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The Impact of Context on Enhancing EFL Students' Understanding of Phrasal Verbs: The Archers Podcast as an Example
The Case of First Year EFL Learners at Mohammed Seddik Ben Yahia, University of Jijel

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Declaration

We hereby declare that the dissertation entitled "The Impact of Context on Enhancing EFL Students' Understanding of Phrasal Verbs : The Archers Podcast as an Example", is our own work and all the sources we have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature



Date

26/06/2022

Dedication 1

In The Name of ALLAH, Most Gracious, Most Merciful.

This modest work is fondly dedicated to:

- ❖ *Myself first,*
- ❖ *My beloved mother “**Belhadj Rachida**” who has always encouraged me and has surrounded me with love and care, my deep love and thanks to her for all sacrifices,*
- ❖ *My beloved father “**Bouainah Bachir**” who has supported me and has worked and still working hard for my success and to whom owe a great debt,*
- ❖ *My dearest sisters “**Riheb**” and “**Rima**” who have always stood by my side, I remain eternally thankful for them,*
- ❖ *My amazing and sweet partner in this work, the best partner ever “**Rouabi Chiraz**” who has always kept encouraging me and believing that we could do it, to whom I’m very thankful,*
- ❖ *To my special and prettiest friend “**Hayet**”, who was always helping and encouraging me, thank you for your patience and love,*
- ❖ *To anyone who had a positive impact in my life,*

May ALLAH protect you all!

Rania

Dedication 2

- ❖ *The Almighty God, thank you for the guidance, strength, power of mind, protection, and skills and for giving us a healthy life,
I dedicate this modest work to:*
 - ❖ *Myself,*
- ❖ *My beloved parents, my thoughtful mother “ **Ghenou Farida**” who continually provides me with her moral, emotional ,financial support and always strengthens my will . My dear deceased father “ **Rouabi Mohammed**” whom I lost four months ago, I promised to never give up and complete my work until the end.*
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Abstract

Context is deemed important to understand the target language in that it provides the clues necessary for students to decode the meaning of the target vocabulary. One problematic area for students, it seems, is phrasal verbs, which are a characteristic feature of English. This research, thus, aimed to investigate the impact of context—the Archers podcast as an example—on enhancing 1st year EFL students' understanding of phrasal verbs at Mohammed Seddik Ben Yahia University, Jijel. It is hypothesized that the Archers podcast, providing the necessary contextual clues, will have a positive impact on enhancing 1st year EFL students' understanding of phrasal verbs. To test the aforementioned hypothesis, the researchers used a quasi-experimental design, analyzing by so doing the students' answers provided in the treatment phase as well as comparing the pre-test and post-test results. The post-test revealed that the students' scores were statistically superior, showing that context has a positive impact on the students' understanding of phrasal verbs, confirming thus the posited hypothesis.

Keywords: The Archers Podcast, Context, Phrasal Verbs

List of Abbreviations

AA: Above Average

AAC: Advanced Audio Coding

BBC: British Broadcasting Corporation

EFL: English Foreign Language

MB: Mega Bite

P.V: Phrasal Verb

P.Vs: Phrasal Verbs

T- tools: Technological tools

UA: Under Average

WMA: Windows Media Audio

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General Introduction

Technology is considered a precious treasure for human beings because of its various uses and assistance in many fields of our lives. In recent years, almost all people over the world have become closely linked and influenced by the development of technology. The use of technology in educational environment is not surprising; it has become an important element in the curriculum. Furthermore, its implementation in the classroom facilitates teaching and learning, increases the students' interest, and provides them with a control over their learning. Technology and its far-reaching impact made it difficult to separate people from technological tools (t-tools) such as the Internet, audio-visual systems and so on. Podcasts are a new technology that led to the rebirth of the radio drama. Many experiences based on drama have begun to appear on the internet, thus contributing to the revival of the Archers soap opera, the longest running of the BBC radio dramas. Podcasts have been integrated into the curriculum in different ways to meet a group of learning objectives. This technology is increasingly used but still a comparatively new project in higher education.

Phrasal verbs (PVs), a sub-category of English verbs, are a phenomenon peculiar to English. These verbs require a deep study because of their complicated nature. Phrasal verbs (PVs) are usually used in colloquial English. They consist of a main verb followed by a preposition, adverb, or both. While Gothic and Indo-European languages, such as Latin in the Fourth century, only knew fixed prefixes, in old English, the verb with inseparable prefix existed instead of PV even though both served the same purpose (Martin, 1990, p.10). Furthermore, the interest in separating the inseparable prefixes from the verb and also the tendency for these prefixes to act as prepositions had already started in old English due to the main syntactical shift that was changing the language from

synthetic to analytic. Thus, by this deep syntactical shift in the language, the process of forming PVs had begun (Martin, 1990, p.11).

a) Background of the Study

To the researchers' knowledge, nobody has investigated how the Archers podcast may enhance students' understanding of phrasal verbs. Some researchers have found that using the traditional method is not the best way to teach EFL learners phrasal verbs. Some others confirmed, through their studies, that the use of podcasts in various fields of education has been effective, but no one has investigated on the current topic. The researchers who worked on this study include: "The Effectiveness of Using Multimedia for Teaching Phrasal Verbs in Community-College ESL Classes," "The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students' Listening Skill in Iain Palangka Raya," and "Podcasting and Vocabulary Learning in an EFL Context."

In the study of "The Effectiveness of Using Multimedia for Teaching Phrasal Verbs in Community-College ESL Classes," Fu (2021) acknowledged that "Memorising lists of phrasal verbs does not help second-language learners learn phrasal verbs. Lists are not effective educational methods. There is a need for second-language educators to develop more effective teaching methods in phrasal-verb education." (p. 03). This study aimed to see if employing multimedia to teach two-word phrasal verbs to adult ESL students at a community-college in northern California is beneficial and motivating. Both qualitative and quantitative methods were used in this research, and a sample of 35 community-college ESL learners, including 13 participants in the text-based comparison group and 22 participants in the multi-media treatment group (Experimental group and control group) were participated. The results obtained from this research showed that the text-based group outperformed the multimedia group on phrasal verb post-test scores. In brief, multimedia classes were successful for the low-knowledge learners in the multimedia treatment group

but not for the high-knowledge learners. The text-based lessons were effective for the low-knowledge learners in the comparison group, but not for the high-knowledge learners (Fu, 2021, p. 128).

Rachmiati et al. (2021) conducted a study on “The Use of British Broadcasting Corporation (BBC) in EFL Students’ Listening Skill.” The study’s primary aim was to describe the benefits and drawbacks of using British Broadcasting Corporation (BBC) podcast to improve EFL students' listening skill. A qualitative approach was followed and a sample of eight EFL learners with two lectures in IAIN Palangka Raya were participated in this research. The data was collected through the analysis of an interview and documentation. According to the findings obtained, Rachmiati et al. (2021) have confirmed that listening to British Broadcasting Corporation (BBC) podcast improves EFL learners’ listening skill and expands their vocabulary.

In the study of “Podcasting and Vocabulary Learning in an EFL context”, Ghoorchaei et al. (2021) acknowledged that “Application of podcasts in learning and teaching has its own pros and cons.” (p. 02). This study aimed to examine the effectiveness of using podcasts on Iranian EFL learners' vocabulary learning and to see how they react while listening to podcasts. Both qualitative and quantitative methods were conducted to gather data; the researchers used a quasi-experimental design, a questionnaire, and an interview, each with its own purpose. In this study, there were 60 males who participated. They were divided into two groups; the experimental group was taught by using podcasts, while the control group was taught normally without podcasts. The findings obtained from this study revealed that listening to podcasts can be a helpful way to ameliorate EFL learners’ vocabulary and improve their scores.

The study of Rachmiati et al. (2021) and Ghoorchaei et al. (2021) investigated the impact of using podcasts on teaching and learning vocabulary and listening skill, without

going much into details about how podcasts may improve the student understanding of phrasal verbs. The current study aimed at investigating the impact of using the Archers podcast on enhancing EFL learners' understanding of phrasal verbs. This quantitative research applied a quasi-experiment to collect data.

b) Statement of the Problem

Phrasal verbs are a crucially important part that distinguishes English from many other languages. Although they are necessary for EFL students, phrasal verbs are almost ignored in EFL classrooms. Usually, educators use traditional and non-stimulating methods in order to teach phrasal verbs. Unfortunately, these methods may not meet the needs of all EFL learners; students need to be taught more effectively. Phrasal verbs are often taught in a de-contextualized manner, posing thus many problems for the EFL student. With wide use of technology nowadays, teachers may use more motivating ways to teach the target language in context. By using “The Archers Podcast,” students could be more motivated and interested in learning and understanding phrasal verbs. The study will shed light on the impact of using the Archers podcasts on enhancing EFL learners' understanding of phrasal verbs and will emphasize whether these podcasts help 1st year EFL students understand the exact meaning of phrasal verbs and use them correctly.

c) Research Questions

The current research seeks to answer the following questions:

1. Do 1st year EFL students find difficulties in understanding PVs?
2. Does the Archers podcast have an impact on enhancing EFL students' understanding of phrasal verbs?

d) Research Hypothesis

The following study seeks to examine the following hypothesis:

- It is hypothesized that using the Archers podcast will have a positive impact on enhancing EFL students' understanding of phrasal verbs.

e) Aim of the Study

This research aimed at investigating the impact of using the Archers podcast on enhancing 1st year EFL students' understanding of phrasal verbs.

f) Methodology of the Research

Methods and Tools

The researchers chose a quasi-experimental method for one group in order to collect data, to answer research questions, and to check the validity of the research hypothesis. Both a pre-test and a post-test were given to students to test their level in mastering phrasal verbs before and after the treatment and to see if there was an improvement. Additionally, one treatment of two tasks has also been done to check students' abilities to hear and derive phrasal verbs through listening to the Archers podcast conversations.

Population and Sample Size

This study was conducted on one group, consisting of 15 1st year EFL learners at Mohammed Seddik Ben Yahia University.

Media and Material

Among various materials and media, the researchers see that the Archers' podcast conversations are the most suitable and appropriate material to examine the students' understanding and mastering of phrasal verbs. These podcasts are audio recordings of British conversations for the Archers, each with a different story and episode. Researchers chose podcasts to test the students' ability to derive phrasal verbs from those

conversations, and to check the impact of listening to these podcasts on enhancing their understanding of phrasal verbs.

g) Organisation of the Study

The following research is divided into two main parts. One is the theoretical part, which is devoted to the literature review, and it consists of one chapter with two sections. Section one sheds light on "using the Archers podcast in the EFL classroom", starting with the definition of podcast, its history, its types, and last with the use of the podcast in teaching and learning. As for section two, which is titled "understanding phrasal verbs," the researchers here present the major elements in terms of phrasal verbs' definitions, their characteristics, their types, and they conclude with the importance of teaching and learning those verbs. The practical part, however, which deals with the field work, is divided into two sections. The first section overviews the research design and methodology, referring to the procedures and instruments that have been used to collect data, and it also describes how the experiment was applied through the use of the Archers podcast, treatments, and pre and post tests. The second section is devoted to analysing the obtained data and comparing and discussing the results of both the pre-test and post-test. At the end, this chapter is followed by some limitations, recommendations, suggestions, and a conclusion.

