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Avoidance of Phrasal Verbs:

A Study Based on Kurdish EFL learners

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Abstract:

This study aims at examining the avoidance behavior in using English phrasal verbs (P.V.) by Kurdish EFL learners. The study also examines the role of Kurdish learners' proficiency in English, the types of P.V., and measurement types in any possible P.V.s avoidance. Two different groups of Kurdish learners, from both the Faculty of Arts and the College of Education, at Soran University in (intermediate and advanced level, overall 120), participated in this study; 60 fourth-year students in English Department were selected as the advanced group, and 60 second-year students from the same Department were selected as the intermediate group. The participants were given a questionnaire consisting of two tests, namely the multiple-choice test (MCT) and the translation test (T.T.). The tests included 15 items with 15 P.V.s in two types (11 figurative and 4 literal). The findings revealed that Kurdish EFL learners avoided using P.V.s in their production. Moreover, the test type and the P.V. type had effects on the frequency of learners' P.V. avoidance. On the other hand, the English proficiency level of Kurdish learners had no significant impact on the frequency of P.V. avoidance. Therefore, it was concluded that the difference between the structure of the learners' first language (L1) and second language (L2), and semantic complexity of P.V.s might cause the learners' avoidance.

Keywords: Avoidance, phrasal verb, literal, figurative, intermediate, advanced

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Introduction

The English language has a significant role in our daily life; therefore, having sufficient knowledge about English phrasal verbs (P.V.) as one of the most prominent aspects of the lexicon is vital, mainly, in conversational interaction (Zarifi & Mukundan, 2015). Dirven (2001) claims that P.V. is a combination of verbs and prepositions, adverbs, or particles; there is a certain degree of idiomaticity in it since the structure of P.V. gives more meaning than its component meanings separately. P.V.s are difficult for foreign learners of English, and the reason behind this complexity is that they are unpredictable and polysemous; one P.V. may have several and non-universal meanings (Bronshteyn, 2015).

Recent studies (such as Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer & Ellison, 1993; Liao & fukuya, 2004) exposed that P.V.s are considered problematic for second language (L2) learners of specific languages. Consequently, they have a tendency to avoid using P.V. in their communications. Learners of EFL and ESL find an avoidance strategy to overcome their communication problem when they face a communication difficulty.

Bronshteyn (2015) clarifies that English learners generally avoid using P.V.s in their production, mainly those learners who do not have such constructions in their native languages like Arabic and Chinese. Ben Duhaish (2008) claims that English P.V.s are usually avoided by Arabic-speaking students since this structure

cannot be found in their language. Moreover, Alshayban (2018) states that P.V.s are usual in Germanic languages which do not exist in Arabic and Chinese. Liao and Fukuya (2004) believe that P.V. is a structure that is unique in Germanic languages. Since Kurdish is not a Germanic language, this kind of construction cannot be found in this language. Thus, it is expected that Kurdish learners utilize an avoidance strategy to overcome the difficulties they face in their communication.

For the first time, the issue of avoidance behaviour by EFL/ESL learners was introduced by Schachter (1974). Kleinmann (1977) also proved that learners from particular first language backgrounds tend not to use certain syntactic structures in English. Since then, the study of avoidance strategy has become the aim of many researchers, and other researchers such as Dagut and Laufer (1985), Hulstijn and Marchena (1989), Laufer and Eliasson (1993), Liao & Fukuya (2004) or Mohammad (2010) were encouraged to explore whether EFL/ESL learners used avoidance strategy when they encountered difficulties in the L2 production or not.

The researcher has been teaching EFL for five years for different levels in Soran district. It was observed that the Kurdish learners frequently avoid using P.V.s both in English language speaking and writing. Thus, it was decided to check the validity of the observation, i.e. the avoidance of the P.V.s among the Kurdish learners and to determine the reasons for the P.V.s avoidance among them. Therefore, the central objectives of this study were: first: to examine whether the EFL learners of Soran University, specifically, faculty of Arts and College of Education, in the current study, avoided using P.V.s in their production, preferring to single-word equivalents, or not. Second: to examine whether the semantic complexity of P.V.s (figurative and literal) or the English

proficiency level of learners had any effects on the frequency of P.V. avoidance by Kurdish learners or not. Third: to explore the causes of P.V.s avoidance by Soran University EFL learners in their production.

Literature Review

Several studies have been done on avoidance behaviour by learners of EFL, particularly on P.V. avoidance. The first researcher who examined the avoidance phenomena in Second Language Acquisition (SLA) was Schachter (1974). He observed the avoidance behaviour in using relative clauses in English compositions of Chinese, Japanese, Arabian, and Persian native speakers. He noticed more difficulty in using relative clauses by L2 learners of Chinese and Japanese than Persian and Arabian speakers. Consequently, he concluded that students avoided using a specific construction that was difficult for them to understand in the target language.

