



**Sudan University of Science & Technology  
College of Graduate Studies**

**Difficulties Encountered by EFL Students in  
Acquiring and Using English Phrasal Verbs**

الصعوبات التي تواجه طلاب اللغة الإنجليزية في استخدام أشباه الجمل

**A thesis Submitted in Fulfillment of the Requirements for the Degree of  
M.A in Linguistics**

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# **Dedication**

**To my family**

## **Acknowledgement**

In the name of Allah, the most gracious and the most merciful

First and foremost, all praise be to Allah, Lord of the worlds, who endowed me persistence and patience to finish this research.

Following the sacred guidance of Prophet Mohammed (peace be upon him) represented in his saying, “whoever does not thank people (for their favors) has not thanked Allah, Mighty and Glorious is He!”

Deserves the most appreciation for their unending support and patience. They were with me every step of the way.

My sincere thanks go to my supervisor, Dr. Mahmoud Ali Ahmed whose guidance; advice and pack-up were the assets upon which this research was developed to reach its current status. May Allah SWT always bless him and his family. I will remain grateful to all the teaching staff of college of Languages in Sudan University of Science and Technology who supported me with the necessary knowledge.

## **Abstract**

This study sets out to investigate the difficulties facing university EFL Students in Using English Phrasal Verbs at The type of research methodology adopted in the present study is the descriptive analytical method. To collect the data, a questionnaire was designed and given to 30 English language Teachers and the test was administered and distributed to 100 second year Students majoring in English language at the Sudan University of Science and Technology, College of language, the data were analyzed by using the statistical package of social science (SPSS). The findings of study revealed that the students have poor Knowledge in using and guessing the meaning phrasal verbs from the context. The Findings also showed that the nature of phrasal verbs, cause difficulty for EFL University Students particularly those phrasal verbs that require good knowledge of cultural background. Because most of Students are not sufficiently aware of using English phrasal verbs. The findings revealed that the idiomatic phrasal verbs are difficult because the meaning of phrasal verbs cannot be inferred from the meaning of individual words. The study recommended that the teachers of English language of Sudanese University should take care of this important linguistic area of phrasal verbs by providing more practice.

## المستخلص

هدفت هذه الدراسة لاستقصاء الصعوبات التي يواجهها طلاب الجامعات السودانية في فهم واستخدام أشباه الجمل الانجليزية.

قام الباحث بأستخدام الإمتحان الفعلي والبعدي والاستبانة لجمع المعلومات. استخدم الباحث طريقة التحليل الوصفي لتحليل المعلومات التي تم جمعها.

قام الباحث بتوزيع الاستبانة على ثلاثين (30) من الاساتذة بكلية اللغات وغيرها من الجامعات وقد أستخدم الباحث spss في تحليل البيانات.

توصلت الدراسة إلا أن طلاب اللغة الانجليزية يعانون من فهم وأستخدام اشباه الجمل الانجليزية وقد خرجت الدراسة بعدد من التوصيات من بينها أن يهتم أساتذة الجامعة بتدريس هذه الجزئية المهمة من علم اللسانيات وتقديم الكثير من الأنشطة الصفية للتدريب عليها.

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# CHAPTER ONE

## 1.0 INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

### 1.1. Context of the Study

The term phrasal verb is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts in isolation, but rather it can be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable. Phrasal verbs that include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verbs. Additional alternative terms for *phrasal verb* are *compound verb*, *verb-adverb combination*, *verb-particle construction*, *two-part word/verb*, and *three-part word/verb* (depending on the number of particles), and *multi-word verb*.

One can discern at least three main types of phrasal verb constructions depending upon whether the verb combines with a preposition, a particle, or both. The words constituting the phrasal verb constructions in the following examples are in bold:

#### **Verb + preposition (prepositional phrasal verbs)**

- a. Who is **looking after** the kids? – *after* is a preposition that introduces the prepositional phrase *after the kids*.
- b. They **picked on** nobody. – *on* is a preposition that introduces the prepositional phrase *on nobody*.



- c. I **ran into** an old friend. – *into* is a preposition that introduces the prepositional phrase *into an old friend*.
- d. She **takes after** her mother. – *after* is a preposition that introduces the prepositional phrase *after her mother*.
- e. Sam **passes for** a linguist. – *for* is a preposition that introduces the prepositional phrase *for a linguist*.
- f. You should **stand by** your friend. – *by* is a preposition that introduces the prepositional phrase *by your friend*.

**Verb + particle (particle phrasal verbs)**

- a. They **brought that up** twice. – *up* is a particle, not a preposition.
- b. You should **think it over**. – *over* is a particle, not a preposition.
- c. Why does he always **dress down**? – *down* is a particle, not a preposition.
- d. You should not **give in** so quickly. – *in* is a particle, not a preposition.
- e. Where do they want to **hang out**? – *out* is a particle, not a preposition.
- f. She **handed it in**. – *in* is a particle, not a preposition.

**Verb + particle + preposition (particle-prepositional phrasal verbs)**

- a. Who can **put up with** that? – *up* is a particle and *with* is a preposition.
- b. She is **loo**
- e. We **loaded up on** Mountain Dew and Doritos. – *up* is a particle and *on* is a preposition
- f. Susan has been **sitting in for** me. – *in* is a particle and *for* is a preposition.
- king forward to** a rest. – *forward* is a particle and *to* is a preposition.

c. The other tanks were **bearing down on** my panther. – *down* is a particle and *on* is a preposition.

d. They were really **teeing off on** me. – *off* is a particle and *on* is a preposition.

The difference between these types of phrasal verbs lies with the status of the element(s) that appear in addition to the verb. When the element is a preposition, it is the head of a full prepositional phrase and the phrasal verb is thus a *prepositional phrasal verb*. When the element is a particle, it cannot (or no longer) be construed as a preposition, but rather is a particle because it does not take a complement. Finally, many phrasal verbs are combined with both a preposition and a particle.

The aspect of these types of phrasal verbs that unifies them under the single banner *phrasal verb* is the fact that their meaning cannot be understood based upon the meaning of their parts taken in isolation. When one picks on someone, one is not selecting that person for something, but rather one is harassing them. When one hangs out, one is in no way actually hanging from anything. The meaning of the two or more words together is often drastically different from what one might guess it to be, based upon the meanings of the individual parts in isolation.

As a class, particle phrasal verbs belong to the same category as the separable verbs of other Germanic languages. They are commonly found in everyday, informal speech as opposed to more formal English and Latinate verbs, such as *to get together* rather than *to congregate*, *to put off* rather than *to postpone* (or *to defer*), or *to do up* rather than *to fasten*. However, a few phrasal verbs exist in some

Romance languages such as Italian and Lombard, in both cases due to the influence of ancient Lombardic: for instance *far fuori* (to do in; to eat up; to squander) in Italian and *dà denter* (to trade in; to bump into) in Lombard.

## **1.2 Statement of the problem**

It goes without saying, figurative language and hence phrasal verbs pose the greatest difficulty ever for EFL learners. Undoubtedly, the cultural element in this respect is of paramount importance. Some phrasal verbs are greatly culture bound which entails good knowledge of the English culture on the part of the learner.

Some learners believe that phrasal verbs are a separate set or category of language and hence they can choose to learn it or omit it. It is this untrue belief that causes hurdles to some learners that they give up the sheer attempt to learn. It is important to realize that phrasal verbs are not only colloquial expressions as many people believe. They appear in formal style and in slang, poetry, in the language of Shakespeare and in the Bible. So, simply a phrasal verb can be described as a number of words, which when taken together have a different meaning from the individual meanings of each word.

## **1.3 Objectives of the study**

The most important goal of this research is to find evidence to support whether phrasal verbs can be cautiously selected and be introduced at lower levels of general education stages. The aim is again to facilitate the learning of EFL or not, especially in English reading comprehension and improve writing. The area of figurative language is one which quite often poses ongoing challenges to both

tutors and learners. A further aim is whether it is possible to design a syllabus that makes the study of phrasal verbs interesting and rewarding.

#### **1.4 Significance of the study**

The significance of this study stems from the very fact that teaching or introducing phrasal verbs is avoided by all tutors. Hence, the researcher hopes to come up with insights that can be useful in this direction. The problem with learning and understanding phrasal verbs is that a great portion of them is culture-bound. Some linguists consider them to be part of figurative language particularly idiomatic expressions.

#### **1.5 The study questions:**

This study sets out to find answers for the following questions:

1. To what extent can phrasal verbs be introduced into EFL classes successfully
2. Is the cultural element embedded or rooted into phrasal verbs can form such a hurdle to understanding?
3. Can learners at the end of the day, be able to use phrasal verbs in their writing and speaking.

#### **1.6 The study hypotheses**

1. Phrasal verbs can be introduced successfully into classroom settings and be fully utilized in developing classroom activities.
2. The cultural element embedded in phrasal verbs can be dealt with effectively and hence remove all expected hurdles to understanding.

3. Learners can after all be able to use phrasal verbs effectively in their writing and speaking.

### **1.7 Methodology**

The research has been conducted in order to achieve its objectives, and answering the posed questions as well as confirming the hypotheses of the study. The study sets out mainly to explore the difficulties' facing undergraduate Students in using phrasal verbs.

### **1.8 Limits of the study**

This study will be restricted to the introduction of phrasal verbs only apart from all other parts of figurative and literary language. The time allotted for the experiment is only two months which is relatively short.

### **1.9 Summary of the chapter**

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter reviews relevant literature on the issue of phrasal verb structures and the hurdles they most probably pose to understanding. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

#### **Part One: Theoretical Framework**

##### **1.0 Preview**

Language is one of the distinctive characteristics of human beings. Without formal instruction, we learn from infancy the skills that we need to be successful users of a language. For most of us, this will be spoken language, though for some it will be a signed language. In acquiring language, we learn words, and how to put them together; we learn to link words and sentences to meaning; we learn how to use these structures to get what we want, to say how we feel, and to form social bonds with others; and we also learn how to sound like members of the community around us – or perhaps choose to sound different from them.

Linguistics is the formal study of language. Its main sub-disciplines are: syntax, the study of sentence structure; semantics, the study of meaning; pragmatics, the study of meaning in context; morphology, the study of word structure; sociolinguistics, the study of language in its social context; phonology, the study of sound systems; and phonetics, the study of the sounds of speech. In this book, we will be mindful that linguistically significant aspects of the sounds of a language have to do with meaning on some level, whether it is to distinguish words from each other, to join

together words of particular kinds, to mark (or do) something social, such as where the speaker comes from, or to handle the flow of talk in a conversation.

Language and speech are often distinguished in linguistics. For many, linguistics constitutes a set of claims about human beings' universal cognitive or biological capacities. Most of the constructs of linguistics are attempts at explaining commonalities between members of communities which use language, and they are abstract.

Phonetics on the other hand is the systematic study of the sounds of speech, which is physical and directly observable. Phonetics is sometimes seen as not properly linguistic, because it is the outward, physical manifestation of the main object of linguistic research, which is language (not speech): and language is abstract.

However, the scope of present study will be narrowed down to the study of morphophonemic aspects and how they affect the learning of Sudanese pupils at eighth level.

### **1.1 Problems Posed by Phrasal Verbs**

One of the main problems that learners are likely to encounter in learning English is the question of the phrasal verbs. Learners around the world tend to panic at the mere mention of their name (phrasal verbs), and to avoid using them for fear of making mistakes. In this article I shall be looking at why this is and how as teachers we can try to encourage students to use them.

#### **(i) Various meanings**

Quite a big number of multi-word verbs carry more than one meaning. Thus, learners who are familiar with the meaning of "*turn down*" as in, "*He turned down the radio*", have problems interpreting the meaning of "*He turned her down*" (rejected her). It is best to deal with the meaning

of the verb that is salient in the text. If the meaning of the verb in focus is to 'reject', then teach this meaning, without going into the other possible meanings. This approach can be clearer and less confusing for students. Many multi-word verbs carry a literal meaning, e.g. "***sit down***", "***stand up***", though many have a non-literal meaning, e.g. "***I picked up quite a bit of Spanish on holiday last year***". If presented through texts, learners can sometimes interpret their meanings quite accurately, picking up clues from the theme of the text and the co-text, but isolated or even heard or read at sentence level, they can be very confusing for the learner.

## **(ii) Collocation**

Multi-word verbs present problems in terms of the words with which they collocate. McCarthy says that collocation is "*a marriage contract between words, and some words are more firmly married to each other than others.*" Thus, "**to call off**", for example, collocates strongly with "match", i.e. "**The match was called off due to the rain**", and it also collocates strongly with '*engagement*', '*wedding*', '*meeting*'

Students often understand the meaning, i.e. cancel, and then attempt to apply it to other nouns with which it in fact has no relationship. For example, "***I called off my English class***" sounds strange to L1 speakers, as generally we can only call off events which have been specifically arranged, or that are of a unique, one-off nature. Helping students with collocation can be half way to providing solution. Firstly, students' awareness of collocation should be raised by asking them to underline the nouns which follow certain verbs and then later filling in a collocational grid, matching multi-word verbs to their common collocations, e.g. '*Call off*', '*set up*', '*put off*' = '*a meeting*'.



Alternatively, collocation bingo works well, as learners have a set of nouns on a card, which they cross off according to whether they think they collocate with the phrasal verb which I read out. Odd one out tasks are also very useful as students are involved in a deeper level of processing, discussing why certain words don't combine. Most of all though, it is through the language which occurs in the classroom that students can really see how the relationships between words matter, provided the teacher draws attention to this.

