البحث في تجنب طلبة الكورد المتعلمين للغة الأنكليزية كلغة أجنبية للأفعال المركبة

An Investigation of Phrasal Verbs Avoidance by Kurdish EFL Learners

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الملخص

إن تعلم الافعال المركبة مهمة صعبة بشكل خاص لطلاب اللغة الإنكليزية كلغة أجنبية، نظرًا لذلك فقد يواجه طلاب الكرد صعوبة في تعلم هذا الهيكل المعين للأفعال. الهدف من هذه الدراسة هو معرفة ما إذا كان الطلاب الكرد يتجنبون استخدام الأفعال المركبة وما إذا كان أداءهم يتأثر بالطبيعة الدلالية لأنواع مختلفة من الأفعال المركبة. والغرض من هذه الدراسة هو التحقق من الأسباب التي تجعل طلاب الكرد يستخدمون أو يتجنبون الأفعال المركبة. كان المشاركون ١٢٠ طالبًا (ذكورًا وإناثًا) من المرحلة الثالثة لكلية التربية الأساسية في جامعة دهوك كعينة دراسية لهذا البحث. تم إعطاء المشاركين قائمة الاستبيانات ل ثلاث اختبارات من أجل المساهمة في جمع البيانات لهذه الدراسة (الاختيارات والترجمة وحفظ الأفعال). كان هناك١٥ سؤالا حول الأفعال ،١١ صيغة مجازية و ٤ أخرى واقعي. تم استخدام أداة المقابلة لمعرفة سبب استخدام الطلاب الكرد لأفعال المركبة. وأثبتت النتائج بأن الطلاب الكرد يتجنبون استخدام الأفعال المركبة، بسبب الاختلاف بين الهياكل اللغوية للغة الأولى للمتعلم واللغة الثانية وصعوبة فهم هذه الأفعال. بالإضافة إلى ذلك، قدم الطلاب الذين فضلوا الأفعال المركبة على الأفعال العادية عدة تفسيرات لتفضيلهم في المقابلات عندما يحاول الطلاب تقليد الطريقة التي يتحدث بها المتحدثون الأصليون، ويتجنبون استخدامهم كتكتيك في عملية التعلم لمنع ارتكاب الأخطاء.

Abstract

Using phrasal verbs (PVs) is a challenging task for EFL students and Kurdish EFL students may struggle with PVs. This study investigates whether Kurdish EFL students avoid PVs and whether their performance is affected by the semantic nature of PVs. The study also examines why Kurdish EFL students avoid or employ PVs. 120 Kurdish students from the third year of the College of Basic Education at Duhok University participated. Participants were given a questioner consisting of three tests to contribute to the data collection for this study (i.e. A multiple-choice, translation and verb-memorizing tests). The tests had 15 items, 11 metaphorical and 4 literal PVs. Using interviews, the researcher investigated why Kurdish EFL students either utilize or avoid using PVs. Based on the results, it concluded that Kurdish EFL students tend to avoid the PVs. Avoidance can be attributed to phrasal verbs' semantic complexity and the disparities between the learner's L1 (Kurdish) and English as a foreign language. In interviews, students who chose PVs over normal verbs provided many reasons. Students try to mimic the way native speakers talk. Moreover, the findings demonstrate that avoidance may be adopted as a tactic in the learning process to prevent making mistakes.

1. Introduction

1.1 background

It is widely acknowledged that phrasal verbs are one of the most challenging aspects of the English language for second and foreign language learners. They play an important role in everyday interactions and are an essential part of the English language's lexicon. Thus, it is crucial to have a firm understanding of them. According to Zarifi and Mukundan (2015), knowing how to use phrasal verbs in English is crucial for communicating effectively in a wide range of situations. To understand learners' difficulties in acquiring and using phrasal verbs, two techniques are commonly used: contrastive analysis (CA) and error analysis (EA). Contrastive Analysis (CA) can be used to study the complex nature of phrasal verb acquisition and use among English language learners. According to CA, the most challenging part of learning a new language is dealing with the interference of one's own tongue. In order to minimize the impacts of interference, educational materials might make use of contrastive analysis (Ghabanchi and Goudarzi, 2012). Another assumption made to define the avoidance behavior of EFL students is that syntactic differences between the first and second languages contribute to evasion. According to the second assumption, universal principles govern this kind of avoidance. By comparing and contrasting the linguistic systems of the first language (L1) and the second language (L2), this theory predicts and describes the difficulty of acquiring a linguistic item, such as a phrasal verb (Ghabanchi and Goudarzi, 2012). Thus, according to this view, avoidance is expected due to the semantic difficulty with the in-question second language forms (Hulstijn and Marchena, 1989; Schachter, 1974; Kleinman, 1977; Daught & Laufer, 1985; Alwreikat and Yunus, 2022).

Consequently, the primary goal of this research was to see if Kurdish EFL students in the Department of English at Duhok University's College of Basic Education avoided using phrasal verbs in favor of simpler one -word alternatives. Additionally, this study investigates the reasons why Kurdish EFL students use or avoid phrasal verbs, and whether the semantic nature of literal and figurative phrasal verbs affects their ability to avoid using the structure of phrasal verbs.

