CHAPTER FIVE

WHAT ARE THE PROBLEMS / DIFFICULTIES OF TEACHING/LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN SUDAN?

INTRODUCTION

In this chapter, an attempt is made to state clearly (based on the experiments) the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English in the context of Sudan. The data is taken from the Sudanese students' production and reception at the university level (using a pre-test). Besides the above, there are questionnaires for teachers and students. In this chapter, we shall also try to account for learners' errors (through error analysis techniques).

In general, we report an experiment in which a 100 Sudanese university students were asked to fill out a questionnaire (27 questions) as well as answer a pretest. Also, we discuss the questionnaire (18 questions) given to their teachers (50). While we acknowledge the obvious limitations of the experiment (i.e. the small number of students included and, thus, the limited corpus of the material that we had collected and analysed), the data seem to confirm our hypotheses. However, the present chapter has the following main headings:

Data Collection: discussing the design and construction, objectives etc., of the elicitation techniques used to collect the data (5.2)
Data analysis: tabulation and detailed presentation of the collected data (5.3)

Each of the above headings will cover the three data tools used at this stage: the teachers' questionnaire, the students' questionnaire and the pre-test. As for the post-test, it will be dealt with in the next chapter of this study (Chapter 6).
5.2 DATA COLLECTION

Introduction

In this research, information is collected before the beginning of the experiments of the study and during the different and various stages. Questionnaires are filled out and pre-test is administered to ascertain the subjects' knowledge (or lack of) idiomatic expressions and multi-word verbs of English. It is important for the reader and the researcher to be aware of the information collected, as it relates to both students' performance levels on these two vocabulary components and to their circumstances, goals and backbround as well as the general context of their teaching and learning.

In this section, we confine ourselves to the research tools used at this stage:

- teachers' questionnaire
- students' questionnaire
- pre-test

In what follows the process of data collection and the tools for data collection are explained and discussed in detail. Our study being the teaching and learning of idiomatic expressions and multi-word verbs of English (in the context of Sudan), information about the learners' background, what the students know (especially in respect of idiomatic expressions and multi-word verbs), what they want to know and what the program would like them to know in order to determine what to teach, the problems and difficulties they are encountering while dealing with these multi-word lexical items, curriculum, the materials they study, and the methodology that teachers use, is essential.

To elicit information from the subjects and about them - their learning styles and strategies etc., the study focuses on the following as tools to be used for collecting data.

Methods used for data collection

Students' and teachers' questionnaires are used to collect data as well as tests for the students.
Questionnaires

Two questionnaires were administered to:

« The students of English language at two of the Sudan universities.
  t The teachers of English at all Sudan universities.

Pre/Post-test(s)

In this chapter, we shall discuss the pre-test while we will leave the post-test till chapter seven i.e. after presenting and discussing the explicit taught course on idiomatic expressions and multi-word verbs.

Justification of tools used

This research is mainly a questionnaire and test-based study.

For practical reasons, the researcher selected these two instruments (alongwith the general survey of ELT in Sudan provided in the theoretical part of this study, see Chapter 3) as devices to gather information from the subjects and about them.

Justification for using questionnaires

In general, the questionnaire approach was chosen for the following reasons:

It informs us directly about the students profile (background, attitude(s), preferences, opinions, learning styles and strategies...etc.

It takes less time than other instruments.

It makes the subjects more relaxed and they do not feel the pressure or anxiety of say, a recorded interview.

It gives scope for open-ended questions as well as structured ones.

It can be administered directly (individually or in groups) and can be collected immediately without delay.

It can be sent by mail to distant subjects.

Justification for using test(s)

The tests are used for data collection because;

• they generally focus exclusively on the students' proficiency in the language. Here, knowledge / mastery of idiomatic expressions and multi-word verbs.
• they invite candidates to display their knowledge or skills in a concentrated fashion, so that results can be graded, and inferences made from the standard of performance in the test about the general standard of performance that can be expected from the candidate, either at the time of the test or at some future time.

5.2.1 TEACHERS’ QUESTIONNAIRE: Objectives and a detailed description:
Objectives(s)

The main objective(s) of this questionnaire is to identity the difficulties and problems of the students while learning idiomatic expressions and multi-word verbs as well as those face the teachers themselves in the course of teaching those two components of vocabulary.

It should be noted that this questionnaire serves multiple purposes (besides the one cited above): In addition to the overt purpose of finding out what are the problems / difficulties faced learning and teaching of idiomatic expressions and multi-word verbs, it also serves to awaken or bring to consciousness of the subjects, the existing knowledge and to focus attention on the topic. In detail, the main objectives behind administering the questionnaire to the teachers of English in Sudan universities were to achieve the following general purposes:

To have their opinions, on the present English course (for students majoring in English) in Sudan universities, especially the position and weightage given to vocabulary component.

To seek their views on the problems and difficulties face their students while learning idiomatic expressions and multi-word verbs as well as those confront them (themselves) in teaching these two components.

To find out how they perceive the problems and difficulties of their students in dealing with idiomatic expressions and multi-word verbs.

To have an idea of the class-room methodology they follow in teaching idiomatic expressions and multi-word verbs as well as the materials used.

To seek their suggestions as to how to improve the students’ knowledge of idiomatic expressions and multi-word verbs.
To have an insight about the necessary teaching techniques / learning strategies for handling idiomatic expressions and multi-word verbs.

In sum, the teachers' questionnaire (see Appendix 3) consists of 17 questions plus an annexed section on personal, professional and academic information about the teachers. These are questions seeking information about designation (teacher name, faculty (or school), university where he is teaching), qualification / education and years of teaching / lecturing experience. However, sensitive questions like age and social status were left out of the scope of the teachers' questionnaire, since they are not relevant here. In what follows, we consider these questions in detail:

Questions 1-7

In general, the first seven questions of the teachers' questionnaire are of general nature. They are targeting the elicitation of the familiarity or non-familiarity of the teachers themselves with idiomatic expressions and multi-word verbs as well as their students in terms of notions, concepts and the necessary materials which could be used in teaching and learning of these two components. Let's take up each of them in turn in the following lines:

Q1. Is more or less related to syllabus / curriculum aspects: It is sought to know the teachers' areas of specialization: What language disciplines / courses they are teaching.

Q2. In the first part of this question (a) the teachers were asked to express their views on the place / status of vocabulary in the English syllabus they are dealing with. In the second portion (b) which is closely related to the first, teachers whose answers are 'No' are required to account for their discontent.

Q3. a) Is more specific than Q2 seeking the opinion of the teachers on the position of idiomatic expressions and multi-word verbs among the other contents of vocabulary course(s) if any.
b. Aimed at eliciting the reasons for the dissatisfaction of those who opted for the answer 'No' in the above question.

Q.4. Is meant to get information indirectly about the textbooks, materials etc., by asking the teachers to list out the recent literature(s) that the have come across on the teaching / learning of idiomatic expressions and multi-word verbs which they would recommend others to use.

Q.5 A direct question wanted to find out whether the 4") year students at English Departments (4\textsuperscript{th}, here, because it is the final or graduation year for the majority of the students and semi-final for honors students, in Sudan) are familiar with the two terms: idiomatic expressions and multi-word verbs or not.

Q.6 Related to the previous question (No.5) which aimed at verifying the answers of those who selected 'Yes' by asking them to indicate whether their students could define idiomatic expressions and multi-word verbs, using a five-scale quantitative measure ranged from (all of them to none).

Q.7 This question searches to know the attitude of the students towards idiomatic expressions and multi-word verbs in terms of their incline to use them in their production (writing & speech) or the use of some avoidance strategy.

Q.8 a) It is intended to identify the problems and difficulties the students are most likely to face while learning idiomatic expressions and multi-word verbs by providing the teachers with a list of some possible problems and difficulties. They are asked to determine which of those problems and difficulties they think are liable to be met by their students.

b) The second portion (b) has the same above objective but it is an open-ended question asking the teachers to cite other possible difficulties and problems than those provided in (8. a) which might face their students.
Here, leaving room for teachers to add whatever problems and difficulties their students encountered in the course of learning idiomatic expressions and multi-word verbs.

Q. 9 This question leads to question 10. The first portion of this question is intended to indicate / know whether the teachers consider idiomatic expressions and multi-word verbs as important areas of everyday English language use or not. The second part of this question required a clear statement of the importance of idiomatic expressions and multi-word verbs from those who answered 'Yes' in the first part.

Q. 10.   I. Is an approaching (a leading) question wanted to know how the teachers perceive and consider the claim that idiomatic expressions and multi-word verbs are one of the most difficult and problematic areas of English for the foreign learners.

Portion II of this question aimed at eliciting, from the teachers, the problems and difficulties that themselves faced while teaching idiomatic expressions and multi-word verbs. It is an open-ended question: No list of possible problems and difficulties is provided here.

Q. 11. This question is related to the two questions which follow it (12, 13). The three questions are of specific nature using a multiplicity of concrete examples to verify whether these sentences make / pose problems and difficulties for the learners or not. Here, the teacher is asked to indicate whether his students have any difficulty in understanding the multi-word verb "round off" in a given context.

Q. 12 In this question it is sought to know whether the students could comprehend the multi-word verb 'put up with' in a certain context.

Q. 13 It is meant to check / show whether the students could understand the idiomatic expression 'for good' in a given context.

Q. 14 This question addressed the problems of definition(s) and concept(s) in respect of idiomatic expressions. It is a general question aiming at knowing whether the
students confuse and / or associate idiomatic expressions with proverbs and colloquial language since this association / confusion or lack of it may have its impact on the concepts / definitions of idiomatic expressions and hence their learning. That is, association / confusion may delimit the scope of idiomatic expressions - reducing the overall view of them to a sub-system.

Q.I5  This question is asked to know the teachers view on the class-room methodology used in teaching and learning of idiomatic expressions and multi-word verbs. They were required to indicate whether they agree that the best way to teach / learn idiomatic expressions and multi-word verbs is 'to treat them as new items and try to encourage the learners to guess their meaning from situation and context' or not.

Q.I6  This question related to the next one (Q.I7) since it serves as an approach for the explicit taught course in this study
In general, statements a,b,c, and d concerned with the importance of idiomatic expressions and multi-word verbs while statements e,f,g,h and i addressed the aspect of classroom methodology which could be used in teaching / learning these two components.
The teachers have to give their comments on these statements by choosing from a five-scale measure: Strongly disagree, Disagree, Not sure / Don't know, Agree and Strongly agree.
(For a detail view of these statements see appendix 3)

Q.I7  A direct question aimed at eliciting the opinion of the teachers towards introducing a separate explicit taught course on "idiomatic expressions and multi-word verbs" of English at the university level.
Those who are for including that course should answer (Yes) while those who recommended the integration of these two components in the contents of other existing course(s) (i.e., vocabulary) can respond 'No'.
THE LAST PART OF THE TEACHERS' QUESTIONNAIRE

A five-question section attached to the teachers' questionnaire to have an idea about some personal, academic and professional information including designation (1 — 3) and education and teaching experience (4 & 5). It goes without saying that this information is also important and relevant to this study since the knowledge of teachers background might highlight the teaching techniques / methods they are able to use, their mastery over the subject-matter etc.

5.2.2 STUDENTS' QUESTIONNAIRE: Objectives and a Detailed Description:

Objective(s)

As it was indicated earlier, our study seeks to identify and solve the problems / eliminate difficulties, face teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. The recognition of such problems and difficulties can not be realized without an effective tool / instrument which can elicit information from the learners as well as their teachers. This questionnaire, thus, should cover issues like background information (personal, academic) their views on and their perception of those problems and difficulties they encounter during learning idiomatic expressions and multi-word verbs, materials, methodology....learning styles and strategies used in learning idiomatic expressions and multi-word verbs. Though we can not claim that this questionnaire is exhaustive, a serious attempt has been made to address all the above issues.

In general, the students' questionnaire contains 27 questions (see appendix 4) the first fifteen of them devoted to the 'background profile' of the students while the remaining address issues of problems / difficulties they face (when they are coping with idiomatic expressions and multi-word verbs), classroom methodology, learning strategies used in dealing with these two components, their views on how to solve and eliminate the problems / difficulties etc.
QUESTIONS 1 - 15: STUDENTS' PROFILE

As a background (and sort of learner analysis) to the experiments in this study the first section of the students' questionnaire tried to fasten on the following variables. It starts with questions related to the name(s) of the subjects, (for identification / designation...), age, sex, (religion), marital status, state of domicile and birth place, nationality, parents' education and occupation, mother tongue, medium of instruction at school, other languages known, ... and years of study of English before university.

Qs. 16-22

In general, these questions seek to elicit from the learners the problems and difficulties they face in learning idiomatic expressions and multi-word verbs. The multiplicity and diversity of the questions as well as using concrete and clarifying examples aim at verifying the existence of these problems / difficulties instead of getting vague or mechanic 'Yes' or 'No' answers in abstract. In what follows, let's consider and describe the above mentioned questions in some details.

Q. 16 This question is meant for eliciting information about the learner attitude towards multi-word verbs i.e. the preference or non-preference: Do the learners prefer to use them in their production (speaking and writing) or use some avoidance strategy such as expressing the meaning in a different way using for instance single word verbs.

A positive attitude (preference) towards multi-word verbs might indicate that they do not pose problems and difficulties for the learner or at least this might minimize these obstacles.

However, in this question seven sentences were provided and the students are asked to choose between a pair of verbs: one is a multi-word verb and the second is a single-word verb. The options of verbs (whether single or multi-word) are mixed against each sentence to avoid mechanical and blind ticking.
Q. 17 This question is in a task form. It aims at reassuring the reader of the students' ability or lack of it in replacing the multi-word verbs with single ones. A task if they achieved successfully might give an idea about their knowledge and mastery of this difficult and complex component of vocabulary in terms of comprehension and production.

However, the multi-word verbs given in this question are of three-word type.

Q. 18 After posing the two previous operational questions (16 & 17), this question wants to know the learner general reaction / impression towards those verbal combinations in terms of the difficulty / ease of their understanding and the ability to substitute them with single-word verbs.

Qs. 19&20.

These questions focus on the oral skills (listening and speaking) in relation to idiomatic expressions and multi-word verbs.
The former is general in nature leads to the latter which is specific.
Both aim at eliciting whether the learners use and understand easily idiomatic expressions in their speech or they have problems / difficulties in dealing with them.

Q21 Considering that the absence / presence of some language terms (in L2) from / in the learner's language (Li) may have influence on their learning / teaching (transfer, development, etc) the present question targeting to detect the existence or non of idiomatic expressions and multi-word verbs in the subjects' Li.
In other words, this question wants to check the availability (or non) of these components in the students' mother tongue in order to detect the problems / difficulties for better teaching and learning.
The subjects are asked to give two idiomatic expressions and two multi-word verbs in Li and to translate them into English.
Q.22 This question is related to the previous one in the sense that the existence of idiomatic expressions and multi-word verbs in the subjects L1 or the absence of them might create some problems / difficulties. However, it is a direct question listing some problems and difficulties, that might most likely face the students while learning idiomatic expressions and multi-word verbs, and asking them to indicate which of those obstacles they are actually encountering.

Q.23 It addressed issues related to classroom methodology, teaching techniques / procedures and materials trying to elicit the subjects opinions on the best methods etc. to achieve mastery over idiomatic expressions and multi-word verbs. This has the long-term objective of devising a course on idiomatic expressions and multi-word verbs and developing appropriate and adequate materials.

Q.24 This question is meant for eliciting information regarding textbooks. In this question, the students were asked to indicate whether they are familiar or not with the literature on idiomatic expressions and multi-word verbs. A list of basic and specialized books and workbooks is provided.

Q.25 This question related to the emotive (affective) domain: the subjects are asked to express their opinion and show their attitude towards encountering and using idiomatic expressions and multi-word verbs in speech and writing.

Q.26 The students' opinions and views on some statements, regarding the importance of idiomatic expressions and multi-word verbs and their pervasiveness (existence) through English Language (and of course in many other languages), are sought. These statements deal with the importance of idiomatic expressions and multi-word verbs in every language: A command of these two vocabulary components gives students confidence. They also consider the counter-view of the importance of these two language items: that is, some of them (writers etc.) state that these two language items / components are frills (secondary).

Q.27 It is sought to know what Language and / or literature areas the students are interested in, so as to benefit from this fact / information in outlining and devising a course on "idiomatic expressions and multi-word verbs" i.e. whether one will plan the course around language items (vocabulary, grammar,...) or on literary basis for instance (fiction, dram, poetry) or other areas.
5.2.3 THE PRE-TEST: Objectives and a Detailed Description

Introduction

After devoting the previous pages to a detailed description of the teachers' and students' questionnaires, the next task will be to describe the second technique of data collection used in this research i.e. tests. Generally speaking, tests, like examinations, invite candidates to display their knowledge or skills in a concentrated fashion, so that the results can be graded, and inferences made from the standard of performance in the test about the general standard of performance that can be expected from the candidate, either at the time of the test or at some future time.

General Objectives of Tests

In general, test may be used as a means to

1. give the teacher information about where the students are at the moment to help decide what to teach next;
2. give the students (as well as others: researchers, teachers,...) information about what they know, so that they also have an awareness of what they need to learn or review;
3. assess for some purpose external to current teaching (a final grade for the course, selection);
4. motivate students to learn or review specific material;
5. get students to make an effort (in doing the test itself), which is likely to lead to better results and a feeling of satisfaction;
6. give students tasks which themselves may actually provide useful review or practice, as well as testing;
7. provide students with a sense of achievement and progress in their learning.

To the aim (s) of this study, points 1, 2, 4 and 7 above seem of some relevance.

However, in this research, tests are administered to ascertain the students knowledge (or lack of it) of idiomatic expressions and multi-word verbs as well as to detect the problems / difficulties faced their teaching and learning: They give an idea about these problems / difficulties.
Tests give the teachers/researchers information about what the students know, so that they also have an awareness of what they need to learn or review.

Tests provide an important (starting) point for data collection because they focus on the students' proficiency in the language.

**TEST CONSTRUCTION**

Test **Sources**

It is well-known practice in language teaching and testing to convert exercises into tests and vice-versa. On the basis of this fact we have made use of the exercises found in the following sources to construct the test(s) given to the subjects of this study:

- Ronald E. Feare, 1980, *Practice with Idioms*, OUP

among other sources.

Test **Grammatical Categories and Items Representation**

The sub-tests deal with:

- Verbal Idioms (e.g. put on / put up with)
- Nominal Idioms: (flesh and blood)
- Adjectival Idioms (short and sweet) and
- Adverbial Idioms (for good, sooner or later)

**The multiplicity of questions/items in the pretest**

Based on the theory of sampling, the idea is that there is a large number of items that could have been included in a test of English. Any particular test is going to include only a small proportion of these items - the items actually included is a sample of the population of possible items.

However, the multiplicity of the questions and items in the pre and post-tests of this study is a remarkable characteristic which is due to the nature of vocabulary (in terms of quantity/quality): vocabulary size and vocabulary depth.
This fact when applied while devising a test on the students' proficiency on the present two vocabulary components (idiomatic expressions and multi-word verbs) could be supported by quoting, from Oxford Dictionary of Phrasal Verbs 1994: p.422, the following:

'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'.

Some points to be mentioned and emphasized before giving a detailed description of the pre-test used in the research are:

1. In constructing the pre-test (and the post-test) we retain the same format for both of them: They are parallel in numbers of questions and items but with some difference in the vocabulary items in terms of selecting idiomatic expressions and multi-word verbs, which are not included in the one test for instance. 

   In other words, in pre and post-tests we used the same yard-stick with different flavour and colour, i.e. the one is alternate for the other.

2. The second is that this test is drawn mainly on Ronald E. Feare 1980, Practice with Idioms, OUP and J. Martinet and A.V. Thomson, a Practical English Grammar esp. Ex. Book 2.

Data Collection (tools)

A detailed description of the pre-test (for the whole pre-test see appendix.5).

The present test consists of five sub-tests: These are:

1. a. gap-filling (passage completion), b. transformation
2. Substitution
3. Error(s) identification / recognition (correct / incorrect)
4. Multiple-choice items
5. a. sentence writing, b. paraphrasing / rewriting.
**Test-Types: Elicitation Techniques**

The pre-test items which were given to the subjects of this study can be classified into:

- Gap filling / passage completion (Q. 1.a)
- Transformation (from active to passive and from multi-word verb to derived noun forms) (Q. 1.b)
- Substitution (Q.2)
- Error(s) recognition / identification (Q-3)
- Multiple-choice items (Q-4)
- Sentence writing (Q.5.a)
- Paraphrasing / rewriting (of short text: paragraph) (Q.5.b)

In what follows, an attempt is made to describe and account for choosing these elicitation techniques rather than others. The reader is also reminded that since idiomatic expressions and multi-word verbs are basically vocabulary components, the principles and techniques applied for vocabulary testing are used here. A brief look at these techniques should reveal the following types: see Penny Ur 1996: 69-73 under: Vocabulary Testing Techniques.

'Multiple choice, matching, odd one out, writing sentences, dictation, dictation-translation, gap-filling / gap-filling with a 'pool' of answers, translation, sentence completion....etc'.

**Question one**

Passage **Completion** : blank-filling.

This sub-test is basically testing vocabulary. It focused on the receptive skill understanding of a passage. The task is a gap-filling by choosing, from a given list of 20 - multi-word verbs, the suitable ones.

To illustrate let us take as an example the first paragraph of the passage and the accompanied instruction.
Rubric (instructions):

Complete the passage choosing the suitable 'multi-word verbs' from the following list (the 20 blanks should be filled by all the 20 - multi-word verbs given in the list) (here, we provide only some verbs from the list) : Put up with, give up, carry out, etc.

Extract from the passage:

'When war broke out William Smith was called up. He didn't exactly jump at the chance of being a soldier, but he hadn't any choice in the matter. He never really 1__________being a soldier. He learnt to 2_______his rifle and his uniform and to 3__________orders, but it did not interest him very much and he was glad when peace was made and he was demobilized. (NB: This adapted extract is from: Thomson and Martinet: A practical English Grammar, Ex.book 2: For the full text see appendix 5.)

Q. One b

The passage completion question is followed by what we can describe, more or less, as a grammatical sub-test. It is a transformation task. The participants are asked to transform:

• active into passive (5 items) and
• verb forms into noun forms: nominalization (5 items)

The main objective of this sub-test is to know whether the subjects can carry out structural change or not (transformation.).

As examples of active - passive transform we found:

2. His daughter always looked after him when he was ill.
3. They have let the cat out of the bag.

For nominalization, we took the following as illustration:

2. The supply of food has broken down.
5. Our plane took off very smoothly.
Question Two: Substitution

This substitution sub-test is mainly vocabulary in nature. The students were given 40 sentences, including underlined 40 idiomatic expressions, and they were asked to give their meanings, in the given spaces, by choosing from a list of 40 items. The objective is to test the students comprehension of various and different idiomatic expressions (including verbal idioms = phrasal verbs) and, then, their ability to substitute them with other equivalents.

Sample of definitions / synonyms provided in the list:
- helped...to get over
- discuss angrily with
- Forever
- informal conversation
- to use for one's personal benefit
- final annoyance
- have trust in
- tolerate
- generally

Examples from sentences in question 2 are:
1. For three days the wind blew hard and strong, but on the fourth day it died down.
2. Please hold on; I'd like to ask a question before you continue your lecture.
20. I was very concerned about my problems; I had them on my mind all the time.
30. When I said liked her dinner, which really was terrible, I told a white lie because I didn't want to hurt her feelings.
39. John finally was able to quit smoking for good; he'll never touch another cigarette.
40. By and large, Tom is an easy going person in almost everything he does.
Question Three: Errors Identification / Recognition

This simple task required the testees to indicate which sentences are correct and which are not i.e. to distinguish or discriminate between wrong and right sentences. It consists of 40 items and the participants had to mark the correct answers by (*) and cross (X) the wrong ones.

This sub-test is mainly grammatical in nature since it aims to test the students' knowledge of the grammatical behaviour of idiomatic expressions and multi-word verbs: (adverb positioning in relation to verbal idiomatic expressions, particle / preposition, no object, pronoun...etc in relation to multi word verbs as well as inflection and number: singular / plural, and word order = internal arrangement of idiomatic expressions. The wording of the instructions of this question is as follows:

Which of the following sentences are correct and which are not: indicate your answers by ticking (*) the correct sentences and crossing (X) the wrong ones, in the given boxes.

NB: since the testees had to respond either correct or incorrect they might get 50% choice of guessing the correct answer(s). However, no attempt is made here to cater for this chance factor in marking by subtracting or other means, i.e. penalize the wrong responses by subtracting more than V2 mark.

Some examples from the sentences in Q. 3 are:

1. The student got ahead his school.
2. The student got ahead in school.
20.1 carefully kept eyes on the child.
21. kept careful eyes on the child.
30. The car suffered a lot of wear and tear.
31. The car suffered a lot of tear and wear.
40. Day out and day in, Bob stays at home.

Question Four: A multiple choice sub-test

This question focused on semantic aspects as well as grammatical issues. The objective is to test the students' ability to complete given sentences by choosing the appropriate and suitable idiomatic expressions (including verbal idioms) in terms of vocabulary and
grammar, correct meaning and use (comprehension task). 40 items are provided with four options against each sentence.

The rubric of this sub-test is as follows:

Choose the idiomatic expression, which has the best meaning in the context below, by drawing a circle round the letter of the correct answer.

Some examples of question 4 are:

1. An elephant in a circus really, ......................
   - t. falls through
   / r. shows up
   c. stands out
   d. stands in

6. It's hard to ....................... in a car when the streets are very crowded.
   a. get ahead
   b. go through
   c. get around
   <>• get through

30. The sixth time he called me at midnight was the ......................
    i. lost cause
    ir- last straw
    c. hot air
    d. big shot

40. At first I accepted his suggestion, but later I had ...................... about it.
   - second thoughts
   fr- heart and soul
   c- small talks
   A. neck to neck
Question Five

a. Sentence Writing

This task is vocabulary and grammar in nature: it tests meaning and form. It deals with reception skill(s) (comprehension of a sentence) then production (writing a sentence) by answering open-ended questions which are limited by situations and contexts. The answers to these questions should include sentences using idiomatic expressions (verbal combinations and others). The explicit / main objective is to produce meaningful, grammatical sentences containing idiomatic expressions.

