Investigating EFL Teachers’ and Students’ Attitudes towards the Role of Cooperative Learning Technique in Boosting Students’ Learning of Phrasal Verbs

The Case of Second Year English Students at Larbi Ben M’hidi University, Oum-El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the name of Allah, the most merciful, the most compassionate.

First and foremost, I thank Allah for giving me strength and patience to accomplish this work.

This dissertation is dedicated to the soul of my grandmother “Aicha”, to my dear uncle “Bahi” and to my little brother “Amine” all of them taught me to never give up whenever facing obstacles.

This work is dedicated also to my parents for their support and above all believing in me.

To those who were there for me; my brother “Kheireddine” and my sister Imene who stood by my side and helped me a lot during my studies.

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Last but not least, I would like to extend my special thanks to the teachers and to second year students in the English department at Larbi Ben M’hidi University Oum El Bouaghi, for their contribution.
Abstract

Most English as a foreign language learners (EFL) express their eagerness to possess a native-like ability to use phrasal verbs in their communication. However, the adoption of these very specific items of the English language seems to be hard task. Hence, what learners actually need is to implement effective techniques which would facilitate the learning of these problematic verbs. The current study seeks to highlight the significance of cooperative learning through investigating both EFL teachers’ and students’ attitudes towards the role of this technique in boosting students’ learning of phrasal verbs. To this end, a descriptive study has been carried out via the administration of two questionnaires to 60 second year students and 20 teachers at Larbi Ben M’hidi University in Oum El Bouaghi. The results obtained from the gathered data show that both teachers and students approve of the use of cooperative learning technique to promote students’ learning of phrasal verbs. On this basis, the hypothesis is validated in that foreign English learners need to work with the cooperative learning technique to master phrasal verbs. So, the results go in the direction of the stated hypothesis.

**Key Terms:** Cooperative Learning, Phrasal Verbs.
List of Abbreviations and symbols

**CIRC**: Cooperative Integrated Reading and Composition

**CL**: Cooperative Learning

**EFL**: English as a Foreign Language

**ELT**: English Language Teaching

**ESL**: English as a Second Language

**PVs**: Phrasal Verbs.

**SPSS**: The Statistical Packages for Social Sciences

**STAD**: Student Teams-Achievement Division

**TGT**: Teams-Games Tournament

**Q**: Question

**&**: And

**%**: Percent

**(¼)**: One Fourth
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منخَصّ
General Introduction

1. Statement of the Problem

In recent years, the world of ELT has witnessed an increasing ‘boom’ in learning/teaching English. The latter has actually dominated the field of education thanks to the gigantic steps made in various domains such as technology, science, trade, and the pop culture. This led to an enormous need of communication between people of different ethnics throughout the world. In EFL/ ESL fields, learners’ efforts to reach native- speakers’ accents or pronunciations are also enormous, yet for many of them this level remains idealistic since these foreign learners confront many difficulties particularly some aspects that require a whole cultural knowledge such as idioms, phrasal verbs and some particular phonological aspects.

As a matter of fact, grammar seems within EFL students’ reach, especially those syntactic and structural aspects including a relative knowledge of lexis. Phrasal verbs (PVs), on the contrary, though belonging to the English grammar, require not only a good deal of cultural knowledge, but also an everyday practice so as to master the various connotations that might be drawn on the part of the users. Their importance for EFL/ ESL learners is a must. Phrasal verbs exhibit the variety of the English connotative aspects and denote the rich reservoir of the English especially when these EFL/ ESL students come to contact with English-native speakers.

In the daily use of English on the part of the foreign learners, these phrasal verbs or idiomatic items are not used since they present a relative hardness in terms of meaning and use. Very few learners tend to employ them when they come to know their exact meanings, yet their knowledge remains a requirement since it adds to the learners’ mastery and richness of the foreign language.
To bring these EFL/ ESL learners to practise and master these items, it is assumed that instructors are urged to adopt the strategy of cooperative learning (CL) which is considered as a learning technique in which students work together in groups to accomplish a task in the classroom, where they exchange ideas and learn from one another, so it might contribute largely to the learning and ultimate adoption of phrasal verbs.

2. Aim of the Study

This research aims at investigating EFL teachers’ and students’ attitudes towards the role of cooperative learning technique in boosting students’ learning of phrasal verbs. It also aims at highlighting the up to date strategies of teaching grammar courses in order to enhance students’ engagement in classroom activities.

3. Research Questions and Hypothesis

3.1. Research Questions

In the light of what has been stated before, this study addresses the following questions:

- What are the teachers’ attitudes towards the use of cooperative learning technique in phrasal verbs learning?

- What are the students’ attitudes towards the use of cooperative learning technique in learning phrasal verbs?

3.2. Research Hypothesis

The current study is based on the following hypothesis: EFL teachers and students would have positive attitudes about the role of cooperative learning technique in boosting the learning of phrasal verbs.
4. Methodology

For the purpose to collect data and test the hypothesis, a descriptive study is conducted via questionnaires administered to both EFL teachers and second year students at the department of Larbi Ben M’hidi University for the academic year 2017- 2018 in order to investigate their attitudes towards the role of cooperative learning technique in boosting students’ learning of phrasal verbs.

The first questionnaire is distributed to 20 out of 36 teachers of grammar, written expression and oral expression to find out their perceptions and obtain information about their experience in teaching phrasal verbs; the second questionnaire is administered to students, it has been opted for second year students because they have a recent impression about phrasal verbs. The sample made up of 60 (¼) students belonging to a population of 234 is selected randomly of different age and gender.

5. Structure of the Dissertation

This study includes two chapters, a theoretical and a practical one. The first chapter is composed of two main sections; the first one deals with the main points related to cooperative learning: the definition of cooperative learning and its history. Then, this section tackles the illustration of the main elements, types and methods of this technique. After that, it sheds light on the role of teachers and learners in cooperative learning, along with its main benefits, whereas the second section is about phrasal verbs, their definition, form, grammar and teaching phrasal verbs. Then, the differences between phrasal verbs and prepositional verbs are provided, and the types of these items as well. After that, this section tackles the meaning of phrasal verbs, the causes behind avoiding them and the importance of using phrasal verbs in the English language. Finally, the present section deals with learning phrasal verbs through
cooperative learning technique.

The second chapter is concerned with the practical part in which the obtained data from the teachers’ and students’ questionnaires is analyzed and interpreted in detail, along with some limitation of the study, pedagogical implications and suggestions for further research.
Chapter One: Theoretical Background

Section One: Cooperative Learning

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Introduction

Teaching/ Learning English as a foreign language requires the choice of the appropriate techniques to implement in the classroom since mastering the English language is a challenging task that needs much time and arduous work. In EFL classes where the traditional method (teacher-centered) dominates, many teachers spend a lot of time in imparting instruction and information, whereas students are passive receivers of knowledge, who are just listening and memorizing grammatical rules and vocabulary without interacting or discussing tasks with each other. This inappropriate situation of learning is partly due to the lack of a suitable method or strategy to apply in order to overcome the weaknesses of learners. However, the emergence of cooperative learning as an alternative technique and potential solution has promoted student-centered classes instead, a strategy meant to deal with the different learning issues and to increase the group productivity through students’ interaction.

The present section first tackles a variety of definitions concerning cooperative learning followed by its history, as well as its main elements and types. The same section sheds light on the methods of cooperative learning, along with the role of the teachers and learners in cooperative learning. Finally, the chief benefits of implementing cooperative learning are provided.

1.1.1. Definition of Cooperative Learning

Cooperative learning is a useful teaching technique whereby students can work and interact with each other in groups for the sake of increasing the team learning under a joint goal. As defined by Li & Lam (2013) “cooperative learning is a student-centered instructor-
facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members” (p. 1).

In Slavins’ (1980) opinion “the term refers to classroom techniques in which students work on learning activities in small groups and receive rewards on recognition based on their groups’ performance” (p. 315). Cooperative learning, he adds ”variety of teaching methods in which students work in small groups to help one another to learn academic content” (Slavin, 1995, p. 2). In other words, cooperative learning is a teaching technique which enables students to work together in small teams in order to accomplish an activity which will be assessed by the teacher. Moreover, cooperative learning is considered as a teaching and learning strategy system by which the learning process comes when the students receive knowledge actively rather than passively via working and interacting with each other (Azizinezhad et al., 2013).

1.1.2. History of Cooperative Learning

The idea of cooperative learning has been existing for a long time (Johnson, Johnson & Holubec, as cited in Johnson & Johnson, 2017). The demand for learning partner increases and seems to be the principal subject matter tackled by many educators who ensure that students benefit more when they learn cooperatively.

In the late 1700’s, cooperative learning became extensively used in England and during 1806 when a Lancastrian school opened in New York, the idea of cooperative learning came to America (Johnson & Johnson, 2017). Johnson & Johnson (2008) argue that “cooperative learning is presently used in schools and universities in every part of the world, in every subject area and with every age student” (p. 10). In other terms, the use of cooperative
learning dominates the world by covering all levels of education in various institutions and different age.

1.1.3. Basic Elements of Cooperative Learning

For the task to be cooperative, five main elements are crucial to be part of it (Johnson & Johnson, 1989). These are: Positive interdependence, promotive/face to face interaction, individual accountability, social skills and group processing as visualized in figure 1.

![Figure 1. Elements of Cooperative Learning, Foundation Coalition (as cited in Jones & Jones, 2008, p. 65).](image)

1.1.3.1. Positive Interdependence

Positive interdependence is the core element of cooperative learning in which the whole group does not succeed without the contribution of every member of the group (Johnson & Johnson, 2017). Supporting this idea, Johnson & Johnson (2008) prove that “teachers must give a clear task and group goal, so students believe they sink or swim together” (p. 7). That is to say, all students seem like they were in the same boat in which they depend upon each other and the activity given to them will not be cooperative if students do
not work together to achieve a shared goal. Positive interdependence occurs when students realize that they belong to the same group in such a manner that they cannot succeed unless their group mates do, and they should make the coordination of their efforts with others’ efforts in order to work effectively.

1.1.3.2. Promotive / Face to Face interaction

This element happens when the members of the group support one another’s efforts to learn and accomplish team aims, just as Johnson & Johnson (2008) argue: “promotive interaction occurs as individuals encourage and facilitate each other’s efforts to accomplish the groups’ goals” (p. 23). Johnson & Johnson (as cited in Tran, 2014) state that in cooperative learning groups, students are asked to interact verbally with one another on learning tasks. In addition to that, through face to face interaction, individuals reach success by assisting each other and exchanging thoughts.

1.1.3.3. Individual Accountability/ Personal Responsibility

It is another significant element of cooperative learning in which the assessment of a member of his performance is taken into account and the results go back to the whole group; in this way, the individual from each group should be responsible for his own knowledge (Johnson & Johnson, 2008). Johnson and Johnson (2009) demonstrate that individual responsibility refers to the state when members of groups ask for help, carry out their work in a more honest manner, depict their thoughts, study enough, do activities with much seriousness, assist other teams to practice comfortably, and take care of one another. Kagan (as cited in Azizinezhad et al., 2013) indicates that in order to find out students’ learning, the teacher should make a test for each individual, and at random, he chooses one member for
presenting his work to the whole team, then this member should make the task clear to his group.

1.1.3.4. Interpersonal/ Social skills

Social skills are best acquired when the learners stay side by side in small groups in which they interact and communicate easily and comfortably.

Tran (2014) declares that:

Social and interpersonal skills, such as listening attentively, questioning cooperatively and negotiating respectfully need be taught, to help students cooperate effectively in the group. In addition, each group member should know how to manage the group, how to make decisions and how to solve conflicts that arise among group members. (p. 132)

Social skills should be taught in classrooms where students can work cooperatively among the members of the group, communicate with one another, control the team and get solutions to the raised problems; the focal point on social skills may lead students to accomplish their shared goals.

1.1.3.5. Group Processing

Yamarik (2007) confirms that group processing develops the effectiveness of members in the contribution to the common efforts for the sake of accomplishing the goals of the squad. Also, Gillies et al (as cited in Tran, 2014) say about group processing” this involves members determining what they have done well and what they will need to do to achieve the groups' goals” (p. 38). That is to say, team members require to know how well they are doing and
what they should serve to accomplish the shared aims because what influences one individual of a team influences all of them. According to Johnson & Smith (1998), members require particular time in order to determine how well they are accomplishing their goals.

1.1.4. Types of Cooperative learning

There are three primary types of cooperative learning, which are: formal, informal, and cooperative base groups (Johnson & Johnson, 2008).

1.1.4.1. Formal Cooperative Learning

Formal cooperative learning is made up of individuals working with one another in order to accomplish shared learning aims and undertake different activities and assignments as well, for instance, writing reports or reading books and stories (Johnson et al., 1998). Johnson and Smith (1998) believe that “students work together for one or several class sessions to achieve shared learning goals and complete jointly specific tasks and assignments” (p. 8). It signifies that students work in a concerted way during different classroom courses to complete their activities and work successfully. In formal cooperative learning, the teacher precises the course objectives. Then, he decides on the group size and forms the final arrangements concerning the room and materials. Next, the evaluation of students’ performance takes place, resulting in rising students’ awareness of the effectiveness of working together in promoting students’ interaction and getting it later on (Johnson & Johnson, 2008).

