

**In The Name of Allah, Most Merciful, Most Gracious**  
**Sudan University of Science and Technology**  
**College of Graduate Studies**

**An Investigation into the Problems of Using  
Phrasal Verbs in English Language Facing  
Secondary Schools Students**

**(A Case Study of Some Secondary Schools in East Nile  
Locality)**

**A Partial Dissertation Submitted to the College of  
Languages in Fulfillment of the Requirements for M.A  
Degree in English Language**

**Submitted by: Hajer Mustafa Fath-Elrahman Elobyed**

**Supervised by: Dr. Abdalla Yassin Abdalla**

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**بسم الله الرحمن الرحيم  
جامعة السودان للعلوم والتكنولوجيا  
كلية اللغات**

**دراسة مشاكل إستخدام الأفعال الإصطلاحية فى اللغة الإنجليزية التى تواجه  
طلاب المدارس الثانوية**

**(دراسة حالة لبعض المدارس الثانوية بمحلية شرق النيل)**

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فى اللغة الإنجليزية  
(لغويات تطبيقية)**

**إعداد: هاجر مصطفى فتح الرحمن العبيد**

**إشراف: د. عبد الله يس عبد الله**

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## Dedication

To my Parents, my sisters, my brother, and to my dear  
husband, Ahmed

## **Acknowledgements**

Firstly, my deep thanks to Allah who helped me accomplish this study.

Secondly, the researcher would like to express her profound gratitude to her thesis supervisor, **Dr. Abdalla Yassin**, for his guidance and patience throughout of this thesis.

Finally, I would like to thank all teachers in Sudan University for their encouragement and help.

## **Abstract**

This study aims to investigate the problems of using phrasal verbs in English Language which encounter secondary schools students in first and third levels.

The study adopted the Descriptive Analytical Method of research. The researcher designed a test on phrasal verbs for the students, in addition to a questionnaire for English Language teachers. The phrasal verbs test aimed at measuring the students' abilities in dealing with the problems posted by the phrasal verbs expressions. The test was administrated to a total sample of 30 students. The English Language teachers' questionnaire, on the other hand, aimed at assessing the English Language teachers' views on the relevance of phrasal verbs to English Language curricula in these secondary school ( SPINE series) and to the teaching contexts. The questionnaire was administrated to a total sample of 8 English Language teachers from the same secondary schools in East Nile locality. The above mentioned tools used satisfied the criteria of validity and reliability.

Penetrating into the research problems, the researcher raised four key questions about the semantic and structural problems of English phrasal verbs. Moreover, four corresponding hypotheses were formulated and later confirmed. finally, some relevant recommendations have been included in this study.

## **Abstract (Arabic Version)**

### **مستخلص البحث**

يهدف هذا البحث لدراسة المشاكل التي تواجه طلاب اللغة الإنجليزية في المدارس الثانوية في

إستخدام الأفعال الإصطلاحية في اللغة الإنجليزية.

تبنت الدراسة المنهج الوصفي التحليلي، حيث قامت الباحثة بتصميم أدوات البحث المتمثلة في

إختبار الأفعال الإصطلاحية للطلاب بالإضافة إلى إستبانة لأساتذة اللغة الإنجليزية. هدف

إختبار الأفعال الإصطلاحية لقياس قدرات الطلاب في معالجة المشاكل التي تنتصل بهذه الأفعال

الإصطلاحية، وقد تم إجراؤه لعينة بعدد 30 طالب. أما الإستبانة والتي أجريت بعدد 8 من

أساتذة اللغة الإنجليزية في المدارس الثانوية، فقد هدفت إلى تقويم آراء هؤلاء الأساتذة حول

مشاكل الأفعال الإصطلاحية بمناهج اللغة الإنجليزية في هذه المدارس (سلسلة الإسباين)،

وكذلك علاقتها بتعلم وتدريس اللغة. كما تم التأكد من مطابقة هذه الأدوات لمعايير الصدق

والثبات

لقد حاولت الباحثة في إطار سعيها التحقق من مشكلة البحث بالإجابة علي أربعة أسئلة تتصل

بمشكلات الصيغة البنائية والبناء الدلالي للأفعال الإصطلاحية

وبناء علي ذلك فقد إشتملت الدراسة علي خمس فرضيات

## Table of contents

Title	Page
Dedication	I
Acknowledgements	II
Abstract(English version)	III
Abstract(Arabic version)	IV
Table of contents	V-VI

---

List of tables	VII-VIII
----------------	----------

## **CHAPTER ONE**

Introduction	2
1.1 Context of the Study Problems	2-3
1.2 The Statement of the Problem	3
1.3 Research Questions	4
1.4 Research Hypotheses	4
1.5 Research Objectives	-45
1.6 Research Limits	5
1.7 Significance of the Research	-56
1.8 Research Methodology	6
1.9 Outline the Study	-67

## **CHAPTER TWO**

Literature Review	8
2.1 The Definition of Phrasal Verbs	9-13
2.2 The Classification of Phrasal Verbs	13-15
2.3 The Semantics and Syntactic Properties of Phrasal Verbs	<b>15</b>
2.3.1 The Semantics Properties	15-17
2.3.2 The Syntactic Properties	17-20
2.4 Phrasal Verbs and Idiomaticity	20-21
2.5 Some Approaches to Learning and Teaching English Phrasal Verbs	21-22
2.6 Review of Related Previous Studies	22-25



2.7 Summary of the Chapter	25-26
----------------------------	-------

## **CHAPTER Three**

<b>Research</b>	<b>27</b>
<b>Methodology</b>	
3.1 Population of the Study	28
3.2 Instrumentation	28
3.2.1 The Phrasal Verbs test	28
3.2.2 The Teachers' Questionnaire	<b>28-29</b>
3.3 Validity and Reliability of the Research Tools	<b>29</b>
3.3.1 Reliability of the test	29
3.3.2 Validity of the Questionnaire	29

## **CHAPTER Four:**

### **Data Analysis, Results, and Discussion**

4.1 ELT Teachers Demographic Data	30-32
4.2 The Problems of Using English Phrasal Verbs (Causes and Possible Solutions) -Teachers Perspective	32-39
4.3 The Results of Secondary School Students' Test on Using English Phrasal Verbs	39-45
4.4 Hypotheses Testing	45-46
4.5 summary of the Chapter	46
CHAPTER Five: Summary conclusions, Recommendations, and Suggestions for	47

## Further Studies

5.1 Summary of the Study	48-49
5.2 Conclusions	49
5.3 Recommendations	50
5.4 Suggestions for Further Studies	50
Bibliography	51

## Appendices

Appendix (1): Questionnaire	52-55
Appendix (2): Test	56-58

## List of Tables

Table	Page No
Table ( 4.1) Respondents' Gender Distribution	32
Table (4-2): Respondents Distribution according to their specialization	33
Table (4-3): Secondary Schools Students Face Problems in Using English Phrasal Verbs	33
Table (4-4): Idiomatic Expressions Difficulty Causes Problems in Using E Phrasal Verbs	34
Table (4-5): Lack of Early Instruction of Phrasal Verbs for Secondary Schools Students Causes the	35

Problems of Using English Phrasal Verbs	
<b>Table (4-6): Sufficiency of Specialized Materials in the Syllabus (SPINE Series) on Using E Phrasal Verbs</b>	<b>36</b>
<b>Table (4-7): Secondary Schools Students Predict English Phrasal Verbs Meaning from the Context of Speech</b>	<b>36</b>
<b>Table (4-8): Complexity of Understanding of English Phrasal Verbs Causes the Problems of Using Phrasal Verbs</b>	<b>37</b>
<b>Table (4-9): Secondary Schools Students Linguistic Background as Foreign Language Learners Affects their Understanding of Phrasal Verbs</b>	<b>38</b>
<b>Table (4-10): Including Phrasal Verbs in the Syllabus (SPINE Series) as a Possible Solution of the Problems of Using E Phrasal Verbs</b>	<b>39</b>
<b>Table (4-11): Providing Sufficient Training for Teachers as a Possible Solution of the Problems of Using E Phrasal Verbs</b>	<b>39</b>
<b>Table (4-12): Question 1-1(Please, take off your shoes when you enter the mosque.):</b>	<b>40</b>
<b>Table (4-13): Question 1-2 (. Al-hilal football team was at its worst last night; they had played a bad match and let down their fans.</b>	<b>41</b>
<b>Table (4-14): Question 1-3 (The two enemy neighbors agree to forget the past and <u>turn over</u> a new leaf.)</b>	<b>41</b>

