

The Acquisition of Phrasal Verbs by Catalan Learners of English: Preference for One-word verbs rather than Two-word combinations



**Universitat Autònoma
de Barcelona**

TREBALL DE FI DE GRAU

Grau en Estudis Anglesos

Departament de Filologia Anglesa i Germanística

SUPERVISOR: Dr. Montserrat Capdevila i Batet

Merixell Rovira Diaz

15th June 2017

Acknowledgments

First and foremost, I am very grateful to my supervisor, Dr. Montserrat Capdevila, who has been my teacher, tutor and supervisor in this university journey, for her dedication, support and patience through the process of this present paper. I would also like to thank her help, advice and understanding.

Secondly, I would like to thank all participants in this study for their time and honesty. Without their willingness to answer both tasks, this study would not have been possible.

Finally, I would like to give special thanks to my mum and sister, as well as my cousin who have fully supported me during my university experience. I would also like to show my gratitude to my partner and my friends for being there always.

TABLE OF CONTENTS

Index of graphs and figures

Abstract

1. Introduction	3
2. The Nature of Phrasal Verbs	4
2.1. Phrasal Verbs	5
2.2. Phrasal Verbs vs. Prepositional Verbs	6
2.3. Semantics: The Meaning of Phrasal Verbs	8
2.3.1. Literal	8
2.3.2. Aspectual or Semi-Transparent	9
2.3.3. Idiomatic or Figurative	10
3. Literature Review: Avoidance of Phrasal Verbs in Acquisition Literature	11
4. Methodology.....	15
5. Results	17
5.1. Translation Task	17
5.2. Multiple-choice Task	19
6. Discussion.....	21
7. Conclusions	25
8. Bibliography	28
9. Appendices	30
Appendix A. Tasks and Questionnaires	30
Appendix B. Raw Scores on Translation Task and Multiple-choice Task.....	37

INDEX OF GRAPHS AND FIGURES

Figure 1. Percentage use of phrasal verbs and one -word verbs in the translation task by advanced learners of English.....	18
Figure 2. Percentage use of phrasal-verb-type in the translation task by advanced learners of English	18
Figure 3. The frequency of preference for phrasal verbs or one-word verbs by advanced learners.....	19
Figure 4. The frequency of preference for phrasal verbs or one-word verbs by native speakers	20
Figure 5. The frequency of preference for phrasal-verbs-type by advanced learners displayed in percentages	20
Figure 6. The frequency of preference phrasal-verb-type by native speakers displayed in percentages	21
Table 1. The percentage use of Phrasal verbs of advanced Catalan and native speakers in the multiple-choice task	19

ABSTRACT

English phrasal verbs have been considered one of the most difficult structures for ESL students to master as a counterpart is rarely found in the L1. Existing literature on the field seems to provide evidence for avoidance inducing factors such as the structural differences between L1-L2 and the highly idiomatic nature of phrasal verbs (Dagut and Laufer 1985; Gaston, 2004; Hulstijn and Marchena, 1989; Laufer and Eliasson, 1993; Liao and Fukuya, 2004). Additionally, the semantic component of phrasal verbs has been given a short shrift. This paper aims to examine whether there is avoidance in advanced Catalan ESL learners and whether avoidance of phrasal verbs is triggered by semantic reasons. The sample used in the present study consisted of a total of fifteen advanced Catalan learners of English (i.e. C1) and a control group of three native speakers of English. Written input from the participants was obtained by means of two different tasks (i.e. a translation task and a multiple-choice task). Results suggested that there was an interrelationship between avoidance of phrasal verbs and the phrasal-verb-type as well as a correlation between avoidance and the task-type: when the degree of transparency of the phrasal-verb was low, learners showed an increased level of avoidance. Furthermore, when no explicit answer was given, learners showed a higher level of avoidance.

Key words: avoidance, phrasal verbs, L2, idiomacity, task-type, Second Language Acquisition, Catalan ESL learners.

1. Introduction

In the context of L2 acquisition and foreign language acquisition, many authors such as Schachter (1974) have drawn their attention not only to those forms that L2 learners tend to use when expressing themselves in L2 but also to those structures that learners are prone to avoid. Many authors have also pointed out that multi-word verbs are one of the most difficult features of English for L2 learners to master as a counterpart is not found in their L1, and therefore no pattern is provided for transfer into the L2 (Dagut and Laufer, 1985; Gaston, 2004; Hulstijn and Marchena, 1989; Laufer and Eliasson, 1993; Liao and Fukuya, 2004). However, Kleinmann (1997) also pointed out that the notion of avoidance implies that although L2 learners of English may find difficulties in mastering certain structures characteristic of the L2, students are in fact aware of the existence of these and fail to use them or opt for a structure that is similar to the L1. Other authors such as Gaston (2004) have argued that the avoidance of certain structures is mainly generated by semantic factors and by a low degree of proficiency in the L2.

On the other hand, other authors have suggested that the absence of specific linguistic features does not necessarily trigger avoidance. Authors such Kamimoto et al. (1992) have argued that when examining avoidance other features need to be considered such as L1 form, distribution and function of the structure that is being avoided. In addition to this, it has been argued that other factors such as the polysemous component of phrasal verbs or the idiomatic mismatch in some type of multi-word verbs also contribute to the avoidance of these complex structures (Siyanova and Schmitt, 2007).

The aim of the present paper is to study the preference for the use of one-word verbs to multi-word verbs (i.e. lexical verbs and phrasal verbs) and analyse whether task type influences the avoidance of certain structures. More specifically, the research questions of the study are the following:

- (1) Do EFL learners show a preference for one-word verbs rather than phrasal verbs?
- (2) Does the typology of phrasal verbs have an influence on the preference for one-word verbs or multi-word verbs?
- (3) Are there significant differences in the students' preference for phrasal verbs regarding the type of task?

The main hypothesis is that advanced Catalan ESL learners of English will show preference for one-word verbs over their phrasal verb counterpart in both tasks (i.e. translation task and a multiple-choice task). Furthermore, advanced Catalan ESL learners will show preference to those words that are perceived both structurally and semantically similar opting for literal phrasal verbs rather than figurative phrasal verbs. That is, avoidance will be triggered mainly by the complex semantics of phrasal verbs.

This paper is organised as follows. Firstly, the paper begins with the introduction to phrasal verbs, their definition, and their singular syntactic and semantic characteristics. The paper follows with a review of previous literature on avoidance of phrasal verbs in acquisition literature and presents the methodology of the present study. The following sections deal with the results obtained from the experiment and the discussion. Finally, the last section will be devoted to the main conclusions that have been drawn.

2. The Nature of Phrasal Verbs

The following section will provide an exhaustive definition of phrasal verbs from both a syntactic and semantic perspective so as to establish a theoretical framework about what is a primary concern of the present study. In that manner, analysing the issue of avoidance of phrasal verbs will be possible further on.

2.1. Phrasal Verbs

In linguistic theory, phrasal verbs have been considered one of the most enigmatic structures in English as a counterpart is rarely found in other non-Germanic languages (Dagut & Laufer, 1985; Darwin & Gray, 1999). A phrasal verb can be defined as a lexical unit consisting of a verb and a morphologically invariable particle that function as a single unit in both semantic and syntactic terms (Darwin & Gray, 1999; Quirk, Greenbaum, Leech, & Svartvik, 1985). Phrasal verbs are commonly referred to as idiomatic multi-word verbs which consist of a verb and a particle. Some common examples of phrasal verbs are *run into*, *stand up*, *sit down*, *hold on*.

Furthermore, these type of multi-word units are characterised by syntactic variability. There is one syntactic characteristic peculiar to transitive phrasal verbs, and that is that frequently the particle can be separated from the verb by the direct object. Separation is necessary namely when the direct object is a pronoun (Celce-Murcia and Larsen-Freeman, 1999), as shown respectively in (1a) and (1b), and (2a) and (2b):

(1a) A man threw in the ball.