1.1.4.2. Informal Cooperative Learning

According to Johnson and Smith (1998), learners work together temporarily and they are interested mainly on the material to be learned, discussed, and understood. In
informal cooperative learning, the instructor should make certain that their students work and engage intellectually while making the material clearer and arranged; for instance, during a group discussion, students interact with each other and exchange ideas, question and answer to understand what is being presented; in the same time, the teacher can know how well their students absorb a given material (Johnson & Johnson, 2008).

1.1.4.3. Cooperative Base Groups

Unlike informal cooperative learning, cooperative base groups are permanent groups who are responsible for all students’ academic development, accountability for their hard work to learn, and also supply help and encouragement to finish their work. The teachers’ function is to group students into 3 or 4, plan the time of the meeting, find out some particular ways for cooperative base groups to follow, and finally make certain that all of the elements of cooperative learning are applied and the members of groups bear witness to the effectiveness of their base cooperative learning (Johnson & Johnson, 2008). As a result, the use of base groups seeks to develop the presence of members and to enhance learning quality and quantity at all levels. Besides that, it marks both the school experience and the work needed. Cooperative base groups are assistant groups who contribute to the academic development and success of students (Johnson & Smith, 1998).

1.1.5. Methods for Applying Cooperative Learning

There are plenty of methods that can be used for cooperative learning to be implemented in EFL classes to improve students’ support of each other in the learning process. For Johnson and Johnson (2003), “cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a
way to use cooperative learning that is congruent with his or her philosophies and practices” (p. 3). So, through cooperative learning, the teachers try to find out appropriate ways to carry out their instructions. Methods include two main parts: structured team learning and informal cooperative learning methods (Li & Lam, 2013).

1.1.5.1. Structured Team Learning

Here, teams’ efforts and learning development are rewarded by their teachers, thus, the success of the group is influenced by each individuals’ learning. This part contains student team- achievement division, team- games tournament and cooperative integrated reading and composition methods.

1.1.5.1.1. Student Team- Achievement Division (STAD)

Student team- achievement division is a cooperative learning method suggested by Robert Slavin and based on the equality in opportunities of success. Slavin (1995) states that in this method students are most often made up of four students with mixed abilities and gender, who set about discussing the assignment given by their teacher in heterogeneous groups for the sake of having a good preparation for the test to determine their performance development degree. Li & Lam (2013) confirm that student teams- achievement division is a suitable method to be used in different subjects which have been taught in the classroom.

1.1.5.1.2. Team- Games Tournament (TGT)

Instead of using the test, Slavin (as cited in Adams, 2013) argues that team-games tournament are characterized by making competitions among groups in the form of games and taking scores into account so that the highest score goes to the high accomplishment, whereas
the lower one goes to the lowest accomplishment; to support this idea Li& Lam (2013) believe that TGT is similar to STAD method, but in team-games tournament, rather than using tests teachers tend to use games.

1.1.5.1.3. Cooperative Integrated Reading and Composition (CIRC)

The present method is developed by Slavin, and it is planned for using particular materials for both writing and reading. Cooperative integrated reading and composition consists of three main language activities (Li& Lam, 2013).

- Basal-related activities
- Direct instruction in reading comprehension and
- Integrated language arts / writing

(Li& Lam, 2013, p. 20)

That is to say, students are grouped in teams which include two pairs from two different groups; the heterogeneous group is formed of both high and low ability pairs, so when the pairs are homogenous in ability, the group is heterogeneous. Opportunities of success are equal for all individuals who are provided with different materials to work on. Afterwards, high ability pairs can help low ability pairs and scores are given to the members who have finished all the activities.

1.1.5.2. Informal Cooperative Learning Methods

They are methods which give more attention to social dynamics, discussions and projects that take place in the classroom on condition that students work in groups cooperatively. This part includes jigsaw II, learning together, think-pair-share and group investigation methods.
1.1.5.2.1. Jigsaw II

Jigsaw is one of the recent and appropriate cooperative learning methods to be applied at all levels of education. As Stevens (2008) asserts “jigsaw is best used with students in elementary school through college” (p. 190). In jigsaw method, each member from his team is supplied with information concerning the subject learned by the entire team members. When members have learned their sections, they should be classified in expert groups with other experts from the rest of teams for discussions. Then, the members come back to their home teams and give them instruction about what they have studied, so in this case, each individual plays an essential role, because the success of the team depends on every ones’ contribution (Jollife, 2010).

1.1.5.2.2. Learning Together

Learning together is a cooperative learning method in which students are put together in groups where team building is emphasized and students learn with each other when they are accomplishing worksheets (Johnson & Johnson, as cited in Adams, 2013). This method puts a great emphasis on group-structure activities, and the discussions as well as interactions within those groups on the subject of how well they are accomplishing their work with each other.

1.1.5.2.3. Think Pair Share

Think pair share is a very useful cooperative learning method that includes four important steps (Li & Lam, 2013):

- During a reading task, each individual is questioned about doing silent reading of a passage.
• Then, the members of the group make a great effort to answer the questions raised by the instructor.

• Later on, points of view on questions are shared by the students up to the time they have an agreement on an answer; in this way, all of them engage more in active participation inside the classroom.

• Finally, students share the answers with the entire groups.

1.1.5.2.4. Group Investigation

In this method, students are put together in groups and decide how a topic will be researched, summarized, and how the work load will be divided (Sharan& Sharan, as cited in Adams, 2013). Group investigation is seen as one of the most vital methods of student-centered in which students are free to select interesting subjects in order to investigate, design and perform before making the evaluation of results by their teachers (Li& Lam, 2013). In addition to that, Jollife (2010) demonstrates that in group investigation students are supported for taking an active part to line and plan their learning aims.

Above all, those methods have a variety of learning outcomes. Thus, teachers should select suitable methods that match their teaching objectives.

1.1.6. The Teachers’ Role in Cooperative Learning

Teachers are responsible for boosting students’ cooperative learning, so the style of their teaching becomes student-centered in high degree (Wang, 2007). Johnson& Johnson (2008) argue that” teachers are trained to take their existing lessons and restructure them to be cooperative” (p. 26). In other words, the main role of teachers in cooperative learning classrooms is building a new structure of courses and tasks to become more interesting and
motivating students to work together. Likewise, (Mc Donell, as cited in Wang, 2007) states that in cooperative learning, the teacher is the one who makes things easy for his students, by providing them with support, observations, and advice. Furthermore, the teacher in cooperative learning is away from dominating and controlling the activities of the whole class.

1.1.7. The Learners’ Role in Cooperative Learning

In order to plan an appropriate learning atmosphere that delivers a positive impression with a dependable form of groups, it is crucial to identify a role to each member from the group where after teaching the other classmates, the learner benefits more and acquires a good experience (Inaba& Mizoguchi, 2004). In the light of what has been said before, the following table describes different roles of learners in cooperative learning.

**Table 1. Possible Students’ Roles in Cooperative Learning Groups (Kagan, as cited in Woolfolk, 2004, p. 496).**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourager</td>
<td>Encourages reluctant or shy students to participate.</td>
</tr>
<tr>
<td>Praise/ cheer-leader</td>
<td>Shows appreciation of other’s contribution and recognizes accomplishment.</td>
</tr>
<tr>
<td>Gate Keeper</td>
<td>Equalizes participation and makes sure how one dominates.</td>
</tr>
<tr>
<td>Coach</td>
<td>Helps with the academic content, explains concepts.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Question commander</td>
<td>Make sure all students’ questions are asked and answered.</td>
</tr>
<tr>
<td>Taskmaster</td>
<td>Keeps the group on task.</td>
</tr>
<tr>
<td>Recoder</td>
<td>Writes down, decisions and plans.</td>
</tr>
<tr>
<td>Reflector</td>
<td>Keeps group aware of progress (or lack of progress).</td>
</tr>
<tr>
<td>Quiet captain</td>
<td>Monitors noise level.</td>
</tr>
<tr>
<td>Materials monitor</td>
<td>Picks up and returns materials.</td>
</tr>
</tbody>
</table>

**1.1.8. Benefits of Cooperative Learning**

Eskay et al. (2012) emphasizes that there is no doubt that cooperative learning offers students a positive environment, where they become able to develop and enhance their academic accomplishments during the learning process. According to Tuan (2010), there are many benefits of using cooperative learning in classrooms, which are enhancing learner’s cognitive growth, enhancing learners’ motivation and interaction and enhancing learners’ achievement.

**1.1.8.1. Enhancing Learners’ Cognitive Growth**

One of the most significant advantages of cooperative learning is improving cognitive development of the learners to become active participants instead of passive recipients of
knowledge. Besides that, in cooperative learning, students find learning process more useful while experimenting their learning rather than listening to the lectures of their teachers. Therefore, working in a cooperative way gives students plenty of chances for learning from their classmates (Tuan, 2010).

1.1.8.2. Enhancing Learners’ Motivation

When learners work in groups, they increase their motivation and self-confidence towards learning and retaining knowledge. Hence, no more anxiety and stress exist in the Cooperative learning classroom, and learners feel more comfortable in presenting their ideas and communicating with each other without worry (Cohen & Willis, as cited in Tuan, 2010).

1.1.8.3. Enhancing Learners’ Interaction

Enhancing learners’ interaction is one of the crucial benefits of cooperative learning which is affected by some factors, such as motivation, stress and self-confidence. Also, learners in cooperative learning have many opportunities to study different social skills, activities to work together, and interact effectively (Tuan, 2010).

1.1.8.4. Enhancing Learners’ Achievement

One major advantage of cooperative learning is improving the students’ level of achievement in all subjects. Moreover, cooperative learning creates a kind of competition among learners in teams via stimulating them for getting an atmosphere full of support, help, and enthusiasm, where they can try hard in their work and demonstrate their abilities in front of their teacher and their classmates for the sake of getting good results (Tuan, 2010).
Conclusion

In short, cooperative learning is a versatile instructional strategy which is applicable almost for both level and subjects; also, it enables teachers to create student-centered surroundings where learners become active participants during the learning process and build positive relationships among each other to achieve a shared goal. It has different types and it includes five main elements. Different methods should be used to make it possible for cooperative learning to apply in the classroom where teachers’ and students’ roles have to come into sight to create a positive learning environment. The use of cooperative learning takes place in teaching the different language aspects, particularly grammar. In the following section, we have tackled one main element of grammar which is phrasal verbs.
Section Two: Phrasal Verbs

Introduction

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1.2.8. The Importance of Phrasal Verbs in the English Language

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Conclusion
Introduction

Grammar has always been considered as an indispensable and ubiquitous aspect of the English language that should be mastered. However, in the case of EFL learners, grammar poses a challenging task as regards phrasal verbs, these multi-word verbs which are difficult to master and to use in English communication.

The present section deals with the most crucial points concerning phrasal verbs starting with the definitions of phrasal verbs, their form and their grammatical structures. Subsequently, a general view about grammar and teaching phrasal verbs are supplied. Next, the differences between phrasal verbs and prepositional verbs are provided. The section also tackles the main types and meaning of phrasal verbs and attempts to answer the raised question, why learners avoid using phrasal verbs, ending with the importance of phrasal verbs in the English language and learning phrasal verbs through the use of cooperative learning technique.

1.2.1. Definition of Phrasal Verbs

It is believed that phrasal verbs are most commonly known in the English language rather than in the other languages and are seen very often (Dagut et al, as cited in Diaz, 2017). Phrasal verbs have a variety of definitions in the eyes of different scholars. Katalin (2011) defines phrasal verbs as”phrasal verb is a type of verb in English that functions more like a phrase than a word “(p. 19). The same idea is supported by Koprowski (as cited in Mart, 2012):
A phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: look after, work out and make up for are phrasal verbs. (p. 114)

That is to say, phrasal verbs are more common in the English language, in which the phrase consists of a verb and a particle, that their significance separately is not similar to the phrase meaning. Besides that, Sánchez (2013) affirms that phrasal verbs are a kind of multiword verbs that consist of a verb and a particle which has meaning different from the new concept, which appears as a result of the combination of the verb and the particle. In the light of these definitions, it is clear that in the English language, the combination of the verb and the particle has paid off a new term which entails new meaning that is not easy for students to understand and to produce in their speech or in their writing. Some scholars gave the term phrasal verb other names. Abdul Taha uses “two-word verb”, Anna Live “discontinuous verb”, E. Kruising “compound verb”, Bruce Fraser “verb-particle construction”, and Boolinger “verb-adverb compound” (Oros, 2009).

1.2.2. The Form of Phrasal Verbs

Phrasal verbs may take different grammatical structures in accordance to the particle that comes after the verb. McCarthy and Dell (2004) state that “a particle is either a preposition (e.g. from, to, with) or an adverb (e.g. out, up, about)” (p. 10). In other words, phrasal verbs can be whether accompanied by adverbial particle or prepositional particles; accordingly, the combination of verbs and particles take the form of (a verb + an adverb, a verb + a preposition) such as, ‘give up’, and ‘look after’. Additional examples are shown in the following table:
Table 2. Some Common Phrasal Verbs and Particles.

