EFL Learners' Difficulties in Understanding English Phrasal Verbs:

A Case Study of El-Managil Secondary Schools and University of Al-Butana, Gezira State, Sudan

By

Amir Abdalla Minalla Al-amein

February, 2013
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By

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B.Ed in English Language
Nile Valley University (2005)

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Submitted in Partial Fulfilment of the Requirements for the
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Date of Examination: 2/2/2013
DEDICATION

To my family members..

And to all innocents and infants children, whose parents ended their life lacking the comfortable living wage.
ACKNOWLEDGEMENTS

Thanks and praise exclusively be to Allah, the almighty and prayer and peace be upon our most truthful God's messenger. Thanks are also extended to those who gave me a helping hand in this long and exhaustive journey; those who never saved effort in offering me their good guidance, brilliant ideas and genuine advice. Comes foremost among them my supervisor Dr. Ahmed Gasm Aseed to whom I extend my wholehearted gratitude for his tolerance and patience. I also extend my sincere thanks to Dr. Abdul Galil Abdalla Salih and Dr. Yousif Abdul Galil Nugud for their close monitoring and wise guidance. Thanks are also due to secondary school English teachers in El-managil locality. Also my special thanks extend to English secretary Amal.
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Amir Abdalla Minalla Al-amein
Master of Arts (English Language Teaching) February, 2013
Department of Foreign Languages
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ABSTRACT

Understanding English phrasal verbs represent a real problem to EFL learners. This study aims to investigate difficulties that confronting EFL learners’ in understanding English phrasal verbs and find effective methods which can help to overcome these difficulties. To achieve these objectives, the study used the descriptive analytical method. A diagnostic test and a questionnaire were used as tools for data collections. The results of the test and the questionnaire were analyzed by using the statistical package for social sciences programme (SPSS). Results of the study reveal that EFL learners are very weak in understanding English phrasal verbs whether they are in context or out of context. However, the results showed that when they are used in context can be understood better than to be out of context. Difficulties facing EFL learners in understanding English phrasal verbs are mainly due to the lack of EFL learners’ awareness with the importance of phrasal verbs, besides the little attention of the current syllabus regarding this area of language. Also there is no effective teaching method so as to teach them properly. EFL learners themselves lack knowledge of English culture which can help them to understand phrasal verbs. Based on the findings of the study, it is recommended that it is important to raise EFL learners’ awareness of the importance of phrasal verbs and syllabus designers should draw more attention to this area of language. It is also recommended that teachers should be aware of the difficulties that encounter students in understanding phrasal verbs. So they should prepare their techniques of drills which can help in solving the problem.
الصعوبات التي تواجه دارسي اللغة الإنجليزية في فهم الأفعال المركبة:
دراسة حالة المدارس الثانوية بمدينة المنال وطلاب جامعة البطانة، ولاية الجزيرة، السودان.
عامر عبد الله من الله الأمين
ماجستير الأدب (تدريس اللغة الإنجليزية) فبراير، 2013
قسم اللغات الأجنبية
كلية التربية الحصاحيصا
جامعة الجزيرة

المستهل البحث

تشكل الأفعال المركبة مشكلة حقيقية في فهمها بالنسبة لطلاب اللغة الإنجليزية عموماً لذلك هدفت هذه الدراسة إلى توضيح الصعوبات التي تواجه هؤلاء الطلاب في فهمها وإيجاد طرق فاعلة لحلها. ولتحقيق هذه الأهداف استخدمت الدراسة المنهج الوصفي التحليلي. اختير الاختبار التشخيصي والاستبانة بوصفهما أدوات لجمع البيانات.

بعد تحليل نتائج الاختبار التشخيصي والاستبانة بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS)، أوضحت النتائج ضعف شديد لطلاب اللغة الإنجليزية في فهمهم للأفعال المركبة سواء كانت داخل السياق أو خارجه، وإن كانت داخل السياق أكثبت النتائج أفضل حالاً في فهمها من خارج السياق. أوضحت الدراسة أن الصعوبات التي يواجهها الطلاب في فهم الأفعال المركبة تعود إلى أسباب كثيرة جداً أوضحت الدراسة منها نقص وعي الطلاب بأهمية هذه الأفعال وتجاهل المنهج لها وعدم وجود طرق تدريس فاعلة لتدريسها وعدم الإلمام بمراعاة وثقافة اللغة الإنجليزية بصفتها لغة أجنبية، وبناء على نتائج البحث أوصت الدراسة بأهمية رفع الوعي بأهمية الأفعال المركبة لدى الطلاب كما أوصت الدراسة بضرورة وعي المعلمين بالصعوبات التي تواجه الطلاب في فهمهم للأفعال المركبة ومن ثم ضرورة إعداد تقنيات التدريس التي من شأنها أن تحل المشكلة.
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CHAPTER ONE
INTRODUCTION

1-0 Background

This study is concerned with understanding of one particular characteristic of English grammar and vocabulary. That is combinations of proper verb with adverbial and/or prepositional particle(S) which are common known as phrasal verbs.

Phrasal verbs are becoming increasingly prominent with increasing influence of English language. They are in very common use in spoken and colloquial English as they are essential part of every day communication. The mastery of them not just promotes effective language use, but also enables learner to understand, speak effortlessly, read, and write correct English, it is important to learn phrasal verb. EFL learners often fail in comprehending appropriate meaning of phrasal verbs in the target language that is because of their complex syntactic combination and idiomatic meaning. In many cases, the meaning of phrasal verb can not be deduced and then understood from its element i.e. it is being used idiomatically for example: EFL learners who know that to tick is to make a check mark may have difficulty in understanding the sentence: the teacher ticked off the student for being late, in which phrasal verb tick off means to reprimand or to express disapproval. Thus, difficulties can be also due to that many phrasal verbs are polysemous i.e., they have more than one meaning. The phrasal verb to put down has the literal meaning of putting down on table or floor. But it also has idiomatic meanings that complicate the task of
understanding them: to make some one to feel small, to kill, to stop, quash, put an end. Also difficulties can be with grammar of phrasal verbs, particularly with the position of the particles.

Examples: a) She put down the baby.
   b) She put the baby down.

1-1 Statement of the problem

One of the main problem that EFL learners have with English phrasal verbs is that they are often failed in deducing correct meaning of such combinations of phrasal verb. Also, EFL learners' difficulties in understanding phrasal verb due to that EFL learners are unaware with meaning of phrasal verb and this is because of their insufficient practice.

1-2 Objectives of the study

This study aims to achieve the following objectives:
1- To find out the problems EFL learners face when they come to understand English phrasal verbs.
2- To diagnose the mistakes EFL learners commit when they try to understand phrasal verbs.
3- To investigate the degree of comprehensibility of English phrasal verbs by EFL learners.
4- To identify the types of difficulties that EFL learners encounter when they come to understand English phrasal verbs.
5- To suggest solutions and identify strategies so as to help to overcome these difficulties.

1-3 Questions of the study

This study is an attempt to find answers to the following questions:
1-What are the difficulties that EFL learners face when they come to comprehend English phrasal verbs?
2-Why do EFL learners commit mistakes when they try to understand English phrasal verb?
3-To what extent do EFL learners understand the meaning of phrasal verbs in context?
4-How do EFL learners’ cultural backgrounds affect their comprehension of English phrasal verbs?
5-What are the solutions and strategies that may help in solving these problems?

1.4 Hypotheses of the study
The study suggests the following hypotheses:

A- There many difficulties posed to EFL learners when they come to comprehend phrasal verbs.
B- Most EFL learners commit mistakes when they try to comprehend phrasal verb.
C- Many EFL learners are unable to understand correct meaning of phrasal verbs in context.
D- Some EFL learners assume that the phrasal verbs can be understood by comparing to their own language.
E- Some EFL learners cannot distinguish between the phrasal verbs that can be understood and that cannot be.

