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**Ministry of Higher Education & Scientific Research**  
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**Problems of Avoidance of Phrasal Verbs  
Encountered by Atbara Third Year  
Secondary School Students**  
( A case Study of Atbara Town )

**A Thesis Submitted in Partial Fulfillment for the Master  
Degree in ELT**

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# Dedication

To all those who have inspired me to be a good student  
my parents, family and friends.

# Acknowledgments

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# Abstract

The purpose of this study is to investigate the problems of avoidance of phrasal verbs in English language among the students of secondary schools third level in Atbara locality River Nile State, Sudan. A descriptive and analytic approach is adopted.

To achieve the general objectives of this study, a test was designed as data collection tool. The validity and reliability of the test were also conducted.

Data were analyzed by using SPSS program. The results of this analysis showed that the students tend to use single word verb rather than phrasal verbs. Then, the researcher finalized with conclusion and suggested recommendations.

## مستخلص البحث

هدفت هذه الدراسة الي التحقق من وجود تجنب لاستخدام العبارة الفعلية لدي طلاب الصف الثالث للعام الدراسي ٢٠١٢ - ٢٠١٣ بالمرحلة الثانوية بمدينة عطبرة ولاية نهر النيل. تم استخدام البحث الوصفي التحليلي. ولتحقيق الاهداف العامة لهذه الدراسة تم اعداد اختبار كأداة لجمع البيانات وتم اختبار صدق و ثبات الاختبار و تم ايضا تحليل البيانات بأستخدام برنامج SPSS و أوضحت النتائج أن طلاب الصف الثالث بالمرحلة الثانوية بمدينة عطبره ٢٠١٢-٢٠١٣ يميلون لاستخدام الفعل المكون من كلمة واحدة و أن هناك تجنب من استخدام العبارة الفعلية. تطرق الباب الأخير للخاتمة و التوصيات.

## **Definition of Terms**

FEL: Foreign English Language

V O: Verb Object

S O V : Subject Object Verb

S V O : Subject Verb Object

I N V : Invariant

L E X : Lexical

V A R : Variant

V A O : Verb Adverbial particle Object

V : Verb

N : Noun

ADV : Adverb

PRON : Pronoun

REFL : Reflexive

PVs : Phrasal Verbs

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# Chapter One

## Introduction

### 1 . 0 Overview

Languages are very important for communication between the members in any society. All the languages have their own characteristics. Some have simple structures while others have complex ones which the learners of that language cannot understand. This occurs when the learners of that language try to use it to communicate with the native speakers of it. These difficulties arise when learning this language takes place. The learners cannot catch all the ways of expressing ideas, to this they tend to use other simple and easy means to show what they feel about such things.

Kamimoto, Shimura, and Kellerman ( 1992 as cited in Kano 2006 :1) provide the following quoted words by a second language learner ( L2 ) :

*"I never know which Dutch nouns have common or neuter gender, so I always stick a diminutive suffix on the end of*

*them, because then, they're always neuter, bless the little things*  
*( British university professor after 25 years in the Netherlands "*

According to Kano ( 2006 : 1 ) the advanced quotation manifests L2 learners' difficulty when communicating using the L2. Such learners want to use a specific structure in the L2, but they can not do the so, and thus, they compensate for this nonuse by using other linguistic means that may achieve the purpose without any errors. This behavior is known as avoidance which is defined by Laufer and Elliasson ( 1993 as cited in Kano 2006, p 1) as :

*"one of the strategies learners may resort to in order to overcome a communicative difficulty " ( p. 36 )*

As Kleimann ( 1977, 1978 ) argues, :

*"to be able to avoid some linguistic feature presupposes being able to choose not to avoid it, i-e to use it " ( p. 97 )*

This avoidance takes place among the second language learners so as to bridge the gab between the linguistic knowledge of theirs and the linguistic knowledge of the target language in real communication situation.

This research investigates the problems of the avoidance phrasal verbs in communication.

### **1 . 1 Statement of the Problem**

The researcher's experience as an FEL teacher in different schools in Sudan, River Nile State ( Atbara locality ) for more than fifteen years which has kept him in close contact with EFL teachers and learners. As a result of this contact, the researcher witnessed that both teachers and learners tend to use a single English verb rather than multi-words English verbs when they deliver speech or even in writing. This research aims at investigating the problems of avoidance of using phrasal verbs in English language among teachers and students.

### **1 . 2 Purpose of the Study**

This study aims to inquire into multi-words English verbs and the avoidance of using phrasal verbs in English Language.

### **1 . 3 Research Questions**

1- Do the students at Atbara 3<sup>rd</sup> level secondary school year 2012 – 2013 find difficulties in dealing with English phrasal verbs ?

2- Are the students of 3<sup>rd</sup> level secondary school at Atbara year 2012 – 2013 aware of phrasal verbs usage ?

3- If given a choice , do Atbara students 3<sup>rd</sup> level secondary school prefer to choose single English word or English phrasal verbs ?

#### **1 . 4 Research Hypotheses**

1- Lack of knowing phrasal verbs among the students of 3<sup>rd</sup> level secondary school in Atbara results in difficulties when dealing with phrasal verbs in English.

2- 3<sup>rd</sup> level secondary school students in Atbara year 2012 – 2013 are not aware of English phrasal verbs usage.

3- If given a choice, Atbara secondary school 3<sup>rd</sup> level students year 2012 – 2013 prefer to use English single words to English phrasal verbs.

#### **1-5 Significance of the Study**

This study is significant for the following reasons :

\* It is going to indicate the importance of using English phrasal verbs as a mean of expressing ideas and thoughts.



\* It may help both Teachers and learners of English language to improve their linguistic knowledge in using English phrasal verbs.

\* It might help the learners to overcome their communicative difficulties when using English phrasal verbs in real communications.

\* It may help English Language learners having various means of expressing ideas and thoughts by using both single English word and multi-words specially phrasal verbs.

\* It might help English Language teachers in the secondary schools to teach English phrasal verbs by adopting different techniques.

## **1 . 6 Limitation of the Study**

This study is going to be in the River Nile State, Atbara locality secondary schools for the academic year 2012 – 2013.

## **1 . 7 Methodology**

This research is conducted according to the descriptive analytical method. The researcher used a test as data collecting tool. The researcher is going to select randomly 60 students of

secondary school 3<sup>rd</sup> level for the academic year 2012 – 2013 in Atbara locality including 30 males and 30 females to sit for a test on English phrasal verbs. The test itself is going to have two options to be answered or selected by the students. The part of phrasal verbs is going to include transitive, intransitive and separable phrasal verbs, while the other option will be single word.

# Chapter Two

## Literature Review

### **2 -0 Overview**

This chapter discusses literature written about phrasal verbs and the avoidance of phrasal verbs in English language. It discusses the phrasal verbs in terms of definition and role. In addition to that it deals with the phenomena of avoidance. Moreover, it discusses the reasons behind avoidance and a collection of some previous studies which are in concern with the subject matter.

### **2-1 A chronological Survey Of Phrasal Verbs**

A long the years, phrasal verbs have been much studied. Thus a chronological survey helps in covering all the research conducted so far on the matter. Therefore, the earliest study that has been written about phrasal verbs dates from the 16<sup>th</sup> century, when in 1586 William Bullokar wrote *The Brief Grammar for English* by J R Turner. The works of William Bullokar, vol,II. Starting with the 17<sup>th</sup> century , two studies have been written, that of Walker Leeds who in 1655 wrote *A*

treatise of English Particles. The scholar press, London and that of Guy Miede (1688 ).The English Grammer, London.

In the 18<sup>th</sup> century , only one study is recorded, that of Michael Mattaire who in 1712 wrote The English Grammer. London. Further on, in the 19<sup>th</sup> century, Henry Sweet ( 1892 ) entitled his study on phrasal verbs A New English Grammer Oxford : The Clarendon Press.

In the 20<sup>th</sup> century, more and more studies were to be written. Thus, in 1906 A. western published his work Some Remarks on English Adverbs. Englische Studien 36,75-99, Whitehall. In 1919 Harold Dongen W.A. wrote He put on his hat and he put his hat on. A number of other works written in this century were: AG Kennedy ( 1920 ).The Modern English Verb Adverb Combination. Standford University Press, California ; Bogholm, Niels ( 1920 )English prepositions. Copenhagen, Fowler, H.W. ( 1923 ) Preposition at end. Society for pure English Tracts 14,18-21;Smith Logan P ( 1925 ), Words and Idioms : Studies in the English language, London; Poutsma, Hendrik ( 1926 ), A Grammer of Late Modern English, part II : The parts of speech, section II : The verb and the particles, Groningen ;P.Noordhoff Volbeda, R ( 1926 ), On the place of prepositions ; English studies 8,143-152, 169-181; Roberts,

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## **2-2 The Historical Rise of The English Phrasal Verbs**

### **2-2-1 The Ancestor of Phrasal Verbs in Old English**

Millward, C.M (1996 ) pointed out that the range and importance of verb particle- constructions in the spoken language of the early stages of development is hard to be dealt with.( Ward, 1996 as cited in Olteanu 2012 )

Some studies have shown that the Old English ancestors of modern phrasal verbs were generally inseparable prefix verbs, although some separable forms did exist.( Albert C 1993 as cited in Olteanu 2012 ).

Millward ( 1996 ) states that the inseparable – prefix verb was a form in which the particle was attached the beginning of the verb. These old English prefixal verbs are comparable to current phrasal forms. For example, in present day English, there is the monotransitive verb to burn and there the phrasal monotransitive to burn up. Old English had



baernan ( to burn ) and forbaernan ( to burn up ). The prefix for remained affixed to the verb and could not move as a modern particle can.

Such English compound verbs were also highly idiomatic, in that the meaning of the compound form did not necessarily reflect the meaning of the root.

Denison ( 1993 ) provides beraedan as an example because it meant to dispossess, while its root verb raedan meant to advise. ( David 1986 as cited in Olteanu 2012 )

Akimoto ( 1999 ) suggests that Old English prefixes often remained before the verb because Old English had strong object before verb tendencies, whereas present day English is largely a VO ( verb + object ) language, which has made it possible for particles to travel to post verbal positions.( Minoji 1999 as cited Olteanu 2012)

Some Old English verbs did function as modern phrasal verbs do. Referring to the post – verbal particles in this period was still often very directional in close relationship with a prepositional meaning.

Therefore, applications of the particle up in Old English conveyed a sense of direction of upward, as in to grow up(ward) rather than the

completive sense, as in to break up (completely), that would become more common in Middle English and beyond.

### **2-2-2 Phrasal Verbs in Middle English.**

Denison (1986:47) states that:

*"The formation of prefixed verbs in Old English was no longer productive in Middle English, and the loss of productivity was already evident in Old English, in which certain authors added a post-verbal particle to prefixed verbs, possibly because the prefix was losing meaning"*

The rapid borrowing of French verbs into Middle English likely showed the development of phrasal verbs ( Fischer 386 1992 : 110 ) because of the competition in semantic fields of the Old English prefixed verbs. For example, the French borrowing *destroy* could accommodate the meaning of the Old English *forbreccan* 'break up'( Smith, 1996:140)

French forms also likely hindered phrasal verbs because of lexical register. French was the language of status in England after the Norman Conquest, and phrasal verbs were considered informal ( Tanabe,1999:123), Fischer 398)

Nonetheless phrasal verbs regained strong productivity by the 15<sup>th</sup> century (Fischer,1992:386) . Middle English underwent a shift in syntax form many instances of SOV to SVO as it lost many synthetic inflections from Old English, becoming a much more analytic, or word-order based language. The new VO word order, as Akimoto claims, likely enabled adverbial particles.

In other words, Old English *forbrecean* became to break up. By late Middle English, phrasal verbs could be divided into three categories:

- (a) Old English style inseparable particle + verb ( understand, overtake)
- (b) Phrasal verbs including verb + separable particle(take up, write up)
- (c) Nominal compounds derived from the first two (outcry,write off) ( Fischer 1992:386)

### **2-2-3 Phrasal Verbs in Early Modern English**

The incidence of phrasal verbs exploded in Early Modern English. Shakespeare himself applied the form widely through the plays.

Hiltuten 1990:95 explains that :

*"phrasal verbs were used extensively in Early Modern English dramatic texts because of their variable shades of meaning and productive capacity."*

Akimoto also notes that:

*"phrasal verbs occur more frequently in letters and dramas than in essays or academic writing in the 18<sup>th</sup> and 19<sup>th</sup> centuries."*

( Minoji,1999:145 )

This confirms that phrasal verbs occupied a lower social position in Early Modern English than, perhaps, single Latin verbs that could fill their semantic fields, which gives rise, incidentally, to a syntactic test for phrasal verbs. Phrasal verbs in Early Modern English could be formed with a noun + particle, such as *to louse up*. ( Millward,1996:319)

#### **2-2-4 Phrasal Verbs in Present Day English**

In present day English, phrasal verbs are identifiable by particle movement (when transitive), stressed particles, in capacity for adverb intervention in the verb phrase, by translation and passivization. A phrasal verb in present day English is a verb that takes a complementary particle which is an adverb resembling a preposition, necessary to complete sentence ( E.g. He fixed up the car. )

## 2-3 Definitions of Phrasal Verbs

The expression phrasal verb refers in English Grammar to, a combination of a verb and a prepositional or adverbial particle, in which the combination often takes on a meaning which is apparently not the simple sum of its parts, for example *turn up* meaning appear.

Longman Dictionary of Phrasal Verbs defines phrasals as:

*"idiomatic combination of a verb and adverb, or a verb and preposition or a verb with both adverb and preposition"*

Longman 1991:XV.

A grammarian such as Eduard, Vald (1998:93 ) describes phrasal verbs as :

*"combinations of lexical verb and adverbial particle"*

Verbs as give up, fallout, taken in are considered by him to be multi-words verbs that are equivalent to one lexical item.

Heaton (1985:103) considers that:

*"phrasal verbs are compound verbs that result from combining a verb with an adverb or a preposition, the resulting compound verb being idiomatic "*

The definitions above are all agreed on that the phrasal verbs are a combination of a verb and a particle whether the particle is an adverb or a preposition or even both of them. But the definition of Advanced Learner's Dictionary to the phrasal verbs makes it clear and easy to construction of phrasal verbs when it describes it as:

*"a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from its separate parts"*

The definition claims that, the resulting meaning is totally different from the isolated words that compose the phrasal verb.

Tom McArther in Oxford Companion to the English Language ( 1992:772 ) defines the phrasal verbs as:

*" A phrasal verb is a type of verb in English that operates more like a phrase than a word."*

He also notes that these verbs are also referred to by many other names such verb phrase discontinuous verb, compound verb, verb-adverb combination, verb- particle construction.

#### **2-4. The Role of Phrasal Verbs in the English Language**

Phrasal verbs are considered to be a very important and frequently occurring feature of the English Language.

First of all, they are so common in every-day conversation, and non-native speakers who wish to sound natural when speaking this language need to learn their grammar in order to know how to produce them correctly.

Secondly, the habit of inventing phrasal verbs has been the source of great enrichment of the language. By means of phrasal verbs it is described the greatest variety of human actions and relations. E.G people can be *taken up, taken down, taken off, taken in* or one can *keep in* with people, one can set people up or down, or hit people off. So there is hardly any action or attitude of one human being to another which can not be expressed by means of these phrasal verbs.

## **2-5 Classification of English Verbs**

This classification is necessary to see where are phrasal verbs included in English Grammar and what status do they take.

The verb is considered to be the heart of a sentence as Levitchi, D. Leon (1970:83) states:

*"is a part of speech denoting actions to work, to go, to sing processes in the form of actions to stand, to lie, the appearance of a*

*characteristic to bud the modification a characteristic to harden , an attitude to be gald."*

English verbs are classified in accordance with:

- (a) composition
- (b) Derivation
- (c) Basic forms
- (d) Content

In accordance with composition, verbs are:

- (a) simple
- (b) compound
- (c) complex
- (d) verbal phrase ( Levitchi,1970:60)

The term "compound verb" is often used in place of "complex verb", a type of complex phrase. But this usage is not accepted in linguistic, because "compound" and "complex" are not synonymous.

Complex verbs are a variety of verbal compounds made up of a principle verb and adverbial particle ( up, in, out ) which usually :



(a) modifies (b) sometimes only determines the meaning of the former. E.G. (a) to bring about 'to determine, to cause' to bring up 'to educate' to fall out 'to argue'.

(b) to shut up, to cut up.

Complex verbs have gone a long way developing steadily and giving rise to ever newer forms as a rule, on the basis of Old English one – syllabled, verbs. Many of these complex forms have developed an astonishing polysemy: E.g the verb *to break*.

Break I trans, *to break a wav* a zmulge, a rupe, to ~ down a) 'a darama', 'adobri'; b) a sfarama, a distruge, a nimici; c) 'a stoarace', a slei, to ~ in a) 'a deschide cu putrer'.

Break II intrans. To ~ a wav a) 'a sedesface, a se zumlge'; b) a 'se ripici' ; to ~ down , a se ruina ; to ~ in, 'a navali' ; to ~ out, 'a izbucni'( Levitchi,1970 : 65)

A complex verb of the type to give, to take in, to take off, to bring out, through a variety of compound verbs proper (' broadcast', ' to white wash '), differs from the latter in that it behaves differently in a sentence the verb may be separated from its adverbial particle by a direct object.

