

L2 Learners' Receptive and Productive Knowledge of Phrasal Verbs

Rafidah Kamarudin^{1*}, Faizah Abd Majid², Ainul Azmin Mohd Zamin³, Nor Shidrah Mat Daud⁴

¹*Academy of Language Studies, UiTM Negeri Sembilan, Malaysia*

²*Faculty of Education, Universiti Teknologi MARA, Malaysia*

³*Kuliyah of Islamic Revealed Knowledge & Human Sciences, International Islamic University, Malaysia*

⁴*Academy of Language Studies, Universiti Teknologi MARA, Malaysia*

Corresponding author: Rafidah Kamarudin, E-mail: fid@uitm.edu.my

ARTICLE INFO

Article history

Received: June 01, 2019

Accepted: October 23, 2019

Published: October 31, 2019

Volume: 7 Issue: 4

Conflicts of interest: None

Funding: None

ABSTRACT

Phrasal verbs (PVs) are very common in English, indicating their usefulness in everyday settings. However, it was reported that language learners generally have great difficulties in understanding and using this linguistic form. This study investigated Malaysian learners' receptive and productive knowledge of PVs, and some possible factors which may contribute to their difficulties in understanding and using this language feature. A set of PVs test was developed and distributed to 480 secondary school learners in Malaysia to identify their receptive and productive knowledge with respect to PVs. Real data from the English of Malaysian School Students (EMAS) Corpus was used to examine the actual use of PVs by Malaysian learners. Results of the PVs test indicated that in general, Malaysian learners had an average level of knowledge of PVs. Analysis of the EMAS corpus revealed that they faced a lot of problems in the production of PVs. Some possible factors are highlighted which may contribute to such difficulties.

Key words: Phrasal Verb, Receptive Knowledge, Productive Knowledge, Corpus

INTRODUCTION

Grammar has long been regarded as 'the heart of a language', while vocabulary including multi word units (MWUs) like phrasal verbs (PVs) received less attention in language classrooms. However, it is now recognised that it is lexical and not grammatical knowledge that can ensure learners' great proficiency in the target language and lexis is regarded as "the basis of accurate and fluent communication" (Rudzka-Ostyn, 2003, p. 5) and as "an essential part of mastering a second language" (Schmitt, 2008, p. 329).

Despite the importance of vocabulary in language learning, it is generally accepted that L2 vocabulary is a complex process as there are various features or elements of words that learners have to know and understand (receptive knowledge), so that they can be stored and maintained in their mental lexicon and recalled later at the production stage for both written and communication purposes (productive knowledge).

Receptive and Productive Knowledge of Vocabulary

The notion of receptive and productive knowledge is frequently discussed in the area of vocabulary learning (Schmitt, 2010; Webb, 2008). Receptive knowledge entails knowing a lexical item well enough to extract communicative value

from speech or writing, while productive knowledge involves knowing a lexical item well enough to produce it when it is needed to encode communicative content in speech or writing (Schmitt, 2010). The majority of vocabulary is learned receptively and thus it is believed that learners' receptive knowledge seem to be larger than their productive knowledge (Webb, 2008; Schmitt, 2010).

A study conducted by Webb (2008) also indicates that learners who have a larger receptive vocabulary are likely to know more of those words productively than learners who have a smaller receptive vocabulary. Schmitt (2010) argues, receptive and productive knowledge are both important components of overall vocabulary knowledge. In line with his point of view, and as far as PVs are concerned, it is clear that language learners need both receptive and productive knowledge of PVs, not only to indicate their mastery of the target language, but most importantly for them to function well in the real world communication.

Phrasal Verbs (PVs)

PVs are ubiquitous and very common in English - in formal or informal registers as well as in written and spoken discourse. Generally PVs are defined as a combination of two lexical elements: a verb and a particle, which carries

a particular meaning (carry out=perform; look into=investigate; go up=increase). In many cases, the use of PVs is believed to be more appropriate and sound more natural in expressing certain ideas (Fletcher, 2005).

Most PVs are metaphorical in meanings and many have multiple meanings which can be literal or non-literal (e.g., take off - remove clothing; leave the ground and fly). It was reported that the 100 most frequent PVs in the British National Corpus (BNC) have 559 potential meaning senses, or an average of 5.6 per PV. This clearly suggests the importance of PVs in language learning and without having good knowledge of PVs and an ability to use them appropriately, it is almost impossible for learners to gain fluency in English and be successful in learning the language.