Chapter One: Literature Review

Introduction

The Archers podcasts are regarded as real English conversations. Using the Archers podcast in the EFL classroom is a new suggestion that could be a helpful, effective, and fun way for EFL learners to understand phrasal verbs because phrasal verbs are a pervasive feature of informal English conversations.

The following chapter introduces a brief overview of podcasts and phrasal verbs. The first part of this chapter under the title “the use of the Archers podcasts in the EFL classroom” includes the definition, history, and types of podcasts. In addition to teaching and learning using podcasts, using the BBC podcasts in language class, teaching phrasal verbs using podcasts, and it is concluded with the background of the Archers podcasts. The second part is devoted to phrasal verbs; it highlights a brief definition of phrasal verbs with the main differences between phrasal verbs and prepositional verbs and also introduces the characteristics and types of phrasal verbs. It concluded by mentioning the importance of these verbs.

Section One: Using the Archers Podcast in the EFL Classroom

1.1.1. Definition of Podcasts

The meaning of the word podcast, according to the Oxford American Dictionary, is a “digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player”, Whereas According to Cambridge Dictionary, it is "a radio program that is stored in a digital form that you can download from the internet and play on a computer or an MP3, MP4 players" (n.d).

The term “podcast” is usually defined as a voice recording or audio program that is broadcast on radio. This audio program can be shared, heard, and downloaded for free over the internet. Unlike many types of online multimedia, podcasts give users a chance to download content automatically and it was created for sharing music, ideas, presentations, cultures, blogs, and so on. Moreover, this modern technology contributes significantly to EFL learning. Heilisen (2010) acknowledged that podcasts can be downloaded and played directly without any special software or MP3 player (p. 1063). The ease of using podcasts lies in the ease of using technology.

1.1.2. History of Podcasts

Podcasts, formerly called “audio blogging”, emerged early in the millennium exactly in 1980 with the aim to entertain and inform. Since the 2000s, podcast technology has developed a lot, especially with the increase of using the net and social media. In 2004, the word podcast was coined by Ben Hammersley (Salmon & Edirisingha, 2008, p. 21). “He used it to identify the emerging practice of portable listening to audio-blogs on the most popular and available audio player at the time: the iPod” (Müllner, 2000, p. 3). Podcasts became popular with the advent of broadband digital audio players such as the iPod in late 2004. Moreover, in 2005, the New Oxford American Dictionary chose podcasting as “the word of the year.” Since then, podcasts have caught the attention of schools and colleges in many countries. Ramsden (2007, as cited in Salmon & Edirisingha, 2008, p. 21) stated that, at the beginning of its exploration as a learning technology, a podcast was considered a “low-threshold” technology. Furthermore, there are many independent podcast programs, with large media companies like the BBC often dominating the market.

1.1.3. Types of Podcasts

Swetha (2013) declared that "listening to different types of podcasts can be a way to engage in a form of storytelling that allows you to just sit back and listen" (para.5). He differentiated between four types of podcasts, each with its own benefits and characteristics, namely audio podcasts, video podcasts, enhanced podcasts, and podcast novels. Salmon and Edirisingha (2008), however, differentiated between only three types which are: audio podcasts, video podcasts, and enhanced podcasts. According to Salmon and Edirisingha (2008), these types refer to the kind of media file included in the podcast, and the decision of which type to use for teaching and learning may rely on some or all of the various interrelated elements (p. 22).

- Audio podcasts: According to Salmon and Edirisingha (2008), they usually include only sound.
- Video podcasts: they include both sound and imagery, like still and moving images. (Salmon & Edirisingha, 2008, p. 22)
- Enhanced podcasts: they refer to an expanded version of audio podcasts able to show extra information like web links and still pictures. (Salmon & Edirisingha, 2008, p. 22).
- The podcast novels: they present a series of literary works. (Swetha, 2013, para 7).

1.1.3.1. Audio Podcasts

Audio podcasts are the most popular among the four types and the most widely used because they are easy to create and less expensive. Often, they take the form of MP3 and rarely take the form of AAC and WMA file format. The audio podcasts have different tools such as digital native, audio blog, iPod, iTunes, MP3 player, and more others. According to Swetha (2013), depending on the length, audio files are usually no longer than 10MB, which makes it a positive aspect of this type (para.5). Moreover, audio podcasts are

regarded as audio contents that are stored and saved digitally and often are played on computers or MP3 players. (Swetha, 2013, para.5; Salmon & Edirisingha, 2008, p. 22).

1.1.3.2. Video Podcasts

According to De Warred et al. (2007), video podcasts are usually called "vodcasts" and "vodcasting" (as cited in Salmon & Edirisingha, 2008, p. 23). Video podcast means delivering or presenting video content online, which gained a large number of viewers since the beginning of broadcasting television programs on the internet. Unlike audio podcasts, video podcasts are more complicated, much time consuming and are thus a little costlier to create. Swetha (2013) added that, although depending on the length, often over 100MB, video podcasts typically have large file sizes and require more bandwidth than required in downloading the audio files. Moreover, video podcasts have many file formats, where the most widely used is the MP4 format (para.6).

1.1.3.3. Enhanced Podcasts

They are a combination of images and audio files. The enhanced podcasts have various variable images followed by an audio file. This genre, which takes the MP4 format, is regarded as an extended version of audio podcasts and can demonstrate extra information. Creating enhanced podcasts is a little more intricate and costlier than creating audio podcasts. Swetha (2013) stated that this genre presents visual and audio content; this is what differentiates it. It is almost the size of an audio podcast or smaller.

1.1.3.4. Podcast Novels

The fourth and last type is podcast novels, which are also named audio books. Podcast novels are most like traditional novels where a literary work is presented in instalments. Swetha (2013) claimed that podcast novels offer online delivery of chapters,

forming a series of recordings, each delivered individually. This genre permits the novelists to extend their stories for audiences (para.7).

1.1.4. Teaching Using Podcasts

Teaching a second language varies depending on the ways and tools used. Podcast technology is currently used as a tool to reinforce and facilitate the language teaching process. With the advancement of technology, podcasts are becoming more popular in the classroom. In teaching, in higher education in particular, the idea of capitalizing on podcasts, if done appropriately, could be a chance for educators to supplement their lesson plans. The benefit of podcasts lies in their being easy to use, inexpensive and attractive, and in their being useful educational tools in both schools and universities. In addition, one positive side of using podcasts in the classroom is not only simplifying the teaching process for teachers, but also helping them in achieving their teaching objectives. Bharti (2014) presented some teaching objectives as served by podcasts (para. 03) :

- 1- Through using podcasts, teachers can provide quality research content and courses for helping students who need it.
- 2- Teachers can record their own podcasts and present them to their learners as a learning tool.
- 3- One way a teacher can provide feedback is through recording podcasts.
- 4- Among various types, teachers choose for the students the best type that suits their levels.
- 5- One role of a teacher is combining podcasts in the course content so that to improve their learners' specific skills like enriching vocabulary, developing good communication skills and problem solving ability.

Educational podcasts may provide valuable information, and focus the students' attention on learning course content as well as reinforcing the content taught traditionally in the classroom, while allowing them learn new material. Using podcasts may likewise increase students' interest in the course and help improve their classroom interaction. Lyles et al. (2007) claimed that:

The podcast expanded teaching efficacy, and agreed that lecture podcast promote the utility of archived lecture notes, disagreed that podcast accessibility made them less likely to attend class, and strongly agreed that availability of podcast and archived notes help them stay current when they missed class. (p. 460).

1.1.5. Learning Using Podcasts

The learning process was extremely different from now because with the appearance of the new technological tools, higher education has developed. Podcasting is one of the famous and popular tools that technology has brought about. People used to believe that podcasting is for entertainment and information and that is actually true because it was first applied for personal entertainment before the idea developed into using it in education to improve teaching and learning processes especially in distance learning and the e-learning programs. Moreover, using podcasts in the EFL class can be a helpful and motivating way for students to develop their language learning efficiency, master and acquire foreign language skills, also can help them to become familiar with other cultures. Podcasts are not only used to help EFL learners in the classroom; they can also help and benefit people who love foreign languages and cultures to learn them outside the classroom. They are free online multimedia, available for all people.

Abdeddaim (2013) proposes in her research that using podcasts rather than using traditional material can be an effective way to develop students' listening comprehension

(p.03). Instructors utilize Podcasts, which are an active tool, to enhance students' learning and motivation. In addition, podcasts help learners to interact with the content. Through the information delivered from podcasts, students become interested in learning about their own subjects. Furthermore, one feature of podcasts is making the lesson more interesting and informative that making them a reason for students of all ages to learn. The positive sides of using podcasts are worth-mentioning. Through using podcasts, students become aware about how to deal with basic materials using their own qualifications anytime and anywhere. Podcasts are used due to some reasons:

- Podcasts can easily correspond with downloadable daily routine on your phone and a good example for that: a person can listen to a podcast while doing daily tasks like cooking.
- Podcasts allow students to simply catch-up the missing classes which can be stressful and discouraging.

1.1.6. Using the BBC Podcasts in the Language Class

The British Broadcasting Corporation (BBC) is regarded as the oldest and the largest national broadcaster over the world. Its center is in London, at the Broadcasting house, and it has a large number of employees, about 25.000. BBC podcasts are real podcasts, made by British people using the British accent (Rachmiati et al.2021, p. 740). These podcasts broadcast episodes series on various topics such as sports, cultures, worldwide news, science, history, and more.

Using BBC podcasts in the language classroom may affect students' vocabularies positively, motivate students to listen to podcasts to become active listeners, develop their pronunciation and encourage them to speak. In addition, listening to the authentic conversation, discussions, or dialogues of native speakers such as BBC podcasts, may

enable students to acquire and become familiar with the British accent as Rachmiati et al. (2021) acknowledged, “BBC podcast is an authentic podcast that was made by British people and the speakers speak in British accent so it helps the students to get more knowledge about British accent” (p. 740). In the process of teaching and learning a language, the BBC podcasts can act as a facilitator, and it is a good way to improve EFL learners’ listening and speaking skills, vocabularies, pronunciation, and help students to learn more about the British culture, and accent. (Rachmiati et al., 2021, p. 740).

Furthermore, the best way to start learning a new language or master a language you already learned might be using the BBC podcasts in the language classroom. They are powerful tools for helping EFL learners to acquire and learn foreign language skills, reinforce cross-cultural understanding, and develop communicative competence.

1.1.7. Using Podcasts to Teach Phrasal Verbs in the Language Class

Podcasts are one of the modern technologies that have become widely used in educational institutions for many purposes, and teaching phrasal verbs can be one of them. Vocabulary is one of the basic elements of language, teaching and learning phrasal verbs as a component of vocabulary can be very challenging for both EFL teachers and learners.

