

Chapter one

Introduction

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1.0 Background:

English is thought to be one of the most important languages in the world. There are many reasons why English is so important. One of the reasons is that English is spoken as the first language in many countries. There are 140 countries where English is spoken as the first language.

Although English is the language of so many countries, more people in the world speak Mandarin Chinese as their first language. Mandarin Chinese is spoken in sixteen countries.

Even in countries where English is not the native language, people use it for business and tourism. English is used for these purposes in most countries. English is considered the business language. English is the official language of the United Nations. English is also the official language of airlines and airports. All airline pilots that fly to other countries must be able to speak English.

There are different kinds of English like British English, Canadian English and American English. These are not separate languages. They are dialects. A dialect is the way people in a particular place speak their native language.

English, as many other languages, has idiomatic expressions that have to be learned on an individual basis. Idiomatic expressions, also called idioms, occur when the words that compose a phrase or sentence have meanings that are different from their dictionary definition.

Concerning the researcher title, a phrasal verb is a verb formed from two (sometimes three) parts; a verb and an adverb or preposition. Most are formed from small number of adverbs and prepositions such as (away, out, off, up and in). Phrasal verbs sometimes have meanings that can be guessed. But in most cases their meanings are quite different from the meaning of their parts.

1.1 Statement of the Study

The major point that's been searched and studied by the researcher is the obstacles and the impediments that frequently face the EFL learners in general and students of Sudan University Science and Technology in dealing with phrasal verbs and idiomatic expressions in particular. It is the area in which regularly avoided by the non-native speakers in general and students of English language in particular.

It's quite clear that idioms have at least two meanings: a literal meaning and a figurative meaning. While a phrasal verb is a verb with a preposition which also create a new word which has a totally different meaning.

Grammar in general might not causes much difficulty in contrast with difficulties in cope with phrasal verbs and idiomatic expressions in particular for university's students. It's been noticed that learners of English language avoid the phrasal verbs and idiomatic expressions in their spoken or written text and they try to substitute them by any other ordinary (common) words.

However, this thesis tries to investigate and diagnose the hardness encounters learners when they want to deal with them and the ways in which the learner's linguistic potential abilities could be improved. Furthermore, the researcher provides recommendations, results and suggestions for coming researchers.

1.2 Objectives of the Study

In many books, references, scientific papers, articles and old researches the EFL learners find it's extremely difficult for them to cope and deal with two different words which create a new word (phrasal verb) has nothing to do with meaning of its part and a group of words which come together to produce a new meaning has nothing to do with the meaning of its parts (idioms).

Subsequently, this inquiry tries to shed light on the influences of phrasal verbs and idiomatic expressions on promoting the linguistic abilities of EFL learners, and how could the EFL learner read and understand their

academic book. In other words, it attempts to achieve the following objectives:

- a) Through learning idioms and phrasal verbs students can cope with the language more confidently.
- b) Improving the potential learning abilities of the learner and enable them to understand the literature and poetry easily.
- c) Helping translators in translating their text properly.

1.3 Significance of the study:

It's quite clear that a phrasal verb is one of the impediments that prevent the non-native speaker of English language from developing their abilities. Therefore, this paper might be significant because of the followings:

- Many learners ignore the phrasal verbs because it's not a rule governed.
- It will maintain the learners by giving them a lot of examples which help them to improve their capabilities.

1.4 Questions of the Study:

This present paper intends to propose the impacts of phrasal verbs in promoting the EFL learners competence. In other words, it tries to answer following questions:-

- 1) To what extent are the EFL learners weak in idioms and phrasal verbs?
- 2) To what extent do phrasal verbs and idiomatic expressions promote the EFL learners' linguistic competence?
- 3) Why do the learners ignore phrasal verbs in their academic use of language?
- 4) What are the techniques that can be adopted by the teachers to facilitate the mastering of phrasal verbs and idiomatic expressions in using and understanding them?

1.5 Hypotheses of the Study:

The Present paper intends to propose the impacts of phrasal verbs and idiomatic expressions on promoting the linguistic competence of the EFL learners. In other words, this paper has the following hypotheses to be tested:

- 1) Students are extremely weak in terms of understanding and using phrasal verbs and idiomatic expressions.
- 2) It's hypothesized that the phrasal verbs inevitably promotes the EFL linguistic abilities.
- 3) It's expected that the learners ignore the phrasal verbs because they lake practicing them.
- 4) The main techniques that can be adopted by the teachers to facilitate of using the phrasal verbs and idiomatic expressions are giving the students many examples and exercises to practice them instead of using the ordinary words.

1.6 Methodology of the study:

The researcher adopts descriptive method with its dual tools of analysis; a test and a questionnaire.

1.7 Limits of the study:

Firstly; this research is conducted at Sudan University of Science and Technology, College of Languages, Department of English Language.

Secondly; this research is conducted in the academic year 2016.

1.8 Definitions of Terms:

1) EFL: English as Foreign Language

2) PV: Phrasal Verbs

3) Phrasal Verb: A combination of a verb and one or more adverbial or prepositional particles. As in catch on, go on and put on with.

4) Idiom: An expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own.

5) Phrase: Is a sequence of two or more words that make up a grammatical construction, usually lacking a finite verb.

6) Particle: Are small words which already known as prepositions or adverbs.

Chapter two
Literature Review and
Previous Studies

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Literature Review and Previous Studies

2.0 Introduction:

Few studies have explored differences in using English prepositions out of their English contexts. Most studies have used samples with both genders, samples mainly consisting of men, or samples with fewer females. Using of prepositions, linguistically speaking, has always been a part of human communication as it helps promote self-presentation. Although speakers of both sexes are equally prone to commit mistakes in matters concerning translating prepositions, their performance may be different based on how and why this or that preposition is used the way it is used. Looked at it from a lexical viewpoint, translating prepositions from English into Arabic is one of the most difficult tasks for Saudi English as foreign language (EFL) students. When fully investigating this grammatical phenomenon, it is found that the main problem remains not only in recognizing the equivalent preposition, but also in understanding its use and usage in Arabic. Linguistically speaking, there are some differences in the points of views linguists look at prepositions. In the dictionary, a preposition is defined as "a word that is used before a noun, pronoun, or gerund to show that word's connection with another word, such as 'of' in 'a house made of wood', and 'by' in 'We open it by breaking the lock' ". (Longman, 1995) According to Wishon& Burks (1980), Prepositions are "always followed by nouns or pronouns". They are, Wishon& Burks add, "connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement." (Almafleh, N, 2013 : P2)

Many scientists agree in the point that both phrasal verbs and idiomatic expressions are causes so much difficulty for non-native speakers. They justify their point of view in that "phrasal verbs and idiomatic expressions" are not subjective. Although, there is a huge progress in technology and media which help learners of any language to cope with them easier than before, but still these two items can represent a real

impediment that prevents the non-native speakers to go through the language.

