تقييم أداء متعلمي اللغة الانجليزية كلغة اجنبية في العراق للأفعال المتعدية إلى فعلين والافعال المتعدية المعقدة

Evaluating Iraqi EFL Learners' Performance of Ditransitive and Complex Transitive Verbs

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مستخلص البحث

تسلط هـذه الدراسة الضوء على نوعين أساسيين مـن أنواع الأفعـال المتعدية ألا وهمـا الأفعـال المتعدية إلى مفعـولين (Ditransitive Verbs)، والأفعـال المتعديـة إلى مفعـول بـه وتكملتـه (Complex Verbs Transitive) وهـذه الأفعـال سواء أكانت بسيطة (Simple) أم وكبه (Multi–word) لا تكتفي بتوضيح الحدث وإنما تؤثر على عناصر أخرى في الجملة (المَفعول بـه وتكملته). ولتوضيح حـدث الفعل وتأثيره تظهر عناصر إضـافية في الجملة تخضـع لترتيب نحوي معين ومنهـا مفعـولان مباشـر وغـير مباشـر (Direct and Indirect Objects) ومفعـول بـه وتكملتـه (Object and Object Complement)، وهـذه العنـاصر تشكل مـا يعرف بتكملـة الفعـل (Verb Complementation) وبالنظر إلى اختلاف الأفعـال المتعديـة مـن الناحية الدلالية والنحوية فأن مكملاتهـا تختلف وتتنوع أيضا.

يجد معظم طلبة الجامعة العراقيين دارسي اللغة الانجليزية لغة أجنبية صعوبة في التمييز بـين الأفعال المتعدية الى مفعولين وبين الأفعـال المتعدية الى مفعول بـه مـع تكملـة بسـبب الشبه بـين تراكيب هـذين النوعين مـن الأفعال.

تهدف هـذه الدراسة الى تقييم أداء وأستيعاب طلبة المرحلة الرابعة في قسم اللغة الإنكليزية/ كلية الآداب/ جامعة أهل البيت –عليهم السلام– لهذه الأفعال وقابليتهم على استعمالها في جمل مفيدة.

Abstract

This study sheds light on the two major types of transitive verbs which are ditransitive and complex transitive. These verbs (simple or multi-word) not only denote actions (physical or mental), but also affect other elements in the sentences, namely, the objects. Additional elements subjected to grammatical rules should appear in the sentence after the objects as substantial necessities to express the transferred actions of the verbs. Two objects (direct and indirect) are required in the state of ditransitive verbs while complex transitive ones demand an object complement along with the direct object. The term (verb complementation) comprises all the mentioned elements that follow the verb (ditransitive or complex transitive) and complete its meaning. Since ditransitive and complex transitive verbs differ in meaning, various types of complementation arise to go well with the various meanings denoted by each.

Most of the Iraqi EFL learners at the university level find it difficult to differentiate between the ditransitive and complex transitive verbs because of the similarities of their structures.

This study aims at evaluating the recognition and production of sentences with ditransitive and complex transitive verbs and their complementation in the performance of the fourth year Iraqi learners of English at the College of Arts, Ahlulbait University.

1. Introduction

1.1 The problem

One of the most essential bases in learning any foreign language is to understand the way sentences are constructed. This can be achieved if the learners have completely perceived the syntactic features of the functional elements of the sentences together with their grammatical rules. Concerning learning English, the present study deals with a syntactic problem having to do with the types of the transitive English verbs and their complementation that dominate the [svoo] and [svoc] patterns. Learners of English as a foreign language rarely face a difficulty either in identifying both the subject and object of any sentence or in specifying verbs and their tenses. They actually encounter a problem in determining the transitive use of the verbs and their different complementation since the former cannot be dealt with apart from the latter. The majority of the learners are baffled and bewildered with the elements that may appear after the direct object to form the various types of the transitive complementation for they are only accustomed to considering what comes after the verb as the direct object. The problem is more

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complicated with the multi-word verbs than with simple verbs. This can be ascribed to the combination of the particles (adverbs and prepositions) and the lexical verbs. The learners do not know exactly the syntactic functions of these particles in relation with the preceding verbs. They treat them as separate units not integrated in the verb phrases.

1. 2. Aims of the study
1. The present study attempts to reach the following aims:
2. Identifying the Iraqi EFL learners' knowledge and ability to differentiate between the patterns [svoo] and [svoc].
3. Investigating these learners' ability to construct sentences with ditransitive and complex transitive verbs whether simple or multi-word.

1.3. The Hypotheses
The study hypothesizes that:
1. The learners have more ability to recognize the [svoo] and [svoc] patterns than to produce sentences restricted to them.
2. It is more common for the learners to use the simple ditransitive and complex transitive verbs than the multi-word ones.
3. There are some verbs that have the characteristics of both ditransitive and complex transitive verbs. Yet the learners prefer to use them ditransitively.

1.4. Significance of the Study
This study is hoped to be of some theoretical and pedagogical significance. The present study offers an opportunity for syllabus designers as well as students and teacher of English as a foreign language to widen their awareness and deepen their knowledge of the different kinds of the transitive uses of English verbs, the varieties of the complementation they require, and how to discriminate one type from the other. It also brings out the grades of the multi-word verbs and their transitive uses as they present a serious problem for the students due to their complexity.

1. 5. Scope of the Study
As this study concentrates on the concept of transitivity and verb complementation, attention has been paid to the ditransitive and complex transitive verbs, whether simple or multi-word, apart from the simple monotransitive ones. The [svoo] and [svoc] patterns have also been taken into consideration for these two types of verbs mentioned earlier are the most fundamental elements that play a significant role in setting them up.

1. 6. The Limitations

Since the present study is mainly concerned with complex transitive verbs having the pattern [svoc] only, the [svoA] pattern is excluded.

1.7. The Procedures

To test the hypotheses of this study, a two-part test is conducted to the fourth year students in the Department of English, College of Arts, Ahlulbait University. The first part of the test (Production Test) comprises four subsections that aim at measuring the students' ability to produce sentences that reflect the ditransitive and complex transitive uses of the chosen verbs. The second part (Recognition Test) concentrates on measuring the students' recognition of the ditransitive and complex transitive complementation within the twenty submitted sentences. (See Appendices(I and II).

2. The Theoretical Background

2.1. The Concept of Transitivity

Transitivity is derived from the Latin word 'transit' which means 'going or passing over'. Semantically, transitivity refers to the situation in which the action of the verb passes over or is directed from the doer of the action to the receiver. (Muir, 1987:109).

Smart (1953: 48) claims that transitive action involves two participants: the actor 'subject' and the goal 'object' to which the action of the verb is transferred:

The teacher punished the careless pupils.

