UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

THE MAIN PROBLEMS THAT AFFECT ENGLISH STUDENTS WHEN LEARNING AND USING PHRASAL VERBS: CASE OF THE STUDENTS OF 3° YEAR OF THE MAJOR OF MODERN LANGUAGES SPECIALTY IN FRENCH AND ENGLISH AT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR, YEAR 2014.

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH

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INTRODUCTION

This research project was studied with the purpose of investigating the main problems that affect English students when learning and using Phrasal Verbs: case of the students of 3° year of the major of Modern Languages specialty in French and English at the Foreign Language Department at the University of El Salvador, year 2014.

The research team through the investigation identified, classified and analyzed the most common factor that affects the acquisition and usage of Phrasal Verbs to student; since thought the year Phrasal Verbs have been a very difficult part of the learning process of English. The results showed that the most common Phrasal Verbs are those that were not necessarily taught in the course of Phrasal Verbs, but those that were learned because of their frequent usage in the English language.

This project is divided into eleven parts. Part one, Research of the Project; part two, Statement of the Problem; part three, Theoretical Framework; part four, Research Approach; part five, Type of Study (Descriptive); part six, Research Design; part seven, Population and Sample; part eight, Data Gathering Process; part nine, Data Analysis; part ten, Findings; and part eleven, recommendations and conclusions.

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I.   RESEARCH TOPIC

"*The main problems that affect English students when learning and using phrasal verbs: case of the students of 3° year of the major of Modern Languages specialty in French and English at the foreign language department at the University of El Salvador, year 2014.*"

II.   STATEMENT OF THE PROBLEM

"Main factors that affect learners of English when studying and using Phrasal Verbs; Case of third year on the courses of English Intermediate Intensive II in the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014"

A. HISTORICAL FRAMEWORK

While reviewing previous works related with the topic, we realized that there is no much background strictly related to it. There are, though, some investigations that are in indirect related to the topic we are research.

In the thesis "Incidental Phrasal Verb acquisition through Second Language reading" by Hare A. (2010) presented to the Department of Education Applied Linguistics at Concordia University, Montreal, Quebec, Canada mentions the difficulties of learning Phrasal Verbs:

The difficult nature of Phrasal Verbs: "The Phrasal Verb (PV) as a lexical unit has often been under the larger heading of FSs, yet this lexical item presents its own unique difficulties such as problems of definition, learner avoidance of use, and complexity of grammatical construction."

On the other hand in the Cambridge Delta LSA 4 Essay - Lexis: A focus on Phrasal Verbs by Hosseini D. (2010) it can be seen the importance of the phrasal verbs:"Phrasal Verbs are important for learners if they wish to succeed in understanding and possibly using every day spoken English."

The reason of the confusion of L2 learners:a phrasal verb can have multiple meanings, which is likely to confuse or frustrate learners.Moreover, it points out the fact that Phrasal Verbs are common in the informal language than in formal language.Celce-Murcia and Larsen-Freeman (1996:434) suggest that native speakers prefer Phrasal Verbs over single-verb Latinate counterparts, perhaps because they are simpler and more 'natural' in informal registers.

There is another research project "A PILOT STUDY IN LEARNING ENGLISH PHRASAL VERBS" presented by YunseongCheon (2006) at the

University of Pittsburgh, Faculty of Arts and Science that also mentions the importance of the Phrasal Verbs. "The importance of multiword expressions to gain fluency in language learning has been asserted by many researchers (Wood, 2004; Folse, 2004). In particular, mastering them is considered an essential part of speaking skills. Comprehending the meaning of multiword expressions is essential, yet, it is not only in speaking or productive skills but also in listening or receptive skills".

However,also enhances the reasons of why these verbs are more difficult for English language learners:It is generally admitted that Phrasal Verbs are thought to be one of the difficult items for learners of English as a second or foreign language. The reason is that some Phrasal Verbs have an **Idiomatic Meaning,** which is defined as the fact that "the meaning of the complex unit does not result from the simple combination of those of its constituents" (Arnaud &Savignon, 1997, p.161).

Dagut and Laufer (1985) found that Hebrew learners of English significantly preferred one-word expressions to Phrasal Verbs, while English native speakers did not. This is not surprising since learning Phrasal Verbs is more complex than learning single words because of their idiomatic meaning.

In regards to the meaning of idiomatic Phrasal Verbs, Liao and Fukuya (2004) found that: "Learners chose fewer figurative Phrasal Verbs than literal Phrasal Verbs on a multiple-choice test. They explained that this avoidance is due to the semantic difficulty of figurative Phrasal Verbs. From these findings, we can reason that the semantic properties of Phrasal Verbs, i.e. transparent (or literal) versus idiomatic (or figurative), should be considered in the learning conditions".

In other words, the difficulty found in learning English Phrasal Verbs for non-native speakers is as marked and notable as the importance that such verbs

and idiomatic expressions have for a basic and complete management of the language. Avoiding its use or eliminating it from English vocabulary will represent a lack of the Basic English communication.

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Throughout the years the Foreign Language Department has approved and implemented new majors, including the major of Modern Languages in 2002 which according to the mission of the FLD, students should be formed as competent and upright professionals and with solid humanistic and technical basis in the language field. Also the mission mentions that the students should be up to the current requests of the profession and the labor market.

However, students struggle with learning and communicative activities. It is difficult to learn Phrasal Verbs because one Phrasal Verb has more than one meaning and at the moment to use those students are unable to understand the conversation.This project will attempt to determine if the lack of knowledge on daily life use of English Phrasal Verbs, has to do with such problems that students cope with when they are forced to use the knowledge obtained all along the major into real situations. It will also be oriented to expose the main causes of the problems for students at the moment of interacting with native English speakers that make use of Phrasal Verbs.

B. DESCRIPTION OF THE PROBLEM

"It is well known that Phrasal Verbs are a challenging area of English-language learning and teaching"
Med Magazine (Macmillan English Dictionary Magazine, 2006)

Phrasal Verbs are one of the most difficult aspects for learners of the English language. Learners around the world tend to panic at the mere mention of their name, and to avoid using them for fear of making mistakes (according to British council, Frankfurt international school in Germany and many others languages schools around the glove).

In the case of students of the major of Modern Languages at the University of El Salvador, especially those of third year since it is at this level they start to go deep in the topic of Phrasal Verbs according to the educational program of the major, and also because they are and will be exposed to native English speakers or to an everyday English environments, the students experiment or suffer communicative issues as a result of their lack of knowledge or usage of English Phrasal Verbs when conveying their message.[1]

According to the mission statement of the Foreign Language Department at the University of El Salvador, the major of Modern Languages seeks to provide students with the tools they need to be up to the current requests of the profession and the labor market; in consequence, written and oral communicative skills are important since students of the Foreign Language Department are aimed either to be teachers or to be an agent of public relations.

[1] (According to Mata M, teacher of the Foreign Language Department of UES)

Thus, as futures professionals of languages, it is essential for every student to master or at least to use phrasal verbs correctly in both oral and written communication. As well, it is important for the university as a former institution to help students with the problem that Phrasal Verbs represent for them. As a contribution, and due to the necessity to know more about this phenomenon not only for our university but also for students of English in general, the present work searches to provide a description of the situation and to identify with are the reasons that make phrasal verbs a real headache for both non nativestudents and teachers.

C. OBJECTIVES

General Objective:

➢ To identify and analyze the main problems that affect English students when learning and using Phrasal Verbs: case of the students of third year of the major of Modern Languages specialty in French and English at the Foreign Language Department at the University of El Salvador, year 2014.

Specific Objectives:

➢ To identify the most common Phrasal Verbs used for students.
➢ To list the most common and the most unknown Phrasal Verbs among students.
➢ To determine the factors that prevent students from using Phrasal Verbs.
➢ To determine the factors that complicate the learning process of Phrasal Verbs.

D. RESEARCH QUESTIONS

General Research Question:

> ➢ Which are the main problems that affect English students when learning and using Phrasal Verbs?

