CHAPTER SEVEN
SUMMARY AND CONCLUDING REMARKS

It is presumptuous to claim that the investigation and the conclusions we arrived at in this study are final and complete. It would be also presumptuous to write a summary and conclusion to a survey of an area which is as lively and as widely practised. Any overall pattern that we seem to see in the work discussed and presented here will soon look very one-sided and premature as new ideas come forward which cause us to recast our views about what should be covered in a topic having the title Teaching and Learning of Idiomatic Expressions and Multi-word Verbs of English in the context of Sudan. With that proviso, though, it seems worthwhile to round this thesis off by pulling together the discussions made in the previous chapters of the present study and by providing some recommendations and suggestions. Let us start by summarizing the four chapters of the theoretical part of this study.

In chapter one which serves as a general introduction to the entire thesis, I have started by indicating where does the study fit putting the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan in its proper perspective and setting. That is, the teaching and learning of idiomatic expressions and multi-word verbs is part of the teaching and learning of vocabulary (since IEX and MWV are multi-word lexical items) and the latter is part of the teaching and learning of the English Language. Therefore, the principles, techniques, strategies of teaching / learning vocabulary have been applied in this study to solve the problems and eliminate the difficulties facing the teaching / learning of these two vocabulary components in the context of Sudan. In this respect, I have touched briefly on the context of the study (Sudan) where English is considered as a Foreign Language (FL).

After delimiting the area of the study and the setting, I- have mentioned the main objectives, the hypotheses and the questions of the research. This research arises out of a deep and prolonged dissatisfaction which the researcher has felt with both the past and present status of teaching and learning of IEX / MWV of English in the context of Sudan.
Our main objective, in this research, is, therefore, to provide those engaged in English Language teaching and learning in Sudan with the suitable means for pre-empting and solving the problems and difficulties of teaching and learning of IEX and MWV of English. In carrying out this study, we have proceeded with the following assumptions in our mind (three interrelated hypotheses):

1. Teaching and Learning of IEX / MWV of English in Sudan face some problems and difficulties. Specific and concrete instances of these obstacles are:
   a. The use of the wrong particle and / or preposition with verb - a collocation problem.
   b. Not being able to understand the multi-word verbs, which are also idiomatic expressions.
   c. Generally, problems arising from the special nature of the multi-word verbs (their difficult structural patterns, e.g. with pronouns, their special stress patterns and so on).
   d. Unless one knows what an idiomatic expression means, they cannot, as a rule guess its meaning.
   e. One understands every word in a text and still fails to grasp what the text is all about.
   f. One does not know whether for example, the words fall out form a unit of meaning (an idiom) or not.

2. These problems and difficulties are due to various and different reasons such as:
   a. The absence of IEX and MWV from the syllabuses used in Sudan.
   b. Lack and dearth of relevant / suitable materials.
   c. Lack of attention and awareness of the importance of these multi-word lexical items.
   d. Unfamiliarity of the learners with these two components of vocabulary.
   e. Others: these are general causes which could be related to the general situation of the English Language and the ELT in Sudan.
3. The solutions of these problems and elimination of these difficulties might reside in the following:
   a. The introduction of a separate course on idiomatic expressions and multi-word verbs of English in the tertiary level syllabuses in Sudan.
   b. The provision, selection of the necessary and relevant materials especially those which could be used as teaching and learning aids (dictionaries, textbooks, workbooks, supplementary materials etc).
   c. To direct the attention to the importance of these multi-word lexical items and raise the awareness of their position and status in the English language.
   d. To familiarize the learners with those two complex and crucial but overlapping components of vocabulary.
   e. To equip the teachers with the recent literature on the teaching and learning of idiomatic expressions and multi-word verbs of English.
   f. To train the learners in the strategy of guessing the meaning from context.

On the basis of the 3 hypotheses cited above, the following 3 broad and general questions have been formulated:

1. What are exactly the problems / difficulties facing the teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?
2. What are the possible causes of these problems / difficulties?
3. How to solve these problems and eliminate these difficulties?

In the same chapter (chapter one), I have clarified the methodology used in collecting the data, which is mainly empirical using questionnaires and tests, the statistical analyses employed (the percentage statistics / the relative frequency) and the conditions during the study. Also, in this introduction, I have shown the organization of the thesis indicating the contents of its 7 chapters.
In chapter two, I have provided a review of the relevant literature on the teaching / learning of idiomatic expressions and multi-word verbs of English in order to know how these two vocabulary components were defined, discussed, taught and learnt so as to apply this knowledge in the context of Sudan. Overall, I have surveyed various and different publications closely related to the topic of the study with emphasis on some of themes / issues which have recurred continually through the area I have dealt with. These interwoven topics are:

- The definition(s) of IEX / MWV and the relationship between them.
- The teaching and learning of vocabulary in context with special reference to multi-word lexical items.
- The teaching techniques and the learning strategies of IEX / MWV with special emphasis and concern on the guessing-from-context strategy and how to train the learners in the efficient use of this strategy?

This review has started with the Indian Grammarians through Saussure concluding the chapter with a detailed review and comparison between a set of comprehensive, systematic and standard dictionaries on IEX / MWV.

However, the following points might summarize and offer an overview of the whole chapter:

- The term ‘idiom’ has been around since the antiquity and used in a variety of senses with some more frequently and consistently used than others. In fact the practice of most grammarians and linguists who have chosen to study idiomatic expressions indicate concern with the decoding aspect of idiomaticity--understanding the meanings of these expressions.
- Despite the quantity of material dealing with idioms, a surprisingly large number of prominent linguists have steered clear of idioms almost completely. The concept of idiomaticity is not even mentioned in Bloomfield’s ‘Postulates’ (1926) and no discussion of idioms is provided in "Language" (1933). Harris in his 'Methods in Structural Linguistics' (1951) chooses not to mention idiomaticity at al. As Healey points out (1968:71) some authors avoid the term deliberately, each disliking it for some
or other reason. According to Palmer (1938:xii) it is too broad; this view is echoed by Bolinger (1947:241). Joos (1964:135) charges that the term is too often applied to some difficult expressions in order to avoid describing them.

- Outside of Language textbooks proper; special idiom dictionaries as well as phrasal verbs ones have been in wide use. Their organization and underlying theoretical concept of idiomaticity is similar to that found in the sampling language text books, that is, phraseological units are alphabetically intermixed with specialized one-word items.