The above introductory words make us understand why English language learners are struggle and survive to understand idiomatic expressions and phrasal verbs. However, this chapter the researcher tries to review the literature and he looks deeper in previous studies to prove the fact that phrasal verbs and idiomatic expressions are real problematic areas.

2.1 Literature Review:

2.1.0 Phrasal Verbs:

According to Thomas and Martin (1986), “The combination of verb + adverb is the phrasal verb”. It’s obvious that phrasal verbs aren’t only one word stands in itself but it’s rather a group (combination) of words. They added, “Students needn’t to try to decide whether the combinations but they should consider the expression as whole”

They argue “In modern English it is very usual to place prepositions of adverbs after certain verbs so as to obtain a variety of meanings”:-

Give away = give to someone / anyone

Give up = abandon (a habit or attempt)

Look after = take care of

Look for = search for, seek

Look out = beware

“It’s also important to learn whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object)”.

Examples:

1- Transitive: Look for (I am looking for my car).

2- Intransitive: Look out (Look out! This ice isn’t safe)

Each of the combinations given in the followings will be marked “tr” (=transitive) or “intr” (=intransitive) and the examples of the use of each will help us to emphasize this distinction.

Note that it’s possible for a combination to have two or more different meanings, and to be transitive in one / some of these and ‘intransitive’ in others. For example, **take off** can mean **remove**. It’s then a transitive expression.

Take off can also mean ‘rise from the ground’ (use of aircraft). Here it’s transitive:

The plane **took off** at ten o’clock.

B) Transitive expressions: The position of the object.

Noun objects are usually placed at the end of these expressions:-

I’m looking for **my glasses**

With some expressions, however, they can be placed either at the end immediately after the verb, i.e. before the word. We can say:

He took off **his coat** or He took **his coat** off

Pronoun objects are sometimes placed at the end of the expressions:

I am looking for **them**

But they are more often placed immediately after the verb:

He took **it** off.

This position is usual before the following short word: up, down, in, out, away, off, away and on (except when used in the expression call on = visit).

Examples given of the use of each expression will show all possible positions of noun or pronoun objects in the following way:-

I will give **this old coat** away (give away **this old coat** / give it away)

i.e. with this expression the noun object can come before or after the away; the pronoun object must come before away. When only one example is given the student may assume that the pronoun object has the same position as the noun object.

C) When these expressions are followed by a verb object the gerund form of the verb is used:

He kept on blowing his horn.

Where gerunds are usual this will be shown by examples.

Note that some expressions can be followed by infinitive:-

- It is up to you to decide this for yourself.
- Some of the younger members called on the minister to resign.
- The lecturer sets out to show that most illnesses were avoidable.

Go on can be followed by either infinitive or gerund but there is a considerable difference in meaning.

- **Verb + preposition / Adverb combination:**

- Account:

Account for (tr) = give a good reason for, explain satisfactory (some action or expenditure):

A treasurer must **account for** the money he spends.

He has behaved in the most extraordinary way; I can't **account for** his behaving like that.

- Allow:

Allow for (tr) = make provision in advance for, take into account (usually some additional requirement, expenditure, delay etc ...)

It is 800 kilometers and I drive at 100 k.p.h, so I'll be there in eight hours ... but you'll have to **allow for** delays going through the towns and for refueling.

Allowing for depreciation your car should be worth \$2000 this time next year.

- Answer:

Answer back (intra), **answer** somebody **back** = answer a reproof impudently.

- Ask:

Ask after / for somebody = ask for news of:

I met Tom at the party; he **asked after** (asked how you were/ how you were getting on)

- Ask for:

(a) = ask to speak to:

Go to the office and **ask for** my secretary.

(b) = request, demand:

The men **asked for** more pay and shorter hours.

- Back:

Back away (intr) = step or move back slowly (because confronted by some danger or unpleasantness):

When he took a gun out everyone **backed away** nervously.

Back somebody up = support morally or verbally.

The headmaster never **backed up** his staff.

(Thomas and Martin, 1986 p: 315 – 317)

Mccarthy and Dell (2004) claim that phrasal verbs are verbs that consists of a verbs and a particle they try to explain more about phrasal verbs by giving examples below:

(1) Look (verb) + up (particle)

Look up

You can **look up** any new words in your dictionary.

Look up here means, you can find the meaning of any new words in your dictionary.

(2) Get (verb) + through (particle)

Get through

I tried to phone her but I couldn't **get through**.

Get through here means, I tried to phone her but I couldn't get a connection.

(3) Make (verb) + out (particle)

Make out

I just can't **make Jim out** at all.

I just can't understand **Jim's** behavior.

They defined particles as small words which you already know as prepositions or adverbs (Mccarthy and Dell2004).

About (a) round at away back down for

In into off on out over

Through to up

2.1.2 How to Teach Phrasal Verbs?

Andrzej Cirocki, a proponent of the 'text/ context method', has a useful approach to teach phrasal verbs. He states that if we aim at teaching a few Phrasal Verbs to our students, we should present them in many different real contexts so as to enable them to deduce their exact meaning and to see whether they are transitive or intransitive, separable or inseparable. All these items can be noticed by the students if Phrasal Verbs are presented in authentic contexts (Cirocki, 2003). In his article 'Teaching Phrasal Verbs my Means of Constructing Texts' Cirocki explains his approach in the following

way; asking students to read a text entitled 'Hotel Blaze Escape Drama' in which a few Phrasal Verbs can be spotted.

At present it is not known how the fire started. It seems the fire, broke out in the early hours of the morning. The fire alarm went off at around 2.00 a.m. It is thought it was set off by smoke coming from one of the bedrooms on the first floor. The fire spread quickly from the first floor to the second floor. The fire brigade were called immediately and fire fighters were on the scene within 15 minutes, but by this time the hotel was already in flames. They fought the blaze and managed to get it under control, though it took them to hours to put the fire out.

Through this method students are able to acquire phrasal verbs better because it is more productive and easier to learn phrasal verbs from a context. "Students are able to pick up the meaning of a phrasal verb from its context even though they have never seen it before" (Dainty, 1992).

