

Iraqi EFL Learners' Awareness of Semantic Use of Two- Part Verbs

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Abstract

The necessity of vocabulary teaching nowadays, especially phrasal verbs teaching, has gained more importance than before. Not only scholars, but foreign language teachers have realized that both grammar and vocabulary teaching cannot be ignored.

Phrasal verbs as an important part in English language and are central in English grammar structure, there is a strong tendency in informal colloquial English to use phrasal verbs. So, EFL learners should have adequate knowledge of phrasal verbs and to master the use of such verbs is a crucial prerequisite to have fluent students.

This study aimed at identifying the Iraqi EFL learners' awareness of semantic use of two-part verbs through answering the following questions:

1. Which verb do students prefer to use, one-part verbs or two-part verbs?
2. Is there significant difference between students' awareness of one-part verbs and two- part verbs?

The sample of the study consisted of 80 female and male students who have randomly been chosen from the third grade/ Department of English /College of Arts/Al-Mustansiriyah University during the academic year 2011-2012. In order to achieve the aims of recent study, a test consisted of two parts has been constructed. The test is submitted to a jury of specialties to ensure its face validity then it is administrated to the selected sample of EFL college students.

Moreover, the results indicated that there is a statistically significant difference of students' awareness of one-part verbs and two-part verbs and in favor of one-part verbs which means that they encounter difficulties in using two-part verbs semantically and this ensures that the aims of recent study have been attained.

In the light of the obtained results some conclusions are drawn and a number of suggestions and recommendations are made.

1.Introduction

1.1Problem of the Study and its Significance :

Language learning is generally equated with acquisition of a set of skills. Traditionally known as listening, reading, speaking, and writing and roughly classified into receptive skills (listening and reading) and productive skills (speaking and writing). Besides, learning a foreign language is a process that involves many difficulties which foreign learners may have in many of its aspects. One of these aspects is acquiring multi-word expressions. Such difficulty stems from its importance to gain fluency in language learning which has been asserted by many researchers (Wood, 2004: 24).

Crystal, (2003:118) stated that " we encounter the sentence ' Come in', we have a unit of meaning which is larger than a single word, but this phrase hardly seems to have enough lexical meat in it to be called an idiom. There are thousands of such multi-word verbs in English, so the issue is important." And comprehending the meaning of multi-word expressions is essential, and it is not only in speaking or productive skills but also in listening or receptive skills. One of the reasons is that there are many types of multi-words expressions such as idioms, fixed expressions, phrasal verbs, prefabs,etc(Moon, 1997:28). According to (Allen, 1983:87) "Often a sentence that contains only familiar words will not be understood because certain 'combinations' of those words have special meanings."

Although, there is a strong tendency informal colloquial English to use phrasal verbs rather than its one-word equivalent, Alexander(1988:153) mentioned that it would be very unusual to say 'enter' instead of ' come in', as a response to a knock at the door. Yet foreign language learners of English generally, suffer from a number of difficulties when it is dealing with this aspect of English grammatical structure and particularly, most Iraqi EFL learners avoid using two-part verbs by replacing them with their equivalents because they do not aware their meaning. This fact can be supported by Leech et.al.(1982:65) who argued that " phrasal verbs constitute an important but rather problematic area of English grammar.", besides, Acklam(1992:1) added another support by saying that many students

at an intermediate level avoid using phrasal verbs by replacing them with 'Latinate equivalent', for example, 'tolerate' in place of 'put up with'.

So the most problematic case and difficulty that may arise is that it is hard to know the whole meaning by combining the meaning of the phrasal verbs components (verbs and particles). This may mislead learners to learn and use such idiomatic expressions from the fact mentioned by Victoria Center (2006:3) that "Mastering the use of phrasal verbs can be a difficult challenge and overwhelming." As well as, there is the fact that our students encounter difficulties and problems in the acquisition of both semantic and collocation features of phrasal verbs. (AL-Qudah,2010:1)

In spite of that phrasal verbs are usually found in our English textbooks and ESL/EFL curriculum also, but they are ignored or less used by the instructors and teachers of English as a foreign language.

