

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Ben M'hidi University - Oum El Bouaghi**



**Faculty of letters and languages
English Department**

**A Descriptive Study about the Use of Phrasal Verbs in EFL
Students' Narrative Writings
The Case of Third Year English Students at Oum El Bouaghi
University**

*A Dissertation Submitted in Partial Fulfilment of the Requirements for A
masters' Degree in "Didactique Des Langues Etrangères"*

By: BOUKHALFA Nadjmeddine

Board of Examiners

Chairperson: Dr. BEN ZITOUNI Amina

Supervisor: PROF. MERROUCHE Sarah

Examiner: Ms. KHOUALDI Samiha

2018/2019

Dedication

“In the name of ALLAH, the most gracious, the most merciful”

To my lovely parents without whose never-failing sympathy and encouragement
I would not have made it this far in my study carrier.

I dedicate this work to my mother, father and siblings for their great support.

I dedicate this work to my aunt from whom I received a great amount of
motivation.

And I dedicate this piece of research to my lovely little niece Rassil.

ACKNOWLEDGMENTS

All praise is first and foremost to Allah, the Most Gracious, the Most Merciful

The appropriateness of this occasion allows me to thank all my great teachers in primary, secondary and high schools for their hard work and for the time they dedicated in order to help all the students in general and me in particular.

I would not forget to express my gratitude to all my university teachers for being role models and a source of inspiration and motivation.

My sincere gratitude goes to PROF. Sarah Merrouche for her kind help.

This work would not have been a thing without her professionalism.

I would of course thank my teachers who dedicated their time to read and evaluate my work, Dr. Ben Zitouni Amina and Ms. Khoualdi Samiha.

I also would thank the students who provided me with their essays as well as their teachers of course.

Abstract

The present dissertation is carried out to investigate the teachers' opinions and teaching techniques regarding Phrasal Verbs (PVs) in the Algerian English as a Foreign Language (EFL) class. Besides, it investigates whether or not third year LMD students at L'arbi Ben M'hidi University - Oum El Bouaghi – use PVs in their academic writing, i. e., how many PVs they use and whether they use them correctly or not. First, since part of the work is about teachers' perceptions, a questionnaire was administered to 15 teachers of grammar and written expression at the English Department in the same university. Secondly, the other part of the study is about the students' performance regarding PVs in formal writing. In fact, the students were asked to write narrative essays of five paragraphs about the embarrassing moments that they have experienced in their life in general. The results show that 80% of teachers believe that FPVs almost never appear in the students' written production, which is a negative point and should be worked on. Moreover, regarding their performance with PVs in formal writing, EFL students, as 80% of the selected sample of teachers believe, did not use any FPVs in their essays. Besides, the majority of the PVs they included were informal and used inappropriately. This confirms our hypothesis that 3rd year LMD students use nearly no formal phrasal verbs in their academic writing. As a consequence, the EFL learners' awareness concerning these grammatical complexities, otherwise known as multi word verbs, should be raised; they need more exposure and practice to use them correctly and to fully master them to show their competence.

Key words

EFL learners, phrasal verbs, English academic writing.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FPVs: Formal Phrasal Verbs

EFL: English as a Foreign Language

EPVs: English Phrasal Verbs

F: Formal

FL: Foreign learner

I: Informal

IPV : Informal Phrasal Verbs

L2: Second Language

N: Number

NPVs: Neutral Phrasal Verbs

OEB: Oum El Bouaghi

PVs Phrasal Verbs

TPVs: Transitive Phrasal Verbs

%: Percentage

LIST OF TABLES

PAGES

Table 01: Teachers' teaching experience at the university.....	31
Table 02: Students' level in writing in general.	32
Table 03: Students' use of phrasal verbs.	33
Table 04: Teachers' thoughts on phrasal verbs.	34
Table 05: Teachers' thoughts on what makes PVs difficult to understand.	35
Table 06: Nature of teaching phrasal verbs.	36
Table 07: Teachers' thoughts on whether PVs receive the attention they deserve.....	37
Table 08: Type of phrasal verbs that students are more exposed to.....	39
Table 09: Frequency of formal phrasal verbs in students' writings.....	40
Tables 10: Frequency and Correctness of Phrasal Verbs in Students' Corpus.....	44
Tables 11: Frequency of Particles.....	45

LIST OF FIGURES

PAGES

Figure 01: Teachers' teaching experience at the university.....	31
Figure 02: Students' level in writing in general.	32
Figure 03: Students' use of phrasal verbs.	33
Figure 04: Teachers' thoughts on phrasal verbs.	34
Figure 05: Teachers' thoughts on what makes PVs difficult to understand.....	35
Figure 06: Nature of teaching phrasal verb.	36
Figure 07: Teachers' thoughts on whether PVs receive the attention they deserve.....	37
Figure 08: Type of phrasal verbs that students are more exposed to.....	39
Figure 09: Frequency of formal phrasal verbs in the students' writings.....	40

TABLE OF CONTENTS

Dedication	I
Acknowledgement	II
Abstract	III
List of abbreviations.....	IV
List of tables	V
List of figures	VI

GENERAL INTRODUCTION.....

1. Statement of the Problem	
2. Aim of the study	
3. Research questions hypotheses.....	
4. Methodology	
4.1 Population and sampling	
4.2 Data, Procedures and Tools	
5. Structure of the Dissertation	

CHAPTER ONE: The Writing Skill and Phrasal Verbs in the EFL class

Section 01: Phrasal Verbs in English

INTRODUCTION	8
1.1.1 Definition of Phrasal Verbs	9
1.1.2 What Phrasal Verbs are.....	10
1.1.3 Significance of Phrasal Verbs	11
1.1.3.1 In writing	11
1.1.3.2 In speaking	12
1.1.4 Types of Phrasal Verbs.....	12
1.1.4.1 Separable/inseparable Phrasal Verbs	12
1.1.4.2 Transitive/intransitive Phrasal Verbs	13
1.1.4.3 Verb + Preposition (syntactic/structural classification)	14
1.1.4.4 Verb + Adverb (syntactic/structural classification)	14
1.1.4.5 Verb + Preposition + Adverb (syntactic/structural classification)	14
1.1.4.6 Idiomatic, Semi and non-idiomatic Phrasal Verbs (semantic classification)	14
1.1.5 Research on Phrasal Verbs.....	15
CONCLUSION	16

Section 02 : Teaching Writing

INTRODUCTION	18
1.2.1 Definition of Writing	18
1.2.2 Types of Writing	19
1.2.2.1 Narration	20
1.2.2.1.1 Plot/Sequence of events	20
1.2.2.1.2 Characters	21
1.2.2.1.3 Setting.....	21
1.2.2.1.4 Theme.....	21
1.2.2.2 Argumentation	21
1.2.3 Approaches to Teaching Writing in EFL classes	22
1.2.3.1 Language Functions	22
1.2.3.2 Creative Expression	22
1.2.3.3 Writing Process	23
1.2.4 Features of Academic Writing.....	24
1.2.4.1 Accuracy	24
1.2.4.2 Complexity	24
1.2.4.3 Fluency	25
CONCLUSUION	25

Chapter 2: Fieldwork:
Learning/Teaching Phrasal Verbs in the Algerian University

Section 01: Description and Analysis of the Teachers' Questionnaire

INTRODUCTION	27
2.1.1 Method	27
2.1.2 Teachers' Questionnaire	27
2.1.2.1 Population and Sampling	27
2.1.2.2 Description of the Teachers' Questionnaire	28
2.1.3 Analysis of the Results	30
2.1.4 Summary of the Findings and Comments	40

Section 02: Descriptive Analysis of Students' Corpus

2.2.1 Population and Sampling	42
2.2.2 Description of Data	42
2.2.3 Examples of Inaccurate Use	44
2.2.4 Results and comments.....	46
CONCLUSION	47

Chapter 03: Bookie and Leaflet

INTRODUCTION	49
3.1.1 Pedagogical Implications	49
3.1.1.1 Bookie	49
3.1.1.2 Clarifications	69
3.1.1.3 Leaflet	70
3.1.2 Research Limitations	72
CONCLUSION	72
GENERAL CONCLUSION	73
List of References	74
Appendices/ Appendix 01 Teachers' Questionnaire.....	77
Abstract in French.....	83
Abstract in Arabic	84

GENERAL INTRODUCTION.....

- 1. Statement of the Problem
- 2. Aim of the study
- 3. Research questions hypotheses.....
- 4. Methodology
- 4.1.Population and sampling
- 4.2.Data, Procedures and Tools
- 5. Dissertation structure

GENERAL INTRODUCTION

Learning a different language other than one's native language may be difficult to students in some language areas. In fact, grammar, vocabulary and writing are the main aspects of English that learners are in need of to improve the most. Every English student's goal is to be able to use the language as good as native speakers whether in writing or in speaking. Grammar in English is very broad indeed, though, English phrasal verbs (PVs) are very worthy to be learned, exercised as well as investigated as long as foreign learners are concerned. Many scholars emphasize the importance of PVs in second language learning and teaching. The following dissertation is going to investigate LMD students' performance regarding the use of PVs as long as writing is concerned.

1. Statement of the Problem

Grammar is one aspect of the language that is very important in language teaching and learning. Broadly speaking, it has been studied in research over decades due to its importance and creative features in English writing. Speaking of grammar, there are hundreds of subdivisions that are worthy to be investigated and deeply studied; for example, cohesive devices, tenses, punctuation and so forth. Phrasal verbs are combinations of ordinary verbs and particles that should also be studied because they are a very important part of everyday English. Every student of English needs a basic understanding of the most common phrasal verbs and also of common nouns and adjectives made from phrasal verbs. Many researchers have made efforts to study the subject thoroughly especially in Non-Native speakers' writings. Because phrasal verbs consist of one open-class item (the verb) and one closed-class item (the particle), they are at the interface of lexis and grammar "that has important ramifications for second language acquisition" (Gardner & Davies, 2007, p. 340). In addition to that, Writing is one of the most important if not the most important and used skills in the English as a Foreign Language (EFL) class. That is why, students need to learn how to write in a good way that is native-like. In order to do that, EFL learners need to equip their writing with aspects of language that are used in native speakers' writings themselves, Phrasal verbs/ PVs. Noting that PVs are typical of spoken and informal English, but also widely used in written and formal English (Fletcher, 2005. McCarthy & O'Dell, 2004). Furthermore, Phrasal Verbs are a little bit hard to acquire precisely when it comes to non-native speakers/ EFL learners with non-Germanic first languages. They are according to Sinclair (1996) the learners' main problem since they present so many inherent difficulties, such as "idiomaticity or polysemy" (p. 78). PVs therefore present a worthy field of study as far as non-native learners of English are concerned.

2. Aim of the study

The present research is based on two aims. First, it aims at finding out the frequency of phrasal verbs in EFL Students' writings. In other words, it focuses on assessing the students' performance regarding the use of these grammatical constructions, in terms of quantity and quality, to see whether or not the EFL students of Oum El Bouaghi (OEB) university use phrasal verbs in their narrative written production or not. Second, it aims at investigating the teachers' general way about how they approach/teach PVs in the EFL classes in order to suggest some strategies that may help the teachers and students in the framework of teaching/learning phrasal verbs in the context of EFL classes as far as writing is concerned.

3. Research Questions and Hypotheses

The question and hypothesis of the study are the following:

- Do 3rd year LMD English students use phrasal verbs in their academic writing or not? And in case they do, whether or not they use them correctly?
- We hypothesize that 3rd year LMD students use nearly no formal phrasal verbs in their academic writing.

4. Methodology

4.1 Population and sampling

The population of this study is the English Department students at L'arbi Ben M'hidi University. There are about 208 third year students divided into five groups. The sample is 19 students' essays. The reason behind such a selection is that third year EFL learners are more knowledgeable and have had a longer exposure to English compared to first- and second-year students. Besides, third year LMD students, unlike master students, have a written expression module in their official curriculum.

Concerning teachers, 15 EFL teachers at L'arbi ben M'hidi University are the sample of our study. They are varied between the teachers of grammar and written expression. We chose

15 because we want as much as possible data from teachers to see the overall attitudes of the English Department teachers at Oum El Bouaghi university. Besides, there are only 15 permanent teachers of the above two subjects mentioned in the academic year 2018/2019.

4.2 Data, Procedures and Tools

Data for this study is drawn from essays written by undergraduate students of English. The present study focuses on the students' performance with the PV constructions. The skill level of the students is not accurately known, a fact which, some may argue, can be a critical variable in this type of study. A common-sense assumption, however, is that the majority of the students would be either upper intermediate or advanced in English writing and have acquired basic writing skills because they have already been taught the different grammar rules and types of writings (paragraphs and essays and their types). The chief reason for choosing essays as a corpus is that they are, first, a longer piece of writing than a paragraph and; second, third year students are concerned more with essay writing than paragraph writing. Additionally, a questionnaire is administered to EFL teachers to uncover their methods and procedures in order to teach Phrasal Verbs in the EFL classroom. All the data are manually analyzed.

Structure of the Dissertation

The study is divided into three chapters: The first chapter represents the theoretical part and it is divided into two sections. The second chapter represents the practical part and it is divided into two sections as well. The third includes some suggested pedagogical implications; it contains a small bookie and a leaflet to help EFL students and to raise their awareness more about phrasal verbs.

