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**AN INVESTIGATION OF THE USE OF PHRASAL VERBS BY
ALGERIAN EFL LEARNERS: THE CASE OF THIRD YEAR STUDENTS
AT THE UNIVERSITY OF GUELMA**

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of the Requirements for the Master's Degree in Anglophone Language, Literature and
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I

DEDICATION

I dedicate this dissertation to

My dear father and my mother for their encouragement,

My dear husband for his help and support,

My dear brothers and friends,

My best friend Salima Bouaich,

I accentuate my dedication to

My supervisor Mrs. ABDAOUI Fatima,

And all the teachers who have contributed to my learning career.

II

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III

ABSTRACT

This study aims at investigating Algerian EFL learners' awareness of the importance of the use of phrasal verbs and identifying the syntactic and semantic properties of phrasal verbs seem to be the most difficult for them. The research is carried out in the Department of letters and English language at the University of Guelma. Participants are third year students of English inscribed in the License/Master/Doctorate system (LMD) of the academic year 2015/2016. The descriptive analytical method is followed to conduct this research. A test and a questionnaire are designed to collect data. The findings reveal that most of Algerian EFL learners are not aware of the importance of using English phrasal verbs. They are not able to use phrasal verbs frequently because of their idiomatic meaning as well as learners' limited vocabulary. In addition, the results indicate that phrasal verbs that require an object to come after the verb or after the particle; and phrasal verbs with two objects, one after the verb and the other after the particle, are considered as the most difficult types of phrasal verbs for the participants of this study. Consequently, it is recommended for teachers to put more emphasis on using phrasal verbs in classroom to increase learners' awareness of the importance of the use of phrasal verbs. Further, including syntactic types of phrasal verbs in grammar courses and teaching the semantic properties of these aspects through oral as well as written expression courses would help learners to overcome these difficulties.

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FRENCH ABSTRACT

ARABIC ABSTRACT

General Introduction

Learning Phrasal verbs represents an important part in learning EFL, particularly, learning vocabulary. The use of these aspects is not only limited to the spoken and informal English, but it can also be a common part of written and even formal English. They are notably important to communicate with native speakers since they are commonly used in spoken and informal written English.

Phrasal verbs are thought to be difficult for EFL learners to understand and use. Imrose (2013) stated that EFL learners encounter problems in learning phrasal verbs. They tend to avoid using phrasal verbs and prefer to use single words. In the same vein, De Cock (2006) highlighted the main problems that learners have when they use phrasal verbs including mainly the idiomatic meaning of phrasal verbs and the syntactic errors. Algerian EFL learners, just like other EFL learners, may face difficulties in using and understanding phrasal verbs. This study seeks to investigate the extent to which EFL learners are aware of the importance of the use of these English items in the Algerian context. It aims at identifying the semantic and the syntactic types of phrasal verbs Algerian EFL learners find the most difficult.

1. Statement of the problem:

English phrasal verbs represent a difficult part of language to be learned. Inferring the meaning of these vocabulary items and using them appropriately is problematic for EFL learners when their meaning is not transparent. That is, EFL learners find it difficult to predict the meaning of phrasal verbs as a single unit without understanding the meaning of the verb and particle or preposition as two separate elements. Further, the different types of phrasal verbs and their uses may cause difficulty for EFL learners to use them. Algerian EFL learners are expected to have a problem in learning phrasal verbs. This research is meant to

investigate Algerian EFL learners' awareness of the importance of the use of phrasal verbs. It also addresses the most problematic type of phrasal verbs for them.

2. Research questions:

This research seeks to answer the following two questions:

- 1- To what extent are Algerian EFL learners aware of the importance of the use of phrasal verbs?
- 2- Do syntactic and semantic properties of phrasal verbs cause any difficulty for Algerian EFL learners to use them?

3. Aims of the study:

This study aims at investigating the use of phrasal verbs by Algerian EFL learners at the University of Guelma. It also intends to identify the syntactic and semantic properties of phrasal verbs that cause any difficulty for Algerian EFL learners to use them. Therefore, the current study is expected to be beneficial for both learners and teachers. It raises learners' understanding and awareness of the importance of the use of phrasal verbs. Further, it helps EFL teachers to identify the most difficult items of phrasal verbs so that they can put more emphasis on them while teaching. Consequently, Algerian EFL learners would be able to overcome the difficulties when using phrasal verbs.

4. Methodology:

The descriptive analytical method is followed to conduct this research. The researcher designs a questionnaire and a test. The investigation is carried out in the department of English, University of Guelma. Participants are third year students of English, inscribed in the License/Master/Doctorat system (LMD). They are chosen randomly from the total number of students (189). Third year students are selected because they are seen as advanced learners of English and they are supposed to have large vocabulary in the target language.

5. Structure of the study:

This study is divided into three main chapters, in addition to the introduction and the conclusion. The first chapter is a theoretical framework that deals mainly with a general overview of phrasal verbs. It introduces, first, a description of phrasal verbs, their historical rise, and some selected approaches to teaching and learning these items. The second chapter describes the syntactic and semantic properties of phrasal verbs, and presents the difficulties learners encounter with these properties. The last part reviews some studies related to phrasal verbs. The third chapter provides a detailed description of the tools of research and sample choice. It also analyzes participants' answers obtained from research tools and summarizes the major results and findings.

Chapter One: General Overview on Phrasal Verbs

Introduction:

Learning and using English vocabulary aspects (including multiple sense English words, synonyms, fixed word collocations, idioms, and phrasal verbs) present special difficulty for EFL learners. Phrasal verbs are one of the very specific features of the English language. Native speakers are able to use them naturally. However, these verbs may pose a difficulty for non-native speakers. This chapter provides an overview of phrasal verbs, their exact meaning, nature, history, and suggested approaches to teaching and learning them.

1.1 Description 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).

Frazer (1976)(as cited in Imrose, 2013, p.110) defined phrasal verbs as “a single constituent or series of constituents, whose semantic interpretation is independent of the formatives which compose it” That is, understanding the meaning of phrasal verbs cannot be realized through combining the meaning of its separable elements i.e. verbs and particles. In the same vein, Wyatt (2006, p.4) stated that the meaning of phrasal verbs can sometimes be easily decoded. However, in most cases their meanings are very different from the meaning of the basic verb they are composed of.

Similarly, Riguel (2014, p.113) claimed that verb-particle constructions might be “semantically more figurative”. Conclusively, it is difficult to guess the meaning of phrasal verbs from their component words. For instance, the meaning of the phrasal verb **to play something down** is not analytically related to a playing event. Rather it means to minimize the importance of something as the British National Corpus (BNC) (Davies. 2004, as cited in Riguel, 2014, p.113)illustrates it in the following example:

- (1) The European Commission sought to **play down** fears yesterday that new European Community rules limiting imports of cheaper bananas from Latin America would force up prices for consumers. (**Play down**= try to make fears seem less important)

Although the meaning of phrasal verbs is not always transparent, they are common in spoken English and informal writing. Accordingly, native speakers use them intrinsically in every-day conversation. According to Riguel (2014, p.111), phrasal verbs are quite important. They can assess the students’ level of English language mastery. Olteanu (2012, p.16) supported this idea. She believed that “Non-native speakers who wish to sound natural when speaking this language need to learn the grammar of phrasal verbs in order to know how to produce them correctly”. Moreover, the creative feature of phrasal verbs enriches the English language and describes “the greatest variety of human actions and relations” (Olteanu 2012, p.16).This indicates that it is possible to create large number of phrasal verbs from combining

different basic verbs with different particles. However, some of these phrasal verbs are supposed to have various meanings though they are composed of the same basic verb as it is expressed in the following examples:

(2) People can be **taken down**. (removed)

(3) People can be **taken off**. (made a great progress)

(4) People can be **taken in**. (deceived)

In other words, the examples (2), (3), and (4) display the possibility to invent a large number of phrasal verbs that carry different meanings through adding different particles (up, down off , and in) to the basic verb “ take”

1.1.1 Key verbs of English 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 1.1 below shows how some key verbs of phrasal verbs and common particles are combined together to construct a single unit with a different meaning.

Table 1.1: Phrasal verbs: the basics

Verb	Particle	Example	Meaning
Look	Up	You can look up any new words in your dictionary.	You can find the meaning of any new words in your dictionary.
Get	through	I tried to phone her but i couldn't get through .	I tried to phone her but I couldn't get a connection.
make	out	I just can't make Jim out at all.	I just can't understand Jim's behavior.

Adapted from: "English phrasal verbs in use" by McCarthy & O'Dell, 2004, p. 6

As it is demonstrated in the above-mentioned table, the meaning of verbs and particles as separate units differs from the meaning of the whole phrasal verb as one unit. For example, **look** means to use your eyes and **up** means the opposite of down. However, the phrasal verb **look up** in the sentence "you can **look up** any new words in your dictionary" means to search for information in the dictionary. Furthermore, the same phrasal verb can have several different meanings as it is expressed in the following examples of the phrasal verb **look up** (McCarthy & O'Dell, 2004, p.6):

(5) I will **look you up** next time I am in London. [**Look up** = visit someone that you have not seen for a long time]

(6) Things are **looking up**. [**Look up** = improve]

1.2The historical rise of English phrasal verbs:

Phrasal verbs, as one of the characteristic features of the English language, developed throughout the history to create a final combination of verb and particle/preposition. This combination occurs commonly in present day English; nevertheless, the verb-particle combination is traced back to Old English. This section provides a short presentation of the origins and development of phrasal verbs from Old English to Modern English.

1.2.1 The ancestors of phrasal verbs in Old English:

According to Lamont¹ (2014), phrasal verbs of the present day English are not generally found in the same form as they existed in Old English and they are rarely used. Instead, Old English possesses another form of compound verbs known as “inseparable-prefix verb” in which “the particle is attached to the beginning of the verb”. This form is usually compared with phrasal verbs of English of current days. For example, the verb “to burn” and the phrasal verb to “burn up” superpose the Old English verb “bærnan”(to burn) and “forbærnan”(to burn up). In contrast to modern phrasal verbs whereby the verb and particle are two separate units, the old form is inseparable in which the prefix “for” is connected to the verb and could not take other position as particles of Modern English can.

