

Investigating the Difficulties Encountered Secondary School Students' in using Phrasal verbs(A Case Study of Secondary School Students Khartoum State, East Nile Locality)

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Abstract:

This study aimed at investigating the difficulties encountered secondary school students' in using phrasal verbs. The researcher adopting the descriptive method. Questionnaire was used as primary tool for data collocation. The sample of study comprises (60) students. Questionnaire was distributed to the secondary school students at Eastern Nile Locality. The researcher applied The statistical packages for social sciences (SPSS) for analysing verifying the hypothesis. The findings of the study revealed that: The secondary schools students are not aware of phrasal verbs because they think that phrasal verbs are the most difficult area in the language, Secondary school students are facing problems in using English phrasal verbs and Secondary school students need more embolden to practice phrasal verbs. The study highly recommends that: Effectiveness strategies of teaching phrasal verbs should be introduced to help in promoting learners' awareness in using language items and more practical approach to teaching and learning phrasal verbs should be used in EFL classroom.

Key words: grammar, vocabulary, semantic and linguistics.

المستخلص:

هدفت هذه الدراسة الي التعرف علي الصعوبات التي تواجه طلاب المرحلة الثانوية في استخدام اشباه الجمل الفعلية. اعتمد الباحث المنهج الوصفي. تم استخدام الاستبيان كأداة أساسية لتجميع البيانات. بلغت عينة الدراسة (60) طالبا. تم توزيع الاستبيان علي طلاب المرحلة الثانوية بمدينة شرق النيل. قام الباحث بتطبيق الحزم الاحصائية للعلوم الاجتماعية (SPSS). لتحليل البيانات. كشفت نتائج الدراسة أن: ان طلاب المرحلة الثانوية ليسوا علي دراية بأفعال الجملة الفعلية لانهم يعتقدون ان اشباه الجمل الفعلية هي اصعب جزئية في اللغة, ويواجه طلاب المرحلة الثانوية مشاكل في استخدام اشباه الجمل الفعلية باللغة الانجليزية ويحتاج الطلاب الي المزيد من التشجيع للتدريب علي اشباه الجمل الفعلية في اللغة الانجليزية. توصي الدراسة بشدة بما يلي: يجب تقديم استراتيجيات فاعلة لتدريس اشباه الجمل الفعلية للمساعدة في تعزيز وعي المتعلمين في استخدام المفردات اللغوية, ويجب استخدام نهج عملي اكثر لتعليم وتعلم اشباه الجمل الفعلية في فصل اللغة الانجليزية لغة اجنبية.

الكلمات المفتاحية: النحو, المفردات, المعاني واللغويات.

Introduction

phrasal verbs ones play a very important role to the entire set of syntactic and consequentially the semantic forms of

English as a major language. Thus, a reasonable lot of knowledge over is inevitable in general,

with special focus on the category of students, and in that the earlier the better. According to Andrea, (2003). Phrasal verbs can be classified into three groups. First group of phrasal verbs include undivided phrases e.g. take off. Second group includes separated verb and particle e.g. keep open and third group includes verbs are used in both ,e.g. blow up. Also it can be included transitivity and intransitivity of the verbs. Transitive verbs require an object, that includes a noun, a pronoun or reflexive pronoun . In case of intransitive, the pattern will not include any of the parts of speech named above. So learning a second language is very complicated, one would encounter a lot of challenging to percept the meaning of the words. Most areas of problematic in Sudanese secondary school is vocabulary learning.

Statement of the Study Problem

The researcher notes that the secondary school students have a problem in grammar in general and in phrasal verb in a particular. Many students believe that phrasal verbs is completely separate from the English vocabulary. Hence, they have a chance to select or delete it completely and this false belief is a reason for the reluctance of students to use. It is difficult for an individual to express and write official texts, without knowing phrasal verbs. Most Sudanese Secondary school students do not tend to apply phrasal verbs in both writing and communication.

Questions of the Study

This study set out to find answer to the following question

To what extent does secondary school students aware of using phrasal verbs?

Hypothesis of the Study

The following research hypothesis will be tested

Secondary school students have a weakness in using phrasal verbs.

Objectives of the Study

This study set out to achieve the following objective

To investigate whether Sudanese secondary school students are aware of using phrasal verbs.

Significance of the Study

The importance of handling this topic emerge from the linguistic momentum of these topics as main components of the English grammar and without whose mastery , a user of them in general and students in particular would be not only at a big lose but also in a dilemma from the linguistic point of view . This study is expected to be paramount important for students , experts , Ministry of education and teachers as well as syllabus designers.

What are phrasal verbs?

crystal , (1992) states that “ phrasal verbs are group of words (verb + adverb, verb + preposition or verb + adverb and preposition)that can be treated as one –word verbs . They can be transitive or intransitive .” But the meaning of the combination is different from the meaning of the original verb by itself.

Examples : hang out , which means to stay is different from the meaning of the verb hang .

