



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**

**Facultad de Ciencias de la Educación**

**Facultad de Comunicación, Lingüística y Literatura**

Trabajo de Titulación como requisito previo para la obtención del título de  
Magíster en Pedagogía del Inglés como Lengua Extranjera

**TEACHING PHRASAL VERBS THROUGH A COGNITIVE APPROACH**

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Quito, March 2022

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**EXTRANJERA**

**TEACHING PHRASAL VERBS THROUGH A COGNITIVE APPROACH**

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### **ABSTRACT**

Most of the time, teachers can see that students usually cannot communicate fluently in the English language because they have limited vocabulary. For this reason and due to the demands of the new era, it is essential to learn vocabulary that is used by native English speakers in their daily conversations. The following research focuses on teaching English phrasal verbs through a cognitive approach with the support of embodied experience and

metaphor theory in order to promote quality learning, looking for more viable alternatives to reach a meaningful understanding. This study was based on experimental and descriptive research in which quantitative data helped the researcher collect information. The project was applied to B1 level students of a private Institute in the city of Quito. These students were chosen because they have had a difficult time learning English phrasal verbs by memory without any context. The instruments used in this project were pre and post tests. Besides, a variety of interactive activities were applied in this project such as: videos, memes, wordwall website, comic strips, among others. Therefore, students felt more motivated and confident during classes.

**KEY WORDS: COGNITIVE APPROACH, EMBODIED EXPERIENCE, METAPHOR THEORY, PHRASAL VERBS, COMIC STRIPS.**

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## **RESUMEN**

La mayoría de las veces, los profesores observan que los estudiantes no pueden comunicarse con fluidez en el idioma inglés porque tienen un vocabulario limitado. Por este motivo y debido a las exigencias de la nueva era, es fundamental aprender el vocabulario que utilizan los hablantes nativos de inglés en sus conversaciones diarias. La siguiente investigación se centra en la enseñanza de verbos frasales en inglés a través de un enfoque cognitivo con el apoyo de la experiencia concreta y la teoría de la metáfora con el fin de promover un aprendizaje de calidad, buscando alternativas más viables para alcanzar un

entendimiento significativo. Este estudio está basado en una investigación experimental y descriptivo en la que datos cuantitativos ayudaron a la investigadora a recopilar información. El presente proyecto se aplicó en estudiantes de nivel B1 del idioma inglés de un Instituto privado de la ciudad de Quito. Estos estudiantes fueron elegidos porque han tenido dificultades para aprender de memoria los verbos frasales en inglés sin ningún contexto. Los instrumentos utilizados en este proyecto fueron una prueba previa y posterior. Además, una variedad de actividades interactivas fueron aplicadas en este proyecto como: videos, memes, sitio web wordwall, historietas, entre otros. Por lo tanto, los estudiantes se sintieron más motivados y seguros durante las clases.

**Palabras clave:** Enfoque cognitivo, experiencia concreta, teoría de la metáfora, verbos compuestos, tiras cómicas.

## 1. INTRODUCTION

English is the most universal language spoken around the world. According to Nishanthi (2018) it opens an important opportunity around the world in many fields such as: education, work, business, tourism, among others. Therefore, it enables people to communicate internationally. Nowadays, people can expand their English knowledge and improve their communication skills in a more natural way. One of the ways to achieve this would be through the use of phrasal verbs. According to Hart (2017) phrasal verbs are very common and essential in written as well as spoken English language. They are also used in formal and informal registers. It means that it is not true that phrasal verbs are presented in informal conversations only, but also they are useful in all kinds of situations so that the conversations sound more natural. There have been more studies about phrasal verbs that have been conducted over the years. For example, Al Nasaret (2018) concluded in his study that phrasal verbs have become a problem for students because these ones are difficult to interpret. This may happen because phrasal verbs have a semantic nature that can be difficult to decipher for L2 learners so they their figurative meanings do not have to do neither with the verbs nor the particles. This project accounts for English phrasal verbs learning through a cognitive approach in a combination with a corpus study that offers embodied experiences and metaphors situations which are simulated scenarios where students can see how phrasal verbs work in context. This study focused on students who are in B1 level in a private Institute in Quito. The research questions and objectives intend to understand and face problems that students have when learning this type of vocabulary.

## **1.1 Problem Statement:**

Education First is an organization which evaluates the level of English in different countries around the world. EF launches the world's first general English proficiency ranking, the EF English Proficiency Index (EF EPI), this report is widely used as a reference in academic, professional, and social media. It is now published annually and offers in-depth knowledge of a wide range of linguistic issues.

In this regard, Ecuador has participated in this English proficiency ranking since 2011 in which Ecuador has reached from low to very low range. In addition to this evaluation, schools and universities in Ecuador used the EF SET to assess their students in 2017 and 2018, which gave them a sample of more than 100,000 Ecuadorian students of different ages. The outcome was that the majority of students are at level A1 or pre-A1 in English language, so that means that there is no progress in the language even when this subject is mandatory in all high school levels and it is a requirement to graduate.

According to the General Coordinator of the North American Ecuadorian Center in Quito, Verónica Nolivós (2016) high school students must graduate with an A2 or B1 level, which will allow them to advance to any university in the region. Each university is different, some have English as a subject within their curriculum. That means that each student must take English as a subject to graduate or present an international certificate with the required score to demonstrate their knowledge.

Other universities do not have English as a subject, but they do have it as a graduation requirement, which implies that the student at a certain level must demonstrate that they have the enough skills in the language through an international certificate in order to continue with their studies and graduate as it says in the article 80 of Consejo de Educación Superior (2019).

Despite this, people have not improved in English language according to Education First test. This outcome can eventually affect students not only in their academic development but also work and social development as well.

### **1.2 Relevance and importance of the research:**

Horst (2019) stated that vocabulary is one of the essential bases for English language learners as well as native English speakers to master the language. It is necessary to achieve a significant number of words to handle basic English conversations. Besides this, if people want to understand academic textbooks, take tests, do assignments in the language, it is important that learners include more advance vocabulary in order to achieve these goals. Students also need to increase their vocabulary to improve the communicative competence so that they can participate inside and outside the classroom without feeling incapable. On the other hand, learning phrasal verbs would help learners express their ideas in a more natural way as native speakers do all the time.

## **2. THEORETICAL FRAMEWORK**

### **2.1 Lexicon definition**

According to Singleton (2016) lexicon comes etymologically from the term lexis that means “word”. Lexicon is considered as the language dictionary because this meaning is used by some experts in Linguistics in order to study all the aspects regarding language vocabulary. On the other hand, Zeevat, Grimm, Hogeweg, Lestrade and Smith (2017) mentioned lexicon as a system where the language vocabulary repertoire can be found. It is necessary to mention that lexicon is very important in order to develop people’s communication skills.

Besides, vocabulary is one of the essential language elements in order to learn a language. A person would not be able to decipher a text without the necessary knowledge of vocabulary, even when this person understands grammar structures well. Cambridge Advanced Learner's Dictionary (2008) describes vocabulary as the set of words that a person has in its knowledge and use them in its environment or particular situation/context. However, vocabulary is often times considered the individual's use of words.

The term vocabulary seems to lack additional information as it may not cover all that it implies. A more accurate alternative term is lexis because it includes more terminology aspects of a language (Barcroft, Sunderman, & Schmitt, 2011).

In addition to this, Bembibre (2009) exposed that in every language, vocabulary may vary according to people's needs. It means that some words can be added or omitted depending on the time people are living in. What is more, a wide vocabulary is always a valued and essential feature that a person shows when communicating, since it is considered that they demonstrate intelligence, level of education and cultural background. In this sense, it is usual, during the formative years, that one of the issues that educators emphasize is the gradual increase of vocabulary in their students through the use of different methods.

## **2.2 Active and passive vocabulary**

Kersten (2010) made a summary about what active and passive vocabulary is in her book. Active vocabulary refers to the words that people use in their language most of the time when speaking or writing and it usually has connection with their parents' lexicon or experience. Besides, when people use common or daily vocabulary, active vocabulary can

be easily activated because of that. In other words, active vocabulary is the one that people understand its meaning and how to use it in a particular context or situation.

On the other hand, the same author considers that passive vocabulary consists of the words that people can understand when listening or reading. That is to say that this vocabulary is activated by external stimulus or situations. However, these words are not used by them in their current life when speaking or writing. Most of the time, it happens because the person has seen the word before but it does not mean that knows the meaning, how to pronounce it correctly, how to use it in context and other aspects that may involve its usage.

Teachers have an important role of helping students increase vocabulary as much as possible in order to handle conversations. However, it is essential that pupils cannot only learn new words but also understand and know how to use them in an appropriate context.

### **2.3 Importance of learning English vocabulary**

According to Christison et al. (2015) learning grammar structures is not enough in order to master a foreign language. In English, twelve verb tenses can be found in that language and people do not use all of them but the common ones. On the other hand, there is a great number of individual or group words regarding vocabulary. The acquisition of vocabulary is an essential source for learners to have more opportunities to participate in the class actively. Besides, people also have to be aware that the lack of lexicon can be a problem to reach their linguistic and communicative goals when learning a language. So that vocabulary is the link to enhance the other English skills, i.e., reading, writing, speaking and listening.

Schmitt y Schmitt (2020) stated that it is advisable that second language learners learn at least between 2000 to 3000 word families (sets of words that share common features) to understand a conventional conversation in English. However, if they want to improve their listening, reading skills and have a significant meaningful comprehension, they will require at least an amount of 6000 to 9000 family words. A wide lexical number allows the learner to understand other's ideas, to communicate and express themselves in a better and more accurate way.

Vocabulary influences the development of the communicative competence as well as the improvement of language skills such as reading and listening. Tovar (2017) mentioned that learners should be exposed as much vocabulary as possible to understand the meaning and their functions of words from different situations or contexts. The more vocabulary the learners know, the better they can use it making appropriate lexical combinations at the right time.

