UNIVERSITY OF DIYALA

THE IRAQI EFL LEARNERS' USE OF PHRASAL VERBS: PROBLEMS AND SOLUTIONS

A THESIS
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THE COLLEGE OF EDUCATION
UNIVERSITY OF DIYALA
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FOR THE DEGREE OF
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IN
METHODS OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE

BY

BAAN SHIHAB AHMED

SUPERVISED BY

PROF. ABDULLATIF ALWAN JAWAD AL-JUMAILY, Ph.D.

ASST. PROF. ILHAM NAMIQ KHURSHEED AL-KHALIDI, Ph.D.

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بسم الله الرحمن الرحيم

"يَرفَعِ اللهُ الَّذِينَ آمَنُوا مِنكُم

وَ الَّذِينَ أُوتُوا الْعِلْمَ دَرَجاتٍ"

صدق الله العظيم

(المجادلة: من الاية 11)

In Memory

Of My Father

جامعة ديالى

استخدام العراقيين متعلمي اللغة الإنكليزية لغة أجنبية للأفعال العبارية: مشاكل وحلول

رسالة تقدمت بها

بان شهاب احمد

الى

مجلس كلية التربية/جامعة ديالى

وهي جزء من متطلبات درجة الماجستير في التربية

طرائق تدريس اللغة الانكليزية

اشراف

الاستاذ الدكتور عبد اللطيف علوان الجميلي

الاستاذ المساعد الدكتورة الهام نامق خورشيد الخالدي

صفر 1427هـ **آذار 2006 م**

Table (1) Principal Types of Verb + Particle Combinations
(Quirk et al., 1985:1160)

Types	Lexical Verb	Direct Object	Particles		+ Prepositional Object	Meaning
			Adverb	Preposition		
1- A- Free Combination	come	--	in	--	--	enter
B- Phrasal Verb (Type 1)	crop	--	up	--	--	arrive unexpectedly
2- A- Free Combination	send	someone	away	--	--	
B- Phrasal Verb (Type 2)	turn	someone something	down	--	--	reject
3- A- Free Combination	come	--	--	with	+me	
B- Prepositional Verb (Type 1)	come	--	--	across	+a problem	happen to meet or fin
4- A- Free Combination	receive	something	--	from	+me	
B- Prepositional Verb (Type 2)	take	someone	--	for	+a fool	
5-A- Free Combination	run	--	away	with	+it	
B- Phrasal-Prepositional Verb (Type 1)	come	--	up	with	+an answer	
6- A- Free Combination	send	someone	out	into	+the world	
B- Phrasal-Prepositional Verb (Type 2)	put	someone	up	for	+election	propose

Table (12) Variant Difficulty in Task Two (A, B)

Subject / Variable	Task 2 (A)						Task 2 (B)						Total		Total		Total	
	Ph V (20)		Pre V (20)		Ph-Pre V (10)		Ph V (20)		Pre V (20)		Ph-Pre V (10)							
	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	N	Pc	N	Pc	N	Pc
1	10	0.50	7	0.35	4	0.40	4	0.20	6	0.30	4	0.40	14	0.70	20	1.00	8	0.80
2	7	0.35	9	0.45	5	0.50	9	0.45	7	0.35	5	0.50	16	0.80	14	0.70	10	1.00
3	11	0.55	8	0.40	6	0.60	8	0.40	9	0.45	3	0.30	23	1.15	20	1.00	9	0.90
4	12	0.60	11	0.55	7	0.70	7	0.35	9	0.45	2	0.20	24	1.20	21	1.05	9	0.90
5	8	0.40	9	0.45	4	0.40	3	0.15	8	0.40	4	0.40	12	0.60	17	0.85	8	0.80
6	8	0.40	7	0.35	3	0.30	4	0.20	4	0.20	6	0.60	12	0.60	18	0.90	9	0.90
7	8	0.40	9	0.45	2	0.20	6	0.60	4	0.20	5	0.60	18	0.90	17	0.85	6	0.60
8	9	0.45	9	0.45	4	0.40	3	0.15	3	0.15	4	0.40	12	0.60	12	0.60	7	0.70
9	10	0.50	8	0.40	5	0.50	7	0.35	2	0.10	2	0.20	17	0.85	12	0.60	7	0.70
10	6	0.30	8	0.40	6	0.60	6	0.30	4	0.20	3	0.30	20	1.00	17	0.85	9	0.90
11	7	0.35	9	0.45	7	0.70	10	0.50	5	0.25	3	0.30	23	1.15	17	0.85	10	1.00
12	14	0.70	9	0.45	4	0.40	9	0.45	6	0.30	4	0.40	26	1.30	15	0.75	8	0.80
13	15	0.75	9	0.45	6	0.60	8	0.40	7	0.35	3	0.30	28	1.40	16	0.80	7	0.70

Subject	Variable	Task 2 (A)						Task 2 (B)						Total		Total		Total	
		Ph V (20)		Pre V (20)		Ph-Pre V (10)		Ph V (20)		Pre V (20)		Ph-Pre V (10)		N	Pc	N	Pc	N	Pc
		No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc						
14		9	0.45	10	0.50	7	0.70	9	0.45	8	0.40	2	0.20	18	0.90	18	0.90	6	0.60
15		10	0.50	11	0.55	8	0.80	8	0.40	9	0.45	4	0.40	18	0.90	20	1.00	6	0.60
16		7	0.35	8	0.40	4	0.40	8	0.40	11	0.55	5	0.50	21	1.05	23	1.15	9	0.90
17		8	0.40	9	0.45	4	0.40	6	0.60	8	0.40	6	0.60	18	0.90	25	1.25	12	1.20
18		9	0.45	14	0.70	3	0.30	7	0.35	8	0.40	6	0.60	23	1.15	26	1.30	13	1.30
19		7	0.35	15	0.50	2	0.20	9	0.45	9	0.45	6	0.60	16	0.80	24	1.20	14	1.40
20		8	0.40	9	0.45	4	0.40	7	0.35	6	0.60	5	0.50	20	1.00	22	1.10	11	1.10
21		6	0.30	8	0.40	6	0.60	6	0.30	7	0.35	4	0.40	7	0.85	23	1.15	10	1.00
22		10	0.50	6	0.30	6	0.60	7	0.35	11	0.55	3	0.30	23	1.15	17	0.85	9	0.90
23		13	0.65	10	0.50	8	0.80	11	0.55	11	0.55	4	0.40	23	1.15	21	1.05	12	1.20
24		12	0.60	14	0.20	4	0.40	12	0.60	9	0.45	3	0.30	24	1.2	23	1.15	7	0.70
25		17	0.85	16	0.80	6	0.60	9	0.45	10	0.50	2	0.20	26	1.3	26	1.3	8	0.80
26		10	0.50	12	0.60	6	0.60	6	0.60	4	0.20	4	0.40	31	1.55	16	0.80	10	1.00
27		14	0.20	13	0.65	7	0.20	7	0.35	10	0.50	3	0.30	21	1.05	23	1.15	10	1.00
28		13	0.65	14	0.20	5	0.50	9	0.45	9	0.45	5	0.50	22	1.10	23	1.15	10	1.00

Task 2 (A)								Task 2 (B)						Total		Total		Total	
Subject	Variable	Ph V (20)		Pre V (20)		Ph-Pre V (10)		Ph V (20)		Pre V (20)		Ph-Pre V (10)		N	Pc	N	Pc	N	Pc
		No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc						
29		9	0.45	9	0.45	5	0.50	12	0.60	11	0.55	6	0.60	21	1.05	20	1.00	11	1.10
30		6	0.30	10	0.50	4	0.40	11	0.55	9	0.45	4	0.40	17	0.85	22	1.10	8	0.80
31		7	0.35	7	0.35	3	0.30	12	0.60	10	0.50	5	0.50	19	0.95	17	0.85	8	0.80
32		13	0.65	9	0.45	2	0.20	9	0.45	9	0.45	4	0.40	26	1.30	18	0.90	6	0.60
33		12	0.60	9	0.45	4	0.40	8	0.40	6	0.30	3	0.30	26	1.30	15	0.75	7	0.70
34		14	0.70	10	0.50	5	0.50	5	0.25	7	0.35	2	0.20	19	0.95	17	0.85	7	0.70
35		11	0.55	14	0.70	5	0.50	7	0.35	7	0.35	5	0.50	23	1.15	21	1.05	10	1.00
36		8	0.40	15	0.75	6	0.60	7	0.35	9	0.45	6	0.60	21	1.05	24	1.20	12	1.20
37		9	0.45	16	0.80	4	0.40	9	0.45	8	0.40	7	0.70	18	0.90	28	1.40	11	1.10
38		8	0.40	13	0.65	2	0.20	8	0.40	7	0.35	5	0.50	16	0.80	25	1.25	7	0.70
39		6	0.30	12	0.60	3	0.30	7	0.35	8	0.40	6	0.60	13	0.65	23	1.15	9	0.90
40		6	0.30	10	0.50	2	0.20	9	0.45	13	0.65	7	0.70	15	0.75	23	1.15	9	0.90
41		7	0.35	11	0.55	6	0.60	8	0.40	9	0.45	4	0.40	15	0.75	26	1.30	10	1.00
42		8	0.40	9	0.45	4	0.40	8	0.40	6	0.60	5	0.50	22	1.10	15	0.75	9	0.90
43		9	0.45	8	0.40	5	0.50	8	0.40	7	0.35	4	0.40	21	1.05	15	0.75	9	0.90

Subject	Variable	Task 2 (A)						Task 2 (B)						Total		Total		Total	
		Ph V (20)		Pre V (20)		Ph-Pre V (10)		Ph V (20)		Pre V (20)		Ph-Pre V (10)		N	Pc	N	Pc	N	Pc
		No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc	No. of Correct Responses	Pc						
44		10	0.50	11	0.55	6	0.60	13	0.65	10	0.50	5	0.50	23	1.15	21	1.05	13	1.30
45		12	0.60	12	0.60	7	0.70	11	0.55	9	0.45	6	0.60	23	1.15	21	1.05	13	1.30
46		14	0.70	13	0.65	7	0.70	8	0.40	8	0.40	6	0.60	22	1.10	21	1.05	12	1.20
47		15	0.75	14	0.70	8	0.80	9	0.45	6	0.30	4	0.40	25	1.25	20	1.00	11	1.10
48		13	0.65	16	0.80	6	0.60	6	0.30	9	0.45	5	0.50	19	0.95	28	1.40	11	1.10
49		12	0.60	12	0.60	7	0.70	7	0.35	9	0.45	3	0.30	19	0.95	21	1.05	11	1.10
50		11	0.55	10	0.50	8	0.80	11	0.55	9	0.45	2	0.20	22	1.10	24	1.20	10	1.00

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We certify that this thesis entitled “The Iraqi EFL Learners' Use of Phrasal Verbs: Problems and Solutions” by Baan Shihab Ahmed was prepared under our supervision at the University of Diyala in partial fulfilment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

Signature:
Name: Prof.
Dr. Abdul Latif Al-Jumaily

Signature:
Name: Asst. Prof.
Dr. Ilham Namiq Al-Khalidi

In view of the available recommendation I forward this thesis for debate by the examining committee.

Signature:
Name:
Date: / /2006

We certify that we have read this thesis entitled “The Iraqi EFL Learners' Use of Phrasal Verbs: Problems and Solutions” by Baan Shihab Ahmed and as an Examining Committee examined the student in its content, and in our opinion it is adequate as a thesis for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

Signature:
Name:
Member

Signature:
Name:
Member

Signature:
Name:
Chairman

Approved by the Council of the College of Education/ University of Diyala.

Signature:
Name:
Dean of the College of Education/
University of Diyala
Date: / /2006

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ABSTRACT

One of the most important characteristics of the English verb is that it can combine with prepositions and adverb particles, resulting in phrasal verbs, prepositional verbs and phrasal–prepositional verbs. Phrasal verbs represent an essential part of the English verb system; they certainly contribute to colloquial ease and fluency which is clearly a great asset.

English Ph Vs create special problems for native language learners partly because they are many and partly because the combination of verb particle seems so often completely random. It is believed that these difficulties are sometimes increased by the way in which these verbs are presented in course-books or by the teachers telling their students that they have to learn them by heart.

The present study aims at

1-investigating the Iraqi EFL learners' ability to recognize and produce phrasal verbs from the verb followed by prepositions.

2- Identifying areas of difficulty in the assignment of particles to Ph Vs.

3- Suggesting remedial treatment for the alleviation of these difficulties.

To conduct the study and to fulfill its aims the following hypothesis is posed:

Iraqi EFL learners fail to master the recognition and production of phrasal verbs, prepositional verbs and phrasal prepositional verbs.

To achieve the aims and investigate the hypothesis the researcher has adopted a number of measures among which is to construct a test of two tasks, i.e., recognition and production tasks.

The test is administered to (50) students of the Department of English at the College of Education/ University of Diyala for the academic year 2004 – 2005.

Steps are taken and relevant statistical treatments are used to secure the validity and reliability of the tool and jury members are consulted to ensure face and content validity of the test.

Test reliability is computed through using split-half method.

To analyse the obtained data certain statistical methods are used, namely, t-test formula for one sample, analysis of variance: one-way classification (ANOVA), Pearson Product Moment Correlation Coefficient, Spearman Brown formula and percentages.

The following are some of the results of the data analysis:-

1- The topic of the study has proved to be generally difficult for the subjects to master whether at the level of recognition or production. Even though the subjects perform better on the recognition task, no statistically significant difference between the two tasks is found out.

2- ANOVA results show that there are no statistically significant differences among the results of the three variants of linguistic structure.

The conclusion indicates that,the subjects of this study perform better on the recognition task than they do on the production task.

On the basis of the findings relevant pedagogical implications are drawn, remedial exercises are provided and suggestions for further research are put forward.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
Ph V(s)	Phrasal Verb(s)
Pre V(s)	Prepositional Verb(s)
Ph-pre V(s)	Phrasal-prepositional Verb(s)
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language

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APPENDIX ONE

THE TEST GIVEN TO THE JURY

APPENDIX ONE

THE TEST GIVEN TO THE JURY

Department of Education and Psychology
Higher Studies
College of Education
University of Diyala

Dear Sir,

The researcher intends to carry out an M.A. thesis that aims at

(1) investigating the Iraqi EFL learners ability to recognize and produce phrasal verbs from verbs followed by prepositions
(2) identifying areas of difficulties in the assignment of particles to phrasal verbs
(3) suggesting remedial treatment for the alleviation of these difficulties

The main objectives of the test are to verify the hypothesis that EFL learners fail to distinguish phrasal verbs from prepositional verbs.

To achieve this aim, an achievement test has been constructed by the researcher to measure the student's proficiency at both levels: recognition and production in the area of phrasal verbs and prepositional verbs and will be administered to the fourth year college students of the English Department/Diyala University for the academic year 2004-2005. The test involves a corpus of verbs chosen from the subjects' test books in the previous two years of study.

