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Phrasal verbs teaching in the EFL classroom: An improved proposal for secondary education

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LIST OF ABBREVIATIONS

C Group: Control Group

CEFR: Common European Framework of Reference for Languages

CL: Cognitive Linguistics

DU: Didactic Unit

E Group: Experimental Group

EFL: English as a Foreign Language

ESL: English as a Second Language

ESO: Educació Secundària Obligatòria

ICT: Information and Communications Technology

L1: First Language

TL: Target Language

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ABSTRACT

Nowadays, learning a foreign language implies that students have to acquire a language proficiency level in the four skills: writing, reading, listening and speaking. However, in order to achieve a suitable language level, it is necessary to take into consideration an essential part of any language, its vocabulary. Thus, the acquisition of the aforementioned skills cannot be completed if the lexicon of the language, in this case English, is not granted in the EFL classroom.

In this paper, it is intended to show strategies for teaching and facilitating the acquisition of a distinctive piece of the English lexicon, phrasal verbs, which constitute a huge difficulty to most of EFL students. Then, two different methodologies, a traditional approach and a cognitive-based one, will be implemented in the teaching of phrasal verbs to students in 4th ESO.

The traditional methodology is based on the grammar-translation approach which will be complemented with traditional activities, whereas the cognitive-based approach focuses on explaining the different meanings of the particles following Rudzka-Ostyn's standpoint and the phrasal verbs will be practised through games.

Therefore, the purpose of my study is to compare which of the two methodologies obtains better results by means of a final test in which the students will show their acquisition. Moreover, my hypothesis is that the students who receive the cognitive approach teaching methodology will obtain better marks since this approach is based on games, a type of activity that favours students' motivation.

Key words: Phrasal verbs, vocabulary acquisition, traditional teaching methods, cognitive approach, games, English as a Foreign Language

1. Introduction

During the last decades, new methodologies have been adopted in order to improve English teaching and learning, especially those which foster the oral skills that had been previously overshadowed in favour of the passive skills (writing and reading). Nevertheless, many teachers still advocate for traditional methods when teaching grammar or vocabulary such as phrasal verbs, idioms, body parts vocabulary... (all kinds of vocabulary). But what can be considered as a traditional method?

When I refer to traditional method, I mean that the introduction of new vocabulary in the EFL (English as a Foreign Language) classroom is based on giving lists of words accompanied with their most suitable translations according to the context of the textbook. In this way, vocabulary teaching has been on the back burner of English teaching without keeping in mind whether students acquired those words or they just learnt them for the exam.

From my point of view and my own experience as a student, I consider that this approach is quite demotivating and leaves students halfway through their learning process, since it does not provide a complete explanation that can favour the acquisition of new lexicon. In other words, this traditional perspective is not effective but this problem can be solved if we look for another outlook.

A clear example of what I reject is my own experience with phrasal verbs teaching. When I was at high school, I was taught phrasal verbs from a list without any context and that made me lose motivation to learn them, because I only had to memorise them and, if I was lucky, I could practise some of them by means of an exercise. Thus, that is the type of teaching I would like to change.

It is for that reason that, although vocabulary teaching has been ignored throughout the years, and given that vocabulary is an essential part of the English language which allows for communication, this paper tries to propose and implement a new methodology. With that purpose, I intend to teach a specific kind of vocabulary, multi-word verbs, from a completely different point of view, with the aim of testing whether its results are more effective and satisfactory than those of the traditional method. In short, I want to implement a methodology that enables students to learn this kind of vocabulary and in order to achieve that goal, traditional strategies must be modified.

2. Theoretical background

2.1. Introduction

Most people associate the word "vocabulary" directly to the idea of a list of words that are connected, either because they belong to the same word family or because they belong to the same unit of study. Accordingly, as McCarthy (1990) points out, when we talk about the vocabulary of any language we speak "primarily, but not exclusively, of the *words* of that language" (1990: 3), since language surfaces in first place as words which are constantly created (Thornbury, 2002).

These "*words"* are the language units that possess meaning or at least one of their morphemes has to have a meaning (McCarthy, 1990: 3). Then, inside a language we find a large amount of different kinds of words such as compounds, idioms, multi-word units, etc. The latter include the renowned phrasal verbs which are the central topic of the study.

2.2. Defining phrasal verb

What is a phrasal verb? Which is the best definition of phrasal verb? The truth is that defining this concept is not an effortless task. As Riguel (2014: 112) explains, phrasal verbs do not have a prevalent definition since academics differ in some subtle aspects regarding its construction.

Hence, Rudzka-Ostyn (2003) defines a phrasal verb or an idiomatic multi-word verb, as a lexicon unit composed of a verb and one or two particles, which are an adverbial particle and/or a preposition. Wallace (1982) (quoted in Büyükkarci, 2010: 13) defines phrasal verb as "a verb and a preposition or an adverb creating a meaning different from the original verb". On the other hand, Thornbury (2002: 6) presents phrasal verbs as single lexemes, i.e. "a word or groups of words that function as a single meaning unit". He also explains that phrasal verbs can be classified in four groups depending on their grammar characteristics:

Table 1. Types of phrasal verbs (adapted from *Thornbury, 2002: 123*)

		MEANING	EXAMPLE
TYPES	Intransitive	It does not take an object.	Come to
	Transitive inseparable	It must take an object which always comes after the verb.	Look into
	Transitive separable	It takes an object which can either come between the verb and the particle or after the verb [sic]. But, if we use a pronoun, it must go between.	Put off
	Three-part	These are always transitive inseparable.	Put up with

However, it must not be assumed that all verb constructions formed by a verb and a preposition are phrasal verbs, since prepositional verbs have a similar structure. Thus, it is essential to know the main difference between these two concepts. Cambridge Dictionary[1] (extracted from *English Grammar Today*) disentangles these multi-word units, explaining that phrasal verbs are composed by two parts (a verb and an adverb particle) and most times, their meanings cannot be guessed from its parts. Moreover, most phrasal verbs particles can be separable and thus, they are able to take objects that can also be separated. On the contrary, prepositional verbs are formed by a verb and a preposition which cannot be divided and they always require an object that goes after the preposition.

To sum up, even though prepositional phrases and phrasal verbs are "structural units", their main difference resides in the fact that prepositional verbs cannot be divided as it occurs with phrasal verbs (Büyükkarci, 2010).

2.3. Phrasal verb: A problem to EFL and ESL students

As we already know, phrasal verbs are a particular part of the English language. What is more, most ESL (English as a Second Language) and EFL students find them to a great extent difficult, since it entails that the learning process is characterised by the students' "bewilderment and frustration" (Kovács, 2011: 141). Thus, EFL students as well as ESL

[1] Verbs: multi-word verbs. (n.d.). In *Cambridge Dictionary* online. Retrieved from https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/about-verbs/verbs-multi-word-verbs

students consider that phrasal verbs are difficult, complex and a tough task when memorising or learning them (Büyükkarci, 2010). For this reason, most students avoid them by using verbs from Latin origin (Silvestre López, 2009; Riguel, 2014).

Against this background, the difficulties of learning phrasal verbs for ESL and EFL students must be analysed. As Thornbury (2002) explains, multi-part verbs pose a problem for English learners because of their grammatical structure and their meaning, since most times they are idiomatic, i.e. the meaning cannot be understood by analysing its parts. Then, students might feel that phrasal verbs are coined at random and that they have to be learnt and memorised by heart (Kovács, 2011).

Moreover, Brown (2004) (quoted in Büyükkarci, 2010) points out that EFL students do not use multi-word verbs because of the following reasons:

1. The huge amount of phrasal verbs, without considering the different combinations of verbs and particles.
2. Their meanings are usually idiomatic, since the meaning of a phrasal verb can be completely different to the meanings of its separate parts. Together with the fact that most phrasal verbs are polysemous, i.e. a phrasal verb can have a lot of meanings.
3. These constructions are unforeseeable, since their parts can be separated in some cases, as it has been seen above.

Thus, Büyükkarci (2010) points out that non-English speakers find it difficult to learn phrasal verbs because they do not possess the linguistic competence that allows native speakers of English to use phrasal verbs properly, since they have acquired it.

On the other hand, students' acquisition of phrasal verbs is influenced as well by the approach in which the language teaching is done (Silvestre López, 2009). Traditionally, teachers give students some word lists which they explain or define, or just translate into the learners' first language (L1), even though it is dubious if students remember the words over a long period (McCarthy, 1990). What is more, McCarthy (1990: 36) exposes that "contextualized input is vital". Additionally, Oxford and Scarcella (1994) (quoted in Büyükkarci, 2010) go further and explain that a word list in which the words are decontextualized might be useful to students memorisation of the vocabulary for the test, but students will forget those words within a short time.

Therefore, the usage of word lists can be understood as a traditional teaching methodology. Then, this study's aim is to compare two different methodologies in the teaching of multi-word verbs: a grammar-translation approach and a cognitive approach. For this purpose each one of these methodologies must be contextualised.

Regarding the grammar-translation approach, it is based on the traditional method used to teach ancient languages such as Latin or Greek. This approach is characterised by the use of the mother tongue in the explanations, there is no use of the Target Language (TL) on the part of the students and the teacher, its focus is on analysing grammar and its most representative activity is the translation of sentences (Celce-Murcia, 2001).

On the contrary, the cognitive approach focuses on the acquisition of the language and advocates for individualised teaching in which learning is the student's responsibility. Besides grammar rules can be taught through an inductively or deductively method by the teacher who has to use the TL and above all, vocabulary is considered as a relevant point (Celce-Murcia, 2001).

Thus, it is evident that vocabulary teaching is a key element in any language learning process. For this reason, a desirable teaching approach is required for a successful acquisition of the lexicon.

2.4. Research on phrasal verbs teaching

As it has previously been seen, EFL and ESL students tend to avoid the usage of phrasal verbs in their oral and writing productions. Thus, a great amount of research has been done in the last decades with the aim of discovering which is the best teaching approach when dealing with phrasal verbs.

Büyükkarci (2010) conducted a study with first-year university students in order to examine the outcomes of teaching phrasal verbs through a communicative approach. He examined and compared the results of the students who received a traditional method, based on grammar translation, mother tongue translations and traditional activities such as fill-in-the-gap, and the students who were taught with a communicative approach, based on using the TL together with a selection of games. The study results showed that those students who were part of the communicative approach group obtained better marks and execution evidence of learning than the students of the traditional method, who performed poorer and obtained worse results. Therefore, Büyükkarci's (2010) study demonstrates that a

communicative approach is beneficial and more effective than the traditional method when teaching phrasal verbs.

White (2012) uses a Conceptual Approach in order to instruct phrasal verbs in which he states that "a more systematic pedagogy" (2012: 420) is required when teaching this type of lexis. His study was carried out in two different groups of an American university students who were attending an ESL course. The students were requested to parse six different particles by using their creativity to produce abstract image schemas, i.e. they had to draw their own conceptualisations. It consisted of five stages, in which the most interesting stage consists in drawing the phrasal verbs as a way to express the meaning which "helps to mediate conceptual understanding" (White, 2012: 425). The comparison of the pre and post instruction tasks reflected that there was not significant difference, perhaps because part of the phrasal verbs were not used in the sessions. Although it could be observed that some students modified some explanations, regarding the particles and metaphorical interpretations.

Chévez Herra (2013) conducted a study in which she used an explicit method and systematic activities to teach phrasal verbs with the aim of identifying its effects on the students' acquisition and oral performances. The study was carried out with 19 freshmen students with an English intermediate level from Costa Rica, thus their L1 is Spanish. The procedure was characterised by a warm-up activity in each session in which a sentence with a phrasal verb was presented in the blackboard and the students had to read it aloud and guess the meaning of the multi-word verb. After that, some students had to use the phrasal verb in a different sentence orally. Then, the students practised the different phrasal verbs which were reused in the next sessions in different activities such as a matching game, complete conversations, textbook activities, fill-in-the-gap, and listening and speaking tasks. Results showed that 17 out of 19 students improved their post-test results which supports the initial assumption of the explicit approach efficacy in phrasal verbs teaching. However, the students, in general, were not able to assimilate the phrasal verbs in their oral performances which was one of the main goals of the study. Moreover, this study discloses the fact that phrasal verbs with non idiomatic meanings, i.e. transparent phrasal verbs, provided no difficulty to English students, since most of them were capable to use transparent phrasal verbs despite the fact that the explicit approach has not beneficial effects on the incorporation of phrasal verbs in their speeches.

Additionally to these research, Pasban, Forghani & Nouri (2015) conducted a study in order to investigate the efficacy of using English subtitles when learning phrasal verbs. 60 Iranian students between 16 and 22 years old with an intermediate level of English proficiency participated in the study. The comparison of the study results revealed that the development of the students who had watched the films with captions obtained higher acquisition of the phrasal verbs than those students who watched them without subtitles. Thus, it is evident that the use of captions benefits the acquisition of phrasal verbs.

Furthermore, Ansari (2016) shows how a Cognitive Linguistic Approach benefits the acquisition of phrasal verbs in a group of Iranian students, this time EFL learners with an intermediate level of proficiency. Six particles were taught to two groups. Whereas the control group received a translation of the particles and had 5 minutes to see the exposed phrasal verbs before the final test, the experimental group received an explanation based on a cognitive approach in which the particles were classified on their meanings according the teacher's criteria, plus an explanation and visual aids with the aim of becoming settled in the students' intellect. The results of the test in which the meaning of the particles was taken into account instead of the one of the phrasal verb itself, showed that the experimental group had a better performance with regards to both the expected and the unexpected phrasal verbs. Thus, it was proved that the cognitive approach had excellent effects on the phrasal verbs teaching.

2.5. Rudzka-Ostyn's proposal: A cognitive approach

As Silvestre López (2009) exposes, there have been several pedagogical published works such as Rudzka-Ostyn's *Word Power: Phrasal Verbs and Compounds*, published in 2003, in which there is the conviction that traditional approaches with regards to multi-word verbs teaching turns learning into a more arduous and difficult task. It is relevant to remember that this teaching methodology is based on classifying verbs together with a group of particles, which diverts to a great amount of meanings (Silvestre López, 2009).

Therefore, Rudzka-Ostyn's proposal is based on teaching phrasal verbs and compounds through a cognitive approach, which is one of the study areas of Cognitive Linguistics (CL). CL is based on the inseparable relationship between cognition, language and communication (Robinson & Ellis, 2008). This approach explains the close connection between cognition and language and how language interacts with knowledge and how this knowledge readjusts itself to the language use with regards to language acquisition and

development as well as language's constant achievement and processing (Robinson & Ellis, 2008).

Along this line, cognitive linguists assume that the motivation of the different linguistic structures is based on cognitive processes, such as creating metaphors, as well as considering that meaning is a primary center of study since it is the language core (Kovács, 2011).

Turning back to Rudzka-Ostyn, she has classified the phrasal verbs per particles and their different possible meanings, in other words, her work focuses in the particle rather than the verbs. Inasmuch as understanding phrasal verbs, knowing the meanings of the verb and the particles, which can be problematic, is not enough in most cases. Then, it becomes crucial to discern the sense of the whole unit (Rudzka-Ostyn, 2003).

As Rudzka-Ostyn explains, if both verb and particle are known and the particle meaning is spatial, the given phrasal verb is understood effortlessly, but it is not always this easy. That would be the case of the phrasal verbs whose "particles are used *metaphorically*, i.e. when their literal meanings are extended to *abstrac*t, non-visible domains such as *thoughts, feelings, attitudes, relations*, [...]" (Rudzka-Ostyn, 2003: 4).

In the latter case, metaphors will be used as a tool in order to make sense of the phrasal verbs meaning. For that purpose, Rudzka-Ostyn offers visual aids that clarify the meaning of the particles, since the abstract domains are depicted as concrete domains. With these drawings, the learning process will be facilitated since they will help students to comprehend logically the phrasal verb meaning, thanks to the analysis of the particle.

The above mentioned drawings are represented through several geometrical figures such as rectangles of different sizes and colours, lines with arrows, dotted arrows and vertical or horizontal lines which can represent the visual field, the objects or entities, the containers, the surfaces, the motion and the location, depending on the particle meaning.