Another author Horst (2019) stated that vocabulary is one of the essential bases for English language learners as well as native English speakers. This is because, it is necessary to achieve a significant number of words to handle basic English conversations in life. However, this seems not to be enough because it is also important that learners include more intermediate and advance vocabulary in order to understand and explore other fields such as: academic textbooks, tests, assignments, among others. This would be also helpful when trying to be more fluent in conversations.

## **2.4 Ways that people learn vocabulary**

Graves (2016) proposed some ways to make learners increase their vocabulary and one of them is giving pupils a variety of language experiences. These experiences can be enriched through listening, reading, speaking and writing in different situations. However, the principal experience in order for learners to expand their vocabulary is through reading.

Another way to build learners' vocabulary is to teach individual words, not only the concept itself but also the contextual information the words involve. Therefore, vocabulary instruction would be more effective because learners will have the opportunity to experience it in a variety of contexts and they would know where and when to use it.

The same author cited before states that inferring or guessing meaning from the text is also a good strategy that learners can use in order to increase more vocabulary. That is to say, learners can develop the ability to deduce what an unknown word means while reading any types of texts as much as possible such as: newspapers, magazines, comic strips or story books. Therefore, students may encounter the same word more than once so it is easier to remember it. Besides this, students have the opportunity to guess the unknown word because they can be guided by the words that are surrounding.

According to Kimkong (2020) it is also important to have a good dictionary to find more information about the words that can be difficult to memorize. That is why, it is useful to know some features about this word. For instance: how this word is used in other situations or contexts, its spelling, pronunciation or what part of the speech is and so on.

The same author considers that it is essential to practice the words that students have been learning by making new sentences with them or trying to use them in a conversation.

## **2.5 Phrasal verbs**

Hart (2017) stressed that phrasal verbs are an essential element when learning English. They are very common in spoken as well as in written English language. They are formed by a verb plus one or two additional particles. The particles that are added to this combination can be a preposition or an adverb whose meaning may not be inferred by its components sometimes. They are very useful at the moment to sound more natural and fluent.

### **2.5.1 Importance of learning Phrasal verbs**

Phrasal verbs are essential when learning English language for some reasons. Abid (2019) explained that phrasal verbs help communication flow better. Even it is common to see that native speakers use them on a daily basis. Moreover, they are an important part of language history, heritage and culture so that it is very common to use them in formal or informal conversations. The use and knowledge of phrasal verbs increase people's lexicon and improve English language understanding in different contexts and this also allows people to communicate better in a more natural way.

### **2.5.2 Transitive phrasal verbs and intransitive verbs**

According to DK (2021) transitive phrasal verbs are the ones that accept an object which receives the action from the subject. On the other hand, intransitive verbs are the ones that do not need an object because it is not necessary. However, some phrasal verbs can be transitive as well as intransitive verbs.

For example:

### Transitive verbs:

My mother **turned on** **the television** to see her favorite series.

Phrasal verb    object

We need to **figure out** **the problem**.

Phrasal verb    object

### Intransitive verbs:

My sister **got up** very early in the morning.

Phrasal verb    complement

We have to **sit down** and wait for some time.

Phrasal verb    complement

### Transitive and intransitive verbs:

I was born in 1993: you can **work out** my age.

Phrasal verb    object

He **works out** at gym every Friday.

Phrasal verb    complement

### 2.5.3 Separable and inseparable phrasal verbs

According to the same source, there are some phrasal verbs that are separable whose noun or object pronoun can go after the particle or between the particle and the verb without changing their meaning.

Example:

My father is going to **pick up** my brother.

Object noun

My father is going to **pick** my brother **up**.

The object noun can be in the middle of the verb and particle.

My father is going to **pick** him **up**.

The object pronoun is always placed in the middle of the verb and particle

Another example would be the following:

I want to **try on** those beautiful pants.

Object noun

I want to **try** those beautiful pants **on**.

The object noun can be in the middle of the verb and particle.

I want to **try** them **on**.

The object pronoun is always placed in the middle of the verb and particle

On the other hand, there are other types of phrasal verbs that are inseparable whose object noun or object pronoun must go after the particle and not between the particle and the verb DK (2021).

Example:

I had to **get on** the bus to go to my university.

Object noun

I had to **get on** it to go to my university.

Object pronoun

I **ran into** my aunt yesterday at the market.

Object noun

I ran into her yesterday at the market.

Object pronoun

As mentioned before, it is important to say that there is no a specific rule to know which phrasal verbs are transitive, intransitive, separable or inseparable. However, it would be good to practice the most common phrasal verbs in different scenarios to recognize when and how to use them.

#### **2.5.4 Problems to learn phrasal verbs**

Regarding phrasal verbs avoidance, it is very common to find students who have a difficult time learning them because of their nature. Sinclair (1989) mentioned that some of the phrasal verbs are variable and this is because most of the time the verb and its particle do not keep their own meaning but another one completely different and they are also challenging to understand regarding syntax and semantic aspects. Some of the phrasal verbs are easy to understand because students can be guided by the meaning of the verb and as well as the particle's, therefore they can infer the whole meaning that this one involves. However, this is not possible for all of the phrasal verbs because there are other ones that change and they have to be interpreted in another way according to the particular situation. That is why, in these cases a literal translation of them is not recommendable or helpful because sometimes phrasal verbs may offer multiple meanings.

On the other hand, Kleinmann (1977) stated that students avoid using phrasal verbs because it may be that they do not know about its existence but not because they are difficult to use. Regarding this point, teachers play also an important role because most of the time, they focus on teaching grammar and they do not pay attention on teaching vocabulary.

Besides, they may not know how to teach phrasal verbs because of their nature and in most of the cases, the easy thing to do is to provide a list of phrasal verbs. However, students cannot store all of them in their mental lexicon but they have to learn them by heart.

Moreover, Wu & Huang (2017) mentioned that this type of combination sometimes is considered as idiomatic expressions whose meanings cannot be deduced by its components and they do not even exist in other languages such as in Spanish. That is why is it difficult to learn them for English as a second language learner and they prefer to use synonyms to express the same idea. The same authors emphasize that it must be stressful for students to learn; understand and memorize all the vocabulary they find in every English level. Most of the time they lack motivation for learning the foreign language.

## **2.6 Cognitive Linguistic Approaches to English Phrasal Verbs**

According to Geeraerts and Cuyckens, (2010) cognitive linguistics is an approach that was created by George Lakoff, Ron Langacker, and Len Talmy in the seventies and eighties approximately. Cognitive linguistics focuses on the study of the language in its natural way. It is also considered an important tool for different aspects, such as: organizing, processing, and conveying information. On the other hand, cognitive linguistics does not analyze language structures individually but as more organized and complex structures in categories based on linguistic concepts and experiences (Gibbs, 1994; Lakoff, 1990).

Language is also known as an instrument in which people have stored all the knowledge and experiences, they have had on it. That is to say, that linguistic knowledge is not only about language knowledge but also world knowledge through the use of language.

In addition to this, people use language as a means of communication as long as they

have a background or a set of experiences that may be useful when people want to store new more information and they usually have the ability to infer it. In other words, cognitive linguistics has an important role between the informational structures that people already have in their mind with the world.

On the other hand, Kohl-Dietrich (2018) mentioned that Cognitive linguistics is not a single theory but it is supported by other branches such as: conceptual metaphor theory, cognitive grammar, cognitive semantics, construction grammar, usage-based models of language and corpus linguistics.

The same author referred to language as a concept which is based on physical experience and social environment. This concept shows that people's memory usually works with associations so it is easier for the brain to remember key words or pictures rather than isolated phrases. This helps students be more aware of the possible connections that words and particles' meanings have and they may be associated with other situations. It is also important that learners could identify the literal and idiomatic meaning of some phrases, words and particles so that they can retain information in a long-term memory.

Besides, this approach may support teachers as a guide in order to implement useful and meaningful material when teaching.

Another Cognitive Linguistics branch is from Rudzka-Ostyn (2008) who shows that it is important to focus on the meaning of the verb as well as the meaning of the particle. Most of the verbs in phrasal verbs are considered as motion verbs, it means that they can be performed with our body.

On the other hand, knowing the meaning of verbs in phrasal verbs is not enough but the meaning of a particle is important to know as well. This will help learners know the whole

meaning of these phrasal verbs in a better and accurate way and they will not have to learn a list of them by heart without any logical reason.

Besides, her approach consisted on paying special attention to the particles' properties instead of the whole meaning of the phrasal verb. She also claims that in a phrasal verb, the verb is known and the particle has a spatial meaning so the phrasal verb is easier to understand. However, this is not applicable for all of the phrasal verbs because some of them have to be related with a semantic meaning associated with a particular context.

## **2.7 Embodied meaning and spatial experience**

Human beings are used to learning through concrete things to make knowledge more meaningful for them. Talking about embodied and spatial experience Tyler & Evans (2003) stated that it is the concept that people have about the world regarding the experience they have had before and the types of shapes that people can find around. Many scientists who are in favor of the cognitive approach say that embodied experience improves the conceptual structures. They also mention in this study that because of particles' polysemy, they have to be categorized into two principles: vantage point and the contextual inferences. The first one means the spatial concept that the phrasal verb's particle has and most of people can easily identify them. For example: up, down, in, out, on, etc. The second one means the situation of the phrasal verb is involved, that is to say that the phrasal verb's meaning may vary according to the context and not for their particle's meanings.

In addition to this, people's perception increases due to the fact that embodied experience gives them the opportunity of receiving knowledge in other ways that can be

meaningful. This can be useful at the moment that the brain makes connections with environment.

