

# Chapter one

## Introduction

### 1.0 Overview

In English language there is a group of words established by usage and having a meaning not deducible from those of the individual words, these are commonly known as “phrasal verbs “is the combination of standard verb such as make or put with one or two particles. In some cases the particle is an adverb such as away, together, in others it is preposition such as, of, at in. Here are a few examples of the phrasal verbs: (pass away) a way of saying ‘die’. The old man passed away in his sleep. (Put off) to move something to a later time; to delay doing something: I have got an appointment; can’t you put it off; she put off writing her essay until the last minute (put off) to turn or switch alight off or turn the light off. She put off the light and went to sleep. (Break out) (Used about fighting, wars, fire, etc.) To start suddenly or verb and preposition (see off) to go with somebody to the airport, in order to say goodbye to him /her or combination of both (e.g. look down on) somebody/something (informal) to think that you are better than somebody /something: Don’t look down on them just because they haven’t been as successful as you.

These are actually known as “phrasal verbs “and it is useful to learn phrasal verbs because it is one of the most important components in English language.

Moreover the researcher will try to investigate the difficulties of phrasal verbs through analyzing the errors which are made by Students in using them and identifying their functions and meaning. Are difficult for learners if they do know their meaning and functions. In addition to that Alexandra (2001:257) states that phrasal verbs,” as lexical items, and it is most difficult tasks in learning second language.”

The present study aims to investigate the difficulties that face university EFL students in learning the meaning of phrasal verbs through testing their ability by

using multiple – choice test in Sudan University of Science and Technology, College of languages.

### **1.1 The Research Problem**

The problems of this research result from the difficulty in learning English language in some areas of linguistics by university EFL students whom are studying at Sudan University of Science and Technology. EFL students are suffering from the use of phrasal verbs and how to deal with them which has no direct meaning in their own languages. The researcher deals with one of the concepts which is called “phrasal verbs “plus one or more particles such as make or put, break out, turn down and how learners use them in order to help students to overcome mistakes, mainly in using phrasal verbs in English languages. This study attempt to investigate second year student’s errors in English phrasal verbs at college of languages.

### **1.2 The Objectives of the Research**

This study aim to:

1. Identify the student’s errors in using English phrasal verbs.
2. Investigate the causes of this error in using English phrasal verbs.
3. Recommend some possible solutions for difficulties facing students in using phrasal verbs.

### **1.3 The Significance of the Research**

This study will be a useful aid for students who are not familiar with phrasal verbs and it will help students to understand the meaning and the use of the phrasal verbs, in order to increase their awareness to guess the meaning of phrasal verbs from the contexts of speech.

The result of this Study can also be useful to EFL teachers as they can identify the most difficult items of phrasal verbs. It is also important for syllabus and materials writers.

## **1.4 The Research Questions**

1. To what extent are university EFL students aware of using English phrasal verbs?
2. What are possible causes of students' errors in using English phrasal verbs?
3. What are possible solutions can be recommended for these errors?

## **1.5 The Hypotheses of the Research**

1. The university EFL students are not sufficiently aware of the use of English phrasal verbs.
2. Some of causes may be that the syllabus does not sufficiently cover the English phrasal verbs.
3. The findings of the study are expected to lead to some possible solutions for the problem of using English phrasal verbs.

## **1.6 The Research Methodology**

A descriptive analytical methodology will be adopted in this study. To collect enough data of understanding the errors of phrasal verbs by University EFL Students, the researcher will design a test. The test will be administered to the Students and questionnaire for the teachers of English languages at Sudan University of Science and Technology, College of languages. The study will recommend some possible solution in the light of the findings.

## **1.7 The Limits of the Study**

This study is limited to the following elements:

1. This study is limited to 2nd year Students Majoring in English languages at Sudan University of Science and Technology. College of Languages in the year 2017.

# Chapter Two

## Literature Review

### 2.0 Overview

This chapter consists of two parts: the first one deals with the review literature which related to the field of studies. While the second part deals with the previous studies which are related to English phrasal verbs.

It includes the conceptual framework, types of phrasal verbs, characteristics of phrasal verbs, difficulties of phrasal verbs, collocational of phrasal verbs and conclusions.

### 2.1 Conceptual Framework:

#### Phrasal verbs

Phrasal Verbs can be defined as an English verb followed by particles where the combination behaves as syntactic and semantic unit, **make up, given, look after, carry on, put off, put up with, call off and take down**. These are just few examples of many English phrasal verbs which constitute one of the most distinctive and creative feature 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 difficulty of phrasal verbs to most students of English as general and university EFL students as particular. There are many scholars' definitions or opinions around the concept of phrasal verbs, some of them are similar and the other ones are different.

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

combinations of lexical verb and adverbial particles as take, in, are considered by him to be multiple- words verbs that are equivalent to one lexical item.

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

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

On the other hand. Edward has described phrasal verbs as combination of lexical verb and adverbial item. After providing of all these definition, it could be said that phrasal verbs are combination of verb followed by particles (**verb** and **prepositions**) rather than being idiomatic.

The phrasal verb can be justifying as expressions make to give 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 expression as a whole and vice – verse in this case the phrasal verbs which divide the expression into verb plus particle.

Agreed with both Longman dictionary and Heaton that phrasal verbs are idiomatic expression because it consist of verb, adverb, preposition on another way. Edward defined phrasal verbs as combination of lexical verb followed by particles instead of idiomatic expression.

**Murphy and Altman, (1989)** provides these lists of verbs plus prepositions:

**Care for:** would you care for used for ask somebody if he would like something to eat or drink for example: would you care for a cup of tea? This kind of phrasal verbs it is impossible to separate the verb from preposition because it followed by verb + preposition.

**Look after:** these verbs means to be responsible for someone or something health, safety specially by governing them everything they need for example. She is very old, need someone look after her.

**Complain to/about:** to say that you are suffering from something for ascertain period of time. We complain to manger of restaurant about the food.

**To apologize:** when I realize I was wrong, I apologized for him for my mistake. The above mention examples of phrasal verbs which consist of verb + preposition these types of phrasal verbs it is impossible to separate the verb from the preposition.

Andrea, et.al, (2003) state that “Phrasal verbs” is a verb formed from two “or sometimes three” particles: a verb and adverb or preposition. These verbs and prepositions are often called particles when they are used in phrasal verbs. There are many verbs that are used to formed phrasal verbs like the following examples of verbs **get, go, come, put, look, and set** . Also there are kinds of prepositions. **Put together** with verb to formed phrasal verbs which are known as “Phrasal Verbs”, such as. 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. Such as **away, off, up** and in fact these words are known as prepositions when we use them to refer to a place or time. For examples: The book is **on** the table “and” the ball is **in** the box. “But when we use these preposition with verb it will be known as particles not prepositions. For examples: “Iam **looking for** a job”, particles because they came with or added to a verbs which gave us different and new meaning. Sometime the meanings of phrasal verbs can be easily guessed from the examples: (**sit down or look for**) can be guessed from the context of speech. However in most cases its meanings are quite different from the meaning of the verbs. Such as **take off** 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 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 8:00am.” Actually, this might be one of the main reasons which make University EFL Students face difficulty

in using and understanding English phrasal verbs. The students may not be aware of adding a preposition to any verb can give a quite different meaning. In addition to that, not all the meaning of phrasal verbs can be guessed from the context of speech as mentioned in the above examples: It is means 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 the above mention constructions the researcher agreed with Andrea that phrasal verbs is a verb formed from two or sometimes three particles such as verb + preposition, these verbs and preposition are sometimes called particles, we used the preposition when it refer to the time or place according to these constructions not all the meaning of phrasal verbs can be guessed from the context of speech there is a certain rules for these constructions.

### 2.1.1 Types of Phrasal Verbs:

There are five types of Phrasal Verbs:

#### 2.1.1.1 Phrasal verbs that take direct object (transitive+ separable):

For examples:

She **turned on** TV

She **turned off** the water.

He **picks up** the English easily.

Also this kind of phrasal verbs called a separable because it's possible to separate the two parts of verbs with the object such as: I am **looking for** my keys. I am **looking for** them.

I **cut** the water **off**. She **turned** TV **on**.

#### 2.1.1.2 The phrasal verbs that take a direct object but it's impossible to separate the two parts of the verbs. (Transitive+ inseparable)

I am working on a new project.

2.1.1.3 These phrasal verbs do not take direct object (intransitive +inseparable) and you never separate the two parts of the verbs.

John called round because he wanted to buy some sugar.

Musa **never stops**. He carried on.

2.1.1.4 This type of phrasal verbs is consisting of three words it always has a direct object and inseparable verb.

(**Verb +adverb+ preposition**)

He **looks down** on other people. He **looks down** on them.

I **put up** with it for too long.

2.1.1.5 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**.

### **Types of Phrasal Verbs according to Semantics:**

Semantically, a phrasal verb can be divided into three types: literal, idiomatic and aspectual. The meaning of literal phrasal verbs can be easily derived from the meaning of its constituents, the verb "**takes down**" as an example. The meaning of its constituents

"**Make up**" as an example for aspectual phrasal verbs such as "**eat up**" the meaning of the verb proper is easy to understand the particle contributes but the meaning is not commonly understood.

### **1. Literal or Non-literal phrasal verbs (Andrea. R. 202: 60.61).**

The literal meaning of phrasal verbs is based on the two morphemes. There are some following examples:

Here the meaning of the verb and the particle has not changed.

He **looked up** and saw a plane.

He looked up= He looked +up (in the direction of the sky).

She **put up** the clothes on the table.

She put up =She put +up (in the table)



### **None literal meaning:**

Sometimes the additions of the particle (s) create a multi – word verb that has a different meaning.

He **looked up** all the new words in the dictionary.

In this sentence. Look up = to find information in a reference book.

### **2. Aspectual phrasal verbs:**

The meaning of aspectual phrasal verbs is based on the meaning of the verb.

The adverbial particulate is added to emphasize the adverbial particle of the actions should start, and continues until the actions are completed, as in the following example:

We **took off** (take has a sense of starting a trip or journey)

He **fixed up** the toys (he fixed them until were complete)

They **walked on** (they continued walking)

### **3. Figurative Phrasal Verbs:**

The meaning of figurative phrasal verbs is based on metaphorical extensions of either literal or aspectual phrasal verbs Such as:

He **hung up** the phone.

### **2.1.2 Characteristics of Phrasal Verbs**

Phrasal verbs as a distinct group of verbs exhibit specific characteristics that distinguish them from other Classes of verbs:

2.1.2.1 The numbers of particles used to form phrasal verbs are limited; they are mostly: on, in, down, over, out, up, off.

2.1.2.2 Phrasal verbs are not easily or freely composed. In fact, there are certain restrictions on their composition. In the phrasal verb.

**Look for**, for example: We cannot replace **for** by **after**, simply because this will break the meaning with **for**. The meaning of **look for** is **search** whereas the meaning of **look after** is **tending**.

2.1.2.3 Because phrasal verbs often constitute one unit, they can, thus, be replaced by single verbs of the same sense:

They tried hard to **put out** the fire but they couldn't. (**Extinguish**)

I was about to **get on** the fence when my father called me. (**Climb**)

2.1.2.4. Most phrasal verbs allow passive construction except those which are considered as "intransitive" which cannot be followed by a noun phrase as their objects, i.e., particularly those phrasal verbs that have idiomatic meanings rather than those that carry literal meaning:

The students are **looked down** by their teacher.

The conclusion has been **arrived at**.

Nevertheless, **Trask** (1993:53) mistakenly considers such constructions that undergo passive transformation as compound rather phrasal verbs as clarified in:

We **spoke of** her in admiring terms.

She was **spoken of** in admiring terms.

2.1.2.5 Phonological, in contrast with compound verbs, the primary stress is often placed on the particle rather on the lexical verb. For instance, in the verb **give in** the particle **in** is rather accented than the lexical verb **give**, unless the first element is a noun as in **CARE take**.

### **2.1.3 Difficulties of Phrasal Verbs:**

Phrasal verbs are one of the most difficult aspects for learners of the English language. There are three main reasons for this:

#### **2.1.3.1 The Idiomatic of Phrasal Verbs:**

In many cases the meaning of phrasal verb cannot be deduced from its elements, i.e., it is being used idiomatically. For example: a learner who knows that **to tick** is to make a **checkmark** may have difficulty in understanding the sentence. The teacher **tick off** the students for being late, in which the phrasal verb **to tick off** means to reprimand or to express disapproval.

### 2.1.3.2 Polysemous of Phrasal Verbs:

Many phrasal verbs are polysemous, i.e. they have more than one meaning. The phrasal verb to **put down** has the literal meaning of putting something down on the table or floor. But it also has the idiomatic meanings:

To make someone **feel small**, to criticize and humiliate them.

To kill as in the sentence I had to have my cat **put down**.

To stop, quash, **put an end to** as in the sentence. The police **put down** the riots with unnecessary brutality.

### 2.1.3.3 The Grammatical of Phrasal Verbs:

There are difficulties with the grammar of phrasal verbs, particularly with the position of the particles. Look at the following examples:

She **put down** the baby. She **put** the baby **down**.

The teacher **put** the students **down**. =The teacher **put down** the student?  
(Wrong)

The student **put** her bad grade **down** to tiredness. = The student **put down** her bad grade to tiredness (x)

### 2.1.4 Collocational of Phrasal Verbs:

“Collocations are words that usually go together, when learning phrasal verbs it is a good idea to remember a few typical collocations for that verb. You will sound natural in English by using those collocations as that’s the way native speaker use that verb”. Because your language will be more natural and more easily to understood.

Phrasal verbs are considered one type of Collocations, under the class of multiple - words expressions such as, **put out** and **give up**. Phrasal verbs have Collocations restrictions as one type of idioms. Phrasal verbs are combination of verb and adverb or preposition and you can predict the meaning of the parts of this combination, the particle which collocates with the verb, an adverb or prepositions as for examples:

I have decided to **give up** smoking. (Means to stop smoking)

He **put on** a lot of weight when he **gave up** tennis. (Increase his weight when he stops playing tennis).

She **looks after** her uncle's Kids (meaning take care of, after is an adverb)

We **run out** of time (meaning be finished, is a preposition)

These combinations of (phrasal verbs) such as collocations retractions that determine the choice of the particle (Palmer: 212) for Examples:

He is going towards the door to **put off** the light.