- The works, we have surveyed in this chapter, show that there are various dimensions and a considerable number of grammarians, writers, linguists and dictionaries compilers in the areas of idiomatic expressions and multi-word verbs (phrasal verbs particularly): The Indian tradition eventually upholds indeterminacy of word meaning and graded degrees of compositionality and Hockett shared with the Indian grammarians the primary interest in "the meanings of the expressions" they are dealing with. The "generative movement", led off here (in this review) by Katz and Postal with Weinreich, Fraser, and Chafe among the more important followers, describe the syntactic deficiency in this finite class of anomalies (i.e. idioms).

Bolinger, Ruhl and Mitchell, are all concerned with 'semantics' more than syntax, sentence meaning rather than word meaning...with the pervasiveness of idiomaticity throughout language.

The stratificational grammar in this review, is represented by Adam Makkai (1972) who deals with idiomatic expressions and phrasal verbs in detail.

- However, the direct concern and treatment of teaching and learning of idiomatic expressions and multi-word verbs of English, in general, is manifested in Michael Wallace, 1982 (who devoted a whole chapter (Ch.8) in his book 'Teaching Vocabulary' to Idioms and Multi-Words) and Ronald E.Feare, 1980 in his workbook 'Practice with Idioms', among other useful vocabulary books and references. Moreover, there are some of the specialized idiom-dictionaries and
phrasal verbs ones which are discussed in detail in this review besides an attempt to compare some of them. The general theme of these dictionaries is that the entries found in them are not ordinary vocabulary. Oxford Dictionary of Phrasal Verbs / Oxford dictionary of English Idioms; Collins COBUILD Dictionary of Phrasal Verbs / Collins COBUILD Dictionary of Idioms and Cambridge International Dictionary of Phrasal Verbs / Cambridge International Dictionary of Idioms are illustrative.

In spite of the large amount of literature on idiomatic expressions and multi-word verbs of English, unfortunately no research has been carried out on the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. Therefore, the present study attempts to fill a gap and provide a starting point for further research on this topic.

In chapter three, an attempt has been made to show and examine the position / status and the importance of IEX / MWV covering the following sub-headings:

- The position of IEX / MWV of English in Language in general and across the language skills.
- The place of IEX / MWV in the English language syllabuses used in Sudan universities.
- How the students actually learn these multi-word lexical items in Sudan universities.
- The importance of IEX / MWV for the native speaker and the learner.

In respect of the 1st issue, we have demonstrated that:

a) IEX / MWV are not a separate part of the language, which one can choose either to use or to omit, but they form an essential part of the vocabulary of English.

b) They are common in every language and without command of IEX / MWV students cannot truly feel comfortable and confident in their effort to master English thoroughly.
c) **IEX / MWV** are not something special or sub-standard they are a vital part of the standard language and as such they can hardly be avoided.

**Regarding the second issue,** we have showed that the position of these multi-word lexical items, in the existing syllabuses at the departments of English in Sudan universities, is marginal. The examining of the syllabuses documents revealed that these two vocabulary components are not given the attention and concern they deserved, hence, they do not appear as contents of any course or as a separate course. **As for the third issue** (the question *How the students actually learn these multi-word lexical items in Sudan universities*), the answer to this question depends mainly on the status of these two vocabulary components in the syllabuses and as we have seen from the foregoing discussion that they were not given the attention and place they deserve. Therefore, the teaching and learning of these lexical units were not catered for explicitly and intentionally in Sudan universities. However, their teaching and learning did not take place systematically except in rare instances where phrasal verbs were treated in some courses especially in grammar courses and this happen often through translation, memorization of lists of these verbs (in alphabetical order without consideration of semantic (meaning) grouping - depending only on the form of the word) and inadequate use of dictionaries (often using bi-lingual ones). The use of dictionaries as teaching and learning aid is limited since the learners think that they *know* these expressions and verbal combinations because they are made of easy words / constituents: e.g. *put, up* and *with; look, up* and *to* and son on. So they do not look up those words in dictionaries. A final crucial point to mention, here, about the teaching and learning of *idiomatic expressions and multi-word verb* is that whenever they were treated they were taught and tried to be learnt *out of context* i.e., in isolation.

**Concerning the last issue** in this chapter, (the importance of IEX / MWV of English for the native speaker and the learner), the discussion leads us to conclude that IEX and MWV are important for the native speaker since the knowledge and use of these multi-word lexical items serve as distinctive features of his command of the language. These two vocabulary components are also important for the learner since their knowledge and use are indications of his mastery of the language.

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In chapter four, I have dealt with the linguistic aspect(s) of IEX / MWV. These multi-word lexical units have been surveyed and discussed considering the following levels: orthographical / phonological, grammatical (syntactic / morphological) and stylistic. Moreover, there has been an attempt to provide a semantic study of these 2 vocabulary components in some detail, covering the headings below:

- definition(s) of IEX / MWV and the relation between them.
- a lexico-semantnic study.

In addition to the above linguistic survey and study, we have presented, in this chapter, a contrast and comparison of these multi-word lexical items with the native speech of the Sudanese learners in terms of metaphors and proverbs, colloquial (informal) language and slang.

However, the linguistic study of IEX / MWV revealed that they have their special linguistic properties. At the phonological level, IEX / MWV follow the general phonological principles and rules of the English phonology with the exception of the stress and accent in some verbal combinations. They have special stress patterns as the following examples demonstrate. In normal speech particles / prepositions are not usually given stress but with phrasal verbs the particle normally receives stress. Compare

Look for that number - that's the number to *look for*  
*Call up* that number - that's the number to *call up*

Also in respect of MWV stress, it is worth mentioning that the *particle* in verbal combination is normally stressed and, in final position, bears the nuclear tone, whereas the preposition in verbal constructions is normally unstressed and has the ‘*tail*’ of the nuclear tone on the “lexical verb only” He called 'up the man - the man was called 'up. He 'called on the man - the man was 'called on.
As for the orthographical level, in general, idiomatic expressions and multi-word verbs confine to the general spelling conventions of English. However, there are some exceptions namely those cases where multi-word verbs are transformed to nominalized forms, adjectival forms which have varieties of spellings (hyphenated, solid form (written as one word) or unlinked forms). In nominalized forms, there is considerable difference regarding spelling and punctuation: the choice of solid (=Linked form) e.g. flypast, unlinked form a look round or a hyphenated one a look-round.

