

Beyond Philology No. 20/1, 2023
ISSN 1732-1220, eISSN 2451-1498

<https://doi.org/10.26881/bp.2023.1.03>

Secondary school teachers' attitudes to phrasal verbs

DOROTA GÓRECZNA

*Received 22.01.2023,
received in revised form 17.11.2023,
accepted 20.11.2023.*

Abstract

Phrasal verbs are a vital, nonetheless challenging to teach and learn, part of the English language. Even though phrasal verbs are frequently used by native speakers, for learners of English they pose a considerable challenge as far as their acquisition and use are concerned. For this reason, these multi-word verbs are also demanding for English teachers in terms of teaching them effectively. The general aim of this study is to examine English teachers' approach to phrasal verbs taught at the B2 level in upper-secondary schools. The paper presents an excerpt of a survey conducted among secondary school English teachers. It examined their attitude to phrasal verbs, their opinions of phrasal verb tasks used in the coursebooks and it analysed the methods which should be used in order to introduce and practise these demanding multi-word verbs well.

Keywords

phrasal verbs, survey, secondary school English teachers

Podejście nauczycieli języka angielskiego w szkołach średnich do czasowników frazowych

Abstrakt

Czasowniki frazowe stanowią istotną część języka angielskiego, która przysparza wiele problemów w procesie ich nauczania i uczenia się. Chociaż czasowniki frazowe są powszechnie używane przez rodzimych użytkowników języka angielskiego, dla osób uczących się tego języka, zagadnienie przyswajania szczegółów funkcjonowania tych czasowników jest skomplikowane. Z tego powodu stanowią one także wyzwanie dla nauczycieli języka angielskiego, którzy chcą nauczać ich w sposób jak najbardziej efektywny. Celem niniejszej pracy jest zbadanie podejścia nauczycieli języka angielskiego do czasowników frazowych nauczanych na poziomie B2 w szkołach średnich. Praca ta przedstawia fragment ankiety przeprowadzonej wśród nauczycieli języka angielskiego pracujących w szkołach średnich i analizuje podejście tych nauczycieli do czasowników frazowych, ich opinię na temat ćwiczeń, które znajdują się w podręcznikach do nauki języka angielskiego, a także sprawdza najskuteczniejsze, według badanych nauczycieli, sposoby wprowadzania i utrwalania tych stanowiące wyzwanie dla uczniów czasowników złożonych.

Słowa kluczowe

czasowniki frazowe, ankieta, nauczyciele język angielskiego w szkołach średnich

1. Introduction

Phrasal verbs are an essential part of the English language due to their high frequency and usefulness. Having a thorough knowledge of phrasal verbs means being familiar with the English language itself. Glennis Pye (1996: 697) states that “the most fluent speaker can be identified as a non-native speaker through their use of phrasal verbs”. Hence, it is vital to introduce phrasal verbs to students and familiarize them with

multi-word verbs despite the fact that they are demanding for foreign language learners to master (Kao 2001, Moon 1997). There are a number of approaches to teaching phrasal verbs, which can be commonly used by teachers of English.

The traditional attitude centres on the selection of phrasal verbs that are considered to be taught by grouping them according to their base verb (Side 1990). These types of tasks involving the mastering of the acquisition of phrasal verbs can be found in many coursebooks and grammar/vocabulary books, for instance in Sue O'Connell's *Focus on First Certificate* (1987) or Jack Allsop's *Test your Phrasal Verbs* (1990). In this approach "plain memorisation is what is expected from learners rather than any kind of semantic analysis" (White 2012: 420). For this reason, some linguists, such as Darwin and Gray (1999), and Gardner and Davis (2007) have criticised this form of introducing phrasal verbs in coursebooks by means of providing lists of multi-word verbs based on the same core verb.

In order to exploit the semantic characteristic of particles in phrasal verbs, linguists and English Language Teaching specialists have made use of the research of cognitive grammarians, for instance Lindner (1981), Lakoff (1987) and Rudzka-Ostyn (2003). They all indicated particles as the units which convey the meaning of a single phrasal verb. Particle-oriented way of teaching these multi-word verbs seems to facilitate and enhance the process of memorising them since their acquisition is conducted in a meaningful way. This method of introducing and practising phrasal verbs has been used in many books mastering multi-word verbs – an example being John Flower's *Phrasal Verb Organiser* (2000).

