

Mentouri University-Constantine

Faculty of Letters and Languages

Department of Foreign Languages

**Bolstering-up Students with Authentic Literary Loaded Texts as an
Effective Device to Use phrasal Verbs in Their Writings
The Case of Third Year Students, University of Constantine**

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Applied Language Studies**

Board of Examiners

President: Dr Hacene HAMADA

M.C .University of Constantine

Supervisor: Dr Nacif LABED

M.C. University of Constantine

Presented by

Miss Nadjia YAHIA

Supervised by

Dr. Nacif LABED

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Dedication

To my dearest parents for their love and care.

To my brothers and sisters for their encouragements,

I dedicate this work.

Acknowledgements

First of all, my special thanks to my supervisor, Dr Labed Nacif for being kind enough to accept directing this work. I would like also to thank him for his advice, help, and patience.

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List of Abbreviations

1. L 1 First Language
2. EFL English as a Foreign Language
3. WP Written Production
4. N Number of Students/ Teachers

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Abstract

Our research study consists of three chapters. The first chapter deals with phrasal verbs as crucial components in English, while the second chapter deals with writing and vocabulary, and phrasal verbs as vocabulary items. The crucial purpose of this study is to check out the effectiveness of our device in teaching and bolstering up our students to use phrasal verbs in their writings. We will further, try to check our the hypothesis whether using authentic literary loaded texts as a device in teaching phrasal verbs could be achieved and be ended up in real application. By checking out the phrasal verbs that are made up by students, it is mainly after their reception of phrasal verbs in authentic texts, during their process of writing. To achieve this objective, we relied on two means of reseach: two tests and two questionnaires carried out. The pre-test is administred in order to see students ' use of phrasal verbs. The post-test is administred to check out our hypothesis through analysing students'own production. The second tool is the students and teachers' questionnaires that are designed to touch on different points. These points range between the lack of such items in students ' productions, the reasons behind such lack, along with their opinions towards authentic texts as a device in teaching. The results of this investigation confirmed our hypothesis and showed up learners- subject to study- proved to have shifted their old passive vocabulary items into active ones. This is mainly due to their reception of our device in teaching phrasal verbs in authentic literary loaded texts.

General Introduction

1. Statement of the Problem

As English students, we have realized that we do not use at all phrasal verbs in our writings, and if we do that, it is probably once or twice in an entire essay! This problem bothers us a lot. This is why; it makes us wonder for the reason, which makes English students, do not use phrasal verbs in their writing. We believe that it is because the techniques teachers use in teaching phrasal verbs or students do not give much interest to use them.

We have noticed that English students do not use phrasal verbs either in their speech or in their writing productions; they replace them by one-word verbs that are considered for them more accurate and valid. Students have not realized the importance of phrasal verbs; therefore, teachers should take this as the starting point and try to influence their thoughts towards phrasal verbs and their status in mastering English language. This is why we would like to suggest a device in teaching phrasal verbs to be part of students' knowledge and hence will be used in their writings.

Phrasal verbs are combined with prepositions or adverbs, sometimes the two together to give new meaning. Other times, this meaning can be guessed through its parts but most of the time, it is too separated from the individual words; i.e. they are idiomatic. "They often arise from the uses of language and eventually work themselves into mainstream of language" (Serradj, 2003. P. 121).

2. Aim of the Study

This research aims at investigating the difficulties students have in using phrasal verbs in their writings. It will also try to shed light on how to use authentic literary loaded texts as an effective device in teaching phrasal verbs as well as encouraging students to use these phrasal verbs in their writings. This procedure is based on the assumption that phrasal verbs enable us to speak and write advanced English. Therefore, in order to speak, read, and most of all write an advanced English, one needs to be skilled in them. Phrasal verbs are verbs by nature, not as idiomatic curiosities in which they play a crucial role in spoken and written English, and it is impossible for students who want to master an advanced language can afford to overlook them.

Since teachers know that the key for an advanced English lies upon the richness of phrasal verbs; therefore they are supposed to focus on this as the strong point. This leads us to think of a sample of authentic material as literary texts, which are full of phrasal verbs. They are used and appeared in real contexts.

3. Research Questions and Hypothesis

Despite the fact that students know some of phrasal verbs, they do not use them, this is why, we attempt to examine the effectiveness of authentic literary texts in teaching phrasal verbs. Therefore, we would hypothesize that:

If we provide students with authentic literary loaded texts as a device while teaching phrasal verbs, students will gradually become familiar with phrasal verbs and most important will start to use such items in their writings.

In accordance with this, we put the following research questions:

1. Are authentic literary loaded texts considered as effective device in teaching phrasal verbs?
2. How to encourage students to become familiar with phrasal verbs and take part in their regular conceptual patterns?
3. Are the techniques used in teaching phrasal verbs the main reasons of disappearance of phrasal verbs in students' writings?

4. Means of Research

Providing learners with authentic literary loaded texts as a device in teaching phrasal verbs and their usage can be realized through the use of a test. For our research, two tests will be used: a pre-test to see their background knowledge, and post-test to see whether our device in teaching is an effective one. We think that these tests are necessary as a suitable methodological procedure to get an idea how things are done.

The study will be conducted at the Department of English. The data will be collected through a questionnaire that will be addressed to third year and to teachers, too. The students' questionnaire is expected to clarify their opinions and insights towards phrasal verbs; while the teachers' questionnaire will be for the purpose of getting information about their experience in teaching and the

technique we would use to teach phrasal verbs. The analysis of these questionnaires will help us know how phrasal verbs are being manipulated.

5. Structure of the Study

Our study is split up into two parts: the theoretical part consists of two chapters, while the practical one deals with the analysis of the teachers and students' questionnaire. The results as well as the two tests will also be tabulated and analysed.

Chapter One deals with phrasal verbs, an over view of phrasal verbs, definition of phrasal verbs, and their crucial role in the English language. It also states the difficulties students face in learning phrasal verbs as well as clarifies the main reasons beneath avoiding such English components. It points out different styles and registers of phrasal verbs along with their characteristics and importance in mastering English.

Chapter Two introduces vocabulary and writing. It also discusses the writing skill, reading along with the relation between vocabulary and learning new items or phrases-and writing- the path of producing such items in real context. It figures out phrasal verbs as components of English vocabulary that should be used by learners to produce natural English.

The second part consists of only one chapter. It will mainly focus on analysing data pre-test, post-test as well as the teachers and the students' questionnaire.

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Chapter One: General View on Phrasal Verbs

1.1. Introduction

Phrasal verbs are very important components in English language, and their integrity appears in their different situations and contexts. Because of their wide spread, students could find difficulty in learning English and such difficulty resulted in avoid manipulating them.

In this chapter, we will deal with phrasal verbs by giving different definitions and terms indicated by grammarians. We will also mention their grammatical categories, different meanings they denote, along with their appropriateness and usage in different forms and contexts. Then we have assumed the main reason beneath the lack of using such patterns by students in their writing.

1.2. Definition of Phrasal Verbs

Phrasal verbs are combination of set of short verbs with a set of adverbs or prepositions, sometimes the two together to create new concepts and new word category. A phrasal verb is according to the Cambridge advanced learners Dictionary: “a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts” (Weiss.D).

A phrasal verb is a type of English verbs that operates more like a phrase than as a word. In other words it functions as one single entity (Bourton,

S.H.1984. P. 136). “If we want to make a verb means something which it does not mean we set a little fellow trot astern, rather vaguely, like a cheeky dog behind a solid citizen”(Crystal D. and H.). Bolinger (1971: xiv) pointed out that phrasal verbs are considered as neglected zones (Waibel. 2007, P. 11). Some consider them as collocations as Lipka (1972: 74) for example who states that phrasal verbs are simplex verbs collocate with particles. The same assumption made by Stroka (1972) who calls them “the practical collocations”(Ibid. 2007), and Palmer (1974:212) who states that such combination are not all freely formed there are severe collocational restrictions (Palmer.1974:P.212).

There is a further classification, which is totally against this background, where the phrasal verb could be considered as a grammatical collocation. Such classification is supported by Mitchell (1958: 103) who states that, it is the word class approach that explains the tendency in which to regard the particle component of English phrasal verbs as prepositions or adverbs rather than considering them as one unitary grammatical piece with verbal component. As Howarth (1998:28) states in Waibel, B (2007) that phrasal verbs are considered as grammatical collocations, which denote interference of grammar, and lexis because they consist of one open class verb as well as one close item the particle (Waibel. 2000. P. 12). Sinclair (1996:78), on the other hand, considers phrasal verbs as “the scourge of learner” because they present inherent difficulties of their idiomaticity and shades of meaning they keep (Ibid. 2000).

Phrasal verbs are limitless group of verbs that are combined to a series of short adverbs or prepositions to create a new type of verbs with new subtle meaning from their original components. For example:

Verb with preposition	look after	Take care
	Come across	Find by chance
Verb with adverb	Give up	Surrender, quit
	Take off	Leave quickly, Fly away
Verb with Prep and Adv.	Put up with	Tolerate
	Look up to	Respect

The combination between the verb and the particle has different labels; multi-word verbs, two-three word verbs, or phrasal verbs (Decapua, A. 2008). The term phrasal verb was proposed by the Great English Grammarian Logan Pearsal Smith. However, the term itself comes up with argumentation by some grammarians. Some think that when there is no logical combination between the verb and its particle, which leads to different meanings as figurative, metaphorical, or idiomatic it should be called phrasal verb. As Martha Kolln (2006) who encouraged this assumption; she viewed that phrasal verbs refer only to those phrases whose meaning cannot be guessed from their components. This is the semantic view that concentrates on the meaning of the verb and particle. For example, Kolln presumed that the compound verb *go up* in the sentence *the balloon went up into the sky*, is not a phrasal verb. In this case *up* is only an adverb modifies the verb *went*; because in rephrasing this sentence, it would be; *Up the balloon went into the sky*.

Some other grammarians believe that phrasal verb is an identical term that is used to describe the combination between the verb and the particle; either by keeping its logical entire and partial meaning, or changes it all up; they

should be named phrasal verbs. However, only few linguists who claimed about literal verbs as phrasal verbs as (Bolinger 1971, Declerck 1976). While many scholars focus on idiomaticity as the decisive criterion in separating phrasal verbs from other free syntactic combination (Hampe. 2002)

1.3. Grammar of Phrasal Verbs

1.3.1. Types of Phrasal Verbs

While phrasal verbs consist of the same components and sameness in structure, they are usually classified into four types.

1.3.1.1. Intransitive Phrasal Verbs

Some phrasal verbs are intransitive. It means that the verb does not require an object. Therefore, it is possible to use such elements in sentences on their own, or we can add further information to the sentence or structure. However, there is only one restriction concerning separation, we cannot separate verbs and their particles.

Example: The plane *took off*.

The plane *took off* at 4 pm.

The plane *took off* without me on it. (Brinton. L.J. 2000)

1.3.1.2. Transitive Phrasal Verbs

In this type of phrasal verb, the verb does have an object, which infers their separability; in other words, verbs and particles can be separated.

Example:

He did not know what the word meant so he *looked up* the word in the dictionary.

He did not know what the word meant so he *looked* the word *up* in the dictionary.

He did not know what the word meant so he *looked it up* in the dictionary. (Brinton. L.J. 2000)

1.3.1.3 Transitive Inseparable Phrasal Verbs

Such type of phrasal verb indicates that it is impossible to place a word between the verb and its particle. For example:

I am looking for Lee.

I am looking for him (Ibid. 2000).

1.3.1.4. Inseparable Phrasal Verbs

Since they have two particles following the verb, they are inseparable.

Example:

I am really *looking forwards* to my holiday next year, as I have not *been away* for ages (Ibid. 2000).

1.3.2. Passivization in Phrasal Verbs

Passivization is possible with transitive phrasal verbs. For example, the light was *turned out* (by him), and in, it was *blown up* (Wardhaugh.2003.P. 95). Phrasal verbs can be rendered in the passive for two reasons: firstly, they are transitive where they have the ability of logical inversion of subjects and objects. Secondly, such inversion does not violate the structure of prepositional

phrase. For example: I *gave up* the key can be rendered in the passive as the key *were given up* by me.

When separable phrasal verbs transformed to the passive, the object of the verb cannot split them because the active verb is the passive sentence; it indicates that the object does not exist.

Active: Jim *called back* Mike.

Jim *called* Mike *back* .

Passive: Mike was *called back*. (Hart.1999. P.10)

Active: It is time they *did away* with rules.

Passive: It is time these silly rules *were done away*. (Wyatt.2006.P.5)

1.3.3. Phrasal Verbs and One-Word Synonyms

Phrasal verbs usually have one-word synonym that sounds more formal and preferred in formal contexts than their equivalents phrasal verbs but both can replace each other and exist in language structure. (Grains, R. and Redman, S.1986). Since phrasal verbs could be sometimes replaced by Latinate word synonym, they said that, they have semantic coherence. We will illustrate this idea in the following table (McCarthy and O' Dell. 2008).

Phrasal verb	Synonym (One-word Verb)	Example
Put forward (idea, opinion, view)	present	In her latest article, Kaufman <i>puts forward</i> a theory which is likely to prove controversial.
Carry out	conduct	I intend <i>carry out</i> a series of experiments.
Make up	constitute	Children under the age of 15 <i>made up</i> nearly half of the countrys 'population.
Make up of	consist of	Parliament is <i>made up of</i> 2 houses.
Point out	observe	Greme <i>points out</i> that the increase in life expectancy has led to some economic problems.
Point up	highlight	The study <i>points up</i> the weakness in the current school system.

Table 1: Phrasal Verbs and their Equivalent One-word Verbs

(McCarthy and O'Dell.F. 2008).

1.3.4. Nouns Derived from Phrasal Verbs

Phrasal verbs pump up their status, especially in forming nouns. According to Bolinger, the phrasal verb is probably the most prolific source of new nouns in English. For example, *layout* from *lay out*; *blowup* from *blow up* and *upkeep* from *keep up*; such an assumption appeared in the fourteenth

century, for instance, *holder up* of Troye (Chaucer) and *fynder up* of false religion (Lydgate.P. 85 in Claudia. 2000). There are different forms for nouns derivation as follows:

1. Some nouns derived from phrasal verbs are written as one single word. For example, *lookout* and *takeover*.

2. Other nouns take a hyphen in the middle of the two components. For example, *driven-in* and *sit-in*.

3. The final type is quite different from the preceding ones; in which such nouns are written as two separate elements as *love in*. (Gruynter,1975.P.6)

However and unfortunately, there is no basic rule that will inspire us in what form we shall use in making nouns that derived from phrasal verbs. It will always remain difficult to know which nouns supposed to be hyphenate and which should be presented in two separated words.

