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Teachers' Beliefs about Teaching Phrasal Verbs
The Case of English Department Teachers at Kasdi Merbah
University of Ouargla

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Dedication

I dedicate this work to my wonderful and my dearest parents

Thank you for your support and endless love.

To my beloved brothers and my dearest sisters

To all who care about me and make me stronger.

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My utmost gratitude to Allah for answering my prayers and giving me the power to complete this dissertation.

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List of Abbreviations

EFL: English as a Foreign Language

KMUO: Kasdi Merbah University of Ouargla

MWUs: Multi-Word Units

PVs: Phrasal Verbs

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ABSTRACT

Phrasal verbs are said to be one of the greatest indicators of linguistic competence for speakers of English as a foreign language. Multi-word phrases such as phrasal verbs are characterised by degrees of opacity of meaning, where some are quite literal and some are completely idiomatic. Researchers as well as teachers of English language agree, to a great extend, that the phenomenon of English phrasal verbs (e.g., to break up, to give in, to get away with) (henceforth EPVs) poses a great deal of challenge to EFL learners who want to learn the language. This can cause teachers to avoid using phrasal verbs. The objective of this study is to explore English Department teachers' perceptions and practices about teaching phrasal verbs at Kasdi Merbah University of Ouargla (henceforth KMUO). Fifteen teachers took part in this study. They completed a survey, which could reflect teachers' belief on teaching phrasal verbs in the classroom. The results show that participants held a positive attitude towards explicit instruction of phrasal verbs in general. The results also exhibited teachers' incomplete satisfaction with the current state of phrasal verbs content in teaching materials used in the classroom, which suggests a further look at the scenario of English phrasal verbs. Finally, some pedagogical implications, like suggestions for supervisors, can be drawn from this study.

Key words: Multi –word units, phrasal verbs, particle, teachers' perceptions, classroom practice

General Introduction

General Introduction

Background of the Study

Phrasal verb is an essential feature of English, their value lies in the fact that they form such a key part of everyday English. Not only are they used in spoken and informal English, but they are also a common aspect of written and even formal language. Understanding and teaching phrasal verbs, however, is usually problematic and there are many reasons for this. The meaning of a phrasal verb, for example, often bears no relation to the meaning of either the verb or the particle which is used with it. Phrasal verbs are very essential components in English language, and their integration appears in different situations and contexts.

Phrasal verbs are combined with prepositions or adverbs, sometimes both give new meaning. In other times, this meaning can be guessed through its parts but most of the time, it is too separated from the individual words; i.e. they are idiomatic. They often arise from the uses of language and eventually work themselves into mainstream of language.

This study aims to shed light on how to use explicit instruction as an effective device in teaching phrasal verbs as well as encouraging students to use these phrasal verbs in their writings. This procedure is based on the assumption that phrasal verbs help students to speak and write advanced English. Therefore, in order to speak, read, and most of all write advanced English, students need to be skilled in them. Phrasal verbs are verbs as idiomatic curiosities in which they play a crucial role in spoken and written English, and it is impossible for teachers who want to develop an advanced mastery of language that can afford to overlook them.

Purpose of the Study

The primary goal of this study is to examine the teachers' perceptions about the use and the level of knowledge of English phrasal at the KMUO University. The tendency to use one verb equivalents to the phrasal verbs indicates learners' avoidance of using phrasal verbs. Possible explanations and justifications are sought to understand why phrasal verbs pose remarkable difficulties to use by English Department students. Therefore, teachers are asked to provide their feedback regarding the state of phrasal verbs in the current teaching process. Moreover, teachers' views of teaching phrasal verbs are taken into account and discussed.

Research Questions

This study investigates the following research questions:

a) What are the perceptions of KMUO English Department teachers regarding the teaching of phrasal verbs?

b) What are their reasons for teaching or not teaching PVs in language classrooms?

Hypothesis

English Department teachers at KMUO would likely believe that teaching phrasal verbs is vital and indispensable.

Significance of the study

It is expected that the findings of the present study will be useful to everyone involved in the teaching and learning of the English language in Algeria, and increase the awareness among students, teachers, and syllabus designers of the teaching of MWUs and like PVs in particular, which are an important language form for learners to acquire fluency in English, the target language. Accordingly, appropriate measures can be taken to improve the present scenario of vocabulary learning in Algerian universities, particularly with respect to the teaching and learning of PVs. Language teachers and learners in particular will be made more aware of the importance of this language feature for a more effective and efficient communication. Teachers may motivate learners to use this language form more frequently and perhaps can adopt better pedagogical approaches so that learners will experience more meaningful and successful learning of PVs. In addition, it is expected that teachers will become much more aware of the usefulness of corpora as a tool in language teaching, particularly to understand the problems faced by learners in the use of any language element including PVs.

Limitations

As far as the teacher survey is concerned, the sample size is very small (15 respondents) for the present findings to be generalized to the whole teacher population in all Algerian universities. In relation to this, further statistical analysis could not be carried out due to the small sample size. Hence, it is suggested that future studies should consider involving a larger teacher population in all universities, so that other statistical tests can be carried out to confirm the assumptions with respect to the issue under investigation.

Structure of the thesis

The dissertation is divided into 2 chapters. Chapter 1 provides an overview of relevant literature with respect to the description and types of PVs. As far as the present research is concerned, it differs from previous studies investigating PVs in terms of the methodology used. Chapter 2 outlines the general methodology of the study, the research design, research instruments, and the survey procedure used. This chapter also describes the analysis of data followed by a discussion of the research findings. The findings relate to the research questions that guided the study.

Definitions of Terms

The key terms of the study are defined as follows:

Multi-word units: According to a recent definition, MWEs are "lexical units larger than a word that can bear both idiomatic and compositional meanings. (…) the term multi-word expression is used as a pre-theoretical label to include the range of phenomena that goes from collocations to fixed expressions" (Masini 2005: 145)

Phrasal verb: a verb combined with an adverb or a preposition, or both, to produce a new meaning. Examples: call off, turn down, make up, etc. (Celce-Murcia & Freeman, 1999).

Particle: An adverb or a preposition that can attach to a verb to make a phrasal verb. For example in 'she tore up the letter', the preposition 'up' is a particle here. (Celce-Murcia & Freeman, 1999).