Furthermore, old compound verbs are also characterized by their idiomatic meaning. That is, the meaning results from the combination of the verb and prefix is often different from that of the root verb (Lamont, 2005). According to the example mentioned by Denison (as cited in Olteano, 2012, p.12; Lamont, 2005), the verb **berædan** carries the meaning of “to dispossess” that differs from that of the root verb **rædan** which means “to advice”. Akimoto (1999) stated that Old English prefixes preceded the verb for the reason that “Old English had strong object-before-verb (OV) tendencies”, whereas, Present-Day English is largely a VO (verb-before-object) language. Affectingly, particles become able to shift to “post-verbal positions”. In other words, Old English prefixes are attached to the verb. In contrast, the verbs and particles of the phrasal verbs of present day English form two separate units (as cited in Olteano, 2012, p.12; Lamont, 2005).

¹Retrieved from <http://homes.chass.utoronto.ca/~cpercycourses/6361lamont.html>.

1.2.2 The introduction of phrasal verbs in Middle English as a productive form:

Middle English witnessed the occurrence of other forms of phrasal verbs. Denison (1986, p. 47) argued that the construction of “prefixes-verbs” in Old English suffered from the loss of productivity which was already legible in Old English. As a result, certain authors direct their attention toward adding post-verbal particles to prefixed verbs believing probably that the prefix was no longer meaningful. In addition, Fischer (1992, p. 386) indicates that the French language contributed intensely and directly to the development of phrasal verbs through the rapid borrowings of French verbs into Middle English.

By the 15th century, phrasal verbs came to be more productive (Fischer, 1992, p.386). As it is stated by Olteanu (2012,p. 13) and Lamont (2005), “Middle English underwent a shift in syntax from many instances of SOV [subject+ object + verb] to SVO [subject+ verb+ object] ... becoming a much more analytic, or word-order based, language.” By the late Middle English, Fischer (1992, p.386) divided phrasal verbs into three main categories; Old English style inseparable particle + verb (overtake); phrasal verbs including verbs + separable particles (write up); and nominal compounds derived from the first two categories (outcry, write-off).

1.2.3 Phrasal verbs in Early Modern English:

In Early Modern English, phrasal verbs witnessed an explosion in their use. Hiltunen (1999) notes that phrasal verbs were highly used in Early Modern English dramatic texts because of their variable feature in their meaning and their “productive capacity to be expanded to form new idioms” (as cited in Lamont, 2005). Akimoto (1999)(as cited in Lamont, 2005) also approves that “phrasal verbs occur more frequently in letters and dramas than in essays or academic writing” in the 18th and 19th centuries. This confirms that phrasal verbs occupied a lower social position in Early Modern English than, perhaps, single verbs.

1.2.4 Phrasal Verbs in Present-Day English:

The number of phrasal verbs continued to increase since the 19th century and particularly in the mid 20th century (McArthur, 1992, p.775; Olson, 2013, p.14; Abdul Sattar, 2004, p.2). Thenceforth, because of the productive criteria of phrasal verbs, new complex forms of verb particle combinations are constructed and created (Lamont, 2005). In present day English, the phrasal verb is a “lexeme” that takes a separable adverbial particle (Wild & Mphil, 2010, p.14), and it is more restricted by specific semantic and syntactic features (Thim, 2012, p.10). The previous paragraphs present the development of phrasal verbs over the centuries from Old English to the modern era. The Old English ancestors of modern phrasal verbs were generally inseparable-prefix verbs, although some separable forms did exist. In Early Modern English, phrasal verbs grew rapidly in dramatic and less formal texts. In Present-Day English, phrasal verbs are identifiable by particle movement.

To conclude, phrasal verbs, throughout the history, were characterized by their idiomatic meanings and productive capacity to invent new phrasal verbs with new meanings. This feature may cause difficulties for EFL learners and obstruct their use of phrasal verbs. The current study seeks to identify the problems and difficulties Algerian EFL learners face when using these forms. It also investigates what properties of phrasal verbs Algerian EFL learners find the most difficult.

1.3 Approaches to learning and teaching phrasal verbs:

Phrasal verbs are thought to be one of the difficult items for EFL learners to learn. In order to solve problems related to phrasal verbs, their acquisition and usage, different approaches are introduced and developed.

Marks (2006) proposed four approaches to be used by teachers, material writers, and students. First, “the focus on the verb approach” is one of the approaches that can be used to help learners to identify “the basic relationship of meaning” shared by many phrasal verbs

formed from the same basic verb. That is, teachers can direct learners' attention towards the meaning of the basic verb used in many phrasal verbs. As a result, learners are able to detect the meaning of different phrasal verbs from the meaning of the basic verb. The basic verb **put** can form many phrasal verbs with various meanings when combined with different particles as it is shown in the examples below:

(7) I don't know who's been **putting** these rumors **about**. (Start)

(8) Television can be a useful way of **putting across** health messages. (Convey)

(9) You have to be prepared to **put** your own ambitions **aside**. (Save)

(10) The cost of repairing the damage was **put at** £100,000. (Calculate to be the amount of £100,000)

(11) They **put away** vast quantities of beer between them. (Drink)

(12) One option is to **put back** the wedding. (Rearrange for a later time)

(13) Why can't you **put** your past **behind** you? (Forget)

According to the examples (7), (8), (9), (10), (11), (12), and (13), phrasal verbs composed from the basic verb **put** carried different meanings when combined with particles such as **about, across, aside, at, away, back, and behind**. In this case, learners should be able to identify the metaphorical extension of the basic physical meaning of the verb **put** and physical movement of the particle in this group of phrasal verbs. In other words, learners have to infer the idiomatic meaning from the literal meaning of the verb **put** and be aware of the position of the particle.

The second approach, "the focus on the particle", can motivate learners to look for the systematic characteristics of meaning of the particle according to its physical movement and its usage. The examples (14), (15), (16), (17), and (18) show how the particle **up** is used in different phrasal verbs and expresses various meanings such as: appear, start, exist, make something quickly, or beginning to happen, e.g.:

(14) Several problems **cropped up** just as we were finishing. (Appear)

(15) Mary has just **taken up** knitting. (Start)

(16) The two boys **cooked up** a plan to steal the bike. (Make a plan existed)

(17) I'll see if I can **rustle up** some lunch. (Make some lunch quickly)

(18) The newspapers have been accused of **whipping up** hysteria against migrant workers.
(Beginning to happen)

“Contextual linking” is another approach by which the phrasal verbs are linked to the context they are used in. This allows teachers to provide learners with further practice for an easy memorization of the common phrasal verbs used in the native speakers’ context. That is, there are some phrasal verbs that are mainly used according to their regional variation. For instance, speakers of British English, or even speakers from other regions of US might understand some expressions differently because they are used in different contexts, as in examples (19) and (20).

(19) An American might **call you up** on your cell phone. [**Call up**= American equivalent of crash]

(20) A Briton would **ring you up** to tell you he needed to kip down (to stay temporarily) in your apartment. [**Ring up**= associated with telephone]

According to the examples above, the meaning of the phrasal verbs **call up** and **ring up** is generally associated with telephone. However, the phrasal verb **call up** is used in the American context to indicate another different meaning. This means that **call up** is extended idiomatically to express the American equivalent of crash.

The fourth approach is concerned with “combining the same phrasal verb with its different meanings”. Learners become able to identify the different meanings that one phrasal verb may have in different situations. For example, the phrasal verb **take off** can extend to more than one meaning such as:

(21) To **take off** clothes (to remove).

(22) To **take off** a person (to imitate).

(23) To **take off** £5 (to reduce £5).

In addition to these four approaches, Marks (2006) provides other principles to be involved in teaching phrasal verbs. Phrasal verbs are as important as any other vocabulary aspects. Conversely, teachers should not focus on teaching only phrasal verbs but they should include phrasal nouns like **outstanding** and phrasal adjectives like **outlay**. These similar forms to phrasal verbs give learners the chance to investigate their meaning and raise their knowledge of these vocabulary aspects. Concerning the similarities existing between English language and learners’ L1, teachers should increase learners’ awareness of the similarities between English and their L1 to get better understanding of the meaning of phrasal verbs as well as the different items of vocabulary. Therefore, teaching vocabulary is required at the elementary level. It is useless to start teaching long lists of phrasal verbs all together at higher levels. More importantly, teachers should take into account the interference of different factors (the significance of L1 exposure, recycling, personalization, and so on) in the process of teaching English vocabulary.

In the same vein, Pozdnyakova and Gunina (2011, p.357) explore the way phrasal verbs are taught and provide a set of techniques and assignments to teach phrasal verbs. To start

with, grouping phrasal verbs according to the topics is one of the ways used to facilitate their acquisition. Here is some possible group division:

Food: boil over, eat out, get through food, and serve up.

Health: break out in spots, come down with an illness, throw up, go for a check-up.

Travelling: break down, go through traffic light, pull in/over, drive off/away, slow down, and speed up.

Job: bog down, hire oneself out, knuckle down, look up to, make up for, take on, turn down, set up, tie up, and work out.

Using synonyms or well-known verbs to teach phrasal verbs is one of the reliable tasks that help learners to identify the meaning of phrasal verbs. As a result, phrasal verbs used in these tasks can be easily memorized and appropriately used. The table below presents some phrasal verbs with their synonyms:

Table 1.2 Some common phrasal verbs with their synonyms

Phrasal verb	Synonym
break out	begin suddenly
bring out	to publish
call off	Cancel
Carry on	Continue
come up with	find an answer, solution
be cut out for	Be suited for a profession
do away with	Abolish
fall for	fall in love with
get away with	escape punishment
fill in	Complete
hold up	Rob
go with	Match
give away	Reveal

Giving students multiple-choice test helps to develop their grammar and sociolinguistic competences. For example,

Students read the options and use them inappropriate situations; afterwards students are asked to personalize the sentences by replacing the subject or the object of the sentence by the names of their friends, schoolmates, family members or famous people. This might make the sentences funny, amazing, and unforgettable. (Pozdnyakova & Gunina, 2011, p.358).

The examples below show a multiple-choice test that can be reliable for students to use phrasal verbs efficiently (Mahlke)²:

(24) We've decided to _____ billboards and use more double-page spreads instead.

back off on

come down with

cut back on

drop off

(25) This poster is horrible and can't be used. The colors and images are all wrong. We will have to _____ .

do it over

Even it out

do it in

put it down

(26) We had to reorder the printed advertisements because the printer completely forgot and _____ the free sample coupons.

kept off

left out

passed out

shaved off

²Retrieved from http://www.impactenglish.com/members/Grammar_Practice/Always/testgrammar/gr_prac_phrasal-verbs.html.

