

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**An investigation into the Use of Phrasal Verbs as a Teaching/Learning
Strategy to Improve English as a Foreign Language Learners Verbal
Communication: The Case of Master One Students at Biskra University**

Dissertation submitted in partial fulfilment of the requirements for **Master Degree in
Sciences of Language**

Prepared by:

Saadia Hadiat Errahman **DEROUES**

Supervised by:

Dr. Ahmed Chaouki **HOADJLI**

Board of Examiners

Dr. Tarek Assassi	Chairperson	Biskra
Dr. Ahmed Chaouki HOADJLI	Supervisor	Biskra
Ms. Kanza MERGHMI	Examiner	Biskra

Academic Year 2021-2022

Declaration

I, **DEROUES** Saadia Hadiat Errahmane, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

Certified:

Miss. **DEROUES** Saadia Hadiat Errahmane

Master student, Department of English

Signature:

Dedication

"And that man shall have nothing but what he strives for- (39) And that his striving shall soon
be seen- (40)"

Sura 53: AN-NAJM

This work is dedicated to my support system who were my shining stars in the darkest nights,
my inspiration: Mom and Dad, you have meant and continue to mean so much to me. To
every single one of my beloved family who have been a constant source of support and
encouragement during the challenges I faced throughout this process. To all who showed me
love to keep working when I wanted to give up.

THANK YOU.

Acknowledgements

First and foremost, all praise be To Allah, the Almighty, for his strength, grace, blessings he has gifted upon me throughout my studies and in completing my dissertation.

And peace be upon his prophet and messenger Mohammed.

Second, I would like to express my gratitude to **Dr. Ahmed Chaouki HOADJLI**, my incredible supervisor. Your critical and informative feedback has benefited and supported me in completing this dissertation. Without your assistance I would not have been able to complete this task.

I would like to extend my thanks to the Board of Examiners: **Dr. Tarek Assassi** and

Ms. Kanza MERGHMI, for their guiding notes.

Lastly, I would like to thank all the professors and doctors who took part in the data collection phase of this study and also who were ready to answer our emails and provide us with the information we needed. I am beyond grateful for your dedication, rich information, and collaboration that was very beneficial to the study, first, and to me, namely **Dr. Mostefa**

MEDDOUR, Mr. Zakaria SENOUCI, Mr. Lamdjed ELHAMEL, and Dr. Moustafa

AMRATE.

I also appreciate Master One students' efforts and consideration in participating in this study, you were a true source of energy for me. My gratitude also goes for everyone who helped me, believed in me, and gave me lots and lots of encouragements.

Abstract

Speaking is a form of verbal communication and it is regarded as a basic component in the field of learning English as a foreign language. However, master one students sometimes find it difficult to speak in English inside the classroom, as a result, they need to focus on developing their speaking skill through practice in a variety of classroom situations in order to become competent communicators. This study aimed to raise “An investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to Improve English as a Foreign Language Learners Verbal Communication: The Case of Master One Students at Biskra University”. The study sought to explore the main language problems that hinder foreign learners of English from speaking appropriately in an EFL learning class and how can the use of phrasal verbs help them to develop their communicative competence in terms of speaking. In order to investigate these points, a qualitative approach was adopted, and a case study design was used. The main data collection tools used in this study were a semi-structured interview conducted with four English teachers at Mohammed Kheider University of Biskra and a semi-structured questionnaire was submitted to Master one students who were the target population of this study, the sampling technique adopted in this investigation was a non-probability convenience sampling technique. The findings of the interview revealed that teachers consider phrasal verbs as an essential part of the English language, and its mastery can assist EFL students reach to a level of communication that is acceptable and manageable, they also recommended that this element of the English language must be taught gradually with the presence of an effective exposure to the language. Additionally, students stated that learning and using phrasal verbs helped them to gain more vocabulary package and be more fluent and native-like speakers of English.

Key words: Speaking Skill, Phrasal Verbs, Communication, EFL Classrooms

List of Abbreviations and Acronyms

VC : Verbal Communication

CC: Communicative Competence

SC: Strategic Competence

GC: Grammatical Competence

SC: Social Competence

EFL: English as Foreign Language

PVs: Phrasal Verbs

SS: Speaking Skills

FL: Foreign Language

LC: Linguistic Competence

SC: Sociolinguistic Competence

DC: Discourse Competence

IA: Indirect Approach

List of Tables

Table 3.1 The Min Characteristics of Research Paradigm.....57

Table 3.2 Some Qualitative Research Designs/Strategies.....60

List of Figures

Figure 2.1 Types of Phrasal Verbs.....	44
Figure 3.2 Respondent's Years of Studying English.....	71
Figure 3.3 Respondent's Choice of Studying English.....	72
Figure 3.4 Respondent's Level of Speaking Proficiency.....	73
Figure 3.5 Respondent's Desire to Improve Their Speaking Skill.....	74
Figure 3.6 Respondent's Thoughts on Improving their Speaking Skill.....	75
Figure 3.7 The Aspects of Speaking to be Improved by EFL Learners.....	76
Figure 3.8 Strategies that Master one Use to Fix Speaking Problems.....	74
Figure 3.9 Student's Familiarity with Phrasal Verbs.....	78
Figure 3.10 Student's Usage of Phrasal Verbs inside the Classroom.....	79
Figure 3.11 Student's Thoughts on The Use of Phrasal Verbs in Speaking.....	80
Figure 3.12 Student's Views on Using Phrasal Verbs to Communicate.....	81
Figure 3.13 Student's Exposure to Difficulties while Learning or Using Phrasal Verbs inside the Classroom.....	82
Figure 3.14 Learners' Use of Phrasal Verbs to Communicate Outside the Classroom.....	83
Figure 3.15 The Level of Difficulty of Learning Phrasal verb.....	83

List of Appendices

Appendix 1: Consent Letter for the Head of The Department of English

Appendix 2: Interview Constant Form signed

Appendix 3: Interview Constant Form

Appendix 4: Teachers' Interview Questions

Appendix 5 : Students' Questionnaire

Appendix 6 : The Opinionnaire for the Students' Questionnaire

Appendix 7: Questionnaire Validation Form

Appendix 8: The Opinionnaire for The Interview

Contents

Declaration.....	1
Dedication.....	2
Acknowledgements.....	3
Abstract.....	4
List of Abbreviations and Acronyms.....	5
List of Tables.....	6
List of Figures.....	7
List of Appendices.....	8
Contents.....	9

General Introduction

1. Study Background.....	16
2. Statement of the Problem.....	17
3. Research Questions.....	18
4. Research Hypothesis.....	18
5. Aims of the Study.....	18
6. Research Methodology.....	19
6.1. Data Collection Tools	19
6.2. Population and Sample	19
7. Significance of the Study.....	20
8. Structure of the Dissertation.....	20

Chapter One: Verbal Communication in Foreign Language Learning

Introduction.....	24
1.1 The concept of Communication in Foreign Language Learning and Teaching.....	24
1.2 Overview of the concept of Communicative Competence in Foreign Language	

classes.....	25
1.3 An overview of the Models of Communicative Competence.....	26
1.3.1. Linguistic Competence.....	27
1.3.2. Sociolinguistic competence.....	27
1.3.3. Discourse Competence.....	28
1.3.4. Strategic competence.....	28
1.4. Overview of verbal communication in the EFL classroom.....	28
1.5. Types of verbal communication.....	29
1.5.1. Interpersonal communication.....	29
1.5.2. Intrapersonal communication.....	30
1.5.3. Small group communication.....	30
1.5.4. Public communication.....	30
1.6. Speaking skill.....	31
1.7. Components of speaking skill.....	32
1.7.1. The speakers.....	32
1.7.2. The listeners.....	32
1.7.3. The utterances.....	32
1.8. Relationship between speaking and other language skills.....	32
1.9. Features of speaking skill.....	33
1.9.1. Grammar.....	33
1.9.2. Vocabulary.....	34
1.9.3. Accuracy.....	34
1.9.4. Pronunciation.....	34
1.9.5. Fluency.....	34
1.10. Teaching speaking in a foreign language context.....	35

1.10.1. The indirect approach.....	35
1.10.2. The direct approach.....	35
1.10.3. The indirect plus approach.....	36
1.11. Speaking difficulties in foreign language learning.....	36
1.11.1. Linguistic difficulties.....	37
1.11.1.1 Grammar mistakes.....	37
1.11.1.2 Lack of vocabulary.....	37
1.11.1.3 Pronunciation mistakes.....	37
1.12 Other factors affecting Speaking Skill.....	38
1.13 Importance of speaking.....	38
Conclusion.....	39

Chapter Two: Phrasal verbs in Foreign Language learning and teaching

Introduction.....	42
2.1 Vocabulary teaching and Learning.....	42
2.2 Definition of Phrasal Verbs.....	43
2.3 Types of Phrasal Verbs.....	43
2.3.1 Intransitive Phrasal Verbs.....	44
2.3.2 Transitive Phrasal Verbs.....	45
2.3.2.1 Inseparable Phrasal Verbs.....	45
2.3.2.2 Separable Phrasal Verbs.....	45
2.4 Categories of Phrasal Verbs.....	45
2.5 Methods of Teaching Phrasal Verbs in EFL Classrooms.....	46
2.6 The Main Issues in Teaching and Learning Phrasal Verbs.....	48
2.6.1 Multiple Meanings.....	48
2.6.2 Collocation.....	49

2.6.3	Particles.....	49
2.6.4	Pronunciation.....	50
2.6.5	Grammatical Form.....	50
2.7	Importance of Phrasal Verbs in Foreign Language Learning and Teaching.....	50
	Conclusion.....	51
Chapter Three: Fieldwork and Data Analysis		
	Introduction.....	56
3.1	Research Methodology: Theoretical Background.....	56
3.1.1	Research Paradigms in Educational Research.....	56
3.1.2	Research Approaches	57
3.1.2.1	Quantitative approach	58
3.1.2.2	Qualitative approach	58
3.1.2.3	Mixed-methods approach	58
3.1.3	Research Design(s) / Strategy(ies).....	59
3.1.3.1	Qualitative research strategies	59
3.1.3.2	Quantitative research strategies.....	60
3.1.3.3	Mixed-methods strategies	60
3.1.4	Data Collection Methods.....	61
3.1.5	Data Analysis Procedures.....	63
3.1.6	Sampling Techniques.....	63
3.2	Research Methodology for this Study: Choices and Rationale.....	64

3.2.1 Research Paradigms.....	64
3.2.2 Research Approach (es).....	65
3.2.3 Research Design(s) / Strategy (ies).....	65
3.2.4 Data Collection Methods.....	65
3.2.4.1 The Students' Questionnaire.....	66
3.2.4.1.1 Structure and aim.....	66
3.2.4.1.2 Piloting and validation.....	67
3.2.4.2 The Teachers' Interview.....	67
3.2.4.2.1 Structure and aim.....	67
3.2.4.2.2 Piloting and validation.....	68
3.2.5 Data Collection Procedures.....	68
3.2.6 Data Analysis Procedures.....	70
3.2.7 Population / Sampling Technique.....	70
3.3 Results of the Study.....	71
3.3.1 Results of The Students' Questionnaire.....	71
3.4.2 Results of The Teachers' Interview.....	84
3.4 Discussion and Interpretation of the Results.....	96
Conclusion.....	100
General Conclusion.....	101
Pedagogical Recommendations.....	102
Limitations.....	103

References.....104

Appendices.....

132.....ملخص

General Introduction

1. Study Background

The human being is inherently social. This latter can live and communicate easily when s/he is among the community (as a speaker or a hearer). Communication is an important and integral part of social life. Therefore, individuals need to produce meaningful communication by using simple and correct language. Despite its complex structure, researchers aim to search for effective strategies to facilitate the communication process.

"Verbal Communication" is considered a core essence and a key element in the field of learning foreign languages, particularly English. Therefore, to master the language, learners of English as foreign language need to take into consideration language skills, mainly, speaking skill by practicing it in different contextual situations in order to be communicatively competent. Communicative competence indicates the learner's capacity to reflect on the knowledge they have about language and use it correctly to achieve different communicative aims.

According to Hymes (1972), communicative competence is not only about being grammatically knowledgeable about language rules, but it is the learner's capability to implement these rules in a range of communicative situations (as cited in Bagarić, 2007, pp. 94-103). In addition to Hymes' view, Savignon (1972) refers to communicative competence as "The ability to function in a truly communicative setting" (as cited in Sabri, 2018, p.8).

Different models have investigated the important elements that construct communicative competence namely "Strategic Competence," which is one of the four competencies highlighted in Canale and Swain's model (1980). Canale and Swain emphasize Hymes's view that states the fact that the knowledge about grammar is not enough, but the capacity to use it in different contexts (as cited in Bagarić, 2007, pp. 94-103). In their model, Canale and Swain focus on the interactivity of both grammatical competence and social competence in any communicative context.

In the process of learning English as a foreign language, EFL learners may face some constraints when they use it, particularly in speaking. As a result, this present research tends to understand and explore the use of “Phrasal Verbs” as a learning and teaching strategy to improve EFL learners’ verbal communication, mainly speaking. In addition, it seeks to identify the main problems that learners of English as a foreign language face inside the classroom.

2. Statement of the Problem

The speaking skill is one aspect of verbal communication and it is an important element in learning foreign languages. The correct production of this skill indicates the learners’ ability to use language appropriately in different contexts and their knowledge of different features of spoken language. Despite the integral role this active skill has in language learning, some Master One students of English at Biskra University may not be competent enough to produce English and use it in different learning contexts.

It is observed that some master one students may not be able to keep a correct flow of conversation or transmit a clear message; this may be due to several reasons, such as their poor vocabulary mastery, or misuse of some grammatical English expressions. Therefore, students at this stage of learning have to make English part of their academic interaction to be aware of its main rules and correct implementations and to be able to generate logical communication.

As a result, learning how to use Phrasal verbs adequately may enhance students’ Verbal Communication by enriching their linguistic knowledge. Phrasal verbs can be used inside or outside the classroom and this will motivate learners to know more about them and their usage, students may also find them practical to convey different messages which will facilitate the process of communication to them as non-natives. Therefore, using "Phrasal Verbs" may provide effective foreign language learning for students and will apprise them to the appropriate production of language in order to avoid any form of confusion in speaking.

3. Research Questions

This research seeks to answer the following research questions:

- RQ1:** What are the main language problems that hinder foreign learners of English at Master One level from speaking appropriately in an EFL learning class?
- RQ2:** How do EFL learners manage to fix these language problems to overcome those hindrances and develop their verbal communication?
- RQ3:** What are the teachers and learners' views regarding the use of phrasal verbs as a learning and teaching strategy to enhance verbal communication?

4. Research Hypothesis

Based on the above-mentioned research questions, the following research hypotheses are proposed:

- RH1:** Students lack competence in how to use language patterns appropriately to convey a message.
- RH2:** EFL learners may overcome these speaking difficulties and engage in classroom communicative tasks by using phrasal verbs as a learning strategy.
- RH3:** Learners, by using phrasal verbs, may guarantee that they will not face any problems while communicating in English. However, they cannot assure whether their speaking skill is progressively improving or not.

5. Aims of the Study

The general aim of this study is to investigate the use of phrasal verbs as a learning and teaching strategy to help EFL learners develop their verbal communication in terms of speaking skills.

More specifically, this research work aims to:

- Identify the main issues that EFL learners encounter while speaking in English.
- Describe the effect of using phrasal verbs as a learning strategy on EFL learners'

speaking skills.

- Explore EFL teachers and learners' assumptions about using phrasal verbs as a learning and teaching strategy to enhance foreign learners' speaking skills.

6. The Research Methodology for this Study

The current study adheres to the constructivist paradigm since it aims to get a deeper understanding of the situation under consideration by establishing a direct link with the sample. The qualitative research approach is used in this study, with the goal of identifying, describing, and exploring findings for "what and how" questions. Furthermore, the case study design is the work's principal decision because it contributes to find answers within the study's given context.

6.1. Data Collection Tools

This research takes a qualitative approach which suits the research questions and objectives; therefore, data is gathered through using a semi-structured questionnaire submitted to Master One students to provide the researcher with different views that learners may have on the process of learning English phrasal verbs and using them as a strategy to improve their speaking skill, as well as to identify the main issues they encounter when they use English to speak inside the classroom. The second data tool used in this investigation is a semi-structured interview that is conducted with four teachers of English who have been teaching English at different levels, mainly master one, namely, one oral teacher, two language mastery teachers, and one grammar teacher. The interview aims to explore EFL teachers' perspective on teaching phrasal verbs as a strategy to enhance EFL learners verbal communication at master one level, in addition to highlight the main methods used to teach phrasal verbs.

6.2. Population and Sample

This research consists of Master One students of English at Biskra University. This selection was based on an observation that indicates that Master One students may lack the

ability to speak English appropriately when they are exposed to different communicative situations inside the classroom. This lack can be seen in some communication breakdowns where students may not be able to express their ideas accurately in the target language. In addition, the sample selection is also due to the fact that master one students are exposed to phrasal verbs in language mastery module. Moreover, teachers of English at the English department took part of the population as well. As a result, to investigate this issue appropriately a non-probability convenience sampling technique is used.

7. Significance of the Study

This study emphasises the practical use of English as a tool of interaction in EFL classrooms rather than dealing with it in terms of a module on which students will be graded. It also focuses on the importance of learners' communication abilities and how this latter can be part of foreign language mastery. In addition, it indicates the importance of using language to solve language-related issues.

8. Structure of the Dissertation

The following dissertation is composed of three main chapters. The **first chapter** deals with the notion of verbal communication in foreign language learning, it highlights the main concepts related to it from definitions to the term of communicative competence in EFL classes in addition to the types of verbal communication and its importance. The **second chapter** covers the English phrasal verbs in foreign language learning and teaching, this chapter focuses on the different aspects of English phrasal verbs. The **third chapter** is the practical part of this dissertation where it reveals the main paradigms, approaches, and designs that are implemented in this investigation.

Chapter One: Verbal Communication in Foreign Language Learning

USE OF PHRASAL VERBS TO IMPROVE VERBAL COMMUNICATION

Introduction

1.1 The concept of Communication in Foreign Language Learning and Teaching

1.2 Overview of the concept of Communicative Competence in Foreign Language classes

1.3 An overview of the Models of Communicative Competence

1.3.1. Linguistic Competence

1.3.2. Sociolinguistic competence

1.3.3. Discourse Competence

1.3.4. Strategic competence

1.4 Overview of verbal communication in the EFL classroom-

1.5 Types of verbal communication

1.5.1 Interpersonal communication

1.5.2 Intrapersonal communication

1.5.3 Small group communication

1.5.4 Public communication

1.6 Speaking skill

1.7 Components of speaking skill

1.7.1 The speakers

1.7.2 The listeners

1.7.3 The utterances

1.8 Relationship between speaking and other language skills

1.9 Features of speaking skill

1.9.1 Grammar

1.9.2 Vocabulary

1.9.3 Accuracy

1.9.4 Pronunciation

USE OF PHRASAL VERBS TO IMPROVE VERBAL COMMUNICATION

1.9.5 Fluency

1.10 Teaching speaking in a foreign language context

1.10.1 The indirect approach

1.10.2 The direct approach

1.10.3 The indirect plus approach

1.11 Speaking difficulties in foreign language learning

1.11.1 Linguistic difficulties

1.11.1.1. Grammar mistakes

1.11.1.2. Lack of vocabulary

1.11.1.3. Pronunciation mistakes

1.12. Other factors affecting Speaking Skill

1.13. Importance of speaking

Conclusion

Introduction

The present chapter provides a piece of background information on the concept of communication in foreign language learning and teaching; it also yields an overview on the notion of communicative competence in foreign language classes, in addition to the different models related to it. Furthermore, the chapter addresses a brief definition of verbal communication, and puts emphasis on speaking skill since it is the main focus of this work. The latter is explained in terms of its components, its relationship with other language skills as it is considered a complementary element in language learning and cannot be separated from the remaining language skills. In addition to the previously mentioned elements, this chapter sheds light on the main features of speaking skill, also the methods used by teachers to teach speaking in the EFL context, the main difficulties hindering EFL learners from mastering this skill as well as factors affecting speaking skill in addition to its importance.

1.1 The concept of Communication in Foreign Language Learning and Teaching

Communication can be considered as the main pillar that contributes to human coexisting and its importance cannot be neglected, especially in the field of learning and teaching English as a foreign language. Therefore, this term has to be clearly defined, well understood, and appropriately applied.

In a study conducted by Alrowayeh (2017), titled "Factors Affecting Oral Communication in the EFL Classroom in Kuwait", the researcher mentions that through communication, individuals are able to reveal their thoughts, share their perspectives on different levels, and in different domains, or maintain different types of relationships. The researcher also adds that when oral communication is well performed then it may serve as an essential element in facilitating learners' understanding of the language, also promoting their learning progress, expanding their chances of developing a more positive learning atmosphere, and preserving effective relationships with the instructor.

