

The Influence of Phrasal verbs taught in Interactive Context on Improving English Language of EFL Non-Specialist Learners

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**تأثير الأفعال المركبة التي يتم تدريسها في سياق تفاعلي في
تحسين اللغة الإنجليزية لدى متعلمي اللغة الإنجليزية كلغة أجنبية
غير المتخصصين**

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Abstract

Because phrasal verbs are crucial to the process of teaching or learning English as a foreign language and have an impact on both spoken and written forms, mastering them will help you broaden your vocabulary and improve your language skills. Their close relationship to context, stable forms, and structural characteristics defines them. Their structure is almost unchangeable. The growing use of phrasal verbs in English is a distinctive characteristic. Despite being an integral part of the English language, these verbs continue to pose a significant challenge for teachers and EFL learners, particularly for students who are not specialists. One explanation for this is the ambiguity and confusion surrounding their meaning and application. For this reason, English phrasal verbs cause problems for Iraqi students of the language.

In light of this, this study investigates new approaches as well as modern trends that address teaching English in general and phrasal verbs in particular in contrast to traditional approaches. The study's objective has been met through the implementation of a teaching experiment. selected from two of the five branches within the University of Technology's Department of Mechanical Engineering, the sample consists of two groups: the experimental group, which was taught phrasal verbs using novel methods, and the control group, which was taught the same topic using conventional methods. There are thirty students in each group. Three factors—age, sex, and high school average—have been controlled to ensure equal representation within both groups.

The achievement testing was administered to the study sample at the conclusion of the experimental teaching duration, following expert validation of its validity and test-retest reliability. Following the application of the t-test formula for statistical analysis of the test results, the experimental group mean was found to be

(24.100), whereas the control group mean was (10.020). The findings show that the experimental group outperformed the control group. In addition, phrasal verb production and recognition pose significant challenges for Iraqi English language learners, particularly those who are not specialists. Conventional methods of instruction are partially to blame for this issue. Due to the idiomatic meaning of phrasal verbs is hazier than the literal one, it is crucial to comprehend the context in which such verbs get used. As a result, more work needs to be put into helping EFL learners produce phrasal verbs than recognize them. Many suggestions for improved methods of handling phrasal verbs have been made in light of the study's findings.

Keywords: Phrasal verbs, English as Foreign Language, ESP Learners, Language Teaching, Language Improving

1- Introduction

It may be difficult and gratifying to instruct phrasal verbs to non-native speakers. Phrasal verbs are often used in English and are essential to daily speech. However, learners may find them hard to understand because of their idiomatic character and context-dependent meanings.

It's crucial to include examples with plenty of context that show how phrasal verbs are used in natural language while instructing them. Furthermore, it is useful for assisting learners in comprehending the significance and usage of phrasal verbs in various situations via visual aids, such as pictures or movies.

These kinds of verbs can be grouped thematically (for example, verbs connected to travel, feelings, or the workplace) and practiced in sentences to help with recall. Phrasal verb learning may be made more interesting and remembered by using practices like role-playing, games of all kinds, and conversations.

Finally, elucidating the literal and figurative meanings of phrasal verbs, in addition to their common forms and collocations, can enhance learners' comprehension and enable them to employ phrasal verbs more precisely and with confidence in their writing and speaking.

2- The Research problem

One way for expanding the vocabulary of the English language and creating new verbs is verb phrase combinations. The most difficult part for Iraqi learners of English is the idiomatic (non-literal) part of language. Such an issue arises from the fact that idiomatic expressions mean something that is different from the individual words when they stand alone. This results from the way in which the phrasal verbs are put together which is often odd, illogical, or even grammatically incorrect (Robert, 1982:34).

A phrasal verb is a kind of verb made of a sequence of lexical parts plus one or more particles, e.g. *call in*, *wake up*, *catch up with*. By syntactic grounds, Subtypes could be distinguished (e.g., classifying particles into prepositional or adverbial forms), and the definition of 'phrasal' differs somewhat within varied explanations. On the other hand, employing transformational and substitution criteria, the general syntactic as well as semantic unity among such sequences is readily apparent. (Crystal, 1985:232).

ESL/EFL learners face special problems with phrasal verbs, partly because of the fact that the combination of verb and particle appears so frequently unsystematic (Ken, 1999:41), these problems can be stated as follows:

Firstly, to distinguish between similar – looking formations, simply because confusion of prepositional verbs which have particles like (*across*, *in*, *on*, *through*, *etc.*) with transitive phrasal verbs could happen. Particles of prepositional verbs cannot be removed to a position after the following noun phrase, e.g.