Paraphrasing is another task, suggested by Pozdnyakova and Gunina (2011, p.357-360), that can be applied to teaching phrasal verbs. It develops strategic competence and motivates students to keep communicating with each other. As an exciting way to paraphrase, students can play the “verbal ping pong” when a student from one group gives the original sentence. For instance; the judge gave the thief a warning and allowed him to go unpunished, then a student from the other group paraphrases the sentence, using the appropriate phrasal verb as follows; the judge gave the thief a warning and let him off.

Phrasal verbs can be also involved in other tasks like writing answers to questions or filling in the blanks in the questionnaire with an appropriate particle, as it is shown in the following examples (Pozdnyakova & Gunina, 2011, p.359):

(27) Which of the following do you *get (on with)* best of all?

a) Other people b) Animals c) Children

(28) Do you prefer to *go (out)*?

a) With only one close friend b) With a lot of friends c) By yourself

(29) If you *ran (into)* an old friend, would you

a) Talk about old times b) Say hello and walk on c) Arrange to *meet (up)* soon

The task of writing informal letters and essays is also important. By doing so, students become actively involved in the practical usage of phrasal verbs, for example, writing an informal letter: “you have a friend who is becoming overweight. What advice would you give your friend about eating and doing sport? In your answer, you can use such phrasal verbs as cut out, cut down on, go in for, take up, and wolf down.

Phrasal verbs might also be taught in communicative situations that enable students to use the appropriate phrasal verbs. They can make up a conversation between a manager and a new employee, play parts of a patient and a doctor or act out a telephone conversation. As a result, students become highly motivated towards investigating the meaning of phrasal verbs

and using them effectively. Here is a play between a doctor and a patient (Pozdnyakova & Gunina, 2011, p.358):

D: What seems to be wrong?

P: I feel tired and **run down**. I've also **come down in** spots. [**Run down**= loose energy, **come down in**=have skin problems]

D: Let me take a look at them. When did they **break out**? [**Break out**= start]

P: Almost a week ago. They are still very sore. The pain hasn't **let up**. [**let up**= stop]

D: Have you ever felt like **blacking out** at any time? [**Black out**= fall unconscious]

P: Yes, I felt like fainting earlier today and I wanted to **throw up**. [**Throw up**= vomit]

D: I think you've **come down with** an infection. It's not serious but you'll have to **stay in** and rest. Take these antibiotics and the pain will soon **ease off**. **Carry on** taking the medicine for a week and then see me again. [**come down with**= fall ill, **stay in**=not go out, **ease off**= to be free from pain, **Carry on**= continue]

Cloze tests can also be applied in teaching phrasal verbs. First, a cloze test develops thinking, language competence, teaches contextual, semantic, and linguistic prediction. For instance, teachers can start doing cloze tests with more focus on one particular part of the phrasal verb like a verb or a particle. Then, they can provide students with alternative or multiple options to choose the right verb with the right particle. This is followed by giving some hints that would lead them to the correct choice.

Phrasal verbs are viewed as a very productive feature to help communicate effectively. Hence, applying the appropriate teaching approach needs to be considered to reduce learners' anxiety and consolidate their understanding and use of phrasal verbs.

Conclusion:

English phrasal verbs developed throughout the history to become one of the common features used to express ideas and actions. They are shifted from the inseparable forms of Old English to other modern phrasal verbs whereby the basic verb and the particle are two separate constituents. They are characterized by their productive capacity and variable meanings what evokes the intervention of different techniques and approaches to learning and teaching them. Nevertheless, this productive capacity leads to produce phrasal verbs with highly idiomatic meanings and various forms with different particles and verbs.

Chapter Two: Difficulties in Using Phrasal Verbs

Introduction:

Phrasal verbs are considered as one of the problematic features of English language. They pose numerous challenges for EFL learners because of their nature, idiomaticity, unpredictable meaning, verb+ particle combination, and the similar characteristics of phrasal verbs and prepositional verbs. Conclusively, these factors contribute to increase the difficulty of mastering phrasal verbs.

2.1 Syntactic properties of phrasal verbs:

Phrasal verbs, as a distinct group of verbs, exhibit syntactic characteristics that differentiate them from other classes of verbs. One may think that phrasal verbs are freely combined. In fact, there are certain restrictions on their composition. In order to make-clear how the basic verbs of phrasal verbs are unified together, various types of phrasal verbs are given by different scholars and researchers (Wyatt, Courtney, McCarthy and O'Dell)

2.1.1 Types of phrasal verbs:

Related to verb transitivity, phrasal verbs are of two types; transitive and intransitive. Wyatt (2006, p. 4) provides a clear definition of transitive and intransitive phrasal verbs and classifies phrasal verbs into five types as follows:

a- Intransitive phrasal verbs: phrasal verbs that do not require an object, such as slow down in example (30).

(30) You're driving too fast - you ought to **slow down**.

b- Transitive phrasal verbs: phrasal verbs that require an object to come after the verb or after the particle, as in (31).

(31) I think I'll **put** my jacket **on** OR I think I'll **put on** my jacket.

If the object is a pronoun, however, it must come between the verb and the particle, as it is displayed in the following example.

(32) I think I'll **put it on** (not I think I'll put on it).

c- Transitive phrasal verbs: **phrasal verbs that require an object** to come between the verb and the particle, such as look up in the example below.

(33) The student **looked** the word **up**.

d- Transitive phrasal verbs: phrasal verbs that require an object to come after the particle:

(34)The baby **takes after** his mother (not the baby takes his mother after).

(35) Why do you **put up** with the way he treats you? (not why do you put with the way he treats you up).

e- Phrasal verbs with two objects: one comes after the verb and the other after the particle.

(36) They **put** their success **down to** good planning.

Courtney (1983, p.85) distinguishes three types of phrasal verbs including verb+ adverb, as in the example (37); verb+ preposition, as in the example (38); and verb+ adverb+ preposition, as in the example (39).

(37) My car **broke down** on the way to work.

(38) She **set about** making a new dress.

(39) I cannot **put up with** him because he is always complaining.

Further, McCarthy and O'Dell (2004, p.6) made another more detailed distinction of the types of phrasal verbs. They provided seven different grammatical patterns of phrasal verbs based on the transitivity of these verbs. These patterns are displayed in the table 2.1 below:

Note: sth=something; sb= someone.

Table2.1: Phrasal verbs: the basics

Grammar pattern	Comment	Example
Eat out	The verb is used without an object.	We were too tired to cook at home so we decided to eat out (eat in restaurant). Not we decided to eat out meal .
Bring back sth or bring sth back	The verb must have a non - human object.	This photograph brings back happy memories . (makes me remember or think about sth in the past) . Not: this photograph brings back-my sister .
Ask out sb or ask sb out	The verb must have a human object.	I'd love to ask Sally out . (invite Sally to go to a place like a cinema or restaurant). I'd love to ask my dog out.
Look after sb/ sth	The object can be human or non-human.	I'll look after the baby while you're cooking.

		Will you look after my bike while I'm away?
Ring sb back	The object must come before the particle.	I'll ring you back later(phone you again) Not : I'll ring back you .
Look after sb/sth	The object must come after the particle	Can you look after the dog while I'm away? Can you look the dog after while I'm away?
Drop off sb/sth Or drop sb/sth off	The object can be before or after the particle.	I dropped off the package at her house (delivered/left). I dropped the package off at her house.

Adapted from: “ English phrasal verbs in use” by McCarthy & O'Dell, 2004, p. 6

2.1.2 Difficulties with syntactic properties of phrasal verbs:

EFL learners find it difficult to use phrasal verbs due to their syntactic properties. De Cock (2006) describes the difficulties foreign learners encounter when using English phrasal verbs including mainly the confusion in using the right verb as well as the right particle, transitive and intransitive phrasal verbs, and the confusion with prepositional verbs.

In some cases, learners tend to use the right verb but the wrong particle. For example:

(40) They **fill up** many forms.(Instead of they **fill in** many forms)

(41) It is a task which must be **carried on** using the brain. (Instead of it is a task which must be **carried out** using the brain)

(42) Sect members are told to refrain from talking to their parents and to **keep out** from their friends. (Instead of sect members are told to refrain from talking to their parents and to **keep away** from their friends)

In other cases, learners tend to use the right particle but the wrong verb as in:

(43) We tried to **come back to** (instead of **go back to**) Los Angeles.

(44) Saddam Hussein had the power to **shut off** (instead of **turn off**) the heat in millions of homes.

In addition, EFL learners sometimes commit errors in using transitive phrasal verbs intransitively or the opposite. The following sentences show how learners confuse in using transitive and intransitive phrasal verbs:

(45) The state should help parents to **grow up** better generations. (Incorrect)

(46) He or she begins to look for another love, **splitting up** the relationship. (Incorrect)

The examples (45) and (46) indicate that intransitive phrasal verbs **grow up** and **split up** do not require an object but they are used inappropriately as transitive. Whereas, the appropriate use of these intransitive phrasal verbs is expressed in the examples (48) and (49):

(47) I **grew up** in the countryside (intransitive) OR **Bringing up** children (= helping them to grow up) is not always easy (transitive).

(48) Jane and Shane have **split up** (intransitive) OR they have **ended** their relation.

Phrasal verbs can also cause problems for foreign learners because of the different positions particles take. As a result, learners confuse in putting the particle in the appropriate place, especially with separate phrasal verbs (Olteanu, 2012, p.82). The examples (49), (50), and (51) display how the particle can possess different positions.

(49) The soldiers **blew up** the bridge OR the soldiers **blew** the bridge **up**.

(50) **Leave off** working.

(51) She **kept** the door **open**.

The phrasal verbs **blew up**, **leave off**, and **kept open** took different positions in the examples above. First, it is correct to use the particle **up** of the phrasal verb **blew up** in two different positions either to follow the basic verb **blew** or to come after the object. In contrast, the phrasal verb **leave off** must be used inseparably. However, the phrasal verb **kept open** has always to be used separately.

Further, De Cock (2006) claims that phrasal verbs with prepositional particles, also known as phrasal prepositional verbs, are considered as a frequent source of difficulty for EFL learners. This is because learners do not recognize that a verb is a prepositional verb that needs to be followed by a preposition. The coming examples (52), (53), and (54) illustrate the misuse of the verbs **comment**, **pay**, and **listen**. They are used alone while they require the preposition **on**, **for**, and **to** respectively.