## **2.8 Metaphor meaning**

Sometimes, it can be very challenging for students to know when the phrasal verb does not have a literal meaning but a metaphor meaning. That is to say that not all the phrasal verbs can be guessed by its verb or particle. Most of the time, phrasal verbs have a combination of a verb and particle whose meaning is completely different from its elements.

There are some linguistics, philosophers and psychologists such as (Gibbs, 1994; Gibbs & Steen, 1999; Lakoff, 1987; Lakoff & Johnson, 1980, 1999; Johnson, 1987; Sweetser, 1990) who agree that language has a relationship with metaphors. They also have worked with Cognitive linguistics which is an approach that exposes the idea that people think in a metaphorical way. That is to say, people usually make connections between the experiences that they have had before with the world in order to make sense for them.

Lakoff & Johnson (1999) emphasized the use of metaphor and this is helpful because it makes people create mental ideas or makes neural connections that show the idea about how is the process of thinking or reasoning that people do in order to give a mental representation of any meaning in their life.

The same authors state that verbal metaphors are not only useful to talk about things that are difficult to decipher but also this is an essential tool when it comes to some expressions in which only metaphors can be used because most of the time, they belong to abstract knowledge areas. For instance: topics about time, feelings, emotions, orientation, ideas, believes, among others.

Moreover, metaphoric thought is sometimes based on traditional linguistic expressions that can be found in the community. That is to say, speakers as well as listeners share common topics in their daily life.

Therefore, there are some expressions that have conceptual metaphors. In addition to this, some idiomatic phrases include domains that are according to people experiences and they also have features that help people define them. For example: “love is a journey”; this is a common expression where there are two sources or domains to focus on: the first one is love and this one has some features that can be: people in love, the romantic involvement, respect, common objectives, admiration and so on. On the other hand, it is the domain journey whose features can be: people who travel, place, means of transportation, among others (Gibbs, 1994).

There are some ideas like the last one which helps people’s minds to conceptualize many situations that happen in life and most of the time they do not exist physically but can be represented by metaphors whose goal is to make connections using people’s experiences and embodied understanding.

However, the author of this study Gibbs (2006) mentioned that there is some criticism regarding cognitive linguistics and metaphor for some reasons. One of them is that there is no an accurate way to identify or recognize if a word or expression has metaphorical meaning in the language when talking in a real situation. What is more is that if people are using metaphors, it does not mean that people are thinking in a metaphor way, either. That is why, there must be more investigation about this topic and cognitive linguistics should give some guidelines in order to use metaphors in language and thought.

The same author mentioned that metaphors do not pay attention or give the necessary importance to pragmatics field which is a branch of linguistics that focuses on analyzing how context influences the interpretation of the meaning of a message in a language. It also takes into account all aspects that are not purely linguistic and that can condition the use when having a conversation in a language. However, cognitive linguistics only focuses on how to infer meaning from metaphors.

## **2.9 Technological and pedagogical tools**

Technological as well as pedagogical tools (see annex 8) such as websites 2.0, strip comic, memes. They are used nowadays in order to help students learn any topic in a more meaningful way. Therefore, applying these tools in this project would give opportunity to see more examples of how phrasal verbs work in different situations and people may interact and participate using them. After some investigation about websites 2.0 meaning, Wilson, Lin, Lonstreet and Sarker (2011) have concluded that there is no specific definition about it. However, the authors offer a term about websites 2.0 which refers to a set of a variety of applications that give the opportunity to interact with other users in order to provide and share content that enriches the browsing experience. Regarding this, all this experienced made students feel more eager, enthusiastic and engaged in the learning process.

### **WordWall**

Lewis (2017) stated that the technological tool that is called WordWall is a flexible and enjoyable platform which many teachers use because it is very helpful when teaching, reviewing or consolidating vocabulary in a dynamic and fun way.

Therefore, students can memorize concepts or vocabulary items in a longer-term. Besides, this is an easy and fast tool to use even when people are not confident with technology or have very short time to plan an activity to use in their classes. Students only need any device such as: a computer, laptop or a tablet with internet in order to access these types of activities.

Once people create an account in this website, there are some easy steps to follow and teachers can even find a variety of options for free to choose in order to support their classes. They also can adapt the templates to what they have planned for their classes. There are interactive and printable versions according to students' needs and likes. There are also some templates with some different themes and activities such as: multiple choice, matching, wordsearch, crosswords, gameshow quiz, random wheel, unscramble the sentences, true or false exercise, among others. Teachers can find more other templates but those ones have an additional fee because the platform offers not only the free version but also the pro one.

Moreover, this tool can be used in any level with any age as well. There are different templates displayed in the website page and they offer the opportunity for learners to work in teams or individually, inside the class as well as outside it. They can even create their own templates using any type of topics to share with their classmates and that may be more enjoyable for them.

This tool also helps you track students' learning. That is to say, teachers can give assignments to students and when they finish them, WordWall tool shows the score of every student that did the activity so that teachers can realize how much they learnt in a topic.

On the other hand, Van Drom (2019) stated that another advantage of this tool is that there is a community of teachers in the platform who is sharing different activities that are already done all the time in order for other teachers use any template without any problem.

In conclusion, this is a very useful tool because it can be used with every kind of student even if they are in small or big groups. On the other hand, it does not matter how quiet or shy learners may be, this digital tool helps and makes them feel more confident, and arises interest, motivation as well as fosters retention. It also encourages them to participate during the class more actively. Besides, they do not only improve their English skills but also, they play at the same time.

### **Kahoot**

It is a well-known online free platform which was available in 2013 for the first time. It has been used for several people in a lot of countries around the world in order to make teaching and learning more enjoyable and entertaining. Fekete, Lehmann, and Simon (2021) stated that Kahoot is a useful application because teachers can create games based on any topic. Kahoot also offers some appealing options such as: quizzes, jumbles, surveys or discussions. Teachers can either create their own game or find one that is already done in the Kahoot platform. Voss and Kostka (2019) also mentioned that students can participate in the games through their cellphone, tablet, laptop, computers and so on, so that everybody can play in real time. Kahoot draws students' attention because every time that they play, they can be competitive and earn points for choosing the correct answer and for the ones who are faster, they receive a better score. Therefore, students feel motivated and engaged when learning or reviewing any topic in any level. They can also even share and consolidate knowledge with their classmates because they received feedback immediately.

## **Pedagogical tools**

In this project, some appealing pedagogical tools were used to support student's understanding. These ones were applied because they helped the researcher represent the phrasal verbs in metaphors which students could grasp the concept of these verbs better.

## **Memes**

According to HarperCollins online dictionary (2021), meme in American English is:

*“A unit of cultural information, as a concept, belief, or practice, that spreads from person to person in a way analogous to the transmission of genes”*

To define this concept in a better way. The biologist Dawkins (1976), mentions in his work that the word “meme” was used for the first time in the seventies in the evolutionary theory in which memes are considered as the symbol of how a culture is regarding for some aspects such as: its values, beliefs, norms, attitudes and among others. Therefore, memes are nowadays useful to convey ideas or reflect life situations with the aim of causing humor. They are usually presented as pictures, GIF or videos. These types of contents usually catch people's attention because of the information that they offer and they also have reached a great spread thanks to the fast transmission made by the Internet users on social networks. In recent years, memes have become a new vehicle for expression in every field.

Technology has been very helpful over the past decade. Almost everyone has had the opportunity to surf the Internet and look up for information as well as text someone or use a variety of tools and applications that exist around all the time. So, taking advantage of technology and one way to include these new tools in teaching is through the use of memes.

In some researches, there is evidence about how memes are used by teachers and they have been implemented as support in the classrooms. As Basyc (2017), mentions in his project, memes have become an important tool in the process of teaching-learning, so he provides some teachers experiences of using humorous memes in the classroom and mentions some advantages of them. For example:

- Memes catch students' attention
- Students increase their participation in class.
- Students feel more motivated.
- Students are more aware of what they are learning.
- The class becomes more entertaining and enjoyable.
- Memes change students' mood.
- Students' willingness arises.
- Memes lower the affective filter in students.
- Teaching memes maintain a positive atmosphere in the classroom.

As it was stated above, teaching English language with memes seems a very good strategy to keep learners motivated and engaged during the class. Besides, students may even feel encouraged to create their own memes and they may share knowledge through them.

### **Comic strips**

Comic strips may be a good option when teaching a language because they motivate students in a different way. According to Baker (2011), they are defined as a set of images that may contain any story. They are very popular for the students because of the variety of visual genres and they are easier to understand.

In addition to this, students can infer the words meaning from the pictures without using a dictionary to look up the words. Students may also learn incidental vocabulary apart from the target one with this type of learning resource.

The same author emphasizes that the aim of the use of comics is to make students feel more engaged and motivated. Comic strips can be an important tool when teaching a language since these are simple texts that provide expressions and concise vocabulary in a sequence of images and do not make students feel tired.

On the other hand, Wright (2001), states some advantages when using comic strips in the classroom. For example:

- Comic strips make classrooms more fun.
- Students feel more committed to learn.
- There is improvement in students' learning.
- Their attention span lasts longer than usual.
- Students also improve their communication skills apart from the other English skills.

Baker (2011), analyzes the use of comic strips in English language learners and she concludes that comic strips catch students' attention more than traditional material such as texts or pictures that they may find in books. Besides this, students can improve their reading comprehension skills and critical thinking.

Using comic strips to teach a language seems very helpful because learners not only read short phrases but also can be guided by the striking pictures that are displayed in the story so that they can relate and understand better what the situation is about even if they do

not know every single word. Students can even create their own comic strips using any type of vocabulary in order to practice the language and be entertained at the same time.

### **3. METHODOLOGY**

In order to conduct this project, it is important to establish some parameters such as research questions and objectives that guided the researcher to get the results and come to specific conclusions.

#### **3.1 Research Questions:**

- How will Cognitive Approach help adults learn English phrasal verbs?
- What activities will be adequate for applying this Cognitive Approach?