In order to prevent the problems identified in this study regarding awareness of semantic use of phrasal verbs and to further improve the teaching and learning of such idiomatic expressions among Iraqi EFL learners, some recommendations are proposed

1.2 Aims of the Study:

This study aimed at identifying Iraqi EFL learners' awareness of semantic use of two-part verbs through answering the following questions:

1. Which verb do students prefer to use, one-part verbs or two-part verbs?
2. Is there a significant difference between students' awareness of one-part verbs and two-part verbs?

1.3 Limits of the Study:

This study has been limited to:

- Most common phrasal verbs (have been chosen according to several linguists', specialists', and instructors' opinions in TEFL.
- Third-year college students at department of English/ College of Arts / AL-Mustansiriyah University for the academic year 2011-2012.
- A written test is used as a tool of this study .

1.4 Value of the Study :

This study can be considered valuable to :

- EFL learners,

- Stimulate teachers' thinking of English as a foreign language about ways can make learning phrasal verbs less painful.
- Attract the attention to this important area of language by syllabus designers in designing more intensive exercises textbooks to Iraqi college students to practice phrasal verbs accurately.

1.5 Definitions of Basic Terms :

Awareness : it is defined as the deliberate attempts to draw the teacher's or learner's attention specifically to the formal properties of target language.(Johnson, 2001:243)

Moreover, it is defined in the Oxford English Dictionary and Webster's New World Dictionary as the state or ability to perceive, feel or to be conscious of events, objects or sensory patterns.

Awareness as an operational definition is to have students identified the semantic use of two-part verbs or what is called(phrasal verbs).

Semantics : as stated by Crystal (2003:410) that" it is a branch of linguistics devoted to the study of meaning in language.

Phrasal Verbs : a type of verbs consisting of a sequence of a lexical element plus one or more particles, e.g./ Come in, get up, look out for. Subtypes may be distinguished on syntactic grounds(for instance, the particles may be classified into prepositional or adverbial types.(Crystal, 2003:352)

Svartvik (1966:9) agreed with Yule (2006:270) that phrasal verbs are a combination of a verb and an adverb or a prepositional particle and the new group is created whose meaning in many cases is a result of the meanings of the combined elements.

This can be supported by O'Dell and McCarthy (2004:6) who stated that " phrasal verbs are verbs that consist of a verb and a particle."

Phrasal verbs as an operational definition is a two-part verb consisting of a verb followed by one or more particle which may be a prepositional or adverbial types.

2. Theoretical Background

2.1 What is phrasal verb ?

Phrasal verb is also known as (particle verb). English has phrasal or particle verbs, a grammatical feature that is nearly unique among world's languages, and it drives learners of English crazy. In this

various scholars have tackled with a host of different definitions of what is meant by ' Phrasal verb'?

It is reported by Bishop (1947:2) that " Phrasal verb is a verb which enters into derivations by taking what appears to be a preposition or adverb, thereby changing the meaning of the verb." For example:

- a. Jim looks up the facts. c. Jim looks up the stairs.
b. Jim looks the facts up. But , d. (Jim looks the stairs up).

In these examples (a) and (b) are particle verb constructions where *up* is a particle, not a preposition. In (c) *up the stairs* is a prepositional phrase, which English requires to follow P+NP word order, so the NP+P construction of (d) is illegal.

- The combination of verbs and prepositions to form a single grammatical unit is rather unique to Germanic languages including English. Formed by a verb followed by one or more prepositions functioning as a particle, phrasal verbs are a common periphrastic verb form in the English language that native speakers and ESL students as well as EFL learners must learn to use correctly in both spoken and written English. For example, the following verbs are examples of phrasal verbs followed by a definition in parentheses:
 - act up (misbehave)
 - hand in (submit)
 - leave out (omit)

As defined in the Oxford English Dictionary, periphrasis is "a phrase of two or more words that together perform a single grammatical function that would otherwise be expressed by the inflection of a single word." Phrasal verbs are periphrastic because the verb and preposition work together to perform the same functions as single-word verbs.