### **(iii) Particles**

The meaning of the particles, i.e. '*up*', '*on*', '*in*', can also cause problems as sometimes the particles can share meaning across a large number, but not all, multi-word verbs. For instance, the particle '*up*', is often said to express the idea of '*increase*', as in '*grow up*', '*heat up*', '*hurry up*', '*cheer up*', but this idea cannot be applied to the verb '*split up*' for example. Many exercises exist which focus on particles and sensitize learners to the shared meaning of a group. I find these to be of value in increasing students' confidence in dealing with phrasal verbs, as they feel as though they have a tool with which to help them unlock the meaning of previously incomprehensible items. As long as the teacher highlights the fact that the generalized meaning of the particle in question is not the same with all multi-word verbs, then these exercises can be useful in facilitating understanding of multi-word verbs, thus aiding memory and ultimately production.

### **(iv) Pronunciation**

Research shows that words which are difficult to pronounce are more difficult to learn. Phrasal verbs are not too problematic for learners in terms

of pronunciation, though misplaced word stress is a common error. Students are frequently reluctant to give stress to particles. In the sentence, "*We did the kitchen up*" for example, "*kitchen*" is stressed, though when we substitute the noun for a pronoun, "*We did it up*", the stress falls on the adverbial particle.

One way of helping learners is by using graphics, such as stress boxes ( a small black square) on the board, and getting them to mark the stress above words or syllables in the whole sentence and to practice reading it aloud.

### **(v) Grammatical form**

In terms of grammatical form, multi-word verbs present problems for learners as to whether,

- a) they are separable or inseparable
- b) they are transitive or intransitive
- c) they are formal or informal

In responding to these problems of form, teachers can either focus on the rules, i.e., whether they are Type 1 or 2 etc., or adopt a more incidental learning approach.

- The latter consists of exposing learners to lots of examples, preferably in short contexts which demonstrate their syntactic behavior.
- Reading is considered a key means to vocabulary improvement, and research suggests that just using a language can be a potent way to learn it, even without explicit focus on linguistic forms.

Multi-word verbs are therefore quite problematic for learners. However, simply by anticipating and being prepared for problems students may have

can do much to erase part of the fear and confusion that surrounds multi-word verbs.

### **2.1.2 Important information about phrasal verbs**

A phrasal verb is the combination of a 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 a preposition such as *through*, *in*. Here are a few examples of the many hundreds of English phrasal verbs: *pass away*, *pull together*, *fall through*, *make do with*, *put down to*.

### **2.1.3 The difficulty 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:

(i) In many cases the meaning of the 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 ticked off the student for being late*, in which the phrasal verb *to tick off* means *to reprimand* or *to express disapproval*.

(ii) 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*.

(iii) 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 student  
down. ✓

The teacher put down the  
student. ?

The student put her bad grade  
down to tiredness. ✓

The student put down her bad  
grade to tiredness. ✗

#### 2.1.4 The importance of phrasal verbs

Phrasal verbs are very important for learners because they are so prevalent in everyday spoken and informal written language. Not only do learners need to understand the more common phrasal verbs, but they will also need to use them themselves. If they don't, and use a more formal synonym, they run the risk of sounding pompous or ridiculous to native speakers. Imagine, for example, your friend telling you *Oh, do desist from talking!* Instead of *Oh, do shut up!* or *Oh, do belt up!* or *Oh, do pipe down!*

#### 2.1.5 Selection principles

When you find phrasal verbs listed on a website the criterion is that in the opinion of the webmaster, those are among the most useful for English learners to learn first. Only idiomatic phrasal verbs that are likely to cause difficulties to language learners have been included. The definition listed for each phrasal verb is generally very short and should be regarded as the first step in the learning process. The example sentences are the second, more useful step in the process of understanding the verb and the contexts

in which is used. The third step is to look at the additional information that is listed for some verbs.

### **2.1.6 Problems Related with Phrasal Verbs**

It is well known that phrasal verbs are a challenging area of English-language learning and teaching. In this section, we will identify – and offer some solutions for – the main problems that learners experience when they try to use phrasal verbs in their own speech and writing. We will focus on combinations of high-frequency verbs, with which learners ought to be familiar (such as **go**, **take**, **put**, and **give**), with:

- adverbial particles such as **up**, **in**, **out**, **off**, **down**, and **through**
- prepositional particles such as **at**, **for**, **to**, and **with**

There are two types of evidence that help with understanding the kinds of problem that learners have when they use phrasal verbs. These are:

- Experimental data, such as translation tests or multiple-choice tests in which learners have to select the most appropriate verb (phrasal verb or single-word verb) to fill in a gap in a sentence
- Computer learner corpora, which are electronic collections of spoken or written texts produced by learners (such as essays or transcribed conversations). On the basis of this evidence, we can identify a number of issues that seem to cause problems for many learners.

The following main problems have been highlighted in relation to phrasal verbs formed of adverbial articles:

- (i) avoidance
- (ii) style deficiency
- (iii) semantic confusion

- (iv) lack of collocational awareness
- (v) using 'idiosyncratic' phrasal verbs
- (vi) syntactic errors

(i) Avoidance

The evidence suggests that learners who lack phrasal verbs in their mother tongue (such as French-speaking or Spanish-speaking students) tend to avoid using phrasal verbs in English. This does not mean that they do not use phrasal verbs at all, but rather that they use fewer phrasal verbs and more single-word verbs than native-speakers of English performing similar tasks. Learners who do have phrasal verbs in their mother tongue, on the other hand, do not avoid using these in English. In fact, Dutch-speaking and German-speaking EFL learners tend to use more phrasal verbs than native speakers in written discourse.

(ii) 2 Style deficiency

Learner corpus research has shown that EFL learners tend to be 'stylistically deficient': that is, they appear to be largely unaware of the differences between informal speech and formal writing. Their formal writing sometimes contains speech-like features, whereas their informal spoken language often sounds rather formal and bookish. Learners' use of phrasal verbs is no exception to this.

Phrasal verbs are often presented as characteristic of informal spoken English. Although this is an oversimplification (phrasal verbs can be found even in the most formal types of text) (see Bryan Fletcher's article in the September 2005 edition of MED Magazine on this topic (ed.)), it is nevertheless true that native speakers of English use approximately half as many phrasal verbs in formal writing as in informal speech. EFL learners,

on the other hand, have a tendency to use more phrasal verbs in formal writing than in informal speech. What is more, learners can also be seen to use phrasal verbs that are not typically associated with formal writing. Consider the following examples from learners' formal essays:

- The state in its turn is responsible for its citizens' well-being and must **help out** when needed.
- . . . Many people are constantly **getting away from** tradition, religion and moral values.
- The Swedish well-meaning immigration policy is sometimes stopping people from **getting into** the society.

Besides style deficiency, one of the possible reasons why learners tend to use more phrasal verbs in writing than in speech is that a writing task usually gives learners more time to plan and encode their messages, and actually consider the possibility of using a group of verbs that they are generally not very comfortable with or confident about using.

In some cases, learners' over-reliance on phrasal verbs in formal writing can be directly traced to the influence of their mother tongue, and more specifically to the fact that in some Germanic languages (for example Dutch, German, and Swedish), phrasal verbs are not marked for style and can be used equally in informal speech and formal writing.

### **(iii) Semantic confusion**

By far the most common errors made by learners when using phrasal verbs are *semantic* errors, reflecting an incomplete understanding of the meaning of phrasal verbs. All the sentences shown here are taken from the ICLE or LINDSEI data, and in each case a correct or more appropriate word is shown in brackets:

Learners confuse phrasal verbs and single-word verbs whose meanings are related:

- He has to **find out** (discover) new means to fight against them.
- Students couldn't **put on** (wear) a scarf in winter.
- He will **find out** (find) that the number of conventional families decreases.
- Procedures must be taken in order not to let the disease **spread out**.  
(spread)
- The impulse to **build up** (build) also springs up (springs) from the need  
...
- ... because infants **grow** (grow up) surrounded by them.
- because sometimes he's like an actor: he **dresses** (dresses up) as different people

Learners use the right verb but the wrong particle:

- They **fill up** (fill in) many forms.
- It is a task which must be **carried on** (carried out) using the brain.
- Sect members are told to refrain from talking to their parents and to **keep out** (keep away) from their friends.

Learners use the right particle but the wrong verb:

- We tried to **come back to** (go back to) Los Angeles.
- Saddam Hussein had the power to **shut off** (turn off) the heat in millions of homes

#### (iv) Lack of collocational awareness

Studies have shown that learners lack 'collocational awareness': that is, they tend to be unaware of the preferred relationships that exist between



some words. Some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning. For example, if you are using a camera, you do not **make a picture** but you **take a picture**. You do not say that 'scientists **made an experiment**', but 'they **conducted** or **carried out an experiment**'. Learners tend not to be aware of these special relationships, which means that they often combine words that do not normally occur in each other's company. Consider the following examples involving phrasal verbs:

- Even the majority of teachers also **cut down** pupil's creativity either in their lessons or in their exams.
- Religion was also a means of **calming down** eventual revolts and unrests.
- . . . teaching them moral values and preparing them to **set up** their own families.

Native speakers of English would normally talk about **stifling creativity**, **quelling revolts/unrests**, and **starting a family**.

#### (v) Using idiosyncratic phrasal verbs

Learners sometimes use phrasal verbs that do not actually exist in English, either because they mix up verbs, because they use the wrong verb or particle, or possibly also because they feel the need to create a new phrasal verb by combining a verb and a particle to cover a gap in the language.

- These differences need to be **leveled down**. (ironed out)
- People who decide to marry are usually more responsible and they can trust each other more because they know that in case of problems they do not just **split apart**. (split up)

## (vi) Syntactic errors

The evidence shows that learners sometimes make syntactic errors involving transitive phrasal verbs being used intransitively, and vice versa:

- The state should help parents to **grow up** better generations.
- He or she begins to look for another love, **splitting up** the relationship.

Compare:

'I **grew up** in the countryside' (intransitive)

and

'**Bringing up** children (= helping them to grow up) is not always easy'  
(transitive)

'Jane and Shane have **split up**' (intransitive)

vs.

'They've **ended** their relationship' (transitive)

### 2.1.7 Phrasal Verbs Formed with Prepositional Particles

Phrasal verbs with prepositional particles (also called prepositional verbs) are a particularly frequent source of errors, even at an upper intermediate and advanced level. The major sources of error include:

#### (i) The influence of the learner's mother tongue

The learner is unaware that a verb is a prepositional verb in English, as it is not a prepositional verb in his/her mother tongue:

- I would also like to comment (comment on) the second part of the title  
(written by a French-speaking learner: in French you 'comment something')

- We don't have enough money to pay (pay for) a flight (Spanish-speaking learner: in Spanish you 'pay something you buy')
- I am used to using computers or listening the radio (Italian-speaking learner: in Italian you 'listen something or someone')

The verb is a prepositional verb in English *and* in the learner's mother tongue, but the prepositional particles differ and are not direct translational equivalents:

- While the others . . . tried to **participate to** (participate in) our discussions (Italian-speaking learner: in Italian you 'participate at something')
- Athletes that have the honor to **participate at** (participate in) these Olympic Games (German-speaking learner: in German you 'participate at something'.)
- And that means to **concentrate more in** the national policy than in the European one (Spanish-speaking learner: in Spanish you 'concentrate in something'.)
- It **depends of** our mental image of the matter (French-speaking learner: in French 'something depends of' something else.)

The learner is unaware that, although a verb is a prepositional verb in his/her mother tongue, it is not a prepositional verb in English:

- And at the same time he is **courting to** (courting) a lady (Spanish-speaking learner: the equivalent Spanish verb is a prepositional verb.)

## (ii) Intralingual confusion

Sometimes an English verb can take more than one prepositional particle (with different meanings), and the learner confuses the two:

- The group . . . **consists in** (consists of) five students (= is made up of five students).
- Religious alienation **consisted of** (consisted in) the idea that religion send out the man outside of the real . . . (= has this idea as its most important or only aspect)
- Only a few years back I felt that very few people seemed to **care for** (care about) the world we live in and the future our children will live in. (= be interested in it and think it is important)

An English verb is not a prepositional verb (it is not followed by a prepositional particle) but the derived noun is used with a preposition. For example, you *discuss something* but you have a *discussion about something*; you *doubt something* but you have *doubts about something*; you *contact someone* but you are *in contact with someone*.

- A general feeling of emptiness prompted some students to **doubt about** (doubt) the value of their university degrees.
- Shaw **doubts about** (doubts) the existence of miracles and saints.
- Children, in fact, must be trained to **discuss about** (discuss) violent events as well as about the happy ones they experience.
- Recently in the Financial Times, the journalist, Joe Rogaly, **discussed about** (discussed) the possibility of making gun ownership illegal in every nation . . .
- For years they have been **discussing about** (discussing) it.
- We must **contact with** (contact) people in other countries.

An English verb is used both as a prepositional verb and as a verb that does not require the use of a preposition. The two forms have different meanings, and learners sometimes confuse them:

- You go to the university, **attend to** (attend = go to) classes but you don't learn anything about real world.
- Once, a shop assistant refused to **attend** (attend to = serve) her.
- Some society doesn't **approve** (approve of = think it is right or suitable etc.) a single unmarried woman with a child. (Compare: Parliament approved the budget = accepted it officially)
- In such cases, lying cannot be approved (approved of) and regarded as right.