(1b) A man threw a ball in.

(2a) A man threw it in.

(2b) *A man threw in it.

In order to provide a thorough definition of phrasal verbs the following section will provide syntactic evidence for the distinction between phrasal and prepositional verbs on the basis of their syntactic distribution.

2.2. Phrasal Verbs vs. Prepositional Verbs

Phrasal verbs and prepositional verbs have been categorised as prepositional verbs since they share a similar structure. However, in terms of semantics and syntax, they behave quite differently. Haegeman and Guerón (1999) provide syntactic evidence to show the differences between both types of structures. Let us consider the following examples taken from Haegeman and Guerón (1999):

(3a) John ran up the street.

(3b) John tore up the letter.

The first argument to distinguish between the two structures is movement of the particle. As it is shown in (3a) and (3b) both VPs contain the sequence *V-up-NP*. However, the relationship between these three constituents is not identical in both cases, or in other words, their internal structure is different. The main reason for their difference is that in (3a) the two elements of the sequence *up-NP* cannot be inverted, whereas in (3b) they can, as shown in (3c) and (3d) respectively:

(3c) *John ran the street up.

(3d) John tore the letter up.

The second argument that provides evidence for the difference between phrasal verbs and prepositional verbs is topicalization. Let us consider the following data:

(4a) [_{PP} Up this street] John ran.

(4b) * [_{PP} Up this letter] John tore.

Topicalization seems to give different results in each construction. In (4a) although the preposition is not stranded, the structure seems to pass the constituency test leaving the

sentence grammatical. Conversely, in (4b) the preposition should be stranded and that is why (4b) is ungrammatical when topicalization is applied. Therefore, topicalization gives further evidence for the difference between a phrasal verb and a prepositional verb in terms of the relationship between the three constituents (V-*up*-NP). Whilst phrasal verbs allow particle movement, prepositional verbs require preposition stranding.

Finally, in terms of clefting and coordination, the sequence *up the letter in* in (4d) and (4f) fails as a constituent. Unlike the sequence *up the street*, the string *up the letter* cannot be co-ordinated.

(4c) It was [PP *up the street*] that John ran.

(4d) *It was [PP *up the letter*] that John tore.

(4e) John ran up the street and down the road.

(4f) *John tore up the letter and up the card.

To sum up, while the evidence provided suggests that *up the street* forms a constituent, the data dealt in this section also suggest strongly that *up the letter* cannot be qualified as a constituent. Thus, the verb *tear* and the element *up* are better analysed as a single unit, that is, a verb constituted by two lexical items that cannot be torn apart.

The results of the constituency tests suggest a different analysis is in order: Prepositional verbs should be analysed as combinations of a verb and a preposition, where the preposition functions as a head of a PP and therefore the preposition and the direct object form a single constituent, that is, a PP which is complementing the verb. On the other hand, phrasal verbs are best analysed as a verb and a particle (Prt) combination which function as a single unit.

Consider the following examples:

(5a) John ran up the street.

(5b) John tore up the letter.

In (5a) the preposition *up* functions as a head of a PP and therefore *up* and *the street* form one single constituent, a PP, which is a complement of the verb. Conversely, when analysing the string *up a letter* in (5b) none of the following tests appear to be applicable and therefore cannot be considered a prepositional verb but a phrasal verb.

2.3. Semantics: The Meaning of Phrasal Verbs

The meaning of phrasal verbs tends to be uncompositional. Although learners may understand both components forming a phrasal verb in isolation, once they are presented together a new meaning is derived. Celce-Murcia and Larsen-Freeman (1999) provide an account for the categorization of phrasal verbs in three different layers in relation to the degree of transparency that these entail.

2.3.1. Literal

This first category encompasses those verbs that are combinations of a verb and a particle that encodes direction. The meaning of the phrasal verbs lies on the meaning of the whole phrasal unit. This type of verbs function syntactically like verb-particle constructions. The particle retains its prepositional meaning leading to a fully compositional meaning. Some examples of these are the following: *stand up, sit down, throw away, take down, climb up*. According to Celce-Murcia and Larsen-Freeman (1999) this category of phrasal verbs should not be very difficult for ESL students to comprehend and produce.

The present study will examine whether Celce-Murcia and Larsen-Freeman's hypothesis can be confirmed in advanced Catalan ESL learners. Their production of PVs

will be tested by means of two different tasks: a translation task and a multiple-choice task. Both tasks will consider the semantics of the phrasal verbs.

2.3.2. Aspectual or semi-transparent

In this second category, the meaning of these type of verb sequences is not completely literal neither highly idiomatic. These can be divided into a set of semantic classes which are derived from the contribution of the particle into the verb sequence.

- Inceptive –used to point a beginning state. It includes verbs like *set out* or *start up*.

(6) John took off

- Continuative–used to show that the action continues. It includes verbs such as *carry on*, *sleep away*, *mess around*, *think through*.

(7) They danced the night away.

- Iterative–this subclass of aspectual phrasal verbs is restricted to the use of *over* to show repetition.

(8) He did it over and over again until he got it right

Other possible sequences of this class could be *write over*, *think over* and *type over*.

- Completive–this class comprises verb sequences formed by the particles *up*, *out*, *off* and *down*. These particles show that an action is completed.

(9) He drank the milk up.

Although this classification may be explanatory, it must be acknowledged that ESL and EFL students can still have some difficulties in the assignation of particles to verb sequences as they cannot be assigned freely (Celce-Murcia, 1999; Brinton, 1988). A

student may comprehend and recognise the aspectual meaning of a verb but may fail to assign some particles effectively.

2.3.3. Idiomatic or non-transparent

This category comprises those verb sequences in which the combination of the verb and the particle triggers a metaphorical meaning that cannot be derived by the isolating meaning of the components. Some examples are *chew out*, *tune out*, *catch up* or *pull off*.

Stauffer (1996) suggests that native speakers can understand phrasal verbs that they never encountered before because they understand the underlying logic of language. However, when it comes to ESL and EFL learners it seems that especially those verbs that have a non-transparent meaning are the most difficult to master and very often students fail to comprehend and produce these verbal sequences (Dagut and Laufer, 1985; Gaston, 2004; Celce-Murcia, 1999; Laufer and Eliasson, 1993; Liao and Fukuya, 2004).

Finally, it should be mentioned that in the same way that a single lexical unit can have different meanings, phrasal verbs can also be highly polysemous. For instance, a phrasal verb such as *check out* has at least four different meanings as it appears exemplified in *Longman Dictionary of Phrasal Verbs* (2000):

1. to leave a hotel

(10) Mary must check out of her room by noon.

2. to borrow from a library

(11) Mary checked out her favourite book for the third time

3. to examine carefully

(12) After the alarm scare, the police checked out the building.

4. *to let someone add up the prices of products you want to buy and then pay for the items*

(13) After she finished shopping, Mary was ready to check out.

3. Literature Review: Avoidance of Phrasal Verbs in Acquisition

Literature

In the context of second language acquisition (SLA) and foreign language acquisition there has been growing interest in providing empirical evidence not only for L2 learners errors (Richards,1971; Norrish, 1983; Gorbet, 1979; Sharma, 1980; Erdogan, 2005) but also for those structures that L2 learners seem to avoid (Schachter,1974; Kleinmann, 1977, 1978). The phenomenon of avoidance in second language acquisition has been attempted to be explained and exemplified by many authors (e.g., Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Kamimoto, Shimura, & Kellerman, 1992; Kleinmann, 1977, 1978). The notion of avoidance was first pinpointed by Schachter (1974) in her study on errors in relative clauses made by Chinese, Japanese, Persian and Arabian L2 learners of English. Schachter argued that learners were prone to avoid those structures of the L2 perceived as difficult to comprehend and produce. Additionally, she stressed on the fact that in the context of SLA there was the need to provide linguistic evidence for phenomena such as avoidance rather than focusing only on L2 students' error analysis.