Here the action of punishment is applied from the teacher 'the subject' to the careless pupils 'the object'.

Syntactically, transitivity refers to the situation in which the verb requires one or more completers as essential elements that make the construction in which they occur well-formed. A completer is either a noun phrase (NP) or a construction that functions alike:

I told her the news.

I told her what was going on.

Verbs requiring such completers are used transitively, so they are labeled as transitive verbs, (Wechsler,1995:2). Transitive verbs fall into three categories depending upon what completes them. These categories (as it is shown in figure 1) are monotransitive, ditransitive, and complex transitive.
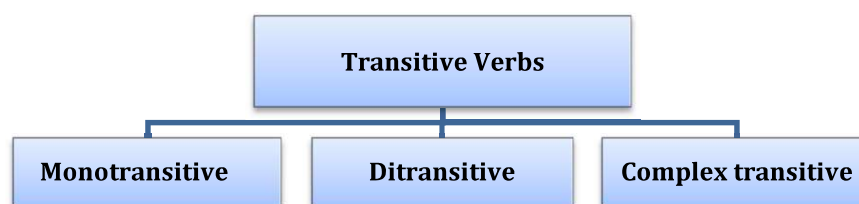
Figure 1: Categories of Transitive Verbs

2.1.1. Monotransitive Verbs

Verbs falling under this class require a single noun phrase or a nominal clause as a direct object to express their sense fully. They govern the patterns[SVO] and [SVOA]. (Roberts,1997: 82)

The soldiers betrayed their leader.

S V O

They fought the enemy bravely.

S V O A

In the above examples, the two verb phrases (VPs) 'betrayed' and 'fought' are followed by the two NPs 'their leader' and 'the enemy' respectively function as direct objects that receive the action of the verbs.

Quirk et al. (1985: 215) state that the direct object is identifiable by its formal and functional properties. These are form, position, and voice. As far as form is concerned, the direct object has the form of a noun phrase or constructions that functions like a noun:

nothing about the robbery of the bank.

I know

that they will be here at once.

When the subject and the object of a sentence refer to the same entity, then the direct object will be in the form of a reflexive pronoun. The reflexive pronoun will agree with the subject in number, person, and gender:

He should see himself.

We should see ourselves.

All other pronouns assuming object function will take the objective form:

He should see them.

As for position, the direct object usually occurs after the verb from which it receives the action. (James and Stewig, 1997: 163)

The heavy snowfall blocked all the roads.

S V O

However, it is not always the case. The direct object can be the initial element of the sentence keeping the sentence grammatical. (Nash, 1986: 42)

The postman brings some of our mail.

S V O**d**

Some of our mail the postman brings.

Od S V

With reference to voice, Forlini, (1990: 217) stresses that transitive verbs change forms to show if the subject is performing the action. In English, most verbs have two voices, one to show that the subject is performing an action 'active voice' and one to show that the subject is having an action performed upon it 'passive voice'. The latter appears as a result of the process of passivization. Pearson (1977:30) mentions that transitive verbs have many features among which is the ability to be transformed to passive sentences. Such transformation is made only by the aid of the object since it is the only element of the sentence back to which the verb sends its action. (Leech & Svartvik, 1999: 615)

He puts the books on the shelves.

The books are put on the shelves.

However, the passive is blocked if the subject and the object have the same reference.

He puts himself in trouble.

* Himself is put in trouble.

Moreover, passivization does not make any change in the meaning just the emphasis will be upon the object rather than the subject.

Haegeman and Gueron (1999: 126) concentrate on some verbs like (hold, have, resemble, and lack) that cannot be made passive despite taking objects. Such verbs are called (middle verbs).

He holds strange views on religion.

* Strange views are held on religion.

Transitive verbs do not behave in the same way. Some of them never appear in sentences without objects. Others appear either with or without objects according to the context in which they occur, Smart (1953: 86).

I ran quickly. [SVA]

I ran the generator. [SVO]

Such a multiple use of some verbs might or might not involve a shift in the meaning of the verb. In the first previous example, the verb [ran] means the familiar form of human activity. In the second example, the meaning is totally different. It means [cause to work].

On the other hand, verbs like (eat, smoke, read, and write) are used both transitively and intransitively without any change in meaning:

He speaks French fluently.

He speaks well.

Broughton (1990: 90) direct us to the way by which we can determine the transitive verbs. They point out that if what follows the verb can provide an answer to the questions (what) or (whom) after the verb, then it is transitive:

Good luck brings happiness.

What does good luck bring?

Since 'happiness' answers (what), we are perfectly sure that 'bring' is a transitive verb. This test can be applied to any other verbs to determine the type to which they belong.

Ultimately, some transitive verbs such as (lay, rise, and raise) are troublesome at some points. They are confused and misused since they are either spelt the same or have similar forms, but indicate different meaning. (Long & Long, 1971: 215)

She lay on the couch.

'Lay', the past form of 'lie', is used intransitively which means 'to be situated'. However, in:

Chickens lay eggs.

'Lay', the base form, is a transitive verb means 'produce'.

The difference in meaning is also permanent in:

The sun rises during the day.

'Rise', the base form, is intransitive which means 'appear'

As he is strong, he raises heavy things.

'Raise', the root, is a transitive verb conveys the sense 'lifting'.

2.1.2. Ditransitive Verbs

Sheeler (1978: 55) defines ditransitive verbs as "a type of transitive verbs that are followed by two noun phrases which are not in intensive relation functioning as two objects". The NP that immediately follows the verb is the indirect object (Oi) and the one that comes later is the direct object (Od). The basic and normal word order for ditransitive sentences is (S V Oi Od):

I brought my mother a cup of tea.

S V Oi O**d**

The indirect object on its turn is defined by Forlini (1990: 113) as "a noun or pronoun that comes after the action verb and before the direct object". It names the person or thing that something is giving to or done for:

Dave gave each slide a new title.

S V Oi O**d**

Baum (1985: 7) indicates that the indirect object (Oi) has the following features:
- It occurs as a noun phrase or a clause:

She bought her son a new bike.

I notified them that the match was postponed.

- It appears in sentences only if there is a direct object. It normally intermediates the ditransitive verb and the direct object:

She read them the instructions.

S V Oi O**d**

- It has the capacity to be swapped with a prepositional phrase functioning as an adverbial beginning with (to, for, from,, and of) relying upon the main verb of the clause, Allerton (1977: 21):

He built his family a large house.

S V Oi O**d**

He built a large house for his family.