(52) I would also like to **comment** (instead of **comment on**) the second part of the title.

(53) We don't have enough money to **pay** (instead of **pay for**) a flight.

(54) I am used to using computers or **listening** (instead of **listening to**) the radio.

2.2 Semantic properties of phrasal verbs:

Phrasal verbs possess syntactic as well as semantic features. Hussein (2015,p.285) states that the combination of a verb followed by a preposition or an adverb bestows phrasal verbs various meanings. Semantically, the meaning that results from this combination is often considered an idiomatic unit. The meaning of this unit cannot be easily inferred from the meaning of the verb and particle as two separate constituents. This type of phrasal verbs is characterized to have figurative or idiomatic meaning (Abdul Sattar, 2004, p.7), as in (55).

(55) The army **put down** the rebellion. (**Put down**= stop or put an end to the rebellion)

The meaning of **put down** in (55) cannot be guessed through the meaning of the verb **put** and the particle **down**. It, figuratively, means **stop**.

In other cases, phrasal verbs can have literal meaning that is simply deduced from the meanings of individual words (Abdul Sattar, 2004, p.6), as in:

(56) She **put down** the book. (Literal meaning)

The meaning of put down in (56) can be easily inferred from the meaning of the verb **put** and the particle **down**. It, literally, expresses the action of putting the book on a physical object in a given direction. This direction is explained through the particle **down**.

In addition to the single literal and/ or idiomatic meaning that one phrasal verb may have, some of these forms may have different meanings in different contexts. For example, the phrasal verb **pick up** expresses different meanings in several contexts (Abdul Sattar, 2004, p.8). The sentences below demonstrate four different contexts in which the meaning of **pickup** shifts from 'take up by hand', to 'tidy up', 'gain', then to 'pay a bill'.

(57) **Pick up** that book. (Pick up= to take up by hand)

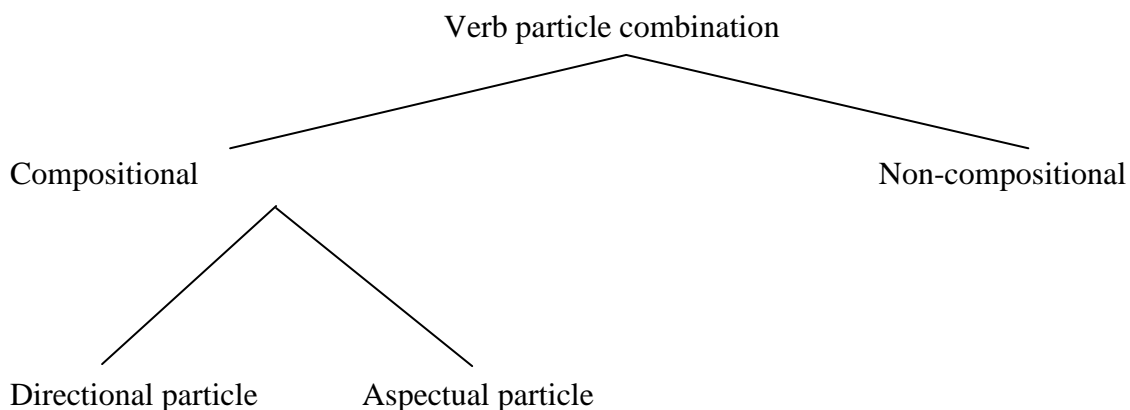
(58) Please, **pick up** your room. (Pick up= to tidy up)

(59) The home team **picked up** eight yards on the play. (Pick up= to gain)

(60) Her boss **picked up** the tap for lunch. (Pick up= to pay a bill)

Thim (2012) classified phrasal verbs according to their semantic characteristics into two main categories; compositional (literal) and non-compositional (idiomatic). The figure 2.1 below shows this semantic division (Ibid. p.13):

Figure 2.1: Semantic classification of phrasal verbs



adapted from “ phrasal verbs: the English verb-particle construction and its history by Thim, 2012, p.13

The compositional type with directional particle refers to as compositional. The root verb in this type generally expresses motion and the particle expresses mainly the direction, path or place. According to the Corpus of Contemporary American English (2012)(as cited in Olsan, 2013, p.17), “**up, out, back, down, on, in, off, over, around, and about**” are considered as the ten most frequently used particles. The following example explains how the verb **came** expresses motion and the particle **in** expresses direction (Thim, 2012, p.14):

(61) Well it reminds me when I was in a shop on the High Street for many years and a little boy and girl **came in** with a, with an Alsatian dog, a puppy.

In contrast, the compositional type with aspectual particle refers to as aspectual. Aspectual particles convey information about the verbal events. “They present some situations as incomplete, in progress, or existent or complete at a given point/period in time” (Thim, 2012, p.16). For example:

(62) He used our supplies.

(63) He **used** our supplies **up**.

The difference between (62) and (63) is notable with the added particle **up**. The verbal event in the second sentence (63) presents a final stage of the event that is not expressed in the example (62). In other words, the verbal event shows that the supplies are finished and reached an endpoint by adding the particle **up**. (Thim, 2012, p.16)

The previous examples (61), (62), and (63) reveal that the meaning of the whole construction in the compositional combination is transparent from the meaning of the verb and the particle (Olteanu, 2012, p.52; Thim, 2012, p.14; and Olsan, 2013, p.17).

The non-compositional type is different from the two preceding groups. That is, the meaning of phrasal verbs is idiomatic and cannot be predicted from their separate constituents as these few examples show (Thim, 2012, p.19):

(64) My husband actually said to me that **giving up** smoking was easy because he’s done it plenty of times. [**Giving up**= stop smoking]

(65) Farmers, sailors, and chemists **get by** perfectly well on the basis of everyday experience, without recourse to Aristotelian logic. [**Get by**= have just enough money to live on]

2.2.1 Difficulties with semantic properties of phrasal verbs:

Phrasal verbs can be difficult to understand and use by EFL learners due to their idiomatic meanings as whole units, the various meanings that one phrasal verb may have, and the different figurative meanings that particles contain.

First, the idiomatic meaning that phrasal verbs possess poses serious problems for foreign learners to predict. When learners encounter unfamiliar phrasal verbs they are able to identify what the basic verb means and what the particle means. Nevertheless, putting the two together creates a meaning that is completely different from the literal meaning of the two components. For instance, learners are aware of the meaning of the verb **put** and the particle **off** but this would not help them to deduce the meaning of the whole phrasal verb **put off**. Moreover, one may find it easy to understand the meaning of the sentence *he put off his hat* while it seems difficult to have a clear idea of the meaning of the sentences *the plane took off* (the plane rose into the air) or *he took off his teacher* (he imitated his teacher). (Rundell, 2005; Olteanu, 2012, p. 82)

The fact that many phrasal verbs have more than one meaning used in different contexts complicates understanding and using these forms for EFL learners. For example, the phrasal verb **pick up** is extended to have different meanings as it is explained by Abdul Sattar (2004, p.8) in the previous examples [see examples (57), (58), (59), and (60)]. The phrasal verb **put down** also carries various meanings as in:

(66) He finished the book and **put it down** on the table. (Literal meaning)

(67) You are always **putting me down**. (Criticize/humiliate)

(68) The police quickly **put down** the fights. (Stop/crush)

(69) I had to have my dog **put down**. (Kill)

Apart from this, some phrasal verbs, also known as phrasal prepositional verbs, have three components instead of two, as **put up to**, **put up with**, and **go in for**. This category is

considered problematic for learners of English to understand due to its complex combination (Olteanu, 2012, p.82). These are some examples:

(70) What have you been **getting up to** lately?(To do)

(71) I can't **put up with** his rudeness anymore.(To tolerate)

Among the difficulties faced by foreign learners is the shift of the particles from their literal to figurative meaning. According to Rundell (2005), “most of the common phrasal verb particles are in their basic meanings words describing positions in space: **up, down, in, out, on** and **off** all have literal uses that relate to spatial orientation”. But most of these particles also have abstract meanings. For instance, the ideas of **up** and **down** are often associated metaphorically with high and low quantities, with status and power, and with a person’s mood (happy or sad). That is, the idea of **up** and **down** can describe an amount *goes up* to become larger or *goes down* to become smaller.

Combining these particles with common verbs to form phrasal verbs affects learners’ understanding of the whole verb because of their metaphorical meaning. When someone **steps down** means that he leaves a powerful position, and if a dictator is removed from office he is **brought down**. In each case, the choice of particle is organized and governed by rules; the particle **down** has a negative meaning. This meaning is associated with loss of power.

“This is fine as far as it goes ...but students are still left with a disparate collection of meaning areas which simply have to be memorized”. So, learners are unlikely to decide what particles to use because they cannot cover all the meanings carried in each of the main particles”. (Rundell, 2005)

To conclude, the difficulty in learning and using phrasal verbs can be summarized in relation to the unpredictability of their metaphorical meanings and the rules describing their combination and position in the sentence. The current study seeks to identify the main sources of difficulties Algerian EFL learners may face using phrasal verbs.

2.3 Phrasal verbs and prepositional verbs:

According to Olteanu (2012, p.27), multi-word verbs are grouped into three main categories: prepositional verbs, phrasal verbs (transitive and intransitive), and prepositional phrasal verbs. Nevertheless, EFL learners find it difficult to identify the difference between these types because “the forms of particles and prepositions are identical” (Loc. cit). In addition, some verb + particle combinations can function as both phrasal verbs and prepositional verbs. The examples (72), (73), (74), and (75) display how the phrasal verbs **turn on** and **came across** can function as phrasal verbs and as prepositional verbs. (Quirk, 1973, as cited in Olteanu, 2012, p.29)

(72) His former friends **turned on** him. (Prepositional verb).