Darwin and Gray (1999) declared that “the phrasal verb is a syntactic oddity in the language world” (p. 65). Phrasal verbs are a basic feature of English language, but they are difficult to teach and learn. Most EFL learners face a lot of barriers and difficulties in learning and understanding phrasal verbs, probably because they are uncomfortable when using them either with native speakers or with their teachers in the classroom or even in their writing. This may lead many educators to avoid teaching phrasal verbs. Chen (2007) suggested that to help EFL students overcome these barriers, it is necessary to teach them more effectively (p. 352). Fu also (2021) acknowledged that memorizing and repeating

lists of phrasal verbs is not a helpful and effective way for EFL students to learn phrasal verbs (p.17). Since memorizing is not an effective way, EFL educators need to improve some other effective and motivated teaching ways for teaching phrasal verbs. The best and fun way they can use is podcast because listening can be better than reading or watching. When learners listen to an audio podcast they can understand the exact meaning of phrasal verbs because they will concentrate and focus carefully on what the podcasters say and use their imagination to picture what happening. Maybe this is better than write a list of phrasal verbs in the table, and ask learners to read or memorize it because students cannot understand the exact meaning of phrasal verbs without learning them in context.

Moreover, using podcasts to teach phrasal verbs in the language class can benefit both teachers and learners more than using traditional methods. Podcasts can build learners' confidence to use phrasal verbs freely in oral forms or even in writing.

1.1.8. The Background of the Archers Podcast

The Archers is the most popular radio program broadcasted via BBC Radio 4. It is Britain's oldest and longest audio drama series still airing in the world with a large number of listeners, about 3 million. The Archers podcasts were originated by Godfrey Basely; in 1948, he came up with the idea of an agriculture-based daily radio show to assist farmers to modernize production after World War2 ("Basely Originated BBC's The Archers", 1997). The Archers was first aired within the framework of post-war Britain in 1951, it has been around 71 years since its first broadcast; till now, more than 19.500 of episodes have been produced.

The Archers was developed in the fictional Ambridge's village in central England and started as educational series for farmers, it was called "farming family". Like all radio programs, the Archers makes full use of its own drama resources in terms of format,

combining various themes like death, romance, accidents and more. Vanessa Whitburn, editor of the Archers said: "It's marvelous to be able to offer The Archers to take away and enjoy. It's the first audio drama to be made available by the BBC in this way and everyone in Ambridge is delighted." (as cited in Fenton, 2007, para 6). In 2002, when the show was broadcast on the BBC radio, the Archers made its first progress toward technological adaptation along with its objective renovation. Moreover, after five years, in 2007, the soap opera presented its first podcast, which covers various extra offerings like a summary of each episode where the audience well-received this innovation. With the new format, the length of the episodes has been changed from 30 minutes to 15 minutes to better serve the needs of the busiest listeners (Rodero, 2011, p. 05). Furthermore, in October 2007, the Guardian stated that the Archers had gained about one million listens per month, almost double the number of its closest competitor, Chris Moyles show (Gibson, 2007, para 3). Over 71 years, the Archers has generated a loyal community of followers from various origins and generations, whom grown with the adventure of this farming family.

"BBC the Archers" is the official Facebook page of the BBC Radio 4's the Archers, and has about 91.000 followers and has been active since, 8 November 2010. "The Archers Addicts" is the fan club for it, with less followers and participation.

Conclusion

As stated in this section, technology benefits the teaching and learning processes. Podcast as new technology used to develop those processes and it gained a great interest from educational institutions for improving them. Through imagination and creativity, EFL educators will be able to take full advantage of this new technology to enhance and develop their students' vocabulary, especially phrasal verbs.

Section Two: Understanding Phrasal Verbs

1.2.1. Definition of Phrasal Verbs

The verb that is mixed up with a preposition or an adverbial particle, or both, to shape a new meaning is often called a phrasal verb. “Lookup,” “give up,” “wait for,” “bring about,” “run out of,” and “put up with” are examples of phrasal verbs. This verb is also known as a “two-or-more-word verb,” a “two-part verb,” or a “compound verb.” According to Darwin and Gray (1999), the phrasal verb is defined as “a verb + particle combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item.” (p. 65). Also, Celce-Murcia and Larsen-Freeman (1999) defined the term “phrasal verb” in the “Grammar Book” as:

A phrasal verb is made up of two (or more) parts that function as a single verb. Phrasal verbs are sometimes called two-word verbs because they usually consists of a verb plus a second word, the latter often referred to as an adverb. (p. 426).

Typically, the meaning of the phrasal verb is totally different from the main verb. For example:

- 1- **Look** here!
- 2- I lost my bag. I will **look for** it in my room.

In the first sentence, the verb “look” takes the sense of “to see”, but in the second one, the PV “look for” does not mean “to see”; it takes another different meaning, which is “to search,” so we notice that “look” and “look for” are different verbs.

One fact you should know about PVs is that one verb can take different prepositions and particles; the meaning changes when these prepositions and particles change. For instance:

- a- The price of vegetables will **go up** next month.
- b- If you are hungry, **go in** the kitchen and eat something.
- c- Maria and David **went through** problems in their marriage.

“Go up” means increase, “go in” means enter, and “go through” means face or experience.

As in the following figure:

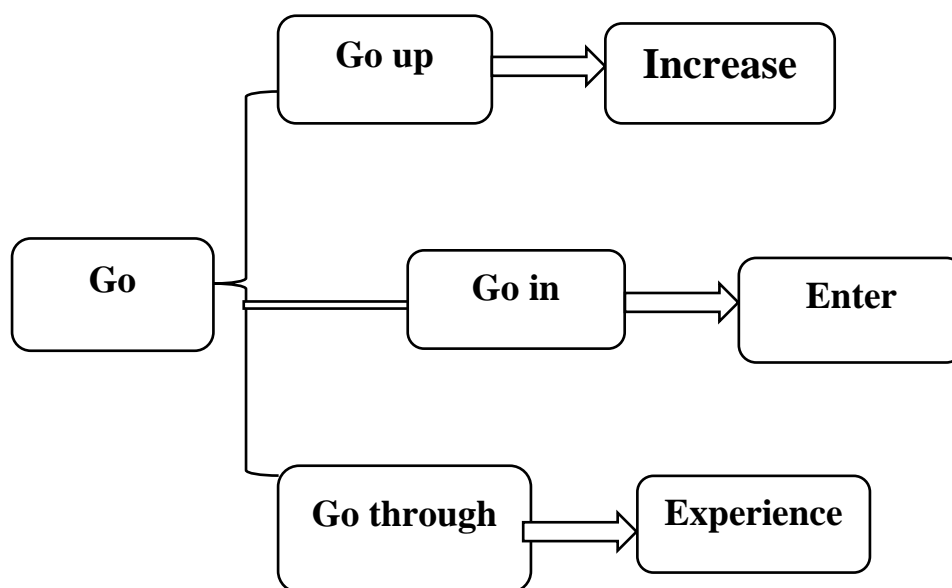


Figure 1: Single Verb with Different Prepositions and Meanings

1.2.2. Characteristics of Phrasal Verbs

In 1999, Celce-Murcia and Larsen-Freeman in the grammar book mentioned three syntactic features of Phrasal Verbs:

1.2.2.1. The Transitivity of Phrasal Verbs

Like one-word verbs, phrasal verbs can be either transitive or intransitive; the transitive phrasal verbs are those verbs that can take direct objects, for example, called off, take off, call for...as in “she called off the wedding,” the phrasal verb “called off” means to cancel something. While the intransitive PVs are those verbs that cannot take a direct

object, like break down, wakeup, get up, come back and so on, for instance, "my laptop broke down." Much like some regular verbs (open, increase, and others), phrasal verbs may function as transitive or intransitive depending on the role of the agent. For instance, a criminal killed down a man (transitive); a man killed down (intransitive) (Celce-Murcia & Larsen-Freeman, 1999, p. 427).

Phrasal verbs like one-word verbs can take a specific preposition such as: pick up on, make up for, stand up for, and others. In this case, the phrasal verb and preposition should be learned as a unit.

1.2.2.2. The Separability of Phrasal Verbs

Phrasal verbs can be either separable or inseparable. The separable and inseparable of phrasal verbs refer to the particles (prepositions/adverbs) which can be separated from the verb by the direct object, as in "the baby threw her doll away", or cannot be separated. Concerning the separation of the particle from the verb, it is obligatory in Case the direct object is a pronoun like "the baby threw it away". In order to avoid the ambiguity within the inseparable PVs that have the same form but different meanings, it is necessary to separate the verb and particle. For example, "I can't get through to this number" when it is separated becomes "I can't get to this number through." (Celce-Murcia & Larsen Freeman, 1999, pp. 428- 430).

1.2.2.3. The Productivity and Idiomaticity of Phrasal Verbs

According to Celce-Murcia and Larsen-Freeman (1999), phrasal verbs are "a highly productive lexical category in English... and many phrasal verbs are idiomatic." (p. 431). It seems hard to predict the meaning of the verb by combining the separate meanings of its parts. To make things clear, knowing the meaning of "run" and "out" does not prove that the meaning of their combination in a phrasal verb is the same, where "run out" means "to

exhaust". Unlike Larsen-Freeman and Celce-Murcia, Quirk et al. (1985) emphasize just the transitivity of PVs.

Alwasilah (2003) gives some restrictions on phrasal verbs that make them different from other verbs (p. 23):

1- Phrasal Verbs are limited to certain particles like: out, up, down, off, on, in. The simple and short verbs are the most popular ones, even though there is no restriction on the verbs, such as put, take, get, and others.

2- Phrasal verbs are not freely formed rather they are a collocation restriction, for example, changing a particle with its antonym. We say "get up with it," but "get down with it" is inappropriate. The same for words like "give out" and "carry off," which are not antonyms of "give in" and "carry on." Changing only the particle with its antonym does not mean that the whole phrasal verb is expressly antonym.

3- The phrasal verb combinations are usually replaced with single word verbs. Like "carry on" means continue, "get away" means escape.