Some information and background about phrasal verb constructions is dealt with in the first chapter in section one: definition of phrasal verbs, types of phrasal verbs, how important

phrasal verbs are... etc. In addition to that, writing as a skill is discussed in a theoretical manner in the second section: definition of writing, types of writing, approaches to teaching writing... etc. Moreover, after the corpora and the questionnaire data are examined, results are discussed practically in the second chapter which is divided into two sections: section one includes the practical discussions of the results of the questionnaire data and the qualitative and quantitative analysis of phrasal verbs that took place in the corpora are discussed in the second section. Lastly, in the third chapter there is a bookie which is an attempt to help the EFL intermediate and upper intermediate students at Oum El Bouaghi University distinguish between formal, informal and neutral PVs. Besides, some exercises to check their understanding, are presented alongside with a leaflet

CHAPTER ONE: The Writing Skill and Phrasal Verbs in the EFL class

Section 01: Phrasal Verbs in English

INTRODUCTION	8
1.1.1 Definition of Phrasal Verbs	9
1.1.2 What Phrasal Verbs are.....	10
1.1.3 Significance of Phrasal Verbs	11
1.1.3.1 In writing	11
1.1.3.2 In speaking	12
1.1.4 Types of Phrasal Verbs.....	12
1.1.4.1 Separable/inseparable Phrasal Verbs	12
1.1.4.2 Transitive/intransitive Phrasal Verbs	13
1.1.4.3 Verb + Preposition (syntactic/structural classification)	14
1.1.4.4 Verb + Adverb (syntactic/structural classification)	14
1.1.4.5 Verb + Preposition + Adverb (syntactic/structural classification)	14
1.1.4.6 Idiomatic, Semi and non-idiomatic Phrasal Verbs (semantic classification)	14
1.1.5 Research on Phrasal Verbs.....	15
CONCLUSION	16

INTRODUCTION

The English language being international is of great significance especially in EFL educational systems. In fact, teaching and learning the English language provides us with an opportunity to communicate with many countries around the globe. These days the English language is international in the sense that many students prefer to attend great universities around the world to learn it, and many others want international carriers which English would open doors for (Maxom, 2009). The teaching/learning of English is not constrained to one or two aspects of the language, but rather teaching about every single component that characterizes it; for example, grammar and vocabulary and their sub divisions. Indeed, Phrasal verbs, or as they are otherwise known as Multi word verbs, are commonly used in native speakers' speech and writing and they tend to appear mostly in their oral production and precisely in the informal discourse. Phrasal verbs are largely found in informal English-speaking contexts and environments, whereas their literary, Latin-based equivalents are used much more frequently in formal, academic writing. According to De Cock (2005), native speakers' informal speech contains approximately double the number of PVs than that of their formal productions. Nonetheless, according to many scholars like Fletcher (2005), phrasal verbs take place in a variety of texts, and they continuously become accepted even in the most technical type of texts. Hence, from what Fletcher believes, we conclude that PVs can be used in academic writing and are widely used in written and formal English as well.

Lately, Phrasal Verbs within the field of linguistics in general and in EFL classes in specific have received a good attention. The first section in this chapter will discuss phrasal verbs (thereafter PVs). To put it differently, some aspects that surround the term 'Phrasal Verb' will be uncovered and discussed throughout this section, namely, the definition, the

types and the significance of PVs in the English language as far as the productive skills, i. e., speaking and writing, are concerned.

1.1.1 Definition of Phrasal Verbs

As a matter of fact, PVs were defined by many grammarians and specialists in the field of linguistics. Generally, second language (L2) learners do not succeed to fully master them in their production either orally or in writing. That is typically due to the idiomaticity they hold within them or because the learners have not had enough exposure to this specific phenomenon that characterizes the English language. Actually, there is no universal definition of phrasal verbs. Indeed, as Gardner & Davies (2007) believe that scholars find it hard to properly define a phrasal verb. One of the reasons for this lack of consensus is that some linguists define the phrasal verb as the combination of a main verb and a preposition or an adverbial particle while many others only consider the PV as the core followed by an adverbial particle (Darwin & Gray 1999, Sawyer 2000). Moreover, a phrasal verb is also called “multi word verb” because of the nature of its structure that is different from a single word verb. To illustrate, ‘succeed’, ‘graduate’, ‘present’, ‘love’ and ‘investigate’ are all examples of single word verbs. Conversely, ‘look up’, ‘look forward to’, ‘help out’, ‘seek up’ and ‘cheer up’ are examples of multi word verbs/PVs. Therefore, from the above two distinct structures, one can define a PV as a combination of a verb plus one or two other elements that grammarians generally like to refer to as particles, to avoid unnecessary ambiguity, which can be either a preposition or an adverb.

1.1.2 What Phrasal Verbs are

Sometimes we spend a lot of time thinking wrongly about something, maybe in a totally incorrect way, that we do not get to know how simple and beautiful it actually is. To make things clear, phrasal verbs may, by some EFL learners, be mistaken for other grammatical aspects of the English language. EFL students' awareness; as a result, should be raised about where phrasal verbs do kind of overlap, either syntactically or semantically, with the other grammatically similar English particularities because as it is known a problem well-stated is half solved. Besides, understanding the problem is half the solution. To some scholars, phrasal verbs are the main problem of learners (Sinclair, 1996), because foreign learners do experience ambiguity dealing with these multi word components.

Phrasal verbs are verb phrases that have idiomatic meanings which implies that their meaning is not obvious from the individual words that make up the phrase. Phrasal verbs are made up of a verb + a preposition or an adverbial particle, and their meaning is uniquely tied to each particular combination.

- Main forms of how a phrasal verb can be formed

Verb + particle (a preposition)
adverb

* Example: give up

*Meaning: to surrender

Verb + particle (adverb)

*Example: set up

* Meaning: to organize

Verb + preposition +

* Example: put down to

* Meaning: attribute to

1.1.3 Significance of Phrasal Verbs

Phrasal verbs are important because they are extremely common in informal English. Therefore, understanding informal language will be difficult especially to foreign or L2 learners. Learning to use phrasal verbs correctly helps in casual conversations and makes the speaker sound natural and fluent. The misconception of PVs that are only used in informal speaking and writing is not accurate. They are widely used in the most academic setting as well. In addition, sometimes there is no other way to say something other than using a PV. For example, the PV (wake up) is a very good example to illustrate this. That is, whatever the setting is, i.e., formal or informal, it is always better to say (I woke up at 7 am) than to use the one-word equivalent instead (I arised at 7 am) simply because it sounds very weird and inappropriate. They show competence, ability and knowledge of the English language and they make the speaker sound very sophisticated in formal occasions and super natural in casual speaking.

1.1.3.1 In Writing

Phrasal verbs make the writing either natural if the writing style is informal or sophisticated if the style is formal and academic. It is often said that it is safer to replace a PV, in case of ambiguity and fear of making inappropriate expressions, by a one-word equivalent. Generally speaking, phrasal verbs as Fletcher said “are used across all types of texts, even where the writer... has the option of choosing a single word alternative. Although phrasal verbs tend to enter the language through casual speech, in most cases, they progressively become accepted across a wide range of texts until they reach even the most technical or conservative of text types” (cited in McMillan, 2005:14). Using one-word alternatives is fine in writing any type of text; for example, a letter, an email, narrative texts, formal or informal. However, sometimes including a phrasal verb is the only appropriate choice available for the

writer. All in all, PVs are essential language elements that make the writers' language advanced and professional.

1.1.3.2 In Speaking

There is no doubt over the fact the English native speakers' speech is full of phrasal verbs especially informal ones like "hang out", "work out", "hang on", "break down" and "move in". Such expressions are definitely very useful in speaking or conversations between peers and friends. They make the talking go back and forth in a smooth and a natural way. Besides, they are crucial in casual communications, and mastering them enables the learner to show their competence in using the language naturally like native speakers.

1.1.4 Types of Phrasal Verbs

In this part, we will be discussing the types of phrasal verbs in English. There are separable/inseparable and transitive/intransitive besides some other types with respect to the structural and semantic classifications.

1.1.4.1 Separable/Non Separable Phrasal Verbs

Phrasal verbs in English are either separable or non separable. Presented next are some examples of separable and non separable phrasal verbs and their structure.

- Separable phrasal verbs

It is worth noting that Separable phrasal verbs can be separated by their object. If the object is a noun, it is always fine to put it whether in-between or after the PV. However, when the object is a pronoun, it can only be placed between the verb and the. The following examples will illustrate:

- she **put** the veil **on** / she **put on** the veil (both are correct).
- she **put** it **on** (correct). she **put on** it (incorrect).

Additionally, when the phrasal verb has two objects, the elements that make up the PV must be separated, i. e., the lexical verb and the particle.

- I **put** the cup **on** the table (correct)
- I **put on** the cup the table (incorrect)

- Non separable phrasal verbs

Non separable phrasal verbs cannot be separated by their object:

- They **bump into** us (correct).
- They **bump** us **into** (incorrect)

1.1.4.2 Transitive/Intransitive Phrasal Verbs

* Transitive PVs (TPVs) are phrasal verbs that necessarily need an object in order to complete the meaning. It is optional whether the object is placed after the PV or between the verb and particle. For example:

- **Show off** your muscles/ **show** them **off** (both are correct).

* Intransitive PVs (IPVs) are phrasal verbs that do not need an object. Caster and McCarthy defined IPVs as kind of verbs which do not require an object, arguing that the majority of the English PVs are intransitive. Quirk et al. (1985) cite the following examples:

- The plane has just **touched upon**.
- The plane has now **taken off**.
- She **turned up** unexpectedly.
- The tank **blew up** (p.1152)

1.1.4.3 Verb + Preposition Combination

- The gang **robbed** her **off** her necklace.

1.1.4.4 Verb + Adverb Combination

- Shall I **put away** the dishes?
- She's **bringing up** two children.
- They have **called off** the strike. (p.1153)

1.1.4.5 Verb + Adverb + Preposition Combinations

- We **put** our success **down to** hard work.
- The manager **fobbed** me **off with** a cheap camera. (p.1161).

English phrasal verbs can be classified into three types on the basis of how much change in meaning occurs with the change of particles. To explain more, EPVs may express an idiomatic, semi idiomatic or literal meaning. Quirk et al agreed that PVs could be semantically divided as follows:

1.1.4.6 Idiomatic, Semi and Non-Idiomatic Phrasal Verbs

- **Idiomatic Phrasal Verbs**

The idiomatic phrasal verbs are difficult to understand because both units hold idiomaticity. Therefore, the meaning of the combination cannot be extracted from the meaning of its separate parts. For example:

- You should never **give up**.
- She cannot **win** me **over**.

- **Semi-Idiomatic Phrasal Verbs**

The meaning of the semi-idiomatic PV is not the meaning of its two different components. While one keeps its true literal meaning, the other does not retain the same meaning. For example:

- They have been trying to **find out** who is the murderer since last September

- **Non-Idiomatic Phrasal Verbs**

This type is the easiest to understand because the two components' meaning is clear. In other words, the lexical meaning of each individual component is expressed in the PV. Both components retain their non-idiomatic meaning. For example:

- **Put your hand up/ put your clothes on/ move your head down**

1.1.5 Research on Phrasal Verbs

Phrasal verbs present a worthy field of study. Many scholars investigated their use in different contexts. Sung (2012) studied a corpus of 12 high school English textbooks in Korea to highlight the types of PVs and their frequencies introduced in those materials. The results of his investigation show that verbs like go, come and give generally always combine with the particles in, out, and on. The top 5 phrasal verbs he identified are find out (18 times), put on (17), give up (11), go on (9), come over (8). Basing their study on Dagut and Laufer's (1985) findings, Liao and Fukuya (2004) argue, that even the most advanced L2 learners' written production would still contain much less PVs than native speakers' pieces of writing. This implies the fact that, non-native speakers of English need a lot of exposure to the English language and practice in order to be as good as native speakers in terms of writing skills and in terms of the inclusion of multi word components.

CONCLUSION

Phrasal verbs have been considered as one type of the English idiomatic expressions by many researchers among them Ghazala (2003), PVs are the fourth type of idioms. In addition to that, each PV may have more than one idiomatic meaning, and in order to guess the meaning one should look to context in which it is used. Phrasal Verbs can be classified according to the nature of particles; meaning, either they retain a literal meaning or they may give an idiomatic one. Such PVs' idiomatic side makes them a very important element of English; it makes them also difficult for foreign language learners. Therefore, understanding and using them seem a delicate task. Hart (2009) believes that idiomaticity means you cannot guess what the lexical verb and particle mean separately. For example, every beginning level student learns what the words (call), (run), (off), and (out) mean, but that does not mean that they know that (call off) means (cancel) or (give up) means surrender.

Section 02 : Teaching Writing

INTRODUCTION	18
1.2.1 Definition of Writing	18
1.2.2 Types of Writing	19
1.2.2.1 Narration	20
1.2.2.1.1 Plot/Sequence of events	20
1.2.2.1.2 Characters	21
1.2.2.1.3 Setting.....	21
1.2.2.1.4 Theme.....	21
1.2.2.2 Argumentation	21
1.2.3 Approaches to Teaching Writing in EFL classes	22
1.2.3.1 Language Functions	22
1.2.3.2 Creative Expression	22
1.2.3.3 Writing Process	23
1.2.4 Features of Academic Writing.....	24
1.2.4.1 Accuracy	24
1.2.4.2 Complexity	24
1.2.4.3 Fluency	25
CONCLUSUION	25

INTRODUCTION

Writing is another means of communication that is different from using one's voice to transmit messages from one person to another or from one person to a group of people. It allows the writer to put together their thoughts, feelings and knowledge into a well-organized piece of text. Writing in English might be different from writing in any other language. Therefore, EFL learners especially are in need of learning the skills of writing to be successful in their study and work carriers. Being able to transmit your thinking to your writing and therefore to your readers' minds is no easy task to do. Unlike fiction, the overall structure of academic writing must be formal and logical. It means that it has to be coherently organized, i.e., the various parts are connected to form a unified whole. There are mainly two types of writing, formal and informal writing. EFL students are obviously more concerned with formal and academic writing inside or outside their academic settings. As a result, they need to use formal styles when writing which needs practice and patience. Abraham Lincoln believes that a man's greatest invention is his written production because it is magical in the sense that it allows us to live the past and to converse with the dead (Goodreads, 2014). Therefore, writing is a crucial skill in academia that it does not come easily and naturally. A well put together piece of text is the students' magic card for it demonstrates the ability of the learner to communicate his/her mind in silence. Throughout this section, we will be introducing the writing skill in general, the definition, types and approaches, features of written production.

