Sudan University for Sciences and Technology

College of Graduate Studies

Investigating the Problems Facing Students in Using Phrasal Verbs Expression

(A case Study 3rd year Sudan University)

استقصاء المشكلات التي تواجه دارسي اللغة الإنـجليزية لغة أجنبية

في استخدام الأفعال العبارية

(دراسة حالة جامعة السودان المستوى الثالث)

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(Applied Linguistic)

Submitted by:

Abulgassim Adam Mohammed Babikr

Supervised by:

D. Muntasir Hassn Mubark

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DEDICATION

To

my

family

wife

and colleagues

ACKNOWLEDGEMENTS

ABSTRACT

The study aims at investigating the problems facing students in level three at University in using English phrasal verbs. It aims at identifying these difficulties and attempting to find suitable solutions. The study aims to investigate the problems of using phrasal verbs in daily communication, one of important goals is to turn EFL learner's attention to the mistakes that occur when grasping phrasal verbs meaning The study hypothesizes that the EFL learners are not fully aware of phrasal verbs meaning.. The used methodologies in the study contain the descriptive method in the literature review and the analytical method in the practical field in the study. A valid and reliable test was used for data collection. It was carefully constructed, then distributed a among the study sample, which comprised hundred EFL students in third level. The study reveal that: there were high degrees of errors in the test. Selection of wrong English phrasal verbs was the biggest problem the students face, English phrasal verbs problems show inadequate explanation and practice of appropriate use of the phrasal verbs and the highest number error was made in consonants s of place and time. The study recommended that teachers should explain both the meaning and the use of phrasal verbs in English so as to solve the problems of the interference between the two languages, English phrasal verbs should be taught in variety of ways using different kinds of exercises to display all types of phrasal verbs and learners should have adequate explanation of meaning and intensive practice with help of the teacher

ملخص البحث

تهدف الدراسة لتوضيح المشكلات التي تواجه طلاب جامعة السودان للعلوم و التكنولوجيا في السنة الثالثة في استخدام تعابير الجمل الفعلية كما تهدف الدراسة إلي تحديد هذه المشكلات و إيجاد الحلول المناسبة لها و تهدف الدراسة إلي إستقصاء هذه المشكلات و معرفة أثرها علي مهارات التواصل اليومي و احدة من الأهداف الهامة في إثارة إهتمام الطلاب للأخطاء التي تحدث أثناء دراستهم لمعاني الجمل الفعلية. تفترض الدراسة أن الطلاب ليس لديهم الوعي الكامل بمعاني الجمل الفعلية. يستخدم الباحث المنهج الوصفي في الإطار النظري و المنهج التحليلي في الدراسة التطبيقية. تم استخدام إختبار موضوعي و ذي مصداقية في جمع البيانات في الإطار العملي للبحث. نتج عن الدراسة أن هناك درجات كبيرة للخطأ في إختيار الطلاب للجمل الفعلية و أن هناك مشكلات في توضيح و ممارسة الجمل الفعلية. توصي الدراسة الأساتذة بضرورة توضيح كلاً من المعاني و الإستخدامات للجمل الفعلية لمعالجة هذه المشكلات. كما يجب تدريس تنوع إستخدامات أنواع التمارين للجمل الفعلية كما يجب حصول الطلاب علي إيضاحات مناسبة و مكثفة مع مساعدة من الأساتذة.

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CHAPTER ONE

INTRODUCTION

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1.1. Overview:

During the British colonial period of Sudan English language was the official language of state.

All teachers of English language were native at that time and that allowed a wide exposure of English language for Sudanese students.

Consequently, English language comes to be taught as foreign language. English language is rich in what are called phrasal verb which are used as types of figurative language in discourse. Phrasal verbs are difficult to deal with because they are not relevant to the culture of the target language.

Also phrasal verbs are considered as informal forms to many English foreign language. In fact phrasal verbs are widely used in written and spoken form and some of them have different meaning when they used in different context , also phrasal verbs used as metaphorical expression to make on image to a certain sight.

It is undeniable that phrasal verbs are difficult to guess their meaning in same time they in rich   any sort of English language weather it is written or spoken and enable EFL to be well English language speaker or writer.

1.2. The statement of the problems:

Since phrasal verbs are expressions peculiar to a language their perception is not great challenge to the native.

As a result of English language declining in Sudan educational system English language and become foreign language many students ignored

English language and subjected to a great obstacles. So there was ignorance of phrasal verbs importance in English language.

So the majority of EFL learners try to escape away from using phrasal verbs because the difficulty of guessing their meaning , sometimes the meanings are unclear as phrasal verb contains of verb and that of verb + particle.

Phrasal verbs are widely involved by native in both written and spoken expression. This why EFL learners should overcome this problem

1.3. Objectives of the study:

This study aims to:

(1)   Investigate the problems of using phrasal verbs in daily communication.

(2)   One of important goals is to turn EFL learner's attention to the mistakes that occur when grasping phrasal verbs meaning.

(3)   To find out the cultural interference when mastering phrasal verbs meaning.

1.4. The questions of the study

(1)   To what extent are Sudanese EFL aware of the meaning of phrasal verbs?

(2)   Why do 3rd year students have errors in using phrasal verb?

(3)   To what extent does culture affect on contextual meaning of phrasal verbs for EFL?

1.5. The Hypotheses of the study

(1)   The EFL learners are not fully aware of phrasal verbs meaning.

(2)   3rd year students have errors in using phrasal verbs.

(3)   The culture affects on contextual meaning of phrasal verbs for EFL.

1.6. The Significance of the Study:

This study comes from the main role that played by phrasal verbs in English language. The study tries to turn attention to phrasal verbs rhetorical role in EFL written and spoken performance. The findings of the study are expected to provide useful information to EFL learners and institutions to be involved in learning process.

1.7. The Methodology of the Study:

The descriptive analytical and experimental methods will be adopted in this study.

To collect data the researcher will design test to check understanding of meaning.

1.8. Limits of the Study:

(1)   This study limits to Sudan University of Sciences and Technology under graduate students of English language.

(2)   The study is limit to Sudanese learners.

CHAPTER TWO

Literature review and previous studies

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2.0. Introduction

This chapter is theoretical frame work of the study in which the detailed background about the research is stated, the researcher attempts to cover all concerned area of the phrasal verbs.

This chapter consists of ten informational main points that collected from different sources and references these main points have selected and expurgated carefully to give the study strong backbone in order to reach its last aim.

The ten points are: different definitions of phrasal verbs, the most common verbs that form parts of phrasal verbs, synonyms of phrasal verbs, the role of particle in phrasal verbs, nouns and adjective based on phrasal verbs, learning phrasal verbs associated with context, transitive and intransitive phrasal verbs, difficulties of phrasal verb meaning, how to teach phrasal verbs and phrasal verbs in present. Day English regional variation, the eleventh points is the previous studies that connected with the research.

2.1. Definitions of Phrasal Verbs:

A phrasal verb is a verb formed from two (or sometimes three) parts: a verb and adverb or preposition, the adverbs and propositions are often called particles when they are used in phrasal verbs.

According to Thomas and Martin in (1986),

> *"the combination of verb+ adverb is the phrasal verb". It obvious that phrasal verbs aren't one word stands in itself but rather a group of word (combination) of words. They added, "students needn't to try decide whether they combinations but they should consider the expression as whole".*

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

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

Phrasal verbs perspective:

Dinara (2015) states,

"the phrasal verbs are relatively unitary combinations of verb and particle which is best of all described as an adverb, not preposition".

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

She *put down* the book. (Literal)

The army *put down* the rebellion. (Figuration)

Longman dictionary of phrasal verbs defines phrasal verbs as idiomatic combination of a verb and adverb or a verb and preposition.

Edward Vlad (1998) describes phrasal verbs as combination of lexical verb and adverbial particles, verbs as *take in*, are considered by him to be multi-words verbs that are equivalent to one lexical item.

Heaton (1985: 103):

considered that phrasal verbs are compound verbs that result from combing a verb with adverb or preposition, the resulting compound verb being idiomatic.

It's clear that both Long Man Dictionary and Heaton agreed that phrasal verbs are idiomatic which is a compound or a combination of verb, adverb and preposition.

2.2. Types of Phrasal Verbs:

There are four different types of phrasal verbs: (website) www.dailywritingtips.com>4-types.of.prasalverbs

1) Phrasal verbs that take a direct object (they are transitive):

I *turned off* the water, I *cut off* the water, and he *picked* Spanish *up* easily. Also, this kind of phrasal verbs called separable one because you separate the two parts of phrasal verbs with the object as *cut* the water *off*.

2) These phrasal verbs take a direct object but cannot separate the two parts of the verbs. I'm *working on* a new project.

3) These phrasal verbs do not take a direct object (they are intransitive) and you never separate the two parts of verbs. Tim didn't stop. He *carried on*.

