Sudan University of Science & Technology

College Of Graduate Studies

College of Languages

(MA, in linguistic)

Investigating the Difficulties of Understanding and Using English Phrasal Verbs

(A Case study of Second year English Language Student)

***(at AL-Neelain University College of Arts*)**

تقصي فهم واستخدام صعوبات الافعال المركبه في اللغه الانجليزية

(دراسة حالة طلاب السنة الثانية لغة إنجليزية بكلية الأداب – جامعة النيلين)

A Thesis Submitted in Fulfillment of the Requirement for the Degree of M.A in Linguistics

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December 2018

Dedication

To

My

Dear

Family

To

My mother

And to

My father….

Acknowledgement

My thanks to god for protection, who gives me strength and ability to accomplish this work. Then I give warm thanks to my supervisor Dr. WgdanYaqub to guide me and support. Dr. Wgdan was always there to listen and to give advice, she shows me a different ways to approach research problems and to accomplish any goals.

I would like to give special thanks to AL-Neelain University, Faculty of Arts, English Language department for giving me information and ideas. Moreover, I'm gratefully like to acknowledge Sudan University of science and technology, College of graduate studies and College of Language for their knowledge and information during the period of MA program and many thanks goes to College of Language's library for their help.

Many warm thanks goes to D. TajAlserBashoum for his brilliant ideas and to my friends Yasser Rabih , MutwakilHamed,Shaza Mubarak, Mohammed Nour and ZeinabYousif for their constant help.

Abstract

This study aims at investigating the difficulties of understanding and using English the phrasal verbs according. The study adopts a descriptive methodology. The study uses test and questionnaire methods to collect the data. Then the researcher use statistical analysis to analyze the data. The sample of test items were drawn from Al-Neelain University, Faculty of Arts and English language department is about thirty students. The data obtained through the test method such as, 42.7% of the students have gotten correct answer and about 57.3% of the students have gotten incorrect answer. The sample of the questionnaire method items are drawn from the teachers of different schools. It also provides answer about the teacher knowledge related to the phrasal verbs. Furthermore, The study comes up with findings that revealed the inability of students to understanding and using English phrasal verbs and also lack of knowledge about the phrasal verbs. The study offered some recommendations that encourage EFL learners and to give them better understanding.

مستخلص البحث

تهدف هذه الدراسة للتقصي في صعوبات فهم واستخدام الافعال المركبه فى اللغه الانجليزيه.اتبعت الدراسة المنهج الوصفي. استخدمت الدراسة طريقتا الاختبار والاستبانة لجمع البيانات ومن ثم استخدم الباحث طريقه التحليل الاحصائى لتحليل البيانات. عينه الاختبار جمعت من جامعة النيلين , كليه الاداب ,قسم اللغة الانجليزية وجاءات النتيجه كالتالي 427% من الطلاب تحصلو على اجابه صائبه و 573% من الطلاب تحصلو علي اجابات خاطئه وايضا بيانات الا ستبانه جمعت من المعلمين من مختلف المدارس ,كما انها جعلت من الممكن الحصول علي إجابات متصلة بمعرف المعلمين بلافعال المركبه وصلت الدراسه الي نتائج كشفت عن عدم مقدره الطلاب علي استيعاب واستخدام الافعال المركبه فى اللغه الانجليزيه وايضا النقص المعرفي للعبارات الفعليه. قدمت الدراسة بعض التوصيات التي تحث دارسي اللغه الانجليزيه ومنحهم افضل استيعاب .

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CHAPTER ONE

INDRODUCUTION

1.0 Introduction

This study is conducted mainly to investigate the difficulties of understanding and using English phrasal verbs by second year students at Al-Neelain University. Firstly, phrasal verbs are verbs that consist of verb and two particles adverbs or preposition or verb and two particles as in get on with look forward to.

Phrasal verbs are extremely common in English. They are found in a wide variety of context. Also, phrasal verbs are common is less formal English but you will also hear or see and need to use them in more forma context.

Furthermore, there are hundreds of phrasal verbs in English. Some of them have literal meaning, which means that the meaning can be guessed from the words the words themselves. Some phrasal verbs have non_literal meaning, which means it is much more difficult to guess the meaning unless the context is very clear.

Moreover, the meaning of phrasal verb is very similar to the base verb, and the adverb just emphasizes the meaning of the base verb e.g. stand up, wake up, save up. In addition to that the meanings of the phrasal verbs are very different from base verbs verb e.g. up doesn't mean the same as go. Many phrasal verbs have more than one meaning, so you must be careful when you see phrasal verbs you think the meaning in a dictionary and this phrasal verbs call have multiple meaning e.g. (it was hot so I decided to take off my jacket .) so the phrasal verb tae off here it means to remove.

Finally, some phrasal verbs are intransitive and don't need direct object. On the other side, there are many phrasal verbs are transitive and need direct object. On one hand, phrasal verbs are formal and can be used equally in written or spoken English because there is no way to express the meaning. On the other hand, most phrasal verbs are informal and more common in

spoken English, so most student misunderstanding informal style of the phrasal verbs. In written English there is often more formal .

1.1 Statement of the problem

The researcher noticed that students have difficulties in understanding and using phrasal verbs. If they don't understand the meaning of the phrasal verbs, they might get the wrong message and if they don't know how and when to use it , they are sure making mistakes. Firstly,they are try to figure out the meaning of the phrasal verbs by adding another individual part of the phrasal verbs e.g. (get through) some time it has two meaning ,first is ''finish'' and second is ''pass'' so you can guess the meaning of the phrasal verb ''get through'' according to the context. Secondly, they don't know how to use and understand English phrasal verbs according to transitive phrasal verbs (need direct object). Also there are intransitive phrasal verbs (which don't need direct object). E.g. turn on the TV, turn the TV on but we don't use sentence like turn on it. So if object is pronoun, it must go between verb and adverb. Thirdly, they don't use the phrasal verbs according to the degree of formality .For example; we had to make up story. So, phrasal verb ''make up'' it means to invent or great and this is informal phrasal verb style do most students might misunderstand the meaning of the phrasal verbs.

1.2 Research Questions

The present study attempts to provide answers to the following question:

1 To what extent can students misunderstanding and misusing English phrasal verbs?

2 How far do students lack knowledge about phrasal verbs?

3 How far do students misunderstand phrasal verbs according to the degree of formality?

1.3 Hypotheses

The researcher hypothesizes that:

1 The students misunderstand and misuse English phrasal verb

2 The students lack knowledge about phrasal verbs.

3 The students misunderstand the meaning of the phrasal verbs according to the degree of formality.

1.4 Objectives

The present study has the following as its main objective:

1- To identify the difficulties that encountered by the second year students of understanding and using the phrasal verbs.

2 - To figure out what the reasons behind this difficulties.

3 -To investigate the solutions for the problems of understanding English phrasal verbs.

4- To show the importance of the phrasal verbs for second year students.

1.5 Significance of the Study

This study is significance to all the parties involved in the process of teaching. Also, It is significance to second year students at Al-neelain University and the learners of English language.

1.6 Methodology

This study is descriptive in nature it will focus on ‘’what’’ and ‘’how’’ of problem in question. This study attempts to describe systematically a situation, problem of understanding the meaning of the phrasal verbs encountered by Sudanese learners. Furthermore, the researcher is going to use questionnaire and test methods to collect the data. And will shed the light on the area that needs attention.

1.7 Limitation of the Study

This study is limited to:

1- The phrasal verbs.

2 -Second year students at AL-Neelain University .

3 - The period of time in the academic year 2018

CHAPTER TWO

THEORTICAL FRAMEWORK, LITRATUR REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter discusses the theoretical aspects which related with the meaning of the phrasal verbs and shed the light on all area concerned with phrasal verbs. It also presents some previous studies which were conducted in the same field.

2.1History of the phrasal verb

Phrasal verbs have been present for much of the history of the English language; they to are easily traceable to early Middle English (Mc Arthur,2001). There are similar constructions in other Germanic languages, such as Dutch (Neeleman&Weeman,), but such construction are less in other language so, phrasal verbs appear to occur only in the Germanic language.

Van Dongen traces the elements of the English phrasal verb back as far as old English, in which adverbs (i.e., the particles) occurred by default as post-position, but could also occur in other positions in the sentences.

English phrasal verbs have varied in productivity over the centuries, but the number and usage of phrasal verbs has been increasing since the nineteenth century and especially during the last fifty years. This development has been most notable in American English (Mc Arthur,). Mc Arthur notes that Samuel Johnson was the first to describe phrasal verb in 1775, but Walker (1655) , a century earlier , considered some particles as words which could be included as 'part' of the significance of the forgoing verb that the verb-particles combination was semantically unified.

Many phrasal verbs occur within semantic frame which typically considered idiomatic. While often, certainly initially, analyzed as additional variations in the meaning. Machonis (2009) calls these more idiomatic

phrasal verbs ‘frozen verb’. ‘Compositional’ verb, on the other hand, are seen as a verb plus a particles which add aspect to the verb.

2.2 What is a phrasal verb?

A phrasal verb is verb combined with an adverb or preposition, and occasionally with an adverb and preposition there are example of phrasal verb bellow:

The price of petrol may **go up** (=increase) again next week.

He **fell over** (=fell to the ground) when he was running for the bus.

She promised **to find** out (=learn/discover) the name of that new hotel.

He doesn’t **get on with** (=have a good relationship with) his parents.(verb +adv+prep)

There is another definitions according to the Michael McCarthy ,(phrasal verbs are verbs that consist of a verb and a particle (preposition or adverb) or a verb and two particles (and adverb and a preposition, as in get on with or look forward to) . they are identified by their grammar ,but it is probably best to think of them as individual vocabulary items , to be learnt in phrases or chunks . they often but not always have one –word equivalent . For example, you can acquire it or you can encounter it.

Moreover, Wikipedia represents definition about phrasal verb,(a phrasal verb is a phrasal such as turn down or ran into which combines two or three words from different grammatical categories: a verb and a particle and or preposition together form a single semantic unit. This semantic unit cannot be undetrstood based upon the meaning of the individual parts, but must be taken as whole. In other words, the meaning is non –compositional and thus unpredictable . Phrasal verbs include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verb. Additional alternative terms for phrasal verb are compound verb, verb-adverb combination, verb-particle construction , two-part word/verb, and three-part word(depending on the number of particle),and multi-word verb.

There are similar structures in other language; phrasal verbs are represented in many languages by compound verbs. As a class, particle phrasal verbs belong to the same category as the separable verbs of other Germanic language. For example in Dutch, de lamp aansteken (to light the lamp on). A few phrasal verbs exist in some Romance language such as Lombard due the influence of ancient Lombardic . Some of these verbs are used also in standard Italian. For instance ‘’far fuori’’ (to getrid of it).

2.3 Phrasal verbs: grammar and style

Some phrasal verbs are intransitive and don’t need direct object for instance:

The children are **growing up** (=getting older and more mature)

The doctor told me to **lie down** on the bed.

Don’t wait out there. Please **come in** (=enter)

I’m going to **stay in** (= stay at home) this evening.

With these verbs, you can’t put another word between the verb and adverb.

