CHAPTER SIX
HOW TO SOLVE THE PROBLEMS AND ELIMINATE THE DIFFICULTIES OF TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN THE CONTEXT OF SUDAN?

6.1 INTRODUCTION

In this chapter, we shall present or introduce the means, approaches...etc. through which we can solve the problems and eliminate the difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan. In doing this we will make, of course, use of the principles, techniques, strategies etc. of teaching learning vocabulary since these two components (IEX & MWV) are mainly vocabulary matter. The emphasis will be, here, on the well-known tool, in vocabulary and language learning / teaching literature: contextualization. The teaching / learning theory, which will underlie this task, is the mentalistic view of language / the cognitive approach: explicitness and conceptualization. However, this chapter will include the following:

- A brief recall of the problems / difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan: Recapitulation of what detected in Chapter 5 (Section 6.2).
- Teaching and Learning of idiomatic expressions and multi-word verbs of English in perspective (Section 6.3). This encompasses in general:
  - Principles, approaches...etc. of teaching / learning language.
  - Principles and approaches of teaching / learning vocabulary.
  - Principles and approaches of teaching / learning idiomatic expressions and multi-word verbs of English.

A further emphasis will be given through the chapter discussing vocabulary teaching techniques and learning strategies with close reference to those related to idiomatic expressions and multi-word verbs.
Teaching and Learning Vocabulary in Context. (Section 6.4)

Teaching and Learning of idiomatic expressions and multi-wore verbs of English in context. (Section 6.5)

The explicit taught course on idiomatic expressions and multi-word verbs (given to the subjects of this study) (Section 6.6).

This course will be discussed under the following subheadings.

- Introduction: the rationale and objectives of the ETC.
- What are the teaching / learning theories / approaches behind the course?
- Course source(s) and outlines / contents
- Course evaluation: evaluating the course materials: using Harmer's materials evaluating form.
- Implementing the course: classroom practices, lesson plan, handouts, methodology techniques, timing etc.

- The post-test: the impact of the course...measuring the effectiveness of the explicit taught course, on idiomatic expressions and multi-word verbs, on the performance of the subjects (Section 6.7): the post-test: description, administration, marking and analysis: results and findings.

- Summary and Conclusion (Section 6.8)

6.2 Recapitulation of the Problems / Difficulties of Teaching / Learning of IEX and MWV of English in the Context of Sudan.

In this section, we shall recall the problems / difficulties of teaching and learning of IEX & MWV of English in the context of Sudan. These problems / difficulties were detected on the basis of the three elicitation techniques used to obtain the data at this stage in this study: the teachers' questionnaire, the students' questionnaire and the pre-test. The reader is reminded that in the previous chapter (5), we have grouped these obstacles under two main categories: the first encompasses the external problems / difficulties whereas the second includes the internal problems / difficulties.
However, these problems / difficulties will be provided briefly in this section using the same classification above.

- **The external problems / difficulties of Teaching and Learning of IEX / MWV**

These problems / difficulties are general in nature but closely related to the teaching and learning of the English language in general and, hence, they have their influence in the teaching / learning of IEX and MWV. These problems / difficulties were obtained by surveying the English language syllabuses used in Sudan Universities, evaluating the materials etc., as well as the relevant questions in the students' / teachers' questionnaire. Moreover, the researcher observation and experience as a student and teacher can, subjectively, support this listing of problems / difficulties. These extrinsic problems / difficulties could be summarized as below:

1. **The Status of the English Language in Sudan**

At the present time, English has the status of a foreign language in Sudan. It is taught only as a subject in school and as a university requirement for all university students regardless of their major subjects of study. The exception to this case is the students who take up English as a major / minor field of study in the departments of English, at the faculties of Arts & Education. This status limited the students' exposure to the language and, hence, practice.

2. **The general ELT Scenario in Sudan**

The situation of the ELT in Sudan is closely related to the status of English in Sudan (discussed in the previous paragraph). English is considered and taught as the same as the other subjects with the exemption of the students who specialize in English. In sum, the ELT situation in Sudan is not satisfactory.

3. **The English Language Syllabuses used in Sudan Universities**

The English language syllabuses used at the university level in Sudan have been discussed in Chapter 2 of the present study (see Chapter 2 and appendix 2 for further details). A study of these syllabuses revealed the absence of an explicit and direct concern
4. The Materials used in Sudan

Examining the materials used in Sudan exhibits the paucity of the available teaching materials and sometimes the complete absence of certain teaching aids. Scarcity of the necessary books, textbooks, workbooks and references adds to the hardship of the Sudanese learners as well as their teachers themselves.

5. Teachers' Qualification / Education and Training

In general, there is dearth of the qualified lecturers / teachers of English at the tertiary level in Sudan. The available cadre / staff who work in arts and education faculties are asked to teach in other faculties (i.e., teaching ESP / EAP) as well as their load in their respective faculties. Some of these teachers are not sufficiently trained to cope with the problems / difficulties facing the teaching / learning processes as action researchers. They are not familiar with all the possible techniques and procedures required for teaching / learning of language.

6. Methodology used in Teaching English in Sudan

As in most Arab countries, the 'grammar-translation' method is used in Sudan, taking different and various shapes and practices, especially in general education. The use of bilingual dictionaries: Arabic-English-Arabic. The frequent and considerable use of the mother tongue in the classroom by the students and their teachers themselves. This excessive use of Arabic in the English classes minimizes the exposure and the practice of the target language. And finally the students might have been exposed to faulty teaching techniques, learning strategies etc.

7. The General and Academic / Educational Environment

The general academic setting, particularly for those who specialize in English at their university education, is neither convenient nor suitable for learning / teaching since the students are hardly got exposed to English outside the classroom. The physical
conditions of some of the universities and the large number of students in classes minimize the stipulated exposure and practice and the use of the effective teaching techniques as pair work, group work, discussion, seminars etc.

8. The Evaluation System

The evaluation of the students is made always on the basis of the final exams. Continuous assessment: classwork, homework and internal tests are rarely used to measure the students' performance and progress. This faulty examination system is not confined only to the general education but it is also the general practice at the university level.

• The Internal Problems / Difficulties of Teaching / Learning of IEX / MWV

Some of the intrinsic problems / difficulties of teaching and learning of IEX / MWV could be gathered as below:
1. Definition, semantic problems / difficulties (meaning and lexical / collocation);
2. Grammatical (syntactic and morphological);
3. Orthographical / phonological; and
4. Stylistic

Let us take up briefly these problems / difficulties in the following pages.

Problems / Difficulties of IEX / MWV

General Introduction

MWV (eg. step up, lay on, take up) are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure or meaning may fall back on a more formal one word equivalent increase, provide, continue. The vocabulary of English is full of short phrases consisting of a verb and a particle such as up, down, through and across. Although they may appear simple, combinations such as break down, make up and take out represent one of the most complex and difficult problems for students of the language. There are various major areas of difficulty. By the same token, IEX are one of the most interesting and difficult parts of the English vocabulary. They are interesting because they are colourful and lively and because they are linguistic curiosities. At the same time, they are difficult because they have unpredictable meanings or collocations and grammar.
Definition and Semantic problems/difficulties: meaning and understanding: IEX

- On the top of the list of problems/difficulties facing the teaching and learning of idiomatic expressions, one can place the problems of meaning. The meaning as a whole is not deducible from the meanings of its component morphemes and tagmemes or any sub-grouping thereof.
- It is often impossible to guess the meaning of an idiom from the words it contains.
- In addition, idioms have stronger meaning than non-idiomatic phrases. For example, 'look daggers at sb' has more emphasis than 'look angrily at sb'. The literal meaning of the words has little or nothing to do with the real meaning of the idiom.
- An idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. For example, the phrase 'be in the same boat' has a literal meaning that is easy to interpret, but it also has common idiomatic meaning:
  I found the job quite difficult at first. But everyone was in the same boat; we were all learning.
  Here, 'be in the same boat' means 'to be in same difficult or unfortunate situation'.
- Of all the difficulties the most familiar is that of meaning: to the learner, idioms such as 'fill the bill' or 'spill the beans' do not mean what they appear to mean. The sense of the whole cannot be arrived at from a prior understanding of the parts.
- They may have difficulties of understanding or interpretation (especially when the form of an expression is a poor guide to its meaning).

Phrasal Verbs (MWV) often have composite meanings which are not normally deducible from their parts, for example, make out (understand), take in (deceive), come by (obtain).
- 'I'm not going to put up with this kind of treatment any longer'. All the words in this sentence link with one another and help to make up the sense of the sentence, but 3 words in particular (put, up, with) are firmly linked together: They operate as a unit, and have one meaning: 'tolerate' or 'endure'.
- Ambiguity, John put up with Mary (=stay with and tolerate)
Other Semantic problems / difficulties: (IEX / MWV)

- **(Idiomatic / non-idiomatic distinction)** receptively, not being able to understand the(se) multi-word verbs which are also idioms.
- There are many MWV which are complete idioms and have to be learnt as units e.g., show someone up (=humiliate), make something up (=invent), make someone out (=expose) and so on.
- How do we know whether the words *fall out* as used in 'I was pleased with the way things had fallen out' form a unit of meaning (an idiom) or not? An idiom can be recognized by a number of simple tests, and these have to do with meaning rather than grammar. One test is to ask whether one word can be substituted for the whole phrase *fall out*. (We can substitute 'happen' and 'occur'). Another test is to ask whether the second word can be deleted. (It can't)...

In MWV we distinguish 3 types of sub-classes (in respect of the idiomatic / non-idiomatic distinction):

a) The verb and particle keep their individual lexical meanings, as in 'look over' (inspect), 'set up' (organize).

b) The verb alone keeps its basic lexical meaning and the particle has an 'intensifying' function: find (out) = (discover), sweep (up), spread (out).

c) The verb and the particle are fused into a new idiomatic combination, the meaning of which is not deducible from its parts, for example, *bring up* (educate), *come by* (obtain), *put* (^postpone), *turn up* (appear), *come in for* (receive).

The lexical values of the particles have been lost, and the entire verb-particle combination has acquired a new meaning.

A French speaker would surely understand 'continue' more readily than 'take up', while a native speaker might have difficulty in explaining the sense of the combination in terms of its constituent parts. They may have trouble in discriminating accurately between various meanings of the 'same' item - those of *put out*, for example, or *take in*.

Multi-word verbs are often of particular problem for foreign learners of English for the following reasons:
One reason is that in many cases, even though students may be familiar with both the verb in MWV and with the particle, they may not understand the meaning of the combination, since it can differ greatly from the meanings of the two words used independently. For example, make, put, out and off are all very common words which students will encounter in their first weeks of learning English, and yet the combinations, make out and put off are not transparent. Make out can mean 'perceive' or 'deter', amongst other meanings, these meanings are unrelated to the meanings of the individual words in the combinations. The fact that MWV have a number of different meanings adds to their complexity. The meaning of a multi-word verb, for example, often bears no relation to the meaning of either the verb or the particle which is used with it. This means that MWV can be difficult both to understand and to remember. Neither does it help that multi-word verbs have several meanings nor that their syntactic behaviour is often unpredictable.

Collocation

- One of the difficulties facing the learner wishing to write (or speak) acceptable English is the difficulty of knowing exactly which nouns or adjectives can combine with particular MWV. A native English speaker will know that it is natural and normal to say carry out an investigation Not carry out a conversation. Combinations of words that are all natural and normal to native speakers are called Collocations. The actual noun...etc that can combine with a particular MWV are called as Collocates. (So, 'conversation' is one of the collocates of 'carry on').

- In fact a close study of MWV (and of more complex idioms containing MWV such as 'make up one's mind') brings to light many curious anomalies of form and meaning.

While we can equally well talk of 'angling for' or 'fishing for compliments', where the verbs are as freely interchangeable as when they are used in a literal sense, we would not say of a friend that 'he had difficulty in making up his thoughts' (as distinct from 'his mind'). And while we might want to say of him that

'the found it hard to hit the nail on the head', we would not substitute 'strike' for 'hit' unless we were thinking literally of his skill with the hammer rather than figuratively of his inability to say precisely what he meant.
Among collocational pitfalls of this kind the mature speaker of the language picks his way with unconscious ease. The foreign student, though, looks for clear guidance on many hundreds of multi-word verbs in current use often in considerable detail.

- Knowing how many words, and which words, to substitute is important for the learners, because failure to make the right choices, may result in combinations that no native speaker would produce. It is for this reason, among others, that many foreign learners steer clear of English idioms altogether. The student therefore needs clear guidance on these points of lexical detail.

- One recurrent problem faced by foreign learners wishing to use or understand English Idioms is that while some are entirely fixed others allow the speaker a measure of choice....the choices open to him may vary both in kind and in degree. Faced with the idiom burn one’s boats, for example, he must understand that while the verb ‘burn’ can be used in many of the tenses associated with its non-idiomatic use, idiomatic ‘boats’ can only occur in the plural form. Moreover, while ‘bridges’ (also plural) can be substituted for ‘boats’ with no change of meaning, ‘ships’ cannot not. The extent to which the term of an idiom can be altered in these various ways is largely unpredictable, so errors can easily be made.

- There are frequently strong collocational associations between multi-word verbs and other words. Thus in some cases a particular word or small set of words is the only one normally found as the subject or object of a particular verb.

- A problem commonly facing the user of a MWV or large idiom is that of deciding how fixed it is. Take for example, the complex expression:

Buck one’s ideas up.

How invariable is this?

Can ‘up’ be deleted?

Is ‘thoughts’, say, freely substitutable for ‘ideas’?

Students (need clear guidance on fine points of lexical detail such as these, as also on the question whether singular ‘idea’ is as acceptable as plural ‘ideas’, since without it they may produce such variants as buck one’s idea or buck one’s notions up.
2. **Grammatical problems**

- **(General)**

  The same combination of words may be used in a variety of grammatical structures. Think of *ran up* as used in *A girl ran up, The spider ran up the wall, The solider ran up a flag* and *Would you mind running me up the road?* Here the sentence patterns are all quite different, even though the meanings are related...

  And again, they may need help in distinguishing between multi-word verbs which are related in form (*level off* and *level up; sign in, sign up, and sign out*) though not necessarily in meaning.

  **I Preposition / adverb particle distinction**

  Some particles such as *'about, over, round and through'* can be used as both adverbs and prepositions in particular MWV combinations, although in other combinations they are used *either* adverbially *or* prepositionally. This distinction / difference affects the grammar of the whole sentence.

  - Generally, problems arising from the special nature of these verbs: their different structural patterns (e.g. with pronouns).
  
  - Objects, particles and pronouns' position.
    
    In verb + particle combination the verb is often separated from its particle so we can say: *put down that book or put that book down.*
    
    But in verb + preposition combination the separation is not possible in this way.
    
    Compare:
    
    'John is looking after the children' and
    
    *'John is looking the children after'.

  **Pronoun object:**

  *Put it down not * put down it.*

  *Look it up not * look up it.*

  *Take it away not *take away it.*

  *John's looking after the children.*

  * John's looking the children after.

  *John's looking after them.*

  * John's looking them after.
Other illustrations of the various and different syntactic patterning of MWV with regard to:

- Noun object position in relation to particle / preposition:
  They call the man up. /  
  They call up the man. (particle)  
  They call on the man. (preposition)  
  *They call the man on.

- Position of personal pronoun object:
  They call him up. (particle)  
  *They call him on. (preposition)  
  They call on him. (preposition)

- Position in relative clause:
  The man up whom they call, (particle)  
  The man on whom they call, (preposition)

- Adverb insertion:
  *They call early up the man. (particle)  
  They early call up the man. (particle)  
  They call early on the man. (preposition)  
  *They call on early the man. (preposition)

Therefore, preposition / (adverb) particle distinction is very useful since it influences the syntactic behaviour of these verbal combinations (i.e., MWV).

I Form and Definition problems
- There are superficially similar sequences to MWV consisting of verbs and prepositional phrases:
  John called from the office.  
  John called after lunch.  
  John called from under the table.

  In this combination the prepositional particle (from, after, from under) is more closely related / connected with the head of the prepositional phrase.
• There is a verb-adjective combination that is very similar to MWV.
  He _put_ the cloth straight... (V + adj)
  He _put_ it out (MWV + adv. particle)
  Other examples of verb + adjective combinations are: cut short, set free,...

• Syntactic problems / difficulties

**WORD ORDER**

A syntactic difference / problem is that the particle in MWV can often stand either
before or after a noun whereas it can only stand after a personal pronoun:

Call up the man. /
Call the man up.
Call him up.
• Call up him.

Call up 'him, not his 'sister (it has contrastive emphasis / stress so, in this case, the given
word order is acceptable: v + particle + pronoun).

**Transformation:**

The Transformation possibility (or impossibility) of some idiomatic expressions. Do they
admit passivization, (pro) nominalization etc.?

**Passivization:**

The general basic rule in passivization is knowing whether the combination is
transitive or intransitive: eg. take off:

He took off his hat. (transitive) transformation is possible.
The plane took off at 10° clock (intransitive) (not possible).
'Let the cat out of the bag' it is possible to make this expression passive and say:
The cat has been let out of the bag.

This is possible because the underlying meaning (reveal a secret) can also be made passive
(the secret has been revealed). An expression like, 'it was raining cats and dogs' ('it was
raining heavily') obviously cannot be made passive because of the underlying meaning.
But this will not always explain what is possible and what is not possible as far as altering the structure of idioms is concerned, and learners may need some help on this difficult task.

Other examples of acceptance (or non) of passivization are:

John called up the man. •
The man was called up.
John put up with the man. •

The man was put up with.

Look at these 2 sentences:

1. She always looked after her father when he was ill.
2. Jane arrived after her uncle, who was early.

Sentence 1 contains MWV while the 2nd is simply a verb + preposition. Because it is a structural unit, transformation can be applied to 'look after' which cannot be applied to 'arrived + after'. 'Look after' can, for example, be made passive: 'He was always looked after by his daughter when he was ill'. The second sentence 'Jane arrived after her uncle who was early' can not be made passive. 'Look after' is not only a structural unit, it also a semantic unit.

Nominalization

Some MWV can be transformed into nominalized forms (derived - noun forms) while other do not admit this transformation. The following examples are illustrative:

break down • a breakdown
make up • a makeup / make-up

But 'draw out' does not admit nominalization: * drawout.

I Morphological problems / difficulties

One recurrent problem faced by foreign learners wishing to use or understand English idioms is that while some are entirely fixed others allow the speaker a measure of choice.

....the choices open to him may vary both in kind and in degree. Faced with the idiom burn one's boats, for example, he must understand that while the verb burn can be used in
many of the tenses associated with its non-idiomatic use, idiomatic boats can only occur in the plural form. Moreover, while bridges (also plural) can be substituted for boats with no change of meaning, ships cannot. The extent to which the form of an idiom can be altered in these various ways is largely unpredictable, so errors can easily be made.

- **Semantic and Grammatical Level**

**Complex Idiom: fixed collocation of some constituents:**

Sometimes, a pair of words such as 'make up' or 'blow off seem to have an additional word (or words) attached to them in such a way that the whole phrase forms one complex idiom (one semantic and grammatical unit). Consider in this respect 'make one's mind up' and 'blow of steam'.

It is not always easy for the learner to see that the extra words form part of a larger whole, one that must be learned as a single unit.

To sum up the problems / difficulties of MWV at the grammatical level we pull together some particular grammatical problems associated with multi-word verbs.

- For example, there are restrictions on the position(s) in which an adverb can be placed in relation to the object of a verb.
- Some particles, such as about, over, round and through can be used as both adverbs or prepositions in particular multi-word verbs, although in other combinations they are used either adverbially or prepositionally.
- Some multi-word verbs are not normally used with pronouns as objects, others are normally only used with pronouns as objects, (e.g. with reflexive pronoun: X writes himself out: By the age of 45, he wrote himself out.)

3. **Orthographical / phonological problems / difficulties**

**Orthographical level**

IEX & MWV are subject to the general orthographical rules. However, there are some exceptions of these general rules. An illustrative case is the derived-noun forms. It is possible to give firm guidance on how nouns in Particle + base form and Particle + ing form are regularly written or printed. British and American practice is to write them
fully joined, as in *downturn, offprint; outpouring, upbringing* and they appear in that form in dictionaries. As regards the major class 'base form (of verb) + particle', some uncertainty is inevitable in making recommendations to users / learners. The difficulty arises from the fact that many of the nouns exist in *two* written forms (fully linked and hyphenated) in British English, and individual users and printing houses differ in the conventions that they favour.

**Phonological level**

Since the tests used in obtaining the data in this study are in written forms, the phonological aspect could not be tested. However, the information arrived at, here, is based on the relevant questions in the 2 questionnaires used in this survey. There are problems arising from the special nature of MWV, their special stress patterns. For instance, the (adverbial) particle in MWV is normally stressed, and, in final position, bears the nuclear tone, whereas the preposition (in verbal combinations) is normally unstressed and has the tail of the nuclear tone on the lexical verb:

He called 'up the man.
The man was called 'up.

He 'called on the man.
The man was 'called on.

4. **Stylistic Problems / Difficulties**

MWV, such as *step up, lay on, take up*, are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure and meaning may fall back on a more formal one word equivalent - *increase, provide, continue*. IEX often have stronger meaning than non-idiomatic phrases. For example, 'Look daggers at someone' has more emphasis than 'Look angrily at someone', but they mean the same thing.
6.3 Teaching and Learning of Idiomatic Expressions and Multi-Word Verbs of English in Perspective

Idiomatic expressions and multi-word verbs' learning strategies and teaching techniques are a part of vocabulary learning strategies and teaching techniques which in turn are part of language learning strategies and teaching techniques (and the latter are part of the general learning strategies and teaching techniques).

6.3.1 Vocabulary Learning Strategies and Teaching Techniques

To begin this section, let us define the term vocabulary:

What is Vocabulary?

Vocabulary can be defined roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as 'call it a day', where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'. (Penny Ur's definition) Bearing in mind the above definition we find that idiomatic expressions and multi-word verbs are vocabulary items.

6.3.1.1. What needs to be taught/learned?

Regarding vocabulary teaching and learning the question of what to be taught/learned could be raised.

1. Form (pronunciation and spelling): the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).
2. Grammar: the grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules.
3. Collocation.
4. Aspects of meaning:
   a. Denotation, connotation, appropriateness.
   b. Meaning relationships:
      Synonyms
5. Word formation

6.3.1.2 Vocabulary Learning Strategies

The rise in the importance of strategy use in second language learning grew out of an interest in the learner’s active role in the learning process. It is not easy to arrive at a definition of what strategy is, but to deserve attention from a teacher a strategy would need to:

1. involve choice, that is, there are several strategies to choose from
2. be complex, that is, there are several steps to learn
3. require knowledge and benefit from training
4. increase the efficiency of vocabulary learning and vocabulary use.

There are numerous strategies which have these features. Learners not only need to know about these strategies, but need to have skill in using them.