Nature of Phrasal Verbs

Lamont, G.(2005) states that “Phrasal verbs in English is the fact that they are of native origin” and also that a large number of them can correspond with the romance origin which can be used as synonyms for some of them.

Besides that , they form an vital device in the Anglo-Saxon way of forming new words; in most cases their origin can be traced to the Old English period .One of the reasons for their success and popularity, they put two words from the language together that are well known for the speakers . Origin of phrasal verbs. Phrasal verbs were not a common feature in old English. The most common form of old English phrasal verbs was the inseparable-prefix verb.

Semantic Features of Phrasal Verbs

A phrasal verb are complex to learn because of their idiomatic meanings and syntactic patterns.

Andrea, T (2003) regarded that phrasal verbs can be classified into three groups. First group of phrasal verbs include undivided phrases e.g. take off. Second group includes separated verb and particle e.g. keep open and third group includes verbs are used in both ,e.g. blow up. Also it can be included transitivity and intransitivity of the verbs. Transitive verbs require an object, that includes a noun, a pronoun or reflexive pronoun . In case of intransitive, the pattern will not include any of the parts of speech named above.

The Difficulty of Phrasal Verbs

Cowie , A (1993) mentions that "phrasal verbs are complex .There are three main reasons . Firstly , the meaning of the phrasal verb cannot be inferred from its element. Secondly many phrasal verbs are polysemy eg : the phrasal verb to put down has the literal meaning of putting something down on the table. But it also has the idiomatic meanings eg: The police put down the niggling with unnecessary brutality . Thirdly : With the syntax of phrasal verbs especially with the position of the particles eg: She put

down the baby.(√) she put the baby down .(√) the teacher put down the student .(X).

The Importance of Phrasal Verbs

Cornell, A (1985) mentions, "that phrasal verbs are vital for learners because they are diffused in everyday spoken and informal written language". Moreover, learners need to improve their language.

Methods of the study

The researcher will use the descriptive method. Questionnaire was used to collecting data to confirm the hypothesis of the study, and to know more about the answer of the study. The researcher will concentrate on frequencies and percentages.

The Instrument of the Study

The main instrument used in this study is the questionnaire, it assisted in building a base on a complete understanding of the research problem.

The Questionnaire

According to Bath and Bourke (1993). A questionnaire is an instrument in which respondents provide response to questions and mark terms that indicated their respondents. The questionnaire was used in this study to elicit data from secondary school students to investigate the difficulties encountered secondary school students' in using phrasal verbs.

The Reliability of the Questionnaire

Reliability refers to whether the instrument can produce the same or very similar results if it is conducted again under the same condition. The questionnaire was calculated by a computer program Statistic Package for Social sciences Scale(SPSS).

Reliability Statistics

Cronbach's Alpha	N of Items
.160-	10

The Analysis of the Questionnaire

The SPSS software was used to statistically analysis the quantitative data

collected from questionnaire to reveal the findings.

(1) phrasal verbs are complex in writing.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	13	21.7	21.7	21.7
Agree	20	33.2	33.2	55.0
Neural	1	1.7	1.7	56.7
disagree	16	26.7	26.7	83.3
Strongly disagree	10	16.7	16.7	
Total	60	100.0	100.0	100.0

Table (1) above represents the distribution of the respondents' views . phrasal verbs are complex in writing.

students agreed that phrasal verbs and prepositional ones are complex in writing. While (43.4%) disagree .and (1.7%) neutral .

The results reveal that (58.9%) of the

(2) phrasal verbs are complex in communication

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	9	15.0	15.0	15.0
Agree	19	31.7	31.7	46.7
Neural	5	8.3	8.3	55.0
disagree	21	35.0	35.0	90.0
Strongly disagree	6	10.0	10.0	
Total	60	100.0	100.0	100.0

Table (2) above represents the distribution of the respondents' views phrasal verbs are complex in communication The results reveal that

(46.7%) of the students agreed that phrasal verbs are complex in communication. While (45%) disagree and (8.3%) neutral.

(3) phrasal verbs do not improve my English language.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	8	13.3	13.3	13.3
Agree	30	50.0	50.0	63.3
Neural	1	1.7	1.7	65.0
disagree	17	28.3	28.3	93.3
Strongly disagree	4	6.7	6.7	
Total	60	100.0	100.0	100.0

Table (3) above represents the distribution of the respondents' views, which indicated , phrasal verbs do not improve English language. The result revealed that (63.3%

) of the students agreed the phrasal verbs do not improve my English language. While (35%) disagree , and (1.7%) of students respondents are neutral .

(4) Students lack vocabulary to guess the meaning.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	36	60.0	60.0	60.0
Agree	17	28.3	28.3	88.3
Neural	2	3.3	3.3	91.7
disagree	4	6.7	6.7	98.3
Strongly disagree	1	1.7	1.7	
Total	60	100.0	100.0	100.0

Table (4) above represents the distribution of the respondents' views about which indicate that the Students lack vocabulary to guess the meaning. The results revealed that (88.3%) of

students agreed that don't have vocabulary to guess the meaning ,;while (8.4%) disagreed , and (3.3%) of students respondents are neutral.