4) The last type of phrasal verbs is composed of three words: it always has a direct object and inseparable verb: I *put up* with it for too long.

Types of phrasal verbs according to semantic area:

Semantically, a phrasal verb can be divided in to three types: literal, idiomatic and aspectual. The meaning of literal phrasal verb can be easily derived from the meaning of its constituents, the verb "*take down*" as an example. The meaning of idiomatic phrasal verb has no relation to the meaning of its constituents "*make up*" as an example.

For aspectual phrasal verb such as "*eat up*" the meaning of the verb proper is easy to understand but the particle contribute the meaning not commonly understood.

Literal phrasal verbs: (Andreea, R. 202: 60-61)

The meaning of literal phrasal verb is used on the meaning of the two morphemes. Some following examples of literal phrasal verbs:

- *Pick up* your clothes.

- *Get down* the box

- *Take out* the verbs.

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

The adverbial particle is added emphasize that action should start, and continue until action is completed, as the following examples:

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

- He *fixed up* the toys. (he fixed them until they were completed)

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

Figurative phrasal verbs:

The meaning of figurative phrasal verb is based on a metaphorical extension or either the literal aspectual phrasal verb. Such as: he *hung up* the phone.

2.3. Here Are The Most Common Verbs That Form Parts Of Phrasal Verbs:

Break- bring- call – come- cut- get- give- go- keep- knock- look- make- pass- pick- pull- run- set- take- turn.

Meanings

The basic meaning of the words refer to concrete actions (e.g. break means separate in to pieces), but when they are part of phrasal verbs, they often have abstract meaning too.

Sometime the concrete can help you guess the abstract meaning, for example you can *look back* to wave goodbye to someone as leave in a car (concrete meaning- look behind you), or you can look *back on* your past life (abstract meaning- remember or recall).

2.4. Synonyms of Phrasal Verbs:-

A phrasal verb can often be replaced by a single verb with more or less the same meaning.

The single-verb synonyms are often, but not always, more formal.

Phrasal verb	Single-verb synonym
Put off	*Postpone*
Take off	*Remove*
Turn off up	*Arrive*

Less formal	More formal
Let's *put on* the meeting until Friday.	Let's *postpone* the meeting until Friday.
Please *take off* your shoes when you enter the temple.	Please *remove* your shoes when you enter the temple.
Everyone *turned up* on time for the meeting.	Everyone *arrived* on time of the meeting.

2.5. The Role of Particle in Phrasal Verb:-

http://jakubmarian.com>splitting.phrasalverbs

A particle is either a preposition (e.g. from, to, with) or an adverb (e.g. out, up, about). In some phrasal verbs the particles has a clear meaning.

Jack invited me *out*.	Let's go out together.
Rosy invited me *in*.	Please come in.
Jill invited me *over*.	Come to our place.
Paul invited me *round*.	Come to my house for drink.
Mark invited me *up*.	Come upstairs to my flat.
Susie invited me *along*.	Come with us.

Bill invited me *back*.	Come back home with me.

Most particles convey a number of different senses. For example over can have various meanings including

a)   Changing position. E.g. in *fall over* [fall to the ground]. *Move over* [change the place] where you are sitting or standing to make room for someone else.

b)   An idea of thoroughness, e.g. in *read over* [read thoroughly] or talk over [discuss some thoroughly before making a decision]. Sometimes the particles have to go before the object of the verb, e.g. I'm *looking for* my keys (I'm *looking* my keys *for*). Sometime it must go after the object, e.g. I have a lot of work *on*.

Sometime the particle may go either before or after the object, e.g. {the thunder *woke up* the children} or {the thunder *woke* the children *up*}.

2.6. Nouns and Adjective Based on Phrasal Verbs:

Micheal Mc Arthy felicity O'Dell (2004)

English phrasal verbs in use, In English often create nouns from verbs e.g. to invite/ on invitation in some way it is sometimes possible to create a noun from phrasal verb. I got ripped off when I phoned that 11 number [informal was charged too much].

Yes, those numbers are a big *rip off*.

Mona: Her son *dropped out* of college last year. [*Grave up* his course]

Ed: Mm there were a lot of drop outs that year. I warder why?

Rules for use of verb+ particle noun forms

• The plural is formal by adding-s to the particle not verb

E.g. break-ins, drop outs, rip-offs.

An exceptions is goings-on [strange or amazing events], which is always plural.

• Verb+ particle noun forms are sometimes written with hyphen. E.g. *break-in, check-in, cover-up*. And sometimes without, e.g. *drop out, check out, crack down.*

Noun with out and over are usually written as one word, e.g. *drop out, look out, check out, hard out, change over, left over*.

Nouns with in- up and less common particles usually have a hyphen e.g. *lie-in, mix- up, put-down, run-through.*

Noun made from particle+ verb

Some phrasal verbs have noun forms where the particle is first, the stress in pronunciation is usually on the particle.

Phrasal verb	Particle+ verb noun	Example
Set out	*Out set*	I knew from *outset* that there would be problems. [beginning]
Fall down	*Down fall*	The economic crisis caused the *down fall* of the government. [sudden failure or end]
Look on	*On look*	Crowd of *on lookers* watched as the police arrested the man. [some who watches an event but doesn't take a part]

Adjectives

There are also adjectives which are based on phrasal verbs:

E.g. *a broken-down* vehicle [vehicle whose engine had stopped working]

A *break down* truck [truck which helps drivers who have broken down]

• Literal and metaphorical meaning

Sometimes the basic meaning of phrasal verb and additional meanings are clearly linked. This because some additional meaning are based on a metaphorical or image which has direct connection with its literal or basic meaning. A metaphor is a way of expressing something by comparing it with something else that has similar characteristics.

(Literal, basic) meaning		Metaphorical meaning
Blow up a balloon. ⟶ in flat or fill with air	Blow up a building. ⟶ Make it explode	Someone blow up. Suddenly becomes v. angry.

Sometimes a phrasal verb only exists as a phrasal verb in the metaphorical meaning, but you can guess what it means from the meaning of basic verb without particle, e.g. have we *slopped up* somewhere?

Here *slipped up* [make a mistake] clearly come from slip [fall usually because the floor is wet].

Out meaning not in

Many phrasal verbs without have association with the basic meaning to out, not in. e.g.

Leave out	= not include something or someone.
Cut out	= remove by cutting, usually from paper or cloth.
Show out	= lead a visitor who is leaving to the door of a room.
See out	= go with someone to the door of a room or building.
Let out	= allow a person or animal to leave. Usually by opening a closed door.
Look out	= prevent someone from entering a building by locking the door.

Off: sometimes combines with verbs to express the idea of something or someone leaving a place.

Lift off:	the space shuttle will *lift off* at 9:00 = leave ground of space craft.
Head off:	We should *head off* at about six tomorrow. = start a journey or leave a place.
Send off:	I have *sent off* that letter you wrote to the news paper. = sent a letter, a document, or parcel by post.
Slip off :	Let's try and *slip off* before the meeting finishes and go for a drink. =leave a place quietly so that other people don't notice you.
Clear off:	Why did he just *clear off* without saying good bye? = leave a place quickly (informal)

Off sometimes express the idea of moving towards and ending or a change of state.

On: in phrasal verbs sometimes has a clear link with the basic meaning of on

He is just *putting on* a brave face = pretending a particular feelings.

In each case there is a link with the basic physical meaning of in

Phrasal verb	Meaning
Call in	Visit place of a person for a short time.
Take in	Make a piece of clothing narrower.
Rub in	Put a substance into the surface of something in.
Sink in	Start to believe, used about unpleasant or surprising.

Down

Cut down. Chop down	= cut through it so that falls to the ground.
Weighed down, loaded down	= carrying too much things.
Shut down, close down	= stopped working- stop doing business.

Around and *about* are often interchangeable in phrasal verbs:

Both particles are equally possible with all over the verbs phrasal verbs with around and about often express the idea of acting in relaxed way, or without concentrating.

Phrasal verb	Meaning
Wait about / around	Stay in one place without doing anything.
Laze about / around	Relax and enjoy yourself by doing very little.
Sit about / around	Spend time sitting down doing very little.
Hang about / around	Spend time some when without doing very much.

For and *with*: always go before the object of the verb.

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Phrasal verb	Meaning	Example
Could do with	= need or want something or someone	I could do with a cup of tea.
Deal with	= Deal with a particular idea or subject.	
Stick with it	= Continue doing something	
Go for	= Try to achieve it	
Ask for		
Send for	= Send a message for someone to come	
Stand for	= Represent	

Through in phrasal verbs gives an idea of going from one side to anther or from beginning to end of something. Through must go before the object of the verb.

E.g. if you sleep through a loud noise.

Come:

Come expressing an idea of movement or change of state.

Come along	= Arrive at a place.
Come a part	= Separate into pieces.
Come around	= Become conscious again.
Come out	= Disappear or become less strong.