Moreover, the process of sending messages from one individual, or group to another involves three main components which are the sender, the content to be sent, and the receiver of the message. However, the term "communication" does not demonstrate the act of sending and receiving a message only, as much as it indicates the success of achieving this task, (*"What is Communication? / First-Year Seminar", 2022*)

Accordingly, effective communication relies on the sender's ability to use a combination of elements such as words, expressions, and gestures to convey the message and the recipient's ability to decode and interpret the message and respond or react accordingly.

Additionally, the term "communication", etymologically, comes from the Latin origins of the word "communis" that refers to the word "common" which indicates the act of making information, concepts, or ideas familiar and accessible to all individuals by sharing them.

Moreover, individuals have to take into consideration all the elements that may influence this procedure regarding the fact that people may approach information differently based on their interests, what motivates them to hear about other's news, or what they like to know more about so that the sender and the recipient can achieve an agreement, mutual understanding, and clarity about the topic being shared (Chauhan, 2014).

From the definitions mentioned above, it can be drawn that successful communication can be an effective mediator for individuals in which it helps them in sharing different aspects of their everyday life, experiences, or personal stories. In the realm of learning and teaching English as a foreign language, a well performed communication can serve as a facilitator that enables both parts of this process, teachers and learners, to participate in their academic journey and be active language users.

1.2 Overview of the concept of Communicative Competence in Foreign Language classes

In the book titled "Communicative Competence: Theory and Classroom Practice.", Savignon (1976) defines the notion of communicative competence as means of explaining the

level of knowledge those native speakers have, which allows them to create a more genuine, and unscripted type of connection with other native speakers. The author also adds that this process of communication needs more than the linguistic expertise and that the linguistic characteristics of a given communicative context are entrenched in a cultural frame that comprises the speaker's function in that setting, as well as the functions of other participants, in addition to the nonverbal indicators such as body language that are also important components of language transmission.

Furthermore, Savignon (1976) states that " the native speaker knows not only how to say something but what to say and when to say it " (p.4). In sum, the speaker has to take into account the external factors that may manipulate this process in one way or another, such as participants' different personalities, some stereotypes that may seem unacceptable to discuss in certain societies, people's feelings and emotions, individuals who suffer from some psychological issues like autism in which they may not want to be involved in any kind of communicative events.

1.3 An overview of the models of communicative competence

In 1960, Chomsky initiated the model of communicative competence based on grammatical competence as a theoretical foundation to teach, learn, and evaluate language. On the other hand, Hymes broadened his definitions of performance and competence, stating that communicative competence has to encompass the capacity to put the grammatical structures into use in a variety of social settings to express and comprehend information, as well as negotiate interpretations (Communicative Competence: Definition & Model, 2019).

In other words, Hymes emphasizes the idea of integrating the social and cultural aspects in language learning and teaching in addition to the grammatical one, so that the linguistic and sociocultural elements can promote the appropriate message transmission and interpretation.

Following that, several other linguists worked to refine the concept of Communicative Competence. Widdowson, Canale and Swain, Savignon, Bachman, and Palmer are among the most notable scholars who contributed to the model's development. Four domains of knowledge have been included in the communicative competence paradigms, namely the linguistic, sociolinguistic, discourse, and strategic domains (Communicative Competence: Definition & Model, 2019).

1.3.1 Linguistic Competence

Grammar is dealt with in linguistic competence; elements such as vocabulary, spelling, punctuation, and pronunciation are all covered. Also, rules governing sentence structure, word building, tenses, and sound exchange, the denotation of words and phrases, and collocations must be understood by students. In other words, the linguistic competence field puts more emphasis on syntax, morphology, semantics, phonology, and phonetics; therefore, in order to build grammatically accurate sentences, students must focus on achieving the proficiency in each of these elements, (Communicative Competence: Definition & Model, 2019).

For instance, students have to be selective in terms of vocabulary regarding their meaning and function in a given communicative situation. Also, they have to be aware of word production, the different intonations, and sound articulation that may characterise a certain speech and affect the process of understanding, and interpreting the language being used in a given society.

1.3.2 Sociolinguistic Competence

Sociolinguistic competence deals with the socio-cultural aspect that controls and directs the acceptable use of language and goes beyond the linguistic context to enable the speaker to produce a more clear and well-interpreted message, (Communicative Competence: Definition & Model, 2019). For instance, elements such as politeness and formality have to be considered

when the speaker is about to initiate a conversation with members of a given society. Taking these elements into account can reflect the learner's ability to use language to undergo different social tasks.

In addition to these mentioned competences, Jue (2010) provides a brief definition of the remaining two competences, namely discourse competence and strategic competence in a work titled “Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class”.

1.3.3 Discourse Competence

Discourse competence is defined as the ability to read and decode a broader context and produce an extended stretch of language in order to generate more coherent parts. Discourse competence focuses on analysing and questioning the combination of words, phrases, and sentences that leads to the creation of language used in random conversations, professional emails, or media articles, Canale and Swain (1980, p.20. as cited in Jue, 2010.)

1.3.4 Strategic competence

Strategic competence focuses mainly on spotting and resolving the barriers to effective communication, as it deals with the deficiencies in one's language skills and the fact that learners of the language, mainly in the realm of learning English as a foreign language, have to be aware of the language implementation in different types of contexts where communication is necessary, Canale and Swain (1980, p.20. As cited in Jue, 2010.)

1.4 Overview of Verbal Communication in the EFL Classroom

The appropriate use of words is one of the main aspects related to the correct language performance in learning English as a foreign language. It facilitates the transmission of a message that is understood by both, teachers and learners. In addition, verbal communication has a significant role in improving the teaching process; according to Wahyuni (2018)

competent teachers are able of taking control of the teaching process and can use their verbal abilities appropriately to communicate with students in a given learning context.

Verbal communication consists of the appropriate selection and arrangement of words used to exchange information between members taking part in a learning situation. Andrew, Cobb, and Giampietro (2005) state that verbal communication is not only about the learner's knowledge of language vocabularies but their capacity to use them correctly to achieve different communicative aims in a given context. In addition, Merani (2019) points out that verbal communication is associated with speaking and it is a significant and essential aspect of communication. In the light of this, in an EFL learning context, the focus has to be put on language production in terms of speaking since it is an area of language that takes an important part in language learning and which mirrors students' language efficiency.

1.5 Types of Verbal Communication

The use of speech to transmit information makes the interaction between members accessible and understood. According to McComark (as cited in Merani, 2019), verbal communication is a type of interaction in which a message is explicitly communicated via language (p.182). Therefore, competent learners have to take into account the different kinds of verbal communication in order to improve their speaking skills. The four types of verbal communication are interpersonal communication, intrapersonal communication, small group communication, and public communication. They explained as follows:

1.5.1 Interpersonal Communication

According to Rasyid (2016), interpersonal communication in foreign language teaching and learning refers primarily to the process of communication that takes place inside the classroom between teachers and students or students with each other. This verbal communication, that can be in forms of facial expressions and gestures, allow learners to develop a unique connection among them regarding social and psychological aspects in order

to produce common understanding and accomplish academic and social priorities. In addition, McCormack (2010, p. 13. as cited in Rasyid, 2016) refers to interpersonal communication as “a dynamic form of communication between two (or more) people in which the messages exchanged significantly influence their thoughts, emotions, behaviours, and relationships.” (p. 35)

1.5.2 Intrapersonal Communication

This type of communication is limited to the individual's internal thoughts; it is a form of private talks that are not explicitly communicated with members of a given community. According to McLean (2005), “Intrapersonal communication can be defined as communication with one’s self, and that may include self-talk, acts of imagination and visualization, and even recall and memory” (as mentioned in "What is Intrapersonal Communication?", 2022). However, some scholars point out that intrapersonal communication cannot be considered a proper form of human communication, and that the actual communication is the one that occurs between different participants in the form of turn-taking and sharing messages explicitly among members of a given community and not within the individual’s intrapersonal level, Vela (2012).

1.5.3 Small Group Communication

This type of communication consists of a small group of individuals who exchange information with each other and interact according to each participant's role, to achieve a certain communicative goal. Participants are allowed to share their ideas, contribute to the discussion process and behave according to their roles to preserve the aim that the group was designed for. (“Types of Verbal Communication (With Importance and Tips)", 2022)

1.5.4 Public Communication

This type of verbal communication takes place when an individual addresses a group of people. Public communication is a one-directed type of interaction where one person tries

to deliver a message to a large group of people. The speaker, in this case, may develop an idea, share information, or provide the audience with some illustrations related to a given topic. ("Types of Verbal Communication (With Importance and Tips)", 2022)

1.6 Speaking Skill:

According to Chaney (1998, p.13. as cited in Ghermaoui, 2018), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.5). Through speaking, learners can engage in various types of discussions where they are stimulated by a variety of topics which allow them to communicate with others, and express their ideas or views on a specific phenomenon.

In other words, speaking is an aspect of verbal communication and it is the process of transmitting information through words. The appropriate implementation of words has to be taken into consideration in foreign language learning classrooms because it will facilitate the learner's understanding of the language being used, promote classroom interaction, and enhance the teacher's and students' productivity. In addition, speaking skill is the main aspect of language production in the field of learning English as a foreign language and its mastery reflects learners' understanding of the language structure, their ability to express their ideas through language, and their willingness to engage in different communicative situations where language is being used.

The classroom is considered the appropriate academic context where language can be used by learners and teachers. According to Nunan (1999, as cited in Merani, 2019), language acquisition is determined by the learners' ability to speak the language they are learning. The scholar refers to learners' capacity of taking charge of their language production, in terms of speaking, in which they use it appropriately to express their ideas and share their knowledge. In this term, speaking can be a direct reflection of the language which the student is learning, and its mastery is important in learning English as a foreign language.

1.7 Components of Speaking

Vanderkevent (1990, as cited in Aguebet .2017) views that speakers, listeners, and utterances are the three main patterns that construct and promote productive communication and that communication cannot be achieved and realized appropriately if one component is not available.

1.7.1 The Speakers

Speakers are the ones who generate content to be communicated to others. For instance, personal thoughts, opinions, and ideas can be considered messages to be shared.

Speakers are the main element in verbal communication; they contribute to transmitting direct and correct information if they are competent language users.

1.7.2 The Listeners

Listeners are members of a communicative situation who try to receive, decode and provide feedback that corresponds to the speaker's message. Listeners' interpretation of a speaker's oral performance may help speakers to produce a clear and appropriately communicated message.

1.7.3 Utterances

Information is directly delivered by the speaker through the use of words and statements, Harmer (2007. p 29, as cited in Aguebet 2017.) points out that “When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings”.

1.8 Relationship between Speaking and Other Language Skills

In Foreign language classroom, teachers have to relate teaching speaking to the other language skills to enhance and ameliorate language learning for students. Researchers indicate the significant relationship between listening and speaking, according to Byrne (1976, p 8. as cited in Aguebet 2017.) “Inside the classroom, speaking and listening are the most often used

skills”. That is, these two skills are performed interchangeably inside EFL classes in which the listener’s understanding of the message indicates the speaker's ability to produce correct speech.

In addition, reading can be a beneficial task to improve student's speaking skill; students may obtain additional knowledge of different vocabulary and grammar through a well-performed reading task. Writing, on the other hand, is an effective tool and a straightforward reflection of the student’s speaking abilities. Although speaking and writing are two different aspects of language, they are complementary and may reveal students’ levels on both sides, (Aguebet, 2017.)

1.9 Features of the Speaking Skill

Foreign language learners need to consider the different features of the language to enrich their language skills, mainly, this will help them speak appropriately inside or outside the classroom. Riggensbach (1998, as cited in Aguebet, 2017) sees that learners have to put more emphasis on the main elements of the language so they can understand it and be able to put it into function. These elements of language are as follows: vocabulary, grammar, pronunciation accuracy, and fluency.

1.9.1 Grammar

In an EFL class, learners have to be knowledgeable enough about the grammatical structures they are using when they are learning the language. Students’ grammatical competency can be seen through the correct use of some grammatical elements, the production of correct and well-formed sentences as well as the selection of the appropriate expressions or linguistic patterns and cohesive devices to preserve unity and clarity and maintain a logical relationship to the speech.

1.9.2 Vocabulary

Vocabulary competence in foreign language learning refers to the student's knowledge about the lexical aspect of language in terms of selecting and using different categories of vocabulary such as nouns, verbs, adjectives, and adverbs to convey multiple meanings. On the other hand, a lack of vocabulary knowledge may cause a problem for EFL learners and hinder them from being competent speakers. Therefore, when speaking, learners have to consider the choice of words that is suitable to the context and that contain an accurate meaning.

1.9.3 Accuracy

The term accuracy deals with producing comprehensible utterances that are clear in terms of pronunciation, vocabulary, and grammar. Therefore, learners have to be straightforward, clear and avoid using vague words to refer to concepts because this will make participants lose interest and feel distracted.

1.9.4 Pronunciation

The phonological aspect is important in learning foreign languages; hence EFL learners have to take the system of sounds into account. When it comes to speaking, learners have to articulate correct, commonly used sounds that contribute to the meaning to produce effective speech.

1.9.5 Fluency

Fluency is an important feature in speaking, it is about speaking gradually at a specific speed so the participants can decode the speakers' words and understand what they are trying to convey in a given communicative event. In addition, speakers need to take breaks to make listeners grasp the information and the ideas being shared.

1.10 Teaching speaking in the EFL context

According to Kroeker (2009, as cited in Nazara, 2011), there are three approaches used to teach speaking in foreign language classrooms: the indirect approach, the direct approach, and the indirect plus approach.

1.10.1 The Indirect Approach

This approach consists of the student's direct contribution in different communicative situations where interaction between students takes place in the form of discussions or debates.

The indirect approach is commonly used in certain language teaching techniques such as communicative language teaching. Brown claims that if the communication that is taking place is significant, it is expected that the student's language proficiency will improve (2001, p. 276. as cited in Nazara, 2011) However, Nunan (1999, p. 240. as cited in Nazara, 2011) states that these communicative performances turn out to be a duplicate of the utterance instead of producing significant statements. Furthermore, this approach might be unstructured and considered more suitable for competent speakers rather than beginners, yet this method is capable of meeting the student's need to practice their already-mastered speaking skills (Nazara, 2011).

1.10.2 The Direct Approach

The direct method is characterised by the use of the target language as a means of instruction and communication inside the classroom, as well as the avoidance of the use of the first language and translation, and this what distinguishes it from the Grammar-Translation Method (Andriyani, 2015).

The researcher adds that this method is a change in early learning from literary language to spoken language. In addition, the direct method, known as the natural method, focuses on the idea of using relatable contexts to learn the foreign language in which it utilizes solely the

target language rather than the learners' native language in order to comprehend the foreign language verbally so that the learner is able to interact in English.

Moreover, Andriyani (2015) mentions that learners were given tasks to interpret vocabulary and grammar with meaning using presentations, performances, movements, and gestures in order to achieve this goal. According to Larsen-Freeman (2000, as cited in Andriyani, 2015), language in the direct method is mainly about speaking and it is considered the main tool for communication. For instance, learners are engaged in utilizing the target language since classroom instruction and practices are conducted in the target language. In this approach, discursive activities contribute significantly in providing a better chance for students to understand and speak in the target language through using it in real life scenarios.

It can be concluded that the target language is directly included in this strategy through using more tasks and activities that promote the natural use of it. This method also creates authentic opportunities where learners get to produce language genuinely in forms of role plays, discussions, or other activities without translating or referring back to their mother tongue.

1.10.3 The Indirect Plus Approach

This approach combines interactional activities along with teaching speaking. It depends on the learner and teacher who contribute to developing the content to be learned and discussing the different needs of the learner and their abilities on the level of speaking. In contrast, Thornbury (1998, p. 110, as cited in Nazara.2011) elicits "...that classrooms and textbooks are still widely grammar-driven which makes any conversational approach difficult to apply." (p.33)

1.11 Speaking Difficulties in EFL Classroom

In the field of learning English as a foreign language, learners face some problems when they use English to speak, especially when they have to participate in classroom activities.

These problems may hinder students from learning and using the target language appropriately. The following are the main difficulties faced by EFL learners namely linguistic difficulties in terms of grammar, lack of vocabulary, and pronunciation.

1.11.1 linguistics Difficulties

Thornbury (2005, as cited in Yahi & Lamrour, 2018.) claim that knowing the basic linguistic features that the language consists of, may promote the learner's verbal performance, hence students may encounter some problems in their speaking if any of this knowledge about linguistic aspects is not carried out appropriately. These difficulties are concerned with grammar, vocabulary, and pronunciation.

1.11.1.1 Grammar mistakes

Grammar is an essential aspect that contributes to the learner's speaking competence. One of the main issues that foreign language learners face is making grammatical mistakes, or errors that hinder students' learning process and create a hard learning context where the student is always afraid of being criticized or punished due to the inappropriate use of language.

1.11.1.2 Lack of vocabulary

Lack of vocabulary mastery may affect students' learning process and interrupt the flow of communication. In addition, when learners use a limited set of vocabulary, the meaning may not be appropriately delivered and clearly stated because the learner does not have enough knowledge about vocabulary to express their ideas, as a result, they may confuse the listener because they are not using suitable vocabulary to convey the correct message.

1.11.1.3 Pronunciation mistakes

The correct pronunciation is associated with the correct language production, in terms of speaking. Consequently, learners have to pay attention to the different rules when it comes to the phonological system i.e., sounds and word stress in addition to the correct choice of words to produce correct language.

1.12 Other Factors affecting the Speaking Skill

According to Tuan and Mai (2015, as cited in Leong & Ahmadi, 2017.), foreign language learners and teachers need to consider some elements that may affect the process of mastering the speaking skill.

External factors found in the learning context may influence the student's speaking activity, for instance, the type of feedback provided by the teacher has to be well managed and stated to the learner in a form of positive comments, and supportive instructions to foster the learner's performance instead of making them feel punished or criticized, Baker and Westrup (2003, as cited in mentioned in Leong & Ahmadi, 2017). Also, learners' listening capacities can impact their oral production, that is, the learner's listening skills in how they receive the message communicated and their ability to decode it and act upon it may improve their oral performance.

Additionally, Bachman and Palmer (1996, as cited in Leong & Ahmadi, 2017) points out that learners' background knowledge of the different subjects is essential in understanding and using the language accordingly and appropriately. Furthermore, Urrutia and Vega (2010, as cited in Leong & Ahmadi, 2017), states that students' limited knowledge of language vocabulary can affect their speaking ability. Hence, they have to be grammatically competent and consider the correct use of words, and sentences according to their meaning, Latha (2012, as cited in Leong & Ahmadi, 2017). In addition, psychological factors such as lack of confidence, fear of judgment, or criticism may influence the learners' performance. That is, if students are not confident enough and have negative views of what they are doing and how others will react to them, they may fail in their language performance.

1.13 Importance of speaking

Speaking is essential for EFL learners, yet it is not an easy task to accomplish for most of them. In order for EFL learners to be competent speakers, they have to consider the main

elements that construct the language from grammar, pronunciation, fluency, accuracy, and vocabulary. Considering these elements in learning English as a foreign language may help students to produce correct and meaningful speech. Through speaking, learners will have the opportunity to express their views, build effective interaction with others, and create a practical learning environment (Leong & Ahmadi, 2017).

Conclusion

This chapter provides an overview of verbal communication in terms of speaking, and emphasizes the importance of this productive skill in the field of learning and teaching English as a foreign language. Moreover, the researcher states that the mastery of this skill can be a positive indicator of a competent foreign language learner, who knows the different patterns that construct the language system and can use them appropriately to serve an intended communicative aim. However, the mastery of verbal communication in EFL learning cannot be achieved unless learners can overcome some issues they encounter in language learning and provide practical solutions to enhance their performance.

**Chapter Two: Phrasal verbs in Foreign
Language Learning and Teaching**

USE OF PHRASAL VERBS TO IMPROVE VERBAL COMMUNICATION

Introduction

2.1 Vocabulary teaching and Learning

2.2 Definition of Phrasal Verbs

2.3 Types of Phrasal Verbs

2.3.1. Intransitive Phrasal Verbs

2.3.2. Transitive Phrasal Verbs

2.3.2.1. Inseparable Phrasal Verbs

2.3.2.2. Separable Phrasal Verbs

2.4. Categories of Phrasal Verbs

2.5. Methods of Teaching Phrasal Verbs in EFL Classrooms

2.6. The Main Issues in Teaching and Learning Phrasal Verbs

2.6.1. Multiple Meanings

2.6.2. Collocation

2.6.3. Particles

2.6.4. Pronunciation

2.6.5. Grammatical Form

2.7. Importance of Phrasal Verbs in Foreign Language Learning and Teaching

Conclusion

Introduction

The following chapter focuses on the use of phrasal verbs as a learning and teaching strategy to enhance speaking inside foreign language learning classrooms. It also gives more insights into learners' and teachers' assumptions on integrating phrasal verbs inside the classroom, in addition to the different methods used to teach phrasal verbs, the main issues faced by learners and teachers in the process of learning and teaching them in EFL class, and the importance of learning phrasal verbs in developing speaking skill for non-natives.