#### **3.2 General Objective:**

To design interactive activities through platforms for adults based on the cognitive approach to learn English phrasal verbs.

##### **3.2.1 Specific Objectives**

1. To diagnose how much knowledge B1 level students have about phrasal verbs.
2. To determine the most important aspects of the cognitive approach to know how adults can learn phrasal verbs.
3. To create a set of activities in which students will be able to recognize how to use phrasal verbs in different contexts.

#### **3.3 Instruments**

This study was based on experimental and descriptive research in which quantitative method was selected to collect information. Therefore, I did some research about which phrasal verbs could be the appropriate ones for the students and they suggested they wanted phrasal verbs related to topics like daily routine, travel, sports, health and education (see annex 1). Then, I made a pre (see annex 2) and a post-test (see annex 9) regarding these

topics, So, at the beginning, I diagnosed how much knowledge learners have regarding phrasal verbs. The online pre-test lasted around 30 and 35 minutes approximately and they consisted of 15 multiple choice questions, 10 filling in the blank questions with possible answers and in the last part, they had to replace some phrases with the correct phrasal verbs. The results of these diagnostic tests gave me a percentage of phrasal verbs' knowledge and in which phrasal verbs they failed more. Finally, final results were analyzed through graphics in order to know if the approach and activities that I applied were effective. Therefore, I received percentages of every item and how many students did them right or wrong. In the end, I compared the first results with the final results to see how much it differed from one result to the other. In order to protect students' identities, I used codes such as: Student 1, Student 2, etc.

Moreover, some specific activities were applied with the support of some activities and applications such as:

#### Comic strips

I used comic strips to present different scenarios to represent and simulate possible real situations in which students were able to find some common phrasal verbs in action. Therefore, students could associate the meanings according to each context (see annex 4).

#### Memes

I applied some trendy memes in order to show how some phrasal verbs work in some circumstances so that students found out what the situations were about in an entertaining way. In the end, they were able to create their own memes with the phrasal verbs they have learned before (see annex 7).

## World wall

I also implemented the world war website because I wanted to consolidate knowledge in a fun way. World war offers a variety of templates that teachers can use during the teaching-learning process. As a result, students could reinforce phrasal verbs meaning through different games (see annex 4).

## Kahoot

This is another useful application that gives the opportunity to make students review some concepts about phrasal verbs and it also offered immediately feedback so that students could be aware of how much knowledge they got during the process.

After the cognitive approach, the mentioned activities and applications were applied within a period of 10 weeks, the students were tested one more time with the same phrasal verbs but using other contexts to see how much they learnt. This study was carried out through zoom meetings on Saturdays during the period of time I mentioned before (see annex 5).

### **3.4 Participants**

The participants were adults who were between 25 and 35 years old. They were 24 people of both genders. They were selected from a private Institute in Quito and they helped me develop my project and reach the final conclusions about the specific problem regarding phrasal verbs. The students were from different backgrounds and they were chosen for this study because they usually tried to avoid learning phrasal verbs because of their complexity and they use the same basic vocabulary when speaking. Besides, the group received 9-hour lessons during the period of two months. They were taught phrasal verbs using a cognitive

approach with the help of some activities and applications so that in the end, they took an online test to proof if the teaching process was helpful to learn phrasal verbs.

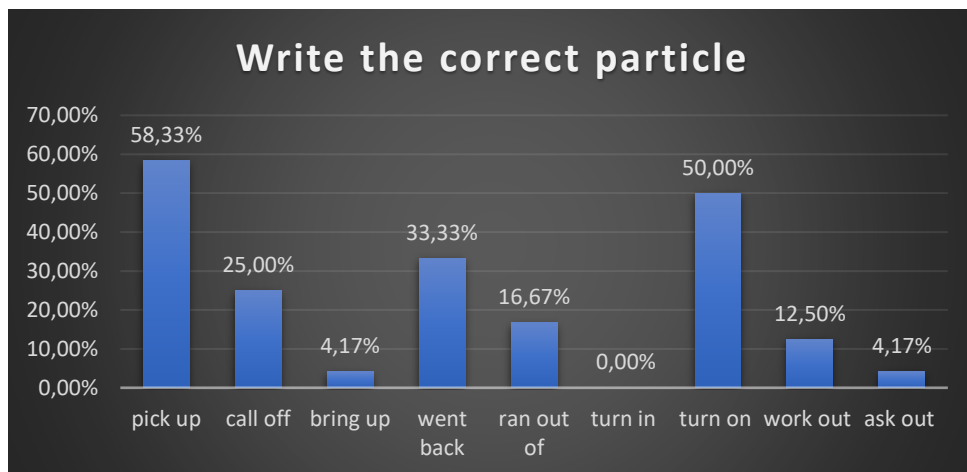
#### **4. LIMITATIONS**

One of the limitations was keeping the students engaged and motivated during the experiment because it lasted two months and it was on the weekends through zoom. Some students agreed that they would have preferred classes in person instead of online classes. Therefore, the number of participants reduced from 30 to 24 because some students gave up during the teaching process. On the other hand, I could also find limitations related to technology, that is to say, I had some problems because of unstable internet connection when applying my project or some of the technological resources did not work properly at that moment so that I had to change some planned activities for other ones.

#### **DATA ANALYSIS**

##### **5.1 Pre-Test Analysis and Results**

The online test was divided into four sections: in the first one, they had to choose the correct particle according to the verb and the situation; in the second section, they had to pick the appropriate phrasal verb regarding the context; in the third section, they had to complete a text with the phrasal verbs given and in the fourth one, they had to replace the underlined words for the accurate phrasal verb. Once students took the online pre- test, the results showed that most of them had very little knowledge about these verbs and particles. For that reason, activities and application were thoroughly selected for this group of people.

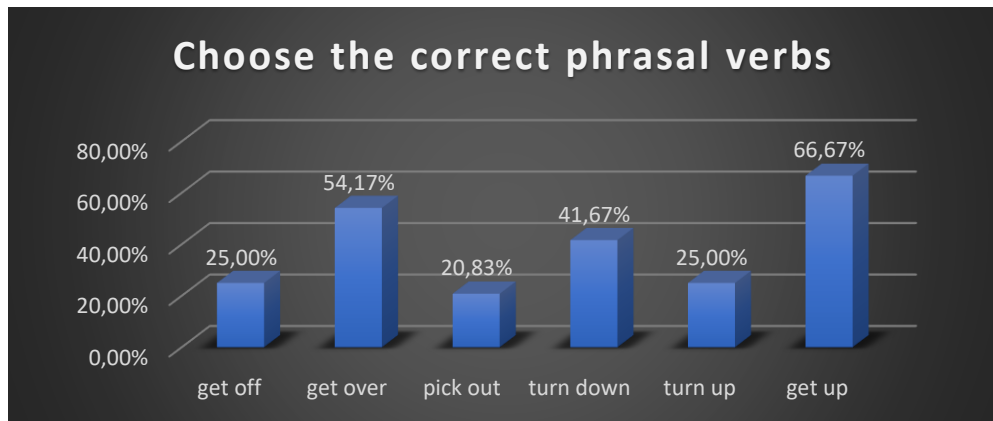


**Figure 1 Pre-test “Write the correct particle”**

Done by: Mónica Procel

### **Analysis and interpretation**

In the first question, students had to add the correct particle to the verb according to the situation that was given. The first particle was up (pick up) in which 14 (58,33%) students out of 24 answered well. The second particle was off (call off) so 6 (25%) students answered with the appropriate particle. In the third particle, only one student (4,1%) chose the correct answer (bring up). The fourth answer was back (went back) in which 8 (33,33%) picked the correct answer. The fifth particle was out (ran out of) in which only 4 (16,67%) students answered well. In the next answer, nobody got the correct answer. In the seventh answer, the fifty percent of the students were right with the answer on (turn on). The eight particle was out and 3 (12,5%) people were right in this answer. Finally, in the last answer, 1 (4,1%) person got the correct answer that was out (ask out).

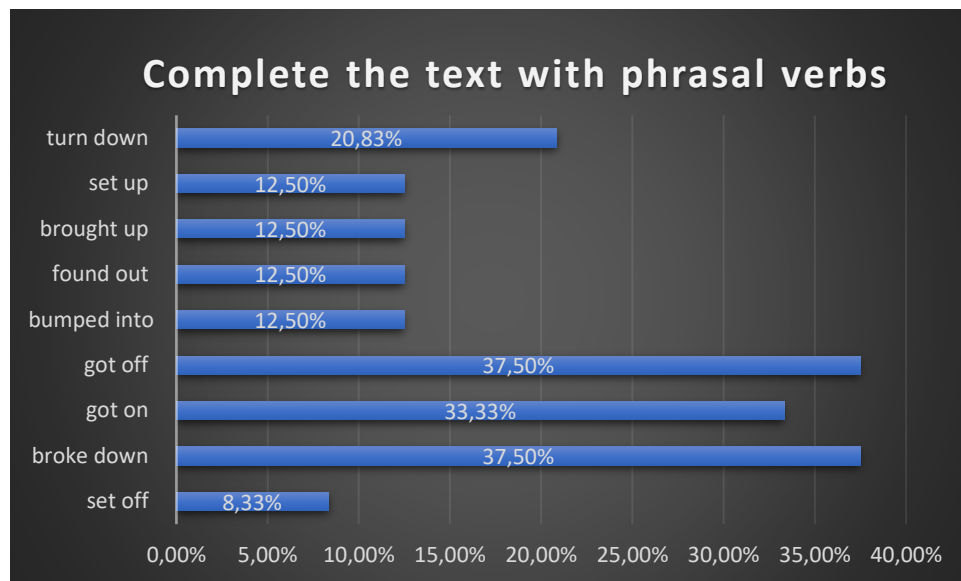


**Figure 2 Pre-test “Choose the correct phrasal verb”**

Done by: Mónica Procel

### **Analysis and Interpretation**

This was a multiple-choice question in which students had to decide what would be the best answer regarding the context of every situation. In the first situation, 6 (25%) students got the right answer that was get off. In the next situation, around 13 (54,17%) made the right decision with get over. In the following situation, only 5 (20,83%) chose the correct answer. In the fourth situation, 10 (41,67%) people picked out the correct one. Then, in the following situation, only 6 (25%) got the right answer. Finally, 16 (66,67%) felt familiar with the situation and chose the correct answer.