The usage of P.V.s in English, by native Hebrew speakers, was assessed by Dagut and Laufer (1985). They recognized that 15 P.V.s were preferred by English native speakers to be used in spoken English instead of single word verbs with equivalent meaning. Conversely, most of Hebrew EFL learners avoided using P.V.s and used single-word verbs instead. Hebrew learners avoided using figurative P.V.s more than the other type of P.V.s. Like Hebrew, Arab learners overused single-word verbs since structures like P.V.s cannot be detected in both languages. Their study showed that typological difference between English and Hebrew was mainly the cause of avoidance.

In another study, Hulstijn and Marchena (1989) stated that P.V.s would be avoided by learners whose native language was non-Germanic; they made development in their hypothesis by explaining that Dutch English learners would not avoid English P.V.s since P.V.s can be detected in their native language. Nonetheless, they also had another assumption that Dutch learners regularly stayed away from P.V.s as a result of semantic but not structural difficulty. They examined two groups of intermediate and advanced learners to identify the role of the proficiency level of learners in avoiding P.V.s. Surprisingly, Dutch learners at both levels of proficiency, definitely, did not tend to avoid P.V.s.

Based on previous studies, Laufer and Eliasson (1993) explained three possible reasons of lexical and syntactic avoidance: 1) differences between L1 and L2, 2) similarities between L1 and L2, and 3) difficulty of an L2. Advanced Swedish learners of English were examined by Laufer and Eliasson (1993). They used a translation, an MCT, and a comprehension test and then compared their results with those of Dagut and Laufer (1985). They concluded that Swedish native language learners who had P.V.s in their language did not avoid P.V.s; while Hebrew native language learners who did not have that grammatical classification avoided P.V.s. In conclusion, Laufer and Eliasson (1993) stated that avoidance would happen due to differences between the L1 and L2 and not idiomatic and similarity between the two languages.

Liao and Fukuya (2004) examined the possibility of P.V.s avoidance by Chinese English learners. The learners were in two groups of Intermediate and advanced level. The examiners used P.V.s preferred by American English speakers and colloquial P.V.s with an informal register, while previous researches utilized longer sentences that looked too formal to learners. At the same time, Liao

and Fukuya (2004) tested the influence of test type by using three different tests; recall, translation, and MC tests. The findings revealed that only the type of P.V.s and level of proficiency were not important, but the other factors like the test type had impacts on the avoidance. In all tests, advanced learners had the tendency to use P.V.s more than intermediate learners. In fact, they made approximately the same number of P.V.s as native English speakers. To Liao and Fukuya, the structural differences were the cause of avoidance by intermediate learners since no P.V.s existed in the Chinese language.

The argument of Dagut and Laufer were supported by the results of Liao and Fukuya as both groups of examiners believed that the main reason for avoidance was the L1-L2 differences. Generally, Chinese learners used more literal than figurative P.V.s. In addition, figurative P.V.s were produced fewer by intermediate learners compared to advanced learners. Liao and Fukuya (2004) also explored the relationship between P.V. type and test type. The possible answers were not offered by translation test, and Chinese learners had more tendencies to use literal than figurative P.V.s. To explain this, Liao and Fukuya (2004) applied semantic difficulty. The result disclosed no relation between the two groups and the types of P.V.s. Moreover, in this case, the researchers claimed that non-avoidance or avoidance could be described as a manifestation of learners' inter-language improvement, not because of structural similarities or differences between Chinese and English. Later, a tendency of development from avoidance to non-avoidance of P.V.s was found by Liao and Fukuya (2004) as a result of the amount of interaction with the L2. They stated that exposure and interaction with native speakers were important reasons behind the

fact that advanced learners utilized more P.V.s than intermediate learners.

Siyanova and Schmitt (2007) focused on the P.V.s that led English learners to avoidance. The possibility of using P.V.s instead of single-word verbs with advanced non-native speakers and native speakers was compared by the examiners. The findings revealed that native speakers had a preference to use P.V.s in informal spoken contexts more than others. It appeared that the amount of time spent in a native-speaking environment did not impact the probability of using P.V.s by advanced learners. The difference found in this study from the previous one is that the usage of P.V.s in written and spoken discourse by native and non-native speakers was explored. The examiners used corpus and questionnaire data and assessed whether exposure had effects in using P.V.s or not. In their questionnaire, how non-native and native English speakers have utilized 26 verb pairs in a colloquial setting was asked by Siyanova and Schmitt (2007). They asked participants about how a single-word verb or a P.V. was used by them in that context. The findings revealed that native speakers had a preference to utilize P.V.s, while single-word verbs were preferred by advanced learners. However, the learners showed their willingness to use P.V.s but not as vigorously as native speakers.