Regarding the nominalized form which has the pattern particle + verb, it is important to mention that the British and American practice is to write them fully joined as in offprint; while some nouns exist in two forms (linked and hyphenated) in British. Other examples of writing conventions of multi-word verbs are:
multiply up (verb), make-up (noun)
break down (verb), breakdown (noun).

In adjective transform, one notes the following spelling / punctuation as they appeared in the examples below:
• He glanced through the article • The quickly glanced-through article...
• He eagerly looked forward to his retirement • His eagerly looked-forward-to retirement.

The second major section in Chapter 4, deals with the grammatical aspect of IEX / MWV. Here, an attempt has been made to provide the reader with a general description of the grammatical behaviour of these multi-word lexical items. Information about the syntax and morphology of these two vocabulary components is essential for a variety of reasons. It enables the reader to compare like with like and to build up a general categorization of IEX / MWV. It is also important for the reader to be able to locate and identify the exact point or points in IEX / MWV at which lexical choice can operate. The syntactic of the parts to the whole would be made explicit. And finally, how the grammar of an IEX can be altered by how idiomatic it is.
The grammatical behaviour of MWV could be summarized by presenting the following overview of the grammatical patterns in which these verbal combinations occur as well as their transformations. MWV can function in one or more of six simple, active sentence patterns. These basic patterns can be divided into two groups according to transitivity (i.e. according to whether or not they contain a direct object). Intransitive sentences are labelled [V] and transitive sentences [Vn]. Within each of [V] and [Vn], the sentence patterns are further subdivided into [P], [Pr] and [P.Pr] according to whether they contain a particle, a preposition, or a particle and a preposition.

The whole system of six basic patterns can be represented schematically, and illustrated, as follows:

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<thead>
<tr>
<th></th>
<th>Intransitive</th>
<th>Transitive</th>
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<tbody>
<tr>
<td>Particle</td>
<td>[Vp]</td>
<td>[Vn.P]</td>
</tr>
<tr>
<td>Preposition</td>
<td>[Vpr]</td>
<td>[Vn.pr]</td>
</tr>
<tr>
<td>Particle + Preposition</td>
<td>[Vp.pr]</td>
<td>[Vn.p.pr]</td>
</tr>
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</table>

[Vp] The electricity supply went off.
[Vpr] We were backing on a change of heart.
[Vp.pr] The committee fell back on an earlier plan.
[Vn.p] The awful food turns people off.
[Vn.pr] Peter foists all his problems on his unfortunate friends.
[Vn.p.pr] You can put the shortage down to bad planning.

As for the grammatical aspect of idiomatic expressions, the following point should be emphasized. The grammatical behaviour of IEX reminded us of the enormous structural variety of English expressions. The patterns deal with in this respect are found in:

- Phrase pattern - a bargain basement, easy on the eye, in the nick of time.
- Subject-less clause patterns - cut one's losses, paint the town red, pay sb a compliment and
- Simple or complex sentence patterns - *one swallow does not make a summer,*
  *give sb an inch and he (will)' ll take a mile.*

This is to give but small sample of the great range of these construction(s) types. The spread is considerably, yet they can be classified under 2 general headings: *Phrase Idioms* and *Clause Idioms.* Within these major groupings are several dominant subcategories:

...The most common *clause patterns* spanned by idioms, for instance, are the following:

- Verb + complement: go berserk
- Verb + direct object: ease sb's conscience / mind
- Verb + direct object + complement: paint the town red
- Verb + indirect object + direct object: do sb credit
- Verb + direct object + adjunct: take sth amiss

While the most commonly occurring *phrase patterns* are these:

- Noun phrase: a crashing bore
- Adjective phrase: free with one's money etc.
- Prepositional phrase: in the nick of time
- Adverbial phrase: as often as not

In our survey of the grammatical behaviour of IEX / MWV we have also discussed the distinction between idiomatic multi-word verbs (phrasal verbs) and non idiomatic ones (literal verbal combinations) and the influence of this distinction on the grammar of MWV. The fact that a particular combination of verb + particle, for example, is idiomatic need not affect its grammar. The combination *make up* as used in *she made up her face* is quite clearly an idiom (a unit of meaning). Yet the grammar of the idiomatic *make up* is similar in many respects to the grammar of the non-idiomatic *carry away.* For instance, the *direct object* can be changed around in both cases:

She made up *her face/* She made *her face up.*

Bill carried away *the rubbish/* Bill carried *the rubbish away.*
Similarly, it is equally possible to move the particle to the front and the subject to the end of the sentence whether you use *come down* idiomatically (The prices came down / Down came the prices) or non-idiomatically (The ceiling came down / Down came the ceiling).

After having provided a general linguistic survey of IEX / MWV at the phonological / orthographical and the grammatical levels, we have offered in subsequent paragraphs a treatment of the stylistic aspect of these multi-word lexical units. In these paragraphs, we have tried to provide the reader with a general description of the stylistic behaviour of idiomatic expressions and multi-word verbs of English. However, in this section, it might be useful recap the following points which will be of particular interest to advanced foreign students and teachers:

**Regarding the stylistic behaviour of multi-word verbs the following points may be mentioned:**

- We should note that it is impossible to assign fixed stylistic values to most items which call for a marking of some kind. The boundary between ‘formal’ and ‘informal’ usage is constantly shifting, and the conventions observed by individual speakers and writers differ very considerably.

- It is often said that multi-word verbs tend to be rather ‘colloquial’ or ‘informal’, and more appropriate to spoken English than written, and even that it is better to avoid them and choose single-word equivalents or synonyms instead. Yet in many cases multi-word verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single-word synonym cannot be substituted for a multi-word verb. Single word synonyms are much more formal in style than multi-word verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural. This stylistic difference between single-word verb and its equivalent multi-word verb could be shown by presenting and examining the following examples:
Lucy was brought up by her grand parents and educated at the local secondary schools.

What time are you planning to turn up. (multi-word verb: informal)

Please let us know when you plan to arrive? (single-word verb more formal)

Note that in the first example, 'bring up' is mostly used for the moral and social training that children receive at home while 'educate' is used for the intellectual and cultural training that people get at school and university.

