

Chapter one

Introduction

1.0 Overview

The incidence of phrasal verbs exploded in early modern English. Shakespeare himself applied the form widely through his plays (Andrea. Rosalia.2012:14). A phrasal verb in present day, English is a verb that takes a complementary particle which is an adverb resembling a preposition, necessary to complete sentence (E.g. He fixed up the car). (Andreea. Rosalia. 2012:15). There is no doubt that phrasal verbs are considered to be an important feature of English language and one which presents the learner with considerable difficulty (crystal. 1988:66). In addition, Alexandra (2001:257) states that phrasal verbs, as lexical items, are undoubtedly one of the most difficult tasks in learning a second language. Phrasal verbs are elements of English that are especially problematic for non-native students learning English as a foreign language, because the meaning of all ready known verbs changes completely when combined with different particles.

All the researchers who are mentioned above admitted that the phrasal verbs are considerable area of difficulty for EFL learners because of their idiomatic meaning (it is too hard to guess their meaning according to their parts). Thus the present study aims to investigate the difficulties that face the EFL learners in inferring the meaning of phrasal verbs through testing their ability by using multiple-choice test in some Sudanese universities.

1.1 The Statement of the problem :

The problem of this research rises from the difficulty in learning English language in some areas of linguistics by EFL Learners University. The English phrasal verbs as one of difficulty in language learning because the EFL learners are suffering from the phrasal verbs and how to deal with them which has no direct translation in their own language . Accordingly, Gardner and Davies (2007) describe the phrasal verb as one of the most challenging aspects of teaching introductory English; they are difficult for foreign language learners to acquire it. Blue, Gonzales, and Green (1983, p.184) mentioned two categories of students' problem with phrasal verbs, one of them is semantic or vocabulary problem. In their view, they highlight that students often do not consider the two, or three- word verb as lexical unit with special meaning .Also, this problem was presented by (Cornel, 1985) , has shown that phrasal verbs are often difficult to master by students of English as second/foreign language at the receptive and productive levels. On the other hand, the basic issue in learning phrasal verbs is that the meaning is usually unclear, even if the students knew the individual verb and the preposition or particle.

In this regard, this study will attempt to investigate Sudanese University students' errors on phrasal verbs as one of EFL learners, focusing on semantic area.

1.2 The questions of the study

1. To what extent are Sudanese EFL learners aware of the meaning of phrasal verbs?
2. What types of phrasal verbs are more difficult for students to guess their meaning?

3. Does the nature of phrasal causes difficulty of phrasal verbs' meaning for EFL learners?

1.3 The hypotheses of the study

1. The EFL learners- to some extent-are unaware of the meaning of phrasal verbs.
2. Some types of phrasal verbs are more difficult for students to guess their meaning.
3. The nature of phrasal verbs causes difficulty of phrasal verbs for EFL learners to infer their meaning.

1.4 The objectives of the study

1. The aim of this study is to investigate the inferring of the meaning of phrasal verbs by EFL learners.
2. One of goals of this study is to raise EFL students' awareness of inferring the meaning of phrasal verbs.
3. Also, it aims to find out the reasons behind the difficulties of mastering and acquiring phrasal verbs by EFL learners.
4. One of the aims of this study is to point out the most frequent types of semantic errors of EFL learners on phrasal verbs.

The Significance of the study

This study is expected to benefit learners, the teachers and students and increase their awareness to guess the meaning of phrasal verbs. The results of this study can also be useful to EFL teachers as they identify the most difficult items of phrasal verbs especially on semantic area, so they can make emphasis on them while teaching.

1.5 The Methodology of the study

The descriptive analytical method will be adopted in this study. To collect enough data of understanding the meaning of phrasal verbs by university EFL students, the researcher will design a test. The test will be administered to the students of English language at some Sudanese universities such as Sudan University of Science and Technology, and University of Holy Quran and Islamic Sciences.

1.6 The limits of the study

This study is limited to the following elements:

1. This study is limited to Sudanese learners.
2. It is limited to undergraduate students of English language at Sudan University of Science and Technology, and University of Holy Quran and Islamic Sciences.

Chapter Two

Literature Review

2.1 Introduction:

This section reviews literature and previous studies related to phrasal verbs. It attempts to provide the nature, definitions, categorization, characteristics and difficulties of phrasal verbs.

2.2 phrasal verbs

The English vocabulary is full of short phrases consisting of a verb and particle* which are found in simple combination, such as "break down", "make up", and "take out". Ap Cowie & R Mackin (1993)

In English, verbs are often put together with short adverbs or particles as in "put the dish down", "warm the milk up", and verbs often combine with prepositions too such as "come into the room", "drop the vase on the floor", "translate the play into French". All these combinations that are mentioned before are easy to understand because their meaning depend on the main verb and particle or preposition of phrasal verb. But sometimes the combinations are more difficult to understand such as these sentences; cholera (broke out) in the north of country. In this sentence we cannot guess the meaning of (break out) according to the individual meaning of the two parts that means the combination has to be understood as one unit. This phenomenon indicates the idiomatic nature of the phrasal verbs. Sometimes a phrasal verb contains three parts, verb particle+ preposition combining to form one unit of meaning, such as (put up with) means tolerate. Also, there are a literal combinations called phrasal verb such as "get of (my motor bike)" and "put (your knitting) down". Often we meet (in writing or speech) phrasal verbs with noun phrase between the two parts of it like "Engineers let (the explosives) off safely" or Engineers

"let off the explosive safely" (change the order) that means let and off belong together. As the other single verbs phrasal verb have synonyms. AP Cowie & R Mackin (1993:IX, XI, XII)

2- 3 Definitions of phrasal verbs

Here are some definitions from some linguists:

- Trask,(19977:169) says, "Phrasal verb: a verb consisting of a simple verb plus one or more particles, the meaning is no generally predictable from the meaning of the component part."
- Wishon, Burks (1980: 319) says: "Phrasal verb consists of a simple verb+ one or two particles where the meaning of the compound is often different from the meaning of the individual parts."
- Crowell (1964:401) says: "Phrasal verb is combination of a verb and a particle which together have a meaning different from the meaning of the two words."
- Kollin, Martha, and Rober Funk (1998: 35) say: "Phrasal verb only form an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts."
- Allosop (1982: 210) says: "A phrasal verb consists of a simple verb + one or two particles where the meaning of the compound is often different from the meaning of the individual parts."
- Downing and Locke (1992: 335) stated: "Phrasal verbs examined so far display a high degree of semantic cohesiveness and idiomatic".

