جامعة ديالى

استخدام العراقيين متعلمي اللغة الإنكليزية لغة أجنبية للأفعال

العبارية: مشاكل وحلول

رسالة تقدمت بها

بان شهاب احمد

الى

مجلس كلية التربية/جامعة ديالى

وهي جزء من متطلبات درجة الماجستير في التربية

طرائق تدريس اللغة الانكليزية

اشراف

الاستاذ الدكتور عبد اللطيف علوان الجميلي

الاستاذ المساعد الدكتورة الهام نامق خورشيد الخالدي

صفر 1427هـ   آذار 2006 م

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1 The Statement of the Problem and its Significance

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

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

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

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

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

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

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

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

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

1.2 Aims of the Study

This study aims at:

1. Investigating the Iraqi EFL learners' ability to recognize and produce Ph Vs from verbs followed by preposition, i.e., Pre Vs and Ph-Pre Vs.

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

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

1.3 Hypothesis

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

1.4 Limits

1. The present study is limited to the fourth year college students of the Department of English / University of Diyala for the academic year 2004/2005.

2. The verbs involved are a corpus of verbs chosen from the subjects' curriculum in the previous four years of study.

1.5 Procedures

To conduct the study, the following procedures are followed:

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

2. Reviewing literature related to the topic under study.

3. Constructing an achievement test to investigate the performance of Ph Vs and Pre Vs by the sample of the study in this area at both recognition and production levels.

4. Using suitable statistical methods for processing data.

5. Drawing conclusions and putting forward a number of recommendations including suggested remedial work.

1.6 Value of the Study

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

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

1.7 Definition of Basic Terms

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

1.7.1 Difficulties

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

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

1.7.2 Phrasal Verb (Ph V)

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

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

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

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

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

1.7.3 Prepositional Verb (Pre V)

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

1.7.4 Particles

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

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

1.7.5 Phrasal-Prepositional Verb (Ph-Pre V)

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

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