- *She called on her friends.* (6) * *She called her friends on.*
- *She came by fortune.* (7) * *She came fortune by.*

Secondly, a lot of phrasal verbs have more than one meaning, like "make up." Thirdly, idiomatic phrasal verb meaning doesn't usually equal that of the two or sometimes more parts, e.g. '*he has called on (his family)*', nobody has made any call, and nothing is on anything. (Leech and Svartvik 1975: 264). Fourthly, as instructors and/or textbook writers typically define phrasal verbs, the Latinate word, particularly if it is a one- word definition (e.g. *Pick up=receive*), is simpler to be understood and make more sense than the Anglo-Saxon phrasal verb. Fifthly, the use of the particle is to a large extent random. Sixthly, there is often some difficulty

as to whether or not to split the verb if it is intransitive (*die away*) or to split if it is transitive (*take up*).

The above problems have become even worse when students are instructed by textbooks or teachers to learn such kinds of verbs by heart as no system exists which governs them. This study tries to overcome such problems by examining some of the methods used in teaching phrasal verbs for non-specialists because there is seldom pedagogical study which concentrates on this phenomenon, discovering the syntactic and semantic limitations that lie beneath such cases. Moreover, certain pedagogical implications will be recommended in order to develop the students' performance in this lingual field.

3- Research's Objectives and Significance

The objectives and significance of this study can be stated as:

1. Studying the influence of using modern teaching techniques on EFL students' ambiguity of phrasal verbs.
2. Identifying the area of difficulty that our learners face in the learning of the phrasal verbs to present a more creative device in teaching them.
3. Examining the role of the particles that plays in defining the type of phrasal verbs.
4. Improving instructing methods of English as a foreign language within Iraq and offering practical guide for teachers of English as far as phrasal verbs are concerned.
5. Assisting curriculum and textbook designers to determine the challenges faced by Iraqi students when learning phrasal verb and to understand their meaning to overcome these challenges while designing textbooks.

4- Research's Hypothesis

It is assumed that achievement of the experimental group (taught phrasal verbs by new techniques) and the control group (taught phrasal verbs by conventional techniques) is similar with no statistical significance differences.

5- Research's Limits:

The present work is restricted to:

1. The learners' sample is limited to the daytime college sample in the University of Technology.
2. The level of learners is confined to the second year at the Mechanical Engineering Department, non-English specialists.
3. The academic year will be 2023-2024.
4. This study is limited to teaching standard English phrasal verbs.

6- Research Theoretical Framework

6-1- Definition of phrasal verbs

A phrasal verb, as outlined by Crystal (1992:163), is a verb type that is made up of a lexical element followed by one or more particles, whereas Singh (1977:11) 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 the separate words. A phrasal verb, according to Sinclair (1972:261), is a grammatical and semantic combination of an adverb as well as a verb. The particle comes after the verb.

A phrasal verb represents a verb that consists of two (sometimes three) parts: a verb and an adverb or preposition. A few common verbs (*like get, go, come, put, and set*) and a few popular adverbs and prepositions (*like in, away, out, off, and up*) make up the majority of phrasal verbs. (Hartman and Stock, 1972:58).

Phrasal verbs sometimes have meanings which could simply be predicted (e.g. *come back* or *look for*). But in most cases, their meanings are quite different from the verb meaning that forms them, for instance, the meaning of (*call off*) is (to cancel or order to desist) and has no clear connection with the idea of 'calling' somebody.

An important and productive aspects of the system of the English verb is the phrasal verb. Students cannot have a good command of English without learning a significant quantity of these verbs along with their variant meanings.

Phrasal verbs belong to a large category of verbs known as multi-word verbs. They contribute significantly to the English language. Phrasal verbs and other multi-word verbs are extremely common in spoken English. A verb as (*take off, turn of, or get on with*) is a multiple part verb. For the sake of simplicity, phrasal verbs are referred to as multiple part verbs by many people. Such verbs are composed of a *basic verb + other word (part) or words*. The other word(s) could be an adverb or/ and preposition. As a result of that, a short "phrase" is created out of the two or three words (parts) that build up multiple part verbs, for that reason such verbs are frequently all named phrasal verbs (Stageberg, 1977:78).

It's critical to keep in mind that a verb with multiple parts is still a verb. Go is a verb and go on is a verb but a different kind of verb. Their meanings are not the same. As a result, educators ought to teach multiword verbs in the same way as they would any other verb. To define phrasal verbs, they can simply be described as main verbs that contain two (or more) words. One of the words can be distinguished as a one-word verb in its own right and the other words can be distinguished as prepositions. Linguists sometimes called them particles. the pairing of an adverb or preposition with a verb must be distinguished by instructors and students. Native speakers have no difficulty with the meaning of such kinds of verbs; however, phrasal verbs can cause difficulties for EFL learners (Bonlinger, 1971:34).

