ÖĞRETMEN ADAYLARI İNGİLİZCE PARÇALI FİİLLERİ KULLANMAKTAN KAÇINIYORLAR MI? ANADOLU ÜNİVERSİTESİ İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI ÖĞRENCİLERİ İLE YAPILAN BİR ÇALIŞMA

DO TURKISH TEACHER TRAINEES AVOID ENGLISH PHRASAL VERBS?: A STUDY WITH THE STUDENTS OF ELT DEPARTMENT, ANADOLU UNIVERSITY

Recep KAYAEL
(Yüksek Lisans Tezi)
Eskişehir, 2007

DO TURKISH TEACHER TRAINEES AVOID ENGLISH PHRASAL VERBS? A STUDY WITH THE STUDENTS OF ELT DEPARTMENT, ANADOLU UNIVERSITY

RECEP KAYAEL

M.A. THESIS

Department of English Language Teaching

Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Eskişehir

Anadolu University Institution of Educational Sciences

June, 2007

YÜKSEK LİSANS TEZ ÖZÜ

ÖĞRETMEN ADAYLARI İNGİLİZCE PARÇALI FİİLLERİ KULLANMAKTAN KAÇINIYORLAR MI? ANADOLU ÜNİVERSİTESİ İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI ÖĞRENCİLERİ İLE YAPILAN BİR ÇALIŞMA

Recep KAYAEL
İngiliz Dili Eğitimi Anabilim Dalı
Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Şubat 2007
Danışman: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Gerek ikinci dil olarak İngilizce öğrenme ortamında, gerekse yabancı dil ortamında İngilizce'yi öğrenirken parçalı fiiller öğrenilmesi güç yapılardır. Bu araştırmanın amacı, Anadolu Üniversitesi, İngilizce Öğretmenliği Programında okuyan öğretmen adaylarının parçalı fiilleri kullanmaktan kaçınıp kaçınmadıklarını saptamaktır. Bu amaçla İngilizce öğretmenliği programında okuyan 400 öğrenci ve University at Buffalo S.U.N.Y./U.S.A. de öğrenim gören, ana dili İngilizce olan 15 öğrenciden veri toplandı. Veri toplama sürecinde, "British National Corpus" tan kullanılma frekanslarına göre seçilen parçalı fiiller, Türk öğrencilerin İngilizce öğrenim süreçleri boyunca kullandıkları kaynaklarda bulunan parçalı fiillerle karşılaştırıldı. Ortak olarak seçilen 20 parçalı fiil veri toplama amacıyla 3 farklı test içerisinde kullanıldı. Türk öğrencilere öncelikle çoktan seçmeli test soruları verilip parçalı fiilleri tanıyarak tercih edip etmedikleri ölçüldü. İkinci olarak verilen boşluk doldurma testinde ise öğrencilerin parçalı fiilleri kullanıp kullanmadıklarına bakıldı. Son olarak verilen çeviri testinde ise araştırmada seçilen parçalı fiillerin anlamlarının öğrenciler tarafından bilinip bilinmediği ölçüldü. Ana dili İngilizce olan katılımcılara da çoktan seçmeli ve boşluk doldurma testleri aynı amaçla verildi. Testlerden elde edilen veriler birbirleriyle ve gruplar arasında karşılaştırılarak şu sonuçlara ulaşıldı. İngilizce

öğretmenliği programında okuyan öğretmen adayları parçalı fiilleri kullanmaktan kaçınmamaktadır. Bu grup okudukları sınıflara göre değerlendirildiğinde parçalı fiilleri kullanmaları açısından aralarında anlamlı bir fark vardır. Ancak bu fark sınıf düzeylerine göre doğru orantılı değildir. Aynı grup kendi içinde değerlendirildiğinde çoktan seçmeli testte boşluk doldurma testine göre daha fazla parçalı fiil kullanmıştır. Parçalı fiillerin kullanımında herhangi bir kaçınma yada nadir kullanımın görülmemesi ve bu tür fiillerin boşluk doldurma testinde daha çok kullanılması bizi şu açıklamaya götürür. Öncelikle bütün katılımcılar İngilizce seviyeleri iyi olan kişilerdir. Bu da önceki araştırmalardan elde edilen İngilizce seviyesi arttıkça kaçınmanın azaldığı tezini doğrulamaktadır. İngilizce öğretmenliği programında okuyan katılımcıların çoktan seçmeli ve boşluk doldurma testlerindeki başarıları arasında önemli bir fark olması şunları göstermektedir. Çoktan seçmeli test sırasında öğrencilerin parçalı fiilleri tanıması yeterlidir ancak boşluk doldurma testi sırasında herhangi bir seçenek yoktur ve öğrencilerin hedeflenen yapıyı kullanmaları gerekir. Aynı zamanda katılımcılar öğrenim hayatları boyunca kullandıkları çoktan seçmeli test tekniğine daha yatkınlardır.

ABSTRACT

DO TURKISH TEACHER TRAINEES AVOID ENGLISH PHRSAL VERBS? A STUDY WITH THE STUDENTS OF ELT DEPARTMENT, ANADOLU UNIVERSITY

Recep KAYAEL

Anadolu University
Institute of Educational Sciences
English Language Teaching Program, February 2007
Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Phrasal verbs are one of the most difficult structures to master in both English as a Second Language (ESL) and English as a Foreign Language (EFL) environment. This study investigates the avoidance of English phrasal verbs (PV) by Turkish ELT teacher trainees. For the evaluation of phrasal verb production, 400 ELT students and 15 native speakers of English from University at Buffalo S.U.N.Y. /U.S.A. participated in the study. Data were collected through three different elicitation tests. To prepare test items, 20 most frequent phrasal verbs were collected from the British National Corpus and they compared with the PVs in the participants' textbooks in order to establish content familiarity, validity and reliability. 20 PVs were included in the study. Non-native participants were first, given multiple choice test and their preferences of phrasal verbs were checked at the level of recognition. Second, fill-in the blanks test items were administered to see whether the participants prefer phrasal verbs at the level of active use. Finally, ELT learners took the translation test in which the ultimate purpose was to see whether they know the meaning of each phrasal verb item collected. Native speakers, on the other hand, took multiple choice test and fill-in the blank test.

Semantic nature of PV type, participants' year of study and different test types were considered to be three variables of the study. Data were analyzed between groups and among groups and the results showed that there wasn't any avoidance of phrasal verbs by Turkish ELT teacher trainees. Compared within non-native participants, the results suggested that there was a significant difference among ELT groups. There wasn't a positive correlation among groups in terms of their year of study. Scores of two different tests suggested that task effect has shown significant difference. That is, all of the participants preferred phrasal verbs less frequently in fill-in the blanks test and they used PVs in multiple choice test more often. Finally, the grade level of participants, collected phrasal verb items and test familiarity were considered to be the reasons of non-avoidance. All of the participants were advanced level of English so; lack of avoidance might be due to the participants' level of proficiency. Supporting this theory, past research has suggested that the level of avoidance decreases while the proficiency level increases. PVs were also collected from different EFL textbooks of the students, that is, they all studied the PVs in their courses. Finally, the participants multiple choice test scores were significantly higher than their fill-in the blanks test scores because they are familiar with this type of test and multiple choices test determines their performance at the level of recognition whereas fill-in the blank test determines the students' performance at the level of active use.

JÜRİ VE ENSTİTÜ ONAYI

To My Family

"Thanks for always being there

and believing in me."

ACKNOWLEDGEMENTS

I am indebted to my advisor professor Gül DURMUŞOĞLU KÖSE for her unconditional support and unhesitating approval of my ideas and suggestions as well as her patient dealing with my doubts and apprehensions. Our discussions have been an immense help in formulating my views and decisions.

I would like to express my appreciation to all of my committee members for their guidance and insightful comments. I am thankful to Professor Zülal BALPINAR who has taken her time to help me improve my materials. I am particularly thankful to Associate Professor Ümit Deniz TURAN, Associate Professor Hülya ÖZCAN and Assistant Professor Aynur BOYER for their insightful comments. Special thanks go to Yavuz AKBULUT for his precious suggestions and genius skills in statistics. I owe a special debt of thanks to Özgür YILDIRIM for his special efforts in collecting data from the native speakers.

I owe so much to wonderful friends: Bilal, Koray, Senem, Can and Helen for all the good laughs and advice and for opening the doors to this wonderful experience. I am particularly grateful to Y. Fukuya and Y. Liao for their invaluable comments motivating aid in finding sources, encouraging ideas for further research and invariably helpful and friendly advice.

I am truly grateful to the students who participated in the study and their teachers for giving up precious class time in order to collaborate with me.

"Thank you for believing in me"

TABLE OF CONTENTS

CHAPTER II

REVIEW OF LITERATURE

CHAPTER III

METHODOLOGY

CHAPTER IV

RESULTS AND DISCUSSION

CHAPTER V

SUMMARY AND CONCLUSIONS

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I
INTRODUCTION

1.1. Introduction

Difficult structures and some difficult items in the lexicon such as relative clauses, phrasal verbs, passive, direct object pronoun structures and infinitive complement, have always been the aspects researchers mainly focused on while studying avoidance behavior. "Avoidance behavior" in SLA was first brought to light by Schachter (1974). She concluded in her research that the Japanese and Chinese speakers had avoided relative clauses, which were difficult for them because of differences between their native language and the target language. Finally, she stated that L2 learners have a tendency to avoid difficult structures or structures that differ a great deal from the LI. She indicated that "if a student finds a particular construction in the target language difficult to comprehend it is very likely that he will try to avoid producing it" (cited in Liao and Fukuya, 2004). Since then, "avoidance behavior" has drawn the attention of many researchers (e.g., Dagut and Laufer, 1985; Hulstijn and Marchena, 1989; Kamimoto, Shimura & Kellerman, 1992; Kleinmann, 1977, 1978; Yoshinori &Fukuya, 2002; Gaston, 2004). Dagut and Laufer (1985) supported Schachter's assumption. On the contrary, Hulstijn and Marchena (1989) did not support her.

Kleinmann (1977, 1978), studied on the avoidance of four grammatical structures: (passive, present progressive, infinitive complement, and direct object pronoun) by Arabic, Spanish and Portuguese ESL learners. The findings, again, supported Schacter's theory and Kleinmann concluded that avoidance behavior can be predicted by the structural difference between L1

and L2. On the contrary, Hultstjin and Marchena (1989), Li (1996) stated that there must be some other reasons of underproduction of some linguistic features. They concluded that “L1 and L2 differences” alone may not be the only reason of avoidance. For instance, Li (1996) stated that it was not the apparent structural difference that caused Chinese learners to consciously avoid English Relative Clauses, but the more subtle pragmatic differences that made them subconsciously underproduce this structure.

This thesis narrows down the aspects at one single lexical unit. “Avoidance behavior” on phrasal verbs (PV) is the main concern of the present study. A phrasal verb is defined in the Longman Dictionary of Phrasal Verbs (2000) as follows: "A phrasal verb is a verb that consists of two or three words. Most phrasal verbs consist of two words - the first word is a verb, and the second word is a particle. The particle is either an adverb or a preposition." There are many studies in the literature investigating the avoidance of phrasal verb structure. Some of these studies suggest that the primary reason of PV avoidance is “interlingual factors” (the structural differences between L1 and L2) (Dagut and Laufer, 1985; Laufer and Eliasson, 1993; Chu, 1996). Some other studies indicate that the semantic nature of PVs is the main factor of avoidance (Hulstjin and Marchena, 1989; Liao and Fukuya, 2004; Gaston 2004). Many reasons may have an effect on learning and using PVs.

First, PV structure is highly idiomatic. Second, this structure rarely exists outside of the Germanic languages. Besides, in classroom presentation and in textbooks, second language learners are often presented with the phrasal verb and its Latinate one-word synonym as a definition. This word may be easier to learn, especially if a cognate exists in the student's native language (Side, 1990; cited in Gaston, 2004). Finally, phrasal verbs are polysemous. Different meanings of the same PV may be the main factor that confuses learners mind and makes the structure difficult to grasp (cf. 1.3.3.).

To sum up, it's aimed to describe how Turkish students make use of PVs; whether they avoid them, if so, whether avoidance behavior is affected by students' proficiency level, and the different test types. It's also aimed to see whether there's a hierarchy in acquisition of phrasal verbs in terms of different PV types.

1.2. Research Goal

The primary focus of the present study is to determine whether there's any avoidance in using PV structure by Turkish EFL learners. In addition to its existence, it's also aimed to see whether there's any difference in terms of the following variables: a) proficiency level, b) test type, c) type of PV structure. The crucial aim is only reflect any types of avoidance possibility. There are many studies in the literature investigating the avoidance behavior and avoidance of phrasal verb structure. At this point, the aspects that make this study different from the previous ones (Dagut and Laufer, 1985; Hulstjin and Marchena, 1989; Laufer and Eliasson, 1993; Chu, 1996; Morales, 2000; Liao and Fukuya, 2004; Gaston 2004) can be summarized as follows;

First, the number of subjects in this research outnumbers the ones in the previous studies. In previous studies, the number of participants varies between 20 and 80, whereas 415 people participated in this study at the data collection procedure. Of course, this factor is supposed to increase the level of reliability in advance.

The procedure of choosing appropriate phrasal verbs used in the study is another aspect that makes this study different from the previous ones. (cf. 3.3.-3.4.). Finally, the data will be collected in an EFL (English as a Foreign Language) context and this aspect is the main factor separating the present

study from the previous studies in the literature. There is no other study in the literature investing the avoidance of PVs in "EFL" context. Previous studies were all conducted in ESL (English as a Second Language) setting.

As a conclusion, the ultimate aim of this study is to describe the existing situation; bringing up any possible avoidance of PV, and determining whether the avoidance strategy differs according to the semantic nature of PVs and different proficiency levels.

1.3. Statement of the Problem

Phrasal Verbs are one of the most problematic structures for EFL and ESL learners for many reasons. The main purpose of this part is to define phrasal verb structure, describe the categorization of PVs and mention the factors explaining why phrasal verbs are problematic and difficult to master for learners of English.

1.3.1 Defining Phrasal Verbs in English

Some researchers describe phrasal verbs as follows; "a structure that consists of a verb proper and a morphologically invariable particle that function as a single unit both lexically and syntactically" (Darwin & Gray, 1999; Quirk, Greenbaum, Leech and Svartvik, 1985; cited in Chu 1996). According to these descriptions Phrasal Verbs can be demonstrated in three types. Some examples of common phrasal verbs are: *look after, look up, go out,* and *go away, .etc.*

Type 1: Verb + Preposition

I looked + for a book.

Type 2: Verb + Adverb

She turned + on the radio.

Type 3: Verb + Adverb + Preposition

She got + away + with the crime.

In addition to two word verbs, three word phrasal verbs consist of a verb, an adverb particle and a preposition, e.g. *to come along with, put up with.*

Phrasal verbs are mostly found in Germanic languages like English German and Dutch. There are very few non-Germanic languages that have phrasal verbs which may account for the difficulty learners of English have with these verbs. Celce-Murcia and Larsen-Freeman (1999) state this fact in the following words:

> Phrasal verbs are not unique to English, but they are different enough from other verbs in many languages of the world, and common enough in English, to pose a significant learning challenge. Perhaps the most challenging dimension is in the meaning, for while there is some semantic systematicity, there is still enough idiomaticity to cause difficulty for ESL/EFL students (p. 436).

In the following part, the categorization of phrasal verbs will be introduced in terms of both semantic and syntactic features of PV structure.

1.3.2 Categorizing Phrasal Verbs

Many researchers have used different terminology for the categorization of PV structure, but mainly they reach a consensus on two broader terms; syntactic categorization and semantic categorization.

1.3.2.1. Structural/Syntactic Categorization:

Phrasal verbs were first categorized according to their syntactic and morphological characteristics. Verb particles, prepositions and adverbs affected their categorization. Indeed such kind of categorization was rare. For instance Fraser (1976) categorizes phrasal verbs as follows;

- Verb adverb
- Verb adverb object
- Verb object adverb
- Verb preposition object
- Verb adverb preposition object

Some other researchers, again, make structural categorization and they divide phrasal verbs into two categories as *separable* and *inseparable* phrasal verbs. For example, Chu (1996) found that Mandarin speakers have problems with the position of particles and prepositions because in their language compound verbs with nouns are always separable.