While reading 'Hotel Blaze Escape Drama' students get to know new Phrasal Verbs whose meaning and function are explained in the context. Thus, they can be learnt in a natural way. The text constitutes a kind of a background for the new Phrasal Verbs and has been formed to serve as a context, through which new Phrasal Verbs can be presented and explained. However, this is not a genuinely authentic context. Having read such a text, the meaning of these Phrasal Verbs should be clear. If it is not, we should provide students with other contexts so that they could guess the meaning, which makes students remember new Phrasal Verbs much better. Not until then, could they make use of Phrasal Verbs in their own texts (Cirocki, 2003).

Dina Al-Sibai states that in this method Cirocki proposes that students should be encouraged to read a passage where phrasal verbs are presented in real contexts and then deduce their exact meanings as well as determine if they are transitive or intransitive, separable or inseparable, etc. In this way, the context contained in the passage becomes a kind of a background formed to serve as a context through which new phrasal verbs are presented and explained.

Employing such a technique, the meanings of various phrasal verbs should become clearer and easier to comprehend.

If they are not, students must be offered other contexts so that they can try to fathom the meanings one more time, or even more.

Cirocki maintains that to assure oneself that students understand the meaning of new Phrasal Verbs, teachers can move to the next stage, that is, fixing stage where the establishing of knowledge on Phrasal Verbs takes place.

Having deduced meanings of Phrasal Verbs from authentic contexts, it is time to apply such types of exercises so that they could enable students to memorize them much better and also present them in new contexts. These exercises have nothing to do with creativity they are very useful, though. Before students begin constructing their own texts, they first have to work on simple exercises in order to fix new material. Afterwards, they may make use of it in their own texts. For instance, in this exercise students are asked to complete sentences with the appropriate Phrasal Verbs in their correct form (Cirocki, 2003).

catchsb out; fill sth in; cut sth out; take up sth

1. If you want to lose weight, ___ potatoes, bread, and sweet things for a week.
2. The oral exam was difficult. The examiner tried to ___ (me) by asking some tricky questions.
3. My brother has ___ karate. He trains three times a week.
4. Here are the visa application forms. You have to ___ (them) and return them to the consulate.

In this step establishing the knowledge of phrasal verbs takes place.

Teachers are advised to construct fill-in-the-blanks exercises which can enable students to memorize such verbs faster and more accurately. These exercises help to memorize the meanings and utility of newly-acquired phrasal verbs.

In his criticism of the traditional approach to teaching phrasal verbs, Thornbury suggests that “phrasal verbs are best learned on item-by-item basis, and preferably in short contexts that demonstrate their syntactic behaviour” (Thornbury, 2002: 125).

According to Thornbury, phrasal verbs should be acquired like the rest of the lexis by providing meaningful context, exposure, and recycling. And Thornbury encourages teachers to provide texts that have high frequency of phrasal verbs in them. Kailani stresses that it is only through genuine practice that accuracy and effectiveness could be increased, regardless of the method or technique being adapted (Kailani, 1995).

According to R. Wyss, if phrasal verbs are presented to students in lists that are void of real or relevant context, students will not be stimulated enough to learn them. He observes that learners need a meaningful contextual background in order to reinforce memory and sustain interest. He suggests that a practical solution for learners would be to deduce the meanings of phrasal verbs as they appear in reading passages (Wyss, 2002).

Another exercise worth recommending is based on providing students with a particular topic and associating it with Phrasal Verbs. For instance; teachers

may ask their students to write a letter to their friends talking about their problems with studying. While writing such a letter students have a possibility to make use of Phrasal Verbs of the following type:

get down to, keep on with, take down, fall behind, put off, get through, catch up with and many.

Dear Paul,

I have problems with my studies at school I find it difficult to get down to work in the afternoons and I can't concentrate on anything right now. I spend most of my time listening to CDs or watching TV instead of doing my homework. The other students in my class are much better than I am and I find it hard to keep up with them. I can't take down the important things my teacher says because I write very slowly. He has told me that I'm falling behind with my lessons. I'm not good at... In order to make our students write fully authentic texts, the role of the teacher is confined to proposing an interesting topic. Nevertheless, teachers may also ask their students to make use of as many Phrasal Verbs as possible in their compositions. The main asset of such exercises is the fact that students write about things they are fond of and are really interested in. This enables students to apply long term memory, due to which they will be able to remember certain things for ever and make use of them in various speeches or essays (Cirocki, 2003).

As Nuttall points out "we learnt most of our vocabulary by using it: meeting the spoken words frequently and in situations that we understand, we gradually assimilated their meaning" (Nuttall, 2005).

Shelley Vernon suggests that phrasal verbs need to be learned in the same way as any other type of verb. Students need to learn the phrasal verb as a vocabulary item and also how to use it in sentences. It can help to learn meanings in one lesson and work on integrating the language in a different session. This anyway is helpful with lower levels so students are not overwhelmed. A fun game to use to teach the vocabulary side of phrasal verbs is Call My Bluff Definitions. Here you give each student a phrasal verb to look up in the dictionary and ask everyone to write down the true meaning plus make up two false meanings. It is good to set this for homework so as not to use precious class time. If you want to simplify have students write only two definitions, one true and one false.

At the next lesson, Shelley maintains that, each student reads out the phrasal verb followed by the three definitions.

The class stand up and listen all three definitions once. Then on the second reading students sit down if they think a definition is false and stay standing if they think it is true.

Let's say the first definition is false and half the students sit down. All those sitting down are still in the game so those standing put their hands on the heads and sit down.

They are out for this round. Those still in stand up again and the student reads out definition two. Those who have it wrong are out again and sit down with their hands on their heads. Those that are in continue until all three definitions have been read out. You then let those students award themselves a point. Now everyone is back in again for the next phrasal verb. If playing with adults you can leave out putting hands on heads. That is just a mechanism to prevent cheating, which children are possibly more likely to do than adults!

(Shelley, 2007).

Subrahmanian Upendran in his article 'Teaching Phrasal Verbs Using Songs' states that like teaching phrasal verbs many songs can be successfully employed to provide meaningful contexts for learning phrasal verbs. This will be illustrated through the use of the first four lines of the song "Another Day in Paradise" by Phil Collins.

Procedure of this approach:

Students were provided with incomplete lyrics.

The students were given incomplete lyrics of the song "Another Day in Paradise" by Phil Collins and were instructed to familiarize themselves with it by going through it silently. Each line contained a blank, which they would be required to fill in as they listened to the song.

Students were asked to fill in the blanks.

After they had familiarized themselves with the lyrics, the next step involved was to expose the students to the song in small chunks of four lines each. Every segment was replayed several times, till most students were confident that they had written in the appropriate words. It was only when the students completed filling in all the blanks contained in the first stanza that any attempt was made to determine how correct or incorrect their answers were.

Students were asked to volunteer information.