In conclusion, this approach has been chosen as the core of the teaching proposal because it offers a wider and intense perspective in the teaching of multi-word verbs. Besides, its explanations provide a visual support to the students' acquisition since the drawings act as an interpretation tool which represents the meaning of the particle, and thus, it becomes helpful in order to understand the meaning of the whole phrasal verb.

2.5.1. Rudzka-Ostyn's particle explanation

In particular, the present study focuses on the particles *into, in, off, out* and *up*, the last four are the most frequent particles used as Rudzka-Ostyn (2003) explains. In the case of *into*, Rudzka-Ostyn (2003) proffers two main definitions of the particle although in both of them *into* implies movement. The first definition describes the particle as "motion into a container" (Rudzka-Ostyn, 2003: 69), i.e. an object moves inside a particular container. On the other hand, *into* also implies that "change is motion from one state into another", in this case a state is considered as container such as in the cases of *turn into* or *look into* (Rudzka-Ostyn, 2003).

Regarding *in*, the author provides 6 main definitions of the particle, although only one of them is taken into account for the experimental research. In this case, *in* symbolises that an entity or an object is inside a container or that the entity or object is entering a container (Rudzka-Ostyn, 2003).

On the other hand, Rudzka-Ostyn (2003) exposes that the meaning of the particle *off* is mainly related with the fact of an object losing contact with a surface, which is the most relevant meaning of this particle, but with subtle differences. Thus, this separation must be understood as distance and movement as well. She presents this particle in different perspectives, specifically as "loss of spatial contact or spatial separation" (Rudzka-Ostyn, 2003: 121), i.e. there is a physical separation between an object and the surface, in most cases because of a movement such as gravity which implies that the movement is downwards. But *off* also means "separation as loss of contact" (Rudzka-Ostyn, 2003: 123) in which there is a distance between an entity and the surface it occupies as a result of a contact deprivation.

With respect to *out*, it must be considered that the surface or the container is not determined, since it can be anything that encloses an object or entity and which moves outside of it. *Out* can symbolise the action of objects that are moving out of containers (Rudzka-Ostyn, 2003), i.e. an object as goes outside of a given container. Moreover, *out* can also symbolise "non-existence, ignorance, invisibility" (Rudzka-Ostyn, 2003: 25) which can function as containers, since these abstract states are conceived as containers that represent an object transition to being existent, known and visible such as *carry out* (Rudzka-Ostyn, 2003).

Finally, Rudzka-Ostyn (2003) considers the particle *up* as the most used particle in English and its incidence of usage is influenced by the fact of its upward movement or position with physical and abstract meanings. Then, some of Rudzka-Ostyn's definitions for

this particle can be a movement of an object upwards, to a higher place than the previous one. Besides, *up* can represent a movement to "a higher degree, value or measure" (Rudzka-Ostyn, 2003: 80) such as in the case of *speed up* or *grow up*. This is an abstract perspective which must be symbolised with a vertical line in which the positive dimensions are at the top whereas the things with negative connotations are at the bottom (Rudzka-Ostyn, 2003). But *up* also have other meanings that do not express upward movement, in some cases it means aspiring and achieving a goal or an end or limit such as *give up*.

3. Teaching proposal: Phrasal verbs

3.1. Introduction

Due to the poor employment of phrasal verbs among EFL students together with the importance of this multi-word verbs in the English language, I consider this characteristic type of lexicon should be taught in a different way to the traditional method, which is mainly based on translating the phrasal verbs into the students' mother tongue. As it has been seen, this traditional method consists in teaching the corresponding meaning in the students' mother tongue and in some cases, depending on the teacher's methodology, students have the opportunity to do some exercises like fill-in-the gaps or just have them memorised by heart.

Therefore, the aim of this didactic proposal is to prove whether a new pedagogical perspective based on particle explanation would improve the students' learning of phrasal verbs. In order to do so, I have designed this didactic unit (DU) for students in 4th year of Educació Secundària Obligatòria (ESO), since their English level might reach an A2 according to the Common European Framework of Reference for Languages (CEFR), at the end of this second stage of compulsory secondary education. Besides, the book they work with in the EFL classroom, *Spectrum 4: Student's book* from Oxford University Press, deals with this type of vocabulary in unit 7, where some phrasal verbs for travel are introduced.

Thence, I have selected some phrasal verbs apart from those provided by the textbook which will be part of the unit as extra vocabulary, since the regular teacher of these three groups always includes extra word lists in each unit. In consequence, the pieces of vocabulary I have used for this study are:

Table 2. Phrasal verbs chosen for the study

OFF	IN	OUT	INTO	UP
Get off	Check in	Carry out	Break into	Give up
See off	Get in	Check out	Look into	Grow up
Set off	Join in	Give out	Run into	Pick up
Take off	Move in	Take out	Turn into	Speed up

3.2. Setting

3.2.1. Location

This teaching proposal has been designed in order to be implemented in three groups of 4th ESO during my internship period in the secondary school IES Professor Broch i Llop of Vila-real, Castelló. This high school is one of the three secondary schools of the town and it is the newest one, since it was opened in 2004.

Therefore, it is the most modern high school in town, forasmuch as it is an Intelligent School (Centro Educativo Inteligente) in which the Information and Communications Technology (ICT) is built, because all the classrooms are equipped with a computer, a projector, speakers, a digital blackboard and access to the Internet, thereby complementing the traditional blackboard and the printed textbook.

Besides, IES Professor Broch i Llop belongs to the Multilingual Schools Network (Xarxa de Centres Docents Plurilingües) of the Comunitat Valenciana, a programme that supports and satisfies the necessity of fulfilling and improving the linguistic competence of the pupils in several foreign languages. Hence, this secondary school commitment goes for students' English learning as well as other languages through several programs like Erasmus or eTwinning.

3.2.2. Participants

Given that phrasal verbs are a difficult part of the English lexicon, this DU has been addressed to students of 4th year of ESO who receive three EFL lessons of 55 minutes per week. The study was carried out with 45 students, aged between 15 and 16 years. According to their regular English teacher, the set of students are divided in three heterogeneous groups, as follows:

- 4th ESO 01: This group is composed by 9 students, 4 of them are girls and the rest are boys. The students' results in the English subject are lower than the other two groups. Regarding their interest in the English language, it is low-medium and it can be observed when they do activities, they have some difficulties when dealing with grammar.
- 4th ESO 02: This second group is composed by 17 students, 8 of them are girls and the rest are boys. Their English results' are the best ones, if they are compared with the other two groups, as well as their interest in the subject which is the highest of the three groups.
- 4th ESO 03: This group is the largest of the three. It is composed by 19 students, 9 of them are boys and the rest are girls. With respect to their results in English they are considerably good and their concern towards the language can be considered medium level.

Then, a decision had to be made about which group would work as Control Group (C Group), where a traditional perspective was to be applied, and which groups would work as Experimental Group (E Group), where the particles are explained and the phrasal verbs are practised along with games. Finally, I decided to work as E Group with the two groups composed by fewer students, 4th ESO 01 and 4th ESO 02; whereas 4th ESO 03 was the C Group.

With this grouping, I attempted to compare if the use of different teaching strategies benefits or not the students' learning of phrasal verbs. Thus, I endeavoured to observe if the use of particle explanation together with the games affected students' learning and acquisition of phrasal verbs by comparing the E Group with the C Group results. What is more, the fact of having two groups within E Group allows to compare the students' results among them, since it could show extensive results about using a broad elucidation and games in contrast to the traditional teaching perspective.

3.2.3. Timing

The sessions of the present teaching proposal have been implemented during the months of April and May, 2018. In each session, 20 minutes are devoted to each particle, although a regular lesson takes 55 minutes. As only five particles were explained, the session timing depended on the amount of particles of the session. Thus, the timing is equal for both C

Group and E Group:

Table 3. Timing of the sessions

SESSION	PARTICLES	TIME
1	*Off*	20’
2	*Out* and *in*	40’
3	*Into* and *up* + Final test	55’

3.3. Justification

As traditional methods of Spanish education have been based on translation when teaching phrasal verbs, the main aim of this study is to verify if its teaching through particles’ explanations and games has more fruitful results than the traditional methodology on students’ comprehension and acquisition of these phrasal verbs.

Thus, this study revolves around two dissimilar teaching perspectives when dealing with phrasal verbs in the EFL classroom and whether students obtain better marks if motivational tasks, like the use of games, are implemented in the classroom.

Moreover, once this experimental research has been introduced and contextualised, it is critical to consider the present educational law for secondary education, so this teaching proposal can be put into context. Thereby, the ESO and Batxillerat curriculum is legislated by the Organic Law 8/2013, also known as LOMCE, on 9th December at state level, where the main parts that integrate the curriculum are established; i.e. the objectives, the basic competences, the contents, the methodology and the evaluation criteria of each level.

Consequently, the contents of the current didactic proposal are encompassed in the curriculum developed by the Spanish Ministeri d’Educació, Cultura i Esports which are published in the Royal Decree 1105/2014. In addition, I have also considered the Decree 87/2015 on 5th June, since it establishes the curriculum for ESO and Batxillerat in the Comunitat Valenciana. Therefore, the objectives of the present teaching proposal are:

- To differentiate between single-word verbs and multi-word verbs.
- To be able to understand their meanings and use them in particular contexts.
- To recognise them and to connect the given phrasal verbs with synonyms.

3.4. Methodology

For the purpose of developing this study, I have designed a teaching proposal that was carried out during three sessions. First of all, I had to gather information from literature until I had some ideas on how to proceed. The main aim of this is study is to make students conscious about phrasal verbs and verify if a more motivating explanation and activity are easier for students to learn them. Hence, students were asked only to learn one meaning per each phrasal verb.

In order to select the phrasal verbs, I consulted Rudzka-Ostyn's book *Word Power: Phrasal Verbs and Compounds* (2003) where phrasal verbs are classified and explained through the particle rather than the verb. Besides, I also took into consideration the students' textbook *Spectrum 4 Student's Book* by Oxford University Press, in particular the contents of *Unit 7: In the news* where phrasal verbs are part of the unit contents. Thus, I took into consideration the particles, in particular those that are more frequent in English and do not have considerably difficult meanings. The selected particles for this study were *in, into, off out* and *up*.

Since the aim of this study is to compare two different ways of teaching phrasal verbs, both methodologies must be considered. As mentioned above, a traditional methodology such as the grammar-translation approach and a cognitive approach in which the phrasal verb teaching is based on the particles meaning are applied with the groups. The first one is employed with the students of C Group whereas the latter is implemented with the E Group.

In both cases, 20 phrasal verbs were introduced to students, 4 phrasal verbs for each particle, and in the first session all the students in every group received the same definition of what a phrasal verb is. Besides, the phrasal verbs were taught taking into consideration the particles, so that in each session one group of particles or two of them was explained, depending on the timing. From that point on, C Group and E Group received different teaching methods when explaining phrasal verbs. As previously explained, the methods are based on a traditional approach and a cognitive approach, but at the end of the last session, the students in both groups were to complete a multiple choice test.

3.4.1. Control group

The methodology followed with the C Group students, which corresponds to the group 4th ESO 03 (19 students), is based on a traditional teaching view. It mainly consists in

introducing the phrasal verbs, which are classified according to their particles, and give a short explanation about them.

With respect to the explanations, students only received a short definition in English together with an example sentence and at the end the teacher gave them an appropriate translation in the students' mother tongues: Catalan and Spanish. After that, the students practised the given phrasal verbs by means of two written exercises such as find a synonym, fill-in-the-gaps activity, a crossword, etc. (see Appendix 1)

3.4.2. Experimental group

The methodology implemented in the groups 4th ESO 01 and 4th ESO 02 (with a total of 26 students) changes from the one of the C Group, since the phrasal verbs are explained through the meaning of their particle.

First, the students receive an explanation of the meaning of the particle together with a visual aid, extracted from Rudzka-Ostyn's book (see Appendix 2). It is a relevant point since it explains graphically the different meanings of a particle. In this manner, students are expected to understand that a particular meaning of the particle gives sense to the meaning of the phrasal verb. Afterward, the phrasal verbs are presented with a short definition in English of the phrasal verbs, followed by an example sentence and an appropriate translation in their mother tongues is given.

In contrast to the C Group, after the explanation, the students put into practice these phrasal verbs through a game with the goal of verifying if a more enjoyable and pleasant activity and a more complete explanation benefits students' acquisition of these multi-words and if this type of learning is more effective than the traditional one.

3.4.3. Instruments for data collection

Before starting the study, the students were asked whether they knew what phrasal verbs are and how they work in order to make a balance about their own knowledge of this kind of vocabulary. Once they had shared their beliefs and awareness about the topic, the session could start.

Then, for the purpose of comparing both groups, I created a final test that was used at the end of the last session (see Appendix 3) and it was employed as a tool with the aim of

helping me to compare the students' learning results, and therefore show differences between groups.

The test was structured as a multiple choice test of 15 items, thus 15 out of the 20 phrasal verbs were tested. There are 15 sentences that must be completed with one of the four given options. In order to choose the phrasal verbs for the final test, I decided to focus on those that created more problems during the previous sessions. Finally, students had 15 minutes to complete the test and they were asked to do it individually and not to use the notes they had taken during the explanations.

In short, it is a multiple choice test in which students have to show if they have learnt some phrasal verbs and if the students that have participated in the E Group have more successful results than the students of the C Group.

3.5. Procedure

As regards to the experimental research implementation, I developed different activities depending on the methodology of each group. In the C Group, I decided to create traditional grammar activities, whereas in the E Group different and more motivational activities and explanations are applied.

3.5.1. Control group

For the C Group, a powerpoint (see Appendix 1) was created in order to explain the phrasal verbs. It can be seen that the students only received a brief definition in English combined with a translation in Spanish and an example sentence for each phrasal verb.

3.5.1.1. Session 1: Off

This first session lasts 20 minutes since just one particle, *off*, are explained. The multi-word verbs selected for this session are *take off, see off, set off* and *get off* ; all of them are related with the topic of travelling since they are part of the vocabulary of the unit 7 of the students' textbook *Spectrum 4:Student's Book*.

Session 1 (see Appendix 4) starts with a brief introduction to what a phrasal verb is from the Cambridge Dictionary[2]. Then, the teacher introduces the selected phrasal verbs with the particle *off*. After that, the teacher gives a brief definition provided by the textbook (Kelly,

[2]Phrasal verb. (n.d.). In *Cambridge Dictionary*. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/phrasal-verb.

Morris & Paramour, 2016: 84) in the TL, a translation of each phrasal verb and an example of each phrasal verb (Appendix 1, slides 1-5). Finally, the students practise the phrasal verbs in some exercises:

ACTIVITY 1

After having received the explanation of the four phrasal verbs, the students carry out the first activity individually (see Appendix 5) which consists in matching the phrasal verbs with single-word verb synonyms. First, the students have to read four sentences in which the phrasal verbs taught during the first part of the session are put into context. After that, the students have to recognise them and match them with a synonym from the list below. When they have finished, the activity is corrected in class.

ACTIVITY 2

Once the first activity is corrected, the second activity (see Appendix 5) is explained. In this case, students have to write individually a short story of 3-4 lines where they have to connect the phrasal verbs learnt in the session. Besides, the teacher reminds the students of the fact that a phrasal verb can be used as a regular verb in other tenses and advises them to take into consideration the form by using present, past and future tenses. After that, the teacher collects the worksheets and she corrects the short stories, taking into consideration the vocabulary and the grammar used by the students.

3.5.1.2. Session 2: In and out

The second session (see Appendix 6) lasts 40 minutes since tho particles *out* and *in* are seen. Thus, the phrasal verbs chosen are: *check in, join in, get in, move in, check out, give out, take out* and *carry out*. In this case, the textbook has not been taken into account, but I have considered the students' level in order to choose these eight phrasal verbs.

The teacher introduces the particles. After that, the lesson follows the same procedure of the first session: there is a short definition in English, after that the teacher gives the translation of each phrasal verb and an example (see Appendix 1, slides 6-8). Finally, the students practise these phrasal verbs in two exercises:

ACTIVITY 1

In this first activity (see Appendix 7), the students are requested to replace the verbs of the six sentences of the activity with one of the phrasal verbs reviewed in this second lesson. Once

they have figured out which phrasal verb is most adequate, they also are requested to replace it according to the tense used in each sentence. As they finish the activity, it is corrected in class.