2.1 Vocabulary Teaching and Learning

Grammatical structure comprehension is thought to be critical for a correct language learning. In terms of language teaching, teachers may combine vocabulary instruction alongside other aspects of language instruction. However, instructors frequently prioritize the teaching of grammatical structures over vocabulary. Moreover, the primary focus on syntax is likely due to the fact that linguists have traditionally considered grammar as an interconnected element, whereas lexis has been considered as “something isolated from other parts of the grammar” Gass (1988, p.95, as cited in Kamarudin, 2013, p. 53). That is, grammar is considered a “closed system” because it can be analysed using rules while lexis is thought to be a “dynamic system” because it is an “open system” that makes it possible for the ongoing formation and development of new lexical units at any time.

Eventually, vocabulary is now considered an important aspect in learning foreign languages and developing learner's communicative competence. Vermeer (1992, as cited in Kamarudin, 2013, p.54), points out that “Knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language” (p. 147)

2.2 Definition of Phrasal Verbs

Phrasal verbs refer to the combination of a verb and a particle or more; the particle is the section that can influence the verb and modify the meaning, (*Phrasal Verbs*, 2022). According to Wood (2015), in his book “Fundamentals of formulaic language”, phrasal verbs can be considered a part of the English formulaic language. The author also added that “they are verbs combined with a preposition or particle, or both, with often nonliteral meanings, or both literal and figurative interpretations” (p. 48, as cited in Fourar, 2019, p. 46).

Through this definition, the author specifies the fact that phrasal verbs are an aspect of formulaic language that is exclusive to the English language, he also indicates the formation of phrasal verbs by referring to the structure which consists of combining verbs along with a particle that can be a preposition, adverb, or both of them. The combination of these elements generates different semantic levels that serve the context in which it is used.

Phrasal verbs are used in various communicative settings where English language takes place. They are an essential part of the English language vocabulary and play a significant role in verbal communication, Thyab (2019). Phrasal verbs, according to the researcher, are verbs that have a distinct meaning which cannot be deduced from the meanings of their constituent elements. To attain native-like English language conversation, foreign learners of English have to be knowledgeable of phrasal verb usage. However, learning the meaning of phrasal verbs and how to use them properly is not as simple as it may appear, Boukhalfa (2018) mentions that the difficulty in understanding and using phrasal verbs is usually owing to their idiomatic nature or the fact that learners are not exposed to this particular occurrence that is unique to the English language.

2.3 Types of Phrasal Verbs

Types of phrasal verbs, or also referred to as the syntactic characteristics of phrasal verbs by Brady (1991) in his work titled “The Function of Phrasal Verbs and their Lexical

Counterparts in Technical Manuals”. They are usually classified into two main types, (“Phrasal Verbs - Explore Their Meaning, Definition, and Examples”, 2022)

Figure 2.1

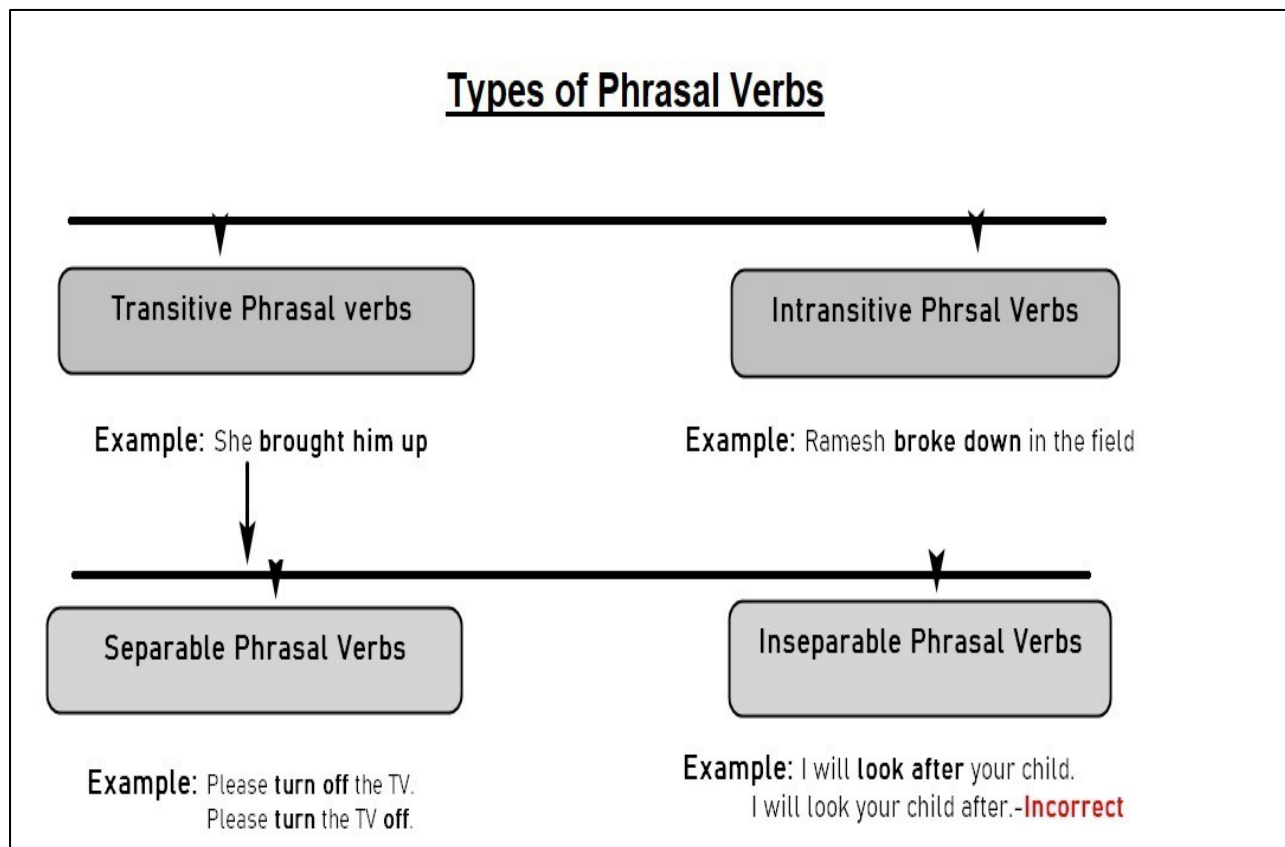


Figure.1: Adapted from "Important Phrasal Verbs with Meaning for Competitive Exams—TextBooq", 2022.

2.3.1 Intransitive Phrasal Verb

In this case, intransitive phrasal verbs follow the same rules as intransitive verbs do. They do not need a direct object to finish the phrase or understand the context in which they are employed. An example of an intransitive phrasal verb is mentioned by Brady (1991):

- “My car broke down.”

In this example, it can be noticed that there is the verb “broke” and the preposition “down” without any additional element.

2.3.2 Transitive Phrasal Verbs

Transitive phrasal verbs can be characterized by their need for a direct object, and so is the case with regular transitive verbs. According to Brady (1991), there are two types of transitive phrasal verbs and they are as follows:

2.3.2.1 Inseparable Phrasal Verbs

This type of transitive phrasal verbs cannot be split, they are joined and used together in order to convey a given meaning which may not be properly delivered in case the verb and the particle are separated. An example provided by Brady (1991):

- “Greta ran into an old friend”.

As it is noticed in this example, “ran into” is a two-word inseparable phrasal verb.

Or:

- “She gets along with Igor very well”.

As the example shows, “gets along with” is a three-word inseparable phrasal verb.

2.3.2.2 Separable Phrasal Verbs

Transitive phrasal verbs can be also separable in which the direct object is placed between the verb and the particle. However, certain word order has to be taken into consideration to produce a meaningful and correct sentence.

2.4 Categories of Phrasal Verbs

On the semantic level, i.e., meaning, there are three main categories of phrasal verbs. They are mentioned according to Downing and Locke (2006, a cited in Abdul Rahman & Abid, 2014).

The first category is the literal or the non-idiomatic phrasal verbs that are clearly stated and not difficult to be directly understood because the verb and particle retain their meaning. In addition to the literal phrasal verbs, there is the second category which is semi-idiomatic

phrasal verbs, in this category the verb retains its literal metaphoric sense, but the particle serves as an aspectual identifier of various kinds.

The last category of phrasal verbs is the fully idiomatic phrasal verbs, they are completely idiomatic because of their underlying idiomaticity also it is far too possible to deduce by just looking at their constituents.

2.5 Methods of teaching phrasal verbs in EFL classrooms

In an article written by McCarthy (2022) on “Why should we teach phrasal verbs?”, the writer refers to the complex nature of phrasal verbs and the difficulties they may cause for learners of English, in addition to mentioning some teaching techniques to facilitate the process of teaching phrasal verbs.

In addition, the writer states that the semantic level i.e., the meaning of the phrasal verb and the syntactic level i.e., the different types of phrasal verbs are the main problems faced by learners of English in general and foreign learners specifically. According to McCarthy (2022), to reduce the level of difficulty and make teachers and learners able to know more about phrasal verbs and be aware of their usage in multiple contexts, the researcher suggests that they have to set reasonable goals for learning these types of verbs.

Moreover, he points out to the need of establishing a large corpus which he referred to as “A Computerized Database of Spoken and Written Materials”. McCarthy, who is in charge of applied linguistics at the University of Nottingham, UK, adds that the frequently used phrasal verbs can be extracted from the corpus and presented to the learner. The number produced by the corpus can be realistic and understood by learners of English.

On the contrary, the corpus alone cannot be enough to learn phrasal verbs and use them because these types of elements in the English language have to be integrated within an authentic context through performing different kinds of tasks like role plays, dialogues, or classroom discussions where phrasal verbs take place. Also, the teacher has to provide a brief

clarification on the used phrasal verb whenever learners encounter them while they take various levels of tasks, to make it easy for them to memorize them and reuse them, McCarthy (2022).

In a study conducted by Mart (2012), titled “How to Teach Phrasal Verbs”, the researcher presents different techniques and methods on how to teach them. According to Cirocki, an effective technique for teaching phrasal verbs is the «text/context technique” in which students should be exposed to a range of real circumstances so they may figure out what do the phrasal verbs imply, their type, and category. Students will notice all of these elements if phrasal verbs are presented in authentic contexts Cirocki (2003, as cited in Mart, 2012. p. 5).

Additionally, Thornbury (2002, as cited in Chévez Herra, 2013, p.3) proposes that the classroom is an ideal setting for teaching phrasal verbs. The researcher also emphasises the idea of avoiding sophisticated clarification, and focused on presenting a few phrasal verbs at a time in contextually relevant activities to help students to internalize the vocabulary. On the other hand, Esquivel (2000, as cited in Chévez Herra, 2013, p.4) mentions that integrating phrasal verbs into speaking help learners to sound more native-like.

Whereas phrasal verbs learning can be beneficial to EFL learners in terms of enriching their vocabulary knowledge which in turn enhance their communicative competence, many authors have pointed out to the difficulty of phrasal verb. As a result, the fact that they appear to be difficult for the majority of EFL students should be a reason for teachers to contribute and facilitate the process of learning PVs since some areas need direct instruction and a certain degree of focus.

Wood (2009, as cited in Chévez Herra, 2013, p.4) confirms this viewpoint when he stated that challenging aspects should be given special attention, as systematic exposure to phrasal verbs has been shown to improve students' fluency in the target language.

In addition to the previously mentioned information, several academics agree that certain collections or groups of phrasal verbs should be taught when it comes to teaching

phrasal verbs. Gardener and Davis' (2007, as cited in Chévez Herra, 2013, p.4) results, for example, recommend that learners should study the more common English phrasal verbs, they also suggested that teachers have to introduce students to the top 100 phrasal verbs. On the contrary, Thornbury (2002, as cited in Chévez Herra, 2013) claims that "phrasal verbs are best learned item by item, and preferably in short contexts that demonstrate their syntactic behavior." (p.4)

From the mentioned strategies, it is clear that phrasal verbs have to be linked directly to an authentic and original situation and have to be learned gradually. The idea of creating tasks and practices based on real context may help foreign language students to associate structures with meaning in order to give correct and understood interpretations for the phrasal verb.

2.6 Main Issues in Teaching and Learning Phrasal verbs

Despite the fact that phrasal verbs are an important aspect of learning English as a foreign language, they may create some difficulties. According to Al Amin (2022), they can be stated as follows:

2.6.1 Multiple meanings

A significant number of multi-word verbs have many meanings (polysemous), so it is advisable to stick to the meaning of the verb that is relevant in the text rather than diving into the other possibilities. For English learners, this technique may be more clear and less mystifying.

On the other hand, multi-word verbs have an actual meaning while many others do not, hence learners can occasionally interpret their meanings rather effectively when delivered through texts, taking up hints from the concept of the text and the co-text, but when offered in isolation, or perhaps even heard or read at the sentence level, they can be highly difficult for the learner to interpret.

2.6.2 Collocation

When it comes to the words with which they collocate, multi-word verbs pose a challenge. According to Al Amin (2022), McCarthy refers to collocations as “a marriage contract between words, and some words are more firmly married to each other than others.” (p.7). Assisting learners of English with collocation can go a long way toward solving a problem, to begin, learners should be asked to underline the nouns that follow certain verbs and then complete them in a collocational grid or connect multi-word verbs to their frequent collocations.

Collocation “bingo cards”, on the other hand, are effective because learners have a collection of nouns on a card that they mark off based on whether students think they collocate with the phrasal verb that is given. Students are engaged in a higher level of processing when they explain why particular words do not mix in “odd one out” exercises. It is through the language used in the classroom that children may truly understand how word associations matter, Al Amin (2022).

Therefore, students have to be active in a way they involve in their learning and also be aware of the different patterns in the language in order to use them appropriately.

2.6.3 Particles

Particles can also present issues in terms of their meaning because some particles share meaning with a high number of phrasal verbs on a wide range. The meaning of the particles can also present issues because some particles share meaning with a high number of others, but not all. Many tasks that put emphasis on particles and raise learner’s awareness to a group’s shared meaning exist, and these have been shown to be beneficial for improving students’ confidence in dealing with phrasal verbs because they believe as if they have an instrument with which to help them reveal the meaning of previously incomprehensible items Al Amin (2022). In short, exercises that are directly related to phrasal verb learning are very effective

because they get learners to deal with multiple situations where phrasal verbs are used, hence they will be able to figure out when to combine words together, or whether this particle is correctly associated with the verb or not.

2.6.4 Pronunciation

Words that are hard to pronounce seem to be harder to understand, according to experts. In terms of pronunciation, phrasal verbs are not too difficult for students, albeit incorrect word stress is a common error, students are generally hesitant to expose particles to stress Al Amin (2022).

2.6.5 Grammatical form

Phrasal verbs can be confusing to some English learners since they vary in terms of form, in other words, there are transitive, intransitive, separable, or inseparable phrasal verbs Al Amin (2022). Teachers' role, in this case, is to make it much easier for learners to spot the different categories correctly, they have to put more emphasis on rules in terms of presenting students to a large number of instances, particularly in limited settings, that illustrate grammatical behaviour.

Additionally, another technique to enhance vocabulary is reading. Studies showed that simply using a language is also an effective way to acquire it, even if there is no particular emphasis on grammatical structures. According to the researcher, a considerable number of tasks that focus mainly on grammar and vocabulary can make students able to identify and solve issues regarding phrasal verb learning.

2.7 Importance of phrasal verbs in foreign language learning and teaching

The main aim of learning English as a foreign language is to be able to use it to communicate and engage appropriately in different situations where learners tend to sound more natural and authentic and at the same time be able to produce accurate and meaningful language, since phrasal verbs are also an essential element in the English language.

The difficulties that EFL learners encounter in terms of learning phrasal verbs cannot be neglected; however, this essential element in the English language cannot be also ignored due to its role in providing students with an adequate amount of vocabulary that can be practical for non-native speakers of English. Additionally, the publication of dictionaries that focus primarily on PVs, indicates that PVs can be regarded as a distinct group apart from other lexical items in English, currently accessible phrasal verb dictionaries include the Oxford Phrasal Verbs Dictionary (McIntosh, 2006, as cited in KE, 2013), the Cambridge Phrasal Verbs Dictionary (McCarthy & Walter, 2006. as cited in KE, 2013), and the Collins CoBUILD Dictionary of Phrasal Verbs (Sinclair, Hanks, & Moon, 2002. as cited in KE, 2013).

Furthermore, learning phrasal verbs can make students take part in different contexts where they have the opportunity to produce more natural language and sound more like natives. On the other hand, the teacher's role is very significant in learning phrasal verbs because it is the first and the only academic exposure for learners. The teacher can work as a guide where he gives reasonable number of instructions for students to get them familiar with P.V, and to facilitate tasks and exercises solving.

Conclusion

Phrasal verbs are a section of formulaic language, that is mainly characterized by its idiomatic sense. Phrasal verbs are used in the English language in formal and informal contexts. Despite the fact that some learners may face difficulties in the process of comprehending and using English phrasal verbs inside the classroom which can be due to the complex nature of this element in language and the confusion it may cause regarding meaning and implementation, phrasal verbs may be essential to other students who learn English as a foreign language since it provides them with a vocabulary package that enables them to engage in different communicative situations.

As is mentioned in this chapter, phrasal verbs can be split into two main types: intransitive and transitive phrasal verbs, this latter can be also divided into separable and inseparable. Moreover, the main challenges that EFL learners face were highlighted in this chapter, namely grammatical, pronunciation, particle, collocation, and multiple meanings difficulties. In addition, categories of phrasal verbs are divided according to meaning, there are three main categories, literal, semi-idiomatic, and idiomatic. Tasks that can be associated with phrasal verb learning have to be authentic, and relevant to the student's academic and social process in order to make sure that learners are understanding every element of this stage.

Chapter Three: Fieldwork and Data Analysis

USE OF PHRASAL VERBS TO IMPROVE VERBAL COMMUNICATION

Introduction

3.1 Research Methodology: Theoretical Background

3.1.1 Research Paradigms in Educational Research

3.1.2 Research Approaches

3.1.2.1 Quantitative approach

3.1.2.2 Qualitative approach

3.1.2.3 Mixed-methods approach

3.1.3 Research Design(s) / Strategy (ies)

3.1.3.1 Qualitative research strategies

3.1.3.2 Quantitative research strategies

3.1.3.3 Mixed-methods strategies

3.1.4 Data Collection Methods

3.1.5 Data Analysis Procedures

3.1.6 Sampling Techniques

3.2 Research Methodology for this Study: Choices and Rationale

3.2.1 Research Paradigms

3.2.2 Research Approach (es)

3.2.3 Research Design(s) / Strategy (ies)

3.2.4 Data Collection Methods

3.2.4.1 The Students' Questionnaire

USE OF PHRASAL VERBS TO IMPROVE VERBAL COMMUNICATION

3.2.4.1.1 Structure and aim

3.2.4.1.2 Piloting and validation

3.2.4.2 The Teachers' Interview

3.2.4.2.1 Structure and aim

3.2.4.2.2 Piloting and validation

3.2.5 Data Collection Procedures

3.2.6 Data Analysis Procedures

3.2.7 Population / Sampling Technique

3.3 Results of the Study

3.3.1 Results of The Students' Questionnaire

3.3.2 Results of The Teachers' Interview

3.4 Discussion and Interpretation of the Results

Conclusion

Introduction

The current chapter presents an overview of the frequently implemented research methodologies, from paradigms, approaches, to designs, data collection methods, data analysis procedures, and sample techniques that serve as a basis for any scientific investigation. The chapter also outlines these features in regards to the current study's objective and technique, as well as the rationale behind the selection of the two data collection tools used in this investigation. Following that, it presents an analysis, discussion and summary of the findings based on the information gathered.

3.1 Research Methodology: Theoretical Background

The following section highlights the main elements that construct the scientific research namely research paradigms, approaches, designs, methods of data collection, data analysis procedures, and sampling techniques. When learners undertake research, these elements have to be taken into consideration in order to conduct a systematic research and produce reliable results.

3.1.1 Research Paradigms in Educational Research

In the process of conducting a research, scholars have to be aware of the research paradigm in which the study is situated. The concepts and assumptions that form the researcher's perspective on the world are referred to as research paradigms, it is often known as the researcher's viewpoint. As a result, a research paradigm can be stated to represent the starting point for any investigation, Fourar (2019). Moreover, philosophical perspectives, ideas, and assumptions that represent how scholars experience the world and realities are also referred to as paradigms, Krauss (2005. as cited in Henouda, 2020).

In the literature, there are four basic paradigms: post-positivism, constructivism, transformational, and pragmatism. In addition to epistemology, ontology, methodology, and axiology which are also the four aspects that make up each paradigm, Fourar (2019).

Table 3.1 The Main characteristics of research paradigms (Adapted from Creswell, 2014, p.6. as cited in Fourar, 2019).