But many phrasal verbs are transitive and do need a direct object .with some of these, you can put the object between the verb and adverb for example:

Put on your shoes **Turn on** the TV

Put your shoes **onTurn** the TV **on**

If the object is pronoun, it must go between verb and adverb.

There are formal an informal style of the phrasal verbs . Firstly, some phrasal verbs are formal and can be used equally in written or spoken English. Sometimes this is because there is no other easy way to express the meaning of the phrasal verbs for example:

- I always **wake up** early, even at weekend.
- The car **broke down** (=went wrong; stopped working) on the motorway.

- Secondly, most of phrasal verbs are informal and are more common in spoken English. In written English there is often a more formal word with the same meaning. E.g:
- We had **make up** a story.(=invent /create from our imagination)
- You can **leave out** question seven. (=omit, i.e. you don't to do question 7)
- They've got a problem and they asked me to sort it out.(=resolve (it)/find a solution / do something about it).

For more elaborations, Norman Coe Mark (2006) represents in his well known boo Oxford practice grammar the phrasal verbs. He said that , we can use many verbs together, with another word to form 'phrasal verb', e.g. put on , get up. The same phrasal verb can go with several different words to form phrasal verbs with different meaning , e.g. put away , put on , put through. The meaning of phrasal verb is not always clear from the two parts. For example, put through means connect (=make a telephone connection). According to Norman there are three types of phrasal verb on the light of grammar:

- One type consists of verb +adverb and they have no object e.g.

She **put on** the hat.

She **put** the hat **on**

- T he second type of phrasal verb consists of verb adverb but there is no direct object ,e.g.:

I usually **get up** at seven o'clock.

- The third type consists of verb +adverb +preposition and they have an direct object, e.g. a;

We **look forward** to your news.

2.4 The phrasal verbs in the light of meaning

Sometimes the meaning of a phrasal verb is very similar to the base verb, and the adverb just emphasizes the meaning of the base verb ,e.g. stand up , wake up ,, save up, hurry up, sit down and send off. On other occasion, the adverb adds the idea of completing the action of the verb, e.g. drink up (=finish your drink), eat up (=finish eating), finish off. But more often, the meaning of a phrasal verb is very different from the base verb, e.g. go up doesn't mean the same as go ; look after is different from look ; and look after is also quite different from look up . An adverb or preposition can therefore change the meaning of a verb a great deal. Here are some examples of phrasal verb:

It took here a long time to **get over** (=get better /recover from)her illness.

He told me to **carry on** (=continue) as far as the traffic light.

I persuaded my wife to **give up** (=stop) smoking.

Furthermore, phrasal verbs have multiple meaning so , many phrasal verbs have more than one meaning, so you must be careful when you see phrasal verb you think you know , or look up the meaning in a dictionary for example the phrasal ''**take off''** this phrasal verb is more than explanation (remove). There are many examples of phrasal verbs that have multiple meaning below:

I don't think I'll **get through** (=finish) this report before five o'clock.

I think she'll **get through** (=pass) the exam.

I **picked up** the rubbish (=took it from the ground or a low place) and put in the bin.

I had to go to the shop to **pick up** (=collect) my photos.

My alarm clock didn't **go off** (=ring) this morning.

The bomb could **go off** (=explode) at any minute.

The fish will **go off** (=go bad) if you don't put in the fridge.

F.R Palmer represents in the scope of semantic in his well known book semantic the phrasal verb he said that there is a very common type of idiom in English is what is usually called the phrasal verb and the combination of verb plus adverb of the kind just like make up, give in , put down. The meaning of this combination cannot be predicted from the individual verb and adverb and in many cases there is a single verb with the same or a very close meaning =invent, yield, quell. Not all combination of this kind are idiomatic , of course , Put down has a literal sense too and there are many other that are both idiomatic and not, e.g. take in as in the conjure took the audience in , the women took the homeless children in . There are even degrees of idiomaticity since one can make up a story, make up a fire or make up one's face. Moreover, it is not only sequences of verb plus adverb that may be idiomatic. There are also sequences of verb plus preposition, such as look after and go far, and sequences of verb , adverb and preposition, such as put up with (tolerate) or do away with (kill).

Furthermore, turning to the semantic of the phrasal verbs, this section contains some description and discussion of the semantic involved in both the verb and the particles. Many of the root verbs for phrasal verbs are monosyllabic. One root verb can be used with more than one particle, forming many phrasal verbs (e.g. get up, get out, get off ,get on).While the type of phrasal verb root which phrasal verb are drawn from is typically limited to a few semantic classes , the phrasal verbs themselves are not nearly so limited

2.5 Types of phrasal verb

Phrasal verb is combination of a verb and one or two particles. These particles are either preposition or adverbs or both. A phrasal verb has a meaning of its original verb. A phrasal verb has a verb and words such as 'on, up.in.out, over, off, with, down, away, about, after'. A phrasal verb has may consist of two words or three words. E.g. give up, bring up , look after, turn down, pass away, call off, set off, break into, get up , sort out, looking forward to , put up with, look down upon.

There are following example with meaning for each phrasal verb:

He was **brought up** by his aunt. (Bring up: to raise a child)

The old man **passed away**. (Pass away: to die)

We **sat off** for London. (Sat off: to start journey)

Never **look down upon** poor people. (Look down upon: to consider inferior).

There are four types of phrasal verbs:

1. Transitive phrasal verb

2. Intransitive phrasal verb

3. Separable phrasal verb

4. Inseparable phrasal verb

2.5.0Transitive phrasal verb

Phrasal verbs which require an object in sentence are called transitive phrasal verb. Without an object, a sentence having a phrasal verb cannot make a complete sense.

The following sentences having the object(as under lined) express a complete meaning. Without these objects, the sentences cannot express a complete meaning or sense.

Examples:

She **looks after**the child.
They **carried on**their work.

The flood **brought about**a hug disaster.

They have **called off**the meeting.

2.5.1 Intransitive phrasal verbs

Phrasal verbs which don't require an object in the sentence , are called intransitive phrasal verbs. Without an object, a sentence having a phrasal verb can make a complete sense.

The following sentences don't have an object in them, but still the sentences express complete meaning.

Examples:

- The patient **passed away**.
- When do you **get up**?
- The thief **ran away**.
- The kid is **growing up**.
- The car **broke down.**

2.5.2 Separable phrasal verbs

These are the phrasal verbs whose words can be separated. Such phrasal verbs can be separated for using in different places in a sentence. Its verb and preposition can be separated. Such phrasal verbs can be used as in joined-form as well as in separated-form.

Examples of separable phrasal verbs:

- Please **turn on** the light.
- Please **turn** the light **on**
- I will **pick up** you from the bus-stop.
- I will **pick** you **up** from the bus –stop.
- The people requested to **cut down** the prices,
- The people requested to **cut** the prices **down**.

Not. Some of the transitive verbs are separable and some of them are inseparable.

2.5.3 Non-separable phrasal verbs

These are the phrasal verbs whose words cannot be separated for using it in different places in a sentence. Its verb and preposition cannot be separated, they remain together.

Examples:

- She **looks after** her children.
- The patient **passed away.**
- The flood **brought about** a hug disaster.
- You should **stay away** from bad friends.
- The thief **ran away.**
- He is trying to **give up** smoking.

Note: All the intransitive verbs are inseparable.

2.6 Categories of Semantic Difficulty of phrasal verbs

Nobody has success in finding a successful way of categorizing phrasal verbs semantically, that is, in term of meaning. Linguistic who try to categorize them disagree sharply. But for the purpose of learning and teaching them more easily, it quiet useful to posit the following three broad categories of semantic difficulty:

1. Literal

2. Semi- idiomatic

3. Idiomatic

2.6.0 Literal

In this category, the verb retains its concert meaning while the short adverb or preposition maintains a literal meaning (frazer,1976). Such combinations are the easiest for language learners to understand and learn.

Examples with adverbs (VA, VAO, VOA):

- Walk out

- Fall down
- Hang up
- Hang your coat up
- Take down the picture
- Examples with preposition (VPO):
- Jump up on the table
- Come out of the house
- Get down off the ladder
- Climb out through the window

2.6.1 Semi-Idiomatic

In this category, the verb retain its concrete meaning, but the short adverb or preposition adds a nuance that would not be discernible from its basic meaning. Even though the exact meaning of these phrasal verbs might not be clear, an approximate meaning might be grasped by a language learner. Examples include the following:

Examples with adverbs (VA, VAO, VOA):

- Write up
- Write down
- Write out

The basic notion of the three phrasal verbs above it the activity of writing, but each of the short adverbs conveys a different nuance to that activity of writing. Other example include these below:

Wash up

Wash off

Wash down

Read over

- Read through
- Read ff
- Examples with preposition (VPO):
- Believe in (believe that someone will successes)

- Work on (work to fix, develop. Or improve something)
- Trust in (trust that someone will do something)
- Exist on (exist by using a limited resources)
- Insist on (insist that something happen your way)

Like the short adverbs , most preposition of this VPO category adds a nuance to the meaning of the verb . But sometime may serve as an empty connector between the verb and its object.

Examples with adverb plus preposition:

- Read up on (study quickly and thoroughly by reading)
  sneak up on (sneak towards)
- Listen in on (eavesdrop by listening)
- Fit in with in with (fit harmoniously, match, suit)
- Hold on to (hold for support)
- Move in on (move toward for the purpose of attacking)
- Meet up with (meet again by chance)

2.6.2Idiomatic

These combinations are fully idiomatic. No part f the meaning of the combination is predictable from the meanings of the verb and the short adverb or the preposition.

Example with adverbs (VA, VAO, VOA):

- Work out (come to a successful solution)
- Work out (perform physical exercise)
- Bring up (suggest a topic)
- Bring up (raise children)
- Carry on (continue)
- Carry out (perform duties)
- Make out (see clearly)
- Example with preposition (VPO):
- Count on (depend on)
- Run into (meet by chance)
- Happen on (notice something important by chance)
- Wait on (serve someone in a restaurant)

- Go by (base one's judgment on)
- Examples with adverb pus preposition:
- Do away with (kill)
- Put up with (tolerate)
- Make off with (steal something and escape)
- Come down with (contract a disease)
- Run out of (exhaust one's supply of something)
- Live up to (meet someone's expectation).

2.7 Relevant previous studies

This section will present five relevant previous studies that have been conducted in the same area as the present study.

2.7.0The first study

This study was conducted in (2016) by Ashwag under the title : the difficulties of phrasal verbs. Its limited to undergraduate student of English language department for science & technology, and university of Holy Quran and Islamic science and the researcher come up with following finding:

Phrasal verbs based on the meaning of lexical verb.

The EFL learners have some proficiency in collocation issue because the students achieve acceptable level in choosing the right particles.

- The ELF learners not familiar with all types of phrasal verbs, thus they find difficulty to inter their meaning such as idiomatic PVC, therefore, the students could not chose their right meaning.
- The nature of phrasal verbs causes problem for EFL learners, the response of students in question 2 items 3 indicate to this problem because this finding agree with hypotheses.
- The false responses of students in all items of the research question.
- The student's have poor knowledge of the skills of guessing the meaning of PVC from the students.

- The students have some proficiency in acquiring some type of the phrasal verbs such as aspectual phrasal verbs, because the meaning of aspectual.