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Prepositions</th>
<th>Phrasal Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up</td>
<td>Use up</td>
<td>Complete</td>
<td>In</td>
<td>Get in</td>
<td>Climb into a car</td>
</tr>
<tr>
<td>Down</td>
<td>Calm down</td>
<td>Decrease</td>
<td>At</td>
<td>Look at</td>
<td>Consider something</td>
</tr>
<tr>
<td>Out</td>
<td>Leave out</td>
<td>Exclude</td>
<td>With</td>
<td>Deal with</td>
<td>Behave towards sb/sth</td>
</tr>
<tr>
<td>Off</td>
<td>Take off</td>
<td>Remove</td>
<td>For</td>
<td>Look for</td>
<td>Search for something</td>
</tr>
<tr>
<td>On</td>
<td>Carry on</td>
<td>Continue</td>
<td>To</td>
<td>Stick to</td>
<td>Continue with something</td>
</tr>
<tr>
<td>Away</td>
<td>Go away</td>
<td>Move to different places</td>
<td>Over</td>
<td>Take over</td>
<td>Take care of</td>
</tr>
<tr>
<td>Back</td>
<td>Go back</td>
<td>Return</td>
<td>Into</td>
<td>Put into</td>
<td>Spend time on something</td>
</tr>
<tr>
<td>Forward</td>
<td>Look forward</td>
<td>Anticipate with pleasure</td>
<td>About</td>
<td>Come about</td>
<td>Happen</td>
</tr>
<tr>
<td>Aside</td>
<td>Put aside</td>
<td>Save something</td>
<td>After</td>
<td>Look after</td>
<td>Take care of sb/sth</td>
</tr>
<tr>
<td>Ahead</td>
<td>Look ahead</td>
<td>Think about or plan for the future</td>
<td>By</td>
<td>Come by</td>
<td>Get something</td>
</tr>
</tbody>
</table>
Another form of phrasal verbs is called “phrasal-prepositional verbs” or “adverbial-prepositional phrasal verbs” where the verb is followed by an adverb and a preposition (a verb+ an adverb+ a preposition) as Biber et al (2002) say “phrasal-prepositional verbs contain both an adverbial particle and a preposition, as in ‘get away with’” (p. 124). So, these kinds of verbs consist of two particles which make them more difficult to understand and to use in speaking or writing because of their high idiomatic meaning. Phrasal prepositional verbs are called also” three part phrasal verbs” (Lackman, 2012) and there are common examples of them such as “look forward to”, “put up with”, “get along with”, “make up for” (Lackman, 2002, p. 3). Further examples concerning phrasal-prepositional verbs in the sentences are as follows:

- I can’t put up with liars. (‘tolerate’)
- They look down on their neighbours. (‘regarding with a feeling of superiority’)

Sanchez (2013, p. 16)

1.2.3. Grammar and Teaching Phrasal Verbs

It is generally emphasized that grammar is the core aspect of language teaching and learning to which teachers should pay more attention while they impart instruction to their students. According to Ur (1988), students need to know the grammatical rules in order to be able to produce correct and meaningful sentences and combine words with each other for the purpose of mastering the language; indeed, Kamarudin (2013) affirms that “grammar is viewed as a closed system, because it can be easily analyzed by means of sets of rules” (p. 53). That is to say, grammar appears in the form of rules by which its analysis becomes easy. Also, Widodo (2006) states that “teaching grammar should encompass language structure or
sentence patterns, meaning and use” (p. 122). In other words, students should look out to the form and the meaning when they use or produce sentences.

Furthermore, Doff (1988) asserts that when learners study grammar, they become proficient to form clauses, phrases, and sentences. The development of teaching grammar when teachers use the textbook or other materials may occur as soon as the students’ activities are performed (Harmer, 2007). Moreover, English grammar in particular is characterized by the vital aspect of phrasal verbs which are a kind of multi-word verbs that are difficult to teach and to learn; most teachers of grammar teach their students phrasal verbs by asking them to memorize a list of phrasal verbs to use in their speech and writing, the fact which is not obvious since the students tend to forget them with time.

It is assumed by many traditional grammarians that phrasal verbs as the random joint of a verb and one or many particles are difficult to understand because of their structure, Lipka (1972), for instance, states that the particle “out” has different functions when it is combined with verbs, so “out” signifies “into society” such as “ask out”. In addition to that, the particle “out” signifies “aloud” as in “cry out”. Also, “Bolinger (as cited in Kovács, n.d) shows different significances of “out’ followed by some examples in which he demonstrates that the particle “out” has a literal and metaphorical meaning.

1.2.4. Differences between Phrasal Verbs and Prepositional Verbs

Phrasal verbs and prepositional verbs are two kinds of multiword verbs that are found in grammar courses and create confusion to students who find difficulties to differentiate between both terms, so it is very important to know where the variation can be seen in order to
be able to use them accurately in the English language communication. Master (as cited in Olson, 2013) points out that there is a difference between phrasal verbs and prepositional verbs, in the sense that phrasal verbs can be separable or non-separable, whereas prepositional verbs are always non-separable and entail the existence of both the verb and the particle side by side in the sentence.

On the one hand, phrasal verbs contain a main verb plus a particle and this latter relies on the verb to have significance; for example, in the sentence “the researcher carried out the experiment”, “carried” is the main verb and the particle is “out”; here “carried out” means “to do”. On the other hand, prepositional verbs contain a main verb plus a preposition which presents a prepositional phrase that includes both the object and the preposition; for example, in the sentence ”I run into difficulties during my study”, the main verb is “run” and the preposition is “into” which presents the prepositional phrase (Walton, 1871). Teodorani (n.d) argues that the function of the preposition is completely different from the particle’s function.

Quirk et al (as cited in Sánchez, 2013) assert that the particle in the phrasal verbs can precede the direct object or comes after it such as:

- She turns on the light.
- She turns the light on.
- She turns it on.

But in prepositional verbs, the preposition has to precede the direct object such as:

- They break with their traditions. (but not: “they break their traditions with”)

28
Another difference between phrasal verbs and prepositional verbs is phonological; so it is emphasized that in a phrasal verb, the adverb is stressed whereas in the prepositional verbs, the preposition is unstressed (Leech & Svartvik, 2002).

Examples: - All young men were called ‘up’ for military service.

- We’ll ‘call’ on as soon as we arrive.

(Leech & Svartvik, 2002, p. 355)

Furthermore, prepositional verbs are widely used in conversations, fiction, news, and academic writing, while phrasal verbs are described by McCarthy (as cited in Yahia, 2010) as ”informal, emotive and slangy”. It means that phrasal verbs commonly appear in informal contexts such as conversations and fiction and are rarely used in academic writing. This fact is illustrated in the figure below:

![Overall Frequency of Phrasal Verbs Biber (as cited in Oros, 2009, p. 32)](image)

*Figure 2. Overall Frequency of Phrasal Verbs Biber (as cited in Oros, 2009, p. 32)*
1.2.5. Types of Phrasal Verbs

Phrasal verbs have different types, which are transitive, intransitive, separable, and non-separable phrasal verbs.

1.2.5.1. Transitive Phrasal Verbs

Transitive phrasal verbs require a direct object and its existence is important in expressing meaning (Folse, 2015). So, the absence of the direct object may influence the meaning of the sentence making it either meaningful or incomplete and meaningless. Here, the students cannot understand the whole context. Sánchez (2013) asserts that in transitive phrasal verbs, the particle can be placed whether before or after the direct object, for example, “You should carry off your assignments”, or “you should carry your assignments off”. are correct syntactically and semantically.

1.2.5.2. Intransitive Phrasal Verbs

According to Oros (2009), intransitive phrasal verbs are the elements which don’t need an object, whether direct or prepositional in contrast to transitive phrasal verbs; in this kind of phrasal verbs, the separation of the particle and the verb is impossible (Sánchez, 2013). For example, “The president passed away this morning”. In this sentence, there is no requirement for the direct object and the sentence is complete and meaningful.

1.2.5.3. Separable Phrasal Verbs

This type of phrasal verbs comes where the separation of the verb and the particle is possible and can take different places in the sentence; the direct object exists in the form of a noun or a pronoun (Folse, 2015). For example:
• He picked up some German words in holidays.

Or

• He picked some German words up on holidays.

As mentioned above, the two sentences are grammatically correct and meaningful when the direct object comes after the phrasal verb like in the first sentence, or precedes the particle and comes after the verb as shown in the second sentence.

1.2.5.4. Non-Separable Phrasal Verbs

Unlike separable phrasal verbs, non-separable phrasal verbs are the phrasal verbs whose words cannot be separated for using them in various places in a sentence; in both cases when, the direct object comes as a noun or a pronoun. The most familiar particles for non-separable phrasal verbs are: across, after, into or with (Folse, 2015). For example:

• The mother looks after her children.

Concerning the above example, it is incorrect to say” the mother looks her children after”. So, concerning the phrasal verb “look after”, it is argued that the constituents (the verb and the particle) have to come close together and not separated by the direct object.

1.2.6. Meaning of Phrasal Verbs

Kamarudin (2013) claims that” the meaning of phrasal verbs depends on the context in which it is being used” (p. 50). It means that understanding the meaning of phrasal verbs in the sentence requires comprehending the context of that sentence. He classifies multi-word verbs into four groups: Literal, aspectual, idiomatic and polysemous.

1.2.6.1. Literal Meaning of Phrasal Verbs
According to Diaz (2017), this first type is concerned with the direction in meaning in which phrasal verbs’ meaning depends on the meaning of its constituents. The literal meaning of phrasal verbs is easy for ESL students to understand and to apply (Celce-Murcia, as cited in Diaz, 2017). Besides that, Kamarudin (2013) proclaims that in the literal meaning of phrasal verbs such as “join up”, the retrieval of meaning can be taken by joining the sense of each of its parts (join+ up). Therefore, it is not difficult to guess the meaning of phrasal verbs because of its transparency, ie, the verb and the particle retain their original meaning.

Examples:
- Pick up your clothes.
- Get down the box.
- Take out the trash.

(Olteanu, 2012, p. 85)

1.2.6.2. Aspectual/ Semi-transparent Meaning of Phrasal Verbs

According to Waibel (2007), aspectual phrasal verbs include verbs which retain their first meaning, whereas the particles determine the verb. The meaning here is not totally idiomatic or literal and it has four main semantic sections: Inceptive, continuative, interative and completive (Diaz, 2017).

➢ Inceptive

This part contains phrasal verbs such as ‘start out’ which describe a starting point (Diaz, 2017)

➢ Continuative
This section is concerned with the continuity of actions which contains verbs like’ keep on’ (Diaz, 2017)

➤ **Interactive**

The third class shows the repetition in doing actions by using ‘over’ such as ‘go over’ (Diaz, 2017)

➤ **Compleitive**

The last subclass emphasizes the completion of actions by using phrasal verbs such as ‘finish up’

Examples: - He fixed up the toys.

- They walked on.

(Olteanu, 2012, p. 85)

In order to clarify the classification of phrasal verbs’ meaning, Celce- Murcia & Larsen-Freeman (1999) suggests this design:

![Diagram of Phrasal Verbs]

**Figure 3.** Examples of Semantic Classifications of Phrasal Verbs Celce- Murcia & Freeman

(as cited in Walkova, 2013, p. 53)

1.2.6.3. Idiomatic Meaning of Phrasal Verbs
The combination that occurs between the verb and the particle may produce a figurative meaning, which is different from the meaning of the separate parts (Diaz, 2017) such as: pull off, catch up. Hence, the meaning of phrasal verbs can’t be guessed from the meaning of separate words (verb and particle). In EFL and ESL classes, it is argued that phrasal verbs which have idiomatic meaning or non-transparent meaning are very hard, whether in their comprehension or production, in contrast to native speakers who find it easy to understand the figurative meaning (Stauffer, as cited in Diaz, 2017).

Example: He hung up the phone   (Olteanu, 2012, p. 86).

1.2.6.4. Polysemous Meaning of Phrasal Verbs

This category entails phrasal verbs with many senses. In a sense, the prediction of meaning becomes difficult for students, but the context is considered as the decisive factor which can help them to understand the meaning.

For example: “check out” (Celce-Murcia& Larsen-Freeman, as cited in Kamarudin, 2013, p. 47).