Teachers perception: The thoughts or mental images which **teacher**s have about their professional activities and their students, which are shaped by their background knowledge and life experiences, and influence their professional behaviour.

Classroom practice: Classroom practice, as a process, involves multiple agents and their interactions within the classroom as a system

Chapter One: Literature Review
Multi- word units and Phrasal Verbs

Introduction

The mastery of words that constitute a language requires detailed knowledge of its exact application for example, their grammatical constructions, meanings, categories, and collocations, written and spoken forms. These elements determine the condition of word knowledge. Phrasal verbs are one pattern of the English language that raises plenty of challenges to learners of English as a second language. In order to use a phrasal verb appropriately a learner should understand its correct application. This section covers a host of major topics and studies in the area of linguistics regarding the use of phrasal verbs by both EFL teachers and learners. It starts with the focus on phrasal verbs in English and their types and concludes with the contributions of this study to the existing literature

1.1 Description and types of Multi- word units

The term multi- element words refers to lexical items consisting of a sequence of two or more words. These words semantically and/or syntactically constitute meaningful and inseparable units. They are the results of vocabulary and semantic processes of fossilization and word formation, rather than results of the process of grammatical rules. There are several distinct types of multi-word items: compounds, idioms, fixed phrases, prefabs, and finally, multi-word verbs (Moon, 1997).

According to Greenbaum and Quirk (1990), multi-word verbs consist of a verb and a particle. They give two main categories of multi-word verbs:

1) **Phrasal verbs**, where the particle is an adverb (e.g. 'drink up', 'find out')

2) **Prepositional verbs**, where the particle is a preposition (e.g. 'dispose of', 'cope with').

Greenbaum and Quirk add one more category that links the two categories:

3) **Phrasal-prepositional verbs**; they consist of two particles, an adverb followed by a preposition (e.g. 'put up with', 'look forward to').

Even though phrasal verbs and prepositional verbs are two distinct categories, Thim (2012: 2) states that the word -unit 'phrasal verb' is "sometimes applied not only to phrasal verbs, but also to other verbal forms, most notably prepositional verbs." Rudzka-Ostyn (2003) considers phrasal verbs as (idiomatic) multi-word verbs. Thus, the term 'phrasal verbs' is used in many works as an umbrella-term for all multi-word verb categories. This can, for example,

be seen in Mc Carthy and O'Dell (2004), who define phrasal verbs as verbs that consist of a verb and a particle, with that particle being either a preposition or an adverb, or in Courtney (1983), where phrasal verbs are defined as idiomatic combinations of a verb and an adverb, a verb and a preposition, or a verb with both an adverb and a preposition.

Celce-Murcia and Larsen-Freeman (1999) explain that some particles can behave as adverbs in some contexts and as prepositions in other contexts. To help elicit if a multi-word verb is a phrasal verb or a prepositional verb, Celce-Murcia and Larsen-Freeman present several syntactic tests: adverb insertion, phrase fronting, and Wh-fronting (associated with prepositions and prepositional verbs); passivisation, verb substitution, and noun phrase insertion (associated with adverbs and phrasal verbs). Celce-Murcia and Larsen-Freeman also state these tests and give examples, as seen in table 1.

Table 1

Syntactic tests used to distinguish if the particle is an adverb or a preposition (source: Celce-Murcia and Larsen-Freeman, 1999: 430)

Allowed by prepositions	Example	Allowed by adverbs	Example
Adverb insertion	We turned quickly off the road. *We turned quickly off the light.	**Passivisation**	The light was turned off. *The road was turned off
Phrase fronting	Up the hill John ran. *Up the hill John ran	**Verb substitution**	The light was extinguished. (= The light was turned off.)
Wh- fronting	About what does he write? *Up what does he write?	**NP insertion**	We turned the light off. *We turned the road off

It is important not to confuse phrasal verbs with free combinations. According to Quirk, Greenbaum, Leech, and Svartvik (1985), free combinations also consist of a verb and a particle. However, in free combinations both the verb and the particle have different meanings, unlike phrasal verbs. In free combinations, the verb acts as an intransitive verb and the adverb has its own meaning. Quirk et al. (1985: 1152) then give examples of free combinations, where the nature of the two constituents is shown:

He walked past. [= 'past the object/place']

I waded across. [= 'across the river/water/etc.']"

Quirk et al. contrast these examples with the examples of phrasal verbs, such as 'give in' [= surrender] or 'blow up' [= explode], where the meaning of the combination cannot be predicted from the meanings of individual parts in isolation.

All in all, it is worth noting that the term 'phrasal verb' is rarely used in respect to any language except English language. Thim (2012: 45) indicates that "from the very beginning the use of the term phrasal verb implies that the construction is distinctively English," but adds that "there are comparable verbal constructions in other languages. The most obvious parallels can be found in other Germanic languages." In fact, similar verb-particle constructions can be found in all present-day Germanic languages. This is likely the reason why the majority of verbs that qualify for phrasal verb combinations are from the Germanic lexicon, as Armstrong (2004) suggests. The same author also presents the fact that most of the verbs constituting phrasal verbs are monosyllabic.

1.2 Definition of Phrasal verbs

Phrasal verbs are considered as a challenging area in learning and teaching EFL. This section describes the phrasal verbs, their definition, nature, formality, role, and some key verbs of English phrasal verbs. The term phrasal verb, also known as multiword expression or verb-particle construction, is defined as verb-particle combination that forms a single unit. The particle is generally an adverb or a preposition whereby the construction of phrasal verbs may take different forms including a verb and preposition (run across), verb and adverb (give up), or verb with both adverb and preposition (move out of)(Wyatt, 2006, p.4;Olteanu, 2012, p.16 and Thim, 2012, p.10). Many phrasal verbs have equivalent single verb synonyms that are used in formal written and spoken English. For example, to put off means to postpone, to take off means to remove, and to turn up means to arrive.(McCarthy& O"Dell, 2004, p.8). Further, phrasal verbs are frequently used in informal written and spoken language. They are notably important to understand conversations and communicate with native speakers. (Cornell, 1985, as cited in Imrose, 2013, p.110).