Despite the importance of PVs in language learning, there is general consensus that they are difficult for L2 learners to master (Littlemore & Low, 2006). Cross-linguistic factors, particularly the influence of learners' L1 and the non-existence of PV structure in learners' L1s may affect learners' understanding of PVs, which may result in the avoidance of PVs (El-Dakhs, 2016; Kamarudin, 2013b). Apart from that, learners' lack of awareness of common collocates, regular patterns and usage, is also reported to lead to deviant or non-standard use of PVs by language learners (Littlemore & Low, 2006; Zarifi & Mukundan, 2014). 'Transitivity' and 'separability' of PVs elements is among other aspects of PVs that can cause further confusion for learners. Learners may also avoid PVs due to their semantic complexity (Houshyar & Talebinezhad, 2012) as most PVs carry multiple meanings which can be literal or idiomatic. It is reported that ESL learners at all levels use less idiomatic PVs (Akbari, 2009).

Taking into account all the factors discussed above particularly the complex nature of the PV itself, learners may require longer time for productive mastery of this language form. Hence, the aim of the present study is to examine the Malaysian language learners' receptive and productive knowledge of this important language feature – phrasal verbs. To be more specific, the study intends to answer the following research questions:

1. What is the level of understanding (receptive knowledge) among the language learners with respect to PVs in general?
2. What is the learners' level of understanding with respect to PVs (receptive knowledge) in relation to their language proficiency level and the types of PVs?
3. What is the learners' actual use (productive knowledge) of PVs and possible factors to the non-standard use of PVs?

METHODOLOGY

A triangulation method was adopted in collecting data for the present study – qualitative and quantitative approach. A set of PVs test adapted from Siyanova and Smith (2007) was used in order to examine learners' understanding of PVs (receptive knowledge). The adapted test was pilot tested and checked for reliability. The final version of the PVs test was also tested for internal consistency and the Cronbach's Alpha value of the 40-item PVs test was 0.806. In general,

reliability less than 0.60 is considered poor (Sekaran, 2004). Ideally, the Cronbach's alpha coefficient of a scale should be above 0.7 (DeVellis, 2003; Fraenkel, Wallenn, & Hyun, 2012) to indicate high reliability and ensure good internal consistency.

In the present study, the Cronbach's alpha coefficient of the 40-item PVs test was 0.806, which was higher than 0.7, indicating that the test had good internal consistency reliability, and, thus, acceptable for the study. The test consists of 40 multiple choice questions with respect to common PVs. The test was given to a total of 480 secondary school students throughout Malaysia. Responses were then analysed using the Statistical Package for Social Sciences (SPSS) Version 15, a Software programme used to perform statistical analysis.

To find out learners' actual production (written and verbal) of this language feature, a corpus analysis was carried out. The English of Malaysian Students (EMAS) Corpus is a collection of approximately 472,652 words of Malaysian learners' written and oral texts. The written texts consist of various types of essay including narrative, picture and school based essays, while the spoken data consist of interviews and verbal essays. The size of the written sub-corpora is five times larger than the spoken one, with approximately 402,118 words in the written and 70,515 words in the spoken sub-corpora.

FINDINGS AND DISCUSSIONS

Results of the PVs Test

Results of the PVs will be presented and discussed in order to answer the first question concerning the learners' level of receptive knowledge with respect to PVs in general, and its relation to the learners' language proficiency level and the types of PVs tested.

Results presented in Figure 1 indicated that, from the total score of 40, majority of students scored between 25 and above. Taking a score of 80/100 as a useful cut-off point (to follow the Malaysian school standard), those who obtained 32/40 (80 per cent) and above were grouped as having a good level of understanding, while 24/40 (60 per cent) was the cut-off point for average level and those who scored below 24/100 were grouped as having a low level

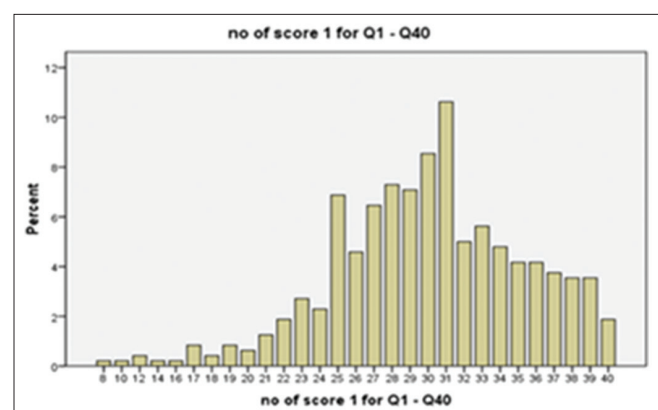


Figure 1. Respondents' total score

of understanding. Analysis showed that only 175 (36.5 per cent) students scored 32 and above, 289 (70.8 per cent) students scored 24 to 31, and 16 (3.33 per cent) of them scored less than 20 marks. This indicated that, in general, majority of the students (70.8 per cent) had an average level of understanding the common PVs tested.