An English verb is used as a prepositional verb, but learners fail to realize that the particle 'to' is a preposition and not the infinitive particle:

- She had **consented to marry** (consented to marrying) him only after he had conducted a thorough search . . .
- However, last year the Queen finally **consented to pay** (consented to paying) taxes and she will open Buckingham Palace to visitors.
- So when women prove their skills, men **object to appreciate** (object to appreciating) them and give (giving) them their due.
- While they wouldn't **object to have** (object to having) an 'ex-burglar' work for them . . .

(iii) Style deficiency

Learners sometimes use, in formal writing, prepositional verbs that are not typically associated with this type of text:

- Their communities ought to organize meetings to **talk about** (discuss) the epidemic.
- But the English version of the Treaty **talked about** (mentioned) land ownership.
- The problem that I am interested in and I want to **speak about** (discuss) is the death penalty.

### **2.1.8 Practical applications: suggestions for teaching**

In view of all the evidence of the difficulties that phrasal verbs can cause for learners, it is quite clear that these verbs ought to be treated as 'chunks' – together with their syntactic, contextual, and collocational features – rather than in isolation. Providing learners with *lists* of phrasal verbs to learn by heart ought to be a thing of the past.

Corpus-based studies of phrasal verbs clearly show the need for a *contextualized* approach based on (semi-)authentic texts, as this will enable teachers to draw learners' attention to:

- whether or not certain phrasal verbs are more typical of speech or of writing
- the syntactic environment of phrasal verbs
- the words that phrasal verbs tend to combine with

Dealing with phrasal verbs *as they crop up* in spoken and written texts (rather than giving learners lists of phrasal verbs with the same verb or the same particle) will also help learners not to feel overwhelmed or unnecessarily confused.

The learners' *mother tongue* should also be taken into consideration when teaching phrasal verbs. In particular:

- if the learners' first language (L1) does not contain phrasal verbs with adverbial particles, teachers should devote more time to verbs of this type so that the learners become familiar with the phenomenon
- if the learners' L1 *does* contain phrasal verbs with adverbial particles, teachers should raise learners' awareness of any *stylistic* differences between phrasal verbs in the L1 and in English
- it is important to raise learners' awareness of any differences between verbs with prepositional particles in their L1, and similar combinations in English.

### **2.1.9 Words and the World**

Over the past decades there has been a growing awareness of the need to equip students of English with a dynamic vocabulary accompanied by a renewed interest in familiarizing them with more idiomatic aspects of the language such as, for instance, phrasal verbs, a notoriously difficult part of the lexicon.

Phrasal verbs do not enjoy a good reputation in foreign language learning. Still, they are common in spoken and written English and new ones are constantly being created. This may be due to the fact that they so clearly go from the concrete to the abstract. Because foreign learners do not see this path, many phrasal verbs are difficult to understand and to use even if they know both the verb and the spatial meaning of the particle. It is not surprising therefore that even advanced learners of English understand many of them poorly and, as research has shown, use them sparingly, if at all. The difficulties are situated at the levels of both form and meaning.

### 2.1.10 The syntactic frames of phrasal verbs

Phrasal verbs, also called (idiomatic) multi-word verbs, consist of a verb, an adverb (adverbial particle) and/or a preposition. Some verbs are called *prepositional verbs* since they consist of a verb and a preposition. The possible types

and combinations are:

– verb + particle: *slow down, bring up, put off, give away, look into (a murder), think over*

– verb + particle + preposition: *face up to, get down to, come up with, be in for*

– verb + preposition: *refer to, look into (a room), look at, depend on, abstain from, think of*

The syntactic picture is rather complex since there are restrictions, for instance:

on the place of the particle: the more figurative a phrasal verb is, the more forms a tight unit, and the less verb and particle can be split. Hence, the following

is not possible: *\*make your mind up, \*make the bill up*, whereas *make up your mind, make up the bill* are correct;

on passivization phrasal verbs: *he blew up* is fine, but not *\*he was blown up* or *\*what I said*. Only when there is a flow of energy from an agent to an object can they be used in the passive: *The bill was made up in a minute* is fine, but not *\*His mind was made up in a minute*.

Thus, knowledge of these frames is important if one wants to use phrasal verbs correctly. The most important problem with phrasal verbs, however, is



at those restrictions are motivated by the meanings of the verb and the particle and the composite meaning of the whole.

any particles can also function as prefixes/suffixes with nouns or adjectives; in this case they have similar meanings as with verbs: *outlook, input, cutback, upbringing, offprint; be backward, be overwhelmed, be indoffish, a downright lie, an uptight person, etc.*

### 2.1.11 The meaning of phrasal verbs

#### (i) The meaning of the verb

Apart from a few static verbs such as *be, sit, hold*, etc. almost all verbs used with particles are verbs of motion. The motion can be physical and can be performed, for example, with one's hands and legs (*wipe, drag, break, throw; walk, run, jump, climb*) or abstract (*think, sell, buy, refer*). Furthermore, since it is easier to talk about abstract actions by seeing them as concrete movements (cf. *infra*), most of these verbs of motion can and will also be used to designate abstract, non-visible changes:

(A) Physical, spatial motion	(B) Abstract motion
1a to <i>drag</i> a person <i>out of</i> the house	1b the meeting <i>dragged on/dragged out</i>
2a to <i>run up</i> the hill	2b to <i>run up</i> expenses; – against opposition
3a to <i>throw out</i> old clothes, shoes	3b to <i>throw</i> a person <i>out of</i> a club

4a to <i>get out of</i> the house	4b to <i>get out of</i> the mess/the problems
5a to <i>run out of</i> a building on fire	5b to <i>run out of</i> money; my pen has <i>run out</i>
6a to <i>run off</i> the edge of a crevasse	6b to <i>run off</i> 100 copies of an ad(vertisement)
7a to <i>skim off</i> the cream (from the milk)	7b to <i>skim through</i> (a book, a document)

**Glosses:** *1a* to pull sb along with great effort, difficulty – *1b* lasted a long time – *2b* to accumulate, increase; to encounter, face opposition – *4b* adifficult, unpleasant state, situation – *5b* to have no more money; have no ink in the pen any more – *6a* to run away from the outside limit of a deep open crack – *6b* to make copies, to photocopy – *7a* to take away the cream from the surface of the milk – *7b* to read a book very quickly paying attention only to the most important things

s can be seen from the above examples, it is clear that in order to understand phrasal verb one has to understand the meaning of the verbs *drag, run, row, get, run, wipe, skim*, etc. But this is, however, not always sufficient. In many cases, the second and in fact major problem with phrasal verbs and compounds is gaining insight into the meaning(s) of their particles and understanding why one particle is used and not another one. The arguable question is whether particles are purely ‘idiomatic’ or whether they rather consist of clusters of related and transparent meanings. As yet, such questions have mostly remained unanswered in learning English as a

foreign language, and as a result many phrasal verbs are called ‘idiomatic’, i.e. they are said to be impossible to understand on the basis of their constituting elements, verb and particle. All these so-called ‘idiomatic’ phrasal verbs would therefore have to be learned one by one, an arduous, time-consuming and not very rational task. It is no wonder then that even advanced students often show a poor command of phrasal verbs and use them rarely.

### **2.1.12 Spatial, prototypical or basic meanings of prepositions and particles**

If the meaning of the verb is known and if the meaning of the particle is *spatial*, the phrasal verb is generally easy to understand:

- (i) Do you know there is petrol *leaking out of* your tank? *coming, flowing out*
- (ii) The children *ran up* the hill to attack the enemy. *remove, take away*
- (iii) *Wipe* the dirt *off* your face. *remove, take away*

#### **(a) Prepositions can also be used as particles:**

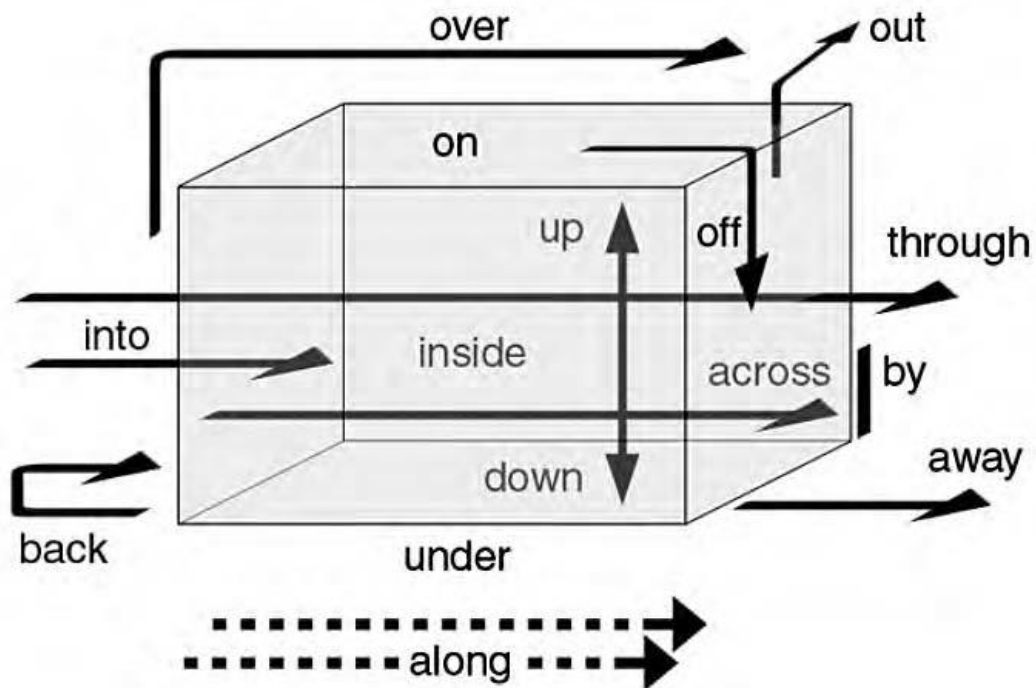
- The secret has *leaked out*.
- He *ran up* a heavy bill. *accumulated*
- He *wiped* the event *off* his memory. *Removed completely*

It may still be mentioned here that *away*, *back* and *out* cannot be used as prepositions. The spatial, prototypical meaning of the most frequent prepositions/particles can be illustrated as follows:

Statement	Prepositions /particles
My friend lives ... the street.	across
The walk ... the river was very pleasant.	along
The restaurant is only two minutes ... from here.	away
Could you give me ... the book I lent you months ago?	back
Their house is ... the church.	By

- 6 The ball rolled ... the hill. *down*
- 7 I think that John is ... his room. *in*
- 8 Due to a hoax call visitors were not allowed to stay ... the museum. *inside*
- 9 We could not go ... the castle. *into*
- 10 Two plates fell ... the table. *off*
- 11 Could we not hang the picture ... the wall opposite the entrance? *on*
- 12 'Ladies and gentlemen, we are now flying ... the North Pole'. *over*
- 13 The train was going ... the mountain. *through*
- 14 The dog was lying ... the chair. *under*

15 Take the stairs, the lift doesn't go ... anymore. *up*



### 2.1.13 Metaphorical or extended meanings of the particles

The most frequently encountered problem occurs, however, when particles are used *metaphorically*, i.e. when their literal meanings are extended to *abstract*, non-visible domains such as *thoughts, intentions, feelings, attitudes, relations, social and economic interaction*, etc. The non-spatial meaning of verbs such as *wipe out, wear off* are therefore far from obvious for second-language learners of English, even if they know the basic or literal meaning(s) of the verbs:

- In the Middle Ages epidemics *wiped out* whole cities. *destroyed completely*
- As predicted John's initial enthusiasm *wore off* fast. (< *wear off*) *diminished*
- As students we *looked up to* our biology teacher. *we admired, were full of respect for*

- Tell me, who are you *to look down on us? to despise, look with contempt at us*
- We *ran out of* milk when the guests arrived. *we were without milk*

#### **2.1.14 The metaphorical meaning of the whole expression**

##### ***‘verb + particle’***

In some cases, it is not enough to know the separate meanings of a verb and a particle to understand the meaning of the phrasal verb resulting from combining both. In the following sentences, the verbs *turn*, *pick* and *put* have a different meaning from the one they have when used with a concrete meaning as in *turn the inside out*, *pick up an object from the floor* or *put sth on the stove*:

- It *turned out* that what he said was not true. *it was discovered, it became clear*
- Business is *picking up*. *is improving, becoming better*
- For several reasons the meeting was *put off*. *was cancelled, postponed*

But even with such abstract meanings, there is a far link with the original spatial meaning: *turn out* ‘become clear, known’ relates to what was formerly *hidden* in the container, *pick up* ‘improve’ to what was formerly *down*, and *put off* ‘postpone’ what was formerly ‘*on the agenda*’.

#### **2.1.15 A phrasal verb with one particle often has several meanings**

Finally, it should be pointed out that with many common phrasal verbs one single particle has several ‘different’ meanings. On the surface these may look like totally unrelated meanings. Once, however, you gain an insight into the literal and extended or metaphorical meanings of a particle, these

‘different meanings’ turn out to be closely related. Let’s look more closely at **up** in **pick up**:

- Could you *pick up* the spoon the baby has dropped? *to lift from the floor (spatial)*
- The beggar was *picked up* from the street. *he was taken by the police*
- Can you *pick me up* at 6:30 at the station? *fetch, collect me by car*
- I don’t know where I *picked up* this cold/flu. *caught < catch, got*
- She *picks up* foreign languages in no time. *she learns, very fast*
- Trade has *picked up* over the last few months. *has increased, is higher (figurative)*

The verb **pick** has as its basic meaning ‘choose, fetch, take, move’ which, joined to *up*, leads to blending the basic meaning into the network of related meanings: moving higher up, make more visible, getting closer to a goal, etc.

