Teaching Phrasal Verbs to Enhance Learners' Communicative Competence in English with Reference to Iraqi Advanced Level

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Abstract

Phrasal verbs are considered as one of the most frequent structures used in every day speech of English people. It constitutes a large part of English vocabulary. As such , learning to use them by foreign learners appropriately increases their communicative competence that require to have efficient communication in English language.

The study consists of three parts ,two appendixes and a bibliography. The first part is the preliminary part which introduces the problem, the hypothesis ,the objectives of the study, in addition to stating the procedure followed in this study .

Part two presents theoretical information about English phrasal verbs regarding the definitions of this structure ,its types ,its phonological, semantic and syntactic aspects ,and the importance of the phrasal verbs. The last point of this part is concerned with focusing on the role of the phrasal verbs in enhancing the communicative competence of English learners.

The third part is devoted to the experimental side of the study which presents the test used in the study ,the results of the test after applying a number of statistical procedures, then it ends with conclusions and recommendations. Finally , the study ends in two appendices and a list of references .

1-Preliminary Remarks

1.1.Introduction

The present study deals with one of the most difficult aspects of the English language which is the learning of phrasal verbs. It is believed that these verbs have to be learned individually and that their meanings are arbitrary . Learning phrasal verbs and their translation is a difficult task for foreign language learners . Learners must learn some prepositions and particles in a clear way in order to check if this may improve their studying ,translating ,and comprehending the meaning of phrasal verb combinations in English .This study shows the difficulties faced by university learners of English in Iraq when they deal with phrasal verb combinations .In this connection ,it is necessary for learners to differentiate between phrasal verbs and

prepositional verbs and to be familiar with the types of phrasal verbs .Thus, the researcher ,in this research , makes a clear –cut distinction between phrasal verbs and prepositional verbs and categorizes them in order to make them easily memorized by learners .

Grammatically ,a phrasal verb is a verb followed by a preposition or an adverb which creates a meaning different from the original verb alone . Phrasal verbs are made up of a verb and a particle .A particle can be an adverb such as "with" or "from " , in ,for example, "deal with " and "shrink from " . Some phrasal verbs have two particles :both an adverb an a preposition as in "get on with "and stand up for ". Phrasal verb are part of a large group of verbs called "multi- part " or multi –word verbs .The preposition or adverb that follows the verb is sometimes called a particle. Phrasal verbs and other multi – word verbs form an important part of the English language. They are mainly used in spoken English and informal texts.

It has been noted that the term phrasal verb is commonly applied to two or three distinct but related constructions in English : a verb particle and/or a preposition in English forming a single semantic unit . This semantic unit cannot be understood depending on the meanings of the individual word in isolation ,but rather it can be taken as a whole; therefore, their meanings are non compositional and unpredictable verbs received different alternative terms such as compound verb –adverb combination ,verb-particle –construction ,two -part word, and three part word/verb (depending on the number of particles)and multi – word verb. It seems that the term multi-verb is the best one used by some grammarians like, McArth,(1992)and Parrott(2000)as it refers to all forms of a phrasal verb that take (verb +adverb+,verb +preposition /verb+adverb+preposition) .There are two different names for these two possible grammatical connections .When the particle is an adverb and a preposition, the resulted connection will be a phrasal prepositional verb . It is concluded that the terminology of phrasal verbs is inconsistent .Modern theories of syntax tend to use the term phrasal verb to denote particle verbs only ;they do not view prepositional verbs as phrasal verbs.

1.2. Problem of the Research

 Facing the problem of misunderstanding of phrasal verbs may be regarded as a mark of misleading and/or teacher's non-emphasis or non-enough emphasis and practice given to this linguistic area. Such a bad situation results in learners' miscontrol and inability to master or decipher phrasal verbs which , in turn , will lead to an inability to use and interpret them .This resulting problem is centered on two facets:

1- No way of telling what they mean just by looking at the individual words .The meaning of "put off" ,for example may have nothing to do with "put" .

2- One phrasal verb may have several meanings. It is only by looking at the context that we can tell which meaning it has in any situation .

