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Class system to develop the phrasal verbs vocabulary through Warm-up as a methodological strategy

por Agurto Ginger Delgado Yulissa

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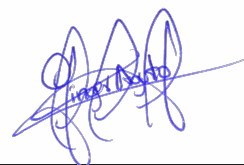
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DEDICATION

The present investigation is dedicated to:

To God, who gives us life and new opportunities to improve ourselves day by day. To our parents who have been a fundamental base in our development and personal growth on this road full of pleasant experiences.

<div align="right">

Ginger Lisbeth Agurto Jimenez

Yulissa Thalia Delgado Mendoza

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Likewise, we express our gratitude to the teachers at *"Carmen Mora de Encalada"* High School and the students who participated in this research for their willingness to cooperate in the project's proposed activities.

Last but not least, we duly acknowledge our parents' encouragement and guidance that helped us fulfill our goals, and overcome the obstacles along this academic path. Their inspiring words cleared our doubts and enhanced the desire of conquering all our aspirations.

Ginger Lisbeth Agurto Jimenez
Yulissa Thalia Delgado Mendoza

RESUMEN

El presente trabajo de investigación atiende a situaciones problemáticas en torno al proceso de enseñanza-aprendizaje del inglés en el Ecuador y tiene como finalidad incrementar el dominio de la lengua meta a partir de técnicas motivadoras al inicio de la clase. Sobre esta base se plantea como objetivo elaborar un sistema de clases con el uso de warm-up como estrategia metodológica para desarrollar el vocabulario de phrasal verbs en alumnos de 9vo año de EGB paralelo "B" en el Colegio de Bachillerato *"Carmen Mora de Encalada".*

La investigación responde a un paradigma cuantitativo positivista, con un diseño no experimental de tipo transversal-descriptivo, el cual hace uso de métodos teóricos con el objetivo de explicar y caracterizar conceptualmente el objeto de estudio mediante un análisis de información bibliográfica. Así mismo, emplea métodos empíricos como la observación, prueba pedagógica y entrevista dirigida al docente para recolectar datos a fin de comprobar o rechazar la hipótesis.

En este mismo contexto, a partir de la aplicación del sistema de clases se obtuvieron cambios significativos en comparación con el estado inicial en el que se desarrolló la investigación. Por lo que se recomienda continuar profundizando en la problemática que dio paso a esta investigación, tomando en cuenta otras vías de solución relacionadas al desarrollo de vocabulario de phrasal verbs debido a la importancia que poseen dentro del dominio, uso y manejo del idioma inglés.

Palabras claves: sistema de clases, warm-up, phrasal verbs, Idioma inglés, vocabulario.

ABSTRACT

This research addresses problematic situations related to the English language teaching-learning process. Moreover, it aims at increasing language proficiency through motivational techniques at the beginning of a class. In this regard, it was proposed to elaborate a class system through a warm-up as a methodological strategy for developing phrasal verbs vocabulary in students from 9th of General Basic Education at the *"Carmen Mora de Encalada"* High School in the period of 2022.

This project provides a positive-quantitate methodological paradigm by using a non-experimental design of the cross-sectional-descriptive type, which uses theoretical methods in order to explain and to characterize the study-object through a bibliographical information analysis. Furthermore, it uses empirical methods such as observation, pedagogical test and teacher interview to collect data in order to accept or reject the hypothesis.

By the same token, after applying the class system there were significant changes in comparison to the previous students' academic situation. Consequently, it is recommended to continue deepening into the aforementioned academic issue and finding and applying other ways to enhance the development of phrasal verbs vocabulary, due to the importance that they have within the mastery, use and management of the English language.

Keywords: class system, warm-up, vocabulary, phrasal verbs, English language.

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INTRODUCTION

The importance that English has acquired in recent years has been transcendental, to the point of becoming a global form of communication. Although, teaching this language involves a series of challenges for both; the teacher who determines proper management of methodologies focused on speech skills as well as for the student whose learning is the result of this process. It is thus then that the focus of the whole process centers on the approach to teaching as it directly determines the success, or the failure, of both the professor and the pupil.

Considering the importance of that vision, a teacher's inappropriate methodologies and strategies in the classroom can be detrimental, particularly a lack of engaging activities. The negative attitudes in the class and a low motivation to learn led by a poor plan may result in students viewing the study of a foreign language as a tedious and boring endeavor. Likewise, it could devalue the goal of mastering it.