2.2 Types of Phrasal Verbs :

Not only must English-speaking , ESL and EFL students learn to recognize the form of phrasal verbs but such students must also learn the different types of phrasal verbs. The four types of phrasal verbs in English are:

- 1.Intransitive.
- 2.Non-separable transitive.
- 3.Optionally separable transitive.

4. Obligatorily separable transitive.

The following sections define and provide examples of the four types of phrasal verbs in English.

Intransitive

The first type of phrasal verb in English is the intransitive phrasal verb. Intransitive phrasal verbs are as defined as phrasal verbs that cannot or do not take objects. The prepositional functioning as a particle must directly follow the verb. For example, the following italicized phrasal verbs are examples of intransitive phrasal verbs:

- My car *broke down* on the interstate. (malfunction)
- What time did you *get up* today? (arise)
- The rain finally *let up* enough to take out the trash. (lessen)
- Our neighbor recently *passed away*. (die)
- The puppy *woke up* at the crack of dawn. (awake)

Non-separable Transitive

The second type of phrasal verb in English is the non-separable transitive phrasal verb. Transitive phrasal verbs are defined as phrasal verbs that require direct objects and may also take indirect objects. The preposition functioning as a particle must also directly follow the verb in non-separable transitive phrasal verbs. For example, the following italicized phrasal verbs are examples of non-separable transitive phrasal verbs:

- You should *bone up on* English grammar. (review)
- He *came across* his missing sock in the dryer. (discover)
- My mom *dropped by* my house this afternoon. (visit)
- Most children *look forward to* Christmas morning. (anticipate)
- The cat *puts up* with the dog. (tolerate)

Optionally Separable Transitive

The third type of phrasal verb in English is the optionally separable transitive phrasal verb. Optionally separable transitive phrasal verbs also require objects, but the preposition functioning as a particle can follow either the verb or the direct object. For example, the following italicized phrasal verbs are examples of optionally separable transitive phrasal verbs:

- The Dean will *call off* the meeting due to the weather. (cancel)
- The Dean will *call* the meeting *off* due to the weather.
- Please *hand out* this brochure to new clients. (distribute)

- Please *hand* this brochure *out* to new clients.
- My grandfather always *mixes up* the cousins. (confuse)
- My grandfather always *mixes* the cousins *up*.
- Have you *set up* the meeting. (arrange)
- Have you *set* the meeting *up*?
- I need to *take off* my wet socks. (remove)
- I need to *take* my wet socks *off*.

Obligatorily Separable Transitive

The fourth type of phrasal verb in English is the obligatorily separable transitive phrasal verb. Optionally separable transitive phrasal verbs become obligatorily separable phrasal verbs when the direct object is in the form of a pronoun meaning the preposition functioning as a particle must follow the pronoun functioning as the direct object. For example, the following italicized phrasal verbs are examples of obligatorily separable transitive phrasal verbs:

- Can you *add up* the bill? (total)
- Can you *add* the bill *up*?
- Can you *add it up*?
- Can you *add up* it? (incorrect)
- The student *looked up* the word in the dictionary. (research)
- The student *looked* the word *up* in the dictionary.
- The student *looked it up* in the dictionary.
- The student *looked up* it in the dictionary. (incorrect)
- That man *ticked off* that woman. (anger)
- That man *ticked* that woman *off*.
- That man *ticked her off*.
- That man *ticked off* her. (incorrect)

Phrasal verbs are a periphrastic verb form unique to English and other Germanic languages. Both native English-speaking and ESL students must learn to recognize and use the four types of phrasal verbs to fully and correctly use the verb form in spoken and written English.

Zampolli (1977:406) shows that the resultant combination of ' phrasal verbs ' can be classified into three categories:

1. The verb and particle more or less retain their separate meaning though they are combined to explain one thought, such as: ' get away' (escape).

2.The verb alone retains its meaning but the meaning is modified or intensified in some way, thus, the meaning will lose much of its own signification as ' give up' (abandon, cease trying).