1-5 Significance of the study
Phrasal verbs are essential part of every day communication and mastery of them promote effective language use. Thus, they are very
important for the learners and they have no choice to learn them because phrasal verbs are becoming as apart of almost of every type of English. Taking into consideration the great importance of English phrasal verbs, and believing in the difficulties that may be posed when EFL learners involve in comprehending the English phrasal verb. This study will benefit to EFL learners in general in solving their problems of understanding English phrasal verbs. Also it will benefit the teachers who deal with teaching phrasal verb. Moreover, this study will provide great help to syllabus designers so as to enrich their courses.

1-6 The scope of the study

This study will be limited to two groups; the first group consists of forty students, batch one, faculty of education, Rufa’a, university of Al-Butana. This group concerns answering the diagnostic test questions. The other group comprises also forty English secondary school teachers. This group concerns answering the questionnaire.

1.7 Methodology and instruments of the study

Investigating the problems of comprehending English phrasal verbs can be best realized through a descriptive analytical method. The sample of this study is selected randomly. In this respect, the researcher used a diagnostic test and a questionnaire as tools for data collection. After it is well-formed by the researcher, the diagnostic test was distributed to a group comprises of (40) students, batch one, faculty of education, Rufa’a, university of Al-Butana. the researcher designed a questionnaire and distributed it to another group comprises (40) secondary school English teachers. The diagnostic test and questionnaire are used by the researcher to
find out the difficulties that encounter EFL learners in understanding English phrasal verbs.

1-7 Operational definition

Phrasal verb: can be generally defined as a combination of two or three items (a verb + preposition, a verb + an adverb, a verb + an adverb + preposition) which function as a single unit of meaning in the sense that its meaning cannot be deduced from the words it contains.

Idiomatic:

- Longman dictionary defines idiom as:
  An expression which functions as a single unit and whose meaning cannot be worked out from its separate parts.
CHAPTER TWO
LITERATURE REVIEW

2-O. Introduction

Phrasal verbs are important feature of the English language, and native speakers’ speech and writing are littered with phrasal verbs in both informal and formal contexts. They are a problematic area for the most English learners in the Sudan. One difficulty stems from the fact that they are rarely used in Arabic. Another problem which faces EFL learners in deducing meaning from very many combinations of phrasal verbs is that some phrasal verbs such as ‘sit down’ is easy to guess their meaning because the verb and the particle keep their usual meanings that have to be learnt. The separate meanings for example of ‘put up’ and ‘with’ do not add up to the meaning of ‘put up with’ (tolerate). So the uncommon combination of the verb and the particle often confuses the learners.

2-1. concept of understanding

According to Webster’s New Collegiate Dictionary (1972:345) states that "to understand " is to apprehend purport. It adds that to understand is to gain meaning, to gain meaning is to understand”. And if the matter is looked from the learner’s point of view – in every human there seems to be present a drive to know and understand – a drive to find out new things and make sense of them. If learners feel that what they are learning makes sense, they can learn it faster, remember it longer, and use it to better advantage. However, learners will be frustrated if they are unable to make sense of what they see.
2-2 Historical background of phrasal verb:

Phrasal verbs were found in Middle English, common in Shakespeare, and often used to define verbs of Latin origin. Crystal, (1988:68) states that

*The phrasal verb is an interesting linguistic phenomenon--syntactically, morphologically and semantically. Historically, although the phrasal verb has been present in English for many centuries, the term was first used in print in 1925. The famous lexicographer of the eighteenth century, Samuel Johnson, was one of the first to consider these formations carefully*.

2-3 Definitions of phrasal verb

The Macmillan English Dictionary - Language Awareness section (1987:411) defines a Phrasal Verb as it is,

*A verb formed from two (sometimes three) parts; a verb and an adverb or preposition. Most are formed from a small number of common verbs (such as get, go, come, put and set) and a small number of adverbs and prepositions (such as away, out, off, up and in). Phrasal verbs sometimes have meanings that can easily be guessed (such as sit down or look for)*.

But in most cases their meanings are quite different from the meaning of the verb they are formed from: for example hold up can mean 'to cause a delay' or 'to try to rob someone' and has no obvious connection with the idea of 'holding' something.

Longman dictionary of language teaching and applied linguistics (2002:399) defines the phrasal verb as it is

*A verbal construction consisting of a verb plus an ADVERB PARTICLE. A distinction may be made between phrasal verbs, prepositional verbs, and phrasal-prepositional verbs, according to*
the different grammatical patterns in which they occur. For example:

**phrasal verb:**
- particle may be stressed.  e.g.  Turn OFF the light.
- particle can occur after the object.  e.g.  Turn the light off.
- short pronouns occur between the verb and the particles phrase.  e.g.  turn it off.  (*Turn off it)

**Prepositional verb:**
- verb may be stressed.  e.g.  I’ll APPLY for the job.
- particle cannot occur after the object.  e.g.  ( *I’ll apply the job for ).
- pronouns occur after the verb + particles.  e.g.  I’ll apply for it.  (*I’ll apply it for)

A phrasal-prepositional verb consists of a verb, an adverb particle, and a preposition:
- We must cut down on expenses.
- They put their failure down to bad advice.

The meaning of some of these verbal constructions can be guessed from the meanings of their parts (e.g. cut down on). But the meaning of others is idiomatic (e.g. put down to). Nowadays the term “phrasal verb” is often used to include phrasal verbs, prepositional verbs, and phrasal-prepositional verbs.

According to Oxford advanced learner’s dictionary of current English, (2004:B10 ) Phrasal verbs (sometimes called multi-word verbs) are verbs that consist of two, or sometimes three, words. the first word is the a verb and it is followed by an adverb(turn down) or a preposition(eat into) or both (put up with). These adverbs or prepositions are sometimes called particles”

When the particle is a preposition, the combination is called a prepositional phrase. When the particle is an adverb and a preposition, the combination is called a phrasal prepositional phrase. The name multiword
verb seems the best name since it covers all these forms. Crystal, (1995:121) claims that,

*According to some grammarians, multiword verb is the best name for this linguistic phenomenon to refer to all the forms phrasal verbs can take (verb+ adverb/ verb+ preposition/ Verb+adverb+preposition). He adds that is the Phrasal verbs are best described as a lexeme; that is a unit of meaning that may be greater than a word.*

Quirk et al, (1985:1152) offer syntactic and lexical definitions for the phrasal verb. From the syntactic aspect,

* A phrasal verb is a verb "followed by a morphologically invariable particle, which functions with the verb as a single grammatical unit. The lexical definition for the phrasal verb is that "the meaning of the combination manifestly cannot be predicted from the meaning of the verb [proper] and particle in isolation"; hence, they function as one lexical unit.*

### 2-4 Categories of Semantic Difficulty of Phrasal Verbs

Nobody has succeeded in finding a successful way of categorizing phrasal verbs semantically, that is, in terms of meaning. As far as meaning is concerned they can be classified into three types depending on how much change of meaning takes place with the particle(s). On the web site www.rit.net, (2001), Rochester Institute of Technology- National technical institute for the deaf conducted a study to show that, Linguists who try to categorize phrasal verbs semantically disagree sharply. But for the purpose of learning and teaching them more easily, it is quite useful to posit the following three broad categories of semantic difficulty.

#### 2-4-1. **Literal** (The transparent type)

In this category, the verb retains its basic concrete meaning while the short adverb or preposition maintains a literal meaning (Frazer, 1976:21).
Such combinations are the easiest for language learners to understand and learn that because their meaning is the whole meaning of its part.