6-2- Some characteristics of phrasal verbs

1. Usually, informal English utilizes many phrasal verbs in comparison to formal English. (Cowie, 1998: 62).
2. It should be noticed that because there are different dialects of English, therefore, the uses of many phrasal verbs are different. For instance, the sentence " *can you fill in the form of application*" is uttered by British speakers; while American speakers say (*can you fill out the form of application*) instead.
3. Because of differences in dialect, there will be differences in the meanings given to the forms of the verbs according to different dictionaries. In some cases, there will be more than one meaning for a given phrasal verb.
4. Many Phrasal verbs become more formal as students are more familiar with the Latinate equivalent of these phrasal verbs.

6-3- Types of phrasal verbs

According to grammar books, there are five types of phrasal verbs:

1. Intransitive verbs that take no object): *Ahmed sets off so fast, he must slowdown.*
2. Transitive verbs that have an object that can come prior to or following the particle: *he takes the hat off*, or *he takes off the hat*. In case that the object is a pronoun, nevertheless, it should be placed between the verb and the particle: *he takes it off* (Not *he takes off it*).
3. Transitive verbs whose objects must be situated between the verb and the particle: *his quick thinking sets Ahmed apart from his colleagues.*

4. Transitive verbs whose object must come after the particle: (*Girls take after their moms – the players put up with the techniques the coach uses*).
5. Transitive Verbs with two objects - one follows the verb; the other one follows the particle: (*The government puts its progress down to fast and decisive decisions*).

6-4- The difficulty of learning the phrasal verbs

Perhaps it is correct to believe that the children of native speakers learn phrasal verbs earlier than verbs of any different type, on the contrary to the foreign learners who seldom learn these verbs under the same conditions of teaching. The problem is fourfold. The meaning of this kind of a verb is simply the result of the whole, but it might also have a deeper meaning that is somewhat related to its constituent parts. (Cowie, 1998:19).

The learner/student may simply confuse the two functions for the particle of PVs, as a preposition or an adverb. Moreover, the learners may get disappointed of grasping various meaning versions that so many phrasal verbs in modern English could have, this area of language is so tricky. (McArthur, 1975:32). Moreover, it is required of the student to grasp syntactic nuances such as transitivity and whether or not a particular type of transitive multi-word verb can have an object included between the verb and particle, as in "*He picked it up*".

Phrasal verbs present another challenge since they have varying degrees of meaning depending on the context and register. For instance, because they are more comfortable with the first option, an EFL beginner learner may choose to exit rather than go out. (Ibid: 73).

6-5- Semantic criteria for phrasal verbs

The phrasal verbs have the following semantic criteria:

1. The semantic unity of a single word verb can usually substitute multi word verbs, e.g., *visit* for *call for*, *summon* for *call up*, however, some phrasal verbs like *get away with* and *run out off* do not have one-word substitution and there are combinations which are non-idiomatic, e.g. *pass across* (= *cross*), *move past* (= *past*) do obtain paraphrases as such.
2. The substitution of other parts of the phrasal verb does not maintain the meaning of the verb or particle within it. Accordingly, the learners need to distinguish three essential domains:
 - a. Free, non-idiomatic formations, as the components' individual meanings are clear from their consistency in potential replacements.
 - b. Semi idiomatic constructions that are flexible but also more constrained. The relationship that a verb has with its particle is the same as the relationship that an affix has with its stem in word formation, and
 - c. Highly idiomatic formations like *bring up* (rear), *come by* (acquire). They are comprehensively idiomatic because no chance of contrastive replacement is possible: *bring up/down*; *come by/past*. (Quirk et al, 1987:1156).

6-6- Separation of phrasal verbs

A- Usually, transitive phrasal verbs get separated; these are called separable verbs (*according to the teacher's advice, students look meaning up in Oxford dictionary*), both the verb and the particle of the similar group can remain together un separated (as in :*according to the teacher's advice, students are currently*

looking up *meaning in Oxford dictionary*), in opposite to, when the object of the transitive verb is in the form of a pronoun, the verb of separable category must be split from its particle (check the following :*according to the teacher's advice, students are currently looking it up in Oxford dictionary*" (Wurmbrand, 2000:33).

B- The verbs of Inseparable category stay unsplit no matter a noun or noun phrase or pronoun takes the function of the object, these verbs cannot be separated, e.g. (*we set off for the beach, we set off for it*) (*Ibid.*).