Cf. the **up**-section.

Before turning to the analysis of the networks of meaning(s) constituted by the particles and the verbs they combine with, it may be useful to look briefly at what language is used for and how it goes about achieving these aims.

#### **2.1.14 What do we use language for?**

Language allows us to impose order on the world by categorizing or grouping phenomena into categories or concepts. Thus, certain languages distinguish between animate and inanimate entities, others between human and what is not human, still others between masculine and feminine entities, between small and tall things, between past, present or future events, between events one has witnessed oneself or only heard about, etc.

### 2.1.15 Conceptual metaphors

The basic question is: how are we able to talk about abstractions or non-observable things like *time, emotions, social relations, interactions, thoughts*, etc., things we cannot see except when they have external consequences? There is usually only one way, namely to see them the way we see concrete objects.

Such viewing processes are **metaphors**. Language is essentially metataphorical.

Since it uses thousands of expressions based on concrete, physical entities in order to express high-level abstractions. Thanks to the awareness that languages use metaphors, we may readily understand expressions such as:

1 She *covered* herself with glory.      *the way one covers oneself with a coat*

2 The country was in the dictator's *grip*.      *as if he held the country in his fist*

3 How did the news *leak out*?      *the way a liquid comes out of a hole in a container*

4 He is *full of himself*.      *he is thinking only of himself*

5 We were given *an icy* >< a warm welcome. *very unfriendly* >< *friendly*

6 I have *hot* news on *this burning issue*.      *very recent news on an exciting point*

7 His rude behavior made my blood *boil*. *caused extreme anger, agitation in me*

In each of the above sentences, we conceive and characterize an abstract reality in terms of a concrete one. And when we talk about our feelings, convictions, fears, hopes, suspicions, relations, we tend to use similar concrete images.



Thus, English phrasal verbs, especially by the metaphorical use of the particle, enable us to conceive of several *abstract* domains in terms of *concrete* domains.

We can use this typical transfer from concrete to abstract motion in order to do a number of things:

**(A) to express the constant changes in and around us:**

(i) Miniskirts seem to *be in* again this year. *seem to be popular*

(ii) Small shops have been *priced out* by supermarkets. *have been unable to compete*

(iii) We first have to *test out* the method. *examine, check*

**(B) to view people and their bodies (mouths, minds) as containers:**

(i) He *is full of* himself. *he is only thinking about himself*

(ii) He must *be out of his mind* to say that. *he must be crazy*

(iii) He *blew up* when I told him that he was wrong. *he got very angry/exploded*

**(C) to evaluate feelings on the verticality axis ('up' is good, 'down' is bad):**

(i) I cannot go to school, I *am down* with flu. *I'm ill, I have influenza*

(ii) We all have *ups and downs* in life. *good (up)/bad (down) moments*

(iii) I *feel down* now my girlfriend has left me. *I feel unhappy*

**(D) to express degrees of intensity as a scale of temperatures:**

(i) With the elections *getting near* politicians are *warming up*. *are becoming more lively, excited*

- (ii)The discussion *heated up* and ended in a fight. *became intense*;  
*finished by*
- (iii)Their relations *cooled off* quite quickly. 'good' relations = "warm"

**(E )to view and express human relations in terms of  
confrontation/fighting:**

- (i)We first have to *straighten out* this problem. *like a bump on a straight  
surface*
- (ii)She *outclassed* all her competitors. *was better* = 'outside' the group
- (iii)You have to *fight back* if you want to survive. *to react with strength,  
force*

**Part Two:**

**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 come 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 inferred 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.

## **CHAPTER THREE METHODOLOGY**

### **3.0 Introduction**

This chapter provides an account of how the research has been conducted in order to achieve its objectives, and answering the posed questions as well as confirming the hypotheses of the study. The study sets out mainly to explore the difficulties' facing undergraduate Students in using phrasal verbs. This chapter gives adscription of methods adopted by the researcher to find out difficulties facing University EFL Students in using English phrasal verbs.

### **3.1 The Method**

In present research the methodology to be used is both descriptive and analytical. It also combines quantitative approach of data collection technique. In order to assess the students' use of deixis in writing production and reading comprehension proficiency, two instruments are used for the data collection; namely, diagnostic test which comprises elements of grammar and vocabulary, and a pre and post test which touched mainly on the use of simple deixis. Another tool was a questionnaire which was used for the tutors. This was decided because using multiple measures where different types of data are collected can help validate each type and give more in-depth results. Using three tools of data collection was also to guarantee the flaw of data from different sources, which would be valuable and resourceful for the present study. It also helps in finding detailed answers for the posited research question. On other hand, Tests are also proved to be of great value in language testing. Seliger and Shohamy ( 1989) cited is Chen (2011) states that tests are generally effective tools used to collect data about the subject's ability or knowledge in second language areas such as vocabulary, grammar, reading comprehension or general language proficiency. In this study, the focus is subjected on tertiary level students rather than basic or secondary school students, partly because

Sudanese ESL learners usually acquire comprehension skills later than EL1 students due to less exposure to English, and partly because reading comprehension becomes more challenging in tertiary level , where students struggle to comprehend an academic texts.

### **3. 2 Research Subjects:**

The subjects of this study are one hundred out of 100 students, 3rd-year EFL major of final semester 2017-2018 at the College of Languages, Sudan University of Science and Technology, 60 females and 40 males. Their ages ranged between twenty-one and twenty-three years old. They all come from different parts of the country. All of them have studied English for over seven years at the basic and secondary schools and three years at university. None of them has experienced living or studying in an English speaking country.

The students have part of their credit hours what ranges between 160-180 hours in total of roughly 6 writing courses (one course per- semester) in the undergraduate program and were trained to write paragraphs and essays, such as narrative, descriptive, expository including analysis, cause/effect and compare/contrast essay. Roughly, their estimated level of grasp of English language is intermediate at the time of the research was conducted. The study was conducted at the beginning of their sixth semester of the undergraduate program, which is the beginning of the first semester in their writing course series at university. Supposedly, they were better placed to do the job of writing quite effectively on several kinds of essays applying or using different types of grammatical cohesive devices appropriately and smoothly.

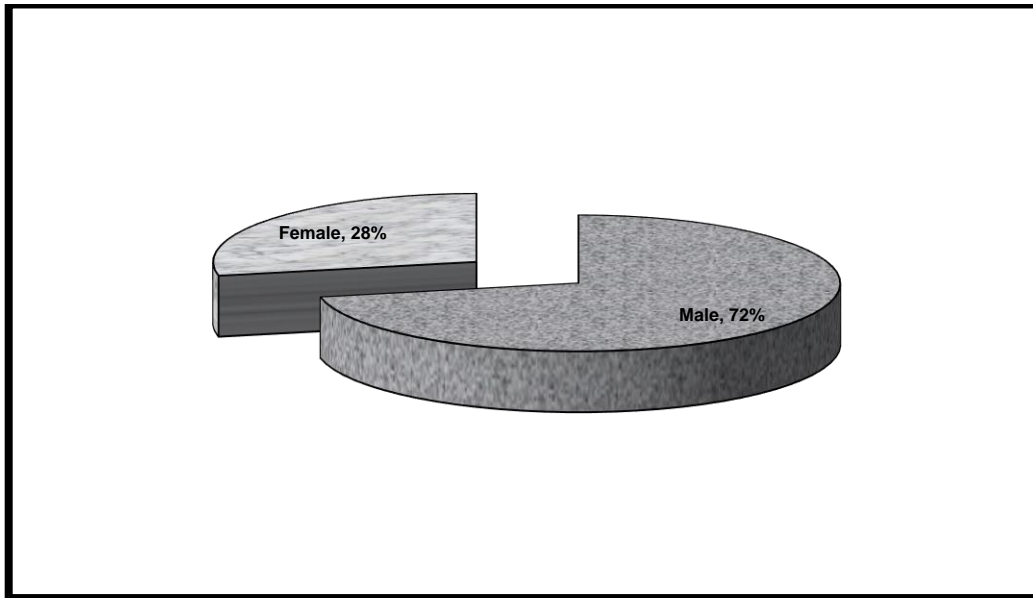


**(i) Gender**

Table No. (3-1) the frequency distribution for the study respondents according to the Gender.

Gender	Number	Percent
Male	22	73.3
Female	8	26.7
Total	30	100.0

Figure No. (3-1): The frequency distribution for the study respondents according to the gender



From above table and figure, it is shown that most of the study's respondents is Male, the number of those was (22) persons with percentage (73.3%). The respondents is female was (8) persons with (26.7%).

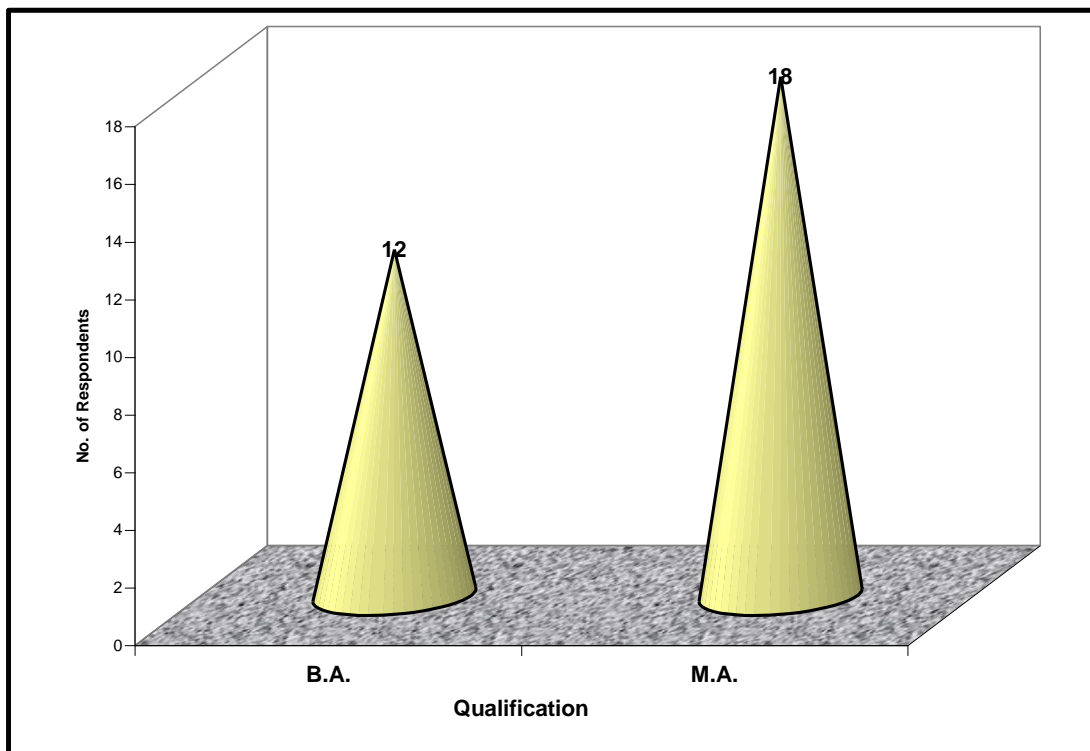
## 2- Qualification:

Table No. (3-2) The frequency distribution for the study respondents according to their qualification:

Qualification	number	Percent
B.A.	12	40.0
M.A.	18	60.0
Total	30	100.0

Figure No. (3-2)

The frequency distribution for the study respondents according to the qualification



From above table and figure, it is shown that most of the study's respondents have M.A. as qualification, the number of those was (18) persons with percentage (60.0%), the respondents have B.A. as qualification was (12) persons with (40.0%).

### 3. Years of Experience:

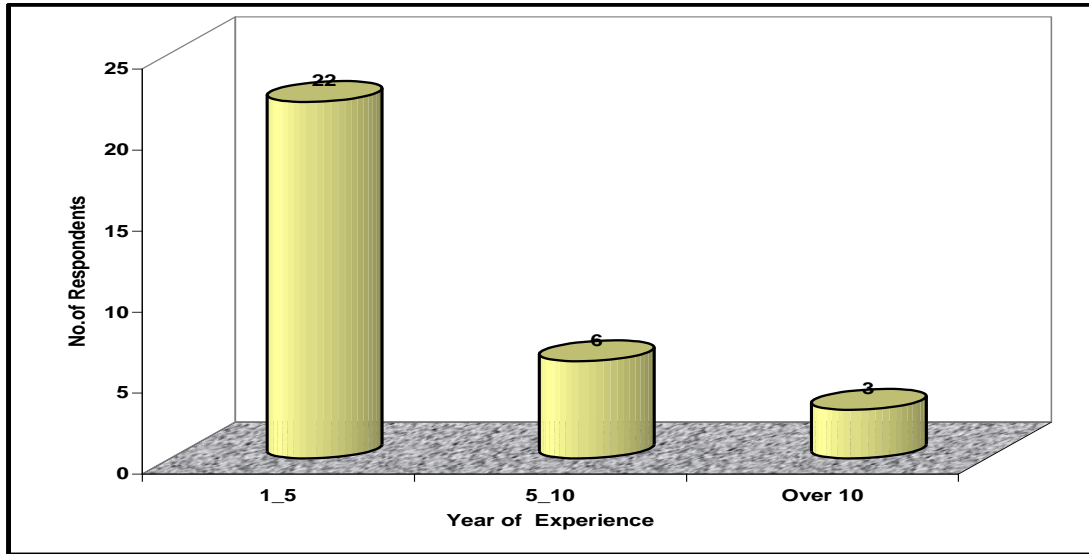
Table No. (3-3)

Frequency distribution for the study respondents according to their experience.