1.2.3. Differences between Phrasal Verbs and Prepositional Verbs

There are some types of multi-word verbs which much resembling phrasal verbs such as prepositional verbs. Many researchers emphasized that PVs should have two parts or more, these two parts made up of a main verb followed by an adverb or a preposition or both; but at the same time, they confirmed that if this main verb is followed just with a preposition and keeps its meaning, then this verb is called a prepositional verb and not a phrasal verb. Eastwood (1994, pp. 303–305) in his book "Oxford Guide to English Grammar" differentiated between these main types of multi-word verbs, phrasal verbs and prepositional verbs, as follows:

Table 1: Differences between Phrasal Verbs and Prepositional Verbs

Prepositional Verb	Phrasal Verb
<p>- Is a verb followed by a preposition; the meaning of the verb does not change.</p> <p>For instance:</p> <p>I go to school. We are waiting for you.</p>	<p>- Is a verb followed by an adverb.</p> <p>For instance, bring about, gave away.</p> <p>- Can be a verb followed by a preposition to form a new different verb.</p> <p>For instance:</p> <p>John turned out the light.</p> <p>She wants to carry on her studies abroad.</p>
<p>- Cannot be separated, the preposition always puts before the object.</p> <p>Subject+ verb+ preposition + object</p> <p>For instance:</p> <p>1- John paid for the pizza</p> <p>2- John paid the pizza for (incorrect)</p> <p>In case pronoun object:</p> <p>1-John paid for it.</p>	<p>- Can be separated; the adverb particle can be placed either before or after the object in transitive phrasal verbs, but in the case of a pronoun object, the adverb should always go after the object.</p> <p>Subject+ verb+ adverb+ object</p> <p style="text-align: center;">Or</p> <p>Subject+ verb + object+ adverb</p> <p>For instance:</p> <p>1- John gave away his phone.</p> <p>2- John gave his phone away.</p> <p>In case pronoun object:</p> <p>1- John gave it away.</p> <p>2- John gave away it (incorrect).</p>
<p>- Should always take an object.</p>	<p>- It does not always have an object; some</p>

<p>Subject+ prepositional verb+ object</p> <p>For instance:</p> <p>Sara goes to school. I believe in God.</p>	<p>of them are intransitive.</p> <p>For instance:</p> <p>1- Intransitive: John said he would meet us at 9AM, but he never showed up.</p> <p>2- Transitive: he will set up a meeting with the director.</p>
<p>- The stress generally falls on the verb</p> <p>For instance:</p> <p>1- Its de'pends on the time.</p>	<p>- The stress generally falls on the adverb, particularly when the adverb comes at the end of the clause.</p> <p>For instance:</p> <p>What time did you get `up.</p>
<p>- The preposition cannot be in front position.</p>	<p>- Sometimes the adverb that expresses movement can be in front position.</p>
<p>- Can take a literal and concrete meaning.</p>	<p>- Can have an abstract, concrete, and idiomatic meaning.</p>

1.2.4. Types of Phrasal Verbs

Phrasal verbs generally include three different combinations, which are “Verb+ Preposition”, “Verb+ Adverb,” and “Verb+ Preposition+ Adverb”, where the distinction between various types of these combinations has been a trouble for researchers and teachers. In 1999, Darwin and Gray declared that “classification of phrasal verbs may be slippery...” (P. 67). Some researchers classified phrasal verbs syntactically into transitive and intransitive, separable and non-separable, and some others classified them into three semantic categories: literal, aspectual, and idiomatic.

1.2.4.1. Syntactic Categories

Eastwood (1994) talked in his book about word order with phrasal verbs, mentioning two main types of PVs: intransitive and transitive; he said that “some phrasal verbs are intransitive, but others have an object.” (p. 303).

1.2.4.1.1. Intransitive Phrasal Verbs

According to Eastwood (1994), intransitive phrasal verbs are phrasal verbs without a direct object or (those that cannot take a direct object) and they should always be inseparable. For instance, suddenly all the lights **went out**. I **get up** at 8 AM (p. 303).

1.2.4.1.2. Transitive Phrasal Verbs

Transitive phrasal verbs, according to Eastwood (1994), are phrasal verbs that have a direct object and can be separable. For instance, someone **turned out** the light or someone **turned** the light **out** (p. 303). In transitive PVs, the particle is generally separated from the verb, and it can be placed either before or after the object, for example, “I’m going to **take on** the project” or “I’m going to **take** the project **on**,” while in the case of pronoun object, the particle should always be placed after the pronoun. For instance, “I’m going to **take** it **on**” but not “I’m going to **take on** it”. In addition, when the object is a long phrase, the particle should always be placed before it, for instance, “I **threw away** that rather battered old briefcase”; “we **woke up** just about everyone in the street.” Unlike Eastwood, False (2015) divided phrasal verbs into separable, non-separable, and phrasal verbs without object and mentioned the reaction of students towards them.

1.2.4.1.3. Separable Phrasal Verbs

In this group, phrasal verbs can be separated if there is a noun object, but if there is a pronoun object instead of a noun, then the phrasal verb should be separated. (the verb and the particle must be separated).

e.g.: please **put on** your shoes.

Please **put** your shoes **on**.

Please **put** them **on**.

Please **put on** them. (Incorrect) (False, 2015, p. 7)

1.2.4.1.4. Non-Separable Phrasal Verbs

In this group, whether the object is a pronoun or a noun, the PVs cannot be separated. With non-separable PVs, the verb and the particle should never be separated from each other; otherwise, the meaning will be lost. For instance, we can say “he will **look after** her,” but not “he will **look** her **after**.” In addition, phrasal verbs that compound of three words are always non-separable (False, 2015, p. 13).

1.2.4.1.5. Phrasal Verbs without an Object

According to False (2015), there is a category of phrasal verbs that do not take an object, namely intransitive verbs. In this section, verbs are compound of verb plus a particle where the meaning is complete even without adding an object. False gave an example of this type: “**pass away**” means “to die”. It is possible to say, Mr. Riley **passed away**, but it is not possible to say, Mr. Riley **passed away** him or Mr. Riley **passed** him **away**.”(False, 2015, p. 17). The majority of learners find it easy to understand this type of phrasal verbs because there is no object they should worry about its separations.

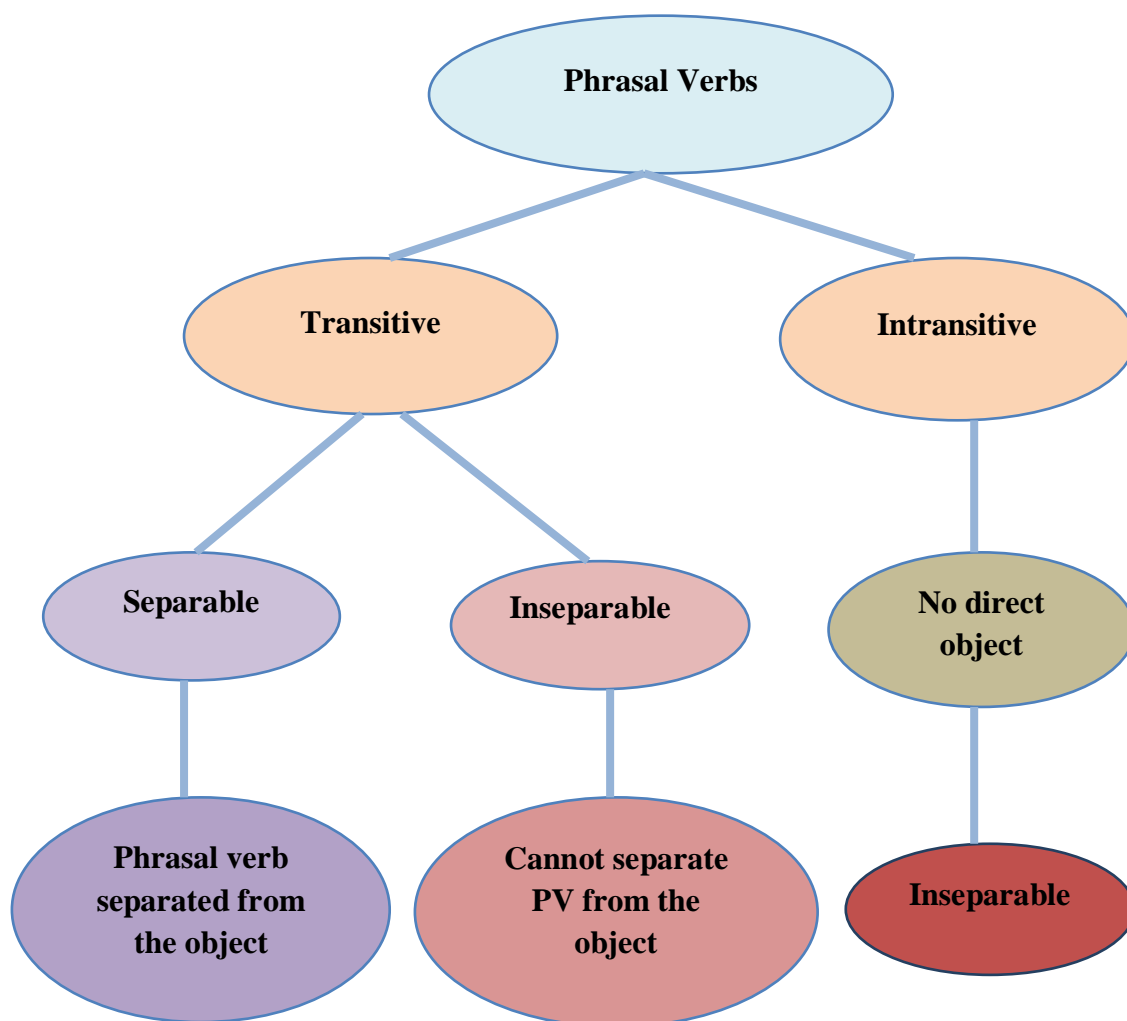


Figure2: Syntactic Categories of Phrasal Verbs

1.2.4.2. Semantic Categories

Celce-Murcia and Larsen-Freeman (1999), with other researchers, classified PVs into three semantic categories: literal, aspectual, and idiomatic; unlike Celce-Murcia and Larsen-Freeman, Dagut and Laufer (1985) gave these three categories different names: literal, figurative, and complete; also, Armstrong (2004) labeled them transparent, semi-transparent, and opaque.

1.2.4.2.1 Literal Phrasal Verbs

The first type, named literal phrasal verbs, also known as transparent or systematic phrasal verbs, is a compound of a verb plus a directional preposition. For instance, sit down, stand up, and hand out. This type is regarded as the easiest to comprehend and to produce, since it is extremely comprehensible by knowing the major literal meaning of component words. Because they function syntactically as verb-particle constructions, Celce-Murcia and Larsen-Freeman classified them as phrasal verbs.

1.2.4.2.2 Aspectual Phrasal Verbs

The second type is “aspectual phrasal verbs,” also called semi-transparent or semi-idiomatic, compounds of verbs in which certain particles describe the result of the action or enhance the degree of the action (Celce-Murcia & Larsen-Freeman, 1999, p. 432). In this type, the particles, instead of serving as adverbials, seem to modify the meaning of the verb (Fraser, 1976, p.112). Also, the phrasal verb's meaning in this type is neither transparent nor idiomatic. In 1999, Celce-Murcia and Larsen-Freeman classified this type into four main classes: inceptive, continuative, iterative, and completive (p. 432).

- **Inceptive:** is the first class of aspectual PVs, used to show a starting state. For example, Sara **set out** her exam; Jack **took off**. (Celce-Murcia & Larsen-Freeman, 1999, p. 432).
- **Continuative:** is the second class of aspectual PVs, uses “on” and “along” with activity verbs to indicate that the action is still going on. For instance, his success **carried on** and **on**; **play along** now (Celce-Murcia & Larsen-Freeman, 1999, p. 432).
- **Iterative:** is the third class of aspectual phrasal verbs. It uses “over” with activity verbs in order to show repetition, as in I **think over** and **over** again before I make any decision (Celce-Murcia & Larsen-Freeman, 1999, p. 433).

- **Completive:** is the last class of aspectual PVs. It uses particles like off, out, up, and down to indicate that the action is finished. Generally, this class turns the verb from activity to achievement, as in “she **wore** the dress **out**.” It supports the sense of goal orientation in achievement verbs like in “She **closed** the door **up**.” Also, it adds durability to a punctual accomplishment verb, like in “He **found out** where they were missing” (Celce-Murcia & Larsen-Freeman, 1999, p. 433).