C- Always intransitive phrasal verbs take inseparable form as in (the burglar got away) (Leech and Svartvik, 1975:47)

D- Always, three-word phrasal verbs (verb plus two prepositions or adverbs) are inseparable, e.g. (*I'm looking forward to meeting Ahmed or I'm looking forward to meeting him*).

6-7- New methods for teaching phrasal verbs

Below are modern methods being used in teaching phrasal verbs for EFL learners:

- A- Oral text and personalization: it combines the form with the meaning of phrasal verbs in teaching.
- B- Equivalents and/or Definitions: to explain them by one-word equivalent or many words' definition.
- C- Thematic phrasal verbs: to link a group of PV by one common theme.

6-8- Things to avoid when teaching phrasal verbs

- A- Never deliver the idea that PVs are impossible to learn but are just more words not difficult to learn.
- B- Avoid using non- funny and non-motivating ways to teach such stiff and difficult material.

- C- Introducing huge lists of PVs.
- D- Stressing always and only the importance of the verb part.
- E- Using the meaning memorizing method rather than meaning deducing method, it should be the opposite.

7- Methodology and Procedures

This section will explain in detail the procedures and methodology followed in conducting this study. It entails the study's sample, tools, and statistical techniques used in the data analysis.

7-1- Research's Sample

The sample of the current study is the second year learners, Mechanical Engineering Department, University of Technology. Two Branches out of five are selected randomly⁽¹⁾. Similarly, the Aircraft Branch which includes (34) learners is selected randomly as an experimental group. The other, i.e., the Power Station branch which includes (31) learners is the control group. The total number of learners in these two branches is (65). The final number of the sample becomes (60) learners as the repeaters in each branch were excluded.\

7-2- Equalization of examinees:

To make the two groups (experimental and control) equal, the variables of age, sex and high school marks average of the students have been controlled.

By employing chi-square method for two independent samples, the table t-values that were (3.64, 3.23, and 3.25) were higher than the computed t-values

1- The method of randomization involves drawing two slips of paper, one for each of the three sections, from a container. (Robinson, 1976:103).

that were (2.211, 0.350, and 2.10) of the three variables respectively, under (1) degree of freedom and at 0.05 level of significance, accordingly, no statistically significant differences between the two groups were found.

7-3- Teaching materials

Different authentic passages which were chosen from textbooks and the net have been taught to both groups, experimental and control. These passages deal with technical topics to be suitable for the sample and of course have different phrasal verbs.

7-4- Experiment application

The experiment period was ten weeks, starting on November 29, 2023. The lessons were given for two hours per week and both groups were taught the same passages. All students had equal access to learning opportunities throughout the study time, i.e. the learners of the two groups had almost the same conditions but the opportunity of special training about phrasal verbs which the experimental group received. The control group has been taught the phrasal verbs that were presented in a list separated from the reading passage with their synonyms or definitions without their contextual meanings as occur in the passages.

7-5- The experimental group and teaching method

In general, phrasal verbs are a rather difficult topic to teach. Their meaning in the dictionary is helpful, however, understanding of their correct usage in the context through doing a practice like the act of reading or listening must not be ignored. Phrasal verbs were introduced to the experimental group during the teaching sessions, taking into account their usage in the English language and their

significance for EFL learners. Such lessons are divided into two parts, the first starts with introducing interesting stories between the students for discussion for reading comprehension. Such comprehension is stuffed with phrasal reading. The second part involves a thinking session for making lists of phrasal verbs to be shared among the students. During the lesson of teaching phrasal verbs, the following steps were being used: -

1. Firstly, the researcher establishes the importance of phrasal verbs via practicing of authentic materials.
2. Reading a short story or a passage containing phrasal verbs by students.
3. Following reading, students must respond to questions of comprehension regarding the material. They ought to use phrasal verbs in their responses.
4. After discussing the text, the students are asked to change the phrasal verbs with their synonyms as far as possible.
5. The researcher gives the students a story with phrasal verbs; they are asked to identify them.
6. A group of common phrasal verbs that combine verbs with prepositions is given to the learners.
7. Through thinking of given phrasal verbs, the learners are asked to provide phrasal verbs as many as possible and if possible, making sentences.
8. The researcher provides a spoken example of phrasal verbs in a context to be understood by the learners who can take examples of others.
9. Finally, the researcher checks the correct usage of phrasal verbs in the examples provided by the learners who are asked to read.

