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**Revealing EFL Students' Stance vis-à-vis Phrasal Verbs**  
**Case of second Year EFL Students at Ibn Khaldoun University of Tiaret**

A dissertation Submitted in Partial Fulfilment of the Requirements for  
The Master Degree in Linguistics

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## **Dedication**

*With all my love, I dedicate this work to my beloved parents, my brothers and sisters.*

*To my dearest friends, especially those who helped me and believed in me to accomplish this work.*

*To the one and only, to the man who supported me, and gave me strength to finish writing this dissertation "Haythem".*

**Zahra**

## **Dedication**

"In the name of God, the most merciful, the most compassionate"

First and foremost, I thank ALLAH for giving me strength and patience to  
accomplish this work

This dissertation is dedicated to the sweet memory of my dearest father,  
may ALLAH bless his soul and dwell him in the vast paradise

To my mother, my source of happiness and success in life

To my wonderful brothers, my beloved sisters and their children

I am very grateful to my friends, I single out "ZAHRA", I wish her all the  
best

A special thanks to "KARIM"

To all those who helped me, believed in me and pried for my success

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## **Abstract**

This study was designed to examine the attitude of English language students at Ibn Khaldoun University of Tiaret towards phrasal verbs. The research is carried out in the Department of letters and English language at the University of Tiaret. Participants are second year students of English inscribed in the License/Master/Doctorate system (LMD) of the academic year 2019\_2020. A students' test and a questionnaire are designed to collect data to spell out the importance of phrasal verbs, discuss the avoidance of phrasal verbs, the reasons behind this avoidance and the most common difficulties that encounter EFL learners when they deal with this kind of verbs. The findings show that the study subject did avoid dealing with phrasal verbs, and this avoidance is due to some obstacles which they confront, conspicuously: The difficulty of memorizing them because of their astronomical number, in addition to the obstacle of the idiomatic meaning that phrasal verbs carry and their syntactic structure.

**Key Terms:** Phrasal verbs, difficulties, avoidance, EFL learners, confront.

## **List of Abbreviations**

**BMD:** Bachelor Master Doctorate

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**L2:** Second Language

**NP:** Noun Phrase

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## General Introduction

The principal features of grammar have been the center of interest of linguists over time; dealing specifically with the combination of proper verbs and adverbial/prepositional particles that are commonly recognized as "Phrasal Verbs".

The value of these phrasal verbs lies in the manner they can build up our speech, and support speakers to communicate their concerns and opinions in more than one way. For this infer, grammarians and linguists have consistently invited to master, recognize, and utilize them in the everyday conversations and inside classrooms in particular.

Regardless of their value, phrasal verbs, however, are believed to be quite complex in terms of guessing their signification, especially in the case of non-native speakers of English by considering them as a nightmare and their massive headache. This struggle, according to Bolinger (1971) is due to various factors; mainly that they are numerous, their meaning cannot be recognized from their constituents (the verb and the particle) in isolation, and that they may have many connotations.

In the light of these assumptions, we were prompted to explore the attitude of English language students at Ibn Khaldoun University of Tiaret towards phrasal verbs, in addition to indentifying the reasons leading them to escape from using them in their speech.

Therefore, the present study aims to solve the following research questions:

1. Do EFL students in the department of English language at Ibn Khaldoun University of Tiaret avoid dealing with phrasal verbs?
2. What are the major reasons causing this evasion from employing phrasal verbs amongst our students?

As an initial attempt to answer our research questions the following hypotheses were formulated:

1. Yes, the majority of students is more likely to avoid inserting phrasal verbs in their speeches.
2. This avoidance can be due to the obstacles confronting them, mainly their complex structure in both the semantic and the syntactic surface, in addition to the difficulty of commemorating them because of their considerable number.

To confirm or disconfirm our hypotheses, a mix of both quantitative and qualitative research is maintained. This consists of a test conducted on a total of 40 students, in addition to a questionnaire distributed upon a 104 students. These two tools were directed to Second Year Students chosen randomly from the English language section at the level of the faculty of Letters and Foreign Languages at Ibn Khaldoun University of Tiaret, where anonymity has been respected since both instruments were delivered to students in an online form due to the current circumstances in which a confinement compelled universities to close because of the Coronavirus

This work is subdivided into three chapters. The first one is allotted to the literature review of the topic in which a sketch of phrasal verbs is provided. This includes their definitions, and their types, spotting the light on importance of these verbs and the main factors leading to the avoidance of their use. The second chapter is linked to the research methodology, where a description of the research instruments used and of the sample population is provided. Regarding the third chapter, it is devoted to discuss the data analysis and the final findings in addition to a number of recommendations for students and teachers related to learning and teaching phrasal verbs.

**Chapter One**  
**Literature Review about**  
**Phrasal Verbs**



## 1.1. Introduction

The present chapter aims at presenting the literature review of the topic "Revealing EFL students' stance vis-à-vis phrasal verbs"; it sheds light on the main points that may enrich student's knowledge about phrasal verbs, such as, their definition, their syntactic/semantic properties, and their word order. Moreover, this chapter is an attempt to spell out the importance of phrasal verbs, and then discuss the avoidance of phrasal verbs and the most common difficulties that encounter EFL learner when they deal with this kind of verbs.

## 1.2. Definition of Phrasal Verbs

Phrasal verbs have been defined in many different ways in many dictionaries, books and articles, and by many linguists, scholars, and researchers.

According to Courtney (1983) phrasal verb is a two-word combination while the first word is a verb and the other is a particle (preposition / adverb) such as: Go off, turn on and make out. There are some phrasal verbs that consist of three parts such as: Catch up with, look forward to, (p. xi).

McArthur believes that the reason behind calling phrasal verbs like this is that they look like a phrase rather than a word. He points:

**A phrasal verb is formed by combining a simple verb and one of a number of particles. The result is called phrasal because it looks like a phrase rather than a single word. Although it looks like a phrase, it functions as a single word. It is a unit (1975, p. 09).**

Rodriguez-Puente (2012) claims that phrasal verbs are "A lexicalized subtype of multi-word verbs consisting of the combination of a verb and a post-verbal particle which function as a single unit" (p. 71).

Rodriguez-Puente (2012) believes that phrasal verbs are a subtype of multi-words, that is to say, the verb consists of two words that function as one word.

Celce-Murcia & Larsen-Freeman (1999) claim that phrasal verbs are called two-word verbs, for they are made up of two (or more) Elements that function as a single verb. They also refer to the second element as being a particle, for its close association with the verb, and to distinguish it from prepositions and other adverbs. (p. 426).

Wyatt (2006) refers to phrasal verbs as being constructed verbs, in which they consist of two main parts. He points: "A phrasal verb is a verb, formed from two (or sometimes three) parts: a verb and an adverb or preposition" (p. 03).

Celce-Murcia & Larsen-Freeman (1999), Courtney (1983) and Wyatt (2006) Believe that phrasal verbs sometimes consist of three parts a verb and an adverb, and sometimes a preposition, such as:

Look forward to (Courtney 1983, p. xi)

Put up with (Celce-Murcia & Larsen-Freeman 1999, p. 427).

While Quirk & Greenbaum (1973) consider this combination as phrasal-prepositional verbs "some multi-word verbs consists of a verb followed by two particles", for instance: \*He parts up with a lot of teasing (tolerates).

They also add: "Other examples of phrasal-prepositional verbs: Break in on, Cut away on, get away with..." (p. 351).

Along with these definitions, English phrasal verbs are a result of combining two parts of speech (a verb and a preposition or a verb and an adverb) That function as one word which has a complete meaning.

### **I.2.1. Particles**

Heaton quotes: "The particle is really an integral part of the phrasal verb. Separable often in word order, but nevertheless constituting a single unit" (1965, p. 45).

Here Heaton describes the particle as being a necessary part to make a new understandable unit. He also claims that the particle is often separable from the verb in word order; however, it is still a single unit. He also quotes: "Adverbial particles differ

from other adverbs in certain ways. Most are best regarded as helping to form a new verb, for they change, or add to, the meaning of the verb."

Wyatt (2006) claims that adverbs and prepositions are called particles when they are worn in phrasal verbs. He states: "These adverbs and prepositions are often called particles when they are used in phrasal verbs" (p. 03).

Workman (1993) declares that particles have some general meanings when they are combined with certain verbs, he states: "Some particles can have a general meaning when they are combined with a certain group of verbs" (p. 08). According to him the meaning of the particle 'around' is to pay someone a visit in certain cases, for instance:

1. You can call around any time. We will always be pleased to see you.
2. Would you like to come around on Saturday? We will be in all day.
3. Let's ask Ann and Mark around for a meal next week.
4. I will drop around and see him on my way home from work.
5. She isn't here at the moment. She's gone around to see the woman next door.

The particle is known as the part which follows the verb in English phrasal verbs. It is added to the verb to form a collocation which has a complete meaning that differs from the meaning of the verb and the particle alone.

### **I.3. Syntactic Properties of Phrasal Verbs**

In this section phrasal verbs are studied from a syntactic point of view, in which their grammatical features are discussed such as: Syntactic categories of phrasal verbs, word order, and verb adverb/preposition combinations.

#### **I.3.1. Syntactic Categories of Phrasal Verbs**

Like all verbs in English, phrasal verbs are classified into two main categories (Intransitive and transitive phrasal verbs).

##### **I.3.1.1. Intransitive Phrasal Verbs**

Intransitive phrasal verbs are those verbs that do not need an object to complete an understand meaning in the sentence, for instance:

1. He is playing around (Quirk & Greenbaum 1973, p. 347).
2. John Hewitt had been ill for some time, and passed away peacefully on 12 April (Courtney 1983, p. 352).
3. My car broke down. (Celce-Murcia & Larson-Freeman 1999, p. 427)
4. Peter ran down as soon as he saw me waiting. (Heaton 1965, p. 45)

Moreover, Workman (1993) argues that some phrasal verbs are intransitive in the sense that they do not require an object, so they are used on their own in the sentence, he points out:

**Some multi-word verbs are intransitive (i.e. they don't take an object) we can use these multi-word verbs in a sentence on their own or continue the sentence in any way we like in order to add further information: John called around (p. 10).**

### **I.3.1.2. Transitive Phrasal Verbs**

Transitive phrasal verbs are those verbs which require an object to complete an understand meaning in the sentence, for instance:

1. We will set up a new unit (Quirk & Greenbaum 1973, p. 348).
2. Phyllis looked better than she had in long time. The country air obviously agreed with her (Courtney 1983, p. 05).
3. Harold turned on the radio (Celce-Murcia & Larson-Freeman 1999, p. 427).
4. John turned on the hot-water tap (Heaton 1965, p. 45).

There are some phrasal verbs that need both a direct object and an indirect object to complete an understand meaning in the sentence, for instance:

1. They gave **him** (direct object) his **keys** (indirect object) back before leaving the house.
2. He wrote a **letter** (direct object) for **her** (indirect object), telling her how much he missed her.

According to Palmer (1968, p. 185), there are some phrasal verbs that may be either transitive and intransitive, for example:

1. The house blew up.

2. They blew up the house.
3. The chimney pot blew down.
4. The wind blew the chimney pot down.

In this regard, Celce-Murcia & Larsen Freeman (1999) believe that some PhVs may have this dual function too, depending on the role of the agent, for example:

1. An arsonist burned down the hotel. (Transitive)
2. The hotel burned down. (Intransitive) (p. 427).

### **I.3.2. Word Order**

As it has been discussed in the previous sections, the verb and particle in the phrasal verb function as a single unit which has a complete meaning though when the phrasal verb is included in the sentence the particle may be separated from the verb due to the fact that some phrasal verbs are transitive.

Moreover, Workman (1993) declares that phrasal verbs are bounded by the rules of word order in which each verb may have different word order rule. In this regard, he states: "Each multi-word verb has its own rule for word order, Multi-word verbs which have more than one meaning can have several word order rules" (p. 09).