Another form of presenting and teaching phrasal verbs using meaningful criteria is organising phrasal verbs around common themes such as family, work or sport. The context in which phrasal verbs are introduced and taught is claimed to be of paramount importance and it is underlined as the fact that also facilitates the process of mastering multi-word verbs by "demonstrating their syntactic behaviour [by] providing

meaningful context, exposure and recycling” (Thornbury 2002: 125). ELT specialists have used this knowledge and introduced books where phrasal verbs are placed in contextualized ambience. One such author is Acklam (1992), who first presents phrasal verbs and then enables learners to practise these multi-word verbs in a variety of related contexts.

However, there is a different approach to the use of context when teaching phrasal verbs. Some linguists (e.g. Schmitt 2000, Thornbury 2002, White 2012) emphasise that a successful method of teaching multi-word verbs is to present them in different but real contexts in order to enable learners to deduce what phrasal verbs mean and observe how they are used. Thornbury (2002) encourages teachers to offer texts that have high frequency of multi-word verbs in them and Kailani (1995) emphasizes that it is through real practice that precision and effectiveness could be improved, irrespective of the method or technique being adapted.

There is a tendency to offer a combination of all the above-mentioned approaches to practising phrasal verbs and they can be found in books written, for instance, by Heaton (1995) and McCarthy (2007), who provide a number of phrasal verb exercises that are classified by a common verb, particle and topic. Therefore, English students are supplied with various tools that may facilitate them to learn and practise phrasal verbs.

It seems difficult to indicate the most reliable technique of introducing and mastering phrasal verbs that would give the best results. Methods mentioned above provide a series of complete tasks which English teachers may readily use in order to offer their learners the variety of exercises, which not only introduce, but also revise these multi-word verbs. In favour of this approach Wood (2009) points out that a high degree of repetition and practise tends to improve the student’s performance of phrasal verbs. However, what Schmitt (2000) underlines is the fact that students learn a wide range of vocabulary when they are exposed to the language through extensive reading or in a native environment. It seems reasonable to state

that a combination of both approaches would probably be successful as far as effective learning of phrasal verbs is concerned.

In order to gain information about English teachers' attitudes towards phrasal verbs, I designed a survey for the teachers of Gdańsk's upper secondary schools who teach English at the upper-intermediate level. In this article I present an excerpt of the research results and I analyse 9 questions of the survey that was introduced to the teachers. The aim of this article is to provide information about the teacher's approach to phrasal verbs focusing on their position in a teaching process, the effectiveness of phrasal verb tasks and other possible methods of presenting and practising these multi-word verbs.

2. Participants

A group of 43 teachers of the English language took part in the survey.¹ The participants of the survey are teachers who teach English at the upper-intermediate level in upper secondary schools in Gdańsk. Among 43 teachers who responded to the questionnaire the majority of them (40) are women and 3 of them are men. They have worked as English teachers for 7–35 years, which shows that all of them are highly experienced in teaching English.

3. The questionnaire

The English teachers were provided with a questionnaire concerning different aspects of phrasal verbs. They were asked to classify phrasal verbs as vocabulary or grammar, The second question concerned the importance of phrasal verbs in English. The respondents were also asked to provide an explanation why they think phrasal verbs are either important or unimportant. Next, the respondents were requested to choose the

¹ The number of the participants was limited to those teachers whose students also took part in a survey connected with their knowledge of phrasal verbs and attitude to them (see the paper in *Beyond Philology* 17/2 entitled "Secondary school students' attitudes to phrasal verbs" – Góreczna 2020).

most effective way of grouping phrasal verbs in order to introduce them to students. They could decide on classifying phrasal verbs by a common verb, particle or topic section. The following questions concerned the number of phrasal verb exercises in the coursebooks the respondents used. They were asked to express their opinions whether there is a sufficient number of phrasal verb exercises in the coursebooks and whether the exercises are adequate to the learners' needs. The respondents also gave reasons for the ineffectiveness of phrasal verbs tasks which are in the coursebooks the teachers use. In addition, they were to refer to the most useful ways of presenting phrasal verbs to students and they could put forward their own ideas of such exercises. The last questions concerned the ways of practising phrasal verbs. The respondents were requested to select the most effective phrasal verb tasks and recommend other exercises which they consider suitable.