Specific Research Questions:

> ➢ Which are the most common Phrasal Verbs used for students?
> ➢ Which are the most common and the most unknown Phrasal Verbs among students?
> ➢ Which are the factors that prevent students from using Phrasal Verbs?
> ➢ Which are the factors that complicate the learning process of Phrasal Verbs to students?

E. RATIONAL

The great importance for this investigation is to identify the main problems that learners of English experience when they learn and use Phrasal Verbs,since this is a field with not much investigation the present researchpretends to provide a general perspective for this phenomenon. The work team views to set a precedent for future research in this important topic. Under this vision the best sample to be analyze are the students of English in third year on the courses of English Intermediate Intensive II in the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014 since it is in this course when they start to deeply study Phrasal Verbs.

The research team through investigationwill identify, classify and analyze the most common factor that affects the acquisition and usage of Phrasal Verbs to students; since thought out the year Phrasal Verbs have been a very difficult part of the learning process of English.

Communicative problems, limited communication, avoidance of the use of Phrasal Verbs, difficulties to understand the meaning of Phrasal Verbs, mistakes when using them either in the written and oral forms, problems when learning or retaining Phrasal Verbs, among others are some examples of the situations that learners of the English language face. Withthe results obtained from the instruments, the research team will analyze the most common mistakes that students make when using Phrasal Verbs in both written and oral forms. In addition, with the information the research team will determine the frequency ofutilization of Phrasal Verbsthat students make in daily bases, the most common mistakes that learners commit, and how this affects their learning process.

F. DELIMITATION OF THE PROBLEM

The research will take place in the Foreign Language Department at the University of El Salvador; the universe of this study will be the students of the course of English Intermediate IntensiveIIof the Major of Modern Languagesspecialty in French and English.The research will take place between April and September 2014.

This is limited to describe the phenomenon of main factors that affect learners of English when studying and using Phrasal Verbs, both in oral and written forms.

III.   THEORETICAL FRAMEWORK

Phrasal Verbs

"A two-part or three-part verb and is sometimes called a compound verb. It is a combination of a verb and an adverb, a verb and a preposition, and a verb with an adverb and a preposition. It can have a literal meaning that is easy to understand because the meaning is clear from the words that are used. It can also have an idiomatic meaning which cannot easily be understood by looking at the words themselves".

(According to the Idiom Connection[2])

Types of Phrasal Verbs

Verb and Adverb (run + around)

E.g. To run around (something) - *to run in a circle around something (literal meaning)*

The dog ran around the tree.

E.g. To run around (somewhere) - *to go to various places to do something (idiomatic meaning)*I spent the day running around downtown.

Verb and Preposition (run + into)

E.g. To run into (someone or something) - *to hit or crash into someone or something (literal meaning)*The car ran into the truck on the busy street.

E.g. To run into (someone) - *to meet someone by chance (idiomatic meaning*)

I ran into my friend in a restaurant yesterday.

[2]http://www.idiomconnection.com/

Verb and Adverb and Preposition (run + around + with)

E.g. To run around with (someone) - *to be friends and do things with someone or with a group of people (idiomatic meaning)*

The boy is running around with a bad group of people.

Idiomatic Expressions: Some idiomatic expressions are made with a Phrasal Verb plus some other words. These words are used in a fixed order to give an idiomatic meaning.

E.g. To run (verb) around (adverb) like a chicken with its head cut off - *to run around with no purpose*

I ran around like a chicken with its head cut off as I prepared for my holidays.

By these examples it is easy to notice that there are many other English Phrasal Verbs that can be formed in the everyday jargon of the English speakers not only from the United States but any English speaker country, sharing similar structures.When dealing with Phrasal Verbs, it is important to remember that they are generally composed of two or more grammatical elements that can be classified in different categories depending on the part of speech that form them and they can even have multiple meanings even though their writing is the same.English Phrasal Verbs can take objects or not.

Another strong point to take into account is that English Phrasal Verbs are not only restrained for slang jargon but they can have academic or standard meanings and sometimes, even polite and fancy meanings.

The meanings of Phrasal Verbs are often difficult to remember, because they seem to have no connection with the words that they consist of. In fact many phrasal verbs are metaphorical, and if you understand the metaphors they use, it will be easier to understand and remember their meanings.

What is a Metaphor?

Phrasal Verbs have a literal meaning and refer to a physical action; on the other hand, Phrasal Verbs are metaphorical and describe an action that is similar in some way to the first. For example, when someone *digs up* information, they discover it, and the process seems similar to the way in which dogs find bones that have been buried in the ground.

Some Phrasal Verbs only have metaphorical meanings. For example, *to breeze in* means to enter a place confidently, without seeming to care what other people think: perhaps the attitude and action reminds us of the movement of a breeze (= a light wind).

When the verb part of a Phrasal Verb is used in a metaphorical way, this is usually quite obvious. But the particles may be used metaphorically too. This is less easy to recognize, but in fact there is often a clear connection between the literal meanings of the particle and its metaphorical uses.

In English, like many other languages, the basic, literal meanings of adverbs and prepositions refer to direction, position in space, distance, or extent.

- **UP** Literally describes movement towards a higher position
- **DOWN** Literally describes movement towards a lower position
- **AHEAD** Literally describes a position in front of you

The metaphorical uses of these particles develop from these literal ones:

- **UP** Has a metaphorical meaning to do with increases in size, number, or strength
- **DOWN** Has a metaphorical meaning to do with decreases in size, number, or strength
- **AHEAD** Metaphorical describes a point in the future

Very few languages have Phrasal Verbs like English, but the same conceptual metaphor can be found in the vocabulary of other languages. In fact, some metaphors seem to occur in nearly all languages. Lakoff and Johnson (Macmillan's phrasal verbs dictionary, 2005) believe that many conceptual metaphors originally developed because of basic human experiences, and that is why they occur in so many languages, even when the languages are not related.

Background

Definition of the Phrasal Verb and Similar Concepts

A **Phrasal Verb** in Present-Day English is a verb that takes a complementary particle, in other words, an adverb resembling a preposition, necessary to complete a sentence. A common example is the verb "to fix up": "He fixed up the car." The word "up" here is a particle, not a preposition, because "up" can move: "He fixed the car up." This movement of the particle "up" quickly distinguishes it from the preposition "up". Because the forms of the particle and the preposition are themselves identical, it is easy to confuse Phrasal Verbs with a very similar-looking type of verb: the prepositional verb.

A **Prepositional Verb** takes a complementary prepositional phrase. Movement verbs are readily identifiable examples. For example, the verb "to go" is intransitive, and without the benefit of context, it cannot operate in a complete sentence only accompanied by a subject. One cannot say, "I went," and expect to satisfy a listener without including a prepositional phrase of place, such as "I went to the store." Prepositional verbs are immediately distinguishable from Phrasal Verbs in terms of movement, as prepositions cannot move after their objects. It is not possible to say, "I went the store to," and so "went" is a prepositional verb. There are, in fact, several syntactic tests to distinguish phrasal from prepositional verbs, and these will be discussed in detail in the final section. It is also necessary to understand that the term "**verb phrase**" refers not to Phrasal Verbs, but more

generally to a sentence verb, its complements, and matters of tense, aspect, mood, voice and so on.