ACTIVITY 2

After the first activity, the students proceed to complete a crossword (see Appendix 7) in which the definitions of the phrasal verbs are given. In order to do so, I have used the online application *Crossword Puzzle Generator*[3] and the provided definitions are from *Macmillan Dictionary*[4]. Students have to complete it taking into consideration the meanings they have learnt during the previous explanation of the phrasal verbs. At the end, the crossword is corrected by the students.

3.5.1.3. Session 3: Into and up

Session 3 (see Appendix 8) is the last session and lasts 55 minutes. The particles of this third session are *into* and *up* and each particle requires 20 minutes. The phrasal verbs selected are *break into, look into, run into, turn into, give up, grow up, pick up* and *speed up*. At the end, the students are told to complete the final test which lasts 15 minutes.

First of all, the teacher introduces the particles, then the teacher gives the definitions, the translation of each phrasal verb and an example (see Appendix 1, slides 9- 11). After the explanation, the students practise these phrasal verbs in the activities below and at the end, a test is delivered to the students in order to know if they have learnt the phrasal verbs (see Appendix 3)**.**

ACTIVITY 1

In this first activity (see Appendix 9), there are two columns of items for the students to match. In the first column, the eight phrasal verbs of the session are enumerated and in the second one there are eight definitions which are extracted from *Macmillan Dictionary*[5] and *Cambridge Dictionary*[6]. Therefore, the students are asked to pair each phrasal verb with its definition. At the end of the activity, the students correct it.

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[3]*Crossword Puzzle Generator* in the website TheTeachersCorner.net. Retrieved from https://worksheets.theteacherscorner.net/make-your-own/crossword/

[4]Macmillan Dictionary. Free English Dictionary and Thesaurus Online. (n.d.). Retrieved from https://www.macmillandictionary.com/

[5]Macmillan Dictionary. Free English Dictionary and Thesaurus Online. (n.d.). Retrieved from https://www.macmillandictionary.com/

[6] Cambridge Dictionary (n.d.). Retrieved from https://dictionary.cambridge.org/es/

ACTIVITY 2

Now, the students have to complete a fill-in-the-gaps exercise with the phrasal verbs given at the top of the activity (see Appendix 9). But they also have to pay attention to the verbal tenses and the form in which the verbs must be written correctly. At the end, the activity is corrected.

FINAL TEST

Once the students have finished and corrected the activities, the teacher delivers a test (see Appendix 3) which is a multiple choice test. The teacher asks them to do it individually and without using their grammar notes. The test is expected to have a duration of 15 minutes.

3.5.2. Experimental group

The E Group is composed by the students of the groups 4th ESO 01 and 4th ESO 02 with a total of 26 students. As it has been previously explained, the explanation differs from the one of C Group. Here, the particles are explained following the explanations of Rudzka-Ostyn's book which offers a short sentence for each meaning of the particles together with visual aids.

3.5.2.1. Session 1: Off

Session 1 (see Appendix 10) lasts 20 minutes, since just one particle is explained. First of all, the teacher makes a brief introduction to what a phrasal verb is. Then, the teacher introduces the particle *off* and explains the different meanings of the particle with Rudzka-Ostyn's visual aids (Appendix 2, slides 1-6). Thus, the explanation of these meanings and the visual aids where the particle meanings are represented make clear the meaning of the phrasal verbs. Later on, she provides the students with a brief definition in English of each phrasal verb, a translation and an example sentence. Finally, they practise the phrasal verbs through a game.

PICTIONARY

In contrast to C Group exercises, this time a game is proposed as an activity. The game suggested is similar to the famous Pictionary. The reason I have chosen it is because as the article of Ansari (2016) reflects, the use of drawing prompted positive results, although I have done some modifications.

In this game, students work in pairs. The game consists of drawing the action that a phrasal verb represents for two minutes as maximum each. One student starts drawing one of the actions of the phrasal verbs for two minutes and his/her classmate has to guess which

phrasal verb represents the drawing. Then, the student that had to guess the meaning of the drawing has to write a short sentence with the phrasal verb discerned (see examples in Appendix 11). After that, they do it the other way round. At the end, each student has drawn two phrasal verbs and has guessed two.

3.5.2.2. Session 2: In and out

The second session lasts 40 minutes (see Appendix 12). First, the teacher makes an explanation of the next two particles based on the different meanings of the particles taken from Rudzka-Ostyn. Then, she introduces several phrasal verbs with these particles (Appendix 2, slides 7-12). After that, she gives a brief definition, a translation and an example for each multi-word verb and at the end students practise these phrasal verbs through a game.

WHO WANTS TO BE A MILLIONAIRE

This time, I have chosen a game named *Who wants to be a millionaire* (see Appendix 13) which is based on a television game show, although I have adapted some rules. In the game I propose, the students practise the particles *out* and *in* through a series of questions. They play in groups of four/five people. The questions they have to answer contain definitions, look for a synonym and complete the sentences with the appropriate phrasal verb. For each question they get right, they win the amount of money of that question, and they have to add up to the amount of money they had previously. The steps of the game are the following:

1. Students make the groups and choose a spokesperson for each group.
2. Each group is given a chart (see Appendix 14) where students have to write down their answers (if they are correct or not) and the money they win in each question.
3. The teacher makes a question and the students have a minute to agree on the correct answer. They have to write down the answer.
4. In case a group needs help, they have the option to ask for advice to another group. Each group has only one wild card. But if they answer correctly after being helped, the group wins just half the amount of money of the question.
5. The teacher asks for the groups' answers and then she shows the correct answer. If a group answers correctly, they win the amount of money of the question. If the answer is wrong, students won't win the money.
6. The team who has more money at the end is the winner of the game.

3.5.2.3. Session 3: Into and up

This is the last session for the E Group and lasts 55 minutes (see Appendix 15). Firstly, the teacher starts explaining the different meanings of these two particles and showing the selected phrasal verbs. Next, the teacher also provides the students with a short definition, a suitable translation and an example sentence of each phrasal verb (Appendix 2, slides 13-19). Then, they practise the phrasal verbs through another game and at the end of the session the students do the final test.

JEOPARDY

Jeopardy is based on the American television game show which is a kind quiz in which the participants choose the area of knowledge and answer. Thus, I changed some rules from the original game, since it is only about phrasal verb, and the students have to guess the phrasal verb through its definition.

In order to make it more motivating, the students have to bet an amount of money that ranges from 100€ to 500€ (see Appendix 16). They play in groups of three or four people and they need a spokesperson who writes the phrasal verb of each definition in a piece of paper. All the groups have a minute to talk about the possible answer and write it down in a paper, then they have to show their answers at the same time. The game follows the next steps:

1. The teacher explains to the students that they have to guess the phrasal verb from its definition.
2. The teacher shows the powerpoint with chart of bets in the digital blackboard but without writing the phrasal verbs and its definitions. The points are at the top and the particles are down side.
3. Each team has to choose a spokesperson.
4. The groups choose the amount of money they want to bet and each spokesperson communicates it to the teacher.
5. The teacher reads the definition, which is read just once so they have to pay attention. Although if the students want to hear it for a second time, they will lose half the amount of money they have bet.
6. The students have a minute to agree and write down the phrasal verb.

7. When the teacher says ANSWERS PLEASE, the spokesperson of each group has to show the answer of his/her team. If there is a spelling mistake, the group is penalised and they lose half the amount of money they have bet.
8. At the end, the team with a higher number of money wins the game.

FINAL TEST

Once the students have finished and corrected the activities, the teacher delivers them the final multiple choice test (see Appendix 3) which the students have to do individually and without using their grammar notes. The final test takes around 15 minutes.

4. Results

As it has been mentioned above, the aim of this study has been to present and implement the two methods mentioned above when teaching multi-word verbs in order to see if there is a meaningful difference between control and experimental group.

Therefore it is truly important to compare the results of the final test, since it will show if the teaching proposal I have implemented in the E Group has obtained more successful results than the traditional view when it comes to acquiring and learning this type of lexis.

For that reason, I consider interesting to compare the outcomes from two different perspectives. Firstly, in my view, it is interesting to see how the three different groups have responded to the final tests as well as taking into consideration which phrasal verbs have obtained more wrong answers in each group and also comparing both C Group and E Group outcomes. Thus, the results will be commented according to the groups of participants and the different approaches.

4.1. Results obtained in each group of participants

The reason I have included this section is because I consider that by analysing the results of the different groups, they might add extra information that will allow us to have a wide overview of how and if the teaching strategies applied have worked as expected, i.e. it will show if the students have assimilated the lexicon and if the characteristics of each group may have influenced their learning results.

Regarding the results of 4th ESO 01, which is one of the two groups that are part of the E Group, Figure 1 shows that the results are good since 5 out of 9 students only commited 1 or 2 errors, although it is interesting the fact that the rest of students have answered wrong 4 items. Then, it can be assumed that they are in line with their alleged marks in the English subject.

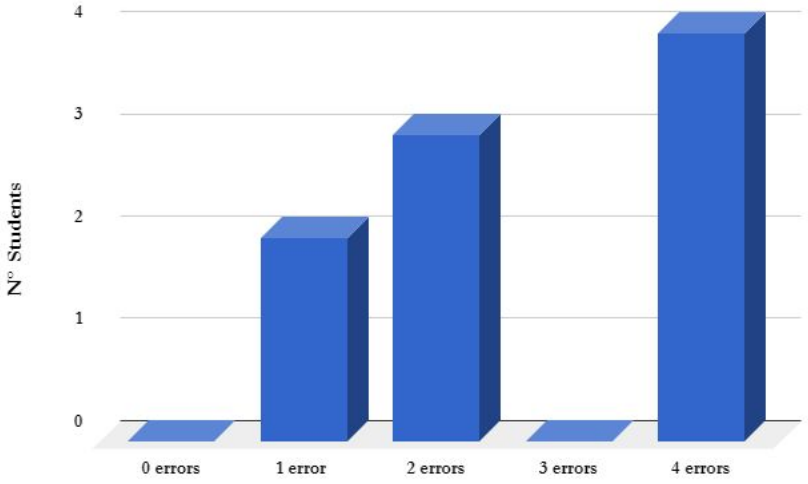

Figure 1. Students' errors in the final test in 4th ESO 01

Moreover, as the Figure 1 displays, the students have obtained quite good results despite the fact that no one has accomplished the highest score. So it can be stated that the use of a more complete explanation and games has not favoured at all their learning.

On the other hand, the results of the group 4th ESO 02, Figure 2, which also forms part of the E Group, show a wider range of errors.

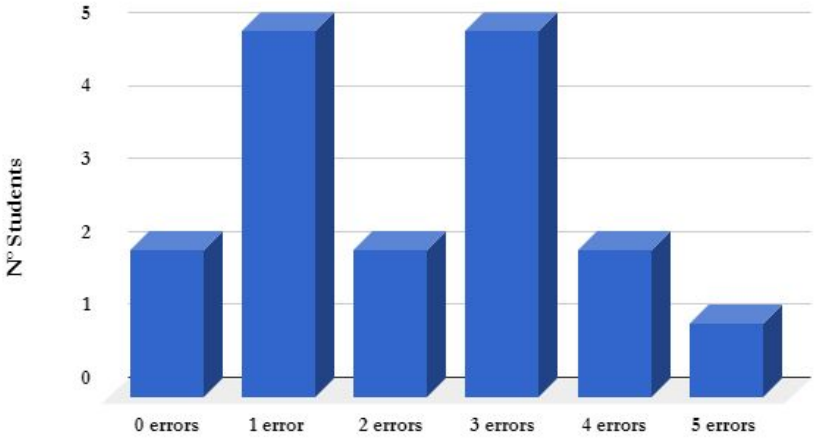

Figure 2. Students' errors in the final test in 4th ESO 02

As it can be observed, half of the class has made between 0 and 2 errors, keeping in mind that 2 of them have made a perfect test, 5 of them have made only an error and 2 people have commited 2 errors. But we also find that 5 students have commited 3 errors, two students 4 errors and one student has answered wrong 5 sentences. Thus, the marks are not as bad as they seem if we consider that three errors are not too much. However, this group was the one with higher marks of the three groups tested and that is why I expected greater results from this group.

Finally, we have to take into account the results of 4th ESO 03 group, which is the C Group. As Figure 3 shows, the results are quite good if we compare them to the other two groups, but it has to be mentioned that they asked more questions and some of them tried to do the test in pairs, since they felt uncomfortable and needed to consult with their classmates.

Thus, it is evident that most of them have obtained great results. Figure 3 displays that more than half of the class have made 2, 1 or no error. It is relevant that 4 students have obtained the maximum punctuation, together with 5 participants with just 1 wrong answer and 3 students with two errors. In contrast, in this group there have been some isolated cases in which a student has made 6, 5 or even 10 errors.

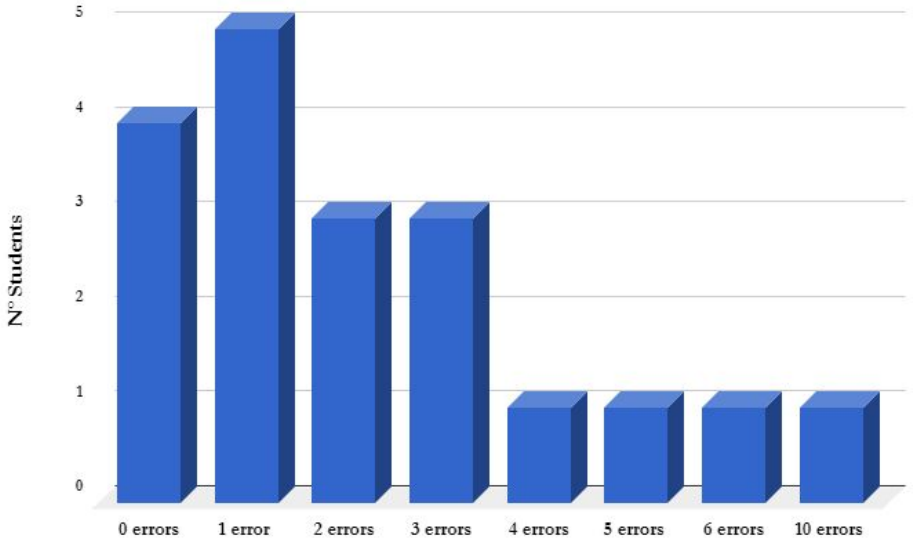

Figure 3. Students' errors in the final test in 4th ESO 03

This is a clear example of how heterogeneous the group is, as for the English proficiency level. In conclusion, it can be said that the 4th ESO 03 seems that has obtained better results although the range of wrong answers is wider, whereas the other two groups

have obtained a more stable results in which most of the students are between 0 and 3 mistakes.

4.2. Results of phrasal verb errors

In this section, the amount of errors regarding the phrasal verbs will be analysed, since it gives us information about the learners' acquisition. The term *errors* encompasses the mistakes and answers left unanswered by the students. Figure 4 displays the percentages of the errors per phrasal verbs taking into consideration the total number of the errors committed by the C Group and E Group students.

In general terms, *see off* and *set off* have been the most difficult phrasal verbs to learn with 15.5% incidence, closely followed by *turn into* with 11.7% of the errors, *run into* with an 10.7% of incidence and *join in* with 8.7% of errors as it can be observed in Figure 4.

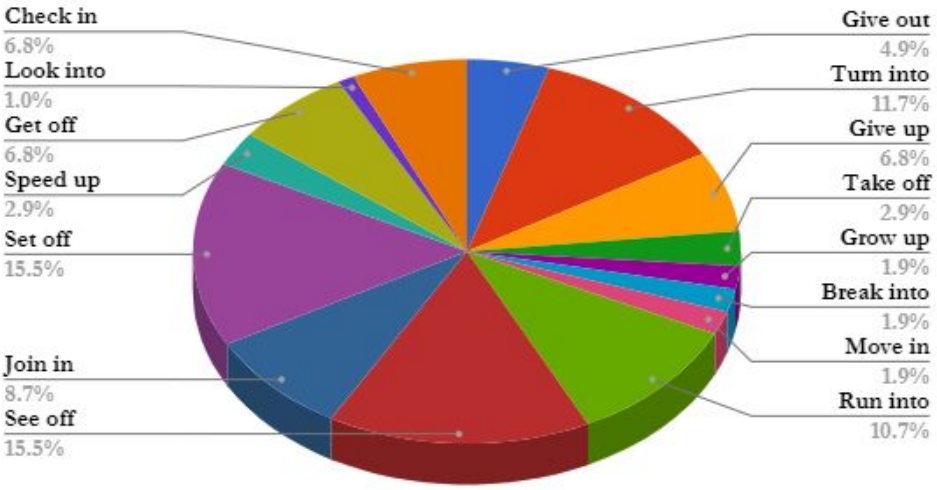

Figure 4. Global incidence of total errors per phrasal verbs

On the other hand, if we look at the range of C Group errors in Figure 5, the phrasal verbs that have caused more problems to the students are *see off* since the 42.11% of the students answered it wrong, *set off* with a 38.58% of students, *run into* with a 26.32 % of the students and *get off* with another 26.32% of students. Thus, it reflects that 3 out of 4 multi-word verbs of particle *off* were not acquired.