The excerpt of the questionnaire on phrasal verbs which the teachers completed is presented in Appendix.

4. Results

4.1. Question 1

At the beginning, the teachers were asked to classify phrasal verbs as part of vocabulary or grammar. The answers are presented in Table 1.

Table 1
Phrasal verbs as part of vocabulary
or grammar according to the teachers

Phrasal verbs as part of	Number of teachers	Percentage
vocabulary	35	81.0
grammar	4	9.5
both vocabulary and grammar	4	9.5
Total	43	100.0

The majority of the teachers (81 %) treat phrasal verbs as part of vocabulary, 4 teachers state that phrasal verbs belong to grammar and 4 teachers out of 43 perceive them as both vocabulary and grammar. The respondents claim that phrasal verbs cannot be clearly categorised.

4.2. Question 2

The subsequent question in the survey concerns the importance of phrasal verbs in teaching English. The teachers' responses are shown in Table 2.

Table 2
The importance of phrasal verbs in
teaching English according to the teachers

The importance of phrasal verbs	Number of teachers	Percentage
Phrasal verbs are unimportant.	0	0.0
Phrasal verbs are of little importance.	0	0.0
Phrasal verbs are of average importance.	10	23.0
Phrasal verbs are important.	26	60.0
Phrasal verbs are very important.	7	17.0
Total	43	100.0

The results reveal that all the teachers think that phrasal verbs are significant in teaching English. 23 % of the respondents claim that phrasal verbs are of average importance, more than a half (60 %) consider them important and 17 % think that they are very important. The findings show that all the respondents understand that phrasal verbs are necessary to be acquired by learners of English and the reasons for their significance are presented in the next section.

4.3. Question 3

Question 3 gives an insight into English teachers' understanding the importance of phrasal verbs to students at the upper-intermediate level. Table 3 presents the respondents' answers.

Table 3

Teachers' explanations of the importance of phrasal verbs

Phrasal verbs are important because	Number of answers	Percentage
they are an integral part of the English language and are commonly used so that is why they cannot be ignored.	20	38.0
their knowledge shows a high level of students' command of the English language thanks to widening their vocabulary and, in general, obtaining a higher level of the English language.	13	25.0
they facilitate communication between interlocutors.	9	17.0
important in order to understand the natural and colloquial English.	5	10.0
they are required at the Matura examination.	3	6.0
the lack of knowing them may lead to various misunderstandings.	2	4.0
Total	52	100.0

As can be seen from the data in Table 3.38 % of all the answers indicate that phrasal verbs are significant since they constitute an inseparable part of the English language. They are ubiquitous in both written and spoken language and, consequently, cannot be excluded from teaching material. 13 teachers emphasize the fact that knowing phrasal verbs is a characteristic mark of learners' good command of English. This means

obtaining a higher linguistic competence by students who, due to knowing this part of English, approach a natural use of the foreign language. 9 teachers claim that knowledge of phrasal verbs help learners of English to communicate freely with native speakers and provoke a natural discussion between interlocutors. There appeared remarks that phrasal verbs are significant as they are required at the Matura examination and, for this reason, students should become familiar with them. It is also noticed (2 statements) that the lack of knowledge of phrasal verbs may result in misunderstandings since phrasal verbs are frequently translated literally by students who do not know them and, that is why, communication can be impeded.

4.4. Question 4

Table 4 presents, according to the respondents, the most effective ways of grouping phrasal verbs in order to introduce them to learners.

Table 4
The most effective ways of presenting
phrasal verbs according to the teachers

Presenting phrasal verbs with	Number of teachers	Percentage
the same verb	23	53.0
the same basic topic	17	40.0
the same particle	3	7.0
Total	43	100.0

The survey shows that half of the English teachers (53 %) claim that the most practical way of grouping phrasal verbs in order to introduce them to learners is with the same basic verb. 40 % maintain that grouping them by the same topic is the most effective, whereas only 7 % (3 teachers) consider the same particle as the best option to present these multi-word verbs to students.

