



**Sudan University of Science and Technology-**



**College of Graduate Studies**

**A Study of the Difficulties of Using Phrasal Verbs  
among EFL Learners in Secondary Level**

**تقصى صعوبات إستخدام العبارات الفعلية لدى دارسي اللغة  
الإنجليزية لغة أجنبية بالمدارس الثانوية**

**A Thesis Submitted to the Department of English – College of  
Languages, in the Partial Fulfillment of the Degree of M.A in  
English Language (Applied Linguistics)**

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## **DEDICATION**

I dedicate this work to my lovely parents - my supportive wife - my kids-my brother and sisters

## **ACKNOWLEDGEMENTS**

First I would like to thank Allah the Almighty who granted me the strength and ability to perform this study. I extend my deep thanks to Dr. Abbas Mukhtar for his supervision and guidance. My great thanks due to Dr .Hillary Mariano, and Dr. Muntasir Hassan Mubarak for their good guidance and orientation.

## **ABSTRACTS**

This research aimed at investigating the difficulties that encounter EFL students in secondary schools in using and understanding phrasal verbs, the researcher uses a test and questionnaire to collect the data .The researcher uses Statistical Package for Social sciences (SPSS) to analyze the obtained data. The final result shows that EFL student in secondary schools encounter some difficulties in using and understanding phrasal verbs, and most of the teachers in secondary school are not well trained to teach phrasal verbs. Accordingly, the researcher formulates some recommendations to help in minimizing the difficulties of phrasal verbs such as training the teacher in secondary school to teach phrasal verbs, and including phrasal verbs in the syllabus.

## مستخلص البحث

يهدف هذا البحث الى تقصى الصعوبات التى تواجه الطلاب الدارسين للغة الانجليزية لغة ثانية فى فهم واستخدام العبارات الفعلية. استخدم الباحث وسيلة الاختبار للطلاب والاستبيان للمعلمين على لجمع بيانات البحث, ثم تم تحليل تلك البيانات تحليلا بيانيا علميا. اظهرت النتائج ضعف الطلاب فى التعامل مع العبارات الفعلية. كما اظهر عدم تاهيل المعلمين فى تدريس تلك المادة. وعليه قدم الباحث بعض التوصيات التى تساعد فى تزيل هذه الصعوبات مثل تاهيل المعلمين بالمدارس الثانوية لتدريس العبارات الفعلية, وتضمين هذه المادة فى المنهج.

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# CHAPTER ONE

## INTRODUCTION

### **Overview:**

The research observed that most of EFL students experience crucial problems in using and understanding of phrasal verbs, especially those in secondary school. The researcher believes that this area is becoming increasingly prominent with the increasing influence of the English language. In order to understand, speak, read and write correct English, it is important to learn phrasal verbs. Phrasal verbs are very frequently used in spoken English. The meaning of some phrasal verbs is pretty obvious, but for many verbs, the meaning is not what it seems and that is why some students commit mistakes.

The researcher uses a test composes of 10 questions for 40 students, and a questionnaire of 5 statements for 40 teachers of English language as tools of data collection.

After analyzing the data the result verified the research hypotheses. Accordingly the researcher formulates his recommendations for both EFL student and teacher in secondary school aiming at finding solution for the difficulties facing student when dealing with phrasal verbs.

Also the researcher provides some suggesting for future researches that may run in the same topic.

### **1.2 Statement of Research Problem:**

Phrasal verbs are considered as a problematic area for wide sector of EFL learners in secondary schools. The meaning of the phrasal verbs is often very



different from the meanings of the two words taken separately. In order to understand the meaning of a phrasal verb, one may have to refer to the dictionary.

### **1.3 Research Questions:**

1. To what extent EFL learners in secondary level encounter some difficulties in using phrasal verbs?
2. To what extent are EFL teachers trained to teach English phrasal verbs?

### **1.4 Research Hypotheses:**

With accordance to research questions the following hypothesis are formulated:

1. EFL learners in secondary level encounter some difficulties in using and understanding phrasal verbs.
2. Most of teachers are not well trained to teach phrasal verbs.

### **1.5 Methodology:**

This research is an analytical descriptive study. The researcher uses two tools in this study; test and questionnaire to collect data which are analyzed by using Statistical Package for Social Sciences (SPSS).

### **1.6 Objective of the research:**

This research has the following as main objectives:

1. To shed some light on the difficulties that EFL learners in secondary level encounter in using phrasal verbs.
2. To find out to what extent that EFL teachers are trained to teach English phrasal verbs.
3. To differentiate between types of phrasal verbs.

### **1.7 Significance of the research:**

The researcher sheds a light on the difficulties encounter EFL students in understanding and using the phrasal verbs and formulates some recommendations to cope with the difficulties encounter EFL learners in secondary and the researcher believes that these recommendations are not only useful for both students and teachers but are also valuable for curriculum designers and educational policy makers.

### ***1-8 Limits of the research:***

This research explores the Difficulties of Using Phrasal Verbs among EFL Learners in Secondary Level

The researcher runs this study in Khartoum state – Omdurman – Al Salam ‘Locality (Al Safa high secondary school) during school year of 2017.

## CHAPTER TWO

### LITERATURE REVIEW AND PRVIOUS STUDIES

#### 2.0- Introduction:

This chapter consists of two parts. Part one reviews the literature relevant to the research topic such as multi-words items- phrasal verbs, while Part two discusses the previous studies relevant to research topic.

#### 2.1- Multi Words Items:

Multi-words items are a super ordinate term in which the structure of phrasal verbs is one type. However, before continuing to explore phrasal verbs, it might be worthwhile to shed light on the three classes proposed by *Lindstromberg* (2010) into which multi- word verbs can be divided:

1. **Prepositional Verbs:** *e.g., Look after a cat, in which after is considered to be preposition whose grammatical object is a cat.*
2. **True phrasal Verbs:** *e.g., Look up a word, in which up is considered to be preposition whose grammatical object is a cat. considered to be particle rather than a full-blooded preposition.*
3. **Phrasal-prepositional Verbs:** *e.g., Put up with bad behavior, each of which is considered to consist of a phrasal verb put up followed by aprepositional phrase with bad behavior.*

#### 2.2 - Phrasal Verbs:

According to verb (Celce-Murcia & Larsen- Freeman, 1999). A phrasal verb is made up of two or more parts, (*a lexical verb + adverb or/and a preposition called “particle”*) that function as a single word.

Moon (1997) defined phrasal verbs as:

“Combinations of verbs, and adverbial, or prepositional particles” (p. 45). For example, *He sat down, she looked after her invalid mother, and I look forward to reading it.* (Quirk, Greenbrae, Leech, & Svartvik, 1985).

The term of “phrasal prepositional verbs” may be used to refer to phrasal verbs that are made up of more than two parts (a lexical verb + a particle + a preposition)

According to . (Celce -Murcia & Larsen-Freeman, 1999; Moon, 1997|).

The second part of the phrasal verb is called “particle” because of its close the association with the verb and also to distinguish it from prepositions and other adverbs . By combining a verb and a particle as in the examples above, we can extend the usual meaning of the verb or create a new meaning. Hence, examples above, we can ext- tend the verb and its particle.

### **2.3 The Transitivity of Phrasal Verbs:**

Like one-word verbs, phrasal verbs can be transitive as in *I called off the meeting* or intransitive as in *my car broke down*. Also, just as some regular verbs (e.g., *open, increase*) may be either transitive or intransitive depending on the role of the agent, some phrasal verbs can have this dual function, too.

For example:

- *An arsonist burned down the hotel. (transitive)*
- *The hotel burned down. (intransitive)* ( Celce -Murcia & Larsen-Freeman1999)

### **2.4 Semantic Features of Phrasal Verbs:**

According to(Lindstromberg, 2010) . A key feature of a phrasal verb is that the whole combination of words should function as a lexical unit that has its own meaning.

Phrasal verbs are classified into three types:

- **Literal** (also called transparent, directional, and systematic).
- **Semi-transparent** (also called aspectual, semi-idiomatic, and completive).
- **Idiomatic** (figurative and opaque) (Celce -Murcia & LarsenFreeman1999).