<b>Table (4-15):</b> Average of Question One on English Phrasal Verbs:	41
<b>Table (4-16):</b> Question 2-1(It was cloudy all the morning today then cleared.....about midday but it never rained.)	42
<b>Table (4-17):</b> Question 2-2 (don't earn much money from my present job so I'll look..... another one.)	42
<b>Table (4-18):</b> Question 2-3 (Don't forget to put.....the light before you go to bed.)	43
<b>Table (4-19)</b> above represents the distribution of the students' answers of question 2-4. The result reveals that most of the students' answers were incorrect.	43
<b>Table (4-21):</b> Question 3-1 (Ali was driving too fast and he.....a telephone pole.)	43
<b>Table (4-22):</b> Question 3-2 (The mechanic.....my car but couldn't find anything wrong with it.)	44
<b>Table (4-23):</b> Question 3-3 (I promised to take my son to a baseball game, and I'm not.....my word.)	45
<b>Table (4-24):</b> Question 3-4 (Have you.....a dresses to wear to the party yet?)	45
<b>Table (4-25):</b> Average of Question Three on English Phrasal Verbs:	45



**Chapter One**  
**INTRODUCTION**

# Chapter One

## Introduction

This chapter will provide a theoretical framework for the study. Specifically, it will provide a description of the context of the study and will give short account of the history of English Language in Sudan. It will also provide a description of the study problem and will formulate the questions and hypotheses of the study. The significance of the study will be shown. The chapter will also specify the scope and limitation of the study. Finally, it will unfold the methodology to be adopted for conducting the empirical part of study.

### 1.1 Context of the Study Problem:

During the British colonial period of the Sudan (1898- 1956), English language was the official language of the state. It was the medium of instruction in the educational institutions established by the British administration during that period. It is worthy mentioning that most of the teachers at that time were native speakers of English and that allowed a wide exposure to English language for Sudanese students. Later after Sudan gained its independence in 1956, Arabic language began gradually to replace English as a medium of instruction. Consequently, English language came to be taught as a foreign language.

The current status of this language in the context of Sudan shows that it is declining and losing its significance in the educational environment in this country because the purposes of learning this language have been changed.

## 2

Upon considering its characteristics, English is a language which is rich in what are called phrasal verbs. These phrasal verbs are the most frequently used types of figurative language in discourse. For Sudanese secondary schools students these guises of language (i.e. phrasal verbs) are difficult to deal with because they are relevant to the culture of the target language. Furthermore, phrasal verbs are almost a neglected variable in ET in secondary schools environment.

### **1.2 The Statement of the Problem:**

Since phrasal verbs are expressions peculiar to a language, their perception is often not a great challenge to the native speakers of that language because they form a manner of speaking that is natural to that speaker. But for non-native speakers it may be a difficult task. As far as English language is concerned one needs to consider the phrasal verbs of this language. The cause of a combination of words to be a phrasal verb is due to non-linguistic factors such as the social, historical, and cultural factors relevant to the use of language. It adds a distinction to the quality of the expression. A learner should grasp



these peculiar characteristics of the phrasal verbs. The nature of phrasal verbs and the reasons that give rise to such guises of language are responsible for the problems they make in the field of language learning and teaching. First, phrasal verbs are not literal. They do not mean what they say because it depends on some structural characteristics (Rawdon Wyatt, 2006: 4). Second, phrasal verbs seem to defy regular rules of syntax and semantics, that cannot always be analyzed like lexical and semantic items and thus EL learners would find problems in identifying their grammatical properties. A third factor that contributes to the problems of learning and teaching of phrasal verbs is that teaching materials in secondary schools almost neglect them.

### **3**

This negligence of phrasal verbs in ELT environment would not give learners opportunities to encounter them or deal with them as ELLs.

This study aims at investigating the way secondary schools students perceive the English phrasal verbs. It specifically aims at investigating the structural and semantic problems that secondary schools might encounter when using English phrasal verbs.

### **1.3 Research Questions:**

This study attempts to answer the following questions:

1. What are the possible causes behind the problems of using phrasal verbs for secondary schools?
2. Why do secondary schools students face these problems?
3. To what extent does English language syllabus (SPINE Series) cope with phrasal verbs?
4. What are the possible strategies for teachers to solve these problems?

### **1.4 Research Hypotheses:**

This study tries to propose the following hypotheses:

- 1/ The problems of using English phrasal verbs in secondary schools might be due to some cultural factors.
- 2/ One of the possible causes of facing such problems might be due to the lack of early instruction of secondary schools students.

### **4**

- 3/ There is no sufficient specialized materials on using phrasal verbs in secondary schools syllabus (SPINE Series).
- 4/ Including the phrasal verbs in the English language syllabus (SPINE series), in addition to a sufficient training for teachers of English language.

### **1.5 Research Objective:**

This study aims at achieving the following objectives:

1. To investigate the possible problems of using English phrasal verbs facing the students in secondary schools.
2. To find out some possible solutions to solve these problems mentioned above.

### **1.6 Research Limits:**

This study is broadly consisted of two areas in linguistics: syntax and semantics. Syntax deals with the internal structure of a sentence, a clause or a phrase. Each of these forms a syntactic unit. Thus syntax is a wide area and this study is restricted to one syntactic unit, namely the phrase. And because phrases are of the different types this study is restricted to the lexicalized syntactic expressions known as phrasal verbs. Semantics on the other hand is the branch of linguistics which studies the meaning. This study is restricted to the semantics territory that deals with one of the lexicalized phrases namely the phrasal verbs.

The population of the study will be first and third years secondary schools students.

## **5**

A test on phrasal verbs will be designed and administered to first and third years students from some secondary schools in East Nile locality.

In addition to that, a questionnaire will be given to some expert teachers from the same secondary schools.

### **1.7 Significance of the Research:**

This study is being done because it deals with a domain of speech that represents one typical characteristic of spoken English. The significance of this

study is that it tries to investigate this aspect of language which is particularly dominant in speech.

Also this study is significant for learners because it tries to find out some possible solutions for the problems of using English phrasal verbs which might face them. Phrasal verbs do not always follow the normal rules of meaning or grammar; thus it is neglected in linguistics researches. The findings of this study are expected to provide useful information to certain groups involved in the language learning process such as teachers, scholars, syllabus designers, and publishers.

### **1.8 Research Methodology:**

The researcher used the Descriptive Analytical Method in conducting this study. Samples of some secondary schools students will randomly be selected, given a test containing a list of questions to be answered by those students. The answers will be statistically analyzed.

The researcher will also provide the following:

## 6

1. Description of the instruments employed in collecting the data and the procedures that will be followed.
2. The validity and reliability of the tools employed in the study will be confirmed by referring to an English language expert jury as well as statistical formula.

In the light of the results the hypotheses of the study will be confirmed or rejected.

### **1.9 Outline of the Study:**

#### **Chapter One:** Introduction

It includes a theoretical framework of the study, in particular the statement of the problem, research questions, research hypotheses, and research methodology.

#### **Chapter Two:**

Will critically review relevant literature.

#### **Chapter Three:**

Will provide detailed description of the research methodology to be adopted.

#### **Chapter Four:**

Will present data analysis, results, and discussion.

## **Chapter Five:**

Will include a comprehensive summary of the whole study, conclusions, recommendations, and suggestions for the further studies.

**7**

## **Chapter Two Literature Review**

## 8

### Chapter Two

#### Literature Review

This chapter is divided into two parts. The first part attempts to provide a theoretical framework of the research. It consists of four sections. The first three sections deals with the general characteristics of phrasal verbs; their definitions, types, as well as semantic and syntactic properties. The fourth section discusses some approaches to the learning of phrasal verbs. The second part will review some previous studies relevant to this study. Finally, the researcher will provide a summary for the whole chapter.

#### **2.1 Definition of Phrasal Verbs:**

A phrasal verb is a verb formed from two (or sometimes three) parts: a verb and an adverb or preposition. These adverbs and prepositions are often called particles when they are used in a phrasal verb.

There are many verbs that are used to form phrasal verbs, like the following examples of verbs **get, go, come, put, look, and set**. Also there are kinds of prepositions put together with the verb to form a phrasal verb which are known as particles. These particles such as **away, out, off, up, and in**. In fact, these words are known as the prepositions when we use them to refer to a place or time. For example: “the pen is **on** the table”, “the ball is **in** the box”. But when we use these prepositions with a verb it will be known as particles not prepositions. For example: “I’m **looking for** a job”, “my sister **takes off** her uniform when she back home”.