The particle off is not replaceable by any other particle and remain the same meaning of phrasal verb (put off, means to make the light stop working), For Example: The particle on is not applicable in this Example because it change the meaning of phrasal verb.

Street lights in our Town are **put on** at 8 sharp (put-on, means make a light start working)

In addition to the restrictions that govern the verb particle combinations, there are restrictions that make you to decide whether the occurrence of a particular collocates with phrasal verb is the area of difficulty especially for University EFL Students.

### **2.1.5 Conclusion of the Chapter**

English Language is very rich in the use of idiomatic expressions (including compound and phrasal verbs), and speaker of English language cannot avoid them while speaking or writing. Thus, one of the major goals of mastering English in learning these expressions and using them carefully and properly in everyday contexts.

The above mention reviews literature focused on the different ideas of different writers, different researchers about the reason behind the difficulties of English phrasal verbs in the field of semantic which are investigating university EEL

students in using English phrasal verbs at Sudan University of Science and Technology, College of languages.

The researcher agreed with the study of Lad, Edward, (1998) stated that the resulting compound verb being idiomatic. So it can be noticed that both Longman Dictionary and Heaton agreed that phrasal verbs are idiomatic which compound or combination of verb, adverb, preposition, on the other hand Lad, Edward has described phrasal verbs as combination of lexical verb and adverbial item.

As the researcher agreed with the study of Evans, Andrea, (2003) when he said that the study investigating the formation of phrasal verbs which indicates the difficulties of phrasal verbs through the semantic types of phrasal verbs the students may not be aware of adding a preposition to any verb can give a quite different meaning. In addition to that not all the meaning of phrasal verbs can be guessed from the context of speech.

The researcher sheds light on the main types of phrasal verb according to Semantic area. Most of University EFL students were unable to use the types of phrasal verbs and distinguish them from other classes of verb the students need to know the five types of phrasal verbs and how to use them in sentences.

The study focused on the characteristics of phrasal verbs because the students are unable to differentiate them from other classes of verbs.

Also the researcher sheds light on the difficulties of phrasal verbs which causes difficulties for university EFL students in using English phrasal verbs in the field of semantic competence and reason behind the errors committed by university EFL students in using English phrasal verbs at Sudan University of Science and Technology, College of Languages.

The researcher focused on the collocational of phrasal verbs which based on collocational restrictions of the phrasal verbs is the area of difficulty especially for university EFL students.

In relation to discussion has so far made, it has been noticed that the term phrasal verbs is a wider than "compound verbs" This reviews section will be related previous studies.

## **2.2 Previous Related Works to the Field of Study**

**The first study** was conducted by Omer A. M. (2012) in his study under the title of An Investigating into Difficulties of Understanding and Using English idioms Facing Sudanese Students. This study carried out at Sudan University of Science and Technology PhD. In English language.

This study aims at investigating the difficulties of understanding and using English Idioms that encounter Sudanese English language at tertiary level.

The researcher designed a test to be applied on the third year students of English language at Sudan university of Science and Technology aimed at measuring the student's difficulties in dealing with difficulties posed by idiomatic expressions.

As the results of this study, the researcher found out through the test that the students found that the literal meaning is easy and will not cause problems for them as the phrasal verb but the idiomatic one is the most difficult to realize and understand its meaning, because it isn't inferred from its individual constituents.

This study is similar to the present study in two aspects, both of them focused on semantic area of phrasal verbs and used test for data collection.

However, the present study differs from this study in Investigating Difficulties Facing University EFL Students in Using phrasal verbs whereas this study comes up with Investigating into Difficulties of understanding and using English Idioms Facing Sudanese Students.

**The second study** was submitted by D.Liao Yan & .Fukuya, Y. J (2004) in his study under the title of Avoidance of Phrasal Verbs of English the case of Chinese learners of English. This study carried out at University of Hawai'i at Manoa PhD in English language.

This study investigates the avoidance of English phrasal verbs. It considers the semantic area and focused on type of meaning of phrasal verbs. And how the students tend to avoid using phrasal verbs. This study indicates the difficulties of phrasal verbs meaning through the semantic types of phrasal verbs.

The researcher designed a test to be applied on the intermediate and advanced learners of English language at University of Hawai'i Manoa to test their knowledge of phrasal verbs and find out the problems that they may encounter in realizing and understanding the exact meaning of phrasal verbs.

As the results showed that the intermediate learners, whose L1 lacks of the phrasal verbs structure, tended to avoid using phrasal verbs and preferred their one-word equivalents. Also both advanced and intermediate learners tended to produce less figurative than literal phrasal verbs.

This study is similar to the present study in some aspects, both of them focused on semantic area of phrasal verbs, difficulties facing University EFL Students and used a test for data collection.

However the present study focused on Investigating Difficulties Facing University EFL Students in Using English Phrasal Verbs at Sudan University of Science and Technology.

Whereas the first study focused on avoiding phrasal verbs by Chinese students- especially figurative phrasal verbs- emphasize the difficulty of meaning of Phrasal Verbs.

Also, besides the similarities between the two studies, there are some differences from the current study in some aspects that considered A contrastive Analysis approach when it compares between groups of Chinese students according to their proficiency levels and a group of native speakers through the analysis of their errors in figurative and literal meaning of phrasal verbs, while the present study tries to emphasize the difficulties that face the foreign learners in inferring the meaning and using of phrasal verbs.

**The third study** related to research was conducted by Salah, Y.M (2011) in his study under the title of Semantic and Syntactic Problems in "Comprehending English phrasal verbs. "This study carried out at Tikrit university journal for Humanities Vol. (18) no. (7) M.A. in English language.

The researcher states that the causes of difficulties of phrasal verbs that facing non-native students and speakers of English because of their idiomatic expression.

The researcher makes attest to be applied on the fourth year students of English language at Tikrit University, College of Education for women, to test their knowledge of phrasal verbs and find out the problems that they may encounter in realizing and understanding the exact meaning of phrasal verbs.

As the results of this work, the researcher found out through the test that the students found the literal meaning is easy and will not cause problems for them as the phrasal verb sit down but the idiomatic one is the most difficult to realize and understand its meaning, because it isn't infers from its individual constituents.

Similarities between two the studies, focused on semantic area of phrasal verbs and used test for data collection. The first study focused on syntactic problem in guessing the meaning of idiomatic phrasal verbs whereas the present study focused on Investigate the difficulties facing University EFL Students in Using English Phrasal verbs at Sudan University of Science and Technology.

**The fourth study** was submitted by Gar Elzain Mutwakil Abdullah Ali (2012) the title of his study was:

"An investigation into the University EFL Students use of Phrasal verbs. This study carried out at Sudan University of Science and Technology M.A. in English language.

This study aimed at raising learner's awareness to words using English phrasal verbs. Most of University EFL students were unable to use phrasal verbs and



prepositional verbs the Students need to know the meanings of Phrasal verb and prepositional verbs and the use of great number of Phrasal verbs.

The researcher designed a test to be applied on the third year students of English language at Sudan University of Science and technology to test their knowledge of phrasal verbs and find out the problems that they may encounter in realizing and understanding the exact meaning of phrasal verbs.

As the results of this study, the researcher found out through the test that the students need to know the meanings of phrasal verbs and prepositional verb and the use of great number of Phrasal verbs and prepositional. Most of University EFL students were unable to use phrasal verbs and prepositional verbs , they did not have enough vocabulary to understand so much phrasal verbs and preposition verbs, students had negative attitudes towards using phrasal verbs and preposition verbs, for they considered them the most difficult areas of language , Students are not motivated towards using phrasal verbs and preposition verbs, students attained that the meaning individual words transitive phrasal verbs its particle can move either before or after is more difficult than non , Separable transitive phrasal verbs that don't take direct object and non – separable transitive phrasal verbs that composed of three words, prepositional verbs consists of a verb plus particle which is clearly a preposition is more difficult than prepositional verbs that consists of a transitive verbs plus a preposition with which it is closely associated and a prepositional verbs doesn't take the particle movement rule.

This study is similar to the present study in some aspects, both of them focused on semantic area of phrasal verbs, difficulties facing University EFL Students and used a test for data collection. However the present study concerning with Investigating Difficulties Facing University EFL Students in Using English Phrasal Verbs while the first study An investigation into the University EFL Students use of Phrasal verbs. At Sudan University of Science and Technology.

### **2.2.1 Conclusion**

The above related previous studies shows the different ideas of different researchers and writers about the reason behind the difficulties of English phrasal verbs in the field of semantic area which are encountered the Universities EFL learners of English language. The researcher is in complete agreed with the study of OmerAbdullah El kheir Mohammed (2012) when he came up with the results that the subjects involved in his study were semantically incompetent. Also the researcher agreed with D.Liao Yan&.FukuyaYoshinori J, (2004) when he said that the study investigates the avoidance of English phrasal verbs which indicates the difficulties of phrasal verbs meaning through the semantic types of phrasal verbs.

Moreover the researcher agreed with Salah Yasser Mohammed, (2011) stated that the causes of difficulties of phrasal verbs that facing non-native students and speakers of English because of their idiomatic expression. Alsotheresearcheragreed with Gar ElzainMutwakilAbdallahAli (2012) stated that Most of University EFL students were unable to use phrasal verbs and prepositional verbs the Students need to know the meanings of Phrasal verb and prepositional verbs and the use of great number of Phrasal verbs.

However the current study is an attempt to shed more light on difficulties of phrasal verbs in the field of semantic competence and reason behind the errors committed by University EFL Students in using and understanding English phrasal verbs at Sudan University of Science and Technology College of languages.

## **Summary of the Chapter**

To sum up this chapter shows different views of different Scholars, researchers and linguistics ideas. This chapter sheds light on the literature reviews about the reason behind the difficulties of English phrasal verbs. By university EFL students at Sudan University of Science and Technology College of languages. The students need to know how to deals with different types of phrasal verbs and using them on the context of speech

Furthermore, this chapter focused on the previous related studies in the field of Semantic as far as concerning the difficulties of phrasal verbs which encountered EFL students and the teachers and material writers should designed a syllabus which provides enough materials for the phrasal verbs because the university EFL students facing difficulties in using English phrasal verbs they need to know some certain rules that helps them to overcome the use of phrasal verbs in complete sentences.

These studies are going to pave the way smooth for the following chapter which is going to be about the research methodology.

# Chapter Three

## Methodology

### 3.0 Introduction

This chapter provides an account of how the research has been conducted in order to achieve its aims, and testing the hypotheses of the study. Since the study attempts to investigate difficulties' facing university EFL students in using phrasal verbs. This chapter gives a description of methods adopted by the researcher to find out difficulties facing university EFL students in using English phrasal verbs.

### 3.1 The Research Methodology

This study is fundamentally a descriptive analytical study. Which use statistical a procedures, survey method (student's respondents and evaluative testing the method includes the following elements:

### 3.2 Population of the Study

The population of the study is Sudan University of Science and Technology, College of Languages, department of English, second year Students. The sample was taken randomly for (50) students male and female.

### 3.3 Instruments of Data Collection

It was design by the researcher in consultation with some colleagues. It was then presented to the supervisor for approval. The researcher used a questionnaire and test as tools for data collection, the test is used for students which consist of two parts each part has (10) questions followed by (4) options the respondents had to choose the proper meaning of underlined English phrasal verbs from the options provided in each items students will answer with right on the other hand the questionnaire consist of (15) items each five items were related to one Hypothesis which the teachers will checked the suitable items

### **3.4 Participants**

The participants of the present study consist of university EFL students. Research sample consist of (50) second year students majoring in English language. Male and female .The research sample was randomly chosen from the totality of target population. Academic year 2017- 2018.

### **3.5 Response to the Teacher's Questionnaire**

The responses to the questionnaire of the (30) teachers were tabulated and computed. The following letter on tables and figures is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The tables and Figures in Chapter Four will support the discussion.

### **3.6 Reliability for student's Test**

The reliability coefficient was calculated for the measurement, which was used in the test for calculating the validity and the reliability of the students test, the researcher distributed the test to (50) respondents to calculate the reliability coefficient using the Alpha Cranach's. Each item in the test is analyzed statistically and discussed. The latter on tables and Figures will support the discussion.

### **3.7. Reliability and Validity of the Teacher's Questionnaire and the Student's Test**

The statistical value of the reliability of the teachers questionnaire, the researcher distributed the questionnaire to (30) respondents to calculate the reliability coefficient using Alpha- Cronbach's. Each item in the Teachers questionnaire is analyzed statistically and discussed. Which make statistical analysis value of the reliability and validity of the Questionnaire for the Three

hypotheses show that the mean of all statements as follows (2.64) (2.8) (2.54) the standard deviation of these statements ranges between (0.8 to 2.6) (0.7 to 2.7) (1.4 to 3.5) the value of reliability and validity lies in the range between (0.1) the results of reliability coefficient using Alpha – Cronbach, s was (712) for (30) items and P. value of all statements less than (0.05) level, this indicates that there are statistically significant differences among the answers of the respondents. According to the result the hypotheses of the study are positively confirmed. The tables and figures in Chapter Four will support the discussion. And the statistical value of the reliability of the Students test, the researcher distributed the test to (50) Respondents to calculate the reliability coefficient using the Alpha-Cronach's. Each item in the students test is analyzed statistically and discussed which makes statistical analysis value of the reliability of the statements test Show that the percentage of the correct answers in Part one was 48.9% while the percentage of the incorrect answers in Part two was 51.1% which investigates the hypothesis of the study, hence this result considered as an indicator to prove the first hypothesis of the study is accepted.

### **3.8. The Procedures of Data Analysis**

To investigate the problems of the second year students majoring in English language at Sudan University of Science and Technology (50) students were chosen as the random sample of the study and also a questionnaire which consist of (15) statements was handed over to (30) teachers of Sudan University of Science and Technology by the researcher. The teachers filled it out the test presented by researcher - for (50) student's .Both tools have done in order to get data about the difficulties facing university EFL students in using English phrasalverbs at Sudan University of science and technology second year students majoring in English languages.

## **Summary of the Chapter**

This Chapter has been concerned with the methodology of the study, the researcher shed light on the description of the research. The Research Methodology, Population, Instrument of Data Collection, Participants, Response to the Teachers Questionnaire, Reliability for Students Test, Reliability and Validity of the Teachers Questionnaire and the Students Test, Procedures of Data Analysis.