1.3 English language phrasal verbs

Most of English phrasal verbs are formed from a small number of common verbs and a small number of prepositions or adverbs. "About, (a) round, at, up, to, through, over, out, on, off, into, in, for, down, back, away" are some of the most common phrasal verb particles. In addition, there are common verbs which form part of useful, everyday phrasal verbs including; "break, bring, call, come, cut, give, get, go, keep, knock, look, make, pass, pick, pull, put, run, set, take, turn"(McCarthy & O"Dell, 2004, p.6; Wyatt, 2006, p.4). The table 1below shows how some key verbs of phrasal verbs and common particles are combined together to construct a single unit with a different meaning.

It is said that the writing and speech of native speakers of English is full of phrasal verbs expressions, especially in spoken form of English. This takes us to the fact that native speakers of English use in their speech expressions like 'hang on' instead of 'wait' ,'call up' instead of ' telephone', 'break down' instead of 'stop working', 'to put off' instead of . 'to postpone' , 'to get out' instead of 'to exist', and ' to get together' instead of 'to congregate' ….etc. On the other hand, EFL speaker of English avoid using phrasal verbs constructions, especially those which are not frequently used, simply because they find them difficult to handle. This point has been emphasized by Cowie and Mackin (1978:6)and Seidle and Mc Mordie (1978:114).The difficulty in handling these constructions is attributed to the fact that they are highly idiomatic, i.e., the total meaning of the combination may be little or no relationship to the meaning of the individual words of combinations.

1.4 Characteristics of phrasal verbs

1.4.1 Syntactic characteristics

The previous section showed that phrasal verbs are just one of the multi-word verbs types, but they too can be divided further. Many authors divide phrasal verbs into two categories: intransitive and transitive. Britten and Dellar (1989: 129) give examples:

1. Intransitive phrasal verbs: verb + adverb particle (without a noun or pronoun),
e.g. She rang up.
2. Transitive phrasal verbs: verb + adverb particle (with a noun or a pronoun),
e.g. She rang up the Browns.

In the example the difference between intransitive and transitive phrasal verbs is demonstrated as the ability to form a sentence with or without a noun or a pronoun, with those nouns and pronouns functioning in the sentences as direct objects. Therefore, those phrasal verbs that take a direct object are called transitive phrasal verbs, and those that do not take a direct object are called intransitive phrasal verbs. Many authors, such as Quirk et al. (1985), call intransitive phrasal verbs.

Type I phrasal verbs and transitive phrasal verbs Type II phrasal verbs. Darwin and Gray (1999) and Celce-Murcia and Larsen-Freeman (1999) also mention ergative phrasal verbs, identifying them as multi-word verbs that can function as both transitive and intransitive phrasal verbs.

When it comes to transitive phrasal verbs, many authors note that one of their syntactic characteristics is separability. Celce-Murcia and Larsen-Freeman (1999) comment that this characteristic is a peculiarity of transitive phrasal verbs and that it means the particle of a phrasal verb can be separated from its lexical verb by a direct object. Darwin and Gray (1999: 69) remark that the speaker has a choice of where the particle will appear, giving examples:

*I looked up his name in the phone book. OR

* I looked his name up in the phone book.

The choice, however, is only possible when the direct object is a noun. Mc Arthur (1989: 39) points out that when the direct object is a pronoun, that pronoun must be placed between the verb and the particle, giving an example:

*She put it down. BUT NOT *She put down it.

Some phrasal verbs can be separated by specifiers, as seen in Jackendoff (2002: 71):

* I'll look the answer right up.

* Bill brought the wagon right back.

The word 'right' is the specifier in these sentences. Jackendoff, however, notes that specifiers can only be used in what he calls a 'right-hand position'. This means that using specifiers is only possible when the direct object comes between the lexical verb and the particle of the phrasal verb,i.e. when the direct object precedes the particle.

Greenbaum and Quirk (1990) use the term 'intensifiers' instead of 'specifiers'. They agree that intensifiers cannot be used in every case, adding that if the transitive phrasal verb is fully idiomatic, intensifiers cannot separate the verb and the particle. To express this, they give an example using the phrasal verb 'bring up'. The meaning of the phrasal verb in this sentence is 'to rear'. Because this meaning is idiomatic, the example sentence is not possible.

*She brought the girls right up"

1.4.2 Semantic characteristics

Several authors have tried to organize phrasal verbs into categories according to their semantic characteristics.

Thim (2012) acknowledges that it is not always possible to draw clear-cut distinctions between different semantic types, yet he divides phrasal verbs into two categories: compositional and non-compositional. In the non-compositional combinations, it is not possible to assign particular meanings to the particles, while the compositional category can be subdivided into combinations with directional particles and with aspectual particles, as

seen in figure 1. Thus, he gives three semantic categories of phrasal verbs: literal, aspectual, and non-compositional. Phrasal verbs in the literal semantic category are those who contain the directional particle and later in his work these constructions are referred to as compositional constructions.

Verb particle combination

Compositional   **Non-Compositional**

Directional particle   Aspectual particle
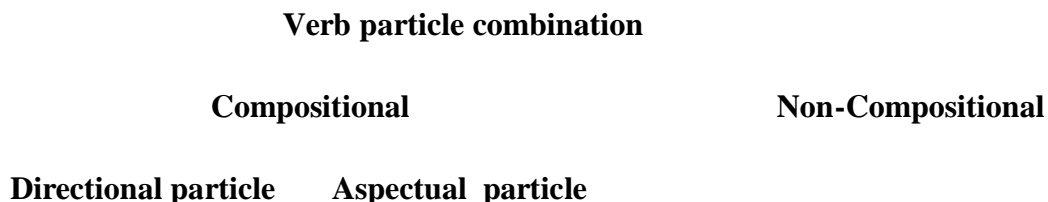
Figure 1. Semantic classification of phrasal verbs (source: Thim, 2012: 13)

As for compositional constructions, they are transparent from the meaning of their constituents.

Since the particles used in constituting compositional phrasal verbs are directional, i.e. they express direction, those phrasal verbs give a perception of motion through space. Examples of this construction are the following (Thim, 2012: 14):
*"…a little boy and girl came in with a, with an Alsatian dog, a puppy."
* "George put the food away."