The researcher agrees with this study because this study focuses in difficulties of phrasal verbs and shows the problems of misunderstanding the meaning of phrasal verbs.

2.7.1The second study

This study is conducted by Elobyed, mainly to investigate the problem of using phrasal verbs in English language facing secondary school students, in the year (2015) and then , the researcher find out the following results:

- Secondary school students in East Nile locality are facing problem in using English phrasal verbs.
- There are no sufficient specilalized materials on using phrasal verbs in secondary schools syllabus (spine series)
- One of the possible causes of problems of using English phrasal verbs is the lack of early instruction in secondary students.
- The problem of using English phrasal verbs in English in secondary school are due to some cultural factors.
- Including phrasal verbs in English language syllabus and providing sufficient training for teachers could be one of the possible solution to the problems of using phrasal verbs.
- Idiomatic expression could be considered as one of the causes of facing problem in using English phrasal verbs.
- One of the problems of using English phrasal verbs is that secondary school students always predict the meaning of phrasal verbs from the components of phrasal verbs.
- The background of the student him /her self as a second language learners his/her understanding of English phrasal verbs.

The researcher agrees with this studies figured out the difficulties of using the phrasal verbs that faces secondary students.

2.7.2 **The third study**

This study was conducted by the assistant lecturer, Sangoor in (2012) , under the title a Syntactico- Semantic study of English phrasal verbs . The researcher figure out the following conclusions:

Phrasal verbs play a large part in English today, particularly spoken English. A few simple words are used to give a large number of different meanings by adding preposition or adverbs.

English phrasal verb refers to a combination consists of a lexical verb plus a particles. The particles can be either a preposition or an adverb. The meaning of the phrasalized combination is not implied in the meaning of the individual units of the phrasal verb.

Both transitive and intransitive phrasal verbs can be used as phrasal but their state will be different i.e. transitive lexical verbs turn to be intransitive when they are phrasal zed and vice versa.

English phrasal verb consists of two basic components: lexical verb and a particle. The particle has five functions and it is used to change the meaning of the verb or add some other meaning. In addition, the function of the particle can be identified through the use of the criteria of substitution, and re-arrangement.

The most important aspect of the English phrasal verbs is the is idiomatic usage since a single phrasal verb may carry different meaning.

It is recommended that the who are involved in learning and teaching English have to acquaint themselves with as many phrasal verbs as possible, especially with these which are frequently used.

The researcher agrees with this study, because this study covers all the areas that needs attention in the study of phrasal verbs.

2.7.3 The four study

This study was conducted by Kamarudin in March 2013, under the title (A study on the use of phrasal verbs by Malaysian learners of English), in the university of Birmingham. The researcher finds out the following results:

The results of the phrasal verbs test in this study clearly indicate that, in general, learners under investigation show moderate level of understanding of phrasal verbs as more than half of them scored between 50% and 79% in the PVs test, indicating an average performance. The PVs test conducted also revealed that learner is still struggling to understand this language form. Moreover, it was also found that learners show better understanding of literal PVs in comparison to the non-literal PVs. The finding of the present study also reveals the tendency of learners to treat PVs as two rather than one lexical unit. In other words, a lack of awareness of the regular and also the lack of attention given to high frequency.

In short, the above finding provide empirical evidence to Malaysian learner's understanding of PVs, and a number of useful finding, which, to date, have not been found in any other study in Malaysia , have been highlighted to inform relevant parties for further actions.

The researcher agrees with this study because this study indicates that learners of English show that high rate of lacking awareness of knowing the phrasal verbs.

2.7.4 The five study

This study was conducted by Joanna in A dam Mickiewicz University/Poland, under the title, phrasal verbs in learner English: a semantic approach. This study based on a POS tagged spoken corpus of English learner.

The researcher comes up with the following finding:

What was found out in the analysis of phrasal verb compositionality is that while the native use of PVs is linear, learners do not appear to follow this tendency. They under use PVs within all of the compositional

categories, but the idiomatically opaque phrasal verbs are neglected the most. In other words, is that the learners simply avoided using phrasal verbs and tried using one-word equivalent instead.

The researcher agrees with this study.

2.7.5 The six study

This study was conducted by YongchangRong in Shanghai Maritime University , under the title ‘’a study of English phrase verb in Language learning on (2015). And the researcher find out the following out comes:

This study uses the corpus data to study the use of verb phrases in Chinese learners. Through the comparison of three levels. The study shows that the semantic features of the phrase verbs and the learning sequence have a greater impact on the use of the Chinese’s learners. In the oral expression of Chinese learners, the use of the phrase verb is lower. This discovery reveals that Chinese learner is a problem, that is, the spoken language is written. In order, to make the Chinese English earner use the phrase verb more accurately, the teacher should emphasize the equivalence of the semantic equivalence between the phrase verb and the individual word in teaching process. On the other hand, teachers should use the evidence from the corpus of native English speakers to inform the students of the different contexts in which the two types of words are used. In addition, the teacher can be used in corpus of teaching, increasing the input of students to the real corpus. Let the students observe the different characteristic of the two types of verbs, and then the teacher will be summed up. Such students will have a clearer and through understanding of the use of these two types of verbs, thus reducing the use and misuse of the phenomenon.

The researcher agrees with this study because this study reveals the use and misuse of phrasal verb among the Chinese learners, and also shows the semantic features of phrasal verbs.

CHAPTER THREE

RESEARCH METHODLOGY

3.0 Introduction

This chapter explains the methodology of the study. In that, it will describe the methods and techniques adopted the instrument, the population, the samples and the procedures of data analysis.

3.1 The methodology

This study is descriptive in nature. It focuses on the ‘what’ of the problem in question. The study attempts to investigate the different aspect of the problems and it will shed light on the area that needs attention.

3.2 Populations and Sampling

The target population of this study is undergraduate students from Al-Neelain , faculty of Arts, English Language Department ,second year, both male and female . The sample of this study consists of thirty students. The researcher has chosen these students randomly as sample of this project.

In addition, there are twenty teachers from different s schools participated in this present study. They were selected from all over English schools and all of them graduated from English department, and were specializes well in English Language.

3.2.1 Description of the Populations and Sample

Twenty teachers fro idris English schools in this study participated. They were male and female , their age ranged between 25-46 years old . They were randomly selected from all over idris English schools staff. Their teaching experience from two to more than 20 years. All of them graduated from faculties of Arts and Educations, and were specialized in English Languages.

Thirty students, both males and females participated in this study. They were University students, their age rangedbetween 20-23 years old. All of them were from second years and the number of English periods taught. Their native language is Arabic, but English is taught to be as foreign Language.

3.3 Instruments

In this study, two tools were used for data collection and analysis. The teacher's questionnaire and student's test. The data of this study has been elicited through a questionnaire for teachers and test designed for students. The questionnaire which was prepared consists of ten statements and test method consists of 20 questions in order to collect the data of the study and will be analyzed to satisfy the questions and hypotheses of the research. Those are very important, because this show the weakness of understanding of the phrasal verbs meaning and the errors that committed by university students. The questionnaire and test instruments were quite helpful in the researcher task.

3.3.1 Description of the Instruments

Instruments is general term that researcher for measurement device. The researcher in this present study uses the test and questionnaire methods. Firstly, test method involve three questions , question one consist of six questions, question two include five questions about the phrasal verbs and question three consist of nine questions in order to collect data about phrasal verbs. Moreover, thirty of students were taken test about understanding the phrasal verbs. Secondly, the questionnaire method contains ten statements based in four hypotheses also it involves five options such as agree, strongly agree, natural, disagree and strongly disagree. Both of instruments test questionnaire have be chick by three judgments in order to make them in perfect way.

3.4 Validity and Reliability

The questionnaire was validated by experts who omitted, added and corrected. Their notes and suggestion were taken into consideration, and the researcher made the necessary modification before administrating the questionnaire. Before the questionnaire was distributed, it was given to the supervisor for the final evaluation then it was given to a number of subjects who face no problem in answering the questions. Phrasal verbs test was designed by the researcher with cooperate with some teachers. Then presented to the supervisor for approval. For the reliability, the researcher used the statistical technique (SPSS) to conduct his analyses. The validity of the test was calculated by excel.

The respondents were asked to determine their responses to what each question describes according to the likert Pentacle Scale.

The likert Pentacle Scale was used to measure respondents' responses to the questionnaire sections as shown in Table (1).

Table No (1): likert **scale measurements**

strongly-disagree	**Disagree**	**Neutral**	**Agree**	**strongly-agree**	Respond
1	2	3	4	5	Disagree

Resource:Researcher prepare 2018

3.4.1 Third: Statistical methods used

To achieve the objectives of the study and verify the study axes, the researcher used the following statistical methods:

1. Graphic formats
2. Recurrence tables and percentages
3. Arithmetic mean

4. standard deviation

5. Alpha Kronbach coefficient in measuring the reliability and stability of the questionnaire

6. Chi square

The researcher used the (SPSS) Statistical Package for Social Science program.

3.4.2Fourth: the validity and stability of the study tool (questionnaire).

The veracity of the questionnaire has been confirmed in two ways:

3.5.3 A. Believe content or virtual honesty.

To verify the veracity of the content of the study tool and to ensure that it serves the objectives of the study, it was presented to a group of arbitrators. And a number of specialists professors, Experts, and asked them to study the tool and give their opinions in terms of:The extent of the paragraph to the content, the number of paragraphs, their comprehensiveness, the diversity of their content, the assessment of the level of language and output, the adequacy of the study tool in terms of the number of paragraphs, their comprehensiveness, diversity and output, or any observations they deem appropriate with regard to modification, change or deletion as the arbitrator deems necessary; The amendments were made in the light of the recommendations and opinions of the arbitral tribunal, such as: modification of the content of some paragraphs and modification of some paragraphs; to be more appropriate and delete some paragraphs, correct some spelling errors and punctuation marks, The above modifications serve as a virtual, truthful and truthful content of the tool that the tool is valid for measuring what has been developed for it.

3.5.4 B) The internal consistency of the test paragraphs is true:

- Alpha Cronbach Method:

Alpha Cronbach: A measure or indicator of consistency of the questionnaire as a second method of measuring stability. Therefore, the researcher calculated the stability coefficient for all the terms associated with the questionnaire.

The stability of the study instrument was studied by the value of the Cronbach Alpha stability coefficient for each dimension. This coefficient measures the internal consistency in the resolution sections. According to the study, until the stability of the tool, the coefficient of the Cronbach alpha must be greater than or equal to 0.60.

The validity of the internal consistency of the study instrument and each of its axes has been verified and the extent of the correlation of these constituent parts with each other and to ensure that they are not overlapping. The researcher investigated this by finding correlation coefficients using the Alpha Cronbach coefficient, and the results are as follows:

Table (2): Correlation coefficients using alpha-cronbach coefficient

)Cronbach's Alpha(	)N of Items(
68%	30

Resource: Researcher prepare of the questionnaire in 2018

3.5 The Procedures

To investigate the problems of the fourth year students in understanding the meaning of phrasal verbs in English language at Sudan university of Science and Technology, 30 students were chosen as the random sample of the study and also a questionnaire which consists of 10 statements was handed over to 20 teachers of idriss English school by the researcher. The teacher filled it out and collected back by the researcher in the same day. Also 20 questions of the test presented by the researcher for 30 students in understanding the phrasal verbs test. Both tools have done in order to get data about phrasal verbs problem of Sudan university students' fourth year department of English Language.