## 9

So, **look** and **take** are verbs but **for** and **off** are not prepositions, they are particles because they came with or added to verbs which gave us a different and new meaning. Sometimes phrasal verbs have meanings that can easily be guessed (for example, **sit down or look for**), can be guessed from the context of speech. However, in most cases its meanings are quite different from the meanings of the verb they are formed from. For example, **take off** can mean ‘to leave the ground and began to fly’. If we look at the original meaning of **take** (is to win something or to raise something by your hands). For example: can I take this chair? But when we use the preposition **off** with the verb **take** it will be difficult task to guess the original meaning of it, because it means



to “leave the ground or fly”. For example, “the plane will take off to London at 6:00 am”

Actually, this is might be one of the main reasons which make secondary school

Students face problems in using and understanding of phrasal verbs. Because to use such these phrasal verbs give other meaning to the sentence which make students face such problems.

The students may not be aware that adding a preposition to any verb can give a quite different meaning. In addition to that, not all the meanings of phrasal verbs can be guessed from the context of speech as mentioned in the above examples.

It is known that any sentence has a construction or parts which are (NP+ VP). And the (VP) itself consists of V+Object, and sometimes V+Particle+Object. So, the phrasal verb’s sentence can be written as (NP+V+Particle+Object). From this construction we can divide phrasal verb into five main types as follows:

There are five main types of phrasal verb:

## **10**

1/ Intransitive phrasal verbs (= phrasal verbs which do not need an object).

For example: you’re driving too fast. You ought to slow down.

2/ Transitive phrasal verbs (= phrasal verbs which must have an object) where the

object can come in one of two positions:

A/ Between the verb and the particle(s).

For example: I think I'll **put** my jacket **on**.

B/ After the particle.

For example: I think I'll **put on** my jacket.

However, if a pronoun was (he, she, it, etc) it must usually come between the verb and the particle.

For example: I think I'll **put** it **on**. (NOT I think I'll **put on** it).

3/ Transitive phrasal verbs where the object must come between the verb and the particle.

For example: Our latest designs **set** our company **apart** from our rivals.

4/ Transitive phrasal verbs where the object must come after the particle.

For example: John **takes after** his mother.

Why do you **put up with** the way he treats you?

5/ Transitive phrasal verbs with two objects, one after the verb and one after the particle.

For example: They **put** their success **down to** good planning.

A phrasal verb can also be defined as an English verb followed by one or more particles where the combination behaves as a syntactic and semantic unit. **'make up', 'give in', 'look after', 'carry on', 'blow out', 'put off', 'put up with', 'call off', 'drink up', 'take down', 'come to, 'look up', 'pass out', and 'turn into'**. These are just a few examples of many English phrasal verbs, which constitute one of the most distinctive and creative features of the English language. The phrasal verb consists of a verb, usually a monosyllabic verb of action or movement such as **'go', 'put', 'take'**, and one or more particles. The particle may be an adverb, a preposition, or a word that can act as either adverb or preposition. Often the meaning of these verb phrases is idiomatic and cannot be determined by knowing the meaning of their individual parts. Because of this, phrasal verbs are often difficult to master for students of English as general, and secondary schools students as particular. There are many scholars' definitions or opinions around the concept of phrasal verbs, some of them are similar and the other ones are different.

**Longman Dictionary of phrasal verbs** defines phrasal verbs as "idiomatic combination of a verb, or adverb, or a verb and preposition, or verb with both adverb and preposition". Also we find that a grammarian such as **Eduard, Vlad** (1998: 93): describes phrasal verbs as "combinations of a lexical verb and

adverbial particle". Verbs as 'take in' are considered by him to be multi- words verbs that are equivalent to one lexical item.

**Heaton** (1985: 103): considered that "phrasal verbs are compound verbs that result from combining a verb with an adverb or a preposition, the resulting compound verb being idiomatic".

## 12

So, it can be noticed that both, Longman Dictionary and Heaten agreed that phrasal verbs are idiomatic, which is a compound or a combination of verb, adverb, and preposition.

On the other hand, Eduard has described phrasal verbs as a combination of lexical verb and adverbial item.

After the providing of all these definitions, it could be said that phrasal verbs are a combination of verb followed by particles (**adverb** and/or **preposition**) rather than being idiomatic.

The phrasal verbs can be justifying as expressions made to give a different meaning of the word for the same situation. So, phrasal verbs can be describe as synonyms rather than idiomatic, because idiomatic means to take the meaning of the expression as a whole but the vice versa in the case of phrasal verb which can divide the expression into verb plus particle.

### 2.2 The Classification of Phrasal Verbs:

A phrasal verb is a type of verb in English that operates more like a phrase rather than a word. So, there are many linguists who try to classify the construction of phrasal verbs.

**Tom McArthur** in the **Oxford Companion to the English Language** notes that these verbs are also referred to by many other names such as verb phrase, discontinuous verb, compound verb, verb-adverb combination, verb-particle construction (VPC), AmE two-part word/verb and three-part word/verb.

## 13

From the classification of **Tom McArthur**, we find that he tried to classify the phrasal verbs as a syntactical phenomenon. He mentioned that the phrasal verbs can be described as verb phrase (VP), and as it is known that verb phrase consists of verb plus particle, and the particle can be divided into adverb and/or preposition.

On the other hand, we find that **David Crystal** in the **Cambridge Encyclopedia of the English Language** calls this linguistic phenomenon a "multi-word verb" that is best described as a lexeme, a unit of meaning that may be greater than a single word. The most important question that must be asked here is what did he mean by "multi-word verb"? Does he mean phrasal verbs or idiomatic expressions?

Some grammarians, such as **Martha Kolln** in **Understanding English Grammar**, take the view that phrasal verbs define only those combinations that form an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts. This is the holistic or semantic view, which focuses mainly on the meaning of the verb combination.

The researcher thinks that if we look at the phrasal verbs syntactically, we find that it is quite different from an idiom.

Because phrasal verb consists of (verb+Particle), and in some cases we can predict its meaning from the context of speech.

But when look at the phrasal verbs semantically, as **Kolln** said, we find that phrasal verb and idiom are combination which cannot be predicted from the context of speech.

## 14

For example, **Kolln** would say that **'go up'** in the following sentence is not an example of a phrasal verb: The balloon **went up** into the sky because the sentence can be rephrased as **up** the balloon **went** into the sky. **Kolln** would designate **up** as an adverb modifying **went**.

**Kolln** also applies the test of meaning to phrasal verbs as in these examples: **'give in'** can be replaced by **'surrender'**, **'pull through'** by **'recover'**, **'come by'** by **'acquire'**, and **'break up'** by **'end'**.

However, **McArthur** in his treatment of the phrasal verb states that phrasal verbs cover both, the literal and figurative idiomatic uses. Grammarians who took this position classify phrasal verbs based on their use in sentence patterns (syntactical properties), and as new word formations (morphological properties), as well as by the overall meaning of these verb combinations (semantic properties). So, **McArthur** came to say that the prediction of the phrasal verb meaning is depending on its position in the sentence even if it was semantically, syntactically, or morphologically.

Finally, it seems that some scholars of language described phrasal verbs as syntactic phenomenon and some others described it as semantic phenomenon.

Unfortunately, these different descriptions of phrasal verbs may make secondary schools students face problems in their using and understanding of them. Because if the student used the phrasal verb syntactically, this might subjects to the problem of what this phrasal verb means. On the other hand, if the student used the phrasal verb semantically, this also might expose him or her to a problem, because not all of the phrasal verbs can guess its meaning from the context of speech.

## **15**

In addition to that, the secondary schools syllabus has no sufficient specialized materials on using phrasal verbs which might enable them to best using and understanding of these phrasal verbs.

### **2.3 Properties of Phrasal Verbs:**

As I have been mentioned above, phrasal verbs have semantic and syntactic properties. In this section, the researcher will attempt to mention those properties broadly.

### **2.3.1 Semantic Properties of Phrasal Verbs:**

This section is an introduction to the issues and phenomena involving the semantics of particle verbs.

We can say that semantic aspect of phrasal verb is related to the meaning of this phrasal verb in a sentence.

In addition, phrasal verbs consist of verb plus particle (**adverb** and/or **preposition**). For example, Al-hilal football team was at its worst last night; they had played a bad match and **let down** their fans.