Each of the blanks was taken up one by one and every student in the group was asked what word he/she had used in a particular blank. (Since my focus here is on the teaching of phrasal verbs, I'll confine myself to the first blank in the song, which completes the phrasal verb "calls out".) The different answers provided by the students were put up on the blackboard. No attempt was made to weed out the incorrect answers at this stage. As all answers were being accepted, students enthusiastically revealed what they had put down. Some of the answers given for the first blank was (calls) "out", "on", "off", and "up".

Students were asked the meaning of phrasal verbs.

When all the students had volunteered information about the word they had inserted in the first blank, they were asked the meaning of each phrasal verb.

What is the meaning of "call out"?

What does "call on" mean?

The meaning of each phrasal verb was discussed individually and when a student provided a definition, which everyone agreed on, it was put up on the blackboard. The participants were asked to use the phrasal verb in a sentence. Examples provided by the students were put up alongside the meaning.

Students were provided with contextual clues.

When the students were unable to define a phrasal verb, there was no attempt to provide them with one. Instead, the phrasal verb was used in a context and all students were expected to guess the meaning. For example, when the students were unable to define "call off", the following context was provided.

"The class is over. You're ready to begin looking through your notes in the short break before the next class. You have a test on that class. Suddenly a student runs into the classroom and shouts that the test is called off as the teacher has left to deal with a family emergency. You are overjoyed, and you throw your books back into your bag and rush to the playground to join the cricket game."

The students were asked to determine the meaning from the context provided. Once the meaning had been arrived at, further examples of how the phrasal verb was used were provided.

John's appointment with the doctor was called off.

The teacher called off the meeting.

Students were asked to study the lyrics again.

When the meanings of all the phrasal verbs had been figured out, the students were then asked to study the lyrics again and determine which phrasal verb was demanded by the context. If, for example, all students agreed on "calls out", they were asked to provide cogent arguments why it couldn't be any of the other phrasal verbs that they had initially come up with. Some of the arguments put forward by the students were: people don't visit someone on the street, they can meet them accidentally, but not 'visit'. The grammar does not permit 'call on'. One can 'call on' someone, but not 'call on to' someone. Getting/providing such answers from/to students ensured that they not only remembered the meaning of the phrasal verb but also where and how it should be used (Upendran 2001).

Conclusion

Phrasal verbs, one of the most important parts of communication, are frequently avoided by learners of English. One language skill is trying to infer the meaning of a new phrasal verb from the context. "It is safe to say that phrasal verbs, especially those commonly used ones, are very important components in effectively spoken communication, no matter in what kind of language community text it lies. From the angle of language learning for the sake of effective communication phrasal verbs should by no means be avoided" (Chen, 2007).

How then are we supposed to emphasize phrasal verbs in English language teaching and learning? "Research has shown that texts and contexts can have a powerful influence on the students' vocabulary growth. Learning words through such technique is along-term process in which meanings are slowly but steadily accumulated. The key here is to focus instructional attention on words that students have encountered in rich texts usually through reading, rather than from word lists that are void of context".

2.2.2 General Ideas about phrasal verbs:

According to Wyatt (2006, P:3 – 4), "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".

He continues, "Most phrasal verbs are formed from a small number of verbs (for example, get, go, come, put and set) and a small number of particles (for example, away, out, off, up and in).

Phrasal verbs sometimes have meanings that you can easily guess (for example, sit down or look for). However, in most cases their meanings are quite different from the meanings of the verb they are formed. For example, hold up can mean 'to cause a delay' or 'to try to rob someone'. The original meaning of hold (for example, to hold something in your hands) no longer applies".

He states the following five main types of phrasal verb. These are:

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:

(1) Between the verb and the particle(s).

For example:

I think I'll put my jacket on.

or

(2) After the particle.

For example:

I think I'll put on my jacket.

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However, if the object is a pronoun (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.

Some transitive phrasal verbs can be used in the passive, but the object cannot come between the verb and the particle.

For example:

Active:

The soldiers blew up the bridge / the soldiers blew the bridge up.

Passive:

The bridge was blown up by the soldiers.

Active:

Switch the lights off before you leave / Switch off the lights before you leave.

Passive:

The lights must be switched off before you leave.

Active:

It's time they did away with these silly rules.

Passive:

It's time these silly rules were done away with. (where the subject is either not known or not needed).

A dictionary such as the Bloomsbury Easier English Intermediate Dictionary or the Macmillan English Dictionary will clearly show you the way you should use each phrasal verb.

Phrasal Verbs: perspective:

Dinara (2015) states, "The phrasal verbs are relatively unitary combinations of a verb and a particle which is best of all described as an adverb, not preposition".

They argue that, "phrasal verbs cover both literal and figurative idiomatic uses. Grammarians who take this position classify phrasal verbs based on their use in sentence patterns (syntactical properties), as a new word formations (morphological properties), as well as by the overall meaning of these verb combinations (semantic properties). The examples below illustrate the same phrasal verb having both a literal and figurative meaning".

She put down the book. (literal)

The army put down the rebellion. (Figurative).

Dinara (2015: P. 53)

Gadner and Davis (2003: P.341) highlight the on-going discussion among linguists about how to define a phrasal verb. For the purpose of their study, in which they used the British National Corpus (henceforth the BNC), they define them to be a two part word tagged in the BNC as a lexical verb proper, followed by an adverbial particle that is either contiguous or non-contiguous, meaning that the particle can either be placed directly after the verb as in *put out*, or placed later in the sentence as in *put the fire out*. This

simple, corpus-based definition is attractive in comparison to other more complex definitions.

Gardner and Davis (2003: P. 341)

2.2 Idiomatic Expressions:

Idioms in perspective:

Seidl and McMordic (1988) propose that, “We often read the phrase ‘language is a living thing’, but most of us do not stop to think what it really means. Living things grow and change, so does the language. This section takes a look at how and why”.

They continue, “Since the general tendencies of present-day English are towards more idiomatic usage, it’s important that this book on idioms should show the learner how the language is developing. Idioms are not a separate part of the language, which one can choose either to use or to omit; they form an essential part of the vocabulary of the language is growing and changing will help to place idioms in perspective”.

(Seidl, MacMordic, 1988: P: 14)

Essential idioms:

Dixson (2014: P.1) states that, “Idiomatic expressions have long played an important role in the English language. In fact, the use of idiom is so widespread that an understanding of these expression is essential to successful communication, whether in listening, speaking, reading and writing”.

He continues “the student may learn grammar and with time acquire adequate vocabulary but without a working knowledge of such idioms as above all, to get along, on the whole, to look up ... etc, even the best students will remain awkward and ordinary”.