In detail, we can say the objective of the present sub-test is 3-fold:

1. Identification of the idiomatic expressions (verbal and others): (receptive skill).
2. Comprehension of question or statement (receptive skill)
3. Production / writing of a sentence (productive skill) using semantic and grammatical rules

30 items are given including questions of general nature: required simple general knowledge related to the students' activities and everyday life and experience.

The instruction given is as follows:

Answer each question or statement by using the idiomatic expression in a meaningful grammatical sentence. The testees, of course, have to detect / identify the idiomatic expression in question then provide the necessary responses.

Some examples of this question are given below:

1. When might you wish that some noise would die down?
2. To get ahead in life, what do you have to do?
20. When would a person have to get something off his chest?
30. Why is it necessary to study vocabulary time and again?
Question Five B:

Paraphrasing /Re-writing

This is a paraphrase (re-writing) sub-test testing receptive skills (comprehension of the passage) as well as productive skills (re-writing the paragraph).

A paragraph of eight sentences is provided containing highly idiomatic colloquial English. The main objective is testing the students’ ability to comprehend informal idiomatic language and change it into another variety (ordinary style) using other words and expressions, sentences patterns etc. In other words, this task addressed the interpretation and production aspects as well as the stylistic issue. Since it is a short passage we cite the whole paragraph as an illustration:

'Sam is a real cool cat. He never blows his stack and hardly ever flies off the handle. What's more, he knows how to get away with things.... Well, of course he is getting on, too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him'.

5.3. DATA ANALYSIS

In this section, we will analyse, present and tabulate the data collected in this study, under the following sub-headings:

• teachers’ questionnaire
• students’ questionnaire
• pre-test

5.3.1 Teachers' questionnaire

5.3.1.1 A Detailed Analysis

After describing the teachers’ questionnaire and stating clearly its objectives, under the heading 'data collection', we shall analyse this questionnaire in this subsection.
Q 1. On the area(s) of specialization of the teachers.

In this leading (introducing) question (since it serves as an approach to what follows esp. question 2), the English teachers at Sudan universities were asked to indicate their areas of specialization: What courses they are teaching.

A list of language disciplines was given to the informants and they were asked to tick the relevant areas (of course, they can tick more than one option).

TABLE-6

TQNN: Q.1 THE TEACHERS’ AREAS (LANGUAGE DISCIPLINES) OF SPECIALIZATION

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- grammar</td>
<td>35/50</td>
<td>70%</td>
</tr>
<tr>
<td>- pronunciation</td>
<td>10/50</td>
<td>20%</td>
</tr>
<tr>
<td>- vocabulary</td>
<td>25/50</td>
<td>50%</td>
</tr>
<tr>
<td>Linguistics</td>
<td>25/50</td>
<td>50%</td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>25/50</td>
<td>50%</td>
</tr>
<tr>
<td>ELT</td>
<td>20/50</td>
<td>40%</td>
</tr>
<tr>
<td>Literature</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 6 states that the teachers who responded to the questionnaire have the following language disciplines as primary speciality. They are presented below in order of priority of choice:

- Grammar
- Vocabulary, Linguistics and Applied Linguistics
- ELT
- Literature
- Pronunciation

In the above list, grammar tops the options with 70% and pronunciation comes at the bottom (20%). Vocabulary shares with Linguistics and Applied Linguistics the second place (50%) which could mean that it is an area of concern and attention.

Note: Since the respondents were asked to select more than one area, the percentage adds up to more than 100.
Q2. a) On the place / status of vocabulary course(s), if any, in English syllabus in Sudan Universities.

The teachers are asked in this question to express their views on the emphasis / weightage given to the vocabulary course(s), if any, in the English syllabus they are dealing with, indicating whether they are happy or not by selecting from three options: Yes, No, To some extent.

**TABLE-7**

**TQNN: Q.2.a THE TEACHERS' OPINION(S) / VIEW(S) ON THE EMPHASIS / WEIGHTAGE GIVEN TO THE VOCABULARY COURSE IN THE ENGLISH SYLLABUS IN SUDAN UNIVERSITIES.**

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5/50</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>35/50</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 7 reveals that the majority of the respondents (70%) are not happy with the emphasis / weightage given to the vocabulary courses in the English syllabuses they are dealing with.

Only 10% of the teachers are happy with the status of vocabulary. The remaining (20%) are content to some extent with the place of vocabulary in these syllabuses.
Q.2.b

On the cause(s) of the discontent (unhappiness) of teachers in respect of the vocabulary course(s) status in English syllabus.

The second part of question 2, which is an open-ended question, required the teachers who opted for the answer 'No' in question 2.a to account for their discontent. See Table 8.

TABLE -8
TNN: Q.2.b THE CAUSES OF THE DISCONTENT WITH THE VOCABULARY STATUS IN THE SYLLABUS

<table>
<thead>
<tr>
<th>CAUSES GIVEN</th>
<th>NUMER OF RESPONDENTS (PROVIDERS)</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is not given the importance and concern it deserves.</td>
<td>10/35</td>
<td>28.6%</td>
</tr>
<tr>
<td>It is neglected and marginal area.</td>
<td>10/35</td>
<td>28.6%</td>
</tr>
<tr>
<td>It is not related to the other skills especially reading.</td>
<td>5/35</td>
<td>14.3%</td>
</tr>
<tr>
<td>Vocabulary is considered and taught in isolation.</td>
<td>5/35</td>
<td>14.3%</td>
</tr>
<tr>
<td>Others</td>
<td>5/35</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

(* In the previous question 35 teachers say 'No. The percentage is calculated on the basis of this number).

Table-8 accounts for the unhappiness of the 35 respondents (70%) who expressed their dissatisfaction in the previous question (2.a). It lists some of the causes given by the teachers who answered by choosing the option 'No'.

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Q. 3. a.

On the position (place) of Idiomatic Expressions and Multi-Word Verbs among the other contents of vocabulary course(s).

Here, the informants were asked to indicate / express their views (satisfaction / dissatisfaction or others) on the status of idiomatic expressions and multi-word verbs in vocabulary course(s). three options are provided: Yes, No, and To some extent. See Table-9

**TABLE - 9**

TQUNN: Q.3.a THE TEACHERS' VIEW(S) ON THE STATUS OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN THE VOCABULARY COURSE(S)

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (satisfaction)</td>
<td>5/50</td>
<td>10%</td>
</tr>
<tr>
<td>No (dissatisfaction)</td>
<td>40/50</td>
<td>80%</td>
</tr>
<tr>
<td>To some extent</td>
<td>5/50</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table-9 exhibits the teachers' views on the status of idiomatic expressions and multi-word verbs in the vocabulary courses they are dealing with. 80% of the informants expressed their dissatisfaction with the position of IEX and MWV in these courses. Only 10% of the teachers are satisfied with the status of these larger lexical units in the vocabulary courses. The remaining (10%) are content to some extent with the place of these multi-word lexical items among the other components of vocabulary courses.
Q.3.b

On the reasons of the dissatisfaction of some teachers with Idiomatic Expressions and Multi-Word Verbs status in vocabulary course(s).

This question is closely related to the first portion of question 3 (a).

Teachers who selected the answer 'No' are asked to give the reasons for their dissatisfaction with the position of idiomatic expressions and multi-word verbs. See Table-10.

**TABLE-10**

TQNN: Q.3.b THE REASONS OF THE DISSATISFACTION OF SOME TEACHERS WITH IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS STATUS IN VOCABULARY COURSE(S).

<table>
<thead>
<tr>
<th>REASONS GIVEN</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No separate course to deal with IEX / MWV.</td>
<td>*20 / 40</td>
<td>50%</td>
</tr>
<tr>
<td>No special attention and concern are given to the problems / difficulties of IEX / MWV.</td>
<td>10/40</td>
<td>25%</td>
</tr>
<tr>
<td>They are considered and taught as the other vocabulary components regardless of their particularity (i.e. multi-word lexical items).</td>
<td>10/40</td>
<td>25%</td>
</tr>
</tbody>
</table>

* 40 answered 'No' in Q 3.a

Table-10 mentions the reasons given by the teachers who expressed, in the previous question, their dissatisfaction with the status of IEX and MWV in the vocabulary courses. 40 teachers (80%) opted for the alternative 'No' in question 3.a: They are dissatisfied with the place of these lexical items in the vocabulary courses. 10 out of them (25%) supplied the reason: No special attention and concern were given to the specific and potential problems / difficulties of these interesting but overlapping area of vocabulary.
Q. 4 On the familiarity / non-familiarity of the teachers with the relevant literature of teaching / learning of Idiomatic Expressions and Multi-Word Verbs.

The respondents were asked to mention the recent literature on the teaching / learning of idiomatic expressions and multi-word verbs they have come across (See table 11.)

**TABLE-11**

**TQNN: Q.4 THE FAMILIARITY OR NON-FAMILIARITY OF THE TEACHERS WITH THE RELEVANT LITERATURE OF TEACHING / LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS**

<table>
<thead>
<tr>
<th>BOOKS/REFERENCES/TEXTBOOKS ETC MENTIONED</th>
<th>RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0/50</td>
<td>0%</td>
</tr>
<tr>
<td>-</td>
<td>0/50</td>
<td>0%</td>
</tr>
<tr>
<td>-</td>
<td>0/50</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table-11 shows the familiarity / non-familiarity of the teachers with the relevant literature of teaching / learning of idiomatic expressions and multi-word verbs. No teacher was able to mention a single book, reference, etc. This is a clear indication that the teachers themselves are ignorant of the up-to-date treatment of these vocabulary components.
Question 5: On the students' familiarity / non-familiarity with (the terms) Idiomatic Expressions and Multi-Word Verbs.

It is a direct question focuses on the familiarity or non-familiarity of the students in the fourth year (since it is the final year or semi-final for honors students) with the terms 'idiomatic expressions and multi-word verbs'. Only two options 'Yes / No' are given. See Table 12

**TABLE - 12**

**TQNN:Q.5 THE STUDENTS' FAMILIARITY OR NON-FAMILIARITY WITH THE TERMS: IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16/50</td>
<td>32%</td>
</tr>
<tr>
<td>No</td>
<td>34/50</td>
<td>68%</td>
</tr>
</tbody>
</table>

Table-12 points out whether the 4th year students at the university level are familiar with the 'terms' idiomatic expressions and multi-word verbs or not. The teachers' feedback on this issue reveals that only 16 out of the 50 teachers (32%) believed that their students are familiar with these terms while the majority (34 teachers / 68%) claimed that their learners are not conversant with them.
Q. 6 On what portion of the students can define 'Idiomatic Expressions and Multi-Word Verbs'.

This question posed to reconfirm the answers obtained in question 5; the teachers were asked to indicate (quantity-wise) the ability of the students to define these two components on a 5-scale grading measure. This ranges from (all - none). See Table-13

<table>
<thead>
<tr>
<th>OPTIONS GIVEN / SCALE</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All of them can</td>
<td>3 *16</td>
<td>18.75%</td>
</tr>
<tr>
<td>- Some of them can</td>
<td>3 16</td>
<td>18.75%</td>
</tr>
<tr>
<td>- Only a few can</td>
<td>3 16</td>
<td>18.75%</td>
</tr>
<tr>
<td>- None can</td>
<td>5 16</td>
<td>31.25%</td>
</tr>
<tr>
<td>- Not sure</td>
<td>2 16</td>
<td>12.50%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

* 16 who answered 'Yes' in Q 5.
Table-13 specifies the proportion of the students who can define idiomatic expressions and multi-word verbs. It is important to recall that in the previous question (Q.5), 16 teachers (32%) responded by saying that their students are familiar with the terms IEX and MWV. A breakdown of the answers of the teachers who claimed that their students are conversant with these terms is as follows:

- 3 out of the 16 respondents (18.75%) stated that all of their learners can define IEX and MWV.
- The same number of teachers (18.75%) said that some of them can.
- Other three respondents (18.75%) mentioned that only a few can.
- A considerable number (5 teachers): 31.25% declared that none of their students can.
- And, finally 2 informants (12.50%) are not certain about what proportion of their students can define these multi-word lexical units.
Q. 7 On the Students' attitude towards Idiomatic Expressions and Multi-Word Verbs: (use / avoidance).

This question targets detecting the attitude of the learners towards idiomatic expressions and multi-word verbs in terms of use / avoidance.

Two specific alternatives are given and the informants have to decide whether the learners are inclined to use idiomatic expressions and multi-word verbs in their production (writing and speech) or they steer clear away from them. See table 14.

<table>
<thead>
<tr>
<th>OPTIONS/ALTERNATIVES</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use idiomatic expressions and multi-word verbs in their writing and speech.</td>
<td>10/50</td>
<td>20%</td>
</tr>
<tr>
<td>- Use some avoidance strategy i.e. such as expressing the meaning in a different way.</td>
<td>40/50</td>
<td>80%</td>
</tr>
</tbody>
</table>

Table 14 tells us about the students' attitude towards IEX and MWV. It shows that 80% of the subjects steer clear away from these multi-word lexical items and try to express the meaning in a different way (avoidance strategy) while 20% of them claimed that they preferred to use them in their writing and speech.

This is a clear indication that the majority of the students preferred using alternatives to these multi-word lexical units i.e. using for example single-word verbs.
Q. 8.a On some problems / difficulties in learning Idiomatic Expressions and Multi-Word Verbs.

In this part of question 8, the teachers are given a list of some possible problems and difficulties that are most likely to be faced by their students while learning idiomatic expressions and multi-word verbs. See table 15

<table>
<thead>
<tr>
<th>PROBLEMS / DIFFICULTIES GIVEN</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The use of the wrong particle and / or preposition with the verb: collocation.</td>
<td>48/50</td>
<td>96%</td>
</tr>
<tr>
<td>- Not being able to understand the multi-word verbs which are also idioms.</td>
<td>40/50</td>
<td>80%</td>
</tr>
<tr>
<td>- Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.</td>
<td>43/50</td>
<td>86%</td>
</tr>
</tbody>
</table>

Table-15 focuses on three specific problems / difficulties facing the students in learning IEX/MWV.

The teachers' opinions regarding these obstacles are as follows:
- 96% of teachers opted for 'The use of the wrong particle and / or preposition with the verb: a collocation problem'.
- 80% of them ticked the 2nd alternative in the list: 'Not being able to understand the multi-word verbs which are also idioms'.
- 80% voted for the option: 'Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.

Note: Since the respondents could tick, in this question, more than one option, the percentage exceeds 100.
Q. 8 b. On other problems and difficulties, listed by the teachers, from their experience, that encounter students while learning Idiomatic Expressions and Multi-Word Verbs. This part of question 8 leaves room for teachers to list (out) some of the problems and difficulties, other than those provided in the first portion of the same question, met by their students while learning idiomatic expressions and multi-word verbs. The source(s) of these problems / difficulties are the teachers observation and their own experience. However, for practical reasons (space constraints) space is provided only for four examples. See Table 16.

**TABLE-16**

**TQNN: Q.8.b OTHER PROBLEMS / DIFFICULTIES ENCOUNTER THE STUDENTS WHILE LEARNING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS.**

<table>
<thead>
<tr>
<th>PROBLEMS AND DIFFICULTIES CITED</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The scarcity of MWV in the Li of the students, thus a concept problem.</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>b. Absence of IEX / MWV in the syllabus used in Sudan: A problem of awareness and attention.</td>
<td>42</td>
<td>84%</td>
</tr>
<tr>
<td>c. Students are not equipped with the necessary skills, strategies etc., for guessing the meanings of new lexical items.</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>d. The limited exposure to the target language and, hence, practice.</td>
<td>27</td>
<td>54%</td>
</tr>
</tbody>
</table>

Table 16 lists some of the problems / difficulties (other than those cited by the researcher in question 8.a) provided by the teachers on the basis of their teaching experience...etc. encountering their students while learning IEX / MWV.
The instances below are supplemented by the informants:

• The scarcity of MWV in the L1 of the students (Arabic).
  • The majority of the teachers were of the opinion that the problems / difficulties of the Sudanese university students of English are related to the absence of IEX / MWV from the syllabus used in Sudan.
  • Most of the teachers admitted that the (Sudanese) learners are not equipped with the necessary strategies / skills for guessing the meanings of unknown lexical items.


With a view to prepare the ground and approach the issue / task of devising a course on idiomatic expressions and multi-word verbs, the present question sought the teachers perception of these two components of language i.e. whether they are important or not.

TABLE-17

TQNN:Q.9.a THE IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN EVERYDAY ENGLISH USE.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50/50</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0/50</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 17 clarifies the respondents evaluation of IEX / MWV i.e. Are they important in everyday English use? In their responses to this question, all the 50 - teachers agreed that these 2 vocabulary components are important in everyday English use.
Q9b. The second part of question 9 is a complementary and specific one demanding clear statement of this importance for the foreign learners from those who responded 'Yes' in the first part.

**TABLE-18**

**TQNN: Q.9.b CLEAR STATEMENT OF THE IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS FOR THE FOREIGN LEARNER.**

<table>
<thead>
<tr>
<th>ANSWERS PROVIDED BY THE TEACHERS</th>
<th>TOTAL RESPONSES OF WHOSE ANSWERS ARE 'YES'</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. They are essential in understanding and using the target language, especially the social and everyday interaction.</td>
<td>30/50</td>
<td>60%</td>
</tr>
<tr>
<td>b. They approximate the foreign language learner command to that of the native speaker.</td>
<td>32/50</td>
<td>64%</td>
</tr>
<tr>
<td>c. Knowledge and use of IEX / MWV easify communication and develop fluency of the learner.</td>
<td>37/50</td>
<td>74%</td>
</tr>
</tbody>
</table>

Table-18 elaborates the informants' responses in question 9.a by supplying specific statements of the importance of IEX / MWV for the foreign learner.

In the previous question, all the teachers claimed that these 2 lexical items are crucial in everyday language practice.

As a justification for their replies they offered the following instances:

- They are essential in the comprehension and the use of the language in the social and everyday interaction.
- The command and mastery of these multi-word lexical items enable the learner to approximate the native speaker competence / performance.
- Knowledge and use of IEX / MWV easify communication and develop fluency of the learner.

Q1 Q1 On the claim that Idiomatic Expressions and Multi-Word Verbs are one of the most difficult areas of English for the foreign learners.

In this part of question 10, the informants are asked to respond (react) to the statement that 'idiomatic expressions and multi-word verbs are one of the most difficult areas of English for the foreign learner'. In other words, this question considers the difficulty or ease of idiomatic expressions and multi-word verbs for the foreign learners. However, two alternatives are provided: Yes / No. See Table 19.

**TABLE-19**

<table>
<thead>
<tr>
<th>OPTIONS / ALTERNATIVES</th>
<th>RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48/50</td>
<td>96%</td>
</tr>
<tr>
<td>No</td>
<td>2/50</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table-19 provides the teachers' views on the claim that IEX / MWV are 'one of the most difficult areas of English for the foreign learner'. 96% of the respondents are for this belief while the rest (4%) are against.
10. II. On the problems and difficulties the teachers themselves have faced while teaching Idiomatic Expressions and Multi-Word Verbs. This is an open-ended question (but with a limited number of spaces, 3 only, for practical reasons) in which the teachers are asked to (list) mention some problems and difficulties they themselves faced while teaching idiomatic expressions and multi-word verbs. See Table 20.

TABLE-20

TQNN: Q. 10.11 SOME OF THE DIFFICULTIES AND PROBLEMS OF TEACHING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

<table>
<thead>
<tr>
<th>DIFFICULTIES / PROBLEMS PROVIDED</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less attention paid to these multi-word lexical items in the English syllabus they are dealing with</td>
<td>20/50</td>
<td>40%</td>
</tr>
<tr>
<td>The learners faulty definition / perception of IEX/MWV</td>
<td>10/50</td>
<td>20%</td>
</tr>
<tr>
<td>The students' poor knowledge of the skills of guessing the meaning from context.</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table-20 informs us about the difficulties / problems the teachers themselves faced while teaching IEX / MWV. The instances, provided here, are given by the teachers on the basis of their experience.
11. On understanding a 2-word verb in context:
This question is more or less continuation of the previous questions: (9, 10) since it seeks more confirmation and illustration of the problems and difficulties stated thereof.
The teachers are asked to indicate whether their students, while reading a book or a newspaper containing a sentence with a 2 - word verb, have any difficulty in understanding this verbal combination which at the same time is an idiomatic expression. They have to choose from three alternatives: Yes, No and More or less.

**TABLE-21**

**TQNN: Q.11 THE UNDERSTANDING A 2-WORD VERB IN CONTEXT.**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35/50</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>5/50</td>
<td>10%</td>
</tr>
<tr>
<td>More or less</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 21 tells us about the students' ability to understand a 2-word verb in context, namely, the verbal combination *'round off'*. 70% of the teachers responded that their students experienced difficulty while meeting that verbal construction in context. 10% claimed that their learners are able to comprehend the above mentioned verbal combination in the given sentence. 20% are uncertain about their students' ability in understanding the meaning of the MWV in question. Their students faced relative difficulty in comprehending the multi-word lexical item.
Q. 12 On the comprehension of a 3-word verb in a certain context. It is the same as Q. 11 above but here the question fastens on a 3-word verb (verb + particle + preposition). Again, the respondents have to select from the three following options: Yes, No and More or less. See Table 22 below

**TABLE-22**

**TQNN: Q.12 THE COMPREHENSION OF A 3-WORD VERB IN A CERTAIN CONTEXT**

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30/50</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>10/50</td>
<td>20%</td>
</tr>
<tr>
<td>More or less</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 22 exhibits the teachers' evaluation of their learners' ability in deducing (inferring) the meaning of a 3-word verb in a certain context. (Here, the verbal combination is: *put up with*).

60% of the teachers claimed that their students were capable of understanding a 3-word verb in context. 20% stated that their learners were not able to comprehend that verbal construction in the given sentence. The same number (20%) said that they were not sure about the subjects' ability in arriving at the meaning of the MWV.
Q. 13 On Understanding an Idiomatic Expression in a certain Context.
The language item on which this question is focussed is an idiomatic expression (namely, for good).
The teachers are required to indicate whether their students can understand the expression in a defined context. They have to opt for one of the following alternatives: Yes, No, and More or less.

**TABLE-23**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40/50</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>6/50</td>
<td>12%</td>
</tr>
<tr>
<td>More or less</td>
<td>4/50</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table-23 reveals the teachers' estimation (judgement) of the students' ability in understanding an idiomatic expression in a certain context (namely, for good). 80% of the teachers claimed that their students could understand the IEX for good in the provided sentence. 12% said that the learners were not able to comprehend the meaning of the given IEX. The remaining of the respondents (8%) are uncertain about the subjects' knowledge of the sense of the expression in the given utterance.
Q. 14. On the Students’ Perception, Definition...etc of Idiomatic Expressions: associating / confusing Idiomatic Expressions with Proverbs and Colloquial language. Generally speaking, the problem addressed in this question related to those dealt with in questions 8, 11, 12, 13 since they deal with specific, concrete and detailed examples (instances) of the problems / difficulties that face the learners. The present question tried to tackle a general problem / difficulty (regarding the concepts and definitions of idiomatic expressions) that faced the students when dealing these expressions. In short, the teachers are asked to indicate whether their students associate / confuse idiomatic expressions with proverbs and colloquial languages since there is a misconception that idiomatic expressions are proverbs and only are in colloquial language.

**TABLE-24**

TQNN: Q.14 THE STUDENTS’ PERCEPTION, DEFINITION...ETC OF IDIOMATIC EXPRESSIONS

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37/50</td>
<td>74%</td>
</tr>
<tr>
<td>No</td>
<td>3/50</td>
<td>6%</td>
</tr>
<tr>
<td>More or less</td>
<td>10/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 24 presents the teachers’ views on the students’ definition and perception of IEX., i.e. it explains whether the learners confuse IEX, for example, with proverbs and colloquial language or not. 74% of the teachers confessed that their learners confused IEX with proverbs and colloquial language. Only 6% claimed that their students did not mix up these multi-word lexical items with proverbs and colloquial language. 20% of the informants responded by saying that their students relatively associated IEX with sayings and special varieties of language.
Q. 15. On the best Way to teach / learn Idiomatic Expressions and Multi-Word Verbs:

   Classroom Methodology and Procedures / Techniques etc.
This question aimed at getting the teachers opinion(s) on the direct classroom methodology, learning styles / strategies and teaching techniques required in teaching and learning of idiomatic expressions and multi-word verbs.
The informants are asked whether they agree or not that the best way to teach / learn idiomatic expressions and multi-word verbs "is to treat them as new items and try to encourage the learners to guess their meaning from situation and context".
They have to indicate their opinions by selecting one of the following alternatives: Yes, No and To some extent.

TABLE - 25

TQNN: Q.15 THE BEST WAY TO TEACH AND LEARN IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS:CLASSROOM METHODOLOGY

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50/50</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>-/50</td>
<td>0%</td>
</tr>
<tr>
<td>To some extent</td>
<td>-/50</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table-25 summarizes the teachers' reactions on the suggestion that the best way to teach / learn IEX and MWV is to treat them as new items and try to encourage the learners to guess their meaning from context and situation.

All the respondents agreed to the classroom methodology, procedures and techniques proposed in the above statement.
Q. 16. (Statements a, b, c and d)

On the Usefulness / Importance of Idiomatic Expressions and Multi-Word Verbs.

Regarding the first four statements in this question, the teachers are asked to comment on the utility and importance of idiomatic expressions and multi-word verbs by ticking their options from a five-scale categorization: Strongly disagree, disagree, not sure / don't know, agree and strongly agree.

Table 26 (statements a - d) presents the teachers’ comments on a set of statements regarding the usefulness / importance of IEX / MWV.

The responses to statement 'a' are as follows:
The 50 teachers (100%) strongly agreed to the utility of making use of items already established in language to express new meanings.
The same reaction (strongly agree) was made by all the respondents for statements b and c.

