

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ART AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE RESEARCH:**  
PHRASAL VERBS-RELATED PROBLEMS THAT INTERMEDIATE INTENSIVE  
ENGLISH II STUDENTS OF THE FOREIGN LANGUAGE DEPARTMENT, AT THE  
UNIVERSITY OF EL SALVADOR, SEMESTER I, 2016 HAVE IN TERMS OF  
SEMANTIC COMPREHENSION

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## INTRODUCTION

Since the learning of two-word and three-word phrasal verbs has become a problem for non-native students, and even more for those who have no grammatical equivalent on their mother tongue, the process of learning phrasal verbs becomes challenging not only for the reason already mentioned but for the fact that there are phrasal verbs that have more than one meaning depending on the context and also their own grammatical structure, as well as the different complications that a teacher could find when teaching phrasal verbs, and the difficulties for students to use this kind of compound verbs, adding some resistance to use phrasal verbs using single-word verbs instead.

The present project makes reference to the current state of Intermediate Intensive English II students, semester I, 2016 from the Foreign Language Department (FLD) at the University of El Salvador. This research is focused on three aspects mainly. First, it is focused on identifying which the most common phrasal verbs-related problems are on Intermediate Intensive English II students, semester I, 2016 in terms of semantic comprehension when reading; second, it is designed to find out which the most effective techniques are that teachers from FLD can use to overcome these phrasal verbs-related problems; and third, it pretends to recommend some techniques to FLD so that phrasal verbs-related problems can be solved and improve students' semantic comprehension.

This is a very interesting topic since phrasal verbs are widely used in native English environment, and for that reason it is important for Intermediate Intensive English II students to carry on with them in order to have a better proficiency on this field. This work includes the following chapters: 1. The statement of the problem, 2. The theoretical framework, 3. Hypothesis, 4. Research methodology, 5. Population and sample, 6. Data collection, 7. Data analysis, 8. Findings, 9. Conclusion, and 10. Recommendations.

# I. STATEMENT OF THE RESEARCH PROBLEM

## 1.1. HISTORICAL FRAMEWORK

Phrasal verbs were not a common feature in Old English. Although they did exist their form was not similar to the form we know now and they were very rare. The most common form of Old English phrasal verbs was the inseparable-prefix verb. G.J.M. Lamont (2005) gives us the following example: “In Present Day English, there is the monotransitive verb “to burn” and then the phrasal monotransitive “to burn up”. Old English had “bærnan” (to burn) and “forbærrnan” (to burn up)”. (The ancestors of Old English section, para. II).

During the period of Middle English we can follow French, Anglo-Norman and Old Norse influence on the development of English language. Baugh, Cable and Fischer who were researching the topic of phrasal verbs claim that Old Norse had to incite the growth of phrasal verbs in English as the phrasal verbs were a strong feature of Old Norse. On the other hand after the Norman Conquest the rapid borrowing of French verbs into Middle English likely slowed the development of phrasal verbs because of the competition on semantic fields, as French brought in the Romance verbs that could fill the semantic fields of the Old English prefixed verbs. (as cited in Lamont 2005).

Lamont (2005) explains that despite the strong French influence, phrasal verbs did not disappear from English but they became highly informal. Also their syntactic structure changed. The post verbal particles were added to some prefixed verbs. This change could occur due to two reasons, firstly, because of the loss of prefixes’ meanings and secondly due to the shift of stress. The prefixed verbs were unstressed and the post-verbal particles were stressed and carried the meaning.

The phrasal verbs were widely used in Early Modern English dramatic texts. One of the biggest propagators of phrasal verbs was Shakespeare himself. However, according to Akimoto phrasal verbs were still considered as a feature of a lower social position. He says that phrasal verb occur more frequently in letters and dramas than in essays

or academic writing. (As cited in Lamont, 2005) From the syntactic point of view important changes appeared considering the phrasal verbs.

According to Millward stage-three compound nouns, such as “breakdown” and “comeback” arose. The stress on the particle in the verbal form (we say, “I have to break DOWN these boxes) moved from the particle to the verbal component when the compound acted as a noun (as in, “he had a BREAK down”). Phrasal verbs in Early Modern English also could be formed with a noun + particle, such as “to louse up” (as cited in Lamont, 2005). Lamont (2005) includes more information as it was also in this period that pronominal objects were firmly established before particles (“She put it on” not \*She put on it) as a standard practice, while nominal objects retained movement before and after the particle (She put the dress on / She put on the dress).

Phrasal verbs are nowadays an inevitable part of Modern English. Lamont (2005) explains their development in the Present Day English as follows:

There has been the rise of a more complex form, the three-part phrasal- prepositional verb, which includes a verb, a post-positioned particle, and a complementary prepositional phrase. Examples of the first type include “put up with” and “do away with”, which qualify as phrasal verbs because they can be translated by the single Latinate verbs “tolerate” and “abolish”, although their particles are not movable: “I put up with traffic every day”, not \*I put with traffic up every day. A second variation of phrasal-prepositional verbs (type II) in Present-Day English takes a movable particle around a noun-phrase direct object as well as a complementary prepositional phrase, as in “she fixed her friend up with her cousin / she fixed up her friend with her cousin”.

The notable distinctions from type I are (1) that the particle can be moved, because (2) there is an explicit direct object. (Phrasal Verbs in Present-Day English and Regional Variation section, part. V) Nowadays, there are about three thousand phrasal verbs, almost each of them with 2 or more meanings and their number is growing every day.



## 1.2. DESCRIPTION OF THE PROBLEM

The manner how non-native English students learn two-word and three-word phrasal verbs tends to vary, on this way, those students in which their mother tongue has no an ideal equivalent for English phrasal verbs tend to have many problems, in this case the research team is going to analyze those phrasal verb-related problems that Intermediate Intensive English II students from Foreign Language Department, at the University of El Salvador semester I, 2016 have in terms of semantic comprehension when reading.

According to Jed Webb, phrasal verbs present problems for many learners. One initial problem is that writers on the subject disagree as to exactly what a phrasal verb is: others use different names for different types. For example, some differentiate between phrasal verbs and prepositional verbs and present both as sub-classes of multi-word verbs; some consider prepositional verbs to be a sub-class of phrasal verbs; and some use different terminology altogether. However, whatever the name, the concept of what we may neutrally call multi-word verbs is useful (by Jed Webb for UsingEnglish.com).

In addition, phrasal verbs become more complicated in those that have two meanings, it makes life more complicated for the learner of English; not only this, but there are phrasal verbs that have not just two but three components. Such verbs are often particularly difficult to understand because the learner hears a string of words, in addition to those problems we have to not only understand the meaning but also its grammar, the way it is used; you can say: "He put the light out" or "He put out the light", meaning extinguish or turn off. But when put out has the sense of doing something inconvenient in order to help someone else, only one order of words is correct. It has to be - Don't put yourself out; it is not possible to say "don't put out yourself" (Paul Shoe bottom "Phrasal verbs" <http://esl.fis.edu>).

Thereby, the research team is going to find out which techniques are used in the Foreign Language Department and measure the impact of these in order to overcome

those problems. The researchers will find out which techniques can be used to solve this kind of problems.

With that being said, the following research question is formulated:

### **1.3. RESEARCH QUESTION**

What are the most common two-word and three-word phrasal verbs-related problems that Intermediate Intensive English II students have in terms of semantic comprehension?

### **1.4. SUBSIDIARY QUESTION**

- What are the most common two-word and three-word phrasal verbs?
- What are two-word and three-word phrasal verbs?
- Is the origin of phrasal verbs related to the English-speaking country culture?
- Do you consider that the period of time devoted to teaching phrasal verbs during a semester is quite enough?
- How do you manage to teach phrasal verbs?
- Are phrasal verbs essential for English communication?
- What are the meaning and comprehension difficulties that phrasal verbs bring to Intermediate Intensive English II students?
- What are the most appropriate techniques to overcome phrasal verbs-related problems regarding semantic comprehension?
- Can students distinguish an intransitive phrasal verb from a transitive phrasal verb?
- Can students differentiate particles from prepositions?
- Are students able to distinguish prepositional phrases from phrasal verbs?

- What do you do to learn phrasal verbs?

## **1.5. RESEARCH OBJECTIVES**

### **GENERAL OBJECTIVE**

To study two-word and three-word phrasal verbs-related problems that Intermediate Intensive English II students have in terms of semantic comprehension.

### **SPECIFIC OBJECTIVES**

- A. To determine the difficulties that phrasal verbs-related problems bring to Intermediate Intensive English II students, in terms of semantic comprehension in order to overcome those difficulties.
- B. To determine the cause of phrasal verbs-related problems on the student's semantic comprehension in order to minimize its effects.
- C. To determine the most appropriate techniques in order to overcome the phrasal verbs related-problems that the Foreign Language Department students have in terms of semantic comprehension.
- D. To identify the most common phrasal verbs-related problems that Intermediate Intensive English II students have in terms of semantic comprehension, in order to propose recommendations to the Foreign Languages Department's professors and students.

## **1.6. RATIONALE**

This research will be carried out with the main objective of finding out two-word and three-word phrasal verbs-related problems that Intermediate Intensive English II students have, in terms of semantic comprehension when reading. It will be a useful

tool to measure the level of students' knowledge whenever they encounter phrasal verbs in readings. Moreover, this research will serve to make an in-depth analysis on why students show difficulties when they run into phrasal verbs.

Likewise, this research will present recommendations so that students can overcome their phrasal verbs difficulties. It will also determine which teaching-learning techniques can enhance the students' reading skills related to phrasal verbs.

To elaborate this research, the type of research that will be applied is the Mixed Methods Research. The Mixed Methods Research was chosen, in order to make use of tests and activities that will be an excellent tool to gather information related to the problem being studied. On the other hand, the Mixed Methods Research will allow the research team to have a deep approach of the phenomenon being studied; this will permit to focus right on difficulties that the students have. Mixed Methods research is suitable for this study, since it will treat the problem in a precise manner that will allow the researchers' goals to be reached.

Finally, this research may serve as a reference for future studies, since it will provide relevant information for other researchers, concerning two-word and three-word phrasal verbs-related problems. This research, somehow, may be useful to the authorities of Foreign Language Department, at the University of El Salvador, since it will present recommendations to overcome the difficulties regarding phrasal verbs.

Nevertheless, teaching phrasal verbs has been a headache for professors among Intermediate Intensive English II level, since there is not a clear understanding of phrasal-verbs etymology the process of teaching becomes difficult for them. This research will take into account those two-word and three-word phrasal verbs-related problems that students from Intermediate Intensive English II may have, the research team decided to focus on this level because this is the course where the basis of the phrasal verbs are taught and studied. According to the statistics, there is a population of 60 students from same-schedule morning groups from Licenciatura en Lenguas

Modernas studying this level. The population is characterized by having boys and girls from different age ranges.

Because of the time and the expenses problems, data collection could be represented by doing a research including all the second language receptive and productive skills, in terms of literacy and oracy. This research will be focused on the reading proficiency. Researchers will try to determine the factors that directly influence the students' learning process at the moment of dealing with readings that contains several forms of phrasal verbs. While the students are on the Intermediate level the skill they use the most is precisely the reading one, they make a lot use of dictionaries, books and internet during this point of the major, which is the reason why researchers decided to focus only on this skill among the rest that could be also important.

By administering the instruments for collecting data, such as tests and oral discourse the research team will be able to get, at least, some of the reasons why students have problems at the moment of reading something that includes two-word and three-word phrasal verbs.

## **II. THEORETICAL FRAMEWORK**

### **2.1. DEFINITION OF THE PHRASAL VERB**

According to Parninkas (1988:26) "Phrasal verbs are two-word or three-word verbs that include a verb followed by one or two particles, which alter the meaning of the verb. The two-word or three-word verbs function as a single word in the sentence structure, such as, "John pulled up the rope".

The term phrasal verb is generally illustrated as a verb plus particle combination or a lexical verb that has three separate parts, in phrasal verbs, the meaning of each part is different from the other, e.g. get out of means (avoid or gain from) (Halliday, 1991:207). Roberts (1988:109) states that "a phrasal verb is a verb and particle that has a very

different meaning when they come together, for example (look out) which means be careful".

In addition, Ghazala (2006:133) clarifies that phrasal verbs are well established extremely as popular idioms and they are a combination of a verb or an adverb or preposition such as "up, down, on, of, in, out, over", etc. and it has a special idiomatic meaning that cannot be understood from the individual meaning of the verb plus the adverb or preposition taken together. So, as idiomatic items, many phrasal verbs cannot be exactly realized / understood by non-native students of English because they will find it very difficult.

## **2.2. TYPES OF PHRASAL VERBS**

Phrasal verbs can be explained in terms of syntactic and semantic types:

### **2.2.1. SYNTACTIC TYPES**

Syntactically, phrasal verbs have been classified into three types, (a) a phrasal verb made of verb plus adverb, as in "the old lady was taken in by the salesman". (deceived); (b) a phrasal verb composed of verb plus preposition, as in "she set about making new dress". (started); (c) a phrasal prepositional verb consisting of verb plus adverbial particle plus preposition, as in "I cannot put up with him, he is always complaining" (tolerate). (Courtney, 1983).

In this sense, Heliel and Beaugrande (1994:143) mention that these combinations may be considered as "set of expressions" of two or more words integrated into a unit which often has a specialized meaning as a whole. Unlike free combinations, they are fairly stable, fixed and ready-made.

As syntactic types, phrasal verbs have the same function in sentences as a single-word verb, except that the adverbial particle may be separated from the verb. Also, the prepositional verb resists the separation of the particle, e.g. "she looked after her child

/ him”, but not “she looked her child / him after”. The latter sentence is not acceptable in English.

### 2.2.2. SEMANTIC TYPES

Semantically, phrasal verbs can be classified into three types: **(a)** a phrasal verb with non-idiomatic or literal meaning resulting from the individual lexical meaning, **e.g. come in, go out, stand up... etc.**; **(b)** a phrasal verb with a metaphorical extension opposed to a literal one, **e.g.**, “the matter was **hedged in** with difficulties”. The preceding phrasal verb means **(associated with)**. The same phrasal verb when used in a different context has another meaning. Consider the following sentence: “the field was completely **hedged in**”. The phrasal verb used here means **(enclosed with a hedge)**; **(c)** a phrasal verb whose parts tell us little or nothing about the idiomatic meaning of the whole, **e.g., sign off (in broadcast) (to stop transmission), catch on (to understand)**.

In this sense, **Arnold** suggests that the verb plus the particle form an integral whole if the meaning is not readily derived from that of the components, yielding **a set of expression, e.g., “fall out”** for (quarrel). Combinations with no idiomatic meaning may be referred to as “free combinations” where in:

**(1)** the particle may retain its properties, **e.g., “come / come back” (indicating direction)**; **(2)** the particle may mark a completive, **e.g., “eat / eat up”**, inchoative, **e.g., “run / run off”** and or durative, **“talk / talk away”**; **(3)** the particle may be intensive, **e.g., “sing / sing out”**.

### 2.3. SEMANTIC CRITERIA OF PHRASAL VERB

Phrasal verbs are divided into three criteria of meaning as follows:

#### 2.3.1. LITERAL PHRASAL VERBS

Literal phrasal verbs are those items where the particle retains its literal adverbial meaning as the particle up does in the following sentences:

A- I hung up the pictures on the wall.

B- I hung the pictures up on the wall.

C- I hung them up on the wall.

The phrasal verbs in the preceding examples are simple and easy to understand and then to realize.

### **2.3.2. COMPLETIVE PHRASAL VERBS**

Completive phrasal verbs are those where the particle indicates a complete action. The particles up, out, off, and, down all seem to be used in this way; however, up is the one which most frequently used in this function:

A- I tore up the paper.

B- I tore the paper up.

C- I tore it up.

Other groups of completive phrasal verbs, as mentioned earlier, are inchoative such as, run / run off, durative as, talk / talk away, and intensive like, sing / sing out.

### **2.3.3. FIGURATIVE PHRASAL VERBS**

Phrasal verbs are regarded “figurative” when there is no systematic way of semantic criteria associating the verb and the particle. Examine the following sentences:

A- Sam looked up the information. (search for)

B- Sam looked the information up.



Some other examples of figurative phrasal verbs are, turn up (arrive or appear), catch on (understand), look over (review), etc. Such phrasal verbs are the most difficult for non-native student to understand and realize. (Celce & Larsen, 1983:275).

Moreover; in the literal and completive uses of phrasal verbs, the particle may often be deleted without affecting the acceptability of the sentence, whereas in figurative uses the result is usually an unacceptable sentence. Consider the following sentences:

Literal:

A- I hung the picture up on the wall.

B- I hung the picture on the wall.

Completive:

A- I tore the paper up.

B- I tore the paper.

Figurative:

A- He looked the information up.

B- \*He looked the information.

It is clear that the last sentence is not acceptable in English (ibid.:276). Palmer (1988:224) says that in all phrasal verbs with a literal meaning there is a verb of motion and the particle indicates the direction of the motion. There is another semantic feature of the phrasal verb as a whole, that of indicating final position. Consider these sentences:

A- He ran the flag up.

B- The pilot flew the plane in.

As noticed above, the operations were completed; the flag was up (up the pole), and the plane was in (in the airport). Check these other examples:

A- He pulled up the rope.

B- \*He pulled upwards the rope.

To pull up in the first sentence means “to pull to final position”; to pull upwards does not have a meaning, hence, the first is semantically a phrasal verb, but the second is not.

## 2.4. PREPOSITIONAL VERBS

Prepositional verbs form much closer combinations and they are often paralleled by phrasal verbs, e.g:

A- He came down.

B- He came down the stairs.

Moreover, with prepositional verbs, as with phrasal verbs, there is usually a sense of direction and often terminal point. (Palmer, 1988:227). It is possible to find sentences illustrating a phrasal verb, prepositional verb and a sequence of verb plus prepositional phrase, consider the following sentence:

A- We walked under the trees.

This sentence can either mean that, we walked to a place under the trees (prepositional verb) or that we did our walking under the trees (verb plus preposition).

The following sentence, for instance, has three meanings:

A- He ran down the road.

This sentence can mean he “disparaged” the road (phrasal verb), “descended the road in a run” (prepositional verb), or “did his running somewhere down the road” (verb plus preposition). Bolinger explains that all prepositional verbs have two characteristics, first,

the verb is a verb of motion, and second, the preposition has a meaning similar to that of the adverbs of the phrasal verbs, motion plus terminus. Check the following sentences:

A- He walked across the bridge.

B- He ran up the hill.

In these sentences, there is the motion act of walking or running in relation to the bridge or the hill, and the terminus position, across the bridge, up the hill. He also suggested that prepositions in such cases are “ad-prep” since they combine the functions of prepositions and adverb. They can be compared both with the prepositional complexes and with the sequence of adverb and preposition. Consider the following sentences:

A- He walked through the door. (passed through)

B- He walked into the house. (entered)

C- He walked down across the street. (descended)

In sentence (A), preposition and adverb are fused to a single form; in (B), they make a complex preposition; in (C), they remain apart.

## **2.5. PHRASAL PREPOSITIONAL VERBS**

Veres Grigore (1998) notes that “phrasal prepositional verbs are multiword verbs consisting of verb plus adverbial particle plus prepositional particle plus its complement: e.g. put up with, look down on” (Veres, 1998:92).

The three part phrasal-prepositional verb which includes a verb, a post-positioned particle and a complementary prepositional phrase) (Denison, David, 1987:62). According to Denison, David, the components for the sentence “She puts up with her brother” are:

- A. Subject (“the agent or doer of the action”: She).
- B. Lexical verb (“the verb-word that carries the meaning of the action”: puts).
- C. Post-positioned particle (“an adverb that looks like a preposition, and follows the lexical verb, called post-positioned”: up). This particle isn't movable: \* She puts with her brother up. Its inability to move is the result of a lack of an explicit direct object.
- D. Complementary prepositional phrase (prepositional phrase necessary to complete the basic sense of her brother. “With” is a preposition because it definitely cannot move behind the object of the preposition. (brother): She puts up her brother with.
- E. Translation: using another single-word to replace a compound structure like this one. The sentence can be translated from with her brother to “She tolerates her brother”. Through translation is eliminated both up and the preposition with, suggesting that the phrasal-prepositional verb to put up with is considered a single lexical unit, a transitive verb structure.
- F. Prepositional object: nouns that follow prepositions are generally considered objects of prepositions, not direct objects. However, because of the ability to translate to put up with as to tolerate, is suggested that brother is really the semantic direct object of the verb, even though syntactically it appears to be the object of a preposition. In such a case, nouns such as brother can be named “prepositional object”.

## **2.6. SYNTACTIC TESTS FOR PHRASAL VERBS**

When trying to differentiate between particles and prepositions within contexts, syntactic tests offer appropriate solutions.

### **Adverb Intervention.**

A syntactic test that helps differentiating between particles and prepositions is adverb intervention.

Adverbs cannot be placed within the verb phrase, including verb particle and object, but must be placed before the verb or at the end. For example:

I help out Sheila often

I help Sheila out often. But not

\* I help often out Sheila.

\* I help out often Sheila.

\* I help often Sheila out.

Adverbs can, however be placed between verbs and prepositional phrases: e.g. I went quickly [PP into the room].

### **Stress with Phrasal Verbs.**

Due to the fact that particles are stressed in phrasal verbs, and prepositions are unstressed (unless stressed emphatically in speech), the stress might constitute another syntactic test.

Therefore, one says “I gave up the keys” (up is stressed particle, transitive phrasal verb), or “The plane touched down” (down is stressed particle, intransitive phrasal verb). A true preposition is unstressed: e.g. I walked up the stairs, (up is an unstressed preposition, prepositional verb.).

## **2.7. POSITIONING OF PARTICLES**

When the phrasal verb is transitive, it is important to know where to put the particle in relation to the object: does the particle come between the verb or does it follow the verb?

The patterns for transitive phrasal verbs indicate the order of elements. For example, the pattern V+ ADV-\* N shows that the particle is situated between the verb and its object: E.g. “clean out” I was cleaning out my desk at the office. If the pattern is V+ N+ ADV, the particle is positioned after the object. For example:

A- I spent three days cleaning our flat out.

“Clean out” is a phrasal verb in which an adverb can come in front or after the object, but there are some phrasal verbs that have only one pattern. For example put up, which is labelled V+ ADV+ N: We had put up a fierce struggle.

If the object is a pronoun, then the adverb is always positioned after the object. (V+ PRON+ ADV). An example is set down: The colonel lifted his cup, glared at it, and set it down again. (Collins, VII.).

Particle movement is generally not possible with gerunds:

(e.g. / gave up trying but not \* / gave trying up.) and is unhelpful in analyzing intransitive phrasal verbs as there is no complementary noun phrase to facilitate movement.

Transitive phrasal verbs have also the capacity for the inversion of logical subjects and objects. Therefore, the sentence “I gave up the keys” can be transformed into the passive form:

The keys were given up by me.

## **2.8. PHRASAL VERB-RELATED PROBLEMS**

The following section presents causes for phrasal verbs-related problems that are going to be analyzed through the research process.

### **2.8.1. AVOIDANCE**

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

### **2.8.2. STYLE DEFICIENCY**

Learner corpus research has shown that EFL learners tend to be “stylistically deficient”: that is, they appear to be largely unaware of the differences between informal speech and formal writing. Their formal writing sometimes contains speech-like features, whereas their informal spoken language often sounds rather formal and bookish. Learners’ use of phrasal verbs is no an exception to this.

Phrasal verbs are often presented as characteristic of informal spoken English. Although this is an oversimplification (phrasal verbs can be found even in the most formal types of text) (see Bryan Fletcher’s article in the September 2005 edition of MED Magazine on this topic (ed.)), it is nevertheless true that native speakers of English use approximately half as many phrasal verbs in formal writing as in informal speech. EFL learners, on the other hand, have a tendency to use more phrasal verbs in formal writing than in informal speech. What is more, learners can also be seen to use phrasal verbs that are not typically associated with formal writing. Consider the following examples from learners’ formal essays:

- The state in its turn is responsible for its citizens’ well-being and must help out when needed.

- . . . many people are constantly getting away from tradition, religion and moral values.
- The Swedish well-meaning immigration policy is sometimes stopping people from getting into the society.

Besides style deficiency, one of the possible reasons why learners tend to use more phrasal verbs in writing than in speech is that a writing task usually gives learners more time to plan and encode their messages, and actually consider the possibility of using a group of verbs that they are generally not very comfortable with or confident about using them.

In some cases, learners' over-reliance on phrasal verbs in formal writing can be directly traced to the influence of their mother tongue, and more specifically to the fact that in some Germanic languages (for example Dutch, German, and Swedish), phrasal verbs are not marked for style and can be used equally in informal speech and formal writing.

### **2.8.3. SEMANTIC CONFUSION**

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

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

- He has to find out (discover) new means to fight against them.
- Students couldn't put on (wear) a scarf in winter.
- He will find out (find) that the number of conventional families decreases.



- Procedures must be taken in order not to let the disease spread out. (spread)
- The impulse to build up (build) also springs up (springs) from the need . . .
- ... because infants grow (grow up) surrounded by them.
- ... because sometimes he's like an actor: he dresses (dresses up) as different people.

**Learners use the right verb but the wrong particle:**

- They fill up (fill in) many forms.
- It is a task which must be carried on (carried out) using the brain.
- Sect members are told to refrain from talking to their parents and to keep out (keep away) from their friends.

**Learners use the right particle but the wrong verb:**

- We tried to come back to (go back to) Los Angeles.
- Saddam Hussein had the power to shut off (turn off) the heat in millions of homes.

**2.8.4. LACK OF COLLOCATIONAL AWARENESS**

Studies have shown that learners lack of “collocational awareness”: that is, they tend to be unaware of the preferred relationships that exist between some words. Some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning. For example, if you are using a camera, you do not make a picture but you take a picture. You do not say that “scientists made an experiment”, but “they conducted or carried out an experiment”.

Learners tend not to be aware of these special relationships, which mean that they often combine words that do not normally occur in each other's company. Consider the following examples involving phrasal verbs:

- Even the majority of teachers also cut down pupil's creativity either in their lessons or in their exams.
- Religion was also a means of calming down eventual revolts and unrests.
- ...teaching them moral values and preparing them to set up their own families.

Native speakers of English would normally talk about stifling creativity, quelling revolts/unrests, and starting a family.

#### **2.8.5. USING IDIOSYNCRATIC PHRASAL VERBS**

Learners sometimes use phrasal verbs that do not actually exist in English, either because they mix up verbs, because they use the wrong verb or particle, or possibly also because they feel the need to create a new phrasal verb by combining a verb and a particle to cover a gap in the language.

- These differences need to be levelled down. (ironed out)
- People who decide to marry are usually more responsible and they can trust each other more because they know that in case of problems they do not just split apart. (split up).

#### **2.8.6. SYNTACTIC ERRORS**

The evidence shows that learners sometimes make syntactic errors involving transitive phrasal verbs being used intransitively, and vice versa:

- The state should help parents to grow up better generations.
- He or she begins to look for another love, splitting up the relationship.

Compare:

“I grew up in the countryside” (intransitive)

and

“Bringing up children (= helping them to grow up) is not always easy” (transitive).

“Jane and Shane have split up” (intransitive)

vs.

“They’ve ended up their relationship” (transitive)

A transitive verb is a verb that takes both a subject and an object. Therefore, phrasal verbs are transitive when they take a direct object: e.g. “Drink up your milk”.

An intransitive verb is an action verb that takes no object. One common type of multi-word verb is the intransitive phrasal verb consisting of a verb plus a particle: e.g. “Drink up quickly!”

Some combinations (drink up, give in) can be either transitive or intransitive, with or without a difference in meaning. With most transitive phrasal verbs, the particle can either precede or follow the direct object:

They turned on the light.

They turned the light on.

### **2.8.7. THE INFLUENCE OF THE LEARNERS’ MOTHER TONGUE**

The learner is unaware that a verb is a prepositional verb in English, as it is not a prepositional verb in his/her mother tongue:

- I would also like to comment (comment on) the second part of the title (written by a French-speaking learner: in French you “comment something”).
- We don’t have enough money to pay (pay for) a flight (Spanish-speaking learner: in Spanish you “pay something you buy”).
- I am used to using computers or listening the radio (Italian-speaking learner: in Italian you “listen something or someone”).

The verb is a prepositional verb in English and in the learner’s mother tongue, but the prepositional particles differ and are not direct translational equivalents:

- While the others... tried to participate to (participate in) our discussions (Italian-speaking learner: in Italian you “participate at something”).
- Athletes that have the honor to participate at (participate in) these Olympic Games (German-speaking learner: in German you “participate at something”).
- And that means to concentrate more in the national policy than in the European one (Spanish-speaking learner: in Spanish you “concentrate in something”).
- It depends of our mental image of the matter (French-speaking learner: in French “something depends of” something else).

The learner is unaware that, although a verb is a prepositional verb in his/her mother tongue, it is not a prepositional verb in English:

- And at the same time he is courting to (courting) a lady (Spanish-speaking learner: the equivalent Spanish verb is a prepositional verb).

### 2.8.8. INTRALINGUAL CONFUSION

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

- The group... consists in (consists of) five students (= is made up of five students).
- Religious alienation consisted of (consisted in) the idea that religion send out the man outside of the real... (= has this idea as its most important or only aspect).
- Only a few years back I felt that very few people seemed to care for (care about) the world we live in and the future our children will live in. (= be interested in it and think it is important).

An English verb is not a prepositional verb (it is not followed by a prepositional particle) but the derived noun is used with a preposition. For example, you discuss something but you have a discussion about something; you doubt something but you have doubts about something; you contact someone but you are in contact with someone.

- A general feeling of emptiness prompted some students to doubt about (doubt) the value of their university degrees.
- Shaw doubts about (doubts) the existence of miracles and saints.
- Children, in fact, must be trained to discuss about (discuss) violent events as well as about the happy ones they experience.
- Recently in the Financial Times, the journalist, Joe Rogaly, discussed about (discussed) the possibility of making gun ownership illegal in every nation . . .
- For years they have been discussing about (discussing) it.

- We must contact with (contact) people in other countries.

An English verb is used both as a prepositional verb and as a verb that does not require the use of a preposition. The two forms have different meanings, and learners sometimes confuse them:

- You go to the university, attend to (attend = go to) classes but you don't learn anything about real world.
- Once, a shop assistant refused to attend (attend to = serve) her.
- Some society doesn't approve (approve of = think it is right or suitable, etc.) a single unmarried woman with a child. (Compare: Parliament approved the budget = accepted it officially) In such cases, lying cannot be approved (approved of) and regarded as right.

An English verb is used as a prepositional verb, but learners fail to realize that the particle "to" is a preposition and not the infinitive particle:

- She had consented to marry (consented to marrying) him only after he had conducted a thorough search...
- However, last year the Queen finally consented to pay (consented to paying) taxes and she will open Buckingham Palace to visitors.
- So when women prove their skills, men object to appreciate (object to appreciating) them and give (giving) them their due.
- While they wouldn't object to have (object to having) an "ex-burglar" work for them...

### III. HYPOTHESIS

#### 3.1. HYPOTHESIS

For this research, the type of hypothesis that will be used is the correlative hypothesis which is set in the concordance table (see annexe A).

The better phrasal verbs teaching-learning techniques are the better students' phrasal verbs semantic comprehension is.