#### **I.3.2.1. The Separability of Phrasal Verbs**

Celce-Murcia & Larson-Freeman 1999, p. 428) indicate that the particle may sometimes be separated from the verb by the direct object, for instance:

1. Mark threw away the ball.
2. Mark threw the ball away.
3. Rachel looked up the information.
4. Rachel looked the information up.

They also add: "Separation is obligatory when the direct object is a pronoun.", for example: \* Mark threw it away.

They quote: "We also posit a smaller category of inseparable phrasal verbs, where the particle cannot be separated from its verb." This means that there are other phrasal verbs in which the particle is a part of the verb, for example:

1. I came (verb) across (particle) an interesting article last night.
2. John ran into an old friend.

Here the separation is not obligatory when the direct object is a pronoun, for example:

1. I came across it last night.
2. John ran into him.

Workman (1993) Believes that the verb and the particle cannot be separated when the phrasal verb is intransitive, while it is possible to separate the verb and the particle as long as the phrasal verb is transitive, for example:

1. John called around to see you.
2. **Not** John called to see you around.
3. He looked the word up in the dictionary (p. 10).

In this respect, Chen (1986) uses the term 'Particle Movement' to refer to the dislocation of the particle since he takes the form of Verb + Particle + Direct Object as the basic form in order to indicate the right dislocation of the particle to the position after the direct object. While Dixon (1982) argues that the dependent form should be Verb + Direct Object + Particle, (as cited in Chen 1986, p. 80).

Besides, Chen (1986, p. 80) puts certain rules with regard to particle movement at the level of sentence grammar, he believes that the particle movement is obligatory when the direct object is a personal pronoun (example 01); however, it is not obligatory if the direct object is individually stressed (example 02), for instance:

1. They call him up.
2. They call up him not his sister (The stress is on the personal pronoun 'him').

Quirk (1972) Indicates that when the direct object is a set of modifiers, the particle movement is possible, (as cited in Chen 1986, p. 80) for example:

\*He gave away all the books he collected when he was in Europe.

### **I.3.3. Verb Adverb and Verb Preposition Combination**

According to Heaton (1965) Adverbial particles function as adverbs that modify the verb which they are associated with; moreover, they do not stand for the relationship

between a noun and a pronoun and another word since they are linked to verbs rather than nouns, for example:

1. Peter ran down as soon as he saw me waiting.
2. Peter ran down the stairs as soon as he saw me waiting (p.45).

The word 'Down' in the first example functions as an adverbial particle since it is linked to the verb 'Ran'. Here Heaton considers the form Verb + Adverbial particles as phrasal verbs.

However, Heaton (1965) Refers to the form Verb + Preposition as being prepositional verbs, he states: "Verbs followed by prepositions and may be classed as prepositional verbs but never as phrasal verbs" (p. 93). He illustrated:

1. You will have to answer for the child's safety. (Be responsible for)
2. I came across an old friend in town today. (Met accidentally)
3. This old hat will do for Aunt Sarah. (Will be suitable for)
4. He immediately set about cooking a meal. (Began)
5. If you don't let me come with you, I will tell on you. (Inform against)

Besides, Heaton (1965, p. 45) classifies adverbial particles according to their function when they are associated with the verb, as follows:

- 1) Many adverbial particles change the meaning of the verb, and cause a subsidiary meaning, for example: Long dresses have gone out this year. (Ceased to be fashionable)
- 2) Some propose a special meaning; however, they do not change the normal meaning of the verb, for instance: He talked down to his pupils. (Talked condescendingly to) Here if the verb possess its meaning, it is possible to deduce the meaning of the whole collocation, for example; Switch on means Connect.
- 3) Other adverbial particles provide a stress, emphasis or a sense of completion, such as: Let me finish this off before I leave; Hurry up or we shall be late.
- 4) Others help in forming collocations which keep a literal meaning, for instance, she got in her car, and drove away without speaking.

- 5) Some adverbial particles function as prepositions although they are linked to the verb not to the direct object. Those adverbial particles conform to word order the same way like other particles, such as: She came down (The stairs) to greet her guests.

In this respect, Celce-Murcia & Larsen Freeman (1999, p. 430) State: "A preposition makes a natural unit with the NP object that follows it, whereas a particle makes a natural unit with the verb that precedes it". Here Celce-Murcia & Larsen Freeman explain the fact that the preposition is linked to the object, while the particle is linked to verb. Indeed, they believe that only particles in separable phrasal verbs allow Passivization, Verb Substitution and Noun Phrase Insertion, for example:

1. The light was turned off, (Passivization).
2. The light was extinguished = the light was turned off, (Verb Substitution).
3. We turned the light off, (The Noun Phrase 'the light' is inserted between the verb 'turned' and the particle 'off').

Quirk & Greenbaum (1973, p. 349) claims that the preposition should precede its complement since it is linked to it; besides, they believe that adverbs are allowed to be inserted between the verb and the preposition, for instance:

\*They called early on the man.

Moreover, Quirk & Greenbaum (1973) argue that some prepositional verbs do not appear in the passive form freely without the existence of certain conditions such as: "The presence of a particular modal" (p. 350).

1. Visitors didn't walk over the lawn.
2. The lawn wasn't walked over. (By visitors)
3. Visitors can't walk over the lawn.
4. The lawn can't be walked over. (By visitors)

### **I.3.3.1. Phrasal-Prepositional Verbs**

According to Quirk & Greenbaum (1973) prepositional phrasal verbs are those verbs which consist of a verb and two particles, for instance:

\*He puts up with a lot of teasing. (Tolerates)



They claim that prepositional phrasal verbs can be transitive and allow pronominal questions too, "We can analyse these as transitive with the following noun phrase as direct object. They allow pronominal questions and under certain conditions can occur in the passive" (p. 351), for example:

1. He can't put up with bad temper.
2. What can't he put up with?
3. Bad temper can't be put up with for long.

Besides, Quirk & Greenbaum (1973) argue that it is not possible to insert an adverb immediately before the object, yet it is possible to do so between the particles, for example:

1. He puts up willingly that secretary of this.
2. We look forward eagerly to your next party.

Nonetheless, the adverb cannot be inserted between particles in relative clauses and questions, for instance:

1. The party we were looking forward to so eagerly.
2. Who(m) does he put up willingly?

As an alternative, it is less commonly to bring the last particle to the beginning of the relative clause and the question, for instance:

1. The party to which we were looking forward so eagerly.
2. With whom does he put up willingly?

Moreover, Quirk & Greenbaum (1973) indicate that some prepositional phrasal verbs are easily to be understood such as: Stay away from (avoid), others hold a figurative meaning like: Stand up for (support), while other prepositional phrasal verbs are hard to be understood, and it is not possible to recognize their meaning like: part up with.

Notwithstanding, Celce-Murcia & Larson-Freeman (1999) consider the form Verb + Particle + Particle as being phrasal verbs, they state: "Also like single-word verbs, adjectives, and nouns, many phrasal verbs take a specific preposition", examples of this type of construction are: Put up with, look in on, look down on, get away with, get down to, get back to, get along with, check up on, check out of. Also, Celce-Murcia

& Larson-Freeman (1999) Claim that these constructions must be learned as a unit, and the only thing that may be added to them is an adverb or an adverbial phrase between the particle and the preposition, for instance:

1. I haven't kept up fully (adverb) with the work.
2. Mort has cut down almost completely (adverbial phrase) on his smoking.

#### **I.4. Semantic Properties of Phrasal Verbs**

In this section, phrasal verbs are studied from a semantic point of view. According to many linguists and scholars, there are different types of phrasal verbs since the meaning of the collocation (Verb + Particle) is different from that of its constituent parts. Some verbs are easy to be understood, while others hold a complex meaning.

Laufer & Eliasson (1993) List three main types of phrasal verbs from a semantic point of view: (transparent, semitransparent and figurative). They state:

**Some of the phrasal verbs in our study are semantically transparent in the sense that the meaning of the whole verb-particle combination can be unequivocally derived from the meaning of its constituent parts. Others are semitransparent in the contexts given. Still others are figurative or semantically opaque, that is they have lexicalized meaning. (p. 38)**

These semantic types of phrasal verbs are classified in the table below:

Types	Transparent	Semi-transparent	Figurative / opaque
Examples	Come down, go away, put in	Clear up (solve) Eat up ( finish) Shut off ( stop)	Back up (support) Show off (boast) Turn up ( arrive)

**Table 1.1 Laufer & Eliasson's Semantic Types of Phrasal Verbs.**

Moreover, Celce-Murcia & Larson-Freeman (1999, p. 432) discriminate three semantic categories of phrasal verbs as follows:

### 1.4.1. Literal Phrasal Verbs

These verbs are not difficult to be understood, for they are a construction of a verb and a directional particle that holds its prepositional meaning such as:

Sit down, stand up, hand out, take down, carry out, throw away, climb up, fall down, and pass through.

### 1.4.2. Aspectual Phrasal Verbs

In this category the meaning of the verb is not literal nor idiomatic in which the particle provides a consistent aspectual meaning. This type of phrasal verbs is subdivided into a group of semantic classes according to the semantic contribution of the particle.

Classes	Inceptive	Continuative	Iterative	Completive
Particle contribution	To signal a beginning state.	To show the continuation of the action.	To show repetition by using 'over' with activity verbs.	To show that the action is complete.
Examples	John took off. Others: set out, start up.	Her speech ran on and on. They danced the night away. They goofed around all afternoon. She read through her lines in the play for the audition.	He did it over and over again until he got it right. Others: Write over, think over, and type over.	He drank the milk up. He closed the suitcase up. He found out why they were missing.

**Table 1.2 Classes of Aspectual Phrasal Verbs According to the Particle Contribution.**

### 1.4.3. Idiomatic Phrasal Verbs

The majority of phrasal verbs are idiomatic in the sense that it is difficult, if not possible to recognize the meaning of the verb; however, the situation is not hopeless.

\*John ran up the bill.

- In the previous example, it is possible to use logic to assume that the amount of money is going to increase since the direction is up.

Besides, Rodriguez-Puente (2012) detects five semantic categories of PhVs, she indicates: "In general terms, five different semantic categories of phrasal verbs can be established: literal, aktionsart/aspectual, reiterative, figurative, and non-compositional" (p. 72).

### 1.4.4. Literal Phrasal Verbs

The meaning of these category verbs can be assumed from the meaning of each part in isolation. Besides these verbs are considered as the most basic semantic subtype of phrasal verbs, for instance:

1. I just got in by learning through the top window and opening the bottom window. (British National Corpus)
2. I went away and left him. (British National Corpus)
3. And he said, today he phoned me just as I was going out and I didn't really sort of stop and talk to him very long. (British National Corpus)

### 1.4.5. Aktionsart/aspectual Phrasal Verbs

This category includes combinations in which they consist of a verb and a particle that demonstrate whether the meaning is aktionsart or aspectual, that is to say the meaning is indicated based on the particle contribution, for example:

1. The car just broke up in half. (British National Corpus)
2. The humming and buzzing sounds of summery woods faded away into a dreadful silence. (British National Corpus)
3. He would just have to play along for a while and wait for an opportunity. (British National Corpus)

### 1.4.6. Reiterative Phrasal Verbs

Here the meaning of the verb is repeated in the sense that the particle repeats a part of the semantics of the verb. Besides, reiterative phrasal verbs holds a literal meaning as well, which means that they can be easily understandable, for example:

1. They were rising up.
2. Then I lifted my eyes up and looked hither and yonder.
3. And in the early morning the bright sun rose right in the east of the firmament.

### 1.4.7. Figurative Phrasal verbs

They are called metaphorical phrasal verbs in which the meaning of the collocation is transparent, but it is in way or another removed from the literal connotation, for instance, in one hand, a food or a cigarette may be literally thrown away, and on the other hand a fortune or chances are metaphorically thrown away.