6.3.1.3 A taxonomy of vocabulary learning strategies

Gu and Johnson (1996) taxonomy

- belief about vocabulary learning,
- meta-cognitive regulation,
- guessing strategies,
- dictionary strategies,
- note-taking strategies,
- memory strategies (rehearsal),
- memory strategies (encoding) and
- activation strategies

Williams (1985) identifies five potentially trainable strategies for working out the meaning of unfamiliar words in written text. These include:
1. inferring from context,
2. identifying lexical familiarisation,
3. unchaining nominal compounds,
4. synonym search and
5. word analysis.

Williams suggests that these become the focus of deliberate, intensive teaching.

The following taxonomy tries to separate aspects of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning processes.

Let us look at each of these types of strategies in turn.

Planning vocabulary learning

Teachers should be able to justify the time and effort spent on guessing strategy to themselves, their learners and other teachers.

In any list of vocabulary learning strategies, guessing from context would have to come at the top of the list. It is the most important way that Language users can increase their vocabulary. It deserves teaching time and learning time. A well planned vocabulary development programme gives spaced, repeated attention to this most important strategy.

The 'importance' could be attributed to

• the strategy accounts for most vocabulary learning by native speakers
• the enormous number of words that can be dealt with and perhaps learned through this strategy
• the effectiveness of the strategy
• the benefits of the strategy in contributing to reading and listening comprehension.
• though the fact that learners differ widely in their control of this skill, training can narrow these differences.
• the need for this skill in dictionary use.
One feature of the everyday situations in which we inquire about the meaning of words (vocabulary items) is that we are frequently told that 'it depends on the context'. ('Give me the context in which you met the word; and I'll tell you its meaning.') It is often impossible to give the meaning of a word without 'putting it in a context'; and dictionaries are useful in proportion to the number and diversity of the 'contexts' they cite for words / vocabulary items. Frequently, and perhaps most typically of all, the meaning of a word is explained by giving a 'synonym' with an indication of the contextual limitations governing the use of the word in question. Facts, such as these — the diversity of the ways in which, in practice, we state the meaning of words, the 'circularity' of the vocabulary, and the relevance of 'context' — are important in teaching / learning vocabulary items. Let us now look at the most important of all of the vocabulary learning strategies in detail.

6.4.1 Learning words from context

Incidental learning via guessing from context is the most important of all sources of vocabulary learning. This is particularly true for native speakers learning their first language. It should also be true for second language learners, but many do not experience the conditions that are needed for this kind of learning to occur.

6.4.1.1 Conditions necessary for learning from context and how they can be established?

• How successful learners can be at guessing?
• How much and what kind of learning can occur from this guessing? and
• The kinds of clues available for guessing.
• How learners can be helped to become skilful at guessing from context?

6.4.1.2 Intentional and incidental learning of vocabulary

Learning vocabulary from context is often seen as something opposed to the direct intentional learning and teaching of vocabulary. This is an unfortunate view and the position taken in this study is that they are complementary activities, each one enhancing the learning that comes from the other.
In this study, learning from context (and teaching in context) is taken to mean the *incidental* learning of vocabulary from reading or listening to normal language use while the main focus of the learners' attention is on the message of the text. The texts may be short or long. Learning from context thus includes learning from extensive reading, learning from taking part in conversations, and learning from listening to stories, films, television or the radio. Learning from context does not include *deliberately* learning words and their definitions or translations even if these words are presented in isolated sentence contexts. Context sentences and phrases are valuable aids in intentional, language - focussed vocabulary learning and part of the confusion behind the learning from context / learning from lists argument is to see the difference as relying on the presence or absence of context, rather than the distinction of incidental learning and language - focussed intentional learning. (However, we accept that all learning involves conscious attention). Because of the importance of guessing from context, it is worthwhile for both teachers and learners to spend time working on guessing strategies.

- What proportion of unknown words can be guessed from context?

    To answer this question properly, we need to look at guessing from context which occurs under realistic and favourable conditions.

- Guessing where learners already know a large proportion of the words in the text. This is necessary for learners to be able to use the clues for guessing the unknown words.

1. A critical factor in successful guessing is the **learners' vocabulary size**, because this will affect the density of unknown words in a text. In most studies of second language learners, getting the **optimal ratio** of unknown to known running words may involve using simplified or adapted texts.

2. The **actual words not known by each learner**.

    This means that the choice of words to be examined needs to take account of actual learner knowledge, and cannot rely on teacher intuition or the unsystematic choice of words from a text. (The availability of context clues).

3. **Learner skill is a critical factor in guessing** (best guessers / averages)

4. **Learners must be given credit for guessing that are not 100% correct but which make a small but positive contribution to knowledge of the meaning of the word.**
Learning by guessing from context is a cumulative procedure by which learners gradually develop their knowledge of words. It is likely, at least for some words, that the initial meetings with a word in context simply give rise to a vague knowledge of the form of the word and the awareness that it is unfamiliar and thus should get some attention next time it occurs.

5. It is important to distinguish between guessing from natural contexts and deliberate learning with specially constructed or chosen contexts.

6. Quantity of reading (with the opportunity for previously met items to recur within a certain time) may be an important factor in learning from context.

4.1.3 **How much vocabulary is learned from context?**

How much learning occur from normal reading?

- *Working out* the meaning of a word from context.
  *Remembering* the meaning of a word worked out from context.

- It is important to see learning as involving even *small increases in knowledge* of a word.

Learning from context is a cumulative process where meaning and knowledge of form are gradually enriched and strengthened.

- It is important to see if the contexts and conditions for learning are typical of normal reading.

- **There are several things that can happen to an item met in context.**
  - It is guessed correctly to some degree *and* at least *partially* learned. (This may happen for 5% to 10% of the words.)
  - It is guessed correctly to some degree *but nothing* about it is learned. This probably happens to many words.
  - It is guessed incorrectly.
  - It is ignored, possibly because it is not important for the wanted message in the context.
Texts on unfamiliar topics could be better sources of learning from context. This is an intriguing hypothesis which has very important implications for teachers and learners, particularly with regard to choice of text and pre-teaching about the information in the text.

Incidental vocabulary learning from context is small in the actual number of items learned.

1. Incidental vocabulary learning is only one of the various kinds of learning that can occur when learners read. Not only can they begin to learn new words and enrich known ones, they can also improve grammatical knowledge, become more familiar with text structure, improve reading skills, learn new information and learn that reading can be an enjoyable activity.

2. Small gains become large gains if learners do large quantities of reading.

3. Learning rates can be increased considerably by some deliberate attention to vocabulary.

It is important that learners do large quantities of interesting reading. Large quantities for second language learners means something like a graded reader of a suitable level every week.

Second language learners should not rely solely on incidental vocabulary learning from context; there needs to be judicious attention to decontextualized learning to supplement and be supplemented by learning from context. Direct vocabulary learning and incidental learning are complementary activities.


Inferring from context followed up by consulting a dictionary.

Finding an Li synonym - effective paraphrase?

Vocabulary Learning is best regarded as a cumulative process.

6.4.1.4 What can be learned from context?

What is being learned?

- New label for familiar concept, (unfamiliar concept: both the concept and the label need to be learned).
I. Number of occurrences. The more often an unknown word occurs the greater the chance of guessing and learning it.

2. Proximity of recurrence. The closer the repetitions the more likely the clues from each occurrence will be able to be integrated.

3. Variability of contexts. The more different the context in which a word recurs the greater the range of clues available.

4. Presence of relevant clues. Some contexts have useful clues, some do not.

5. Proximity of relevant clues. The nearer the clues are to the unknown word, the more likely they are to be used.

6. Number of relevant clues. The more clues there are, the easier the guessing.

7. Explicitness of relevant clues. A clearly signalled synonym within context helps learning.

8. Density of unknown words. If many unknown words are close to each other, they will be harder to guess....that successful guessing related to second language learners' vocabulary size. This is at least partly because the greater the learners' vocabulary size, the greater the number of known words in the surrounding context.

9. Importance of the unknown word to understanding the text. The more needed a word is, the more likely a learner will put effort into the guessing.

10. Prior knowledge of the topic. Real world knowledge can play a vital part in guessing. Learners who already have a topic-related script or schema can use this to help guessing.

II. Familiarity of the concept. If the concept is already known, guessing is easier. If the concept is strange and unusual, guessing is difficult.

12. Familiarity of the referents. If the ideas in the clues are familiar to the learners, guessing is easier.

13. Concrete Vs abstract referents. If the ideas in clues are not abstract, then guessing is easier.

14. Amount of polysemy (having several related meanings). If the word is not polysemous, then guessing is easier.
6.4.1.6 What are the causes of poor guessing?

- Form of the word to be guessed (put up with, for good).
- Similarity between the learners' first language and the second language.

6.4.1.7 Do different learners approach guessing in the same way?

(variables that related to the person doing the guessing)

There are different ways of approaching the guessing task and different ability, knowledge and skills that learners bring to the guessing task. There are several studies that examine second language learners' approaches to guessing from context. In general, a good guesser uses a variety of clues, checks various types of clue against each other, does not let the form of the word play too large a part and does not arrive at a guess prematurely. Proficiency in L2 is a major factor in successful guessing. The studies show that there are substantial clues in the context that are available to the sensitive reader but also that not all readers can make good use of these clues.

6.4.1.8 How can teachers help learners improve learning from context?

The most important ways in which teachers can help learners improve learning from context are:

1. helping them to find and choose reading and listening material of appropriate difficulty
2. encouraging them to read a lot and helping them gain a lot of comprehensible spoken input
3. improving their reading skills so that they read fluently and with good comprehension
4. providing training in guessing from context.

These ways are ranked in order of importance with the most important first. The reason for this ranking is that guessing from context seems to be a sub-skill of reading and seems to draw heavily on other reading skills. Good guessers are good readers (McKeown, 1985). The four ways described above can be more generally described as: matching learner and text, quantity, general skills approach, and a particular skill. It may be that training in guessing helps vocabulary learning simply because it encourages learners to give deliberate thought that attention to vocabulary items.
6.4.1.9 How can learners be trained to guess from context?

- Some English teachers gave native speakers training in guessing from context by: teaching them a rule: 'When there is a hard word in a sentence, look for other words in the story that tell you more about that word' and giving practice in applying the rule with corrective feedback.
- Buikema and Graves (1993) found positive effects for training teenaged native speakers in guessing from context. The training involved: introducing the learners to the idea of using clues to guess and the value of looking for many clues.
- Training resulted in better guessing, particularly if learners’ attention was directed to clues in the context.

6.4.1.9.1. Learning from context and attention - drawing activities

There is some evidence that a combination of attention - drawing activities such as presenting words to learners before reading (Jenkins, Stein and Wysocki, 1984) and defining words as they occur in context (Elley, 1989) increases the amount of vocabulary learning.

....having words highlighted in their computerized text probably increased dictionary look-up and therefore learning.

Attention - drawing can be done in the following ways:

1. Drawing attention to the word:
   Pretesting
   Preteaching
   Seeing a list before reading
   Highlighting (colour, bold, italics) in the text
   Having a list while reading.

2. Providing access to the meaning:
   Gloosing
   Teacher defining through preteaching
   Teacher defining while listening to the text
   Hyper-text look-up
   Dictionary look-up
3. Motivating attention to the word:
   Warning of a test
   Providing follow-up exercises
   Noting contexts while reading (e.g. filling in a notebook)

6.4.1.9.2 Do gloosing and dictionary use help vocabulary learning?

There is now considerable evidence that when learners' attention is drawn towards unfamiliar words and there are clear indications of meaning, vocabulary learning is much greater than when learners read without deliberately focusing on new vocabulary. The dictionary can be substantial contributors to the process of vocabulary learning. A study of inferencing and dictionary look-up behaviour found that learners who were good at inferring preferred to confirm their guesses by consulting a dictionary. Learners differed greatly in their skill at inferring.

6.4.1.9.3 Formats for testing or practising guessing

Researchers have used a variety of formats for testing or practising guessing. These range from fixed deletion close procedures where the missing item is a blank, to unrelated texts where learners guess words with the real word form present. There are several factors that need to be considered when deciding on a format for guessing:

- The effect of the word form.
- Previous knowledge of the word to be guessed.
- The density of unknown words and the size of the context.
- The types of words to be guessed.

6.4.1.9.4 Features of formats for testing or practicing guessing

1. Word form:
   - A blank space instead of the word
   - A nonsense word
   - A real word

2. Selection of words and contexts:
   - real randomly sampled contexts
real selected contexts  
contrived contexts  
3. Size and relationship of contexts:  
isolated sentence contexts  
isolated paragraph contexts  
continuous text contexts  

6.4.1.9.5  **Steps in the guessing-from-context strategy**

There is no one procedure for guessing from context but most procedures draw on the same kind of clues. Some procedures work towards the guess in an *inductive* approach. Others work *deductively* from the guess.

- A 'deductive' approach is more suited to younger learners who will be *less* analytical in their approach and to advanced learners who are familiar with the various clues and wish to concentrate on developing fluency in guessing.

- An 'inductive' approach, such as that described by Clarke and Nation (1980) is useful for making learners aware of the range of clues available and for developing the sub-skills that may be needed to make use of the clues. The aim of all guessing procedures is to help learners become fluent and skilful at guessing from context so that the guessing does not interrupt too much the normal flow of reading.

Let us look at Clarke and Nation's five-step 'inductive' procedure.

**Step -1.** Decide on the part of speech of the unknown word.

**Step -2.** Look at the 'immediate context' of the word, simplifying it grammatically if necessary.

**Step -3.** Look at the 'wider context' of the word, that is relationship with adjoining sentences or clauses.

**Step -4.** Guess

**Step -5.** Check the guess.

Is the guess the same part of speech as the unknown word?
Substitute the guess for the unknown word. Does it fit comfortably into the context?
Break the unknown word into parts.
Does the meaning of the parts support the guess?
Look up the word in the dictionary.

This procedure is strongly based on language clues and does not draw on background context knowledge. There are two reasons for this. First, linguistic clues will be present in every context, background clues will not; this procedure aims at being generalisable as possible.
Second, using background knowledge as the min source of information is likely to result in less vocabulary learning than more system-focussed sources of information.
The 'deductive' procedure involves the following steps: (See Bruton and Samuda 1980)
Step - 1. Guess the meaning of the word.
Step - 2. Justify the guess using a variety of clues.
Step - 3. Readjust the guess if necessary.
The advantage of this procedure is that it places the guess at the forefront of the activity and allows intuition to play a part. It also works well as a group and class activity.

Whichever approach learners tend to favour, they need not follow a rigid procedure when guessing but they should be aware of the range of possible clues and should have the skills to draw on them.

6.4.1.9.6 Training learners in the strategy of guessing from context

Guessing from context is a complex activity drawing on a range of skills and types of knowledge. It is worth bearing in mind that it is a subskill of reading and listening and depends heavily on learners' ability to read and listen with a good level of proficiency. Learning a complex guessing strategy will not adequately compensate for poor reading or listening skills and low proficiency. Developing these reading and listening skills is the first priority.
• When learners are given training in guessing from context, they should work with texts where at least 95% of the running words are familiar to them. This will allow them to have access to the clues that are there.
• In addition, the words chosen should be guessable. Not all words have enough clues....
• Training in guessing should be given plenty of time.
• Involving the class working together with the teacher, in groups, pairs and then individually.
• Training can focus on the sub-skills:
  Determining part of speech,
  Doing ‘What does what?’
  Interpreting conjunction relationships and doing word-part analysis.
• Training should also involve going through all the steps, gradually getting faster and faster.
  The teacher can model the procedure first, gradually handling over control to the learners.
  Learners can report on guessing in their outside reading and listening and others can comment on their attempts.

There can be regular guessing - from - context tests using isolated sentences and connected texts. Learners improvement on these texts can be recorded as a means of increasing motivation.

6.5 TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN CONTEXT

What needs to be taught / learned?

6.5.1. Form: pronunciation and spelling

The learner has to know what an IEX / MWV sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item (IEX/MWV) for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.
6.5.2. Grammar

The grammar of IEX and MWV will need to be taught since this is not obviously covered by general grammatical rules. These items / components (may) have an unpredictable change / fixation of form in certain grammatical contexts or (may) have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same as we teach the base form.

When teaching a new MWV, for example, we might note if it is transitive or intransitive. Similarly when teaching an IEX, we may wish to show / present its form regarding number: whether it could be used in plural / singular or both or draw learners attention to the fact that it could not be made passive.

6.5.3. Collocation

The collocations typical of idiomatic expressions / multi-word verbs are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So that is another piece of information about a new item which it may be worth teaching.

When introducing words like conversation and research, for example, we may note that you carry on the former and carry out the latter; similarly make up sb mind / thought, burn sb boats / bridges but not ships.

Collocations are also often noted in the dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

6.5.4. Aspects of meaning:

1. denotation, connotation, appropriateness.

The meaning of an IEX / MWV is primarily what it refers to: its denotations; this is often the sort of definition that is given in a dictionary.

A less obvious component of the meaning of an IEX / MWV is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be
indicated in a dictionary definition. For example, the IEX ‘X is an old hand at sth’ as understood by most British people, has positive connotations of ability / experience.

A more subtle aspect of meaning that often needs to be taught is whether a particular IEX / MWV is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain IEX / MWV is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.

For example, you may know that educate / cancel are virtually synonymous in denotation with bring up / put off; but they are more formal, tend to be used in writing more than in speech, and in general much less common.

2. Meaning relationships

How the meaning of one IEX / MWV relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones:

- **Synonyms**: IEX / MWV that mean the same, or nearly the same, for example, a *saving grance* and go on may serve as synonyms of *a redeeming feature* and go ahead respectively.
- **Antonyms**: IEX / MWV that mean the opposite; *a closed mind* and *sign in* are antonym of *an open mind* and *sign out*.
- **Hyponyms**: IEX / MWV that serve as specific examples of a general concept.
- **Co-hyponyms** or co-ordinates: other IEX / MWV that are of the same kind;
- **Superordinates**: general concepts that cover specific IEX/MWV;
- **Translation**: IEX / MWV in the learners' mother tongue that are (more or less) equivalent in meaning to the IEX / MWV being taught.

All these can be exploited in teaching to clarify the meaning of a new IEX / MWV, or for practice or test materials.
6.5.5. **Word formation: Expressions combination**

IEX/MWV can often be broken down into their component 'bits'.

Exactly how these bits are put together is another piece of useful information.

- perhaps mainly for more advanced learners.

Sometimes, IEX / MWV are built by combining hyphenated words: spick-and-span, follow-up, take-off,....

6.6. **The Explicitly Taught Course (ETC) on Idiomatic Expressions and Multi-Word Verbs**

The present section will focus on the explicit taught course (ETC) on idiomatic expressions and multi-word verbs given to the subjects of this study. The discussion will try to cover the following issues:

- The rationale and the objectives of the ETC. (6.6.1)
- What are the teaching / learning theories that underlie this course? (6.6.2)
- The sources and the contents of the ETC. (6.6.3)
- The Evaluation of the possible materials of the ETC. (6.6.4)
- The implementation of the course. (6.6.5)

6.6.1 **The Rationale and the objectives of the ETC**

After the identification, the analysis and the discussion of the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs in the context of Sudan, using the teachers' / students' questionnaire as well as the pre-test given to the subjects of this study, there felt a need to introduce an explicit taught course on these multi-word lexical items. Therefore, the course might be described as remedial in nature among other characteristics. The main objective of the ETC is to start the students understanding and using idiomatic expressions and multi-word verbs of English successfully.
6.6.2 What are the teaching / learning theories that underlie the course?

No one knows exactly how people learn language although a great deal of research has been done into the subject. Certain theories have, however, had a profound effect upon the practice of language teaching (and continue to do so) and it seems sensible, therefore, to consider some of them, below, for comparison and selection. Let's first take up the Behaviourism.

In Behaviourism, the idea of conditioning is based on the theory that you can train an animal to do anything (within reason) if you follow a certain procedure which has three major stages, stimulus, response and reinforcement. In the classic form of the theory a rat is placed in a box: A signal light is operated (the stimulus), the rat goes up to a bar in cage and presses it (the response) and a tasty food pellet drops at its feet (the reinforcement). If the rat's behaviour is reinforced a sufficient number of times it will always press the bar when the light comes on.

In a book entitled 'Verbal Behaviour' (see B.F.Skinner 1957) the behavioural psychologist Skinner applied this theory of conditioning to the way humans acquire language. Language, he suggested, is a form of behaviour in much the same way as the rat pressing the bar exhibits a form of behaviour. The same model of stimulus - response - reinforcement accounts for how a human baby learns a language.

Behaviourism, which was after all a psychological theory, was adapted for some time by the language teaching profession, particularly in America, and the result was the audio-lingual method still used in many parts of the world. This method used consistent and unending drilling of the students followed by a positive or negative reinforcement. The language habit was formed by this constant repetition and the reinforcement of the teacher. Mistakes were immediately criticised, and correct utterances were immediately praised.

The second approach we shall discuss briefly, in this section, is mentalism / cognitivism. The term cognitivism is often used loosely to describe methods in which students are asked to think rather than simply repeat. It stems to a large extent from
Noam Chomsky's reaction to Skinner's book and is based on his theory of competence and performance. The strength of the attack can largely be produced by the asking of questions such as:

If all language is learnt behaviour, how is it that young children can say things they have never said before?

How is it possible that adults all through their lives say things they have never said before?

How is it possible that a new sentence in the mouth of a four-year old is the result of conditioning?

Language is not a form of behaviour, Chomsky maintained. On the contrary, it is an intricate rule-based system and a large part of language acquisition is the learning of this system. There are a finite number of grammatical rules in the system and with a knowledge of these an infinite number of sentences can be performed in the language. It is competence that a child gradually acquires, and it is this language competence (or knowledge of the grammar rules) that allows the child to be creative as a language user (e.g. experimenting and saying things that he has not said before).

Language teaching has never adopted a methodology based on Chomsky's work: after all Chomsky never intended that his theory should have anything to do with adult language learning and has repeatedly made this clear. Nevertheless, the idea that students should be allowed to create their own sentences, based on an understanding of a rule, is widely accepted in many classrooms. This idea is clearly in opposition to the audio-lingual method since we are talking about letting the students, on their own, 'have a go' at the language.

In respect of the cognitive approach we quote Piaget:

'Fifty years of experience have taught us that knowledge does not result from a mere recording of observations without a structuring activity on the part of the subject. Nor do any a priori or innate cognitive structures exist in man; the functioning of intelligence alone is hereditary and creates structures only through an organization of successive actions performed on objects....'
Cognitions are phenomena like images, mental ideas and particular thoughts which form part of the conscious experience of an individual.

Chomsky's (1959) review of Skinner's 'Verbal Behaviour' questioned the core of behaviourist approach to language learning. Chomskyan generative linguistics, along with Piagetian psychology have succeeded in highlighting the previously neglected mental make-up of learners as a central force in the process. As a consequence, consciousness raising of language learners is an important factor in language learning / teaching.