The division of phrasal verbs into three types is very helpful because the difficulty of the phrasal verb depends on its type.

- **Literal Phrasal Verbs:**

This category is composed of verbs that appear to be a combination of a verb and a directional preposition as *climb up*. However, they are classified as:

Phrasal verbs because they function syntactically like verb-particle constructions.

The particle retains its prepositional meaning and, therefore, the phrasal verb meaning is a straightforward product of their semantic components. Literal phrasal verbs are highly guessable by knowing the basic literal meaning of the component words. Thus, the meaning can be equivocally derived from the meaning of its constituent parts.

According to (Celce-Murcia & Larsen-Freeman, 1999; Dagut and Laufer 1985; Laufer and Eliasson, 1993; Lindstromberg, 2010) here are Some examples of literal phrasal verbs are: *sit down, stand up, hand out , throw away*

- **Semi-Transparent Phrasal Verbs:**

This is the second category where the meaning of the phrasal verb is not as transparent, but it is not idiomatic either. This category consists of verbs to which certain particles describe the result of the action or reinforce the degree

of the action denoted by the verb (Celce -Murcia & Larsen- Freeman, 1999). The particles in this category appear to modify the meaning of the verb rather than serve as adverbials (Fraser , 1976).

This category can be subdivided into four semantic classes, depending on the semantic contribution of the particle:

- **Inceptive** (to signal a beginning state) as in *John took off*.
- **Continuative** (to show that the action continues) as in *His speech ran on*.
- **Iterative** (use of *over* with activity verbs to show repetition) as In :  
*He did it over and over again until he got it right*.

**Completive** (uses particles *up*, *out*, *off*, and *down* to show that the action is complete. ) turns an activity verb into an accomplishment as in:

*He drank the milk up*.

Reinforces the sense of goal orientation in an accomplishment verbs as In:

*He closed the suitcases up*, or adds durative to a punctual achievement verb as in:

*He found out why they were missing*.

These completive phrasal verbs are normally equivalent to the corresponding simplex verb and an expression such as *to the end*, *completely*, and *all of it* (Brinton, 1988).

- ***Idiomatic Phrasal Verbs:***

This is the third category where the meaning of the phrasal verb is idiomatic. It is difficult and may be impossible to figure out the meaning of the verb by combining the separate meanings of its parts because a new meaning has resulted from a metaphoric shift of the meaning and the semantic fusion of

the individual components. Thus, idiomatic phrasal verbs have lexicalized meanings, For example, *He ran up the bill*. Therefore, knowing the common senses of *ran*, and the spatial sense of *up* is unlikely to help a learner guess that *ran up the bill* means increased the amount of money (Celce-Murcia & Larsen-Freeman, 1999; Dagut and Laufer, 1985; Laufer and Eliasson, 1993; Lindstromberg, 2010).

However, someone can understand idiomatic phrasal verbs by understanding the underlying logic of the language. For example there a contrast between a phrase with a verb + preposition sequence as in *up the hill* , and with a phrasal verb as in *He ran up the bill*. In each *He ran*. . In each *He ran* sentence, *run* contributes a sense of motion entailing change and *up* contributes the meaning of higher vertical direction on some path.

The listener can use logic to infer that if *one is running up a bill* and something is going to change, then what is going to change is the amount of money. Because the direction is up, it means that *the amount* of money will increase (Stauffer, 1996, as cited in Celce Murcia & Larsen- Freeman , 1999). Bolinger (1971) stated that the primitive directional meaning of *up* is modified to the aspectual one by the direction that most physical acts of completion take and, therefore, *up* in is associated with increase in the example of *He ran up the bill*. The first hypothesis of this study is that there will be a significant difference in phrasal verbs avoidance across the three types.

### ***Polysemous Phrasal Verbs:***

As with other verbs, phrasal verbs can be polysemous (having many meanings) such as *check out*.Some examples are:

1. *I need to check out by 1:00 pm.*
2. *I went to the library to get a book, but someone had already checked it*

*out.*

3. *Be sure to check it out before you buy it.*

4. *Check it out!*

Just as one form can have many meanings, it is also possible to have more than one form with the same or similar meaning

## **2.5 Register of Phrasal Verbs.**

The word register means the level of formality of language. However, register in systemic-functional linguistics has three variables:

(a) ***Mode***, (b) ***Tenor***, and (c) ***Field***.

“***Mode***” has to do with the channel of communication, whether the language is written or spoken. “***Tenor***” is reflected in the roles and relationships of interlocutors. For example, the choice of sentence type to express a request is governed by the nature of the relationship between the person who makes the request and the person being asked to fulfill it.

“***Field***” is concerned with the choices of content words (Halliday, 1994, as cited in Celce Murcia & Larsen- Freeman, ). Thus, the register of phrasal verbs should be then covered in light of these variables including the level of formality.

Nonetheless, the variable of “tenor” is not applicable to phrasal verbs.

Although many phrasal verbs do have single-word counterparts, words derived from Latin, English speakers prefer phrasal verbs such as put off, call off, and show up to their Latinate postpone, cancel, and arrive which is a matter of register. One-word verbs tend to have a slightly more formal register, and are thus more in less colloquial contexts, for example, in academic discourse and official written reports (Siyanova& Schmitt, 2007), but phrasal verbs are common in informal registers, although not completely absent from formal discourse. There are many examples of phrasal verbs



which traditionally have been felt to be colloquial and informal, but they abruptly have become accepted in formal contexts to Cornell, it is generally true that phrasal verbs occur more frequently in the spoken rather in the written language.

Additionally, Side (1990) stated that direct equivalents of phrasal verbs do not always exist. For example, *I'm done in* would be used in different social context from *I'm exhausted* Celce-Murcia and Larsen-Freeman (1999) stated is complete. ) turns an activity verb into an accomplishment as in:

That certain phrasal verbs are associated with a particular field for which there are no concise alternatives. For example, check out as in I need to check out by 1:00 pm will likely be understood to mean check out of a hotel room. Thus, it is difficult to describe the same action using any other verb.

A paraphrase of check out in this context might be that “upon leaving a hotel, , and pay my bill.” No other verb exists that has this precise meaning. context might be that “upon leaving a hotel, I have to go to the front desk and pay my bill.” No other verb exists that has this precise meaning.

## **2.6 -Phrasal Verbs Avoidance:**

The avoidance phenomenon was first mentioned in error analysis by Schachter (1974), majority of EFL learners avoiding using phrasal verbs, preferring the one-word verbs. Regarding the distribution of categories, literal phrasal verbs were the least avoided category, but the completive and figurative phrasal verbs were mostly avoided.

**Dagut and Laufer** (1985) attributed this avoidance to the systemic Incongruence between the L1 and L2, i.e. when the L1 does not have the parallel in L2.

**Liao and Fukuya** (2004), however, argued that Dagut and Laufer's (1985) study had two weaknesses.

- **First**, the method used in their study to establish the subjects' prior knowledge of the structure in (phrasal verbs) was not sound. The choice of the phrasal verbs depended impression or intuition from their teaching experiences .
- **Second** ,Dagut and Laufer claimed that interlingua differences played a role in the learners' avoidance, but they failed to address the fact that the avoidance was much more frequent in the category of figurative Phrasal verbs than in the case of literal o rcompletive ones which points to intralingua factor.

Intermediate learners of EFL tended to avoid English phrasal verbs so more often than advanced learners.

Ben Duhaish (2008) attributed the avoidance of phrasal verbs by Arab. Learners of English to the L1-L2 differences. On the other hand, Abu Jamil (2010) attributed their avoidance to the semantic complexity of English phrasal verbs.

The exposure of EFL students to the L2 environment might have been an important factor in their none avoid of phrasal verbs.

## **2.7 Teaching phrasal Verbs:**

Teaching phrasal verbs is a difficult area. Many studies have proved that contextualization has an important positive effect on the ability of the students to decipher the correct meaning of a phrasal verb.

There is no specified way or a programmed manner in which a student can learn all the phrasal verbs. The only way to acquire such knowledge is by extensive reading and listening” (Al-Sibai, 2003).