As for statement 'd' the lecturers’ opinions spread as below:
The majority (82%) strongly agreed that non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.
The rest of the respondents (18%) are either ignorant (don't know) of the learners strategy or are uncertain about it (not sure).
TABLE - 26

STATEMENTS A- D:

TQNN: Q.16.1 THE USEFULNESS / IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

<table>
<thead>
<tr>
<th>Statements</th>
<th>SDAG</th>
<th>DAG</th>
<th>NS/DK.</th>
<th>AG</th>
<th>SAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The possibility of using the same word/language item with different particles or / and prepositions or words that have already established meaning to form / express new meanings make the processes of information retrieval, recalling the lexical items at will, etc, much easier.</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>b. There is a frequent demand from those possessing the knowledge of EFL that they must have command of IEX and MWV in real life situations.</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>c. It is important to change the view which is based on the hypothesis that mastering of IEX and MWV could be restricted only to the native speakers.</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>d. The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>18%</td>
</tr>
</tbody>
</table>

KEY:
SDAG = Strongly Disagree  DAG = Disagree  NS/DK = Not Sure/Don’t Know
AG = Agree  TR = Total Responses  SAG = Strongly Agree
Q. 16.11. Statements e, f, g, h, and i on the Teachability and learnability of Idiomatic Expressions and Multi-Word Verbs.

Statements f, g, h and i of this question addressed some issues related, more or less, to classroom methodology, learning styles / strategies and teaching techniques / procedures. Table 27 (Statements e - i) shows the teachers' reaction towards the statements dealing with classroom methodology, techniques / strategies, procedures etc.:

Statement 'e' : 50% of the teachers strongly agreed with the statement that 'If a teacher / lecturer decides to cover the meaning aspect of MWV systematically the best strategy is probably to concentrate on the particle'. 40% agreed and 10% are not sure / don't know. Since particle(s) have meanings to contribute to the whole verbal constructions, the proposed strategy is welcomed by the majority of the teachers.

Statement T received the following feedback:
All the 50 teachers are against the grouping of IEX together and teaching them together simply because of some words they have in common: 74% of them strongly disagreed while the rest (26%) disagreed.

Statement 'g' : All the respondents strongly agreed to treat idioms (IEX) as unusually long words and teach them as one would teach any new word: that is, as they occur in a meaningful context.

Statement 'h' : This statement, which focussed on the affective domain (motivation) as well as materials (vocabulary enhancement activities), was strongly recommended by all the informants.

Statement 'i' : This statement concerned with the role of the learner in the learning process: the active engagement and participation in solving problems, carrying out tasks etc. All the informants strongly agreed with the positive and active involvement of the learner in contrast with the passive memorization of lists of lexical units, grammatical patterns etc.
### TABLE-27 (STATEMENTS e, f, g, h and i)

**TQNN: Q. 16.11 CLASSROOM METHODOLOGY, TECHNIQUES / PROCEDURES**

<table>
<thead>
<tr>
<th>Statements</th>
<th>SDAG</th>
<th>DAG</th>
<th>NS/DK</th>
<th>AG</th>
<th>SAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If a teacher/lecturer decides to cover the meaning aspect of MWV systematically the best strategy is probably to concentrate on the particle.</td>
<td></td>
<td></td>
<td>0%</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>b. Grouping idioms together, and teaching them together simply because of some words they have in common (e.g. let the cat out of the bag, rain cats and dogs; lead a dog’s life etc) are taught together.</td>
<td>37</td>
<td>13</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>c. Treating idioms as unusually long words and to teach them as one would teach any new word: that is, as they occur in a meaningful context.</td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>d. IEX &amp; MWV are some of those areas of language where a well motivated learner can make giant strides on his own if he is given the right kind of material(s) to work on (including vocabulary development exercises).</td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>e. In learning / teaching of IEX &amp; MWV the active involvement in the learning process can be of much greater benefit to the student than simple memorization.</td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**KEY:**

- **SDAG** = Strongly Disagree
- **DAG** = Disagree
- **NS/DK** = Not Sure/Don't Know
- **AG** = Agree
- **TR** = Total Responses
- **SAG** = Strongly Agree
Q. 17 On the Introduction (Inclusion) of a course on Idiomatic Expressions and Multi-Word Verbs in English language syllabus in Sudan universities

In this question, the teachers are asked directly and explicitly whether they are for introducing / including a separate course on idiomatic expressions and multi-word verbs in the English syllabus, in Sudan universities or they are for integrating them as component(s) in the existing courses.

**TABLE-28**

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40/50</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>10*/50</td>
<td>20%</td>
</tr>
</tbody>
</table>

* 10 Should be integrated in other courses.

Table 28 provides the teachers' answers to the question: *whether to include, in the English syllabus at the university level, a separate course on idiomatic expressions and multi-word verbs or to integrate these two multi-word lexical items with the other vocabulary components in the existing courses.*

80% of the respondents are for introducing a separate explicit course on those 2 lexical units while the remaining (20%) are for the integration of these lexical items in the present vocabulary courses besides the other components.

This is a clear indication of the awareness of the majority of the teachers of special nature of IEX/ MWV which requires particular treatment and a lot of concern and attention. Thus, we can conclude that the respondents favour an explicit taught course on this difficult and interesting vocabulary area.
THE ANNEXED (ATTACHED) SECTION OF THE TEACHERS QUESTIONNAIRE
On personal, professional and academic information about teachers

After posing the questions relating directly / of direct relevance to the problems and difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English, an attached section is provided where teachers are requested to furnish information regarding:

- designation (name (optional)), faculty / university where they teach) and
- qualification / education and teaching experience.

The variables, of course, have their influence / impact on the teaching / learning process.

TABLE-29
(TQNN: LAST SECTION) PERSONAL AND ACADEMIC INFORMATION ABOUT THE TEACHERS: ON DESIGNATION, ACADEMIC AND TEACHING EXPERIENCE.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Answers given by the Respondents</th>
<th>No.of Respondents out of 50</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / School</td>
<td>Education</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>-</td>
<td>00%</td>
</tr>
<tr>
<td>University</td>
<td>Khartoum</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Elneelain</td>
<td>06</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Islamic University of Omdurman</td>
<td>07</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Sudan University for Science &amp; Technology</td>
<td>08</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>University of Jezeera</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Juba University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gedarif University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>04</td>
<td>08%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>04</td>
<td>08%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>04</td>
<td>08%</td>
</tr>
<tr>
<td>Education/Qualification</td>
<td>M.A</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Ph.D</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>Less than 5</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Above 5</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Above 10</td>
<td>05</td>
<td>10%</td>
</tr>
</tbody>
</table>
Table 29 provides information about the teachers who participated in this study in terms of designation (faculties / universities where they teach in), their education / qualification and teaching experience.

It reveals that 32 out of the 50 teachers (64%) belong to the faculties of education while the remaining (36%) work in the arts faculties.

It also maps out the distribution of the teachers over Sudan universities:

- The University of Khartoum tops the list of the availability of teaching staff (in the Arts and Education faculties) with 12 members (24%).
- The Sudan University for Science and Technology got the second rank with 8 members (16%).
- The Islamic University of Omdurmm occupied the third place 7 members (14%).
- Elneelain University has 6 lecturers (12%) in the 4th position.
- And for the rest of the universities in Sudan they composed / formed 34% of the teachers' population with approximately 4 to 5 members.

From the above distribution, we can deduce that the English teachers who responded to this questionnaire represent the teaching staff working in Sudan Universities. The Khartoum University and Elneelain University in which the experiments of the present study (especially the students' questionnaire, the pre-test, the explicitly taught course and the post-test) were conducted constituted 36% of the total number of the teaching staff of English at the tertiary level.

Besides the above mentioned information, table 18 informs us about the teachers' education / qualification. It shows that 40 of the 50 teachers (80%) have M.A while the remaining (20%) are Ph.D. holders. This indicates that the informants of this study are qualified to teach / lecture at the university level.

Moreover, the table states that the majority of the teachers (80% - 70% + 10%) have relatively long years of teaching experience (more than 5 years). Only 20% have less than 5 years teaching experience.
Summary

The findings of the teachers' questionnaire could be summarized as follows:

- Regarding the status of vocabulary, in the English syllabus(es) used in Sudan Universities, the informants stated that it was not given the importance and concern it deserves. As a result, the position of the two vocabulary components (idiomatic expressions and multi-word verbs) in these syllabuses is marginal.
- The students are not familiar with the terms *idiomatic expressions and multi-word verbs* thus they could not define them.
- The learners are not aware of the importance and usefulness of these multi-word lexical elements.
- The students avoid using idiomatic expressions and multi-word verbs in their speech and writing.
- The teachers' answers bear out that the subjects of this study have the following problems / difficulties while dealing with IEX / MWV:
  - The use of the wrong particle and / or preposition with the verb: a collocation issue.
  - Not being able to understand the MWV which are at the same IEX.
  - Generally, problems arising from the special nature of MWV: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.
- The respondents' answers confirmed the importance of IEX / MWV in everyday English use and for the foreign learner.
- In respect of the obstacles facing the teaching of IEX / MWV, the teachers mentioned the following illustrations:
  - Less attention is paid to these multi-word lexical items in the English syllabus they are dealing with.
  - Scarcity / non-availability of the relevant materials on IEX / MWV.
  - The students' poor knowledge of the skills of guessing the meaning from context.
  - The learners' faulty perception of IEX / MWV.
• The respondents' responses reveal that their students can understand IEX / MWV if they are presented in meaningful contexts.

• The teachers claimed that their learners confused IEX with proverbs and colloquial English. They have definition / perception problems.

• Regarding the classroom methodology, the informants supported the teaching of IEX / MWV as new items and try to encourage learners to guess their meaning from situation and context.

» The teachers agreed with the statements mentioning the usefulness and importance of these multi-word lexical items,

They recommended the suggested role of the learner as an active participant in the learning / teaching process.

• The majority of the respondents are for the introduction of 'a separate explicit course on IEX and MWV' in the present English language syllabus(es) in Sudan Universities.

5.3.2. STUDENTS' QUESTIONNAIRE

5.3.2.1 A Detailed Analysis

Q. 1 On the Names of the students

In this question, the students are asked to write their names so as to enable the researcher for the identification of the subjects of the study in the different stages of the research: the experiments: pre and post-test, the taught course, etc.

Q2 On the Age(s) of the students

Putting in consideration the importance of age as a crucial factor in any learning process, the students are required to furnish information about this variable. The informants have to provide the number of years. However, since the learners in this study are at the university level they are adult whose age range is between (22 - 25) years.
Q3 **On the Sex of the Students**

The informants are required to indicate whether they are males or females.

**TABLE-30**

SQNN: Q.3 THE SEX (FEMALE / MALE) OF THE STUDENTS

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>FEMALE</th>
<th>%</th>
<th>MALE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>52</td>
<td>52%</td>
<td>48</td>
<td>48%</td>
</tr>
</tbody>
</table>

From table-30 above, we can infer that the sample is gender-representative: approximately half of the subjects are female (52\%) and 48\% are male.

Q4 **On the Religion(s) of the students**

In this research, (whose topic is teaching and learning of idiomatic expressions and multi-word verbs) this variable plays a main role since these two language items treated, here, are relevant to culture, beliefs, tradition(s).... For instance, it is well known fact that the Bible and Quran as well as other faiths' texts are major sources of idiomatic expressions. For further information and clarification about the relation between this variable and idiomatic expressions the reader is referred to chapter 4 of this study: under the sub-section heading: definition of idiomatic expressions.

**TABLE-31**

SQNN: Q.4 THE RELIGION (S) OF THE STUDENTS

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>RELIGION</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>- Islam</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>- Christian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>- Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 31 reveals that the 100 subjects of this study are muslims.
Q. 5  Marital status

The students are asked to indicate whether they are married or single (unmarried). This variable of course has some relation with learning process since personal circumstances, family commitment, child care...etc might influence indirectly learning activities, tasks, homeworks...

TABLE - 32
SQNN: Q.5 THE MARITAL STATUS OF THE STUDENTS

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>MARRIED</th>
<th>%</th>
<th>UNMARRIED</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>5</td>
<td>5%</td>
<td>95</td>
<td>95%</td>
</tr>
</tbody>
</table>

Table 32 shows that only 5% of the students are married. These five are female: none of the male students, in this study, got married.

Q. 6  On the States of Origins and place of birth of the students:

State(s) of domicile and place of birth

Bearing in mind that it is essential to indicate / show and make sure that the students of this study are representative of the population, the students are asked to mention their states of domicile and their birth places.
Table 33 reflects the distribution of the subjects, participating in the present survey, over the different States of Sudan. The students are originated from 18 out of the 26 States which made up the country.

This is more or less normal representation of the population of the study if we exclude the 'Southern States' which have a few number of students in the sample due to some practical problems (War, etc.)
Table 34 displays the birthplaces of the students of this survey. 44% of the students were born in the centre of Sudan: 20% in Khartom (the capital); 12% in Wad Medani; 5% in Rabak; 4% in Sennar; and 3% in Sinja. The rest (56%) descended from the other towns / cities.

The middle of Sudan is always described as the accumulation of the different tribes and races. Therefore, we can conclude that the subjects of this study are the typical Sudanese characters.
Q 7 Nationality

Since the whole study conducted in the context of Sudan, information about the subjects nationality is necessary. The research addressed the problems and difficulties of the Sudanese learners. However, the questionnaire reveals that all the (students) subjects enrolled at the time of the study are Sudanese.

**TABLE-35**

SQNN: Q.7 THE NATIONALITY OF THE STUDENTS

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>NATIONALITY</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Sudanese</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 35 states that all the subjects in this study are Sudanese.

Q. 8 On the parents' education and occupation

To have an idea about the social and economic status of the students of our study they are asked to furnish information about their parents' education and occupation. Again, this variable is relevant to any learning process: individual differences based on the different circumstances, (different) backgrounds, exposure to learning / teaching facilities etc.

Father's education

Father's occupation
TABLE - 36
SQNN:Q.8.a THE FATHER'S EDUCATION

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>FATHER EDUCATION LEVEL</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>- illiterate</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>- read and write only</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>- primary / basic education</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>- Secondary certificate</td>
<td>37</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>- Graduation</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>- Master degree</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>- Ph.D</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 36 exhibits that only 4% of the fathers of the subjects are illiterate. 67% received education that varies from primary (basic) education to secondary level; 20% are graduate; 7% have postgraduate degrees and 2% are Ph.D. holders.

This shows that the qualification / education of the students' fathers is satisfactory.

TABLE - 37
SQNN: Q.8.a THE FATHER'S OCCUPATION

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>OCCUPATION</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>- Farmer</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>- Merchant</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>- Free worker</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>- Labour</td>
<td>07</td>
<td>07%</td>
</tr>
<tr>
<td></td>
<td>- Govt, employees (clerk etc.)</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>- Police &amp; Army force</td>
<td>02</td>
<td>02%</td>
</tr>
<tr>
<td></td>
<td>- Medical field</td>
<td>08</td>
<td>08%</td>
</tr>
<tr>
<td></td>
<td>- University lecturers</td>
<td>09</td>
<td>09%</td>
</tr>
<tr>
<td></td>
<td>- Others</td>
<td>08</td>
<td>08%</td>
</tr>
</tbody>
</table>

Table 37 informs us about the occupation(s) of the subjects' fathers. The distribution of these jobs is closely relevant to the education / qualification(s) mentioned in table 36.
b. Mother's education

Mother's occupation

| TABLE-38 |
| SQNN:Q.8.b THE MOTHER'S EDUCATION |

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>MOTHER EDUCATION LEVEL</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>- illiterate</td>
<td>08</td>
<td>08%</td>
</tr>
<tr>
<td></td>
<td>- read and write only</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>- primary / basic education</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>- Secondary certificate</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>- Graduation</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>- Master degree</td>
<td>02</td>
<td>02%</td>
</tr>
<tr>
<td></td>
<td>- Ph.D</td>
<td>01</td>
<td>01%</td>
</tr>
</tbody>
</table>

Table 38 tells about the subjects' mothers education / qualification. 8% are illiterate; 78% got education which ranges from basic (primary) education to secondary level; 11% are graduate; 2% have post-graduate degrees and 1% a Ph.D. holder. This indicates that the majority of students' mothers, in this survey, received a reasonable standard of education.

| TABLE - 39 |
| SQNN: Q.8.b THE MOTHER'S OCCUPATION |

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>OCCUPATION</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>- Housewife</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>- Medical field (nurse(s) etc)</td>
<td>03</td>
<td>03%</td>
</tr>
<tr>
<td></td>
<td>- Free Worker</td>
<td>04</td>
<td>04%</td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>- Govt. employee</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>- University lecturer</td>
<td>03</td>
<td>03%</td>
</tr>
<tr>
<td></td>
<td>- Others</td>
<td>05</td>
<td>05%</td>
</tr>
</tbody>
</table>

Table 39 summarizes the subjects' mothers' occupation(s). Half of the mothers are housewives, 20% are teachers, and the remaining (30%) are working in different and various domains in the private sectors and the government.
Q. 9 On the Mother tongue of the students

Considering the influence of Li on learning / teaching of L2 the students’ mother tongue is shown in table 40 below.

**TABLE-40**

**SQNN: Q.9 THE MOTHER TONGUE OF THE STUDENTS**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>MOTHER TONGUE</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Arabic</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 40 states that all the subjects in this survey have Arabic as their mother tongue.

Q. 10 On the medium of instruction at school

Bearing in mind the past (language) experience of the learners: background, exposure to the target language etc., this question indicates the medium of instruction at school.

**TABLE-41**

**SQNN: Q. 10 THE MEDIUM OF INSTRUCTION (AT SCHOOL)**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>MEDIUM OF INSTRUCTION</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Arabic</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 41 shows that all the learners in this survey did their schooling through the medium of Arabic.
Q. 11 On the other languages known by the students

Considering that the knowledge of other languages has influence on the ability, attitude, assumptions about languages and language learning, etc., as well as transfer, interference, development, the participants are asked to mention the other languages they know besides their mother tongue and English.

**TABLE-42**

SQNN: Q.I.1 THE OTHER LANGUAGES KNOWN BY THE STUDENTS

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>OTHER LANGUAGES KNOWN</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>French</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Germany</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 42 reveals that only 5% of the subjects know French (as other language(s) than their Li and English).

Q. 12 Faculty / School of study

For designation purpose(s) and further information about the curriculum, materials, etc to which the students were exposed, the subjects are required to indicate whether they belong to the education or arts colleges.

**TABLE-43**

SQNN: Q. 12 THE SCHOOL / FACULTY WHERE THE STUDENT STUDY

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>SCHOOL / FACULTY OF STUDY</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Education</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>64</td>
<td>64%</td>
</tr>
</tbody>
</table>

Table 43 distinguishes between the 100 subjects of the study in respect of the faculty in which they are studying. 36% belong to the education faculty and 64% to the arts.
Q. 13 Programme of study

This is a complementary question to the previous one: It sought to indicate / show the programmes of the study of the students: Whether it is B.A & ED or BA.

**TABLE - 4 4**

**SQNN: Q. 13 THE PROGRAMME OF STUDY OF THE STUDENTS**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>PROGRAMME OF STUDY</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>B.A. &amp; ED (Bachelor of Arts and Education)</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>B.A. (Bachelor of Arts)</td>
<td>64</td>
<td>64%</td>
</tr>
</tbody>
</table>

Table 44 indicates that 36% of the subjects are doing 'Bachelor of Arts and Education' while the rest (64%) are pursuing 'Bachelor of Arts' programme.

Q. 14 On the Subject of Study

Since some of the students might take English as a major specialization while others might study it as a minor field, the respondents were asked to provide this information which is related to their perception of the subject, motivation, time devoted to using it,... However, the students, in this survey, are taking English as a major field.

**TABLE-45**

**SQNN: Q.14 THE SUBJECT OF STUDY OF THE STUDENTS: MAJOR OR MINOR**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>THE SUBJECT OF STUDY</th>
<th>NUMBER OF STUDENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>English as a major field</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>English as a minor field</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 45 specifies the subject of study of the students: English as a major / minor field.

It mentions that all the subjects in this survey take up English as a major subject of their study.
Q. 15 On the Years of Study of English before University

As a continuation of the students' background profile, the present question wants to know the years of the study of English before university level. The dominant pattern and number of years (6: 3/3) as well as a room for other options is given. See table 46 which reveals that all the students in this survey studied English for 6 years before university.

**TABLE-46**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>NUMBER OF YEARS</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>6 years</td>
<td>100</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Table 46 exhibits that all the learners in this survey studied English for 6 years before joining university.

Q. 16 On the students' attitude towards multi-word verbs: Preference of multi-word verbs or single-word verbs.

This is an indirect question aiming to detect whether the subjects prefer to use multi-word verbs or single-word equivalents. They are asked to choose between two options provided against each sentence. The verbs are alternated and mixed so as to avoid mechanical or random ticking.

By conducting this task, we can infer the students' mastery and attitude towards multi-word verbs. However, this task consists of seven sentences and the verbal combinations focused on, here, (i.e. in this question) are two-word verbs.
<table>
<thead>
<tr>
<th>Sentences</th>
<th>No. of Selectors</th>
<th>%</th>
<th>No. of Selectors</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suharto in May 1998 stepped down</td>
<td>5</td>
<td>5%</td>
<td>resigned</td>
<td>95</td>
</tr>
<tr>
<td>For three days the wind blew hard and strong, but on the 4th day it....</td>
<td>diminished</td>
<td>95</td>
<td>95%</td>
<td>died down</td>
</tr>
<tr>
<td>Please... I'd like to ask a question before you continue your lecture.</td>
<td>pause</td>
<td>94</td>
<td>94%</td>
<td>hold on</td>
</tr>
<tr>
<td>Fifty states, including Alaska and Hawaii, the United States</td>
<td>make up</td>
<td>6</td>
<td>6%</td>
<td>form</td>
</tr>
<tr>
<td>After I spent two hours trying to explain the difficult idea, John finally...</td>
<td>caught on</td>
<td>5</td>
<td>5%</td>
<td>understood</td>
</tr>
<tr>
<td>His physical health was so poor that he had to... smoking and drinking</td>
<td>stop</td>
<td>90</td>
<td>90%</td>
<td>give up</td>
</tr>
<tr>
<td>When are you going to... the solution to the problems?</td>
<td>find out</td>
<td>8</td>
<td>8%</td>
<td>discover</td>
</tr>
</tbody>
</table>

Table 47 summarizes the students' attitude(s) towards MWV: preference of MWV or single-word verbs (SWV).

Note that the verbs (whether they are MWV or SWV) are presented in this table as they appeared in the students' questionnaire. However, a modification of this table (in order to facilitate the comparison and the calculation) is provided (see table 48) by putting all the single-word verbs together in one column and all the multi-word verbs in a different one.
Table 48 clarifies the students' reaction / attitude towards multi-word verbal combinations.

(This table is a modified version of the previous table (47): There is rearrangement of the distribution of single-word verbs and multi-word verbs against each sentence.)

In this table, the verbs were rearranged by bringing together all the SWV on one column (the right one) and putting all the MWV on another column (the left one).

This is done to easeify the comparison and the calculation of the subjects' responses.

However, the findings are as below:

<table>
<thead>
<tr>
<th>Sentences No.</th>
<th>Single-Word Verbs</th>
<th>No. of students out of 100</th>
<th>%</th>
<th>Multi-Word Verbs</th>
<th>No. of students out of 100</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>resigned</td>
<td>95</td>
<td>95%</td>
<td>stepped down</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>diminished</td>
<td>95</td>
<td>95%</td>
<td>died down</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>pause</td>
<td>94</td>
<td>94%</td>
<td>hold on</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>4</td>
<td>form</td>
<td>94</td>
<td>94%</td>
<td>makeup</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>understood</td>
<td>95</td>
<td>95%</td>
<td>caught on</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>stop</td>
<td>90</td>
<td>90%</td>
<td>give up</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>7</td>
<td>discover</td>
<td>92</td>
<td>92%</td>
<td>find out</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total Numbers and percentages</td>
<td>655</td>
<td>93.57%</td>
<td></td>
<td>45</td>
<td>6.43%</td>
</tr>
</tbody>
</table>

Therefore, from the statistics above, the general attitude of the majority of the subjects is for using SWV rather than MWV.
Q. 17 On the Students' ability to substitute a multi-word verb with a single word verb.

In this task, which aims at testing the students ability to substitute multi-word verbs with single-word equivalents, the students are asked to provide, form their own stock of words, the equivalent substitutes: no options are given here. Note that the verbal combinations centered on here are three-word verbs (verb + particle + preposition) since it is thought that they are more complex and difficult than two-word verbs.

**TABLE-49**

SQNN:Q.17 THE STUDENTS’ ABILITY TO SUBSTITUTE A MULTI-WORD VERB WITH A SINGLE WORD VERB

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Correct Substitution</th>
<th>%</th>
<th>Wrong Substitution</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They can't put up with the increasing of prices.</td>
<td>15</td>
<td>15.5%</td>
<td>85</td>
<td>84.5%</td>
</tr>
<tr>
<td>I have been working so hard that I'm looking forward to a nice, relaxing vacation.</td>
<td>13</td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>You can look up to a teacher who really wants to help you and always does his or her best.</td>
<td>18</td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>To lose weight, you have to cut down on sugar and other sweet things.</td>
<td>16</td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>15.5%</td>
<td>338</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

Table 49 reflects the students’ ability (or lack of it) to substitute a MWV with a SWV. The statistics shows that the learners have problem(s) in carrying out this task as indicated below:

Total number of possible answers = 400
No. of correct substitutions = 62(15.5%)
No. of wrong substitutions = 338(84.5%)
Q. 18. On the difficulty / ease of understanding and substituting a multi-word verb with a single-word one.

This question is closely related to the previous one: (Q.17). The respondents are required to indicate whether they found (or not) any difficulty in understanding and substituting the verbal combinations provided in question 17. A scale of three options (Yes, No, and More or less) is given.

**TABLE - 50**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>No. of Respondents out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>More or less</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 50 provides the students' views on the ease / difficulty of the task of understanding and substituting a MWV for SWV.

The respondents' answers confirmed the statistics provided in the previous question (Q.17).

75% of the subjects confessed that they found difficulty in understanding and substituting the given verbal constructions in Q.17.

15% claimed that the task was easy for them while the rest (10%) mentioned that they encountered relative (moderate) difficulty in comprehending and substituting those multi-word verbs.
Q. 19 On the Students' ability to use and understand idiomatic expressions and multi-word verbs in different and various settings and situations.