4.5. Question 5

Question 5 refers to the adequate number of phrasal verb exercises in the coursebooks at the upper-intermediate level the teachers currently use.

At the time when the questionnaire was conducted, the respondents used five different coursebooks at this particular level. The most common coursebooks include: “New Matura Success” written by Jane Comyns Carr, Jennifer Parsons, Peter Moran and Jeremy Day, “Matura Prime Time Plus” written by Virginia Evans and Jenny Dooley, “Matura Choices” written by Michael Harris, Anna Sikorzyńska and Bartosz Michałowski, “Matura Explorer” written by Paul Dummett and Rebecca Robb Benne with Beata Polit and “Upstream” written by Bob Obee and Virginia Evans.

Table 5 shows the teachers’ opinions about the sufficiency of phrasal verbs tasks in the books mentioned above.

Table 5
Teachers’ opinions about the sufficiency
of phrasal verb exercises in students’ coursebooks
at the upper-intermediate level

Sufficiency of phrasal verb exercises in coursebooks	Number of teachers	Percentage
The number of phrasal verb exercises in the coursebooks is insufficient.	28	65.0
The number of phrasal verb exercises in the coursebooks is sufficient.	15	35.0
The number of phrasal verb exercises in the coursebooks is too big.	0	0.0
Total	43	100.0

As can be seen, most of the teachers (65 %) claim that the number of exercises which introduce and systematise phrasal verbs is insufficient. 35 % of the respondents state that the number of phrasal verb exercises in the coursebooks is adequate and probably it is not required to provide learners with more phrasal verb tasks.

4.6. Question 6

The following question concerns the teachers' opinions about the effectiveness of phrasal verb exercises in the coursebooks at the upper-intermediate level. The results are presented in Table 6.

Table 6
The effectiveness of phrasal verb exercises
in the coursebooks at the upper-intermediate level

Phrasal verb exercises in the coursebooks introduce and systematise phrasal verbs	Number of answers	Percentage
effectively	21	49.0
ineffectively	22	51.0
Total	43	100.0

The teachers' opinions whether phrasal verb exercises introduced in coursebooks at the upper-intermediate level are effective or not are divided. 22 out of 43 teachers claim that the exercises present phrasal verbs ineffectively, whereas 21 teachers have the opposite opinion.

The effectiveness and ineffectiveness of phrasal verb exercises in relation to the coursebooks which the teachers used is presented in Table 7.

Table 7

The effectiveness and ineffectiveness of phrasal verb exercises in relation to the coursebooks which the teachers used

Coursebooks at the upper-intermediate level	Phrasal verbs are presented effectively	Phrasal verbs are presented ineffectively	Total number of answers
<i>New Matura Success</i>	11	12	23
<i>Matura Choices</i>	0	4	4
<i>Matura Explorer</i>	3	4	7
<i>Matura Prime Time Plus</i>	4	1	5
<i>Upstream</i>	3	1	4
Total	21	22	43

As can be deduced, none of the analysed coursebooks, in the teachers' opinion, offers effective phrasal verb exercises. Their opinions about the phrasal verb exercises are in general divided, but some overall conclusions can be reached.

"Matura Prime Time Plus" is the coursebook whose phrasal verb exercises are said to be rather effective (4 positive opinions out of 5). It may seem surprising since in the whole coursebook there are 6 phrasal verb exercises and they are of the same type (underlying a correct particle). The teachers appear to be inconsistent in their assessment of the coursebook since they claim that there are too few diverse phrasal verb exercises in the coursebooks.

Surprising as it may seem, "New Matura Success" has more negative opinions about the phrasal verb exercises than positive ones. Out of all the analysed coursebooks, in this particular one, there is the biggest number of phrasal verb exercises (15) and the most varied ones (11 different task types). The teachers' low opinion about this coursebook may stem from the fact that the teachers who use this coursebook are slightly

familiar with other available books at this level and, although the coursebook offers various phrasal verb tasks, the teachers are still dissatisfied with their quantity and the lack of their diversity.