There are some useful advices for teaching phrasal verbs.

1. Avoid teaching phrasal verbs in alphabetical lists.

Lists can be useful, but it may be difficult to transfer this knowledge from the written page to your active knowledge” (Dainty, 1992).

2. Avoid teaching phrasal verbs solely on the basis of the verb in them.

For example, it would not be advisable to teach every phrasal verb that incorporates the word "get" in one lesson because it is very difficult to understand and retain the context of whole phrasal verbs in this way (Norman, 2010).

3. According to Thornbury, phrasal verbs should be acquired like the rest of the lexis by providing meaningful context. And he encourages teachers to provide texts that have high frequency of phrasal verbs in them.

4. Teachers ask their students to make use of as many Phrasal Verbs as possible in their compositions or interesting topic The main asset of such exercises is the fact that students write about things they are fond of and are really interested in. This enables students to apply long term memory, due to which they will be able to remember certain things for ever and make use of them in various speeches or essays (Cirocki, 2003).

## **2.7- Previous Studies:**

Phrasal verbs are important for EFL learners, so there are many studies were done to investigate this topic from its various aspects. Here the researcher selects two of these studies related to his research:

### 2.7.1 Study One:

As proposed by Cornell (1985), phrasal verbs are notably essential to comprehend and communicate with native speakers since they are commonly used in spoken and informal written language. EFL learners may find it difficult to understand and use phrasal verbs so they tend to avoid using them.

This article aims to provide the overview of phrasal verbs as a problem for ESL/EFL learners and discuss the possible solution for learning and teaching phrasal verbs.

Blau, Gonzales, and Green (1983, p. 184) posit two categories of student's problems with phrasal verbs: semantic or vocabulary problems and syntactic or word order problems. In their view of the semantic problem, they highlight that students often do not consider the two- or three-word verb as a lexical unit with a special meaning. This view is also accepted by Celce-Murcia and Larsen-Freeman (1999). Moreover, the meaning of many phrasal verbs is not transparent. Therefore, it is not easy, and sometimes impossible, to interpret the meaning of the verb by combining the meaning of each parts i.e. these phrasal verbs are said to be idiomatic, for example, chew out, tune out, catch up, and put off (Celce-Murcia & Larsen-Freeman, 1999; Schmitt & Siyanova, 2007; Side, 1990; Wyss, 2002). Also one reason of phrasal verbs difficulties is the phenomenon of polysemy.

Cornell (1985, p. 270) says particular verb and particle may be polysemic in having both an idiomatic and a non-idiomatic use as well as having more than one idiomatic use. Illustrated below, an idiomatic phrasal verb *put up* can be used in different meanings:

- He put us up for the night.
- Who put you up to this?

- He put up a good fight.

Elsewhere, another example of a phrasal verb having more than one meaning is provided by Steele (2005, p. 1). The phrasal verb *turn down* carries the familiar meaning *to decrease the volume* as in “He turned down the radio,” but it can be interpreted as *to reject* as in “He turned her down”. In addition, to reduce students’ confusion, she suggests that teachers should teach the meaning of the verb as it appears saliently in the text, without giving the other possible meanings.

Blau, Gonzales, and Green (1983) point out that the placement of objects in relation to the particle is able to create confusion to the students i.e. whether certain phrasal verbs are separable or non-separable. Sometimes teachers and textbooks overburden students in mastering phrasal verbs and mislead them that in order to avoid the errors they need to memorize the separable/non-separable property of every English phrasal verb. Celce-Murcia and Larsen-Freeman (1999, p. 426) illustrate this point clearly by showing the condition of optional and obligatory separation of the transitive phrasal verb “turn out”.

- Turn out the lights.

- Turn the lights out.

As the direct object is expressed as a noun, as illustrated in a. and b above, placing the noun object after or before the particle is syntactically possible. In other words, when the direct object is a noun, the separation is optional. On the other hand, as shown in c. and d. below, when the direct object is a pronoun, the separation is obligatory and it must necessarily be placed between the verb and particle.

- Turn them out.

- Turn out them.

## **Suggested Solution:**

The following suggestions are proposed to help teachers and learners overcome difficulties in the process of learning and teaching phrasal verbs.

### **1. - Focus on the Verb:**

Grouping phrasal verbs formed from the same verb is useful as the basic relationship of meaning based on these can be realized( First, Marks (2006).

For example, provided below example sentences, learners should be able to find out the basic physical meaning of the verb “put” and it can be memorable.

Television can be a useful way of putting across health messages.

One option is to put back the wedding.

Why can't you put your past behind you?

This approach has been criticized (Norman, 2010 as cited in Mart, 2012).

that this approach can do more harm than good. The lists of the same verbs with different particles can make learners confused because these groups of verbs can help nothing, except providing unrelated meaning.

### **2. - Focus on the Particle:**

Understanding the logic behind the particle is the key of this approach. To do this, sufficient example sentences need to be presented to make teachers' explanation of the underlying meaning of the particle clear. It is also suggested that if the particle “does perform a more consistent function with regard to its effect on the meaning of the root verb e.g. ‘up’ adding a sense of completion [...] then the approach is clearly more valid.” (Gairns & Redman, 1986 as cited in Marks, 2006), for example; the meaning of the particle “up” in the following examples is ‘beginning to happen, exist, or appear’

Several problems cropped up just as we were finishing. Marry has just taken up knitting. The two boys cooked up a plan to steal the bike .

The above brief discussion reveals that fact that approaching phrasal verbs through the lists focusing on the verb or the particle is still questionable.

### **3. - Contextualization:**

(Dainty, 1992 as cited in Mart, 2012) that phrasal verbs should be approached in meaningful context. Through this method, “students are able to pick up the meaning of a phrasal verb from its context even though they have never seen it before”

### **Conclusion :**

Phrasal verbs are one of the most difficult areas for learners and teachers alike, especially in an ES/EFL context. Yet, it is a very fruitful feature to help communicate effectively. Therefore, applying appropriate teaching approach need to be considered to reduce learners’ frustration and to promote their understanding and their use of phrasal verbs.

### **2.7.2 Study Two:**

**Mohammad Saleh Gandorah- St. Cloud State University-2015.**

#### **Arabic ELLS’ Attitude toward Phrasal Verbs**

Often, English second language learners come across phrasal verbs and find themselves missing the point. They find themselves in need to look up these phrases in order to understand the intended meaning. Learners usually recognize the meaning of the verb; however, the action suggested by the verb does not go along with the associated object or the surrounding context. Simply, what they read does not make sense.

A particle that looks like a preposition is attached to the verb and affects the meaning of the whole sentence. This change in meaning leads to misinterpretation and causes communication failure. Phrasal verbs (PVs) are

too many to master and sometimes one PV has multiple meanings (e.g., make up). Some studies described PVs as “a recurring nightmare” to English language learners (ELLs) (Littlemore & Low, 2006), and in other studies mentioned that PVs “do not enjoy a good reputation” (Rudzka-Ostyn, 2003). The natural reaction toward difficult language constructions is avoidance.

This study concerns itself with the avoidance attitude of Arabic ELLs toward English phrasal verbs (EPVs). Earlier empirical studies attributed the avoidance of using EPVs only to the syntactic differences between L1 and L2 (Dagut & Laufer, 1985; Laufer & Eliasson, 1993). Other studies ascribed the avoidance behavior to the semantic difficulty of EPVs (Hulstijn & Marchena (1989). However, recent studies speculate that there are more factors for the behavior other than the L1 L2 differences and the polysemous nature of English PVs (Liao & Fukuya, 2004). This study validated the avoidance behavior among Arabic learners. It also looked into three salient factors that have direct effects on the avoidance behavior of English phrasal verbs: the proficiency level of the

learners, the length of stay in L2 environment, and the type of phrasal verbs. A total of 18 Arabic informants, equally divided into two groups (intermediate and advanced), participated in an experimental test to investigate the Arabic ELLs’ avoidance attitude and the reasons behind it. It was hypothesized that the performances of the two groups were different through measuring the means and proportions of the two groups.