2.7. Learning Phrasal Verbs In Pairs Associated With Context:

http://www.espressoenglish.net>learnphrasalverb.

Get together = if two or people get together, they meet in order to do something.

Get on = continue doing something especially work.

Get behind = if you get behind with payments, you have not done as much work or paid as much as you should by a particular time. E.g. I got behind because I spent too much time on the internet.

Get over: do or complete something different. E.g. let's *get* this meeting *over*.

Get away = leave a place or a person often when the situation makes it difficult for you to do something. E.g. we will never *get away* before the rush hour and it will take ages to get home.

Go along = support an idea, or agree with someone's opinion.

Go on = continue to exist or happen.

Go through with = do something unpleasant or difficult.

Many of very common English phrasal verbs have several different meanings when combined with one particle.

Look, phrasal verbs where look keeps aspects of its basic meaning

Look up to: respect and admire them.

Look down: think that somebody or something is less important them you.

Look after: take care of someone or something by doing what is needed to keep someone well.

Look ahead: think about what will happen in the future and plan for those events.

Look around: try to find something you want.

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Look forward to: feel pleased and excited about something that is going to happen.

Make up: form the whole of something.

Make for: go in the direction of.

Make out: be able to see or hear something with difficulty.

Make up: say or write something that is not true in order to deceive.

Put verb related to physical actions:

If you are *put out*: you are annoyed. If you are *put up*: you accept unpleasant behavior or situation.

Take in physical sense

Take up = start doing a particular job or activity. E.g. my son has recently taken up stamp collecting as a bobby.

Take off: subtract a particular amount from total.

Take away: subtract a first number from a second number.

Take back: admit that something you said was wrong.

Take in: look at something carefully noticing all the details.

Phrasal verbs are a very important part of the English language. Not only are they used in spoken and informal English but they are also a common part of written and even formal English

2.8. Transitive and Intransitive Phrasal Verbs:

According to the phrasal verb Dictionary (1998)

Drift off: to gradually start to sleep.

This phrasal verb is intransitive. It does not take an object.

Flag down- flagging- flags- flagged: to make a vehicle stop by waving at the driver. This phrasal verb is transitive. The object can be placed after the phrasal verb or between the two parts of the phrasal verb.

See to, sees, seeing, saw, seen = to deal with something that needs doing or to help someone who needs your help. This phrasal verb is transitive the object can only be after the phrasal.

Build up, building, built = to increase in amount, size or strength, this phrasal verb can be transitive or intransitive.

See about, sees, seeing, saw, seen = to deal with something or to arrange for something to be done. This phrasal verb is always followed by an object or by the *ing* form of another verb.

Bend over back words: to try extremely hard to do something to help or please someone. This phrasal verb is always followed by the infinitive form of another verb.

Fend for fends, fended: always reflexive to take care for yourself with needing help from other people.

This phrasal verb is always used in the reflexive form.

Keep on, keeps, keeping, kept.

On ever in continuous tenses: to talk to somebody about something many times usually because you want to complain. Sometime about both if grammar note refers to the entry. Common grammar patterns are also shown next to examples which show them in context.

2.9. Difficulties of Phrasal Verbs Meaning:

Phrasal verbs are so difficult to understand by non-native students and speakers of English because of their idiomaticity.

Thus, Heaton (1965: V) points out that prepositions and adverbial particles cause more difficulty to many overseas student. An important aspect is the phrasal verb in which an adverbial particle combines with adverb to form a collocation possessing a new meaning. The phrasal verb consider as a unit,

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for its meaning can rarely be inferred from the verb and the particle separately.

In addition, Alexandra (2001: 257) states that phrasal verbs, as lexical items, are undoubtly one of the most difficult task verbs are elements of English language.

Phrasal verbs are element of English lexicon that is especially problematic for non-native students learning English as foreign language that is because the meaning of the already known verbs changes completely when combined with different particles.

"Without doubt the phrasal verbs are thought to be one of the difficult items for learners of English as second or foreign language. The reason is that major phrasal verbs have an idiomatic meaning, which is usually defined as the meaning of the complex unit does not result from the simple combination of those of its constituent" Arnaud and Savignon, (1997: 161). Palmer states that the term (idiomatic) would be simply for those combinations that are totally opaque (non-transparent), i.e. whose meaning cannot be inferred from the meaning of the individual part, as in: let us carry our original plan (fulfill), that means, in many cases the meaning of a phrasal verb cannot be deduced its elements, i.e. it is being used idiomatically for example: a learner who knows that to tick is to make a check 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.

2. 10. How to Teach Phrasal Verbs?

Andrzej Cirocki, a proponent of the 'text1 context method', has a useful approach to teach phrasal verbs. He states that if we aim at teaching a few phrasal verbs to our student, we should present them in many different real contexts so as to enable them to deduce their exact meaning and to see whether they transitive or intransitive, separable or inseparable. All these items can be noticed by the students if phrasal verbs are presented in authentic contexts (Cirocki, 2003), in his article "Teaching phrasal verbs may means of constructing texts" Cirocki explains his approach in the following way; asking students to read a text entitled 'Hotel Blaze Escape Dream' in which a few phrasal verbs can spotted.

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

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

Cirocki, (2003) states

> *"While reading 'Hotel Blaze Escape Dream' students get to new phrasal verbs whose meaning and function are explained in the context, thus, they can be learnt*

in natural phrasal verbs and has been formed to serve as a context through which new phrasal verbs should be clear. If it is not, we should provide students with other context so that they could guess the meaning, which makes students remember new phrasal verbs much better. Not until then, could they make use of phrasal verbs in their own texts".

Shelley (2007) states,

Subramanian Upendran in his article 'Teaching phrasal verbs using songs' state that like teaching phrasal verbs many songs can be successfully employed to provide meaning full contexts for learning phrasal verbs, this will be illustrated through the use of the first four lines of the song "Another Day in Paradise" by Phil Collins.

Procedures of this approach:

Students were provided with complete lyrics.

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

After they had familiarized themselves with the lyrics, the next step involved was to expose the students to the song in small chunks of four lines each.

Every segment was replayed several times, till most students were confident that they had written in appropriate word. It was only when the student completed filling in all the blanks contained in the first stanza that any attempt was made to determine how correct or incorrect their answers were.

2. 11. Phrasal Verbs in Present-Day English Regional Variation:

Lamont, (2005) states,

Phrasal verbs are still currently productive and there has been the rise of more complex form, the three-part phrasal-prepositional verb which includes adverb, a post-positional particle and complementary prepositional phrase. Example of the

first type include "*put up with*" and "*do away with*" which qualify as phrasal verbs become they can be translated by the single Latinate verbs "tolerate" and "abolish" although their particles are not movable: "I *put up* traffic every day" not I *put* with traffic *up* every day.

A second variation of phrasal prepositional verbs in present-day English takes a movable particle around a noun phrase direct object as well as a complementary prepositional phrase as in "she *fixed* her friend *up* with her cousin" the notable distinctions from first type that particle can move because there is an explicit direct.

2. 12. Previous Studies:

Study one: Abdelmaged Hudi Hussein Hamed, (2016)

"Investigating the problems that face secondary school's student in using phrasal verbs, a case study, secondary school teachers. This study aims to investigate the problems that face secondary school students in using phrasal verbs. The descriptive analytical method was adopted in this study and given to (15) English language teachers from different secondary schools in Omdurman locality. The data were analyzed by using the statistical package of social science (SPSS). The findings of the study have reviewed that most of secondary school students were unable to use the phrasal verbs. Also the findings showed that most of the students have negative attitudes towards using phrasal verbs because they considered them the most difficult area of English language and the meaning of phrasal verbs cannot be inferred from the meaning of individual words. The study recommends that the use of phrasal verbs should be further emphasized in the syllabus effective strategies of teaching and learning, items should be introduced to promote learners awareness in using phrasal verbs. Moreover particle approaches to leaching and learning phrasal verbs should be used in EFL class rooms.

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Study two: Motaz Abdulgader (2006) "Impact of phrasal verbs and idiomatical expressions on promoting the linguistic complacence of EFL learners, a case study, of third year students of English Department Sudan University of Science and Technology."

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

Study three: Hajir Mustafa Fath-Elrahman (2015) "An investigating into the problem of using phrasal verb in English language facing secondary schools students, A case study of some secondary schools in East Nile locality".

This study aims to investigate the problems of using phrasal verbs in English language which encounter secondary schools students in first and third levels.

The study adopted the descriptive analytical method of research. The researcher designed a test on phrasal verbs for the students, in addition a questionnaire for English teachers. The phrasal verbs test aimed at measuring the students' abilities in dealing with the problems posted by the

phrasal verbs expressions. The test was administrated to a total sample of 30 students. The English teachers questionnaire, on the other hand aimed at assessing the English teachers views on the relevance of phrasal verbs to English language curricula in these secondary school (spine series) and, the questionnaire was administrated to a total sample of (8) English teachers from the same secondary schools in East Nile locality. The above mentioned tools satisfied the criteria of validity and reliability.