(73) They **turned on** the right. (Phrasal verb)

(74) I **came across** these letters by chance. (Prepositional verb)

(75) Her voice **comes across** very well. (Phrasal verb)

Accordingly, EFL learners need to learn how to make a clear distinction between phrasal verbs and other multi-word expressions (Abdul Sattar, 2004, p.8). The table 2.2 below, introduced by Denison (1998) (as cited in Thim, 2012, p.37), presents the differences between phrasal verbs, prepositional verbs, and prepositional phrasal verbs:

[Note: O_d: direct object, O_{prep}: prepositional object, 2ndprt: second particle]

Table 2.2 Group-verbs in present-day English

Label	O _d	O _{prep}	2 nd prt	Examples
1 intransitive phrasal verb	--	--	--	EAT out, WISE up
2 transitive phrasal verb	+	--	--	CLEAN sth. out, MES sth. up
3 prepositional verb	--	+	--	INSIST on sth., DEAL with sth
4 phrasal-prepositional verb	--	+	+	HANG up on sb, GET away With sth
5	+	+	+	TAKE sth. out on sb., PUT sth. over on sb.
6	+	+	--	TAKE sb. for sth., SUSPECT sb of sth
7	--	--	+	(COME on over, GET back in)
8	+	--	+	GET sth. over with, (READ sth. back out

Adapted from: “ Phrasal verbs: the English verb-particle construction and its history” by S. Thim, 2012, p. 37.

According to the table above, intransitive phrasal verbs do not require a direct object, a prepositional object, nor a second particle (as in **eat up**) while transitive phrasal verbs need a direct object (as in **clean sth out**). Therefore, these two types of phrasal verbs do not have prepositional objects and second particles. Otherwise, “Prepositional verbs are those verbs that are followed by a preposition and a noun phrase representing the complement of the preposition but not the direct object of the verb”(Hussein, 2015, p.285). That is, prepositional

verbs always require a prepositional object, which comes immediately after the preposition as in:

(76) Jim **looked at** the picture. (Hussein, 2015, p.285)

(77) I **came across** these letters by chance. (Olteanu, 2012, p29)

The third category known as phrasal prepositional verb is generally composed of three parts: verb, first particle, and second particle. However, phrasal prepositional verbs may vary to have:

- 1- A prepositional object and second particle without a direct object (as in **hang up on sb**).
- 2- A direct object, prepositional object, and second particle (as in **take sth out on sb**).
- 3- A direct object and prepositional object without a second particle (as in **take sb for sth**).
- 4- A second particle with a direct object and without prepositional object (as in **come on over**).
- 5- A direct object and a second particle without a prepositional object (as in **get sth over with**).

2.4 Previous studies:

Identifying the difficulties and problems EFL learners face when using phrasal verbs was considered as an interesting topic in the language teaching area. Studies were held to investigate the common errors and the main sources of difficulties and problems faced by EFL learners in different contexts.

Liao and Fukuya (2004) investigated avoidance of English phrasal verbs by Chinese learners. They took into account learners' level (intermediate, advanced) and phrasal verbs

types (figurative, literal). Participants were divided into seven groups including six groups of Chinese learners and the control group of native speakers. Each of the six groups was asked to choose one of the three types of tests (multiple choice, translation, or recall) whereas the control group of native speakers took the multiple-choice test. The results indicate that intermediate learners avoided using phrasal verbs and preferred to use single word synonyms because their L1 lacks phrasal verb structure. In contrast, advanced learners did not adopt avoidance strategy, but they used phrasal verbs less than native speakers did. Further, advanced, as well as intermediate learners tended to use literal phrasal verbs more than figurative ones.

Al- Qudah (2012) identified the main errors committed by English major undergraduates at all levels at Yarmouk University in Jordan in the acquisition of some selected phrasal verbs. The researcher designed a forty-item test to be distributed to 120 students at the department of English to assess their acquisition of the selected phrasal verbs in four areas: semantics, structure, collocations, and phonology. The findings of the study indicate that 67.5% of the participants scored above 50% whereas 32.5% of them scored below 50%. The students did best in the area of structure with a mean of 78.3%. Therefore, they proved to have difficulties in the acquisition of semantic and collocational features of phrasal verbs.

Fadanelli (2012) conducted a corpus study to examine the similarity between the most common phrasal verbs used by Brazilian EFL learners and native speakers of English. The study also investigates the tendency of Brazilian EFL learners to avoid using phrasal verbs by. The results revealed that Brazilian learners tend to adopt the strategy of avoidance in the phrasal verb usage. Moreover, a large number of phrasal verbs found in the corpus used by Brazilian EFL learners were not the same as the phrasal verbs used by native speakers.

In addition, GarElzain (2012) tackled the uses of phrasal verbs and prepositional verbs by EFL students at Sudan University of science and technology (faculty of languages). The

study is also oriented to examine learners' attitudes towards using phrasal verbs and prepositional verbs. A test and a questionnaire were administered to collect data. The results of the study reveal that university EFL students were not able to use phrasal verbs and prepositional verbs due to their limited vocabulary. This keeps them away from getting access to the meaning of these English items. The findings also display that the majority of students have negative attitudes towards using English phrasal verbs and prepositional verbs. They consider phrasal verbs and prepositional verbs the most problematic part of language to be learned because of their figurative meaning.

Barakat and Baniasady (2014) explored the impact of phrasal verb avoidance on the writing ability of Persian learners of English. The participants of this study were 86 undergraduate students. The researchers administered three tests (multiple choice, recall, and translation) to be accomplished. The results of these tests show that 52.27% of students preferred to use one-word verbs and 42.47% of them selected phrasal verbs. Accordingly, participants were divided into two groups; group A (participants with higher amount of avoidance) and group B (participants with lower amount of avoidance). These two groups were asked to perform a writing task. The results indicate that the performance of the two groups differed widely. Participants of group B outperformed participants of group A. the findings confirm the existence of a close relationship between phrasal verb avoidance and participants' writing ability. To put it differently, phrasal verb avoidance affected negatively the participants' writing performance.

Recently, Bronshteyn and Gustafson (2015) tackled the challenges facing EFL learners including mastery problem and avoidance. In addition, they provided a proposed approach to go beyond teaching the syntactic level and look for ways to teach the semantic understanding of these structures. They concluded with a review of literature, which proposes some innovations in teaching phrasal verbs. According to the studies they reviewed, they found that

teaching phrasal verbs through using pictures and working in pairs increases interaction, talk, and feedback. This may help EFL learners to better identify and interpret phrasal verbs.

Numerous studies have been carried out to investigate the main difficulties and problems EFL learners face in learning and using phrasal verbs in different contexts. The main causes behind these problems are explained in relation to their semantic and features and their context in which EFL learners' native language is overused. However, none of them, as far as the researcher knows, examined the use of these vocabulary items by Algerian EFL learners. This makes the Algerian environment a virgin area to investigate the use of phrasal verbs and identify the main sources of difficulties encountered in using these items.

Conclusion:

Phrasal verbs are characterized with their semantic and syntactic features. This fact poses numerous problems and challenges for EFL learners to learn and use them. The variable figurative meanings that phrasal verbs possess are considered as one of the obstacles that prevent learners from getting access to the appropriate use of phrasal verbs. In addition, the syntactic structure of these aspects and the different positions that the particles take may confuse learners to select the correct combination of verbs and particles. Moreover, the similar structure shared with phrasal verbs, prepositional verbs, and phrasal prepositional verbs raises the level of difficulty for EFL learners and causes more confusion. The present study aims at detecting the main problems and difficulties EFL learners may encounter in the Algerian context taking into consideration the semantic as well as the syntactic properties of phrasal verbs.

Chapter Three: Field Investigation

Introduction:

In order to investigate Algerian EFL learners' awareness of the importance of the use of phrasal verbs and identify the syntactic and semantic properties of phrasal verbs that cause difficulty to use them, a questionnaire and a test have been conducted to collect data. This chapter exposes the field investigation of the present study. It provides a detailed description of the questionnaire, the test, and sample choice. It analyzes the subjects' answers to both the questionnaire and the test. It also summarizes the major results and findings obtained from these two tools.

3.1 Description of the method:

The current research belongs to quantitative studies which rely on investigation to display the use of phrasal verbs by Algerian EFL learners at the University of Guelma. For this reason, the descriptive analytical method is followed to conduct this research and to investigate the extent to which Algerian EFL learners at the University of Guelma are aware of the importance of the use of phrasal verbs. It also intends to identify the syntactic and semantic properties of phrasal verbs that seem difficult for them and to recognize the main sources and causes of these difficulties and answer the research questions.

3.2 Population and sample:

The investigation is carried out in the department of English, University of Guelma. Participants are third year students of English, inscribed in the License/Master/Doctorat system (LMD) in the second semester for the academic year 2015-2016. All the subjects have had prior formal instruction in English mostly at middle school, secondary school, and university. They are sixty participants who are chosen randomly from the total number of students (189). The subjects are selected arbitrary from the six groups of third year with a

mean of ten students per group. Third year students are selected because they are seen as advanced learners of English and they are supposed to have large vocabulary in the target language.

3.3 Tools of research:

The researcher designed a test and a questionnaire to investigate Algerian University students' awareness of the importance of the use of phrasal verbs and identify the syntactic and semantic properties of phrasal verbs they find the most difficult. Further, the test itself can be considered as a learning condition that motivates learners to think about the meaning of the target phrasal verbs and their correct syntactic structure, and to pay attention to phrasal verbs used in their classroom.

3.3.1 Description of the questionnaire:

The questionnaire (Appendix 1) addresses various aspects related to English phrasal verbs. It is used to measure learners' awareness towards the importance of using phrasal verbs and to detect the most difficult syntactic types of phrasal verbs. It includes eight questions; yes/no questions, multiple-choice questions divided into three main sections. The first section is concerned with general information to rate the subjects' overall knowledge of phrasal verbs. The questions of the second section investigate the use of phrasal verbs by Algerian EFL learners at the University of Guelma. However, the questions of the third section are made to cover the main difficulties learners may face when using phrasal verbs in relation to their syntactic as well as semantic properties.

3.3.2 Description of the test:

The test (Appendix 2) given to the students is a twenty-minute written test that is composed of three main tasks. The first task includes ten items of phrasal verbs taken from *Cambridge Phrasal Verbs Dictionary for Learners of English*. When selecting the phrasal verbs, the semantic properties are considered; five idiomatic and five transparent phrasal verbs are chosen. Participants are asked to provide synonyms to phrasal verbs in their context. However, in the second task, which is taken from *Collins COBUILD Phrasal Verbs Dictionary*, learners are asked to match the sentences halves to get the correct meaning. These sentences contain phrasal verbs that need to be identified as transitive (if the verb is used with an object) or intransitive (if it is not). The third task is consisted of six sentences in which phrasal verb particles are used in different positions (Johnson, 2013). Here, participants are asked to decide whether the particle's position is correct or not.