Although Schachter (1974) brought to light an important revelation in the field of SLA, her study seems to be quite limited as later evidence demonstrated that avoidance was enabled by the capacity that learners had to opt for those forms perceived as safer to produce. Kleinmann (1977) pointed out that the notion of avoidance implies that although L2 learners of English may find difficulties in mastering certain structures characteristic of the L2, students are in fact aware of the existence of these and fail to use them or opt

for a structure that is similar to the L1. So as to tackle the issue of avoidance more accurately he examined four English syntactic structures (i.e. passive, present progressive, infinitive complement and direct object form) produced by different groups of intermediate levels from different L1 (Arabic, Spanish and Portuguese). Comprehension tests were administered to examine whether those structures had been previously acquired by participants. An avoidance pattern was found in accordance to the difficulty predictions made by contrastive analysis (CA) but the results also suggested that there seemed to be other avoidance inducing factors such as interlanguage interferences, naturalness and markedness factors within the L2 (Ellis, 1986; Hatch, 1983; Hulstijn and Marchena, 1989) and/or psychological variables such as the affective state of the learner (e.g. confidence, anxiety). This view has been supported by later studies in which avoidance has been defined as a communication strategy learners may use to overcome language difficulties. Students are thought to select those forms perceived as simpler and safe from errors (Laufer, 2000; Gatson, 2004; Laufer & Eliasson, 1993; Gass & Selinker, 2001).

Within the literature on linguistic avoidance, there seems to be an ongoing debate on trying to explain the reasons for avoidance behaviours in L2 learners. On the one hand, some studies seem to go in line with the idea that avoidance is mainly driven by L1-L2 differences pointed by numerous authors (Kleinmann, 1977, 1978; Levenston, 1971; Schachter, 1974). Kamimoto et al. (1992) claimed that in order to determine whether avoidance provides a clear explanation for the underproduction of certain linguistic structures it is necessary to consider other features such as L1 form, distribution and function of the structure that is being avoided.

One of the first contributions to avoidance of phrasal verbs was the study of Dagut and Laufer (1985) on the avoidance of phrasal verbs by Hebrew L2 learners. In the study

three types of tests (a multiple-choice test, a verb translation test, and a verb-memorizing test) were conducted on three advanced groups of Israeli learners of English. The main conclusions were that Hebrew learners had difficulties in producing English phrasal verbs that were not found in the L1 and opted for one-word verbs. The semantics of phrasal verbs was considered as the tests analysed the frequency of phrasal verb types (literal, figurative, and aspectual) and demonstrated that figurative verbs were the most avoided forms. The final conclusions were that avoidance could only be explained by structural differences between the L1-L2. Although this piece of work becomes relevant in this field of research, it also presents some weaknesses as it does not explore in depth the fact that avoidance was more frequent in figurative phrasal verbs.

However, some other studies have provided interesting findings in relation to the idiomacity of phrasal verbs that seem to challenge the predictions made by Dagut and Laufer's (1985) who predicted that avoidance of phrasal verbs would be performed by only those L2 that had no similar structure in their L1. Contrary to the hypothesis, it was put forth that not only non-Germanic L2 learners of English were prone to avoid phrasal verbs but also Germanic L2 learners showed some avoidance when expressing themselves in the target language. In Hulstijn and Marchena's (1989) study it was argued that Dutch learners of English avoided those forms perceived as very similar to the L1 so as to avoid sounding too Dutch-like showing preference for one-word or Latinised verbs. In addition to this, another factor in relation to avoidance of phrasal verbs by Dutch L2 learners was attributed to the specificity of idiomatic phrasal verbs' meanings. Apparently, students felt more comfortable using one-word forms adopting a play-it-safe strategy.

Nevertheless, although the previous mentioned studies provided empirical evidence for avoidance triggered either for L1-L2 similarities or differences, other studies have

demonstrated that avoidance is somehow doubly-determined considering factors other than L1 interference (Hulstijn and Marchena, 1989; Kleinmann, 1977). Along the same lines, Laufer (2000) points out that the comparison between both L1-L2 should be made in terms of degrees of similarity. More concretely, Laufer sustains that avoidance is triggered not only by structural factors but also by semantic factors related to the degree of transparency between the L1-L2. Additionally, in her study avoidance is categorized as a conceptual difficulty, suggesting that avoidance takes place when a category which is present in one of the languages does not exist in the other.

Other factors such as a low proficiency level in the L2 and other semantic reasons such as idiomaticity have also been attributed to avoidance patterns in second language acquisition (Gaston, 2004; Liao and Fukuya, 2004). Particularly, phrasal verbs have been considered one of the most enigmatic structures in English due to the idiomatic mismatch between non-Germanic languages and Germanic structures (Dagut and Laufer, 1985; Darwin and Gray, 1999). Some studies claim that there is a high correlation between the degree of transparency that these structures carry and avoidance of phrasal verbs in the L2. Many studies have provided evidence for the students' preference for those forms perceived as transparent, that is, similar to their L1 and the consequent avoidance of those forms which differ a great deal from the L1 (Liao and Fukuya, 2004; Gaston, 2004; Siyanova and Schmitt, 2007; Dagut and Laufer, 1985).

Additionally, it has also been claimed that other factors such as the polysemous component of phrasal verbs also contribute to the avoidance of these complex structures (Siyanova and Schmitt, 2007). From this perspective, students are thought to find difficulties in acquiring and producing these structures due to the different meanings that a form may have.

Other studies have also remarked on the effect that instruments may have when eliciting data (i.e. whether options are given in the task itself or not) (Hulstijn and Marchena, 1989; Siyanova and Schmitt, 2007; Liao and Fukuya, 2004). Data seems to advocate that even though students are given optionality they may opt for those forms that are similar to their L1. Additionally, in some studies importance has been given to the colloquial sense that phrasal verbs entail contextualizing the tasks in informal contexts to avoid potential intervening factors such as lack of linguistic context (Siyanova and Schmitt, 2007).

Finally, recent literature seems to suggest that the way in which phrasal verbs are being taught in SLA contexts may also be an intervening factor in the process of learning these structures and their consequent avoidance. Some studies (Gaston, 2004; Hultjin and Marchena, 1989) have suggested that more insistence on the pragmatic differences connected to the use of phrasal verbs should be addressed when teaching phrasal verbs to prevent students from avoiding these structures. The above studies have pointed out that SLA textbooks often provide large lists of phrasal verbs with their Latin one-word counterpart excluding any information related to the pragmatic meaning that these entail.

The present study will attempt to answer whether there is an avoidance pattern of phrasal verbs by advanced Catalan ESL learners and whether the type of phrasal verb is a determining factor for the avoidance. Furthermore, the study will also look at the potential effect that the task-type can have in the preference for one form over the other.

4. Methodology

The sample used in the present study consisted of a total of fifteen advanced Catalan learners of English (i.e. C1) and a control group of three native speakers of English. Furthermore, all participants from the experimental group were undergraduate students

who were currently taking their fourth year in English Studies at the Autonomous University of Barcelona. The age range from both groups was from 20 to 25 years old.