S V O**d** P.P

These two sentences have the same meaning, but with different order for the direct object. This point has been explained by Allerton (ibid: 22) stating

that the position of (Oi) in a clause is changeable basing on whether it is introduced by a preposition or not:

- It is more likely to be optional. Quirk et al. (1985: 54) denote that (Oi) is optional with some verbs. It can be taken out, yet the meaning can be grasped:

Mary gave the children some sweets.

Mary gave some sweets.

From the structural point of view,'gave' in the second sentence is monotransitive. However, semantically, It is still ditransitive. It is implied that when Mary gave something; she did that to someone else. Therefore, there is an implied addressee, which is the implied (Oi).

Malmstorm and Weaver (1973: 17) note that transitive verbs have synonymous passive constructions in which the objects have become the grammatical subjects. Accordingly, ditransitive verbs have two passive analogues due to the fact that they are followed by two noun phrases or their equivalents. Each functions as a subject:

They offered my sister a new job.

S V Oi O**d**

My sister was offered a new job. (More common)

A new job was offered my sister. (Rarely needed)

Another passive sentence can be made when the last sentence is altered with a prepositional paraphrase:

A new job was offered to my sister.

2.1.3 Complex Transitive Verbs

Verbs embodied in this category have a unique feature of being followed, for syntactic and semantic reasons, by two elements: the direct object and the object complement. Complex constructions with the object complement are given a rise to by the combination of the [SVC] and [SVO] patterns. The object complement for Quirk et al. (1985:65) is what follows the direct object and completes the specification of a meaning relationship that the direct object implies.

From the syntactic point of view, an object complement is a functional constituent that should appear with the direct object to govern the pattern (S V Od Co).

Semantically, it refers to the same existence of the direct object as well as adding more information. (Blumenthal, 1981: 269)

Shakespeare titled one of his plays "Macbeth".

S V Od Co

Concerning form, the object complement can be an NP, which is linked to the object with an intensive relation. (Harman, 1950:250)

They named the baby Doris.

Adjectives are particularly used to describe the direct object or limit it, (Fries, 1952: 67):

The hot weather turned all the milk sour.

Adverbials are also possible:

The teacher got chalk on his jacket.

Prepositions are also required:

She put the box under the bed.

The object complement has the following functional features presented by Quirk et al. (1985:224):

- It occurs only if there is an object in the sentence. it is normally inserted after the direct object, Harman (1950:250):

His wife made him more miserable.

- It does not have any corresponding passive sentences in which the object complement appears in the subject position:

She has grown her hair long.

Her hair has been grown long.

*Long has been grown her hair.

- It completes a reference to the object of the sentence. There is copular relation existed between the object and its complement. Such a relation enables the object and its complement to form a three-element clause of the pattern [S V C]. (Eckersley & Eckersley, 1963: 89):

I cannot keep those children quiet.

S V Od Co

Those children are quiet.

S V C

In addition, this is the way by which the complex transitive verbs can be tested.

- It corresponds to the direct object in number (singular, plural) if it is only an NP. Notice this pair of sentence:

I have made Ali and Lena my assistants.

I have made Ali and Lena successful.

- It is an optional component with some verbs. Its omission does not affect the whole sense of the clause, it only turns the verb into monotransitive:

They will appoint Albert the new manager.

They will appoint Albert.

2.2. Transitive Verbs: Simple VS Multi- Word

Quirk et al. (1985: 1150) suggest a division of verb classification as simple and multi- word verbs with regard to their forms. Simple verbs are one-word formations which are the lexical verbs themselves followed by no elements just what are required for the grammatical and semantic complementation of the sentences such as (open, eat, come, hit, fight, sleep). Transitive verbs with their subtypes occur in clauses as single verbs. (Crystal, 1990: 44)

We have been trying to organize ourselves.

(monotransitive)

They made him an offer. (ditransitive)

We count Alice one of us. (Complex transitive)

On the other hand, the combination of simple verbs with adverbs, prepositions, or both of them such as (bring up, call off, do over, fill up, hand in, and get along with) have been given different names such as (verb-adverb combination, verb- particle construction, two- part verb, and verb compounds). Quirk (1985: 1152) and Crystal (1995: 118) share the same idea of calling such verbs "multi-word verbs". Hook (1981: 2) defines a multi-word verb as "a unit constructed by a combination of a lexical verb and one or more particles acting in concert exactly as if they were a single verb".

My alarm clock did not go off this morning.

The verb combination (go off) functions lexically and syntactically as a single verb meaning (ring).

Quirk et al (1985: 1150) define particles as "morphologically invariable words that are applied to lexical verbs forming single units". These particles can be:

- Prepositions only (at, for, from, against, upon, to, with).
- Spatial adverbs (out, apart, aside, back, and in front of).
- Both adverbs and prepositions (across, after, along, off, down).

Whatever particles are, they have only the appearance of adverbs or prepositions, but function differently. They only cooperate with lexical verbs to form single grammatical units that are referred to as 'idioms'. Hornby (1974: 55) defines an idiom as "a phrase whose meaning is not obvious through knowledge of the individual meanings of the constituent words. Examine the following instances:

I got a new car.

I have got through my work at night.

In the first example, 'got' means (owned) while in the second example, it means (finished). Furthermore, each verb-particle combination can frequently be replaced by a single verb with the same general meaning:

She hopes to <u>bring about</u> a change in his attitude.

She hopes to <u>cause</u> a change in his attitude.

Multi-word verbs are an interesting phenomenon in English. They create some difficulty to the foreigners which can be ascribed to the following reasons:

- The semantic properties of these verbs.

Bollinger (1971: 10) points out that Multi-word verbs cover both the literal (transparent) and idiomatic (opaque) uses. They are said to be literal if their meaning can be deduced by defining their individual parts:

When I touched him, he <u>turned round</u>. (literal)

In addition, if the meaning cannot be understood through combining the meaning of the verb and the particle, it will be considered as opaque:

People often <u>do over</u> their work when they make

mistakes. (Opaque)

- The context.

Hook (1981: 145) claims that some multi-word verbs such as (hold up, turn off, call on, go on) can have a multitude of different meanings depending on

the context. The following sentences illustrate how the verb (pick up) shows many shades of meaning:

Please, <u>pick up</u> your room. (tidy up)

He <u>picks up</u> foreign languages easily. (learns)

She <u>picks up</u> some milk on her way home. (buys)

- Particles.

Particles create some difficulty in learning multi-word verbs. Various particles added to the same verb make it indicate different meaning:

They had <u>broken in</u> new horses.

The prisoner <u>broke out</u> the jail.

The explorer <u>broke through</u> the underbrush to find the

Temple.

To get over such difficulty, multi-word verbs should be learned by memorization and frequent practice since they never submit to any rules for their constructions.

The verb- particle combination has an impact on the transitive use of the lexical verbs. Some that are transitive can become intransitive:

He <u>takes</u> the children to the zoo every Friday.