You are kindly requested to go through the test and give your appreciated opinion and comments on the suitability of the test

items for achieving the purpose outlined above and as pointed out below:-

I. The test is:
   A. valid and suitable
   B. somehow suitable and valid
   C. not suitable and not valid, for the following reasons:
      1.
      2.
      3.
      4.

II. I suggest
   1.
   2.
   3.

III. Sections that need to be modified and how.
   1.
   2.
   3.
   4.

IV. Any additional comments

Thank you in advance for your assistance.

Yours Sincerely,
M.A. Candidate
Ban Sh. Ahmed

Q1: Between the brackets after each sentence write (Ph V) if it contains a phrasal verb or (Pre V) if it contains a prepositional verb or (Ph-Pre V) if it contains phrasal-prepositional verb.

1. The little girl takes after her mother.
2. He looked at the timetable.
3. In the end he made up his mind to go by train.
4. I'm sorry, but I don't know what that word means. I'll have to look it up.
5. That's exactly what I'm hoping for.
6. They called early on his friend.
7. We shall attend to the baby in your absence.
8. We used up all the eggs when we made the cake.
9. I can not put up with her interference any longer.
10. We ran across the road.
11. Switch the light off.
12. Children ought to look up to their teacher.
13. She climbed up the ladder.
14. She finally caught on and realized it was all a joke.
15. I expect you to stand up for me at the meeting.
16. I can not make out what you mean.
17. He was surprised at her remarks.
18. We went away from the door.
19. That music is too loud! Turn it down.
20. Don't let me disturb you. Carry on with what you're doing.
21. They look down on her because of her poor clothes.
22. Visitors didn't walk over the lawn.
23. I hate to break in on their conversation, but it's time to go.
24. He was standing by his brother.
25. The thief broke into the office and stole the plans.
26. You must face up to your responsibilities.
27. The plane has taken off.
28. Go into the platform.
29. You must make up for lost time.
30. I rushed out of the house.
31. You must cut down on cigarettes.
32. Cheer up! Things can't be that bad.
33. The train passed over the bridge.
34. Thieves managed to get away with most of her jewelry.
35. We will set up new unit.
36. They call off the match because the weather was so bad.

37. Some one ran behind the goal-pasta.
38. We depend on you.
39. They were singing on the bus.
40. You've nearly finished, don't give in now.
41. They have fenced off their garden to keep dogs out.
42. They went on talking as if nothing had happened.
43. Tim fell onto the floor.
44. He was born in Iraq.
45. Look out! He has got a gun.
46. Prices have gone up by five percent this year.
47. The girl tried to show off and impress everyone with her dancing.
48. The tank blew up.
49. This book deals with grammar.
50. He asks for his stolen book.

Q2: Fill in the blanks with a suitable particle or preposition to form a verb and state whether the resulting construction is a phrasal verb or prepositional verb or phrasal-prepositional verb.

1. He went _____ the dining room.
2. Where can you find the money? Don't worry _____ that.
3. Let us carry _____ our original plan.
4. This photo brings _____ memories of my childhood.
5. We argued _____ who would pay for dinner.
6. The defeated enemy fell _____.
7. She insists _____ paying the bill.
8. They advised me _____ my car.
9. Get _____ early.
10. He puts up _____ a lot of teasing.
11. Children should stay _____ from dogs.
12. Find _____ whether they are coming or not.
13. Drink _____ your milk quickly.
14. The student laughed _____ the funny joke
15. Look that word _____ in the dictionary.
16. She walked out _____ her husband because he was drunk.
17. We have run out _____ butter so I'll use margarine instead.
18. Don't leave _____ anything important.
19. He's turned _____ an excellent job.
20. Don't sit _____ that chair.
21. I fell _____ the river.
22. We talked _____ the accident/
23. The boy refers _____ his father.
24. Please, fill _____ this from quickly.
25. Try to cut down _____ the amount of fat you eat everyday.
26. Don't be afraid to stand up _____ your rights as a citizen.
27. One cleaner turns _____ an hour late today.
28. I agree _____ my father in this decision.
29. He invested his money _____ property.
30. We are all looking forward _____ your party on Saturday.
31. The plane left _____ time exactly at 9:30 as the schedule indicates.
32. October war broke _____ in the 1973.
33. He carried _____ the order of his teacher.
34. Which shelf did you put the parcel _____ ?
35. People are talking _____ her all over the town.
36. Mr. Tidy took _____ his coat because of the hot weather.
37. I will look carefully _____ the children.

38. I really looked up _____ my drama teacher. She was my inspiration.
39. I've got a bad cold. You'd better keep away _____ me.
40. Her grandmother brought her _____ from the age of five.
41. The lamp is hung _____ the door.
43. The clouds are drifting away and the weather is clearing _____.
44. They splashed water _____ me.
45. He works hard because he feels he has to catch up _____ the other people in the office.
46. Seeing the snake, he draws _____ in horror.
47. We have sent _____ invitations to all the guests.
48. Be careful. Don't run _____ that child by your car.
49. Try to pick _____ the smaller tomatoes. They are sweeter.
50. Every summer she returns _____ her childhood home.

APPENDIX TWO

THE TEST GIVEN TO THE PUPILS

APPENDIX TWO

THE TEST GIVEN TO THE STUDENTS

Q1: Between the brackets after each sentence write (Ph V) if it contains a phrasal verb or (Pre V) if it contains a prepositional verb or (Ph-Pre V) if it contains phrasal-prepositional verb.

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CHAPTER ONE

INTRODUCTION

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1.1 The Statement of the Problem and its Significance

One of the most important characteristics of the English verb is that it can combine with prepositions and adverb particles, resulting in phrasal verbs, (henceforth Ph Vs), prepositional verbs,(henceforth Pre Vs), or phrasal-prepositional verbs, henceforth (Ph-Pre Vs). Ph Vs represent an essential part of the English verb system.

These constructions are useful for expanding learners' vocabulary by formulating new verbs that assume new meaning. "Used appropriately and accurately, Ph Vs certainly contribute to colloquial ease and fluency which is clearly a great asset" (Grains and Redman, 1986:35). Ph Vs can cause anxiety for learners and teachers alike. Apart from resolving the problem of meaning and grammar, there is the difficult question of when it is appropriate to use them (internet).

McArther (1975:5) asserts that there can be no fluency in modern English—particularly spoken English—without a good knowledge of these verbs. Frequent use of Ph Vs, i.e., verb + particle combinations is a common feature of everyday English. They are found in both spoken and written English. However they tend to be

informal; English people learn phrasal verbs better than any other aspect of the language because they use them more frequently than anything else. In this respect McArthur and Beryl (1974:6) maintain that Ph Vs still function as part of the familiar, informal stream of English vocabulary and that they are frequently used in preference of verbs of classical origin which have similar meanings but unsuitable overtones of formality or difficulty.

English Ph Vs create special problems for native language learners partly because they are many and partly because the combination of verb + particle seems so often completely random. It is believed that these difficulties are sometimes increased by the way in which these verbs are presented in course books or by the teachers telling their students that they have to learn them by heart.

Since even English people sometimes behold serious difficulties when they deal with phrasal verbs especially in recognition of Ph Vs and Pre Vs and their production, it is quite natural that EFL learners find difficulty when dealing with this type of verbs. One verb may combine with one or more particle or preposition to give Pre Vs or Ph Vs or Ph-Pre Vs. One verb may give more than one meaning (e.g., *The man broke down under police interrogation* or / *broke the chapter down into smaller units*). The meaning of a Ph V is not the same as the independent meaning of the verb and the particle(s) (Parrot, 200:100).

Therefore, the problem of this study stems from the actual difficulty inherent in the use of Ph Vs and Pre Vs and Ph-Pre Vs, a difficulty which to the best of our knowledge has not yet been investigated deeply.

The significance of this problem lies in its probability of filling a gap in the information concerning the problems of teaching

English in Iraq in general and the problems the learners face in the identification of the Ph Vs, Pre Vs and Ph-Pre Vs.

1.2 Aims of the Study

This study aims at:

1. Investigating the Iraqi EFL learners' ability to recognize and produce Ph Vs from verbs followed by preposition, i.e., Pre Vs and Ph-Pre Vs.
2. Identifying areas of difficulty in the assignment of particles to Ph Vs.
3. Suggesting remedial treatment for the alleviation of these difficulties.

1.3 Hypothesis

It is hypothesized that EFL learners fail to master the recognition and production of Ph Vs, Pre Vs and Ph-Pre Vs.

1.4 Limits

1. The present study is limited to the fourth year college students of the Department of English / University of Diyala for the academic year 2004/2005.
2. The verbs involved are a corpus of verbs chosen from the subjects' curriculum in the previous four years of study.

1.5 Procedures

To conduct the study, the following procedures are followed:

1. A random sample of the fourth year college students of the Department of English / University of Diyala is selected.

2. Reviewing literature related to the topic under study.
3. Constructing an achievement test to investigate the performance of Ph Vs and Pre Vs by the sample of the study in this area at both recognition and production levels.
4. Using suitable statistical methods for processing data.
5. Drawing conclusions and putting forward a number of recommendations including suggested remedial work.

1.6 Value of the Study

This study is expected to be of great value for both teachers and learners. As far as teachers are concerned, the study is valuable on the grounds that they should train their students to understand the meanings of phrasal verbs and to use them correctly in speech and writing as they assume new meanings. The study is useful for students on the bases that they should have the ability to grasp the meanings of Ph Vs. They should also master their use.

It is also hoped that the present study will point to possible deficiencies in Iraqi EFL students' performance in mastering Ph Vs, Pre Vs and Ph-Pre Vs and will be of value to all those involved in the teaching of English in Iraq.

1.7 Definition of Basic Terms

To shed light on the terminologies used it is important to present the definitions of the following basic terms as they are used in this study.

1.7.1 Difficulties

Littre (1962:54) defines difficulty as any obstacle that

prevents achieving certain objectives and incentive the challenge and require a great deal of effort and thinking (as cited in Khursheed, 1995:38).

1.7.2 Phrasal Verb (Ph V)

Having reviewed a number of definitions presented by different grammarians, it has been found, that there is no consensus concerning the definition of Ph V.

According to Sinclair (1972:261) a Ph V is a grammatical and semantic association between a verb and an adverb. The verb precedes its particle.

Parrot (2000:108) defines a Ph V as an inseparable single unit of meaning. This unit is made up of a verb plus a particle.

Singh (1997:1) defines it as a verb which combines with a preposition or with an adverbial particle, to form a phrase which has a meaning of its own, distinct from that of separate words.

The Operational Definition of Ph Vs refers to all of these which are pertinent to the definition of Ph V in this study.

1.7.3 Prepositional Verb (Pre V)

A prepositional verb is the combination of a verb plus a preposition (Adams, 1973:9).

1.7.4 Particles

Particles are small words which are already known as prepositions or adverbs (McCarthy and O'Dell, 2004:5).

A particles also can be defined as a word, usually uninflected and invariable, used to indicate syntactical relationships (Pie and Gaynor, 1960:161).

1.7.5 Phrasal-Prepositional Verb (Ph-Pre V)

It is a verbal construction that consists of a verb, an adverbial particle and preposition (Richards et al., 1985:217).

All the three types of verbs defined above present seemingly a special class of the English verb system. "Nowadays, the term phrasal verb is often used to include Ph Vs, Pre Vs, and Ph-Pre Vs" (Ipid:218). However a Ph V, in this study, is going to be restricted to the first type of such verbs, namely that in 1.7.2 above.

CHAPTER TWO
THE THEORETICAL
OF THE STUDY

CHAPTER TWO
THE THEORETICAL BACKGROUND OF THE STUDY

2.1 The Nature of Verb + Particle Combination

It is common in English to place an adverb or preposition after certain verbs so as to obtain a new verb with a variety of meanings such as: put up, give in, turn off, turn on, cater to, catch up with, call for, run out of, look down on, go into, make up, make for, let down, carry away, look after, … etc. It is clear that these constructions consist of two and sometimes three elements. "The neutral designation particle is used to refer to the second element that follows the lexical verb (Quirk et al., 1985:1150).

Particles can be divided into three interrelated sets according to their function:

1. Particles that are always used as prepositions: at, upon, into, of, from, against, with … etc.
2. Particles that are always used as adverbs: aside, away, back, forward(s), … etc.
3. Particles that are used either as prepositions or adverbs: down, in, off, on, across, after, along, by, under, up, through, over, … etc.

(Ibid.:1151)

The particle included in the third group, which has the tendency to function as both prepositions and adverbs, came to be known as "prepositional adverbs" (Bolinger, 1971:54) for instance, in the sentence:

He came across them (met by chance).

the particle *across* has prepositional function while in:

He put across his message well (explained clearly).

across has an adverbial function.

Grammarians are in sharp disagreement concerning the definition though they all subscribe that these combinations constitute semantic and/or syntactic units that should be studied and learnt as individual lexical items. This means that "the particle in these combinations is an integral part of the verb it goes with" (Wallace, 1982:121).

In fact it has been recognized that there are four types of verb + particle combinations. These can briefly be enumerated as follows:

1. Verbs that are attached to certain prepositions such as: wait for, attend to, depend on, revenge upon, apply for, compete with, think about, … etc. These verbs which are intransitive, and which therefore cannot take an object of their own are followed by a preposition and its object. The preposition is used to introduce a phrase and it shouldn't be omitted; otherwise the sentence will be incorrect (Wood, 1965:61).

Compare:

You attend meetings (be present).

You attend to your business (give care to).

The government imposes taxes (place a tax).

You mustn't impose yourself on other people (force yourself on somebody).

2. Combinations in which the particle does not affect the meaning of the verb, i.e., it does not add to the meaning of the verb. To put in other words "the particles are not structurally necessary, and the verbs do not have different meanings without them. The function of the particle is sometimes to emphasize the completion of the verbs "meaning" (Sinclair, 1972:146) such as: tide up, eat up, drink up, finish up, clean up, etc.

One striking example of such verbs has been given by Side (1990:146) who states that in some examples the particle adds little to the communicative value of the verb and that the sentence:

You can hang your coat here.

is only marginally different from:

You can hang your coat up here.

But this is not to say that *up* is totally irrelevant, it still carries some meaning.

3. A number of these constructions convey that the meaning of their individual elements or as Meyer (1975:4) says the meaning of the two elements combined is a plus over the meaning of the verb by itself, e.g., go away, put aside, ask for, get up, go down, write down, point out, take away, call for, … etc.

4. There are also combinations the meaning of which can not be understood from their constituents. "The total meaning of the combination may bear no relationship to the meaning of the individual words of the combination" (Seidl and McMordie, 1988:101). Examples of this sort are numerous in English, some of which are: give in, take off, go into, look after, put up, make up, show off, catch on, etc.

