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**Investigating EFL Learners' Erroneous Use of Phrasal
Verbs:
The Case of First Year Students' at Mohamed
Boudiaf M'Sila University**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for Master's Degree in Linguistics*

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Investigating EFL Learners' Erroneous Use of Phrasal Verbs:
The Case of First Year Students at M'Sila's University

by

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A Dissertation

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Dedication

I would like to dedicate this humble work to:

The wonderful person on planet earth, my father, who kept making English major interesting by buying me books and ultimately getting me into the love of reading.

one of a kind, my wonderful mother, who stayed up all night making me food when I used to live on campus, not to mention the unprecedented positive energy she always passes to me during hard times.

Thank you for your endless generosity.

Belkis Touatit

Dedication

I dedicate this work to

My Mother

A strong and gentle soul who taught me to trust Allah, believe in hard work and that
so much can be done with little.

My Father

For earning an honest living for us, supporting and encouraging me to believe in
myself.

My Grandfather

For giving me strength to reach the stars and chase my dreams.

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Abstract

This study concerns itself with the erroneous use of phrasal verbs. In an attempt to investigate the source of the errors committed by 55 first year English majors at M'sila University, Algeria, an error analysis of phrasal verbs test of three controlled, semi controlled and free tasks was conducted. The analysis was paired with a questionnaire to investigate the students' learning experience of phrasal verbs. The findings showed that the bulk of first year English majors committed errors due to the insufficient knowledge attributed to the scarcity of instructions and lack of practice.

Keywords: L1 transfer, Phrasal verbs, Error analysis, Contrastive Analysis.

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List of Abbreviations

% : Percentage

CA: Contrastive analysis

CAH: Contrastive analysis hypothesis

EA: Error analysis

EFL English as a Foreign Language

ESL: English as a Second Language

EPVs: English Phrasal Verbs

F : Frequency

L1: First language/ Mother Language

L2: Second Language

MT: Mother Tongue

NL: Native Language

NS: Native speakers

PVs :Phrasal Verbs

SLA : Second Language Acquisition

TL : Target Language

Introduction

Background of the Study

Among the four language skills, writing is regarded as the most vital yet the most complex skill to master. Achili (2007, p.32) emphasised the crucial role of writing in academic fields and its necessity in communication. Allen & Corder (1974, p. 177) pointed out that writing is “most difficult of the language abilities and skills to acquire”. Mastering such skill requires mastering grammar. However, learning grammar cannot be separated from errors. The inevitability of errors captured the attention of EFL/ ESL researchers as topic to be investigated. Corder (1974, p.125) highlighted the importance of studying errors to understand the language learning process. A plethora of studies were conducted on language errors especially those related to grammar. A study of Girju (2008) and Gocsik (2004) revealed that articles and prepositions are the most problematic grammatical features to English learners. Similarly, Covitt’s (1976) survey showed that after articles and prepositions, phrasal verbs (PVs) are the third difficult aspect of learning English grammar (as cited in Celce-Murcia & Larsen-Freeman, 1999, p. 340). The difficulty of PVs was described as the “biggest headache” for English language learners (1975, p.6).

Statement of the Problem

In Algeria, students are exposed to English learning from the age of 11. Yet, they still encounter some difficulties during the process of learning English. A search of literature revealed that many studies were conducted on different grammatical errors however; little attention was given to the PVs errors. Therefore, through this study we seek to investigate the phrasal verbs’ errors. The erroneous use of PVs can be attributed to the lack of practice of such grammatical feature or to the negative transfer of L1 caused by the structural differences between the L1 of the learner and the target language.

Research Questions

The purpose of this investigation is to provide an explanation of the phrasal verbs errors committed by Algerian first year English majors. Moreover, it seeks to answer the following questions:

- 1) To what extent PVs are problematic for students?
- 2) What are the types of PVs errors?
- 3) What are the sources of PVs errors?

Methodology

This study was conducted with a sample of 55 first year students in the English department of M'sila , Algeria .Data for this study were collected through an error analysis of a phrasal verbs test of three guided, semi guided and free tasks .Additionally, a questionnaire was delivered for a deep insight on learners' experience and perceptions on phrasal verbs.

Significance of the Study

It is hoped that this research will contribute to a deeper understanding of grammatical errors committed by English learners and raise the teachers and learners' awareness of the importance of PVs. Further the findings of the study provide teachers with important insights to design remedial courses to overcome such errors.

The Structure of the Thesis

The current thesis is divided into two chapters. The first chapter lays out the theoretical dimensions of the research, providing an overview of error analysis and phrasal verbs .While the second chapter is devoted to the investigation part, providing an analysis and discussion of the collected data.

Chapter One
Literature Review

Literature Review

In this chapter the relevant literature will be reviewed to cast light on the importance of grammar in language learning and to introduce the key concepts of this study namely phrasal verbs and error analysis.

Grammar

Definitions of Grammar

Grammar is defined as the knowledge of the rules that form a correct speaking and reading productions. “Grammar is the sound, structure and meaning system of language. All languages have grammar, and each language has its own grammar” (Beverly, 2007, p. 1). In other words, Grammar is recognizing the words’ sound and how are combined to form meaningful sentences. In the same vein, Radford (2004, p.1) stated that grammar is composed of syntax and morphology. Syntax is the study of how words are formed and structured while Morphology is concerned with the arrangement of words to form larger units. Grammar is not only the study of what forms are possible but also what these forms mean, i.e., grammar communicates meaning.

Importance of Grammar

Savignon (1997) assured that “The role of the language teacher is to help learners get along in real-life situations” (p.114). Put differently, the teacher helps students to achieve communicative competence which consists of a grammatical competence and other different competences. Thus learning a language necessitates learning its grammar. In the same line of thoughts, Ur (2006) stated that “knowledge - implicit or explicit - of grammatical rules is essential for the mastery of a language” (p. 4). Grammar is a tool of communication that people use to convey their thoughts and express their interests.

Phrasal Verbs

Definitions of Phrasal Verbs

Phrasal verbs are, following Kollin (1982, p.12), “common structures in English. They consist of a verb combined with a preposition like word, known as particle”. Moreover, Bolinger (1971) considered phrasal verb as “a lexical unit in the strict sense of a non-additive compound or derivation, one that has a set meaning which is not the sum of the meanings of its parts” (p. xii). Finally, Dixon (1987) described it as “non decomposable structures where the meaning is in the whole and not the parts of the phrase” (p. 163).

In brief, phrasal verb is a combination of a verb followed by a particle. In which the particle can be an adverb, a preposition or both. The meaning of PVs can be understood from the individual meanings of the verb + particle combination or from the sum of the meaning of the separate parts.

Importance of Phrasal Verbs

Clearly, PVs are extremely common in a wide variety of contexts both in informal and formal English, written and spoken. Therefore, a mastery of English implies a mastery of PVs. For instance, “in 1989, a China Airline flight, flying in zero visibility, crashed into the side of a mountain shortly after takeoff. On the voice recorder, the last words of the Chinese pilot to the co-pilot were ‘What does pull up mean?’ (Thrush, 2001, p.289). This tragedy highlights the necessity of mastering PVs to avoid miscommunications as such.

Another tragedy that is yet another evidence of PVs importance is the famous story of the foreigner in the train as Candlin (1965, p.234) narrated it:

A visitor to England, who did not know English very well, was travelling with a friend by train. He was leaning out of the window and his friend saw he might get hurt. “Look out!” he shouted. The visitor leaned further out of the train and was nearly hit by a tree at the side of the railway line. He turned to his friend and said angrily: “Why did you say ‘look out’ when you mean ‘look in’?”

As we have noted, PVs are indeed a challenging target-language feature. It is worth to mention that the difficulties of PVs were first noted by Samuel Johnson (1755). He didn't label them as they still had no name.

Semantic Classification of PVs

Grammarians have classified PVs from the stand point of meaning. Bollinger (1971, p.153) defined phrasal verbs as a semantic unit consisting of a verb plus a particle. Palmer (1968) asserted that:

Two Kinds of classification are appropriate. The forms may be distinguished grammatically, first, in terms of the adverbial versus the prepositional nature of the particles. Secondly, they may be distinguished in terms of idiom, some of the combinations being idiomatic, others not. The two types of classification must be kept distinct. It is often not clear whether the term 'phrasal verb' is defined in terms of the first, the second, or both. (pp. 180-181)

Chen (1986, p.82) argued that phrasal verbs vary according to their degrees of idiomaticity and thus linguists and grammarians classify them as follows:

Non Idiomatic PVs. the meaning of the phrasal verb is the combination of the meaning of the individual elements, i.e., the literal meaning, for example:

Put down the book

Put your hands up

Semi Idiomatic PVs. the meaning of one component of the phrasal verb is opaque whereas the other retains its lexical meaning, for example :

They will found out the truth

You should knock him out

Idiomatic PVs. the meaning of individual elements is opaque, i.e., the meaning cannot be inferred from the meaning of the individual elements, for example:

The war broke out suddenly

Never give up

In the same way, Laufer and Eliasson (1993) have divided PVs in their study into three semantic types that carry different terms but with the same syntactic nature:

“transparent, semitransparent, and opaque phrasal verbs” (p. 38).

Table 1

Semantic Classification of PVs According to Laufer and Eliasson (1993).

Semantic Type	Explanation	Example
Transparent	The meaning of the verb particle combination can be derived from the meaning of its individual elements.	“go out” “take away” “come in”
Semitransparent	The meaning is transparent when put into context. Compleitive as other studies termed it.	“cut off” “burn down” “eat up”
Figurative Or Opaque	The meaning is idiomatic not derived from the individual parts of the combination.	“turn up” “let down” “go through”

In addition to non idiomatic, semi idiomatic and idiomatic meaning, some phrasal verbs may have different meaning in different contexts .By the same token, Swierzbinska (1996), revealed that the semantic classification is “not always clear and the same combination may fall into more than one category depending on the context in which it is used” (p.3).

Syntactic Classification of PVs

Phrasal verbs have been classified on the ground of syntax to three types of verb + particles combinations:

1. Verb+ adverb combination.
2. Verb+preposition combination.
3. Verb+adverb+preposition combination.

The first combination consists of a verb plus an adverb particle .According to Quirk et al. (1985) this is the only type of phrasal verbs (pp. 1150-1161). For example:

Don't *let her down*.

Whereas, the second combination consists of a verb plus a preposition. This type of phrasal verbs is called *prepositional verbs*. For example:

Look at her now.