1.2.1 Definition of Writing

There is no simple definition of writing. Writing is a bunch of skills combined together through which learners express their feelings, knowledge and thoughts in a conventional form but each with his/her style. Writing is decisive for the learners' academic success. According to Murray and Moore (2006), if learners do not learn the writing skill, their scholarly voice

will not be sufficiently exercised nor heard. As a consequence, to fully make the students' academic voice heard, they of course need to master writing in order to demonstrate their knowledge in a piece of text within a context to a knowing audience which can be their teachers in university. Some scholars define writing as “marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules” (Hyland, 2003, p.3). Therefore, Writing follows a structure and a system and it has a specific framework and a situation. For Irvin (2010), the writing situation is the ideas expressed, the learners' and teachers' objectives, the readers and the context as well as the form. As a result, writing is a very vast phenomenon that it cannot be narrowed down to a simple definition, but it is a complex mixture of a lot of components.

1.2.2 Types of Writing

Writing in general as mentioned above has two main types formal and informal. Formal writing maintains form and structure through the entirety of its content. It follows the common introduction–body–conclusion format of most literature. Formal writing is used often for business, academic, and scientific correspondence and literature. Abstract writing, on the other hand, or informal writing, is a form of writing which follows no structure. However, it goes beyond that when the writer has a message to transmit to a specific audience. It changes accordingly from one type to another when the aim and the receiving audience change.

1.2.2.1 Narration

Narration in general terms can be communicated through different means and it is found in all forms of human activity. For example, art and entertainment, including speech, literature, theatre, music, film, television, video and so on. The term narrative is the structure which is made up of narrative statements. Narration is usually categorized as fiction or nonfiction. The first category is based on imaginative events that have not necessarily happened in reality and is about the narration of a succession of fictional events. However, the nonfiction kind of narration which is based on real facts consists of informative writing; it is generally demonstrated through newspapers, essays, reports and so on. In the case of nonfictional production, the reality is the core of the subject, i.e., there must be a true story with real people and real events narrated in a chronological order. Autobiography is an example in which the writer tells about the truth of his/her own life in a form of text. There are some characteristics of narrative writing which are worth mentioning; plot/ sequence of events, characters, setting and theme.

1.2.2.1.1 Plot/Sequence of Events

The narrative structure of any work is a beginning (setup), middle (conflict) and end (resolution). The beginning is where all the main characters and idea of the story are introduced. When things get into motion and the characters develop gradually through story, it is referred to as middle. Lastly, the end where the problem of the story appears, forcing the characters to confront it, allowing all elements of the story come together and inevitably leading to the ending.

1.2.2.1.2 Characters

There are flat and round characters in any narrative story. Flat characters are not complicated in the sense that they do not change throughout the events of the story. On the contrary, round characters are complex and undergo development, sometimes they can even surprise the readers.

1.2.2.1.3 The setting

The setting includes everything in which the story takes place like time, environment, location and so forth. It is what makes the story exciting and what launches imagination in the readers' minds.

1.2.2.1.4 Theme

The theme is the general idea of the story. It is generally implicitly stated as a moral or a message which the writers want the readers to receive as feeling after the story is finished.

1.2.2.2 Argumentation

According to Cioffi an argument “refers to a kind of discourse, an organized verbal attempt to persuade an audience through the use of logic and reason” (Cioffi, 2005, p. 6). This definition suggests that writers or speakers have to appeal to their audiences through the use of logic and only logic. Aristotle suggested three kinds of appeals which he named ‘logos’, ‘ethos’ and ‘pathos’. For Aristotle a writer’s or a speaker’s claim may appeal to readers’ logical reasoning or logos. It may also appeal to their ethics or ethos, or their emotions or pathos. While the Greek philosopher favored logical reasoning, other scholars prefer a well-formed emotional claim, because even the most unemotional person has an emotional side

which exists in all humans and where logic has no effect (Jones, 2010). Nevertheless, “writers and speakers have to justify their claims and clarify their reasons by providing rational explanations” (Ramage et al, 2010, p. 12). Argumentation, therefore, is handling facts and others’ opinions with respect; it is not a fight or a debate. It aims at creating a balance between the search for truth and the art of persuasion that uses logical evidence to justify one’s claims and appeal to the readers.

1.2.3 Approaches to Teaching Writing in EFL classes

1.2.3.1 Language Functions

According to the functional approach EFL learners “are supposed to follow rules and patterns to represent meaning without having any personal purpose. However, writing cannot be completely removed from the context, purposes and experiences of the writers” (Hyland, 2003, pp. 6-7). People write in order to transmit messages and to convey information within a well-ordered piece of text to a known audience. As a result, the writing has to be clear, systematic and effective. “The goal of written language is to convey information accurately, effectively, and appropriately.” (Richards, 1990, p. 101). Therefore, particular structures are related to particular meanings or communicative functions. The written texts are seen as products composed of structural units like introduction- body conclusion. The teachers focus on following certain models to teach different types of paragraphs that contain topic sentences, supporting ideas and transitions. This functional approach is mostly prominent in teaching academic writing where students are asked to produce certain organizational patterns like argumentation, narration and description.

1.2.3.2 Creative Expression

Writing, according to theorists such as Murray (1985), is “a creative act of self-discovery in which the process is as important as the product” (as cited in Hyland, 2009, p.

19). The writer does not only care about the finished product which is as important as the process of writing itself. While doing the writing, the learner/writer may discover his skills regarding using the language in a creative way. That is to say, writing is learned as a way of expressing oneself from an expressivist's point of view. The writer's ideas come from exploring the inside of himself for he knows exactly what he thinks and what he believes in which helps a lot in using the language effectively. Expressivists look at the learner as an individual that has "innate creative potential" (Hyland, 2003, pp. 8-9). though, not as a part of a social group where writing may have other roles than self-expression.

1.2.3.3 Writing Process

Flower and Hayes (1981) established a model of writing processes which is the planning-writing reviewing framework in which writing is defined as a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983; as cited in Hyland, 2003, p. 11). This writing model emphasizes the cognitive processes that learners engage in rather than their creativity. It allows teachers to differentiate between beginners and advanced writers who approach writing as a problem-solving process and use their intellect to deal with the task complexity and the lack of familiarity with the topic. Teaching according to this model means many things. It firstly means to guide students elaborate strategies to come up with ideas and put them into words. Secondly, it means to help students reflect about those strategies. Finally, and most importantly, teaching means to respond to the learners' writing by providing feedback. However, pushing the learner to reflect on the strategies used by good writers and to adopt them does not guarantee for him/her to become one of these good writers because it is difficult to know what happens in the head of good writers, and the exact reason why they choose a given strategy. The model, therefore, assumes that all learners are the same and should use the same strategies.

1.2.4 Features of Academic Writing

There are three main dimensions that exist independently when L2 research is concerned: accuracy, fluency and complexity.

1.2.4.1 Accuracy

Skehan (1996) defines accuracy as a characteristic concerning "a learner's capacity to handle whatever level of inter-language complexity s/he has currently attained" (p. 46); that is, how similar produced language is to the target language. Many scholars defined the term accuracy in different ways but all definitions are similar. The most agreed upon definition is the one by (Housen et al 2009, p. 2) who define it simply as "the ability to use target-like or error-free language." This definition of accuracy is the most common across different studies (Housen & Kuiken, 2009, Pallotti, 2009; as cited in Housen et al, op.cit, p. 4). Accuracy in writing is the ability to avoid errors in performance. For example, when the writer is accurate in his written production, that means he presents a high level of control over the language and the writing skill. Accuracy is not just defined as correctness, but it is often treated as appropriateness or acceptability.

1.2.4.2 Complexity

Written texts are lexically complex in comparison to spoken language. They have more lexical words than grammatical words. Written texts are shorter and have longer, more complex phrases. They also have more noun-based phrases, more nominalizations, and more lexical variations. Complexity is a very ambiguous feature because the term is used to refer to cognitive complexity as well as to linguistic complexity. However, the two concepts are very different, While the cognitive complexity is treated as an independent variable and is related to the task difficulty (which depends on learners' knowledge). The linguistic complexity is treated as a dependent variable and has nothing to do with the learner. It is according to (Housen et al, 2012, p. 4), related to "the formal and semantic-functional properties" of the

language. Skehan and Foster (1997) define writing complexity as, “Learners’ capacity to use more elaborate and complex target like language” (p. 230). It can, however, be considered as part of the cognitive complexity when the researcher uses the forms and meanings of the L2 to make the task more difficult. The following aspects are common in academic written texts as long as complexity is concerned: Noun-based phrases, Subordinate clauses/ embedding, complement clauses, adjectives, nominalization, prepositional phrases, Participles and passive verbs

1.2.4.3 Fluency

Fluency is defined as "the number of words produced in a specified time frame, together with lexical frequency, irrespective of spelling and content, provided that the writer’s meaning is readily understandable" (Fellner & Apple, 2006, p. 19). Unlike complexity and accuracy that can be observed at all levels of language, fluency has to do with phonology. It is ‘multidimensional’, and the dimensions that are concerned more with speech are ‘the breakdown fluency’ and ‘the repair fluency’, while the ‘speed fluency’ can also be a writing property. (Housen, et al, 2012, p. 5) refer to breakdown fluency as the “number, length and location of pauses”; repair fluency, for them, is “false starts, mis formulations, self-corrections and repetitions”, and speed fluency is the “rate and density of the linguistic units produced”.

CONCLUSION

Writing is one of the most important skills in L2 language teaching/learning. besides, being important implies the fact that it is no easy task to do. While the ability to write is common good writing is not. However, mastering the skill of writing provides the learner with the opportunity to prove their existence in the academic life because the students’ academic success is defined by their writing skills. We tackled the writing skill in the academic context throughout this chapter as well as the types, features and the approaches used to teach writing in the EFL classroom.

Chapter 2: Fieldwork:
Learning/Teaching Phrasal Verbs in the Algerian University

Section 01: Description and Analysis of the Teachers' Questionnaire

INTRODUCTION	27
2.1.1 Method	27
2.1.2 Teachers' Questionnaire	27
2.1.2.1 Population and Sampling	27
2.1.2.2 Description of the Teachers' Questionnaire	28
2.1.3 Analysis of the Results	30
2.1.4 Summary of the Findings and Comments	40

Section 02: Descriptive Analysis of Students' Corpus

2.2.1 Population and Sampling	42
2.2.2 Description of Data	42
2.2.3 Examples of Inaccurate Use	44
2.2.4 Results and comments.....	46
CONCLUSION	47

Section 01: Description and Analysis of the Teachers' Questionnaire

INTRODUCTION

The present piece of research is based on two main aims. First, it aims at investigating the teachers' techniques when approaching these grammatical complexities called phrasal verbs in class and the students' perspective in this regard. The second aim is to see whether or not EFL students at L'arbi Ben M'hidi university (the case of third year) use phrasal verbs in their formal writings, and in case they do, whether their use is or not correct. Therefore, the methodology used to carry out this study is discussed in this chapter as well as the description of the teachers' questionnaire and analysis of the findings.

2.1.1 Method

A descriptive research methodology is used to accomplish the aims of the study. In order to investigate the teachers' teaching techniques regarding phrasal verbs, a questionnaire was administered to them. In addition to that, a qualitative and quantitative analysis of the students' written productions on the use of phrasal verbs was conducted.

2.1.2 Teachers' Questionnaire

2.1.2.1 Population and Sampling

The population of the study as far as the questionnaire is concerned is the English Department teachers at L'arbi Ben M'hidi university. There are 23 teachers of the subjects Grammar and Written expression in the academic year 2018/2019. There are 10 grammar teachers: five permanently teaching and five temporarily teaching. In addition, there are 13 teachers of written expression: 10 permanently teaching and three temporarily teaching. The chosen sample is the 15 permanent teachers 10 teachers of the written expression subject and

three teachers of the grammar subject. We varied the sample between grammar and written expression teachers because the study is about phrasal verbs which are grammatical aspects that characterize the English language, and the students were asked to write essays to be examined and analyzed on the basis of the use of the aspects.

2.1.2.2 Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of 12 different questions divided into three sections.

Section one: General Information

The first section is composed of two questions. In Q1, the teachers are asked about their teaching experience at the university. In Q2, they are asked about their opinion on students' level in English as far as writing is concerned.

Section two: Teaching Phrasal Verbs

The second section is composed of nine questions. The questions are varied between knowing the teachers' attitudes towards phrasal verbs, how they teach them and the exercises they make the students do about them. In Q3, teachers are asked whether phrasal verbs tend to appear more in their students' written or oral performance. Following that, in Q4, the teachers are asked if they consider phrasal verbs to be formal, informal or a mixture of the two. In Q5, they are asked about their opinions on what makes phrasal verbs difficult to understand; they are given three options to choose from and a space to add what they think is appropriate to answer the question (students' lack of vocabulary, the idiomatic nature of phrasal verbs or both of them). In Q6, they, teachers, are given three options as well to answer whether they implicitly, explicitly teach phrasal verbs in the EFL class or they do teach them both implicitly and explicitly. Q7 is a bit different. The teachers in the seventh question are asked whether, in their opinions, PVs receive the attention they deserve in the EFL curriculum and

they are given 'yes' or 'no' as the only available options to choose from. Q8 and Q9 are about the activities and exercises they make the students do and the kind of mistakes/errors EFL students make when using phrasal verbs as far as writing is concerned. The teachers in Q8 and Q9 are provided with a space to answer freely. The 10th Q is a bit special; the teachers are asked to say which type of phrasal verbs is more present in the EFL class (formal: adhere to, account for...), (informal: show off, call for...) or they are equally present. Besides, they are given a blank below this Q to comment with whatever they believe to be appropriate. In Q11, the teachers are asked how often formal phrasal verbs like 'allude to' and 'account for' appear in the students' writings; almost never, few times, often or never are the available options.