Ghabanchi and Goudarzi (2012) used similar methods of Liao and Fukuya (2004), which were an MCT, a translation test, and a recall test. They studied the use of P.V.s by Iranian English learners and selected 85 English students of the Ferdowsi University of Mashhad, 35 master students of English as an advanced group and 50 bachelor students of English as an intermediate group. The findings of their study proved that the type of test and P.V. affected the frequency of P.V. avoidance by learners, but proficiency level

did not. They also found that Iranian learners significantly employed less P.V. than native speakers. Both groups of Iranian learners avoided P.V.s to the same amount, and no significant difference was found between them. The examiners also revealed that the structure of P.V. did not exist in the native language of Iranian learners, which signified that the structural difference between L1 and L2 was the reason for P.V. avoidance by Iranian learners. Besides, Iranian learners displayed preferences to use more literal P.V.s than figurative ones in all three tests, and it also indicated that Iranian learners avoided using figurative P.V.s more than native speakers. Ghabanchi and Goudarzi (2012) believed that the reason for avoidance could be semantic as the learners had difficulties in using figurative P.V.s.

Kharitonova (2013) examined the use of P.V.s by Russian and Norwegian learners of English. She employed two MCTs and chose 55 EFL learners for her study. Sixty native speakers of Russian, who studied English for 15 to 18 years, and 39 native speakers of Norwegian, who studied English for 7 to 8 years, were used as data. She believed that this kind of comparison was reasonable as teaching English was on a higher level in Norway than in Russia, and consequently, Norwegian learners could learn English faster than Russian learners. She preferred not to compare them with English native speakers. The results of her study demonstrated that both groups of learners avoided P.V.s; however, Norwegian learners exposed more P.V. avoidance than Russian learners. The result was unexpected since Norwegian and English had a smaller distance in their languages compared to Russian and English. Furthermore, similar construction to English P.V. existed in the Norwegian language, whereas this kind of structure did not find in the Russian language. These findings thus proposed that the

natural complexity of English P.V.s might be a significant factor for the tendency to use One Word Verb (OWV) more than P.V. by both groups. She also claimed that a kind of negative transfer observed from Norwegian into English as the Norwegian learners produced Norwegian-like PVs constructions with the incorrect meaning in English.

In another study, Kamarudin (2013) studied how P.V.s were used by Malaysian English learners. Four kinds of analysis were included in this study. The first one was a comprehension test, and 480 secondary school learners were given an MCT of P.V.s. The second was a questionnaire that assessed the general practices used to teach vocabulary in Malaysia and their textbooks which were taught by 47 English language teachers. In the third analysis, 24 P.V.s in the corpus of English of Malaysian Students (EMAS) and the Bank of English (BoE) Corpus were analyzed using corpus analysis. And finally, in the fourth analysis, Malaysian school textbooks and learners' dictionaries were examined. The results indicated that language proficiency had a substantial impact on Malaysian students; however, they had a common understanding of frequent P.V.s. Some other factors had also influenced the proportion of P.V. avoidance like gender, structural differences between L1 and L2, and the semantic complexity of P.V.s. At the same time, the findings showed that Malaysian school textbooks and the dictionaries of learners did not provide learners with enough information on P.V.s.

Barekat and Baniasady (2014) examined the use of P.V.s by Persian undergraduate learners and how using P.V.s had influences on their writing performance. They used two different tests. First, MCT, recall, and translation tests were used to examine the P.V.s avoidance among 86 participants of English major. Finally, they

found that the learners consistently used OWVs instead of P.V.s for the three tests. Later, the learners were given 40 minutes to write a composition entitled "If I had a million dollars." The result showed that the learners who highly avoided using P.V.s in all tests had a worse performance in their writing task than the learners with lower avoidance rates. The study revealed that Persian learners of English tended to avoid using P.V.s, and it also made them have a bad performance in their writings. They also discovered that in the case of figurative P.V.s, Iranian learners with intermediate level showed more avoidance than learners with an advanced level.

Concerning the studies on P.V.s avoidance in Iraqi setting, Mohammad (2010) selected 85 advanced learners from fourth-year English major of Kirkuk University and used an MCT to examine their P.V. avoidance behaviour. The participants of his study comprised of native speakers of Kurdish, Turkmen, and Arabic. The results of his research revealed that the participants were inclined not to utilize P.V.s and preferred to use their one-word verb (OWV) equivalents. Moreover, the manifestation of avoidance by advanced learners was in figurative rather than literal P.V.s.

The studies discussed above demonstrated that English learners with non-Germanic language had tendencies to avoid P.V.s, and instead, they preferred to use OWVs in their production. Moreover, the type of P.V.s and measurements affected the frequency of P.V. avoidance by English learners, while no significant effects detected in the case of the English proficiency level of learners. In general, the studies discussed in this section showed three leading causes for the avoidance of P.V.s: differences between the structures of L1 and L2, similarities between L1 and L2 structures, and semantic complexity of the P.V.s.