1. The food these suburban Texans threw away would have been enough to feed the whole of Latin America. (British National Corpus)
2. He threw away his cigarette and buried his head in his arms. (British National Corpus)
3. I threw away a fortune on her. (British National Corpus)
4. While United threw away a hatful of chances Luton had two shots on target in the first half. (British National Corpus)

### 1.4.8. Non-compositional Phrasal Verbs

The meaning of these phrasal verbs cannot be predicted from their elements in isolation, for example: put down (humiliate), pass away (die), and give up (abandon).

1. Don't let yourself be put down like this. (British National Corpus)
2. Aunt Louise died early one morning having as people say, passed away in her sleep. (British National Corpus)
3. I used to ask myself that one but I gave up trying to find an answer long ago. (British National Corpus)

Further, Chen (1986) believes that the semantic categories of phrasal verbs vary from the most literal to the most idiomatic; besides, he also claims that particles of location maintain their original meaning. He states:

**The semantic types of the phrasal verbs vary from the most literal to the most idiomatic. The bondage of the particle and the verb increases as we proceed from the literal to the idiomatic type. Generally speaking, the particle which preserves more of its original semantical implication, usually that of location, (p.82).**

### **I.5. Polysemous Phrasal Verbs**

Celce-Murcia & Larson-Freeman (1999, p.434) believe that phrasal verbs illustrate the point of polysemy, like other verbs in English. In other terms, there are some constructions that have more than one meaning, such as check out.

1. After checking out several colleges, Karen decided on Iowa State University = to get more information about something. (Courtney 1983, p.72)
2. You should check out all the facts before you make a decision = investigate (Courtney 1983, p.72)
3. Let's check out the castle before we go back to the hotel = look at something because it is interesting or attractive. (Courtney 1983, p.72)
4. What time do we have to check out? = To return the room keys and pay your bill at a hotel so that you can leave. (Courtney 1983, p.72)
5. The library allows you to check out six books at a time = to borrow or rent something such as books from a library. (Courtney 1983, p.72)
6. My grandmother just checked out one day without any warning = informal to die. (Courtney 1983, p.72)
7. I can check you out on cash register 5 = to add up prices of a customer's products in a store and take payment for them. (Courtney 1983, p.72)
8. It's going to take forever to check out! This line has 10 people in it = The same as the previous example. (Courtney 1983, p.72)

Other phrasal verbs that have more than one meaning, illustrated from Longman Dictionary (Courtney 1983) are presented in the table below.

Verbs	Explanations	Examples
Clean up	<ul style="list-style-type: none"> <li>a) To put things back where they are usually kept, and make a place clean.</li> <li>b) To solve a problem.</li> <li>c) To find an explanation for something that is strange and hard to understand.</li> </ul>	<ul style="list-style-type: none"> <li>a) Let's clear up as quickly as possible, and then watch the film on TV.</li> <li>b) Why don't you phone him, and clear up the confusion?</li> <li>c) Officials have been unable to clear up the mystery of how the ship caught fire.</li> </ul>
Dig into	<ul style="list-style-type: none"> <li>a) To put your hand in your pocket in order to find something.</li> <li>b) To use part of a supply of something, especially money, that you had intended to keep.</li> <li>c) To try to find information about something.</li> </ul>	<ul style="list-style-type: none"> <li>a) Mrs. Bennet dug into her purse and handed the girl a coins.</li> <li>b) We've had to dig into our saving to pay off the debt.</li> <li>c) As the detectives dug deeper into the secret life of Thomas Courtney, they discovered some surprising facts.</li> </ul>
Give out	<ul style="list-style-type: none"> <li>a) To tell people information.</li> <li>b) Something to stop working.</li> <li>c) To produce something such as: smell, heat, sound, and light...</li> </ul>	<ul style="list-style-type: none"> <li>a) You shouldn't give out your credit card details over the Internet.</li> <li>b) I think the batteries have given out.</li> <li>c) As she bent down, her knee gave out a cracking sound.</li> </ul>
Go on	<ul style="list-style-type: none"> <li>a) To continue doing something without stopping.</li> <li>b) Something strange happens.</li> <li>c) To continue talking after being interrupted.</li> <li>d) Spoken: Encourage someone to do something.</li> </ul>	<ul style="list-style-type: none"> <li>a) It could go on raining like this all day.</li> <li>b) It was obvious that something very suspicious was going on.</li> <li>c) Sorry to interrupt you, please go on.</li> <li>d) Go on, have another drink!</li> </ul>
Hold on	<ul style="list-style-type: none"> <li>a) To tell someone to wait.</li> </ul>	<ul style="list-style-type: none"> <li>a) Hold on a moment, she's just</li> </ul>

	<ul style="list-style-type: none"> <li>b) To defeat a strong team or a player.</li> <li>c) When someone who is sick succeeds in staying alive.</li> </ul>	<ul style="list-style-type: none"> <li>coming.</li> <li>b) Despite a difficult first period New York Islanders held on for 4-3 wins over the Toronto tigers.</li> <li>c) Ed looked dreadful lying in that hospital bed, you could see, he was just barely to holding on.</li> </ul>
Put down	<ul style="list-style-type: none"> <li>a) To stop holding Something.</li> <li>b) To criticize someone in an unkind way that makes them seem stupid or unimportant in the presence of others.</li> <li>c) To kill an animal without causing any pain because it is old or ill.</li> <li>d) To write an idea or something that needs to be done on a paper.</li> <li>e) To pay part of the total cost or value of something when you arrange to buy it or rent it.</li> </ul>	<ul style="list-style-type: none"> <li>a) What are you doing with that knife? Put it down!</li> <li>b) Her ex-husband was always putting her down in front of her friends.</li> <li>c) Our cat got cancer, and we had to have him put down.</li> <li>d) "Have you got the phone fixed yet"? "No, I'll put it down on my list of things to do.</li> <li>e) They put down a £ 10,000 deposit on the house when they bought it.</li> </ul>

**Table 1.3 Other Polysemous Phrasal Verbs.**

## I.6. Productivity of Phrasal Verbs

Celce-Murcia & Larson-Freeman (1999) represent phrasal verbs as being a highly productive lexical category in English. Beside, Bolinger (1971) refers to phrasal verbs as being an outburst of lexical creativeness that exceeds anything in the English language, (as cited in Celce-Murcia & Larson-Freeman1999).

Celce-Murcia & Larson-Freeman (1999) explain the productivity of phrasal verbs, in which they believe that the combination of the verb and the particle will lead to expecting the meaning. That is to say, the new meaning of the combination is completely different from that of the verb and the particle when they are in isolation. They quote: "Knowing the meaning of run and the meaning of out doesn't much of a



clue to the meaning of their combination in phrasal verb when to run out means to exhaust" (p. 481).

In this matter, Quirk & Greenbaum (1973) explain the point in which the verb and the particle construction create a different meaning, so that the meaning of the collocation cannot be recognized from the meaning of its constituents (the verb and the particle) in isolation. They state:

**Phrasal verbs vary in the extent to which the combination preserves the individual meaning of verb and particle. In instances like give in 'surrender', catch on 'understand', and turn up 'appear', it is clear that the meaning of the combination cannot be predicted from the meanings of the verb and particle in isolation. (p. 348)**

### **I.7. Register of Phrasal Verbs**

Halliday (1994) develops a model of register in which he distinguishes three basic variables based on his work about context of situation field, tenor, and mode. (As cited in Celce-Murcia & Larson-Freeman 1999, p. 24)

1. **Field:** It refers to the subject matter. In other terms, the variety of language that is being used and what is being said.
2. **Tenor:** The social distance between interlocutors, in which tenor influences the subject matter.
3. **Mode:** It refers to the channel of communication whether it is written or spoken, face to face communication or distant.

According to Celce-Murcia & Larson-Freeman (1999) the concept of register is relevant in phrasal verbs, where certain phrasal verbs are used in a specific field, for instance:

- I need to check out by 01 P.M.

The phrasal verb check out in the previous example means to pay a hotel bill in order to leave the hotel, that is to say that it is not possible to find a concise alternative to be used in this situation which will make it difficult to describe this action using any

other verb. However, it is possible to describe the situation by using a whole expression, for example: "upon leaving the hotel, I have to go to the front desk, give the clerk my keys, and pay my bill."

In this regard, Kennedy (1967) demonstrates that there are some phrasal verbs which are used in particular situations such as: call up, connect up, kick off, lay by, and make up. He states:

**Others are more or less thoroly justified by the technical or specialized to which they are generally put. So we call up by the telephone, connect up with the assistance of plumber or electrician, kick off at the beginning of a game, lay by corn at the last plowing, make up for the stage. (p. 10)**

Moreover, Kennedy indicates that it is obscure and varying to determine whether phrasal verbs may be used in the formal speech, or it is preferably to be used in formal speeches only, he quotes: "Correct use is such an intangible and varying thing that is practically impossible to determine the social status of each combination and usage". He illustrates:

**Some as, for example, ask for, bow down, cry out, go on, make off, point out, would unquestionably be accepted by all, though in some cases very careful speakers might prefer to employ single words of more highly specialized meaning, such as request, bow or kneel, exclaim, continue, depart, demonstrate. (p. 10)**

Further, Cornell (1985) demonstrates that phrasal verbs usually occur in the spoken form of the language rather than the written form. However, he claims that due to some important exceptions phrasal verbs become accepted in more formal contexts. (p. 269)

### **I.8. Importance of phrasal verbs**

Phrasal verbs are considered as an essential component in curricula for English as a foreign language. Their use enriches and improves students' vocabulary repertoire

which helps in achieving a successful communication with native speakers since they occur in the spoken form rather than the written one. They also have been presented in modern dictionaries on their own, which means that instead of listing the phrasal verb **to put up** under the verb **to put**, it has been given a separate entry in great details (Cornell 1985, p. 269).

The importance of phrasal verbs is much presented in quantitative terms rather than qualitative, Cornell claims that: "The importance of phrasal verbs often expressed in quantitative terms, there are at least seven hundred of them in ordinary; everyday use in English" (Cornell 1985, p. 270).

Also, Cornell (1985) demonstrates that students have to learn, understand and use phrasal verbs in the classroom and in their daily talks as well. Hence, it is important to color the speech style by using phrasal verbs in order to be able to express the ideas and thoughts in a smooth and natural way.

### **I.9. The Concept of Avoidance**

Avoidance is one of the common strategies employed by second language learners in the production of the target language when they have inadequate and incomplete knowledge about grammatical rules and lexical items. Thereby, Laufer & Eliasson (1993) indicate that L2 learners tend to avoid dealing with expressions that seem difficult for them in order not to commit errors, so they resort to use simple expression or words. They state:

**What is avoided is typically a target language word or structure that is perceived as difficult by the learners. What is used instead is an expression that they find in some sense simpler and that conveys more or less the same content as the expression initially envisaged. Whenever this kind of avoidance takes place, learners communicate by those linguistic means that make them feel safe from errors. (p. 36)**

Moreover, there are distinct potential factors that push L2 learners to avoid certain structures. Many researchers announce that there are number of

factors which may affect avoidance, including the differences between the first language and the second language (Dagut & Laufer 1985; Hulstijn & Marchena 1989), the second language proficiency (Liao & Fukuya 2004), the learner's age (Vazquez 2005) and task type (Laufer & Eliasson 1993) (as cited in Becker 2014, p. 03).