The Ancestors of Phrasal Verbs in Old English

Old English generally did not possess phrasal verbs as they are found in Present-Day English. They did exist, although they were rare. Much more common in Old English was the inseparable-prefix verb, a form in which the particle was attached to the beginning of the verb. These Old English prefixed verbs are directly comparable to current phrasal forms. For example, in Present-Day English, there is the mono-transitive verb "to burn" and then the phrasal mono-transitive "to burn up." Old English had *"bærnan"* (to burn) and *"forbærnan"* (to burn up). The prefix "for-" remained affixed to the verb and could not move as modern particles can. Such Old English compound verbs were also highly idiomatic, in that the meaning of the compound form did not necessarily reflect the meaning of the root. Denison provides *"berædan"* as an example because it meant "to dispossess", while its root verb, *"rædan"*, meant "to advise". The phenomenon still survives today in the participle "forlorn", as well as the verb "understand", which does not in Present-Day English mean "to stand underneath (something)", but idiomatically "to comprehend". Akimoto suggests that Old English prefixes often remained before the verb because Old English had strong object-before-verb (OV) tendencies, whereas Present-Day English is largely a VO language, which has made it possible for particles to travel to post-verbal positions. Some Old English verbs did function as modern Phrasal Verbs do. Denison (English 36) points out that Koopman finds and analyses examples of Old English Phrasal Verbs with post-verbal particles. In the Chronicles of England, the speaker says, "a*c he teahforðþa his ealdanwrenceas*" (but he drew forth his old tricks). Hence, there was in Old English the rare incidence of Phrasal Verbs with post-verbal particles. However, Denison notes about such examples that the meaning of post-verbal particles in this period was still often very directional, in close relationship with a prepositional meaning. Therefore, applications of the particle "up" in Old English conveyed a

sense of direction upward, as in "to grow up(ward)", rather than the completive sense, as in "to break up (completely)", that would become more common in Middle English and beyond (Denison, "Origins", 39, 41, 43). He argues that not until the Peterborough Chronicle did the completive sense appear (46).

The Introduction of Phrasal Verbs in Middle English as a Productive Form

The formation of prefixed verbs in Old English was no longer productive in Middle English, and the loss of productivity was already evident in Old English, in which certain authors added a post-verbal particle to prefixed verbs, possibly because the prefix was losing meaning (Denison, "Origins', 47). Stress patterns also likely account for a shift, as prefixes in Old English compound verbs were unstressed, while post-verbal particles carried stress, making them stronger and thus preserving their lexical value. Middle English was also subject to the powerful forces of French and Anglo-Norman, as well to some influence from Old Norse. Several authors on the subject claim that Old Norse, which already had a fairly robust incidence of Phrasal Verbs, must have incited the production of English phrasal verbs with post-verbal particles, although the degree to which Old Norse is responsible for this is unclear (Smith 140, Fischer 386). The rapid borrowing of French verbs into Middle English likely slowed the development of Phrasal Verbs (Baugh and Cable 340, Fischer 386) because of competition in semantic fields, as French brought in Romance verbs that could fill the semantic fields of the Old English prefixed verbs. For example, the French borrowing "destroy" could accommodate the meaning of Old English "forbrecan" (break up) (Smith 140).French forms also likely hindered Phrasal Verbs because of lexical register. French was the language of status in England after the Norman Conquest, and Phrasal Verbs, while common by the fourteenth century (Millward 179), were considered informal (Tanabe 123, Fischer 398). Nonetheless, phrasal verbs regained strong productivity by the fifteenth century (Fischer 386). Tanabe notes the occurrence of 162 Phrasal Verbs in The Paston Letters, despite the formal quality of those letters, and the incidence of "to give up" in the Peterborough

Chronicle. Middle English underwent a shift in syntax from many instances of SOV to SVO as it lost many synthetic inflections (and consequently possible word orders) from Old English, becoming a much more analytic, or word-order based language. The new VO word order, as Akimoto claims, likely enabled the prefixes of Old English to become post-positioned adverbial particles. In other words, Old English "forbrecan" became "to break up". By late Middle English, Phrasal Verbs could be divided into 3 categories: a) Old English-style inseparable particle + verb (understand, overtake); b) Phrasal Verbs including verb + separable particle (take up, write up); and c) nominal compounds derived from the first two (outcry, write-off) (Fischer 386).

The Rise of the Phrasal Verb in Early Modern English

The incidence of phrasal verbs exploded in Early Modern English. Shakespeare himself applied the form widely throughout the plays. Hiltunen cites a study by Castillo, in which 5744 Phrasal Verbs have been identified within the body of the plays. Nevalainen (423) also notes Spasov's study, which analyzed 46 plays from the Renaissance to Present-Day English, finding that phrasal verbs remained "below ten per cent of the total of all verbs from his four Early Modern English sub-periods, but does exceed the five per cent level from about 1600 onwards." Hiltunen explains that Phrasal Verbs were used extensively in Early Modern English dramatic texts because of their variable shades of meaning and productive capacity "to be expanded to form new idioms" (161). Akimoto notes also that "Phrasal Verbs occur more frequently in letters and dramas than in essays or academic writing" in the eighteenth and nineteenth centuries (221). This confirms that phrasal verbs occupied a lower social position in Early Modern English than, perhaps, single Latinate verbs that could fill their semantic fields, which gives rise, incidentally, to a syntactic test for Phrasal Verbs. However, Phrasal Verbs continued to become entrenched. Stage-three compound nouns arose, such as "breakdown" and "comeback". 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 BREAKdown"). Phrasal Verbs in Early Modern English also could be formed with a noun + particle, such as "to louse up" (Millward 319). 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 in Present-Day English, and Regional Variation

Phrasal Verbs are still currently productive, and 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.

Focus: The phrasal-prepositional verb and its terms explained

First, consider this sample sentence:

   She puts up with her brother. (S   V Prt   Prep. Phrase)

Components of the sentence (what the terms mean):

1. Subject (the agent or "doer" of the action): She

2. Lexical verb (the verb-word that carries the meaning of the action): puts

3. Post-positioned particle (an adverb that looks like a preposition, and follows the lexical verb, called "post (after)-positioned (placed): up. This particle isn't movable: *She puts ____ with her brother up. Its inability to move is the result of the lack of an explicit direct object. Quirk et al. call this a "Type I phrasal-

prepositional verb" (1161).

4. <u>Complementary prepositional phrase</u> (prepositional phrase necessary to complete the basic sense of the sentence): with her brother. We know "with" is a preposition because it definitely cannot move behind the object of the preposition (brother): *She puts up ___ her brother with.

5. <u>Translation</u>: using another single-word verb to replace a compound structure like this one. We can translate the sentence from "she puts up with her brother" to "she tolerates her brother". Through translation, we can eliminate both the particle "up" and the preposition "with", suggesting that we can consider "to put up with" as a single lexical unit, a single, transitive verb structure.

6. <u>Prepositional object</u>: 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", we can suggest that "brother" is really the semantic (true meaning) direct object of the verb, even though syntactically (in actual structural form and word order) it appears to be the object of a preposition. In such a case, we can call nouns such as "brother" in such cases "prepositional objects".

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 move, because (2) there is an explicit direct object. The proliferation of the various types of phrasal verbs is alleged to be more productive in North America than in Britain. Traugott asserts that the use of Phrasal Verbs is a distinguishing feature between British and American English (173). Her claim that phrasal senses of verbs are often not cited in the OED still proves true in some cases, such as "to build up" meaning "to advertise or promote". The 32 intervening

years between Traugott's 1972 study and the current state of the OED have seen updates to the dictionary in this respect. The introduction to British English of what Traugott calls "Americanisms" is restoring the powerful productivity of Phrasal Verbs across regions. In support of this, Baugh and Cable cite an interesting fact from Kennedy's 1920 study, whichtwenty common English verbs had at that time entered into 155 combinations with particles, yielding 600 distinct meanings (340).

Syntactic Tests for Phrasal Verbs in Present-Day English

Jeremy Smith, in his brief discussion of phrasal verbs in Present-Day English, lumps together the following verbs as phrasal: "burn down", "come across", and "talk [someone] into" (140). However, this brief sample from Smith's list contains not only a Phrasal Verb, but a prepositional verb and a phrasal-prepositional verb as well. Syntactic tests can clear away such confusion, and knowledge of such tests is indispensable for anyone studying phrasal verbs.

Syntactic tests for Phrasal Verbs:

1. <u>Particle Movement</u>: particles for transitive Phrasal Verbs can move either before or after the direct object, and this will determine whether the word in question is a particle or a preposition. For example, "I gave up the keys / I gave the keys up." The "up" is a particle because it can move. If it were a preposition, "up" could not move: "I walked up the stairs", but not *I walked the stairs up. As a side note, particle movement is generally not possible with gerunds: "I gave up trying" but not *I gave trying up. Particle movement is also restricted with pronouns: "I helped her out", not *I helped out her. Particle movement is also unhelpful in analyzing intransitive Phrasal Verbs as there is no complementary noun phrase to facilitate movement.