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 P.V. avoidance behaviour in the Kurdish context. Moreover, few studies explored the use of P.V.s among Kurdish learners; this study thus focused on the possibilities of P.V. avoidance by foreign learners in a new context. It is also worth mentioning that the motivation to conduct this study was; first, the examiner himself noted the relatively poor command of Kurdish learners of P.V.s in his long years of teaching English in Soran city. This observation made interest to assess the phenomenon with the goal of making a realistic evaluation of the situation, contribute to raising awareness of the problem and maybe giving an appropriate solution. Second, examining the literature, it was distinguished that studies on the difficulty of learning P.V.s had been increasing in different parts of the world. Several explanations also were suggested to account for the learning difficulty containing first language- second language (L1-L2) structural differences, the semantic difficulty of P.V.s, the learning atmosphere, etc. The examiner wished to contribute to research on this phenomenon, whether with reference to the learners' familiarity of P.V.s, their use of the avoidance strategy and possible causes for the poor use of P.V.s in English learners' production. The study also assessed the impact of increased language exposure on the use of P.V.s.

Research Questions

The current study addressed the following research questions:

1. Do Kurdish EFL learners avoid using P.V.s?

2. Does semantic nature of different types of P.V. (figurative verbs and literal) affect the performance of Kurdish learners to avoid this structure?
3. Do the way of measurement and the English proficiency level of learners affect their avoidance?

Research design

1.1 Nature of the Study

Since the researchers utilized the multiple-choice questions (MCQ) based on the study of Hulstijn and Marchena (1989); therefore, a quantitative approach was used to explore the issue under examination. The data in MCQs were analyzed, including counting or quantifying, to achieve results. One of the reasons that made us use Quantitative approach was that in this method, we were allowed to make a statistical comparison between various groups. Based on previous studies, we divided the participants into two groups of advanced level and intermediate level; hence, the quantitative method provided us with the chance to make a comparison between these two groups. Another reason for employing quantitative research was that the data could be measured as the samples were mostly large and regarded representative of the population; the results were achieved as if they included a common and adequately comprehensive view of the whole population (Martin & Bridgmon, 2012). Moreover, the most important point concerning the quantitative method was that the analysis and results attained by statistical methods were often regarded as reliable and dependable (Dowd, 2018).

1.2 Data Collection

The data were collected through two tests (MCT and translation test) and the assessments used by Hulstijn and Marchena (1989) were also utilized in this study. The participants first completed a survey about their demographic characteristics (gender, age, major, level of education). Later, the participants gave examples and explanations about their familiarity with P.V. terms. The second part of the questionnaire evaluated their familiarity with P.V.s. The participants were requested to provide some examples of P.V.s. They had to write about their past experiences of studying English P.V.s, how P.V.s were used by learners, difficulties they faced, and the communication frequency with English native speakers. The third and fourth parts of the questionnaire were MCT and translation tests. The tests were used to evaluate P.V. avoidance behaviour by Kurdish EFL learners. The details of these two tests are given below.

Multiple-choice test

This test contained 15 items with the verb left blank in each item. Four choices were given to put in each blank. The options included the correct P.V., the correct OWV equivalent, and two wrong options as distracters.

Translation test

This test also had the same 15 items with the main verb left blank. The only difference between this test and MCT was that in the last part of each option in translation test, the Kurdish equivalent of the main verb was given and the learners were requested to translate it into English.

1.3 Participants

The participants of this study were Kurdish EFL undergraduate learners from Soran University, and are divided into two groups; 60 intermediate level, who were chosen from the second year of English department, and 60 advanced level learners, who were chosen from the fourth year, in English department. To increase comparability and to identify whether proficiency level had impacts on the frequency of avoidance, the two groups were chosen from second and fourth-year students. Advanced learners studied English for twelve years, eight years during secondary and high school and four years at college while intermediate learners studied English for nine years; therefore, they were assigned to these two groups according to their proficiency level. The participants in both groups had limited exposure to English outside the classroom; thus, they were considered as EFL learners. In addition, the participants in this study never lived in any countries where English was used as the first language.