Written input from the participants was obtained by means of two different tasks, that is a translation task and a multiple-choice task (see Appendix A). Both tasks were adapted from Siyanova and Schmitt (2007) questionnaire, which was slightly modified so as to provide an account for differences between phrasal verb types (see Appendix A). The questionnaire originally consisted of nineteen questions with a different proportion of types of phrasal verbs. Eleven questions were added so as to have an equal proportion of phrasal-verb-types (i.e. literal, figurative and aspectual). Both tasks shared the same linguistic context so as to lead the participant to the expected answer. In the translation task, participants were asked to provide the translation for the twenty-eight sentences in a maximum of 10 minutes. The aim of this task was primarily to examine whether there was preference for EFL learners towards the usage of one structure or the other when they are not asked explicitly to choose one over the other (see Appendix A). In the multiple-choice task, the participants were asked to judge their usage of phrasal-verbs over one-word verbs in a 6-point Likert-type scale ranging from “very unlikely” to “very likely”. Each question had a phrasal verb and a one-word synonym and participants needed to provide the frequency in which they would use one form over the other. The fact that the two tasks examined the same phrasal verbs with the same linguistic context was intended to demonstrate the reliability of the participants’ responses.

It is important to highlight that the tests were carried out in two different days so as to prevent any potential intervening variable(s). Moreover, the participants were tested in a quiet and silent context where the researcher was present in case assistance was needed.

Finally, the results scored in the translation task were measured by counting the total number of phrasal verb responses. For the multiple-choice questionnaire, a certain value was given to each possible answer, 1 being “very unlikely” and 6 being “very likely”. A performance score for each participant was then created by averaging the values for all verbs. Percentages of usage of phrasal verbs were used to analyse and compare the results gathered from both groups. All the results were computed using Microsoft Excel 2016.

5. Results

This section deals with the results obtained from the use of phrasal verbs in both tasks (i.e. the translation task and the multiple-choice task). The present study analysed the usage of phrasal verbs in two groups: the experimental group which consisted of fifteen advanced learners of English who performed in both tasks and a control group of three native speakers who performed only in the multiple-choice task. The raw scores of both groups on the tests are presented in Appendix B.

5.1. Translation Task

In the translation task, the total number of possible verbs was 420 (15 participants x 28 tokens). In 176 cases, advanced learners chose a phrasal verb and in 244 cases they chose a one-word verb. Among the 176 phrasal verbs 101 were literal whereas 75 were figurative. Performance scores were computed and displayed as described below. Figure 1 provides a representation of the results obtained from the translation task by means of percentages.

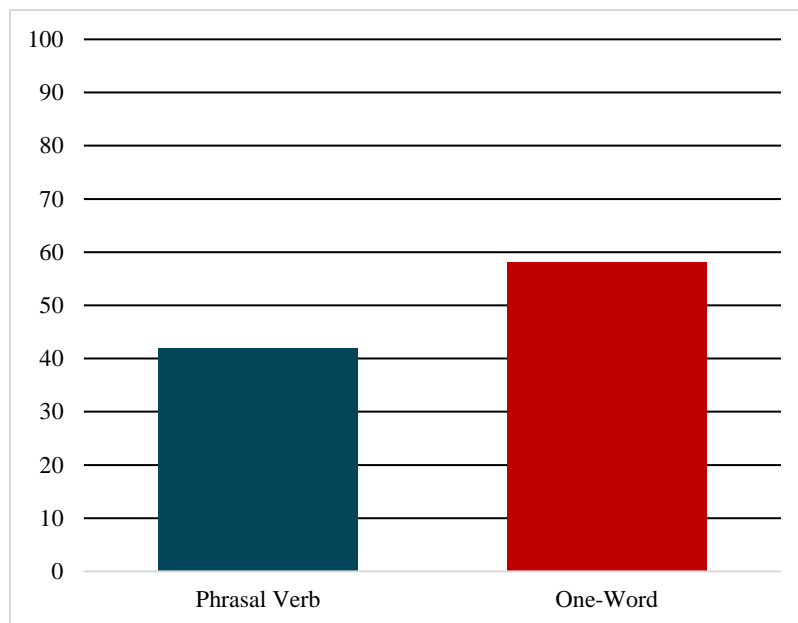


Figure 1. Percentage use of phrasal verbs and one -word verbs in the translation task by advanced learners of English.

Results show that in the translation task advanced learners show preference for the use of one-word verbs over phrasal-verbs. Forasmuch as the phrasal-verb typology is concerned, the results from the translation task illustrate how the advanced learners when producing a phrasal verb are more likely to use a literal verb rather than a figurative as Figure 2 shows.

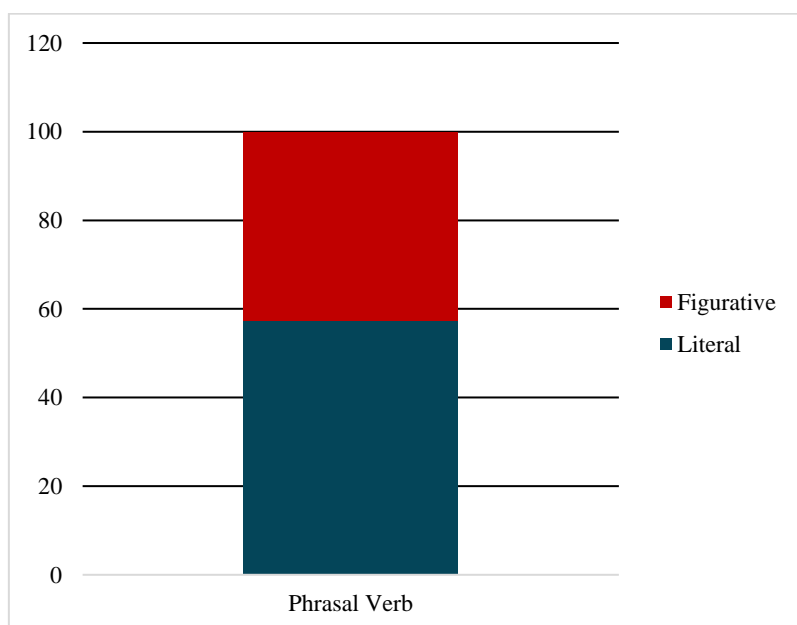


Figure 2. Percentage use of phrasal-verb-type in the translation task by advanced learners of English.

5.2. Multiple-choice Task

The multiple-choice task consisted in a total number of 28 sentences with blank spaces, two possible options (i.e. a one-word verb and a phrasal verb) and a Likert scale in which both populations, that is, the advanced learners and the native, needed to provide the frequency for their usage for both the phrasal and the one-word verb (see Appendix A). Table 1 presents the percentages of phrasal-verb usage for all two groups of participants from the results obtained from the multiple-choice task.

Task	Group	PV	L	F
Multiple-choice	A	79.80	81.83	77.78
	N	87.10	83.33	90.87

Table 1. The percentage use of Phrasal verbs of advanced Catalan and native speakers in the multiple-choice task. *Note:* A= advanced learners. N=natives. PV=phrasal verbs. L=Literal. F=Figurative.

More specifically, Figure 3 shows the different values attributed to each type of verb in the multiple-choice task by the advanced students.

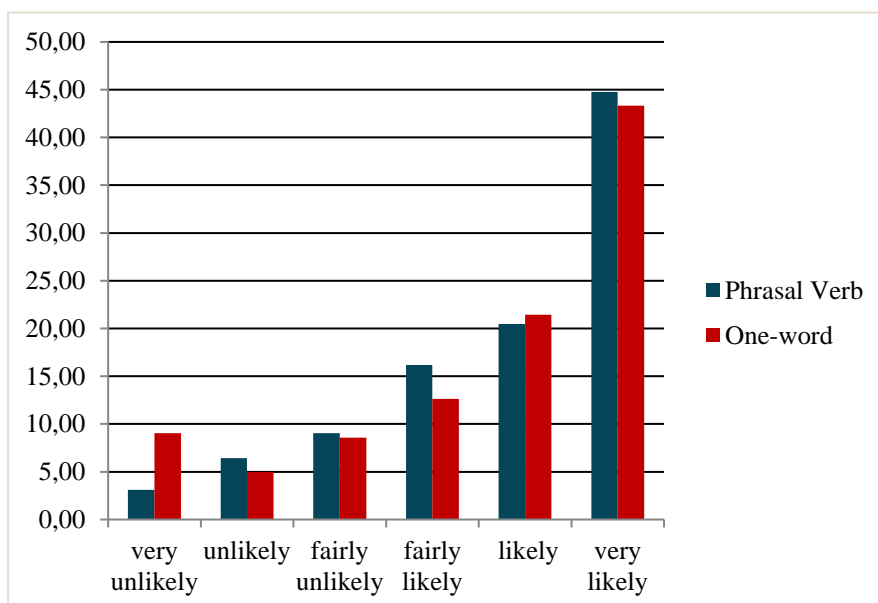


Figure 3. The frequency of preference for phrasal verbs or one-word verbs by advanced learners.