1.2 The Statement of the Problem

The fact that phrasal verbs are restricted to Germanic languages makes it particularly difficult for ESL/EFL learners to acquire them in English. Kurdish is not a member of the Germanic language family, so it follows that learners of the language may have difficulty with this particular form of the verb. Furthermore, there are not many studies in the research literature that examine how Kurdish EFL students avoid using phrasal verbs. Therefore, this study investigates the potential avoidance of phrasal verbs by Kurdish English students, as well as the impact of phrasal verb type (figurative vs. literal) and various methods of measurement (multiple-choice, translation, verb-memorizing) tests on their ability to use or avoid this type of verbs.

1.3 Research Questions

The following are some of the research questions that this study aims to address.

1. Does Kurdish language as L1 of the Kurdish EFL Learners affected by the use of phrasal verbs in English Language as L2?

2. How does the semantic nature of figurative and literal phrasal verbs affect Kurdish students' ability to avoid using the structure of phrasal verbs?

3. What factors demotivate EFL learners in the English department of the College of Basic Education at the University of Duhok from using phrasal verbs?

1.4 Research Hypotheses

These four hypotheses were developed to provide potential answers to the aforementioned study issues:

1. Unlike native English speakers, Kurdish learners of the language are less likely to use phrasal verbs.

2. It is hypothesized that Kurdish EFL students will avoid using phrasal verbs in English due to the structural differences between their native language (Kurdish) and English as a foreign language.

3. When compared to native speakers of English, Kurdish learners of English try to avoid employing figurative phrasal verbs in favor of literal ones.

4. Learners of Kurdish frequently resort to using the single-word equivalents of phrasal verbs because of the difficulty and complexity of the latter.

1.5 The Aim of the Study

The purpose of this research is to determine whether Kurdish EFL students avoid using phrasal verbs and whether the performance of Kurdish EFL students is affected by the semantic nature of different types of phrasal verbs. The study also intends to discover what discourages Kurdish EFL students from utilizing phrasal verbs, and why they do or do not use them. In addition to this, the research will investigate the extent to which Kurdish EFL students make use of phrasal verbs.

1.6 Phrasal Verbs

According to Quirk et al. (1985), phrasal verbs are generally defined as structures that combine a "proper" verb with a morphologically invariant component to form a new word that serves

the same syntactic and lexical purpose as the original. Particles and verb units are the basic components of the phrasal structure in English, which is commonly characterized as a single verb unit (Boongtong, 2015; Alshomrani and Thomson, 2022; Celce-Murcia and Larsen-Freeman, 1999; Al Nasrat, 2018; Ghabanchi and Goudarzi, 2012; Bronshteyn and Gustafson, 2015; Muhammed, 2010). Phrasal verbs are becoming increasingly common in everyday speech and written work in contemporary English. The categorization of phrasal verbs is analyzed in terms of syntax and semantics in different terms by various linguists in the following sources. Syntactically, scholars look at things like the difference between an adverb and a preposition as a particle, and whether or not a phrasal verb is transitive or can be broken up. This includes Quirk & Greenbaum (1973), Fraser (1976), Murphy (1994) and Celce-Murcia & Larsen-Freeman (1999) who categorize phrasal verbs into four groups:

A. Intransitive phrasal verbs that are constructed of a basic verb and a particle that serves as a location adjunct, for instance:

    "*Drink up quickly*".

"*He is playing around*" (Mohammed,2010).

"*Come on, let's just go already*" (McGuire & Mordaunt,2020, p.3).

B. Transitive phrasal verbs that do not require a direct object (something that is impacted by the action of one or more verbs). (McGuire & Mordaunt,2020, p.3)

 "*We should give up this project*".

"*I need to drop off the kids at school*".

C. Prepositional verbs which are made up of a main verb and a preposition, are separable because they allow an adverb to be introduced after the verb. Therefore, the prepositional verbs are transitive. Such as:

"*They called early on the man*" (Mohammed,2010).

D. Phrasal verbs with prepositional suffixes. They are also inseparable since the particle unable to be separated from the verb it specifies. See these examples:

"*She really <u>looks up to</u> her mother*".

On the other hand, the semantic nature of phrasal verbs is studied in a variety of ways. Phrasal verbs can fall into three categories, according to Dagut and Laufer (1985):

a. Literal - are certain kind of phrasal verbs that have a clear meaning in terms of their components such as: *take away, stand up, get up*, etc.

b. Figurative - are those phrasal verbs that give additional or new meaning when used together: *let down, turn up,* etc.

c. Completive- are phrasal verbs whose particles convey the outcome of the action for example: *burn down, cut off,* etc.

1.7 Avoidance of phrasal verbs

Many linguistic patterns were examined as part of research on the avoidance tactic for second-language acquisition (SLA). This study specifically concentrates on phrasal verbs in English language. Learners of English from non-Germanic backgrounds use phrasal verbs differently than those whose first language is Germanic. Because Germanic languages share the existence of phrasal verbs with English, it should be easier to study English phrasal verbs from a contrastive analysis viewpoint because of this distinction (El-Dakhs, 2016). Schachter was the first person to shed light on avoidance behavior in her research on the usage of relative clauses by Chinese, Japanese, Persian, and Arab learners of English. She noted that Contrastive Analysis's expectations that Chinese and Japanese learners would have greater difficulties utilizing relative clauses because their native languages lack the target structure were validated (1974). To have a

