Acquisition of Some Selected Phrasal Verbs by English Majors at Yarmouk University in Jordan

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Abstract


This study aimed at identifying the errors that English major undergraduates at Yarmouk University make in the acquisition of some selected English phrasal verbs. It also attempted to account for the occurrence of those errors. Specifically, the study attempted to answer the following questions:

1. What are the types of errors made by the English major undergraduates when using the selected phrasal verbs?

2. What are the levels of acquisition of the English major undergraduates at Yarmouk University in the selected phrasal verbs?

3. What are the causes of errors that English major undergraduate students at Yarmouk University make when using the selected English phrasal verbs?

4. Are there any significant differences in the acquisition of the selected English phrasal verbs between English major undergraduate students at Yarmouk University due to academic level (year)?

5. Are there any significant differences in the acquisition of the selected English phrasal verbs between English major undergraduate students at Yarmouk University due to gender?
the students who failed to give correct responses to the items in these two areas were (44.5%) and (44.4%) respectively. The causes of the students' errors were attributed to idiomaticalness, unfamiliarity with phrasal verbs and ignorance of the grammatical rules.

Results related to the second question indicated that there were significant differences at the (0.05) level in the acquisition of the selected English phrasal verbs between English major undergraduates at Yarmouk University attributed to the academic level in favor of the fourth and third year students on semantics and collocations. Results also indicated there were significant statistical differences on the structure section in favor of the fourth-year students. However, results related to the third question indicated no significant statistical differences at (0.05) level between English major students due to gender.

The researcher recommended more exposure to phrasal verbs, both oral and written, to help students use the stress properly on phrasal verb components. Language input should include the most important and most frequent phrasal verbs followed by comprehension and production activities, tasks and exercises.

*Key words: Acquiring, Phrasal Verbs, English Majors.*