ANOVA analysis was conducted to find out whether there was any significant difference in the mean score across different levels of language proficiency (low, intermediate, high). Prior to conducting ANOVA, test of normality was carried out and result of the normality test indicated that $p > .05$ suggesting that the data was normally distributed. Then ANOVA was conducted and results presented in Table 1 showed that $p < .05$ indicating there were significant differences in the students' mean score and language proficiency level. Table 2 presents results of the post-hoc test which indicated that learners' understanding of the PVs differ across the three language proficiency levels (low, average, high). As expected, high proficiency students showed a better understanding of the PVs tested than the average and low proficiency groups. These results were consistent with those found in the study of Liao and Fukuya (2004). Results of the Pearson's correlation showed that the correlation coefficient value of the two variables was $r = 0.541$, which further confirmed that there was a strong relationship between the proficiency level and students' understanding of PVs. As expected, the result also showed that the correlation was positive, which implied that the higher the level of students' proficiency, the better would be their understanding of PVs.

Table 3 shows learners score for both type of PVs (literal or non-literal). Results indicated that the mean percentage of literal PVs was higher (84.09) than the non-literal PVs (71.59), suggesting that non-literal PVs are more difficult for learners to understand. Consequently, they tend to use fewer non-literal PVs (Liao & Fukuya 2004) or avoid using them (Dagut & Laufer 1985). This, however, was not surprising as literal PVs are very transparent in meaning in comparison to the non-literal ones.

Apart from that, results also indicated that high proficiency students showed better understanding of both literal and non-literal PVs ($p < 0.05$). Results of the Pearson coefficient confirmed that there was a relationship between the types

of PVs tested and students' proficiency level. While the relationship between literal PVs and proficiency level was at a medium level ($r = 0.335$); the relationship between non-literal PVs and students' proficiency level was relatively big ($r = 0.553$), implying that non-literal PVs are more difficult to understand than the literal ones.

Prior to examining the learners' productive knowledge of PVs, a detailed analysis was conducted to determine the difficulties that the learners faced in the literal and non-literal PVs in the test. Results are presented in Table 4 and Table 5 below.

Table 4 above presents the frequency of incorrect answers for literal PVs. Item 8 that tested learners understanding of PV *put up* was the only item which received more than 50 per cent incorrect responses. This was followed by PVs with AVP 'down' (*put down* and *go down*); PVs with AVP 'on' (*get on* and *put on*). On the other hand, PVs with AVP 'back' (*come back*, *bring back*, *get back*, *go back*) received low frequency of errors.

As far as non-literal PVs were concerned, the frequency analysis of non-literal PVs indicated that this type of PVs was difficult to the learners. Results presented in Table 5 shows that five of the non-literal PVs tested (*come across*, *bring up*, *give up*, *run into*, *come out*) received more than 50 per cent incorrect responses. On the other hand, only one literal PV tested received more than 50 per cent incorrect responses (*put up*). This further confirmed that students find non-literal or idiomatic PVs more difficult than the literal ones, which was consistent with the findings reported in previous studies (e.g. Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Liao & Fukuya, 2004).

Results of the EMAS Corpus Analysis

Analysis of the real data from the EMAS Corpus will be discussed to answer the research question concerning learners' productive knowledge of PVs. Five (5) PVs identified in the PVs test that received high number (>50%) of incorrect answers were further analysed to find out learners' productive knowledge of these PVs. The five selected items were Item 8 - *put up*; Item 4 - *come across*; Item 10 - *give up*; Item 6 - *run into*, and Item 26 - *come out*. Following this,

Table 1. ANOVA: Mean score and language proficiency level

	Sum of squares	df	Mean square	F	p
Between Groups	4218.587	2	2109.293	106.319	0.000
Within Groups	9463.338	477	19.839		
Total	13681.925	479			

Table 2. Post hoc: Mean score and language proficiency level

Post-hoc(Scheffe)	N	M	Mean difference	p
(1) low proficiency	159	26.92	(1)-(2) -2.144	0.000
(2) average proficiency	160	29.07	(1)-(3) -7.075	0.000
(3) high proficiency	161	34.00	(2)-(3) -4.932	0.000
Total	480	30.01		

*The mean difference is significant at the 0.05 level.