# **Chapter Four**

## **Data Analysis, Results and discussions**

### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to (30) respondents who represent the teachers of Sudan University of Science and Technology, College of language.

### **4.1 Data Analysis**

The researcher distributed the questionnaire on determined study sample (30), teachers and constructed the required tables for collected data. This step consists of the qualitative (variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the tables and figures representations were used for this purpose.

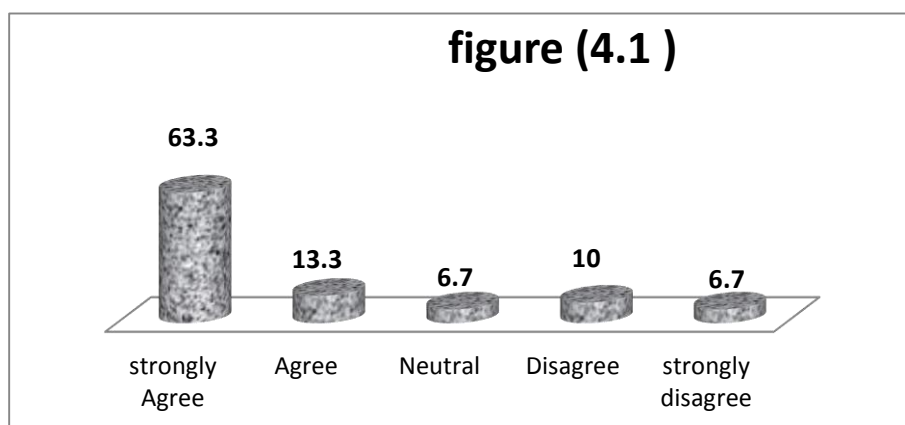


### 4.1.1 Analysis of teacher's questionnaire

**Statement: (1)** EFL university students are not sufficiently aware of the use of English phrasal verbs:

**Table (4.1): The use of English Phrasal Verbs**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	19	63.3	63.3	63.3
Agree	4	13.3	13.3	76.7
Neutral	2	6.7	6.7	83.3
Disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



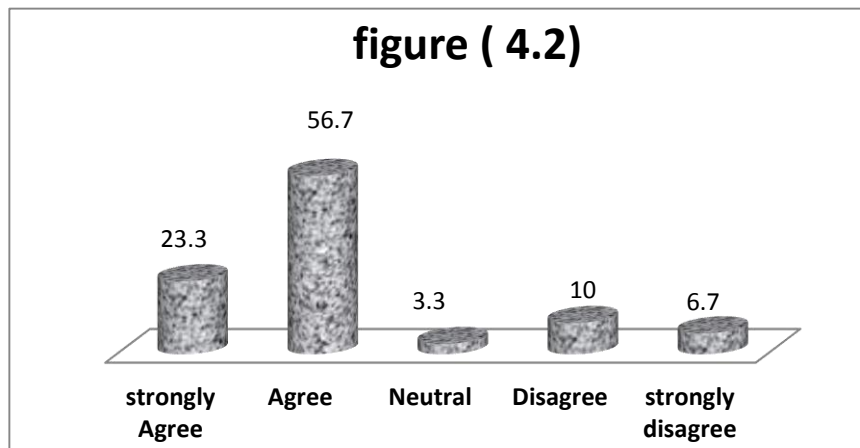
**Figure (4.1): The use of English phrasal Verbs**

The data in table (4.1) and figure (4.1) show that (19) participants in the study's sample with percentage (63.3%) strongly agreed with "EFL university students are not sufficiently aware of the use of English phrasal verb ". There are (4) students with percentage (13.3%) agreed with that and (2) students with percentage (6.7%) were not sure that and (3) respondents with percentage (10.0%) disagreed. And (2) participants with 6.7% are strongly disagree.

**Statement (2):** EFL University students to some extent are unaware of using English phrasal verbs:

**Table(4.2):Unaware of using English Phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	23.3	23.3	23.3
agree	17	56.7	56.7	80.0
Neutral	1	3.3	3.3	83.3
disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



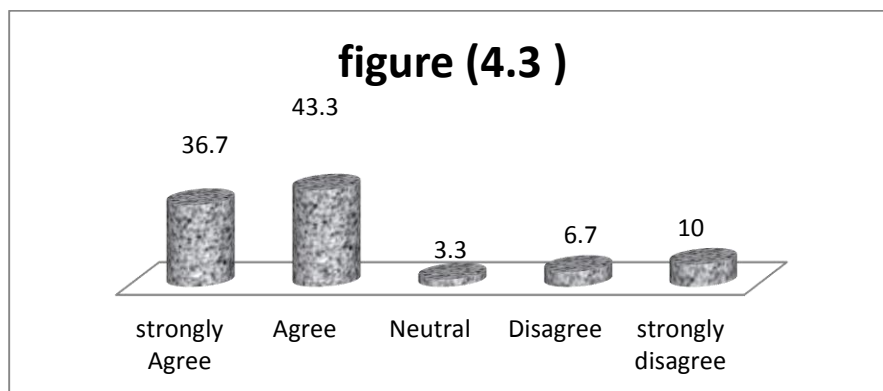
**Figure (4.2): Figure (4.2) Unaware of using English phrasal Verbs**

The data in table (4.2) and figure (4.2) show that (7) participants in the study's sample with percentage (33.3%) strongly agreed with "EFL university student to some extent are unaware of using English phrasal ". There are (17) respondents with percentage (56.7%) agreed with that and (1) respondents with percentage (3.3%) were not sure that and (3) participants with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement (3): The students have not enough information for understanding English phrasal verbs.**

**Table (4.3): Understanding English phrasal verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	11	36.7	36.7	36.7
agree	13	43.3	43.3	80.0
Neutral	1	3.3	3.3	83.3
disagree	2	6.7	6.7	90.0
strongly disagree	3	10.0	10.0	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



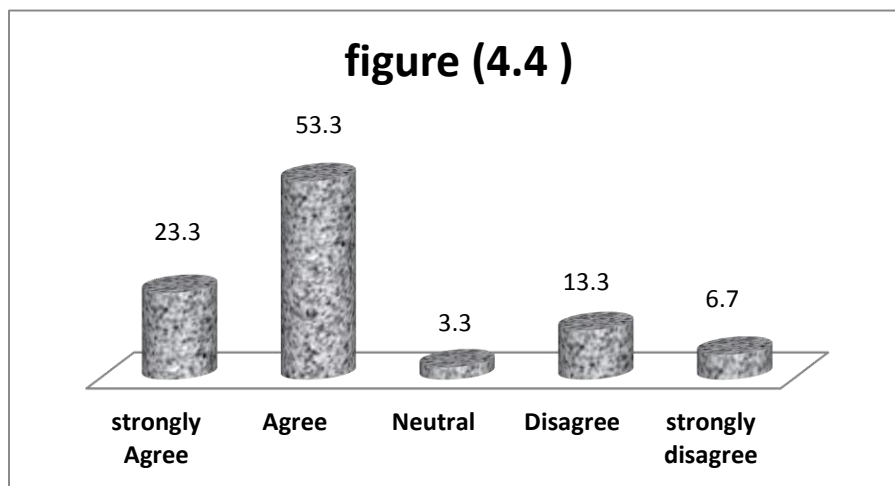
**Figure (4.3): Understanding English Phrasal verbs**

The data in table (4.3) and figure (4.3) show that (11) participants in the study's sample with percentage (36.7%) strongly agreed with "the students have not enough information for understanding English phrasal verb". There are (13) respondents with percentage (43.3%) agreed with that, and (1) participant's with percentage (3.3%) were not sure that, and (2) participants with percentage (6.7%) disagreed. And (3) respondents with 10.0% are strongly disagree.

**Statement (4): The students are hesitant to use English phrasal verbs because they think it's difficult to use.**

**Table (4.4): The students are hesitant to use English Phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	11	36.7	36.7	36.7
agree	13	43.3	43.3	80.0
Neutral	1	3.3	3.3	83.3
disagree	2	6.7	6.7	90.0
strongly disagree	3	10.0	10.0	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



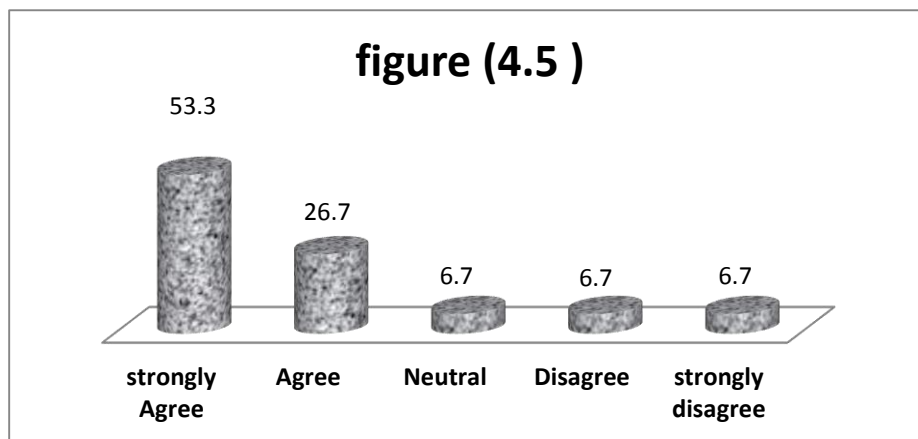
**Figure (4.4): The Students are hesitant to use English Phrasal Verbs**

The data in table (4.4) and figure (4.4) show that (7) participants in the study's sample with percentage (23.3%) strongly agreed with "the students are hesitant to use English phrasal verb because they think it's difficult to use ". There are (16) respondents with percentage (53.3%) agreed with that and (1) respondents with percentage (3.3%) were not sure that and (4) participants with percentage (13.3%) disagreed. And (4) respondents with 6.7% are strongly disagree.

**Statement (5): There is no sufficient specialized material in using English phrasal verbs in Sudanese syllabus.**

**Table :( 4.5) There is no sufficient specialized material in using phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	16	53.3	53.3	53.3
agree	8	26.7	26.7	80.0
Neutral	2	6.7	6.7	86.7
disagree	2	6.7	6.7	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



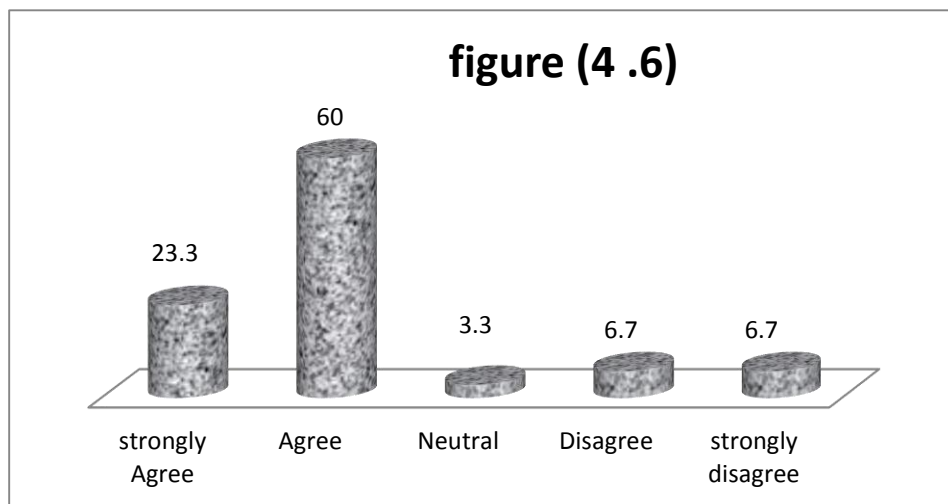
**Figure (4.5): There is no Sufficient Specialized Material in using PVs**

The data in table (4.5) and figure (4.5) show that (16) respondents in the study's sample with percentage (53.3%) strongly agreed with "there is no sufficient specialized material using English phrasal verbs in Sudanese syllabus ". There are (8) persons with percentage (26.7%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) persons with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement: (6) Some of causes may be that the syllabus does not sufficiently cover the English phrasal verbs.**

**Table :( 4.6) Syllabus does not sufficiently cover the Phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	23.3	23.3	23.3
agree	18	60.0	60.0	83.3
Neutral	1	3.3	3.3	86.7
disagree	2	6.7	6.7	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



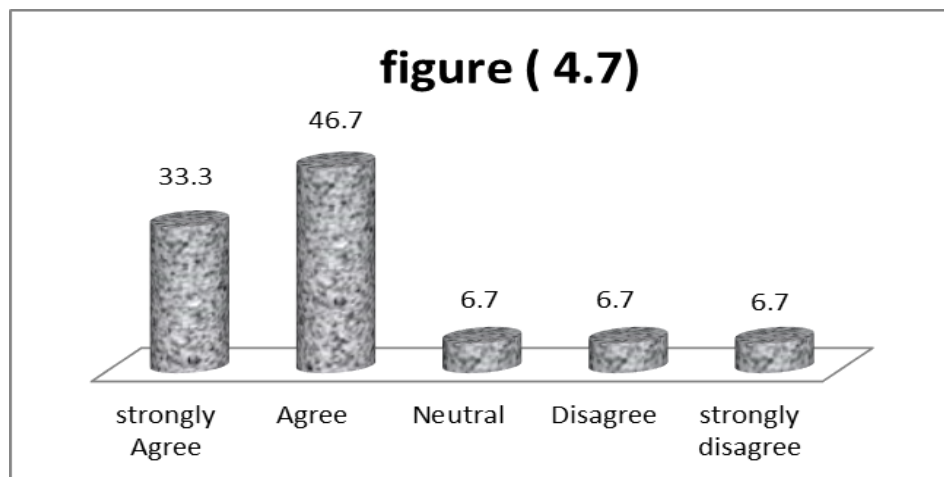
**Figure (4.6): Syllabus does not sufficiently cover the Phrasal verbs**

The data in table: (4.6) and figure (4.6) show that (7) Respondents in the study's sample with percentage (23.3%) strongly agreed with "some of causes may be that the syllabus does not cover the English phrasal verbs ". There are (18) participants with percentage (60.0%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree.