1.2.4.2.3 Idiomatic Phrasal Verbs

The third and last category is “idiomatic phrasal verbs,” also called figurative phrasal verbs. This type is regarded as the hardest among the three to figure because of its idiomatic meaning, such as chew out, put off, catch up. Celce-Murcia and Larsen-Freeman, (1999) acknowledged that “it seems difficult, if not possible to figure out the meaning of the verb by combining the separate meaning of its parts” (p. 433). For instance, **run up** the bill; knowing the general meaning of “run” and the spatial meaning of “up” cannot help a learner guess that the exact meaning of “run up the bill” is “increased the amount of money”. Furthermore, understanding the underlying logic of the language helps a learner to figure out idiomatic PVs (Celce-Murcia & Larsen-Freeman, 1999, p. 433).

1.2.5. The Importance of Phrasal Verbs in EFL Classes

1.2.5.1. Teaching Phrasal Verbs

Due to their high prevalence and productivity, PVs are regarded as “one of the most notoriously challenging aspects of the English language” (Gardner & Davies, 2007, p.339). Unlike prepositional verbs, which do not need to be taught, phrasal verbs need to be explained and taught to students. Sawyer (2000) acknowledged that “Knowing the “particle” type not only helps predict which combinations might be easily taught but also suggests the order in which they might best be presented to students.” (p. 155). He

suggested three steps, which he thought would help teachers to know the set that needs to be taught as phrasal verbs.

Step 1: Do Not Teach Verb-Preposition Combination as PV

In the example of “believe in God,” the meaning of the verb “believe” is unaffected by the addition of the preposition “in”, and the preposition “in” keeps the same meaning. So, it is better to exclude verb-preposition combinations from the class of PVs because they are not challenging and keep only the adverbs and real particle combinations. (Sawyer, 2000, p. 155).

Step 2: Teach Verb-Adverb Combinations

In order to use this combination correctly, it is crucial to understand how to use the adverb and real particle cases that involve word order alternation. “By presenting the adverb cases before the real-particle cases, teachers can focus on the word-order alternation in combinations that are easy to understand and produce.”(Sawyer, 2000, p. 155). For instance:

- a- A man burned the trees out (split)
- b- A man burned out the trees (non-split)

When students recognize that verb+ adverb retains their standard meaning, teachers need to show that the object can appear either between verb and particle (split form) or after the particle (non-Split). Also, teachers need to add that the non-split form is ungrammatical when the object is a pronoun like in, “A man burned it out” or “A man burned out it”. “One of the apparent advantages to teaching word order with semantically transparent examples is that seeing these understandable combinations gives students

confidence. When they begin working on less transparent types, they no longer need to be concerned with word order.” (Sawyer, 2000, p.156).

Step 3: Teaching Verb-Real Particle Combinations

Sawyer (1999), in his study of child language acquisition, mentions three common functions for real particles. The first is telicity or completeness, which appears as a function of the real particle "up," as in "sip up," "devour up," "bite up," and so on. Teachers are able to demonstrate each real particle through presenting a series of verbs in which the real particle has the telic reading, like “up” for verbs of consumption like “drink and eat”. As for the second group, which is concerned with real particles which do not add much semantically to the verb, such as clean up, bring up, start out, and so on. Teachers also tend to show each real particle works with a set of verbs which add little semantically. The third group consists of idiomatic combinations that must be learned individually, like give up, take up, think up, and so on. These combinations are hard to organize into groups; they must be presented in contexts (Sawyer, 2000, p. 156).

1.2.5.2 Learning Phrasal Verbs

Phrasal verbs take place in grammar courses in the EFL curriculum, and they are also found in vocabulary textbooks. Many phrasal verbs have idiomatic meanings, so they are difficult for EFL students to master and use.

During the learning process, students should not just rely on books because books themselves are not enough for learners and they are not sufficient. Learners have to hear and use phrasal verbs as much as possible to become familiar with them. Since they still have difficulties with these multi-word verbs, it is the teachers’ and learners’ responsibility to make the learning of phrasal verbs easier, more entertaining, and more productive. There are sources that learners can use to enhance and ameliorate their knowledge of P.Vs, like

dictionaries, which have always been a basic instrument of learning, and also mobile applications, which can be used as a helpful way to learn some items in the English language.

Bianchini (2010), an Italian EFL teacher who enjoys teaching phrasal verbs, encourages her students to do the same while they are learning them. The Bianchini method was completely different. She encourages her students not to be afraid of using P.Vs; she came up with new ways of asking questions about P.Vs. For instance, when her students do not know the meaning of a word, instead of asking them the familiar question “what is the meaning of...?” she would better say “have you come across this word?” (Janet Bianchini, 2010, as cited in Buján Sánchez, 2013, p. 43). Among other options that can help students learn PVs are “watching films, having meetings with native speakers of English, listening to real English conversations, and so on.”

Conclusion

As provided in this section, phrasal verbs are those verbs that consist of two or more parts, and each phrasal verb has multiple meanings. However, not all two-word verbs are phrasal verbs. This section shows that phrasal verbs and prepositional verbs are two similar types of multiword verbs; they just differ in some points. Moreover, phrasal verbs differ from other verbs because they can be transitive, intransitive, separable, inseparable, and they can also have literal, aspectual, and idiomatic meaning. This section ended by highlighting the importance of PVs.

Chapter Two: Fieldwork

Introduction

The following chapter is devoted to the fieldwork of the research. The researchers have adopted a quasi-experiment as a research method to examine the validity of the research hypothesis “using the Archers podcast will have a positive impact on enhancing EFL learners’ understanding of phrasal verbs”. This chapter is divided into two sections; the first one starts with introducing the quasi-experimental design; then it gives a brief description of the setting and the main research tools in this study, which are the learners’ pre and post tests and the treatment with mentioning their aims. In addition, it mentions the subjects that dealt with in the present dissertation. Furthermore, the second section of this chapter analyses, discusses, and interprets the attained results.

Section One: Research Design and Methodology

2.1.1. Definition of the Quasi Experimental Design

“Although experimental studies are described as the “gold standard” for assessing the effectiveness of a program in changing outcomes, in some cases, quasi-experimental studies may be more feasible or appropriate” (Moore, 2008, P. 1). A quasi-experiment is a type of research design that seeks to detect the causal relationship between variables that outcomes from a specific treatment. Is usually used in studies where experimental research cannot be utilized for many reasons. Unlike the experimental studies, the quasi experiments do not contain a control group. Thus, this type of research compares results for one group of students before and after the group’s treatment or experiment (called pre-test and post-test design) (Moore, 2008, p. 1). In order to examine the validity of the research hypothesis, a quasi experiment has been conducted.

2.1.2. Data Collection Procedures

2.1.2.1. Setting

The present research took place at Mohammad Seddik Ben Yahia University in Jijel during the second semester of the year 2021/2022. It took a period of about two (2) hours, with one session for the experimental group (Sunday, May 15, from 8 to 10 a.m.).

2.1.2.2. Research Instruments

2.1.2.2.1. Description of the Lesson

The lesson began with giving a pre-test to students and asking them to answer it in 30 minutes. Then, the researchers assigned about 25 minutes to teach students some important elements that they need to know about phrasal verbs. Next, they gave the students conversations from the Archers podcast, which contain eight Phrasal Verbs in order to listen to, and then gave them a treatment of two tasks for answering them; this step took about 35 minutes. At the end and after listening, the researchers gave the students a post-test to discover whether they were affected by the Archers podcast conversations and benefited from them, and whether they understood the exact meaning of those phrasal verbs.

2.1.2.2.2. Description of the Archers' Podcast Conversations

A total of four episodes of the Archers podcast with an average length of 15 minutes were downloaded from BBC Radio 4 the Archers website, available at <https://www.bbc.co.uk/programmes/b006qpgr/episodes/downloads>. The researchers chose only the conversations that include phrasal verbs from the Archers podcast's episodes (with an average length of 3 minutes) in order to win time, to make it easier for students to

understand, and so that the students do not get bored. These conversations include various topics that benefit students. Finally, the eight phrasal verbs that are included in these conversations are: make up, turn out, push for, wrap up, pick up, let down, end up, leave off

The screenshot shows the BBC website for the Archers Podcast. At the top, there is a navigation bar with a home icon, the URL 'bbc.co.uk/programmes/b006...', a user profile icon, the BBC logo, a menu icon, and a search icon. Below the navigation bar is a banner for 'THE ARCHERS' with the BBC Radio 4 logo. The main content area is divided into sections: 'Podcast' with a description 'A contemporary drama in a rural setting.', 'UPDATED: DAILY', and 'EPISODES AVAILABLE: 30 DAYS'. There is a 'Subscribe in Sounds' button and an 'RSS' link. The 'Episodes to download' section lists three episodes: '26/05/2022 YESTERDAY', '25/05/2022 WEDNESDAY', and '24/05/2022 TUESDAY', each with a 'Download' button.

Figure 3: The Screenshot of the Homepage of the Archers Podcast

2.1.2.2.3. Description of Students' Treatment

As shown in the appendices “B” and “C”, the treatment that has been given to students consists of two tasks. The first task took place while students were listening to the Archers podcast conversations, where they were asked to complete the conversations by putting in the missing phrasal verbs. The main objectives of this task were to check the students' ability to derive phrasal verbs from British conversations and to test if they are familiar with those phrasal verbs. The second task was given to them after they listened to the conversations. This task includes the correct written conversations from the Archers podcast, where phrasal verbs were written in bold and three options of meaning, including the correct meaning, were given to each phrasal verb, and the students were required to circle the correct meaning of each phrasal verb from among the existing options. The main objectives of this task were to find out if the students were influenced by listening to the Archers podcast, to see if they got the correct meaning of those phrasal verbs through listening to the Archers podcast conversations, and to see if these conversations enhanced their understanding of phrasal verbs.

2.1.2.2.4. Description of the Students' Pre and Post Tests

Concerning data collection tools, the researchers used a pre-test and a post-test as a major tool to test the validity of the previous hypothesis of this research. The pre-test was applied before doing the treatment to evaluate the students' capacity to master phrasal verbs before listening to the Archers podcasts, while the post-test took place after the treatment to assess their understanding of phrasal verbs after listening. Both tests were applied to the experimental group and they consist of two tasks: in the first task, students were required to fill in the gaps with the appropriate phrasal verbs that were derived from the Archers' podcast conversations. In the second task, they were asked to write sentences

by using phrasal verbs that were predetermined in the first task. The experimental group was assigned to answer each test in an allocated time of 30 minutes, with respecting some conditions like the necessity for students to write down their names and to work individually. Finally, the scores of the pre-test and the post-test are out of eight points for each task; the researchers correct and evaluate the students' answers to both tests.