#### 3.2. CONCEPTUAL DEFINITION OF VARIABLES

##### **PHRASAL VERB:**

It is the combination of a verb plus a particle (preposition or adverb) resulting in a new word. The new unit is different from the two separate words.

##### **SEMANTICS:**

Semantics aims to describe the meanings of words as they are actually used by speakers, and not as they should be used.

##### **COMPREHENSION:**

Comprehension: an ability to understand the meaning or importance of something.

#### 3.3. OPERATIONAL DEFINITION OF VARIABLES:

Oral discourse

Test

Questionnaire

## **IV. METHODOLOGY**

### **4.1. TYPE OF THE STUDY**

The type of study that will be used in this research is correlational study. This type of study focuses on comparing or measuring the relationship between two variables, in this case, researchers' aim is to measure how much Intermediate Intensive English II students improve their phrasal verb semantic comprehension when they have more practice on phrasal verbs. The researchers will examine the phenomenon through observations, evaluations and activities between researchers and students. The study will reflect the outcomes of the experimental group. And the results will be used as a statistical representation of the findings in the study, as well as in form of in-depth analysis of the data gathered from the instruments.

### **4.2. RESEARCH APPROACH**

The approach that will be used by the researchers is based on the quantitative and qualitative research, it means that the researchers will be implementing a mixed method research, so that this combination of both approaches can provide a more complete understanding on how the exposure to phrasal verbs influences students' semantic comprehension.

The research team wants to expose the sample to a lot of phrasal verb content in activities and tests, in order to improve their phrasal verb semantic comprehension. The activities that the research team will implement in the class will be authentic material such as reading and writing. Through the application of this type of research, it is pretended not only to obtain information that will be useful to reduce the phrasal verbs-related problems, but also to help improving the reading capabilities of students that have phrasal-verb problems when reading.

The dependent variable, which is phrasal verbs' semantic comprehension, will be measured with instruments, so that the data can be analyzed using statistical and



formative procedures. At the end, the researchers will follow a structure reinforced with literature and theory, methods, results, and discussion. Aware that there can be assumptions about different types of testing theories, the researchers will rely on alternative explanations, which will allow them to generalize and replicate the findings.

### **4.3. RESEARCH DESIGN**

The researchers will use the experimental study design. An experimental design is probably the strongest design with respect to internal validity; internal validity is at the center of all causal or cause-effect inferences to determine whether some program or treatment causes some outcome or outcomes to occur. The key to the success of the experiment is in the random assignment. Random assignment is most related to design. In fact, when researchers randomly assign participants to treatments they have, by definition, an experimental design. The research team will take into account the key component which is really relevant to develop this study.

The methodology will be an experimental design because the sample that is available to carry out the study will be selected randomly. Moreover, the research team selected this method because the population from Licenciatura en Lenguas Modernas is relatively large to implement this research; due to that fact, there will be only a control group, so it means that from the experimental design, researchers are taking the one-group pretest-posttest design. In the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before (Fraenkel & Wallen, 2009).

The instrument that the research team will use to collect the data will be in the first stage, a pre-test activity, in order to find out how many students of Intermediate Intensive English II, from Licenciatura en Lenguas Modernas face problems with phrasal verbs and to know what those problems are. This will help researchers to verify students' knowledge on the phrasal verbs and find out the problems that they may encounter in understanding their exact meaning when reading. Also, an intervention

will be given by researchers, based on the pre-test results. During this phase, researchers will hand out reading material containing phrasal verbs, assure a clear understanding on phrasal verbs' definitions, and develop activities using phrasal verbs as much as possible. To complete the research, a post-test activity will be performed by the research team to find out the effects that previous tests and interventions had on students. At the end of the experiment, the researchers will measure the differences on the experimental group pre-test and post-test results to know the improvements obtained on phrasal verb semantic comprehension.

On the other hand, the experiment will allow making a deep approach to the phrasal verbs problems and it will permit to analyze the different variables that make students have difficulties regarding the meaning of phrasal verbs. Through the application of this type of study, it is pretended not only to obtain information that will be useful to reduce the phrasal verbs-related problems, but also to help improving the reading capabilities of students that have phrasal verbs problems when reading.

## **V. POPULATION AND SAMPLE**

### **5.1. POPULATION**

For this research the type of sample that will be used is the Probabilistic technique, it means the Simple Random Sample, with the objective that each student being studied have the possibility to be part of the sample.

To determine the population of this research, firstly the researchers decided to consult the class schedule for Intermediate Intensive English II, semester I/2016, from Licenciatura en Lenguas Modernas: Especialización en Francés e Inglés, at the Foreign Language Department verifying the quantity of groups and the spaces available for each of them.

For this research, the population is relatively large, consisting of an average of 60 students (see table 1), but after calculating the size of the sample, it was concluded that it will consist of a group of 60 individuals, coming from Licenciatura en Lenguas Modernas. The population is characterized by having boys and girls from different ages coursing the second year of their five-year major.

The type of sample that has been chosen is the simple random sample due to its nature that will guarantee to survey a representative portion of the population being studied, which will allow ensuring to achieve the research objectives of this project. Besides, by selecting this technique each member of the population has an equal chance of being selected as subject.

**Licenciatura en Lenguas Modernas Data:**

**Table 1**

<b>Subject</b>	<b>Group</b>	<b>Students</b>
<b>Intermediate Intensive English II</b>	09	30
	10	30
	<b>Total</b>	<b>60</b>

**Source: Schedules uploaded by administrator of web site of Facultad de Ciencias Humanidades ([www. humanidades.ues.edu.sv/](http://www.humanidades.ues.edu.sv/)).**

## 5.2. SAMPLE

### SAMPLE SIZE CALCULATION.

$$n^1 = \frac{S^2}{V^2}$$

$$n^1 = \frac{0.09}{0.000225}$$

$$n^1 = 400$$

$$n = \frac{n^1}{1 + \left[ \frac{n^1}{N} \right]}$$

$$n = \frac{400}{\left[ \frac{1}{60} \right] + 400}$$

$$n = \frac{400}{1 + 1.66666666667}$$

$$n = \frac{400}{2.66666666667}$$

$$n = 52$$

For this research, the population is relatively large, consisting of 60 students, but after calculating the size of the sample, it was concluded that it will consist of a group of 52 individuals, coming from Licenciatura en Lenguas Modernas (see table 3). The sample is characterized by being formed of boys and girls, students of Intermediate Intensive English II that are coursing their second year of Licenciatura Lenguas Modernas (for this major students are required to take the Basic Intensive English course in the first year, semester I, and the Intermediate Intensive English I in the first year, semester two) The range of age of students is around 17-19 years.

### 5.3. STRATIFICATION OF THE SAMPLE

$$fh = \frac{n}{N} = \frac{52}{60} = 0.86666667$$

**Table 2**

Group	Students				
Group 09	30	X	0.86666667	=	26
Group 10	30	X	0.86666667	=	26
<b>Total</b>					<b>52</b>

The type of sample that has been chosen is the simple random sample due to its nature that will guarantee to survey a representative portion of the population being studied, which will allow ensuring to achieve the research objectives of this project. Besides, by selecting this technique each member of the population has an equal chance of being selected as subject.

## VI. DATA GATHERING PROCESS

### 6.1. RESEARCH INSTRUMENTS

The instruments that will be used in order to gather qualitative and quantitative data to measure the three specific objectives are: first, the research team will include a test where students need to read some given sentences, some of the sentences will be built with phrasal verbs and some others with prepositions, so students will identify the sentences that include phrasal verbs.

Second, researches will include a test where students need to read some given sentences, underline what they consider the phrasal verb is, and give the meaning of it.

Finally, the researchers will give a test in which students need to circle the suitable phrasal verb that fits the underlined word. Besides these tests, during the post-test stage students will be required to give an oral discourse to know if they use phrasal verbs in a natural conversation.

In addition, the research team will pass a questionnaire in order to find out the most common phrasal verb-related problems that Intermediate Intensive English II students have in terms of semantic comprehension. At the end, besides the test, students will give an oral discourse.

The purpose of these specific tests, questionnaire, and oral discourse (see annexes B, C, and D) will be to have a deep understanding of how each student react to any activity related to the topic. Researchers aim is to get information from the students on phrasal verbs-related problems and to identify teaching-learning techniques to overcome those problem. The researchers will use a variable of findings to support the research.

## **VII. DATA ANALYSIS**

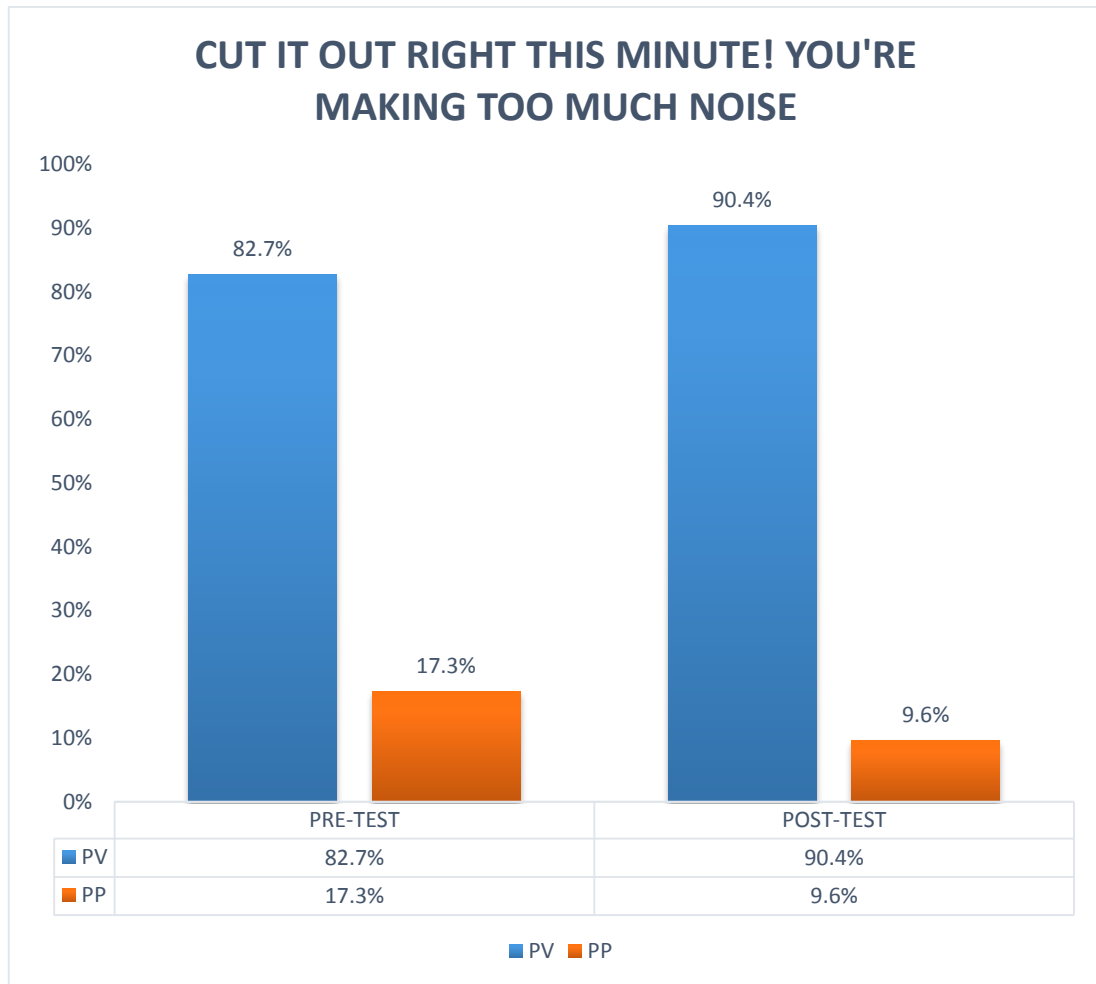
### **7.1. UNIVARIATE ANALYSIS**

#### **PRE-TEST VS POST-TEST RESULTS**

Analysis of the first part of the test in which students were given some sentences containing prepositional phrases and phrasal verbs, at the end of each sentence they would find a small box and put a “PP” if they considered it was a prepositional phrase, if not a “PV” as a phrasal verb.

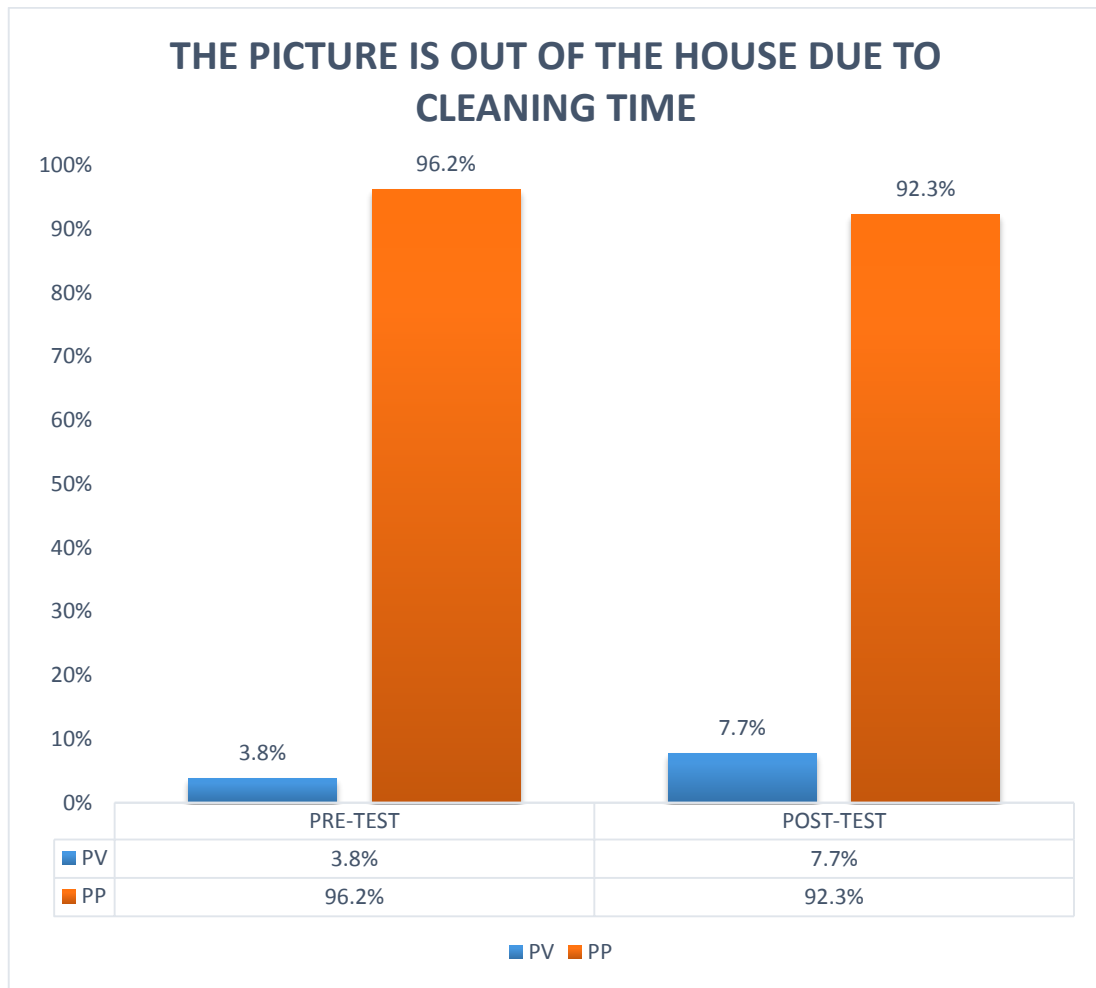
The following tables and charts contain both pre-test and post-test results.

### GRAPHIC 1



Even though “cut out” is a very common phrasal verb for English-native speakers, 17.3% had problems recognizing it as a phrasal verb on the pre-test exam. It can be concluded that is due to the fact that students or people around them substitute it with a one word verb, so when they deal with it in a reading they think it is a prepositional phrase. On the other hand the post-test result shows an improvement; at that point only 9.6% had problems with it and 90.4% were just fine. It shows that the results got better thanks to the intervention, since an improvement of 7.7% was reached in the post-test.

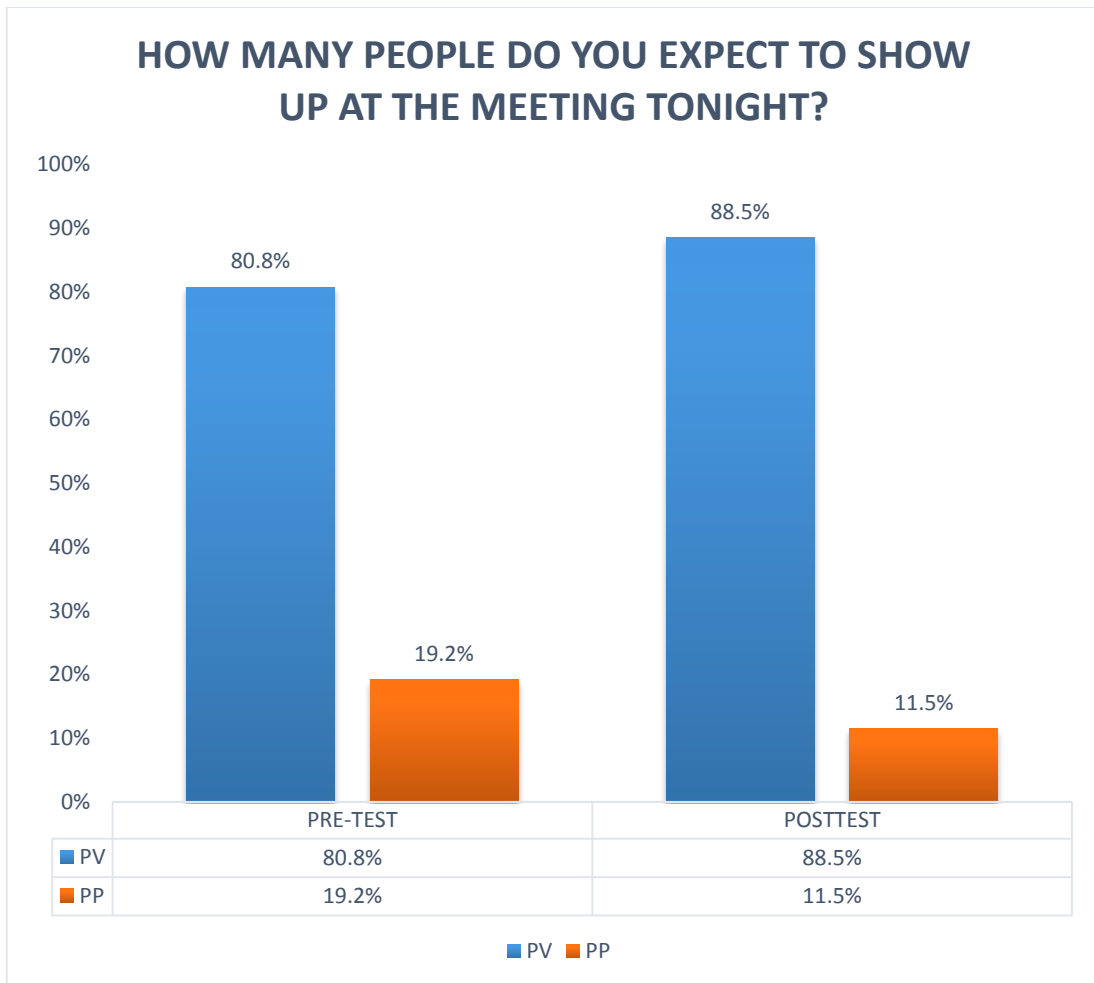
## GRAPHIC 2



On this particular question, the results were not good at all. The pre-test exam shows that only 3.8% of the students had troubles identifying this as a prepositional phrase. However the post-test results indicate that the confusion understanding the prepositional phrase on this sentence went up to 7.7%. Researchers concluded that this is because students were not willing to cooperate with the process, disregarding the material given to them during the intervention since the teacher did not encourage them to collaborate. That is the reason why the percentage that answered correctly lowered 3.9% in the post-test.

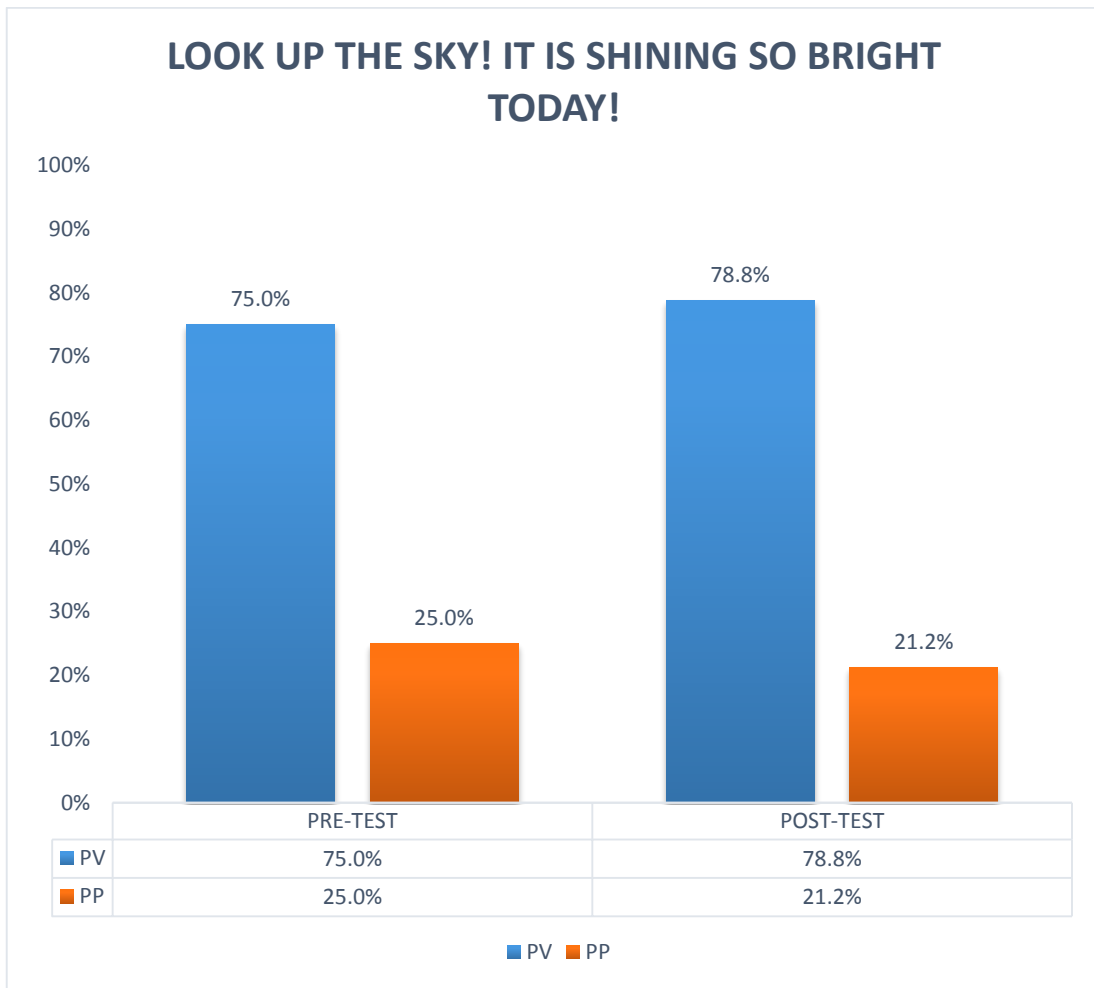


### GRAPHIC 3



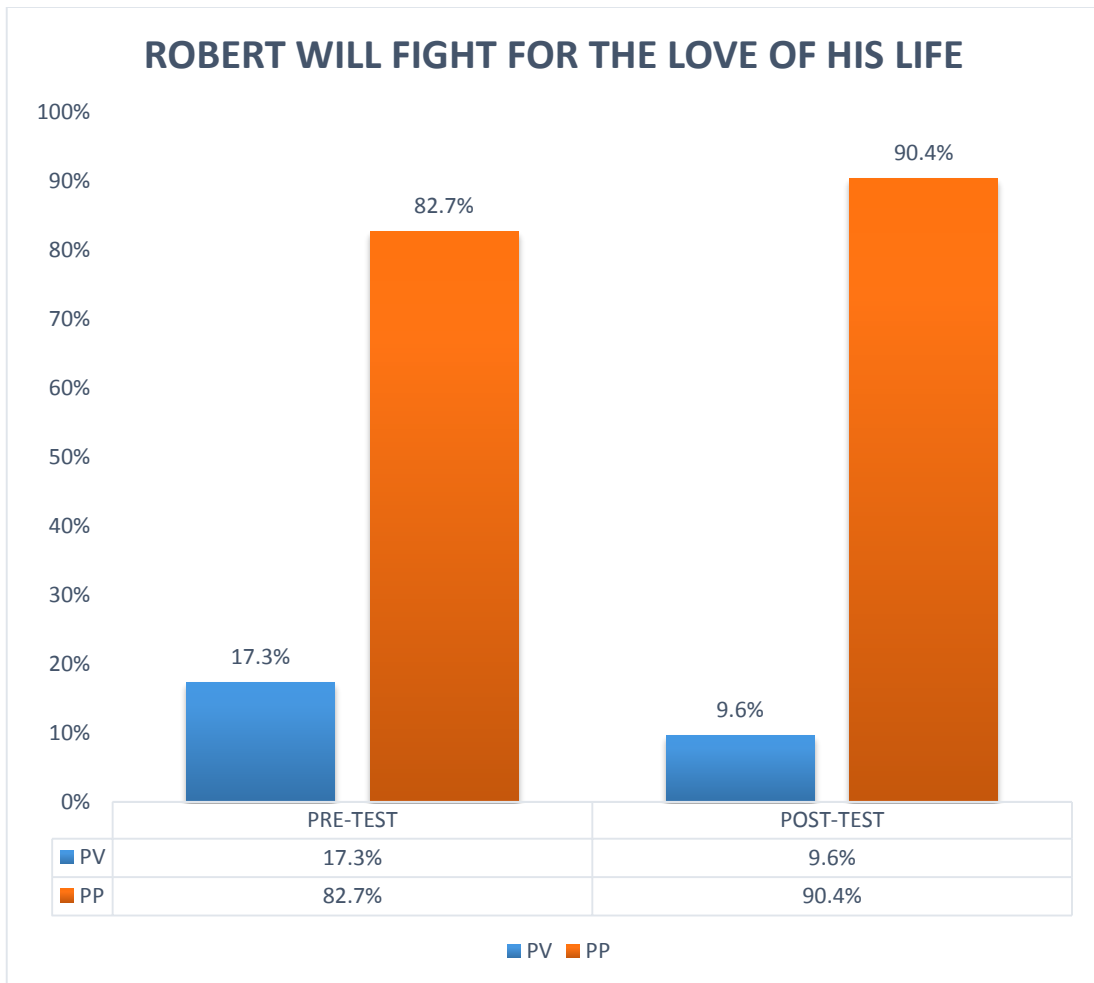
The phrasal verb “show up” did not represent too much trouble to students as shown by the results. On the pre-test exam 80.8% of the students was able to identify it as a phrasal verb. In the post-test better results were reached, since 88.5% of them recognized it as a phrasal verb without any problem and only 11.5% identified it mistakenly as a prepositional phrase. Thanks to the intervention there was an improvement of 7.7% in the post-test.

**GRAPHIC 4**



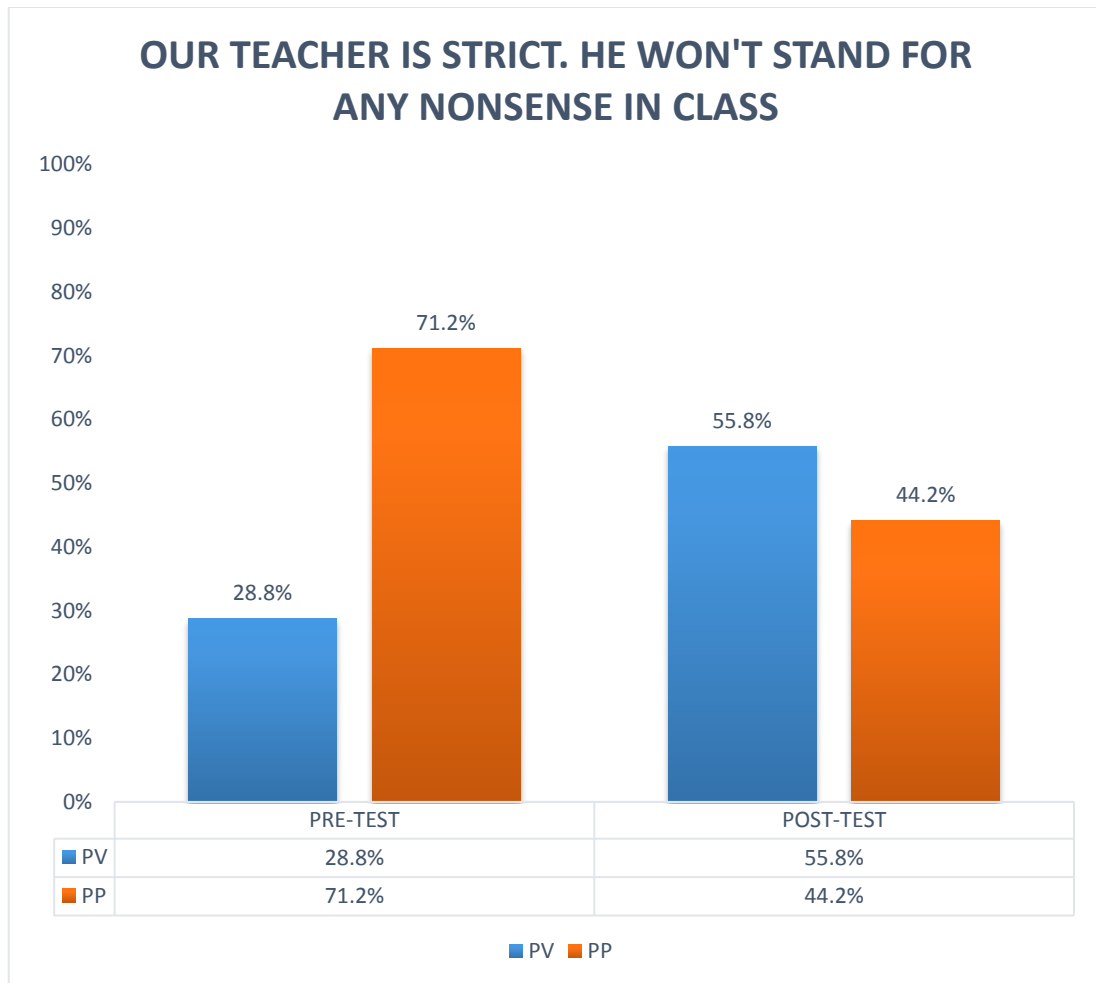
According to the results on this sentence, most of the students got confused at the moment of deciding whether it was a prepositional phrase or a phrasal verb. In fact, in the pre-test 75.0% of the students considered it a phrasal verb. Making things worse, the post-test results show that there was an increase of 3.8% of students who got more confused since the 75.0% increased to 78.8%. The research team believes that this happened because “look up” itself is in other cases a phrasal verb.