### **I.9.1. Avoidance of Phrasal Verbs in English**

Regardless of the importance of phrasal verbs, they are considered very difficult to understand and to use by non-native students and speakers of English, hence, tend to be avoided by them. Bolinger (1971) argues that phrasal verbs are placed in the "neglected zone" because of their semantic complexity (as cited in Gandorah 2015, p. 36). Furthermore, there are many causes behind avoiding the use of phrasal verbs:

1. **Phrasal verbs are numerous and have no consistent pattern:** They can be formed with two or three words, with prepositions or adverbs, be transitive and intransitive, separable and non-separable. Learners often have to mainly memorize phrasal verbs one-by-one.
2. **It is often hard to guess the meaning of the phrasal verb based on its components:** In many cases the meaning of the phrasal verb cannot be deduced from its elements, i.e., it is being used idiomatically. For example: one may find it easy to understand the meaning of the sentence "*he put off his hat*" while it seems difficult to have a clear idea of the meaning of the sentences "*the plane took off*" (the plane rose into the air).
3. **Many phrasal verbs are polysemous ; i.e., they have more than one meaning:**The fact that many phrasal verbs have more than one meaning used in different contexts complicates understanding and using these forms for EFL learners. For example, the phrasal verb "*put down*" also holds different meanings as in:
  - He finished reading the book and put it down on the table. (Literal meaning)
  - He is always putting me down. (Criticize/humiliate)
  - The police quickly put down the fights. (Stop/crush)
  - I had to have my dog put down. (Kill)

- 4. The lack of phrasal verbs structure in the native mother tongue language:** this makes teaching and learning these aspects more difficult for teachers and students, the fact that leads them to avoid using and producing these multi-word expressions in their language communication.

### **1.10. Conclusion**

All in all, this chapter was totally concerned with the literature review of the present work. Since the research topic is about the stance of EFL students toward phrasal verbs, more light is cast on the main elements that are related to the main subject of the topic which is "phrasal verbs" starting with providing an array of definitions to phrasal verbs, in addition to their syntactic and semantic properties in which they are classified into recognizable types.

Additionally, this chapter was an endeavor to discuss the importance of these verbs as well as their register in conjunction with the major factors that cause their avoidance by EFL students.

**Chapter Two**  
**Methodology and Research Instruments**

## **2.1. Introduction**

After surveying the literature review of the study, now more light is shed on the theoretical part which is Research Methodology. This chapter explains the main data collection methods that were used to accomplish this research paper which is about EFL students' attitude vis-à-vis phrasal verbs, and the major difficulties they encounter when they deal with phrasal verbs.

The present chapter also aims to define the target population that has been opted for the research study, in addition to explaining the procedures of data collection.

## **2.2. Methodology**

The present study aims at answering and testing the previous research questions and hypotheses, as well as defining the research design that involves both qualitative and quantitative research.

### **2.2.1. Research Design**

Creswell (2009) describes the research design as being a plan based on the nature of the research topic in which it involves specific strategies and data collection method (p. 03).

Along with Creswell's definition, the suitable research design that goes with the present research topic is a mixed research design that involves both qualitative and quantitative study. In this matter, the researchers used two data collection methods; a test and a questionnaire that were administrated to the target population which consists of second year BMD students, and chosen randomly from the English Language Department at the level of Faculty of Letters and Foreign Languages at Ibn Khaldoun University of Tiaret.

#### **2.2.1.1 Types of Research**

In order to accomplish this work the two types of data were adopted: qualitative and quantitative. In this regard, these two types of research are explained in more details in the next subtitles:

### 2.2.1.1. Qualitative Research

Kumar (2011) indicates that a qualitative research is a description of a situation, a phenomenon, a problem, or an event where the data are collected through qualitative measurements scales without counting. Thus, he states:

**A study is classified as qualitative if the purpose of the study is primarily to describe a situation, phenomenon, problem, or an event; if the information is gathered through variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done to establish the variation in the situation, phenomenon, or problem without quantifying it (chp, 08).**

Furthermore, he (Kumar 2011) also believes that the description of an observed situation, the historical background of an event, different people's attitude toward different issues, and the description of living conditions are examples of qualitative research (ch, 08).

Along with Kumar's definition, the present work is conducted to detect the stance of EFL students toward phrasal verbs; it is also an attempt for these students to talk about their attitude and the problems they encounter when they deal with this kind of verbs.

### 2.3.1.2. Quantitative Research

Sajjad Kabir (2016) claims that quantitative research is a statistical data in nature in which the analysis of the data collection methods can be done mathematically. In this respect, he indicates that researchers use different analytical scales, such as: nominal scales, ordinal scales, interval scales, and ratio scales (203; ch, 09).

He also believes that quantitative approaches are inexpensive and standardized in a way that comparisons can be conveniently made, and the size of the effect can consistently be computed.



The present study is quantitative due to the fact that it investigates whether EFL students avoid dealing with phrasal verbs, and to answer this question the researchers designed a test and a questionnaire that include questions in which they involve a quantitative data.

### **2.3.2. Research Instruments**

In order to answer the previous research questions, the researchers have designed two research tools which are a test and a questionnaire which were handed to second year EFL students at the Department of English at Ibn Khaldoun University of Tiaret. These research instruments are portrayed in more details in the following sub-titles.

#### **2.3.2.1 Students' Test**

A T-test was first called **Student' Test** then it has been shortened to be **T-test**, as mentioned in professor Siegle's online course "Educational Research Basics" on uconn.edu.

According to Minnesota University' website on their online course "Types of Statistical Tests", the T-test is defined as being one type of inferential statistics used by researchers in order to compose interpretations about certain data.

Besides, there is a far reaching dimension of statistical T-tests, yet the decision of which type to be used is based on the research design, the distribution of data, and the variables.

##### **2.3.2.1.1. Types of Comparison of Means T Tests**

As mentioned in Minnesota University's online course "Data Analysis", comparison of means t-tests are those tests that anticipate the difference between the variables, they are divided into three main types which are mentioned in the table below:

Type	Use
Paired T-test	This type is set to make the difference between two different variables, yet the same target population.
Independent T-test	This type is set to compose the difference between the same variable from different target populations.
ANOVA	Tests for the difference between group means after any other variance in the outcome variable are accounted for.

**Table 2.1. Types of Comparison of Means T-test.**

### 2.3.2.1.2. Description of the Students' Test

As it has been mentioned previously, the research work is about EFL students' attitude toward phrasal verbs. On the grounds, the students' test is set to generate the difference between two distinct variables (two attitudes) of the same target population (second year EFL students from at Ibn Khaldoun University of Tiaret).

The students' test incorporates three tasks. Hence, the first task includes 08 multiple choice questions (08 sentences) in which students were asked to choose the suitable verb for each sentence in order to detect whether the participants opt to deal with the one word verbs or phrasal verbs.

In this respect, the verbs that were given to the participants are presented in the following table in which every phrasal verb has his one word verb that shares nearly the same meaning with it.

Phrasal Verbs	One Word Verbs
Eat up	Finish
Clear up	Solve
Part up with	Tolerate
Pick up	Catch
Work out	Count
Agree with	Suit
Look up to	Respect
Call of	Cancel

**Table 2.2. Task One Verbs**

Moreover, the second task was designed to be consisting of 08 multiple choice questions (sentences) in which the participants were asked to choose the suitable verb for each sentence.

Besides, these verbs are distinct semantically from the most literal to the most non-literal in which the main goal behind designing this task is to explore whether the study subject recognize the meaning of phrasal verbs or not, and if yes which semantic type they consider it easy to understand.

On this account, task two verbs are presented in the following table in a detailed way:

Phrasal Verbs	Semantic Type of the Phrasal Verb
Put down	Non-compositional Figurative
Turn up	Figurative
Sit down	Literal
Check out	Polysemous
Give out	Idiomatic
Put in	Literal

**Table 2.3. Task Tow Verbs**

Concerning the third task, it was devoted for the syntactic features of phrasal verbs in which the participants have been given a sentence to be reordered.

This sentence deals with the issue of word order that is to say the main purpose behind this task is to determine whether EFL learners encounter difficulties in detecting the movement of the particle or not.

### 2.3.2.2. Student's Questionnaire

According to Sajjad Kabir (2016) the questionnaire is a research tool consisting of an array of questions which are designed for the sake of collecting information from distinct respondents (203; ch, 09).

In this matter, Sajjad Kabir argues that questionnaires are not always designed to gather statistical data only, but also they may provide qualitative data too (203; ch, 09).

Furthermore, Kumar (2011, ch, 09) believes that the questionnaire's questions should be clear and easy to understand and their sequence is easy to follow; as for the layout of the questionnaire, it is important to be accessible and satisfying.

Besides, he claims that the questionnaire ought to be designed in an interactive form; hence, the respondents may feel like if there is someone is talking to them.

### 2.3.2.2.1. Ways of Administrating a Questionnaire

According to Kumar (2011) there are three major ways of administrating a questionnaire presented in the following table.

Way	Explanation
Mailed questionnaire	The questionnaire is sent to prospective respondents via mail/e-mails. However the low response rate is considered as a problem encountered by researchers.
Collective questionnaire	The questionnaire is administrated to a captive audience, for instance, students in the classroom, people attending a function, participants in a programme or people assembled in one place. This way ensures a high response rate.
Administration questionnaire	The questionnaire is administrated in a public places, for example, shopping center, hospitals, institutions... this depends on the research population the researchers are looking for.

**Table 2.4. Ways of Administrating a Questionnaire.**

### 2.3.2.2.2. Description of the Questionnaire

The students' questionnaire consists of 14 items which are classified into three sections. The first section is about students' information; the second section is in connection with students' perspective toward the importance of using phrasal verbs, and the third section covers the difficulties and avoidance of using phrasal verbs.

Concerning the type of questions, three formats were chosen for the questions; a multiple choice questions, open-ended questions, and closed-ended questions. In this matter, the questions are represented in more details in the table below:

Question	Answers	Type of question
01	Gender.	Multiple choice question
02	Age.	Multiple choice question
03	Students' choice of learning English as a specialty.	Multiple choice question
04	Students' familiarity with the term "phrasal verbs".	Closed-ended question
05	Students overall knowledge of phrasal verbs.	Multiple choice question
06	The register of phrasal verbs.	Multiple choice question
07	Students' frequency of using phrasal verbs.	Closed-ended question
08	Students' interest in learning phrasal verbs.	Multiple choice question
09	Importance of phrasal verbs.	Multiple choice question
10	The use of phrasal verbs	Multiple choice question

	as a technique.	question
11	Difficulties in recognizing the meaning of phrasal verbs. (quantitative data)	Open-ended question
12	Difficulties in recognizing the meaning of phrasal verbs. (qualitative data)	Closed-ended question
13	Avoidance of phrasal verbs.	Open-ended question
14	Reasons behind the avoidance of phrasal verbs.	Multiple choice question

**Table 2.5. The Questionnaire's Questions**

### 2.3.3. Target Population

According to Majid (2018) in his article "Research Fundamentals: Study Design, Population, and Sample Size", the population of interest is the work's target population that has been opted to be treated or studied in order to collect data about a particular issue.

Besides, Vinsze & Szilvia (2013) believe that a target population is a compilation of people, animals, plants or anything that can be a subject of investigation, they quote:

**A population is any entire collection of people, animals, plants or things from which we may collect data. It is the entire group we are interested in, which we wish to describe or draw conclusions about. In order to make any generalizations about a population a sample, that is meant to be representative of the population, is often studied, (p. 31).**

The target population that was chosen to accomplish this study is second year BMD students from the department of English Language at Ibn Khaldoun University of Tiaret during the academic year 2019/2020 in which the total number of second year students is 320.

The major aim of this study is to reveal EFL students stance toward phrasal verbs. Hence, second year BMD students from the department of English Language at the level of the faculty of letters and foreign languages at Ibn Khaldoun University of Tiaret were opted to be the subject of this work, for they are EFL learners as required, plus they have dealt with phrasal verbs in the module of grammar.

### **2.3.3.1. The Sampling**

Vinsze & Szilvia (2013) define the sampling as being a selection of some part of a collection or totality in which a judgment or inference about this assemblage is made (p. 31). Hence, the sampling is part of the target population.

Since it was difficult to reach all the students due to the present conditions in which all studies have been postponed because of the CORONAVIRUS only 104 students collaborated in this work. Thus the sample of this study consists of 30 males and 74 females which were chosen randomly online.