3.The verb and the particle both lose their separate identities; yet, they have new sense when they are linked: ' bring up' (nurse, educate).

While Quirk (1983:350) observes that there are two types of ' multi-word' verbs. They are ' intransitive ' and ' transitive ' phrasal verbs. The former type consists of a verb plus a particle, as shown there:

-The boys are sitting down.

-Drink up slowly.

-Drink slowly up.

The latter can take a direct object, like:

-They turn down the light.

Some particles have literal meanings. Semantically, the difference is obvious in the following two examples:

-He *took in* the desk. (brought inside)

-He *took in* his father. (deceived)

2.3 Phrasal Verbs and. Prepositional verbs :

New phrasal and prepositional verbs are created in the English language to express new concepts. In this sense, search and innovations carried out in scientific and technical fields may make use of these verb and particle combinations to phrase new thought. Studies dealing with the process of word formation (Quirk et.al., 1985:60) usually disregard the study of phrasal verbs as a lexical and syntactic resource for word formation. Exception is made in the case of nominalised phrasal verbs and in those combinations which are occasionally formed by means of hyphen, that is, creativity in word formation is frequently limited to the concept of word as one lexical and structural unit (Cubillo, 2002:2, IVS).

It seems that a preposition, verb and a particle or " a preposition adverb " share the form, but differ in the syntactic status of a preposition (Quirk & Greenbuam, 1973:389).

Eckersley& Eckersley (1960:280) functionally distinguish between a prepositional verb and phrasal verb. The latter, as they state, does not show a relationship between the noun which follows it and any other part or word in the sentence. Besides, most of the

phrasal verbs, as they add, can be replaced by a single word " verb that carries the same meaning", such as:

-back up = support

-run over = review

-put off = postpone

3. Procedures :

To achieve the aims of this study, this chapter discussed the procedures that have been adopted to carry out the empirical work. More specifically, this chapter has covered the following steps:

1. Population and Sample.
2. Instrument of the Study (the test).
 - 2.1 Validity and Reliability of the test.
 - 2.2 Item Analysis of the test.
3. Administration of the test.
4. Scoring Scheme.
5. Statistical Means.

3.1 Population and Sample:

The population of the recent study is the third-year students of the department of English in the College of Arts/ Al-Mustansiriyah University for the academic year 2011-2012. The sample consisted of 80 female and male students who have randomly been chosen from this population.

3.2 Instrument of the Study:

The instrument of the study is a written test consisted of two questions, each question consisted of ten items. Question (1) focuses on both one-part and two-part verbs as a recognition part or a substitution type. The subjects have to substitute the one-part verb with their suitable meaning i.e. two-part verb that carries the same meaning. Question (2) on the other hand, focuses on two-part verbs only as a production part. The subjects are required to complete the sentences given with two-part verb (phrasal verb) to have a meaningful sentence. Each verb should be used once and never be repeated, see (Appendix A).

Tests play a fundamental and controversial role in allowing access to the limited resources and opportunities that our world provides. Besides, testing is more than a technical activity; it is also an ethical enterprise. (Davidson & Fulcher, 2007:xix)

Hence, the present test aims at identifying Iraqi EFL learners' awareness of semantic use of two-part verbs.

It is worth mentioning that all the items of the test were selected from various books and dictionaries concerned with phrasal verbs. Also more resources from the internet were used, see (Appendix B). The researcher tried to cover the most common ones through the test.

3.2.1 Validity & Reliability of the Test:

In the respect of test validity and reliability, the test has been exposed to specialists in TEFL to decide its face validity and suitability for the students' level, and it has been agreed upon

A test is valid if it measures that it is supposed to measure, i.e., the content and techniques of the test are to be relevant to the objectives (Lado, 1970:321). As defined by Richards & Schmit (2002:575), it is the degree to which a test measures what it purports measure, or can be used successfully for the purpose for which it is intended.