Experience	Number	Percent
1-5	22	73.3
5-10	6	20.0
Over 10	3	6.7
Total	30	100.0

Figure no.(3-3)

The frequency distribution for the study respondents according to the experience



It is quite obvious from the table No. (3-3) and the figure No.(3-3) that, most of the sample's respondents have experience between (1) and (5) years, their number was (22) persons with percentage (73.3%). The number of sample's respondents whom have experience between (5) and (10) years was (6) persons with percentage (20.0%).and (2) persons with percentage (6.7%) have experience over 10 years.

### **3.4 Reliability and Validity of the Questionnaire**

#### **(ii) Apparent Reliability and Validity**

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the researcher showed the questionnaire to the (3) of the Ph.D. holding referees whom they are specialists by the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In anyway, the researcher studied all suggestions, and some corrections on his questionnaire have been done. The following table is showing the referees and their jobs and places of work.

Table (3-4)

The questionnaire's referees and their jobs and places of work

No.	Name	Job	Qualification	Place of work
1	Hassan Mahil Hassan	Teacher	Ph.d holder	SUST
2	Hilary M. Pitia	Teacher	Ph.d holder	SUST
3	Muntasir Hassan	Teacher	Ph.d holder	SUST

**(iii) Statistical Reliability and Validity:**

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain

criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for. The

researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals' into two parts, i.e. items of the odd numbers e.g. (1, 3, 5 ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-5)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.70	0.84
Second	0.80	0.89
Third	0.76	0.87
Four	0.83	0.91
Overall	0.78	0.88

Certainly, We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

#### **(vi) Statistical Instruments**

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.
5. Median.
6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

### **3.5 Application of the Study's Tool:**

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (30) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (Strongly agree, Agree, Not sure, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representation have done for this purpose.



## CHAPTER FOUR

### DATA ANALYSIS, AND DISCUSSION

This chapter presents the analysis of data obtained from experiment, pre-test, post test and teachers' questionnaire.

#### **4.1 Analysis of the Experiment.**

The analysis of the experiment will focus on answering vital questions on phrasal verbs learning and its effects on classroom interaction effect on the overall standards of the students' interlanguage and knowledge of English. To answer these questions, we computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction. The following three hypotheses will be verified or confirmed in view of the analysis of the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire for the tutors and students.

#### **4.2 Test of the Study Hypotheses**

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire that shows the opinions of the study respondents about the problem in question, namely expanding classroom interaction to reinforce interlanguage and pragmatic or what is known as pragmalinguistic communicative competence. To accomplish this task five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree" will be given. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows:

**1. Phrasal verbs can be introduced successfully into classroom settings at an early stage of learning and be fully utilized in developing classroom activities.**

**2. The cultural element embedded in phrasal verbs can be dealt with effectively and hence remove all expected hurdles to understanding.**

**3. Learners can after all be able to use phrasal verbs effectively in their writing and speaking.**

To maximize classroom interaction certain language material was chosen for conducting the diagnostic as well as the DCT having as its components a host of phrasal verbs, as the outcome of the two tests will also give insights into the type of teaching material to be used to enhance classroom interaction and whether the students have a good grasp of the phrasal verb. The material was taken from the internet, students' syllabus and other resources. As far as the diagnostic test is concerned, the first question was intended to check the students' vocabulary as regards cultural knowledge of native speakers in relation to the area of the phrasal verbs. The question also calls on the students to use their language to describe their environment, their visit to a foreign country etc ...clothing in relation to whether worn on the head, round the neck, top/bottom or half of the body. 17 marks were given to this question. So it is clear that all questions as will be seen call for pragmatic competence. The following is the analysis in relation to:

**(i) Statistical Reliability and validity for student's test**

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the

reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

	<i>Reliability</i>	<i>validity</i>	<i>N</i>
ALPH – CRONBACH	0.89	0.93	

$$\text{Validity} = \sqrt{\text{Reliability}} .$$

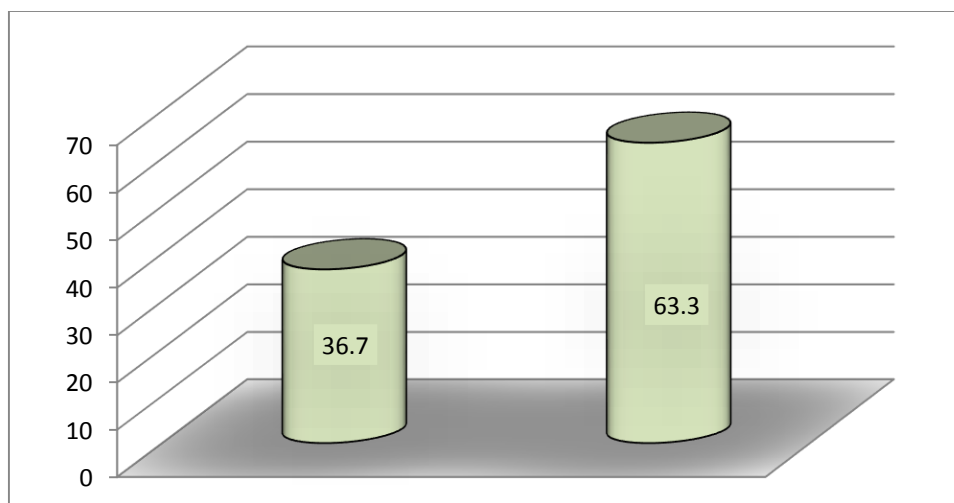
From the above table it's shown that the validity of the test is very high (0.93). This indicates that if we repeat the test we are sure with 93% that it's going to give us the same results.

Table (2) the frequency and percentage distribution of the students according to section (1)

Valid	Frequency	Percentage
Success	95	63.3
Failure	55	36.7
Total	150	100

from the above table No.( 2) and figure No (1) it's shown that there are as many as (100) students in the study's sample with percentage (63.2 %) have managed to produce the right answer in section number 1 (*Choose the meaning of underlined words or phrases from the given four alternatives* ) . There are (55 ) persons with percentage (have failed)

This result reflects beyond doubt students' inability to use phrasal verbs effectively. Therefore, tutors have to find out the main cause of this detrimental phenomenon. Certainly, it is partly attributable to the syllabus and partly to the tutors themselves who never give enough time to handling this issue of phrasal verbs despite its apparent importance in communication.



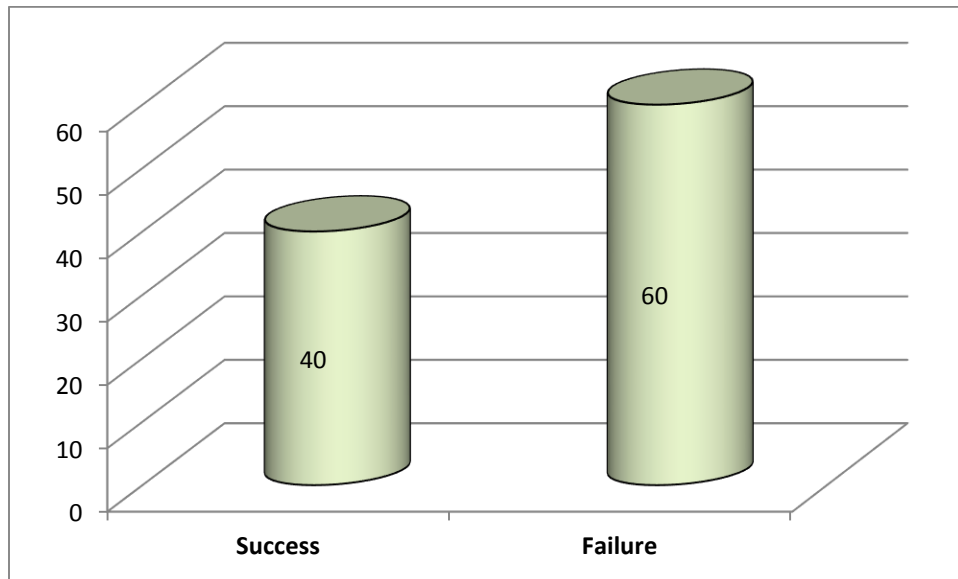
Consequently, for the students to get a good grasp of phrasal verbs they have to practice them with special emphasis on their cultural components. Phrasal verbs are idiomatic in nature. This result confirms the second hypothesis which demonstrates that: *the cultural element embedded in phrasal verbs can be dealt with effectively and hence remove all expected hurdles to understanding.*

**Table (3) the frequency and percentage distribution of the students according to section (1)**

Valid	Frequency	Percentage
Success	90	60
Failure	60	40
Total	150	100

from the above table No.( 3) and figure No (2) its shown that there are (90) students in the study's sample with percentage ( 60.0%) are success the test in section number 2 (***Choose the words below that best complete the sentences in the text:***) There are (60 ) persons with percentage (40.2 %) are failures.

This result further indicates our students at university level bad knowledge of phrasal verbs and that something must be done to alleviate this harmful situation.

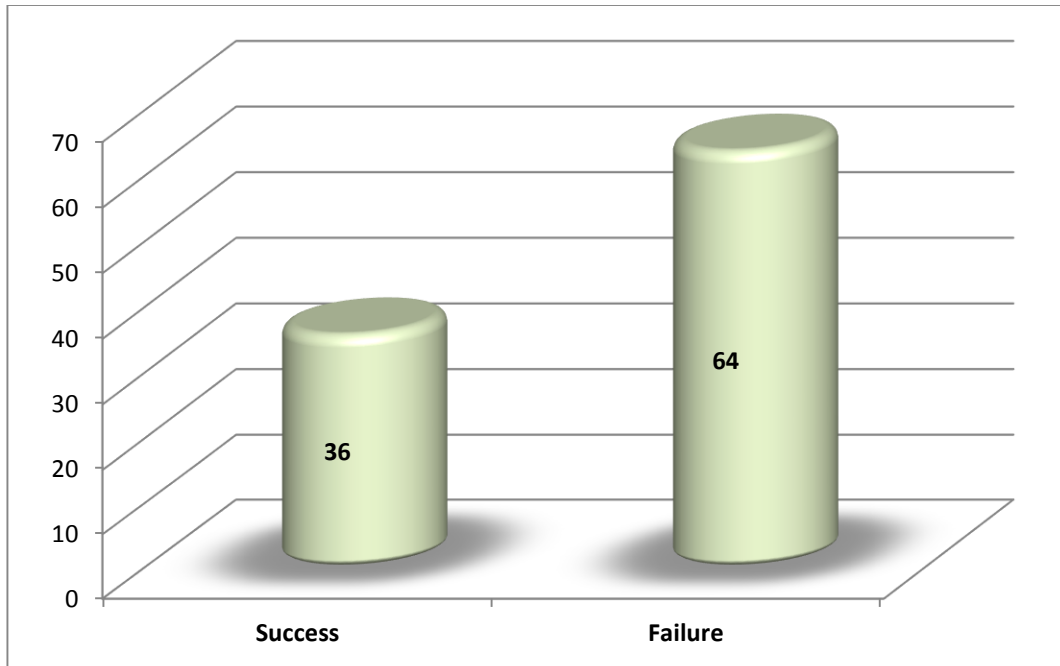


This situation also confirms further the second hypothesis which was as well confirmed by the first question.

Table (4 ) the frequency and percentage distribution of the students according to **section (3)**

Valid	Frequency	Percentage
Success	46	64
Failure	54	36
Total	100	100

from the above table No.(4 ) and figure No (3) its shown that there are (96) students in the study's sample with percentage ( 46.0%) are success the test in section number 2 (*Choose the phrasal verbs from below that best complete the sentences in the text* ) .There are (54 ) persons with percentage (36.0 %) are failure.



So, the result is again hardly encouraging and that failure in relation to this issue is phenomenal.

**Table (5) one sample T-TEST for the questions of the study**

Sections	N	mean	SD	t-value	DF	p-value
1	150	3.6	0.2	14.5	149	0.002
2	150	2.7	1.81	17.1	149	0.001
3	150	3.4	2.44	7.17	149	0.012
For all	150	6.33	4.03	15.50	149	0.032

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (1 ) was (14.5 ) which is greater than the tabulated value of T – TEST at the degree of freedom (149 ) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (2 ) was (17.1 ) which is greater than the tabulated value of T – TEST at the degree of freedom (149 )

and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (3 ) was (7.17) which is greater than the tabulated value of T – TEST at the degree of freedom (149 ) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

### **4.3 Analysis of the Questionnaire**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 120 respondents who represent the teacher’s community in the university.

#### **(i) The Responses to the Questionnaire**

The responses to the questionnaire of the 120 teachers were tabulated and computed. The following 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 following tables and figures will support the discussion.

#### **(ii) Analysis of the Questionnaire:**

A number of questionnaire forms have been distributed to the determined study sample (120), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, , agree, and strongly agree) to quantitative variables (1, 2, 3, 4,) respectively, also the graphical representations were used for this purpose.

### **(iii) Statistical Reliability and Validity:**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

*Alpha-Cronbach coefficient.*

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach's coefficient; the results have been showed in the following table.



