

# **Chapter One**

## **Introductions**

### **1.0 Background:**

This chapter provides a historical framework for the study specifically it will provide description of the context of the study and gives short account of history of English language in Sudan. It is also provide a description of the study problem and formulates the question and hypotheses of the study.

The significance of the study was shown. The scope and limitation of the study. Finally, the study unfolds 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 Sudan (1898-1956). English language was the official language of the state. It was the medium of instruction in the educational institution during that period.

It is worth mentioning that most of teachers at that time were native speakers of English and that allowed a wide exposure of English language for Sudanese students.

Late after Sudan gained its independence in 1956 Arabic language began gradually to replace English as medium of instruction.

Consequently, English language comes 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 education environment in this country because the purposes of learning this language have been changed.

Upon considering its characteristics, English is a language which is rich in what are called 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 not relevant of the culture of the target language. Furthermore, phrasal verbs are almost a neglected variable in ET in secondary school 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 which is natural to speaker. But for non-native speakers it may be difficult task as far as English language is concerned one needs to consider the phrasal verbs of the language.

The cause of combinations words to be phrasal verbs in due to non-linguistic factors such as the social, historical, and cultural factors relevant to the use of language.

It adds 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 guesses of language are responsible for the field of language learning and teaching. First, phrasal verbs are not literal.

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.

This negligence of phrasal verbs ELT environment would not give learners opportunities to deal with them as ELLS. This study aims at investigating the way secondary schools students perceive the English acting the structural and semantic problems that secondary school might encounter when using English phrasal verbs.

### **1-3 Research Questions:**

This study attempts to answer the following:

1. To what extent do phrasal verbs are problematic for secondary school students?
2. What are possible causes behind problems that face secondary school students in using phrasal verbs?
3. What are possible strategies for teachers to solve these problems?

### **1-4 Research hypotheses:**

1. Phrasal verbs are problematic for the majority of secondary school students.
2. One of the possible causes that face secondary school students might be due to lack of early instruction.
3. Syllabus designers should include the phrasal verbs in English syllabus (SPINE Series) in addition to sufficient training for teachers of English language.

### **1-5 Methodology of the Study:**

The researcher uses the Descriptive Analytical Method in conducting this study.

Samples of some secondary schools teachers are randomly be selected, given a questionnaire containing a list of statements to be answered by those teachers. The answers are statistically analyzed.

The validity and reliability of the tools employed in the study is confirmed by referring to an English language expert jury as the light of the results the hypotheses of the study is confirmed or rejected.

### **1-6 Objectives of the Study:**

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.

### **1.7 Significance of the Study:**

This study is being done because it deals with a domain of speech that represents one typical characteristics of spoken English. The significance of this study is that 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 don't always follow the normal rules of meaning or grammar; thus they are neglected in linguistic 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 Limits of the Study:**

This study is broadly consisted of two areas in linguistics: syntax and semantics, syntax deals with the internal structure of sentence, clause or a phrase.

Each of these forms a study is restricted to one syntactic unit namely the phrase and because phrases are different types. This study is restricted to Lexicalized syntactic expression known as phrasal verbs.

Semantics on the other hand is the branch of linguistics which studies the meaning this study is restricted to the semantic territory that deals with one of lexicalized.

Phrasal namely the phrasal verbs. The population of the study will be secondary school teachers.

A questionnaire will be given to some expert teachers from the some secondary schools.

### **1.9 Research Outlines:**

Chapter One: Introduction, context of the study problem, statement of the problem, research questions, research hypotheses, methodology of the study, objectives of the study, significance of the study and limits of the study.

Chapter Two: Literature Review & Previous Studies

Chapter Three: Research Methodology

Chapter Four: Data Analysis, Results and Discussion

Chapter Five: Summary, Findings, Recommendations, and Suggestions for Further Studies

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **2.1 Introduction:**

This chapter reviews literature and previous studies related to phrasal verbs and preposition verbs. It includes the historical background of phrasal verbs, definition of phrasal verbs, phrasal verbs in present-day English and regional variation, ancestors of phrasal verbs in old English. The best way of learning phrasal verbs, the classification of phrasal verbs, syntactic tests for phrasal verbs, the concept of phrasal verbs and previous studies.