While these nouns derived from phrasal verbs, some nouns are mainly created from verb preposition sequences. To clarify the idea, we illustrate with some examples from the fifteenth century as *lead-to*, *a shed*, and *go-between*. Such nouns have an extra use; they could function as adjectives by keeping the noun form stress pattern. For example: *a feedback device*, *a sit-down strike*, and *a lookout tower* (Gruynter.1975).

1.4. Meaning of Phrasal Verbs

1.4.1. Literal Meaning of Phrasal Verbs

Some phrasal verbs have an obvious meaning, which are easily to be guessed (King, G.2000). In such a case, both the verb and the particle remain their logical concept as *sit down*, and *stand up*. The combination is semantically unspecialized or transparent (Frazer, 1976 in Ketteman.1993). As Kellerman (1979, 1983) and Grass who state that semantic transparent phrasal verbs when the components tend to occur in their core or prototypical meaning (Ketteman and Wieden.1993).

Example: He *got in* the car and *drove off*.

He *turned around* and saw me. (Doff and Jones. 1994. P.136).

The meaning is so clear and transparent if we know the items *get*, *in*, *drive*, *off*, *turn*, and *around*.

In these cases, learners could easily work out the meaning of phrasal verb by looking at the meaning of the verb. For example, the car really *eats up* petrol, or by looking at the particle, for example, *up*. The particle *up* denotes the meaning of completeness as in *catch up*, *clear up* (Barot, M. 2000. P. 112).

1.4.2. Idiomatic Meaning of Phrasal Verbs

When the verb and the particle abandon their natural meaning, they create idiomaticity; this is why the meaning of phrasal verbs could be hardly predicted from its individual parts. For example, *hold up* is a phrasal verb

consists of a verb *hold*, which means to keep and preposition *on*. It conveys the meaning *to cause a delay or try to rob someone*; and it has nothing to do with the natural idea that comes from the literal meaning of holding something (Wyatt, R.2006). A further example would clarify the contrast in an easy way.

Example: The two housewives enjoy *talking over* the fence. (Place)

The committee is *talking over* our report. (Discussing) (Estefani, 2003)

1.4.3. Semi-Literal Meaning

Such type of compound verbs have a semi-literal meaning, in which its basic or root verb keeps its natural meaning while its combined preposition or adverb gives up an extra meaning. For example, after stopping for fuel in New York, the plane *flew on* to Los Angeles (Workman. 1996)

In this construction, the verb *flew* indicates the same meaning; to move through the air (Oxford Dictionary. 2000), however, the particle *on* adds a further concept of continuing flight. These examples will clarify the idea much better; the particle *on* has the same general concept of combination of something.

I thought of leaving my job, but my boss persuaded me to stay *on*.

We thought the ship would stop and pick us up, but it sailed *on*.

The road conditions were dreadful, but we decided to drive *on* (Workman. 1996).

Therefore, some particles keep their general meaning when they are combined to some other verbs. For example, the particle *round* can be used to transmit the message of informal visit. For example :

You can call *round* anytime. We will always be pleased to see you.

Let us ask Ann and Mike *round* for a meal next week.

Would you like to come *round* on Sunday? We will be in all day.

She is not here at the moment. She has gone *round* to see the women next door. (Workman. 1996).

1.4.4 Multiple Meaning of Phrasal Verbs

As we have mentioned earlier, phrasal verbs have different amount of meaning from transparent meaning to semi-transparent meaning along with idiomaticity. This creates difficulty for non-native learners, up to a further complication, which appears in the multiplicity they keep; one phrasal verb contains different meaning depending on the context (Forde, L.A.1985.p. 206). For example, *go off* and *pick up* have multiple meanings as in the following, which are extracted, from Cowie, A.P, and Mackin, R. 1974. PP. 158, 252.253.

He did not seem to be able to *go off*. (Fall asleep)

The children seem to have *gone off* cornflakes for breakfast. (Loose appetite for something)

The mine could *go off* just because of the vibration caused by a train at the village station. (Explode)

The water will *go off* for a couple of hours this morning. (Become disconnected).

You will soon *pick up* after a day or two in bed. (To get better)

There are men in that factory *picking up* three hundred pounds a week. (To collect)

A naval helicopter *picked up* the downed airman after receiving his SOS message. (To rescue somebody from the sea).

Branson seems to have *picked up* his philosophy of food during his career with the Indian Civil Service. (To acquire skill without special study).

I think the liberal democrates will *pick up* a lot of votes, so many as in the by-election. (To win).

The port engine spluttered and seemed about to cut out, then it *picked up* again. (To start function again).

We *picked up* the story again at the point where Johnn lost his job at the newspaper office. (To continue telling the story after interruption).

1.5. Similar Concept to Phrasal Verbs

As we have mentioned before, that phrasal verbs are verbs that require an object or not; either transitive or intransitive. However, during application there are some difficulties in distinguishing phrasal verbs from other compound verbs as prepositional verbs (look into) and phrasal-prepositional verbs (look in on).

However, this difficulty could be easily manipulated based on transitivity where particles have the features of movability, in other words particles could be placed before or after the direct object. As Palmer (1974:220) states that compound verbs are characterized with their combination to particles and phrasal verbs have further characteristic appeared in the movability of particles that could be placed before or after the object. For example:

Alice *looked up* the information.

Alice *looked* the information *up* (Ibid.1974).

While particles in phrasal verbs have the characteristic of movability, prepositions in prepositional verbs must precede the noun, even if it is a personal pronoun. For example:

I went to the store.

* I went the store to. (Went to is a prepositional verb).(Palmer.1974).

She could not deal with the situation.

*She could not deal the situation with (Coghill, J. P. 114).

1.5.1. Prepositional Verbs

Prepositional verbs are considered as a type of compound verbs since they contain two parts one genuine verb of motion and one short preposition that has a meaning of an adverb which is similar to the adverb of phrasal verb ; motion plus terminus (Palmer:1974. P. 230). For example:

He *walked across* the bridge.

He *ran up* the hill.

In such utterances, there is a motion of *walking* and *running* with some extent relation to the bridge or the hill, and the terminus position, *across* the bridge *up* the hill.

1.5.2. Related Construction

When the combination between the verb and its particle consists of more than one particle an adverb and a preposition it suggested to be called

phrasal prepositional verbs because in such case it is more suitable term in this combination. For example:

I cannot *put up with* that neighbour.

He thinks it is time we *did away with* a monarchy. (Oxford. 2000)

1.5.3. Verb Plus Other Elements

Sometimes, the combination between the verb and the adjective, functions in similar way as the phrasal verb. This obvious because of the position of the adjective following the verb as in the following examples:

I cut *open* the melon.

He made *clear* his intention.

They cut *short* the interview.

Since phrasal verbs, prepositional verbs, and phrasal prepositional verbs all considered as compound verbs and consist of a root verb and short preposition or an adverb they seem to have some further similarities in such. Most phrasal verbs and preceding types of compound verbs share the similarity of idiomaticity of their meaning where meaning would not be interpreted from individual parts (Narr.2006.p. 264). Further, they also share the opportunity of consisting word equivalent; i.e. one-word verb. Despite the fact that they have some similarities in common, this does not mean they do not have characteristics where they mostly vary from each other.

Phrasal verbs and prepositional verbs differ from two main angles, the phonological and the syntactic difference. In the phonological difference,

the particle is the main component of making variation since in phrasal verb it is supposed to be stressed. Whereas, the preposition in the prepositional verb would not be stressed. For example:

Called *up* the man.

He *Called* on the man. (Kettelman and Wieden. 1993).

While phonological variation depends on stress, the syntactic difference relies on the transitivity and separability; i.e. the particle in transitive phrasal verbs is separable. In other words, it can either be placed before or after the noun (Greenbaum,S. and Nelson, G. 2002). However, it could only be placed in after personal pronoun, for example,

Call the man *up*. *call up* the man.

Call him *up*. But not **call up* him.

Prepositional verbs on the other hand have the specific characteristic of inseparability, the verb and the particle cannot be split from each other. Therefore, we would say, they *call on* the man, they *call on* him but never* they *call* the man *on*, * they *call* him *on* (Kettelman, B. and Wieden, W. 1993).

1.6. Typical Difficulties of Phrasal Verbs

1.6.1. Recognition of the Verb But not the Particle

Phrasal verbs are considered among the difficult components of English to be mastered (Boers, and Lindstromberg.2008). Decapua,A. 2008 stated that phrasal verbs are among the toughest English structures to teach and to learn (p. 146). Such difficulty appears when learners recognize the verb but not its

particle. Such misleading could be happened when the verb and the particle are split up into by some words in sentences. That would lead to missing the second part. That is to say, the particle, which is supposed to combine the verb and so, adds further meaning. For example, can you please *drop* the boxes of glass and China *off*? In this case, despite the fact that learners have already known the phrasal verb *drop off* but their attention would be focussed on glass and China, and would forget about the crucial part of the verb, the particle *off* which adds an extra meaning. Therefore, learners would interpret the message of the sentence wrongly simply because *drop* means something and *drop off* in this context means another thing. As Parrot (2000. P. 108) states that, since English verbs show up with subtle advantages that vary from being adverbs, prepositions or the two together, they can be confusing because such particles add further meaning to to the basic verb and so change it all up.

1.6.2. Misleading by the Meaning They Already Know

Learners may fall in trick of phrasal verb when it has different meanings and this will lead learners to assume the meaning they have already known. For example, learners who have already learned the meaning of phrasal verb *come round* to mean visit would assume this meaning whenever they met this phrasal verb in any context. Therefore, learners would not interpret correctly the meaning of the following sentence: After she had lain on the ground for some minutes, she *came round*.

On *coming round* the patient probably has a headache (Cowie.p.70).

Thanks God, dear, you were *coming round* (you fainted) Ibid.

1.6.3. Choosing the Wrong Particle

Since phrasal verbs are simply a combination of a set of verbs with set of particles, it is easy to make up such combination by attaching the two together. However, it is not as easy as it seems; learners may utter wrong particles to combine verbs. Therefore, Frank Boers and Seth Lindstromberg (2008) state that, it is quite difficult to choose the particle to make a combination of phrasal verbs and even such combination seems as unsystematic (P.133).

*Let us *put over* the meeting until tomorrow, instead of, *put off*.

He *made up* he was ill, instead of, *made out* (Barot. 2000. P. 115).

Other times, learners may use unnecessary particles when they try to create a phrasal verb instead of one-single verb, which is mostly needed or best to be employed. For instance, as a courtesy to other passengers, please *wipe off* the washbasin after use. As the case of German and Italian learners who frequently take away particles or put on unnecessary one or even picking up incorrect particles whenever they try to creat phrasal verbs. These difficulties are merely due to their L1 interference or their blending-up between their L1 and the target structures (Waibel.2007 .P. 63). However, the indication of unnecessary particles argued by some commentators in Christine Sinclair (2007) who are frowning on the assumption of creating unnecessary particles to make up phrasal verbs. Therefore, instead of saying meet, we would say meet with (Sinclair,C. 2007. P.142).

Furthermore, some verbs combine only with one particle and therefore, would convey one meaning as *nip off* (Barot, 2000. p.108). *Nip off* is a phrasal verb that is combined to one particle and has one meaning, it conveys to remove something with a sharp cutting or pinching action as in: he *nipped off* the side shots from the geraniums (Cowie, A.P and Mackin, R. 1993.P.240).

1.6.4. Word Order

A further difficulty for learners is word order. Some learners do not support the rule or the idea of separating a verb and particle even when it is necessary to be separated as when the direct object is a pronoun. For example:

*We do not have room to *put up* you.

*It is completely true but I did not *make up* it all (Barot. 2000. p. 116).

1.7. Formality and Informality of Phrasal Verbs

A further anxiety concerning phrasal verbs appears in its appropriateness and style. Therefore, after resolving the different problems of phrasal verbs of the two angles meaning and grammar there remains one single difficulty in use.

Phrasal verbs are extremely common in English, especially in the spoken form. They are mainly used informally than their equivalent one-word verbs synonym. They appear in the realm of spoken and casual English. As Kennedy stated in Claudia Claridge, 2000 mentioning that they are part of daily usage. For example, he took off his clothes (Caxton. 1485). Some grammarians, as McCarthy (1992:774) stated in Blake, N.F. describes them as “informal,

* *asterisk indicates wrong statement*

emotive and slangy". (Blake, N.F. 2002). He mentioned that such phrasal verbs could be easily replaced by their Latinate synonym. Despite the fact that, phrasal verbs occur mostly in informal contexts; yet they are ubiquitous i.e. phrasal verbs become a part in everyday type of English, their use appear from news broadcast, novels to college lectures along with these papers.

Although phrasal verbs used most frequently in both spoken informal and written formal contexts, they are also not uncommon in the academic contexts. We usually hear them used in lectures and read them in serious journals (McCarthy and O' Dell, F. 2008).

Using phrasal verbs in our writing does not mean that it is too informal or wrong. Nevertheless, it is preferable to use one- word verb. However, this type does not always fit, it means there are subtle situations, and formal contexts are no exception, when phrasal verbs are likely to be the most natural sounding way of expressing ideas. For example, the verb *put on* looks too natural rather than its single word synonym *don*. For example:

1. Hurry up! *Put* your coat *on*! (Oxford, 2000. P. 1032). *Put* something *on* to dress yourself in something.
2. He *donned* his jacket and went out (Oxford, 2000.P. 373). To *don* verb (formal) to put clothes.

We mean by this illustration that despite the fact that the verb *don* is a formal verb of English, it is neither mostly used nor it sounds natural in use. Yet, the phrasal verb *put on*, on the other hand, is much more used and considered as the most natural one in application.

It is not always true that multi-word verbs are colloquial and the Latinate verbs are natural sounding. However, there are certain cases where phrasal verbs are sounded more like naturally while one-word verbs are so exaggerated formal, for instance, *extinguish*, *put out*, and *dine*, *have dinner* (Barot. P. 114).