On the one hand, the first task of the test is designed to answer the first research question and to confirm or reject the answers of the first and second sections of the questionnaire particularly question (3). That is for; how students rate their overall knowledge of phrasal verbs. On the other hand, the second and the third tasks address the most difficult syntactic types of phrasal verbs for Algerian university students. These two tasks are selected to answer the second research question and to agree or disagree with participants' responses to the third section of the questionnaire. Therefore, the results of the test are analyzed according to participants' correct and wrong answers

3.4 Distribution of the questionnaire and the test:

The questionnaire and the test are administered to sixty participants of third year students at the University of Guelma for the academic year 2015-2016. They are distributed arbitrary among six groups, for ten participants in each group. Each participant is asked to answer the questionnaire and the test. The subjects are aware that they are participating in a research

study, and they are informed about the purpose and procedures of the research. They also know that their test scores would neither be disclosed nor affect their grades.

First, the questionnaire (Appendix 1) is distributed randomly among the subjects of the present study. The participants answered the questions in ten (10) minutes. The table (3.1) shows the percentage of learners' participation in the questionnaire.

Table 3.1 The percentage of learners' participation in the questionnaire

Option	Number	Percentage
Questionnaires handed	60	100%
Questionnaires returned	60	100%
Total	60	100%

The results of the table (3.1) above indicate that the questionnaire has been answered by all the participants (100%). Therefore, the sample of the study is composed of sixty (60) students, and all of them have answered and returned the handed questionnaire.

Second, the test (Appendix 2) is granted to the same participants who are given the questionnaire. They take twenty (20) minutes to do the tasks of the test. After distributing the test and collecting data, the table (3.2) below displays the percentage of learners' participation in the test.

Table 3.2 The percentage of learners' participation in the test

Option	Number	Percentage
Tests handed	60	100%
Tests returned	40	66.67%
No answers	20	33.33%
Total	60	100%

The table (3.2) indicates that the test has been given to sixty (60) students and (66.67%) of them have answered it. However, (33.33%) of the participants refuse to answer the test.

3.5 Data analysis:

This section presents the results obtained from the questionnaire and test. These results are analyzed according to the subjects' answers. The following results are revealed.

3.5.1 Analysis of the questionnaire:

This survey contains seven (7) closed questions and one (1) open-ended question. The following tables display the results of students' responses to the questionnaire.

Section one: General information

Q1: How long have you been studying English?

Table 3.3 learners' background in English

Option	Years	Number	Percentage
Primary school	/	0	0%
Middle school	4	60	100%
Secondary school	3	60	100%
University	3	60	100%

According to the results displayed in table (3.3), (100%) of participants studied English for 10 years. They had all received English courses for 4 years in middle school and 3 years in secondary school. At University, they specialized to learn English at the department of letters and English language for 3 years. Therefore, it can be stated that the subjects have an acceptable structural knowledge and they are familiar somehow with the different aspects of the English language including phrasal verbs.

Q2: Was it your choice to study English?

Table 3.4 learners' choice to study English:

Option	Number	Percentage
Yes	51	85%
No	9	15%
Total	60	100%

The table (3.4) shows that (85%) of respondents choose to study English language. Only small number of them (15%) report that studying English is not their preferred choice.

Accordingly, the majority of students are supposed to be motivated towards learning the different features of the English language including phrasal verbs.

Section two: The use of English phrasal verbs

Q3: How do you rate your overall knowledge of phrasal verbs?

Table 3.5 learners' knowledge of phrasal verbs:

Option	Number	Percentage
Excellent	2	3.33%
Very good	3	5%
Good	37	61.67%
Fair	14	23.33%
Poor	4	6.67%
Total	60	100%

In question (3), students are asked to choose the right adjective that describes their overall knowledge of phrasal verbs. The table (3.3) indicates that (61%) of students consider their knowledge of phrasal verbs as good. (23.33%) of participants claim that it is fair whereas (6.67%) of them rate their overall knowledge of phrasal verbs as poor. However, a small percentage of participants (5%) report that they are very good and only (3.33%) state that they are excellent. This implies that more than half of the subject might be able to understand and use phrasal verbs.

Q4: How often do you use phrasal verbs?

Table 3.6 learners' frequency of the use of phrasal verbs

Option	Number	Percentage
Always	6	10%
Usually	13	21.66%
Often	8	13.33%
Sometimes	26	43.33%
Rarely	7	11.66%
Never	0	0%
Total	60	100%

With regards to students' frequency in using phrasal verbs, (43.33%) of participants say that they sometimes use phrasal verbs and (21.66%) of them usually use these items. About (13%) of respondents often use phrasal verbs and (11.66%) who rarely resort to use them, whereas, only (10%) of subjects tend to always use phrasal verbs. This means that all the participants use phrasal verbs but at different scales. Surprisingly, the participants' responses to (Q4) contradict with their answers to (Q3). That is, the higher score (43.33%) is given to learners who sometimes use phrasal verbs whereas more than half (61%) of them consider their overall knowledge of these items as good. This may imply that learners are not fully aware of the importance of using phrasal verbs.

Q5: How important do you consider using phrasal verbs?

Table 3.7 Students' opinions about the importance of using phrasal verbs

Option	scale of importance								Total
	Important				unimportant				
	1	2	3	4	5	6	7	8	
Number	9	8	3	14	10	3	1	12	60
Percentage	15%	13.33%	5%	23.33%	16.67%	5%	1.66%	20%	100%

According to the results given in table (3.7) above, (15%) and (13.33%) of respondents think that using phrasal verbs is highly important, while, (5%) and (23.33%) of them consider using phrasal verbs as fairly important. In addition, (16.67%) and (5%) of the subjects state that using phrasal verbs is relatively unimportant. However, (20%) find that using these aspects is completely unimportant. This implies that EFL learners are not fully aware of the importance of using phrasal verbs.

Section three: Difficulties in using phrasal verbs

Q6: Do you encounter any difficulties in using phrasal verbs?

Table 3.8Learners' opinions about the difficulties in using phrasal verbs

Option	Number	Percentage
Yes	44	73.33%
No	16	26.67%
Total	60	100%

The table (3.6) displays students' responses to whether they encounter any difficulties in using phrasal verbs or not. The results indicate that the overwhelming majority of participants (73/33%) find it difficult to use phrasal verbs in English. Whereas, (26.67%) of respondents do not encounter any difficulties when using phrasal verbs.

Q7: If yes, do you find it difficult to use phrasal verbs because:

Table 3.9 Learners' causes behind the difficulty they encounter when using phrasal verbs

Statements	Number	Percentage
You do not have enough vocabulary what makes it difficult to understand phrasal verbs	25	41.66%
The meaning of phrasal verbs is idiomatic and cannot be inferred from the meaning of individual words	20	33.33%
Both	1	1.67%
Other	3	5%
No answers	11	18.33%
Total	60	100%

In order to identify the main difficulties learners may face when using phrasal verbs, participants are asked to answer (Q7). The table (3.9) shows that (41.66%) of respondents agree that using phrasal verbs is difficult because they do not have enough vocabulary to understand them. However, (33.33%) of them correlate the causes of difficulty with the figurative meanings that phrasal verbs carry as whole units, and these meanings cannot be inferred from the meaning of the basic verbs and particles as separate units. Therefore, the

highest scores are respectively given to the learners' limited vocabulary and the unpredictable meaning of phrasal verbs as whole units.

Only one participant (1.67%) agrees that phrasal verbs seem to be difficult to use due to their idiomatic meaning as well as the learner's limited vocabulary, whereas more than one third (18.33%) of them remained neutral. Only (5%) add further suggestions. They report, "the mother tongue interference can negatively affect the way phrasal verbs are understood". They also state that phrasal verbs are rarely used in EFL context and they feel confused to distinguish their meaning. They think that phrasal verbs are difficult to be used because they do not know the appropriate way to use them.

Q8: What types of phrasal verbs you find the most difficult? Order these types from the most to the least difficult. (Use numbers from 1 for most difficult- 5 for the least).

Table 3.10 Learners' opinions about the types of phrasal verbs they find the most difficult

Statements	Order of difficulty/ number of students					Total
	1	2	3	4	5	
1. Intransitive phrasal verbs: phrasal verbs that do not require an object. E.g. His great aunt recently <u>passed away.</u>	10 16.67%	3 5%	6 10%	5 8.33%	20 33.33%	44 73.33%

<p>2. Transitive phrasal verbs: phrasal verbs that require an object to come after the <u>verb</u> OR after <u>the particle</u>.</p> <p>E.g. The boss <u>called the meeting off</u></p> <p>Verb + object + particle</p> <p>OR The boss <u>called off the meeting</u>.</p> <p>Verb+ particle+ object</p>	<p>12 20%</p>	<p>16 26.67%</p>	<p>8 13.33%</p>	<p>6 10%</p>	<p>2 3.33%</p>	<p>44 73.33%</p>
<p>3. Transitive phrasal verbs: phrasal verbs that require an object to come between the <u>verb and the particle</u>.</p> <p>E.g. I didn't know the number so I had to <u>look it up</u>.</p> <p>Verb+ object+ particle</p>	<p>6 10%</p>	<p>10 16.67%</p>	<p>13 21.67%</p>	<p>14 23.33%</p>	<p>1 1.67%</p>	<p>44 73.33%</p>
<p>4. Transitive phrasal verbs: phrasal verbs that require an object to come after the <u>particle</u>.</p> <p>E.g. I <u>looked after Andy's</u> dog while he was on vacation.(correct)</p>	<p>3 5%</p>	<p>9 15%</p>	<p>9 15%</p>	<p>13 21.66%</p>	<p>10 16.67%</p>	<p>44 73.33%</p>

Verb + particle + object I <u>looked his dog after</u> while he was on vacation. (incorrect)						
5. Phrasal verbs with two objects one after the verb, the other after the particle E.g. They <u>put their success down to good planning.</u> Verb + object 1 + particle + object 2	12 20%	7 11.67%	8 13.33%	7 11.67%	10 16.67%	44 73.33%

As indicated in table (3.10) above, participants are asked to choose the types of phrasal verbs they find the most difficult and order them according to their level of difficulty (from the most to the least difficult). (33.33%) of participants think that intransitive phrasal verbs that do not require an object are completely easy. About (20%) and (26%) also consider that transitive phrasal verbs that require an object to come after the verb or after the particle as quite easy. (21.67%) and (23.33%) of the subjects state that transitive phrasal verbs that require an object to come between the verb and the particle is impartially difficult.