From the example above, it is easy to interpret the meaning of the verb **let**, which means to 'put something', but it is not easy for secondary school students to interpret the meaning of verb phrase '**let down**', which means 'disappointed'.

So, the addition of the particle to the verb could change the whole meaning of the verb itself.

From this point of view, the semantic aspect of phrasal verb is depending on the understanding of particle's types. Because there are particles involved a particle expressing spatial information. Often, these spatial particles express a direction.

## **16**

For example, '**Walk through**', or a location, e.g. '**eat in**' or place, e.g. '**go out**'. From the interpreting of what 'through', 'out', and



'in' particles mean, the learner will know the meaning of whole verb phrase. So, the interpreting of verb phrase meaning depend on the interpreting of the meaning of the particle itself.

In another point of view, the semantic aspect of phrasal verb involved a particle expressing aspectual and related particles which convey information about the lexical aspect or the verbal event. E.g. .

I chewed the food (for/\*in) a minute.

I chewed the food up (in/\*for) a minute.

McIntyre (2001) suggests that “the aspectual use of the particle is related to its meaning and is an over expression of the abstract path of a verbal event”.

So, the awareness of the aspectual meaning of the particle has never meant the verbal event of it.

Look at the same example above.

night; they had played a bad match and **let down** their fans’.

The aspectual meaning of the particle ‘**down**’ is ‘at lower place or level’, but when we use this particle in the verbal event which is ‘**let down**’ it does not mean ‘at lower place or level’ but it mean ‘**disappointed**’.

Talmy, in the semantic lexicon has proposed a classification of phrasal verbs into compositional and non-compositional phrasal verbs.

According to Talmy, compositionality refers to the facts that both the host verb and the particle retain their core meaning as is normally the case when directional particles are combined with motion verbs.

So, when a particle combined together with a verb the core meaning of this phrasal verb will be retained and predictable in meaning and often productive to the directional particle to be connected with. E.g. ‘she ran out’, ‘she walked up’.

Non-compositional phrasal verbs are the only ones which can find their way into a traditional lexicon model. This type of phrasal verb takes a view of tradition meaning of expressions as in the case of ‘wash up’: (He washed up the dishes).

Making use of Talmy’s terminology, one of the fundamental assumptions behind the semantic model is that word senses differ in terms of their internal complexity can be described on the basis of the ontology established along different dimensions.

And when if looking deeper into phrasal verbs will seem that a blurred picture for these phrasal verbs emerges from the internal complexity of these phrasal verbs, and this complexity emerges from these compositional and non-compositional phrasal verbs.

Although, it could be clear that some of them are predictable, and some are not. And because of this it can be described as the ontology established along different dimension.

### **2.3.2 Syntactic Properties of Phrasal Verbs:**

Syntax is the field of linguistics which deals with the sentence patterns and word formation.

In this section, the study will show the construction of sentence and adverbial and prepositional verbs, and how can the secondary schools students distinguish between them.

Moreover, English syntax distinguishes between verbs followed by prepositions (**V+Prep**) and verbs followed by adverbs (**V+Adv**).

Because the forms of the particles and the preposition are identical.

And it is easy to confuse phrasal verbs with prepositional verbs. It is important to the students to know the construction of the sentence at first, know where the subject, verb, and object. Because aware of this construction enable the students to distinguish between adverbial and prepositional verbs.

In sentences like: 'she turned off the stove', and 'she turned the stove off'

In the first sentence '**off**' is a preposition not an adverb, because it did not come after an object. But in the second sentence '**off**' is an adverb because it came after an object. So, the prepositional verbs cannot come after an object, but an adverbial verb could come after an object.

In addition, phrasal verbs can be transitive or intransitive and sometimes ditransitive.

According to Veres, Grigore (1998), the pattern of transitive phrasal verbs is: verb + adverbial particle + object (VAO).

E.g. **turn down** the radio! It's too loud! Which means 'Reduce the volume'.

The particle '**down**' must be prepositional not adverbial because it did not come after an object as we mentioned before but there are some positions that we use the **VAO** in, and the particle will be adverbial not prepositional. For example the object might be long. In this case we must put the particle between the verb and the object.

The secondary school students might face problems in understanding of the long sentences, especially when this long sentence contains a phrasal verb.

E.g.

you have to put off your plan of removing her to another hospital.

## 19

- When the verb phrase is strongly idiomatic.

E.g. we made out a sturdy man.

\*we made a sturdy man out.

The nurse called in Dr. Jones.

\*the nurse called Dr. Jones in. (ask for services).

If the phrasal verb is transitive, the pattern will include N, Pron, or Refl. (Collins Dictionary). The dictionary gives as example the phrasal verbs ‘pay out’, which includes the pattern V+N+Adv or ‘add up’, which includes the pattern V+Adv+N; ‘call in’, which includes the pattern V+Pron+Adv and ‘shut away’, which is labeled V+Refl+Adv.

Moreover, a few phrasal verbs are ditransitive, meaning that they are used with two objects, a DO and a IO. The patterns of ditransitive phrasal verbs include both objects. For example: ‘hand back’ include the pattern V+PRON+AW+N.

This means that the adverb comes between the IO, which must be a pronoun, and the DO, which must be a full noun group: E.g. The girl handed him (IO) back his card(DO). (Collins, VI).

Due to the double nature of phrasal verbs, that is sometimes adverbial and sometimes prepositional, word classes of particles propose an overview on the matter of word classes of particles.

If the particle is an adverb the pattern will include ADV but if the particle is a preposition the particle will include PREP.

E.g. ‘move off’, is labeled V+ADV: the fleet of cars prepared to move off.

‘Rely on’ is labeled V+PREP: she is forced to rely on her mother’s money.

There are cases in which the particle can be used either as an adverb or as a preposition.

E.g.

‘Come in’ is labeled V+ADV, V+PREP, (this means the particle ‘in’ can be used as an adverb: Jeremy came in looking worried; or as a preposition: come in the house, she said. (Collins, VII).

On the other hand, when the phrasal verb is transitive, it is important to know where to put the particle in relation to the object: does the particle come between the verbs which will be a prepositional verb, or does it follow the verb which will be an adverbial verb.

The patterns for transitive phrasal verbs indicate the order of elements. For example, the pattern V+ADV-\* N shows that the particle is situated between the verb and its object: E.g. ‘clean out’ I was cleaning out my desk at the office.

If the pattern is V+N+ADV, the particle is positioned after the object. E.g. I spent three days cleaning our flat out. ‘Clean out’ is a phrasal verb in which an adverb can come in front or after an object, but there are some phrasal verbs that have only one pattern. For example: ‘put up’ which is labeled V+ADV+N: we had put up a fierce struggle.

If the object is a pronoun, then the adverb is always positioned after the object. (V+PRON+ADV). An example is: ‘set down’: the colonel lifted his cup, glared at it, and set it down again. (Collins, VII).

#### **2.4 Phrasal Verbs and Idiomaticity:**

It is generally admitted that phrasal verbs are thought to be one of the difficult items for learners of English as a second or foreign language. The reason is that phrasal verbs have an idiomatic meaning, which is usually defined as the fact that “the meaning of the complex unit which does not result from simple combination of those of its constituents” (Arnaud & Savignon, 1997, P. 161).

Moreover, a particular difficulty experienced by learners is the correct handling of expressions or adverbial particles, for example, “**take off**”, “sit down”, “and leave out”. Such verbs are a typical and frequent occurrence in all types of English, but most especially in every day spoken English. Sometimes the combinations of verb plus preposition or particle results in a separate unit of meaning which is highly Idiomatic. The total meaning of the combination may bear no relationship to the meaning of the individual words of the combination. For example, the verb “back something in” present no difficulty in the sentence:

“He decided **to back his job in**”. The individual meaning of ‘back’ and ‘in’ do not convey the true meaning which is “**leave, abandon**”. Likewise, the example “takes someone off”. This may mean ‘take away to another place’ as in the sentence. “As soon as Tom arrived, Bob insisted on taking him off”. However, it may have the meaning ‘imitate’ humorously, which cannot be guessed from the individual meanings of ‘take’ and ‘off’.

**Liz can ‘take’ the queen ‘off’.**

As shown above, verb combinations with prepositions and particles can have a non-idiomatic meaning as well as an idiomatic meaning. Of the idiomatic one some are more idiomatic than others.

In conclusion, the previous studies indicate that idiomatic phrasal verbs might be harder to learn than transparent phrasal verbs for ESL learners. Therefore, it will be necessary to investigate the effect of semantic properties of phrasal verbs and to examine the effective learning condition for idiomatic phrasal verbs.