As we have mentioned before that most phrasal verbs have their equivalents one-word (Cowan.2008). which are sound more formal than phrasal verbs themselves; yet, they are both suitable whenever used in spoken or written forms academic subjects (McCarthy and O'Dell, F.2008). Therefore, it is better to colour and refresh our style of writing by using the two types together.

1.8. Register and Phrasal Verbs

This is an assumption about the preference to use one word verb to reach formality; it is really a fruitful device; however, it would lead to oversimplification. Therefore, when such items are followed too closely they would create an unnatural or too formal language. Since phrasal verbs can be used in too formal contexts and they appear in a natural way of expressing ideas and thoughts, students should be encouraged to use such items in their production when are mostly appropriate they could be appeared in all types of texts; for example:

1. Issues *brought up* by the president of the college and by the board of Regents shall be addressed by the Faculty Senate, and necessary, but the association (...) (From College Constitution Document). Such example is an extraction from a very formal written text. The writers had the opportunity to

use the one -word verb *raised* instead of *brought up*; however the phrasal verb itself appears in a natural sounding way and acceptable in this context (Fletcher. 2005).

2. Once dormant; however, their metabolism *slows down so* much the pineal is virtually *switched off* (From Zoology Textbook) (Ibid. 2005).

3. The current structure would need to be searched to establish whether or not the required paths exist, which would *slown down* the building algorithm (From computer science Text Book) (Ibid. 2005).

4. The second who receives of its health for all policy concludes that the implementation of strategies to achieve those aims in many cases *slowed down* (from Medical Journal). (Ibid. 2005).

In some situations, phrasal verbs sound more appropriate than their Latinate verb equivalent. Sometimes there are differences in meaning. The meaning of one-word verb rarely covers exactly the same semantic meaning. For example, the phrasal verb *slow down* and its Latinate verb *decelerate*. We find that the phrasal verb could comfortably be used most frequently in language contexts. For instance:

1. He was highly agitated and speaking too fast, so I asked him to *slow down*.

2. *He was highly agitated and speaking too fast, so I asked him *to decelerate*.

Decelerate provides a choice for the phrasal verb *slow down* in different contexts. Therefore, learners who ignore the phrasal verb *slow down* would be

left searching for another expression, which would sound archaic in some situations.

There are other situations where there is no equivalence or synonym for multi-word verb. For instance, *boil down to* and *set precedent*; such verbs do not have their equivalent one single verb, we have to employ them even in very formal written registers. For example, the recommendation, thus, essentially *boils down to* two points, neither of which *sets a precedent* that we should wish to avoid (Barot.P. 114).

As we have noticed that phrasal verbs appeared in subtle texts and medical texts and contexts are no exceptions. They appear in specific environments as hospitals or health fields. Thus, doctors, nurses, along with other health care workers all together should avoid expressions that are more formal and replace them by language that is comprehensive and leads patients and doctors in a mutual communication(Polackova, G. 2008). So, instead of asking someone about *onset* of the pain to *come on*. For example, when did the pain first *come on*? To the expression *onset*. The same thing applied for the recommendation to minimize greasy food. Instead of using the verb *intake* to *cut down on* (Polackova, G.2008.PP. 531-532). For example, when people cut down on tobacco, they often start eating too many sweets and put on weight (Cowie and Mackin. 1993. P. 85).

Hannan (1998) in Cubillo, M. (2002) states that phrasal verbs are mainly used in specific contexts. Such assumption is clarified by an example that is extracted from the European Journal Society (1999) indicated this point by the following:

The discripant were *diluted down* to allow more accurate measurement of the optinum concentration.

In Zironia layer, the crack *deflects back* to its original direction.

1.9. The Characteristics of Phrasal Verbs

As we have defined them before, phrasal verbs are simply verbs combined with particles, and this combination creates new form and meaning to the verb. They are worthy to be studied and used because they colour our language.

Despite the fact that phrasal verbs replaced by their synonyms one-word or classical words, yet they are more expressive than their equivalent. Therefore, people are more likely to say they have *climbed down* the ladder rather than *descended* it; they have *put up with* a noisy neighbour rather than *tolerated* him or her.

Furthermore, they are the key for successful reading and writing English as natives because they are crucial components of English structure. Therefore, foreign learners tend to pick up phrasal verbs in order to performe and produce authentic language (Fletcher. 2005).

1.10. The Importance of Phrasal Verbs

Phrasal verbs by definition are ubiquitous; therefore, they play an essential part in English structure. Since such elements are most frequently used in magazines, newspapers, on televisions, and radios, where students mostly face them, they could not infer the message in any of the above series if they

contain phrasal verbs. Therefore, students need to improve their knowledge of phrasal verbs to improve their reading, listening, and writing skills.

The importance of phrasal verbs appears in the flexibility of their combination in order to create a different word category. Such advantage lies beneath the ability of creating new concepts and expanding new ideas. Therefore, when such concepts created it would be easy to be noted in any possible word form. For example, *to pile up* things (phrasal verb), *pile- up* things (noun), and *a pile- up* effect (adjective) (Cubillo,M. 2002. P. 96).

Phrasal verbs are considered as the most creative resources of English because the easiness for creating new concepts by attaching particles to verbs. For example, the word *dumb* creates its own verb, which is much more used in America nowadays as *dumb down* that means make person more stupid (Ibid: 97-98). Such combination did not stop at this concept and this usage. Yet, it over passed to other areas and fields; *dumb down* has already stated to be used in educational contexts. For example, teachers accuse the test of *dumbing down* generation of intellectually passive box tickers (British National Corpus). McArthur (1989:42) also supported the idea of their importance by saying that such items are potential for creativity (Waibel. 2007). The same for Bolinger (1971: xi) states that “an outpouring of lexical creativeness that surpasses anything else in our language” (Ibid.p 33). Greenbaum (1996 a: 280) also states that “phrasal verbs become the fertile field for new coinage” (Ibid). Their crucial role does not only appear in their creativeness of concepts and fertility of coinage but it also appears in their frequency as Biber et. al (1999) who prove

that such items are not only appeared and used in conversation, fiction, and news. Nevertheless, their use over passed to academic prose as well.

Furthermore, phrasal verbs take a great role in filling lexical gaps; sometimes they positively and effectively express concepts where there is no single-word equivalent. Therefore, the capacity of applying phrasal verbs in appropriate contexts instead of their Latinate verbs, with the knowledge of lexical gaps in the language which are best covered by phrasal verbs are rules of thumbs for natural English production and performance. As Bywater (1969 quoted in Waibel.2007) puts:

"The plain fact is that what distinguishes the writing and above all the speech of good foreign student from those of an Englishman is that what an Englishman writes or says is full of these expressions whereas most foreigners are frightened of them, carefully avoid them, and sound stilted in consequences. Foreign students who enjoy being flattered on their English can best achieve this by correctly using masses of these compound verbs" (Waibel, B.2007).

1.11. Why Learners Avoid Using Phrasal Verbs

Students do not use phrasal verbs in their writing indicates they are avoiding using them. Since, students know what phrasal verbs are, and know how to make them up, and they are part of their knowledge, they should perform and produce them in one way or another. If they do not, this conveys that students avoid using them! As Kleinman (1977) states in Menachem Dagut and Batia Laufer (1985) in avoidance of phrasal verbs, a case for contrastive analysis, has pointed out:

Avoidance implies that the structure in question is known to, i.e. can be passively recognized by the learners, but not freely used by them; failure to use a structure or a word that is known to the learner is an indication merely of ignorance, not of learning difficulty.

Furthermore, when feature or structure in L2 has no counterpart in L1 system, it could either be ended in toughness in learning which resulted in committing errors or would be avoided (Sojholm. P. 226). An example to clarify the assumption, is the case of Finn and Swedish learners' attitudes towards phrasal verbs. In other words, Finn learners tend to avoid using phrasal verbs because such elements have no counterpart in their mother tongue; neither in structure nor in lexemes. Yet, each English phrasal verb usually expressed in one- word verb in Finnish language. For example, *take off /lahtea*; *go on/jakaa*; and *put up/notaa*. Whereas, it was quite the opposite concerning the Swedish learners whom found themselves using phrasal verbs most frequently because such components exist in their mother tongue and share to some extent similarities in both structure and lexical elements. For example, *go out/ ga ut*; *break out/ bryta ut* or it could be partially equivalent as in *get up/ stiga upp* (Sjoholm. P. 266-267 in Kettelman, B and Wieden, W. 1993).

Learners who speak Latin-based language are likely to utter one-word verbs because they are similar to their native language rather than phrasal verbs. For example, they would use *pacify*, *elevate* and *mount* instead of *calm down*, *lift up*, and *get on (to)*, respectively. Thus, when learners prefer one-word verbs instead of a compound ones, it proves that it is a matter of choice even if such single-word verbs seem odd or archaic (Barot. 2000. P.116). Learners' choice

of one-word verbs indicated their avoidance, because avoidance of phrasal verbs depends on learners' proficiency level and to what degree learners' L1 has phrasal verbs (Hulstijn and Marchena p.79 In Nesselhauf, N. 2005).

Avoidance implies choice. Since students have to some extent passive knowledge and are well familiar with different types one-word verbs as well as two-word verbs, their choice of one-word verbs indicates their avoidance of such elements.

1.12. An Approach in Teaching Phrasal Verbs

Phrasal verbs are really worthy patterns to be learned; hence, they play an essential part in English. Therefore, students need to master them. If they could not least of all they should have background knowledge about them because they would face them whenever they read, listen, or explore authentic materials in English. This is why we want to make another corner of teaching phrasal verbs not to use the previous methods in teaching as learning them in list or in separated sentences but in teaching these elements in their real contexts. As indicated by Maxom, 2009 who states that it is much better if we teach phrasal verbs in real context and illustrate them with plenty of examples. (Maxom. 2009. P. 54).

The most appropriate device in teaching phrasal verbs is based on using authentic materials; literary texts that are loaded with phrasal verbs, which presented in their natural context. We can teach phrasal verbs by using an authentic literary loaded texts and their relationship depends on the surrounding

context. Such sample of teaching phrasal verbs is as any other vocabulary items that taught in context.

A text is by definition the expression of language in its written form. It is the backbone of any reading activity. It can be very simple and direct for communication purposes, or complex and developed for literary purposes (Morris 1967).

One advantage of this approach is its authenticity. Therefore, we have chosen literary texts as a sample of authentic English materials students most of the times face during their reading or listening. However, we have chosen a literary sample on purpose; because it is full of phrasal verbs and most important they are used in real context; a context that most students know and are familiar with. A context where real examples are explored in texts, which go beyond a single sentence or single utterance.

1.13. Conclusion

Phrasal verbs are important components of English (McMillan.2005). Because of their overuse by natives in every day usage and in different writing fields. Students find difficulties in them, especially in performing and producing them. Moreover, because of their multiplicity, idiomaticity, different styles and lack in their L1 language and the collocation they keep, students merely avoid them. Avoidance of such items indicates the insufficient ways of teaching such items.

As we have pointed out earlier that the ubiquitousness of phrasal verbs by natives, and the avoidance that made by non-native students show up the

importance of phrasal verbs as well as the reasons beneath such avoidance, respectively. These two factors lead us up to think of a specific way in presenting and teaching students phrasal verbs for making them using such items and to be part of their repertoire.

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Chapter Two: Vocabulary and Writing

2.1. Introduction

This part of research is about writing and vocabulary. It deals with phrasal verbs as components of English vocabulary and their relationship within different skills, reading, writing, and comprehension. It maintains that vocabulary has two different forms ranged between passive and active vocabulary. Phrasal verbs in such case are considered as passive vocabulary for students. Therefore, in order to make passive vocabulary as an active one we need application. It even deals with vocabulary and the level of comprehension; phrasal verbs, and the capacity of inferring meaning. Beside that, it focusses on reading process as the main source in dealing with language in real context. Reading itself has the advantage of picking up new items.

Furthermore, writing is very crucial skill that indicates all skills. It opens up the whole space to apply things to be known. In addition, writing production is the main source in assessing learners' thoughts and knowledge. Our research also pointed out the roles of teachers and learners in classroom and the way teachers use during their process in teaching, and the kind of materials they manipulate.

2.2. Writing

Writing is mainly a communicative act hence we try to communicate with readers through our words (Dev.2009). It is considered as one of the main

complex and emotional process a person may get involved in (Olson, B. 1987. P. 12). The writing skill is as any other skills of language, which needed to be learned and practiced by foreign learners. It is not simply combining words together to form paragraphs, but it is the transmission of thoughts and ideas that are needed to be properly selected and organized in an acceptable way, that all readers would appreciate writers for such a fascinating piece because readers are our addresses and mirrors (Dev.2009). During the process of writing, we bear in mind that our readers are the ones who will determine the success or failure of what we have written. As Neman (1995) argues, "writing is a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved". Byrne (1991, p2) states that the difficulty in writing is we are writing for a reader. Therefore, we need to know for whom we are trying to transmit such a piece of writing in order to know how to write and what to write. According to parrot (2004), he pointed out, that writers should care for whom they would write, therefore, writers have to affect readers in order to be successful in their writings. Thus, we need to know how to use words in writing as skillfully as possible.

2.2.1. Teaching Writing

Writing involves some steps and activities, from generating ideas, organizing information to the selection of an appropriate language. It is neither easy nor a spontaneous process. As Shaugnessy puts it, "one of the most important facts about composing process that seems to get hidden from students is that the process that creates precision is itself messy." (Hedge .2000)

2.2.2. Producing Reader-Based Prose

One among a successful piece of production is awareness of readers and audiences and making hard efforts to produce reader-based prose (Flower and Hayes.1980) (as stated in Hedge, T. 2000.P 307). Therefore, we need to think about the readers' needs, how to make concepts and ideas accessible for them, and the suitable style whether it is friendly, formal, or informal. The relationship between the speaker and the reader is a remote, official or intimate and relaxed. So, the level of seriousness presupposed by a learner. For example, the discussion accured in a very official banquet differs from the one that accured in informal occasions. Informal, on the other hand, is intimate and relaxed relationship as in: i would only have to point a gun at her and say bang bang, and the little twerp would pass out cold from fright (Cowie and Mackin.1993. P.477).