In this question, the students are asked whether they use and understand the idiomatic expressions and multi-word verbs they encounter when they have opportunities to talk with English speakers or to listen to, or read material in English (such as books, movies, television, etc.).

Three options are given here: (Yes, No, and to Some extent) and the informants have to choose from them.

**TABLE-51**

SQNN:Q.19 THE STUDENTS' ABILITY / INABILITY TO USE AND UNDERSTAND IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN DIFFERENT AND VARIOUS SETTINGS AND SITUATIONS

<table>
<thead>
<tr>
<th>Options</th>
<th>No. of Respondents out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 51 highlights the students' ability (or inability) to use and understand the idiomatic expressions and the multi-word verbs they encounter when they have opportunities to talk with English speakers or listen to, or read material in English.

The informants responded as follows:

10% of the students claimed that they were able to use and understand these multi-word lexical items in speech and in writing in different and various situations and settings. 75% of the subjects said that they did not have this ability. 15% of them indicated that they possessed limited mastery in using and comprehending MWV and IEX.
Q. 20. On the Students' preference of using an English expression (a certain English expression) rather than others.

In an attempt to measure the students' competence (mastery of) and detect their sensitivity (i.e. fine distinction) towards idiomatic expressions, they are asked to opt for one or more of the realizations of the same speech act - here, when they are being introduced to another person.

The options provided are:

- How do you do?
- Nice to meet you.
- Glad to meet you.
- Pleased to meet you.

Since it is often claimed that the first alternative is more idiomatic, natural and frequent than the other three, those who went for it might be described as having mastery over this language component: idiomaticity.

### TABLE-52

<table>
<thead>
<tr>
<th>Expressions</th>
<th>No. of Selectors out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you do?</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Nice to meet you</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Glad to meet you</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Pleased to meet you</td>
<td>30</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table 52 points out the students' preference of an English expression rather than others.

From the list of the 4 functional and natural expressions, provided in this question, the respondents' selections are as follows:

10% opted for 'How do you do?'. The remaining expressions ('Nice to meet you', 'glad to meet you' and 'pleased to meet *) received 30% each. Thus, the expression 'How do you do' ranked 2nd (last, here,) among the subjects' choices while the other 3 expressions shared the 1st rank. This is contrary to the order of preference of the native speaker who would put 'How do you do' on the top of the list since it is the most idiomatic among the other alternatives. It is the most natural and potential realization of the act of greeting when somebody being introduced to others. The useful and often-used expression should top the list of the learners' selections.
Q.21 On the availability of Idiomatic Expressions and Multi-Word Verbs in the Students' Li and their translatability into English.

Here, the participants are required to mention two of the very common idiomatic expressions in their mother tongue (Arabic) as well as two multi-word verbs and to translate them into English.

**TABLE - 53**

SQNN:Q.21 THE AVAILABILITY (OR NON) OF IEX & MWV IN THE STUDENTS’ LI AND THEIR TRANSLATABILITY INTO ENGLISH

<table>
<thead>
<tr>
<th>IEX / MWV Provided</th>
<th>Numbers of providers of correct responses out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. idiomatic expression in Arabic</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>Translation:</td>
<td>30</td>
<td>*40%</td>
</tr>
<tr>
<td>b. Idiomatic Expression in Arabic</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>Translation:</td>
<td>30</td>
<td>40%</td>
</tr>
<tr>
<td>c. Multi-Word Verb in Arabic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Translation:</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d. Multi-Word Verb in Arabic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Translation:</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*NB: The percentage on the translation task was calculated as follows:

\[
\frac{30 \times 100}{75} = 40\%.
\]

The basis is 75 because it is the number of ss who provided IEX.
Table 53 tells us about the availability (or lack) of IEX / MWV in the subjects' Li (Arabic) and their translatability into English. The learners' answers revealed the following:

75 students out of the 100 (75%) succeeded in providing 2 IEX in Arabic but only 30 out of them i.e. out of the 75 (40%) were able to translate the provided expressions into English correctly.

As for the MWV, none of the subjects were capable of supplying any of the required verbal constructions in their mother tongue (Arabic) and, of course, the subsequent task (translation) did not take place i.e., since the achievement of translation depends on the students' provision of the MWV in Li.

From the students' performance in this task, we might conclude that the subjects' failure is due to the scarcity of MWV in their mother tongue thus they were not able to provide a couple of these verbal constructions. As for the IEX, they are available in the learners' Li hence there is relative success in this matter: 75% of the subjects provided the required number of IEX but only 40% of them could translate them accurately. The difficulty in providing reliable translation might reside in the absence of the exact equivalents across the 2 languages (Li and target language) among other reasons.
Q. 22 On the Students' problems / difficulties in learning idiomatic expressions and multi-word verbs.

In this question, a list of six problems / difficulties is provided and the respondents have to indicate which of them they are most likely to encounter while learning idiomatic expressions and multi-word verbs. However, they can tick more than one possible option and the list is not exhaustive but seems to present sample of these obstacles.

<table>
<thead>
<tr>
<th>Problems / difficulties</th>
<th>No. of Selectors</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The use of the wrong particle and / or preposition with verb</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>b. Not being able to understand the multi-word verbs which are also idioms</td>
<td>85</td>
<td>85%</td>
</tr>
<tr>
<td>c. Generally, problems arising from the special nature of multi-word verbs (their difficult structural patterns) (e.g. with pronouns), their special stress patterns and so on.</td>
<td>87</td>
<td>87%</td>
</tr>
<tr>
<td>d. Unless you know what an idiomatic expression means you cannot as a rule, guess its meaning: Every word (in the following phrase, for example, &quot;He's burnt his boats) is familiar enough, but the meaning of the phrase cannot be pieced together from the meanings of its parts.</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>e. You understand every word in a text and still fail to grasp what the text is all about.</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>f. You do not know whether for example, the words 'fall out,' as used in 'I was pleased with the way things had fallen out, form a unit of meaning (an idiom) or not?</td>
<td>95</td>
<td>95%</td>
</tr>
</tbody>
</table>

Table 54 concerns with the students problems / difficulties in learning idiomatic expressions and multi-word verbs. In sum, the subjects indicated that the obstacles, provided in the list, faced them, while learning these multi-word lexical units, to a considerable extent: the percentages of their selections against each problem / difficulty ranged between 80% and 95%. In some details, problem 'f' ranked 1st with 95%, next came 'd' with 90%, then 'c' occupied the third place with 87%, 'b' the 4th position and lastly we found 'a' and 'e' with 80% each. The classification and analysis put 'meaning' on the top of the list of obstacles met by the students and 'grammar' (especially as in 'a') on the bottom of the scale.
Q. 23 On the (suitable) classroom methodology, materials, motivation etc. for learning / teaching of idiomatic expressions and multi-word verbs.

With a view to involve the learners in selecting, (negotiating) the suitable classroom methodology, appropriate materials, etc., they were asked to comment on the claim that:

'Idiomatic expressions and multi-word verbs are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises'.

The answers given are: (Yes, No, and Not sure) and the respondents have to opt for one of them.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Responses out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that IEX &amp; MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises.</td>
<td>Yes</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not Sure</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 55 focuses on the subjects’ views on the suitable classroom methodology, materials, motivation etc., for learning / teaching idiomatic expressions and multi-word verbs.

In particular, it provides the students views on the claim that

"IEX/ MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises'.

95% of the respondents agreed with this statement, 5% are not sure about that claim: no one disagreed with it.
Q. 24 On the familiarity of learners with some books / references on idiomatic expressions and multi-word Verbs.

This question addressed the aspect of the relevant materials on idiomatic expressions and multi-word verbs. A list of six references, books and textbooks is provided for the students and they have to indicate with which of them they are familiar.

The list contains the following:

b. Oxford Dictionary of Phrasal Verbs
c. Collins COBUILD Dictionary of English Idioms
d. Collins COBUILD Dictionary of Phrasal Verbs
e. Collins Dictionary of English Idioms
f. Practice with Idioms (Ronald E. Feare 1980), OUP.

<table>
<thead>
<tr>
<th>References / books / textbooks / workbooks etc.</th>
<th>Nos. of Students who are familiar with those books out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Oxford Dictionary of English Idioms</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>b. Oxford Dictionary of Phrasal Verbs</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>c. Collins COBUILD Dictionary of English Idioms</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d. Collins COBUILD Dictionary of Phrasal Verbs</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>e. Collins Dictionary of English Idioms</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>f. Practice with Idioms (Ronald E. Feare 1980, OUP.)</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TABLE-56
SQNN:Q.24 THE FAMILIARITY (OR NON) OF LEARNERS WITH SOME REFERENCES / BOOKS, TEXT BOOKS / WORKBOOKS ETC.
Table 56 addresses the aspect of the relevant materials on idiomatic expressions and multi-word verbs. It came out that only 5% of the subjects are familiar with the Oxford pair of dictionaries (Oxford Dictionary of English Idioms and Oxford Dictionary of Phrasal Verbs). None of the respondents are conversant with any of the remaining materials provided in the list.

The non-familiarity of the majority of the students with these basic and useful sources affects the students' mastery over these two multi-word lexical items since dictionaries as well as their attached (or supplementary) materials... etc. are used often as teaching and learning aids. For instance, the workbook: 'Practice with Idioms' (which is, more or less, devised and written on the light of the Oxford dictionaries on idioms / phrasal verb is a crucial textbook and students should have access to this type of materials.
Q. 25 On the students' feeling and attitude towards idiomatic expressions and multi-word verbs while encountering and using them in speech and writing.

Here, the students are required to reveal their feeling (comfortable or not) and attitude when meeting and using idiomatic expressions and multi-word verbs in speech and writing. They have to respond by selecting one of the following options: Yes, No, and To some extent.

**TABLE - 57**

SQNN:Q.25 THE STUDENTS' FEELING AND ATTITUDE TOWARDS IEX & MWV WHILE ENCOUNTERING AND USING THEM IN SPEECH & WRITING

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Respondents out of 100</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel uncomfortable when you encounter and use idiomatic expressions and multi-word verbs in speech and writing?</td>
<td>Yes</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>To some extent</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 57 reflects the learners' feeling and attitude towards idiomatic expressions and multi-word verbs while encountering and using them in speech and writing. 75% of the subjects showed that they feel uncomfortable when meeting and using these multi-word lexical units in speech and writing. 10% claimed that they do not feel uncomfortable while dealing with IEX / MWV. The rest (15%) said that they experienced relatively uncomfortable feeling (to some extent).
Q. 26  On the students' views on the importance, definition, concept etc., regarding
Idiomatic Expressions and Multi-Word Verbs.

This question raised with the intention to prepare the subjects and the ground / site
for the inclusion (introduction) of a course on idiomatic expressions and multi-word
verbs and to serve as an approach to devise the outlines for that course. It is an attempt to
detect the students' views towards these two vocabulary components, in terms of their
importance (in general and for the foreign learners), definition, notion / concept and
attitude, by providing the learners with a variety of statements to which they had to
respond by ticking their selection(s) from a five-scale measure (Strongly Disagree
(SDAG), Disagree (DA), Not Sure / Don't Know (NS/DK), Agree (AG) and Strongly
Agree (SAG)) which is given against the statements.
TABLE - 58
SQNN:Q.26 THE STUDENTS' VIEWS ON DEFINITION, PERCEPTION, AND AWARENESS OF THE IMPORTANCE OF IEX & MWV

<table>
<thead>
<tr>
<th>Statements</th>
<th>SDAG</th>
<th>DAG</th>
<th>NS/DK</th>
<th>AG</th>
<th>SAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. IEX &amp; MWV are common in every language</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>b. Without command of IEX and MWV students cannot truly feel comfortable and confident in their efforts to master English thoroughly.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>c. Foreign student should be satisfied when he can express himself in English fluently and grammatically and that there is no need for him to waste time on language 'Frills' such as IEX &amp; MWV</td>
<td>90</td>
<td>90</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>d. IEX and MWV are insurmountable obstacles standing in the way of fluent control of language</td>
<td>75</td>
<td>75</td>
<td>15</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>e. Idioms should not be confused with colloquial language or slang.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>f. IEX and MWV are not something special or sub-standard, they are a vital part of the standard language, and as such can hardly be avoided.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>g. Idioms are special form of collocation which will be encountered by every learner.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

KEY:
SDAG = Strongly Disagree  DAG - Disagree  NS/DK=Not Sure / Don't' Know
AG = Agree  SAG = Strongly Agree  RS = No. of Respondents

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Table 58 informs us about the subjects' views on the importance, definition / concept...etc. of idiomatic expressions and multi-word verbs. From the table, the respondents' reaction(s) to the given statements could be summarized as follows:

Regarding the importance of IEX / MWV, the students' responses to statements \( a, b, c \) and /confirmed the importance of these multi-word lexical items in every language, in the comfortable feeling and confidence and in their status as vital part of the standard language.

Concerning the statements centering on the definition / concept aspect of IEX / MWV the learners feedback is as below:

- The respondents' replies disagreed with the claim that (statement d) IEX / MWV are insurmountable obstacles standing in the way of fluent control of language. They supported the view that they are manageable components of vocabulary / language and that they could be learned and taught.
- The majority of the students (above 75%) are for the distinction between IEX / MWV and colloquial language or slang (statement e) : these lexical items should not be confused with language varieties.
- A large proportion of the respondents are perceiving IEX / MWV as essential area of the standard language.
- Almost all the students are for the definition and perception of IEX / MWV as special form(s) of collocation which will be encountered by every learner.
Q. 27 On the Students’ area(s) of interest (so as to build the course on it / them):

This question aimed at knowing the areas of interest of the students in order to base the proposed explicit course (on idiomatic expressions and multi-word verbs) on them i.e. to centre the course on which area(s). A list of some areas of language and literature is provided and the learners have to denote their preference(s).

**TABLE-59**

SQNN:Q.27 THE STUDENTS’ AREA (S) OF INTEREST

<table>
<thead>
<tr>
<th>Areas (of interest)</th>
<th>Respondents : No. of Selectors (out of 100)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Fiction</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>Poetry</td>
<td>05</td>
<td>05%</td>
</tr>
<tr>
<td>Drama</td>
<td>05</td>
<td>00%</td>
</tr>
<tr>
<td>Any other</td>
<td>00</td>
<td>00%</td>
</tr>
</tbody>
</table>

NB: Students can be (of course) interested in more than one area so the total percentage does not equal 100%

Table 59 tells us about the area(s) of interest of the subjects. It reveals that vocabulary ranked first among the learners preference(s) (70%), then follows fiction (60%), drama (50%), grammar (35%) and pronunciation and poetry (5% each) occupied the bottom of the list. The status of vocabulary in the students’ list of areas of interests could be made use of in centering / building a course on IEX / MWV (on the basis of the learners preference). By doing this, it seems that we are putting these multi-word lexical items in their proper and natural area: vocabulary. Vocabulary encompasses these 2 overlapping components and in turn vocabulary is a sub-skill of reading skill. This enables us to include these 2 vocabulary components in different and various reading materials.

The 2nd and the 3rd options of the respondents are respectively fiction and drama. This finding could be used to support and supplement any course(s) on IEX / MWV. This is in conformity with our claim that the nature of these multi-word lexical items as part of vocabulary and that vocabulary is part of reading skills will increase the range of the options of devising and developing materials on IEX / MWV.
5.3.2.2 SUMMARY FOR THE STUDENTS’ QUESTIONNAIRE

• Summary for the Students' Profile(s): (Questions 1 - 15)

The purpose of this part of the students' questionnaire was to elicit information from the subjects of the study. The questions aimed at getting information about name, sex, age, religion, marital status, state(s) of domicile / birth place, nationality, parents' education and occupation, mother tongue, medium of instruction at school, other languages known, the current faculty (school) programme and the subject of study as well as the years of study of English before university.

The data obtained showed the following about the 100 subjects of the study:

• The range of the age of the students is between 22-25.
• The sample is gender - representative: 52% female / 48% male.
• All the students are muslim.
• Only 5% of the subjects are married. These five (students) are female: none of the male students got married.
• They are from the various and different States of Sudan.
• Their birth places are distributed over the country.
• All the students enrolled at the time of the study are Sudanese.
• Their parents received a reasonable education and the majority of them are from middle class.
• They are Arabic speaking students who did their schooling through the mother tongue with 6 years of English as a foreign language before joining the university level.
• Only a few number of them know French (5%) as another language (besides English and Arabic).
• They are pursuing English undergraduate courses (B.A. and Ed. / B.A.) at the Faculties of Education and Arts in Khartoun and ELneelilian universities respectively.

Overall, the subjects of the present study are homogenous. They are representing the typical Sudanese University student of English as a foreign language.

• Summary for the Second Part of the Students' Questionnaire (questions 16 - 27)
In the first 15 questions of the present questionnaire, we have provided the students' profile(s). The remaining questions addressed the following issues:

- The subjects' attitude towards MWV: preference of multi-word verbs or single-word ones.
- The students' ability (or lack of it) to substitute a MWV with a SWV.
- The difficulty / ease of understanding and substituting a MWV with a single word one.
- The students' ability to use and understand IEX and MWV in different and various settings.
- The learners' preference of using an English expression rather than others.
- The availability of IEX / MWV in the students' mother tongue and their translatability into English.
- The students problems / difficulties in learning IEX / and MWV.
- The suitable classroom methodology, materials, motivation etc. for learning / teaching of IEX/ MWV.
- The familiarity (or non-) of learners with some references / books, textbooks / workbooks etc.
- The students' feeling and attitude towards IEX and MWV while encountering and using them in speech and writing.
- The learners' views on the definition, perception and awareness of the importance IEX/MWV.
- The students' area(s) of interests.

Below are the findings of this part of the questionnaire:

- The general attitude of the majority of the subjects is for using single-word verbs rather than multi-word verbs.
- The statistics shows that the learners have problems in substituting a MWV with a SWV.
- 3/4 the subjects of this study admitted that they found difficulty in understanding and substituting multi-word verbal combinations with their single-word equivalents.
• A large number of the informants (75%), in this survey, confessed that they do not have the ability to understand and use these multi-word lexical items in speech and writing.

• 90% of the learners lacked the talent of seeing the fine lexical and stylistic differences between English expressions. They could not distinguish between the natural and potential (idiomatic) realization of the social act of greeting for instance.

• IEX are available in the students' mother tongue (Arabic) while MWV are not frequent.

• Thus they face(d) more problems / difficulties with MWV than IEX. The meaning / semantic problem(s) top(s) the list of the obstacles faced the students while dealing with IEX / MWV.

  The grammatical problem(s) occupy the bottom of it.

  In-between there reside the phonological, stylistic and definition problems / difficulties among others.

• The students thought that the best way to improve their knowledge and use of IEX / MWV is to be directly involved in the learning process: awareness, explicitness and active participation. They found it unuseful to just memorize IEX / MWV.

• The learners replies revealed the scarcity of the materials (references / books, textbooks, workbooks etc) on IEX / MWV.

• 75% of the subjects said that they feel uncomfortable while meeting and using IEX / MWV in speech and writing.

• The Sudanese university students of English agreed that IEX / MWV are important and necessary for the mastery of English.

• The feed-back about the subjects' areas of interests enables us to design a course on IEX / MWV and develop the materials round either the sub-skill vocabulary courses and the skill of reading or fiction and drama areas.
5.3.3. DATA ANALYSIS: THE PRE-TEST

Introduction

The test was administered on the 3rd year students of the faculties of Education and Arts of University of Khartoum and Elneelian University respectively on 15.12.1998. The content of the pretest was written, typed and printed out on sheets. Then it was explained to the subjects how they should answer each question of the test.

The subjects responses were collected and marked by the researcher himself (note that it is mainly an objective test - with exception of the last question (5.b) which is controlled production) after carrying out the test on both universities: Khartoum and Elneelain. As it is objective, answer keys of questions 1,2,3,4 were already prepared, (correction of these questions was done on the basis of these keys).

For Question 5, sentence writing and paraphrasing of a text, it was based on the errors found therein (whether of comprehension of the stimulus text or production).

Scores were given by counting the correct answers (with the exception of the production task(s) (Q.5.a and b by subtracting the errors committed by the subjects in each part of the question). The students' marks in this test are provided in appendix 8. Finally these correct answers / errors were calculated and tabulated.

In what follows, I will discuss, in some details, the students' performance in the 5 questions which formed the whole test.

5.3.3.1 Detailed Analysis

Question One

a. Passage completion

In this part, the students were asked to complete a passage by choosing the suitable 'multi-word verbs' from a list of 20 verbal combinations.

Ten marks were allotted for this sub-test (½ mark for every correct completion). The students' marks in this sub-question will be given in appendix 8. However, in this question the 100 students' performance (numbers and percentages of correct / wrong answers) is shown below.
<table>
<thead>
<tr>
<th>SLNo.</th>
<th>Item (MWV)</th>
<th>No. of correct answers</th>
<th>%</th>
<th>No. of wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>took to</td>
<td>06</td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>look after</td>
<td>82</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>carry out</td>
<td>99</td>
<td></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>called at</td>
<td>94</td>
<td></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>take on</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>pick (it) up</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>went for</td>
<td>34</td>
<td></td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>backed away</td>
<td>36</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>give up</td>
<td>44</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>fell out</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>answer (me) back</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>make up for</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>ordered about</td>
<td>71</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>put up with</td>
<td>05</td>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>found out</td>
<td>93</td>
<td></td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>boiled over</td>
<td>20</td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>setup</td>
<td>06</td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>rang up</td>
<td>79</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>turned up</td>
<td>34</td>
<td></td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>give in</td>
<td>40</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>743</strong></td>
<td><strong>37.15%</strong></td>
<td><strong>1257</strong></td>
<td><strong>62.85%</strong></td>
</tr>
</tbody>
</table>

TABLE - 60
PRT: Q.I.a TESTED MWV, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE
Item 1: 'took to'
The first blank in the passage requires the correct answer 'took to'. Only 6% of the estees answered this item correctly. The 94% seem not (to) know the meaning of this lexical item and perhaps they confused with one of the options MWV in the given list such as 'went for', 'put up with', etc.

Item 2: 'look after'
The second blank in the passage should be filled with the MWV look after. 82% of the subjects managed to answer this item correctly. The considerable success in choosing the correct answer might be ascribed to the familiarity and the frequency of occurrence of this lexical item. However, those who failed to supply the correct answer opted for the plausible distractor 'set up'.

Item 3: 'carry out'
In this item, the MWV has been chosen correctly by 99% of the students and this high achievement could be attributed to the frequency of occurrence of this MWV as well as the clarity of the context: the context is revealing.

Item 4: 'called at'
Gap 4, in this question, needs the correct answer 'called at', 94% of the candidates succeeded in selecting the correct answer while the rest 6% chose the wrong option 'went for'.

Item 5: 'take on'
All the students (the 100) failed to choose the right MWV: 'take on' instead of which they used the incorrect ones: pick up, make up for and give in which are not suitable for the given context.

Item 6: 'pick (it) up'
Here, the subjects were supposed to choose the right MWV (pick—up) to fill in the blank. They chose wrong answers such as 'carry out', 'take on', and make up for.

Item 7: 'went for'
34% succeeded in choosing the correct answer 'went for' while the remaining (64%) chose 'turned up' and 'fell out' which are unsuitable for the context as they do not match the intended meaning.
Item: 8 'backed away'
Only 36% of the students opted for the correct answer backed away while the remaining (64%) provided either unsuitable answers or left the spaces unfilled.

Item: 9 'give up'
44% of the testees selected the correct answer give up while the other 56% went wrongly for the plausible distractor 'give in': the wrong choice of the correct particle / preposition — a collocation problem as Wallace (1982) put it.

Item: 10 'fall out'
None of the subjects succeeded in choosing the correct answer fell out instead they selected wrong options such as: turned up 35%, boiled over 40% and some of them left the blank unfilled.

Item: 11 'answer back'
The space should be filled, here, by the MWV 'answer back' but all the 100 subjects failed to discover / distinguish the right choice — a meaning problem. The majority of them (77%) went for 'take on' while others selected pick it up.

Item: 12 'make up for'
All the subjects could not choose 'make up for' as a correct answer. They opted for 'went for' (29%) while others preferred to leave the blank unfilled.

Item: 13 'ordered about'
Since the context is, more or less, revealing (transparent) 71% of the testees selected the correct answer 'ordered about', whereas for the rest of them (29%) they chose 'back away' and 'put up with'.

Item: 14 'put up with'
Only 5% of the informants managed to choose 'put up with' as a correct answer for the relevant space. 95% of the subjects were not able to cope up with this special
A considerable number of the test-takers (95%) selected 'make up for' and 'take on'.

Item: 15 'found out'
The item tested, here, is of frequent use and familiarity. Therefore, 93% of the testees filled the blank correctly while only 7% opted for the MWV "turned up'.

Item: 16 'boiled over'
The notion / concept of this verbal combination is found in Li of the students (it is available and frequent in Arabic) thus 20% of the candidates selected it as a correct answer whereas for the remaining they chose incorrect answers such as 'turned up' and 'set up'.

Item: 17 'setup'
Only 6% of the students were able to choose 'set up' as a right answer the rest of them selected wrong verbal combinations such as 'take on' which do not suit the context.

Item: 18 'rang up'
The verbal combination in this item is of frequent use and familiarity as well as the transparency of its meaning thus 79% answered this item correctly while the rest of them (21%) opted for 'called at' because it is a plausible option / distractor.

Item: 19 'turned up'
This item was chosen by 34% on the basis of the clarity of the context, but 66% selected other plausible options such as 'called at', 'went for'.... which do not suit the context.

Item: 20 'give in'
Though this verbal construction is one of the 'heavy duty' combinations (very frequent), only 40% of the test-takers were able to choose it as a correct answer. The majority of the remaining (of the 60%) opted for the similar in form '(give up)'.

Summary for Q.I.a
From Table 60 and the discussion that follows, we conclude that the subjects' performance on MWV (literal and non-literal verbal combinations) is below the success line (less than half) 743 correct answers / 1257 wrong answers: 37.15% / 62.85%.
b. Transformation

In this part, the testees were asked to transform some sentences into passive and others into nominalized forms: derived noun-forms.

10 marks were devoted to this task. One mark for every correct answer. The students' marks in this question will be provided in Appendix 8.