As for the stylistic behaviour of IEX, the 2 points below could be emphasized:

- The first point focusses on the feature that proverbs and catchphrases may be structurally shortened for a variety of reasons and with a number of effects. Traditional sayings of a given structural type tend to be used in a narrow and stereotyped set of functions. Thus a stitch in time saves nine and the early bird catches the worm are typically used to comment approvingly on timely or judicious action or to reinforce a recommendation. Often it will be felt sufficient to hint at the whole by the use of a part, as in such utterances, as ‘A stitch in time, you know!

Sometimes, the fragment will take on a life of its own as a phrase idiom, as is the case with an early bird. This co-exists in present-day usage alongside the saying from which it originated.

- A second point is the creation of idiomatic expressions and the achievement of humorous effects by the manipulations of them, normally regarded as fixed calls for a degree of cultural or literary awareness possessed only by mature native speakers of the language. Consider in this respect the following catchphrases: The buck stops here and if you can’t stand the heat, get out of the kitchen which were first spoken by the Late President Truman; and their association with him, combined with the vigour and freshness of his language, ensured that they were taken up and repeated more widely. As in many similar cases, both the function
and form of these catchphrases are varied from time to time, as the following quotation from an article on the Vietnam war makes clear:

_The harsh truth is that the buck started here (i.e. in the US) and that it stops here as well._ This example of nonce variations in an expression whose original form is well-known brings us to the point that sentence idioms in particular are commonly refashioned by native speakers to achieve a variety of striking effects.

Another major concern of this chapter is a detailed semantic study of **IEX / MWV**. A considerable space and time have been devoted to the semantic aspect of these multi-word lexical items since idiomaticity is largely considered as a semantic matter. In dealing with the semantic properties of these two vocabulary components, we have tried to cover some basic issues such as:

- The definition(s) of IEX / MWV and the relation between them
- Meaning of IEX / MWV
- Idiomaticity or non-idiomaticity
- Collocation
- Synonyms / antonyms and other semantic relations.

For the definition(s) of IEX / MWV, let us start by those of the IEX. After examining different and various definitions of this vocabulary component, we have opted for / singled out the following ones:

The comprehensive definition which is articulated in Cowie et al. 1993:

_The best-known approach to the definition of idiomaticity, and one which linguists as well as dictionary-makers have helped to popularize, fastens on the difficulty of interpreting idioms in terms of the meanings of their constituent words. Definitions such as the following are representative of this approach:_

... groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts.

... peculiarity of phraseology ... having meaning not deducible from those of the separate words ...
However, defining idioms in a way which throws emphasis on ease or difficulty of interpretation leaves a great deal unsaid ...

...an approach based simply on the semantic opaqueness (or transparency) of whole combinations yield a very small class of idioms. It leaves out of account, for example, an important group of expressions which have figurative meanings (in terms, of the whole combination in each case) but which also keep a current literal interpretation. Among such 'figurative idioms' are catch fire and close rank. There is other evidence, too, especially the fact that a small number of words can be substituted in expressions often regarded as opaque (consider burn one's boats or bridges), that idioms are not divided as a small water - tight category from non-idioms but are related to them along a scale or continuum.

A view of idiomacity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part. The application of both criteria together produces a complex categorization:

i. **Pure idioms:** Though discussions of idiomacity at both a technical and non-technical level are usually limited to the type illustrated by blow the gaff and kick the bucket (surely the most often quoted idiom of all), idioms in the strict sense comprise only one, and certainly not the largest, a of a spectrum of related categories. Historically, pure idioms form the end point of a process by which word-combinations first establish themselves through constant re-use, then undergo-figurative extension and finally petrify or congeal.

ii. **Figurative idioms:** This category has already been identified. It is idiomatic in the sense that variation is seldom found (though note act that part or role; a close, narrow shave) and pronoun substitution unlikely (though consider Bill had a narrow shave and Fred an even narrower one). The merging of this group into that of pure idioms is illustrated by such expressions as beat one's breast and
(again) burn one's boats. The literal senses of these expressions do not survive alongside their figurative ones in normal, everyday use and for some speakers they may indeed be unrelatable. For such speakers these expressions fall into the category of pure idioms.

Restricted Collocations: In such combinations, sometimes referred to as 'semi-idioms', one word (i.e. in the case of two-word expressions) has a figurative sense not found outside that limited context. The other element appears in a familiar, literal sense (cf. the verb and noun, respectively, in jog one's sb's memory and the adjective and noun in a blind alley). Some members of this category allow a degree of lexical variation (consider, for instance, a cardinal error, sin, virtue, grace), and in this respect 'restricted' collocations resemble 'open' ones. Another point of similarity is that the 'literal' element is sometimes replaced by a pronoun.

Cowie et al. 1993

- Moreover, after considering the various definitions of idiomatic expression(s) the researcher is for Wood (1981) definition which is as follows: 'An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'. (Wood 1981:95).
In brief, the reason for this preference is that it seems comprehensive and valid. It caters for meaning and form of these expressions.

- The researcher also found Michael Wallace's (1982) definition as one of the comprehensive and working definitions:
'... However, it could be suggested that a practical definition of idiom for teaching purposes will contain three elements:
1. Idioms consist of more than one word;
2. Idioms are fixed collocations and
3. Idioms are semantically opaque'.
(Wallace 1982:118)
As for the definition(s) of MWV, we have considered and examined a lot of definitions.

The following seem adequate and valid:

- **Oxford Advanced Learners' Dictionary Of Current English's Definition**
  
  'a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g., go in for, win over, blow up'.

  (OALDCE 1996:869)

- **A.P. Cowie and R.Mackin's Definition (1993)**

  **Under the sub-heading**: What is a Phrasal Verb? Cowie and Mackin, in their 'Oxford Dictionary of Phrasal Verbs', provide the following definition:

  'In English, verbs are often put together with short adverbs (or particles) as in run back, put (the dish) down, warm (the milk) up.

  Verbs often combine with prepositions too, as in come into (the room), drop (the vase) on (the floor), translate (the play) into (French).

  All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions. (So, put the dish down means place the dish in a lower position). But sometimes the combinations are more difficult to understand. Look at the combination break out (verb+particle) as it is used in this sentence: Cholera broke out in the north of the county.

  In this example, the verb break doesn't have the meaning it has in phrases like break a window or break a stick. And ‘out’ doesn't mean 'outside in the open'. The combination has to be understood as one unit of meaning ‘starts suddenly or violently’. When a verb + particle (or a verb + preposition) is a unit of meaning like this it is a phrasal verb. Sometimes you will find a verb, a particle and a preposition combining to form one unit of meaning. A well known example is ‘put up with’ (meaning 'tolerate'). This too is a phrasal verb'.