**Statement: (7) The difficulties of phrasal verbs might be due to complexity of understanding English phrasal verbs.**

**Table: (4.7) Complexity of understanding Phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	33.3	33.3	33.3
agree	14	46.7	46.7	80.0
Neutral	2	6.7	6.7	86.7
disagree	2	6.7	6.7	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



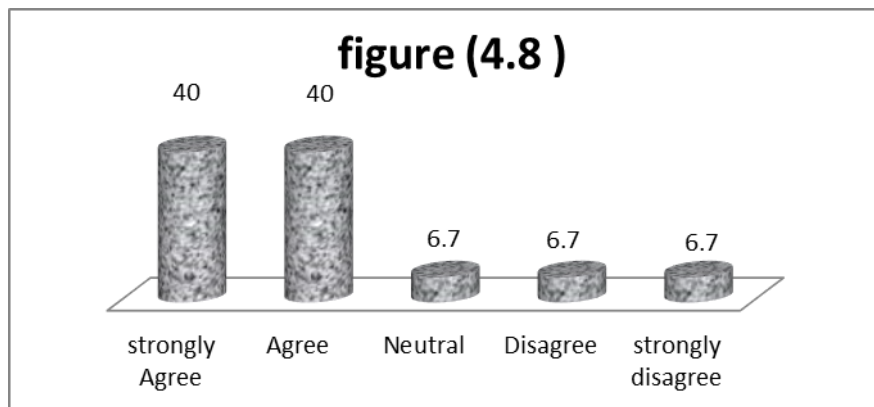
**Figure (4.7): Complexity of Understanding Phrasal Verbs**

The data in table (4.7) and figure (4.7) show that (10) Respondents in the study's sample with percentage (33.3%) strongly agreed with "the difficulties of phrasal verbs might be due to complexity of understanding English phrasal verbs ". There are (14) participants with percentage (46.7%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) participants with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement (8): The difficulty of phrasal verbs might be due to carelessness of students themselves.**

**Table (4.8): Carelessness of Students Themselves:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	12	40.0	40.0	40.0
agree	12	40.0	40.0	80.0
Neutral	2	6.7	6.7	86.7
disagree	2	6.7	6.7	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



**Figure (4.8): Carelessness of Students Themselves**

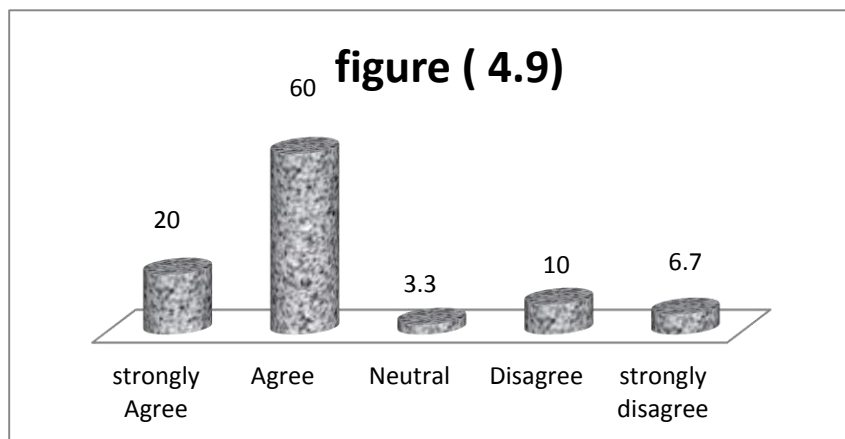
The data in table (4.8) and figure (4.8) show that (12) Respondents in the study's sample with percentage (40.0%) strongly agreed with "the difficulty of phrasal verb might be due to carelessness of students themselves ". There are (12) participants with percentage (40.0%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) participants with 6.7% are strongly disagree.



**Statement: (9) Some types of phrasal verbs are more difficult for students to guess their meanings.**

**Table (4.9): Types of Phrasal Verbs are more difficult:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	20.0	20.0	20.0
agree	18	60.0	60.0	80.0
Neutral	1	3.3	3.3	83.3
disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



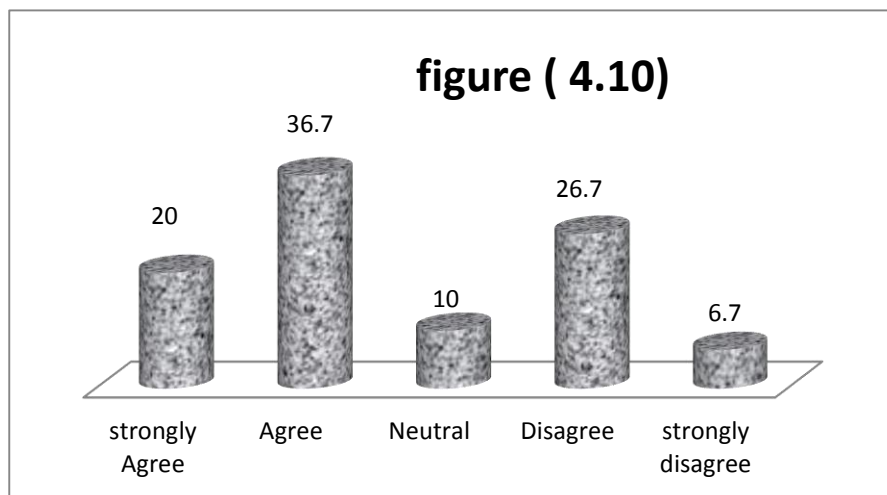
**Figure (4.9): Types of phrasal Verbs are more difficult**

The data in table :( 4.9) and figure (4.9) show that (6) Respondents in the study's sample with percentage (20.0%) strongly agreed with "some types of phrasal verbs are more difficult for students to guess their meanings ". There are (18) participants with percentage (60.0%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (2) respondents with percentage (10.0%) disagreed. And (2) participants with 6.7% are strongly disagree.

**Statement: (10) the nature of phrasal verbs cause’s difficulties for EFL university students.**

**Table (4.10): the nature of phrasal verbs cause’s difficulties for EFL university students:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	20.0	20.0	20.0
agree	11	36.7	36.7	56.7
Neutral	3	10.0	10.0	66.7
disagree	8	26.7	26.7	93.3
strongly disagree	2	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



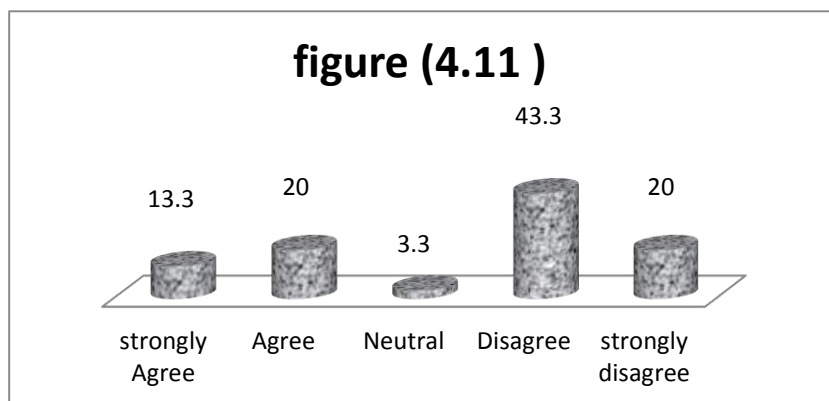
**Figure (4.10): The nature of Phrasal verbs causes difficulties**

The data in table no (4.10) and figure (4.10) show that (6) participants in the study's sample with percentage (20.0%) strongly agreed with "the nature of phrasal verbs causes difficulties for EFL university students “. There are (11) respondents with percentage (36.7%) agreed with that and (3) respondents with percentage (10.0%) were not sure that and (8) participants with percentage (26.7%) disagreed. And (2) participants with 6.7% are strongly disagree

**Statement (4.11): The findings of the study are possible solutions for the problems of using English phrasal verbs.**

**Table (4.11): Problems of using phrasal Verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	13.3	13.3	13.3
agree	6	20.0	20.0	33.3
Neutral	1	3.3	3.3	36.7
disagree	13	43.3	43.3	80.0
strongly disagree	6	20.0	20.0	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



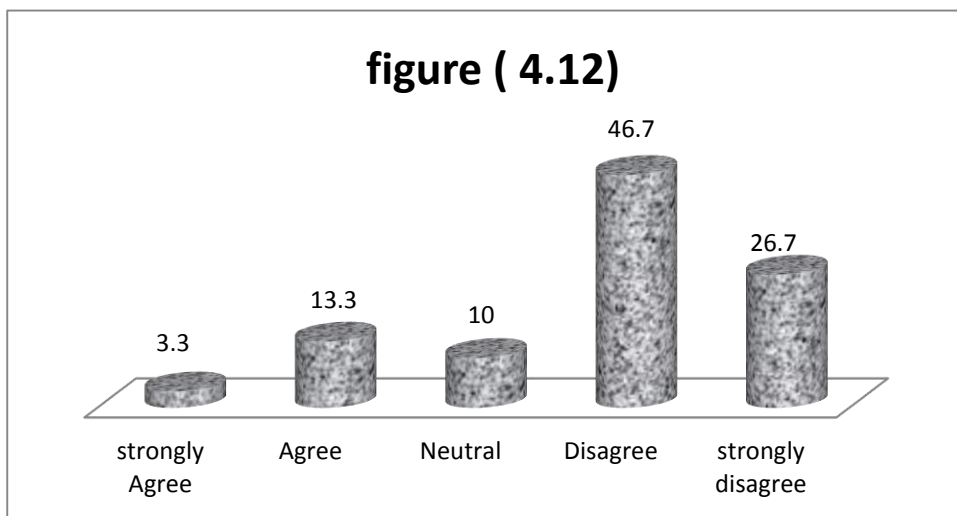
**Figure (4.11): Problems of using phrasal Verbs**

The data in table (4.11) and figure (4.11) show that (4) Participants in the study's sample with percentage (13.3%) strongly agreed with "the findings of the study are possible solutions for the problems of using English phrasal verbs ". There are (6) participants with percentage (20.0%) agreed with that and (1) respondents with percentage (3.3%) were not sure that and (13) respondents with percentage (43.3%) disagreed. And (6) participants with 20.0% are strongly disagree.

**Statement :( 4.12) Phrasal verbs should be included in the English phrasal verbs.**

**Table (4.12): Phrasal verbs should be included:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	3.3	3.3	3.3
agree	4	13.3	13.3	16.7
Neutral	3	10.0	10.0	26.7
disagree	14	46.7	46.7	73.3
strongly disagree	8	26.7	26.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



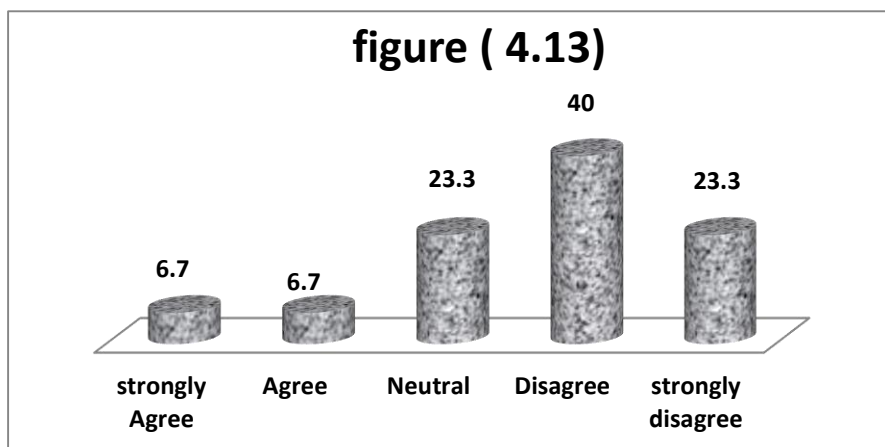
**Figure (4.12): Phrasal Verbs Should be Included**

The data in table (4.12) and figure (4.12) show that (1) participants in the study's sample with percentage (3.3%) strongly agreed with "phrasal verbs should be included in the English phrasal verbs ". There are (4) respondents with percentage (13.3%) agreed with that and (3) students with percentage (10.0%) were not sure that and (14) participants with percentage (46.7%) disagreed. And (8) respondents with 26.7% are strongly disagree.

**Statement: (4.13) Sufficient training for the teachers in the field of English phrasal verbs is one of the solutions for these problems.**

**Table (4.13): Sufficient Training in the field of Phrasal verbs:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	6.7	6.7	6.7
agree	2	6.7	6.7	13.3
Neutral	7	23.3	23.3	36.7
disagree	12	40.0	40.0	76.7
strongly disagree	7	23.3	23.3	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



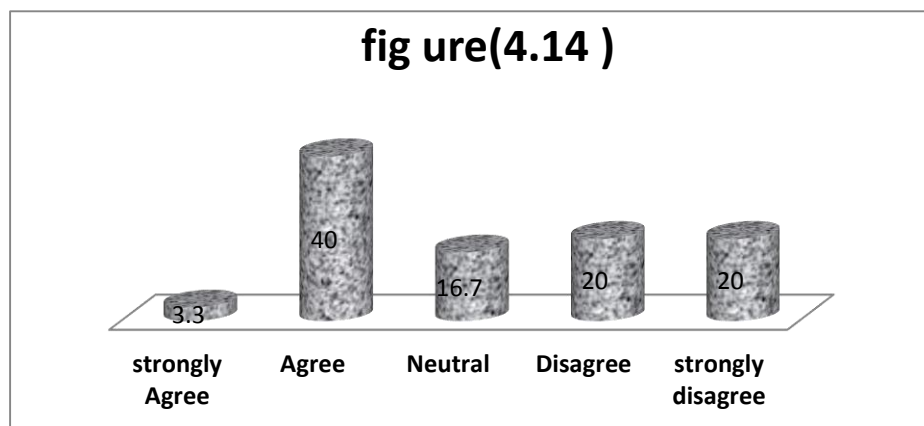
**Figure (4.13): Sufficient Training in the field of Phrasal Verbs**

The data in table (4.13) and figure (4.13) show that (2) students in the study's sample with percentage (6.7%) strongly agreed with "sufficient training for the teachers in the field of English phrasal verbs is one of the solutions for these problems ". There are (2) participants with percentage (6.7%) agreed with that and (7) respondents with percentage (23.3%) were not sure that and (13) participants with percentage (40.0%) disagreed. And (7) participants with 23.3% are strongly disagree.