2.1.3. Population and Sampling

The sample of this experiment consisted of 15 first year EFL students at Mohammad Seddik Ben Yahia University, Jijel. One group of 15 students has been chosen for this research. The reason behind choosing 1st year English students is that they are beginners and they are not familiar with phrasal verbs yet. So, they are the best choice for this experiment because phrasal verbs are something challenging for them. Polit et al. (2001) acknowledged that:

Sampling involves selecting a group of people, events, behaviours, or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible the entire population. This decision has a major impact on the meaning and generalisability of findings. (p. 234).

2.1.4. The Aim of Tests

The main objectives of the predetermined tests (pre-test and post-test) for the experimental group were to determine whether the students benefited from the Archers podcasts; to measure to what extent their understanding of phrasal verbs was influenced by those podcasts; to test their understanding of phrasal verbs before and after listening; and to check the validity of the research hypothesis.

Conclusion

In short, the information that is included in this section has been mentioned for understanding the paradigm that was adopted. Also, it gave an overview about the nature of main tools that have been used to collect data.

Section Two: Data Analysis and Results Discussion

Introduction

The following section presents a detailed analysis of students' treatment, pre-test, and post-test. Then, it carefully and fairly discusses the results obtained in relation to the predetermined hypothesis. Additionally, the results are carefully presented in tables and graphs in this section. Due to the small sample size, the researchers avoided using a statistical test to analyze the research findings.

2.2.1. Data Analysis

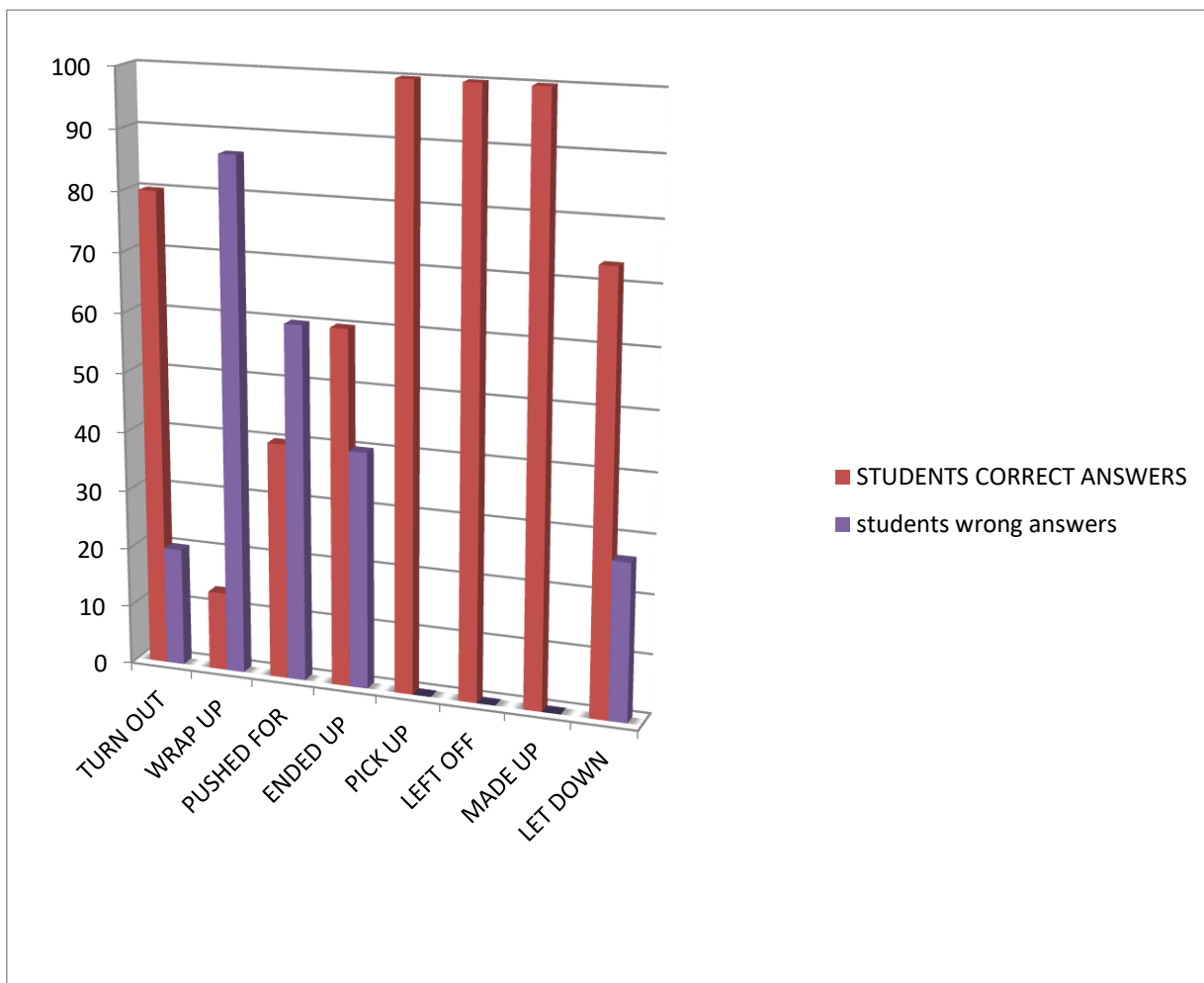
2.2.1.1. Analysis of Quasi-Experiment Results

2.2.1.1.1. Analysis of Students' Treatment

Task 1

Table 2: Students' Answers in Treatment Task 1

Phrasal Verbs	Students' correct answers	Percentage 100%	Students' wrong answers	Percentage 100%
Turn out	12	80%	3	20%
Wrap up	2	13.33%	13	86.67%
Pushed for	6	40%	9	60%
Ended up	9	60%	6	40%
Pick up	15	100%	0	0%
Left off	15	100%	0	0%
Made up	15	100%	0	0%
Let down	11	73.33%	4	26.67%



Graph 1. The Percentage of Students' Answers in Treatment Task 1

The table and the graph above represent the students' treatment task 1 answers; the total number of students was 15. As mentioned before, this task took place while students were listening to the Archers podcast conversations. It is done to test the students' familiarity with phrasal verbs and their ability to derive these verbs from British conversations.

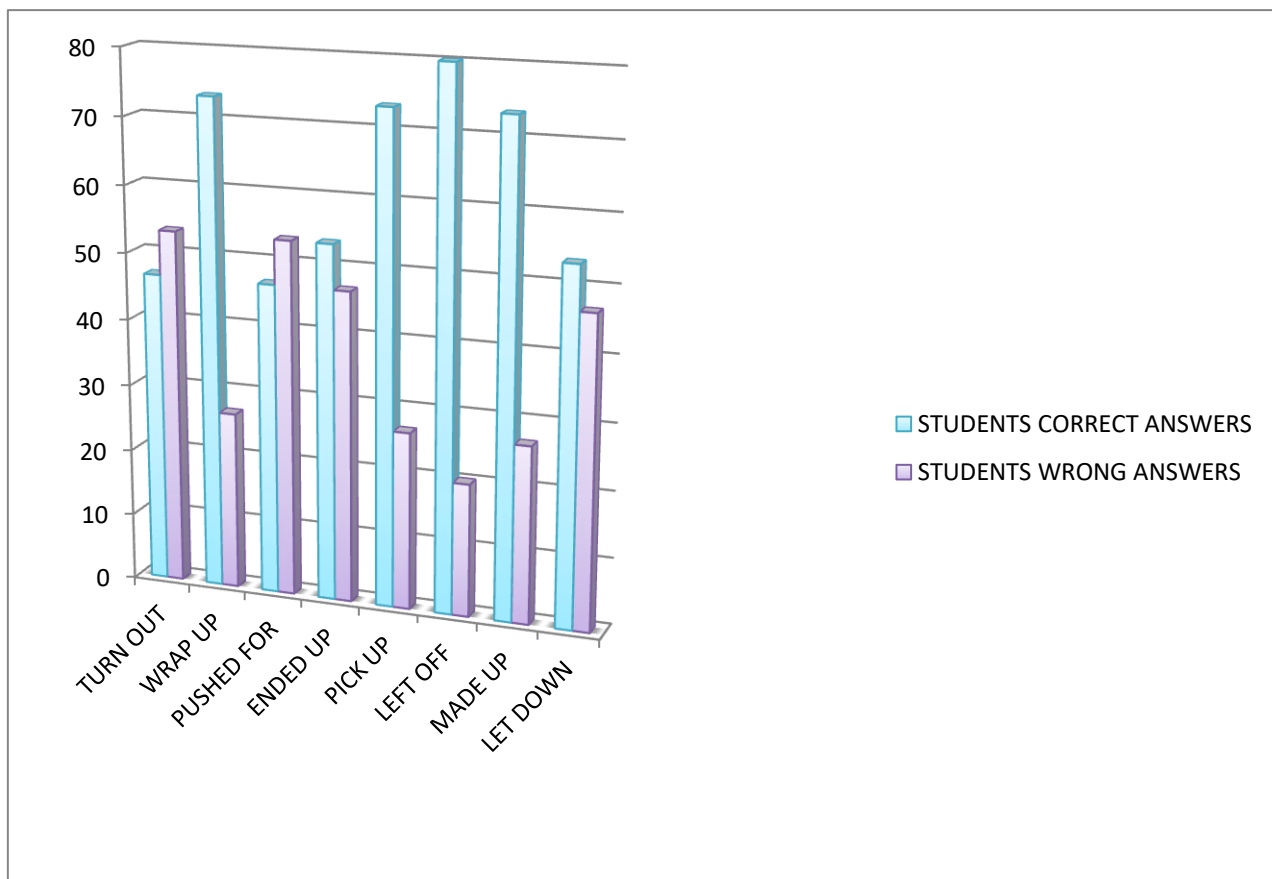
Concerning the results of this task, a large number of students (80%) correctly heard and answered the phrasal verb "turn out." Yet, 20% of them heard "turn up" instead of "turnout." The phrasal verb "wrap up" was only known to two students; about 13.33% of them were able to hear and derive it correctly, while 86.67% of them were not. For the

“pushed for” PV, a percentage of 40% of students heard it correctly and about 60% gave the wrong answer; most of them heard “pushed up,” “pushed”, or “pushed by” instead of “pushed for”. A percentage of 60% of students heard and answered correctly the PV “ended up”, while 40% of them did not; the majority did not fill the gap. As stated in table 2 and in graph 1, no one of the students (0%) gave the wrong answer of PVs “pick up,” “left off”, and “made up”; all 15 students gave the correct answer. For the last phrasal verb “let down”, most learners (73.33%) answered correctly, while a percentage of (26.67%) couldn’t answer.

Task 2

Table 3: Students’ Answers in Treatment Task 2

Phrasal Verbs	Students’		Students’	
	correct answers	Percentage	wrong answers	Percentage
Turn out	7	46.67%	8	53.33%
Wrap up	11	73.33%	4	26.67%
Pushed for	7	46.67%	8	53.33%
Ended up	8	53.33%	7	46.67%
Pick up	11	73.33%	4	26.67%
Left off	12	80%	3	20%
Made up	11	73.33%	4	26.67%
Let down	8	53.33%	7	46.67%



Graph2 .The Percentage of Students' Answers in Treatment Task 2

The table and the graph above represent the results of treatment task 2; the total number of students was 15. This task took place after students had listened to the Archers podcast conversations in order to know if students got the correct meaning of phrasal verbs through listening to these conversations and to test whether these conversations enhanced their understanding of phrasal verbs.