Reliability is as important characteristic of evaluation as validity. It refers to consistency in measuring scores; i.e., a measure is said to be reliable to the extent to which measurement error is light (Kerlinger, 1973:95). This is supported by Harris (1968:14) who stated that a test cannot measure any aspects it purports to measure unless it measure that consistently.

As far as reliability is concerned, it has been obtained by using (split halves method). This method is used to examine the internal consistency of the test. Moreover, Bachman (1990:172), referred to the division of the test into two halves to determine the extent to which scores on these two halves are consistent with each other.

Using Pearson correlation formula to correlate the two halves of scores has yielded a reliability coefficient of 0.861. Besides, Kuder-Richardson 20 equation has been used to yield a reliability coefficient of 0.77.

3.2.2 Items Analysis of the Test:

Items analysis is concerned with determining items difficulty and discrimination power. Items difficulty refers to the percentage of students who answered the items correctly. These items can well perform by separating the good students from poor ones (Valette, 1977:59).

After scoring these items, students' scores were arranged from the highest to the lowest score. Then the scores were divided into two halves, the highest and the lowest halves. The difficulty level for each item is calculated by using the following formula:

High wrong – Low wrong

Total number in sample

(Bachman, 1990:179)

Ebel (1972:399) & Bloom (1981:95) indicated that the items of a good test should have indices of discrimination power of 0.30 or more i.e., their difficulty level varies from 30% to 77%. The results showed that most of the items have a good discrimination power because their discrimination levels are above 30%. See tables (1 and 2)

Table (1) Items Difficulty & Discrimination Power of Q 1

Item No.	Difficulty Level	Discrimination Power
1	0.77	0.38
2	0.73	0.50
3	0.69	0.44
4	0.45	0.39
5	0.56	0.50
6	0.41	0.34
7	0.48	0.73
8	0.45	0.39
9	0.41	0.50
10	0.39	0.41

Table (1) Items Difficulty & Discrimination Power of Q 2

Item No.	Difficulty Level	Discrimination Power
1	0.64	0.45
2	0.67	0.56
3	0.48	0.39
4	0.43	0.40
5	0.54	0.52
6	0.40	0.44
7	0.37	0.38
8	0.38	0.66
9	0.55	0.63
10	0.33	0.70

3.3 Administration of the Test:

After ensuring test's validity and reliability, test has been administrated to 80 female and male students who were randomly selected from the third grade of the English Department, College of Arts, AL-Mustansiriyah University.

The test was done by the instructors' and the head of department's corporation in order to prepare a good examination conditions for the subjects and complete control is exercised to ensure that no extraneous factors would interfere as possible variable in the administration of the test. The administration of the test required about 60 minutes.

3.4 Scoring Scheme:

The test included 20 items. It has been scored out of 20. Thus, one mark was given to the correct response while a zero was given to the wrong or empty one. The responses sheets have been scored by the researcher herself.

3.5 Statistical Means:

The researcher has used the following statistical means to analyze and interpret the data statistically. A detailed description of these tools is mentioned bellow.

1.Percentages: to find students' awareness of both one-part verbs and two-part verbs.

2.Pearson Correlation Coefficient Formula: to estimate the reliability of the test two halves.

$$R = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where: $\sum x$ = sum of the students scores in the first half.

$\sum y$ =sum of the students scores in the second half.

N = the sample size. (Downie & Heath, 1983:187)

3. Kuder-Richardson 20: to find out the reliability coefficient of the test.

$$R_{Kr\ 20} = \left[\frac{n}{n-1} \right] \left[\frac{S^2 - \sum Pq}{S^2} \right]$$

Where: n =number of items in the test.

S^2 =variance of test scores.

P =proportion of the subjects who answer the given item correctly.

$$q=1-P \quad (\text{Rosco, 1975: 105})$$

4. Chi-Square Formula:

$$\chi^2 = \frac{\sum(O - E)^2}{E}$$

Where: O=observed frequencies

E=expected frequencies (Ferguson & Takane, 1989:221)

5. The items discrimination power: to find out the discrimination power of each item of the test:

$$Dp = \frac{Wu - WL}{1/2T}$$

Where: Dp=discrimination power.