Following this, Thim (2012: 16) explains that the meaning of aspectual constructions "is usually fully transparent and readily understandable and ad hoc formations are possible, e.g. "And having another baby to use the clothes up seems a little extravagant.'". The aspectual particle is defined as "the particle [which] introduces the concept of a goal or an endpoint to durative situations which otherwise have no necessary terminus", backing this with another example: "He used our supplies completely up" (Brinton 1985, as cited in Thim, 2012: 17).

In short, Thim refers to non-compositional structures as 'idiomatic constructions'. He contrasts these constructions with compositional ones, saying that their meaning cannot be inferred from the meaning of their elements. He also observes that this type has attracted the most attention in EFL learning.

Examples of idiomatic constructions are the following (Thim 2012: 19):

*"My husband actually said to me that giving up smoking was easy…"
*"He could not make it out, nor could he trust his own memory."

Fraser (1976, as cited in Dagut and Laufer, 1985: 74)) also divides semantic properties of phrasal verbs into three categories. The categories have the same concept as the ones in Thim (2012), but are differently named:

a) literal phrasal verbs (Thim calls them compositional) - their meaning is a straightforward product of their components, e.g. 'go out', 'come in', 'take away';

b) figurative phrasal verbs (Thim calls them idiomatic) - their meaning is a result of a metaphorical shift of meaning and the semantic fusion of the individual components, e.g. 'turn up', 'let down', 'show off';

c) completive phrasal verbs (Thim calls them aspectual) - their particle describes the result of the action, e.g. 'cut off', 'burn down', 'shoot down'.

As opposed to previous categorizations, Mc Arthur (1989: 39) divides phrasal verbs into only two categories:

***conventional and literal**, for which he writes that the whole is the sum of the parts, e.g. "'They were all in the house and when we arrived their leader came out."

***idiomatic and figurative**, for which he writes that the whole is more than or different from the sum of the parts, e.g. "They were all in the house and when we arrived the truth came out."

Phrasal verbs can be polysemous, meaning that they can have more than one meaning (CelceMurcia and Larsen-Freeman, 1999). Rudzka-Ostyn (2003) illustrates polysemy with the example of the phrasal verb 'pick up' and its several meanings, as seen in table 2. Gardner and Davies (2007) report that, on average, one phrasal verb has 5.6 meanings. Table 2 is a great example of this, showing 'pick up' has six different meanings, from literal to idiomatic.

Table 2

Several meanings of the phrasal verb 'pick up' (source: Rudzka-Ostyn, 2003: 6)

Example verb	sentence Meaning of phrasal
1 Could you pick up the spoon the baby has dropped?	to lift from the floor
2 The beggar was picked up from the street.	he was taken by the police
3 Can you pick me up at 6:30 at the station?	fetch, collect me by car
4 I don't know where I picked up this cold/	flu. caught < catch, got
5 She picks up foreign languages in no time.	she learns, very fast
6 Trade has picked up over the last few months (figurative)	has increased, is higher

McCarthy and O'Dell (2004) add that there is often no direct connection between the different meanings of one phrasal verb. However, these authors further add that sometimes the basic meanings of phrasal verbs are clearly linked with their additional meanings. This happens when additional meanings are based on a metaphor that has a direct connection with its literal meaning

1.5 Characteristics of the Particles in Phrasal Verbs

The term particle is used to denote the second component of the phrasal verb which can be either an adverb or a preposition. Jowett (1964:53) states that the function of the particle is of a great value to this construction because the particle is used to change the meaning of the verb and sometimes, it adds another meaning to the verb, therefore, these particles have the function of forming new verbs; the meaning of the lexical verbs 'make' or 'take' is different from the meaning of the phrasalized verbs 'make up' and 'take off'. He (ibid) adds that the particles have five functions which are:

1-The particles make the phrasalized verbs have new meanings which differ from the meaning of the original lexical verbs as in the lexical verbs 'carry' when combined with the particle 'on' to give the meaning of 'continuity'.

2-Some particles do not change the meaning of the lexical verb, yet, they add new meaning to the lexical verbs when they are combined with them to form the phrasal verbs as in 'speak' and 'speak out'. The particle here adds the meaning of 'loudly' to the original verb.

3-Some particles add sense of completion to the meaning lexical verb as in 'carry out' and 'gather up'.

4-Some particles help to form collocations. These particles function as adverbs. The collocation consists of both the verb and the particle (adverb).The particle retains the meaning of both elements as in 'go out'.

5-Some other particles function as prepositions but they are more attached to the verb. These prepositions differ from the pure prepositions in that the complement which follows them can be omitted and easily understood from the context, as in:

-She left the baby upstairs and went down. (stairs)

To answer the question of how to identify the function of the particles, Fraser (1974:11) mentions that there are three criteria which are as follows:

1-Substitution

A word is supposed to be considered as an adverbial extension when it is connected with the verb to form a unit and this unit can be replaced by one single verb without making any change in the structural arrangement of the sentence. For example,

-I did up my shoe properly.

-I (fastened) my shoe properly.

2-Expansion

This criterion can be adopted when the particle is considered as a preposition but it can not be adopted in the case when the particle is an adverb. If the particle is a preposition, an additional element can be inserted between the verb and the preposition. For example,

-He came in the class.

-He came suddenly in.

-I look up a word in the dictionary.

-I look slowly up the word in the dictionary

3-Re-arrangement

The difference between the two kinds of particles (a preposition or an adverb) can be manifested through changing the position of the particles themselves. For example,

-He cannot get up the stairs. But not - *She cannot get the stairs up.*

1.6 Transitivity and Intransitivity of English Phrasal Verbs

Some English phrasal verbs are transitive such as 'get over', 'hand in' , and ' pick out' ; others are intransitive such as 'get up', 'break down', and 'look out'; while some others are both transitive and intransitive such as 'call up' , 'give up', and 'hang up'.

According to Stageberg (1965:225), "The transitive verb adverbial composite has an object and is symbolized by (VAC+O)". Examples of such phrasal verbs are 'fill in', 'look for', and 'throw away'. Sometimes, the subject of a phrasal verb is a pronoun (it, them, me, you, him, her, and us). In such cases the pronouns go before (on, off, in, out, up, down….etc.) as stated by Murphy (1985:262). In order to show where the pronoun is placed, consider the following example:

-They gave me a form and told me to fill it in. **(not 'fill in it')**

Murphy (ibid) refers to the use of a phrasal verb- preposition by saying that "the object always comes after the preposition".