• M. Wallace 1982

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes a verb plus two particles, which join to form a new structural unit. Here are some examples of multi-word verbs:
...add up, ...take on, ...workout'.

(Wallace 1982:119)

• Oxford Advanced Learner's Dictionary of current English's definition represents one of the most adequate and comprehensive definitions of multi-word verbs:
'...a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g. go in for, win over, blow up'.


Concerning the relation between IEX / MWV, we have attempted to clarify it as follows:

What is the relation between these two parts? This section has provided a brief reply of some sort to this question. In short, some idiomatic expressions are multi-word verbs particularly those which are termed phrasal verbs. Not all idiomatic expressions are phrasal verbs: there are other different idiomatic constructions: nominal, adjectival and adverbial categories. One can say that not all idiomatic expressions are multi-word verbs (there are others as indicated above) and not all multi-word verbs are idiomatic expressions: there is another type—beside the phrasal verbs - which is literal or non-idiomatic verbal combinations.
In the discussion of the meaning(s) of IEX/MWV, we have repeatedly emphasized the point that these multi-word lexical items carry meaning. In this respect, I have demonstrated and shown that MWV carry meaning, in general, and particles/prepositions, in particular, often have meanings which contribute to a variety of verbal combinations. In English, verbs are often put together with short adverbs (or particles), as in run back, put (the dish) down, warm (the milk) up. Verbs often combine with prepositions too, come into (the room), drop (the vase) on (the floor), translate (the play) into (French). All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions (so, put the dish down means 'place the dish in a lower position'). But sometimes the combinations are more difficult to understand. Look at the combination 'break out' (verb + particle) as it is used in this sentence: Cholera broke out in the north of the country. In this example, the verb break doesn't have the meaning it has in phrases like break a window or break a stick. And out doesn't mean outside in the open. The combination has to be understood as one unit, meaning 'start suddenly or violently'.

The component multi-word verbs is constantly growing and changing. New combinations appear and spread. Yet combinations are rarely made on a random basis, but form patterns which to some extent can be anticipated. Particles/prepositions often have particular meanings which they contribute to a variety of combinations and which are productive, that is, these fixed meanings (of particles/prepositions) are used in order to create new combinations.

Approaching the lexico-semantic properties of idiomatic expressions, we have started by discussing the following statements regarding meaning:

'If you do not know the meaning of a word or an expressions call it an idiom'.

But idiomatic expression has meaning and one its meaning is established an idiom is unequivocal and (provided it is used in the right context) it means the same thing to everybody. However, the reader could bear in mind the following points when approaching the lexico-semantic aspect of idiomatic expressions:
1. The meaning of an idiomatic expression is more than the aggregate of words.

2. An idiomatic expression is a mutually sense-selecting construction, where each member has a sense that is possible only in construction with another item; an expression which has a meaning different from the meanings of its constituents; semantically an idiom behaves like one lexical item but grammatically the constituents behave like common words. For example:

   Kick the bucket (die); Kicked the bucket; *Kick the bucketed.

In respect of collocation, we have mentioned that combinations of words that are natural and normal to native speakers are called collocations. The actual nouns etc. that can combine with a particular phrasal verb are called its collocates. (So 'conversation' is one of the collocates of 'carry on'). Some of the collocates of 'carry out' are: 'experiment, test, research, investigation' among others which can be used as direct objects of that phrasal verb. And the collocates of 'carry on' besides 'conversation' are 'talk', 'discussion'. With 'carry on' it is possible to use words that related in meaning as 'debate' and 'negotiations'(both of which are types of discussion). A native English speaker will know that it is a natural and normal to say carry out an investigation not '*carry on an investigation'. On the other hand, we normally carry on a conversation Not *carry out a conversation.

As for the collocation of IEX, we have offered the following discussion:

Here are some idioms with their meanings: Let the cat out of the bag (=reveal a secret); lick someone’s boots (=humble oneself to gain someone's favour); rain cats and dogs (=rain heavily); Storm in a teacup (=fuss about something that is not really important); Off the cuff (=not prepared before hand).

What is it that they have in common? One could suggest that these expressions are fixed collocations... However, some collocations are fairly loosely related... With idioms, this freedom of collocation is much more restricted.

Using the examples we have noted, it would be odd to say:
They have let several out of bags (revealed several secrets); he goes about licking people’s sandals; yesterday it rained dogs and cats; the teacup has just had a storm; he made an off his-cuff remarks, and so on. Generally speaking, however, idioms operate in some ways as if they were compound words, and the number of changes that can be made are very limited.

Regarding the sense relations of IEX, we have discussed synonymy (a saving grace / a redeeming feature), antonymy (early on / latter on; by accident / by design), false friends (hold sb’s hand / hold hands) and other semantic relations.

Many multi-word verbs have synonyms which are single words but these words are much formal e.g. bring up / educate.

Antonyms describe opposite processes such as: putting on / taking off; coming in / going out.

An important point to mention in respect of the synonymy of multi-word verbs is that particle and prepositions themselves have synonyms which alternate after verbs:

Examples are:
- Synonymous particles: ‘about, around / round’
- Synonymous prepositions (on, over, upon).

Idiomaticity has been touched upon briefly in this section. Clearly, the fact that very many verbs with particles or prepositions are used idiomatically is the central issue that we have to deal with in mastering this important area of the vocabulary. To highlight the distinction between idiomaticity and non-idiomaticity of English expressions, it might be useful to consider the following questions:

1. How can idiomaticity itself be recognized and defined?
   How in practice do we decide whether a particular expression is idiomatic or not?
2. Is the distinction between idioms and non-idioms clear-cut, or do the two categories shade off into each other? Where do we draw the line between idioms and non-idioms?

3. What criteria in particular must expressions satisfy to merit inclusion in idioms’ dictionaries?

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part.