Types of phrasal verbs:

There are four different types of phrasal verbs :(Web cite)

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 PVs called a separable one because you can separate the two parts of PVs with the object as I cut the water off.
2. These phrasal verbs take a direct object but cannot separate the two parts of the verb: 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 verb: Tim didn't stop. He carried on.
4. The last type of PVs is composed of three words. It always has a direct object and inseparable verb: I put up with it for too long

2.4 Type of phrasal verb a according to semantic area:

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

For aspectual phrasal verbs such as "eat up" the meaning of the verb proper is easy to understand but the particle contributes the meaning, not commonly understood

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

The meaning of a literal phrasal verb is based 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 trash.

2.5.1 Aspectual phrasal verb:

The meaning of aspectual phrasal verb is based on the meaning of the verb. The adverbial particle is added to emphasize that action should start, and continue until the 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).

2.5.2 Figurative phrasal verbs:

The meaning of figurative phrasal verb is based on a metaphorical extension of either the literal or aspectual phrasal verb, such as: He hung up the phone

2.5 Characteristics of phrasal verbs: (www.iasj.net)

Phrasal verbs as a distinct group of verbs have specific characteristics that distinguish them from other classes of verbs:

1. The numbers of particles used to form phrasal verbs are limited; they are mostly: on, in, down, over, out, up, off.
2. Phrasal verbs are not easily or freely composed. There are certain **restrictions** on their composition. In phrasal verb **look for**, for example, we cannot replace **for** by **after**, because the meaning of **look for** is **search** whereas the meaning of **look after** is **tend**.
3. Because phrasal verbs often constitute one unit, they can be replaced by single verbs of the same sense.
4. Most phrasal verbs allow passive construction except those which are considered 'intransitive' which cannot be followed by a noun phrase as their objects, i.e., particularly those that have idiomatic meaning rather

than those that carry literal meaning: The students are **looked down** by their teacher.

2.6 Difficulties of phrasal verbs' meaning:

There are many reasons of difficulties of phrasal verbs' meaning as follows:

2.6.1 *The idiomatic nature of phrasal verbs:*

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 a verb to form a collocation possessing a new meaning. The phrasal verb consider as a unit, for its meaning can rarely be inferred from knowledge of the verb and the particle separately.

In addition, **Alexandra(2001:257)** states that phrasal verbs, as lexical items, are undoubtedly one of the most difficult task in learning a second language. Phrasal verbs are elements of the English lexicon that are 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 a 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 constituents”(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 parts, as in: Let us carry our original

plan.(fulfill) .That means, In many cases the meaning of a phrasal verb cannot be deduced from its elements, i.e., it is being used idiomatically. For example: a learner who knows that *to tick* is to make a checkmark may have difficulty in understanding the sentence *the teacher ticked off the student for being late*, in which the phrasal verb *to tick off* means *to reprimand* or *to express disapproval*

2.6.2 Phrasal verbs are polysemous:

Many phrasal verbs are polysemous, that means the phrasal verb can be polysemous and have multiple or more than one meanings, which is likely to confuse or frustrate learners. The phrasal verb *to put down* has the literal meaning of putting something down on the table or floor. But it also has idiomatic meanings:

- To make someone feel small, to criticize and humiliate them.
- To kill as in the sentence *I had to have my cat put down*.
- To stop, as in the sentence *The police put down the riots with unnecessary brutality*

2.6.3 Collocational nature of phrasal verbs:

Phrasal verbs are considered one type of collocations, under the class of multi- word expressions. For example, **put out**, **give up** Phrasal verbs have collocational restrictions as one type of idioms and the most frequent among other types of idioms. The phrasal verb is combination of verb plus a particle the meaning of which might not be predicted from the meaning of the parts of this combination. The particle that collocates with the verb is either an adverb or a preposition such as:

- She looks **after** her brother's kids (meaning take care of, **after** is an adverb).

- Time is running **out** (meaning be finished, **out** is a preposition).

These combinations (phrasal verbs) are good examples of collocational restrictions of idiomatic expressions. These restrictions apply to collocations of both types, lexical and grammatical. As for the grammatical collocation, we find that these combinations (of phrasal verbs) are not all freely formed for there are severe collocational restrictions that determine the choice of the particle (palmer ibid: 212). For example :

- She is going towards the door to **put off** the light.

The particle **off** is not replaceable by any other particle and retain the same meaning of phrasal verb (**put off**, means to make the light stop working) , such as the particle **on** is not applicable in this example because it changes the meaning of phrasal verb to a new one, such as the following example:

- Street lights in our city are **put on** at 6 sharp. (**put on**, means make alight start working)

In addition to the restrictions that govern the verb particle combinations, there are the restrictions that decide the occurrence of particular collocates with phrasal verbs and this is an area of great difficulty to EFL learners.

2.7 The Previous studies

This part of this chapter discusses some previous related works, researches and recent studies to the current study. Among these studies is:

1. Yan D.Liao & Yoshinori J.Fukuya , Avoidance of Phrasal Verbs of English
The case of Chinese learners of English

University of Hawai'i at Manoa

This study investigates the avoidance of English phrasal verbs. It considers the semantic area focused on type of meaning of phrasal verb. And how the students tend to avoid using PVs. This study indicates the difficulties PVs. meaning through the semantic types of phrasal verbs. The result showed that the intermediate learners, whose L1 lacks the PV structure, tended to avoid using PVs and preferred their one-word equivalents. Also, both advanced and intermediate learners tended to produce less figurative than literal PVs. This study is similar to the present study in the following points:

- It considers the semantic area of phrasal verbs as the current study.
- It focuses on the meaning of phrasal verbs.
- As the result of this study , avoiding phrasal verbs by Chinese students- especially figurative phrasal verbs- emphasize the difficulty of meaning of phrasal verbs.

Also, besides the similarities between the two studies, there are some differences from the current study in some aspects as in the following points:

- This related study is considered a Contrastive Analysis approach when it compares between groups of Chinese students according to their proficiency levels and a group of native speakers through the analysis of their errors in figurative and literal meaning of phrasal verbs, while the current study tries to emphasize the difficulties that face the foreign learners in inferring the meaning of phrasal verbs.