2. <u>Adverb Intervention</u>: Adverbs cannot be placed within the verb phrase, including verb, particle, and object, but must be placed before the verb or at the end: "I help out Sheila often / I help Sheila out often / I often help out Sheila", but not * I help often out Sheila, I help out often Sheila, I help often her out. Adverbs can, however, be placed between verbs and prepositional phrases: "I went quickly into the room."

3. <u>Spoken Stress</u>: particles are stressed in phrasal verbs, but prepositions are unstressed (unless stressed emphatically in speech). 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: "I walked up the stairs" (unstressed – preposition, prepositional verb).

4. <u>Translation / Synonymy</u>: Phrasal verbs can be translated with a single-unit verb of the same illocutionary force. Therefore, "give up" can be translated as the clearly transitive "relinquish" or "surrender", while "touch down" can be translated by the clearly intransitive "land". Translation, however, is not reliable as the sole or even primary method of syntactic testing. Quirk et al. discuss the possibility of translating certain prepositional verbs with single-unit transitive verbs. For example, the sentence "She looked after her son" could be translated "She tended her son" (1155-6). Obviously, "after" is not a particle, as it lacks stress and movement, but this style of analysis, still unresolved in descriptive grammar, confirms the wisdom of using other tests when checking for phrasal verbs. Phrasal-prepositional verbs are also difficult to analyze by this means alone because of the possibility to translate them with single-unit transitive verbs.

5. <u>Passivization</u>: Transitive Phrasal Verbs can be rendered in the passive for two reasons: because they are transitive and have the capacity for the inversion of logical subjects and objects, and because doing so does not violate the syntactic frame of a prepositional phrase. Therefore, the sentence, "I gave up the keys" can be rendered in the passive: "The keys were given up by me." However, a prepositional verb at least prescriptively resists rendering in the passive: "I walked

up the stairs" would not traditionally be rendered thus in the passive: "The stairs were walked up by me", even though "to walk up" could be translated with the transitive verb "to ascend", which could easily be rendered in the passive. However, as Denison discusses at length, and as Quirk et al. point out (1156-7), prepositional verbs have been rendered increasingly in the passive. Therefore, passivization is also by no means a stand-alone syntactic test of Phrasal Verbs.

Theoretical Foundations

A cognitive semantic approach to L2 learning of Phrasal Verbs

Brian Strong University of Victoria PhD candidate

This quasi-experimental study investigated the contributions of a paired-associate learning method and a semantic analysis method for enhancing Japanese EFL learners' knowledge of Phrasal Verbs. In addition, since dual coding theory argues that basic image schemas of the orientation of particles create opportunities for deeper memory traces, a third treatment was included. It consisted of a semantic analysis along with basic pictures showing the direction of a trajectory in relation to a landmark. The results of the three treatments revealed participants who received the semantic analysis and those who received the semantic analysis plus basic pictures treatment outperformed the paired-associate group on the test. Based on the initial findings, it appears a semantic analysis approach is an effective teaching method that should be used to help learners overcome the confusion experienced when using Phrasal Verbs.[3]

This study can be applied with the students at the moment to select the techniques and instruments. The team will put into practice those methods in order to know what method is helping them better.

[3]file:///C:/Users/Mi%20pc/Downloads/37.5tlt_art09.pdf

IV. RESEARCH APPROACH

Mixed Method Approach

In the present research the "**Mixed Method**" approach is going to be use to develop the study due to the multiple advantages that this approach offers. Pragmatic Researchers choose the methods, techniques and procedures typically associated with quantitative or qualitative research depending on the desired result. We recognize that every method has its limitations and that these two different approaches can be complementary; in this way the result will be more specific and with a broader perspective.

"As the triangle above shows, in this research will be using both the quantitative and qualitative techniques at the same time in order to collect the data, and after that, the results will be compared and integrated to be analyzed."

```
┌─────────────────┐        ┌─────────────────┐
│  QUANTITATIVE   │ ◄────► │  QUALITATIVE    │
└─────────────────┘        └─────────────────┘

Data Collection                Data Collection

Data Analysis                  Data Analysis

           ┌──────────────────────────┐
           │ Results Compared, Integrated,│
           │     and Interpreted       │
           └──────────────────────────┘
```
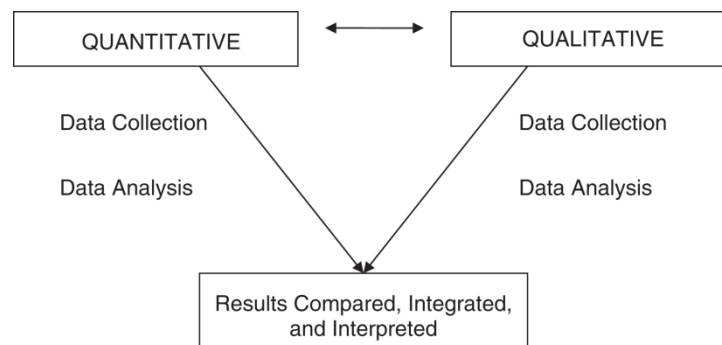
The type of data what this research can render would be on one hand quantitative, through survey research; the most common mistakes that students fall for when using Phrasal Verbs. To list the least common to the most common factors that commits the learning process. In addition, presenting percentages to represent the frequency with which students make mistakes more often either in the oral or written forms. On the other hand, with the Qualitative Method, through observation and interviews; the work team will contrast the numbers and analyze the different kinds of mistake; For example, presenting the description of every type or error (grammatical, idiomatic, etc) and analyzing them.

V.   TYPE OF STUDY (DESCRIPTIVE)

Since the main goal for this research is to know which are the main factors that affect learners of English when studying and using Phrasal Verbs, it is necessary to provide information concerning to the current situation that the students who study English face when learning and using Phrasal Verb. To describe this phenomenon, the best strategy to carry out in order to achieve all the goals and to collect the most relevant data is the "**Descriptive Type of Study"**by using the interview, observation and data collection.

The Descriptive Study will allow us to answer the questions who? What? Where? When? In an effort for abetter understanding of this problematic.The Descriptive study will also lead us to demonstrate associations or relationships between the different factors around the problem, using for these purposes different technique such as: **Observation, Surveys, and Interviews**. (The techniques will be explained in the following section).

VI.   RESEARCH DESIGN

According to the book Psychology Research Methods: Core Skills and Concepts (v. 1.0) Chapter 7. "**Non-Experimental Research** is research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both".

This investigation is a **"Non-Experimental Design"**, because the objective of the research is to observe the phenomenon without manipulation. The researchers not only will observe the situation, but also will analyze it in order to know the different problems that affect learning and using Phrasal Verbs among the students of English Intermediate Intensive II.

This Non-Experimental Design will be **"Cross-Sectional"**.

A Cross-Sectional Design gathers data in a unique moment or period of the time. In this investigation, the group will pass the surveys in the last week of the semester I – 2014. At the same time, the Cross-Sectional Design could be **"Descriptive"** because it is used to observe, document and describe a phenomenon occurring in its natural setting without any manipulation or control.The research group will observe and analyze the most common mistakes that students make when using Phrasal Verbs in both written and oral.

VII.   POPULATION AND SAMPLE

A. Population

The population of this investigation is: the students in third year on the five different courses of English Intermediate Intensive II of the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014. This population was selected by the **"Non-Random Sampling Method"**. This method affords to choose the members of the population according to the criterion of the researchers.

B. Sample

The sampling of this research is 62 students (50%) from the total of 125 students of the five different courses of English Intermediate Intensive II. The group of investigation decided to choose only the 50% of the population based in the **"Convenience Sampling"**, which is a Non-Random Sampling, this type of sampling method was used because of the accessibility and proximity to the researchers. Besides, the work team implemented the **"Quota Method"** which consists on establishing percentages in order to have a representative sample. This means 13 students from each of the five different courses were chosen by the **"criterion"** mentioned before. In this case, the sampling is divided into a 60% of representation of women and a 40% of men of the total of 62 students.