The plane will <u>take off</u> at 6:30.

Others that are intransitively used turn into transitive:

He <u>ran</u> to the house.

He <u>ran into</u> an old friend on his way home.

Nevertheless, some verbs keep their transitive use unaffected:

Spring <u>brings</u> nice weather and flowers.

Good writers <u>bring out</u> useful information about

people.

A bit of information regarding the functional aspect of some multi-word verbs is presented by Hook (ibid: 126). They appear in clauses as nouns or adjectives having the forms of the verbs, but with a noticeable difference. Most

are written without separating the two combined words, others with a hyphen in between:

Good friends <u>stand by</u> one another.

You are my old <u>standby</u> friend.

Someone might <u>break in</u> if we leave.

We had <u>break-in</u> at our house.

3. The Empirical work

3. 1. The Sample

The sample of this study comprises seventy fourth year students selected from the Department of English, College of Arts, Ahlulbait University during the academic year (2011-2012). These learners are native speakers of Arabic who have similar EFL background. These learners are native speakers of Arabic who have similar EFL background. Their age ranges between twenty and twenty-two years old.

The fourth year students have been chosen to apply the test because they are the most advanced and qualified undergraduate learners. In addition, the topic of the test under investigation has been taught during their four year study of English.

3.2. The Test

A two-part test is carried out on the 6th of May, at Ahlulbait University, during the academic year (2011-2012). The test has two parts. Each has its own aim. Part I is designed to test the learners' ability to produce sentences limited to the [SVOO] and [SVOC] patterns by using the given verbs. Part II concentrates on the learners' recognition of the ditransitive and complex transitive complementation within the sentences that are submitted to them. Part I (Production Test) is composed of four subsections (A, B, C, and D) each of which consists of five items. The total number of the items is twenty. (See Appendix I). on the other hand, Part II (Recognition Test) covers sentences with these different types of both ditransitive and complex transitive complementation that govern the [SVOO] and [SVOC] patterns. The total number of the sentences is twenty. The learners are asked to determine the pattern to which each sentence belongs. (See Appendix II).

The time allowed for answering the test is one hour. The instructions for each question are given to the subjects. They are instructed to answer on the same test sheets in order to save time and effort.

3.3. The Statistical Means

The following statistical means are used to treat the data:
1. The percentages to know the rates of the correct and incorrect responses.
2. The frequencies to know the exact number of both the correct and incorrect responses.
3. The -Z- Test to measure the differences between the percentages.

3.4. Data Analysis

As it has been mentioned earlier, Part I has four subsections (A, B, C, and D). The learners' responses for each have been tabulated to measure their ability to perceive the ditransitive and complex transitive uses of the verbs included in each part of the test through setting up accurate sentences.

3.4.1 Part I-A- (The Production Test)

It comprises five one-word verbs to be used in sentences as ditransitive or complex transitive:

Item No. 1. (Buy)

Fifty seven learners (81.4%) recognize the stylistic feature and compose accurate sentences that reflect its ditransitive use. While thirteen ones (18.6%) do not do so. This is because they tend to use this verb followed by only one object rather than two. So the sentences they composed are regarded inaccurate.

Item No. 2. (Elect)

The total number of the learners who use this verb properly as complex transitive is forty six (65.7%) whereas twenty four others (34.3%) misuse it. The latter low percentage indicates that most of the learners are not aware of the syntactic peculiarities of such verbs so they fail to use them accurately.

Item No. 3. (Give)

All the learners (100%) reflect their understanding of this verb by forming valid sentences that correspond with what is required in this part of the test. This full percentage implies that the majority of the learners conceive the syntactic quality of this verb well enough to construct valid sentences.

Item No. 4. (Make)

The correct uses of this verb score (67.1%) distributed as (54.3%) for the ditransitive and (22.8%) goes to the complex transitive. The low percentage of
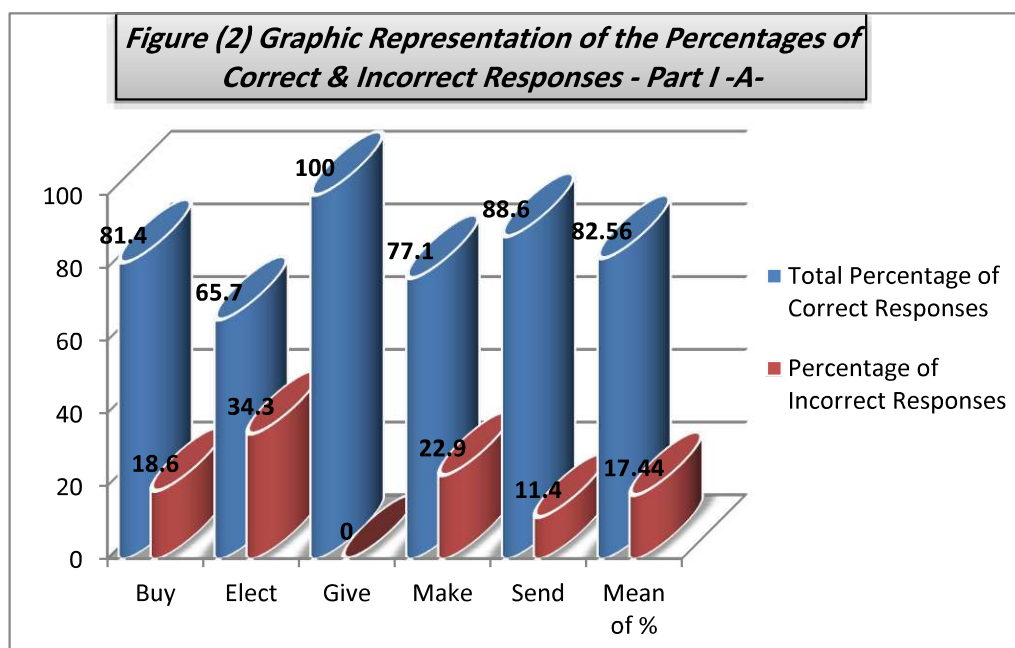
the latter shows that the learners are accustomed to using such verbs followed by one or more objects rather than a direct object and its complement.