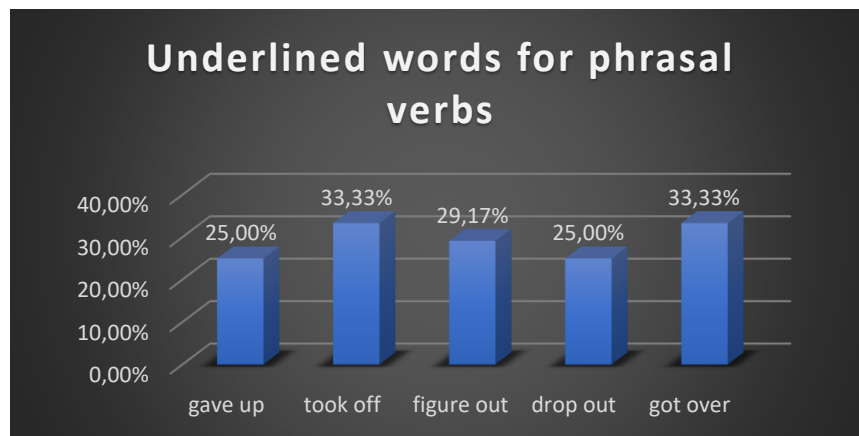


**Figure 3 Pre-test “Complete the text with phrasal verbs”**

Done by: Mónica Procel

### **Analysis and Interpretation**

In this section, students had to read a text and choose the correct phrasal verb from the word bank. Very few people got the correct answers in this activity. Only 2 (8,33%) got the correct answer with set off. Then 9 (37,50%) people chose the correct answer broke down. In the third answer, 8 (33,33%) made the correct decision with got on. In the following answer, 9 (37,50%) people were right with got off. Only 3 (12,50%) people chose bumped into. In the next situation, other 3 (12,50%) people were right with found out. In the next one, 3 (12,50%) people made the correct decision with brought up. The next one was set up and only 3 (12,50%) people got that answer and finally 5 (20,83%) were right with turn down.



**Figure 4 Pre-test “Underlined words for phrasal verb”**

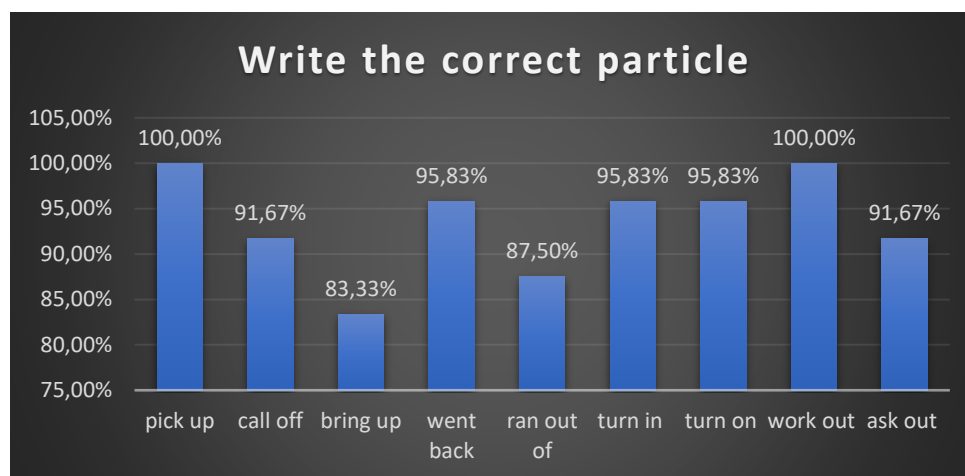
Done by: Mónica Procel

### **Analysis and Interpretation**

In the last part of the test, students had to replace the underlined words for the phrasal verbs that fit better in those situations. In the first sentence, 6 (25,00%) people were right with the answer gave up. In the following sentence, 8 (33,33%) people chose the correct answer took off. In the third sentence, 7 (29,17%) people made the right decision with figure out. In the next situation, 6 (25,00%) people were right with drop out and finally 8 (33,33%) chose got over in the last situation.

## 5.2 RESULTS OF THE POST-TEST

After 8 hour-class of phrasal verbs, students took the post-test to see how much they improved their knowledge regarding phrasal verbs. The test was pretty similar to the diagnostic test but with different situations.



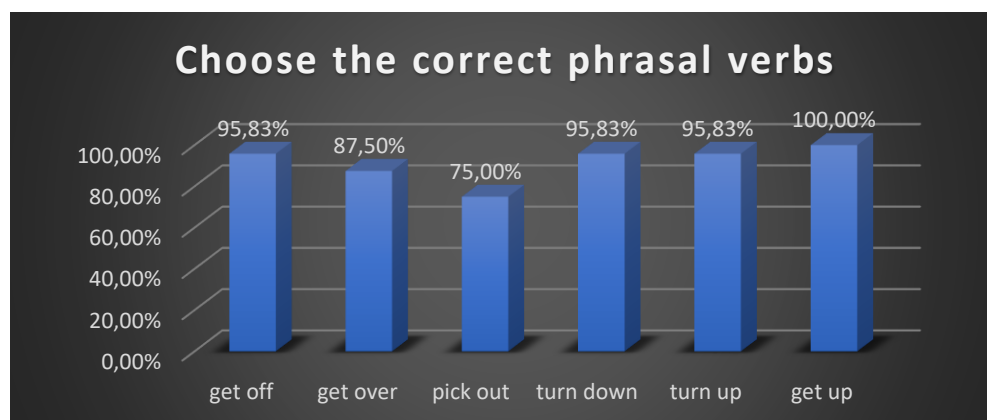
**Figure 5 Post-test “Write the correct particle”**

Done by: Mónica Procel

### Analysis and Interpretation

In the first question, students had to add the correct particle to the verb according to the situation that was given. The first particle was up (pick up) in which 24 (100%) students got the right answer. The second particle was off (call off) so 22 (91,67%) students answered with the appropriate particle this time. In the third particle, 20 students (83,33%) chose the correct answer (bring up). The fourth answer was back (went back) in which 23 (95,83%) picked the correct answer. The fifth particle was out (ran out of) in which 21 (87,5%) students answered well. In the next answer, 23 (87,5%) students got the correct answer in (turn in). In the seventh answer, 23 (95,83%) students were right with the answer on (turn

on). The eight particle was out and everybody wrote the correct answer. Finally, in the last answer, 22 (91,67%) students got the correct answer that was out (ask out).

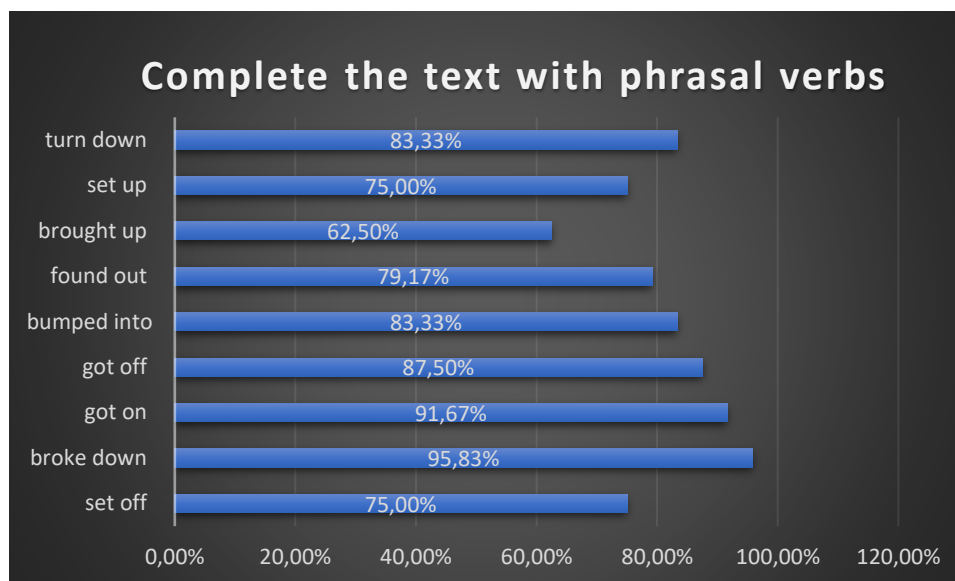


**Figure 6 Post-test “Choose the correct particle”**

Done by: Mónica Procel

### **Analysis and Interpretation**

This was also a multiple-choice question in which students had to decide what answer fits better regarding the context of every situation. In the first situation, 23 (95,8%) students got the right answer that was get off. In the next situation, around 21 (81,50%) made the right decision with get over. In the following situation, 18 (75%) students chose the correct answer pick out. In the fourth situation, 23 (95,8%) people picked out the correct one. Then, in the following situation, most of people 23 (25%) got the right answer in turn up. Finally, 24 (100%) felt familiar with the situation and chose the correct answer.