The results proved that:

1. The two groups were not equal.
2. The intermediate group avoided more PVs than the advanced group.
3. The longer the period a learner stay in an English speaking environment, the More PVs are learned.



4. Phrasal verbs that bear idiomatic meaning are avoided more than the ones that carry literal meaning.

# CHAPTER THREE

## METHODOLOGY

### **3.0 – Introduction:**

In this chapter, the researcher shows the tools he used to collect data - the method of data analysis and research populations

### **3.1-Methodology:**

This research is an analytical descriptive study. Statistical Package for Social Study (SPSS) method is used to analyze the data obtained by questionnaire and test.

### **3.2- Population and Samples:**

In this research the researcher uses two tools to collect data for this research teacher's questionnaire and test for EFL student.

#### ***-Students:***

A total of 40 secondary level students from (*Al-Safa*) secondary school in (*Omdurman - Dar el-Salam Locality*) were subjected to a test composed of 10 questions containing the three types of phrasal verbs (literal- semi transparent and idiomatic phrasal verb). The test was designed to investigate the Hypotheses one which states ( EFL student encounter difficulties in using and understanding phrasal verbs .

### **- Teachers:**

A questionnaire with five statements derived from the research hypothesis (most of English language teacher are not well trained to teach phrasal verbs) was handed over to 30 English language teachers in secondary level they are (30 - 55) years old with good experience in teaching English language as second language. They are from various areas in Khartoum state. They are randomly selected.

### **3.4- Instrument:**

The researcher uses (*SPSS*) to analyze the data obtained from the test and questionnaire.

### **3.4- Procedure:**

As for questionnaire, the researcher was randomly distributed them to the participants in more than one area in (*Khartoum*) state.

As for test the researcher hand over the test papers to the student and manage the test process by himself to ensure that every one answered the questions without help so as to obtain accurate result .Then both data obtained through test and questionnaire were scientifically analyzed by (*SPSS*) method.

### **3.5- Validity and Reliabilities:**

Both test and questionnaire used in this research were designed by the researcher and verified by two university teaching staff, then submitted to the supervisor for approval before they were being distributed to the participants.

The same test we given to another participants of the same level and the result is almost typical.

So both tools are reliable and valid .

# CHAPTER FOUR

## Data Analysis, Results and Discussions

### 4.0 Introduction:-

In this chapter the researcher presents, and analyzes the data obtained through the questionnaire, and test which distributed to teachers and students respectively. By using (SPSS) program output.

The following tables from investigate the first hypothesis of the study.

*(EFL learners in secondary level encounter some difficulties in using and understanding phrasal verbs).*

### 4.1 Students Test:

**The students were asked to put the following phrasal verbs in their right positions:**

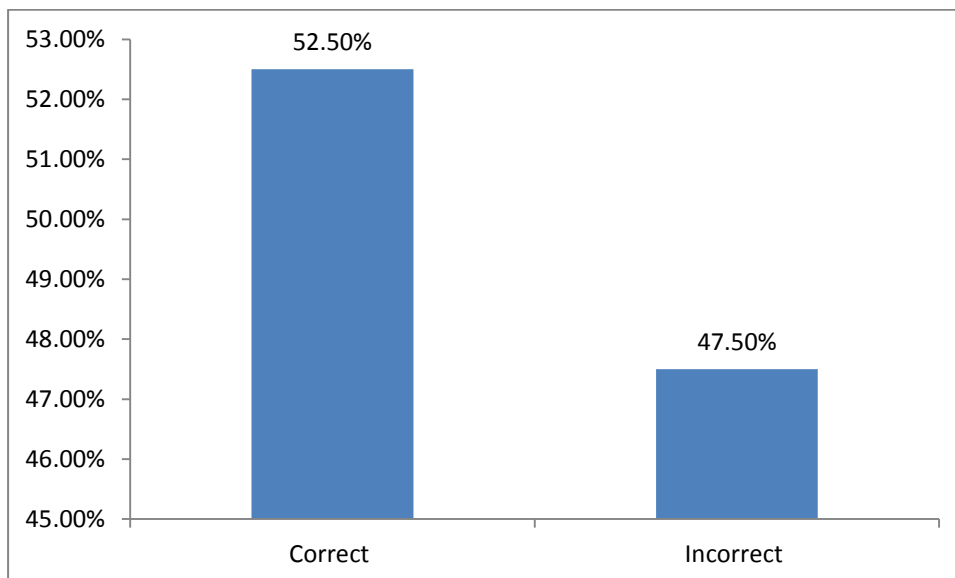
*(Ran up - stand up - catch up with - put on - Throw away - give up - take off - let down – over and over - Turn up - show up - sit down – carry on –drank up)*

**Question 1:**

**Take your chair and.....**

	frequency	Percentage
Correct	21	52.5%
Incorrect	19	47.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table (4-1)**



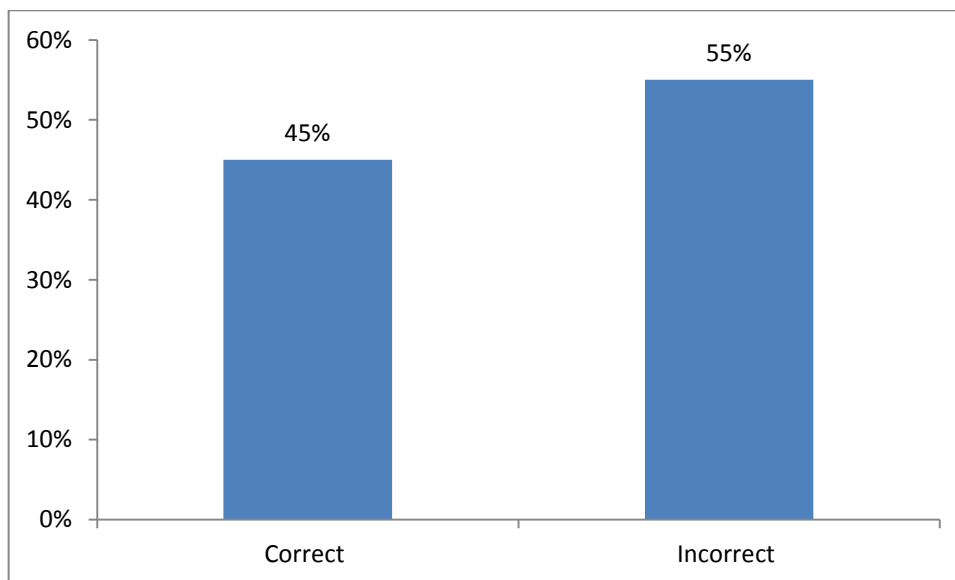
The data in table and figure (4-1 show that more than half 52.5 % of the study subjects have chosen the correct answer (*Sit down* ).

**Question 2:**

**If the teacher come all the students will .....**

	frequency	Percentage
Correct	18	45%
Incorrect	22	55%
<b>Total</b>	<b>40</b>	<b>100%</b>

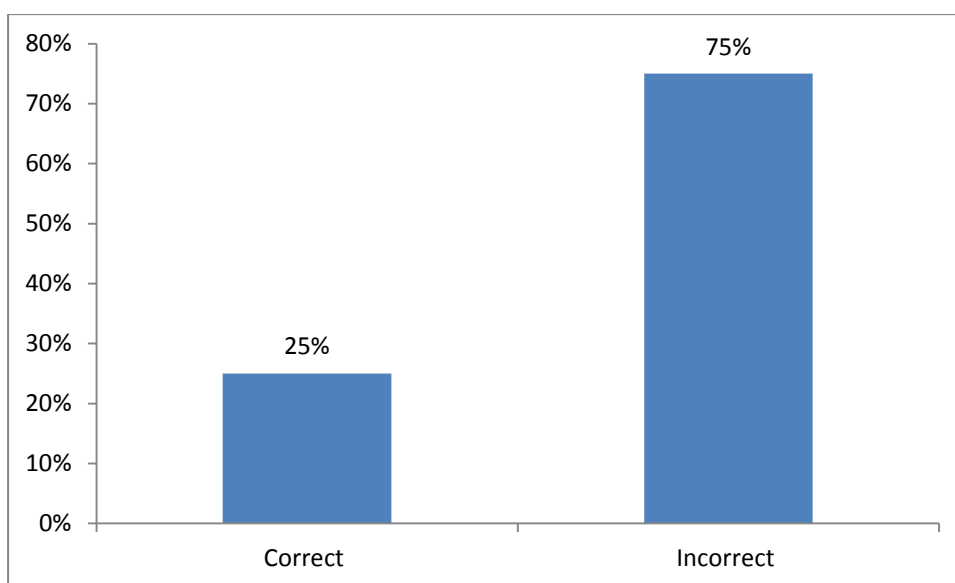
**Table; (4-2)**



The data in table and figure (4-2) show that more than half 55 % of the study subjects have fallen to choose the correct answer(*stand up* ).