#### **2.2 Historical Background of English Phrasal Verbs:**

Before moving to the historical background of English phrasal verb. It necessary to know the definition of phrasal verb and similar concepts in present-day English.

Lamont, (2005) argues that a phrasal verb in present-day English is a verb that takes a complementary particle in other words, an adverb resembling a preposition, necessary to complete a sentence. A common example is the verb (to fix up). He fixed up the car the word up here is a particle not a preposition because up here can move. He fixed the car up this movement of the particle up distinguishes it from the prepositional "up" because the forms of the particle and the preposition are themselves identical. It is easy to confuse phrasal verbs with similar-looking type of verb: the prepositional verb takes a complementary prepositional

phrase. Movement verbs are readily identifiable example for the verb to go is intransitive and without the benefit of context it can't operate in a complete sentences only accompanied by subject, one can't say I went and expect to satisfy a listener without including a prepositional verbs immediately distinguishable from phrasal verbs are in term of movement, as prepositions can't move after their objects. It isn't possible to say I went the store to and so I went is a prepositional verb. There are in fact several syntactic tests to distinguish phrasal verb.

### **2.3 Definition of Phrasal Verbs:**

Andrea, et al, (2003) A phrasal verb is a verb formed from two "or sometime three" parts: a verb and adverb or preposition. These verbs and preposition are often called particles when they are used in phrasal verbs.

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 penis 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"



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 be easily guessed for example (*sit down* or *look for*) can be guessed from the context of speech. However, in most cases its meaning are quite different from the meaning of the verbs. They are quite different from the meaning of the verbs. They are formed from for example *take off* can mean to leave the ground and began to fly if we look at original meaning of *take* (is to win something or raise something by your hands) for example can I *take* this chair? But when we use 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 the 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 meaning of the 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 sometime v+ particle + object. So, the phrasal verbs 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 verbs:

1. Intransitive phrasal verbs:

Phrasal verbs which don't need an object for example you are reading too fast. You ought to slowdown.

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 will 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) it must usually come between the verb and 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 a part 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 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, 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 most distinctive and creative features of the English language. The phrasal verbs 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 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 verb, 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. Also we find that a grammarian such as Eduard, Vlad, (1998:93) describes phrasal verbs as combinations of lexical verb and adverbial particles 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.

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 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 described as synonyms rather than idiomatic, because idiomatic means to take the meaning of the expressions as a whole but the vice versa in the case of phrasal verbs which can divide the expression into verb plus particle.

#### **2.4 The Concept of Phrasal Verbs:**

Palmer, (1974) shows that, the distinction between literal and idiomatic phrasal verbs is difficult but there seems to be three ways in which they may be used:

First: It is clear that there is some collocational restriction upon the combinations. It is possible to think up explanations for some of these restrictions but not possible to give any general rules concerning them. Thus we find the possible and impossible pairs:

- I helped him out.
- I aided him out.
- He yield up all his property.
- He abandoned up all his property.
- Can you fit out this expedition?
- Can you equip out this expedition?

Secondly: we could use idiomatic to refer to all the combinations that are not literal in these sense of being locational. But these non-literal combinations are still very largely (though in varying degree transparent example their meaning can be inferred from the meaning of the parts. A native speaker of English would have no difficulty in understanding or forming new combinations using the adverb in one of its aspectual senses even with a new verb e.g. There were a verb 'Acidize meaning to burn with acid'

There would no problem

- He acidized out a hole.
- He acidized up the body.

The Third possible use of 'idiomatic 'would be simply for those combinations that are totally opaque (non-transparent) whose meanings cannot be inferred from the meaning of the individual words e.g. give in, give out, break up and breakdown. Some verbs have various degree of idiomatic it, one can make up a bed, a fire a face or story only with the last of these does make with meaning of 'invent' seem to be complete idiom being idiomatic in the last two senses of the term is wholly semantic not a syntactic matter (whether it is so in the first sense is debatable) yet it has an effect on the syntax. In general the more closely related semantically is the verb and adverb the less likely they are to be separated.

### **Verbs plus Preposition:**

Murphy and Althman, (1989) provide these lists of verbs plus prepositions:

*Apologize:* someone for something.

= when I realized I was wrong, I apologized to him for my mistake.

*Apply for* a job/admission to university etc.

= I think you would be good at this job why don't you apply for it.

*Believe* in something.