He adds, “Teachers of English have long recognized that idiomatic expressions add grace and exactness to the language. The alert teacher will

make their study an integral part of the teaching process. However, learning such expressions is never an easy task for the students learning English as a second of foreign language. Attempts to translate literally from the students' native tongue usually lead to roundabout expression of meaning and, more often, to confuse".

(Dixson, 2014: P1)

The main common Idioms:

According to Sara (2012: P.2) "There are hundreds of common idioms in English which we use every day. In fact, most English people do not even realize they are using them! As the meaning are usually completely different to the meanings of the actual words, it can be very difficult to learn them, you need to learn them in the same way you learn new vocabulary".

However, below you'll find 5 popular idioms which English people use very often. You can read their meanings, origins and example sentences which will show you how to use them in the future. Try to use them in sentences when you are speaking English with your friends or in your English language classes I'm sure you'll impress people!

1- Between a rock and a hard place

Meaning:

To be in a very difficult situation and to have to make a hard decision between two things that are equally unpleasant.

Examples:

"Someone drove into my car yesterday and now I'm stuck between a rock and a hard place – I can either drive around with a big dent in my car or pay lots of money to have it repaired".

Paul: "Jack I need your help. Susie told me I either have to stop smoking or she's going to break up with me. I really love smoking but I don't want to lose Susie – what should I do?"

Jack: “Wow Paul, I don’t know what to say. You are really caught between a rock and a hard place!”

2- A leopard can’t change its spots.

Meaning:

A person cannot change who they are (their character), no matter how hard they try.

Examples:

“I don’t think Tom will ever order pasta instead of a pizza. A leopard can’t change its spots you know”.

The waiter tried to be friendly to his customers but a leopard can’t change its spots and he was still very rude.

3- Let the cat out of the bag

Meaning:

To reveal a secret or a surprise, usually by accident.

Examples:

“It’s a secret. Try not to let the cat out of the bag”.

“I was really looking forward to seeing the film, until Jack let the cat out of the bag and told me the ending”.

“Well the cat out of the bag now. Everyone knows Amy will be given the lead role in the play”.

4- Get up on the wrong side of the bed

Meaning:

To be in a bad mood – to be grumpy or unpleasant from the moment you wake up for no obvious reason.

Examples:

“Why are you in such a bad mood today? Did you get up on the wrong side of the bed?”

“I feel terrible. I definitely got up on the wrong side of the bed today. Actually, maybe it was all the wine I drank last night!”

5- Not my cup of tea

Meaning:

If something is not your cup of tea, you do not like or you are not interested in it.

Examples:

“Some people like playing cricket, but it’s not my cup of tea”.

(Sara, M 2012: P. 2 - 4)

What is an idiom?

Wyatt (2006, P:5) defines an idiom as “Is an expression where the meaning is different from the meaning of the individual words.

For example, to have your feet on the ground is an idiom meaning 'to be sensible':

Tara is an intelligent girl who has both her feet firmly on the ground."

He mentions that: “a lot of idioms are formed using phrasal verbs”.

For example:

After he left me, it took me a long time to pick up the pieces

(= It took me a long time to return to a normal life).

Many idioms are colloquial, which means that they are used in informal conversation rather than in writing or formal language.

For example:

"I won't tell anyone your secret. My lips are sealed."

He concludes “you will find a lot of colloquial idioms, together with some examples of slang (very informal words and expressions that are often used by particular groups of people, such as teenagers). If an idiom that is being practiced is informal or very informal, the book will tell you this”.

(Wyatt, R, 2006, P: 2 – 5)

2.2.1 How to Teach Idioms?

Wyatt (2006) said “Colorful language and powerful imagery make idioms a lot of fun for ESL learners. When you throw cats and dogs in a scene where they are falling from the sky, it’s hard to know exactly what a phrase might mean. It’s almost like a code-breaking game, where students must learn that when certain words come together in a phrase, they can mean something very different”.

(Wyatt, R, 2006, P: 2 – 8)

He continued “It’s important to not only teach the meaning of idioms, but to also teach how to use them correctly and effectively. When a non-native speaker uses an idiom correctly, he or she will sound very fluent. But, on the other hand, if they bumble the phrase, they will sound the exact opposite.

Learning idioms is appropriate for intermediate to [advanced](#) students. If you teach an idiom lesson to [beginners or low-intermediate learners](#), you may well be putting them in the bumbling category mentioned above. **Teach idioms wisely and sparingly to ensure your students’ success”.**

(Wyatt, R, 2006, P: 2 – 8)

Tips for Teaching English Idioms Wisely

Provide idioms in context, so students can fully understand the meaning. Be sure to provide a sample [conversation](#) around it. For example, take the following dialogue featuring the idiom “to be a chicken” when at a local amusement park.

Jack: Ooh, wow. Look at that roller coaster, Jane! It goes upside-down!

Jane: My stomach aches just looking at it. I will not ride that.

Jack: Ah, come on. *Don’t be a chicken!*

Teach idioms in spoken form, not written, and explain to students how they are conversational, rather than formal. Have students practice the idioms in dialogue to help them understand they’re used in spoken colloquial English.

Be sure to explain how the individual words have different meanings from the whole idiom phrase. For example, how much does an arm and a leg actually cost? Who knows?

Don't just hand out a long list of idioms. Be sure to provide a small selection of 5-10 idioms (or less!) and explain each one. If you provide too many examples, it'll simply turn into an introduction of what an idiom is, rather than how to actually remember the meaning and use one effectively in dialogue.

That brings us to just how important it is to help your students understand idiom usage.

4 Exercises to Help Your Students Understand Idioms

1. Teach idioms with pictures

[Provide a picture](#) to explain the context. This works best if you show an image that humorously illustrates the literal meaning of the idiom. It will make students laugh, but also help them understand or guess what a phrase means. Idioms are full of colorful imagery, perfect for a flashcard or photo. Show the picture to your students and have them guess the meaning of the idiom.

From there, give examples of when you would use it and how the words and the actual meaning of the idiom are different. Looking for a good resource? [Check out this website for an example of great images to explain the meaning of idioms](#). And for some beautiful images depicting idioms, be sure to [check out this site](#).

2. Use small groups to present dialogues

Break your class into small groups and have each group look up two idioms. [Dave's ESL Cafe](#) has a great collection of idioms and their meanings for student reference.

Before they look them up, have the students make an educated guess on what the idiom means, and then let them search for the real meaning. Have students explain the meaning to the rest of the class and use the idiom in a short sample dialogue.

3. Introduce Amelia Bedelia

No, Amelia! You don't actually *throw* the tent into the woods!