For further explanation of this point, the examples below show the multiple meaning of the phrasal verb ‘check out’:

- He checked out the bill after leaving the hotel. (he paid the bill)
- The teacher is checking out the information. (he find out if it is correct)
- The doctors check out their medical instruments. (they look or examine the instruments).
1.2.7. Why Learners Avoid Using Phrasal Verbs

Phrasal verbs are elements contained in grammar courses and are considered very difficult for students to use in their English communication, hence, tend to be avoided by EFL students. There are many causes behind avoiding the use of phrasal verbs; definitely, the main reason is the lack of phrasal verbs structure in the native mother tongue language, which makes the teaching and learning these aspects more difficult for both teachers and students, the fact that leads them to avoid using and producing these multi-word expressions in their language communication (Kamarudin, 2013). Liao and Fukuya (as cited in Kamarudin, 2013) deduce from a study which is carried out for Chinese students of English that the avoidance of phrasal verbs is caused by the non-existence of these latter. In addition to that, the avoidance of using phrasal verbs is caused by semantic factors rather than structural ones (Uhlírova, 2013). Riguel (2014) argues that students prefer to use uncomplicated verbs instead of using phrasal verbs, unlike native speakers who make use of phrasal verbs in their productive skills. The same idea is shared by Schachter (as cited in Diaz, 2017), who asserts that the avoidance of using phrasal verbs comes round their difficulty in both production and understanding.

According to Arnaud& Savignon (as cited in Cheon, 2006), “the meaning of the complex unit does not result from the simple combination of its constituents” (p. 5). That is to say, the figurative meaning of phrasal verbs remains the main cause that pushes the learners to avoid using these multi-word expressions, because knowing the meaning of single words which are the verb and the particle, does not interprete the meaning of phrasal verb as the whole part in the sentence that is given or produced. Another reason behind avoiding the use of phrasal verbs is due to the lack or non effective techniques and strategies implemented inside the EFL classrooms while teaching phrasal verbs.
1.2.8. The Importance of Phrasal Verbs in the English Language

Phrasal verbs are very important for effective and natural communication, their use enriches and improve students’ vocabulary repertoire necessary for interaction to take place. As stated by Alexander (as cited in Waibel, 2007) “the use of phrasal verbs is extremely common and a standard feature of good idiomatic English “(p. 33). In other terms, phrasal verbs should be used in the English language communication because of its expressive meaning which adds more to the language, and to increase the use of figurative description and develop students’ different skills as well. Also, Cornell (2009) demonstrates that students have to learn, understand and use phrasal verbs in the classroom and in their everyday conversations as well. Moreover, phrasal verbs are considered as a crucial area of recent English language where their use increased and become a noticeable part of fluency in the language (Zhi & Juan, 2015), this idea is convincingly argued by Cornell (2009) who claims that practicing phrasal verbs enhances speaking fluency. So, it is important to colour the speech style by using phrasal verbs in order to be able to express the ideas and thoughts in a smooth and natural way.

1.2.9. Learning Phrasal Verbs through Cooperative Learning Technique

Phrasal verbs are considered as an essential part of the English language and are very common in native speakers’ speech; thus, they are really worthy patterns to be learned. These multiword verbs are characterized by their structural and semantic properties which make them difficult to learn and to use by EFL students, who need to have background information about them and to master them because they would encounter them whenever they listen to or read in English. That’s why, the technique thought to be suitable is cooperative learning which
is mainly based on learning from one another to accomplish a shared goal as Karimi et al. (2015) argue that students require to negotiate, discuss and exchange ideas in order to achieve a task, and as such, cooperative learning might be a helpful technique for students to learn phrasal verbs and make them part of their repertoire.

**Conclusion**

To sum up, in EFL classes teachers and students have to recognize the great importance of mastering phrasal verbs, which are highly required for effective and natural English communication; these multi-word verbs have different types and meaning, this latter differs from transparent, semi-transparent, non-transparent meaning along with multiple meaning in which they find difficulties to guess the meaning, so they tend to avoid them totally. That is why teachers apply techniques for the sake of simplifying phrasal verbs learning. The following chapter is concerned with the practical part which aims to investigate teachers’ and students’ attitudes through using cooperative learning to enhance students’ phrasal verbs learning.
Chapter Two: The Practical Framework

Introduction

2.1. Choice of the Method

2.2. The Sample

2.3. The Students’ Questionnaire
   2.3.1. Description of the Students’ Questionnaire
   2.3.2. Administration of the Questionnaire
   2.3.3. Analysis of the Questionnaire Results
   2.3.4. Discussion of the Results

2.4. The Teachers’ Questionnaire
   2.4.1. Description of the Teachers’ Questionnaire
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   2.4.3. Analysis of the Questionnaire Results
   2.4.4. Discussion of the Results

Conclusion

General Conclusion

Limitations of the Study
Pedagogical Implications

Suggestions for Further Research

References

Appendices

Appendix I: The Students’ Questionnaire

Appendix II: The Teachers’ Questionnaire
Introduction

Since the preceding chapter has tackled the literature review of both cooperative learning and phrasal verbs, this chapter sheds light on the practical part of the research work whose aim is investigating teachers’ and students’ attitudes towards the role of cooperative learning technique in boosting students’ learning of phrasal verbs. To this end, two questionnaires are administered to EFL students and teachers.

This chapter includes the methodology used in this research and the selected sample. Besides that, it depicts the description and the administration of students’ and teachers’ questionnaires and offers the analysis and the interpretations of the questionnaires in detail.

2.1. Choice of the Method

Selecting the method of research is significant to test the research hypothesis. Therefore, carrying out a descriptive method through the questionnaire is seen appropriate for collecting data from the respondents by answering closed questions and open ended questions (Dörnyei, 2003). In fact the questionnaire is the most common tool of research employed to investigate the viewpoints and attitudes of both teachers and students. The data gathered can be analyzed and calculated by using the software “the Statistical Packages for Social Sciences” (SPSS).

2.2. The Sample

The entire population of the present study includes 234 second year students in the department of English, at Larbi Ben M’hidi university, Oum El Boughi, during the academic year 2017- 2018. The chosen sample consists of 60 (¼) students, which means (25%) of the
whole population have been selected randomly to be a representative group. Furthermore, 20
teachers of different modules, grammar, oral expression and written expression out of 36
teachers are chosen to be the second sample of this study.

2.3. The Students’ Questionnaire

2.3.1. Description of the Students’ Questionnaire

The students’ questionnaire consists of five sections with 18 questions, closed
questions, multiple choices, dichotomous, Likert scale, rank order questions, and open ended
questions (clarification questions).

Section One: Background Information (Q1- Q3)

In this section, students were asked to determine their gender (Q1) and age (Q2). In
(Q3) students are questioned about whether learning English is a personal choice or someone
else choice.

Section Two: Students’ Attitudes towards Cooperative Learning (Q4- Q10)

The present section seeks to obtain information about students’ viewpoints
concerning the cooperative learning strategy. Thus, in (Q4), students are asked what they think
about the role of cooperative learning in the classroom and they are provided by options to
select. Q5 is about students’ preference as regards classroom work and they should give their
justification on the selected options. Then, students are required to present their viewpoints
about whether or not implementing cooperative learning in the classroom motivates them to
learn the English language (Q6). Next, students in (Q7) are asked to specify the extent to
which their teachers ask them to work cooperatively. In (Q8), students are questioned to
identify the social skills they learn while working cooperatively and they are provided with options to order. In (Q9), students are asked to select the type of cooperative learning methods they prefer. The last question (Q10) is concerned with selecting the benefits offered by cooperative learning to students.

**Section Three: Students’ Attitudes towards Phrasal Verbs (Q11- Q15)**

This part is all about students' perceptions about learning phrasal verbs. In (Q11), students are asked to respond with “Yes” or “No” about whether their teachers of grammar encourage them to practice phrasal verbs during oral/ written sessions. Students then are asked about whether they are interested in learning phrasal verbs (Q12) and if their response is “Yes”, they are provided with choices to select from concerning for what reasons phrasal verbs are needed for. In question (Q13), students are asked about the frequency of using phrasal verbs while speaking or writing. Later on, students are asked to what extent they agree or disagree about the difficulty of learning phrasal verbs (Q14). The Q15 seeks to know the causes behind students’ avoidance of using phrasal verbs by selecting from the options provided.

**Section Four: Students’ Attitudes towards the Use of Cooperative Learning in Improving Students’ Learning of Phrasal Verbs (Q16- Q17)**

This is an important part because it divulges to us whether students like this technique and feel comfortable when being involved in it. In (Q16), students are required to state whether or not effective implementation of cooperative learning enables them to learn phrasal verbs with justification. Q17 is about whether or not the adequate learning of phrasal verbs leads to the ultimate use of these items in both speech and writing.
Section Five: Further Suggestions or Comments (Q18)

The final section gives students the opportunity to write comments concerning the research study or state some suggestions if they have (Q18).

2.3.2. Administration of the Questionnaire

The questionnaire has been administered randomly to 60 second year English students of different gender and age. It took place on 21-22 March 2018.

2.3.3. Analysis of the Students’ Questionnaire Results

Section One: Background Information

Q1. Gender a. Male b. Female

Table 3. Students’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4. Students’ Gender
As shown in table 3 and figure 4 above, most of the students are females, representing (80%) of the sample, the remaining 20% are males. This might demonstrate the fact that females are more interested in studying languages than males or that the females outnumber the males.

**Q2. Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>59</td>
<td>98.33</td>
</tr>
<tr>
<td>25-30</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Table 4. Students’ Age**

It is noticeable from figure 5 above that almost all the students’ age is between 20-25 (98.33%), but only one student 1.67% (between 25-30).

**Q3. Is learning the English language at university?**
a. A personal choice                                b. Someone else choice

**Table 5. Students’ Choice to Learn the English Language**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal choice</td>
<td>56</td>
<td>93,33</td>
</tr>
<tr>
<td>Someone else choice</td>
<td>4</td>
<td>6,67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Figure 6. Students’ Choice to Learn the English Language**

On the basis of the results obtained from table 5, the largest number of students 93,33% opted for personal choice whereas only 6,67% determines the students who said that learning English is someone else choice, and this reflects the status of English as a foreign language among learners and the growing / increasing interest to learn it.

**Section Two: Students’ Attitudes towards Cooperative Learning**

**Q4.** Do you think that the use of cooperative learning in the classroom is?

a. Very important
b. Important

c. Not important

d. Do not know

**Table 6. The Importance of Using Cooperative Learning in the Classroom**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>23</td>
<td>38,33</td>
</tr>
<tr>
<td>Important</td>
<td>34</td>
<td>56,67</td>
</tr>
<tr>
<td>Not important</td>
<td>2</td>
<td>3,33</td>
</tr>
<tr>
<td>Do not know</td>
<td>1</td>
<td>1,67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Figure 7.** The Importance of Using Cooperative Learning in the Classroom
The results contained in figure 7 above indicate that the majority of students more than half 56.67% emphasized the importance of using cooperative learning in the classroom and (38.33%) of them see that cooperative learning is very important, only (3.33%) claimed that it is not important to use cooperative learning, while 1.67% ticked the option “do not know”. The data is so significant to be interpreted as follows: the informants have experienced the benefits of cooperative work in the classroom.

**Q5.** In the learning process, do you prefer?

a. Individual work

b. Cooperative work

c. Pair work

**Table 7. The Students’ Preference for classroom Work**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual work</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td>Cooperative work</td>
<td>28</td>
<td>46.67</td>
</tr>
<tr>
<td>Pair work</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure 8.** The Students’ Preference for classroom Work
According to the data shown in table 7, half of the participants 46.67% would like to work cooperatively, (30%) of them prefer to work in pairs which they consider more suitable. (23.33%) have a preference for individual work. So, in the students’ eyes, effective learning process takes place when they work and interact with one another, particularly in cooperative groups.

- Whatever your answer, please, justify.

- Only 46 out of 60 students (76.66%) justified their answers as follows:

  ➢ Students who preferred individual work, are avoiders of conflict of opinions in discussions.

  - They found it more effective and they can express their ideas freely without confusion or pressure.

  - Some students who liked working individually think that working in groups confronts them with members who neglect their skills, and passive ones who don’t participate in the assigned task.

  - Some students argued that they feel more comfortable when they rely on themselves without the contribution of others.

  ➢ For the students who opted for cooperative work, they state that it is more beneficial in the sense that it helps them to exchange information, ideas, and learn from one another.

  - They can have the opportunity to correct mistakes of each other and to get additional knowledge they do not know before.
- Applying cooperative work in the learning process might enhance students’ learning skills and paves the way for effective communication among them.

- Cooperative work is a good way to study with others and to help them to accomplish good work.

- A number of students explained that one hand can’t clap and they need to work with others to accomplish their work and realize good results.

  ➢ For the rest of respondents stated that pair work is more effective the learning process because getting a perfect work requires a suitable partner with whom you can study, discuss and share ideas.

- Some students like to work in pairs and not in groups in order to control themselves and concentrate more on the topic.

- Others confirmed that learning with someone you can exchange ideas with ideas, ask questions, and feel more confident creates an environment full of interest, enthusiasm and assistance.

- The idea that comes from two people is better than one and working in pairs facilitates the learning process and relieves the load of the work.