Examples with adverbs (VA, VAO, and VOA):

( walk out, fall down, hang up your coat, hang your coat up, take down the picture)

Examples with prepositions (VPO):

( walk out the door, fall down the stairs, come into the house, stay in the car, walk across the bridge, run through the house)

Examples with adverbs plus prepositions (VAPO):

( jump up on the table, come out of the house, walk away from the car, get down off the ladder, climb out through the window)

2-4-2. Semi-Idiomatic (The semi-transparent (or semi-opaque) type)

In this category, the verb retains its concrete meaning, but the short adverb or preposition adds a nuance that would not be discernible from its basic meaning (Spasov, 1966:54). Even though the exact meaning of these phrasal verbs might not be clear, an approximate meaning might be grasped by a language learner. In other words, the phrasal verbs meaning is not exactly the total meaning of its components, but it can be understood or guessed correct in most cases. 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 is the activity of writing, but each of the short adverbs conveys a different nuance to that activity of writing. Other examples include these below:

wash up, wash off, wash down, read over, read through, read off, hand over, hand in, hand out, dry up, dry off, dry out, pay up, pay off, pay out, drive up, drive off, drive on

**Examples with prepositions (VPO):**

believe in (believe that someone will succeed)

work on (work to fix, develop, or improve something)

feed on (feed oneself with)

trust in (trust that someone will do something)

exist on (exist by using a limited resource)

insist on (insist that something happen your way)

Like the short adverbs, most prepositions of this VPO category add a nuance to the meaning of the verb. Some, however, may serve merely as an empty connector between the verb and its object.

**Examples with adverbs plus prepositions (VAPO):**

read up on (study quickly and thoroughly by reading)

sneak up on (sneak towards)

listen in on (eavesdrop by listening)
fit in with (fit harmoniously, match, suit)
hold on to (hold for support)
move in on (move towards for the purpose of attacking)
meet up with (meet again by chance)

2-4-3. **Idiomatic** (The opaque or (non transparent) type)

These combinations are fully idiomatic. No part of the meaning of the combination is predictable from the meanings of the verb and the short adverb or the preposition. In other words, the meaning of the phrasal verb is not the total meaning of its components, and it is usually very difficult to be guessed unless the context makes it clear.

**Examples 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)

**Examples with prepositions (VPO):**

count on (depend on)
run into (meet by chance)

happen on (notice something important by chance)

come across (notice something by chance)

wait on (serve someone in a restaurant)

go by (base one's judgment on)

**Examples with adverbs plus prepositions (VAPO):**

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 expectations)

**2-5 Categories of grammatical difference of phrasal verbs**

Phrasal verbs are just more words and should be treated as such. However, there are problems also with the grammar. Different phrasal verbs have different grammar. So Thomson.et.al, (*1986*), point out that grammatically speaking, phrasal verbs can be divided into four types:

**2-5-1- Intransitive phrasal verbs**

In this case, phrasal verbs do not have objects. The verb and the particle stay always together.

e.g. 1- We got up early.
2- The plane took off.

Other examples of intransitive phrasal verbs are: set out, come along, roll up, slow down, get in, go off, double back, come down.

**2-5-2- Transitive and inseparable phrasal verbs**

Here, the phrasal verb needs a direct object and cannot be between the verb and the particle.

*e.g.* She never asks me to look after her children.

* She never asks me to look her after children.

Other examples of phrasal verbs of this type are: head towards, look for.

**2-5-3- Transitive separable phrasal verbs**

This type of phrasal verbs includes the phrasal verbs that need an object. The object can go in between the verb and the particle mainly if it is a pronoun.

*e.g.*

1- Will you turn the television off, please?

2- Will you turn off the television, please?

Some examples of this type are: put up, bring up.

**2-5-4- Transitive phrasal verbs with two particles (the particles are inseparable)**

The first particle is an adverb and the second one is a preposition. The verb and its particles cannot be separated; even the two particles cannot be separated.

*e.g.* You should look up to teachers.

* You should look up teachers to.

Some examples of this type are: go through with, make up for, and put up with.
Also they added that phrasal verbs are like other verbs. The same phrasal verbs can be transitive as they can be intransitive:

e.g. 1- I’m not very good at adding up in my head.

2- I don’t like children who answer back.

These underlined phrasal verbs are intransitive ones. The following example shows the same phrasal verbs as transitive ones:

e.g. 1- Now, add up the number of calories you have eaten.

2- We did not answer the teacher back.

It is noteworthy that the object position is a confusing matter, whether to put it before or after the particle, look first at its nature:

- If the object is a pronoun, it comes between the verb and the particle.

e.g. I put it away so that they cannot reach it.

Sometimes, pronoun objects are placed at the end of phrasal verbs.

e.g. I am looking for them.

- If the object is more than one word, that is, three or four words, it usually goes after the particle rather than between the verb and the particle. To exemplify, Follow the following examples:

e.g. Officials are trying to pin down the cause of wide spread power cut in the western countries.

- If the object contains information that is already known by the speaker or the listener, it is more likely to be put between the verb and the particle. But, if it presents new information, it is more likely to come after the particle. Potter says that this is done so because there is a tendency to give more emphasis to new information rather than to already known ones. By putting
the object after the particle; a little more emphasis is given to it. Consider this example:

e.g.  
1- Ann **slipped** the jacket **on** to see what it looked like.

2- She **slipped on** some sandals and made her way downstairs.

In the first example, the object “jacket” comes between the verb and the particle since it has previously mentioned “some sandals” that is, the object in the second example comes after the particle because it refers to something that has not been mentioned before. In other words, from the first example we knew that Ann slipped on a jacket. Then, the second example presents another information, that is, Ann slipped on something else, not the one mentioned in the first example (that is the jacket), it is (some sandals).

2-6-Definitions of idiom

An idiom is an expression whose meaning cannot easily be worked out from the words it contains. Oxford advanced learner’s dictionary of current English, (2004:B12) defines an idiom “as it is, A phrase whose meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. For example, the phrase be in the same boat has a literal meaning that is easy to understand, but it also has a common idiomatic meaning: I found the job difficult at first. But we were all in the same boat; we were all learning. Here, be in the same boat means ‘to be in the same difficult or unfortunate situation.’

The Longman Pocket Dictionary (2001:323), “defines an idiom as it is a group of words which has, as a whole, a different meaning from the meaning of its constituents. In other words, the meaning of the idiomatic expression is not the sum of the words taken individually”.

In addition, Ball (1968:1) finds that an adequate definition of an idiom is “the use of familiar words in an unfamiliar sense”.

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Jarvie, (1993:148) writes: “An idiom is an expression whose meaning cannot easily be worked out from the words it contains. Idioms have the potential that cause difficulty to EFL learners”.

Palmer,(1974: 80), on the other hand, states that “an idiom is semantically like a single word, it does not function like one”.

In his turn, Carter (1993:65) defines idioms as “special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up”.

Accordingly, an idiom is learned and used as a single unit. It should not be analyzed into its constituents; it is unchangeable and always carries a figurative meaning.

2-7. Fixed Aspects of Idioms

Most idioms are unchangeable in the sense that they have fixed forms and meanings. The grammar or the vocabulary, however, of an idiom can sometimes have a slight variation.

2-8. Types of Idioms

Fernando,( 1996:3), states that “there are two types of idioms : idioms of encoding and those of decoding”.

2-8-1. Idioms of Encoding (Identifiable)

Idioms of encoding are those idiosyncratic lexical combinations that have transparent meanings. This type of idioms could be best recognized through making a comparison between different languages by the use of proper prepositions. Therefore, ‘at’ is used instead of , ‘with’ in the English expression , ‘drive at 70 m.p.h’ (not drive with as in French).

2-8-2. Idioms of Decoding (Non-Identifiable)
Idioms of decoding refer to those non-identifiable and misleading lexical expressions whose interpretation could not be figured out by using only independently learned linguistic conventions. They include expressions like ‘beat around the bush’ and ‘fly off the handle’. This type of idioms could be classified into lexemic and sememic.

2-8-2-1. A- Lexemic idioms include:
   a. Phrasal verbs: e.g. to come up with, to turn off, to take part in.
   b. Phrasal compounds: e.g. black ice, black board.
   c. Incorporating Verbs: e.g. man-handle.
   d. Pseudo-Idioms: e.g. spick and span, kit and kin.