Here are two examples:

-*You are walking too fast, I can't keep with you.*

-*Peter has cut down on smoking. He smokes five cigarettes a day now.*

Intransitive phrasal verbs, on the other hand, have "Three characteristics which tend to be common to intransitive VAC; and which can be used as VAC tests" as stated by Stageberg (1965:224). The first characteristic is that the meaning of a certain phrasal verb as a unit is different from that of individual meaning of the two parts added together. This can be shown by the following two examples:

-*She turned up late as usual (arrived).*

-*The plan took off at ten O'clock. (left the ground).*

The second characteristic is that the adverbial particle in an intransitive VAC is not moveable as one cannot say:

-*She turned late as usual up. Or,*

-*The plane took at ten O'clock off.*

The third characteristic is that the verb and the adverbial particle are inseparable. Stageberg (ibid) states that "a modifier separating them results in a strange or non-English locution". Here are two examples:

-*He turned suddenly up at seven O'clock.*

-*We took immediately off for London.*

It is concluded that English phrasal verbs may be intransitive as in:

-The party broke up when we turned in. Or transitive as in:

-She put the heckler down.   Or, -*She put down the heckler.*

In the case of an object (noun) receiving the action of the verb, the object may come before or after the particle.

1.7 Separability and Inseparability of English Phrasal Verbs

Because of the importance of phrasal verbs as it has been stated earlier in section one; one has to know the separability and inseparability of these structures. This is a very important aspect to notice as a certain phrasal verbs can be separated and some others cannot. Even if a certain phrasal verb can be separated then the new sentence may carry a very different meaning as in the following examples: 1-I saw the plan through. 2-I saw through the plan. In sentence (1), 'through' is a particle while in sentence (2) it is a preposition. When taking a look at these two constructions, one may think that the first and the second sentences carry the

same meaning whereas their meanings are completely different. The first sentence means 'I preserve until the plan was satisfactory complete '; and the second means 'I recognized the deception of the plan'. Praninskas (1957:217) states that "separable two-word verbs permit the object between the two parts in a certain cases and require it there in others". To clarify what has been stated by Praninskas, it is possible to place the short noun object after the particle or before it without changing the meaning of the sentence. Here are two examples:

-_She gave in her test._ Or, **-**_She gave her test in._

In long noun objects, however, the verb and its particle are never separated and the noun stays at the end:

-She gave in her test which was finished.

If we put the particle of the phrasal verb in the above mentioned sentence at the end, then there is absence of word order and the sentence sounds illogical. On the other hand, in the case of pronoun objects, they are to be placed after the verb as in the following example:

 -She gave it in.

Moreover, there is a type of phrasal verbs where the object never comes between the two strings of the verb. Examples of such phrasal verbs are 'call on', 'get over', 'go over', 'keep into', 'run across', 'run into'…etc. This type called inseparable phrasal verb. If we give a look to the following sentences, we can imagine why these two-word verbs should be inseparable:

-He got over a bad heart attack. (correct)

-He got a bad heart attack over. (incorrect)

In addition to what has been written about some of the inseparable phrasal verbs, Broukal and Woods (1990:190) emphasize that "when the verb is followed by a preposition (not an adverb particle), the verb and the preposition are not separated and the pronoun is placed at the end". An example of such construction is given in the following sentences:

-She looked for it. And   _-She looked it for._

Thus, some particle can be separated from the verb so that a noun or pronoun can be inserted and some particles, on the other hand, cannot be separated from the verb. Examine the following two examples:

-She added up the total on her calculator**. Separable**

 -She added it up on her calculator.

-She always gets around the rules**. (To evade) Inseparable**

1.8 Learners' problems with MWUs and PVs

In spite of the importance of MWUs and PVs in language learning discussed above, there is general consensus that they are difficult for L2 learners to master (Moon 1992; Yorio 1980-1989; De Cock 2005). Many classes of multi-word items, such as PVs, which are the major focus of the present study, are very common and highly productive in the English language as a whole (Celce-Murcia and Larsen Freeman 1999; Darwin and Gray 1999; Gardner and Davies 2007; Moon 1997). In addition, many multi-word units have multiple meanings themselves. For example, Gardner and Davies (2007) revealed that the 100 most frequent PVs have 559 potential meaning senses, or an average of 5.6 per PV. Thus, learners may find learning MWUs is rather complicated, particularly as there are issues with respect to idiomaticity and semantic non-compositionality, which can be very problematic to learners as also applies to PVs. Moreover, the status of particles in PV construction (i.e. preposition or adverb particle), particle movement, and the transitivity of PVs are among other aspects that can cause further confusion for learners. For these reasons, most often, students will avoid using PVs or use their one-word equivalents instead, since these are easier to learn and understand.

Conclusion

Phrasal verbs suggest a challenge for language teachers and students, as evidenced by the amount of research that has been done to understand, categorise, and teach them. EFL teachers are typically given knowledge of syntactic tests to identify PVs, but a deeper semantic knowledge may help them teach more effectively. Empirical research is needed to establish this claim. Teaching strategies beyond memorization, syntactic rules, and categorization have been proposed by several researchers. Studies indicate that some of these strategies may help EFL students better grasp the identification and interpretation of PVs. These strategies need to be investigated further with more languages, better methodologies, and multiple levels of students to verify their effectiveness.

Chapter Two

Research Methodology, Results, Analysis and Discussion

Chapter Two: Research Methodology, Results, Analysis and Discussion

Introduction

This chapter presents a detailed methodology of how the research was conducted, the participants, research design and instruments, reliability and validity of the used instruments, data collection procedures, analysis and discussion.

2.1 Methodology

2.1.1 Participants

15 teachers at the department of English language, Kasdi Merbah University of Ouargla, were given a questionnaire. Their students both male and female were majoring in English language.