The last combination consists of a verb plus an adverb plus a preposition. This type is known as *phrasal-prepositional verbs* .For example:

She cannot *put up with* you.

Table 2

Verb+Particle Combination.

Type	Combination	Example
1	Verb+adverb	Carry out
2	Verb+preposition	Give in
3	Verb+adverb+preposition	Keep up with

Further, Grammarians suggested two types of PVs transitive and intransitive Pvs:

Transitive PVs. The phrasal verb requires an object to complete the meaning.

Transitive Phrasal Verb (verb + adverb combination).The direct object follows the phrasal verb. Quirk et al. (1985) noted that the adverb particle “can either precede or follow the direct object”as it is demonstrated in the following example:

“They *turned on* the light. They *turned* the light *on*” (pp. 1153-1154).

Transitive Prepositional Verb. It is composed of a verb plus a prepositional particle. Which is “followed by two noun phrases, normally separated by the preposition: the former is the direct object, the latter the prepositional object” (Quirk et al., 1985, p. 1158). For example:

The gang *robbed her of* her necklace.

Transitive Phrasal-Prepositional Verb. The direct object follows the phrasal-prepositional verb. Quirk et al. (1985) gave the following example:

Don't *take it out on* me!

Intransitive PVs. The phrasal verb does not require an object and the meaning is fully understood.

Intransitive Phrasal Verb (verb +adverb combination). In this subtype of phrasal verb, the adverbial particle cannot be separated from its verb. For example:

The prisoner finally *broke down*. (Quirk et al., 1985, p.1152)

Intransitive Prepositional Verb. Quirk et al. (1985) illustrated this subtype in the following example:

Look at these pictures. (pp.1155)

Intransitive Phrasal Prepositional Verb. Such as We are all *looking forward to* your party on Saturday (Quirk et al., 1985, p.1160).

The transitivity and intransitivity of PVs are summarized in Table 3.

Table 3

Transitive and Intransitive PVs verbs.

Type	Combination	Transitive	Intransitive
1	Verb+adverb	she <i>put away</i> the book.	Can you please <i>slow down</i> ?
2	Verb+preposition	Im <i>looking for</i> my keys.	It took her long time to <i>catch on</i> .
3	Verb+adverb+preposition	Don't <i>take it out on</i> me just because you are upset.	I thought I could <i>go away with</i> it, I was mistaken.

Error Analysis

Definition of Errors

Errors are, following Cunningsworth (1987), “systematic deviations from the norms of the language being learned”(p.87). Whereas Ellis (2008, p.17) defined it as “the gap in a learner’s knowledge”.

From these definitions, we conclude that errors are systematic fault in using language due to the lack of knowledge.

Ellis (2008) distinguished between errors and mistakes in his book *Second Language Acquisition*. He stated that “errors occur because of the learner does not know what is correct while mistakes occur because, in particular instance, the learner is unable to perform what he or she knows”(p.17). Put differently, mistake occurs at the level of the language performance that can be self corrected while error is considered as a repeated mistake that occur at the level of language competence .

Approaches to Errors

Contrastive Analysis Hypothesis. The notion of contrastive linguistics was propounded by the American linguist Charles Fries (1945) and developed later by Robert Lado (1957) in his book *Linguistic Across Cultures* .Contrastive analysis hypothesis(CAH) was established based on the theories of both structuralism and behaviourism.

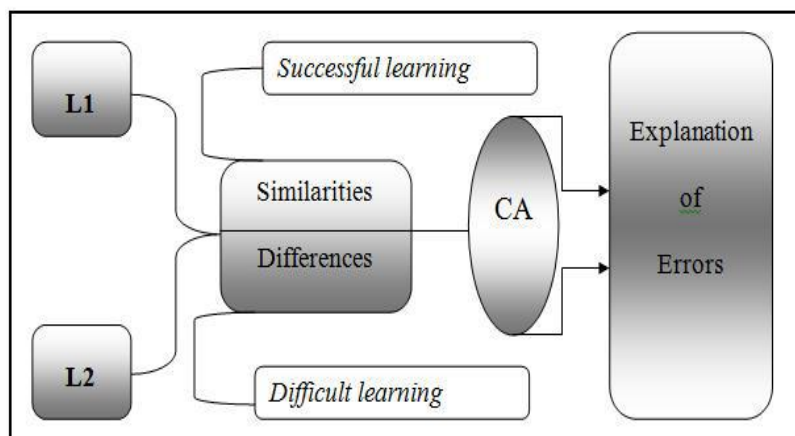
Contrastive analysts assumed that it is possible to predict the difficulties encountered by second / foreign language learners through a systematic comparison of the structures of the two languages. The comparison permits analysts to identify the similarities and differences where the similarities are expected to facilitate language learning while the differences are held as a source of difficulty.

For CAH, L1 transfer is the only factor that causes target language errors. Nunan (2001, p.89) declared that “where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages”.

Ellis (2008, p.140) referred to L1 transfer as “the process by which the learner’s L1 influences the acquisition and use of an L2”.the L1 transfer is divided into two types: positive transfer and negative transfer. Positive transfer results from the structural similarities between the native language and target language and facilitates learning. Lado (1957, p.158) that “The basic premise of contrastive analysis (CA) is that language learning can be more successful when the two languages – the native and the foreign – are similar”. On the contrary, negative transfer results from the structural differences and hinders learning.

Figure 1

CA Procedures (adapted from Al Khresheh,2016).



Wardhaugh (1970) identified two versions of contrastive analysis hypothesis. The strong version claims that the differences between the mother tongue and the target language can be used to predict the errors that the learner will make. Whereas the weak version presupposes that these differences may help to explain the errors after they have been made.

Contrastive analysis was criticized by Brown (2000) .He argued that the Interlingual influence is not the only source of errors. Researches on learners ‘errors showed that in addition to the learners’ makeup of his mother tongue, there are other factors that cause errors. Such factors are: the learners’ learning and communication strategies, training- procedures,

overgeneralization, analogical replacement and sheer muddle .The drawbacks of contrastive analysis gave rise to another type of analysis known as error analysis.

Error Analysis. In 1967, S.P Corder introduced a new systematic method of analysis in his article *The Significance of Learners' Errors* in which he referred to it as *Error Analysis*. Error analysis (EA) is a systematic analysis that consists of a comparison between the errors made in the target language and the target language itself. James (1998) defined error analysis as “the process of determining the incidence, nature, causes and consequences of unsuccessful language” (p.1).

Error analysts assumed that such analysis can help to identify the difficulties encountered by foreign/second language learners .The identification of the learning difficulties helps to design remedial teaching programs (Sharma, 1980); he added that during the teaching program, EA can reveal both the demerits and merits of the program.

Interlanguage.The term *Interlanguage* was first suggested by Selinker (1972) to refer to the system of language that learners build during their L2 learning process which is different from their first language and second language systems. Corder (1971) referred to this concept as “idiosyncratic dialects” while Nemser (1971) called it “approximate language”.

Selinker (1972, p.35) defined interlanguage as “a separate linguistic system based on the observable output which results from a learner’s attempted production of a target language norm”.

Eckman (1991) declared that “interlanguages are languages”. Thus it should be treated as separate variety of language that has its own characteristics and rules (Jie, 2008).

Richards and Sampson (1974) identified seven factors that influence the learner’s language use:

- language transfer
- intralingual interference

- the effect of sociolinguistic situation
- the modality of exposure to the target language and the modality of production
- the age of the learner
- the instability of the learner's linguistic system
- the effect of the inherent difficulty of the particular item being learnt

Error Analysis Procedures

Corder (1967) indicated that the process of EA involves certain steps that should be followed. These entail collecting samples of learner language, identifying the error, classifying errors, and evaluating their seriousness.

Collection of a Sample of a Learner Language. There are important factors that influence the collected data of learners' errors Ellis (1994,p.49) .He emphasised the significance of these factors in “collecting a well-defined sample of learner language so that clear statements can be made regarding what kinds of errors the learners produce and under what conditions”.The factors are summed up in Table4:

Table 4

Factors to Consider When Collecting Samples of Learner Language.(Ellis, 1994, p. 49).

Factors	Description
A. Language	
Medium	Written or spoken
Genre	Conversation,lecture,essay , letter
Content	The topic the learner is communicating about
B. Learner	
Level	Elementary, intermediate, or advanced.
Mother Tongue	The learners' L1.
Language Learning Experience	This may be classroom or naturalistic or mixture of the two.

Identification of Errors. According to Corder (1981, p.21) “every sentence is to be regarded as idiosyncratic until shown to be otherwise” (p.21). He provided a model of identifying errors, in which he distinguished between *overt* and *covert* errors. He explained that when a sentence is ill-formed in terms of TL rules is overtly erroneous. However, when the sentence is superficially well formed but it does not reflect what the learner intends to say is covertly erroneous. Moreover, Corder (1978) stressed the importance of the interpretation of the learner's utterance in revealing the difference between “what a learner wants to say” and “what a learner has said”.

Description of Errors. Troike (2006) stated that the categorization of errors is usually according to the language level (phonological, morphological, grammatical, ...etc) , general linguistic category (negative reconstructions, auxiliary system) or more specific linguistic element (prepositions, phrasal verbs, articles).

Ellis (2000) identified five types of errors :

- **errors of omission** : omitting certain linguistic forms that must be present (My brother sad).
- **errors of addition** : adding linguistic forms that cause errors (I have drinked).
- **misformation**: incorrect use of a morpheme or structure (it was the best day in (of) my life).
- **misordering**: wrong order of patterns (English is the best language international).
- **blends**: incorrect use of two different words or phrases (the only one thing I want).