2- Mr. Yasser Mohammed Saleh, Semantic and syntactic problems in
“Comprehending English phrasal verbs”

Tikrit University journal for Humanities Vol. (18) No. (7)

In this study the researcher intends to explain the phrasal verbs in English language and their meanings which vary according to the context in which they occur. Besides, the researcher makes a test to be applied on the fourth

year students of English language at Tikrit University, College of Education for women, to test their knowledge of phrasal verbs and find out the problems that they may encounter in realizing and understanding the exact meaning of phrasal verbs. In this work the researcher concerned semantic criteria. He states the causes of difficulties of phrasal verbs that facing non- native students and speakers of English, because of their idiomaticity. Ghazala(2006:133) clarifies that phrasal verbs are well established, extremely as popular idioms and they are combination of a verb or an adverb or preposition such as “**up, down, on, of, in , out, over** ,etc. And it has a special idiomatic meaning that cannot be understood from the individual meaning of the verb plus the adverb or preposition taken together. So, as idiomatic items, many phrasal verbs cannot be exactly realized /understood by non-native students of English because they will find them difficult to realize.

This work similar to the present study in the following points:

- It stated the causes of difficulties of phrasal verb is idiomatic nature of phrasal verb as in current study.
- Generally as the present study, this work focused on semantic problems of phrasal verb.

As the results of this work, the researcher found out through the test that the students found the literal meaning is easy and will not cause problems for them as the phrasal verb ***sit down*** but the idiomatic one is the most difficult to realize and understand its meaning, because it isn't inferred from its individual constituents. For example, the students may not be able to understand an idiomatic phrasal verb ***give out*** because the meaning is not get from its separate components.

There are some differences between this related work and current study as the following:

- This work considered the syntactic problem in guessing the meaning of idiomatic phrasal verb where as the current study is not. For example some phrasal verbs have completely different meanings when they are used transitively/ intransitively, as follows:

A- “Bibi *came across* a new recipe for fudge”

B- “Bibi really *came across* well.”(Celce and Larsen,1983:266)

The first (came across means met by chance) and the second one means (made a good impression).

- Also, the current study considered the collocational restrictions as one of the difficulties that face foreign learners in guessing meaning of phrasal verbs while this related work is not.

The two previous studies are similar to this study in the area which is concerned with the difficulties of guessing the meaning of phrasal verbs because of their idiomatic nature.

3- Abdullah El kheir Mohammed Omer [2012] An Investigating into Difficulties of understanding and using English Idioms Facing Sudanese students _ Ph D Thesis, Sudan University of science and Technology.

This study aims at investigating the difficulties of understanding and using English idioms that encounter Sudanese English Language at tertiary level. The researcher designed a test for students aimed at measuring the students’ abilities in dealing with the difficulties posed by idiomatic expressions. Similarly, the current study aims to find out the difficulties of phrasal verbs ‘meaning, that face the foreign learners (students and teachers).

In this study the researcher devoted a part to discuss the phrasal verbs as one example of idioms as fixed expression. Both of this study and present one focused on semantic area of phrasal verbs.

This previous study differs from the current study because the first one discussed the syntactic area of phrasal verbs besides the semantic one.

When it discussed the difficulty of using English idioms.

Similarly, this previous study studied the collocational restrictions of fixed expression as in the present study when the researcher presented some types of phrasal verbs that has collocation aspect or restrictions.

D. Ayat Khalid Al- Qudah ,(2012), Acquisition of Some Selected Phrasal Verbs by English Major Undergraduates at Yarmouk University in Jordan

This study is intended to investigate the problems encountered by Jordanian English major undergraduates at Yarmouk University in the acquisition of some selected English phrasal verbs. Specifically, this study attempted to answer many questions, the following are considered as related questions to the current study:

- 1- What are the types of errors made by the English major undergraduates when using the selected English phrasal verbs?
- 2- What are the causes of errors that English major undergraduate students make when using the selected English phrasal verbs?

Similarly, this study attempted to find out the problems that encounter the EFL learners when understanding the meaning of selected English phrasal verbs. But it differs from the present study in some ways. This previous study considered the structure and phonology of phrasal verbs beside the semantics and collocations phrasal verbs' problems whereas the current study focused on semantic and collocational difficulties of ph-v.

Chapter Three

Methodology

3.0 Introduction:

The previous chapter reviewed the literature and previous studies that related to phrasal verbs, while this chapter discusses the method of the study.

3.1 Method of data gathering

This study is fundamentally a descriptive analytical study, which uses statistical procedures, survey method (students' respondents) and evaluative testing. The method includes the following elements:

3.1.1 *Population*

Data are usually collected from a sample of target population. ((A sample is a limited number of items presumed to represent population universe (totality of all possible items that could be constructed and administered)) (Sax, 1980:21). The target populations of this study are students of English Language at Faculty of Languages for academic year (2014-2015) at Sudanese universities particularly the students of both, university of Holy Quran and Islamic Sciences and Sudan University of Science and Technology. Most of them are native speakers of varieties of Arabic language as their L₁. All Sudanese students among this target population had some proficiency of English as second language that they acquired in their different stages of similar general education before they join the university.

3.1.2 *Participants*

The participants of the present study consist of EFL undergraduate students. Research sample consist of 31 English undergraduate students.

Majority of them are female. The research sample was randomly chosen from the totality of target population.

3.1.3 Instrument of data gathering

The research instrument for collecting data was semantically judgment test designed by the researcher to test English undergraduate students at Universities of Holy Quran and Sudan of science and Technology in understanding and guessing the meaning of some selected English phrasal verbs. The test was designed to assess the students' proficiency of guessing phrasal verbs' meaning in two aspects: semantics and collocations. The test itself consisted of fifteen phrasal verbs which were drawn from different references. The 15-test items covered the semantic and collocational aspects of phrasal verbs. Each item in the semantic area was followed by four options. The respondent had to choose the proper meaning of underlined phrasal verb from the options provided in each item.

3.1.4 Reliability and validity

To construct validity of the test, the researcher distributed it to some professors and doctors of English Language College at Sudan University of science and technology. Also, the researcher calculated the reliability and validity and he noted from the results table that all reliability and validity coefficients for questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.1.5 Administration of the test

After the study sample has been chosen, the test is distributed to participants. The administration of test has been supervised by the researcher. All participants have been informed about the purpose of this test

Chapter four

Data analysis and results discussion

4-0 Introduction

The previous chapter discussed the method of data gathering and appropriate tools of data analysis, while this chapter provides and discusses how is data analyzed and results discussion.

4-1 Data analysis

The collected data of the students' responses were first computed and analyzed by using simple procedures of SPSS program. Percentage and number of correct and incorrect responses were calculated to answer all questions. The following tables state how data were analyzed and results were discussed.