Wu=the number of subjects in the upper group who answered the item incorrectly.

WL=the number of subjects in the lower group who answered the item incorrectly.

T=the total number of subjects included in the item analysis. (Bachman, 1990:55)

4.1 Analysis & Interpretation of Results:

This final section is devoted to the presentation of results, the conclusions, suggestions and recommendations based upon the obtained results.

4.1.1 Results related to the first aim:

To achieve the first aim of the study which is illustrated by the question " Which verb do students prefer to use, one-part verb or two-part verb?, the following percentages of each group of both verbs have been calculated and the total percentages of those who have chosen one-part verbs and those who have chosen the two-part verbs have been found out. See table (3):

Group of verbs	Number of subjects	Percentages
One-part verb	52	67%
Tow-part verb	25	52%
Total	77	100%

Table (3) Results related to the first aim

This means that the percentages of those who answered one-part verb is higher than percentages of those who answered two-part verb. So, the subjects prefer using one-part verb instead of two-part verb.

4.1.2 Results related to the second aim:

To achieve the second aim of the study which is illustrated by the following question, " Is there a significant difference between students' awareness of one-part verbs and two-part verbs?, the equation of Chi-Square has been used. And the values of the observed and expected frequencies for each group of both verbs have been calculated. See table (4):

verbs	One-part verb	Two-part verb	Total
Observed F.	52	25	77
Expected F.	38.5	38.5	100%

Table (4) Chi-Square

Moreover, by using Chi-square equation, the computed and tabulated values of Chi-Square have been calculated. The comparison between both values indicates that the computed Chi value is (9.466) and the tabulate one is (3.84). The computed value is much higher than tabulated Chi value with level of significance (0.05) and a degree of freedom (1). This indicates that there is statistically significant difference between students' awareness of both one-part verbs and two-part verbs and in favor of the one-part verbs which indicates also that students are more aware of one-part verbs than two-part verbs. So, the second aim is achieved. See table (5):

No	Subjects who aware one-part verbs	Subjects who aware two-part verbs	χ^2 computed value	χ^2 tabulate d value	df	Level of significance
77	52	25	9.466	3.84	1	0.05

Table (5) Computed & Tabulated Chi -Values

4.1.3 Interpretation of Results:

As shown above, it is found that third –year students / College of Arts / AL-Mustansiriyah University, have no awareness of semantic use of English phrasal verbs.

Furthermore, this can be deduced from the total number of right answers of the test (509) out of (1600) which showed unsatisfactory performance and a restricted awareness of semantic use of phrasal verbs. These results can be attributed to many reasons. One of these reasons is that our students are very weak in finding out the meaning of phrasal verbs

used in a sentence or a text. Teaching phrasal verb separated away from teaching vocabulary is the second major reason behind their failure in using such verbs. Besides, our students use the literal translation in order to know the meaning of phrasal verbs, i.e., to know the meaning of the phrasal verb (*give up*) for instance; students translate *give* as and *up* as as an Arabic translation, instead of translating it as *stop/* . So, students prefer using one-part verb instead of two-part verb which is an indirect influence from their first language, because phrasal verb does not exist in Arabic language.

This study is in harmony with the study of (AL-Bakri, 1989), (Salih, 2007), and (Jaber, 2009) which attributed the weakness of college students in knowing the meaning of phrasal verbs or (two-part verbs).

4.2 Conclusions:

Depending upon results and findings, the researcher has drawn certain conclusions:

Much attention and understanding is needed for teaching and learning phrasal verbs because these verbs form a serious problem for foreign learners. Comprehension of such semantic items in English requires familiarity with instances of language that are not easily accessible. Only by extensive practice and exercises, EFL learners can familiarize utterances of such semantic items.

Iraqi EFL learners have more difficulty with two-part verbs ' phrasal verbs', this indicates that the students are unable to aware the meaning of such semantic items. Besides, complexity of the meaning is one of the most prominent factors responsible for students' errors made in this area. Our students cannot familiarize the difference between phrasal verbs and prepositional verbs, this illustrates that prepositions and adverbial particles constitute a problematic area for EFL learners. They deal with prepositions as separate elements rather than as part of phrasal verbs.