Figure 2

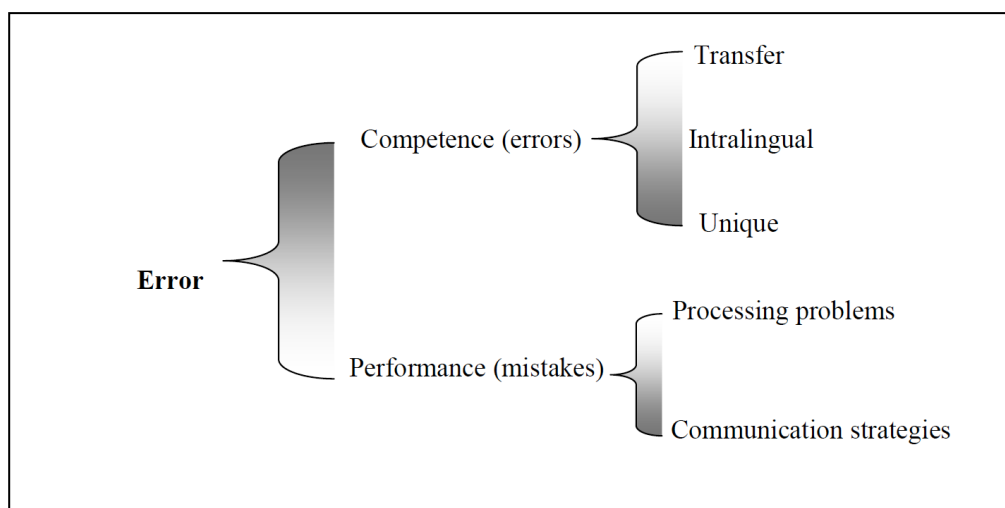
A Surface Strategy Taxonomy of Errors, (Dulay Burt and Krashen, 1982, as cited in Ellis, 2008, p.56)

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping.
Additions	The presence of an item that must not appear in well-formed utterances.	We didn't went there.
Misinformations	The use of the wrong form of the morpheme or structure.	The dog ated the chicken.
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance.	What daddy is doing?

Explanation of Errors. The main task of EA theory is to explain errors. Thereby, this stage is the most important for the researcher. Ellis and Barkhuizen (2005.p, 62) stated that in order to determine the causes of committing errors, the researcher must determine their source.

Figure 3

Psycholinguistic Sources of Errors (Ellis, 1994,p.58).



Richards (1971) identified three different sources of errors:

Language Transfer/ Interlingual Interference. Ellis (2008,p.140) defined L1 transfer as “the process by which the learner’s L1 influences the acquisition and use of an L2”.He considered L1 transfer as one of the major factors of committing errors in the target language. Interlingual errors can occur when EFL learners erroneously use the rules of their L1 due to their inability to comprehend the rules of the target language (Krashen, 1981) .However, Richard (1974, p.182) pointed out that language transfer is not the only source of errors.

Intralingual Interference. Corder (1967, p.161) suggested the possibility of regarding some L2 errors as intralingual errors. Thus he put the following hypothesis:

I propose therefore as a working hypothesis that some at least of the strategies adopted by the learner of second language are substantially the same as those by which a first language is acquired. Such a proposal does not simply imply that the course or sequence of learning is the same in both cases. (p.161)

Intralingual errors occur when the learners attempt to build up hypotheses about the target language on the basis of limited knowledge.

According to Richards (1971) intralingual errors are subdivided into the following categories:

- **over generalization:** The learners create a deviant structure on the basis of other structures in the target language (He can dances).
- **ignorance of rule restriction:** The learners apply rules to the contexts where they are not applicable (The woman who I saw her).
- **incomplete application of rules:** The learner fails to produce a fully correct structure in the target language (I reading).
- **false concepts hypothesized:** The learners do not fully understand a distinction in the target language the use of (to be) was as a marker of past tense (it was happened).

- **fossilization:** Ellis pointed out that when the erroneous grammatical structures stop developing in the learners' target language they may fossilize.

Unique Errors / Teacher Induced Errors. Teaching induced errors results from the teaching material or method. Ellis (1999, p.60) mentioned that these kind of errors occur due to the nature of instruction by the teacher, teaching materials, or the order of presentation, they have received for instance.

Error Evaluation. Troike (2006) pointed out that the researcher has to assess the seriousness of the error and determine its effect on the recipient "misinterpretation of meaning". Corder (1975) suggested two types of criteria: the linguistic and the communicative.

The linguistic approach distinguishes between global and local errors and focuses on the nature and the number of the rules transgressed the classification of errors as global or local

The communicative approach is concerned with the assessment of the seriousness of errors in terms of the fluency of communication.

Global / Local Errors. Burt and Kiparsky (1974, p.73) distinguished between global and local error. Global errors affect the overall structure of a sentence that causes a hindrance in comprehension. Whereas local errors involve only a particular constituent.

Richards, et al. (1985, p. 123) gave the following examples of global and local error:

Global error: "I like a taxi, but my friend said so not that we should be late to school".

Local error: "If I heard from him, I will let you know".

The first whole sentence is considered erroneous whilst in the second only the word "heard" is erroneous.

Richards et al (1985, p.96) explained the effects of errors on intelligibility of the sentence by providing the two following examples:

“Since the harvest was good, was rain a lot last year”

“The harvest was good last year, because plenty of rain”

In the first example, the reader is not able to know whether it is a question or an answer while the second makes sense even if it is grammatically incorrect.

The communicative approach deals and reacts to error differently. David Cross (1992) argued that in real life situation, we often respond to the global errors that interfere with comprehension of the message. On the contrary, the local errors do not impede the comprehension of the message and we rarely respond to.

Error Correction .Correction is the feedback on errors (Van Els.et al ,p.261).For Harmer (1998) , correction helps student to clarify their understanding of the meaning and construction of the language.Errors correction may take the form of teacher correction , peer-correction or self-correction.

The teacher should know when and how to correct errors.Generally teachers should immediately correct pronunciation and grammatical errors.

Jack C. Richards and Charles Lockhart (1997) recommended some strategies of giving feedback on content and feedback on form.

Strategies of giving feedback on content:

- **acknowledging the correct answer:** The teacher acknowledges by saying “Right”, “Yes” or “True”.
- **indicating an incorrect answer:** The teachers indicate the incorrect answer by saying “No, that's not right” or “Mmm”.
- **praising:** The teacher gives complements for right answer by saying 'Yes, an excellent answer'.

- **expanding or modifying a student's answer:** The teacher can provide more information or rephrasing the answer to an incomplete or vague answer.
- **repeating:** The teacher can repeat the same answer.
- **summarizing:** The teacher can summarize what a student or group of students has answered.
- **criticizing:** The teacher can criticize a student's response.

Strategies of giving feedback on form:

- Asking the student to repeat what he or she said
- Pointing out the error and asking the students to self-correct
- Commenting on an error and explaining why it is wrong, without having the student repeats the correct form
- Asking another student to correct the error
- Using a gesture to indicate that an error has been made.

Harmer (1998) noted that teachers should involve learners in the process of correction by encouraging self correction and peer correction .Additionally , Edge (1989) highlighted that we teachers, “have to be sure that we are using correction positively to support learning”.

Chapter Two

Methodological Framework

Methodological Framework

This chapter is devoted to the investigation part of this study. It provides a description of the methodology used to conduct the research. Including research paradigm, sampling technique, data collection instruments and the data results and discussion.

Research Paradigm

Qualitative and quantitative approaches were adopted to collect data for our investigation. Hence the paradigm of this study is mixed. Mixed methods approach is the finest one when conducting EA study as one step in EA is quantifying and qualifying learners' "idiosyncratic" language forms. It should be highlighted that our raw data obtained from both the questionnaire and the test are qualitative. Later on, a quantitative analysis is conducted to gauge errors for pedagogical applications. If we restrict ourselves to a single approach only our study would turn out biased and unsound due to the lack of deep insight.

Setting and Participants

The current research was conducted in Mohamed Boudiaf, a university situated in M'Sila, Algeria. It was carried out with first year English majors in the first semester of the academic year 2019-2020. Participants were 55 students both males and females, all of which are from the same group. Since there are 6 groups of first year English majors and all of them dealt with the same modules and sometimes even the same teachers in some modules we assumed roughly one group is enough.

Sampling Techniques

Our target population is first-year English majors at M'Sila University. In order to select our sample which is 55 students, we used non-random convenience sampling technique. It is true that this technique is ought to be avoided by researchers as much as they could due to the issues of representativeness. However, given the unavailability of the students and due to

time constraints, convenience sampling was our best option. Zoltan Dornyei in his book “*Research Methods in Applied Linguistics*” stated that the optimal population are chosen for the aim of the research if they are in alignment with a set of practical norms like convenient distance, availability and accessibility (2011, p. 98-99).

Our population consists 100 of male and female students with some subtle discrepancies in their ages but considerable ones in their level of proficiency. These characteristics of the population are the same as our sample. Our interest in this population arises from the beliefs that learners at this stage are experienced enough with the language. This implies they have some sort of EPVs knowledge. Result are going to be applied to all first-year students.

Data Collection Instruments

First, a closed-ended questionnaire was distributed to a group of first year English majors for the sake of piloting and investigating whether learners are familiar with PVs. The questionnaire is divided into two parts. Part (A) is dedicated to measure language proficiency in general and part (B) is devoted to phrasal verbs proficiency.

Then, we devised a test composed of completion/ gap filling tasks graded from controlled to free activities to elicit only phrasal verbs use. In other words, the tasks are set to test learners’ abilities in using phrasal verbs, and was handed to the same group in order to collect learners language through an experimental elicitation given the fact that data of our test were the result of wanting to obtain and test a specific linguistic criteria which are PVs.

It is important to note that the chosen sample was 55 .However, only 35 participants have answered the questionnaire and the test.

Validity and Reliability of the Research

Our test has measured what it was supposed to measure, learner's ability of PVs' mastery.

Reliability: if the test is re-distributed to another first year group, results are going to be the same.

External validity: generalizing from a sample. Given the percentage of our sample, we are in a strong position to say that the current research demonstrates an external validity provided that we take into account the context of study; first year English majors in only M'sila University are the relevant population.

Replication: if our study is repeated in another context say other university then are likely to be the same. And this will insure the soundness of generalizability

Ethics

The ethical and philosophical consideration is that our participants' data are held confidential. In other words, names and personal information are not revealed throughout this study nor did we impose on them to participate in our project. Their participation in the current study was totally and utterly voluntary.

Data Results and Analysis

The Questionnaire

Description. The questionnaire is designed to help us to investigate the students' experience with learning English and phrasal verbs. The questionnaire is administered to 55 First year English students in M'sila University, Algeria.

The questionnaire is composed of two sections. It consists of open-ended questions, which contain yes/ no questions and multiple choice questions.

Section One: It contains 4 questions which are asked to know the students' experience of learning English in general.

Section Two: It contains 9 questions that explore the students' learning experience and attitude towards phrasal verbs.

Results and Analysis.

A. Learners' Experience with the Language.

Q1: I started learning English when I was at:

Table 5

The Students' English Background

Options	Frequency	Percentage
Kindergarten	3	8.5
Primary School	0	0
Middle School	32	91.5
Secondary School	0	0
Total	35	100

Figure 4

The Students' English Background.