1- Gender :

Table (1)

| | Frequency | Percentage |
|--------|-----------|------------|
| Male | 12 | %38.7 |
| Female | 19 | %61.3 |
| Total | 31 | %100 |

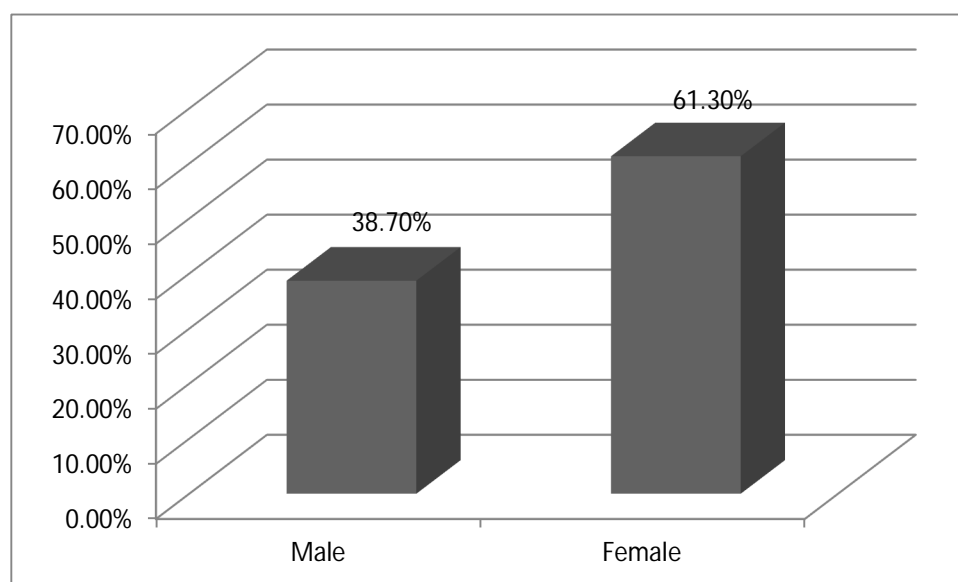


Figure (1)

From table (1) and figure (1) is noted that most of the individuals study are (female) by (19) and with (61.3%)

Question 1:-

2- please take off your shoes:

Table (2)

| | Frequency | Percentage |
|--------|-----------|------------|
| Wear | 2 | 6.5% |
| Put | 4 | 12.9% |
| Dress | 1 | 3.2% |
| Remove | 24 | 77.4% |
| Total | 40 | % 100 |

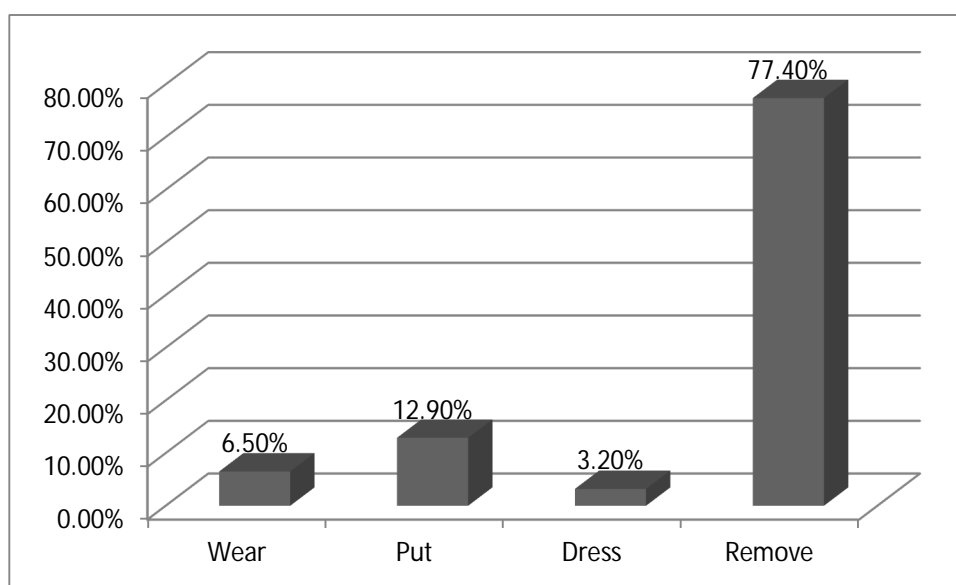


Figure (2)

From table (2) and figure (2) is noted that the answer of most of the individuals study is (remove) by frequency (24) with percent (77.4%), followed by (put) by frequency (4) with percent (12.9%) while the answer is (wear) by frequency (2) with percent (6.5%).

3- She wants to find out the truth :

Table (3)

| | Frequency | Percentage |
|-----------|-----------|------------|
| To see | 3 | 9.7% |
| Meet | 0 | 0.0% |
| Discover | 27 | 87.1% |
| Encounter | 1 | 3.2% |
| Total | 31 | % 100 |

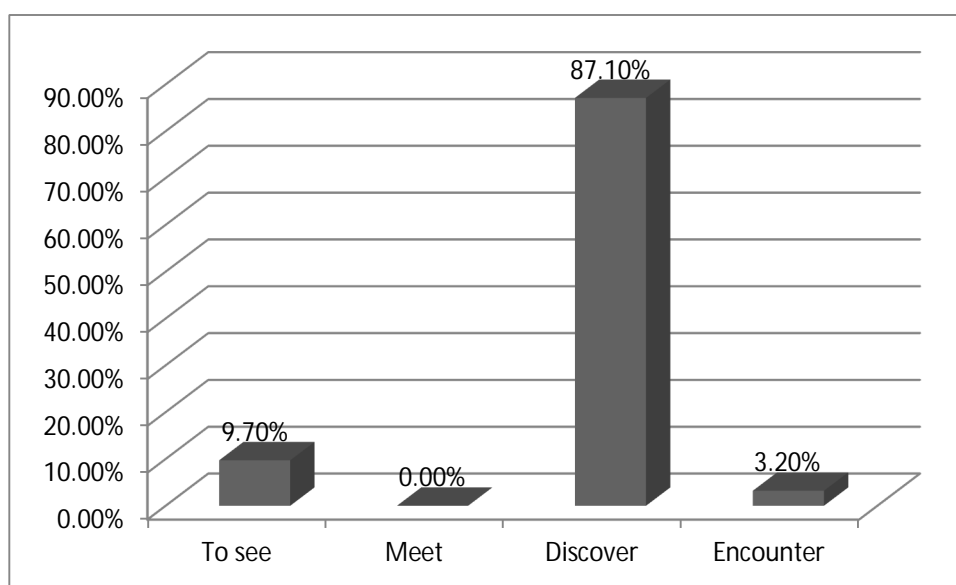


Figure (3)

From table (3) and figure (3) is noted that the answer of most of the individuals study is (Discover) by frequency (27) with percent (87.1%), followed by (to see) by frequency (3) with percent (9.7%) while the answer is (Encounter) by frequency (1) with percent (3.2%).