## **2.5 Some Approaches to Learning and Teaching Phrasal Verbs:**

McMartty and O'Dell (2002) show that, the best way to learn phrasal verbs are undoubtedly in context. Keep a section of your vocabulary notebook or file for phrasal verbs.

## 22

When you come across one in a text that you are reading or listening to, note it down in a complete sentence or paragraph. Here are a couple of useful points to remember about phrasal verbs:

A verb plus particle/preposition combination may have a number of different meanings. E.g. 'take off': a plane takes off, you can take off a coat, glasses, and make up, a burglar may take off if he hears someone coming, something is taken off a bill when a discount is allowed. You will probably find it best to concentrate first on understanding phrasal verbs rather than trying to use them. There is usually another English word you can use instead of phrasal verb. E.g. instead of saying 'the burglar take off' you can say 'the burglar left hurriedly'. Note that an alternative is not always possible. E.g. it is not possible to find a synonym to replace 'take off' when talking about planes taking off or taking off clothes.

Many phrasal verbs in English are based on verbs like do, make, get, go, run, and turn, which have little precise lexical meaning of their own, or verbs such as 'stand' which have several different meanings. Another approach to learning phrasal verbs is the ability to distinguish between aspectual meaning and verbal event of the phrasal verbs.

The awareness of the sentence patterns and word classes is the most important area in understanding and using of phrasal verbs for secondary schools students, so, the teacher is responsible to teach students those syntactic patterns.

### **2.6 Review of Related Previous Studies:**

In this part, this study deals with the previous studies that have been conducted in the same field.

**1/ A pilot Study in Learning English Phrasal Verbs, by Yunseong Cheon, M.A. Degree, University of Pittsbutgh, 2006:**

**23**

This study investigated the effect of learning conditions on phrasal verbs in adult ESL. It aims to find more effective learning conditions for phrasal verbs taking into account the influence of proficiency and the learner's first language.

The study, which was designed as an experimental study, included the following procedures: a pre- test/ treatment/ post- test. The experiment was conducted using Arabic and Korean learners, and they were divided into two proficiency levels (high and low levels) according to the results of the pre- test. The interaction between the learning condition (translation vs. context), the proficiency level, and first language was studied. The semantic properties of phrasal verbs (transparent vs. idiomatic phrasal verbs) were also examined. The study suggested that the context learning condition was more beneficial to Arabic participants whereas the translation learning condition was more beneficial to Korean participants.

This experimental study was designed to test the effectiveness of two different learning conditions, which are inferring the meaning of target phrasal verbs from the context and the presentation, L2- L1 pairs of phrasal verbs, for Arabic and Korean speakers. The framework of this study was adopted from Prince (1996), and sentential context was used in the context of learning design. Prince (1996) investigated the direction of translation, which was from L1to L2 or from L2 to L1, but no significant differences was found between them. Thus, this study only considered the direction from L2 to L1. In addition, this study was conducted not in a classroom, but in a laboratory setting.

The study also attempted to answer number of questions and hypotheses. The study asked the question of "how and to what extent do the different learning conditions have an effect and retention of phrasal verbs?"



The study expected that the learners in high proficiency level will not be affected by the learning conditions, though the results of the translation condition might be slightly superior to those of the context condition.

The result of this study did not support all of the hypotheses, it might be said that the effect of context, in relation with first language, might be made clear with larger samples. And that does not mean that the use of context is always better than the use of translation condition, but context is more beneficial when retaining Vocabulary knowledge. However, the effect of learning conditions was closely related to other factors such as the proficiency level.

In addition, the present study investigated the correlation between the phrasal verb types and learning conditions, and suggested that the participants gained lower scores on the idiomatic phrasal verbs than the transparent phrasal verbs. This means that semantic idiomaticity of phrasal verbs makes it difficult for learners to adopt the meaning. So, the use of context cannot be a good strategy to infer the idiomatic meanings.

In addition, this study was aimed to show that the learning conditions of the learners of phrasal verbs can affect their learning process. And these conditions might be represented in the way of teaching or learning. Moreover, this study has a relation with the researcher's study because semantic idiomaticity of phrasal verbs makes it difficult for learners to adopt the meaning. So, the use of context cannot be a good strategy to infer the idiomatic meanings

**2/ An investigation into the university EFL students use of phrasal verbs, by Mutwakill Abdalla Ali Gar-Elzain, M.A. Degree, Sudan University of Science and Technology:**

This study is meant to investigate the multi-word expressions which are known in the English language as phrasal verbs and prepositional verbs.

## 25

This category in vocabulary learning is important in learning English language; however, it receives undue emphasis. This study is attempted to investigate this particular area of language. The descriptive analytical method was adopted in this study. To collect enough data on the use of phrasal verbs and prepositional verbs by university EFL students, the researcher has designed a test that measured the ability of students to use phrasal verbs and prepositional verbs and a questionnaire as well. The test and the questionnaire were administered to third year EFL university students at Sudanese university of science and technology.

This study aimed to at raising learner' awareness towards using English phrasal verbs and prepositional verbs.

The study also attempted to answer number of questions and hypotheses. The study asked the question of "What are university EFL students' attitudes toward using phrasal verbs and prepositional verbs"?

The researcher of this study expected that Sudanese university EFL students have negative attitude toward using phrasal verbs and prepositional verbs.

The results of this study were that Students need to know the meanings of phrasal verbs and prepositional verbs and the use of great number of them. In addition, the students of the university are not motivated towards using of phrasal verbs and prepositional verbs.

So, the problems of using English phrasal verbs are facing the students in secondary schools, and the same problems move with the students to their university studding.

There is a great relation between this study and the researcher's study, because this study investigated the problems of using English phrasal verbs facing university

students, on the other hand the researcher's study investigated the problems which might face secondary schools students in using English phrasal verbs.

## 26

### **2.7 Summary of the Chapter:**

This study has provided a summary of the most important definitions of phrasal verbs. The chapter explained that there are phrasal verbs which can be predicted from the context of the speech and other ones cannot. Whereas, this chapter also explained that unpredicted phrasal verbs are the most difficult in use for secondary schools students.

In addition, a comparison between phrasal verbs and the idioms were provided through this chapter. Also it provided how these idioms affect the meaning of phrasal verbs and make them more difficult to understand.

The chapter also included a review of some similar studies in the field of phrasal verbs. These studies explained to what extent the using of phrasal verbs can affects the understanding of English language itself.

**Chapter Three**  
**Research Methodology**

## Chapter Three

### Research Methodology

This chapter is concerned with the methodology of the study. A detailed description of the subjects, the design of the instruments, procedures of data collection, and the method of data analysis will be provided. Validity and reliability of the tools (test and questionnaire) will also be presented in this chapter.

#### **3.1 Population of the Study:**

The subjects of this study were first and third year students in some secondary schools in East Nile locality. They came from different background and shared similar experience. Their ages ranged from 14-16 years old. 30 students, both males and females participated in this study. They were randomly selected. Additionally, 8 teachers were selected from the same secondary schools.

#### **3.2 Instrumentation:**

To collect the data required, a test and a questionnaire were used.

##### **3.2.1 The Phrasal Verbs test:**

This instrument consisted of three parts of questions; the first part consists of three items. The first part attempted to examine the students' knowledge about synonyms or similar meanings of some phrasal verbs in English.

In the second part, the participants were required to select appropriate particles to put with the appropriate verb, in order to determine how secondary schools students would deal with the phrasal verbs expressions. The last part of questions was designed to show to what extent those secondary schools' students were aware of the phenomenon of phrasal verbs in English. The questions of the test were comprehension type. They included short questions and multiple choice questions.

### **3.2.2 The Teachers' Questionnaire:**

This instrument was used to measure the awareness and attitudes of teachers towards teaching phrasal verbs in secondary schools. It consisted of nine statements, which were concerned with if secondary schools students face problems in using English phrasal verbs, and to what extent English syllabus (SPINE series) copes with phrasal verbs and the possible solutions of these problems. The questionnaire was designed on scale of five degrees:

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

### **3.3 Validity and Reliability of the Research Tools:**

Validity and reliability are important aspects of the tests and questionnaire, because they ensure the quality of the instruments which were used throughout this study. So, the validity and reliability of the research tools were confirmed in this chapter as follows:

#### **3.3.1 Reliability of the test:**

To grantee validity and reliability of the test the following steps were followed:

- A/ The test was judged by two experienced university teachers.
- B/ The researcher piloted the subjects of the study.
- C/ The test was practical, it contained eleven items.
- D/ The total number of the students who sat for the test was thirty.