The present study is intended to take them all into consideration.

2.2 Definition of Phrasal Verbs (Ph Vs)

Despite the fact that these constructions represent an essential part of the English verb system, no precise or definite definition can be found. Besides, different terminologies have been observed in the study of these constructions which have been, up to this date, a subject of confusion.

Graver (1963:127) simply employs the term "Ph Vs" to denote a verb used with an adverbial or prepositional particle to form a group whose meaning is, in many cases, independent of the separate elements that constitute it. Grains and Redman (1986:62) use the term "phrasal verbs" to refer to verb and adverbial particle combinations. According to Palmer (1974:213) verb + particle combinations are considered to be "compound verbs" which are, as he suggests, close-knit grammatical units. He also states that a compound verb can further be classified either as a "Pre V" or a "Ph V" depending on whether the particle is identified as a preposition or as an adverb respectively. While Quirk et al. (1985:1150) study these combinations under the heading "multi-word verbs" as they

consist of combinations of verbs with one, and sometimes more than one, particle. To them particles are morphologically invariable and they actually belong to two distinct but overlapping categories, that of prepositions and that of spatial adverbs. Accordingly expressions like *drink up*, *dispose of* and *get away with* have been studied under three major distinct types of Ph V, Pre V Ph-Pre V respectively. They also reinforce that these verbs are units which behave to some extent either lexically or syntactically as single verbs.

According to McArthur and Beryl (1974:5) Ph Vs are combinations of simple, monosyllabic verbs and members of a set of particles, this type of verb may have the meaning which is simply the sum of its parts, but may also have the meaning which bears little apparent relation to these parts. They also assert that the same particle can serve as a preposition or adverb. This admittedly explains the necessity to include construction of verb + preposition in the treatment of Ph Vs.

As Crystal (1985:233) states "a Ph V consists of a verb and a sequence of lexical element plus one or more particles (cf. also, Flouer, 1993:7). It represents a grammatical and semantic association between a verb and an adverb." Radford (1988:10) defines a Ph V as a constituent of the particle and the verb together not with the following noun phrase the particle + NP sequence does not form a phrasal constituent, it can not therefore be proposed for emphasis.

Quirk and Greenbaum (1990:336) further elaborate on the definition a neutral designation for the overlapping categories of adverb and preposition that are used in such combination, in Ph Vs the particle is an adverb.

Parrot (2000:108) adds to Crystal's definition above by defining particles as words that one uses as an adverb and/or preposition in other context.

On the whole recent studies in the field of applied linguistics apparently reinforce the comprehensiveness of this latter definition. For instance one of the findings arrived at by McCarthy and O'Dell (2004:6) is that the term (Ph V) is the most appropriate technical term that can be referred to verb and particle, particles are small words which are already known as prepositions or adverbs. Ph V is used in this study as convenient term encompassing within its definition the various kinds of verb-particle constructions mentioned earlier.

2.3 Types of Verbs – Particle Constructions

This study is based on the scheme of verb categories presented by Quirk and Greenbaum (1973:347), they identify three basic types of verb + particle combinations(see table 1). They are as follows:

Type I: Ph Vs
Type II: Pre Vs
Type III: Ph-Pre Vs

2.3.1 Type I (Ph Vs)

Quirk and Greenbaum (1973:347) see the Ph Vs as a combination of verb with adverbial particles. Some of these combinations are intransitive:

e.g., **He broke off as I came into the room (stopped talking).**

Selma likes to show off (boast).

The verb can also combine with prepositional adverbs which function like prepositional phrases.

A verb + prepositional adverb is mostly used with intransitive verbs when the particle behave as a preposition without an object, as in:

e.g., **They walked past (the river)**.

She ran across (the street).

(Leech and Svartvik, 1975:263)

These verbs are non-idiomatic and according to Quirk et al. (1985:452), they are considered to be free combination like regular verbs, many verbs + adverbial particle combinations take an object and thereby are transitive.

e.g., **I can't make out your writing (read)**.

Could you fill in this form (complete).

They found out the truth (discovered).

It has been illustrated that some verb + adverbial combinations such as *give in*, *drink up*, and *walk up*, can be either transitive or intransitive, for example in some cases as in *give in* there is a substantial difference in meaning while in others as in *blow up* there is not. (Quirk et al., 1985, 1985)

e.g., **I've given in my resignation (vt handed over).**

The manager gave in to the request of the workers (vi acceded).

They may have blown up the bridge (vt exploded).

The tank blew up (vi exploded).

It should be kept in mind that when transitive verb + adverbial combinations are followed by a verb object the gerund form of the verb is used. (Thomson and Martinet, 1960:207)

e.g., **He kept on blowing his horn.**

He gave up smoking.

With verb + adverbial combinations that are transitive, the position of the particle is determined by the nature of the object as follows:

1. When the object is a noun, it can usually be placed either before or after the adverb as in:

e.g., **They managed to put out the fire (extinguished).**

They managed to put the fire out.

This means that the two elements can be separated by the Od and that is why these combinations are sometimes called separable Ph Vs.

2. When the object is a personal pronoun, it should be placed between the verb and its particle as in:

e.g., **You can count me out (exclude).**

Don't let her down (make her disappointed).

3. Very occasionally if attention is being focused on the pronoun for emphasis or contrast, then it may come after the particle, for instance:

e.g., **I told you to call him up (telephone him).**

but I told you to call up him, not her.

(Wallace, 1982:122)

4. If the object is a noun phrase or a noun with a qualifying clause, the particle comes after the verb, so as to avoid too great a separation of the verb and its particle, for illustration:

e.g., **They turned down my offer (rejected).**

or They turned my offer down.

but They turned down the offer I made.

(Graver, 1963:129)

The same thing is true if the intention is that the object should receive.

E.g., **I told you to turn on the light, not the TV**.

It is important to add that a clear distinction should be made between transitive verb + adverbial combinations and regular verbs that are followed by prepositional phrases, for instance if we consider the following two sentences:

E.g., **The wind blew down the valley.**

The wind blew down the tree.

(Stageberg, 1977:226)

We will find that *down* in the former sentence is a regular preposition that introduces an adverbial prepositional phrase of location (down the valley), whereas in the latter represents the second element in the verb + adverbial particle combinations.

However, there could be some sentences that seem to be ambiguous. For instance Thomas (1965:127) argues that the sentence:

E.g., **He has worn his new sweater out**.

could be interpreted in two different ways. Though in both interpretations *out* is an adverb, the sentence is ambiguous since:

I. *Out* could be an adverb of place meaning (outside)

II. *Out* could be an adverbial and a part of the verb *wear out*.

E.g., **He has worn out his sweater**.

2.3.2 Type II (Pre Vs)

This type is called (Pre Vs) and sometimes (inseparable Ph Vs) because the particle behaves like a preposition, i.e., it must precede its object whether noun or pronoun.

e.g., **She takes after her mother (resembles)**.

This type of verbs have particles which are never placed anywhere but immediately after the verb (Graver, 1963:129).

According to Quirk and Greenbaum (1973:350) the verb + preposition combination is considered to be transitive verb with the following complement as its direct object "the complement may become subject of a passive sentence, hence leaving the preposition at the end (Greenbaum and Whitch, 1988:556).

e.g., **We have looked into the problem (investigated)**.

They should go into the problem.

Ali looked at the picture.

He approves of their action.

In these examples, the verb is followed by a particle which is a preposition. The second noun phrase represents the complement of the preposition but not Od. of the verb (Quirk et al., 1985:1155-1156). Two types may be distinguished:

Type 1 (V + prep. + NP) of Pre Vs may be recognized as intransitive by the insertion of the adv. between the verb and the

particle. This can not occur when the noun phrase is a Od. Consider the following:

E.g., **Latif looked disdainfully at the picture.**

Latif examined disdainfully the picture.

(Ibid.)

In Pre Vs like *look at*, *look for*, etc., the verb has a literal use (normal), but has a fixed connection with the preposition, and the combination in V + preposition like *live at* represents a non-idiomatic combination.

A Pre V like *go into* represents an idiomatic combination. The verb and the particle form a semantic unit (Ibid.)

According to Quirk et al. (1985:1155) the lexical verb is followed by a preposition with which it is semantically and/or syntactically associated.

In Pre V type 2 (V + Od + Pre + OP) the verb takes a direct object. It is followed by two noun phrases. The two noun phrases are separated by the preposition. The first noun phrase represents D.O. and the second the prepositional object. We may distinguish three subtypes in this type:

a. The lexical verb and the preposition are separated by the object, yet they constitute an idiomatic combination.

E.g., **He deprived the farmers of his land.**

Zeki plied the young man with food.

The gang robbed her of her necklace.

b. There are two possible constructions for this subtype:

1. The regular passive

E.g., **They have made a mess of the house.**

A mess has been made of the house (regular passive).

2. A less acceptable passive construction in which the prepositional object becomes the passive subject.

   E.g., **Layla takes care of the child.**

   The child is taken care of by Layla.

c. This subtype depends on the idiomatic condition of the Pre V. We cannot separate the D.O. from the verb of the regular passive.

   E.g., **Suddenly we caught sight of the lifeboat.**

   Give way to the traffic on the major road.

(Quirk et al., 1985:1158)

2.3.3 Type III (Ph-Pre Vs)

This category is called Ph-Pre Vs because it consists of an adv. and a pre as particles in addition to the lexical verb. It is restricted to informal English. There are two types of Ph-Pre Vs:

Type 1: V + adv. + prep. + NP

E.g., **Ali had to put up with a lot of tolerance at school**.

Zeki thinks that he can get away with everything.

We are looking forward to your party on Saturday.

Type 2: V + NP + adv. + prep. + NP

This type requires a direct object represented by the first NP above. Among the verbs used here are: *put*, *take*, *let*, *fix*.

E.g., **The headmaster fobbed me off with a good camera.**

Our success can be put down to careful planning.

(Quirk et al., 1985:1160)

Singh (1997:1) states four types of Ph. Vs. They are as follows:

1. Transitive and Intransitive Ph Vs
2. Separable Ph Vs, i.e., may be separated by an object
3. Inseparable Ph Vs, i.e., can never be separated by an object
4. Three-word Ph Vs

The same assumption above was adopted by Larsen-Freeman and Celce-Murcia (1999:427).

Parrot (2000:109) shows the main types of multiword verbs:

Type 1: No object (intransitive), i.e., they do not take a direct object.

e.g., **We got up early**.

Type 2: Object (transitive) inseparable, i.e., they need a direct object and this cannot go between the verb and the particle.

e.g., **She asks me look after her child**.

* **She asks me to look her child after**.

Type 3: Transitive separable, i.e., they need a direct object and this can go between the verb and the particle.

e.g., **Can you put my parents up if they come**?

The object can also be put after the particle.

e.g., **Put up my parents**.

However, if the object is a pronoun we have to put it between the verb and the particle.

e.g., **Put them up**.

Type 4: Object (transitive) with two particles (the particle are inseparable).

Types 1 and 3multi-word verbs are known as Ph Vs and their particles are classified as adverbs. Type 2 multiword verbs are known as Pre Vs and their particles are prepositions, Type 4 multiword verbs are Ph-Pre Vs, the first particle is an adverb and the second is a preposition.

Other types of multiword verbs have to be separated by an object even if this is not a pronoun.

e.g., **He knocked his children about, not he knocked about ….** .

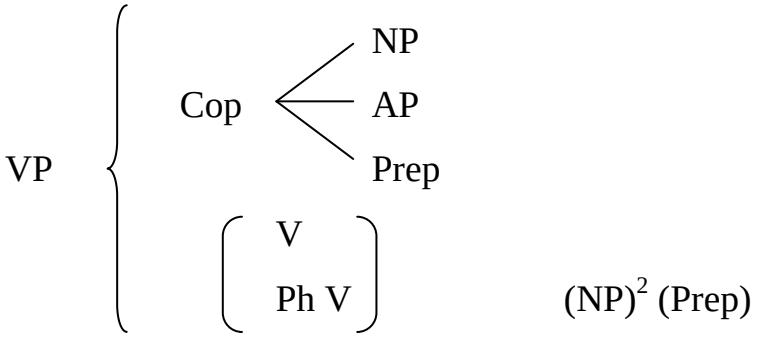
The object of some multiword verbs can only be (it).

e.g., **We both sulked for ages but in the end we had it out and now we've made it up**.

2.4 Syntactic Features of Ph Vs

According Vestergaard (1975: 151), a Ph V is made up of two (or more) parts that function as a single verb. Ph Vs are sometimes called two-word verbs because they usually consist of a verb plus a second word, the latter often referred to as an adverb. The second part is a particle which has a close association with the verb.

To be able to analyze a sentence with a Ph V we need to refine our phrase structure rule for the VP by generating a Ph V as an alterative to V.



The Ph V category is then expanded in phrase structure rule as verb and particle (part):

PV ⟶ V ((part))

(Larsen-Freeman and Celce-murcia, 1999:426)

The syntactic similarity of Ph V, can be seen in their acceptance of:

(1) Passivization:

e.g., **The man was called up**.

In the passive, these verbs behave identically with single-word transitive verb.

e.g., **The man was called**.

(2) Pronominal Question Form:

The question of these verbs are formed-with (who (m)) for personal and with (what) for non-personal objects.

e.g., **Who (m) did John called up?**

(3) Adverbial Question Form:

The prepositional phrase of the second set has adverbial function, and question forms with (where, when, how, etc.)

e.g., **Where did John call from?**

(phrasal verb and prepositional verb)

Like single-word verbs, Ph Vs can be transitive:

e.g., **1: Harold turned on the radio.**

2: He called off the meeting.

Ph Vs can also be intransitive:

e.g., **1: My car broke down.**

2: He really took off.

Of course, just as some regular ergative or change-of-state verbs (eg, open, increase) may be either transitive or intransitive depending on the role of the agent, some Ph Vs can have this dual function, too, for example:

e.g., **An arsonist burned down the hotel (transitive).**

The hotel burned down (intransitive).

(Larsen-Freeman and Celce-murcia, 1999:427)

2.5 Uses of Ph Vs

Leech and Svartvik (1999:1155) explain the question of register. Ph Vs are common in informal registers, although not absent from formal discourse (Cornell, 1995 as cited in Larsen-Freeman and Celec-Murica, 1999:454), so that many English speakers prefer Ph Vs such as put off, call off and show up to their Latinate counterparts (postpone, cancel and arrive).

Another use of the term register refers to the social activity in which the language is being used and what is being talked about. Certain Ph Vs are associated to a certain field for which there are no concise alternative, for example the verb (check out) will likely be understood to mean check out of hotel room. So, the use of Ph Vs in such context will give the precise meaning and it would be difficult to describe the same action using another verb. A paraphrase of (check out), in this context might be that “upon leaving a hotel, I have to go to the

front desk, give the clerk my key". Conversely, airline personnel often favor Latinate verbs over phrasal verbs, perhaps to assist nonnative speakers of English comprehend announcements, for instance, in the days when cigarette smoking was permitted on all airplanes, passengers were requested to "extinguish all smoking material" prior to landing, rather than the more common "put out your cigarette". Thus, the field-specific use of the term register is pertinent in explaining the use or non-use of Ph Vs in certain context (Larsen-Freeman and Celec-Murica, 1999: 454).