Such choices are simply made because readership vary from being a friend, a tutor, to an official assessor. This is why readership argued to be the main reason for selecting content and style in the writing context (Hedge, T. 2000. P. 307).

2.2.3. The Role of Writing Skill in Classroom

Writing is a process that indicates continuation of discovering the available capacities to seek the suitable and effective language for communicating one's thoughts and feelings. It is considered as the major skill in learning, and the most essential component in teaching curricula, because it provides individual as well as pair work in language classes. Consequently,

writing is the open-up path that gave learners the opportunity to practice what they have learned. As phrasal verbs, learners could not become familiar with such components unless they would make them in a practical way and so in their writings.

Writing is also the main path for practicing what has been learned. In other words, writing reinforces grammar and vocabulary. Furthermore, it is the main device in assessing knowledge.

2.2.4. Students' Needs

Many of students we teach have specific needs when it comes to writing. Such needs are related to some specific types of texts whether they are academic essays, business letters, or reports. Therefore, foreign learners are expected to learn how to make choice of words and phrases that would transmit meanings and concepts appropriately, depending on different contexts.

Writing is shifted to reach fluency. In other words, its focus lies upon the representation of ideas and concepts rather than grammar and spelling. Therefore, the main aspect in writing production is the extent to which learners practice what has achieved. As it is stated by Pawley and Syder (1993) referred to native-like selection. In simple words, what makes students look like natives and achieve their whole language system is their production of multi-word items because they are considered as the natural components and expressions that are used by natives (2000. P.233).

2.3. Vocabulary

Vocabulary is a further component of language. It regards words as the best means for expressing meanings, since they play a crucial role in conveying the message.

They depend on the language itself as a bridge or the source of communication. Therefore, without vocabulary nothing would be conveyed. As Dagut, et.al (1977) claimed, without vocabulary, grammar is meaningless; hence, it is a set of rules. English vocabulary for example has the characteristics of being unique of its short phrases. It is known for consisting a large amount of phrasal verbs (Cowie and Mackin. 1993. P.ix). From this view, we implied that phrasal verbs are among vocabulary items that are learned. In other words, phrasal verbs are best regarded as single vocabulary items that are learned the same way as any other single word verbs (Lock. 1996. P.93).

Vocabulary refers to the meaning of new words. It also transmits a further meaning by denoting that, words that readers frequently recognize whenever they read any material.

Vocabulary learning is very important because it is the key of any language. As Pickett's (1978) pointed out this view by saying " I m quiet happy to produce badly and make grammatical mistakes but there is no escape from learning words". Therefore, the aim of owning an enormous amount of vocabulary is to employ it in the service of comprehension as well as the writing one (Beck.2008, P. 2).

2.4. Teaching and Learning Vocabulary

Vocabulary is the knowledge of meanings of words. However, this definition is likely to be a complex one because words come in at least two forms: oral and print knowledge of words. They also come in at least two other forms; receptive -when we can understand and recognize items during our reading or listening- and productive -the vocabulary we frequently use when we write or speak (Hiebert.H.E et.al 2005). In other words, we can say that productive and receptive vocabularies differ from each other. Productive vocabulary is simply set of words that we can use whenever we write or speak the language because such items are so familiar, well- known, and are frequently used. Therefore, productive vocabularies are so familiar and used in writing and speaking whenever we need them . Receptive vocabularies, on the other hand, are the set of the words of which we can infer the meaning whenever we encounter them in reading. Such words are often less familiar, less well known to students and hence, less frequent in use i.e words that we do not employ spontaneously. (Ibid. 2005).

In general, we would like to clarify the idea by saying that recognition or receptive vocabulary is larger than productive vocabulary. As Goethe states in Gookin, "knowing is not enough; we must apply; willing is not enough; we must do" (Gookin. P. 119).

2.5. Reading

It is considered as one further device and key skill for better learning language. It pumps up students' skills in speaking, listening and writing.

Reading is not simply take a book or any other written material to read (Maxom.2009). However, it goes beneath the idea to read. It is all about giving the opportunity to improve the students'skills we have mentioned before. The reading process in foreign language classroom has subtle aims that are related to some extent to the language learning itself; which is by its turn includes vocabulary, structure, and alike (Nuttal.1982.P.19). Therefore, the role of reading helps students picking up, mastering and refreshing their knowledge towards new vocabulary items.

As we have stated before that English phrasal verbs are ubiquitous. They could be appeared whenever we read English marerials, and are considered as English vocabulary items that are supposed to be learned and applied. In other words, because of the commonest of phrasal verbs in spoken English, learners would pick up and learn them through their social language development (Lems.et.al.2010). When phrasal verbs appeared in real, concrete material during the process of reading, students will learn them in this process. Consequently, an advanced mastery of phrasal verbs can be achieved by reading and their application in daily life (Forde.1985).

Reading has the opportunity for incidental vocabulary learning. This is an abvious notion because it shows up that reading makes students picking up new words in a foreign language, especially when the material is chosen in a brilliant way (Albreschtsen, D. et.al. 2004). We mean by this idea, to select the reading material depending on the suitable level of our students and to some extent according to their effectiveness. It would be dull in teaching an important issue and using a boring material (Maxom.2009). Therefore, students need to

enrich their vocabulary to write in a good way. This will help them not repeat words, verbs, or phrases when they try to express their ideas in a clear way. Yet, they might replace items by their equivalents as they do when they write in their first language. Thus, reading inspires and helps learners to learn new aspects of English writing style as native-like.

Reading is a quite useful source for increasing the amount of students' vocabulary and in enabling them to develop the skills; they need in order to keep on reading authentic English texts inside and outside classroom (Robinson, N. et.al. 2009).

The previous idea indicates that reading is an active process as Grellet (1981) advocates by saying that reading is an active process simply because it engages students to guess, predict, check, and ends up in discussing and questioning each other.

The advantage of reading does not appear only in learning new items and in enriching vocabulary knowledge. Despite that, it reaches the point where we can understand the way such items are used in the real world.

A further advantage of reading is made out by Winterowd (1975) who states that much of what we write is tied up to our readings, because our readings are the source of our ideas for writing. Therefore, it is claimed to apply the reading process in a productive and efficient way (Winterowd, R.W.1975. P.39).

2.6. Teachers ' Role in the Process Approach

The teachers' role is seen as guiders or facilitators, as stated by Atkinson (2003). The same concept made up by Tsui who viewed that teachers role should not be seen as assessors but as facilitators who help students to develop strategies and methods in teaching. Their roles are not based only on the application of specific methods but they overpassed to the creative responsibility to build up and design their own activities and their own course planning (Hedge.T.2000.P.9). Therefore, a large number of teachers play the role of instructor, organizer, counseller and helper (Ibid. P.29).

Teachers apply different techniques in explaining new items to students ranging from the use of gestures, mimes, and explanation by synonyms to other possible techniques as translation, direct pointing to objects. They further use cartoons and pictures which are very attractive and helpful, simply because they took learners 'attention (Hedge. 2000. P. 126).

While the teachers 'role is seen as facilitators and guiders, learners are engaged in subtle activities ranged from the share of ideas and information to negotiations and discussions about meanings. The learners'role appears in their responsibility for their own learning. So, a successful learning process could be achieved when teachers and learners make their responsibilities in a balanced way. (Hedge,T. 2000. P. 8).

2.7. The Relationship between Vocabulary and Reading Comprehension

Vocabulary knowledge and reading comprehension have a very deep and strong relationship as Davis's (1944), Thurstone (1946) and, Spearit (1972) as state in.Beck,L.I. and Margret, M. (2008) who confirmed this assumption. They showed up that individuals who have a large amount of vocabulary might have a high score on vocabulary tests and have a high score on tests of reading comprehension. Therefore, the richness of vocabulary leads to a brilliant level of comprehension. In our reading process, we face new items. Such items could be simple and their meanings could be infered from contexts, while others might pose difficulty in comprehending the message. When non-native students confront with phrasal verbs during their readings and which cannot be predicted by our learners, or it carried out a very different meaning from the regular ones students'comprehension could be affected in one way or another. For example when Isho, is an Iraqui learner of English reads a story that includes the workers *picked up* the pace, he finds difficulty in interpreting the meaning especially from its constituent parts. Thus, these items, indeed, affected Ishos' comprehension of the idea being comunicated. *Pick up* differs from its components *pick* means to hold something while *up* is to move upwards but in the above example it means speed in that context (Lems.et.al. 2010).

Vocabulary and reading have a co-related and a strong relationship. As indicated by Nation 1990, and Grobe. 1991 who state that vocabulary considers as a predictor in the process of reading which would lead to high as well as low comprehension of the text. Qian and Scheal (2004:28) state that vocabulary is the primary direct feature in the process of reading comprehension

(Albreschtsen.D.et.al. 2004, P. 129). The same thing admitted by Freebody and Anderson 1983, cited in Anderson 2000, having to struggle with reading because of un-known words will obviously affect comprehension and take out the pleasure of reading (Anderson 2000. p35 in Mebarki,Z. 2008). As Whipple (1925. p 76) states in Hiebert, H.E and Kamil, L.M. (2005) " growth in reading power means; therefore continuous enriching and enlarging of the reading vocabulary and increasing clarity of disambiguation in appreciation of world values". (Hiebert, H.E. 2005. P. 1)

2.8. Vocabulary and Writing

There is an assumption concerning vocabulary and writing where research on these two together is becoming more interesting. Research confirms that vocabulary has to some extent relation to academic success. Therefore, a strong vocabulary is essential to good reading and because reading and writing are closely related, is essential to writing" (Brynildssen. 2000, 1).

There is also a tendency pointed out that highly academic achievement would be reached depending on large vocabulary. Therefore, some studies make clear the relationship between the richness of vocabulary components with other skills of language. Thus, owning an enormous amount of vocabulary and limitless number of words and phrases and phrasal verbs are no exception. As Gardner and Davies, 2007 who asserted upon the role of phrasal verbs in enriching our language. The use of phrasal verbs indeed indicates by McCarthy. Because English is made up of such items as it is stated in (Lems.K et.al 2010) if we are opted to make a list of English verbs we would find out that most English verbs are phrasal verbs as get up, sit down, come up with, and each verb

combined with plenty of particles(Ibid). Beside, their appearance does not only appear in being verbs in English yet in other further creation of their own as adjectives and nouns that are formed from phrasal verbs. As a result, having phrasal verbs in ones repertoire indicates comprehension of endless words. However, it also conveys the actual and natural production of these words and phrases. In other words, it denotes the ability to use such items whenever students need them, since they have already taken part in the students' language system. Yet, vocabulary learning is meaningless except when such words or phrases that are learned can be recalled and used in a productive way.

A further advantage of having a large vocabulary does not only appear in their richness and their application whenever needed, it also indicates for the creation of effective impression in both skills writing as well as speaking skills. In other words, in speaking too, words are as important as they are in writing.

2.9. The Relationship between Vocabulary and Writing

The relationship between vocabulary and writing is with no doubt obvious. One of the most beautiful pieces of writing lies beneath the selection of words to delight readers with a crafted piece that reflects their richness of vocabulary. In such way we choose words which are suitable and pointing out our message in a deciphered way. So, in our process of writing, when we are trying to transmit an idea or thought we choose words on some basis that might be ranged from style up to correspondence. For example in doing a campaign against drugs, instead of saying: we are endeavouring to determine whether it would be more adviceable to reduce our consumption or to abandon the habit

altogether. We would say we are trying to decide whether we would *cut down* or *give up* (Parrot. 2000).

Word choice is often one feature used for assessing student's writing. Culnam, 2003 and Corson (1995) in creating rubust vocabulary by Beck, L.I, and et.al. (2008) suggest that teachers are likely to look for content of language when it is apposed to them to transmit meaning. As Vygotsky stated, the choice of words according to the relevant context is considered as an ample evidence to measure the quality of student' thought (Ibid. 2008). We are supposed to bear in mind that phrasal verbs indicate proficiency, native-like, and competence in English language. As Gardner and Davies 2007 state in Fan Yu In (2008) that phrasal verbs develop learners' innate fluency. Thus, those who use such items in their writings as well as their speaking, draws an image of the learners'thoughts and they would be refered to as competents of that language.

Vocabulary is one of the most crucial elements in evaluating the quality of writing (Engber 1955, Grobe 1981). Kazulo and Rihoko also stated that learning academic vocabulary does not allow effective writing it also goes through the academic meaning system, as it is called by Corson (1995) as mentioned in (Beck, L.I. et.al. 2008. P12)

2.10. Lexical Approach

This approach claimed that when learners face a new item they do not recognize, they would not interact or participate in a conversation, even if they could guess the meaning of un-known words from their morphology and syntax that items keep. Lewis (1997. P. 7) in Hismanoglu pointed out that the lexical

approach is not a shift from grammar to vocabulary teaching because language does not merely consist of grammar and vocabulary but it stands beneath the multi-word prefabricated chunks. Such chunks are appropriate for learners, as they need to use them in order to promote fluency as collocations. As matter of fact, phrasal verbs, idioms and social formulae are considered as the most significant chunks for foreign language learners. (Hismanoglu, M.).

2.11. Authentic Texts

It is claimed that presenting new items in isolation or out of their context is useless. They should rather be presented in real contexts of meaningful situations. As Clarke and Nation (1988) state that learning, new items should be introduced in contexts. Therefore, authentic texts are considered as the most interesting and motivating texts for learners who inspire to cope with the language in the real and natural world, by teaching them in the classroom (Grellet. 1981).

It has been proved that authentic materials overused and opened up a great opportunity for the purpose of communicative language in classroom. For this reason, authenticity is not a characteristic of texts themselves; rather it implies the real interaction between the reader and the text. In other words, authenticity denotes how much readers infer the messages that are conveyed by writers, which are surrounded by linguistic rhetorical conventions.

A text is considered as an authentic one, when it would achieve a certain goal. In other words, when the reader considers it as an appropriate for him no matter whether it is written for teaching purposes or not and whether it achieves

the writers' goal or does not. As Widdowson (1979 b) in Mishan, F. 2005 points out that authenticity could only be achieved when readers could infer the messages that are conveyed by writers and much more to respond to them in an effective and positive way.