**3.3.2 Validity of the Questionnaire:**

To test questionnaire validity, it was checked by two university teachers' judges.

The questionnaire reliability was calculated by SPSS (Statistical Package for Social Sciences).

**Chapter Four**  
**Data Analysis, Results, and**  
**Discussion**



## Chapter Four

### Data Analysis, Results, and Discussion

This chapter analysis the data treatment for each instrument employed in this study. The responses of each instrument and a summary of the results are provided. The data collected from eight (8) English teachers at four (4) secondary schools in East Nile Locality, and from a test on the use of English phrasal verbs distributed and answered by 30 students was analyzed by using the Statistical Package for Social Sciences- SPSS (version 16.0).

#### 4.1 ELT Teachers Demographic Data:

**Table (4-1): Respondents' Gender Distribution**

	Frequency	Percent	Valid percent	accumulative percent
Male	4	50.0%	50.0%	50.0%
Female	4	50.0%	50.0%	100.0%
Total	8	100%	100%	

Table (4-1) above shows the distribution of the teachers' gender in the selected samples of the study. The samples of the teachers were selected randomly from some secondary schools in East Nile locality (4 schools). Additionally, those samples of teachers were selected from the same secondary schools of students' samples. The results reveals that (50%) of the respondents are females and the other (50%) are males.

**Table (4-2): Respondents Distribution according to their specialization**

Faculty	Frequency	Percent	Valid percent	Accumulative percent
Arts	1	12.5%	12.5%	12.5%
Education	7	87.5%	87.5%	100.0%
Total	8	100.0%	100.0%	

Table (4-2) above shows the distribution of respondents according to their specialization. The researcher intended to distribute the faculty of expert teachers in secondary schools in order to determine if there are some possible problems in using English phrasal verbs which might be resulting from the difference of faculties. The results revealed that (87.5%) of expert teachers are graduated from the faculty of Education, while (12.5%) are from faculty of Arts.

#### **4.2 The Problems of Using English Phrasal Verbs (Causes and Possible Solutions) –Teachers Perspective:**

**Table (4-3): Secondary Schools Students Face Problems in Using English Phrasal Verbs**

Frequency	Percent	Valid percent	Accumulative percent
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Strongly agree	3	37.5%	37.5%	
Agree	4	50.0%	50.0%	87.5%
Not sure	-	-	-	
Disagree	1	12.5%	12.5%	
Strongly disagree	-	-	-	
Total	8	100.0	100.0%	

Table (4-3) above represents the distribution of the respondents' views about the existence of problems in using English phrasal verbs which might face secondary schools students.

### 34

The results revealed that most of the expert teachers in the four selected schools in East Nile locality agreed that secondary schools students are facing problems in using English phrasal verbs.

**Table (4-4): Idiomatic Expressions Difficulty Causes Problems in Using E Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	2	25.0%	25.0%	
Agree	4	50.0%	50.0%	75.0%
Not sure	-	-	-	
Disagree	1	12.5%	12.5%	
Strongly disagree	1	12.5%	12.5%	25.0%
Total	8	100.0	100.0%	

%

Table (4-4) above represents the distribution of the respondents' views about idiomatic expressions difficulty as one of the possible causes of problems of using English phrasal verbs which might face secondary schools students. The results revealed that most of the expert teachers in the four selected schools in East Nile locality agreed that idiomatic expressions are one of the causes of facing problems in using English phrasal verbs.

35

**Table (4-5): Lack of Early Instruction of Phrasal Verbs for Secondary Secondary Schools Students Causes the Problems of Using English Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	1	12.5%	12.5%	
Agree	5	62.5%	62.5%	75.0%
Not sure	-	-	-	
Disagree	1	12.5%	12.5%	

52

Strongly disagree	1	12.5%	12.5%	25.0%
Total	8	100.0	100.0%	
		%		

The awareness of secondary school students about the using of English phrasal verbs can help them to solve the problems of using these phrasal verbs.

Table (4-5) above represents the distribution of the respondents' views about the lack of early instruction of secondary schools students as a cause of problems of using English phrasal verbs. The results reveals that most of the expert teachers in the four secondary schools agreed that the lack of early instruction of secondary schools students could be considered as one of the causes of English phrasal verbs problems.

### 36

**Table (4-6): Sufficiency of Specialized Materials in the Syllabus (SPINE Series) on Using E Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	3	37.5%	37.5%	
Agree	3	37.5%	37.5%	75.0%

Not sure	-	-	-	
Disagree	2	25.0%	25.0%	25.0%
Strongly disagree	-	-	-	
Total	8	100.0	100.0%	
		%		

Table (4-6) above represents the distribution of the respondents' views about the sufficiency of specialized materials in the syllabus (SPINE Series). The researcher supposes that the syllabus of secondary schools lack specialized materials or exercises in English phrasal verbs. This statement indicated to be one of the possible solutions of the problems of using English phrasal verbs. The results revealed that most of the expert teachers agreed of the non-existence of sufficient specialized materials on phrasal verbs in the syllabus (SPINE series).

**Table (4-7): Secondary Schools Students Predict English Phrasal Verbs Meaning from the Context of Speech**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	1	12.5%	12.5%	
Agree	5	62.5%	62.5%	75.0%
Not sure	-	-	-	
Disagree	1	12.5%	12.5%	25.0%
Strongly disagree	1	12.5%	12.5%	
Total	8	100.0%	100.0%	

Phrasal verbs are not always easy to predict from the context of speech because in sometimes it gives a different meaning when adding a prepositions.

Table (4.7) above represents the distribution of the respondents’ views about whether the secondary schools students predict phrasal verbs meaning from the context of speech and trying to write the literal meaning of phrasal verbs or not. The results revealed that (75.0%) of expert teachers agreed that one of the possible problems which might face secondary schools students is that they predict the meaning of phrasal verbs from the components of speech.

**Table (4-8): Complexity of Understanding of English Phrasal Verbs Causes the Problems of Using Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	1	12.5%	12.5%	
Agree	5	62.5%	62.5%	75.0%
Not sure	-	-	-	
Disagree	2	25.0%	25.0%	25.0%
Strongly disagree	-	-	-	
Total	8	100.0%	100.0%	

The verb **take** can be easy to understand or predict its meaning from the context of speech as in the sentence “**take your pencil**”, but when adding the preposition **off** for example, it will be difficult to predict because the preposition will change the meaning of the verb **take**. Table (4.8) above represents the distribution of the respondents’ views about the complexity of understanding of phrasal verbs as one of the causes of using phrasal verbs in secondary schools.

The result reveals that most of the expert teachers agreed that the complexity of understanding phrasal verbs can be one of the causes of using English phrasal verbs.

**Table (4-9): Secondary Schools Students Linguistic Background as Foreign Language Learners Affects their Understanding of Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	4	50.0%	50.0%	
Agree	3	37.5%	37.5%	87.5%
Not sure	-	-	-	
Disagree	1	12.5%	12.5%	12.5%
Strongly disagree	-	-	-	
Total	8	100.0	100.0%	
		%		

Since phrasal verbs are expressions peculiar to a language, their perception is often not a great challenge to the native speakers of that language because they form a manner of speaking that is natural to that speaker. But for non- native speakers it may be a difficult task. Table (4-9) above represents the distribution of the respondents' views about that secondary school students' background as 2<sup>nd</sup> language learners might affects their understanding of phrasal verbs. The result reveals that (87.5%) of



expert teachers agree that the background of secondary school students affects their understanding of English phrasal verbs.

39

**Table (4-10): Including Phrasal Verbs in the Syllabus (SPINE Series) as a Possible Solution of the Problems of Using E Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	3	37.5%	37.5%	
Agree	5	62.5%	62.5%	100.0%
Not sure	-	-	-	
Disagree	-	-	-	
Strongly disagree	-	-	-	
Total	8	100.0	100.0%	
		%		

The researcher supposes that one of the possible solutions of the problems of using English phrasal verbs is including phrasal verbs in secondary schools' syllabus in order to enable students to predict the meaning of phrasal verbs. Table (4-10) represents the distribution of the respondents' views about including English phrasal verbs in the syllabus (SPINE Series) as a possible solution of the problems

of using phrasal verbs. The results above reveals that all expert teachers agree to include phrasal verbs in the syllabus.