Complex verbs such as to break, to loose, to leave alone behave like 'to give up', but they differ from them in that loose, home alone are not adverbial particles but adverbs and adjectives, bearers of a far greater semantic weight than adverbial particles, although as indissolubly linked with the verb proper. ( Levitchi, 1970:67)

An aspect related to compound verbs is that compounds, as hold off are not to be confused with combinations as to come in or to go out or to look up, in which in, out, up are adverbs forming answers to such questions as : ' where ?', 'where to ?', ' in what directions?'

E.g. ( 1 ) The boy went in ( where did the boy go?)

( 2 ) The rain held off. ( No such question is possible : what is said about the rain or what did the rain do?).

These exemplifications support the fact that complex verbs is a special category of compounds. ( Levitchi, 1970:69)

In accordance with Leon Levitchi the classifications and comments have shown phrasal verbs are considered and called 'complex verbs', but they are also called ' multi – word verbs' and ' phrasal prepositional verbs' Green baum ( 1973 : 121 )

## 2- 6 Types of Phrasal Verbs

Rosemary Courtney ( 1983 : 85 ) distinguishes three types of phrasal verbs :

( 1 ) Verb + adverb as in :

The old lady was taken in ( ' deceived ' ) by the sales man.

( 2 ) Verb + preposition as in :

She set about ( ' started ' ) making a new dress.

( 3 ) Verb + adverb + preposition as in :

Can not put up with ( ' bear ' ) him because he is always complaining.

The Oxford English Grammar ( 1983 : 145 ) distinguishes seven types of phrasal verbs in English, but in point of transitivity : -

- Intransitive phrasal verbs ( give in )
- Transitive phrasal verbs ( find out )
- Monotransitive prepositional verbs ( look after )
- Doubly transitive prepositional verbs ( 6 / ame something or someone )
- Copular prepositional verbs ( serve as )
- Monotransitive phrasal – prepositional verbs ( look up to ' respect ' )

- Doubly transitive phrasal prepositional verbs ( put something down to someone ' attribute to ')

This classification is the most comprehensive because Grammarians like Quirk, R, or Veres, Grigore (1998) or Vald, Eduard ( 1998 ) divided phrasal verbs into transitive and intransitive.

In traditional grammars an intransitive verb is an action verb that takes no object. One common type of multi – word verb is the intransitive phrasal verb consisting of a verb plus a particle as exemplified in : E.g.

- 1- The children were sitting down.
- 2- Drink up quickly !
- 3- The plane has now taken off.
- 4- The prisoner finally broke down.
- 5- When will they give in ?
- 6- He is playing round.
- 7- Get up at once.
- 8- Did he catch on ?
- 9- He turned up un expectedly. ( Heaton, 1985 : 105 )

Most of the particles are place adjuncts or can function as such. Heaton claims that normally, the particle can not be separated from its verb ( Drink quickly up ) though particles used as intensifiers or perfectives to direction can be modified by intensifiers ( Go right on )

A subtype of intransitive phrasal verb has a prepositional adverb as its particle, the particle behaving as a preposition with generalized ellipsis of its complement :

E. g .10- He walked past ( the object / place )

11- They ran across ( the intervening space ).

( Heaton 1985 : 106 )

In some instance, the particles from the first element in a complex preposition E . g

12- Come a long ( with us / me )

13- They moved out ( of the house )

( Heaton 1985 : 106 )

A transitive verb is a verb that takes both a subject and an object. Therefore, phrasal verbs transitive when they take a direct object :

14- We will set up a new unit.

15- Find out whether they are coming.

16- Drink up your milk quickly.

17- They turned on the light.

18- He can't live down his past.

19- They bringing over the whole family.

20- She is bringing her brother's children.

21- They called off the strike.

22- He looked up his former friends.

( Heaton 1985 : 107 )

As obvious from these examples, some combinations ( drink up, give in) can be either transitive or intransitive, with or without a difference in meaning, with most transitive phrasal verbs, the particle can either precede or follow the Do : E.g

23- They turned on the light / They turned the light on. It can not precede personal pronouns: E.g

24- They turned it on and not They turned on it.

The particle tends to precede the object if the object is long or if the intension is that the object should receive end – focus. ( Heaton

1985 : 109 ). Many transitive phrasal verbs have prepositional adverbs : E.g

25- They dragged the case a long ( the road ).

26- They moved the furniture out ( of the house ).

In these examples the particles have literal meanings. One can contrast E.g

27- She took in the box ( 'brought inside') with.

28- She took in her parents ( ' to deceive' ) ( Heaton 1985 : 109 )

As there are always exceptions from the rules, Verses Grigore ( 1998 : 67 ) states that :

*"one and the same phrasal verb may be both transitive and intransitive :*

29- The battery has run down ; it needs recharging.

30- If you leave the lights on, you will soon run down the battery.

31- The traffic police man pulled him up for speeding.

32- He pulled up at the traffic lights."

According to Heaton ( 1985 : 110 ), phrasal verbs offer convenient means of making transitive verbs by the addition of a particle.

*" A verb may be transitive by itself and yet produces with a particle an intransitive phrasal verb."*

Give is normally transitive, but give up is intransitive in the following sentence :

33- Unsuccessful attempt to scale the north face of the mountain, the climbers gave up and went home.( Heaton : 1985 : 110)

Intransitive phrasal verbs are an example of the fact that English phrasal verbs do not fit into Latin construction :

34- No one would ever say up speak ! instead of " speak up "

## **2-7 The Grammar of Phrasal Verbs**

There are some points to be discussed about the grammar of phrasal verbs in term of Morphology, Syntax, Semantic and Pragmatic points of view.

### **2-7-1 Particle Verbs and Morphology**



Morphology is the study of the way words are formed from smaller units called morphemes. So, the study of morphemes and the way in which they are organized in order to form words is the object of morphology.

From a morphologically point of view as ( Horia Hulban, 1983 : 251) states :

*"phrasal verbs are multi – word verbs consisting of a lexical invariant + variant morpheme + an adverbial particle"*

Hulban explains that the lexical invariant is usually a verb of Germanic origin : E.g 'add', 'answer', ' break', ' bring', ' carry', 'check', ' laugh', ' hit and the variant morpheme is of type Q, -s, -ed. E.g He picked up a coin, ( pick-INV, LEX ; ed- VAR ; up –Adverbial particle) Bolinger Dwhite ( 1971 : 85 ) states that :

*"Phrasal verbs are the most productive source of new lexical items in the English Language and of crucial interest linguistics and language teachers."*

The major types of morphological processes are Derivation and Inflection.

### **2-7-2 Derivation**

According to Merriam – Webster on line dictionary, derivation is :

*"The formation of a word from another word or base ( as by the addition of a usually non inflectional affixes)"*

McIntyre Andrew ( 2001 : 71 ) thinks of the verbs in English as being restricted except with particle gerundive nominalizations ( the taking out of rubbish, his working a solution out ) and past participle adjectivals ( fallen – over trees, an un written- up paper, an under-worked out- plan). Otherwise, suffixing English particle verbs yields an intruding range of possibilities which attempted.E.g.

( a ) a washer up, it's foldable up, passer(s) by (s)

( b ) use-up-able, pick-upable, unmake-upable

( c ) a filler- inner of forms;

( d ) the present giver – outer – er

( e ) picker – up – er. ( McIntyre , 2001 : 82 )

It is difficult to find nouns of the type : off cut, out talk, out break, over pass, out flow, out cry, which are plausibly semantically related to particle verbs; most admit of alternative analysis as andocentric compounds with a prepositional noun head ( E.g. up

draft) ( Stiebels, 1994 : 913 ).So another aspect of phrasal verbs in the number of new nouns derivated from them.

Bolinger ( 1971 : 42 ) states that :

*"the phrasal verb is ' next to the noun + noun combinations, probably the most prolific source of new nouns in English"*

E.g.

- \* runaway from run away
- \* makeup from make up
- \* breakout or outbreak from break out
- \* break- up from break up
- \* get- together from get together
- \* blow-up from blow up

### **2-7-3 Inflection**

The English Grammar Explanation defines inflection as:

*"The name for the extra letter or letters in their different grammatical forms"*

To this definition nouns are inflected in the plural, and adjectives are inflected in the comparative / superlative, verbs are inflected in various tenses.

In some environments, particle verbs display 'internal' inflection where inflection exponents separate verbs from particles. ( McIntyre, 2001 : 88 ) . In English, this is always the case :

E.g. walked out, \* walk out-ed.

Accounts assume that inflection operates over the whole structure, but is subject to morphological or phonological constraint, positioning it on the verb stem.( McIntyre, 2001 : 89 ). Yet, the truth of this affirmation depends on one theory of morphological leadership.

Some syntactic research as Bennis.H Jordan, M, Powers, P ( 1995 : 103 ) see the left headedness of English particle verbs as proof that particles can not enter the syntax as VOS, but an invariant right hand headed English morphology is not universally accepted.

#### **2-7-4 Syntax of Phrasal Verbs**

English syntax distinguishes between verbs followed by prepositions and verbs followed by adverbs.

##### **2-7-4-1.Differences between Phrasal Verbs and Prepositional Verbs**

The form of the particle and the preposition are identical. To this it is easy to confuse phrasal verbs with prepositional verbs. So, a distinction between preposition and adverbial particles appears as necessary.

Over the centuries, the combinations of verbs with short adverbs and preposition increased. Eventually, they came to be the most productive means for the creation of new verbs that exist in Modern English.

Quirk Randolph ( 1973 : 93 ) illustrates five major differences between preposition and adverb particles :

( a ) A preposition can not be placed after the object while the adverbial particles of phrasal verbs can generally precede or follow the object.E.g.

- He disagreed his interlocutor with.
- She turned off the stove.
- She turned the stove off.

( b ) A pronoun always precedes the adverbial particle of a phrasal verb and always follows a preposition. E.g

- She turned it off.

- She turned off it.
- He disagreed with her.
- He disagreed her with.

( c ) An adverb can be placed between a verb and is following a preposition, it is not the verb of the phrasal verb construction and its adverbial particle. E.g

- He broke completely with his girl friend.
- He broke completely up the party.

( d ) A. W. H – interrogative or relative can sometimes be preceded by the preposition of a prepositional verb, never be the particle of a phrasal verb. E.g.

- With whom did he disagree?
- In whom did he take ?
- The person in whom he take.

( e ) The particle of a phrasal verb is stressed and receives the nuclear stress when it is in final position. The preposition of a prepositional verb is typically un stressed and receives the tail of nuclear stress in final position. Compare :

E.g – Who(m) did he disagree with?

Some verb + particle combinations can function as both phrasal and prepositional verbs, although the meanings are different in the two cases. E. g :

- His former friends turned on him. ( prepositional verb )
- They turned on the right. ( phrasal verb )
- I came across these letters by chance. ( prepositional verb )
- Her voice comes across very well. ( phrasal verb ) (Quirk, 1973 : 122)

In addition, the ability to distinguish between a particle and a preposition in a collocation often helps to throw light on the difficult problem of word order.

#### **2-7-4-2 Syntactic Patterns**

There are some issues to debate in this section like : transitivity, word classes of particles and positioning of particles.

Verb transitivity :

According to Veres, Grigore ( 1998 : 87 ) the pattern of transitive phrasal verb is :

Verb + adverbial particle + object. E. g

- Turn down the radio ! It's too loud. ( 'reduce the volume'

- How shall I not back up my best friend? ( ' support ' )

V A O order is used :

1- When the object is long.

E.g. You have to put off your plan of removing her to another hospital.

2- When the object is an –ing clause.

E.g. He went on speaking.

3- In fixed phrases.

E.g. Keep up appearance.

4- When the verb phrase is strongly idiomatic.

E.g. We made out a sturdy man.

\* We made a sturdy man out.

- The nurse called in Dr Jones.

\* The nurse called Dr Jones in ('ask for services')

But V A O is also possible :

- with many phrasal verbs.E.g

-Turn the radio down!

- The wind blew his hat off.



\* When the direct object is a pronoun or proper name ( the pronominal direct object always precede the adverbial particle )

E.g

- They brought him up with much care and love ( ' educate ' )

- She is remarkable at putting herself across.( ' communicate ideas successfully ' )

- Many gave Jane away.

\* in some fixed phrases. E.g

- ' to put heads together', ' to keep ones hair/ shirt on.' ( Veres,1998:90-91)

If the phrasal verb is transitive, the pattern will include N, PRON, or REFL.( Collin's Dictionary 1991: 45 ).

The Dictionary gives as examples the phrasal verbs ('pay out', which include the pattern V + N +ADV or ('add up '), which include the pattern V + ADV + N; ('call in'), which include the pattern V + PRON +ADV and "shut away' which labelled V + REFL + ADV.

- V + N VAD means that the verb has an object ( N ) and that the object must come in front of the adverb ( ADV ) : E.g They pay out half of their income in rent.
- V + ADV + N means that the verb has an object ( N ), and that the object come after the adverb ( ADV ): E.g First add up all your regular payments.
- V + PRON + ADV means that the verb must have an object which can be a personal pronoun ( PRON ), and that the object comes in front of the adverb ( ADV ) : E.g They called me in for questioning.
- V + REFL + ADV means that the verb has an object which must be a reflexive pronoun ( REFL) and that the object must come in front of the adverb ( ADV ) :E. g I shut myself away in a library that night and wrote a letter. ( Collins,1991 : VI )

A few phrasal verbs are ditransitive, meaning that they are used with two objects, a Do and an IO. The pattern of ditransitive phrasal verbs include both objects. For example, hand back include the pattern V + PRON + AW + N. This means that the

adverb comes between the IO, which must be a pronoun, and the Do, which must be a full noun group : E,g

- The girl handed him ( IO ) back his card, Do (Collins 1991 : VI )

### **2-7-4-3 Word Classes of Particles**

The nature of phrasal verbs sometimes can be adverbial and sometimes prepositional. If the particle is a preposition, a noun group follow it. This noun group is called a prepositional object. If the particle is an adverb the pattern will include ADV, but if the particle is a preposition the particle will include PREP.E.g move off is labeled V+ ADV :

- The fleet of cars prepared to move off.

Rely on is labeled V + PREP:

- She is forced to rely on her mother's money.

There are cases in which the particle can be used either as an adverb or as a preposition. E.g come in is labeled V + ADV, V + PREP, this means that the particle 'in' can be used as an adverb :

Jeremy come in looking worried .

Or as a preposition :

Come in the house, she said. ( Collins, 1991 : VII )

#### **2-7-4-4. Positioning of Particles**

When the phrasal is transitive, it is important to know where to put the particle in relation to the object: does the particle come between the verb or does it follow the verb?

The patterns of phrasal verbs indicate the order of elements. For example, the pattern V + ADV-\* N shows that the particle is situated between the verb and its object. E.g clean out :

- I was cleaning out my desk at the office.

If the pattern is V + N + ADV, the particle is positioned after the object. E.g

- I spent three days our flat out.

Clean out is a phrasal verb in which an adverb can come in front or after the object, but there are phrasal verbs that have only one pattern. For example put up, which is labeled V + ADV + N :

- We had put up fierce struggle.

If the object is a pronoun, then the adverb is always positioned after the object ( V + PRON + ADV ). An example is set down : The

colonel lifted his cup, glared at it, and set it down again.( Collins, 1991:VII ).

### **2-7-4-5 Phrasal Prepositional Verbs**

Veres Grigore ( 1998 : 92 ) notes that :

*"Phrasal prepositional verbs are multiword verbs consisting of verb plus adverbial particle its complement : e.g. put up with, look down on "*

As mentioned before, in present day English, verb developed to a more complex form ( the three parts phrasal – prepositional phrase ).

Denison, David ( 1987 : 62 ) analysed syntactically the following sentence : " She put up with her brother." According to D. David, the components of the sentence are :

a- subject ( ' the agent or doer of the action, she' )

b- lexical verb ( 'the verb-word that carries the meaning of the action: puts ' )

c- post positioned particle ( ' an adverb that looks like a preposition, and follows the lexical verb, called post-positioned: up' ). This particle isn't movable :\*

- d- She puts with her brother up. Its inability to move is the result of a lack of an explicit Do. Quirk R. ( 1990 : 96 ) calls this type I 'phrasal – prepositional verb'
- e- Complementary prepositional phrase ( prepositional phrase necessary to complete the basic sense of her brother : 'with' is a preposition because it definitely can not move behind the object of the preposition.( brother): she puts up her brother with.)
- f- Translation : using another single-word to replace a compound structure like this one. The sentence can be translated from 'with her brother' to ' she tolerates her brother'. Through translation is eliminated both up and the preposition with, suggesting that the phrasal prepositional verb to put up with is considered a single lexical unit, a transitive verb structure.
- g- Prepositional object: nouns that follow prepositions are generally considered objects of prepositions, not direct objects. However, because of the ability to translate *to put up with* as to tolerate, it is suggested that brother really is the semantic Do of the verb, even though syntactically it appears to be the object of a preposition. In

such a case nouns such as brother can be named " prepositional objects " .

Denison continues his argumentation presenting the second variation of phrasal prepositional verbs (type II according to Quirk ).

This second variation takes a movable particle around a noun phrase

Do as well as a complementary prepositional phrase as in " she fixed her friend up with her cousin "

The notable distinctions from type I are :

1- that the particle can move because..

