given their often non-literal meanings and the sheer variety of contexts in which they appear. However, the key to unlocking this area of vocabulary lies in the connection between language and our physical experiences—specifically through the concept of

image schemas. These cognitive structures, deeply rooted in our sensory and motor experiences, provide an intuitive grasp of how we can interact with and perceive the world around us. As educators, we can harness the power of these image schemas to create more engaging and effective teaching strategies for phrasal verbs. By mapping the familiar territory of our bodily experiences onto the abstract landscape of language, we can guide students towards a more natural and intuitive understanding of these complex linguistic constructions. In the following discussion, we will delve into practical methods for integrating image schemas into phrasal verb instruction, ensuring that learners not only memorize these expressions but also internalize the conceptual frameworks that give rise to their meanings.

Table 3 outlines a structured approach for teaching phrasal verbs, drawing on the foundational work of cognitive linguists such as Lakoff and Johnson (1980), Bergen (2012), and Boers and Lindstromberg (2008). The table presents a step-by-step methodology for educators to integrate the concept of image schemas into language teaching, particularly focusing on phrasal verbs.

Table 3 How to use image schemas in a teaching context.

| Step | Description |
|---|--|
| Introduce the Concept of Image Schemas | Start by explaining what image schemas are and how they relate to physical experiences. Use concrete examples like being inside a room (CONTAINER schema) or walking along a road (PATH schema). |
| Relate Schemas to Phrasal Verbs | Introduce phrasal verbs that fit each schema. For the CONTAINER schema, examples include "fill up" or "empty out," and for the PATH schema, "move on" or "go through." |
| Visual Aids and Gestures | Use diagrams, drawings, or gestures to illustrate the image schemas, like a box for "put in" or "take out," or mimicking walking for "go through." |
| Metaphorical Extension | Explain how the basic schema can extend to abstract ideas, such as "fill up" meaning to become full of emotion. |
| Practice with Context | Provide exercises using phrasal verbs in context to understand their metaphorical meanings, like "He filled up with pride." |
| Encourage Personal Connections | Ask students to think of other phrasal verbs fitting the schemas and share related personal experiences. |
| Regular Review | Revisit image schemas regularly with new phrasal verbs to reinforce the connection between schema and language. |

Source: Based on Lakoff and Johnson (1980), Bergen (2012), and Boers and Lindstromberg (2008)

The first step involves introducing the concept of image schemas. This includes explaining what image schemas are and how they are intrinsically related to physical experiences. Educators are encouraged to use concrete examples to illustrate this point, such as being inside a room to explain the CONTAINER schema or walking along a road for the PATH schema. This approach helps learners grasp the abstract concept of image schemas through relatable and tangible experiences. Next, the table suggests relating

these schemas to specific phrasal verbs. For instance, for the CONTAINER schema, examples like "fill up" or "empty out" are introduced, and for the PATH schema, verbs like "move on" or "go through" are used. This step aims to show how phrasal verbs can be understood and remembered more easily when linked to familiar cognitive patterns.

The use of visual aids and gestures is the third step, where diagrams, drawings, or physical gestures are employed to further illustrate the image schemas. This might involve using a box as a visual aid for verbs like "put in" or "take out," or mimicking the action of walking to explain "go through." This visual and kinaesthetic element aids in reinforcing the connection between the physical experience and the language. Following this, the table recommends explaining the metaphorical extension of these schemas. For example, demonstrating how the basic CONTAINER schema can extend to abstract ideas, such as "fill up" metaphorically meaning to become full of emotion. This helps students understand how language often uses physical experiences as metaphors for abstract concepts.

Practical exercises are then provided, where students use phrasal verbs in context to understand their metaphorical meanings. An example given is using the phrase "He filled up with pride" to illustrate how emotional states can be described using the CONTAINER schema. To deepen the learning experience, the next step encourages personal connections. Students are asked to think of other phrasal verbs that fit the introduced schemas and share related personal experiences. This personalization makes the learning process more engaging and memorable.

Lastly, the table emphasizes the importance of regular review. Revisiting image schemas with new phrasal verbs helps reinforce the connection between the cognitive schema and the language, ensuring a deeper understanding and retention of the concepts. In summary, the table provides a comprehensive and interactive framework for educators to teach phrasal verbs through image schemas, incorporating theoretical insights from cognitive linguistics into practical teaching strategies.