2. Data analysis & Results

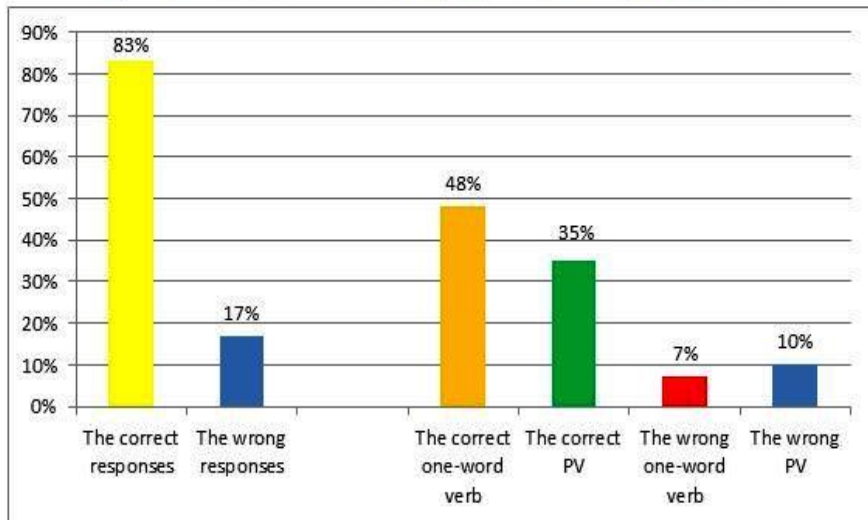
The results of the present study are presented in this section in line with the research questions.

1st research question: Do Kurdish EFL learners avoid using P.V.s?

The overall results of both tests (MCT and Translation test) revealed that the proportion of correct responses by participants was significantly more than the wrong responses. 83 % of participants responded to the tasks correctly, and 17 % of them provided the incorrect answer to the tasks. The results of overall responses also displayed an inclination of using OWVs more than P.V.s by participants since 48 % of them chose the correct OWV

and exposed avoidance of P.V. in their performances, while 35 % of them utilized the right P.V. However, the difference between the correct answers (namely OWVs and P.V.s) was not too much, but it still considered as an avoidance behaviour by Kurdish learners. The percentage of selecting the wrong P.V. was also more than the wrong OWV by participants as they chose 7% of the in-correct OWVs and 10% of the in-correct P.V.s. Look at Figure 1 for more details.

Figure 1 Percentage of correct and wrong responses preferred by Kurdish learners

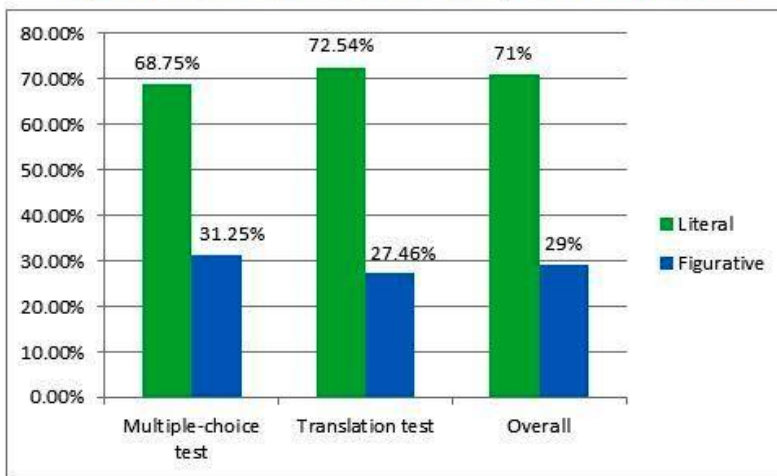


2nd research question: Does semantic nature of different types of P.V. (figurative and literal) affect the performance of Kurdish EFL learners to avoid this structure?

The overall result of both tests (MCT and Translation test) exhibited a significant tendency to use literal P.V.s than figurative ones by participants in their performances. Literal P.V.s with 71 % and figurative P.V.s with 29 % were the proportion of participants'

preferences in choosing the type of P.V. in their responses to all 30 items (15 items in MCT and 15 items in Translation test). The results also demonstrated that a trend of selecting literal P.V.s was observed in the responses of participants in translation test over MCT as they selected 72.54% of literal P.V.s in translation test whereas the percentage decreased to 68.75% in MCT. On the other hand, the proportion of selecting figurative P.V.s by participants in translation test was less than MCT since an upward trend was noticed in their responses from 27.46% in translation test to 31.25% in MCT. It meant that the proportion of selecting literal P.V.s by participants increased in Translation test while this amount went up for figurative P.V.s in MCT. Figure 2 clearly displays the participants' preferences for both categories of P.V.s in overall responses and each of the tests individually.

Figure 2 Participants' preferences for both categories of PVs in both tests



3rd research question: Do the way of measurement and the proficiency level of learners affect their avoidance?

The results of comparing both tests (MCT and Translation test) presented a significant difference between the responses of Kurdish EFL learners. The percentage of overall participants' correct responses in MCT was 76.53 %, whereas the proportion increased to 89 % in Translation test. Even the total of wrong answers showed that the learners had more incorrect answers in MCT with 23.45 % than translation test with 11 %. A slight difference was observed between the responses of participants in both tests in case of selecting the correct P.V.s; however, they showed dissimilar performance in employing the correct OWV. The participants had more tendencies to choose the correct OWV in Translation test with 53 % than 43 % in MCT. The following table displays more details.