2- there is an explicit Do.

Traugott ( 1972 : 173 ) asserts that :

*"the use of phrasal verbs is a distinguishing feature between British and American English,"*

#### **2-7-4-6 The Functions of Particles**

Particles function as adverbs modifying the verbs with which they are associated.

In consequence, Heaton J.B ( 1985 : 112 ) notes that :

*"Although most adverbial particles have the same form as their corresponding prepositions they do not denote a*

*relationship between a noun or pronoun and another word, functioning as adverb"*

To support this statement he considers the following

( a ) In the first of the sentences *below*, *down* function as an adverbial particle, while in the second sentence *down* is a preposition.

- Peter ran down as he saw me waiting.
- Peter ran down the stairs as soon as he saw me waiting.

( b ) In the next two sentences, *off* function first as an adverbial particle and then as a preposition:

- She took off her coat .
- She took her coat off the hook.

In the first sentence, *off* shows the direction in which she moved the coat, while *off* in the second sentence indicates the relationship between coat and hook.

The function of *on* is also taken into consideration by Heaton:

- Peter turned on boastful youth and struck him.

In this sentence, *on* is a preposition and shows the relation between the boastful youth and the verb turn.( =become



hostile). The boastful youth is the object of the preposition on, not of the verb turned.

( c ) In spite of its different positions on functions as an adverbial particle in both sentences below. On modifies the verb *turn*, tap being the object of the verb turn in both cases.

- John turned the tap on.
- John turned the hot-water tap on.

( d ) The following example illustrates how slight difference frequently is between prepositions and adverbial particles. In both sentences, through functions as an adverbial particle modifying the verb read. In the second sentence, however, through could easily be confused in function with a preposition.

- I have read your essay through and think it is good.
- I have read through your essay and think that it is good.

Heaton ( 1985 : 114 ) considers that adverbial particles differ from other adverbs in certain ways. Most of them are best regarded as helping to form a new verb, for they change or add to the meaning of the verb, however slightly. Thus :

*"the particle is really an integral part of the phrasal verb, separable often in word-order but nevertheless constituting a single unit."* ( Heaton 1985 : 114 )

Heaton also proposes five ways in which most particles function :

1- Many cause a verb to assume a new or subsidiary meaning.

E.g - The widow carried on as if nothing had happened.

- Let's take a rest.

- I'm done for ( ' warned out ' ).

- Long dresses have gone out these years. ( ' ceased to be fashionable ' ).

2- Some particles assume a new or a special meaning with a verb but do not change the normal meaning of that verb. E.g

- He talked down to his pupils.

- Speak out ( ' loudly ' )

As the verb retains its usual meaning in such cases it is often possible to deduce the meaning of the whole collocation. E.g

( look over = ' inspect ' , switch = ' connect ' . )

1- Other particles provide stress emphasis or sense of completion. E.g

- Let me finish this off before.
- Harry up or we shall be late.

2- Others function in a similar way to ordinary adverbs, helping to form a collocation which maintains a literal meaning. E.g

- She got in her car and drove away without speaking.
- She decided to go out and see her.
- He jumped up as soon as I entered.

3- A number are similar in function to prepositions. Although they are linked to the verb and conform to the same rules of word order as other adverbial noun, a noun equivalent following them is often understood, ( though not expressed.)

E.g

- Take your hat off. ( your head )
- She came down( the stairs) to greet the guests.

Heaton ( 1985 : 116 ) states :

*"the phrasal verb must be taken as a unit because its meaning can rarely be inferred from the knowledge of the verb and the particle separately. "*

## **2- 8 Semantics of Phrasal Verbs**

McIntyre ( 2001 : 90 ) offers a treatment of particles, rearranging them according to the type of particle.

The three fold classification into spatial, aspectual and residual cases is guided by the expository, not theoretical consideration, of Dixon, R ( 1982 : 104 ) of Fraser, B ( 1976 : 126 )

### **2-8-1 Spatial Particles**

The first type of particle verb that is discussed involves a particle expressing spatial information. Often, the particle expresses a direction ( walk through, pull a thread out ) or sporadically a location ( eat in, keep one's coat ). In these cases, the particle can be replaced by any appropriate spatial prepositional phrase, ( walk through / out vs. walk out of/ through the tunnel ).

Spatial particles satisfy the requirements of a verb for a prepositional projection expressing a path or a place ( go out / keep

someone in ), but in some cases such particles are not subcategorized by an extended use of the verb ( vote the government out, edit a passage out).

Interrupting spatial particles involve identifying syntactically unexpressed reference object of the prepositional element.

Interrupting she went to the shelf and put the record on involves knowing that the 'record' ends up on a record player, and not the shelf.

Alongside such functional interpretations, reference objects can receive contextual interpretations. Thus, in she went to the wall and pulled the sticker off is interpreted such that the reference object of 'off' is 'the wall'.

### **2-8-2 Aspectual and Related Particles**

A second main type of particle, the so-called 'aspectual particle' conveys information about lexical aspect or of the verbal event.

Some examples are :

( a ) Perfective particles

This subclass of aspectual particles has the effect of perfectivising the event. English 'up' a typical case of this :

- I chewed the meat { for/\* in } a minute.
- I chewed the meat up { in/\* for } a minute.

Lidner,s ( 1983 : 24 ) describes a net work of perfective uses of the particle ' up ' : drink up , dry up , take up ( time / space ), burn up, smoke up and a use signifying that the Do reaches a state considered sufficient for a particular purpose (heat up, fix up, roll up a cigarette ).

Another perfective particle is ' through ' in uses like read/ perform the play through; play the sonate through or work one's way through a text.

McIntyre ( 2001 : 118 ) suggests that :

*"the aspectual use of the particle is related to its meaning and is an overt expression of the abstract path of a verbal event"*

( b ) Non-perfective ' aspectual particles '

Another type of particle which tells something about the course of a verbal event is seen in the data (1)., from McIntyre ( 2001 ) E.g

( a ) \* fight ( battles/ enemies ) on; eat (\*salad) on.

( b ) ' sing ( songs ) along, read (\* the text ) around.

( c ) ' play (\*a silly game ) around, hammer (\* the metal ) around.

( d ) 'type away \* ( at ) the essay, eat away the leftovers.

( e ) 'kick/hit off \* ( with ) a new type of football.

These particles uses have received little attention. Remarks on their Semantics can be found in Jack end off,R ( 1997 : 110 ) and McIntyre ( 2001).

The latter auther argues that the particles described the abstract path followed to verbal event. Thus ' around' in we drove around denotes a goalless path.

In the ' aspectual ' use of the particle, an event instead of an entity is the theme, and hammer around indicates a hammering activity characterized as metaphorically ' goalless ', as aim less, futile, as getting nowhere.

( c ) Non – Spatial ' result particles " and residual cases.

A major subclass of particles is what is called 'residual particles', where the particles signals a result ( other than change in the spatial domain ) to the verbal event. The result expressed in the following example is a decremental effect on the Do : E.g

( a ) dance / sleep / read the night away. ( Jackendoff, 1997 : 534 ).

( b ) work off a debt, sleep off a hang over.

Examples of other result states expressible by ' off ' include ' non-possession' ( sell / auction / hive / flog off) and ' sleep ' ( dose / nod / drift off ). Another example is furnished by some verbs with 'up' and ' out ' where the result could be called 'cognitive availability'. ( search / seek some out, look an address up, dream / think up an idea ).

In the following example ' in ' indicates that the Do enters a state of readiness for the activity expressed by the verb. E.g

In – play, get warned up, in- work, works ones way into something, get word up, in singing, shoes- in- walk, wear shoes in, a horse – in ride, break in a horse.

Having seen a few possible types of result particles, some general points are required.

Firstly, result particles often introduce objects not selected by the simplex ( work off a debt, drink the hours away, seek someone out )

Secondly, clear semantic and argument – structural parallels exist between spatial – directional particles, result particles, perfective particles and the construction ( sing babies to sleep ), and it is open



to debate whether this expository taxonomy should be upheld at a theoretical level ( McIntyre 2001 : 120 )

### **2-8-3. Compositional vs. Non – compositional Phrasal Verbs**

The following look into the representation of phrasal verbs in the semantic lexicon model and proposes a classification of phrasal verbs into compositional and non – compositional.( Talmy, L 1985:124 )

Making use of Talmy's terminology, one of the fundamental assumptions behind the semantic model is that word senses differ in terms of their internal complexity can be described on the basis of ontology established along different dimensions.

When looking deeper into the category of phrasal verbs, a blurred picture emerges between those phrasal verbs that are compositional in meaning and those that are non – compositional.

According to Talmy, compositionality refers to the fact that both the host verb and the particle retain their core meaning as in normally the case when directional particles are combined with motion verbs as in ' she ran out ' or ' he walked up '.

Compositional phrasal verbs are predictable in meaning and often productive to the directional particle to be connected with ( Talmy, 1985 :221 )

Non-compositional phrasal verbs are the only ones which can find their way into a traditional lexicon model as in the case of ' wash up' : ' he washed up the dishes ' he did the dishes.( Talmy, 1985 : 221 )

To solve the apparent contradiction between compositional and non – compositional phrasal verbs, Talmy considers that motion verbs constitute a very special semantic class. Motion verbs occurring as phrasal verbs are mostly productive in meaning since the directional particle is usually to be understood in the core sense. Thus, motion verbs constitute a unique class by admitting the directional marker to be understood as incorporated in the verb. This opens the possibility of viewing the expression of direction a regular syntactic pattern which alternates with directional phrases: E.g

-He limped home on his battered leg.

- He rattled down the road in his old car.

Talmy also states that it is a well-known characteristic of the particles to act as aspectual markers, changing a process verb into a transition verb as in :

- He ran out and walked up where process motion verbs are change into becoming change of location verbs.

In some cases, the aspectual marking is the only function of the particle as in the example ( He ate up, he drank up ), where process verbs like 'eat' and ' drink ' are changed into transition verbs.

There are also exist directional particles that are not transitional; in the following examples the meaning is that of a process even if a direction particle is added; E.g

- He walked home words; he sauntered about. ( Talmy, 1985 : 224 )

## **2-9 Phrasal Verbs and Pragmatics**

There is a need to distinguish between pragmatics and semantics. It is believed that pragmatics should focus on implicature , involving the way in which meaning is read into utterances.

Semantics distinguishes from pragmatics in the way that the latter is described as ' intended meaning '. Thus pragmatics centers on the

disparity between what is intended to communicate and what is actually said.

In order to see why conversational English is more difficult sometimes for English learners than the academic English. E.g

- Pete got out his rifle, jumped on his horse and took off.
- We just knew he would never give up.

Got out, take off and give up are phrasal verbs and are seen as a characteristic of spoken English. The same two-word combination can have a variety of meanings depending on the context. E.g

Get out = leave ( ' get out of here ' )

Show or display

( ' get your gun out ' ) = stop joking

( ' oh, get out of here ' ); = appear

( ' get out on the stage ' ); = party ( Do you get out much ? )

- take off = leave in a hurry ( ' He took off down the road ' ); =  
remove

( ' take off your hat ' ); = parody

( ' that's a take off from star wars ' ); = successful

( ' my career took off ' ); = use as a starting point

( ' let's take off the discussion from where we stopped ' ); = launch

( the rockets took off at noon )

- give up = surrender

- ( ' He wouldn't give up to the sheriff ' )

- ( ' He wouldn't give up smoking ' ) = quit

- ( ' give the plates up to John ' ) = pass something up ward

In these cases knowing the meaning of the individual words or morphemes is of little help. Morgan, S., Pamela's ( 1997 : 83 ) opinion is that :

*" Since phrasal verbs are common in conversation, they are the subject to the process of metaphorical extension."*

As a result of these metaphorical extensions, three types of phrasal verbs have developed, literal, aspectual and figurative.

- Literal Phrasal verbs

The meaning of a literal phrasal verb is based on the meaning of the two morphemes. Some examples of sentences with literal phrasal verbs would be :

- pick up your clothes.
- Get down the box.

- Take out the trash.

- Aspectual Phrasal verbs

The meaning of aspectual phrasal verb is based on the meaning of the verb. The adverbial particle is added to emphasize that the action should start, and continue until the action is completed. For example:

- We took off ( take has a sense of ' start a trip or a journey ')

- He fixed up the toys. ( He fixed them until they were completely fixed)

- They walked on. ( they continue walking )

- Figurative Phrasal Verbs

The meaning is based on a metaphorical extension of either literal or aspectual phrasal verb , if the learner can visual the original metaphor, the figurative meaning is often apparent. E.g

- He hung up the phone. ( Originally phones were on the wall and one hangs up when finished ).

Another problem is that, the two morphemes of phrasal do not have to say together as they do in Latin. French or Greek words. The following pair of sentences mean the same thing. E.g

- Pick up your clothes or pick your clothes up.
- He fixed up the toys or he fixed the toys up.

Either way is fine unless the object is a pronoun. In that case , the shift of particle movement is obligatory. E.g :

- Pick up them vs. Pick them up.
- He fixed up them vs. He fixed them up.( Biber, D 1998:158 )

### **2-9-1 Pragmatic and Discourse**

It is important to know that certain vocabulary is more appropriate in different contexts.

For example, although conversational vocabulary is increasingly being used in academic contexts, there are still social restrictions on vocabulary. ( In church, in order to show the approved it is used ' Amin ' as an appropriate response )

However, the meaning of words in academic discourse may not match the meaning in interpersonal relations. For example a teacher might create the following ' word problem ' to bring reality into the classroom.

E.g John can type one page in 20 minutes. How long will it take him to type two pages?

It seems straight forward enough. The words are all easy. But the ' reality' is missing. What happens, if the phone rings while John is typing? Perhaps the computer crashes. What if John decides to edit some of the sentences while typing? How much of a delay will there be if the cat comes in and jumps on his lap? Academic reality doesn't always match the reality of every- day life. Building vocabulary for communication is more complicated than it seems.

In these contexts phrasal verb is an important concept for teachers or learners of English. With get for example, which is one of the most verbs in English language can be created phrasal verbs by combining the verb with up, down, over, back, in, on, off and others. In these ways are created many different meanings that constitute a problems for learners due to the high frequency words for conversational English.

Veres Grigore ( 1998 : 98 ) considers that :

*" phrasal verbs are present in all forms of written and spoken modern English, making the ability to understand, and produce them a requisite for an adequate command of the English Language"*



Therefore, phrasal verbs are more common in informal than formal English. Even so, they have the characteristic of being verbs replaced by one word, more formal: E.g

- Shall we carry on? (' continue ')
- He made up a wonderful story.(' invent ')
- Her new novel is coming out next week. ( 'to be published' )

But this rule of replacing the phrasal verb with an accurate synonym is not always functioning. Sometimes, is extremely difficult to provide words or phrases as equivalents for certain phrasal verbs.

For example, is hard to think of a better way to say :

- I had to look up the word in the dictionary. And if " one happens to write a dialogue, the informality of phrasal verbs may be more authentic than stuffer language." ( Heaton, 1985 : 115 )

On the same topic, Bolinger ( 1971 : 62 ) notes that :

*" phrasal verbs are used more informally their Latin synonyms( e.g use up vs. 'consume' ; gather together v.s ' assembly'; put on v.s 'extinguish' ) and in most cases the phrasal verb is less*

*formal, more colloquial and more image- laden than the single word"*

Bolinger ( 1971 : 63 ) also states :

*" Phrasal verbs and their noun derivatives account for significant number of new words now being coined in the English Language."*

## **2-10 Metaphorical Extension of Phrasal Verbs**

As a preliminary definition, phrasal verbs possess a degree of idiomaticity in the assembly of the verb plus preposition ( cry over something ), or verb plus separable particle ( run up the flag or run the flag up ), verb plus inseparable particle ( run up a debt ), or the doubly assembly of verb plus particle and preposition ( face up to problems ).

### **2-10-1 Phrasal Verbs as Idioms**

Originally, all the idiomatic phrasal verb started out as a verb and a prepositional particle in literal usage. Just as a picture hangs on the wall, or we cross over the side of the road, so a mother may have taken a last look at her child going off to school, or may have looked after the child, a usage whose meaning has changed in that it

describes an entirely different activity in the modern context, to look after someone meaning 'to care for someone'.

However, in every day life, an idiomatic phrasal verb too, like any other grammited constructions becomes fixed and authentic enough in time by being used frequently.

### **2-10-2 Variation of Meaning**

According to Biber,D ( 1998 : 133 ), phrasals and their meanings may vary depending on where the speaker lives. Speakers of British English or even speakers from other regions of U.S might understand some of the expression differently.

For example, while an American might call you up on you're your call phone, a British would ring you up to tell you he needed to kip down ( to stay temporarily, the American equivalent of crash ) in your apartment.

In the southern U.S.A one might scoot down the car while in California one would hose it down with water.

Another case in point is that even though they are idiomatic, many phrasals do make a certain amount of sense, depending on how one might understand the particle, or preposition like attachment.

A single preposition or particle can carry any of multitude of meanings, and the meaning of phrasal verb like blow up depends a lot on which meaning of up is chosen. For example, up can refer to increase ( ' freshen up' = increasing freshness ); to movement. ( 'boil up' = move about in a chaotic way ); or not to be in bed asleep ( 'stay up' = remain awake and out of bed ).