**Q6. Implementing cooperative learning in the classroom motivates you to learn the English language.**

  a. Yes  b. No  c. Not sure
Table 8. The Students’ Perceptions about the Impact of the Implementation of Cooperative Learning on their Motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>66,67</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>13,33</td>
</tr>
<tr>
<td>Not sure</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 9. The Students’ Perceptions about the Impact of the Implementation of Cooperative Learning on their Motivation

It is very essential to recognize the students’ viewpoints concerning working in cooperative group and its impact on enhancing their motivation to learn. As shown in table 8 and figure 9 above, most of the participants 66,67% affirmed the usefulness of cooperative learning in increasing their motivation, while just 13,33% of students said that using cooperative learning doesn’t motivate students’ learning of English, and the remaining participants (20%) responded that they are not sure if the implementation of cooperative learning is motivating. Generally, the results indicate that working cooperatively is considered
as an impetus for students in that it creates a healthy atmosphere and makes the learners feel more comfortable while working.

**Q7.** How often does your teacher ask you to work cooperatively?

a. Always

b. Often

c. Rarely

d. Never

**Table 9. Frequency of Students’ Working Cooperatively**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>3,33</td>
</tr>
<tr>
<td>Often</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>Rarely</td>
<td>20</td>
<td>33,33</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>3,33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Figure 10. Frequency of Students’ Working Cooperatively**
This question was asked to uncover the frequency of using cooperative work by EFL students. As shown in figure 10, a great proportion of learners confirmed that their teachers use cooperative either “often” with 60% or “rarely” (33,33%). However, 2 respondents, that is (3,33%) from the entire students responded that their instructors always make use of cooperative work, with regard to the item “Never” other 2 students opted for it.

Q8. What social skills do you learn when you work cooperatively? (You may tick more than one option but order them)

a. Learning to listen attentively to others’ viewpoints

b. Creating an environment full of discussion and negotiation between students

c. Solving problems that happen among members of the group

d. Respecting each others’ ideas

e. Building good relationships among students

Table 10. Different Social Skills learnt by Students

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a + b</td>
<td>19</td>
<td>31,67%</td>
</tr>
<tr>
<td>a + c + b</td>
<td>15</td>
<td>25,0%</td>
</tr>
<tr>
<td>b + c</td>
<td>13</td>
<td>21,67%</td>
</tr>
<tr>
<td>a + b+ c+ d</td>
<td>6</td>
<td>10,0%</td>
</tr>
<tr>
<td>a+ b+ d</td>
<td>3</td>
<td>5,0%</td>
</tr>
</tbody>
</table>
The aim behind this question is to know the different social skills learnt by students while working cooperatively. According to the results stated above in table 10 and figure 11, 19 respondents representing 31,67% from the whole sample affirmed that both “learning to listen attentively to others’ viewpoints” and “creating an environment full of discussion and negotiation among students” were the principle skills. The remaining students’ answers varied from choosing the options and put them in order, so (a+ c+ b, that is, 25%), (b+ c which represent 21,67%) and (10%) of students chose the skills (a+ b+ c+ d). Also, (6,67%) of respondents selected the choices (a+ b+ e). The three remaining ones picked out (a+ b+ d). The results denote that social skills should be taught in the classroom where students work cooperatively as group member and communicate with one another.

Q9. Which type of cooperative learning methods do you prefer?

a. Student team- achievement division
b. Learning together

c. Team- games tournament

Table 11. Students’ Preference for Methods of Cooperative Learning

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student team- achievement division</td>
<td>10</td>
<td>16.67%</td>
</tr>
<tr>
<td>Learning together</td>
<td>23</td>
<td>38.33%</td>
</tr>
<tr>
<td>Team- games tournament</td>
<td>27</td>
<td>45.00%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Figure 12. Students’ Preference for Methods of Cooperative Learning

Graph 12 displays the majority of students being interested in using cooperative learning methods. The highly percentage was split between the option (b) “Learning together “with 38.33% and the option (c) “Team- games tournament” with (45%). Conversely, option (a) “Student team- achievement division” was fairly interesting with (16.67%). This entails
that there are plenty of methods that can be used for cooperative learning to be implemented in EFL classes for the sake of enhancing the learning process.

**Q10.** The use of cooperative learning gives students the opportunity to;

a. Learn from each other

b. Increase their self-confidence

c. Develop their level of achievement

d. Interact and communicate with one another in easy way

e. All of them

**Table 12. The Benefits of Using Cooperative Learning**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn from each other</td>
<td>15</td>
<td>25,0</td>
</tr>
<tr>
<td>Increase their self-confidence</td>
<td>8</td>
<td>13,33</td>
</tr>
<tr>
<td>Develop their level of achievement</td>
<td>8</td>
<td>13,33</td>
</tr>
<tr>
<td>Interact and communicate with one another in easy way</td>
<td>8</td>
<td>13,33</td>
</tr>
<tr>
<td>All of them</td>
<td>21</td>
<td>35,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Figure 13. The Benefits of Using Cooperative Learning

The above question sheds light on the main benefits of cooperative learning, so it is noticed from table 12 that the high proportion of respondents 35\% selected all the options and stated that they have gained much from cooperative learning, students who chose the first option represented (25\%), and a considerable proportion (13.33\%) of students ticked the choice “Increase their self confidence”, the same percentage (13.33\%) of respondents selected “develop their level of achievement”, also the informants who picked out the option “interact and communicate with one another in easy way” represented 13.33\% as well. This indicates that most students are satisfied by cooperative learning as a useful teaching/learning technique which gives them different opportunities to learn in a good atmosphere.

Section Three: Students’ Attitudes towards Phrasal Verbs

Q11. Do your teachers of grammar encourage you to use phrasal verbs during oral/writing sessions?

a. Yes b. No
Table 13. Students’ Perception about the Encouragement of their Teachers to use Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>43,33</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>56,67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 14. Students’ Perception about the Encouragement of their Teachers to use Phrasal Verbs

this question is meant to know whether the teachers encourage their students to use phrasal verbs or not. It is clearly stated in figure 14 above that participants who answered “Yes” represented (43,33%) while those who responded with “No” (56,67%) argued that their teachers do not encourage them to use phrasal verbs during oral/ writing sessions. That is to say, students have to learn, understand and use phrasal verbs in the classroom and in their everyday conversations as well (Cornell, 2009).

Q12. Are you interested in learning phrasal verbs?

a. Yes     b. No
Table 14. *Students’ Viewpoints about their interest in Learning Phrasal Verbs*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

*Figure 15. Students’ Viewpoints about their interest in Learning Phrasal Verbs*

The table 14 clearly shows that students who answered “Yes” represented the majority of the sample with a percentage of 75% and they considered as the interesting ones in learning phrasal verbs. On the contrary, 25% of participants responded” No” and they said that they are not interested in learning phrasal verbs. This entails that students have recognized the effective use of phrasal verbs in their English communication.

- If ‘Yes’ because phrasal verbs are needed for
  
  a. Effectiveness in natural communication
  
  b. Enriching your vocabulary repertoire
c. Enhancing your language fluency

**Table 15. The Importance of Using Phrasal Verbs**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency and natural communication</td>
<td>13</td>
<td>28,89</td>
</tr>
<tr>
<td>Enriching your vocabulary repertoire</td>
<td>22</td>
<td>48,89</td>
</tr>
<tr>
<td>Enhancing your language fluency</td>
<td>10</td>
<td>22,22</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

*Figure 16. The Importance of Using Phrasal Verbs*

This question seeks to show the importance of using phrasal verbs. From table 15 above, students (45 out of 60) who answered “Yes” in the previous question are asked to determine which option should be selected concerning the importance of using phrasal verbs, so, approximately half of students 48,89% opted for the choice “Enriching vocabulary repertoire”, 28,89% of them selected the first option which is ”Effectiveness in natural communication”. The remaining informants (22,22%) of students argued that they need phrasal verbs to enhance their language fluency. Concerning the respondents who said ‘No’
were 25% from the entire sample 15 out of 60 considered phrasal verbs not important. The results denote that phrasal verbs become one of the main aspects in the English language communication.

Q13. How often do you use phrasal verbs while speaking or writing?

a. Always

b. Often

c. Rarely

d. Never

Table 16. Students’ Frequency of Using Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>6,67</td>
</tr>
<tr>
<td>Often</td>
<td>28</td>
<td>46,67</td>
</tr>
<tr>
<td>Rarely</td>
<td>26</td>
<td>43,33</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>3,33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Figure 17. Students’ Frequency of Using Phrasal Verbs

From figure 17 above, Students’ answers to this question demonstrate that 46.67% of them often use phrasal verbs while speaking or writing, 43.33% of respondents rarely use phrasal verbs, a proportion of 3.33% of them showed that they never use phrasal verbs and the rest of participants (6.67%) always use phrasal verbs. These results imply that learning and mastering phrasal verbs seems as a challenging task for students and that affect on the students’ frequency of using these items.

Q14. Phrasal verbs are difficult to learn?

a. Strongly agree                           c. Disagree

b. Agree                                      d. Strongly disagree

e. Neutral

Table 17. Students’ Perceptions towards the Difficulty of Learning Phrasal verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td>Agreement</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>35,0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>23,33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>15,0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>5,0%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Figure 18.** Students’ Perceptions towards the Difficulty of Learning Phrasal verbs

This question aims at exploring students’ views about whether these multiword verbs are difficult to learn or not. As displayed in table 17 and figure 18 above, 21.67% of students strongly agreed that phrasal verbs are difficult to learn, 35% of them agreed about the hardness of learning these items, 23.33% of respondents are neutral, informants who disagreed about the difficulty of learning phrasal verbs represented 15%. The rest of students (5%) strongly disagreed. According to the results above, phrasal verbs are considered very difficult elements for students to use in their English communication.

**Q15.** According to you, what are the causes behind students’ avoidance of using phrasal verbs? (You may tick more than one option).
a. Because of their grammatical structure

b. Because phrasal verbs have different types

c. Because of the lack of appropriate techniques/strategies to learn them

d. Because of their idiomatic meaning

Table 18. The Causes behind Avoiding the Use of Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of their grammatical structure</td>
<td>10</td>
<td>16.67%</td>
</tr>
<tr>
<td>Because phrasal verbs have different types</td>
<td>10</td>
<td>16.67%</td>
</tr>
<tr>
<td>Because of the lack of the appropriate techniques/strategies to learn them</td>
<td>8</td>
<td>13.33%</td>
</tr>
<tr>
<td>Because of their idiomatic meaning</td>
<td>16</td>
<td>26.67%</td>
</tr>
<tr>
<td>a+b</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>a+d</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td>a+c+d</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>b+c</td>
<td>1</td>
<td>1.67%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 19. The causes behind Avoiding the Use of Phrasal Verbs

The chief concern of this question was to search for the reasons behind avoiding the use of phrasal verbs as noticed in figure 19, 16.67% of students agreed that one of the main reason behind their avoidance of using phrasal verbs was” their grammatical structure”, the same percentage (16.67%) of students kept away from using phrasal verbs because of their different types, and 13.33% of informants selected the third option “because of the lack of the appropriate techniques/strategies to learn those items, while 26.67% of respondents opted for the choice “because of their idiomatic meaning “, the remaining participants picked out more than one option, some of them (10%) chose (a+ b), 8.33% of informants selected (a+ d), others opted for (a+ c+ d) who represented (6.67%) from the whole sample, and only one student picked out the options (b+ c). This highlights that definitely, there are many causes behind the students’ avoidance of using phrasal verbs that hinder their learning process.

Section Four: Students’ Attitudes towards the Use of Cooperative Learning in Improving Students’ Learning of Phrasal Verbs
Q16. Do you think that effective implementation of cooperative learning enables you to learn phrasal verbs?

a. Yes  

b. No  

c. Not sure

Table 19. Students’ Perception towards the Implementation of Cooperative Learning in Learning Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>43.33</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 20. Students’ Perception towards the Implementation of Cooperative Learning in Learning Phrasal Verbs
Apparently, this question is raised in order to show different perceptions about whether effective implementation of cooperative learning enables students to learn phrasal verbs or not, so from table 19, students who answered “Yes” represented 43,33% from the entire sample, while 30% responded by ‘No’ and the rest of participants (26,67%) were not sure if cooperative learning is considered as an effective strategy that should be used in the classroom to learn phrasal verbs. The above results showed a positive evaluation of cooperative learning through its importance and effective role in the learning process in general and learning phrasal verbs particularly.

- Whatever your answer, please, justify.

Concerning this question, 35 students (out of 60) represented 58,33% clarified their answers in these points:

- For students who said “Yes”, they argued that team work has benefits for students especially when it comes to learn difficult lessons like phrasal verbs.

- Some students declared that implementing cooperative learning gives students the opportunity to interact, exchange ideas and expand their vocabulary repertoire.

- The use of cooperative learning helps students to learn how to listen to each other and benefit from one another, so when some students know some phrasal verbs and others do not know they can learn from them via discussion.

- A number of students stated that the effective implementation of cooperative learning technique promotes their fluency in using phrasal verbs.
- The rest of students claimed that cooperative learning gives a better environment to use phrasal verbs in their language communication.

➢ For those who said ”No” they justified their answers as follows:
- They emphasized that it is impossible to learn phrasal verbs from the others, others responded that they can’t learn phrasal verbs because phrasal verbs are more complicated and difficult to understand so they prefer to use simple verbs.
- Some students argued that cooperative learning has no relationship with learning phrasal verbs because phrasal verbs can be learnt individually, no need to form cooperative groups and the best way to learn them by making personal efforts to understand their meaning and to know their structure as well.