4- The rebels laid down their arms though their fate was certain :-

Table (4)

| | Frequency | Percentage |
|--------------------|-----------|------------|
| Sold | 7 | 22.6% |
| Continued to fight | 8 | 25.8% |
| Stopped fighting | 16 | 51.6% |
| Hid | 0 | 0.0% |
| Total | 31 | % 100 |

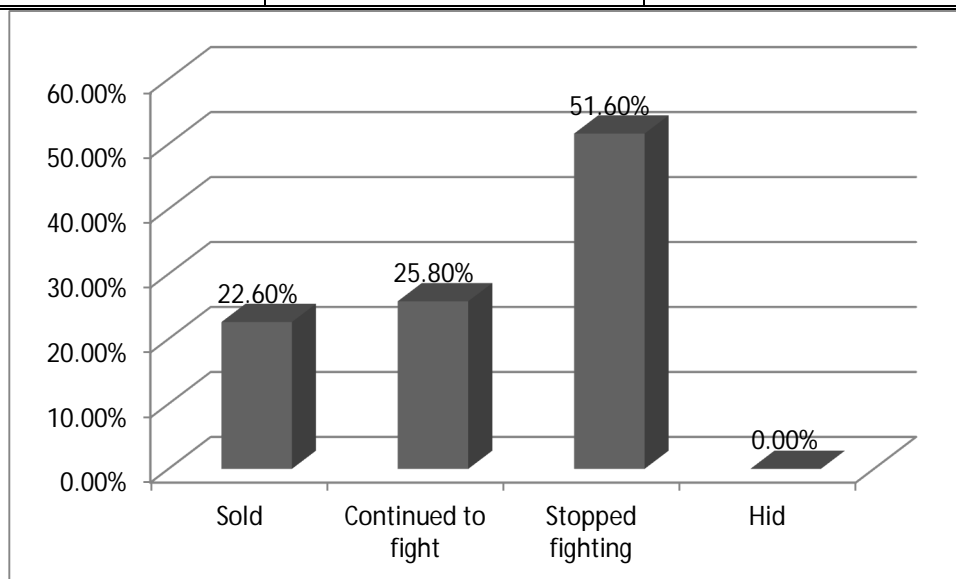


Figure (4)

From table (4) and figure (4) is noted that the answer of most of the individuals study is (Stopped fighting) by frequency (16) with percent (51.6%), followed by (Continued to fight) by frequency (8) with percent (25.8%) while the answer is (sold) by frequency (7) with percent (22.6%).

5- Fuad was angry because his boss continued to put him down :

Table (5)

| | Frequency | Percentage |
|---------|-----------|------------|
| Neglect | 4 | 12.9% |
| Insult | 11 | 35.5% |
| Blame | 8 | 25.8% |
| Conceal | 8 | 25.8% |
| Total | 31 | % 100 |

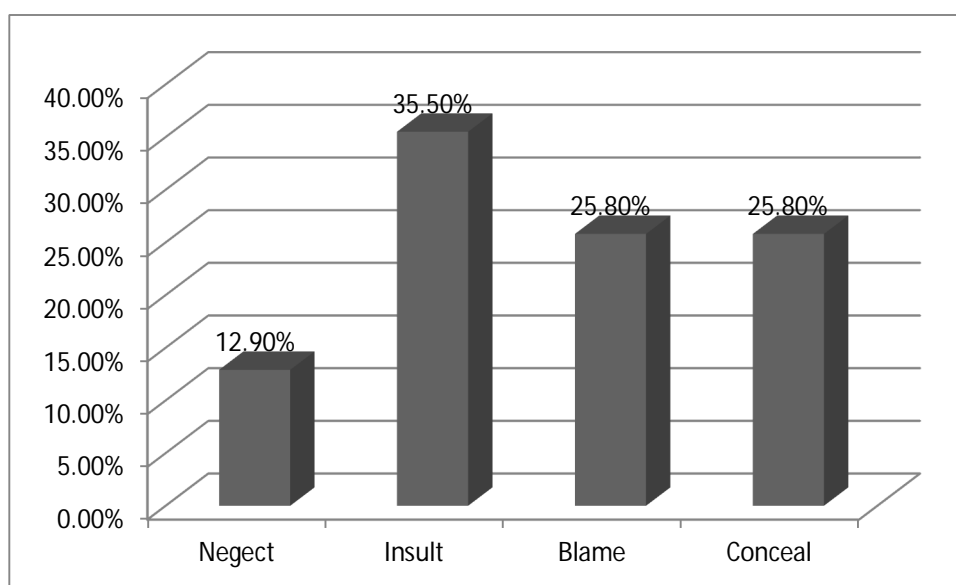


Figure (5)

From table (5) and figure (5) is note that most of the individuals study are(Insult)by (11) and with (35.5%)

6- While reading this book I come across new information regarding dinosaurs:

Table (6)

| | Frequency | Percentage |
|----------------------|-----------|------------|
| Catch | 6 | 19.4% |
| Meet | 9 | 29% |
| To find unexpectedly | 13 | 41.9% |
| Touch | 3 | 9.7% |
| Total | 31 | % 100 |

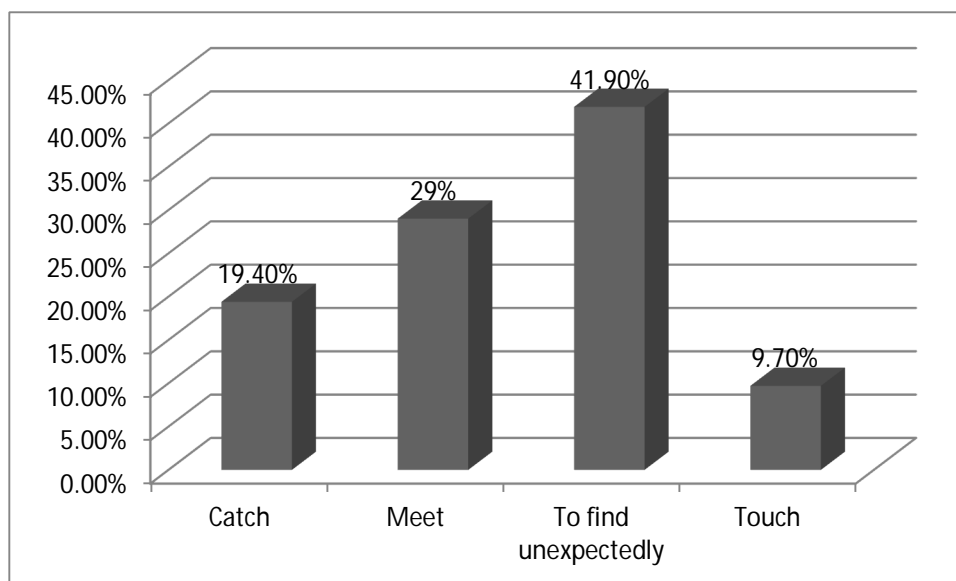


Figure (6)