Furthermore, there are distinct sampling techniques researchers may use to choose their sampling. Thus, the sampling technique that was chosen for this research is the probability sampling or random sampling technique. In this regard, Zikmund (2002) believes that in the probability sampling all the items of the target population has an equal opportunity to be part of the research work, he quotes: "Probability sampling means that every item in the population has an equal chance of being included in sample", (As cited in Taherdoost, 2016, p. 20).

### **2.3.4. Procedures of Data Collection**

The data of this work were supposed to be collected at the level of the department of English Language at Ibn Khaldoun University of Tiaret; however, the research instruments were posted online due to the sub-mentioned circumstances. Besides, the administrations of the data collection methods are explained in details in the following subtitles.

### **2.3.4.1. Administration of the Questionnaire**

In order to gather data for the sake of answering the preceding research questions, the questionnaire was administrated to students at the department of English at Ibn Khaldoun University of Tiaret online on June 24<sup>th</sup>, 2020. Due to the confinement that compelled universities to close tentatively because of the Coronavirus, it was hard to directly convey the questionnaire to students at the level of the University.

### **2.3.4.2. Administration of the Test**

As it has been mentioned previously, due to the present hard conditions the researchers posted the test online on July 01<sup>st</sup>, 2020 instead of distributing it in the classroom at the level of the department of English at Ibn Khaldoun University of Tiaret.

## **2.4. Conclusion**

This chapter was devoted to discuss the theoretical part of the present study in which it delineated the research methodology used to accomplish this work which is entitled "revealing EFL students' stance vis-à-vis phrasal verbs. Hence, this chapter provided information about the major steps that were followed in conducting the study where two different data collection methods were designed a questionnaire and students test directed to second year BMD students from the English language section at the level of the faculty of letters and foreign languages at Ibn Khaldoun University of Tiaret.



## **Chapter Three**

# **Data Analysis, Interpretations, and Findings**

### 3.1. Introduction

After surveying the theoretical framework of the study, the focus now is turned towards the practical one. This current chapter deals with the analysis and the interpretation of the collected data. First, it will start with analyzing and interpreting the main results of students' questionnaire then it will move to the test analysis.

### 3.2. Data Analysis and Interpretation

At this stage, data gathered pass through two processes: first analysis and then interpretation.

#### 3.2.1. Analysis of Students' Questionnaire Results:

Students' questionnaire in this current chapter is divided into 03 sections as follows:

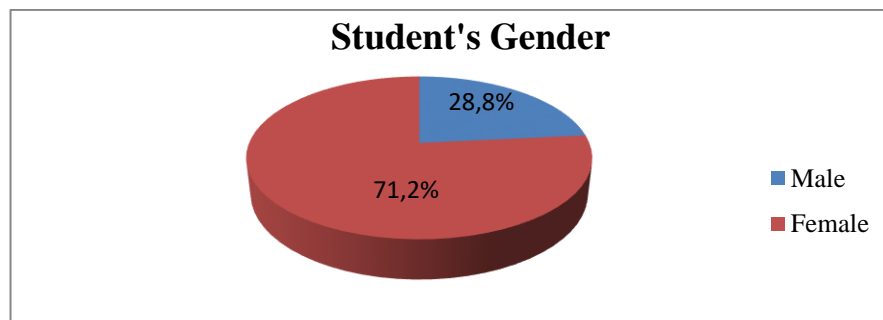
##### Section I: Background Information

In this section, students are asked to determine their gender and age. Students are also questioned about whether learning English is a personal choice or someone else's choice.

##### Question One: Gender

Gender	frequency	Percentage
Male	30	28.8%
Female	74	71.2%
Total	104	100%

**Table 3.1. Scores Representing Student's Gender**



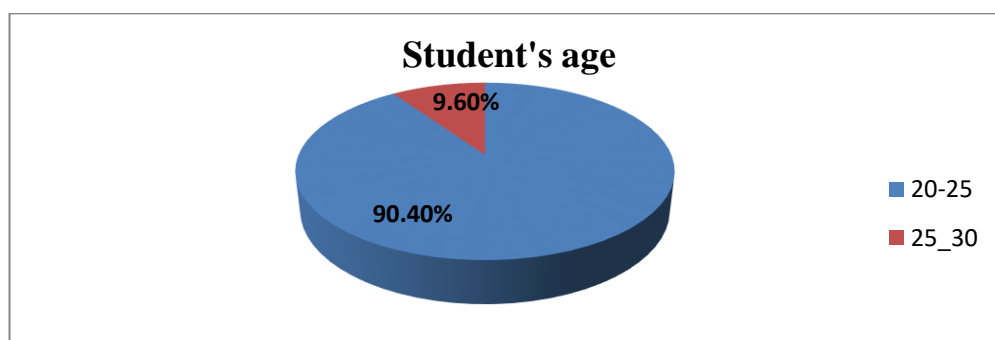
**Figure 3.1: Scores illustrating Student's Gender**

As shown in table and figure 3.1 above, most of the students are females, representing 71, 2% of the sample, the remaining 28, 8% are males. This might demonstrate the fact that the numbers of females who are interested in learning languages outnumber males.

#### Question Two: Age

Age	Frequency	Percentage
20-25	94	90.4%
25-30	10	9.6%
<b>Total</b>	104	100%

**Table 3.2: Scores Illustrating Students' Age.**



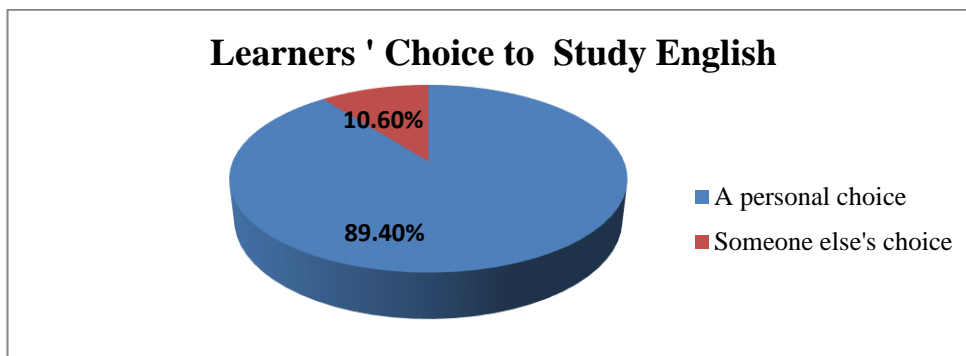
**Figure 3.2: Scores Illustrating Students' Age.**

Based on the results obtained, it is noticed that most of Second Year Students are aged between 20 and 25 representing 90.4% and only 9.6% (ten students) are aged between 25 and 30.

**Question Three: Was learning English language as a specialty?**

Option	Frequency	Percentage
A personal choice	93	89.4%
Someone else’s choice	11	10.6%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Table 3.3: Learners’ Choice to Study English**



**Figure 3.3: learners’ Choice to Study English**

The table and figure3.3 show that 89.4% of respondents choose to study English language. Only small number of them 10.6% report that studying English is not their personal choice.

Accordingly, the majority of students are supposed to be motivated towards learning the different aspects of the English language including phrasal verbs.

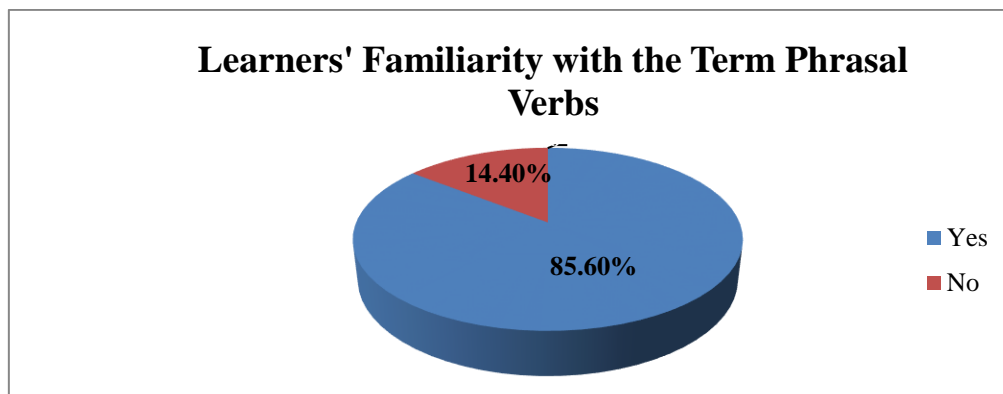
**Section II: Students’ Attitudes towards the Importance of Using Phrasal Verbs.**

This section is directed to understand learners’ attitudes towards the importance of using phrasal verbs. It is composed of five questions.

**Question1: Are you familiar with the Term “Phrasal Verbs”?**

Option	Frequency	Percentage
Yes	89	85,6%
No	15	14,4%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Table 3.4: Learners’ Familiarity with the Term “Phrasal Verbs”**



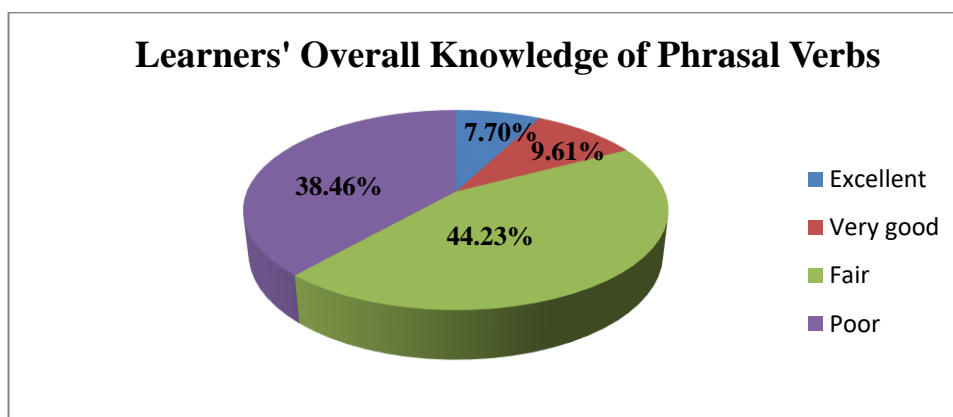
**Figure 3.4: Learners' Familiarity with the Term "Phrasal Verbs"**

According to the data shown in table and figure 3.4 above, it is indicated that the majority of learners who answer "Yes" representing 85, 60%, is familiar with phrasal verbs. Whereas, those who respond with "No" 14, 40% argue that they don't know this notion.

**Question2: How do you rate your Overall Knowledge of Phrasal Verbs?**

Option	Number	Percentage
Excellent	8	7,7%
Very good	10	9,61%
Fair	46	44.23%
Poor	40	38.46%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Table 3.5: Learners' Overall Knowledge of Phrasal Verbs.**



**Figure 3.5: Learners' Overall Knowledge of Phrasal Verbs**

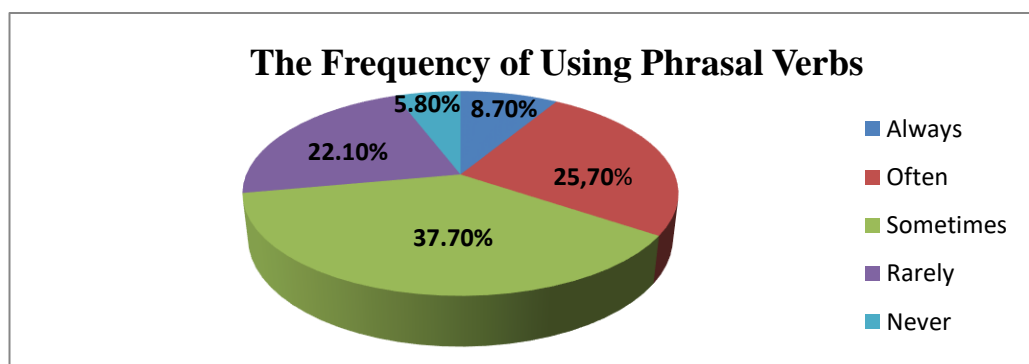
The aim behind this question is to see if learners have background information about phrasal verbs. Thus, students are asked to choose the right adjective that describes their overall knowledge of phrasal verbs.