= Do you believe in God ( do you believe that God exists)

*Belong to* someone

Who does this coat belong to?

*Care for* someone/something

Would you care for a cup of coffee (would you like)

*Look after* someone

She is very old, she need someone look after her.

*Care about*

He is very selfish. He doesn't care about other people.

*Take care of (look after)*

Have a nice vacation. Take care of yourself.

*Complain to/ about*

We complain to manger of restaurant about the food.

*Concentrate on*

Don't look out of window. Concentrate on your work.

*Consists of*

We had an enormous meal. It consisted of seven courses.

*Lookout:* look in the direction of why are you looking at me like that.

*Wait for*

I am not going out yet. I'm waiting for the rain to stop.

Shout at (when you are angry) he was very angry and started shouting at me.

## 2.5 **Ancestors of Phrasal Verbs in Old English:**

Lamont reports that old English generally did not possess phrasal verbs as they are found in present-day English. They did exist, although they were rare. Much more common in old English was the inseparable- prefix verb. A form in which particle was attached to the beginning of the verb. These old English prefixed verbs are directly comparable to current phrasal forms , for example in present-day English, there is the mono transitive verbs "to turn" and then the phrasal

monotransitive “to burn up” old English had “baranan” (to burn) “for” remained affixed to the verb and could not move as modern particles can. Such old English compound verbs were also highly idiomatic in that the meaning of the compound form did not necessarily reflect the meaning of the root. Denison, (1993) provides “beradan” as an example because it meant to “dispossess” while its root verb, “radan” meant “to advise” the phenomenon still survives today in the principle “forlorn” as well as the verb “understandan” which doesn’t in present-day English mean “to stand underneath” (something) but idiomatically “to comprehend” some old English verbs did functions as modern phrasal verbs do. Denison points out that Koopman finds and analyzes examples of old English verb phrasal verbs with post-verbal particles. In the Chronicles of English the speaker says “ac he teach forth pa his eadan wrenceas” (but he drew forth his old tricks). Hence, there was in old English the rare incidence of phrasal verbs with post- verbal particles. However, Denison notes about such examples that the meaning of post-verbal particles in this period was still, often very directional, in close relationship with a prepositional meaning. Therefore, applications or the particle “up” in old English conveyed a sense of direction upward, as in “to breakup completely”.

Lamont also argues that, the introduction of phrasal verbs in middle English as productive form, the formation of



prefixed verbs was no longer productive in middle English, and the loss of productivity was already evident in old English in which certain authors added a post-verbal particle to prefixed verbs possibly because the prefix was losing meaning. Stress patterns also likely account for a shift. As prefixes in old English compound verbs were unstressed while post-verbal particles carried stress making them stronger and thus presenting their lexical value. The rapid borrowing of French verbs into Middle English likely slowed the development of phrasal verbs because of competition in semantic fields as French brought in Romance verbs that could fill the semantic fields of the old English prefixed verbs. For example, the French borrowing 'destroy' could accommodate the meaning of the old English 'forbrecean' 'breakup' French forms also likely hindered phrasal verbs because of lexical register. By late middle English phrasal verb could be divided into three categories:

A/ Old English style inseparable particle plus verb (understand, overtake).

B/ Phrasal verb including verb plus separable particle (take up, write up).

C/ Nominal compounds derived from the first two (out cry, write off).

The incidence of phrasal verbs was exploded in early modern English. Shakespeare himself applied the form widely throughout the plays in which 5744 phrasal verbs have been

identified within the body of the plays. He explains that phrasal verbs were used extensively in early modern English dramatic texts because of their variable shades of meaning and capacity to be expanded to form new idioms. However, phrasal verbs continued to become entrenched stage-three compound nouns arose, such as “breakdown” and “comeback” the stress on the particle in the verbal form (we say, I have to breakdown these boxes) moved from the particle to the verbal component when the compound acted as a noun (as in, “he had a breakdown”). Phrasal verb in early modern English also could be formed with a noun plus particle, such as “to louse up” it was also in this period that pronominal objects were firmly established before particle (“she put it on” not “she put on it” as a standard practice, while nominal objects retained movement before and after the particle “she put the dress on/ she put on the dress”).