Table 1 Proportion of correct and wrong responses in both tests by participants

Test Type	Correct responses			Incorrect responses		
	OWV	PV	Overall	OWV	PV	Overall
MCT	43 %	33.53 %	76.53 %	10.16 %	13.29 %	23.45 %
TT	53 %	36 %	89 %	5 %	6 %	11 %

No significant difference was identified in overall responses of both levels of participants; though, advanced learners with 37 % presented more tendencies to use P.V.s than intermediate with 32.50 %. Advanced learners employed 47 % of the correct OWVs, whereas 49.53% of intermediate learners selected the proper OWVs. The findings also clarified that both groups even exhibited

a parallel performance in wrong responses as the percentage of overall incorrect answers of Advanced level was 16%, but the proportion had a minor change in intermediate level with 17.97%. The intermediate group with 8.14% for the wrong OWVs and 9.83% for the wrong P.V.s showed a slight and negligible difference to advanced group with 6.95% and 9.05%, for the wrong response of OWVs and P.V.s respectively. Additionally, the results confirmed that an inconsequential avoidance behaviour of P.V.s was noticed in the performances of intermediate learners than advanced learners. The difference was not too much; therefore, it concluded that the English proficiency level would not affect the frequency of P.V. avoidance in the production of Kurdish learners. Table 2 displays the differences between two levels in details.

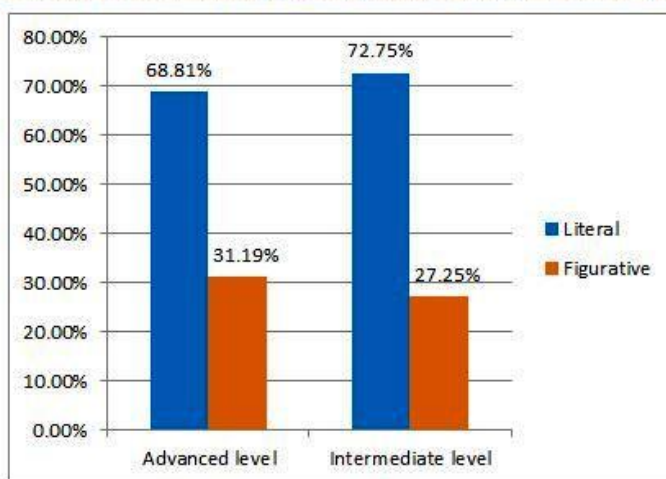
Table 2 Overall proportion of correct and wrong responses by both levels of participants

Level of learners	Correct responses			Wrong responses		
	OWV	PV	Overall	OWV	PV	Overall
Advanced	47%	37%	84 %	6.95%	9.05%	16 %
Intermediate	49.53%	32.50%	82.03 %	8.14%	9.83%	17.97%

Even though the overall result of both tests exposed no significant effects in case of the proficiency level in the avoidance frequency of P.V. categories by participants, but intermediate learners utilized a little more literal P.V. and less figurative ones than advanced learners. Advanced level utilized 68.81% of literal P.V.s and 31.19% of figurative ones in their performances while the intermediate group with a little progress used literal P.V.s with

72.75 % and a reduction in figurative P.V.s with 27.25 % (see figure 3).

Figure 3 Overall proportion of using both categories of PVs by both levels of participants



3. Discussions

The first research question focused on the possibility of P.V. avoidance by Kurdish EFL learners. The results of both MCT and Translation test were analyzed to find out whether the participants avoid using P.V.s or not. The overall results of both tests clarified that Kurdish learners used more OWVs than P.V.s; however, advanced learners showed more inclination to utilize P.V.s than intermediate learners, and it means that they exhibited more P.V. avoidance than the advanced group. The difference between L1 and L2 structure might be the cause of P.V. avoidance by the Kurdish learners (Dagut & Laufer, 1985; Laufer & Eliasson, 1993; Liao & Fukuya, 2004; Ghabanchi & Goudarzi, 2012; Kamarudin, 2013). Dagut and Laufer (1985) stated that the structure of P.V. is a characteristic and a distinctive feature found in the Germanic

languages. This kind of construction does not exist in Kurdish and a verb preceded by a prefix is an example of verb structure in Kurdish like *halgirtn* (pick up), *darkawtn* (turn up) where the prefixes *hal* and *dar* are followed by the verbs *girtn* and *kawtn* (Mohammed, 2010). On the other hand, Mohammed (2010) also explained that in English the P.V.s consist of a verb and a particle, but the Kurdish structure is not the same as P.V. since prefixes, and the infinitive (*girtn* and *kawtn*) could not be separated from each other and work as a single unit. Accordingly, this distinction between L1 and L2 structures lead learners to produce the easier and more familiar structure, which was an OVV.