more complete picture of the situation of language acquisition, researchers should pay close attention to students' avoidance behavior as well as their mistakes. It was suggested that non-Germanic speakers should avoid using phrasal verbs because of the structural differences between L1 and L2 (Dagut and Laufer, 1985). Regarding Kurdish language which is the native language of the participants of the current study, it does not have the phrasal verb structure. It has structures that are made up of two or more parts (i.e., verb, prefix and suffix), and one of those elements is a verb. These structures may be found within its linguistic system. The whole structure serves as a single verb in this case (Sediq, 2008). Some examples of verbs that may be used in this context include: *swind khwar* (to swear), *germ kir* (to heat), *chav pe kaft* (to catch the sight of) and *sera da* (to visit) as Mohammed (2010) explained in her thesis about the avoidance of Phrasal verbs by Iraqi students. She further explained that the difference between one's first and second languages is a reliable indicator of avoidance in the process of acquiring a foreign language.

2. Literature review

Phrasal verbs are a significant mechanism of speaking. It is a combination of a preposition or an adverb plus a verb. Phrasal verbs are difficult for foreign -language learners to understand because of their ambiguity (Zohaib and Sarfraz, 2019). PVs avoidance among English language learners has been studied in the past by various researchers. According to Dagut and Laufer (1985), the concept of avoidance behavior originally developed by Schachter (1974) was initially applied to the study of how EFL students acquire phrasal verbs. Two techniques are used in understanding learners' difficulties in second language acquisition: contrastive analysis and error analysis. On the other hand, error analysis is a branch of linguistics that emphasizes on the blunders of language learners. L2 learner's mistakes might be seen as a warning sign; they reveal the condition of the learner's understanding of the L2 (Gass and Selinker, 2008). Gluth (2003) claimed that contrastive analysis looks at areas of trouble for learners of a moment dialect. These ranges can appear themselves in blunders done by learners of this dialect. A student may avoid utilizing a certain structure because he or she does not know how to use it correctly in the target language, therefore the lack of a mistake does not always suggest that a learner does not have problems using a particular piece of language (Ghabanchi and Goudarzi, 2012). This explains the idea of avoidance which is the core of this study.

Two key assumptions have been made to define the avoidance behavior of EFL students. The primary claim states that evasion happens when syntactic varieties are between the first and second languages. Inside this supposition, evasion is anticipated by CA. According to the second claim, universal principles keep an eye on this kind of avoidance. According to this view, avoidance is expected due to the semantic difficulty with the in-question second language forms

(Hulstijn and Marchena, 1989; Schachter, 1974; Kleinman, 1977; Daught & Laufer, 1985).

PVs avoidance among English language learners has been studied in the past by various researchers. Dagut and Laufer (1985) conducted a multiple-choice exam, a translation test, and a memorization test to Hebrew English learners. They utilized 15 test phrases that they had found for each exam. A multiple-choice test indicated that native speakers preferred phrasal verbs over semantically similar one-word verbs in each of the 15 test sentences. According to Dagut and Laufer (1985) study's findings, Israeli students of English have a propensity to avoid utilizing phrasal verbs when seeking to explain themselves in English. Moreover, the absence of an English-style phrasal verb structure in Hebrew was blamed for the avoidance phenomena. To sum up, syntactic difficulties in their native language are responsible for this avoidance tendency among students.

Another early study, Hulstijn and Marchena (1989) investigated learners of the Dutch language. They used the identical exam types (multiple-choice, memorization, and translation) to those Dutch students in order to obtain the information. The participants were in various levels of proficiency (i.e., intermediate and advanced) language learners who want to determine whether or not high proficiency affected the use of avoidance. The research revealed two intriguing avoidance findings. First, Dutch language learners did not avoid phrasal verbs; rather, they avoided idiomatic phrasal verbs that were too close to their native phrasal verbs. The research revealed that both similarities and dissimilarities between L1 and L2 might result in avoidance.

Laufer and Eliasson (1993) investigated whether Swedish learners of English language would choose one-part verbs or phrasal

verbs using a multiple-choice exam and a translation test. Students from Uppsala University's Scandinavian, English, and Linguistics departments were among the participants. It was given to 37 of them, whereas the multiple-choice test was given to 50. To ensure that the phrasal verbs used for the multiple choice and translation tests were understood, a control group of 17 extra students prepared a supplemental comprehension exam. Since Laufer and Eliasson (1993) discovered that Swedish participants did not avoid phrasal verbs, even metaphorical ones, but Israeli participants did avoid phrasal verbs, the authors concluded that variations between L1 and L2 were the sole element that definitely generated avoidance behavior. The researcher believes that although they stated that these factors did not directly induce phrasal verb avoidance, they did not rule out the potential that the other elements such as the identity between L1 and L2 interpreted by the learner as difference and difficulty of the phrasal verb may have an influence.