Post-positivism	
-Determination	-Empirical observation and measurement
-Reductionism	-Theory verification
Constructivism	
-Understanding	-Social and historical construction
-Multiple participant meanings	-Theory generation
Transformative	
-Political	-Change-oriented
-Collaborative	-Power and justice oriented
Pragmatism	
-Consequences of actions	-Problem-centred
-Pluralistic	-Real-world practice oriented

3.1.2 Research approaches

According to Creswell (2014, as cited in Fourar 2019, p. 59), a research approach is “plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (p.3). Simply, a research approach is the outline, or the frame that contains a set of instructions, rules, and steps to be followed by researchers in order to guide them to move from generally viewed phenomena to a more specific

insights and explanations. In terms of the method of investigation, methodologists agreed that there are three main approaches to research namely quantitative approach, qualitative approach, mixed-methods approach.

3.1.2.1 Quantitative approach

According to Creswell (2009), a quantitative approach is a method for investigating the relationship between variables in order to evaluate objective hypotheses. These variables can then be tested using instruments, resulting in numerical data that can be examined using statistical processes. In other words, variables that are under the umbrella of the quantitative approach, are calculated and quantified according to what aligns with the nature of the study and the type of the hypothesis are set for. Following this scientific process, leads to uncovering facts, generating concepts and clarifying misconceptions in the academic filed.

3.1.2.2 Qualitative approach

A Qualitative approach is a method of investigation that focuses on interpreting the participants' emotions, perspectives, and perceptions. It is mainly used to describe things that can be conveyed through soft data, such as words, illustrations, nonverbal cues, and images. Additionally, the researcher's objective is to attain a good comprehension of a qualitative occurrence in order to gain a deeper understanding of social or human attitude, Symeou (2008. as cited in Henouda, 2020). Creswell (2009) adds that the evolving questions and processes are part of this systematic work, as are data acquired in the participant's environment and data analysis that are built inductively from specifics to broad themes, (adapted from Creswell, 2007. As cited in Creswell, 2009)

3.1.2.3 Mixed-methods approach

A Mixed-methods approach is a method of investigation that integrates or combines qualitative and quantitative modes of research. It entails philosophical assumptions, the

application of qualitative and quantitative methods, and the combination of the two in an investigation. As a result, it involves more than just gathering and evaluating both types of information; it also entails combining both methodologies so that a study's overall effectiveness is prominent than either qualitative or quantitative research (Creswell & Plano Clark, 2007. as cited in Creswell, 2009).

3.1.3 Research design(s)/strategy(ies)

One of the main elements of achieving good research that produces reliable results, answers the research questions, and establishes a starting point for the upcoming works is being knowledgeable about its design. Moreover, when researchers are aware of the research paradigm used in their work in addition to the approaches that serves the aim designed for this work, this may enable them to conduct a careful and scientific study. Simply put, well-designed research indicates the qualities of being it “systematic, logical, and replicable”, Hoadjli (2016). Research designs/strategies are divided into three main types qualitative, quantitative and Mixed-methods.

3.1.3.1 Qualitative research strategies

The appropriate choice of a strategy or a design in a qualitative research study, helps the researcher to put his/her work in an organised set that works along with the nature of the study. The main strategies used in the qualitative investigation are ethnography, grounded theory, case studies, and phenomenology, the strategies are illustrated in the following table:

Table 3.2 Some qualitative research designs/strategies (Adapted from Denscombe, 2010, p.5-6. as illustrated in Fourar, 2019)

Strategy	Purpose
Case study	- Understand the complex relationship between factors as they operate within a particular social setting
Ethnography	- Describe cultural practices and traditions - Interpret social interaction within a culture
Phenomenology	- Describe the essence of specific types of personal experience - Understand things through the eyes of someone else
Grounded theory	- Clarify concepts or produce new theories - Explore a new topic and provide new insights

3.1.3.2 Quantitative research strategies

- Surveys

Survey research can produce a quantifiable or numerical description of that population's patterns, habits, or viewpoints through investigating a sample of a population (Creswell, 2009). After conducting the survey, the obtained data is examined through statistical procedures.

- Experimental research

This type of research, according to Creswell (2009), aims to see if a certain treatment has an impact on the result. This effect is measured by giving one group a specific therapy while attempting to keep the other group in normal state, and then comparing how both sides performed on an experiment.

3.1.3.3 Mixed-methods strategies

Creswell (2009) mentioned that when Campbell and Fisk employed multimethod to investigate the reliability of psychological qualities in 1959, they pioneered the idea of

combining multiple methodologies. Also, they urged people to use their mixed method research framework to investigate a variety of data collection methods. Additionally, Henouda (2020) states that the mixed-methods study design takes the advantages of both approaches, through using one quantitative and one or more qualitative designs. As a result of this combination, a variety of data collection methods can be combined.

3.1.4 Data Collection Methods

In any type of research, there is a set of methods which can be also referred to as tools or strategies used to gather information. Each group of these methods is designed to work for a specific study, in other words, these tools may differ from one study to another based on the nature of the research. The main purpose of using a collection of methods is to gather reasonable, and logical amount of data that serves the research' aims and answers its questions. In general, there are four main methods:

- **Questionnaires**

Brown (2001) mentions that questionnaires are written tools that provide participants with a range of questions or sentences to which they have to respond to by writing their replies or choosing from a list of pre-prepared responses, (as cited in Hoadjli, 2016, p.44). Also, Hoadjli (2016) states that a questionnaire's appeal is usually mainly due to the fact that it is simple to use since it is comprehensive and particularly applicable to gathering a great number of data quickly and in a format that is easily processed. In other words, questionnaires are among the research instruments that are recommended in conducting different types of investigation due to their validity and credibility in providing data and giving the researcher more insights on the phenomenon being studied. Moreover, structured, semi-structured and unstructured questionnaires are the main types of questionnaires.

- **Focus group**

A focus group is a research method that emphasises the idea of creating a group of people interacting on a topic that has been pre-determined by the investigator, focus groups are often viewed as a sub-type of interviews, according to Dörnyei (2007), because the structure and function of the interviewer are quite similar to what is included in the interviewing process, (as cited in Hoadjli, 2016, p.46)

- **Interviews**

An interview is another common tool that is used mostly in qualitative studies. It consists of direct discussions, dialogues, and conversations between the interviewer and the interviewee, where the latter is asked to answer a set of questions related to a given topic. The interview is limited by time and it can be recorded; therefore, it has to be logically organised, well designed, and straight to the point. There are three types of interviews, namely structured, semi structured, or unstructured according to the nature of the investigation. According to Kvale (1996, as cited in Hoadjli, 2016), “An interview marks a move from seeing subjects as easily manipulable and data as somehow external to individuals that are usually expected to generate knowledge often through conversation” (p.45).

- **Observation**

Observation is the intentional observing and comprehensive evaluation of participants' actions that takes place in naturalistic situations. This can be a classroom or a teachers' room or any context where language use is being investigated, such as a bilingual family home or a business environment with non-native speakers (Cowie, 2009).

3.1.5 Data Analysis Procedures

The goal of data collection is not to arrive at the end of the study trip. In fact, the following stage may confront the researcher with a difficult problem. As a result, the researcher must possess analytical skills as well as a good sense of detail in order to achieve the research's goals. Having stated that, the distinction between analysing qualitative and quantitative data should be highlighted (Fourar, 2019).

This is performed utilising a range of specific techniques and methodologies, which should be selected in accordance with the study's purpose, study objectives, and the nature of the data being collected. As a result, quantitative and qualitative data will be analysed separately using quantitative and qualitative data analysis methodologies, for instance, quantitative data have to be analysed in terms of numbers, statistics and qualitative data have to be analysed in terms of themes and descriptions. In this regard, research methodology in a mixed-methods design would ultimately combine the two tendencies. In other words, data would be analysed using quantitative and qualitative methods, Henouda (2020).

3.1.6 Sampling Techniques

In addition to considering the paradigm, the design that serves appropriately the work, and the methodology. The researcher also has to know the target community of the designed investigation, in other words, the population that suits the objectives of the investigation.

According to Singh (2006, as cited in Fourar, 2019), due to a variety of considerations such as time, expense, and availability, studying the entire population is frequently unfeasible and hard to implement. As a result, the sampling notion has been introduced. According to Singh (2006), sampling is the process of selecting a group of survey items from a larger group of people. Data cannot be collected from all of the population's individuals since it is too big. Rather, a sample of people is selected anticipating that the sample will be representative of the

target population. Saidouni (n.d) adds that in the area of social science research, sampling is a significant approach. A research project cannot be conducted or completed without the use of sampling. Moreover, it is impractical to investigate patterns among the entire population due to the practical constraints of expense, availability, and other factors that are typically present in the scenario in which they prevent the research of the entire population. Therefore, the notion of sampling was created in order to make research findings more accurate, accessible, and practical for the researcher to handle (as cited in Saidouni, n.d).

According to (Cohen et al., 2007), the two most common types of sampling are probability (random) and non-probability (purposive). In a probability sample, whether a member of the population is included or excluded depends solely on chance; in other words, all members of the population have an equal chance of selection. A probability sample, as opposed to a non-probability sample, includes or excludes members on purpose (as cited in Fourar, 2019).

3.2 Research Methodology for this Study: Choices and Rationale

3.2.1 Research Paradigm

In the process of conducting scientific research, the paradigmatic foundation of the work must be set first. Therefore, a research project should be grounded on a collection of beliefs and assumptions that serve this foundation. As a result, the current study falls under the constructivist paradigm since it seeks to understand the situation under investigation through the researcher's direct contribution in collecting the suitable data for the study relying on the participants views and information which were obtained through the data collection tools that were suitable for this paradigm and helped to frame the overall plan for this work regarding design, approach, data collection tools, and sampling techniques.

3.2.2 Research Approach (es)

Since the following research takes the constructivist paradigm, the adopted approach is the qualitative approach. This approach is selected in order to gain a thorough knowledge of the research questions under inquiry regarding the use of phrasal verbs as a learning and teaching strategy to improve students' speaking skills in foreign language classes through the use of soft data. Furthermore, through adopting the qualitative approach, the present research aims to gain a deeper understanding of students' thoughts, experiences while learning and using English in a non-native setting, in addition to presenting teachers' opinions and judgments on the same subject.

3.2.3 Research Design(s) / Strategy (ies)

The design used for this research is the case study design because it fits the objectives of the study and contributes to provide answers to the research questions of this study and it emphasises gaining a deeper grasp of the topic at hand while also allowing the researcher to collect data in realistic situations through getting in direct contact with master one students.

3.2.4 Data Collection Methods

In research, data is gathered through the use of scientific instruments that serve the purpose designed for the investigation. In the following research, data is gathered through using a semi-structured questionnaire administered to master one students. In addition, the researcher used a semi-structured interview which was conducted with four teachers of English, mainly, teachers of master one. The implementation of these two data tools facilitated the researchers' work in terms of collecting primary data which, in turn, help in producing logical and relevant results.

3.2.4.1 The Students' Questionnaire

3.2.4.1.1 Structure and aim

In order to gain a better understanding of the study objectives, the semi-structured questionnaire was used as the first data collection tool in this work. The main aim of the questionnaire was to identify the major issues that master one learner encounter while they use English to communicate inside the classroom, mainly, language issues. Moreover, the questionnaire aimed to describe and explore learners' assumptions towards using phrasal verbs as a learning strategy to enhance their verbal communication and improve their speaking skills.

The questionnaire contained close-ended and open-ended items; hence, it was a semi-structured questionnaire. The questionnaire was composed of three sections that contained 22 questions as an overall number of questions. The first section aimed to provide the researcher with general information on the respondents including their period of studying English as a foreign language and whether it was a personal choice or no. The second section dealt with speaking skill, mainly, students' speaking level in English in addition to the main elements they seek to improve, the major difficulties they face as non-natives in speaking English, and how do they manage to fix them.

The last section of the questionnaire included questions concerning phrasal verbs learning in EFL classrooms, this section contained an introductory part which provided a brief definition of phrasal verbs to help the researcher gain more valid data. This section contained, mainly, questions about students' familiarity with phrasal verbs, also in what why they think phrasal verbs can help them to improve their speaking, in addition to the main difficulties they faced in the process of learning them. Respondents were asked to provide justifications in some questions in order to elaborate more and help the researcher to generate more relevant and rich data.

3.2.4.1.2 Piloting and validation

The questionnaire was sent to eight experts but it was validated by six, among them our supervisor. This step was essential to continue the process of data collection because it enabled the researcher to check the appropriateness and the reliability of the data collection tool regarding the research objectives and questions. Additionally, an opinionnaire was attached to the questionnaire to help the validators provide more helpful and practical feedback. The opinionnaire focused mainly on the overall form of the tool, the type of questions included, and if they were relevant to the issue under investigation or no, for instance it was recommended to remove a question on gender was removed because it did not serve the purpose of the study.

In addition, the piloting phase took place online with four students but one member had technical issues so the questionnaire was sent to the remaining three students of master one, who showed support and provided the researcher with practical comments regarding the relevance of the question, adjusting some questions in which more options are needed, the removal of some questions and the addition of others, as well as the rearrangement of some choices.

3.2.4.2 The Teachers' Interview

3.2.4.2.1 Structure and aim

The interview was the second data collection tool used in this research. This tool served one of the main objectives of this current investigation which is to explore English as foreign language teachers' assumptions towards using phrasal verbs as a learning and teaching strategy to enhance foreign language learner's speaking skill, mainly master one learners since they are the main target of this study. In addition, the second tool used to collect data for this study is a semi-structured interview that aimed to answer the third research question regarding teacher's

views on the use of phrasal verbs as a teaching and learning strategy to enhance master one student's verbal communication. The interview's questions were directly about phrasal verbs teaching, teachers' experiences, and how they approach the idea of learning them and using them as strategy to enhance EFL learners speaking skill, mainly, master one students.

The semi-structured interview contained eight questions that were discussed face to face with four teachers of English from our department at Biskra University, namely one oral teacher, two language mastery teachers who taught phrasal verbs for master one level, and a grammar teacher. The choice of teachers was aligned with the research questions and aimed to gain answers that fit the issue raised in this work, in terms of phrasal verbs teaching and their role in improving students' speaking skills, in addition to teachers' assumptions on this and the main strategies they would use to teach them. The interview was recorded after taking permission from teachers, in which they were asked to sign a consent form to assure that they accept to be part of interview that contributed to the process of the investigation.

3.2.4.2.2 Piloting and validation

The interview was validated by six experts, among them our supervisor. Feedback was mostly on the structure of some questions, in which some items had to be reformulated to make it more understood. It was suggested also to reduce the number of questions to have a reasonable structure, in addition a rewording for some items and correcting some punctuation marks was needed. The experts' comments and suggestions were taken into consideration by the researcher. However, the interview was not piloted due to time constraints.

3.2.5 Data Collection Procedures

In order for the researcher to conduct scientific research and provide reliable results that reflect the main objectives of the investigation, ethical concerns that any investigation consists of were taken into consideration. Therefore, a written consent form was signed by the Head of

Department to allow the researcher to continue their investigation inside the University of Biskra.

The participants, in this study, were informed about what the research comprises, they were also told that their data, private details, and viewpoints would be treated with the greatest regard and discretion. The researcher informed them beforehand to assure their collaboration in the study and that they are completely satisfied with sharing their thoughts and answers that formed the basic step in data collection.

Similarly, before conducting the recorded interview, the researcher handed a written consent form that informed the teachers about the main aim of the interview. It also informed them about the choice of the interview. In other words, if they want it online or face to face, in addition, the form provides the teachers with the researcher's contact details and a section that contains background information on the expert that has to be filled and signed by them to approve their agreement.

The students were verbally asked to fill the questionnaires, hence all of the participants in this study have given their permission to be part of it. The process of collecting data was done, almost, similarly. Thanks to our supervisor's assistance and help. A number of 24 students of master one answered the questionnaire. On the other hand, the four interviews were conducted in different times due to the teachers' schedule, and different places due to the fact that some rooms were occupied, but with the teachers' help it was manageable to find appropriate location, for instance the library of the faculty and other classrooms. This task could not happen without the teachers' support and collaboration in terms of providing the researcher with needed information to continue with the data collection.

3.2.6 Data Analysis Procedures

This current investigation opted for a qualitative approach, that is mainly concerned with soft data, as a result data was gathered through using two main data collection tools which are a semi-structured interview and a semi-structured questionnaire; however, the data was analysed differently.

The semi-structured questionnaire did not seek to present scores or marks; but it is resulted in a set of frequencies and percentages. Therefore, it used a descriptive analysis and the findings were presented in forms of charts, and graphs. The interview, on the other hand, sought to have a better understanding of teachers' assumptions on phrasal verbs and speaking. As a result, in order to obtain relevant findings, the interview was analysed thematically. This type of analysis suited this tool in this case because it aimed at finding and generating the most repetitive and relevant themes and patterns regarding phrasal verbs teaching, and its role in enhancing students' speaking skills.

3.2.7 Population / Sampling Technique

The population that is under investigation in this study is master one students of Applied linguistics at Mohamed Kheider University in Biskra. This selection was due to the fact that master one students were exposed to phrasal verbs this academic year in the Language Mastery module. This criterion facilitated the researcher's work in initiating the inquiry and grounding the data related to this work. In addition, the teachers of English in our Department took part of the population as well. The sampling technique for this study is the non-probability convenience sampling. This method was selected because it is due to the availability of the participants. The sample consisted of 24 students of master one specialised in Applied Linguistics and four English teachers, namely one oral teacher, two language mastery teachers, and one grammar teacher.

3.3 Results of the Study

3.3.1 Results of The Students' Questionnaire

Section One: General Information

1. Respondents' years of studying English

This question is an open-ended one that aimed to find out how many years students have been exposed to the English language. Some students included their first years in studying English while others considered only the university years. This shows the level of familiarity that learners of English as foreign language have to the English language, based on the results, the duration of studying English varied from 11 years to the intermediate education as stated by respondents. The number of respondents that stated that they have been studying English for 11 years are 7 (29.2%), while 4 respondents considered the four years of university (16.7%), one respondent said that they have been studying English form a young age (4.2%).

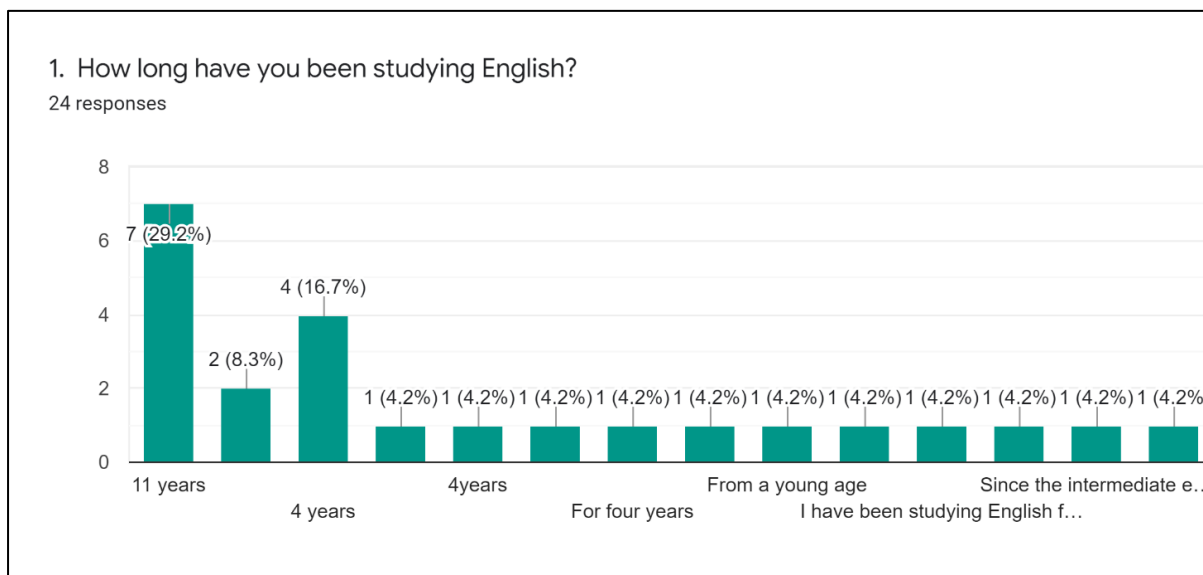


Figure3.2: Respondents' years studying English

2. Respondents' choice of studying English

This item aimed to know whether the students' process of learning English is due to a personal decision or no. The results informed the researcher that 22 (91.7%) respondents said that studying English was their personal choice, while 2 (8.3%) respondents said that studying English was not their personal decision. This question of the first section showed that most of master one students had a reasonable amount of interest to study English in the University. The researcher included this question at the beginning of the questionnaire in order to reveal and outline students' motives or challenges that drove them to study English due to their personal choice or the opposite.