6.6.3 The sources of the ETC

The proposed explicitly taught course on idiomatic expressions and multi-word verbs of English appears to me suitable and appropriate in support of the cognitive approach (discussed in the previous section) since it focuses on the following issues:

- Learners' awareness;
- Learners' centredness;
- Learners' active involvement;
- Explicitness;
- Conceptualization and
- Systematicness

The ETC on IEX / MWV draws mainly on the following books / references etc.

1. Ronald E. Feare 1980 Practice with Idioms (App. 6.a)
2. A Practical English Grammar: Ch.38 (App. 6.b.I)
3. A Practical English Grammar: Exercises Book 2 (App. 6.b.II)
Note that the actually implemented course was done on the basis of the first three sources while the remaining 5 serve as alternatives to choose from. That is, in conducting the ETC we confined ourselves to: Practice with Idioms and *A Practical English Grammar*, while the rest are given as *options* to build on the proposed materials.

In what follows, we will consider briefly these 8 documents in turn.

6.6.3.1 **Ronald E. Feare 1980: Practice With Idioms** *(App. 6.a)*

After studying this workbook and evaluating it in the language of Jeremy *Harmer* 1983: the form of evaluating materials, we can say that the book is suitable and appropriate for our students. The purpose of this workbook is to encourage the active participation of the learner in acquiring knowledge of the *meaning* and *structure* of idiomatic expressions / multi-word verbs. However, to give the reader an idea about the book we present, in the coming pages, the outlines of the above-mentioned source. It contains mainly 3 sections divided further into 16 chapters.

**Outlines of Practice with Idioms**

- **Section I**
  - Chapter 1: Intransitive verb + particle
  - Chapter 2: Intransitive verb + preposition
  - Chapter 3: Intransitive verb + particle + preposition
  - Chapter 4: Review.

- **Section II**
  - Chapter 5: Transitive verb + movable particle
  - Chapter 6: Transitive verb + immovable particle (type A & B).
  - Chapter 7: Transitive verb + preposition (type I)
  - Chapter 8: Transitive verb + preposition (type II)
  - Chapter 9: Transitive verb + preposition (type III)
  - **Chapter 10: Transitive** verb + particle + preposition
  - Chapter 11: Review

420
• Section III

Chapter 12: Nominal Forms: Pairs of nouns
Chapter 13: Nominal Forms: adjective + noun combinations
Chapter 14: Adjectival Forms: pairs of adjectives
Chapter 15: Adjective Forms: various compounds
Chapter 16: Various adverbial forms

In short, the coursebook is divided into chapters according to grammatical categorization: the chapters covering intransitive verbal constructions (1 - 4) form section one of the book; chapters dealing with transitive verbal combinations (5 - 11) form section two. Chapters encompassing nominal, adjectival and adverbial forms (12 - 16) constitute section three. It is believed that verbal forms are more useful in general and deserve far greater concentration and effort. This is the reason why they occupy this space.

The purpose of this workbook was to encourage the active participation of the learner in acquiring knowledge of the meaning and structure of idiomatic expressions and multi-word verbs. It is believed that students of English especially those of the intermediate and advanced levels at which this book is aimed, are capable of searching for and discovering much of the relevant information regarding proper IEX / MWV usage with only minimal guidance and instruction from the teacher. This active involvement in the learning process can be of much greater benefit to the student than simple memorization.

The writer explained the means which was used to realize the active involvement:

'To achieve this goal, the author has chosen to employ inductive, problem-solving techniques in this workbook. Much emphasis has been placed on the ability to guess meaning from the context within which an idiom is used, and on the ability to figure out the grammatical features, which distinguished certain sets of idioms'. (Feare 1980:ix). He went further to assert that the results would be positive and greater if these important skills are acquired:
'Once students are equipped with the necessary skills for analysing and understanding idiomatic forms, they will be in a much better position to expand their knowledge beyond the scope of this workbook' (Ibid. IX)

Direct classroom practices / procedures: Working through a chapter

In the following pages, we shall consider the detailed description of how to work through a chapter, given by the writer of the book. This description has a great importance in direct classroom practices and procedures. The present ETC on IEX / MWV made a good use of this thorough description. The author suggests the following steps to be taken in implementing the workbook in its different and various parts.

- **Part I. A guessing exercise** which begins each chapter, requires the student to analyse the contextual setting of the IEX / MWV and to extract an appropriate definition or synonym. In addition, the student is asked to underline those clues in the sentence which help them to guess for possible meaning of the IEX / MWV. This exercise also promotes class discussion and tends to limit student dependence on dictionaries as a source of definition. It is important to realize that there are no 'correct' answers at this initial stage. The student is merely trying to provide some possible acceptable meanings for the IEX / MWV. No attention should be given at this point to the grammar of the IEX / MWV, as this is covered thoroughly in following parts and would be a premature consideration.

- **Part II. A meaning exercise** provides the student with a way to check the guesses made in Part I. The definitions are listed on the left side of sentences which have blanks to be filled in with appropriate IEX / MWV: the sentences are comprised of context clues which are very similar to the ones found in Part I. The student can take a synonym / definition and check the context of the sentence, go back to Part I to match up the synonym / definition and context with the correct IEX / MWV, and then place that IEX / MWV in its proper blank. The instructor would guide the student in this process, helping him to notice similar contexts when difficulties arise. In this way the student can develop his ability to discover the meaning himself before resorting to outside references, such as dictionaries.
• **Part III** provides a detailed explanation of each IEX / MWV. Information includes a listing of the most common noun phrases which are associated with each IEX / MWV. When necessary, further useful points on grammar or meanings are given. Some examples sentences show how the common noun phrases are useful with the particular IEX / MWV. A set of possible discussion topics is also provided to encourage feedback and the sharing of ideas with each other and with the instructor.

• **Part IV** focuses on the grammatical features which tie the IEX / MWV in each chapter together. A brief introduction provides the student with the basic grammatical framework of the chapter. The student is then asked to compare and analyse sets of contrasting sentences, some correct and some incorrect, which draw out the relevant grammatical features. After he has tried to discover the rules by answering the questions posed, the student finds an explanation of the information which he tried to uncover.

• **Part V** is a multiple-choice test of IEX / MWV understanding and retention. The student is required to choose the IEX / MWV which has the best meaning in a given context. Review is cumulative through each of the first two sections of the book, so in later chapters the student must be careful to follow the correct grammar rules as well as pay attention to the important contextual information. In addition to discussing why an answer is correct, it is also useful to discuss the inappropriateness of other choices as a way to differentiate between the various IEX / MWV.

• **Part VI Sentence Writing:** requires the student to write a brief, original sentence using an IEX / MWV in correct response to a specific question. The context is provided but must be developed appropriately.

**Review**

All the exercises and parts of each chapter in sections I and II build on the MWV from previous chapters, so that MWV already learned are constantly being reviewed. This also applied to section III (IEX), although verbal forms are not included as review.
The review chapters for sections I and II also provide valuable reinforcement of grammatical forms, as well as useful information about changing the verbal combinations into nominal (nouns) and passive (verb) forms. In addition, topics for paragraph writing, role playing, and further discussion are provided as interesting ways for students to apply the knowledge they have learned.

Guidelines for the Teacher

The author clarifies the role of the teacher in this workbook as well as other guidelines. Until students begin to feel comfortable with the new approach in this workbook, all exercises should be done in class, preferably as group activities or on an individual-student basis with the instructor moving around the room offering advice. Optimally, the first two chapters would be done entirely as group activities. It is the author's suggestion that the first two exercises in each chapter also be done in class in order to promote discussion and to discourage students from looking ahead to part III to find the answers. Only the last two exercises in each chapter re recommended for outside homework at any stage or level. The instructor should use his or her own discretion in differentiating classwork and homework as he or she becomes familiar with the students abilities. The instructor will probably be most involved in the third and fourth parts of each chapter, as they delineate the semantic and syntactic features of IEX / MWV, and therefore require more explanation.

Also there are some other instructions and guidelines given to the instructor:

- Use of this workbook requires some basic awareness of English grammar. Such terms as subject, verb, preposition and transitive / intransitive should be well understood before an instructor attempts to use this book.
- The author would strongly suggest that the instructor preview the chapters before work with the students begins, especially those units which deal with the important grammatical characteristics.
- The instructor should find the exercises to be self-explanatory for the most part and should have little trouble in advising student of the work to be done. The instructor should soon feel comfortable in guiding students through their work, helping them to discover and understand for themselves the rules and concepts associated with the various idiomatic expressions / multi-word verbs.
Guidelines for the student and the student role

After providing the instructor with some suggestions and guidelines for handling the material in this work book as well as indicating explicitly his role, the author writes the following to the student:

'In this work book, you will be studying the grammar rules of idioms, as well as meanings. . .

This brief introduction should give you an idea of the new material you will be learning in this book, but learning new material is not all that you will be doing. Slowly but surely you will be learning new ways to guess the meaning of unfamiliar idioms by yourself. A student who develops the necessary skills of guessing will be better prepared to learn the new, and more difficult idioms he or she encounters outside of class'.

Contents of the exercises / activities that appeared in Feare 1980: Practice with Idioms

The following table shows the detailed content of Practice with Idioms:

<table>
<thead>
<tr>
<th>TABLE-80</th>
<th>CONTENTS OF THE EXERCISES / ACTIVITIES APPEARED IN FEARE 1980: PRACTICE WITH IDIOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch.No.</td>
<td>Ex. / Activity No.</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
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<td>II</td>
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<td></td>
<td>V</td>
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<tr>
<td></td>
<td>VI</td>
</tr>
</tbody>
</table>

425
| 2 | I | Same as above | Intransitive verbs with prepositions: to believe in, to go into, to run over, to run across, to touch on, to try for, to turn to, to go through, to turn into, to stick to, to get over, to go without, to part with to come to, to take after |
|   | II | Same as above |
|   | III | Same as above |
|   | IV | Same as above |
|   | V | Same as above |
|   | VI | Same as above |

| 3 | I | Same as above | Intransitive verbs with particles and prepositions: to put up with, to look forward to, to come up with, to go in for, to get through to, to look up to, to cut down on, to live up to, to do away with, to run around with, to be in on, to look out for, to keep up with, to look back on, to work up to |
|   | II | Same as above |
|   | III | Same as above |
|   | IV | Same as above |
|   | V | Same as above |
|   | VI | Same as above |

<p>| 4 | I. | Comparison of intransitive forms | Review of Intransitive Verbal Idioms: Come up (=to arise) / come up with (=to suggest / to offer), to catch on / to catch on to, break in / break in on |
|   | II | Transformation Other grammatical forms of Intransitive verbal Idioms: |
|   | a. | Nominalized forms |
|   | b. | Passive forms | Look into, Deal with, Put up with, Look up to, Go in for, Take after. |
|   | III | Paragraph writing | - e.g. Discussion about difficult theory using (to go into, to get through to, to break in, to come up with). |
|   | IV | Additional class activities | Suggested topic: 'motorist whose car broke down...' |
|   | a. | Role-play topics | Suggested MWV: Get around, Cut down on, Go without, Part with. |</p>
<table>
<thead>
<tr>
<th></th>
<th>b. Discussion topics</th>
<th>e.g. Why do you think that IEX are so common in every language? In your opinion, is this good or bad?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I Guessing the meaning from context + Class discussion</td>
<td>Transitive verbs with movable particles: to make up, think over, bring up, give away, try out, clear up, put off, carry out, bring about, call off, look up, point out, talk over, to make out, to take off.</td>
</tr>
<tr>
<td></td>
<td>II Definition correspondence</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>III Explanation of the MWV</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>IV Learning the grammar rules</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>V Multiple-choice (exercise).</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>VI Writing Sentence</td>
<td>Same as above</td>
</tr>
<tr>
<td>6</td>
<td>I Same as above</td>
<td>Transitive verbs with immovable particle: Types A &amp; B. Type A: To lead on, do over, tell apart, see off, fill in, tie down, kick around Type B: Make up, take up, put forth, carry on, give up, give off, find out</td>
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<td></td>
<td>II Same as above</td>
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<td>III Same as above</td>
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<td>V Same as above</td>
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<td>VI Same as above</td>
<td>Same as above</td>
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<tr>
<td>7</td>
<td>I Same as above</td>
<td>Transitive verbs with prepositions (type 1) to hold against, leave to, lend to, put through, draw from, engage in, confuse with, devote to, put above, pull through.</td>
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<td>II Same as above</td>
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<td>III Same as above</td>
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<td>VI Same as above</td>
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</tbody>
</table>

<p>| 8   | I   | Guessing the meaning from context + class  |
|     |     | discussion                                 |
|     | II  | Definition correspondence                 |
|     | III | Explanation of the MWV                   |
|     | IV  | Learning the grammar rules                |
|     | V   | Multiple-choice exercise                  |
|     | VI  | Writing exercise                          |
| 9   | I   | Guessing the meaning from context + class  |
|     |     | discussion                                 |
|     |     | Transitive verbs with prepositions (type   |
|     |     | III):                                      |
|     |     | to have on one's mind, to bring into focus,|
|     |     | to take at one's word, to get off one's    |
|     |     | chest, to bring into the open, to lay to   |
|     |     | rest, to pull to pieces, to put to use, to |
|     |     | take into account, to play by ear.         |
|     | II  | Definition correspondence                 |
|     | III | Explanation of the MWV                   |
|     | IV  | Learning the grammar rules                |
|     | V   | Multiple-choice exercise                  |
|     | VI  | Writing exercise                          |
| 10  | I   | Guessing the meaning from context + class  |
|     |     | discussion                                 |
|     |     | Transitive verbs with particles and        |
|     |     | prepositions                               |
|     |     | to bring around to, to let in on, to turn  |
|     |     | over to, to set aside for, to talk over    |
|     |     | with, to fill in on, to get out of, to     |
|     |     | leave up to, to have (it) out with         |</p>
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<thead>
<tr>
<th></th>
<th>Definition correspondence</th>
<th>Same as above</th>
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</thead>
<tbody>
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<td></td>
<td>Explanation of the MWV</td>
<td>Same as above</td>
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<tr>
<td></td>
<td>Learning the grammar rules</td>
<td>Same as above</td>
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<tr>
<td></td>
<td>Multiple-choice exercise</td>
<td>Same as above</td>
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<tr>
<td></td>
<td>Writing exercise</td>
<td>Same as above</td>
</tr>
<tr>
<td>II</td>
<td>I</td>
<td>Review of transitive verbs idioms:</td>
</tr>
<tr>
<td></td>
<td>Comparison of transitive forms</td>
<td>a) fill in / fill in on</td>
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<tr>
<td></td>
<td></td>
<td>b) talk over / talk over with</td>
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<tr>
<td></td>
<td></td>
<td>b) take up / take up with</td>
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<tr>
<td>II</td>
<td></td>
<td>a) bring around to / bring around</td>
</tr>
<tr>
<td></td>
<td>Transformation: Other grammatical forms of transitive verbal idioms</td>
<td>b) set aside for / set aside</td>
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<tr>
<td></td>
<td></td>
<td>b) turn over to / turn over</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) have it out with / have it out</td>
</tr>
<tr>
<td>II</td>
<td>Paragraph writing</td>
<td>Suggested situation:</td>
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<tr>
<td></td>
<td></td>
<td>A. company is having an informal meeting about new advertising techniques: (to kick around, to give away, to try out, to find out)</td>
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<td></td>
<td>IV</td>
<td>Additional class activities</td>
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<tr>
<td></td>
<td></td>
<td>a. Role-play topics</td>
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<td></td>
<td>b. Discussion topics</td>
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<tr>
<td></td>
<td></td>
<td>Eg. a business executive has been on vacation. When he returns to work... <strong>suggested</strong> MWV: take up, fill in on, leave up to, take into account. e.g. Try to take advantage of opportunities to talk with English speakers, if possible, and note some IEX which you been. Bring a few examples class for discussion.</td>
</tr>
<tr>
<td>I</td>
<td>12</td>
<td>Guessing the meaning from context + class discussion</td>
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<td></td>
<td>II</td>
<td>Definition correspondence</td>
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<td></td>
<td>III</td>
<td>Explanation of the IEX + class discussion</td>
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<td></td>
<td>IV</td>
<td>Learning the grammar rules</td>
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<td></td>
<td>V</td>
<td>Multiple choice exercise</td>
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<td>VI</td>
<td>Writing exercise</td>
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<td>I</td>
<td>13</td>
<td>Same as above</td>
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<td>V</td>
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<td></td>
<td>VI</td>
<td>Same as above</td>
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<tr>
<td>I</td>
<td>14</td>
<td>Guessing the meaning from context + class discussion</td>
</tr>
<tr>
<td>II</td>
<td>Definition correspondence</td>
<td>Same as above</td>
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<td></td>
<td>I</td>
<td>II</td>
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<td>15</td>
<td>Explanation of the IEX + class discussion</td>
<td>Same as above</td>
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<tr>
<td></td>
<td>Learning the grammar rules</td>
<td>Same as above</td>
</tr>
<tr>
<td>15</td>
<td>Multiple choice exercise</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>Writing exercise</td>
<td>Same as above</td>
</tr>
<tr>
<td>16</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>Guessing the meaning from context + class discussion</td>
<td>Definition correspondence</td>
</tr>
<tr>
<td>16</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Definition correspondence</td>
<td>Explanation of the IEX + class discussion</td>
</tr>
<tr>
<td></td>
<td>Learning the grammar rules</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>Multiple choice exercise</td>
<td>Same as above</td>
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<tr>
<td></td>
<td>Writing exercise</td>
<td>Same as above</td>
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</table>
In his book, the writers devoted a 37-page chapter, entitled *Phrasal Verbs*, to the multi-word verbal combinations. In the introduction of the above mentioned chapter we read the following:

'In modern English it is very usual to place prepositions or adverbs after certain verbs to obtain a variety of meanings: give away = give to some one / anyone; give up = abandon (a habit or an attempt); look after = take care of; look for = search for, seek; look out = beware'

It is also important to learn whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object):

*Look for* is transitive: I am looking for my passport.

*Look out* is intransitive: Look out! This ice isn't safe.

Note that it is possible for a combination to have two or more different meanings, and to be transitive in one /some of these and intransitive in others. For example, *take off* can mean 'remove'. It is then a transitive expression: *He took off his hat.*

*Take off* can also mean 'rise from the ground' (used of air-craft). Here it is intransitive: *The plane took off at ten o' clock....'*

(Thomson and Martinet, 1986:315)

The chapter includes a considerable number of MWV in current use presented in alphabetical order. Some examples of the verbal combinations included in this book are: account for, allow for, answer back,...; back away, back out, back sb up,...; back against, be away, be back, be for, be in, be in for, be over,...; bear out, bear up; call at, call for, call in, call on, call off,...; find out,...; give sth away, give back, gave in, give out, give up; go on,...; look after, look up,...; make for, make out,...; put up with,...; work out. The treatment of these verbal combinations, in a standard reference of modern and practical English Grammar, is crucial for its explicit concern with these multi-word lexical items: mentioning the usefulness of the possibility of combining verbs with prepositions or / and adverbs (particles) so as to provide new meanings as well as the grammatical information: transitive/ intransitive + object / pronouns position(s)...etc.
6.6.3.3 A Practical English Grammar: Exercises Book 2 (app. 6.b.II)

In this workbook, there are 20 exercises, spread over 28 pages (from 1 to 28), with answer key (p.p. 166 - 170). This book proved useful and valuable for the pre and post-tests given to the subjects in this study as well as its contribution in the contents of the explicit taught course. The 20 exercises cover the following verbal constructions:

- Combinations with **get** and **be** (ex.no.97)
- Combinations with **look** and **keep** (ex.no.98)
- Combinations with **go** and **come** (ex.no.99)
- Combinations with **take** and **run** (ex.no.100)
- Combinations with **turn**, **call** and **break** (ex.no.101)
- Combinations with **give**, **put** and **make** (ex.no.102)
- Combinations with **clear**, **cut**, **fall**, **hold**, **let** and **hand** (ex.no.103)
- Mixed combinations (exercises 104 to 108)
- Substituting verb + preposition / adverb combinations for other expressions: (Exercises 109 - 110)
- Combinations with **off** and **on** (ex.no. 111)
- Combinations with **up** (ex.no.112)
- **Combinations with out** (ex.no. 113)
- Combinations with **down**, **away** and **over** (ex.no.114)
- Mixed combinations used in a connected passage (ex.no.115-116)

In general, the types of techniques used in carrying out these exercises are as below:

1) gap-filling (sentences)
2) passage-completion (text)
3) substitution: verb + preposition / adverb combinations for other expressions.

6.6.3.4 Cambridge International Dictionary of Phrasal Verbs: supplementary Material: Theme Panels

Based on the fact that the dictionaries could be used as teaching and learning aids, the present dictionary is designed specially for learners of English, using the latest research into the content and structure of Modern English. It contains the information the learner needs to use phrasal verbs confidently and accurately.
The reference encompasses the following:

- Over 4,500 phrasal verbs correct in British, American and Australian English today.
- Thousands of example sentences showing phrasal verbs in context.
- Theme panels presenting phrasal verbs in topic groups.

It has the features below:

- A carefully controlled vocabulary made explanations easy to understand.
- Clear and detailed information on grammar and collocation.

The compilers of this dictionary claim that they have solutions for the problems of teaching and learning phrasal verbs:

"The Cambridge International Dictionary of Phrasal Verbs addresses all the problems associated with this rich and complex area of the English Language and presents information in a way which is clear and helpful.

....Information on the grammatical structure of each phrasal verb is presented in an explicit fashion.

....Clear and precise definitions

....Every phrasal verb is illustrated with examples based on sentences from the Cambridge International Corpus...."

After having mentioned briefly, in the previous paragraphs, the content and the general characteristics of the Dictionary proper, we shall confine ourselves in what follows to a description of the Supplementary Material.

The Dictionary contains supplementary material in the form of theme panels (phrasal verbs shown in groups according to their meanings). The theme panels included are the following:

- Agreeing and disagreeing
- Computers
- Crime
These themes are presented in the form of short paragraphs(s) putting the PHV on focus, in bold print, in context. Then, there follows explanations of these PHV using definitions.

In appendix 6.x.1, we provide the reader with examples of this supplementary material.