7-6- Research Instrument (achievement test)

An essential requirement in this investigation is to have an objective test that assesses learners' achievement at the time of the experiment. So, a comprehension test that is characterized by validity, reliability, objectivity, with scorable ability was built. Its material and questions concerning the subject (phrasal verbs) under study were carefully chosen in relation to the material taught during the course.

As shown in appendix (4), the test is composed of five questions, each question has different items. These items are (30), they are of the productive and recognitive kinds that are designed in various patterns for example, filling blanks, multiple choice items, items matching, etc. whether there are substantial differences in the achievement of both groups, the experimental group that learned phrasal verbs using novel techniques, and the control group that learned them using conventional techniques, is the explicit main goal of the test.

7-7- Test validity

If the test is precise in measuring what is invented to measure, it will be valid, (Lado 1961:321). According to (Carroll and Hall 1985:123), the test is regarded as a valid one when it measures what is intended to measure.

The content validity can be obtained by achieving a close relationship between the items and the material that the sample will study and practice. It is important and vital that the test has content validity, besides, how it is viewed by examiners, administrators, scholars, etc. (Harris, 1969:19, 21).

A group of experts including English language teachers, linguists were shown the test. The jury members confirmed the suitability and effectiveness of the test items; they suggested a few modifications that were taken into consideration. A copy of their certificate is attached to Appendix (5).

7-8- Test reliability

The constancy of scores that learners would get on different versions of the same test is known as reliability. Testers prefer that scores be identical when they conduct tests about the same material because the more similar the scores are, the more reliable the test scores are (wells & Jemes, 2003: 13). However, it seems almost impossible to have identical scores even if one conducts the same test twice about the same materials for the same sample because of different factors such as exhaustion, surrounding elements, learner's mistakes, etc.

To ensure the reliability of the current study, a test – retest technique is followed, this technique points to consistency of the subjects' scores when the learners take two times the same test with a certain interval period of time between the two tests (Harris, 1969:15). Consequently, each testee will have two scores. The reliability coefficient was calculated by the correlation between the first score achieved by the testee in the first test and the second score in the second test. After applying this technique on the selected sample, high constant correlation coefficient (0.85) was obtained by this study, which was estimated by using Pearson Formula.

7-9- Managing of the pilot test, the final test and scoring system

A pilot test was conducted prior to the final test in order to assess the test's instructions, passage clarity, item difficulty, required time to complete the answer, and any setups or modifications. It seemed that the test along with its instructions were clear for the learners, excluding two items that were amended afterward.

The final achievement test was conducted on (February 7, 2016) for the chosen sample of both groups totaling (60) students after securing validity and reliability factors and providing to some extent proper test conditions. The test time was (90) minutes, conducted in two rooms with the help of one teacher in the

English language center, the University of Technology. First, the test papers were distributed, and then the instructions were explained. Finally, the papers were collected and corrected by the researcher.

In order to have an objective scoring system for the test and to secure validity by giving precise and exact mark measuring the achievement of the students, for a correct response, one mark was awarded, and for a wrong response, zero. The left item, or the item with two answers, also received a score of zero. Hence, out of 35 items on the test, 35 represented the highest score and 0 the lowest.

7-10- Statistical tools and the expert.

To statistically analyze and calculate the data of the study results, the following means have been used:

1. t-test for two independent groups; additionally, the following formula is utilized to determine whether there are significant differences between the groups in terms of non-experimental variables and experimental alternatives:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2 \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}{n_1 + n_2 - 2}}}$$

Glass and Stanley, (1970: 295)

Where X_1 = The mean of the experimental group.

X_2 = The mean of the control group.

n_1 = The number of subjects in the experimental group.

n_2 = The number of the subjects in the control group.

S_1^2 = the variance of the experimental group.

S_2^2 = the variance of the control group.

2. Chi2 – square method (χ^2), to find out the significance of differences in the variables of the Academic average level, the testees' marks in English on the previous year and the testees' marks on the pretest, the following formula is used:

$$X^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] \quad \text{Minium et al; (1999: 385)}$$

Where

Fo = The observed frequencies.

Fe = The expected or theoretical frequencies.

3. Pearson correlation formula.

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad \text{Glass and Stanley (1970: 119)}$$

In addition to the aforementioned equations, an assistance of expert in information system was sought.

8- Results' Discussion and Findings

To fulfil the objectives of the current work, the data obtained from the posttest have been analyzed according to the procedures mentioned in section three to decide whether there are any statistically substantial differences (verifying the hypothesis) that maybe present between The mean scores of experimental and control groups in the achievement test's overall scores.

The two groups mean scores are compared on the posttest and the t – value was computed to discover whether the mean scores for the two groups differ in any statistically significant ways. It employs the independent sample formula. (see section three).