“Matura Choices” is claimed to have ineffective phrasal verb exercises (4 negative opinions). This opinion is justified by the small number of phrasal verb exercises in the whole coursebook (4).

“Matura Explorer” has 3 positive opinions about the effectiveness of this type of exercises, which is unexpected since the coursebook does not provide any phrasal verb exercises. I would claim that the opinions may result from the teachers' superficial knowledge of the coursebook. It may as well stem from their general good opinions about the coursebook which they transfer on phrasal verb exercises, or their positive opinions are the result of their general good perception of phrasal verbs in the whole coursebook.

In the survey, the teachers were also requested to explain why they think the phrasal verb exercises which appear in the coursebooks are ineffective and their answers are introduced in Table 8.

Table 8

The reasons for the ineffectiveness of phrasal verb exercises in the coursebooks at the upper-intermediate level

Phrasal verb exercises are ineffective because	Number of teachers	Percentage
there are too few phrasal verb exercises in the coursebooks.	11	35.0
there is no diversity of phrasal verb exercises which there are in the coursebooks and the exercises are too homogenous.	7	23.0
there are too few phrasal verb exercises which can systematise students' knowledge.	5	16.0

phrasal verbs should be practised in different contexts while practising different skills e.g. listening, reading, writing, but what is common in the coursebooks are phrasal verb exercises where students should fill in the proper verb or particle.	4	13.0
there are no exercises that practise all the previously learnt phrasal verbs.	3	10.0
the context in which they are presented is too ambiguous and their meanings are not clear to students.	1	3.0
Total	31	100.0

From the figures it is apparent that the main drawback of the coursebooks concerning phrasal verbs which the respondents notice is the lack of phrasal verb exercises and the monotony of those phrasal verb tasks. In the coursebooks, there are very few phrasal verb exercises and if there are any, they are not varied and, hence, it can be stated that such activities fail to be engaging for learners. These homogenous phrasal verb tasks usually require filling in the gaps with appropriate phrasal verbs or a part of phrasal verbs (either a verb or a particle). As has been noticed, the tasks are not only devoid of diversity, but there is an absence of exercises which would revise and systemise students' knowledge of previously learnt phrasal verbs. A few respondents underlined that multi-word verbs are not practised while using different types of skills, for example writing or speaking.

4.7. Question 7

In question 7, the respondents were requested to indicate the best method of presenting phrasal verbs from the suggested

ways given below. The respondents' answers are demonstrated in Table 9.

Table 9

The effectiveness of the ways of introducing phrasal verbs

Rank	Ways of introducing phrasal verbs	Number of answers	Percentage
1	matching phrasal verbs with their English synonyms	19	44.0
2	giving a list of phrasal verbs and their English synonyms	14	33.0
3-4	matching phrasal verbs with their Polish counterparts	5	11.5
	giving a list of phrasal verbs and their Polish counterparts	5	11.5
Total		43	100.0

According to the respondents, the most successful way of introducing phrasal verbs to students from the given list is by matching phrasal verbs with their English synonyms (44 % of all the answers). Another valuable method is providing students with a list of phrasal verbs with their English synonyms. Using Polish counterparts to present English phrasal verbs is accepted only by 11.5 % of the teachers. It may be concluded that the Polish language should not be used in order to introduce new phrasal verbs.

The teacher recommended other effective tasks of making students familiar with phrasal verbs and their suggestions are shown in Table 10.

Table 10

Additional ways of introducing phrasal verbs to students according to the teachers

Additional ways of introducing phrasal verbs	Number of answers	Percentage
presenting phrasal verbs in a context, e.g. a reading task, where students can guess the meaning of phrasal verbs and see how they are used	8	53.0
illustrating phrasal verbs by drawing them	3	20.0
matching phrasal verbs with pictures which represent them	2	13.0
choosing a proper phrasal verb to the presented situation	1	7.0
comparing two texts, where one is written in a formal style and the other is in the informal one, and then discovering the meanings of the phrasal verbs	1	7.0
Total	15	100.0

The teachers who took part in the survey underline that it is advisable to introduce phrasal verbs by showing them in a context so that students can see how these verbs are properly used and then learners can use them in the correct way. Another suitable method mentioned by the respondents is introducing phrasal verbs with the help of pictures. It can be either drawing phrasal verbs, which shows their meanings, or matching pictures with adequate phrasal verbs. An additional suggestion is a choice of a proper phrasal verb to the presented situation or comparing two texts, one written in a formal style, the other one in an informal way and discovering the meanings of the phrasal verbs.