Section three: Further Suggestions

In this section the teachers have the chance to comment on the questionnaire, the study in general and/or to give feedback in Q12.

2.1.3 Analysis of the Results

Section one: General Information

Q1: How long have you been teaching in university?

- a- Less than 5 years
- b- 5 to 10 years
- c- More than 10 years

Table 01: Teaching experience

The options	Number (N)	Percentage (%)
a	1	6.67%
b	11	73.33%
c	3	20%

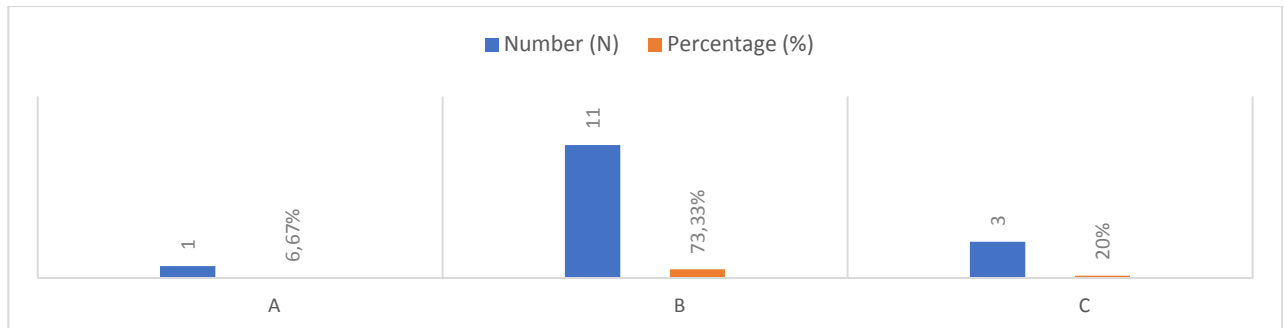


Figure 01: Teaching experience

We notice from table number one that 11 teachers out of 15 have been teaching in university from five to 10 years and that makes (73.33%) of our sample. In addition, only one teacher that had been teaching less than five years and that is about (6.67%). Besides, the remaining (20%) have been teaching more than 10 years which is three teachers out of 15.

Q2: You think your students' level in writing is generally:

- a- Poor
- b- Fair
- c- Good
- d- Very good

Table 02: Students' level in writing

The options	(N)	(%)
a	6	40%
b	9	60%
c	0	0%
d	0	0%

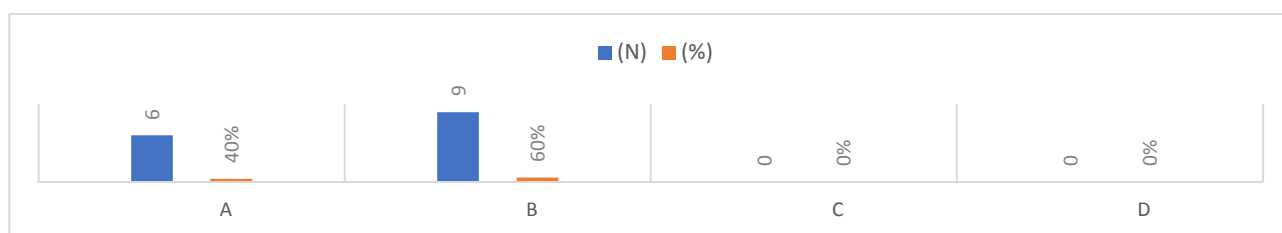


Figure 02: Students' level in writing

The teachers' opinions regarding the students' level in writing is shown in table number two. (60%) of the teachers think that their students' level in writing is fair. Besides that, (40%) said that their level is generally poor. Respectively, nine teachers' answers were 'fair' and the other six answered with 'poor'. None of the teachers answered with 'good' or 'very good' which indicates that student's level in writing according to the selected sample of teachers is fair, and the students should be encouraged to improve their writing skills.

Section two: teaching Phrasal Verbs

Q3: Phrasal verbs tend to appear more in your students’:

- a- Oral performance
- b- Written performance

Table 03: Students’ use of phrasal verbs

The options	(N)	(%)
a	11	73.33%
b	4	26.67%

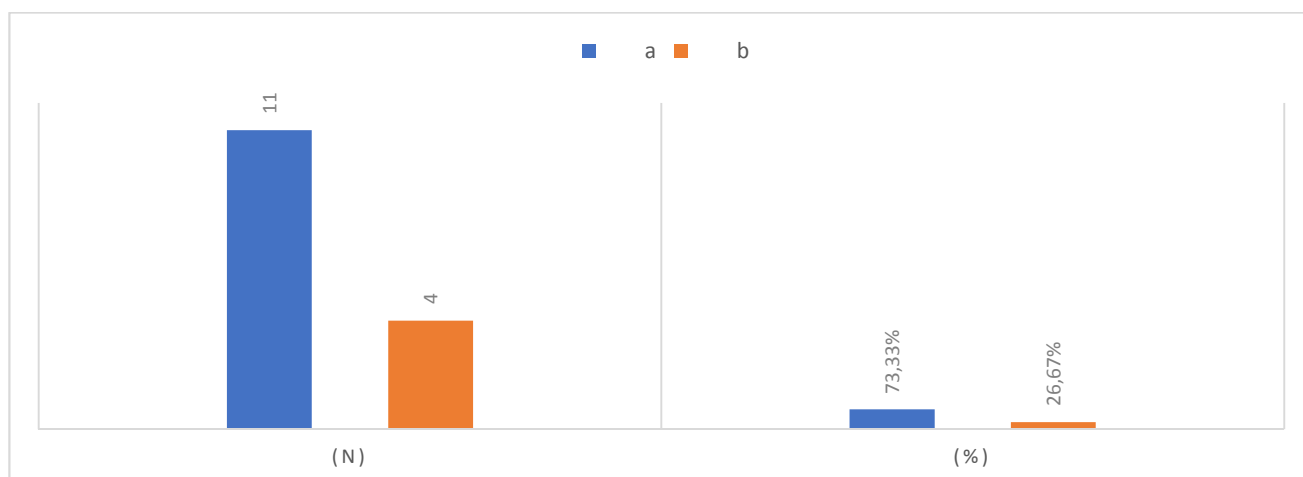


Figure 03: Students’ use of phrasal verbs

From Table three, the results show that (73.33%) of teachers said that phrasal verbs generally tend to appear in their students’ oral performance more than in their written productions. However, (26.67%) said the opposite which are four teachers. They said that their students written production contains more phrasal verbs than their oral performance.

Q4: You consider phrasal verbs to be:

- a- Informal and should not appear in formal writing
- b- Formal and can be part of formal writing
- c- Some of them can be used in formal writing and others can not

Table 04: Teachers' thoughts on phrasal verbs

The options	(N)	(%)
a	0	0%
b	5	33.33%
c	10	66.67%

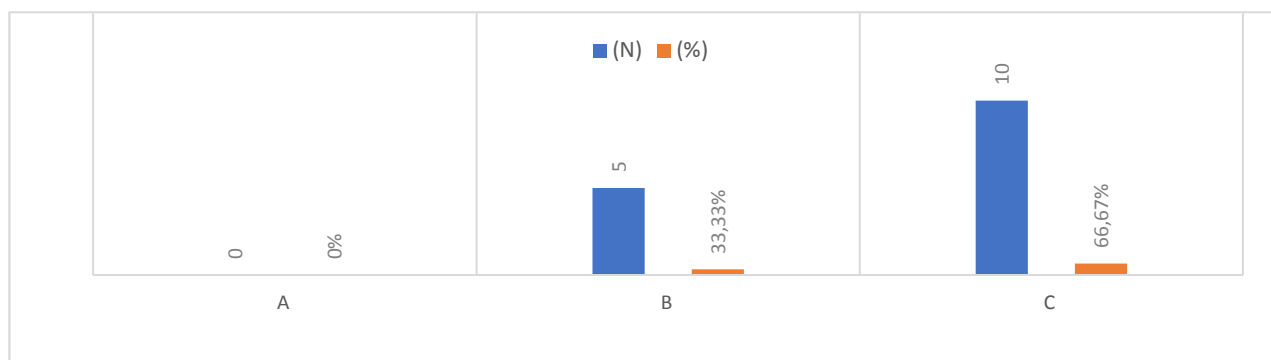


Figure 04: Teachers' thoughts on phrasal verbs

In table and figure number four, it is shown that none of the teachers think that phrasal verbs are informal and should not appear in formal writing which is positive. Additionally, five teachers (33.33%) think that PVs are formal and can be part of formal writing. Lastly, 10 teachers (66.67%) answered with the most appropriate answer which is some of the PVs can be used formally and others cannot be used in formal settings which makes sense because there are formal PVs as well as informal.

Q5: What makes phrasal verbs difficult to understand in your opinion?

- a- Lack of vocabulary in the students' repertoires
- b- The idiomaticity of some PVs
- c- Both
- d- Other: please specify

Table 05: Teachers' thoughts on what makes PVs difficult to understand

The options	(N)	(%)
a	0	0%
b	4	26.67%
c	11	73.33%

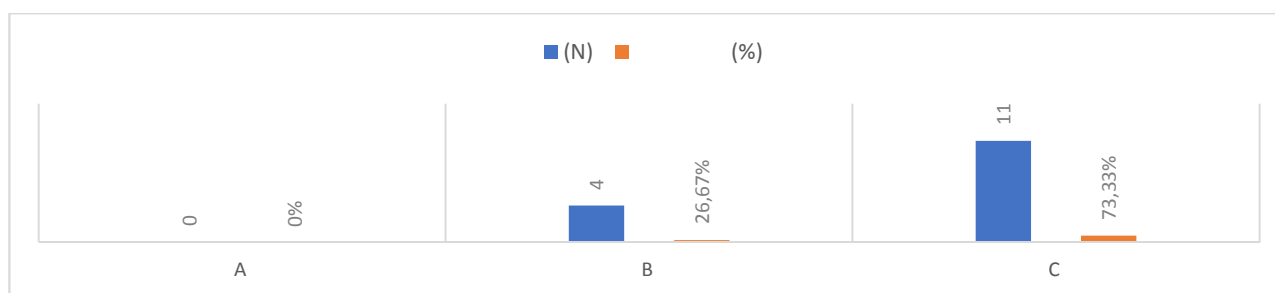


Figure 05: Teachers' thoughts on what makes PVs difficult to understand

In table five, we notice that 11 teachers (73.33%) think that both the idiomaticity and the students' lack of vocabulary make PVs difficult to understand which makes sense. Additionally, four teachers out of 15 (26.67%) think that only the idiomaticity is what makes the PV difficult. None of the teachers think that only the lack of vocabulary in the students' repertoires is what makes PVs difficult to be grasped by the learners. There is also one teacher who added another answer in which s/he said: 'since they are linked with prepositions, they are difficult to be grasped except if students know the rules that govern their use'.

Q6: You teach phrasal verbs to your students:

- a- Explicitly and an integral part of the syllabus.
- b- Implicitly as they incidentally occur in teaching materials.
- c- both

Table 06: Nature of teaching phrasal verb

The options	(N)	(%)
a	2	13.33%
b	4	26.67%
c	9	60%

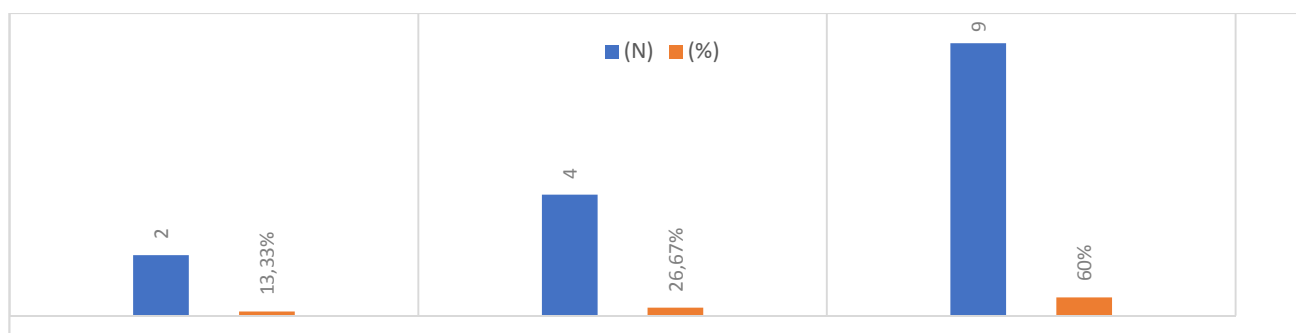


Figure 06: Nature of teaching phrasal verb

In table six, we notice that the majority of teachers (60%) teach PVs both implicitly and explicitly as an integral part of the syllabus. Besides that, (13.33%) teach them explicitly as an integral part of the syllabus. The remaining (26.67%), however, tend to teach PVs only as they occur in the teaching materials/ implicitly which might be the cause that we usually do not find PVs in students' writing.

Q7: Do you think PVs are receiving the attention they deserve in the EFL curriculum?