**Table; (4-8) He .....the bad fruit.**

	frequency	Percentage
Correct	10	25%
Incorrect	30	75%
<b>Total</b>	<b>40</b>	<b>100%</b>

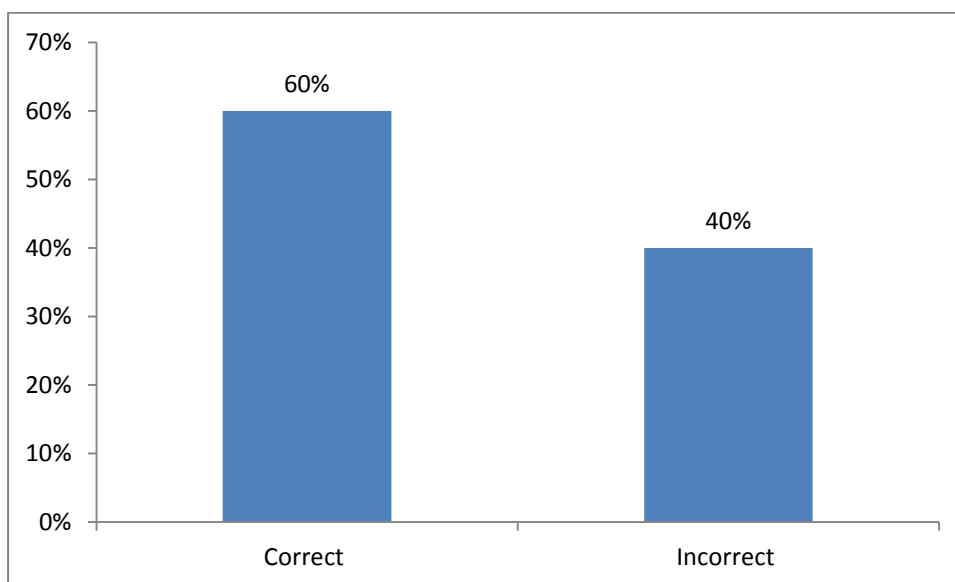


The data in table and figure (4-8) show that most 75 % of the study subject have fallen to choose the correct answer(*through away* ).

The question from 4-6 dealt with Semi literal phrasal verbs.

Table; (4-9) He.....the milk.

	frequency	Percentage
Correct	24	60%
Incorrect	16	40%
<b>Total</b>	<b>40</b>	<b>100%</b>

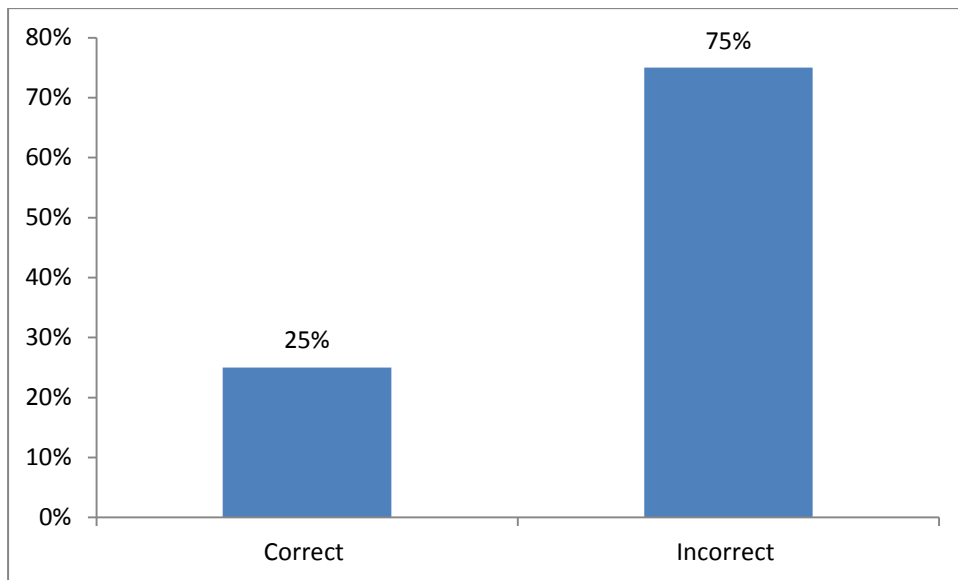


The data in table and figure (4-9) show that more than half 60 % of the study subject have chosen the correct answer (*drank up*).



**Table; (4-10) The plain will .....at five O'clock..**

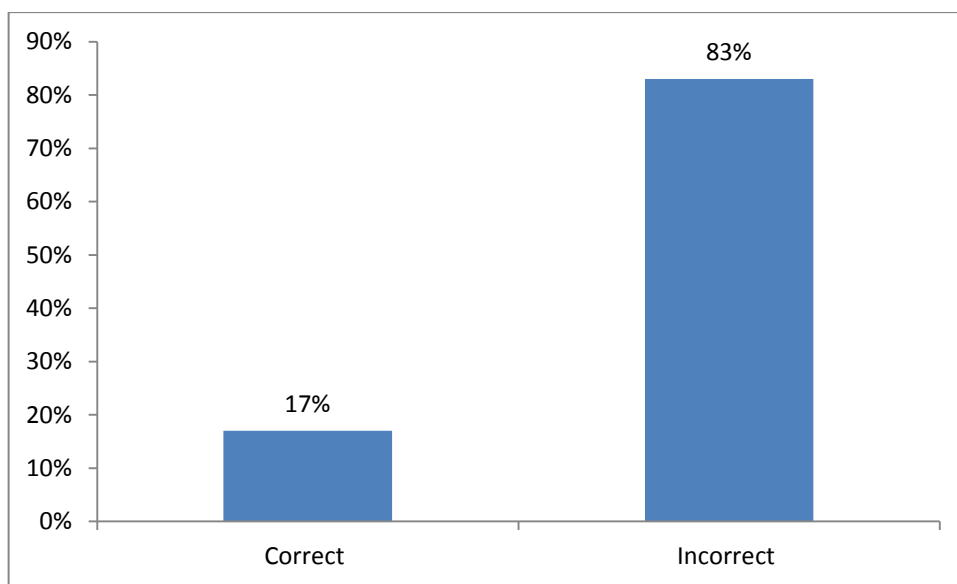
	frequency	Percentage
Correct	10	25%
Incorrect	30	75%
<b>Total</b>	<b>40</b>	<b>100%</b>



The data in table and figure (4-10) show that the most 75 % of the study subject have fallen to choose the correct answer(*take off*).