You don't have to be a kid to adore Amelia Bedelia and her literal mind. She's the perfect teacher for an idiom lesson. Visit the [publisher's website](#) for activities, book excerpts, worksheets and games. While the material is oriented for children, it's also a great way for older students to learn English idioms through a fun and quirky character!

4. Use a theme

A great way to teach idioms is to use a theme. For example, you could use all weather-related idioms ([see this great worksheet!](#)). Or teach sports-related idioms with [this helpful worksheet](#). By using a common theme to teach idioms, it's easier for students to grasp the meanings of the phrases, and see how similar words can mean very different things.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction:

In this chapter the researcher explains the methodology that been adopted by him during the test and questionnaire. However, in this

unit the researcher will illustrate the data, the sample and the populations.

3.1 Subject:

The subject consists of 10 teachers both genders (male and female), the subject were asked to give their opinions of 8 statements, which were prepared by the researcher to test the hypotheses of the study. Also, the subject consists of phrasal verbs and idiomatic expressions test for Sudan university students. They were 20 students as a case study, they were given phrasal verbs and idiomatic expressions test consist of 10 questions in each part that prepared by the researcher.

A descriptive and analytical form of discussion with illustrate tables will follow to demonstrate the various percentage indication interpretations and explanations of their results will be presented. The data of the study aims to identify phrasal verbs and idiomatic expressions problems of Sudan University students in Khartoum state from the teacher's point of view.

3.1.1 Teachers

Ten teachers from Idris English Schools in this study participated. They were male and female, their age ranged between 26 – 45 years old. They were randomly selected from all over Idris English Schools staff. Their teaching experience from two to more than 20 years. All of them graduated from Faculties of Arts and Educations, and were specialized in English Language.

3.1.2 Students

Twenty students, both males and females participated in this study. All of them were university students, their age ranged between 20 – 22 years. All of them were from second years and the number of English periods taught per week is eight and the duration of each period is one hour and half. Their native language is Arabic, but English is taught to be as a Foreign Language.

3.2 Instruments

In this study, two tools were used for data collection and analysis. The teacher's questionnaire and student's phrasal verbs and idiomatic expressions test.

The questionnaire and phrasal verbs and idiomatic expressions test of the study attempt to examine phrasal verbs and idiomatic expressions problems of university students in written English. Thus, the data of this study has been elicited through a questionnaire for teachers and phrasal verbs and idiomatic expressions test for students. The questionnaire which was prepared consists of 8 statements and phrasal verbs and idiomatic expressions test that consists of 10 questions for phrasal verbs and 10 questions for idiomatic expressions in order to collect the data of the study and will be analyzed to satisfy the questions and the hypotheses of the study. Those are very important, because this show the weakness of phrasal verbs and idiomatic expressions and the errors that committed by university students. The questionnaire and phrasal verbs and idiomatic expressions test were quite helpful in the researcher task.

3.3 Validity and Reliability

The questionnaire was validated by experts who omitted, added and corrected. Their notes and suggestions were taken into consideration, and the researcher made the necessary modifications before administrating the questionnaire. Before the questionnaire was distributed, it was given to the supervisor for the final evaluation then it was given to a number of subjects who face no problem in answering the questions. Phrasal verbs and idiomatic expressions test were designed by the researcher in consultation with some teachers. Then presented to the supervisor for approval. For the reliability, the researcher used the Statistical Package for Social Study (SPSS) to conduct his analyses. The validity of the test was calculated by excel. The result confirmed four hypotheses from chapter one.

3.4 The Procedures

To investigate the problems of the second year students in English phrasal verbs and idiomatic expressions at Sudan University of Science and Technology 20 students were chosen as the random sample of the study and also a questionnaire which consists of 8 statements was handed over to 10 teachers of Idris English School – by the researcher. The teachers filled it out and collected back by the researcher in the same day. Also 20 questions of the test (ten phrasal verbs and ten idiomatic expressions) presented by the researcher for 20 students as phrasal verbs and idiomatic expressions test. Both tools have done in order to get data about phrasal verbs and idiomatic expressions problems of Sudan university students' second year department of English Language.

Chapter Four

Data Analysis and Discussion of the Results

Chapter Four

Data Analysis and Discussion of the Results

4.0 Introduction:

Idioms and phrasal verbs are the main problematic area that prevents the non-native speaker to get along with native speakers. The researcher wants to emphasize the fact that phrasal verbs and idiomatic expressions are one of the most difficult areas which need much practice by the learners. This chapter students and teachers were already examined and tested and answered the questions of both the test and the questionnaire.

Nevertheless, the non-native students are the main sample that's been diagnosed by the researchers but still students have lots of weakness in phrasal verbs and idiomatic expressions.

Concerning the research test and questionnaire, the researcher has already distributed the test and questionnaire papers to each student and teacher respectively. In this chapter particularly, the researcher will analyze the data after they've been collected and he is going to prove the fact that students lacking the real use of language.

4.1 Questionnaire Analysis

As it had been mentioned in the previous chapter the questionnaire was given to teachers by the researcher, the main purpose for it, is to look deeper from the root of the problem. Luckily, the teachers (participants)

show much concern about this questionnaire and they help the researcher in his task. However, in this section, the researcher mixes up the phrasal verbs and idioms within one questionnaire. Besides that, this questionnaire addresses the EFL learner knowledge of phrasal verbs and idiomatic expressions and the reasons behind the poorness in using them. The following tables are the results of the participants' (teachers) opinions

Table: (4.1) Statement: 1 Sudanese EFL learners are unaware of phrasal verbs

Options	Frequency	Percentage
Agree	8	80%
Disagree	0	0%
Neutral	2	20%
Total	10	100%

Concerning the items above this table shows that 80% of participants agree that Sudanese EFL learners are unaware of phrasal verbs. While, none of them are disagree. Also 20% of teachers are neutral.

Table (4.2): Statement 2: Sudanese EFL learners are unaware of idiomatic expressions

Options	Frequency	Percentage
----------------	------------------	-------------------

Agree	9	90%
Disagree	0	0%
Neutral	1	10%
Total	10	100%

Concerning the items above, it's quite clear that an overwhelming majority of teachers agree that Sudanese EFL learners are unaware of idiomatic expressions which represent in 90%. While, none of them is disagree that Sudanese EFL learners are unaware of phrasal verbs. And only 10% is a neutral.