(5) students study phrasal verbs just to pass the exam

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	36	60.0	60.0	86.7
Agree	16	26.7	26.7	
Neural	7	11.7	11.7	11.7
disagree	1	1.7	1.7	1.7
Strongly disagree	0	00.0	00.0	
Total	60	100.0	100.0	100.0

Table and figure(5) show the distribution which indicate that, students study phrasal verbs to pass the exam. The results revealed that (60%) of the

students agreed that students study phrasal verbs and to pass the exam. While (13.4%)disagreed .and(26.7%) of students respondents are neutral

Table (6) students cannot do their classroom activities in phrasal verbs.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	16	26.6	26.6	73.3
Agree	28	46.7	46.7	
Neural	1	1.7	1.7	1.7
disagree	8	13.3	13.3	25.0
Strongly disagree	7	11.7	11.7	
Total	60	100.0	100.0	100.0

Table (6) show the distribution which indicate that students can't do their classroom activities in phrasal verbs. The results revealed that (73.4%) of the students agreed that students can't do

their classroom activities in phrasal verbs and prepositional ones .While (25%) disagreed and(1.7%) of the students respondents are neutral

Table (7) students find difficulty to understand phrasal verbs.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	12	20.0	20.0	75.0
Agree	33	55.0	55.0	
Neural	10	16.7	16.7	16.7

disagree	5	8.3	8.3	8.3
Strongly disagree	0	0.0	0.0	
Total	60	100.0	100.0	100.0

Table (7) show the distribution which indicate that students find difficulty to understand phrasal verbs. The results revealed that (75%) of the students (8) students' cannot differentiate between the phrasal verbs and preposition.

agreed that students find difficulty to understand phrasal verbs While (25%) disagreed.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	17	28.3	28.3	66.6
Agree	23	38.3	38.3	
Neural	1	1.7	1.7	31.7
disagree	10	16.7	16.7	
Strongly disagree	9	15.0	15.0	
Total	60	100.0	100.0	100.0

Table (8) show the distribution which indicate that The students can't differentiate between the phrasal verbs and preposition ones. The results revealed that (66.6%) of the students (9) students can't differentiate between phrasal verbs and idioms expression.

agreed that students can't differentiate between the phrasal verbs and preposition ones While (31.7%) disagreed and (1.7%) of the students respondents are neutral.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	35	58.3	58.3	66.6
Agree	5	8.3	8.3	
Neural	19	31.7	31.7	31.7
disagree	1	1.7	1.7	
Strongly disagree	0	0	0	
Total	60	100.0	100.0	100.0

Table (9) show the distribution which indicate that students can't differentiate between phrasal verbs and idioms expression. The results revealed that (66.6%) of the students agreed that (10) students' study phrasal verbs because it is compulsory at school.

students can't differentiate between phrasal verbs and idioms expression. While (31.7%) disagreed, and (1.7%) of the students respondents are neutral.

Option	Frequency	Percent	Valid percent	Accumulative percent
Strongly agree	19	31.6	31.6	83.3
Agree	31	51.7	51.7	
Neural	1	1.7	1.7	15.0
disagree	5	8.3	8.3	
Strongly disagree	4	6.7	6.7	
Total	60	100.0	100.0	100.0

Table (10) show the distribution which indicate that students' study phrasal verbs because it is compulsory at school. The results revealed that (83.3%) of the students agreed that students study phrasal verbs and prepositional ones because they are compulsory at school . While (15%) disagreed and (1.7%) of the students respondents are neutral.

Testing the Study Hypothesis

After studying the previous tables for the results of the hypothesis, The researcher found that the average of the total of the ten items which represent the hypothesis is (65%) whereas the total average of the ten items who disagree is (28.5%) this means that the hypothesis obtained a strong approval according to Likert's five-point scale . Hence according to the results above the hypothesis which state (Secondary school students have a weakness in using phrasal verbs.) is completely confirmed and so it is completely acceptable.

Findings

The main aim of this study is to identify phrasal verbs problems of secondary schools students. The researcher has come out with the following finding after the analyzed of obtained data.

- The secondary schools students are not aware of phrasal verbs because they think that phrasal verbs are the most difficult area in the language.
- Secondary school students are facing problems in using English phrasal verbs.
- Secondary school students need more embolden to practice phrasal verbs.

- The study reveals that phrasal mistake are due to the misunderstand of grammar rule.

Recommendations

Based on the result of the study , the following recommendation are suggested:

- Effectiveness strategies of teaching phrasal verbs should be introduced to help in promoting learners' awareness in using language items.
- Students should be encouraged to use phrasal verbs encounter out of the classes.
- More practical approach to teaching and learning phrasal verbs should be used in EFL classroom.

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