Concerning transitive phrasal verbs that require an object to come after the particle, they are considered as relatively easy by (16.67%) of the subjects. The responses to the last type are contradictory. (20%) of students find that phrasal verbs with two objects one after the

verb and the other after the particle are the most difficult. Whereas, (16.67%) of the respondents disagree with that.

Comparing the results, it is found that type (1) is easier than the other types of phrasal verbs and type (2) is more difficult than type (3). (21.67%) of the subjects' answers to this latter are neutral. This implies that students find it difficult to decide for the appropriate position of objects and particles. Transitive phrasal verbs that require an object to come after the particle are chosen to be the easiest type of phrasal verbs by (16.67%) of participants while only (5%) of the students opted for this type as the most difficult one.

According to the previous results, the highest scores are given to type (2) and type (5) as the most difficult types. Thereupon, participants think that type (1) and (4) are of less difficulty. In contrast, type (3) receives contradictory answers, and it is considered as both an easy and a difficult type.

Q8: What types of phrasal verbs you find the most difficult? Order these types from the most to the least difficult.

Table 3.11 Learners' suggestions about the types of phrasal verbs they find the most difficult.

Option	Number	Percentage
Other suggestion	3	5%
No answers	16	26.67%
Total	19	31.67

Concerning the rest of responses to question (8), (26.67%) of participants do not answer this question reporting that they do not even know the types of phrasal verbs. Whereas, (5%) of students suggest that all the types of phrasal verbs are not difficult.

3.5.2 Analysis of the test:

(66.67%) of students have participated in the test that is composed of three tasks whereas (33.33%) of them refuse to do the test (see table 3.2). The results are calculated according to the number of students (40) who have participated in answering the test. The following tables present the percentages of students' performance in this test.

Task A: Guessing the meaning of phrasal verbs in English.

Table 3.12 Learners' performance in task A

N	Phrasal verbs	Correct answers	Incorrect answers	No answers	Total number of participants
01	Go on	16 40%	20 50%	4 10%	40 100%
02	Carry out	5 12.5%	27 67.5%	8 20%	
03	Get across	2 5%	22 55%	16 40%	
04	Take over	10 25%	14 35%	16 40%	
05	Come up	2 5%	18 45%	20 50%	
06	Take back	1	23	16	

		2.5%	57.5%	40%	
07	Knock off	2 5%	15 37.5%	23 57.5%	
08	Stick to	2 5%	17 42.5%	21 52.5%	
09	Look back	8 20%	17 42.5%	15 37.5%	
10	Bring in	0 0%	15 37.5%	25 62.5%	
Total		48 12%	188 47%	164 41%	400 100%

Concerning participants' performance in this task, the results indicate that the highest percentage (47%) refers to the respondents who failed to predict the meaning of phrasal verbs followed by (41%) of them who do not answer the task. Whereas, only (12%) of the answers were correct. This may indicate that participants lack vocabulary to infer the meaning of phrasal verbs.

In addition, the table above shows that the phrasal verbs **go on** and **take over** are already known to participants. They receive (40%) and (25%) of the correct answers respectively comparing them to the rest of phrasal verbs given in the task. Further, the phrasal verb **carry out** is given (67.5%) of the incorrect answers. Interestingly, with regard to the phrasal verb **carry out**, a quite number of respondents tend to confuse between the meanings of **carry out** and **go on**. It is noticed that participants provide the same answer (**continue**) to the phrasal verb **carry out** as well as **go on**.

Phrasal verbs given in the task are divided into five idiomatic phrasal verbs and five literal ones. The idiomatic phrasal verbs include; **bring in, knock off, stick to, take over, and get across**. Whereas, the literal ones are; **go on, carry out, come up, take back, and look back**. Participants are not able to predict the meaning of literal as well as idiomatic phrasal verbs. The meaning of idiomatic phrasal verbs is not known to the subjects. Further, the highest scores of no answers are given to the idiomatic phrasal verbs including **bring in, knock off, and stick to**.

Task B: a- matching the sentence halves

Table 3.13 Learners’ performance in task B (part a):

Option	Number	Percentage
Correct answers	37	92.5%
Incorrect answers	3	7.5%
Total	40	100%

Comparing students’ performance in task **A** and **B**, participants appear to do better in task **B**. The results in the table (3.11) indicate that more than half (61.66%) of students’ answers are correct and only (5%) of the answers are incorrect. This implies that using context clues help learners to identify the meaning of phrasal verbs.

Task B: b-Identifying transitive and intransitive phrasal verbs.

Table 3.14 Learners' performance in task B (part b)

Option	Correct answers	Incorrect answers	No answers
Transitive phrasal verbs	0	0	40
Intransitive phrasal verbs	0	0	40
Total	0%	0%	100%

According to table (3.13), all the participants (100%) do not answer the second part of task **B**. Although participants are able to match the sentence halves correctly, none of them answer the second part of the question, which is to indicate whether the phrasal verb given in the sentence is transitive or intransitive. This may point that none of them is able to distinguish between transitive and intransitive phrasal verbs. Otherwise, they might not understand the question or do not probably pay attention to the second part of the question of task **B**.

Task C:Deciding on the right position of particles.

Table 3.15 Learners’ performance in task C

Statements	Correct answers	Wrong answers	Total
a) My classmate <i>nodded off</i> during the lecture.	33 82.5%	7 17.5%	40 100%
b) The manager really <i>laid in on</i> the lazy employee.	14 35%	26 65%	
c) The boss called the meeting off.	27 67.5%	13 32.5%	
d) The student <i>looked up</i> it.	30 75%	10 25%	
e) The children <i>wore out</i> the toy.	18 45%	22 55%	
f) The children <i>wore</i> the toy <i>out</i>	22 55%	18 45%	
Total number of answers (out of 360 answer)	144 60%	96 40%	

Concerning participants’ performance in task C, the results show that(60%) of respondents’ answers are correct and (40%) are incorrect. The table above indicates that statement **a** received more than half (55%) of the correct answers. This implies that participants recognize that the phrasal verb **nodded off** is used intransitively and the particle needs to follow directly the basic verb “**nod**” of that phrasal verb. Similarly, (50%) of

participants answer correctly statement **d**. Participants, here, prove that they are aware of the pronoun **it**, that functions as an object, must come between the verb and the particle of the transitive phrasal verb of that statement **looked up**.

According to the percentages shown in table (3.15), (67.5%) of students respond correctly in statement **c**. In contrast, correct and wrong answers in statement **e** and **f** are approximately closer. That is, (55%) of the incorrect answers and (45%) of the correct ones are given to sentence **e** while (45%) of participants' answers in sentence **f** are incorrect and (55%) of them are correct. Although the position of phrasal verb particles in the three statements is correct, it might show that participants are not fully aware that some phrasal verbs may require an object to come either after the verb or after the particle.

Further, (65%) of the incorrect answers are given to statement **b** and participants' performance appears to be low and only (35%) of the students answered appropriately. This may signify that participants encounter difficulty in using phrasal prepositional verbs and deciding about the appropriate position of particles and prepositions. (65%) of students think that the prepositional verb **laid in on** is used inappropriately. Nevertheless, the prepositional verb is used correctly.

3.6 General summary of the questionnaire and the test:

This study aims at investigating Algerian EFL learners' awareness of the importance of the use of phrasal verbs at the University of Guelma. It intends to identify the most difficult syntactic and semantic types of phrasal verbs for learners. The following paragraphs summarize the major findings reached after the analysis of the questionnaire and the test.

It is revealed that a significant number of participants are not fully aware of the importance of using phrasal verbs in their foreign language. Most of the University EFL

learners are not able to use phrasal verbs frequently because of their limited vocabulary and the idiomatic meaning that phrasal verbs carry. Accordingly, participants are commonly poor in identifying the meaning of literal and idiomatic phrasal verbs. The majority of students provide incorrect answers for literal phrasal verbs while a remarkable number of them do not give synonyms to idiomatic phrasal verbs. Notably, some respondents answer inappropriately and understand idiomatic phrasal verbs literally as separate constituents rather than as a whole unit. For example, a significant number of subjects understand the phrasal verb **get across** literally as to pass the street, whereas, the phrasal verb **get across** figuratively means making someone understand.

The findings of the study indicate that phrasal verbs that require an object to come after the verb or after the particle, and phrasal verbs with two objects; one after the verb and the other after the particle, are considered as the most difficult syntactic types of phrasal verbs. However, intransitive phrasal verbs that do not require an object, and transitive phrasal verbs that require an object to come after the particle are thought to be easier. In addition, phrasal prepositional verbs seemed problematic for participants to decide about the right position of particles and prepositions.

Nevertheless, providing context through using sentence clues helps the majority of the subjects to perform better in the second task. They are able to infer the meaning of phrasal verbs that is clearly revealed at the sentence level. Therefore, using context clues allows learners to decide about the meaning of unknown phrasal verbs and achieve better comprehension.

3.7 Implications:

The findings of this study offer some implications. These implications can be taken into consideration in order to increase learners' awareness of the importance of using phrasal verbs and overcome difficulties they encounter with the semantic and syntactic types of phrasal verbs. So, it is recommended for teachers to focus on using phrasal verbs inside the classroom. This may attract learners' attention towards the importance of using these aspects in English. In addition, it might motivate them to look for the meaning of phrasal verbs; this may help them to improve their vocabulary knowledge. In order to overcome difficulties with the semantic and syntactic properties of phrasal verbs, it is advisable to include these properties in some courses. The semantic features of phrasal verbs can be taught through oral as well as written expression courses. However, the syntactic types of phrasal verbs can be incorporated into grammar courses.

Conclusion:

The present study aims at investigating the extent to which Algerian EFL learners are aware of the importance of the use of phrasal verbs. It also addresses what types of phrasal verbs seem the most difficult for them. The findings indicate that Algerian EFL learners are not aware of the importance of using phrasal verbs. As far as the semantic properties of phrasal verbs are concerned, idiomatic phrasal verbs are difficult to predict and use. Moreover, transitive phrasal verbs are treated as the syntactic type that causes difficulty for learners. These findings prove that the semantic and syntactic properties of phrasal verbs cause difficulty for Algerian EFL learners to use them.