**Figure 7 Post-test “Complete the text with phrasal verbs”**

Done by: Mónica Procel

### **Analysis and Interpretation**

In the following section, students had to read a text and choose the correct phrasal verb from the word bank. In the first blank 18 (75%) students got the correct answer with set off. Then 23 (95,8%) people chose the correct answer broke down. In the third answer, 22 (91.7%) made the correct decision with got on. In the following answer, 21 (87,50%) people were right with got off. With the next answer 20 (83,3%) people chose bumped into. In the next situation, 19 (79,2%) people were right with found out. In the next one, 15 (62,50%) people made the correct decision with brought up. The next one was set up and 18 (75%) people got that answer and finally 20 (83,3%) were right with turn down.



**Figure 8 Post-test “Underlined words for phrasal verbs”**

Done by: Mónica Procel

### **Analysis and Interpretation**

In the last part of the test, students had to replace the underlined words for the phrasal verbs that fit better in those situations. Most of the students got the correct answers in this activity. In the first sentence, 23 (95,8%) people were right with the answer gave up. In the following sentence, 24 (100%) people chose the correct answer took off. In the third sentence, 23 (95,8%) people made the right decision with figure out. In the next situation, 24 (100%) people were right with drop out and finally 24 (100%) chose got over in the last situation

### **5.3 Discussion**

In this study, it is important to compare the results from the experimental research that was carried out on Saturdays during a period of two months in order to come to conclusions. First of all, I wanted to diagnose students in order to know how much knowledge they had regarding the use of phrasal verbs in certain situations (see annex 2). Then, the online test was taken by the B1 level students so the results of this test showed that they did not have enough knowledge and had difficulties about this type of vocabulary and that is why their performance in the test was not good in the different sections. I could also notice that they did not know how to use them in different situations or how the particles work with verbs. Taking into account the first results of the diagnostic test, I decided to plan my classes based on a cognitive approach with a combination of a corpus study and metaphor theory with the support of some technological websites and pedagogical tools as well. I also decided to choose some common phrasal verbs from different categories such as: education, travel, daily routine, sports and health (see annex 1). I started to make students aware of the particles and verbs 'concepts separately so that they could know a range of meanings that they offer and then they realized how they work and could infer meaning once they were as whole units. After applying a variety of tools such as: comic strips, word wall, memes and among others. Students could do a better performance during classes and they were also able to use, manage and recognize phrasal verbs at the end of the process. Therefore, they could apply them in any context.

## **Conclusion and Recommendations**

### **6.1 Conclusion**

There was an evident and important difference between the pre and posttest's results because after the pre-test, students received an adequate treatment in order for them to accomplish their goal that was to learn phrasal verbs effectively. So that, they could retain the information for a longer period of time and they also could employ them in a variety of possible sceneries.

Most of the time, phrasal verbs are analyzed in isolated way without any context so the student have to learn them by memory. However, in this project, learning phrasal verbs based on Cognitive approach helped students analyzed phrasal verbs as complex structures through different contexts and experiences.

Using a variety of activities based on Cognitive approach plus the help of technological and pedagogical tools made students have a better concept in their mind of every phrasal verb because they were represented in different situations. This also helped students organize and process better the information so that they were be able to produce and transmit phrasal verbs accurately.

All of these teaching tools also helped to create a good atmosphere during classes where students could interact with their classmates and teacher so that they felt more motivated and confident about what they were learning and practicing. Therefore, they did a better performance when using phrasal verbs in different situations.

Besides, one important aspect of this experiment was the application of activities based on embodied theory because students could recognize and learn how common and daily phrasal verbs work separately. With this notion, the learners could remember phrasal verbs that they learnt before and they had the ability to create more of them using verbs and particles' meaning. They were also willing to invent stories to check if they were applying what they learned accurately.

Another point to take into account was the use of the metaphor theory because it helped students put the phrasal verbs into practice through many metaphorical probable situations in which phrasal verbs might be used. It is also important to mention that before the experiment, students have seen idiomatic phrasal verbs before; however, they were not able to use them properly because of the lack of phrasal verbs' knowledge about how, when and where to use them regarding different contexts.

Working in groups was also a good strategy when creating stories because they could discuss, share knowledge and check their understanding with their classmates. I also observed that they were able to explain what the phrasal verbs were about with their own words. Therefore, they internalized better what they were learning.

## **6.2 Recommendations**

After the experiment was applied. It is important to take some recommendations into account to help future possible researches regarding this topic.

First, having online classes may be a disadvantage sometimes because of the lack of enough interaction. That is why it would be important to carry out this experiment in face to

face classes because students would have the opportunity to increase the participation among them and the experience could be more meaningful and enriching for them.

Second, I could not perform my experiment during the weekdays due to the lack of time and permission from the private Institute. That is the reason why I did it on Saturdays during the period of two months. Therefore, students sometimes forgot how to use the phrasal verbs that they learnt last class. However, it is recommended for further researchers to apply this study more often in a longer period of time in order to obtain better results

Third, it is also important to mention that every person learns in a different way and pace. For this reason, it would be necessary to take into account students' learning styles which are essential in order to know how people assimilate information better. Therefore, teaching must be adapted to the needs of the students so that they can accomplish their learning goals easily. It is also advisable that the teacher applies more varied activities to boost these abilities and keep students more motivated.

Fourth, it would be helpful to provide even more different contexts using phrasal verbs so that the students can realize and be aware of how to use them in more situations. Besides, they can practice this vocabulary and they can be more accurate when talking or writing.

Fifth, phrasal verbs have to be included in lesson plans in order to improve vocabulary and they are also essential when having a conversation in English language because they are used most of the time. There, students sound more fluent when they use phrasal verbs and feel more confident about the language.

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## ANEXES

### 8.1. Appendix 1: Phrasal verbs list.

PHRASAL VERBS (EMBODIED)				PHRASAL VERBS (METAPHOR)				
Daily routine	Travel	Sports and health	Education	Daily routine	Travel	Work	Sports and health	Education
Eat out	Get out of	Warm up	Come in	Pick out	Break down	Call off	Take up	Hand in
Turn up	Go back	Cool down	Look up	Figure out	Call off	Put up with	Get over	Drop out
Turn down	Get in	Join in	Write down	Run into	Look forward	Carry out	Pass out	Get along
Go out	Get off	Knock out	Look at	Break up	Take off	Look for	Throw up	Run out of
Get up	Get back	Split up		Pass away	Pick up	Set off	Take up	Turn in
Ask out	Come in	Calm down		Break down	Get in	Bring up	Work out	Carry on
Put on	Come back	Slow down		Find out	Take off	Come up with	Pick out	Cheat on
Call back	Turn on	Cheer up		Make up	Drop off	Set up		Give up
Run away	Turn off			Get away	Get on	Get along with		
Grow up	Throw away				Get away	Turn down		
Break up								

**8.2. Appendix 2: Phrasal verbs pre-test applied**

**ENGLISH TEST**

**DIAGNOSTIC TEST**

**Name:**

**Level:**

**Date:**

**AIM**

**Collect information about how much knowledge people from b1 level have about phrasal verbs.**

**INSTRUCTION**

**Write the correct particle/preposition for each verb according to the situation,  
Choose the correct particle from the box.**

away	on	out	off	up	down	over
------	----	-----	-----	----	------	------

1. A: I am going to visit you in Ambato.

B: Oh, that would be awesome!

A: Could you pick me ..... at the airport?

B: Sure, no problem.

2. A: What time is the meeting?

B: We won't have the meeting. It was called..... because of the rain.

3. A: Did you buy the groceries?

B: Yeah!! I got groceries. Can you help me bring them.....?

4. A: How was your trip?

B: It was great. I went.....home last Friday.

5. A: Are you going to get a present for Mary's birthday?

B: I am not sure. I ran.....of money because of my last trip.

6. A: Did you turn..... your homework to the teacher?

B: No, I forgot it!

7. A: I can't see anything. Do you mind turning ..... the light please?

B: No, I don't mind.

8. A: Henry and I had an argument yesterday.

B: I think you should work ..... the problem. Why don't you call him  
back?

He may be in his house at this time

9. A: Are you going to go out with your friends tonight?

B: Yeah, they asked me..... We're going to the club.

**Choose the correct phrasal verb regarding the context.**

10. Don't bother me! \_\_\_\_\_ your hands \_\_\_\_\_ of me!

- a) get/along
- b) get/away
- c) get/ over
- d) get/off

11. I got sick last week but I hope to \_\_\_\_\_ it soon.

- a) get along
- b) get away
- c) get over
- d) get down

12. I need to \_\_\_\_\_ a dress for the party, but I am not sure which one.

- a) pick up
- b) pick out
- c) pick on
- d) pick off

13. I had such a good job offer so I couldn't \_\_\_\_\_ it \_\_\_\_\_

- a. turn/down
- b. turn/out
- c. turn/up
- d. turn/in

14. Could you \_\_\_\_\_ the volume because I can't listen to the songs.

- a. turn down
- b. turn out
- c. turn up
- d. turn in

15. What time do your children ..... in the morning?

- a. get along
- b. get up
- c. get over
- d. get down

**Complete the text with the following phrasal verbs**

got off	bumped into	broke down	set off	brought up
found out	set up	got off	turned down	got on

I usually ..... for work every morning at 8 am. Suddenly, something happened to my car and it....., so I ..... the bus. When I ....., someone from my work called me saying the meeting we had that day was called off. Then, I ..... a person and I ..... it was a friend who I hadn't seen in ages. We were talking about our lives and then he ..... something. He told me that he .....his own business a couple years ago. He offered me a job there but I ..... him ....., because I have a stable job.

**What are the best phrasal verbs for the following sentences? Change the underlined words for the appropriate phrasal verbs.**

My friend stopped trying to eat chocolate.

The plane departed an hour ago.

We have to solve the problem as soon as possible.

Sometimes students leave school because of economic reasons.

My brother recovered from the flu.