The researcher raised four key questions about the semantic and structural problems of English phrasal verbs. Moreover, four corresponding hypotheses were formulated and later confirmed. Finally, some relevant recommendations have included in this study.

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter is concerned with the methodology of the study. A details description of the subject and setting will be provided.

The design of the instruments, procedures of data collection taking inconsideration the method of data analysis, validity and reliability of the test and questionnaire will also be presented throughout this chapter.

3.2. Population of the study

The population of the study consists of the students at third form at University of Sudan for Sciences and Technology.

3.3. Subject of the Study

The subject of this study was third year university students at Sudan University of Science and Technology (Faculty of Education). They share similar experience according to their ages, and they diverse according to their background, their ages ranged 24- 26 years old. 30 students, both males and female participated in the study. They were randomly selected.

3.4. Tools of Data Collection and Procedures

A test and questionnaire were designed and used to collect the data.

3.4.1. The Test

This instrument consists of ten items varied from multiple choice questions, filling gaps, circle the correct number. Questions were designed to check the understanding of phrasal verbs meaning of students.

To ensure and grantee validity and reliability of the test the following steps were followed:

a.   The test was judged by four experienced university teachers.

b.   The researcher piloted the subject of the study.

c.   The test is practical, it contains 30 items.

d.   The total number of the students who sat for the test was forty.

3.4.2. Questionnaire

This instrument is designed for the teachers of EFL and used to measure teachers opinions about errors that committed by EFL and cultural affects on EFL understanding phrasal verbs meaning. It consisted of ten statements. Which were connected with why do students of EFL have errors in using phrasal verbs and affect of culture on understanding contextual meaning of phrasal verbs?

The questionnaire was designed on scale of five points.

Excellent	Very Good	Good	Fair	Poor
Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree

To test questionnaire validity, it was viewed by four judges who are university teachers and long experienced educators who gave comment on questionnaire.

The questionnaire reliability was calculated by SPSS (statistical package for social science). The questionnaire reliable because it concentrate on exact area of enquiry to emphasize it's efficiently and reliability to the area of the study.

3.5. Validity and Reliability of the Test and Questionnaire

Validity and reliability are important aspects of tests instrument, because they ensure and emphasize the quality of instrument used to measure student's knowledge of anything.

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3.5.1. Reliability

The split half method used to measure the reliability of the questionnaire. The scores were divided into two halves for scoring purposes. For this purpose, the items are scored separately to obtain corresponding scores. The researcher used correlation coefficient of Pearson's equation, which is stated as follows:

0.920654	CORREL
0.958688	RELIA
0.979126	VALID

$$R = \frac{\eta(\varepsilon \chi\gamma - \varepsilon \chi \; \varepsilon \gamma)}{\sqrt{(\eta (\varepsilon \chi^2) - (\varepsilon \chi)^2)((\varepsilon\gamma^2) - (\varepsilon\gamma)^2)}}$$

Where

R: reliability of the questionnaire

N: number of all items in the questionnaire

X: odd degrees

Y: even degrees

ε: sum

Reliability = (2*R) / (1+R)

Val = $\sqrt{reliability}$

n= 25

$\epsilon xy = 32186$

$\epsilon x \quad \epsilon y = 781781$

$\epsilon x^2 = 30103$

$\epsilon y^2 = 34779$

$(\epsilon x)^2 = 717409$

$(\epsilon y)^2 = 851929$

3.5.1. Validity

The questionnaire was checked by a number of expert lecturers in department of English – Sudan University for Sciences and Technology. The face validity was checked. All the teachers agree that the questionnaire is valid.

Judges

To test questionnaire validity, it was viewed by four judges who are university teachers and long experienced educators who gave comment on questionnaire.

The questionnaire reliability was calculated by SPSS (statistical package for social science). The questionnaire reliable because it concentrate on exact area of enquiry to emphasize it's efficiently and reliability to the area of the study.

1- Dr. Hildary Marrib Pitia: lecturer in Sudan University of Sciences and Technology.

2- Dr. AL Sadig Osama: Lecturer in Sudan University of Sciences and Technology.

3- Dr. Areig Osman Lecturer in Sudan University of Sciences and Technology:

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is confined to the analysis of a students' test and to the discussion the hypotheses in relation to them. The part chart was chosen because a quick look at it gives the reader full information about the items analysis.

4.1 Data Analysis and Discussion

Table (4.1) Choose from the table bellow appropriate phrasal verb and put and put it in suitable place.

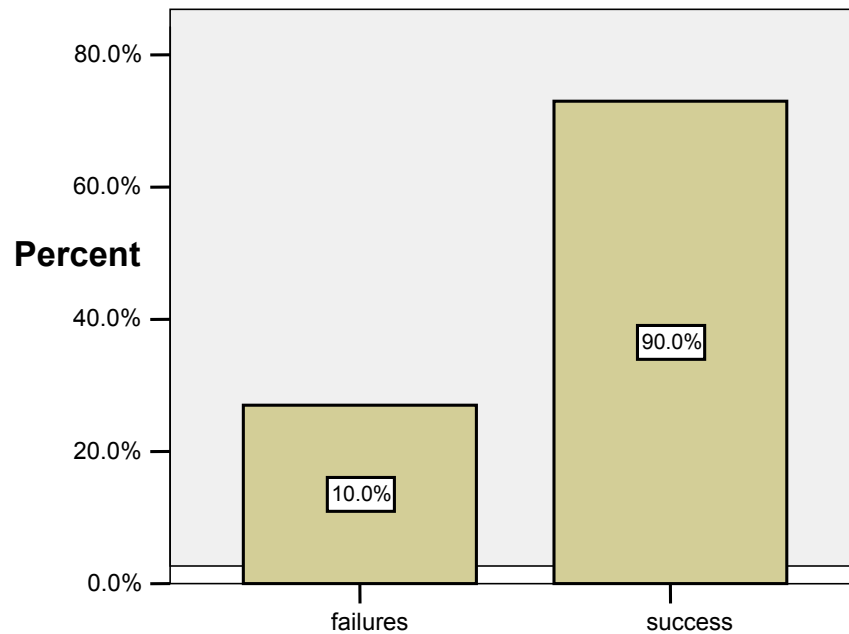|	Frequency	percent
Failure	27	10.0
Success	27	90.0
Total	30	100.0

Figure (4.1). From the above table (10%) of the sample choose the wrong answers and (90%) choose the right answer. This confirmed a problem in using phrasal verbs.

Table (4.2) Choose the phrasal verb which best complete to sentence. And circle a, b or c.

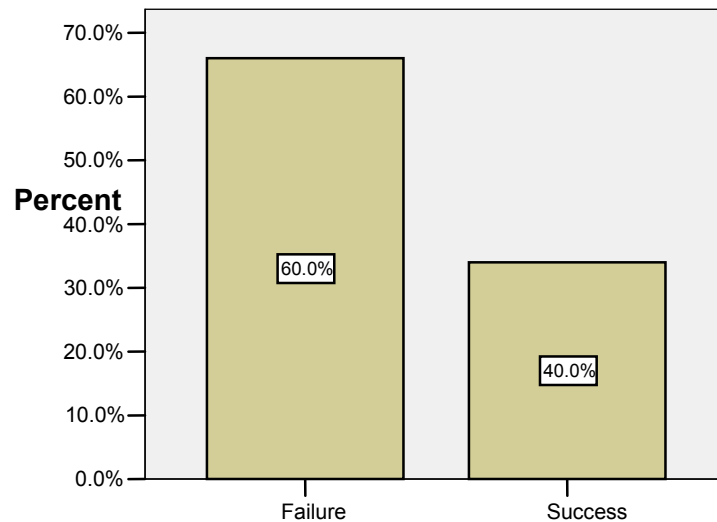|	Frequency	Percentage
failure	12	40.0
success	15	60.0
Total	30	100.0

Figure (4.2) **Choose the phrasal verb which best complete to sentence. And circle a, b or c.**

From the above table, (40%) of the sample made mistake and (60%) of them choose the right answer. It shows a problem in using phrasal verbs.