**Statement: (14) Students are expected to know the meanings of phrasal verbs through the context of speech.**

**Table (4.14): Meaning of Phrasal verbs through the context of speech.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	3.3	3.3	3.3
agree	12	40.0	40.0	43.3
Neutral	5	16.7	16.7	60.0
disagree	6	20.0	20.0	80.0
strongly disagree	6	20.0	20.0	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



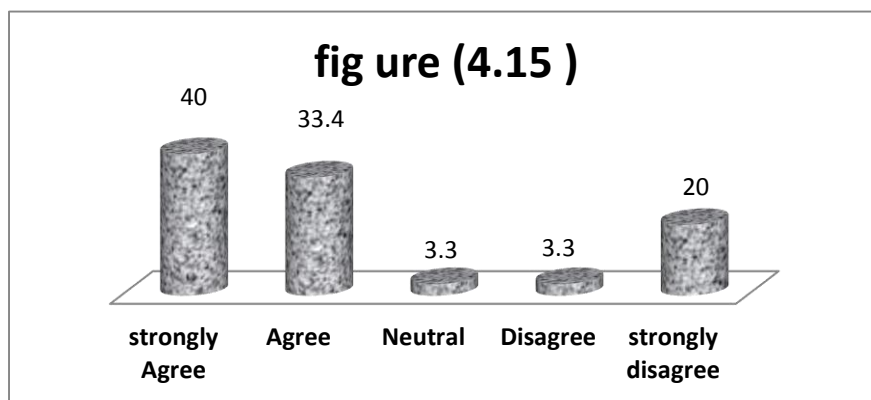
**Figure (4.14): Meaning of Phrasal verbs through the context of speech**

The data in table :( 4.14) and figure (4.14) show that (1) participants in the study's sample with percentage (3.3%) strongly agreed with "students are expected to know the meanings of phrasal verbs through the context of speech ". There are (12) respondents with percentage (40.0%) agreed with that and (5) respondents with percentage (16.7%) were not sure that and (6) persons with percentage (20.0%) disagreed. And (6) participants with 20.0% are strongly disagree.

**Statement: (15) The students always predict the meaning of phrasal verb from the context of speech.**

**Table: (4.15) predict the Meaning of Phrasal Verbs from the context of speech:**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	12	40	3.3	3.3
agree	10	33.4	40.0	43.3
Neutral	1	3.3	16.7	60.0
disagree	1	3.3	20.0	80.0
strongly disagree	6	20.0	20.0	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



**Figure: (4.15) predict the Meaning of PVs from the context of speech**

From the above table (4.15) and figure (4.15) show that (12) participants' in the study's sample with percentage (40.0%) strongly agreed with "the students always predict the meaning of phrasal verb from the context of speech". There are (10) respondents with percentage (33.4%) agreed with that and (1) respondent with percentage (3.3%) were not sure that and (1) participant with percentage (3.3%) disagreed. And (6) respondents with 20.0% are strongly disagree.

## Verification of the Study hypotheses:

### Hypothesis (1):

**Table (4.16): Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire:**

Nom	Statement	mean	SD	Chi square	p-value
1	EFL university students are not sufficiently aware of the use of English phrasal verbs.	2.4	1.9	12	0.00
2	EFL university students to some extent are unaware of using English phrasal verbs.	2.5	2.6	17	0.00
3	The students have not enough information for understanding English phrasal verbs.	2.4	2.4	13	
4	The students are hesitant to use English phrasal verb because they think it's difficult to use.	3	0.8	25	0.03
5	There is no sufficient specialized material of using English phrasal verbs in Sudanese syllabus.	2.9	1.6	20	0.00
	<b>Total</b>	<b>2.64</b>			

**Source: The researcher from applied study, SPSS 24**

**The first hypothesis** of the study in the table (4.16) shows that the mean of all statements (2.64) is lower than the mean (3). This indicates that respondents' responses to these statements are supporting the first hypothesis positively.

The standard deviation of these statements ranges between (0.8 to 2.6) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level. This indicates that there are statistically significant differences among the answers of the respondents, which support the respondent who agreed with the statement "EFL university students are not sufficiently aware of the use of English phrasal verbs."



According to the previous results of the first hypothesis of study is accepted.

### Hypothesis (2):

**Table (4.17) Chi-Square Test Results for Respondents' Answers of the statements of the questionnaire.**

Nom.	Statement	mean	SD	Chi square	p-value
1	Some of causes may be that the syllabus does not cover the English phrasal verbs.	2.5	1.4	17	0.00
2	The difficulties of phrasal verbs might be due to complexity of understanding English phrasal verbs.	2.7	2.6	15	0.00
3	The difficulty of phrasal verbs might be due to carelessness of students themselves.	2.8	0.8	20	0.001
4	Some types of phrasal verbs are more difficult for students to guess their meanings.	2.5	0.7	21	0.008
5	The nature of phrasal verbs causes difficulties for EFL university students.	3.5	2.7	21	
	<b>Total</b>	<b>2.8</b>			

**The second hypotheses** of the study in table (4.17) show that the mean of all statements (2.8) is lower than the mean (3). This indicates that respondent' responses to these statements are supporting the second hypotheses positively.

The standard deviation of these statements ranges between (0.7 to 2.7) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level, except the statement no (5) the most of respondents not agree with it because the mean (3.7) more than (3). This indicates that there are statistically significant differences, among the answers of respondents, which support the respondent who agreed with the

statement” some cause may be that the syllabus does not cover the English phrasal verbs.

According to the previous result the second hypothesis of study is positively confirmed.

**Table (4.18) Chi-Square Test Results for Respondents’ Answers of the statement of the Hypothesis (3):**

Nom.	Statement	mean	SD	Chi square	p-value
1	The findings of the study are possible solutions for the problems of using English phrasal verbs.	2.9	3.5	24	0.00
2	Phrasal verbs should be included in the English phrasal verbs.	2.5	2.7	33	0.00
3	Sufficient training for the teachers in the field of English phrasal verbs is one of the solution for these problems.	2.3	4.6	41	0.00
4	Students are expected to know the meanings of phrasal verbs through the context of speech.	2.8	1.4	22	0.00
5	The students always predict the meaning of phrasal verb from the context of speech.	2.2	2.4	21	0.00
	<b>Total</b>	<b>2.54</b>			

**The Third hypotheses** of the study in table (4.18) show that the mean of all statements (2.54) is lower than the mean (3). This indicates that respondents' responses to these statements are supporting the third hypothesis positively.

The standard deviation of these statements ranges between (1.4 to 3.5) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level. This indicates that there are statistically significant differences among, the answers of the respondents, which support the respondent who agreed with the statement “the findings of the study are possible solutions for the problems of using English phrasal verbs. According to the previous result the third hypothesis of study is accepted.

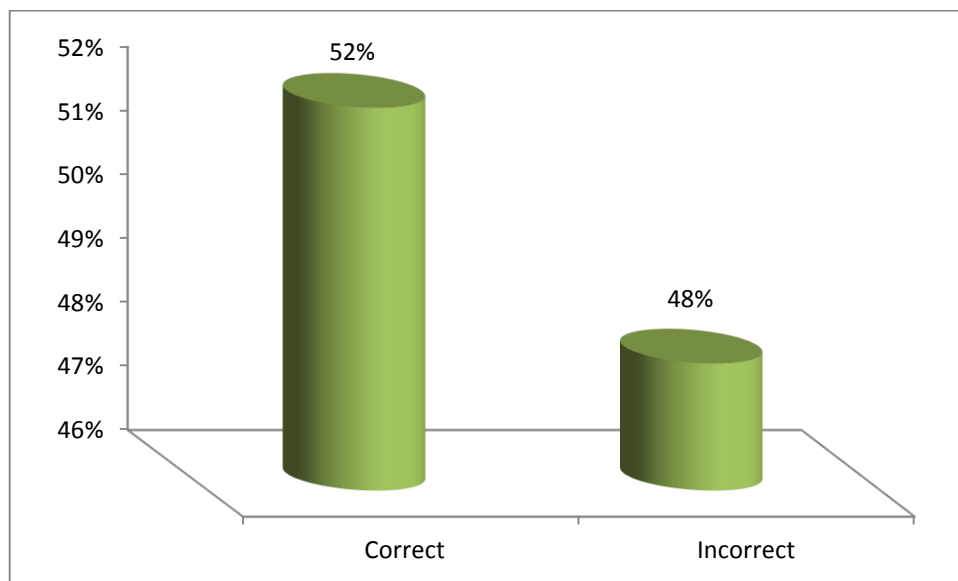
**4.1.2 Part one analysis of the Students Test:**

Choose the correct answer from the following;

**Statement: (16) I wish I could stop Smoking.**

**Table (4.19): Giving up smoking:**

Valid	Frequency	Percentage
Correct	26	52%
Incorrect	24	48%
<b>Total</b>	<b>50</b>	<b>100%</b>



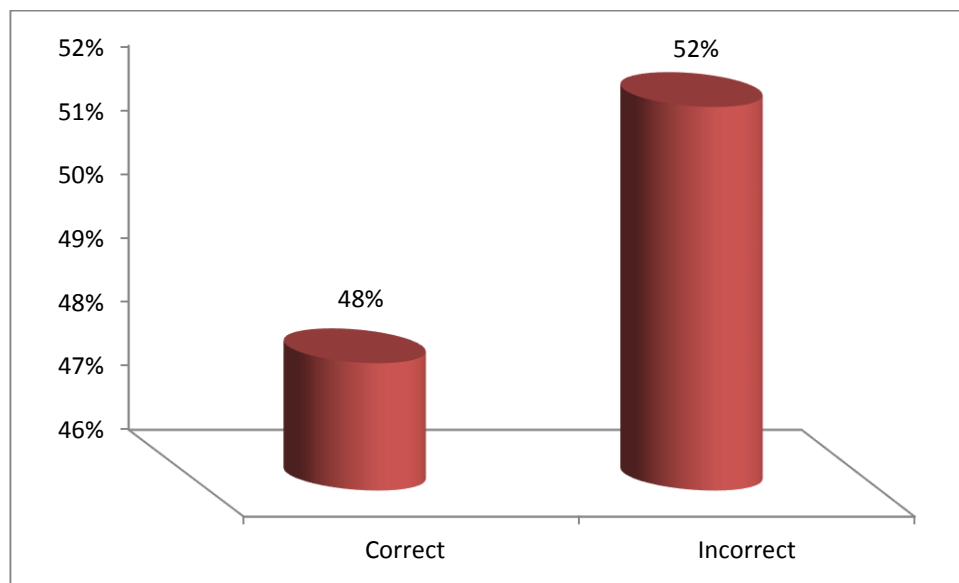
**Figure: (4.16) Giving up smoking**

The data in table (4.19) and figure (4.16) show that more than half 52 % of the study subjects have chosen the correct answer. Where 48 % of them have fallen to choose the correct answer.

**Statement (17): Please take off your shoes.**

**Table (4.20): Taken off your shoes:**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	24	48%
Incorrect	26	52%
<b>Total</b>	<b>50</b>	<b>100%</b>



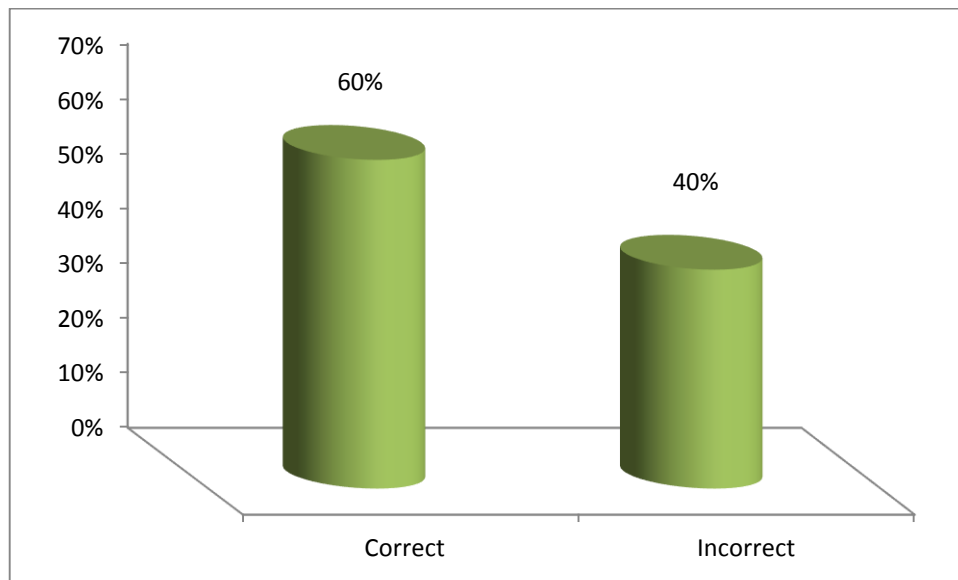
**Figure (4.17): Taken off shoes**

The data in table (4.20 and figure (4.17) show that the more than half 52 % of the study subject have fallen to choose the correct answer. While 48 % of them have chosen the correct answer.

**Statement (4-18): let's fill out this questionnaire.**

**Table (4-21): Filling out this questionnaire:**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	30	60%
Incorrect	20	40%
<b>Total</b>	<b>50</b>	<b>100%</b>



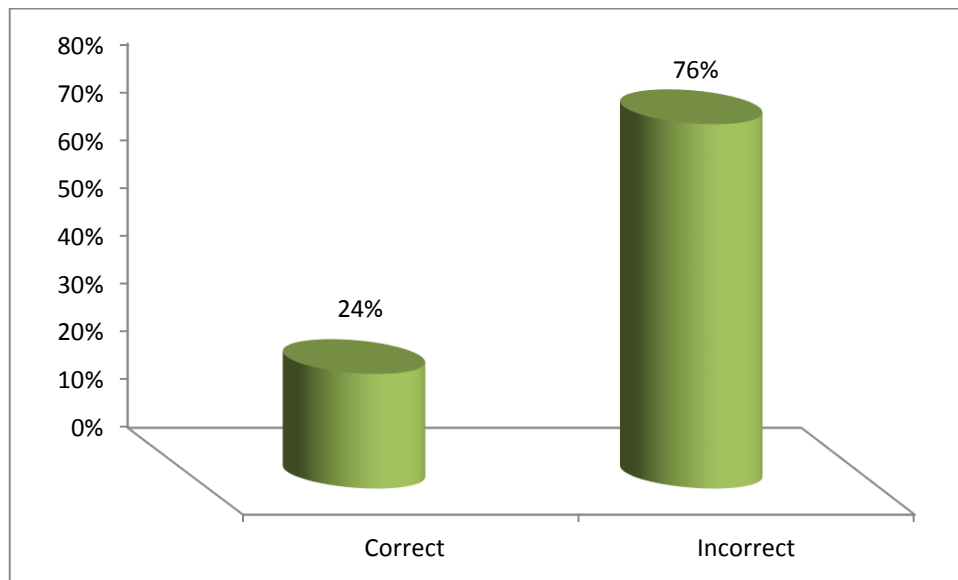
**Figure (4-18): Filling out this questionnaire**

The data in table (4.21) and figure (4-18) show that the more than half 60 % of the study subject have chosen the correct answer. While 40% of them have fallen to choose the correct answer.