Item No. 5. (Send)

Only four learners (5.7%) succeed in using this verb as complex transitive. While fifty eight ones (82.9%) use it properly as ditransitive. The great contrast between the two percentages indicates that the majority of the learners comprehend the ditransitive use of this verb more than the complex transitive one. (See Table 1)

Table (1): Results of Part I -A-

Simple Verbs		Correct Responses						Incorrect Responses	
		svoc		svoo		Total			
		F	%	F	%	F	%	F	%
1.	Buy	0	0	57	81.4	57	81.4	13	18.6
2.	Elect	46	65.7	0	0	46	65.7	24	34.3
3.	Give	0	0	70	100	70	100	0	0
4.	Make	16	22.8	38	54.3	54	77.1	16	22.9
5.	Send	4	5.7	58	82.9	62	88.6	8	11.4
Mean of %			18.84		63.72		82.56		17.44

Figure (2) Graphic Representation of the Percentages of Correct & Incorrect Responses - Part I -A-

The distribution of the percentages in this table indicates that the correct uses of the given simple verbs is so high. They get the score (82.56%) that reflects the learners' good ability to use such verbs in accurate sentences. This is due to the fact that the learners of English to whom this test is applied have been acquainted widely with those simple one-word verbs whether at their secondary or university level of learning English as a foreign language. The verbs, on the other hand, are clear and easy to learn.

3.4.2. Part I-B- (The Production Test)

This part has a blend of both ditransitive and complex transitive phrasal verbs to be used in sentences. These are:

Item No. 1. (Find out)

Only eleven learners (15.7%) use this verb correctly as ditransitive and seven others (10%) use it as complex transitive. These two percentages imply that most of the learners have inadequate knowledge about such a verb-particle combination. Therefore, they are unable to produce correct sentences.

Item No. 2. (Hold over)

The entire number of the learners who use this verb correctly as ditransitive is sixteen (27.1%). On the other hand, fifty four learners (72.9%) misuse this verb. The noticeable contrast between these two percentages pointed out that most of the learners regard the adverbial particle (over) as a separate item

linked to the following noun phrase forming an adverbial rather than to the lexical verb itself.

Item No. 3. (Open out)

The meaning of this verb is quite clear for just seven learners (10%) to set up valid sentences. While sixty three others (90%) do not grasp the meaning reflected in this verb. As a result they are incapable of producing well-formed sentences within which it is used ditransitively.

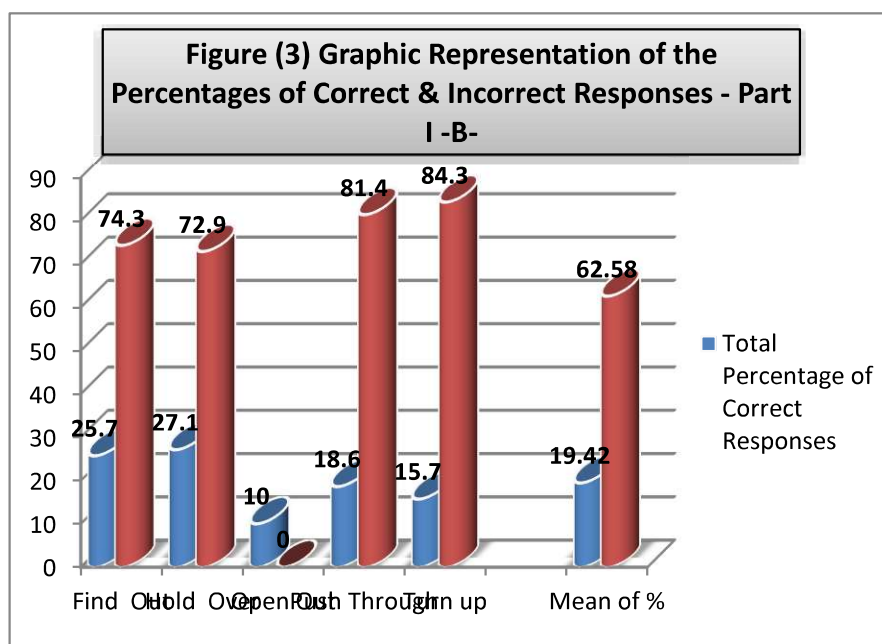### Item No. 4. (Push through)

Thirteen learners (18.6%) show a sign of perceiving the ditransitive use of this verb throughout the proper sentences they formed. On the contrary, fifty seven learners (81.4%) produce incorrect sentences that indicate their misunderstanding of the syntactic feature of such combination. They confuse this verb with a construction of a transitive verb accompanied by an adverb of place. Therefore, their sentences are put aside because they are not on the same line of the aims of the test.

Item No. 5. (Turn up)

The number of the right responses is limited to eleven (15.7%) whereas the incorrect ones ascend to fifty nine (84.3%). This is because the learners looked at this verb as two separate items that function apart from each other. They do not regard it as a single verb having its own function. (See table-2)

Table (2): Results of Part I-B-

Phrasal Verbs		Correct Responses						Incorrect Responses	
		svoc		svoo		Total			
		F	%	F	%	F	%	F	%
1.	Find Out	7	10	11	15.7	18	25.7	52	74.3
2.	Hold Over	0	0	16	27.1	16	27.1	54	72.9
3.	Open Out	0	0	7	10	7	10	60	00
4.	Push Through	0	0	13	18.6	13	18.6	57	81.4
5.	Turn up	11	15.7	0	0	11	15.7	59	84.3
Mean of %			5.14		14.28		19.42		62.58

Figure (3) Graphic Representation of the Percentages of Correct & Incorrect Responses - Part I -B-

The percentage of the correct responses is too low if contrasted with that of table (1). They scored only (19.42%). This goes back to the learners' misunderstanding of the syntactic and semantic features of the phrasal verbs. They are confounded with the existence of the adverbs.. They wrongly consider such particles as prepositions fused with the following noun phrases.

3.4.3. Part I-C- (The Production Test)

This subsection includes a mixture of ditransitive and complex transitive prepositional verbs. They are:

Item No. 1. (Describe as)

Twenty six learners (37.1%) out of seventy conceive of the syntactic feature of this verb as being followed by two elements (the direct object and its complement) and produce correct sentences. Forty four learners (62.9%) illustrate their inability to deal with this verb by setting up invalid sentences which are not confirmed with the aims of this test. This may go back to the inadequate knowledge most of the learners have about such a verb-particle combination.

Item No. 2. (Forgive for)

Thirty eight examinees (55.9%) take notice of this point and construct accurate sentences. The rest (44.1%) do not do so. They fail to form proper sentences owing to their perception of this verb as a sequence of a monotransitive verb and a preposition rather than a single one.

Item No. 3. (Remind of)

Forty two learners (60%) prove that they grasp the meaning of this verb as they use it properly as ditransitive. In reverse, twenty eight learners (40%) do not apprehend the semantic and syntactic properties of this verb and set up ill-formed sentences.