**GRAPHIC 5**



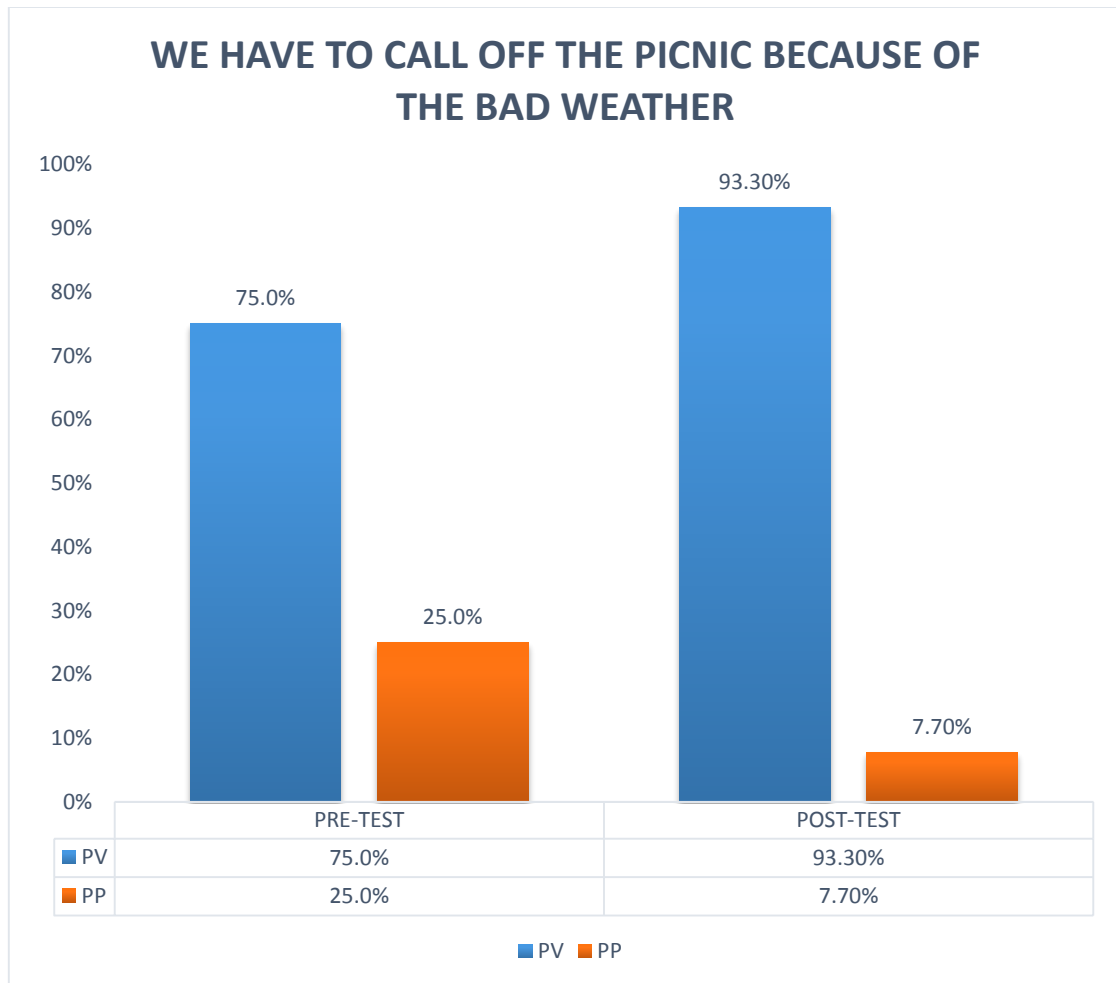
The results on this sentence, are good. It is clear that students checked the material given during the treatment process. In the pre-test 17.3% of the students was wrong, and 82.7% were correct. In the post-test, results show that 7.7% more of the sample managed to answer correctly, since only 9.6% of them put it as a phrasal verb instead of a prepositional phrase. The percentage of people who did good in the post-test reached 90.4%.

## GRAPHIC 6



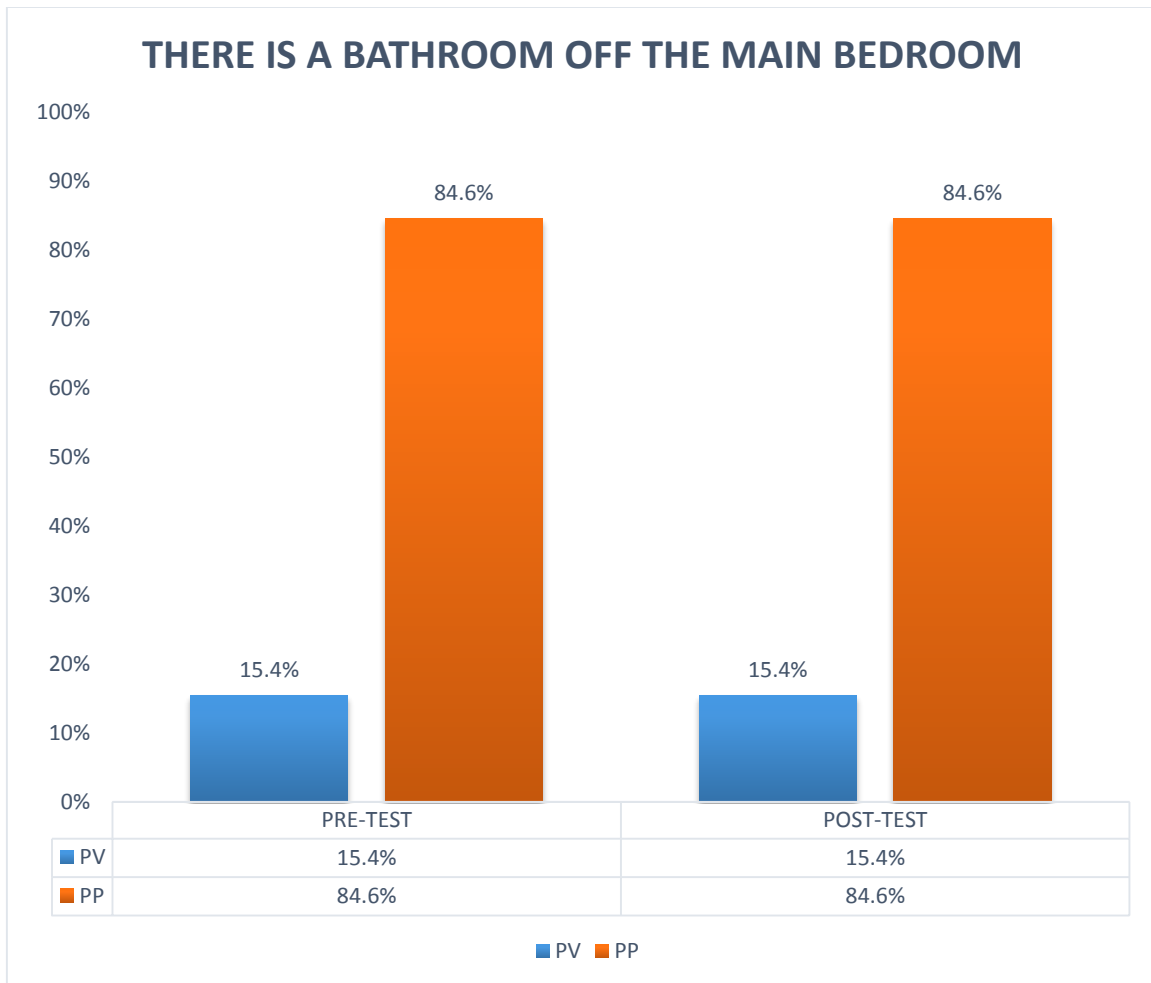
The phrasal verb “stand for” was practiced during the intervention phase. The fact that the problem lowered is a clear evidence of this. In the pre-test, only 28.8% was able to identify it correctly as a phrasal verb. However, in the post-test, 55.8% of the students managed to identify it as a phrasal verb so just 44.2% mistakenly took it as a prepositional phrase. The percentage of those who answered correctly decreased 27% in the post-test.

## GRAPHIC 7



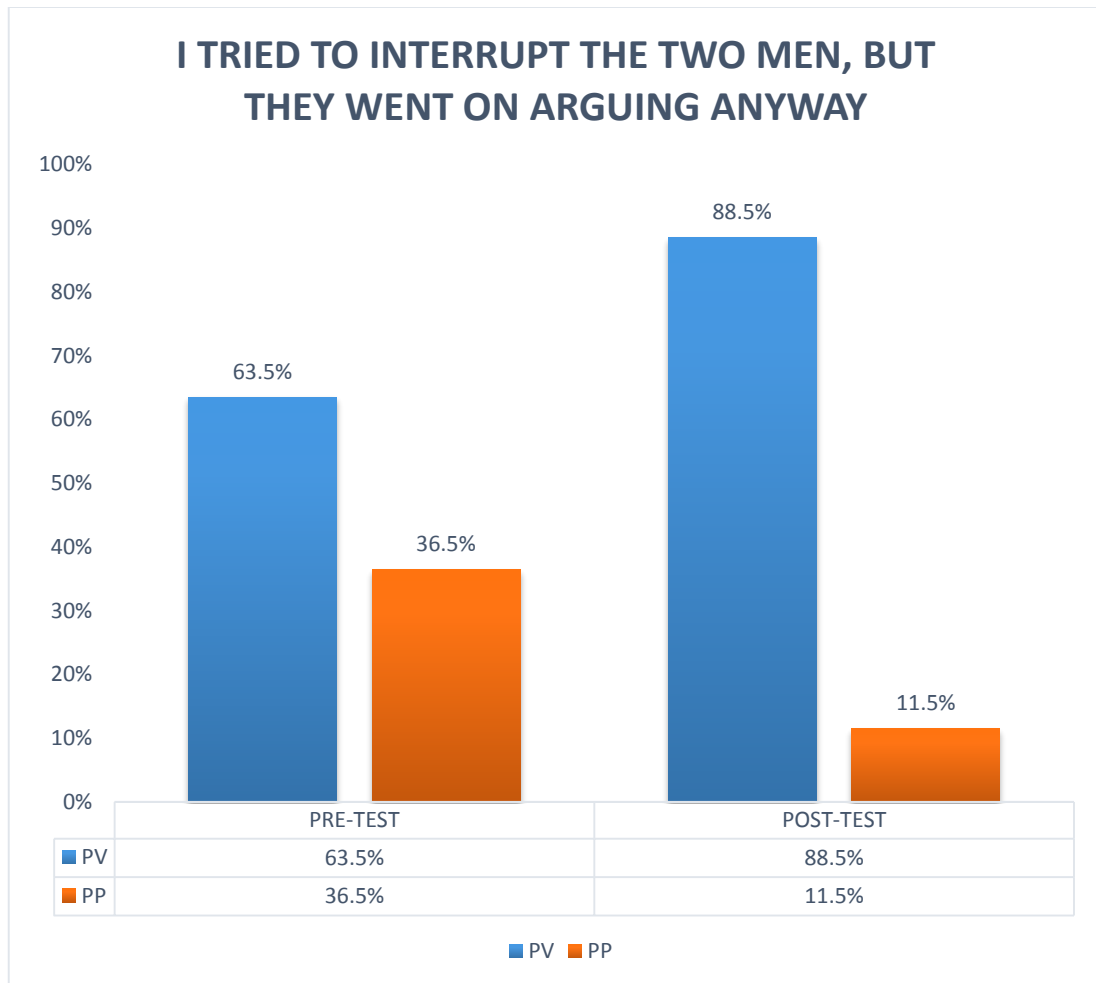
According to the results on this particular question, students did not present much trouble identifying the phrase on the sentence as a phrasal verb. 75.0% of the students was good in the pre-test, whereas in the post test the results were even better; 92.3% of them put it correctly as a phrasal verb. At the end, only 7.7% had trouble with the phrasal verb “call off” and put it as a prepositional phrase. 17.3% more of the sample was able to improve in the post-test thanks to the intervention phase.

## GRAPHIC 8



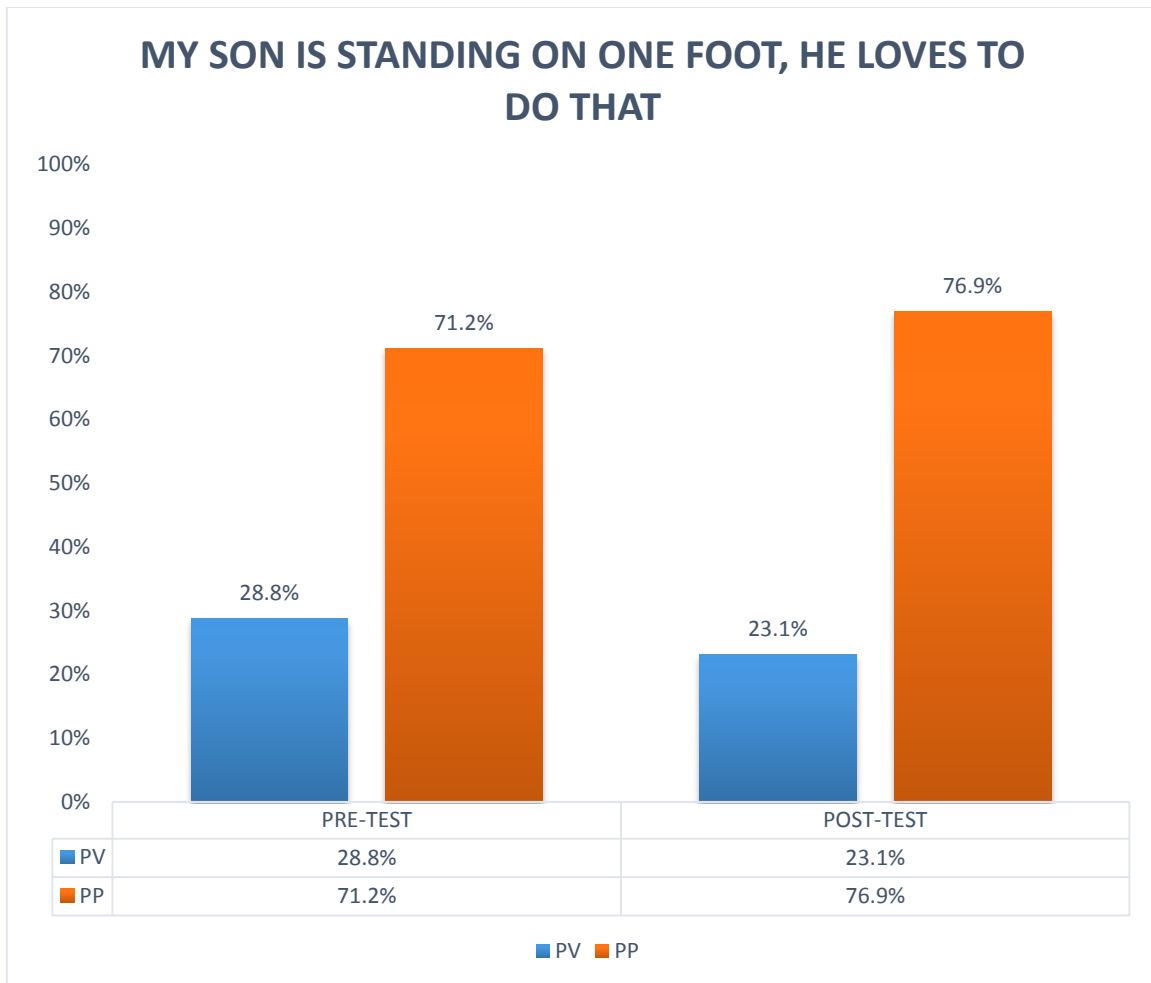
The results on this question were not good at all. There was not an improvement of any kind in this case. In the pre-test, 15.4% of students was not able to recognize the phrase correctly and took it as a phrasal verb. Same thing happened in the post-test. It means that in the pre-test and post-test 84.6% was able to identify the prepositional phrase in this sentence, making no difference at all in the percentage reached.

**GRAPHIC 9**



The phrasal verb “go on”, just like the rest, was practiced during the intervention phase. The fact that the problem lowered is a clear evidence of this. In the pre-test, 36.5% was not able to identify it correctly as a phrasal verb. However, in the post-test, only 11.5% of the students had problems identifying that it was a phrasal verb and not a prepositional phrase, so at the end 88.5% did a good job recognizing it as a phrasal verb. Thanks to the intervention phase the percentage of those who answered properly increased 25%.

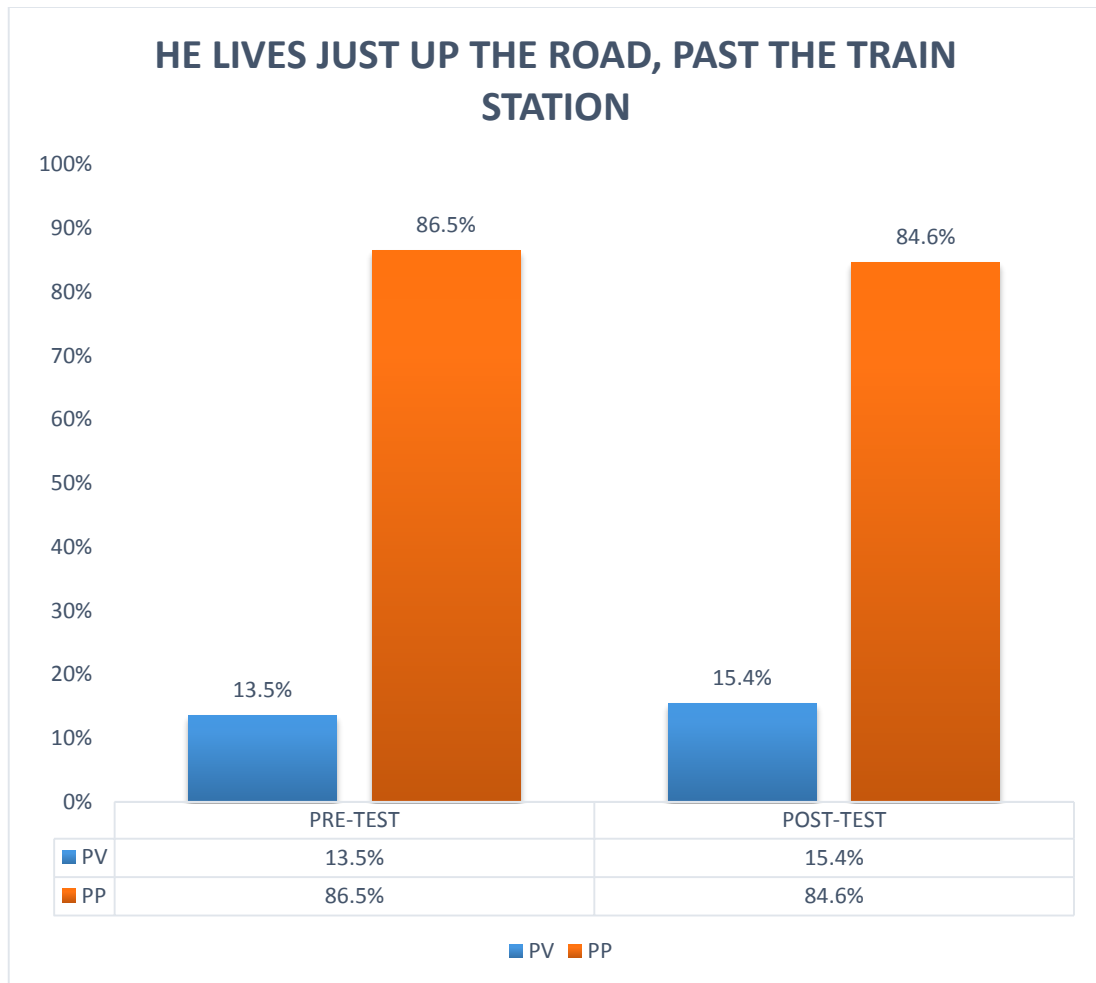
**GRAPHIC 10**



The results show that there was an improvement on this specific question after the intervention. At the beginning, 71.2% was able to identify the prepositional phrase on this sentence; however, 76.9% managed to do it in the post-test. It means that at the end only 23.1% had trouble and mistakenly put it as a phrasal verb. It shows that better results were obtained in the post-test, thanks to the treatment process there was an improvement of 5.7%.

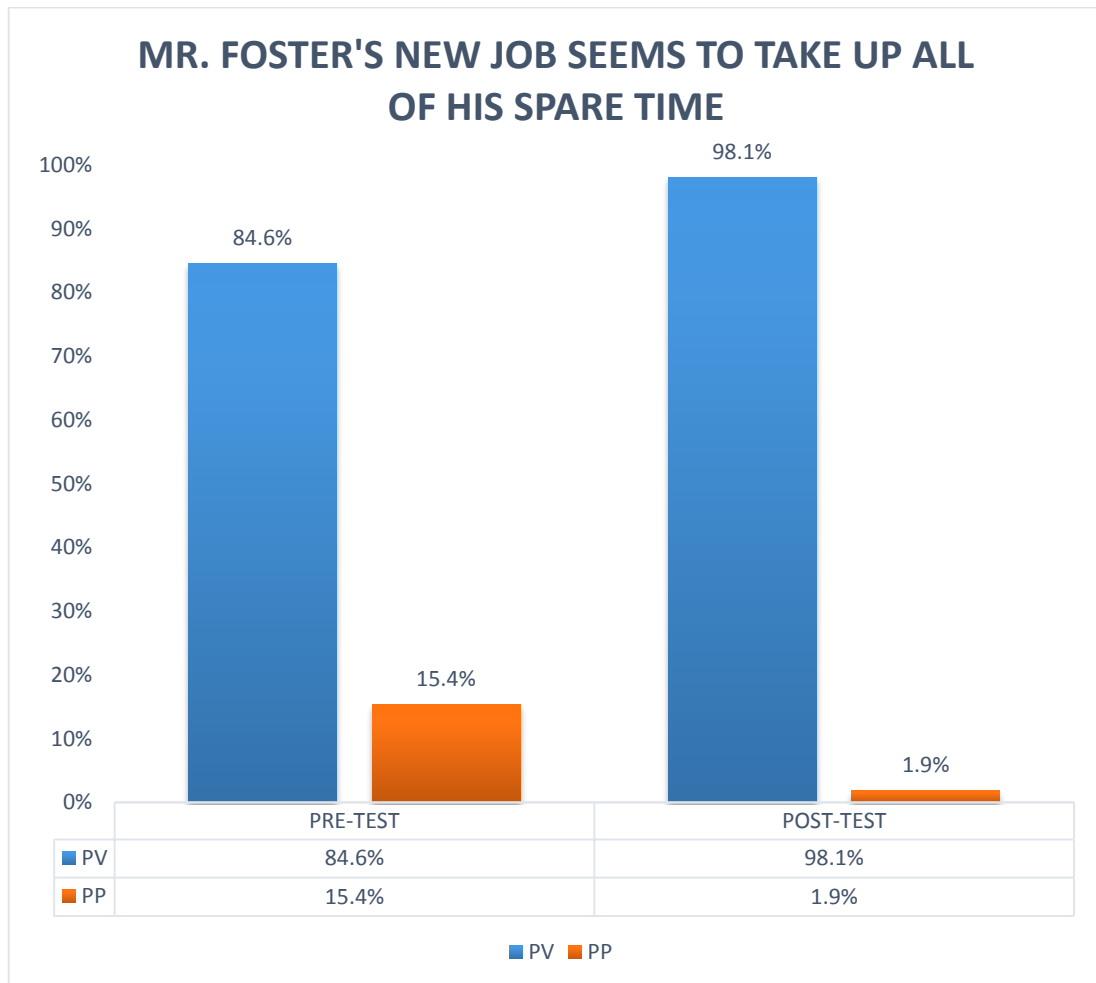


**GRAPHIC 11**



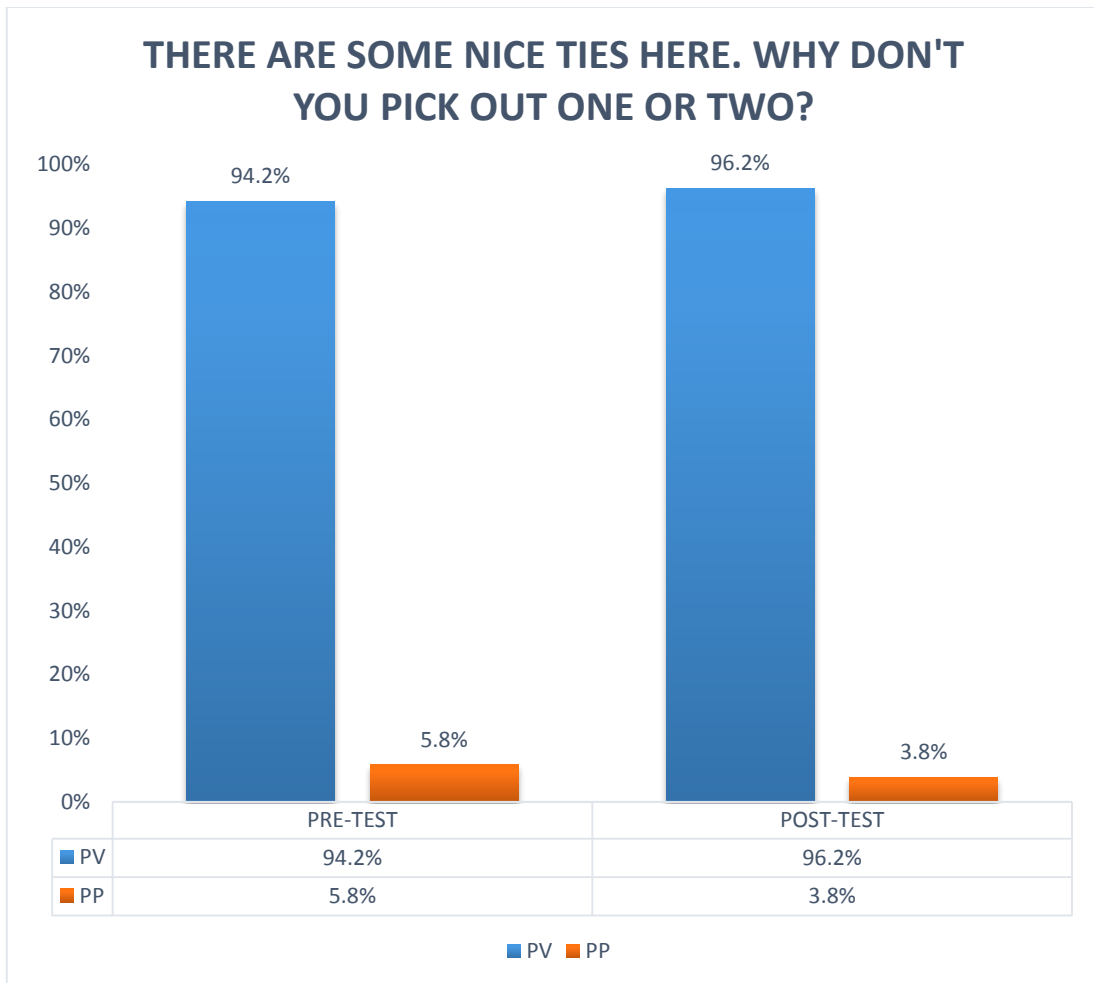
The results on this question were not good at all. In fact, there was a decrease of 1.9% of people who answered correctly. This graphic shows that in the pre-test, 86.5% of students was able to recognize the phrase correctly and took it as a prepositional phrase. However, in the post-test it lowered to 84.62% the amount of students that identified it properly. It means that at the end 15.38% was not able to identify the prepositional phrase in this sentence.

**GRAPHIC 12**



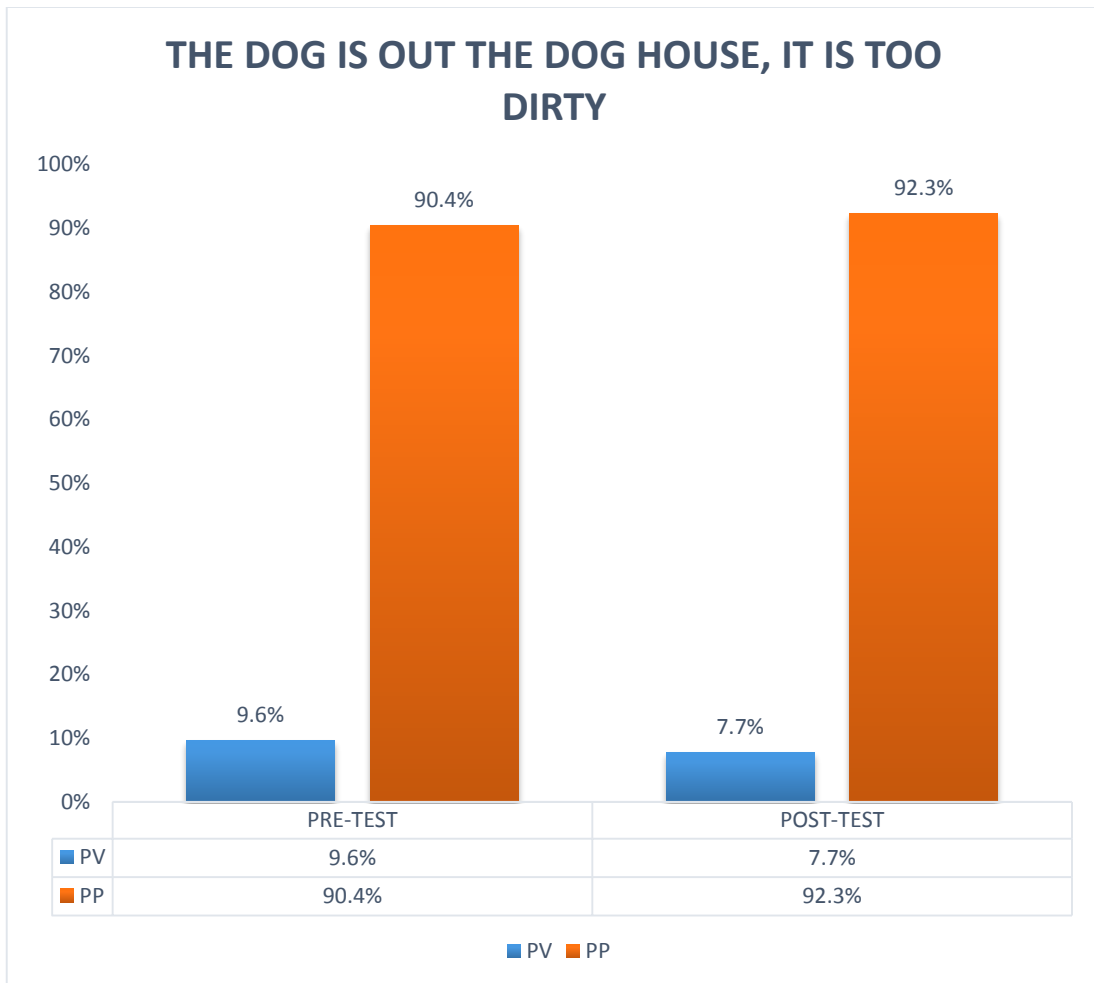
The phrasal verb “take” up was included in the content given to the sample and practiced during the intervention phase. The fact that the problem decreased is an evidence of this. In the pre-test, 84.6% of the students was able to identify it correctly as a phrasal verb. However, in the post-test, 98.1% managed to identify it as a phrasal verb so at the end just 1.9% mistakenly took it as a prepositional phrase. There was an improvement of 13.5% thanks to the treatment process.