**Statement (4.19): We had to put off the match because the rain was heavy.**

**Table (4-22): Putting off the match because the rain was heavy**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	12	24%
Incorrect	38	76%
<b>Total</b>	<b>50</b>	<b>100%</b>



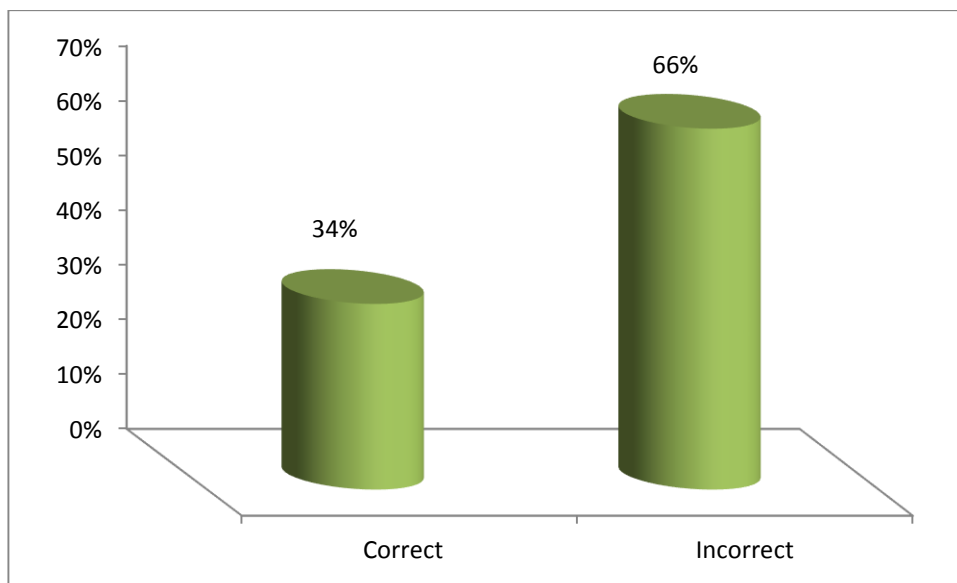
**Figure (4.19): Putting off matches**

The data in table (4.22) and figure (4-19) show that most 76 % of the study subjects have fallen to choose the correct answer. Whereas 24 % of them have chosen the correct answer.

Statement (4-20): Please go on your work.

Table (4-23): Carry on work:

Valid	Frequency	Percentage
Correct	17	34%
Incorrect	33	66%
<b>Total</b>	<b>50</b>	<b>100%</b>



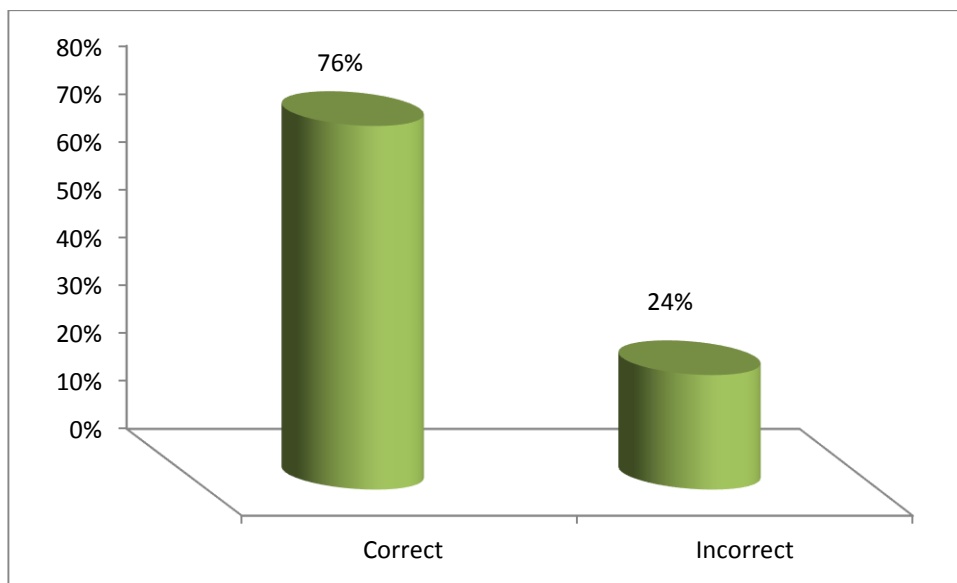
**Figure (4-20): Carry on work**

The data in table (4.23) and figure (4-20) show that more than half 66 % of the study subjects have fallen to choose the correct answer. While 34 % of them have chosen the correct answer.

**Statement (4-21): Could you pick up that pencil.**

**Table (4-24): Picking up a pencil:**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	38	76%
Incorrect	12	24%
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure (4-21): Picking up a pencil**

The data in table (4.24) and figure (4-21) show that the majority 76% of the study subject have chosen the correct answer. Whereas 24 % of them have fallen to choose the correct answer.



Statement (22): I think I should stay away from dessert.

Table (4-25): Staying away from dessert:

Valid	Frequency	Percentage
Correct	24	48%
Incorrect	26	52%
<b>Total</b>	<b>50</b>	<b>100%</b>

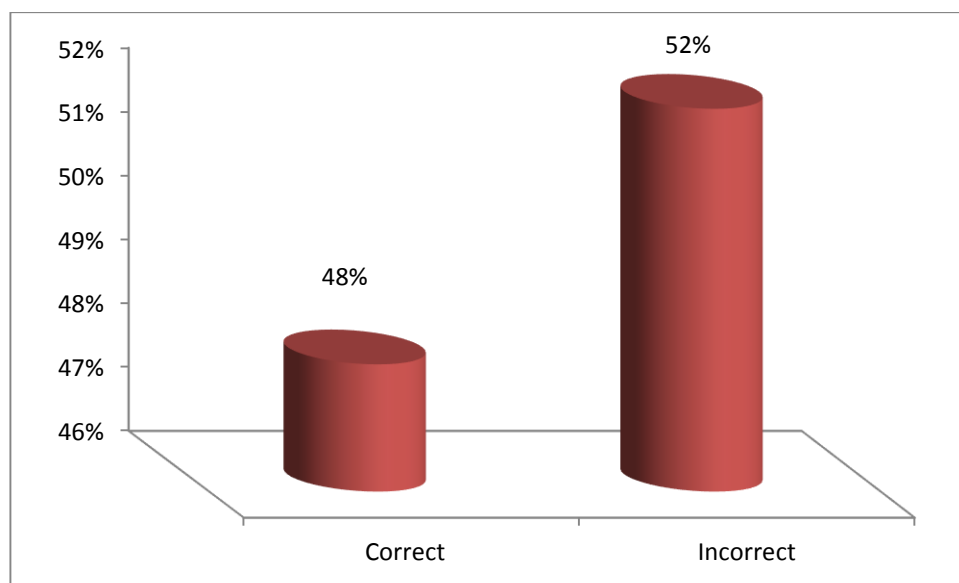


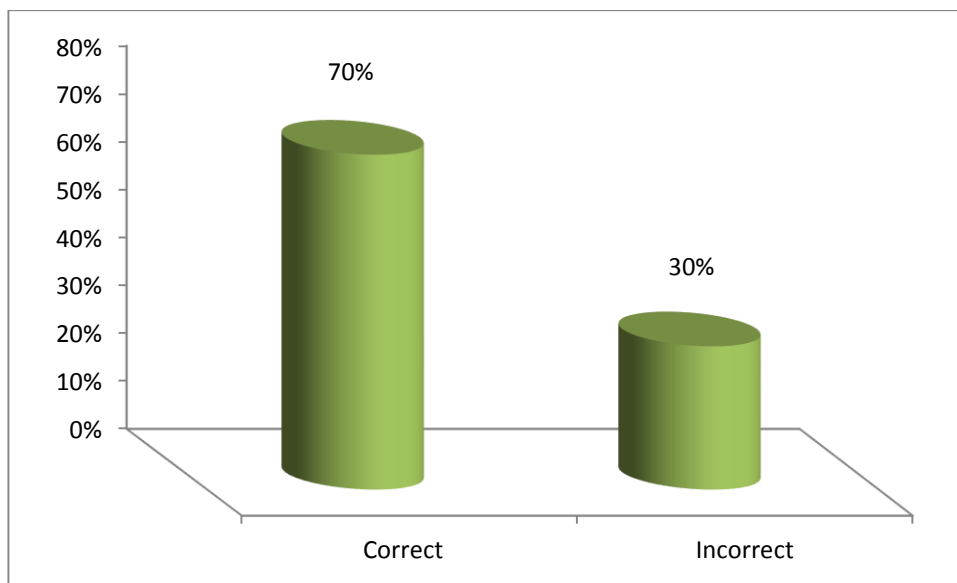
Figure (4-22): staying away from dessert

The data in table (4.25) and figure (4-22) show that more than half 52% of the study subject have fallen to choose the correct answer. And 48% of them have chosen the correct answer.

**Statement (23): My sister is looking for a job.**

**Table (4-26): Looking for a job:**

Valid	Frequency	Percentage
Correct	35	70%
Incorrect	15	30%
<b>Total</b>	<b>50</b>	<b>100%</b>



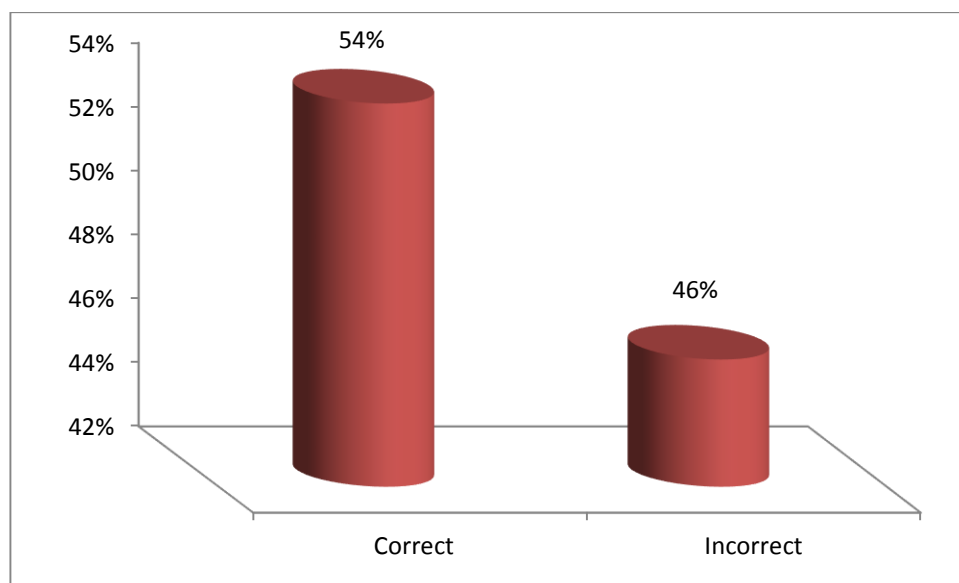
**Figure (4.23): Looking for a job**

The data in table (4.26) and figure (4-23) show that most 70 % of the study subjects have fallen to choose the correct answer. And 36 % of them have chosen the correct answer.

**Statement (24): Al-hilal team was at its worst last night; they had played and let down their fun.**

**Table (4-27): Letting down their fun:**

Valid	Frequency	Percentage
Correct	27	54%
Incorrect	23	46%
<b>Total</b>	<b>50</b>	<b>100%</b>



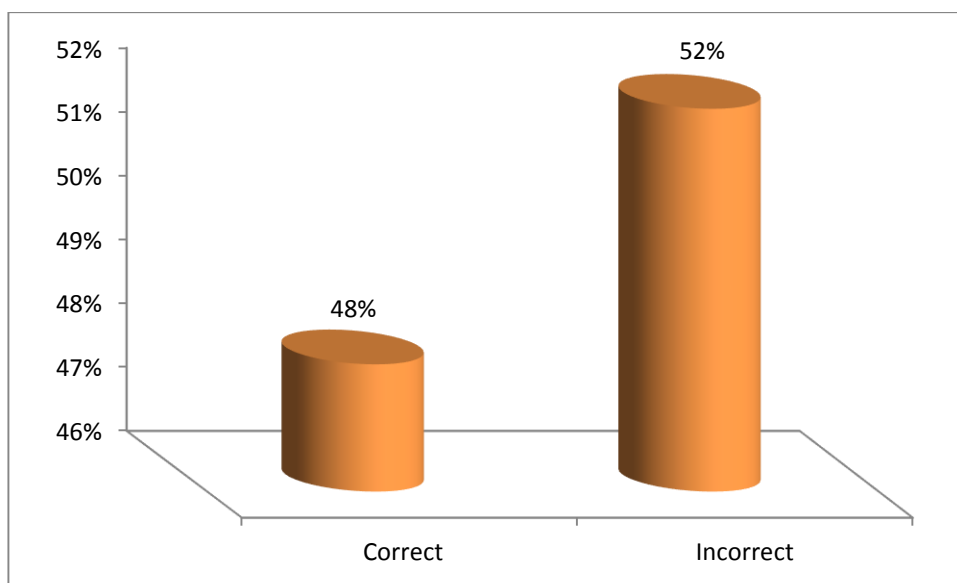
**Figure (4.24): Letting down fun**

The data in table (4.27) and figure (4-24) show that more than half 54 % of the study subjects have chosen the correct answer. And 46 % of them have fallen to choose the correct answer.