Before rounding off chapter 4, we have compared, contrasted and related IEX / MWV to the native speech of the Sudanese learners in terms of metaphors, sayings and proverbs, colloquial (informal) language and slang. However, the discussion has led us to the following conclusion:

The speech of Sudanese people - Colloquial Sudanese Arabic - contains idiomatic expressions of different kinds (fixed collocations, sayings / proverbs, catchphrases etc.) and these expressions are used widely by them. They are part of our subjects speech. However, multi-word verbs are few in classical Arabic thus in Sudanese colloquial Arabic. Therefore, the notion and the concept of the multiplicity of the words of verbs are not clear for the majority of our subjects. The researcher himself (helped by other native speakers) couldn’t provide more than one or two examples of those verbal constructions from classical Arabic. This claim is borne out by the questionnaire given to the students who were not able to give even a couple of examples of multi-word verbs in Arabic.

Overall, the 4 previous chapters (the introduction, the literature review, the position / status of IEX/MWV in English and the syllabuses used in Sudan and the linguistic study of these multi- lexical items) which form the first part of this study, serve as a theoretical background / framework for the empirical / practical part of this research (Chapters five and six as well as the general summary and conclusion for the whole thesis).
After having brought together the salient points of the 4 chapters of the theoretical part, we shall turn in the following pages to the 3 chapters of the practical / empirical part. The second part mainly includes: what are the problems / difficulties of teaching / learning of IEX / MWV of English in the context of Sudan? and How to solve the problems and eliminate the difficulties of teaching / learning of IEX / MWV of English in the context of Sudan?

In Chapter five, I have discussed the three elicitation techniques which have been used at this stage i.e. before the taught course (teachers' questionnaire, students' questionnaire and the pretest) to get the 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. Moreover, 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 this chapter, I have tried 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, supported them as far as possible with some quotations from the relevant literature appeared in the first part of this research. 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. In what follows, let us start by bringing together the findings of these three elicitation tools under the sub-headings: 1) findings of the teachers' questionnaire, 2) findings of the students' questionnaire, 3) findings / results of the pre-test.
1. 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 bore 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 time 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 revealed 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.

2. **Findings of the Students' Questionnaire:**

**Summary and Conclusion of 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 Khartoum and Elneelians 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 and Conclusion 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 of 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 (when being introduced) for instance 'How do you do'.
- 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 felt 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.

3. Results / Findings of 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 combinations. The students' general performance varies from one elicitation technique (blank - filling, multiple-choice, sentence writing/paraphrase ...) to another and from one category (verbal, nominal...) 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%)
Total number of wrong answers = 11058 (61.43%)

The statistics confirmed 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 what 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 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: eg. replacing ships for boats in He’s burnt his boats.
- The meaning and understanding (comprehension) problems / difficulties.
As for 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 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 / interference of the subjects' $L_1$: (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 (i.e. before the introduction of the ETC) of this study in the previous pages, we have presented, as in the section blew, the conclusions arrived at from these findings. This section mainly encompasses the following 2 categories:

1. General problems / difficulties: related to the general academic setting(s), the English language status and the ELT situation in Sudan.
2. Particular problems / difficulties: those closely and directly relevant to IEX / MWV.

General Problems / Difficulties

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:

- The status of the English Language in Sudan.
- The general ELT scenario in Sudan
- The English Language syllabuses used in Sudan and the position of IEX / MWV in these syllabuses.
- The materials used
- Methodology
- Teachers' qualification / education and training
- The evaluation system.

In the previous part of this section, 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.
Specific / Particular Problems / Difficulties

The other (intrinsic/internal) problems / difficulties are those which closely relevant to the teaching / learning of IEX / MWV. After getting the feedback from the teachers' / students' questionnaires as well as the pretest administered to the students, there was 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. Generally speaking, the specific linguistic problems / difficulties faced the Sudanese learners centred around the following levels:

a. Grammatical
b. Lexico-Semantic
c. Stylistic

Overall, chapter five 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.

In chapter six, an attempt has been made to answer the question 'How to solve the problems and eliminate the difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?.' In doing so, we have tried to apply the means, approaches, principles, techniques, strategies etc., of teaching / learning vocabulary since these two components (IEX & MWV) are mainly vocabulary area(s). A considerable emphasis and concern were given to the guessing-from-context strategy (contextualization) within the framework of the mentalistic and cognitive approach to language teaching / learning (awareness, explicitness, learners' active involvement in the teaching / learning processes...etc).

The present chapter starts with an introduction then follows section 2 which is a brief recall of the problems / difficulties facing the teaching learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. This recapitulation
provides the findings and conclusions arrived at, in Chapter 5 of this study, through using the teachers' questionnaire, the students' questionnaire, the pre-test as well as the general survey of the English Language status, the ELT situation, and the examination of the English Language syllabuses used at the university level in Sudan. These problems / difficulties were grouped into two main categories. The first category is the external problems / difficulties which are general obstacles that influence indirectly the teaching / learning of IEX / MWV. Some of these extrinsic problems / difficulties are: the status of the English language, the ELT situation and the university English Language syllabuses in Sudan. In the same category, there are also the materials, methodology, teachers' qualification and training, the evaluation system and the general academic environment. The second is the internal problems / difficulties of teaching / learning of IEX / MWV: these are obstacles which are inherent in the target language (English) or as the result of $L_1$ (Arabic) interference.

In section 3, we have tried to put the teaching / learning of idiomatic expressions and multi-word verbs in perspective mentioning that the teaching / learning of these multi-word lexical items is part of the teaching / learning of vocabulary and the latter is an important area of language teaching / learning. In the same section, we have discussed some of the vocabulary learning strategies and teaching techniques with special emphasis and close reference to the strategy of guessing from context. This sub-section is followed by presentation and discussion of some of the principles, approaches etc., of teaching / learning of IEX / MWV.

In section 4, we have discussed in some detail the teaching and learning of vocabulary in context - a recurrent issue in our study - indicating its usefulness and validity in improving the learners' knowledge and use of vocabulary, in particular, and the general skills of reading. The section concludes with 'how to train the learners in the strategy of guessing from context'.

Section 5 concerns with the teaching and learning of IEX / MWV in context. It provides the relevant techniques and strategies for dealing with this special area of vocabulary: multi-word lexical items. It takes up the following aspects: pronunciation and spelling, grammar, collocation and meaning.
Section 6 devoted to the explicitly taught course on IEX / MWV given to the subjects of the present study. This section includes the following headings: the rationale and the objectives, the sources and contents of the ETC; the evaluation of the suggested materials for the course and the implementation of the ETC considering the actual steps, classroom procedures and techniques used.