The Table t – value (2.00) is lower than the calculated t – value (7.543). From this it can be concluded that when the freedom degree is (58) and the significance level is (0.05), the experimental group outperforms the control group, as shown by the statistically significant differences between the two groups. In view of that, the study hypothesis can be denied. Due to these statistically substantial differences, it also can be concluded that the achievement of the experimental group taught phrasal verbs through different and new techniques is better than the achievement of the control one taught phrasal verbs by the traditional technique, finally, the aims of this study are achieved. See table (1) below.

Table (1)
Mean Standard Deviation and t – value of the Test Scores.

Group	N	Mean	Standard Deviation	Df	Level of significance	table t-value	Computed t – value
Experimental	30	24.100	8.6317	58	0.05	2.00	7.543
Control	30	10.020	7.2067				

The results' analysis of the data confirms that the experimental group's mean score on the final exam was 24.100, which was higher than the control group's mean score of 10.020. This indicates that the experimental group's students performed more effectively compared to the control group's students. One more thing about the results is that this experiment achieves significantly more effects of learning for teaching phrasal verbs and allowing the learners to obtain this system. These results refer to the fact that the learners of the control group were neither able to distinguish nor to produce the patterns of phrasal verbs in a certain context.

The learners of the experimental group, instead, have to recognize the meaning of the phrasal verbs first and then probing for their equivalents in a certain context. According to their treatment, the context in which the target phrasal verbs produced was not ignored. Below are some of the findings that led to the present study results:

1. The techniques and methods employed in teaching phrasal verbs are valuable in learning and memorizing these verbs better than those employed by the EFL teacher for this topic.
2. Regarding teaching English verb system, teachers should be more aware of the occurrence of phrasal verbs.
3. Thinking, communicating and responding verbally are necessary for the learners in training phrasal verbs. Consequently, activities of phrasal verbs can develop and improve the learners' abilities to learn English as a foreign language.

9- Conclusion

Based on the findings of this investigation, the subsequent concluding points are made: Generally, Learning of English phrasal verbs represents a difficulty for the Iraqi EFL non-specialist learners, this obstacle needs to be removed. Recognition of English phrasal verb is easier than their production since Learners' recognition ability is higher than that of their production in this topic. This is so since production demands full recognition and the ability to produce. Most learner mistakes that have been documented in the subject matter of phrasal verbs are idiomatic meanings.

The experimental group achievement is better than that of the control one because there is a difference of statistical significance concerning the performance of both groups' learners. The importance of phrasal verbs is not quite acknowledged by some teachers of English. As a result, they teach and explain this kind of verbs by traditional methods with no connection to the context.

10- Recommendations

Taking into consideration the results and the conclusions, the subsequent recommendations can be presented:

1. Instructors should pay attention to English phrasal verbs in a similar way as they deal with other topics of language because these verbs constitute a problem to Iraqi EFL learners.
2. Practice is so important in teaching any topic of English and/or other languages; this is true when dealing with phrasal verbs.
3. The Iraqi EFL non-specialist learners' performance in phrasal verbs will be better if they are well exposed to these verbs that are problematic as previously explained in this study.
4. The meanings of phrasal verbs should be firstly comprehended by the learners, then applying of what have been learnt in context of communication in the class between learners since Learners' recognition ability is higher than that of their production in this subject. This, in turn, provides training in stable development.
5. EFL non-specialist learners should have more opportunities to work often and methodically on phrasal verbs at early stages
6. Reading passages and short stories in different contexts should be taken advantages of in instructing phrasal verbs.
7. The significance of phrasal verbs in spoken English and their crucial role to expand the vocabulary should be considered by curricula and textbooks' designers.

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Appendix (1)
Learners' Test-Retest Scores to Estimate Test Reliability

No.	X Test	Y Retest	X ²	Y ²	XY
1	15	12	225	144	180
2	12	11	144	121	132
3	16	18	256	324	288
4	13	10	169	100	130
5	14	11	196	121	154
6	11	12	121	144	132
7	13	10	169	100	130
8	13	12	169	144	156
9	14	12	196	144	168
10	12	13	144	169	156
11	13	13	169	169	169
12	12	10	144	100	120
13	10	8	100	64	80
14	11	8	121	64	88
15	13	12	169	144	156
16	11	10	121	100	110
17	12	12	144	144	144
18	12	8	144	64	96
19	9	8	81	64	72
20	10	8	100	64	80
21	7	7	49	49	49
22	7	6	49	36	42
23	7	5	49	25	35
24	8	9	64	81	72
25	7	8	49	64	56
26	7	5	49	25	35
27	7	5	49	25	35
28	6	7	36	49	42
29	7	5	49	25	35
30	5	4	25	16	20
	X 314	Y 279	X ² 3550	Y ² 2883	XY 3162

Appendix (2)

Table 1: Test results of the experiment group presenting the marks obtained in the experimental and the total.