In the case of blow up, ' up ' can be understood as relating either to increase ( as a fire ball increases ), or to movement ( for chaotic movement of air ).

' Up ' in blow up, on the other hand has nothing what ever to do with staying awake and out of bed. ( Denison, 1986 : 37 ). It is the particle that changes the meaning of a phrasal verb. For example, The word break usually means a sudden stopping, bursting, or loss of function. But the phrasal verb break up means to end a personal relationship ( up- completion ), while break up means to happen suddenly ( out = appearance ). ( Denison, 1986 : 45 )

All in all, emphasis in idiomatic phrasal verbs is on the analysis to a scertain whether either verb or particle have a meaning.

If neither component has a meaning of its own within the context of the sentence, it confirms the idiomaticalness of the whole and all that needs to be noted is whether the idiom is valid and recognized as such. Referring to metaphor only, in order to describe non-physical, non-special events and relationships ( time, emotions) all languages use metaphors taken from physical world. And this particular true in the case of phrasal verb which often have both a physical and metaphorical or derived meaning, sometimes even several metaphorical meanings, depending on the context in which they are used. ( E.g she made up a story, she made up her face)

In nearly all cases, being able to evoke the physical image helps to find the metaphorical or derived meaning. But this fact makes things even more complicated, because certain prepositions or adverbial particles such as over, at, about evoke images for English learners that are not the same they evoke for native speakers.

Fortunately, unlike verbs, they are limited in number and those frequently used to form phrasal verbs even fewer.

As it was seen before, phrasal verbs have a figurative meaning. There is often an underlying metaphor that helps in understanding their meaning.

In the case of blow up, the metaphor compares the movement of the air created by a bomb to the movement of boiling water in a kettle. In addition, blow up is frequently used in a figurative sense, as in 'the issue of the councilman's over spending blew up once the newspapers ran the story'. 'Here the sudden public revelation and subsequent discussion of councilman's over spending is compared to an explosion.' ( Denison, 1986 : 52 )

### **2-10-3 Idiomatic or Literal Verb – Particle Constructions**

There have been claims that only the figurative, idiomatic or metaphorical usage of the combination should be called ' phrasal verb and that the literal use, where both the verb and the preposition are analysed, and both are found to have a literal meaning in a phrasal context, should be called verb and particle or verb – particle construction. However, Dixon ( 1982 ) and Green baum Sidney ( 1985 ) are of the opinion that all the verb particle constructions in

both literal, as well as figurative use should be called phrasal verbs, irrespectively whether they have an individual meaning or not.

Another important aspect relates to the fact that literal verb – particle constructions are of a much more open type than idiomatic constructions. On one hand, Richard exemplifies that :

*" every time a situation is described with a literal verb-particle phrase, a new form is grammatically created" ( 1990 : 61 )*

The phrase to go to alone will form as many literal verb versions as there are geographical entities globally, as in : to go to New York, to go to England, to go to Canada.

On the other hand, idiomatic phrases are certainly finite in number. Idioms tend to be well-established in the English Language having been created probably as a metaphor, and now being used as a stand by, when required. However, they have to be recognized as being valid as idioms.

## **2-11 Teaching of Phrasal Verbs in English**

Teaching phrasal verbs is a difficult area. Many studies have proved that contextualization has an important positive effect on the ability of the learners to decipher the correct meaning of a phrasal verb.

( Al-Sibia, 2003 ) states that :

*" There is no specified way or a programmed manner in which learners can learn all the phrasal verbs, nouns, adjectives and idioms. The authers observe that the only way to acquire such knowledge is by extensive reading and listening " ( as cited in Mart's vol.5;6 June 2012)*

Cagri Tugrut Mart ( 2012 ) suggests in his article " How to Teach Phrasal Verbs " that we have to avoid teaching phrasal verbs in alphabetical lists. Dainty, 1992 explains about this :

*"one big advantage of this method is that it is thorough and comprehensive. But the problem with a long list is that it is one thing to memorize a phrasal verb and its meaning, but quite another to bring the phrasal verb into your active every day speaking and listening,"*

Through this method, Dainty, 1992 also explains further :

*"many students know the phrasal verb from a list, but they fail to use it or recognize it in their conversations with native speakers. Lists can be useful, but it may be difficult to transfer this knowledge from the written page to your active knowledge. "*



( Norman, 2010 ) said that we should avoid teaching phrasal verbs solely on the basis of the verb in them. For example, It wouldn't be advisable to teach every phrasal verb that incorporates the word ' get ' in one lesson. The phrasal verbs taught this way have nothing else in common other than the verb in them, and it is very difficult to understand and retain the context of whole phrasal verbs in this way.

To teach phrasal verb Andrzej Cirocki a proponent of the ' text / context method ' has an approach to teach phrasal verbs. He states that if we aim at teaching a few phrasal verbs to our students, we should present them in many different real contexts so as to enable them to deduce their exact meaning and to see whether they are transitive, separable or inseparable. All these items can be noticed by the students if phrasal verbs are presented in authentic contexts. ( Cirocki, 2003 ) ( as cited in Mart's vol .5.6; June 2012 )

Cirocki explains his approach in his article " Teaching Phrasal Verbs my Means of Constructions Texts " in the following way, asking students to a text entitled " Hotel Blaze Escape Drama " in which a few phrasal verbs can be spotted.

## Hotel Blaze Escape Drama

At present it is not known how the fire started. It seems the fire, broke out in the early hours of the morning. The fire alarms went off at around 2 : 00 am. It is thought it was set off by smoke coming from one of the bedrooms on the first floor. The fire spread quickly from the first floor to the second floor. The fire brigade were called in immediately and fire fighters were on the scene within 15 minutes, but by this time the hotel was already in flames. They fought the blaze and managed to get it under control, though it took them to hours to the fire out.

Through this method, students are able to acquire phrasal verbs better because it is more productive and easier to learn phrasal verbs from a context.

( Dainty, 1992 ) agrees with this method. He states :

*" students are able to pick up the meaning of phrasal verbs from its context even though they have never seen it before."*

( Cirocki, 2003 ) also states that the context is not a genuinely authentic. Having read such a text, the meaning of the phrasal verbs should be clear. If it is not we should provide students with other

contexts so that they could guess the meaning, which makes students remember new phrasal verbs much better.

Dina AL Sibia ( AL Sibia, 2003 ) states that in this method Cirocki proposes that the students should be encouraged to read a passage where phrasal verbs are presented in real contexts and the deduce the exact meaning as well as determine if they are transitive or intransitive, separable or inseparable.

Cirocki maintains that to assure oneself that students understand the of new phrasal verbs, teachers can move to the next stage, that is fixing stage where the establishing of knowledge on phrasal verbs takes place. Having deduce meanings of phrasal verbs from authentic contexts, it is time to apply such types of exercises so that they could enable students to memorize them much better and also present them in new contexts. These exercises have nothing to do with creativity. Before students begin constructing their own texts, they first have to work on simple exercises in order to fix new material. Afterwards, they may make use of it in their own texts. For instance, in this exercise students are asked to complete sentences

with the appropriate phrasal verbs in their correct form. ( Cirocki, 2003 ).

Catch sb out, fill sth in, cut sth out, take up sth.

- 1- If you want to loose weight, ----- potatoes, bread and sweet things for a week.
- 2- The oral exam was difficult. The examiner tried to ----- (me) by asking some tricky questions.
- 3- My brother has ----- karate. He trains three times a week.
- 4- Here are the visa application forms. You have to ----- (them) and return them to the consulate.

In this step establishing the knowledge of phrasal verbs takes place. Teachers are advised to construct fill- in – the blanks exercises which can enable students to memorize such verbs faster and more accurately.

Thorn bury ( Thorn bury,2002 : 125 ) in his criticism of the traditional approach to teaching phrasal verbs suggests that :

*"phrasal verbs are best learned on item-by-item basis, and preferable in short contexts that demonstrate their syntactic behaviour."*

According to Thornbury, phrasal verbs should be acquired like the rest of the lexis by providing meaningful context, exposure and recycling. And Thornbury encourages teachers to provide texts that have high frequency of phrasal verbs in them.

Kailani ( Kailani, 1995 ) stresses that it is only through genuine practice that accuracy and effectiveness could be increased, regardless of the method or technique being adapted.

According to R. Wyss, if phrasal verbs are presented to students in lists that are void of real relevant context, students will not be stimulated enough to learn them. He observes that learners need a meaningful contextual background in order to reinforce memory and sustain interest. He suggests that a practical solution for learners would be to deduce the meanings of phrasal verbs as they appear in reading passages. ( Wyss, 2002 ) as cited in Mart's vol.5.6 June 2012.

Shelley Vernon suggests that phrasal verbs need to be learned in the same way as any other type of verb. Students need to learn the phrasal verbs as a vocabulary item and also how to use it in sentences. It can help to learn meanings in one lesson and work on integrating the language in a different session. This any way is helpful with lower levels so students are not over whelmed. ( Shelley, 2007 ) as cited in Mart's vol. 5.6 June 2012.

Shelley also suggests a fun game to use to teach the vocabulary side of phrasal verbs in Call My Bluff Definitions. Here you give each student a phrasal verb to look up in the dictionary and ask every one to write down the true meaning plus make up two false meanings. It is good to set this for home work so as not to use precious class time. If you want to simplify have students write only two definitions, one true and one false.

At the next lesson, Shelley maintains that, each student reads out the phrasal verb followed by the three definitions. The class stand up and listen all three definitions once. Then on the second reading students sit down if they think a definition is false and stay standing if they think it is true. Let's say the first definition is false

and half the students sit down. All those sitting down are still in the game so those standing put their hands on the heads and sit down. They are out of this round. Those that are in continue until all three definitions have been read out. You then let those students award themselves a point. Now everyone is back again for the next phrasal verb. If playing with adults you can leave out putting hands on heads. That is just a mechanism to prevent cheating which children are possibly more likely to do than adults.

Subrahmanian Upendran ( 2001 ) as cited in Mart's vol.5.6 June 2012, in his article " Teaching Phrasal Verbs Using Songs " states that like teaching phrasal verbs many songs can successfully employed to provide meaningful contexts for learning phrasal verbs. This will be illustrated through the use of the first four lines of the song " Another Day in Paradise" by Phil Collins.

Procedure of this approach :

- Students were provided with incomplete lyrics.

The students were given incomplete lyrics of the song " Another Day in Paradise "by Phil Collins and were instructed to familiarize themselves with it by going through it silently. Each line

contained a blank, which they would be required to fill in as they listened to the song.

- Students were asked to fill in the blanks.

After they had familiarized themselves with the lyrics, the next step involved was to expose the students to the song in small chunks of four lines each. Every segment was replayed several times, till most students were confident that they had written in the appropriate words. It was only when the students completed filling in all the blanks contained in the first stanza that any attempt was made to determine how correct or incorrect their answers were.

- Students were asked to volunteer information.

Each of the blanks was taken up one by one and every student in the group was asked what word he/she had used in a particular blank.( Upendran 2001 ) going on and states :

*"since my focus here is on the teaching of phrasal verb, I'll confine myself to the first blank in the song, which complete the phrasal verb' call out'.)*

The different answers provided by the students were put up on the blackboard. No attempt was made to weed out the un correct



answers at this stage. As all answers were being accepted, students enthusiastically revealed what they had put down. Some of the answers given for the first blank was (calls ) " out", "on", "off" and "up".

- Students were asked the meaning of phrasal verbs.

When all students had volunteered information about the word they had inserted in the first blank, they were asked the meaning of each phrasal verb.

What is the meaning of ' call out ' ?

What does ' call out' mean ?

The meaning of each phrasal verb was discussed individually and when a student provided a definition, which everyone agreed on, it was put on the blackboard. The participants were asked to use the phrasal verb in a sentence. Examples provided by the students were put up alongside the meaning.

- Students were provided with contextual clues.

When the students were unable to define a phrasal verb, there was no attempt to provide them with one. Instead, the phrasal verb was used in a context and all students were expected to guess the

meaning. For example, when the students were unable to define 'call off' the following context was provided:

" The class is over. You are ready to be looking through your notes in the short break before the next class. You have a test on that class. Suddenly a student runs into the classroom and shouts that the test is called off as the teacher has left to deal with a family emergency. You are overjoyed, and you throw your books back into your bag and rush to the playground to join the cricket game."

The students were asked to determine the meaning from the context provided. Once the meaning had been arrived at, further examples of how the phrasal verb was used were provided.

- John's appointment with the doctor was called off.
- The teacher called off the meeting.

Students were asked to study the lyrics again.

When the meanings of all the phrasal verbs had been figured out, the students were then asked to study the lyrics again and determine which phrasal verb was demanded by the context. For example, all students agreed on " calls out ", They were asked to provide cogent arguments why it couldn't be any of the other phrasal

verbs that they had initially come up with. Some of the arguments put forward by the students were: people don't visit someone on the street, they can meet them accidentally, but not ' visit '. The grammar doesn't permit " call on ". One can call on ' someone, but not call on to ' someone. Getting / providing such answers from / to students ensured that they not only remembered the meaning of the phrasal verb but also where and how it should be used. ( Upendran 2001 ).

## **2-12 The Avoidance Phenomenon**

### **2-12-1 Definition**

Kano ( 2006 : 7 ) states that avoidance is defined into different ways.

According to Tarone ( 1981 as cited in Kano 2006 : 8 ) avoidance can be viewed as a communication strategy which "attempts to bridge the gap between the linguistic knowledge of the second-language learner and the linguistic knowledge of the target language interlocutor in real communication situations"p-88. On the other hand, Ellis ( 1994, as cited in Kano 2006 : 8 ) states that avoidance has been seen as one of the manifestations of language transfer.

Manifestations besides avoidance include errors ( negative transfer ), facilitation on ( positive transfer ), and over-use.

Further more, implies some passive knowledge of the structure being avoided. As Kleinmann ( 1977,1968 ) argues,

*" to be able to avoid some linguistic feature presupposes being able to choose not to avoid it ,i ,e, to use it "( p. 97 )*

## **2-12-2 Types of Avoidance**

According to Brown (1994, : 128-129), avoidance can be semantic, topical, lexical, phonological, morphological, graphological or void. In semantic avoidance, second language learners avoid talking about certain concepts. For topical avoidance, learners avoid talking about certain topics and they devise certain strategies for such a purpose. They may change the topic of the conversation, pretend not to understand, or not to respond to the speaker. For lexical avoidance, learners avoid using some lexical items. When avoidance is phonological, learners prefer to use words that are easier to pronounce. Additionally, learners may avoid words they do not know how to spell and; thus, we have graphical avoidance. Regarding void avoidance, learners prefer using words

that have translation – equivalents in the mother tongue to those that do not have.

### **2-12-3 Reasons Behind the Problems of Avoidance Of Phrasal Verbs:**

In the Literature of avoidance, there are five studies that focus on the avoidance of phrasal verbs. Dagut and Laufer ( 1988 as cited in Liao & Fukuya 200 : 75 ) argue that Hebrew learners of English, whose language lacks phrasal verbs, prefer one-word verb to their phrasal verbs equivalents. They conclude that L1 – L2 structural difference is a significant reason behind one's avoidance of phrasal verbs.

In a study by Hulstijn and Marchena ( 1989 as cited in Liao and Fukuya 2004 : 75 ) , the participants are Dutch whose language has phrasal verbs. Dutch learners of English avoid using figurative phrasal verbs that have literal counterparts in Dutch. They conclude that L1 – L2 similarity may trigger avoidance.

Laufer and Eliasson ( 1993, as cited in Liao and Fukuya 2004:76) conduct their study on Swedish learners whose L1 language has phrasal verbs. Such learners do not avoid idiomatic

phrasal verbs that have identical counterparts in Swedish. Thus, they conclude that the best predictor of avoidance is L1- L2 difference. In a study by Liao and Fukuya ( 2004 ), the subjects are intermediate and advanced Chinese English language learners whose language lacks phrasal verbs. Intermediate learners avoid phrasal verbs especially the idiomatic ones. On the other hand, advanced learners do not avoid phrasal verbs. The researchers argue that L1- L2 structural differences as well as semantic complexity of the phrasal verbs are causes of avoidance. They further demonstrate that as one's interlanguage develops, he may go through stages of avoidance to non avoidance.

Gaston ( 2004 ) has chosen Spanish native speakers, whose language has phrasal verbs, as his participants. He finds that Spanish learners avoid phrasal verbs mainly because of semantic reasons ( such as idiomaticity ) and low proficiency levels.

#### **2-12-4 Reasons For The Limited Understanding Of Phrasal Verbs**

According to Darwin and Gray ( 1999 : 86 ) there is some limited understanding of phrasal verbs which can be attributed to

three different reasons. The first reason has to do with the definition of phrasal verbs. Although linguists define the phrasal verb as a verb followed by a particle which work together as one single unit, but the application of such a definition is problematic. Brinton ( 1988 as cited Darwin & Gray, 1999 : 66 ) would consider drink up as a phrasal verb, whereas Quirk and Green baum ( 1990 as cited in Darwin and Gray 1999 : 66 ) are unsure about its classification. This confusion among researchers has led to a similar confusion among students and teachers. Another reason is the fact that there are few lists of the most common phrasal verbs prepared by researchers. Such researchers depend entirely on their intuition when preparing these lists which is sometimes misleading. The third reason is related to the method of presenting phrasal verbs which groups them according to verb proper. Frank ( 1993, as cited in Darwin & Gray 1999 : 67 ), for example, present five phrasal verbs that begin with bring, four with make, and five with take.