E.g.:

- John *looked after* Marry when his parents were away. (inseparable)
- *John looked Marry after when his parents were away. (not acceptable)
- *Hold up* your hand when you're ready OK? (separable)
- *Hold* your hands *up*, Police.

1.3.2.2. Semantic Categorization:

On the contrary, most of the researchers classify phrasal verbs according to their semantic nature (Celce-Murcia & Larsen-Freeman, 1999; Dagut and Laufer, 1985; Cornell, 1985; Laufer and Eliasson; 1993).

Cornell (1985) groups PVs as idiomatic and non-idiomatic, and states that large numbers of phrasal verbs are non idiomatic in the sense that their meaning is easy to deduce if the verb element is known. Dagut and Laufer (1985) classify phrasal verbs into three groups as literal, figurative and completive. Literal phrasal verbs have a compositional meaning. The particle retains its original meaning as a preposition, so the meaning is clear E.g.: *go away, fall down,* and *sit down, .etc.* In figurative phrasal verbs, a new meaning has derived from a metaphorical shift of meaning and semantic fusion of the individual components (cited in Liao and Fukuya, 2004). Some examples are *turn up, and let down.* Finally, the result of the action in a sentence is described by the particle in *completive* phrasal verbs. E.g. *cut off, burn down.*

Laufer and Eliasson (1993) classify phrasal verbs in three categories as transparent, semi-transparent and figurative or semantically opaque. Laufer adapts her classification and changes the terms she used in 1985. At first sight this categorization may seem different but actually there's no difference in meaning and function. They focused on the semantic features of the particles and prefer the following categorization: *a) direction, b) place, c) physical orientation of a noun in the sentence.*

Frazer (1976) and Spasov (1966) categorize phrasal verbs as follows and they focus on mainly the same points. There is not any other difference from the others, but the terminology.

- Literal: the verb retains its basic concrete meaning while the short adverb or preposition maintains a literal meaning

- Semi idiomatic: the verb retains its concrete meaning, but the short adverb or preposition adds a nuance that would not be discernible from its basic meaning
- Idiomatic: No part of the meaning of the combination is predictable from the meanings of the verb and the short adverb or the preposition.

Celce-Murcia and Larsen-Freeman (1999) identifies three types of phrasal verbs in the same manner.

- Literal/transparent, in which the sum of the two parts equals the meaning of the whole phrasal verb E.g.: *stand up*
- Aspectual, in which the meaning is not literal, but is not completely idiomatic either, as the particle retains a consistent aspectual meaning. E.g.: *run on, carry on, hurry along* where the particles on and along have a continuative property
- Idiomatic, in which the meaning is nearly impossible to determine by the sum of the two parts. E.g.: *run out.*

Finally, in the most recent studies, Liao and Fukuya (2004), and Gaston (2004) prefer the same way of categorization but different terminology. Liao and Fukuya classify phrasal verbs in two categories as *literal* and *figurative*. Gaston, on the other hand, prefers the same terminology with Celce-Murcia and Larsen-Freeman (1999). But in her research, aspectual and idiomatic phrasal verbs have been combined into one category as *non-transparent*

In the present study, it's aimed to reveal any possible difference in the acquisition and usage of phrasal verbs in terms of their semantic categorization. Besides, the terms of "literal" and "figurative" are to be considered as two main categories because such kind of categorization is the one, mostly common to the ones in the previous studies.

1.3.3 Why is PV Structure Difficult?

According to Cornell (1985), it's not very clear how to organize the process of acquiring phrasal verbs because there are major problems in selection, semantics and usage restrictions.

It's problematic to acquire phrasal verbs because there are seven hundred PVs in everyday use in English; besides, 3000 established phrasal verbs are available (Cornell, 1985). In other words, some words can co-exist with only one particle but some others have combinations with so many particles. E.g.: "get" can co-exist with 44 possible particles. At this point, Fraser (1976) makes a generalization and states that only nonstative verbs combine with a particle. In other words, stative verbs such as *know, want, see, hear, hope, resemble* never combine with a particle *(hear out* is an exception).

Phrasal Verbs lie somewhere between idiomaticity and non-idiomaticity: so it's sometimes difficult for a learner to deduce the meaning from context (eg; eat out). On the other hand, most of the students have difficulties in using phrasal verbs because even advanced level learners are confused in using very basic phrasal verbs such as 'look for' and 'look after'. When a single phrasal verb has various meanings in different contexts, students are usually confused.

Besides, interlingual factors suggests that phrasal verbs are commonly used in Germanic languages and one can easily have difficulties in teaching and learning PVs if his/her language doesn't have PV structure. And most of the researchers reach a consensus on interlingual factors: they have found that phrasal verbs are avoided by language learners whose native language lacks such a grammatical category, but they are not avoided by learners whose

LI has this language structure (Dagut and Laufer, 1985; Hulstijn and Marchena, 1989; Laufer and Eliasson, 1993; Liao and Fukuya, 2004).

The amount of exposure of EFL Turkish students to "real" language situations is very limited and this may explain the difficulty the learners have with PV structure. Students may prefer using one-word equivalents of phrasal verbs rather than using verb-particle combination. At this point, Celce-Murcia & Larsen-Freeman (1999) indicate that:

> …most ESL/EFL students will find such verbs strange and difficult. Yet they are ubiquitous in English; no one can speak or understand English, at least the informal register, without knowledge of phrasal verbs. Because they don't realize this, some nonnative speakers of English have a tendency to overuse single lexical items where a phrasal verb would be much more appropriate (p.426).

Phrasal verbs can have more than one meaning. Moreover, it is also possible to find several different forms with the same or similar meanings. Within the scope of learnability, these multiple meanings constitute the major difficulty for learners. Sjoholm (1995) explains the problem as follows (cited in Morales, 2000):

> What also contributes to the mystique is that a phrasal verb may be polysemic not only by having both an idiomatic and non-idiomatic use, but in addition both the idiomatic and non-idiomatic uses may each have more than one meaning. Thus the multi-word verb *go over* has a fairly non-idiomatic meaning in "He went over to the Democrats (cf. Swedish *ga over).* But in 'The play didn't go over" (i.e. make an impression) and in "He went over his bank accounts carefully every day" (i.e. inspected), the meaning of *go over* has become semantically specialized (or idiomatic) (p.103).

As stated above, many problems can be faced in the process of phrasal verb acquisition and learning. Some syntactic and semantic features of phrasal verbs cause difficulties and problems in acquisition and learning process and avoidance

behavior appear due to these factors. In the following part, avoidance behavior in SLA will be discussed.

1.4. Avoidance Behavior

Avoidance behavior in second language (L2) acquisition was first brought to light by Schachter (1974). She concluded in her research that the Japanese and Chinese speakers had avoided relative clauses, which were difficult for them because of differences between their native language and the target language. She claimed that,

> The learner apparently constructs hypotheses about the target language based on knowledge he already has about his own language. If the constructions are similar in the learner's mind, he will transfer his native language strategy to the target language. If they are radically different, he will either reject the new construction or use it only with extreme caution (Schachter 1974:212).

Dagut and Laufer (1985) supported this assumption. The researchers stated that if there is no parallel structure in learners' LI, they tend to avoid using this structure in their L2 learning because of no pattern for transfer. Dagut & Laufer (1985) state that L2 learners have a tendency to avoid difficult structures or structures that differ a great deal from the LI. Hebrew learners of English avoided phrasal verbs because the structure does not exist in the LI.

Hulstijn and Marchena (1989) did not support it. On the contrary, Dutch learners also avoided phrasal verbs although PV structure exists in Dutch. Their study concluded that Dutch learners also avoided phrasal verbs but their avoidance was due to the semantic factors. They preferred one-word equivalents to idiomatic phrasal verbs. They also tended to avoid idiomatic phrasal verbs if they were too similar to Dutch.

Kleinmann (1977) suggested that lack of knowledge of the second language structure may not be the only reason of avoidance behavior. He concluded that lack of confidence, anxiety, low motivation in learning English and influence from the first language are the other factors affecting avoidance strategies (Chu, 1996). According to Tarone, Frauenfelder, and Selinker (1975), there are two types of avoidance;

> "*semantic avoidance"* in which learners avoid talking about *concepts* because of lack of vocabulary in such area and choose a synonym or a paraphrase to replace them, and "*topic avoidance"* in which learners completely avoid dealing with *topics* due to insufficient ability in that area. (cited in Chu, 1996).

According to Laufer and Eliasson (1993), avoidance can be considered as one of the strategies learners use in order to overcome a communicative difficulty. Learners, in general, avoid target language structure which is perceived as difficult. And they prefer expressions that they find in some sense simpler. In 1993, the researchers found that Swedish students did not avoid phrasal verbs, neither in general nor the non-transparent ones. Finally, they concluded that differences in the LI and L2 were a more accurate predictor than similarities with or complexity of the target language. The researchers suggested that, determining what items or structures are avoided has practical value, because it identifies areas that present learning difficulties and will therefore assist educators in the design of language syllabi and tests. Laufer and Eliasson figured out three main factors affecting avoidance behavior among L2 learners. These factors were:

a) Difference between L1 and L2
b) Identity between L1 and L2
c) Inherent complexity of the avoided item or construction.

In 2000, Laufer revisited the role of semantic factors in avoidance behavior when dealing with idioms in the L2. She identified four degrees of idiom similarity between L1-L2:

> 1) total similarity of form, where the idioms had a direct Hebrew translation
> 2) partial similarity of form, which have partial equivalents in translation
> 3) lack of similarity of form, which is comprised of different idioms in each language which express the same thing
> 4) distributional difference, including English idioms that do not have an idiomatic counterpart in Hebrew, (p. 3)

She found that if the idioms were similar in English and Hebrew, i.e. "he is burning with love," a relatively universal idiom, there were no difficulties. However, if the idioms produced unexpected or awkward translations, avoidance was triggered. Laufer concluded that while idioms were not categorically avoided, partial similarity of form and distributional differences, both semantic factors, did induce avoidance (cited in Gaston, 2004).

1.5. Research Questions

This research aims to investigate the avoidance of English PVs by 400 Turkish adult EFL students (ELT teacher trainees). 15 native speaker university students from University at Buffalo S.U.N.Y/ U.S.A participated in the study to compare the results of avoidance behavior. Similar to the previous studies in this area, the present study aims to investigate the following research questions (RQ) (Dagut and Laufer, 1985; Hulstijn and Marchena 1989; Laufer and Eliasson, 1993; Chu, 1996; Liao and Fukuya, 2004; Gaston, 2004:

RQ1: Do Turkish ELT teacher trainees avoid using Phrasal Verbs in English?

RQ2: Does avoidance diminish in accordance with their year of study (1-4)?

RQ3: Does avoidance reflect differences in the semantic nature of PV types (literal and figurative)?

RQ4: Are there any task effects (Multiple Choice Test-Fill-in the Blanks Test)?

The data will be collected through three different test types and those research questions are to be answered by the assistance of the collected amount of data.

CHAPTER II
REVIEW OF LITERATURE

2.1. Review of Literature

In the following part, second language acquisition theories in vocabulary acquisition will be discussed. Later, an overview of previous research on avoidance of phrasal verbs will be introduced.

2.2. SLA Theories and Phrasal Verbs

Second language linguists, in general, are divided into two groups in terms of L1 and L2 acquisition. Nativists believe that humans are born with an innate set of abstract linguistic principles or Universal Grammar. On the contrary, nonnativists and/or cognitivists believe that learning a second language is a complex cognitive skill, so they focus on cognition and information processing, not linguistic issues.

Many researchers and linguists state that Universal Grammar (UG) is one of the general linguistic theories of language learning that has strongly influenced second language acquisition (Chomsky, 1981b; Chomsky, 1981a; Chomsky, 1986; White, 1989; Mitchell & Miles, 1998) and this assumption suggests “all human beings inherit a universal set of principles and parameters which control the shape human languages can take, and which are what make human languages similar to one another" (Mitchell & Miles, 1998, p. 43).Its principles are available to all natural languages (Morales, 2000). According to Chomsky, UG is “the system of principles, conditions, and rules

that are elements or properties of all human languages". Towell and Hawkins (1994) states that;

> "Universal Grammar can be utilized to predict what will occur in language learning. UG shows that the learning of the second form depends on knowledge of the first. That is, one form should be learned before another form. Second, the learning of the forms has to connect with a parameter. If the values of a parameter are organized hierarchically, learning an item higher up en the hierarchy should influence learning of items further down. If the parameter of the LI is different from that of the L2, UG may be used to make a cross-linguistic prediction for resetting the parameter" (cited in Chu, 1996:11).

On the other hand, some linguists believe that UG cannot be generalized to all aspects of the language. White (1989) states that UG applies to the grammar but some other aspects such as lexical items-words and their meanings- cannot be applied to UG. At this point, English phrasal verbs cannot be acquired through universal principles, since UG is restricted to functional categories (Pollock, 1989; cited in Morales, 2000:34-36).

Cognitive approaches explain second language acquisition on the basis of how the brain processes information. Nonnativists give much attention to learning strategies. O'Malley and Chamot (1990) summarize the benefits of applying cognitive theory to second language acquisition in the following words:

> Learning is an active and dynamic process in which individuals make use a variety of information and strategic models of processing. Language is a complex cognitive skill that has properties in common with other complex skills in terms of how information is stored and learned. Learning a language entails a stage wise progression from initial awareness and active manipulation of information and learning processes to full automaticity in language use; and learning strategies

> parallel theoretically derive cognitive processes and have the potential to influence learning outcomes in a positive manner (p.217).
>
> (cited in Morales, 2000)

According to the given information, students need to develop cognitive skills and strategies to acquire the language. This aspect is also true for phrasal verbs structure. Students should make their own theory of learning.

Besides, many SLA researchers distinguish between learning and acquisition processes. That is, in developing a second language grammar, one's proficiency may be viewed as a sign of language output that is screened by conscious knowledge of formal linguistic rules (learning) or as a sign of language output that is imbued through unconscious exposure to naturally occurring speech (Thibeau, 1999; cited in Morales, 2000). A conventional position in SLA studies is that formal instruction in grammar can only produce a corrective monitor on language production, but informal exposure to natural linguistic content primarily produces genuine grammatical development.

The distinction between the monitoring and the developing of one's language knowledge can be compared to the distinction between knowledge of managing performance systems and an autonomous competence module, or one's instinctive knowledge of how to operate the computational U6 system, on which performance is dependent. To promote proficiency in the spirit of communicative language teaching, second language teachers and teacher-trainers have highlighted the meaningful consequences of the natural linguistic features in difficult-to-master grammatical patterns.

Natural Order Hypothesis suggests that rules of the language are acquired in a predictable order. Some of the rules are acquired earlier than others. According

to many researchers concrete nouns are learned at the earlier stages, but abstract nouns at the later stages. According to these findings, one word verbs are acquired first. Multiple-word verbs including PVs, on the other hand, are acquired at later stages (Corder, 1967; Cited in Chu, 1996:13).

Phrasal verbs are one of the structures that may be problematic for second language learners to learn. And the above factors involved in the acquisition of a foreign language make the teachers' job more difficult in order to facilitate teaching/learning process.

There are many studies investigating "phrasal verb" structure available in the literature. Many researchers have investigated different parts of this structure with different reasons and research questions. For instance, Martin (1990) mentions about Diachronic Development of PVs in British and American English.

On the other hand, some researchers have studied PV structure in terms of semantic considerations (Televnaja, 2004; Kaj, 1995), whereas; others studied PVs for syntactic reasons and they focused on syntactic features of PV structure and its acquisition (Kako, 1993; Ortega, 1993).

Some other researchers have focused on PV structure in terms of Language acquisition process and they have tried to identify this process in different languages: Morales, 2000; Darwin and Gray, 1997). Finally PVs are also studied for instructional reasons. The aim was to see how to teach PVs better and more effectively. At this point, Kubota (1997) studied PVs in order to explain instructional effects of positive and negative evidence on PVs.