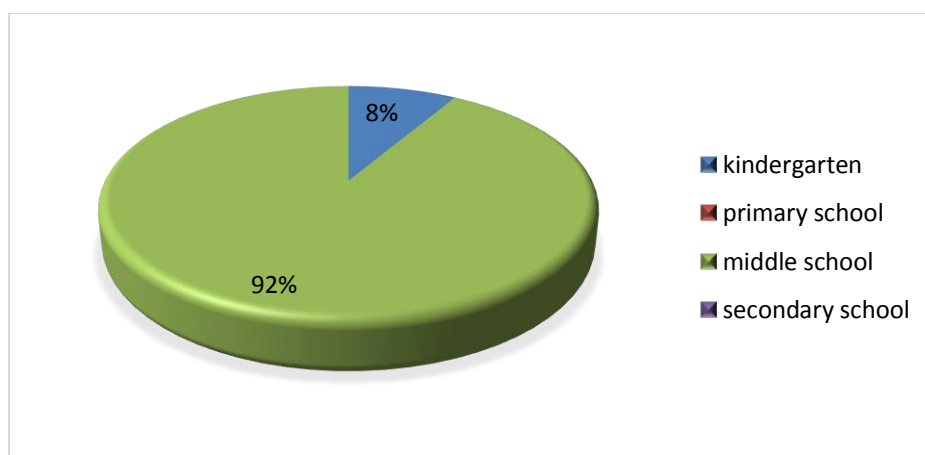


Table 5 demonstrates the learners' background of English. The results show that the majority of students (92%) started to learn English at Middle school . While 8.5% started to learn it in kindergarten.

Q2: Do you use English, outside the classroom, to interact with people?

Table 6*The Students' Usage of English.*

Options	Frequency	Percentage
Yes	27	77
No	8	23
Total	35	100

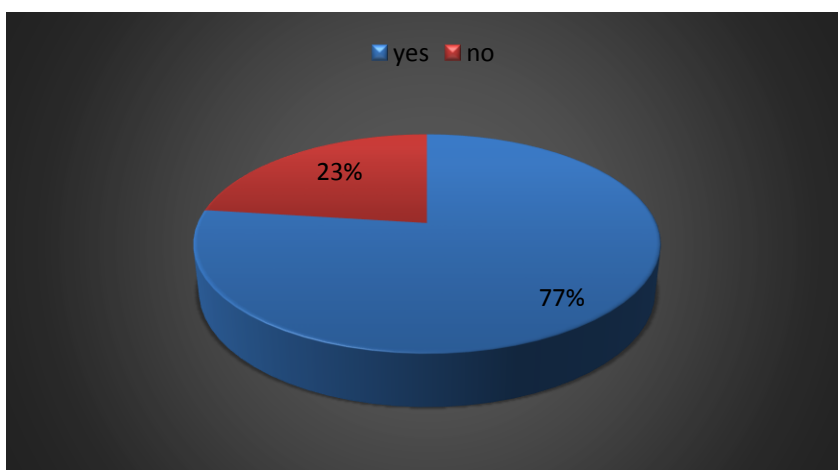
Figure 5*The Students' Usage of English*

Table 6 identifies whether the students use English outside the classroom. 77% of the students said yes, they use English to interact with people outside the classroom. Whereas 23% said they do not.

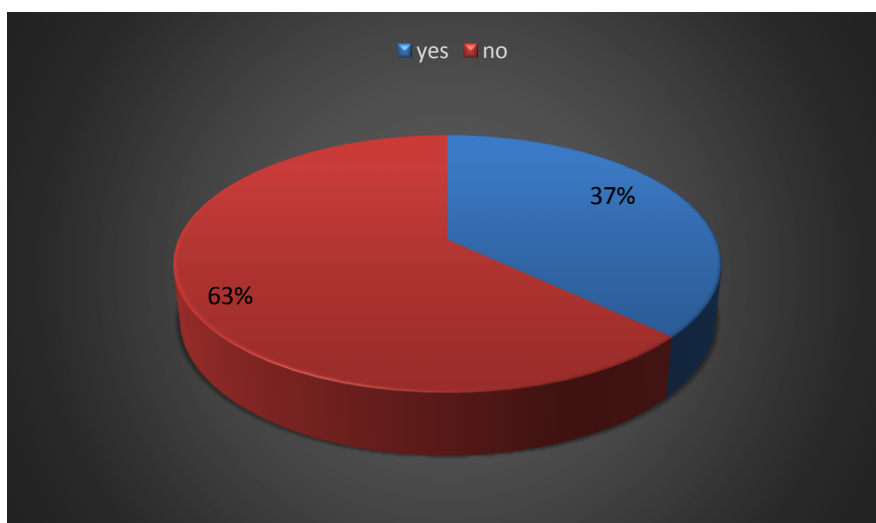
Q3: Have you ever interacted with English native speakers ?

Table 7*The Students' Interaction with Native Speakers.*

Options	Frequency	Percentage
Yes	13	37
No	22	63
Total	35	100

Figure 6

The Students' Interaction with Native Speakers.



Regarding Table 7, 63% of the students do not interact with native speakers. Only 37%do.

Q4: Do you have additional chances to be exposed to English or to use English out of the English classes?

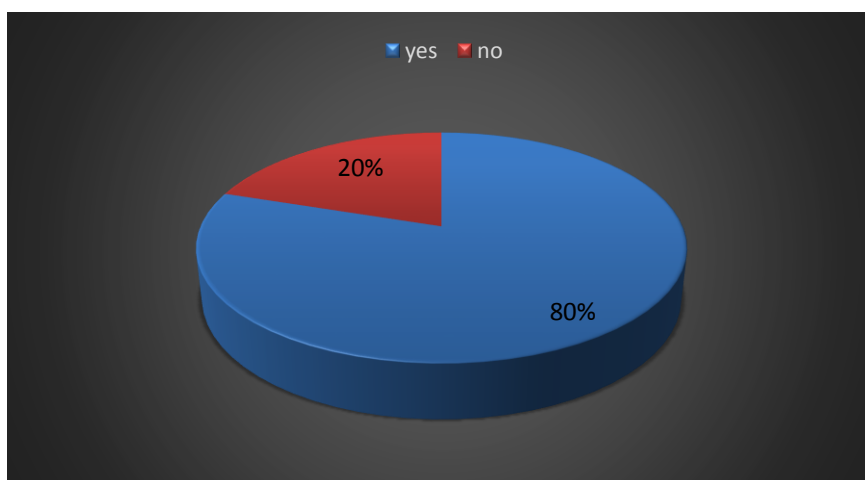
Table 8

The Students' Chances to Use English outside the Classroom.

Options	Frequency	Percentage
Yes	28	80
No	7	20
Total	35	100

Figure 7

The Students' Chances to Use English Outside the Classroom.



The question sought to know whether the students are exposed to use English in other settings. The majority of the students said yes, they have additional chances to use English outside the classroom. Only 20% said they are not exposed to use English outside the English classes.

If yes :

Table 8.1

The Students' Settings of Using English outside the Classroom.

Options	Frequency	Percentage	
I have travelled to English speaking community.	1	3	
I communicate online in English	31	88.5	
Others	3	8.5	
Total	35	100	

Figure 8

The Students' Settings of Using English outside the Classroom.



Table 8.1 displays the cases of using English outside the classroom of the students who answered yes. 88.5% use English when communication online. 3% have travelled to an English speaking community. While 8.5% use the language in other settings.

B.Learners' Experience with Phrasal Verbs:

Q1: Do you rely on your mother tongue to understand PVs:

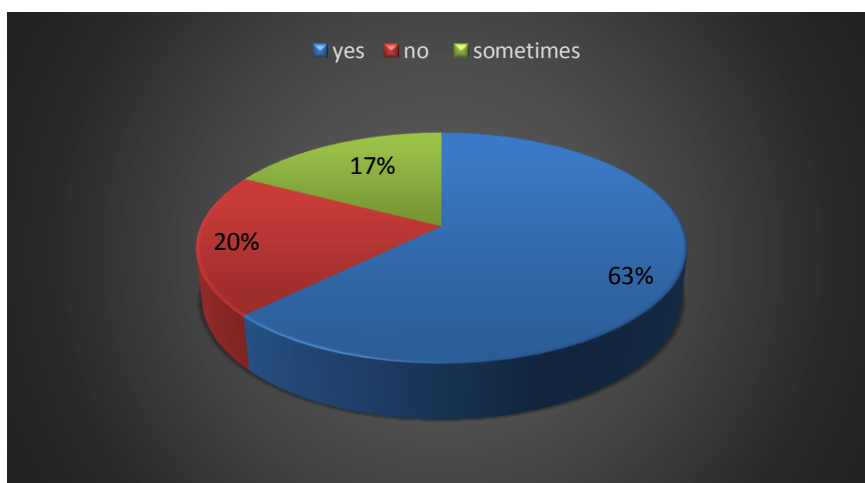
Table 9

The Students' Reliance on the Mother Tongue to Understand PVs.

Options	Frequency	Percentage
Yes	22	62.8
No	7	20
Sometimes	6	17.4
Total	35	100

Figure 9

The Students' Reliance on the Mother Tongue to Understand PVs.



The question sought to know if the students literally translate PVs

It is clear from the graph 9 that 62.8% of the participants use their L1 to understand PVs. By contrast, 20% does not .While 17.4 % sometimes use it.

Q2: Do you find difficulty in understanding phrasal verbs ?

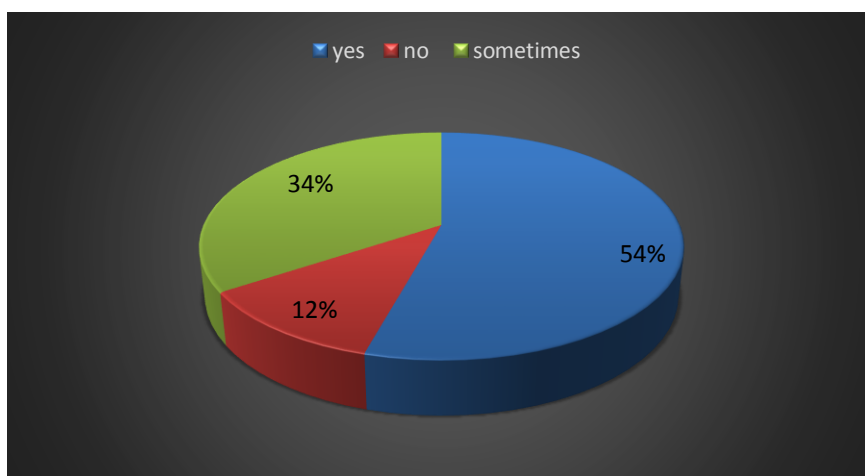
Table 10

The Students' Difficulties of Understanding PVs.