Authentic texts are considered as effective tools in teaching/ learning a language because they provide a useful input of language learners. They are also seen as a suitable source for naturalistic, consciousness-raising approach in learning grammar. Furthermore, they affect different factors as motivation, participation and involvement that are considered as crucial factors in learning languages (Mishan, F.2005. P. 41). A further advantage of authentic texts is that they create motivation in any group of learners (Ibid.P.55). They make sense of relevance and interest. Therefore, in order to select an authentic text, it frequently depends a lot on students' needs from their reliability to their interest. As Ellis points out in Mishan, F (2005), using texts leads to communication in the classroom or the context of learning which is considered as a motivating factor simply because they can "spur intrinsic motivation in which the learning experience is in its own reward (Arnold and Brown 1999:14) and this is where authentic texts are usually picked up according to their reliability.

According to Mishan, F. (P. 70) authentic denotes the idea of shifting from text to task. As Ellis states motivation would be achieved (1994:517). While Mishan and Ellis consider that the achievement of motivation depends on the task students engage in the classroom. On the other hand, Chomsky (1988. P. 181) mentions in *designing authenticity into language learning materials* , by Mishan, F. (2005), points out that the main factor to motivation is interest he

states "the truth of the matter is about (99%) of teaching is making students feel interested in the material" (in Mishan, F.2005.P.181).

2.12. Conclusion

To sum up, we would like to indicate that we have showed the deep relationship between item and specifically phrasal verbs and other skills of English as comprehension, reading, and writing. Therefore, the richness of vocabulary items lead to high level of comprehension, make students motivated towards the reading process and make their writing accurate, proficient, and native-like, respectively. Such achievements are due to what we call phrasal verbs or prefabricated chunks. These chunks are considered as passive vocabulary for foreign learners, so they are needed to be achieved. The activation of items could be happened by what we call authentic texts that give the opportunity to learn language in its real and natural context.

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Chapter Three: The Situation Analysis

3.1. Introduction

In this part of our research we want to find out whether the technique we have carried out in teaching phrasal verbs to our students is an effective one or not. It also showed up learners as well as teachers' attitudes, opinions about phrasal verbs. Beside, the interest in teaching and learning such items by students and teachers. Furthermore, it is focussed on the production of students during their test process, which is the only source to check out the effectiveness of our device after three sessions of teaching. The results obtained from the tests are carefully examined, tabulated and analysed.

3.2. The Sample and Randomization

We have chosen randomly one group to work with from the Department of Foreign Languages, University of Constantine. We would like to mention that we wanted to work with third year because they dealt with phrasal verbs before, and they have also dealt with pragmatics. Further, they are able to write a whole essay.

3.3. The Teachers' Questionnaire

3.3.1. Description of the Questionnaire

Generally speaking, a questionnaire is a means of collecting data. In other words, it is a series of questions that respondents supposed to answer in order to gather data. Questionnaires are beneficial; they allow us to gather a

large amount of data, (Brown and Dowling. 1998). Beside, they are widely used in classrooms. In addition, they are widely used by researchers for the sake of investigating peoples' attitudes and opinions. Furthermore, they are identical with their straightforward to the matter being discussed to be delivered (Brown, A.J. and Dowling,P.C. 1998).

This questionnaire consists of ten items about teachers'attitudes and opinions about phrasal verbs; the reasons behind avoid using phrasal verbs, their roles as teachers is noticing the difficulties students ' face in phrasal verbs and whether they themselves mentioned the importance of phrasal verbs in everyday usage. They are also asked to give their opinions about our device in teaching phrasal verbs, which is totally different from the manipulated ones teachers used to handle in presenting such items. This questionnaire contains main questions including the teachers' teaching experience; from their experience, they notice the frequency of using, misusing, or the lack of using phrasal verbs in students' production. It also seeks to know whether teachers mention the importance of phrasal verbs in their daily usage, and to what extent they do that. In addition to that, the difficulties students' face in learning and applying such items. Do they consider phrasal verbs as obstackles in decreasing readings' motivation. It also takes their opinions about authentic literary loaded texts as a device in teaching phrasal verbs. Furthermore, to admit whether the application of phrasal verbs reflects a good mastery of English. Thus, in doing so, our next question takes into consideration the teachers' recommendations in seeing their students' essays made up of phrasal verbs.

3.3.2. Administration of the Teachers ' Questionnaire

We administered ten questionnaires to ten teachers. In addition, they all have answered them.

3.3.3. Analysis of Teachers' Questionnaire

Question One:

Years	2	4	6	7	8	10	12	28	Total
Number of teachers	1	1	2	1	1	2	1	1	10
Percentages	10%	10%	20%	10%	10%	20%	10%	10%	100%

Table2: Teachers' Experience

Table one shows teachers' experience in teaching, range from two years to twenty-eight. However, only two teachers have not a long period in teaching. In other words, all teachers who were conducted to answer this questionnaire have been teaching for more than six years up to twenty-eight. This indicates that they have experience in teaching English.

Question Two:

Yes	No	Total
10	0	10
100%	0%	100%

Table3: Teachers' Noticing about the Absence of Phrasal Verbs in Students'

Writings.

In this question, we wanted to know whether teachers themselves know that their students use phrasal verbs in their writings or not. By manipulating this question, all the teachers (about 100%) have said that they have noticed that their students do not use such items in their writings.

Question Three:

Yes	No	Total
1	9	10
10%	90%	100%

Table4: Whether Teachers Tried to know the Reason behind the Absence of Phrasal verbs in Students' Essays.

This question is related to the previous one. We wanted to check out whether our teachers tried to know why or at least asked about the reasons beneath the reality of the absence of phrasal verbs in students' production. Most of them about (90%) reported that, they did not try to know but seven of them have explained the reasons they think lead to the absence of phrasal verbs in students' production. They indicate different reasons ranging between the lack of such items in students' mother tongue, the idiomaticity and multiplicity they keep and the fear of misusing them. One of them about (10%) also mentioned that our concern was all about correctness, not effectiveness.

While about 90% of them said, they did not try to ask why, about (10%) of them said that, when s/he tried to know why do not they use phrasal verbs in

their essays, students replied that they have difficulties in using them appropriately. This is why they choose on purpose not to apply them.

Question Four:

No	Yes	Total
4	6%	10
40	60%	100%

Table 5: Teachers' Mentioning of the Importance of Phrasal Verbs in Everyday Usage.

The point behind asking this question is whether teachers tried to push up students towards using phrasal verbs or not. This could be achieved when teachers keep on mentioning the importance of phrasal verbs in daily usage. From the total number of ten teachers, six of them (60%) report that they do mention the importance of phrasal verbs while the remaining four (40%) simply replied by no.

Question Five:

Always	Sometimes	Rarely	No answer	Total
0	4	2	4	10
0%	40%	20%	40%	100%

Table6: The Frequency of Mentioning the Importance of Phrasal Verbs.

This question is made to figure out the frequency of mentioning phrasal verbs by teachers. We have made three choices, which are divided between always, sometimes, and rarely. Since four of them have reported before that

they do not mention whether phrasal verbs are important or not, the remaining six ranged between sometimes as indicated by four teachers (about 40%) and rarely by two other teachers (about 20%). Therefore, even teachers who mention the importance of phrasal verbs, they do not do that always but from time to time.

Question Six:

We have asked teachers if they have seen their students' essays made up of phrasal verbs, what would be their implications. Teachers therefore have reported this question in a similar way. Seven of them (about 70%) said they would appreciate students' work and praise them especially if students have used them properly. The remaining teachers (about 30%) said that such essays would reflect that learners have reached an advanced level of proficiency in the language, while others said that they show clearly their richness of vocabulary.

Question Seven:

No	Yes	Total
4	6%	10
40	60%	100%

Table 7: The Agreement upon Authentic Texts as an Effective Device in Teaching Phrasal Verbs.

As far as our teachers have taught for a period, they have approximate ideas how phrasal verbs are presented, and whether this method of presentation is considered as a beneficial one or not. Therefore, we are conducting this question to see the implication of teachers towards teaching phrasal verbs in

authentic literary loaded texts. Indeed nine teachers about (90%) said yes they agreed upon teaching phrasal verbs in authentic texts and considered them as an effective device, while the remaining teacher, one of them, about (10%) answered by no , s/he did not justify or give his/her point of view.

Those teachers who have answered by yes explained that they consider authentic literary texts as an effective device simply because authentic language by itself is considered as an effective tool. So, why not teaching phrasal verbs. Another one reported that literary texts provide an excellent opportunity to be exposed to the language in its daily context. Some other teachers think that since students try to memorise new items by learning them by heart especially in a form of a list, which is useless for the case of phrasal verbs. Therefore, authentic texts are considered as an effective device in teaching phrasal verbs because they present them in real and natural contexts and more than that, they raise students'awareness about phrasal verbs in their use.

Question Eight:

Multiple Meanings	Grammar	Style	Lack in L1	Multiple Meanings and Lack in L1	Total
3	0	0	0	7	10
30%	0%	0%	0%	70%	100%

Table 8: The Main Difficulties in Learning Phrasal Verbs

As the table indicates, most teachers about (70%) refer to the absence of phrasal verbs in students'essays because of the multiplicity they keep as well as their lack in their mother tongue. Most of the teachers seven of them tick the two boxes together; multiple meanings of phrasal verbs as well as their lack in

L1. The other three teachers about (30%) indicate the multiplicity of phrasal verbs as the main source of making such components tough for learners.

Question Nine:

Yes	No	Total
4	6	10
40%	60%	100%

Table9: Shows Whether Phrasal Verbs Decrease Reading Motivation.

Most teachers about (60%) claim that phrasal verbs are not considered as obstacles in decreasing students' reading motivation. The others; however, report that indeed phrasal verbs are the obstacles in decreasing reading motivation. If a text or a story is read by a student who does not have a large amount of such items, he will not check per-second the meanings of each phrasal verb, especially if it has enormous meanings that are depended on context. These students would let the book or the story and give up reading.

QuestionTen:

Yes	No	Total
7	3	10
70%	30%	100%

Table 10: The Betterment Master of English Lies upon the Use of Phrasal Verbs

As the above table indicates, nearly seven out of ten teachers, about (70%) think that the use of phrasal verbs reflects a good mastery of English.

They state this by saying; since phrasal verbs do not always refer to the literal meaning of their constituents, mastering them is a sign of authenticity and native-like use of language. Other two teachers said that knowing different phrasal verbs means the ability to use variety of vocabulary according to different contexts. Sometimes, the phrasal verbs may express the meaning, which is appropriate to particular context and which cannot be expressed by using a different word. The further two teachers indicate that only proficient are capable of using phrasal verbs in their daily speech and writings.

While the (70%) teachers gave their point of view about phrasal verbs by answering yes and explained what they think. The remaining three about (30%) teachers replied by no. One of them about (10%) obtained from giving any explanation; the remaining two about (20%) teachers admit that the application of phrasal verbs is only a small part of mastering English beside its further components.

3.4. The Students' Questionnaire

3.4.1. Description of the Questionnaire

The students' questionnaire is made up of eleven questions. In this questionnaire, we first asked our participants whether they use phrasal verbs in their writings or not, and the frequency in doing so. Further, we wanted them to give their opinions and attitudes about phrasal verbs whether they are worthy patterns to be learned. Such questions include whether our students apply phrasal verbs in their writings, and whether they use them on purpose or they are part of their knowledge. Beside this, the frequency in doing so. We even

want to check students and reading process by manipulating the question whether they read English materials in order to touch on the point, about their notification of phrasal verbs in such materials, and most of all their way in facing new phrasal verbs during their reading process. A further question, is whether teachers' use phrasal verbs indicates the awareness of students towards their teachers' production in the classroom. It also seeks to know their thoughts about the worthiness of phrasal verbs to be learned and they themselves are interested in learning such components.

3.4.2. Administration of the Questionnaire

The questionnaire is administered for our sample 25 students. However, we maintain the questionnaire before teaching our technique in order to have an idea how do our learners think about their teachers' presentation, and whether they are interested in learning phrasal verbs. These questions will help us in investigating our techniques. It is also worthy to mention that we gave our participants enough time to fill all these questions. Nearly eleven questions some of them are needed some further explanation. We also make sure that we have explained some unfamiliar items appeared in this questionnaire. Therefore, we would say that there were no complications in conducting our questionnaire.

3.4.3. The Analysis of the Questionnaire

After analysing and discussing teachers' questionnaire, let us shed light on students' questionnaire which aims at investigating their attitudes, opinions, and feelings towards phrasal verbs and whether they apply them in their

writings or not. Therefore, to achieve this, students' questionnaire will be studied and analysed carefully.

Question One:

No	Yes	Total
6	19	25
24%	76%	100%

Table 11: Students' Application of Phrasal Verbs

The first question in students' questionnaire seeks to investigate whether students know the fact that they use phrasal verbs or simply they do not. In fact, nearly all of them answered by yes about 19 students (76%) while the remaining six students about (24%) replied by no.

The students were asked to explain the reason behind using and not using them. Those who reported by saying yes, gave different reasons of their own. Nine of them said that they use phrasal verbs because they are important in English, and they use them in order to make their writing more expressive. Three report that they use them to add flavour and power to their writing style. One said that s/he uses phrasal verbs in his/her writings because s/he needs them. Another two also said that they help them to make their writing different. Three others said they use them to influence the person who reads their writing. The remaining student said that being unique denotes being attractive, s/he likes using them to make my own touch, beside that they make his/her writing and speech as natives.

While 19 students about (76%) reported by yes, and explained the reason behind using phrasal verbs. The remaining students about (24%) answered by no and explained as well why they do not use them in their writings. Three informants said that phrasal verbs are hard to be composed and using them inappropriately would affect the meaning of the sentence. Another one reported that since s/he does not know the meaning of most of phrasal verbs, s/he simply avoids to be in a critical situations. Other two students said that they tried to learn them by heart but they have fear towards using them in practice.

Question Two:

Deliberately	Not Deliberately	No Answer	Total
9	10	6	25
36%	40%	24%	100%

Table 12: Their Care and Carelessness in Choosing Phrasal Verbs.

This question reveals students' choice of using phrasal verbs between choosing them on purpose or occurred in their writings without any preceding intentions. Therefore, we get respondents' answers vary between yes and no. Those who answered by yes nine about (36%) of them ranged between the reason beneath such choice. Two of them said that whenever they learn a new item they use it in their production, and phrasal verbs are no exception. Five respondents use them on purpose to add power to their style. While two further students said that, they reflect reachness of vocabulary.