**Table (4-11): Providing Sufficient Training for Teachers as a Possible Solution of the Problems of Using E Phrasal Verbs**

	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	5	62.5%	62.5%	
Agree	2	25.0%	25.0%	97.5%
Not sure	-	-	-	
Disagree	-	-	-	
Strongly disagree	1	12.5%	12.5%	
Total	8	100.0	100.0%	
		%		

#### 40

Providing sufficient training for Teachers in how to teach phrasal verbs can be one of the possible solutions of the problems of using English phrasal verbs. Table (4-11) above represents the distribution of the respondents' views about if providing a sufficient training for expert teachers can be consider as one of the possible solutions of the problem of using English phrasal verbs. The result reveals that most of the teachers agreed of this statement.

### 4.3 The Results of Secondary School Students' Test on Using English Phrasal Verbs:

**Table (4-12): Question 1-1(Please, take off your shoes when you enter the mosque.):**

Frequency	Percent	Valid percent	Accumulative percent
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Correct	18	60.0%	60.0%	60.0%
Incorrect	12	40.0%	40.0%	
Total	30	100.0%	100.0%	

In question one which consisted of three statements the researcher attempted to examine the ability of the students when they acquired to give the definitions or meanings of phrasal verbs in order to determine their knowledge about using of English phrasal verbs.

Table (4-12) above represents the distribution of the students' answers of question 1-1. The results revealed that (60.0%) of students were answered the question correctly.

**Table (4-13): Question 1-2 (. Al-hilal football team was at its worst last night; they had played a bad match and let down their fans.)**

#### 41

	Frequency	Percent	Valid percent	Accumulative percent
Correct	22	73.3%	73.3%	73.3%
Incorrect	8	26.7%	26.7%	
Total	30	100.0%	100.0%	

The results of question (1-2) above reveals that most of students' answers are correct

**Table (4-14): Question 1-3 (The two enemy neighbors agree to forget the past and turn over a new leaf.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	14	46.7%	46.7%	46.7%
Incorrect	16	53.3%	53.3%	53.3%
Total	30	100.0%	100.0%	

Table (4-14) above represents the distribution of the students' answers of question 1-3. The result reveals that most of the students were answered the questions incorrectly.

**Table (4-15): Average of Question One on English Phrasal Verbs:**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	18	60.0%	60.0%	60.0%
Incorrect	12	40.0%	40.0%	40.0%
Total	30	100.0%	100.0%	

In question one which designed to determine that to what extent secondary school students can expect the suitable meaning of phrasal verbs.

## 42

The result reveals that most of secondary school students have ability to expect the meaning of phrasal verbs.

**Table (4-16): Question 2-1(It was cloudy all the morning today then cleared.....about midday but it never rained.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	14	46.7%	46.7%	46.7%

Incorrect	16	53.3%	53.3%	53.3%
Total	30	100.0%	100.0%	

Question two which consisted of four statements was designed to examine the ability of secondary school students in choosing the suitable particle to put with the suitable verb. Table (4-16) above represents the distribution of the students' answers of question 2-1. The result reveals that most of the students' answers were incorrect.

**Table (4-17): Question 2-2 (don't earn much money from my present job so I'll **look**.....another one.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	23	76.7%	76.7%	76.7%
Incorrect	7	23.3%	23.3%	23.3%
Total	30	100.0%	100.0%	

Table (4-17) above represents the distribution of the students' answers of question 2-2. The result reveals that most of the students' answers were correct.

### 43

**Table (4-18): Question 2-3 (Don't forget to **put**.....the light before you go to bed.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	23	76.7%	76.7%	76.7%

			23.3%	
Incorrect	7	23.3%	100.0%	23.3%
Total	30	100.0%		

Table (4-18) above represents the distribution of the students' answers of question 2-3. The result reveals that most of the students' answers were correct.

**Table (4-19): Question 2-4 (seemed to believe her. They knew that she just **made**.....that story.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	13	43.3%	43.3%	43.3%
Incorrect	17	56.7%	56.7%	56.7%
Total	30	100.0%	100.0%	

Table (4-19) above represents the distribution of the students' answers of question 2-4. The result reveals that most of the students' answers were incorrect.

**Table (4-20): Average of Question Two on English Phrasal Verbs:**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	17	56.7%	56.7%	56.7%
Incorrect	13	43.3%	43.3%	43.3%
Total	30	100.0%	100.0%	

In question two which consisted of four statements were designed to examine the ability of secondary school students in choosing the suitable particle to put with the suitable verb. The result reveals that most of the secondary school students have the ability to selecting the suitable particle to put with the suitable verb.

**Table (4-21): Question 3-1 (Ali was driving too fast and he.....a telephone pole.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	15	50.0%	50.0%	50.0%
Incorrect	15	50.0%	50.0%	50.0%
Total	30	100.0%	100.0%	

Question three which consisted of four statements was designed to examine the ability of secondary school students in selecting the suitable phrasal verb to put in the suitable sentence.

Table (4-21) above represents the distribution of the students ‘answers of question 3-1. The result reveals that the results were neutral.

**Table (4-22): Question 3-2 (The mechanic.....my car but couldn’t find anything wrong with it.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	19	63.3%	56.7%	56.7%
Incorrect	11	36.7%	43.3%	43.3%
Total	30	100.0%	100.0%	

Table (4-22) above represents the distribution of the students' answers of question 3-2. The result reveals that most of students' answers were correct.

45

**Table (4-23): Question 3-3 (I promised to take my son to a baseball game, and I'm not.....my word.)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	11	36.7%	36.7%	36.7%
Incorrect	19	63.3%	63.3%	63.3%
Total	30	100.0%	100.0%	

Table (4-23) above represents the distribution of the students' answers of question 3-3. The result reveals that most of students' answers were incorrect.

**Table (4-24): Question 3-4 (Have you.....a dresses to wear to the party yet?)**

	Frequency	Percent	Valid percent	Accumulative percent
Correct	16	53.3%	53.3%	53.3%
Incorrect	14	46.7%	46.7%	46.7%
Total	30	100.0%	100.0%	

Table (4-24) above represents the distribution of the students' answers of question 3-4. The result reveals that most of students' answers were correct.

**Table (4-25): Average of Question Three on English Phrasal Verbs:**



	Frequency	Percent	Valid percent	Accumulative percent
Correct	11	36.7%	36.7%	36.7%
Incorrect	19	63.3%	63.3%	63.3%
Total	30	100.0%	100.0%	

In question three which consisted of four statements was designed to examine the ability of secondary school students in selecting the suitable phrasal verb to put in the suitable sentence.

#### 46

The result of the question reveals that secondary school students have no ability to select phrasal verb in order to put in the suitable sentence.

#### 4.4 Hypotheses Test:

##### 1/ Hypothesis (1)

**The problems of using English phrasal verbs in secondary schools are due to some cultural factors.**

As (50%) and (37.5%) of the respondents were strongly agree and agree, respectively to that the students' background as 2<sup>nd</sup> language learners causes problems. In addition, these percentages represented (83.5%) of the respondents in the surveyed samples. According to this, the hypothesis is accepted that one of the possible problems of using English phrasal verbs in secondary schools is due to some cultural factors.

##### 2/ Hypothesis (2)

**One of the possible causes of problems of using English phrasal verbs is the lack of early instruction of secondary school students.**

As (62.5%) and (12.5%) of respondents were agree and strongly agree in the above hypothesis.

The percentages represented (75%) of respondents in the surveyed samples, so the hypothesis is accepted that one of the possible causes of problems of using English phrasal verbs is the lack of early instruction in secondary school students.

### **3/ Hypothesis (3)**

**The non-sufficiency of specialized materials in secondary school syllabus (SPINE Series).**

As (37.5%) of the respondents were strongly agree the hypothesis of non-sufficiency of specialized materials in secondary schools' syllabus (SPINE Series) in addition, the percentages represented (75%) of the respondents in surveyed

47

samples, so the hypothesis is accepted that non- sufficiency of specialized materials in secondary schools' syllabus (SPINE Series).

### **4/ Hypothesis (4)**

**Including phrasal verbs in English language syllabus and providing sufficient training for teachers could be one of the possible solutions to the problems of using phrasal verbs.**

As (62.5%) and (37.5%) of the respondents agree and strongly agree respectively to the including of phrasal verbs in English language syllabus. Additionally, (62.5%) and (25.5%) of the respondents were strongly agree and agree respectively to providing sufficient training to the teachers as possible solutions to the problems of using English phrasal verbs. Moreover, the percentages represented (100%) and (87.5%) of the respondents in the surveyed samples. So, the hypothesis is accepted the including of phrasal verbs in English language syllabus (SPINE Series) and also providing sufficient training for teachers as possible solutions of the problems of using English phrasal verbs.