## **2-12-5 Reasons Behind Problems of Avoidance of Phrasal Verbs**

### **Suggested By Different Studies:**

Avoidance behavior was first brought to light by Schachter ( 1974 ) who examines such a phenomenon in relation Relative Clauses ( RCs ) Schachter has chosen Chinese, Japanese, Persian and Arabian learners as her participants she found that Chinese and Japanese learners produce fewer RCs comparing them to Persian and Arabian learners. She claims that Chinese and Japanese learners find just a construction difficult to produce and thus avoid using it. She conducts that :

*" if a student finds a particular construction in the target language difficult to comprehend it is very likely that he will try to avoid producing it." ( p:213 )*

Such a difficulty was earlier predicted by C A. Hence, Schachter argues that E A was deficient in explaining the avoidance phenomenon. As noted by Kano ( 2006 ), studies following Schachter's can be divided into two classes :

- 1- Studies by Kleinmann ( 1977, 1978 ), Chiang ( 1980 ), Dagut and Laufer ( 1985 ), Hulstijn and Marchena ( 1989 ), Seliger ( 1989 ), Laufer and Eliasson ( 1993 ), and Liao and Fukuya (



2004 ) which support Schachter's idea that avoidance is caused by structural or semantic aspects of a target language.

2- Studies by Bley-Vroman and Hounig ( 1988 ), Zhao ( 1989 ), Kamimoto et al ( 1992 ) and Li ( 1996 ) which argue that avoidance is a :

*"form of under production caused by transfer of the frequency, distribution, and function patters from Li." ( Kano, 2006 : 14 )*

Some such as Kleimann ( 1977 : 106 ) added other reasons like the affective state of learners. More over, Chiang ( 1985, as cited Kano, 2006 : 10 ) states the linguistic proficiency is a very important reason behind avoidance. Further, Hulstijn and Marchena ( 1989, as cited in Kano 2006 : 11) manifest that L1 – L2 differences as well as L1- L2 similarity may contribute to avoidance.

Seliger ( 1989 as cited in Kano, 2006 : 12 ) points out two problems with the definition of avoidance highlighted in the previous studies. He argues that it is very difficult to distinguish avoidance which is intentional from ignorance which is not intentional. Additionally, he states that :

*"in order to claim avoidance a statistical norm of native speaker usage should be demonstrated" ( p.21)*

He further highlights that true avoidance only occurs when learners can form the target structure, but they do not acquire its distributional rules.

As advanced above, there are still unanswered questions regarding the definition of avoidance and reasons for avoidance. Kamimoto et al, ( 1992, as cited in Kano, 2006 : 13 ) states that if avoidance presupposes some kind of passive knowledge. One should determine how much of this knowledge is sufficient to claim avoidance. Also, the causes of avoidance should be further investigated. As mentioned above, Schachter ( 1974 ) claims that L1 –L2 structural difference is one reason for avoidance. However, studies following Schachter's point out other reasons such as L1-L2 similarity or inherent L2 complexity. Liao and Fukuya ( 2004: 17 ) note that because of the development of ones interlanguage, one goes through states of avoidance then non avoidance as his linguistic knowledge develops.

Schachter ( 1974 ) claims that a structural difference between L1 and L2 leads to avoidance. However, studies after Schachter found that avoidance could be caused not only by L1 – L2 difference, but also by L1 – L2 similarity or inherent L2 complexity. The most recent research ( Liao & Fukuya, 2004 : 17 ) claims that learners go through a developmental stage from avoidance to non avoidance as their proficiency reaches higher level.

### **2-13 Previous Studies**

A large number of studies have been conducted on the avoidance of phrasal verbs in English Language.

The study of ( Ghyzayel M. Al- Otaibi ) King Saud University entitled ( Avoidance Of Phrasal Verbs by EFL Arab College Students )

Arabic is a non – Germanic language and one may expect that Arab learners of English face problems with structure found only in Germanic Languages. This paper, hence, investigates the avoidance of phrasal verbs, a structure found in Germanic languages only, by EFL Arab College students in relation to proficiency levels ( beginners, advance ) and phrasal verbs types ( literal, figurative ).

The researcher used two research tools: a multiple – choice test and classroom observation. 39 female Arab students took the test, whereas two groups of different proficiency levels have been observed with regard to speaking only. Results showed that female Arab students do not avoid phrasal verbs including figurative ones. On explanation for this is the fact that the group who took the test are advanced language learners whose avoidance behavior regarding the phrasal verbs structure is diminished.

Further, classroom observation showed no difference between beginners and advanced language learners regarding their production of phrasal verbs. Each group produced the same number of phrasal verbs suggested that speaking as a productive skill, should be further examined using a different research tool and various elicitation activities.

The findings of this study contradict the results of the aforementioned studies by Dagut and Laufer ( 1985 ), Hulstijn and Marchena ( 1989 ), Laufer and Eliasson ( 1993 ),Liao and Fukuya ( 2004 ), and Gaston ( 2004 ). One explanation for this is that the sample of students chosen are advanced foreign language learners

whose avoidance behavior has already diminished with the increase in language proficiency as suggested by Liao and Fukuya ( 2004 ).

The other research tool, classroom observation, showed no differences between beginners and advanced Language learners.

Yan. D LIAO & YOSHINORIJ. FUKUYA in the study entitled ( Avoidance Of Phrasal Verbs : The CASE OF CHINESE LEARNERS OF ENGLISH ) University of H Hawai'I at Manoa.

This study investigates the avoidance of English phrasal verbs ( PVs ) by Chinese learners in relation to their proficiency level ( advanced, intermediate ). PVs types (figurative, literal), and test types ( multiple-choice, translation, recall). Each of the six groups of Chinese learners took one of the three tests and a group of native speakers took the multiple-choice test. The ANOVA results showed that the intermediate learners whose L1 lacks PVs structure, tended to avoid using PVs and preferred their one-word equivalents. Also, both advanced and intermediate learners tend to produce less figurative than literal PVs, which was manifested in the translation test alone.

In incorporating findings of three previous studies on the on the same topic, this study claims that learners PV avoidance behavior is a manifestation of IL development and that the semantic nature of the PVs tends to interact with the translation test.

Zargham Ghabanchi, Elahe Goudarzi in their study entitled ( Avoidance of Phrasal Verbs in Learners Of English: A study of Iranain students )

This study investigated the avoidance of English phrasal verbs by Iranian learners. It also investigated the role of phrasal verb types, type of measurement and level of English proficiency in any possible avoidance of phrasal verbs performed by Iranian learners of English. Two groups of Iranian learners ( intermediate and advance a total of 85 ) took part in this study. The advanced learners were 35 MA students and intermediate learners were 50 BA students of English at the Ferdowsi university of Mashhad. Both advanced and intermediate learners were randomly divided into three groups and three types of test ( multiple – choice, translation and recall ) were taken to them which include phrasal verbs in two types ( figurative literal ).

Findings showed that test type and phrasal verb type had an effect on learners' avoidance of phrasal verbs, but proficiency level did not affect learners' performance. Therefore, it was concluded that the difference between L1 and L2 structure and semantic complexity of phrasal verbs might cause the learners' avoidance.

# Chapter Three

## Research Methodology

### **3 – 0 : Overview**

This chapter outlines the research methodology. It presents the tool used for data collection. The students selected to generate the test were sixty consisting thirty males and thirty females.

The test deals with the phrasal verbs. It consists of thirty questions distributed in three categories.

### **3 – 1 : Research Method and Sample**

The research has elements of both analytical and descriptive methods. It is going to be distributed among sixty students "Thirty boys and Thirty girls" third level selected from Algadida secondary school for boys on one hand and Al sheikh Hamad secondary school for girls on the other hand. Selection of these schools is due to the fact that they are considered as school which include all types of students from all over Atbara locality ie they



give a good picture for whether the problem of phrasal verbs avoidance is really exist or not.

### **3 – 2 : Research Design**

The research aims to investigate whether there is an avoidance for phrasal verbs use among secondary school students in Atbara locality or not. The study examined sixty students in the third level including both boys and girls, to answer the question of whether phrasal verbs avoidance as a problem is existed, so that the test was designed with reference to what the students have already studied. The test consisted of three categories. Each category was intended to examine a specific area in the field of phrasal verbs. As for category one it includes the questions from 1 – 10. It intends to examine the students awareness of transitive phrasal verbs. Category two from question 11 - 20 it intends to examine the students awareness of intransitive phrasal verbs. Category three extends from question 21 – 30 it seeks to examine the students awareness of separable phrasal verbs.

The administrations of the two school were taught about the

purpose of the exam, and they interested in the idea, so they delivered their best help.

The exam was well managed to be at one time in all over the schools. The researcher had made sure that all the phrasal verbs have been previously taught to the students.

### **3 – 3 : Research Population**

The research population for this study is represented by third level students in Atbara secondary schools locality for the school year 2012- 2013.

### **3 – 4 : Research Sample**

As for the research sample, it is represented in third year secondary school students in Al Gadida secondary school for boys in one hand ( thirty students ) and Al Sheikh Hamad secondary school for girls on the other hand ( thirty students ). The whole number is sixty students.

### **3 – 5 : Validity of the Test**

A test is considered to valid if it tests what it is suppose to test (Harmer, 2001 : 322 ) . That is to say the study and its results have to lead to supporting exactly what is claimed ( Brown, 1996,

Harmer 2001 ). He explains that is not valid for example to test writing ability with an essay question that requires specialist knowledge of History or Biology and less it is non that the students share this knowledge before they do ( ib id 322 ). So, shared knowledge is a basic requisite that contribute to the validity of the test.

Before giving the test to the students, a committee of viewers of specialized people in ELT are checked the test and then adopted it. During this time some items are omitted, others are added and others are modified.

### **3 – 6 : Reliability of the Data**

McGrath ( 2002 : 56 ) defines reliability as the accuracy and consistency of the measurement resulting from an assessment.

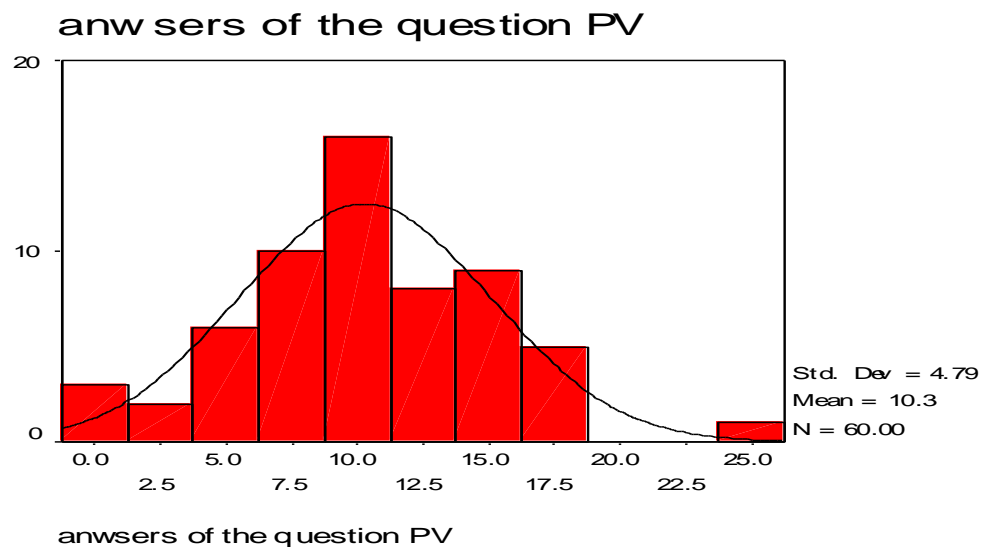
Everitt ( 2002 : 321 ) defines reliability :

*" the extent to which the same measurements of individuals obtained under different conditions yield similar results "*

Sixty secondary school 3rd level students of two groups thirty males and thirty females sat for a test of English phrasal verbs.

### 3 – 7 : Results of the Test

#### Histogram ( 3 – 1 ) :

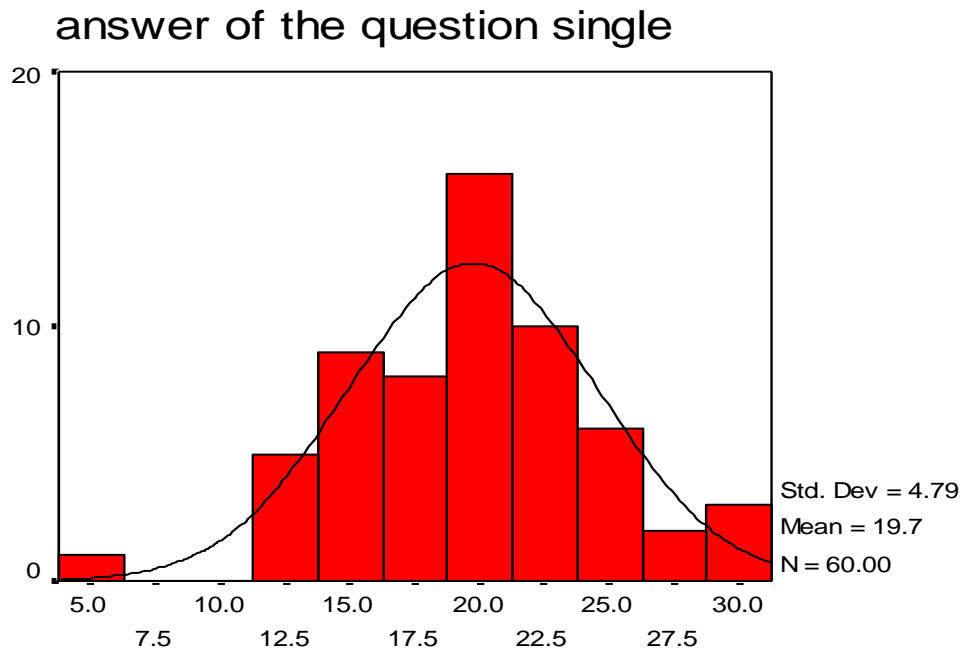


#### Histogram ( 3 – 1 ) : Answers of Phrasal Verb Question.

The above Histogram test the normality of the data and determine the behavior of both results coming from the sample.

(source: SPSS version 11.5).

**Histogram ( 3 – 2 ) :**



answer of the question single

**Histogram ( 3 – 2 ) : Answers of a Single Word Question**

The above Histogram test the normality of the data and determine the behavior of both results coming from the sample.

(source: SPSS version 11.5).

**Table ( 3 – 1 ) :**

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
answers of the question PV * student under test	60	100.0%	0	.0%	60	100.0%
answer of the question single * student under test	60	100.0%	0	.0%	60	100.0%

**Table ( 3 – 1 ) : Case Processing Summary**

(source: SPSS version 11.5).

From the table, all the samples of the study are included to the test.

**Table ( 3 – 2 ) :**

Report			
student under test		anwsers of the question PV	answer of the question single
male	Mean	11.03	18.97
	N	30	30
	Std. Deviation	5.974	5.974
f emale	Mean	9.50	20.50
	N	30	30
	Std. Deviation	3.116	3.116
Total	Mean	10.27	19.73
	N	60	60
	Std. Deviation	4.787	4.787

(source: SPSS version 11.5).

**Table ( 3 – 2 ) : Report of the Descriptive Statistic to Calculate the Arithmetic Mean.**

This table reports the descriptive statistic to calculate the arithmetic mean.

From the table: -

- 1- The calculated means show that , the mean of phrasal verb answers is less than the mean of single word answers in all number of sample ( 60 ). It indicates to the avoidance of using English phrasal verbs among Atbara secondary school students3rd level 2012-2013.

2- The mean of phrasal verb answers is 10.27. This parametric means the students' answers represent 10 answers from 30 questions solved by the total sample ( 60 ), while the single word answers is 19.73 represent 20 answers from 30 questions.

3- Mean of the female answers to phrasal verbs is less than male answers to the same question.

## Chapter Four Data Analysis and Results

### 4 – 0 Overview

This chapter deals with the analysis of the data, which was used in this research, with slight comment on the results and output that the researcher got. The sample was divided mainly in two groups. They are Atbara secondary school 3rd level of the school year 2012-2013. The first group is male students and the second is female students.