However, ten respondents about (40%) reported by no, six of them explained this by saying that phrasal verbs across their minds as other items and

their appearance is not due to deliberate choice. Two others, obtained from giving their explanation. Two further students said that they do not care to use them or not. The important thing for them is to find a verb that transmits the message and that is all their concern.

Question Three:

Always	Often	Never	Total
2	21	2	25
8%	84%	8%	100%

Table 13: The Frequency of Phrasal Verbs in Students' Writings.

This table clearly shows that students often use phrasal verbs in their writings, nearly 21 students about (84%) often use them. While two other students about (8%) inform they always use them in their writings, the similar number about (8%) replied that they never use them in their writings.

Question Four:

Yes	No	Total
21	4	25
84%	16%	100%

Table 14: Students' Interest in Learning Phrasal Verbs.

Almost all of our students consider learning phrasal verbs as an interested one. Twenty-one of them about (84%) answered with yes and explained the reason for learning phrasal verbs. Nine of them said that they are interested in learning phrasal verbs because they are sign of maturity beside

they show that they are not stuck in what they have learnt years before rather they refresh their knowledge and reached a large amount of vocabulary. Six of them said that, since they have reached a level where they are supposed to vary their style of writings between the two kinds of verbs not relying on one kind and so stuck in those simple verbs. Four admits that such phrasal verbs make the impression of improvement to whoever reads their writings. While the remaining said that, they want to know and learn more about them and most important to be capable of using them whenever they need them simply because they make their language resemble to natives and so appear as competent.

As any other question to be answered, some answered by yes while others replied by no. Four students out of 25 about (16%) replied that they are not interested in learning phrasal verbs. One reports that if phrasal verbs are part of his/her curriculum, it would be obliged for him to learn them. However, if it is not s/he is not interested in learning them at all. One obtained from explaining why, while two others admit that they are important but teachers and even books present them in a boring way, which make them less interest in learning such items.

Question five:

Yes	No	Total
14	11	25
56%	44%	100%

Table 15: Authentic English Materials Students' Read.

This table indicates that there is a paralel between the two choices. However, fourteen students about (56%) answered that they read authentic English materials, the remaining eleven about (44%) answered by no. This question seeks to investigate that those who regulary read English materials would face phrasal verbs in whatever they read.

Question Six

Yes	No	Have No Idea	Total
16	0	9	25
64%	0%	36%	100%

Table 16: The Students' Noticification of Phrasal Verbs in Authentic English Materials.

This question is related to the previous one, concerning reading English materials. We want to know whether those who read English materials have noticed that such materials are full of phrasal verbs or not. Therefore, they were asked to answer by yes, no or have no idea. Almost all of them about (64%) have answered by yes. Sixteen students said yes while the remaining nine about (36%) answered by have no idea. This is strange; this question opted to those who said yes they read English materials but as we have noticed from the above statistics that they all wanted to share their opinions. Therefore, in the above question 14 students have about (56%) answered by yes in reading English materials whereas 16 about (64%) answered by yes in noticing that English materials are full of phrasal verbs.

Question Seven:

Yes	No	Total
15	10	25
60%	40%	100%

Table 17: The Students' Reaction in Facing New Phrasal Verbs.

This question admits students to tick either yes or no, as well as explaining their ideas. As the table clarifies that 15 students about (60%) tick the yes box revealing that students highlighten phrasal verbs whenever they face them in their reading because they consider them as any other items. We merely highlightening, checking their meanings in dictionary, and memorising them. However, one among those 15 students report that s/he does not highlighten phrasal verbs but s/he has mentioned that this does not mean that s/he does not care. S/he checks the meaning in dictionary and tries to memorise it in her/his mind.

The remaining students ten out of twenty five about (40%) replied this question by no. They argued that they do not care about phrasal verbs; their main concern depends on interpreting the meaning nothing more than that. Nine among them indicate their total careless because of the difficulty in distinguishing between their meanings. Another one admits that whenever he faces a phrasal verb, s/he keeps reading and tries to predict the meaning that suits the content.

Another one indicates that he does not care at all but, if he confronted with a phrasal verb, which is totally, differs from its logical meaning; he underlined it in order to check its meaning out.

Question Eight:

Yes	No	No Answer	Total
11	12	2	25
44%	48%	8%	100%

Table 18: Students ' Position Vis-à-vis Teachers' Way in Introducing Phrasal Verbs

This question figures out students' opinions about the method teachers use in presenting phrasal verbs. Such question shows up a parallel amount in answering which is divided between yes and no. Eleven students answered by yes about (44%) seven argued that teachers introduce phrasal verbs in a very simple, and clear way, beside, they illustrate them by examples. Furthermore, they also admit that teachers are their leaders; they know how to transmit knowledge to them. However, two reports they present them in a clear but boring way. While two, other did not claim about teachers' method.

A nearly similar number, twelve students about (48%) replied this question but saying no and they gave their arguments. Four students claim about the way teacher introduce phrasal verbs by saying that they do not think that teachers present phrasal verbs in a way that they should be. Beside that, they do not give much more interest about them, two of them claim that teachers themselves find difficulty in handling out phrasal verbs, and they get confused about them, let alone introducing them to their students. Four said that teachers

present a large number of phrasal verbs all together in isolated sentences. They cannot even use them in different contexts to make their students aware of the multiplicity they keep. Furthermore, two students replied that they do not think that, there is a good method we would consider in teaching phrasal verbs.

Question Nine:

Yes	No	Total
21	4	25
84%	16%	100%

Table 19: Teachers' Use of Phrasal Verbs.

Almost all students 21 about (84%) opted for the first choice. That is to say, they have recognized that their teachers use phrasal verbs in every day usage. While the remaining four students about (16%) answered by no.

Question Ten:

Always	Sometimes	Never	Total
3	18	4	25
12%	72%	16%	100%

Table 20: The Frequency of Phrasal Verbs.

This question seeks to know the frequency teachers' use of phrasal verbs. This frequency is divided up between always, sometimes, and never. Students differ in their answers. Three of them (12%) admit that their teachers always use phrasal verbs. Almost all of them eighteen students (72%) replied that their

teachers sometimes use phrasal verbs while the remaining four (16%) are totally convinced that their teachers have never used phrasal verbs.

Question Eleven:

Yes	No	No Answer	Total
24	0	1	25
96%	0%	4%	100%

Table 21: The Importance of Learning Phrasal Verbs.

The statistics related to this question shows clearly that all of our students about 24 (96%) think that phrasal verbs are worthy components to be learned. They even make the answer clear by giving their opinions about their answers. However, only one student did not tick any of the given options either the yes box or the no box. Beside, s/he did not even explain his/her point of view.

As we have seen that, all students think that phrasal verbs are worthy patterns to be learned. However, their answers are varied but all lead to a positive effect of learning and using phrasal verbs. As far as they are part of English, we need learning them in order to enrich our vocabulary as well as improving our style of speaking and writing.

Because natives use them a lot and our major concern is to be native – like. Thus, we need them to master advanced English and achieve proficiency.

Phrasal verbs reach our vocabulary especially in translation. Because there are, verbs do not have their equivalence in Arabic but phrasal verbs do.

They show the ability of playing with words and add flavour to our style. Therefore, whoever reads our writings will be impressed about it as competent of that language, because the application of phrasal verbs implies proficiency and competence of English.

Since phrasal verbs are ubiquitous, we find them in books, magazines, newspapers and even movies. So, we need learning them in order not to be out of subject and could interpret the message that is being conveyed.

3.5. The Pre-Test

3.5.1. Description of the Pre-test

This test is conducted to third year students to have an idea what do students choose in their writing, whether they depend on one-word verbs, phrasal verbs, or the two together. Thus we want to know to what extent do our students use or avoid such components. Therefore, we asked them, to write about a specific topic, that includes the comparison between their generation and their fathers' generation. We supposed that it is an easy and an entertaining topic, students can work with. Our main purpose is to measure the application of verbs that are utilized by third year students per-essay.

3.5.2. The Sample

We have chosen ten third year English students to work with. So, our question that deals with writing an essay about the above topic is pointed to ten of them.

Number of Students	Total Verbs	Frequency of One-word Verbs	Frequency of Phrasal Verbs	Percentage of One-word Verbs	Percentage of Phrasal Verbs
1	67	62	92.53%	5	7.46%
2	23	22	95.65%	1	4.34%
3	45	44	97.77%	1	2.22%
4	49	48	97.95%	1	2.04
5	32	31	96.87%	1	3.12%
6	51	49	96.07%	2	3.92%
7	36	35	97.22%	1	2.77%
8	40	38	95.00%	2	5.00%
9	23	22	95.65%	1	4.34%
10	22	21	95.45%	1	4.54%

Table 22: The Frequency of Phrasal Verbs and One-Word Verbs in the Pre-test of Students' Essays.

3.5.3. Results

After making, our students to write about the above topic they were asked to write a whole essay in a one-hour and half. So that, we gave them enough time to organize their ideas and choose their appropriate ideas and words. The above table shows students' frequency of phrasal verbs and one-word verbs in their writings

3.5.4. Discussion

This table clearly shows that students' production has low degree in the application of phrasal verbs, which ranged between one two and five. One is the

lowest percentage nearly about (2.04%) while the highest percentage is five nearly about (7.46%). However, one-word verbs in students' essays have a very large amount in students' production ranged between 21 to 62. The lowest degree in students' production concerning this topic is that (92.53%) while the highest degree is (97.95%). Therefore, our students really focus and depend on using one-word verbs much more than phrasal verbs. Because of the lack of phrasal verbs in students' essays, we want to make out a technique in teaching our students such verbs to make them bear in mind that their use of phrasal verbs would lead them to master proficient, native-like English.

3.6. The Experiment

3.6.1. The Participants

The sample that has been undergoing investigation is twenty-five third year students of English from the Department of Foreign Languages at the University of Constantine, has been chosen randomly. That is to say, we have not selected this group among other groups on purpose. We made them believe that we would teach them somehow in different way not as the previous sessions and these sessions, would be focussed on vocabulary items and among them phrasal verbs. These lessons would be carried out as any other lessons that should be introduced to them.

3.6.2. The Materials

We made our decision about materials that should be asserted in a form of guiding lessons from two different sources. The first one is made out from

our belief to teach phrasal verbs in real context to be seen in a natural way, and the second one resulted from teachers' and students' questionnaire.

In other words, after a deep thought about phrasal verbs, the way they are introduced, and their occurrence is students' writing. Such items have been avoided by students or used inappropriately. This is why; we want to come up with a technique in teaching phrasal verbs, which is different from the previous techniques students have already dealt with.

Our technique in teaching phrasal verbs depends on texts, following by a series of cartoons as a form of classroom task, which are designed to add some motivation too. (see appendix 6)

The first material is about three texts taken from (About.Com: English as 2nd language; see appendix 3,4, and 5). The first text entitled *Adventures Growing Up* and the second one *Uncle Fester*, while the third one has no title but it carries out the same purpose of teaching and is about daily activities.

These texts are easy, short, and funny. Thus, the most important thing for teaching is to make students interested in the material. As Chomsky states in Mishan, F. (2005), the truth about the matter is that about (99%) of teaching is making students feel interested in the material (Mishan, F.2005. P.55).

The first text contains 296 words; about 28 phrasal verbs. The second text is about 290 words and 30 phrasal verbs. The third text, as we have mentioned before has no title but it about 141 words and most important contains of 17 phrasal verbs.

Such texts have the characteristic of being authentic; beside they present phrasal verbs in real contexts. Moreover, they show their real order in a sentence when they occur between long objects or personal pronouns. We mean by the previous idea that when we have a long object, phrasal verbs should be asserted before the object. In such case, it should be attached and not separated. For example:

* The gang have *carried* a number of bank raids in the last few monthes *out*.

The gang have *carried out* a number of bank raids in the last few monthes.

* Why do not you *try* that dress in the window *on*?

Why do not you *try on* that dress in the window? (Eastwood, J. 2006).

A further technique we have manipulated during our sessions is making learners guess the meaning of phrasal verbs from the context. As Haastrup who maintained that, students infer the meaning of lexemes from written production (Haastrup 1991 In Lafford, A.B. and Salabery, R.2007). Students therefore, could guess the meaning of phrasal verbs from their contexts relying on some subtle procedures; morphological (root, stem, and affixes) as in the case of phrasal verbs: the meaning of such chunks could be deciphered from the base verbs and their prepositions or adverbs and students ' background knowledge (Lee and Worf 1997 in Lafford; and Salabery. 2007).

Therefore, it is worthy to mention that phrasal verbs should not be presented in isolation but in real contexts. While the first material is a sample of authentic loaded texts that are peppered with phrasal verbs. The second material is the presentation of cartoons that would be considered as a further

technique in our way of teaching. Such pictures extract from ([http://www.ecenglish.com/learnenglish/lessons/phrasal verbs](http://www.ecenglish.com/learnenglish/lessons/phrasal-verbs)) by Chris McCarthy.

The main point to present our lectures by series of cartoons of phrasal verbs does not only appear in its form of containing phrasal verbs. However, cartoons make students get interested and take their attention. Beside that, such cartoons do not present phrasal verbs in isolation rather they are presented in a form of a dialogue as a message being communicated between the two persons, and set in a specific context. Context; therefore, is really an important component in understanding the message being manipulated. Since our students are third year, indicates that they have already dealt with pragmatics, which deals with meaning in context. In other words, our students are aware about the importance of context in interpreting the meaning. Therefore, some of our phrasal verbs could not be predicted unless with the sufficient use of context.

We have figured out that such technique is really chosen on its basis indicates that we have chosen this technique on purpose, and the results overpassed our expectations. Our students get interested in phrasal verbs, and their interest appeared in participating and predicting meaning of some phrasal verbs that do not have literal meaning. Their participation and care really create a learning atmosphere.

Our first belief lies upon making our students use phrasal verbs in their written production because we want them to transmit their passive knowledge and make it as an active one. In other words, we want to make such items as a part of students' repertoire. This is why we created a further technique to practice what we have dealt before. We asked our students to write an essay

focussing on using as much as possible phrasal verbs, in order to make them aware about such items during their writing process. Furthermore, we simply want them to become familiar with phrasal verbs and start using them in their writings.