Options	Frequency	Percentage
Yes	19	54.28
No	4	11.42
Sometimes	12	34.28
Total	35	100

Figure 10

The Students' Difficulties of Understanding PVs.



The majority of students (54.28%) said that they encounter difficulties in understanding PVs. 34.28% said that they sometimes face problems in understanding Pvs. Only 11.42% claimed that they do not face any problem in understanding such verbs.

Q3: Do you use phrasal verbs when you write in English ?

Table 11

The Usage of PVs in Writing.

Options	Frequency	Percentage
Yes	19	54.28
No	10	28.57
Sometimes	6	17.14
Total	35	100

Figure11

The Usage of PVs in Writing.

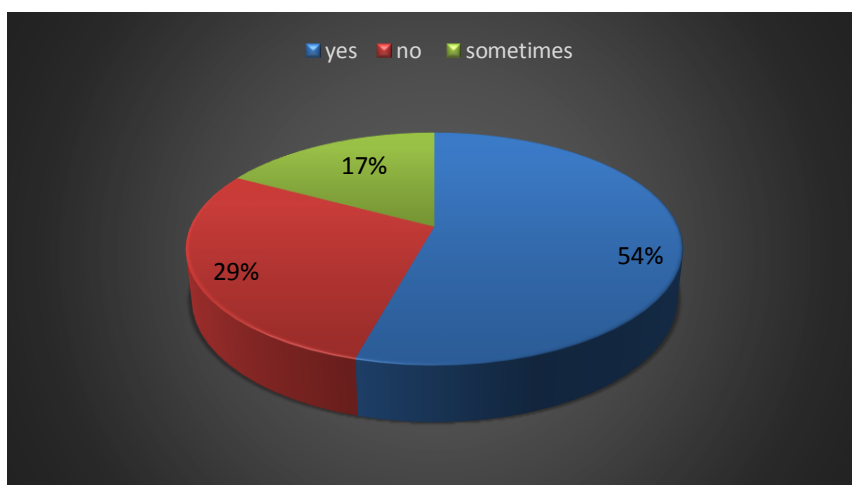


Table 11 shows that the majority of students (54%) usually use PVs when writing. 17.14% said that when writing in English, they sometimes use Pvs. In the other hand, only 28.57% do not.

Q4: Did English courses improve your understanding of phrasal verbs ?

Table 12

The Outcomes of English Courses on Understanding PVs.

Options	Frequency	Percentage
Yes	24	68.5
No	11	31.4
Total	35	100

Figure 12

The Outcomes of English Courses on Understanding PVs.

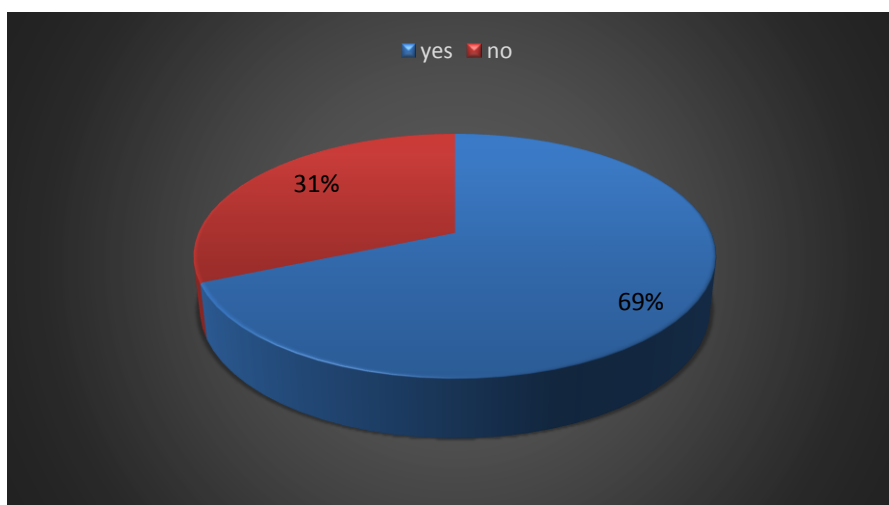


Table 12 reveals that 68.5% agreed on the positive outcomes of taking English courses in improving their understating of PVs. On the contrary, 31.4% disagreed and claimed that their understanding of PVs did not improve.

Q5: Do you notice any use of phrasal verbs by the native speakers?

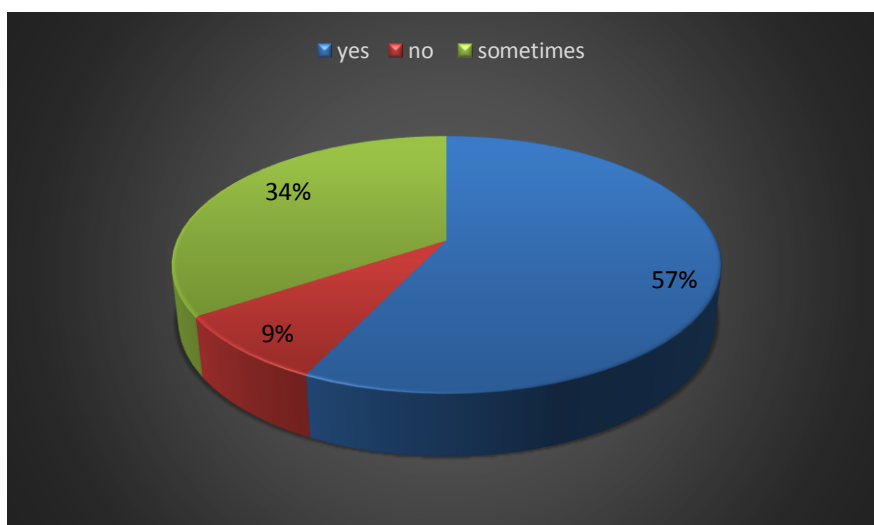
Table 13

The Students Notice of PVs Usage by Native Speakers.

Options	Frequency	Percentage
Yes	20	57.14
No	3	8.57
Sometimes	12	34.28
Total	35	100

Figure 13

The Students Notice of PVs Usage by Native Speakers.



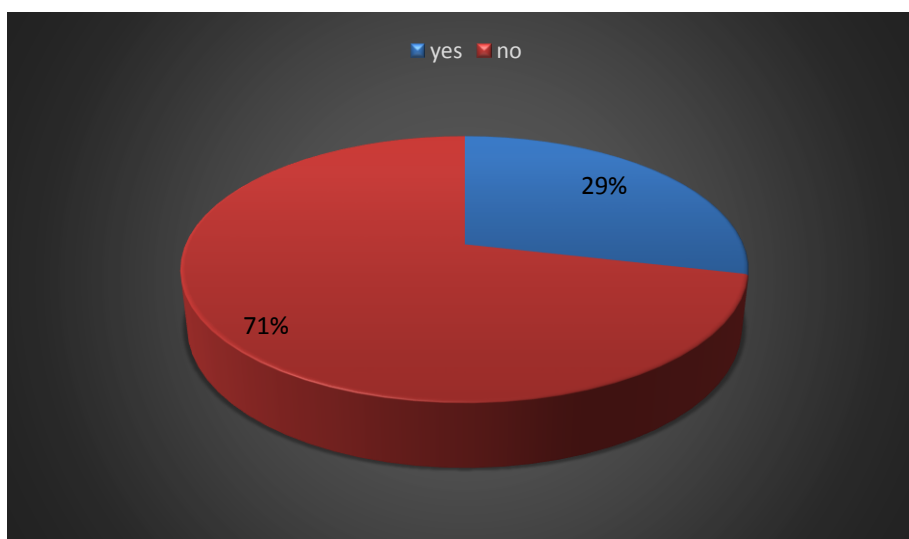
The high percentage of students (57%) agreed that they do notice native speakers using Pvs. 34.28% claimed that they sometimes notice the use of Pvs by the natives. Only 8.57% claimed the opposite.

Q6: Do your teachers focus on teaching phrasal verbs?

Table 14

The Teachers' Focus on PVs

Options	Frequency	Percentage
Yes	10	28.57
No	25	71.42
Total	35	100

Figure 14*The Teachers' Focus on PVs*

71.4% of the participants agreed that teachers do not focus on teaching PVs. However, 28.5% disagreed.

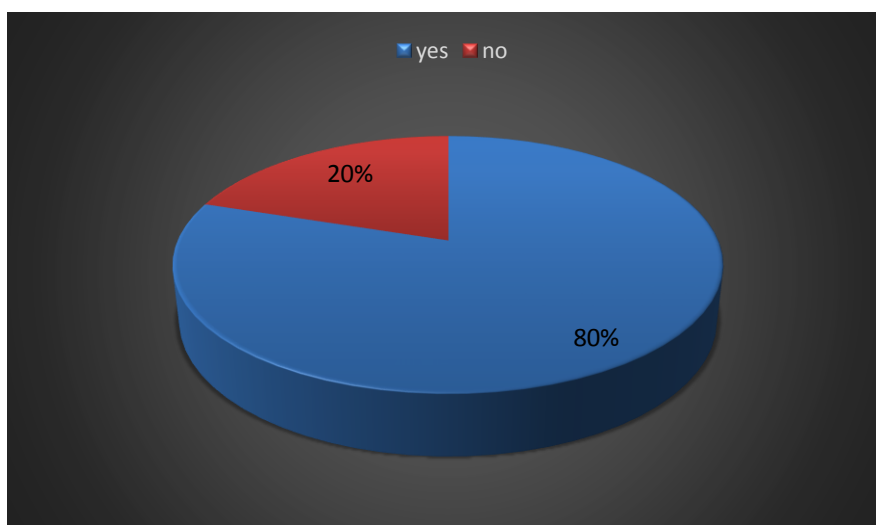
Q7: Do you believe that learning phrasal verbs will help you to understand native speakers ?

Table 15*The Students' Attitude towards Mastering PVs.*

Options	Frequency	Percentage
Yes	28	80
No	7	20
Total	35	100

Figure 15

The Students' Attitude towards Mastering PVs.



The high percentage of the participants (80%) indicates that students believe that mastering PVs helps them in understanding native speakers. Only 20 % disagreed.