Figure 4 shows the results obtained from the control group of three native speakers of English.

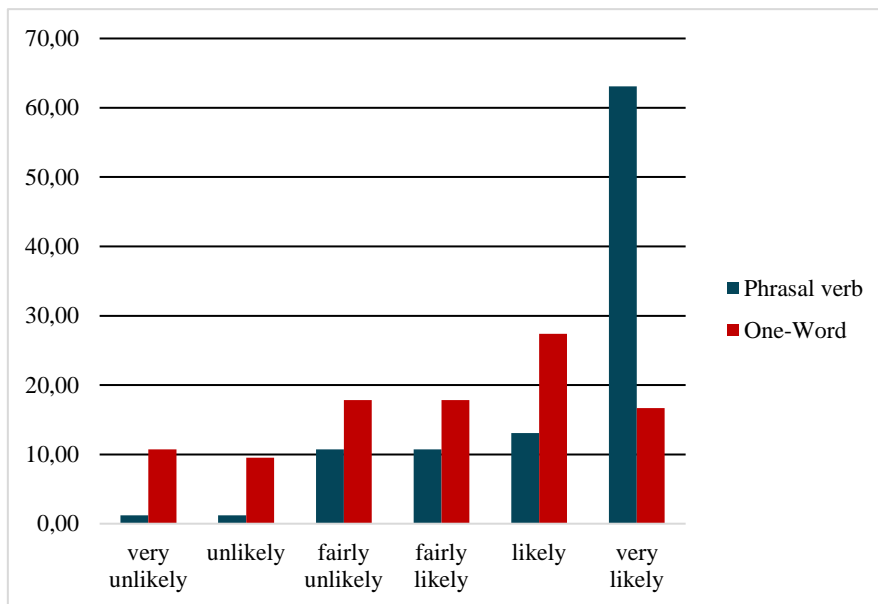


Figure 4. The frequency of preference for phrasal verbs or one-word verbs by native speakers.

As far as the phrasal-verb type is concerned, Figure 5 and Figure 6 show the different values attributed to each phrasal-verb-type in the multiple-choice task by advanced learners and native speakers respectively.

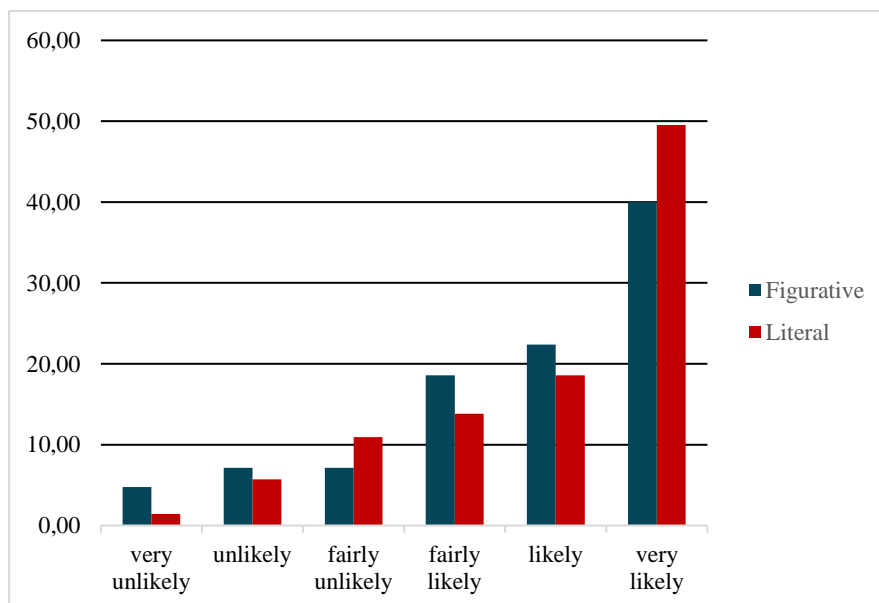


Figure 5. The frequency of preference for phrasal-verb-type by advanced learners displayed in percentages.

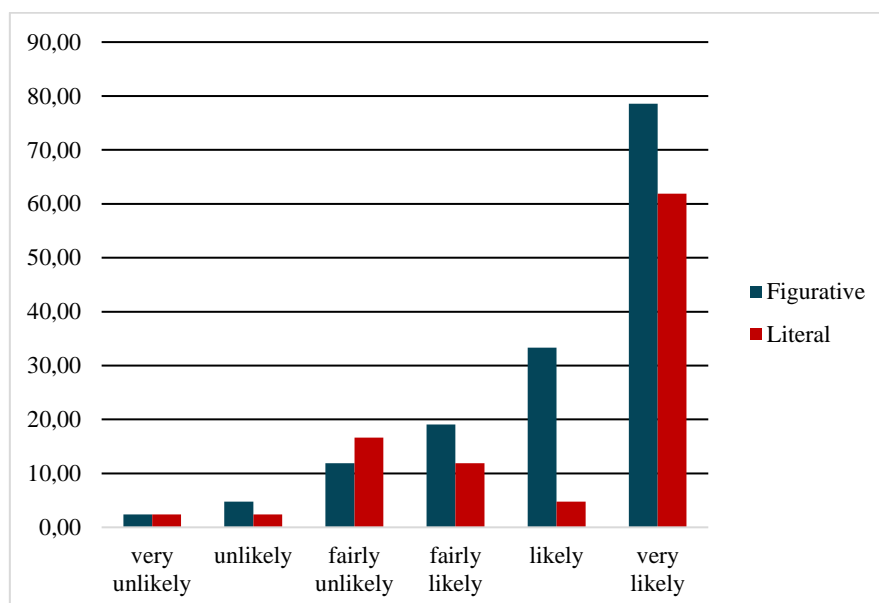


Figure 6. The frequency of preference for phrasal-verb-type by native speakers displayed in percentages.

The following section will discuss and interpret these results quantitatively and qualitatively in relation to the research questions addressed in this present study, specifically the effects of phrasal-verb type and task-type.

6. Discussion

The purpose of this present paper was to examine phrasal-verb avoidance in the context of second and foreign language acquisition, and more concretely, in Catalan L2 learners of English with an advanced proficiency level. The research questions aimed to answer whether avoidance was found in the production of phrasal verbs, and if so, whether avoidance was mainly triggered by semantic factors rather than structural factors. Furthermore, this paper also examined whether there was an effect of task-type in the production of phrasal verbs. The initial hypothesis was that advanced learners of English would show avoidance of phrasal verbs due to their complex semantics, and that when explicit options are given, L2 learners would still be prone to use those verbs perceived as similar as predicted by previous literature in regards to the task-type (Hulstijn and Marchena, 1989; Siyanova and Schmitt, 2007; Liao and Fukuya, 2004). Data seems to

advocate that even though students are given optionality they may opt for those forms that are similar to their L1.