From table (6) and figure (6) is noted that most of the individuals study are(To find unexpectedly) by (13) and with (41.9%)

Question2:-

1- My car often breaks..... In winter (stop working):

Table (7)

| | Frequency | Percentage |
|-------|-----------|------------|
| In | 0 | 0.0% |
| Down | 21 | 67.7% |
| Out | 6 | 19.4% |
| Up | 4 | 12.9% |
| Total | 31 | % 100 |

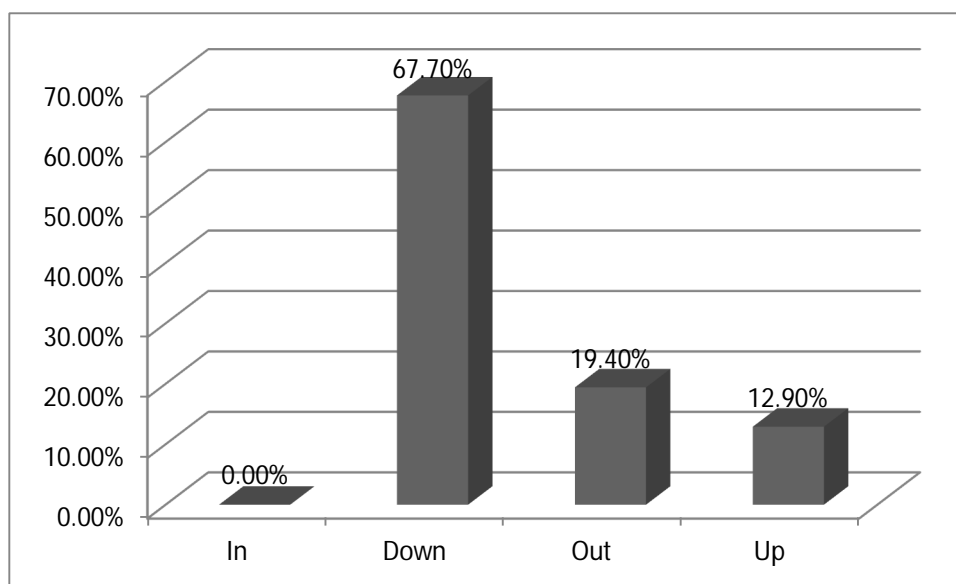


Figure (7)

From table (7) and figure (7) is noted that most of the individuals study are(Down) by (21) and with (67.7%)

2- Your test score let me (disappointed)

Table (8)

| | Frequency | Percentage |
|-------|-----------|------------|
| Up | 0 | 0.0% |
| On | 3 | 9.7% |
| Down | 18 | 58 % |
| out | 10 | 32.3% |
| Total | 31 | % 100 |

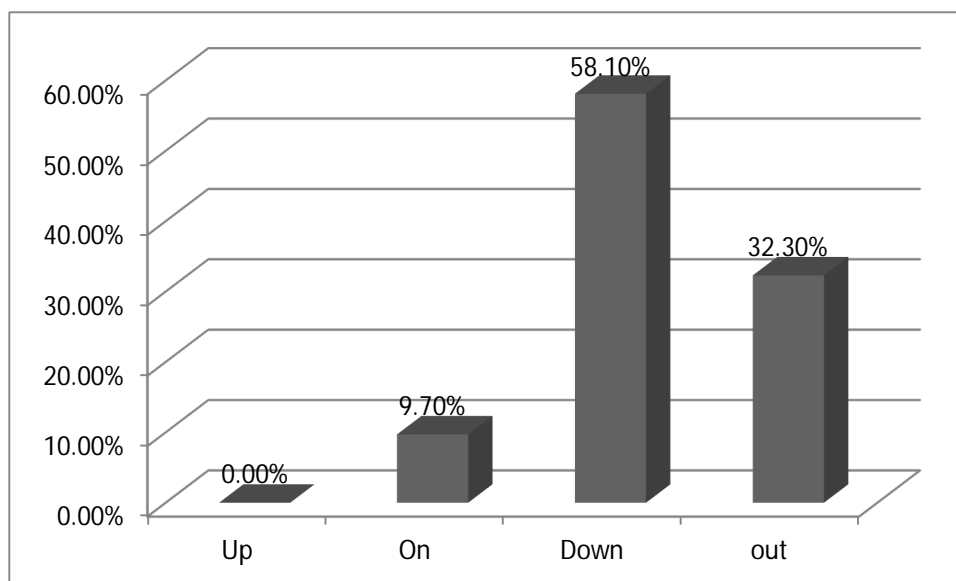


Figure (8)

From table (8) and figure (8) is noted that most of the individuals study are(down) by (18) and with (58.1%)

3- Although the student was absent for a term he soon caught the other students
(Became at the same level with)

Table (9)

| | Frequency | Percentage |
|---------|-----------|------------|
| In by | 4 | 12.9% |
| Up to | 8 | 25.8% |
| Up with | 9 | 29% |
| On with | 10 | 32.3% |
| Total | 31 | % 100 |

