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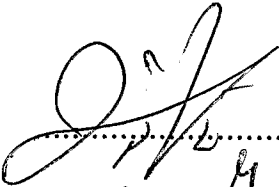
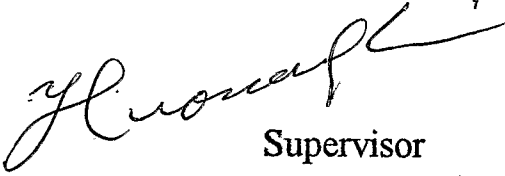
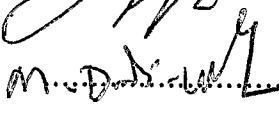

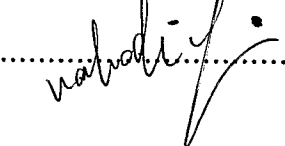
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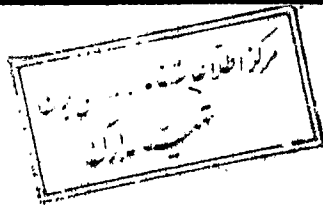
entitled

**“ The Effect of Learning Phrasal verbs
on EFL Students’
Language Proficiency And Reading Comprehension”**

be accepted as a partial fulfillment of the requirements for the Degree of
Master of Arts in Teaching English As A Foreign Language.

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پیوست:

آیین نامه چاپ پایان نامه (رساله) های دانشجویان دانشگاه تربیت مدرس

نظر به اینکه چاپ و انتشار پایان نامه (رساله) های تحصیلی دانشجویان دانشگاه تربیت مدرس مبنای بخشی از فعالیتهای علمی - پژوهشی دانشگاه است بنابراین به منظور آگاهی و رعایت حقوق دانشگاه، دانش آموزان این دانشگاه نسبت به رعایت موارد ذیل معهد می شوند:

ماده ۱ در صورت اقدام به چاپ پایان نامه (رساله) ی خود، مراتب را قبلاً به طور کتبی به مرکز نشر دانشگاه اطلاع دهد.

ماده ۲ در صفحه سوم کتاب (پس از برگ شناسنامه)، عبارت ذیل را چاپ کند: آموزش
کتاب حاضر، حاصل پایان نامه کارشناسی ارشد / رساله دکتری نگارنده در رشته زبان انگلیسی است که در سال ۱۳۷۷ در دانشکده علوم انسانی دانشگاه تربیت مدرس به راهنمایی سرکار خانم / جناب آقای دکتر وثوقی و مشاوره سرکار خانم / جناب آقای دکتر دبیر مقدم از آن دفاع شده است.

ماده ۳ به منظور جبران بخشی از هزینه های نشریات دانشگاه تعداد یک درصد شمارگان کتاب (در هر نوبت چاپ) را به مرکز نشر دانشگاه اهدا کند دانشگاه می تواند مازاد نیاز خود را به نفع مرکز نشر در معرض فروش قرار دهد.

ماده ۴ در صورت عدم رعایت ماده ۳، ۵۰٪ بهای شمارگان چاپ شده را به عنوان خسارت به دانشگاه تربیت مدرس، تأدیه کند.

ماده ۵ دانشجوی تعهد و قبول می کند در صورت خودداری از پرداخت بهای خسارت، دانشگاه می تواند خسارت مذکور را از طریق مراجع قضایی مطالبه و وصول کند؛ به علاوه به دانشگاه حق می دهد به منظور استیفای حقوق خود، از طریق دادگاه، معادل وجه مذکور در ماده ۴ را از محل توقیف کتابهای عرضه شده نگارنده، برای فروش، تأمین نماید.

ماده ۶ اینجانب اسمعیل قزلقاش دانشجوی رشته آموزش زبان انگلیسی مقطع کارشناسی ارشد تعهد فوق و ضمانت اجرایی آن را قبول کرده، به آن ملتزم می شوم.

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**Tehran-Iran
(October, 1998)**



T.M.U

The Effect of Learning Phrasal verbs
on
Language Proficiency And Reading Comprehension

A Thesis
Presented for the
Degree of Master in Teaching English As A Foreign Language

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Dedicated to:

those who do their best to establish Utopia .

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Abstract

The present study is undertaken to examine the effect of learning phrasal verbs on EFL students' ability in language proficiency and reading comprehension. Based on the nature of the study, the following null hypotheses were proposed:

- (1) Learning phrasal verbs has no effect on EFL students' language proficiency.
- (2) Learning phrasal verbs has no effect on EFL students' reading comprehension
- (3) There is no difference between male and female students in learning phrasal verbs.