1.3.Hypotheses of the Research

This study is based on the following hypotheses:

1. Due to the problem mentioned above ,Iraqi EFL learners are facing the same problem of misunderstanding the English phrasal verbs since they depend mainly on lexical probability alone without taking into consideration the dependency between

the verb and the particles and how these verb-combinations are used in linguistic context.

2. The kind of English courses that learners have passed through affect positively the performance of   Iraqi EFL learners in recognizing and using English phrasal verbs.

1.4. Objectives of the Research

This research aims at achieving the following objectives :

1. Shedding light on a very important structure in the English language which is considered as a vital component for speaking and understanding the spoken English ,i.e, phrasal verbs .

2. Investigating the different types of the English   phrasal verbs lexically and syntactically .

3. Pointing to the association between learning phrasal verbs and developing the students' communicative competence .

4. Proving the validity of the researcher's hypotheses via statistical evidence

1.5. The Statistical Procedures of the Research

In order to achieve the objectives planned for this research ,the researcher followed the following procedures :

1. Providing authentic comprehensive information about English phrasal verbs in the theoretical side of the research .

2. Applying a   test to examine the students capability of understanding and using English phrasal verbs in appropriate contexts.

3. Using SSPS program to apply statistical procedures on the results of the test including :the Mean ,the Standard Deviation , t- test ,Levene test, and Coefficient of variation so as to validate these results and arrive at a concrete conclusion.

2-Main Issues about Phrasal Verbs

The   ultimate   aim of any student studying a foreign language is to master the language skills of that language i.e, listening ,speaking ,reading and writing .Since listening and speaking are of prime importance in language learning ,students should be aware of paving the way to master them so as to have full understanding of what native speakers of that language say and how to communicate in their language . English ,the language being investigated in this research , is rich of structures which are used mostly in every day speaking of its native speakers . One of these structures is the phrasal verb.

Phrasal verbs are verbs made by two parts ,a verb and a preposition/adverb/or both. The importance of these verbs lies mainly in their frequent use in the speech of native speakers of English .Thus , learning them results in understanding English speakers ,and mastering them also results in comprehensible speaking in English which all in all lead to the desired goal of teaching and learning   a foreign language, i.e., communication.

In this section ,the phrasal verbs are investigated theoretically in terms of their definitions ,types ,importance, and problems in learning them as well as their inevitable role in developing the communicative competence of the foreign learners of English .

2.1. Definitions of Phrasal Verbs

Various definitions have been proposed for the phrasal verbs ,each of which focuses on a certain aspect of it according to the approach followed in studying it. For this, Leech and Svartvik (1975:263) define the phrasal verb as " a combination of verbs and adverbial particles , which in their form and behavior like prepositional adverbs" . However ,this definition concentrates mainly on the structural aspect of the phrasal verb and neglects the semantic aspect which is as important as the structural one . Related to this, Heaton(1985:103) mentions that phrasal verbs are "compound verbs that result from combining a verb with an adverb or a preposition ,the resulting compound verb being idiomatic ".

Moreover ,a phrasal verb is a lexical verb ,particularly in English ,which consists of a simple verb combined with one or more particles ,the meaning of the whole being typically unpredictable from the meanings of its constituent elements .Examples include" make up" ,"take off", "turn on" , "take in" …etc. Some of them present difficulties in analysis for permitting the particle to be optionally separateble from the simple verb .For example ,"she took off her dress" or "she took her dress off". Besides,The grammarian Vlad (1998:93) describes phrasal verbs as "combinations of lexical verbs and adverbial particles " verbs like "give up" ,"fall out" ,"take in" are considered by him to be multi –words that are equivalent to one lexical item .

2.2.The Phrasal verb and its Components

The verb is regarded as the main element in the formation of a phrasal verb . According to their components (particles), phrasal verbs are either phrasal ,prepositional ,or phrasal- prepositional verb .A particle is either a preposition (from, to, in, at, with,…) or an adverb (out ,up,about,…)(McCarthy ,2004:10).