Table indicates that 44. 23% of students consider their knowledge of phrasal verbs as fair. 9. 61% of participants claim that it is very good whereas 38.46% of them rate their overall knowledge of phrasal verbs as poor. However, a small percentage of participants 7,7% report that they are excellent. This implies that though learners are familiar with the term phrasal verbs, they don't have enough information on how to use or understand them.

**Question3: How often do you use phrasal verbs?**

Option	Number	Percentage
Always	09	8,7%
Often	31	25,7%
Sometimes	35	37,7%
Rarely	23	22,1%
Never	06	5,8%
Total	104	100%

**Table3.6: The Frequency of Using Phrasal Verbs.**



**Figure 3.6: The Frequency of Using Phrasal Verbs.**

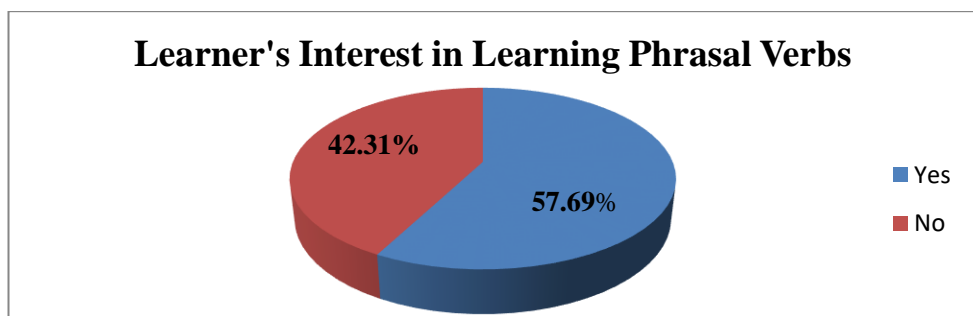
Table 3.6 displays the results about the frequency of using phrasal verbs by second year learners. 37,7% of them sometimes use these items. About

25,7% of respondents often use phrasal verbs and 22,1% who rarely use them, whereas, only 8,7% of subjects tend to always use phrasal verbs. While 5,8% showed that they never use phrasal verbs. These results imply that phrasal verbs seem to be a challenging task for students to learn and master and that affect on their frequency of using these items.

**Question4: A- Are you interested in learning phrasal verbs?**

Option	Frequency	Percentage
Yes	60	57,69%
No	44	42.31%
Total	104	100%

**Table3.7: Learners’ Interest in Learning “Phrasal Verbs”**



**Figure 3.7: Learners Interest in Learning “Phrasal Verbs”**

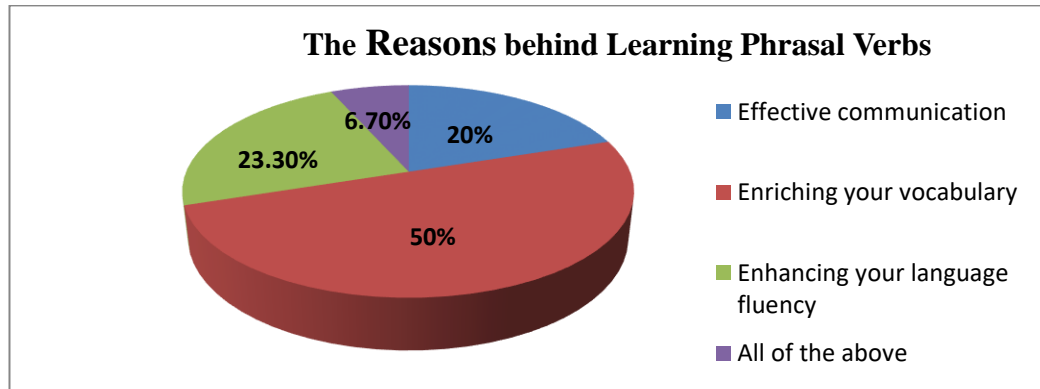
Table and figure 3.7 clearly show that students who answer “Yes” represent 57.69% of students who are interested in learning phrasal verbs. On the contrary, 42.31% of participants respond” No”. This entails that half of the learners have the desire to learn this type of verbs for many reasons which are displayed in the following answers.

**B- If it is yes, is it because they are needed for:**

Statement	Number	Percentage
Effective communication	12	20%
Enriching your vocabulary repertoire	30	50%
Enhancing your language fluency	14	23.3%
All of the above	4	6.7%

<b>Other</b>	0	0%
<b>Total</b>	60	100%

**Table 3.8: The Reasons behind Learning Phrasal Verbs**



**Figure 3.8: Scores Representing the Reasons behind Learning “Phrasal Verbs”.**

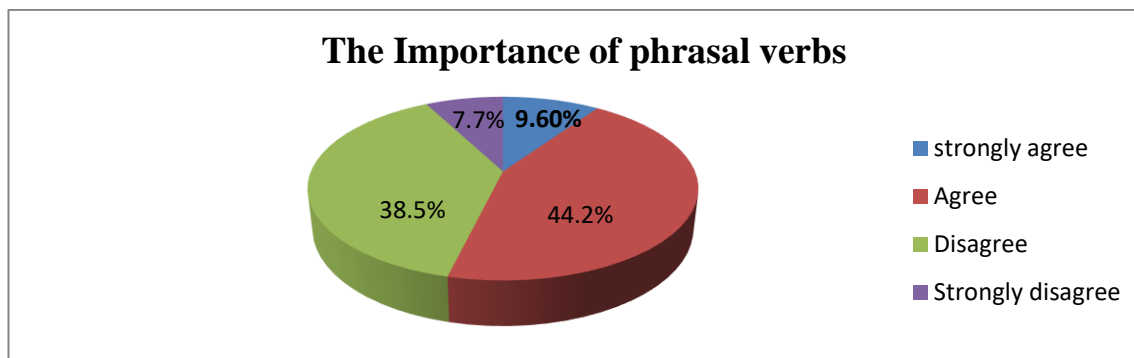
This question seeks to show the reasons behind learning phrasal verbs. Table 3.8 shows that students (60 out of 104) who answered “Yes” in the previous question are asked to determine which option should be selected, concerning the reasons of using phrasal verbs, so, half of students 50% opt for the choice “Enriching vocabulary repertoire”, 20% of them select the first option which is “Effective Communication”. 23.3% of students argue that they need phrasal verbs to enhance their language fluency, the remaining participants 6.7% opt for the choice all of the above. The results obtained indicate that despite their lack of information about phrasal verbs, students have many reasons that encourage them to learn phrasal verbs.

**Question5: The use of phrasal verbs is considered as an important technique in learning English.**

Option	Frequency	Percentage%
Strongly agree	10	9.6%
Agree	46	44.2%
Disagree	40	38.5%
Strongly disagree	8	7.7%
<b>Total</b>	104	100%

**Table 3.9: Students’ Perceptions towards the Importance of “Phrasal Verbs”**





**Figure 3.9: Students' Perception toward the Importance of "Phrasal Verbs"**

This question seeks to show the importance of using phrasal verbs as a technique in learning English. Table and figure 3.9 show that 9.6% of students strongly agree that phrasal verbs are important, 44.2% of them agreed about the importance of learning these items. Learners who disagreed about the importance of using phrasal verbs represented 38.5%, and 7.7% of students strongly disagreed. The results denote that half of the learners are not fully aware of the importance of using phrasal verbs and they think that it is not necessary to use it as a technique to learn English.

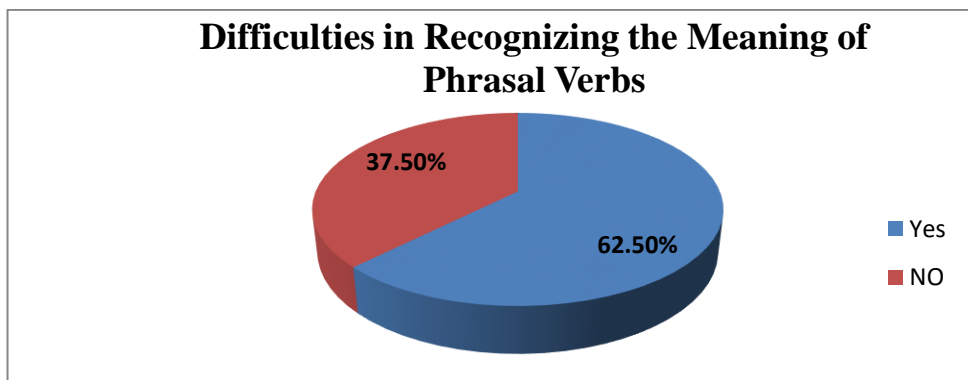
### Section three: Difficulties and Avoidance in Using Phrasal Verbs

This part is designed to know the major difficulties that learners encounter while dealing with phrasal verbs and the reasons behind their avoidance. It is composed of three questions.

#### Question1: do you find any difficulties in dealing with phrasal verbs?

Option	Number	Percentage
Yes	65	62.5%
No	39	37.5%
<b>Total</b>	104	100%

**Table3.10: Learners' Difficulties in Dealing with Phrasal Verbs**



**Figure 3.10: Learners' Difficulties in Dealing with Phrasal Verbs**

Table and figure 3.10 reflect students' responses to whether they encounter any difficulties in dealing with phrasal verbs or not. The results indicate that more than half of participants 62.5% find it difficult to use phrasal verbs. Whereas, 37.5% of respondents do not encounter any difficulties in dealing with these verbs. According to the results above, phrasal verbs are considered difficult elements for students to understand and use.

#### **If it is a "yes" what are these difficulties?**

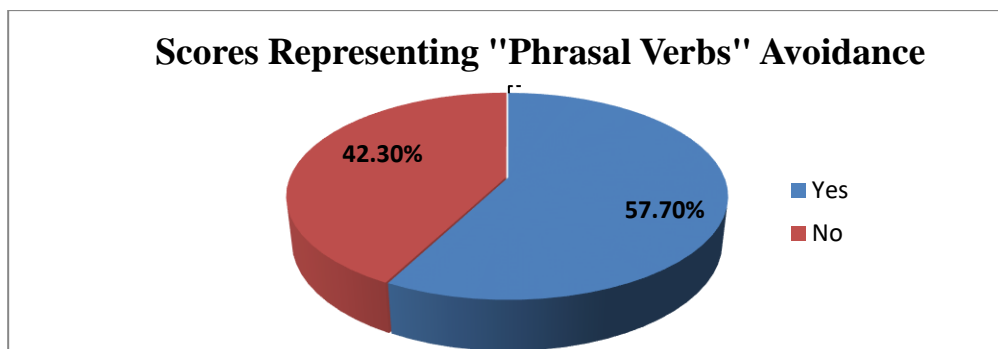
Concerning this question, Students clarified their answers in these points:

- They argue that they have difficulties in identifying the meaning of phrasal verbs. They claim that phrasal verbs have hidden and confusing meaning since one verb can have various meanings that make them resort to the dictionary to get the exact sense.
- Others declare that the grammatical structure of these verbs is complicated (the preposition used, the placement of the verb/ the adverb...)
- They also state that there are too many phrasal verbs and it's so hard to remember all of them.
- They claim that phrasal verbs are difficult to understand and it is difficult to put them in the right context, thus they prefer to use simple verbs.