By anchoring abstract language in the concrete experiences that image schemas represent, students are likely to find phrasal verbs more memorable and easier to understand. This approach also encourages students to recognize patterns in language, making it easier to deduce the meanings of new phrasal verbs they encounter. One of the primary challenges in teaching phrasal verbs through image schemas is the inherent

complexity and variability of these verbal constructs. While image schemas are grounded in universal bodily experiences, phrasal verbs often extend beyond straightforward physical actions into realms of abstract, idiomatic, or culturally specific meaning. This divergence can make it difficult for learners to draw clear connections between the schema and the phrasal verb, particularly when the verb's meaning has evolved far from its original, literal interpretation. Moreover, learners from different linguistic and cultural backgrounds may have distinct conceptualizations of certain actions or experiences, leading to varied and sometimes conflicting interpretations of the same image schema. As such, educators must navigate these subtleties with sensitivity and adapt their teaching strategies to accommodate the diverse cognitive frameworks of their students, ensuring that the use of image schemas enhances rather than complicates the learning process.

Linguistics Vs. Philosophy Perspective

The intricate relationship between language and cognition is a focal point of both linguistic research and philosophical inquiry. One particular area of interest is the connection between image schemas—conceptual structures derived from our bodily interactions and experiences—and phrasal verbs, which are complex linguistic constructions that often pose challenges for language learners. The following table, titled "Comparative Analysis of Image Schemas and Phrasal Verbs: Linguistics vs. Language Philosophy Perspectives," endeavors to juxtapose the perspectives of linguistics and language philosophy on this topic. It aims to shed light on how each field views the role of image schemas in the comprehension and use of phrasal verbs, the implications for teaching and learning, and the broader cognitive and philosophical significance of this connection.

Table 4 serves as a guide to understanding these differences and the potential interdisciplinary bridges that can be formed between linguistics and philosophy. In conclusion, the exploration of image schemas in the interpretation of English phrasal verbs from both philosophical and linguistic perspectives has yielded a multifaceted understanding of how these cognitive structures shape language comprehension and usage. Linguistically, image schemas provide a systematic framework that underpins the semantics of phrasal verbs, facilitating a more structured approach to language acquisition and analysis. Philosophically, they reflect the profound connection between our physical experiences and conceptual thought, offering a deeper explanation for the pervasiveness

and intuitive nature of phrasal verbs in language. The interplay between these perspectives highlights the complexity of cognitive processes involved in language and underscores the importance of an interdisciplinary approach in unraveling the intricacies of meaning construction.

Table 4 Comparative Analysis of Image Schemas and Phrasal Verbs: Linguistics vs. Language Philosophy Perspectives

| Aspect | Linguistics Perspective | Language Philosophy Perspective |
|-------------------------------|---|---|
| Nature of Connection | Image schemas are cognitive structures from our bodily and perceptual interactions, which underlie the syntax and semantics of phrasal verbs. | Image schemas are seen as foundational to our conceptual understanding and are integral to the way we construct meaning in language, reflecting a more existential and embodied view of language. |
| Role in Understanding | Image schemas help explain how we comprehend and produce phrasal verbs by providing a mental template for their structure and meaning. | Image schemas are considered to be deeply intertwined with our lived experience, shaping not only how we understand language but also how we experience the world. |
| Teaching Implications | Teaching strategies might focus on identifying and explaining the image schemas that correspond to different phrasal verbs to aid in memorization and usage. | Teaching would encourage reflection on the embodied experiences that give rise to image schemas and how they inform our understanding of language and thought. |
| Example: "Pick up" | The UP-DOWN schema informs our understanding of "pick up" as involving an upward movement, which can be extended metaphorically to acquiring knowledge or skills. | Philosophically, "pick up" might be seen as an action that resonates with our physical experience of lifting, suggesting an ascension or improvement in a broader, more abstract sense. |
| Example: "Turn around" | The REVOLUTION schema involves rotation or circular motion, which helps us grasp the directional change implied by "turn around." | The experience of turning and facing a new direction may be philosophically linked to ideas of change, reconsideration, or re-evaluation in one's life or perspective. |
| Research Focus | Linguistic research might analyze corpus data to find patterns in phrasal verb usage and relate them to image schemas. | Philosophical inquiry might focus on the phenomenological aspects of how image schemas influence our conceptual metaphors and linguistic expressions. |
| Cognitive Emphasis | Emphasizes the mental processing and neural mechanisms that allow us to use and understand phrasal verbs through the lens of image schemas. | Emphasizes the pre-linguistic, embodied basis of our concepts and how language emerges from our engagement with the world, mediated by image schemas. |