Regarding the results of phrasal verb errors of the E Group, the percentages of error numbers are quite similar although it was a more numerous group of students. Then, the phrasal verbs with higher percentages of students are *turn into* with a 46.15% of the students, *set off* which 38.46% of the students have answered erroneously, *see off* with an incidence of

30.77% of the students and at a lower range *give up* and *join in* with a percentage of 23.08%. Thus, it is relevant that E Group students acquisition of the particle *off* has been slightly better than the C group students.

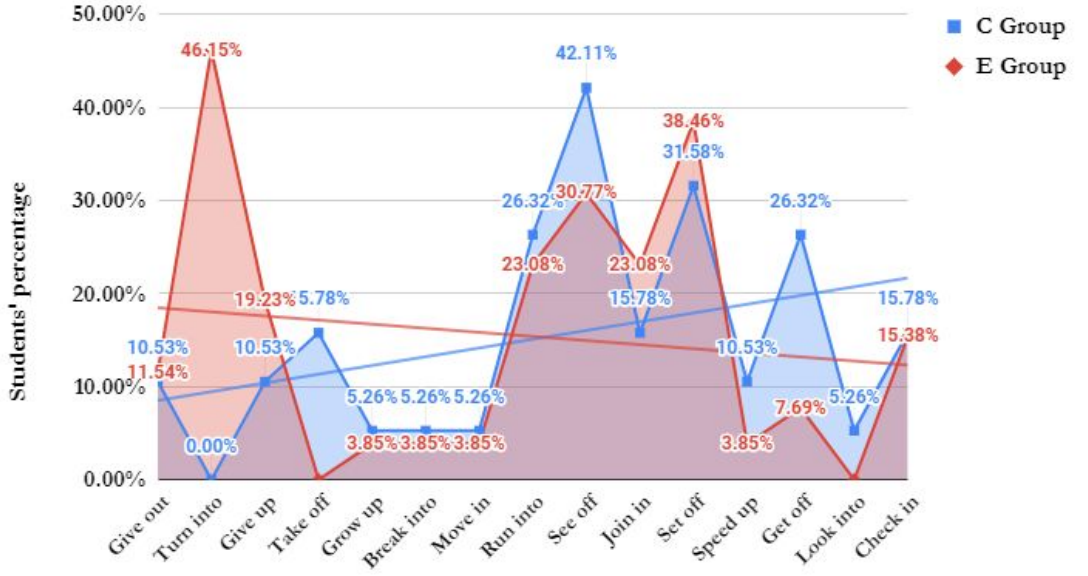

Figure 5. Percentage of students' errors per phrasal verb and group

Once both errors' groups have been analysed, it can be perceived a significant difference since E Group students have had a great incidence on the phrasal verb *turn into*, whereas C Group students have not found any problem with this concept. On the other hand, only one of the four phrasal verbs with more mistakes of the C Group, *set off*, has been exceeded by the E Group what means that E Group percentage of students is lower in *see off*, *run into* and *get off*.

It is also surprising that no E Group student has committed an error on *look into* and *take off*. Moreover, it is important to emphasise that the E Group has obtained some percentages of erroneous students that are higher than the C Group, although the results are not significant at all, this is the case of *give out*, *give up* and *join in*. Finally, the rest of phrasal verbs have been more problematic in the C Group. In conclusion, it can be stated that the errors committed by the students of both, C Group and E Group, is similar enough as the trend lines are almost alike, thus they have obtained considerably similar results.

5. Discussion

In this section, the differences and similarities between the results of the C Group and those of the E Group regarding the number of errors and most erroneous phrasal verbs answers are compared, discussed and questioned in order to learn more about the study results.

As it has been already explained, C Group and E Group have followed different methodologies, therefore the number of errors committed in the test must be taken into account in order to compare the results.

Figure 6 shows the results of the final test taking in consideration the number of the students' wrong answers between the C Group, which was composed of 19 students, and the E Group, composed by 26 the students. Regarding the group with a traditional approach, C Group, Figure 6 displays that they have obtained a wider range of errors, as it can be seen that the students have committed from 0 to 10 errors, although their final qualifications are better than the E Group results, considering that most of them obtained punctuations that ranged from 0 to 3 errors which equals to a 78.95% of the students.

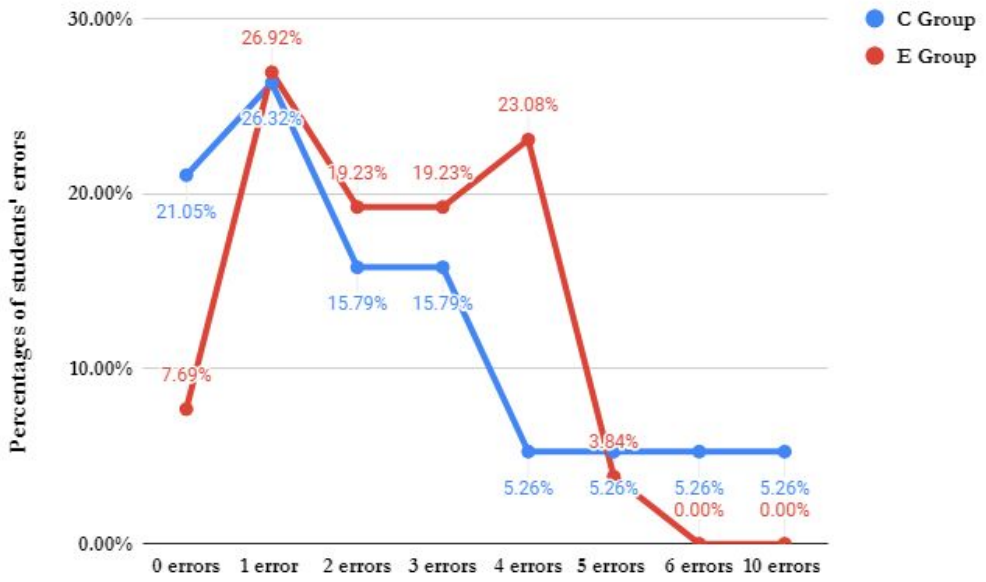

Figure 6. Percentages of students' errors number per group

On the contrary, the E Group results show that the students' wrong answers range from 1 to 4 errors mainly, although only the 7.69% of the students had a perfect mark and the worst mark is 5 errors with 5.26% of the students. Therefore, it is remarkable that the 21.05% of the C Group students have obtained a perfect punctuation without any error in the multiple

choice test. Moreover, the percentage of the E Group students that have committed between 0 to 3 errors is 73.07%, what shows that there is a slightly difference between the results of both C Group and E Group.

This first issue shows that there is an important difference which must be considered, because the results show that C Group, who received a traditional method, obtained slightly better grades. One of the possible reasons that could have influenced C Group results is that the students were less confident in the final test and even though asking them not to consult with their classmates, they did it to some extent. Moreover, it could have also influenced the timing of the sessions, since most of their classes were in the first hours of class.

On the other hand, the results of the E Group could have been adversely affected by the fact that the groups did not share the same schedule, since each group attended and was also tested in their own EFL hours of class. Furthermore, it should be considered if the explanation of the particles is not appropriate for their English level of proficiency, considering that just a few of the students had an A2 level according to the CEFR, which could have influenced in their acquisition of the phrasal verbs.

Thus, despite the results of the comparison, it seems that an explicit method such as the one used by Chévez Herra (2013) and the one used in the present study in order to teach phrasal verbs has obtained positive results in both groups, being then an appropriate and beneficial teaching process to take into account in further research. What it is less evident is the helpful particle explanation based on Rudzka-Ostyn's (2003), since most of E Group students have misunderstood different phrasal verbs from different particles in the final test.

In addition, the students of C Group have obtained in general better marks than E Group students although the difference is not sufficient in order to determine if the proposal that has been implemented with the E Group is more successful than the traditional approach. Therefore, it would be interesting to do the study with a higher number of students and it would be beneficial that all of them attended the lessons in the same schedule.

Besides, it is interesting the point that even using games as activity in the E Group, the results have not showed better results. It is clear that games motivate more students in order to participate in the classroom. This fact must be taken into account, but it is important to consider that only using games is not enough as it can be observed in the E Group results. Thus, it is apparent that games must be complemented by other activities. Then, E Group could have obtained better results if complementary activities would have been applied in the

EFL classroom. Moreover, it would be interesting the fact of implementing particle explanation together with traditional activities, since it would help to confirm if the explanation provided by Rudzka-Ostyn obtains better results.

With respect to the results of the students' errors per phrasal verb, it was unexpected that E Group students committed so many errors, moreover it is quite clear that some multi-word verbs have been misunderstood and their learning has not been successful. For instance, E Group learners have misinterpreted the meaning of *turn into*, since they have mainly got confused with *grow up*.

This misunderstanding can be explained with the fact that both options, *turn into* and *grow up*, were written in the second question of the test (see Appendix 3), then the difference between those concepts, *turn into* which means to become and *grow up* with the meaning of becoming older have not clearly been understood. Thus, it is evident that students learning of phrasal verbs is influenced by the idiomaticity degree of the given phrasal verbs, as in Chévez Herra's study results, where it stayed crystal clear that "transparent phrasal verbs are evidently easier to learn since they can be understood by their components" (2013: 496).

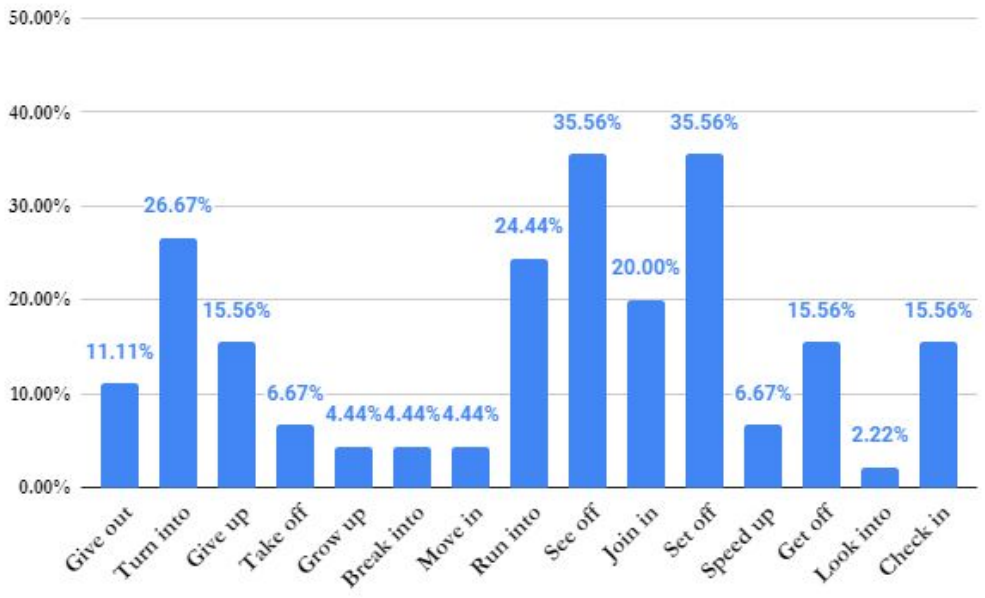

Figure 7. Global percentages of students' erroneous answers per phrasal verb

It is also possible that unambiguous sentences for the final test could have been more appropriate, although the aim of the test was to see if the different explanations and activities favoured the phrasal verb learning and acquisition of the E Group students, thus obtaining better outcomes.

Finally, Figure 7 shows the global percentage including both groups regarding the percentages of the students' errors per phrasal verb. Thus, it can be seen that the multi-word verbs which have caused more problems regarding its acquisition have been *set off* and *see off* with 35.56% of the students each one, a rate percent that coincides with the results of Figure 5. Moreover, *turn into* was answered incorrectly by a 26.67% of the students together with *run into* with a 24.44% of the students accordingly to Figure 7, although only the students of E Group were wrong with *turn into* as displayed in Figure 5. Thus, it is evident that the most controversial particles have been *off* and *into*. With respect to this fact, in my opinion the similarity of spelling could have influenced in the results by confusing the students. Regarding the *run into* errors, I think that its abstract meaning could have made that the students misunderstood it. Thus, Thornbury's (2002) perspective about the problematic structure and the idiomatic meaning of phrasal verbs is confirmed by the results obtained in the study.

6. Conclusions

The main aim of the study was the comparison of two different methodologies when teaching a common piece of English vocabulary such as phrasal verbs and corroborate whether there was any difference between both groups regarding multi-word verbs acquisition.

After having implemented these methodologies, I have observed that the students that belonged to the E Group were more motivated when doing the games than those of C Group when doing the conventional activities of the traditional perspective.

Therefore, I can say that by applying games in the EFL classroom, students' motivation increases considerably when doing this kind of activities, although it cannot be claimed that it has benefited the students' acquisition of the vocabulary tested in the study, since further research dealing with motivation through games and particle explanation would be required to do.

On the basis of the analysis conducted, the results demonstrate that both groups have performed satisfactorily in general. It is necessary to say that it can be observed a thin difference in which the C Group has better marks than the E Group, although E Group students range of wrong answers is smaller than the one of C Group.

Consequently, it is apparent that the results are not conclusive since both groups have obtained slightly similar results. On the other hand, students acquisition of vocabulary has been positive and beneficial since most of them have acquired at least half of the phrasal verbs taught in the didactic proposal.

In conclusion, I consider that further research is necessary in order to verify whether a different perspective such as the one presented in the present study, based on the appropriate explanation of the particles and a more practical activity is more advantageous than a traditional teaching perspective based mainly on translation and conventional exercises. For instance, it would be useful that the study would be carried out with a higher number of students from different high schools, which would provide more specific information. Moreover, it could be of interest the reduction of particles or adding more activities in which students create their own glossary and a board game, so they can practise the given phrasal verbs. Thus, there is still a lot of work to do with regards to phrasal verbs teaching.