VIII. DATA GATHERING PROCESS

A. Research Instruments

Observation: The research team will **observe** the five courses of English Intermediate Intensive II; it will be one hour per course in their specific classrooms during the first week of June; at that time the teachers will be finishing the topic of phrasal verbs. The research team will observe the usage of Phrasal Verbs during the class at the moment to speak and write. To know the usage of Phrasal Verbs the research team will use a checklist; it consist in five items that are going to help at the moment to observe the students if they are using Phrasal Verbs.

Survey: After the observation, the research team will administer a **test** to the 50% of the population, this pre-elaborated test consist in 20 Phrasal Verbs where students will check "yes" and write the meaning of it in the case that they know it, and write "no" in the case that they do not know Phrasal Verbs nor the meaning.

Interviews:the research team will **interview** the five teachers who are working with the English Intermediate Intensive II coursesfrom the Foreign Language Department at the University of El Salvador.Those teachers are going to be interview and recorded, during the second week of June. The interview consist in five open questions that the research team will ask them, in order to collect information.

B. Data Gathering Plan

In order to gather all the necessary information, the work team will be visiting the five different courses the last week of the semester, since the topic of Phrasal Verbs is the last subject to be studied in the courses of English Intensive Intermediate II, and it isthe best moment to carry out the research.

The first step will be: to make the observation of the classes, with the end of seeing the way the students will be learning Phrasal Verbs.

Second, a test is going to be passed to students with regard to verify if students are learning effectively Phrasal Verbs or not.

Finally, the work team will interview teachers, in the interest of having experts' opinions, and to analyze their strategies to teach Phrasal Verbs.

Once the data collection is completed we will proceed with the data analysis, at that moment the different techniques will be analyzed separately and then, compared and contrasted.

IX.   DATA ANALISIS

A. Analysis of Observation

From the different observations made to the five different courses of English Intensive Intermediate II, the days when the topic of Phrasal Verbs was taught in each section, the important aspects to underline are:

Teachers

- We could observe a contrast among teachers; one of them uses many Phrasal Verbs naturally and with fluency while others do not use Phrasal Verbs as much as they should.
- Not all the teachers encourage their students to use Phrasal Verbs.
- Only one teacher used extra material to present the topic of Phrasal Verbs.

Students

- Students have just a few or not opportunities at all to practice orally what learned in the class of Phrasal Verbs.
- In the few opportunities in which students could participate in classes, not all of them made effort to use Phrasal Verbs.
- Many students seemed uninteresting in the topic.
- Some students had difficulties to recognize Phrasal Verbs meaning.
- In one class, the students spoke Spanish the entire time.
- In one class students did not follow teacher's instructions.
- Students are not aware of the importance that Phrasal Verb had in the English language

Others

- There are too many students in each classroom.
- Since the topic of Phrasal Verbs is the last part presented in the text book used for the English Intermediate Intensive II, none of the courses had not enough time to deeply study the content
- The text book used in classes presents the topic in a very superficial way.
- There was not enough practice in either oral or written form.
- Not enough homework assigned to reinforce the topic.

B. Analysis of Tests

	percentage of students
	100.00%
■ ask for	84.13%
■ act up	15.87%
■ add up	47.62%
■ apply for	82.54%
■ turn off	96.83%
■ break in on	7.94%
■ look for	88.89%
■ find out	76.19%
■ call off	39.68%
■ call back	82.54%
■ catch out	20.63%
■ run into	19.05%
■ get along with	61.90%
■ write down	71.43%
■ set up	33.33%
■ pick up	82.54%
■ work for	68.25%
■ inprove on	76.19%
■ fill out	76.19%
■ deal with	60.32%

Results of the Test
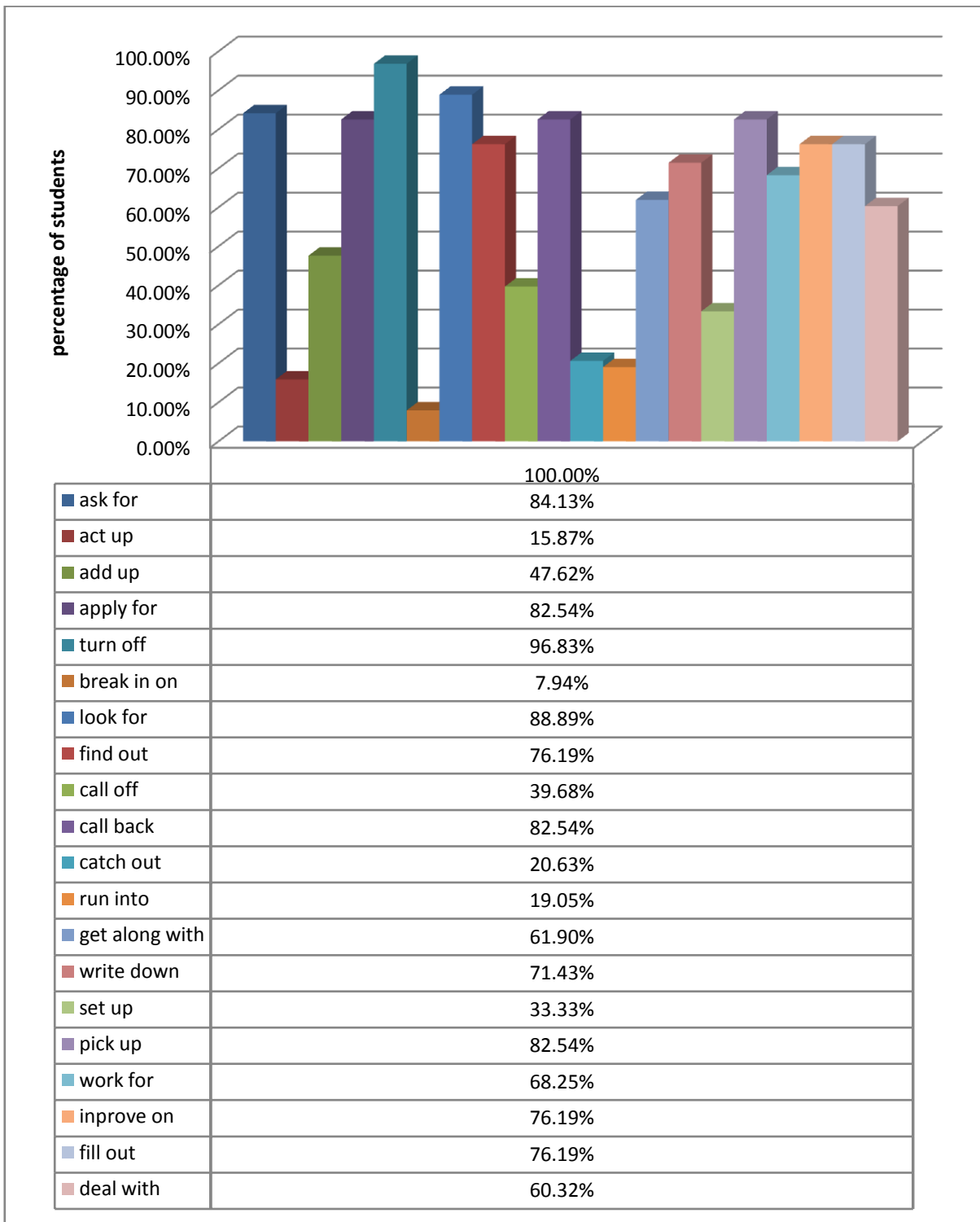
Correct
Answers
- 0-5.
- 6-10.
- 11-15.
- 16-20.
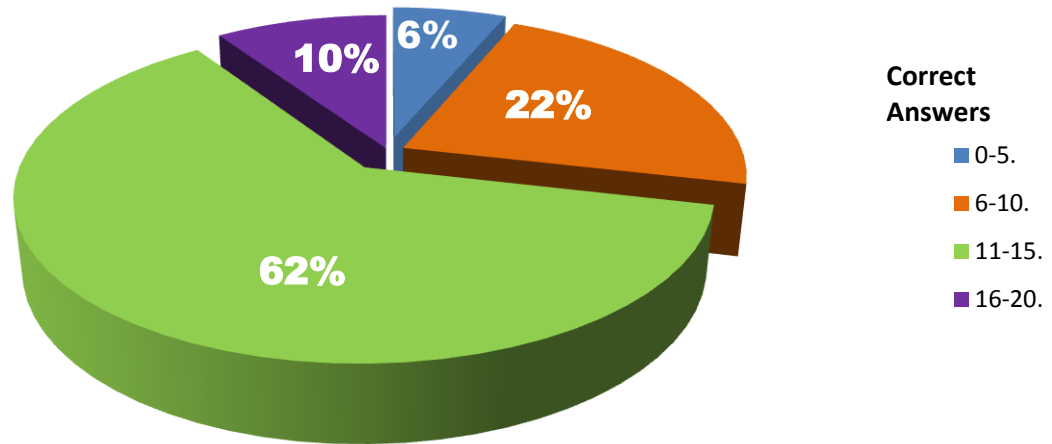
Analysis:

These graphic shows the averages of correct answers made for the students polled.