### 4 – 1 : Data Analysis

**Table ( 4 – 1 ) : Male / Female Average of Phrasal Verb and a Single Word Answers.**

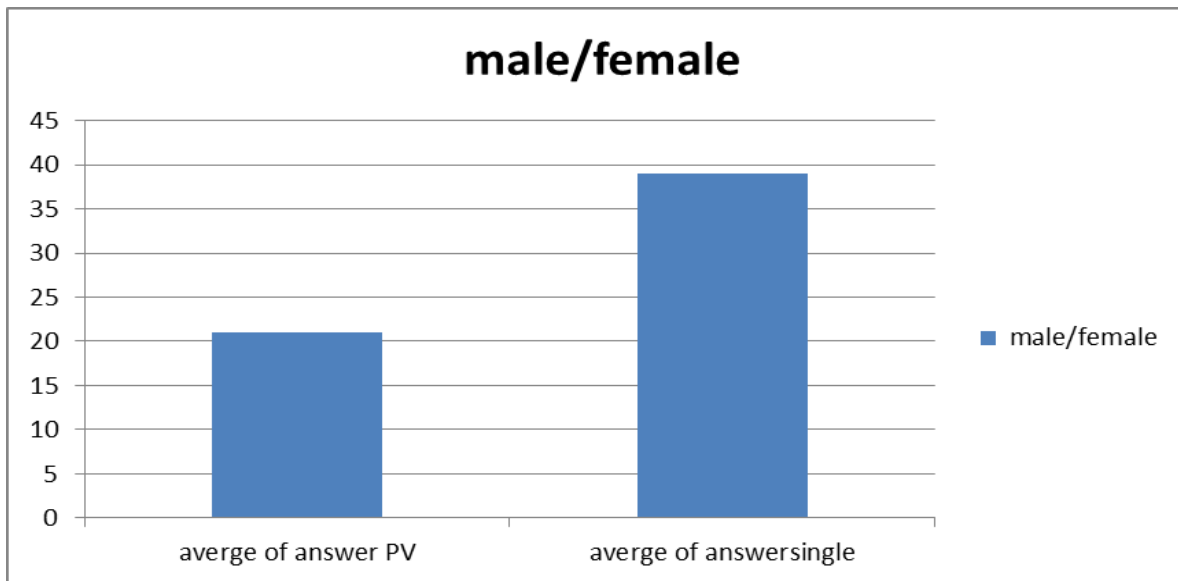
<i>Gender</i>	No of sample	Average of phrasal verb answers	Average of a single word answers
<i>Male/female</i>	<i>60</i>	<i>21</i>	<i>39</i>

Source:(Microsoft Exile version 2010).

From this table, the total number of sample is 60 students 3rd level secondary schools 2012-2013 Atbara town. The average of the phrasal verb answers is 21, while the average of the single word option is 39. In comparison, the average of selecting phrasal verbs option is that less than a single word This shows Atbara students 3rd level 2012-2013 ( both males and females ) encountered difficulties when dealing with phrasal verbs in English Language. It also proves that they prefer to use a single word.



**Fig ( 4 – 1 ):**



**Fig ( 4 – 1 ) The Male / Female Average of Phrasal Verbs and a Single Word Answers.**

This figure illustrates the average of phrasal verb answers and the single word option.

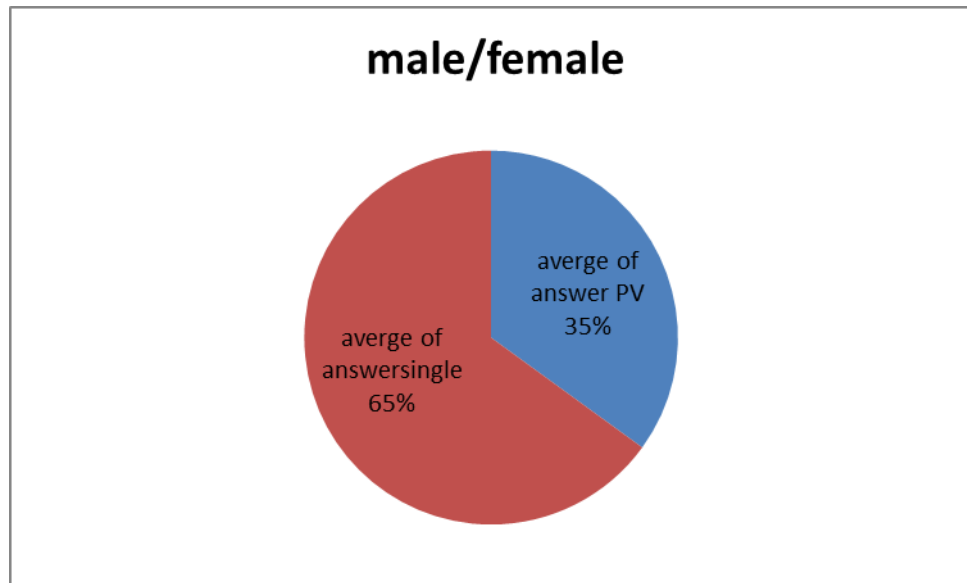
**Table ( 4 – 2 ) : Male / Female Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Male/female	60	35%	65%

Source:(Microsoft Exile version 2010).

This table shows the results in percentage. The total number of the sample is 60 students Atbara secondary schools 2012-2013 3rd level. Phrasal verb answers is 35%. The single word answers is 65%. The percentages are also indicators to the difficulties which the students of Atbara secondary schools 3rd level 2012-2013 encountered when dealing with phrasal verbs in English Language.

**Fig ( 4 – 2 ):**



**Fig ( 4 – 2 ) Male/Female Percentage of Phrasal Verb and a Single Word Answers.**

This figure illustrates the percentage of phrasal verb answers and a single word of Atbara secondary schools 3<sup>rd</sup> level 2012-2013.

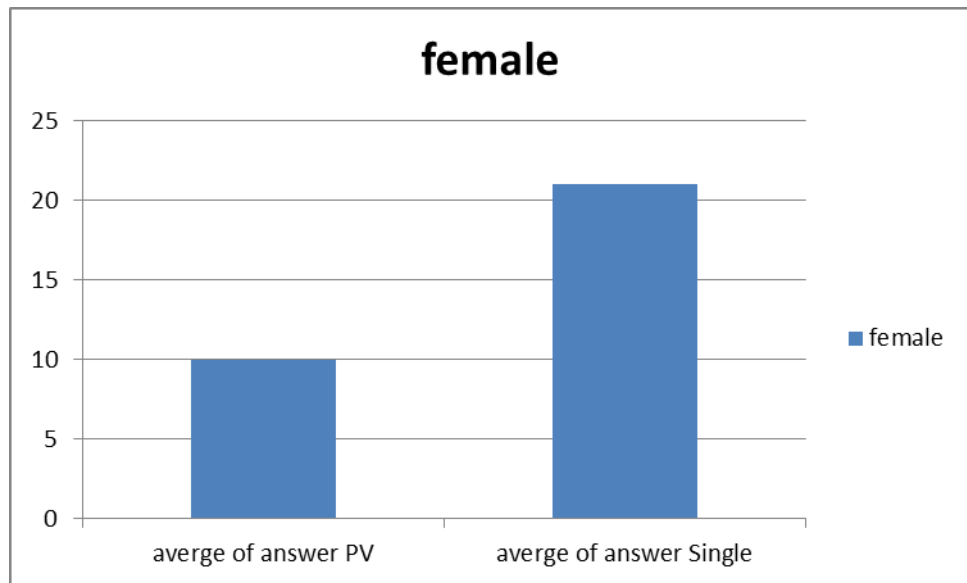
**Table ( 4 – 3 ) : Female Average of Phrasal verb and a Single Word Answers.**

Gender	No of sample	Average of phrasal verb answers	Average of a single word answers
Female	30	10	21

Source:(Microsoft Exile version 2010).

The number of the sample is thirty female students Atbara secondary schools 2012-2013 3<sup>rd</sup> level. The average of the answers of phrasal verbs is 10 out of 30. The average of a single word is 21 out of 30. This table shows the difficulties when dealing with English phrasal verbs among the female students.

**Fig ( 4 – 3 ) :**



**Fig ( 4 – 3 ) : Female Average of Phrasal Verb and a Single Word Answers.**

This figure illustrates the average of phrasal verb answers and the average of a single word option of the female students Atbara secondary schools 3<sup>rd</sup> level 2012-2013.

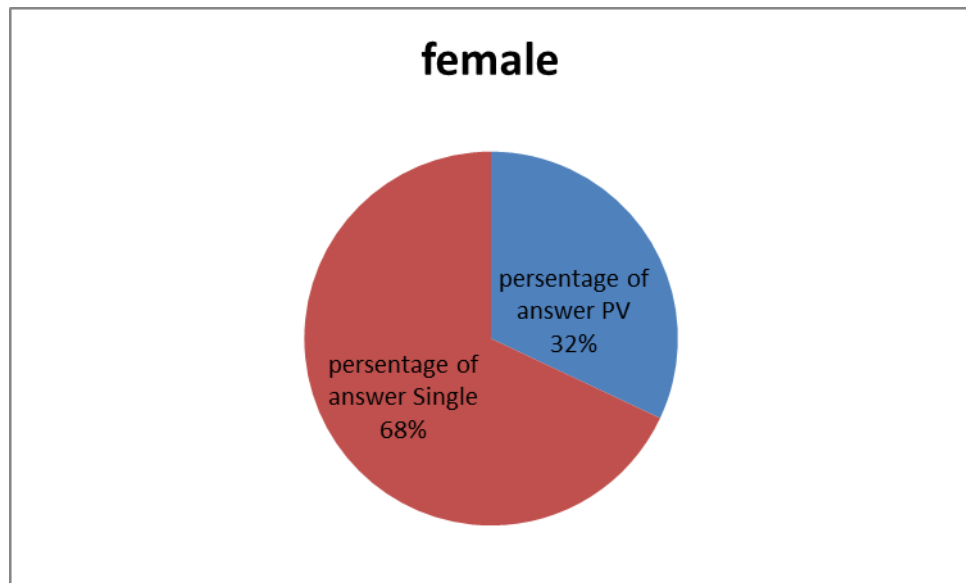
**Table ( 4 – 4 ) : Female Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Female	30	32%	68%

Source:(Microsoft Exile version 2010).

The number of total sample is thirty female students Atbara secondary school 3<sup>rd</sup> level 2012-2013. From the table, the percentage of phrasal verb answers is ( 32% ) while the percentage of a single word is ( 68% ).

**Fig ( 4 – 4 ) :**



**Fig ( 4 – 4 ) : Female Percentage of Phrasal Verb and a Single Word Answers.**

This figure illustrates the percentage of phrasal verb and also the single word answers of Atbara female students secondary schools 3<sup>rd</sup> level 2012-2013.

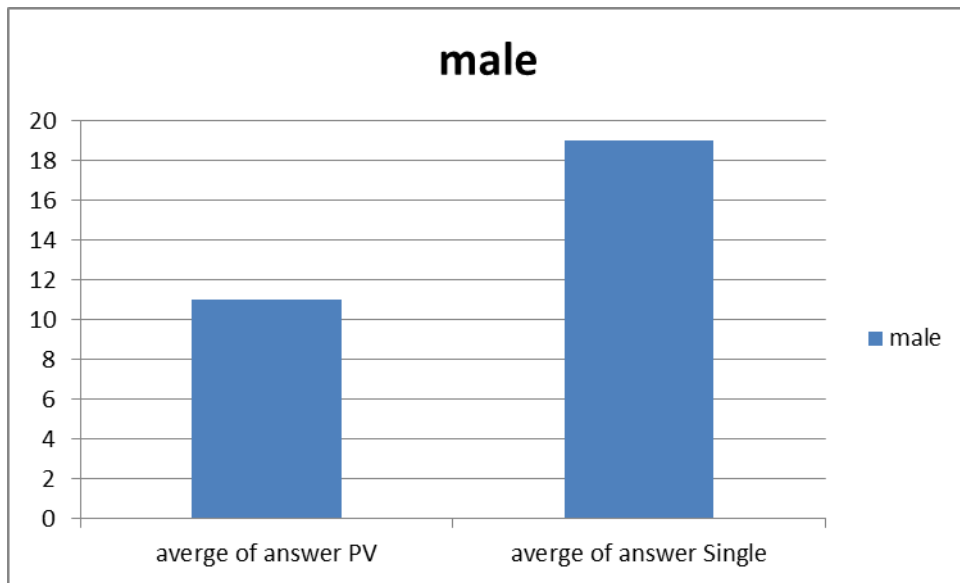
**Table ( 4 – 5 ) : Male Average of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Average of phrasal verb answers	Average of a single word answers
Male	30	11	19

Source:(Microsoft Exile version 2010).

The total number of the sample is thirty male students Atbara secondary schools 3<sup>rd</sup> level 2012- 2013.The average of phrasal verb answers is 11 out of 30. The average of a single word option is 19 out of 30.

**Fig ( 4 – 5 ):**



**Fig ( 4 – 5 ) Male Average of Phrasal Verb and a Single Word Answers.**

This figure shows the average of phrasal verb and single word answers.

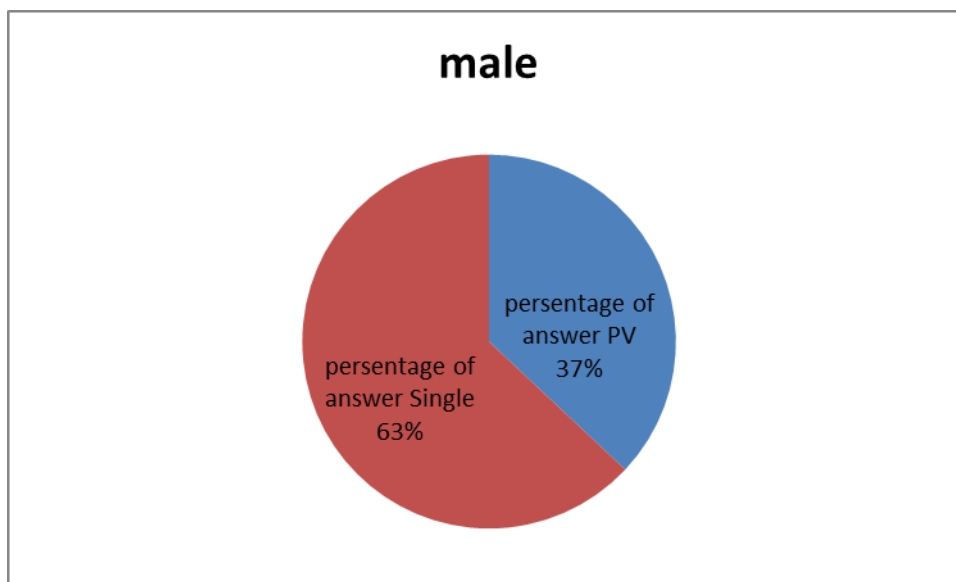
**Table ( 4 – 6 ) : Male Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Male	30	37%	63%

Source:(Microsoft Exile version 2010).

The table shows the percentage of phrasal verb answers (37% ) while the percentage of a single word is ( 63% ).

**Fig ( 4 – 6 ) :**



**Fig ( 4 – 6 ) Male Percentage of Phrasal Verb and a Single Word Answers.**

This figure shows the percentages of phrasal verb and a single word answers of the male students Atbara secondary schools 3<sup>rd</sup> level 2012-2013.

**Table ( 4 – 7 ) : Male Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

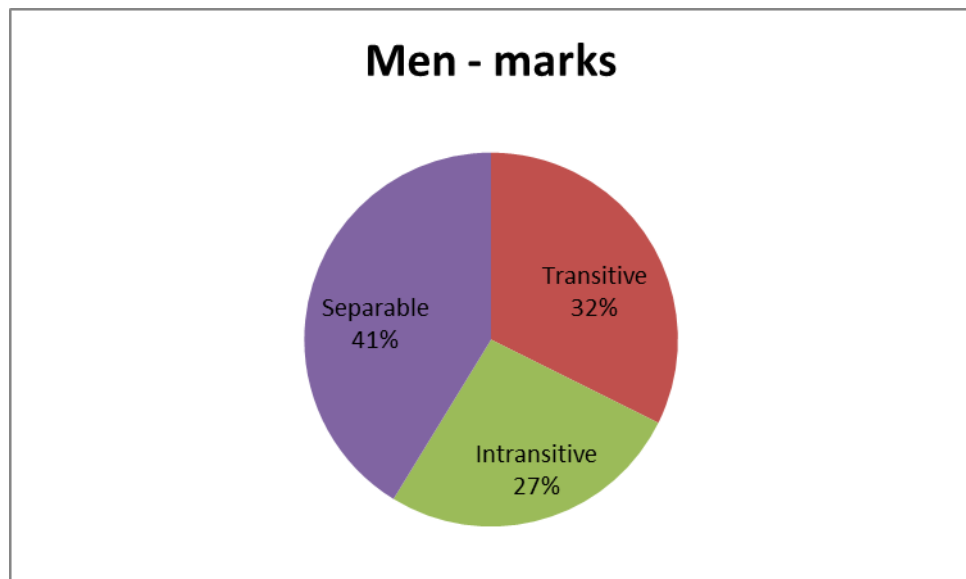
Descriptive	Total answer	transitive	intransitive	Separable
Male marks	337	109	89	139
Percentage%		32.3	26.4	41.2

Source:(Microsoft Exile version 2010).

This table shows the marks obtained by the male students Atbara secondary schools 3<sup>rd</sup> level 2012-2013. The total answers is

337 elements. The questions in the test are of three types of phrasal verb, transitive ( 1 – 10 ), intransitive ( 11 – 20 ) and separable ( 21 – 30 ). From the total answers, there are 109 elements concerning transitive phrasal verb ( 32.3% ). Also there are 89 elements to intransitive phrasal verb ( 26.4% ) and 139 elements to separable phrasal verbs ( 41.2% ). From the this table, the male students' knowledge to intransitive phrasal verb is less than the rest types. That shows the weakness of their abilities when dealing with the intransitive phrasal verb.

**Fig ( 4 – 7 ) :**



**Fig ( 4 – 7 ) : Male Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

The figure illustrates the percentage of the male students Atbara secondary schools 3<sup>rd</sup> level 2012-2013 to the transitive (32.3%) , intransitive (26.4% ) and separable phrasal verb (41.2%).