**Table; (4-11) Try.....until you win.**

	frequency	Percentage
Correct	7	17%
Incorrect	33	83%
<b>Total</b>	<b>40</b>	<b>100%</b>

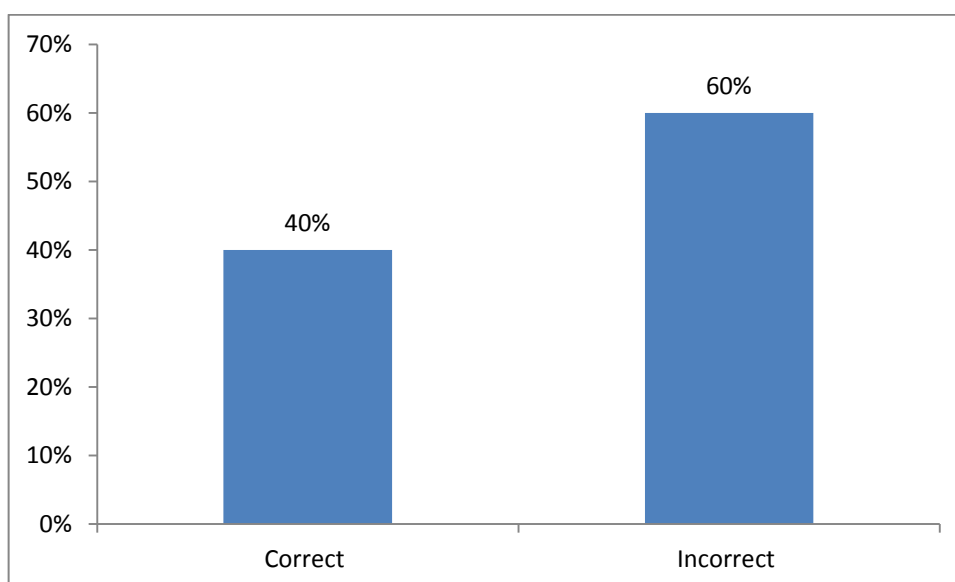


The data in table and figure (4-11) show that the majority 83 % of the study subject have fallen to choose the correct answer (*over and over* ).

The question from ( 7-10 ) dealt with Semi literal phrasal verbs.

Table; (4-12) In spite of the rain they .....their job.

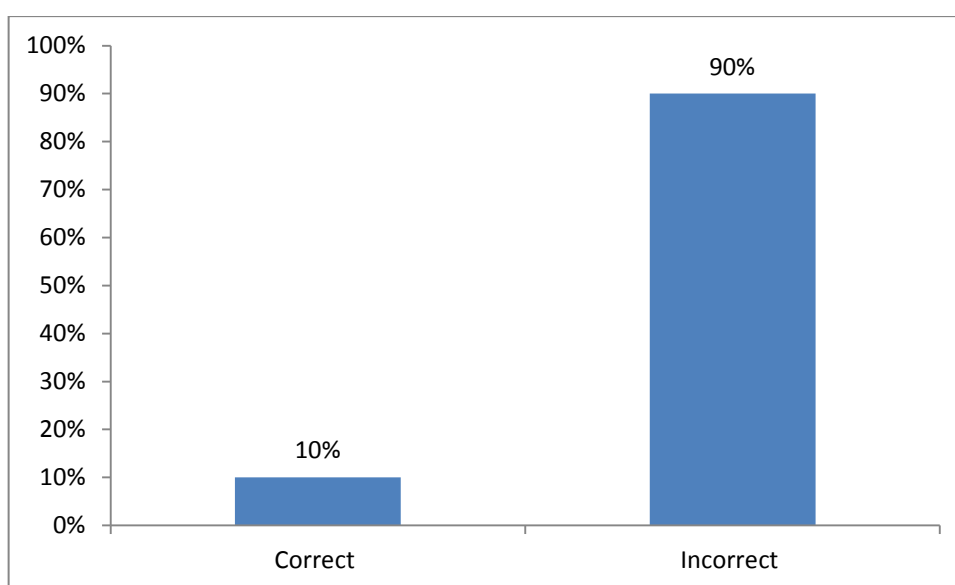
	frequency	Percentage
Correct	16	40%
Incorrect	24	60%
<b>Total</b>	<b>40</b>	<b>100%</b>



The data in table and figure (4-12) show that more than half 60% of the study subject have fallen to choose the correct answer(*carry on* ).

**Table; (4-13) If you work hard you will .....your class mates.**

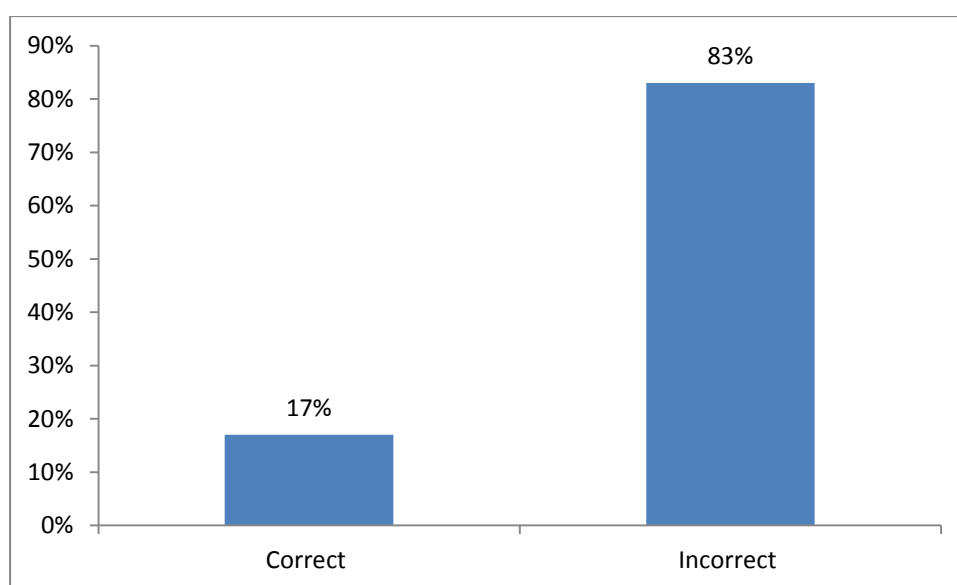
	frequency	Percentage
Correct	4	10%
Incorrect	36	90%
<b>Total</b>	<b>40</b>	<b>100%</b>



The data in table and figure (4-13) show that the majority 90% of the study subject have fallen to choose the correct answer(*catch up with* ).

**Table; (4-14) Ali will.....soon.**

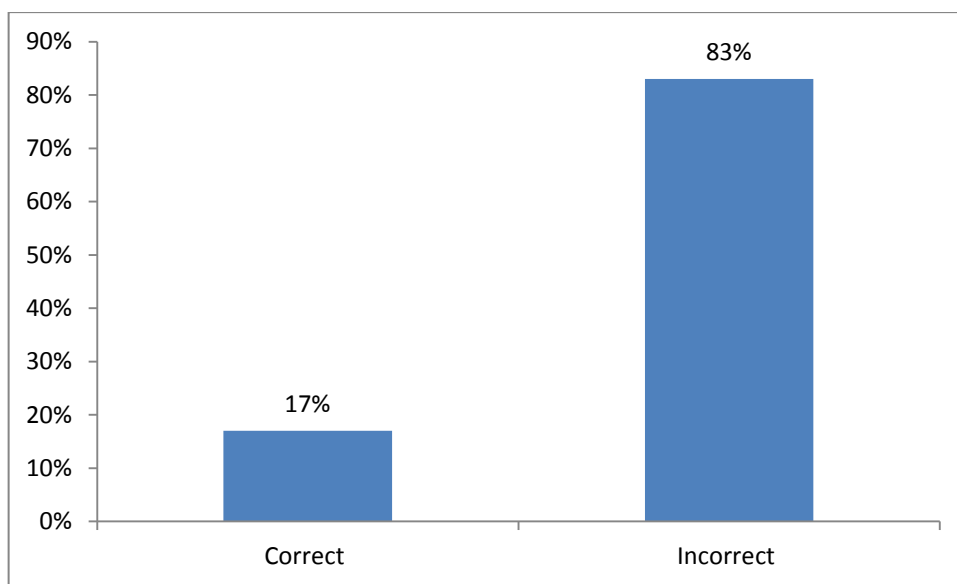
	Frequency	Percentage
Correct	7	17%
Incorrect	33	83%
<b>Total</b>	<b>40</b>	<b>100%</b>



The data in table and figure (4-14) show that the majority 83 % of the study subject have fallen to choose the correct answer(*show up*).