4.8. Question 8

This question refers to the best tasks to systematise newly-learned phrasal verbs. The teachers could select all the exercises which they perceive as useful. Their answers are presented in Table 11.

Table 11

The best exercises for students to systematise phrasal verbs according to the teachers

Rank	Exercises to systematise phrasal verbs:	Number of answers	Percentage
1	filling gaps in sentences with appropriate phrasal verbs	27	18.0
2	filling gaps in sentences with appropriate particles (when the verbs are given)	23	15.0
3	matching phrasal verbs with their English synonyms	21	14.0
4-5	creating sentences with given phrasal verbs	20	13.5
	giving English synonyms of presented phrasal verbs	20	13.5
6	filling gaps in sentences with appropriate verbs (when the particles are given)	14	10.0
7-8	translating phrasal verbs from English into Polish	6	4.0
	translating sentences with phrasal verbs from English into Polish	6	4.0
9	translating sentences with phrasal verbs from Polish into English	5	3.0

10	translating equivalents of phrasal verbs from Polish into English	4	3.0
11	matching phrasal verbs with their Polish equivalents	3	2.0
Total		149	100.0

On the basis of the figures presented in Table 11, it can be concluded that, according to the respondents, the most common choice is a well-known and commonly used task of practising phrasal verbs which includes filling gaps in sentences with appropriate phrasal verbs.

This type of exercise constitutes 18 % of all the replies. Filling gaps in sentences with appropriate particles when the verbs are given and matching phrasal verbs with their English synonyms are the following ways in favour of systematising phrasal verbs. Another task, mentioned 20 times, is creating sentences with given phrasal verbs. It is a more demanding exercise than the previous ones since it requires creativity from students and it can be hampered by imposing a topic to which the sentences should refer. The least favoured ways of practising phrasal verbs are all the exercises which require two languages: Polish and English. The exercises concern phrasal verb translations, whole sentence translation or matching Polish words with their English equivalents. It can be concluded that the English teachers are not advocates of using the Polish language in order to teach and practise phrasal verbs.

4.9. Question 9

Question 9 concerns additional exercises systematising phrasal verbs that are recommended by English teachers, but they have not been mentioned by the creator of the questionnaire. The teachers' suggestions are shown in Table 12.

Table 12
Additional ways of systematising
phrasal verbs according to the teachers

Additional exercises of systematising phrasal verbs	Number of answers	Percentage
guided writing (e.g. a story)	7	30.3
board games (e.g. dominoes)	3	13.0
students giving answers with the use of phrasal verbs	3	13.0
flashcards	3	13.0
creating questions with phrasal verbs and asking one another	2	8.7
using pictures presented on multimedia board	1	4.4
drama	1	4.4
analysis of phrasal verbs in texts (indicating where they are placed, using synonyms to replace them)	1	4.4
replacing underlined expressions in a text with proper phrasal verbs	1	4.4
creating conversations or poems with phrasal verbs (e.g. one common particle and different verbs)	1	4.3
Total	23	100.0

The respondents provided various exercises to systematise student's knowledge of phrasal verbs. The respondents seem to have transferred most of the tasks from techniques recommended by contemporary methodology of teaching foreign languages in practising new vocabulary.

Most of the techniques presented above demand students' creativity. They are not simple exercises which require little effort from learners. In most cases, students must form sentences or the whole stories on their own using appropriate phrasal verbs. Doing such inventive exercises may result in the better remembering of phrasal verbs.