2.1.2 Instrumentation

According to Fetterman (1989), questionnaires (synonymous with surveys) are ''perhaps the most formal and rigid form of exchange in the interviewing spectrum'' (p. 64). Unlike interviews, questionnaires do not require interactivity between the researchers and respondent and they provide insight into how widespread certain attitudes are. In Johnson's (1992) words, Survey ''can be particularly useful for capturing the essence of trends that are useful for planning'' (p. 128). In an attempt to achieve these goals, a questionnaire was administered to the EFL teachers to determine their attitudes towards learning and teaching phrasal verbs in EFL classes. 7 items of this questionnaire ranked on a Likert scale ranging from 1 (strongly agree), 2 (agree), 3 (Partly agree), 4 (Partly disagree), 5 (disagree), 6 (strongly disagree) , one item consisted of the options Yes, No answers, and the other two items are open -ended questions, To some extent. Prior to administrating the questionnaire to the participants, assistance was sought from some of the English language lecturers. A total of 4 volunteers answered and critiqued the questionnaire for clarity, relevance, length, and format (a kind of pilot testing). Following the rewording of certain items for the sake of clarity, the questionnaire was administered to fifteen English Department teachers.

2.1.3 Teachers' questionnaire

A total of 15 questionnaires were completed and returned, which gave a response rate of 100%. Teachers' responses were then coded into numbers to facilitate data entry into the Microsoft Excel worksheet. In order to answer the research questions, each item in the questionnaire was analysed individually, and descriptive analysis including mode, frequency

analysis and percentages were used to discuss teachers' perceptions of the present vocabulary contents presented in the classroom, particularly with respect to MWUs, as well as teachers' responses reasons for teaching or not teaching PVs in language classrooms. Data representation using tables were also presented to further illustrate the results obtained from the analysis. However, due to the very small number of respondents, further statistical tests could not be carried out.

2.2 Results of teachers' questionnaire

This second section of the chapter will discuss and present findings based on analysis of the teachers' questionnaire, which examined the opinions of teachers concerning the present vocabulary content in the present English language courses at KMUO, with special reference to PVs. Descriptive statistics including mode, frequency analysis and percentages were used to analyse data and to discuss the results.

2.2.1 Teachers' view with respect to emphasis on single-word units in the present texts

Item1 in the questionnaire examines the teachers' view concerning whether the vocabulary content in the present textbooks puts too much emphasis on single-word units. Table 1 presents the results of the descriptive analysis of Item 1.

Table 3

Too much emphasis on single-word units

	Frenquency (f)	Per cent (%)
2 Disagree	1	6.66
3 Partly disagree	1	6.66
4 Partly agree	2	13.33
5 Agree	8	53.33
6 Strongly agree	3	20.00
Total	15	

Table 3 above shows that 53.33%, which is more than half of the respondents, agree that the vocabulary content used in the present language teaching materials put too much emphasis on single word units; 13.33 % and 20 % of them partly and strongly agree, respectively, while 6.66 % of the teacher respondents answered with partly disagree and disagree with that statement, respectively. Table 3 provide further description of the data, which shows that the mode for Item 5 is 5 (agree), which further supports that the majority of respondents agree that the vocabulary content in the present language teaching materials puts

too much emphasis on single-word units. This finding suggests that this is one of the aspects of vocabulary content that needs to be further re-examined.

2.2.2 Teachers' view with respect to the inclusion of more multi-word units in the present texts

Table 4 below presents the results with respect to Item 2 in the questionnaire: whether the vocabulary content in the present texts needs to include more MWUs or not.

Table 4

Inclusion of more multi-word units

	Frenquency (f)	Per cent (%)
2 Disagree	2	13.33
3 Partly disagree	1	6.66
4 Partly agree	2	13.33
5 Agree	9	60.00
6 Strongly agree	1	6.66
Total	15	

Table 4 above shows that a very high percentage of the respondents (60 %) agree and 6.66 % of them strongly agree that the vocabulary content used in the present language teaching materials needs to include more MWUs. Only 13.33% of them partly agree and disagree, while the least number of respondents (6.66 %) partly disagree with the statement. This finding clearly indicates that the present vocabulary content needs to be re-evaluated and that the inclusion of more MWUs should be considered.

Despite the lack of attention given to MWUs, such as PVs, in the learner's textbooks, it is very interesting to know that a large number of teachers surveyed do teach and expose learners to this language form. Further discussion on this is presented in the following section.

2.2.3 Teachers reasons for teaching MWUs like PVs

This sub-section will discuss and present the findings for items 3 to 6 in the teachers' questionnaire, which focuses on the teaching of MWUs, particularly PVs. Table 5 below shows the frequency of teachers who teach MWUs in language classrooms.

Table 5

Frequency of teachers who teach PVs in classrooms.

	Frenquency (f)	Per cent (%)
Yes	14	93.33
No	1	6.66
Total	15	100.0

The results in Table 5 show that 93.33% of the teacher respondents reported that they do teach MWUs in their language classrooms. Even though the teaching of PVs is not highly emphasized in teaching materials used in the classroom, they are not totally overlooked by teachers, as the majority of teachers do teach this language form to their students. One of the reasons is probably that teachers are aware of the significant role of MWUs like PVs in helping learners to gain mastery of the target language point. A number of teachers have also reported in the questionnaire that they usually teach this language form indirectly in language classrooms.

Table 5 above also indicates that there I s a small percentage of respondents, 4.3%, who do not teach MWUs in language classrooms. Even though the percentage is very low, it may affect a larger number of students because each language teacher usually teaches not less than three English language classes with 30 to 40 students in each class. These teachers have indicated a number of reasons for not teaching this form.

2.2.4 MWUs are important aspect of language

An analysis was carried out to examine the reasons teachers gave for teaching PVs in language classrooms. A summary of the statistics for Items 3 to 6 in the teachers' questionnaire is presented in Table 6 below.

Table 6

Reasons for teaching PVs

Characteristic item	Useful for learners (Item 4)	Improve understanding (Item 5)	Improve fluency (Item 6)	
N	15	15	15	
Mode	5	5	5	

Table 6 above presents the results of the descriptive statistics for each of the reasons for the teaching of MWUs. It shows that the mode for all items (Items 4, 5, 6) is 5 (agree). Further analysis of each item is presented in Table 7 below.