Murcia & Freeman (1999 :426) explained that a phrasal verb is made up of two or more parts that function as a single verb .Phrasal verbs are sometimes called two-word verbs because they usually consist of a verb plus a second word ,which is usually an adverb that is referred to as a particle . For example :

1-They **brought** that **up** twice. – *up* is a particle, not a preposition.
2 -You should **think** it **over**. – *over* is a particle, not a preposition.
3-Why does he always **dress down**? – *down* is a particle, not a preposition

Prepositional phrasal verbs are formed by the combination of a lexical verb and a preposition with which it is semantically or grammatically connected .The preposition always precedes its complement ,for example :

1-Who is **looking after** the kids? – *after* is a preposition that introduces the prepositional
phrase *after the kids*.
2-They **pick on** Alex. – *on* is a preposition that introduces the prepositional phrase *on Alex*.
3-I **ran into** an old friend. – *into* is a preposition that introduces the prepositional phrase *into an old friend*

In sentences with prepositional verbs ,the noun phrase that takes the verb is a

complement of the preposition (or prepositional object)not the direct object .Some prepositional verbs are followed by two complements : a direct object that goes with the verb and an indirect object introduced by the preposition .

Prepositional verbs with one or two complements allow the passive voice although with some stylistic awkwardness in the case of verbs like "look" in, "the picture was looked at by many people ". In such sentences, the adverbial insertion is possible only when there is no direct object as in "many people looked disdainfully the picture ,where the picture is a complement of the preposition" at" not the direct object of the verb "look at".

To add , phrasal-prepositional verb is the one that is formed from lexical verb and two particles .The first part is adverbial whereas the second one is prepositional. Quirk,et.al.(1985:116) state that "these combinations are largely restricted to informal English " and as they occur with other multi word verbs ,it is possible to paraphrase their meaning in one word in the sentence ,"*I can't **put up with** liars*"(tolerate).Although this criterion to distinguish them is not always reliable as in ;*They **looked down on** their neighbors* (regard with a feeling of superiority). Some phrasal – prepositional verbs need a direct object as a complement and in this case ,it is placed before the two particles as in *Some people **put** success **down to** sheer luck.*

2.3. **Types of Phrasal Verbs**
Grammatically speaking ,phrasal verbs can be divided into the following types:
1-   Intransitive phrasal verbs

Sanchez(2013 :10) referred to intransitive phrasal verbs as informal, and the lexical verbs are generally followed by either prepositions or prepositional adverbs . These particles act as place adjuncts or can function as such and, as a general rule, they cannot be separated from the lexical verb with which they appear. Examples below contain   intransitive phrasal verbs which do not have direct object**,** and the particles cannot be separated from their corresponding lexical verbs .

The prisoner *got away*. 'escaped'   (**the prisoner got rapidly away*)
The bomb *blew up* unexpectedly. 'exploded'   (*the bomb blew unexpectedly up*)
Sanchez(2013) added that One of the differences between intransitive verbs and free syntactic combinations of verb plus adverb is that the phrasal verb create new meaning,but in free combinations the meaning of the verb and that of the adverb remains intact **,**as in the example below:
-My dad **comes across** really well on TV . "to give an impression "
-He runs **across** .(the field)
2-   Transitive Phrasal Verbs

   Transitive phrasal verbs are those verbs which take a direct object as complement .In theory ,the particle in transitive phrasal verbs can either precede or follow the direct object as in :

They should ***put off*** the decision until the next meeting.

They should ***put*** the decision ***off*** until the next meeting.

Some phrasal verbs do not permit this double possibility especially with pronouns as subjects or with clausal subjects ,as in :

They should *put* it *off* until the next meeting.

*They should *put off* it until the next meeting.

They should put off the decision of buying a new printer for the office until the next meeting.

*They should *put* the decision of buying a new printer for the office *off* until the next meeting.

One common characteristic of transitive phrasal verbs, as shared with other transitive verbs, is that they can be turned into the passive voice as in :

She brought the girls up.

The girls *were brought up* by her.