Item No. 4. (Turn into)

The percentage (32.9%) of the correct sentences set up by twenty three examinees sheds light upon their realization of the particularity of this verb. On the other hand, forty seven ones (67.1%) point out their misunderstanding of this verb by constructing ungrammatical sentences. This can be attributed to the fact that they do not consider the preposition (into) as a part of the lexical verb (turn) and link it to the following noun phrase.

Item No. 5. (Warn of)

The meaning of this verb is clear enough for forty learners (57. 1%) to conceive. Therefore, they can form sentences that coincide with what is required in this test. While thirty ones (42.9%) misapprehend this verb and produce unacceptable sentences.The divergence of the two percentages clears up that the learners to whom the test is applied have different background of educations that led to different dealings with this verb. (See table-3)

Table (3): Results of Part I–C– The table shows that the percentage scored by the accurate responses in general is (48.6%). Though it is higher than that of the preceding subsection, it is not hopeful. It points out that the learners could not conceive the use of such multi-word verbs and their

	Prepositional Verbs	Correct Responses						Incorrect Responses	
		svoc		svoo		Total			
		F	%	F	%	F	%	F	%
1	Describe as	26	37.1	0	0	26	37.1	44	62.9
2	Forgive for	0	0	38	55.9	38	55.9	32	44.1
3	Remind of	0	0	42	60	42	60	28	40
4	Turn into	23	32.9	0	0	23	32.9	47	67.1
5	Warn of	0	0	40	57.1	40	57.1	30	42.9
Mean of %			14		34.6		48.6		51.4

occurrence in sentences to govern the [SVOO] and [SVOC] patterns. It seems that these two patterns when used with prepositional verbs represent a real problem for the learners. They did not consider prepositional verbs as single ones. They tended to separate them and combine the preposition to the following noun phrase rather than the preceding lexical verb.

Figure (4) Graphic Representation of the Percentages of Correct & Incorrect Responses - Part I -C-
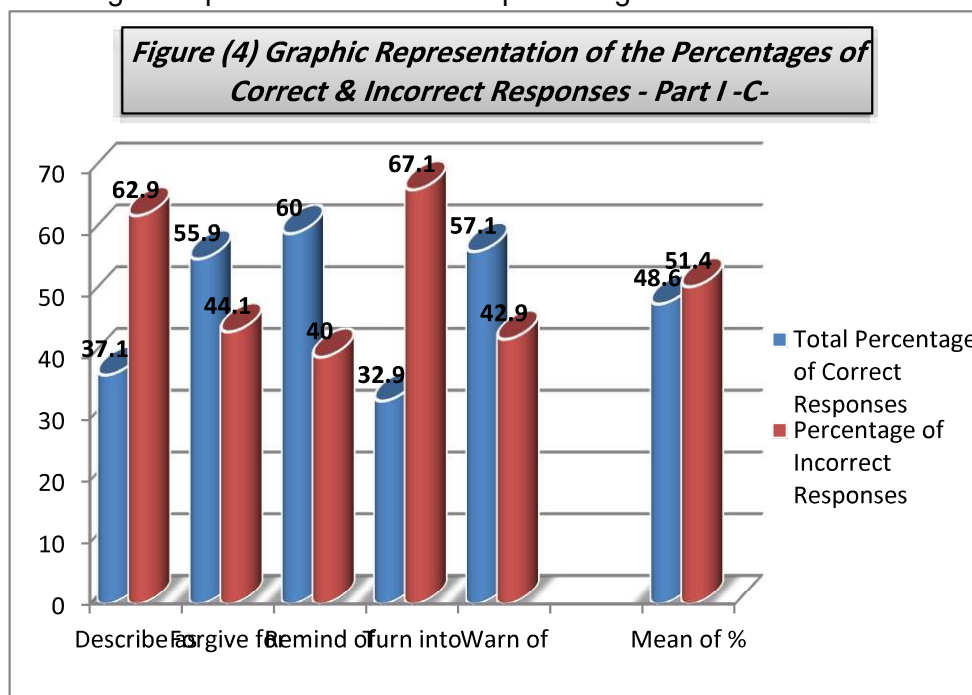
3.4.4. Part I-D- (The Production Test)

This part embodies five multi-word verbs known as phrasal prepositional verbs because of the combination of a lexical verb and two particles: an adverb and a prepositional particle. They are:

Item No. 1. (Drop out of)

All the learners (100%) do not conceive this verb and flop to use it correctly as complex transitive. This goes back to the insufficient knowledge they have about the multi-word verbs in general and phrasal prepositional verbs in particular.

Item No. 2. (Hold back from)

Only three learners (4.3%) understand the syntactic property of this verb and produce accurate sentences while the others (95.7%) do not. The latter low percentage indicates that most of the learners find this verb too difficult and complicated to deal with. As a result, they cannot form sentences that reflect its ditransitivity.

Item No. 3. (Let out of)

Twenty seven learners (38.6%),in contrast with forty three others (61.4%), respond wrongly despite the explicitness of this verb. They show no sign of ingenuity in dealing with this verb as a single one. They regard it as a monotransitive verb followed by a complex preposition. Therefore, the sentences they made up are invalid.
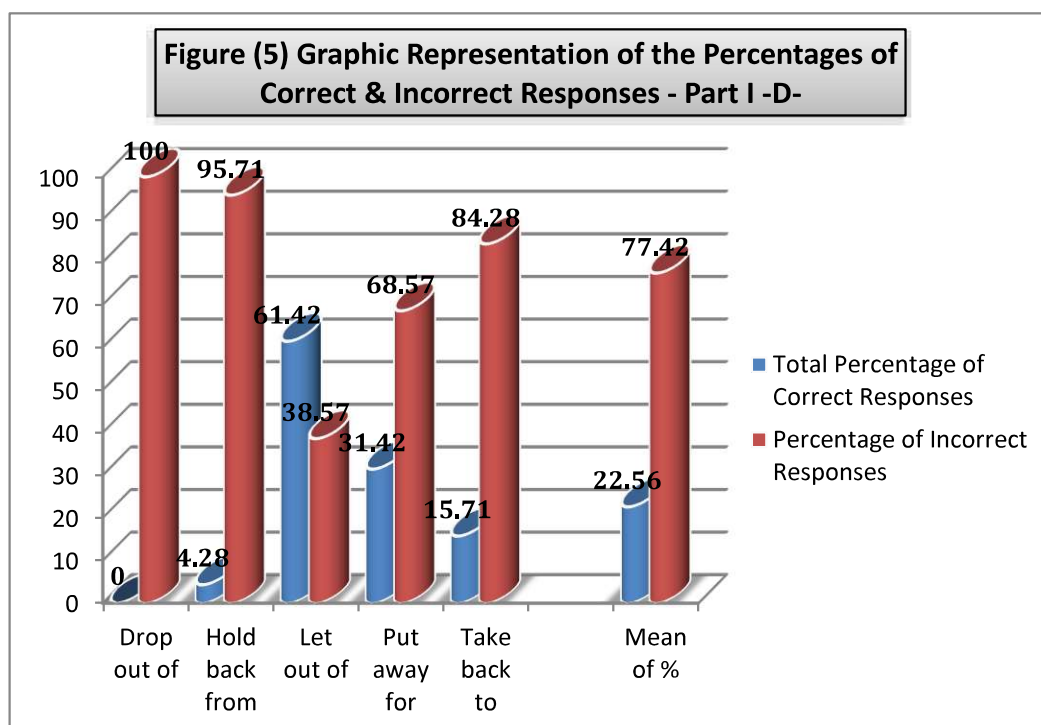
Item No. 4. (Put away for)