CONCLUSIONS AND SUGGESTIONS

Conclusion

The discussion highlights that image schemas, which are basic mental structures formed from our physical experiences, are crucial in understanding English phrasal verbs. These schemas help us make sense of phrasal verbs by relating their meanings to familiar sensory and motor experiences. For example, common schemas like CONTAINER and

PATH, used in everyday spatial navigation, help us grasp the abstract concepts of phrasal verbs. This connection is possible because image schemas activate the same brain areas involved in actual perception and action, allowing us to understand phrasal verbs in a more concrete, embodied way. From a philosophical standpoint, these schemas show how language development is intertwined with our physical experiences and thought processes. This is evident in how we use language to express complex ideas, with phrasal verbs being a prime example. In education, using image schemas to link phrasal verbs to real-world experiences can make these verbs easier to understand and remember for students. Overall, image schemas offer a bridge between the tangible world of physical actions and the abstract world of language, making the meanings of phrasal verbs more accessible and grounded in our everyday interactions.

Suggestion

The current study offers an in-depth theoretical look at how image schemas help us understand English phrasal verbs, considering both linguistic and philosophical viewpoints. For future research, it would be beneficial to conduct practical experiments to support these theories. Researchers should also look into how people learn these verbs over time and how different languages handle them. In classrooms, experiments could test how effectively different teaching methods work, combining ideas from education, linguistics, philosophy, and cognitive science.

REFERENCES

- Ahmed, A. A., & Mohammad, M. J. (2023). A cognitive linguistic study of image schemas in health advertisements. *Nasaq Journal*, 37(5), 1011-1028.
- Arnheim, R. (2020). *Visual thinking*. University of California Press.
- Bergen, B. K. (2012). *Louder than words: The new science of how the mind makes meaning*. Basic Books.
- Bergen, B. K. (2016). *What the F: What swearing reveals about our language, our brains, and ourselves*. Basic Books.
- Boers, F., & Lindstromberg, S. (2008). *Cognitive linguistic approaches to teaching vocabulary and phraseology*. Mouton de Gruyter.
- Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh University Press.

- Gardner, D., & Davies, M. (2013). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327. <https://doi.org/10.1093/applin/amt015>
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.
- Jackendoff, R. (1990). *Semantic structures*. MIT Press.
- Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.
- Langacker, R. W. (1987). *Foundations of cognitive grammar: Theoretical prerequisites* (Volume I). Stanford University Press.
- Martín de la Rosa, V. (2023). Taking back control: The role of image schemas in the Brexit discourse. *Russian Journal of Linguistics*, 27(2), 276-296. <https://doi.org/10.22363/2687-0088-31509>
- Melnychuk, O. (2023). Schemas and cognitive modelling of narrative. *Věda a Perspektivy*, 7(26), 201-210. [https://doi.org/10.52058/2695-1592-2023-7\(26\)-201-210](https://doi.org/10.52058/2695-1592-2023-7(26)-201-210)
- Pinker, S. (1999). *Words and rules: The ingredients of language*. Basic Books.
- Putnam, H. (1975). *Mind, language, and reality*. Cambridge University Press.
- Sasala, J. M., Mudogo, B., & Barasa, D. (2023). Image schemas in metaphors of the COVID-19 pandemic in Lukabarar. *Journal of Linguistics and Language in Education*, 17(1), 57-73. <https://doi.org/10.56279/jlle.v17i1.4>
- Schmitt, N. (2004). *Formulaic sequences: Acquisition, processing and use*. John Benjamins.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Talmy, L. (2000). *Toward a cognitive semantics: Volume II, typology and process in concept structuring*. MIT Press.
- Wittgenstein, L. (1968). *Philosophical investigations*. Basil Blackwell.