3.6.3. Structure of the Experiment

Our experiment is carried out in a quite normal session as any other sessions that are introduced to our learners. It lasted for three sessions in presenting and explaining phrasal verbs. Beside that, our presentation depended on our device in teaching phrasal verbs in literary loaded texts, and cartoons as it is indicated in the following table. The following table indicated our division of one hour and half between reading, brainstorming and short activities based on pictures.

Sessions	Techniques in Presenting the Lectures	Sessions' Time Division
Session 1	Revision about phrasal verbs and their importance.	45 minutes
	The use of texts: reading comprehension and brainstorming. Asking students to replace phrasal verbs by their equivalents one-word verbs	45 minutes
Session 2	Text and discussion	45 minutes
	Brainstorming	
	Cartoons Discussion	45 minutes
Session 3	Text	30 minutes
	Cartoons	30 minutes
	Activity	30 minutes

Table23: Presentation of Lectures with their Time Divisions.

3.6.4. The Treatments

As we have mentioned earlier, we have chosen three techniques in presenting phrasal verbs in order to bolster up our students to use them in their written production.

Concerning our experiment, it has lasted for three sessions presented with texts and cartoons, except for the first session. The first session, was all about revision about what phrasal verbs are, their multiplicity, their role in expressing ideas and thoughts with their comparison to one-word verbs. In this session, we have presented a text but not cartoons. After making a recapitulation about phrasal verbs, we tried to make a story as an introductory to our topic *Adventures Growing Up*. We have made students read by themselves for ten minutes. After that, we have asked one of them to read the the text. Then we wanted to make sure that they got the total message of the text. In fact, they did, they have not find any difficulties in understanding the text. Meanwhile, we have asked them to replace each phrasal verb in the text by its equivalent one-word verb to make clear that they are familiar with the two verbs.

The second session, we have asked students to speak about a person whom they know as a heavy smoker and how they helped him to give up smoking. We have recognized that some students whom replied our question started using phrasal verbs in their speech while others did not even focus on doing so. Then we have presented them the second text *Uncle Fester* and try to make them notice how did they narrate about a heavy smoker and how this text presented a heavy smoker with plenty of phrasal verbs nearly about thirty.

Students are astonished how this short text contains thirty phrasal verbs and they write an entire essay without doing so, and if they did, that would be once. We provided them with twelve cartoons (in appendix 6) presented in a form of dialogue between the two, and students supposed to pick up the right phrasal verbs and put it in its appropriate context. We have made this task as a pair work simply because we know that students like the way to work with each other. After fifteen minutes, we wanted to correct the activity in order to see whether they really got the message. As we have indicated, such cartoons presented in a form of a dialogue, it made our students participate and communicate with each other. Indeed, they were really interested, participated and created a learning atmosphere.

The third session was as the previous sessions. In this session, we presented a short text about daily activities and presented a series of cartoons. However, we made a further technique, and asked students so write an essay about fifteen lines and making them focus on peppering their essays with phrasal verbs.

We have made different techniques in teaching phrasal verbs. These techniques ranged from using texts, cartoons to real production, which is our interest.

After teaching students our technique authentic literary texts that are loaded with phrasal verbs and providing them with cartoons, we wanted to see whether our device in teaching such components would be reflected on students' production. Therefore, we tested our technique by asking them to write about one of the following topics:

The first one is writing about the best or the worst adventure you have had ones.

The second one is about little Jonny who hated going to the dentist because he was fond of sweets.

In order not to avoid any misinterpretation, we mentioned that students were not informed about using phrasal verbs in their writings. They were asked to choose one of the above topics and write an essay in one hour and a half as an indicated test that is planned for the the second semester.

After this test, we started examining and analysing students' essays in termes of the number of phrasal verbs that have been used by them. We wanted to check out whether they have relied on one-word verbs as usual, and as we have seen in pre-test or they have made a mixture between the two kinds of verbs.

3.6.5. Data Analysis

The following table will present the production of students towards phrasal verbs that appear in their essays. We would also like to mention the frequency of one single verb in their essays. Moreover, whether they have used phrasal verbs as their use of one-word verbs.

Since we have asked students to choose one of the two topics to write about. We have realized that, fifteen students choose to write about the best or the worst adventure, while the remaining ten write about little Johnny.

Students	Total Number of verbs	One-word Verbs	Phrasal Verbs	Percentage of One-word Verbs	Percentage of Phrasal Verbs
1	37	33	4	10.81%	89.18%
2	56	42	14	25.00%	75.00%
3	49	44	5	10.20%	89.79%
4	44	30	14	31.81%	68.18%
5	26	20	6	23.07%	76.92%
6	30	22	8	26.66%	73.33%
7	37	34	3	8.10%	91.89%
8	17	16	1	5.88%	94.11%
9	32	28	4	12.50%	87.50%
10	34	24	11	32.35%	70.58%
11	31	20	11	35.48%	64.51%
12	11	10	1	9.09%	90.90%
13	39	28	11	28.20%	71.79%
14	55	43	12	21.81%	78.18%
15	31	28	3	9.67%	90.32%

Table 24: Frequency of Phrasal Verbs in Students' Essays Concerning the First Topic.

Number of Students	The total Number of Verbs in Essays	The Frequency of One-word Verbs Per-Essays	The Frequency of Phrasal Verbs Per-Essay	The Percentage of One-word Verbs	The Percentage of Phrasal Verbs
16	37	32	5	31.51%	86.48%
17	49	39	10	20.40%	79.59%
18	74	54	20	27.02%	72.97%
19	26	20	6	23.07%	76.92%
20	33	28	5	15.15%	84.48%
21	22	18	4	18.18%	81.81%
22	35	30	5	14.28%	85.71%
23	45	36	9	20%	80
24	36	26	10	27.77%	72.22%
25	38	33	5	13.15%	86.84%

Table 25: Frequency of Phrasal Verbs in Students' Essays Concerning the Second Topic.

The above tables, (24) and (25) show clearly students frequency in using both phrasal verbs and one-word verbs in both topics. Such tables indicate students' variation in using phrasal verbs in the test being conducted after the teaching sessions. The number have been used by students range between 1 to twenty, the lowest degree is (64.51) and the highest degree (94.11). Whereas, the application of one-word verb ranged between 10 and 54, the lowest percentage is (5.88) and the highest one is (35.48%).

We would like to mention that their aware of using phrasal verbs is really encouragement. Therefore, the results that are indicated from the two tables clearly show that two students have used only one phrasal verb in their essays. Similar number uses three phrasal verbs (90.32%). Other three students

have used four phrasal verbs (89.18%) while five students applied five phrasal verbs (89.79%) in their essays. Two further students include six phrasal verbs (76.92%) in their written production while one student's essays contains eight phrasal verbs (73.33%) and another one consists of nine phrasal verbs (80%). It also shows that some further five students peppered their essays with phrasal verbs; three made eleven (71.97%) while two others have done ten phrasal verbs (79.59%) per-essay. One indicated twelve while the remaining two applied fourteen phrasal verbs (75%). In addition, and above all these degrees and percentages, the highest amount of phrasal verbs is twenty (72.97%) per-essay indicated by one student. It is also worthy to mention that in such essay there were no repetitions of such items, beside they are all properly used.

Despite the fact that our students have used phrasal verbs in their written production, yet it is worthy to indicate that not all of them have used such items properly or correctly. Students admitted before that they have fear towards misusing such chunks especially in choosing the appropriate particle. This is true because some students have made wrong particles; others added unnecessary particles while others put the particle before the personal pronouns. However, this is not our interest. Our main emphasis depends on making students apply phrasal verbs and their misuse would be corrected by teachers.

3.7. Discussion of the Results of Pre-Test and Post-Test

Pre-test as well as the post-test were conducted to assess students' application of phrasal verbs and one-word verbs. They both were asking students to write an essay in one hour and half without mentioning the use of phrasal verbs in their writings.

As far as the two tests were about writing an essay, the post-test however offers two topics to be chosen not as the pre-test, they were asked to write about the same topic. The pre-test involved ten students to work with while the posttest twenty-five students. Beside all these, the pretest took place without mentioning the importance nor doing specific lectures about phrasal verbs and vice versa for the post-test. It lasted for three sessions as introducing phrasal verbs in casual sessions. It further deals with introducing them in real context and with cartoons that are presented as an activity in the classroom.

3.7.1. The Results Obtained before and after Teaching Students Phrasal Verbs

As we have mentioned earlier that we have conducted two tests one is before our teaching phrasal verbs, and one is after receiving our teaching lectures. We checked out the frequency of phrasal verbs. In the pretest, students' essays ranged between one to five made only by one student nearly about (2.04%) to (97.95%) respectively. However, after teaching them with authentic literary loaded texts and cartoons, their use has gotten higher than is used before. Their production of those items ranged between 1 to 20, the lowest percentage is about (5.88 %) while the highest one is about (94.11 %). Such results implies that our authentic loaded literary texts as a device in teaching phrasal verbs really encouraged and helped our students to use these chunks in their writing productions. Therefore, our results glimpse up the effectiveness of our device in teaching phrasal verbs.

3.7.2. General Discussion of Teachers' and Students' Questionnaire and the Tests' Results

After analysing both teachers and students questionnaire, we would like to compare between the obtained results of both, that reflect their attitudes and feelings. The analysis of teachers ' questionnaire has revealed many facts about teachers' ways, attitudes and feelings about phrasal verbs as components of English. They admit by themselves about the importance of phrasal verbs in mastering English and achieve proficiency, beside their role in making foreign learners competent and native-like. However, they do not mention the importance of phrasal verbs as indicated in table 4 nor they use such items in their daily usage as they have stated in table 5. Students on their parts indicate that their teachers use phrasal verbs in their daily usage. Their statement is really weird, it could mean that since students are so far from phrasal verbs and do not use such components in their speech as well as their writings, their teachers ' mention of one phrasal verb from time to time is seen as their capacity in using different lexemes than them. Consequently, teachers might be considered as one among the reasons beneath the lack of such components in students' production.

Concerning the difficulties students find in learning phrasal verbs, teachers admit about the lack of phrasal verbs in L1 as well as the multiple meaning they keep. The multiplicity of phrasal verbs would not lead to interest in learning. As Sojholm (1995) states that, the multiplicity and the complexity would make phrasal verbs as unattractive components to L2 learners of phrasal verbs (Jarvis, S. and Pavelenco. 2008). Students by their turn admit about the multiplicity and their fear about misusing them or choosing wrong particle.

Furthermore, we have asked whether students use phrasal verbs in their written production, students mentioned that they use such chunks in their writing process about (76%). However, when we have asked teachers about the lack of such components in their students' production all of them about (100%) replied by yes, that their students do not use such chunks in their writings. We have figured out this fact from their essays that manipulated as pre- test

Concerning the worthiness in learning phrasal verbs all students, only one by admitting that they are interested in learning phrasal verbs. Students proved this during our representation of lectures, their participation and discussion as well as their manipulation of such items in their written production.

Students indicate their use of compound verbs in their writing and they ranged their frequency in doing so between sometimes and often. However, in pre-test we have realized that they do not use them at all and least of all that might be once. However, it is worthy to mention that there is an exception. One student manipulated five phrasal verbs in pre-test, and this could be among the couple of students who indicated that they use always phrasal verbs in their writings.

The results obtained before and after our teaching that depends on authentic loaded text are really vary from each other. All students in pre-test relied on one-word verb as usual but after receiving our technique their production changed topsy-turvy. In other words, they tried as much as possible to use as they can phrasal verbs in their writing. The proof of this idea is their misuse and wrong particles they tried to combine verbs in order to create

phrasal verbs. It happened , and some of them made wrong particles, insert unnecessary particles. However, such results are important. They indicate that our students start making phrasal verbs in their conceptual patterns and use them whenever they need of using them.

Despite the fact that our students have used phrasal verbs in their written production, yet it is worthy to indicate that not all of them have used such items properly or correctly. Students in their questionnaire, indeed, admitted about their fear towards misusing and mischoosing the corrected particle. This is true because some students have made wrong particles; others put unnecessary particles, while others put the particles before the personal pronouns. However, this is not our interest. Our major point relies on making students buckle down such items and get started to utter them in their writings and the misuse of such components, would be corrected by teachers.

4. Conclusion

As we have mentioned earlier that we have manipulated the questionnaire for teachers and students to get an idea about their attitudes, feelings about the way phrasal verbs are taught in the Department of English. So, we made up our proposed technique in teaching such items and taking into consideration all the matters related to our students and teachers. We want to find out whether our device in teaching such items would lead to a positive effect. We can work out such result from students' essays, the one that we have done after three sessions of teaching. We want to see the frequency of phrasal verbs made out by our students. The results obtained from such tests clarified the effectiveness of such device in teaching. It appeared from the manipulation

of such items by students. However, students vary; some are interested and their interest appeared in their application of what have been learned while others do not.

General Conclusion and Recommendations

This research aims at investigating and checking out the effectiveness of our device in teaching students phrasal verbs. This is because we want them to use such items in their writings as well as to be part of their knowledge. Furthermore, it also aims at checking out whether our written expression teachers are aware about the lack of such items in students' production. Whether they have approximate ideas behind such issue students involved in. The planned questionnaires are made to admit the fact of disappearance of phrasal verbs in students' essays, the toughness of such components, and their importance in mastering English. It goes beyond theories and assumptions by conducting real procedure to make such items easy and workable. This is why, we have carried out an experiment which seeks to check out the validity of our device by making our students apply phrasal verbs in their writings, and least of all make them recognize the importance and the influence of such items in English language.

Our research is split up into three chapters. Two chapters deal with theory, and one chapter is all up an analytical one. The first chapter is about phrasal verbs. It explains as studies phrasal verbs from different angles; starting with their definition their tendencies about them, their grammar along with their meanings and difficulties. It also indicates their importance as well as their characteristics. Furthermore, it even deals with their style and their appropriate contexts where they are usually applied, along with subtle registers. So it touches on phrasal verbs from different points.

The second chapter deals with writing and vocabulary. Since phrasal verbs are considered as vocabulary items they should be learned as any further vocabulary items. It also mentioned the relationship of the richness of vocabulary and the capacity in writing and reading in positive way. It also mentioned the roles of teachers and students in classroom. Moreover, it pointed out to authentic texts as an effective device in teaching and presenting new items to be learned because they present them in natural contexts.