The research question two explored how different types of P.V. had effects on the frequency of P.V. avoidance by Kurdish learners. The results revealed that the type of P.V. had a significant role in the rate of P.V. avoidance. The participants had preferences to select literal P.V.s remarkably more than figurative ones; though, intermediate learners presented fewer tendencies to use literal P.V.s than advanced learners. It meant that Kurdish learners avoided using figurative P.V.s and the result of this study was parallel to the findings 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). The reason for avoidance by Kurdish learners might be the idiomatic meaning of figurative P.V.s since their meaning was not derived from the meaning of its parts ,and this semantic difficulty made confusion for the learners, and even the meaning of literal P.V. was easier for them as it combined the meanings of the two parts.

In the first part of the third research question, the effect of the test types and English proficiency level on the performances of

learners and their avoidance frequency of P.V. were investigated. The results statistically verified that the test type had a significant role in the proportion of P.V. avoidance by participants as this interaction was obviously noticed in the translation test. The percentage of correct responses by participants increased in translation test, and they selected correct OWVs and P.V.s in this type of test in high amount. Also, in the translation test, the Kurdish learners exhibited a trend to choose literal P.V.s more frequently than figurative ones. Hulstijn and Marchena (1989) believed that memorization test could be an excellent way to examine the avoidance of P.V.s by learners. MCT and translation test were not appropriate choices for this purpose, but MCT would still provide better evidence than translation. They stated that since only P.V.s existed in the recall test, so if the learners selected the OWVs, then this test would be the most persuasive proof for this avoidance behavior. However, no signs of P.V. avoidance were observed in the performances of advanced Dutch speakers in all three tests, and intermediate learners presented a slight trend to avoid P.V. (Hulstijn & Marchena, 1989).

Liao and Fukuya (2002) employed the same three tests (MC, translation, and recall) to explore the relations between the type of test and P.V.s avoidance. The relation was only observed in the translation test as it showed that Chinese learners utilized more literal P.V.s than figurative ones in translation test. Therefore, they consequently verified that the semantic complexity of figurative P.V.s might have motivated the Chinese learners to avoid P.V.s when they responded to the translation test" (Liao & Fukuya, 2004). The result of examining Iranian learners by Ghabanchi and Goudarzi (2012) also confirmed that the P.V. types and the test

types affected the frequency of P.V. avoidance in the performances of their participants.

The role of the English proficiency level of participants in their frequency of P.V. avoidance was explored in the second part of the third research question. The results of the present study displayed no significant difference between both groups of Kurdish learners. The study of Hulstijn and Marchena (1989) proved that when the proficiency level of Dutch learners would increase the rate of avoidance would also reduce. They demonstrated that no remarkable difference existed in the frequency of P.V. avoidance between advanced and intermediate learners. However, intermediate learners had different performance in MCT as they used fewer P.V.s than native speakers, but advanced learners did a closer performance to native speakers.

Similarly, Liao and Fukuya (2004) assessed the influence of proficiency level on P.V.s avoidance. The result demonstrated that intermediate learners had a tendency to avoid P.V.s; on the other hand, the advanced learners showed approximately a parallel performance to native speakers. In this study, both levels of learners displayed a slight difference in producing P.V.s, and it was not significant. According to the results of intermediate learners in both tests, there was no significant difference between both groups of Kurdish learners in producing P.V.s. It was also noticed that there was only a small difference in their avoidance of figurative P.V.s. Thus it could be concluded that the proficiency level of Kurdish learners had no role in the proportion of P.V. avoidance by them. In other words, the differences between the structures of L1 and L2 and the semantic complexity of P.V.s were the source of avoidance.

The results of assessing the English proficiency of the current study was also in line with Ghabanchi and Goudarzi, (2012) who claimed that the proficiency of Iranian learners had no effects on their P.V. avoidance. Furthermore, the study of Iranian learners by Barekat and Baniasady (2014) also confirmed the same result as the Iranian intermediate group showed more P.V. avoidance than advanced group; however, figurative P.V.s were avoided in a higher amount than literal ones by intermediate learners.

4. Conclusions

The present study exposed that Kurdish EFL learners had priorities to avoid practicing EPVs in their performance since they preferred to select more correct OWVs than correct P.V.s in their attempts of responding to the items in MCT and T.T. As a result, the structural differences between L1 and L2 were considered as a good predictor of avoidance by Kurdish learners. The study also revealed that the avoidance behavior by learners was much more significant with figurative P.V.s than literal ones, and it supported the evidence that the semantic and/or syntactic complexity of figurative P.V.s might lead Kurdish learners to avoidance.