However, some phrasal verbs , where "the object is idiomatically limited to a particular noun or pronoun" , do not admit the passive as in:

The train ***picked up*** speed.

*Speed was ***picked up*** by the train.

2.4. Phonological, Syntactic ,and Semantic Aspects of the Phrasal Verbs

Johnson(1755) pointed out that the phonological aspect of the verb play a dominant role in deciding the type of the verb that is used with the adverbial particle . It seems that most of the verbs formed by this composition are monosyllabic ones   .Other verbs are bisyllabic and they are either initially stressed as in, for example , "clutter up "and "siphon off" or non initially stressed as in ,"connect up and divide up ". Trisyllabic verbs are rarely used in this sense ,such as " partition of" .

Johnson then referred to the syntactic aspect of the phrasal verb .He pointed out that there is no constant and limited rules to help in deciding which lexical verb can be connected with which adverbial particles .In this case ,Phrasal verbs are either used transitively or intransitively ,as in :

-She put the heckler down.

-The party broke up when we turned .

In addition ,some of the verbs used by this structure are of action or movement like "go","put","walk","talk","give ".This shows that only the dynamic verbs can be connected with adverbial particles .

Taking the phonological and the syntactic aspects into account in determining the verb-particle combination often is of no use ,therefore, there should be a clear reference to the semantic aspect . To support this idea ,Fraser(1976:50) stated that "since a large number of monosyllabic verbs not marked with the syntactic feature [-stative] do not co-occur with particles (e.g. node ,rock .chide ,dive, cast).

To have a certain control over the understanding of the phrasal verbs ,it is believed that it could be freely formed by the combination of the verbs in the first group in the following examples with the adverbial particles in the second group :

Group1	Group2
Go	In
Take	Before
Look	By
laugh	after

Brockman &Jones(1964:9) believed that the formation of the phrasal verbs is not arbitrary . Linguistically ,language does not work randomly and hence the process of composing phrasal –verbs is regarded as a systematic one .Added to this   ,the adverbial particles constitute the completive part of the phrasal verbs . The effective role played by these elements is clearly shown by Heaton (1965:45) who stated that they help "to form a new verb for they change or add to the meaning of the verb ,however slightly ".So the meaning of the particle ,in this respect ,is the most determining factor in grasping the meaning of a certain given phrasal verb .

2.5.The Importance of the Phrasal Verbs

The phrasal verb is considered as the most common verb form in spoken English. Native speakers use phrasal verbs frequently in their daily speech . As phrasal verbs constitute a big part of the English vocabulary. Students learning English can learn and use common phrasal verbs, their vocabulary will be higher, their listening and reading comprehension will be improved , and their spoken English will be more fluent like a native speaker (Arias & Lira ,n.d:4)

Foreign students have to give phrasal verbs special attention if they wish to speak the foreign language fluently . English language is known for its use of many phrasal verbs the reason that makes it important for foreign learners   to learn them thoroughly. These phrasal verbs are very common in spoken and colloquial English although less so in formal or written forms .(Ibid)

Moreover ,from a communicative point of view ,as phrasal verbs are so common in daily life conversation ,and non native –speakers who wish to sound natural when they speak English language ,they need to learn their grammar and word order to know how to produce them correctly .The habit of inventing phrasal verbs has been the source of great enrichment of the language . Phrasal verbs use is described as the greatest variety of human actions and relations .For example people can be" taken up ,taken down , taken off ,taken in " ,or one can "keep in " with people ,one can "set people up or down ,or hit people off " .So there is hardly any action or attitude of one human being to another which cannot be expressed by means of these phrasal verbs.(Olteano,2012:16)

2.6.The Difficulties in Learning Phrasal Verbs

There is no doubt that phrasal verbs are regarded as an important feature of the English language and one which makes the learner face considerable difficulties in using them correctly .In this respect, Kollin (1998:38) outlined the basic reasons for this difficulty as follows :

1-   In many cases ,the meaning of the phrasal verb cannot be understood from its elements ,i.e, it is being used idiomatically .For example a learner who Knows that "to tick" is to make a checkmark which may find difficulty in understanding a

sentence like "the teacher ticked off the student fo being late "in which the phrasal verb to "tick off " means to "reprimand" ,or to express disapproval .