The first research question posed was: *Do EFL learners show a preference for one-word verbs rather than phrasal verbs?* Results from the translation task showed that the subjects used phrasal verbs 41,9% of the time and one-word verbs 58,09 % which seems to suggest that there is avoidance towards the production of phrasal verbs when students need to provide the translation for Catalan sentences. For instance, the fifteen advanced learners preferred the verb *wait* over the phrasal verb *hold on* in the same way that twelve students used the one-word verb *understand* rather than using the phrasal verb *figure out*.

The results obtained from the translation task also prove, as previous literature on the field has suggested, that avoidance might be enacted as a communication strategy learners may use to overcome language difficulties. As some authors have pointed out, students are thought to select those forms perceived as simpler and safe from errors (Laufer, 2000; Gatson, 2004; Laufer and Eliasson, 1993; Gass and Selinker, 2001). Hence, this would explain why in the translation task the percentage is significantly lower compared with the multiple-choice task as when the option is given, students may know that they are safe from errors whereas in the translation task they opt for one-word verbs in most of the cases which are perceived as similar to their L1. For instance, in the fifteenth question of the translation task, only three subjects opted for the phrasal verb *figure out* and twelve subjects preferred the one-word verb *understand*. Whereas in the same question of the multiple-choice task all subjects preferred the PV *figure out* over the one-word *understand*.

(14) Q15. Your laptop has broken down. You've spent most of Saturday trying to *understand/figure out* what the problem is but without success.

Nevertheless, it is also significant that although there might be a high percentage of avoidance, students in fact did use phrasal verbs in the translation task as previously hypothesised by Kleinman (1997), who suggested that although L2 learners might show difficulties or a low frequency of PV usage, students are in fact aware of the existence of these and fail to use them or opt for a structure that is similar to the L1. This assumption was also proved in the multiple-choice task, as students showed a considerable high percentage usage of PVs.

The second research question was: *Does the typology of phrasal verbs have an influence on the preference for one-word verbs or multi-word verbs?*. The main aim was to examine whether there was an interrelationship between the semantics of PV and linguistic avoidance. Although there exist three types of phrasal verbs (i.e. Literal, aspectual and figurative) so as to simplify the analysis of the results the types of phrasal verbs were reduced only to literal and figurative. In both tasks, there was the same amount of figurative than literal phrasal verbs. The results gathered from the translation task seem to suggest that non-native speakers are more likely to use a literal verb rather than a figurative with a difference of approximately of 15%. Surprisingly, in the multiple-choice task students' preference for a specific phrasal-verb-type is quite tight as in 77% of the cases they would choose a figurative PV and in 81,83% a literal PV. At priori, these results might indicate that there is no interrelation between avoidance and the idiomatic component of PVs. Furthermore, if we compare these percentages with the native responses on the multiple-choice task, the difference between the percentages of literal phrasal verb usage for each group are not really significant. However, when it comes to the preference for figurative phrasal verbs, the results show that advanced learners responded significantly different from English native speakers who showed a preference usage of 90,87%. Hence, when comparing the two groups it becomes evident that there

is an interrelation between the preference for PVs and the idiomatic component that these entail.

The third research question was: *Are there significant differences in the students' preference for phrasal verbs regarding the type of task?*. As it has been previously introduced, considering the results of both tasks it can be concluded that there is a very strong interrelation between the task-type and the preference for PV. As it can be seen from the results, advanced Catalan learners considerably increase their percentage usage of phrasal verbs in the multiple-choice task. Although both tasks shared the same linguistic context, there seems to be a greater performance of PV when the option was explicitly provided. Therefore, there seems to be a high interrelation regarding the task-type and the preference of phrasal verb forms over one-word verbs as mentioned previously. That is, the results prove that when students are presented with the explicit phrasal verb and a one-word verb, the preferred option is a phrasal verb in 80% of the cases whereas in the translation task, students mostly prefer to adopt a play-it-safe strategy, as many authors have suggested in previous studies, using one-word form instead (Laufer, 2000; Gatson, 2004; Laufer and Eliasson, 1993; Gass and Selinker, 2001; Schachter, 1974).

Forasmuch as the phrasal-verb-type, the results from the translation task show how the advanced group seems to prefer literal phrasal verbs almost a 58% of the time over figurative verbs what would suggest that avoidance has to do with the semantics of the verb. However, in the multiple-choice task, the advanced group seems to be prone to choose either types of phrasal verbs what would suggest that there is not enough evidence to claim that students show difficulties regarding the semantics of figurative verbs. Nonetheless, if we compare the advanced learners' results for the figurative phrasal verb use with the natives' results, we can conclude that although advanced learners of English

show a high production of figurative PVs in the multiple-choice task, they still show to a certain extent, some avoidance in relation to the idiomatic component of figurative PVs.

Considering the present findings with respect to previous literature on the field, results show that although there might exist structural differences between the L1 and the L2 in an early stage of the learning process which trigger avoidance, in advanced learners the determining factor has to do with the semantic component of PV. As previous literature on the field has suggested, the results of this study prove that there is a strong interrelation between the degree of semantic transparency of the L1-L2 and phrasal verb avoidance. That is, the present study provides evidence for the students' preference for those forms perceived as transparent, that is, similar to their L1 and the consequent avoidance of those forms which differ a great deal from the L1 (Liao and Fukuya, 2004; Gaston, 2004; Siyanova and Schmitt, 2007; Dagut and Laufer, 1985).

On the whole, this study strongly supports previous literature. Furthermore, it points out the necessity to provide further evidence for the effects of idiomaticity in the avoidance of PV in second language acquisition and foreign language acquisition.

7. Conclusions

The aim of this paper was to shed light to whether there was avoidance of phrasal-verb in Catalan ESL learners and whether this avoidance was triggered by semantic reasons (i.e. idiomaticity of PV) and/or the task-type. Results have proved that avoidance exists even in a high proficiency level of English, and that avoidance is doubly-determined by both the complex semantics of phrasal verbs and the effect of the type of task. Hence, students may be more inclined towards using those forms perceived as transparent adopting a play-it-safe strategy which was reflected in both tasks as the most avoided forms were those that had a complex semantic meaning, that is, that were highly idiomatic. Furthermore,

this study supports previous hypothesis made on the field which indicate that avoidance is primarily triggered by L1-L2 both structural and semantic differences.

Although the present paper has confirmed the evidences that were dealt in previous literature, it also presents some limitations. The most evident limitation is the sample. The number of participants is limited and therefore generalizations cannot be made.

Furthermore, other possible intervening factors such as the L2 exposure have not been considered in this study. Another main limitation that could potentially have had an effect on the results is the somewhat misleading instructions given in the multiple-choice task. The multiple-choice task was intendedly taken from Syianova and Schmitt (2007) for its consideration of the uses of phrasal verbs in relation to their register (i.e. all the presented contexts attempted to emulate informal spoken language), and the fact that most of the multi-word verbs selected for their study were taken from previous research (Biber et al., 1999; Laufer and Eliasson, 1993; Liao and Fukuya, 2004) or real-life conversations between speakers. Nevertheless, the instructions of the questionnaire were, to a certain extent, contradictory with the set of sentences. Participants were asked to say how likely would *they* use A and B in the different contexts presented. The problem was that in most of the cases, the main speaker was not always the same person and hence, it is not the subject who is speaking in the context but rather another person. In other instances, the contexts presented are not even set in a real conversation but are merely thoughts. Hence, the design of this task may potential have had an effect on the students' performance due to its inconsistencies.

It would be interesting for further research on this issue to examine the production of phrasal verbs by Catalan speakers not only from a written form but also an oral form. For instance, participants could be tested orally in a real-life conversation to examine

whether avoidance is also found when speaking the foreign language in an informal context. Furthermore, it would be interesting to widen the sample and analyse another population with a different L1 to see whether avoidance can also be found in languages structurally and semantically similar to English such as in Hulstijn and Marchena's (1989) study.