**Statement (25) Take care of this particles old book its beginning to fall apart.**

**Table (4-28): Taking care of particles:**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	24	48%
Incorrect	26	52%
Total	50	100%



**Figure (4.25): Taken of particles**

The data in table (4.28) and figure (4-25) show that more than half 52% of the study subjects have fallen to choose the correct answer. And 48 % of them have chosen the correct answer.

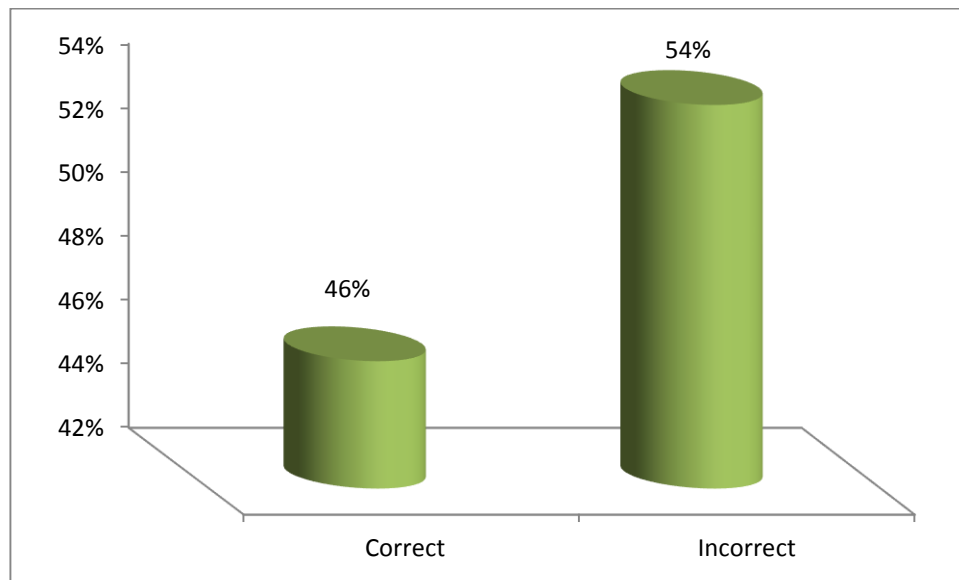
### Part Two of the Students Test Analysis:

Find the meanings of the following underlined English Phrasal verbs.

Statement (4-26): She is going towards the door toput on the light.

**Table (4-29): Putting on the light.**

Valid	Frequency	Percentage
Correct	23	46%
Incorrect	27	54%
<b>Total</b>	<b>50</b>	<b>100%</b>



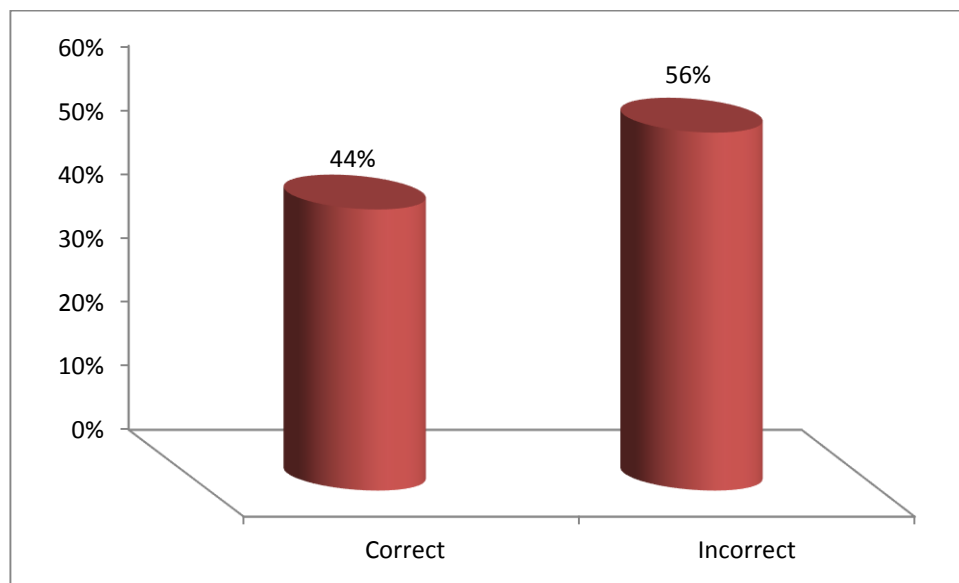
**Figure (4.26): Putting on the light**

The data in table (4.29) and figure (4-26) show that more than half 54% of the study subjects have fallen to choose the correct answer. And 46 % of them have chosen the correct answer.

**Statement (27): We run out of time.**

**Table (4-30): Running out of time:**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Correct	22	44%
Incorrect	28	56%
<b>Total</b>	<b>50</b>	<b>100%</b>



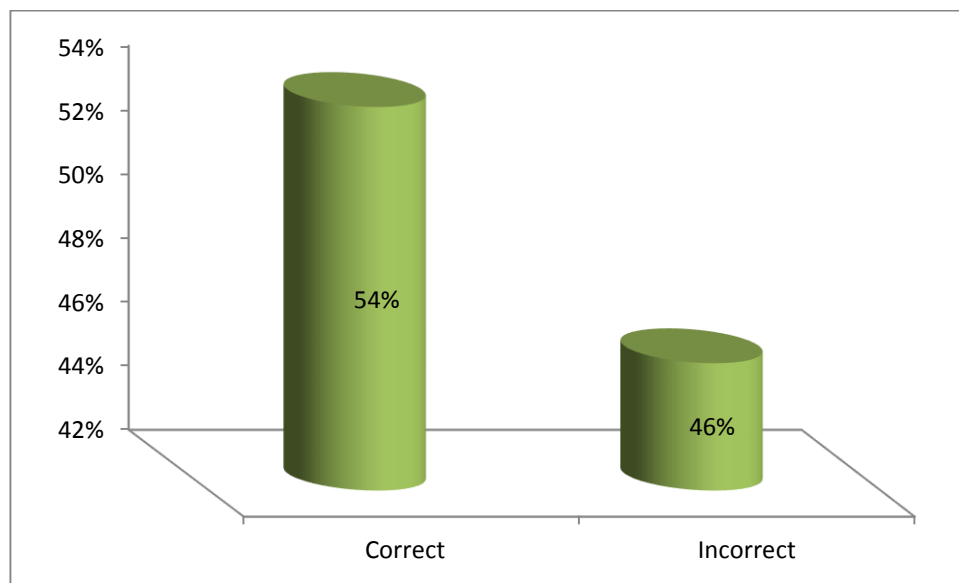
**Figure (4.27): We run out of time**

The data in table (4.30) and figure (4-27) show that more than half 56% of the study subjects have fallen to choose the correct answer. Whereas 44 % of them have chosen the correct answer.

**Statement (28): Looked out there is a car coming.**

**Table (4-31): Looking out there is a car coming:**

Valid	Frequency	Percentage
Correct	27	54%
Incorrect	23	46%
Total	50	100%



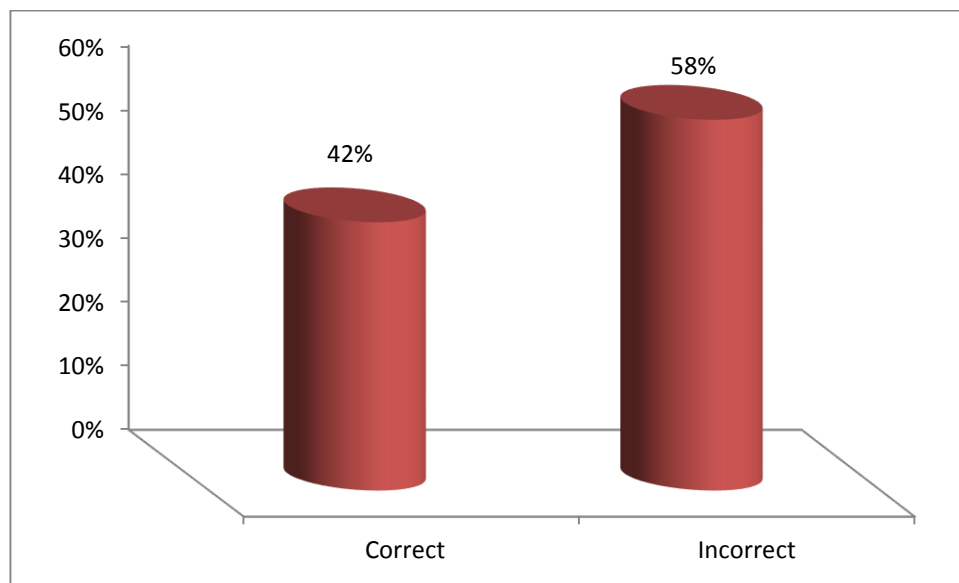
**Figure (4.28): Looking out there is a car coming**

The data in table (4.31) and figure (4-28) show that more than half 54% of the study subjects have chosen the correct answer. And 46 % of them have fallen to choose the correct answer.

**Statement (29): He looked up and saw a plane.**

**Table (4-32): looking up and saw a plane.**

Valid	Frequency	Percentage
Correct	21	42%
Incorrect	29	58%
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure (4.29): Looking up and saw a plane**

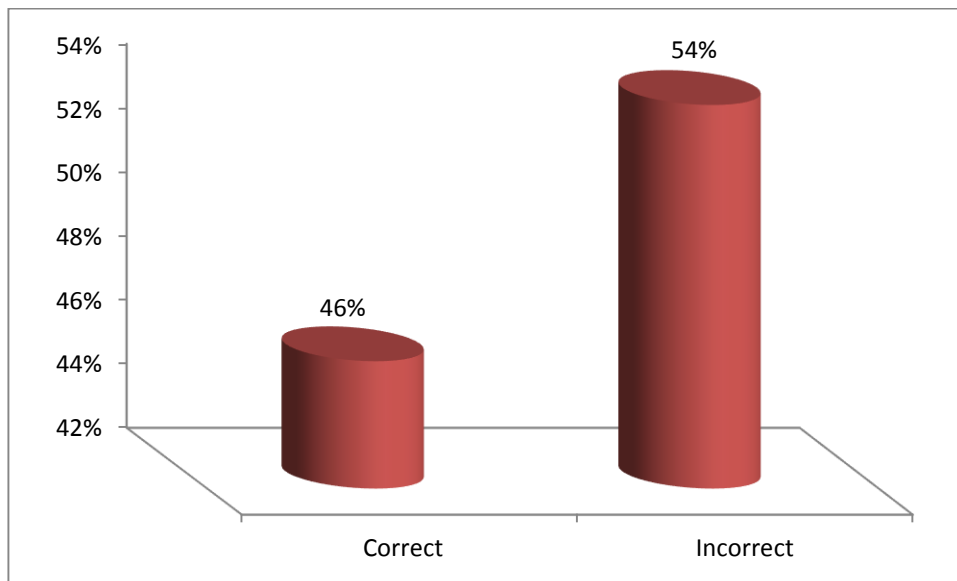
The data in table (4.32) and figure (4-29) show that more than half 58% of the study subjects have fallen to choose the correct answer. And 42 % of them have chosen the correct answer.



**Statement: (30) They run out of money.**

**Table (4-33): Running out of money:**

Valid	Frequency	Percentage
Correct	23	46%
Incorrect	27	54%
<b>Total</b>	<b>50</b>	<b>100%</b>



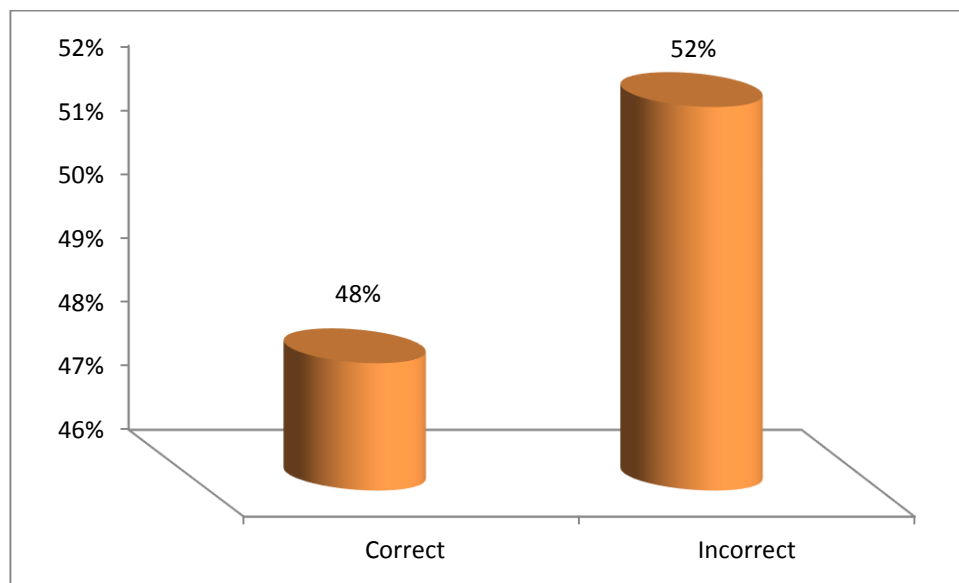
**Figure (4.30): Running out of money**

The data in table (4.33) and figure (4.30) show that more than half 54% of the study subjects have fallen to choose the correct answer. And 46 % of them have chosen the correct answer.