As we can see, a bit more that the half of the students, the 62%, are somehow in an acceptable rank of knowledge of Phrasal Verbs since they have from 11 to 15 correct answers. Something important to analyze is that the second level with more students (22%) is in a very low rank with an average of 6 or 10 correct answers; this is alarming but even more alarming is the fact that there is a 6% of students whose rank is from 0 to 5 correct answers. It is hard to believe if we take into consideration that most of the phrasal verbs used in the poll were phrasal verbs that they had studied in classes just a couple of days before passing the test.The question is why students got that low rank?

The Most Common Verbs

tuns off   look for   ask for   apply for   call back   pick up

96.83%

88.89%

84.13%

82.54%   82.54%   82.54%
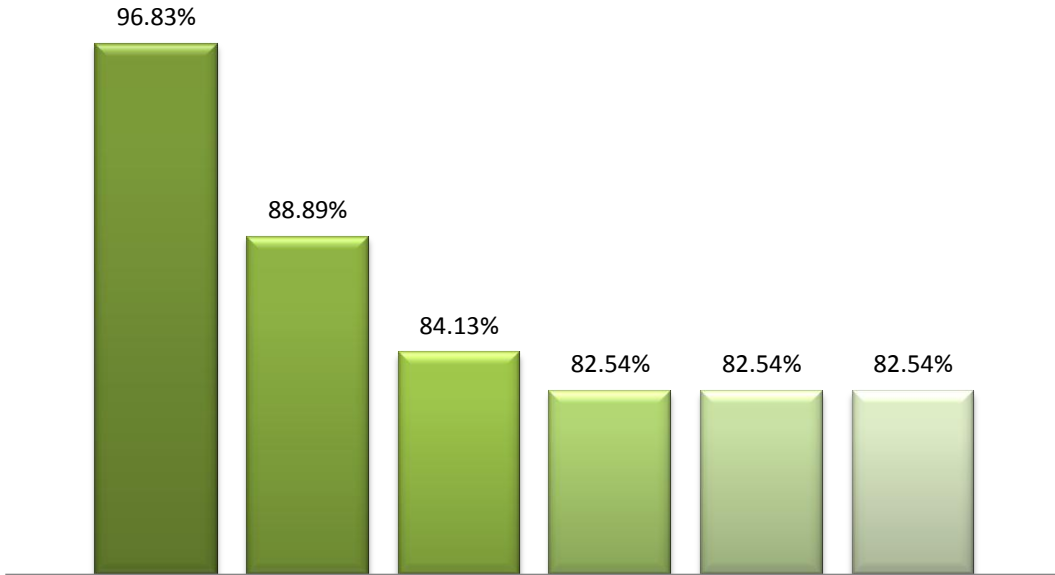
1

The most common verbs			
N°	Phrasal Verb	N° correct answers	Percentage of the sample
1	turn off	61	96.83%
2	look for	56	88.89%
3	ask for	53	84.13%
4	apply for	52	82.54%
5	call back	52	82.54%
6	pick up	52	82.54%

Analysis:

The results of the poll point out that the most common Phrasal Verbs are those that were not necessarily taught in the course of Phrasal Verbs, but those that were learned because of their frequent usage in the English language, like in the case of: turn off, look for, and ask for.

The other common Phrasal Verbs are those that were taught in class and that also have the characteristic that their meanings do not differ much for the meaning of the original verb, like in the case of: call back, apply for, and pick up.

The Lest Common Verbs
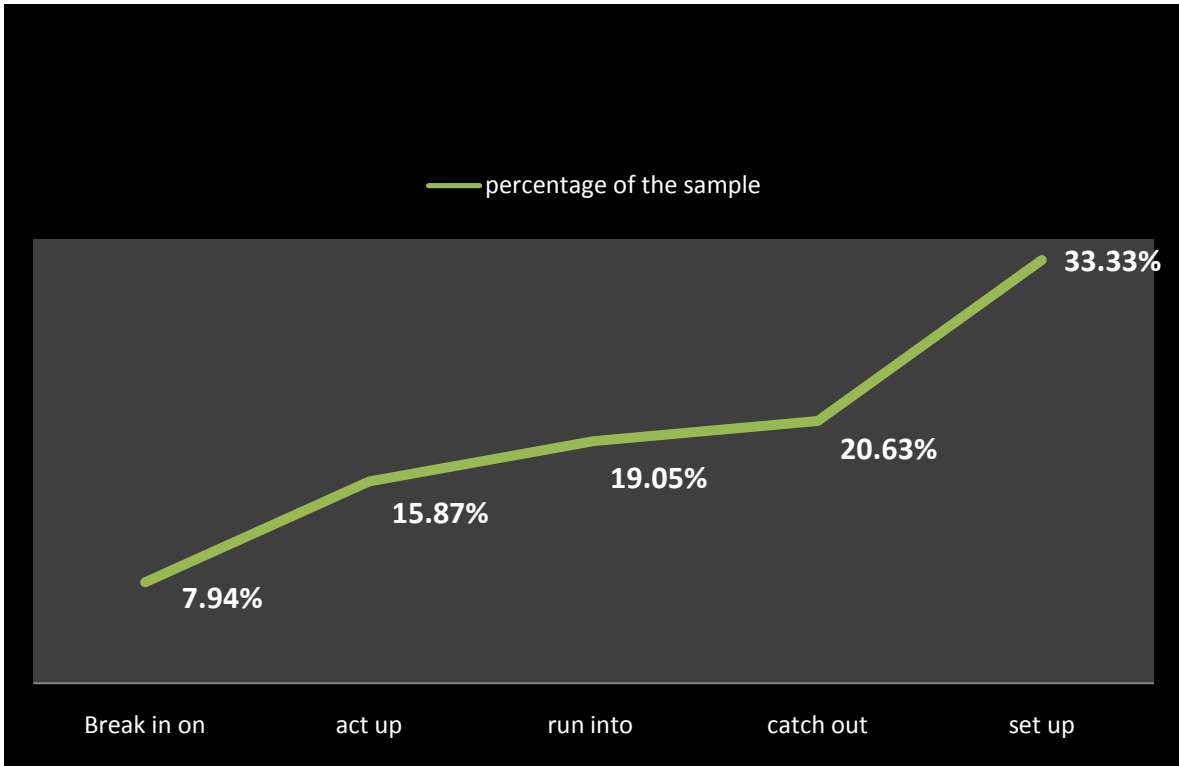
The lest common verbs			
N°	Phrasal Verb	N° correct answers	percentage of the sample
1	Break in on	5	7.94%
82	act up	10	15.87%
3	run into	12	19.05%
4	catch out	13	20.63%
5	set up	21	33.33%

Analysis:

The more unknown Phrasal Verbs are as shown: break in on, act up, run into, catch out and set up.

It is very interesting when we see, that some of this verbs the students had learned in class. This reflects that very often students are not searching for extra information about the content that they study in class, or they are not aware of importance of Phrasal Verb in the English language. It is important to notice also that in this case, these Phrasal Verbs do not have a meaning related to the most common meaning of the verb of which they are composed of, like break in on, run into, and act up. We can underline as well that; some of these Phrasal Verbs that are part of this list were taught in class.