➢ For students who answered ”Not sure”, they justified their answers as follows:
- They are not sure that cooperative learning can help students to learn phrasal verbs because not all of students use phrasal verbs while communicating it depends on the person they are talking with.
- The rest of students stated that it is better to learn them individually because when someone decides to learn phrasal verbs, he can do that even if phrasal verbs are difficult to understand.

Q17. The adequate learning of phrasal verbs can lead to the ultimate and easy use of them in both speech and writing?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree
   e. Neutral
Table 20. Students’ Perceptions about the Adequate Learning of Phrasal Verbs

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>19.57</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>56.52</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>8.70</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 21. Students’ Perceptions about the Adequate Learning of Phrasal Verbs

According to figure 21, 56.52% of students agreed that the adequate learning of phrasal verbs can lead to their use in both speech and writing, 19.57% of participants strongly agreed, while 8.70% were neutral and (13.04%) were strongly disagreed. The only one student disagreed that the adequate learning of phrasal verbs enables students to use phrasal verbs easily in both speech and writing.

Section Five: Further Suggestions or Comments

Q18. Do you have any suggestion or comment?
To sum up the major suggestions and comments which were stated by only 19 students out of 60 (31.66%) from the entire sample as follows:

- Some students thought that cooperative learning is very helpful in learning phrasal verbs which are very crucial in language communication.

- Other students emphasized that grammar is so important; the teachers have to be serious about teaching every detail especially phrasal verbs.

- Learning phrasal verbs can be easy when listening to native speakers and interacting with them.

- In EFL classes, teachers should apply cooperative learning in order to get good results such as to improve students’ fluency and to develop different skills.

- Some students argued that this research is very helpful to know the best strategy in learning phrasal verbs.

- The remaining respondents suggested that teachers should allow and encourage their students to work cooperatively because it is helpful for them besides that, teachers have to use phrasal verbs in their language communication so that students can learn from them and start using phrasal verbs as well.

2.3.4. Discussion of the Results

The results obtained from students’ questionnaire divulge many details that emphasized students’ viewpoints about the role of cooperative learning technique in boosting students’ learning of phrasal verbs which are the following:
- The majority of students like learning the English language (Q3). This is proved through their choice of studying English at the university which is a personal one (93.33%) of them so, they have an internal desire to learn English.

- A great number of students (56.76%) in Q4 are aware about the importance of using cooperative learning in the classroom and they see that it is a beneficial technique for them and considered an impetus strategy as well to learn the English language.

- Students learn different social skills due to the use of cooperative learning as demonstrated in Q8.

- Many students are conscious about the advantages of implementing cooperative learning in the classroom in the sense that, this technique provides them with various opportunities.

- Almost all students (75%) are interested in learning phrasal verbs (Q12) because these multiword expressions enhance their fluency and colour their speech and writing with new vocabulary.

- Many students are convinced that phrasal verbs are difficult aspects of grammar to be learned (Q14) that’s why they avoid using them.

- Most of students agree that there are many causes behind their avoidance of using phrasal verbs (Q15). So, these difficulties hinder their learning process.

- Finally, many students find the implementation of cooperative learning technique beneficial especially when they learn phrasal verbs since 43.33% of students emphasize that it is very helpful for them and it creates an environment where they can use phrasal verbs in their
language communication (Q16), almost all students have positive attitudes towards the role of cooperative learning technique in boosting students’ learning of phrasal verbs.

2.4. The Teachers’ Questionnaire

2.4.1. Description of the Teachers’ Questionnaire

The teachers’ questionnaire contains 19 closed and open ended questions, and it is divided into five sections, each one focuses on a particular aspect.

Section One: Background Information (Q1- Q3)

This section which is made up of three questions is devoted to get background information about the selected sample of teachers. Hence, the first question (Q1) is about the teachers’ gender. In (Q2), teachers are asked about their educational qualification. In (Q3), teachers are questioned about their teaching experience.

Section Two: Teachers’ Viewpoints about the Cooperative Learning (Q4- Q11)

This part is made up of 8 questions aiming at eliciting the teachers’ attitudes towards cooperative learning and its use in the EFL classes. In (Q4), teachers were asked if they implement cooperative learning techniques or not and they had justify their responses. In (Q5), teachers were required to state the extent to which they agree or disagree about the use of cooperative learning as an effective teaching and learning technique / strategy. (Q6) is about the frequency of teachers’ use of cooperative learning. In the next question (Q7), teachers are questioned about the frequency of students’ motivation while implementing cooperative learning. Then, teachers are required to respond whether cooperative learning is beneficial or not with justification. In (Q9), teachers are asked to select among options the cooperative
learning method they apply. After that, teachers are required to say whether their students confront difficulties when engaged in a cooperative work or not with justification (Q10). In (Q11), teachers are required to select the social skills their students can learn when they work cooperatively.

**Section Three: Teachers’ Viewpoints about Phrasal Verbs (Q12- Q15)**

This section is intended to investigate teachers’ perceptions about several points concerning phrasal verbs. So, in (Q12), teachers are asked about their students’ level in grammar. (Q13) is about students’ frequency of using phrasal verbs in their speaking or writing. In (Q14), teachers are required to respond with “Yes” or “No” or “Not sure” about whether phrasal verbs are worthy patterns to be learned, and those who say “Yes” they are provided with choices to select. Then, in (Q15), teachers are required to highlight the difficulties that students face in learning phrasal verbs via selecting from the options given to them.

**Section Four: Teachers’ Viewpoints about the Role of Cooperative Learning in Improving Students’ Learning of Phrasal Verbs (Q16- Q18)**

This part contains questions targeting the teachers’ perceptions about the role of cooperative learning techniques in improving students’ learning of phrasal verbs. So, in (Q16), teachers are asked whether effective implementation of cooperative learning boosts students’ learning of phrasal verbs or not, and to justify either choice. Then, teachers are questioned about whether the adequate learning of phrasal verbs can lead to their adoption in both speech and writing (Q17). In (Q18), teachers are required to specify the extent to which they think that cooperative learning boosts students’ learning of phrasal verbs.
Section Five: Further Suggestions or Comments (Q19)

In this section, teachers are asked if they have any further suggestions or comments concerning the research study.

2.4.2. Administration of the Questionnaire

The questionnaire has been administered to 20 EFL teachers of grammar, oral expression and written expression from the whole population 36 at Larbi Ben M'hidi University, Oum El Bouaghi on April during the academic year 2017-2018. All teachers have answered the given questionnaire and only 8 teachers handed back their questionnaire in the same day, others handed it back a week later.

2.4.3. Analysis of the Teachers’ Questionnaire Results

Section One: Background Information

Q1. Gender
   a. Male
   b. Female

Table 21. Teachers’ Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
As illustrated in figure 22 above, it is clear that most of teachers (80%) are female and just 20% are males.

Q2. What is your educational qualification?

a. License  

b. Master  

c. Magister  

d. Doctorate

Table 22. Teachers’ Educational Qualification

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Master</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Magister</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 22 outlines teachers’ degree, so half numbers of teachers (50%) have got a magister degree, 20% from the total sample picked out the option “Master”, the educational qualification of 25% of teachers is “Doctorate” and only one teacher has got license degree. That is to say, the present sample has high qualification degrees which made it possible to get relevant and reliable information.

Q3. How long have you been teaching English at University?

a. 1-5 years
b. 5-10 years
c. 10-20 years
d. more than 20 years

Table 23. Teachers’ Experience in Teaching

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
</table>
### Table 24

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>10-20 years</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 24.** Teachers’ Experience in Teaching

As shown in table 23, 40% of teachers have been teaching English at university between 1-5 years, the second experienced teachers have been teaching English from 5-10 years and they represented 30%. The rest of teachers, 4 of them have an experience in teaching from 10-20 years and they represented 20% from the entire sample, the two teachers who have been teaching English more than 20 years represented 10%. The obtained results indicate that the majority of teachers have enough experience in teaching English as a foreign language.

**Section Two: Teachers’ Viewpoints about the Cooperative Learning Technique**

**Q4.** Do you implement cooperative learning techniques in your class?
Table 24. Teachers’ Viewpoints about their Use of Cooperative Learning in their Class

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 25. Teachers’ Viewpoints about their Use of Cooperative Learning in their Class

According to the finding obtained from this question in table 24, almost all teachers 90% use cooperative learning in their class, whereas just (10%) don’t implement cooperative learning in their classrooms. Generally, this reveals that teachers are aware of this teaching strategy and they have readiness to use it.

- Whatever your answer, please, justify

- For those who responded with “Yes”, they represented 16 out of 20 from the entire sample; they clarified their answers as follows:
- Cooperative learning creates a healthy atmosphere in the classroom, motivates students and helps them to learn better because this type of learning allows them to exchange ideas and pieces of information.

- Cooperative learning changes the nature of the learning process and enables students to do tasks more effectively.

- Cooperative learning breaks the routine, so students won’t be bored and it is more useful for all levels.

- Conversely, teachers who answered with “No” they represented 2 out of 20 of informants who explained that they do not implement cooperative learning in their classes because of the nature of their teaching modules which do not require such strategy.

- The remaining two teachers didn’t mention justifications.

**Q5.** The use of cooperative learning is considered as an effective teaching and learning technique/strategy.

   a. Strongly agree  
   b. Agree  
   c. Disagree  
   d. Strongly disagree  
   e. Neutral

**Table 25. Teachers’ Perceptions about the Effectiveness of Using Cooperative Learning Strategy**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

78
Figure 26. Teachers’ Perceptions about the Effectiveness of Using Cooperative Learning Strategy

As displayed in figure 26 above, the majority of teachers agreed that the implementation of cooperative learning is considered as an effective teaching technique and they represented 65%, the remaining percentage (35%) of teachers strongly agreed about the effectiveness of using cooperative learning. Concerning the other options “Disagree”, “Strongly disagreed” and “Neutral”, no one selected them. These results signify that most teachers have a positive attitude about the use of cooperative learning in the classroom.

Q6. How often do you use cooperative learning techniques while teaching a course?
a. Always  
c. Rarely

b. Sometimes  
d. Never

**Table 26. Frequency of Using Cooperative Learning Techniques**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

As it is indicated in table 26 and figure 27, the majority of respondents 65% picked out the second option “Sometimes” to say that they sometimes use cooperative learning; the second proportion of teachers rarely implement cooperative learning and they represented 15%; the same percentage (15%) of participants never use cooperative learning, and the
smallest percentage (5%) represented only one teacher who always use cooperative learning while teaching a course. Thus cooperative learning is a teaching and learning technique that should be used in the EFL classes in order to carry out different activities and increase students’ interaction and communication.

Q7. When using cooperative learning, do you think your students are?

   a. Highly motivated

   b. Motivated

   c. Less motivated

   d. Not motivated

   e. Do not know

**Table 27. Teachers’ Perspectives about their Students’ Motivation when Using Cooperative Learning**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly motivated</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Motivated</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Less motivated</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Not motivated</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Do not know</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
The purpose of this question was to get an idea about students’ motivation when they work cooperatively according to their teachers; so from figure 28, 30% of teachers said that their students are highly motivated, 45% of them confirmed that the learners are motivated when they work in cooperative groups, while the rest of the participants’ answers varied between “Less motivated” and “Not motivated” options (10%) for each option and only one teacher opted for the choice “Do not know”. These results entail that the majority of teachers saw that cooperative learning is considered as an impetus that promotes students’ motivation to learn and to interact with each other. Also, cooperative learning technique makes the learners feel more comfortable to practice and work on their tasks.

Q8. Is cooperative learning beneficial to students?

a. Yes  

b. No  

c. Not sure
Table 28. Teachers’ Perceptions about the Benefits of Cooperative learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 29. Teachers’ Perceptions about the Benefits of Cooperative learning

Clearly shown in table 28 above that the majority of teachers (80%) stated that cooperative learning is beneficial to students, (15%) of informants declared that they are not sure, and the only one teacher claimed that cooperative learning technique is not beneficial to students.

- If ‘Yes’, justify your answer
Thirteen (13) Teachers responded with “Yes” and justified their answers, so they emphasized that cooperative learning creates ambition, motivation and courage inside the classroom.

- Cooperative learning promotes competitions among students for more engagement and participation inside the classroom.

- Cooperative learning helps students in the brainstorming process, they also benefit from sharing ideas and exchanging information.

- In cooperative learning good students help average or below the average ones.

- Cooperative learning helps students to notice the gap at checking their knowledge and to learn new language skills.

Q9. In cooperative learning, which kind of method do you apply?

a. Student teams- achievement division

b. Team games tournaments

c. Learning together

d. None of them

Table 29. The Applied Cooperative Learning Methods

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teams- achievement division</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
This question aims to determine the teachers’ teaching methods, from figure 30 above, half of teachers (50%) selected the method of “Learning together”, and the rest of teachers opted for the other options: 25% of them claimed that they use “Student team achievement division” and (25%) stated that they use “Team games tournament”. None of the teachers (0%) picked out the last option “None of them”. These obtained results denote that teachers are aware of the utility of cooperative learning methods and they use it according to the nature of their activities and objectives.