Section 7 deals with the students' performance after the introduction / inclusion of the ETC on IEX / MWV. It provides a detailed description of the construction / development etc., of the test, the results and findings of the post-test given to the learners to assess their performance in these multi-word lexical items. In this section, we have echoed, for the sake of comparison, the subjects' performance in the PRT. It has been shown statistically as below:

- Total number of possible answers = 18000
- Total number of correct answers and percentage = 6942(38.57%)
- Total number of wrong answers and percentage = 11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:

- Semantic (meaning, collocation),
- Grammatical (syntactic, morphological),
- Stylistic and
- Orthographical problems / difficulties

From the subjects' performance, we could infer also that multi-word verbs pose more problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results of the test under the 4 general categories: verbal, nominal, adjectival and adverbial combinations. The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L1 (Arabic) as well as the inherent problems / difficulties of that area in the target language (English).
In the post-test the subjects performed as indicated below:

Total number of possible answers = 18000

Total number of correct answers and percentage = 17025 (94.58%)

Total number of wrong answers and percentage = 975 (05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that
the learners’ performance improved to a considerable extent. This can lead us to conclude
that the students succeeded in dealing with IEX / MWV after the introduction of the ETC
on these multi-word items. They committed less errors and produced / got more correct
answers in the POT than in the PRT.

In sum, the Sudanese learners of English at the tertiary level made considerable
improvement and progress in the knowledge and use of IEX and MWV after taking the
explicit taught course as the results of the POT have shown. This success could be
attributed to the approach, the materials, the techniques and the strategies used in
implementing the course especially the guessing-from-context strategy on which the
subjects received intensive training. The approach followed in this course is the mentalistic
/ cognitive approach to the language teaching / learning which allows for learners’
awareness, active involvement, explicitness and conceptualization. Overall, the ETC starts
the students’ understanding and using these multi-word lexical items successfully, helping
them to solve the problems and eliminate the difficulties they face while dealing with these
two vocabulary components.

After having summarized the previous six chapters of this study, the remaining of
this chapter will be devoted to offer some suggestions and recommendations.
Suggestions and Recommendations

In this part of chapter 7, we present our suggestions and recommendations. This will be done under the following headings: syllabuses, materials, methodology, teachers' role and students' role, awareness, attitude etc. as well as suggestions for further research.

- **Syllabuses**

The present study has revealed that the existing English languages syllabuses used in Sudan do not cater for IEX / MWV. Question 17 of the teachers' questionnaire asks them whether they recommend that there should be a separate course on IEX / MWV of English in the university syllabus (or not)? Their responses showed that there is necessity for the introduction / inclusion of a course on these multi-word lexical items for the Sudanese students at the university level. This course will help the learners (as well as their teachers) to deal successfully with IEX / MWV of English and that these two vocabulary components will become as a whole a more manageable part of the vocabulary of English.

- **Materials**

Learners should be armed with the basic books, textbooks, workbooks and references on IEX / MWV putting at least one textbook / workbook for 3-4 students at their disposal. The list below includes some materials which are recommended for use by the Sudanese learners since they proved invaluable and seem suitable in dealing with these multi-word lexical items.

- Practice with Idioms (Feare 1980)
- A Practical English Grammar: especially Chapter 38
- A Practical English Grammar: Exercises Book 2
- Oxford Dictionary of English Idioms
- Oxford Dictionary of Phrasal Verbs
- Collins COBUILD Dictionary of Idioms
- Collins COBUILD Idioms Workbook
- Collins COBUILD Dictionary of Phrasal Verbs
- Collins COBUILD Phrasal Verbs Workbook
- Cambridge International Dictionary of Idioms
- Cambridge International Dictionary of Phrasal Verbs.
Note that some books on IEX / MWV often have or contain expressions which are slangy, rare or out of date, and which students should avoid unless they understand exactly how and when the expressions are used. It might also be useful to remind the reader that to be of any use to the foreign student a book about IEX / MWV has to do something more than tabulate an arbitrary selection of these multi-word lexical items based on the compilers’ own tastes and interests.

- Methodology
  a) Learning strategies

Training the students in the guessing-from-context strategy with special reference to IEX/MWV for it leads towards the macro-goals of developing vocabulary, reading skills and language in general. In our treatment of the semantic aspect of IEX / MWV (see Chapter 4 of the present study) we have said that the meaning(s) of these multi-word lexical items are not totally arbitrary. Therefore, their meanings should not be tackled as arbitrary in language teaching / learning. This leads us to reconsider and emphasize the following points.

- Learners can be encouraged to first try to decode IEX / MWV independently (in isolation) context-independent and in context—context-dependent, i.e., as a problem - solving task requiring a deeper level of cognitive processing before resorting to the teacher or the dictionary for corroboration or falsification.

  (Lennon 1998)

A deep level of cognitive processing is known to be beneficial for long-term memory storage (ELLIS 1994). Moreover, in normal learning conditions and real life situations, IEX / MWV are encountered in context which facilitates comprehension considerably. (Cooper, 1999).

- It is important for learners to make special and conscious effort to learn and use IEX/- MWV. They could learn the most common IEX / MWV through an explicit taught course (or along with the rest of their English courses).
b) Teaching techniques

The impact of this research invites the language teacher in Sudan universities to give an extra attention and concern to these two vocabulary components in the teaching/learning of English. The findings and conclusions suggest that an approach to teaching IEX/MWV will benefit from teachers' awareness of the different techniques, principles of teaching, learning and assessing of vocabulary, within the framework of the mentalistic approach to language teaching learning (explicitness, conceptualization), to be applied for teaching, learning and assessing of these multi-word lexical units. In this respect, the teaching/learning of vocabulary in context will be an efficient framework. Moreover, the following practical and specific guidelines for the teachers could be articulated.