Another existing study which was conducted by Liao and Fukuya (2004) who utilized the same sorts of tests as Dagut and Laufer (1985) and Hulstijn and Marchena (1989). The test includes a multiple-choice test, an interpretation test and a review test with phrasal verbs, both literally and metaphorically. One of three examinations was given to six different groups of intermediate and advanced Chinese students (a total of 70 people). Liao and Fukuya (2004) stated that a comparison of the two exam types found a statistically significant variation between the multiple-choice and the translation tests. The distinction between the review and interpretation tests was measurably noteworthy. Furthermore, because of the L1-L2 structural distinctions between Chinese and English (Dagut& Laufer, 1985; Laufer& Eliasson, 1993), intermediate Chinese learners may avoid phrasal verbs (Liao and Fukuya, 2004). Moreover, they stated that phrasal-verb structure is a

feature of Germanic languages that does not exist in Chinese. Liao and Fukuya (2004) further explained that Chinese learners' avoidance of phrasal verbs and hypothesized that inter-language differences were the cause.

Mohammed (2010) used a multiple-choice survey to gather data in order to confirm or deny the validity of her hypotheses. She attempted to explore to what extent fourth-year English Department students refrain from using phrasal verbs and whether their avoidance is due to the semantic distinctions between the two categories of phrasal verbs (literal vs. figurative), assuming any such distinctions exist. The students were native speaker of Kurdish and Turkmen, both of which their linguistic systems lack the phrasal verbs. Mohammed's (2010) results showed that one-word verbs were and phrasal verbs utilized differently by different groups of students. Moreover, the figurative type was avoided mostly by the participants. The results of Mohammed study support the Previous studies which have come to the conclusion that an L1-L2 difference is a good predictor of avoidance in the process of learning a foreign language (Dagut & Laufer, 1985; Laufer & Eliasson, 1993). Regarding the second question, her finding showed that in the multiple-choice tool, all students preferred literal phrasal verbs over figurative ones. Therefore, it appeared that figurative phrasal verbs were more difficult to use than literal phrasal verbs and she suggested that their semantic character is to blame as the studies of (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer & Eliasson, 1993) suggested. correspondingly, the researcher of the current study suppose that the semantic features of Kurdish language are to blame the avoidance behavior among the participants.

Alshomrani and Thomson (2022) contrast 29 Saudi EFL students' performance on the identical four counter-balanced tasks with

29 Canadian English native speakers' utilization of PVs. it is the first study question focusing on whether adult Saudi learners could show their proficiency in English PV knowledge, and if so, how did their proficiency compare to those of English native speakers. The results showed that adult Saudi students are knowledgeable of PVs and their grammatical structure, regardless of the fact that such formations do not exist in their native Arabic. the other finding was that native speakers utilized more phrasal verbs in spoken language than in written language, which confirms that PVs are more often employed in spoken than written language. In any case, for the Saudi English speakers, the inverse was the case; they tended to utilize more PVs in composing assignments than in oral production. The non-native English speakers' total performance in the four tasks demonstrates a real avoidance. This finding demonstrates that revelatory information on the lexical and linguistic structure of PVs does not fundamentally interpret the online determination of PVs in composed settings and is more petite in talked environments (Alshomrani and Thomson, 2022). According to Alshomrani and Thomson (2022) even though non-native speakers have been specifically instructed to employ non-literal phrasal verbs, they mostly avoid doing so. The Saudi learners in this investigation, however, eschewed the use of PVs as a category, and most of the PVs they used were literal.

The preceding studies show that non-Germanic language speakers who are learning English have a preference for using one-word verbs (OWVs) in their communication rather than PVs. In addition, the frequency with which English language learners avoided PVs varied depending on the types of PVs and the units of measurement used. In general, the studies that were reviewed in this section showed that there are three primary factors that contribute to the avoidance of PVs. These factors are the differences between the

structural components of L1 and L2, the similarities between the structural components of L1 and L2, and the semantic complexity of the PVs. The basic problem was that such studies were reports of specific contexts, and their results had to be put to the test in different cultural contexts worldwide. So, the purpose of this study was to investigate PV avoidance behavior in the Kurdish context.

3. Method

3.1 Participants

120 students from the University of Duhok, College of Basic Education, specifically the English department participated in the current research. The participants were all in their third year of study with an age range of 22 to 24. They consisted of both females and males from a number of nationalities including, but not limited to, Kurdish and Arabic. The students all had a minimum of 14 years of education that consisted of learning the English language, which included two years of college prior to attending university. 20 of them were randomly chosen for an interview tool. The interview was used to gauge the level of understanding and reasoning for the use of phrasal verbs in the English language used by the students.

3.2 Tasks and Procedure

The tests and interview tool that were used in this study are based on existing studies that are frequently used in previous research. For this reason, they were chosen as they added more validity to the results obtained. In order to test the hypothesis and answer the research questions of the current study, three tests were assigned to the three separate groups.

3.2.1 Translation Test

A translation test was assigned to Group A. Fifteen pairs of phrasal verbs (four literal and eleven figurative) and one-word verbs were used in this study. Participants were presented with sentences and asked to fill in the blank. The missing equivalent verb was presented to participants in Kurdish. (See Appendix 1)

3.2.2 Multiple-Choice Test

The multiple-choice test was presented to the 40 participants in Group B. This test consisted of the same fifteen questions presented in the translation test without the equivalent Kurdish. (See Appendix 2)

3.2.3 Verb-Memorizing Test

In the Verb-Memorizing test, the remaining 40 participants that were allocated to Group C were selected which consisted of two parts. In the initial part, the students received the same fifteen questions as in Translation and Multiple-Choice test in full complete sentences. The instructor gave the students 15 minutes to read the sentences in order to remember correct responses later in the test. An hour later, the students were given a new sheet of paper with sentences that were identical to the ones they had read before. However, this time, the verbs were omitted, and they were informed to fill in the blanks with the verbs that they could recall from the material that they had just read. (See Appendix 3)

3.2.4   Interview Tool

Following the completion of all three tests, an interview tool was designed to gain qualitative data to better understand the use of phrasal verbs in English learners of Kurdish. The interview was conducted in English and consisted of the following 6 questions: Explain the concept of phrasal verbs. How well do you know phrasal verbs? Have you ever used a phrasal verb? How frequently do you use them? If you could pick between an ordinary verb and a phrasal verb, which would you use? Why is that, exactly?