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Table (4.3)   Circle the correct meaning of the phrasal verbs from the words in the box

	Frequency	Percent
failures	8	8.0
Success	22	73.3
Total	30	100.0
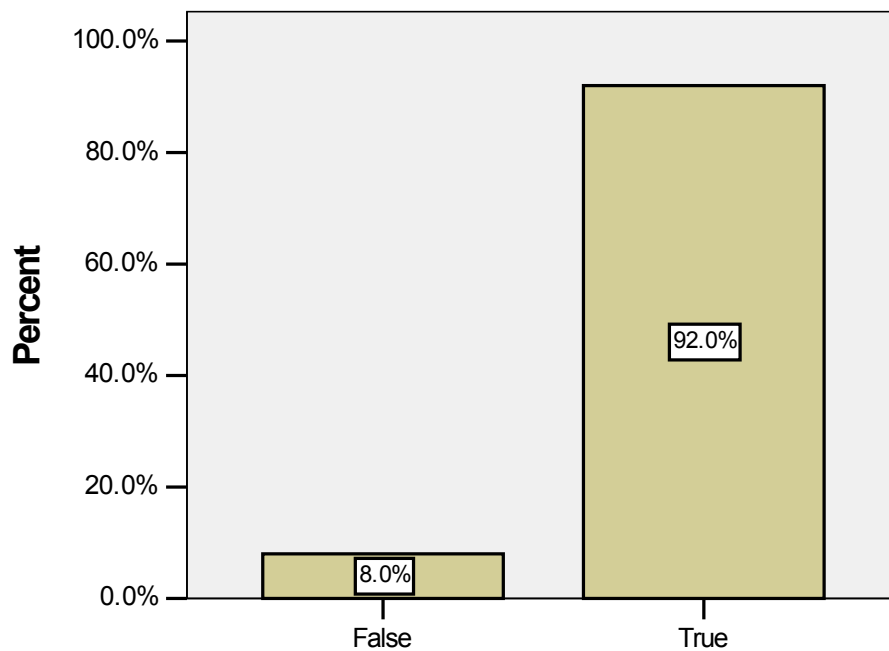
Figure(4.3) Circle the correct meaning of the phrasal verbs from the words in the box. Only (26.7%) of the sample choose the wrong answers whereas (73.3%) choose the right answer. This means that there is a problem in using phrasal verbs.

Table (4.4) Complete the following sentences with the correct particles below

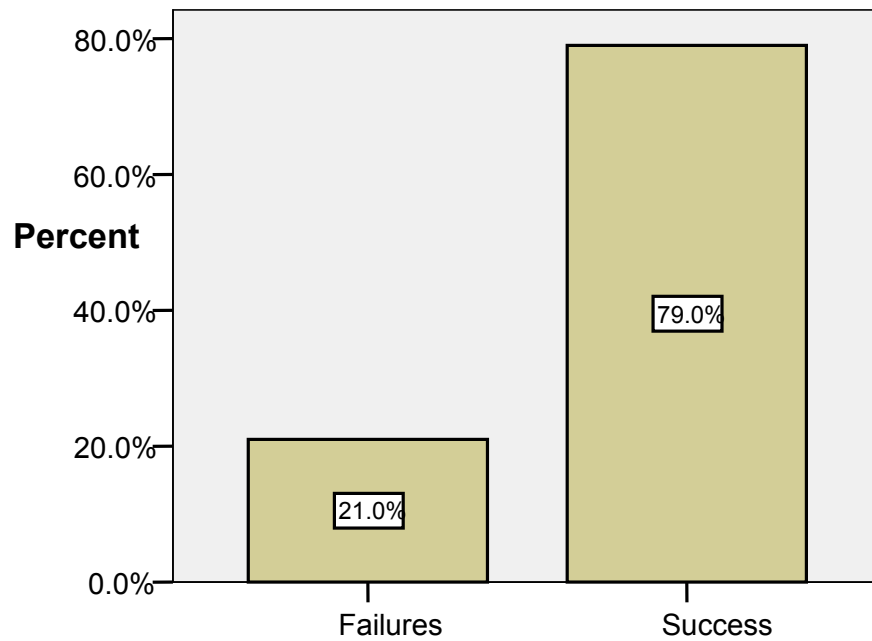|	Frequency	Percent
Failures	21	90.0
Success	3	10.0
Total	30	100.0

Figure (4.4) Complete the following sentences with the correct particles below From the table above (21%) choose the wrong answers and (79%) choose the correct answer. This indicates that the learners face problems in using the phrasal verbs.

Table (4.5) total marks.

Table (4.5)   total marks

	frequency	Percent
Failures	2	8.0
Success	28	92.0
Total	30	100.0
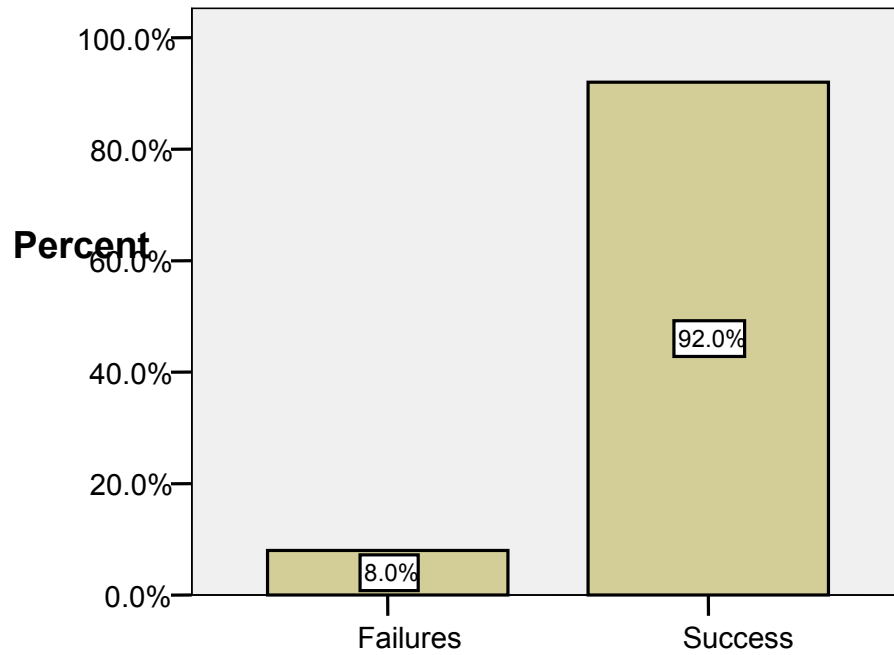
Figure(4.5) the students who passed the test

Only (8%) of the sample failed in the exam (92%) passed the exam

.

The questionnaire:

4.6. Data Analysis and Discussion

Table (4.6) EFL students have errors in grasping the meaning due to not being exposed to native speakers**.**

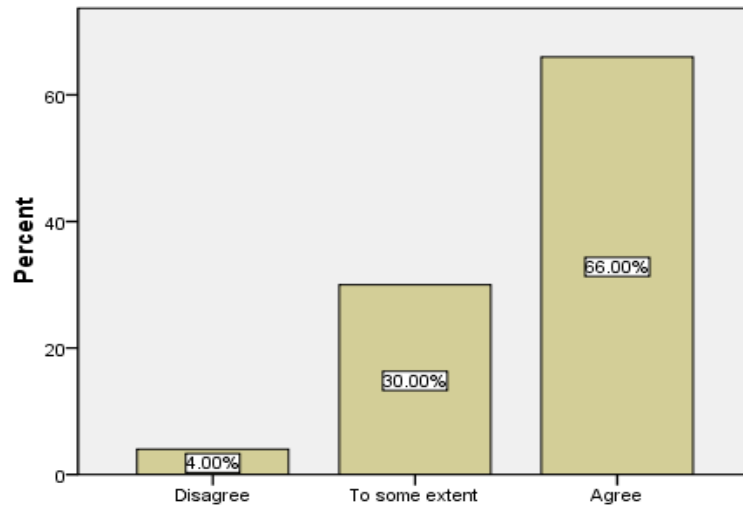| Options	Frequency	Percent
Disagree	2	4.0
To some extent	15	30.0
Agree	33	66.0
Total	50	100.0

Fig (4.6)

(66 %) of the respondents agree with and (30 %) of the sample choose the answer agree to some extent. This confirms that there is a problematic area in using phrasal verbs .

Table (4.7) EFL students consider phrasal verbs less important and difficult items to be learnt.

Options	Frequency	Percent
Disagree	7	14.0
To some extent	8	16.0
Agree	35	70.0
Total	50	100.0

Fig (4.7)

(70.0 %) of the respondents agree with and (16%) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs.

Table (4.8) There is less representation of phrasal verbs in EFL students' courses**.**

Options	Frequency	Percent
Disagree	10	20.0
To some extent	11	22.0
Agree	29	58.0
Total	50	100.0

Fig (4.8)

    (58 %) of the respondents agree with and (22 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs .

Table (4.9) Some of the EFL students think phrasal verbs are very complicated that is why they don't use them**.**

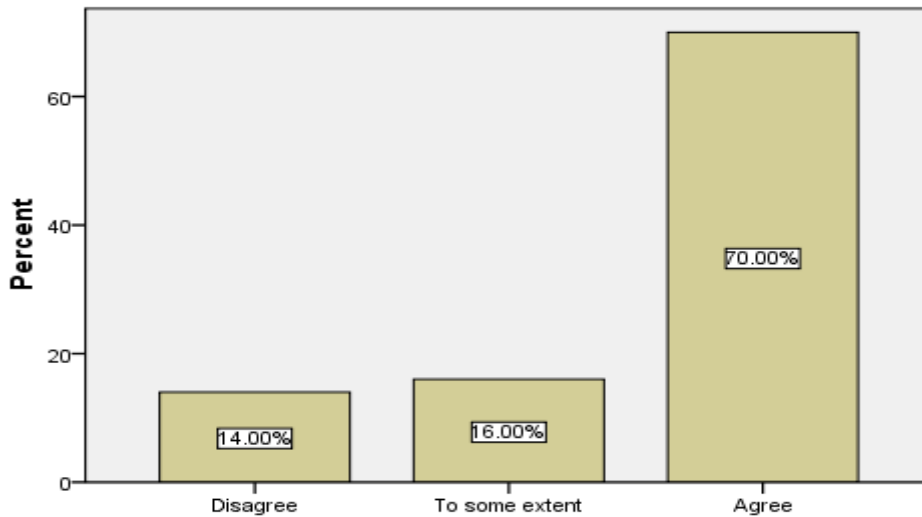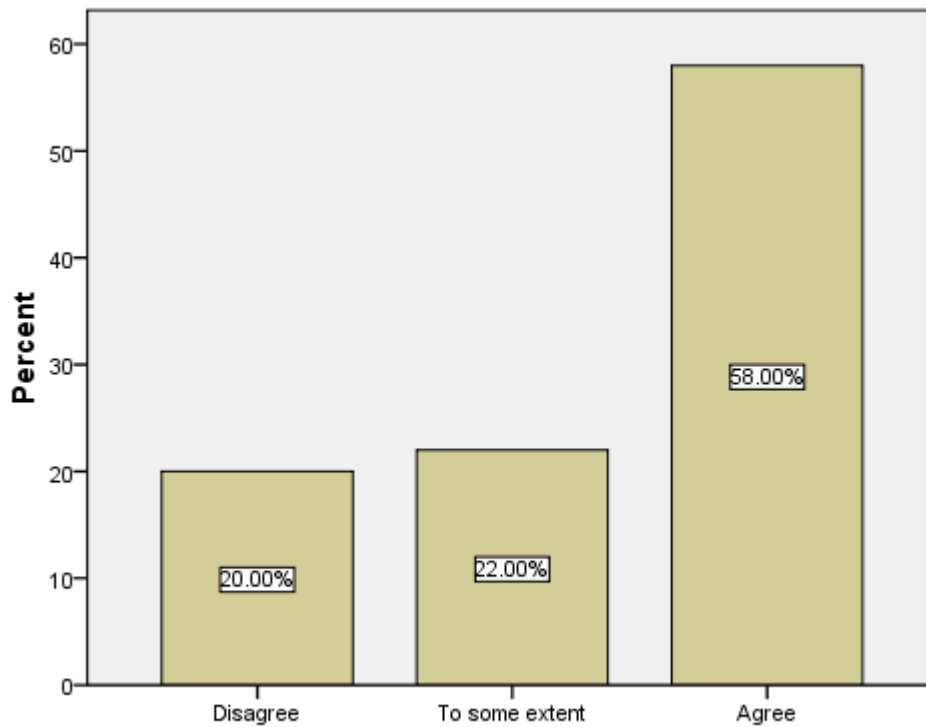| Options	Frequency	Percent
Disagree	3	6.0
To some extent	5	10.0
Agree	42	84.0
Total	50	100.0

Fig (4.9)

(84 %) of the respondents agree in and (10 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs **.**

Table (4.10) EFL students confuse in understanding idiomatic expressions of phrasal verbs meanings**.**

Options	Frequency	Percent
Disagree	5	10.0
To some extent	5	10.0
Agree	40	80.0
Total	50	100.0

Fig (4.10)

(80 %) of the respondents agree with and (10 %) of the sample choose the answer disagree and agree to some extent. This confirmed that there is a problematic area in using phrasal verbs **.**

Table (4.11) Sudanese EFL students face difficulty in using phrasal verbs that have cultural meaning.

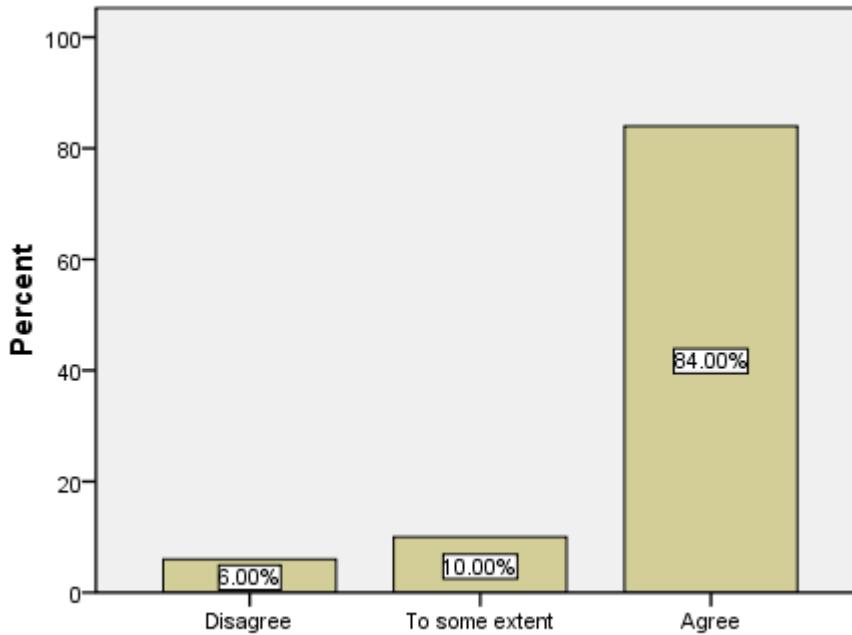| Options	Frequency	Percent
Disagree	1	2.0
To some extent	3	6.0
Agree	46	92.0
Total	50	100.0

Fig (4.11)

(92 %) of the respondents agree with and (6 %) of the sample choose the answer agree to some extent. This confirms that there is a problematic area in using phrasal verbs .

Table (4.12) Phrasal verbs are metaphorical expressions that are connected with cultural background of the native speakers not EFL students

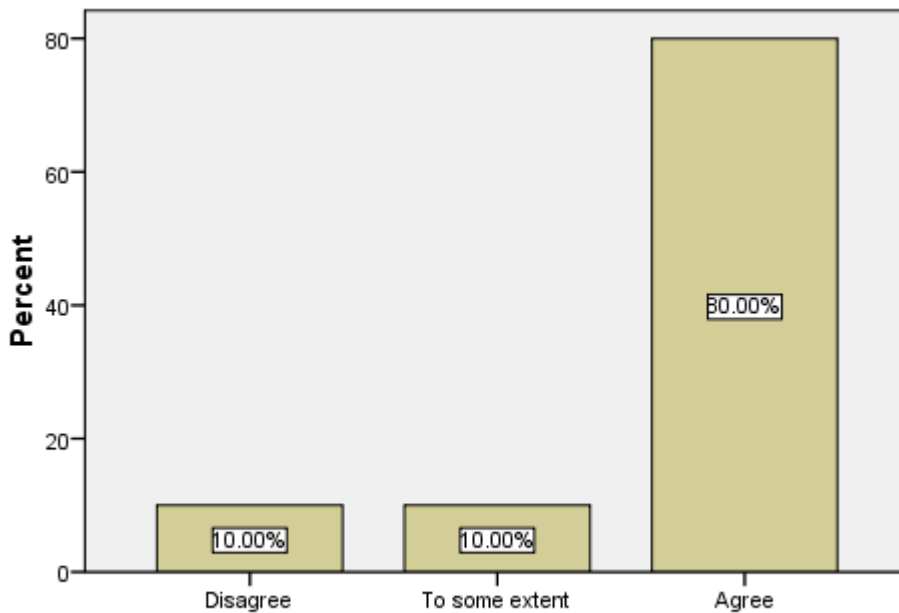| Options	Frequency	Percent
Disagree	4	8.0
To some extent	4	8.0
Agree	42	84.0
Total	50	100.0

Fig (4.12)

(84 %) of the respondents agree with and (8 %) of the sample choose the answers disagree and agree to some extent. This confirmed that there is a problematic area in using phrasal verbs .

Table (4.13) Contextual meaning of phrasal verbs can vary from one situation to another according to cultural variation.