**GRAPHIC 13**



According to the results obtained in this case, students did a really good job. There was an improvement on this particular phrasal verb. It clearly shows that this is a verb that students use more frequently than the others. In the pre-test 94.2% of students identified it correctly as a phrasal verb. In the post-test the results were even better, 96.2% managed to recognize it as a phrasal verb, getting an improvement of 2% thanks to the intervention given to students.

**GRAPHIC 14**

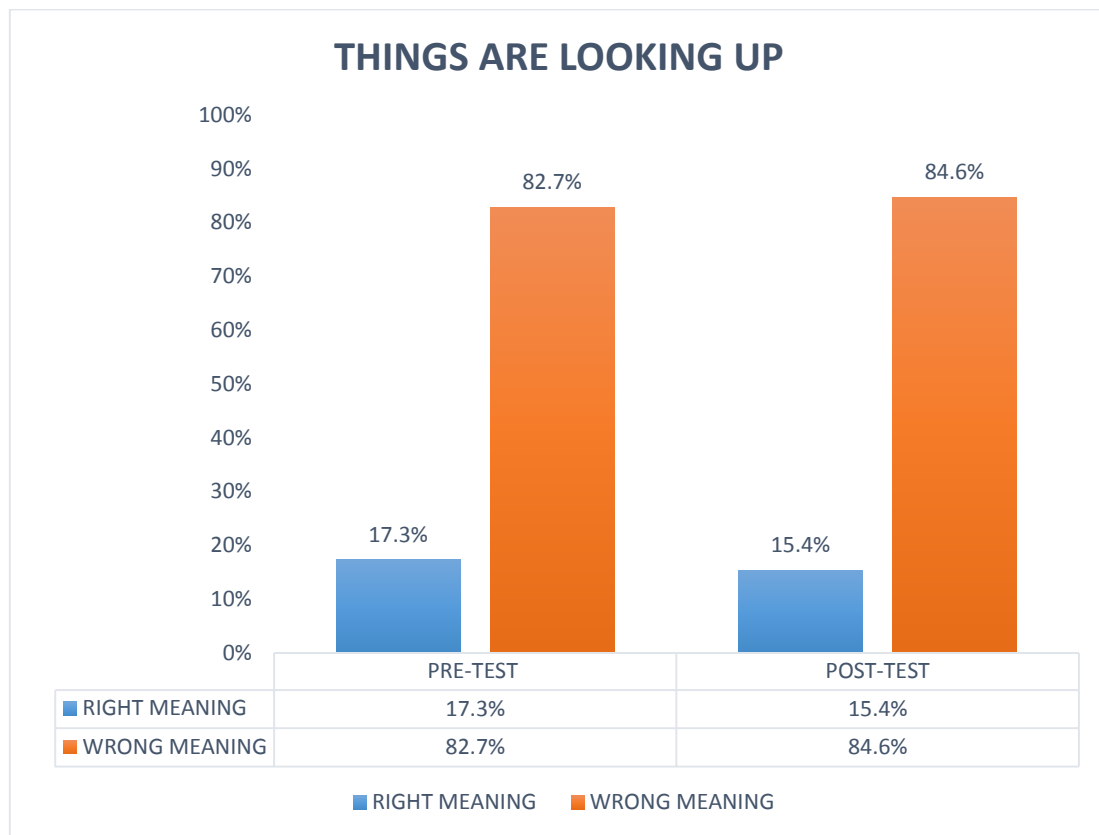


According to the results, there was an improvement on this question. At the beginning, 90.4% was able to identify the prepositional phrase on this sentence; however, 92.3% managed to do it in the post-test. It means that at the end only 7.7% had troubles and mistakenly took it as a phrasal verb instead of a prepositional phrase. Thanks to the treatment process 1.9% was able to improve.

## ANALYSIS OF THE SECOND PART OF THE TEST

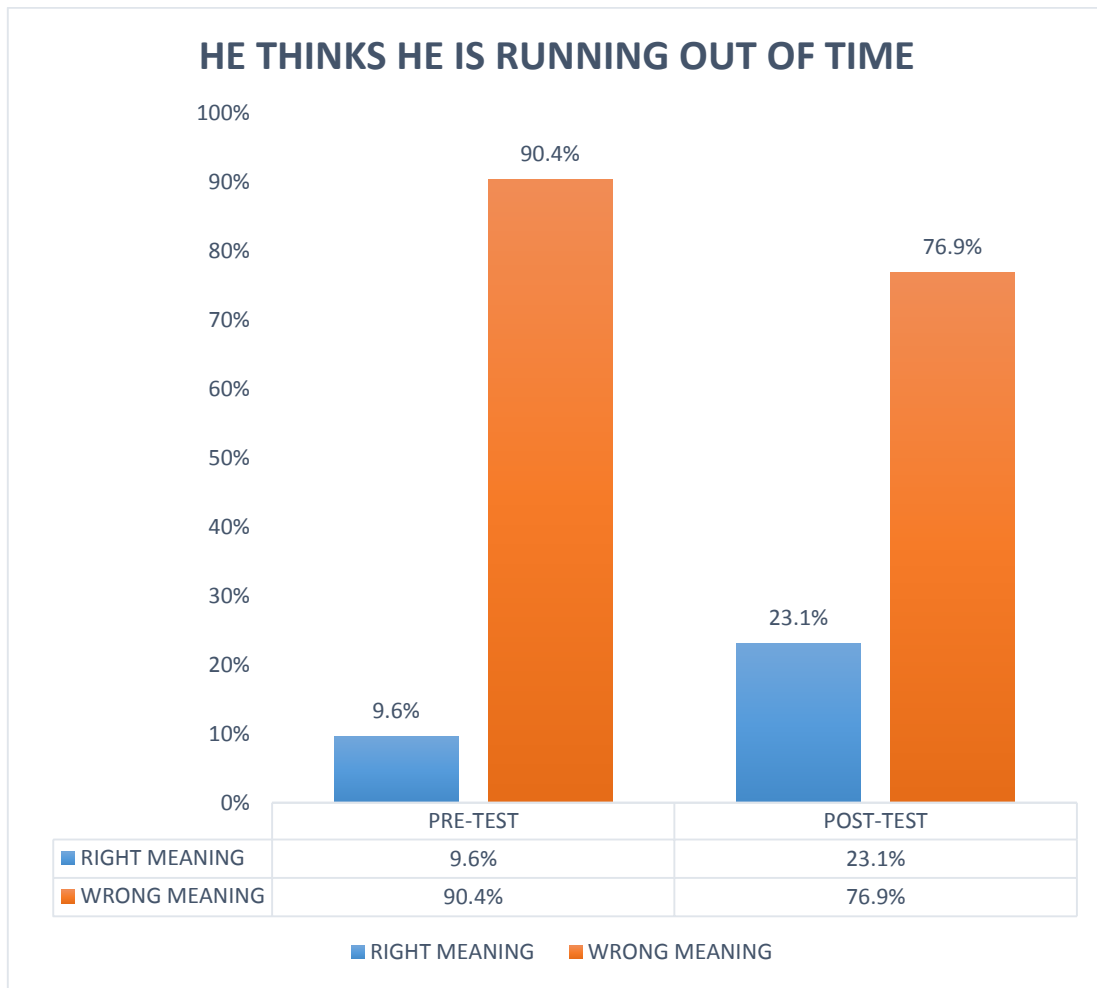
The second part of the test consisted of ten sentences using phrasal verbs, so students had to underline and come up with a meaning for each phrasal verb.

**GRAPHIC 15**



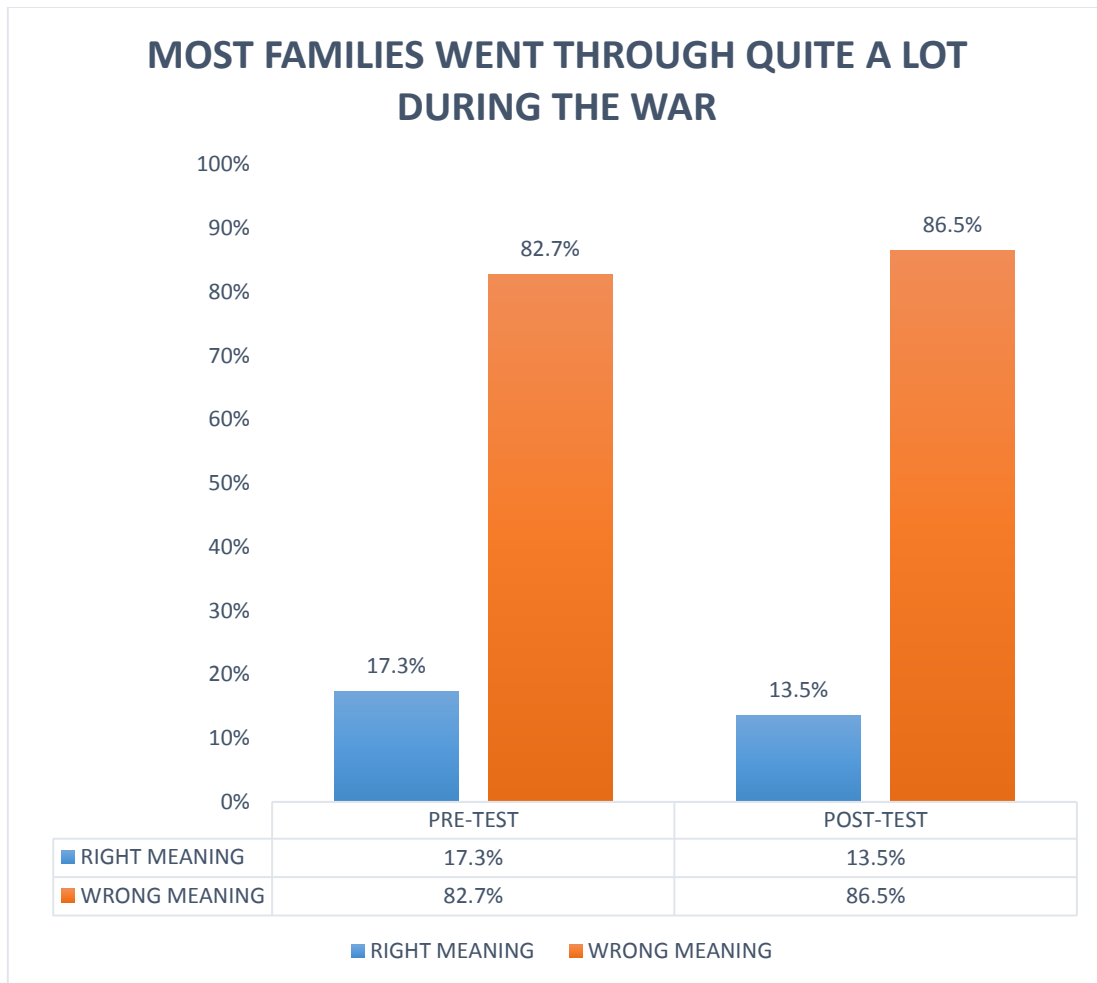
According to the results obtained, researchers can affirm that this phrasal verb is one of the most difficult to students because 82.7% of the them gave a wrong meaning and only 17.3% answered correctly, in the pre-test. Furthermore, in the post-test there was not an improvement because only 15.4% of the students answered correctly and 84.6% of them gave an incorrect answer. The amount of those who answered correctly decreased 1.9%.

**GRAPHIC 16**



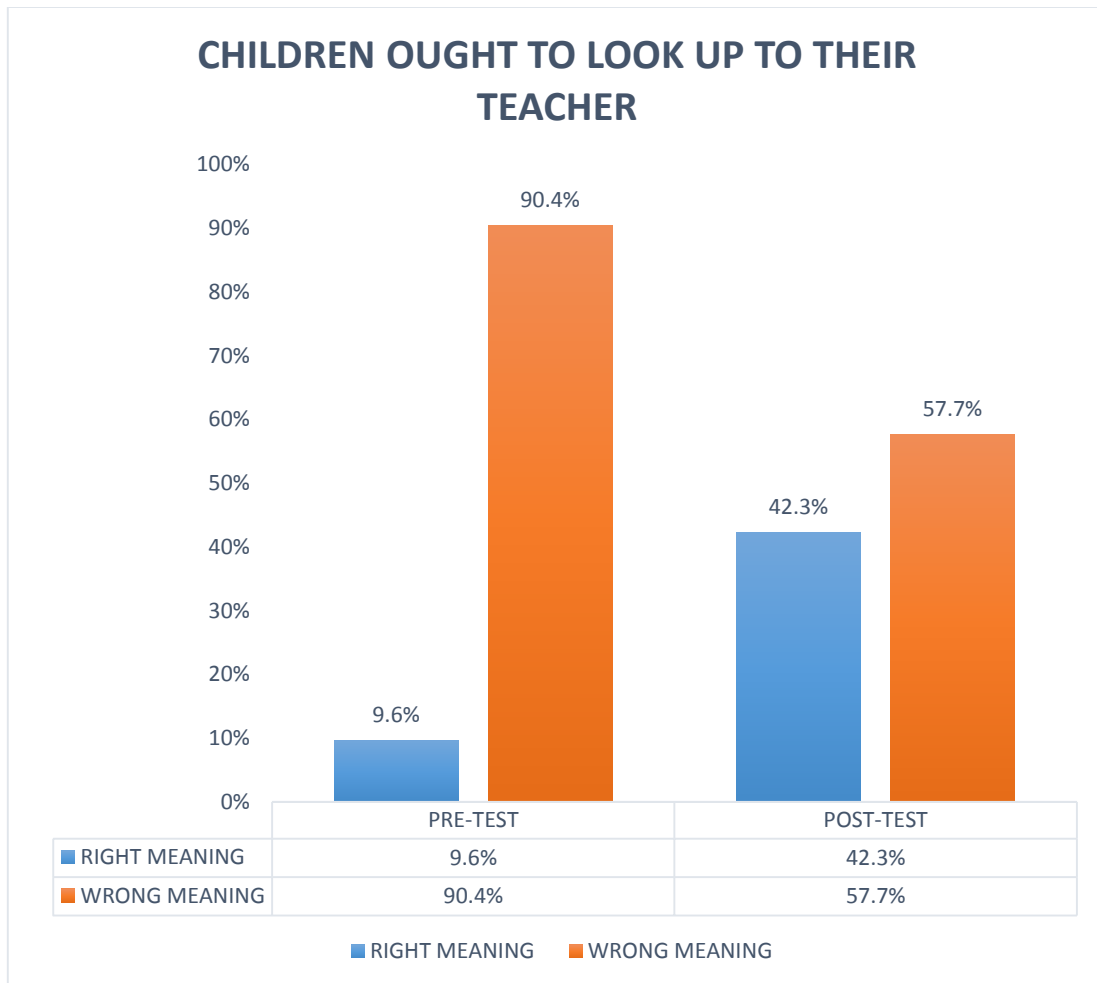
This seems to be a difficult phrasal verb for students, since 90.4% of the sample answered incorrectly and only 9.6% gave the right answer, in the pre-test. In the post-test, 23.1% of the students was right and 76.9% gave a wrong answer. Making a comparison between the pre-test and the post-test results, researchers can affirm that thanks to the treatment there was an improvement of 13.5% on students who were able to answer correctly in the post-test.

**GRAPHIC 17**



In this case, 82.7% of the students did not manage to give a correct answer and only 17.3% of them answered correctly in the pre-test. In the post-test the result did not improve because 13.5% of the students was right and 86.5% was wrong when answering. So instead of getting a better result, the right option results decreased 3.8%.

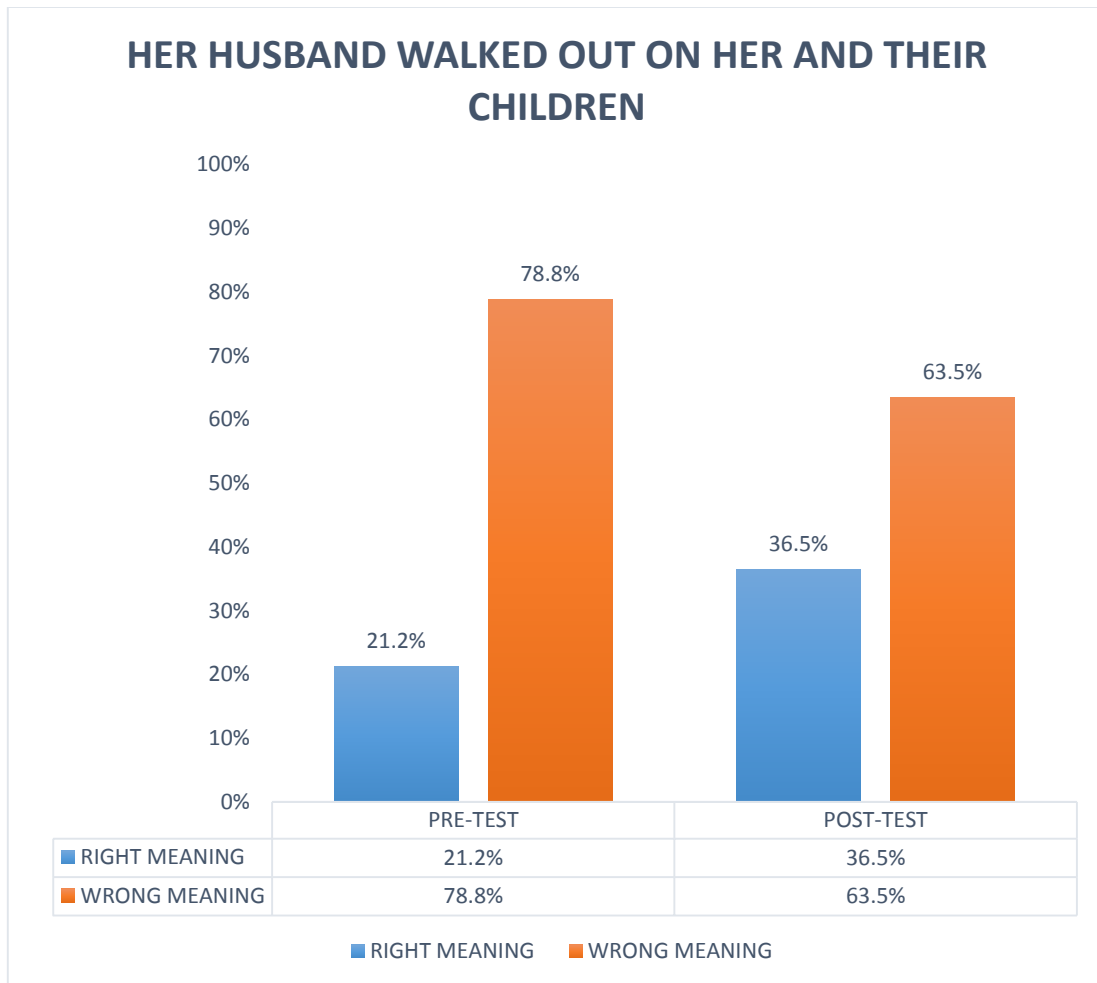
**GRAPHIC 18**



This is one of the phrasal verbs that students were not able to deal with in the pre-test because 90.4% of the students answered incorrectly and 9.6% was able to give the right answer, in the pre-test. In the post-test, 57.7% of them did not manage to answer properly; however, 42.3% of the students was capable of writing the correct answer. 32.7% improved thanks to the intervention given by the research team.

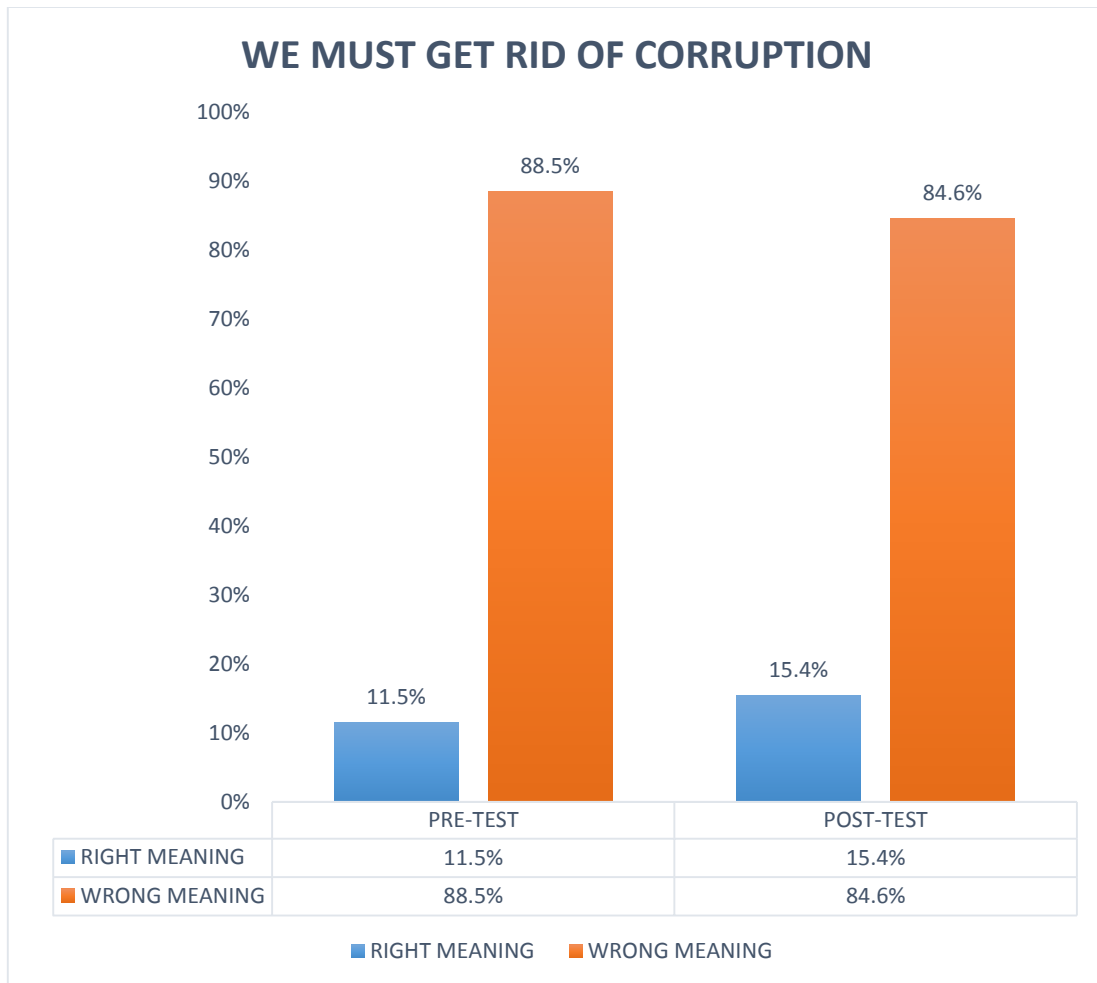


**GRAPHIC 19**



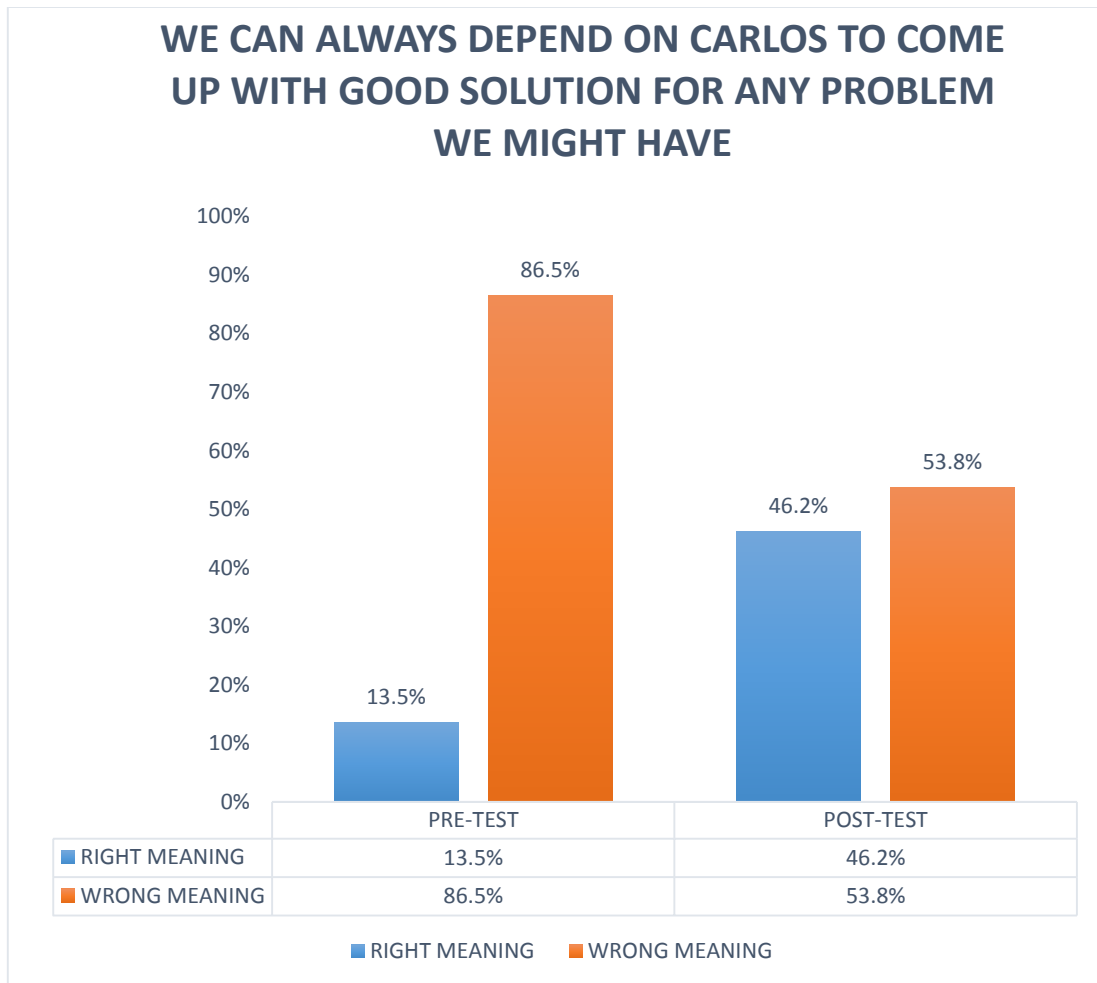
According to the results on this specific phrasal verb, the research team thinks that the main problem is that 78.8% of the students got confused with a phrasal verb that is almost similar, “get away”. The difference is that “walk out on” is especially related to marriage. Only 21.2% knew this difference and gave the right answer in the pre-test. In the post-test, the results did not show a significant difference because 36.5% answered correctly and 63.5% failed to answer correctly. After comparing the pre-test and post-test results, researchers can affirm that there was an improvement of 15.3% in the post-test.

**GRAPHIC 20**



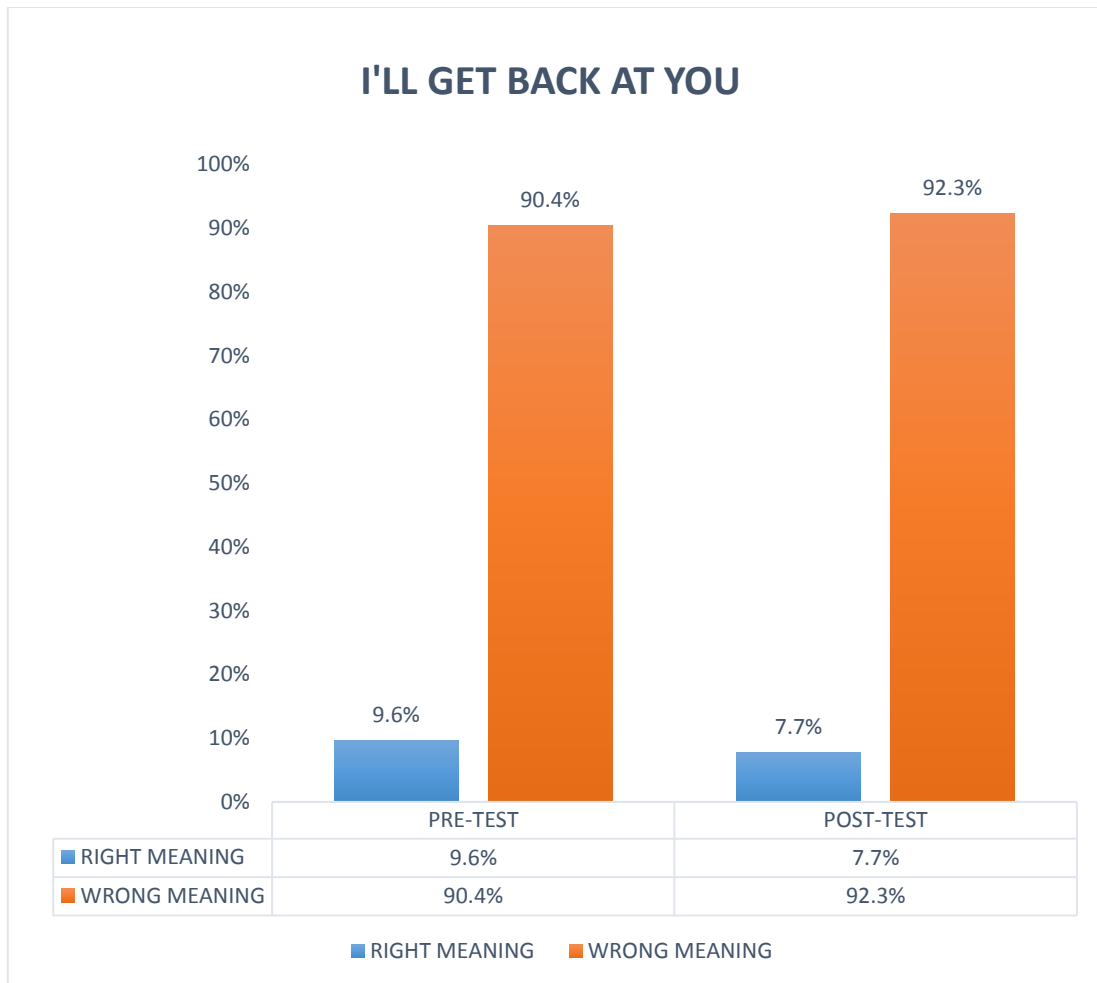
The results for this phrasal verb, in the pre-test, indicate that 11.5% of the students was right and 88.5% was wrong when answering the test. But, in the post-test there was a very little difference because 15.4% of the students was able to answer correctly; 84.6%, the majority, did not manage to figure out the meaning for that phrasal verb, so they were not able to give the right answer. The results show a 3.9% of improvement in the post-test, thanks to the intervention.