3.3 Data Analysis

This study employed a mixed method in analyzing its data. The data acquired for this study consisted of the outcomes of three tests and a semi-structured interview. The researcher then corrected the multiple-choice test, translation test, and verb memorization test data, which was then analyzed using the Statistical Package for the Social Sciences (SPSS) software.

In addition, Cronbach's Alpha was used to assess the questionnaire's three parts' reliability. Table (1) shows that the total reliability of the three tests and all statements was 0.911, which is a good percentage compared to the standard value of the reliability coefficient in human studies, which is 60% (Eisinga et al., 2012, 639).

This infers it from the stability necessary for the study tests in its current form. Moreover, the second qualitative data method was a semi-structured interview with five questions. English Department student were interviewed in person. The researcher asked questions based on the student's phrasal verbs understanding. Content analysis was used to examine qualitative interview data (Krippendorff, 2004).

4. Results and Discussion

In this section, the findings and discussion regarding the investigation of the avoidance of phrasal verbs by Kurdish students of English as a Foreign Language are provided. It is essential to ensure that the results of the queries are thoroughly analyzed and thoroughly discussed. In addition, the discussions are accompanied by a table and a figure to enhance the readers' understanding of the findings.

The three different test results were compared to one another using the One Sample T-Test method, and their arithmetic means were also calculated. These results are shown in table 1 below.

Table (1)

Difference Statistics of All sentences

Test	Phrasal Verb %	One Word %	Wrong %	Mean	P-Value [*]	Differences
Multi – Choice	36.7	40.7	22.6	2.20	0.000	Significant Difference
Verb - Memorizing	40.8	27.5	31.7	2.19	0.059	No Difference
Translation - Test	44.3	46.2	9.5	2.23	0.015	Significant Difference

* P – Value Significant when P ≤ 0.05

The results were calculated using the data collected from all 15 sentences in each of the tests. The translation test produced the greatest correct phrasal verb responses, with an average of 44.3%, compared to 36.7% and 40.8% of the multiple-choice test and verb-memorizing test, respectively. The one-word verb (46.2%) appeared most popular in the translation test, with only 9.5% of sentences being answered incorrectly. Thus, resulting in a mean of 2.23 - the highest across the three tests. The P-Value for the translation test was 0.015, therefore

there was a significant difference in the use of phrasal verbs as P<0.05. The multiple-choice test also showed a significant difference in the use of phrasal verbs as P<0.05. The verb-memorizing test, however, showed no significant difference between the use of phrasal verbs, using the one-word verb, or answering incorrectly. The differences are shown as a graph in figure 1 below.
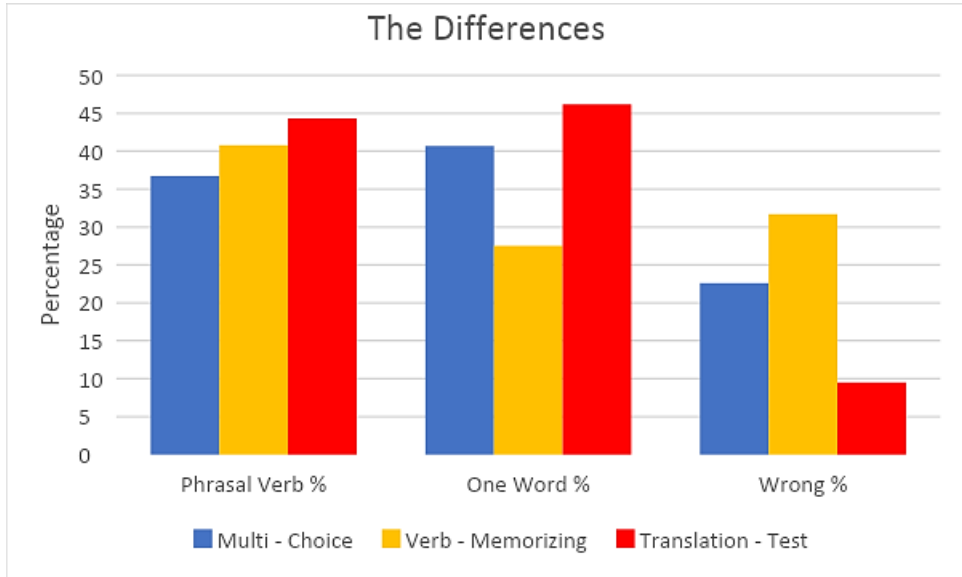
Figure (1)

Average % of Answers Across the 15 Sentences in the all 3 Tests

Due to the fact that the results vary according to the types of tests; therefore, SPSS results of the three tests (multiple-choice, translation and verb memorizing test) show that to some extent students avoid using phrasal verbs especially the figurative type. It means that our findings are in line with those of other researches in this area, including Liao and Fukuya (2004), Schachter (1974), Dagut and Laufer (1985), Hulstijn and Marchena (1989), Laufer& Eliasson (1993), Mohammed (2010), Alshomrani and Thomson (2022) among others. As a response to the first study question and findings of the research, which focus on the impact of Kurdish language on second language, the participants had high levels of one-word verbs over phrasal verbs.