Question 1.b I: Passivization

Fraser: (1976) discusses the degree or type of transformational deficiency.

Wallace 1982:118-9 made the point of the transformation possibility or impossibility of some idioms (including verbal combinations). Do they admit passivization, nominalization etc: 'It may be useful to indicate what change the idiom can undergo, and this is often relates to the idiom's underlying meaning.........But this will not always explain what is possible and what is not possible as far as altering the structure(s) of items is concerned, and learners may need, some help on this'. The testees were asked in this part of Q.1 to transform a group of sentences into passive forms.

TABLE-61

PRT: 1.b.I PASSIVIZATION: TESTED ITEMS / SENTENCES, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The clouds soon cleared away and it became quite warm.</td>
<td>60</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jane arrived after her uncle, who was early.</td>
<td>11</td>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>His daughter always looked after him when he was ill.</td>
<td>33</td>
<td></td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>They have let the cat out of the bag</td>
<td>28</td>
<td></td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It was raining cats and dogs.</td>
<td>03</td>
<td>27%</td>
<td>97</td>
<td>73%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>135</td>
<td>27%</td>
<td>365</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 61 exhibits the tested items, the number of correct and wrong answers and their percentages
Item: 1  *The clouds soon cleared away and it became quite warm.*
Since there are no objects in this sentence (the MWV 'cleared away' is intransitive i.e. has no object) the transformation is not possible here. However, in this item a considerable number of the candidates (60%) managed to answer this item correctly on the basis of the general rule: intransitive verbs do not admit passive transformation.

Item: 2  *Jane arrived after her uncle, who was early.*
(Wallace (1982) transformation cannot be applied to (arrived + after). This sentence cannot be made passive. In this item, the verbal combination consists of a verb + preposition and 'uncle' is a prepositional object. *Arrive + at* is a grammatical but not a semantic unit. Only 11% of the students succeeded in responding correctly to this item. The remaining (89%) either left this sub-question/element unanswered or provided wrong transformation using the prep. Object 'her uncle' as an agent.

Item: 3  *His daughter always looked after him when he was ill.*
This sentence could be put into passive as follows:
*He was always looked after by his daughter when he was ill.*  This sentence accepts passivization. Because it is both a structural and semantic unit (= phrasal verb), transformation can be applied to 'look after'....
*look after* can, for example, be made passive:
*(He was always looked after by his daughter when he was ill)* 'Look after is not only structural unit, but it is also a semantic unit. However, 33% of the test-takers managed to answer this item correctly providing the required change.

Item: 4  *They have left the cat out of the bag.*
The correct transformation of this sentence is as follows:
*The cat has been let out of the bag.*
This example is taken from Wallace 1982: 118-119 who writes:'....Let us return to an example we have used often, *let the cat out of the bag*. It is possible to make this expression passive and say *the cat has been let out of the bag*. This is possible because
the underlying meaning ('reveal a secret') can also be made passive (the secret has been revealed)
28% of the testees transformed this sentence correctly while the rest (72%) failed to see that this IEX admit passivization.

Item: 5  *It was raining cats and dogs.*
This often - quoted example / instance of IEX does not accept passivization: it shows its idiomatic nature by accepting none of the transformation operations resisting this kind of syntactic manipulation.
Again, this item is drawn from Wallace (1982: 118-119): ...'An expression like, 'it was raining cats and dogs' (it was raining heavily') because of the underlying meaning'. Only 3% of the subjects discovered the impossibility of transforming this sentence into passive while the remaining 97% failed to do so. Strange and awkward transforms such as:
• 'cats and dogs were raining' are illustrative of this failure.

Summary for Q 1.b. I
The results of the students' performance on the MWV/IEX centred on, here, revealed that the learners have problems / difficulties with transforming from active to passive some items. These obstacles hinder the students mastery over these 2 lexical items since they were not able to produce different and various items or they might produce unacceptable transformations. In Nation (2000) words.  *There is problem with their vocabulary depth* - the quality of their stock of words. Statistically, the number of correct answers is: 135 (27%) while that of wrong answers is 365 (73%). This indicates that the subjects did not master this transformation in respect of these two lexical items.
Nominalized forms

Q1.b.II

In this sub-question, the students were asked to transform the underlined MWV into nominalized forms: (derived - noun forms).

The items tested are 'making up', 'break down', 'drew out', 'sitting in', and 'take off'.

### TABLE-62

PART Q.1.b.II NOMINALIZATIONS: TESTED ITEMS / SENTENCES, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>She has started <strong>making up</strong> her face.</td>
<td>44</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The supply of food has <strong>broken down</strong>.</td>
<td>08</td>
<td></td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Robert <strong>drew out</strong> twenty pounds from his savings account.</td>
<td>02</td>
<td></td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are <strong>sitting in</strong> at the university.</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Our plane took off very <strong>smoothly</strong>.</td>
<td>31</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>85</td>
<td>17%</td>
<td>415</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 62 presents the tested items, the number of correct / wrong responses and their percentages in the derived - noun forms section.

The students' responses are analysed and described below in detail.

**Item (1) She has started making up her face.**

Possible transform: *She has started to use make-up.*

44% of the test-takers changed correctly this MWV into a noun form. It seems that this verbal construction is frequent and that a considerable number of the subjects are familiar of with this item (especially, girls) thus they were able to provide the correct transform.
Item (2) The supply of food has *broken down*.
The required answer is as follows: There has been a *breakdown* in the food supply-
Only 8% of the candidates managed to supply the correct derived - noun form.

Item: 3 Robert *drew out* twenty pounds from his savings account.
This item is different from the other 4 items / ones in this sub-question in the sense that it
does not have a derived-noun (*draw-out) as expected. The available form is
'withdrawal' thus this verbal construction could not be changed into noun on the same
pattern. Only 2% of the testees (probably by chance or some other reason) responded by
saying it is 'not possible' to transform this item into nominalized form.

Item: 4 Students are *sitting in* at the university.
Possible transform: Students are staging a *sit-in* at the university.
None of the test-takers answered this item correctly. This could be ascribed to the non-
familiarity of the students with the meaning of this lexical unit and hence they failed to
provide the required form.

Item: 5 Our plane *took off* very smoothly.
Possible transform: We had a very smooth *take off*.
This MWV is familiar and is of frequent use. Therefore, 31% of the testees provided the
needed derived-noun form (which itself is repeatedly used by the subjects even when
they speak in Arabic).

Summary for the Nominalized Transformation
From Table 62 and the discussion which follows, we can summarize the students’
performance on the transformation of MWV into nominalized forms as below:
The statistics shows that the test-takers got 85 (17%) correct answers versus 415 (83%)
wrong answers. This is an apparent evidence of the subjects inability to change verbal
combinations into derived-noun forms. This deficiency in the learners’ knowledge of the
possibility of producing different and various forms limits their vocabulary expansion
skills. In Nation terms they have some difficulty in respect of their vocabulary depth:
(i.e. the quality of their vocabulary).
Question two: Substitution

The test-takers were required to give the meanings of 40 idiomatic expressions, in the given spaces, by choosing the suitable definitions / synonyms from a list of 40. 20 marks were devoted to this question: (/a for each correct substitution). The students' marks in this question will be given in appendix 8.

However, in this question, the students' performance (numbers and percentages of correct / wrong answers) is tabulated as follows: (These tables are designed on the basis of the following grammatical categories / units.)

Verbal idioms
Nominal idioms
Adjectival idioms and
Adverbial idioms

Verbal Idioms

Table 63 shows the tested items / sentences, the number of correct / wrong answers and their percentages.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>For three days the wind blew hard and strong, but on the fourth day it died down.</td>
<td>03</td>
<td></td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Please hold on; I'd like to ask a question before you continue your lecture.</td>
<td>14</td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I believe in my wife because she always opens up to me and shows her love.</td>
<td>97</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>In both physical appearance and personality, John takes after his father.</td>
<td>52</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I can out up with some noise</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>while I'm studying, but I can't accept loud noise.</strong></td>
<td>6</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Because he did a very poor job and came up with bad results, his boss felt that he hadn't lived up to his responsibilities.</strong></td>
<td>7</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tom began as a local salesman, but after thirty years with the same company he had worked up to sales manager.</strong></td>
<td>7</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nothing he told me was true; I'm angry that he made up the whole story.</strong></td>
<td>8</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>You have always carried out your duties well so I am going to give you a raise.</strong></td>
<td>9</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I've been working too hard lately; it's time for me to take off a couple of weeks of vacation.</strong></td>
<td>10</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If you believe in telling the truth, you should never lead someone on.</strong></td>
<td>11</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fifty states, including Alaska and Hawaii, make up the United States.</strong></td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When you looked into the matter in the library, did you find out any answer.</strong></td>
<td>13</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>He tried hard to get ahead, so I can't hold his failure against him.</strong></td>
<td>14</td>
<td>01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The successful student drew</strong></td>
<td>15</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

307
pleasure from the fact that he had passed all his exams.

When the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period.

If you have an American roommate, take advantage of him for carrying on conversations and answering questions.

Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern.

If you leave the business to your efficient assistant, he'll take charge of it and do a fine job.

I was very concerned about my problems; I had them on my mind all the time.

At first, the criminal left out part of his crime in his confession, but eventually he brought the whole thing into the open.

The unpredictable situation might change at any moment, so we'd better play it by ear as it develops, instead of deciding now.

At first he stuck to his own opinion stubbornly, but finally we brought him around to our way of thinking.

He wanted to go into the
matten more deeply so he asked to talk it over with me next week.

Because Alice couldn’t hold back her deep anger any more, she decided to open up and have it out with her selfish boyfriend.

<table>
<thead>
<tr>
<th>Item</th>
<th>1 die(d) down</th>
<th>2 'hold on'</th>
<th>3 'believe in'</th>
<th>4 'takes after'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>die(d) down</td>
<td>This item is intransitive verbal idiom consists of verb + particle which has the meaning, 'diminished'. Only 3% of the testees succeeded in matching this verbal construction with the required synonym from the list. This manifests that the majority of the students does not know the meaning of this lexical item.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 2</td>
<td>'hold on'</td>
<td>The tested MWV, here, is intransitive verbal idiom (verb + particle) meaning, 'pause' in the given context. 14% of the subjects selected the required synonym. The rest (86%) opted for wrong answers / selections such as 'to be careful to'....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 3</td>
<td>'believe in'</td>
<td>'I believe in my wife because she always opens up to me and shows her love'. The underlined MWV in the above text, which contains intransitive verb + preposition, has the meaning: 'have trust in'. Since the context is revealing and the MWV on focus is of frequent use and familiarity, the majority of the testees succeeded in selecting the required definition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 4</td>
<td>'takes after'</td>
<td>'In both physical appearance and personality, John takes after his father'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>27.96%</th>
<th>87</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>699</td>
<td>27.96%</td>
<td>1801</td>
</tr>
</tbody>
</table>
The verbal construction is formed in this sentence, from intransitive verb + preposition. 52% of the learners selected the correct synonym 'resembles'. Probably, because the context is clear these testees were able to infer the meaning.

**Item: 5 'put up with' (V + P + Pre.)**

In the sentence *I can put with some noise while I am studying, but I can't accept loud noise*, the suitable word is 'tolerate'. Though it is a frequent MWV, none of the test-takers answered this 3-word verb correctly. Instead, they selected wrong synonyms such as: 'blame'.

**Item: 6 'lived up to' (V + P + Pre.)**

None of the subjects was able to choose the correct definition (to achieve an expected standard) which matches the MWV 'lived up to' in the context below. *Because he did a very poor job and came up with bad results, his boss felt that he hadn't lived up to his responsibility*. They confused it with 'worked up to' which has the meaning 'advanced to'.

**Item: 7 'worked up to'**

By the same token, the underlined 3-word verb (V + P + Pre) in the following sentence: *Tom began as a local salesman, but after thirty years with the same company he had worked up to Sales Manager*, was not answered correctly by any of the testees.

**Item: 8 'made up' (V + Particle)**

The MWV, in the sentence: *Nothing he told me was true, I'm angry that he made up the whole story*, suits the synonym: 'invented'. 41% of the testees opted for this answer. The remaining (59%) chose distractors such as: 'revealed a secret, and diminished'.

**Item: 9 'carried out'**

The verbal construction (Transitive Verb + Particle) 'carried out' has the meaning 'accomplished' in *you have always carried out your duties well so I am going to give
you a raise'. Since it is a frequent and familiar MWV as well as the transparency of the context, 80% of the subjects selected the correct synonym.

Item: 10 'take off'
The lexical item, 'take off has the meaning 'have free time off in the sentence; 'I've been working too hard lately; it is time for me to take off a couple of weeks of vacation'. Though the subjects might know the other meaning(s) of the MWV: 'rise from the ground, take off boots....', they failed to grasp its meaning in the given context.

Item: 11 'lead—on'
The meaning of this verbal combination (=deceived) is clear since it's transparent in 'if you believe in telling the truth, you should never lead someone on'. However, 37% selected this synonym.

Item: 12 'make up'
In the text: 'Fifty states, including Alaska and Hawaii, make up the United States'.
The verbal construction means 'form'. Only 12% of the subjects supplied the correct synonym.

Item: 13 'find out'
'When you looked into the matter in the library, did you find out any answer?'
This MWV, which consists of transitive Verb + Particle, is of a frequent occurrence as well as the transparency of its context. Therefore, 98% of the testees were able to choose the correct meaning (discover).

Item: 14 'hold ...... against'
In 'He tried hard to get ahead so I can hold his failure against him'
the underlined verbal construction has the meaning 'blame'. Only 1% of the subjects answered this sub-question correctly. The majority of the students do not know the meaning of this verbal combination.
Item: 15 'drew ... from'

In the sentence: 'The successful student drew pleasure from the fact that he had passed all his exams', the MWV owns the meaning 'obtained ... from'. Since the meaning of the verbal idiom is compositional (could be arrived at from the individual words) 84% answered this element correctly.

Item: 16 'pulled ... through'
The sense of the underlined lexical item in 'when the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period' is not clear for the subjects. Therefore, none of them was able to select the required definition 'helped ... to get over'.

Item: 17 'take advantage of'
This is a special kind of a verbal idiom since it has a fixed noun (advantage) which forms a part of the larger expression / combination. In this item, nobody selected the correct definition: to use for one's personal benefit.

Item: 18 'made a point of'
Again, this is a special kind of verbal construction meaning 'to be careful to' in 'Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern'. The majority (99%) failed to select the correct definition.

Item: 19 'take charge of'
Like the previous two verbal combinations, this construction has the noun 'charge' as part of it. A considerable proportion of the test-takers (31%) succeeded in opting for the needed definition: 'become responsible for'. This could be attributed to the frequency of the whole construction.

Item: 20 'had ... on my mind'
The verbal idiom, here, is different from the 3 previous items (17, 18, & 19) in that the added noun, here, works / functions as an object while in those constructions is used as
subject. The transparency of the combination made 83% of the subjects arrive at the correct response: 'Think... constantly about.'

Item: 21 'brought into the open'
This MWV has the meaning 'to reveal a secret' in this item. This lexical is not mastered by any of the testees.

Item: 22 'play it by ear'
In the utterance 'the unpredictable situation might change at any moment, so we'd better play it by ear as it develops, instead of deciding now', the verbal combination matches the definition 'make plans as sth develops'. All the subjects failed to answer this item correctly.

Item: 23 'brought around to'
This MWV has the meaning 'convinced...about' in the given text. Though it is partially transparent, only 9% of the test-takers replied correctly.

Item: 24 'talk (it) over with'
'Talk it over with' meaning 'discuss...with' in 'He wanted to go into the matter more deeply so he asked to talk it over with me next week'. Almost all the students (89%) do not know the meaning of this verbal construction.

Item: 25 'have it out with'
The construction 'have it out with' meaning 'discuss angrily with' was not arrived at by 87% of the respondents. Only 13% of them happened to know this familiar expression.

**Summary for Section 2.a**
In sum, the results of the items in the verbal combination section (1-25) are as follows: From a total of possible answers (2500) the testees got 699 (27.96%) correct and failed to choose the right answers of the remaining items (1801 / 72.04%). From these statistics, we can deduce that the subjects have problems with substituting a MWV for a synonym or definition. This indicates that there is a semantic problem in the verbal construction category.
Nominal Idioms

Table 64 indicates the items tested in the Nominal idioms' section, the number of correct / wrong answers and their percentages.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>All three of his children look just like him because they are his own flesh and blood.</td>
<td>41</td>
<td>68.50%</td>
<td>59</td>
<td>31.50%</td>
</tr>
<tr>
<td>27</td>
<td>The movie was so scary that the audience was constantly on pins and needles: they were sitting on the edges of their seats.</td>
<td>90</td>
<td>90.00%</td>
<td>10</td>
<td>10.00%</td>
</tr>
<tr>
<td>28</td>
<td>That older politician is very successful because he knows the ins and outs of government business well.</td>
<td>57</td>
<td>64.10%</td>
<td>43</td>
<td>36.00%</td>
</tr>
<tr>
<td>29</td>
<td>Joe has borrowed money three times without paying me back, and now he wants $50! That’s the last straw!</td>
<td>81</td>
<td>99.90%</td>
<td>19</td>
<td>9.10%</td>
</tr>
<tr>
<td>30</td>
<td>When I said I liked her dinner, which really was terrible. I told a white lie because I didn’t want to hurt her feelings.</td>
<td>99</td>
<td>100.00%</td>
<td>01</td>
<td>0.00%</td>
</tr>
<tr>
<td>31</td>
<td>At most parties, people socialize by engaging in a lot of informal small talk.</td>
<td>43</td>
<td>43.00%</td>
<td>57</td>
<td>57.00%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>411</td>
<td>68.50%</td>
<td>189</td>
<td>31.50%</td>
</tr>
</tbody>
</table>

Table 64 nominal idioms (items 26-31) discusses the items below:
(The IEX in this sub-question is formed from (noun and noun)).
Item: 26 'flesh and blood'
The availability of the concept / notion of this IEX in Li of the subjects (Arabic) helped 41% of them to select the correct synonym: 'family' which suits the given content.

Item: 27 'on pins & needles'
In *The movie was so scary thai the audience was constantly on pins and needles; they were sitting on the edges of their sets* the nominal idiom is clear and of frequent use. Thus 90% of the subjects selected the right answer.

Item: 28 'ins and outs'
This nominal idiom has the meaning 'all the details' in the given sentence. More than half of the test-takers (57%) were able to reply correctly to this item.

Item: 29 'last straw'
The IEX means 'final annoyance'. The idea as well as the equivalent form are found in the subjects' mother tongue (Arabic). As a result a considerable proportion of them (81%) succeeded in selecting the required definition.

Item: 30 'white lie'
This IEX is frequent and used by the majority of the informants. It is a part of their Li vocabulary store and speech. Consequently, it was answered correctly by 99% of the testees.

Item: 31 'Smalltalk'
Though the context of this nominal idiom is more or less revealing less than half of the candidates (43%) matched it with the suitable definition 'informal conversation'.

**Summary for Section 2.b**

In general, the numbers of wrong / correct answers and the percentages state that, in the nominal idiom category, the subjects do not have problems / difficulties. This high achievement (411 correct VS 189 wrong answers: Percentage-wise: 68.50 / 31.50) is a result of the fact that the lexical units tested are of high frequency as well as their availability in the students Li (Arabic). In other words, the lexical items, *flesh and blood, pins and needles, ins and outs, last straw, white lie* and *small talk* have their counterparts in the students' mother tongue.
Adjectival Idioms

Table 65 summarizes the items tested in the adjectival idiom category, the number of correct / wrong answers and their total percentages.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Tom had seen the movie three times before, so the outcome was rather cut and dried the fourth time.</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>When the Immigration Service learned that George's wife was not a U.S citizen, it declared the marriage null and void.</td>
<td>19</td>
<td>34%</td>
<td>81</td>
<td>66%</td>
</tr>
<tr>
<td>34</td>
<td>The heart operation was so difficult that most of the time it was touch and go.</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>To me, the points in his lecture were clear-cut; he was not just full of hot air.</td>
<td>97</td>
<td></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>The policeman managed to stay level-headed in the confrontation with the armed bank robbers.</td>
<td>00</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Tom had second thoughts about sharing his problem with his family, so he decided to remain close-mouthed about it.</td>
<td>88</td>
<td>34%</td>
<td>12</td>
<td>66%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>204</td>
<td>34%</td>
<td>396</td>
<td>66%</td>
</tr>
</tbody>
</table>
From Table 65 adjectival idioms, we note the following:

**Item: 32 'cut and dried'**
All the testees were not able to match this adjectival idiom with the suitable synonym 'routine' in 'Tom had seen the movie three times so the outcome was rather cut and dried for the fourth time'.

**Item: 33 'null and void'**
This IEX has the synonym 'illegal' in 'When the Immigration Service learned that George's wife was not a U.S. citizen, it declared the marriage null and void'. Only 29% succeeded in replying correctly.

**Item: 34 'touch and go'**
The meaning of this IEX is 'obscure' for all the subjects thus they failed to select the correct synonym 'risky'.

**Item: 35 'clear-cut'**
The form of the IEX and its context are revealing as well as its frequency of occurrence. This aids the majority of the test-takers (97%) to choose the correct definition 'clearly stated'.

**Item: 36 'level-headed'**
The meaning of this item is not clear for all the testees. As a result they failed to match with its suitable equivalent.

**Item: 37 'close-mouthed'**
The components of this adjectival are clear indication of its composed meaning. Thus 88% of the students opted for the right answer: uncommunicative.

**Summary for Section 2.c: adjectival idioms**
To conclude, the tabulation of the items tested in the adjectival idioms section and the discussion follows reveals the following:
The learners have some problems with matching an adjectival idiom with its equivalent definition / synonym. From a total of possible answers (600) they got 204 (34%) correct and 396 (66%) wrong. The lexical items tested in this section are not available in the students Li. Moreover, some of them are not transparent: 'touch and go', and 'level-headed' while others are neither familiar nor frequent.
TABLE - 66
PRT: Q.2 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Even though I've tried many times to repair my car, time and again it won't start.</td>
<td>10</td>
<td></td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>John finally was able to quit smoking for good; he'll never touch another cigarette.</td>
<td>81</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>By and large, Tom is an easy-going person in almost everything he does.</td>
<td>10</td>
<td>33.67%</td>
<td>90</td>
<td>66.33%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>101</td>
<td>33.67%</td>
<td>199</td>
<td>66.33%</td>
</tr>
</tbody>
</table>

Table 66 provides the items tested in the adverbial idiom unit, the number of correct / wrong answers and their (total) percentages.

Item: 38 'time and again'

Though this adverbial idiom is well-known and frequent (the famous TV show...), its meaning 'repeatedly' selected only by 10% of the respondents. This might lead us to the limited exposure of the learners to the authentic discourse in the target language.

Item: 39 'for good'

This adverbial idiom is another instance of a lexical unit yet its meaning 'forever' cannot be arrived at by knowing the meanings of the individual words. However, there is high achievement in this item - 81%.

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Item 40  'By and large'  

Its meaning 'generally' escaped the majority of the test-takers (90%) since the meanings of the parts are poor guide to the meaning of the IEX.

Summary for Section 2.d

To sum, the discussion of the adverbial idioms, provided above, displays that our learners meet problems / difficulties while trying to tackle the meaning aspect of adverbial constructions: 101 correct answers (33.67) Vs 199 (66.33) wrong answers. The three IEX in question are not known to the majority of the students despite their frequency of occurrence and their importance in everyday English language use.

Summary for Q.2

This question has the objective of knowing whether the students could choose / select the suitable synonyms / definitions (from a list) which match the meanings given in certain contexts. The elicitation technique used, here, is substitution/matching. The sections encompass verbal, nominal, adjectival and adverbial idioms.

In general, the performance of the subjects in this question revealed the following:

<table>
<thead>
<tr>
<th>Total number of possible answers</th>
<th>4000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of correct answers</td>
<td>1415 (35.38%)</td>
</tr>
<tr>
<td>Number of wrong answers</td>
<td>2585 (64.62%)</td>
</tr>
</tbody>
</table>

Therefore, the learners have problems / difficulties while trying to match (an) MWV / IEX with their equivalent synonyms / definitions—a semantic problem.
Question Three: Errors Identification / Recognition

Here, 40 sentences were provided and the testees had to indicate which (sentences) are correct and which are not. Twenty marks are given to this task. Each correct answer is given 0.4 mark. The students’ marks in this question will be provided in appendix 8.

In marking this sub-test no attempt was made to penalize the wrong guessing (since in this test type, there is 50% possibility of getting the correct answers by chance) by subtracting more than Vi mark for each wrong answer. However, the multiplicity of the items in this question (40 items) as well as the intended arrangement of the tested items in set(s) meant to reduce this chance factor.

The problems / difficulties examined / centered on are:

- adverb(s) position(s) in relation to objects / particles / prepositions;
- particles / prepositions positions in relation to object nouns, object pronouns, etc.
- form / order of IEX (i.e. singular / plural) and the arrangement of the lexical items (the components) within IEX.

The tabulation of the students’ performance (numbers and percentages of correct / wrong answers) is based on the following categories.

- verbal idioms
- nominal idioms
- adjectival idioms and
- adverbial idioms.
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student got ahead his school.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student got ahead in school.</td>
<td>100</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My friend caught slowly on.</td>
<td>20</td>
<td>80</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>The teacher touched quickly on many ideas.</td>
<td>07</td>
<td>93</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher quickly touched on many ideas.</td>
<td>07</td>
<td>93</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher touched on quickly many ideas.</td>
<td>00</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A student came up a question.</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A student's question came up.</td>
<td>96</td>
<td>04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The president cleared carefully up the problem.</td>
<td>03</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The president cleared up it.</td>
<td>38</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The lawyer stuck to it.</td>
<td>86</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I can tell the twins apart easily.</td>
<td>04</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I can tell apart the twins easily.</td>
<td>00</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The student found it out quickly.</td>
<td>10</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The student found out it quickly.</td>
<td>02</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The senator put the bill through Congress.</td>
<td>99</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The senator put the bill Congress through.</td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I carefully kept an eye on the child.</td>
<td>82</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I kept a careful eye on the child.</td>
<td>79</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I carefully kept eyes on the child.</td>
<td>56</td>
<td>44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Looking at table 67 Verbal Idioms (items 1 - 27), we discuss in detail the tested items below:

Item: 1  *'The student got ahead his school'.
In item one, the verbal construction 'got ahead' is an example of intransitive verb with particle. Thus the verbal combination cannot be followed by an object.
In the incorrect sentence above (item-1), the verbal idiom was followed by an object which is not possible for intransitive forms.