**GRAPHIC 21**



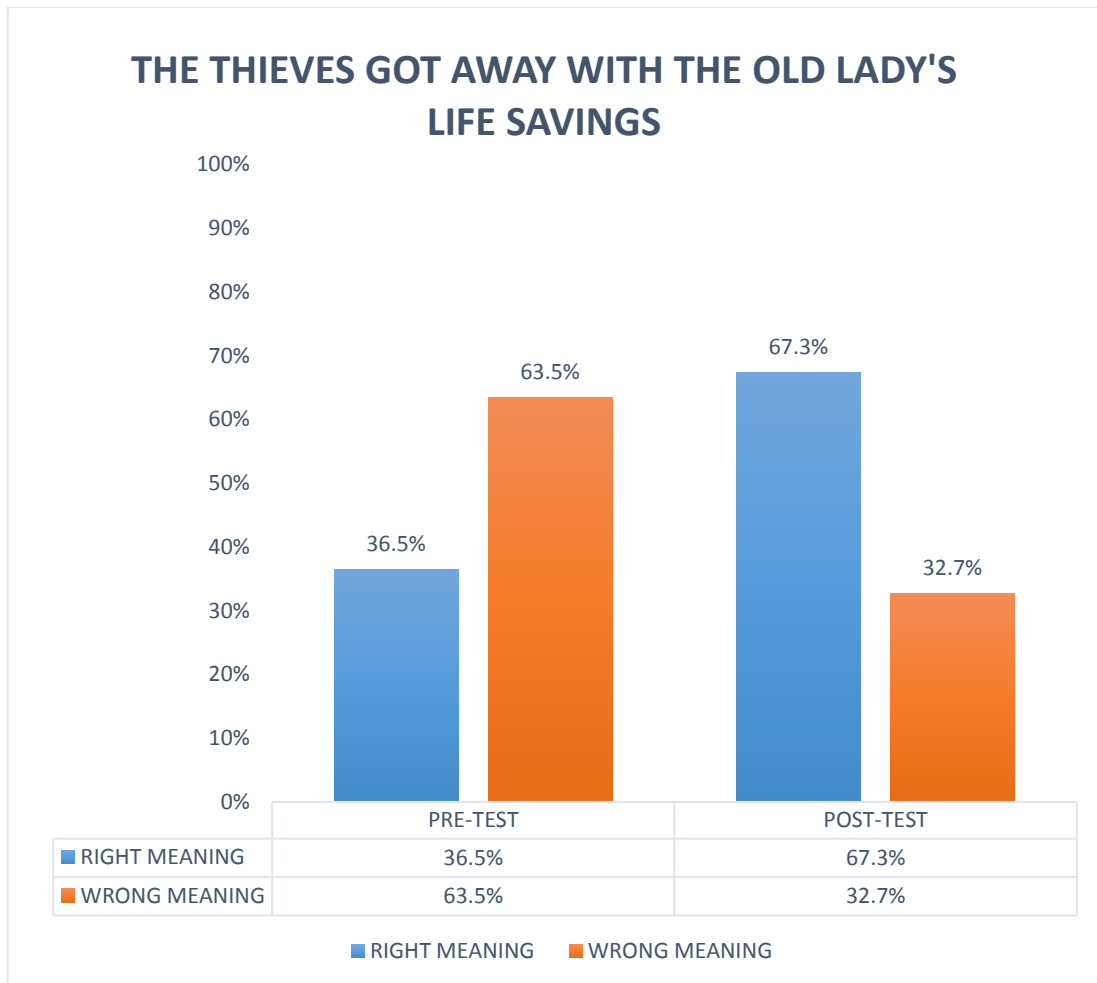
The pre-test results indicate that this phrasal verb was not known by the students because 13.5% of them answered correctly the test, but 86.5% of them failed to do so. Fortunately, the post-test results show an improvement in the percentage of those students whose answer was correct, 46.2%, to be specific. Only 53.8% of them was wrong in their answer. The difference in the post-test shows that the treatment process worked since there was an improvement of 32.7%.

**GRAPHIC 22**



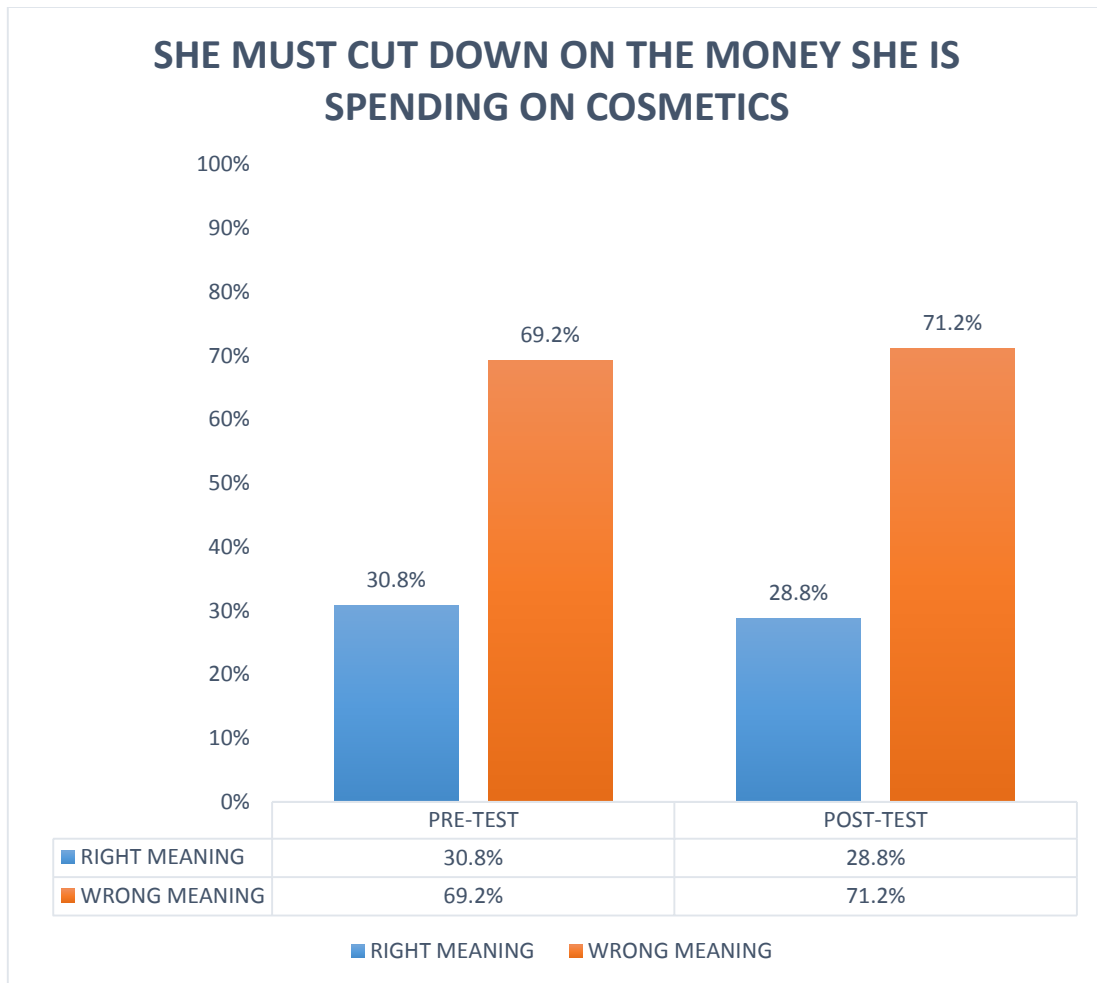
Researchers confirm that this is one of the most difficult phrasal verbs for students because 90.4% of them gave a wrong answer, and only 9.6% of the students were able to answer correctly in the post-test. So the post-test did not reach better results because only 7.7% of the students was able to answer correctly and the majority of them, 92.3%, failed to answer properly. In the post-test, the result for this phrasal verb is chaotic because the percentage in the correct answer decreased 1.9%.

**GRAPHIC 23**



According to the pre-test result, this phrasal verb was not known by the majority of the students, since 63.5% of them was not able to answer correctly and only 36.5% of them wrote the correct answer. In contrast, the post-test result indicates an improvement because the majority of the students, 67.3%, were able to give the right answer, and only few of them, 32.7%, were not. So, the post-test result is acceptably good because the knowledge on this phrasal verb increased 30.8% thanks to the intervention.

**GRAPHIC 24**

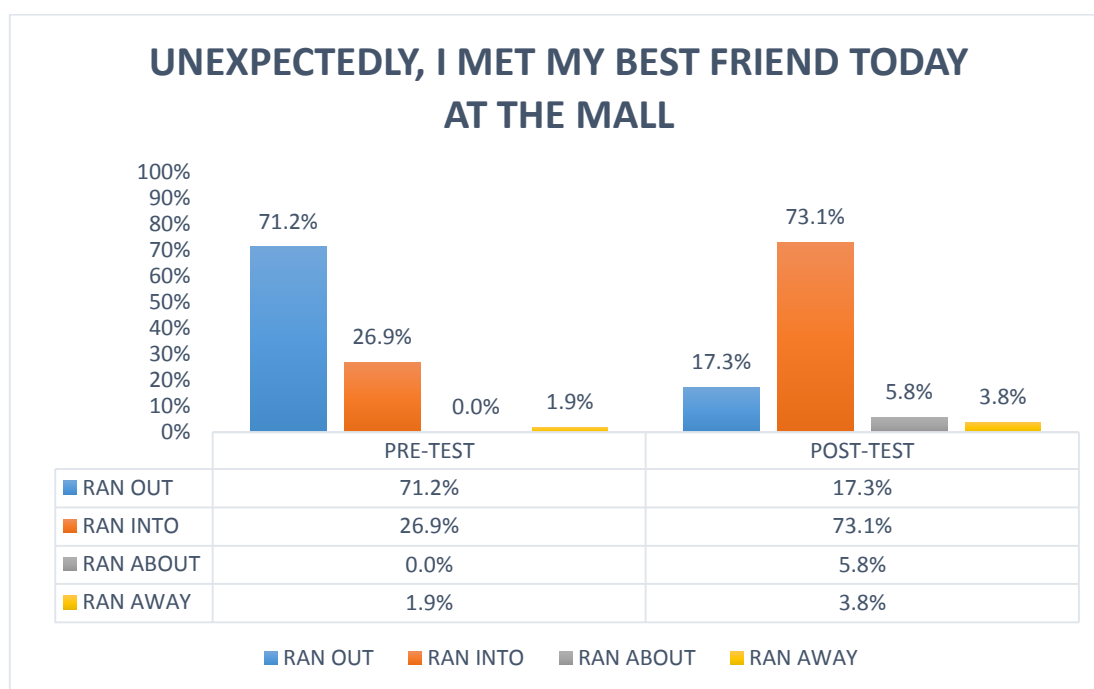


According to these results, the research team figures out that students had troubles understanding this phrasal verb. It is shown in the fact that 69.2% of students failed to answer properly, and that only 30.8% was able to give the correct answer in the pre-test. In the post-test the results became worse, since 71.2% did not manage to answer correctly and only 28.8% of the students was right. There was a decrease of 2% on the students who answered correctly.

## ANALYSIS OF THE THIRD PART OF THE TEST

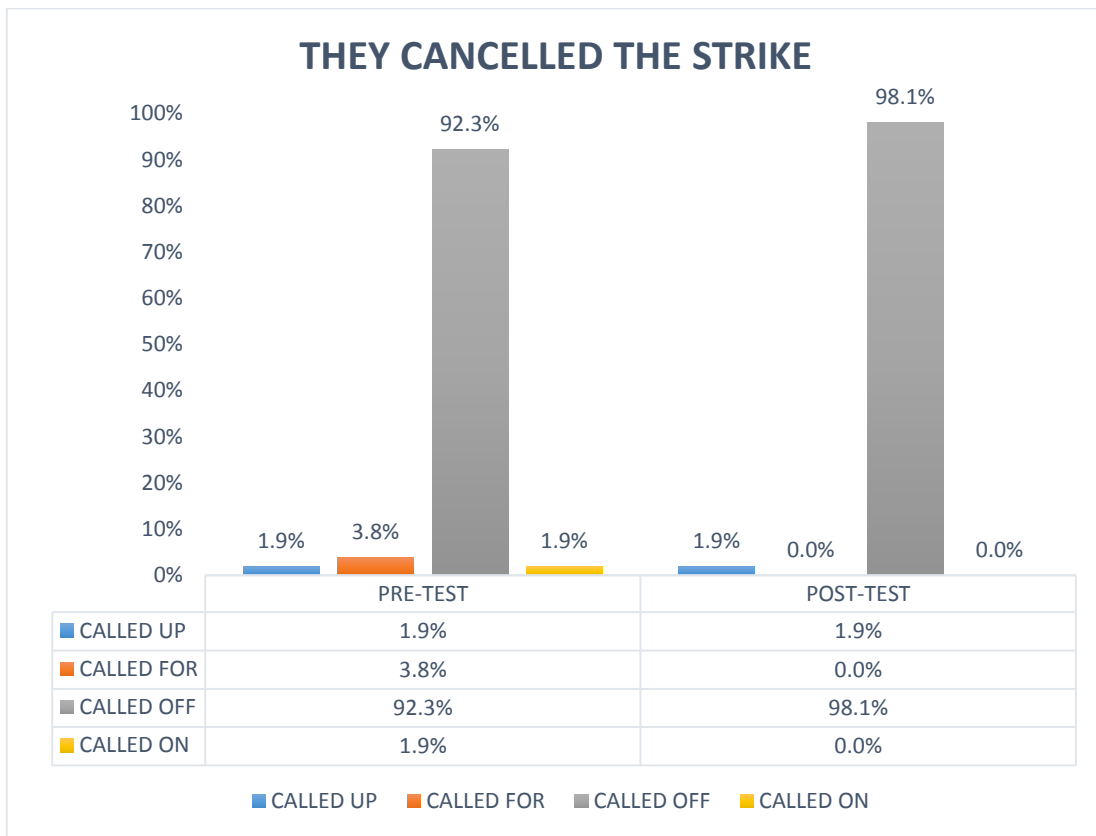
Part three of the test required students to replace a common verb by selecting a phrasal verb from the four given options.

**GRAPHIC 25**



In the pre-test, the option “ran out” obtained the highest percentage, 71.2% of the sample selected that one, the majority of the sample concluded they could replace the verb “met” for the phrasal verb “ran out”. However, “ran out” in the post-test considerably dropped down to 17.3%; this was achieved thanks the intervention phase. In addition, in the pre-test, 26.9% of the sample chose “ran into”, which is the correct answer; nevertheless in the post-test, the same answer obtained 73.1% raising the percentage to 46.2% thanks to the intervention phase. In the pre-test, the option “ran away” obtained 1.9%, but in the post-test it doubled the percentage. It means that it reached 3.8%. On the other hand, the option ‘ran away’ was not chosen in the pre-test but it was in the post-test, obtaining 5.8%.

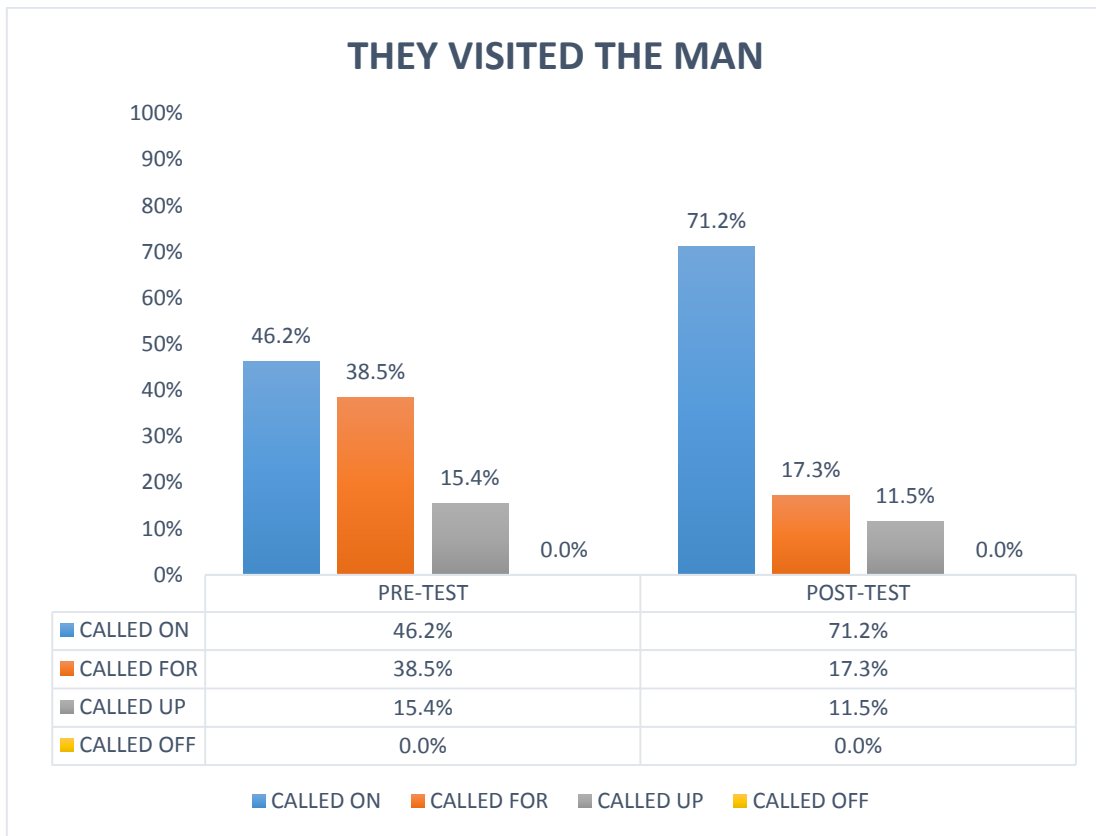
**GRAPHIC 26**



In this item, participants were asked to select a phrasal verb that better replaced the verb “cancelled”, they could choose from letter a) called up, b) called for, c) called off, and d) called on; being the right answer letter c) called off. As it is shown, in the pre-test results, 92.3% of the participants selected letter c), this result indicates that the majority of participants knew the meaning of the two-word verb call off. Whereas, 1.9 % of the participants chose letter a) and d), and the other 3.8% opted for selecting letter b). However, the result of the post-test slightly changed in comparison to the pre-test. In the post-test two out of four letters were chosen, where letter c) got the 98.1% of the participants’ choice. This results shows that thanks to the treatment process the percentage raised 5.8% related to the pre-test. As a result, the percentage of the right answer raised. And letter a) reached the 1.9%, remaining the same as in the pre-test.

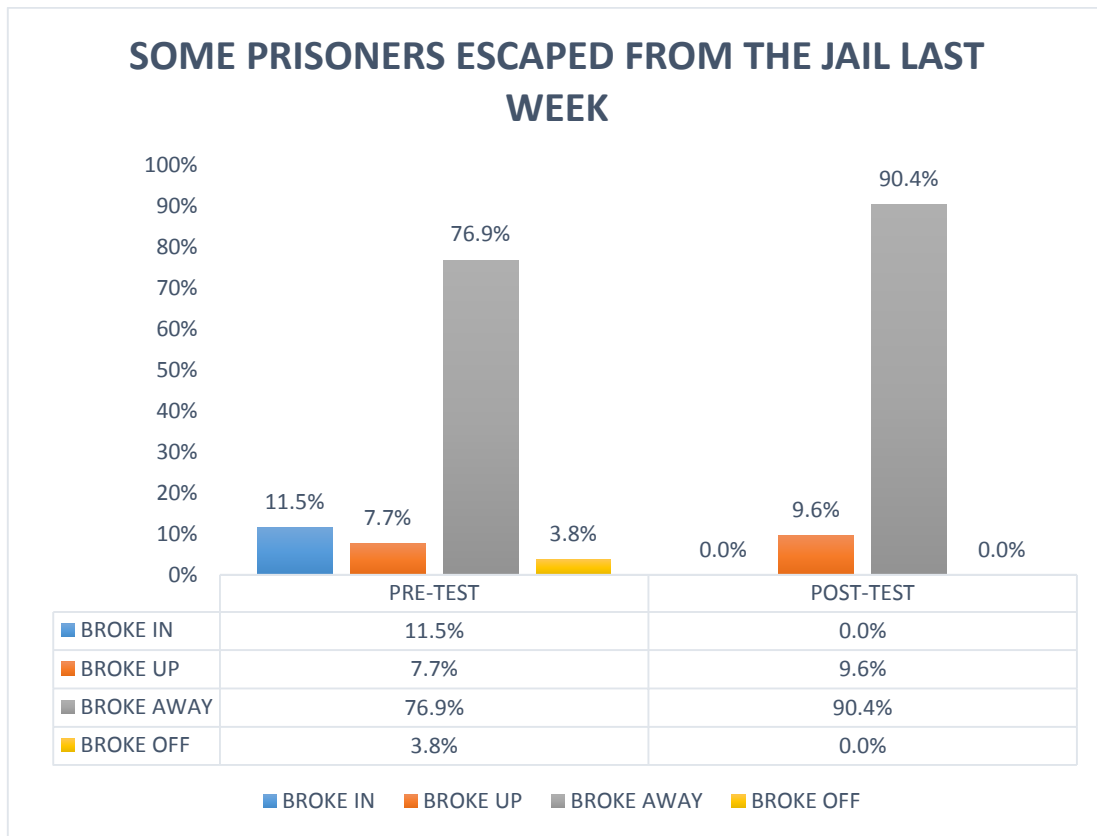


**GRAPHIC 27**



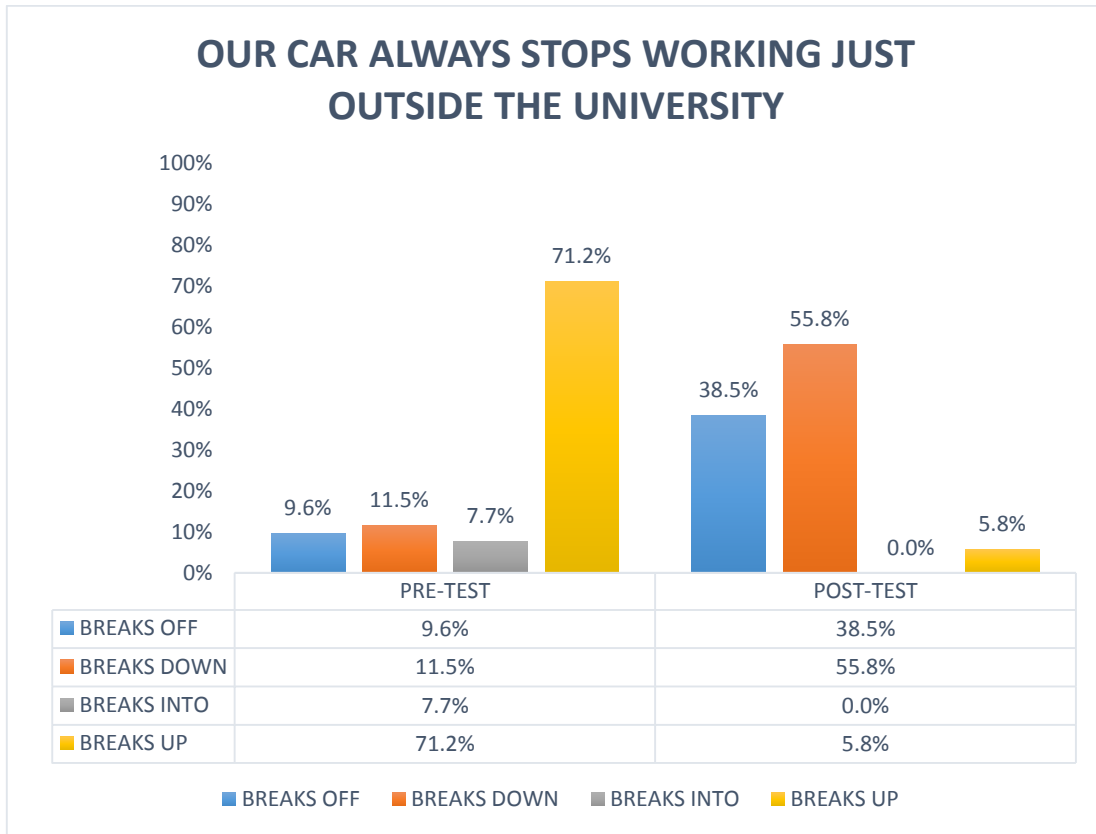
Both in the pre-test and in the post-test, students were supposed to replace “visited” for any of the four following choices: a) called on, b) called for, c) called up and d) called off; being the choice a) the suitable answer. In the pre-test, 46.2% of the sample chose letter a), this indicates that some of students previously knew the meaning of the phrasal. However, in the post-test the percentage raised up to 71.2%, 25% more of the students improved, demonstrating that students favorably responded to the intervention. On the other hand, it is important to point out that the pre-test percentage for the letter b) decreased from 38.5% to 17.3%, this result is due to the intervention, thanks to that students were less likely to select the wrong answer. Another favorable outcome is noticeable in the pre-test; the 15.4% of the sample selected letter c), although in the post-test the 11.5% chose that latter.

**GRAPHIC 28**



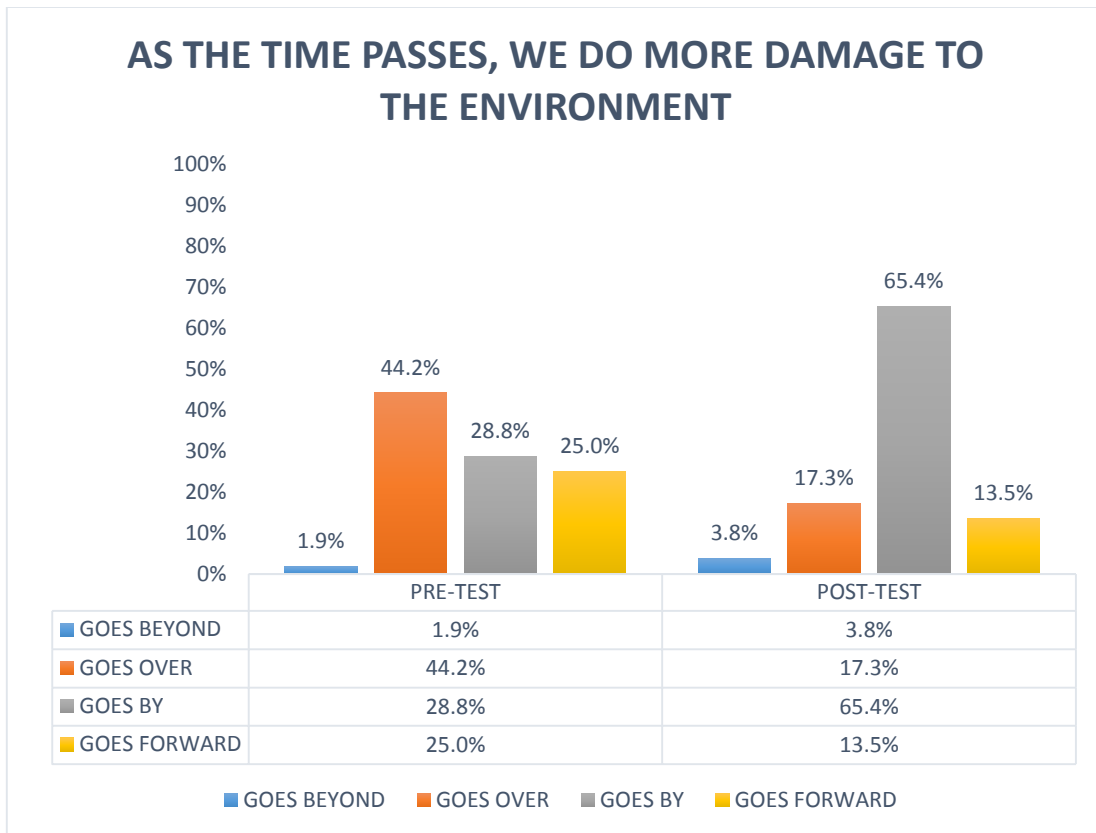
As it is shown in these charts, participants were asked to pick out a phrasal verb that better replaced the verb escape, having as choices the following letters: a) broke in, b) broke up, c) broke away, and d) broke off; being letter c) the right answer. In the pre-test, 76.9% of the sample chose letter c), this result determines that a large segment of the sample had previous knowledge of the phrasal verb break away. On the other hand, in the post-test, the letter c) percentage increased 13.5%, reaching the 90.4% of participants that selected the letter c), this result is merely satisfactory since it is proved that the participants reacted positively to the intervention. Other letters were also chosen. In the pre-test, 11.8% of the sample selected letter a) 7.7% chose letter b), and 3.8% picked letter c). Whereas, in the post-test, 9.6% selected letter b), in the post-test the choices were reduced as other choices increased its percentages.