**Table; (4-15) He .....the bill.**

	frequency	Percentage
Correct	7	17%
Incorrect	33	83%
<b>Total</b>	<b>40</b>	<b>100%</b>



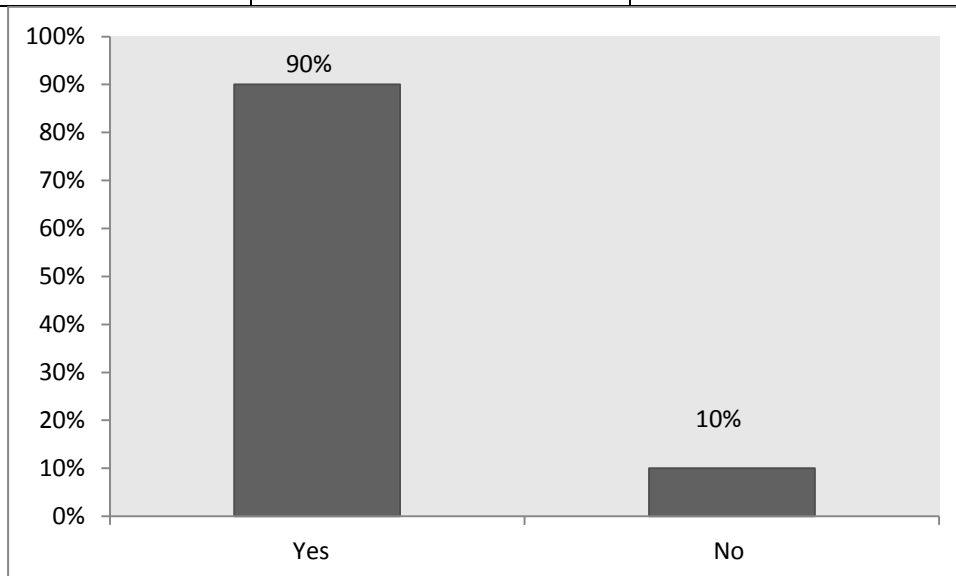
The data in table and figure (4-15) show that the majority 83 % of the study subject have fallen to choose the correct answer(*ran up*).

## 4.2 Teachers Questionnaire:

The following tables (1-5) investigate the second hypothesis (Most teachers in secondary level are not well trained to teach phrasal verbs). These tables show the answers of the respondents (*Teachers*) about of the questionnaire:-

*Table 4-1 : question (1) Are you an English language teacher.*

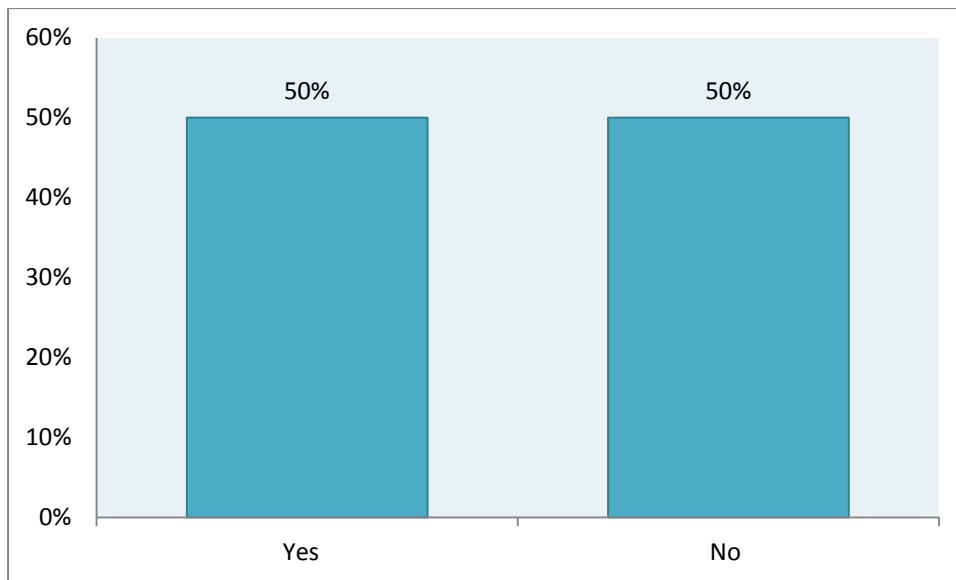
	frequency	Percentage
Yes	27	90%
No	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>



The data in table (4-1) show that the majority of the respondents 90% were **(English language teachers )**.

**Table 4-2 : Question (2) Have you attended training course for secondary level.**

	frequency	Percentage
Yes	15	50%
No	15	50%
<b>Total</b>	<b>30</b>	<b>100%</b>

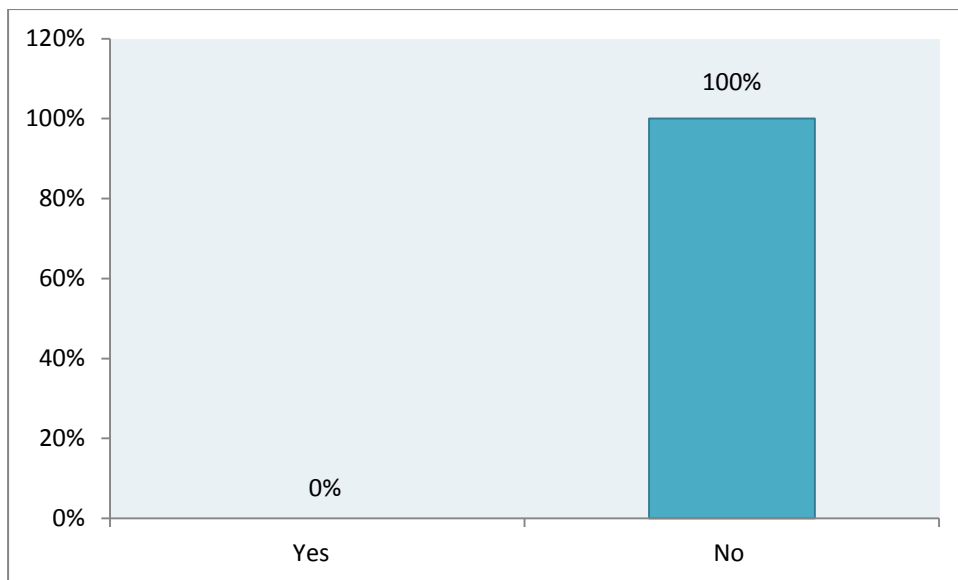


The data in table (4-2) show that the half of the respondents 50% attended **(English language training course for secondary level)**.



*Table 4-3 :: Question (3) Have you attended English Language abroad.*

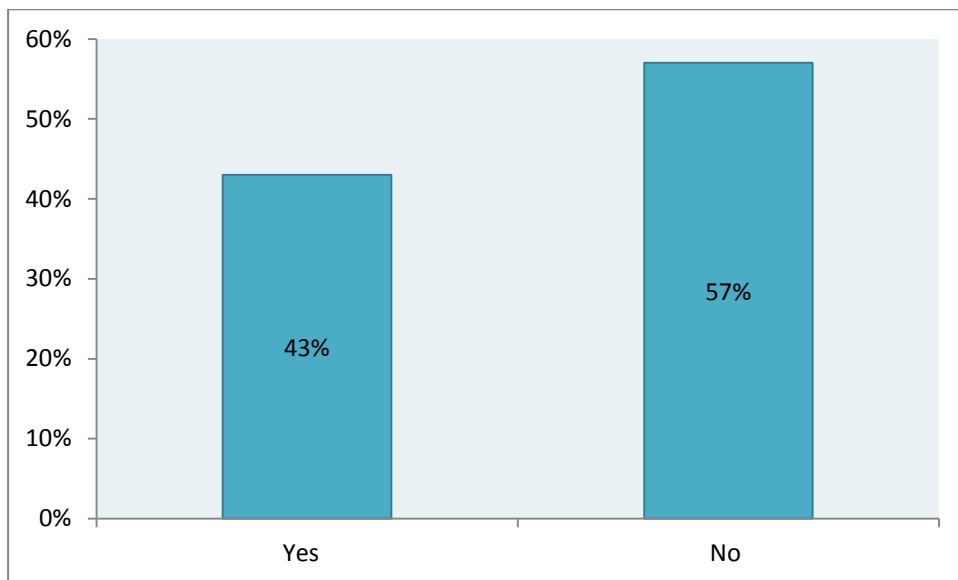
	frequency	Percentage
Yes	0	-
No	30	100%
<b>Total</b>	<b>30</b>	<b>100%</b>



The data in table (4-3) show that almost of the respondents 100 % haven't attended (E/L course ABROAD).