- a- Yes
- b- No

Table 07: Teachers' thoughts on whether PVs receive the attention they deserve

The options	(N)	(%)
a	4	26.67%
b	11	73.33%

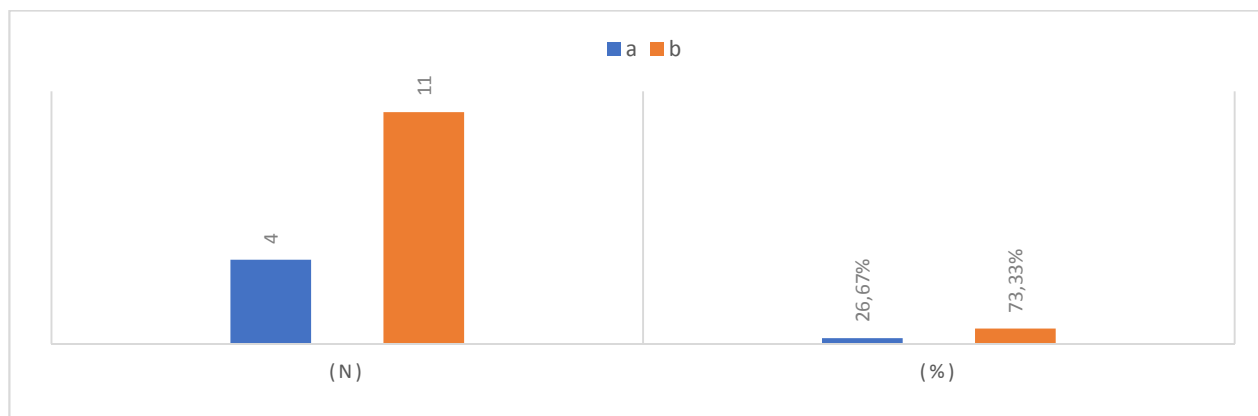


Figure 07: Teachers' thoughts on whether PVs receive the attention they deserve

According to table and figure number seven, approximately all of the teachers (73.33%) believe that multi word constructions/ phrasal verbs do not receive the attention they deserve in the EFL curriculum. Only (26.67%) think the opposite; they believe that PVs are receiving the amount of attention they deserve in the EFL class.

Q8: What activities and exercises you use to teach PVs?

The teachers in question eight are not given any options. They are provided with a space and asked to answer freely.

Teachers' answers are presented next:

- 1- Multiple choice.
- 2- Fill in the gaps.
- 3- Providing students with meanings and asking them to use the appropriate PV.
- 4- Presenting the PVs in the context of a dialogue.
- 5- Not an independent exercise/ just when we encounter PVs in other exercises.
- 6- Matching phrasal verbs with their definition.
- 7- Choosing the right particle of the verb.

Q9: What kind of errors do EFL students make when using PVs in writing?

This question is similar to the above question nine in the nature of answering.

Teachers' answers are presented next:

- 1- Misunderstanding the meaning of phrasal verbs.
- 2- Errors in use.
- 3- Mixing the particles resulting sometimes in a different than the one they intended.
- 4- Including informal phrasal verbs in formal writing/ using them inappropriately.
- 5- The use of the inappropriate preposition especially when the PV consists of three elements.
- 6- Incorrect word use, i. e., the context of the sentence necessitates the use of a specific PV, and the student uses the PV that does not go with the context which the sentence is written/produced in.

Q10: Which phrasal verbs are the students exposed to and tested more about?

- a- Give up, show off, call off, call for, hold on, hang out ...
- b- Allow for, result in, adhere to, bring about, carry out ...
- c- They are exposed to and tested in (a) and (b) equally

Table 08: Type of phrasal verbs that the students are more exposed to

The options	(N)	(%)
a	6	40%
b	0	0%
c	9	60%

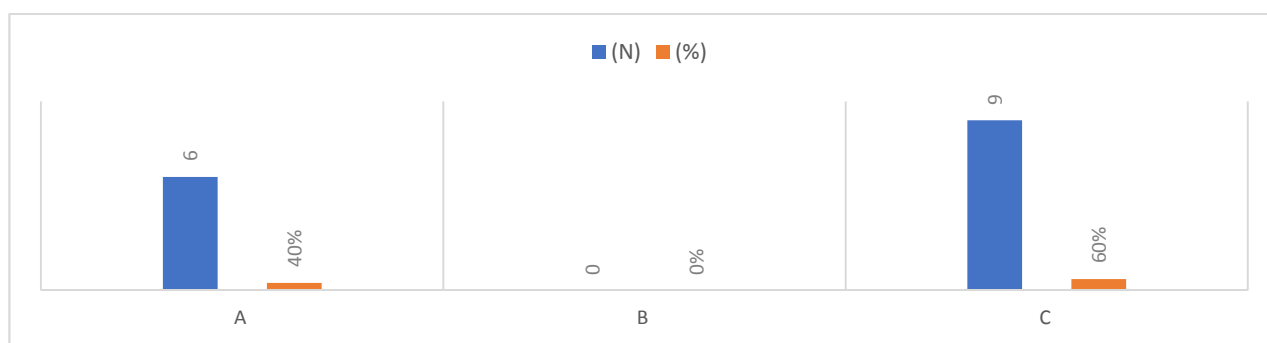


Figure 08: Type of phrasal verbs that the students are more exposed to

(60%) of the teachers, as shown in table and figure number eight, said that the students in the English department at L'arbi Ben M'hidi university – Oum El Bouaghi, are exposed to both formal and informal phrasal verbs equally. On the contrary, the remaining (40%) said that they are exposed to informal phrasal verbs more than formal phrasal verbs.

Q11: How often do phrasal verbs like “allude to” and “account for” appear in your students’ writings?

- a- Almost never
- b- Few times
- c- Often
- d- Always

Table 09: Frequency of formal phrasal verbs in students’ writings

The options	(N)	(%)
a	12	80%
b	3	20%
c	0	0%
d	0	0%

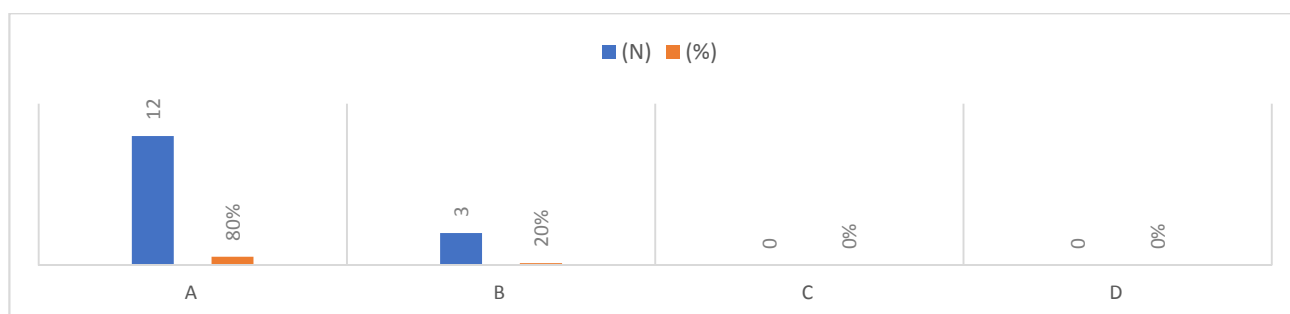


Figure 09: Frequency of formal phrasal verbs in students’ writings

The results in figure and table number nine show that (80%) of the teachers believe that formal phrasal verbs almost never appear in students’ written production which is negative and should be worked on. (20%) of them, however, said that PVs appear few times. ‘often’ and ‘always’ were the other options that none of the teachers answered with.

2.1.4 Summary of the Findings and Comments

The analysis of the teachers' questionnaire revealed many facts.

- 1- The students' level in writing is generally fair which indicates that the students should be encouraged to develop their skills to improve their writing.
- 2- The oral performance of the students contains more phrasal verbs than their written production. Certainly, informal PVs are the ones which appear in the students' oral performance. As a result, they should be encouraged to use formal PVs when writing.
- 3- Both the idiomaticity and the students lack of vocabulary make the PVs difficult to be grasped by the students.
- 4- The majority of the teachers tend to teach PVs both explicitly as an integral part of the lesson and implicitly as they incidentally occur in teaching materials.
- 5- Approximately all teachers believe that the PVs are not receiving the attention they deserve in the EFL curriculum; although, they, according to their answers, tend to teach them both implicitly and explicitly. Besides that, they use a variety of different exercises to test their students' understanding. For example, providing students with meanings and asking them to use the appropriate PV, matching phrasal verbs with their definition and fill in the gaps.
- 6- Some of the errors and mistakes that the students make regarding phrasal verbs as shown in the questionnaire data are the following:
 - The use of the inappropriate preposition especially when the PV consists of three elements.
 - Incorrect word use, i. e., the context of the sentence necessitates the use of a specific PV, and the student uses the PV that does not go with the context which the sentence is written/produced in.

- Misunderstanding the meaning of phrasal verbs.
 - Mixing the particles resulting sometimes in a different than the one they intended.
 - Including informal phrasal verbs in formal writing/ using them inappropriately.
- 7- 60% of the chosen sample of teachers said that the students are exposed to both formal and informal phrasal verbs equally. However, 80% said that formal phrasal verbs almost never appear in their students' writing. Therefore, if that is actually the case, students should be provided with more exercises and should be explicitly told, especially in beginning levels, to include FPVs in their formal writing.

Section 02: Descriptive Analysis of Students' Corpus

2.2.1 Population and Sampling

The population of this study is the English Department at L'arbi Ben M'hidi university. There are about 208 students classified into five groups. Data for this study is drawn from 20 essays written by undergraduate students. 20 essays are everything we could get from the students due to many factors amongst which we mention: time and the strikes the students went through. In addition to that, some of the students did not bother to write and others did not write whole essays. We tried our best to get at least 30 sample essays but unfortunately, we could not.

2.2.2 Description of Data

After reading and analyzing the students' essays, we tried to highlight the phrasal verbs used in the corpora. We read each essay carefully and singled out all the phrasal verbs that we found in the essays. There are 18 different phrasal verbs in the 20 essays. For example, wake up (five times), end up (three times), sum up (three times), turn out (three times), get up (two times) and get out (two times) were the most frequent PVs that appeared. Concerning the most frequent particles, they were up (15 times), out (eight times) away (two times), on (one time), over (one time), for (one time) through (one time) and across (one time). Gardner and Davies (2007) found out in a study they conducted on phrasal verbs that the particle (across) was the least frequent particle even in native speakers' corpora; it, according to their study, appeared only six times. Table 10 below will show the frequency of each phrasal verb as well as the correctness of their use. In addition, table 11 will show the frequency of particles. furthermore, below the tables are some examples of the inaccurate use of either the phrasal verb or the structure of the sentences and the suggested version of each example.

Phrasal verb	Frequency	Accuracy
1. Wake up	5	4 accurate uses of PVs and 1 accurate choice of PV but the sentence was inappropriately expressed.
2. End up	3	accurate
3. Sum up	3	accurate
4. Turn out	3	2 accurate uses and 1 sentence was inappropriately expressed.
5. Get up	2	accurate
6. Get out	2	accurate
7. Freak out	1	Inaccurate choice of PV/informal
8. Grow up	1	Inaccurate
9. Watch over	1	accurate
10. Go away	1	accurate
11. Break out	1	Inaccurate/informal
12. Check on	1	accurate choice of PV but the sentence was inappropriately expressed.
13. Come across	1	Inaccurate
14. Show up	1	Inaccurate
15. Run out	1	Very inaccurate
16. Pass through	1	Very inaccurate
17. Look for	1	Inaccurate choice of PV
18. Run away	1	Accurate choice of PV but the sentence was inappropriately expressed.

Table 10: Frequency and Correctness of Phrasal Verbs in Students' Corpus

particle	frequency
Up	15 times
Out	8 times
Away	2 times
On	1 time
Over	1 time
For	1 time
Through	1 time
Across	1 time

Table 11: Frequency of Particles

2.2.3 Examples of Inaccurate Use

- When I heard her crying I escaped, and I ran away. (redundancy)

Suggested version: When I heard her crying, I ran away.

- she ran out of luck, the connection was awful. (Incorrect)

Suggested version: She was not very lucky and the network was not so good

- Suddenly I came across a lake glittering of water under the sunshine. (accurate but not very well expressed)

Suggested version: Suddenly under sunshine, I came across a beautiful glittery lake of water.

- | |
|---|
| <ul style="list-style-type: none"> • Bump into is the informal PV of (come across) |
|---|

- The oasis had its own traditions and the people living there are obliged to obey them.

Suggested version: The oasis had its own traditions and the people who live there are obliged to adhere to them.

- If the memory kept showing up something people have watched, this means that those scenes are affecting indeed. (Inappropriately expressed and inaccurate use of PV/Informal)

Suggested version: If people keep remembering something they have seen, it means they have got affected by it.

- By the end of this scene, it turned out the murdered woman is the wife of the detective- the hero of this drama. (accurate choice of PV but inappropriately expressed sentence)

Suggested version: By the end, it turned out that the victim is the detective's wife.

- She passed through an accident (inaccurate use of PV)

Suggested version: She got into an accident.

- | |
|---|
| <ul style="list-style-type: none"> • Get into: to start enjoying something (Informal) • For example, she is really getting into the internet (Informal) |
|---|

- She heard a suspicious low voice and she asked them to look for it. (Inaccurate choice of PV)

Suggested version: She heard a suspicious voice and asked them to track it down.

- I think of how much happy I would be if I get up again (Inaccurate/inappropriately expressed)

Suggested version: I think of how much happy I would be If I stand on my feet up again.

- We slept just an hour and we woke up. (accurate choice of PV but inappropriately expressed)

Suggested version: We slept for only an hour and we woke up.

- The flowers grew up and all the earth was green (Inaccurate use of PV and inappropriately expressed)

Suggested version: The flowers grew inside of the big, beautiful, green garden.