6.6.3.5 **Cambridge International Dictionary of Phrasal Verbs: Exercises (app.6.c.II)**

In this Dictionary there is an attached part which is entitled *photocopiable exercises* (20 exercises). This material is given with answer key. The compilers emphasize the importance and usefulness of this material:

"This makes it a unique resource which can be used not only for reference purposes but also as valuable classroom or self-study learning aid"

McCarthy et al, 1997:vii

However, the exercises centred mainly on the following PHV, as the table below reveals:
<table>
<thead>
<tr>
<th>Ex. No.</th>
<th>Technique used</th>
<th>MWV included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a</td>
<td>Choosing the correct meaning of PHV from given words</td>
<td>Blow up, put up with, call off, egg on, pass away</td>
</tr>
<tr>
<td>1.b</td>
<td>Gap filling: putting PHV into the gaps in given sentences.</td>
<td>Same as above</td>
</tr>
<tr>
<td>2</td>
<td>Matching: Match the remarks on the left with the responses on the right.</td>
<td>Bring up, ripe off, eat out, lie in, pack in.</td>
</tr>
<tr>
<td>3</td>
<td>Find the suitable word to be used with PHV</td>
<td>Wear out, set up, face up to, flag down, check into, bottle up, rub out, take after, hand in, fork out.</td>
</tr>
<tr>
<td>4</td>
<td>Gap filling: putting the correct preposition into the gaps in sentences</td>
<td>Verbal combinations: fall out, own up, break up, miss out + prepositions: over, with, to, on</td>
</tr>
<tr>
<td>5</td>
<td>Putting the correct particles into the empty bubbles</td>
<td>Run for, run into, run off, run up, run out of.</td>
</tr>
<tr>
<td>6.a</td>
<td>Choosing the correct meaning of PHV from given words</td>
<td>Dream up, keep on, split up, polish off, talk into</td>
</tr>
<tr>
<td>6.b</td>
<td>Gap-filling</td>
<td>Same as above</td>
</tr>
<tr>
<td>7</td>
<td>Matching: matching the remarks on the left with the responses on the right.</td>
<td>Put...by, keep...off, take sb out / cheer... up, fall for, figure sth out.</td>
</tr>
<tr>
<td>8</td>
<td>Finding / choosing the suitable words to be used with PHV</td>
<td>Get across, lay off, hand out, rent out, take over, wolf down, take up, zip up, cross out, type up.</td>
</tr>
<tr>
<td>9</td>
<td>Gap filling: putting the correct prepositions into the gaps in given sentences</td>
<td>Verbal combinations: drop out, cut down, wait up, step down, look in. + prepositions: as, for, on, of</td>
</tr>
<tr>
<td>10</td>
<td>Putting the correct particles into the empty bubbles</td>
<td>Look after / through / forward to / up to / up</td>
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<tr>
<td>11.a</td>
<td>Choosing of the correct meaning of PHV from a list of words.</td>
<td>Get by, storm off, hang on, turn down, go along with</td>
</tr>
<tr>
<td>11.b</td>
<td>Gap filling: putting PHV in sentences</td>
<td>Same as above</td>
</tr>
<tr>
<td>12</td>
<td>Matching: match the remarks on the left with the responses on the right</td>
<td>Pass up, show off, call sb back, chicken out, pull through.</td>
</tr>
<tr>
<td>13</td>
<td>Choosing the suitable words to be used with PHV</td>
<td>Fill in, sail through, sort out, dish out, wrap up, go down with, give in, tidy up, cheer on, draw up.</td>
</tr>
<tr>
<td>14</td>
<td>Gap-filling: putting the correct prepositions into the gaps in given sentences</td>
<td>MWV: finish off, split up, come across, stand out, tip off + prepositions: into, from, about, as, with</td>
</tr>
<tr>
<td>15</td>
<td>Putting the correct particles into the empty bubbles</td>
<td>Bring up / about / back / out / down</td>
</tr>
<tr>
<td>16.a</td>
<td>Choosing the correct meaning of PHV from given words</td>
<td>Make up, stick up for, ring up, give up, talk over.</td>
</tr>
<tr>
<td>16.b</td>
<td>Gap-filling</td>
<td>Same as above</td>
</tr>
<tr>
<td>17</td>
<td>Matching: match the remarks on the left with the responses on the right.</td>
<td>Look after, move out, swot up (for), catch up with, hang up.</td>
</tr>
<tr>
<td>18.</td>
<td>Choosing the suitable words to be used with PHV</td>
<td>Try on, get on, get into, leaf through, come up against, close down, use up, pack in, block off, give out.</td>
</tr>
<tr>
<td>19.</td>
<td>Gap filling: Putting the correct prepositions into the gaps in given sentences</td>
<td>MWV: Dress up, go on, take over, run off + prepositions: from, as, on, about, in</td>
</tr>
<tr>
<td>20.</td>
<td>Putting the correct particles into the empty bubbles</td>
<td>Take after / down / on / up / off</td>
</tr>
</tbody>
</table>

(Source: CUP: Dictionary of Phrasal Verbs, 1997)
The elicitation techniques used in these exercises could be summarized as below:
1. Choose the correct meaning of the PHV from given options.
2. Put the PHV into the gaps in the sentences provided.
3. Match the remarks on the left with the responses on the right.
4. Which word can be used with the PHVs below?
5. Put the correct prepositions (a list is given) into the gaps in the sentences below.
6. Put the correct particles into the empty bubbles.

In this Dictionary an answer key is provided (pp.380 - 381) allowing for self-study and evaluation. Specimen of this exercises material will be given in appendix 6x.II of the present study.

6.6.3.6 Cambridge International Dictionary of Idioms: Supplementary Material:

Theme Panels (app.6.d.I)

The general characteristics and content of the dictionary, as shown by its compilers, are as follows:
- Around 7,000 idioms current in British, American and Australian English.
- Thousands of example sentences based on the Cambridge International Corpus.
- A carefully controlled defining vocabulary making explanations easy to understand.
- Guidance on the most useful idioms to learn
- Theme panels presenting idioms in topic groups
- Photocopiable exercise material

In what follows, let us take up the theme panels materials in some detail. These theme panels showing idioms in groups according to their meaning or function. In introducing the above material the compilers of this dictionary state its usefulness in teaching / learning of IEX:

"this dictionary aims to help you not only as a comprehensive reference book but also as a valuable learning aid"
The theme panels provided in this reference are:

- Anger
- Business
- Dishonesty / honesty
- Happiness and sadness
- Health
- Helping
- Intelligence and stupidity
- Interest and boredom
- Liking and not liking
- Money
- Power and authority
- Remembering and forgetting
- Speaking and conversation
- Success and failure
- Understanding.

These theme panels are shown in short passages highlighting the IEX on focus, in bold. Then, there, follows explanations of these IEX using definitions.

Appendix 6.d.I of this study equipped the reader with illustrations of these theme panels.

6.6.3.7 Cambridge International Dictionary of Idioms: Exercises (app. 6.d.II)

As its complementary dictionary (the Dictionary of Phrasal Verbs), this reference supplied the reader with material entitled *photocopiable exercises*. Again, this material is provided in conformity with the role of the dictionary as a valuable teaching and learning aid. This material encompasses 20 exercises. A sample of this exercise material will be reprinted in appendix 6.d.II of the present dissertation. They are centred on the following IEX, as the table below demonstrates:
**TABLE - 82**

**CONTENTS OF THE EXERCISES APPEARED IN CUP: INTERNATIONAL DICTIONARY OF IDIOMS: EXERCISES**

<table>
<thead>
<tr>
<th>Ex. No.</th>
<th>Technique used</th>
<th>IEX included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matching meaning</td>
<td>Try your hand at, over the moon, get the message, be on tenterhooks, take your hat offto</td>
</tr>
<tr>
<td>2</td>
<td>Gap filling: Putting IEX into the gaps in sentences</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
| 3       | Matching: Match the remarks on the left with the responses on the right | • Make...bed and...have to lie on it  
• Put sb money where his/her mouth is  
• Over my dead boy  
• To laugh on the other side of his/her face |
| 4       | Find the equivalents:  
Comparison: British and American English | • Be left holding the baby.  
• Have green fingers  
D Throw a spanner in the works  
• Be all fingers and thumbs  
• Blow your own trumpet |
| 5       | Filling in the missing words | • To get to the house, turn left by the church and follow your....  
• I don't know why I bother giving her advice. It goes in one...and out the other.  
• He's been on several TV shows, shooting his....off about the royal family.  
• Peter and I got off on the wrong....because of a silly disagreement over who should make the coffee.  
• We were readily busy, but Stefan didn't lift a....to help. |
| 6       | Filling in the missing words | Comparisons: As - as..  
- It'll be as safe as...  
- As white as...  
- The soil is as....a bone  
- As good as....this morning.  
- It's as....as a rock. |
<table>
<thead>
<tr>
<th>7</th>
<th>Choosing the correct preposition, from a list, to fill in the gaps in certain sentences</th>
<th>Prepositions: from, with, at, about, for</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Filling in the missing words</td>
<td>Similies: verb + like + noun:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- When England lost the World Cup he...like a baby.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make sure you cook plenty of food. Berek...like a horse.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After all that fresh air, I'll sleep like a...tonight.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- When he gets angry, he swears like a__</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Her speech was long and boring. It...like a lead balloon.</td>
</tr>
<tr>
<td>9</td>
<td>Choosing the correct IEX from given options, to fill in the gaps in provided sentences</td>
<td>Dark horse, sour grapes, Achilles heel, red tape, fat cats.</td>
</tr>
<tr>
<td>10</td>
<td>Choosing the suitable words from the lists on the right to fill in the gaps in sentences</td>
<td>(Collocation) pressure, anger, comments, John, work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. I'm up to my eyes in work at the moment.</td>
</tr>
<tr>
<td>11</td>
<td>Gap-filling (grammar): fill in the gaps in sentences with the correct form of the verb on the right</td>
<td>Finish, cancel, make, criticize, win + given sentences</td>
</tr>
<tr>
<td>12</td>
<td>Choosing the suitable description</td>
<td>- have a whale of time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- go through the mill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- be not all moonlight and roses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- like a dog with 2 tails</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- on the scrap heap</td>
</tr>
<tr>
<td>13</td>
<td>Using the opposite of IEX to fill in the gaps in given sentences</td>
<td>- get on sb’s case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- slow on the uptake</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- get in sb’s hair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- get on your high horse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- close your eyes to</td>
</tr>
<tr>
<td>14</td>
<td>Gap-filling: Choosing one of the phrases from a given list to fill in the gaps in sentences</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Gap-filling</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Finding another word which can be used for each of the underlined words</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Gap-filling</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Matching: match up the pairs on the right to fill in the gaps</td>
<td></td>
</tr>
</tbody>
</table>
| 19 | Choosing the (un)suitable description: (honest / dishonest...clever / stupid...)

(Other languages used in English idioms):
Je ne sais quoi, compos mentis, ad nauseam, au fait, laissez faire

Idioms using 'ball':
- The ball's in their court
- Have a ball
- A whole new ball game
- On the ball
- Set the ball rolling

e.g. I want everyone to be involved in the project, so I'm organising a meeting to set the ball rolling.

Same idiom, different form:
Arm • hand
Putting • sticking
In • at
Sniffed • sneezed

Problems - troubles

theme: anger
temper (frayed)
(come to) blows
(go) ballistic
(cage) be rattling
(blood) boil

Black and blue, airs and graces, tea and sympathy, spick and span, fair and square.

- a square peg in a round hole
- as honest as the day is long
- many strings to her bow
- get(s) people's backs up
- a couple of sandwiches short of a picnic

(Idioms about behaviour):
- be in sb shoes
- give sb the shirt off sb's back
- pull sb socks up
- bet sb boots
- be tied to sb's (his mother's)
apron strings

There are 2 dictionaries by the COBUILD in respect of Phrasal Verbs and Idioms: the Collins COBUILD Dictionary of Phrasal Verbs and the Collins COBUILD Dictionary of Idioms. These 2 sources are accompanied with 2 workbooks: the Collins COBUILD Phrasal Verbs Workbook and the Collins COBUILD Idioms Workbook. However, in this section, we will devote much time and space, for practical considerations, for the phrasal verbs workbook.

This workbook was written by Malcolm Goodale (1993). The fact that the author is a teacher (at the United Nations in Geneva) makes it a practical teaching and learning material since it is originated from real teaching and learning situations. This stimulating book helps students from an intermediate and advanced level to master the meaning of phrasal verbs and use them effectively and appropriately. Practice is approached through the individual particles, such as in, out, and up, as described in the Particles Index of the Dictionary. Ten units of workbook material offer carefully graded exercises that can be used in class or for self-study.

The following points could be mentioned as general characteristics of this workbook:

- Based on the evidence of COBUILD (using Cambridge International Corpus) including real examples.
- Around 300 phrasal verbs given detailed treatment.
- Graded activities to promote thorough understanding and natural use.
- Guidance on synonyms and register, in the section entitled 'Language Comments'.
- Full answer key included, to allow for successful independent use.

In the introduction to this workbook, the writer clarified its approach, the nature and content of the book, how to use it, and general information about sections division and exercises:
‘...Though the workbook can be used on its own, more benefit will be gained by working closely with the Dictionary. The workbook practices the most important phrasal verbs, with around 300 different meanings. Almost 50% of these are formed with 18 common verbs. Six common verbs (bring, come, get, go, put and take) account for nearly 30% of the phrasal verbs in this workbook. This workbook is a vocabulary book rather than a grammar book.

There are ten units of material centred on the following particles: away, back, down, in, off, on, out, over, up as well as other particles. The first nine units deal with single particles and these units are arranged in alphabetical sequence in the book; the final unit concentrates on seven more particles. All the units follow a similar format, and can be studied in any order. As this book is designed both for classwork and self-study, an answer key to the exercises is given at the back of the book.

Every unit has an introductory page giving the important meanings of the particle being studied with lists of the phrasal verbs to be practiced in each section of the unit....

If a category of meaning includes phrasal verbs which are particularly difficult to understand, the first exercise, asks you to complete the definitions of some or all phrasal verbs, subsequent exercises involve matching phrases or sentences; choosing the phrasal verb that best fits a grapped sentence, from three alternatives provided; deciding on an appropriate phrasal verb to fill a gap, where no alternatives are given....

At the end of each unit there is a separate section on revision exercises, so that you can check your progress'. (Malcolm Goodale, 1993 :iv).

Overall, ‘Collins COBUILD Phrasal Verbs Workbook’ is a useful and practical text that enables the learners to master this component of vocabulary. These characteristics make this book indispensable in teaching and learning phrasal verbs which represent a major part of multi-word verbs - the second element of the present study title. Examples of the material appeared in this book are provided in appendix 6.e.
It will not be out place if we mentioned below (in our presentation of the different and various possible resources to draw on in developing the explicit course on IEX / MWV) the Collins COBUILD Idioms Workbook.

Collins COBUILD IDIOMS WORKBOOK (1996):
Malcolm Goodale continued his effort to provide the readers with ‘workbooks’ to accompany COBUILD Dictionaries: after writing Collins COBUILD Phrasal Verbs Workbook (1993), discussed above, he published Collins COBUILD Idioms Workbook in 1996.

It focuses on 250 of the most common idiomatic expressions in current use in British and American English. It is organized in 30 chapters, each of which looks at a group of IEX centering around a particular theme. The material is suitable for both classwork and self-study. The fact that it is written by a teacher makes it a reliable material since it is based on real classroom interaction and experience.

As his first workbook on phrasal verbs, this text is useful and closely relevant to the present study since it provides opportunities for practicing idiomatic expressions.

6.6.4 Evaluating the materials for the Explicitly Taught Course (ETC)
In this section we will be involved in the selection of the materials for the Explicit Taught Course on IEX / MWV for the subjects of the study: the Sudanese learners of English at the tertiary level. These materials are workbook(s) and others of supplementary kind (i.e. to complement the workbooks, course books, dictionaries / references etc.) The desire to look for new materials stems from a dissatisfaction with what is being currently used and we shall compare a number of different and various alternatives. Whatever the reasons for considering whether or not certain materials are appropriate for the target students, the decision that we take is vital. It is vital because we will take at least some of our ideas from the textbook, and may even use it as the basic syllabus for the course.
Before attempting to evaluate the materials in the ETC, we have come to some conclusions about our students and what their needs (problems and difficulties etc.) are (see chapter 5). This knowledge is necessary for us to be able to judge the materials in the light of our knowledge of the students who may eventually use them. After drawing up a profile of the students (our subjects) and their needs; we can then go about evaluating materials that seem to be suitable for the students in two ways. One of these ways is to study the book etc., and see how well it matches our students and their needs. In doing this, Harmer materials evaluation form is useful: Jenny Harmer, 1983 (pp.241/244) (see appendix 9 of this research.) Another is to implement / pilot the course. The ETC materials were tried out on the Sudanese students at university level and the results were measured (POT). Once again, after such experimentation the materials evaluation form is useful here.

There are two steps, then, in the evaluation of the materials (used in ETC): the first is having a profile of the students and their needs which leads us to conclusion about the type of material(s) which would be appropriate for them, and the second, subsequent step, is applying this knowledge to the completion of the materials evaluation form (MEF), which aims to measure how far the materials under consideration match up to student needs and the general methodological principles and techniques of teaching / learning these multi-word lexical items.

Armed with knowledge about our students we can (now) evaluate materials that seem to be more or less appropriate for our students' personalities, needs and problems and difficulties.

In the materials evaluation form questions are asked which demand the answer 'yes' or 'no' and an additional comment. The materials evaluation form has seven major headings.
1. practical considerations,
2. layout and design,
3. activities,
4. skills,
5. language type, 
6. subject and content, and 
7. guidance 
Using the M.E.F, we arrived at the following about the materials used in the ETC:

1. **Practical considerations:**
   The price of the materials is right for the students. The integral parts of the course are available.

2. **Layout and design:**
   The materials look attractive to the students (this does not necessarily mean full-colour photographs). The design is suitably scientific-looking in a clear and interesting way.

3. **Activities:** The range and balance of activities in the materials is reasonable. There is a substantial amount of language input and that there is a variety of communicative activities. The practice activities are useful and motivating and the presentation of language takes place in realistic and motivating contexts.

4. **Skills:** The ETC material answers the students’ needs (from the description of the problems / difficulties that we have previously discussed). The right and necessary skills are included (guessing from context) and the balance between the different (macro/sub-skills) is appropriate for the students: reading comprehension and guessing vocabulary from context etc.

5. **Language Type:** The language in the materials is realistic. The language is at the right level for the students. It is of the right type. The progression of ‘new’ language is logical and appropriate for the students. That is, how and in what order, students are asked to produce new language. In general, the students are able to build on what they already know so that there will be some connection between what they have just learnt and what they are learning now (in the ETC). The materials provide a sequence that is intelligible to the learner rather than unconnected items thrown into a course at random.

Reconsider the 3 main sections of Practice with Idioms:

I. Intransitive Verbal combinations 
II. Transitive Verbal combinations 
III. Nominal, adjectival and adverbial forms
6. **Subject and Content:** When analysing the topics etc. included in the course we found that they matched up to the students' personalities, backgrounds and needs. The subject and content are relevant to our students' needs, are - at least sometimes - realistic, they are interesting for the learners and there is sufficient variety to sustain motivation.

7. **Guidance:** There is sufficient guidance not only for the teacher but for the students. For the teacher, there are clear explanations of how the material can be used to its maximum advantage. For the student, the materials are clear, easy to follow (in terms of instructions, etc.) and have clearly stated objectives that both students and the teacher(s) can understand.

For the above mentioned reasons we recommend that the materials should be used.

6.6.5 **The Implementation of the explicitly taught course on Idiomatic Expressions and Multi-Word Verbs**

In the previous sections (6.6.3 and 6.6.4) an attempt has been made to present and examine eight sources of materials to draw on in building up the explicitly taught course on IEX and MWV for the Sudanese learners of English at the tertiary level. These sources are:

1. Practice with Idioms (Feare 1980)
2. A Practical English Grammar
3. A Practical English Grammar Exercises Book 2
5. Cambridge International Dictionary of Phrasal Verbs: Exercises
6. Cambridge International Dictionary of Idioms : Themes Panels
7. Cambridge International Dictionary of Idioms : Exercises

Generally speaking when checking the suggested materials, for the ETC on IEX / MWV of English, against the evaluation criteria listed below, we found that these materials share, more or less, these conditions and, thus, they seem suitable and appropriate for the Sudanese Learners of English at the university level:
• **Teaching Skills (Performance) and Knowledge (Information)**

The emphasis of the students needs is on both skills instruction and knowledge instruction: There is a balance between performance and information.

• **Scope**
  - The range of skills taught matches the range specified in our instructional objectives.
  - The skills can be taught in the allotted time.

• **Sequence**
  - Skills required for the performance of other skills are taught first.
  - Skills are cumulative.

• **Manageable Steps**

Instruction is presented in steps that are appropriate for the target audience.

• **Lesson Structure**
  - There is a structured ‘lesson’ to teach specified objectives.
  - The lessons contain a section that teaches instructional background.
  - Information required to perform the skills under specified conditions is provided.
  - A detailed description of how to perform the skill is provided.
  - The lessons contain useful examples.
  - Students are encouraged to practice skills taught in formal exercises.
  - Exercises clearly relate to the performance of the skill.
  - Exercises require the use of skills taught in previous lessons (are cumulative.)
  - Integrative exercises are provided (the skills are practiced "in context").
  - Enough exercises are provided for adequate practice.
  - Feedback is provided about required responses.
  - Feedback gives clear description of required response.
  - Where appropriate, feedback is explained in detail.
  - Feedback "anticipates" students' concerns, problems, and questions and addresses them.
Format

The instructional format of the materials is appropriate.

Appropriateness

- Content is appropriate for the age of the target population.
- Mechanics of the materials (instructions, response mode, feedback etc.) are appropriate for the target population.
- Instructional style is appropriate for the purpose of the materials.
- Content is closely related to instructional objectives

Accuracy and Completeness

Content is accurate and complete.

Interest and student motivation

- Lessons 'build in' for successful learning.
- The materials use a variety of motivational techniques.
- Content is presented in an interesting style.

Cultural Bias and Stereotypes

- The materials are free from bias and stereotypes.
- The materials contain positive role models for the target population.

Quality of Writing

- The materials do not contain spelling, typographical or grammatical errors.
- The style is clear, concise and interesting.

Method of Delivery

The materials are compatible with the desired method of delivery of instruction: a combination of teacher directed and independent / individual student basis.

From the above eight materials discussed in the previous sections, the researcher piloted the first three of them: these are namely:

1. Practice with Idioms (Feare 1980).

In what follows, we shall try to give a brief account of the administration of the ETC to the subjects of the present study.
Despite the paucity of research on the possibility of improving L2 vocabulary knowledge / mastery through the explicit instruction, we hypothesized that our learners could benefit from explicit teaching of idiomatic expressions and multi-word verbs. We believe that such instruction would give EFL learners an exposure to a good dose of knowledge to:

- understand the concepts of idiomatic expressions and multi-word verbs,
- familiarize themselves with these two terms,
- raise their awareness,
- involve them in the teaching / learning processes: the input must be accomplished through interactional opportunities that the learners get in the acquisition / learning process itself.
- train the students on vocabulary learning strategies, especially the guessing-from-context strategy.

The Target Audience

The course was intended for the Sudanese university students majoring in English at the third level. For justification of the choice of the 3rd year students, see Chapter One: Section 1.3.5

Sampling

In order for the samples to be representative, we selected the students of English departments, faculties of Education and Arts of Khartoum and Elneelain universities respectively. The following were the numbers of subjects.