2-8-2-2. B- Sememic Idioms, on the other hand, usually, convey pragmatic meanings related to a particular culture. They include:
   a. Proverbs: e.g. Chew of something over, A bird in hand is worth two in the bush.
   b. Familiar Quotations: e.g. Not a mouse stirring.

2-9. Additional characteristics of idioms:

In addition to all these features that are important in the recognition of idioms, Baker (1992:63) identifies the grammatical and syntactic restrictions of idioms. For her, a speaker or a writer cannot normally do any of the following with an idiom:

2-9-1. Addition: Adding any word to an idiomatic expression would alter its meaning, or remove its idiomatic sense. Thus, adding the adverb ‘very’ to the adjective ‘red’ in ‘red herring’ (*very red herring) affects the figurativeness of its meaning completely.

2-9-2. Deletion: Deleting the adjective ‘sweet’ and the article ‘the’ from the expressions “have a sweet tooth” and “spill the beans” would
change totally their meanings. Hence, (*have a tooth) and (*spill beans) have no idiomatic sense.

2-9-3. Substitution: Idioms accept no replacement of words even if those words are synonyms. For example, “the long and short of it” means the basic facts of a situation. The adjective ‘long’ cannot be substituted by another adjective like ‘tall’ despite they have nearly the same meaning.

2-9-4. Modification: Any changing in the grammatical structure of an idiom leads to the destruction of the idiom’s meaning. For instance, the expression (*stock and barrel lock) is no more idiomatic because of the altered order of the items in the expression “lock stock and barrel” completely.

2-9-5 Comparative: Adding the comparative form ‘er’ to the adjective ‘hot’ in the expression “be in hot water” changes the conventional sense of the idiom which has the meaning of “be in trouble”.

2-9-6. Passive: The passive form, for example, “some beans were spilled” has a different meaning from its active form “they spilled the beans” meaning, they reveal a surprise. All these restrictions should be taken into consideration since they affect the degree of idiomaticity of lexical items, and they may remove their main feature of figurativeness.

2-10. Idioms and phrasal verb:

One of the most important aspects of English is idioms. They are frequently used in a wide variety of situations, from friendly conversations and business meetings to more formal and written contexts. Phrasal verbs are the most common type of idioms in English. Many of them carry idiomatic meanings that cannot be inferred from the form, unless the phrase is already known.
E.g. 1. After war began, the two countries broke off diplomatic relations (discontinue).
   2. Most automobile companies bring out new modals each year (to show or introduce).

2-11. Style of phrasal verb:

   Redman (2004:38) states that according to their styles, phrasal verbs, include formal and informal.

a- Formal phrasal verbs:

   Some phrasal verbs can be used equally in written or spoken English. Sometimes this is because there is another easy way to express the meaning of the phrasal verb. For example
   - I always \underline{wake up} early, even at weekend.
   - the car \underline{broken down} (went wrong, stopped working) on the motorway.
   - thieves \underline{broke into} (entered by force or illegally) the house and took my jewelry.
   - the plane couldn’t \underline{take off} (leave the ground) because of the weather.

b- Informal phrasal verb

   Most phrasal verbs are informal and more common in spoken English – in written English, there is often a more formal word with same meaning, e.g.
   - we had to make up a story (invent, create from imagination)
   - you can leave out question (omit).

2-12. Multi meaning of phrasal verbs:

   Cries, (2002) states that “many phrasal verbs have more than one meaning, so care must be taken when dealing with such phenomenon”. For
example, looking up the meaning of a certain phrasal verb in dictionary has much more natural meaning than in the explanation given in the brackets:
- it was hot so I decided to take off (remove) my jacket.
- I am always nervous when the plane takes off (leave the ground).
- my alarm clock didn’t go off (ring) this morning.
- the bomb could go off (explode) at any minute.
- the first will go off (go bad) if you don’t put up with it in the bridge.

2-13. Importance of phrasal verbs:

Phrasal verbs are important in the English language and for learners to be learnt and mastered. Using phrasal verbs both in spoken and written language makes them sound natural and native alike; because they are used in natives both speech and writing. Lue, (1998) claims that

*With the growing influence of the English language, Phrasal verbs are becoming increasingly important. Having a rich Phrasal verb vocabulary enables you to speak English effortlessly. In order to understand, speak, read and write good English, one needs to be skilled in them.*

From their turn, Farrar, et.al, (2011 :211) state that

*Phrasal verbs are important in the English language and for learners to be learnt and mastered because they are so prevalent in everyday spoken and informal written language. Learners have no choice to learn them. If they don't, and use a more formal synonym, they run the risk of sounding pompous or ridiculous to native speakers. Imagine, for example, your friend telling you Oh, do desist from talking! instead of Oh, do shut up! or Oh, do belt up! or Oh, do pipe down!*

Phrasal verbs are more expressive than single word verbs as they are indisputably important for learners of the English language. They can be used in both situations; formal and informal. Fletcher says: "phrasal verbs are used across all types of texts, even where the writer or the speaker has the option of choosing a single word alternative. Although phrasal verbs tend to enter the language through casual speech, in most cases, they
progressively become accepted across a wide range of texts until they reach even the most technical or conservative of text types.

2-14. Importance of idiomatic expressions:

Idioms are stronger in meaning than non idiomatic and they are common in all kinds of English. Cowie & Mackin (1993:422) point out that is

The Knowledge of a wide range of idiomatic expressions, and the ability to use them appropriately in speech and writing, are among the distinguishing features of a native – like command of English, part of the great range consists of the two-word combinations, usually known as ‘phrasal verbs’ e.g. step up (supplies), lay on (transport) and take up (the story). Phrasal verbs are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure and meaning may fall back on a more formal one-word equivalent—increase, provide, continue.

2-15. Native speaker and understanding phrasal verb

Palmar, (1974:226) has shown that is “a native speaker of English would have no difficult in understanding or forming new combinations using adverb in one of its aspectual senses even with a new verb. If, for instance, there were a verb *Acidize meaning ‘to burn with acid’ there would be no problem with:
- He acidized out a hole
- He acidized up the body

2-16. Reasons cause confusions of understanding phrasal verb:

Phrasal verbs are a challenging area in learning the English language. Undoubtedly learners face different problems in trying to understand them.

De cock, (2003) points out learners' main problems concerning their understanding of phrasal verbs in the following points:
2.16.1 Avoidance

The evidence suggests that learners who lack phrasal verbs in their mother tongue (such as French-speaking or Spanish-speaking students) tend to avoid using phrasal verbs in English. This does not mean that they do not use phrasal verbs at all, but rather that they use fewer phrasal verbs and more single-word verbs than native-speakers of English performing similar tasks. Learners who do have phrasal verbs in their mother tongue, on the other hand, do not avoid using these in English.

2-16-2 Semantic confusion

By far the most common errors made by learners when using phrasal verbs are semantic errors, reflecting an incomplete understanding of the meaning of phrasal verbs. All the sentences shown here are taken from the ICLE or LINDSEI data, and in each case a correct or more appropriate word is shown in brackets:

Learners confuse phrasal verbs and single-word verbs whose meanings are related:

- He has to **find out** (discover) new means to fight against them.
- Students couldn't **put on** (wear) a scarf in winter.
- He will **find out** (find) that the number of conventional families decreases
- Procedures must be taken in order not to let the disease **spread out** (spread)
- The impulse to **build up** (build) also springs up (springs) from the need . .
- .. . because infants **grow** (grow up) surrounded by them.
• because sometimes he's like an actor: he **dresses** (dresses up) as different people

Learners use the right verb but the wrong particle:

• They **fill up** (fill in) many forms.

• It is a task which must be **carried on** (carried out) using the brain.

• Sect members are told to refrain from talking to their parents and to **keep out** (keep away) from their friends.

Learners use the right particle but the wrong verb:

• We tried to **come back to** (go back to) Sudan.

• Saddam Hussein had the power to **shut off** (turn off) the heat in millions of homes.

