



Investigating Saudi EFL Learners' Use and Teachers' Perception of English Phrasal Verbs

Eman Saud Rashid Al-Otaibi

Al-Imam Muhammad Ibn Saud Islamic University

Riyadh Saudi Arabia

Author: Eman Saud Rashid Al-Otaibi

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Abstract

The purpose of this study was to investigate the use and avoidance of English phrasal verbs by Saudi EFL learners and to examine teachers' perception towards the teaching and inclusion of English phrasal verbs in the present textbooks. To find answers to the questions of the study, 102 EFL female students were tested through the use of multiple-choice test, which included literal and non-literal phrasal verbs. Moreover, a questionnaire was administered to 71 English teachers at intermediate schools, secondary schools, and preparatory year program at universities. The study's results revealed the tendency of Saudi EFL students to avoid using phrasal verbs and exhibited the significant preference towards using its one-word counterparts. The questionnaire's findings revealed teachers' somewhat negative perception and awareness concerning the importance of teaching phrasal verbs. The results also exhibited teachers' incomplete satisfaction with the current state of phrasal verbs content in textbooks, which suggests a further look at the scenario of English phrasal verbs in the current English textbooks.

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