### TABLE – 83

NUMBER OF SUBJECTS (STUDENTS) PARTICIPATED IN THE ETC

<table>
<thead>
<tr>
<th>University</th>
<th>Faculty</th>
<th>Total No. of students</th>
<th>Sample subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elneelain</td>
<td>Arts</td>
<td>115</td>
<td>65</td>
</tr>
<tr>
<td>Khartoum</td>
<td>Education</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Small Scale Sample

The sample size for the experiments / this study could not be expanded because of the availability of limited number of students during the period of the study: The academic year 1998-1999: (Sep. 1998 – April 1999)

The 35 students of the Faculty of Education, University of Khartoum are the total number of students enrolled at third year at that time while for the Faculty of Arts, Elneelain university, we get this number of students after the exclusion of what are called as the 'mature students' (those are part-time students, with different backgrounds, motivation, age etc., which might make the group heterogeneous). For a detailed description of the subjects of this study see appendix 4: students questionnaire especially the 1st ten questions as well as Chapter 5 data collection etc.

The conditions during the ETC

Materials were developed and administered during the regular term / semester of the academic year of the students. 15.12.1998 - 15.4.1999. Thus, the course materials were especially designed for the teaching / learning of idiomatic expressions and multi-word verbs with emphasis on the specific features that were found to be problematic for the Sudanese learners of English as a foreign language. The explicit course was given to the students of Arts and Education faculties of Elneelain and Khartoum Universities respectively. The total number of the subjects involved in this course is 100. In particular, the target group, 3rd level students, was taught for 4 months at the rate of 4 hours per week between December 1998 to April 1999.

It is important to mention, here, that having realized the importance of the course on idiomatic expressions and multi-word verbs for the students of English departments, the administration of the Faculty of Education, University of Khartoum and the Faculty of Arts, Elneelain University, represented by the Heads of these departments, facilitated our mission by giving the permission to annex the course with the regular syllabus meant for the students of these departments. In the case of Elneelain University the course was attached as a part of the regular course of 'Linguistics' as part of the semantic
component: considering the fact that idiomaticity is a semantic matter, whereas in the case of the students of Khartoum University, it was taught as 'special topic' in language / linguistics.

For Elneelain University the introduced course was allotted a weight of 40 marks to be given by the researcher to the participating students in order to ensure their enthusiasm / motivation, attendance and cooperation throughout the course period. For Khartoum University the same conditions applied (i.e. the course attached to the regular semester) but the total course marks (special topic in language / linguistics) were devoted to the explicitly taught course on idiomatic expressions and multi-word verbs.

For practical reasons, during the sessions of the course, the students of both universities were not grouped together in one class (the distance between the two campuses, the time table, the number of students etc.) However, the learners were exposed to the same teaching instructions and methods.

This course on idiomatic expressions and multi-word verbs was personally administered / taught by the researcher himself. The classes were conducted in the form individual basis, group work and the whole class. It is a formal setting but friendly atmosphere.

In conducting the ETC, the researcher made use of the instructions and guidelines appeared in the introductions to the selected materials especially the valuable section of Feare 1980: Workbook "Practice with Idioms" entitled working through a chapter discussed and presented at length in section 6.6.3.1 of the present study. Overall, in implementing the course the detailed description of the procedures, techniques, classroom practices, teacher and student(s) role etc., suggested in the chosen materials were followed as much as possible by the researcher.

Some of the methods, classroom practices and teaching techniques used in the course were:
The student as a researcher, as a problem-solver;
The student as a teacher;
The main role of the teacher, here, is facilitator, advisor: he advises the students of the work to be done, guides them through their work and helps them to discover and understand for themselves the rules and concepts associated with MWV / IEX.

Then there come the following practical steps:

- The researcher explained to the students what is meant by multi-word lexical items; multi-word verbs / phrasal verbs; idiomatic expressions as well as clarification of the relation between IEX & MWV and their importance in English Language and everyday use.
- The learners were given materials about idiomatic expressions and multi-word verbs: handouts.
- The learners were given the opportunity to try guessing the target multi-word lexical items (idiomatic expressions / multi-word verbs). The students should analyse the contextual setting of IEX / MWV and extract an appropriate definition / synonym.
- The learners were made aware of a wider range of the strategies of learning vocabulary with special emphasis on the strategy of inferring / guessing the meaning from the context.
- The learners were trained to use effectively the guessing-from-context strategy in handling the meaning of idiomatic expressions / multi-word verbs.
- The students were encouraged and helped to figure out the semantic and grammatical rules, which govern the knowledge and use of IEX and MWV, through comparing sets of correct and incorrect sentences in various and different activities and exercises.
6.7 The Post-test

6.7.1 Introduction

In this section, we will try to evaluate the performance (written production / reception) of the subjects of the present study using a post-test. The students were tested after receiving an explicit taught course on idiomatic expressions and multi-word verbs of English.

The main objective of this test is to find out what effect / impact the explicit taught course (ETC) on IEX / MWV has on the knowledge and use of the subjects on these two vocabulary areas. That is, assessing the concrete development and effect that the teaching / learning suggestions, forwarded in the previous section of this study, have on the learners' mastery over these multi-word lexical items.

As it has been indicated in chapter 5 of this thesis, the pre-test and the post-test are constructed using the same format, the same sources, the same number of questions, items and the same instructions (rubrics). The sub-tests types are similar: passage completion / gap filling choosing from a given list, substitution / matching, errors identification / recognition, sentence writing and paraphrasing. In sum, the two tests are parallel. The only main difference is the vocabulary items tested: in the pre-test, for example, we include the MWV find out and in the post-test the MWV make out. However, the post-test is part of materials the subjects are familiar with (because of the introduction of the course on IEX / MWV) which is not the case in respect of the pre-test.

6.7.2 Construction of the Post-test

In compiling / constructing the post-test we draw mainly on the following sources:

- Others: The Dictionary of American Idioms etc.
In what follows an attempt will be made to give a brief description of the present test. Overall, the test consists of five sub-tests.

**Question one** 'a' is a passage completion using the technique of gap-filling with a pool of answers (a given list). In this question, meaning is tested and to some extent grammar and collocation. The task is a comprehension of the input text then completion of the passage. The number of the tested items is 20 MWV. This question is allocated 20 marks ($\frac{1}{2}$ for each correct completion).

Question 'b' is a transformation task. This sub-question includes 2 parts:
(i) passive transformation.
(ii) nominalization.

A group of sentences (5) were given in each part and the testee has to change them according to the instructions provided. When transformation can not be applied the test-taker has to indicate that by writing *not possible*.

The objective of this question is to test the students' ability to transform grammatical structures. That is, testing the ability of producing different and various structural patterns using basic sentences. The total number of items / sentences focussed on in this task is 10:5 passive transform and 5 nominalized form. 1 mark is devoted for each correct answer. Examples of this sub-question are:

From (i) Passive transform:
1. The police have cleared all our characters (MWV)
2. George had spilled the beans (IEX)

From (ii) Nominalized transform:
1. His promotion has stepped up their social status.
2. They have mixed up the exam papers.
Question **two**: the testing technique used in this question is substitution / matching. The testee has to comprehend the given sentences then select the equivalent definitions / synonyms from the provided list. It requires the student to analyse the contextual setting of the IEX / MWV and to extract the appropriate substitutes. The major objective of this task is to measure the subjects' ability to understand and substitute IEX / MWV by choosing the suitable equivalents. 40 items are provided, here, which are sub-divided into four sections on the basis of the grammatical category they belong to. These units are: verbal combinations, nominal, adjectival and adverbial. As an illustration we can take the examples below (as representing the 4 categories in this question):

1. I thought John and Mary were happy, but they recently got a divorce; how did it come about (verbal).
25. The volunteer was so dedicated to the politician that he put his heart and soul into all his work (nominal).
33. In the difficult court case, the judge’s decision was fair and square for both sides. (adjectival).
40. Although people would like to leave forever, everyone has to die sooner or later (adverbial).

(N.B: we retain the serial numbers of the items as appeared in the test.)

Question **three**: The testing technique used in this question is errors identification / recognition. The testees were asked to indicate whether the given sentences are correct or incorrect. The main goal of this task is to test the subjects' ability to distinguish between correct sentences and wrong ones. This distinction should be made on the basis of the subjects' knowledge of the grammatical rules governing the following aspects of IEX / MWV among others:

- prepositions / particles and noun objects / pronouns position(s) in relation to the verb.
- fixation / freedom of the forms of the words in the IEX. e.g. plural / singular.
40 sentences are provided in this question. These items are classified into 4 sections: verbal, nominal, adjectival and adverbial combinations. This task was given 20 marks. Though there is a 50/50 chance of getting the correct response / answer by mere guessing, no attempt has been made to penalize the wrong answers by subtracting more than $\frac{1}{2}$ mark. The number of the items in this question (40) as well as the arrangement of these items in various sets are intended to compensate for this chance factor. Some examples of this sub-test are given below:

1. The company fell through its plan.
3. The Chairman early showed up.
4. The chairman showed up early.
13. The lawyer stuck it to.
14. The lawyer stuck to it.
27. Before going on vacation I accomplished an odd and end.
28. Before going on vacation I accomplished some odds and ends.
30. The judge’s decision was quite fair and square.
31. The judge’s decision was quite fair or square.
**Question four:** In this sub-test, the multiple choice technique is used. Note that multiple choice items are tricky and time consuming to compose, but, if the answers (options) are clear it is very quick and easy to mark. The main objective of this question is to test the subjects' knowledge of the different and various meanings of IEX / MWV in context as well as their mastery over the grammatical behaviour of these multi-word lexical items. 40 items were provided in this task. These items are grouped under the following grammatical units: verbal, nominal, adjectival and adverbial. 20 marks are devoted to this question: each correct answer gains $\frac{1}{2}$ mark. As many of the objective test types, there is a possibility in this technique to arrive at the correct answer by mere guessing. A testee who does not know the answer in this question has a 25 percent chance of being right by guessing (since there are 4 options). Again, as has been done in question 2 of this test, no attempt is made to penalize the wrong answers by substracting. Every correct answer should be regarded as a genuine response and merits $\frac{1}{2}$ mark. Some examples of this question are:

1. If you weren't so careless, your typewriter wouldn't..............
   a. break down   b. come about   c. break in   d. break out
   (verbal)

30. When I make a final decision, I never have..................
    a. close calls    b. pins and needles    c. second thoughts    d. ins and outs
    (nominal)

39. Are you being.....when you insist on such narrow-minded decision?
    a. last straw    b. clear-cut    c. fair and square    d. all-out
    (adjectival)

36. Wouldn't it be nice if we could eliminate all war and violence........
    a. for now    b. for good    c. time and again    d. now and gain
    (adverbial)
Question five 'a': Sentence writing technique is used in this question. The testee has to understand the given sentences / statements then produce the required responses. It requires the student to write a brief, original sentence using IEX / MWV in correct response to a specific question. The context is provided but must be developed appropriately. The main objective of this task is to test the subjects' ability in producing a meaningful, grammatical sentence on the ground of their comprehension (interpretation) of the given stimuli. 30 items are tested in this question. These items cover the following grammatical categories: verbal, nominal, adjectival and adverbial. The marks devoted to this sub-question are 15 marks: each correct response receives $\frac{1}{2}$ mark. Examples of the items in this question are:

3. When a vocabulary word is very difficult, how do you try to catch on? (verbal)

20. In what situation would you be on pins and needles? (nominal)

24. Which of your activities are few and far between? (adjectival)

30. What bad habit would you like to stop sooner or later? (adverbial)
**Question five b: paraphrasing / rewriting:** The testing technique used in this part of question 5 is paraphrasing / rewriting of a text. A passage (one paragraph text) is given and the test-taker has to re-write it, incorporating a change of expressions but preserving the basic meaning. This test type focuses on the same aspect as transformation (change of grammatical structures / patters) but is likely to reflect more through knowledge of the target items, since it involves paraphrasing the entire *meaning* of a passage rather than transforming a particular item. It is, however, more difficult to compose, and the marking may be more subjective. In short, this question entails a paraphrase of a short passage, of course, after understanding the text (comprehension) there follows production.

The main objective of this task is to test the learners' ability to rewrite the passage in their own words. In particular, it assesses the subjects' ability to comprehend informal idiomatic language and produce an equivalent version retaining the essential meaning of the input text. This short text consists of 10 connected sentences which are made up of combinations of IEX / MWV. The correct rewriting of the whole passage receives 5 marks. As an illustration of this question let's take the first 3 sentences:

'One day Bill was really down in the dumps. His friends seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. . . . . .'
6.7.3 The Post-Test: Analysis and Discussion of the students' performance

The test was administered on the 3rd year students of the Faculty of Education, University of Khartoum and the Faculty of Arts, Elneelain University on 15.04.1999. The content of the post-test was written, typed and printed out on sheets. Then it was explained to the subjects how they should answer each question of the test.

The subjects’ responses were collected and marked by the researcher himself. Since it is an objective test (with the exception of question 5.b) the correction was made on the basis of the already prepared answer keys.

The scores obtained by the students are provided in appendix 8 of this study. The presentation and the tabulation of the subjects' performance in this test: numbers of correct / wrong answers and their total percentages will be given in the subsequent pages under the following main categories: verbal, nominal, adjectival and adverbial. The reader is reminded that since the post-test has the same format as the pre-test (discussed in Chapter 5). We followed the same method of analysis, tabulation and presentation used therein.

Question One

a. passage completion

In this part of question one, the students were asked to complete a passage by choosing the suitable multi-word verb(s) from a list of 20 verbal combinations. Ten marks were allotted for this sub-test (14 mark for every correct completion). The students' scores in this sub-question will be given in appendix 8. In what follows the subjects' performance (number of correct / wrong answers and their total percentages) will be shown.
Table 84
POT: Q.1.a TESTED MWV, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Items</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>got up</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>washed up</td>
<td>70</td>
<td>87.2%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>set out</td>
<td>87</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>pick up</td>
<td>86</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>burn down</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>ring up</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>switch off</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>get in</td>
<td>75</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>locked up</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>break in</td>
<td>76</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>rang up</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>see to</td>
<td>89</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>held on</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>got in</td>
<td>90</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>switched off</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>got out</td>
<td>90</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>passing around</td>
<td>55</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>pulled up</td>
<td>46</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>get away with</td>
<td>85</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>put — up</td>
<td>99</td>
<td></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1744</strong></td>
<td><strong>87.2%</strong></td>
<td><strong>256</strong></td>
<td><strong>12.8%</strong></td>
</tr>
</tbody>
</table>

Table 84 shows the tested items, the number of correct / wrong answers and percentages.
Let's take up these items in turn, in some details:

Item 1. ‘got up’
The first blank in this passage requires the correct answer got up. All the testees answered this item correctly.

Item 2. ‘washed up’
The second blank in the text should be filled with the MWV washed up. 70% of the subjects succeeded in answering this item. However, those who failed to select the suitable answer (30%) opted for wrong choices such as locked up and switched off which do not suit the context.

Item 3. ‘set out’
In this item, the adequate MWV was chosen correctly by 87% of the students. The rest (13%) selected wrongly the option: got out.

Item 4. ‘pick up’
Gap 4, in this question, needs the right answer pick up. 86% of the candidates succeeded in selecting the correct answer while the rest (14%) chose inappropriate verbal constructions such as get away with and put up.

Item 5. ‘burn down’
The suitable MWV to match blank 5 is burn down which was chosen by all the 100 students.

Item 6. ‘ring up’
Here, all the subjects opted for the right MWV ring up.

Item 7. ‘switch off’
Almost all the students (98%) succeeded in choosing the correct verbal combination switch off while the remaining (2%) selected see to which is unsuitable for the given context since it does not match the intended meaning.

Item 8. ‘get in’
75% of the testees opted for the correct verbal construction get in while the rest (25%) went for the plausible distractor break in.

Item 9. ‘locked up’
All the test-takers selected the correct verbal combination.
Item 10. 'break in'

The space should be filled with the MWV *break in* which was done successfully by a considerable proportion of the learners (76%). The remaining (24%) chose, instead of the suitable answer, the plausible option *get in*.

Item 11. 'rang up'

The required MWV in this blank is *rang up*. All the learners discovered the intended verbal construction.

Item 12. 'see to'

89% of the subjects went for the adequate verbal construction to fill the blank. The rest (11%) opted wrongly for *set out* and *pick up*.

Item 13. 'held on'

All the test-takers selected the correct MWV *held on* which fits the given blank.

Item 14. 'got in'

90% of the testees chose the correct answer for the relevant space. The remaining (10%) selected the unsuitable MWV *get in* and *break in*.

Item 15. 'switched off'

This item has appeared before in this test (item 7 of this question) but in the present tense. However, 98% of the informants filled the blank correctly with the suitable MWV while only 2% opted for the wrong options: *switch off* (1%) and *locked up* (1%).

Item 16. 'got out'

90% of the candidates selected the suitable MWV *got out* whereas for the remaining (10%) they either chose incorrect answers such as *pulled up* or left the blank unfilled.

Item 17. 'passing around'

The subjects' performance in this item is low, compared to the other items in this task. Only 55% of the testees were able to choose *passing around* as right answer to match the given space, while a considerable proportion (45%) either selected inappropriate verbal combinations such as *got out* or left the space empty i.e. not providing any MWV.

Item 18. 'pulled up'

Less than half of the subjects (46%) answered this item correctly while more than half of them (54%) failed to identify the suitable MWV. This relative failure could be attributed
to either the non-familiarity of the students with the given verbal construction or the paucity of the context.

Item 19. 'get away with'
This MWV was chosen successfully by 85% of the learners while the rest (15%) either selected wrong options such as pick up, put up or left the blank unfilled.

Item 20. 'put____ up'
Almost all the test-takers got this item right. The form of the verbal construction (i.e. the division of the 2 parts of the MWV by a dash) as well as the richness of the context might have helped the students to arrive at the correct answer.

Summary for Q.1a.
From table 84 and the discussion which follows, we can conclude that the subjects' performance on the passage completion task is satisfactory. The testees succeeded in selecting the suitable MWV (literal or non-literal verbal combinations) to fill the given blanks in the text. The statistics below shows the students' general performance in this question.

Total number of possible answers = 2000
Total number of correct answers and percentage = 1744 (87.2%)
Total number of wrong answers and percentage = 256 (12.8%)

Compared to the equivalent sub-question in the pre-test:

Total number of possible answers = 2000
Total number of correct answers and percentage = 743 (37.15%)
Total number of wrong answers and percentage = 1257 (62.85%)

Thus, we can conclude that the students made considerable progress regarding multi-word verbal constructions after the introduction of the ETC.
Question 1.b

Transformation

In this part of question 1, the testees were asked to transform 10 sentences: 5 into passive and 5 into nominalized forms (derived-noun forms).

10 marks were devoted to this task: One mark for each correct answer. (see appendix 8 for the students’ scores in this question).

1.b.i passive transformation

The testees were asked to transform 5 sentences into passive forms. Table 85 below, exhibits the tested items, the number of correct / wrong answers and the total percentages.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The police have cleared all our characters.</td>
<td>98</td>
<td>84%</td>
<td>02</td>
<td>16%</td>
</tr>
<tr>
<td>2</td>
<td>George had spilled the beans.</td>
<td>91</td>
<td>80%</td>
<td>09</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>The state should foot the bill.</td>
<td>51</td>
<td>16%</td>
<td>49</td>
<td>84%</td>
</tr>
<tr>
<td>4</td>
<td>The boss caught Steve napping.</td>
<td>90</td>
<td>80%</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>We need to make more room on TV schedules for serious drama.</td>
<td>90</td>
<td>80%</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>420</td>
<td>84%</td>
<td>80</td>
<td>16%</td>
</tr>
</tbody>
</table>
In the following paragraphs we will discuss the subjects' performance in this sub-question in some details.

Item 1. The police have cleared all our characters.

Possible transform:
All our characters have been cleared by the police.
This sentence admits passivization: there is a transitive verb + an object and the whole expression is semi-transparent (less idiomatic). 98% of the testees succeeded in transforming the sentence correctly.

Item 2. George spilled the beans.

Possible transform:
The beans had been spilled by George.
Here, the underlying meaning ‘reveal a secret’ admits passivization. Thus, 91% of the test-takers succeeded in changing the provided sentence into passive.

Item 3. The state should foot the bill. (impossible)

Though the surface structure of this sentence is S + V + O, the sentence could not be transformed into the passive form. The reason is that the expression is highly idiomatic. Only 51% of the subjects provided the correct response saying that the given sentence does not accept passivization. The remaining (49%) changed it into the unacceptable:
  * The bill should be footed by the state.

Item 4. The boss caught Steve napping.

Possible transform:
Steve was caught napping by the boss.
90% of the students answered this item correctly providing the adequate transformation. The 10% either failed to make the necessary change or wrote not possible.

Item 5. We need to make more room on TV schedules for serious drama.

Possible transform:
More room needs to be made on TV schedules for serious drama.
90% of the learners made the transform successfully. The rest (10%) failed in replying correctly to this item. This could be as a result of the fact the sentence is long which made the identification of the object a complicated task for the testees.
Summary for Q.1.b.I

The students' performance presented and discussed in this sub-section revealed that the learners made a considerable improvement in their ability to change IEX / MWV from active to passive forms. In the pre-test the students' performance in the same task is as follows:

Total number of possible answers = 500
Total number of correct answers and percentage = 135 (27%)
Total number of wrong answers and percentage = 365(73%)

In the post-test, it is as below:
Total number of possible answers = 500
Total number of correct answers and percentage = 420(84.%) 
Total number of wrong answers and percentage = 80(16%)

1.b.II Nominalized transformation: derived-noun forms

In this sub-question, the students were asked to transform the underlined MWV into nominalized forms (derived-noun forms). The items tested, here, are:
Stepped up, mixed up, cleaned out, walked out and flew past.

Table - 86
POT: Q.1.b.II NOMINALIZATION: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>His promotion has stepped up their social status.</td>
<td>97</td>
<td></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>They have mixed up the exam papers.</td>
<td>99</td>
<td></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>She cleaned out the place thoroughly.</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Building workers walked out.</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A group of jet fighters flew past.</td>
<td>48</td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>440</strong></td>
<td><strong>88%</strong></td>
<td><strong>60</strong></td>
<td><strong>12%</strong></td>
</tr>
</tbody>
</table>

Table 86 presents the tested items, the number of correct / wrong answers and percentages.
The students' responses are analyzed and described below in detail.

Item 1. His promotion has stepped up their social status.
Possible transform:
There is a step-up in their social status.
97% of the subjects succeeded in changing the underlined MWV into nominalized form while only 3% failed to carry out this task.

Item 2. They have mixed up the exam papers.
Possible transform:
There has been a mix-up with the exam papers.
Almost all the learners (99%) transformed the given verbal combination into the suitable derived-noun form.

Item 3. She cleaned out the place thoroughly.
Possible transform:
She gave the place a thorough clean-out.
98% of the testees answered this item correctly producing the required transform. The rest (2%) failed to make the necessary change.

Item 4. Building workers walked out.
Possible transform:
Building workers staged a walk-out.
98% of the test-takers provided the correct derived-noun form. The remaining (2%) were not able to produce the right change.