5. Concluding remarks

The English teachers understand the significance of knowing phrasal verbs by learners. All of the respondents claim that it is important that phrasal verbs be taught since they are an essential part of the English language and cannot be omitted in the learning process. Since they are commonly treated as part of vocabulary, they should be taught in the same way as single words are, which requires explaining them well and showing learners how these verbs should be used in context. According to the teachers, the most effective way to present and practise phrasal verbs is by grouping them by the same basic verb; however, it is more and more prevalent to find, in phrasal verb books, tasks which present multi-word verbs with a different basic verb or particle but belonging to the same topic, e.g. environment, sports or health. Furthermore, the linguists underline the need to depart from teaching groups of phrasal verbs based on the same core verb in favour of presenting them in groups with the same particle. It may help students to learn phrasal verbs more effectively and then use them freely since it is the particle that conveys most of the meaning of the phrasal verb.

The teachers emphasize that phrasal verb exercises in the coursebooks are not sufficient so, in order to teach multi-word verbs effectively, they need to use additional tasks from other sources. Apart from the deficiency in phrasal verb exercises in the coursebooks, the teachers emphasize the lack of their diversity. However, they are divided in their opinions as far as effectiveness of the exercises in the coursebooks is concerned. Since learners of English find phrasal verbs difficult to learn and use, it would be advisable to facilitate their learning by engaging them in various, mostly creative phrasal verb tasks and provide them with authentic materials where these verbs can be found. The teachers have indicated a wide range of phrasal verbs exercises which can be used effortlessly as the majority of them do not involve challenging preparation. Nevertheless, these tasks require teachers' attention while

checking them and they demand greater student involvement since the exercises are frequently complicated for them. English teachers can engage their students in creating questions with phrasal verbs or stories with the use of particular multi-word verbs.

Although the teachers were already given many types of phrasal verb exercises, they still managed to provide numerous other tasks, which may attest to their considerable teaching experience.

References

- Acklam, Richard (1992). *Help with Phrasal Verbs*. Oxford: Heinemann.
- Allsop, Jake (1990). *Test your Phrasal Verbs*. London: Penguin Books.
- Carr Comyns, Jane, Peter Moran, Jeremy Day (2011). *New Matura Success Upper- Intermediate. Student's Book*. Warszawa: Pearson.
- Darwin, Clayton M., Lorretta S. Gray (1999). "Going after the phrasal verb: An alternative approach to classification". *TESOL Quarterly* 33/1: 65–83.
- Dummett, Paul, Rebecca Robb Benne, Beata Polit (2011). *Matura Explorer Upper- Intermediate. Student's Book*. Warszawa: Nowa Era.
- Evans, Virginia, Jenny Dooley (2014). *Matura Prime Time Plus Upper-Intermediate. Student's Book*. Newbury: Express Publishing.
- Flower, John (1993). *Phrasal Verbs Organizer*. Hove: Language Teaching Publications.
- Gardner, Dee, Mark Davies (2007). "Pointing out frequent phrasal verbs: A corpus-based analysis". *TESOL Quarterly* 41/2: 339–359.
- Góreczna, Dorota (2020). "Secondary school students' attitudes to phrasal verbs". *Beyond Philology* 17/2: 73–94.
- Harris, Michael, Anna Sikorzyńska, Bartosz Michałowski (2013) *Matura Choices Upper-Intermediate. Student's Book*. Warszawa: Pearson.
- Heaton, John Brian (1995). *Practise Your Phrasal Verbs*. Harlow: Longman.
- Kailani, T. Z. (1995). "A synthesized pedagogical methodology for English classroom interactions". *International Review of Applied Linguistics in Languages* 33/4: 333–344.