The crucial aim of the present study is to study PV structure in terms of avoidance behavior. At this point, the following section will narrow down the

subject on this aspect-Avoidance of phrasal verbs in English by second language learners.

2.3. Avoidance of Phrasal Verbs in English

So many studies mention about the avoidance of Phrasal verb structure. According to previous research on avoidance, it's clear that L2 learners have a tendency to avoid difficult structures or structures that differ a great deal from the LI. In 1980, Cornell administered a phrasal verb test to 67 German students of English who had completed between four and ten semesters of English at university level. The researcher observed that large numbers of PVs are non-idiomatic in the nature, in the sense that their meaning is easy to deduce if the verb element is known.

Dagut and Laufer (1985) looked at Israeli learners' use of English phrasal verbs. The study also looked into the frequency of avoidance of three phrasal-verb types (literal, figurative, and completive). Finally the researchers concluded that majority of the learners avoided using the phrasal verbs, especially the figurative ones. And writers' suggestions stated that avoidance was inevitable because of interlingual factors, namely the differences between English and Hebrew. Latter, Liao & Fukuya (2004) mentions about two weaknesses of this study,

> First, the choice of the phrasal verbs depended on the researchers' impression from their teaching experiences, as the researchers assumed that the students ''had come across all of the 15 phrasal verbs at some point in their education. Second, although Dagut and Laufer (1985) pointed out that interlingual differences played a role in the avoidance of phrasal verbs for Hebrew speakers, they failed to address the fact that the avoidance was much more frequent in the category of figurative phrasal verbs than in the case of the literal or completive ones. (Liao & Fukuya, 2004:75)

As a follow-up study, Hulstijn and Marchena (1989), investigated avoidance behavior on Dutch learners and they suggested that Dutch learners of English would still avoid phrasal verbs, not for structural reasons as the Hebrew learners did, but for semantic reasons. Hulstijn and Marchena (1989) used the same forms of elicitation tests as Dagut and Laufer (1985) with different phrasal verbs. They collected data through multiple choice, memorization and translation tests. Each test included fifteen sentences and each sentence was testing a single phrasal verb. The multiple-choice test was administered to 50 intermediate and 25 advanced learners, the translation test to 25 learners of each level and memorization test to 50 learners of each level. The participants were divided into six groups, including independent groups of intermediate and advanced learners. The researchers hypothesized that Dutch learners of English would not avoid phrasal verbs because the structure does exist in the LI. Finally they came to a conclusion that Dutch learners avoid those idiomatic phrasal verbs that they perceived as too Dutch-like. Their findings claimed that avoidance did not result from structural differences between the L1 and L2 alone; similarities between the L1 and L2 are also possible reasons.

Another study was conducted by Laufer and Eliasson in 1993. Their participants were advanced level of Swedish learners and Swedish itself has PV structure. They used multiple-choice test and translation test types to collect data. Each test included 20 items. Of the tested items 10 were identical to Dagut and Laufer (1985) and 10 were different. In the multiple choice test, the participants were asked to choice appropriate verb from the four alternatives. In the translation test, the same sentences in the multiple choice test were used. Phrasal verbs were omitted in each sentence again. The Swedish translation of each PV was given in parenthesis. And the participants were asked to fill in the gaps in each sentence. For data collection procedure explained above, 87 native speakers of Swedish participated in the study. The

participants were adult university students in the Departments of Scandinavian, English and Linguistics at Uppsala University. Their level of proficiency was estimated to be comparable to the Cambridge First Certificate of Proficiency. Finally the researchers pointed out three possible causes of syntactic and lexical avoidance as follows:

1- L1-L2 differences

2- L1-L2 similarities

3- L2 complexity

And they concluded that differences in the LI and L2 were a more accurate predictor than similarities with or complexity of the target language.

In 1996, Yi Ying Chu conducted a study at The University of Texas at Arlington about the acquisition of Phrasal Verbs. He extended his research on the learning difficulties of ESL students in Taiwan whose native language is Mandarin. Particularly, mandarin has no equivalent structure to PV structures in English. Through Contrastive Analysis between English phrasal verbs and Mandarin directional compound verbs, the researcher concluded that literal phrasal verbs are easier than figurative ones. Secondly he came to a conclusion that students make mistakes due to the confusion among four structures of the phrasal verbs in terms of syntactic explanations. Another result showed that students do not consistently avoid two-word verbs. Finally, he stated that more advanced learners are more successful in understanding and producing PVs than less advanced learners.

In 2000, Morales investigated the use and comprehension of English phrasal verbs among native speakers of Spanish. In a cross-sectional quantitative study, the researcher studied both syntactic and semantic considerations of phrasal verb structure. Data were collected from 190 EFL students in the English program of a Costa Rican State university through four-section questionnaire including

translation, grammaticality judgment, and multiple-choice questions. Three levels of proficiency were tested (beginner, intermediate and advanced). Beforehand, Test of English as a Foreign Language was administered to determine the actual level of English proficiency of the subjects. Throughout data collection, the same procedure in Chu's (1996) study was followed. Test items were adapted and more items were added to all sections. All sections and test items were pilot-tested before implementing in the study. Morales summarized the results of the study as follows:

> There is a relationship in the students' performance in both skills. If a student understood phrasal verbs correctly, the tendency was to use them as well and vice versa. Besides, advanced students have a better command of English phrasal verbs than beginning students. It was also found that gender did not have an effect on performance, and that the actual level of proficiency of the students is not always determined by the level of the course they are taking. Finally, students believe that phrasal verbs are difficult to learn, but they acknowledge their importance and seem motivated to make the effort. (Morales, 2000:65).

A very recent study was performed by Yan Liao and Yoshinori J. Fukuya (2004). Covering the previous studies available in the literature the researchers investigated the avoidance of English phrasal verbs by Chinese learners. Their subjects consisted of six groups of Chinese students including both advanced and intermediate level learners. Liao and Fukuya manipulated 3 different tests (multiple-choice, translation, or recall), which included literal and figurative phrasal verbs. Finally they reported three factors affecting the avoidance of phrasal verbs (proficiency level, phrasal-verb type, and test type). There was no statistical evidence but authors speculated that the differences between first and second languages and the semantic difficulty of phrasal verbs may also be reasons for the learners' avoidance.

In 2004, a very recent research- Avoidance of Phrasal Verbs by Spanish-speaking Learners of English- was performed by Gaston with the population of twenty-nine native Spanish-speaking adult ESL students at three different levels and from three different adult ESL schools. Twenty-eight multiple-choice questions and a translation task concluded that avoidance is triggered mainly by semantic factors and by low proficiency levels in the L2.

In the lights of the studies mentioned above, the present study aims to investigate the avoidance of Phrasal Verbs by Turkish EFL students. Under this circumstance, the differences between proficiency levels, semantic classifications of PV structure and the differences between test types will be considered and analyzed systematically and statistically. Finally, the main purpose is to describe the existing situation about the avoidance of phrasal verbs.

CHAPTER III
METHODOLOGY

3.1. Methodology

In this section, a detailed overview of the methodology of this study will be given. The ultimate purpose of this part is to introduce the characteristics of the subjects, give a detailed explanation of the tests that were administered to the subjects and explain the procedures used in collecting and analyzing data.

3.2. Subjects

A total of 415 university students took part in this study. All of the participants range in age from 18 to 25. Students were divided into five groups. The first four included 400 ELT students from 1st through 4th years at Anadolu University. They were all non-native speakers of English and they have learned English in a foreign language environment. Each group consisted of 100 participants. Depending on the total years of learning English, non-native participants varied between 6 through 11 years. Some of them were given proficiency and placement tests by their institution when they were at prep class: Anadolu University, School of Foreign Languages. They were all ELT teacher trainees and they were supposed to be at an advanced level of proficiency. Through data collection, each non-native participant was given three separate elicitation tests (multiple choice, fill in the blanks, translation). (cf. 3.3.)

For basis of comparison, fifteen native speakers of English were asked to participate. Thus fifth group consisted of 15 Native speakers of English. Native speakers were all university students in the U.S.A. These participants were

exposed to two different elicitation tests (multiple choice, fill in the blanks). (cf. 3.3.) All of the participants voluntarily took part in the study.

3.3. Materials and Instruments

Throughout data collection procedure, three different elicitation tests were administered:

- *Multiple choice test*
- *Fill in the blanks test*
- *Translation test*

Each test includes 20 most frequent phrasal verb items collected from British National Corpus (Baldwin & Villavicencio, 2002). Since the participants were in the EFL context, subject exposure was the concern of the study. Appropriate PV items collected from different EFL course books that the participants have been exposed to throughout their education. The following grammar books were reviewed and checked while collecting appropriate phrasal verbs:

- Focus on Grammar, An Advanced Course for Reference and Practice. Maurer, 2000.
- Grammar in Use - Reference and Practice for Intermediate Students of English Murphy, 1998
- Cambridge - English Vocabulary in Use (Pre-intermediate and Intermediate) McCarthy, 1999
- Longman English Grammar Practice for Intermediate Students. L. G. Alexander, 1998
- Cambridge English Grammar in Use (Intermediate). R: Murphy, 1998
- Oxford Practice Grammar with Answers. Eastwood, 2002.
- Cambridge - English Vocabulary in Use (Elementary). M. McCarthy, F. O'Dell, 1999

- Cambridge Essential English Grammar in Use (Intermediate). Murphy, 1999.

Collected phrasal verbs were equally divided into two categories according to their semantic nature. In the categorization process, recent research and data were taken into account. PVs were semantically categorized into two groups as “literal” and “figurative” (Liao & Fukuya, 2004). Such kind of categorization is preferred because it’s the one mostly used among researchers studying on the same topic (cf. 1.3.2.). The list of phrasal verbs, their categories, their one-word equivalents and their Turkish translation were given in Appendix A.

In the first portion of all tests, personal information such as age, educational background, and years of learning English were asked for additional information. The collected set of PVs was used in the following three tests in three phases in the following order:

3.3.1. Multiple-choice Test:

In the multiple choice test, the participants were asked to answer 20 multiple choice questions. They were asked to choose the most suitable answer that completes the sentence (see Appendix B).

The main purpose of that kind of task was to observe any type of avoidance and to see whether the participants were able to comprehend the PV structure at the level of recognition. Each multiple choice question included the correct phrasal verb, an equivalent one-word verb, and two distractor verbs (one of which was also a phrasal verb). Since each item actually contained two correct answers, the participants received special instructions to choose the one that they considered most suitable to complete the dialogue.

E.g.: Police: Have you seen the suspect?

Witness: Yes, he was running away. Suddenly, His gun ..... accidentally as he was climbing over a fence.

a. destroyed *b. exploded*

c. went off *d. turned off*

All of the participants were given that test (both native and non-native speakers). All of the participants completed the task in an average 10-15 minutes. Time constraints were not the main consideration but the order in administrating the test was important.

After the dataset involving responses to multiple-choice questions were ready, the internal reliability coefficient of Cronbach Alpha was calculated for this part. The coefficient was .749 which was considered ideal according to Pallant (2001).

3.3.2. Fill-in the Blanks Test:

In Fill in the Blank test, students were given 20 dialogues or phrases in which the PV is left out, and participants were expected to fill in the blank with the appropriate PV. This test type was adapted from Cornell (1985). Cornell explains the function of this test type as establishing students' active knowledge of selected idiomatic phrasal verbs rather than their ability to deduce the meaning of a phrasal verb from a context.

While many students may recognize phrasal verbs when they see or hear them, and thus on some level can demonstrate a working knowledge of them, the ability to produce them unprompted is an entirely different matter. Fill-in the blanks test type was used for this matter.

E.g.: A: Your father's coughing very badly!

B: Yeah, He knows smoking isn't good for his health, but he can't .....smoking.

This test was also administered to all participants; both native and non-native students. The participants completed the test in about 10 to 15 minutes. Again, time constraints were not the concern of the study. Thus, the participants were not given a limited amount of time.

After the dataset of fill-in-the-blanks questions were ready, the internal reliability coefficient of Cronbach Alpha was calculated for this part as well. The coefficient was .83 which was quite good according to Pallant (2001).

3.3.3. Translation Test:

The items used in that test were the same ones given in the multiple choice test. However, this time the choices were omitted. The PVs in each item were written in bold. The participants were asked to write down the Turkish translation of the bold words in each sentence into the blanks.

This test was only administered to non-native students and the ultimate purpose of the test was to see whether the participants know the meaning of collected PVs when they were exposed to them in an appropriate context.

In previous research, translation test was used at the word level. PVs, in isolation, were given and the students were asked to translate them. However, in the present study, PVs, in translation test, were given in contexts. This was supposed to decrease the level of possible negative effects such as polysemy because of syntactic and semantic nature of PV structure.

*E.g.: "I was late for my date last night, so I **made up** a story about a traffic jam."*

–"But did your girlfriend believe it at all? Better be frank next time.".....

3.4. Data Collection Procedure

For the purpose of this study, the subjects were reminded that their participation was voluntary. They were also informed that their responses would remain confidential, and their participation would not affect their grades in their courses.

To elicit the use of phrasal verbs three different test types were administered to participants at three phases on the same day (cf. see Appendix B). Namely, each non-native participant was exposed to three different elicitation tests. Instructions were given orally in Turkish to non-native participants because the ultimate purpose was to make them understand the instructions clearly. Data were collected from 18 different groups in 5 days. Through this process, 5 ELT teachers at the department were asked to participate in the data collection procedure. They were given instructions clearly and they participated in the study voluntarily. 5 of the groups were tested by them whereas 13 groups were tested by the researcher. The tests were given in the same day in the following order. First, "multiple choice" test items were given to 400 ELT learners. They were asked to choose the best option from four choices. At this phase, the crucial aim was to determine whether the ELT teacher trainees avoid phrasal verbs at the level of recognition, whether they choose correct PVs from three distracters or they prefer one-word equivalents. It took 10-12 minutes for all of the participants, to complete the multiple choice test. The participants were not limited in time. Nevertheless, the amount of time (10-12 minutes) was appropriate for this type of test. (cf. see Appendix B)

After the participants completed the multiple choice test they were asked to answer the “fill in the blanks” test questions. In each question, the participants were supposed to write down a suitable verb that completes the sentence. Each question included a contextual dialogue with a missing gap. The participants were not given any choice or a clue. At this phase, their preferences for phrasal verbs at the level of active use were tested. The correct choice might be either a phrasal verb or a one word verb.

When compared with multiple choice test items, fill-in the blank test items were slightly difficult for the students because it took 15-20 minutes for them to complete the test. The challenge, at this phase, was to produce appropriate verbs for each item. Apparently, the process of production in using correct verbs or phrasal verbs was more difficult for the students than choosing the appropriate verb among four choices.

Finally, translation test items were administered to the participants. In translation test, the same items in the multiple choice test were used. But this time, phrasal verbs were not omitted, they were given in bold character and the participants were asked to translate the given bold verbs into Turkish. Turkish translation of each phrasal verb was given in Appendix A. Through translation test, it was aimed to see whether the participants know the meaning of each PV item collected.

The same procedure with a slight difference was applied for the native speakers of English. The native participants were given only two elicitation tests; the multiple choice test and the fill-in the blanks test items were administered to the participants in a two-page questionnaire (cf. see Appendix C). A colleague in the USA helped in the process of data collection from native speakers.

The collected data were analyzed according to the following variables in terms of avoidance behavior;

- phrasal verbs type
- level (year 1-4)
- task type

3.5. Data Analysis

The *Statistical Package for Social Sciences* software program (SPSS 15.0) was used to analyze the data statistically. SPSS analytics have been used for approximately 40 years all over the world. According to official website of the program, researchers in more than 100 countries around the world use SPSS for statistical analyses. Besides, 90 percent of the top US universities use SPSS software for statistical analyses. SPSS includes most commonly used statistics in social sciences such as frequencies, means, t-test, ANOVA, correlation, and nonparametric tests; and places constraints on internal file structure, data types, data processing and matching files, which together considerably simplify programming. In a similar way with the previous research, an alpha level of .05 was used for both statistical tests performed on the data. However, whenever the same groups were exposed to more than one parametric test, the pre-determined alpha value was divided by the number of tests that were conducted. This procedure is called *Bonferroni Adjustment*, which is used in the social science statistics to reduce the likelihood of Type I error risk (Huck, 2000).