As we can note from table 3 and graph 2, a percentage of (46.67%) about seven (7) students gave the correct meaning of the PV “turn out,” while eight (8) of them (53.33%) couldn’t understand its exact meaning; the majority of the participants agreed that “turn out” means “To move away from someone or something because you do not like it” and this is completely incorrect. For the PVs “wrap up,” “pick up,” and “made up”, there were eleven (11) participants (73.33%) who answered them correctly, and four (26.67%) did

not. A percentage of (46.67%) about seven participants circled the correct meaning of “pushed for”, and about eight (53.33%) found it difficult to understand the correct meaning of this PV where the majority of students’ answers were “to cancel something”. Furthermore, there were eight participants (53.33%) who found the correct meaning of “ended up” and “let down”, whereas a percentage of 46.67% did not. Finally, the majority of the participants (80%) circled the correct meaning of the PV “left off”; three participants (20%) had circled the wrong answer.

2.2.1.1.2. Analysis of Students’ Tests (Pre-test and Post-test)

The results of the pre-test and post-test were determined by scoring the students’ correct answers. Both tests were done to test students’ understanding of phrasal verbs before and after listening to the Archers podcast conversations.

Task one

Table 4: Comparison of Students’ Pre-test and Post-test Marks and the Percentage in Task 1

Participants	pre-test Results		Post-test results	
	Students’ Mark	Percentage of students’ Mark	Students’ Mark	Percentage of Students’ Mark
Participant 1	4	50%	8	100%
Participant 2	7	87.5%	8	100%
Participant 3	5	62.5%	8	100%
Participant 4	4	50%	7	87.5%
Participant 5	5	62.5%	7	87.5%

Participant 6	6	75%	8	100%
Participant 7	3	37.5%	8	100%
Participant 8	4	50%	6	75%
Participant 9	3	37.5%	7	87.5%
Participant 10	4	50%	2	25%
Participant 11	5	62.5%	8	100%
Participant 12	4	50%	5	62.5%
Participant 13	2	25%	4	50%
Participant 14	3	37.5%	8	100%
Participant 15	4	50%	8	100%

Note: the scores are out of 8

From table 4, it is clear that there is a great difference between the students' pre-test and post-test marks; the students' marks have been highly ameliorated in the post-test.

As it is illustrated in table 4, the best mark with the pre-test is seven (7) out of eight (8); it is obtained only by one participant who had correctly answered 87.5% of the questions. The bad mark on the pre-test is two (2) out of eight (8), and it is also gained only by one participant who could answer 25% of the questions. Six of the participants could answer 50% of the questions, and they got an average mark of four (4). Additionally, three participants provided 37.5% of correct answers; they scored under average three (3), and four of them scored between five (5) and six (6), where they could correctly answer 62.5% and 75% of the questions.

In contrast to the pre-test, the best mark in the post-test is eight out of eight; it is obtained by eight participants who had correctly answered the whole task. As we can note with regard to the pre-test results, the students' scores are totally improved with the post-test. Additionally, the bad mark on the post-test is two (2) out of eight (8); it is obtained by only one student who could answer correctly to only 25% of the questions. Only one participant got an average mark of four (4), and she could correctly answer 50% of the questions. Furthermore, five students obtained scores ranging from five to seven; they correctly answered 62.5%, 75%, and 87.5% of the questions.

Task 2

Table5. Comparison of Students' Pre-test and Post-test Marks and the Percentage in

Task 2

Participants	Pre-test		Post-test	
	Students' Mark	Percentage of Students' Mark	Students' Mark	Percentage of Students' Mark
Participant 1	0	0%	7	87.5%
Participant 2	2	25%	7	87.5%
Participant 3	0	0%	6	75%
Participant 4	1	12.5%	5	62.5%
Participant 5	4	50%	7	87.5%
Participant 6	0	0%	6	75%
Participant 7	1	12.5%	7	87.5%
Participant 8	0	0%	4	50%
Participant 9	0	0%	6	75%

Participant 10	1	12.5%	5	62.5%
Participant 11	2	25%	6	75%
Participant 12	1	12.5%	2	25%
Participant 13	3	37.5%	3	37.5%
Participant 14	1	12.5%	6	75%
Participant 15	4	50%	8	100%

Note: The Scores are out of 8

As it is demonstrated in table 5, the results revealed that students' marks in the pre-test and post-test concerning task two are totally different. The majority of students made progress and improved their marks in the post-test, except for one student who got 3 points (37.5%) on both the pre and post-tests.

It is noticeable in table 5 that the best mark in the pre-test is four (04) out of eight (8) with a percentage of 50%, while the bad mark is zero (0) with a percentage of (0%); no one could answer correctly. Concerning the best mark (04) in the pre-test, just two (02) participants could get it, whereas for the bad mark (0), five (05) participants got it. The rest of the marks are between 1 and 3; for the mark one (01), five (05) students obtained this mark where they could just answer one sentence (12.5%). Two participants out of fifteen got two (02) points for two correct sentences (25%). Additionally, there is only one participant out of fifteen who got a mark of (03), who could answer 37.5% of the sentences.

Unlike the pre-test results, the post-test results are extremely different and improved. The best mark in the post-test is eight (08) out of eight (08); just one participant could get it and answer all the sentences correctly, and the percentage was (100%). The bad mark is two (02) out of eight (08) and also just one participant obtained it and could correctly

answer 25% of the questions. The remaining marks are a mixture of 03, 04, 05, 06, and 07 where Four learners got seven (07) out of eight (8), and they could correctly write 87.5% of the sentences. Since the task is out of eight (08), seven (07) is a good mark. The medium mark of six (06) is for five students with a percentage of 75%. Two students out of fifteen got a mark of five (05) in this task, and they correctly answered approximately 62.5% of the sentences. As for the mark four (04), only one student obtained it and could correctly answer 50% of the sentences. Except for participant13, who got three (03) points with a percentage of 37.5% in both tests in this task.

2.2.2. Discussion of the Results

As a paramount reminder, the major purpose of this research is to investigate the impact of using the Archers podcast on enhancing 1st year EFL students' understanding of phrasal verbs; for that purpose, the quasi-experiment was conducted to test the validity of the research assumption.

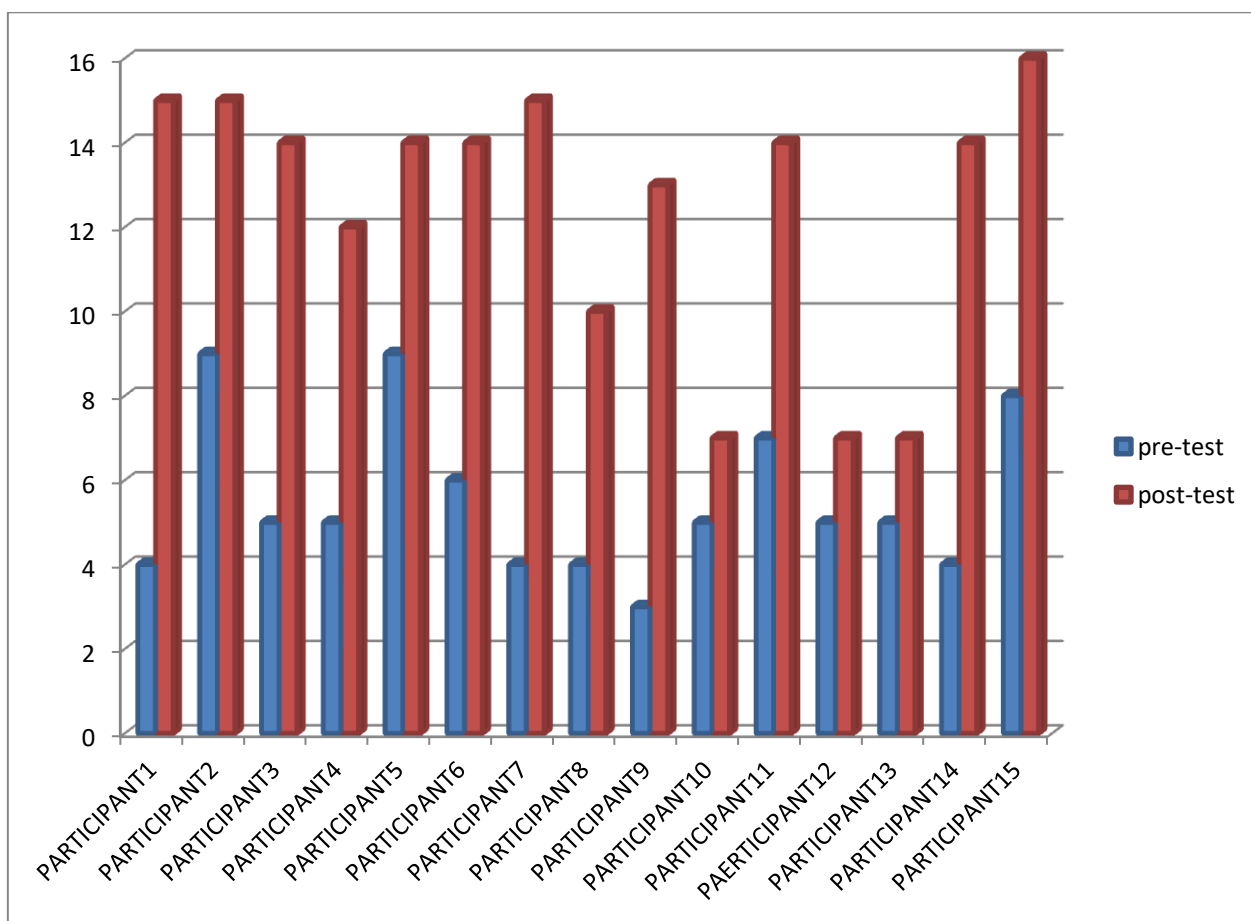
2.2.2.1. Discussion of Students' Tests

Table6. Comparison of Students' Scores in the Pre-test and Post-test

Participants	Pre-test	Post-test	Gain score
Participant 1	4 (UA)	15 (AA)	+11
Participant 2	9 (AA)	15(AA)	+6
Participant 3	5 (UA)	14 (AA)	+9
Participant 4	5 (UA)	12(AA)	+7
Participant 5	9 (AA)	14(AA)	+5
Participant 6	6 (UA)	14(AA)	+8
Participant 7	4 (UA)	15(AA)	+11

Participant 8	4 (UA)	10(AA)	+6
Participant 9	3 (UA)	13(AA)	+10
Participant 10	5 (UA)	7(UA)	+2
Participant 11	7 (UA)	14(AA)	+7
Participant 12	5 (UA)	7(UA)	+2
Participant 13	5 (UA)	7(UA)	+2
Participant 14	4 (UA)	14(AA)	+10
Participant 15	8 (AA)	16(AA)	+8
Mean	5.53 (UA)	12.46(AA)	+6.93

Note: The Scores are Out of 16



Graph3. Graphical Representation of Students' Final Scores in Both Tests

Considering the results illustrated in table 6 and in graph 3 representing the comparison of students' scores in both the pre-test and post-test, it is obvious that the participants' scores on the post-test are different and higher than those in the pre-test with a difference of 6.93; the highest score in the pre-test is nine (9) out of sixteen (16) and it is obtained by two participants; while the highest score in the post-test is sixteen (16) out of sixteen (16), it is gained by only one participant. In the pre-test, a percentage of 20%, about three (3) of the participants scored above average (AA) and twelve of them (80%) scored under average (UA); in contrast to the pre-test, a proportion of 80% of the participants scored above average (AA) and only 20% scored under average (UA) in the post-test. An unbelievable increase in the participants' post-test scores is observed. The participants' mean increased from 5.53 (UA) out of sixteen (16) in the pre-test to 12.46 (AA) out of 16 in the post-test; all of them, without exception, improved their scores, made progress, and outperformed in the post-test. This implies that their understanding of phrasal verbs has improved. Thus, it is obvious that the treatment, which is the use of the Archers podcast, was influential and successful.