Item 5. A group of jet fighters flew past.
Possible transform:
A group of jet fighters did / staged a flypast. Or
There was a flypast by jet fighters.
This item is different from the other four items in this sub-question in the sense that the sought derived-noun form should be written as one word (flypast) while for the rest, the nominalized forms are not fully joined. There are linked using hyphen(s). However, only 48% of the candidates managed to supply the correct form. The 52% of the testees did not succeed in responding correctly to this item. This considerable number of the
subjects (who failed to carry out this task successfully) might be attributed to the orthography of the form on focus or to the fact that some of the testees thought that the transformation is not applicable and they wrote not possible.

Summary for Q.1.b.II

In the pre-test the students' performance in the similar task could be summarized statistically as below:

| Total number of possible answers | = 500 |
| Total number of correct answers and percentage | = 85 (17%) |
| Total number of wrong answers and percentage | = 415 (83%) |

In this test (the post-test) it is as follows:

| Total number of possible answers | = 500 |
| Total number of correct answers and percentage | = 440 (88%) |
| Total number of wrong answers and percentage | = 60 (12%) |

You can see that nominalized forms are useful. Many verbal combinations could be transformed into noun forms and knowing how and when to use the derived-noun forms correctly increase the ability to communicate effectively. The subjects acquired this ability as the statistics above indicate.
**Question Two: Substitution / Matching**

The test-takers were required to give the meaning of 40 idiomatic expressions / multi-word verbs, in the given spaces, by choosing the suitable definitions / synonyms from a list of 40.

20 marks were devoted to this question (½ for each correct substitution). The students’ scores in this question will be given in appendix 8. However, in this task the subjects’ performance (numbers and percentages of correct / wrong answers) is tabulated following the grammatical categories below:

verbal, nominal, adjectival and adverbial.

---

**Table - 87**

**POT: Q.2 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I thought John and Mary were happy, but they recently got a divorce; how did it come out?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If you want to get ahead in life, you have to work hard and save your money.</td>
<td>91</td>
<td>91</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>3.</td>
<td>At first the students in my class were too noisy, but eventually they settled down to work.</td>
<td>90</td>
<td>90</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>When I graduate from college, I'd like to go into nursing and health services as a full-time career.</td>
<td>81</td>
<td>81</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5.</td>
<td>I was very surprised when I ran across Joe, an old friend I had forgotten, in the supermarket.</td>
<td>88</td>
<td>88</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>He tried to change my mind for over an hour, but I stuck to my own opinion.</td>
<td>98</td>
<td>98</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>
7. Some people go in for sports like football, while other people go in for hobbies like reading.

8. You can look up to a teacher who really wants to help you and always does his or her best.

9. Her social schedule was very busy, and she liked to be in on every party or activity.

10. Sometimes a business will give away free samples of their product so that people can learn about it.

11. The tour organization called off the trip because so few people showed up at the first orientation meeting.

12. It was too dark to make out the letters on the sign far ahead.

13. Tom's parents were taking off a week for a trip, so he went to the airport to see them off.

14. Now I can't go to parties every night like I used to because my job and family really tie me down.

15. Before we talk over the plan with the president, kick it around for a while with your assistants whenever you have some time.
<table>
<thead>
<tr>
<th></th>
<th>The support of other scientists lends strength to the scientist's new theory.</th>
<th>90</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>I put freedom above money because, without freedom, money doesn't mean anything.</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>The teacher found fault with the student because he didn't do his homework and often slept in class.</td>
<td>84</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>Most people think that marriage is important, but happy bachelors would laugh and make light of it.</td>
<td>100</td>
<td>00</td>
</tr>
<tr>
<td>20</td>
<td>You shouldn't doubt him when he claims that he's telling the truth; take him at his word.</td>
<td>100</td>
<td>00</td>
</tr>
<tr>
<td>21</td>
<td>After the criminal told all the details of his crime, the police were able to lay the crime to rest and file it away.</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>He wanted to go into the matter more deeply so he asked to talk it over with me next week.</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>Since the manager knew nothing about the proposed project his secretary filled him in on the important facts.</td>
<td>100</td>
<td>00</td>
</tr>
<tr>
<td>24</td>
<td>I have no authority to approve your plan; you'll have to take it up with the president before you proceed.</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2137</strong></td>
<td><strong>89.04%</strong></td>
</tr>
</tbody>
</table>

Table 87 shows the tested items / sentences, the number of correct / wrong answers and their percentages.
• Verbal Construction(s) (items 1 - 24)

In what follows we shall discuss the verbal combinations in this section in turn.

Item 1. 'come about'
This verbal combination consists of intransitive verb + particle which has the meaning 'to happen'. All the testees succeeded in matching this verbal construction with the required 'synonym' from the given list.

Item 2. 'get ahead'
The tested MWV, here, is intransitive verbal idiom (verb + particle) meaning 'to make progress' in the given context. 91% of the subjects selected the required definition. The rest (9%) opted for to make important.

Item 3. 'settle(d) down'
The MWV, in this item, contains intransitive verb + preposition, having the meaning 'to become calm'. The majority of the testees (90%) succeeded in selecting the corresponding definition.

Item 4. 'go into'
The verbal construction, in this sentence, is formed from intransitive verb + preposition. 81% of the learners selected the correct synonym 'to examine'.

Item 5. 'ran across'
In the sentence 'I was very surprised when I ran across Joe,...' the suitable definition is 'to meet sb unexpectedly'. 88% of the test-takers answered this item correctly.

Item 6. 'stuck to'
98% of the subjects were able to choose the correct answer (to never change) which matches the MWV 'stuck to' in the provided context.

Item 7. 'go in for'
This 3-word verb meaning 'to be interested in' in this item was answered correctly by 80% of the testees whereas for the remaining (20%) they confused it with the meanings of go into (= examine) and be in on (= to participate in).

Item 8. 'look up to'
The MWV in the sentence 'you can look up to a teacher who really wants to help you and always does his or he best' suits the synonym 'to respect'. All the 100 subjects opted for the correct answer.
Item 9. 'be in on'

The verbal combination (v + particle + preposition) 'be in on' has the meaning 'to participate in' in the given text. 80% of the subjects selected the correct synonym while the rest (20%) chose wrongly 'to examine' and 'to be interested in'.

Item 10. 'give away'

The multi-word lexical item 'give away' has the meaning 'to distribute freely' in the given sentence. All the test-takers selected the adequate reply.

Item 11. 'called off'

The meaning of this verbal combination in the given utterance is 'to cancel'. 80% of the learners selected the appropriate synonym whereas for the remaining (20%) they chose 'to limit / restrict' and 'to become calm'.

Item 12. 'make out'

The MWV, here, has the meaning 'to distinguish' which was gone for by 90% of the candidates. The rest (10%) failed to supply the correct synonym.

Item 13. 'see sb off'

This MWV owns the meaning 'to say goodbye' in the given context. All the testees were able to choose the correct response.

Item 14. 'tie down'

Here, the verbal combination has the sense 'to limit or restrict'. 95% of the subjects answered this item correctly while the remaining (5%) do not know the intended meaning.

Item 15. 'kick around'

In this item, the MWV owns the meaning 'to discuss informally with'. 75% of the students answered this element adequately. As for the rest (25%) they went for wrong options such as 'to consider unimportant', 'to criticize' and 'to discuss with'.

Item 16. 'Lends....to'

The sense of the multi-word lexical unit in this sentence is 'to make (sth) important' which was opted for correctly by 90% of the test-takers. The remaining (10%) failed to see the intended meaning.
Item 17. ‘put....above’
The intended meaning of this verbal combination, in the given text, is 'to regard as more important than' which was chosen successfully by 90% of the subjects. The rest (10%) failed to select the required answer.

Item 18. 'found fault with'
This is special kind of a verbal combination, since it has a fixed noun (fault) which forms a part of the larger construction. The noun in this MWV functions as 'subject'. In this item, 84% selected the relevant definition 'to criticize'.

Item 19. 'make light of'
Again, this is a particular type of verbal combination (it has the word 'light' as fixed component). The intended meaning of the MWV, in this item, 'to consider unimportant' was arrived at by all the test-takers.

Item 20. 'Take sb at his word'
Like the previous verbal constructions in sentences 18 and 19, this construction has the noun 'word' as part of it having the meaning 'to believe'. This MWV is different from the previous ones in that the added / fixed noun functions as a prepositional object while in those constructions it is a 'subject'.

Item 21. 'lay....to rest'
In this combination there is one special noun 'rest' in the noun phrase following the preposition. The meaning of this complex idiom is to resolve, to remove doubt about. 75% of the testees answered this item correctly.

Item 22. 'talk (it) over with'
This 3-word verbal construction has the meaning to discuss with. 75% of the test-takers arrived at the correct reply while the rest (25%) failed to see the intended meaning. They selected the unsuitable synonym to consult.

Item 23. 'filled (sb) in on'
The verbal construction is formed, here, from verb + particle + preposition. It owns the meaning to inform about, to give current information about. All the subjects got this item right.
Item 24. *take....up with*

This MWV has the meaning *to consult, to raise a subject with (usually a person of higher authority).* 75% of the learners answered this element successfully while the suitable meaning escaped the remaining (25%). The 25% chose wrongly the synonym *to discuss with.*

**Summary for 2.a.: the verbal construction section**

In section 2.a of the pre-test, in this study, the general performance of the subjects is as follows:

<table>
<thead>
<tr>
<th>Total number of possible answers</th>
<th>= 2400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of correct answers and percentage</td>
<td>= 699 (27.96%)</td>
</tr>
<tr>
<td>Total number of wrong answers and percentage</td>
<td>= 1801 (72.04%)</td>
</tr>
</tbody>
</table>

In the same section of the present test (the post-test) the students' performance could be summarized as below:

<table>
<thead>
<tr>
<th>Total number of possible answers</th>
<th>= 2400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of correct answers and percentage</td>
<td>= 2137 (89.04%)</td>
</tr>
<tr>
<td>Total number of wrong answers and percentage</td>
<td>= 263 (10.96%)</td>
</tr>
</tbody>
</table>

From the comparison of the above statistics, we can deduce that the subjects' problems / difficulties, in substituting synonyms / definitions for verbal constructions, have been minimized in the post-test (after the explicitly taught course).
### Nominal Idioms

**Table - 88**

**POT: Q.2 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>The volunteer was so dedicated to the politician that he put his heart and soul into all his work.</td>
<td>94</td>
<td></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Before going on vacation, Joe had quite a few odds and ends to take care of, like loan payments and various errands.</td>
<td>81</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Although the supervisors and managers received salary increases, the rank and file didn't.</td>
<td>88</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>If the couple believes in give and take, they can solve most of their disagreements.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>I had a close call when a big truck nearly hit me as I was crossing the street.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>My friend thinks he's a big shot because he has some responsibilities in the city mayor's office.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Because Mr. Smith knows the ins and outs of plumbing, he's an old hand at it.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>I'm afraid that there's no way we can fix your old car; you'd better get rid of it because it's a lost cause.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>763</strong></td>
<td><strong>95.38%</strong></td>
<td><strong>37</strong></td>
<td><strong>4.62%</strong></td>
</tr>
</tbody>
</table>
Table 88 indicates the tested items/sentences, in the nominal idioms’ section, the number of correct / wrong answers and their percentages.

The IEX in this section are formed from 'noun and noun'. Let's take up the tested items in this part in turn.

**Item 25. 'heart and soul'**
94% of the subjects selected the correct synonym 'one's entire energy' from the given list.

**Item 26. 'odds and ends'**
The synonym which suits the given context is 'different tasks'. 81% of the students selected the right answer. As for the (19%), they failed to distinguish the correct reply leaving the space unfilled or providing wrong choices.

**Item 27. 'rank and file'**
The nominal idiom, here corresponds to the synonym 'common workers'. It was chosen correctly by 88% of the testees.

**Item 28. 'give and take'**
The IEX in this item means 'co-operation'. All the test-takers responded successfully to this question.

**Item 29. 'close call'**
The corresponding synonym to this nominal form is 'narrow escape' which was matched correctly by all the testees.

**Item 30. 'big shot'**
The equivalent to this expression is 'an important person' which was opted for successfully by all the testees.

**Item 31. 'old hand'**
The suitable synonym to this nominal idiom is 'experienced workers' which was selected by all the candidates.

Item 32. 'lost cause'

All the test-takers matched this IEX with its equivalent 'hopeless situation'

**Summary for 2.b.: nominal category**

A recapitulation of the students' performance, in the parallel task to the present one, in this test, shows the following:

- Total number of possible answers = 600
- Total number of correct answers and percentage = 411(68.50%)
- Total number of wrong answers and percentage = 189(31.50%)

For the post-test the summary is as follows:

- Total number of possible answers = 800
- Total number of correct answers and percentage = 763(95.38%)
- Total number of wrong answers and percentage = 37(4.62%)

From the above comparison, we observe that the students' performance, in the nominal category, has been improved to a large extent.
Adjectival Idioms (Items 33 - 38)

Table - 89

POT: Q.2 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>In the difficult court case, the judge's decision was fair and square for both sides.</td>
<td>93</td>
<td></td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>It takes me a long time to save enough money for a nice vacation, so such trips are few and far between for me.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>The maid took a long time to make the dirty kitchen spick-and-span.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>The politician's speech was surprisingly short and sweet; it only lasted ten minutes.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>I don't believe in telling white lies, so I had a man-to-man talk with Joe about our problem.</td>
<td>93</td>
<td></td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>After the handsome student became a football star, he became very stuck-up and wouldn't have small talk with any of his old friends.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
</tbody>
</table>

|           | Total                                               | 586                    | 97.67% | 14                   | 2.33% |

Table 89 summarizes the items tested in the adjectival idiom category, the number(s) of correct / wrong answers and their percentages.
Let us take up each of these items in turn.

Item 33. 'fair and square'

93% of the testees matched successfully this adjectival construction with its suitable synonym 'honest' while the rest (7%) failed to select the necessary IEX.

Item 34. 'few and far between'

This IEX owns the meaning 'rare'. All the testees succeeded in replying correctly to this item.

Item 35. 'spick-and-span'

The equivalent synonym to this IEX is 'very clean' which was got right by all the test-takers.

Item 36. 'short and sweet'

Its meaning 'brief' was seen by all the candidates.

Item 37. 'a man-to-man'

93% of the subjects succeeded in matching this IEX with its synonym 'sincere'. The rest (7%) selected the plausible distractor (honest).

Item 38. 'stuck up'

The sought meaning of this adjectival element is 'selfish' which was opted for by all the testees.

Summary for 2.c: The Adjectival category

In the same section of the pre-test the subjects' performance is as below:

Total number of possible answers = 600
Total number of correct answers and percentage = 204(34%)
Total number of wrong answers and percentage = 396(66%)

In the post-test the statistics shows the following:

Total number of possible answers = 600
Total number of correct answers and percentage = 586(97.67%)
Total number of wrong answers and percentage = 14(2.33%)

The statistics above provide an evidence of the students' gains in this category after the explicit instruction.
Table 90 provides the items tested in the adverbial idiom unit, the number of correct / wrong answers and their percentages.

Item 39. 'all at once'
All the respondents succeeded in selecting the right answer from the given list 'suddenly'.

Item 40. 'sooner or later'
This adverbial IEX is an instance of a very frequent lexical unit. Its meaning 'eventually' arrived at by all the test-takers.
Summary for 2.d.: The Adverbial category

In the pre-test, the students’ performance in this unit could be summarized as follows:

Total number of possible answers = 300
Total number of correct answers and percentage = 101 (33.67%)
Total number of wrong answers and percentage = 199 (66.33%)

In the present test it is as indicated below:

Total number of possible answers = 200
Total number of correct answers and percentage = 200 (100 %)
Total number of wrong answers and percentage = 00 (0%)

Summary for Question Two:

The general performance of the subjects in question 2 of the pre-test is as below.

Total number of possible answers = 4000
Total number of correct answers and percentage = 1415 (35.38%)
Total number of wrong answers and percentage = 2585 (64.62%)

In the same question of the post-test it is as follows:

Total number of possible answers = 4000
Total number of correct answers and percentage = 3684 (92.10%)
Total number of wrong answers and percentage = 316 (7.90%)

A quick look at the numbers and percentages above revealed that the learners made quick progress towards the mastery of IE/MWV.
Question Three: Errors Identification / Recognition.

In this question, 40 sentences were provided and the testees had to indicate which (sentences) are correct and which are not. 20 marks are allotted to this task (each correct answer is given ½ mark). The students' scores, in this question, will be provided in appendix 8. In making this sub-test, no attempt was made to penalize the wrong guessing. However, the multiplicity of the items as well as the arrangement of the tested items (in pair(s), set(s)... intended to reduce the possibility of the chance factor.

The problems / difficulties dealt with, in this question, focussed on the following:
- adverb(s) position in relation to objects, particles / prepositions;
- particles / prepositions Place(s) in relation to object nouns, object pronouns etc.
- form and order of IEX (i.e. singular / plural and the internal arrangement of the constituents of the IEX).

In the coming pages, we will provide / present the students' performance (numbers and percentages of correct / wrong answers) encompassing the following categories: verbal, nominal, adjectival and adverbial.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The company fell through its plan.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The company’s plan fell through.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The chairman early showed up.</td>
<td>93</td>
<td>07</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The chairman showed up early.</td>
<td>93</td>
<td>07</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Because she is my friend, I believe in her.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Because she is my friend, I believe in.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I greatly look forward to my vacation.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I look greatly forward to my vacation.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I look forward greatly to my vacation.</td>
<td>86</td>
<td>14</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I look forward to greatly my vacation.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>We were having a conversation but he broke in.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>He broke in on our conversation.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The lawyer stuck it to.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The lawyer stuck to it.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The student found out the answer quickly.</td>
<td>90</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The student found the answer out quickly.</td>
<td>90</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The student quickly found out the answer.</td>
<td>92</td>
<td>08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The student found quickly out the answer</td>
<td>92</td>
<td>08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>The student found out it quickly.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The student found it out quickly.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Tom took unfair advantage of his friend.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Tom took unfair disadvantage of his friend.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I got out many ideas of the conference.</td>
<td>92</td>
<td>08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I got many ideas out of the conference.</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>How many students make up this class?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>What is the make-up of this class?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2525</td>
<td>75</td>
<td>2.88%</td>
<td></td>
</tr>
</tbody>
</table>

Table 91 encompasses the tested sentences/items in the verbal idioms section, the number of correct/wrong answers and their percentages.
Verbal Idioms (Items 1-26)

Item 1. *The company fell through its plan.
This sentence is incorrect. The verbal construction *fell through* was followed by an object which is not possible for intransitive forms. All the testees succeeded in seeing the incorrectness of this sentence.

Item 2. 'The company's plan fell through'.
It is correct since this MWV does not take an object. As in item 1 above, all the test-takers saw the difference between the intransitive and transitive verbal construction and answered this item correctly.

Item 3. *The Chairman early showed up.
This sentence is incorrect. The adverb of time *early* should be placed after the verbal construction not before. 93% of the testees answered this item successfully.

Item 4. 'The Chairman showed up early'.
Most adverbs (including time adverbs such as *early*) could be placed after the verbal combination (end position) thus this item is correct. 93% of the candidates responding by saying the given sentence is correct.

Item 5. 'Because she is my friend, I believe in her'.
The combination, here, is intransitive verb + preposition. The sentence is correct since the pronoun (her) is used after the preposition to form a prepositional phrase. All the testees answered this item correctly.

Item 6. *'Because she is my friend, I believe in'.
This utterance is not correct. The preposition should be followed by NP (noun phrase) and together they form a prepositional phrase. All the test-takers succeeded in recognizing the incorrectness of the given sentence.

Item 7. 'I greatly look forward to my vacation'
The verbal combination consists of three words: verb + particle + preposition. The rule says that an adverb can be placed between a particle and a preposition, or *before* a verb if the adverb ends in *ly*. Therefore, the above sentence is correct. The 100 subjects arrived at the right reply.
Item 8. *I look greatly forward to my vacation'.
This sentence is incorrect: incorrect position of the adverb. An adverb should not be placed between a verb and particle. They are connected in grammar. All the candidates discovered that the given sentence is erroneous.

Item 9. 'I look forward greatly to my vacation'.
The rules show that the verb, the preposition and the particle are all connected in meaning but that, in grammar, the particle is connected to the verb and the preposition to the NP. Thus, an adverb can be placed between the particle and preposition. The 100 subjects in this study applied the rule successfully identifying the accuracy of the given sentence.

Item 10. '*I look forward to greatly my vacation'.
An adverb should not be placed between a preposition and the noun phrase (NP): both are connected in grammar. All the learners discovered the unacceptability of the given utterance.

Item 11. 'We were having a conversation but he broke in'.
This is correct realization of intransitive verb + particle. Several intransitive verbal idioms can change form and meaning 'to break in' in this sentence means 'to interrupt'. All the test-takers arrived at the right answer, mentioning the correctness of the sentence.

Item 12. 'He broke in on our conversation'.
After adding the preposition 'on' to the verb + particle it remains the same as in item 11 above. However, both sentences 11 and 12 are correct forms. All the candidates answered these items correctly.

Item 13. '*The lawyer stuck it to'.
In the verbal idiom 'stuck to', to is a preposition. The general rule for pronouns is that they always followed prepositions. Accordingly, sentence 13 is not correct since the preposition is put after the pronoun. This item was got correct by all the 100 subjects.

Item 14. 'The lawyer stuck to it'.
By the same rule, in item 13 above, this sentence is correct: the preposition comes before the pronoun. All the testees arrived at the correct reply.

Item 15. 'The student found out the answer quickly'.
The verbal combination is formed, here, from a verb and (what is known as) an immovable particle. That is, the particle has a fixed position. It comes before the object.
The verbal combination is inseparable. Therefore, the present sentence is correct: correct position of the particle, before the object. 90% of the subjects arrived the right answer.

Item 16. *The student found the answer out quickly
This item is incorrect. The particle comes after the object whereas it should be before the object. 90% of the testees discovered the deviation of this utterance.

Item 17. 'The student quickly found out the answer'
This is correct sentence. The particle is not separated from the verb. It is also correct adverb position: before the verbal construction. 92% of the test-takers answered this item correctly.

Item 18. *The student found quickly out the answer.
This is incorrect sentence. It is wrong adverb position. Adverb should not come between the verb and particle. 92% of the students identified the inaccuracy of the sentence.

Item 19. *The student found out it quickly.
This sentence is wrong. It is incorrect pronoun position. Pronouns should not come after the particle. All the testees recognized the incorrectness of the sentence.

Item 20. 'The student found it out quickly'
This is a correct form. The pronoun comes before the particle. All the 100 learners arrived at the correct reply.

Item 21. ‘Tom took unfair advantage of his friend’.
The verbal construction took...of can only occur with one special object (here, advantage). The noun form in the object cannot change in any way. Therefore, this sentence is correct. All the candidates answered this item successfully.

Item 22. *Tom took unfair disadvantage of his friend.
According to the rule cited in item 21 above, the present item is not correct. We cannot substitute ‘disadvantage’ for ‘advantage’. All the testees recognized the deviation of the provided utterance.