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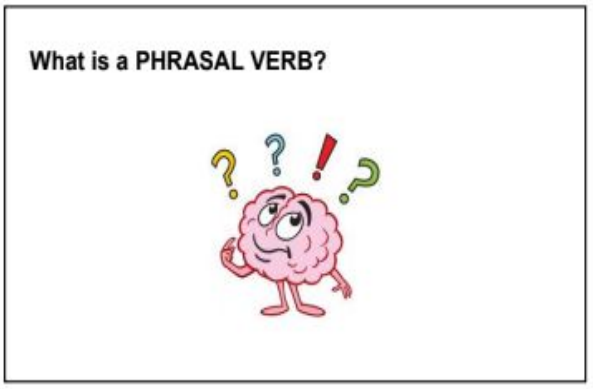
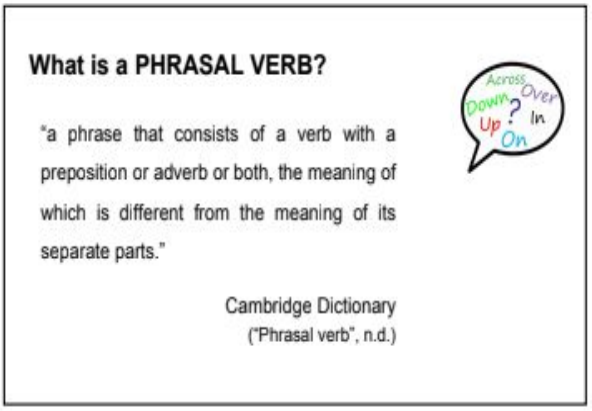
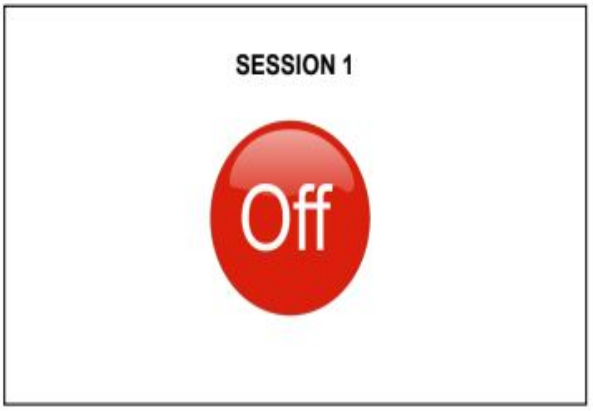
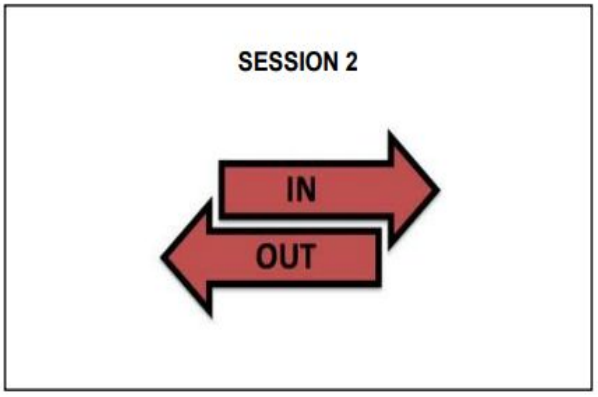
8. Appendices

Appendix 1. C Group Explanation PowerPoint









IN

- **CHECK IN** → To register in a hotel/ at the airport **(Registrarse)**
  E.g. When we arrive to the hotel we will check in first.
- **GET IN** → To arrive at home **(Llegar a casa)**
  E.g. Marta got in very late last night.
- **JOIN IN** → To participate **(Participar, unirse)**
  E.g. He joined in the discussion about international security.
- **MOVE IN** → To go to a different place and begin to live or work there **(Mudarse)**
  E.g. I found a big house on the outskirts, so I'm moving in tomorrow.

OUT

- **CHECK OUT** → To leave a hotel room **(Dejar la habitación)**
  E.g. We have already checked out, so we can go to the airport.
- **CARRY OUT** → To perform **(Llevar a cabo)**
  E.g. The police department is carrying out the investigation.
- **GIVE OUT** → To distribute **(Repartir, dar)**
  E.g. The director gave out the list with the marks.
- **TAKE OUT** → To remove **(Sacar)**
  E.g. Can you take the rubbish out?

SESSION 3

INTO

- **BREAK INTO** → To enter by force **(Asaltar)**
  E.g. The thieves broke into the house and stole a piece of art.
- **LOOK INTO** → To investigate **(Investigar)**
  E.g. He is looking into the evidence in order to know what happened.
- **RUN INTO** → To encounter by chance **(Encontrarse con)**
  E.g. There was an accident, a car and a lorry ran into each other today.
- **TURN INTO** → To become **(Transformarse en)**
  E.g. Their holiday turned into a nightmare.

UP

- **GIVE UP** → To stop trying **(Rendirse)**
  E.g. I gave up trying to explain them what had happened because they were not listening.
- **GROW UP** → To become an adult **(Crecer)**
  E.g. I grew up in a small town.
- **PICK UP** → To lift sth or someone **(Levantar, alzar)**
  E.g. Martin picked up the phone and called his father.
- **SPEED UP** → To accelerate, go faster **(Acelerar)**
  E.g. A lot of drivers receive fines because they speed up when it is not allowed.

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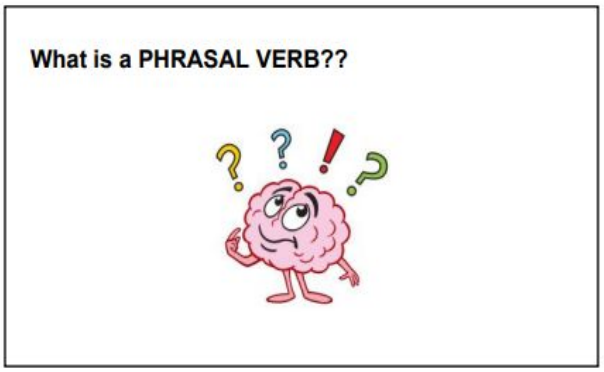
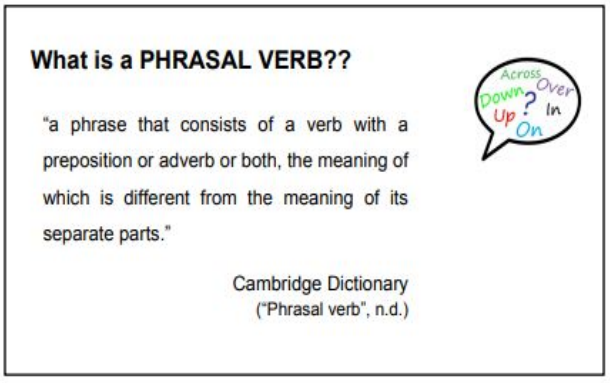
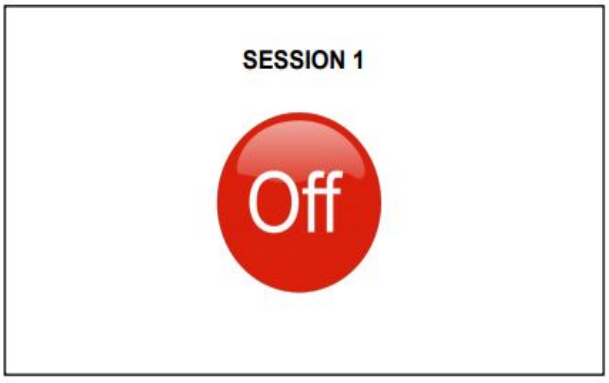
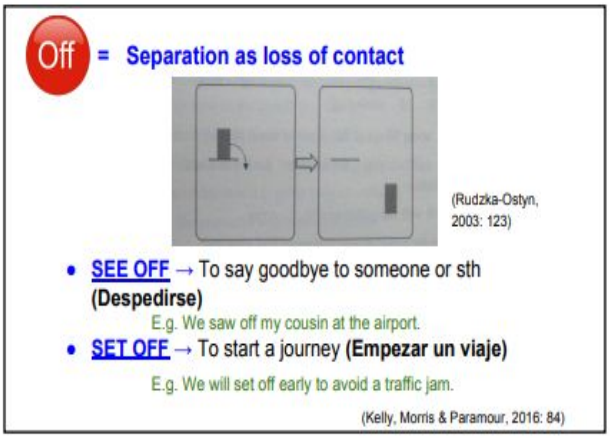
Appendix 2. E Group Explanation PowerPoint

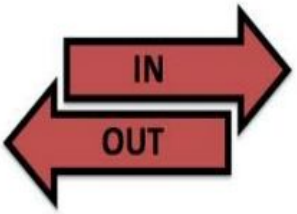




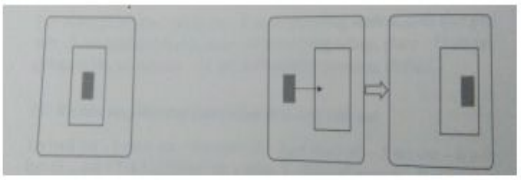




SESSION 2



IN = Being inside or entering a container

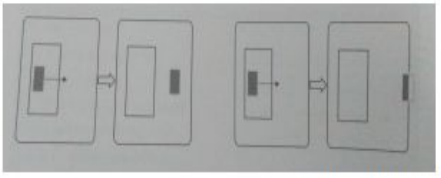


(Rudzka-Ostyn, 2003: 48)

IN = Being inside or entering a container

- CHECK IN → To register in a hotel/ at the airport **(Registrarse)**
  E.g. When we arrive to the hotel we will check in first.
- GET IN → To arrive at home **(Llegar a casa)**
  E.g. Marta got in very late last night.
- JOIN IN → To participate **(Participar, unirse)**
  E.g. He joined in the discussion about international security.
- MOVE IN → To go to a different place and begin to live or work there **(Mudarse)**
  E.g. I found a big house on the outskirts, so I'm moving in tomorrow.

OUT = Entities moving out of containers

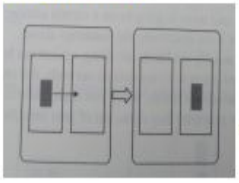


(Rudzka-Ostyn, 2003: 14)

OUT = Entities moving out of containers

- CHECK OUT → To leave a hotel room **(Dejar la habitación)**
  E.g. We have already checked out, so we can go to the airport.
- GIVE OUT → To distribute **(Repartir, dar)**
  E.g. The director gave out the list with the marks.
- TAKE OUT → To remove **(Sacar)**
  E.g. Can you take the rubbish out?

OUT = Non-existence, ignorance, invisibility also function as containers



(Rudzka-Ostyn, 2003: 22)

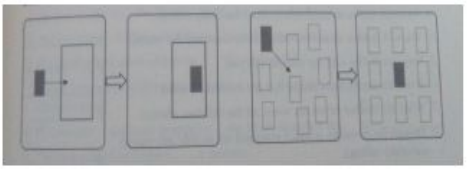
- CARRY OUT → To perform **(Llevar a cabo)**
  E.g. The police department is carrying out the investigation.

SESSION 3

INTO

Up

INTO = Motion into a container



(Rudzka-Ostyn, 2003: 69)

INTO = Motion into a container

- BREAK INTO → To enter by force **(Asaltar)**

  E.g. The thieves broke into the house and stole a piece of art.

- RUN INTO → To encounter by chance **(Encontrarse con)**

  E.g. There was an accident, a car and a lorry ran into each other today.

INTO = Change is motion from one state into another

- LOOK INTO → To investigate **(Investigar)**

  E.g. He is looking into the evidence in order to know what happened.

- TURN INTO → To become **(Transformarse en)**

  E.g. Their holiday turned into a nightmare.

Up = Moving to a higher degree, value, measure

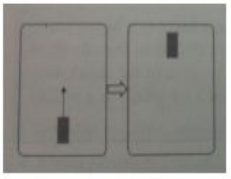
- GROW UP → To become an adult **(Crecer)**

  E.g. I grew up in a small town.

- SPEED UP → To accelerate, go faster **(Acelerar)**

  E.g. A lot of drivers receive fines because they speed up when it is not allowed.

Up = Moving up to a higher place

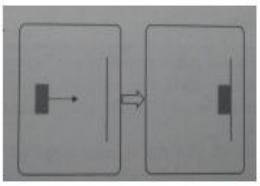


(Rudzka-Ostyn, 2003: 75)

- PICK UP → To lift sth or someone **(Levantar, alzar)**

  E.g. Martin picked up the phone and called his father.

Up = **Aiming at or reaching a goal, an end, a limit**



(Rudzka-Ostyn, 2003: 77)

- **GIVE UP** → To stop trying **(Rendirse)**

  E.g. I gave up trying to explain them what had happened because they were not listening.

REFERENCES

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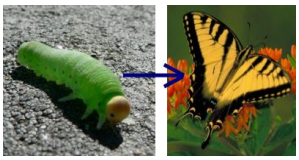
Appendix 3. Final test

FINAL TEST

1- Look for a synonym for this verb “the teacher distributes the marks to the class”:

a) gives out b) picks up c) gives up d) breaks into

2- What represents these images?



a) grow up b) look into c) Turn into d) Speed up

3- I tried to get the answer, but I …

a) gave up b) checked out c) got off d) picked up

4- A plane _____.

a) checks in b) Takes off c) Runs out d) gets in.

5- When we arrived at the hotel, we _____ to our hotel room.

a) Grow up b) Join in c) checked in d) Run into

6- When I say that I’m becoming an adult I mean that I’m…

a) turning into b) speeding up c) selling out d) Growing up

7- If I am a thief, I will _____ a house and I will steal money and jewellery.

a) break into b) get in c) pick up d) check in

8- I have found a job in Australia, so I’m going to live there. Thus I’m ...

a) breaking into b) moving in c) checking in d) getting in

9- I _____ my cousin’s boyfriend this morning at the market.

a) sell out b) give out c) set off d) run into

10- Is your sister going to _____ you _____ at the train station?

a) check out b) look into c) get off d) see off

11- When I arrived to the party, everyone was _____ the fun.

a) joining in b) taking out c) breaking into d) picking up

12- What time are your parents _____ for the airport?

a) getting off b) setting off c) moving in d) carrying out

13- _____, or we’ll be late!

a) Give out b) Join in c) Speed up d) Check in

14- Take the bus number 38 and _____ at Market Street.

a) move in b) run into c) get off d) give up

15 - This time tomorrow, the police department will be _____ the murder case.

a) setting off b) taking out c) looking into d) getting in

Appendix 4. C Group task structure session 1

TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 1: OFF					
1.1. Phrasal verbs explanation (see Appendix 1, slides 1-5).	Listen Ask questions	Explain	10’	Projector Digital blackboard PPT	Regular classroom
1.2. Match each phrasal verb with the appropriate synonym (see Appendix 5).	Read Practise	Observe	4’	Worksheet	Individually
1.3. Write a short story using the phrasal verbs (see Appendix 5).	Write Create Correct	Observe Stimulate creativity	6’	Worksheet	Individually

Appendix 5. C Group: Activities session 1

SESSION 1: PARTICLE OFF

1. Read the following sentences. Then, match each phrasal verb with the appropriate synonym.

    a. Last July, my sister and I set off on our trip to South Africa.
    b. Our flight is delayed, the plane will take off at 13:45.
    c. My parents came to the airport and saw me off.
    d. When we arrive at Leicester station, we have to get off the train.

    1. depart
    2. go down
    3. said farewell to
    4. began

2. Write a short story (3-4 lines) with these four phrasal verbs: set off, take off, see off and get off.

Appendix 6. C Group task structure session 2

TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 2: OUT & IN					
2.1. Phrasal verbs explanation (see Appendix 1, slides 6-8).	Listen Make questions	Explain	20’	Projector Digital blackboard PPT	Regular classroom
2.2. Read the next sentences and replace the verb with a phrasal verbs (see Appendix 7).	Practise	Observe Correct	10’	Worksheet	Individually
2.3. Complete a crossword with phrasal verbs (see Appendix 7).	Practise	Observe Correct	10’	Worksheet	Individually

Appendix 7. C Group: Activities session 2

SESSION 2: PARTICLES: OUT & IN

1. Read the next sentences and replace the verb with one of the phrasal verbs seen in class. Pay attention to the form.

    a. The discussion had already started, but we were able to participate.

    b. The teacher delivered the marks to the students.

    c. My family is going to start living in England next summer.

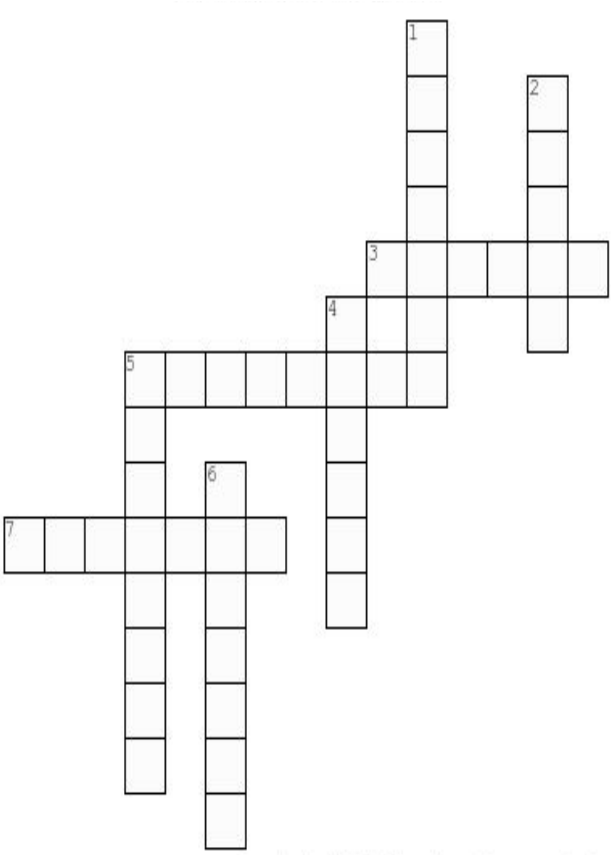
    d. What time did you arrive home last night?

    e. The official investigation is done by the Spanish government.

    f. Mary removed her wallet from her black purse.