Q8: Do you think that the use of phrasal verbs reflects the learners' good proficiency in English ?

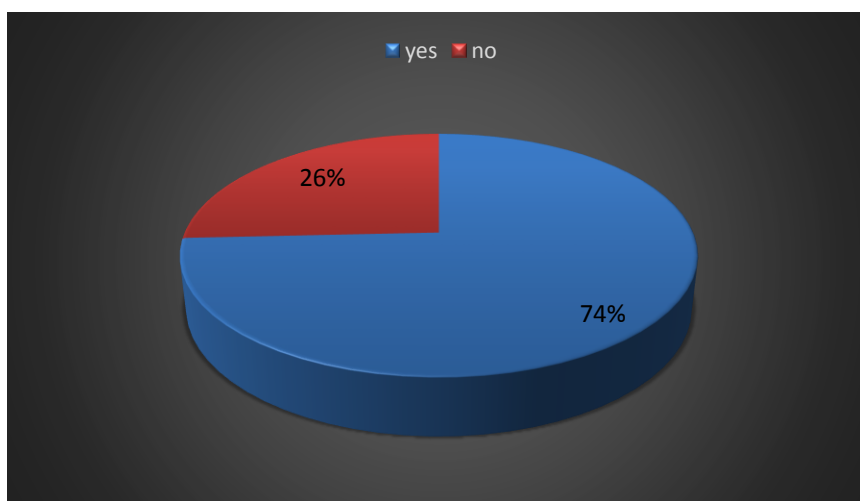
Table 16

The Students' Opinion of the Use of PVs.

Options	Frequency	Percentage
Yes	26	74.2
No	9	25.7
Total	35	100

Figure 16

The Students' Opinion of the Use of PVs.



Apparently, 74.2% of the students agree that the use of PVs reflects learners' good English proficiency. Only 25.7% disagreed.

9. Do you think that the use of phrasal verbs help learners compensate for their inability to use the appropriate verb?

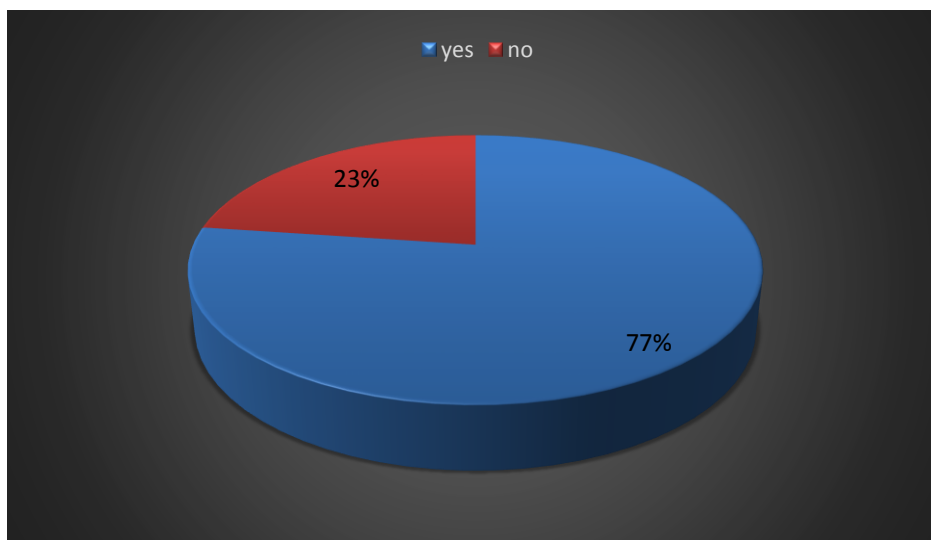
Table 17

Students' Views on Using PVs to Compensate for Their Inability to Use the Appropriate Verb.

Options	Frequency	Percentage
Yes	27	77.1
No	8	22.8
Total	35	100

Figure 17

Students' Views on Using PVs to Compensate for Their Inability to Use the Appropriate Verb.



Most of the participants (77.1%) assume that using PVs can help them compensate for their inability to use the appropriate verb. However, 22.8% disagreed.

Summary of the Findings. The interpretation of the results provided valuable insights about the learners' experience with the learning English and phrasal verbs. The results from the analysis of the questionnaire revealed that most of the students use English outside the classroom to interact with people and to communicate online. However, the majority do not interact with the native speakers. Concerning their learning experience of phrasal verbs, most of the students encounter some difficulties in understanding them which make them do not use it when writing in English. They stated that in order to understand such grammatical features, they rely on their mother tongue. The findings also revealed that students are aware of the usage of phrasal verbs by native speakers. They claimed that mastering them help to understand the native speakers. The majority of the learners mentioned that using phrasal verbs help them to compensate for their inability to use the appropriate verb, assuming that mastering such verbs reflects their good proficiency of English. They noted that English courses improved their understanding of phrasal verbs despite the lack of courses.

The Test

Description. The test is composed of three guided, semi guided and free tasks.

Task One: it examines the learner's familiarity and knowledge of PVs as they were asked to select the correct PVs from the suggested ones to replace the corresponding verb in 10 basic sentences.

Task Two: it examines whether learners know PVs as chunks i.e. one unit or they rely on their mother language to construct the formula (verb+ preposition). Note that the first part of the PVs was given to them and they were asked to fill in the gaps using the corresponding particles suggested to them in basic sentences.

Task Three: students were asked to fill the gaps with the appropriate particle in a paragraph.

Results and Analysis. the four steps of EA were followed , excluding the last step, error evaluation.

1.Collection of the Learners' language.

Table 18

Factors to Consider When Collecting Samples of Learner Language.

Factors	Description
A. Language	
Medium	Written
Genre	Task completion (3 tasks from guided, semi- guided to free)
Content	Variety of topics (every day activities + at the dentist)
B. Learner	
Level	Ranges from intermediate to upper intermediate
Mother tongue	Arabic
Language learner experience	Classroom

2. Identification of PVs Errors. Tables 19,20,21 orderly demonstrate the correct, incorrect and unanswered items of the three tasks of the test.

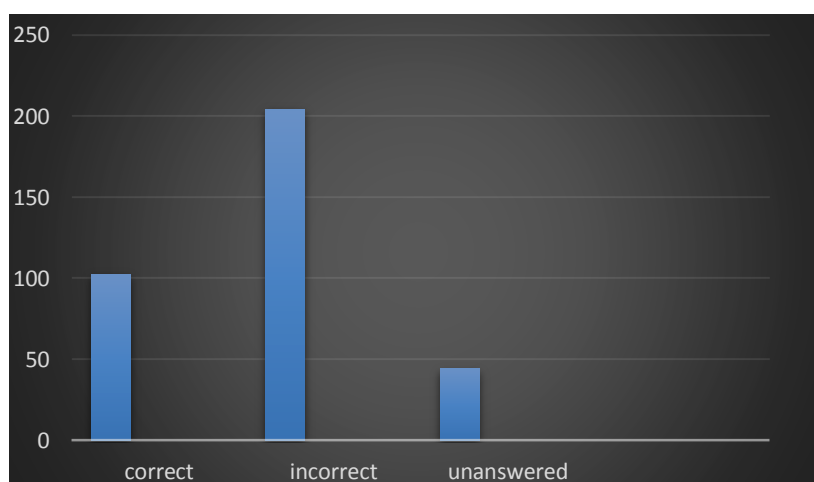
Table 19

Correct, Incorrect and Unanswered Items of Task One.

Phrasal Verbs	Correct		Incorrect		Unanswered	
	F	%	F	%	F	%
Set off	5	14	24	67	6	17
Called off	16	46	16	46	3	8
Called on	9	26	21	60	5	14
Broke away	21	60	12	34	2	6
Put down	20	57	13	37	2	6
Do away with	3	9	27	77	5	14
Drew up	4	11	28	80	3	9
Blew up	10	29	21	60	4	11
Put off	6	17	24	69	5	14
Keep to	8	23	18	51	9	26

Figure 18

Correct, Incorrect and Unanswered Items of Task One.



As it is demonstrated in the figure 18, the majority (204) of answers were incorrect even though suggested PVs were given to them. In contrast, 102 answers were correct.

Table 20

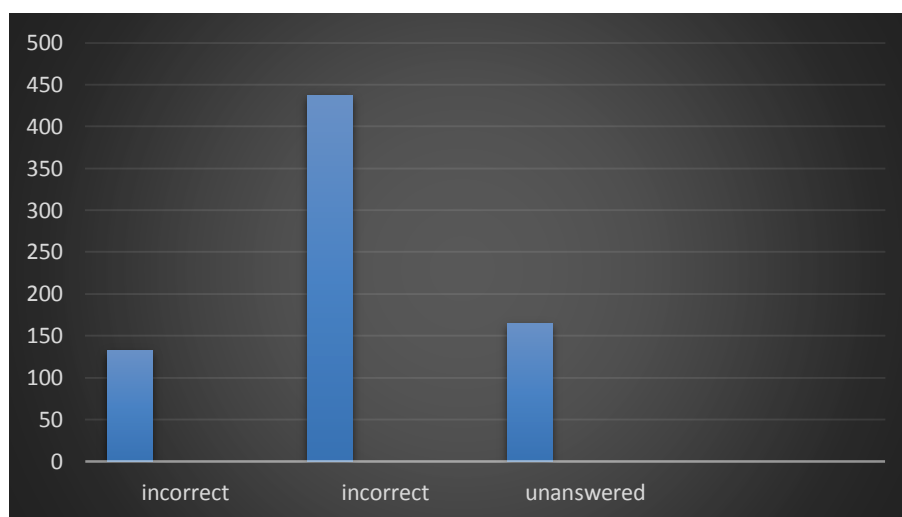
Correct, Incorrect and Unanswered Items of Task Two.

Phrasal Verbs	Correct		Incorrect		Unanswered	
	F	%	F	%	F	%
End with	6	17.5	25	71.4	4	11.4
Run towards	4	11.4	27	77.1	4	11.4
Lies on	5	14	29	83	1	3
Depend on	22	63	8	23	5	14
Come up	13	37	16	46	6	17
Came to	7	20	24	69	4	11
Covered up	10	29	19	54	6	17
Looked up	4	11	23	66	8	23
Walked into	2	6	24	68	9	26
Walked down	2	6	18	51	15	43
Break in	5	14	23	66	7	20
Put up	4	11	24	69	7	20
Carry out	0	0	28	80	7	20
Break up	8	23	18	51	9	26
Get on	7	20	19	54	9	26
Believe in	14	40	13	37	8	23
Got off	3	8.5	22	63	10	28.5
Shouting at	2	6	25	71	8	23
Account to	2	6	19	54	14	40

Get into	7	20	21	60	7	20
Contributed to	3	8.5	22	63	10	28.5

Figure 19

Correct, Incorrect and Unanswered Items of Task Two



Results obtained from the second semi-guided task emphasized the ones obtained in the first one with an increase in the incorrect answers (first task 204 and the second task 437).