**Table 4-4 : Question (4) Do you think that you are qualified to teach phrasal verbs .**

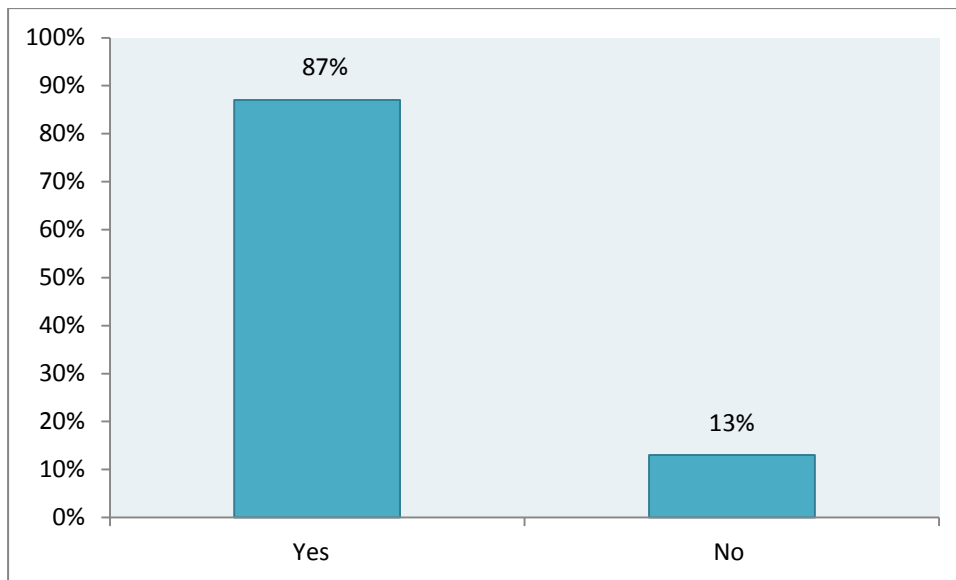
	frequency	Percentage
Yes	13	43%
No	17	57%
<b>Total</b>	<b>30</b>	<b>100%</b>



The data in table (4-4) show that more than half of the respondents 57 % think **(they are qualified to teach phrasal verbs)**.

**Table 4-5: Question (5) Do you think that you need more training in phrasal verbs.**

	frequency	Percentage
Yes	26	87%
No	4	13%
<b>Total</b>	<b>30</b>	<b>100%</b>



The data in table (4-5) show that the majority of the respondents 87 % think that they **(need more training in phrasal verbs)**.

### 4.3 -Verification of the study hypotheses:

#### The first hypothesis:

**Table; (4-17) the main result of the test.**

	frequency	Percentage
Correct	124	31%
Incorrect	276	69%
Total	<b>400</b>	<b>100%</b>

The data in table (4-16) show that more than half 69 % of the study subject have fallen to choose the correct answer. **This indicates that the (EFL) learners face difficulties and also prove the second hypothesis which says (The use of phrasal verbs constitutes problem to EFL learners).**

#### **Hypothesis 2:**

The researcher depend on (Likart scale ) to investigate the mean of the (questions) , where the question with mean less than (3) accepted and the statements with mean more than (3) will not be accept.

**Table No. (4.16) Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire**

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
1-Are you an English language teacher	<b>1.10</b>	<b>0.30</b>	<b>19.20</b>	<b>0.000</b>
2-Have you attended training course for secondary level.	<b>1.50</b>	<b>0.50</b>	<b>0.00</b>	<b>1.00</b>
3-Have you attended E/LABROAD	<b>2.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.54</b>
4-Do you think that you are qualified to teach phrasal verbs .	<b>1.56</b>	<b>0.50</b>	<b>0.53</b>	<b>0.45</b>
5-Do you think that you need more training in phrasal verbs.	<b>1.13</b>	<b>0.34</b>	<b>16.13</b>	<b>0.00</b>
Total	<b>1.46</b>			

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

The data in table (4.16) show that the mean of all questions (1.46) is lower than the mean (3).

The standard deviation of these statements ranges from (0.00 to 0.50) indicating a homogeneity of respondents' responses to these questions. Some questions have insignificant (p.value)(1.00, 0.54 , 0.45) (q 2,3,4) respectively, where the (1 , and 5) have significant (p.value)(0.00, 0.00) respectively and this mean the majority of the respondents were English language teachers , and they think they need more training to teach phrasal verbs. Based on the results of the statistical analysis described in the preceding paragraphs, the second hypothesis of the study is accepted. Which is says “**Most of the teachers are not well trained to teach phrasal verbs** ”

## **CHAPTER FIVE**

### **Findings, Recommendations, and Suggestions for Further Studies**

#### **5.1 Summary of Findings:**

1. According to scientific analysis, it is noticed that students in secondary level encounter some difficulties in using phrasal verbs). (83%) of the EFL students have failed to choose the right answers of the questions.
2. Most of EFL teachers in secondary school are not well trained and they are not qualified as well to teach phrasal verbs.
3. The poor qualification of English language teachers is strong reason for the difficulties encounter EFLs students in using phrasal verbs.

#### **5.2 Recommendation:**

Phrasal verbs are considered one of most important tool of vocabularies acquisition; and all EFL students must get familiar with them to be fluent in English language. Unfortunately; almost all EFL learners never consider phrasal verbs and tend to avoid them in their everyday and academic use.

After investigating the problem; the researcher comes up to the following recommendations:

1. Student should use phrasal verbs in their communication and academic use of English language.
2. Student should extend their learning activities out of classes and practice using phrasal verbs more and more by adopting new means such as songs and games.

3. Extensive reading is good tool to master phrasal verbs.
4. Students should be acquainted with mass media where they find new expressions of phrasal verb.
5. Teachers should be well trained to teach phrasal verbs.
6. Ministry of education should regularly train teachers.
7. Syllabus designers should include multi –word item in school text book.

### **5.3 Suggestions for Further Studies:**

The researcher suggests the following:

1. The number of research population should be increased.
2. Some studies should be conducted out of Khartoum State to cover new areas because different areas may give different results.
3. Some studies should be carried out in schools that teach their syllabus in English language to show if there are any differences in dealing with phrasal verbs, and to what extent teaching syllabus in English language could effect on -Phrasal verbs understanding.

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# APPENDICIES

## APPENDIX I



كلية الدراسات العليا

Sudan University of Science and Technology

College of Graduate Studies

College of Language – Department of English Language



### Test

Please put the following phrasal verbs in their right positions:

*Put out - stand up - catch up with - put on*

*Throw away - give up - take off - let down – over and over*

*Turn up - show up - - sit down –carry on –drank up*

- 1- Take your chair and.....
- 2- If the teacher come all the students will .....
- 3- *He .....the bad fruit.*
- 4- *The plain will .....at five O'clock.*
- 5- *Try.....until you win.*
- 6- In spite of the rain they .....their job.
- 7- He .....the milk.
- 8- If you work hard you will ..... your class mates.
- 9- Ali will.....soon.

He .....the bill.

# Appendix I1

## Questionnaire

Dear participants it is great honor to have you answering the following questionnaire with accordance to the following hypotheses:

- EFL learners in secondary level encounter some difficulties in using and understanding phrasal verbs; in three categories (Literal - *Semi-transparent Idiomatic phrasal verbs*).
- Most of teachers are not will trained to teach phrasal verbs.

Using “Likert” five points scale please state to how much do you agree or disagree with each of the following statements.

QUESTIONS	yes	NO	TOTAL
Are you an English language teacher?			
Have you attended training course for secondary level?			
Have you attended E/L ABROAD?			
Do you think that you are cqualified to teach phrasal verbs?			
DO you think that tou need more training in phrasal verbs?			