Figure out

Gave up

Got over

Drop out

Took off

### 8.2. Appendix 3: Lesson plans.

Specific Objectives	Contents	Methodology	Resources	Timing
<ul style="list-style-type: none"> <li>To understand the use of phrasal verbs separately.</li> <li>To practice phrasal verbs in real situations</li> </ul>	Phrasal verbs	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Students will see a comic with some phrasal verbs in it.</li> </ul>	Powtown video	5 minutes
		<p><b>Development</b></p> <ul style="list-style-type: none"> <li>Teacher will show them the target vocabulary: first the verbs and then the particles separately. Students have to match the picture with the meaning.</li> </ul>	Wordwall activity	10 minutes
		<ul style="list-style-type: none"> <li>Then the teacher shows them some situations in which students can find phrasal verbs with the verbs and particles that they learnt before and they have to choose the appropriate phrasal verb according to the context.</li> </ul>	Comic strips	15 minutes
		<ul style="list-style-type: none"> <li>After that, the teacher will verify the meanings showing more examples to the students so that they will be aware of how they work.</li> </ul>	Power point slides	10 minutes
		<p><b>Wrap up:</b></p> <ul style="list-style-type: none"> <li>The teacher will give students some phrasal verbs with the verbs and particles that they checked before.</li> <li>Students will create their own comic strips using the phrasal verbs that they learnt during the class and present them to the class.</li> </ul>	Storyboard creator	20 minutes





Specific Objectives	Contents	Methodology	Resources	Timing
<ul style="list-style-type: none"> <li>• To understand the use of phrasal verbs using metaphors.</li> <li>• To practice phrasal verbs in real situations</li> </ul>	Phrasal verbs	<p style="text-align: center;"><b><i>Warm up:</i></b></p> <ul style="list-style-type: none"> <li>- Students will review the phrasal verbs that they learnt the last class through a collaborative online board.</li> <li>- The teacher will ask the students to write a sentence using some phrasal verbs in Padlet</li> </ul>	Padlet	10 minutes
		<p style="text-align: center;"><b><i>Development</i></b></p> <ul style="list-style-type: none"> <li>- The teacher will show them different pictures with phrasal verbs in dialogues.</li> <li>- Students will identify if the phrasal verbs are correct according to each context.</li> <li>- They will change the phrasal verbs in the dialogues if necessary and then check with the teacher.</li> <li>- The teacher will provide some pictures(memes) with phrasal verbs included and students will identify what the situations are about</li> </ul>	Comic strips	20 minutes
		<p style="text-align: center;"><b><i>Wrap up:</i></b></p> <ul style="list-style-type: none"> <li>- All the groups will receive some memes and students will use them in order to create short fun phrases using phrasal verbs.</li> <li>- Every group will show their work to other groups.</li> </ul>	Memes	10 minutes
				20 minutes

#### **8.4 Appendix 4: Sample of a Teacher's lesson's plan development during the Experiment.**

Class No. 1

Date: July 10th

Resources: Comic strips, word wall games, power point.

Topic : Phrasal verbs

Objective: To make students be aware of how verbs and particles work in isolation.

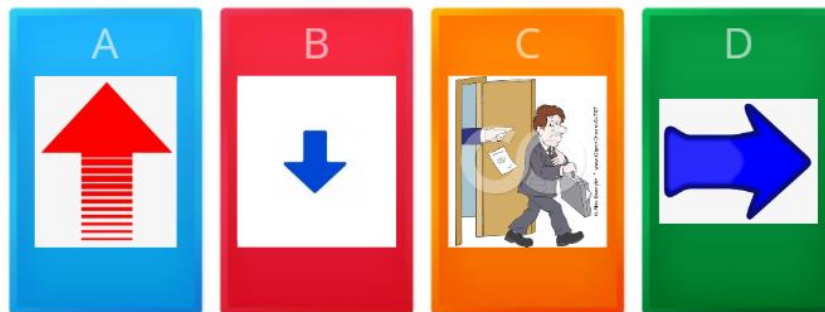
Therefore, they will guess the meaning when they are together.

As a warm up activity, students could see a strip comic as a video created in Powtown video in which there was the target vocabulary that was going to be checked during class. They saw the video; however, they could not understand what the situation was about because they were not used to that vocabulary.

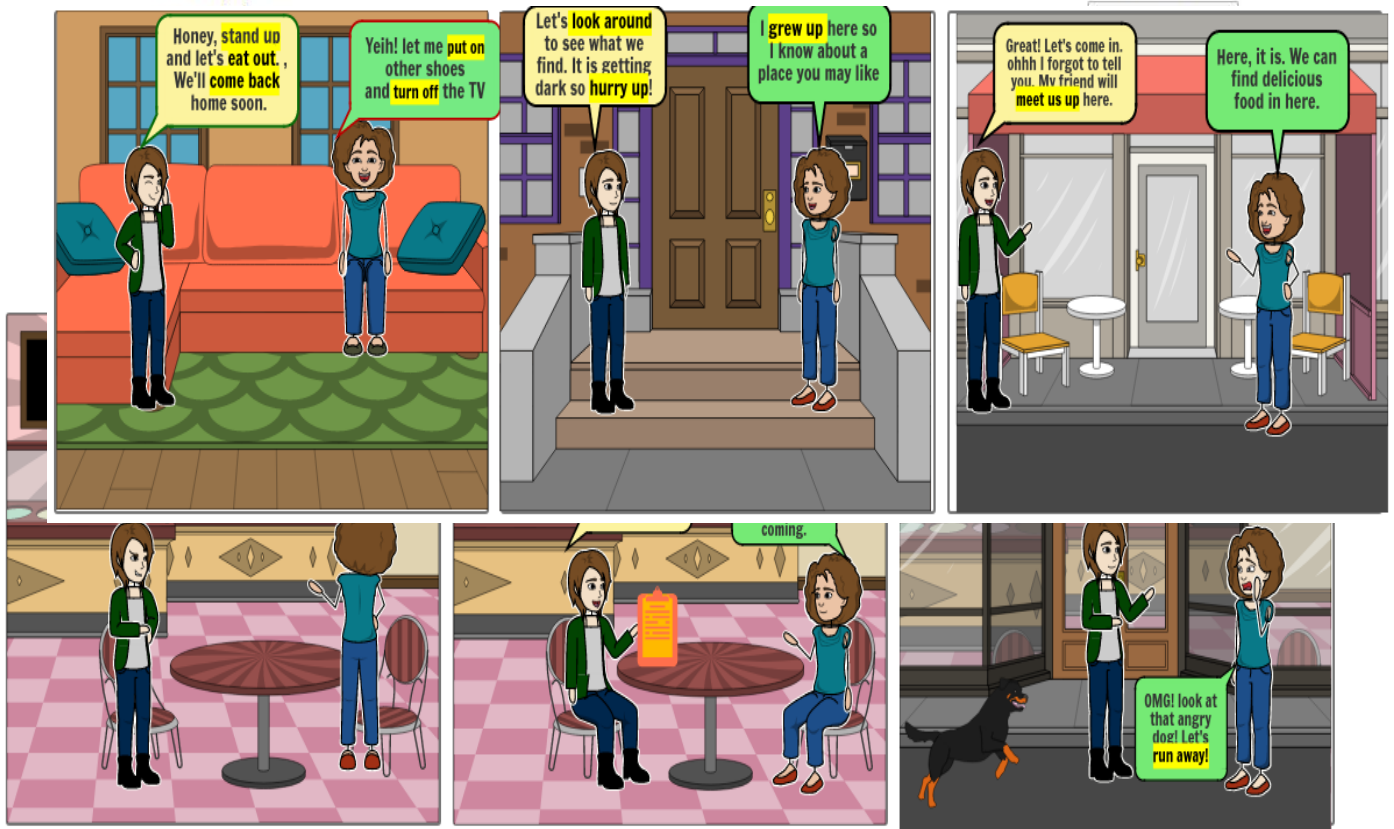
In the development, students were showed different images so that they could choose the correct particle to make sense the pictures through the website Wordwall. After that, I presented a comic strip to the students in order to see the target vocabulary with the verbs and particles together. I asked them to see the comic and analyze the situation, then I also asked them to explain what they understand when looking at every scene. Most of them could describe what the phrasal verb was about according to the context. They majority of them guessed the real meaning because they associated the verb's and particle's concepts so that the situation made sense for them.

In the end, I gave the students some verbs and particles to practice phrasal verbs so that they had to create their own story using the storyboard creator. They liked this activity a lot because they could make a comic strip in groups using their imagination and they were able to apply what they learned in a free style.

up



◀ 1 of 8 ▶



## **8.2. Appendix 5: Sample of a Teacher's lesson's plan development During the Experiment.**

Class No. 2

Date: July 17th

Resources: Kahoot, videos, power point.

Topic: Phrasal verbs

Objective: To present idiomatic phrasal verbs to the students and find out what they mean regarding the situations. Students have to use them in a common conversation.

In the warm up activity, students were able to review what they learnt last class through the online website Kahoot. Some situations were set in this website, so the students had to choose the best phrasal verb for each one. They received feedback immediately so they could verify their knowledge about phrasal verbs. They were excited with this game because they could compete and share what they know with their classmates in real time.


After that, I presented some short videos in which students could see some idiomatic phrasal verbs. I also showed to them some paraphrased options so that students had to choose the best option that described the phrasal in each situation. Some of them got the correct option but most of them had a difficult time finding the best answer because the verb's and the particle's concepts had nothing to do with each other because they did not make sense to them in most of the cases. Then we compared the answers and I gave them feedback about how to use those phrasal verbs with more examples. Once they understood how to use those phrasal verbs, they had to prepare a dialogue in which they have to include as many phrasal

verbs as possible in the appropriate context. On the other hand, I could observe that they found this activity worthy because they could apply what they learnt in a useful and practical exercise.

Finally, students presented their dialogue using phrasal verbs and the others had to pay attention in order to give feedback if necessary. In this last part of the class, I could see that students cooperate with each other to reach a meaningful learning.