This is because of fundamental structural distinctions. Kurdish students may avoid phrasal verbs due to the structural differences between their L1 and L2. Nearly all of the participants in this study report Kurdish as their first language, which lacks the phrasal verb structure. As a result, Kurdish does not have a corresponding structure. In Kurdish language, structures with two or more parts, of which at least one is a verb, are present within its language system. All of the parts are acting as a verb. To illustrate, think about the following cases: *soind khwar* (to swear), *germ kir* (to heat), *rek kaft* (to agree), *sera da* (to visit) Mohammed (2010).

In regard to research question two which deals with the semantic character of figurative and literal PVs and their influence on the ability of Kurdish students to sidestep this structure, a distinction of compositional (literal) and non-compositional (figurative) phrasal verbs is shown in Table 2.

Table (2)

Statistics of All Tests According to Types of Phrasal Verbs

Test	Type	Mean	Standard Deviation	Percentage %
Multiple Choice	Literal	0.23	0.154	67.7%
	Figurative	0.11	0.602	32.3%
	Total	1.60	0.158	100%
Verb - Memorizing	Literal	0.28	0.984	70.0%
	Figurative	0.12	0.127	30.0%
	Total	1.63	0.139	100%
Translation - Test	Literal	0.53	0.129	65.4%
	Figurative	0.28	0.231	34.6%
	Total	1.51	0.154	100%

From the table (2) we can see that the participants preferred the use of literal phrasal verbs over figurative phrasal verbs. This was particularly evident in the multiple-choice test and the verb-memorizing test. In the multiple-choice test there was a 0.23 mean when using literal phrasal verbs, compared to just 0.11 when using figurative phrasal verbs. The verb-memorizing test produced a 0.28 mean for literal phrasal verbs and a 0.12 mean for figurative phrasal verbs. Also, in the translation test, participants were found to prefer the use of literal phrasal verbs (0.53) over the use of figurative phrasal verbs (0.28). From the table we can see that the participants preferred the use of literal phrasal verbs over figurative phrasal verbs. This was particularly evident in the multiple-choice test and the verb-memorizing test. In the multiple-choice test there was a 0.23 mean when using literal phrasal verbs, compared to just 0.11 when using figurative phrasal verbs. The verb-memorizing test produced a 0.28 mean for literal phrasal verbs and a 0.12 mean for figurative phrasal verbs. Also, in the translation test, participants were found to prefer the use of literal phrasal verbs (0.53) over the use of figurative phrasal verbs (0.28).

The participants were far more likely to choose literal PVs than figurative ones as their preferred viewpoint. It meant that Kurdish learners avoided making use of figurative PVs, and the outcome of this research was equivalent to the research results of Dagut and Laufer (1985), Hulstijn and Marchena (1989), Liao and Fukuya (2004), Mohammed (2010), Ghabanchi and Goudarzi (2012), Kamarudin (2013) and Barekat and Baniasady (2014). According to Dagut and Laufer (1985), Hulstijn and Marchena (1989), and Laufer and Eliasson (1993) it is possible that the semantic character of figurative phrasal verbs, as opposed to the literal nature of phrasal verbs, is to blame for their difficulty. Because figurative phrasal verbs often take on

idiomatic meanings, it may be challenging for learners to map the meanings of these verbs onto their forms. On the other hand, it is quite simple for them to determine the meaning of a literal phrasal verb by integrating the meanings of the verb proper and the particle that corresponds to that verb. Moreover, phrasal verbs may also be influenced by a few additional factors such as syntactic differences. Problems with figurative phrasal verbs may not only be semantic, but also syntactic. An English verb may accept many distinct particles to generate figurative phrasal verbs with many different meanings. This may be syntactic in nature. Consequently, the students' heightened avoidance propensity with metaphorical phrasal verbs might be due to semantic, syntactic, or a mixture of both causes.

Research question three examined the factors that demotivate the second language learners at University of Duhok - College of Basic Education in English Department to avoid of phrasal verbs. The interview tool is utilized by the researcher to indicate further reasons regarding the avoidance of phrasal verbs by Kurdish EFL learners whom are the participants of the current study. The results of this tool show the main reasons behind avoiding phrasal verbs. Although participants are familiar with the topic, they prefer to choose normal verbs rather than phrasal verbs due to their exposure to normal verbs in their daily life and the difficulty they find in using phrasal verb. The participants demonstrate that they only use phrasal verbs in writing and this mainly because they have time to think and produce the verb while in speaking it is more rational. This is the main cause where students are demotivated to use phrasal verbs in their daily and educational life. However, the students that favored using phrasal verbs over normal verbs mentioned a number of reasons for instance, students tend to speak like native speakers and they believe that the more they use

phrasal verbs, the more they sound advanced and native-like. Furthermore, according to the outcome of using phrasal verbs which is connected to the semantic complexity of phrasal verbs and the unfamiliarity of PVs, students agreed that the meaning of one-word is more obvious that PVs.