2-   Many phrasal verbs are polysemous .For example ,the phrasal verb "to put down "has the literal meaning of " putting something down. At the same time it has some other idiomatic meanings such as" to kill", "to stop" ,and "to criticize or to humiliate "

3-   The syntactic position of the particles with the verbs is not easy to have control on by the learner as in, "she put down the baby ",and "she puts the baby down ".

4-   Phrasal verbs are often misleading since many phrasal verbs have two or more meanings ,so learners are often misled by them (Arias &Lira ,n.d:7)

Moreover ,Arias & Lira (n.d:6) added that phrasal verbs are one of the most important and difficult features of the English language .In speaking one can avoid using phrasal verbs by using another word ,but it is not as simple as it seems all the time . Avoiding the use of the phrasal verbs whether in speech or writing may make foreign learner sound unnatural .In reading and listening phrasal verbs appear anywhere ,so they cannot be avoided . Most learners believe that phrasal verbs constitute a speech feature of colloquial and informal language . Thus ,they can be replaced by equivalent single verb forms.   Sometimes Phrasal verbs have no equivalence ,so it is obligatory to use them even in very formal writing .Consequently, it is very important that foreign language learners understand at least the most common phrasal verbs .

2.7.Phrasal Verbs as a Means of Developing Communicative Competence

Noam Chomsky, was the first who introduced the term "grammatical competence" which refers to the system of linguistic knowledge possessed by native speakers of a language ,but later on Chomsky's notion of grammatical competence was the target of much criticism. The most influential opposite idea was that of communicative competence. The term was attributed to Hymes (1971) referring to the use of language in social context . In the second place ,Communicative competence , in addition to its reference to the knowledge of linguistic forms, it includes one's knowledge of how to use these forms accurately and appropriately. Thus, the notion of communicative competence has become a central preoccupation of language course designers over the past several decades. (Abid Mahdi ,2007:1)

Arias & Lira (n,d:8) commented on that idea by showing that   the main objective of language teaching is to achieve the "Communicative competence". One of the main aims of learners of English as a foreign language is to obtain reasonable fluency in the English language . Indeed ,Studying grammar rules of English is not sufficient to enable learners to communicate and to interact with native speakers . As the term "Communicative competence" refers to acquiring the grammatical knowledge of a language as well as the ability to use it appropriately, it is not enough to avoid committing mistakes in writing or speaking, rather ,it is to understand the grammatical knowledge of morphology, phonology, syntax as well as the ability of using a language for different purposes, and in different situations .

Obviously ,the goal of the Communicative Language teaching is to develop what Hymes (1972) referred to as "communicative competence". It focuses on procedures

where learners work in groups or in pairs using the language in order to do problem-solving tasks. The point is to learn by doing rather than through the formal analysis and translation of the language. Phrasal verbs are said to be used more in speech than in writing , so it is important to know them in order to improve our language communication.

Unfortunately, the number of students who are able to use phrasal verbs fluently is small. The reason may be attributed to the way phrasal verbs are taught . In the former approaches of language teaching , there was an overemphasis on rote-learning, and memorizing long lists of "verb + particle", i.e, "phrasal verbs and their definitions"(Pozdnyakova,& Gunina ,2011:357).Still, there are ways to learn phrasal verbs which may help in learning this structure of language as mentioned below:

1.   Phrasal verbs grouped according to topics, which might facilitate their acquisition like health ,summer, holiday, food travelling …

2.   Phrasal verbs could be taught through their synonyms – well-known verbs (break out = begin suddenly; bring out = to publish; call off = cancel; carry on = continue; come up with = find an answer, solution; be cut out for = be suited for a profession; do away with = abolish; fall for = fall in love with; fill in = complete; get away with = escape punishment; give away = reveal; go with = match; hold up = rob)

3.   A cloze test can also be applied in teaching phrasal verbs. Its advantage is obvious; a cloze test develops thinking, language competence, teaches contextual, semantic, and linguistic prediction.