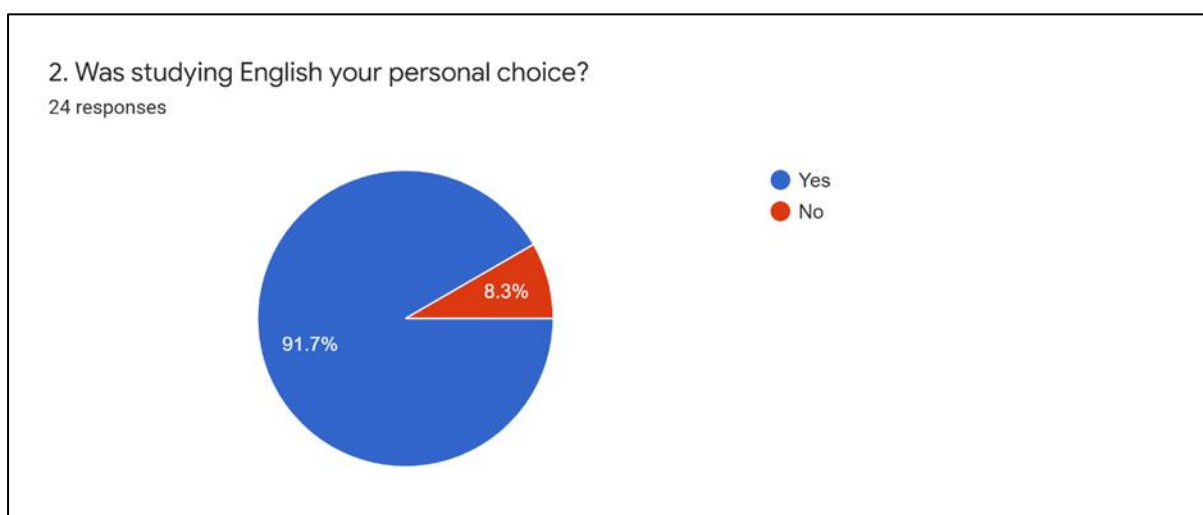


Figure 3.3: Respondents' choice of studying English

Section Two: The Speaking Skill

1. Respondents' level of speaking proficiency

In the first item of section two, the participants were asked to rate their level of oral competence. According to the results produced in this question, it appears that 15 students, which reflects the majority of master one students, had an intermediate level of speaking (62.5%), 7 students (29.2%) stated that they had an average level of speaking, while 1(4.2%)

respondent indicated a low level of speaking, in contrast 1(4.2%) stated that their level of speaking proficiency is advanced. As a result, it is revealed from the chart below that the respondents' level of speaking proficiency is between intermediate and average, this can indicate the fact that students may face some challenges in the process of using English to communicate.

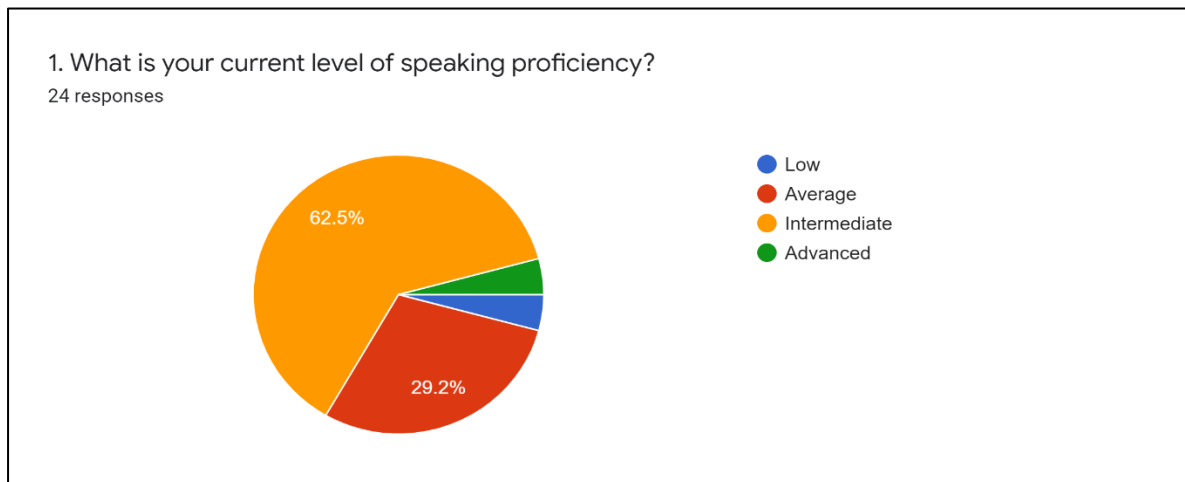


Figure 3.4: Respondents' level of speaking proficiency

2. Respondents' desire to improve their speaking skill

Question two of the second section served to know whether students have the desire and willingness to work on their speaking skill and improve it or no. According to the chart attached below (Figure 5), all the respondents showed positive attitude towards developing their speaking skills, hence, 24 participant (100%) pointed out that they want to improve their speaking abilities in the English language. This may reveal that students want to work on their speaking skill, and that they have the desire to produce correct communication when they use English to speak.

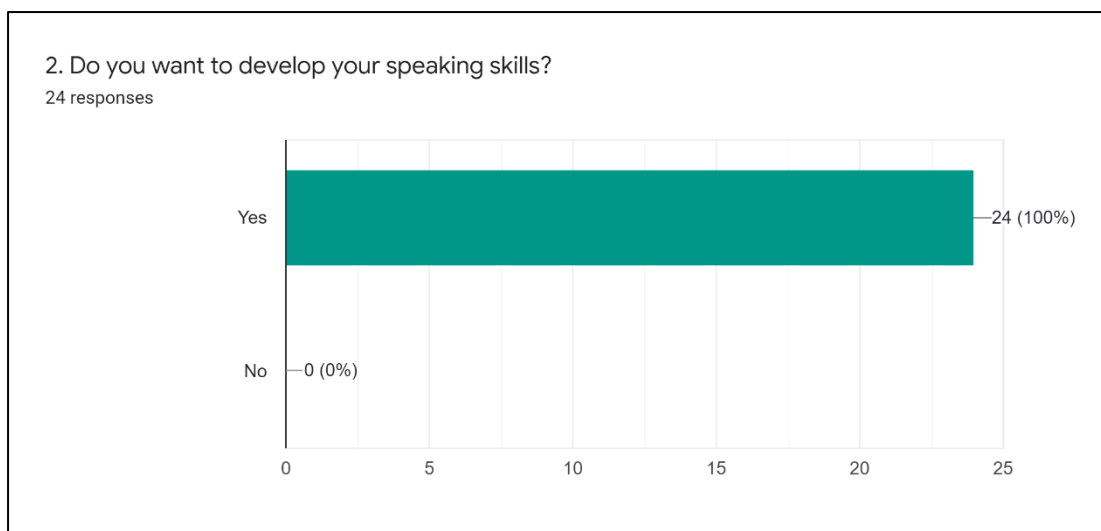


Figure 3.5: Respondents' desire to improve their speaking skill

3. Respondents' thoughts on improving their speaking skill

Throughout this question, the researcher wanted to check the frequency with which students think when it comes to developing their speaking skill. The studies revealed that 16 (66.7%) of students always think of improving their speaking skill, and 5 students (20.8%) sometimes think of this, while 3(12.5%) students stated that they occasionally think of improving their speaking skill. Based on students' experience and the data provided, it can be noticed that students want to reach good levels of speaking in English, and that they are aware of the fact that they need to focus more on this skill.

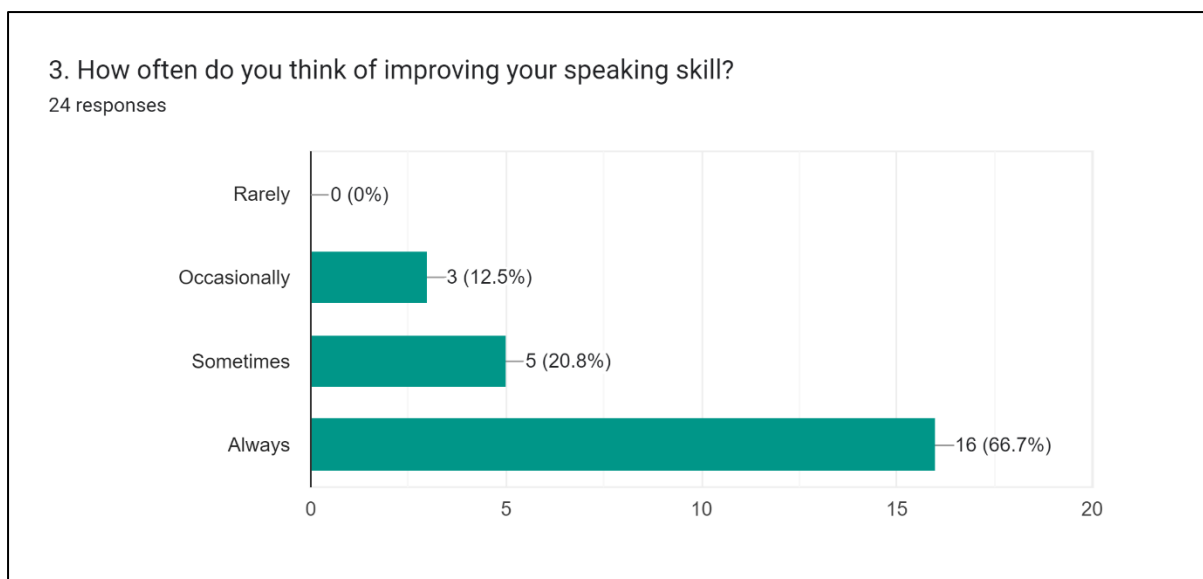


Figure 3.6 : Respondents' thoughts on improving their speaking skill

4. The aspects of speaking skills EFL learners want to improve

This item aimed to highlight the main parts that students focus on and plan to improve. The results show that 17 (70.8%) think about improving their vocabulary, 16 (66.7%) showed interest in improving their speaking in terms of fluency, additionally pronunciation is the aspect that 7 (29.2%) of the participants want to improve. The last aspect is accuracy, where it was selected by 2 students that represents (8.3%). The results showed that students pay more focus on developing vocabulary, while accuracy is the last element that learners think about.

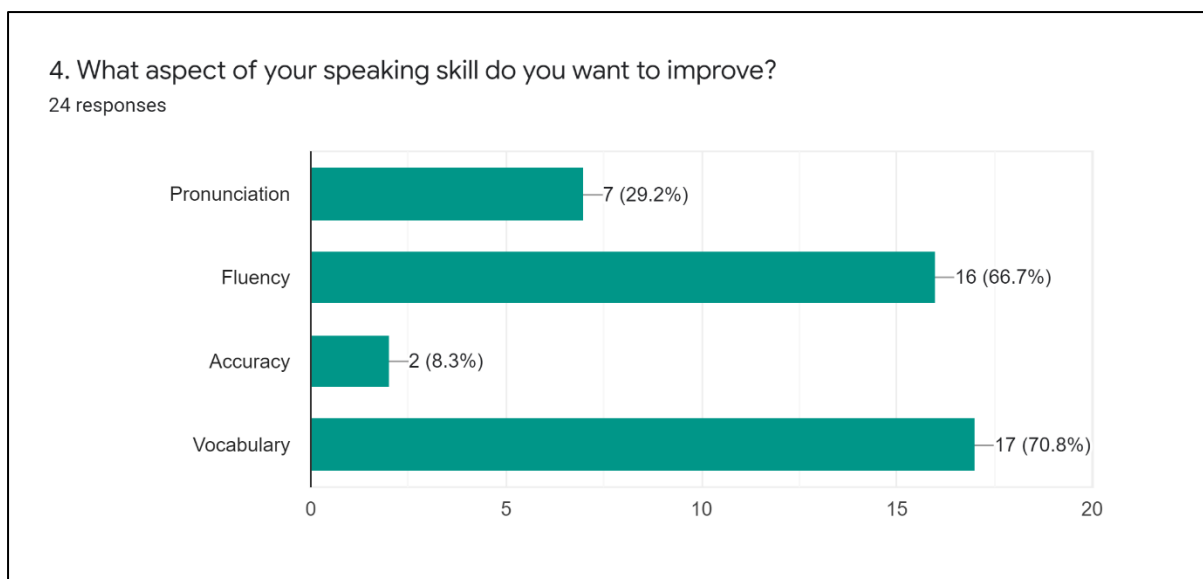


Figure 3.7: The aspects of speaking skills EFL learners want to improve

5. The major difficulties that usually challenge the learners when they use English to speak inside the classroom

This question aimed to identify the main issues that master one students face when they use English to speak. The results of this question stated that the main problems, according to respondents, can be psychological problems such as anxiety to speak in public, stuttering, fear of criticism and making mistakes, shyness, stress, lack of confidence, the fear of giving wrong answers, in addition to language problems such as lack of vocabulary, the appropriate implementation of words, sentence structure, language breakdowns, lack of background knowledge on the topic.

It can be resulted that the main issue that EFL learners face when they use English to speak inside the classroom, is the lack of vocabulary. This problem, according to students' answers, hinders them from participating in classroom discussions and makes them feel anxious when it is time to speaking in English.

6. How do EFL learners, mainly, master one, manage to fix these problems

This question aimed to highlight the main strategies used by learners to fix some communication breakdowns and limit language issues they face when they use English to speak. According to the chart, 16 (66.7%) said that they searched for another way to transmit the message, 15 (62.5%) said that they used examples to reach the intended meaning, while 7(29.2%) stated that they ask for the teacher's help, and only 3(12.5%) said that they tend to use phrasal verbs as an alternative to the expression they want to use. Others added that using examples can reduce these breakdowns and help learners to transmit the message clearly, also translating the expression, checking the dictionary, or paraphrase it.

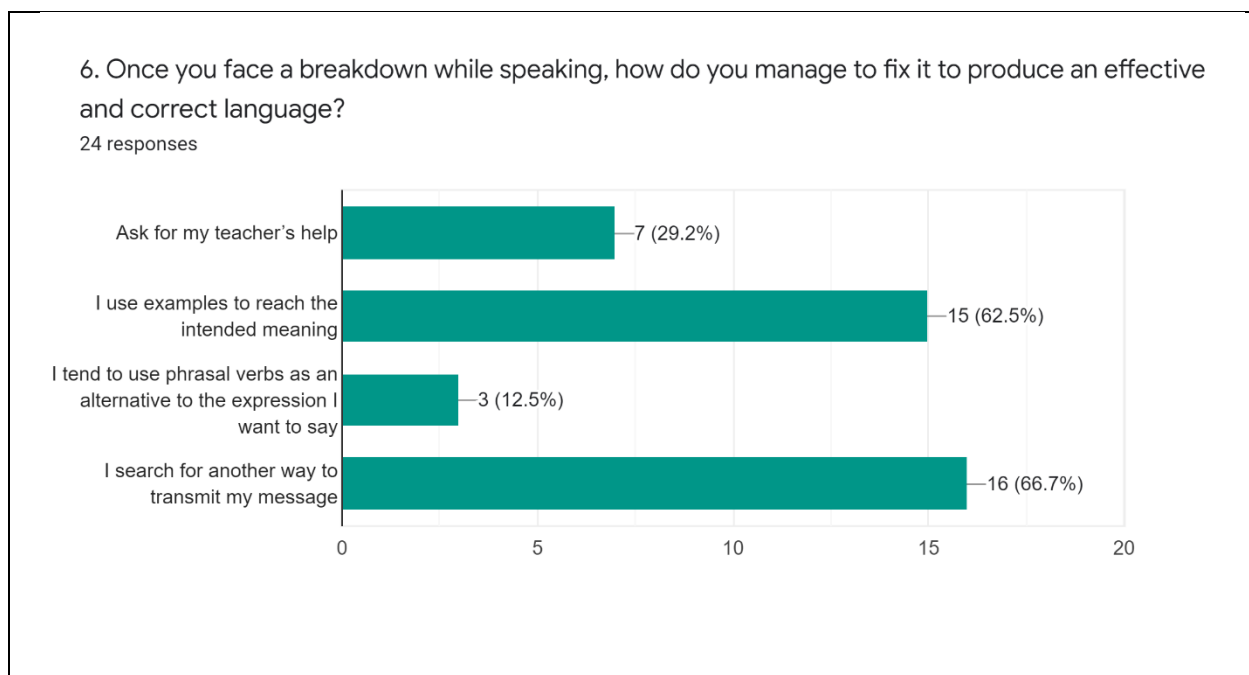


Figure 3.8: Strategies that master one use to fix speaking problem

Section three: Phrasal Verbs in the EFL classrooms

1. Students' familiarity with Phrasal Verbs

This question aimed to understand whether students have enough knowledge about phrasal verbs, and their implementation in the classroom. The findings revealed that 21(87.5%) of master one students are familiar with phrasal verbs, and they stated that phrasal verbs are a combination of verb and other preposition: up, down, for. On the contrary 3(12.5%) students said that they are not familiar with phrasal verbs.

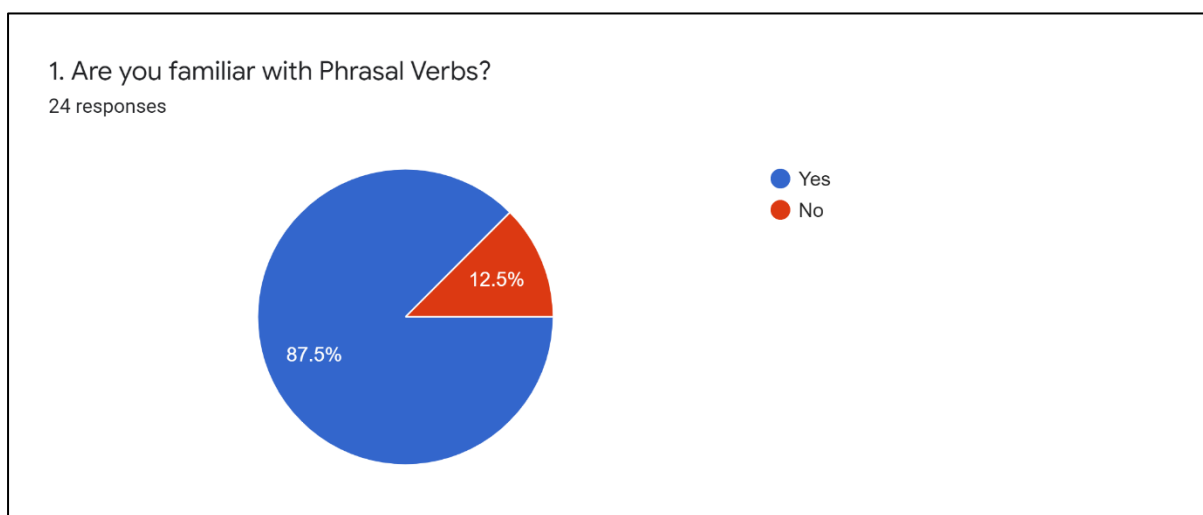


Figure 3.9: Students' familiarity with Phrasal Verbs

2. Students' usage of phrasal verbs inside the classroom

This question aimed to know if students used phrasal verbs in order to communicate in the classroom. According to the results, 16 (66.7%) students said that they sometimes use phrasal verbs inside the classroom. While 7 (29.2%) students said that they rarely use them, and 1(4.2%) student said that they often use them

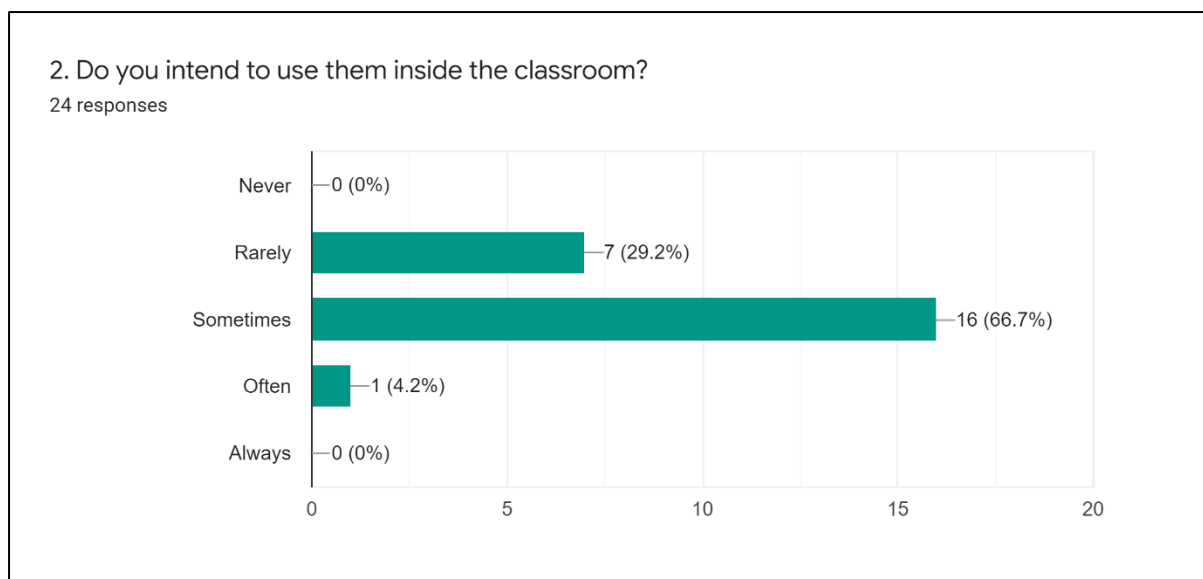


Figure 3.10: Students' usage of phrasal verbs inside the classroom

3. Students' thoughts on the use of phrasal verbs while speaking

The findings revealed that 11 (45.8%) students said that phrasal verbs helped them in creating and preserving a more fluent and natural flow of communication, in terms of speaking, while 10 (41.7 %) said that phrasal verbs made them sound more native-like in conversations and eight students (33.3%) said that phrasal verbs helped them to convey different meanings easily. Additionally, seven (29.2%) students added that using phrasal verbs can reduce communication breakdowns, and 4 (16.7%) stated that learning English phrasal verbs motivated them to be more expressive. finally, two (8.3%) students reported that it is a practical strategy to limit speaking problems through using language.