Testee's No.	QNo.1	Q No.2	QNo.3	QNo.4	QNo.5	Total
1	4	8	10	5	4	31
2	4	7	8	5	5	29
3	4	6	9	4	4	27
4	2	8	8	4	5	27
5	3	10	8	4	3	28
6	5	9	8	4	2	28
7	3	8	8	5	3	27
8	3	7	7	5	5	27
9	2	10	8	3	2	25
10	5	8	9	2	3	27
11	2	8	8	3	3	24
12	3	6	9	3	4	25
13	2	9	8	3	3	25
14	3	7	5	4	2	21
15	2	7	6	3	4	22
16	3	8	8	2	3	24
17	2	7	8	3	4	24
18	2	8	7	4	3	24
19	3	7	8	4	2	24
20	1	6	6	3	3	19
21	2	3	6	5	4	20
22	2	5	8	1	5	21
23	1	7	7	3	2	20
24	4	3	6	2	3	18
25	3	6	5	2	2	18
26	4	3	6	1	3	17
27	1	6	2	1	3	13
28	2	0	2	3	4	11
29	2	3	1	2	2	10
30	1	2	2	2	1	8

Appendix (3)

Table 2: Test results of the control group presenting the marks obtained in the experimental and the total.

Testee's No.	QNo.1	QNo.2	QNo.3	QNo.4	QNo.5	Total
1	3	6	6	3	3	21
2	2	6	5	1	3	17
3	3	2	4	3	3	15
4	4	3	2	3	2	14
5	2	3	5	4	2	16
6	1	5	4	2	2	14
7	2	4	4	0	2	12
8	2	2	3	5	2	14
9	3	5	2	0	2	12
10	3	4	5	1	1	14
11	2	2	4	4	1	13
12	0	3	4	3	2	12
13	2	2	5	0	2	11
14	2	6	3	2	1	14
15	3	3	2	2	1	11
16	1	4	2	2	1	10
17	0	2	1	4	3	10
18	0	4	5	0	1	10
19	1	2	3	0	3	9
20	2	2	3	1	1	9
21	1	2	2	2	2	9
22	2	1	5	0	1	9
23	2	2	3	0	1	8
24	1	2	1	0	2	6
25	3	2	2	1	1	9
26	0	1	1	0	2	4
27	1	2	2	0	1	6
28	2	0	1	0	1	4
29	1	0	1	0	0	2
30	1	0	1	0	1	3

Appendix (4) The Final Form of the Test

Q.1 Complete these sentences by putting the word (it) in the correct place. In each sentence you will have to leave one space empty.

- a. You must be hot with your coat on. Why don't you take.....off.....?
- b. If you don't understand this word, lookup.....in your dictionary.
- c. He's had a big shock, and it will take him some time to getover
.....
- d. I was going to do my homework last night, but I'm afraid I didn't get roundto.....
- e. I thought you'd read the newspaper, so I threwaway

Q.2 Change the suitable phrasal verb in brackets to be placed instead italic word or words in the following sentences.

1. Suha *resembles* too much her mother. (looks after, takes after)
2. The official *examined* the report. (sided with, waded through)
3. You should *adhere* to what you mentioned before. (burst into, stick to)
4. He will *request* an analysis of the condition. (call for, guard against)
5. The family *objects of* her joining such activities. (bank on, frown on)
6. The contestant *began* her speech with fear. (Launched into, hinged on)
7. Everyone *counts on* the government funding. (Depends on, picking on)
8. Nurses *take care of* the patients. (look after, look for)
9. The initials UN *represent* united nation? (Fend for, stand for)
10. The success of the project *depends much on* the transportation. (hinge on, touch on)

Q.3 Write the number of the sentence and the letter 'T' if the item is TRUE and "F" if is FALSE.

1. A. They **turned down** my offer.
B. They **turned** my offer **down**.
2. A. John **switched on** the radio.
B. John **switched** the radio **on**.
3. A. Who is **looking after** the baby?
B. Who is **looking** the baby **after**?
4. A. We **ran out** of fuel.
B. We **ran** out of **it**.
5. A. She **added up** the total on her calculator.
B. She **added it up** on her calculator.

Q.4 In each of the following sentences that contain transitive phrasal verbs made of verbs followed by adverbs; replace the object of the verb to a pronoun, and then put the pronoun in the correct place in the sentence ,e.g.:

He called off the meeting. He called it off.