General Conclusion

This study aims at investigating the use of phrasal verbs by Algerian EFL learners at the University of Guelma. The thesis is arranged in three chapters. The first chapter provides a general overview on phrasal verbs, involving their exact meaning, nature, and a brief historical description as well as some suggested approaches to teaching and learning phrasal verbs. The second chapter tackles the main difficulties EFL learners may face when using phrasal verbs. It introduces the syntactic and semantic properties of phrasal verbs and the difficulties associated with these properties. These difficulties are also discussed in relation to the similar characteristics that exist between phrasal verbs and other multi-word verbs. The third chapter presents the field investigation of the research. It analyzes the results obtained from the test and the questionnaire and summarizes the major findings. This chapter also proposes some recommendations.

The current work provides answers to the research question posed in the introduction that examines Algerian EFL learners' awareness of the importance of the use of phrasal verbs. It suggests that Algerian EFL learners are not aware of the importance of using phrasal verbs. The results prove that learners do not use phrasal verbs frequently, and they do not consider the use of phrasal verbs in their foreign language as too much important. Accordingly, this question evokes the intervention of another question that looks for the difficulties they encounter since they do not use phrasal verbs frequently. The findings indicate that the majority of students find it difficult to use these vocabulary aspects. Students correlate this difficulty with their limited vocabulary and the unpredictable meaning of phrasal verbs.

In addition, the present study addresses the types of phrasal verbs that Algerian EFL learners find the most difficult. These types are examined at two levels; the semantic types of phrasal verbs such as transparent (literal) and idiomatic (figurative) and the syntactic types of

phrasal verbs provided by Wyatt (2006). At the semantic level, the results indicate that participants gained lower scores in the idiomatic phrasal verbs than transparent phrasal verbs. This means that semantic idiomaticity of phrasal verbs makes it difficult for learners to adopt the meaning. At the syntactic level, transitive phrasal verbs that require an object to come after the verb or after the particle and phrasal verbs with two objects; one after the verb and the other after the particle are ranked as the most difficult syntactic types of phrasal verbs.

Accordingly, the study in hand investigates Algerian EFL learners' awareness of the importance of the use of phrasal verbs and identifies the syntactic and semantic types of phrasal verbs they find the most difficult. Algerian EFL learners encounter difficulties in using phrasal verbs due to the syntactic and semantic properties of these aspects. The idiomatic meaning as well as the different syntactic types of phrasal verbs and the various positions that the basic verbs and the particles may have complicate their use.

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APPENDICES

Appendix 1

Learners' Questionnaire

Dear student,

This questionnaire aims at finding out information about learners' awareness of the use of phrasal verbs and the difficulties and problems they face in using them. I would appreciate your collaboration if you could answer this questionnaire. Please tick (✓) the appropriate answer or make a full statement when necessary. Thank you in advance.

Bendjedid Sarah

Section One: general information

1- How long have you been studying English?

Primary school years
Middle school years
Secondary school years
University years

2- Is it your choice to study English?

Yes	
No	

Section two: The use of English phrasal verbs

3- How do you rate your overall knowledge of phrasal verbs?

Excellent	
Very good	
Good	
Fair	
Poor	

4- How often do you use phrasal verbs?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

5- How important do you consider using phrasal verbs in learning English?

1 2 3 4 5 6 7 8

Important ----- ----- ----- ----- ----- ----- ----- **Unimportant**

Section three: difficulties in using phrasal verbs

6- Do you encounter any difficulties in using phrasal verbs?

Yes	
No	

7- If yes, do you find it difficult to use phrasal verbs because:

You do not have enough vocabulary what makes it difficult to understand the meaning of phrasal verbs	
The meaning of phrasal verbs is idiomatic and cannot be inferred from the meaning of individual words	
Other	

If other, specify.

.....

.....

.....

.....

.....

8- What types of phrasal verbs you find the most difficult? Order these types from the most to the least difficult (Use numbers from 1 for most difficult- 5 for the least).

Intransitive phrasal verbs: verbs that do not require an object. E.g. His great aunt recently <u>passed away</u> .	
Transitive phrasal verbs: phrasal verbs that require an object to come after the <u>verb</u> OR after <u>the particle</u> . E.g. The boss <u>called the meeting off</u> /The boss <u>called off the meeting</u> . Verb + object + particle / verb + particle + object	
Transitive phrasal verbs: verbs that require an object to come between the verb and the particle . E.g. I didn't know the number so I had to <u>look it up</u> .	

Verb + object+ particle	
<p>Transitive phrasal verbs: verbs that require an object to come after the particle.</p> <p>E.g. I <u>looked after</u> Andy's dog while he was on vacation.(correct)</p> <p>Verb + particle + object</p> <p>I <u>looked his dog after</u> while he was on vacation.(incorrect)</p>	
<p>Verbs with two objects - one after the verb, the other after the particle</p> <p>E.g. They <u>put their success down to good planning</u>.</p> <p>Verb + object 1 + particle + object 2</p>	

Thank you

Appendix 2

Learners' Test

Dear students,

This test aims at investigating what types of phrasal verbs are the most difficult for students. That is, the test is not to be evaluated and it is just for research purposes. I would appreciate your collaboration if you could answer these questions. Thank you in advance for your cooperation.

Bendjedid Sarah

A-Please write down the meaning of these phrasal verbs in English.

N	Phrasal verbs	Meaning
01	Go on	
02	Carry out	
03	Get across	
04	Take over	
05	Come up	
06	Take back	
07	Knock off	
08	Stick to	
09	Look back	
10	Bring in	

B- Match the sentence halves. Write *T* (transitive) if the verb is used with an object and *I* (intransitive) if it is not.

- | | | |
|---------------------------------------|--------|-----------------------------------|
| a My mum asked me to tidy up | _____ | a and hurt her ankle |
| b I usually wake up | | b the dishes, please?..... |
| c She tripped over in the street | | c the celebrations..... |
| d Adrian, come and join in | | d warm up..... |
| e Put this sweater on and you'll soon | _____→ | e my bedroom..... <i>T</i> |
| f Could you clear up | | f at around seven o'clock..... |

C- Read the following sentences carefully to decide whether the particles are used in the right position or not. Write *C* for the correct sentences and *W* for the incorrect ones:

- a My classmate *nodded off* during the lecture. (.....)
- b The manager really *laid in on* the lazy employee. (.....)
- c The boss *called the meeting off*. (.....)
- d The student *looked up* it. (.....)
- e The children *wore out* the toy. (.....)
- f The children *wore* the toy *out*.(.....)

Thank you

FRENCH ABSTRACT

Cette étude vise à étudier la conscience des apprenants Algérien de la langue anglaise comme langue étrangère de l'importance de l'utilisation des verbes à particule et identifier les propriétés syntaxiques et sémantiques des verbes à particule semblent être le plus difficile pour eux. La recherche a été effectuée dans le Département des lettres et de langue Anglaise à l'Université de Guelma. Les participants sont des étudiants de troisième année de l'anglais inscrits dans le système Licence / Master / Doctorat (LMD) de l'année 2015/2016. La méthode d'analyse descriptive est suivie pour mener cette recherche. Un test et un questionnaire sont conçus pour recueillir des données. Les résultats révèlent que la plupart des apprenants Algériens de langue anglaise comme langue étrangère ne sont pas au courant de l'importance d'utiliser des verbes à particule. Ils ne sont pas en mesure d'utiliser des verbes à particule fréquemment en raison de leur signification idiomatique ainsi que le vocabulaire limité des apprenants. En outre, les résultats indiquent que les verbes à particules qui nécessitent un objet après le verbe ou après la particule; et les verbes à particule avec deux objets ; l'un après le verbe et l'autre après la particule, sont considérés comme les types les plus difficiles de verbes à particule pour les participants de cette étude. Par conséquent, il est recommandé aux enseignants d'accentuer l'utilisation des verbes à particule en classe pour sensibiliser les apprenants de l'utilisation des verbes à particule. Plus loin, intégrer des types syntaxiques des verbes à particule en cours de grammaire et enseigner les propriétés sémantiques de ces aspects par les sessions d'expression orale et écrite seraient aidé les apprenants à surmonter ces difficultés.

ARABIC ABSTRACT

تهدف هذه الدراسة إلى معرفة مدى وعي الطلبة الجزائريين الذين يدرسون اللغة الإنجليزية كلغة أجنبية من أهمية استخدام أشباه الجمل الفعلية وتحديد الخصائص النحوية والدلالية لهذه العبارات الفعلية التي تبدو أكثر صعوبة بالنسبة لهم. وقد أجري البحث الميداني فيقسم الآداب واللغة الإنجليزية في جامعة قلمة. المشاركون في هذه الدراسة هم طلبة السنة الثالثة في اللغة الإنجليزية مسجلين في نظام (ل.م.د) ليسانس / ماستر / دكتوراه لسنة 2015-2016. تم اعتماد المنهج الوصفي التحليلي لإجراء هذا البحث وقد تم تصميم اختبار واستبيان لجمع البيانات. كشفت النتائج التي تم الحصول عليها من تحليل إجابات المتعلمين في الاختبار والاستبيان أن معظم متعلمي اللغة الإنجليزية كلغة أجنبية لم يكونوا على بينة من أهمية استخدام أشباه الجمل الفعلية الإنجليزية. لم يكن المشاركون قادرين على استخدام أشباه الجمل الفعلية بصورة مستمرة بسبب بمعناها الاصطلاحي وكذلك مفردات اللغة المحدودة لدى المتعلمين. بالإضافة إلى ذلك، تشير النتائج إلى أن أشباه الجمل الفعلية التي تتطلب أظرفة أو حروف جر لتأتي بعد الفعل أو بعد المفعول به وأشباه الجمل الفعلية مع ظرفين أو حر فيجر، واحدا تلو الفعل والأخر بعد المفعول به، كانت تعتبر أصعب أنواع أشباه الجمل الفعلية. وفقا لذلك، يستحسن من المعلمين التركيز أكثر على استخدام أشباه الجمل الفعلية في القسم لزيادة الوعي لدى المتعلمين لاستخدام هذه العبارات الفعلية. ولتخطي الصعوبات التي قد يواجهها المتعلمون عند استخدامهم لأشباه الجمل الفعلية فإنه يوصى بإدماج أنواعها النحوية في الدروس الخاصة بقواعد اللغة والتعبير الكتابي كما أنه من الممكن أيضا تدريس الخصائص الاصطلاحية لهذه العبارات الفعلية من خلال حصص التعبير الشفوي والتعبير الكتابي.