C. Analysis of Interviews

In the present section the analysis of the interviews done to the three teachers who were teaching English Intermediate Intensive II of the Foreign Language Department, at The University of El Salvador are presented question by question. The three teachers interviewed are: Licda. Carmen Ábrego, Lic. Ricardo Cabrera Martinez, and Lic. Pedro Carbajal.

1. Do you consider that Phrasal Verbs are an important part of the English language? Why?

The 3 Teachers interviewed agreed with the statement, in the fact that Phrasal Verbs are a very important part of the English language, since Phrasal Verbs are frequently used in the English language every single day. Teacher Carbajal added that without Phrasal Verbs it is difficult to convey the message that we really want to transmit.

2. Do you consider that the lack of knowledge about Phrasal Verbs is affecting your students to express and understand correctly?

The three teachers interviewed in unanimity answered yes to this question.Summarizing,the teachers consider that students struggle with the use of Phrasal Verbs. Very often, students do not know the real meaning of Phrasal Verbs so they are not able to clearly understand a conversation or to build the real message that they want to convey, which to a greater or lesser extent affect each student, depending on the level, and for an intermediate student this becomes a serious problem for the difficulties that they find to keep a conversation going.

The alternative for students in many cases is to use other ways to express their ideas without using Phrasal Verbs; that is because they are not aware the importance that learning Phrasal Verbs haswhen speaking English

3. Do you consider that the curriculum program fulfill your students' need of Phrasal Verbs?

Our interviewees once again agreed saying it does not!
Teacher Cabrera said that Phrasal Verbs should be included in different courses in order to teach them in a more systematic way.

While teacher Carbajal pointed out that the curriculum should be deeply studied to see how much Phrasal Verbs are studied, but he knows that there is not any specify program to teach Phrasal Verbs; moreover, the text book being used present the topic but superficially, so finally it all depend in the way teachersdecide to teach Phrasal Verbs.

The Phrasal Verbs that students really need learn should be taught because Phrasal Verbs are very extensive and it is about to emphasizes the most useful and as language department and teacher, we should analyze the aspects that should be improved.

4. What is the most difficult part to learn for your students while they are studying Phrasal Verbs?

For this question, we could gather different opinions:

- ➢ To remember the different meanings of Phrasal Verbs
- ➢ Students tend to confuse the meaning of Phrasal Verbsbecause of the prepositions

➢ Memorizing Phrasal Verbs is hard since one verb is the base for hundreds of Phrasal Verbs

➢ The position, if they are separable or not.

5. What methods or strategies are you using in your course at the moment of teaching Phrasal Verbs?

➢ The three teachers said that using Phrasal Verbs real life context is a very effective strategy.

➢ No to usePhrasal Verbs once but in different units and occasions, with pictures or games due to It is difficult to learn Phrasal Verbs in one single class

➢ Just repeating or memorizing is not enough;"they should learn to apply them in real situations" said teacher Carbajal.

These answers are interesting if we contrast teacher's opinion with the result of the observation in which student did not have enough opportunities to talk in classes and only one teacher used extra material.

6. What are the main factors that affect students at the moment of learning and using Phrasal Verbs?

Categorizing teachers' opinions, the answers are arranged from the most mention to the least emphasized.

1. The way teachers teach Phrasal Verbs/ Teacher's approach
2. Teacher donot use to much Phrasal Verbs
3. The Lack of enough practice of Phrasal Verbs
4. Motivation, students are not aware of the importance of Phrasal Verbs in the English language.

Comments and Quotes:

Teacher Pedro Carbajal (23/06/2014 UES)

"Studentsmay think that Phrasal Verbs are not a big deal but it is Phrasal Verbs represent 60% of the speaking language used in states. If you go to states or watch TV programs you will notice that they use them all the time".

"My personal philosophy is the more you practice, the more proficient you become, it's all about practice".

"I don't think that we are ready about Phrasal Verbs as Foreign Language Department, it is necessary to develop a very intensive course or subject only about Phrasal Verbs

Teacher Carmen Abrego (18/06/2014 UES)

"It is necessary to have enough practice in different classes"

"Teachers don't emphases in the importance of Phrasal Verbs"

Teacher Ricardo Cabrera (27/06/2014 UES)

"Phrasal Verbs should not be taught in isolation but in context"
"One option to learn Phrasal Verbs is to look for synonyms"

X. FINDINGS

A. Answers to the Research Questions

General Research Question

Which are the main problems that affect students when learning and using Phrasal Verbs?
1. The use of inappropriate strategies from teacher when teaching Phrasal Verbs.
2. The lack of motivation and awareness from students when studying Phrasal Verbs.
3. The lack of usage and practice of Phrasal Verbs in the university environment, neither teacher nor students use Phrasal Verbs with regularity in their jargon.
4. The difficulty of memorizing Phrasal Verbs for the great amount of meanings and variations that Phrasal Verbs have.
5. Not enough time dedicated to the study of Phrasal Verbs.
6. The big number of student in each classroom, so that students have not enough opportunities to practices orally Phrasal Verbs in class.

Specific Research Questions

Which are the factors that complicate the learning process of Phrasal Verbs to students?
1. The use of inappropriate strategies from teacher when teaching Phrasal Verbs.
2. Not enough time dedicated to the study of Phrasal Verbs.
3. Not enough or appropriated material for the study of Phrasal Verbs.
4. English is not Teacher´s native language

Which are the most common Phrasal Verbs among students?	
1. Turn off	4. Apply for
2. Look for	5. Call back
3. Ask for	6. Pick up

Which are the lest common Phrasal Verbs among students?
1. Break in on
2. Act up
3. Run into
4. Catch out
5. Set up
6. Pick up

B. Most Surprising Findings

I. Not all the teacher and students are aware of the importance of learning Phrasal Verbs since in the Foreign Language Department at the University of El Salvador.Not many people use Phrasal Verbs with regularity for instance, the members that form this environment do not see a need to learn them. But the problem becomes real at the moment of talking with an English native speaker or being exposed to authentic input like: watching TV, radio, or reading original documents.

II. Phrasal Verbs are part of informal language; this could be a possibility why teachers do not use phrasal verbs frequently.

III. The importance of learning Phrasal Verbs consistsof the fact that Phrasal Verbs can make communication quicker, easier and more relaxed.

IV. Finally, something very important to underline is that the main problem that affect students when learning Phrasal Verbs is not the grammatical side as many people could guess butinstead, the strategies and motivation that students have at the moment of undertaking this task.

XI. CONCLUSION

This work has studied "*The main problems that affect English students when learning and using phrasal verbs: case of the students of 3° year of the major of Modern Languages specialty in French and English at the foreign language department at the University of El Salvador, year 2014*" Where the research team developed the objectives proposed at the beginning., the following conclusions has been reached:

Phrasal Verbs are a difficult topic to learn for students especially because some Phrasal Verbs do not have a meaning related to the most common meaning of the verb of which they are composed.

According to the information gathered students do not have enough knowledge about Phrasal Verbs which do not allow them to develop or understand a conversation. For that reason, students look other ways to express their ideas without using Phrasal Verbs.

One of the most common problems that students face when learning and using Phrasal Verbs is the lack of input from teachers and students during classes.

XII. RECOMMENDATIONS

As a result of this research project, these are some recommendations:

➢ The curriculum should be deeply revised to see how much Phrasal Verbs are studied.

➢ To evaluate Phrasal Verbs with real life situations.

➢ To encourage students to use more Phrasal Verbs during the class.

➢ Teachers should use Phrasal Verbs frequency when teaching.

➢ To recommend to use a Phrasal Verb dictionary or book to find out the meanings.

➢ To do fun activities where students can put into practice the use of Phrasal Verbs.

➢ It is important for teachers to show some videos to the students about the use of Phrasal Verbs from native speakers.

➢ To give to students written material about Phrasal Verbs in order to practice outside the classroom.