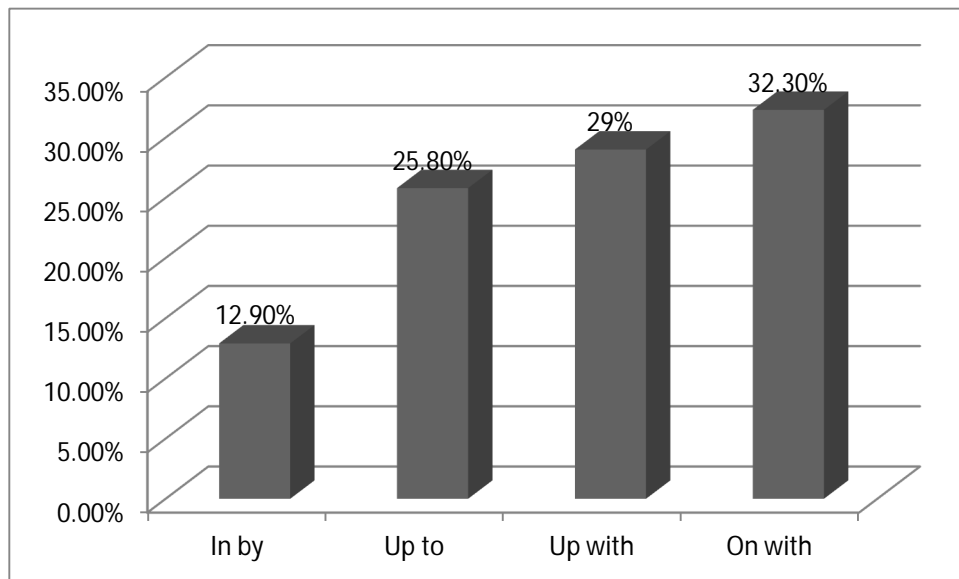


Figure (9)

From table (9) and figure (9) is noted that most of the individuals study are(on with) by (10) and with (32.3%)

4- The news of his resignation soon got..... spread

Table (10)

| | Frequency | Percentage |
|--------|-----------|------------|
| Off | 6 | 19.4% |
| Away | 16 | 51.6% |
| About | 8 | 25.8% |
| Across | 1 | 3.2% |
| Total | 31 | % 100 |

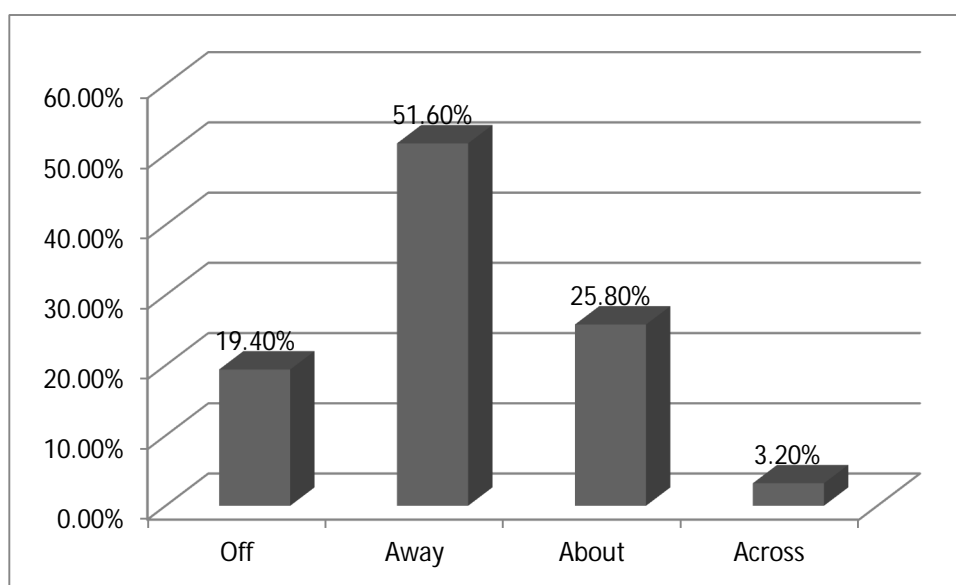


Figure (10)

From table (10) and figure (10) is noted that most of the individuals study are(away) by (16) and with (51.6%)

5- After being together for five years, they have decided to break
to end the relationship.

Table (11)

| | Frequency | Percentage |
|-------|-----------|------------|
| Down | 7 | 22.6% |
| Off | 13 | 41.9% |
| Up | 7 | 22.6% |
| In | 4 | 12.9% |
| Total | 31 | % 100 |

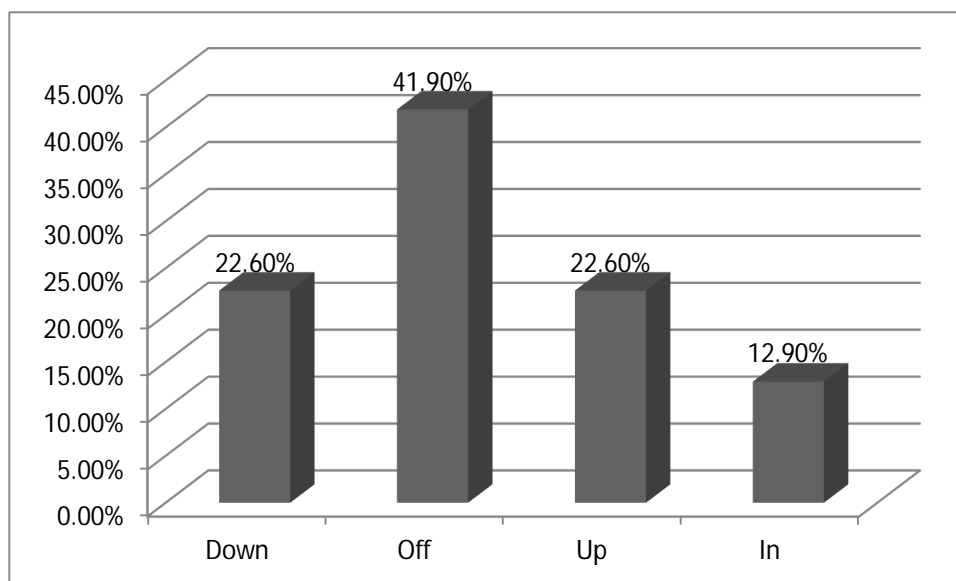


Figure (11)

From table (11) and figure (11) is noted that most of the individuals study are(off) by (13) and with (41.9%)

Question3

Give the meaning of each phrasal verb in the

Table (12)

| Question | Correct | True | False |
|----------------------------------|--------------------------|-------------|-------------|
| 1. She put the cat out means | Where she put the cat | 5 16.1% | 26 83.9% |
| 2. My dog wondered off means | Where the dog wondered | 0 0.0% | 31 100% |
| 3. Look up to the sky means | See to the sky | 12 38.7% | 19 61.3% |
| 4. We went in means | Where we went | 1 3.2% | 30 96.8% |
| 5. She pushed the cat away means | Where she pushed the cat | 8 25.8% | 23 74.2% |

From table (12) is noted that:

- 1- Most of the individuals study are(false) by (26) and with (83.9%) while the answer is (true) by frequency (5) with percent (16.1%).
- 2- Most the individuals study are(true) by (31) and with (100%).
- 3- Most of the individuals study are(false) by (19) and with (61.3%) while the answer is (true) by frequency (12) with percent (38.7%)

4- Most of the individuals study are(false) by (30) and with (96.8%) while the answer is (true) by frequency (1) with percent (3.2%).