CHAPTER FOUR
DATA ANALYSIS, DISCUSION OF THE RESULTS

4.0 Introduction

This chapter presents and analyzes the data collected through the questionnaire. It also analyzes the sample to provide answers to data drawn from the test designed by the researcher. The result will be used to provide answers to the research questions.

4.1 The data obtained from the Test

4.1.1 Data analysis for test:

Question one:

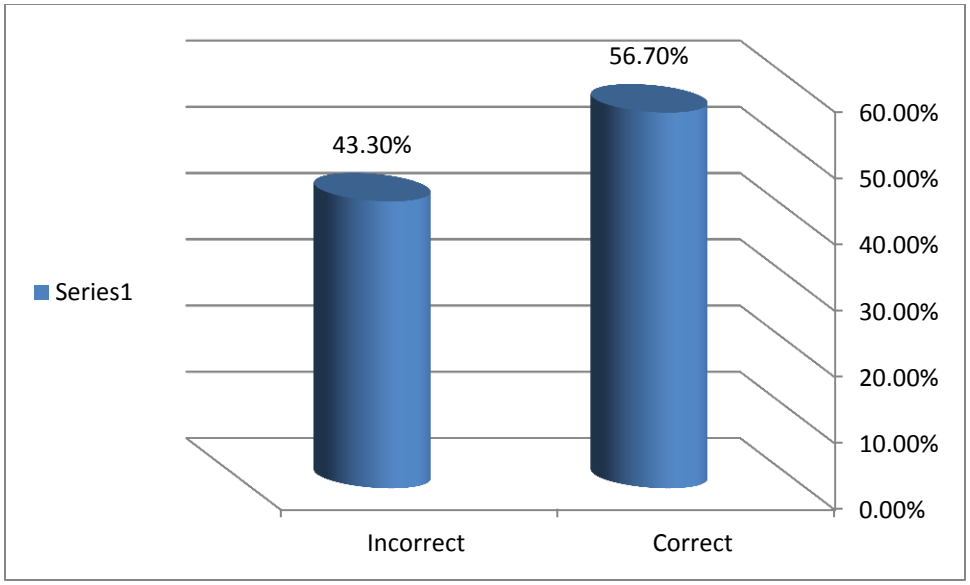
Table (1):

Phrasal verb	Valid	Frequency	Percent %
Break down	Correct	17	56.7
	Incorrect	13	43.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (43.3%) of the participants get incorrect answers whereas a few of them get correct answers which its percentage is (56.7 %). This result shows that the students are unable to understand the phrasal verb (break down).probably, this related to their lower knowledge about understanding the meaning of the phrasal verbs.

figure (1)



Resource:Researcher prepare of the questionnaire in 2018

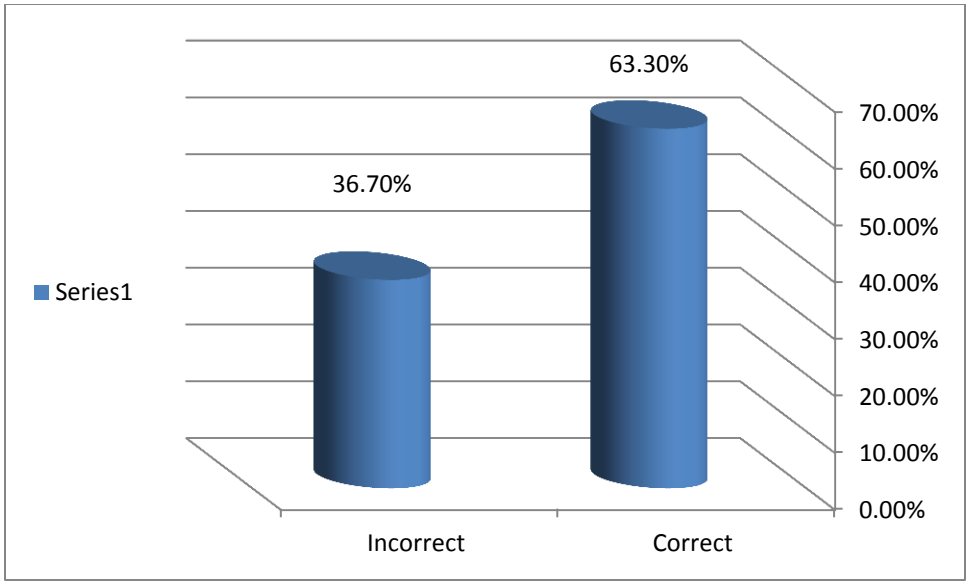
Table (2):.

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Open out	Correct	19	63.3
	Incorrect	11	36.7
	Total	**50**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

The table above illustrates that the (36.7%) of the participants get incorrect answers whereas a few of them get correct answers which its percentage is (63.3 %). This indicate that there are some students misunderstand the phrasal verb(open out). Probably , this related to their weakness of understanding the meaning of the phrasal verbs.

figure (2)



Resource:Researcher prepare of the questionnaire in 2018

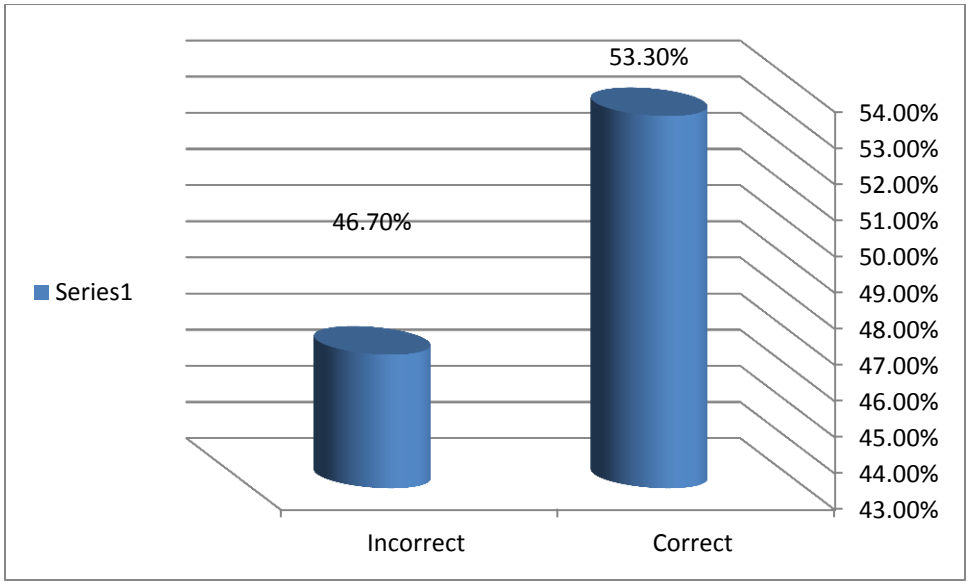
Table (3):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Makeup	Correct	16	53.3
	Incorrect	14	46.7
	Total	**30**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants answers In the first question.Students get 14 incorrect answers which its percentage is (46.7 %), while percentage of correct answers is (53.3 %). This indicates that the students are unable to employ the phrasal verb (make up). Probably this related to the lower experience about phrasal verbs.

figure (3)



Resource:Researcher prepare of the questionnaire in 2018

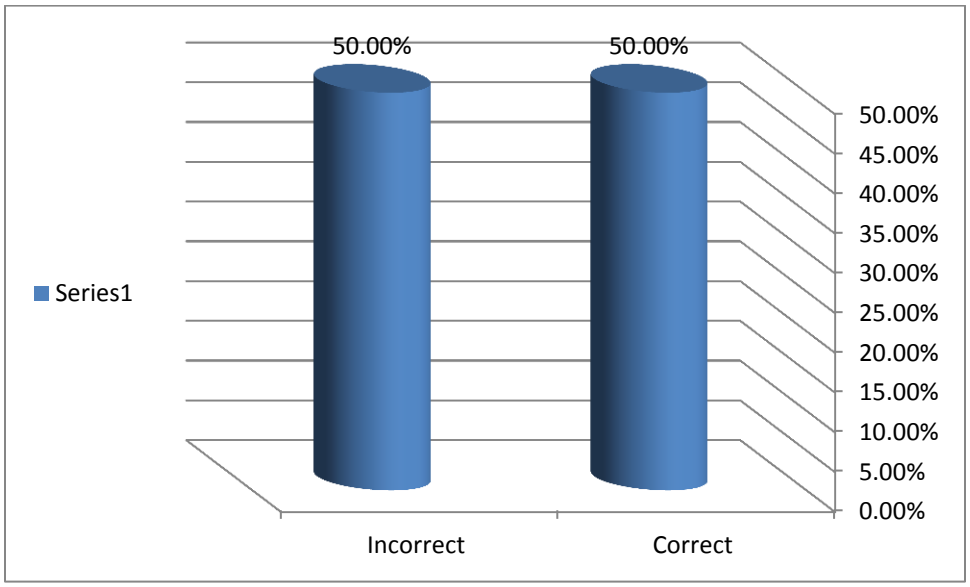
Table (4):

Phrasal verb	Valid	Frequency	Percent %
Handed back	Correct	15	50.0
	Incorrect	15	50.0
	Total	**30**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants who get incorrect answers which its percentage is (50 %), while percentage of correct answers is (50 %).this indicate that the half of the students misunderstand the phrasal verb(handed back).probably, and this related to the syllabus.

figure (4)



Resource:Researcher prepare of the questionnaire in 2018

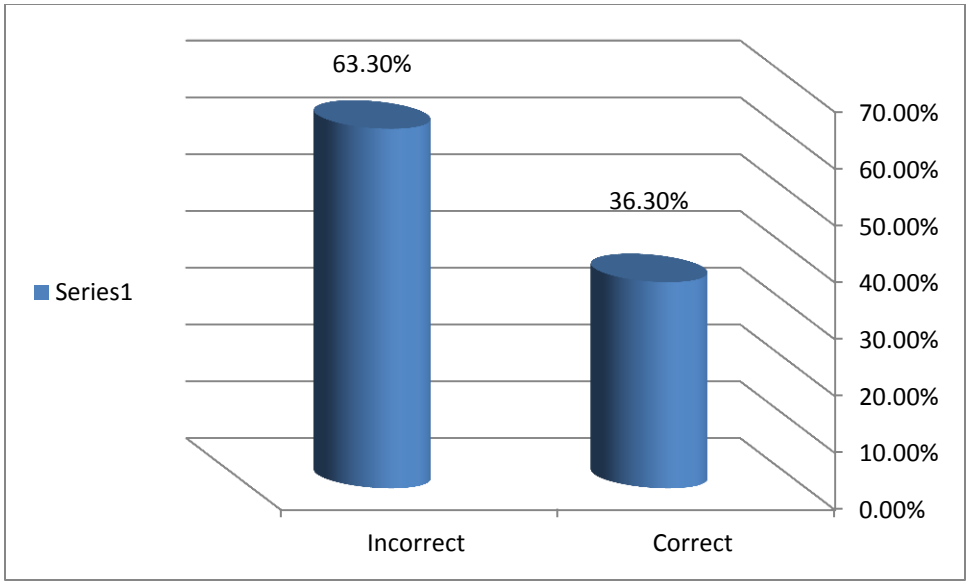
Table (5):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Fall off	Correct	11	36.7
	Incorrect	19	63.3
	Total	**30**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