When two groups are compared to each other, independent-samples t-tests were conducted. Whenever more than two groups were compared in terms of a specific variable, one-way analysis of variance (ANOVA) was used. To compare, literal and figurative usage of the same group,

dependent-samples t-tests were conducted. Similarly, to compare multiple-choice and fill-in-the blanks tests, dependent-samples t-tests were conducted again.

Finally, the results of translation test were calculated to see whether non-native participants know the meanings of PV items collected. The results were consistent. Each participant gave correct answers to all of the questions in translation test. This suggested that EFL learners recognized each PV item, or at least, they were able to gather the meaning of each PV item from the context.

CHAPTER 4
RESULTS AND DISCUSSION

The overall purpose of the present thesis was to see whether there is any avoidance in phrasal verb usage of Turkish teacher trainees. This chapter presents the results of the analysis of data. Each research question will be presented individually in conjunction with the relevant data and findings.

4.1. Results

The ultimate purpose of the present study was to compare the performances of Turkish EFL learners and Native speakers of English on two different tests evaluating use of English phrasal verbs. The comparisons were also made among groups according to their level in ELT (class/year; 1-4). In this part, each research question will be presented individually in conjunction with the relevant data and findings.

4.1.1 RQ1: Do Turkish ELT teacher trainees avoid using phrasal verbs in English?

In order to understand whether non-native ELT teacher trainees differed in their phrasal verb usage from native speakers, independent-samples t-tests were conducted. NS preference for phrasal verbs was compared to NNS preference in the multiple-choice test. Native and non-native speakers were compared in terms of their multiple-choice test scores, literal and figurative phrasal verb preferences in multiple choice test, one-word equivalent usage in multiple choice test, fill-in-the-blanks test scores, literal and figurative phrasal verb preferences in fill-in-the blanks test, and one-word equivalent usage in

fill-in-the blanks test. More specifically, a total of eight independent-samples t-tests were conducted which reduced the alpha value from .05 to .006 as suggested by Huck (2000).

a. Multiple-choice test scores of native and non-native speakers:

Multiple-choice test scores of native and non-native speakers were compared through independent-samples t-tests. Literal usage, figurative usage, one-word equivalent usage and total scores of native and non-native speakers were compared. Table 1 provides the means and standard deviations of native and non-native speakers on each variable along with the results of independent-samples t-tests.

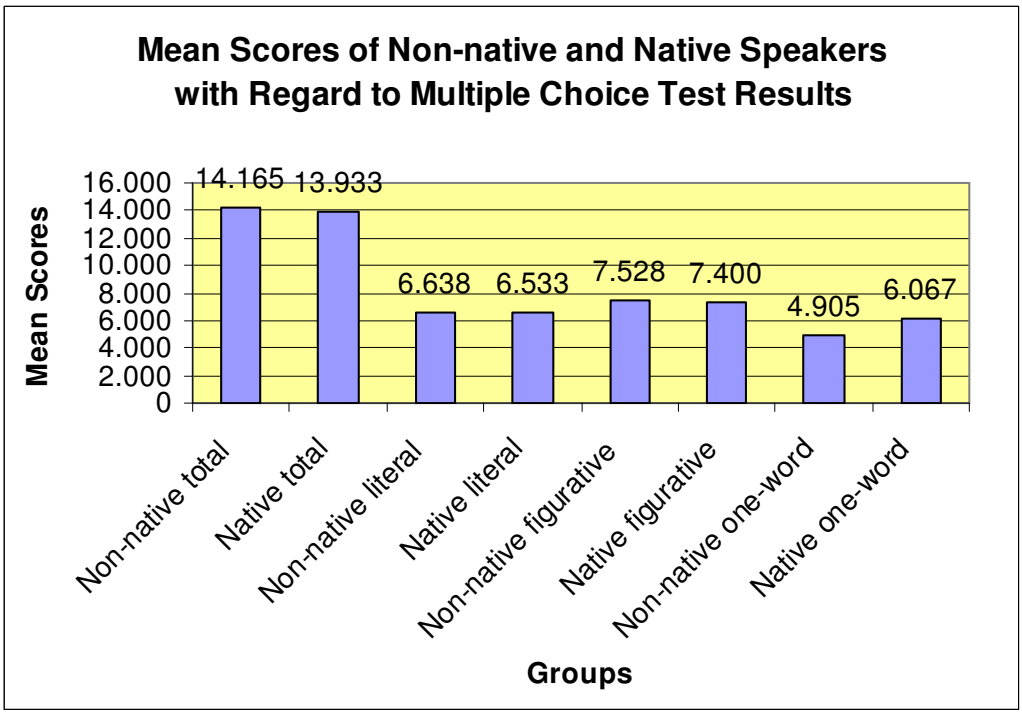
As the suggested in Table 1, native and non-native speakers did not differ from each other in terms of their total scores in the multiple choice test (t_{413}=.266; p=.790), literal phrasal verb usage (t_{413}=.195; p>.845), figurative phrasal verb usage (t_{413}=.283; p=.777) and one word equivalent preferences (t_{413}=-1.435; p=.152).

Table 1. Descriptive statistics and independent samples t-tests comparing native and non-native speakers with regard to multiple-choice test results

	Native/Non-native	N	Mean	SD	df	t-value	Sig.
Multiple Choice Test - Total Scores	Non-native	400	14,165	3,352	413	0,266	0,790
	Native	15	13,933	1,907			
Multiple Choice Test - Literal Phrasal Verb Usage	Non-native	400	6,638	2,053	413	0,195	0,845
	Native	15	6,533	1,125			
Multiple Choice Test - Figurative Phrasal Verb Usage	Non-native	400	7,528	1,721	413	0,283	0,777
	Native	15	7,400	1,404			
Multiple Choice Test - One Word Equivalent Scores	Non-native	400	4,905	3,111	413	-1,435	0,152
	Native	15	6,067	1,907			

Figure 1 presents mean scores of phrasal verb usage for non-native and native participants in the multiple choice test. Their total scores, literal and figurative scores and one word equivalent results indicate that there is not a significant difference among groups. These results, finally, stated that non-native participants did not avoid English phrasal verbs in the multiple choice test.

Figure1.



With the mean scores of 14,165 and 13,933 non-native participants do not differ from native speakers in the multiple choice test. Similarly, there is not a significant difference between NNS and NS in terms of their literal and figurative phrasal verb preferences (literal PV preference χ=6, 638 for NNS, χ=6,533 for NS and figurative PV preference χ= 7,528 for NNS, χ= 7,400 for NS). In addition to mean scores, raw scores of the participants are also given in Appendix D and raw scores indicate similar results. With the raw scores of

5666/8000, %70.8 (NNS) and 209/300, %69.6 (NS) there is not a significant difference among groups in terms of their total scores in the multiple choice test. According to their literal phrasal verb preferences raw scores of both group indicate non-avoidance (2655/4000, %66.37 for NNS and 98/150, %65.3 for NS). Again, non-native participants 3011/400 or %75.2 did not differ from native speakers 111/150 or %74 in terms of their figurative phrasal verb preference in the multiple choice test.

b. Fill-in-the blanks test scores of native and non-native speakers:

Similar to above analyses, fill-in-the-blanks test scores of native and non-native speakers were compared through independent-samples t-tests again. Literal usage, figurative usage, one-word equivalent usage and total scores of native and non-native speakers were compared. Table 2 provides the means and standard deviations of native and non-native speakers on each variable along with the results of independent-samples t-tests.

Table 2. Descriptive statistics and independent samples t-tests comparing native and non-native speakers with regard to fill-in-the blanks test results

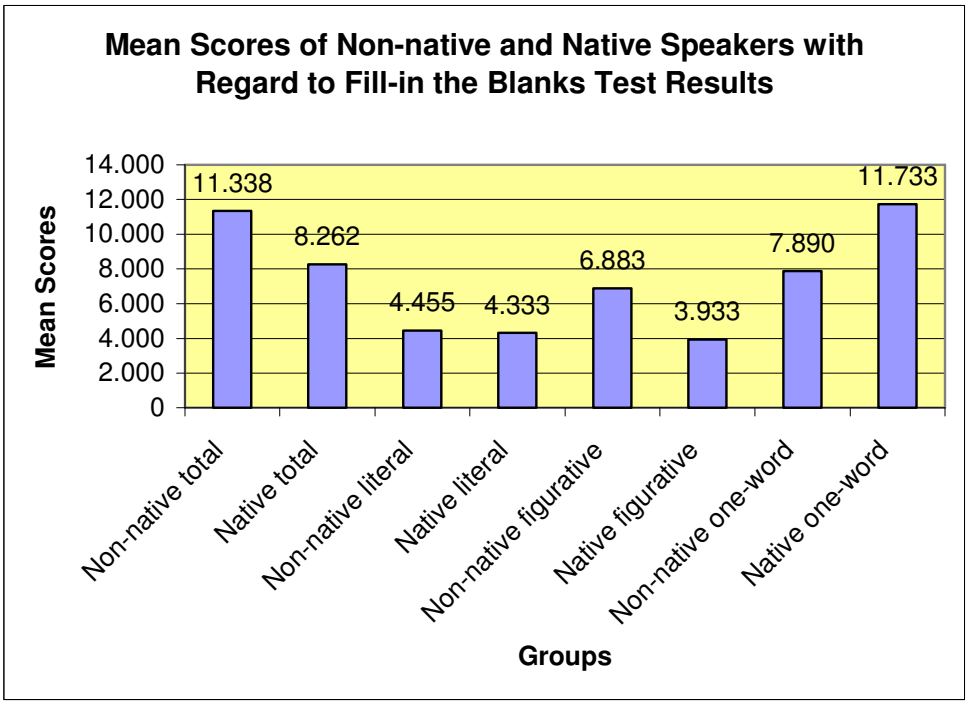
	Native/Non-native	N	Mean	SD	df	t-value	Sig.
Fill-in-the-blanks Test - Total Scores	Non-native	400	11,338	4,344	413	**2,726**	**0,006**
	Native	15	8,267	1,831			
Fill-in-the-blanks Test - Literal Phrasal Verb Usage	Non-native	400	4,455	2,730	413	0,172	0,864
	Native	15	4,333	1,047			
Fill-in-the-blanks Test - Figurative Phrasal Verb Usage	Non-native	400	6,883	2,072	413	**5,456**	**0,001**
	Native	15	3,933	1,486			
Fill-in-the-blanks Test - One Word Equivalent Scores	Non-native	400	7,890	4,195	413	**-3,533**	**0,001**
	Native	15	11,733	1,831			

As Table 2 shows, native and non-native speakers significantly differed from each other in terms of total scores in the fill-in-the-blanks test. More specifically non-native speakers (χ=11.338) had significantly higher scores than native speakers (χ=8.267) at a probability value of .006. The two groups did not differ from each other in terms of their literal phrasal verb usage. However, they differed in terms of figurative phrasal verb usage and one word equivalent preferences. More specifically, non-native speakers preferred figurative phrasal verbs (χ=6.883) more than native speakers (χ=3.933) at a probability value of .001. Besides, native speakers preferred one-word equivalents (χ=11.733) more than non-native speakers (χ=7.890) at a probability value of .001.

Figure 2 shows mean scores of non-native and native speakers in the fill in the blanks test. There is not a significant difference in terms of their literal phrasal verb usage. On the contrary, native and non-native participants' performance shows a great difference in terms of their total scores, figurative and one-word equivalent preferences.

The difference between native speakers and non-native participants is statistically significant, with the mean score of non-native teacher trainees higher than that of the native speakers. Figure 2 clarifies the following differences. Total scores (χ= 11,338 for NNS and χ= 8.262 for NS) and figurative PV preferences (χ= 6.883 for NNS and 3.993 for NS) of non-native participants suggest higher scores than the preferences of native participants. On the other hand, non-native participants' one-word equivalent preferences decrease accordingly. Such results indicate that, again, there is not any avoidance in terms of the participants' fill-in the blanks test results.

Figure2.



In addition to mean scores, raw scores of the participants suggest higher scores of NNS in terms of their total scores and figurative phrasal verb preferences in the fill-in the blanks test. (cf. Appendix D). With the raw scores of 4535/8000, %56.6 (NNS) and 124/300, %41.3 (NS) non-native participants shows higher scores in the fill-in the blanks test. According to their figurative phrasal verb preferences raw scores of both group indicate significant results (2755/4000, %68.8 for NNS and 59/150, %39.3 for NS). Finally, the scores of NNS suggest more frequent use of PVs than the scores of NS in the fill-in the blanks test. Namely, the results indicate non-avoidance of phrasal verbs in the fill-in the blanks test.

4.1.2. RQ2: Does avoidance diminish in accordance with their year of study (1-4)?

In order to understand whether non-native ELT teacher trainees at different grade levels differed in their phrasal verb usage, one-way between-groups analyses of variance (ANOVA) were conducted. Non-native speakers in different grade levels were compared in terms of their multiple-choice test scores, literal and figurative phrasal verb preferences in multiple choice test, one-word equivalent usage in multiple choice test, fill-in-the-blanks test scores, literal and figurative phrasal verb preferences in fill-in-the blanks test, and one-word equivalent usage in fill-in-the blanks test.

More specifically, a total of eight ANOVAs were conducted which reduced the alpha value from .05 to .006 as suggested by Huck (2000). As suggested by Huck (2000), Field (2000) and Pallant (2001), whenever the results of ANOVAs were significant, multiple comparisons were conducted to see the source of the differences among groups.

a. Multiple-choice test scores of non-native speakers at different grade levels:

In terms of total scores, literal phrasal verb usage, figurative phrasal verb usage, and one word equivalent preferences, the groups were compared through ANOVAs. Means and standard deviations are provided along with the F values and significance levels in Table 3 below:

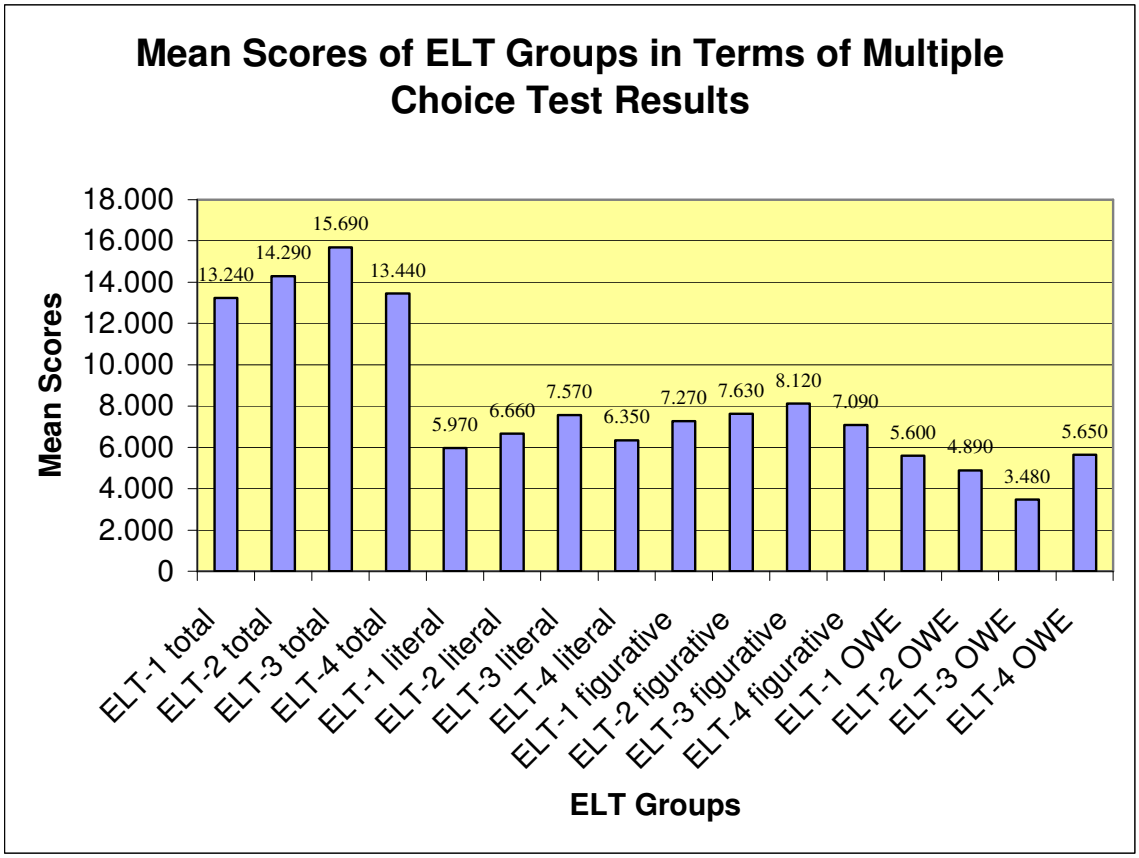
Table 3. ANOVA summary tables comparing grade levels in terms of multiple choice test						
		N	Mean	SD	F value	Sig.
Multiple Choice Test - Total Scores	ELT 1	100	13,240	2,586	**11,95297**	**0,001**
	ELT 2	100	14,290	3,611		
	ELT 3	100	15,690	3,829		
	ELT 4	100	13,440	2,672		
	Total	400	14,165	3,352		
Multiple Choice Test - Literal Phrasal Verb Usage	ELT 1	100	5,970	1,623	**11,96494**	**0,001**
	ELT 2	100	6,660	2,262		
	ELT 3	100	7,570	2,217		
	ELT 4	100	6,350	1,708		
	Total	400	6,638	2,053		
Multiple Choice Test - Figurative Phrasal Verb Usage	ELT 1	100	7,270	1,536	**7,300097**	**0,001**
	ELT 2	100	7,630	1,840		
	ELT 3	100	8,120	1,903		
	ELT 4	100	7,090	1,393		
	Total	400	7,528	1,721		
Multiple Choice Test - One Word Equivalent Scores	ELT 1	100	5,600	2,387	**11,39347**	**0,001**
	ELT 2	100	4,890	3,443		
	ELT 3	100	3,480	3,457		
	ELT 4	100	5,650	2,532		
	Total	400	4,905	3,111		

As Table 3 suggests, grade levels differed from each other in terms of all four aspects at a statistically significant level ($p<.001$). All of the four groups significantly differed from each other in terms of their total scores, literal PV usage, figurative PV usage and one-word equivalent preferences in the multiple choice test.