Table 3. Mean score of literal and non-literal PVs

	Literal (11)	Non-literal (29)
Valid	480	480
Mean	9.25	20.76
Mean percent	84.09	71.59

Table 4. Frequency of incorrect responses for literal PVs

Item	Frequency (f)	Percent (%)
Q8 (<i>put up</i>)	280	58.3
Q33 (<i>put down</i>)	120	25.0
Q39 (<i>go down</i>)	96	20.0
Q32 (<i>get on</i>)	67	14.0
Q1 (<i>put on</i>)	64	13.3
Q15 (<i>go away</i>)	47	9.8
Q1 (<i>come back</i>)	41	8.5
Q30 (<i>bring back</i>)	38	9
Q22 (<i>get back</i>)	34	7.1
Q35 (<i>go back</i>)	17	3.5

Table 5. Frequency of incorrect responses for non-literal PVs

Item	Frequency (f)	Percentage (%)
Q4 (<i>come across</i>)	358	74.6
Q11 (<i>bring up</i>)	353	73.5
Q10 (<i>give up</i>)	292	60.8
Q6 (<i>run into</i>)	277	57.7
Q26 (<i>come out</i>)	276	57.5
Q36 (<i>come up</i>)	240	50.0
Q28 (<i>go out</i>)	219	45.6
Q18 (<i>look into</i>)	206	42.9
Q5 (<i>call off</i>)	171	35.6
Q38 (<i>take on</i>)	167	34.8
Q20 (<i>cut down</i>)	137	28.5
Q2 (<i>take off</i>)	130	27.1

the EMAS Corpus was analysed to identify the actual use of these items by the language learners.

PV *Put up*

Item 8 tested the learners' understanding of literal PV *put up*.

A: "Our school will organize a Health and Safety Campaign next week".

B: "I know, students will help to _____ posters all over the school".

- A. give up B. throw away
C. put up D. put on

Many students incorrectly answered *put on* instead of *put up* suggesting their lack of understanding on the difference between these two PVs in the above context. Examples of *put up* in the learner corpus indicated that learners seem to restrict the use of this PV by associating it with a small number of object collocates (i.e. balloons and bunting) while

other common collocates frequently associated with *put up* by native speakers (e.g. signs and posters) were not found in the learner corpus.

We were sweep the floor, **put up** buntings and arranged the chairs.

our house. We sweep the floor, **put up** ballons and clean our house. My

and I were staying at home to **put up** balloons and clean up my aunt

Another possible reason why the learners had answered *put on* instead of *put up* is perhaps their tendency to decode the individual meaning of *put on* and assume that posters and signs are usually stuck on something like walls or trees. This perhaps explained why students used *put on* instead of *put up* when associating it with posters as in the case of item 8 above. It is important for students to be aware that PVs, including *put on* and *put up* have to be learned, understood and produced as a 'unit' rather than a combination of elements in the construction of PVs.

PV *Come across*

Item 4 tested learners' understandings of the non-literal PV *come across*.

A: "I _____ an interesting book in the library."

B: "What book is that?"

A: "A book on astronomy, my favourite subject."

- A. came across B. looked up
C. looked after D. came u

Result showed that PV *looked up* was a more popular answer than *came across*, indicating that students did not really understand the meaning of PVs *come across* and *look up*, in the context tested above. A closer analysis of *look up* in the EMAS corpus suggested that students did understand that *look up* (check) is commonly associated with nouns that contain 'information' (e.g. books, dictionaries). Below are examples taken from the EMAS corpus to illustrate this.

there are all recent and new. If we **look up** in there for information we

the fix internet for students can **look up** for information especially now

Thus, the choice of *looked up* in Item 4 above was perhaps motivated by the word 'book' in the dialogue, which influenced them in choosing *looked up* as the best possible answer. Another possible reason was they do not understand the different contexts in which these common PVs (*look up* and *come across*) are commonly used. While *look up* usually implies deliberate action (we intentionally look for certain information in books, dictionaries, etc.), *come across* implies unexpected discovery. This is the context that many students may not be aware of, which had resulted in responding incorrectly to Item 4 above.