The table above is obviously proved that (63.3%) of the participants get incorrect answers, While the percentage of correct answers is (36.7 %). This shows that the most of students misunderstand the phrasal verb (fall off) and this related to their poor vocabulary.

figure (5)



Resource:Researcher prepare of the questionnaire in 2018

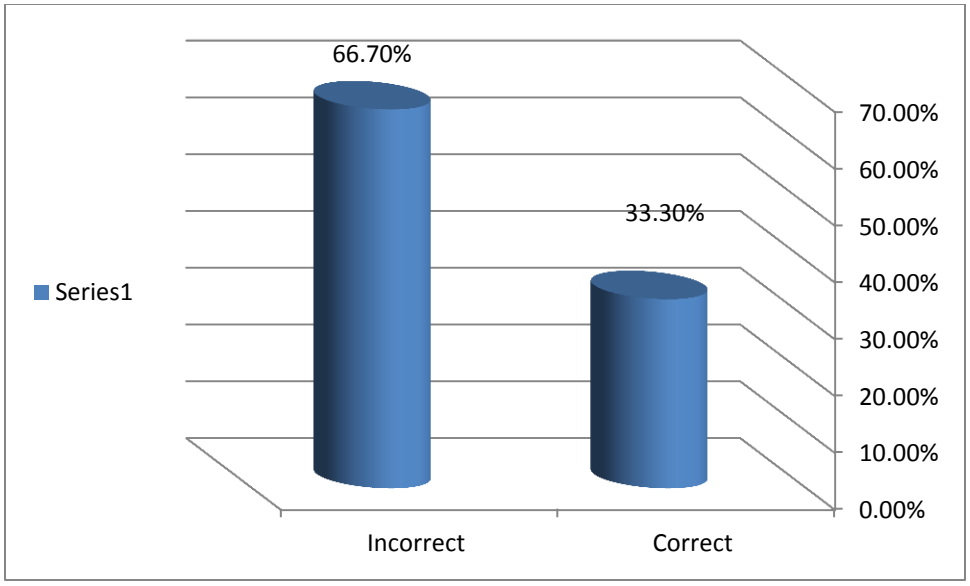
Table (6):

Phrasal verb	Valid	Frequency	Percent %
Drop in of	Correct	10	33.3
	Incorrect	20	66.7
	Total	**30**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

The table above is obviously proved that (82%) of the participants get incorrect answers, While the percentage of correct answers is (18 %).this indicate that the most of students misunderstand the phrasal verb (drop in off). Because they don't learn well.

figure (6)



Resource:Researcher prepare of the questionnaire in 2018

Question two:

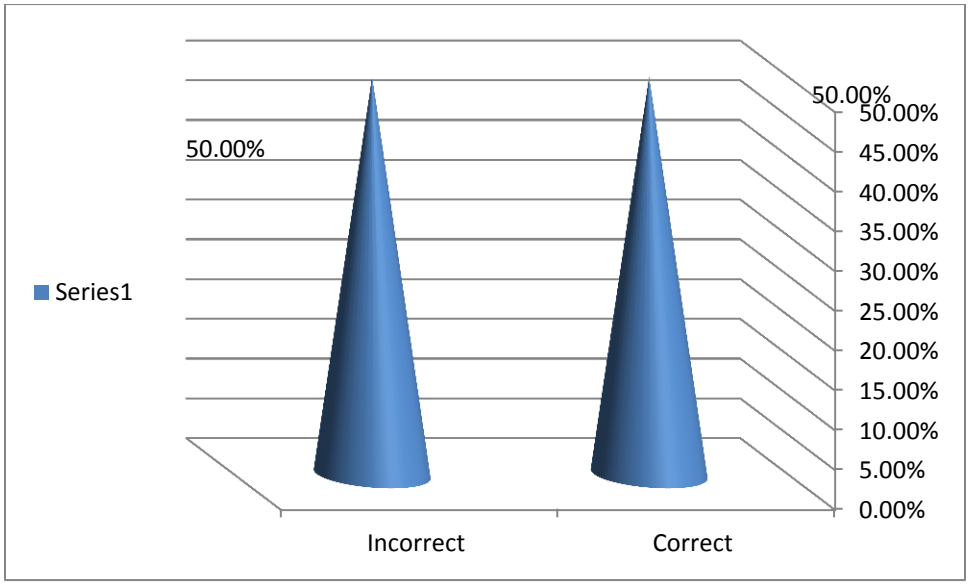
Table (1):

Phrasal verb	Valid	Frequency	Percent %
Look forward	Correct	15	50.0
	Incorrect	15	50.0
	Total	**30**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

The table above proved that students get incorrect answers which its percentage is (50%), whereas who get correct answers which its percentage is (50 %).this result shows that the half of students unable to understand the phrasal verb 'look forward'' and this related of lacking knowledge about phrasal verb.

figure (1)



Resource:Researcher prepare of the questionnaire in 201

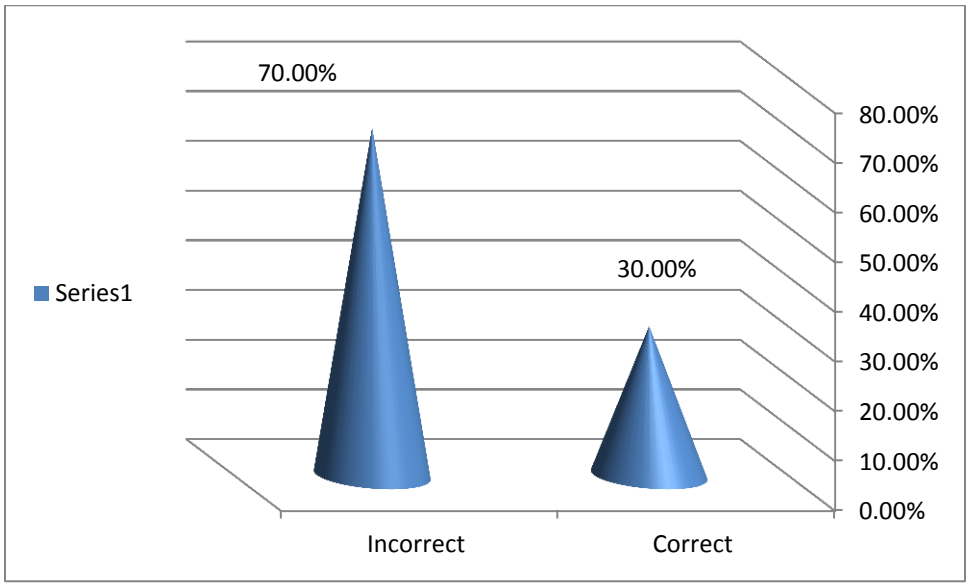
Table (2):.

Phrasal verb	Valid	Frequency	Percent %
Run out	Correct	9	30.0
	Incorrect	21	70.0
	Total	**20**	**100.0**

Resource:Researcher prepare of the questionnaire in 2018

The table above illustrates that participants who get incorrect answers which its percentage is (38%), whereas who get correct answers which its percentage is (62 %). This explain that some students misunderstand the phrasal verb (run out).probably, this related to their lower experience about phrasal verb.

figure (2)



Resource:Researcher prepare of the questionnaire in 2018

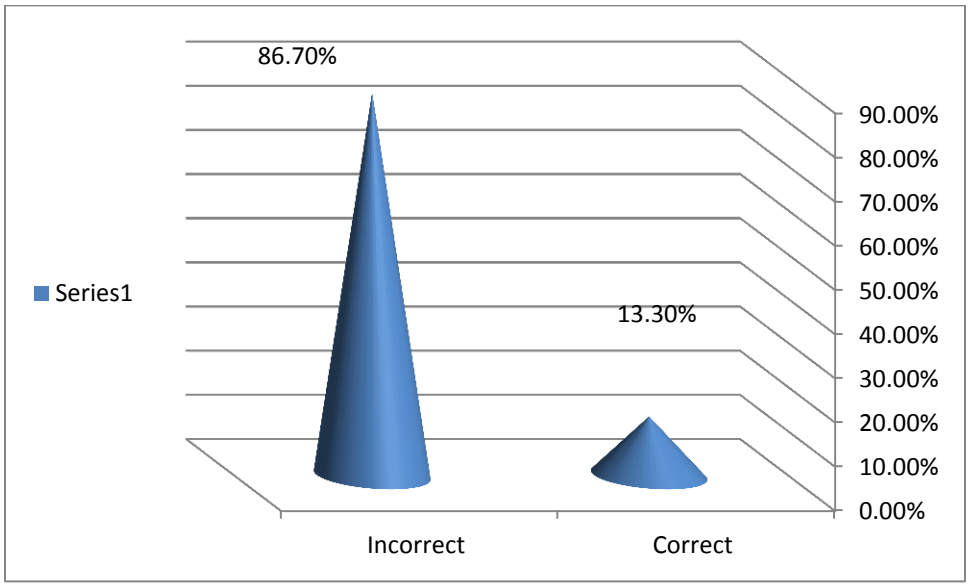
Table (11):

Phrasal verb	Valid	Frequency	Percent %
Put up with	Correct	4	13.3
	Incorrect	26	86.7
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants get incorrect answers which its percentage is (86.7%), while percentage of correct answers is (13.3 %).the result shows that most of the students lack knowledge about phrasal verb (put up with).probably, because they don't know the degree of formality for phrasal verb.

figure (9)



Resource:Researcher prepare of the questionnaire in 2018

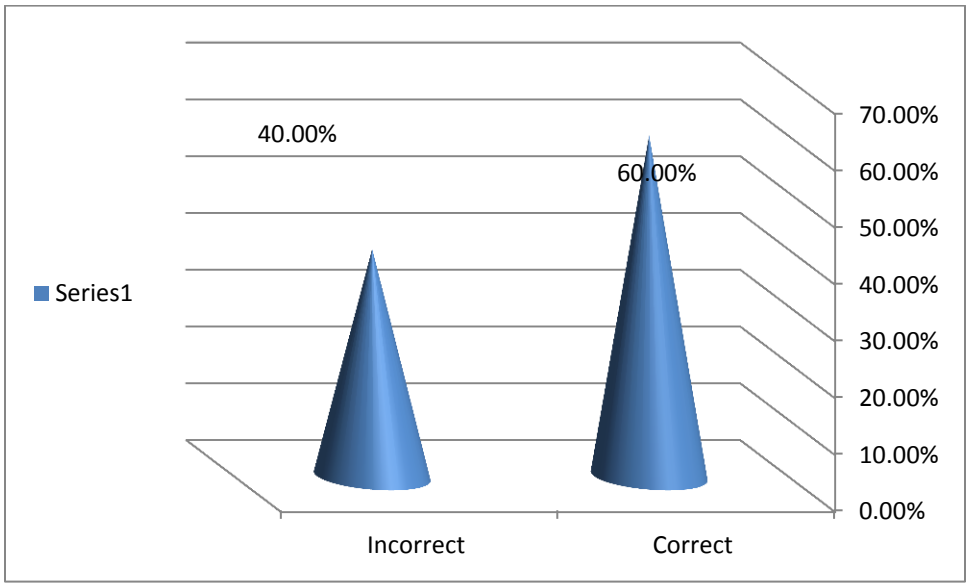
Table (12):