**Question2: Do you tend to avoid using phrasal verbs when speaking to others?**

Option	Frequency	Percentage%
Yes	60	57,7%
No	44	42,3%
Total	104	100%

**Table 3.11: Phrasal Verbs Avoidance**



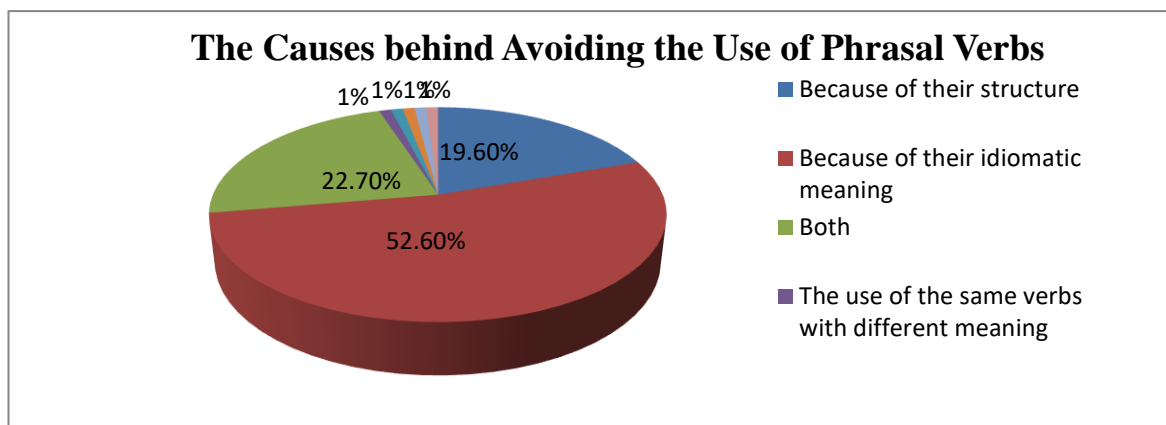
**Figure 3.11: Scores Representing “Phrasal Verbs” Avoidance.**

As indicated in table and figure 3.11 above, participants are asked whether they avoid using phrasal verbs or not. Students who answer “Yes” represented 57, 7% from the entire sample, while 42, 3% respond ‘No’. According to the results above, phrasal verbs are considered as a difficult element for students to use in their English communication, the thing that leads them to avoid using them.

**Question3: According to you, what are the reasons behind this avoidance?**

Options	Frequency	Percentage
Because of their grammatical structure.	19	18,26%
Because of their idiomatic meaning.	51	49%
Both.	22	21,15%
Others.	5	4,9%
No answers	7	6,7
Total	104	100%

**Table 3.12: The Causes behind Avoiding The Use of Phrasal Verbs**



**Figure3.12: Scores Representing the Causes behind Avoiding the Use of Phrasal Verbs.**

The chief concern of this question was to search for the reasons behind avoiding the use of phrasal verbs. As noticed in table and3.12, 19,6% of students agree that one of the main reasons behind their avoidance of using phrasal verbs is “their grammatical structure”, while, 52,6% of respondents opt for the choice “because of their idiomatic meaning”.22,7% ticked the choice “Both”. Only 5,1% add further suggestions. One participant agrees that phrasal verbs seem to be difficult because of the use of the same verb with different meaning as well as learner’s limited vocabulary.

Others state that phrasal verbs are not academic and find them not formal. This highlights that there are many causes behind the students’ avoidance of using phrasal verbs that hinder their learning process.

### 3.2.2. Analysis of Students Test

The students' was posted online for second year EFL students, and it includes three tasks as follows:

#### 3.2.2.1. Task One Analysis

In order to detect whether the study subject prefer dealing with phrasal verbs, or they just avoid them by using the one word verbs instead they were

given a multiple choice task in which they were asked to choose the right verb for each sentence.

**Sentence one:**

You will be late ..... your breakfast, and wear your shoes.

Answers	Respondents	Percentages
Phrasal Verbs	09	23,1%
One Word Verbs	29	74,4%
Incorrect	01	2,6%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Table 3.13 Task One: Sentence One.**

The table above shows that the majority of students (74,4%) chose the one word verb (finish) while 23,1% of them chose the phrasal verb (eat up).

**Sentence Two:**

The problem has been ..... Thank you for your help.

Answers	Respondents	Percentages
Phrasal Verbs	04	10,3%
One Word Verbs	29	74,4%
Incorrect	06	15,3%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Table 3.14 Task One: Sentence Two.**

The previous table shows that the big number of the students (74,4%) opted to use the one word verb (solve) where 10,3% of them used the phrasal verb (clear up)

**Sentence Three:**

He ..... A lot of teasing.

Answers	Respondents	Percentages
Phrasal Verbs	04	10,3%
One Word Verbs	21	53,6%
Incorrect	14	35,9%

<b>Total</b>	39	100%
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**Table 3.15 Task One: Sentence Three.**

The table above shows that half of the respondents (53,6%) chose the one word verb (tolerate) while only 10% of them dealt with the phrasal verb (part up with).

**Sentence Four:**

John ..... a cold, for he did not wear his coat last night.

Answers	Respondents	Percentages
<b>Phrasal Verbs</b>	04	10,3%
<b>One Word Verbs</b>	34	87,2%
<b>Incorrect</b>	01	2,6%
<b>Total</b>	39	100%

**Table 3.16 Task One: Sentence Four.**

The previous table shows that 87,2% of the respondents preferred using the one word verb (catch) rather than using the phrasal verb pick up (10,3%).

**Sentence Five:**

I ..... how much it would coast me to travel across Europe by train.

Answers	Respondents	Percentages
<b>Phrasal Verbs</b>	00	00%
<b>One Word Verbs</b>	36	92,3%
<b>Incorrect</b>	03	7,7%
<b>Total</b>	39	100%

**Table 3.17 Task One: Sentence Five.**

The table above shows that the majority of the study subject (92,3%) opted the one word verb (count) while none chose the phrasal verb (work out).

**Sentence Six:**

Phyllis looked better than she had in a long time, the country air obviously ..... her.

Answers	Respondents	Percentages
Phrasal Verbs	02	5,1%
One Word Verbs	34	87,2%
Incorrect	03	7,7%
Total	39	100%

**Table 3.18 Task One: Sentence Six.**

The table above shows that the majority of the students (87,2%) avoided dealing with the phrasal verb (agree with), and choose the one word verb (suit).

**Sentence Seven:**

The meeting was ..... Due to some political reasons.

Answers	Respondents	Percentages
Phrasal Verbs	07	17,9%
One Word Verbs	30	76,9%
Incorrect	02	5,1%
Total	39	100%

**Table 3.19 Task One: Sentence Seven.**

The previous table shows that most of the respondents (76,9%) preferred dealing with the one word verb (cancel) while only 17% of them dealt with the phrasal verb (call off).

**Sentence Eight:**

He has been suspended for two months, for he did not ..... his teacher.

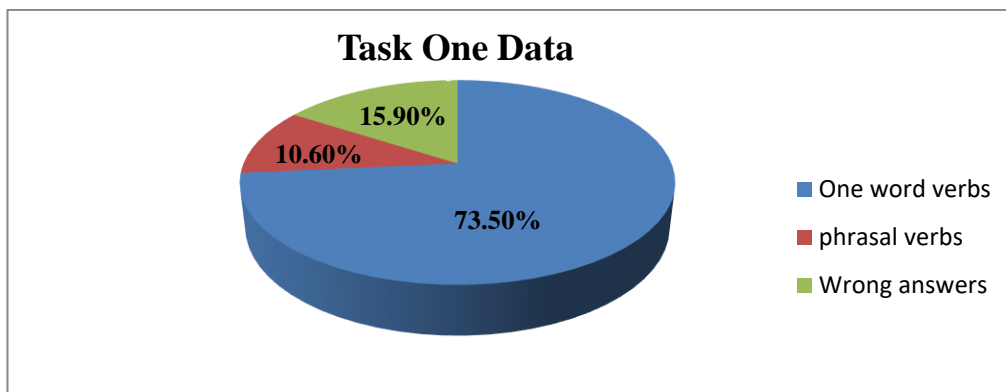
Answers	Respondents	Percentages
Phrasal Verbs	03	7,7%
One Word Verbs	27	69,2%
Incorrect	09	23,1%
Total	39	100%

**Table 3.20 Task One: Sentence Eight.**

The table above shows that more than half of the respondents (69,2%) chose the one word verb (respect) over the phrasal verb (look up to).

### 3.2.2.1.1. Task One Data

The data of the first task are presented in the following figure:



**Figure 3.13: Task One Data**

The data in the figure above show that the majority of the respondents (73,5%) preferred dealing with one word verbs rather than dealing with phrasal verbs (10,6%).

### 3.2.2.2 Task Two Analysis

In order to detect whether 2<sup>nd</sup> year EFL students in Ibn Khaldoun University of Tiaret recognize the meaning of certain phrasal verbs, and to gauge which semantic types of phrasal verbs the study subject prefer to deal with they were given a multiple choice task in which they opt the suitable verb for each sentence.

**Sentence One:**

I am at the hotel I will ..... after five minutes, see you then.

Answers	Respondents	Percentages
Correct	01	2,6%
Incorrect	38	97.4%
Total	39	100%

**Table.3.21 Task Two: Sentence One.**



The data in the table above show that the majority of the students (97.4%) chose the incorrect verb rather than the correct verb (check out).

**Sentence Two:**

Why did you ..... Smith ..., he was very kind to us.

Answers	Respondents	Percentages
Correct	13	33,3%
Incorrect	26	66.7%
Total	39	100%

**Table 3.22.Task Two: Sentence Two.**

The previous table shows that more than the half of the respondents (66,7%) chose the incorrect verb rather than the correct one (put down).

**Sentence Three:**

Please, bring a chair, and .....

Answers	Respondents	Percentages
Correct	37	94,9%
Incorrect	02	5,1%
Total	39	100%

**Table 3.23.Task Two: Sentence Three.**

The table above shows that the majority of the respondents (94,9%) chose the correct verb (sit down).

**Sentence four:**

You are allowed to .....six books at once.

Answers	Respondents	Percentages
Correct	18	46,2%
Incorrect	21	53,6%
Total	39	100%

**Table 3.24.Task Two: Sentence Four.**

The data in the previous table show that half of the study subject (53,6%) chose the incorrect verb rather than the correct one (check out).

**Sentence Five:**

As she stood up, her knees ..... a cracking sound.

Answers	Respondents	Percentages
Correct	28	71,8%
Incorrect	11	28,2%
Total	39	100%

**Table 3.25.Task Two: Sentence Five.**

The table above shows that most of the students (71,8%) chose the correct verb (give out).

**Sentence Six:**

Let's ..... The last museum, before we leave.

Answers	Respondents	Percentages
Correct	33	84,6%
Incorrect	06	15,4%
Total	39	100%

**Table 3.26.Task Two: Sentence Six.**

The previous table shows that the majority of the respondents (84,6%) chose the correct verb (check out).

**Sentence Seven:**

She ..... from France to see her sick mother

Answers	Respondents	Percentages
Correct	03	7,7%
Incorrect	36	92,3%
Total	39	100%

**Table 3.27.Task Two: Sentence Seven.**

The data in the table above show that the big number of the students (92,3) chose the incorrect verb rather than the correct one (turn up).

**Sentence Eight:**

1. Could you please ..... the milk ..... the fridge.

Answers	Respondents	Percentages
Correct	30	76,9%
Incorrect	09	23,1%
Total	39	100%

**Table 3.28.Task Two: Sentence Eight.**

The previous table shows that the majority of the respondents (76,9%) chose the correct verb (put in).

**3.2.2.2.1. Semantic Types of the Phrasal Verbs Used in Task Two**

Sentence Number	Verb	Semantic Types	Respondents	Percentages
03 & 08	sit down, put in	Literal	33	85,9%
02	Put down	Non compositional	13	33,3%
05	Give out	Idiomatic	28	71,8%
07	Turn up	Figurative	03	7,7%
01 & 04 & 06	Check out	Polysemous	17	44.4%

**Table.3.29. Semantic Types of the Phrasal Verbs Used in Task Two.**

The data in the previous table show that the majority of 2<sup>nd</sup> year EFL students in Ibn Khaldoun University of Tiaret (85,9%) recognized the meaning of literal phrasal verbs rather than other semantic types, in which 33.3% recognized the meaning of the non compositional phrasal verb **put down** [see: Non-compositional Phrasal Verbs,p. 16], while only 7,7% from the study subject recognized the meaning of the figurative phrasal verb **turn up**, also the majority of them did not recognize the meaning of the verb (check out) in sentence one, four, and six since the latter is Polysemous which means it has more than one exact meaning.