### **4.5 summary of the Chapter:**

This chapter has analyzed the data collected from the research tools and tabulated the results. In the light of the findings the research hypotheses have been confirmed and accepted.

48

**Chapter Five**

**Summary Conclusions,  
Recommendations, and  
Suggestions for Further  
Studies**

67

## **Chapter Five**

### **Summary Conclusions, Recommendations, and Suggestion for Further Studies**

This chapter provides a summary of this study, conclusion, recommendations, and suggestions for further studies.

#### **5.1 Summary of the Study**

Since phrasal verbs are expressions peculiar to a language, their perception is often not a great challenge to the native speakers of that language because they form a manner of speaking that is natural to that speaker. But for non- native speakers it may be a difficult task. This study aimed at raising learner's awareness towards using English phrasal verbs. In addition it reveals some of the possible problems which might face secondary school students and how they can find the possible solutions for these problems. The researcher used the Descriptive Analytical Method in

conducting this study. The data were collected from eight (8) English teachers at four (4) secondary schools in East Nile Locality, and from a test on the use of English phrasal verbs distributed and answered by 30 students. The data were analyzed by using the Statistical Package for Social Sciences- SPSS.

The researcher proposed some hypotheses and questions in this study in order to find the possible causes of the problems of using English phrasal verbs in secondary schools. The problems of using English phrasal verbs in secondary schools might be due to some cultural factors. In addition to the lack of early instruction of secondary schools students all these can be considered as some of hypotheses of facing such problems in using English phrasal verbs, because later after Sudan gained its independence in 1956, Arabic language began gradually to replace English as a medium of instruction.

## 50

Consequently, English language came to be taught as a foreign language. The current status of this language in the context of Sudan shows that it is declining and losing its significance in the educational environment in this country because the purposes of learning this language have been changed.

### **5.2 Conclusions**

This study concluded in the following conclusions:

- 1/ Secondary school students in East Nile Locality are facing problems in using English phrasal verbs.
- 2/ There are no sufficient specialized materials on using phrasal verbs in secondary schools syllabus (SPINE Series).

- 3/ One of the possible causes of problems of using English phrasal verbs is the lack of early instruction in secondary school students.
- 4/ The problems of using English phrasal verbs in secondary schools are due to some cultural factors.
- 5/ Including phrasal verbs in English language syllabus and providing sufficient training for teachers could be one of the possible solutions to the problems of using phrasal verbs.
- 6/ Idiomatic expressions could be consider as one of the causes of facing problems in using English phrasal verbs.
- 7/ One of the problems of using English phrasal verbs is that secondary school students always predict the meaning of phrasal verbs from the components of the phrasal verbs.
- 8/ The background of the student him/her self as a second language learner affects his/ her understanding of English phrasal verbs.

### **5.3 Recommendations**

In the light of the findings of this study, the researcher recommends the following points:

- 1/ The practice of English phrasal verbs should be further emphasized in the syllabus, (SPINE Series).
- 2/ The effective strategies in teaching phrasal verbs should be used to help students to promote their awareness in using phrasal verbs. For example, more exercises in using phrasal verbs.
- 3/ The students should be encouraged to practice phrasal verbs out of the class rooms and they should try to build their own knowledge about phrasal verbs.

4/ More practical approaches in teaching and learning English phrasal verbs should be used in English foreign learners' class rooms.

#### **5.4 Suggestions for Further Studies**

Since this study was investigating the problems of using phrasal verbs in secondary schools the researcher suggests the following for further studies:

1/ Investigating the Problems of Using Phrasal Verbs in English Language Facing Universities Students.

2/ An Analysis of teaching strategies of the Phrasal verbs and Prepositional Verbs.

3/ Investigating the Syntactic Structure of Phrasal Verbs.

4/ An Analysis of Errors of using phrasal verbs in Secondary Schools' Syllabus (SPINE Series).

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53

### **Appendices**

#### **Appendix (I): Questionnaire**

#### **ELT Teachers' Questionnaire**

Dear Teacher,



This questionnaire is a part of a study which attempts to investigate the problems of using English phrasal verbs that might encounter secondary schools students.

The questionnaire is meant to assess ELT teachers' view on the relevance of phrasal verbs' possible problems that might face both, the students and the teachers, and the possible solutions of these problems. Your participation will be of a great value and assistance. The information you give will be treated confidentially and will not be used for any purpose other than the one stated in this study.

Thank you very much for your cooperation

**Hajer Mustafa Fath-  
Elrahman Elobyed**

**M.A Candidate**

**Sudan University of**

**Science and Technology**

## **Part One: Personal Information**

**Please indicate with X in the brackets chosen.**

**Sex:** Male {    }    Female {    }

**Qualification:** ph D {    }    M.A {    }    M Ed {    }  
Postgraduate Diploma {    }

**Faculty** (where you work): Arts {    } Education {    } Languages  
{    }

## Part Two:

### Section 1:

Please indicate the answers that show the degree of your agreement/disagreement by ticking one of the options as shown below:

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

### Section 2:

#### The Statements:

Statement	Strongl y agree	Agre e	Not sure	Disagr ee	Strong ly disagr ee
-----------	-----------------------	-----------	-------------	--------------	------------------------------

1. Secondary schools students are facing problems in using English phrasal verbs.

**2.** The problems of using English phrasal verbs in secondary schools might be due to the difficulty of idiomatic expressions.

**55**

Statement

Strongl	Agre	Not	Disagr	Strong
y	e	sure	ee	ly
agree				disagr
				ee

**3.** One of the possible causes of facing such problems might be due to the lack of early instruction of secondary schools students.

**4.** There is no sufficient specialized material on using phrasal verbs in secondary schools syllabus (SPINE series).

**5.** Secondary schools students always predict the meaning of phrasal verbs from the context of the

speech.

**6.** The problems of using English phrasal verbs might be due to the complexity of understanding of phrasal verbs itself.

**7.** The background of the student him/her self as a second language learner might affect his/her understanding of English phrasal verbs.

**56**

Statement

Strongl y agree	Agre e	Not sure	Disagr ee	Strong ly disagr ee
-----------------------	-----------	-------------	--------------	------------------------------

**8.** One of the possible solutions of these problems could including phrasal verbs in the English language syllabus (SPINE series).

**9.** One of the possible solutions of these problems is provide a sufficient training for teachers in the field of teaching English phrasal verbs.

**57**

**Appendix (II): Test**

**Test on English phrasal verbs for secondary schools students**

**Question one:** Look at the expressions in **BOLD** in the following sentences and circle a suitable definition with a similar meaning for each one.

1. Please, **take off** your shoes when you enter the mosque.

- a. clean
- b. remove
- c. carry

2. Al-hilal football team was at its worst last night; they had played a bad match and **let down** their fans.

- a. pleased
- b. disappointed
- c. worried

3. The two enemy neighbors agree to forget the past and **turn over** a new leaf.

- a. behave better to each other
- b. to watch each other
- c. exchange a new leaf

**Question two: complete the phrasal verbs in the following sentences with an suitable particle. The meaning of each phrasal verb is *explained* at the end of the sentences**

**1.** It was cloudy all the morning today then **cleared**.....about midday but it never rained. (*got better*)

a. off

b. up

c. away

**2.** I don't earn much money from my present job so I'll **look**..... another one. (*search*)

a. at

b. after

c. for

**3.** Don't forget to **put**.....the light before you go to bed. (*disconnected*)

a. off

b. down

c. way

4. Nobody seemed to believe her. They knew that she just **made**.....that story. (*invent*)

a. on

b. in

c. up

**Question three: circle the suitable phrasal verb to complete the following sentences. The meaning of each phrasal verb is *explained* at the end of the sentence.**

1. Ali was driving too fast and he.....a telephone pole.

a. **ran off**

b. **ran in**

c. **ran into**

2. The mechanic.....my car but couldn't find anything wrong with it.

a. **looked up**

b. **looked off**

c. **looked at**

3. I promised to take my son to a baseball game, and I'm not.....my word.

a. **going back on**

b. **going back off**

c. **going**

**back in**

4. Have you.....a dress to wear to the party yet?

a. **picked up**

b. **picked out**

c.

**picked off**



60

81