Phrasal verb	Valid	Frequency	Percent %
Passed away	Correct	18	60.0
	Incorrect	12	40.0
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants get incorrect answers which its percentage is (40%), while percentage of correct answers is (60 %). This indicate that the students unable to employ the phrasal verb (passed away). Probably, this related their poor background about the phrasal verbs.

figure (10)



Resource:Researcher prepare of the questionnaire in 2018

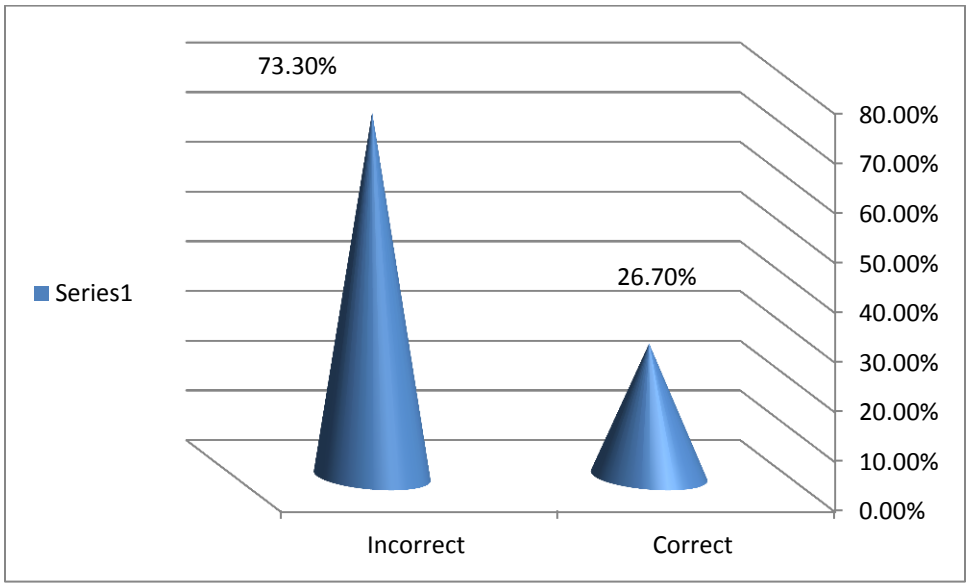
Table (13):

Phrasal verb	Valid	Frequency	Percent %
Called off	Correct	8	26.7
	Incorrect	22	73.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (73.3%) of the participants get incorrect answers, whereas percentage of correct answers is (26.7%). This indicates that the most of the students misunderstand the phrasal verb (called off). Probably, this related to their lower practice of phrasal verb.

figure (11)



Resource:Researcher prepare of the questionnaire in 2018

Question three:

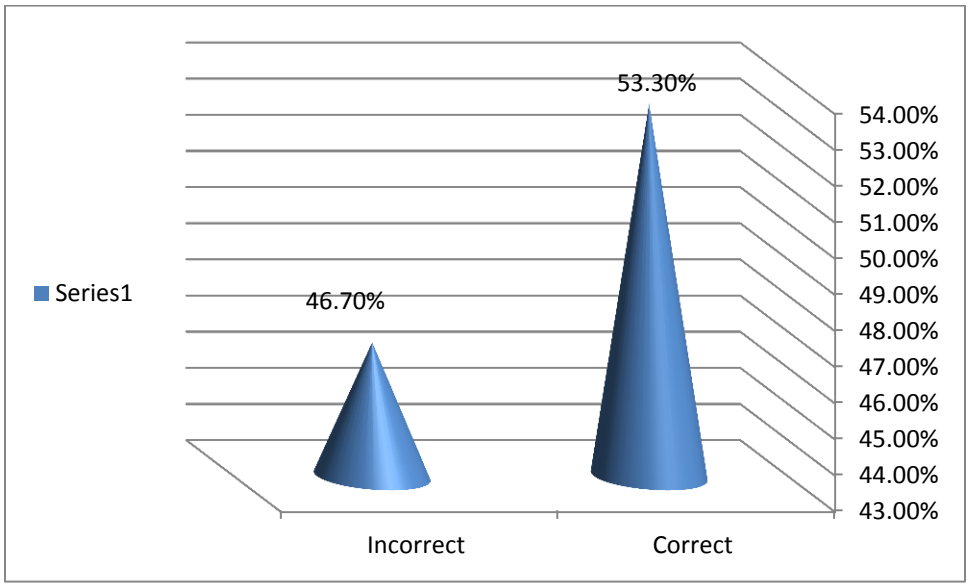
Table (1):

Phrasal verb	Valid	Frequency	Percent %
Dropped off	Correct	16	53.3
	Incorrect	14	46.7
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants who get incorrect answer which its percentage is (46.7%), while percentage of correct answers is (53.3 %). This result indicates that there are some students misunderstand the phrasal verb (dropped off).Probably, this related to the degree of their comprehension about phrasal verb.

figure (1)



Resource:Researcher prepare of the questionnaire in 2018

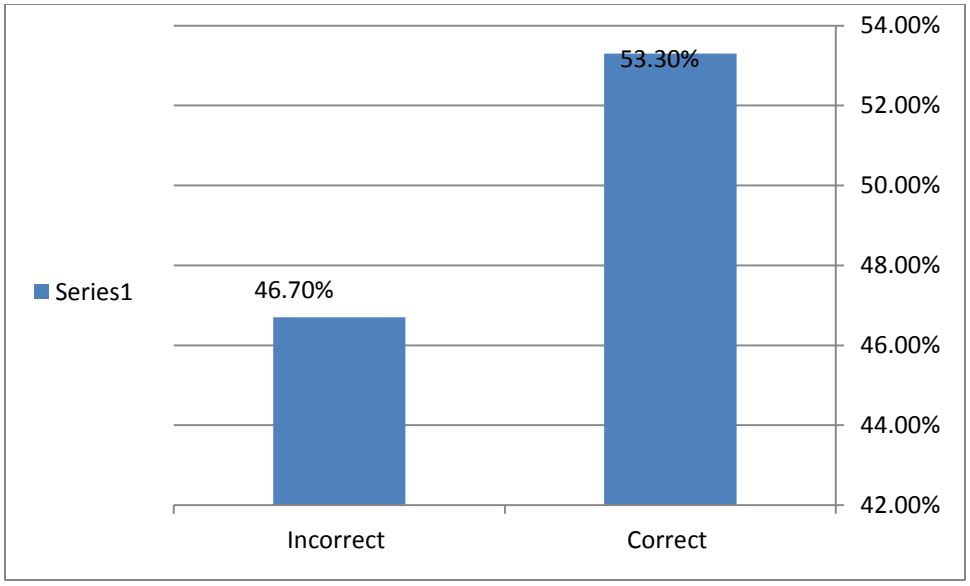
Table (2):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Take off	Correct	16	53.3
	Incorrect	14	46.7
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (46.7%) of the participants get incorrect answers, whereas percentage of correct answers is (53.3%). This indicates that the students are unable to employ the phrasal verb (take off). Probably, because they confuse when using the phrasal verbs.

figure (2)



Resource:Researcher prepare of the questionnaire in 2018

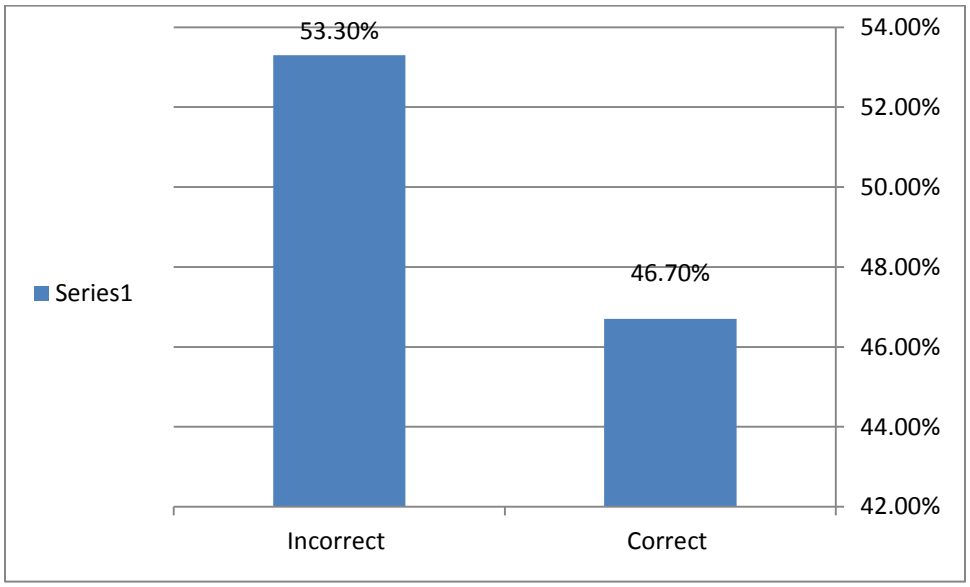
Table (3):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Let down	Correct	14	46.7
	Incorrect	16	53.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (46.7%) of the participants get incorrect answers, whereas percentage of correct answers is (53.3%). These indicate that there are some students unable to understand the phrasal verb (let down). Probably, this related their writing skills.

figure (3)



Resource:Researcher prepare of the questionnaire in 2018

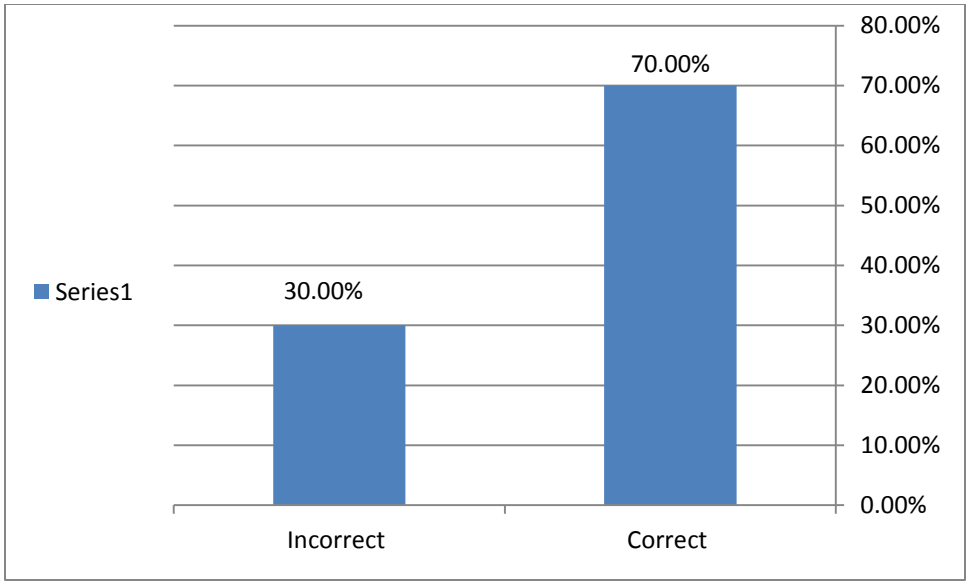
Table (4):