**2.16.3 - Lack of collocational awareness**

Studies have shown that learners lack 'collocational awareness': that is, they tend to be unaware of the preferred relationships that exist between some words. Some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning. For example, if you are using a camera, you do not make a picture but you take a picture. You do not say that 'scientists made an experiment', but 'they conducted or carried out an experiment'. Learners tend not to be aware of these special relationships, which means that they often combine words that do not normally occur in each other's company. Consider the following examples involving phrasal verbs:

• Even the majority of teachers also **cut down** pupil's creativity either in their lessons or in their exams.
• Religion was also a means of **calming down** eventual revolts and unrests.

• Teaching them moral values and preparing them to **set up** their own families.

### 2.16.4 Intralingual confusion:

Sometimes an English verb can take more than one prepositional particle (with different meanings), and the learner confuses the two:

• The group . . . **consists in** (consists of) five students (= is made up of five students).

• Religious alienation **consisted of** (consisted in) the idea that religion send out the man outside of the real . . . (= has this idea as its most important or only aspect)

• Only a few years back I felt that very few people seemed to **care for** (care about) the world we live in and the future our children will live in. (= be interested in it and think it is important)

### 2-17. Difficulties of understanding phrasal verbs:

Phrasal verbs can be difficult to understand because they often have meanings that are idiomatic. The meaning cannot be deduced from the elements of the verb. So, for example, the phrasal verb **to put down** can be used literally to mean **to put down - on the table or floor**. But it can also be used idiomatically to mean  a. **to criticize and humiliate someone**, b. **to kill a sick or old animal** or c. **to stop or put an end to (a riot, etc.).**
Lessard, (1996) thinks that “the English language learners often have great difficulty with phrasal verbs; not only in understanding them, but also in using them correctly”.

2-18. Implications for teaching phrasal verb

Since phrasal verb are so common, the EFL learner is simply unable to avoid them – both in print and in oral/aural communication. It is important, then, to draw learner’s attention to the fact that they not only exist, but that he/she may face the problem in trying to learn, use and understand them. As is the natural in the EFL class, teacher may point out phrasal verb and address their form, meaning and use as deem necessary, or as the student raise question bout them.

2-19. Methods and techniques of teaching phrasal verb

2-19-1. Teaching phrasal verb through total physical response method (TPR)

On the web site WWW.onestopenglish.com, (2011), is claimed that is “the TPR (Total Physical Response) is a language teaching method which was first developed by James Asher”. With this method students learn the target language by first listening and responding physically to the spoken requests of the teacher. Later, students produce the target language in making requests of their fellow students (giving them commands). A phrasal verb lesson can be drawn partly on this method for its first stages. A set of phrasal verbs are presented together in the context of the classroom and classroom instructions. Students are also encouraged to learn the phrasal
verbs with the nouns they go with. A lesson of this type would be suitable to do at the beginning of a course or as review.

2-19-2. Teaching phrasal verb through audio and visual aids

On the website www.english-test.net, adds that “As for teacher can point out to his students what phrasal verbs are and giving them some examples and encouraging them to pay attention to phrasal verbs when they listen to English audio books, TV/radio programs, etc”. As long as his students are aware of the fact that learning English is an ongoing process they will also pick up new phrasal verbs subconsciously. If a student is interested in learning more about phrasal verbs, his teacher directs them to materials such as ‘phrasal verb break’ or ‘phrasal verb bring’. The important thing is to help students become aware of the fact that learning phrasal verbs is a process that requires different methods and activities.

2-19-3. techniques of teaching phrasal verb

Also on the website http://voices.yahoo.com(2010), thinks that, “Teachers must show students that phrasal verbs are not impossible to learn. There are a few ways to do this. Here are some ideas for presenting and teaching phrasal verbs so that students are not overwhelmed and intimidated by them.

1) Avoid presenting massive lists of phrasal verbs to students. It is too difficult to draw any correlations between their individual meanings and the real world when there are 25 to learn in one lesson. Keep lists short and simple.
2) Try to not teach phrasal verbs solely on the basis of the verb in them. For example, it would not be advisable to teach every phrasal verb that incorporates the word "get" in one lesson. The phrasal verbs taught this way have nothing else in common other than the verb in them, and it is very difficult to understand and retain the context of whole phrasal verbs in this way.

3) Utilize John Asher's Total Physical Response method of teaching language by having students act out the phrasal verbs they are learning (if appropriate). Then students can use those phrasal verbs they acted out and instruct other students in the class to perform individual phrasal verbs as an exercise in using the phrasal verb in a practical situation.

4) Teach phrasal verbs that are related by context and subject. This will better reinforce the usage of the phrases. Students can remember a few phrasal verbs related to the topics of dating, for instance, such as going out, asking out, turning someone down, etc. more easily than they could if the phrasal verbs they learn were unrelated.

5) If possible, try to teach context- and subject-related phrasal verbs that also incorporate the same verb or participle. For instance, in the classroom, you could teach "hand up" your papers, and "hand out" the worksheets. Students will then have double the memory-joggers to help them remember phrasal verbs

2-19-4. Teaching phrasal verb by using selected topics

Lucy (2010) suggests that is "the work on phrasal verbs grouped by theme or topic. You can pick a topic, select phrasal verbs associated with
that topic and create a text around that theme using your chosen verbs”. Start by working on understanding of the text through the usual means: prediction, questions and discussion. Then follow this up with language work, e.g. asking students to guess the meaning of words from context.. These activities will make your lesson less teacher centered; generally speaking, the more a student is involved, the more he or she will remember. After guessing the meanings of the phrasal verbs, do some sort of exercise to practice them; this could take the form of a gap fill. A card game where some cards have verbs written on them and other cards have particles on them. Students turn over the cards and say whether the verb and particle together make a phrasal verb. If so, they then give the meaning and/or make a sentence using the phrasal verb.

2-19-5. Teaching phrasal verb by using text / context method

Cirocki, (2003), states that “teaching a few Phrasal Verbs to students, should be presented them in many different real contexts so as to enable them to deduce their exact meaning and to see whether they are transitive or intransitive, separable or inseparable”. All these items can be noticed by the students if Phrasal Verbs are presented in authentic contexts”. On his turn Steele, suggests that There are various ways in which multi-word verbs can be approached in the classroom.

An approach which combines frequent and contextualized exposure with work on awareness raising may work best. Ultimately though, words are learned by the individual, but through memorable presentation, personalization tasks, and importantly, recycling, we can work to create in learners a "sense of need for a word” which thus may lead to vocabulary acquisition.

2-19.6. Teaching phrasal verb in a Listening / Speaking class
Jones, (2008) claims that, “Ideally, phrasal verbs are best learned in a Listening / Speaking class. (However, because phrasal verbs show up in all kinds of written English as well, they could be certainly addressed in a Reading / Writing context as well.)” Conversation class is a good fit for a phrasal verb lesson because, not only do students need exposure to this target language to be fully effective communicators, but it also gives teachers something concrete to teach in the class, in addition to doing “conversation practice” which can be a bit more difficult to measure. Learning phrasal verbs gives Conversation students the feeling that they are learning something tangible in a subject area which is not.

2-20. Exercise that should be avoided

On the website www.phrasalverbson.com, suggests that is “teachers should never do the typical exercise they find in some textbooks where they ask their students to work with all the phrasal verbs for a particular verb: bring about, bring back, bring in, bring forward, etc”. This is the fastest way confuse students and make them hate phrasal verbs. Teacher should think about it. It just doesn't make sense. There is no connection whatsoever, no logic, nothing to help students learn. This is made even worse by textbooks which just ask students to do the exercise before even teaching the phrasal verbs. It means that, how are the students supposed to do the exercise when this is the first time they see those phrasal verbs. This is just crazy make students suffer. The following exercise is an example of what teacher should avoid doing:

Phrasal Verbs with Bring:

44
Complete the sentences using one of these particles: out, on, up, over, in, back.

1.- This cold weather has brought .......... his cough again.
2.- He's brought .......... a new record.
3.- The government is going to bring .......... new legislation to deal with the problem”.