**Table ( 4 – 8 ) : Female Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

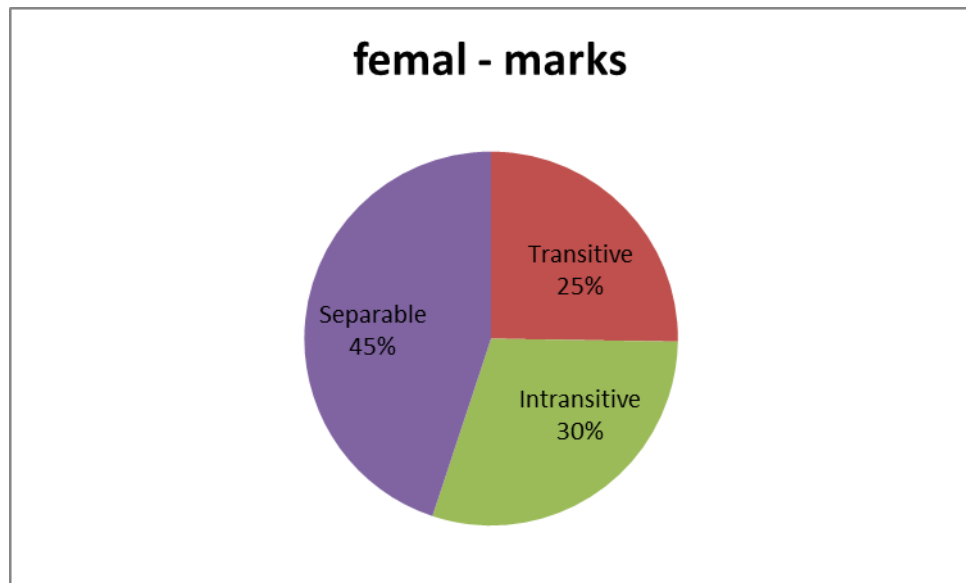
Descriptive	Total answers	transitive	intransitive	Separable
Female marks	285	72	85	128
Percentage%		25	30	45

Source:(Microsoft Exile version 2010).

This table shows the marks and the percentages which obtained by the female students Atbara secondary schools 3<sup>rd</sup> level 2012-2013. The total answers of phrasal verb are 285 elements. The transitive answers are 72 (25% ). The intransitive phrasal verb answers are 85 ( 30% ). The separable phrasal verb answers are 128 ( 45% ). From the this table, the answers indicate the weakness of Atbara female students 3<sup>rd</sup> level 2012-2013 when dealing with the transitive phrasal verb.



**Fig ( 4 – 8 ) :**



**Fig ( 4 – 8 ) : Female Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

This figure illustrates the percentages of the female students Atbara secondary schools 3<sup>rd</sup> level 2012-2013 to transitive, intransitive and separable phrasal verb answers.

- From the previous results, a comparison can be made in short. The average of phrasal verb answers of female students Atbara secondary schools 3<sup>rd</sup> level 2012-2013 is 10 ( 32% ) ( i.e less than the male students 11 ( 37% ) ). It indicates that Atbara male students 3<sup>rd</sup> level 2012-2013 knowledge of phrasal verbs is better than the female students one. On the other side, the average of female students Atbara secondary schools of single word answers is 21 ( 68% ) while the male students average of the same question is 19 ( 63% ), that displays female students Atbara secondary school 3<sup>rd</sup> level 2012-2013 tendency to deal with the single word is clear better than the male students answers to the same question.

- The male students Atbara secondary schools 2012-2013 3<sup>rd</sup> level total answers of phrasal verbs is 337 elements while the female students total answers to the same question is 285 elements. This also proves that the male students' awareness of English phrasal verb is better than female students'.

- The male students Atbara secondary school 3<sup>rd</sup> level 2012-2013 marks on transitive phrasal verbs is 109 elements from the total marks of phrasal verbs ( 32.3% ) while the female students marks in the same question is 72 elements ( 25% ). This proves that the marks of the male students Atbara secondary schools 3<sup>rd</sup> level 2012- 2013 is higher than the female students marks.

- The intransitive phrasal verb answers of male students Atbara secondary schools 3<sup>rd</sup> level 2012-2013 is 89 elements ( 26.4% ) while the female students marks is 72 elements ( 25% ). The male students Atbara secondary schools also got high marks better than the females students'.

- Concerning the separable part of phrasal verbs, the male students total marks is 139 ( 41.2% ) while the total marks of female students is 128 ( 45% ). This shows that the marks of female students Atbara secondary schools 2012-2013 3<sup>rd</sup> level are better than the marks of male students.

- It seems to be very clear that the male students Atbara secondary schools 2012-2013 3<sup>rd</sup> level have difficulties when dealing with the intransitive phrasal verb.

- The marks of female students Atbara secondary schools 2012-2013 3<sup>rd</sup> level on transitive phrasal verb is lower than the other types of phrasal verb 72 ( 25% ). It indicates that the female students have difficulties with transitive phrasal verb.

#### **4. 2 Research Findings**

This study supports the idea of the importance of using phrasal verbs in English Language. On the other hand, it proves that there is an obvious avoidance of using phrasal verbs in English Language among the students of Atbara secondary schools as learners of English language.

Findings are as follows :

Concerning question one of the difficulties which the 3<sup>rd</sup> level secondary school students in Atbara have when dealing with English phrasal verbs, the average of answers phrasal verbs is 21 out of 60 students both males and females ( 35% ). The average and the percentage proved that they have difficulties with phrasal verbs in English Language.

Also what concerns the students' awareness of phrasal verbs in English Language, the average of 21 out of the total of 60 students gave the answers of phrasal verbs ( 35% ). So it become very clear

that the awareness of Atbara 3<sup>rd</sup> level students 2012-2013 in what concerns phrasal verbs knowledge is weak.

Regarding question Three of a choice given of single word and phrasal verb to see the students' preference of choosing. From the test that the students answers of single word reached up to 39 out of 60 ( 65% ), while phrasal verbs reached 21 out 60 students ( 35% ). This indicates that Atbara 3<sup>rd</sup> level students secondary schools prefer to take single word than to take phrasal verbs.

#### **4 –3: Testing Hypothesis**

With reference to chapter one, the Hypothesis assumed were as follow :

- 1- The students of 3<sup>rd</sup> level secondary school 2012-2013 in Atbara find difficulties in dealing with phrasal verbs in English Language.
- 2- 3<sup>rd</sup> level secondary school students in Atbara 2012-2013 are not aware of English phrasal verbs.
- 3- If given a choice, Atbara secondary school students 3<sup>rd</sup> level 2012-2013 prefer to use English single words to English phrasal verbs.

Concerning hypothesis One which assumes that Atbara students 3<sup>rd</sup> level secondary school 2012-2013, find difficulties in dealing with English phrasal verbs, it was found that this hypothesis is applicable ( see fig 4 – 2 ).

With concern to hypothesis Two which assumes that 3<sup>rd</sup> level secondary school students in Atbara 2012-2013, are not aware of English phrasal verbs. It was found that this hypothesis is applicable ( see fig 4 – 2 ).

Concerning hypothesis Three which assumes that, if given a choice, Atbara secondary school students 3<sup>rd</sup> level 2012-2013 prefer to choose English single words to phrasal verbs. It was found that this hypothesis is applicable ( see fig 4 – 2 ).

# Chapter Five

## Conclusion and Recommendations

### **5.0 Overview**

This chapter represents the output of this study. It summarizes its main findings. It also gives some recommendations for the teachers of English and others for further researches.

### **5.1 Summary**

The study investigated the Avoidance of using English phrasal verbs among the students of secondary schools in Atbara town. The first chapter presented the introduction, statement of the problem, purpose of the study, significance of the study, research questions, research hypotheses, limitation of the study and research methodology. The second chapter presented the conceptual framework and the previous studies. The third chapter explained the methodology of the study and the fourth chapter outlined the data analysis.

## **5 . 2 Recommendations**

According to the findings of this study, the researcher recommends the following:

1- Great efforts should be done to overcome the difficulties that the students found when dealing with English phrasal verbs.

2- Teachers should pay more attention to explain the use of English phrasal verbs to raise the students' awareness of English phrasal verbs.

3- Teachers should adopt mainly the technique of teaching English phrasal verbs in contexts and situations.

4- Teachers should encourage the students to use phrasal verbs as well as the single word in communicative situations.

5- In syllabus design, it would be better to select common every day English phrasal verbs to learn..

6- The syllabus should provide appropriate educational resources for oral communication which concern English phrasal verbs.

7- The activities in the students' textbooks that contain phrasal verbs should be advantageous..

8- Students as learners of English language, should be aware of the importance of using phrasal verbs when involved in real communication.

9- Students should devote time studying English phrasal verbs.

### **5 . 3 Suggestions for Further Studies**

Many studies were previously done in this issue. One of these studies is " Avoidance of phrasal verbs " The case of Chinese learners of English by Yan D. Liao & Yoshinori J. Fukuya, University of Hawai'I at Manoa. Another study is " How teach Phrasal Verbs " by Cagri Tugrul Mart Department of Languages, Ishik University. Erbil, Iraq ( 2012 ). Ghyzayel M. Al-Otaibi, College of Languages and Translation, King Saud University also made a study titled it " Avoidance of Phrasal Verbs by EFL Arab College Students ". Never the less, more specialized studies concerning the different areas of the types of English phrasal verbs such as transitive phrasal verbs, intransitive phrasal verbs and the separable phrasal verbs are still needed to enrich using of the English phrasal verbs that's



why it is a very wide area and everyday some new methods and techniques are produced.

Appendix 1  
Students Test

1- The boy -----his bicycle and went away.

( a ) rode ( b ) got on

2- If you ----- working hard, you will pass the exam.

( a ) keep on ( b ) continue

3- Don't forget to ----- your new sweater because it is cold.

( a ) wear ( b ) put on

4- I ----- malaria and my sister had it .

( a ) recovered ( b ) got over

5- I was so sorry when I -----that I was wrong.

( a ) found out ( b ) discovered

6- You should ----- and give the old man your chair.

( a ) stand ( b ) get up

7- Please ! ----- the form with your name, address and phone number.

( a ) fill in ( b ) write

8- If you don't ----- the book to the library, you should have to pay a fine.

( a ) return ( b ) take back

9- We ----- you last Friday, but you were not at home.

( a ) visited ( b ) called on

10 – The robbers ----- in a black car from the police man last night.

- ( a ) got away ( b ) escaped
- 11- The plane couldn't ----- because of the rain.  
( a ) fly ( b ) take off
- 12- My Maths homework was very difficult, so I----- .  
( a ) gave up ( b ) stopped
- 13- Do you know Ali's plane ----- ?  
( a ) arrives ( b ) gets in
- 14- Hassan will be late for work today. His car----- on the street.  
( a ) break down ( b ) stop
- 15 – Let me explain how the situation ----- .  
( a ) happened ( b ) came about
- 16 – The great dinosaurs -----millions of years ago.  
( a ) died out ( b ) disappeared
- 17- Nadia doesn't have a car. She ----- by taxi.  
( a ) gets around ( b ) moves
- 18- What time do your lessons ----- ?  
( a ) finish ( b ) get over
- 19- K.S.A these letters seem to be an abbreviation. Do you know what they ----- ?  
( a ) stand for ( b ) represent
- 20 – We were all surprised when Khalid ----- at the party last week.  
( a ) turned up ( b ) arrived
- 21- The old house came down quickly because the company used dynamite to ----- it ----- .  
( a ) explode ( b ) blow up

22- Adam's story is hard to believe. I think he ----- it ----- .

( a ) invented ( b ) made up

23- Hassan's grand mother liked her birthday card because Hassan -----  
----- it ----- himself.

( a ) selected ( b ) picked out

24- I can't ----- this work----- any longer. It will be hard to  
finish it in time.

( a ) postpone ( b ) put off

25- Please ! ----- your hat ----- when you go inside the  
building.

( a ) take off ( b ) remove

26- I'm cold. Do you mind if I ----- the air conditioner ----- ?

( a ) stop ( b ) turn off

27- The manager ----- the meeting----- because the members  
didn't come .

( a ) called off ( b ) cancelled

28- Give me your phone number and I will ----- you ----- when  
we are in town.

( a ) phone ( b ) call up

29- I ----- Tom ----- yesterday because he hadn't a car.

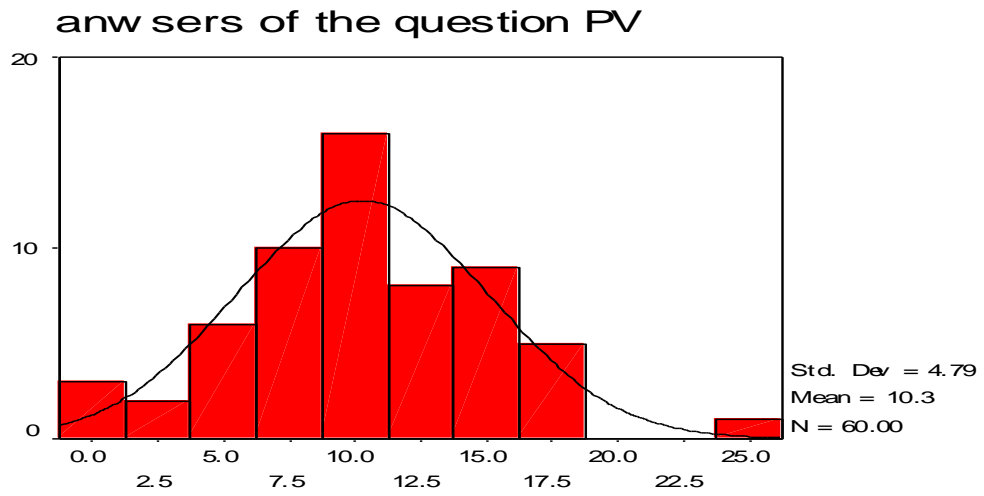
( a ) picked up ( b ) took

30- Please Omer ! ----- the word ----- in the dictionary.