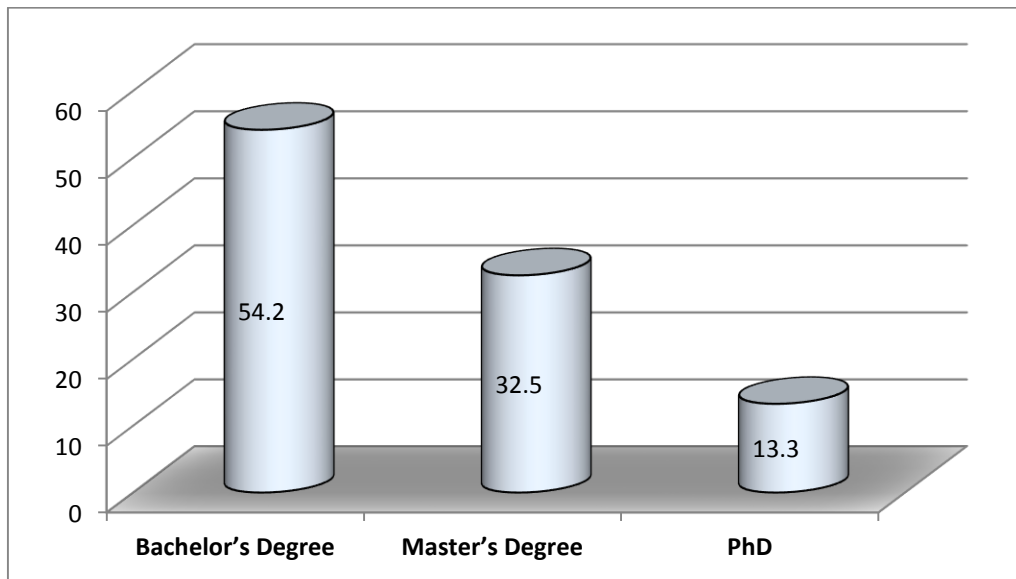
**Table (6) Calculated results of reliability coefficient**

Scale	Validity	Reliability	Number of items
<b>Alpha – cronbach</b>	<b>0.88</b>	<b>0.94</b>	<b>15</b>

Table No (7 ) The Frequency Distribution for the Respondents' Answers of the respondents according to their qualifications

Valid	Frequency	Percent	Valid Percent
<b>Bachelor's Degree</b>	63	54.2	44.2
<b>Master's Degree</b>	41	32.5	42.5
<b>PhD</b>	16	13.3	13.3
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>100.0</b>

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



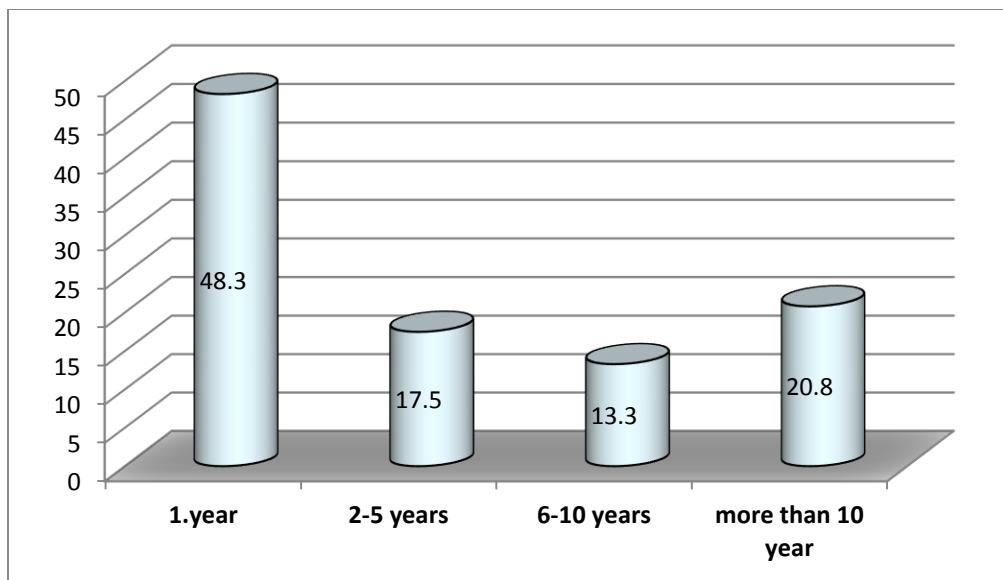
Judging by the above table (7) and figure (6) it's clear that most of study sample (63) person with percent (54.2%) have university degree Bachelor and (41) persons with (32.5%) have master degree, also (16) persons with (13.3) are PhD holders.

Table No (8) The Frequency Distribution for the Respondents' Answers according to their years of experience.

Valid	Frequency	Percent	Valid Percent
1.year	58	48.3	48.3
2-5 years	21	17.5	17.5
6-10 years	16	13.3	13.3
more than 10 year	25	20.8	20.8
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>100.0</b>

Source: The researcher from applied study, SPSS 24

It's clear that most of study sample have (58) with percentage (48.3) have years of experience more than a year, and (21) persons (17.5%) have years of experience from 2 to 5 years .and (16) persons (13.3%) have years of experience from 6 to 10 years, and (25) person with (20.8%) have years of experience more than10 years.

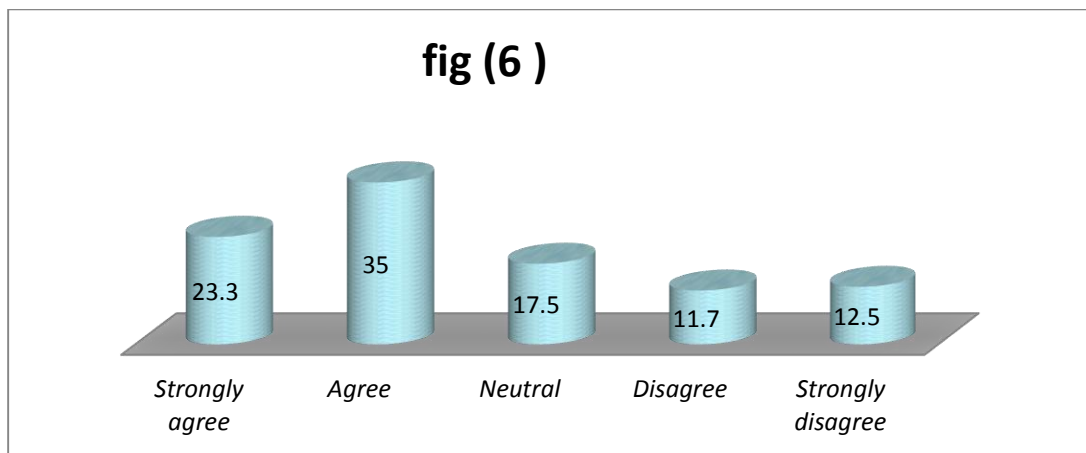


**Statement No (1)** *Undergraduate students at Sudanese universities generally have an astonishingly poor grasp of English phrasal verbs.*

**Table No (9) The Frequency Distribution for the Respondent’s Answers of Statement No. (1).**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	28	23.3
<b>Agree</b>	42	35.0
<b>Neutral</b>	21	17.5
<b>Disagree</b>	14	11.7
<b>Strongly disagree</b>	15	12.5
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.( 9) and figure No (6 ) that there are (28) persons in the study's sample with percentage (23.3%) strongly agreed with the statement: " *Undergraduate students at Sudanese universities generally have an astonishingly poor grasp of English phrasal verbs* ". There are (42) persons with percentage (35.0%) agreed with that, and (21) persons with percentage (17.5%) were not sure that, and (14) persons with percentage (11.7%) disagreed. and (15) persons with 12.5% are strongly disagree.



This result of the first statement proves that phrasal verbs is such a difficult area in English language and that much efforts must be exercised to improve the situation.

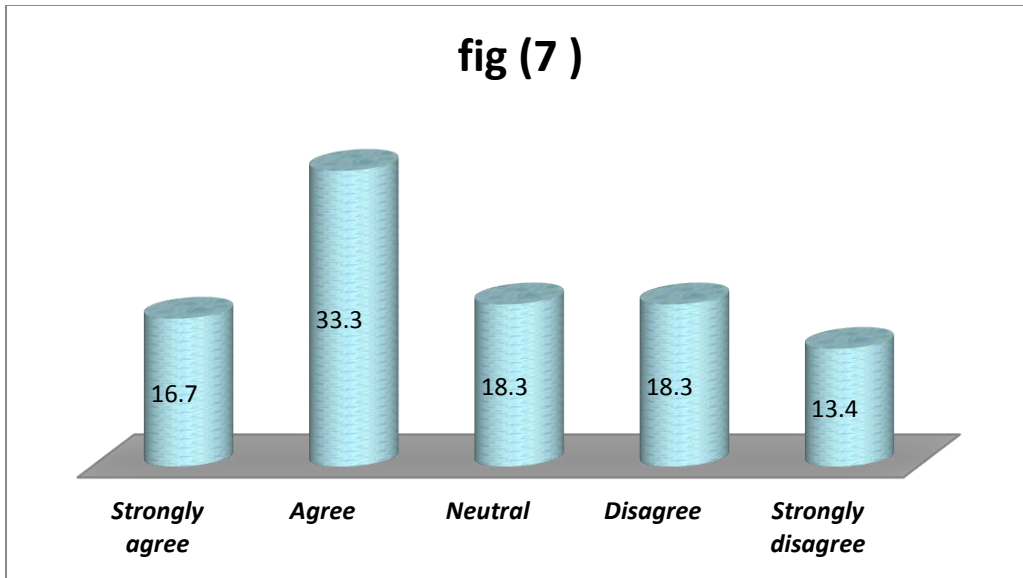
*Statement (2) EFL University students ignore the cultural element embedded in English phrasal verbs.*

**Table No (10 ) The Frequency Distribution for the Respondent’s Answers of Statement No.( 2)**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	20	16.7
<b>Agree</b>	40	33.3
<b>Neutral</b>	22	18.3
<b>Disagree</b>	22	18.3
<b>Strongly disagree</b>	16	13.3
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.(10 ) and figure No (7 ) that there are (20) persons in the study's sample with percentage (16.7%) strongly agreed with " *EFL University students ignore the cultural element embedded in English phrasal verbs*" There are (40) persons with percentage (33.3%) agreed with that, and (22) persons with percentage (18.3%) were not sure that, and (22) persons with percentage (18.3%) disagreed and (16) persons with 13.3% are strongly disagree.

In view of the above result it is safely to say that the issue of phrasal verbs needs quick rectification or it will be irreconcilable. Tutors need to introduce extra reading and writing authentic materials in their classes to improve and substantiate this situation.



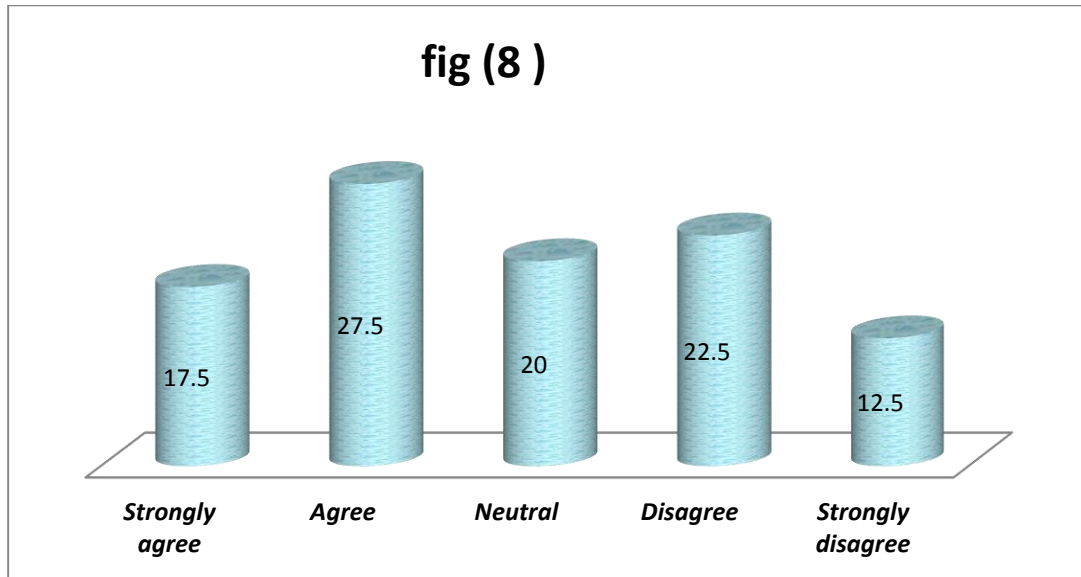
**Statement (3)** *Undergraduate students don't have the proper prerequisite knowledge from previous learning to understand phrasal verbs.*

Table (11) Understanding English phrasal verbs.

<b>Variables</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	16.7	17.5
<b>Agree</b>	33.3	27.5
<b>Neutral</b>	18.3	20.0
<b>Disagree</b>	18.3	22.5
<b>Strongly disagree</b>	13.4	12.5
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No. (11) and figure No ( 8) that there are (21) persons in the study's sample with percentage (17.5%) strongly agreed with " *Undergraduate students don't have the proper prerequisite knowledge from previous learning to understand phrasal verbs.* . ". There are (33) persons with percentage (27.5%) agreed with that, and (24) persons with

percentage (20.0%) were not sure that, and (27) persons with percentage (22.5%) disagreed. and (15) persons with 12.5% are strongly disagree.



This result of the statement of the questionnaire draws our attention to a very important fact that the cause of the problems is as old as the basic and secondary schools. The syllabus at these two stages of education is not broad enough or comprehensive as to cater for this essential portion of language.