Twenty two learners (31.4%) out of seventy form right sentences they are fully conscious of the syntactic specialties of this verb. The rest, forty eight, (68%) on their part do not use this verb exactly as they are asked to. This is ascribed to the lack of knowledge they have about multi-word verbs in general and phrasal prepositional in particular.

Item No. 5. (Take back to)

Only eleven learners (15.7%) know how to use this verb as ditransitive and construct correct sentences whereas fifty nine learners (84.3%) are unsuccessful in doing so. The high percentage of the incorrect responses manifests that most of the learners' qualification is not high enough to make them produce accurate grammatical sentences. (See table-4)

Phrasal Prepositional Verbs		Correct Responses						Incorrect Responses	
		svoc		svoo		Total			
		F	%	F	%	F	%	F	%
1	Drop out of	0	0	0	0	0	0	70	100
2	Hold back from	0	0	3	4.3	3	4.28	67	95.71
3	Let out of	0	0	43	61.4	43	61.42	27	38.57
4	Put away for	0	0	22	31.4	22	31.42	48	68.57
5	Take back to	0	0	11	15.7	11	15.71	59	84.28
Mean of %			0		22.56		22.56		77.42

Table (4): Results of Part I–D–

Figure (5) Graphic Representation of the Percentages of Correct & Incorrect Responses - Part I -D-


The percentages appeared in this table are the lowest. Generally, the correct responses score the percentage of (22.56%). All the learners fail to use the complex transitive verb (drop out of) in correct sentences, While few of them prove themselves qualified enough to construct right sentences that reflect the ditransitive use of the remaining verbs. This is attributed to the fact that the most learners who performed the test had never dealt with such a type of multi-word verbs.

Table (5): Mean of Means of % - Part I

Sections of Part I	Mean of %		
	SVOC	SVOO	Total %
A	18.84	63.72	82.56
B	5.14	14.28	19.42
C	14	34.6	48.6
D	0	22.56	22.56
Mean of Means of %	9.49	33.79	43.28

Figure (6) Graphic Representation of Mean of Means of % - Part I (Production Test)/ All Sections
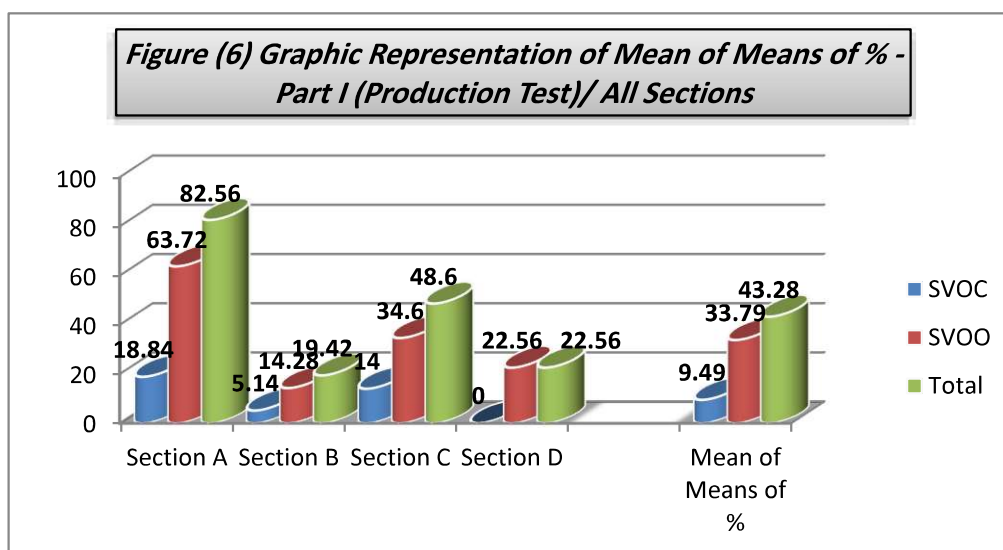
3.4.5. Part II (The Recognition Test)

This part of the test concentrates on the learners' ability to recognize the [SVOO] and [SVOC] patterns. It comprises twenty sentences with different types of ditransitive and complex transitive complementation. The numbers shown in table (6) indicate the followings:

1. Most of the learners are familiar with the function of adjectives as modifiers only. They take no notice of their function as an object complement. Those who do so are not the same in their ability to recognize the [SVOC] pattern. This point is illustrated throughout the different percentages scored by sentences 1, 17, 18, and 19:

1- *The mud makes walking difficult. (88.6%)*

17- *They found her a good husband. (58.6%)*

18- *Helen preferred the walls of the sitting room white.*

(58.6%)

19- *Mike found his boss rigorous. (52.9%)*

2. The learners cannot recognize the (-ed) and (-ing) participles to be used as adjectival functioning as object complement. They deal with them as verbs rather than adjectives. Therefore, the percentages scored by the sentences 4, 16 and 20 are lower than that scored by the sentence 1:

1- *The mud makes walking difficult. (88.6%)*

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4- Bad news drove him utterly depressed. (57.1%)

16- I noticed them entering the house. (10%)

20- She got the watch repaired at once. (47.1%)

3. The learners perceive the object complement as noun phrases better than prepositional phrases. They do not comprehend the prepositional phrase as alternative to the noun phrase functioning as a direct object since they are accustomed to use only noun phrases added to simple verbs. As a result, the number of the learners who recognize the object complement, as a noun phrase is the most. This is reflected in the contrast percentages of the sentences 3, 5, 12 and 13:

3- He does not owe me anything. (78.1%)

5- She told the news to everyone in the village. (47.1%)

12- We ought to turn our attention to something important.