4.   At the next stage of teaching and learning process, phrasal verbs can be taught in communicative situations. For example, using appropriate phrasal verbs to make up a conversation between ,say ,a manager and a new employee, or acting out a conversation between a shop assistant and a customer in a shoe shop, or a conversation between a wife and a husband before and while having dinner, playing parts of a patient and a doctor and many numerous situations .For instance :

D: What seems to be wrong?
P: I feel tired and run down. I've also come down in spots.
D: Let me take a look at them. When did they break out?
P: Almost a week ago. They are still very sore. The pain hasn't let up.
D: Have you ever felt like blacking out at any time?

P: Yes, I felt like fainting earlier today and I wanted to throw up.

D: I think you've come down with an infection. It's not serious but you'll have to stay in and rest. Take these antibiotics and the pain will soon ease off. Carry on taking the medicine for a week and then see me again(Pozdnyakova,& Gunina , 2011:358).

3- Research Methodology

3.1. Introduction

Phrasal verbs are one of the most common linguistic structures that cause difficulty for foreign language learners . To prove this hypothetical statement with reference to Iraqi foreign learners , a test has been conducted on two groups of them concerning the use of English phrasal verbs. The results of the test are analyzed statistically for objective assessment by using the Social Sciences Statistical Package (SSPS v.18) .

This section is devoted to demonstrate the practical procedures done by the researcher to examine the linguistic competence and performance of the Iraqi learners in answering the items of the test concerning the use of phrasal verbs . It also presents the statistical analysis of the test results and ending up with giving a final conclusion of the whole study followed by some recommendations and suggestions.

3.2. The Test

The test consists of two questions ; each question consists of ten items which are designed in the form of completion tests . The first question is designed to assess the students' abilities in using phrasal verbs (verb- adverb combination type) .The second question involves the students' abilities in the use of phrasal verbs in the form of verb – preposition .

In the first question , the whole verb is missing and the students are asked to choose the suitable phrasal verbs from a box given above the question containing many phrasal verbs .With the second question ,the students do the same task ,but the difference lies in that it is only the preposition of the phrasal verb which is missed .So , they have to choose the correct one from the box given above the question.

3.3. Administration of the Test

The test was conducted on two groups of Iraqi EFL learners, from the department of English ,College of Education for Human Sciences, University of Basra .The first- group consisted of (25) first year students,,while the second group consisted of (25) third -year students . The whole number of the participants was fifty students.

3.4. Scoring the Test

The scoring scheme adopted in this test is to give five scores for each item in the two questions of the test answered correctly .The total mark was (100) one hundred distributed equally on the two questions .The incorrect answer was given (nil),because there was only one possible correct answer for each item .

3.5. The Results

Although the raw scores obtained from scoring the test sheets showed clearly the inability of both groups of participants to answer the given test correctly (see appendix 1) . It is highly preferable to apply some statistical procedures to analyze the findings objectively .

By using the SSPS statistical programme in addition to the Mean and the standard deviation (table 1) ,three tests have been applied :

Table (1)The Mean and the standard deviation

Class	Number	Mean	Std. Deviation	Std.Error Mean
First year	25	27.000	14.930	2.986
Third year	25	39.600	16.640	3.328

1- Coefficient of Variation ($\hat{C}v$)

In order to make a comparison between first year students and third year students' test performances , the Coefficient of variation test was used .

The Coefficient of Variation measure ($\hat{C}v$) can be defined as the ratio of the standard deviation (s) to the Mean (x) multiplied by (100) :

$$\hat{C}v = \frac{s}{x} \times \mathbf{100}\%$$

The Coefficient of variation measure is one of the dispersion measures. The lower the value of Coefficient of variation ,the better is its meaning. Thus, according to table (2), the ($\hat{C}v$) value for the third- year students i.e. (42.02%) was lower than that of the first -year's ,(55.30%) .This gives us an evidence that the performance of the third year students was better than that of the first year students .