Phrasal verb	Valid	Frequency	Percent %
Carry on	Correct	21	70.0
	Incorrect	9	30.0
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above is obviously proved that (30%) of the participants get incorrect answers, While percentages of the correct answers is (70%).this indicate that the students unable to employ the phrasal verb (carry on). Probably, this related to the techniques of teaching phrasal verb.

figure (4)



Resource:Researcher prepare of the questionnaire in 2018

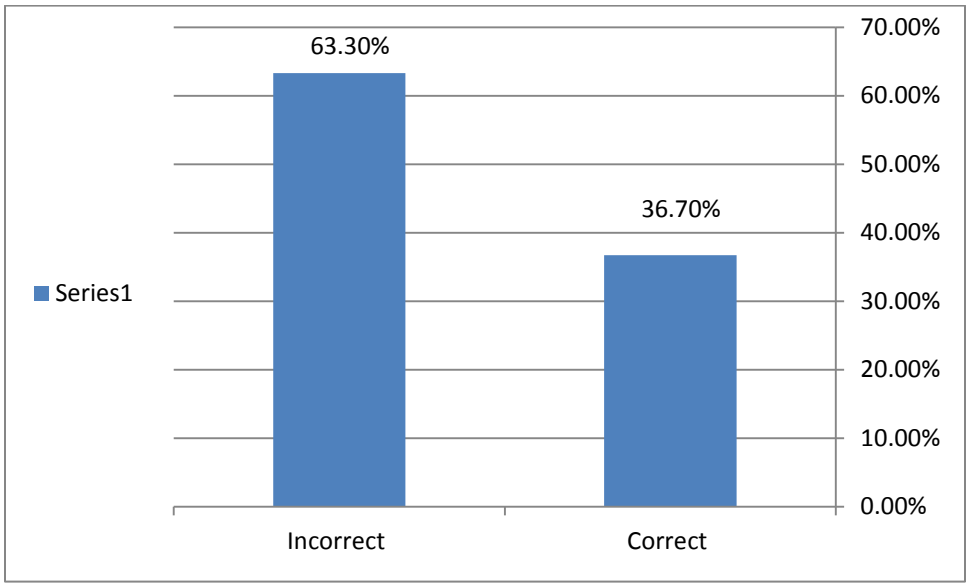
Table (5):

Phrasal verb	Valid	Frequency	Percent %
Get through	Correct	11	36.7
	Incorrect	19	63.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

Seen from the table above of the sample that participants who get incorrect answer which its percentage is (36.3%), while percentage of correct answers is (63.3 %).this indicate that the students have difficulties of phrasal verb (get through). Because it is difficult to guess the meaning of the phrasal verb.

figure (5)



Resource:Researcher prepare of the questionnaire in 2018

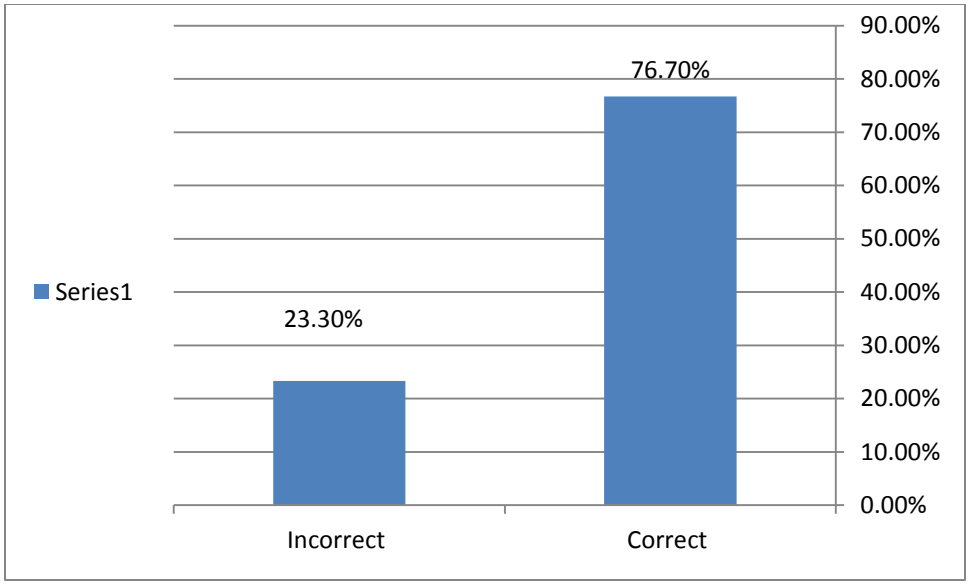
Table (6):

Phrasal verb	Valid	Frequency	Percent %
Get over	Correct	23	76.7
	Incorrect	7	23.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (23.3%) of the participants get incorrect answers, whereas percentage of correct answers is (76.7%). This result explain that there are some students misunderstand the phrasal verb (get over). Probably it related to their poor vocabulary.

figure (6)



Resource:Researcher prepare of the questionnaire in 201

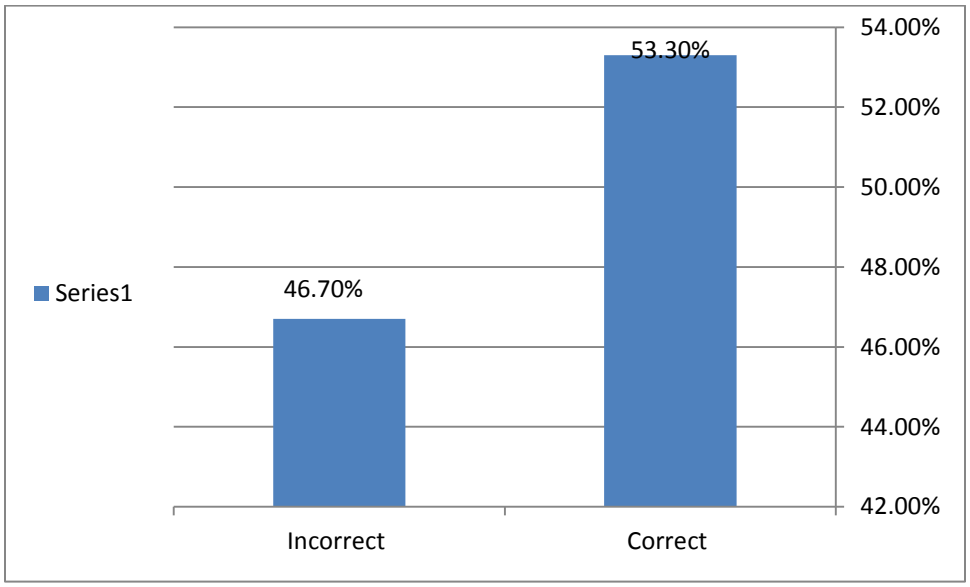
Table (7):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Sort it out	Correct	16	53.3
	Incorrect	14	46.7
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above illustrates that the (46.7%) of the participants get incorrect answers, whereas percentage of correct answers is (53.3%). This shows that the students unable to understand the phrasal verb (sort it out) . Probably, it related to the bad method of teaching.

figure (7)



Resource:Researcher prepare of the questionnaire in 2018

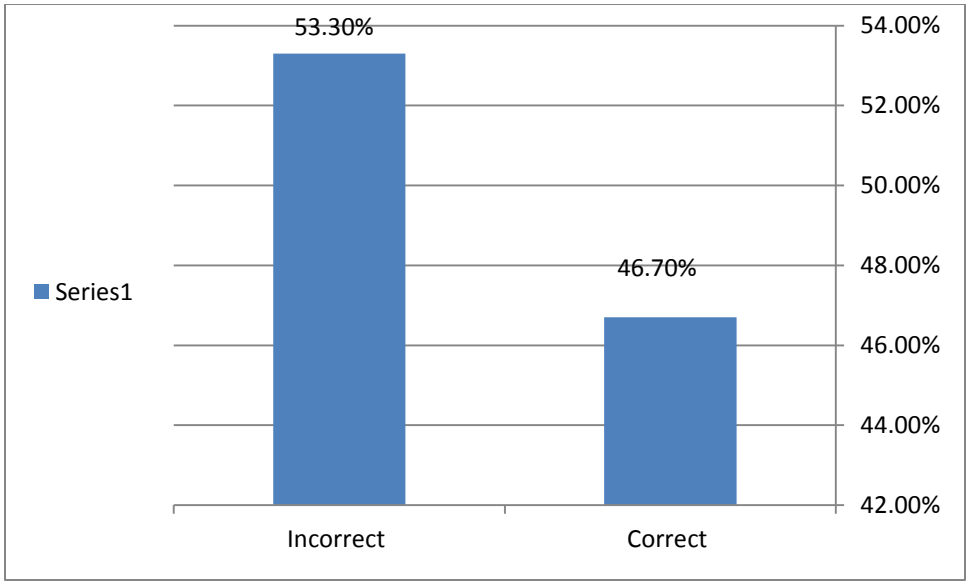
Table (8):

Phrasal verb	**Valid**	**Frequency**	**Percent %**
Pick up	Correct	14	46.7
	Incorrect	16	53.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above is obviously proved that (53.3%) of the participants get incorrect answers, While percentages of the correct answers is (46.7%).this explain this the most students unable to employ the phrasal verb (pick up). Probably, because they lack knowledge about phrasal verbs.

figure (8)



Resource:Researcher prepare of the questionnaire in 2018

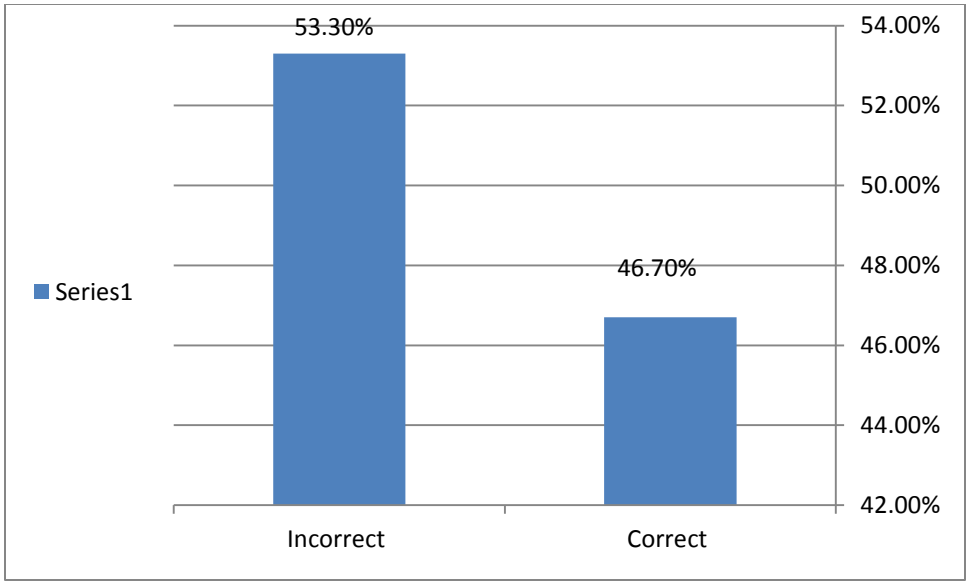
Table (9):

Phrasal verb	Valid	Frequency	Percent %
Goes up	Correct	14	46.7
	Incorrect	16	53.3
	Total	**30**	**100.0**

Resource: Researcher prepare of the questionnaire in 2018

The table above is obviously proved that (53.3%) of the participants get incorrect answers, While percentages of the correct answers are (46.7%). Absolutely, they have difficulties of understanding the phrasal verb (goes up). Probably, it related to their low experience about phrasal verb according to meaning.

figure (9)



Resource:Researcher prepare of the questionnaire in 2018

4.2 The data obtained from the Questionnaire

4.2.1 Data analysis for questionnaire

Table (22): frequencies and presents for items .