2. Read the definitions and complete the crossword [7] with the appropriate phrasal verbs.

[7]Crossword created with the online application *Crossword Puzzle Generator* in the website TheTeachersCorner.net



Created with TheTeachersCorner.net Crossword Puzzle Generator

Horizontal

3. to do an activity with people who are already doing it
5. to do or complete something, especially that you have said you would do or that you have been told to do:
7. to arrive at a hotel or a private hospital where you have arranged to stay and give your personal details to the person work

Vertical

1. to remove something from a pocket, bag etc
2. to arrive at home or at work
4. to start living in a different house or flat
5. to leave a hotel or a private hospital after paying the bill
6. to give something to several people

Appendix 8. C Group task structure session 3

TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 3: INTO & UP					
3.1. Phrasal verbs explanation (see Appendix 1, slides 9-11).	Listen Make questions	Explain	20’	Projector Digital blackboard PPT	Regular classroom
3.2. Match each phrasal verb with its definition (see Appendix 9).	Practise	Observe Motivate	10’	Worksheet	Individually
3.3. Fill in the gaps with the necessary phrasal verb (see Appendix 9).	Practise	Observe Motivate	10’	Worksheet	Individually
3.4. Final test (see Appendix 3).	Read Choose	Observe	15’	Worksheet: test.	Individually

Appendix 9. C Group: Activities session 3

SESSION 3: PARTICLES INTO & UP

1- Match each phrasal verb with its definition.

1. Break into	A. to change or develop from one thing to another
2. Speed up	B. to move or happen faster
3. Run into	C. to force your way into something
4. Pick up	D. to gradually become an adult
5. Turn into	E. to stop trying to do something before you have finished, usually because it is too difficult
6. Look into	F. to meet someone you know when you are not expecting to
7. Grow up	G. to lift someone or something up from a surface
8. Give up	H. to examine the facts about a problem or situation

2- Fill in the gaps with the necessary phrasal verb. Pay attention to the form.

Pick up/ Turn into/Break into/ Give up/ Grow up/Run into

1. The thieves _____ the Prado museum and stole several valuable paintings.
2. You decide what you want to do and then, you _____ (not) until you have achieved it.
3. My mum asked me to _____ the book that was on the floor.
4. She _____ her former teacher at the university last week.
5. When he _____, he wants to be a firefighter.
6. A caterpillar _____ a butterfly.

REFERENCES OF ACTIVITY 1

Break into something. (n.d.). In *Cambridge Dictionary Online*. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/break-into-something

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Grow up. (n.d.). In *Cambridge Dictionary Online*. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/grow-up

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Pick up. (n.d.). In *Macmillan Dictionary*. Retrieved from https://www.macmillandictionary.com/dictionary/british/pick-up#pick-up__1

Run into sb. (n.d.). In *Cambridge Dictionary Online*. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/run-into-sb

Speed up. (n.d.) In *Macmillan Dictionary*. Retrieved from https://www.macmillandictionary.com/dictionary/british/speed-up

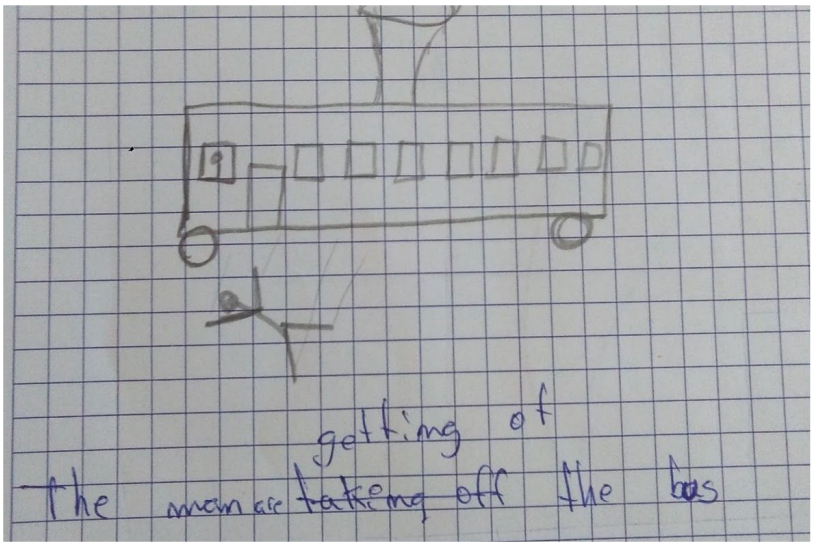
Turn into. (n.d.) In *Cambridge Dictionary Online*. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/turn-into-something?q=turn%2Binto

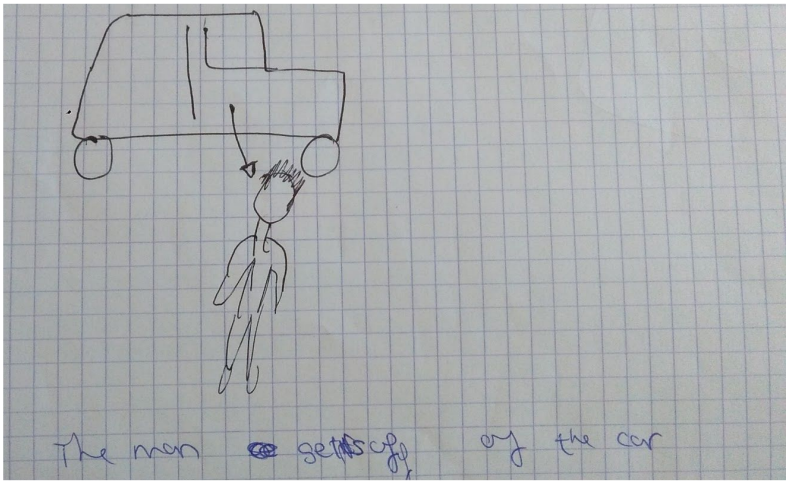
Appendix 10. E Group task structure session 1

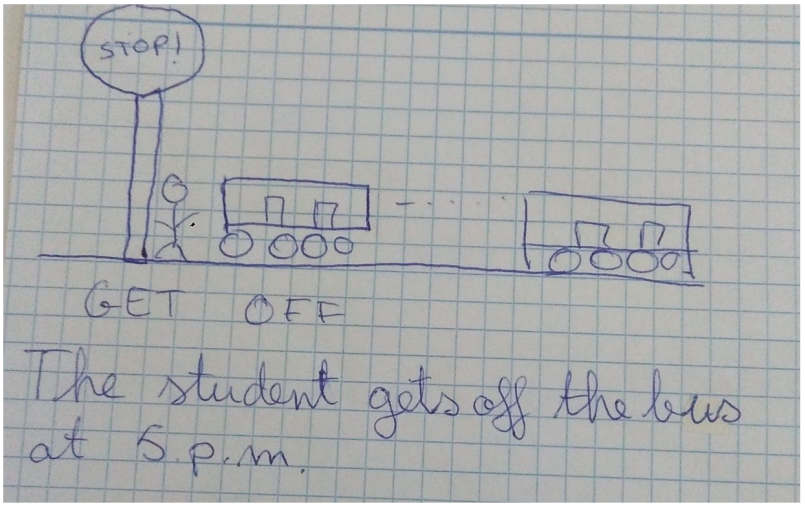
TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 1: OFF					
1.1. Particle explanation, translation and examples of the chosen phrasal verbs (see Appendix 2, slides 1-6).	Listen Ask questions	Explain	10’	Projector Digital blackboard PPT	Regular classroom
1.2. Pictionary (see examples in Appendix 11).	Practise	Observe Stimulate creativity	10’	Sheet of paper	In pairs

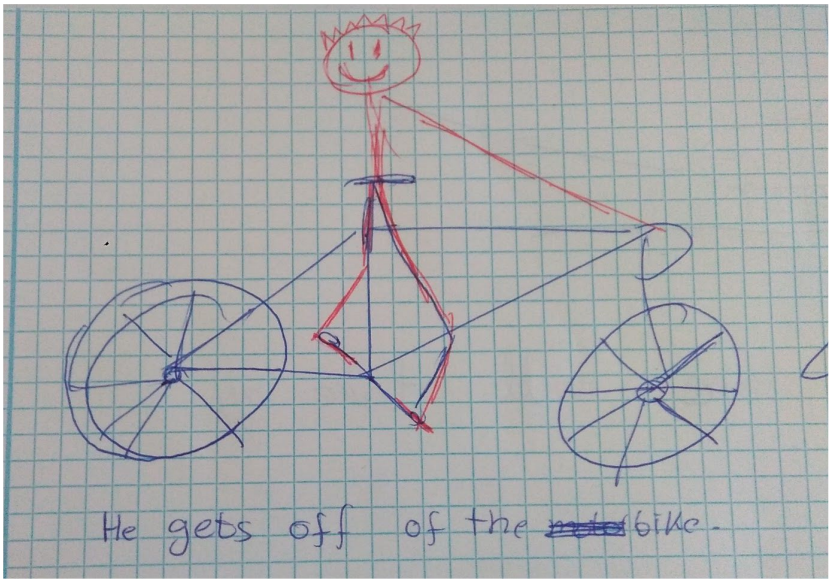
Appendix 11. E Group Pictionary examples

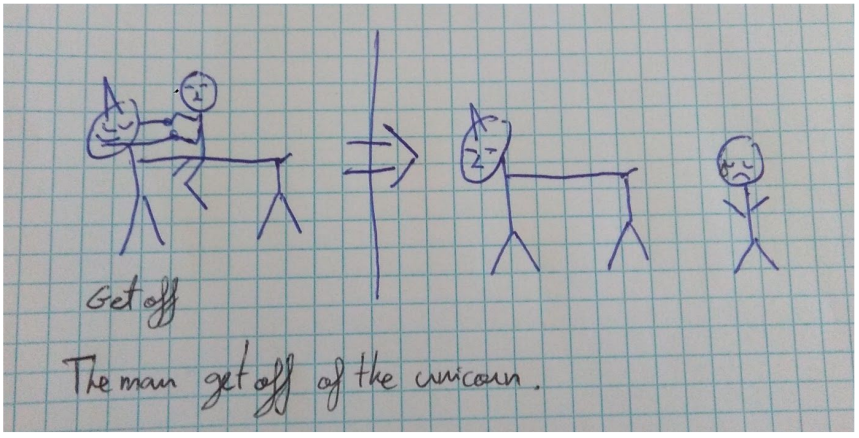
GET OFF:



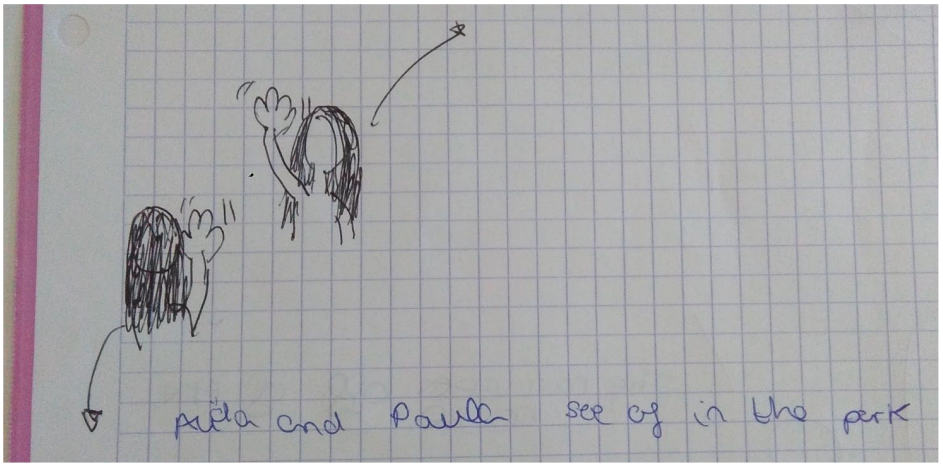


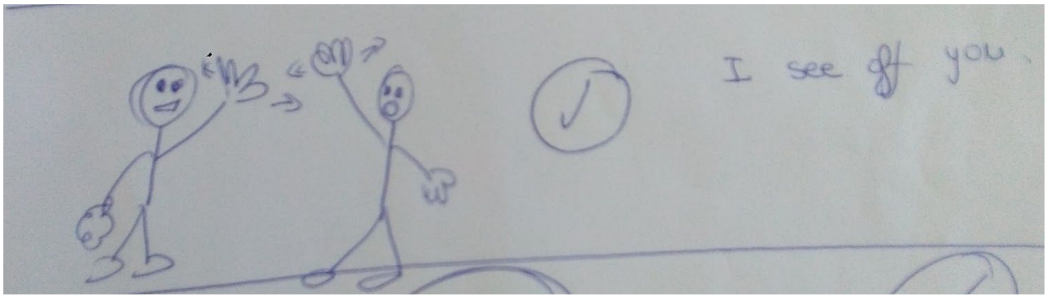


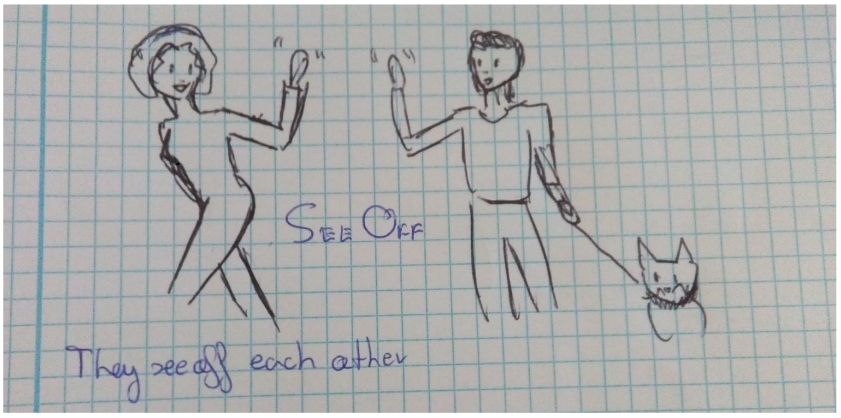

He gets off of the ~~moto~~ bike.

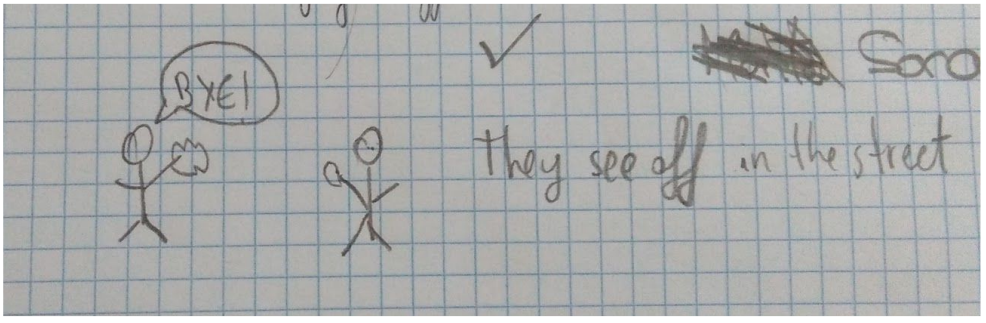

Get off
The man get off of the unicorn.

SEE OFF:

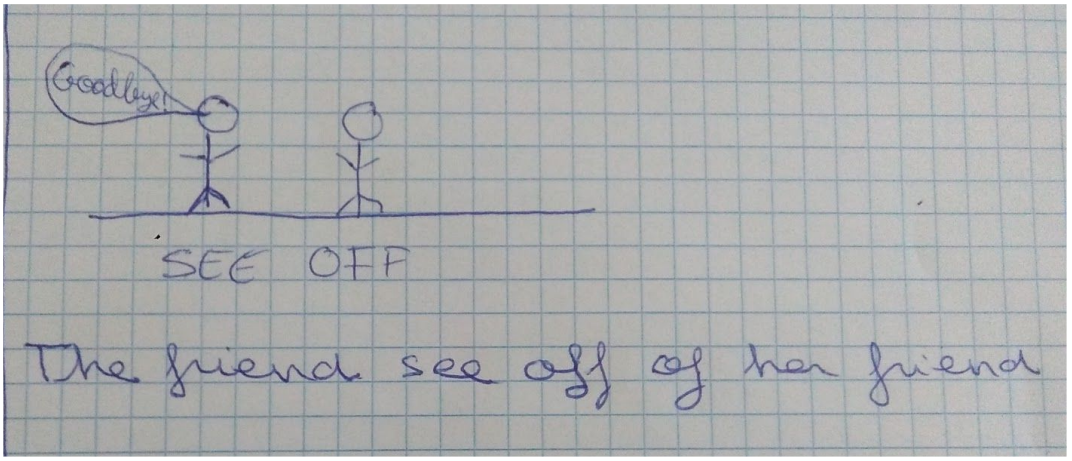

Julia and Paula see of in the park


I see off you.