Consequently, the researcher observed in the findings is that the more exposed learners to phrasal verb, the better they use. The results show that in the first item in multiple-choice test almost all participants choose the phrasal verb '*get up*' since this verb is commonly used by lecturers, the students got used to it. In addition, the researcher observed that, an overwhelming number of students believe that avoidance may be used as a strategy during the learning process to help reduce feelings of worry and uncertainty as well as to prevent making mistakes. This belief is based on the fact that students believe that avoidance can help them avoid making mistakes. Learners who are highly motivated and comfortable taking risks have less tendency to shun challenges. In any case, students are solely focused on their grade, and they give little regard to the possibility of growing their vocabulary in contexts other than the classroom. This result can be utilized to increase phrasal verb avoidance reference resources at the University of Duhok, which will help to break the tendency among students to avoid them, leading to higher levels of achievement overall.

5. Conclusion

Following an investigation into why Kurdish speakers of English as a Foreign Language (EFL) at the University of Duhok avoid using phrasal verbs, the researcher came to the following conclusions. Kurdish students may avoid phrasal verbs due to the structural differences between their L1 and L2. Almost all of the participants in this research report Kurdish as their first language which does not have the phrasal verb structure. As mentioned earlier phrasal verbs are unique to Germanic languages. Kurdish does not have a corresponding structure; phrasal verbs are a source of conflict for students of Kurdish who are learning English as a foreign language. The research also shows that the pattern of avoiding is significantly more pronounced with figurative phrasal verbs than with literal ones, lending credence to the idea that the semantic or syntactic problems of figurative phrasal verbs may enhance learners' avoidance of them. This indicates that the semantic qualities of these PVs are the primary reason Kurdish students do not feel comfortable utilizing them. Moreover, the vast majority of students believe that avoidance may be utilized as a technique in the learning process to prevent making mistakes and to lessen feelings of anxiety and insecurity. According to the findings of an interview conducted with some of the students, it has been shown that the avoidance behavior occurs because the participants form the habit of employing one-word verbs, in addition they are easier to use. According to the finding of interviews, the students who favored using phrasal verbs over regular verbs mentioned a number of reasons for their preference. Students have a tendency to speak in a manner similar to that of native speakers, and they believe that the more they use phrasal verbs, the more advanced and native-like they sound.

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Appendix (1)

Test 1: The Translation Test

Dear students: The items below focus specifically on the use of phrasal verbs. Your thoughtful responses are essential to our research and will be greatly appreciated. We appreciate your cooperation.

Q. Choose the most suitable alternatives to fill in the blanks below:

1- "when the weather is nice I love to ---------- early." (هشياربون)

A. rise   B. release   C. get up   D. look after

   2- "This company will help you if you are --------- for a new job".

(لىَ طـنرين)

A. looking around   B. closing down   C. treating   D. searching

3- "Why I couldn't reach to you? Sorry, I had --------- my mobile."

(ظةمراندن)

A. disconnected   B. Switched off   C. go on   D. lived

4- "whenever I quarrel with my friend, I can't wait to ---------- again."

(ئاش بوون)

A. avoid   B. make up   C. put forward   D. reconcile

5- "I shouldn't have called you lazy, I ------------ what I said". (ئاشظةبرن)

A. bring out   B. insist   C. take back   D. withdraw

6- "Anna: can I talk to mom, please?"

Adam: ----------I'll see if she is in yet?" (خويطرة)

A. hold on   B. wait   C. capture   D. fall down

7- "I can't --------- the sound of babies crying". (تاقةتكرن)

A. tolerate   B. put up with   C. turn off   D. buy

8- "My cousin was orphaned at early age and was -------- by my

grandmother." (مەزن کرن)

A. Stood up   B. killed   C. raised   D. brought up

9- "Tanya's father -------- last week." (وەفاتکرد)

A. Shook off   B. became   C. died   D. passed away

10- "The authorities showed no signs of --------- to the kidnapper's

demands." (خۆبەدەستەوەدان)

A. giving in   B. realizing   C. looking up   D. surrendering

11- "Do you notice that Marvin likes to ---------?"

"Yes. But I don't think that he has anything to be proud of." (خۆناساندن)

A. lie   B. boast   C. show off   D. break out

12- "Didn't Jane say that she won't come to the party? I didn't expect

to see her."

"Me neither. I was also surprised when she ---------." (دیاربوون)

A. claimed   B. appeared   C. showed up   D. looked up

13- "I forgot to ---------- the fire when I left the house." (ئەمراندن)

"That is dangerous! You should call someone for a checkup".

A. foresee   B. put out   C. break into   D. extinguish

14- "what happened to the last job offers you get? I had to --------- most

of them because I am just short of time." (رەتکردن)

A. Offend   B. cheer up   C. refuse   D. turn down

15- "When you think about it, most of your classmates will disappear

forever from your life after your graduate." (هەڵدێتن)

"Yeah, but every now and then you will --------- one of them on the

street."

A. go over   B. meet   C. run into   D. applaud

Appendix (2)

Test 2: The Multiple- Choice Test

Dear students: The items below focus specifically on the use of phrasal verbs. Your thoughtful responses are essential to our research and will be greatly appreciated. We appreciate your cooperation.