8. Bibliography

- Agnieszka E. and Bock, K. (2009) Lexical or syntactic control of sentence formulation? Structural generalizations from idiom production, *Cognitive Psychology*, 58, (1), 68-101.
- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan (1999). *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- Brinton, L. (1988) *The Development of English Aspectual Systems*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The grammar book. An ESL/EFL teacher's course*. Boston: Heinle & Henle.
- Corder, S.P. (1974). *Error Analysis*, In Allen, J.L.P. and Corder, S.P. (1974). *Techniques in Applied Linguistics*. Oxford: Oxford University Press.
- Dagut, M., & Laufer, B. (1985). Avoidance of Phrasal Verbs—A Case for Contrastive Analysis. *Studies in Second Language Acquisition*, 7(1), 73–79.
- Ellis, R. (1986). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Gardy, M. (1970). *Syntax and Semantics of the English Verb Phrase*. Paris: Mouton.
- Gaston, M. (2004). Avoidance of phrasal verbs by Spanish-speaking learners of English . Available from ProQuest Dissertations & Theses Global: *Literature & Language; ProQuest Dissertations & Theses Global: Social Sciences*. (305078586).
- Gorbet, F. (1979). To Err is Human: Error Analysis and Child Language Acquisition. *Journal of ELT*. XXXIV, 22-28.
- Hageman, L. and Guerón, J. (1999). *English Grammar: a Generative Perspective*. Oxford: Blackwell.
- Hatch, E. M. (1983). *Psycholinguistics: A second language perspective*. Rowley, MA: Newbury House.
- Hulstijn, Jan and Elaine Marchena (1989). Avoidance: Grammatical or semantic causes? *Studies in Second Language Acquisition* 11 (3), 241–255.
- Kamimoto, T., Shimura, A., & Kellerman, E. (1992). A second language classic reconsidered—The case of Schachter's avoidance. *Second Language Research*, 8, 251–277.
- Kleinmann, H. (1977). Avoidance Behavior in Adult Second Language Acquisition. *Language Learning*, 27(1), 93-107.
- Laufer, B., and Eliasson, S. (1993). What causes avoidance in L2 learning: L1-L2 difference, L1-L2 similarity, or L2 complexity? *Studies in Second Language Acquisition*, 15, 35–48.

- Liao, Y. and Fukuya, Y. J. (2004) Avoidance of Phrasal Verbs: the Case of Chinese Learners of English. *Language Learning*, 54 (2),193-226.
- Schachter, J. (1974) An error in error analysis. *Language Learning*, 24, 205-14.
- Sharma, S. K. (1980). Practical and Theoretical Consideration involved in Error Analysis. *Indian Journal of Applied Linguistics*. VI, 74-83.
- Siyanova, A., & Schmitt, N. (2007). Native and non-native use of multi-word vs. one-word verbs. *International Review of Applied Linguistics in Language Teaching (IRAL)*, 45(2), 119-139.
- Sroka, K. (1972). *The Syntax of English Phrasal Verbs*. Paris: Mouton.
- Stauffer, D. (1996). Phrasal Verbs. *A paper presented at the XXIII MEXTESOL National Convention*. Zacatecas, Mexico.

9. Appendices

Appendix A: Questionnaires' Samples

Translation Task:

QUESTIONNAIRE ON LANGUAGE TENDENCIES

The goal of this test is to find out about the linguistic tendencies among undergraduate students towards English as a second language. Your participation is voluntary and the data collected will be used solely for the purpose of this research project. Your anonymity will be respected and guaranteed at all stages of the study. By filling in this questionnaire, you agree to participate in the study. Thank you very much in advance for your contribution.

General information

Please answer the following questions:

You are:

Female

Male

How old are you? _____

Are you a graduate or undergraduate student? _____

What language(s) do you speak at home? _____

TRANSLATION TASK

PLEASE PROVIDE A TRANSLATION ONLY FOR THE WORDS IN BOLD. It is important that you answer honestly. Please note that this questionnaire is not designed to evaluate your level of English, there are NO CORRECT answers.

Q1. Tu i la teva amiga heu quedat per anar a comprar regals per Nadal el dissabte vinent. A tu t'agradaria quedar-te a casa i mirar la televisió. Així doncs, tu li suggereixes anar a comprar la setmana següent. La teva amiga s'enfada i et diu: **“tu sempre deixes les coses per l'últim moment”**

_____ .

Q2. Estàs farta del teu encarregat. Tens la sensació que sempre que les coses van malament **ell t'ho retreu.**

_____ .

Q3. Viure en aquell pis era odiós. Cada vegada que escoltaves música el teu veí venia a picar a la porta i **et demanava que abaixessis el volum.**

_____ .

Q4. El teu company de pis cada cop que va a la cuina o al lavabo ho deixa tot desmanegat. Li expliques a la teva mare i li dius: “**Ja no puc aguantar més aquesta situació!**”

Q5. T’acabes de trobar amb una amiga que fa molt temps que no veus. Parleu sobre els vells temps i tu li proposes: “**Ei, per què no vens un dia a casa a fer un cafè?**”

Q6. Quan arribes a casa li dius a la teva parella: “**Avui de camí cap a la feina m’he topat un amic de la universitat i hem quedat per sopar aquesta nit**”.

Q7. Arribes a casa i els teu pare et diu: “**Espero que recullis la teva habitació abans de mirar la televisió**”.

Q8. Portes molts anys treballant a la mateixa empresa i cada cop n’estàs més farta. Te n’adones de la situació i penses: “**Em mereixo un descans, no puc seguir així!**”

Q9. Estàs en una pràctica de conducció amb el teu professor d’autoescola. Et diu: “**Podries aturar-te just després d’aquesta botiga si us plau?**”

Q10. La raó per la qual vas al gimnàs és **per entrenar**.

Q11. He promès als meus pares que els trucaria **quan tornés a casa del meu viatge a Grècia**.

Q12. Portes molt temps a la mateixa empresa. Creus que ja n’has tingut prou de treballar per algú altre i li dius al teu encarregat: “**Estic considerant començar el meu propi negoci**”.

Q13. Estàs visitant a un amiga i piques a la porta. La teva amiga et ve a rebre i et pregunta: “**Per què no passes? Et faré un cafè**”.

Q14. La teva amiga: “Saps què em va passar ahir? Sense voler em vaig tacar la meva camisa de tinta mentre estava escrivint una redacció i ara **no puc treure la taca de la camisa!**”

Q15. Al teu company de pis se li ha espatllat l’ordinador i et diu: “**M’he passat tot el dia intentant entendre quin era el problema però no ho he aconseguit**”.

Q16. Els nens que cuides han estat cridant i corrent per dins de casa tot el dia. T'estan tornant boja i t'està venint mal de cap. Els hi dius: “ Per l'amor de Déu, **podríeu parar de portar-vos malament, si us plau?**”

Q17. El teu amic: “ Coneixes a aquell noi? Com es deia.... Ah, sí, Marc!” I tu contestes :“I qui no el coneix?!!!! **Aquest noi no para mai de presumir d'ell mateix.**”

Q18. La teva amiga et diu: “ Saps aquell noi tan guapo de la nostra classe? **Ahir em va demanar per sortir!**”

Q19. La teva amiga et diu: “Què vas fer aquest diumenge?” Tu contestes: “Vaig anar a veure la meva família, que avorrit! **No podia fotre el camp d'allà de cap manera.**”

Q20. A la teva parella li agradaria marxar fora una setmana o dues i et proposa anar al sud de França. Tu realment no pots agafar-te vacances **perquè t'ha sorgit molta feina.**

Q21. El teu amic et diu: “ D'acord, crec que per avui ja n'hi ha prou. Ens veiem demà nois.” I tu li dius: “**Espera, on quedem demà?**”

Q22. La teva amiga proposa:” Vinga va, **per què no ens retrobem aquest diumenge per celebrar el teu aniversari?**”

Q23. **El meu germà va intentar seguir el lladre.**

Q24. Estàs molt feliç de com les coses t'estan anant a la feina, **se t'ha acudit una gran idea** i creus que l'any que ve aconseguiràs una promoció.