So the problem owes its origin to earlier stages of education and the students' acquaintance with phrasal verbs begins at the undergraduate level. Therefore, any attempt taken to improve the situation should take into consideration the situation at the basic and secondary levels of general education. This confirms the ***Phrasal verbs can be introduced successfully into classroom settings at an early stage of learning and be fully utilized in developing classroom activities.***

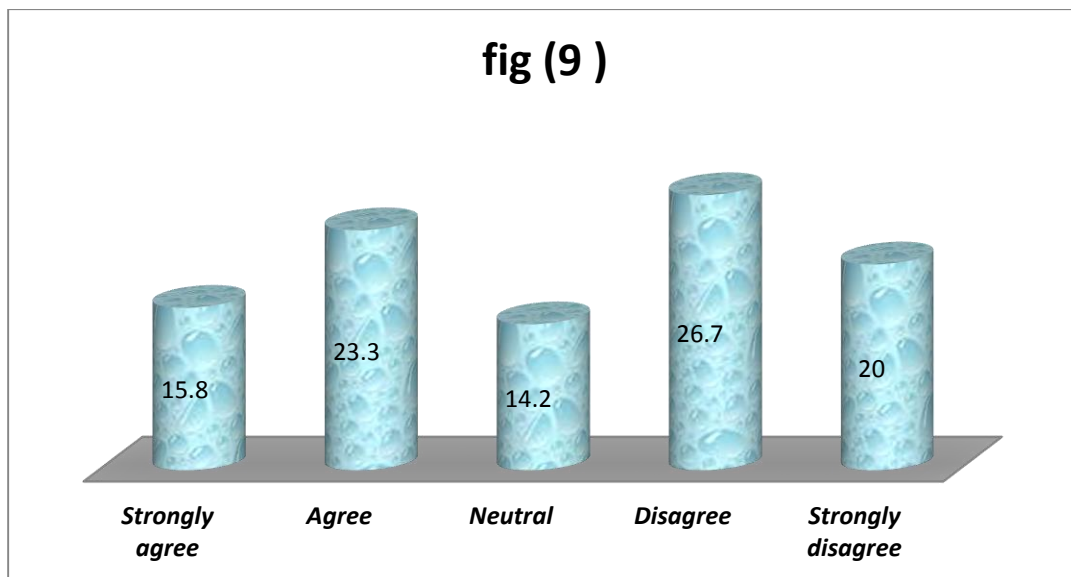
So this is an invitation that an early warning should be made or the remedy will not be effective at the undergraduate level. At the undergraduate level students should be exposed to the idiomatic and cultural use of phrasal verbs as this is a somewhat advanced level of the issue in question.

**Statement No. (4)** *Undergraduate students hardly use their phrasal verbs in the belief they are difficult to use.*

Table No. (12). Question No. (4)

Variable	Frequency	Percentage%
Strongly agree	19	15.8
Agree	28	23.3
Neutral	17	14.2
Disagree	32	26.7
Strongly disagree	24	20.0
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.(12 ) and figure No (9 ) that there are (19) persons in the study's sample with percentage (15.8%) strongly agreed with " *Undergraduate students hardly use their phrasal verbs in the belief they are difficult to use .* ". There are (28) persons with percentage (23.3%) agreed with that, and (17) persons with percentage (14.2%) were not sure that, and (32) persons with percentage (26.7%) disagreed. and (24) persons with 20.0% are strongly disagree.

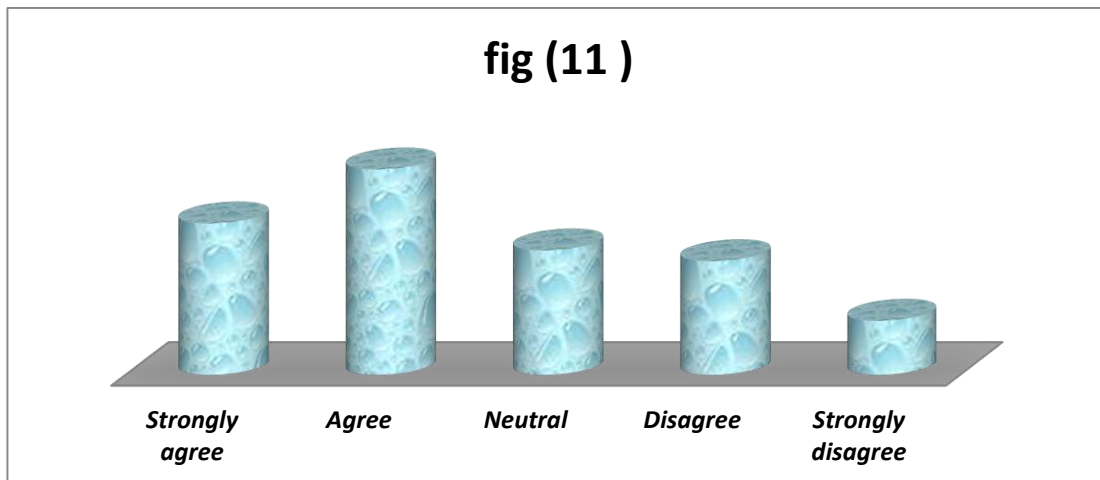


**Statement No. (5)** *Undergraduate syllabus contains not enough learning material pertinent to the subject in question.*

**Table No.(13) , Figure No. (10)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	28	25.0
<b>Agree</b>	38	23.3
<b>Neutral</b>	23	19.2
<b>Disagree</b>	21	25.8
<b>Strongly disagree</b>	10	6.7
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No. (13) and figure No (11) that there are (28) persons in the study's sample with percentage (25.0%) strongly agreed with . *“Undergraduate syllabus contains not enough learning material pertinent to the subject in question ”*. There are (38) persons with percentage (23.3%) agreed with that, and (23) persons with percentage (19.2%) were not sure that, and (21) persons with percentage (25.8%) disagreed. and (10) persons with 16.7% are strongly disagree.





This variable undeniably exposes the poverty of the syllabus both at university and general education the thing which calls for quick intervention to improve the situation. There are a number of possible remedies to this problem if quick steps have been taken.

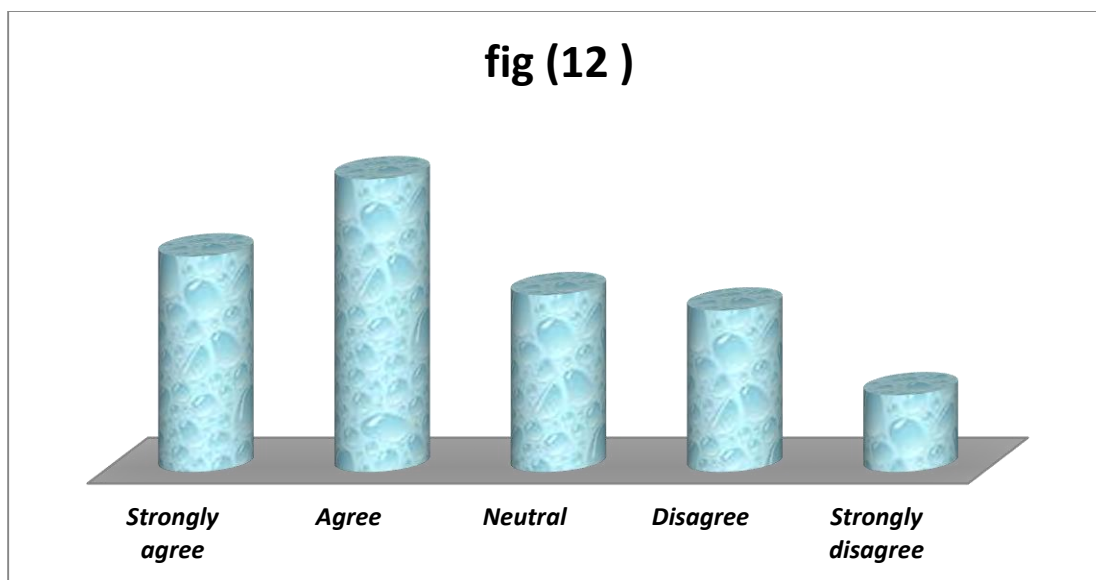
**Statement No. (6)** *Some of the apparent reasons for undergraduate students' shaky understanding of using the English phrasal verbs is the non inclusion of phrasal verbs learning material as part of the syllabus.*

**Table No. (14), Figure No. (12)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	28	25.0
<b>Agree</b>	38	23.3
<b>Neutral</b>	23	19.2
<b>Disagree</b>	21	25.8
<b>Strongly disagree</b>	10	6.7
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.(14 ) and figure No (12 ) that there are (28) persons in the study's sample with percentage (25.0%) strongly agreed with . *“Some of the apparent reasons for undergraduate students' shaky understanding of using the English phrasal verbs is the non inclusion of phrasal verbs learning material as part of the syllabus. ”*. There are (38) persons with percentage (23.3%) agreed with that, and (23) persons with percentage (19.2%) were not sure that, and (21) persons with percentage (25.8%) disagreed. and (10) persons with 16.7% are strongly disagree.

Certainly, lack of phrasal verbs learning material as part of the syllabus particularly at lower levels of education has resulted in the current ailing situation. At university the picture is immensely gloomy.



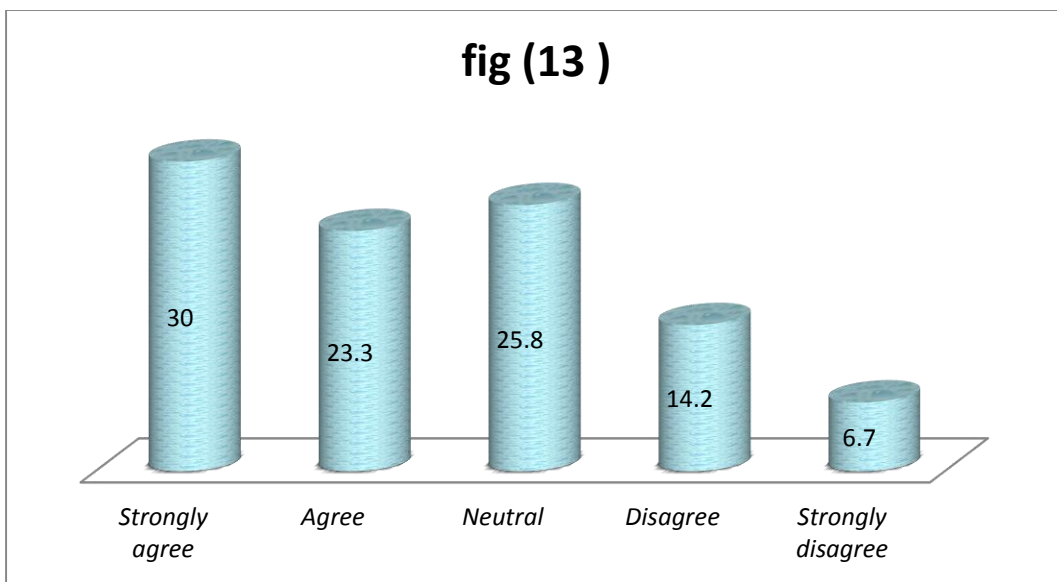
Classroom practitioners, educators and those entrusted with task of designing syllabuses at university should think carefully of including the phrasal verbs as a genuine part of the syllabus.

**Statement No. (7)** *Cultural aspects that form an important part of the phrasal verb can pose special difficulty of understanding.*

**Table No. (15), Figure No. (13)**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	36	30.0
<b>Agree</b>	28	23.3
<b>Neutral</b>	31	25.8
<b>Disagree</b>	17	14.2
<b>Strongly disagree</b>	8	6.7
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No. (15) and figure No (13 ) that there are (36) persons in the study's sample with percentage (30.0%) strongly agreed with " *Cultural aspects that form an important part of the phrasal verb can pose special difficulty of understanding.* ". There are (28) persons with percentage (23.3%) agreed with that, and (31) persons with percentage (25.8%) were not sure that, and (17) persons with percentage (14.2%) disagreed and (8) persons with 16.7% are strongly disagree.



One of the main problems that learners are likely to encounter in learning English is the question of the phrasal verbs. Learners around the world tend to panic at the mere mention of their name (phrasal verbs), and to avoid using them for fear of making mistakes. In this article I shall be looking at why this is and how as teachers we can try to encourage students to use them. Quite a big number of multi-word verbs carry more than one meaning. Thus, learners who are familiar with the meaning of "*turn down*" as in, "*He turned down the radio*", have problems interpreting the meaning of "*He*

*turned her down*" (rejected her). It is best to deal with the meaning of the verb that is salient in the text. If the meaning of the verb in focus is to 'reject', then teach this meaning, without going into the other possible meanings. This approach can be clearer and less confusing for students.