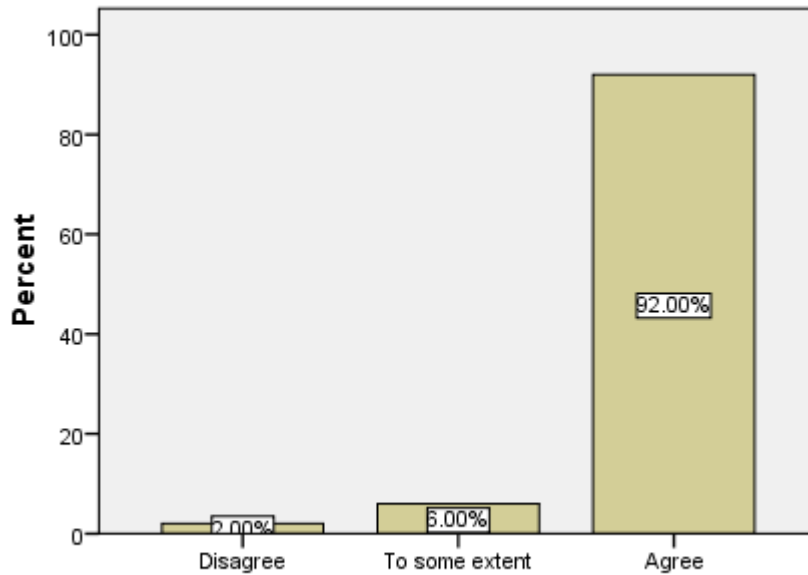| Options	Frequency	Percent
Disagree	4	8.0
To some extent	8	16.0
Agree	38	76.0
Total	50	100.0

Fig (4.13)

    (76 %) of the respondents agree with and (16 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs **.**

Table (4.14) Literary meaning of phrasal verbs differs from literary expression when used in specific contextualization**.**

Options	Frequency	Percent
Disagree	4	8.0
To some extent	12	24.0
Agree	34	68.0
Total	50	100.0

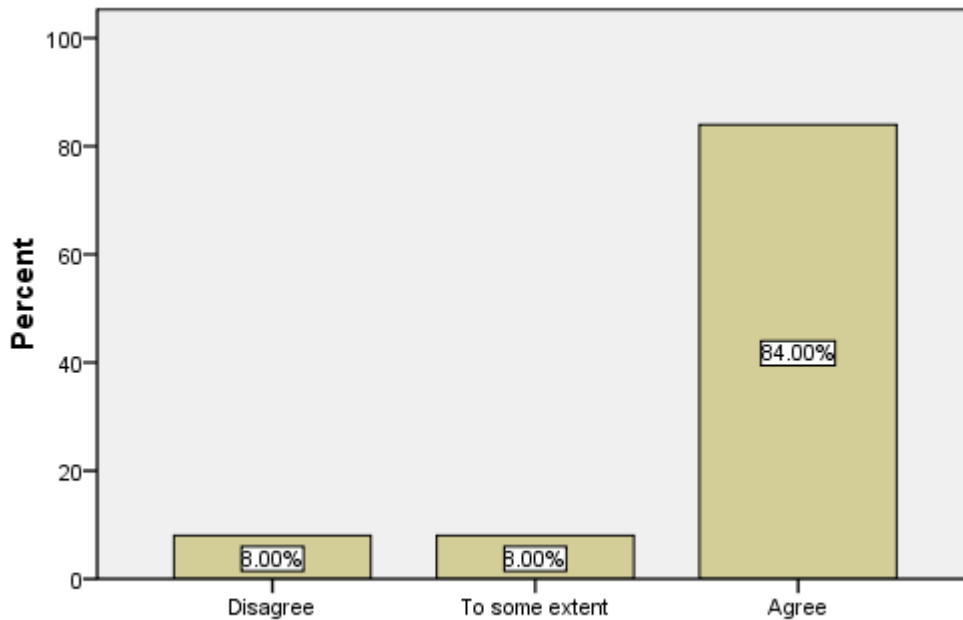**Fig (4.14)**

(86 %) of the respondents agree with and (24 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs **.**

Table (4.15) EFL students are unable to recognize the contextual meaning of phrasal verbs easily

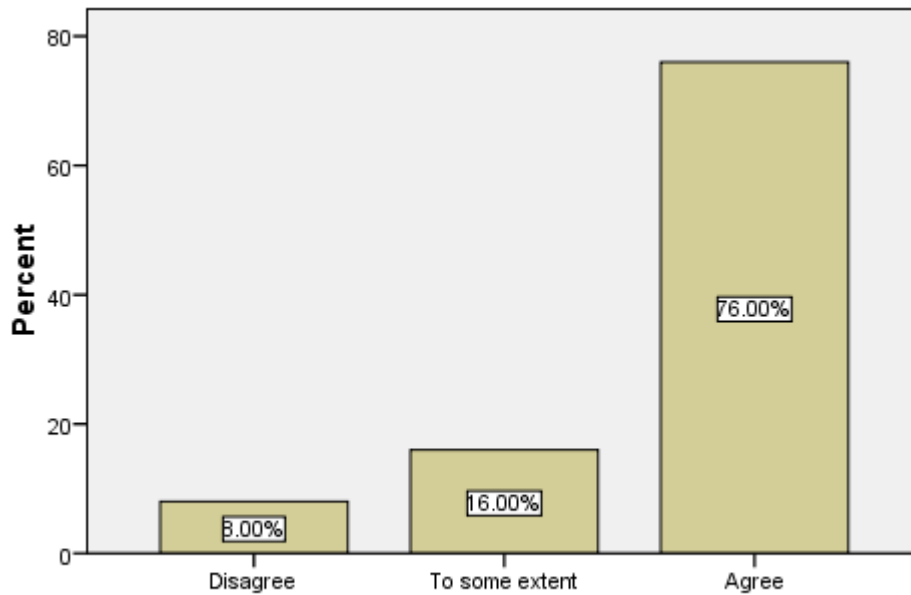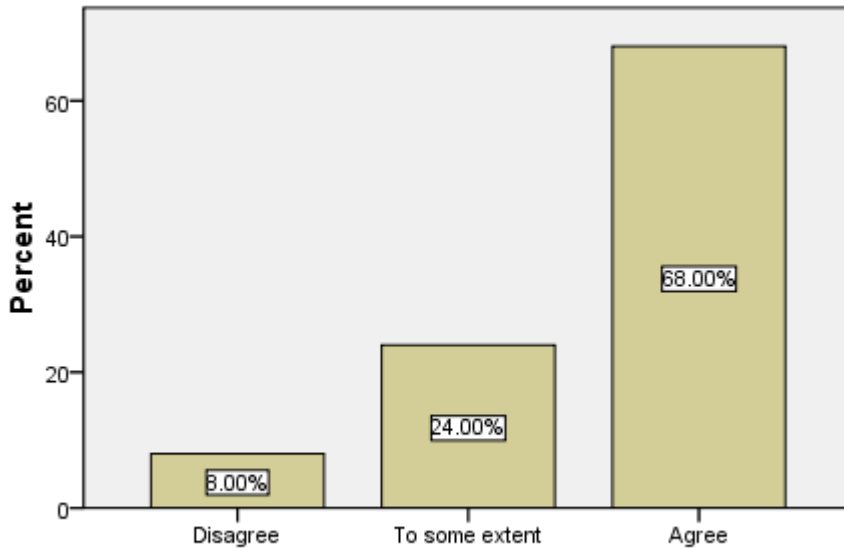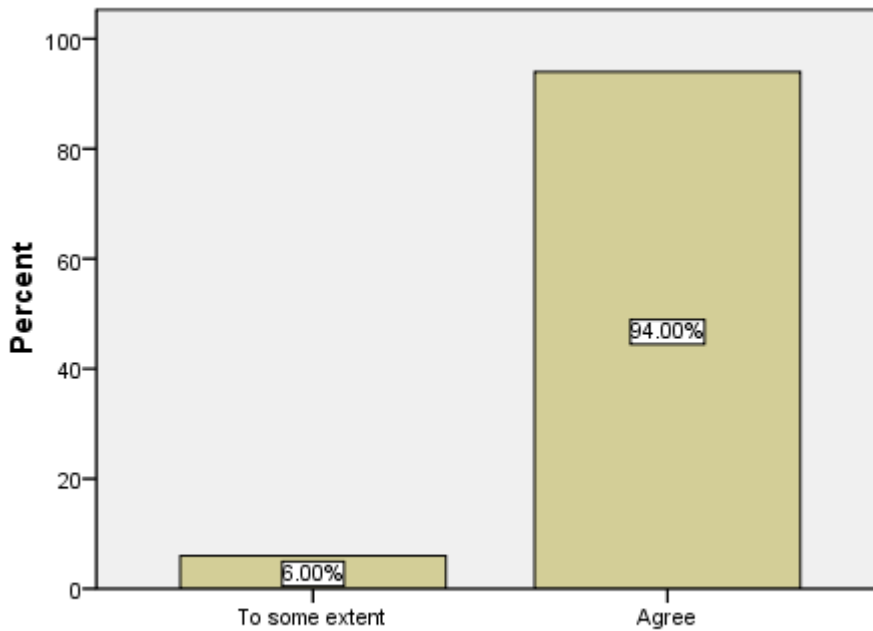| Options	Frequency	Percent
To some extent	3	6.0
Agree	47	94.0
Total	50	100.0

Fig (4.15)

(94 %) of the respondents agree with and (6 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using phrasal verbs **.**

4.3. Discussions

In table (4.1) and figure (4.1) choose the appropriate phrase verb 90 % of the sample choose the right answer. There is a problem.