## **2.6 Phrasal Verbs in Present-day English and Regional Variation:**

Phrasal verbs are still currently productive and there has been the rise of more complex form , the three-parts phrasal - prepositional verb which include adverb, a post-positional particle and a complementary prepositional phrase, example of the first type include “put up with” and “do away with” which qualify as phrasal verbs because they can be translated by the single Latinate verbs “tolerate” and

“abolish” although their particles are not movable: “I put up traffic everyday” not “I put with traffic up everyday”.

A second variation of phrasal prepositional verbs in present-day English take a movable particle around a noun phrase direct object as well as a complementary prepositional phrase as in “she fixed her friend up with her cousin” she fixed up her friend with her cousin” the notable distinctions from first type that the particle can move because there is an explicit direct Lamont, (2005).

### **2.7 Best Way of Learning Phrasal Verbs:**

McCarthy and O’Dell, (2002) show that the best way to learn phrasal verbs is undoubtedly in context. Keep a section of your vocabulary notebook or file for phrasal verb 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+ particle/ preposition combination may have a number of different meaning e.g. take off a plane take off you can take off a coat, glasses, and make up, a burglar may take off if he hear 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 used instead of phrasal verbs. 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, taking off clothes.

Many phrasal verbs in English are based on verb like: do, make, go, get, run and turn which have a little precise lexical meaning of their own or verb such as stand which have several different meanings. One approach to learning phrasal verbs is to build a ripple diagram based round one of these verbs.

## **2.8 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, (2004) 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 verbs, compound verbs, verb-adverb combination, verb-particle construction (vpc) AME two-part word/verb and three-part word/verb from the classification of Tom McArthur, we find that he tried to classify the phrasal verbs as 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 Marthakolln in understanding English grammar, take the view that phrasal verbs defines only those combinations that form an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts this the holistic or semantic view which focus mainly on the meaning of the verb combination. The researcher thinks that if we look at the phrasal verbs and idioms, because phrasal verbs 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, kolln said we find that phrasal verbs and idioms are combination which cannot be predicted from the context of speech. For example, Kolln would say that 'go up' in the following sentences in 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 applied the test of meaning to phrasal verbs as in these examples: give in, can be replaced by surrender' put through, by recover, come by, by acquire and break up, by end'.

However, McArthur in his treatment of the phrasal verbs 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 verbs 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 verbs as syntactic phenomenon and some others described it as a 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 students used the phrasal verbs syntactically. This might subjects to the problem of what this phrasal verb means. On the other hand, if the students used phrasal verbs 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. In addition to that, 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.

## **2.9 Syntactic Tests for Phrasal Verbs and Prepositional Verbs:**

Smith, (1996) argues that syntactic tests can clear away for such confusion and a knowledge of such tests is indispensable for any one studying phrasal verbs. The following verbs as phrasal burndown come across and talk into. However, this brief sample contains not only a phrasal verbs but a prepositional verbs, and a phrasal- prepositional verbs as well.

1- Particle movement: Particles for transitive phrasal verbs can move either before or after the direct object and this will determine whether the word in question in particle or a preposition e.g. (I gave up the keys/ I gave the keys up) the 'up' is a particle because it can move. If it were preposition 'up' could not move. 'I walked up the stairs' but not I walked the stairs up. As a side note, particle movement generally not possible with gerunds: 'I gave up trying' but not I gave trying up particle movement is also restricted with pronouns: 'I helped her out' not 'I helped out her'. Particle movement is also unhelpful in analyzing intransitive phrasal verbs as there is no complementary noun phrase, to facilitate movement.

2- Adverb intervention: adverbs can't be placed within verb phrase including verb, particle and object but must be placed before the verb or at the end: "I help out Sheila " often/I help Sheila out often/ I often help out Sheila, I help

often her out. However, adverbs can be placed between verbs and preposition phrases: “I went quickly into the room”.

3- Spoken Stress: Particles are stressed in phrasal verbs, but prepositions are unstressed (unless stressed emphatically in speech), therefore one says: “I gave up the keys” “up” is stressed- particle transitive phrasal verbs or “the plane touched down” “down” is stressed-particle intransitive phrasal verbs”. A true a preposition, prepositional verbs”.

4- Translation/synonymy: Phrasal verbs can be translated with a single-unit verb of the same illocution force therefore “give up” can be translated as the clearly transitive “relinquish” or “surrender” while “touch down” can be translated by the clearly intransitive “land”. However, translation is not reliable as the sole or even primary method of syntactic testing.