The findings of the current study also confirmed that Kurdish learners performed in a different way in case of test types. They had a better performance in T.T. compared to MCT since the amount of their correct responses went up in T.T., and the rate of incorrect answers reduced as well. Furthermore, the learners presented more P.V. avoidance strategy in MCT than T.T., and they even used more literal P.V.s in T.T. compared to MCT. Consequently, the results obtained from the analysis of MCT and T.T. demonstrated that the type of tests had a significant role in the frequency of P.V. avoidance by ELLs. The results of the present

study also verified that the English proficiency of learners had no significant role in the frequency of P.V. avoidance by Kurdish learners. Both groups of learners, who participated in this study, had nearly a similar performance as the advanced group slightly used more P.V.s, whereas to some extent the intermediate learners utilized more literal P.V.s that were not so noteworthy.

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پوخته:

ئامانجى ئەم توپىڭىنە ۋە يە برىتتە لە ھەلسەنگاندنى كردارى دورە پەريزى لە بەكارھيئەتە فرمانە دووبەشى يەكانى زمانى ئىنگلىزى لە لايەن قوتابيانى كوردە ۋە . ھەروەھا توپىڭىنە ۋە كە رۆلى ئاستى توانستى زمانى ئىنگلىزى قوتابيانى كورد، جورى فرمانى دووبەشى و جورى تاقىكردنە ۋە كان ھەلدەسەنگىڭىت لە ريژەى ئەم دورە پەريزى يە لە لايەن قوتابيانە ۋە . قوتابيانى بەشى زمانى ئىنگلىزى فاكەلتى ئاداب و كولتۇرى پەروەردەى زانكۆى سوڭان كە ژمارەيان ۱۲۰ قوتابى بوو بەشداريان لەم توپىڭىنە ۋە يە كرد. ۶۰ قوتابى قوناغى چوارەمى بەشى زمانى ئىنگلىزى ھەلبىژىرداون ۋەكو ئاستى بەرز و ۶۰ قوتابى قوناغى دووهمى ھەمان بەش ھەلبىژىرداون ۋەكو ئاستى مام ناۋەند. راپرسىيەك دراۋە بەو قوتابيانە كە لە دوو تاقىكردنە ۋە ى ھەلبىژاردن و ۋە رگىران پىكھاتببون. تاقىكردنە ۋە كان پىكھاتببون لە ۱۵ پرسىيار و ۱۵ فرمانى دووبەشى (۱۱ literal و figurative) . ئەنجامەكان ئەوەيان دەرخت كە قوتابيانى كورد خويان دەپاريزن لە بەكارھيئەتە فرمانى دووبەشى ئىنگلىزى و ھەروەھا جورى تاقىكردنە ۋە و جورى فرمانە دووبەشى يەكە كاريگەرى ھەبوو لە سەر ريژەى ئەم دورە پەريزى يە . بەلام ئاستى توانستى قوتابيان دەورىكى كاريگەر نەبوو لە سەر ريژەى دورە پەريزى قوتابيانى كورد. لەبەرئەو، جياۋازى نيوان پىكھاتەى زمانى يەكەم (دايك) و زمانى دووم و ئالۆزى واتاى فرمانە دووبەشى يەكان بە ھۆكاي دورە پەريزى قوتابيانى كورد دادەنريت لە بەكارھيئەتە فرمانى دووبەشى ئىنگلىزى.

ملخص:

يهدف هذا البحث إلى التقييم العلمي لمسألة اجتناب استعمال الافعال (PV) في اللغة الانجليزية من قِبَل الطلبة الكورد، وايضا يحاول بحث مدى تأثير مستوى اللغة الانجليزية للطلبة، ونوع افعال الـ (PV) وأيضا نوع الامتحان على اجتناب هذه الافعال. وقد اخترنا ١٢٠ طالباً من قسم اللغة الانجليزية في فاكلتي الاداب و فاكلتي التربية كعينة دراسية في هذا البحث. منهم ٦٠ طالباً من المرحلة الرابعة كعينة ذي مستوى متقدم (Advanced)، و ٦٠ طالبا من المرحلة الثانية كعينة من المستوى المتوسط. تم توزيع قائمة الاستبيانات على الطلبة المشمولين بالدراسة، حيث تكونت الاستبيانات من امتحانين (الاختيارات و الترجمة)، وتضمنت ١٥ سؤالاً حول الافعال (PV)، ١١ منها (مجازي) و ٤ اخرى (واقعي). أثبتت نتائج هذا البحث بأن الطلبة الكورد يتجنبون استعمال افعال (PV) و هذه الافعال كانت لها تأثيرات في نسبة تجنب الاستعمال من قِبَل الطلاب. من ناحية أخرى، مستوى الطلبة الكورد بحد ذاته لم يظهر تأثيراً واضحاً في هذا الابتعاد من استخدام هذه الأفعال. لذلك فإن الفروقات بين التركيب اللغوي للغة الام (اللغة الكردية) و اللغة الثانية (اللغة الانجليزية) و صعوبة فهم هذه الافعال (PV) تعد من أسباب تجنب الطلبة الكورد استعمال هذه الافعال (PV).