Choose the phrasal verb which completes the sentence 40 % made mistake; it shows a problem in using phrasal verbs.

Table (4.3) circle the correct meaning of phrasal verbs from the words in box 73 % of the sample chooses the right answer. 26-7 chooses the wrong option, it means there is a problem.

Table (4.4) complete the following sentence with the correct particle below 79 % choose the right answer, 21% choose the wrong answer. This indicates that the learners face a problem in using the phrasal verbs.

The questionnaire

Table 4.6 EFL students have errors in grasping the meaning due not exposed to native speakers. 66% of the respondents agree with . 30% of the sample choose the option agree to some extent, this confirms that there is a problematic area in using the phrasal verbs.

Table (4.7) EFL students consider phrasal verbs less important and difficult items to be learnt. 70% of the respondents agree with and 16 % of the sample choose the answer agree to some extent, this confirms that there is a problematic area in using phrasal verbs.

Table (4.8) there is less representation of phrasal verbs in EFL students errors. 58% of the respondents agree with and 22% of the sample choose the answer agree to some extents.

Table (4.9) some of the EFL students think that phrasal verbs are very complicated that why they don't use them 84% of the respondents agree with and 10 % of the sample choose the answer agree to some extent.

Table (4.10) EFL students confuse in understanding idiomatic expressions of phrasal verbs meaning 80 % of the respondents agree with and 10 % of the sample use the answer agree to some extent.

Table (4-11) Sudanese EF face difficulties in using phrasal verbs that have cultural meaning. 92 % of the respondents agree with and 6 % of the sample uses the answer agree to some extent.

Table (4-12) phrasal verbs are metaphorical expressions that are connected with cultural background of the native speakers not EFL students. 84 % of the respondents agree and 8 % of the sample uses the answer agree to some extent which confirms that there is a problematic area in using the phrasal verbs.

Table (4.13) contextual meaning of the phrasal verbs can vary from one situation to another according to cultural variation. 76 % of the respondents agree with, and 16 % of the answers choose agree to some extent.

Table (4.14) literary meaning of the phrasal verbs differ from literary expression when use in specific contextualization. 86 % of the respondents agree with and 24 % of the answers chooses the answer agree to some extent, this shows there is a problem.

Table (4.15) EFL students are unable to recognized the contextual meaning94 % of the respondents agree, which confirms that there is a problematic area in using phrasal verbs.

CHAPTER FIVE

Conclusion, Findings, Recommendations and references

CHAPTER FIVE
CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.1 Conclusion

The study investigates the area of phrasal verbs problems facing students when using English phrasal verbs.

The purpose of the study is to identify the problems posed by English phrasal verbs. Besides the study aims at attempting to find suitable solutions to the problems that face the students in order to improve student's performance in English language.

The data was collected by a test which was given to fifty students at university of Sudan. The data was organized and fed to computer. The results were calculated statistically and displayed in the forms of frequencies, tables and graphs.

5.2 Findings

From the analysis of data the researcher has reached to the following finding:

a.   There were high degrees of errors in the test. Selection of wrong English phrasal verbs was the biggest problem the students face.

b.   English phrasal verbs problems show inadequate explanation and practice of appropriate use of the phrasal verbs.

c.   The highest number error was made in consonants s of place and time.

d.   Most of the problems that the students comfort in using consonants are caused by students' native language.

e.   The students made errors in all types of phrasal verbs, which caused by influence of their mother language and other language.

5.3 Recommendations

In the light of these findings the researcher would like to recommend the following:

a.   Teachers should explain both the meaning and the use of phrasal verbs in English so as to solve the problems of the interference between the two languages.

b.   English consonants should be taught in variety of ways using different kinds of exercises to display all types of phrasal verbs.

c.   Learners should have adequate explanation of meaning and intensive practice with help of the teacher.

d.   Verbs, nouns or adjectives that govern phrasal verbs should be taught and illustrated by examples of consonants al phrases.

e.   The book should include more lessons of phrasal verbs to cover all the types. Also students can do more practice.

f.   The syllabus should concentrate on teaching phrasal verbs clusters and endings.

5.4 Suggestion for Further Studies

a.   Effective techniques of teaching English phrasal verbs.

b.   Difficulties facing students' role in minimizing phrasal verbs problems.

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Motaz Abdulgader (2006) "Impact of phrasal verbs and \

    idiomatical expressions on promoting the linguistic

    complacence of EFL learners, a case study, of third year

    students of English Department Sudan University of

    Science and Technology."

Hajir Mustafa Fath-Elrahman (2015) "An investigating into

    the problem of using phrasal verb in English language facing secondary schools students, A case study of some secondary schools in East Nile locality.

Appendices

Appendix 1.

A questionnaire paper

Hypothesis two: third year English students have errors in using phrasal verbs.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1- EFL students have errors in grasping the meaning due to not being exposed to native speakers.					
2- EFL students consider phrasal verbs less important and difficult items to be learnt.					
3- There is less representation of phrasal verbs in EFL students' courses.					
4- Some of the EFL students think phrasal verbs are very complicated that is why they don't use them.					
5- EFL students confuse in understanding idiomatic expressions of phrasal verbs meanings.					

Hypothesis three: The culture affects on contextual meaning of phrasal verbs for EFL students

6- Sudanese EFL students face difficulty in using phrasal verbs that have cultural meaning.					
7- Phrasal verbs are metaphorical expressions that are connected with cultural background of the native speakers not EFL students.					
8- Contextual meaning of phrasal verbs can vary from one situation to another according to cultural variation.					
9- Literary meaning of phrasal verbs differs from literary expression when used in specific contextualization.					
10- EFL students are unable to recognize the contextual meaning of phrasal verbs easily.					

Digenetic test

This test is designed for the third year students of English at Sudan University of Science and technology.

Answer all the questions

Part (1) Choose from the table bellow appropriate phrasal verb and put and put it in suitable place:

Stamp out – root out – put out – knock over – tearing down – tore apart – screwing up - pull down – fall apart – slow down

1- Take care with this priceless old book. It's beginning to ……………….

2- They are planning to ……………… the old police station and build a new one.

3- You can tell he's nervous – look how he is ………. . Those scrap of paper.

4- The customs officer…………. The bag …………and found the hidden drugs.

5. I can't bear to watch them………..the school we used to go to.

6- As she was dusting the room she ……….a vase and spilt water all over the table.

7- We managed to ……….the fire ………….before the fire brigade arrived.

8- The government says it will …………crime and the causes of crime.

9- The government says he's doing all it can to ………the problem of drugs.

10- …………… ! There is a police car behind us.

Part two. Choose the phrasal verb which best complete to sentence. And circle a, b or c.

1. Please ………………and see us when you are next in town

a. take up   b. call in   c. fall over.

2- Can I ……………..this skirt please?

a. try on   b. take off   c. take in.

3- …………the crime ……..gently with the tips of your fingers.

a. fill/ off   b. rub/ in   c. pick / up

4. Make sure you leave the office by 6:30 p.m. or you will be………..

a. fall down   b. rub off   c. locked in

5. It's so annoying when people ……..at the bus stop.

a. give up   b. push in   c. come down

6- Be patient with Jenny – it will take long time for the terrible news to ………..

a. take over   b. sink in   c. pass on

7- He was defeated and started shouting so I asked him to……….

a. take care   b. calm down   c. give up

8. The space shuttle will …………..at 09:00 hours.

a. load in   b. lift off   c. put up.

9- She always …..her hat in the morning.

a. put on   b. raise up   c. come down

10- John ………..his coat and fall asleep.

a. run out   b. call off   c. took off

part three.

A. Circle the correct meaning of the phrasal verbs from the words in the box

1- Men always kick the bucket in the war

Best	**die**	**destroy**

2- I ask him to call off the meeting.

Cancel	**change**	**fail**

3- Please take off your shoes.

Delay	remove	fair

4- The bomb will bellow up next day.

Happy	explode	fast

5- They come apart today to attend the seminar,

Joint	**separate**	**collect**

B. Complete the following sentences with the correct particles below

Into - on - for - to - in

1- **She believe ……………..God.**

2- **Did they talk ……. Me yesterday?**

3- **We are looking …………… the horse.**

4- **She can rely ……….. me.**

5- **Diana ran ……… the house.**