Figure 3 suggests mean scores of each ELT groups in term of their total scores, figurative and literal phrasal verbs usage and their one-word equivalent preferences in the multiple choice test. Their mean scores state significantly

different results. The difference between 4 levels is statistically significant, with the mean score of Level 3 (χ=15.690) participants higher than that of Level 1 (χ=13.240) and Level 4 (χ=13.440) in terms of their total scores and literal and figurative PV usage, Level 2 (χ=14.290) follows Level 3. Level 1 and 4 has nearly the same results as stated in Figure 3 and Tables 4-7 indicating source of differences.

Figure3.



In addition to mean scores, raw scores of all of the participants are also given in Appendix D. According to their raw scores, Level 3, again, shows greater preference of phrasal verbs in terms of their total score 1569/2000, literal phrasal verb usage (757/1000) and figurative phrasal verb usage (812/1000)

than other grade levels. In the same manner, level 3 participants prefers PV items more frequently with their total score of %78.45, literal PV usage of % 75.7 and figurative PV usage of %81.2 than other groups of participants.

To understand the source of these differences, multiple comparisons should be conducted as suggested by Field (2000) and Huck (2000). In order to choose the proper multiple comparison tests, Levene's Test of Homogeneity of Variances was checked for each variable. According to the results of the tests, Tamhane Procedure was preferred as suggested by Field (2000).

Table 4 provides the sources of differences among grade levels in terms of their total scores in the multiple-choice part:

Table 4. Mean differences in terms of total scores in the multiple-choice part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	-1,05	-**2,45*****	-0,2
B		-	-1,4	0,85
C			-	**2,25*****

* p <.05 **p<.01 ***p<.001

As Table 4 suggests, the significant differences were between Level 1 (χ=13.240) and Level 3 (χ=15.690) and between Level 3 (χ=15.690) and Level 4 (χ=13.440). According to their total scores in the multiple choice test, the participants at Level 3 show better performances in using phrasal verbs than the participants at Level 1 (χ=13.240) and Level 4 (χ=13.440). The difference between level 1 and level 3 is increasingly significant. On the other hand, the difference between level 3 and level for is decreasingly significant which means level 3 participants showed greater performance than both level 1 and level 4 participants. Besides, the difference between Level 2 (χ=14.290)

and Level 3 (χ=15.690) between Level 1 (χ=13.240) and Level 2 (χ=14.290) between Level 1 (χ=13.240) and Level 4 (χ=13.440) between Level 2 (χ=14.290) and Level 4 (χ=13.440) is not statistically significant. That is, these groups did not differ in terms of their total scores in the multiple choice test.

In addition to mean scores, raw scores of each group suggest the followings (cf. Appendix D): Again, level 3 (1569/2000) participants make use of PV items more frequently than level 1 (1324/2000) and level 4 (1344/2000) participants.

Table 5 provides the sources of differences among four levels in terms of literal phrasal verb usage in the multiple-choice part:

Table 5. Mean differences in terms of literal phrasal verb usage in the multiple-choice part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	-,690	**-1,600*** **	-,38
B		-	-,910	,310
C			-	**1,220*** **

* p <.05 **p<.01 ***p<.001

As the Table 5 suggests, the significant differences were between Level 1 (χ=5.970) and Level 3 (χ=7.570) and between Level 3 (χ=7.570) and Level 4 (χ=6,350). In other words, Level 3 shows greater performance in literal phrasal verb usage in the multiple choice test with their raw score of 757/100 than Level 1 597/1000 and Level 4 635/1000. There is not a significant difference among other grade levels.

Table 6 provides the sources of differences among levels in terms of figurative phrasal verb usage in the multiple-choice part:

Table 6. Mean differences in terms of figurative phrasal verb usage in the multiple-choice part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	-,360	**-,850*** **	,180
B		-	-,490	,540
C			-	**1,030*** **
* p <.05 **p<.01 ***p<.001				

As the Table 6 illustrates, the significant differences were between Level 1 (χ=7.270) and Level 3 (χ=8.120) and between Level 3 (χ=8.120) and Level 4 (χ=7.090). That is Level 3 have better performance of figurative phrasal verb usage than Level 1 (χ=7.270) and Level 4. On the other hand, there is not a significant difference between Level 1 (χ=7.270) and Level 2 (χ=7.630) and between Level 1 (χ=7.270) and Level 4 (χ=7.090) and between Level 2 (χ=7.630) and Level 4 (χ=7.090) and between Level 2 (χ=7.630) and Level 3 (χ=8.120).

According to the participants' raw scores, Level 3 learners (812/1000), again, shows greater preference of figurative phrasal verbs in the multiple choice test than level 1 (727/1000) and level 4 (709/1000) participants. In the same manner, level 3 participants prefers figurative PV items more frequently in the multiple choice test with their total score of (%81.2) than level 1 (%72.7) and level 4 (%71) participants.

Table 7 provides the sources of differences among different levels in terms of one-word equivalent preference in the multiple-choice part:

Table 7. Mean differences in terms of one-word equivalent preferences in the multiple-choice part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	,710	**2,120*** **	-,050
B		-	1,410	-,760
C			-	**-2,170*** **

* p <.05 **p<.01 ***p<.001

As the Table 7 illustrates, the significant differences were between Level 1 (χ=5,600) and Level 3 (χ=3,480) and between Level 3 (χ=3,480) and Level 4 (χ=5,650). Level 3 students differed from the participants at Level 1 and Level 4 in terms of their one-word equivalent preferences in the multiple choice test. They preferred one-word equivalents less frequently than the participants at Level 1 and Level 4. On the contrary, these results suggest that their performance in using PV items was better than the others.

b. Fill-in-the-blanks test scores of non-native speakers at different grade levels:

Similar to above analyses, total scores, literal phrasal verb usage, figurative phrasal verb usage, and one word equivalent preferences were compared with regard to grade levels through ANOVAs. Means and standard deviations are provided along with the F values and significance levels in Table 8 below:

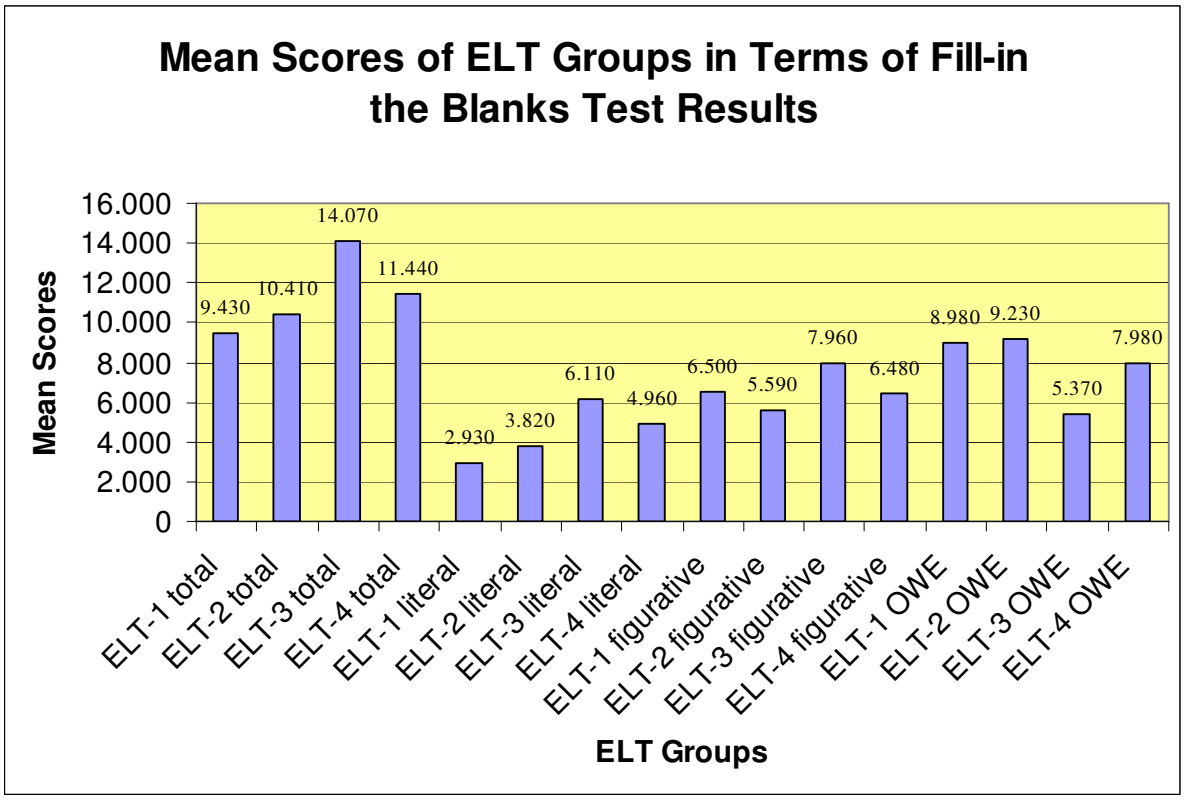
Table 8. ANOVA summary tables comparing grade levels in terms of fill-in-the-blanks test						
		N	Mean	SD	F value	Sig.
Fill-in-the-blanks Test - Total Scores	ELT 1	100	9,430	3,301	**24,966**	**,001**
	ELT 2	100	10,410	4,472		
	ELT 3	100	14,070	4,544		
	ELT 4	100	11,440	3,523		
	Total	400	11,338	4,344		
Fill-in-the-blanks Test - Literal Phrasal Verb Usage	ELT 1	100	2,930	1,827	**31,464**	**,001**
	ELT 2	100	3,820	2,787		
	ELT 3	100	6,110	2,832		
	ELT 4	100	4,960	2,265		
	Total	400	4,455	2,730		
Fill-in-the-blanks Test - Figurative Phrasal Verb Usage	ELT 1	100	6,500	2,023	**13,174**	**,001**
	ELT 2	100	6,590	2,060		
	ELT 3	100	7,960	2,079		
	ELT 4	100	6,480	1,755		
	Total	400	6,883	2,072		
Fill-in-the-blanks Test - One Word Equivalent Scores	ELT 1	100	8,980	3,098	**20,259**	**,001**
	ELT 2	100	9,230	4,476		
	ELT 3	100	5,370	4,389		
	ELT 4	100	7,980	3,548		
	Total	400	7,890	4,195		

As Table 8 clearly illustrates, grade levels differed from each other in terms of all four aspects at a statistically significant level ($p<.001$).

Figure 4 shows mean scores of each ELT groups in term of their total scores, figurative and literal phrasal verbs usage and their one-word equivalent preferences in the fill-in the blanks test. Similar to the multiple choice test performances, Level 3 participants have significantly higher scores in the fill-in the blanks test. Their total scores (χ=14,070), literal phrasal verb preference (χ=6,110), and figurative phrasal verb usage (χ=7,960), suggest that they did

better in fill-in the blanks test than the other levels. They also preferred less one-word equivalents than the other groups, that is, they have higher preference of phrasal verbs than the others as stated above. Level 2, again, follows Level 3 in terms of their phrasal verb preferences. Different from their multiple choice test scores, participants in Level 4 have better scores in fill-in the blanks test than level 2 participants and level1 learners in terms of their PV preferences.

Figure4.



Additionally, raw scores of all of the participants revealed the following results: According to the participants' raw scores, Level 3, again, shows greater preference of phrasal verbs in terms of their total score (1407/2000),

literal phrasal verb usage (611/1000) and figurative phrasal verb usage 796/1000 than the participants at other grade levels. (cf. Appendix D)

To understand the source of these differences, multiple comparisons were conducted according to Field's (2000) suggestion. More specifically, through Levene's Test of Homogeneity of Variances, Tamhane Procedure was preferred. Table 9 provides the sources of differences among grade levels in terms of the total scores in the fill-in-the-blanks part:

Table 9. Mean differences in terms of total scores in the fill-in-the blanks part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	,-980	**-4,640*** **	**-2,01*** **
B		-	**-3,660*** **	-1,030
C			-	**-2,630*** **

* p <.05 **p<.01 ***p<.001

As Table 9 suggests, the significant differences were between Level 1 (χ=9,430) and Level 3 (χ=14,070), between Level 1 (χ=9,430) and Level 4 (χ=11,440), between Level 2 (χ=10,410) and Level 3 (χ=14,070), and finally between Level 3 (χ=14,070) and Level 4 (χ=11,440). In other words, there is not a significant difference between Level 1 and Level 2 and between Level 2 and Level 4. More specifically, performances of four groups can be formulated as follows: Level 3> (Level 4=Level 2)>Level 1 which means the participants at Level 3 perform better than the learners in other groups in terms their total scores of PV usage in fill-in the blanks test. Level 4 and Level 2 has nearly the same results. Finally, Level 1 learners prefer phrasal verbs less frequently in fill-in the blanks test.

Besides, raw scores of non-native groups suggest that Level 3 learners (1407/2000), again, shows greater preference of figurative phrasal verbs in the fill in the blanks test than level 4 (1144/2000), level 2 (1041/2000) and level 1 (943/2000), participants. In the same manner, level 3 participants prefers figurative PV items more frequently in the fill-in the blanks test with their total score of (%70.35) than level 4 (%57.2), level 2 (%52.05) and level 1 (%45.15) participants

Table 10 provides the sources of differences among grade levels in terms of literal phrasal verb usage in the fill-in-the-blanks part:

Table 10. Mean differences in terms of literal phrasal verb usage in the fill-in-the-blanks part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	**-,890***	**-3,180*****	**-2,030*****
B		-	**-2,290*****	**-1,140****
C			-	**-1,150***

* p <.05 **p<.01 ***p<.001

As Table 10 suggests, the significant differences were between Level 1 (χ=2,930) and Level 2 (χ=3,820), between Level 1 (χ=2,930) and Level 3 (χ=6,110), between Level 1 (χ=2,930) and Level 4 (χ=4,960), between Level 2 (χ=3,820) and Level 3 (χ=6,110), between Level 2 (χ=3,820) and Level 4 (χ=4,960), and finally between Level 3 (χ=6,110) and Level 4 (χ=4,960).