2-21. Previous studies

Many studies have been carried out to deal with phrasal verbs. One of these studies is an M.A. thesis entitled “underproduction of phrasal verb in the writing of the secondary schools pupils” (2006) by Fatima Ahmed Mohammed El-hassan. The study aims at investigate the difficulties and reasons that make EFL secondary school pupils do not exploit phrasal verb in their writing. In addition through the study suggested effective techniques for teaching phrasal verb properly. Also the study draw attention to the syllabus as to include phrasal verbs. The main findings of the study are:
1- It is found that the majority of the secondary schools pupils do not exploit phrasal verb in their writing.
2- The pupils’ difficulties with English phrasal verbs can be due to the teaching techniques and the nature of the phrasal verb itself.
3- Pupils do not exploit this structure because they are unaware of the importance of them, and they believe that they are inappropriate ones.
4- the difference between English and Arabic is the one of the reasons of the underproduction of phrasal verbs.

Another study is also an M.A. thesis entitled “difficulties facing pupils in understanding opaque phrasal verbs at secondary level education” (2010) by Tamadur Mohamad Abdelrahaman, aim at investigating the difficulties
pupils in understanding opaque phrasal verbs, also the study suggested ways to overcome this problem. The main findings of this study are:

1) The majority secondary school English learners face difficulties in understanding and using opaque phrasal verbs in written and spoken English.

2) The differences between English and Arabic language is one of the causes the difficulties that face the pupils at secondary school level.

3) Teacher assure the importance of the opaque phrasal verbs in spoken and written English.

4) Negligence of English opaque phrasal verb in the syllabus cause most of the difficulties facing pupils.

5) Employing ineffective techniques in teaching opaque phrasal verbs could be one of the main factor that lead to these difficulties.

Finally, Lubab El-teyab Abd Elbagi, (June 2001) in her PHD “problem facing under graduated English in understanding multi-word units” . the main findings of this study are:

1) The majority of English students do not succeed in recognizing multi-word units.

2) Most Sudanese students at the university level do not exploit multi expression when speaking or writing English themselves.

3) To some extent the differences between two languages (Arabic & English) and cultures causes problem pose by idiomatic English.

4) Employing ineffective techniques in teaching idioms and using inadequate material.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter includes the procedures adopted in conducting the study; sampling procedures and collecting data.

3.1 The study design

The researcher has adopted the descriptive analytical method for conducting this study, how data were collected, analyzed and statistically procedures used. Also, it describes tools data collection and find their validity and reliability and analysis the data.

3.2 Population of the study

The population of this study consist of two groups of people. The first group is secondary school English teachers. These Teachers' ages range between 30 to 50 and all of them work in managerial area. Almost, their experience nearly from 10 to 20 years in the field of education. People of the first group are intended to answer questionnaire. Another group is undergraduate students whose ages between 21 to 24 and they are 20 male and 20 female. Students of this group study in faculty of education – Ruffa'a, University of Al-Butana and they are intended to answer diagnostic test.

3.3 Sampling

The data has been collected from a sample consisting of two groups. The people of two groups are chosen randomly. The first group
consists of secondary school teachers, and the second group is EFL undergraduate student. The first group composed of (40) forty secondary school teachers from Managil area. The second group consist of (40) forty students in faculty of education –Rufa’a- batch one, university of Al-Butana.

3.4 Instruments of data collection

Two tools for data collection were employed in this study. A diagnostic test for EFL undergraduate students and questionnaire for secondary school English teachers.

3.5 Test design

The test was designed to locate and diagnose the students’ difficulties in understanding English phrasal verbs. The diagnostic test is made up of two categories to measure students’ ability in understanding English phrasal verbs:

- Category (1) multi choice item to test phrasal verbs in context according to their semantic difficulties (literal, semi-idiomatic, idiomatic).
- Category (2) matching items is design to measure students’ ability of guessing meaning of phrasal verbs when they are out of context according to their semantic difficulties.

3.5.1 Procedures of the diagnostic test

The researcher personally administered the diagnostic test by himself to the students. This test lasted for an hour.

3.5.2 Reliability and Validity of the Test
The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows:

\[
r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2}[N(\Sigma Y^2) - (\Sigma Y)^2]}}
\]

Where

- \( r \) = correlation
- \( R \): Reliability of the test
- \( N \): number of all items in the test
- \( X \): odd scores
- \( Y \): even scores
- \( \Sigma \): Sum
- \( R = \frac{2r}{1+r} \)
- \( \text{Val} = \sqrt{ \text{reliability} } \)

Correlation = 0.69

\[
R = \frac{2 \times r}{1 + r} = \frac{2(0.69)}{1 + 0.69} = 0.69
\]

Reliability = 0.82

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

\[
\text{Val} = \sqrt{0.82} \quad \text{Validity} = 0.90
\]

3.6 Questionnaire design

Questionnaire is designed to investigate the causes of the difficulties facing EFL learners in understanding English phrasal verb. The questionnaire
includes ten statements each of which is accompanied by the options (agree, disagree, hesitant).

3.6.1 Procedures of the Questionnaire

The questionnaire was distributed to (40) secondary school English teachers working at secondary school level because they are with well experience of teaching this area of language. The questionnaire consists of ten statement to determine the difficulties facing EFL learners in understanding English phrasal verbs from the English teachers' point of view.

3.6.2 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analysis the data collected. The researcher used Pearson's correlation and the results obtained as follows:

Reliability of the Questionnaire

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \]

Where

- \( r = \) correlation
- \( R = \) Reliability of the test
- \( N = \) number of all items in the test
- \( X = \) odd scores
- \( Y = \) even scores
- \( \Sigma = \) Sum
- \( R = \frac{2* \ r}{1+r} \)
- \( Val = \sqrt{\text{reliability}} \)
Correlation = 0.91

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.91)}{1 + 0.91} = \frac{1.82}{1.91} \]

Reliability = 0.95

Validity of the Questionnaire

Before putting the questionnaire in its final draft, it was distributed to be judged. It was given to three members of the staff of the department of English in Gezira university, faculty of education – Hasahisa. On the light of their comments, the questionnaire was put in its final draft.

In this study also the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

\[ \text{Val} = \sqrt{0.95} \]

Validity = 0.98

Then the validity is very strong.
CHAPTER FOUR

Data Analysis And Discussion

4.0 Introduction

This chapter is concerned with the analysis and discussion of the data that are collected by means of the teachers' questionnaire and students' diagnostic test., the finding of this analysis and discussion of the data serve to verify the hypotheses and answer the questions and achieve the objectives of the study. It is worth mentioning that data analysis is conducted by using the SPSS programme which means "statistical package for social science.

4.1. Analysis and Discussion of Students' diagnostic Test results

4.1.1. Literal type of phrasal verb

The following three questions represented in tables and figures (4.1),(4.2) and (4.3) are aimed to measure the EFL learner’s ability in understanding literal type of phrasal verbs. The following three table shows the statistical results about the literal type of phrasal verbs.

Table(4.1) -It was unforgettable moment when we ………………the great bridge.

( walked out , walked down , walked across ).
Table (4.1) It was unforgettable moment when ....the great bridge.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>R</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.1) It was unforgettable moment when ....the great bridge.
With reference to the above table the results show that (55.%) of the students are not able to pass the question, whereas (45%) of them are able to success in the question. The result is negative.

**Table(4.2)** - Let’ ……………these lines one more time before the show .

<table>
<thead>
<tr>
<th>option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>R</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**figure(4.2)** - Let’s ………………these lines one more time before the show
With reference to the above table the results show that (55.%) of the students are not able to pass the question, whereas (45%) of them able to pass the question. The result is negative.

Table (4.3). Majid .......... guiltily when he saw his boss coming.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>R</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.3). Majid .......... guiltily when he saw his boss coming.

With reference to the above table the results show that (72.%) of the students are not able to pass the question, whereas (25%) of them able to pass the question. The result is negative. With reference to three above
Tables (4.1), (4.2) and (4.3) show that (60%) of the sample are not able to pass the literal phrasal verbs questions even this inside context, whereas (38%) are able to pass them, this means that the sample face difficulties in understanding this type of phrasal verbs.