2.6 Syntactic Features of Prepositional Verbs

Leech (1994:340) and Vestergaard(1977:65)show that Pre Vs can be turned into the passive changing the prepositional object into the subject of the clauses, the Pre Vs are commonly (stranded) at the end of the sentence (Ibid.:338).

e.g., **That is exactly what I'm hoping for**.

Only Pre Vs allow an adverb to be placed between the verb and the preposition.

e.g., **They called early on their friends.**

They called early up our friends.

Quirk (1957:27) illustrates that (in) is a preposition if it governs an NP (eg. In the same class). The same word has similar meaning but fits into a different pattern in (the head master came in), there (in) does not govern any NP and in that case we call it an (Adverb particle) or (Prepositional adverb). Some words like (in) and (on) can be either preposition or adverb particle. Some like *into,*

onto are only preposition, others like *away back*, etc., function as adverb particles only.

Pre Vs accept the pronominal question form, the question of these verbs are formed with who (m) for personal objects and with what for non-personal objects.

e.g., **What did John look for?**

(Ph V and Pre V)

There are good reasons for arguing that even an idiomatic case like (He called on the dean) contains a phrase boundary between the verb and the particle:

(1) The whole prepositional phrase may be fronted, e.g., in questions.

e.g., **On whom did he call?**

(2) An adverb can be inserted between the verb and the particle.

e.g., **He called expectedly on the dean.**

(3) The prepositional phrase can be isolated in other constructions; e.g., (optionally) in response, in coordinate counteractions, or in comparative constructions:

A: { on whom did he call? / who(m) did he call on? } B: (on) his / mother

e.g., **Did he call on the dean or (on) his friend?**

He calls on the dean more often than (on) his friend.

(Quirk et.al., 1985:1163)

2.7 Differences between Ph Vs and Pre Vs

According to Quirk, et.al.,(1985:1163) Ph and Pre Vs display certain phonological and syntactic differences as stated below:

(1) Phonological Differences

The particle in Ph Vs is normally stressed and, in final position bears the nuclear tone, whereas the particle of Pre Vs is normally unstressed and has the (tail) of the nuclear tone on the lexical verb.

e.g., **He called' up the man.**

The man was called ÙP.

He 'called on the man.

The man was CALLED on.

(2) Syntactic Differences:

A particular word can behave as a preposition in some contexts and a particle in others. Despite the overlap, there is reason to try to arrive at a common understanding of what distinguishes its prepositional use from that of its particle use in a Ph V. The particle of a Ph V can often stand either before or after the noun, whereas it can only stand after a personal pronoun as it was stated above.

Syntactic tests have been applied (adapted from O'Dowd, 1994:195, as cited in Larsen-Freeman and Celec-Murica (1999: 429).

Only prepositions (not the particles) allow:

(1) Adverb insertion:

An adverb can be placed between the verb and the particle.

e.g., **I'll look carefully after the children**.

(2) Phrase fronting:

e.g., **Up the hill John ran.**

*__Up the bill John ran__.

(3) The accent is on the verb, not on the particle:

e.g., I'll '*Look* after the children.

(4) If the object, (substantive) is substituted by a pronoun, it must be placed after the particle.

e.g., I'll 'Look after *them*.

(5) Wh-fronting:

e.g., **About what does he write?**

*__Up what does he write?__

(6) The particle can be placed before a relative pronoun.

Only particles in separable Ph Vs (not prepositions) allow:

(1) Passivization:

e.g., **The light was turned off.**

*__The road was turned off__.

(2) Verb substitution:

e.g., **The light was extinguished.**

(=the light was turned off)

(3) NP insertion:

e.g., **We turned the light off.**

*__We turned the road off.__

(4) The particle can not be placed before the relative pronoun.

e.g., *__The trousers *on* which I put.__

(5) The pronoun (object) must be placed between the verb and the particle, it can not be placed after the particle.

e.g., **I'll put *them* on**.

I'll put on *them.

(6) The object (substantive) can be placed between the verb and the particle when the verb is Ph verb.

e.g., **I'll put *my trousers* on**.

(7) It is not grammatically acceptable to include an adverb between the verb and the particle.

e.g.,* **I'll put *carefully* on my trousers**.

2.8 Semantic Criteria for Idiomatic Combination

A verb and particle can make a semantic unit in the sense that we can replace it with a single verb. For example, *visit* can be used for *call on*, *omit* for *leave out*, *tolerate* for *put up with*.

But this criterion (as Quirk et al., 1985:1162) remark, is not always reliable for two reasons:

1. We have combinations, like *get away with* and *run out of*, which do not have a single verb of the same meaning.
2. There are non-idiomatic combinations, like *go across* (cross), *go past* (pass) which do have such paraphrases.

2.9 Categories of Idiomatic Combination

We can not predict the meaning of an idiom from the meaning of its parts. This is due to the fact that the meaning of the verb or particle in the combination cannot remain constant when the other elements of the idiom undergo substitution. Three main categories of combination may be distinguished:

2.9.1 Highly Idiomatic Combinations

This type is completely idiomatic because we cannot predict the meaning of the unit from the meaning of the separate elements. If we substitute the particle by another particle, the meaning changes:

bring up = rear

come by = acquire

2.9.2 Semi-idiomatic Combinations

In this type, the verb keeps its meaning, and the particle is less easy to separate, i.e., it has a fixed association with the verb like *look at*, *find out*, *look for*, etc. On the contrary, the particle can refer to the meaning of completion, for example :drink up, break up, finished up, use up, etc.

2.9.3 Free (Non-idiomatic) Combinations

In free combination, the verb and the particle have their own meaning. We know the meaning of the two elements from their constancy in possible replacement:

bring	in
take	out
walk	up
run	down

(ibid., 1985:1162, 1163)

2.10 Criteria for Distinguishing Idiomatic and Non-Idiomatic Combination

1. In a Verb + Adv. free combination, the adverb can be given the initial position before the verb with subject-verb inversion where the subject is a noun, or without subject-verb inversion where the subject is a pronoun, whereas this cannot be done in a Ph V.

Out came the sun. Up you come. On we drove in the right.	V + Adv.
* up blew the tank (= explode) * up it blew * out he passed (= fainted)	Ph V

2. Many Pre Vs may have a passive form whereas a verb plus prepositional phrase does not have such a form with some exceptions:

She sent for the cost.
The coat was sent for.

He called on the dean.
The dean was called on.

She came with the coat.
*The coat was come with.

A verb plus prep. phrase may have a passive form, which represents an exception to the above criterion:

He slept in the bed.
The bed was slept in.

3. In Pre Vs, ‘wh-questions’ are formed with the pronouns ‘who’ or ‘whom’ and what (for personal and non-personal question) words ‘where’ ‘when’, ‘how’, ‘why’:

Ali called on her, who(m) did Ali call on?

Notes:

a. This criterion is not clear-cut. We can use the adverb *how* or the pronoun *what* in the following examples:

She died of pneumonia. How did she die?

What did she die of?

b. There are many prepositional phrases in which the wh-question is formed with the pronoun *who(m)* or *what*:

Ali went fishing with his elder brother.

4. The two parts of a Pre V cannot be separated, while a verb plus prepositional phrase can be separated by moving the preposition to the initial position.

She looked after Jasim.
***After whom did she look?**
(look after: Pre V)
Whom did she look after?
She agreed with Ali
With whom did she agree?

(Quirk etal., 1985:1104-1166)

CHAPTER THREE

REVIEW OF PREVIOUS STUDIES

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REVIEW OF PREVIOUS STUDIES

3.1 Preliminaries

This chapter surveys a number of relevant Iraqi and non Iraqi studies in a chronological order. These studies have points of similarity and difference with the present study.

The purpose behind this survey is to provide an overview which allows a comparison between the findings of the present study and those of similar ones.

3.1.1 Andrian, 1988

The purpose of this study was to investigate the inadequacy of traditional treatment of phrasal verbs in language course books where lists of Ph Vs are given, together with a definition and an example for each one. The study assumes that new phrasal verbs can be taught by analogy with previously learned ones.

The sample of learners of this study consists of two groups of the seventh grade pupils' of Austin high school. The whole sample comprises (80) pupils.

An experiment was developed to achieve the objective of the study. The control group was taught according to plan (A) in which Ph Vs were represented according to their traditional treatment in

language course books, whereas the experimental group was taught according to plan (B) in which Ph Vs were taught by analogy with each other or with previously learned ones.

The researcher used the t-test formula to find out whether there is any significant difference between the two mean scores of the experimental and control groups in the post-test. The results indicated that the subjects of the experimental group scored significantly higher than the subjects of the control group.

On the basis of the findings of the study, the researcher concludes that the analogous nature of Ph Vs means that single examples should never be taught in isolation if it can possibly be avoided. Connections should always be made in order to establish their context within the language, to show that they are meaningfully idiomatic rather than meaninglessly random. This means grouping Ph Vs together according to the particle rather than the verb. The study also suggests that teaching materials should concentrate on particles and that the assumption that they are random, though seems to be widespread, is false.

3.1.2 Mukheef, 1989

This study deals with the morphological and syntactic analyses of compound and Ph Vs in English. The primary verbs are based on traditional and structural treatments.

The syntactic analysis is based on traditional, structural, and transformational treatment of Ph Vs. The primary purpose is to analyse the formation of compound verbs morphologically, and PhVs syntactically from the available literature on the English verbal system.

The procedures followed in this study may be outlined as follows:

1- Presenting a description of the two kinds of verbal combinations (compound and phrasal).
2- Presenting what has already been achieved on the topic of this study (Survey of literature).
3- Presenting the formation of a compound verb, based on traditional and structural treatment.
4- Presenting a syntactic analysis, based on traditional, structural, and transformational treatment, of phrasal verbs.

The findings of this study are as follows:

1. The most difficult part for a foreigner to master is the idiomatic part of language. This difficulty arises from the fact that idiomatic expressions mean something that is different from the individual words of the idiom when they stand alone. This results from the way in which the idioms are put together which is often odd, illogical or even grammatically incorrect.
2. The context is a major factor in determining the meaning and the distinction between idiomatic and non-idiomatic combinations. In other words, meaning may be clear in terms of situation.
3. Idiomaticity represents a new way for making new verbs. It adds power to a language. Also this study includes some pedagogical implications and suggestions for further studies.

3.1.3 Abdul-Hadi, 1994

This study is carried out to investigate the various areas of difficulty which the Iraqi advanced learners of English face in

the area of English Ph Vs on both levels: recognition and production.

The study postulates these hypotheses:

1. Input-Intake Hypothesis

Linguistic input in terms of frequency of occurrence is not necessarily the only condition for the effective use of phrasal verb constructions by adult foreign language learners.

2. Interlanguage Hypothesis

a. Iraqi adult learners of English represented by fourth-year college students tend to avoid using Ph V constructions because they lack enough communicative training required for proficiency.

b. When dealing with Ph V construction, Iraqi adult learners adopt a variety of communicative strategies.

3. Interlingual Hypothesis

The intrinsic difficulty of this aspect is reflected on both levels of learners' performance: use and usage, i.e., recognition and production.

The aims of this study are:

1. Setting a clarification of the term 'Ph Vs' since it suffers from a great deal of confusion. This is to be done in terms of semantic, syntactic and phonological criteria.
2. Testing the validity of the hypotheses set above.
3. Identifying the area of difficulty which Iraqi adult learners of English face on both levels of use (comprehension) and usage (production).

The study moves into two dimensions. The first one is theoretical while the second is applied. The theoretical part commits itself to the discussion of two aspects. The first deals with topics such as the psycholinguistic concept of difficulty, the universal hierarchy of difficulty, communication strategies, and input-intake hypothesis relative to foreign language learning. The second theoretical aspect is the treatment of the phenomenon of Ph Vs in English. This includes a terminological clarification, procedures of classification, semantic, syntactic, and phonological criteria of specification. The historical development of this phenomenon has also been investigated.

As for the empirical part of the study, two types of tests have been set as a means of measuring the validity of each one of the hypotheses set above. The first type of these tests is a recognition test with a two-fold aim: to identify the areas of difficulty on the level of use, and to serve as a pilot experiment which test the validity of the input-intake hypothesis. The second type of test is a production test each part of which seeks to identify a specific area of difficulty on the level of usage relative to each one of the hypotheses.

For the purpose of achieving the objectives of the study, the fourth-year college students of the Department of English, College of Arts, University of Baghdad for the academic year 1992-1993 are selected as the sample of the study. The total number of the whole sample is (125) boys and girls. The same number of subjects sat for both tests.

Errors are identified and analyzed by computing the percentages of correct as well as incorrect responses to each item with reference to total responses to each single item.

The findings of the empirical part of the study led to the following conclusions:

(1) The textual frequency of the majority of Ph Vs tested did not contribute much to the learning and/or using of these verbs. The results clearly indicate that learners do not necessarily internalize all that is introduced in the order it is presented.
(2) In general, Ph Vs as a sub-category of the English verb proved to be largely difficult to the learners on both levels: recognition and production.
(3) The number of errors due to teaching transfer indicates a serious deficiency in the teachers' knowledge of Ph Vs.

3.1.4 Kao, 1996

This study is about English Pre Vs and in input enhancement in instructed SLA. It aims at examining the acquisition of English Pre Vs by Japanese EFL learners. Ninety-nine university students were given a task involving grammaticality judgment and correction of individual sentences, and each with Pre Vs.

Three hypotheses are posited to explain the results of the study. First, communicational redundant prepositions are likely to be reduced. Second, the frequency of post-posed prepositions in English propel L_2 learners to anti-piping. Third, reanalysis of Pre Vs into Ph Vs leads L_2 learners to favour standing. This reanalysis also reflects how these verbs are taught in EFL classrooms.

The researcher states that English Prepositional usage is highly anomalous. This makes prepositions hard to learn and teach. The example from Rastall (1994) illustrates this point: "… one may

be arrested for a crime, accused of it and charged with". He notes that an area of particular difficulty in English for many ESL/EFL students has been "the Pre Vs". In this paper, the researcher considers issues relating to the second language acquisition of English Pre Vs and their related construction: Preposition stranding (Ps) and pied-piping (pip). Bardovi-Harling (1987) in her study of English preposition stranding and pied-piping reports cases where high salience affects the acquisition sequence predicted on the basis of markedness and language universals.