- Your parents said you are not answering the phone, and you've been sick this morning and asked to check on you. (Can be expressed better)

Suggested version: We received from your parents that you are not answering their calls. Besides, you are under the weather. For that, they asked us to check on you.

- Breaking out into a cold sweat when seeing a guy, tall and thin, entering my parents room made me hide behind a decorative tree that was in the balcony. (Inaccurate choice of PV/informal)

Suggested version: I suddenly shivered when I saw a tall boy entering my parent's room which made me head straight towards the balcony area to hide.

- In the next day, we get up at 05.00. (Incorrect tense)

Suggested version: On the next day, we woke up at 5 am.

2.2.4 Results and comments

From the sub section **2.7** and **table 10**, we could make some comments on the students' performance regarding the use of multi word verbs. In addition, the analysis of their written productions revealed the following facts:

1. Concerning the hypothesis of our research that we made is confirmed which is 'We hypothesize that 3rd year LMD students use nearly no formal phrasal verbs in their academic writing.
2. According to the results of teachers' questionnaire, the students are normally exposed to formal and informal phrasal verbs equally. However, the results show that no

formal phrasal verbs were used in the essays, for example, adhere to, account for, factor in, result in, put forward, allude to, phase in ... etc. Therefore, the students need more exposure and practice on phrasal verbs, and also need to be explicitly told to include them in their formal writing to show competence.

3. the students use informal phrasal verbs (IPVs) when writing formally, for example, (show up, run out and break out). Not only do they use IPVs formally, but they use them in an incorrect way too. Besides, the sentences are not well structured in terms of style and punctuation. (refer to the above section 2.7 for the details)
4. Sometimes, students use inappropriate phrasal verbs (PVs); for example, the PV (pass through) in the following example does not convey the meaning that the student intended to transmit.
 - she passed through an accident.it would have been expressed better if the student used the phrasal verb (get into) instead
5. some examples of redundancy as well were found in the students' corpus like in the following example.
 - she escaped and ran away
6. incorrect use of prepositions, for example:
 - in the next day
7. the students sometimes do not pay attention to grammar specially to tenses.

CONCLUSION

In this chapter, we analyzed the teachers' questionnaire data and the students' corpus. The results show that EFL students are still in need to improve both their phrasal verbs knowledge as well as their writing skills in general.

Chapter 03: Bookie and Leaflet

INTRODUCTION	49
3.1.1 Pedagogical Implications	49
3.1.1.1 Bookie	49
3.1.1.2 Clarifications	69
3.1.1.3 Leaflet	70
3.1.2 Research Limitations	72
CONCLUSION	72
GENERAL CONCLUSION	73
List of References	74
Appendices/ Appendix 01 Teachers' Questionnaire.....	77
Abstract in French.....	83
Abstract in Arabic	84

INTRODUCTION

We tried to design a small bookie accompanied with a leaflet in order to help the students and teachers deal with phrasal verbs that you will find in the second section. Basing on the findings of our research that 3rd year LMD students of the English Department at L'arbi Ben M'hidi university – Oum El Bouaghi experience many difficulties regarding multi word verbs/ Phrasal verbs (hereafter PVs), we attempted to recommend the above mentioned straight forward bookie that contains definitions, exercises, a list of formal, informal and neutral PVs that we hope would be of help to both students and teachers. Additionally, a leaflet is designed alongside with the bookie to make the students familiar with the most common PVs in the English language, and to highlight the fact that there exist three main types of PVs: Formal, Informal and Neutral phrasal verbs. We hope that this humble attempt will serve the students and teachers positively. It is just an attempt that we hope to improve in the future hopefully. It still needs supervision and improvement, though, for now because of the lack of time, that is all we could produce. We wish our teachers and students find them hopeful and useful.

3.3.1 Pedagogical Implications

3.3.1.1 The Bookie

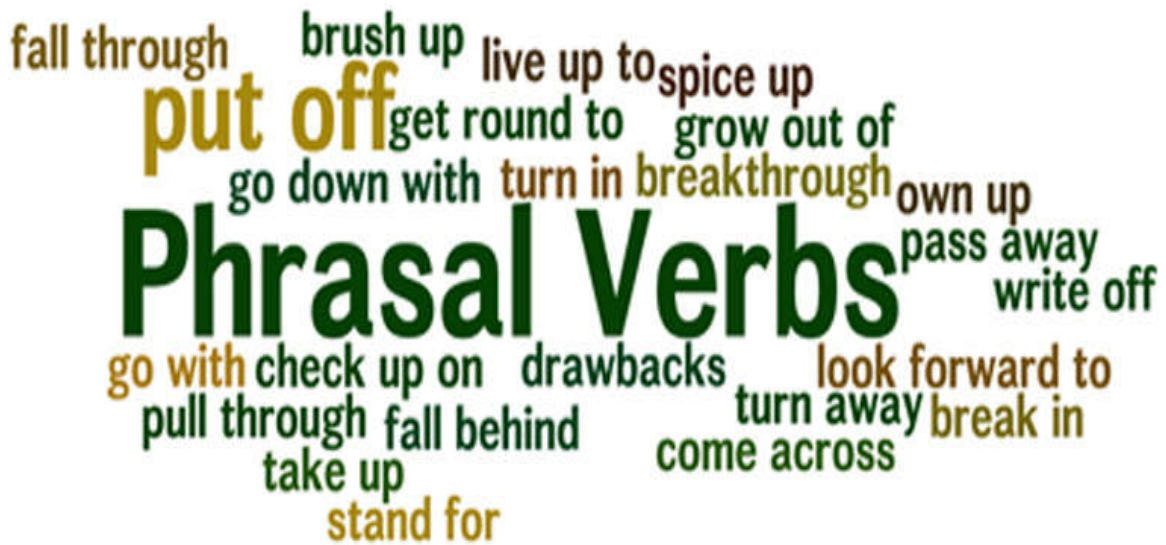
As an attempt to raise EFL students' and teachers' awareness regarding how important phrasal verbs are in L2 teaching and learning, we designed the following bookie and leaflet. Firstly, the bookie contains three chapters; the first one is concerned with formal phrasal verbs; the second one is about informal phrasal verbs; and the last is devoted to neutral phrasal verbs which can be used both formally and informally. Besides, there are some sample exercises to check the students' understanding inside the bookie. Secondly, on the leaflet,

there are some examples of each type of phrasal verbs in a form of lists that students can refer to easily to check the meaning.

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
L'arbi Ben M'hidi University - Oum El Bouaghi



Formal, Informal and Neutral Phrasal Verbs



By: Nadjmeddine Boukhalfa

2018/2019

Dedication

“In the name of Allah, the most gracious the most merciful”

I dedicate this work to my parents without whose never-failing sympathy and encouragement I would not have made it successfully in my study carrier.

I dedicate this bookie to everyone who has shown the slightest interest in my research study whether they were students, teachers or friends.

I dedicate this bookie **especially** to L’arbi Ben M’hidi university students.

Acknowledgments

"All praise is first and foremost to Allah, the most gracious the most merciful"

First I thank Allah for giving me the strength and power to accomplish the research that gave birth to this bookie.

I would not forget to express my gratitude to all my university teachers for being role models and a source of inspiration and motivation.

List of abbreviations

F : Formal

I : Informal

N : Neutral

PVs : Phrasal Verbs

EFPVs : English Formal Phrasal Verbs

EPVs : English Phrasal Verbs

FPVs : Formal Phrasal Verbs

IPVs : Informal Phrasal Verbs

NPVs : Neutral Phrasal Verbs

EFL : English as a Foreign Language



For whom this bookie is written?

This little bookie is basically intended for the Algerian EFL university students in general and for Oum El Bouaghi university intermediate and upper intermediate students in particular " L'arbi Ben M'hidi university.

Why was it written in the first place?

When I **carried out** a research on the use of phrasal verbs in academic formal writing by the EFL students at L'arbi Ben M'hidi university (the case of 3rd year students), the results of the study I did have shown little to no correct use of English Formal Phrasal Verbs in academic language use as far as writing is concerned. Therefore, I **put forward** the idea of this bookie to hopefully help the students distinguish between formal, informal and neutral phrasal verbs. Because phrasal verbs do not receive the attention they deserve, at least according to me, in the Algerian context in general and in the English Department at L'arbi Ben M'hidi university in particular, this humble contribution may reinforce and raise the students' and teachers' awareness of **how much** phrasal verbs are important in the English language, and how they show that the students have a wide range of repertoires and vocabularies from which they can choose either to write or to speak formally or informally.

About this bookie?

Dear prospective students, one of the very common misconceptions about Phrasal Verbs is that they are only informal and they take place only in speech. The idea above mentioned is not accurately true. we **accounted for** the fact that Formal Phrasal Verbs are not very present in the EFL classes; therefore, to raise your awareness that they do exist and you should learn to use them in your writing to show how competent you are, this bookie has been written for you. There are 3 chapters in this bookie. In the first chapter focus is on EFPVs; you will find all Formal Phrasal verbs highlighted to make it easier for you to spot them. Secondly, the next chapter focuses on informal PVs. They, informal phrasal verbs, are also highlighted. Thirdly, you will find Neutral Phrasal Verbs in the third chapter. NPVs are those which can be used formally and informally.

Table of content

Chapter1

Formal PVs

Section 1: Formal phrasal verbs.....

1.1.1 Definition of Formal Phrasal Verbs

1.1.2 Examples of Formal Phrasal verbs

1.1.3 Academic language with phrasal verbs highlighted

Section 2: Exercices about Formal Phrasal verbs

Section 3: List of other Formal Phrasal Verbs and the discussed ones.

Chapter 2

Informal PVs

Section 1: Informal phrasal verbs

2.1.1 Definition of Informal Phrasal Verbs

2.1.2 Examples of Informal Phrasal Verbs

2.1.3 Informal language with Informal Phrasal Verbs highlighted

Section 2: Exercices about Informal Phrasal Verbs

Section 3: List of other Informal Phrasal Verbs and the discussed ones.

Chapter 3

Neutral PVs

Section : Neutral Phrasal Verbs

3.1.1 Definition of Neutral Phrasal Verbs

Section 2: List of some Neutral Phrasal Verbs.....

Chapter1

Section 1: Formal Phrasal Verbs

1.1.1 Definition of Formal Phrasal Verbs

In English, a Formal Phrasal Verb is a combination of a main verb + one or two particles that take place preferably in formal, academic either spoken or written language.

To clarify:

- The verb can be conjugated in all the tenses (present, past, future ...)
- The particle can be a preposition or an adverb (up, from, away ...)

1.1.2 Examples of Formal Phrasal Verbs

To make it simple for you, some examples of English Formal Phrasal Verbs that are widely used in the English language and you, as a student, can and should use in your academic writing in university; in paragraphs, essays, compositions or in any other formal occasions you encounter, are presented next.

	Formal PV	Meaning	Example
1	Account for	1/ explain 2/ consider	1/ the man did not account for his attitude. 2/ tutors must account for the students' errors. *The teacher must consider the students' errors, to be able to help them with English grammar
2	Adhere to	Obey	All students must adhere to the university rules
3	Phase in	introduce something gradually	The country is phasing in new paper currency. *The country is introducing new paper currency gradually NOT all at once
4	Allude to	To mention something indirectly	The president alluded to the problem in his talk *The president did not want to directly talk about the problem (he alluded to it)
5	put forward	1/suggest 2/argue	1/The student put forward the idea of doing role plays inside the classroom. 2/ Scholars put forward the argument that Phrasal Verbs can and should be used in formal writing.

1.1.3 Academic language with Phrasal Verbs highlighted

First text: Argumentation (introductory paragraph)

Whilst there are numerous reasons to study history, scientists **put forward** the idea that studying history helps us to understand people and societies. The importance of studying history is always **accounted for**, because studying the latter provides us with a vast repository and knowledge about how people and societies behave. For example, how could we project economic forecasts without the study of the past trends? However imperfectly, history serves as our laboratory and the data it suggests allows us to understand why our complex species does what it does. Further, to **narrow down** the stress and complexities of life, studying history makes us understand how and why people **set up** things in their lives the way they do.

Second text: Narration

I like going to Georgia town during Christmas. Personally, I enjoy the company of my relatives and close friends; we play, watch films and narrate stories to each other. Obviously, we are old now so we **dispensed with** playing hide and seek because it is babies' sort of game. Having to play it, sometimes, **results in** awkwardness to some people such as myself when I have to hide somewhere. Apart from that, it is always noisy when I visit them and everyone is in a good spirit. Everything seems to smell like baked apples. In addition, everyone in Christmas is likely to have a present from someone else. Speaking of presents, it is usually **advised against** checking them before Christmas day. Christmas is always a time where everyone seems to be happy. It is kind of the Olympic games back in old Greek times when the soldiers refuse to **follow through** the fighting to the end, and wars would almost **verge on** peace just to take part of the event as well. Christmas has always been my favorite holiday for that exact reason. Seeing everyone talking and being nice, makes you feel like everything is alright. I **look forward to** hearing the noise of Christmas music and the people chatting about the Christmas festival. Christmas, I think, should be everyone's favorite holiday.

section 2: Exercises: (about the FPVs in the first text)

1- Tick the correct answer according to the text.

Put forward	1- to narrate	2- to suggest	3- to like
Account for	1- to take into account	2- to forget	3- to write
Narrow down	1- to raise	2- to reduce	3- to drown
Set up	1- to hate	2- to organize	3- to look

2- Match the items in (a) with the items in (b).

(a)	(b)
Formal phrasal verbs are	put forward the best solution.
It is now well	narrowed down , thankfully.
The difficulty has already been	set up . I allowed for* everything.
The teacher	accounted for* in this bookie.

3- Fill in the blanks with the appropriate Formal Phrasal Verb highlighted.