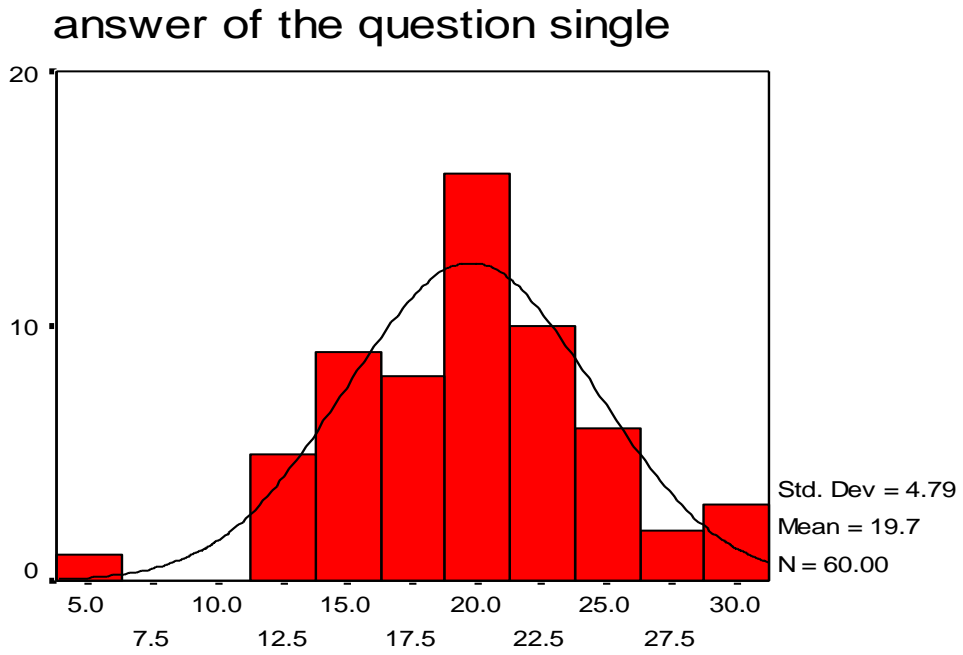
( a ) search ( b ) look up

## Appendix 2

### Histogram

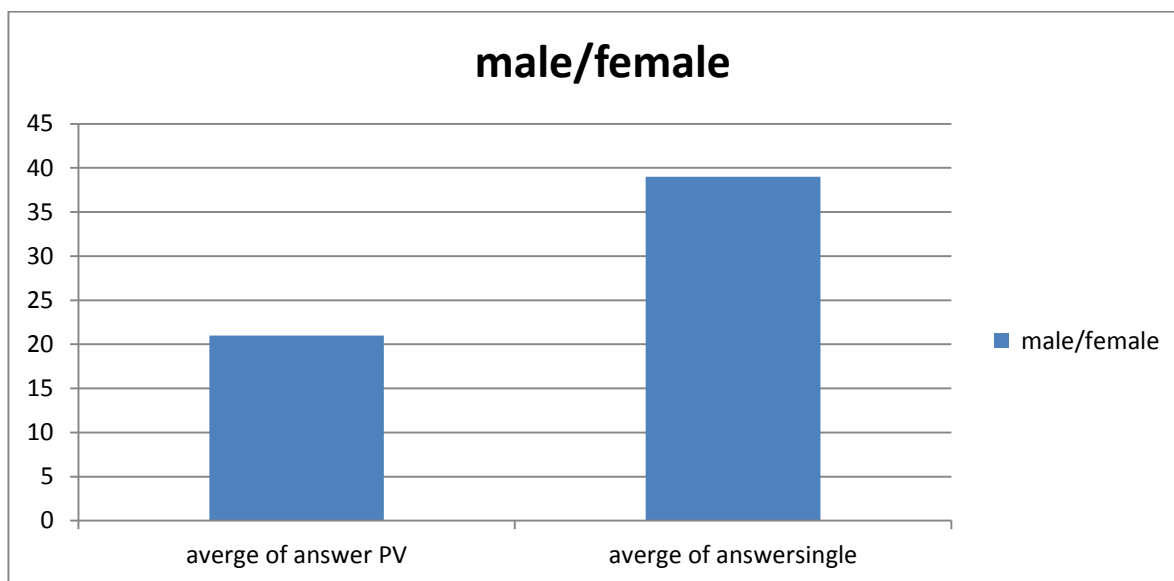


answers of the question PV



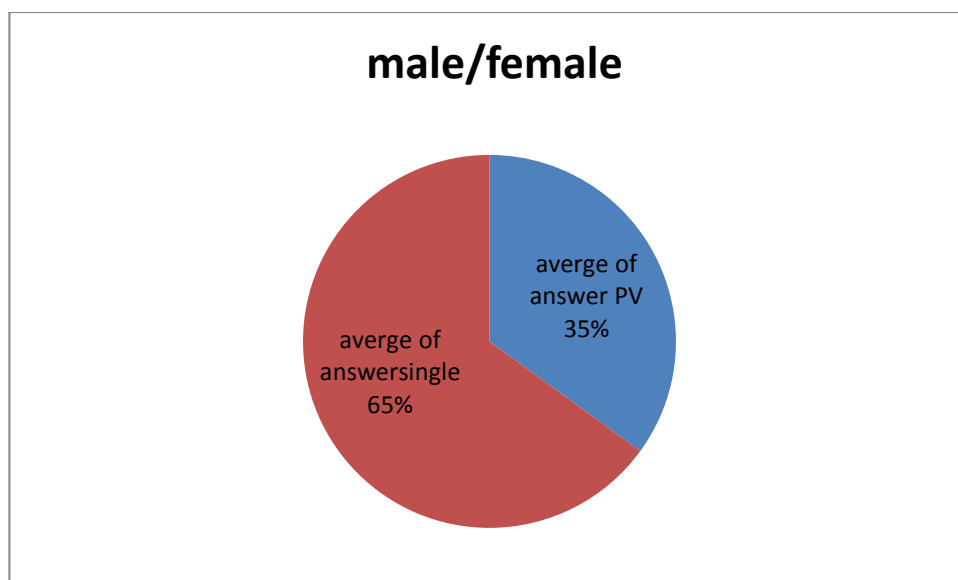
answer of the question single

**Fig ( 4 – 1 ):**



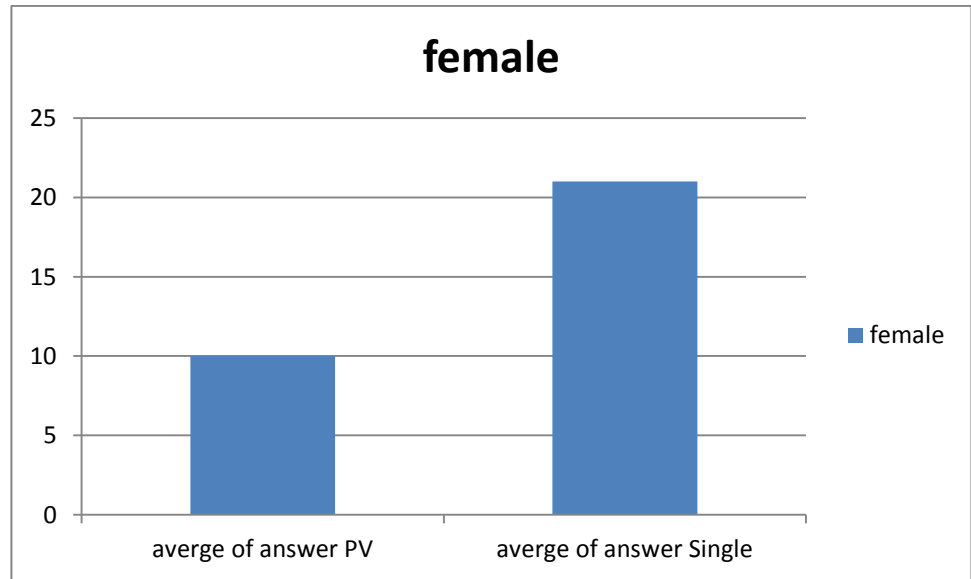
**Fig ( 4 – 1 ) The Male / Female Average of Phrasal Verbs and a Single Word Answers.**

**Fig ( 4 – 2 ):**



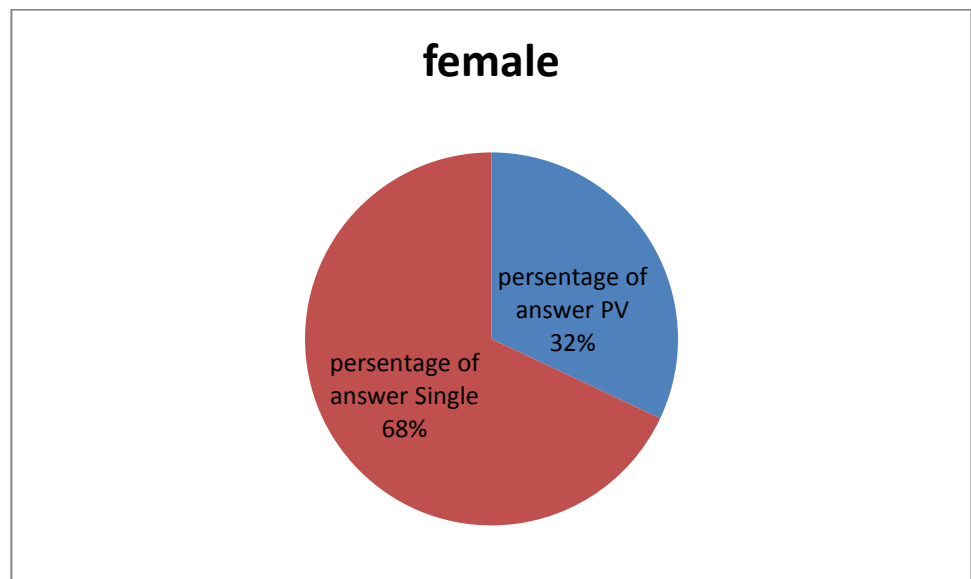
**Fig ( 4 – 2 ) Male/Female Percentage of Phrasal Verb and a Single Word Answers.**

**Fig ( 4 – 3 ) :**



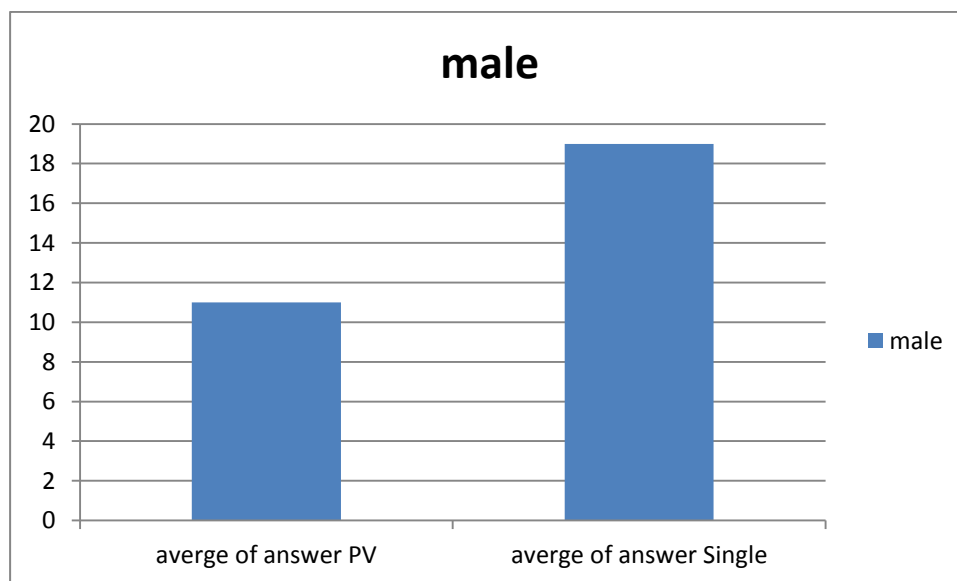
**Fig ( 4 – 3 ) : Female Average of Phrasal Verb and a Single Word Answers.**

**Fig ( 4 – 4 ) :**



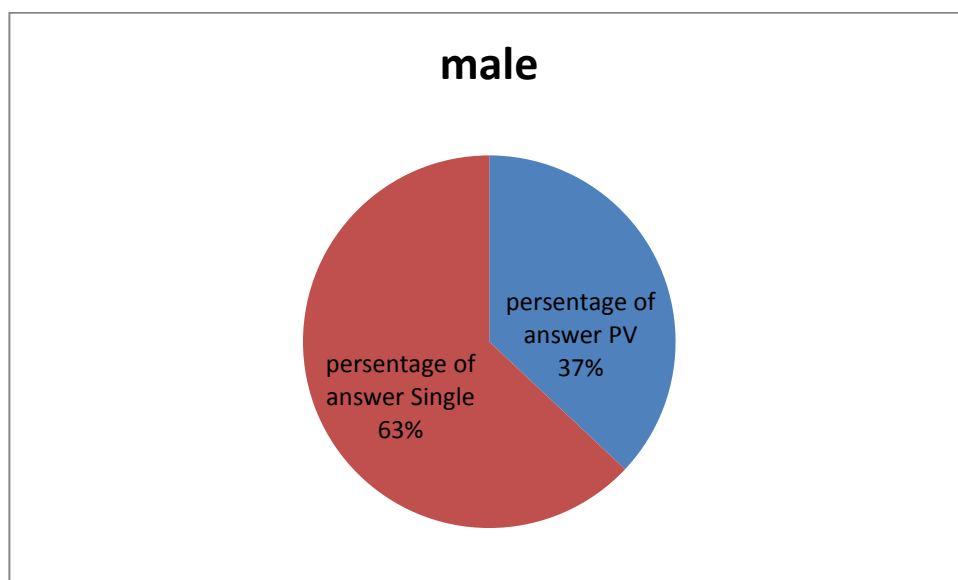
**Fig ( 4 – 4 ) : Female Percentage of Phrasal Verb and a Single Word Answers.**

**Fig ( 4 – 5 ):**



**Fig ( 4 – 5 ) Male Average of Phrasal Verb and a Single Word Answers.**

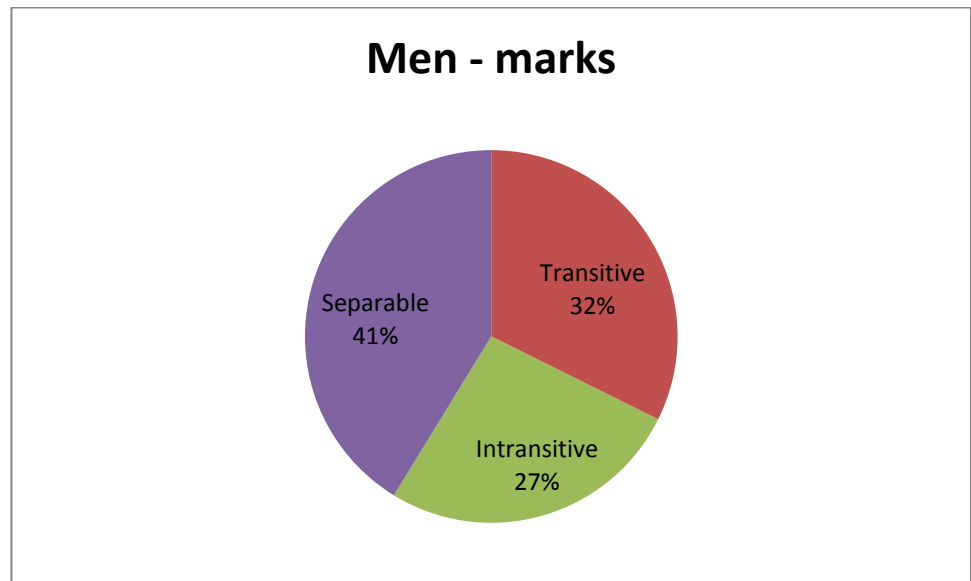
**Fig ( 4 – 6 ) :**



**Fig ( 4 – 6 ) Male Percentage of Phrasal Verb and a Single Word Answers.**

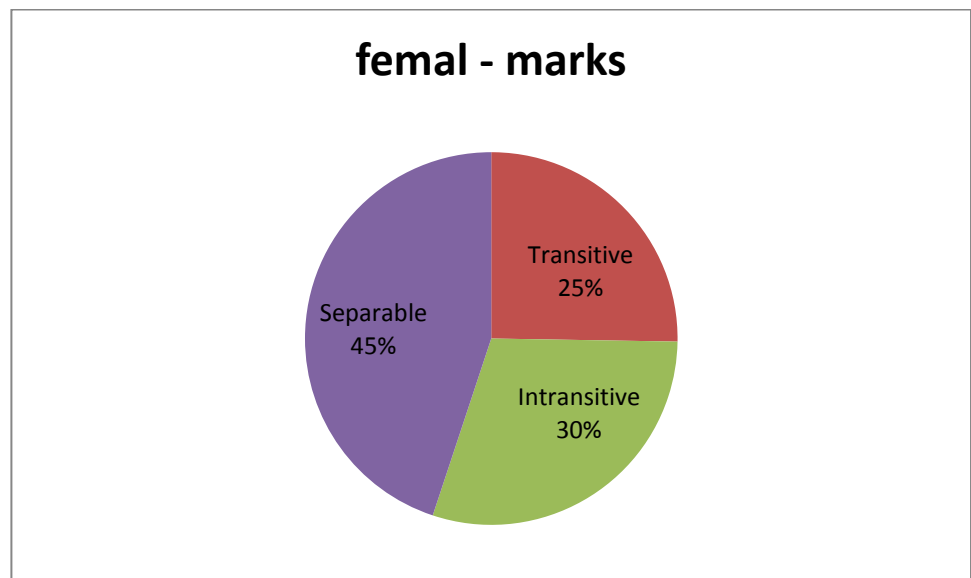


**Fig ( 4 – 7 ) :**



**Fig ( 4 – 7 ) : Male Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

**Fig ( 4 – 8 ) :**



**Fig ( 4 – 8 ) : Female Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**



## Appendix 3

**Table ( 3 – 1 ) :**

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
answers of the question PV * student under test	60	100.0%	0	.0%	60	100.0%
answer of the question single * student under test	60	100.0%	0	.0%	60	100.0%

**Table ( 3 – 1 ) : Case Processing Summary**

(source: SPSS version 11.5).

**Table ( 3 – 2 ) :**

**Report**

student under test		answers of the question PV	answer of the question single
male	Mean	11.03	18.97
	N	30	30
	Std. Deviation	5.974	5.974
female	Mean	9.50	20.50
	N	30	30
	Std. Deviation	3.116	3.116
Total	Mean	10.27	19.73
	N	60	60
	Std. Deviation	4.787	4.787

(source: SPSS version 11.5).

**Table ( 4 – 1 ) : Male / Female Average of Phrasal Verb and a Single Word Answers.**

<i>Gender</i>	No of sample	Average of phrasal verb answers	Average of a single word answers
<i>Male/female</i>	<i>60</i>	<i>21</i>	<i>39</i>

Source:(Microsoft Exile version 2010).

**Table ( 4 – 2 ) : Male / Female Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Male/female	60	35%	65%

Source:(Microsoft Exile version 2010).

**Table ( 4 – 3 ) : Female Average of Phrasal verb and a Single Word Answers.**

Gender	No of sample	Average of phrasal verb answers	Average of a single word answers
Female	30	10	21

Source:(Microsoft Exile version 2010).

**Table ( 4 – 4 ) : Female Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Female	30	32%	68%

Source:(Microsoft Exile version 2010).

**Table ( 4 – 5 ) : Male Average of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Average of phrasal verb answers	Average of a single word answers
Male	30	11	19

Source:(Microsoft Exile version 2010).

**Table ( 4 – 6 ) : Male Percentage of Phrasal Verb and a Single Word Answers.**

Gender	No of sample	Percentage of phrasal verb answers	Percentage of a single word answers
Male	30	37%	63%

Source:(Microsoft Exile version 2010).

**Table ( 4 – 7 ) : Male Total Marks and Percentage of Transitive, Intransitive and Separable Answers.**

Descriptive	Total answer	transitive	intransitive	Separable
Male marks	337	109	89	139
Percentage%		32.3	26.4	41.2

Source:(Microsoft Exile version 2010).

**Total Table ( 4 – 8 ) : Female Marks and Percentage of Transitive, Intransitive and Separable Answers.**

Descriptive	Total answers	transitive	intransitive	Separable
Female marks	285	72	85	128
Percentage%		25	30	45

Source:(Microsoft Exile version 2010).