**GRAPHIC 29**



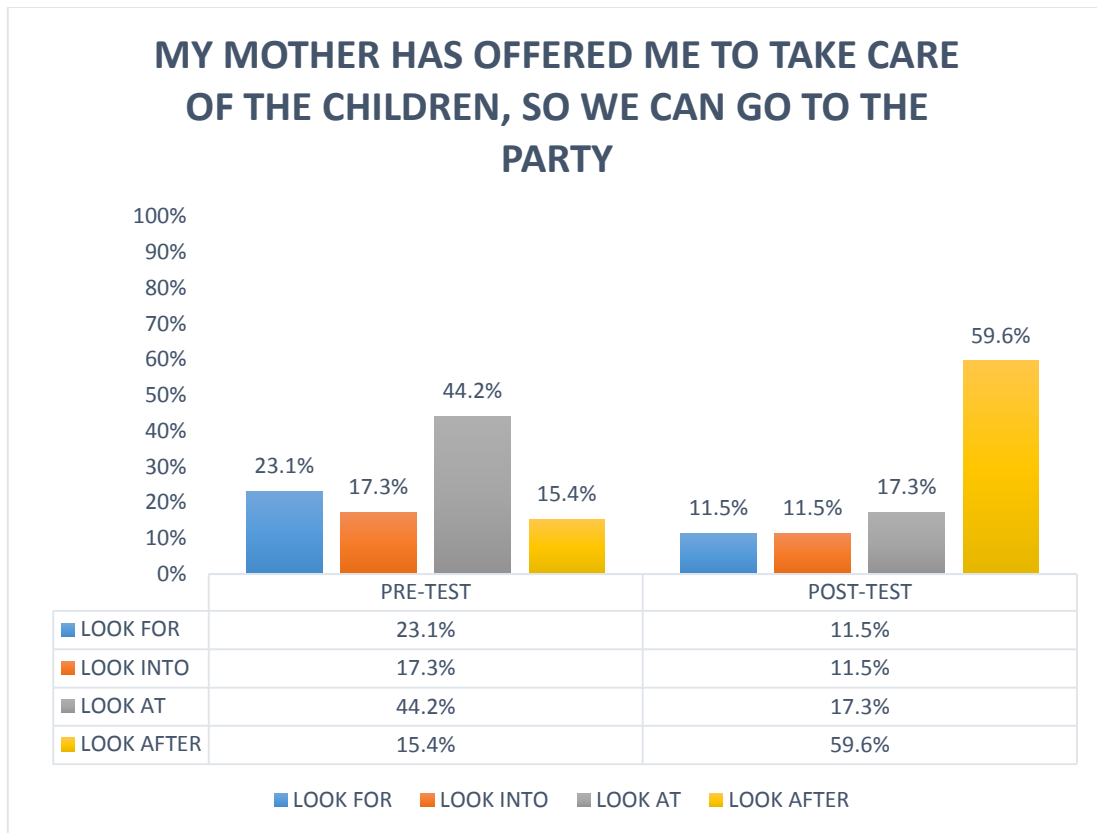
In the pre-test, it was surprising that a large segment of the sample, 71.2%, selected “breaks up”. This result demonstrates that participants considered that “breaks up” meant stop working. However, in the post-test that idea changed since only 5.8% of the sample selected “breaks up”. On the other hand, the segment of the sample that chose correctly “breaks down” during the pre-test was 11.5% but this result favorably changed in the post-test since 55.8% of the sample selected this one, there was an improvement of 44.2%. It shows that the intervention phase worked just fine. Another option that raised the percentage was “breaks off” in the pre-test, it reached 9.6%. However, in the post-test, it raised up to 38.5%. It is clear that some participants misunderstood the meaning of “breaks off” confusing it with phrasal verb “breaks down”

**GRAPHIC 30**



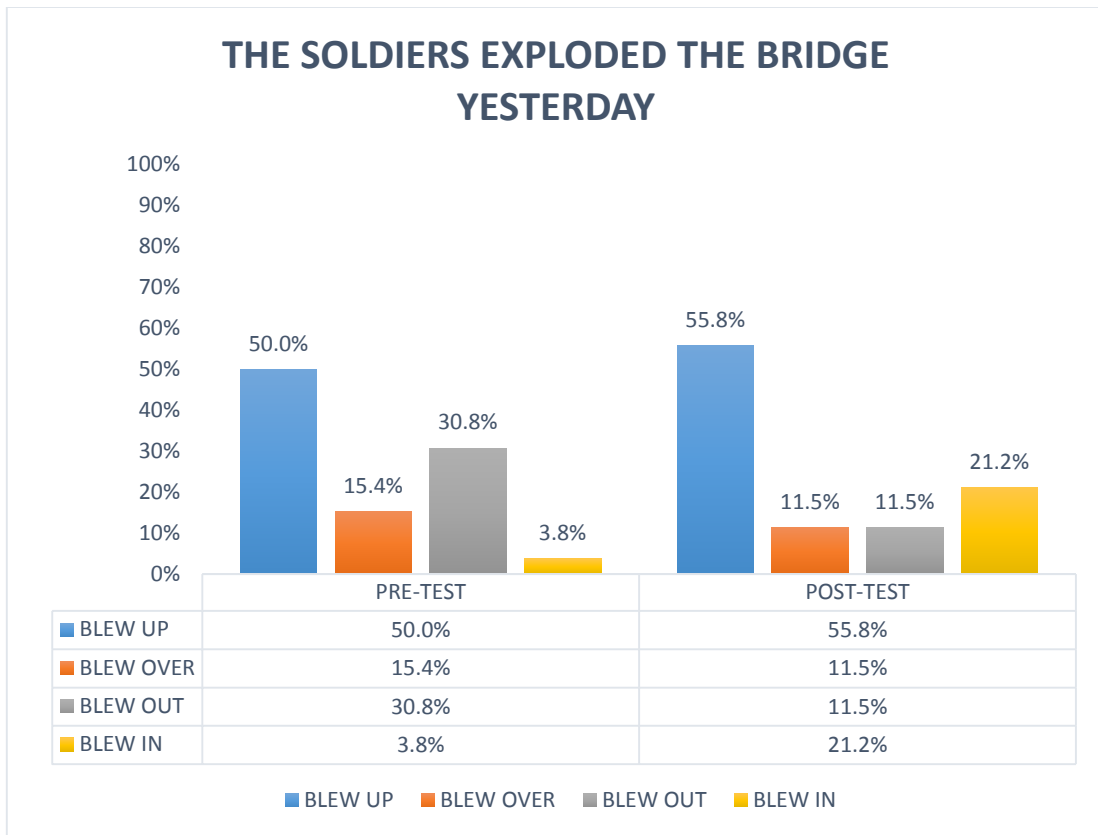
For this item, the participants were supposed to choose from the different choices, for example: a) goes beyond, b) goes over, c) goes by and d) goes forward; being choice c) the right answer. In the pre-test, 44.2% of sample chose letter b), 28.8% of the sample selected letter c) and a quarter of the sample determined that the letter d) was the correct answer. However, in post-test the percentages changed due to the intervention phase, so 65.4% selected the right choice, letter c), in this answer the improvement was 36.6%. This number becomes favorable since it demonstrates that students were capable of learning by heart the meaning of the suitable phrasal verb. On the other hand, letter b), the letter that reached the highest result in the pre-test, dropped down from 44.2% to 17.3%.

**GRAPHIC 31**



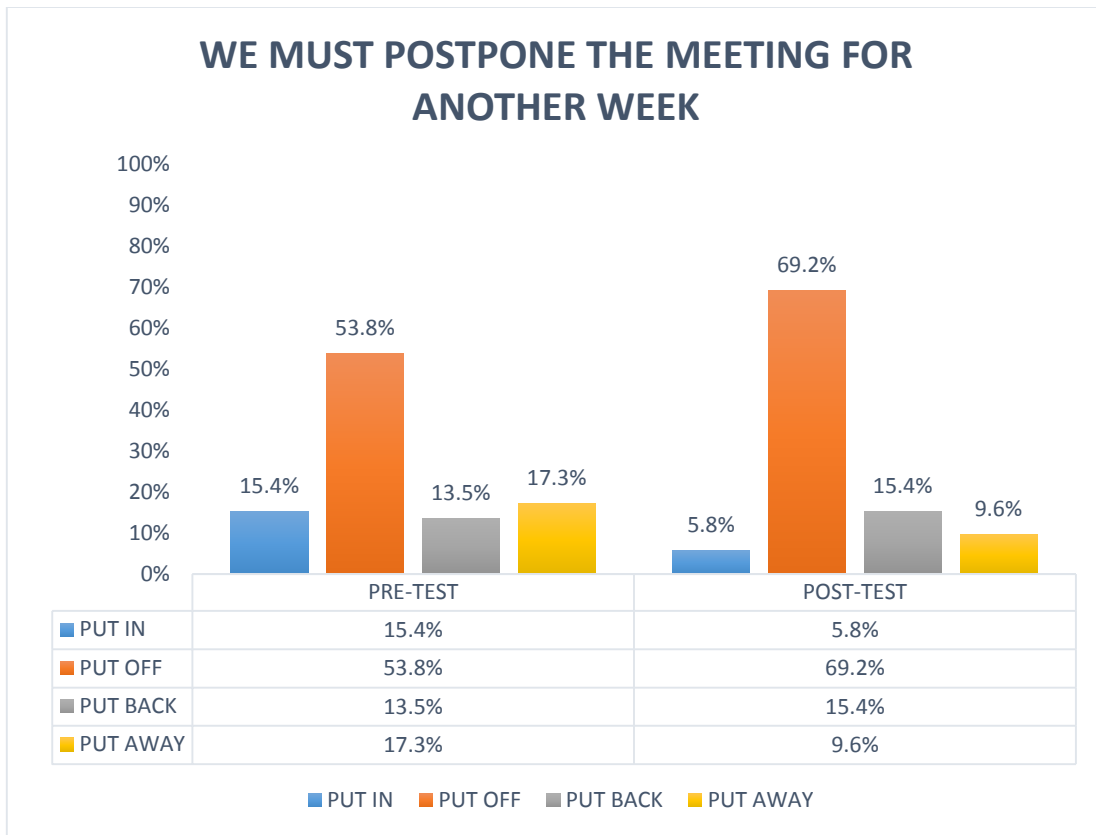
In the pre-test and post-test, the participants were asked to replace the verb “take care” for one of the following phrasal verbs: a) look for, b) look into, c) look at, and d) look after; being the letter d) the suitable answer. In the pre-test, letter c) got the highest percentage, reaching 44.2%, but in the post-test the percentage dropped down to 17.3%. This result is good because fewer students selected the wrong answer. On the contrary, the right answer, letter d), obtained the lowest result in pre-test with 15.4%; however, that same choice raised up to 59.6% in the post-test. This result demonstrates that 44.2% more of the students acquired phrasal verb semantic knowledge thanks to the intervention.

**GRAPHIC 32**



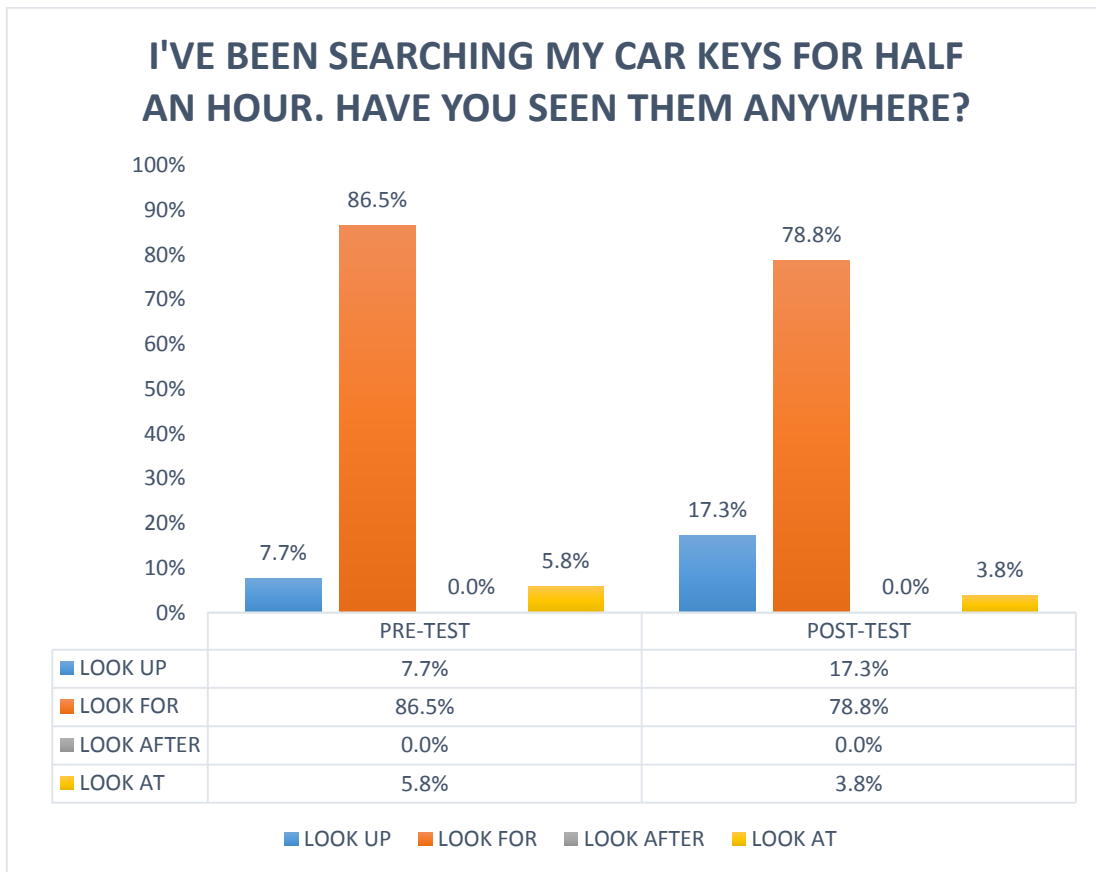
As this chart shows, in the pre-test, the option “blew up” was selected by 50.0%. Surprisingly, half of the sample knew what the answer was. But, in the post-test, the percentage of improvement raised up to 55.8%; the intervention shows its effects on the students because there was an improvement of 5.8%. In the pre-test, 30.0% of the sample chose “blew out”, and in the post-test it dropped down to 11.5%. On the other hand, in the pre-test 3.8% of the sample chose “blew in”, and in the post-test it raised to 21.2%. It shows a bad result because the percentage of people who gave an incorrect answer increased. Chances are that the participants misunderstood the meaning of the phrasal verb “blew in”.

**GRAPHIC 33**



For this item, participants were asked to replace the verb ‘postpone’ for one of the following phrasal verbs: a) put in, b) put off, c) put back, and d) put away; being the letter b) the right answer. In the pre-test, 15.4% of the sample considered that “put in” was the best replacement for the verb ‘postpone’, but in the post-test only 5.8% of them chose that one. Moreover, 13.5% of the sample decided to select the phrasal verb “put back” to replace the verb ‘postpone’. Whereas, the 17.3% selected “put away” for ‘postpone’ but in the post-test 17.3% dropped to 9.6%. When it comes to the right answer, 53.8% of the sample selected that one, b) put off, to replace the verb ‘postpone’. Nevertheless, that result raised in the post-test, 69.2% picked out “put off” which means ‘postpone’. This outcome reflects that the individuals being part of the sample reacted well to the intervention, since this contributed to increase 8.4% the number of right answers.

**GRAPHIC 34**



The result obtained in this item shows that in the pre-test 86.5% of sample selected the right answer. This results indicates that a large segment of the sample is familiarized with the meaning of the phrasal verb “look for”. Though, in the post-test, the latter result suffered a decrease of 7.7%, this outcome shows that students might have misunderstood the meaning of the phrasal verb after the intervention. On the other hand, in the pre-test, the option “look up” obtained 7.7%; however it increased to 17.3% in the post-test. Again, this result might be a consequence of the misunderstanding on the meaning of the phrasal verb “look up”.



## GLOBAL AVERAGE OBTAINED FROM THE PRE-TEST AND POST-TEST

COMPARATIVE TABLE (TABLE 3)

PRE-TEST				POST-TEST			
STUDENT	GRADE	STUDENT	GRADE	STUDENT	GRADE	STUDENT	GRADE
1	3.9	27	6	1	3.5	27	6.9
2	4	28	6	2	3.5	28	6.9
3	4	29	5.6	3	3.9	29	6.9
4	4.2	30	6.8	4	4.1	30	6.9
5	4.2	31	5.1	5	4.4	31	7
6	4.4	32	6.3	6	4.4	32	7
7	4.4	33	5	7	4.5	33	7
8	4.5	34	5	8	4.7	34	7.2
9	4.8	35	6	9	4.7	35	7.2
10	4.8	36	5	10	5.2	36	7.3
11	4.8	37	4	11	5.2	37	7.3
12	4.8	38	6	12	5.4	38	7.3
13	5	39	6	13	5.5	39	7.5
14	5	40	6	14	5.5	40	7.5
15	5	41	5	15	5.8	41	7.5
16	5	42	5	16	5.8	42	7.5
17	5	43	4	17	6	43	7.6
18	5	44	6	18	6.3	44	7.6
19	5	45	5	19	6.3	45	7.6

20	5	46	6	20	6.4	46	7.8
21	5.1	47	6	21	6.4	47	7.8
22	5.1	48	5	22	6.6	48	7.8
23	5.3	49	6	23	6.6	49	7.9
24	5.4	50	7.5	24	6.7	50	8.1
25	5.4	51	3.9	25	6.7	51	8.4
26	5.6	52	5.7	26	6.7	52	8.4
GLOBAL AVERAGE 5.5				GLOBAL AVERAGE 6.5			

The results show the effect that the intervention phase had in students from Intermediate Intensive English II. The hypothesis “The better phrasal verbs teaching-learning techniques are, the better students’ phrasal verbs semantic comprehension is” proved validity through the achievement of the goals. Students were able to improve 1% after the treatment given by the research team.

## 7.2. ORAL DISCOURSE

### Student 1:

“I’m going to talk about the reading book. First of all, if you go to the, in this case, to the library or to the biblioteque, you choose or you pick it out different books that you want to read, then you know... in this case... ah..., you are looking for information about the different story that you read, for example different... story that you want to know, story about history or social situation... whatever you like. And after that you can... OK, when you are reading, you need to figure out some words that you don’t know, in this case that you don’t know... You can search them in the internet and you can write and you speak some expressions later on, depending of the situation... and then... you can... you never give it up... you never give up... in learn some book because you can imagine the story, create into your mind... and... I know literature is going to be good

for you because... eh... you can... you can write... eh... that teachers let you in the class and you can explain better and you can think better than the other people doesn't..."

**Student 2:**

"Eh... if you find some words that you don't know, you can up for the meaning the dictionary and come up with the... answer. Also, eh... and once you have the answer you can hand in to your teacher in order to check the... words and what the words stand for... so and also you need to... look for more information about the... reading and for a better comprehension of the topic. Also, you need to... ah... you need to figure out if you don't find the definition, you have to look up into... you know... you need to look forward to that".

**Student 3:**

"Ah... Ok, I'll go travelling, I would... I would go on a trip around the world, maybe I will start in Europe, maybe, and I would like to get back something to the year and I would like to... I don't know... I would like to look up to some adventures, something cool. Also, I would like to pick out... hmmm... I would like to pick out all of my... [How do you say "miedos"?]... ["fears"]... my fears in the adventures.... hmmm... like the height places. I would like to show up that I can make whatever I want."

**Student 4:**

"And... for learning English... hmmm... we should look up information on-line or take for an extra-class. Also, we... don't have to give up... and... only that [student's laughing] also, ah... you can... I forget the meaning of the... phrasal verbs..."

**Student 5:**

"OK, I think if you want to learn it English... aah... you don't have to give it up, you have to work hard... eh... for try to... finish your career and you have to take a lot of time for study... [long silence]... look for a lot information... [long silence]... hmmm... that's it."

**Student 6:**

“Well, I think... eh... when I... when I have free time, I like to get up early to spend time with my friends with my family, family... and... I like to... I like to visit different places. For example,... eh... the mountain, the beaches and others. For me, it is important to have vacation because, you know, when we come to university... y... we have a lot of... of... preoccupations and if we have some... eh... free time, we can, we can... we can spend time in different activities and... that’s all!”

**Student 7:**

“Now, I am going to talk about travelling. I think that all the people have to pick out the place they want to visit and also I think the person has to make a list that the place they want to visit and if it is the place not possible to be... or they or the person don’t make a reservation they have to call off the place that they want to visit and choose another one. Eh... it is important to have all the things of the people... eh... have to wear o have to use in the travel and also... what else?... all the people have to be prepared for the thing that they don’t want to... do in the future and also have to be careful for the thing that maybe will happen and the person don’t... eh... won’t wait and just that.”

**Student 8:**

“Well, about reading book, I think it is a thing that I enjoy. I look up into the internet about a new book to read and sometimes I... [long silence]... I come up with a good book and I don’t get along with books that are probably... so popular and I have come across good books and I have read really good book, too. I think I have went through to a lot of things by the books that I... [long silence]... just that.”

**Student 9:**

“Well, I think for learning English it is important that when we don’t understand some words, I think we have to look for information maybe in the internet or some book and dictionaries they can help us to improve our English vocabulary. Also, it is important to... well, if you think something is important to... [long silence]... maybe... if you doubt,

I guess... [long silence]... of... if you want to learn, you have to work, work hard... I don't know."

**Student 10:**

"Well, hello and today I will talk to you about learning English. Well, for me I think if you have the opportunity as we have and if we can't go through we can go in a good way, I think that we can't pend[?] and we can go on like a certain way to improve our English because I know that today is a big opportunity and learn many, many, many language and for that I think we can come across for many things and... well I think that a good opportunity and I think that it is a good solution for everyone."

**Student 11:**

"Last time I was... looking for a book and I figure out there was an old book in my library, I go by reading and I... like it and then I show up the book to my brother and I go on second book and I didn't understand it and I give up and I... [end of the interview]."

**Student 12:**

"Good morning... I will talk about friendship. As I was growing up, I realize that this life is not so easy and you know how pick out a friend... to me a friend is someone that we can get along with easily, sometimes you come across with someone and you become friend forever. A real friend always look up for you no matter what you are doing or where you are if you need them, just need to call them and they will call off everything that they are doing and... [long silence]... I think that a friend is someone that will be there for you no matter what."

**Student 13:**

"Yesterday, I went to the gym to work out when suddenly I was hungry and I look for food. I went to the restaurant. Well, I go on to the restaurant to pick up some food. I go to the experience to pick up one kind of food. When suddenly, I gave up because I went to a Chinese restaurant, so I didn't like the Chinese food. Then, I come across the

street and I found another restaurant with Italian food and I love the Italian food. I get along with the receptionist, so I... that's all".

**Student 14:**

"Friendship is something that you have with someone that you can get along with. Is something that comes across naturally with people that you feel comfortable with. Also, friendship allows you to put up with things that you normally would not do with your friends. Sometimes they can you show up for party or just to hang out. And you know that they are people who will start for you whenever you have trouble. Friends are something that you need in your life and that will support you and that will help you through, go through difficult moments. Friends always, whenever you are with your friends times always go by quickly and being with your friends is something that you always look forward to."

**Student 15:**

"Ok, the topic is the social networks. I think that the social network is important with us, students for communicating about task, another work and I don't know. Sometimes, we put our time and wasting our time in social network, but usually we can work in pairs, in group and I don't know, is important but, is similar to."

**Student 16:**

"First of all, if I would have my perfect vacation someday in my life. I have to figure it out where I'm going to go because I would like to go to many places in the world. I would don't give up in the decision of have my vacation because you know if you go on a vacation trip you need to have a lot of money, so I would do it. I didn't even care if I have to spend a lot of money, I would do it. Another thing is that I would like to come up with my family, my family, and I also would like to come up with one of my best friend. Another thing, I would like to wake up late, so late. Like, I don't know, like twelve, something like that. And finally, I would like to work out on vacation because I like to play soccer."

**Student 17:**

“Ok, the social networks. First of all, I didn’t have social network before university because my parents didn’t want, so I had to look up to them. And then, I had to open my social network wherever. And I know that they can. Well, I figure it out that social network can be dangerous and also...”

**Student 18:**

“I want to talk about my daily routine. On weekend I wake up at nine I’m and then I take a shower. After that I eat my breakfast and also I go to my father’s house. On Sunday, I go to the church with my boyfriend and, what else. And I always eat...”

**Student 19:**

“Last month, I ran into with my friends. After that, we pick out what movie we decide, what movie we are going to watch. After that, we go on to the movie theater and, but we have to call out the movie because began to rain. And that’s why we give out the decision. And finally, we look for another plan because we don’t have more time and at the end we stand for a near place and that all about it.”

**Student 20:**

“Ok, in my last vacation I go away with my family, I think. I do a lot of things and also I share with my family. We go through a places to share as a family. I don’t know, we made a lot of things.”

**Student 21:**

“Good morning, today I’m going to talk about to different things you can did for improve your work or study. First, you need to cut down for doing things that are wrong in your improving. For example, you need cut down your time in facebook or other thing. And also if you have to go up with your friends and the next day you have a...”

**Student 22:**

“Sometimes, when I want to know how is the weather I look for there, internet. And always (can I see my?...ok). ok, sometimes I look up to on the new. Any channel of

television and like TCS noticias, something like that. I always try to look after before to go out of my house.”

**Student 23:**

“Ok, you should look for a lot of websites. You can go on to use the internet to do something. But, when the internet run out, you don’t, you can’t do anything. For the internet, you can run into with friends.”

**Student 24:**

“I used to hang out with my friends. We went to the gym. We work out almost in the evening, but as the time goes by some of them decided to give up with that activity and they stop to showed up at the gym, and I. well, I used to look up to one of my friends.”

**Student 25:**

“One day I wake up in the morning, and I wanted to go out when I watched it was raining so I looked for my umbrella but I couldn’t go well because it was raining a lot so I call to my boyfriend to call off and I couldn’t go. I couldn’t work out... end.”

**Student 26:**

“Well, today I’m going to talk about, ah, last month I went to a restaurant and I run into with a friend, we started to talk about our life of, well, about the life of each other, and we realize that things were looking up. When I, ah, we know that everybody loves ah, loves credits even there are type of food we can mention healthy food and unhealthy food, sometimes we have to try to cut down on some kind of food that are kind of dangerous for our health and... and... it’s.”

**Student 27:**

“One day I run into a, an old friend and... and he told me that he, that he, he write ah, for some sugar because, because he get rid of sugar, and at the same time he invited me to take a cup of coffee and I look at, look up to a restaurant at any place and I can take a cup of coffee and... and... that’s... sorry.”



**Student 28:**

“Well, I’ll talk about my family, once I blew up my brother’s toy and my mom came up with a solution and, we should be, eh, together almost all the time, my mother didn’t want to stand for our behaviour and, then we started to be together ah, almost all the time and we started to treat us better than we know before, ah, at the final I... I, my brother forgot, forgive, forgave me for I blew up his toy and I was really happy.”

**Student 29:**

“Ah... my hobbies... I wake up 5 am and then I pick up all my things that are on the floor, I pick all my clothes to be ready to come here (the university)... I enter to classes then I go to lunch, no... to have the breakfast and then I get along with three girls, I spend with them talking about the things, about classes, about history, about everything. Hmm... then I have to pick up my aunt from her work... we get together... hmm... what else?... In the afternoon, I work out like three hours... I do a little of exercise... hmm... then I don’t know that’s everything that I do. Those are all my hobbies”

**Student 30:**

“For grammar class, we have to hand in an essay about 80 questions about grammar concepts... I think this is for 10 percent of the global score in grammar. Also, the teacher told us that it has to around 80 or 90 questions and we have to hand in it this... Wednesday and... [long silence]... I think I... hmmm... I’m going to look up for information because I have to include more grammar concepts because I have missing... and...” [end of the interview].

**Student 31:**

“Eh... I think social networks are really important in our daily life because we can... we can search, look for information, we can share also our homeworks, our idea, but maybe it can be really a problem to our life and we have to figure out the problem that a lot of people had had in their life and have to break down... eh... all of their things and you have look up for another options, for example we can be more concentrated

in, I don't know, a sport, we can do a sport and because sometimes it's like, it's really a bad vision, social networks... eh... are decision... to... call off this"

**Student 32:**

"Well, I like to dance, I like to... go out with people and to go to party and things like that. I think that I like to show up my moves, it's really cool. Sometimes, I run into my friends and go there because it's really interesting for me to do it, I look for parties all the time because it is like a good way to spend the night and have fun. I... hmm... I don't know... and it's a good way to break down the everyday routine, I mean it is amazing you like other things but dancing is one the things that I like the most and it is pretty interesting how people... show like a different behavior once they are on the dance floor because usually people act like shy and when they are there they... ah... they show like another part of their character."

**Student 33:**

"In college, I always... I never give up because... eh... I should do my best and because I like to get good grades and also I hand in my homeworks at time... [long silence]... well, this is difficult for me because I don't know the... what's mean... but I think that's all I can do it... sorry." [end of the interview].

**Student 34:**

"My vacation in December I look up to my dad because he had an accident the last year it was very terrible because I was here at the university and I had to break away of my French classroom because I was very married about him so when I arrived to my house my dad was there but he was really bad, he was really... I don't what say... hmmm his leg was purple color and red I think also and the whole vacation was really boring because I didn't call on my grandparents because I looked after my dad and... [long silence]... the time went by very slow and my last vacation was very boring but it was good too because my father didn't die."

**Student 35:**

“Eh... my last vacation I went to, I don't remember the name, but I went to San Miguel... Chalatenango, sorry... And there I went to a town, that town was very far and then I want to go to the beach but I can't because my father doesn't love beaches because I have to call off the trip, I have to say that I had a preoccupation because... eh... I didn't want to go to another place... and study a lot and... but on my vacation... I ran into with my best friend... [long silence]... one day my best friend visite me and that day... [long silence]... I have to say that in vacation I wake up late.”

**Student 36:**

“I remember the last time I was on vacation and my family and I went to call on to my grandmother because she was sick and I went to look after of her and... but when we went on by the way the car of my father broke down and we had some problems with it because the mechanic didn't arrive to the place and... well, finally the car can work and we could arrive to the house of my grandma. But then another day, I remember I went to the super mall, I went with my mother by bus and in the bus a pair of thieves arrived and we feel very nervous and thieves got away of the bus because they have stolen the things of the other persons and this day we felt very nervous and another day... [long silence]... I remember that with my friend was discussing to get a meeting to talk of our life but in Friday because I went to Friday... they called off the meeting because one say “I can't go, I have do another things” and we... moved the meeting for another day but a friend showed up late and... what else?... [long silence]... when we meeting we felt that the time went by very slowly, we wanted to see the movie and eat in a restaurant but the time goes by very slowly.”

**Student 37:**

“OK... hmm... I remember when I plan with my friend to go to the movie because it was our favorite movie but we call off... [long silence]... our planning because the weather was really bad, that day was stormy and also we had to study for grammar so we postpone so we tried to group with our friends again. We call on more friends to go with us and also we tried to decide another movie to see because the movie I wanted to see

at moment it wasn't... on chart so we decide for another... then... [long silence]... we decide to show up to an specific place to get together at the movie theater... when we arrived we had to decide the movie and also we... we... we got up but we didn't get what to eat at that moment and that's all."

**Student 38:**

"The day when I travel with my family, I had a fight with my brother and my father was like angry because that was incorrect, that is a bad experience that I remember. Another time with my family is with my little nephew he creates a lot desorden [mess] he puts many things on the floor and I have to pick out those things and to put in place and sometimes I go because of that... [long silence]... you know my family... I always hand in all my clothes in my room, for example..." [end of the interview as the interviewee said it was enough].

**Student 39:**

"I can figure out that marriage is an important part of our life bout people often think a lot of things and we have a lot of ideas about marriage but I consider we must get rid of them because I consider that those ideas are the ones, I don't know... we are looking for someone or the right one all the time but I consider we must to call off looking for someone because sometimes we only focus on getting a boyfriend or girlfriend and things like that but we forget the really meaning of marriage and a lot of people just give up on marriage or thinking about marriage for these ideas. It is really important to let time goes by and start over again and see how things... [long silence]... how things come up... I don't know..." [end of the interview].

**Student 40:**

"So, last year, I went to the movie theater. We were looking for a good movie to watch and it was Sinsajo at that time, the Hunger Games. So I went with my sister and we were really excited because it was a new movie that came up. At the same month we went to the movie theater, so we were watching the movie and we were amazed by all the things that happen. Yeah, I remember a scene when they blew up a site where

were full of children and they killed the children and no one there survived. Also, when some soldiers were, maybe, coming for some of the prisoners. And I also remember when the prisoners broke away from the soldiers. They were running a lot.”

**Student 41:**

“Maybe, nowadays, I do not know, learn English is so important because you can find a lot of works or you can maybe travel to another country and talk about your country and your traditions. I don’t know, for me is important learn English, but you can learn other languages. For example, here I learning to speak French too and is so interesting because is a new language and you don’t know more about this, but sometimes is difficult, maybe some topics for me. In this case Phrasal Verbs is so difficult because in this moment the teacher, I do not know, did not teach us this topic and sometimes I feel confuse with some phrasal verbs because maybe we study more Prepositional Phrase in Grammar II and I don’t know. I think it is very important learn more about this topic.”

**Student 42:**

“I went to the mall and I wanna read some books in English, but I did not find it. So then I find a friend, I did not find it, I wanna one phrasal verb. I ran into the mall a friend and he told me that he comes me across the library when I came buy some books in English. I bought, el Principito, the Little Prince, I find it in French, in English, and it was great. And I come to this library three or four more times, every time I want to read a new one, I come with. So, one of the book was very difficult because have a lot of new vocabulary and very hard vocabulary, but I don’t give up to read that.”

**Student 43:**

“The last month, I went out with my friends, but we have a problem. I was going to go out with two of my friends, but they just broke up their relationship, so we just call off the date and after that I call on on one of my friend’s house to going out to somewhere to the movie theater maybe. And then when we were coming to the cinema the car just

broke down and then we run into another of my friends and then we just. We went to the gym and then we work out and I think, that that is all because the time...”

**Student 44:**

“I like to going out with my boyfriend, I love him. One think that is not happy is only that he is always showing up late, yeah that is a problem. He makes happy and I like to go out with him, with my family and I go out with my friend a lot. Before going out, I like to be like happy, so I wake up late. When I go out with my boyfriend, sometimes I go with my family and I like because he gets along with my family. He can talk to my mom, my cousin. That is good because he is not the one who likes to be like talking with my family and he just on the corner. So he tries to talk with my family so that is good.”

