

الاستهلال

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صدق الله العظيم

(سورة العلق ، الآيات (1-5)

Dedication

*To my little daughter (Istabrag), brothers,
sisters, friends, supervisor and whoever that
supported me in achieving this work.*

Acknowledgements

Firstly, I am grateful to Allah who gives me strength to do this study. Secondly, I would like to express my deep gratitude to my supervisor Dr. Abdarahman Abulgasim Salih who has patiently and sincerely guided me towards various routes of knowledge which have led to the completion of this thesis and for his valuable advice, suggestions, and support. Also, I appreciate his willingness to devote his time and efforts for every help whenever I need. Thirdly, thousands of regards are due to my wife (Ikram Aldouma) who keeps encourage me to be well-educated and knowledgeable. Fourthly, I am also grateful to all my colleagues in the College of Languages at Sudan University of Science and Technology who were constant source of support both morally and intellectually. Finally, this acknowledgment would not be complete without thanking my parents.

Abstract

This study aims to investigate the problems that face secondary school students in using phrasal verbs. The descriptive analytical method was adopted in this study to collect the data required, a questionnaire was designed and given to (15) English language teachers from different secondary schools in Omdurman Locality. The data were analyzed by using the Statistical Package of Social Science (SPSS). The findings of the study have revealed that most of secondary school students were unable to use the phrasal verbs because they didn't have enough vocabulary to understand the phrasal verbs. Also the findings showed that most of the students have negative attitudes towards using phrasal verbs because they considered them the most difficult area of language and the meaning of phrasal verbs cannot be inferred from the meanings of individual words. The study recommends that the use of phrasal verbs should be further emphasized in the syllabus effective strategies of teaching and learning, items should be introduced to help promote learners awareness in using phrasal verbs. Moreover, practical approaches to teaching and learning phrasal verbs should be used in EFL classrooms.

المستخلص

تهدف هذه الدراسة إلى تقصي أو معرفة المشاكل التي تواجه طلاب المرحلة الثانوية في استخدام الأفعال العبارية. استخدم الباحث المنهج الوصفي التحليلي في هذه الدراسة، كما استخدم الاستبانة كأداة لجمع البيانات وشملت عينة الدراسة خمسة عشر معلماً ومعلمة حيث تم اختيارهم من مدارس مختلفة في محلية أمدرمان. استخدم الباحث برنامج الحزم لتحليل البيانات. أظهرت (SPSS) الإحصائية للعلوم الاجتماعية نتائج الدراسة أن معظم طلاب المرحلة الثانوية لا يستطيعون استخدام الأفعال العبارية لأنهم لا يمتلكون مفردات لغوية كافية لفهم الأفعال العبارية. كما أظهرت الدراسة أيضاً أن هؤلاء الطلاب لديهم انطباعات سلبية نحو استخدام الأفعال العبارية لأنهم يعتبرونها من أصعب مجالات اللغة وأن معاني هذه الأفعال لا يمكن استنتاجها من معاني المفردات. أوصت الدراسة بأن تُعطى الأفعال العبارية أهمية خاصة في المنهج. كما يجب وضع خطط فعالة تساعد على رفع مستوى أداء الطلاب في استخدام الأفعال العبارية بالإضافة إلى ذلك يجب استخدام وسائل تعليمية عملية في الفصول الدراسية.

Table of Contents

Page	Subject
i	الاستهلال
ii	Dedication
iii	Acknowledgements
iv	Abstract
v	المستخلص
vi - vii	Table of Contents
Chapter One	
Introductions	
1	1.0 Background
1	1.1 Context of the Study problem
2	1.2 The Statement of the Problem
3	1-3 Research Questions
3	1-4 Research hypotheses
3	1-5 Methodology of the Study
4	1-6 Objectives of the Study
4	1.7 Significance of the Study
4	1-8 Limits of the Study
5	1.9 Research Outlines
Chapter Two	
Literature Review and Previous Studies	
6	2.1 Introduction
6	2.2 Historical Background of English Phrasal Verbs
7	2.3 Definition of Phrasal Verbs
10	2.4 The Concept of Phrasal Verbs
13	1.5 Ancestors of Phrasal Verbs in Old English
15	2.6 Phrasal Verbs in Present-day English and Regional Variation
15	2.7 Best Way of Learning Phrasal Verbs
16	2.8 The Classification of Phrasal Verbs

18	2.9 Syntactic Tests for Phrasal Verbs and Prepositional Verbs
21	Previous Studies
Chapter Three Methodology	
25	3.0 Introduction
25	3.1 Population and Sample of the Study
25	3.2 Instrumentation
25	3.3 Teachers' Questionnaire
26	3.4 Validity and Reliability of the Research Tool
26	3.5 Validity of the Questionnaire
Chapter Four Data Analysis, Results and Discussion	
27	4.1 Introduction
27	4.2 Result of Data Analysis
Chapter Five Summary, Findings, Recommendations, and Suggestions for Further Studies	
32	5.1 Summary of the study
33	5.2 Findings of the Study
33	5.3 Recommendations
34	5.4 Suggestions for Further Studies
35	References
	Appendix