These results suggest that there is a significant difference among each group in terms of their literal PV usage in the fill in the blanks test. Mean scores of each group showed that teacher trainees at Level 3 (χ=6,110) performed better

than other non-native participants. Level 4 (χ=4,960) learners followed Level 3 learners. There is a statistically significant difference between Level 2 and Level 1. Again, Level 1 (χ=2,930) learners preferred literal phrasal verbs less frequently in the fill-in the blanks test.

Table 11 provides the sources of differences among grade levels in terms of figurative phrasal verb usage in the fill-in-the-blanks part:

Table 11. Mean differences in terms of figurative phrasal verb usage in the fill-in-the-blanks part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	-,09	**-1,460*** **	-,020
B		-	**-1,370*** **	,110
C			-	**1,480*** **
* p <.05 **p<.01 ***p<.001				

As Table 11 suggests, in terms of figurative phrasal verb usage, Level 3 (χ=7,960) was significantly more successful than Level 1 (χ=6,500), Level 2 (χ=6,590) and Level 4 (χ=6,480). Clearly, Level 3 participants use phrasal verbs more frequently than the other groups of participants. Besides, phrasal verb preference of other three groups is not statistically different from each other. Namely, Level 1, Level 2 and Level 4 have similar results with each other. Only, Level 3 learners suggest significant difference in terms of their figurative phrasal verb preference in the fill-in the blanks test.

Additionally, raw scores of the participants present the same results. Level 3 (796/1000) participants have greater preference than level 1, (650/1000), level 2 (661/1000) and level 3 (648/1000) participants in term of their figurative phrasal verb usage in the fill-in the blanks test.

Table 12 provides the sources of differences among grade levels in terms of one-word equivalent preferences in the fill-in-the-blanks part:

Table 12. Mean differences in terms of one-word equivalent preferences in the fill-in-the-blanks part

GROUP	Level 1 (A)	Level 2 (B)	Level 3 (C)	Level 4 (D)
A	-	-,250	**3,610*** **	1,000
B		-	**3,860*** **	1,250
C			-	**-2,610*** **

* p <.05 **p<.01 ***p<.001

As Table 12 suggests, in terms of one-word equivalent preferences in the fill-in-the blanks test, Level 3 (χ=5,370) used significantly less one-word form than Level 1 (χ=8,980), Level 2 (χ=9,230) and Level 4 (χ=7,980).

4.1.3. RQ3: Does avoidance reflect differences in the semantic nature of PV types (literal and figurative)?

In order to answer this research question, two dependent-samples t-tests were conducted one of which for the multiple-choice test while the other one was for the fill-in-the-blanks test. Descriptive statistics along with the results of paired-samples t-tests were provided in Table 13 below:

Table 13. Descriptive statistics and dependent samples-tests comparing figurative and literal usage				
	Mean	SD	t-value	sig.
Multiple Choice Test - Literal Phrasal Verb Usage	6,638	2,053	-10,092	,0001
Multiple Choice Test - Figurative Phrasal Verb Usage	7,528	1,721		
Fill-in-the-blanks Test - Literal Phrasal Verb Usage	4,455	2,73	-22,584	,0001
Fill-in-the-blanks Test - Figurative Phrasal Verb Usage	6,883	2,072		

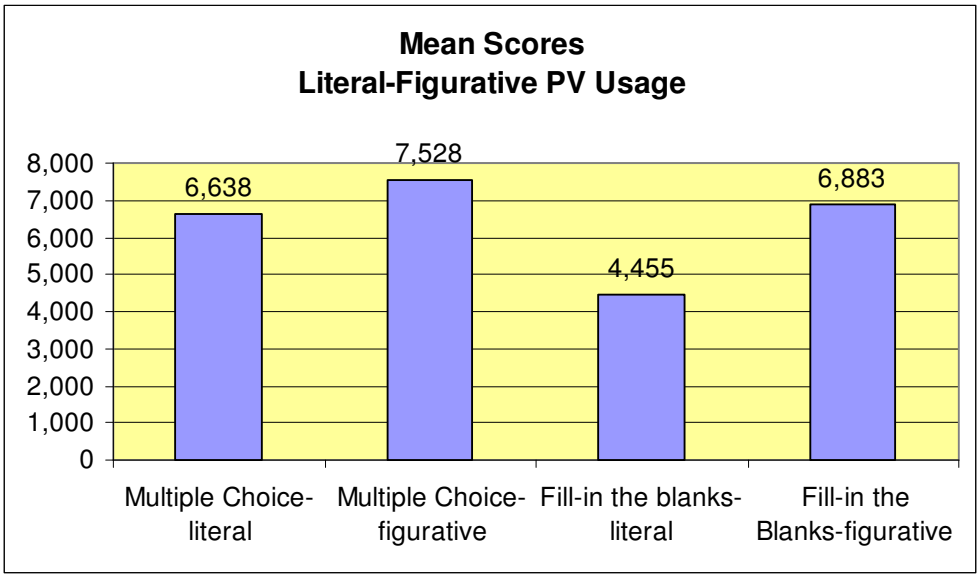
As suggested in Table 13, non-native speakers preferred figurative phrasal verbs more than literal phrasal verbs in both the multiple choice and the fill-in-the-blanks tests at a statistically significant level ($p<.001$).

Figure 5 shows mean scores of non-native participants in terms of their literal and figurative phrasal verb preferences. As stated in figure 5, non-native participants have significantly better scores in figurative phrasal verb usage than literal ones in both multiple choice test (χ=7,528) and fill-in the blanks test (χ=6,883).

Previous studies suggest greater avoidance of figurative phrasal verbs than literal ones These studies concluded that the semantic nature of phrasal verbs directed non-native participants prefer figurative phrasal verbs less often. Because of their idiomatic nature it's more difficult for the non-native participants to grasp their meaning. In opposition to

previous research, non-native participants in the present study mostly preferred figurative phrasal when compared with the literal ones.

Figure5.



In terms of their literal and figurative phrasal verb preferences in both multiple choice test and fill-in the blanks test, non-native participants' raw scores are also given in Appendix D. The results suggested that ELT teacher trainees preferred figurative phrasal verb items more often than the literal ones in both multiple choice test (2655/4000 literal, 3011/4000 figurative) and fill-in the blanks test (1780/4000 literal, 2755/4000 figurative).

4.1.4. RQ4: Are there any task effects (Multiple Choice Test-Fill-in the Blanks Test)?

In order to answer this research question, a dependent-samples t-test was conducted. Descriptive statistics along with the results of paired-samples t-test were provided in Table 14 below:

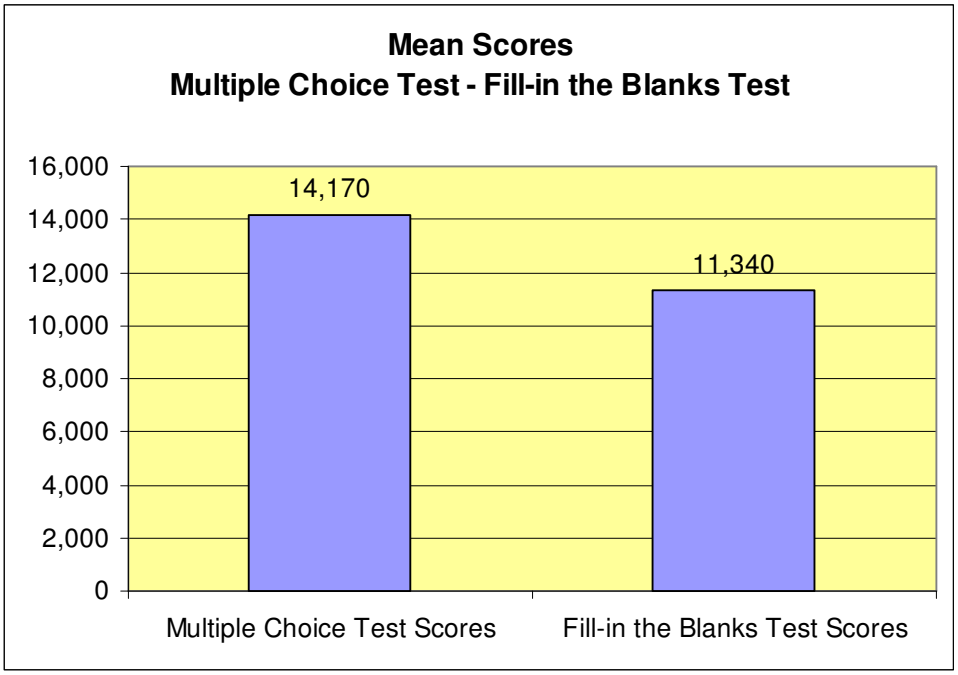
Table 14. Descriptive statistics and dependent samples-test comparing multiple choice part with the fill-in-the blanks part

	Mean	SD	t-value	sig.
Multiple Choice Test - Total Scores	14,17	3,352	15,615	,0001
Fill-in-the-blanks Test - Total Scores	11,34	4,344		

As suggested in Table 14, non-native speakers preferred Phrasal verbs more frequently in the multiple choice part (χ=14,17) than they were in the fill-in-the-blanks part (χ=11,34) at a statistically significant level ($p<.001$).

Figure 6 shows the mean scores of non-native participants in both multiple choice test and fill-in the blanks test. Similar to the previous studies in this area, task effect is an important predictor in comparing the performances of participants in their preferences of PV structure and avoidance behavior. Figure 6 states that Turkish teacher trainees are more successful in the multiple choice test than they are in the fill-in-the-blanks test.

Figure6.



In addition to mean scores, raw scores of the participants suggest the same results. Non-native used phrasal verbs more often in the multiple choice part (5666/8000 or %70.8) than fill-in the blanks part. (4535/8000 or %56.68).

4.2. Discussion

The results of the study stated that Turkish EFL learners did not avoid phrasal verb structure in English. In other words, there wasn't any type of underproduction or avoidance in the use of English phrasal verbs. Native and non-native speakers did not differ from each other in terms of their total scores in the multiple choice test, their literal phrasal verb usage, their figurative phrasal verb usage and their one word equivalent preferences.

On the contrary, in the fill in the blanks test, non-native speakers had significantly higher scores than native speakers in terms of their figurative phrasal verb usage and one word equivalent preferences. Again, these results showed that the native speakers produced phrasal verbs less frequently than the non-native participants, which meant that there wasn't any avoidance of PV structure in fill-in the blank test.

In order to see whether the scores of non-native participants differ as their level increases their scores were calculated in groups (ELT 1-4). In previous research, Hulstijn and Marchena (1989) hypothesized that Dutch learners' avoidance tendency would diminish with increased proficiency. Although their study claimed that Dutch learners did not avoid phrasal verbs at either the advanced or the intermediate level, they found that on the multiple-choice test (given to the native speakers, as well as the advanced and intermediate learners), ''the intermediate ESL learners responded significantly differently from the English native speakers. Dutch high school students avoided phrasal verbs, but more advanced Dutch undergraduate learners did not.

Besides, Dagut and Laufer (1985) and Laufer and Eliasson (1993) concluded in their research that Hebrew undergraduate learners avoided phrasal verbs, on the contrary, Swedish undergraduates did not. Finally, Liao and Fukuya (2004) found that the advanced learners incorporated phrasal verbs in their language use significantly more than the intermediate learners.

In the present study, each group's preference for phrasal verbs was compared to one another in both tests. NSs preferences were also added to see whether there was any difference or not.

According to their total scores, literal and figurative phrasal verb usage in the multiple choice test, Level 3 learners had significantly higher performance than Level 1 and Level 4 learners. Level 3 also had better scores than Level 2 but there was not a significant difference between Level 2 and Level 3 in terms of their total scores, literal and figurative phrasal verb preferences in the multiple choice test.

In the fill-in the blanks test, again, Level 3 learners had significantly better performance in using phrasal verb items in the fill-in the blanks test. Their total scores, literal and figurative phrasal verb preferences showed that there was a significant difference between Level 3 learners and other 3 groups of participants. Level1 learners, on the other hand, used phrasal verbs less frequently in the fill-in the blanks test. Their total scores, literal and figurative phrasal verb usage showed lower performance than other groups of participants.

The reason for the Level 3 learners' stronger preference tendency with phrasal verbs, therefore, could be the amount of input they have gathered. Level 3 learners have been exposed to grammar and vocabulary instruction for three years through different courses such as grammar, reading, linguistics etc. They have been taught phrasal verbs intensely through grammar, reading and speaking courses. The increasing amount of input in three-year period might be a reason for their success in using phrasal verbs. In the same way, Level 4 learners might be supposed to use phrasal verbs more frequently than the lower levels.

The results of the present study showed that Level 4 participants preferred phrasal verbs less frequently than Level 3 and Level 2 learners. Actually, the amount of input they have been exposed to decreases at the level of Level 4. The 4th year curriculum, especially, includes methodology courses rather than

courses such as grammar, linguistics, reading, etc. this might be a reason for Level 4 learners' less frequent use of phrasal verbs in both multiple choice test and fill-in the blanks test.

Individual differences might be another factor affecting participants' preferences in recognizing and using phrasal verbs in terms of grouping variables. Each group from different grade level was selected randomly. There were no criteria determined previously. Each grade level consisted of one hundred teacher trainees and they are selected randomly from at least five different groups at the same level. At this point, individuality may have a role in determining differences among four different grade levels.

In the past research, Dagut & Laufer (1985) found that Hebrew speakers avoided using figurative phrasal verbs more often than the literal ones. Then, Hulstijn & Marchena (1989) stated Dutch learners also avoided idiomatic phrasal verbs more often. Finally Liao and Fukuya (2004) concluded similarly and suggested that with a figurative phrasal verb, the meaning of the verb departs from the meaning of its individual components and that's why the participants avoid them more often.

In the present study, the results showed phrasal-verb type to have been statistically significant on the multiple-choice test, with the mean for figurative phrasal verbs higher than that for literal phrasal verbs. There was no interaction between the phrasal-verb types and the groups, which means that all groups favored more figurative phrasal-verb production than literal phrasal-verb production on the multiple-choice test.

Significant results were also obtained on the fill-in the blank test. Participants' performances on figurative phrasal verbs were better than the literal ones. Again, no interaction found between group and phrasal-verb

type, which means that learners of both proficiency levels performed in a similar way, using literal phrasal verbs less often than figurative ones.

Both multiple test and fill-in the blanks test results suggested that there was a significant difference in using PVs in terms of group variables. In the literature, all of the previous studies concluded that literal phrasal verbs were preferred much more than the figurative ones in terms of semantic nature of PV structure. On the contrary, the results of the present study showed that EFL Turkish learners preferred figurative phrasal verbs much more than the literal ones. One of the reasons might be the fact that Turkish students have been exposed to PVs at the very beginning of language learning through explicit instruction, and this process results with memorization. Besides, the PV items used in the study might not be challenging enough for the participants because all of the phrasal verb items were chosen from the most frequents PVs and they were collected from different EFL text books that all of the participants had a contact with.

The reason for the participants' stronger preference for figurative phrasal verbs could be the semantic nature of PV items. Compared to each other, figurative phrasal verbs are more infrequent than literal phrasal verbs. They are more complex and marked forms. According to Markedness Hypothesis, it is more likely to predict that unmarked forms should be acquired before marked forms. On the contrary, this apparent counterexample to the markedness hypothesis suggests that a second factor, salience, also plays a role in determining acquisition order. Because of their idiomatic nature, figurative phrasal verbs are more noticeable and important than literal ones. That might be a factor affecting participants' preference in using figurative phrasal verbs more often.

In the literature, “task effects” was another point considered in the process of phrasal verb avoidance. Hulstijn and Marchena (1989) hypothesized that the evidence for avoidance of phrasal verbs produced via the three elicitation tests would be strongest for the memorization test (the recall test in the present study), less strong for the multiple-choice test, and least strong for the translation test. They reasoned that the recall test had been designed with a bias in favor of phrasal-verb responses, with only phrasal verbs explicitly given in the tests (Cited in Liao and Fukuya, 2004).