The present study examines the acquisition of English Pre Vs. Japanese students at Kyushu University, Japan participated in the experimental group. The control group consisted of 7 native speakers of English. They were all college students studying in the JTW (Japan in Today's World) program at Kyushu University. The experimental group was divided into three levels = reading, grammar and listening comprehension. Although these tests have been standardized within the program, the subjects exhibited quite various proficiency levels across section.

The purpose of this study (i.e., syntactic acquisition of English Pre Vs. The subjects are divided into three levels based on their performance on the grammar sections, the numbers and percentages of subjects and their average scores on the grammar section by group.

Klein (1992, 1993, 1995a, 1995b) also demonstrate that in acquiring English pip or Ps, many L_2 learners with accurate sub-categorization, knowledge for the particular Pre Vs omit the required preposition from a wh-question or relative clause (i.e., null pre phenomenon). These studies, though, concerned with the acquisition of preposition standing and, pied-piping, pay little or no attention to

the relation between formal instruction and L_2 learners' performance on which the present study focuses. This study is basically a replication of Klein's experiments, it is conducted to specifically find out whether stranding is overwhelmingly preferred target language structure, whether learners equally overwhelmingly reject pied-piping in the correct sentences and whether omission of the preposition is a robust stage in the development of pip or Ps as claimed by Klein.

Subjects were given a task involving grammaticality judgment correction of individual sentences. The target sentences were declaratives, related wh-question and relative clauses, each with Pre Vs. The (targeted) sentences were presented, however with the obligatory preposition omitted as shown in the following examples.

a. *John lived that house two years ago.
b. *Which house did John live two years ago.
c. This is the house which John lived two years ago.

The result of this study showed that first, null-prep did occur in SLA, the subjects accepted null-pre to a far lesser degree than did the subjects in Klein's studies. We can account for the results by appealing to the fact that these subjects are all advanced learners and that grammar is often much emphasized by instructors in the EFL classroom in Asian countries such as Japan, Taiwan or Korea. It was predicted that proficiency level increases, there is a gradual decrease in the appearance of (null prep.) as stranding or piping is acquired. This is clearly shown to be the case for both question and relative clauses. Second subjects dominantly choose the marked stranding option in the task and third subjects employ more piping in relative clause than in wh-question. It is also suggested that formal instruction

and prescriptive grammar more easily evoke form in questions than in relative clauses.

As the present study shows, while the intended aim of formal instruction is to help the learners acquire a role (e.g., Pre Vs and their co-occurrence restrictions or wh-question formation) the product the learner takes away is seemingly preferred structure: preposition stranding.

In this case the effect of instruction (i.e., teacher-induced or externally induced input enhancement is not what was intended.

3.1.5 Al-Mujaamaie, 2000

The aims of this study were:

1. Finding out the difference in the number of errors made by the pupils of Iraqi preparatory schools in relation to the use of idiomatic and literal Ph Vs.
2. Measuring the difference between the performances of the pupils of the fifth and sixth grades in Iraqi preparatory schools in the use of Ph Vs that can be attributed to the growth in the learning material.

All the pupils of preparatory schools for girls in Baghdad city for the academic year 1999-2000 are considered the population of the present study. Four hundred female pupils have been chosen randomly from these schools as a representative sample of the whole population. The researcher also chose 100 pupils for the purpose of deciding the reliability of the test.

To fulfil the aims of the study, the researcher has developed a test, which consists of two parts: recognition and production. The test is first exposed to a jury of specialists in the field of ELT who

have agreed on its validity for administration. Then the test is given to sample of 100 pupils with the purpose of determining a number of factors including:

1. Item difficulty
2. Discriminatory power

The test reliability is computed through using the test-retest method. The test in its final form has been given to the sample of the study. The reliability index is 0.86.

Errors are analysed by computing the percentages of correct, as well as incorrect responses to each item with reference to the total responses to each single item. Furthermore, Chi-Square has been used to find out the statistical significance of differences between the performances of the pupils of the two grades concerning the use of idiomatic and literal Ph Vs at the levels of recognition and production.

After analysing the data statistically, the researcher found out that:

1. Ph Vs, in general, proved to be largely difficult to the pupils in Iraqi preparatory schools for girls at both levels: recognition and production.
2. Pupils' recognition ability is higher than that of their production.
3. Ph Vs that have idiomatic meanings seem to be more difficult than those that have literal meanings.

As for the second aim of this study, it has been found out that there is statistically significant difference at the $P<0.05$ between the two grades in the pupils' performances regarding the use of Ph Vs on the recognition part and production part. This

result shows that the sixth grade pupils have made less errors than the pupils of the fifth grade. This indicates that continuation of schooling and growth in the learning material bring about progress in the use of Ph Vs.

The study ends up with a number of recommendations and suggestions based on the findings of the study. All these recommendations emphasize the fact that the teaching of Ph Vs should be made part of and integrated with the regular teaching of grammar and vocabulary.

3.1.6 Shaked, 2004

The purpose of this study is to examine the current performance of the stochastic tagger PARTS (church 80) in handling Ph Vs.It describes a problem that form the statistical model used, and suggested a way to improve the tagger's performance.

The solution involves a change in the definition of what counts as a word for the purpose of tagging phrasal verbs. Statistical taggers are commonly used to preprocess natural language operation like parsing, information, retrieval, machine translation, and so on are facilitated by having as input a text tagged with a part of speech label for each lexical item. In order to be useful, a tagger must be accurate as well as efficient. The basic assumption underlying the stochastic process is the notion of independence as units separated by spaces and then undergo statistical approximations. As a result the elements of a Ph V are treated as two individual words each with their lexical probability.

Another interesting pattern emerges when the errors involving Ph Vs are examined. A Ph V will be tagged by PARTS as noun + preposition instead of verb + particle. This error influences the

tagging of other words in the sentences as well. One typical error is found in infinitive construction, where a phrase like *to gun down* is tagged as INTO NOUN IN a prepositional 'to' followed by a noun followed by another preposition words like *gun, back* and *sum*, in isolation, have very high probability of being nouns as opposed to verbs, when these words are followed by a particle, they are usually verbs. The error appears to follow from the operation of the stochastic process itself. In the trigram model the probability of each words is calculated by taking into consideration two elements: the lexical probability (probability of the word bearing a certain tag) and the contextual probability (probability of word bearing a certain tag) given two previous parts of speech. As a result, if an element has a very high lexical probability of being a noun, it will not only influence but will actually override the contextual probability which might suggest a different assignment.

The first step of the procedures in testing this hypothesis was to evaluate the current performance of PARTS in handling the Ph V construction. A set of 94 pairs of verb + particle / preposition was chosen to represent a range of dominant frequencies from overwhelmingly noun to overwhelmingly verb. As a result it was seen that there is need to distinguish between the cases where two elements sequence should be considered as one word for the purpose of assigning the lexical probability (Ph V) and cases where we have a Noun + Preposition combination where PARTS' analyses will be preferred. This study shows that for some cases of Ph Vs it is not enough to rely on lexical probability alone: We must take into consideration the dependency between the verb and the particle in order to improve the performance of the tagger. The relationship between verbs and particles is deeply rooted in linguistics. Smith

(1943) introduced the term Ph Vs, arguing that it should be regarded as a type of idiom because the element behaves as a unit. The linguistic knowledge can help solve the tagging problem described here and force a redefinition of the boundaries of Ph Vs.

3.2 Discussion of the Reviewed Studies

The review above has revealed that the available studies that tackle the same problem under study, i.e., the phenomenon of Ph Vs are limited in number. This gives a clear indication that this specific area of English verb system has suffered and is still suffering from negligence, especially by researchers, in the field of TEFL.

Regarding the aims of these studies, it has been found out that two have theoretical aims. These are Makheef's (1989) and Shaked (2004), despite the fact that they are theoretical, these studies have been of benefit to the present study on the basis that they have provided good information concerning the definition of Ph Vs along with their semantic and syntactic characteristics. The study of Andrian (1988) is experimental while Abdul-Hadi's (1994), as it is clearly demonstrated, has theoretical as well as empirical aims. Concerning Al-Mujaamaie (2000) it has theoretical aims.

It is obvious that, among the studies accessible to the researcher, no study includes both the objectives of the present study which are stated as follows:

(1) Investigating the difficulties faced by Iraqi EFL learners in using Ph Vs and Pre Vs and suggesting remedial materials.

(2) Comparing the differences between the performance of students of the fourth year college in English Department in the use of Ph Vs and Pre Vs that can be attributed to the growth in English language mastering.

So, an empirical investigation needs to be carried out to determine the difficulty faced by Iraqi EFL learners in the learning of such verbs since attempts in this connection are generally inadequate or speculative.

Regarding the samples of the empirical studies, the subjects are selected from different stages. The sample of learner represents pupils of intermediate level in Andrian's (1988) whereas in the study of Al-Mujaamaie (2000) the sample consists of (400) female pupils in the preparatory schools in Baghdad Governorate. In the study of Abdul-Hadi (1994) the sample of learners represents college level students, the sample of Shaked (2004) involved the stochastic tagger PARTS (church 88), while in Kao (1996), the sample includes Japanese EFL learners—99 university students.

As far as the research instrument is concerned, each study used the most appropriate one to realize its aims as clearly illustrated in each one. In the present study, a test of two parts incorporating the most frequent and popular Ph and Pre Vs in the college student's curriculum, these verbs have been developed and administered to the sample of the study which represented by (50) students chosen randomly from (141) distributed to three sections (A), (B) and (C).

It is clear that the most closely related study to the present one is that of Al-Mujaamaie (2000) that aims at stating the errors made by pupils of Iraqi preparatory schools in the area of Ph Vs. Though the

two studies seem to be similar in the nature of the problem, they are different in terms of their aims, population, sample of learners, research instrument, and the statistical techniques made use of to analyze the data obtained. However, it's believed that this study has enriched the topic and can be considered as a starting point for new researchers. It is also believed that the present study proves insightful and necessary to reinforce the findings arrived at by Al-Mujaamaie (2000).

Nearly all the studies presented in this section correspond to the present study in that English Ph Vs constitute a consideration learning problem and they should be given special attention by textbook writers and teachers of English.

CHAPTER FOUR
DATA COLLECTION

CHAPTER FOUR
DATA COLLECTION

4.1 An Introductory Note

This chapter aims at presenting a detailed description of the procedures used for conducting the empirical part of the present study. More specifically, it involves information about the population, the sample of the study, test development, the adopted scoring scheme, test administration and the statistical means used in the analysis of the data.

4.2 The Population and Sample

Population is a set of all elements of interest for a particular study, population is first divided into groups (strata). Sample is a subset of the population selected to represent the whole population. The purpose of sampling is to infer from it some or all properties of population. To apply probability to the problem sampling should be random. A random sample is a sample that has been selected so that every possible sample has a calculable chance of selection.

The population of this study includes all the fourth year college students, morning studies in the Department of English at the College of Education in the University of Diyala, for the academic year 2004-2005. The total number of the population is (141)

distributed into three sections: A (52 students), B (48 students) and C (41 students).

A group of 50 students is selected randomly from the population for the purpose of the pilot test. The method of selection is simple randomization.

The following steps are followed in selecting the sample of the study:

1- Writing the names of the sections (A, B and C) on slips of paper and putting them in a container and pulling two slips. The first one is section (A) which represents the pilot administration and section (B) which represents the main administration.
2- Two students have been drawn from section A and added to section B which represent the main sample of the study. Thus, the selected sample is 50.

A similar number of students is selected for the main test. Thus, a little over 35% of the population is selected for the sample which is highly dependable as far as empirical research is concerned. Taken together with the subjects of the pilot test the whole sample of the research exceeds the 70% level. See Table (2).

Table (2) Description of the Population and the Sample of the Study

University	College	Department of English	No. of Students	Total	Sample
Diyala	Education	Section A	52	141	50
		Section B	48		
		Section C	41		

4.3 Construction of the Test

The effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching activities (Hughes, 2003:1).

A test, as a tool of investigation has been constructed for achieving the aim of the study. The test is devoted to measuring the students' ability to use Ph Vs and Pre Vs on both levels of knowledge namely recognition and production. This is done in order to ensure the elicitation of all types of knowledge the language learner has (Corder, 1973:59).

The techniques used in the test are deliberately closer and the items are carefully designed so as to achieve sharpness and balance in testing Ph Vs, Pre Vs and Ph-Pre Vs.

As for the content area of the test a survey of the language books of the fourth years of the Department of English is made to identify Ph Vs, Pre Vs and Ph-Pre Vs included in their textbooks. These verbs have been chosen according to the frequency of occurrence in these books and their familiarity.

The most frequent ones of the three types above are included in the test paper presented to the subjects of the research (Ph Vs, Per Vs and Ph-Pre Vs). This means that the verbs tested in the recognition task of the test are different from those in the production task, i.e., part (2) to avoid giving clues to the correct answer.

Task One of the test is intended to test the students' recognition of Ph Vs, Pre Vs and Ph-Pre Vs, while the second is devoted to testing their production ability in handling these verbs.

Each of the two tasks consists of 50 items. Task One consists of (50) items. To test the recognition of verbs, students are asked to identify the type of verb that is used in each sentence. The fifty sentences are divided into (20) sentences that contain Ph Vs and another (20) that contain Pre Vs and (10) sentences that contain Ph-Pre Vs. In Task Two which consists of (50) items, the students are asked to fill in the blanks with a suitable particle or preposition to form a verb and then they are asked to state whether the resulting construction is a Ph V, Pre V or Ph-Pre V.

4.4 Test Validity

The test is said to be valid if it measures accurately what it is intended to measure. Language tests are created to measure such essentially theoretical constructs as 'reading ability', 'fluency in speaking', 'control of grammar', and so on; in recent years the term "construct validity" has been increasingly used to refer to general, overarching notion of validity. The subordinate form of validity are considered to be empirical evidence to assert that the test has construct validity (Hughes, 2003:62; Ingram, 1977:18; Verma and Beard, 1981:87).

Two types of validity are considered important, content and face validity (Mehrans and Lehmann, 1973:135; Harris, 1969:21). Therefore, both types have been adopted for the purpose of the study. Below is a brief explanation of the major features of both:

4.4.1 Face Validity

It should be noted that it is not enough to ensure content validity, it is also necessary to decide on "the way the test looks to

the examinees, test administrators, educators and the like" (Harris, 1969:21; Van Els et al., 1984:320).

A test is said to have face validity if it looks as if it measures what it is supposed to measure (Hughes, 2003:33; Celce-Murcia and McIntosh, 1979:339).

Hence an initial form of the test was submitted to the jury of university teaching staff members specialized in TEFL. Each specialist was requested in the covering letter of the test to pass judgement on the suitability of the test concerning:

A. Ph Vs

B. Pre Vs

C. Ph-Pre Vs

D. Face and content validity of the test

The members of the jury agreed that the test items are appropriate to measure the aims designed for, except for some minor recommendations and modifications, which have been taken into consideration.