Table (4.3): Statement 3: The main reason behind student's ignorance of phrasal verbs and idiomatic expressions is the level's indifference

Options	Frequency	Percentage
Agree	5	50%
Disagree	3	30%
Neutral	2	20%
Total	10	100%

From the above results the researcher finds that half of teachers (50%) agree that the main reason behind student's ignorance of phrasal verbs and idiomatic expressions is the level's indifference. And 30% of them disagree that the main reason behind student's ignorance of phrasal verbs and idiomatic expressions is the level's indifference. And 20% are neutral.

Table (4.4): Statement 4: The EFL students are not sufficiently exposed to the phrasal verbs and idiomatic expressions

Options	Frequency	Percentage
Agree	9	90%
Disagree	1	10%
Neutral	0	0%
Total	10	100

Regarding this statement, the researcher discovers that 90% of participants agree that The EFL students are not sufficiently exposed to the phrasal verbs and idiomatic expressions. While 10% of them disagree thatThe EFL students are not sufficiently exposed to the phrasal verbs and idiomatic expressions. And 0% is neutral.

Table (4.5): Statement 5: Sudanese EFL teachers of vocabulary don't pay great attention to the phrasal verbs and idiomatic expressions or they move through them quickly

Options	Frequency	Percentage
Agree	5	50%
Disagree	2	20%
Neutral	3	30%
Total	10	%100

In this statement, the percentages are a little bit close to each other. Moving to agree we find that 50% of teachers agree that Sudanese EFL teachers of

vocabulary don't pay great attention to the phrasal verbs and idiomatic expressions or they move through them quickly. But 20% of them disagree and 30% are neutral.

Table (4.6): Statement 6: Being unequipped with English cultural is behind erroneous use of phrasal verbs and idiomatic expressions

Options	Frequency	Percentage
Agree	8	80%
Disagree	0	0%
Neutral	2	20%
Total	10	100%

It's quite clear that according to the result above a large number of teachers agree that being unequipped with English cultural is behind erroneous use of phrasal verbs and idiomatic expressions which represent 80% of them. Beside 0% disagree and 20% neither agree nor disagree.

Table (4.7): Statement 7: Using phrasal verbs and idiomatic expressions in spoken and written texts make the language more colorful

Options	Frequency	Percentage
Agree	10	100%
Disagree	0	0%
Neutral	0	0%
Total	10	100%

This statement shows that all of the teachers agree that using phrasal verbs and idiomatic expressions in spoken and written texts make the language more colorful. And none of them disagree and 0% disagree.

Table (4.8) Statement 8: Students maintain their confidence in language by mastering phrasal verbs and idiomatic expressions

Options	Frequency	Percentage
Agree	9	90%
Disagree	0	0%
Neutral	1	10%
Total	10	100%

According to the result of this statement it's clear that 90% of participants agree that Students maintain their confidence in language by mastering phrasal verbs and idiomatic expressions, while 0% disagree and 1% is neutral.

4.2 Test Analysis:

In the previous section 4.0 the researcher has noticed that majority of participants who participated in the questionnaire confirmed the fact that EFL learners need more practice in phrasal verbs and idiomatic expressions in their spoken and written text. However, the previous section looked deeply in questionnaire performance and the ideas that have been shared by the teachers (participants) were really very useful. While, this chapter the researcher shades light on the test performance of the students of second level at Sudan University of Science and Technology faculty of languages department of English Language.

4.2.0 Phrasal Verbs Test Results Analysis:

Table (4.9)

No	The Result		Percentage of errors
	Correct	Incorrect	
1	16	4	20%
2	5	15	75%
3	9	11	55%
4	12	8	40%
5	4	16	80%
6	3	17	85%
7	8	12	60%
8	10	10	50%
9	7	13	65%
10	11	9	45%
Average	85	115	

From the table (9) it's noticeable that students are very poor in using phrasal verbs. Regarding the first question 20% of students commit errors. Meanwhile, 75% of them made errors in the second question. While, in the questions 3 and 4 the students got 55% and 40% respectively. In addition to that in questions 5 and 6 the performance of students were a bit poor 80% and 85% respectively. The following two questions 7 and 8, the students' answers were accepted 60% and 50%. Finally in questions 9 and 10 the students' results were 65% and 45%. From the analyses above we can easily recognize that students are very poor in using phrasal verbs.

4.2.1 Idiom's Test Results Analysis:

Table (4.10)

(Q) no	Number of students	The result		Percentage of errors
		Correct	Incorrect	
1	20	11	9	45%
2	20	3	17	85%
3	20	0	20	100%
4	20	6	14	70%
5	20	4	16	80%
6	20	2	18	90%
7	20	7	13	65%
8	20	5	15	75%
9	20	13	7	35%
10	20	19	11	45%

Table (10) Classified into questions, number of students, the results and percentage of errors. The researcher examined 20 students of Sudan

University of Science and Technology English Department Second level. The fact that should be proved that students performance were extremely poor either in using these idioms or understanding them.

4.2.2 Samples of idioms' results:

Table (11): Q1: Action speak louder than words

Correct	Incorrect	Percentage
11	9	45%

The table above shows that 45% of students made errors in the first idiom.

Table (12): Q2: Hit the nail on the head

Correct	Incorrect	Percentage
3	17	85%

An overwhelming majority of students made errors in this question

Table (13): Q3: Let the cat out of the bag

Correct	Incorrect	Percentage
0	20	100%

In this question, none of student successes to answer the question the percentage of errors is 100%.

Table (14): Q4: You can't judge a book by its cover

Correct	Incorrect	Percentage
6	14	70%

In the table (14) we can clearly understand that majority of students made errors.

Table (15): Q5: It rains cats and dogs

Correct	Incorrect	Percentage
4	16	80%

This question proves the fact that students are very poor in their competence abilities.

Table (16): Q6: He kicks the bucket

Correct	Incorrect	Percentage
2	18	90%

Regarding this item the above table shows that 90% of students commit errors.

Table (17): Q7: Why are you feeling blue?

Correct	Incorrect	Percentage
7	13	65%

Here in this table the result shows that almost half of students made errors.

Table (18): Q8: Crocodile tears

Correct	Incorrect	Percentage
5	15	75%

Concerning this table 75% of students commit errors in this questions.

Table (19): Q9: The exam was a piece of cake

Correct	Incorrect	Percentage
13	7	35%

From the above number we can understand that students did well in answering this question due to the similarity this idiom in mother tongue and

the target language, the table (19) states that only 35% of students commit errors.

Table (20): Q10: That jacket costs an arm and a leg

Correct	Incorrect	Percentage
9	11	55%

This table describes that almost half of students commit errors in this questions which can be represented by 55%.