The results indicate that students encounter more difficulties in choosing particles than phrasal verbs. This might be an indicator for a direct translation students carried out.

Table 21

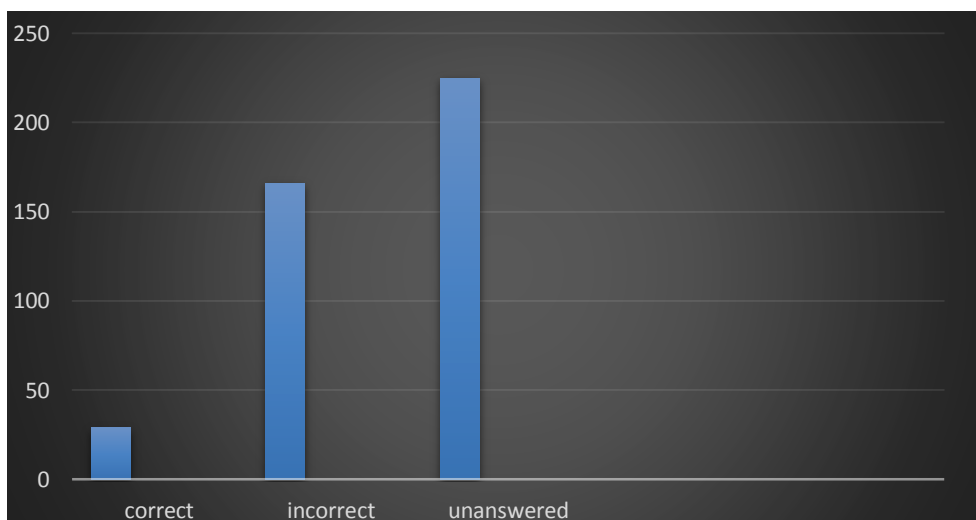
Correct, Incorrect and Unanswered Items of Task Three.

Phrasal Verbs	Correct		Incorrect		Unanswered	
	F	%	F	%	F	%
Fall out	0	0	19	54	16	46
Kept up	5	14	14	40	16	46
Cut out	2	6	18	51	15	43

Cut down	0	0	12	34	23	69
Lay down	7	20	10	29	18	51
Came back	0	0	16	46	19	54
Check up	5	14	12	34	18	52
Checked out	2	6	16	46	17	48
Wash out	1	3	10	28.5	24	68.5
Spit out	4	11	10	29	21	60

Figure 20

Correct, incorrect, and unanswered items of task three.



The majority of students did not answer (225 unanswered items). 166 answers were incorrect. Only 29 answers were correct.

3. Description of PVs Errors. Using surface strategy taxonomies in our case might be misleading since the surface structures of PVs learners selected and constructed appear to be acceptable when on their own.

4. Explanation of PVs Errors. The obtained errors were classified according to their sources, L1 transfer and lack of practice errors. The tables 22,23,24 orderly shows the source of errors of the three tasks.

Table 22

The Source of Errors of Task One.

Source	Frequency	Percentage
L1 transfer	70	34.3
Lack of practice	134	65.6
Total	204	100

It is clear from the Table 22 ,that most of the errors (65.6%) are attributed to the lack of practice .In contrast, 34.3% of the errors are a result of interlingual interference.

Table 23

The Source of Errors of Task Two.

Source	Frequency	Percentage
L1 transfer	114	26.8
Lack of practice	323	73.9
Total	437	100

The high rate of errors (73.9%) are the result of lack of practice .On the contrary, only 26.8% are the result of the mother tongue interference.

Table 24*The Source of Errors of Task Three*

Source	Frequency	Percentage
L1 transfer	37	22.2
Lack of practice	129	77.7
Total	166	100

Most of the learners' errors (77.7%) are due to the lack of practice. Only 22.2% of the errors were due to the L1 transfer.

Summary of the Findings. The results from the analysis of the test revealed that the majority of the students failed to answer the three tasks correctly. The analysis of errors revealed that most of the errors committed by students were due to their lack of practice of phrasal verbs.

General Discussion

The findings obtained from the analysis of both the questionnaire and the test revealed that the students' are aware of the difficulties they encounter in understanding Pvs. Therefore it was reflected in their failure of answering the test. The majority of errors committed by learners were due to their lack of practice. Further the students' unfamiliarity of this grammatical feature is due to the lack of courses of Pvs. Finally, the students' reliance on the mother tongue to understand Pvs has caused some errors.

Limitation of the Study

While conducting this study, several limitations appeared. Generally speaking, the unavailability of M'Sila's 1st year English majors was the major hurdle. Not only that but they were unwilling to provide honest answers for the questionnaire due to several reasons. This created the limitation of generalization as the number of participants is not sufficient enough. Thus, results are only valid in Mouhamed Boudiaf M'Sila's university. Other limitation is the unprecedented moment this thesis was written in due to the psychological state of the writers.

Recommendations

Research is infinite process. Thus, by the end of this study, numerous suggestions come into play. One could be about increasing the number of population and participants. Even findings of this study are not to be generalized due to the insufficient number of participants; they are still to be considered. Teachers in M'Sila's English department need to investigate more why their students face obstacles in using PVs whether in their speech or writing or better yet train them to use PVs very often.

Conclusion

Generally, writing is a challenging task for EFL learners. And what is more challenging is making use of PVs in their writing for showing their English proficiency. PVs are recognized as markers to naturalness since natives tend to use them frequently in their speaking and writing. Yet EFL students still struggle with these linguistic constructions.

The current study focused on deciphering why English majors at M'Sila's university commit errors. We hypothesized that errors may be attributed to the negative effect of their first language or to the lack of practice. This was achieved through administering a questionnaire to 55 first year English majors for the purpose of piloting. Directly after that a test was distributed to collect samples for the sake of conducting EA.

Finding obtained from this research revealed that the primary cause of errors was due to the insufficient practice. A secondary cause is that phrasal verbs are grammatical units but acquired as vocabulary ones. Their unfamiliar structure in learners' L1 make it hard for students to internalize them as they are, leading to direct translation of particles in some cases and eventually erroneous PVs. Thus, teachers are addressed to make use of the findings for focusing more on PVs instructions, while students are advised to practice using PVs in their writings and speaking alike if they aspire to sound natural.

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Phrasal Verbs- Seeing a Dentist- Learn English

<https://www.ecenglish.com/learnenglish/lessons/phrasal-verbs-seeing-a-dentist>

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Appendices

Appendix 1

QUESTIONNAIRE

Name (optional): _____

Gender: () Female () Male

To the respondents:

We would be grateful if you would take the time to fill in this questionnaire. Your answers to the questions will help and provide us with the right directions in our study. We will be investigating 1st year students' erroneous use of phrasal verbs and determining what lies behind the errors they make. Rest assured that your answers would be kept highly

Directions: Kindly fill up the following and put a check mark (✓) on the right answer

for you

A. Learners' experience with the language

I started learning English when I was at:

لقد بدأت تعلم اللغة الإنجليزية عندما كنت في:

kindergarten

primary school

Middle school

secondary school

Do you use English, outside the classroom, to interact with people?

هل تستخدم اللغة الإنجليزية، خارج القسم، للتواصل مع الناس؟

yes

no

Have you ever interacted with English native speakers?

هل سبق لك ان تحدثت مع الناطقين باللغة الإنجليزية؟

yes often?.....)

no

Do you have additional chances to be exposed to English or to use English out of English classes?

هل لديك فرص إضافية للتعرض للغة الإنجليزية أو لاستخدام اللغة الإنجليزية خارج القسم؟

No

Yes:

I have traveled to an English-speaking country

لقد سافرت إلى بلد يتحدث الإنجليزية

I communicate online in English (in chat rooms or skype)

أنا أتواصل عبر الإنترنت باللغة الإنجليزية

Others (.....)

B. Learners' experience with phrasal verbs

*phrasal verbs: verb + preposition(s). for example, “break down”, “give up”, “watch out” *

1. I can rely on my mother language to understand phrasal verbs (translating from English to Arabic)

يمكنني الاعتماد على لغتي الأم لفهم الأفعال المركبة (الترجمة من الإنجليزية إلى العربية)

Yes sometimes

2. I find difficulty in understanding phrasal verbs

أجد صعوبة في فهم الأفعال المركبة

Yes no sometimes

3. I usually use phrasal verbs when writing in English

. عادة ما أستخدم الأفعال المركبة عند الكتابة باللغة الإنجليزية

Yes no sometimes

4. English courses that I have been taking improved my understanding of phrasal verbs.

دروس اللغة الإنجليزية التي كنت أخذها حسنت فهمي الأفعال المركبة

Yes no

5. I notice English native speakers use a lot of phrasal verbs.

لاحظت الناطقين باللغة الإنجليزية يستخدمون الكثير من الأفعال المركبة

Yes no sometimes

6. My teachers focus on phrasal verbs

يركز أساتذتي على الأفعال المركبة.

Yes no

7. I believe that mastering phrasal verbs will help me to understand native speakers.

أعتقد أن إتقان الأفعال المركبة سيساعدني على فهم الناطقين باللغة الإنجليزية

Yes no

8. Use of phrasal verbs reflects learners' good proficiency in English

استخدام الأفعال المركبة يعكس كفاءة المتعلمين في اللغة الإنجليزية

Yes no

9. Phrasal verbs-use can help learners compensate for their inability to use the appropriate verb

إن استخدام الأفعال المركبة يمكن أن يساعد المتعلمين على تعويض عدم قدرتهم على استخدام الفعل المناسب.

Yes no

Appendix 2

The Test

Task One: Encircle the suitable phrasal verb that fits the underlined words:

1. " A rocket will have started on its 35 million mile trip."

a. **set up** b. **set off** c. **set aside** d. **set about**

2. " They cancelled the strike."