2.2.5 PVs are useful for learners

Item 4 in the questionnaire examined the second reason for the teaching of MWUs: its usefulness for learners. The results of the analysis are presented in Table 7 below

Table 7

PVs are useful for learners

	Frenquency (f)	Per cent (%)
2 Disagree	0	0.00
3 Partly disagree	1	6.66
4 Partly agree	1	6.66
5 Agree	7	46.66
6 Strongly agree	6	40.00
Total	15	

The descriptive statistics presented in Table 7 above show that 46.66 % of the respondents who teach PVs agree and 40 % of them strongly agree that they teach PVs because they are very useful for students. Table 7 illustrates the distribution of scores in which the majority of respondents belongs to groups 5 (agree) and 5 (strongly agree), indicating that most teacher respondents are aware of the usefulness of PVs to learners. Only a small percentage (6.66%) of the respondents partly disagrees with this reason.

2.2.6 MWUs improves learners' understanding of the language

The effectiveness of MWUs in improving learners' understanding of the target language is the next reason examined in the questionnaire (Item5). The results of the analysis are presented in Table8.

Table 8

PVs improves learners' understanding of the language

	Frenquency (f)	Per cent (%)
2 Disagree	0	0.00
3 Partly disagree	1	6.66
4 Partly agree	1	6.66
5 Agree	10	66.66
6 Strongly agree	3	20.00
Total	15	

Table 8 above shows that 66,66 % of the respondents who teach PVs agree that they teach this language form because it is effective in improving learners' understanding of the target language; 20 % of them strongly agree, while only 6.66 % of the respondents partly disagree with the stated reason.

2.2.7 PVs increase learners' fluency in the language

The next item (Item 5) in the questionnaire is to determine whether teachers teach MWUs because they are aware of the effectiveness of MWUs to increase learners' fluency in the target language. The results of the analysis are presented in Table 9.

Table 9

PVs increase learners' fluency in the language

	Frenquency (f)	Per cent (%)
2 Disagree	0	0.00
3 Partly disagree	1	6.66
4 Partly agree	1	6.66
5 Agree	8	53.33
6 Strongly agree	5	33.33
Total	15	

Table 9 above shows that a high percentage (53.33 %) of the respondents who teach PVs agree that they teach this language form as they found it effective in improving learners' fluency in the target language. In fact, 33.33 % of them show strong agreement with this reason.

To sum up, the findings above indicate that despite the lack of emphasis given to MWUs (i.e. PVs), it is good to know that most of the teachers surveyed reported that they do teach this form as they are aware of the importance and usefulness of this language form for learners to gain fluency in the target language.

2.2.8 Reasons for not teaching PVs

Although the majority of respondents are aware of the significant role of PVs in language learning, my earlier discussion indicated that there is a small number of teacher respondents (4.3%) who reported that they do not teach PVs. Further analysis was conducted to identify the reasons for not teaching this language form. The results of the analysis are presented in Table 10 below.

Table 10

Reasons for not teaching PVs

Characteristic item	Not sure (Item 7)	Not important (Item 8)	Not in syllabus (Item 9)
N	15	15	15
Mode	5	5	5

Table 10 above shows that the first respondent reported that he/she 'strongly agreed' that uncertainty of what phrasal verbs really are, was the reason for not teaching this language form. This teacher also 'agreed' that phrasal verbs are not taught because they are not in the syllabus. Unlike the first respondent, the second one disagreed that phrasal verbs are not important and also disagreed that uncertainty about what PVs are was a reason for not teaching this feature. Instead, he/she partly agreed that this form is not taught because it is not in the syllabus. In other words, 'not in syllabus' seem to be the common reason for both teachers for not teaching this important language form.

Closer examination of the respondents' profile provided on the first page of the questionnaire indicates that the respondents who do not teach PVs are young language teachers with less than 5 years teaching experience. This suggests that teaching experience may also play a significant part towards teachers' awareness of what PVs are and the importance of this feature. However, due to a very small sample size (only 2 respondents), further analysis to test this assumption could not be carried out to reach a stronger conclusion. However, regardless of the small sample size, this preliminary finding is very useful in drawing the attention of relevant authorities so that further investigation with larger sample sizes can be conducted to confirm this finding.

2.3 Discussion

The findings with respect to the teaching of PVs reported above also revealed that some teachers do know the importance of PVs in gaining fluency in the English language, but they only teach this point indirectly as they are not much emphasized in the language syllabus and teaching materials.

Despite the importance of PVs for fluency in the target language, they are most often considered as an enrichment activity, and hardly discussed on their own in language classrooms due to time constraints. Cornell (1985) states that limited contact with PVs is a possible reason to the unsuccessful teaching of PVs in schools. Therefore, it is not surprising

that even after 10 years of learning students are still unfamiliar with many high frequency PVs, which are widely used in everyday settings, and, therefore very useful for them in gaining fluency in English language. Apart from the reasons discussed above, misunderstandings with respect to the arbitrariness of PVs perhaps constitute another reason for the lack of attention given to PVs by language teachers. As there are no systematic or clear rules concerning how to pedagogically approach this language form, many teachers may feel uncertain and so avoid teaching PVs in language classrooms.

Another common misunderstanding among teachers is that PVs are mainly used in informal rather than formal situations or texts, and, thus, they are not considered very essential. Instead, the teaching of single-word equivalents is very often the main focus in language classrooms as they are very common in the formal context and considered to be more appropriate than PVs. Perhaps, some teachers are not aware of the many instances in formal situations or texts when "a phrasal verb is the most natural-sounding way of expressing a particular idea" (Fletcher 2005: LS13). Therefore, learners should be encouraged to use this form "as and when they are appropriate" (p. LS13).

Furthermore, many teachers may assume that the teaching of one-word equivalents is less confusing as they also have L1 equivalents. However, it is important to note that, in many cases, the one-word verbs cannot be regarded as exact replacements for PVs, and they cannot be used interchangeably.

The above-mentioned reasons are probably some of the contributing factors why the teaching of PVs is not very successful in English language classrooms in Algerian universities and even learners at this advanced level are unable to use this feature appropriately.

Conclusion

In this chapter, General conclusions from the research findings are presented, along with the limitations of the study. Future implications for EFL teaching and ongoing research are suggested. Finally, the limitations of the study and suggestions for future direction are considered.