Conclusions:

After the results above, it's quite clear that the Students' of Sudan University of Science and Technology, Second level, Department of English Language performance were very awful. Particularly, in the idioms and phrasal verbs test and these results prove the hypotheses in chapter one of this research. While the teachers' participation of the questionnaire agree in the researcher's point of view. Finally, we can conclude that, this area of grammar needs highly intensive and interest from teachers to their students.

Chapter Five
Findings,
Recommendations and
Suggestions for Further
Studies

Chapter Five

Findings, Summary and Recommendation

5.1 Summary of Findings:

Since the aim of this study is to investigate the impacts of the phrasal verbs and idiomatic expressions on promoting the linguistic competence of EFL learners, the researcher reached to the following findings after the analysis and discussion of the obtained data:-

- (1) Students are extremely poor and need much practice in using phrasal verbs and idioms.
- (2) Teachers are not well-trained in teaching phrasal verbs and idiomatic expressions.
- (3) Teachers do not train their students to practice phrasal verbs and idioms.
- (4) Mastering phrasal verbs and idiomatic expressions help the learners to communicate safely with native speakers.
- (5) Most of teaching activities neglect the practices of phrasal verbs and idiomatic expressions.
- (6) Teachers concentrate more on building up students' grammar and make them construct well-formed sentences rather than practicing a lot of examples of phrasal verbs and idiomatic expressions.
- (7) All teachers agree in the point that using phrasal verbs and idiomatic expressions in speaking and written text make our language more colorful.
- (8) Students maintain their confidants when they use phrasal verbs and idiomatic expressions in the right context.
- (9) Universities' curricula designers are rarely use phrasal verbs and idiomatic expressions.
- (10) Students are much weaker in idioms than phrasal verbs, this may due to the lack of knowing the culture of the target language countries.

- (11) There are not enough communication between students and their classmates inside the classroom, this can increase the level of motivation and self-confidence, consequently, phrasal verbs and idioms can be learned easily.
- (12) Phrasal verbs are not students' favorite topic.

5.2 Recommendation:

The researcher recommends the followings:

- 1) Learners should be familiar with everyday discussions and talking so that they will be able to learn the idioms or phrasal verbs easily.
- 2) Textbooks should be prepared with authentic materials to encourage EFL learners using phrasal verbs and idiomatic expressions.
- 3) Teachers should give their students enough time to practice phrasal verbs and idiomatic expressions.
- 4) Teachers should encourage their students to read literature and motivate them to discuss the major events in the books and take into consideration the use of phrasal verbs and idiomatic expressions.
- 5) Students should be aware that phrasal verbs and idiomatic expressions are very important parts of English language.
- 6) The designer of universities' curricula should pay much attentions to phrasal verbs and idiomatic expressions.
- 7) Students should be aware of the importance of learning phrasal verbs and idiomatic expressions.
- 8) Teachers should work very hard in teaching English language in general and in developing student's understanding of phrasal verbs and idiomatic expressions in a particular.
- 9) Students should be acquainted with mass media in order to facilitate learning process because students should know that to understand English they should understand as it is spoken in real life, you have to be familiar with idioms and phrasal verbs.
- 10) To be able to use idioms properly, you haven't just to keep an idiom separately, but rather to feel behind a particular idiom.

- 11) Students shouldn't learn whether idioms or phrasal verbs from a list, because the simple list cannot help you understand. Learners should try to learn the most common English idioms and phrasal verbs by reading the examples given for each one.

5.3 Suggestions for Further Studies

- (1) The effectiveness of using educational techniques in developing student's potential abilities of learning phrasal verbs and idiomatic expressions.
- (2) The role of English language teachers in improving phrasal verbs and idiomatic expressions.
- (3) The difficulties may encountered EFL learners in learning phrasal verbs and idiomatic expressions.
- (4) The ways in which phrasal verbs and idiomatic expressions can be improved.

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Appendices

Appendix (1)

Questionnaire

Name:

You are kindly requested to respond to the statements of the following questionnaire for a research entitled:

The Impacts of Phrasal Verbs and Idiomatic Expression on promoting
the Linguistic Competence of EFL Learners

This questionnaire addresses the EFL learner Knowledge of phrasal verbs and idiomatic expressions and the reasons behind the poorness in using them:

No	Statements	Agree	Disagree	Neutral
1	Sudanese EFL learners are unaware of phrasal verbs			
2	Sudanese EFL learners are unaware of Idiomatic Expressions			
3	The main reason behind students' ignorance of phrasal verbs and idiomatic expressions is the level's differences.			
4	The EFL Students are not sufficiently exposed to the phrasal verbs and idiomatic expressions.			
5	Sudanese EFL teachers of vocabulary don't pay great attention to the phrasal verbs and idiomatic expressions or they move through them quickly.			

6	Being unequipped with English culture is behind erroneous use of phrasal verbs and idiomatic expressions.			
7	Using phrasal verbs and idiomatic expressions in speaking and written texts make the language more colorful			
8	Students maintain their confidence in language by mastering phrasal verbs and idiomatic expressions.			

Appendix (2)

Sudan University of Science and Technology
College of Graduate Studies
Faculty of Languages
Research Test

Dear students:

You are kindly requested to respond to the following statements by answering the questions below about:

Phrasal Verbs and Idioms

It's designed to collect data about:

(The Impact of Phrasal Verbs and Idiomatic Expressions on Promoting the Linguistic Competence of EFL Learners)

Section one: Phrasal Verbs:

Choose the correct answer from the followings:

1- Please **take off** your shoes.

- a) Clean b) Remove c) Carry

2- Let's **fill out** this questionnaire.

- a) Write b) Look c) Ignore

3- We had to **put off** the match because the rain was so heavy.

- a) continue b) delay c) resume

4- Could you **pick up** that pen?

- a) cover b) lift c) give

5- Our room **opened onto** a balcony with lovely views

- a) Open in the direction
b) open in the opposite direction
c) Closed

6- I think I should **stay away** from dessert.

- a) close to b) near to c) avoid

7- My mum is **looking** after my son.

- a) take care b) look at c) happy from

8- Arsenal team was at its worst last night; they had played and **let down** their fun.

- a) pleased b) disappointed c) worried

9- Ali **pointed out** "I'm tired".

- a) Listen b) said c) called

10- Take care of this priceless old book. It's beginning to **fall apart**.

- a) break into pieces b) twist c) cover

Section two: Idioms

Find the meaning of the following idioms or translate them.

1) Action speak louder than words

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2) Hit the nail on the head

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3) Let the cat out of the bag.

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4) You can't judge a book by its cover.

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5) It rains cats and dogs.

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6) He kicks the bucket.

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7) Why are you feeling blue?

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8) Crocodile tears.

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9) The exam was a piece of cake.

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10) That jacket costs an arm and a leg.

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