Q25. El teu amic: “Tinc tants deutes! **Necessito tornar els diners que dec.**”

Q26. Volia parlar amb ell ahir però cada vegada que ho intentava **ell marxava sense ni mirar-me.**

Q27. A classe, la professora diu: “**Si teniu alguna pregunta aixequen la mà si us plau**”.

Q28. La teva mare et diu: “**Podries assegurar-te de tancar la porta quan surtis?**”

Multiple-choice Task: ¹

QUESTIONNAIRE ON LANGUAGE TENDENCIES

GENERAL INFORMATION

Please answer the following questions:

You are:

Female

Male

How old are you? _____

Are you a graduate or undergraduate student? _____

What language(s) do you speak at home? _____

SENTENCE COMPLETION

It is important that you answer honestly. Please note that this questionnaire is not designed to evaluate your level of English, there are **NO CORRECT** answers.

*How likely are you to say A and B in the contexts below? Please tick **ONE** answer for A and **ONE** for B.*

Q1. You and your friend have arranged to do some Christmas shopping this coming Saturday. You'd rather stay at home and watch football. So you suggest going shopping next week. Your friend gets upset and says that you always _____.

2

- A. put things off
- B. postpone things

Very unlikely	Unlikely	Fairly unlikely	Fairly likely	Likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. You've had enough of your manager. You feel like whenever things go wrong, he _____.

- A. reproaches you

¹ The verb pairs that are not originally from Siyanova are marked with an asterisk (*).

² Please note that the 6-point scale is shown in this sample only once due to space constraints.

B. tells you off

Q3. You hated living in that flat. Every time you listened to music, your neighbour would knock on the door and ask you to _____.

- A. turn the volume down
- B. decrease the volume

*Q4. Your flatmate always leaves a mess after herself in the kitchen and bathroom. You really can't _____ this any more.

- A. put up with
- B. stand

Q5. You've just met an old friend of yours who you haven't seen for a while. You have a nice chat about the old days. Then you say, "Hey, listen, why don't you _____ for a cup of tea one day?"

- A. come round
- B. come

Q6. On your way to work, you've _____ an old university friend of yours. She hasn't changed at all and you are wondering if she'd go out with you tonight.

- A. run into
- B. met

Q7. You are sitting downstairs talking to your friends when you hear your mum shouting from upstairs: "You are going to _____ your room, aren't you?"

- A. organize
- B. tidy up

Q8. You haven't taken any time off for a few years now. You are thinking to yourself that it's time to have a break and that you can't _____ like this any more.

- A. continue
- B. go on

Q9. You are having a driving lesson with your instructor. He tells you: "Could you _____ just after this shop?"

- A. pull over
- B. stop

Q10. The reason why you go to the gym is to _____.

- A. train
- B. work out

Q11. I promised my parents to phone them as soon as I _____ from my trip.

- A. get back
- B. return

Q12. You've been with this company for over ten years now. You feel like you've had enough of working for someone else and so you've been considering _____ your own business.

- A. setting up

B. starting

Q13. You are visiting a friend and you ring at the door. Your friend welcomes you and asks you “Why don’t you _____ ? I’ll make you a cup of tea”.

- A. come in
- B. enter

*Q14. Your friend: “Do you know what happened to me yesterday? I accidentally stained my shirt while I was writing an essay and now I can’t _____ the stain from my shirt!”

- A. remove
- B. take off

Q15. Your laptop has broken down. You’ve spent most of Saturday trying to _____ what the problem is but without success.

- A. understand
- B. figure out

Q16. Your kids have been shouting and running around the house all day. They are driving you insane and giving you headache. You tell them: “For God’s sake, would you stop _____, please?!”

- A. misbehaving
- B. messing around

Q17. Your friend: “Do you know this guy? What’s his name ...oh, yeah, Marlon!” You: “Who doesn’t?! The guy never stops _____.

- A. showing off
- B. boasting

*Q18. Your friend: “Do you know this handsome boy from our class? Yesterday he _____ on a date!” You: “What a brave guy”.

- A. asked me out
- B. invited me

*Q19. Your friend: “What did you do on Sunday?” You: “I went to visit some relatives, how boring, I couldn’t _____ from there as they live quite far.”

- A. get away
- B. escape

Q20. Your partner (i.e. girlfriend/boyfriend/wife/husband) would like to go away for a week or two and suggests going to the south of France. You can’t really take any days off because something has just _____ at work.

- A. arisen
- B. come up

*Q21. Your friend: “Ok, I think it’s enough for today. I’ll see you tomorrow guys.” You: “_____ ! Where shall we meet up tomorrow?”

- A. Wait
- B. Hold on

*Q22. Your friend: “Let’s _____ on Sunday and celebrate your birthday!”

- A. get together
- B. meet

*Q23. My brother tried to _____ the thief in his car.

- A. go after
- B. chase

Q24. You are very happy about how things are going at work. You have _____ this great export/import idea and you feel like you are going to get promoted this year.

- A. come up with
- B. suggested

Q25. Your friend: "I have a lot of debts. I need to _____ the money I owe."

- A. pay back
- B. return

Q26. I meant to speak to him yesterday but he just _____ without even looking at me.

- A. walked off
- B. left

*Q27. The teacher: "If you have any question please _____ your hand".

- A. put up
- B. raise

*Q28. Your mum: "Could you make sure that you lock the door before you _____?"

- A. go out
- B. leave

Appendix B: Raw scores on Translation Task and Multiple-choice Task

Translation Task:

SUBJECTS	GROUP	OW	PV	L	F
S01	A	11	17	11	6
S02	A	13	15	8	7
S03	A	20	8	7	1
S04	A	18	10	5	5
S05	A	17	11	5	6
S06	A	18	10	5	5
S07	A	10	18	11	7
S08	A	18	10	6	4
S09	A	15	13	6	7
S10	A	14	14	7	7
S11	A	14	14	8	6
S12	A	21	7	4	3
S13	A	18	10	6	4
S14	A	17	11	8	3
S15	A	20	8	4	4

Note. OW=total of lexical verb responses. PV= total of phrasal verb responses. L=total of literal phrasal verb responses. F= total of figurative phrasal verb responses.

Multiple-Choice Task:

SUBJECTS	GROUP	OW	PV	L	F
S01	A	4,14	4,14	4,21	4,07
S02	A	4,93	4,68	5,00	4,36
S03	A	5,25	4,54	4,79	4,29
S04	A	4,64	4,68	4,79	4,57
S05	A	4,89	5,11	4,86	5,36
S06	A	5,04	4,32	4,50	4,14
S07	A	4,64	4,96	5,43	4,50
S08	A	4,54	5,00	5,07	4,93
S09	A	4,00	4,86	4,57	5,14
S10	A	3,93	5,39	5,43	5,36
S11	A	4,57	4,68	5,21	4,14
S12	A	5,18	5,04	5,14	4,93
S13	A	4,43	4,64	4,79	4,50
S14	A	4,86	5,57	5,43	5,71
S15	A	4,32	4,21	4,43	4,00
S16	N	3,82	5,50	5,43	5,57
S17	N	3,68	4,96	4,75	5,36
S18	N	3,96	5,21	5,00	5,43

Note. OW=mean value of lexical verb responses. PV= mean value of phrasal verb responses. L=mean value of literal phrasal verb responses. F= mean value of figurative phrasal verb responses.