- Kao, Rong-Rong (2001). "Where have the prepositions gone? A study of English prepositional verbs and input enhancement in instructed SLA". *International Review of Applied Linguistics in Language Teaching* 39: 195-215.
- Lakoff, George (1987). *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago – London: The University of Chicago Press.
- Lindner, Susan (1981). *A Lexico-Semantic Analysis of English Verb Particle Constructions with OUT and UP*. Unpublished PhD dissertation. San Diego: University of California.
- McCarthy, Michael (2007). *English Phrasal Verbs in Use*. Cambridge: Cambridge University Press.
- Moon, R. (1997). "Vocabulary connections: Multi-word items in English". In: Michael McCarthy (ed). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press: 40–63.
- Obee Bob, Virginia Evans (2003). *Upstream Upper-Intermediate. Student's Book*. Newbury: Express Publishing.
- Pye, Glennis (1996). "Don't give up, look it up! Defining phrasal verbs for the learner of English". In: Martin Gellerstam, Jerker Järborg, Sven-Göran Malmgren, Kerstin Norén, Lena Rogström, Catalina Røjder Pappmehl (eds). *Euralex '96 Proceedings. Part II*. Göteborg: Göteborg University: 697–704.
- Rudzka-Ostyn, Brygida (2003). *Word Power: Phrasal Verbs and Compounds*. The Hague: Mouton de Gruyter.
- Schmitt, Norbert (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Side, Richard (1990). "Phrasal verbs: Sorting them out". *ELT Journal* 44/2: 144–152.
- Thornbury, Scott (2002). *How to Teach Vocabulary*. Harlow: Longman.
- White, Benjamin J. (2012). "A conceptual approach to the instruction of phrasal verbs". *The Modern Language Journal* 96/3: 419–438.
- Wood, David (2009). "Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: A case study". *Canadian Journal of Applied Linguistics* 12/1: 39–57.

Appendix

Phrasal verb survey in English for teachers of the English language teaching English at B2 level in secondary schools in Gdańsk

Phrasal verb survey
for teachers of English who teach at B2 level

Gender: F/M

Seniority at school: _____

A coursebook which you use (a title): _____

1. In your opinion, phrasal verbs are part of:

- a) grammar,
- b) vocabulary.

2. Do you consider the knowledge of phrasal verbs as important in the general knowledge of English?

- 1- unimportant,
- 2- of little importance,
- 3- of average importance,
- 4- quite important,
- 5- very important.

3. If you consider the knowledge of phrasal verbs as important, give your reasons, please.

.....

.....

.....

.....

If you consider the knowledge of phrasal verbs as unimportant, present your reasons, please.

.....

.....

.....

.....

4. Which of the following ways of grouping phrasal verbs in order to present them to students do you find the most effective?

- a) presenting phrasal verbs with the same verb,
- b) presenting phrasal verbs with the same particle,
- c) presenting phrasal verbs concerning the same basic topic, e.g. sport.

5. Do you think that in the coursebook at B2 level which you use:

- a) the number of phrasal verb exercises is insufficient,

- b) the number of phrasal verb exercises is sufficient,
- c) the number of phrasal verb exercises is too big?

6. Do you think that phrasal verb exercises which were prepared and selected by the coursebook writers introduce and systematise phrasal verbs effectively:

- a) yes,
- b) no?

If *no*, could you present the reasons:

.....

.....

.....

.....

7. Which of the following ways of introducing phrasal verbs, do you consider the most effective?

- a) giving a list of phrasal verbs and their Polish counterparts,
- b) giving a list of phrasal verbs and their English synonyms,
- c) matching phrasal verbs with their Polish counterparts,
- d) matching phrasal verbs with their English synonyms?

What are the other ways of presenting phrasal verbs?

.....

.....

.....

.....

8. Which of the ways of systematising phrasal verbs at B2 level do you consider the best (you can choose a few options):

- a) translating sentences with phrasal verbs from Polish into English,
- b) translating sentences with phrasal verbs from English into Polish,
- c) translating equivalents of phrasal verbs from Polish into English,
- d) translating phrasal verbs from English into Polish,
- e) giving English synonyms of presented phrasal verbs,
- f) matching phrasal verbs with their Polish equivalents,
- g) matching phrasal verbs with their English synonyms,
- h) filling gaps in sentences with appropriate phrasal verbs,
- i) filling gaps in sentences with appropriate particles (when the verbs are given),
- j) filling gaps in sentences with appropriate verbs (when the particles are given),
- k) creating sentences with given phrasal verbs?

9. What are the other ways of systematising phrasal verbs?

.....

.....

.....

.....

Dorota Góreczna
ORCID iD: 0000-0002-5030-7532
Instytut Anglistyki i Amerykanistyki
Uniwersytet Gdański
ul. Wita Stwosza 51
80-308 Gdańsk
Poland
dorota.goreczna@ug.edu.pl