Item 23. *I got out many ideas of the conference.
This verbal construction is made of verb + particle + preposition. An object will follow the verb and a noun phrase will follow the preposition. Thus, in this sentence, many ideas should come immediately after the verb got. The sentence is incorrect since the
normal position of an object is before the particle. 92% of the students got this item correct.

Item 24. 'I got many ideas out of the conference'
By the same rule mentioned in item 23 above, this sentence is correct. The object may immediately follow the verb. 97% of the testees answered this item correctly.

Item 25. 'How many students make up this class?'
The given sentence is correct. The MWV make up, which is composed of verb + particle, is used in an interrogative sentence. All the students got this item correct.

Item 26. 'What is the make-up of this class?'
Many verbal combinations can be used in a nominalized form. Most forms combine without using a hyphen (-), but some do. In the present case, the hyphenated form is used. This derived-noun form is correct. All the 100 learners in this study succeeded in answering this item correctly.

Summary for Section 3.a
In the pre-test, the subjects performed, in the verbal unit of question 3, as indicated below:

Total number of possible answers = 2700
Total number of correct answers and percentage = 1310 (48.52%)
Total number of wrong answers and percentage = 1390 (51.48%)

In this test, the students' performance, in the verbal section of question 3, could be summarized statistically as follows:

Total number of possible answers = 2600
Total number of correct answers and percentage = 2525 (97.12%)
Total number of wrong answers and percentage = 75 (2.88%)

Comparing the subjects' performance in the verbal part, in the two tests, we observed that some improvement, in the subjects' distinction between correct / wrong sentences, took place.
Table 92 displays the tested sentences/items, in the nominal idioms category, the number of correct/wrong answers and their percentages.

**Nominalized Idioms (Items 27 - 29)**

Item 27 *Before going on vacation, I accomplished an odd and end.*

The general rule is that the singular forms can never be made plural and, likewise, that the plural forms cannot be made singular. Thus, sentence 27 is not correct. 86% of the students saw the incorrectness of the singular form in the given context.

Item 28. Before going vacation, I accomplished some odds and ends.

By the same rule (cited in item 27 above) the present IEX is correct. 97% of the test-takers responded successfully to this item.
Item 29. These people are my fleshes and bloods. Originally, the given IEX is used in singular form. Accordingly the present sentence is not correct. 90% of the testees saw the inappropriateness of the plural form in this IEX.

**Summary for the nominal idiom section**

If we returned back to the pre-test we found that the students' performance as follows:

Total number of possible answers = 600

Total number of correct answers and percentage = 265 (44.17%)

Total number of wrong answers and percentage = 335 (55.83%)

In the present category, the students' performance could be summarized below:

Total number of possible answers = 300

Total number of correct answers and percentage = 273 (91 %)

Total number of wrong answers and percentage = 27 (9%)

The above statistics demonstrate development in the students' ability to cope with nominal idioms at the post-test phase.
### Table 93

#### POT: Q.3 Adjectival Idioms: Tested Items, No. of Correct/Wrong Answers and Percentage

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>The judge's decision was quite fair and square.</td>
<td>100</td>
<td>96.17%</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>31.</td>
<td>The judge's decision was quite fair or square.</td>
<td>100</td>
<td>96.17%</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>32.</td>
<td>The hotel's kitchen was very span-and-spick.</td>
<td>88</td>
<td>96.17%</td>
<td>12</td>
<td>3.83%</td>
</tr>
<tr>
<td>33.</td>
<td>The hotel's kitchen was very spick-and-span.</td>
<td>96</td>
<td>96.17%</td>
<td>04</td>
<td>3.83%</td>
</tr>
<tr>
<td>34.</td>
<td>Jill is quite level-headed.</td>
<td>93</td>
<td>96.17%</td>
<td>07</td>
<td>3.83%</td>
</tr>
<tr>
<td>35.</td>
<td>Jill has a level head.</td>
<td>100</td>
<td>96.17%</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>577</strong></td>
<td><strong>96.17%</strong></td>
<td><strong>23</strong></td>
<td><strong>3.83%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 93 embodies the examined elements/items in the adjectival idioms' unit, the number of correct/wrong answers and their percentages.

**Adjectival Idioms (Items 30 - 35)**

**Item 30.** The judge's decision was quite fair and square

With this IEX the pair of forms can only be joined by the conjunction *and*. All the 100 subjects discovered the correctness of the given sentence.

**Item 31.** The judge's decision was quite fair or square

This sentence is not correct due to the wrong use of the conjunction: 'or' instead of 'and'. All the testees recognized the incorrectness of the IEX.
Item 32. 'The hotel’s kitchen was very span and spick'.
The order of the adjectives forming the IEX is not correct. Therefore, the sentence is wrong. The order of the adjectival forms is fixed: the two words (spick / span) cannot change position in any way. 88% of the test-takers arrived at the correct answer to this item.

Item 33. 'The hotel’s kitchen was very spick and span'.
This is a correct position of the words composing the IEX. 95% of the learners got this question right.

Item 34. 'Jill is quite level-headed'
This is correct order of the parts forming the adjectival form (compound form). Note the incorrect order: *Jill is quite headed-level.* 93% of the candidates answered this item successfully.

Item 35. 'Jill has a level head'
As well as the correct form in item 34, which is compound form (hyphenated (-)), this IEX consists of 'adjective + noun' combination. It is an alternative version of the sentence in item 34 above. All the testees responded correctly to this question.

**Summary for the Adjectival Category**

In this section, of question three in the pre-test, the students' performance is as below:

Total number of possible answers = 500  
Total number of correct answers and percentage = 351(70.20%)  
Total number of wrong answers and percentage = 149(29.80%)

In this test (POT), the students' performance is as follows:

Total number of possible answers = 600  
Total number of correct answers and percentage = 577(96.17%)  
Total number of wrong answers and percentage = 23 (3.83%)

The numbers and percentages, presented above, provided a clear indication of a considerable progress in the subjects' mastery over the adjectival idioms category in terms of distinguishing between the correct forms and the erroneous ones.
TABLE - 94

**POT: Q.3 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>Jim looked high and low for the book.</td>
<td>97</td>
<td></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Jim looked for the book high and low.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>I like to go now and again to the beach.</td>
<td>75</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>I like to go to the beach now and again.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Now and again I like to go to the beach.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>472</strong></td>
<td><strong>94.40%</strong></td>
<td><strong>28</strong></td>
<td><strong>5.60%</strong></td>
</tr>
</tbody>
</table>

Table 94 includes the tested items / sentences in the adverbial idioms' part, the number of correct / wrong answers and their percentages.

*Adverbial Idioms (Items 36 - 40)*

Item 36. 'Jim looked high and low for the book'
Though the adverbial idiom, here, is composed of more than one word, it is possible to place it in the middle as exception to the rule which says that: 'adverbial idiom is almost never placed anywhere in the middle of a single sentence, the normal positions are either at the beginning or at the end of a sentence or clause'. 97% of the learners answered this question correctly.

Item 37. 'Jim looked for the book high and low'
By the above rule, item 37 is correct. All the test-takers arrived at the correct reply to this question.
Item 38. *'I like to go now and again to the beach'.

Because the adverbial idiom is made of more than one word, it is almost never placed anywhere in the middle of a single sentence. Thus, this sentence is incorrect. 75% of the subjects saw the incorrectness of this sentence.

Item 39. 'I like to go the beach now and again'

The rule says that the normal positions are either at the beginning or at the end of a sentence or clause. Therefore, item 39 is correct. All the testees answered this item correctly.

Item 40. 'Now and again I like to go to the beach'.

By the same rule in 39 above, the position of the adverbial construction is correct. The 100 students succeeded in responding positively to the given sentence.

Summary for the Adverbial Idioms Section

Before making this summary and conclusion let us recap the students' performance in the equivalent section of this question in the PRT.

Total number of possible answers = 200
Total number of correct answers and percentage = 19 (9.5%)
Total number of wrong answers and percentage = 181 (90.5%)

In the present test (POT) the students' performance is as follows:

Total number of possible answers = 500
Total number of correct answers and percentage = 472 (94.4%)
Total number of wrong answers and percentage = 28 (5.6%)

Comparing the students' results in the adverbial idioms category of the parallel questions in the 2 tests, we conclude that the subjects performed more better in the post-test: in the POT they got 94.4% correct answers while in the PRT they obtained 9.5%.
Summary for Question Three

This sub-test aimed at knowing the student's ability in identifying / recognizing the correct IEX/MWV from wrong ones on the basis of the grammatical and semantic rules which govern the knowledge and use of these two multi-word lexical items. The problems / difficulties examined in this question are:

- Adverb position in relation to the verb and object.
- Particle(s) / preposition(s) place with regard to the verb.
- Particle / preposition distinction and its influence on the grammar of MWV (e.g. pronouns' position).
- The fixation of the form (single / plural; comparative / superlative etc) and the order (the arrangement of the components within IEX).

The problems / difficulties of these multi-word lexical items (IEX / MWV) were examined under the following categories: verbal, nominal, adjectival and adverbial.

Statistically, the students' performance in this question could be summarized as below:

| Total number of possible answers | = 4000 |
| Total number of correct answers and percentage | = 3847 (96.18%) |
| Total number of wrong answers and percentage | = 153 (3.82%) |

The students' performance in question three of the pre-test is as below:

| Total number of possible answers | = 4000 |
| Total number of correct answers and percentage | = 1945 (48.63%) |
| Total number of wrong answers and percentage | = 2055 (51.37%) |

It is clear from the above comparison that the subjects of this study made significant progress in their ability to identify/recognize the correct sentences from wrong ones. The percentage of the correct answers stepped up from 48.63% in the PRT to 96.18% in the POT.
Question Four: Multiple-Choice

In this sub-test, the subjects were required to choose the IEX / MWV which has the best meaning in a given context, by drawing a circle round the letter of the correct answer. 40 items were provided with 4 options against each item. 20 marks were devoted to this question. ½ mark for every correct choice. The students' marks in this task will be provided in appendix 8. As in question of the present test no attempt was made to penalize the wrong guessing. However, the multiplicity of the tested items as well as the number of the options against each of them are meant to reduce this chance factor.

The students' performance (number of correct / wrong answers and percentages) will be given in the following pages covering the units below: verbal, nominal, adjectival and adverbial.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>If you weren’t so careless, your typewriter wouldn’t.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-break down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-come about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-break in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d-break out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>When Mary finally, we were able to leave immediately.</td>
<td>98</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-got around</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-came about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-showed up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d-came in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>If you have any questions while I’m talking, feel free to.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-look on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-come up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-break in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d-break out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What a surprise it was to Joe after so many years.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-run across</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-show up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-run over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d-show in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>He went back to work after he had.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-gone without</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-fallen through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-died down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d-gotten over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Small streams can turn into rivers when winter snow melts.</td>
<td>95</td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-part with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-turn into</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-go without d-fall through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>You really cough too much; you should smoking.</td>
<td>94</td>
<td>06</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-take after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-go in for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-cut down on d-try for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>If you stick to your promise, you’ll undoubtedly.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-live up to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-fall through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c-come to d-come on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. <strong>The thief had to</strong> b. run across the police because they were all around him.&lt;br&gt;a. work up to  c. look out for  d. live up to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>When the noise</strong> c. went without I began to speak.&lt;br&gt;a. broke in  b. died down  d. broke out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The teacher is reading his lecture too quickly so I can't <strong>catch</strong> b. hold up his ideas&lt;br&gt;a. hold on  c. catch on  d. keep up with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. There's too much noise here for me to study. I can't <strong>put up with</strong> it.&lt;br&gt;a. go through  b. think over  c. point out  d. put up with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. If you put off your work, you can't <strong>tie down</strong> it.&lt;br&gt;a. kick around  b. carry out  c. point out  d. tie down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. <strong>A serious illness will always</strong> a. keep up b. hold on in bed.&lt;br&gt;c. carry out  d. tie down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. <strong>When the noise died down,</strong>  a. filled in b. got ahead the professor a. filled in b. got ahead the next subject of discussion with the students.&lt;br&gt;c. took up  d. took in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Colour-blind people b. confuse with green and blue.&lt;br&gt;a. tell apart  c. put above  d. devote to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 17. He looks familiar; who does he **confuse with** a. take after<br>c. give off  d. give up?
| 18. | This book carefully……………  
   the subject of poverty in the Third World.  
   a-goes into b-touches on  
   c-turns to d-engages in | 96 | 04 |
| 19. | If the problem is serious,…….it;  
   don't' ignore it.  
   a-put above b-take a stand on  
   c-take advantage of d-make light of | 100 | 00 |
| 20. | How did such a bad mistake ……..?  
   a-bring about b-give up  
   c-fall through d-come about | 100 | 00 |
| 21. | Your support for me would…….truth…….my claim in court  
   a-put…….above b-bring…….up  
   c-lend…….to d-bring…….about | 96 | 04 |
| 22. | He carried out his tasks very well, I think everyone should ……..him for his fine effort.  
   a-go in for b-look up to  
   c-get through to d-look up for | 100 | 00 |
| 23. | Why is it hard for me…….this difficult book?  
   a-make sense of b-lose track of  
   c-keep up of d-take advantage of | 100 | 00 |
| 24. | He's ignorant of our plans; let's …….him…….them.  
   a-turn…….over to b-leave…….to  
   c-fill…….in on d-leave…….up to | 100 | 00 |

| Total | 2355 | 98.13% | 45 | 1.87% |

Table 95 tells us about the items tested in the verbal idioms section, the number of correct / wrong answers and their percentages.
• Verbal Idioms (Items 1 - 24)

Item 1. ‘If you weren’t so careless, your typewriter wouldn’t….‘
In this item the correct answer is ‘a. break down’ among the 4 given options. All the subjects opted for the right answer.

Item 2. ‘When May finally, ….., we were able to leave immediately‘
The blank, here, should be filled by c. showed up. 98% of the learners selected the correct reply. The remaining (2%) chose the option came in which does not fit the context.

Item 3. ‘If you have any questions, while I’m talking, feel free to….‘
The correct verbal combination in this sentence is break in which was chosen by all the testees.

Item 4. ‘What a surprise it was to…. Joe after so many years‘
The verbal construction which fits this blank is run across. This MWV was selected successfully by all the test-takers.

Item 5. ‘He went back to work after he had ….‘
This item required the answer gotten over. The 100 students of this study answered this item correctly.

Item 6. ‘Small streams can…. rivers when winter snow melts.’
The appropriate verbal idiom in this sentence is turn into. 95% of the subjects were able to choose the correct answer while the remaining (5%) went for the distractors: part with (1%), go without (2%) and fall through (2%).

Item 7. ‘You really cough too much; you should…. smoking’.
The right answer, here, in the verbal construction cut down on (which is composed of verb + particle + preposition) was chosen by 94% of the students. The rest (6%) selected take after.

Item 8. ‘If you stick to your promise, you’ll undoubtedly…. it‘.
The suitable MWV in this context is the 3-word verb live up to. All the testees were capable of recognizing the correct response from the other options.

Item 9. ‘The thief had to, ….. the police because they were all around him’.
The right option in this item, is look out for which was selected by 90% of the learners. The remaining (10%) chose wrongly the plausible distractor run across.
Item 10. 'When the noise . . . I began to speak'.

The adequate multi-word lexical item in this sentence is died down. All the test-takers selected the suitable answer.

Item 11. 'The teacher is reading his lecture too quickly so I can’t . . . . his ideas'.

The appropriate verbal combination in this context is keep up with (verb + particle + preposition). 90% of the subjects succeeded in selecting the correct MWV. The rest (10%) went for the plausible distractor catch on which is not correct grammatically: it is intransitive verb which does not require an object.

Item 12. 'There's too much noise here for me to study; I can't . . . . it'.

The suitable answer in this item is put up with (a very frequent MWV) which was chosen by all the testees.

Item 13. ‘If you put off your work, you can’t . . . . it . . . . ’

The right option in this utterance is carry . . . . out. All the candidates answered this question correctly.

Item 14. 'A serious illness will always . . . . someone . . . . in bed.'

The correct choice in this context is tie . . . . down which was selected by 98% of the subjects. The remaining (2%) failed to select the correct MWV and went for the wrong option: hold on.

Item 15. 'When the noise died down, the professor . . . . the next subject of discussion with the students'.

The required MWV in this context is took up which was chosen by 98% of the informants. The rest (2%) went for the erroneous answers got ahead (1%) and took in (1%).

Item 16. 'Colour-blind people . . . . green . . . . blue'.

The blank, here, should be filled by confuse . . . . with. All the testees selected the right answer.

Item 17. 'He looks familiar; who does he . . . . ?'

The space in this sentence should be supplied with take after. All the test-takers answered this question successfully.

Item 18 'This book carefully . . . . the subject of poverty in the Third World'.

505
The right answer in this item is *goes into* which was selected successfully by 96% of the subjects. The 4% chose *engages in* which does not suit the given context.

**Item 19.** 'If the problem is serious,....it; don't ignore it.'
The suitable selection in this sentence is *take stand on*. All the testees succeeded in choosing the right verbal combination.

**Item 20.** 'How did such a bad mistake....?'
This space needs the verbal construction *come about* which was got correctly by all the test-takers.

**Item 21.** 'Your support for me would....truth....my claim in court'.
The required MWV in this blank is *lend...to*. 96% of the respondents selected the correct reply. The rest (4%) chose the plausible distractor: *bring about*.

**Item 22.** 'He carried out his tasks very well, I think everyone should....him for his fine effort'.
The suitable verbal construction in this item is *look up to*. This lexical unit was chosen successfully by all the subjects of this study.

**Item 23.** 'Why is it hard for me to....this difficult book?'
The right choice is the complex idiom *make sense of* which is made by all the test-takers.

**Item 24.** 'He's ignorant of your plans; let's....him....them'.
The intended MWV in this item is *fill....in on* which was opted for by all the testees.

**Summary for the Verbal Constructions' Section**

Before summarizing and concluding this section, let us recall the students' performance in the same section of question 4 in the pre-test.

| Total number of possible answers | 2700 |
| Total number of correct answers and percent | 857(31.74%) |
| Total number of wrong answers and percentage | 1843(68.26%) |

In the post-test, the subjects performed as follows:

| Total number of possible answers | 2400 |
| Total number of correct answers and percentage | 2355(98.13%) |
| Total number of wrong answers and percentage | 45 (1.87%) |

The statistics above serves as an evidence of the students' gains, in the verbal combinations part, after the exposure to the explicit taught course on IEX/MWV: the percentage of correct responses increased from 31.74% in the PRT to 98.13% in the POT.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>My………were very kind to me when I was seriously ill.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-heart &amp; soul b-rank and file c-wear &amp; tear d-flesh and blood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>The criminal knows the……….of successful robberies.</td>
<td>98</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-part &amp; parcel b-ins &amp; outs c-ups &amp; downs d-rank &amp; file</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Reaching a difficult agreement is a matter of………….</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-give &amp; take b-odds &amp; ends c-part &amp; parcel d-ins &amp; outs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>It feels good to relax after you accomplish some necessary………………...</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-eager beavers b-odds &amp; ends c-part &amp; parcel d-pins &amp; needles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Most of the……….in this country do not work very seriously or productively.</td>
<td>96</td>
<td>04</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-old hands b-rank and file c-eager beavers d-flesh &amp; blood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>When I make a final decision, I never have any………….</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-close calls b-pins &amp; needles c-second thoughts d-ins &amp; outs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some……….around the house a-wear and tear b-odds &amp; ends c-give and take d-ins and outs</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>At first I accepted his suggestion, but later I had……….about it.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-second thoughts b-heart and soul c-small talks d-fair &amp; square</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>794</td>
<td>99.25%</td>
<td>6</td>
<td>0.75%</td>
</tr>
</tbody>
</table>

TABLE - 96
POT: Q.4 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE
Nominal Idioms (Items 25 - 30, 33 and 40)

Item 25. 'My . . . . were very kind to me when I was seriously ill'.
The desired answer in this text is flesh and blood which was got correct by all the candidates.

Item 26. 'The criminal knows the . . . . of successful robberies.'
The sought IEX in this question is ins and outs. 98% of the subjects provided the correct answer while the rest (2%) divided as follows: part and parcel (1%) and ups and downs (1%).

Item 27. 'Reaching a difficult agreement is a matter of . . . .'
The needed multi-word lexical item in this sentence is give and take which was got right by all the learners.

Item 28. 'It feels good to relax after you accomplish some necessary . . . .'
The appropriate IEX in this blank is odds and ends which was opted for by all the test-takers.

Item 29. 'Most of the . . . . in this country do not work very seriously or productively'.
The correct answer should be in this question rank and file which was arrived at by 96% of the testees. The wrong selections of subjects are as follows: old hands (2%) and eager beavers (2%).

Item 30. 'When I make a final decision, I never have any . . . .'
The required nominal idiom in this context is second thoughts which was selected by all the test-takers.

Item 33. 'Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some . . . . around the house'.
The appropriate IEX in this text is odds and ends. All the 100 learners in this study went for the correct answer.
Item 40. 'At first I accepted his suggestion, but later I had . . . about it.'
The acceptable nominal construction in this item is *second thoughts*. This lexical item was got right by all the testees.

**Summary for the Nominal Idioms Category**

In the same section of question 4 in the pre-test, the subjects succeeded in getting 628 (69.78%) correct answers versus 272 (30.22%) wrong ones. As we have mentioned in the summary and conclusion for that section, this high achievement is probably as the result of the availability of the equivalents to these IEX in the students' mother tongue (Arabic).

In the present test (the POT), the students got 794 (99.25%) correct answers versus 6 (0.75%) wrong ones.

This comparison leads us to say that the learners made a considerable development in dealing with the nominal idioms category after the inclusion of the ETC: they answered correctly 69.78% items in the PRT versus 99.25% in the PoT.
### TABLE - 97
**POT: Q.4 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
</table>
| 31.    | If you’re too ........ with your money now, you’ll have nothing saved for your old age.  
        | a-big shot  
        | b-free and easy  
        | c-spick-and-span  
        | d-old hand  | 100 | 00 | 96.33% | 3.67% |
| 32.    | It was amazing that she was ........ so soon after her accident  
        | a-lost cause  
        | b-part & parcel  
        | c-spick-and-span  
        | d-up & about  | 98  | 02 |  |
| 34.    | The international nuclear crisis was ........ until the very end.  
        | a-touch and go  
        | b-clear-cut  
        | c-null and void  
        | d-spick & span  | 100 | 00 |  |
| 35.    | Tom is more than ................; he's basically just very lazy.  
        | a-narrow-minded  
        | b-easy-going  
        | c-easy and free  
        | d-high & low  | 97  | 03 |  |
| 38.    | The judge declared the new law ........ because it was discriminatory.  
        | a-null and void  
        | b-all at once  
        | c-cut and dried  
        | d-by and large  | 100 | 00 |  |
| 39.    | Are you being ........ when you insist on such a narrow-minded decision?  
        | a-last straw  
        | b-clear-cut  
        | c-fair and square  
        | d-all - out  | 83  | 17 |  |
| Total  |           | 578                    | 96.33% | 22 | 3.67% |
• Adjectival Idioms (Items 31, 32, 34, 35, 38 and 39)

Item 31. 'If you' are too . . . . with your money now, you'll have nothing saved for your old age'.
The right response to this question is free and easy which was selected successfully by all the 100 subjects of this study.