- Therefore we a trip to Bejaia because we both like travelling.
- For example, he a great idea to me when we met in the cinema.
- When I am anxious, my friend always tries to My stress.
- We always the appropriate time to travel together.

4- Now put the sentences in the correct order in a paragraph.

(do not forget the indentation, the topic sentence and the concluding sentence).

.....

.....

.....

.....

Good Job! See! You can use Formal Phrasal verbs in your academic

writing.

Exercises: (about the FPVs in the second text)



1- Match the formal phrasal verbs in (a) with their meaning in (b)
 And put each Formal Phrasal verb in an Example like the following.

Example: My jacket's color is black **verging on** grey.

Meaning: My jacket's color is black and it tends to be almost grey.

Dispense with . . . to cause something to happen.

Result in . . . to continue doing something until it is completed.

Advise against . . . to stop making use/doing something.

Follow through . . . to be excited about something that will happen soon.

Verge on . . . to recommend someone to not do something.

look forward to . . . to almost be in a particular state.

.....

.....

.....

.....

.....

2- Read the following conversation between a student and a teacher carefully.

- Try to rewrite the lines that include highlighted Formal Phrasal Verbs in your own words.

Student

Good Morning Sir, can we use Phrasal Verbs in an academic paragraph, or an essay?

Teacher

- **Good Morning! Yes of course you can use them academically. Some will advise you against using them because they are difficult. Therefore, you need to learn them and to practice a lot.**

Okay, thank you! I have another question if you please.

- **Great to hear! follow your questions through. Do not stop asking.**

Yes, I will! Can I use every phrasal verb I know in a formal piece of writing?

- **That is a good question! My answer is “NO” you have to know that there are some you can use “formal” some others you cannot use “informal”. Therefore, using informal PVs can result in unsophisticated language which is not good in an academic setting like “university”. I must add that neutral PVs exist too. You can use them formally and informally.**

- *Thank you very much! I am looking forward to write a paragraph using formal phrasal verbs. They are so sophisticated.*

Yes, please do that. Good luck

- Teachers may tell you do not use them. It is because they are difficult. You need to learn them and practice them to be able to use them correctly.

-
 -
 -

3- Fill in the blanks with (dispense with or verge on) and give the meaning.

- The company all its workers' services.

- Meaning:

- The bookie is its final version.

- Meaning:

Section 3: list of other formal phrasal verbs and the discussed ones

1- List of PVs that appeared in chapter 01:

Carry out: to conduct or to do something.

Put forward: to suggest, to argue about something.

Account for/allow for: to take into account, to take into consideration.

Adhere to: to obey as in “to obey the rules”.

Phase in: to introduce something gradually.

Allude to: to mention something indirectly.

Narrow down: to reduce the amount of something.

Set up: to organize something.

Dispense with: to stop making use of something or to stop doing something.

Result in: to cause something to happen.

Look forward to: to be excited about something that is going to happen soon.

Verge on: to almost be in a particular state.

Follow through: to continue doing something until it is completed.

Advise against: to recommend not doing something.

2- List of other formal phrasal verbs:

Resort to: to make use of something as last option.

Consist of: to be formed or made up of (specified things or people).

Apply to: to be relevant to (if something applies to someone that means they are affected by it).

Focus on: to concentrate on something.

Devote to to decide that something will be used for a specific purpose.

Factor in: to include (you need to **factor** the results **in** as well in studies).

Cater for: to provide everything wanted/needed.

Find out: to discover.

This page was intentionally left blank

Chapter2

Section 1: Informal Phrasal Verbs

2.1.1 Definition of Informal Phrasal Verbs

An informal phrasal verb is the same as the formal phrasal verb in terms of structure. In other words, it is composed of a verb plus one or two particles. However, the informal phrasal verb must only be used informally in non-academic occasions unlike the formal phrasal verb which preferably be used formally.



2.1.2 Examples of Informal Phrasal Verbs:

Check out means to die for example “Johnny’s granddad **checked out**”.

Chill out means to relax for example “I’m **chilling out** in bed at the moment”.

Hang out means to spend relaxing times for example “mate! Let’s **hang out**”.

Freak out means to get anxious/scared for example “god! He **freaked me out**”.

Hang on means to wait in short time for example “**hang on** I’m coming man”.

Break down means to get upset for example “Lara **broke down** last night”

Ask out means to ask on a date for example “Jason **asked** Lara **out**”

Talk through means to explain in details for ex “**talk** me **through** the norms”

2.1.3 Informal language with informal phrasal verbs highlighted:

Here is an e-mail from Jucy to her friend Jack. Jucy has written her e-mail in informal language because she is addressing her friend Jack.

NB: All types of writing can be either formal or informal. For example, argumentation, narration, description, e-mail writing, letter writing...

Dear Jack,

Hey! Hope you're great mate I haven't spoken to you since forever. I **freaked out** when you stopped texting me. Anyways, I heard you joined a basket ball team congrats Jacky! By the way, I've never went to a basketball game do you mind if I **come along**? Oh gosh! I need to stop **messing about** and start talking like a human being straight away! So, here's the great news that I texted you for, are you ready? Well I know this is too late but I have a son and he is 2 years old. Oh god! He is amazing I can't wait until you **come around** and see me **cutting** his food **up** for him. Sam was **blown away** when she saw him walking. He still needs some time to **get on with** running but yeah, he likes to eat, drink, play with his toys that his uncle bought him and most importantly **sing along** with the Telly. **Check out** his clips I uploaded some on Facebook. I know you'll love them. This is everything for now. I can't wait for your texting back Jacky.

Yours Jucy,

Section 2 : Exercices about Informal Phrasal Verbs

- Guess the meaning of each phrasal verb from the context

- **Come along** means

- **Mess about** means

- **Come arround** means

- **Cut up** means

- **blow away** means

- **get on with** means

- **sing along** means

- **check out** means

- Put each Informal Phrasal Verb in a sentence

-

-

-

-

-

-

-

-

Section 3: List of other Informal Phrasal Verbs and the discussed ones

1- List of PVs that appeared in chapter 2

Check out: to die

Chill out: to relax

Hang out: to spend relaxing times

Freak out: to get anxious/scared

Hang on: to wait in short time

Break down: means to get upset

Ask out: to ask on a date

Talk through: to explain in details

Come along: to arrive

Mess about: to behave in a silly way

Come around: to recover consciousness

Cut up: to cut something into pieces

blow away: to get astonished by something

get on with: perform or make progress in a specific way with something/someone

sing along: to sing together with a group of people

2- List of other Informal Phrasal Verbs.

Mix up: to confuse

Cheer up: to be more excited and happy

Do over: to deceive

Go after: to chase someone or something

Speak up: to speak louder

This page was intentionally left blank

Chapter 3: Neutral Phrasal Verbs

Section 1: Definition of Neutral Phrasal Verbs

A neutral phrasal verb is, again like FPVs and IPVs, composed of a main verb and one or two particles. The particle can be a preposition or an adverb. The Neutral Phrasal Verb (thereafter NPV) can be used formally and informally.

Section 2: List of some Neutral Phrasal Verbs

Follow up: to keep doing something until it is finished

Take on: to get excited

Pass away: to die

Point out: to direct someone's attention towards something especially by fingers

Bring up: to mention something unexpectedly

Get across: to make someone understand an idea

Think over: to consider something carefully before making a decision

Map out: to plan the details of something

Get round: to convince someone do something they initially do not want to do

bring on: to make something bad happen to someone

3.1.1.2 Clarifications

The present bookie focuses mainly on Formal Phrasal Verbs because a lot of foreign language students do not appear to use them in their writing and maybe in their speech as well. For that, we wanted to give more attention to Formal Phrasal Verbs and we attempted to provide sample exercises for that aim. That does not mean that Informal Phrasal Verbs are not important, however. They are important of course but they are not as academic which maybe is what university students are in need of outside of university with friends. That is why Formal Phrasal Verbs occupy much of this bookie following that the Informal Phrasal Verbs and lastly Neutral Phrasal Verbs. We hope to do a better version of this bookie in the future when time allows. Though for now, we are happy with it and we hope that you find it helpful.

3.1.1.3 Leaflet

NPVs	MEANING	EXAMPLE
1-Follow up	To take further action	Follow up the interview up with a third you email please!
2-Take on	To accept	Before you take on the project make sure you will commit.
3-Pass on	To give	My cousin graduated passed last year.
4-Point out	To draw attention to	Scholar pointed out that phrasal verbs are important in English.
5-Bring up	To start discussing a subject	She brought the subject up very briefly.
6-Get across	To make people understand something	The teacher managed to get across her important message clearly.
7-Make of	To understand something in a certain way	What do you make of those articles in my?
8-Think over	To consider a problem carefully	You should think over before you make a decision.
9-Map out	To plan in detail how something will happen	Her career was mapped out for her after she took that job.
10-Get around	To be heard by a lot of people	The screws got around very fast.
11-Bring on	To cause something bad to happen	His heavy condition was brought on by the diet.

Dear students,
 The main aim behind this sheet booklet is to raise your awareness that there exist 1- Formal Phrasal Verbs (FPVs) 2- Informal Phrasal Verbs (IPVs) 3- Neutral Phrasal Verbs (NPVs)

PS:
 Do not only consider the phrasal verbs mentioned in here but also try to look for others used to produce a list for your benefit. Use FPVs in your writings and impress your professional audience whether in university or otherwise.

In this paper, Focus is put on Formal Phrasal Verbs because a lot of foreign learners do not know that they exist in the first place and some others they avoid using them because of the misconceptions that FPVs are informal.

This work was the result of a research study carried out in OCB institution.
 By: Magueddine Benhabib

People's democratic republic of Algeria

phrasal verbs in hand

English

PPV'S	MEANING	EXAMPLE	PPV'S	MEANING	EXAMPLE
1-Carry out	To conduct	I <u>CARRIED OUT</u> A RESEARCH	1-Show off	To brag	Gabi <u>showed off</u> their clothes.
2-Put forward	To suggest	<u>THE BOY PUT FORWARD</u> A GREAT IDEA.	2-End part	To break into pieces	My dress <u>fell apart</u> last night.
3-Account for	To consider	<u>YOU SHOULD ACCOUNT FOR</u> EVERYTHING.	3-Fill through	To explain in detail	I <u>will fill you through</u> the account.
4-Adhere to	To obey	<u>STUDENTS MUST ADHERE TO</u> THE RULES.	4-Check out	To die	Her dog <u>checked out</u> last month.
5-Phase in	To introduce gradually	<u>THE GOVERNMENT IS PHASING</u> IN NEW LAWS.	5-Break down	To get upset	The girl <u>broke down</u> when her cousin died.
6-Link to	To mention indirectly	<u>THE TEACHER ALLUDED TO</u> THE EXAM TOPICS.	6-Over up	To become happy	The girl <u>cheered up</u> when she won.
7-Narrow down	To reduce	<u>THE STRESS NARROWED DOWN</u> NOW.	7-Ask out	To ask on a date	James <u>asked Lucy out</u> yesterday.
8-Set up	To arrange	<u>EACH YEAR WE SET UP</u> A TRIP TO THE SEA.	8-Blow up	To add air	We <u>have to blow 100 balloons up</u> .
9-Dispose with	To stop using something	<u>MARK DISPENSED WITH</u> SMOKEING LATELY.	9-Call out	To rebuke	The boy is <u>calling out</u> on the coach.
10-Result in	To cause something to happen	<u>MARK'S DISPENSED WITH</u> SMOKEING RESULTED IN TIMELINESS.	10-Count on	To depend	The mother <u>counts on</u> her son.
11-Look forward to	To be excited about something that will happen soon	<u>I AM LOOKING FORWARD TO</u> BE A TEACHER.	11-Do over	To be in	Complete all <u>homework</u> .
12-Vote on	To tend to be in a particular way	<u>MY VAGETS IS BLACK</u> BERGING ON GREEN.	12-Do away with	To demand	It is time to <u>do away with</u> the old records.
13-Follow through	To finish	<u>FOLLOW THE TALK THROUGH</u> I ADVISE YOU AGAINST SMOKEING.	13-Dress up	To wear nice clothes	It is a fancy restaurant so we have to <u>dress up</u> nicely.
14-Advise against	To recommend not to do something	<u>THEY RESORTED TO HEARING</u> I ADVISE YOU AGAINST SMOKEING.	14-Go after	To follow someone's	Tom <u>tried to go after</u> the thief.
15-Revert to	To make use of an old thing	<u>THE COMPANY CONSISTS OF 30</u> MEN AND 12 WOMEN.	15-Bring out	To spend relaxing times	We are going to <u>hang out</u> .
16-Consist of	To be formed by	<u>THE COMPANY CONSISTS OF</u> 30 MEN AND 12 WOMEN.	16-Share on	To meet in short time	<u>Hang on mate!</u> I will <u>grab my shoes</u> .
17-Apply to	To be relevant to	<u>FOCUS ON YOUR STUDIES!</u> THIS PART IS RELEVANT TO PERSONAL PRESENTATION.	17-Make up	To combine two or more things	I <u>made up</u> the track names.
18-Focus on	To specify that something is used for a specific purpose	<u>FOCUS ON YOUR STUDIES!</u> THIS PART IS RELEVANT TO PERSONAL PRESENTATION.	18-Freak out	To get incredibly nervous	I <u>freaked out</u> when I saw the results.
20-Focus in	To include	<u>WORKERS ARE CATERED FOR</u> WE FOUND OUT THAT IT WAS GREAT!			
21-Clear the	To provide everything				
22-Find out	To discover				

Do not use these Informal Phrasal Verbs (PPV's) formally. They are not appropriate for academic writing speaking. Use the Formal Phrasal Verbs (FPV's) instead.