Table (2) Coefficient of Variation ($\hat{C}v$)

Class	No.	Maximum	Mean	Std. Deviation	$\hat{C}v$
First year	25	75.00	27.00	14.930	55.30%
Third year	25	95.00	39.60	16.640	42.02%

2- Levene's test for Equality of Variances

This test is used to measure the equality of variances between two samples ,that is between the first and the third-year students' performances .Table (3) shows that the value of significance is equal to (0.987) which is higher than the level of significance (0.05).This statistical result proves that there is a certain equality in variances between first and third year performances .

Table (3) Levene's Test for Equality of Variances

	Levene's Test for Equality of Variances	
	F	Significance
Equal variances assumed	0.000	0.987
Equal variances not assumed	-------	-------

3- The independent sample *t*-test

Owing to this obtained equality of variances between the first year and the third year performances which was proved by Levene's test , a *t*- test for the equality of Means can be applied in order to prove the acceptability of the two hypotheses , H_0 and H_1 .

1- $H_0 = 0$ (the null hypothesis):there is no significant difference between first
                    and the third Year's performances.

2- $H_1 > 0$:   there is a significant difference in between first and third year
                    Performances .

The resulted significance value from applying the *t*-test for equality of Means is

(0.007) and since it is lower than the level of significance (0.005) ,thus (H_0) is rejected and (H_1) is accepted .That is ,there is a significant difference between the performance of first year and that of the third year in answering the test items . It is shown as follows:

Table (4) *t*-test for Equality of Means

	t-test for Equality of Means			
	t	df	Significance (2-tailed)	Mean Differences
Equal Variance assumed	2.818	48	.007	12.6000
Equal Variance not assumed	2.818	47.446	.007	12.6000

3.6.Conclusions:

The present study sheds light on the problems that face foreign learners, specifically Iraqi learners in using and understanding English phrasal verbs .This assumption was proved by a practical procedure represented by a test conducted on two groups of first and third year students from department of English, college of Education ,university of Basrah . After applying some statistical procedures on the test results , the first hypothesis of the research proved its validity ,that is , both first and third year students were incompetent in using the correct form of phrasal verbs in the given sentences .This finding can be shown statistically when looking at the raw scores of both stages(see Appendix 2), in addition to the Mean counted for both as 27.000 for first –year students ,and 39.600 for third- year ones.

To prove the second hypothesis, three statistical tests are applied ,the coefficient of variation , the levene test ,and the *t*- test .From the statistical results shown in the results section , it is proved that there is a considerable difference in test values of "Coefficient of Variation test " for third and first –year students linguistic performances ,i.e. 55.30% for first year and 42.02% for third –year students   .Third –year students accordingly- as the lowest the value the better in results - proved to be more responsive to the test questions than the first – year students . *t* –test, on the other hand ,proved the validity of the H1 hypothesis that is, there is a significant difference between the two groups of students in their linguistic performance regarding English phrasal verbs . All in all , these statistics proved the validity of the second hypothesis of this study in showing that third year – students - affected by the English courses they had taken during two years of study in English department – were more competent in using and understanding English phrasal verbs ,while first year students with limited intermediate and secondary English courses were less competent in these linguistic structures .

3.7. Recommendations

Following the results and the conclusions of the study concerning the problems of Iraqi learners of English in using and understanding English phrasal verbs ,the following recommendations are suggested to solve the existing problem :

1.   Iraqi English learners should not depend on lexical probability alone .They should take into consideration the dependency between the verb and the particles

regarding the use of these   verb combinations in linguistic contexts since contextualization plays a great positive role on the learners' ability to comprehend the right meaning of the phrasal verbs.

2.   Teaching English phrasal verbs should be emphasized on especially in Conversation lectures since these structures are mostly used in spoken language .Teachers should encourage their students to memorize them and then inserting them in speech situations and using them instead of their single verb counterparts .