ANNEXES

I.   **Classroom Observation Pictures**

II.   **Instruments**

        1) **Check List**

        2) **Interview Guideline**

        3) **Questionnaires for Students**

III.   **Authorization Letter**

IV.   **Material used in classes to teach Phrasal Verbs**

V.   **Attendance Lists**

VI.   **Others**

I. CLASSROOM OBSERVATION

English intensive II, group 5

Wednesday 18th June 2014, Time 6-8 am

Teacher Pedro Carbajal

English intensive II, group 7

Wednesday 18th June 2014, Time 1-3 pm

Teacher Ricardo Cabrera

English intensive II, group 9

Wednesday 18th June 2014, Time 1-3 pm

Teacher Magallydel Carmen Ábrego

II.   INSTRUMENTS

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
ENGLISH INTENSIVE II
GRADUATION PROCESS**

Topic: "Main factors that affect learners of English when studying and using Phrasal Verbs; Case of third year on the courses of English Intensive II in the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014"
Objective: To identify the most common problems that affects the acquisition and usage of phrasal verbs to students.

CHECK LIST

Date: ___/___/___.

Students Number	1		2		3		4		5	
Questions	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Are students using Phrasal Verbs to communicate with their classmates?										
2. Is the teacher using Phrasal Verbs at the moment to teach?										
3. Every student used at least two Phrasal Verbs when participating in class?										
4. The teacher encouraged students to use Phrasal Verbs when communicating with him/her?										
5. The topic seems interesting to the students?										

Comments:
_____
_____
_____
__**.**

UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
ENGLISH INTENSIVE II
GRADUATION PROCESS

Topic: "Main factors that affect learners of English when studying and using Phrasal Verbs; Case of third year on the courses of English Intensive II in the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014"

Objective: To identify the most common problems that affects the acquisition and usage of phrasal verbs to students.

<u>**INTERVIEW GUIDELINE**</u>

Name: _____

Years of experience as teacher: _____

Number of students: _____   Group: 0506070809

Schedule of the course: _____

Date: ___/___/___.

Instruction: Please answer the following questions.

1. **Do you consider that phrasal verbs are an important part of the English language? Why?**

2. **Do you consider that the lack of knowledge about Phrasal Verbs is affecting your students to express and understand correctly?**

3. **Do you consider that the curriculum program fulfill your students' need of Phrasal Verbs?**

4. **What is the most difficult part to learn for your students while they are studying Phrasal Verbs?**

5. **What methods are you using in your course at the moment of teaching Phrasal Verbs?**

6. **What are the main factors that affect students at the moment to learn and use Phrasal Verbs?**

UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
ENGLISH INTENSIVE II
GRADUATION PROCESS

Topic: "Main factors that affect learners of English when studying and using Phrasal Verbs; Case of third year on the courses of English Intensive II in the major of Modern Languages, specialist in French and English at the Foreign Language Department at the University of El Salvador, year 2014"

Objective: To identify the most common problems that affects the acquisition and usage of phrasal verbs to students.

<div align="center">

TEST OF PHRASAL VERBS

</div>

Group: 0506070809
Gender: FM
Date: ___/___/___.

Instructions: If you don't know a phrasal verb in the list check "No", and move on to the next phrasal verb. If you know the phrasal verb in the list, check "Yes", and write the meaning of the phrasal verb in your native language.

[Example]

	Phrasal verb	**Do you know the meaning of this phrasal verb?**		
		No	**Yes**	**Meaning**
1	pull around	✓		
2	put out		✓	Incomodar

	Phrasal verb	Do you know the meaning of this phrasal verb?		
		No	Yes	Meaning
1	Ask for			
2	act up			
3	add up			
4	apply for			
5	Turn off			
6	break in on			
7	Look for			
8	Find out			
9	call off			
10	Call back			
11	catch out			
12	Run into			
13	get along with			
14	Write down			
15	Set up			
16	Pick up			
17	Work for			
18	Improve on			
19	fill out			
20	Deal with			

Thank you for your help!!

III.   AUTHORIZATION LETTER

Ciudad Universitaria, Jueves 12 de junio de 2014

Teacher Pedro Carvajal,
Presente.

Reciba un cordial saludo, esperando que este gozando de muchos éxitos en sus labores diarias y así como en su vida personal.

A través de la presente yo **MSc.Ed MIGUEL ANGEL MATA CHÁVEZ**, maestro del Departamento de idiomas y asesor de proyecto de tesis, me dirijo a usted para solicitarle el permiso correspondiente para que las bachilleres: **ANDREA CHÉVEZ HERNÁNDEZ, KARLA BEATRIZ PINTO AMAYA, y ORFA YANETH VELASQUEZ HERRERA** puedan observar su clase de Ingles Intermedio Intensivo II, y al mismo tiempo poder pasar una pequeña encuesta a sus estudiantes estrictamente relacionada al tema en estudio; ya que ellas se encuentran trabajando en su proyecto de graduación, cuyo tema está basado en dicho curso antes mencionado. Las visitas a clases se realizaran en los horarios establecidos de cada curso.

De antemano se hace extensivo nuestro agradecimiento por su colaboración.

Coordialmente,

MSc.Ed Miguel Angel Mata Chavez
Docente del Departamento de Idiomas Extranjeros
De la Universidad de El Salvador

VI.   OTHERS

Memory Letter

Once we received the required pre-undergrad letter we found out the name of our designated advisor Miguel Angel Mata Chavez.

We started working in our topic: The main problems that affect English students when learning and using phrasal verbs: case of the students of 3° year of the major of Modern Languages specialty in French and English at the foreign language department at the University of El Salvador, year 2014.

Experience: At the beginning it was difficult to find some information regarding to our topic. Teacher Miguel Mata helped us and gave us some sources. We schedule our meeting and the teacher was always over there to help us. Here, it is the table with the specific schedule.

Hour	Date	Topic / Signatures	Teacher	Andrea Chévez	Karla Pinto	Orfa Velásquez
From 1:30 Pm to 4:00pm	May 16th, 2014	We had our first meeting on May 16th , in order to check the topic and what kind of sources we could use.				
From 1:30 Pm to 4:00pm	May 23r, 2014	To discuss about the expansion of the main topic and the objectives, the				

		teacher then gave provided us with feedback				
From 1:30 Pm to 4:00pm	May 30th, 2014	We planned the steps that we were going to carry out during the project; the advisor approved the steps that Edgar Nicolas Ayala, our teacher gave us.				
From 1:30 Pm to 4:00pm	June 6th 2014	The theoretical framework with professor Mata, who gave us some important sources to use.				
From 1:30 Pm to 4:00pm	June 13th 2014	We met again to check the rough draft for theoretical Framework, the teacher then checked it and gave us a few pointers.				

From 1:30 to 4:00 pm	June 20th 2014	We created the survey and the list of teachers that we would interview.				
From 1:30 to 4:00pm	June 27th 2014	We discussed about what kind of approach we would use for the project				
From 2:00 Pm to 4:30pm	July 4th 2014	We checked the scheme that we wrote for this project, and the teacher reviewed it and gave us some examples about some methodologies.				
From 2:00 Pm to 4:30pm	July 11th 2014	We met in order to continue checking the methodology (type of research and the research design plus the sampling), professor Mata showed us some				

		useful examples from a book..				
From 2:00 Pm to 4:30pm	July 18th 2014	Once again we verified the methodology and also the teacher proof read the test and the interview that we did.				
From 2:00 Pm to 4:30pm	July 25th 2014	We started collecting data and conducting interviews; the teacher accepted the survey and the interview that we had passed around to the students and teachers.				
From 2:00 Pm to 4:30 pm	Agust 15th 2014	We confirmed the data analysis from the interviews plus the test results.				

From 10:00 am to 12:00 md	Agust 22nd 2014	We analyzed the data plus the chronogram.				
From 10:00 amPmt o 12:00	September 5th 2014	We got together to check the graphs plus our findings from the results; and to evaluate the general work.				
From 10:00 am to 12:00	September 12th 2014	We double checked the general work.				

Thank you so much for your supports Teacher Miguel Angel Mata, we are happy because you helped us to complete this project!

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