Item: 2  The student got ahead in his school.
For item 2 (The student got ahead in (his) school), the verbal idiom, here, can be followed by a prepositional phrase 'in school'. Therefore sentence 2 is correct.
However, all the test-takers succeeded in seeing the difference between intransitive and transitive verbs and answered correctly the two items.

Item: 3  *'My friend caught slowly on. (intr verb + particle)
This item is based on the following rules:
"No adverb can be placed between the verb and particle, which shows that the verb and particle are one unit of grammar. Only a manner adverb, which tells (us) how something
was done (quickly, quietly, slowly), can be placed both before and after the verb +
particle.
Most adverbs, including time adverbs such as early, are placed after the verbal idioms”.
Note the correct forms of the above sentence:
My friend caught on slowly (adverb is placed after the verbal combination).
My friend slowly caught on (adverb is placed before the verbal combination).
Only 20% of the students managed to discover that the sentence in this item is erroneous.

Items: 4 - 6 (intr verb + pre)
4. The teacher touched quickly on many ideas.
5. The teacher quickly touched on many ideas
6. *The teacher touched on quickly many ideas.

Adverbs may not be placed between a preposition and a noun phrase, which
shows that the preposition and the noun phrase are a grammatical unit. Therefore,
sentence 6 is incorrect.

Adverbs may be placed between the intransitive verb and preposition, (but not
between an intransitive verb + particle such as 'show up':) From this rule (as well as the
rules governing the adv.position discussed in item 3), sentences 4 & 5 are correct.

Only 7% of the subjects recognised (discovered) the correctness of 4 & 5
whereas for # 6 none of the subjects were able to identify its incorrectness.

Items 7 - 8
1. *A student came up a question.
8. A student's question came up.
Sentence 7 is incorrect: the equivalent correct form is:
A student came up with a question.
The omission of the preposition 'with' makes the sentence unacceptable. 97% of the testees recognized the incorrectness of item 7.

Sentence 8 is correct: the intransitive verbal idiom (came up: V + preposition) is put at the end of the sentence. For item 8, 96% of the subjects were able to identify the correctness of the sentence. The verbal idiom, here, is composed of an intransitive verb + particle + preposition. The preposition should be followed by a noun phrase, forming a noun phrase.

Items: 9-11
Item 9 *The President cleared carefully up the problem.
Item 10 *The President clear up it.
Item 11 The lawyer stuck to it.

In item 9 an adv. may not be placed between the verb + the particle (or between the particle and object) because the verb and the particle are connected in both meaning and grammar. As a result, sentence 9 is incorrect: the adv. is misplaced. The correct position is as follows:
The President cleared up the problem carefully.
Or
The President cleared the problem up carefully.
This is due to the grammar of intransitive verbs with prepositions and transitive verbs with particles.
For sentence 10 the correct realization, when using a pronoun is:
The President cleared it up.
The general rule for 'pronouns' is that they always precede particles (so sentence 10 is incorrect), but always follow prepositions (thus, 11 is correct.)

Items: 12-13
12. I can tell the twins apart easily.
13* I can tell apart the twins easily.
The item, tested, here, is transitive verb with immovable particle (type A): i.e., particle only comes after the object.

Sentence 12 is correct since the noun object position with regard to the verb and particle is correct. Only 4% got this item correct.

For item 13, it is incorrect because the particle in this combination may only be placed after the object. None of the testees was able to discover that this sentence erroneous.

Items: 14-15

14. The student found it out quickly.
15*. The student found out it quickly.

Here, the verbal combination should follow this pattern:
Verb + Pronoun + Particle:
(the pronoun position is in the middle).

Though this combination permits the noun object to come before as in:
The student found out the answer quickly,
(cf * the student found the answer out quickly).

When a pronoun object is used, the particle can only be placed after it. Thus, 14 is correct while 15 is not.

In 14, 10% of the subjects succeeded in answering correctly while for item 15 only 2% were able to see its incorrectness.

Items: 16-17

16. The senator put the bill through Congress.
17*. The senator put the bill Congress through.

In the transitive verb + preposition combination, here, the transitive verb will be followed by an object (the bill), and the preposition will be followed by a noun phrase (Congress).
The NP cannot precede the preposition, therefore, 16 is correct while 17 is not.

However, almost all the subjects (99% and 100% respectively) got questions / items 16 & 17 correct. The rule, here, is clear and easy so the majority of them answered the 2 items correctly: The prepositional phrase should come after the preposition.
Items (18-21)
18. I carefully kept an eye on the child.
19. I kept a careful eye on the child.
20* I carefully kept eyes on the child.
21* I kept careful eyes on the child.
In the set of items, tested here, the verbal idiom(s) can only occur with one special object (eye).
The noun form in the object cannot change in any way.
Very often an adjective form (careful) can be placed in front of the noun.
Accordingly, sentences 18 & 19 are correct while 20 & 21 are erroneous. The singular form, here, is the only correct form.
82% and 79% of the subjects recognized the correctness of items 18 and 19 while 56% and 58% respectively identified the inappropriateness of 20 and 21.

Items 22-23
22* Mary put her scholarship to good uses.
23. Mary put her scholarship to good use.
The verbal idiom in certain constructions can only occur with one special noun (use, here) in the noun phrase following the preposition.
The noun cannot change form in any way.
Consequently, item 23 is correct form, with added adjective (good), while 22 is incorrect: no change in form (singular / plural) is possible. The correct form, here, is the singular one. 20% of the test-takers noted the incorrectness of 22 while 35% identified the correctness of 23.

Items 24 - 25
Item 24. I turned it over to my associates.
Item 25* I turned over it to my associates.
A pronoun form will always be placed before the particle. Thus, 24 is correct (correct position of (object) pronoun. While 25 is not.
However, in both items tested here, 89% of the students managed to see that 24 is right while 29 is erroneous. These high percentages might be attributed to the sense / intuition of the students who arrived at the right decisions by comparing the 2 utterances.

Items: 26-27:
26. You should set time aside for a meeting.
27. You should set aside time for a meeting.
Although the normal position for the object (in this verbal combination) is before the particle (#26), with certain idioms the object may follow the particle (set aside time): movable particle: come before or after. Therefore, both 26 and 27 are correct. A relatively considerable number of the subjects (28%) succeeded in seeing the correctness of 26 but only 5% of them discovered the correctness of the second sentence (27).

Summary for Section 3.a
The tabulation and the discussion of the items focussed on, in the verbal combination section, in this question, tell us that the subjects, in general, experienced some difficulties / problems in this category. The total numbers and percentages of correct / wrong answers are as follows:
Total number of possible answers = 2700
Number of correct answers = 1310 (48.52%)
Number of wrong answers = 1390 (51.48%)

It goes without saying that the nature (type) of this (sub) question is responsible for this (high) number of correct answers (the 50/50 chance factor). However, the subjects' errors centered, here, on the following issues:
• adverb(s) position(s) in relation to the verb, object etc.
• Particles / prepositions place(s) in relation to noun objects, pronouns(s) objects.
TABLE-68
PRT: Q.3 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>The manager put his heart or soul into his work.</td>
<td>95</td>
<td></td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>The manager put his heart and soul into his work.</td>
<td>95</td>
<td></td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>The car suffered a lot of wear and tear.</td>
<td>18</td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>The car suffered a lot of tear and wear.</td>
<td>03</td>
<td></td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>The race-car driver had many closer calls.</td>
<td>07</td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>The race-car driver had many close calls.</td>
<td>47</td>
<td></td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>265</td>
<td>44.17%</td>
<td>335</td>
<td>55.83%</td>
</tr>
</tbody>
</table>

Nominal Idioms: Items: 28 - 33

Item 28*: The manager put his heart or soul into his work.
Item 29: The manager put his heart and soul into his work.

With these nominal idioms, the pair of forms can only be joined by the conjunction ‘and’. Thus, 28 is incorrect conjunction while 29 is correct conjunction.

The high achievement of the subjects in these 2 items (95% of them answered both items correctly) might be ascribed to the students’ sense or their ability to compare the 2 sentences and then figure out the right conjunction.
30. The car suffered a lot of wear and tear.
31. The car suffered a lot of tear and wear.

In these nominal idioms, the order of idioms should be fixed. The two words cannot exchange position in any situation. As a result, # 30 is correct sentence (correct order) while 31 is not (incorrect order).

18% of the testees responded correctly to item 30 while only 3% of the subjects recognised that sentence 31 is not correct.

Items: 32 - 33 :

32. The race-car driver had many closer calls.
33. The race-car driver had many close calls.

The adjectives in these idioms are restricted in form. In general, only one particular adjective can be used with any noun form to create special idiom, and this form cannot be deleted or altered in any way. Therefore, the comparative (closer) made sentence 32 incorrect: no alternation is possible.

Summary for Nominal Idioms
A careful look at the table of 'nominal idioms' in this question displays that the learners succeeded in answering correctly 265 (out of 600 possible answers) (44.17%) while they failed in 335 (55.83%) answers. This indicates a relative difficulty in recognizing the correct nominal forms from the erroneous ones. The errors committed, here, could be grouped as below: misuse of the conjunction within the IEX, form and order of the components of the IEX (i.e. plural / singular and the arrangement of the elements).
Table 69 adjectival idioms
Items: 34-38

Item 34.* The lecturer's speech was sweet and short.
This sentence is not correct (wrong order) the correct order is (short and sweet).
The order of the forms is fixed. The two words (short / sweet) cannot change position in any way.
11% of the learners identified the incorrectness of this sentence since it seems as a correct form. The remaining (89%) were not able to recognize this deviance.

Item 35 - Tom and Jerry had a man-to-man talk.

Item 36.*- Tom and Jerry had a men-to-men talk.

Item 37* - Fatima and Sara had a women-to-women talk.

Item 38 - Fatima and Sara had a heart-to-heart talk.

Table 69 adjectival idioms

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>The lecturer's speech was sweet and short.</td>
<td>11</td>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Tom and Jerry had a man-to-man talk.</td>
<td>96</td>
<td></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Tom and Jerry had a men-to-men talk.</td>
<td>87</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Fatima and Sara had a women-to-women talk.</td>
<td>79</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Fatima and Sara had a heart-to-heart talk.</td>
<td>78</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>351</td>
<td>70.20%</td>
<td>149</td>
<td>29.80%</td>
</tr>
</tbody>
</table>

Table 69 adjectival idioms
Items: 34-38

Item 34.* The lecturer's speech was sweet and short.
This sentence is not correct (wrong order) the correct order is (short and sweet).
The order of the forms is fixed. The two words (short / sweet) cannot change position in any way.
11% of the learners identified the incorrectness of this sentence since it seems as a correct form. The remaining (89%) were not able to recognize this deviance.

Item 35 - Tom and Jerry had a man-to-man talk.

Item 36.*- Tom and Jerry had a men-to-men talk.

Item 37* - Fatima and Sara had a woman-to woman talk.
Item 38 - Fatima and Sara had a heart-to-heart talk.

Although the adjectival idioms, here, are made from different parts of grammar (noun, preposition, noun), as adjectives, they cannot be changed in any way, 35 is correct singular form while 36 is incorrect. When applied to woman / women, "heart-to-heart" is used more frequently and carries the same meaning. Thus, 37 is wrong while 38 is correct.

Summary for the adjectival idioms

Interestingly, that the learners were able to get correctly 351 (70.20%) Vs 149 (29.80%) wrong answers in the adjectival idioms section. In this category, the tested items are 'sweet and short', man-to-man (and its variants), and heart-to-heart. In the 1st item the general result is failure in identifying whether the sentence is correct or not while in the remaining the students succeeded in recognizing the correct forms from the incorrect ones. This cardinal number of correct answers might be ascribed to the students' ability to compare the set of items to arrive at the right ones rather than their mastery of the 'grammar' which governs these expressions.
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Day in and day out, Bob stays at home.</td>
<td>12</td>
<td>9.50%</td>
<td>88</td>
<td>90.50%</td>
</tr>
<tr>
<td>40</td>
<td>Day out and day in, Bob stays at home.</td>
<td>07</td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>9.50%</td>
<td>181</td>
<td>90.50%</td>
</tr>
</tbody>
</table>

Table - 70 Adverbial idioms

Items 39 - 40 (various adv. forms)

39. Day in and day out, Bob stays at home.
40.* Day out and day in, Bob stays at home.

The adverbial idiom(s), here, cannot be changed in form in any way. 39 correct order while 40 is incorrect order.

Summary for the adverbial idioms

The presentation and the discussion of the 2 adverbial idioms, tested in this question, display that the testees do not have mastery over these adverbial forms: 19 (9.50%) correct answers compared to 181 (90.50%) erroneous ones. The students' non-familiarity with the adverbial idioms in question as well as their ignorance of the right order of the expression is the apparent reason for this failure.
Summary for Question 3

This sub-test aimed at knowing the students' ability in identifying / recognizing the correct IEX/MW from wrong ones on the basis of the grammatical and semantic rules which govern the use of these two lexical items. The problems / difficulties examined in this question are:

- Adverb position in relation to the verb and object.
- Particle/preposition place with regard to the verb.
- Particle/preposition distinction and their influence on grammar (especially pronouns' position).
- The fixation of the form (singular/plural, comparative, superlative etc.) and the order (the arrangement of the components within IEX).

These vocabulary components were examined under the following categories: verbal, nominal, adjectival and adverbial idioms. The elicitation technique used, here, is error(s) recognition / identification. Statistically, the students' performance in this question could be summarized as follows:

Total number of possible answers = 4000
Number of correct answers = 1945 (48.63%)
Number of wrong answers = 2055 (51.37%).

It is clear from the above summary that the students have some problems / difficulties in identifying the correct MWV/IEX from the wrong ones. The apparent reasonable achievement (more or less half the answers are correct and the other are wrong) might be ascribed to the nature (type) of the elicitation technique used in this question (2 options with 50/50 chance of getting the correct answers) rather than the subjects' mastery of the grammar which governs these lexical items.
Question 4: Multiple-choice items

In this sub-test the subjects were required to choose the idiomatic expression, which has the best meaning in a given context, by drawing a circle round the letter of the correct answer. 40 items were provided with 4 options against each of them. 20 marks devoted to this question. A mark is allotted for every correct choice. The students' scores in this question will be provided in appendix 8. Again, as in question 3, in marking this sub-test, no attempt was made to penalize the wrong guessing (since there is possibility of getting the correct answers by 25% chance) by subtracting more than V% mark for each wrong answer. However, the multiplicity of the options within each item and through the whole sub-test (40 items) hopes / intended to compensate for this chance factor: the possibility of arriving at the correct answers by mere guessing.

The students' performance (numbers and percentages of correct / wrong answers) is tabulated below encompassing the following units:

- verbal idioms
- nominal idioms
- adjectival idioms and
- adverbial idioms.

In this question, the multiple choice technique is used covering the following sections / categories: verbal, nominal, adjectival and adverbial idioms. The test-takers have to opt for one of the 4 options given against each of the 40 items which formed this sub-test. In what follows a tabulation of the lexical units/vocabulary items tested, the number of correct / wrong answers and their percentages is provided.
Table 71 tells us about the items tested in the verbal idioms section, the number of correct / wrong answers and their percentages.

**TABLE-71**

PRT: Q.4 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No.of Correct answers</th>
<th>%</th>
<th>No.of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An elephant in a circus really ________</td>
<td>13</td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. falls through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. shows up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. stands out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. stands in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Because San Diego has poor bus system, it is difficult to ________ if you don't have a car.</td>
<td>21</td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. come about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. get around</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. get ahead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. break in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Don't leave without me! Please ________</td>
<td>74</td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. get ahead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. hold on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. catch on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. fall through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I prefer to ________ one topic in great detail, instead of touching on many topics,</td>
<td>93</td>
<td></td>
<td>07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. run over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. come on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. catch on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. go into</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>He's so stubborn that he ________ all his opinions,</td>
<td>06</td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. sticks to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. goes without</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. takes after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. sticks for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It's hard to ________ in a car when the streets are very crowded,</td>
<td>21</td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. get ahead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. go through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. get around</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. get through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to ________ him.</td>
<td>05</td>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. get through to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. look forward to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. try for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. take after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I'll go back to work, when I ________ this sickness.</td>
<td>98</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. turn into</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. go without</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. get over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. get about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. They work hard, and too quickly for me to _______ them.
   a. get over  b. look up to  c. work up to  d. keep up with

10. Do you ever fail to do your duties or do you always _______ them?
    a. carry out  b. believe in  c. live up to  d. carry in

11. It took many years for me to _______ an important position in my company,
    a. keep up with  b. work up to  c. settle down  d. make out

12. Did the policeman _______ the mistake you made?
    a. point out  b. takeoff  c. make up  d. take in

13. I asked him to go to the research center to _______ some information _______ for me.
    a. find _______ out  b. look _______ out  c. make _______ up  d. look _______ up

14. A big traffic jam came about when a drunk driver _______ an accident.
    a. looked out for  b. brought about  c. brought up  d. came about

15. I understand the first three grammar rules, but please _______ the last rule for me again briefly,
    a. fill in  b. get through to  c. touch on  d. touch in

16. After you left France, did you _______ French in school?
    a. take up  b. do over  c. engage in  d. take on

17. A four-foot person _______ any where he goes,
    a. turn to  b. stands out  c. goes out  d. turns in

18. The parents didn't like yard work so they _______ it _______ their sons,
    a. drew _______ from  b. touch _______ out  c. filled _______ in  d. left _______ to
19. The salesman _______ the customer _______ a long discussion.
   a. dressed from  
   b. left to 
   c. engaged in  
   d. engaged about

20. The bill for our expensive dinner _______ $200.
   a. turned to  
   b. came to 
   c. took of  
   d. lent to

21. You shouldn't _______ a serious problem; deal with it as though it were very important.
   a. find fault with  
   b. make light of 
   c. take charge of  
   d. keep an eye on

22. I made so many mistakes that I had to _______ my work _______.
   a. do over  
   b. put to good use 
   c. play by ear  
   d. lay to rest

23. I'm so tired and tied down in my work that I can't _______ my work life and my home life _______.
   a. lay to rest  
   b. put above 
   c. tell part  
   d. do over

24. After the debater found fault with his opponent, his opponent completely _______ the debater's criticisms _______ and won the debate easily.
   a. did over  
   b. pointed out 
   c. pulled to pieces  
   d. put above

25. The class was so good that I _______ a lot _______ it.
   a. put above  
   b. got out of  
   c. put to use  
   d. put out

26. I want to get the problem off my chest so I'll _______ it _______ him.
   a. have out with  
   b. engage in 
   c. leave up to  
   d. go out

27. The engine needed repair because it was _______ too much smoke.
   a. drawing from  
   b. giving off 
   c. giving away  
   d. giving up

Total: 857  31.74%  1843  68.26%
Verbal idioms (items 1-27)

Item: 1 An elephant in a circus really...

In this item, the correct answer is 'C. stands out' among the 4 given options. 13% of the subjects opted for the right answer, 70% selected b. shows up while the rest (17%) chose d. stands in. Nobody selected 'a. falls through'. Shows up is selected by the majority of the testees because it is a plausible distractor: it seems / it looks as a suitable MWV in that context: the clue(s): 'circus' led to this option.

Item: 2 Because San Diego has poor bus system, it is difficult to if you don't have a car.

The blank, here, should be filled by get a round, only 21% of the learners opted for the right answer. The remaining (79%) selected options which do not fit the context 'come about' and 'get ahead'. None of them went for the answer 'break in'.

Item: 3 Don't leave without me! Please...

The correct answer in this sentence is b. hold on.

74% of the testees chose the right MWV. The rest of them (26%) opted for 'catch on'. The other 2 options (a. get ahead and d. fall through) were excluded from the subjects' choice. The considerable success (74%) in this item may be due to the help provided by the context i.e., the clues.

Item: 4 I prefer to one topic in great detail, instead of touching on many topics.

The verbal combination which fits in this blank is go into. Since the context is revealing, a cardinal number of the candidates (93%) found it easy to select the required answer. The rest (7%) selected the erroneous option (run over).

Item: 5 He's so stubborn that he... all his opinions.

This item required the answer, a. sticks to

Only six of the test-takers (6%) answered this item successfully. The remaining (94%) opted for 'C. takes after' (50%) and 'd. sticks for' (44%). Those who do not know the suitable MWV, needed to fit the intended meaning, chose 'C while those who know the meaning confused the particle(s): 'for' instead of 'to'.

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The appropriate verbal idiom in this sentence is: c. get around.

The MWV tested, here, has already been focussed on in item 2 of this Q. but in a slightly different context. Again, the same proportion of the subjects (21%) were able to respond correctly to this verbal combination. The rest (79%) of the testees divided as follows: 25% for the plausible distractor for get through, 40% for go through and 14% for get ahead.

Item: 7 Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to______
The right answer is the verbal construction a. get through to (which is composed of Verb + Particle + Preposition) was chosen only by5% of the students. The meaning 'to make sb understand....' is not known to the majority of them.

Item: 8 I'll go back to work, when I______this sickness.
The suitable MWV is: c. get over.
Almost all the testees (98%) were capable of recognizing the correct response. This could be attributed to the richness of the context (i.e. the availability of context clues) as well as the frequency of occurrence of this lexical unit.

Item: 9 They work hard, and too quickly for me to______them.
The right answer is d. keep up with which was selected by only 4% of the learners. Its meaning (have the same / required standard) is not mastered by the majority of the testees.

Item: 10 Do you ever fail to do your duties, or do you always______them?
The right answer in this sentence is dive up to.
None of the test-takers selected the suitable answer. Their choices divided between 2 options: carry out (74%): the most plausible distractor (in meaning but which is not correct from the grammatical point of view: since it consists of Verb + Particle the pronoun (them) should come between the two parts of the verbal combination which is not the in the given sentence), 26% selected 'carry in'.

Item: 11 It took many years for me to______an important position in my company.
The suitable verbal combination is b. work up to.
Though the meaning is more or less transparent, less than half of the subjects (43%), were able to select the right answer. Probably this is due to the confusion between this
verbal construction and what seems similar one: settle down which forms a plausible option for 57% of the test-takers.

Item: 12 Did the policeman_______the mistake you made?
The suitable answer in this sentence is 'a. point out'. Almost half of the subject answered this question correctly. The remaining opted for 'make up and take in'. Presumably some of the learners are conversant with this verbal combination and its collocate (mistake) while others think that the required MWV is 'make up' meaning 'invent' or 'take in' (= count).

Item: 13 I asked him to go the research centre to_______some information______for me.
The right option in this utterance d. look_______up which is a useful and frequent verbal construction (especially in the academic register...). Yet only 38% of the candidates answered this question correctly. Others (62%) opted for the plausible distractor 'find___out' and the similar in form, to the correct answer, 'look____out'.

Item: 14 A big traffic jam came about when a drunk driver_______an accident.
The correct choice, in this context, is b. brought about which was selected by only small proportion of the subjects (3%). The remaining (97%) failed to select the correct option and went for wrong answers such as 'brought up' and 'came about' which do not suit the context.

Item: 15 I understand the first three grammar rules, but please_______the last rule for me again briefly.
The required MWV is c. touch on which was chosen only by 7% of the informants. Instead, they opted for erroneous answers such as :fill in (48%) and the similar in form, to the correct answer, touch in. This low achievement took place despite the clarity and the richness of the context.

Item: 16 After you left France, did you_______French in school?
The blank, here, should be filled by *a. take up*. Only 2% of the testees were able to select the right response. This could be ascribed to the ignorance of the meaning of this verbal construction. The 98% of them went for wrong combinations such as *'engage in'* and *'take over'* . Nobody opted for the MWV: *'do over'*. 

Item 17: A four-foot person ______ any where he goes.
The space in this sentence should be filled with b. *stands out*.
The same lexical unit has been tested in item 1 of this sub-test. However, in Item 1, 13% of the test-takers managed to answer this question correctly but in the present context none of them were able to choose the correct answer. Probably the context, here, is very poor.

Item: 18 The parents didn't like yard work so they ______ it ______ their sons.
The right answer in this item is *d. left to* which was selected successfully by 77% of the subjects. This might be attributed to the transparency of the component parts of the verbal construction (*left* and *to*) as well as the richness of the whole context; full of context clues. The rest (23%) went for *'drew _____ out'* whereas, nobody selected *'touched _____ out'* and *'filled _____ in'*.

Item: 19 The salesman ______ the customer ______ a long discussion.
The suitable selection in this sentence is *c. engaged ______ in*
Only 6% of the testees succeeded in choosing the right verbal combination. The similar construction *'engaged about'* was selected by 50% of the candidates while the 2 options *'a. drew _____ from'* and *'b. left*^-^* to'* were opted for by the rest (44%).

Item: 20 The bill for our expensive dinner _____ $200.
The space, here, needs the verbal combination:  b. *came to* which was got correctly by 77% of the testees. The clarity of the context and the compositionality of the meaning (i.e. the meaning of the whole sentence can be arrived at from the knowledge of the meanings of the constituent parts) help the test-takers to achieve this success. For the 23% they selected the plausible distractor: *'turned to'*. 
Item: 21  You shouldn’t a serious problem; deal with it as though it was very important.
The required MWV in this space is *b.* make light of. 16% of the informants selected the correct answer. The option: *a.* find fault with was chosen by 34% of the subjects while the rest (50%) went for the clearly wrong options: *c.* take charge of and *d.* keep an eye on.

Item: 22  I made so many mistakes that I had to ________ my work ________.
The suitable verbal construction in this items is *a.* do ________ over. This correct lexical unit was chosen successfully by 97% of the subjects. This high achievement is a result of the familiarity of the learners with this item (particularly in the class room vocabulary) as well as the frequency of use and occurrence. A small portion of the testees (3%) got this question wrong by selecting *b.* put to good use which does not suit the context.

Item: 23  I’m so tired and tied down in my work that I can’t ________ my work life and my home life ________.
The right answer should be *c.* Tell ________ apart for which none of the subjects opted. The meaning of this MWV is obscure for the learners thus they failed to select the correct answer. The erroneous options ‘*a.* lay Jo rest’ and ‘*b.* put above’, formed over 80% of the students’ wrong selections.