### 3.2.2.3. Task Three: Syntactic Properties of Phrasal Verbs

In order to detect whether second year EFL students at Ibn Khaldoun University of Tiaret encounter difficulties in dealing with phrasal verbs syntactically they were given a sentence to reorder it as follows:

➤ **Not they him called sister his up.**

Out of 40 students who have answered this task none of them has reordered the previous sentence correctly in which most of them (22.5%) put the particle right after the pronoun (they called him up not his sister) instead of the correct form (they called up him not his sister) while the others added some words to the sentence saying that it cannot be reordered.

### 3.3. Findings

On the basis of what has been shown, this study aims at investigating EFL students' attitude vis-à-vis phrasal verbs, and the major difficulties they encounter when they deal with phrasal verbs.

The following points summarize the major findings reached after the analysis of the questionnaire and the students' test.

- The majority of students like learning the English language, and this is proved through their choice of studying English at the university which is a personal choice.
- A significant number of participants are not fully aware of the importance of using phrasal verbs in their foreign language.
- Many students avoid dealing with phrasal verbs because they are convinced that these verbs are difficult aspects of grammar to be learned.
- They agree that there are many causes behind this avoidance of using phrasal verbs: Most of the learners are not able to use phrasal verbs frequently because of their limited vocabulary and the idiomatic meaning that phrasal verbs carry in addition to their grammatical structure. Thereby, these difficulties hinder their learning process.

### 3.5. Conclusion

This chapter is the practical part of the current research study; it was devoted to discuss the data analysis and the interpretation of the results obtained. Through the questionnaire, this chapter examines the learners' attitudes towards the importance of using phrasal verbs, towards the major difficulties that they encounter when dealing with phrasal verbs and the reasons behind their avoidance when speaking.

The results illustrate that second year LMD students at the level of the faculty of letters and foreign languages at Ibn Khaldoun University of Tiaret are not fully aware of the importance of using phrasal verbs.

Despite of the fact that the overall knowledge and familiarity of the students with these verbs are poor, most of the learners are not able to use phrasal verbs frequently because of the some difficulties and obstacles that they encounter, such as: their limited vocabulary, the difficulty of memorizing them because of their astronomical number, and the idiomatic meaning that phrasal verbs carry, consequently they avoid using them.

Through the test, this chapter also shows that the majority of the students escape from using phrasal verbs, so they prefer dealing with one word verbs over phrasal verbs. Therefore, this avoidance happens because they do not recognize the exact meaning of certain phrasal verbs (idiomatic, polysemous, and figurative phrasal verbs). Moreover most of the study subject encounter difficulties in what is called "particle movement", which means they do not know when exactly the particle exceeds the noun phrase [See: The Separability of Phrasal Verbs, p. 07].

# **General Conclusion**

## General Conclusion

Phrasal verbs are considered as an integral domain of linguistics in the English language; however EFL students in different contexts seem to avoid using them. The present study aims at investigating Algerian EFL learners' attitude towards phrasal verbs at the University of Tiaret, The current dissertation is arranged in three chapters. The first chapter provides a general overview on phrasal verbs, involving their definition, the importance then discusses the avoidance of phrasal verbs and the difficulties they may face. The second chapter tackles the theoretical part; it explains the main data collection methods that were used; it aims also to define the target population for the research study, while the third chapter is devoted to the practical part: it includes the analysis of data gathered from students' test and the questionnaire and it summarizes the major findings. This chapter also includes some recommendations.

The current work provides answers to the research questions posed in the introduction. The findings obtained from the analyses of students' test and questionnaire show that learners do not use phrasal verbs frequently, and they do not consider the use of phrasal verbs in their foreign language as too much important, besides, The findings indicate that the majority of students find it difficult to use these vocabulary aspect, so they avoid using them. EFL learners avoid using phrasal verbs due to many reasons such as: the idiomatic meaning they carry, they are numerous, their limited vocabulary and the unpredictable meaning of phrasal verbs, as well as the different syntactic types of phrasal verbs and the various positions that the basic verbs and the particles may have complicate their use. Therefore, we can say that, our hypothesis has been confirmed in most of our findings.

Based on the findings of this study, the following recommendations are suggested:

- More attention should be given to the fact that all students are actually learning phrasal verbs to improve their overall learning skills.
- EFL teachers should raise their students' awareness about the benefits of learning phrasal verbs and they should give them enough time to practice these multiword verbs.

- Teachers should be well trained in the aspect of the language, so that they can do better in phrasal verbs teaching.
- Teachers should look for new clear strategies that may enhance the process of understanding phrasal verbs.
- EFL students should be conscious about the importance of using phrasal verbs in their speaking and writing.

Moreover, this work has been done and saw light after facing many obstacles that hindered the process of this work, conspicuously: the insufficient number of students who answered the test in order to draw overgeneralizations on the whole target population, the fact that the confinement compelled universities to close because of the Coronavirus in which it was difficult to distribute the questionnaire and the test at the level of the department, in addition to the difficulty of meeting the supervisor and finding more resources.



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# Appendices

## Appendices

### Appendix 1: Student's Questionnaire.

Dear students,

This questionnaire serves as a data collection tool for our academic Master research work entitled “Revealing EFL students’ stance vis-à-vis Phrasal Verbs: Case Study, Second Year LMD Students at Ibn Khaldoun University English Department in Tiaret, Algeria”. The data you are supposed to provide is solely for academic purposes and will be treated with utmost confidentiality. We are very grateful in advance for your contribution to our research. Please, tick the choice that you agree with the most and provide full answers where necessary. Thank you very much for your collaboration.

#### Section One: Background Information

**Gender:**

- Female
- Male

**Age:**

- 20\_ 25
- 25\_30

**Was learning English language as a specialty?**

- A personal choice
- Someone else choice

**Section Two: Students’ attitudes towards the Importance of using Phrasal verbs.**

**Are you familiar with the term “phrasal Verbs”?**

- Yes
- No

**How do you rate your overall knowledge of Phrasal Verbs?**

- Excellent
- Very good
- Good
- Fair
- Poor

**How often do you use phrasal verbs?**

- Always
- Often
- Sometimes
- Rarely
- Never

**Are you interested in learning phrasal verbs?**

- Yes
- No

If it is a “Yes”. Is it because they are needed for: **(You may select more than one option)**

- Effective communication
- Enriching your vocabulary repertoire
- Enhancing your language fluency
- Other

**The use of phrasal verbs is considered as an important technique in learning English**

- Strongly agree

- Agree
- Disagree
- Strongly disagree

**Section three: Difficulties and Avoidance in using Phrasal verbs**

**Do you find any difficulties in dealing with phrasal verbs?**

- Yes
- No

**If it is a “yes” what are these difficulties?**

.....  
.....  
.....

**Do you tend to avoid using phrasal verbs when speaking to others?**

- Yes
- No

**According to you, what are the reasons behind this avoidance?**

- Because of the lack of vocabulary needed to understand the meaning of phrasal verbs.
- Because of their idiomatic meaning.
- Others.

## Appendix 2: Student's test.

Dear colleagues,

The present test is designed to conduct a study on EFL students' attitude toward phrasal verbs. In this respect, you are kindly invited to be part of this work by answering the following tasks:

**Task One:** Pick up the suitable verb for each of the following sentences:

**Sentence One:**

You will be late ..... your breakfast, and wear your shoes.

Clear up                  Give out                  Finish                  Eat up

**Sentence Two:**

The problem has been ..... thank you.

Set up                  Solve                  Clear up                  Catch

**Sentence Three:**

He ..... a lot of teasing.

Part up with                  Come down                  Tolerate                  Give out

**Sentence Four:**

John ..... a cold, for he did not wear his coat last night.

Catch                  Agree with                  Pick up                  Cover up

**Sentence Five:**

I ..... how much it would cost me to travel across Europe by train.

Give out                  Work out                  Count                  Eat up

**Sentence Six:**

Phyllis looked better than she had in a long time, the country air obviously ..... her.

Work out                  Suit                  Call away                  Agree  
with



**Sentence Seven:**

The meeting was ..... Due to some political reasons

Call away                      Call of                                      Cancel                                      Work out

**Sentence Eight:**

He has been suspended for two months, for he did not ..... his teacher.

Agree with                      Look up to                                      Tolerate                                      Respect

**Task Two:** Pick up the suitable verb for each of the following sentences:

**Sentence One:**

I am at the hotel I will ..... after five minutes, see you then.

Go away                                      Come down                                      Check out

**Sentence Two:**

Why did you ..... Smith ..., he was very kind to us.

Pass out                                      Turn up                                      Put down

**Sentence Three:**

Please, bring a chair, and .....

Sit down                                      Come down                                      Check out

**Sentence Four:**

You are allowed to .....six books at once.

Put in                                      Check out                                      Give away

**Sentence Five:**

As she stood up, her knees ..... a cracking sound.

Put down                                      Give out                                      Pass out

**Sentence Six:**

Let's ..... The last museum, before we leave.

Go away                                      Turn up                                      Check out

**Sentence Seven:**

She ..... from France to see her sick mother.

Come down

Cut down

Turn up

**Sentence Eight:**

Could you please ..... the milk ..... the fridge.

Put down

Put in

Turn up

**Task Three:** Reorder the following sentence:

Not they him called sister his up.

## Résumé

Cette étude a été conçue pour examiner l'attitude des étudiants de langue anglaise à l'université d'Ibn Khaldoun de Tiaret envers les verbes pronominaux. La recherche est effectuée dans le Département des Lettres et de la Langues Anglaise à l'université d'Ibn Khaldoun de Tiaret. Les participants sont des étudiants de la deuxième année d'anglais inscrit dans le système LMD de l'année académique 2019/2020. Un test des étudiants et un questionnaire sont conçus pour recueillir des données afin de préciser l'importance des verbes pronominaux, discuter l'évitement des verbes pronominaux, les raisons de cet évitement et les difficultés les plus courantes que les apprenants ALE rencontrent lorsqu'ils font face à ce genre de verbes. Les résultats montrent que les sujets de l'étude ont évité de traiter avec des verbes pronominaux, et cet évitement est dû à certains obstacles qu'ils affrontent, de manière évidente: la difficulté de les mémoriser en raison de leur nombre astronomique, en plus de l'obstacle de la signification idiomatique que les verbes pronominaux portent et de leur structure syntaxique.

Mots-clés: verbes pronominaux, difficultés, évitement, apprenants ALE, affronter.

## ملخص

صمم هذا البحث لدراسة سلوك طلبة اللغة الانجليزية بجامعة ابن خلدون بتيارات اتجاه الأفعال المركبة. هذه الدراسة أنجزت في قسم اللغة الانجليزية بجامعة تيارت، و بالتالي العينة المشاركة هم طلبة اللغة الانجليزية للسنة الثانية نظام LMD للعام الدراسي 2019\_2020 حيث تم إجراء استبيان و اختبار الهدف منهما استنباط أهمية الأفعال المركبة، مناقشة تجنب الطلبة لاستخدام الأفعال المركبة و الأسباب التي دفعتهم لتفاديها، تم التركيز على أهم الصعوبات التي تواجه طلبة الانجليزية كلغة أجنبية عند التعامل مع هذا النوع من الأفعال. كما أظهرت النتائج أن المشاركين تجنبوا التعامل مع الأفعال المركبة و هذا راجع لعدة عوائق منها: صعوبة تذكرها نظرا لعددتها الهائل، بالإضافة إلى المعنى الخفي الذي يحملونه و بنيتهم النحوية.

**الكلمات المفتاحية:** أفعال مركبة، صعوبات، تجنب، طلبة الانجليزية كلغة أجنبية، يواجه.