According to students' answers, phrasal verbs usage inside the classroom is important to improve English learning, they help in enriching EFL learners' vocabulary bank as they make the speaker sound native. Others stated that learning phrasal verbs helped them to convey different meanings.

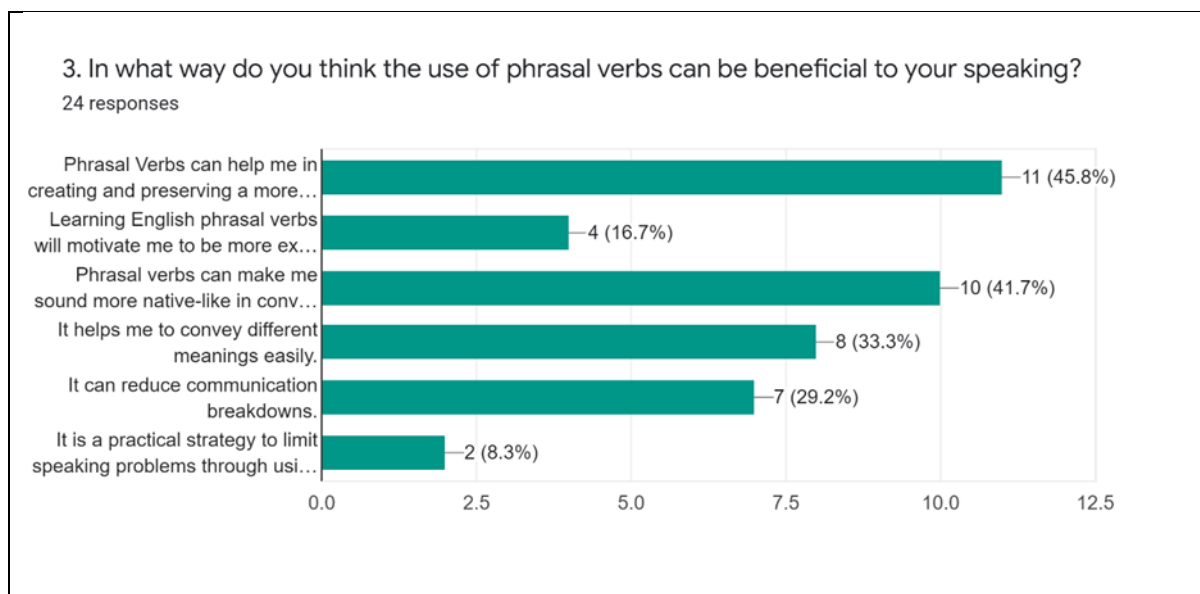


Figure 3.11: Students' thoughts on the use of phrasal verbs in speaking

4. Students' views on using phrasal verbs to communicate

This question aimed to know the opinions of students on the use of phrasal verbs, and if this latter benefited their communication skills. The results revealed that 21(87.5%) students agreed on the use of phrasal verbs when speaking in order to communicate better, 2 (8.3%) students neither agree nor disagree about phrasal verbs usage to communicate better, and only one (4.2%) student disagreed about its use.

According to students' justification, English language is full of expressions, idioms, and the phrasal verbs are one solution to help students communicate better. The students also stated that instead of using a long word or term they just imply a phrasal verb.

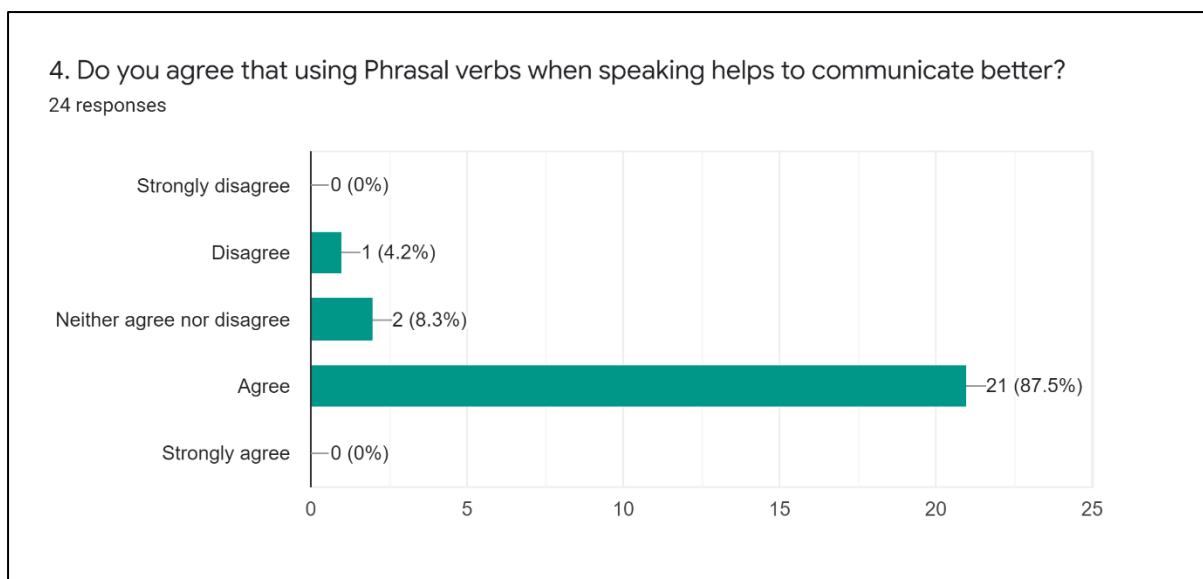


Figure 3.12: Students' views on using phrasal verbs to communicate

5. Students' exposure to difficulties while learning or using phrasal verbs inside the classroom.

In this question, the researcher aimed to know how often do students face difficulties when they learn or put phrasal verbs into use inside the classroom. The findings revealed that 15(62.5%) students said that they sometimes face difficulties in learning and using P.Vs, while 7(29.2%) students said that they often face some sort of difficulty, and 2(8.3%) said that they rarely face some problems when they are learning or using P.Vs inside the classroom.

According to the students' answers, the main issue they were exposed to in this process is the fact that they get confused in using phrasal verbs, memorising them and understanding them appropriately.

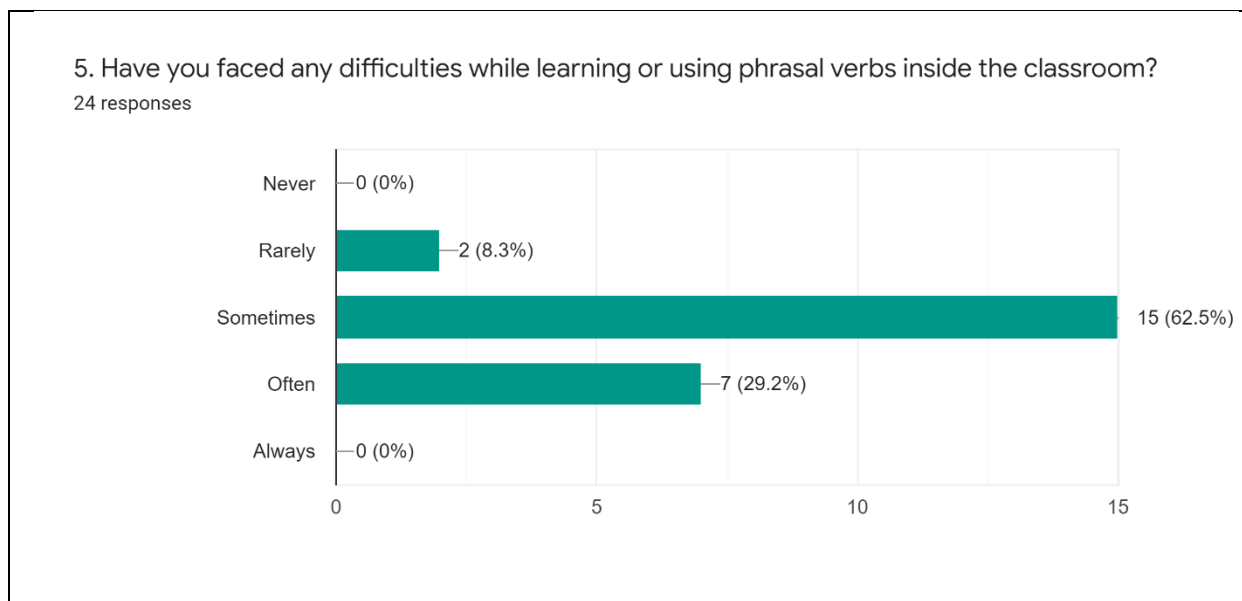


Figure 3.13: Students' exposure to difficulties while learning or using phrasal verbs inside the classroom.

6. Learners' use of phrasal verbs to communicate outside the classroom

This question aimed to check how often do students implement P.Vs to communicate Outside the classroom. The findings revealed that 9 (37.5%) students rarely use P.Vs to communicate outside the classroom, while the same number of students had different opinion, they stated that they sometimes use them outside the classroom. Additionally, 3 (12.5%) said that they never use P.Vs outside the classroom, on the contrary, 3 (12.5%) said that they often use them.

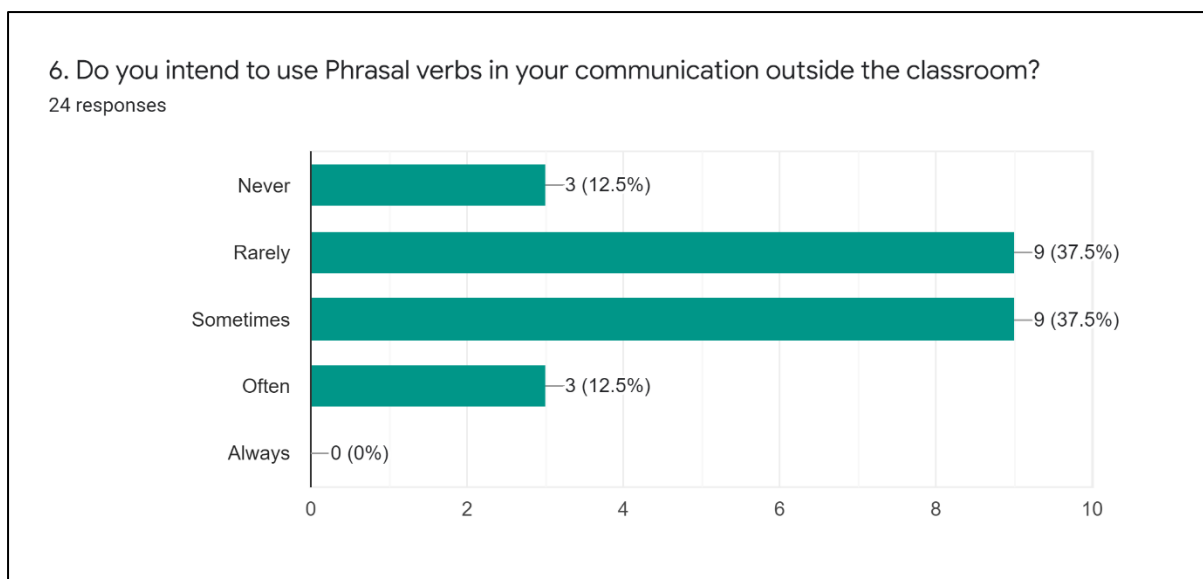


Figure 3.14. Learners’ use of phrasal verbs to communicate outside the classroom

7. The level of difficulty of learning phrasal verbs

This question aimed to explore the level of difficulty that students encounter when they are in the process of learning phrasal verbs. According to the chart, 15(62.5%) students stated that learning phrasal verbs is not very difficult, 7(29.2%) stated that learning phrasal

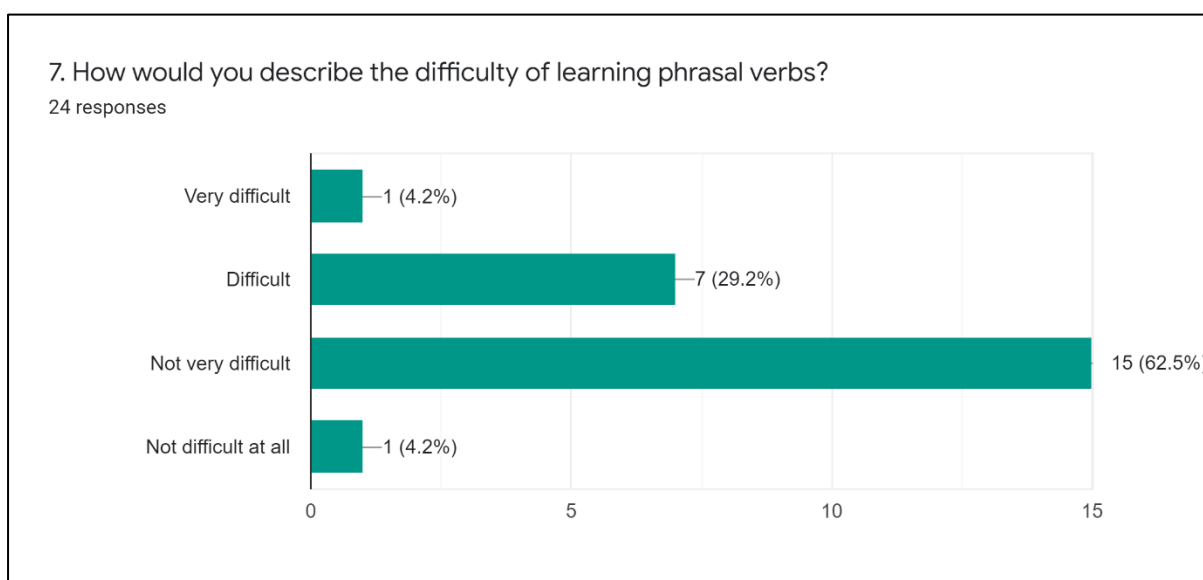


Figure 3.15. The level of difficulty of learning phrasal verbs

8. The difficult aspects in learning phrasal verbs

According to the different answers provided by the students, these are the main

Difficult aspects:

- Nature of phrasal verbs
- Meaning of phrasal verbs
- Structure (new forms)
- Memorization (time consuming, long lists)
- Usage

3.4.2 Results of The Teachers' Interview

The interview was the second data collection tool used for this investigation. It is semi-structured one that aimed to investigate the different views that teachers of English as a foreign language have regarding employing phrasal verbs as a learning and teaching strategy to improve the speaking ability of master one English students at Biskra University. The interview contained eight questions, which were designed and selected according to the research aims.

Q01. In the field of teaching English as a foreign language, what are teachers' assumptions on phrasal verb teaching?

This question aimed at finding out how teachers view the process of teaching phrasal verbs inside EFL classes, also it sought at stating teachers' thoughts and assumptions on how can learners perceive and understand phrasal verbs, taking into consideration the fact that they are not native speakers of English.

Teacher A. stated that phrasal verbs are normally designated for "Advanced Students" only such second, third year or even master students. The main reason for this is that phrasal verbs are usually a sign of a student's grasp of the English language, as they can play

with words and go beyond the literal meaning. The teacher focused on simple vocabulary use with “Beginners and Low Intermediate” students due to the fact that simple words can be checked in the dictionary. The teacher added that he tried to practice them in context with “Advanced Learners”; he believed that P.Vs are quite valuable and can assist students to demonstrate their grasp of the English language.

Teacher B. According to teacher B, phrasal verbs are an important aspect of language instruction. And this is important when it comes to language fluency, as they are commonly employed in daily context, particularly in oral communication. On the other hand, **Teacher C** mentioned that idioms, phrasal verbs, and collocations are examples of language chunks or structures. Moreover, the teacher added that phrasal verbs are essential for a student's linguistic proficiency, if students want to be proficient language learners, they must be aware of the usage of these structures, and their contextual, linguistic, communicative, and grammatical structure, also they must use the structure rather than just know about it, “So you do not just learn it just for the sake of learning.” To him, language is communication.

Teacher D. Stated that he had different conceptions and views on phrasal verbs. According to teacher D, when it comes to advanced levels of writing or speaking. He thought that phrasal verbs were required only in these areas. However, he realised that phrasal verbs are a common occurrence in natural speech. Thus, the idea that phrasal verbs are solely needed for sophisticated writing or advanced speaking was incorrect. However, after readings, he changed his opinion, stating that phrasal verbs first marked the teacher's interest as a component of grammatical competence (grammar competence), but then he mentioned that he realized they are also a component of communicative competence in general. As a result, this could be a widely held belief among educators.

He reformulated his ideas into two main points, The first is that it is required for advanced levels of speaking and reading abilities, but it is not required for beginners. Second, grammatical competence is more than just a matter of grammar. They are employed for the purpose of communication.

Q02. How do you think teaching phrasal verbs should be carried out in an EFL classroom?

This question seeks to explore and identify the main teaching techniques and strategies used by EFL teachers in order to teach phrasal verbs inside the EFL classroom.

Teacher A. Stated that in terms of teaching and practicing, phrasal verbs should be taught in context because they differ from literal verbs in that they go beyond their literal meaning. As a result, students will not understand the meaning of the phrasal verb if they seek up the definition of each segment of the phrasal verb independently in a dictionary. As a result, in order to practice them, the teacher normally prefers to do so in a setting.

The teacher added that in the oral expression classroom, for example, the teacher strives to construct and reproduce natural scenarios in which students would need to utilize them, he introduces different phrasal verbs through audio recordings or reading texts, learners are then asked to employ them in a conversation.

Teacher B. They should be taught in a context in an EFL classroom, which implies that they should be placed in actual circumstances where they can be used in everyday speech. It should also be provided in the context of statements that are relevant to the student's daily life, in other words they have to be commonly used in real-life situations.

Teacher C. Phrasal verbs are verbs that have a phrasal meaning. They should be taught in terms of tasks, such as activities and practices, which should be carried out within the contexts provided by the teacher. It relies on the pedagogical duties that each instructor employs; it could be a wide range of activities. Additionally, teachers could employ movies,

audios, to teach their students phrasal verbs. Or a typical task, such as writing papers, because teachers lack the resources, but they must adapt and be present in context, as if they were teaching grammar. However, the teacher indicates that teachers are already doing it incorrectly. they are simply providing context for words, target structures, and practicing; therefore, to teacher C, they are merely teaching grammar.

Teacher D. stated that phrasal verbs should be carried out in terms of a discussion, for example, is a context, especially if it is an actual conversation carried out by natives. Teachers, for example, can create movies and play them in the classroom so that students can learn about all of the distinct phrasal verbs used by native speakers. As a result, students will be able to understand and relate to them. As a follow-up activity, students can be invited to create their own dialogue using the phrasal verbs learned in that work.

The teacher stated that he encourages everything that is both contextual and significant. He went on to say that separating phrasal verbs into distinct sentences would be beneficial, but that the benefit would not persist indefinitely.

Q3. In the process of teaching phrasal verbs, as a teacher, which aspects do you focus on? And why?

Teacher A. Specifically, students should consider more than just the literal meaning of each word, "This is the element I focus on, I always tell them to try to get the meaning of particular phrasal verbs within context, what does the speaker mean by using these combination of words in context" the teacher stated. By doing so, the teacher tries to integrate different audio materials, different reading texts, and different authentic situations where students can see the usage of these materials or these phrasal verbs. The researcher believed that going beyond the literal meaning of the words and also presenting these phrasal

verbs in diverse scenarios is the key to teaching phrasal verbs, so students can predict their meaning within context and know when they should use them.

Teacher B. The teacher focused on the most popular ones, which are widely used and play a significant role in daily and regular communication. He mentioned that they cannot focus on all of the phrasal verbs because there are so many. Therefore, teachers must be careful in what it is considered to be relevant to our everyday experiences, and allow learners to employ them freely rather than scattering their attention by impacting them with a plethora of phrasal verbs, for example.

Teacher C. The first step is to try to define what a phrasal verb is. Students will be able to distinguish between an ordinary verb and a phrasal verb if they understand what a phrasal verb is. Then, students will be able to comprehend how it operates in terms of structure and syntax. After, you give instances that are relevant to the situation. Next, you assign tasks that you have in mind and let the students complete them. Perhaps, they will be able to acquire, comprehend, learn, and apply the structures they have learnt or will learn in the future.

Teacher D. Teachers focused on the process of teaching phrasal verbs in EFL courses, stating that the meaning is the most important part. The teacher claimed that because phrasal verbs are made up of multiple aspects, teachers cannot focus on just one. Instead, the teacher focused on the meaning on both literal and non-literal levels. Students should concentrate on this feature, according to the teacher, especially if they are unfamiliar with its structure.