(47.1%)

13- Susan made a meal for her children. (57.1%)

4. The numbers in the table show that the learners find it difficult to recognize the function of a clause, either finite or non-finite as an object complement. This has been illustrated by the low percentages that the sentences 6, 7, 8, and 9 scored as compared with sentence 3:

3- He does not owe me anything. (78.1%)

6- Jack intended his friend to lend him some money. (62.9%)

7- They advised him how to be successful. (57.1%)

8- I agree with you that the good always wins. (68.6%)

9- The technician showed us how to operate the new

machines. (51.4%)

5. The learners can understand and recognize simple verbs easier than multi-word verbs. This has been indicated by the too low percentage scored by the sentence 15 as contrasted with the sentence 3. This is attributed to the fact that the learners are not consider the particles as

integral elements of the verb phrases. They look at them as separate items that have nothing to do with the preceding lexical verbs. (see table 6)

3- He does not owe me anything. (78.6%)

15- Sarah took her friend in holding a party. (20%)

	Sentences	Incorrect Responses		Correct Responses		
		F	%	F	%	TYPE
1.	The mud makes walking difficult.	8	11.4	62	88.6	SVOC
2.	I obliged him to say the truth.	30	42.9	40	57.1	SVOO
3.	He does not owe me anything.	15	21.4	55	78.6	SVOO
4.	Bad news drove him utterly depressed.	22	31.4	48	68.6	SVOC
5.	She told the news to everyone in the village.	37	52.9	33	47.1	SVOO
6.	Jack intended his friend to lend him some money.	26	37.1	44	62.9	SVOC
7.	They advised him how to be successful.	30	42.9	40	57.1	SVOO
8.	I agree with you that the good always win.	22	31.4	48	68.6	SVOO
9.	The technician showed us how to operate the new machines,	34	48.6	36	51.4	SVOO
10.	They had let the prisoner go home.	33	47.1	37	52.9	SVOC
11.	I have often wished myself a	41	58.6	29	41.4	SVOC

	millionaire.					
12.	We ought to turn our attention to something more important.	37	52.9	33	47.1	SVOO
13.	Susan made a meal for her children.	30	42.9	40	57.1	SVOO
14.	She turned up the music loud.	15	21.4	55	78.6	SVOC
15.	Sarah took her friend in holding a party.	50	80	14	20	SVOO
16.	I noticed them entering the room.	63	90	7	10	SVOC
17.	They found her a good husband.	24	34.3	41	58.6	SVOO
18.	Helen preferred the walls of the sitting room white.	29	41.4	41	58.6	SVOC
19.	Mike found his boss rigorous.	33	47.1	37	52.9	SVOC
2o.	She got the watch repaired at once.	37	52.9	33	47.1	SVOC
Mean of %			44.43		55.22	

Table (6): Results of Part II (Recognition Test)

4. Conclusions and Pedagogical Recommendation

4.1. Conclusions

The conclusions arrived at in this study are:

1. The learners' ability to recognize sentences relevant to the [SVOO] and [SVOC] patterns is higher than to produce ones governing these two patterns. With reference to Part II (Recognition Test), these two patterns scored (55.22%) and those related to Part I (Production Test), scored (43.28%). The latter low percentage indicates that most examinees are obstructed to construct sentences as they lack skillfulness and creativity that the process of production involves.

2. The correct sentences constructed by the learners with the aid of the given verbs in Part I, either simple or multi-word, are restricted to the [SVOO] pattern score the percentage (33.79%). This percentage is higher than that

scored by those related to the [SVOC] pattern (9.49%). This is because the learners perception the verbs which are used ditransitively more than the verbs that are used as complex transitive.

3. The one-word verbs which are correctly used by the learners to build up sentences related to either the [SVOO] or [SOVC] patterns have the greater portion. Whereas most of the verbs belonging to the three subtypes of the multi-word verbs are not used properly which indicates that the learners do not have adequate knowledge about the syntactic characteristics of the multi-word verbs.

4. From the perceptive point of view, the recognition of the simple ditransitive and complex transitive verbs get a better percentage as compared with the multi-word verbs which shows that the learners are aware of the particles (adverbs or preposition) as separate units having their functions isolated from the lexical verbs to which they are linked.

5. As shown in tables 1 and 6, the highest percentages go for the simple verbs (ditransitive and complex transitive) included in the two parts of the test. The best three verbs are (give), (make), and (send). This is because the students conceive the syntactic features of these three verbs better than those of the other verbs embodied in the two parts of the test.

4.2. Pedagogical Recommendations

The study may be of some importance in teaching ditransitive and complex transitive verbs and their complementation. Thus, the following points may be taken into consideration:

1. Arranging courses dealing with ditransitive and complex transitive verbs and their complementation to enable the learners handling such structures.

2. Concentration should go to the mentioned verbs in the syllabus of the preparatory level. Techniques ought to concentrate on some criteria on the distinction between ditransitive and complex transitive verbs and their complementation.

3. In classroom teaching, special attention should be paid to those multi-word verbs whether ditransitive or complex-transitive ones.

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Appendices

Appendix I

Part I: [Production Test]

Q/ Use the following verbs in sentences as ditransitive or complex transitive:

A/1. Buy 2. Elect 3. Give 4. Make 5. Send

B/1. Find out 2. Hold over 3. Open out 4. Push through 5. Turn up

C/1. Describe as 2. Forgive for 3. Remind of 4. Turn into 5. Warn of

D/1. Drop out of 2. Hold back from 3. Let out of 4. Put away for 5.Take back to.

Appendix II

Part II: [Recognition Test]

Mark the patterns as [SVOO] or [SVOC]:

1- The mud makes walking difficult. [SVOO] [SVOC]

2- I obliged him to say the truth. [SVOO] [SVOC]

3-He does not owe me anything. [SVOO] [SVOC]

4-Bad news drove him utterly depressed. [SVOO] [SVOC]

5-She told the news to everyone in the village. [SVOO] [SVOC]

6-Jack intended his friends to lend him some money. [SVOO] [SVOC]

7-They advised how to be successful. [SVOO] [SVOC]

8-I agree with you that the good always win. [SVOO] [SVOC]

9-The technician showed us how to operate the new machines. [SVOO] [SVOC]

10.They had let the prisoner go home. [SVOO] [SVOC]

11-I have often wished myself a millionaire. [SVOO] [SVOC]

12-We ought to turn our attention to something more important. [SVOO] [SVOC]

13-Susan made a meal for her children. [SVOO] [SVOC]

14-She turned up the music loud. [SVOO] [SVOC]

15-Sarah took her friend in holding a party. [SVOO] [SVOC]

16-I noticed them entering the room. [SVOO] [SVOC]

17-They found her a good husband. [SVOO] [SVOC]

18-Helen preferred the walls of the sitting room white. [SVOO] [SVOC]

19-Mike found his boss rigorous. [SVOO] [SVOC]

20-She got the watch repaired at once.[SVOO] [SVOC]