Appendix (1)

Dear Students , Please do as Required

1-   Complete the following sentences with the appropriate verb from the rectangular   below :

Passed away ,do without ,look forward to , called off ,made up , carried away ,break out , run out ,put up with   , keep up
---

2 -------------------------------- seeing my friends again .

3   I'm afraid ;we have --------------------------- of apple juice .Will an orange juice do ?

4   Your website helped me a lot to ------------
---------------the good work.

5   A friend of mine has--------------------------
her wedding .

6   His mother can't -------------------------his
terrible behavior any more .

7   As an excuse for being late ,she--------------
--------------a whole story .

8   I got ------------------------- by his
enthusiasm.

9   I just cannot ---------------------------my
mobile .I always keep it with me .

10   She was very sad because her father -------
---------------- last week.

2-Complete the following sentences with the prepositions in the rectangular below

---
down , on , away   , for , in , off , up , out

1-   I don't know where my book
is .I must look ------------ it .

2-   Fill -------------- the form
,please .

3-   The music is too loud . Could
you turn -------------- the volume , please ?

4-   Quick , get--------------------
the bus or you'll have to walk home .

5-   Turn ------------------- the lights

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when you go to bed .

6-   Do you mind if I switch --------

------------- the TV ? I'd like to watch the news .

7-   The dinner was ruined . I had

to throw it --------------- .

8-   When you enter the house

,take -------------- your shoes and put-------------------your slippers.

9-   If you don't know this word

,you can look it ---------------- in a dictionary .

10-   The firemen were able to put

------------------- the fire in Church Street .

Appendix(2)

No.	First year	Third year
1.	10	25
2.	10	25
3.	10	25
4.	15	25
5.	15	25
6.	15	30
7.	15	30
8.	20	30
9.	20	30
10.	20	30
11.	20	30
12.	20	35
13.	20	35
14.	25	35
15.	25	40
16.	30	40
17.	35	40
18.	35	45
19.	35	45
20.	35	45
21.	40	45
22.	40	50
23.	40	60
24.	50	75
25.	75	95

The Raw Scores Obtained from Applying the Test on First and Third Year
Students of English Department, college of Education for Human Sciences ,University of Basra

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الخلاصة

تدريس الأفعال الاصطلاحية لتطوير القدرة التواصلية لمتعلمي اللغة الانجليزية: بالإشارة إلى المستوى العراقي المتقدم

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تعد الأفعال الاصطلاحية احد التراكيب الأكثر استخداما في الكلام المتداول لمتحدثي اللغة الانجليزية حيث تشكّل جزءا كبيرا من مفردات اللغة وهكذا فتعلُّم استخدامها وبصورة صحيحة من قبل المتعلمين الأجانب سيرفع من قدرتهم التواصلية المطلوبة للحصول على تواصل كلامي متكافئ في اللغة الانجليزية .

تتكون الدراسة من ثلاث أجزاء إضافة إلى ملحقان وفهرس بالمصادر حيث أن الجزء الأول هو الجزء التقديمي للبحث اذ يحتوي على مشكلة البحث إضافة الى الفرضية وأهداف الدراسة وخطوات العمل المتبعة لإكمال الدراسة.

اما الجزء الثاني فانه يستعرض الجزء النظري للدراسة حيث يتألف من تعريف الأفعال الاصطلاحية الانجليزية وأنواعها إضافة الى عرضها من ناحية المستوى الصوتي والدلالي والنحوي والتأكيد على أهميتها ،كما ان آخر فقرة في هذا الجزء تُعنى بالتركيز على دور الأفعال الاصطلاحية في تحسين القدرة التواصلية لمتعلمي اللغة الانجليزية الأجانب.

وقد كُرّس الجزء الثالث لعرض الجانب العملي للدراسة والذي يتكون من اختبار اُجري لمعرفة مستوى طلبة المرحلة الاولى والثالثة في استخدامهم للأفعال الاصطلاحية الانجليزية حيث يتم عرض نتائج الاختبار بعد إجراء العمليات الإحصائية عليها .

وتختتم الدراسة ببعض الاستنتاجات والتوصيات .