The jury members are arranged alphabetically and according to the scientific degrees.

1. Prof. Ayif Habeeb Al-Ani
College of Education, University of Baghdad

2. Prof. Ghalib Baqir, Ph.D.
College of Arts, University of Baghdad

3. Asst. Prof. Abdulla Salman ABBBS, Ph.D.
College of Education, University of Diyala

4. Asst. Prof. Mrs. Lamia Al-Ani, M.A.
College of Education, University of Baghdad

5. Asst. Prof. Abdul Jabar Derwesh, Ph.D.
College of Basic Education, Al-Mustansiriyah University
6. Asst. Prof. Munthir Al-Dulaimy, Ph.D.
College of Languages, University of Baghdad
7. Asst. Prof. Fatin Al-Rifai, Ph.D.
College of Education, Ibn Rushd, University of Baghdad
8. Asst. Prof. Abdul Hameed Nasir, Ph.D.
College of Languages, University of Baghdad
9. Asst. Prof. Muayyad M. Said, Ph.D.
College of Education, University of Baghdad

4.4.2 Content Validity

One of the most crucial elements we should examine in a test is its content. A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned with (Deale, 1975:40; Anastasi, 1982:131).

Bachman (1990:244) confirms that in developing a test, we should deal with a definition of the content or ability domain or with a list of content areas, from which we generate items, or test tasks. The consideration of test content is thus an important part of both test development and test use. Demonstrating that a test is relevant to and covers a given area of content or ability is therefore a necessary part of validation.

Gronlund (1968:62) defines content validity as the extent to which a test measures a representative sample of the subject-matter and the behavioral changes under consideration. In this respect Davies (1977:61) claims that what is required is a vigorous analysis

by the language teacher of the material which he designs to test, a sampling based on that analysis and then on item writing operation based on the sampling, on the basis of what has been stated above. The content of the language textbook of the fourth stage of the English Department as far as Ph Vs, Pre Vs and Ph-Pre Vs are concerned has been taken into consideration.

A survey has been conducted to identify Ph Vs, Pre Vs and Ph-Pre Vs in the fourth year grammar books. Therefore, the first step towards preparing a valid test is to specify the skills to be tested and to prepare a table of specification that outlines the behaviour and Ph Vs to be tested has been set up (See Table 3). Hamash, et al. (1982:82) point out that a table of specification is used as a guide for test construction. Hence, it can reasonably be assumed that content validity of the test is ensured.

Table (3) Specification of Test Items

Content Area	Weight	No. of Test Items	Behaviour	Note
Task One		50	Recognition	Ph V, Pre V and Ph-Pre V to be tested in the recognition part
Task Two		50	Production Part	Ph V, Pre V and Ph-Pre V to be tested in the production level
			Recognition Part	Ph V, Pre V and Ph-Pre V to be tested in the recognition level

4.5 Pilot Administration

It is common practice that tests and measures should be filed tested before they finally administrated (Klein, 1974:129). Pre-administering the test on a number of subjects is a fundamental step in the procedures followed in this study to ensure validity and reliability of the tool. Fifty students from the fourth year of the English Department are chosen randomly from the total number of the Department which is (141) students to represent the pilot study sample. The pilot administration of the test which is a commonly used aspect in testing, has proved helpful in the application of item analysis procedures to investigate the suitability and acceptance of test items. It has also helped in estimating the average time needed for the test in the final administration and in checking what extent the given instructions are adequate and accurate. The pilot administration of the test has revealed that the average time required for the final administration of the test ranges between (40-50) minutes and this is considered sufficient as it is recommended that a typical test may last between one half and one hour (Davies, 1970:21).

The instructions of the test have been explained by the researcher so as to eliminate any possibility of misunderstanding.

4.6 Item Discriminating Power

Heaton (1975:173); Al-Zobaie and Al-Hamadani, (1982:14) state that the discriminating power is the degree to which an item discriminates low-level examinees from high-level ones. The formula used in calculating the discriminating power is:

$$D_p = \frac{H_c - L_c}{Y_2 N}$$

where:

D_p = Discriminating power.

H_c = The number of pupils in the high group who answered the item correctly.

L_c = The number of pupils in the low group who answered the item correctly.

N = The total number of pupils included in the item analysis.

(Gronlund, 1976:21)

The least item discriminating power is found to be 0.30. Thus being within the marked acceptable range of discrimination that ranges from 0.30, and above, (Eble, 1972:399), all the items of the test are judged acceptable.

4.7 Item Difficulty

The difficulty of the test item is indicated by the percentage of pupils who get the right answers (Valette, 1977:59).

The formula that has been used to find out the level of difficulty of test items is:

$$D_L = \frac{H_c - L_c}{N}$$

where:

D_L = Difficulty level.

H_c = High correct.

L_c = Low correct.

N = Total number of the sample.

(Madsen, 1985:180)

According to Valette (1977:64) the most appropriate and the most effective items are those answered correctly by 30 to 90 percent of the class. The results arrived at in the pilot administration indicate clearly that the items fall within the acceptable level of difficulty. These items have been retained since they successfully discriminate between good pupils and low-level ones. Besides, Heaton (1975:173) decides that inclusion of difficult items is necessary to motivate the good pupils and very easy items to encourage and motivate less good ones. (See Tables 4 and 5).

Table (4) The Items Difficulty and the Items Discrimination Power of Task One

Item	Discriminating Power	Item Difficulty
1	0.50	0.58
2	0.54	0.50
3	0.52	0.45
4	0.43	0.52
5	0.53	0.54
6	0.48	0.52
7	0.45	0.48
8	0.59	0.64
9	0.52	0.46
10	0.58	0.66
11	0.55	0.60
12	0.60	0.58
13	0.55	0.54
14	0.59	0.38
15	0.46	0.64
16	0.53	0.60
17	0.37	0.64
18	0.43	0.54
19	0.49	0.66
20	0.48	0.48
21	0.50	0.44
22	0.42	0.38
23	0.45	0.44
24	0.51	0.60

Item	Discriminating Power	Item Difficulty
25	0.41	0.48
26	0.50	0.30
27	0.53	0.40
28	0.52	0.62
29	0.59	0.68
30	0.56	0.72
31	0.58	0.44
32	0.65	0.50
33	0.58	0.30
34	0.58	0.64
35	0.64	0.50
36	0.62	0.64
37	0.55	0.50
38	0.56	0.62
39	0.50	0.59
40	0.38	0.46
41	0.36	0.44
42	0.51	0.46
43	0.52	0.60
44	0.52	0.50
45	0.39	0.52
46	0.42	0.72
47	0.49	0.66
48	0.52	0.65
49	0.47	0.40
50	0.50	0.50

Table (5) The Items Difficulty and the Items Discrimination Power of Task Two

Item	Discriminating Power	Item Difficulty
1	0.50	0.51
2	0.33	0.54
3	0.43	0.50
4	0.59	0.52
5	0.52	0.44
6	0.58	0.48
7	0.55	0.46
8	0.60	0.58
9	0.55	0.54
10	0.59	0.56
11	0.53	0.60
12	0.37	0.60
13	0.49	0.54
14	0.50	0.56
15	0.42	0.52
16	0.41	0.54
17	0.53	0.62
18	0.57	0.40
19	0.36	0.44
20	0.51	0.66
21	0.64	0.58
22	0.58	0.67
23	0.51	0.54
24	0.62	0.55

Item	Discriminating Power	Item Difficulty
25	0.64	0.40
26	0.52	0.45
27	0.54	0.55
28	0.72	0.56
29	0.55	0.58
30	0.64	0.50
31	0.46	0.45
32	0.45	0.52
33	0.68	0.54
34	0.47	0.52
35	0.54	0.48
36	0.46	0.64
37	0.45	0.46
38	0.72	0.66
39	0.34	0.60
40	0.45	0.58
41	0.43	0.54
42	0.50	0.38
43	0.63	0.64
44	0.60	0.60
45	0.44	0.64
46	0.54	0.54
47	0.56	0.66
48	0.72	0.48
49	0.60	0.44
50	0.55	0.58

4.8 Reliability

One of the characteristics of a good test is reliability. Madsen (1983:210) describes a reliable test "as one that produces essentially the same results consistently on different occasions when the conditions of the test remain the same." (See also Lado, 1967:330).

Collins and Johnson (1976:126) defines reliability as consistency and precision with which the test measures what it purports to measure.

It is possible to quantify the reliability of the test in the form of a reliability coefficient. Reliability coefficients are like validity coefficients. They allow us to compare the reliability of different tests. A test with a reliability coefficient is one which would give precisely the same result for a particular set of candidates regardless of when it happened to be administered.

Something has to be said about the way in which reliability coefficients are arrived at. The first requirement is to have two sets of scores of the same set of examinees that are obtained on these administrations, another is called (the alternate forms method) which is often simply not available. In this method two different forms of the same test are used to reduce a depressing effect on the coefficient (Carroll and Hall, 1985:127).

In this test, the split-half method is used. It is the most common method of obtaining the necessary two sets of scores involved in only one administration of one test. Such a method provides us with a coefficient of internal consistency.

In this test the subjects take the test in the usual way, but each subject is given two scores. One score is for one half of the test, the second score is for the other half. The two sets of scores are then

used to obtain the reliability coefficient as if the whole test has been taken twice. In order for this method to work, it is necessary for the test to be split into two halves which are really equivalent, through the careful matching of items (in fact where items in the test have been ordered in terms of difficulty, a split into odd-numbered items (25) and even-numbered items (25) may be adequate). This method is more economical method and indeed gives good estimates of test (Hughes, 2003:40).

Pearson's product moment correlation formula has been used to compute the correlation coefficient of the two "half-length test". It is then corrected by Spearman formula in order to get the reliability coefficient of the test for each question.

When the split-half method has been applied and Spearman Brown procedure used, the results shown in Table 6 are obtained.

Table (6) Reliability Coefficient of Split-half Method and Reliability Coefficient after Correcting by Spearman Brown Formula

Test Tasks	Split-half Cor. Coef.	Spearman Brown Reliability Coef.
1	0.63	0.77
2	0.58	0.73

4.9 Final Administration of the Test

Depending on the outcomes of the pilot administration which apparently manifest that the test is valid, reliable, discriminative and with relatively an acceptable level of difficulty,

the test final administration to the study sample was carried out towards the second term of the academic year 2004/2005. The study sample is of (50) randomly-selected students from the population. The test was administered to the sample of (50) of the fourth year of the Department of English under the same controlled conditions.

In the final version of the test the items of each question have been arranged in order of an increasing difficulty, beginning with easy item and proceeding to the most difficult ones. This commonly known recommendation would give the subjects confidence in approaching the test (Anastasi, 1976:100).

Besides it would provide them with an opportunity to answer right from the beginning of the test leaving difficult ones to the end. The test of this study was carried out with the assistance of one of the supervisors of the study.

4.10 Scoring Scheme

The test as it has been illustrated previously consists of two tasks, task one deals with recognition part, whereas task two deals with both recognition part and production part. Double weight has been given to the second task because it requires two aspects of knowledge (recognition and production). This can be justified by the belief that test constructors sometimes suggest that certain items carry more weight than others because they are thought to be more important, more complex or more demanding items (Ebel, 1972:258).

The objectivity of the test has made it possible to set an adequate and precise scoring scheme. Fifty marks where assigned to the first task. Each correctly answered item in the first task which

contains (50) items, is allotted one mark only. Whereas each correctly answered item in task two, which contains also (50) items, is allotted two marks, one mark for the production level which is fill in the blanks with suitable preposition or particle to form a verb, and the other mark for stating the resulting construction whether it is Ph Vs or Pre Vs or Ph-Pre Vs. Thus the resulting is a test of (150) marks. Unanswered items and items that are answered incorrectly are marked wrong and given zero.

4.11 Statistical Means

The following statistical means are used to fulfil the aims of the study:

1- T-test for one sample is used to find out the level of the sample.

$$t = \frac{\bar{X} - M}{S/\sqrt{N-1}}$$

where:

$\bar{X}$ = mean

S = standard deviation

N = number of subjects

2- Analysis of Variance: one-way classification A NOVA is used to find out the significant differences among the means of the test items (Ph Vs, Pre Vs and Ph-Pre Vs).

(Runyon and Haber, 1973:222-224)

3- Pearson product moment correlation coefficient is used to estimate the reliability of the study test. The following formula is used.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

(Glass and Stanley, 1970:114)

where:

X = first variable

Y = second variable

n = number of the sample

4- Spearman Brown formula has been used to correct the reliability coefficient.

$$rxx = \frac{2rhh}{1 + rhh}$$

(Ferguson, 1966:378)

5- Percentages of correct responses are used to compute and analyse the learners' responses (Best, 1981:214).

CHAPTER FIVE

DATA ANALYSIS

CHAPTER FIVE
DATA ANALYSIS

5.1 An Introductory Note

This chapter aims at presenting and discussing the results of the test with the use of tables from both linguistic and statistical points of view.

The hypothesis is tested against the subjects' responses to the whole test by using t-test formula for one sample, percentages according to the subjects' correct responses and ANOVA.

5.2 Overall Performance

To achieve the first aim of the study, and to verify the hypothesis of the study, namely, EFL Iraqi learners fail to master the recognition and production of Ph Vs, Pre Vs and Ph-Pre Vs, the performance of the subjects is investigated by using the t-test formula for one sample to find out the level of the subjects on the whole test.

Table (7) Statistical Data/Subjects' Performance in Test Tasks

Sample	Mean	Theoretical Mean	S.D.	Variance	T-Value		Level of Significance	Df
					Calculated	Tabulated		
50	80.4200	75	9.928	98.565	3.860	2.011	0.05	49

Table (7) shows that the mean score of the subjects' performance is (80.4200) with a standard deviation of (9,92850). The mean score of the subjects at both recognition and production levels is compared with the theoretical mean (75) and this is computed by using the following formula:

$$\text{Theoretical mean} = \frac{\text{Higher score} + \text{Lower score}}{2}$$

Then, by using the t-test formula for one sample, it has been found out that the difference is statistically significant in comparison with the theoretical mean at 0.05 level of significance since the calculated t-value, 3.860, is higher than the tabulated t-value, 2.011, with (49) df. This is clearly displayed in figure (1).

The results above indicate that the test is dependable and that the subjects' performance is generally good.

To investigate the hypothesis further, it is first necessary to establish a criterion of acquisition which it can be said that the learner who has satisfied this criterion has acquired the structure under investigation. The level of acquisition is assigned in accordance with different factors, the most important of which are the number of tokens of the structure in the test, the importance and the frequency of use in the subject's interlanguage. Thus, the acquisition level in the different researches on the structure of English has ranged between 66% at the lowest and 80% at the highest. (Cf. Al-Jazrawi, 1998, Hamilton, 1994,Bapir,2005; from amongst many).