Regarding the analysis, the results obtained enabled the researchers to answer the questions introduced at the very beginning of the research. The pre-test results illustrated in tables 4, 5, and 6 reveal that most learners face difficulties in understanding phrasal verbs; their marks before treatment were very bad, especially in the second task. During the correction of the students' pre-test, the researchers noted that most students find it difficult to comprehend the exact meaning of the idiomatic phrasal verbs such as "turn out" and "wrap up", and they face difficulties in writing sentences using phrasal verbs. The two researchers also noted that the participants did not take into consideration the unity of phrasal verbs; the majority of them understood the main verb alone. Additionally, the

general findings manifested in tables 2, 3, and 6 clarified that the Archers podcast has an impact on enhancing 1st year EFL students' understanding of phrasal verbs.

On the whole, the analysis of the quasi-experiment results revealed that the research hypothesis “using the Archers podcast will have a positive impact on enhancing 1st year EFL learners' understanding of phrasal verbs” was confirmed because the participants improved their scores after listening to the Archers podcasts; this means that their level of comprehending phrasal verbs has greatly improved after listening to the Archers podcasts. This is totally compatible with what researchers suggested in the first chapter: “when learners listen to an audio podcast, they can understand the exact meaning of phrasal verbs.”

2.2.3. Limitations of the Study

In fact, we faced a lot of barriers and limitations while conducting this piece of research:

- Firstly and most importantly, this study “The impact of context on enhancing EFL students’ understanding of phrasal verbs: The Archers Podcast as an example” hadn’t been discussed before, so the researchers faced obstacles in finding enough sources to support the first section of chapter one “The use of The Archers podcast in the EFL classroom”.
- The Archers podcast conversations were performed in teaching phrasal verbs for the first time, which was different and not easy to be done.
- It is also worth mentioning that the lack of time was the major problem the researchers faced: At the beginning, the two researchers were supposed to conduct a true- experiment, but due to time constraints, they changed it into a quasi-experiment.
- Additionally, the researchers presented their quasi experiment in the last week before exams, when the 1st year students were in the TD exams period which is why they couldn’t present more sessions.

2.2.4. Pedagogical Recommendations and Suggestions for Future Research

Future research to investigate the learning strategies that enhance mastering of idiomatic phrasal verbs will need to be conducted. The following recommendations and suggestions need to be regarded:

- Integrate the electronic material into the curriculum.
- Laboratories should be equipped with internet services and modern technology.

- Teachers should use more interesting and motivating materials to teach phrasal verbs.
- It is better for teachers to use podcasts as the main tool to teach phrasal verbs.
- Teachers should focus more on listening skill because they are a helpful way to improve students' vocabulary and grammar.
- We recommend the Archers podcast to be utilized to teach phrasal verbs at all EFL levels to give learners support and motivation.

Conclusion

The main objective of this empirical part was to discuss the results obtained from the quasi-experiment analysis. As provided in this section, the results obtained confirmed that the Archers podcast plays an important role on enhancing 1st year EFL students' understanding of phrasal verbs. This section accurately mentioned the encountered limitations with the pedagogical recommendation and suggestions for future studies.

General Conclusion

Phrasal verbs are a basic component of the English language, especially the colloquial one. Teachers need to focus more on using effective methods and tools to teach phrasal verbs because traditional methods are no longer motivating for the students. In this research, a new and motivating tool namely “The Archers Podcast,” was adopted to teach 1st year EFL learners phrasal verbs. The current research discussed the relationship between the two variables, the Archers podcast and phrasal verbs, and it is aimed at investigating the impact of using the Archers podcast on enhancing 1st year EFL students’ understanding of phrasal verbs.

After analyzing and interpreting the data gathered, the findings reveal that after the implementation of the Archers podcast, the students’ scores increased significantly; this means that by using this podcast, students developed their level of understanding of phrasal verbs. Furthermore, learners seemed to be more interested to learn phrasal verbs through listening to the Archers podcast. Thus, the Archers podcast proves to be effective in understanding and mastering phrasal verbs.

In brief, the findings confirm the hypothesis of the present study, which is that “using the Archers podcast will have a positive impact on enhancing 1st year EFL students’ understanding of phrasal verbs.”

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Appendices

Appendix "B"

Treatment: Task 1

Listen to the following conversations from the Archers podcast and fill in the gaps with the missing phrasal verbs.

Conversation 1

I'm sorry, Roy! But why is it that people will there in droves for Linda's business production or a quiz night in the pub.

Conversation 2

Oh, I think she moved.

Did she?

Roy, she moved her little tail. It twitched. I gotta back in the bowl.

Conversation 3

I hope your quest allows you to bring an end to the bad feeling and perhaps eventually to forgive yourself.

I hope so too. More than anything, I don't want my negative feelings to impact those around me, especially Martha. Maybe that's why I.....her party in the end.

Pushed?! Chris wasn't keen on a big party when she was so young, but I really wanted to mark the occasion. As you know we.....having separate events.

Conversation 4

She dealt with it all.

Must've been difficult when she died.

Yes! More so because, er, well, I fear a certain experience from my younger years left me ill-equipped to.....where she....., or so I convinced myself.

Conversation 5

I told you I talked to Roy.

Yeah!

It definitely wasn't him. It's a bit embarrassing really. I.....a lame excuse about being there to see Oliver.

Conversation 6

You're by far the best candidate, Kirsty. I don't mean to....., gran.

Me?!

I don't want to seem ungrateful

No dear! Actually, I'm really rather proud of you.

Appendix “C”

Treatment: Task 2

Circle the correct meaning of the phrasal verbs in bold.

Conversation 1

I’m sorry, Roy! But why is it that people will **turn out** there in droves for Linda’s business production or a quiz night in the pub.

1. To be present at an event
2. To move in a circular movement
3. To move away from someone or something because you don’t like it.

Conversation 2

Oh, I think she moved.

Did she?

Roy, she moved her little tail. It twitched. I gotta **wrap her up** back in the bowl.

1. To throw away something
2. To cover or enclose something in paper or soft material
3. To cook something

Conversation 3

I hope your quest allows you to bring an end to the bad feeling and perhaps eventually to forgive yourself.

I hope so too. More than anything, I don’t want my negative feelings to impact those around me, especially Martha. Maybe that’s why I **pushed for** her party in the end.

1. To cancel something
2. To go quickly to a certain place using force
3. To encourage someone to do something or to act in a certain way

Pushed?!

Chris wasn’t keen on a big party when she was so young, but I really wanted to mark the occasion. As you know we **ended up** having separate events.

1. To find yourself in a place or situation that you didn’t intend or expect to be in
2. To finish something quickly
3. To cancel an event

Conversation 4

She dealt with it all.

Must’ve been difficult when she died.

Yes! More so because . . . well, I fear a certain experience from my younger years left me ill-equipped to **pick up** where she **left off**, or so I convinced myself.

Pick up

1. To continue something or an activity
2. To prevent something from falling
3. To lift something

Leave off

1. To die
2. To stop doing something
3. To resign

Conversation 5

I told you I talked to Roy.

Yeah!

It definitely wasn't him. It's a bit embarrassing really. I **made up** a lame excuse about being there to see Oliver.

1. To produce something
2. To destroy something completely
3. To invent a story in order to trick someone

Conversation 6

You're by far the best candidate, Kirsty. I don't mean to let you down, gran.

Me?!

I don't want to seem ungrateful

No dear! Actually, I'm really rather proud of you.

1. To disappoint someone
2. To let someone fall down
3. To ask someone to go away politely

Résumé

Le contexte est considéré important pour comprendre la langue cible en ce qu'il fournit les indices nécessaires aux étudiants pour décoder le sens du vocabulaire cible. Un domaine problématique pour les étudiants est celui des verbes à particule, qui sont une caractéristique de l'anglais. Cette recherche visait donc à étudier l'impact du contexte ; le podcast des archers comme exemple, sur l'amélioration de la compréhension des verbes à particule des étudiants de 1ère année EFL à l'université Mohammed Seddik Ben Yahia, Jijel. Il est supposé que le podcast des archers, fournissant les indices contextuels nécessaires, aura un impact positif sur l'amélioration de la compréhension des verbes à particules par les étudiants de 1ère année EFL. Pour tester l'hypothèse susmentionnée, les chercheurs ont utilisé une conception quasi-expérimentale, analysant ainsi les réponses des étudiants fournies dans la phase de traitement ainsi que comparant les résultats du pré-test et du post-test. Le post-test a révélé que les scores des étudiants étaient statistiquement supérieurs, montrant que le contexte a un impact positif sur la compréhension des verbes à particule par les étudiants, confirmant ainsi l'hypothèse posée.

Les Mots-clés: Le Podcast des Archers, Le Contexte, Les Verbes à particule

ملخص

يعتبر السياق ضروري لفهم اللغة و هذا لتوفره على القرائن اللازمة لفهم العديد من المصطلحات، واحدة من المشاكل التي تواجه الطلاب هي الأفعال المركبة و التي تعتبر ميزة في اللغة الانجليزية و قد هدفنا من خلال هذا البحث إلى التحقيق في تأثير السياق- بود كاست الارشرز- كمثل على تطوير و تعزيز فهم الجمل الفعلية لدى طلبة السنة أولى انجليزية بجامعة محمد الصديق بن يحيى بجيجل. لاختبار صحة فرضية هذا البحث القائلة أن استخدام بودكاست الارشرز سيكون له تأثير ايجابي على تطوير فهم طلاب سنة أولى لغة انجليزية للأفعال المركبة، استخدم الباحثان تصميمًا شبه تجريبي حيث قاما بتحليل إجابات الطلاب المقدمة في مرحلة العلاج بالإضافة إلى مقارنة نتائجهم قبل الاستماع لبودكاست الارشرز وبعده. مما أظهرت نتائج الاختبار اللاحق أن درجات الطلاب كانت أعلى من الناحية الإحصائية، و هذا يدل على أن السياق له تأثير ايجابي على فهم الطلاب للأفعال المركبة و بالتالي تأكيد صحة الفرضية المطروحة.

الكلمات المفتاحية: بود كاست الارشرز، السياق ، الأفعال المركبة