In order to test the null hypotheses, a sample of 70 EFL students, male and female, were selected from Tehran University. They were randomly put into two groups (experimental and control). Members of each group were randomly assigned to one of the following conditions:

- (1) The experimental group was given ten passages which contained phrasal verbs.
- (2) The control group was given the same passages containing the common verbs equivalent to the phrasal verbs in the passages of experimental group.

The design used for this study was a true-experimental one. A pretest of language proficiency (TOEFL) was administered at the beginning to ensure the homogeneity of the two groups in language proficiency. Also A pretest of reading comprehension in cloze (exact-word method) form was given to find out that students in both groups were almost at the same level.

After the treatment which took ten weeks, a 75-minute session per week, the same pretests were administered as posttests to measure the effect of the treatment. Analyses of the calculated T-tests provided us with the judgments to reject the first two null hypotheses and to accept the third one. In other words, the results revealed that: (1) Learning phrasal verbs has a significant effect on EFL students' language proficiency. (2) Learning phrasal verbs has a significant effect on EFL students, reading comprehension. (3) There is no significant difference between male and female EFL students in learning phrasal verbs.

Key Words: phrasal verbs, language proficiency, reading comprehension, EFL

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Chapter One

Introduction

Phrasal verbs are verbal constructions consisting of a verb plus an adverb particle. Since verb phrase structure is a peculiarity of the Germanic languages, the learners of the English language who are speakers of non-Germanic languages find phrasal verbs difficult to master. Therefore, Iranian EFL learners are of no exception to this problem. We may wonder why Iranian EFL learners do not usually use phrasal verbs in Communicative settings. Phrasal verbs are such important elements of the colloquial English that no one can speak or understand the conversational English without a basic knowledge of them.

Since the number of phrasal verbs is less than that of common verbs, they seem easy to learn. On the other hand, because phrasal verbs consist of similar particles, it is difficult to keep them in memory. Therefore, it looks necessary to conduct research on the ability of the students to learn phrasal verbs and its effect on language proficiency and ultimately on their reading comprehension.

1.1 Statement of The Problem

The ability to comprehend and produce phrasal verbs which are sometimes referred to as idiomatic expressions is an essential component of proficiency in a foreign language. In the introduction to the Oxford Dictionary of Current Idiomatic English, Cowie and Mackin (1983: VI) assess them as a mark of a good command of the target language:

Familiarity with a wide range of idiomatic expressions and the ability to use them appropriately in context are among distinguishing marks of a native-like command of English.

While many EFL learners may be satisfied with less than ' native-like command' of English language and ignore using the English idioms, idiomatic usage is so common in English that it can be pretty difficult to communicate effectively without using idioms (Seidle & Mac Cordie, 1978) . The learning of idiomatic expressions must therefore be considered an integral part of language proficiency and reading comprehension.

make Phrasal verbs are among the idiomatic expressions in English, and thus have some problems for EFL/ESL students. For this reason they have received a considerable amount of attention in recent years. As Cornell (1985) points out, it may be stated that they have been discovered as an important component in curriculum for English as a foreign language.

However, less attention has been paid to their effect on language proficiency and reading comprehension. Learners are often recommended to acquire phrasal verbs in large quantities. Bywater (1969: 97) remarks:

The plain fact is that what distinguishes the writing and, above all, the speech of a good foreign student from those of an Englishman is that what an Englishman writes or says is full of these expressions, whereas most foreigners are frightened of them, carefully avoid them, and sound stilted in consequence. Foreign students who enjoy being flattened on their English can best achieve this by correctly using masses of these compound verbs.

Celce-Murcia and Larsen-Freeman (1983) assert that there are very few non-Germanic languages that have phrasal verbs. (The Germanic languages include English, German, Dutch, and Scandinavian). Thus, they are such an important part of the colloquial language that no one can speak or understand conversational English without a good knowledge of phrasal verbs.

Iranian EFL students are of no exception in confronting the phrasal verbs. This study strives to find out how learning phrasal verbs affect the EFL students' ability in language proficiency and reading comprehension.

1.2 Research Questions

In order to tackle the mentioned problem, three research questions are proposed by the researcher:

- (1) What is the effect of learning phrasal verbs on the EFL students' language proficiency?
- (2) What is the effect of learning phrasal verbs on the EFL students' reading comprehension?