A. **called up** b. **called for** c. **called off** d. **called on**

3. " They visited the man."

a. **called on** b. **called for** c. **called up** d. **called off**

4. " Some prisoners escaped from the jail last week."

a. **broke in** b. **broke up** c. **broke a way** d. **broke off**

5. " The army has defeated the rebellion after along struggle."

a. **put off** b. **put a way** c. **put in** d. **put down**

6. " The school decided to abolish the uniform, and let the pupils wear what ever they liked."

a. **do a way with** b. **do for** c. **do up** d. **do out**

7. " Two police cars stopped outside the door."

a. **drew out** b. **drew on** c. **drew up** d. **drew off**

8. "The soldiers exploded the bridge yesterday."

a. **blew over** b. **blew up** c. **blew out** d. **blew in**

9. "We must postpone the meeting for another week

a. **put in** b. **put off** c. **put back** d. **put a way**

10. " My friend was obliged to remain in his bed because of a fever."

a. **keep out of** b. **keep to** c. **keep up** d. **keep a way**

Task Two: Complete the phrasal verbs with the correct particles.(with , from ,on, up, down, towards ,in, out, to ,off ,into)

-Their marriage **will end** ... divorce.

-People **run** ... the benefits .

-The usefulness **lies** ... the technique .

-We can always **depend** ... John Smith to **come** ... with a good solution for any problem we might have.

- The door **came**...

-They **covered** ... the crime.

-Sam **looked** ... the information.

-He **walked** ... the house.

-He **walked** ... across the street.

-Please, do not **break** ... while I am talking.

-Some people are unkind,yet we can **put** ... with them.

-We are obliged to **carry** ...our promise.

-Mobile phones **break** ...families .

-Quick! **Get** ... the bus. It's ready to leave.

-Does your little brother **believe** ... ghosts?

-They **got** ... the bus and walked to school.

- Why are you **shouting** ... me?

- I don't have to **account** ... you for my actions.

-I just can't seem to **get** ... this book.

-Smoking contributed ... his early death

Task Three : fill the gap with a preposition to get a meaningful paragraph .

Little Johnny hated going to see the dentist. It wasn't that his dentist was nasty; it was that Johnny wasn't too fond of sweets.

His dentist had warned him that his teeth would **fall** ... if he **kept** ...eating candy. Time and time again, the dentist had told him to **cut** ...sweet food or at least **cut** ... on the amount he ate.

As he **lay ...** in the dentist's chair, all the horrible memories from his last visit **came ...** to him. On that occasion, the dentist had to **pull ...** one of his teeth! The pain was terrible - even with the anaesthetic the dentist had given him. When the anesthetic **wore ...** it was difficult for him to eat or chew anything at all.

This time the **check ...** was much better. His dentist **checked ...** his teeth, made him **wash ...** his mouth with pink liquid and then told him to **spit** it ... into the sink. That was it. No problems and no pain! Johnny was delighted and so was his dentist. Johnny has finally learned his lesson and was taking better care of his teeth. Well done, Johnny!

Appendix 3

Answers :

Task One :

- 1.set off
- 2.called of
- 3.colled on
- 4.broke away
- 5.put down
- 6.do away with
- 7.drew up
- 8.blew up
- 9.put off
- 10.keep to

Task two:

- Their marriage will end **with** divorce.
- People run **towards** the benefits.
- The usefulness lies **on** the technique.
- We can always **depend on** John Smith to **come up** with a good solution for any problem we might have.
- The door **came to**.
- They **covered up** the crime.
- Sam **looked up** the information.
- He **walked into** the house.
- He **walked down** across the street.
- Please, do not **break in** while I am talking.

-Some people are unkind. Yet we can **put up** with them.

-We are obliged to **carry out** our promise.

-Mobile phones **break up** families .

-Quick! Get on the bus. It's ready to leave.

-Does your little brother believe in ghosts?

-They **got** off the bus and walked to school.

-Why are you **shouting at** me?

- I don't have to **account to** you for my actions.

-I just can't seem to **get into** this book.

-Smoking contributed to his early death.

Task three:

Little Johnny hated going to see the dentist. It wasn't that his dentist was nasty; it was that Johnny wasn't too fond of sweets.

His dentist had warned him that his teeth would **fall out** if he **kept up** eating candy. Time and time again, the dentist had told him to **cut out** sweet food or at least **cut down** on the amount he ate.

As he **lay down** in the dentist's chair, all the horrible memories from his last visit **came back** to him. On that occasion, the dentist had to **pull out** one of his teeth! The pain was terrible - even with the anesthetic the dentist had given him. When the anesthetic **wore off** it was difficult for him to eat or chew anything at all.

This time the **check up** was much better. His dentist **checked out** his teeth, made him **wash out** his mouth with pink liquid and then told him to **spit it out** into the sink. That was it. No problems and no pain! Johnny was delighted and so was his dentist. Johnny has finally learned his lesson and was taking better care of his teeth. Well done, Johnny!

Appendix 4

Task One: Encircle the suitable phrasal verb that fits the underlined words:

1. "A rocket will have started on its 35 million mile trip."
a. set up b. set off **c. set aside** d. set about

2. "They cancelled the strike."
A. called up b. called for c. called off **d. called on**

3. "They visited the man."
a. called on **b. called for** c. called up d. called off

4. "Some prisoners escaped from the jail last week."
a. broke in b. broke up c. broke a way d. broke off

5. "The army has defeated the rebellion after along struggle."
a. put off b. put a way c. put in **d. put down**

6. "The school decided to abolish the uniform, and let the pupils wear what ever they liked."
a. do a way with b. do for **c. do up** d. do out

7. "Two police cars stopped outside the door."
a. drew out **b. drew on** c. drew up d. drew off

8. "The soldiers exploded the bridge yesterday."
a. blew over b. blew up c. blew out d. blew in

9. "We must postpone the meeting for another week."
a. put in b. put off c. put back d. put a way

10. "My friend was obliged to remain in his bed because of a fever."
a. keep out of **b. keep to** c. keep up d. keep a way

Task Two: Complete the phrasal verbs with the correct particles. (with, from, on, up, down, towards, in, out, to, off, into)

-Their marriage will end **in** divorce.

-People run **of** the benefits.

-The usefulness lies **in** the technique.

-We can always depend **with** John Smith to come **up** with a good solution for any problem we might have.

-The door came **down**.

-They covered **to** the crime.

- Sam looked ~~to~~ the information.
- He walked ~~down~~ the house.
- He walked ~~to~~ across the street.
- Please, do not ~~break on~~ while I am talking.
- Some people are unkind, yet we can ~~put to~~ with them.
- We are obliged to ~~carry for~~ our promise.
- Mobile phones ~~break on~~ families .
- Quick! ~~Get up~~ the bus. It's ready to leave.
- Does your little brother ~~believe on~~ ghosts?
- They ~~got up~~ the bus and walked to school.
- Why are you ~~shouting to~~ me?
- I don't have to ~~account to~~ you for my actions.
- I just can't seem to ~~get in~~ this book.
- Smoking contributed ~~to~~ his early death.

Task Three : fill the gap with a preposition to get a meaningful paragraph .

Little Johnny hated going to see the dentist. It wasn't that his dentist was nasty; it was that Johnny wasn't too fond of sweets.

His dentist had warned him that his teeth would ~~fall up~~ if he ~~kept to~~ eating candy. Time and time again, the dentist had told him to ~~cut of~~ sweet food or at least ~~cut up~~ on the amount he ate.

As he ~~lay up~~ in the dentist's chair, all the horrible memories from his last visit ~~came ...~~ to him. On that occasion, the dentist had to ~~pull into~~ one of his teeth! The pain was terrible - even with the anaesthetic the dentist had given him. When the anesthetic ~~wore in~~ it was difficult for him to eat or chew anything at all.

This time the ~~check into~~ was much better. His dentist ~~checked of~~ his teeth, made him ~~wash up~~ his mouth with pink liquid and then told him to ~~spit it from~~ into the sink. That was it. No problems and no pain! Johnny was delighted and so was his dentist. Johnny has finally learned his lesson and was taking better care of his teeth. Well done, Johnny!

Appendix 5

Interference	Target form	Errors			Explanation
			Frequency	%	
	My friend was obliged to keep to in his bed because of a fever.	Keep up	18	51	يبقى على
	We must put off the meeting for another week.	Put away	24	69	يضع الموعد بعيدا
	Tow police cars drew up outside the door	off	28	80	توقف
	their marriage will end with divorce.	End in	25	71,4	ينتهي ب
	the usefulness lies on the technique.	Lies in	29	83	تكمن في
	They covered up the crime.	Cover on	19	54	غطى على
	Quick! Get on the bus. It is ready to leave.	Get in	19	54	تعال داخل الباص
	Smoking contributed to his early death.	Contributed in	22	63	ساهم في
	...his teeth would fall out ...	Fall down	19	54	سقط
	Cut out sweet food	off	18	51	توقف

الملخص

تتعلق هذه الدراسة بالاستخدام الخاطئ للأفعال المركبة. في محاولة لاستقصاء مصدر الأخطاء التي ارتكبتها 55 طالب في السنة الأولى تخصص لغة انجليزية بجامعة المسيلة بالجزائر، تم إجراء تحليل أخطاء لاختبار الأفعال المركبة والذي يتكون من ثلاث تقويمات متعددة الاختيار وشبه متعددة الاختيار وآخر حر. تم إقران التحليل باستبيان للتحقق من مدى معرفة الطلاب للأفعال المركبة. أظهرت النتائج أن الجزء الأكبر من طلاب اللغة الإنجليزية في السنة الأولى ارتكبوا أخطاءً بسبب عدم كفاية المعرفة التي بدورها مرتبطة بندرة التعليمات ونقص الممارسة.

الكلمات المفتاحية: تأثير اللغة الأولى، الأفعال المركبة، تحليل الأخطاء منهج التحليل التقابلي.

Résumé

Cette étude se préoccupe de l'utilisation erronée des verbes à particule. Pour tenter d'enquêter sur la source des erreurs commises par 55 étudiants de première année en anglais à l'Université de M'sila, en Algérie, une analyse d'erreurs du test des verbes à particule de trois tâches contrôlées, semi contrôlées et libres a été réalisée. L'analyse a été associée à un questionnaire pour enquêter sur l'expérience d'apprentissage des élèves sur les verbes à particule. Les résultats ont montré que la plupart des étudiants en anglais de première année ont commi des erreurs en raison de la connaissance insuffisante attribuée à la rareté des instructions et au manque de pratique.

Mots-clés : Le transfert de L1/ L2, verbes de phrase, analyse d'erreur, analyse contrastive.