Q4. While teaching master one students a lecture on phrasal verbs, did you find their level of phrasal verb knowledge satisfactory?

Teacher A. Despite the fact that teacher A does not teach master one students, but he provided the researcher with the needed data. The teacher mentioned that students who have been exposed to English outside of the classroom are the most likely capable. Students who watch movies, listen to music, listen to radio shows, or watch English-language television shows. They have a stronger command and understanding of phrasal verbs and idioms in general than students who do not practice much outside of the classroom.

Teacher B. According to him, some students excel at the language and have a strong grasp of the most significant and often used phrasal verbs, whereas others of ordinary or lower ability have no knowledge of them. According to teacher B ".....I think during their courses, their lectures, and what they receive as handouts, they come across and encounter, for example, they find that it is necessary for communication, for oral"

Teacher C. Stated that he surely does not have any reliable statistics on this subject and that he is not sure if he would be more antagonistic. The teacher added that if we had to evaluate students 'phrasal verb usage in exams and tests before, but it would be more negative in the sense that students show poor performance when it comes to writings. What we do is try to provide phrasal verbs, and we ask students to integrate these in a paragraph, for example, or some whole structure. They employ it in their own setting, according to their own design.

Teacher D. Students have little knowledge of phrasal verbs, according to the teacher, therefore they are only familiar with the concept, the structure, function, meanings, and all other connected features. When the researcher questioned if master one students showed any form of corporation, the teacher responded that they did at first because it was a newly

introduced item to most of them, and because some students had a good understanding of phrasal verbs and the syllabus in general, while others did not.

Q5. In your opinion, what are the factors that may hinder students from learning and using phrasal verbs appropriately while speaking inside the classroom?

Teacher A. Stated that there is a lack of exposure to English, i.e., actual English usage, as a result it may be the students' fault that they are not exposed to English outside of the classroom. The teacher mentioned that the teacher plays a role because teachers have to assume that students enjoy exposure to English outside of the classroom, which means that if you are teaching English as a foreign language in Algeria, where English is not widely used outside of the classroom, the teachers should compensate for this.

The second issue was that many professors failed to adapt by failing to demonstrate the several usages of phrasal verbs or idioms in context. And if they would, they just put it on the board or assign reading texts that do not adequately explain or demonstrate the real-world application of these phrasal verbs. This is crucial. Therefore, teacher A emphasized the idea of putting phrasal verbs into context.

In addition, the teacher mentioned that teachers needed to put in more effort, and institutions needed to give more resources for teachers so that they can deliver more authentic input to students, such as projectors, movies, and laptops. Teachers sometimes have great ideas but lack the resources to put them into action. Teacher A also added “Students will follow whatever. If the method is passive, they will be passive. If the method is active, they will be active. Most of them will be active.”

Teacher B. The main factors stated by teacher B are lack of practice, lack of information about them (most of them have no idea what phrasal verbs are), and lack of reading, these factors can prevent pupils from learning and using phrasal verbs. He added that students

should learn about this crucial aspect of the English language that is commonly employed by native English speakers. Students must also be selective; for example, they must include in communications at least the most prevalent and frequent terms used by native speakers.

Teacher C. focused more on phrasal verbs and writing, he stated that they were more concerned with the written side, and that it was a more task-oriented approach. In addition, when it came to speech, teachers did not ask students to "use these in speech" since they did not do it overtly. It was all based on what they were trying to achieve. And if they spoke, they would simply respond. The teacher added that he did not provide them assignments and situations in which they can practice their phrasal verbs.

Teacher D. The teacher observed that students frequently use single verbs instead of phrasal verbs, revealing that they have a restricted language vocabulary, which can be a barrier, in addition to the nature of phrasal verbs in terms of meaning, which can be a challenge. According to the teacher, if learners for example were not familiar with the non-literal meaning of "look-down" being degrading or humiliating, they would not recognize the distinction between "look-down" as a physical activity and the act of degrading. As a result, meaning should be taken into account.

Q6. Taking into account the students' different learning abilities in the classroom, how do you assure that they understood the content being presented in terms of phrasal verb learning?

Teacher A. Teacher A stated that "it can be challenging because students will have different levels. Some of them have advanced level of understanding, some of them are very elementary or beginner level understanding of phrasal verbs. What I try to do is always I assume that students do not know these new phrasal verbs. I always assume, even if I know there are some excellent students, some very good students. I try to make those who have good knowledge try to explain it and give them the word to explain it.", the teacher also added that

because students have various levels of understanding, it can be difficult. Some of them grasp phrasal verbs at an advanced level, while others understand them at a very basic or beginner level. When the teacher wanted to make sure that phrasal verbs are clear and understood, he tried to anticipate that students are unfamiliar with these new phrasal verbs, he always suppose, even if he knew that there are some excellent students and very good students. The teacher attempted to get individuals who have a lot of information to explain it and he gave them the words to do so.

Teacher B. Stated that “...On the selection that suits their level. For Example, I have, I don't know a huge amount of phrasal verbs. I cannot stuff all these into their minds. Okay? I oblige them to understand them all. No, I must work gradually. I must consider, for example, what corresponds to their needs. I must also consider gradation, clear? and frequency in use. All these criteria teachers should respect and take into account when he teaches the phrasal verbs because they are too many. Clear and you can't memorize them all and sometimes they are confusing. Of course, you have her to be selective, to work according to methodology, to a process...” , the teacher focused on the idea of the gradual learning of phrasal verbs through grouping, or listing.

Teacher C. The teacher stated that it is impossible to go through each student individually, but the answers are the yardstick used in class. So, if a student obtains the correct answer, other have learned something new. So, whether or not that is correct, if student submit an inaccurate answer, classmates will supply the proper answer and it will be learned. According to the researcher, this is probably the only method used to assure that students understood the phrase group and were able to utilize it. It all boils down to grasping the concept of learning. So, if student do the work in class, they will receive right answers and that will be the end of it.

Teacher D. Mentioned that the basic technique was to look for the most popular and extensively used phrasal verbs, as they are more commonly used by natives and non-natives alike. So, after mastering the most common phrasal verbs, students can go to the next level. However, the teacher stated that phrasal verbs were merely a lesson in Master One, and they did not deal with them for a long period of time, as a result, the teacher cannot guarantee this gradation, moving from simple to more complex, or from common to less common. The teacher also added that timing was not helpful to know more about the process and how students are understanding and using phrasal verbs, the teacher stated that he counted on his personal information to explore students' development and the various difficulties they may encounter.

Q7. In your opinion, is learning common sequences of word associations such as English phrasal verbs will motivate students to communicate more accurately and fluently?

Teacher A. "Yes, it would boost their motivation. As I said earlier previously, students who have good command of phrasal verbs always use it as a sign to show that they have good command of the English language and that they can speak with confidence and , they can go beyond using single words or literal words, literally, they can use them beyond their literal meaning. Many students, especially those advanced, they always say when I use phrasal verbs, I feel like a native speaker. I feel like a good command."

Teacher B. Stated that common sequences of word associations such as English phrasal verbs are a type of unstructured language, however they can be employed to some extent, depending on the situation. But the teacher believes that it is vital; it is a component of the language, this is something that cannot refute. Simply put, the teacher referred to the fact that they should constantly be selective in what we teach as teachers and

what we learn as students, based on our interests, our conversational demands, our area of specialty, our objectives, and so on when we want to speak about something in a specific field, for example.

Teacher C. Stated that learning phrasal verbs cannot be the main motive or a direct factor in improving student's communication. He added that the relationship between phrasal verbs and fluency or accuracy is not the same as cause-and-effect, "I do not think fluency should be linked to phrasal verbs; it is not a logical relationship," said teacher C. He also added that using phrasal verbs does not mean that a speaker is fluent. Additionally, he mentioned that he would be cautious about drawing conclusions and results concerning this point of the language, but he stated that phrasal verbs cannot be used as a measure of fluency, the flow is defined as fluency. The actual structure.

Teacher D. If students have good command over phrasal verbs and other formulaic language patterns, this will increase their accuracy, which is being grammatically correct, according to the researcher, the correct usage of phrasal verbs, the meaning, and other factors can be difficult. While fluency, as stated by the teacher, is to sound like natives since they use them on the daily basis and it is a part of their daily speeches.

Q8. As a teacher, do you think the idea of dedicating a separate module only to vocabulary learning through different strategies such as learning phrasal verbs should be considered in the field of EFL learning?

Teacher A. Stated that it is not about devoting a whole module to it. Reading and writing, speaking and listening, and oral expression can all be used to cover phrasal verbs and idioms. It is not necessary to devote a whole module to a single topic. These activities should be equally linked with reading and writing. Additionally, according to teacher A, students should be aware of these phrasal verbs, and teachers should encourage them to

utilize them in context. The teacher believed "...they should be represented in existing modules rather than creating new modules for them"

Teacher B. Agreed on the idea of dedicating a separate module only to vocabulary learning through different strategies such as learning phrasal verbs, and stated that it is not a module, but it should be taught and given appropriate consideration, particularly in the module of oral expression. The teacher believed that this aspect of the language is undervalued, in other words, this aspect have to be taken into account when learning and teaching English as a foreign language, especially since Cambridge Press has published and devoted numerous works to phrasal verbs. This demonstrated that it is an important feature and aspect of the English language. It is important because it is part of the language vocabulary, since language is also a means of communication, it also allows the student to speak like a native speaker.

Teacher C. Had an opposing idea to the previously mentioned view regarding dedicating a separate module only to vocabulary learning, the teacher said that "I don't think it has any rationale behind it, because obviously when you teach language you're using vocabulary everywhere". The teacher also added that vocabulary is incorporated into every lesson, and recovery is used everywhere. For example, when we write, we must read; when we speak, we must have vocab; and when we write, we must have words in our stock, therefore student must study vocabulary. The teacher added that it is not needed to create an entire module dedicated to vocabulary because this aspect of language is related to every other element withing the language.

Teacher D. The teacher believed that students should go through a gradual process of learning, especially when it comes to the foundations of language such as grammar and vocabulary. For example, if students started learning vocabulary thematically,

the chances of developing a good package would be higher. The problem is that vocabulary learning is not given the priority in our educational system; instead, we focus more on skills and content, on how we write, and how we communicate. Vocabulary is a multifaceted component that plays a role in all of these areas, but it lacks emphasis. According to the teacher, a suggestion of a "Glossary" of terminology connected to the lecture is a nice method for getting students to learn vocabulary, but spending an entire course to it would be much better. Students, on the other hand, must cooperate and learn on their own.

3.4 Discussion and Interpretation of the Results

The purpose of this study was to look into phrasal verbs as a learning and teaching strategy to help EFL students improve their verbal communication abilities in terms of speaking. In specific terms, the research sought at describing the effect of using phrasal verbs as a learning strategy on EFL learners' speaking skills. Moreover, during the course of our inquiry, we aimed at identifying the main issues that EFL learners encounter while speaking in English. Additionally, the other main aim presented in this investigation is exploring EFL teachers and learners' assumptions about using phrasal verbs as a strategy to enhance foreign learners' speaking skills.

This section contains an overview of the findings, as well as discussion and interpretation of data collected by the two main data collection tools, namely the semi-structured questionnaire and the semi-structured interview.

- The Semi-Structured Questionnaire

This data collection tool was submitted to Master One students in order to help the researcher to find answers, mainly, to question one that aimed to look for the main issues that EFL learners face when they use English to speak. In addition, it sought to answer the second question that dealt with the effect of phrasal verbs on students and the third question that aimed

to reveal students' assumptions about using phrasal verbs as a strategy to enhance foreign learners' speaking skills.

Based on the results of students' questionnaire, it is clear that most of master one students chose to study English out of a personal choice, the question sought to check students' familiarity with the English language and whether they were interested in learning the different patterns of the language. As a result, a total of 24 students indicated their complete desire to develop their English language in terms of speaking skills since 62.5 % said that they have an intermediate level of speaking proficiency, this answer may indicate that master one students are aware of their own academic level concerning the language; therefore, the findings revealed that the majority of master one students always think of improving their speaking skill in terms of vocabulary and fluency, while the rest revealed that fluency is the main element.

Additionally, the students were asked about the major difficulties that they usually face when they use English to speak inside the classroom. According to them, the main difficulties are psychological ones such as "Stress, anxiety, confidence, shyness, fear of making mistakes..". Students also stated that that lack of vocabulary is one of the main challenges they face when they use English to communicate. The results show that students tend to fix these problems or reduce them through finding different way to transmit the message, using examples, asking for the teacher's help, or using phrasal verbs as an alternative to the expression they planned to use.

Taking into consideration phrasal verbs learning, master one students showed a considerable degree of familiarity on phrasal verbs, where 16 stated that they sometimes use them inside the classroom, seven said that they rarely do. When students were asked in what way do they think the use of phrasal verbs can be beneficial to their speaking, the answers were mainly about the fact that it helps them to create and preserve natural and native-like

communication and motivate them to be more practical. The majority of students agree that using Phrasal verbs when speaking helped to communicate better, stating that they are practical, and appear to be more authentic. Additionally, 15 students said that they sometimes face some difficulties while learning or using phrasal verbs inside the classroom, namely in terms of meaning, type, or structure phrasal verbs. Students also stated that they tend to use them outside the classroom as well, and the majority added that they are not very difficult elements to learn, while seven only mentioned that they can be hard to grasp.

- **The Teachers' Interview**

According to the interview's results, teachers stated that phrasal verbs normally designated for "Advanced Students", where it is preferable for "Beginners and Low Intermediate" to deal with simple words that can be checked in the dictionary. Moreover, most teachers agreed on the idea of teaching phrasal verbs in relevant and authentic context that are closely related to the student's real life and experiences, teachers added that instructors need to focus mainly on the frequently used phrasal verbs due to the fact that they come in long lists, they are time consuming, and difficult to grasp all at once.

According to teachers' answers, the main factor that may help EFL learners, mainly, master one learner to learn, understand, and use phrasal verbs is the factor of exposure, teacher A stated that when learners are exposed to phrasal verbs through watching movies, having discussions with natives, or any other exposure, these learners will show good command and will easily learn them. Furthermore, according to the answers, it is beneficial to get students familiar with phrasal verbs first, through providing them with definitions and explanations then giving them tasks related to phrasal verbs. On the other hand, teacher D said that students have minimal knowledge of phrasal verbs, therefore they are only familiar with the concept, structure, function, meanings, and all other related elements. Teacher D also added that he

noticed that students usually use single verbs rather than phrasal verbs, indicating that they have a limited linguistic vocabulary, which can be a barrier, as well as the meaning of phrasal verbs, which can be difficult to grasp. Taking into account students' level, one of the teachers stated that some have a high level of understanding, while others have a very basic or beginner level of grasp of phrasal verbs, in this case, teachers attempt to suppose that learners are unfamiliar with these new phrasal verbs. In terms of teaching phrasal verbs, one of the teachers mentioned that it is necessary to proceed slowly. For example, the teacher mentioned that they must examine what is appropriate for their requirements and also have to think about the gradation and frequency of use.

According to teacher C, learning phrasal verbs cannot be the sole motivation or a direct influence in improving a student's speech, according to the author. The link between phrasal verbs and fluency or correctness, he added, is not the same as cause-and-effect. While Teacher D stated that students' accuracy, which is defined as being grammatically correct, will improve if they have a strong grasp of phrasal verbs and other formulaic language patterns.

While fluency, according to the teacher, is the ability to sound like a native speaker since they use the language on a regular basis and it is a part of their everyday utterances.

Concerning the idea of dedicating a separate module only for vocabulary learning through using phrasal verbs, teacher A stated that it is not necessary to devote an entire module to it. Also, it is not necessary to spend an entire module to phrasal verbs; reading and writing, speaking and listening, and oral expression can all be utilized to learn them. On the contrary, the idea of dedicating a distinct module only to vocabulary development through various tactics, such as acquiring phrasal verbs, was agreed upon by teacher B, and it was said that while it is not a module, it should be taught and given proper treatment, particularly in the oral expression module. Teacher C noted "I do not think it has any rationale behind it, because

obviously when you teach language you use vocabulary everywhere," this view opposes the previously described stance of allocating a specific module just to vocabulary development. Furthermore, teacher D thought that children should learn in stages, particularly when it came to the fundamentals of language, such as grammar and vocabulary.

Despite the fact that teachers had different opinions on phrasal verbs learning and teaching, their contribution and the information they provided were very helpful for this research.

Conclusion

This chapter focused on qualitative examination of the information gathered. Students' responses to the survey suggested that they want to enhance their speaking skills and that mastering phrasal verbs is one of their biggest challenges. Teachers' interviews were analyzed to reveal their differing perspectives on phrasal verbs learning and teaching.

General conclusion

This research aimed at providing an overview of verbal communication in terms of speaking, it also emphasized the significance of this useful skill in the learning and teaching of English as a foreign language. The researcher claims that mastering this ability can be a sign of a capable foreign language learner, and if students do not get over some obstacles they face when learning the language and offer useful suggestions to improve their performance, they will not be able to grasp verbal communication in EFL learning.

This investigation started by providing a general introduction about the study, including the main problem raised in this investigation, the variables, research questions, hypotheses, and aims, the research methodology, population and sampling technique.

The first chapter of this research provided an overview on verbal communication, communicative competence, the different models of communicative competence. This chapter sought to provide the reader with a general overview on communication, especially speaking due to its significant role in the field of teaching English as a foreign language.

The second chapter aimed to present information on phrasal verbs in foreign language classroom. Phrasal verbs are a section of formulaic language, that is mainly characterized by its idiomatic sense, phrasal verbs may be essential students of English as a foreign language since it provides them with a vocabulary package that enables them to engage in different communicative situations. Therefore, the different aspects related to phrasal verbs were presented in this chapter. The third chapter presents the practical part of this investigation, where the paradigm, approaches, designs, and data collection tools are presented in general. The results revealed that students always look for strategies to improve their speaking, namely phrasal verbs which, according to students, help them to create natural and flow communication.

Pedagogical Recommendations

Taking into consideration the findings generated out of this study, the pedagogical recommendation are as follows:

- In an EFL classroom teachers have to take into consideration the idea of providing some authentic learning materials in order to provide more exposure to student.
- In the process of teaching phrasal verbs, teachers should provide students with the basics of phrasal verbs before tackling in-depth elements related to this matter.
- Students should be active in the process of learning phrasal verbs. They should take part in creating more original learning situation.
- Teachers should be aware of the main challenges that EFL learners face when they use English to communicate

Limitations

- Time constraints.
- Some sources were not available.
- The researcher did not have the student's University email to get access to some sources.
- Some Master one students refused to answer the questionnaire.
- One of the interview sessions had technical issues and it was eventually conducted face to face.

References

- (2021b, March 22). General Data Protection Regulation(GDPR) Guidelines BYJU'S.
Retrieved from <https://byjus.com/english/phrasal-verbs/>
- Abdul Rahman, Z., & Abid, R. (2014). Rarity or Non-Existence of Phrasal Verbs in the Written Discourse of Omani Student-Teachers of English. *SAGE Open*, 4(4), 215824401455698. doi: 10.1177/2158244014556988
- Abid Thyab, R. (2019). Phrasal Verbs in English as a Second/Foreign Language. *Arab World English Journal*, 10(3), 429–437. <https://doi.org/10.24093/awej/vol10no3.30>
- Aguebet, C. R. (June 2017). *Investigating the Effects of Self-Confidence on Students' Speaking Performance* (Unpublished doctoral dissertation). The University of 8 Mai 1945, Guelma.
- Al Amin, E. (2021). Difficulties Encountered by Undergraduates in Acquiring and Using English Metaphorical and Phrasal Verbs (PhD Degree in Linguistics). Sudan University of Science and Technology.
- Alrowayeh, J. A. (2017). Factors Affecting Oral Communication in the EFL Classroom in Kuwait. *مجلة كلية التربية في العلوم التربوية*, 41(1), 15–54. doi:10.21608/jfees.2017.84175
- Andrew, M., Cobb, C., & Giampietro, P. (2005). Verbal Ability and Teacher Effectiveness. *Journal Of Teacher Education*, 56(4), 343-354. doi:10.1177/0022487105279928
- Andriyani, N. (2015). *USING THE DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE* (undergraduate). USING THE DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE.

Bagarić, V. (2021). *DEFINING COMMUNICATIVE COMPETENCE*. Retrieved 9 December 2021, from <https://hrcak.srce.hr/file/42651>.

Boukhalifa, N. (2018). A Descriptive Study about the Use of Phrasal Verbs in EFL Students' Narrative Writings. Oum El Bouaghi University

Brady, B. (1991). The function of phrasal verbs and their lexical counterparts in technical manuals. Retrieved from https://pdxscholar.library.pdx.edu/open_access_etds/4181/

Chauhan, B. (2014, January 3). COMMUNICATION - ETYMOLOGICAL PERSPECTIVE. Retrieved from <http://edutainmentwithbhavinchauhan.blogspot.com/2014/01/communication-etymological-perspective.html>

Chévez Herra, R. (2013). *Phrasal Verbs: Their Teaching and Acquisition*. Universidad de Costa Rica. Communicative Competence: Definition & Model. (2019, January 14). Retrieved from Costa Rica.