Could you .....the air conditioner because it is too hot?

9



Skip  
  
0  
Answers

▲ turn down

◆ get on

● turn up

■ turn off



- Progress
- Board a bus, a train, an airplane
- Have a good relationship

- Force to leave
- Have none left
- Lose battery power



- Habit, adicction: quit
- Stop trying
- Persevere

### **8.3. Appendix 6: Sample of a Teacher's lesson's plan development During the Experiment.**

Class No. 3

Date: July 24<sup>th</sup>

Resources: Zoom board and power point.

Topic: Phrasal verbs

Objective: To practice new phrasal verbs and make students be able to create stories using this vocabulary.

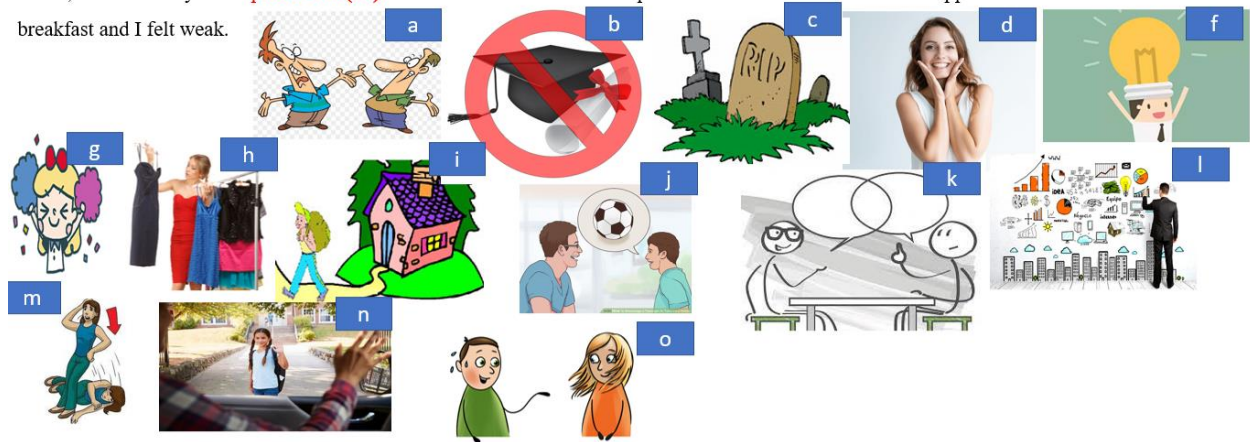
To begin with the class, I asked the students to participate through Zoom board. Then, I mentioned a phrasal verb and two students had to draw the meaning with the help of Zoom board's tools. Once they finished in a specific time, the rest of the students had to choose the best drawing which represented the phrasal verb. I could notice that the students were enjoying this activity because they made an effort to draw as best as possible the possible scene where the phrasal verb could be used.

Later, I prepared a reading in which students could find some new phrasal verbs through it. This was the target vocabulary that was going to be checked that day. Below the reading, I placed some pictures, so the students in groups of four people had to decide which picture represented the phrasal verb according to the context. This was a good exercise because student had to collaborate with each other and study closely what the situation was about to place the correct picture.

To finish with the last part of the class. The students in the same group, had to create

a similar activity. Once they finished, they passed it to another group so every group had a new reading to solve together.

I usually **set off** (1) for work every morning at 8 am. Before that, my wife said “I **look forward** (2) to seeing you tonight” with a big smile and I said “**pick out** (3) your best outfit honey” It is because I **asked her out** (4) tonight. Then, I have to **drop off** (5) my wife at her work as usual. Suddenly, my car **broke down** so I had to go to my work on foot. On my way to work, I **ran into** (6) a person and I found out it was a friend who I hadn’t seen in ages. We were talking about our lives and then he **brought up** (7) something. He told me that he **dropped out** (8) the university to **set up** (9) his own business a couple years ago and he **cheer me up** (10) to do the same thing. I told him that I wasn’t ready yet since my father **passed away** (11). Then he **came up with** (12) a nice idea and he advised me to **take up** (13) a hobby to distract myself. When I said bye to my friend, I felt so dizzy that I **passed out** (14). The ambulance came and helped me and it turned out that that happened to me because I haven’t had breakfast and I felt weak.



#### **8.4. Appendix 7: Sample of a Teacher's lesson's plan development During the Experiment.**

Class No. 4

Date: July 31st

Resources: Comic strips, memes

Topic: Phrasal verbs

Objective: To review and learn new phrasal verbs using trendy resources such as memes.

At the beginning of the class, I asked the students to write sentences every time I mention a phrasal verb in a collaborative board that is Padlet. This is a good resource when it comes to participating and checking answers as a whole group. Then, students could see how to use the same phrasal verbs but in different scenarios.

In this class, I used more comic strips with some phrasal verbs that were checked in previous classes. Students had to identify if the phrasal verbs are well placed according to the situation. They could change it if necessary. Then, answers were checked with the classmates and me. After that, I used memes as a trendy resource to apply phrasal verbs and show some other phrasal verbs. Students were enthusiastic because they expressed that they really like memes and recognize most of them. Therefore, they were identifying what the meme was about and guessed the meaning of the phrasal verb with their own words.

Finally, students receive the same memes but they had to come up with new short fun phrases using phrasal verbs. In the end, they showed their work to the other groups, so

everybody could see more examples of how to use phrasal verbs. To sum up, I could observe that they really enjoyed this activity because they were very creative at the moment to use phrasal verbs with memes.

When you [redacted] someone you know but you have no idea what their name is



- a) Find out
- b) Run into
- c) Look for



- a) Picking out
- b) Lookin forward
- c) Hanging around

You can't get [redacted] if you don't get into a relationship



- a) Cheated on
- b) Broken up
- c) Asked out



- a) Turn out
- b) Cheer up
- c) Turn in

### 8.5. Appendix 8: Activities' link.

Most of the class activities will be found in the following link.

[https://drive.google.com/file/d/1xzr0Q\\_thnDzJ298HzEyhDzw91VmiuYbY/view?usp=sharing](https://drive.google.com/file/d/1xzr0Q_thnDzJ298HzEyhDzw91VmiuYbY/view?usp=sharing)

[p=sharing](#)

**8.6.Appendix 9: Phrasal verbs post-test applied.**

**ENGLISH TEST**

**FINAL TEST**

**Name:**

**Level:**

**Date:**

**AIM**

**Collect information about how much people from b1 level improved knowledge about phrasal verbs.**

**INSTRUCTION**

**Write the correct particle/preposition for each verb according to the situation, Choose the correct particle from the box. You may use them more than once if necessary.**

away	on	out	off	up	down	over
------	----	-----	-----	----	------	------

20 A: Oh no, I forgot something!

B: What did you forget?

A: I forgot to pick .....the groceries at the supermarket.

B: Oh, don't worry, I can help you with that.

21 A: I feel sad.

B: Why are you sad?

A: Because I have to call ..... my trip due to the new pandemic restrictions.

22 A: What are we gonna do?

B: What do you mean?

A: I can't be a mom.

B: Don't worry about that, we could always adopt a kid and bring him.....

23 A: Did you visit your uncle in Paris? How is he doing?

B: Yeah, he is great! However, I want to get.....as soon as possible.

24 A: Are you going to travel to Miami this year?

B: I am not sure. I ran.....of money.

A: Okay, maybe next year.

25 A: Don't forget to turn.....your assignment to the teacher as soon as possible.

B: Yeah, don't worry about it, I will remember to do that.

26 A: I want to watch the new show on television.

B: Sure, let me turn the TV .....and we can watch it together.

27 A: I feel so tired.

B: How come?

A: Because I was working..... very hard at the gym.

28 A: Richard finally asked Mary.....for a date.

B: Really? That sounds amazing.

**Choose the correct phrasal verb regarding the context.**

29 Let's \_\_\_\_\_ the bus and walk towards the school.

e) get along

f) get away

g) get over

h) get off

30 I feel bad that your girlfriend broke up with you, I hope you \_\_\_\_\_ it soon.

e) get along

f) get away

g) get over

h) get down

31 I need to \_\_\_\_\_ some new shoes to start the school year.

e) pick up

f) pick out

g) pick on

h) pick off

32 That music is too loud. Could you \_\_\_\_\_ it \_\_\_\_\_ please.

- e. turn/down
- f. turn/out
- g. turn/up
- h. turn/in

33 It is too hot. Could you .....the air conditioner, please.

- e. turn down
- f. turn out
- g. turn up
- h. turn in

34 I need to ..... early to go to work?

- e. get along
- f. get up
- g. get over
- h. get down

**Complete the text with the following phrasal verbs**

got off	bump into	broke down	set off
brought up			
found out	set up	turned down	got on

I had to ..... early in the morning to avoid traffic and make my 9am flight. Once, I got to the airport I ..... that I did not have my cellphone. However, I was about to ..... the plane and I was not going to go back for it. During the flight, the flight attendants

offered me some snacks but I had to ..... because I felt dizzy at that moment. When the plane took off, we ..... of it and suddenly I ..... a person who seemed familiar to me. It was my neighbor Henry who was on vacations too. What a coincidence! Then he ..... that he ..... a business in his hometown a couple years ago and that was the first time he took some vacation. After that, I said goodbye to Henry and got in a taxi. I was on my way to my destination when the taxi ..... in the middle of the journey. In the end, I could take another taxi to arrive at my hotel safe and sound.

**What are the best phrasal verbs for the following sentences? Change the underlined words for the appropriate phrasal verbs.**

Ok, I'll stop guessing. What is the correct answer?

You have to remove your shoes before you enter the house.

He finally understood why his car didn't work.

The driver abandoned the auto race with engine trouble.

I hope that you recover from the flu quickly.\

Figured out

Give up

Get over

Dropped out

Take off