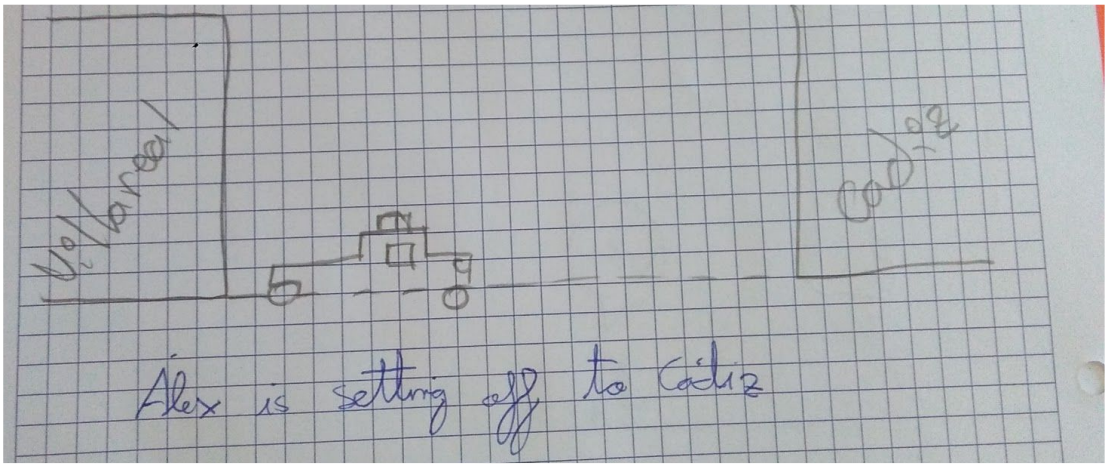

See Off
They see off each other

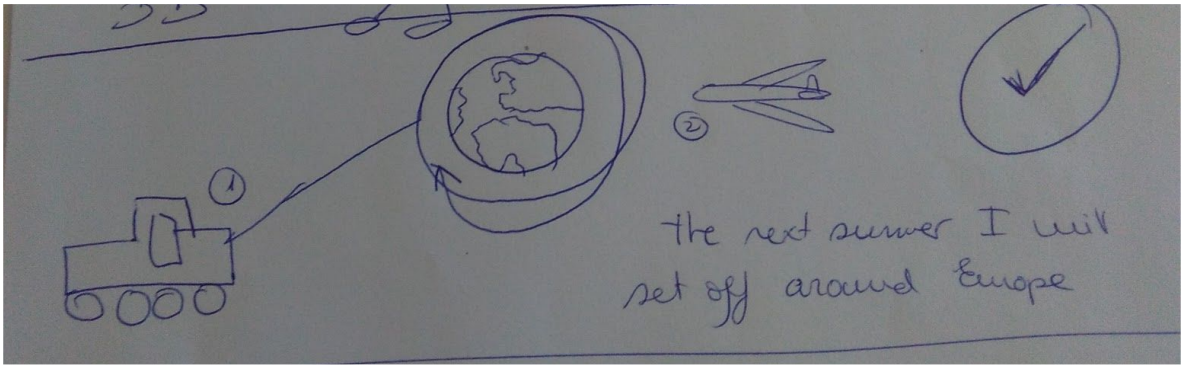

Bye!
They see off in the street

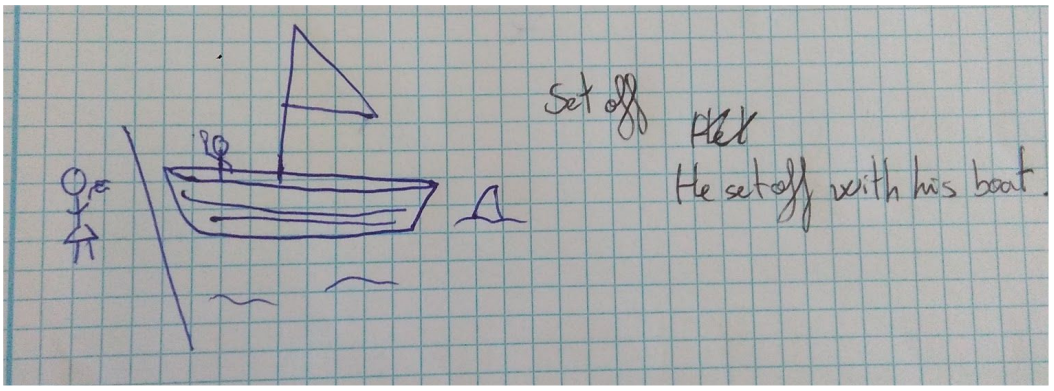
He see off of hes friends

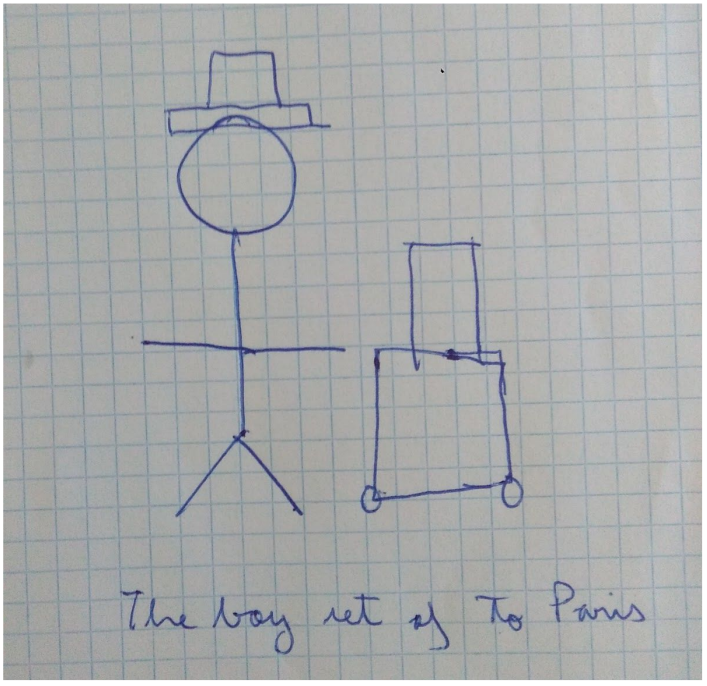

Goodbye!
SEE OFF
The friend see off of her friend

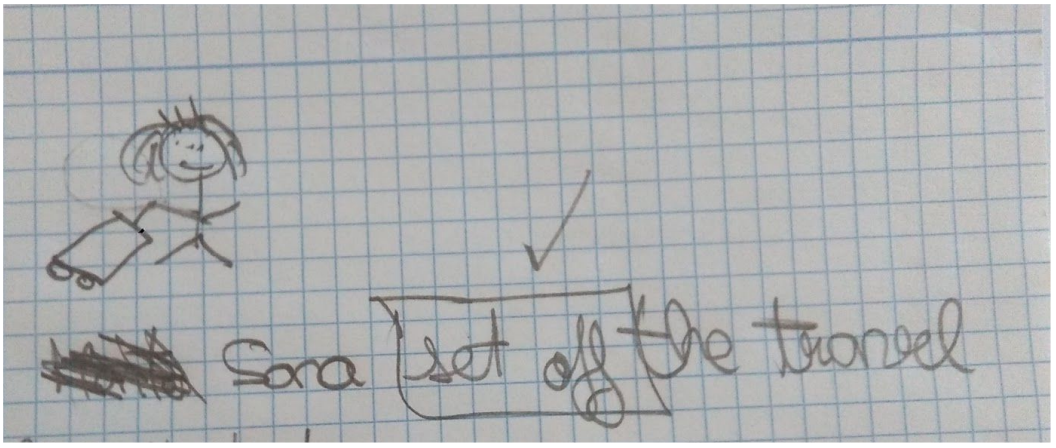
SET OFF:


Valencia
Cadiz
Alex is setting off to Cádiz

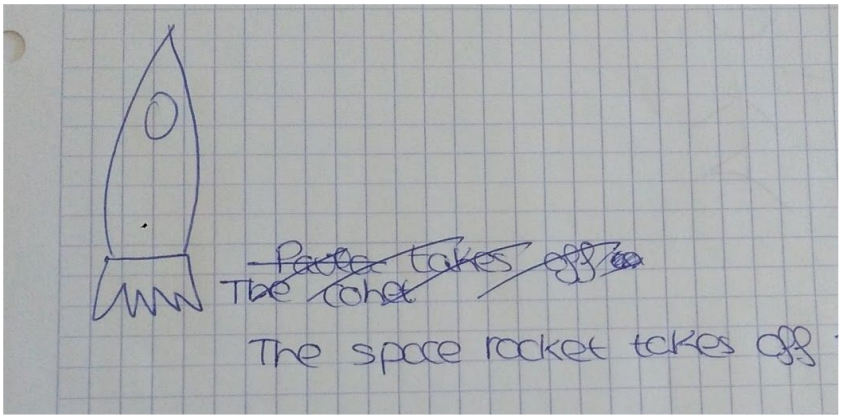

1
2
the next summer I will set off around Europe

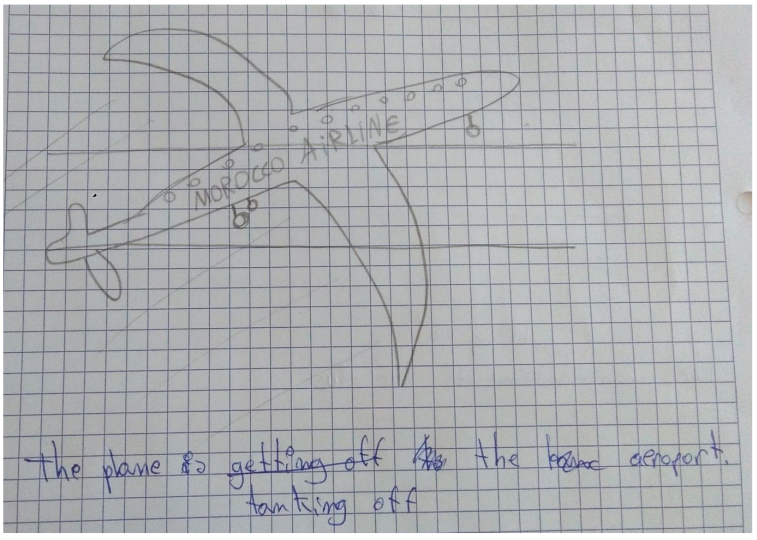

Set off
He set off with his boat.

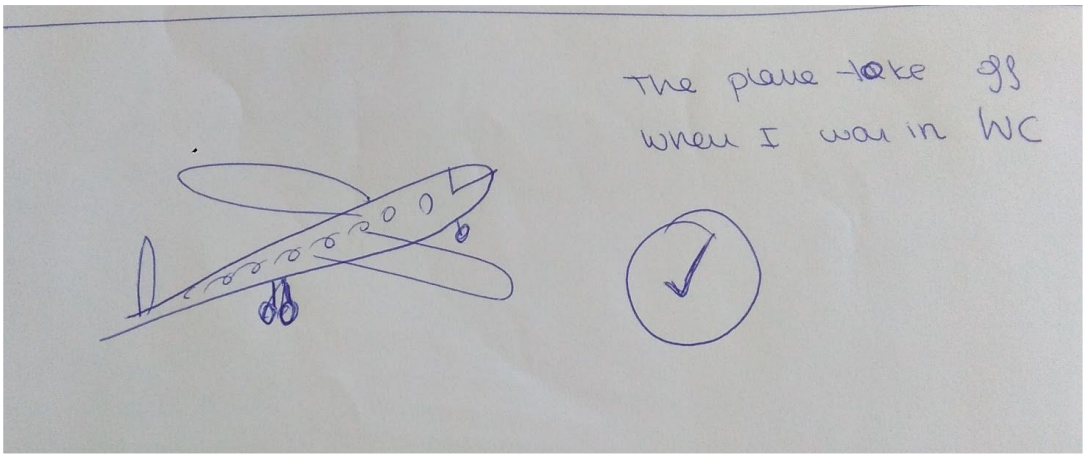

The boy set of To Paris

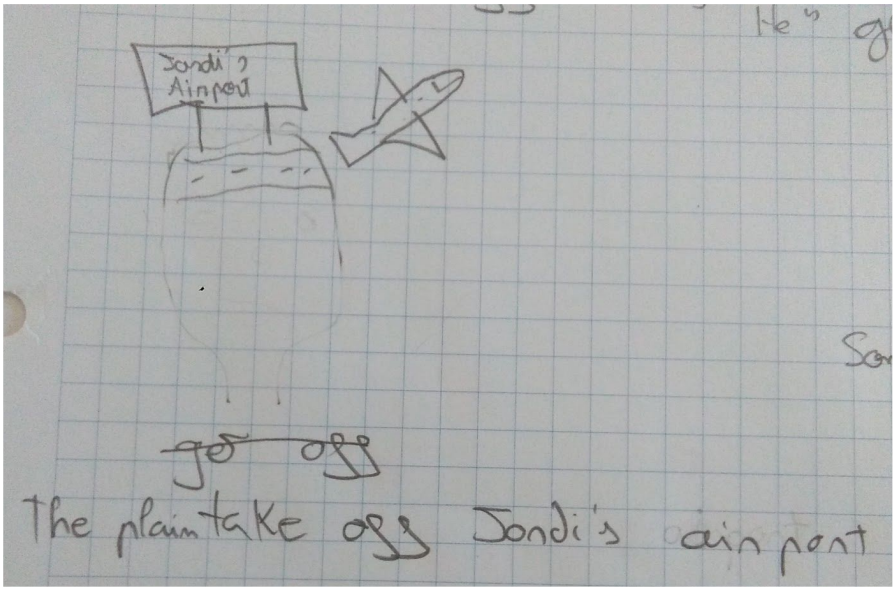

Sara set of the travel

TAKE OFF:

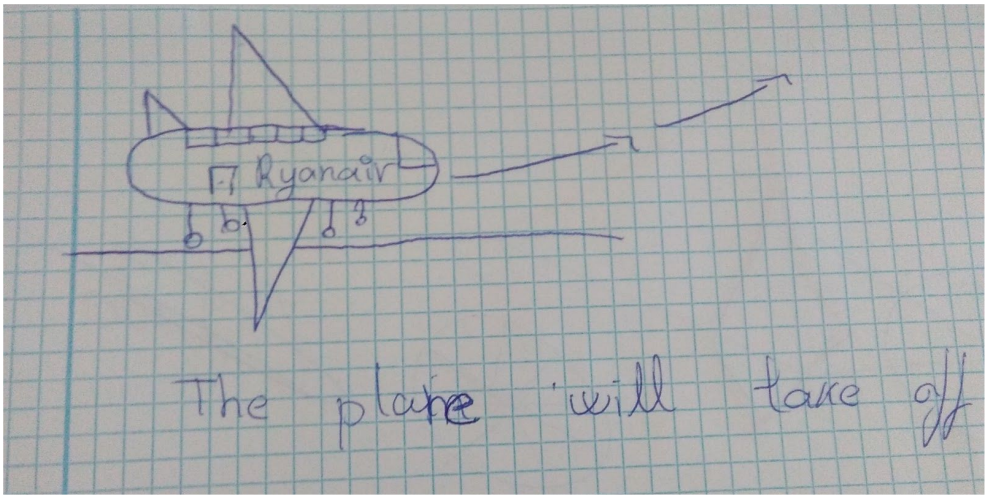

The rocket takes off
The space rocket takes off


MOROCCO AIRLINE
the plane is getting off the airport.
taxiing off


The plane take off
when I was in WC


Sondi's
Airport
go off
The plain take off Sondi's airport

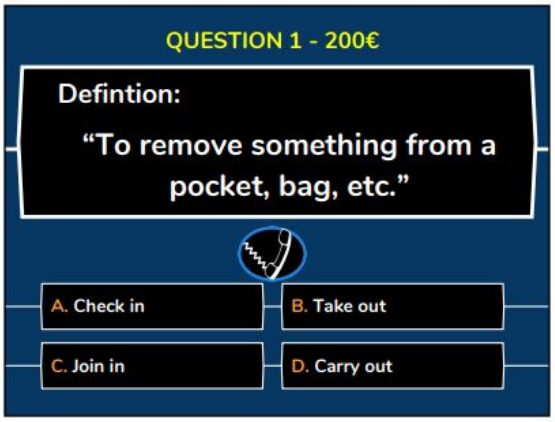
TAKE OFF
We take off

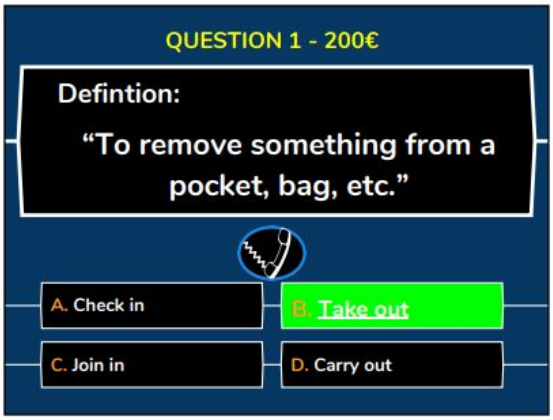

Ryanair
The plane will take off

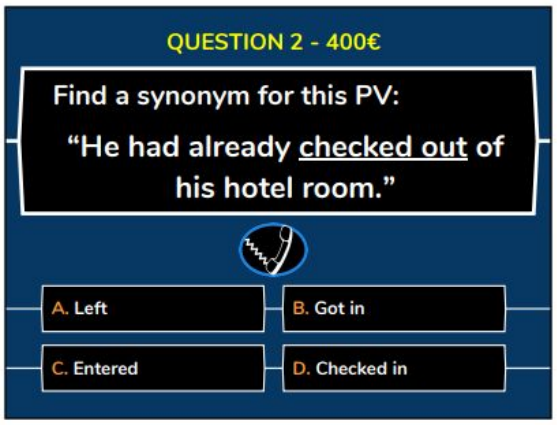
Appendix 12. E Group task structure session 2

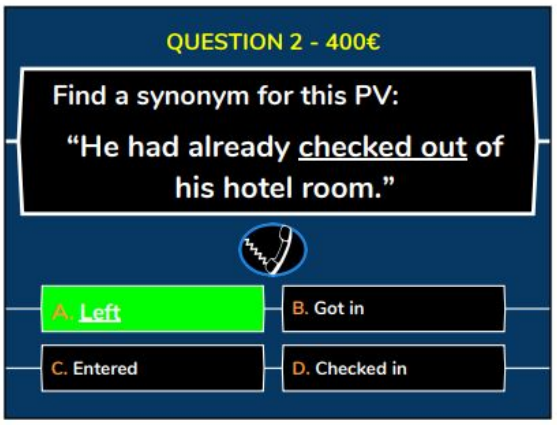
TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 2: OUT & IN					
2.1. Particle explanation, translation and examples of the chosen phrasal verbs. (see Appendix 2, slides 7-12).	Listen Ask questions	Explain	20’	Projector Digital blackboard PPT	Regular classroom
2.2. Game: Who wants to be a millionaire? (see Appendix 13).	Practise	Observe	20’	Projector Digital blackboard PPT	Group work: 4-5 people

Appendix 13. E Group game session 2: Who wants to be a millionaire?

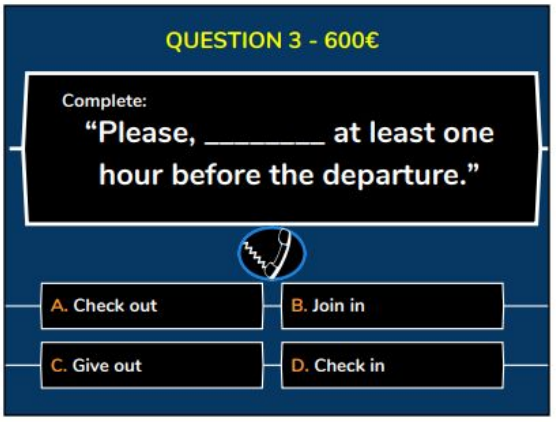


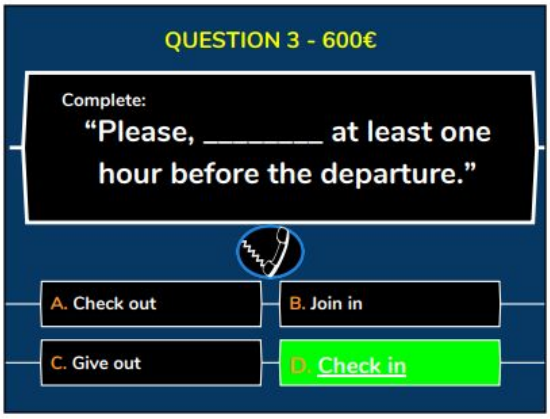



QUESTION 2 - 400€
Find a synonym for this PV:
"He had already checked out of his hotel room."
A. Left
B. Got in
C. Entered
D. Checked in

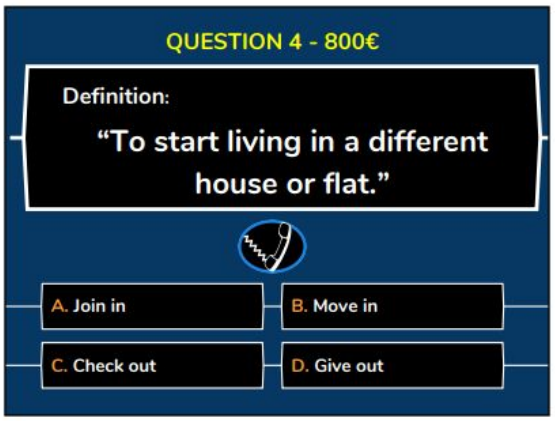

QUESTION 2 - 400€
Find a synonym for this PV:
"He had already checked out of his hotel room."
A. Left
B. Got in
C. Entered
D. Checked in

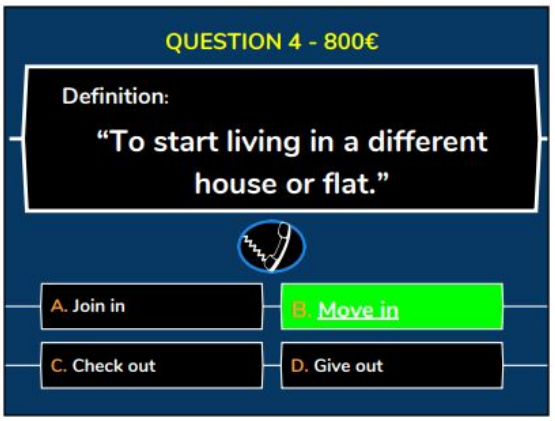
600€


QUESTION 3 - 600€
Complete:
"Please, _____ at least one hour before the departure."
A. Check out
B. Join in
C. Give out
D. Check in


QUESTION 3 - 600€
Complete:
"Please, _____ at least one hour before the departure."
A. Check out
B. Join in
C. Give out
D. Check in

800€


QUESTION 4 - 800€
Definition:
"To start living in a different house or flat."
A. Join in
B. Move in
C. Check out
D. Give out

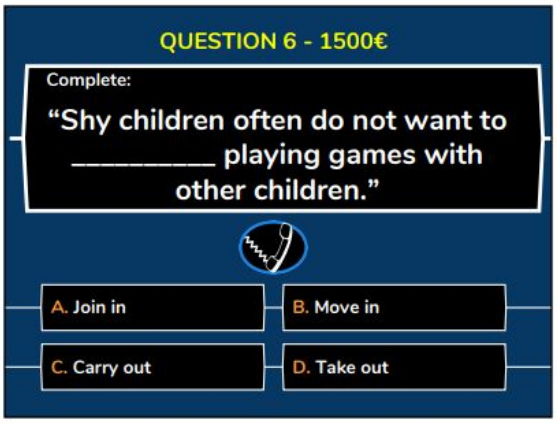

QUESTION 4 - 800€
Definition:
"To start living in a different house or flat."
A. Join in
B. Move in
C. Check out
D. Give out

1000€

QUESTION 5 - 1000€
Complete:
"I lost my keys in the pub, so I _____ very late last night."
A. Got in
B. Took out
C. Gave out
D. Carried out

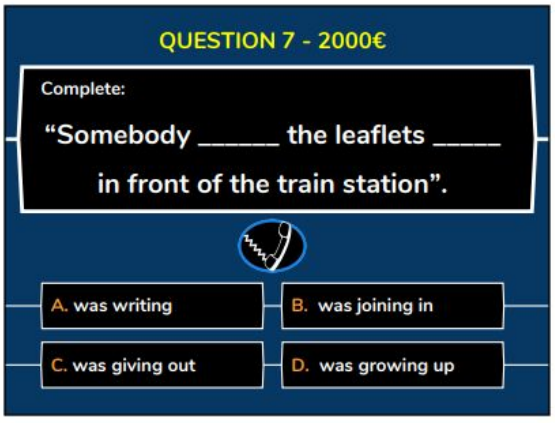
QUESTION 5 - 1000€
Complete:
"I lost my keys in the pub, so I _____ very late last night."
A. Got in
B. Took out
C. Gave out
D. Carried out

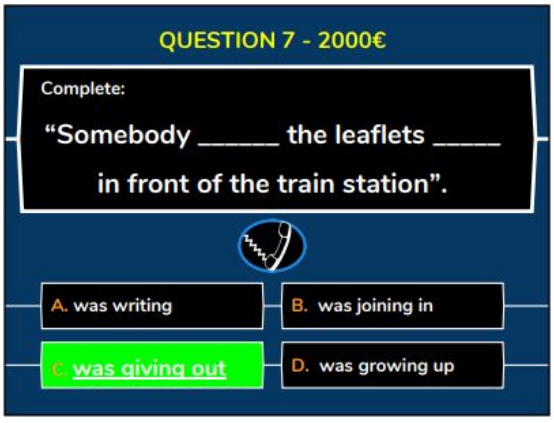
1500€


QUESTION 6 - 1500€
Complete:
"Shy children often do not want to _____ playing games with other children."
A. Join in
B. Move in
C. Carry out
D. Take out

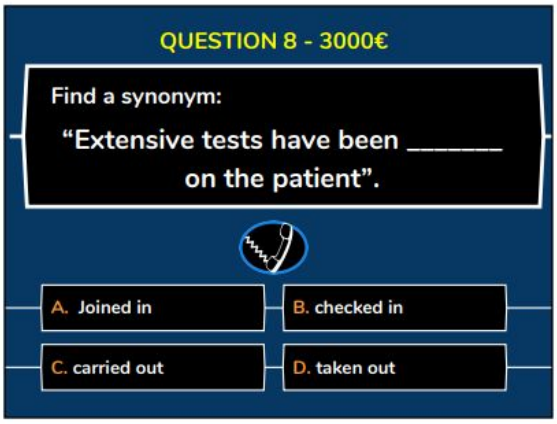
QUESTION 6 - 1500€
Complete:
"Shy children often do not want to _____ playing games with other children."
A. Join in
B. Move in
C. Carry out
D. Take out

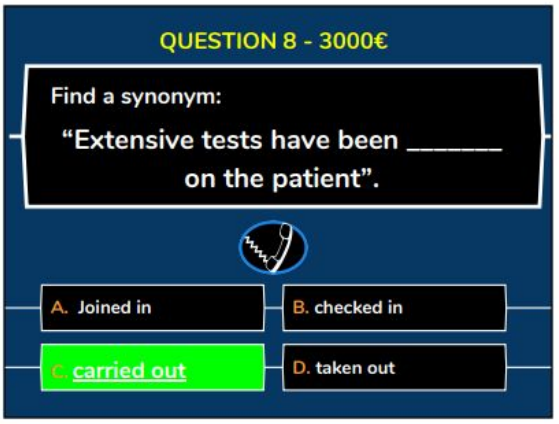
2000€


QUESTION 7 - 2000€
Complete:
"Somebody _____ the leaflets _____ in front of the train station".
A. was writing
B. was joining in
C. was giving out
D. was growing up


QUESTION 7 - 2000€
Complete:
"Somebody _____ the leaflets _____ in front of the train station".
A. was writing
B. was joining in
C. was giving out
D. was growing up

3000€





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- Move in. (n.d.). In *Macmillan Dictionary*. Retrieved from https://www.macmillandictionary.com/dictionary/british/move-in
- Take out. (n.d.). In *Macmillan Dictionary*. Retrieved from https://www.macmillandictionary.com/dictionary/british/take-out

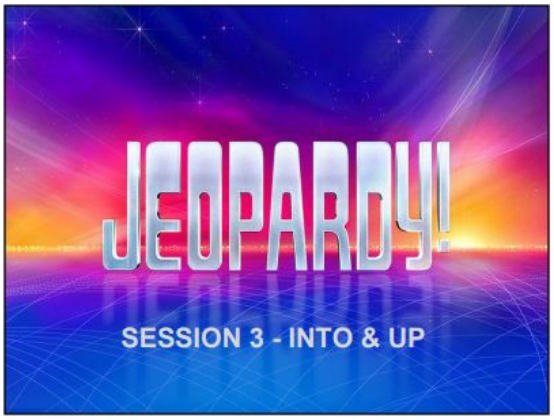
Appendix 14. E Group game session 2: Chart

Group:			Nº Members:	
	ANSWER	CORRECTION	USE OF WILD CARD	MONEY WON
QUESTION 1				
QUESTION 2				
QUESTION 3				
QUESTION 4				
QUESTION 5				
QUESTION 6				
QUESTION 7				
QUESTION 8				
			TOTAL=	

Appendix 15. E Group task structure session 3

TASK STRUCTURE	CLASSROOM LEARNING MANAGEMENT				
ACTIVITY DEVELOPMENT	CLASSROOM ACTION		TIMING	TEACHING MATERIALS AND RESOURCES	INTERACTION AND CLASSROOM SETTINGS
	STUDENT	TEACHER			
SESSION 3: INTO & UP					
3.1. Particle explanation, translation and examples of the chosen phrasal verbs (see Appendix 2, slides 13-19).	Listen Ask questions	Explain	20’	Projector Digital blackboard PPT	Regular classroom
3.2. Jeopardy (see Appendix 16).	Practise	Observe	20’	Projector Digital blackboard PPT	Group work: 4-5 people
3.3. Final test (see Appendix 3).	Read Choose	Observe	15’	Worksheet: test	Individually

Appendix 16. E Group game session 3: Jeopardy



INTO	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

INTO	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

INTO 1

To change or develop from one thing to another.

INTO 1

To change or develop from one thing to another.

TURN INTO

INTO	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

INTO 2

To force your way into something

INTO 2

To force your way into something

BREAK INTO

INTO	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

INTO 3

To meet someone you know when you are not expecting to.

INTO 3

To meet someone you know when you are not expecting to.

RUN INTO

INTO	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

INTO 4

To examine the facts about a problem or situation

INTO 4

To examine the facts about a problem or situation

LOOK INTO

UP	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

UP 1

To move or happen faster.

UP 1

To move or happen faster.

SPEED UP

UP	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

UP 2

To gradually become an adult.

UP 2

To gradually become an adult.

GROW UP

UP	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

UP 3

To lift someone or something up from a surface.

UP 3

To lift someone or something up from a surface.

PICK UP

UP	1	2	3	4
	100€	100€	100€	100€
	200€	200€	200€	200€
	300€	300€	300€	300€
	400€	400€	400€	400€
	500€	500€	500€	500€

UP 4

To stop trying to do something before you have finished, because it is too difficult.

UP 4

To stop trying to do something before you have finished, because it is too difficult.

GIVE UP

REFERENCES

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