Cowie, N. (2009). 8. Observation. In 1965964974 1370129492 J. Heigham & 1965964975 1370129492 R. A. Croker (Authors), *Qualitative Research in Applied Linguistics: A practical introduction*. Houndmills, Basingstoke, Hampshire England: Palgrave Macmillan. doi:https://doi.org/10.1057/9780230239517_8

Creswell, J. (2009). *Research design: qualitative, quantitative, and mixed-methods approaches* (3rd ed.). Thousand Oaks, California: SAGE Publications.

E. (2018, April 3). *What is Intrapersonal Communication? – Communication for Business Professionals*. Pressbooks. 58. What is Intrapersonal Communication?.

English Journal, 10(3), 429–437. <https://doi.org/10.24093/awej/vol10no3.30>

English Metaphorical and Phrasal Verbs (PhD Degree in Linguistics). Sudan University of Science and Technology.

FOURAR, R. (2018–2019). An Evaluation of Formulaic Sequences Difficulties in Affecting Learners' Communicative Competence (Master's dissertation). Important Phrasal Verbs With Meaning for Competitive Exams—TextBooq. (2022). Retrieved from <https://textbooq.medium.com/important-phrasal-verbs-with-meaning-for-competitive-exams-textbooq-5ada2b165b8>

GHERMAOUI, I. (2017-2018). *Assessing The Speaking Skill Among EFL Learners The Case of Third-Year Licence Students* (Doctoral dissertation, The University of Tlemcen, Academic Year: 2017-2018) (pp. 1.-80). Tlemcen, Tlemcen: Imane GHERMAOUI. <https://study.com/academy/lesson/communicative-competence-definition-model.html>.

<https://study.com/academy/lesson/communicative-competence-definition-model.html>.

Important Phrasal Verbs With Meaning for Competitive Exams—TextBooq. (2022). Retrieved from <https://textbooq.medium.com/important-phrasal-verbs-with-meaning-for-competitive-exams-textbooq-5ada2b165b8>

Jue, X. (2010). Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class | Semantic Scholar. Retrieved May 21, 2022, from <https://www.semanticscholar.org/paper/Communicative-Language-Teaching-in-Vocabulary-and-a-Jue/1220544608e35f20c765999a1c3a3fb6a1544719>

KAMARUDIN, R. (2013). A STUDY ON THE USE OF PHRASAL VERBS BY MALAYSIAN LEARNERS OF ENGLISH (DOCTOR). University of Birmingham.

KE, Y. (2013). THE PHRASEOLOGY OF PHRASAL VERBS IN ENGLISH: A CORPUS STUDY OF THE LANGUAGE OF CHINESE LEARNERS AND NATIVE ENGLISH WRITERS (DOCTOR). The University of Birmingham.

Leong, L., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*.

MALAYSIAN LEARNERS OF ENGLISH (DOCTOR). University of Birmingham. manuals. Retrieved from https://pdxscholar.library.pdx.edu/open_access_etds/4181/

Mart, C. T. (2012, May 25). How to Teach Phrasal Verbs | Tugrul Mart | English Language Teaching | CCSE. Retrieved from <https://www.ccsenet.org/journal/index.php/elt/article/view/17472>

McCarthy, M. (2022, March 23). Why should we teach phrasal verbs? | Cambridge English. Retrieved from <https://www.cambridge.org/elt/blog/2017/11/28/why-should-we-teach-phrasal-verbs/>

Merani, K. (2019). *Role of Teachers' Verbal and Non-Verbal Communication Instructions in Enhancing EFL Students' Classroom Oral Interaction* (the Degree of Master). University of 8 Mai - Guelma. Narrative Writings. Oum El Bouaghi University

Nazara, S., 2011. Students' Perception on EFL Speaking Skill Development. *JET (Journal of English Teaching)*, 1(1), p.31.

Phrasal Verbs - Explore Their Meaning, Definition, and Examples. (2022). Retrieved 27 May

Rasyid, M. (2016). Interpersonal Communication that Inspires in EFL Teaching. *ELT Worldwide: Journal of English Language Teaching*, 2(2), 33. Doi: 10.26858/eltww.v2i2.1686 Retrieved from <https://www.cambridge.org/elt/blog/2017/11/28/why-should-we-teach-phrasal-verbs/>

Sabri, T.S.A. (2018). Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development. Aden University. Vol 11(VI). 301-312.

Saidouni, K. (2022, June 10). *Sampling Methods in Research*. Lecture presented at University of Batna 2, Batna.

Savignon, S. J. (1976, April 23). ERIC - ed135245 - Communicative Competence: Theory and Classroom Practice., 1976-Apr-23. Retrieved from <https://eric.ed.gov/?id=ed135245>

Speaking Skill (Unpublished doctoral dissertation). Mohamed Boudiaf University of M'sila. DOI: An investigation into EFL Students' Difficulties in Speaking Skill. A Case Study of Second Year Students at Mohamed Boudiaf Un

STUDY OF THE LANGUAGE OF CHINESE LEARNERS AND NATIVE ENGLISH WRITERS (DOCTOR). The University of Birmingham.

Teaching | CCSE. Retrieved from <https://www.ccsenet.org/journal/index.php/elt/article/view/17472>

Types of Verbal Communication (With Importance and Tips). (2022). Retrieved 1 March 2022, from [Types of Verbal Communication \(With Importance and Tips\) | Indeed.com Australia](#)

U.N., A. (n.d.). CHARACTERISTICS OF SPEAKING PERFORMANCE. DOI: CHARACTERISTICS OF SPEAKING PERFORMANCE Abdullaeva UN

Vela, J. S. E. (2012). *Approaches to the study of individual-landscape interaction as an evocation of intrapersonal communication*. Scielo, vol.21. Retrieved from http://www.scielo.org.mx/scielo.php?pid=S140514352014000100001&script=sci_arttext&lng=en

Wahyuni, A. (2018). *The Power of Verbal and Nonverbal Communication in Learning. Proceedings Of The 1St International Conference on Intellectuals' Global Responsibility (ICIGR 2017)*. Doi: 10.2991/icigr-17.2018.19

What is Communication? | First-Year Seminar. (2022). Retrieved 4 June 2022, from <https://courses.lumenlearning.com/suny-wcc-collegesuccess2/chapter/what-is-communication/>

YAHY, A., & Lamrour, N. (2017 /2018). *An investigation into EFL Students' Difficulties in Speaking Skill (Unpublished doctoral dissertation). Mohamed Boudiaf University of M'sila.*

DOI: [An investigation into EFL Students' Difficulties in Speaking Skill. A Case Study of Second Year Students at Mohamed Boudiaf Un](#)

Appendices

Appendix 01

Consent Letter for the Head of the Department of English

Dear head of the English Department,

This is hereby to inform you that I am currently conducting my Master's dissertation, entitled "*An Investigation into The Use of Phrasal Verbs as a Teaching/Learning Strategy to Improve Foreign Language Learners' Verbal Communication in terms of Speaking*". I am looking forward to seeing your stamp of approval so that I can start gathering the significant information to accomplish the practical part related to my study. Within this time frame, I will be conducting an online interview with master one teachers for the sake of exploring the assumptions that teachers of English as Foreign language have about using phrasal verbs as a learning and teaching strategy to enhance the speaking skill among master one students. In addition, I will be administering a questionnaire to master one students in an attempt to identify the main issues EFL learners face in their speaking and to explore students' assumptions about using phrasal verbs as a learning strategy to enhance EFL learners speaking skill.

Please, be certain that there are no anticipated risks or discomforts associated with this scientific investigation and that the students' personally identifiable information will trustworthily be kept confidential, private, and anonymous.

If you agree and approve this research project, please sign the attached consent format below. And give it back to the researcher. Your assistance and coordination will be enormously appreciated.

In case you would like to require any additional information with respect to this research study, you may contact the researcher.

Yours respectfully,

Researcher Contact Details:

Deroues Saadia Hadiat Errahmane

E-mail: hadia.dina07@gmail.com

Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages
 Department of Foreign Languages
 Section of English

Consent Format

I have read and clearly understood the researcher's request. I consent to the participation of the master's students in the section of English in the research project being undertaken by Deroues Saadia Hadiat Errahmane.

Name: Yayeb Bouhitem
 E-mail: yayebbouhitem@gmail.com
 University: Mohamed Khider of Biskra
 Faculty: Letters and Foreign Languages
 Department: of English and Literature
 Section: /

Date: 10/04/2022
 Signature: [Handwritten Signature]



جامعة محمد خيضر بسكرة
 إدارة الأقسام واللغات الأجنبية
 الأستاذ المساعد الدكتور
 الطيب بوحيتم

Appendix 02**Interview Consent Form****Teachers' Interview****An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to improve Foreign Language Learners' Verbal Communication, in terms of Speaking**

Dear teacher,

You are kindly asked for an online/face to face interview. This current interview is conducted in order to explore the assumptions that teachers of English as Foreign language have about using phrasal verbs as a learning and teaching strategy to enhance the speaking skill among master one students of English. Your responses/ data will be anonymous and will be used for research purposes only

Your contribution to this work is highly appreciated.

The Researcher

Researcher Contact Details:

Deroues Saadia Hadiat Errahmane

E-mail: hadia.dina07@gmail.com

Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

I have read and clearly understood the researcher's request. I consent to the participation in a recorded interview for the research work undertaken by Deroues Saadia Hadiat Errahmane.

Background Information on the Expert:

Name: Mostefa Meddour

University: Mohammed Khider University- Biskra-

Present Occupation: Teacher of English- Applied Linguistics-

Degree: Associate Professor- Maitre de Conferences A.

Telephone Number: 0675213988

Email Address: m.meddour@univ-biskra.dz

Signed: 

Appendix 03**Interview Consent Form****Teachers' Interview****An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to improve Foreign Language Learners' Verbal Communication in terms of Speaking.**

Dear teacher,

You are kindly asked for an online or face-to-face interview. This current interview is conducted in order to explore the assumptions that teachers of English as a Foreign Language have about using phrasal verbs as a learning and teaching strategy to enhance the speaking skill among master one students of English. Your responses/ data will be anonymous and will be used for research purposes only.

Your contribution to this work is highly appreciated.

The Researcher**Researcher Contact Details:**

Deroues Saadia Hadiat Errahmane

E-mail: hadia.dina07@gmail.com

Mohamed Khider University of Biskra

The Faculty of Letters and Foreign Languages

The Department of Foreign Languages

Section of English

I have read and clearly understood the researcher's request. I consent to the participation in a recorded interview for the research work undertaken by Deroues Saadia Hadiat Errahmane.

Background Information on the Expert:

Name:

University:

Present Occupation:

Degree:

Telephone Number:

Email Address:

Signed:

Appendix 04

Teachers' Interview Questions

An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to improve Foreign Language Learners' Verbal Communication in terms of Speaking

Dear teacher,

You are kindly asked for an online or face-to-face recorded interview. This current interview is conducted to explore the assumptions that teachers of English as a Foreign Language have about using phrasal verbs as a learning and teaching strategy to enhance the speaking skill among master one students of English at Biskra University. Your responses and data will be anonymous and be used for research purposes only.

Your contribution to this work is highly appreciated.

The Researcher

The Interview Questions

Q1. In the field of teaching English as a foreign language, what are teachers' assumptions on phrasal verb teaching?

Q2. How do you think phrasal verbs should be carried out in an EFL classroom?

Q3. In the process of teaching phrasal verbs, as a teacher, which aspects do you focus on?

And why?

Q4. While teaching master one students a lecture on phrasal verbs, did you find their level of phrasal verb knowledge satisfactory?_

Q5. In your opinion, what are the factors that may hinder students from learning and using phrasal verbs appropriately while speaking inside the classroom?

Q6. Taking into account the students' different learning abilities in the classroom, how do you assure that they understood the content being presented in terms of phrasal verb learning?

Q7. In your opinion, will learning common sequences of word associations such as English phrasal verbs motivate students to communicate more accurately and fluently?

Q8. As a teacher, do you think the idea of dedicating a separate module only to vocabulary learning through different strategies such as learning phrasal verbs should be considered in the field of EFL learning?

Thank You.

Appendix 05

Students' Questionnaire

An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to improve Foreign Language Learners' Verbal Communication, in terms of Speaking

Dear Master One student,

You are kindly invited to respond to the following questionnaire, which aims to gather data to investigate the use of “Phrasal Verbs as a Teaching/Learning Strategy to Improve Foreign Language Learners' Verbal Communication in terms of Speaking”. The main purpose of this study is to identify the main issues EFL learners face in their speaking and to explore the effect of using phrasal verbs as a learning strategy to enhance EFL learners' speaking skill. The information collected via this questionnaire will be used only for research purposes. Please read the questionnaire items carefully and, then, answer them. Be certain that your answers will trustworthily be kept confidential, private, and anonymous and will be used only for academic purposes. Your participation is appreciated.

Please tick (✓) the appropriate box or provide full statements where necessary.

Please skip the line in the space provided.

The researche

Section One: General Information

1. How long have you been studying English?

.....

2. Was studying English your personal choice?

- Yes
- No

Section Two: Speaking Skill

1. What is your current level of speaking proficiency?

- Low
- Average
- Intermediate
- Advanced

2. Do you want to develop your speaking skills?

- Yes
- No

3. How often do you think of improving your speaking skill?

- Rarely
- Occasionally
- Sometimes
- Always

4. What aspect of your speaking skills do you want to improve?

You can tick two answers.

- Pronunciation

6. Once you face a breakdown while speaking, how do you manage to fix it to produce an effective and correct language?

You can **tick two** answers.

- Ask for my teacher's help.
- I use examples to convey the intended meaning.
- I tend to use phrasal verbs as an alternative to the expression I want to use.
- I search for another way to transmit my message.

Please justify your answer. Or mention other possible answers.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7. If you have any additional comments regarding speaking skill in the EFL context, please add them here:

.....

.....

.....

.....

.....

Section three: Phrasal Verbs in the EFL classrooms

**Phrasal verbs are two or more words that are combined to produce a completely new word. The new meaning resulting from this combination is different and separate from the original one. For instance, “break down” means stop working. (“80 Most Common Phrasal Verbs,” 2021b)*

1. Are you familiar with phrasal verbs?

- Yes
- No

-If yes, can you provide your brief definition?

.....

2. Do you intend to use them inside the classroom?

- Never
- Rarely

- Sometimes
- Often
- Always

3. In what way do you think the use of phrasal verbs can be beneficial to your speaking

- Phrasal Verbs can help me in creating and preserving a more fluent and natural flow of communication, in terms of speaking.
- Learning English phrasal verbs will motivate me to be more expressive.
- Phrasal verbs can make me sound more native-like in conversations.
- It helps me to convey different meanings easily.
- It can reduce communication breakdowns.
- It is a practical strategy to limit speaking problems through using language.

Please justify your answer. Or mention other possible answers :

.....

.....

.....

.....

.....

.....

4. Do you agree that using phrasal verbs when speaking helps to communicate better?

- I strongly disagree.
- I disagree

- I neither agree nor disagree
- I agree
- I strongly agree

-Please justify your answer:

.....

.....

.....

.....

.....

.....

.....

5. Have you faced any difficulties while learning or using phrasal verbs inside the classroom?

- Never
- Rarely
- Sometimes
- Often
- Always

-Can you please mention what kind of difficulties you have faced?

.....

.....

.....

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

6. Do you intend to use Phrasal verbs in your communication outside the classroom?

- Never
- Rarely
- Sometimes
- Often
- Always

7. How would you describe the difficulty of learning phrasal verbs?

- Very difficult
- Difficult
- Not very difficult
- Not difficult at all.

8. In your opinion, what aspect of phrasal verbs can be difficult to learn?

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

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

Thank you.

**80 Most Common Phrasal Verbs. (2021b, December 28). Retrieved from
<https://www.grammarly.com/blog/common-phrasal-verbs/>*

Appendix 06

The Opinionnaire for the students' questionnaire

Dear teachers,

The current study is entitled “An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to Improve Foreign Language Learners' Verbal Communication, in terms of Speaking”. It seeks to answer research questions such as: What are the main problems that EFL learners face in their speaking? how do they manage to fix them ?, how can the use of phrasal verbs as a learning strategy improve EFL learners' speaking. By answering this opinionnaire, you will be helping in the process of refining and validating one of the data collection tools, which is the students' questionnaire. Thank you very much for your time and consideration.

1- Are there any repetitive questions?

Yes

No

- If yes, please notify them.

.....

.....

.....

2- Did you find any grammar or spelling mistakes regarding the questions?

Yes

No

-If yes, please specify them.

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

3- Are there any irrelevant questions that need to be removed?

- Yes
- No

-If yes, please provide the number of the question(s) below.

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

4- Is the questionnaire of reasonable length?

- Yes
- No

5- Are there any unclear questions that need to be reformulated and/or explained?

- Yes
- No

-If yes, please indicate which questions require rewording.

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

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

6- What do you think of the form of the questionnaire?

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

7- Are the suggested responses appropriate?

- Yes

- No

8- If there are any questions that you believe are of close relevance to the purpose of the questionnaire but were not included, please write them below.

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

.....
.....

9. Is there any other detail you want to add concerning the content and organization of the questionnaire items?

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

Thank you very much for your time and collaboration

Appendix 07**Questionnaire Validation Form**

I do hereby confirm that I have thoroughly read the students' questionnaire in the study undertaken by Deroues Saadia Hadiat Errahmane, who is currently in the process of conducting her Master's dissertation at Biskra University. Furthermore, I do assert that I have assisted and supported the researcher of the current research work by providing her with remarks concerning the layout, organization, and content of the questionnaire.

Background Information on the Expert:

Name:

University:

Present Occupation:

Degree:

Telephone Number:

Email Address:

Signed:

Researcher Contact Details:

Deroues Saadia Hadiat Errahmane

E-mail: hadia.dina07@gmail.com

Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Appendix 08

The Opinionnaire for The Interview

Dear teachers,

The current study is entitled “An Investigation into the Use of Phrasal Verbs as a Teaching/Learning Strategy to Improve Foreign Language Learners' Verbal Communication in terms of Speaking”. It seeks to answer research questions such as what are the main problems that EFL learners face in their speaking, how do they manage to fix them, and how can the use of phrasal verbs as a learning strategy improve EFL learners' speaking. By answering this opinionnaire, you will be helping in the process of refining and validating one of the data collection tools, which is the teacher's interview. Thank you very much for your time and consideration.

1- Are there any repetitive questions?

Yes

No

- If yes, please notify them.

.....

.....

.....

2- Did you find any grammar or spelling mistakes regarding the questions?

Yes

No

-If yes, please specify them.

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

3- Are there any irrelevant questions that need to be removed?

- Yes
- No

-If yes, please provide the number of the question(s) below.

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

4- Is the interview of reasonable length?

- Yes
- No

5- Are there any unclear questions that need to be reformulated and/or explained?

- Yes
- No

-If yes, please indicate which questions require rewording.

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

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

6- What do you think of the form of the interview?

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

7- If there are any questions that you believe are of close relevance to the purpose of the interview but were not included, please write them below.

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

8. Is there any other detail you want to add concerning the content and organization of the interview?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you very much for your time and collaboration

الملخص

في تخصص تعلم اللغات الأجنبية، وخاصة اللغة الإنجليزية ، يعتبر الاتصال اللفظي مكونًا أساسيًا وحاسمًا. نتيجة لذلك ، لكي يصبح متعلمي اللغة الإنجليزية مؤهلين للتواصل ، يحتاجون إلى التركيز على تطوير قدراتهم اللغوية ، وخاصة قدرتهم على التحدث ، من خلال الممارسة في مجموعة متنوعة من السياقات. تعتبر المتواليات الصيغية ، على وجه الخصوص ، أشباه الجمل الفعلية جزءًا أساسيًا من اللغة الإنجليزية ، ويمكن أن يساعد إتقانها طلاب اللغة الإنجليزية كلغة أجنبية على الوصول إلى مستوى اتصال مقبول ويمكن التحكم فيه. ومع ذلك ، فإن استخدام أشباه الجمل الفعلية يمكن أن يمثل تحديًا لمتعلمي اللغة الإنجليزية كلغة أجنبية ، نظرًا لصعوبة استخدامها نظرًا لاستخدامها في الأصل في السياقات المحلية. وبالتالي ، هدفت هذه الدراسة إلى إثارة "تحقيق في استخدام أشباه الجمل الفعلية كاستراتيجية تعليمية / تعلم لتحسين اللغة الإنجليزية كلغة أجنبية التواصل اللفظي: حالة طلاب ماجستير واحد في جامعة بسكرة" . اتبعت الدراسة نهجًا نوعيًا سعت فيه إلى مساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على تطوير تواصلهم اللفظي من حيث مهارات التحدث من خلال استخدام أشباه الجمل الفعلية كاستراتيجية تعليمية لتعزيز قدراتهم في التحدث.