For the purpose of this research a criterion of 70% is set for the acquisition of each and all structures. This means that any subject who scores (105) and over out of (150) on the whole test is considered to have acquired the structures. As for the three variants of the structure (14) out of (20) or (7) out of ten will be enough to consider the variant acquired. The data are then analyzed first generally in both tasks and then according to variants. See Table (8).

Table (8) Overall Performance of the Subjects on the Whole Test

No. of Subjects	Total Score of Both Tasks	pc
1	92	61.3
2	92	61.3
3	102	68
4	82	54.6
5	83	55.3

No. of Subjects	Total Score of Both Tasks	pc
6	74	49.3
7	68	45.3
8	91	60.6
9	86	57.3
10	91	60.6
11	85	56.6
12	89	59.3
13	85	56.6
14	78	52
15	72	48
16	85	56.6
17	64	42.6
18	75	50
19	72	48
20	74	49.3
21	82	54.6
22	66	44
23	67	44.6
24	60	40
25	73	48.6
26	88	58.6
27	88	58.6
28	93	62
29	85	56.6
30	86	57.3
31	90	60
32	82	54.6

No. of Subjects	Total Score of Both Tasks	pc
33	77	51.3
34	82	54.6
35	92	61.3
36	88	58.6
37	82	54.6
38	56	37.3
39	64	42.6
40	71	47.3
41	86	57.3
42	72	48
43	82	54.6
44	74	49.3
45	78	52
46	77	51.3
47	57	38
48	87	58
49	74	49.3
50	82	54.6

According to the results in the above table and with reference to the criterion of acquisition adopted, it has been found out that none of the subjects has attained the level of acquisition. Their results range between (56-102) with percentages of (37.3% - 68%). Thus it can be safely stated that the hypothesis of the research above is accepted.

5.3 Performance by Task

5.3.1 Task One

This task which is a recognition task, is concerned with the identification of Ph V, Pre V and Ph-Pre V for each of the items of the test.

Table (9) below is an illustration of the subjects' performance according to the variants of the test.

Out of the total number of subjects, namely (50), in identification (Ph V) only (22) subjects pass the cutting point which is (70). These are subjects 3, 5, 7, 12, 14, 15, 21, 24, 25, 26, 30, 31, 32, 33, 34, 38, 40, 41, 42, 46, 49, and 50 which means that less than half the number of subjects specifically 42% can be said to have acquired this variant.

It is worth mentioning that the subjects' performance with percentages of 70% and above is considered to have acquired this structure (identification of Ph V) if we adopt a criterion of (70).

As far as (Pre V.) is concerned only (22) subjects, 44%, namely, (1, 4, 6, 7, 11, 12, 14, 15, 16, 17, 28, 29, 30, 31, 32, 40, 41, 43, 44, 45, 49, 50) pass or attain the level of acquisition of 70.

Concerning the subjects' performance as far as (Ph-Pre V), is concerned, out of the total number of the subjects, namely (50) in identification (Ph-Pre V), only (14) subjects, 30%, pass the cutting points which is (70%), namely, (1, 8, 9, 13, 20, 21, 22, 30, 32, 33, 34, 37, 42, 49).

Table (9) Variant Difficulty in Task One

Variable / Subject	Ph V (20)		Pre V (20)		Ph-Pre V (10)	
	N. of Cor. Responses	Pc	N. of Cor. Responses	Pc	N. of Cor. Responses	Pc
1	13	0.65	**16**	**0.80**	**7**	**0.70**
2	11	0.55	13	0.65	6	0.60
3	**14**	**0.70**	13	0.65	8	0.60
4	13	0.65	**15**	**0.75**	5	0.50
5	**16**	**0.80**	13	0.65	4	0.40
6	11	0.55	14	0.70	5	0.50
7	**14**	**0.70**	**15**	**0.75**	6	0.60
8	12	0.60	11	0.55	**7**	**0.70**
9	12	0.60	12	0.60	**7**	**0.70**
10	11	0.55	13	0.65	5	0.50
11	12	0.60	**16**	**0.80**	5	0.50
12	**16**	**0.80**	**17**	**0.85**	6	0.60
13	11	0.55	12	0.60	**7**	**0.70**
14	**14**	**0.70**	**16**	**0.80**	5	0.50
15	**15**	**0.75**	**14**	**0.70**	4	0.40
16	13	0.65	**15**	**0.75**	6	0.60
17	13	0.65	**14**	**0.70**	4	0.40
18	13	0.65	13	0.65	6	0.60
19	12	0.60	13	0.65	5	0.50
20	12	0.60	11	0.55	**7**	**0.70**
21	16	**0.80**	12	0.60	**7**	**0.70**
22	11	0.55	12	0.60	**7**	**0.70**
23	12	0.60	11	0.55	8	0.80
24	**14**	**0.70**	11	0.55	6	0.60
25	**15**	**0.75**	13	0.65	5	0.50

Variable / Subject	Ph V (20)		Pre V (20)		Ph-Pre V (10)	
	N. of Cor. Responses	Pc	N. of Cor. Responses	Pc	N. of Cor. Responses	Pc
26	**16**	**0.80**	12	0.60	7	0.70
27	13	0.65	10	0.50	4	0.40
28	12	0.60	**16**	**0.80**	6	0.60
29	12	0.60	**14**	**0.70**	5	0.50
30	**16**	**0.80**	**14**	**0.70**	**7**	**0.70**
31	**16**	**0.80**	**15**	**0.75**	6	0.60
32	**15**	**0.75**	**16**	**0.80**	**6**	**0.60**
33	**14**	**0.70**	13	0.65	**7**	**0.70**
34	13	0.65	11	0.55	**8**	**0.80**
35	12	0.60	12	0.60	5	0.50
36	11	0.55	12	0.60	7	0.50
37	11	0.55	11	0.55	**6**	**0.70**
38	**14**	**0.70**	12	0.60	5	0.60
39	13	0.65	13	0.65	5	0.50
40	**14**	**0.70**	**16**	**0.80**	6	0.50
41	**15**	**0.75**	**14**	**0.70**	6	0.60
42	16	0.80	13	0.65	**7**	**0.70**
43	11	0.55	**16**	**0.80**	5	0.50
44	12	0.60	**15**	**0.75**	4	0.40
45	13	0.65	**14**	**0.70**	6	0.60
46	**14**	**0.70**	13	0.65	6	0.60
47	12	0.60	12	0.60	5	0.50
48	13	0.65	11	0.55	4	0.40
49	**14**	**0.70**	**14**	**0.70**	**7**	**0.70**
50	**14**	**0.70**	**16**	**0.80**	5	0.50

To support what has been mentioned above and in order to find out the level of the sample on this task, a t-test formula of one sample is also used.

The results below indicate that the difference is statistically significant in comparison with the theoretical mean of the test at 0.05 level since the calculated t-value (3.011) is higher than that of the tabulated t-value (2.011) with (40) df as shown in Table (10). Figure (2) provides a graphic representation of the results.

Table (10) One Sample Statistics/Task One

Sample	Mean	Theoretical Mean	S.D.	Variance	T-Value		Level of Significance	Df
					Calculated	Tabulated		
50	27.2	25	5.166	26.687	3.011	2.011	0.05	49

The performance is further investigated by using ANOVA the results of which indicate that there is no statistically significant difference among the three variants of the task, namely Ph Vs, Pre Vs, and Ph-Pre Vs.

Concerning Task One, Table (11) illustrates that the calculated F value at the degree of freedom of (2) and (47) is 0.048 and the table F value at the level of significance of (0.05) is (3.72).

Table (11) ANOVA Results of the Subject on Task One

Source of Variance	Sum of Squares	df	Variance Estimate	Completed F-ratio	Table F-ratio	Level of Significance
Between Group	1.620	2	0.810	0.048	3.72	0.05
Within Group	798.000	47	16.979			
Total	799.020	49				

5.3.2 Task Two

This task is a bi-functional task. Part A of the task is a production task in which the subjects are asked to fill in the blanks with suitable particles to form a verb.

Part B is a recognition task in which the subjects are asked to state whether the resulting construction is Ph V, Pre V or Ph-Pre V. As far as (A) is concerned, it has been found out that the number of correct responses range from (6-15) with percentages of (0.30-0.75), while the number of correct responses in producing (Pre V) range from (6-16) with percentages of (0.30-0.80). As far as (Ph-Pre Vs), it has been found out that the number of correct responses range from (2-7) with percentages (0.20%-0.70%) see Table 12.

In Task Two (B), the students are asked to state whether the resulting construction is (Ph V, Pre V, or Ph-Pre V). As shown in Table (12) the number of correct responses concerning (Ph Vs) range from (3-12) with percentages (0.15-0.85), while the number of correct responses regarding (Pre Vs) range from (2-13) with percentages (0.10%-0.65%). As far as (Ph-Pre Vs), it has been found out that the number of correct responses range from (2-7) with percentages (0.20%-0.70%).

To support what has been mentioned above, the t-test formula of one sample is used to find out the level of the sample on the whole test in Task Two at both levels.

It has been found out that the difference is statistically significant in comparison with the theoretical mean of the test at 0.05 level; since the calculated t-value (13.516) is higher than that of the tabulated t-value (2,011) with (49) df as shown in Table (13). For more clarification see Figure (3).

Table (13) One Sample Statistics / Task Two

Sample	Mean	Theoretical Mean	S.D.	Variance	T-Value		Level of Significance	Df
					Calculated	Tabulated		
50	52.860	50	8.03566	64.571	13.516	2.011	0.05	49

Concerning to Task Two (A), i.e., the production task, it has been found out that the difference is not statistically significant in comparison with the theoretical mean of the test at 0.05 level; since the calculated t-valve (0.071) is lower than that of the tabulated t-value (2.011) with (49) df as shown in Table (14). For more information see figure (4).

Table (14) One Sample Statistics/Task Two A

Sample	Mean	Theoretical Mean	S.D.	Variance	T-Value		Level of Significance	Df
					Calculated	Tabulated		
50	42.94	25	5.967	35.605	3.071	2.011	0.05	49

This indicates that the level of the subjects' performance on this task is significantly lower than their performance on Task One. The performance is further investigated by using ANOVA. It has been found out that the calculated (F) ratio is 0.852 at the degrees of freedom of (2) and (47) and the table (F) value at the level of significance of 0.05 is 3.72 as shown in Table (15).

Table (15) ANOVA Results of Task Two A

Source of Variance	Sum of Squares	df	Variance Estimate	Completed F-ratio	Table F-ratio	Level of Significance
Between Group	45.150	2	22.575	0.852	3.72	0.05
Within Group	1244.850	47	20.486			
Total	1290.000	49				

Concerning task (B), it has been found that the difference is statistically significant in comparison with the theoretical mean of the test at (0.05) level since the calculated t-value (4.796) is higher than that of the tabulated t-value (2.011) with (49) df as shown in Table (16). For further clarification see Figure (5).

Table (16) One Sample Statistics/Task Two B

Sample	Mean	Theoretical Mean	S.D.	Variance	T-Value		Level of Significance	Df
					Calculated	Tabulated		
50	27.74	25	4.039	16.313	4.796	2.011	0.905	49

Also, by using ANOVA, it has been found out that the calculated F value with the degrees of freedom of (2) and (47) is (2.013) and the tabulated value is (3.72), as shown in Table (17).

Table (17) ANOVA Results of the Subjects on Task Two B

Source of Variance	Sum of Squares	Df	Variance Estimate	Completed F-ratio	Table F-ratio	Level of Significance
Between Group	157.780	2	78.84	2.013	3.72	0.05
Within Group	1842.300	47	39.198			
Total	2000.080	49				

The results indicate that the subjects' performance on this part of the task is generally better than it is on part A.

5.4 Subjects' Performance in the Area of Ph Vs, Pre Vs and Ph-Pre Vs.

After analysing all the responses and counting the number of correct responses made by the students on each item in the two parts of the test and calculating their percentages, a general picture of the performance of the students has become evident.

Analysis of the findings of this study shows that there are serious difficulties in using Ph Vs in general faced by EFL Iraqi learners in the Diyala University/College of Education. The results reveal that number of correct responses in using Ph Vs at the recognition part range from (17-26) with percentages of (42.5%-72.5%), and from (8-13) with percentages of (40%-65%) in the production part.

As far as the Pre Vs results, the number of correct responses at the recognition part range from (16-25) with percentages (40%-62.5%) and from (7-12) with percentages (35%-60%) in the production part.

Performance on Ph-Pre Vs the results reveal that the number of correct responses in the recognition part range from (6-14) with percentage (30%-70%) and from (2-7) with percentages (20%-70%) at the production part.

Table (18) The Subjects' Performance in the Area of Ph V of the Whole Test

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
1	13	11	10	23	57.5	11	55
2	11	10	9	19	47.5	10	50
3	14	10	8	22	55	10	50
4	13	12	9	22	55	12	68
5	16	11	10	26	72.5	11	55
6	11	9	9	19	47.5	9	45
7	14	8	8	22	55	8	40
8	12	10	9	21	52.5	10	50
9	12	12	9	21	52.5	12	60
10	11	13	8	18	45	13	65
11	12	11	7	19	47.5	11	55
12	16	11	8	24	60	11	55
13	11	10	7	21	52.5	10	50
14	14	12	10	24	60	12	60
15	15	11	10	25	62.5	11	55
16	13	8	8	21	52.5	9	40
17	13	9	9	22	55	8	45
18	13	10	11	23	57.5	10	50
19	12	9	8	20	50	9	45
20	12	10	10	22	55	10	50

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
21	16	8	7	23	57.5	8	40
22	13	10	9	22	55	10	50
23	12	8	8	20	50	8	40
24	11	9	8	19	47.5	9	45
25	10	11	9	19	47.5	11	55
26	12	12	11	23	57.5	12	60
27	13	9	8	21	52.5	9	45
28	14	8	7	21	52.5	8	40
29	13	11	10	23	57.5	11	55
30	13	12	10	23	57.5	12	60
31	12	9	8	20	50	9	45
32	10	10	9	19	47.5	10	50
33	11	12	9	20	50	12	60
34	15	11	9	24	60	11	55
35	14	8	7	21	52.5	8	40
36	13	9	8	21	52.5	9	45
37	12	10	9	21	52.5	10	50
38	10	11	11	21	52.5	11	55
39	11	11	11	22	55	11	55
40	12	9	8	20	50	9	45
41	11	8	7	17	42.5	8	40
42	10	10	8	18	45	10	50
43	11	12	9	20	50	12	60
44	12	11	9	21	52.5	11	55

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
45	12	10	9	21	52.5	10	50
46	11	8	7	18	45	8	40
47	10	9	9	19	47.5	9	45
48	12	11	10	22	55	11	55
49	10	10	9	19	47.5	10	50
50	11	12	11	22	55	12	60