5- Passivization: Transitive phrasal verbs can be rendered in the passive for two reasons because they are transitive and have the capacity for the inversion of logical subjects and objects because doing so doesn’t violate the syntactic frame of prepositional phrase. The sentence “I gave up the keys” can be rendered in the passive, “the keys were given up by me”. However, a prepositional verb at least prescriptively resists rendering in passive: “I walked up the stairs” would



not traditionally be rendered thus in passive “the stairs were walked up by me” even though “to walk up” could be translated with transitive verb “to ascend” which could easily be rendered in the passive, therefore, passivization is also by no means a stand-alone syntactic test of phrasal verbs.

### **Previous Studies:**

Mutwakil Abdallah Ali Gar Elzain, (2012). "An Investigation into the University EFL Students' Use of Phrasal Verbs. A Case Study of Third Year Students at Sudan University of Science and Technology.

This study aimed at raising learners awareness towards using English phrasal verbs and prepositional verbs. The following are some of major findings of the study: students need to know the meanings of phrasal verbs and prepositional verbs and the use of great number of phrasal verbs and prepositional verbs. Most of universities EFL students were unable to use phrasal verbs and prepositional verbs; they did not have enough vocabulary to understand so much phrasal verbs and prepositional verbs, students had negative attitudes towards using phrasal verbs and prepositional verbs. For they considered them the most difficult areas of language, students are not motivated towards using phrasal verbs and prepositional verbs, students affirmed that the meaning of the phrasal verbs can't be inferred from the meaning of individual words, transitive phrasal verbs its particle can move either before or after is more difficult than non-separable transitive phrasal verbs, intransitive phrasal verbs that don't take direct object and non-separable are easier than phrasal verbs that

composed of three words, a prepositional verb consists of a verb plus a particle which is clearly a preposition is more difficult than a prepositional verb that consists of a transitive verb plus a preposition with which it is closely associated and a prepositional verb doesn't take the particle movement rule.

This study deals with the previous studies that have been conducted in the same field. Wild, Catherine, (2010) conducted a study on attitude towards English usage in the late modern period the case of phrasal verbs Ph.D thesis University of Glasgow. The study confirmed that phrasal verbs are an intrinsic part of Late Modern English, and are found in both informal and colloquial language (Checkout, listen up) and more formal styles a thesis might set out some problems and then sum up main points. They are highly productive: up can be added to almost any verb to signify goal or end- point (read up, finish up, eat up, fatten up) and once a phrasal verb has been coined, a conversion often follows (for example the verb phone in was first recorded in 1946, and we read of dumbed-down material in 1982) perhaps because of their pervasiveness. Phrasal verbs are frequently criticized (although occasionally praised) in Late modern English texts about language, the purpose of this thesis is to examine such attitudes in three strands. Firstly, over one hundred language texts (grammars, dictionaries and usage manuals among others from 1750 to 1970) were

examined to discover how phrasal verbs were recognized and classified in late modern English. Secondary these materials were analyzed to order to find out how attitudes towards phrasal verb in English developed in relation to broader attitudes towards language in late modern period. Thirdly, phrasal verb usage in representative Corpus of historical English Registers a corpus of British and American English from 1650 to 1990, was analyzed to determine how such attitudes towards phrasal verbs reflect various stands of language ideology including opinions about Latinate as opposed to native vocabulary ideals relating to etymology, polysemy and redundancy, reaction to neologisms and attitudes towards language variety. Furthermore it will be suggested that in the case of certain redundant combinations such as return back and raise up proscriptions of phrasal verbs did have an effect on their usage in late modern period Indranil, Saha, (2004) conducted a study on example-based techniques for Disambiguating phrasal verbs in English to Hindi translation. The study confirmed that phrasal verbs are ambiguous in English language. So that the researcher used E B MT approach to disambiguate verb in an English sentence. In this approach used generalized examples instead of raw examples containing a phrasal verb. A generalized examples in composed of subject, object, preposition and indirect object. In addition to word net categories to generalize subject, object and indirect object of

phrasal verb in a sentence. The semantic distance is calculated between the input sentence and generalized example. The context associated with the generalized examples with least semantic distance is considered as the context of the phrasal verb in the input sentence. Similarly Yohinari, J. (2004) investigated the avoidance of English phrasal verbs by Chinese learners, six groups of Chinese learners (intermediate and advanced). A total of 70 were participated in the study. They took 3 tests (multiple choice, translation and recall) which included literal and figurative phrasal verbs. The results have shown that three factors (proficiency level, phrasal verbs type and test type) affect learners' avoidance of phrasal verbs. The authors speculate that the difference between first and second language and semantic difficulty of phrasal verbs may be reasons for learners' avoidance.