Items	*Strongly agree*	*Agree*	*Neutral*	*Disagree*	*Strongly disagree*	*Total*
1. There are difficulties according to the meaning behind understanding of phrasal verbs.	8	8	3	1	0	Frequency
	40.0	40.0	15.0	5.0	0.0	Percent %
2. The main reason on the difficulties of understanding phrasal verbs is related to the mother tongue interference.	4	6	4	4	2	Frequency
	20.0	30.0	20.0	20.0	10.0	Percent %
3. Students lack knowledge about understanding phrasal verbs.	7	9	2	0	2	Frequency
	35.0	45.0	10.0	0.0	10.0	Percent %

4. Students have less vocabulary about phrasal verbs.	9	7	3	0	1	Frequency
	45.0	35.0	15.0	0.0	5.0	Percent %
5. Students of SUST lack back ground knowledge in using phrasal verbs.	5	2	9	3	1	Frequency
	25.0	10.0	45.0	15.0	5.0	Percent %
6. Phrasal verbs are complicated because it's difficult to guess their meaning.	7	6	1	3	3	Frequency
	35.0	30.0	5.0	15.0	15.0	Percent %
7. Learners misunderstand phrasal verbs according to the degree of formality.	2	5	5	6	2	Frequency
	10.0	25.0	25.0	30.0	10.0	Percent %
8. The main reason behind the problems of understanding phrasal verbs because there is formal and informal style that express the meaning of phrasal verbs.	3	10	5	1	1	Frequency
	15.0	50.0	25.0	5.0	5.0	Percent %
9. Phrasal verbs are difficult because they aren't taught well in the classroom.	9	2	2	4	3	Frequency
	45.0	10.0	10.0	20.0	15.0	Percent %
10. Teachers employ correct technique in teaching phrasal verbs.	4	7	4	3	2	Frequency
	20.0	35.0	20.0	15.0	10.0	Percent %

Resource:**Researcher prepare of the questionnaire in 2018**

4.7Hypotheses

4.7.0 First hypothesis

Students misunderstand the phrasal verb according to the meaning.

Table (1) Descriptive Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean

Variable	20	1.5500	.51042	.11413

In the above table students get 1.5 of Mean for all questions. And (0.5) for Std. Deviation

Table (2) Test Statistics of Chi-Square

Test Statistics	
Chi-Square	.200[a]
Df	1
Asymp. Sig.	.010

The above table illustrates the result of Chi-Square test . Then Chi-Square test gets (0.200[a]), in Df =1 , and the Asymp. Sig. gets (0.655) in confidence interval (0.05) .we accepted the firsthypothecs**"Students misunderstand the meaning of the phrasal verb according to the meaning".**

4.7.1 Second hypothesis:

Students lack knowledge about phrasal verbs.

Table (3) Descriptive Statistics

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Variable	20	1.2100	.23373	1.10	1.90

In the above table students get 1.2 ofMean for all questions. And (0.2) for Std. Deviation.

Table (26) Chi-Square test

Test Statistics	
Chi-Square	10.100[a]
Df	6
Asymp. Sig.	.001

The above table illustrates the result of Chi-Square test .then Chi-Square test gets (10.100[a]), in Df =6 , and the significance(Asymp. Sig. gets)(0.121) in confidence interval (0.05) .then weaccepted the hypothesis of the researcher which is**"Students lack knowledge about phrasal verbs**".

4.7.3 Third hypothesis

Students misunderstand the meaning of the phrasal verbs according to the degree of formality.

Table (4) Descriptive Statistics

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Variable	20	1.6100	.41373	1.10	1.90

In the twenty one table students get 1.6 of Mean for all questions. And (0.4) for Std. Deviation.

Table (28) Chi-Square test

Test Statistics	
Chi-Square	12.100[a]
Df	8
Asymp. Sig.	.002

The above table illustrates the result of Chi-Square test. Then Chi-Square test gets (12.100[a]), in Df =8, and the significance (Asymp. Sig. gets) (0.002) in confidence interval (0.05). Then we accepted the hypothesis of the researcher which is**"Students misunderstand the meaning of the phrasal verbs according to the degree of formality."**

CHAPTER FIVE

CONCLUSIONS, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Conclusion

This chapter presents the findings and conclusion of the study. It relates the analysis and discussion of data to the research questions and the hypotheses. It will also offer recommendations and suggestions for further research.

In conclusion, this research investigates the difficulties of understanding and using English phrasal verbs by second year students in Al-Neelain University. On one hand, the finding of this present study indicates that most of the second year students make mistake. On the other hand, the statistical analysis shows that about 57.3% of students have given incorrect answers and this related to our previous hypotheses and also it related with the following causes:

-Most students have lower experience of understand and use English phrasal verbs.

-They have lower background of phrasal verbs.

-They don’t care about studying the all type of phrasal verbs.

-They have poor vocabulary about phrasal verbs. So it’s difficult for them to guess the meaning of the phrasal verb.

5.1 Findings

The researcher figure out the following results:

1- The result which obtained through the test indicates that 42.7% of the students have gotten correct answer.

2- The findings indicate that 57. 3% of the students have gotten incorrect answer.

3-The findings show that most of the students have difficulties in understanding and using English phrasal verbs. Which it's proving all the hypotheses.

4-The results show that the EFL students lack knowledge and they have lower back ground about phrasal verbs.

5- The students show weakness in understand the phrasal verbs, because they confuse when using the phrasal verb.

6-the study shows there are difficulties. Probably, it related to techniques of teaching the phrasal verbs.

7- The results show that most of the students have poor vocabulary about the phrasal verbs.

8- It has also been observed that the most of the students have ignored using the phrasal verbs.

9- The statistical analysis in chapter four shows that the students of second year at Al-Neelain University have less practice in using the phrasal verbs.

5.3 Recommendations

The researcher recommends that:

1- Students must learn all kind of phrasal verbs well.

2- Students should be aware that phrasal verbs are very important part of English Language.

3- Students must give all their attention to the lecture in order to understand.

4- Students should practice the phrasal verbs well with writing, listening, reading and speaking skills.

5- Teacher of English can facilitate the phrasal verbs in way that may help the students to comprehend and recall it in accordance to the nature of learning.

6- Phrasal verbs must be study in initial classes in order to let the students have sufficient amount of knowledge and background about phrasal verbs.

7- Teachers of English must use the communicative approach method because this is easier technique in teaching.

8- The syllabus should contain the whole type of phrasal verbs.

5.4 Suggestion for Further Studies

1 The impact of using the phrasal verbs.

2 The role of English Language Teachers in progressing the phrasal verbs.

3 Exploring study in learning English phrasal verbs.

4 Investigating the Avoidance of English phrasal verbs

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Appendix 1

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

MA in Linguistics

Teachers Questionnaire

Dear Teachers:

You are kindly requested to respond to the statements of the following questionnaire for research entitled :(Investigating the difficulties of understanding the phrasal verbs in the light of meaning).

Hypotheses

1- Students misunderstand the meaning of the phrasal verb according to the meaning.

2- Students lack knowledge about phrasal verbs.

3- Students misunderstand the meaning of the phrasal verbs according to the degree of formality.

Pease tick (√) on the state that you feel suitable.

NO:	Statements	Strongly agree	Agree	Natural	Disagree	Strongly disagree
1.	There are difficulties according to the meaning behind understanding of phrasal verbs.					
2.	The main reason on the difficulties					

	of understanding phrasal verbs is related to the mother tongue interference.					
3.	Students lack knowledge about understanding phrasal verbs.					
4.	Students have less vocabulary about phrasal verbs.					
5.	Students of SUST lack back ground knowledge in using phrasal verbs.					
6.	Phrasal verbs are complicated because it's difficult to guess their meaning.					
7.	Learners misunderstand phrasal verbs according to the degree of formality.					
8.	The main reason behind the problems of understanding phrasal verbs because there is formal and informal style that express the meaning of phrasal verbs.					

9.	Phrasal verbs are difficult because they aren't taught well in the classroom.					
10.	Teachers employ correct technique in teaching phrasal verbs.					

Appendix 2

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

MA in Linquestics

Research test

This test is designed to collect data about a research entitled: (Investigating the difficulties of understanding the phrasal verbs in the light of meaning)

Question One:

H 1 *students misunderstand and misuse English phrasal verbs.*

Write (T) for true if the phrasal verbs between brackets match the underlined phrases in the following sentences, and write (F) for false if they do not.

1 my car often <u>stops working</u> in winter. (Break down). ( )

2 'His speech did not <u>make sense</u>.' (Open out) ( )

3 please <u>continue</u> sitting after you have hear the bell.' (Makeup). ( )

4 My teacher said she will <u>return</u> my home work tomorrow. (Hand back).

( )

5 We have <u>seen a decrease</u> in sales this month. (Fall off). ( )

6 He will <u>quit</u> school as soon as he can. (Drop in of). ( )

Question two:

H2 students lack knowledge about phrasal verbs.

Choose the correct phrasal verbs to fill the gaps below.

Passed away , do without, look forward, put up with, called off, run out, made up.

1- I ……seeing my friends again.

2- I'm afraid; we have……..of apple juice. Will an orange do?

3- His mother can't ……..…….his terrible behavior anymore.

4- She was very sad because her father…….……last week.

5- A friend of mine has ……..her wedding.

Question Three:

H3 Students misunderstand the meaning of the phrasal verbs according to the degree of formality.

Draw a circle on the correct answer from the following:

1 I was sitting in the armchair and I dropped off.

a) running after B) fell asleep C) break

2 Please take off your shoes.

A) Clean B) washing C) remove

3 Real Madrid team was at worst last night; they had played and let down their fun.

A) Pleased B) disappointed C) worried

4 He told me to carry on.

A) Stop B) take C) continue

5 I don't think I'll get through this report before five o'clock.

A) Start B) finish C) pass

6 It took her a long time to get over her illness.

A) get better B) get worst C) continue

7 They've got a problem and they asked me to sort it out.

A) Resolve it B) find mistake C) writ it

8) I will pick up the pieces of broken class.

A) Find B) collect C) choose

9 Jamal Kashoggi's death goes up on BBC TV every week.

A) Increase B) finish C) move