**Statement No. (8)** *Collocational meaning of phrasal verbs poses a very difficult problem of understanding.*

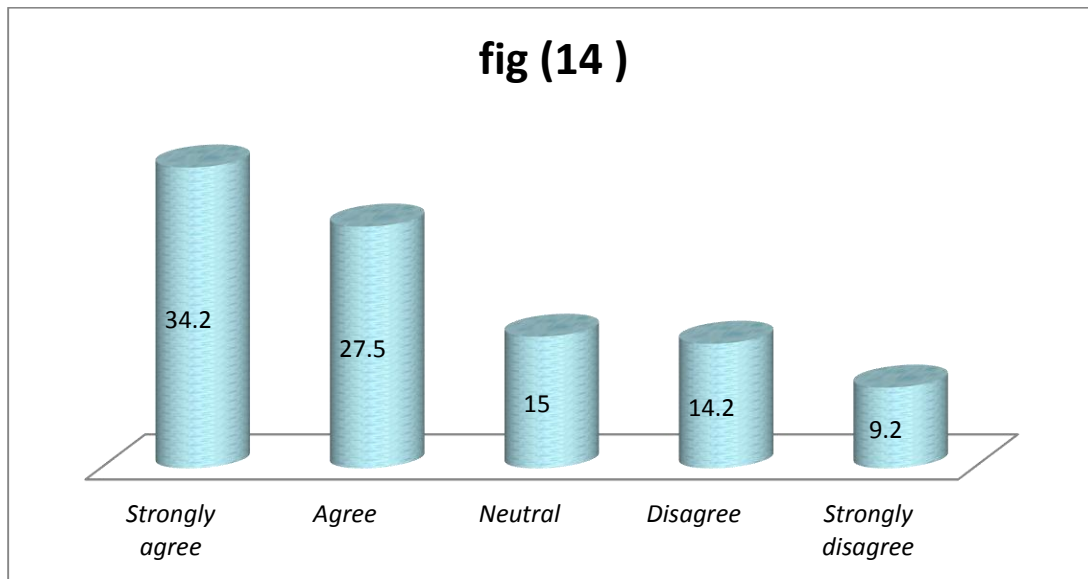
**Table No. (16), Figure No. (14)**

Valid	Frequency	Percentage%
Strongly agree	41	34.2
Agree	33	27.5
Neutral	18	15.0
Disagree	17	14.2
Strongly disagree	11	9.2
<b>Total</b>	<b>120</b>	<b>100</b>

Looking at the above table No. (16) and figure No (14 ) that there are (41) persons in the study's sample with percentage (34.2%) strongly agreed with " *Collocational meaning of phrasal verbs poses a very difficult problem of understanding* ". There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with percentage (15.0%) were not sure that, and (17) persons with percentage (14.2%) disagreed. and (11) persons with 19.2% are strongly disagree.

Multi-word verbs present problems in terms of the words with which they collocate. McCarthy says that collocation is "a marriage contract between words, and some words are more firmly married to each other than others." Thus, "to call off", for example, collocates strongly with "match", i.e. "The

**match was called off due to the rain"**, and it also collocates strongly with *'engagement', 'wedding', 'meeting'*



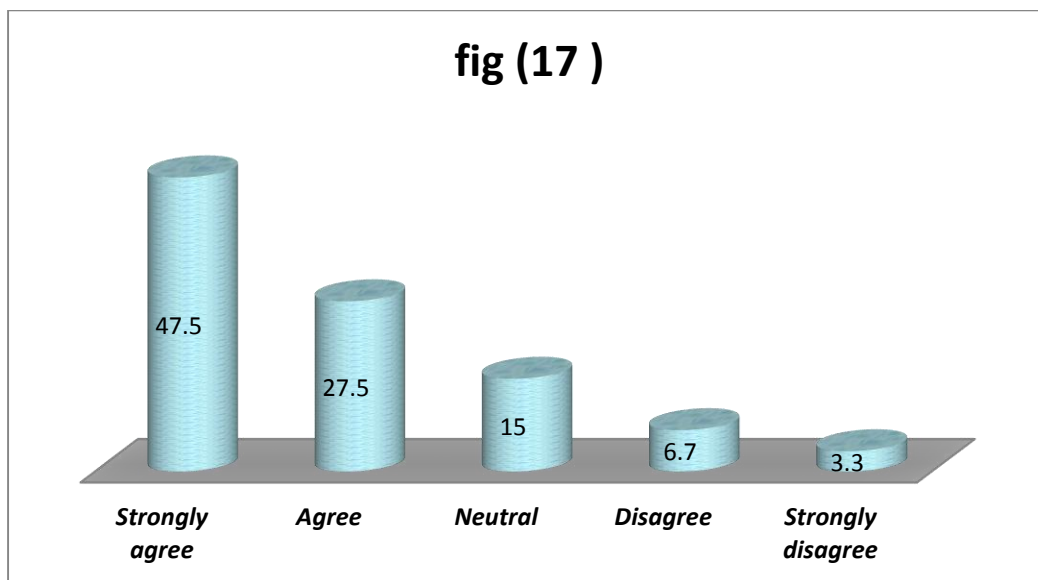
Students often understand the meaning, i.e. cancel, and then attempt to apply it to other nouns with which it in fact has no relationship. For example, ***"I called off my English class"*** sounds strange to L1 speakers, as generally we can only call off events which have been specifically arranged, or that are of a unique, one-off nature. Helping students with collocation can be half way to providing solution. Firstly, students' awareness of collocation should be raised by asking them to underline the nouns which follow certain verbs and then later filling in a collocational grid, matching multi-word verbs to their common collocations, e.g. *'Call off', 'set up', 'put off' = 'a meeting'*.

**Statement No. (9)** *Particles cause problems as sometimes the particles can share meaning across a large number, but not all, multi-word verbs.*

**Table No. (17) Figure No. (15)**

Variables	Frequency	Percentage%
Strongly agree	57	47.5
Agree	33	27.5
Neutral	18	15.0
Disagree	8	6.7
Strongly disagree	4	3.3
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.(17 ) and figure No (15 ) that there are (57) persons in the study's sample with percentage (47.5%) strongly agreed with " *Particles cause problems as sometimes the particles can share meaning across a large number, but not all, multi-word verbs. .*". There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with percentage (15.0%) were not sure that, and (8) persons with percentage (6.7%) disagreed. and (4) persons with 13.3% are strongly disagree.



The meaning of the particles, i.e. 'up', 'on', 'in', can also cause problems as sometimes the particles can share meaning across a large number, but not all, multi-word verbs. For instance, the particle 'up', is often said to express the idea of 'increase', as in 'grow up', 'heat up', 'hurry up', 'cheer up', but this idea cannot be applied to the verb 'split up' for example. Many exercises exist which focus on particles and sensitize learners to the shared meaning of a group. I find these to be of value in increasing students' confidence in dealing with phrasal verbs, as they feel as though they have a tool with which to help them unlock the meaning of previously incomprehensible items. As long as the teacher highlights the fact that the generalized meaning of the particle in question is not the same with all multi-word verbs, then these exercises can be useful in facilitating understanding of multi-word verbs, thus aiding memory and ultimately production.

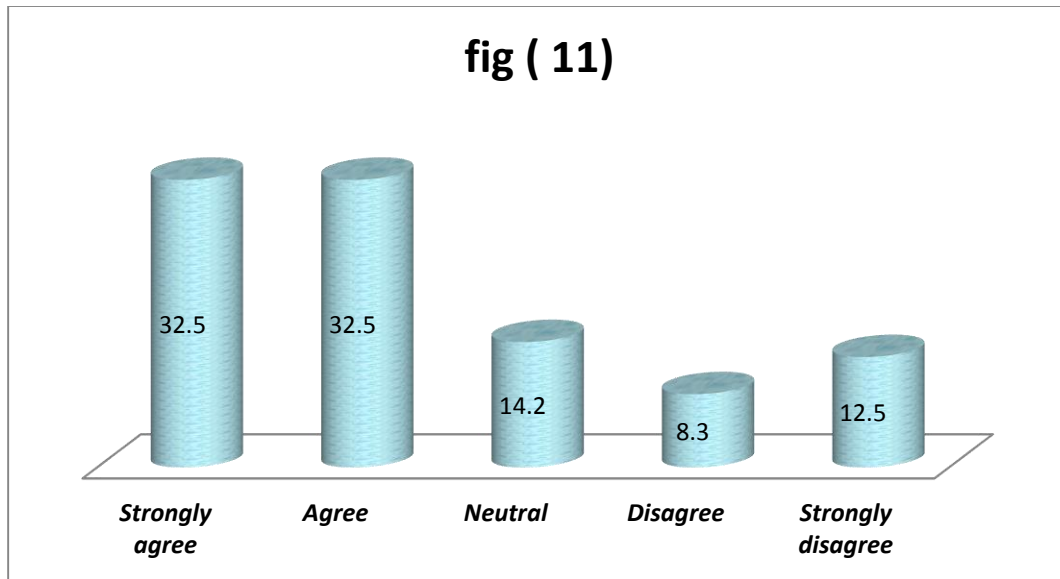
**Statement No. (10)** *Research shows that words which are difficult to pronounce are more difficult to learn. Phrasal verbs are not too problematic for learners in terms of pronunciation, though misplaced word stress is a common error.*

**Table No. (18) Figure No. (16)**

Variable	Frequency	Percentage%
Strongly agree	39	32.5
Agree	39	32.5
Neutral	17	14.2
Disagree	10	8.3
Strongly disagree	15	12.5
<b>Total</b>	<b>120</b>	<b>100</b>

It is clear from the above table No.(23 ) and figure No (11 ) that there are (39) persons in the study's sample with percentage (32.5%) strongly agreed with " Internet facilitate meaningful interaction between students-teacher

and students-students.". There are (39) persons with percentage (32.5%) agreed with that, and (17) persons with percentage (14.5%) were not sure that, and (10) persons with percentage (8.3%) disagreed. and (15) persons with 12.3% are strongly disagree.



Students are frequently reluctant to give stress to particles. In the sentence, "*We did the kitchen up*" for example, "*kitchen*" is stressed, though when we substitute the noun for a pronoun, "*We did it up*", the stress falls on the adverbial particle.

One way of helping learners is by using graphics, such as stress boxes ( a small black square) on the board, and getting them to mark the stress above words or syllables in the whole sentence and to practice reading it aloud.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMENDATION

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

#### 5.1 Summary and Conclusion

This study is an attempt to explore the use of phrasal verbs by to enhance classroom interaction and learning English in general as reflected in the writing and speaking of the Sudanese EFL undergraduate students at the University of Sudan of Science and Technology. The aim is to find out whether the incorporation of the phrasal verbs in the syllabus can help improve the standards of our students at universities in learning English. To find answer to the pose question, the study surveyed the teachers' viewpoints in relation to the issue in question.

Basically, the study sets out to examine the questions:

1. To what extent can phrasal verbs be introduced into EFL classes successfully
2. Is the cultural element embedded or rooted into phrasal verbs can form such a hurdle to understanding?
3. Can learners at the end of the day, be able to use phrasal verbs in their writing and speaking.

To achieve the set objectives, the study adopted a mixed- methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, an experiment,

questionnaires, and a diagnostic test were used to address the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

100 undergraduate students participated in the study experiment, 50 tutors completed questionnaires, and 2 undergraduate classes were observed.

Statistically, the study found out that the teaching of phrasal verbs can help undergraduate students improve their writing and speaking. A substantial dose of exposure to excessive teaching of phrasal verbs is required to produce the desired effect. Again the findings further have been in commensurate with the set questions and hypotheses.

It was found out those highly motivated students who have had an earlier experience with good knowledge of phrasal verbs have managed successfully to maximize that learning environment, compared with their peers who were not introduced to this technology. However, all students picked up and speedily got along with learning.

Two thirds of the respondents supported the idea that an enhanced cultural background can help students perform properly in English in general and the targeted category, in particular. Drawing on the internet to get learning material can actually help reduce the cultural gap through the different materials to be drawn on from across the globe as a greater portion of phrasal verbs have an inherent cultural component.

On the other hand, teachers expressed a variety of views about the advantages and disadvantages of phrasal verbs learning particularly for the reality of underprivileged classrooms that is large groups. 90% believe that large groups can be very detrimental to the teaching operation itself and that

some students would find it difficult to put up with such large classes. So the use of the internet to access websites rich in **phrasal verbs** learning materials can help students overcome their gloomy realities of a bad syllabus particularly.

Students can have good access to communicative competence having been exposed to a substantial dose of material from the net. 85% of the respondents have been in favor of a syllabus which contains a good host of material taken from the web. They believe that articulateness of the material owes a great deal of its lucidity to properly applied in speaking and writing, besides it is advantage in introducing students to a different world with different cultural views and insights. Badly structured sentences usually come from syllabuses developed locally.

Many instructors perceive that they should spend considerable time teaching correct grammar and usage from material drawn mainly from the web. Studies tell us, however, that spending lots of time on explicit grammar instruction is less effective than brief and focused work on "surface" issues in the writing in which students are currently engaged and at an appropriate time in the process.

## **5.2 Recommendations**

**Based on the findings of this study, the following recommendations are suggested:**

1. Tutors should seek to teach the different skills by drawing heavily on texts and materials from different sources. The internet is fully packed with useful learning materials in relation to the **phrasal verbs**.

2. Tutors should encourage their students to browse the internet for original interesting **phrasal verbs** material that suits their likes and inform them on different topics.
3. Through mainly browsing the net for good authentic texts tutors should do all in their power to inculcate the idiomatic aspects of **phrasal verbs** explaining the importance of phrasal verbs in building good language structures.
4. Special attention should be given to the fact that all students are actually learning phrasal verbs for to improve their overall learning skills.
5. Feedback should not be neglected as our students are drawing on instruments of learning which could have been equally well detrimental.

### **5.3 Suggestions for further studies**

This study put forward the following suggestions for future researchers:

1. More evidence is required to substantiate the process teaching the phrasal verbs.
2. Much research is needed with respect to the type of English language syllabuses adopted at Sudanese universities. Tutors should browse the web to substantiate their syllabuses of the clear shortcoming of phrasal verbs.
3. A research is needed to explore the entire syllabuses we have and to further develop in an attempt to cater for the inclusion of the phrasal verbs.

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Linguistics Behavior of Compound and Phrasal Verbs

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