The researcher disagrees because prepositions and prepositional verbs are the same on this point, prepositional verbs consist of a verb plus particle which is clearly a preposition is more difficult than prepositional verbs that consist of a transitive verb plus a preposition.

Mutwakil Abdallah Ali Gar Elzain', (2012) study agrees with the researcher's study on that most of universities EFL students were unable to use phrasal verbs and prepositional verbs, they did not have enough vocabulary to understand so much phrasal verbs and prepositional verbs, phrasal

verbs considered the most difficult areas of language and students are not motivated towards using phrasal verbs and prepositional verbs.

Mutwakil Abdallah Ali Gar Elzain', (2012) study differs from the researcher's study in that students are affirmed that the meaning of phrasal verbs can't be inferred from the meaning of individual words, transitive phrasal verbs its particle can move either before or after is more difficult than non- separate transitive phrasal verbs and intransitive phrasal verbs don't take direct object and non- separable are easier than phrasal verbs that composed of three words.

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction:**

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

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

The subjects of this study are secondary school teachers at some secondary schools in Omdurman Locality. They come from different backgrounds and shared similar experience. 15 teachers both males and females participated in this study; they were randomly selected from different schools.

#### **3.2 Instrumentation:**

To collect the data a questionnaire has been designed.

#### **3.3 Teachers' Questionnaire:**

This instrument is used to measure the awareness and attitudes of teachers towards teaching phrasal verbs in secondary school students , an investigating the 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 is designed on scale of five degrees.

- Strongly agree.
- Agree
- Disagree
- Neutral
- Strongly disagree.

### **3.4 Validity and Reliability of the Research Tool:**

Validity and reliability are important aspects to the questionnaire, because they ensure the quality of the instrument which is used throughout this study. So the validity and reliability of the research tool is confirmed in this chapter as follows:

### **3.5 Validity of the Questionnaire:**

To test the validity of questionnaire, it is checked by university teachers. The questionnaire reliability is analyzed by SPSS (Statistical Package for Social Science).



## **Chapter Four**

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

#### **4.1 Introduction:**

In this chapter, the researcher intends to display and discuss the results of the statistical analysis of the data collected which were analyzed by Computer, using (SPSS).

#### **4.2 Result of Data Analysis:**

The following tables and figures display the results of data analysis obtained by the means of questionnaire.

**Statement (1) The problems of phrasal verbs might be due to complexity of understanding the phrasal verbs themselves.**

**Table (4.1)**

Answer	Number	Percent
Strongly agree	5	33,3%
Agree	9	60%
Disagree	1	6,7%

Total	15	100%
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It is clear from the table (5) teachers strongly agreed on this statement by (33,3%), there were (9) teachers agreed on this statement by (60%) and also there was only (1) teacher disagreed on this statement by (6,7%).

**Statement (2) the problems of phrasal verbs might be due to carelessness of students themselves.**

**Table (4.2)**

Answer	Number	Percent
Strongly agree	5	33,4%
Agree	5	33,3%
Neutral	5	33,3%
Total	15	100%

Table (4.2) shows that (5) teachers strongly agreed on this statement by (33,4%) , there were (5) teachers agreed on this statement by (33,3%) and also there were (5) teachers were neutral in this statement by (33,3%).

**Statement (3) There is no sufficient specialized material in using phrasal verbs in secondary school.**

**Table (4.3)**

Answer	Number	Percent
Strongly agree	3	20%
Agree	9	60%
Disagree	2	13,3%
Strongly disagree	1	6,7%
Total	15	100%

Table (4.3) indicates that (3) teachers strongly agreed on this statement by (20%), there were (9) teachers agreed on this statement by (60%), there were (2) teachers disagreed on this statement by (13,3%) and also there was only (1) teacher strongly disagreed on this statement by (6,7%).