Moreover, students' background knowledge of phrasal verbs is very weak, and the lack of adequate presentation of different types of these semantic items -cited above- in textbooks are reasons lead to unsatisfactory awareness of semantic use of two-part verbs.

4.3 Recommendations:

In the light of findings , some valuable and useful recommendations are made:

1.Syllabus designers should draw attention to develop more exercises that focus on the distinction between syntactic and semantic aspects and work out to find a definite strategy dealing with such aspects.

2.using a particular approaches or methods such as communicative approach in teaching phrasal verbs help students become aware of the different types of phrasal verbs.

3.Students should be aware of the distinction between adverbial particles and prepositions.

4.Students need to familiarize themselves with phrasal verbs as well as with grammatical and lexical items.

4.4 Suggestions for Further Studies:

1.A similar study to compare between American and British phrasal verbs semantically.

2.Using brainstorming technique in teaching phrasal verbs to freshman students at universities.

3.A similar study about students' awareness of adverbial particles and prepositions.

4.An analytic study about the lexical aspects of American phrasal verbs.

5.A survey study about the range of using all types of phrasal verbs in textbooks.

وعي المتعلمين العراقيين في الاستخدام الدلالي من الأفعال ذات الجزأين

لقد اكتسبت ضرورة تدريس المفردات في الوقت الحاضر، وخاصة أشباه الجمل الفعلية التدريس، أهمية أكبر من ذي قبل. ليس فقط العلماء، ولكن معلمي اللغة الأجنبية أدركوا أن تدريس كلا من قواعد اللغة والمفردات لا يمكن تجاهل مثل هذا الجزء المهم.

أشبه الجمل الفعلية باعتبارها جزءا هاما في اللغة الإنجليزية وهي مركزية في بنية قواعد اللغة الإنجليزية، وهناك ميل قوي في اللغة العامية غير رسمية لاستخدام الأفعال الجمل الفعلية.

لذلك، يجب أن يكون متعلمي اللغة الانكليزية لغة أجنبية على معرفة كافية من الأفعال ذات الجمل الفعلية وإتقان استخدام مثل هذه الأفعال هو شرط أساسي حاسم للطلاب اللذين يتحدثون بطلاقة.

هدفت هذه الدراسة إلى التعرف على وعي المتعلمين العراقيين في اللغة الإنجليزية باستخدام الدلالات من الأفعال المكونة من جزأين من خلال الإجابة على الأسئلة التالية:

1. ما الفعل الذي يفضل الطلاب استخدامه، الأفعال من جزء واحد أو الأفعال من جزأين؟

2. هل هناك فرق كبير بين وعي الطلاب بأفعال من جزء واحد وأفعال من جزأين؟

وتكونت عينة الدراسة من (80) طالبا وطالبة تم اختيارهم عشوائيا من الصف الثالث / قسم اللغة الإنجليزية / كلية الآداب / الجامعة المستنصرية خلال العام الدراسي 2011-2012. ولتحقيق أهداف الدراسة الحديثة، كان الاختبار يتكون من جزأين. يتم تقديم الاختبار إلى هيئة محلفين من التخصصات لضمان صحة وجهه ثم يتم إدارتها إلى عينة مختارة من طلاب كلية اللغة الإنجليزية كلغة أجنبية.

كما أشارت النتائج إلى وجود فروق ذات دلالة إحصائية في وعي الطلبة بأفعال من جزء واحد وأفعال مكونة من جزأين لصالح الأفعال من جزء واحد مما يعني أنهم يواجهون صعوبات في استخدام الأفعال المكونة من جزأين بشكل دقيق وهذا يضمن أن أهداف الدراسة الحديثة قد تحققت.

وفي ضوء النتائج التي تم الحصول عليها، تستخلص بعض الاستنتاجات ويقدم عدد من الاقتراحات والتوصيات.