The third chapter; however, is different from the previous chapters because it all about the analysis of what we have conducted in the research ranging between teachers' and students' questionnaire, pretest and the post-test; their production after receiving our technique. Therefore, we have analyzed, tabulated teachers and students' questionnaire and tests and comparison from the obtained results of both.

In the light of the analysis of the results, we recommend the following:

- Teaching students phrasal verbs to use them in their writing. This could be done by authentic literary loaded texts as a device in teaching phrasal verbs in real and natural context.
- Using cartoons in presenting phrasal verbs because they take students' attention and break up the dull atmosphere; yet they bring up participation especially if they are presented in a form of classroom activity.
- Asking students to write an essay by focusing on using as much

as they can phrasal verbs in their writings.

To sum up, we think that this study sets light on phrasal verbs as very important English components that are needed to be learned and most of all be manipulated by our students in order to achieve proficiency and native-like language. Such components are used to be presented in a large amount and in isolated sentences here in Department of Foreign languages. This is why students did not get interested in learning such items despite they know the crucial role they play in English. Therefore, authentic literary loaded texts as a device in teaching phrasal verbs with the presentation of cartoons in a form of classroom activity, along with real application of phrasal verbs in their writings yielded up positively, and so , confirmed our hypothesis concerning teaching students phrasal verbs with authentic literary texts considered as an effective device.

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English as 2nd Language

Appendices

Appendix 1

Mentouri University of Constantine

Departement of Languages

Students' Questionnaire

For each item, please tick the right box.

1. Do you use phrasal verbs in your writing? Explain why?

Yes

No

.....

2. If yes, do you deliberately use them? Explain why and how?

Yes

No

.....

3. How frequently do you use phrasal verbs in your writing?

Always

Often

Never

4. Are you interested in learning phrasal verbs?

Yes

No

Why ?.....

5. Do you read authentic materials in English?

Yes

No

6. If yes, have you ever noticed that authentic English materials are full of phrasal verbs?

Yes

No

7. When you most frequently confront with new phrasal verb in books, texts...do you highlighten it as a new item for you, or you simply do not care? Explain?

.....

8. Do you like the way teachers introduce phrasal verbs?

Yes

No

Why?.....

9. Do your teachers use phrasal verbs?

Yes

No

10. How frequently do they use them?

11. Do you think that phrasal verbs are worthy patterns to be learned?

Yes

No

Explain.....

Appendix 2

Mentouri University-constantine

Department of Languages

Teachers' Questionnaire

This questionnaire considers, as an important tool for collecting data. We will really appreciate if you could take time and energy to share your experiences and ideas by answering the following questions.

Thank you in advance.

For each item, please tick the right box.

1. How long have you been teaching English?

.....

2. Have you noticed that students do not use phrasal verbs in their writing?

Yes

No

3. If yes, have you tried to ask why?

.....

4. Have you ever mentioned the importance of phrasal verbs in everyday usage?

Yes

No

5. If yes, how often do you do that?

Always

Sometimes

Rarely

6. What will your comments be in seeing your students' essay made up of phrasal verbs?

.....

7. Do you think that authentic literary texts as a device in teaching phrasal verbs considers as an effective tool?

Yes

No

Why?.....

8. Do you think that the difficulties students face in learning phrasal verbs are due to:

Their Multiple Meaning.	<input type="checkbox"/>	Their Grammar	<input type="checkbox"/>
Their Syle	<input type="checkbox"/>	They do not have Counterpart in L 1	<input type="checkbox"/>

9. Do you think that phrasal verbs are the obstacles of decreasing students' reading motivation?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

10. Do you think that the use of phrasal verbs reflects a good mastery of English?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Explain?.....

Appendix 3

Text 1:

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one particular adventure in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack, we slowly went along the path until we were face to face with our enemy - the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really did not have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

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Appendix 4

Text 2:

Uncle Fester

Last year, Jack Peterson found out that he had come into a small fortune after His uncle Fester had passed on. His uncle had been a heavy smoker for many years and had not been able to cut down on his smoking. Jack got on well with his uncle Fester, and often dropped in on him to see what he was up to. One summer, Uncle Fester promised to cut down on his cigarette smoking after having taken 3 months to get over an extremely bad cough. Jack had looked after him those 3 months and, a number of times, he had told Uncle Fester off. He came up with a brilliant idea to make Uncle Fester give up this nasty habit. He had the local cancer society telephone Uncle Fester. When they called, he told them to hold on and then put Uncle Fester through. They proceeded to make out that they were looking for a volunteer to take on to help look after the patients. Well, that frightened Uncle Fester, and he immediately swore to give up smoking. In fact, Uncle Fester took up jogging in order to help him feel better and he began to look down on other smokers (although he could not quite give smoking up entirely himself). One day, as he set off on his morning run, he made a stand out in the distance. It seems that a new society had turned up that day looking for people willing to bring up young puppies. Uncle Fester immediately went for a cute Dalmatian, and ended up taking on this new responsibility. Now, three years later, Jack had come into the "small fortune" which reminded him every day of his wonderful, if not wise, Uncle Fester.

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Appendix 5

Text 3:

.....

The alarm goes off at 7:00. I wake up, lean over and turn off the alarm. I get up quickly and go downstairs. I put on the coffee. I go back upstairs and have a shower. I sing a song in the shower. I put on my clothes. When I come downstairs again, I have my first cup of coffee. Mmmmm! Then I have some toast and a second cup of coffee. I wash my cup and tidy up the kitchen. I take my bag and set off to work. It is 8:00 am. I lock up the house before I go. Sometimes I run to catch the bus. I get on the bus and go for three or four stops. Then I get off the bus. I go into work and say “GOOD MORNING!” to my first class. It is 8:45am.

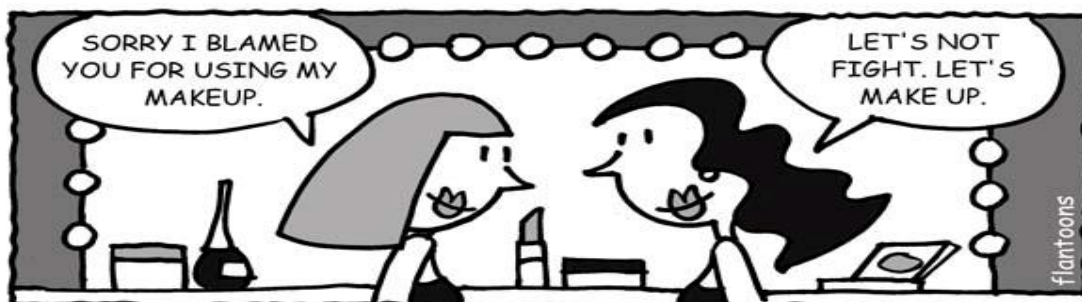
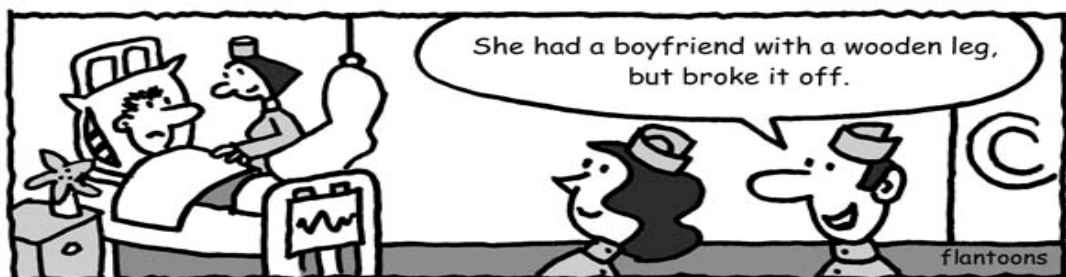
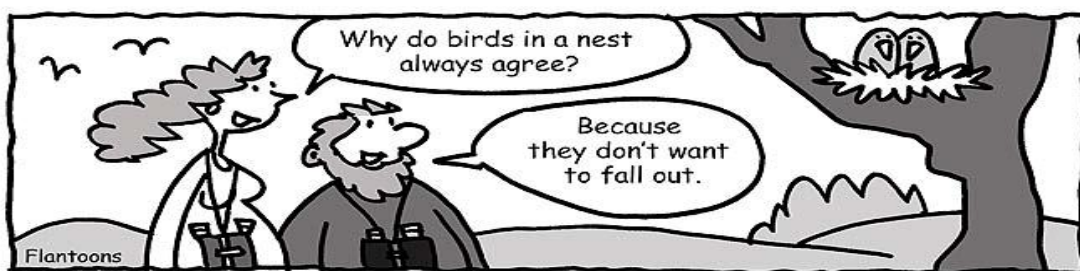
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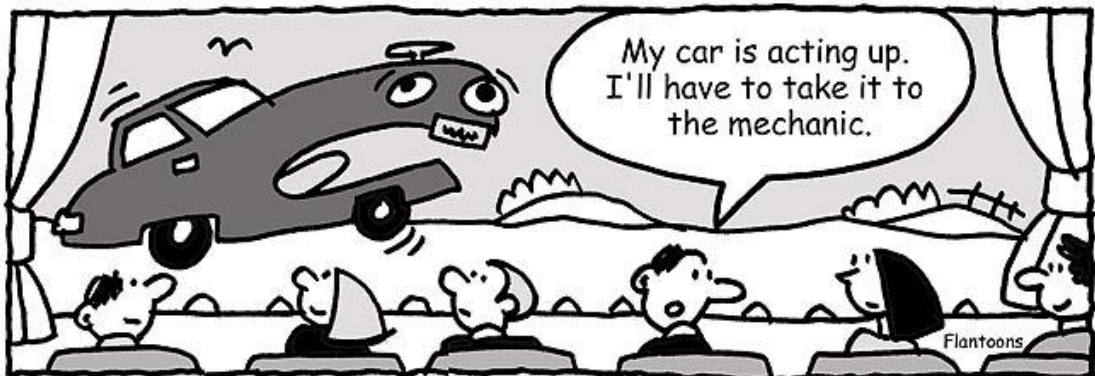
Appendix 6

Cartoons Used in the Second Session

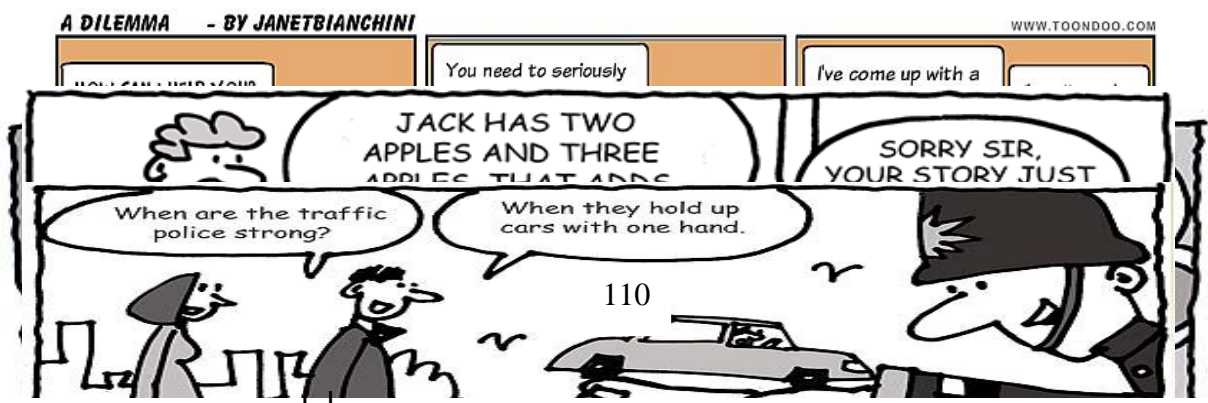
Put the right phrasal verb in the appropriate context in the following pictures: make up, acting up, picking up, fall out, come up, see through, break off, chill out, held up, get down, drop off, stepon.

Verbs. <http://www.ecenglish.com/learnenglish/lessons/phrasal>

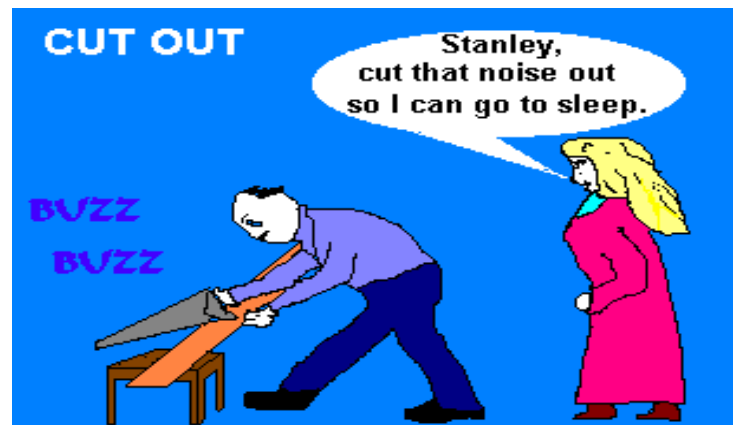


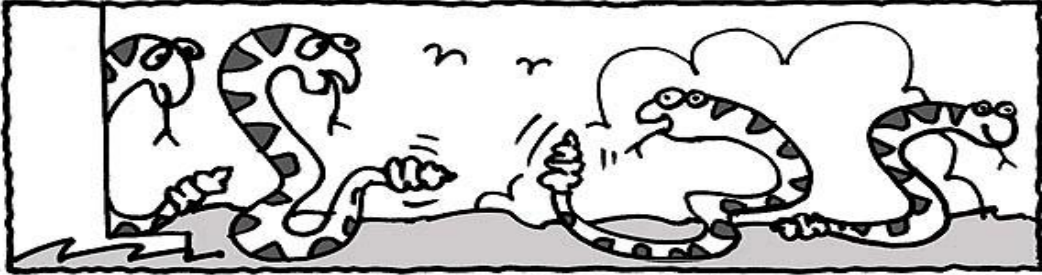


<http://civitaquana.blogspot.com/> by Janet Abruzzo Edublog



Cartoons Used in the Third Session





It was a sad day for the rattlesnake family, when the time came for the children to strike out on their own.