General conclusion

General conclusion

To summarize, the analysis of the teachers' questionnaire discussed above revealed that the majority of the respondents believe that the present vocabulary contents need change and improvement, particularly contents with respect to phrasal verbs, which they believed are not considered and valued enough in the current syllabus. Although most teachers reported teaching phrasal verbs in classrooms, young and less experienced teachers show uncertainty in teaching this language form, suggesting the need for more training for this group of teachers. Most importantly, the inclusion of content with respect to MWUs in current used teaching materials, as well as in evaluation tests and examinations, should also be considered. Realizing the ever-growing importance of English, internationally, and in the Algerian context, in particular, perhaps it is time to reconsider or revise the vocabulary content included in the present English language teaching materials to make sure that learners are taught the necessary knowledge concerning the target language (English) for them to communicate fluently and effectively in the real world.

Recommendations

Phrasal verbs are considered the main tool of vocabulary acquisition; and all EFL students must get familiar with them to be fluent in English language. Unfortunately, almost all EFL learners rarely show interest in learning phrasal verbs and tend to avoid them in their everyday and academic use.

After investigating the problem; we come up to the following

Recommendations:

a. Teachers should give much more attention to teaching PVs

b. Learners should know about the importance of PVs. PVs may be a factorial standard of a good learner who succeeds in acquiring proficiency and fluency.

c. Teachers should use phrasal verbs in their communication and academic use of English language.

d. Teachers should extend their learning activities out of classes and practice using phrasal verbs more and more by adopting new means such as songs and games.

e. Extensive reading is good tool to master phrasal verbs.

f. Teachers should be acquainted with mass media where they find new expressions of phrasal verb.

g. Teachers should be well trained to teach phrasal verbs.

h. Ministry of higher education should regularly train teachers.

i. Syllabus designers should include multi –word units in school text book.

Suggestions for Further Studies:

The researcher suggests the following:

1. The number of research population should be increased.

2. Some studies should be conducted out of Ouargla province to cover new areas because different areas may give different results.

3. Some studies should be conducted in schools that teach their syllabus in English language to show if there are any differences in dealing with phrasal verbs, and to what extent teaching syllabus in English language could impact on -Phrasal verbs understanding.

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Appendices

Teachers' questionnaire

Section A: General information

1. How long have you been teaching English?
Number of years:

2- Gender:------------------------

Section B: Questions 1 to 6 look at your perceptions of vocabulary contents in the present English language texts used in the classroom.

For each question, please **CIRCLE** only **ONE** answer according to the scale.

Choice	Meaning
1	Strongly agree
2	Agree
3	Partly agree
4	Partly disagree
5	Disagree
6	Strongly disagree

1. I think the vocabulary contents in the present 1 2 3 4 5 6
English language materials used in the classroom
put too much emphasis on single-word units.

2. I think the vocabulary contents in the present 1 2 3 4 5 6
English language materials used in the classroom
need to include more Phrasal verbs.

Section C: Question 1 to 8 look at your perceptions of the teaching of phrasal verbs in English language classrooms.

For question1, please **circle** 'yes' or 'no'

3. Do you teach phrasal verbs in your English language classes?
a. Yes (If Yes, go to Question 2-4)   **b.** No (If No, go to Question 5-8)

For question 2 to 8, please **CIRCLE** only **ONE** answer according to the scale.

4. I teach phrasal verbs because 1 2 3 4 5 6
I think it is useful for my students.

5. I teach phrasal verbs because I find it effective 1 2 3 4 5 6
in improving my students' fluency in the language.

6. I teach phrasal verbs because of other reasons, please state:

----

7. I don't teach phrasal verbs because   1   2   3   4   5   6
I'm not sure of what verbs are.

8. I don't teach phrasal verbs because   1   2   3   4   5   6
I don't think it is an important aspect of language.

9. I don't teach phrasal verbs because   1   2   3   4   5   6
it is not in the syllabus / materials provided.

10. I don't teach phrasal verbs because of other reasons, please state:

Thank you!!!

Résumé

Les verbes pronominaux est ajouter un outil comme une conjonction de coordination ou un articulateur temporal ce qui nous donne de nouvelles structure de les verbes avec de signification complètement différentes que le sens du premier verbe ou premier articulateur.

Ce la représente un grand problème pour les étudiants de la langue Angles. Cet pour cela on 'a choisis le traitement de ce problème eu donne un questionnaire au professeure de département de Lettre et Langues Anglaise a l université Kasdi Merbah Ourgla de l'année scolaire 2018/2019 dont le nombre15 professeure. Ces questions se présent sur s'il accepter d'utiliser ces verbes en classe pour améliores les compétences de les élèves, ou non. Cet selon le questionnaire l'utilisation de cette méthode en class renforce le étudiants et rendies Les verbes pronominaux plus vulgarises .

Les mots de ouverture :

Les verbes pronominaux, les outils, les utilisation en classe, l'opinion des professeures.

الملخص

الأفعال الاصطلاحية هي عبارة عن إضافة حرف أداة مثل جر أو ظرف مكان لفعل ما. مما يؤدي إلي إنتاج تراكيب أفعال جديدة ذات معاني اصطلاحية تكون في اغلب الأحوال مختلفة كليا عن معاني الفعل و الأداة في المقام الأول. وبما أن طلبة اللغة الانجليزية يواجهون إشكالية تعلم و فهم الأفعال الاصطلاحية علْى مستوى القسم,ارتأينا أن ندرس هذه الإشكالية عبر تقديم استبيان لأساتذة قسم الأدب و اللغة الانجليزية في جامعة قاصدي مرباح ورقلة لسنة2018/2019 و الذي يصل عددهم لـ15 أستاذ. تتمحور هذه الأسئلة حول إذا ما كانوا يوافقون على استعمال هذه الأفعال الاصطلاحية وتنمية قدراتهم علْى مستوى القسم. وبناء علْى نتائج استبيان فأن رؤية الأساتذة لاستعمال و إدراج الأفعال الاصطلاحية علْى مستوى القسم بطريقة مباشرة سيعزز من تعلم و فهم طلبة اللغة الانجليزية لطبيعة الأفعال الاصطلاحية.

الكلمات الاصطلاحية

الأفعال الاصطلاحية, أداة, رؤية الأساتذة ,التعلم و الاستعمال على مستوى القسم.