PV *Give up*

The next item is Item 10, which tested students' understanding of the PV *give up*.

A: "Many people are dying of lung cancer nowadays."

B: "Yeah. Smoking could be one of the reasons, I guess."

A: "I hope my dad will _____ smoking."

- A. put down B. point out
C. give up D. throw away

Frequency analysis showed that more than half of the respondents (60.8 per cent) answered this item incorrectly.

PV *throw away* was a more popular answer for Item 10 instead of *give up*. It was not impossible that the learners selected PV *give up* as the answer because they combined the individual meaning of *give* and *up*. The proper verb 'give' itself has a positive connotation which implies support or encouragement to continue smoking. On the other hand, 'throw' has a negative connotation indicating an action to get rid of something like the habit of smoking. Thus, this might be a possible reason why they selected *throw away* rather than *give up* as the answer.

Apart from that, the Malay term *buang* is equivalent to the English word 'throw' which is commonly used when referring to an action to quit smoking as in *buang tabiat merokok* (to *give up* smoking). Thus, the learners may have applied their understanding of the Malay term *buang* (throw), and assumed that *buang tabiat merokok* was equivalent to **throw away* smoking. Tendency to combine the individual meanings of PV elements and translating them directly from Malay to English or vice-versa was rather common among Malaysian learners. This may result in producing non-standard use of PVs hardly found in native speakers' discourse and in real life communication (e.g. **throw away* smoking).

Further analysis of *give up* in the learner corpus indicated that the learners' understanding of *give up* was commonly associated with issues related to studies (e.g. She advise for me to study hard, preserving and don't *give up* to other problem); and competitions (e.g. But Nicholas and I did not *give up*. We wanted to do our best even though we knew that we can't be the winner). Surprisingly, no instance of *give up* associated with smoking was found in the learner corpus.

PV Run into

The next analysis focused on Item 6, which tested the students' understanding of the PV *run into*.

A: "When you think about it, most of your classmates will disappear from your life forever after you graduate."
B: "Yeah, but every now and then you will _____ one of them on the street."

- | | |
|-------------|-------------|
| A. go over | B. get back |
| C. come out | D. run into |

Again, learners' failure to choose *run into* as the correct answer may due to their tendency to combine the individual meaning of elements in PV constructions rather than treating a PV as one lexical unit. They may find that combining the regular meaning of *run* and *into* in the above context, did not make sense at all because a person would not literally run away from long lost friends; instead he/she would go or get near to them. Thus, *go over* and *get back* made more sense to them in answering Item 6 above. Closer analysis of the EMAS corpus also indicated that there was no instance of *run into* found in the learner corpus, indicating the learners' unfamiliarity with this idiomatic PV.

PV Come out

Item 26 below tested the students' understanding of PV *come out*. However, results showed that PV *take off* was a more popular answer.

A: "There's a blood stain on your shirt?"
B: "I know. I've washed it many times but the stain just would not _____."

- | | |
|--------------|-------------|
| A. come down | B. give up |
| C. come out | D. take off |

PV *take off* is equivalent to the Malay word *tanggal*, and *tanggal* can be used in different contexts as shown below.

- a) *tanggal pakaian* (take off shirt)
b) *tanggal kotoran* (remove stain/dirt)

As *take off* is equivalent to *tanggal*, learners may have assumed that PV *take off* can also be used interchangeably in both contexts. Hence, it was not surprising that many of the respondents had answered *take off* for Item 26 instead of *come out*. This again suggested that L1 plays a significant role in the learners' understanding of many common PVs including *take off*.

Apart from that, sample of concordance lines from the EMAS Corpus shown below indicated that learners' understanding of *come out* was very restricted to its association with animate subjects (e.g. the girl, the mouse, my brother).

After the girl the girl **come out** of the river sh she thanks when the cat is away, the mouse **comes out** and play', so whenever the

and combed my hair. After my brother had **come out** of the bathroom, I saw a

Then I had a shower and then I **come out** of the room.

After a week Mere **came out** of the hospital. All her friends

the doctor **came out** from the emergency room with up to the center of the river. When we **came out** from the boat and we

In fact, there was no instance of *come out* being associated with inanimate subjects such as dirt/stain found in the learner corpus, suggesting their limited understanding of PV *come out* in the above sense (Item 26).