Besides, Dagut and Laufer (1985) found a greater avoidance of figurative phrasal verbs than literal phrasal verbs on all three tests (multiple-choice, translation, and memorization). Then Laufer and Eliasson (1993) concluded that Swedish learners of English showed a greater avoidance of figurative phrasal verbs than literal ones on the translation test, and vice versa in multiple choice tests

Considering the nature of the tests administered to the participants the findings showed similar results with previous studies (Dagut and Laufer, 1985; Hulstjin and Marchena, 1989; Laufer and Eliasson, 1993; Chu, 1996; Morales, 2000; Liao and Fukuya, 2004; Gaston 2004). Dependent-samples t-test results of the present study, similarly, showed that Turkish teacher trainees were more successful in the multiple choice test than they are in the fill-in the blanks test.

Multiple-choice test was prepared only to determine students’ preference of avoidance at the level of recognition. Students were given four choices and they were asked to choose the correct one. On the contrary, their task was more difficult in fill-in the blank test. They weren’t given any list of phrasal verbs or any other choices. They were only asked to write down appropriate

verbs to the blanks. So, they were directed to produce their own verbs. It would be whether a phrasal verb or a one-word verb.

CHAPTER 5
SUMMARY AND CONCLUSIONS

5.1. Summary and Conclusions

Previous research has suggested that the avoidance of phrasal verb structure is due to syntactical differences in the LI and the L2, resulting in negative transfer and usage of the simpler one-word form (Dagut and Laufer, 1985; Laufer & Eliasson, 1993). Other research has shown semantic differences to be a cause of avoidance (Hulstijn & Marchena, 1989; Liao and Fukuya, 2004). According to the previous research, there was a significant difference between different proficiency levels. As proficiency level increases the amount of avoidance behavior decreases. That is, lower level students avoid English phrasal verbs

In the past research, it is supported that if learners are not confident to get correct responses for certain structures, they do not produce them most of the time. And PVs are one of these structures. In this study, it's predicted that Turkish EFL learners would prefer one-word equivalents and avoid phrasal verbs, but this prediction was falsified. On the contrary, the present study showed, Turkish EFL learners didn't avoid phrasal verbs.

One of the reasons of non-avoidance might be the fact that phrasal verbs had been taught in the beginning stages of learning and practiced many times explicitly, such as *make up, look up, go on, and come back, etc.* so the participants were capable of producing them. Besides, the collection procedure of appropriate PVs and the proficiency level of the participants were the other factors of non-avoidance. First, most frequent phrasal verbs

were collected from British National Corpus according to their frequency number. Later, these PVs were compared with the ones in different EFL textbooks and course books of the students and the number of phrasal verbs was eliminated into 20. Final set of 20 phrasal verbs were used in three different elicitation tests. The amount of exposure of the EFL learners to collected PV items was most likely efficient enough for non-avoidance. Lastly, the participants of the present study were all advanced level learners of English. So, lack of avoidance might be due to the participants' level of proficiency. In the same way, past research has suggested that the level of avoidance decreases while the proficiency level increases. Explicit grammar instruction and the amount of input might be other factors affecting the level of avoidance or non-avoidance among different grade levels in the study.

Similarly, this study also supported the assumption that the level of avoidance differs according to the nature of different test types (Dagut and Laufer, 1985; Chu, 1996; Morales, 2000; Liao and Fukuya, 2004). At the level of recognition, the participants were exposed to multiple-choice test. Then, they were also given fill-in the blank test items to test their level of active use. The scores of the participants in each test suggested that avoidance level increases when the students are asked to use the structure actively. When the scores of both multiple choice test and fill-in the blanks test are compared it's possible to say that there's an underproduction of phrasal verbs items at some level in the fill-in the blanks test. The scores of both tests indicate that the participants' preference for phrasal verbs in fill-in the blank test is significantly less frequent than their scores in multiple choice tests. This suggests that all of the ELT participants' performance decreases when they are asked to use the structure actively. Such kind of difference between recognition and active use might be due to the differences between ESL and EFL atmosphere. In EFL context, the learners do not have a chance to use the language in its natural context outside of the classroom. In that case, it is necessary for the teachers to provide real-life situations and authentic

teaching materials. ESL atmosphere, authentic materials and real-life situations would have a role in increasing the amount of comprehensible input. Accordingly, input becomes intake that is necessary for using the language actively and for producing what you have learned as output.

Implications for Teaching

Because of the L1-L2 differences, the semantic function of the particles in English phrasal verbs may be confusing to Turkish EFL learners of English, especially at the level of producing the structure actively. According to the results of the study, there appears to be an underproduction of PVs at the level of active use when compared with the level of recognition. To prevent this, it would be advisable for teachers and course designers do the followings in the process of phrasal verb instruction

In order to reduce the problem of learning and teaching phrasal verbs, teachers need to provide more teaching materials which contain sufficient colloquial conversations with phrasal verbs. Instead of traditional grammar lessons, curriculum writers may need to design textbooks or teaching materials with more informal conversations to provide practices on phrasal verbs. If possible, besides studying textbooks, students should be required to be involved in some actual communicative situations.

Besides, difficult lexical items such as phrasal verbs might be taught through meaningful activities and associated sets. It's obvious that thematic clusters are learned more easily than unassociated sets. Especially in EFL context, learners should be given authentic materials, meaningful exercises and contextual activities because the amount of input they have exposed to is very limited in class time. Students do not have a chance to use the language and gather the related data outside of the classroom.

According to Lee and Van Patten (1995), the best option for grammar and vocabulary teaching in the communicative classroom is "processing instruction". They suggest that:

> a. Present one thing at a time.
> b. Keep meaning in focus.
> c. Move from sentences to connected discourse.
> d. Use both oral and written input.
> e. Have the learner "do something" with the input.
> f. Keep the learner's processing strategies in mind (p. 104).
>
> (cited in Morales, 2000:73)

According to the results of the study, it's obvious that there is a significant decrease in fill-in the blanks test scores compared with multiple choice test scores. Such kind of a situation indicates that it is generally more difficult to activate what has been learned at the level of production. ELT teacher trainees prefer phrasal verbs less frequently when they are faced with activities that necessitate productivity and active use. On the contrary, their scores increase automatically when they are given multiple-choice test items. Another factor might be test familiarity. The participants are familiar with this type of testing technique from the very beginning of their education. Multiple-choice test type is mostly used in our education system in many ways such as: university entrance exam, high school entrance exam, KPDS, UDS, TOEFL, etc. Accordingly, students develop some strategies and test-taking techniques for multiple choice test in order to achieve correct options. They are familiar with this type of test and this might be another reason for non-avoidance.

5.2. Suggestions for Future Research

First, it's speculated in the study that higher level of English proficiency might be a reason of non-avoidance. One of the main reasons of non-avoidance is determined as the proficiency level of the participants. Since they were all advanced level learners the level of avoidance possibility decreased automatically, so further inquiry is needed to search between lower and higher proficiency levels.

Previous research on avoidance of phrasal verbs conducted in ESL context. In this study, on the contrary, the data were collected in EFL environment. And, there is very few study available applied in EFL context. So, additional research is needed to acquire further information and enhance reliability.

The test types used both in the present study and the previous ones are very similar. All of the researchers have used nearly the same tests with slight differences. In order to determine the test effect on avoidance of PV structure the participants might be given different tests including free writing activities. Such kind of activities will be helpful to see avoidance behavior more clearly.

In addition, the data might be collected in naturally occurring environment. It was in the limitations of the present study in terms of time and place constraints, but it's inevitable that without controlled test items, the participants possible avoidance behavior can be observed more clearly and efficiently. Written or spoken materials including native-non native, native-native and non native-non native interaction might be investigated to enable comparable results and additional findings.

With the points mentioned above, future research on the avoidance of phrasal verbs will provide further evidence needed to learn more about phrasal verbs on all its aspects.

REFERENCES

Alexander, L. G. **Longman English Grammar Practice for Intermediate Students**. Longman, 1998

Baldwin, T., Villavicencio, A. **Extracting the Unextractable: A Case Study on Verb-particles**. In Proceedings of the Sixth Conference on Computational Natural Language Learning (CoNLL 2002)*, Taipei, Taiwan, pp. 98-104*

Celce-Murcia, M., Larsen-Freeman, D. **The grammar book. An ESL/EFL Teacher's course.** Boston: Heinle & Henle, 1999.

Cornell, "Alan Realistic Goals in Teaching and Learning Phrasal Verbs" **IRAL**, VOL. XXIII/4, November, 1985.

Chomsky, N. "Lectures on government and binding". **Dordrecht: Foris,** 1981

Chomsky, N. "Principles and parameters in syntactic theory". In N. Hornstein & D. Lightfoot (Eds.), **Explanation in linguistics: the logical problem of language acquisition**. London: Longman, 1981

Chu, Y. "Phrasal Verbs for ESL Students in Taiwan." Degree of Master Arts in Linguistics. The University of Texas at Arlington. May, 1996.

Dagut, M., Laufer, B. "Avoidance of phrasal verbs: A case for contrastive analysis." **Studies in Second Language Acquisition**, 7, 73–79. 1985.

Darwin Clayton M., Loretta Gray "The Occurrence of Phrasal Verbs in Freshman Texts." Central Washington University. July, 1997.

Dirven, R. "The Metaphoric in Recent Cognitive Approaches to English Phrasal Verbs." Metaphorik.de 01/2001

Dixo, R. M. W. (1982). "The Grammar of English Phrasal Verbs". **Australian Journal of Linguistics.** V: 2, 1982. p: 1-42.

Eastwood, John. **Oxford Practice Grammar.** Oxford University Press, 2002.

Field, A. (2000). **Discovering statistics using SPSS for windows**. London: Sage Publications.

Gaston, Michelle. *"Avoidance of Phrasal Verbs by Spanish Speaking Learners of English."* A Thesis Presented to the Faculty of California State University Dominguez Hills In Partial Fulfillment of the Requirements for the Degree Master of Arts in English: ESL. Summer, 2004.

Huck, S. W. (2000). **Reading statistics and research**. New York: Addison Wesley Longman.

Hulstijn, J. H., Marchena, E. "Avoidance: Grammatical or semantic causes?" **Studies in Second Language Acquisition**. 11, p, 241–255 1989.

Kellerman, "E. An eye for an eye: Crosslinguistic constraints on the development of the L2 lexicon." In E. Kellerman & M. S. Smith (Eds.),**Crosslinguistic influence in second language acquisition** Oxford, England: Pergamon 1986

Kleinmann, H. "Avoidance behavior in adult second language acquisition". **Language Learning** V,27; 1977, p. 93-107.

Kubota, Mikio "Instructional Effects of Positive and Negative Evidence on Prepositional/Phrasal Verbs." **IRLT (Institute for Research in Language Teaching) Bulletin**, n11 p1-39 1997

Laufer, B., & Eliasson, S. "What causes avoidance in L2 learning: L1- L2 difference, L1-L2 similarity, or L2 complexity?" **Studies in Second Language Acquisition**, 15, 35–48. 1993

Longman. *Phrasal Verb Dictionary.* Essex, England: Pearson Education Ltd, 2000.

Martin, Pamela. "The Phrasal Verb: Diachronic Development in British and American English." Degree of Doctor of Education in Teachers College, Columbia University, May, 7, 1990.

Maurer, **Focus on Grammar. An Advanced Course for Reference and Practice**. 2000

McCarthy, M., O'Dell, F. **English Vocabulary in Use**. Cambridge University Press, 1999.

Mitchell, R. & Miles, F. **Second language learning theories**. New York: Oxford University Press 1998.

Morales, A. E. "Use and Comprehension of English Phrasal Verbs Among Native Spanish Speakers." Doctor of Philosophy with a major in Teaching English as a Second Language University of Kansas, April, 12, 2000.

Murphy, R. **Cambridge English Grammar in Use (Intermediate)** Cambridge University Press. 1998

Murphy, R. **Grammar in Use-Reference and Practice for Intermediate Students of English**. Cambridge University Press, 1998.

_____ **Essential English Grammar in Use-Intermediate**. Cambridge University Press, 1999.

Naigles, Letitia G. & Kako, Edward T. "First Contact in Verb Acquisition: Defining a Role for Syntax." **Yale University Child Development**, V: 64, 1993. p: 1665-1687.

Ortega, Kerry Alan. "Lexical Access in Sentences: The Processing of Phrasal Verbs." Degree of Master of Arts Florida Atlantic University Boca Raton, Florida, December, 1993.

Pallant, J. (2001). **SPSS survival manual**. Maidenhead, PA: Open University Press.

Redman, S. **English Vocabulary in Use, Pre Intermediate & Intermediate**. Cambridge University Press, 1997

Schachter, J. "An error in error analysis." **Language Learning**, V: 24, 1974.

Sjoholm, Kaj. "The influence of crosslinguistic, semantic, and input factors on the acquisition of English phrasal verbs". **Abo**: Abo Akademi University Press 1995.

Sjö, K. **Avoidance of English phrasal Verbs among second language learners. Perspectives on Foreign and Second Language Pedagogy.** Odense: Odense University Press, 1999.

Televnaja, Julija. "Lexical Acquisition and Semantic Representation of English Phrasal Verbs in Ontological Semantics." A Thesis Submitted to the Faculty of Purdue University by In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. May, 2004.

White, L. **Universal Grammar and L2 acquisition**.. Philadelphia: John Benjamins Publishing Company, 1989.

Yan Liao, Yoshinori J. Fukuya. "Avoidance of Phrasal Verbs: The Case of Chinese Learners of English." **Language Learning** 54:2, pp. 193–226, 2004

Yiying, Chu. "Phrasal Verbs for ESL Students in Taiwan." (Presented to the Faculty of the Graduate School of The University of Texas at Arlington in Partial Fulfillment of the Requirements for the Degree of Master of Arts. May, 1996).

APPENDICIES

Page

APPENDIX A

The 20 Pairs of Phrasal and One-Word Verbs Used in the Study

Phrasal Verbs and Their Frequency	PHRASAL VERB CATEGORIZATION	ONE-WORD EQUVİALENTS	TURKISH TRANSLATION
Pick up/6109	Literal	lift, take	kaldırmak
Take up/3436	figurative	begin, start	başlamak
Make up/3091	figurative	invent	uydurmak
Give up/2421	figurative	stop, quit	bırakmak
Find out/2232	Literal	learn, discover	öğrenmek, fark etm
Take off/2062	figurative	remove	çıkarmak
Look up/1494	figurative	search	aramak, bakmak
Put up/1296	Literal	raise	kaldırmak
Take away/1090	Literal	remove	kaldırmak, toplamak
Turn out/1002	figurative	appear, happen	olmak, gözükmek
Bring up/1000	figurative	raise	yetiştirmek
Take in/2592	figurative	deceive	aldatmak
Go away/1119	Literal	leave	ayrılmak, gitmek
Build up/1296	Literal	construct	inşaa etmek
Go on/5768	Literal	continue	devam etm.
Turn up/1190	figurative	appear	ortaya çıkmak.
Come in/2344	Literal	enter	içeri girmek
Come back/1809	Literal	return	geri gelmek
Keep in/1242	Literal	restrain	alıkoymak
Go off/1137	figurative	explode	patlamak

APPENDIX B

ELICITATION TESTS FOR NON-NATIVE PARTICIPANTS

"Multiple Choice Test Items"

Name Surname_____

Age_____

Male_____ Female_____

How long have you studied English?_____

A) ELT-1 B) ELT-2 C) ELT-3 D) ELT-4

Please read the following sentences and choose the most suitable answer that completes the sentence. If you do not know the meaning of all the words, make your best guess. Be sure to answer all of the questions

1. Mark ……..... the cassette and put it in the player.

a. settled b. took

c. picked up d. put up

2. Tim wanted to……. painting, so he joined an evening class at the local College of Art

a. take up b. pass away

c. start d. decline

3. "I was late for my date last night, so I ___ a story about a traffic jam."