1. We ironed out the difficulties.
2. He turns up the music
3. Suha brings back the gifts.
4. They write down his notes.
5. I gave away the bicycle.

Q.5 put the adverb of manner in parentheses between the verb and the preposition in the following sentences. e.g.:

He calls on his family. (suddenly)

He calls suddenly his family.

1. He dealt with every objection to his plan. (confidently)

2. We cut across the lawn. (quickly)

3. I leafed through the material. (rapidly)

4. They watched over the children. (patiently)

5. You cannot survive on tea and biscuits. (solely)

تأثير الأفعال المركبة التي يتم تدريسها في سياق تفاعلي في تحسين اللغة الإنجليزية لدى متعلمي اللغة الإنجليزية كلغة أجنبية غير المتخصصين

المستخلص

تعتبر عملية اكتساب الأفعال المؤلفة من كلمتين أو أكثر طريقة لزيادة المفردات وتطوير اللغة وذلك لأهميتها في عملية تعلم اللغة الإنكليزية وتدريسها كاللغة أجنبية كما أنها تضيف شيئاً من القوة والدقة على كل من الكلام والكتابة. تتصف هذه الأفعال بصفاتها لغة بخواص بناء وصيغ لغوية ثابتة وعلاقة وثيقة بسياق الكلام كما إنها تعبيرات لا يتغير بناؤها اللغوي .

أن الاستخدام المتزايد لأفعال المؤلفة من كلمتين أو أكثر صفة فريدة في اللغة الإنكليزية حيث تعد جزءاً لا يتجزأ من مفردات اللغة الإنكليزية إلا أن تلك الأفعال تمثل عائقاً حقيقياً لمدرسي الإنكليزية ومتعلميها لغة أجنبية لاسيما لغير ذوي الاختصاص. تعزى أسباب ذلك الى عدم وضوح معانيها وغموض استخدامها ولهذا الأسباب يعاني المتعلمون من العراقيين من هذه الافعال.

استناداً الى ذلك تتحرى هذه الدراسة الطرائق الحديثة و التوجهات المعاصرة التي تتناول تدريس اللغة الإنكليزية بصورة عامة والافعال المؤلفة من كلمتين أو أكثر بصورة خاصة مقارنة بالاساليب القديمة.

لتحقيق هدف الدراسة أجريت دراسة تجريبية حيث تم اختيار نموذج من مجموعتين عشوائيتين أحدهما تجريبية درست الأفعال المؤلفة من كلمتين أو أكثر بأساليب حديثة والأخرى ضابطة درست بالاساليب التقليدية في أصل ثلاثة فروع من قسم السيطرة والنظم في الجامعة التكنولوجية. تضم كل مجموعة (30) طالباً .

ضبطت متغيرات العمر والجنس ومعدل الدرجات للحصول على مجموعتين متكافئتين. ونفذ الاختبار التحصيلي على عينة الدراسة بعدما تحقق المختصون من

مصداقيته وتأكدوا من ثباته عن طريق أسلوب إعادة الأختبار وذلك بعد أنتهاء مدة الدراسة التجريبية.

بعد أن عُولجت النتائج إحصائياً عن طريق الأختبار التائي كان متوسط درجات المجموعة التجريبية (24,100) ومتوسط درجات المجموعة الضابطة (10,020). بناءً على النتائج كان تحصيل المجموعة التجريبية أعلى من تحصيل المجموعة الضابطة إضافة الى عملية بناء وتمييز الأفعال المؤلفة من كلمتين أو أكثر تمثل مشكلة للمتعلمين العراقيين للغة الأنكليزية وخاصة من غير ذوي الأختصاص حيث أن جزء من المشكلة يعزى الى طرائق التدريس التقليدية ولا بد من بذل جهود أكبر لتطوير مهارات متعلمي اللغة الأنكليزية لغةً أجنبية من ناحية بناء الأفعال المؤلفة من كلمتين أو أكثر من تمييزها. يؤدي السياق دوراً مهماً في فهم تلك الأفعال لان معناها المجازي أكثر غموضاً من معناها الحرفي.

في ضوء نتائج الدراسة الحالية قدم البحث مجموعة من التوصيات للتوصل الى أفضل الوسائل لتعلم الأفعال المؤلفة من كلمتين أو أكثر. الكلمات المفتاحية: الأفعال المركبة، اللغة الإنجليزية كلغة أجنبية، متعلمي اللغة الإنجليزية لأغراض محددة، تعليم اللغة، تحسين اللغة.