**Statement (31): He looked up all the new words in the dictionary.**

**Table (4-34): looking up all the new words in the dictionary:**

Valid	Frequency	Percentage
Correct	24	48%
Incorrect	26	52%
<b>Total</b>	<b>50</b>	<b>100%</b>



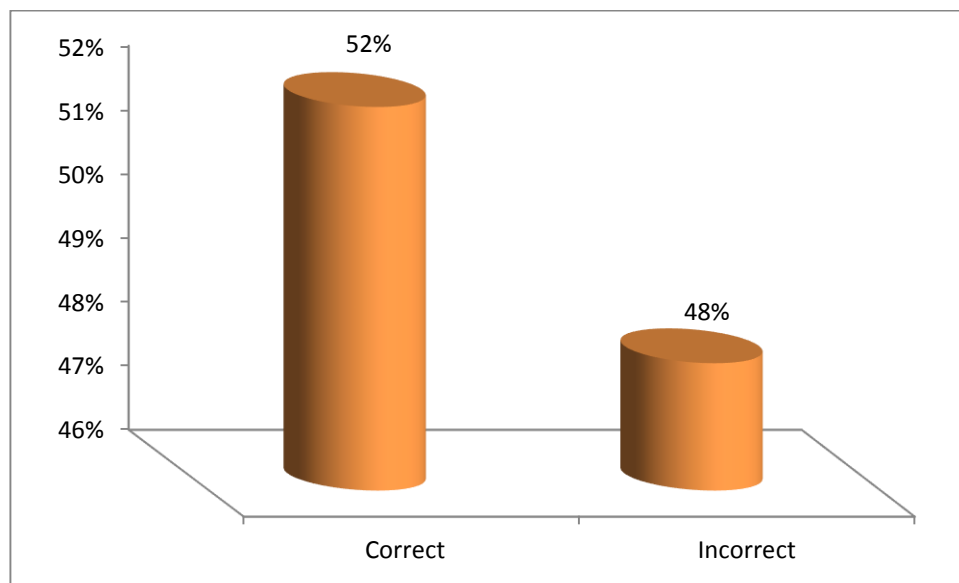
**Figure (4.31): Looking up all the new words in the Dictionary**

The data in table (4.34) and figure (4.31) show that more than half 52% of the study subjects have fallen to choose the correct answer. And 48 % of them have chosen the correct answer.

**Statement (32): She looks after her brother's kids.**

**Table (4-35): looking after her brother's kids:**

Valid	Frequency	Percentage
Correct	26	52%
Incorrect	24	48%
<b>Total</b>	<b>50</b>	<b>100%</b>



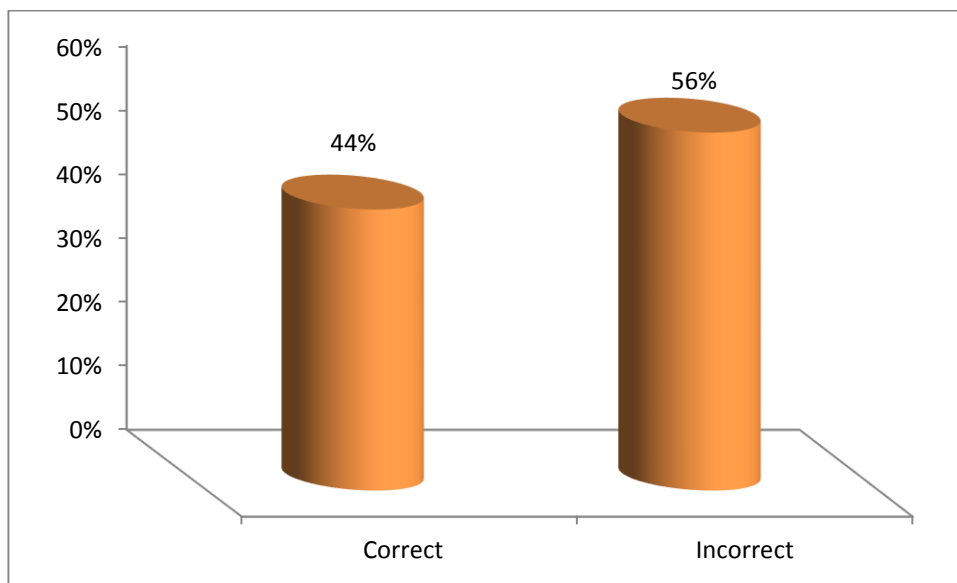
**Figure (4.32): Looking after brother kids**

The data in table (4. 35) and figure (4.32) show that more than half 52% of the study subjects have chosen the correct answer. Whereas 48 % of them have fallen to choose the correct answer.

**Statement (33): He took off his clothes.**

**Table (4-36): taking off his clothes:**

Valid	Frequency	Percentage
Correct	22	44%
Incorrect	28	56%
<b>Total</b>	<b>50</b>	<b>100%</b>



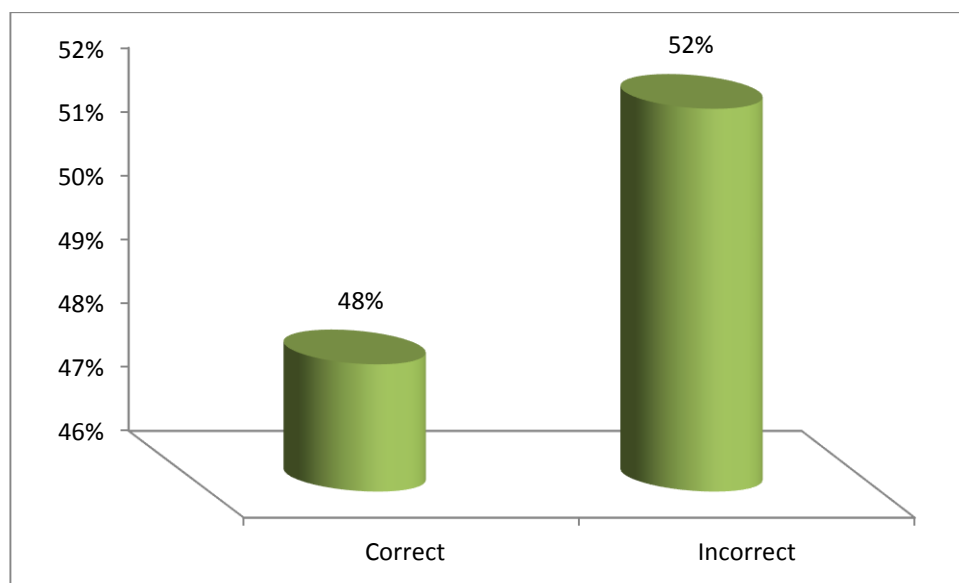
**Figure (4.33): Taken off Clothes**

The data in table (4.36) and figure (4-33) show that less than half 44% of the study subjects have chosen the correct answer. And 56 % of them have fallen to choose the correct answer.

**Statement (34):** Students are expected to overcome their mistakes by using English phrasal verbs.

**Table (4-37):** Overcoming mistakes by using English phrasal verbs:

Valid	Frequency	Percentage
Correct	30	60%
Incorrect	20	40%
<b>Total</b>	<b>50</b>	<b>100%</b>



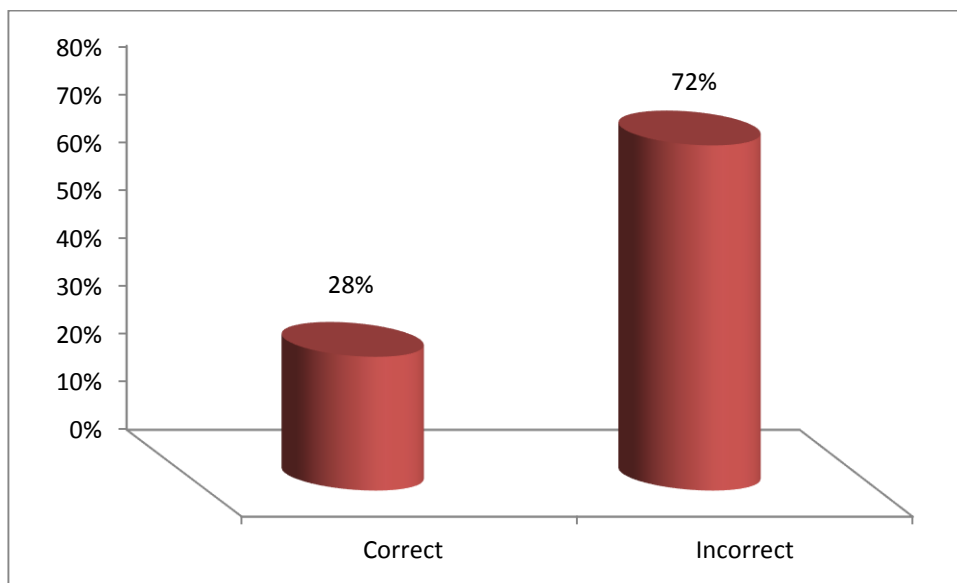
**Figure (4.34):** Overcoming Mistakes

The data in table (4.37) and figure (4-34) show that less than half 48% of the study subjects have chosen the correct answer. And 52 % of them have fallen to choose the correct answer.

**Statement (35): He put a lot of weight when gave up tennis.**

**Table (4-38): giving up tennis:**

Valid	Frequency	Percentage
Correct	14	28%
Incorrect	36	720%
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure (4.35): Giving up tennis**

The data in table (4.38) and figure (4.35) show that most 72% of the study subjects have chosen the correct answer. Whereas 28 % of them have chosen the correct answer.

## The Students Test Study Hypotheses:

**Table (4.39): Students Test of study hypothesis:**

Valid	Frequency	Percentage
Correct	489	48.9%
Incorrect	511	51.1%
<b>Total</b>	<b>1000</b>	<b>100%</b>

The data in table (4-39) show that the percent of the correct answers in Part One and Part Two which investigates the hypothesis of the study 48.9% , while the percent of the incorrect answers 51.1% , hence this result considered as an indicator to prove the first hypothesis of the study is accepted

### 4.2 Verification of the Study Hypotheses

There are three Hypotheses in this study as follows:

**The first hypotheses of the study in the table (4.16) show** that the mean of all statements (2.64) is lower than the mean (3). This indicates that respondents' responses to these statements are supporting the first hypothesis positively.

The standard deviation of these statements ranges between (0.8 to 2.6) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level. This indicates that there are statistically significant differences among the answers of respondents, which support the respondent who agreed with the statement 'EFL university students are not sufficiently aware of the use of English phrasal verbs.

According to the previous results the first hypothesis of study is accepted.

**The second hypotheses** of the study in table (4.17) show that the mean of all statements (2.8) is lower than the mean (3). This indicates that respondents' responses to these statements are supporting the second hypothesis positively confirmed.

The standard deviation of these statements ranges between (0.7 to 2.7) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level, except the statement no (5) the most of respondents not agree with it because the mean (3.7) more than (3). This indicates that there are statistically significant differences among the answers of the respondents, which support the respondent who agreed with the statement” Some cause may be the syllabus does not cover the English phrasal verbs.

According to the previous result the second hypothesis of study is accepted.

**The Third hypotheses** of the study in table (4.18) show that the mean of all statements (2.54) is lower than the mean (3). This indicates that respondents' responses to these statements are supporting the third hypotheses positively.

The standard deviation of these statements ranges between (1.4 to 3.5) indicating a homogeneity of respondents' responses to these terms.

P. value of all statements less than the (0.05) level. This indicates that there are statistically significant differences among the answers of the respondents, which support the respondent who agreed with the statement” the findings of the study are possible solutions for the problems of using English phrasal verbs.

According to the previous result the third hypothesis of study is positively confirmed.

### **4.3 The Students Test Study Hypotheses:**

The data in table (4.39) show that the percent of the correct answers in Part One and Part two which investigates the hypothesis of the study 48.9% , while the percent of the incorrect answers 51.1% , hence this result considered as an indicator to prove the first hypothesis of the study is accepted.



## **Summary of Chapter**

This chapter provides the analysis and discussed the present study focused on the difficulties of English phrasal verbs the data of the study hypotheses were statistically analyzed and discussed and the Test answered by second year students majoring in English language at Sudan University of science and technology this showed that students are facing problems in using English phrasal verbs. The syllabus designer and the materials writer should provide material for phrasal verbs are used to raise student's awareness by more exercises in using English phrasal verbs.

# **Chapter Five**

## **Summary of the Study, Conclusions, Recommendations and Suggestions for Further Studies**

### **5.0 Introduction**

This is the final chapter of the study. It consists of main findings, recommendations and suggestion for further studies:

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

This study aims at investigate difficulties facing university EFL students in using English phrasal verbs. The descriptive analytical method was adopted in this study. To collect the data required questionnaire was designed and given to 30 English language teachers and the test was designed and distributed to 50 second year students majoring in English at Sudan University of Science and Technology, College of languages. The data were analyzed by using (SPSS). The findings of the study show that the students have problem in using phrasal verbs. This study recommends that the teachers should take care of these important areas of phrasal verbs. Theresearcher has come outwith the results that students were following behind in using English phrasal verbs due to lack of early instruction in Sudanese University levels.

### **5.2 Conclusions**

This study arrived at the following conclusions:

1. One of possible causes of student's errors in using English phrasal verbs is the lack of early instructions in Sudanese universities.
2. Including English phrasal verbs in Englishlanguage syllabus and providing sufficient training for teachers could be one of the most possible solutions to the problem of using English phrasal verbs.

3. Some of the causes is that the syllabus does not sufficiently cover the English phrasal verbs.
4. There are no sufficient specialized materials in using English phrasal verbs in Sudanese university syllabus.
5. EFL university students are not sufficiently aware of the use of English phrasal verbs.
6. The findings of the study are expected to lead to some possible solutions for the problem of using English PVs.

### **5.3. Recommendations**

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

1. The practice of English phrasal verbs should be emphasized in the syllabus.
2. Effective strategies in teaching phrasal verbs should be used to help students to promote their awareness in using phrasal verbs by more exercises in using phrasal.
3. The Sudanese university curriculum should contain component of English phrasal verbs.
4. The phrasal verbs should be taught through the strong contexts to become easy for students to guess its meaning, because of its polysemous nature.
5. The students of English language should direct their attention to the importance of these multi –word lexical items because phrasal verbs are very importance part of the language, not only used in spoken and informal English but they are also a common part of written and even formal English.
6. 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.
7. Syllabus designers and material writers should provide specialized materials for English phrasal verbs at university levels.

#### **5.4. Suggestions for Further Studies:**

To conclude this chapter, one might suggest the following strategies to overcome this difficulty facing students when using English phrasal verbs.

1. To investigate the difficulties facing university EFL students in using English phrasal verbs.
2. Exploring teaching strategies for EFL University students. In using English phrasal verbs.
3. There should be a program of errors analysis in using English phrasal verbs in the Sudanese university syllabus.

#### **Summary of the Chapter**

This Chapter sums up the findings of this study, which dealt with investigating difficulties facing university EFL students in using English phrasal verbs. In the light of these findings, the chapter recommends the effective procedures of using English phrasal verbs. Finally the chapter provides some suggestion for further research studies.

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Linguistics Behavior of Compound and Phrasal Verbs

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