What advice can we offer to a teacher whose learners encounter (an) unfamiliar IEX/MWV in a text? We propose a strategy involving the following stages to anticipate and remedy comprehension/meaning problems: this could serve as a checklist.

i) If the IEX/MWV reflects a lexical item that seems absent from the learners' language/culture, then inform (or remind) about the absence in the target language/culture.

ii) If the IEX/MWV risks being mistaken for the equivalent of a resembling expression in L₁, then alert the learner to this risk.

iii) Encourage the learner to tackle the semantics (meaning) of the IEX/MWV as a problem-solving task. If the IEX/MWV has a low level of imageability (transparency), then invite the learner to resort primarily to contextual clues to infer its meaning, and then test the hypothesis against the lexical constituents of the IEX/MWV. If the IEX/MWV has a high level of imageability, then encourage the learner to first infer its meaning from its lexical constituents, and then test the hypothesis against the context. The hypothesizing can be done individually but is probably more fruitful if the problem-solving task is tackled as a joint effort - class activity.

iv) Corroborate or falsify the learners' hypotheses. If learners are on the right track, then offer further guidance towards the full interpretation. If they stay in the dark, then clarify the meaning of the IEX/MWV.
v) Once the meaning of the lexical item is established, invite the learners to 'motivate' it (i.e., try to apply it to other contexts).

vi) Raise the learners' awareness of the other similar IEX / MWV.

In sum, the classroom methodology should ensure:

a) Greater role for the students by providing them with opportunities to participate actively in the teaching / learning of IEX / MWV such as training them in the guessing-from-context strategy.

b) Interesting and suitable teaching techniques like role play, problem-solving activities and discussion which enhance the students' knowledge and use of these two vocabulary components.

- Teachers' role, training etc.

  Teachers have a crucial role to play in the teaching / learning of IEX / MWV for the complex and difficult nature of these 2 multi-word lexical units. Therefore, it is important that they should be aware of the essence and importance of these multi-word lexical items. They should be more explicit about the definition(s), concepts etc., of IEX / MWV and, hence, their teaching / learning. By doing this, we bring the teachers to a different way of thinking about these 2 vocabulary components. For instance, IEX are not only vivid and picturesque expressions such as rain cats and dogs, kick the bucket, to be or not to be etc., but they are also frequent collocations and natural expressions such as for good, day student, sooner or later, as a matter of fact etc.

  Teachers should also know that time spent in teaching and learning of IEX / MWV is time well spent, for they are central elements in the language — in the natural / idiomatic usage of the language.

  Since the proposed approach in this study is based on the learners' active involvement and participation, as a problem solver, the teacher should assume the role of advisor, facilitator, organizer and creator of learning opportunities.
Students' role, awareness, attitude etc.:

Generally speaking, the students’ role in the teaching / learning processes should be more essential and important. In respect of IEX / MWV, there should be an active involvement and participation. On the basis of the mentalistic view of language teaching / learning, the students should be aware of the grammatical rules (grammar in its widest sense) which govern the knowledge and use of these multi-word lexical items and the associated concepts, definitions, terms etc., (explicitness / conceptualization). This consciousness-raising will be beneficial for sustained development in learning through concept formation, figuring out of rules and, hence, ability in problem - solving tasks.

The learners' attitudes, views / beliefs etc., towards the knowledge and use of IEX / MWV should be changed by showing / indicating their importance and usefulness. For example, there is a belief that the foreign student should be satisfied when he can express himself fluently and grammatically, and that there is no need for him to waste time on language items such as IEX / MWV. This belief rests partly on a misunderstanding of the nature of these multi-word lexical items and partly on the mistaken idea that idiomatic language is not exportable and that the effort of learning it is not commensurate with the results achieved. It also assumes that foreign students of English are not interested in these multi-word lexical units. The facts are quite different. Sooner or later students become aware that, for instance, to understand the informal conversation that native speakers of English use they need something more than a simple knowledge of the grammar and syntax of English. The idiomatic language interests them vastly, but they lack the confidence in using it, especially when they observe that the native speaker employs a type of simple expression (put up with, for example, consists of the simple words put, up and with) they are apparently familiar with (in form and the individual words).

A well known reaction to the learners' failure in the knowledge and use of IEX / MWV is to pore over encyclopedias of idioms and dictionaries of phrasal verbs and to commit to memory as many 'picturesque' idioms and lists of verbal combinations as possible which they introduce as often as possible into their speech and writing. Some of these IEX / MWV might be out of place in the context of their own experience and the particular situation. Therefore, the students should be alert and cautious about the suitable and adequate response to their non-mastery over these multi-word lexical units.
• **Suggestions for further research**

There is a necessity for compiling a basic list for idiomatic expressions and multi-word verbs of English to serve as a basis for teaching / learning these multi-word lexical items in general, by drawing on it in designing course(s) and developing materials. The advantage of bringing together a number of these associated words (multi-word lexical units) in one place (list) is that:

1. Syllabuses designers, materials developers etc., could make this list as the basis to draw from the suitable teaching / learning materials for the foreign learners.

2. Learners are made aware of several items at the same time. As a result the learning process can be greatly speeded up.

Therefore, the following question could be raised: How to compile **IEX / MWV** list containing the frequently used and important multi-word lexical items?

In addition to the above suggested topic, we propose that a further research could be carried out in respect of the *other* types of multi-word lexical items, if any (since this study has dealt only with idiomatic expressions and multi-word verbs).

What are they?
How to teach and learn them?
Do they pose any problems / difficulties (in general / for the Sudanese Learners)?

Overall, the study revealed that the **teaching/learning** of idiomatic expressions and multi-word verbs of English in the context Sudan faced various and different problems and difficulties which are as result of several external and internal factors such as the inherent / potential difficulty and complexity of these multi-word lexical items in the system of the
target language (English) as well as those related to the students’ mother tongue (Arabic) and the general situation of English and ELT in Sudan. The possible means for solving these problems and eliminating these difficulties might reside in introducing an explicitly taught course on IEX /MWV working within the framework of the mentalistic / cognitive view of language teaching / learning among other suggested ways to improve the situation. The evidence of the effectiveness of the course is the significant difference between the subjects' performance in the pre-test and the post-test. In the PRT the total number and percentage(s) of correct-wrong answers are as follows: 6942 (38.57%) / 11058 (61.43%) respectively while for the POT they are: 17025 (94.58%) / 975 (5.42%).

Finally, I haven't actually proved very much in this research, but at least we now have a much clear picture as to what issues have to be addressed and which questions to be asked so as to propose measures to improve the situation of teaching/learning of IEX / MWV of English in the context of Sudan.

However, I hope this study could fill a gap in the teaching and learning of idiomatic expressions and multi-word verbs (and English language in general) in the context of Sudan. The researcher also hopes that the exploitation of this study in the context of Sudan can be extended to the many parallel cases in the Central and East Africa and the Arab world since idiomatic expressions and multi-word verbs seems to be one of the promising areas for further study in different and various settings.