

استهلال

"اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
(2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5) "

صدق الله العظيم

سورة العلق الآية (١ - ٥)

Dedication

This work is dedicated to my family and my friends.

Acknowledgements

I would like to express my gratitude to my family. This research wouldn't have completed without their support and patience. My sincere appreciation also extends to all my colleagues whom provide me with very useful assistance and advice. I'm also very grateful to my mother, who all the time supporting me emotionally. I am thankful to Allah for His guidance and benevolence.

I would particularly like to thank Dr. Ayman Hamad Elneil for his help, for his enlightened guidance, constructive criticism, patience and useful remarks. My thanks also go to university Sudan University of Science and Technology, College of Languages, Department of English Language.

Abstract

The aim of the study is to investigate the impact of the phrasal verbs and idiomatic expressions on promoting the linguistic competence of EFL learners. The researcher has adopted the descriptive analytic approach with dual tools; questionnaire and test for collecting data from study sample. The analysis process has been done by using (SPSS) program where tables of results were obtained. The study has reached some findings as follows: Most of teaching activities neglect using phrasal verbs and idiomatic expressions. Students are much weaker in idioms than phrasal verbs. Based on the findings the researcher recommends the follows; Learners should be familiar with everyday discussions. Teachers should give their students enough time to practice phrasal verbs and idiomatic expressions.

المستخلص

هدفت الدراسة الى التحقيق في أثر الافعال العبارية والتعبير الاصطلاحية في تطوير القدرة اللغوية لدارسي اللغة الانجليزية لغة أجنبية. تبنى الباحث الطريقة التحليلية الوصفية ثنائية الادوات: الاستبانة والامتحان من أجل جمع بيانات العينة. تمت عملية التحليل بواسطة استخدام البرنامج الاحصائي لعلم الاجتماع وتم جمع النتيجة بشكل جداول. وتوصلت الدراسة لبعض النتائج: تتجاهل معظم النشاطات التعليمية استخدام الافعال العبارية والتعبير الاصطلاحية ويظهر ضعف الطلاب أكثر في التعبير الاصطلاحية منه في الافعال العبارية. وعلى حسب هذه النتائج أوصى الباحث بالاتي: على متعلمي اللغة الانجليزية أن يتطرقوا للنقاشات اليومية باللغة الانجليزية. على المعلمين أن يعطوا طلابهم الوقت الكافي للممارسة الافعال العبارية والتعبير الاصطلاحية.

Table of Contents

Topic	Page no
الاستهلال	i
Dedication	ii
Acknowledgment	iii
Abstract English	iv
المستخلص	v
Table of Contents	vi
Chapter One Introduction	
Background	2 – 3
1.1 Statement of the Problem	3
1.2 Objectives of the Study	3 – 4
1.3 Significance of the Study	4
1.4 Questions of the Study	4
1.5 Hypotheses of the Study	4 – 5
1.6 Methodology of the Study	5
1.7 Limits of the Study	5
1.8 Definition of Terms	5 – 6
Chapter Two Literature Review	
2.0 Introduction	8 – 9
2.1 Literature Review	9
2.1.1 Phrasal Verbs	9 – 21
2.1.2 How to Teach Phrasal Verbs	13 – 19
2.1.3 General Ideas about phrasal verbs	19 – 21
2.2 Idiomatic Expressions	22 – 28
2.2.1 How to Teach Idioms	26 – 28
Chapter Three Methodology	
3.0 Introduction	30

3.1Subjects	30
3.1.1Subject: Teachers	30
3.1.2Subject: Students	30
3.2Instruments	31
3.3Validity and Reliability	31
3.4 The Procedures	32
Chapter Four	
Data Analysis and Discussion of the Results	
4.0 Introduction	34
4.1 Questionnaire Analysis	35 – 40
4.2 Test Analysis	40
4.2.1 Test Analysis: Phrasal Verbs Test Results Analysis	40 – 41
4.2.2 Test Analysis: Idioms Test Results Analysis	41 – 42
4.3 Samples of Idiom Results	42 – 44
Chapter Five	
Conclusion, Recommendations and Suggestions for Further Studies	
Summary of Findings	46 – 47
Recommendations	47 – 48
Suggestions for Further Studies	48
References	49 – 51
Appendices	52 – 56