Q. Choose the most suitable alternatives to fill in the blanks below:

1- "When the weather is nice I love to ---------- early."

A. rise   B. release   C. get up   D. look after

2- "This company will help you if you are --------- for a new job"

A. Looking around   B. closing down   C. treating   D. searching

3- "Why I couldn't reach to you?

"Sorry, I had --------- my mobile."

A. disconnected   B. Switched off   C. go on   D. lived

4- "whenever I quarrel with my friend, I can't wait to ---------- again."

A. avoid   B. make up   C. put forward   D. reconcile

5- "I shouldn't have called you lazy, I ------------ what I said."

A. bring out   B. insist   C. take back   D. withdraw

6- "Anna: can I talk to mom, please?"

Adam: ---------I'll see if she is in yet?"

A. hold on   B. wait   C. capture   D. fall down

7- "I can't --------- the sound of babies crying"

A. tolerate   B. put up with   C. turn off   D. buy

8- "My cousin was orphaned at early age and was -------- by my grandmother."

A. Stood up   B. killed   C. raised   D. brought up

9- "Tanya's father -------- last week."

A. Shook off   B. became   C. died   D. passed away

10- "The authorities showed no signs of --------- to the kidnapper's demands."

A. giving in   B. realizing   C. looking up   D. surrendering

11- "Do you notice that Marvin likes to ---------?"

"Yes. But I don't think that he has anything to be proud of."

A. lie   B. boast   C. show off   D. break out

12- "Didn't Jane say that she won't come to the party? I didn't expect to see her."

"Me neither. I was also surprised when she ---------."

A. claimed   B. appeared   C. showed up   D. looked up

13- "I forgot to ---------- the fire when I left the house."

"that is dangerous! You should call someone for a checkup".

A. foresee   B. put out   C. break into   D. extinguish

14- "what happened to the last job offers you get? I had to --------- all of them."

A. Offend   B. cheer up   C. refuse   D. turn down

15- "When you think about it, most of your classmates will disappear forever from your life after your graduate."

"Yeah, but every now and then you will --------- one of them on the street."

A. go over   B. meet   C. run into   D. applaud

Appendix (3)

Test 3: The Verb-Memorizing Test

Dear students: The items below focus specifically on the use of phrasal verbs. Your thoughtful responses are essential to our research and will be greatly appreciated. We appreciate your cooperation.

Part 1: Q. Read and memorize the following sentences:

1- "When the weather is nice I love to get up early."

2- "This company will help you if you are looking around for a new job"

3- "Why I couldn't reach to you?

"Sorry, I had disconnected my mobile."

4- "whenever I quarrel with my friend, I can't wait to make up again."

5- "I shouldn't have called you lazy, I take back what I said."

6- "Anna: can I talk to mom, please?"

Adam: wait I'll see if she is in yet?"

7- "I can't tolerate the sound of babies crying"

8- "My cousin was orphaned at early age and was brought up by my grandmother."

9- "Tanya's father passed away last week."

10- "The authorities showed no signs of surrendering to the kidnapper's demands."

11- "Do you notice that Marvin likes to show off?"

"Yes. But I don't think that he has anything to be proud of."

12- "Didn't Jane say that she won't come to the party? I didn't expect to see her."

"Me neither. I was also surprised when she appeared."

13- "I forgot to put out the fire when I left the house."

"That is dangerous! You should call someone for a checkup".

14- "what happened to the last job offers you get? I had to turn down all of them."

15- "When you think about it, most of your classmates will disappear forever from your life after your graduate."

  "Yeah, but every now and then you will run into one of them on the street."

Part 2: Q. Choose the most suitable alternatives to fill in the blanks below:

1- "When the weather is nice I love to -------- early." (هشياربوون)

2- "This company will help you if you are ------------ for a new job". (لىَ

طـەرين)

3- "Why I couldn't reach to you?

"Sorry, I had -------------my mobile." (ظـەمراندن)

4- "whenever I quarrel with my friend, I can't wait to ----------- again."

(ئاش بوون)

5- "I shouldn't have called you lazy, I --------- what I said." (ئاشظظـەبرن)

6- "Anna: can I talk to mom, please?"

Adam: --------- I'll see if she is in yet?" (خوبطرة)

7- "I can't ----------- the sound of babies crying" (تاقةتكرن)

8- "My cousin was orphaned at early age and was ------------ by my grandmother". (مـەزن كرن)

9- "Tanya's father ----------- last week." (وةغـەتركر)

10- "The authorities showed no signs of ------------to the kidnapper's demands." (خوبدةست ظـەتبـەتردان)

11- "Do you notice that Marvin likes to -----------?"

"Yes. But I don't think that he has anything to be proud of." (ثقسناخوكرن)

12- "Didn't Jane say that she won't come to the party? I didn't expect to see her."

"Me neither. I was also surprised when she -----------."(دياربوون)

13- "I forgot to ----------- the fire when I left the house."

"That is dangerous! You should call someone for a checkup". (ظةمراندن)

14- "what happened to the last job offers you get? I had to ------------ all of them." (رةتكردن)

15- "When you think about it, most of your classmates will disappear forever from your life after your graduate."

   "Yeah, but every now and then you will ------------ one of them on the street."(هةظديتن)