4.1.2. Semi-idiomatic type of phrasal verb

The following three questions represented in tables and figures (4.4), (4.5) and (4.6) are aimed to measure the EFL learner’s ability in understanding semi-idiomatic type of phrasal verbs. The following three table shows the statistical results about the above type of phrasal verbs.

*Table (4.4)* They asked me to…….because the weather condition began to getting worse.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>R</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure (4.4) - They asked me to………because the weather condition began to getting worse.

According to the above table the results show that (72.5%) of the students are not able to pass the question, whereas (27.5%) of them are able to pass the question. The result is negative.

Table (4.5) - I’ll …him……for making me look like fool in front of every one.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>R</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.5) - I’ll …him……for making me look like fool in front of every one.

According to the above table the results show that (87.5%) of the students are not able to pass the question, whereas (21.5%) of them are able to pass the question. The result is negative.
Table (4.6) - Those ink stains won’t …………

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>R</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.6) - Those ink stains won’t …………………
According to the above table The statistical results show that (75%) of the students are not able to pass the question, whereas (25%) of them are not able to pass the question. The result is negative. With reference to three above tables (4.4), (4.5) and (4.6) show that (79%) of the sample are not able to pass the semi-idiomatic phrasal verbs questions even this inside
context, whereas (21%) are able to pass them, this means that the EFL learners face difficulties in understanding this type of phrasal verbs.

4.1.3. Idiomatic phrasal of verb type:

The following four questions represented in tables and figures (4.7), (4.8), (4.9) and (4.10) are aimed to measure the EFL learner’s ability in understanding idiomatic type of phrasal verbs inside context. The following four tables shows the statistical results about the above type of phrasal verbs.

**Table (4.7) - Could you …..two hundred copies of this report, please?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>R</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.7) - Could you ……..two hundred copies of this report, please?**
According to the above table the results show that (87.5%) of the students are not able to pass the question, whereas (12.5%) of them are able to pass the question. The result is negative.

**Table (4.8)** - Our teacher ..... the final project ...... into three separate parts.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>R</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**figure (4.8)** - Our teacher ..... the final project ...... into three separate parts
With reference to the above table the results show that (52.5%) of the students are not able to pass the question, whereas (47.5%) of them are able to pass the question. The result is negative.

**Table (4.9)** - They ........... their engagement ........ because they weren't in love.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>R</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.9)** - They....... their engagement ........ because they weren't in love.
According to the above table the results show that (67.5%) of the students are not able to pass the question, whereas (32.5%) of them are able to pass the question. The result is negative.

Table (4.10) - Our teacher warned us to ........... making such noise.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>R</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table (4.10) - Our teacher warned us to ........... making such noise.**

According to the above table the results show that (42.5%) of the students are not able to pass the question, whereas (57.5%) of them are able
to pass the question. The result is positive. With reference to four above tables (4.7), (4.8), (4.9) and (4.10) show that (62.5%) of the sample are not able to pass the idiomatic phrasal verbs questions even this inside context, whereas (37.5%) are able to pass them; this means that the EFL learners face difficulties in understanding this type of phrasal verbs inside context.

4.3.4. Phrasal verbs without context:

The following Table and figure (4.11) show learner’s ability in understanding phrasal verbs when they are used out of context.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>R</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the above table the results show that (75%) of the students are not able to pass the question, whereas (25%) of them are able to pass the question. The result is negative, this means that the students are
very weak in working out meaning of phrasal verb when they are out of context.

4.2. Analysis and Discussion of the Questionnaire results

Table (4.12) Lack of awareness of the importance of phrasal verbs.

<table>
<thead>
<tr>
<th>option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Hesitant</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.12) Lack of awareness of the importance of the phrasal verb.
Table (4.12) and Figure (4.12) express that the greatest majority of respondents (82%) agree, and (15%) disagree, respondents have then clear idea that the learners are with little awareness of the importance of the phrasal verbs.

**Table (4.13) Many phrasal verbs have more than one meaning**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Hesitant</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.13) Many phrasal verbs have more than one meaning.**
Table and figure (4.13) represent that, the majority of the respondents (87%) support agree this means that many phrasal verbs have more than one meaning while (5%) support disagree and (7%) support hesitant.

Table (4.14) phrasal verbs don’t exist in Arabic and rarely use in it.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Hesitant</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.14) phrasal verbs don’t exist in Arabic and rarely use in it.
Table and figure (4.14) express that, (66%) support agree think that the phrasal verbs don’t exist in Arabic language and rarely use in it, while (22%) disagree and just (7%) hesitant.

Table (4.15) current syllabus gives very little attention to use phrasal verbs.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>80.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Hesitant</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.15) Current syllabus gives very little attention to use phrasal verbs.
Table and figure (4.15) express that (80%) agree, disagree (17%) and (2%) hesitant, this explained that most of them agreed that the current syllabus doesn’t give enough attention to support area of phrasal verbs.

**Table (4.16)** Current syllabus don’t recycle phrasal verbs regularly and effectively.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td>disagree</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Hesitant</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.16)** Current English syllabus do not recycle phrasal verbs regularly and effectively.
Table and figure (4.16) shows that, (80%) of the chosen sample response agree, (17%) of them disagree, and (2%) are hesitant. This show that current syllabus doesn’t recycle phrasal verbs regularly and effectively this means that don’t get learners enough practice so as to master this area of language.

**Table (4.17)** There is no clear effective teaching method help teachers.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Hesitant</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.17)** There is no clear effective teaching method help teachers.
Table and figure (4.17) According to the responses of respondents (70%) agree, disagree (27%) and (2%) hesitant, this explained that most of them agreed that there no clear effective teaching method that can facilitate the task to teachers in order to teach phrasal verbs properly.

Table (4.18) EFL learners with a lack of knowledge about English culture.

<table>
<thead>
<tr>
<th>option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>34</td>
<td>85.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Hesitant</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.18) EFL learners with a lack of knowledge about English culture.
Table and figure (4.18) express that (85%) agree, disagree (10%) and (5%) hesitant, this explained that most of them agreed that EFL learners have little knowledge of English culture.

Table (4.19) Some EFL learners assume that phrasal verbs like proper verbs.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>disagree</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Hesitant</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.19) Some EFL learners assume that phrasal verbs like proper verbs.
Table and figure (4.19) express that (50%) agree, disagree (32%) and (17%) hesitant, this explained that most of them agreed that some EFL learners deduce meaning from its separate unit this means that they can’t understand most of phrasal verbs which can be just understood when they are in a single unit.

**Table (4.20)** Teachers aren’t well motivated to teach phrasal verbs because they consider it is intricate area of language to teach.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>Hesitant</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.20)** Teachers are not well motivated to teach phrasal verbs because they consider it is intricate area of language to teach.
Table and figure (4.20) According to the responses of respondents (55%) disagree, agree (37%) and (7%) hesitant, this means that EFL teachers are well motivated to teach phrasal verbs and consider teaching them is not difficult area while (37%) express that EFL teachers aren’t well motivated to teach phrasal verbs and consider it intricate area.

**Table (4.21)** EFL teachers don’t train their students to use some meaning by using phrasal verbs instead of ordinary verb.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Hesitant</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure (4.21) EFL teachers do not train their students to use some meaning by using phrasal verbs instead of ordinary verbs.

Table and figure (4.21) According to the responses of respondents (70%) agree, disagree (25%) and (5%) hesitant, this explained that most of them agreed that teachers do not encourage their students to use phrasal verbs so as to express some meaning while (25%) think that teachers train their students to use phrasal verbs to express some meanings.

4.3 Testing the Hypotheses

The hypotheses of the study will present individually and related to the results obtained from the data analysis and discussion.