**Q10.** Do your students confront any difficulty when engaged in a cooperative work/ activity?

- a. Yes
- b. No
- c. Do not know
Table 30. Teachers’ Perceptions of Difficulties affecting Students’ Cooperative Work

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>not sure</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 31. Teachers’ Perceptions of Difficulties affecting Students’ Cooperative Work

As illustrated in figure 31, 11 teachers who answered “Yes” represented 55% from the entire sample while 35% of informants responded “No” and they said that their students do not face difficulties when engaged in a cooperative work. Conversely, (10%) of teachers were not sure and they represented just two teachers out of 20. This entails that, there are some problems affect the objective of cooperative work and decrease students’ desire to learn with each other.

- If “Yes”, justify your answer

- There are 9 teachers who justified their responses which are summarized in these points:
- The difficulties include different levels within groups, some members participate, others no and sometimes students disagree on one point, they keep arguing and do not complete the task.

- Some students do not accept one another s’ ideas, or they just rely on one student to do the work for them.

- There are students who don’t like to work cooperatively especially good students.

- Shy students particularly meet difficulties, so they feel a strong pressure and anxiety from their classmates.

**Q11.** What social skills can your students learn when they work cooperatively? (You may tick more than one option but order them)

a. Learning to listen attentively to others’ viewpoints

b. Creating an environment full of discussion and negotiation among students

c. Solving problems that happen among members of the group

d. Respecting each others’ ideas

e. Building good relationships between students

**Table 31. The Social Skills which the Teacher Focus on when Students Work Cooperatively**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to listen attentively to</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>others’ viewpoints.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

87
Creating an environment full of discussion and negotiation among students.

Solving problems that happen among members of the group.

Respecting each others’ ideas.

Building good relationships between students.

\[
a + b \\
b + c \\
a + b + d + e
\]

Total

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
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<tr>
<td>2</td>
<td>10</td>
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<td>2</td>
<td>10</td>
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<td>2</td>
<td>10</td>
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<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Figure 32.** The Social Skills which the Teacher Focus on when Students Work Cooperatively
As displayed in table 31 and figure 32, two teachers insisted on the two social skills (a + b) which are “Learning to listen attentively to others’ viewpoints” and “Creating an environment full of discussion and negotiation among students” and they represented 10% from the whole sample, 25% of instructors picked out more than one option (a + b + d + e), (20%) of informants opted for the choices (b + c), and the remaining participants (45%) selected equally 4 different options. These results signify that teachers are conscious about the importance of social skills and their necessity for cooperative work.

Section Three: Teachers’ Viewpoints about Phrasal Verbs

Q12. According to your experience, how could you describe your students’ level in grammar?

- a. High
- b. Above the average
- c. Average
- d. Low

Table 32. Teachers’ Perspectives about their Students’ Level in Grammar

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Above the average</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown in figure 33, the majority of teachers 70% affirmed that their students’ level in grammar is average; another group of teachers (15%) declared that their students have “Above the average level” whereas (10%) of informants picked out the option “High level”, and only one teacher believed that their students’ level is low. These obtained results indicate that most of the students have an intermediate level in grammar.

Q13. How often do your students ever use phrasal verbs in their speaking or writing?

a. Always
b. Sometimes
c. Rarely
d. Never

Table 33. Teachers’ perspectives about their Students’ Frequency in Using Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>
According to the results stated above in table 33, the majority of teachers argued that their students rarely use phrasal verbs in their speaking or writing, and they represented 70% from the entire sample, the remaining informants (15%) of them opted for the option “Always”, another (15%) of participants claimed that their students sometimes use phrasal verbs. None of the teachers selected the option “Never”. It is deduced from the results that phrasal verbs are thought to be one of the difficult items for EFL students.

**Q14.** Do you think that phrasal verbs are worthy patterns to be learned?

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Not sure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 34. Teachers’ Perceptions about the Worthiness of Learning Phrasal Verbs**
It is clearly stated in figure 35 that almost all teachers 90% picked out the first choice “Yes”, however, only two teachers were not sure that phrasal verbs are worthy patterns to be learned and none of the informants opted for the second choice “No”. Thus, phrasal verbs are an essential part of English communication and they are important for students to know and understand.

- If ‘Yes, for which reason(s)?

a. Phrasal verbs are more expressive than the normal verbs

b. Because of their figurative meaning

c. Phrasal verbs are mostly used by native speakers

- Others: please, specify
Table 35. *Reasons behind Learning Phrasal Verbs*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasal verbs are more expressive than the normal verbs.</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Because of their figurative meaning.</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Phrasal verbs are mostly used by native speakers.</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>b+c</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>a+b</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>a+d</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 36. Reasons behind Learning Phrasal Verbs
As displayed in table 35 and figure 36, 30% of teachers opted for the reason “Phrasal verbs are mostly used by native speakers, 15% of the participants said that phrasal verbs are worthy patterns to be learned because these multiword verbs are more expressive than the normal verbs; the same percentage of respondents (15%) stated that phrasal verbs should be learned because of their figurative meaning, the rest of teachers selected more than one option so 15% of teachers opted for (a+ b), 15% of informants picked out (b+ c), and (10%) of teachers chose (a+ d). These obtained results denote that EFL teachers and learners have to recognize the great importance of mastering phrasal verbs, which are highly required for effective and natural communication in English.

**Q15.** Students face difficulties in learning phrasal verbs because of:

a. Their idiomatic meaning

b. Their grammatical structures

c. because phrasal verbs do not exist in their first language

d. All of them

**Table 36. Difficulties of Learning Phrasal Verbs**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their idiomatic meaning</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Their grammatical structures</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>because phrasal verbs do not exist in their first language</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>
This question aims at exploring teachers’ views about the difficulties of learning phrasal verbs faced by their students. As shown in table 36, a significant proportion of teachers (40%) determined the “Idiomatic meaning” as the main difficulty of phrasal verbs’ learning, the rest of teachers equally selected the other difficulties as follows: (20% for grammatical structures), (20% for phrasal verbs are not exist in their first language) and (20% of teachers selected all the options. Consequently, the teachers have recognized the difficulties that their students confront in performing and producing phrasal verbs.

Section Four: Teachers’ Viewpoints about the Role of Cooperative Learning in Improving Students’ Learning of Phrasal Verbs

Q16. Do you think that effective implementation of cooperative learning boosts students’ learning of phrasal verbs?

a. Yes  
b. No  
c. Not sure
Table 37. Teachers’ Perspectives about the Implementation of Cooperative Learning in Learning Phrasal Verbs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 38. Teachers’ Perspectives about the Implementation of Cooperative Learning in Learning Phrasal Verbs

The chief concern of this question was to search for teachers’ viewpoints about the effect of the implementation of cooperative learning in boosting students’ learning of phrasal verbs. It is indicated in figure 38 that 45% of teachers responded “Yes” and they confirmed that effective use of cooperative learning encourages students to learn phrasal verbs; the remaining respondents’ answers varied from “No” with (10%) and “Not sure” with (45%).
The obtained results indicate that teachers have realized the role of cooperative work as an effective technique that should be applied in EFL classrooms.

- Whatever your answer, please, justify

- The teachers who justified their “Yes” answers represented 8 from 9, and they argued that if teachers select each time some phrasal verbs and choose situations for students to practice them cooperatively, they will probably learn them.

- Some teachers said that since phrasal verbs are not easy to learn and to memorize, working cooperatively and discussing their meaning would help students to learn them more efficiently.

- One teacher stated that the two aspects are correlated in the sense that they build upon each other and make the learning process easy.

- Some teachers claimed that cooperative learning motivates students to speak more, as a result phrasal verbs would be born in their speeches directly.

- For the two teachers who said “No”, they clarified their answers as they can’t see the effectiveness of cooperative learning technique in learning phrasal verb. Also, their students neither use phrasal verbs individually nor cooperatively.

- For those who are not sure, (8 out 9) justified their responses in these main points:

- This research should be tested through experimental study for the sake of proving it.

- Some teachers confirmed that some students do not show any readiness to learn, to practice, and to use phrasal verbs, so they cannot be beneficial to their classmates.
- Students may use many other strategies and techniques to learn phrasal verbs inside and outside the classroom because there is no link between cooperative work and learning some grammatical features.

- The cooperative learning could help students to learn phrasal verbs but it is not necessarily the best one.

**Q17.** The adequate learning of phrasal verbs can lead to their use in both speech and writing?

a. Strongly agree  

b. Agree  

c. Disagree  

d. Strongly disagree  

e. Neutral

**Table 38. Teachers’ Perceptions about the Adequate Learning of Phrasal Verbs**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 39. Teachers’ Perceptions about the Adequate Learning of Phrasal Verbs

As illustrated in table 38, more than half of teachers (65%) agreed that the adequate learning of phrasal verbs can lead to their effective use in both speech and writing, while 35% of respondents strongly agreed. Concerning the three last options, none of the teachers opted for them. So, teachers should find out specific ways in presenting and teaching their students phrasal verbs in order to be part of their English language.

Q18. To what extent do you think that cooperative learning boosts students’ learning of phrasal verbs?

   a. Much                       c. Not much
   b. Somehow                    d. Do not know

Table 39. Teachers’ Perceptions about the Importance of Cooperative Work in Learning Phrasal Verbs.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>11</td>
<td>55</td>
</tr>
</tbody>
</table>
As displayed in figure 40, most of teachers stated that cooperative learning much boosts students’ learning of phrasal verbs and they represented 55%, 30% of informants picked out the option “Somehow”, while 10% of them selected “Not much” and only one teacher claimed that he doesn’t know to what extent this technique is beneficial for students to learn phrasal verbs. This entails that cooperative learning is an effective strategy that encourages learners to learn English phrasal verbs and use them in their English communication.

**Figure 40.** Teachers’ Perceptions about the Importance of Cooperative Work in Learning Phrasal Verbs.

**Section Five: Further Suggestions or Comments**

**Q19.** Do you have any suggestion or comment?
A few respondents (6 out of 20) stated their comments and further information which turned around the following ideas:

- Cooperative learning technique is highly discussed for its role in encouraging students’ learning of phrasal verbs.

- Phrasal verbs are important aspects that deserve more attention in the learning/teaching context.

- Cooperative learning has huge benefits but the majority of students do not take it seriously, they start talking and laughing without paying attention to the activity assigned to them.

- Teachers can also use videos to help their students’ learning of phrasal verbs.

2.4.4. Discussion of the Results

On the light of the obtained results from the teachers’ questionnaire, it is noticed that:

- Almost all teachers believed in the effectiveness of using cooperative learning in the classroom, because cooperative learning gives students the opportunity to know each other, help one another, and being responsible since they have a shared goal.

- Many teachers in Q7 agreed that cooperative learning is considered as an effective strategy that raises students’ motivation in the learning process.

- The majority of teachers (80%) in Q8, stated that cooperative learning has many benefits for students; it promotes competitions among students for more engagement and participation inside the classroom.
- Teachers are aware about the different cooperative learning methods and they vary their teaching strategies according to the nature of activities, tasks and their objectives.

- All teachers declared that students should learn different social skills and know their importance while they work in cooperative groups.

- The majority of teachers 70% stated that their students’ level in grammar is average.

- A considerable percentage (70%) of teachers argued that their students rarely use phrasal verbs in their speaking or writing because these items are difficult to learn and to understand.

- Almost all teachers (90%) in Q14 emphasized that phrasal verbs are worthy patterns to be learned and considered as a crucial part of English communication because of their expressive and figurative meaning.

- Teachers agreed that their students confront difficulties in learning phrasal verbs whether structural or semantic.

- Many teachers agreed that the effective implementation of cooperative learning boosts students’ learning of phrasal verbs as well as the adequate learning of these multiword verbs enables students to use them fluently.

**Conclusion**

This chapter is the practical part of the current research study; it was devoted to the description, administration, the analysis, and the discussion of results. The analysis of the two questionnaires that were given to both EFL teachers and students reveal that cooperative learning is a useful strategy that should be used in the classroom. Also, it has shown that teachers are conscious about the importance of this technique. Besides that, most students
prefer to work in cooperative groups, though the majority of students face difficulties in learning phrasal verbs, they struggle to learn and understand these items. Moreover, the teachers confirmed the fact that cooperative learning has an effective role in boosting students’ learning of phrasal verbs. Thus, both teachers and students have positive attitudes towards the role of cooperative learning in boosting students’ learning of phrasal verbs.
General Conclusion

Since teaching/ learning English phrasal verbs requires the implementation of the appropriate technique to improve and to facilitate the comprehension of these multiword verbs, the present research study hypothesized that for the sake of boosting students’ learning of phrasal verbs, they need to learn together and from one another; that is to say, cooperative learning technique is an effective instructional strategy that should be applied by the teacher in EFL classes, so two chapters are devoted, the first chapter tackled the theoretical part and contained two main sections; the first section was devoted to the first variable, cooperative learning, whereas, the second section tackled the second variable, phrasal verbs. However, the second chapter is devoted to the practical part. It includes the analysis of data gathered from the two questionnaires which are administered to both teachers and second year students at Larbi Ben M’hidi University. The findings obtained from the analysis of the two questionnaires show that the teachers and the students have positive attitudes about the role of cooperative learning in boosting students’ learning of phrasal verbs. Hence, the hypothesis is confirmed.
Limitations of the Study

Although big efforts were made for the sake of accomplishing this research, the present study confronted some limitations. First, the time constraints in this research in a way affected the accurate process of analyzing and interpreting results for better confirmation. Second, some students were not serious enough when they were questioned to justify their answers. The third limitation is due to some teachers who did not give justifications for a number of their answers.