**Student 45:**

“Well, when I was young I remember that always I wake up very early for going to the college and take my breakfast with my friends and sometimes I break up, break, break down the rules of the college because when I was a little, I do not... a rebel and something like that. And I always look up to find the way to, I do not know, to prove my grades and my way to be and I do not know. The many years of the college always call on my mother for my way to take the others things of college and something like that. And I think the college was a step of my life that last very confuse, something like that.”

**Student 46:**

“Well, about learning English at the beginning I feel, felt really like scared because many people said that it was kind of difficult and they give up really early when they started learning English and because of that they got kind of discouraged. I really love languages and because of that I started learning English, but when the time goes by, I think that. Well, for example, to tell you one experience when the time went by when I was just a little girl I remember that I tried to learn by myself and I remember that I tried to watch many kind of movies by learning read books and also by the classes of the school. And after all that I remember that I was like this is not like hard at all. I remember that I said to myself that it was something that I can get along with. And I think that is

something that is not really difficult at all. And now I feel really comfortable with myself because I think that I'm not bad at all. I feel really comfortable with the few things that I've already learned and just that."

**Student 47:**

"The member of my family that I look up to much is my mother because she support me in everything, in my studies, when I have problems she stay with me. I remember when I took my first exam here, she said that we have to be patient and all will be ok. I look up my brother too because he always stay with me. I have never look for anybody to support and I will never give up to fight for them, because I love my family."

**Student 48:**

"Well, my family is a little competition because my father is a sport man so he remember when he was a sport man. He never give up in each challenge he participate. And my mother likes cook, she have participated in a competition and also she never give up. So they say me I have to looking for the sources and never be a lost."

**Student 49:**

"I remember that the last time I went with my brother, with my friends to a restaurant we look up for coffee and some bread for eat so we went to Rosario's coffee and we have fun. But we felt the time goes by and we laughing we speak a lot because we have six months that we haven't meeting. So after that we look for another place to have a lot of fun so we went to the ice cream store and we find, found a friend in the way and we speak and we invite him to an ice cream. After that, we pick up the car for return to our house."

**Student 50:**

"Learning English for me is difficult because we have the Phrasal Verbs. Sometimes we have to look up for different ways to learn more about different topics. Another thing is that we have to cut out that thing that we do not need. And go on with the study, I do not know, learn more..."

**Student 51:**

“To learn English you have to never give up and learn many words. Also... you can practice. When you don't understand a word that you run into, you can look for it in a dictionary or in the internet... also you can ask for help to your teacher or friends... [long silence]. I learn English doing my homeworks and sometimes it is difficult and go on doing because I want to get good grades... I like to learn English because it is interesting and could be a window to grow and to have a good... work... ehh... I don't know, you can look for ways of learning English and come up with... ehh... a technique to learn English.”

**Student 52:**

“Last week, we went through the Lempa River with my family. We decided to get away from the city, so we go there to have a trip. Unfortunately our car break down, so we have to call off the trip. We decided also to call on to an uncle over there. There I came along with a friend. I ran into her suddenly. It was really a good trip.”

**ORAL DISCOURSE ANALYSIS**

The oral discourse given by students being part of the sample shows the improvement acquired during the treatment process. The majority of the students are able to apply their phrasal verbs knowledge in a natural conversation. After the intervention, almost all of them use at least two or more phrasal verbs during a short conversation. The key is to replace common words, that way students have the chance to use more phrasal verbs.

A high percentage of the students manage to use phrasal verbs grammatically correct in a sentence. Once they have the knowledge, they are capable of structuring sentences properly including the correct phrasal verb according to what they want to talk about. The results are the ones expected. Students being part of the sample are now able to communicate using phrasal verbs.



The oral discourse was established in a way to allow students to use phrasal verbs naturally. They were given the opportunity to select a topic randomly, from a pull, that way they were able to decide what phrasal verbs would suit better for what they wanted to communicate. At the very same moment, they had to take the topic from the pull and choose the phrasal verbs. This would allow the research team to prove that the applied teaching-learning techniques worked as expected.

## **VIII. FINDINGS**

### **8.1. HYPOTHESIS TEST**

The hypothesis “The better phrasal verbs teaching-learning techniques are, the better students’ phrasal verbs semantic comprehension is” proved validity through the achievement of the goals. The sample was able to improve 10% on the global average test after the intervention phase (see table 4). Besides that, the oral discourse given at the end of the intervention shows that students improved considerably, since they were capable of using phrasal verbs naturally.

However, there were some limitations that stopped the research team from getting better results than the ones obtained. The fact that teachers do not ask or advise students to cooperate with the research has a huge impact on a treatment process; even so, students’ phrasal verbs semantic comprehension improved after the intervention done by the research team.

To confirm the hypothesis, the research team preliminarily observed the techniques used in the class, which were the basis for the intervention. Techniques such as: group activity, class discussion, and question and answer. Besides those techniques used in the class, the research team applied other techniques such as: meaning from context techniques, real life conversation, design thinking, fill in the blanks activity, and self-learning, which gave solidity and agility to learning the content.

## **8.2. ANSWER TO THE RESEARCH QUESTION**

What are the most common two-word and three-word phrasal verbs-related problems that students of Intermediate Intensive English II have in terms of semantic comprehension?

The main problems that students of Intermediate Intensive English II at the Foreign Language Department face when learning phrasal verbs according to the results found through the instruments and data analysis are more related with the meaning of such verbs. Since the meaning of many phrasal verbs is not clear or easy to get by the context, they often get lost in the understanding of the reading. Another common problem that students have is that they have a hard time memorizing phrasal verbs and their meanings. These problems get more difficult when they are three-word verbs instead of two-word verbs.

The reason why students had difficulties with some of the phrasal verbs studied during intervention is due to the lack of knowledge they had about Phrasal Verbs. Unfortunately, phrasal verbs' semantic comprehension is a common problem among them. The research team confirms this because some students tried to give a literal meaning to the phrasal verb by separating the verb from the particle.

At the same time, students get confused with some phrasal verbs because they do not know which of them are transitive or intransitive, making things more complicated for them.

The lack of practice in and out of classes is one of the main factors around students' difficulties at the moment of reading material containing phrasal verbs. This is due to the fact that neither students nor teachers or authorities from the Foreign Language Department give to these the importance they should be given.

### **8.3. ANSWERS TO THE SUBSIDIARY QUESTIONS**

#### **1. Questions addressed to the professors**

- **What are the most common two-word and three-word phrasal verbs?**

In this case, teachers gave their opinion on what they think the most common two-word and three-word phrasal verbs are as follows:

Look for, listen to, hear of, hear from, think about, think of, hand in, take out, stand up, speak out, and sit down.

#### **Teacher 1:**

Look for, listen to, hear of, hear from, think about, think of, (the most common phrasal verbs are the ones needed in the first level).

#### **Teacher 2:**

The ones we have used in classes: hand in, take out, stand up, speak out, and sit down.

- **What are two-word and three-word phrasal verbs?**

Two different definitions were given by teachers: 1) phrasal verbs are verbs made up of phrases containing two, three or more words. E.g., look up to. 2) Phrasal verbs are words made of a verb form and some particles.

#### **Teacher 1:**

Verbs made up of phrases containing two, three or more words. For example, look up to.

#### **Teacher 2:**

They're words made up of a verb form and some particles.

- **Is the origin of phrasal verbs related to the English-speaking country culture?**

According to teachers the origin of phrasal verbs is related to the English-speaking country culture. One of them explained that it is reflected on the fact that some countries use more phrasal verbs than others.

**Teacher 1:**

I guess so. Because some countries use more phrasal verbs than others.

**Teacher 2:**

Yes.

- **Do you consider that the period of time devoted to teaching phrasal verbs during a semester is quite enough?**

Regarding the period of time devoted to teaching phrasal verbs during a semester, both teachers agree that it is not enough.

**Teacher 1:**

Not enough.

**Teacher 2:**

It's not enough.

- **How do you manage to teach phrasal verbs?**

As expressed by teachers, they teach phrasal verbs when they are included in the book or when the unit content requires the usage of phrasal verbs.

**Teacher 1:**

I take advantage to teach them when they are included in the program and book to be covered.

**Teacher 2:**

Depending on the unit content, vocabulary or usage.

- **Are phrasal verbs essential for English communication?**

Teachers have different opinions concerning whether phrasal verbs are essential for English communication. One of them said that they of course are essential. The other one said that they are but to some degree.

**Teacher 1:**

Yes, of course.

**Teacher 2:**

To some degree.

- **What are the meaning and comprehension difficulties that phrasal verbs bring to Intermediate Intensive English II students?**

In this case, teachers explained that students' meaning and comprehension difficulties on phrasal verbs arise when they attempt to make literal translation of each case. Also, because students are not used to using or listening to phrasal verbs and sometimes it is difficult for them to understand them and use them as well.

**Teacher 1:**

The difficulties arise when they attempt to make literal translation of each case.

**Teacher 2:**

Because they are not used to using or listening to those phrases... and sometimes it's difficult for them to understand and use.

- **What are the most appropriate techniques to overcome phrasal verbs-related problems regarding semantic comprehension?**

According to teachers the best techniques would be to have a lot of practice on the topic, in or out of classes. And to teach it through meaning from context techniques, as well as real life conversation / dialogues, and through the use of audiovisual realia (authentic material).

**Teacher 1:**

To face the students with a lot of practice either in or out of class.

**Teacher 2:**

Meaning from context techniques.

Real life conversation / dialogues.

Use of audiovisual realia (authentic material).

**2. Questions addressed to the students**

- **Can students distinguish an intransitive phrasal verb from a transitive phrasal verb?**

According to the results on the questionnaire passed to students, they are able to identify a phrasal verb but 37.7% of them have problems when it comes to distinguishing an intransitive phrasal verb from a transitive phrasal verb. This is due to the fact that they do not receive much phrasal verb content.

A questionnaire was administrated to students about transitive and intransitive phrasal verbs, which is illustrated in the graphics (see annexe E).

- **Can students differentiate particles from prepositions?**

The results on the pre-test part one show that some students cannot differentiate particle from prepositions. However, the percentage of students that are able to do it is higher than the one on those who have troubles finding the difference. Out of 100 percent only 18.1 percent have problems at the moment of identifying preposition and particles.

- **Are students able to distinguish prepositional phrases from phrasal verbs?**

According to the results on part 1 of the test, 81.9 percent of the students are able to distinguish prepositional phrases from phrasal verbs. It means that 18.1 percent of them have troubles finding the difference between prepositional phrases and phrasal verbs.

- **What do you do to learn phrasal verbs?**

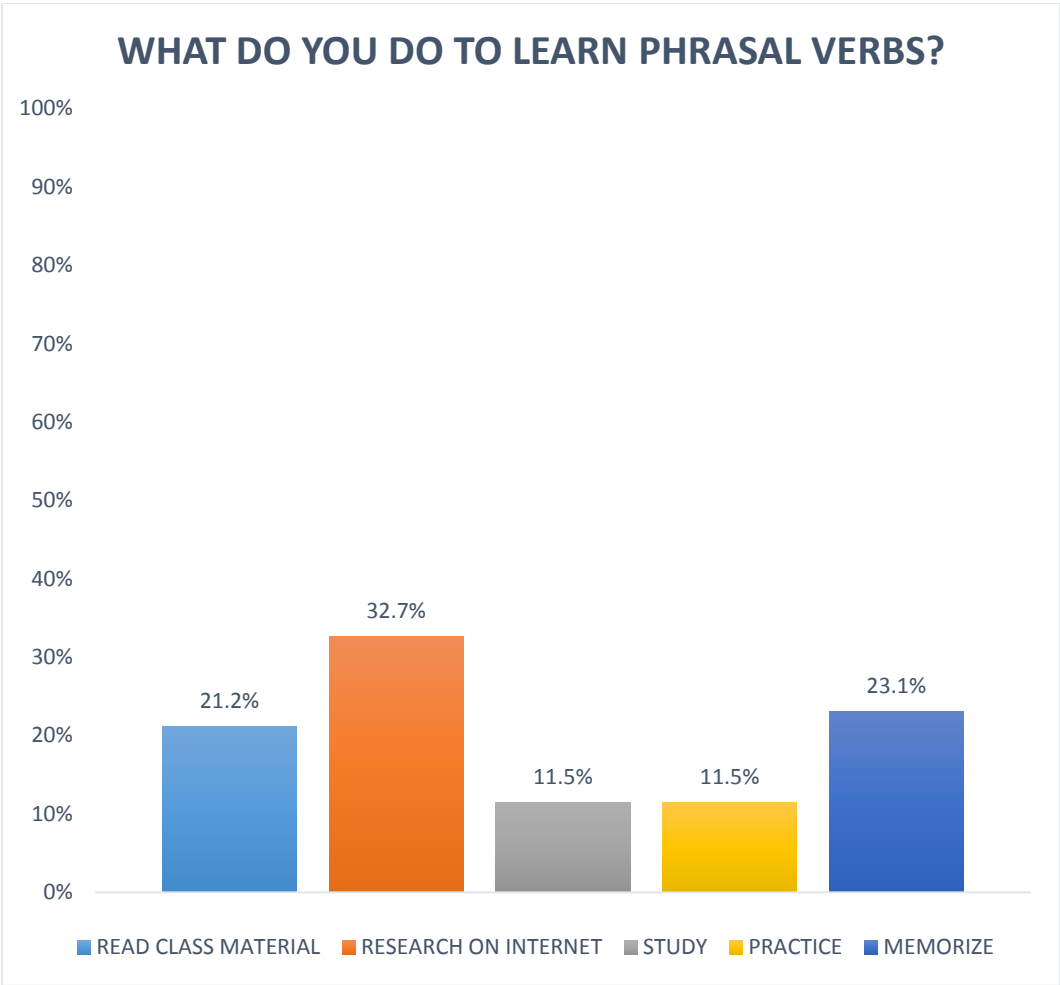
To this question, students gave different answers on what they do to learn phrasal verbs. 21.2% of the sample said they read class material to learn phrasal verbs. 32.7% of the students do researches on the internet. 11.5% expressed that they simply study about the topic. Another 11.5% of the students do it by practicing them. And 12.0% learns phrasal verbs by memorizing them (see table 4 and its graphic).

**Table 4**

**WHAT DO YOU DO TO LEARN PHRASAL VERBS?**

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	READ CLASS MATERIAL	11	21.2	21.2	21.2
	RESEARCH ON INTERNET	17	32.7	32.7	53.8
	STUDY	6	11.5	11.5	65.4
	PRACTICE	6	11.5	11.5	76.9
	MEMORIZE	12	23.1	23.1	100.0
	Total	52	100.0	100.0	

**GRAPHIC 35**





## IX. CONCLUSION

After carrying out the research and analyzing the results gotten from the test, oral discourse and questionnaire administrated to sample, the researchers have arrived to the following conclusions:

Students of Intermediate Intensive English II are facing troubles when it comes to knowing the meaning of both two-words and three-words phrasal verbs. As a matter of fact, according to the result of pre-test administrated to sample, the 45.13% has a low competence on knowing the meanings of multi-word verbs—phrasal verbs.

The troubles that students have knowing the meaning of phrasal verbs are due to the fact that neither students nor teachers or authorities from the Foreign Languages Department give to these the importance they should be given.

Students strongly believe the most effective techniques to learn the meaning of phrasal verbs are consulting content on the topic on the internet and memorizing them. However, they do not have the chance to practice because they are not required on the syllabus. If this situation goes on, the students' knowledge of phrasal verbs will definitely not improve.

Due to the lack of practice in and out of classes, students present difficulties at the moment of reading material containing phrasal verbs. Overall, they find it difficult to guess or learn the meaning on those phrasal verbs that have a completely different meaning than the verb standing alone.

It was also concluded that the students find internet as the most reliable source to search the meaning of phrasal verbs, in fact, 32.7 % said that the internet offers a vast field for consulting the meaning of phrasal verbs.

After having the result of the post-test, researchers have also found out that students had problems with some of the phrasal verbs studied during intervention. This issue is due to the lack of knowledge they had about phrasal verbs.

First of all, the semantic problem is a common factor among them. Some students tried to give a literal meaning to the phrasal verb by separating the verb from the particle. Researchers noticed this because students did not look up the correct meanings of the phrasal verb and did not check the context of the sentences. Students were in troubles with phrasal verbs such as “go through”, “get back at”, “come across”, “look up”, etc.

Second, students get confused with some phrasal verbs because they do not know which of them are transitive or intransitive. Researchers made an emphasis on this point saying that some phrasal verbs are followed by an object and some others do not. Students knew this, but they did not manage to differentiate which phrasal verbs of the research instrument were transitive and which were not. For example, the most common mistake in this aspect was, “cut out”, “hand in”, and “put off”.

Third, some students make a faux pas by placing the object between the verb and the particle. There is a rule that says that some phrasal verbs are separable and some others are not. In this case, students divided the phrasal verb by putting the object in between. Some examples are, “hand in”, “call off”, “blow up”, etc. Just to clarify, some phrasal verbs can be both separable and inseparable. Most of them can be separated by placing an object pronoun in between.

The last mistake observed in this intervention is the lack of agreement between the subject and the phrasal verb. In the case of third person singular pronouns, students did not make the agreement with the phrasal verb, furthermore, some did not write down the correct tense form of the phrasal verb in the sentences. For example, “She call on her grandma”, “the car blow up...” etc. Unfortunately most of these problems are due to the fact that teachers, to some degree, do not point out to students the importance of cooperating with this type of research projects, so students give little or no attention at all to the content and activities implemented by researchers.

## **X. RECOMMENDATIONS**

This research involves students, teachers, and authorities of the Modern Language major at the University of El Salvador. Therefore, the recommendations will be addressed particularly to each group.

### **RECOMMENDATIONS FOR STUDENTS**

- I. Students have to cooperate with the teacher in order to facilitate their learning process on phrasal verbs, they have to participate in class and pay attention to the phrasal verb structures.
- II. If students are assigned extracurricular activities or group work they ought to get involved and make a good effort to accomplish the objectives of the activity so that they can improve their learning achievements regarding phrasal verbs semantic comprehension when reading.
- III. In order to have a good phrasal verbs semantic comprehension when reading, students need to have more practice on the topic. Students should participate actively during the class, in this way they will improve their knowledge and add more phrasal verbs to their vocabulary
- IV. Students have to attend classes regularly to avoid getting sidetracked and to fully understand the development of phrasal verbs.

### **RECOMMENDATIONS FOR TEACHERS**

- I. Teachers have to look for more and suitable teaching-learning techniques in order to improve the quality of the teaching process. For instance, they can find

a way to motivate students to use phrasal verbs more frequently by applying techniques such as: meaning from context, real life conversation, design thinking, fill in the blanks activity, and self-learning, to give solidity and agility to learning the content.

- II. Teachers can assign extracurricular activities or group work to cover some phrasal verbs that are difficult to develop and fully understand in class. After checking the work they can reinforce in the type of phrasal verbs in which students may have some troubles.
- III. Teachers have to schedule tutoring sessions after or before the class in order to give personal attention to the students who have troubles understanding phrasal verbs, sometimes students have doubts or problems with some specific type of phrasal verbs and this requires personal attention that cannot be given during the class.

## **RECOMMENDATIONS FOR FOREIGN LANGUAGE DEPARTMENT AUTHORITIES**

- I. Authorities from the Foreign Language Department, the Coordinator of the Major, and the Vice-Dean of the School of Arts from the University of El Salvador have to get informed and realize about this problem to know what they are dealing with. This research can be used as a first reference of this problem; authorities should look into this topic to get familiar with it.
- II. Authorities have to give professors the opportunity to receive trainings to create new teaching-learning techniques in order to facilitate students the comprehension on the topic. The problem does not have to be disregarded because in some cases due to that phrasal verbs are left aside and students never get to learn them.

- III. Authorities ought to provide teachers with the proper material to help students through the process of learning phrasal verbs.

## **XI. RESOURCES**

### **A. HUMAN RESOURCES**

- Teachers of English
- Researchers
- Students
- Advisor

### **B. MATERIAL RESOURCES**

- Computer
- Classrooms
- English text books
- Tests
- Markers
- Photocopies
- Projector
- Recorder

### **C. BUDGET**

- \$200.0

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# ANNEXES



## CONCORDANCE TABLE

### ANNEXE A

TOPIC	HYPOTHESIS	VARIABLES	VARIABLES DEFINITION	CONSTRUCTS-DIMENSIONS	INDICATORS	QUESTION	INTRUMENTS
Phrasal verbs-related problems that intermediate intensive English II students of the foreign languages department, at the University of El Salvador, semester I, 2016 have in terms of semantic comprehension.	The better phrasal verbs teaching-learning techniques are, the better students' phrasal verbs semantic comprehension is.	Phrasal Verbs	It is the combination of a verb plus a particle (preposition or adverb) resulting in a new word. The new unit is different from the two separate words.	Transitive – phrasal verbs  Intransitive – phrasal verbs  Two-word phrasal verbs  Three-word phrasal verbs	Correct placement.  Semantic comprehension.	What are the most common two-word and three-word phrasal verbs?  What are two-word and three-word phrasal verbs?  Is the origin of phrasal verbs related to the English-speaking country culture?	Questionnaire  Test  Oral discourse
		Semantics	Semantics aims to describing the meanings of words as they are actually used by speakers, and not as they should be used.		Use.  Knowledge.  Understanding.  Analysis.	Do you consider that the period of time devoted to teaching phrasal verbs during a semester is quite enough?  How do you manage to teach phrasal verbs?	
		Comprehension	Comprehension: an ability to understand the meaning or importance of something				

## PRE-TEST AND POST-TEST

### ANNEXE B

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ART AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



### PHRASAL VERBS' TEST

**TOPIC:** Phrasal Verbs-Related Problems That Intermediate Intensive English II Students of the Foreign Languages Department, at The University of El Salvador, Semester I, 2016 Have in Terms of Semantic Comprehension.

### OBJECTIVES:

1. To get information from the students on two-word and three-word phrasal verbs-related problems.
2. To identify teaching-learning techniques to overcome phrasal verbs-related problem.

### GENERALITIES:

Please tick the most appropriate response.

1. GENDER:    M     F                     2. AGE: \_\_\_\_\_                    3. GROUP: \_\_\_\_\_
- 

**PART I --- DIRECTION:** Next you are given some sentences containing prepositional phrase and phrasal verbs, at the end of each sentence you will find a small box put a 'PP' if you consider it is a prepositional phrase if not a 'PV' as a phrasal verb.

1. Cut it out right this minute! You're making too much noise.
2. The picture is out of the house due to cleaning time.
3. How many people do you expect to show up at the meeting tonight?
4. Look up the sky! It is shining so bright today!
5. Robert will fight for the love of his life.
6. Our teacher is strict. He won't stand for any nonsense in class.

7. We have to call off the picnic because of the bad weather.
8. There is a bathroom off the main bedroom.
9. I tried to interrupt the two men, but they went on arguing anyway.
10. My son is standing on one foot, he loves to do that.
11. He lives just up the road, past the train station.
12. Mr. Foster's new job seems to take up all of this spare time.
13. There are some nice ties here. Why don't you pick out one or two?
14. The dog is out of the dog house, it is too dirty.

**PART II-- DIRECTION:** Read the given sentences, underline the phrasal verbs, and give the meaning of the phrasal that you underline.

1. "Things are looking up." \_\_\_\_\_
2. "He thinks he is running out of time." \_\_\_\_\_
3. "Most families went through quite a lot during the war." \_\_\_\_\_
4. "Children ought to look up to their teacher." \_\_\_\_\_
5. "Her husband walked out on her and their children." \_\_\_\_\_
6. "We must get rid of corruption." \_\_\_\_\_
7. "We can always depend on Carlos to come up with a good solution for any problem we might have." \_\_\_\_\_
8. "I'll get back at you." \_\_\_\_\_
9. "The thieves got away with the old lady's life savings." \_\_\_\_\_
10. "She must cut down on the money she is spending on cosmetics." \_\_\_\_\_

**PART III – DIRECTION:** Circle the suitable phrasal verb that fits the underlined word.

1. " Unexpectedly, I met my best friend today at the mall."  
a. ran out      b. ran into      c. ran about      d. ran away
2. " They cancelled the strike."  
a. called up      b. called for      c. called off      d. called on
3. " They visited the man."  
a. called on      b. called for      c. called up      d. called off
4. " Some prisoners escaped from the jail last week."  
a. broke in      b. broke up      c. broke away      d. broke off
5. " Our car always stops working just outside the university."  
a. breaks off      b. breaks down      c. breaks into      d. breaks up
6. "As the time pass, we do more damage to the environment."  
a. go beyond      b. go over      c. go by      d. go forward
7. "My mother has offered me to take care of the children, so we can go to the party"  
a. look for      b. look into      c. look at      d. look after
8. "The soldiers exploded the bridge yesterday."  
a. blew up      b. blew over      c. blew out      d. blew in
9. "We must postpone the meeting for another week."  
a. put in      b. put off      c. put back      d. put away
10. "I've been searching my car keys for half an hour. Have you seen them anywhere?"  
a. look up      b. look for      c. look after      d. look at

**Thank you for answering this test!**

# QUESTIONNAIRE

## ANNEXE C STUDENTS' QUESTIONNAIRE

NAME: \_\_\_\_\_ GROUP: \_\_\_\_\_

**PART I ---** From the following sentences underline the phrasal verbs and classify them as either Transitive (T) or Intransitive (I).

1. Please cut it out. You are speaking too loud! \_\_\_\_\_
2. How many guests do you expect to show up at the party tonight? \_\_\_\_\_
3. Our father is strict. He won't stand for that kind of behavior at home. \_\_\_\_\_
4. The students have to call off the picnic due to weather conditions. \_\_\_\_\_
5. He tried to interrupt his parents, but they went on arguing anyway. \_\_\_\_\_
6. There are some nice jeans there. Why don't you pick out one? \_\_\_\_\_
7. Things seem to be looking up now that everybody is working as a team. \_\_\_\_\_
8. I think you are running out of time. Why don't you go, I'll finish this. \_\_\_\_\_
9. Most people in Iraq went through quite a lot during the war. You can tell how hard it was when you look at them. \_\_\_\_\_
10. Children ought to look up to their parents because they are always working to give them a better life. \_\_\_\_\_

**PART II --** Please answer the following question.

- What do you do to learn phrasal verbs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **ANNEXE D**

### **TEACHER'S QUESTIONNAIRE**

TEACHER'S NAME: \_\_\_\_\_

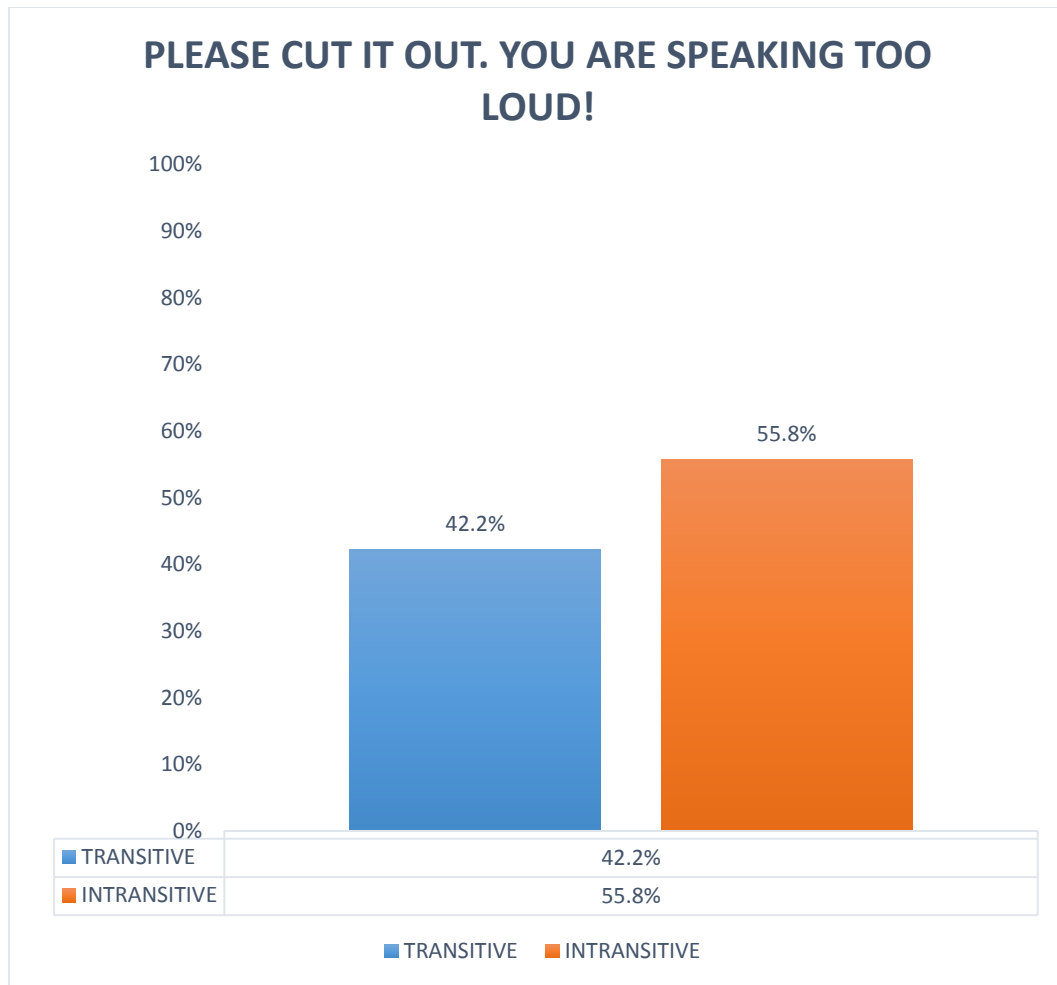
**INSTRUCTION** -- Please answer the following questions:

1. What are the most common two-word and three-word phrasal verbs?
2. What are two-word and three-word phrasal verbs?
3. Is the origin of phrasal verbs related to the English-speaking country culture?
4. Do you consider that the period of time devoted to teaching phrasal verbs during a semester is quite enough?
5. How do you manage to teach phrasal verbs?
6. Are phrasal verbs essential for English communication?
7. What are the meaning and comprehension difficulties that phrasal verbs bring to students of Intensive Intermediate English II?
8. What are the most appropriate techniques to overcome phrasal verbs-related problems regarding semantic comprehension?