5- Most of the individuals study are(false) by (23) and with (74.2%) while the answer is (true) by frequency (8) with percent (25.8%).

4-2 Results discussion

Table (2) indicates to question 1 and clarify the area of aspectual and idiomatic phrasal verbs. The students achieved acceptable level of acquiring and guessing the meaning of PVs in the first three items, when they chose the true verb (remove) by frequency (24) with percent (77.4%) in item 1, the true verb (discover) by frequency (27) with percent (87.1) in item 2 and the true answer (stopped fighting) by frequency (16) with percent (51.6 %) in item 3, where as the major of students failed to chose the right meaning of idiomatic PVs in both items 4 and 5, when they chose the false answers instead of the true verb (insult) by frequency (20) with high percent (64,5%) and they have chosen the false answers instead of true answer (to find unexpectedly) by frequency (18) with percent (58,1%).

- Table(3) indicates to question 2 which covers the collocational area of PVs. The students have some proficiency in this area because they achieved acceptable level of proficiency in three items ,when they chose the true particle(down) in item 1 to complete the PVs (break down) to give the right meaning (stop working) by frequency (21) with percent(67.7%) , the true particle(down) in item 2 to complete the PVs (let me down) to give the right meaning (disappointed) by frequency (18) with percent(58.1%) and the true particle (away) in item 4 to complete the PVs (got away) to give the right meaning (spread) by frequency (16) with percent(51.6%) ,while the major students failed to chose the right particle in item 3, most of them chose the wrong answers as particles (in by, up to, on with) instead of the right particle

(up with) to complete the PVs (caught up with) to give the right meaning (became at the same level with) by frequency (21) with percent(67.7%). Also, most of the students did not win to chose the right particle in item 5, when they chose the other wrong answers as (off, down, in) instead of the right particle (up) to complete the PVs (to break up) to give the right meaning (to end) by frequency (24) with high percent(77.4%).

- Table (12) indicates to question 3 which covered the area of literal phrasal verbs, in this area of PVs the students did not achieve any level of proficiency because they failed to guess the meaning of all sentences in all items, even the right answers in some item with low percent, less than (50%). The most of students failed to give the correct meaning in item 1 (She put the cat out.) means (Where she put the cat) by frequency (26) with high percent (83.9%), they also, failed to give the correct meaning in item 2 (My dog wondered off.) means (Where the dog wondered) by frequency (31) with the highest percent (100%)

and the most of students did not win to guess the true answer in item 3 (Look up to the sky.) means (see to the sky) by frequency (19) with percent (61.3%). In item 4 the students did not achieve any level of proficiency in guessing the meaning of PVs because they failed to give the true meaning of the sentence (We went in.) by frequency (30) with the highest percent (96.8%), while the true meaning (where we went) was scored by frequency (1) with percent (3.2%). In the last item, the students failed to give the right meaning of the sentence (She pushed the cat away.) which means (where she pushed the cat). We note that in all items of question 3, the students did not achieve any proficiency of acquiring phrasal verbs and guessing their meaning .

Chapter Five

Summary of findings and recommendations

5.1 Introduction

The previous chapter discussed the results of the study through the analysis of data that collected by multiple-choice test in semantic area of phrasal verbs, which answered by undergraduate students of faculty of language at(University of Holy Quran and Islamic sciences) and (Sudan University of Science and Technology),while this chapter represent the conclusion of research which contain summary of findings and recommendations.

5. Findings

- The EFL learners not familiar with all types of phrasal verbs, thus they find difficulty to infer their meaning such as idiomatic PVs, there for, the students could not chose their right meaning.
- The nature of phrasal verbs causes problem for EFL learners, the responses of students in question 2 item 3 indicate to this problem because the EFL learners not familiar with PVs of three parts such as (caught up with) and this finding agree with hypotheses number 3(see hypotheses of study).
- The false responses of students in all items of question three, revealed the students' poor knowledge of the skills of guessing the meaning of PVs from the sentences (see table 12,Q3) and this finding agree with the first hypotheses (The EFL learners to some extent unaware of the meaning of PVs)
- The students have some proficiency in acquiring some types of PVs, such as aspectual PVs, because the meaning of aspectual PVs based on the meaning of lexical verb and the particle add to emphasize the action.

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

5.3 Recommendations

This study aimed at identifying the difficulties that major EFL learner – especially undergraduate students in Sudanese universities- encounter in guessing the meaning of PVs the researcher presents the following recommendations in the light of the previous results of the study.

- It recommended that teachers of English language at Sudanese universities should take care of this important linguistic area of phrasal verbs by providing more practice for English major undergraduates in linguistic courses offered by the English Department.
- The Sudanese school curriculum should also contain the introduction of phrasal verbs before students come to the university, that means the learning of PVs should start early for EFL learners to break down the unfamiliarity of students with PVs.
- The phrasal verb should be learned through the strong contexts to become easy for students to guess its meaning, because of its polysemous nature.
- The students of English language must direct their attention to the importance of these multi-word lexical items (PVs) because PVs are very important part of the language, not only they are used in spoken and informal English but they are also a common part of written and even formal English.

References

- Abdullah, Alkheir.(2012). An Investigation into Difficulty of Understanding and Using English Idiom Facing Sudanese Students Ph D Thesis, Sudan University of Science and Technology.
- Andreea, Rosallia.(2012).A holistic Approach to Phrasal Verbs.
- Cowie, A.P. & R. Mackin. (1993). Oxford Dictionary of phrasal verbs. Oxford: Oxford University Press.
- Michael, M. (2001). English Vocabulary in Use. Cambridge: Cambridge University Press.
- Suhad, Abdul Sattar (2004). Phrasal Verb. AL Mustansiriya University. College of Arts.
- Yasser, Mohammed.(2011). Semantic and Syntactic Problem in Comprehending English Phrasal Verbs. Assistant Lecture, Tikrit University Journal for Humanities. Vol.(18).No(7).

Internet:

- Dictionary- Reference- com> browse>phrasal verbs
- esl.fis.edu>vocab> phrasal verbs- important
- Web en.wikipedia- org/wiki/phrasal verb
- www.iasj.net Linguistic Behavior of compound phrasal verbs