**Hypothesis One**: There many difficulties posed to EFL learners when they come to comprehend phrasal verbs.

According to the statistical results, in the tables (4.1, 55%), (4.2, 55%), (4.3, 72.5%), (4.4, 72.5%), (4.5, 87.5%), (4.6, 75%), (4.7, 87.5%), (4.8, 52.5%), (4.9, 67.5%), (4.11), (4.13, 87.5%), and (4.19, 50%) support this hypothesis greatly and it is so accepted.

**Hypothesis Two**: Most EFL learners commit many mistakes when they try to comprehending phrasal verbs.

According to the statistical results, in the tables (4.1, 55%), (4.2, 55%), (4.3, 72.5%), (4.4, 72.5%), (4.5, 87.5%), (4.6, 75%), (4.7, 87.5%), (4.8, 52.5%), (4.9, 67.5%), (4.11), (4.13, 87.5%), (4.19, 50%), and (4.21, 70) had supported strongly this hypothesis so it is accepted.

**Hypothesis Three**: Many EFL learners are unable to understand correct meaning of phrasal verbs when they are used in context.

According to the statistical results, in the tables (4.1, 55%), (4.2, 55%), (4.3, 72.5%), (4.4, 72.5%), (4.5, 87.5%), (4.6, 75%), (4.7, 87.5%), (4.8, 52.5%)
This result has proved that the hypothesis is accepted.

**Hypothesis Four**: Some EFL learners assume that the phrasal verbs can be understood by comparing to their own language.

According to the statistical results, in the tables (4.7, 87.5%), (4.8, 52.5%), (4.9, 67.5%) and (4.18, 85%) analysis had come true with this hypothesis, support and prove it.

**Hypothesis Five**: Some EFL learners cannot distinguish between the phrasal verbs that can be understood and that cannot be.

According to the statistical results, in the tables (4.1, 55%), (4.2, 55%), (4.3, 72.5%), (4.7, 87.5%), (4.8, 52.5%) and (4.9, 67.5%) support this hypothesis greatly and proves it was true and logical.
CHAPTER FIVE
CONCLUSION, FINDINGS AND
RECOMMENDATIONS

5.0 Introduction

This chapter is confined to the summary of what is mentioned in the previous chapters. The investigator also provides some suggestive points which might be of importance to treat the problems of mastering the English phrasal verbs.

5.1 Findings of the Study

After studying the performance of the students in the diagnostic test and teachers' questionnaire, the investigator has come out with the following findings:

a. Majority of the students lack awareness with the importance of English phrasal verbs.
b. One of the reason that cause confusion of understanding phrasal verbs that there many phrasal verbs have more than one meaning.
c. Current English syllabuses give little attention to the English phrasal verbs and they do not recycle them effectively.
d. EFL English teachers employ ineffective teaching techniques for teaching phrasal verbs in secondary school level.
e. EFL learners have very little knowledge about English culture which can help them more in understanding English phrasal verbs.
f. Some EFL learners come to understand phrasal verb by depending on the meaning of its whole parts so this lead them to guess wrong meaning particularly idiomatic ones.
g. Teachers do not train their students to use some meaning by using phrasal verbs instead of ordinary verbs.
h. Students fail in deducing correct meaning of literal, semi-idiomatic and idiomatic phrasal verbs in context and out of context.
i. Phrasal verbs do not exist in Arabic language.
j. Current English syllabuses do not include enough space for practical knowledge of English phrasal verbs.
k. Students could not distinguish between phrasal verbs that their meaning can be predicted and the ones that can’t be.
l. There is very little practice of this area by EFL learner.

5.2 Recommendations

In the light of the insight gained from this study, the researcher will next give some recommendations which he hopes to be useful for all those who are involved in the field of teaching/learning this area of language:

a. EFL English teachers should exert great effort to raise students’ awareness about the importance of phrasal verbs as an important feature of English language.
b. Teachers should adopt effective teaching techniques so as to support this area of language.
c. Syllabus designers should provide a wider space for teaching English phrasal verbs with emphasis to provide enough effective activities and recycle them regularly.
d. Students should be encouraged to enrich their knowledge about English culture.
e. English phrasal verbs should be taught through context to which they are related.
f. Teachers should encourage and train their students to use phrasal verbs when they express some meanings this can be through writing and speaking.
g. Teacher should motivate his/her students to use informal phrasal verbs in every day communication.
h. Teaching and practice phrasal verbs should be adopted so as to integrate in four English skills.

5.3 Suggestions for Further Studies

Considering the findings of the study, the researcher suggests the following topics to be investigated by the next researchers since they represent the most problematic areas which can help EFL learners and teachers in improving their language:

- Raising learners’ awareness with importance of learning phrasal verbs.
- Effective teaching techniques in teaching phrasal verbs.
- Impact of phrasal verbs on communication.
- Idiomatic phrasal verbs as a problematic area in understanding.
- Investigating syntactic complexity of phrasal verbs.
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- http://www.macmillandictionaries.com
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- http://voices.yahoo.com
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Appendix (1)

A questionnaire:

Dear colleague,

You are kindly requested to answer this questionnaire which is intended to investigate the difficulties facing EFL learners in understanding English phrasal verbs. Your contribution of opinions and responses will be highly appreciated. Just draw a tick (   ) inside the box believe this represent your actual conviction.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Please tick (       ) here</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EFL learners face difficulties in understanding phrasal verbs because:</strong></td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>Lack of awareness of the importance of the phrasal verb.</td>
<td>disagree</td>
</tr>
<tr>
<td>2</td>
<td>Many phrasal verbs have more than one meaning.</td>
<td>hesitant</td>
</tr>
<tr>
<td>3</td>
<td>Phrasal verbs don’t exist in Arabic and rarely use in it.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Current syllabus gives very little attention to use phrasal verbs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Current syllabus don’t recycle phrasal verbs regularly and effectively.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is no clear effective teaching method help teachers.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>EFL learners with a lack of knowledge about English culture</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some EFL learners assume that phrasal verbs like proper verbs.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teachers aren’t well motivated to teach phrasal verbs because they consider it is intricate area of language to teach.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>EFL teachers don’t train their students to use some meaning by using phrasal verbs instead of ordinary verbs.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix (2)

Diagnostic test

Draw a circle round the best answer  a , b , or c .

1-It was unforgettable moment when we ..................the great bridge.
   a. walked out  b- walked down  c- walked across
2- Let’s ..................these lines one more time before the show .
   a. run through  b. run into  c. run away
3- . Majid ............... guiltily when he saw his boss coming.
   a. ring up  b. ring off  c. ring back
4- They asked me to................because the weather condition began to getting worse.
   a. drive away  b. drive out  c. drive on
5-I’ll …….him...........for making me look like fool in front of every one.
   a. pay back  b. pay off  c. pay up
6- Those ink stains won’t .................
   a. wash off  b. wash up  c. wash away
7- Could you ...............two hundred copies of this report, please?
   a. run out  b. run off  c. run on
8- Our teacher ....... the final project ............ into three separate parts
   a. broke out  b. broke up  c. broke down
9- They ............... their engagement ........ because they weren't in love .
   a. called off  b. called back  c. called up
10- Our teacher warned us to ............ making such noise .
    a. give away  b. give out  c. give up
Match the phrasal verbs in column (A) with their meaning in column (B) in column (C).

<table>
<thead>
<tr>
<th>A</th>
<th>C</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cut in</td>
<td></td>
<td>A support</td>
</tr>
<tr>
<td>2 Put off</td>
<td></td>
<td>B Start operating</td>
</tr>
<tr>
<td>3 Back up</td>
<td></td>
<td>C refuse</td>
</tr>
<tr>
<td>4 Turn down</td>
<td></td>
<td>D die</td>
</tr>
<tr>
<td>5 Pass away</td>
<td></td>
<td>E postpone</td>
</tr>
<tr>
<td>6 Bring up</td>
<td></td>
<td>F leave</td>
</tr>
<tr>
<td>7 Walk out</td>
<td></td>
<td>G vomit</td>
</tr>
</tbody>
</table>