Item: 24  After the debater found fault with his opponent, his opponent ________ the debator’s criticisms ________ and won the debate easily.
Nobody, in this question, opted for the MWV, *C.* pull ________ to pieces, which is the suitable answer in the given context. The subjects’ lack of the knowledge of the meaning of this verbal combination, which fits the context of the sentence, made them select *b.* pointed ________ out (50%) while the other half left the question unanswered.

Item: 25  The class was so good that I ________ a lot ________ it.
The desired answer in this context is *b.* got ________ out of, which was selected successfully by 96% of the informants. The clarity of the context as well as the compositionality of
the meaning of the verbal construction in question, aids the subjects in making the right choice. The rest of the testees (4%) chose the unsuitable MWV 'put___to use'.

Item: 26 I want to get the problem off my chest, so I'll_____it_____him.
The space here should be filled with a. have_____out with.
None of the subjects were able to choose the right answer. This failure might be attributed to the non-clarity of the context as well as the non-familiarity of the students with the verbal construction on focus which is at the same time an IEX..i.e. an idiomatic verbal combination (a phrasal verb). The erroneous answers centred on 'b. engage___in', and c. 'leave____up to'.

Item:27 The engine needed repair because it was________too much smoke.
The needed answer in this sentence is b. giving off, which was got right by 11% of the candidates. 45% opted for c. 'giving away' and 44% chose 'd. giving up'. None of the subjects selected the different in form: a. drawing from. It seems that the students know the verb which fits the context but failed to choose the correct particle.

Summary for the Verbal Combination(s) Section

hi this section of question 4, we have examined the verbal construction. The test-takers got 857 (31.74%) answers right and 1843 (68.26%) wrong. These numbers and percentages provide the evidence of the difficulty encounters the learners while dealing with MWV. The problems / difficulties are more or less semantic (meaning): the students do not know the meanings of these MWV, especially those who are idiomatic: have non-literal meanings. This failure in knowing the meanings of some MWV might be increased when the MWV on focus is neither frequent nor be found in rich context: (the non-availability of context clues). Moreover, there is the 'interlingual cause': the non-existence (or exactly the dearth) of the verbal combinations in the students' mother tongue (Arabic).
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Tom won’t buy that old car because it has too much __________________ on it</td>
<td>17</td>
<td>69.78%</td>
<td>83</td>
<td>30.22%</td>
</tr>
<tr>
<td></td>
<td>a. ups and downs br. odds and ends c. wear and tear d. give and take</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Alone in the house at night without electricity, I was on __________________</td>
<td>76</td>
<td>94.78%</td>
<td>4</td>
<td>5.22%</td>
</tr>
<tr>
<td></td>
<td>a. hear and soul br. ups and downs c. pins and needless d. part and parcel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>The sixth time he called me at midnight was the _____________________________</td>
<td>49</td>
<td>78.08%</td>
<td>13</td>
<td>21.92%</td>
</tr>
<tr>
<td></td>
<td>a. lost cause br. last straw c. hot air d. big shot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>The criminal was ignored completely by his own _______________________________</td>
<td>95</td>
<td>99.48%</td>
<td>1</td>
<td>0.52%</td>
</tr>
<tr>
<td></td>
<td>a. big shot br. old hand c. flesh &amp; blood d. part and parcel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>When it’s a matter of __________________________ I’m usually the one who has to</td>
<td>96</td>
<td>99.48%</td>
<td>1</td>
<td>0.52%</td>
</tr>
<tr>
<td></td>
<td>compromise, a. ins and outs br. give and take c. white lie d. heart and soul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>It was the __________________________ when my neighbor played his stereo loudly</td>
<td>61</td>
<td>94.78%</td>
<td>4</td>
<td>5.22%</td>
</tr>
<tr>
<td></td>
<td>for the length time at night, a. part and parcel br. last straw c. ups and downs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>From his clear-cut answers, I can tell the professor is an ___________________</td>
<td>90</td>
<td>97.65%</td>
<td>4</td>
<td>2.35%</td>
</tr>
<tr>
<td></td>
<td>at responding to questions from his students, a. eager beaver br. in and out c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>old hand d. all-out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>That speeding motorist almost didn’t see me; that was a _______________________</td>
<td>90</td>
<td>97.65%</td>
<td>4</td>
<td>2.35%</td>
</tr>
<tr>
<td></td>
<td>a. hot air br. close call c. lost cause d. big shot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>At first I accepted his suggestion, but later I had __________________________</td>
<td>54</td>
<td>97.65%</td>
<td>4</td>
<td>2.35%</td>
</tr>
<tr>
<td></td>
<td>a. second thoughts br. heart and soul c. small talks d. neck to neck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>628</td>
<td>97.65%</td>
<td>272</td>
<td>2.35%</td>
</tr>
</tbody>
</table>

Table - 72
PRT: Q.4 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE
Nominal Idioms: items (28 - 32, 35, 37, 38 & 40)

Item: 28 Tom won't buy that old car because it has too much ____ on it.
The blank should be filled by *c. wear and tear* which was opted for by 17% of the learners. This nominal idiom (consists of noun and noun) is neither frequent nor familiar for the subjects thus not known to the majority of them. 83% of the students chose either a. *ups and downs* or b. *odds and ends*.

Item 29: Alone in the house at night without electricity I was on ____.
The answer should be c. *pins and needles* which was arrived at by 76% of the testees.

This is attributable to the following:
The availability of the concept / idea of this IEX in the mother tongue of the subjects (Arabic).
The clarity of the context: it is rich of context clues: *alone, at night, without electricity*.
The relative transparency of the components of the IEX: *'pins and needles'*.

Item: 30 The sixth time he called me at midnight was the ____.
The required answer in this context is b. *last straw* which was selected by almost half of the test-takers (49%). This moderate achievement might be ascribed to the availability of the equivalent meaning in the subjects' Li (Arabic) as well as the fact that the given context is revealing.

Item: 31 The criminal was ignored completely by his own ____
The right response to this question is c. *flesh and blood* which was chosen successfully by 95% of the test-takers. This success might be due to the availability of the concept and the equivalent expression in the subjects' mother tongue (Arabic).

Item: 32 When it's matter of ________ I'm usually the one who has to compromise.
The stipulated answer in this utterance is b. *give and take*, which was gone for by 96% of the testees. This high percentage is a result of the students' mastery of this IEX since it is found in their mother tongue (Arabic) in terms of concept / idea and the equivalent expression.

Item: 35 It was the ____ when my neighbour played his stereo loudly for the tenth time at night.
The blank should be filled, here, by *b. last straw*, which was done correctly by 61% of the testees. Note that this IEX has been examined in item 30 of this sub-test, in semi-similar setting, and it has been reexamined, here, to verify/confirm the students' mastery (or non) of this frequent and familiar IEX in their mother tongue and the target language. The 39% opted wrongly for *c. ups and downs*.

**Item: 37** From his clear-cut answers, I can tell the professor is an______ at responding to questions from his students. The space in this question needs the answer C. *old hand* which was selected by 9% of the test-takers. Despite the absence of the equivalent expression in the subjects Li (Arabic) they succeeded in choosing the right answer and this might be because of the transparency and familiarity/frequency of the context.

**Item: 38** That speeding motorist almost didn't see me, that was a_______. The required reply in this sentence is b. *close call*, which was gone for by 90% of the subjects. The reason of this success might reside in the testees previous knowledge of another similar lexical item: *'close shave'* which aids them choose correctly the right IEX. The remaining (10%) opted for the plausible distractor (or what it seems so): *c. lost cause*.

**Item: 40** At first I accepted his suggestion, but later I had______about it. The adequate IEX in this context is a. *second thoughts* which was chosen by more than half of the subjects (54%). The concept/idea of this expression is available in the students' Li (Arabic) as well as the richness of the context: the clues: at *first, later*. The 46% of the testees went wrong for the plausible distractor 'small talks' which does not fit the context and the intended meaning.

**Summary for the Nominal Idioms' Section**

The table, examined above, exhibits that the subjects succeeded in getting 628 (69.78%) correct versus 272 (30.22%) wrong answers. This success in the nominal idiom category is probably the result of the availability of these IEX in the learners' L] : Arabic has equivalents to these lexical units. With the exception of (28. *'wear and tear'* and 40. *second thoughts*) all the tested nominal idioms have their counterparts in Arabic, (*second thoughts* itself has its concept in the students' language).
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No.of Correct answers</th>
<th>%</th>
<th>No.of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Students usually dislike homework because often it's simply too ____________</td>
<td>05</td>
<td>7.33%</td>
<td>95</td>
<td>92.67%</td>
</tr>
<tr>
<td></td>
<td>a. pins &amp; needles</td>
<td></td>
<td></td>
<td>b. last straw</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. cuts and dried</td>
<td></td>
<td></td>
<td>d. up and about</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I hope that the teacher doesn't declare my test ___________ because I cheated.</td>
<td>11</td>
<td>7.33%</td>
<td>89</td>
<td>92.67%</td>
</tr>
<tr>
<td></td>
<td>a. hot air</td>
<td></td>
<td></td>
<td>b. null and void</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. last straw</td>
<td></td>
<td></td>
<td>d. free and easy</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>He went __________ to put his heart and soul into it</td>
<td>06</td>
<td>7.33%</td>
<td>94</td>
<td>92.67%</td>
</tr>
<tr>
<td></td>
<td>a. neck and neck</td>
<td></td>
<td></td>
<td>b. first-rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. all-out</td>
<td></td>
<td></td>
<td>d. spick and span</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>7.33%</td>
<td>278</td>
<td>92.67%</td>
</tr>
</tbody>
</table>
Adjectival idioms (items 33, 34 and 36)

Item: 33 Students usually dislike homework because often it's simply too _____.
The appropriate adjectival idiom in this text is c. cut and dried which was selected by only 5% of the candidates. The non-compositionality of the meaning (i.e. the meaning of the whole expression could not be deduced from the meanings of the individual words) as well as the relevant paucity of the context hinder the students success in choosing the necessary IEX.

Item: 34 I hope that the teacher doesn't declare my test _____ because I cheated.
The acceptable adjectival idiom in this item is b. null and void which was opted for by only 11% of the test-takers. Probably the usage and style restriction (since it is mainly legal register) makes it infrequent and unfamiliar. Thus 89% of the subjects went for wrong options such as 'a. hot air' and 'd. free and easy'.

Item: 36 He went _____ to put his heart and soul into it.
The suitable answer in this question is c. all-out, which was got right by 6% of the learners. This compound adjective is not known to the majority of the test-takers.

Summary for the Adjectival Idioms' section
The testees general performance in the adjectival idiom category of this question could be summarized as follows:
Statistically the number of correct answers 22 (7.33%) is very far from the number of the wrong ones 278 (92.67%). This low achievement is due to the nature of the lexical units tested here: cut and dried, null and void and all-out. The three of them are neither transparent nor familiar for the subjects. One item 'null and void' is of special register (legal). However, the learners were not able to succeed in mastering these adjectival idioms.
Table - 74

PRT: Q.4 ADVERBIAL VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>An eager beaver will work very hard</td>
<td>05</td>
<td>5%</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>a. all-out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. day in &amp; day out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. now and again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. first-rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>5%</strong></td>
<td><strong>95</strong></td>
<td><strong>95%</strong></td>
</tr>
</tbody>
</table>

Adverbial idioms - Item 39

Item:39  An eager beaver will work very hard____.

The correct answer in this item is *b. day in and day out* which was selected by only 5% of the informants. The IEX is not transparent (you can not arrive at the meaning of the adverbial idiom by piecing together the individual words it contains). Thus its meaning 'daily' is not known to the subjects. However, some of them went wrongly for the plausible distractor (*now and again*).

Summary *for* the Adverbial Idioms' category

5 students (5%) managed to answer the adverbial idiom in this question correctly. This leads to the possibility that the learners seem to have problems/difficulties especially when the parts are poor guide to the meaning of the whole expression.
Summary for Q.4

In general from the above discussion of the 40 items tested in this question, it is clear that although the learners specialized in English (i.e. took English as a major subject) they were not able to select the correct MWV/IEX which are suitable both in the context and the grammatical structure of English sentences.

The obstacles are mainly inability to figure out the meanings of MWV/IEX.
Statistically, the question displays the following:
Total number of possible answers = 4000
Number of correct answers = 1512(37.80%)
Number of wrong answers = 2488(62.20%)

The causes of this failure might reside in the target language (English): the potential and inherent difficulty of these 2 vocabulary components or the mother tongue of the students (Arabic): the absence of MWV from Li or the scarcity of the equivalents of some of the IEX therein.
Question Five

a. Sentence Writing

In this sub-question, the testees were asked to answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence. 30 situations were given and the students had to develop these situations by writing short, meaningful grammatical sentences. 15 marks devoted to this task. 'A mark for each correct sentence writing. The students' scores in this sub-question will be provided in appendix 8.

In this part of Q.5, we are concerned with the students' ability to produce correct and short sentence of accurate English. Although objective tests (e.g. multiple-choice) have been used to test the writing skill, their validity can be questioned. We cannot test writing without requiring the students to write. For this reason, most test of writing consists either in part or completely of some form of composition. Regarding the receptive and expressive errors distinction, the errors we must readily notice are those in expressive activity, the utterances of learners in meaningful discourse. But it is clear that errors of comprehension do also occur. These can obviously only be studied indirectly by inference from the learner's linguist responses to utterances in the target language, e.g. answers to questions__

The study of expressive performance offers a direct source of information about the learner's competence. It is generally assumed that a learner's receptive abilities always exceed his expressive abilities.

The tabulation of the subjects' performance (numbers and percentages of correct / wrong answers) followed the same categorization adopted in (Questions 2 - 4) i.e. it includes the following sections:

- verbal idioms
- nominal idioms
- adjectival idioms
- adverbial idioms.

In what follows, a tabulation and a discussion of the questions / lexical items in consideration, the number of correct / wrong answers and their percentages. This will be done under the sub-headings: verbal, nominal, adjectival and adverbial idioms.
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No.of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When might you wish that some noise would die down?</td>
<td>31</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To get ahead in life, what do you have to do?</td>
<td>04</td>
<td></td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How did your desire to learn English come about?</td>
<td>99</td>
<td></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What kind of life do you want when you settle down?</td>
<td>75</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Whom do you turn to when you have a problem?</td>
<td>03</td>
<td></td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>If you could turn into an animal, which animal would it be?</td>
<td>06</td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Which parent do you take after? In what way?</td>
<td>09</td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>As a student, you have to put up with many problems. Name one.</td>
<td>23</td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>In your family, who do you look up to?</td>
<td>11</td>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Why do some people make up excuses for their mistakes?</td>
<td>21</td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>97</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What was the most recent task which you put off?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Why is it bad to lead someone on?</td>
<td>41</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>What responsibilities tie you down?</td>
<td>01</td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>What personal habit would you like to give up?</td>
<td>98</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>What would you hold against a criminal?</td>
<td>01</td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Who is putting you through school?</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Have you ever taken unfair advantage of your parents?</td>
<td>01</td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>If you hurt someone, what should you make a point of doing?</td>
<td>07</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Why do foreign students sometimes find it difficult to make sense of TV programs in English?</td>
<td>95</td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>When would a person have to get something off his chest?</td>
<td>32</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>How do you lay your problems to rest?</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Who do you talk your problems over with?</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>What might you take up with your parents?</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 655 28.48% 1645 71.52%
Verbal Idioms (Items 1-23)

Item: 1
When might you wish that some noise would die down?
The MWV in this item is 'die down' meaning 'diminished'. After understanding the intended meaning the students should produce their response including the MWV in focus. 31% of the subjects produced the required answer.

Item: 2
To get ahead in life, what do yo have to do?
The tested verbal combination in this sentence is 'get ahead' meaning 'to advance to...'. Only 4% of the test-takers were able to provide the correct reaction. The remaining (96%) failed to understand the verbal construction and thus produce erroneous utterances.

Item: 3
How did your desire to learn English come about?
The input text is familiar and the context is revealing. As a result almost all the subjects (99%) succeeded in answering this question correctly.

Item: 4
What kind of life do you want when you settle down?
'Settle down' is another instance of a frequent verbal construction. Thus, a considerable number of the testees (75%) supplied the needed reply.

Item: 5
Whom do you turn to when you have a problem?
'Turn to' meaning 'refer to / ask for sb help' is not known to the majority, of the learners only 3% were capable of producing the right answer.

Item: 6
If you could turn into an animal, which animal would it be? (And why?)
The sense of the MWV in this context escaped 94% of the test-takers. Only 6% of them comprehended the stimulus and gave the suitable response.

Item: 7
Which parent do you take after? In what way?
Though the meaning of this verbal construction is clear (= resemble), only 9% of the testees provided the target reply. The majority of them confused it with 'look after'.

Item: 8

As a student, you have to put up with many problems. Name one.

This 3-word verb is understood, in this context, by only 23% of the test-takers, despite its frequency and familiarity, who produced the sought answer.

Item: 9

In your family, who do you look up to?

This MWV was confused with 'look after'. Therefore, some answers such as (my little brother) were illustrative of the subjects' failure in understanding and thus in producing the required reply.

Item: 10

Why do some people make up excuses for their mistakes?

'Make up' meaning 'invent' in this text was responded to correctly by 21% of the candidates.

Item: 11

What was the most recent task which you put off?

'Put off' is an example of a very frequent multi-word verb. Consequently 97% of the learners produced the right answer. The remaining (3%) might have confused it with 'put up' and 'put on'.

Item: 12

Why is it bad to lead someone on?

The counterpart of this verbal combination is available in the students' mother tongue (Arabic). Therefore, 41% of the subjects were able to see the intended meaning and react correctly to the question.

Item: 13

What responsibilities tie you down?

This MWV which means restrict in this context was not understood by almost all the testees (99%). The relevant paucity of the context: lack of context clues...etc. might create this failure.
What personal habit would you like to give up?

'Give up' is one of the frequent verbal idioms. The frequency of occurrence helps the majority of the students (98%) to comprehend the input and provide the required reply. The rest (2%) might mix it up with: 'give in'.

What would you hold against a criminal?

Hold against (sb) meaning 'blame' is an obscure MWV: i.e. the meaning of the whole could not be arrived from knowledge of the individual words it contains. As a result almost all the subjects (99%) failed to respond to this item successfully. Strange and erroneous answers such as: '*/ I would hold against a criminal a pistol' is illustrative of this failure.

Who is putting you through school?

Nobody produced the intended reply to this question. The subjects do not the meaning the MWV in question.

Have you ever taken unfair advantage of your parents?

None of the testees was able to provide the adequate answer to this question. This failure is a result of misunderstanding of the sense embodied in this sentence and hence inability to give the right response.

If you hurt someone, what should you make a point of doing?

'Make a point of' is what is termed in the relevant literature as a complex idiom. However, only 7% of the informants succeeded in giving the required reply.

Why do foreign students sometimes find it difficult to make sense of TV programs in English?

'Make sense of' though it is a complex idiom was dealt with successfully by 95% of the test-takers. This might be ascribed to the frequency of occurrence of this expression as well as its familiarity: it constitutes a part of the class-room vocabulary.
Item: 20  When would a person have to get something off his chest?
This IEX is, more or less, transparent as well as the existence of its equivalent in the mother tongue of the learners (Arabic). Therefore, a considerable number of them (32%) arrived at the correct interpretation and, hence, the correct production.

Item: 21
How do you lay your problems to rest?
'\textit{Lay....to rest}' is an instance of what is called in the relevant literature as non-compositional: the meaning could not be deduced from the knowledge of the parts. Therefore, its meaning 'bring to an end' / 'resolve' failed to be understood / seen by all the test-takers.

Item: 22
Who do you talk your problems over with?
'Talk over with' meaning 'discuss' is not clear for all the subjects of this study. As a result, they were not able to provide the appropriate answer.

Item: 23
What might you take up with your parents?
'Take up with' though its apparent simplicity was not known to the testees. Therefore, none of them was able to produce the correct reply.

\textbf{Summary for the Verbal Combinations Section}
To round up this section, let's recap the general performance of the subjects in the verbal idioms category, in this sub-test. The testees were able to produce 655 (28.48\%) sentences correctly (out of a total number of 2300) and a number of 1645 (71.52\%) of erroneous ones (this include the left-undone questions). Thus the subjects' achievement in this part is not satisfactory. The faulty production was, to a large extent, due to misunderstanding of the verbal construction in question and, hence, of the whole utterance. This inability to comprehend the 'stimulus' leads to a considerable deficiency in the production: the writing of the required responses. Again, the fact of the paucity of the MWV in the subjects' mother tongue (Arabic) contributed (with the inherent and the potential difficulty of these verbal constructions in English) to this failure at both receptive and productive levels. In a word, the problems / difficulties are comprehension cum production ones.
### TABLE - 76

**PRT: Q.5.a NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No.of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Which of your flesh and blood do you love the most?</td>
<td>90</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>In what situation would you be on pins and needles?</td>
<td>95</td>
<td></td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>What was the last close call that you had?</td>
<td>94</td>
<td></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Are you an old hand at anything? What?</td>
<td>04</td>
<td></td>
<td>96</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>283</strong></td>
<td><strong>70.75%</strong></td>
<td><strong>117</strong></td>
<td><strong>29.25%</strong></td>
</tr>
</tbody>
</table>

Nominal Idioms (Items 24-27)

**Item: 24** Which of your flesh and blood do you love the most?

The IEX 'flesh and blood' has its counterpart in the students' mother tongue (Arabic) thus 90% of them got this item correct.

**Item: 25** In what situation would you be on pins and needles?

The concept / idea of the expression 'on pins and needles' and its equivalent are found in the learners' Li (Arabic) hence 95% of them succeeded in giving the required response.
Item: 26

What was the last close call that you had?
The nominal idiom 'close call' as used in this item has the meaning 'narrow escape'. 94% of the informants responded successfully to the question. This high achievement is probably the result of the students' previous knowledge of another nominal idiom 'close shave' which has the same meaning.

Item: 27

Are you an old hand at anything? What?
This IEX is not known to the students. Consequently, 96% of them failed to produce the necessary reply.

Summary for the Nominal Idioms Category
Unlike the learners' performance in the other sections of this question (verbal, adjectival, and adverbial) they succeeded in providing 283 (70.75%) correct answers versus 117 (29.25%) wrong ones.

This success might simply be as a result of the students' mastery over the lexical units tested in this section. 'Flesh and blood' and 'on pins and needles' have their counterparts in the subjects' Li (Arabic) while 'old hand' does not have equivalent therein (thus it was got right only by 4%).

'Close call' despite its absence from the students Li, was understood and responded to successfully by 94% of them. This is probably because they are familiar with the similar in form and in meaning 'close shave'.

### TABLE -77

**PRT: Q.5.a ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Why do people prefer speeches that are short and sweet?</td>
<td>68</td>
<td>83.50%</td>
<td>32</td>
<td>16.50%</td>
</tr>
<tr>
<td>29</td>
<td>Why should a teacher’s explanation be clear-cut?</td>
<td>99</td>
<td>100%</td>
<td>01</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>167</strong></td>
<td><strong>83.50%</strong></td>
<td><strong>33</strong></td>
<td><strong>16.50%</strong></td>
</tr>
</tbody>
</table>

5.a.c Adjectival Idioms (Items 28 and 29)

**Item: 28**

Why do people prefer speeches that are short and sweet?

The IEX 'short and sweet' does not have its equivalent in the students' mother tongue (Arabic) but because of the compositionality of its meaning (the meanings of the individual words have relation with the meaning of the whole) and the richness of the context: availability of clues, (68%) of the testees were capable of providing the adequate answer.

**Item: 29**

Why should a teacher's explanation be clear-cut?

This IEX is, more or less, compositional (we can arrive at the meaning of the expression by putting together the meanings of the constituent words). The familiarity and richness of the context help almost all the test-takers (99%) to supply the required response.

**Summary for the adjectival idioms' section**

Two items were examined in the adjectival category: 'Short and sweet' and 'clear-cut'. The testees provided 167 (83.50%) right utterances and 33 (16.50%) erroneous ones.

The richness of the contexts and the familiarity of the topics in these two sentences might aid the test-takers in this considerable success. Moreover, the meanings of the composing words ('short and sweet' in #28 and 'clear-cut' in #29) are relevant to the meaning of the whole expressions.
<table>
<thead>
<tr>
<th>No.</th>
<th>Item / Sentence</th>
<th>No. of Correct answers</th>
<th>%</th>
<th>No. of Wrong answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Why is it necessary to study vocabulary time and again?</td>
<td>02</td>
<td>2%</td>
<td>98</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>2%</td>
<td>98</td>
<td>98%</td>
</tr>
</tbody>
</table>

Section 5.a.d  Adverbial Idioms

Item: 30

Why is it necessary to study vocabulary time and again?

This adverbial idiom is of one of the most frequent and well-known IEX (there is a TV program/show which has the same title) nevertheless 98% of the subjects failed to comprehend the meaning of this expression and hence were not able to produce the appropriate reply. However, its meaning 'repeatedly' was seen only by 2% of the testees: they might make good use of the familiarity of the context and the clues: 'necessary', and 'study vocabulary'.

Summary for the Adverbial Idioms Category

In this section, almost all the testees failed to answer the question adequately. Despite the frequency of occurrence of the item tested in this part, they were not able to respond successfully. However, this hints to the students' difficulty with understanding some adverbial idioms.
Summary for Q.5.a

In sum, the task in this party of Q.5 is to write meaningful, grammatical sentences in response to statements/questions. It is a controlled, receptive-productive sub-test.

The MWV/IEX in these sentences should be re-used in providing the required answers.

The overall performance of the testees is as follows:

Total number of expected answers = 3000
Number of correct answers = 1107 (36.90%)
Number of wrong answers = 1893 (63.10%)

The statistics above demonstrate the students' difficulty with writing meaningful and grammatical sentences on the basis of stimuli consisting MWV/IEX.

The reasons of the students' failure might reside in the potential and inherent difficulty of the tested MWV/IEX (intralingual problem) or the absence/scarcity of some of these lexical units from the learner's mother tongue (interlingual aspect).
Question Five (b): Paraphrase

In this part, the testees were asked to re-write a given passage. 5 marks were allotted to this task.