**Statement (4) Phrasal verbs are the most difficult area in the language.**

**Table (4.4)**

Answer	Number	Percent
Strongly agree	3	20%
Agree	4	26,7%
Neutral	4	26,7%
Disagree	4	26,6%
Total	15	100%

Table (4.4) reveals that (3) teachers strongly agreed on this statement by (20%), there were (4) teachers agreed on this statement by (26,7%), there were (4) teachers were neutral in this statement by (26,7%) and also there were (4) teachers disagreed on this statement by (26,6%).

**Statement (5) the students have not got enough information to understand the phrasal verbs.**

**Table (4.5)**

Answer	Number	Percent
Strongly agree	1	6,7%
Agree	7	46,7%
Neutral	3	20%
Disagree	2	13,3%
Strongly disagree	2	13,3%
Total	15	100%

It is clear from the table only (1) teacher was strongly agreed on this statement by (6,7%), there were (7) teachers agreed on this statement by (46,7%), there were (3) teachers were neutral in this statement by (20%), there were (2) teachers disagreed on this statement by (13,3%) and also there were (2) teachers strongly disagreed on this statement by (13,3%).

**Statement (6) Students are hesitant to use phrasal verbs because they think, it is difficult to use.**

**Table (4.6)**

Answer	Number	Percent
Strongly agree	6	40%
Agree	4	26,6%
Neutral	3	20%
Disagree	1	6,7%

Strongly disagree	1	6,7%
Total	15	100%

Table (4.6) shows that (6) teachers strongly agreed on this statement by (40%), there were (4) teachers agreed on this statement by (26,6%), there were (3) teachers were neutral in this statement by (20%), there was only (1) teacher disagreed on this statement by (6,7%) and also there was only (1) teacher strongly disagreed on this statement by (6,7%).

**Statement (7) One of solutions of these problems that need sufficient training for teachers in the field of phrasal verbs.**

**Table (4.7)**

Answer	Number	Percent
Strongly agree	6	40%
Agree	8	53,3%
Disagree	1	6,7%
Total	15	100%

Table (4.7) indicates that (6) teachers strongly agreed on this statement by (40%), there were (8) teachers agreed on this statement by (53,3%), and also there was only (1) teacher disagreed on this statement by (6,7%).

**Statement (8) Teachers should include the phrasal verbs in the English syllabus (SPINE Series).**

**Table (4.8)**

Answer	Number	Percent
Strongly agree	4	26,7%
Agree	7	46,7%
Neutral	1	6,6%
Disagree	3	20%
Total	15	100%

It is clear from the table (4) teachers strongly agreed on this statement by (26,7%), there were (7) teachers agreed on this statement by (46,7%), there was only (1) teacher was neutral in this statement by (6,6%) and also there were (3) teachers disagreed on this statement by (20%).

**Statement (9) The students always predict the meaning of phrasal verbs from the context of speech.**

**Table (4.9)**

Answer	Number	Percent
Strongly agree	1	6,7%
Agree	8	53,3%
Disagree	3	20%
Strongly disagree	3	20%
Total	15	100%

Table (4.9) shows that only (1) teacher strongly agreed on this statement by (6,7%), there were (8) teachers agreed on this statement by (53,3%), there were (3) teachers

disagreed on this statement by (20%) and also there were (3) teachers strongly disagreed on this statement by (20%).

## **Chapter Five**

### **Summary, Findings, 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 raising learners' 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 (15) English teachers from different secondary schools in Omdurman Locality 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 non-sufficient training for

teachers of English language. 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 late 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 content 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 Findings of the Study:**

This study concluded to the following findings:

- 1- Secondary schools students in Omdurman Locality are facing problems in using English phrasal verbs.
- 2- There are no sufficient specialized materials in using phrasal verbs in secondary schools syllabus (SPINE Series).
- 3- One of possible causes of problems of using English phrasal verbs is the lack of early instruction in secondary schools students.
- 4- The problems of using English phrasal verbs in secondary schools are due to complexity of understanding the phrasal verbs themselves.



- 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- One of the problems of using English phrasal verbs are that secondary school students always predict the meaning of phrasal verbs from the components of the phrasal verbs.
- 7- The background of the students as a second language learners affects the 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 are 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 classrooms 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, classrooms.

#### **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:

- 1- Investigating the problems of using phrasal verbs in English language facing University 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.

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