Table (19) The Subjects' Performance in the Area of Pre V of the Whole Test

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
1	16	10	9	25	62.5	10	50
2	12	11	9	21	52.5	11	55
3	13	11	8	21	52.5	11	55
4	11	10	9	19	47.5	10	50
5	10	9	7	17	42.5	9	45
6	12	8	7	19	47.5	8	40
7	13	10	9	22	55	10	50
8	14	10	9	23	57.5	10	50
9	13	11	9	22	55	11	55
10	12	11	8	20	50	11	55
11	10	10	8	18	45	10	50
12	9	9	7	16	40	9	45
13	11	8	8	19	47.5	8	40
14	1	9	7	17	42.5	9	45
15	10	9	8	18	50	9	45
16	12	9	9	21	52.5	9	45
17	13	7	7	20	50	12	60
18	14	8	8	22	55	8	40
19	13	10	9	22	55	10	50
20	12	9	7	19	47.5	9	45

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
21	11	8	8	18	45	8	40
22	10	7	7	17	42.5	7	35
23	12	7	7	19	47.5	7	35
24	11	10	9	20	50	10	50
25	13	11	10	23	57.5	11	55
26	12	9	9	21	52.5	9	45
27	11	10	8	18	45	10	50
28	10	12	9	19	47.5	12	60
29	12	10	8	20	50	10	50
30	13	11	8	21	52.5	11	55
31	11	10	7	17	42.5	10	50
32	12	11	9	21	52.5	11	55
33	10	9	8	18	45	9	45
34	10	8	7	17	42.5	8	40
35	12	9	7	19	47.5	9	45
36	13	10	9	22	55	10	50
37	14	9	7	21	52.5	9	45
38	12	8	8	20	50	8	40
39	12	11	7	19	47.5	11	55
40	11	12	10	21	52.5	12	60
41	11	10	10	21	52.5	10	50
42	11	9	9	19	47.5	9	45
43	12	8	8	20	50	8	40
44	14	9	6	20	50	9	45

Subject	Task 1	Task 2		Total			
	(Rec.) Max (20)	(Prod.) Max (20)	(Rec.) Max (20)	(Rec.) Max (40)	Pc	(Prod.) Max (20)	Pc
45	13	9	6	19	47.5	9	45
46	12	11	8	20	50	11	55
47	10	10	9	19	47.5	10	50
48	11	9	8	18	45	9	45
49	12	8	8	20	50	8	40
50	13	11	9	22	55	11	55

Table (20) The Subjects' Performance in the Area of Ph-Pre V of the Whole Test

Subject	Task 1	Task 2		Total			
	(Rec.) Max (10)	(Prod.) Max (10)	(Rec.) Max (10)	(Rec.) Max (20)	Pc	(Prod.) Max (10)	Pc
1	8	3	2	10	50	3	30
2	6	4	2	8	40	4	40
3	5	3	3	8	40	3	30
4	5	2	2	7	35	2	20
5	5	2	2	7	35	2	20
6	6	3	3	9	45	3	30
7	7	4	4	11	55	4	40
8	6	3	3	9	45	3	30
9	5	2	2	7	35	2	20
10	6	4	4	10	50	4	40
11	7	4	4	11	55	4	40
12	7	6	6	13	65	6	60
13	8	3	3	11	55	3	30
14	6	2	2	8	40	2	20
15	6	4	4	10	50	4	40
16	7	3	3	11	55	3	30
17	8	4	4	12	60	4	40
18	6	5	5	11	65	5	50
19	6	6	6	12	60	3	30
20	5	7	7	12	60	3	30

Subject	Task 1	Task 2		Total			
	(Rec.) Max (10)	(Prod.) Max (10)	(Rec.) Max (10)	(Rec.) Max (20)	Pc	(Prod.) Max (10)	Pc
21	6	6	6	12	60	6	60
22	7	7	7	14	70	7	70
23	7	4	3	9	45	6	60
24	6	2	2	8	40	7	70
25	5	3	4	11	55	6	60
26	8	4	3	11	55	5	50
27	7	2	2	9	45	4	40
28	6	5	4	10	50	3	30
29	6	4	3	9	45	2	20
30	5	6	2	7	35	4	40
31	5	4	6	11	55	3	30
32	5	3	4	9	45	2	20
33	4	2	3	7	35	4	40
34	6	6	5	11	55	6	60
35	5	4	3	8	40	6	60
36	4	3	2	6	30	4	40
37	6	5	4	10	50	3	30
38	4	5	6	10	50	2	20
39	5	3	2	7	35	2	20
40	6	2	3	9	45	3	30
41	7	4	4	11	55	4	40
42	4	6	3	7	35	3	30
43	3	4	4	7	35	2	20
44	4	3	6	10	50	4	40

Subject	Task 1	Task 2		Total			
	(Rec.) Max (10)	(Prod.) Max (10)	(Rec.) Max (10)	(Rec.) Max (20)	Pc	(Prod.) Max (10)	Pc
45	4	2	4	8	40	5	50
46	5	4	6	11	55	5	50
47	6	6	5	11	55	4	40
48	4	5	2	6	30	5	50
49	3	2	3	6	30	5	50
50	6	3	4	10	50	6	60

CHAPTER SIX

CONCLUSIONS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

CHAPTER SIX
CONCLUSIONS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

6.1 Conclusions

The analysis of the results in the previous chapter leads to the following conclusions:

1. The subject of Ph V is generally difficult for the subjects of the study to master whether at the level of recognition or production.

2. The investigation of the three variants separately reveals that the acquisition rate of these variants is almost the same since no statistically significant differences between any two of them has been detected. However, there are differences in performance regarding the three variants (Ph V, Pre V or Ph – Pre V).

3. Even at the supposed highest level of achievement in English, Iraqi EFL learners fail to grasp the English Ph V. The results of their performance show that they generally fail to attain the passing mark of 70% if the overall picture of their performance is taken into consideration.

4. Taking performance per task into consideration, the subjects of this study perform better on the recognition task than they do on the production task This indicates that the subject is developing in the subjects' mind lest the information has not yet been sufficiently processed to the extent that the subjects feel safe to use it in production.

6.2 Pedagogical Implications and Recommendations

It is recommended here that:-

1. Since proficiency in language is measured by the use of idiomatic language and since the subject under investigation is an essential part of English, the subject should be more intensively treated in the teaching syllabuses at the levels of education.
2. The existing scanty treatment has proved to be fruitless. Remedial material should be provided for the students in order to enhance their mastery of the subject. For this purpose and to fulfil the third aim of this research which reads as follows:

Suggested remedial work for the alleviation of these difficulties.

The following activities are suggested as a sample of larger and more diversified activities.

Q1: Choose the correct alternative to complete each sentence.

1. Sam _____ up too much time on the first exam question and didn't finish the paper.
   (a) clogged (b) used (c)divided (d) showed

2.When I _____ my camera at the baby she starts to cry
   (a) shout (b) throw (c) point (d) used

3. When the old man died, his things were _____ up among his children.
   (a) chopped (b) divided (c) cleared (d) used

4. She seems to _____ down on people who are less intelligent than her.
   (a) look (b) deal (c) cancel (d) put

5. I _____ about doing something on our journey.
   (a) wondered (b) eat (c) looked (d) made

Q2: Complete these sentences with a suitable particle.

1. I’m really looking _____ to seeing my cousins again next week.

2. Our prophet was brought _____ as an orphan in Mecca.

3. I received many letters _____ him when I was traveling.

4. I came up _____ a serious problem when I tried to save my work onto a disk.

5. She carries _____ working without looking here and there.

6. She thanks us _____ the present.

7. The train passed _____ the bridge.

8. He was born _____ Iraq.

9. This story deals _____ love.

10. Prices have gone _____ by 5 percent this year.

Q3: Replace the underlined verbs in these sentences with Ph V or Pre V or Ph-Pre V using the verbs and particles from the boxes below:

turn	take	give	look
go	find	run	call
make	put		

down	to	up	off
on	out	with	out
away			

1. That music is too loud! Please, make it less.

2. Children ought to respect their teacher.

3. The thief escaped with two million dinars in cash.

4. I can not tolerate his interference any longer!

5. At last the police discovered the gang which has committed the crime.

6. I can't continue alone any longer, I'll have to get help.

7. The firemen quickly extinguished the fire.

8. Be careful! This machine is dangerous.

9. I can not understand what you mean.

10. The match was cancelled because the weather was so bad.

Q4: Complete this letter with an appropriate particle. Use each word once only.

Dear Diana,

Thank you _____ the lovely day we had with you. It was so kind of you to let us bring Anne's friend, Gina. Unfortunately, the only problem was the journey home. There had been a terrible pile _____ on the motorway and, as a result, there was a tail _____ for at least six miles. In the end, we pulled _____ at a service station and waited there until it cleared. In the car park there Gina nearly got knocked _____ as a car pulled _____ far too quickly from behind a parked lorry, we were very relieved when we finally dropped Gina _____ at her parents' and much love

Flona

3. Teachers who teach syntax at the university level should pay more attention to the teaching of this linguistic structure and be aware of the three variants, i.e., Ph V, Pre V and Ph-Pre V and the rule restrictions imposed on this linguistic structure.

6.3 Suggestions for Further Study

In the light of the previous discussion a number of possible studies are suggested:

1. A study is needed to investigate the difficulty in using separable and inseparable Ph V.
2. With the framework of the Ph V, the hierarchical order of the acquisition of the variants used can be empirically investigated.

ABSTRACT

One of the most important characteristics of the English verb is the can Combine with prepositions and adverb particles, resulting phrasal verbs prepositional verbs and phrasal–prepositional verbs. Phrasal verbs represent an essential part of the English verb system; it certainly contributes to colloquial ease and fluency which is clearly a great asset.

English Ph Vs create special problems for native language learners partly because they are many and partly because the combination of verb particle seems so often completely random. It is believed that these difficulties are sometimes increased by the way in which these verbs are presented in course-books or by the teachers telling their students that they have to learn them by heart.

The present study aims at

1-innestigating the Iraqi EFL learners' ability to recognize and produce phrasal verbs from the verb followed by prepositions.

2- Identifying areas of difficulty in the assignment of particles to Ph Vs.

3- Suggesting remedial treatment for the alleviation of these difficulties.

To conduct the study and to fulfill its aims the following hypothesis is posed:

Iraqi EFL learners fail to master the recognition and production of phrasal verbs or prepositional verbs and phrasal prepositional verbs.

To achieve the aims and investigate the hypothesis the researcher has adopted a number of measures among which is to construct a test of two tasks, i.e., recognition and production tasks.

The test is administered to (50) students of the Department of English at the College of Education/ University of Diyala for the academic year 2004 – 2005.

Steps are taken and relevant statistical treatments are used to secure the validity and reliability of the tool and jury members are consulted to ensure face and content validity of the test.

Test reliability is computed through using split-half method.

To analyse the obtained data certain statistical methods are used namely. T-test formula for one sample, analysis of variance: one-way classification (ANOVA), Pearson Product Moment Correlation Coefficient, Spearman Brown formula and percentages.

The following are some of the results of the data analysis:-

1- The topic of the study has proved to be generally difficult for the subject to master whether at the level of recognition or production. Even through the subjects perform better on the recognition task, no statistically significant difference between the two tasks is found out.

2- ANOVA results show that there is no statistically significant differences among the three variants of linguistic structure.

Conclusion indicate that, subject of this study perform better on the recognition task than they do on the production task.

On the basis of the findings relevant pedagogical implications are drawn, and remedial exercises are provided and suggestion for further research is put forward.

الخلاصة

لعل من احدى اهم خصائص الافعال الانكليزية انها يمكن ان تندمج مع الظرف وحرف الجرمكونة ما يسمى بالأفعال العبارية أو افعال حرف الجر أو افعال العبارة وحرف جر وتمثل الافعال العبارية جزءاً رئيسياً من نظام الفعل الانكليزي وتسهم بالتاكيد في السهولة والطلاقة العاميتان اللتان تمثلان ثروة عظيمة بيّنة.

تخلق الافعال العبارية مشاكل خاصة لمتعلمي اللغة الانكليزية جزئيا لانها عديدة والجزء الاخر لانها تبدو في اغلب الاحيان عشوائية في طريقة ارتباط الفعل مع الظرف.

ويعتقد بأن هده الصعوبات تعظم احيانا نتيجة الطريقة التي تقدم فيها هده الافعال في الكتب المدرسية او من خلال المعلمين الدين يطلبون من طلابهم استظهار هذه الافعال.

تهدف هذه الدراسة بصورة رئيسية الى:-

1- استقصاء قدرة العراقيين متعلمي اللغة الانكليزية لغة اجنبية على تمييز وانتاج الافعال العبارية والافعال التي تتبع بحرف جر.
2- تحديد اوجه الصعوبات في تعيين الحروف للأفعال العبارية.
3- اقتراح معالجات لتخفيف هده الصعوبات.

ولغرض اجراء الدراسة وتحقيق أهدافها افترض الآتي:-
يعجز العراقيون متعلموا اللغة الإنكلزية لغة اجنبية عن تمييز واستعمال الأفعال العبارية أو أفعال حرف الجر أو أفعال العبارة وحرف الجر.

ولتحقيق اهداف الدراسة والتحقق من صحة الفرضية ،اجرت الباحثة عدداً من الاجراءات ومنها بناء اختبار مكون من اسلوبين (مهمتين)،مهمة التميز ومهمة الانتاج، وطبق الاختبار على 50 طالبا تم اختيارهم عشوائيا من قسم اللغة الانكليزية /المرحلة الرابعة في كلية التربية /جامعة ديالى للعام الدراسي 2004 – 2005م.

وقد استخدمت الاجراءات الاحصائية اللازمة لتأمين مصداقية اداة البحث واختيرت لجنة من الخبراء لبيان الصدق الظاهري وصدق المحتوى للإختبار.

تم حساب ثبات الاختبار باستخدام طريقة التجزئة النصفية .لغرض تحليل البيانات، استخدمت الوسائل الاحصائية اللازمة وهي معادلة الاختبار التائي لعينة واحدة ،تحليل التباين

الاحادي،معامل ارتباط بيرسون ،معادلة ارتباط سبيرمان براون و النسبة المئوية للاجابات الصحيحة

اسفر تحليل البيانات عن النتائج الآتية:-

1-يعد موضوع الدراسة موضوعا صعبا للعينة للتمكن في مستوى التميز ومستوى الانتاج.

2-اظهرت نتائج تحليل التباين الاحادي بانه لا يوجد فروقات ذات دلالة احصائية ضمن المجالات الثلاثة للتركيب اللغوي.

اظهرت الاستنتاجات للدراسة الحالية ان اداء عينة الدراسة في مستوى التميز افضل من ادائهم في مستوى الانتاج،وعلى اساس هذه الاستنتاجات تم استخلاص المضامين التعليمية ذات الصلة ،كما قدمت بعض التوصيات والمقترحات لاجراء بحوث مستقبلية.