3.1.2 Research Limitation

The present research study has faced some limitations which have to be acknowledged. First, the students' written production was analyzed at a very late timing due to the absence of the corpora which we could do nothing about. That is because of many reasons amongst which we mention, the strikes that the students went through as well as the closing of university has for about two or so months. Second, concerning the students' corpus, we have received only about 20 essays which can make the results not generalizable or reliable. All in all, we have faced the problem of time otherwise we would have made a thorough investigation and analysis because Phrasal Verbs are very important language elements that should be studied more deeply especially when L2 learners' production is concerned.

CONCLUSION

The Bookie and the Leaflet are the results of the current research study on Phrasal Verbs as far as 3rd year LMD students' writing is concerned. We attempted to design them because we believe that students are in need of a straight forward information in order to memorize and therefore to be able to use in the future. The leaflet is a kind of direct piece of information that the students can refer to anytime and easily to check some common Formal, Informal or Neutral Phrasal Verbs. The bookie too is a straight forward piece of information where students have the chance to learn about Phrasal Verbs theoretically as well as practically in exercises.

GENERAL CONCLUSION

Our research study is entitled “A Descriptive study about The Use of Phrasal Verbs in EFL Students’ Narrative Writings The case of third year English students at Oum El Bouaghi university”. In this research, we tried to answer the following question: Do 3rd year LMD English students use phrasal verbs in their academic writing or not? And in case they do, do they use them correctly? Therefore, we hypothesized that 3rd year LMD students use nearly no formal phrasal verbs in their academic writing. The study is composed of three chapters. the first chapter represents the theoretical part which is divided into two sections; the first section is about some information about phrasal verbs like definition, types ... and the second one is about the writing skill. In addition, the second chapter represents the practical part which is also divided into two different sections; the first section is devoted to the analysis and description of the teachers’ questionnaire and the second one is for the analysis and description of the students’ corpus. Furthermore, the third chapter is devoted to the recommendations; it includes a bookie and leaflet that we attempted to design in order to help both the teachers and the students with mutli-word verbs or as they are otherwise known as phrasal verbs.

to sum it all up, the results confirm our hypothesis that 3rd year LMD students nearly use no formal phrasal verbs in their writing. This study is, therefore, conducted to draw the teachers’ and students’ attention to the importance of phrasal verbs which are crucial language elements that should not be neglected. Further research is needed to be done in order to highlight the causes of avoiding these expressions.

List of References

Cioffi, F. (2005). *The imaginative argument* (1st ed.). Princeton, N.J.: Princeton University Press.

Darwin, C.M. & Gray, L.S. (1999). Going after the Phrasal Verb: An Alternative Approach to Classification. *TESOL Quarterly*, 33, 65-83.

Dagut, M., & Laufer, B. (1985). Avoidance of phrasal verbs: A case for contrastive analysis.

De Cock, S. 2005. "Learners and phrasal verbs". *Macmillan Phrasal Verbs Plus*. Oxford: Macmillan Publishers Limited. LS 16-LS20

Fellner, T., & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. *JALT CALL Journal*, 2(1), 15- 26.

Flower, L. and Hayes, J.R. (1981) *A Cognitive Process Theory of Writing*. *College Composition and Communication*, 32, 365-387.

Gardner, D. & Davies, M. (2007). Pointing out frequent phrasal verbs: A corpus-based analysis. *TESOL Quarterly*, 41(2), 339-359. Approach to Classification. *TESOL Quarterly*, 33, 65-83.

Ghazala, H. (2003). Idiomaticity between Evasion and Invasion in Translation: Stylistic, Aesthetic and connotative Considerations. *Babel*, 49 (3), 203-227

Goodreads. (2014). a quote by Abraham Lincoln. Retrieved from <http://www.goodreads.com/quotes/393405-writing-the-art-of-communicatingthoughts-to-the-mind-through>.

Hart, W.C (2009). *The Ultimate Phrasal Verb Book*. New York: Barron's.

Housen, A., & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 461–473. doi: 10.1093/applin/amp048.

Housen, A., Kuiken, F., & Vedder, I. (2012). *Dimensions of L2 Performance and Proficiency* (1st ed.). Amsterdam/ Philadelphia: John Benjamins Publishing Company

Hyland, K. (2003). *Second language writing* (1st ed.). Cambridge: Cambridge

University Press.

Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Harlow: Longman.

Irvin, L. (2010). What Is “Academic” Writing?. In C. Low & P. Zemliansky, *Writing Spaces: Readings on Writing. Volume1* (1st ed., pp. 3-17). Indiana, USA: Parlor Press, LLC.

Jones, R. (2010). Finding the Good Argument OR Why Bother With Logic?. In C. Lowe & P. Zemliansky, *Writing Spaces: Readings on Writing. Volume1* (1st ed., pp. 156-179). Indiana, USA: Parlor Press, LLC.

Liao, Y., & Fukuya, Y. J. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54, 193-226.

Maxom, M. (2009). *Teaching English as a Foreign Language For Dummies* Wiley.

Murray, R., & Moore, S. (2006). *The handbook of academic writing* (1st ed.). Maidenhead, England: McGraw-Hill.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London and New York: Longman.

Ramage, J., Bean, J., & Johnson, J. (2010). *Writing arguments* (1st ed.). Boston: Pearson.

Richards, J. (1990). *The language teaching matrix* (1st ed.). Cambridge [England]: Cambridge University Press.

Sawyer, J.H. (2000). Comments on Clayton M. Darwin and Loretta S. Gray’s “Going after the phrasal verb: An alternative approach to classification”: A reader reacts. *TESOL Quarterly*, 34(1), 151-159.

Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. *Language Teaching Research*, 1(3), 185-211. doi: 10.1177/136216889700100302.

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62. doi: 10.1093/applin/17.1.38.

Sinclair, J. (1996). The search for units of meaning. *TEXTUS*, 9(1), 75-106.

Sung, I- H. (2012). On the productivity of word-formation of English phrasal verbs through corpus analysis. *Studies in English Language & Literature*, 38(1), 201-221.

Zamel, V. 1983. The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly* 17, 165-188.

APPENDICES

appendix 01: Teachers' Questionnaire

APPENDIX 01

Teachers' Questionnaire

Dear teachers,

You are kindly invited to answer this questionnaire which is designed in the framework of a research study at Oum El Bouaghi University, the English Department. We are half way through carrying out an investigation concerning the use of English phrasal verbs in the EFL narrative writings. Part of the research aims at finding out the teachers' opinions regarding phrasal verbs in general and how the latter are taught in the EFL class.

Please tick the appropriate box and make full statements when necessary. Your contribution would very much serve the work positively and thank you so much in advance for your kind help.

Section One: General Information

1- How long have you been teaching in university?

- a- Less than 5 years
- b- 5 to10 years
- c- More than 10 years

2- You think your students' level in writing is generally:

- a- Poor
- b- Fair
- c- Good
- d- Very good

Section two: teaching Phrasal Verbs

3- Phrasal verbs tend to appear more in your students':

- a- Oral performance
- b- Written performance

4- You consider phrasal verbs to be:

- a- Informal and should not appear in formal writing
- b- Formal and can be part of formal writing
- c- Some of them can be used in formal writing and others can not

5- What makes phrasal verbs difficult to understand in your opinion?

- a- Lack of vocabulary in the students' repertoires
- b- The idiomaticity of some of PVs
- c- Both
- d- Other: please specify

.....
.....

6- You teach phrasal verbs to your students:

- a- Explicitly as an integral part of the syllabus
- b- Implicitly as they incidentally occur in teaching materials
- c- Both

7- Do you think PVs are receiving the attention they deserve in the EFL curriculum?

- a- Yes
- b- No

8- What activities and exercises you use to teach PVs?

.....
.....
.....
.....

9- What kind of errors do EFL students make when using PVs in writing?

.....
.....
.....

10- Which category of phrasal verbs are the students exposed to and tested more about?

- a- Give up, show off, call off, call for, hold on, hang out ...
- b- Allow for, result in, adhere to, bring about, carry out ...
- c- They are exposed to and tested in (a) and (b) equally

If you have any comment about the (10th) question, please add it in the space below

.....
.....
.....
.....
.....

11- How often do phrasal verbs like “allude to” and “account for” appear in your students’ writings?

- a- Almost never
- b- Few times
- c- Often
- d- Always

Section three: further suggestions

12- Do you have any comments/feedback?

.....

.....

.....

.....

.....

THANK YOU VERY MUCH

Résumé

La présente thèse a été réalisée dans le but d'enquêter sur les points de vue des enseignants et leurs techniques d'enseignement concernant verbes à particule (Phrasal Verbs/PVs) dans la classe d'anglais langue étrangère. En outre, la présente étude examine si les étudiants en LMD de l'Université L'arabi Ben M'hidi – Oum El Bouaghui – utilisent des verbes à particule dans leurs écrits académiques ou non. S'ils l'utilisent, l'utilisent-ils correctement ou pas. Premièrement, puisque une partie du travail est centrée sur les perceptions des enseignants, la méthode de recherche prend la forme d'un questionnaire administré à 15 enseignants de grammaire et d'expression écrite de la même université. Deuxièmement, l'autre partie de l'étude concerne les performances des étudiants en ce qui concerne les verbes à particules dans les écrits universitaires. Les élèves ont donc été invités à rédiger des articles narratifs de cinq paragraphes sur les moments embarrassants qu'ils ont vécus dans leur vie en général. Cela signifie que cette partie du travail prend la description comme méthode de recherche. Les résultats ont montré que 60% des enseignants ont déclaré que les élèves apprenaient les verbes à particules formelles (Formal Phrasal Verbs/ FPVs) et les verbes à particules informels (Informal Phrasal Verbs /IPVs) également. Cependant, 40% pensent que les étudiants sont exposés à des verbes à particules informelles IPVs plus que les verbes à particules formelles FPV. De plus, 80% des enseignants estiment que FPVs n'apparaissent jamais dans la production écrite des élèves, ce qui est négatif et doit être approfondi. En plus, en ce qui concerne les performances des élèves vis-à-vis PVs dans l'écriture officielle, les élèves d'anglais langue seconde, comme le pensent 80% des enseignants sélectionnés, n'utilisent aucun FPV dans leurs articles. En outre, la plupart des verbes à particules figurant dans leurs écrits étaient informelles et mal utilisées. Cela confirme notre hypothèse, à savoir « nous émettons l'hypothèse selon laquelle les étudiants en LMD de troisième année n'utilisent pratiquement aucun verbe à particule dans leur rédaction académique ». En conséquence, les étudiants d'anglais langue étrangère doivent être sensibilisés à ces complexités grammaticales, appelées verbes à mots multiples, car ils ont besoin de plus de visibilité et de pratique pour les utiliser correctement et les maîtriser pour démontrer leurs compétences.

المخلص

تم عمل هذه المنكرة للتحقيق في آراء المعلمين وتقنيات التدريس فيما يتعلق بأفعال أشباه الجمل الفعلية (Phrasal Verbs/PVs) في فصل اللغة الإنجليزية كلغة أجنبية (EFL class). إلى جانب ذلك، فإن الدراسة الحالية تحقق فيما إذا كان طلاب السنة الثالثة LMD من جامعة العربي بن مهيدي - أم البواقي - يستعملون أشباه الجمل الفعلية في كتاباتهم الأكاديمية أم لا. وفي حالة ما إذا كانوا يستعملونها، هل يستعملونها بشكل صحيح أم لا. أولاً، نظراً لأن جزءاً من العمل يتمحور حول تصورات المعلمين، فإن طريقة البحث تأخذ شكل استبيان تم إدارته على 15 مدرساً من وحدات القواعد النحوية (Grammar) والتعبيرية (Written Expression) قسم اللغة الإنجليزية في الجامعة نفسها. ثانياً، الجزء الآخر من الدراسة يدور حول أداء الطلاب فيما يتعلق بأشباه الجمل الفعلية في الكتابة الأكاديمية. لذلك طُلب من الطلاب كتابة مقالات سردية لخمس فقرات حول اللحظات المحرجة التي مروا بها في حياتهم بشكل عام. هذا يعني أن هذا الجزء من العمل يأخذ الوصف كطريقة للبحث. أظهرت النتائج أن 60٪ من المعلمين قالوا بأن الطلاب يتم تدريسهم (Formal Phrasal Verbs/FPVs) أو أشباه الجمل الفعلية الرسمية وغير الرسمية (Informal Phrasal Verbs/IPVs) على حد سواء. ومع ذلك، يعتقد 40٪ أنهم يتعرضون لأفعال أشباه الجمل الفعلية الغير الرسمية IPVs أكثر من أشباه الجمل الفعلية الرسمية FPVs. بالإضافة إلى ذلك، يعتقد 80٪ من المعلمين أن FPVs لا تظهر أبداً في الإنتاج الكتابي للطلاب وهو أمر سلبي ويجب العمل عليه. علاوة على ذلك، فيما يتعلق بأداء الطلاب فيما يخص PVs في الكتابة الرسمية، فإن طلاب اللغة الإنجليزية كلغة أجنبية، كما يعتقد 80٪ من عينة المعلمين المختارة، لم يستخدموا أي FPVs في مقالاتهم. إضافة إلى ذلك، كانت غالبية أشباه الجمل الفعلية التي شملتها كتاباتهم غير رسمية ومستخدمة بطريقة خاطئة. هذا يؤكد فرضيتنا وهي "نحن نفترض أن طلاب السنة الثالثة LMD لا يستخدمون أي أفعال شبه رسمية في كتاباتهم الأكاديمية". نتيجة لذلك، يجب رفع وعي طلاب اللغة الإنجليزية كلغة أجنبية فيما يتعلق بهذه التعقيدات النحوية، والمعروفة باسم الأفعال متعددة الكلمات، كما أنهم بحاجة إلى مزيد من التعرض والممارسة لاستخدامها بشكل صحيح وإتقانها بالكامل لإظهار كفاءاتهم.