Item 32. 'It was amazing that she was . . . . so soon after her accident'.
The sought answer in this utterance is up and about which was opted for by 98% of the learners. The rest (2%) went wrongly for lost cause.

Item 34. 'The international nuclear crisis was . . . . until the very end'.
The blank should be filled by the adjectival idiom touch and go. All the testees arrived at the correct choice.

Item 35. 'Tom is more than . . . . he's basically just very lazy'.
The space in this question needs the IEX narrow-minded which was opted for by 97% of the respondents. The rest (3%) are divided as follows: easy going (2%) and easy and free (1%).

Item 38. 'The judge declared the new law . . . . because it was discriminatory'.
The required reply in this sentence is null and void. All the subjects chose the needed answer successfully.

Item 39. 'Are you being . . . . when you insist on such a narrow-minded decision?'
The adequate IEX in this context is fair and square. 83% of the testees arrived at the correct reply while the remaining (17%) opted for clear-cut which does not fit the context.
Summary for the Adjectival Idioms' Section

In the adjectival category section, question 4, of the pre-test the testees' general performance could be summarized as follows:

Total number of possible answers = 300
Total number of correct answers and percentage = 22(7.33%)
Total number of wrong answers and percentage = 278(92.67%)

In the present test (the POT) the students' performance in the adjectival section of question 4 is as below:

Total number of possible answers = 600
Total number of correct answers and percentage = 578(96.33%)
Total number of wrong answers and percentage = 22(3.67%)

The above comparison reveals that the learners made considerable progress in dealing with the adjectival idiom category.
Adverbial Idioms

TABLE - 98
POT: Q.4 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>Wouldn't it be nice if we could eliminate all war and violence .............</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-for now  b-for good  c-time and again  d-now &amp; again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>............. there are more similarities between the various people of the world than there are differences.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-Ins &amp; outs  b-Sooner or later  c-Odds &amp; ends  d-By and large</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>200</td>
<td>100%</td>
<td>00</td>
<td>00%</td>
</tr>
</tbody>
</table>

Item 36. 'Wouldn’t it be nice if we could eliminate all war and violence . . . .'?
The adequate adverbial idiom in this question is *for good*. This frequent IEX was gone for by all the candidates.

Item 37. '.............there are more similarities between the various people of the world than there are differences'.
The sought adverbial construction in this sentence is *By and Large* which was selected by all the test-takers.
Summary for the Adverbial Idiom Unit

In the adverbial category of question 4, in the pre-test, the subjects' performance is as indicated below:

Total number of possible answers = 100
Total number of correct answers and percentage = 5 (5%)
Total number of wrong answers and percentage = 95 (95%)

In the present test (the POT) the students' performance is as follows:

Total number of possible answers = 200
Total number of correct answers and percentage = 200 (100%)
Total number of wrong answers and percentage = 0 (0%)

This leads to the conclusion that the learners' obstacles in this adverbial idiom category were reduced / eliminated and considerable progress took place after the introduction of the ETC.

Summary for Question Four

In general, from the discussion of the 40 items tested in this question (under the sub-headings verbal, nominal, adjectival and adverbial), it is clear that learners' achievement is high in this task. Going back to the subjects' performance in question 4 of the pre-test, we recall the summary below:

Total number of possible answers = 4000
Total number of correct answers and percentage = 1512 (37.8%)
Total number of wrong answers and percentage = 2488 (62.2%)

In the present post-test the overall result of question 4 is as follows:

Total number of possible answers = 4000
Total number of correct answers and percentage = 3927 (98.18%)
Total number of wrong answers and percentage = 73 (1.82%)

From the above statistics, it is observable that the students made giant strides (quick progress) on their effort to master these multi-word lexical items. They are able to select the best IEX/MWV which are suitable in both the context and the grammatical structure of the English sentences (37.8% correct answers in the PRT versus 98.18% in the POT).
Question Five  

a) Sentence Writing  

In this question, the testees were asked to answer each question or statement by using the MWV / IEX in a meaningful, grammatical sentence. 30 situations were given and the test-takers had to develop these situations by writing short, meaningful grammatical sentences. 15 marks were allotted to this task. ½ mark for each correct sentence writing. The student's scores in this sub-question will be provided in appendix 8. The students' performance (number of correct / wrong answers and percentages) will be tabulated and discussed under the following grammatical categories: verbal, nominal, adjectival and adverbial.

**TABLE-99**

POT: Q.5.a VERBALIDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain why a plan might fall through.</td>
<td>90</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How did your desire to learn English come about?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>When a vocabulary word is very difficult, how do you try to catch on?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How often do you run over your classwork at home?</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>When was the last time that you ran across an old friend?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you stick to your plans or do you often let them fall through?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Whom do you turn to when you have a problem?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8.</td>
<td>What problem in your native country would you do away with, if you were the country’s leader?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>What was the most recent task which you put off?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>In your family, who do you look up to?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Why should students carry out their assignments completely?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>What responsibilities tie you down?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>What do you put above your own interests?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Why would a person try to make light of an important problem?</td>
<td>95</td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>What does a driver have to keep an eye on?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>How do you lay your problems to rest?</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>How would you bring someone around to your point of view?</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Who should you leave medical decisions up to?</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1776</strong></td>
<td><strong>98.67%</strong></td>
<td><strong>24</strong></td>
<td><strong>1.33%</strong></td>
</tr>
</tbody>
</table>
Verbal Idioms (Items 1-18)

Item 1. 'Explain why a plan might fall through'.
The MWV in this sentence is fall through meaning fail to occur, not happen. 90% of the subjects succeeded in understanding the intended meaning and produced the required response including the verbal construction in question. The rest (10%) failed to carry out the given task.

Item 2. 'How did your desire to learn English come about?'
The tested verbal combination in this item is come about having the meaning to happen, to occur. All the test-takers were able to provide the correct answer.

Item 3. 'When a vocabulary word is very difficult, how do you try to catch on'?
The tested MWV in this question is catch on meaning to finally understand. All the subjects succeeded in responding to this question.

Item 4. 'How often do you run over your class-work at home'?
The focus in this item is on the verbal construction run over which has the meaning to review / to rehearse. 97% of the testees supplied the suitable reply.

Item 5. 'When was the last time that you ran across an old friend?'
The MWV ran across meaning in the given context to meet (someone) unexpectedly was positively reacted to by all the learners.

Item 6. 'Do you stick to your plans or do you often let them fall through?'?
Two verbal combinations were given in this item: stick to and fall through. All the respondents comprehended the stimulus and produced the suitable reply.

Item 7. 'Whom do you turn to when you have a problem'?
In this item, the MWV turn to meaning to ask help of / to get advice from is known to all the learners thus they produced the sought answer.

Item 8. 'What problem in your native country would you do away with, if you were the country’s leader?'?
This 3-word verb meaning to abolish / to get rid of was understood, in the given context, by all the test-takers. As a result, they were able to provide the intended response.

Item 9. 'Which was the most recent task which you put off?'
The MWV put off in this item has the meaning to postpone, to delay, to defer. All the subjects succeeded in understanding the input text and producing the required reply.
Item 10. 'In your family who do you look up to?'

The multi-word lexical item look up to, which means to respect in the above sentence, was responded to correctly by all the testees.

Item 11. 'Why should students carry out their assignments completely?'

The verbal construction carry out in this sentence has the meaning to fulfill, to accomplish. The 100 subjects of this study reacted positively to this MWV.

Item 12. 'What responsibilities tie you down?'

This MWV owns the meaning 'restrict', in this context, was understood by all the testees hence they wrote the required sentence.

Item 13. 'What do you put above your own interests?'

The verbal combination put above has the meaning to regard as more important than in the given text. All the students were able to see the intended meaning and reacted correctly to the question.

Item 14. 'Why would a person try to make light of an important problem?'

This complex idiom has the meaning to consider unimportant, to minimize the importance of. 95% of the students comprehended the input text and provided the required reply.

Item 15. 'What does a driver have to keep an eye on?'

The meaning of this verbal construction is to take care of, to watch carefully. All the subjects succeeded in answering this item correctly.

Item 16. 'How do you lay your problems to rest?'

The combination lay....to rest owns the meaning to resolve in the given sentence. 97% of the respondents produced the intended reply to this item.
Item 17. 'How would you bring someone around to your point of view?'
This 3-word verb (verb + particle + preposition) has the meaning *to change someone’s mind about, to convince about*. 97% of the testees were able to provide the adequate answer to this question.

Item 18. 'Who should you leave medical decisions up to?'
The verbal construction in this sentence consists of verb + particle + preposition. It has the meaning *to give decision to*. All the test-takers responded successfully to this verbal combination.

**Summary for the Verbal Combination's Section**

Before rounding off this section, let's recap the testees' performance in the same category of question 5.a in the pre-test. In that part, the test-takers produced 655 (28.48%) correct answers versus 1645 (71.52%) erroneous ones. This low achievement is due to the subjects' failure in understanding the given IEX / MWV and, consequently, inability to write the required answers.

In the present section (of the sentence writing task in the post-test) the students' performance could be summarized as follows:

- Total number of possible answers = 1800
- Total number of correct answers and percentage = 1776 (98.67%)
- Total number of wrong answers and percentage = 24 (1.33%)

Overall, the learners performed more better in the POT than the PRT: they got 28.48% correct answers before the exposure to the materials on IEX / MWV, versus 98.67% thereafter.
TABLE - 100
POT: Q.5.a NOMINALIDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>How do people put wear and tear on their cars?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>In what situation would you be on pins and needles?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Why is it important to know the ins and outs of your work or job?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Why do some people think that politicians are full of hot air?</td>
<td>96</td>
<td>99.2%</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>23.</td>
<td>When did you have second thoughts about something?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>496</strong></td>
<td><strong>99.2%</strong></td>
<td><strong>4</strong></td>
<td><strong>0.8%</strong></td>
</tr>
</tbody>
</table>

Nominal Idioms (Items 19 - 23)

Item 19. 'How do people put wear and tear on their cars?'

The nominal idiom *wear and tear* has the meaning *damage, deterioration caused by frequent use*. The 100 students in this study wrote the required answer correctly.

Item 20. 'In what situation would you be on pins and needles?'

The sense of *pins and needles* in this item is a *condition of great excitement or nervousness*. All the testees produced the required sentence successfully.
Item 21. 'Why is it important to know the ins and outs of your work or job?'
The nominal idiom *ins and outs* owns the meaning *all the details, the important parts.* All the test-takers wrote the right response to this question.

Item 22. 'Why do some people think that politicians are full of hot air?'
*Hot air* has the meaning *exaggerated talk, unproven ideas.* 96% of the respondents got this item correct. The rest (4%) failed to produce the suitable reply.

Item 23. 'When did you have second thoughts about something?'
The meaning of the nominal idiom *second thoughts* in this item is *reconsideration, change of mind or opinion.* All the testees succeeded in writing the correct response.

**Summary for the Nominal Idioms Section**

In the nominal section of question 5.a in the pre-test, the test-takers succeeded in providing 283 (70.75%) correct answers versus 117 (29.25%) wrong ones. This relatively high achievement has been ascribed to the students' mastery over the nominal idioms category in general (because of their availability and familiarity in the subjects' mother tongue) and to their mastery of the tested lexical units in particular: they have their equivalents in Arabic.

In the present test (the post-test) the learners' performance, in the nominal idiom category of question 5.a, is as follows: the subjects produced 496 (99.2%) correct responses verses 4 (0.8%) wrong ones. The percentages provided above give clear indication of the students' improvement in understanding and using nominal idioms.
### Table - 101

POT: Q.5.a ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>Which of your activities are few and far between?</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>What kinds of books do you usually find cut and dried?</td>
<td>96</td>
<td></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Why are races more interesting if some racers are neck and neck?</td>
<td>97</td>
<td></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>When should you make an all-out effort to help someone?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>391</strong></td>
<td><strong>97.75%</strong></td>
<td><strong>9</strong></td>
<td><strong>2.25%</strong></td>
</tr>
</tbody>
</table>

**Adjectival Idioms Section (items 24 - 27)**

**Item 24. ‘Which of your activities are few and far between?’**

The adjectival form *few and far between* owns the meaning *rare, infrequent*. 98% of the testees produced the adequate answer.

**Item 25. ‘What kinds of books do you usually find cut and dried?’**

The IEX *cut and dried* has the meaning *routine* in the given context. 96% of the test-takers supplied the sought answer.
Item 26. 'Why are races more interesting if some racers are neck and neck?'

*The* adjectival combination *neck* and *neck* has the meaning close together. 97% of the learners provided the required reply.

Item 27. 'When should you make an all-out effort to help someone?'
*All-out*, as used in the above sentence, owns the sense *complete, thorough*. All the subjects answered this question correctly.

**Summary for the Adjectival Idioms' Section**

In the pre-test the subjects' performance in the adjectival idiom part of question 5.a is as below:

The testees provided 167 (83.50%) right sentences and 33 (16.50%) erroneous ones.

In the present post-test the students' achievement in the same category is as follows: They supplied successfully 391 sentences (97.75%) versus 9 (2.25%) wrong ones. This shows considerable progress in the students' knowledge and use of the adjectival forms after the explicitly taught course.
TABLE - 102
POT: Q.5.a ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sentences</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>What world problems should be eliminated for good?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Why are all languages changing little by little?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>What bad habit would you like to stop sooner or later?</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
<td><strong>00</strong></td>
<td><strong>00%</strong></td>
</tr>
</tbody>
</table>

**Adverbial Idioms (Item 28 - 30)**

Item 28. 'What world problems should be eliminated for good?'
The adverbial idiom *for good* has the meaning *forever, permanently*. All the students succeeded in writing the suitable answer for the provided question.

Item 29. 'Why are all languages changing little by little?'
*Little by little* in the above sentence owns the meaning *gradually*. The 100 subjects in this study produced successfully the necessary response.

Item 30. 'What bad habit would you like to stop sooner or later?'
The equivalent synonym to the IEX *sooner or later* is *eventually*. All the test-takers wrote correctly the needed sentence.
Summary for the Adverbial Idioms' Section

Before summarizing and concluding the present section, let’s recap briefly the students' performance in its counterpart in the pre-test. In that section, 98% of the subjects failed to write the required sentences. However, this hints to the students' difficulty with the verbal idiom category. In the present test (the POT), all the 100 students succeeded in understanding and producing sentences using the adverbial idioms in question.

Summary for Question Five a

In the pre-test the subjects’ performance in Question 5.a shows the following:

Total number of possible answers = 3000
Total number of correct answers and percentage = 1107(36.9%)
Total number of wrong answers and percentage = 1893(63.1%)

In the present post-test the students’ achievement is as below:

Total number of possible answers = 3000
Total number of correct answers and percentage = 2963(98.77%)
Total number of wrong answers and percentage = 37 (1.23%)

Comparing the statistics above, we can conclude that the subjects’ difficulty with writing meaningful and grammatical sentences, on the basis of questions / statements consisting MWV / IEX, has been reduced to a considerable extent: the students were able to produce 36.9% right answers in the PRT whereas in the POT they succeeded in writing 98.77% correct sentences.
Question 5.b. Paraphrase

In this part of question 5, the students were asked to paraphrase the following short passage.

"One day Bill was really down in the dumps. His friends all seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. Bill and his mother had a heart-to-heart talk about it. Bill's mother promised to pay him if he would lend her a hand in the kitchen. Bill was all thumbs, but he agreed. When his mom took the first bite of his meat loaf, he was on pins and needles. She loved it. "Here", she said as she gave him the money. "Step on it, or you'll be late".

5 marks were allotted to this task. The present task is receptive-productive type. It is the comprehension of the text then the production of the equivalent in meaning. By its nature this sub-test necessitates relatively subjective judgement while marking. Table 103 shows the students' marks on the paraphrase task:

Table - 103

<table>
<thead>
<tr>
<th>Marks out of 5</th>
<th>Frequency (number of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>03</td>
</tr>
<tr>
<td>5</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
From the above table we observe that the subject's achievement in the given task is moderate. The reasonable proportion of the students who comprehended the input text and hence, produced the intended meaning of the given passage in their own words. In short, they succeeded to some extent in providing the equivalent version of the original paragraph.

The reader is reminded that the students' performance in the paraphrase task, question 5.a of the pre-test, revealed the following:

60% of the students scored 1 mark, 30% obtained 2 marks and 10% got 3. That is, 90% of the subjects scored between 1 - 2. 10% got 3 marks.

In the present post-test 62% got marks between 1- 2. 38% got 3 marks and above.

6.7.4 Summary for the Post-test

Before making the summary and conclusion for the post-test (POT). Let’s go back to the subjects' results in the pre-test (PRT). In the PRT the students' performance could be shown statistically as below:

Total number of possible answers = 18000
Total number of correct answers and percentage = 6942(38.57%)
Total number of wrong answers and percentage = 11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:

• Semantic (meaning, collocation),
• Grammatical (syntactic, morphological)
• Stylistic and
• Orthographical problems / difficulties
Multi-word verbs pose more problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results in the test under the 4 general categories: verbal combinations, nominal, adjectival and adverbial. The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L₁ (Arabic) as well as the inherent problems / difficulties in the target language (English).

In the present post-test the subjects performed as indicated below:

- Total number of possible answers = 18000
- Total number of correct answers and percentage = 17025(94.58%)
- Total number of wrong answers and percentage = 975(05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that the learners' performance improved to a considerable extent. This can lead us to conclude that the students succeeded in dealing with IEX / MWV after the introduction the ETC on these multi-word lexical items. They committed less errors and produced / got more correct answers in the POT than in the PRT.
Summary and Conclusion

In this chapter an attempt has been made to answer the question 'How to solve the problems and eliminate the difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?' In doing so, we have tried to apply the means, approaches, principles, techniques, strategies etc., of teaching / learning vocabulary since these two components (IEX & MW) are mainly vocabulary area(s). A considerable emphasis and concern were given to the guessing-from-context strategy (contextualism) within the framework of the mentalistic and cognitive approach to language teaching / learning (awareness, explicitness, learners' active involvement in the teaching / learning processes...etc).

The present chapter starts with an introduction then follows section 2 which is a brief recall of the problems / difficulties facing the teaching learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. This recapitulation provides the findings and conclusions arrived at, presented and discussed in Chapter 5 of this study, through using the teachers' questionnaire, the students' questionnaire, the pre-test as well as the general survey of the English Language status, the ELT situation, and the examination of the English Language syllabuses at the university level in Sudan. These problems / difficulties were grouped into two main categories: the first category is the external problems / difficulties which are general obstacles that influence indirectly the teaching / learning of IEX / MWV. Some of these extrinsic problems / difficulties are: the status of the English language, the ELT situation and the university English Language syllabuses in Sudan. In the same category, there are also the materials, methodology, teachers' qualification and training, the evaluation system and the general academic environment. The second is the internal problems / difficulties of teaching / learning of IEX / MWV: these are obstacles which are inherent in the target language (English) or as the result of L1 (Arabic) interference. Some of these intrinsic problems / difficulties are:

a. Grammatical
b. Lexico-Semantic
c. Stylistic
For the grammatical level, the examples below are illustrative:

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence on the position(s) of adverbs, nouns object, pronouns object etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: the arrangement of the individual words in a given expression (e.g. give and take not *take and give) and the morphology of the constituents of the IEX: singular / plural (He’s burnt his boats not his boat) and the choice of the correct conjunction: e.g. heart and soul not *heart or soul.
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. carry on a conversation not * carry out a conversation.
- Fixation or non-fixation of the items / elements within IEX: replacing ships for boats in He’s burnt his boats.
- The meaning and understanding (comprehension) problems / difficulties.

At the stylistic level, we count in:

- The inability to use the appropriate MWV / IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

In section 3, we have tried to put the teaching / learning of idiomatic expressions and multi-word verbs in perspective mentioning that the teaching / learning of these multi-word lexical items is part of the teaching / learning of vocabulary and the latter is an important area of language teaching / learning. In the same section, we have discussed some of the vocabulary learning strategies and teaching techniques with special emphasis and close reference to the strategy of guessing from context. This sub-section is followed
by presentation and discussion of some of the principles, approaches etc., of teaching / learning of IEX / MWV.

In section 4, we have discussed in some detail the teaching and learning of vocabulary in context - a recurrent issue in our study - indicating its usefulness and validity in improving the learners' knowledge and use of vocabulary, in particular, and the general skill of reading. The section concludes with 'how to train the learners in the strategy of guessing from context'.

Section 5 concerns with the teaching and learning of IEX / MWV in context. It provides the relevant techniques and strategies for dealing with this special area of vocabulary: multi-word lexical items. It takes up the following aspects: pronunciation and spelling, grammar, collocation and meaning.

Section 6 devoted to the explicit taught course on IEX / MWV given to the subjects of the present study. This section includes the following headings: the rationale and the objectives, the sources and contents of the ETC, the evaluation of the suggested materials for the course and the implementation of the ETC considering the actual steps, classroom procedures and techniques used.

Section 7 deals with the students' performance after the introduction / inclusion of the ETC on IEX / MWV. It provides a detailed description of the construction / development etc. of the test, the results and findings of the post-test given to the learners to assess their performance in these multi-word lexical items. The impact of the ETC could be summarized in the following paragraphs.

Before presenting the summary and conclusion for the post-test, we echoed the students' performance in the pre-test. In the PRT, the subjects' performance could be shown statistically as below:

- Total number of possible answers = 18000
- Total number of correct answers and percentage = 6942 (38.57%)
- Total number of wrong answers and percentage = 11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:
• Semantic (meaning, collocation),
• Grammatical (syntactic, morphological)
• Stylistic and
• Orthographical problems / difficulties

From the subjects' performance we can infer also that multi-word verbs pose more problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results in the test under the 4 general categories: verbal nominal, adjectival and adverbial combinations. The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L1 (Arabic) as well as the inherent problems / difficulties of that area in the target language (English).

In the post-test, the subjects performed as indicated below:
Total number of possible answers = 18000
Total number of correct answers and percentage = 17025 (94.58%)
Total number of wrong answers and percentage = 975 (05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that the learners' performance improved to a considerable extent. This can lead us to conclude that the students succeeded in dealing with IEX / MWV after the introduction of the ETC on these multi-word items. They committed less errors and produced / got more correct answers in the POT than in the PRT.

In sum, the Sudanese learners of English at the tertiary level made considerable improvement and progress in the knowledge and use of IEX and MWV after taking the explicit taught course as the results of the POT have shown. This success could be attributed to the approach, the materials, the techniques and the strategies used in implementing the course especially the guessing-from-context strategy on which the subjects received intensive training. The approach followed in this course is the mentalistic / cognitive approach to the language teaching / learning which allows for learners' awareness, active involvement, explicitness and conceptualization. Overall, the ETC starts the students understanding and using these multi-word lexical items successfully, helping them to solve the problems and eliminate the difficulties they face while dealing with these two vocabulary components.