Pedagogical Implications

On the basis of the results of this current study that proved the role of cooperative learning in boosting students’ learning of phrasal verbs, these are some pedagogical implications that should be taken into account.

- EFL teachers should first consider that the implementation of cooperative learning as an instructional teaching and learning strategy is effective in learning phrasal verbs.

- Teachers should encourage student-centered classes and motivate them to express their ideas freely.

- EFL teachers should raise their students’ awareness about the benefits of cooperative work in learning phrasal verbs and they should give them enough time to practice these multiword verbs.

- EFL students should be conscious about the importance of using phrasal verbs in their speaking and writing, so they have to work cooperatively in order to learn from each other.
- Teachers should play the role of facilitator during the cooperative work to give their students the chance to interact and to benefit from one another in an appropriate atmosphere.

**Suggestions for Further Research**

This descriptive study investigated the role of cooperative learning technique in boosting students’ learning of phrasal verbs in the viewpoint of EFL teachers and students. The findings of this research pave the way for alternative and a future research study namely the experimental study in order to test the effect of cooperative learning technique in boosting students’ learning of phrasal verbs.
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Appendices

Appendix I : The Students’ Questionnaire

Appendix II : The Teachers’ Questionnaire
Students’ Questionnaire

Dear Students,

We would be very grateful if you take part in the research by filling in this questionnaire which aims at investigating your attitudes towards the role of cooperative learning in boosting students’ learning of phrasal verbs. Please answer each statement by putting a tick (✓) in the suitable box (es), or making a full statement whenever necessary.

Thank you in advance.

Miss. Marir Nasma

Faculty of Letters and Languages

Department of English

Larbi Ben Mhidi University

Oum El Bouaghi.

Definition of Key Terms:

Cooperative Learning is an instructional teaching technique in which students with different abilities are put into teams to work together and learn from each other in order to achieve a shared goal.

Student Team- Achievement Division is a cooperative learning method where students sit on heterogeneous groups of four to discuss the assigned material provided by their teacher in order to prepare them for a test.

Learning Together is interacting, supporting each other and sharing ideas on such activity.
Team- Games Tournament is another cooperative method which characterized by making competitions among groups in the form of games and giving high scores to the good accomplishment.

Idiomatic Meaning is a figurative meaning which is difficult to understand.

Section One: Background Information

1. Gender
   a. Male ☐          b. Female ☐

2. Age
   a. 20- 25 ☐       b. 25- 30 ☐

3. Is learning the English language at university?
   a. A personal choice ☐       b. Someone else choice ☐

Section Two: Students’ Attitudes towards Cooperative Learning

4. Do you think that the use of cooperative learning in the classroom is?
   a. Very important ☐
   b. Important ☐
   c. Not important ☐
   d. Do not know ☐

5. In the learning process, do you prefer?
   a. Individual work ☐
b. Cooperative work  

c. Pair work  

- Whatever your answer, please, justify……………………………………………………………………………………………….

……………………………………………………………………………………………….

……………………………………………………………………………………………….

6. Implementing cooperative learning in the classroom motivates you to learn the English language.

   a. Yes  
   b. No  
   c. Not sure  

7. How often does your teacher ask you to work cooperatively?

   a. Always  
   b. Often  
   c. Rarely  
   d. Never  

8. What social skills can you learn when you work cooperatively? (You may tick more than one option but order them)

   a. Learning to listen attentively to others’ viewpoints  
   b. Creating an environment full of discussion and negotiation among students  
   c. Solving problems that happen among members of the group  
   d. Respecting each others’ ideas  
   e. Building good relationships with others
9. Which type of cooperative learning methods do you prefer?
   a. Student team- achievement division
   b. Learning together
   c. Team- games tournament

10. The use of cooperative learning gives students the opportunity to:
   a. Learn from each other
   b. Increase their self- confidence
   c. Develop their level of achievement
   d. Interact and communicate with one another in an easy way
   e. All of them

Section Three: Students’ Attitudes towards Phrasal Verbs

11. Do your teachers of grammar encourage you to use phrasal verbs during oral/ writing sessions?
   a. Yes  b. No

12. Are you interested in learning phrasal verbs?
   a. Yes  b. No
   - If ‘Yes’, it is because phrasal verbs are needed for?
     a. Effective and natural communication
     b. Enriching your vocabulary repertoire
13. How often do you use phrasal verbs while speaking or writing?

a. Always  

b. Often  

c. Rarely  

d. Never  

14. Phrasal verbs are difficult to learn?

a. Strongly agree  

c. Disagree  

b. Agree  

d. Strongly disagree  

e. Neutral  

15. According to you, what are the causes behind students’ avoidance of using phrasal verbs? (You may tick more than one option)

a. Because of their grammatical structure  

b. Because phrasal verbs have different types  

c. Because of the lack of appropriate techniques/ strategies to learn them  

d. Because of their idiomatic meaning  
Section Four: Students’ attitudes towards the use of cooperative learning in improving students’ learning of phrasal verbs

16. Do you think that effective implementation of cooperative learning enables you to learn phrasal verbs?

   a. Yes ☐  b. No ☐  c. Not sure ☐

   - Whatever your answer, please, justify

17. The adequate learning of phrasal verbs can lead to the ultimate and easy use of them in both speech and writing?

   a. Strongly agree ☐  c. Disagree ☐
   b. Agree ☐  d. Strongly disagree ☐
   e. Neutral ☐

Section Five: Further suggestions or comments

18. Do you have any suggestion or comment?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

Thank you for your collaboration
Teachers’ Questionnaire

Dear Teachers,

This questionnaire is designed as a part of research work. It aims at investigating your attitude towards the role of the cooperative learning technique in boosting students’ learning of phrasal verbs. We will really appreciate if you could take time and energy to share your experience and ideas by answering the following questions.

Thank you in advance.

Miss. Marir Nasma
Faculty of Letters and Languages
Department of English
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Section One: Background Information

1. Gender
   a. Male ☐  
   b. Female ☐

2. What is your educational qualification?
   a. License ☐  
   b. Master ☐  
   c. Magister ☐  
   d. Doctorate ☐

3. How long have you been teaching English at University?
Section Two: Teachers’ Viewpoints about the Cooperative Learning Technique

4. Do you implement cooperative learning techniques in your class?
   a. Yes ☐  b. No ☐

   - Whatever your answer, please, justify.................................................................

   .................................................................................................................................

5. The use of cooperative learning is considered as an effective teaching and learning technique/strategy.
   a. Strongly agree ☐
   b. Agree ☐
   c. Disagree ☐
   d. Strongly disagree ☐
   e. Neutral ☐

6. How often do you use cooperative learning techniques while teaching a course?
   a. Always ☐
   b. Sometimes ☐
   c. Rarely ☐
   d. Never ☐
7. When using cooperative learning, do you think your students are?

a. Highly motivated  

b. Motivated  

c. Less motivated  

d. Not motivated  

e. Do not know  

8. Is cooperative learning beneficial to students?

a. Yes  

b. No  

c. Not sure  

- If ‘Yes’, justify your answer…………………………………………………………………………………………………………………………

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9. In cooperative learning, which kind of method do you apply?

a. Student teams- achievement division  

b. Team games tournaments  

c. Learning together  

d. None of them  

10. Do your students confront any difficulty when engaged in a cooperative work/activity?

a. Yes  

b. No  

c. Do not know  
11. What social skills can your students learn when they work cooperatively? (You may tick more than one option but order them)

   a. Learning to listen attentively to others’ viewpoints
   b. Creating an environment full of discussion and negotiation between students
   c. Solving problems that happen among members of the group
   d. Respecting each others’ ideas
   e. Building a good relationships between students

Section Three: Teachers’ Viewpoints about Phrasal Verbs

12. According to your experience, how could you describe your students’ level in grammar?

   a. High
   b. Above the average
   c. Average
   d. Low

13. How often do your students ever use phrasal verbs in their speaking or writing?

   a. Always
   b. Sometimes
   c. Rarely
   d. Never
14. Do you think that phrasal verbs are worthy patterns to be learned?

   a. Yes ☐  
   b. No ☐  
   c. Not sure ☐

   - If ‘Yes, for which reason(s)?

      a. Phrasal verbs are more expressive than the normal verbs ☐
      b. Because of their figurative meaning ☐
      c. Phrasal verbs are mostly used by native speakers ☐

      - Others: please, specify ...............................................................

15. Students face difficulties in learning phrasal verbs due to:

   a. Their idiomatic meaning ☐
   b. Their grammatical structures ☐
   c. because phrasal verbs do not exist in their first language ☐
   d. All of them ☐

Section Four: Teachers’ Viewpoints about the Role of Cooperative Learning in Improving Students’ Learning of Phrasal Verbs

16. Do you think that effective implementation of cooperative learning boosts students’ learning of phrasal verbs?

   a. Yes ☐  
   b. No ☐  
   c. Not sure ☐
17. The adequate learning of phrasal verbs can lead to the ultimate and easy use of them in both speech and writing?
   a. Strongly agree □
   b. Agree □
   c. Disagree □
   d. Strongly disagree □
   e. Neutral □

18. To what extent do you think that cooperative learning boosts students’ learning of phrasal verbs?
   a. Very much □
   b. Much □
   c. Some how □
   d. Do not know □

Section Five: Further Suggestions or Comments

19. Do you have any suggestion or comment?

Thank you for your collaboration
**Résumé**

La plupart des apprenants de langue étrangère (EFL) expriment leur désir de posséder une capacité native d'utiliser les verbes composés dans leur communication. Cependant, l'adoption de ces éléments très spécifiques de la langue anglaise semble être une tâche difficile. Par conséquent, les apprenants ont réellement besoin de mettre en œuvre des techniques efficaces qui faciliteraient l'apprentissage de ces verbes problématiques. La présente étude vise à mettre en évidence l'importance de l'apprentissage coopératif en étudiant, les attitudes des enseignants et des élèves d’EFL envers le rôle de cette technique pour stimuler l'apprentissage des verbes composés par les élèves. A cette fin, une étude descriptive a été réalisée via l'administration de deux questionnaires à 60 étudiants de deuxième année et 20 enseignants de l'Université Larbi Ben M'hidi à Oum El Bouaghi. Les résultats obtenus à partir des données recueillies montrent que les enseignants et les étudiants approuvent l'utilisation de la technique d'apprentissage coopératif pour promouvoir l'apprentissage des verbes composés par les étudiants. Sur cette base, l'hypothèse est validée en ce que les apprenants étrangers en anglais doivent travailler avec la technique d'apprentissage coopératif pour maîtriser les verbes composés. Ainsi, les résultats vont dans le sens de l'hypothèse énoncée.

**Les mots clés:** Apprentissage coopératif, les verbes composés.
ملخص

معظم متعلّمي اللغات الأجنبية (EFL) يعترفون أن حرصهم على امتلاك القدرة في استخدام الأفعال المركبة في تواصلهم. ومع ذلك، فإن اعتمادهم لها في اللغة الإنجليزية يبقى مهمة صعبة. وبالتالي، فإن ما يحتاجه المتعلّمون هو تنفيذ تقنيات فعالة من شأنها تسهيل تعلم هذه الأفعال.

تسعى الدراسة الحالية إلى تسليط الضوء على أهمية التعلم التعاوني من خلال تحقيقها في مواقف معلم وطلبة اللغات الأجنبية ودور هذه التقنية في تعزيز تعلم الطلاب للأفعال المركبة. ولتحقيق هذه الغاية، تم إجراء دراسة وصفية عن طريق توزيع استبيانين على 60 طالبًا في السنة الثانية و20 معلمًا بجامعة العربي بن مهدي بأم القيوين. تظهر النتائج التي تم الحصول عليها من البيانات التي تم جمعها أن كل من المعلّمين والطلّاب يوافقون على استخدام تقنية التعلم التعاوني لتّعليم الطلاب للأفعال المركبة. وعلى هذا الأساس، تم الالتفاف على صحة الفرضية في أن متعلم اللغة الإنجليزية الأجانب بحاجة إلى العمل مع تقنية التعلم التعاوني لإتقان الأفعال المركبة. لذا، فإن النتائج تسير في اتجاه الفرضية المذكورة.

الكلمات المفتاحية: التعلم التعاوني، الأفعال المركبة.