In this sub-question, the task is both receptive and productive. It is the understanding of a highly informal idiomatic style and then convert it into normal/ordinary style.

This apparently productive-expressive task, (which is more or less open-ended since it's controlled composition) requires / leads to relatively subjective judgement.

For convenience the connected passage is divided sentence-wise (a sentence might contain more than one IEX/MWV).

The possible paraphrasing is given below (sentence-wise) between the lines of the original text (the input passage) in italic:

Sam is a real cool cat.
(Sam is really a calm person)

He never blows his stack and hardly ever flies off the handle.
(He nevers loses control of himself and hardly ever becomes too angry).

What's more, he knows how to get away with things...
(Furthermore, he knows how to manage, his business (financially) by using a few tricks).

Well, of course he is getting on, too.
(Needles to say, he, too is getting older).

His hair is pepper and salt, but he knows how to make up for lost time by taking it easy.
(His hair is beginning to turn grey, but he knows how to compensate for wasted time by relaxing).

He gets up early, works out, and turns in early.
(He rises early, exercises, and goes to bed early).

He takes care of the hot dog stand like a breeze until he gets time off.
(He manages his shop without visible efforts, until it is someone else's turn to work there).

Sam's got it made; this is to for him.
(Sam is successful, he reached his life's goal).
Paraphrase involves interpreting a passage and then by a process of substitution, reformulation expressing the meaning of it. Our starting point in this case, then, is the authoritative interpretation. We know what was the learner ought to be trying to say. However, since 'paraphrasing' involves both interpretation and expression, errors may occur in either of these processes. Our suggested assumption, here is that the failures are mainly those of comprehension. The first task, as always, is to identify errors. Since, here we are dealing with a 'discourse' it may be that while the learner can interpret all the words, he may not be able to interpret the logical and semantic connections or relations between the parts.

Since this sub-test (Q.5.b) is different in nature from the other sub-tests in this study (productive-receptive / open-ended) and also it is different from the first part of Q.5, in that it is a connected passage (discourse), the question has been analysed (statistically and linguistically) on its own. The total score of the passage would be 5 marks.

However, the overall-performance of the testees in this task is as follows:

- some paraphrases seem to contain a large proportion of random copying.
- In general, quite a good number of test-takers missed scores for wrong interpretation as well as some very odd features of production: faulty paraphrasing.

**Table - 79**

**PRT:Q.5.b STUDENTS' MARKS ON THE PARAPHRASE TASK**

<table>
<thead>
<tr>
<th>Marks out of 5</th>
<th>Frequency (No. of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that the subjects' performance in this sub-test is very poor. The students have dramatic problems / difficulties in dealing with colloquial idiomatic discourse. Their problems might be in both reception (comprehension) and production (paraphrasing) but it was manifestal in the latter (i.e. rewriting).
The reader should be reminded that this part of question five has not been treated statistically as the rest of the pre-test questions (counts of the correct / wrong answers and their percentages) because it is a production of a discourse text and it is open-ended question. Therefore, we adopt an evaluation using the marks obtained by the subjects (marks-wise). For practical reasons, among the various ways of marking re-writing tasks, we have used the 'impression method'. The paraphrase is given a mark based on the marker's impression of it as a whole. The marker marked the written task on the basis of his general impression only. He did not attempt to analyse why he had given it the mark he had. The main criteria is the student's ability to understand and re-write the text i.e. the ability to convey meaning in other words. In general, 90% of the testees scored below 3 marks.

5.3.3.2 Summary for the Pre-test

In sum, the pre-test given to the subjects of this study is composed mainly of five sub-tests which further divided (with the exception of Q.1 & 5.b) into four sections: Verbal, nominal, adjectival and adverbial idioms. The students' general performance varies from one elicitation technique (blank filling, multiple-choice, sentence writing / paraphrase...etc.) to another and from one category (verbal, nominal...etc.) to another.

However, from the tabulation/presentation and the discussion follows, the testees overall performance could be described briefly as follows:

Statistically, we have the summary below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of expected answers</td>
<td>18000</td>
</tr>
<tr>
<td>Number of correct answers</td>
<td>6942 (38.57%)</td>
</tr>
<tr>
<td>Number of wrong answers</td>
<td>11058 (61.43%)</td>
</tr>
</tbody>
</table>

The statistics confirms that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs.

In an objective test, as the one conducted in this research, the proportion of the correct answers to the wrong ones is expected to be 'high' but the percentage(s) obtained (38.57/61.43) is low.
Linguistically, the problems / difficulties faced the learners centred around the following levels:

Grammatical
Lexico-Semantic
stylistic

For the grammatical level, the examples below are illustrative:

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction/idiomatic expression).
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence of the position(s) of adverbs, norms object, pronouns objects etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: The arrangement of the individual words in a given expression (e.g. give and take not * take and give) and morphology of the constituents of the IEX: singular/plural (He's burnt his boats not his boat) and the choice of the current conjunction: e.g. heart and soul not heart or soul.
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. carry on a conversation not * carry out a conversation.
- Fixation or non-fixation of the items / elements within IEX: replacing ships for boats in He's burnt his boats.
- The meaning and understanding (comprehension) problems / difficulties.

At the stylistic level, we count in:

- The inability to use the appropriate MWV/IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

And finally, the logical analysis of the results, provided in this pre-test, attributed the subjects failure / non-mastery over these 2 lexical items to the internal factors as well
as external factors. Among the formers ones are reasons related to the target language (intralingual). These are due to the potential or inherent difficulty of IEX/MWV in the system of the English language. In the same source (i.e. the internal reasons), we might count the influence/transfer of the subjects Li:Arabic e.g. the scarcity of MWV in Arabic as well as the relevant non-conformity between the IEX in Arabic and those in English: i.e. the non-availability of the exact counterparts or equivalents in the students' mother tongue and the target language.

As for the external factors which affect the performance of the subjects on IEX/MWV, the following general elements could be pointed out:

- Absence or inattention to these vocabulary units in the syllabus used in Sudan universities;
- Faulty teaching materials;
- Faulty teaching methods; strategies, techniques…;
- Dearth of references, text-books etc.;
- Paucity of the academic environment;
- The general status of English language in Sudan and the ELT situation in particular;
- Unawareness of the students/teachers of the importance of IEX/MWV in English Language and everyday use.

However, apart from their mention here, these extrinsic variables, listed above, have been verified and confirmed by the teachers' and students' questionnaire(s) presented and discussed in the present chapter.
SUMMARY AND CONCLUSION

In this chapter, we have discussed the three elicitation techniques which have been used at this stage i.e. before the introduction of the ETC (the teachers' questionnaire, the students' questionnaire and the pretest) to get information about the teaching and learning of idiomatic expressions and multi-word verbs in the context of Sudan. The main objective of the tools used in the present study is to detect the problems / difficulties facing the students as well as their teachers while dealing with these two overlapping components of vocabulary. The literature review and what have been established in the theoretical background / framework of this dissertation revealed that there are various and different obstacles which might be encountered by the native speaker and the foreign language learner.

In what follows, I will try to pull together the salient points made about the problems / difficulties of teaching learning these multi-word lexical items, on the basis of the empirical data obtained in this study. That is, a recapitulation of the findings of the two questionnaires as well as the pre-test given to the subjects of the present study. Let us start by bringing together the findings of these three elicitation tools under the subheadings:

1) findings of the teachers' questionnaire,

2) findings of the students' questionnaire,

3) findings of the pre-test.
1. **FINDINGS OF THE TEACHERS' QUESTIONNAIRE**

However, an attempt has been made to group the findings of the teachers' questionnaire under the following headings: Syllabus, Materials, Learner analysis / role + affective domain, Specific problems / difficulties of T / L IEX / MWV, Classroom methodology, strategies, techniques and the inclusion of an explicit taught course (ETC) on IEX & MWV.

- **SYLLABUS**
  - There is a general dissatisfaction about the status of vocabulary course(s) among the other components of the English syllabuses used in Sudan universities. Thus, there is discontent with the place of idiomatic expressions and multi-word verbs in the vocabulary course(s). In other words, vocabulary was felt to be a neglected area in the syllabuses and hence the subsequent neglect of these 2 important sub-components of vocabulary.

- The majority of the teachers were of the opinion that the problems / difficulties of the Sudanese university students of English are related to the absence of IEX / MWV from the syllabus(es) used in Sudan.

- **MATERIALS**
  - Almost all the teachers are not familiar with the recent literature on teaching / learning of IEX / MWV. This is of close relevance to the general paucity of books / references, textbooks, workbooks, dictionaries etc on the English language in general in Sudan. Many teachers think that the available books etc. do not help them as well their students to improve their use and knowledge on those lexical items. They do not develop the required mastery over IEX / MWV.
  - IEX / MWV are some of those areas of language where a well motivated learner can make giant strides on his own if he is given the right kind of materials to work on (including vocabulary enhancement exercises).
• LEARNER ANALYSIS / ROLE + THE AFFECTIVE DOMAIN (ATTITUDE / FEELING TOWARDS IEX / MWV).

• The majority of the students are not conversant with the terms idiomatic expressions and multi-word verbs.
  A small proportion of the learners can define these multi-word lexical items.
  The learners steered clear away from IEX / MWV using some avoidance strategy such as expressing the meaning in a different way replacing, for instance, an MWV with a SWV or express the sense of an IEX in unidiomatic way.
  The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.

  The informants are for the suggestion that 'is important to change the view which is based on the hypothesis that the mastering of IEX / MWV could be restricted only to the native speakers'.

• The teachers agreed to the suggested essential role of the learner in the following 2 complementary statements:
  1. IEX and MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of material to work on (including vocabulary development activities).
  2. In learning / teaching of IEX / MWV the active involvement in the learning process can be of much greater benefit to the student than simple memorization.

• No special attention is being given to those who interested in (obsessed by) IEX / MWV.

• SPECIFIC PROBLEMS / DIFFICULTIES OF TEACHING / LEARNING IEX / MWV.

• The teachers' feedback confirmed the existence of the following problems / difficulties among other obstacles facing the students while learning IEX / MWV:
  - The use of the wrong particle and / or preposition with the verbs - a collocation problem.
  - Not being able to understand the MWV which are also IEX.
Generally, problems arising from the special nature of MWV: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.

Apart from the problems / difficulties cited in the above paragraph the following are also encountering the students while learning IEX / MWV:

- Less attention is paid to these multi-word lexical items in the English Language syllabus they are dealing with.
- The learners faulty definition /perception of IEX/MWV.
- The students' poor knowledge / mastery of the learning strategies and skills especially the guessing-from-context strategy.

The majority of the respondents restated that IEX / MWV are important areas of everyday English Language use.

As a result, the teachers are for the suggestion that IEX / MWV are areas that need attention and development in the Sudanese learner. Moreover, the teachers' responses confirmed that these multi-word lexical units are some of the most difficult areas of English for the foreign learners.

The teachers' answers also bore out the utility of IEX / MWV in respect of the possibility of using materials which already established meanings to express / form new meaning.

- In their responses the lecturers indicated that the idiomatic knowledge of language is essential.

- The teachers mentioned the following as problems / difficulties they have themselves faced while teaching IEX / MWV.
  - The students limited exposure to the target language and, hence, limited practice of natural and authentic expressions.
  - It was felt that there were no opportunities for the students to use IEX / MWV in the classroom.
  - The students are not equipped with the necessary strategies for guessing the meanings) of unknown lexical items.
  - The learners’ ignorance of the target language culture and context.
  - The scarcity of MWV in the Li of the students (Arabic.)
It was found that the majority of the students cannot understand some IEX / MWV when reading newspapers and magazines, listening to English programmes broadcast over the radio, watching movies and TV programmes i.e. they experienced comprehension problems.

The students have a definition problems: they confuse or associate IEX / MWV with proverbs and colloquial language.

CLASSROOM METHODOLOGY, TECHNIQUES, STRATEGIES, ETC.

The teachers agreed that the best way to teach / learn IEX / MWV is to treat them as new items and try to encourage the learners to guess their meaning from situation and context.

This is contrary to the prevailing classroom methodology in Sudan: one way lecturing in which there is no students interaction / involvement followed by memorizing lists of lexical items.

In learning / teaching of IEX / MWV, the active involvement in the learning process can be of much greater benefit to the student than simple memorization.

The teachers supported the teaching strategy:
' If a teacher / lecturer decides to cover the meaning aspect of MWV systematically the best way is probably to concentrate on the particle'.

The respondents are against grouping IEX / MWV together and teaching them together, simply because of some words they have in common (e.g. let the cat out of the bag, rain cats and dogs; lead a dog's life...etc or look out, look after, look up etc.,) are taught together.

The teachers favoured the method / technique which treats IEX / MWV as unusually long words (multi-word lexical items) and to teach them as one would teach any new word, i.e., as they occur in a meaningful context.

The adequate / efficient classroom strategies techniques such as discussions, group work, presentation, problem solving etc., were not followed in dealing with IEX / MWV.
THE INTRODUCTION OF AN EXPLICITLY TAUGHT COURSE (ETC) ON IEX / MWV

The results emerged from the present questionnaire reinforce our hypothesis that the Sudanese students of English knowledge and use of IEX / MWV are inadequate for coping with their academic requirements and the social and cultural aspect of the target language. Hence, there is a need for developing an explicit taught course on IEX / MWV. 80% of the teachers recommended the inclusion of a course on IEX / MWV in the English language syllabus in Sudan universities.

2 FINDINGS OF THE STUDENTS' QUESTIONNAIRE

Overall, the first part (Questions 1 - 15) of the students' questionnaire informed us that the subjects of the present study are homogenous. They are representing of the typical Sudanese university student of English as a foreign language.

The second part (Questions 16 - 27) revealed the following salient points about the students’ problems / difficulties while dealing with IEX / MWV.

• The students prefer using single-word verb rather than multi-word verbal combinations.
  This avoidance could be attributed to the scarcity of MWV in the students' mother tongue and hence they found difficulty while dealing with these multiword lexical units.
• Specific evidence of the students' problems with MWV is their inability to substitute a MWV with a SWV and vice versa.
The majority of the subjects of this study admitted that they faced difficulty in comprehending and replacing multi-word verbal constructions with their equivalent single word ones.

A large proportion of the informants in this survey confessed that they lacked the talent of understanding and using these multi-word lexical units in speech and writing.

Almost all the learners do not possess the skill of seeing the fine lexical and stylistic differences between English expressions: they could not distinguish the natural and potential realization, for example, of the social act of greeting when being introduced to another person (the idiomatic usage of the language).

- IEX are available in the students' Li (Arabic) whereas for MWV, they are not frequent therein. Thus, they faced more problems / difficulties with MWV than IEX.
- All the subjects of this survey agreed that IEX / MWV are important and necessary for the mastery of English.
- While reading / listening the learners find difficult in identifying idiomatic verbal combinations from non-idiomatic ones.
- The students favoured the role of the learner as an active participant in the process of learning these 2 vocabulary sub-components.
- The meaning / comprehension (semantic) problems top the list of the obstacles met the learners when dealing with IEX / MWV, while the grammatical problems come on the bottom. The central area is occupied by the phonological, stylistic and definition / concept problems / difficulties among others.

3. FINDINGS OF THE PRE-TEST

In sum, the pre-test given to the subjects of this study is composed mainly of five sub-test, which further divided (with the exception of Q.I & 5.b) into four sections: Verbal, nominal, adjectival and adverbial idioms. The students' general performance varies from one elicitation technique (blank filling, multiple-choice, sentence writing/ paraphrase •-etc.) to another and from one category (verbal, nominal.. .etc.) to another.
However, from the tabulation/presentation and the discussion followed, the testees' overall performance could be described briefly as follows:

Statistically, we have the summary below:

- Total number of expected answers = 18000
- Total number of correct answers = 6942 (38.57%)
- Number of wrong answers = 11058 (61.43%)

The statistics confirms that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. In an objective test, as those conducted in this research, the proportion of the correct answers to the wrong ones is expected to be 'high' but the percentage(s) obtained (38.57/61.43%) is low.

Linguistically, the problems / difficulties faced the learners centred around the following levels:

- a. Grammatical
- b. Lexico-Semantic
- c. Stylistic

For the grammatical level, the examples below are illustrative:

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence on the position(s) of adverbs, nouns object, pronouns object etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: The arrangement of the individual words in a given expression (e.g. *give and take* not *take and give*) and morphology of the constituents of the IEX: singular / plural (He’s burnt his boats not his boat) and the choice of the correct conjunction: e.g. *heart and soul* ngl *heart or soul*.
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation* not *carry out a conversation.*
Fixation or non-fixation of the items / elements within IEX: eg. replacing *ships* for *boats* in *He’s burnt his boats.*

The meaning and understanding (comprehension) problems / difficulties.

As the stylistic level, we count in:

i The inability to use the appropriate MWV / IEX in the relevant context(s).

Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

And finally, the logical analysis of the results provided in this pre-test attributed the subjects' failure / non-mastery over these 2 lexical items to the internal factors as well as external factors. Among the former ones are reasons related to the target language (intralingual). These are due to the potential or inherent difficulty of IEX / MWV in the system of the English language. In the same source (i.e. the internal reasons), we might count the influence / transfer of the subjects' Li: (Arabic) e.g. the scarcity of MWV in Arabic as well as the relevant non-conformity between the IEX in Arabic and those in English: i.e., the non-availability of the exact counterparts or equivalents in the students' mother tongue and the target language. As for the *external factors* which affect the performance of the subjects on IEX / MWV, the following general elements could be pointed out:

- Absence or inattention to these vocabulary units in the syllabus used in Sudan universities;
- Faulty teaching materials;
- Faulty teaching methods, strategies, techniques....;
- Dearth of references, text-books etc.,;
- Paucity of the academic environment;

"The general status of English language in Sudan and the ELT situation in particular;
• Unawareness of the students / teachers of the importance of IEX / MWV in English Language and everyday use.

Problems and Difficulties facing the Teaching / Learning of IEX / MWV in Sudan

After having grouped the findings obtained by the three data collection tools used at this stage of this study in the previous pages, we shall present below the conclusions arrived at from these findings. This section mainly encompasses the following 2 categories:

General problems / difficulties: related to the general academic setting(s), the English language status and the ELT situation in Sudan.

Particular problems / difficulties: those closely and directly relevant to IEX / MWV.

Any discussion of the problems / difficulties of teaching / learning of IEX / MWV of English in Sudan (or elsewhere) could not be made in isolation of the general educational scene in that country. Some of these external problems / difficulties are: Language planning and syllabus; materials; methodology; teacher qualification / education and training, the academic setting / environment and the Evaluation system. The other (intrinsic / internal) problems / difficulties are those which closely relevant to the teaching / learning of IEX / MWV. These problems and difficulties could be described as the following: intra-lingual problems / difficulties; inter-lingual obstacles and teaching / learning, etc., induced problems / difficulties. However, in what follows, I will take these external and internal obstacles in turn.

• EXTERNAL FACTORS INFLUENCING THE TEACHING/LEARNING OF IDIOMATIC EXPRESSIONS & MULTI-WORD VERBS OF ENGLISH IN SUDAN

1. THE STATUS OF THE ENGLISH LANGUAGE IN SUDAN

During the colonial period 1889 - 1956 English had the status of a 2nd language. It was the official language and the medium of instruction in the secondary school and at the tertiary level. The situation changed dramatically from that period up to the present day.
In general, now English has the status of a FL in Sudan. The means of official transactions and the medium of instructions at all educational levels is Arabic. English is taught only as a subject in school and as a university requirement for all university students regardless of their streams: major subjects of study. This status limited the students' exposure to the language and, hence, practice.

2. THE GENERAL ELT SCENARIO IN SUDAN

The ELT Scenario in Sudan is related to the previously discussed variable (the status of English Language in Sudan). English is taught as a subject as the same as other subjects. The exception to this is the students who major in English in the faculties of education / arts. Those students are subject of intensive courses in English to prepare them to teach English (particularly at the school level) or to work in external affairs, translation etc. Deteriorating standards of teaching / learning English, in both basic level (primary education) and general education as well as university level, are apparent in Sudan context. In fact no one is satisfied with the ELT situation in Sudan in general.

3. THE ENGLISH SYLLABUSES USED IN SUDAN UNIVERSITIES AND THE POSITION / PLACE OF IEX & MWV IN THESE SYLLABUSES

The English language syllabuses followed at the tertiary level in Sudan have been discussed in chapter 2 of this study and presented in appendix-1. A study of these syllabuses revealed the absence of an explicit and direct treatment of IEX and MWV from these documents: no separate course to cater for IEX / MWV.

No special attention and emphasis are given to the vocabulary component in the syllabuses used in Sudan universities. Therefore, IEX & MWV, as they are Vocabulary components, are not given the concern they deserve.

4. MATERIALS

A quick look at the materials used in Sudan exhibits the paucity of the available teaching aids or the complete absence of teaching aids. Even (personal) efforts and initiatives by some lecturers in making teaching aids or additional teaching or supplementary teaching materials can have no effect as there may not be any place to either store or display them.
Scarcity of books, textbooks, workbooks, and references adds to the suffering of the learners in Sudan as well as their teachers themselves. The availability of the latest editions and the up-to-date publications, in general, is far beyond the reach of the educational institutions in Sudan.

5. TEACHERS’ QUALIFICATION / EDUCATION AND TRAINING

Generally speaking, there is dearth of lecturers / teachers of English at the university level in Sudan. Those who work in arts and education faculties are asked to teach in other faculties / colleges (teaching ESP / EAP) as well as their heavy load in their respective faculties / colleges. Some of these lecturers are not sufficiently trained to cope with the problems / difficulties facing the T / L processes as action researchers. They are not familiar with all the possible techniques and procedures. The brain drain: the migration to the gulf countries and the change to other jobs (diplomacy, translation) is one of the permanent problems facing the T / L of English in Sudan. As a result, Sudan suffers from a lack of trained and efficient lecturers of English.

6. METHODOLOGY

As in most Arab countries, the 'grammar-translation' method is manifested in different and various shapes and practices of language teaching / learning especially in general education. The use of bilingual dictionaries: Arabic-English-Arabic...There is a frequent and considerable use of Li in the classroom. The excessive use of Arabic in English classes, by students (and sometimes by their teachers), which minimized the exposure and practice of the target language, should be avoided if the situation is to be improved. The students are probably not exposed to adequate instructions.... English is not taught as a set of skills (serving a communicative purpose...) it is considered to be as an informative (content) subject in which the students are given instruction (most likely one way lecturing not teaching) consisting of texts to be analyzed grammatically and lists of words to be memorized.

7. THE GENERAL ACADEMIC ENVIRONMENT
The general setting, especially for those who specialize in English at their university education, is not convenient and suitable for learning / teaching since the students are hardly got exposed to English outside the classroom. This unhelpful environment for practicing English should be made more convenient and more conductive to teaching and learning in a proper and sound atmosphere.

The physical conditions of some of the universities and the large number of students in classes minimize the exposure and practice and the use of the effective teaching techniques as pair, group work, discussion, seminars etc. To resolve any teaching / learning problems, difficulties, a mere change in the courses or methodology would not be of any help and can not bring any desirable results, unless the academic environment is made more convenient.

8. EVALUATION SYSTEM

The evaluation of the students is made only on the basis of the final exams. Continuous assessment : class-work, homework and tests are rarely used to measure the students performance and progress. This faulty examination system is not confined only to the Sudanese Certificate but is the general practice even at the tertiary level. The best student is one who scores highest in memorization or knowing only a limited number of texts and rules (especially grammatical rules).

In the previous pages, we have discussed briefly some of the general problems / difficulties which influence the teaching and learning of English in Sudan. These obstacles are presented and treated because they have their impact on the teaching and learning of the English language in general and thus their influence on the teaching / learning of any skill / sub-skill or any components. Since the above discussed factors are of general nature we have touched on them briefly.

However, in what follows we will discuss those obstacles, which seem of close relation with the teaching / learning of IEX / MWV. Some of these problems / difficulties are:

1. Definition, semantic problems / difficulties: meaning, lexical and collocational;
INTERNATIONAL FACTORS INFLUENCING THE TEACHING / LEARNING OF IEX/MWV IN SUDAN

After getting the feedback from the teachers'/students' questionnaires as well as the pretest administered to the students, the following is a summary of the particular problems / difficulties of teaching / learning of IEX & MWV of English in the context of Sudan. On the basis of the errors made by subjects in the PRT it can be concluded that either the students did not know the IEX / MWV semantic and grammatical rules: formation rules etc. or they were exposed to bad techniques / strategies of teaching / Learning. The particular / specific problems and difficulties of teaching and learning IEX and MWV could be gathered as follows:

Definition, semantic: meaning, lexical and collocational problems / difficulties;
Grammatical (syntactic & morphological);
Orthographical / phonological and
Stylistic

In the same internal category, there are other problems / difficulties such as:

* Students' unawareness of the importance of IEX / MWV.
* Students are probably not exposed to appropriate instructions or else they either neglect or do not know / know very little about IEX / MWV.
* Lack of learning / learning strategies.
* Faulty methods.
* Bad techniques of teaching / learning vocabulary used by the teachers
Lack of the suitable learning / teaching materials: especially books, workbooks and IEX / MWV dictionaries.

Non-familiarity with IEX / MWV.

Some specific instances of the linguistic problems / difficulties faced the Sudanese learners are:

For the grammatical level, the examples below are illustrative:

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)

- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence of the position(s) of adverbs, nouns object, pronouns object etc.

- The place of adverbs in relation to MWV.

- The order and forms of the components of IEX: the arrangement of the individual words in a given expression (e.g. give and take not *take and give) and the morphology of the constituents of the IEX: singular / plural (He’s burnt his boats not his boat) and the choice of the correct conjunction: e.g. heart and soul not heart or soul.

- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.
Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation* not *carry out a conversation*.
- Fixation or non-fixation of the items / elements within IEX: replacing *ships* for *boats* in *'He's burnt his boats'*.
- The meaning and understanding (comprehension) problems / difficulties.

At the stylistic level, we count in:

- The inability to use the appropriate MWV / IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

Overall, the present chapter has tried to answer the question 'What are the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?' Moreover, an attempt has been made to account for these problems / difficulties.