–"But did your girlfriend believe it at all? Better be frank next time."

a. invented b. followed

c. made up d. lay down

4. Most people find it incredibly difficult to _____ smoking.

a. close out b. eliminate

c. stop d. give up

5. Mr. Jones wanted to catch the train to London. He was late and he didn't know which platform the London train left from. He ..... which platform by asking a ticket collector.

a. found out b. cry of

c. abandoned d. discovered

6. Please .....your hat when you go inside a building

a. destroy b. take off

c. remove d. hold on

7. He consulted his dictionary to …… the meaning of the word "apotheosis"

a. take out b. look up

c. search d. describe

8. "Your toys are all over the floor, Timmy. Please ..... your toys in five minutes."

a. put up b. figure out

c. collect d. paint

9. (in a restaurant)

–"Miss, could I get a bit more coffee when you've got a chance?"

–"Sure. Would you like me to ___ these plates first?"

a. remove b. mix

c. take away d. drop in

10. It was usual at first sight. Suddenly, It …….. to be a fairly sensational evening

a. figured out b. turned out

c. seemed d. departed

11. Her parents died when she was a baby and she was……. by her aunt

a. taken up b. kept

c. brought up d. raised

12. Jessica was …….by the con artist. He stole over ten thousand dollars from her

a. adorned b. run down

c. deceived d. taken in

13. .–"I'm sorry I hurt you. I didn't mean to say those things. I was just angry."

–"Just ___. I don't want to see you for a while."

a. leave b. go away

c. sit d. move on

14. The remote areas of the country were gradually ……

a. removed b. constructed

c. built up d. laid down

15. I am sorry I interrupted you. Please, ……. I really want to hear the end of your story.

a. revisit b. go on

c. continue d. make up

16. A: Did you find your keys?

B: Surprisingly, My keys .....in the bathroom

a. appeared b. turned up

c. delivered d. figured out

17. – Hey, it's forbidden to sell alcohols to under eighteens. How did the children get in the bar?

–"They .....the bar from the back door."

a. came in b. entered

c. adopt d. put up

18. Don't worry, he will certainly……to you in a few days

a. leave b. come back

c. take up d. return

19. As the terrorists insisted on ……. the hostages, it was almost impossible to negotiate for both sides.

a. restraining b. keeping in

c. delaying d. holding up

20. Police: Have you seen the suspect?

Witness: Yes, he was running away. Suddenly, His gun ..... accidentally as he was climbing over a fence.

b. destroyed b. exploded

c. went off d. turned off

"Fill in the Blanks Test Items"

Name Surname_____

How long have you studied English?_____

Age_____ Male_____ Female_____

1. ELT-1 2. ELT-2 3. ELT-3 4. ELT-4

Please read the following sentences and fill in each blank. If you do not know the meaning of all the words, make your best guess. Be sure to answer all of the questions.

1- (moving in)

A: What's next?

B: The television

A: Let's carry in.

B: Keep your back straight when you .....the TV or you'll hurt yourself.

A: Don't worry.

2- A: Well, now that you're getting married you must learn how to take care of your home.

B: Yeah, especially cooking.

A: Do you know how?

B: Not really, I feel I must ..... cooking lessons very soon or we'll go hungry.

3- A: That was a beautiful story you told the children. They really enjoyed it. It's a new one, I've never heard of it.

B: Oh! it really is not a real story, I just ..... it while I was telling the story.

4- A: Your father's coughing very badly !

B: Yeah, He knows smoking isn't good for his health, but he can't ..... smoking

5- A: Zehra has a big tattoo on his arm. That's very nice isn't it?

B: Yeah, it looks nice but I think her parents are going to be so mad when they ..... that she got a tattoo.

6- A: Different countries have different cultural habits

B: What are these?

A: For example, In many cultures, it is appropriate to .....your shoes when entering a house.

B: Oh! Really?...

7- A: Haven't you finished studying English?

B: Not yet, It takes time to ..... new vocabulary words from the dictionary.

A: Come on, the film has almost started.

8- Teacher: What does "crocodile" mean

Students: Aslan, kedi, ördek, kaplan, kuğu, timsah, aslan, timsah, etc

Teacher: Please, stop talking all together and ..... your hand if you know the answer.

9- A: Hey! John, ... the scissors from the children. They can accidentally hurt themselves.

10- At first, it sounded like a friendly conversation but it didn't take more than a few minutes that it .....to be a harsh argument between the sides

11- "Lucy's parents died when she was a baby. Her grandparents..... Lucy for years."

12- A: Where did you buy this diamond from? It's not real it's fake.

B: Yeah, it was totally my fault. I was swindled. The man seemed so convincing and friendly that I was completely …….

13- A: Hey! Sarah

B: hi, Susan. What's up?

A: We're ..... for a few days to Bahamas. Now that you're going to be here for Christmas holiday, would you take care of my dog while I'm away?

B: Sure.

14- It's going to take quite a long time for Lebanon to.....those destroyed cities after the harsh war times

15- A: ... and he started laughing at me...! Hey, Brian, are you listening to me? Please stop murmuring.

B: Sorry dear, Please ..... with what you're doing and don't let me interrupt you.

16- "We were all surprised when Pam ..... at the party. We didn't even know she was in town."

17- A: Hey, Sarah. Oh, It's been four years that we haven't seen each other

B: Hey Jack. How nice to see you. What you're doing around here?

A: Lots of things, I'm living in this apartment. Why don't you ..... for a cup of tea? ,

18- A: Now, I'm going out. Get ready for the party.

B: Don't forget to pick up my dress from the dry cleaner. I'll be waiting for you here.

A: I won't. I'll ..... and pick you up in half an hour.

19- She was having a nervous breakdown. The doctors had to …… her head for her own safety.

20- Police: Hey, stay away, stay away, and be careful. The bomb can..... at any moment.

"Translation Test Items"

Name Surname_____ Male_____

Female_____

Age_____ How long have you studied English? _____

A) ELT-1 B) ELT-2 C) ELT-3 D) ELT-4

Please read the following sentences and write down the Turkish translation of the bold words to the blanks. Be sure to answer all of the questions.

1. Mark **picked up** the cassette and put it in the player. …….
2. Tim wanted to **take up** painting, so he joined an evening class at the local College of Art. ……..
3. "I was late for my date last night, so I **made up** a story about a traffic jam."

   –"But did your girlfriend believe it at all? Better be frank next time."……
4. Most people find it incredibly difficult to **give up** smoking …….
5. Mr. Jones wanted to catch the train to London. He was late and he didn't know which platform the London train left from. He **found out** which platform by asking a ticket collector. …….
6. Please **take off** your hat when you go inside a building …….
7. He consulted his dictionary to **look up** the meaning of the word "apotheosis" …….
8. "Your toys are all over the floor, Timmy. Please **put up** your toys in five minutes."…….
9. (in a restaurant)

   –"Miss, could I get a bit more coffee when you've got a chance?"

   –"Sure. Would you like me to **take away** these plates first?" …….

10. It was usual at first sight. Suddenly, It **turned out** to be a fairly sensational evening…….
11. Her parents died when she was a baby and she was **brought up** by her aunt…….
12. Jessica was **taken in** by the con artist. He stole over ten thousand dollars from her. …….
13. –"I'm sorry I hurt you. I didn't mean to say those things. I was just angry."

    –"Just **go away**. I don't want to see you for a while." …….
14. The remote areas of the country were gradually **built up.** …….
15. I am sorry I interrupted you. Please, **go on** I really want to hear the end of your story. …….
16. A: Did you find your keys?

    B: Surprisingly, My keys **turned up** in the bathroom.....
17. – Hey, it's forbidden to sell alcohols to under eighteens. How did the children get in the bar?

    –"They **came in** the bar from the back door."".....
18. Don't worry, he will certainly **come back** to you in a few days…….
19. As the terrorists insisted on **keeping in** the hostages, it was almost impossible to negotiate for both sides. …….
20. Police: Have you seen the suspect?

    Witness: Yes, he was running away. Suddenly, His gun **went off** accidentally as he was climbing over a fence.....

APPENDIX C

ELICITATION TESTS FOR NATIVE PARTICIPANTS

NATIVE SPEAKER QUESTIONNAIRE

(Multiple Choice Test Items)

Name Surname_____

Age_____ Male_____ Female_____

This questionnaire was prepared to collect data for a thesis in Turkey. Thanks for your participation

Please read the following sentences and choose the most suitable answer that completes the sentence. If you do not know the meaning of all the words, make your best guess. Be sure to answer all of the questions

1. Mark ……..... the cassette and put it in the player.

a. settled b. took

c. picked up d. put up

2. Tim wanted to……. painting, so he joined an evening class at the local College of Art

a. take up b. pass away

c. start d. decline

3. "I was late for my date last night, so I ___ a story about a traffic jam."

–"But did your girlfriend believe it at all? Better be frank next time."

a. invented b. followed

c. made up d. lay down

4. Most people find it incredibly difficult to _____ smoking.

a. close out b. eliminate

c. stop d. give up

5. Mr. Jones wanted to catch the train to London. He was late and he didn't know which platform the London train left from. He ..... which platform by asking a ticket collector.

a. found out b. cry of

c. abandoned d. discovered

6. Please .....your hat when you go inside a building

a. destroy b. take off

c. remove d. hold on

7. He consulted his dictionary to …… the meaning of the word "apotheosis"

a. take out b. look up

c. search d. describe

8. "Your toys are all over the floor, Timmy. Please ..... your toys in five minutes."

a. put up b. figure out

c. collect d. paint

9. (in a restaurant)

–"Miss, could I get a bit more coffee when you've got a chance?"

–"Sure. Would you like me to ___ these plates first?"

a. remove b. mix

c. take away d. drop in

10. It was usual at first sight. Suddenly, It …….. to be a fairly sensational evening

a. figured out b. turned out

c. seemed d. departed

11. Her parents died when she was a baby and she was……. by her aunt

a. taken up b. kept

c. brought up d. raised

12. Jessica was …….by the con artist. He stole over ten thousand dollars from her

a. adorned b. run down

c. deceived d. taken in

13. .–"I'm sorry I hurt you. I didn't mean to say those things. I was just angry."

–"Just ___. I don't want to see you for a while."

a. leave b. go away

c. sit d. move on

14. The remote areas of the country were gradually ……

a. removed b. constructed

c. built up d. laid down

15. I am sorry I interrupted you. Please, ……. I really want to hear the end of your story.

a. revisit b. go on

c. continue d. make up

16. A: Did you find your keys?

B: Surprisingly, My keys .....in the bathroom

a. appeared b. turned up

c. delivered d. figured out

17. – Hey, it's forbidden to sell alcohols to under eighteens. How did the children get in the bar?

–"They .....the bar from the back door."

a. came in b. entered

c. adopt d. put up

18. Don't worry, he will certainly……to you in a few days

a. leave b. come back

c. take up d. return

19. As the terrorists insisted on …….. the hostages, it was almost impossible to negotiate for both sides.

a. restraining b. keeping in

c. delaying d. holding up

20. Police: Have you seen the suspect?

Witness: Yes, he was running away. Suddenly, His gun ..... accidentally as he was climbing over a fence.

c. destroyed b. exploded

c. went off d. turned off

"Fill in the Blanks Test Items"

Name Surname_____ Age_____

Male_____ Female_____

Please read the following sentences and fill in each blank. Be sure to answer all of the questions

1- (moving in)

A: What's next?

B: The television

A: Let's carry in.

B: Keep your back straight when you .....the TV or you'll hurt yourself.

A: Don't worry.

2- A: Well, now that you're getting married you must learn how to take care of your home.

B: Yeah, especially cooking.

A: Do you know how?

B: Not really, I feel I must ..... cooking lessons very soon or we'll go hungry.

3- A: That was a beautiful story you told the children. They really enjoyed it. it's a new one, I've never heard of it.

B: Oh! it really is not a real story, I just ..... it while I was telling the story.

4- A: Your father's coughing very badly!
B: Yeah, He knows smoking isn't good for his health, but he can't ..... smoking

5- A: Zehra has a big tattoo on his arm. That's very nice isn't it?
B: Yeah, it looks nice but I think her parents are going to be so mad when they ..... that she got a tattoo.

6- A: Different countries have different cultural habits
B: What are these?
A: For example, In many cultures, it is appropriate to .....your shoes when entering a house.
B: Oh! Really?...

7- A: Haven't you finished studying English?
B: Not yet, It takes time to ..... new vocabulary words from the dictionary.
A: Come on, the film has almost started.

8- Teacher: What does "crocodile" mean
Students: Aslan, kedi, ördek, kaplan, kuğu, timsah, aslan, timsah, köpek, ördek, timsah...etc
Teacher: Please, stop talking all together and ..... your hand if you know the answer.

9- A: Hey! John, ... the scissors from the children. They can accidentally hurt themselves.

10- At first, it sounded like a friendly conversation but it didn't take more than a few minutes that it .....to be a harsh argument between the sides

11- "Lucy's parents died when she was a baby. Her grandparents ..... Lucy for years."

12- A: Where did you buy this diamond from? It's not real it's fake.
B: Yeah, it was totally my fault. I was swindled. The man seemed so convincing and friendly that I was completely …….…….

13- A: Hey! Sarah

B: hi, Susan. What's up?

A: We're ..... for a few days to Bahamas. Now that you're going to be here for Christmas holiday, would you take care of my dog while I'm away?

B: Sure.

14- It's going to take quite a long time for Lebanon to.....those destroyed cities after the harsh war times

15- A: ... and he started laughing at me...! Hey, Brian, are you listening to me? Please stop murmuring.

B: Sorry dear, Please ..... with what you're doing and don't let me interrupt you.

16- "We were all surprised when Pam ..... at the party. We didn't even know she was in town."

17- A: Hey, Sarah. Oh, It's been four years that we haven't seen each other

B: Hey Jack. How nice to see you. What you're doing around here?

A: Lots of things, I'm living in this apartment. Why don't you ..... for a cup of tea? ,

18- A: Now, I'm going out. Get ready for the party.

B: Don't forget to pick up my dress from the dry cleaner. I'll be waiting for you here.

A: I won't. I'll ..... and pick you up in half an hour.

19- She was having a nervous breakdown. The doctors had to …… her head for her own safety.

20- Police: Hey, stay away, stay away, and be careful. The bomb can ..... at any moment.

APPENDIX D

RAW SCORES OF THE PARTICIPANTS

Test	Group	*n*	Type	*k*	PV	OWV	Mistake
M	ELT1	100	Total	2000	1324	560	116
			Lit	1000	597		
			Fig	1000	727		
	ELT2	100	Total	2000	1429	489	82
			Lit	1000	666		
			Fig	1000	763		
	ELT3	100	Total	2000	1569	348	83
			Lit	1000	757		
			Fig	1000	812		
	ELT4	100	Total	2000	1344	565	91
			Lit	1000	635		
			Fig	1000	709		
	NS	15	Total	300	209	91	0
			Lit	150	98		
			Fig	150	111		
FBT	ELT1	100	Total	2000	943	898	159
			Lit	1000	293		
			Fig	1000	650		
	ELT2	100	Total	2000	1041	923	36
			Lit	1000	380		
			Fig	1000	661		
	ELT3	100	Total	2000	1407	537	56
			Lit	1000	611		
			Fig	1000	796		

	ELT4	100	Total	2000	1144	798	58
			Lit	1000	496		
			Fig	1000	648		
	NS	15	Total	300	124	176	0
			Lit	150	65		
			Fig	150	59		
TT	ELT1	100	Total	2000	2000	0	0
			Lit	1000	1000	0	0
			Fig	1000	1000	0	0
	ELT2	100	Total	2000	2000	0	0
			Lit	1000	1000	0	0
			Fig	1000	1000	0	0
	ELT3	100	Total	2000	2000	0	0
			Lit	1000	1000	0	0
			Fig	1000	1000	0	0
	ELT4	100	Total	2000	2000	0	0
			Lit	1000	1000	0	0
			Fig	1000	1000	0	0

Note, n = number of participants; *k* = total number of verbs; PV = phrasal verbs; OWV = one-word verbs; M = multiple-choice test; FBT = Fill-in the Blanks Test; TT = translation test; NS = native speakers of English; Fig = figurative phrasal verbs; Lit = literal phrasal verbs.