In brief, analysis of the learner corpus (EMAS Corpus) clearly showed that apart from the influence of the learners' L1, unfamiliarity with many other senses of PVs which are very common and frequently used in everyday communication, as well as learners' tendency to combine meanings of each element in PV construction may have contributed to the nonstandard use of PVs by Malaysian learners of English.

CONCLUSION

To summarise, results of the PVs test above indicated that, in general, Malaysian school learners have a moderate level of receptive knowledge with respect to PVs. The PVs test conducted also revealed that the learners had problem to understand high frequency PVs commonly used in everyday settings: a useful finding, which was not found in any other research in Malaysia so far. It was also found that language proficiency level played a significant role in the learners' understanding of PVs. Learners with high proficiency language level showed better understanding of PVs in comparison to those with lower level of language proficiency. In addition, the types of PVs tested (literal or non-literal) also had an impact on the learners' receptive knowledge with respect to PVs. Contrary to the literal PVs, the non-literal ones were more difficult for learners to understand.

With regard to the productive knowledge, real data from the learner corpus had revealed a number of problems faced

by the learners in the actual production of PVs. Many had a great tendency to treat PVs as two rather than one lexical unit. Apart from that, they were also not adequately exposed to the various core meanings of PVs (literal and non-literal) that are useful to them. Lack of awareness with respect to common collocates of PVs was another factor contributing to the lack of understanding and inappropriate use of this language form. Finally, their L1 was also found to play a significant part in their understanding of PVs.

In short, the above findings provide empirical evidence with respect to the receptive and productive knowledge of PVs amongst Malaysian learners' of English. A number of useful findings have been highlighted, which can inform relevant parties for further actions.

REFERENCES

- DeVellis, R. F. (2003). *Scale development: Theory and applications* (2nd ed.). Thousand Oaks, California: Sage.
- El-Dakhs, D.A.S. (2016). The Lexical Knowledge and Avoidance of Phrasal Verbs: The Case of Egyptian Learners of English. *International Journal of Applied Linguistics & English Literature*, 5(1), 132-144.
- Fletcher, B. (2005). *Register and phrasal verbs*. Macmillan Phrasal Verbs Plus. Oxford: Macmillan Publishers Limited. LS 13-LS15.
- Fraenkel, J., Wallenn, N. & Hyun, N. (2012). *How to design and evaluate research in education*. New York: McGraw Hill.
- Houshyar, S. & Talebinezhad, M. (2012). Study on Avoidance Behaviour among Persian EFL Learners: Phrasal Verbs in Focus. *Greener Journal of Educational Research*, 3(6), 238-248.
- Hulstijn, J. H., & Marchena, E. (1989). Avoidance: Grammatical or semantic?. *Studies in Second Language Acquisition*, 11, 241-252.
- Kamarudin, R. (2013a). *A study on the use of phrasal verbs by Malaysian learners of English* (Unpublished PhD thesis), University of Birmingham, UK.
- Kamarudin, R. (2013b). A Corpus-based Study on the Use of Phrasal Verbs by Malaysian Learners of English: The Case of Particle 'up'. In S. Ishikawa, (Ed.). *Learner Corpus Studies in Asia and the World*. 255-270.
- Liao, Y. & Fukuya Y.J. (2004). Avoidance of phrasal verbs: the case of Chinese learners of English. *Language Learning*, 54(2), 193-226.
- Littlemore, J. & Low, G. (2006). Metaphoric competence and communicative language ability. *Applied Linguistics*, 27(2), 268-294.
- Rudzka-Ostyn, B. (2003). *Word power phrasal verbs and compounds: A cognitive approach*. Berlin: Walter de Gruyter & Co.
- Schmitt, N. (2010). *Researching Vocabulary: A vocabulary research manual*. London: Palgrave Macmillan.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363.
- Sekaran, U. (2004). *Research Methods for Business: A Skill Building Approach* (fourth edition). New York: John Wiley and Sons, Inc.
- Siyanova, A. & Smith, N. (2007). Native and non-native use of multi-word vs. one-word verbs. *International Review of Applied Linguistics in Language Teaching*, 45, 119-139.
- Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*, 30(1), 79-95.
- Zarifi, A. & Mukundan, J. (2014). Creativity and Unnaturalness in the Use of Phrasal Verbs in ESL Learner Language. *The Southeast Asian Journal of English Language Studies*, 20(3), 51-62.