## ANNEXE E

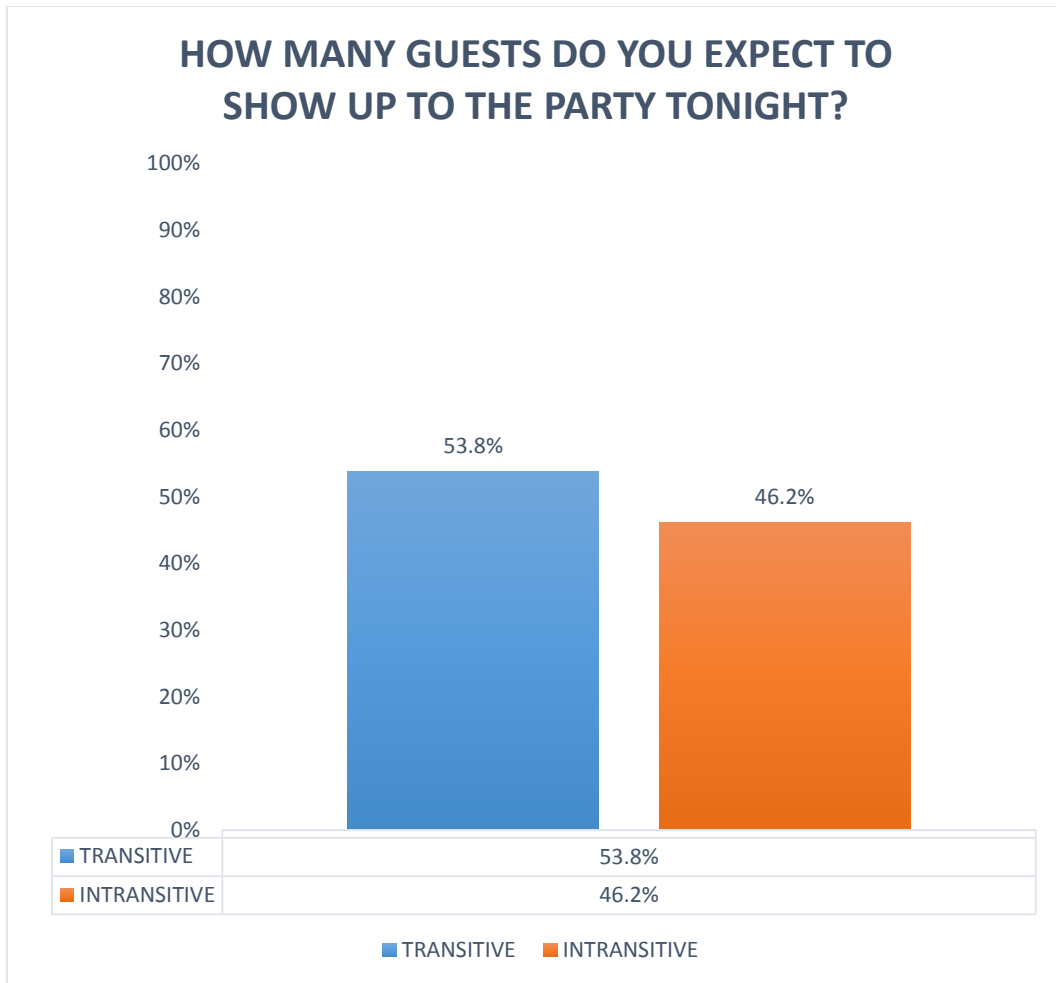
A questionnaire was administered to students about transitive and intransitive phrasal verbs, which is illustrated in the following graphics and analyses.

### GRAPHIC 36



As the graphic shows, almost all students do not know that this phrasal verb is transitive. This can be proved by the test result which indicates that 44.2% wrote that this phrasal verb is transitive, but 55.8% thought that it is intransitive.

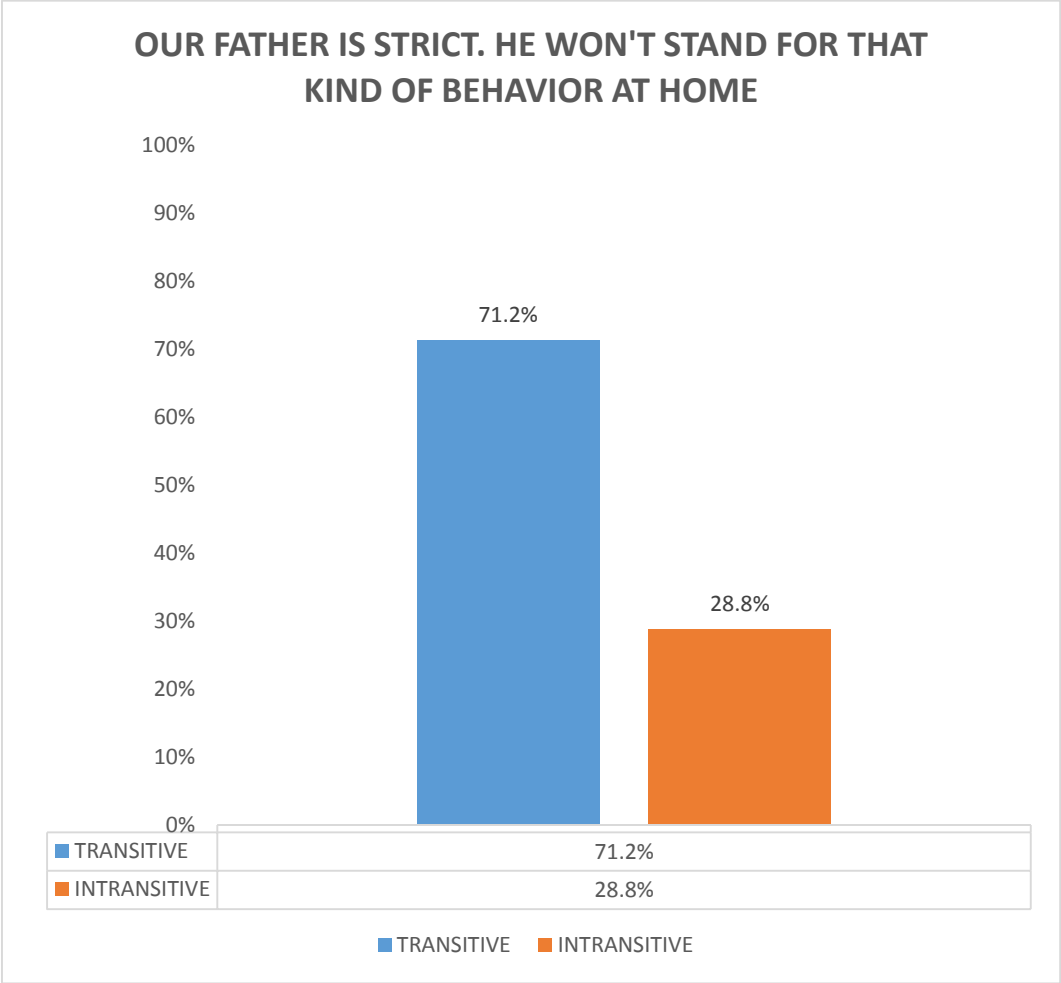
### GRAPHIC 37



In this case, the majority of the students were wrong when answering the question because 53.8% thought that it is a transitive verb, and only 46.2% of them were sure that this phrasal verb is intransitive, at least in this sentence.

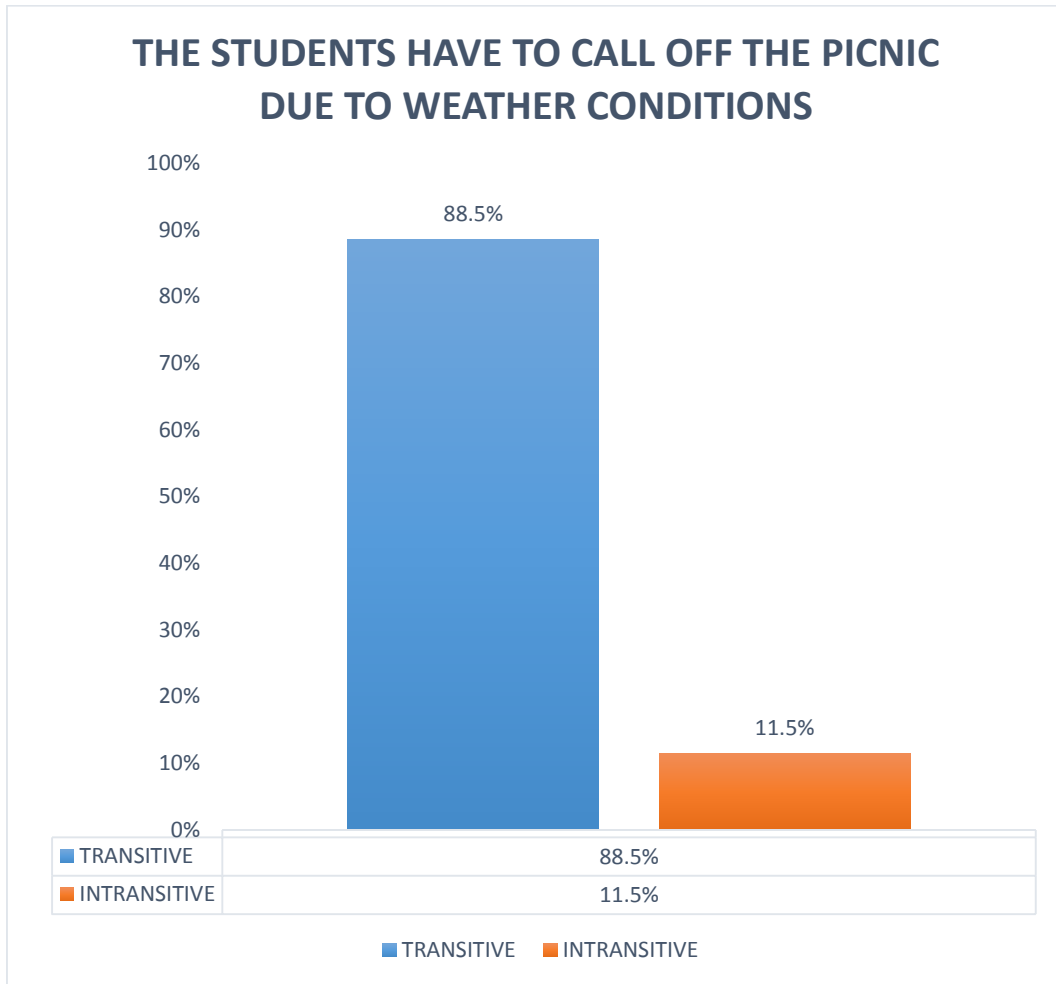


**GRAPHIC 38**



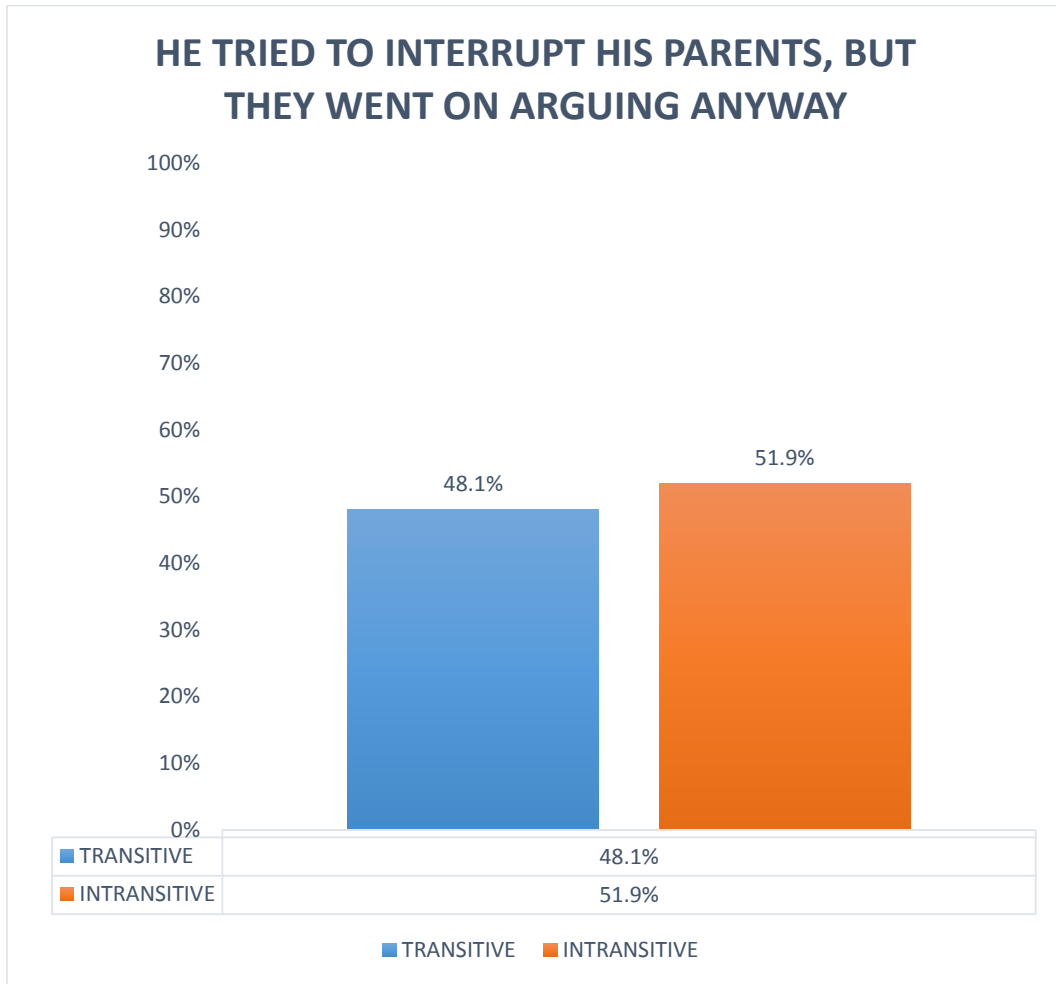
This phrasal verb is transitive. 71.2% of the students agreed on that, but 28.8% did not know the correct answer.

**GRAPHIC 39**



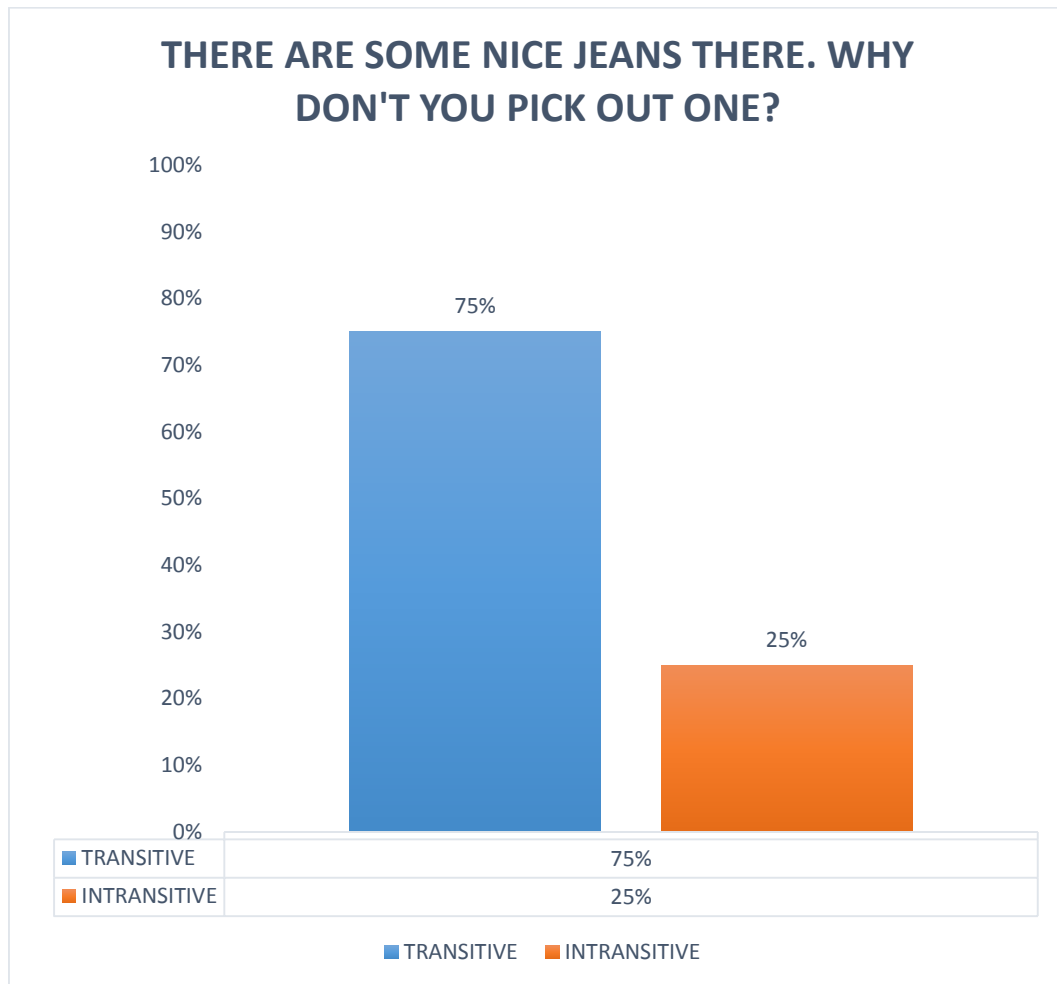
Researchers are satisfied with the result on this phrasal verb sentence because it indicates that almost the majority of the sample, 88.5%, knows that this phrasal verb is transitive, and that is right. In contrast, only 11.5% answered incorrectly thinking that this phrasal verb is intransitive.

**GRAPHIC 40**



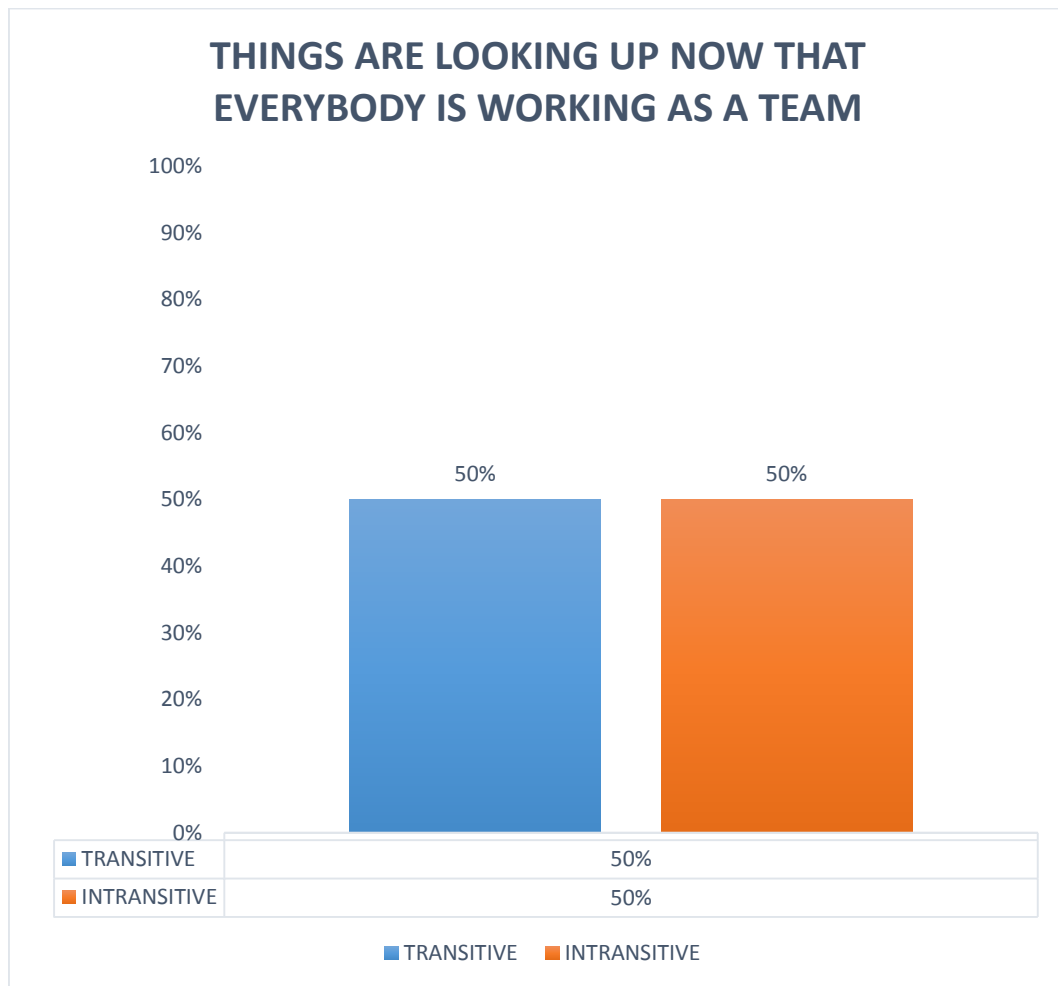
In this case, the difference on the result is quite little between those ones who were right and wrong, when answering. This phrasal verb in this specific case is transitive, and 48.1% of the students disagreed, but 51.9% of them agreed and wrote that this phrasal verb is transitive.

**GRAPHIC 41**



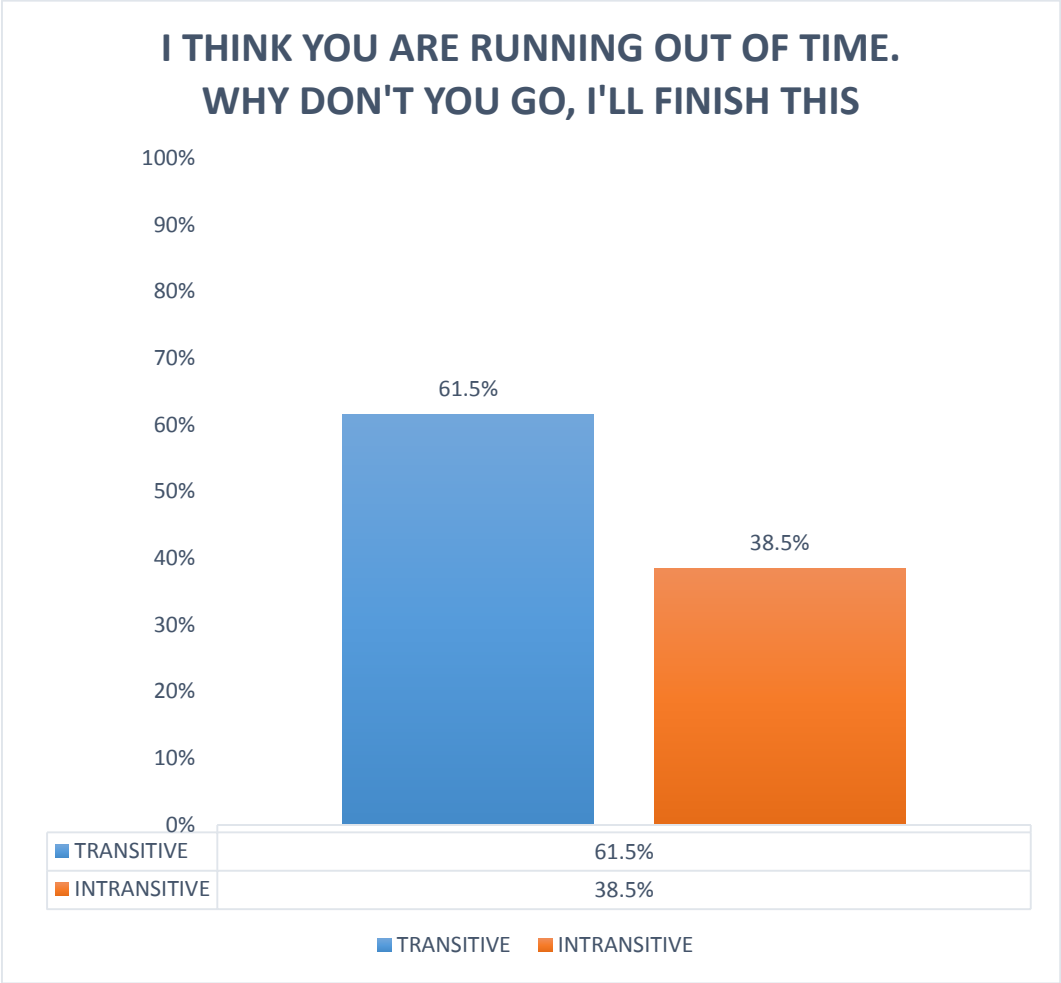
Researchers explained that this phrasal verb is transitive and almost all the students were capable of recalling this information, so 75.0% of them wrote the correct answer. A few of them, 25.0%, failed to answer properly.

## GRAPHIC 42



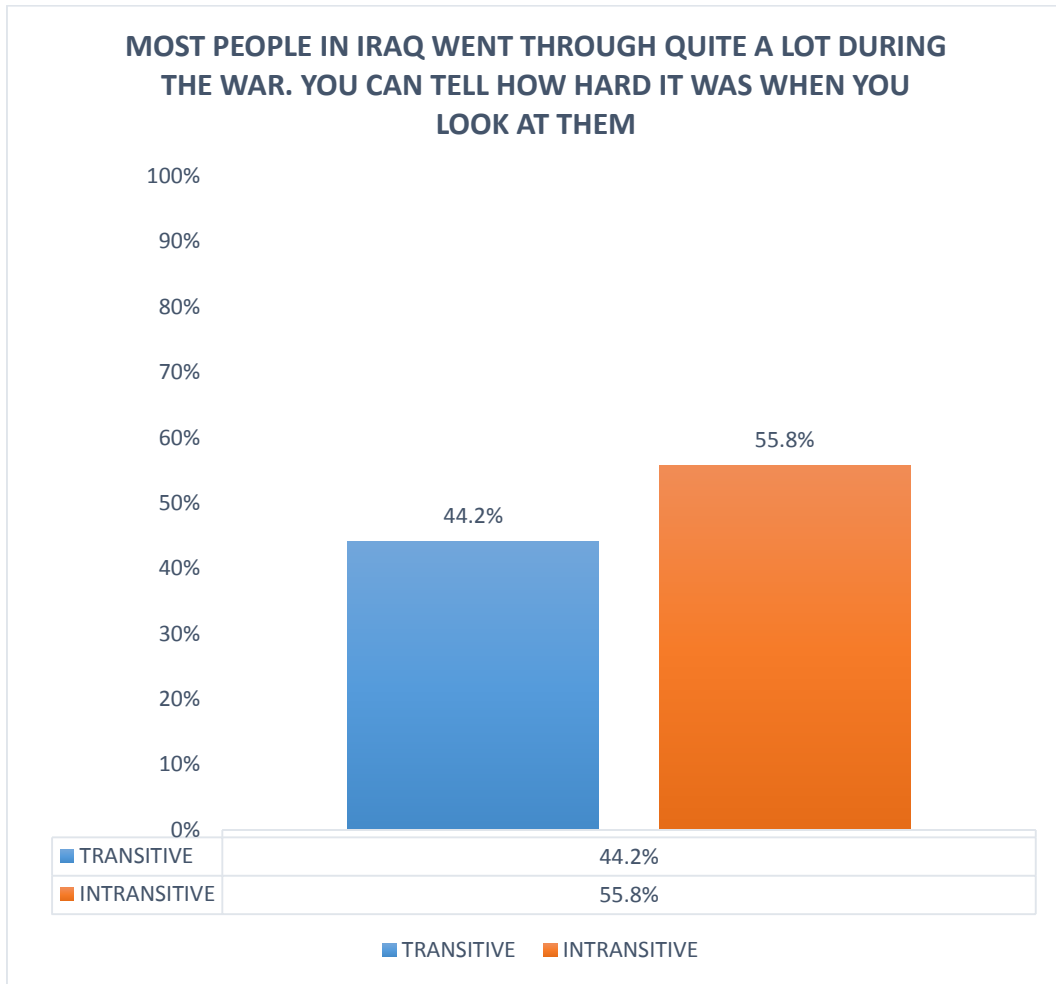
The result on this phrasal verb is quite interesting because exactly half of the students, 50.0%, know that this phrasal verb in this sentence is intransitive. Ironically, the other 50.0% of them think that this phrasal verb is transitive.

**GRAPHIC 43**



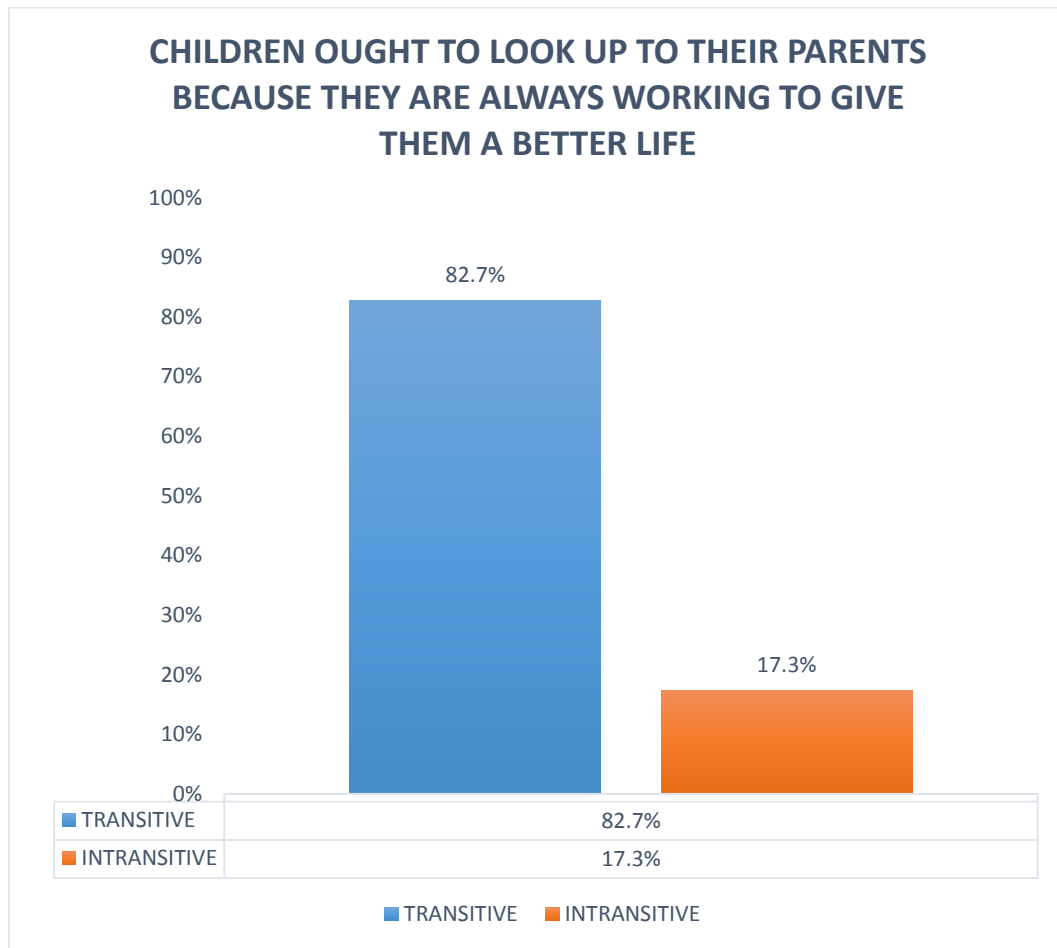
In this sentence, the phrasal verb is transitive. By the way, 61.5% of the students are in agreement with this affirmation, but 38.5% of them think that the phrasal verb is intransitive.

## GRAPHIC 44



Go through means to suffer and it is intransitive. It is important to know that 55.8% of the students managed to deal with this phrasal verb and answered correctly, but 44.2% of them were not able to recognize this phrasal verb as transitive.

## GRAPHIC 45



It is good to know that this phrasal verb is known by the majority of the students, 82.7%, and were able to affirm that this phrasal verb is transitive. Only few of them, 17.3%, were not able to give the correct answer.

In conclusion to this question, the findings indicate that the main factor that interfere in the students' knowledge about transitive and intransitive phrasal verbs is that some students from Intermediate Intensive English II are not used to using these phrasal verbs in a daily basis. As a consequence, they are not familiar with them. Most of the students are not able to distinguish whether a phrasal verb in a sentence is transitive or not. In order to improve, students need to practice phrasal verbs, and make them part of their vocabulary.