Thus, the incorporation of *warm-up* activities might be a remedy to some of these issues. Doubtless, warm-up is a superb stimulus tool within the educational field, thanks to the learning environment they offer to students by encouraging them to be more active through playing games, which create welcoming educational spaces where pupils explore new knowledge, whose attention is focused on how a lesson is opened, since *"el comenzar de una forma adecuada marcará la diferencia entre una clase exitosa o una que presente dificultades mientras se desarrolla la clase, establece el clima y las expectativas de las expectativas que el docente presenta a sus estudiantes "*, (Caro, 2018, cited in Chamorro et al., 2022). *Warm-up* enhances the teachers' self-assessment process to innovate the lesson and answer possible questions, such as; what methodology is the most convenient to reach the students? What actions are appropriate to avoid traditional and conventional classes? How to awaken and keep the trainees' attention and/or participation throughout the class? and so forth.

An engaging strategy would be the introduction of phrasal verbs as a method of increasing vocabulary and understanding of the interaction between verbs. Certainly, a skill of accurately identifying and using phrasal verbs has a fundamental role in the overall dominion of the English language, since it provides communicative abilities and receptive skills that help understand this complex system, as they are associated with more challenging vocabulary. By the same token, with the aim of acquiring command and fluency in a language it is necessary to have a wide vocabulary. Unfortunately, educators always focus on grammatical structures and push phrasal

verbs learning aside by completely disregarding their importance. The ability to incorporate verbs composed of two prepositions, such as phrasal verbs, to oral and written vocabulary, shows a high proficiency in mastery. Being able to interpret the meaning of any given context allows the understanding of the language's behavior in various settings.

As a result of which, it is assumed that the difficulty to connect ideas and not using a ranging vocabulary can be factors that hinder the mastery of this language by taking in account *"un buen conocimiento de vocabulario va a contribuir a una mejor actuación académica y escolar; y en la adquisición de la segunda lengua",* Verhallen & Schoonen (1993 Cited in Agustín., 2017). Therefore, when the content taught in class has a lack of phrasal verbs, the knowledge of vocabulary in this language is not increased.

Along the lines of the above, several **external factors** have been identified, such as:

- Students have a limited vocabulary.
- Learners have trouble by connecting ideas fluently.
- The teacher does not use learning strategies for the development of phrasal verbs.
- Trainees have a lack of motivation.

Because of the nature of the external factors, the following **scientific problem** is proposed: How to develop the vocabulary of phrasal verbs in students from 9th of General Basic Education "B" at the *"Carmen Mora de Encalada"* high school in the period of 2022 - 2023?

The **object of study**, the teaching-learning process of this target language in Basic General Education.

In this regard, possible causes of the problem include:

- Teacher does not perform warm-up activities at the beginning of class.
- Knowledge and mastery of English phrasal verbs are poor.
- Students do not incorporate new vocabulary when communicating their ideas.
- The class activities are not focused on vocabulary development.
- Low student motivation and participation in class.

The **general objective** of this investigation is to develop a class system through warm-up as a methodological strategy for the development of phrasal verbs vocabulary in students from 9th of General Basic Education "B" at the *"Carmen Mora de Encalada"* High School in the period of 2022 -2023.

The **field of action** within the general objective is delimited by warm-up as a methodological strategy.

Thus, this scientific research has the following **specific objectives**:

- To theoretically base the warm-up as a methodological strategy.
- To diagnose the current state of phrasal verbs vocabulary of the students belonged to the sample.
- To design a class system-using warm-up as a methodological strategy.
- To apply the class system through the warm-up as a methodological strategy to develop the vocabulary regarding phrasal verbs.
- To assess achievable outcomes through a class system.

Specific objectives were made in function of the **scientific hypothesis.**

If a class system is developed with warm-up planning as a methodological strategy, then the vocabulary of phrasal verbs will be developed in students from 9th of General Basic Education "B" at *"Carmen Mora de Encalada"* High School in the period of 2022 - 2023.

Based on the hypothesis, the study variables are:

The **independent variable** comprises the application of a class system through the methodological strategy of warm-up, understood as a series of structured and interrelated exercises, whose intention is to meet certain objectives based on a unit or a specific topic in the educational field.

The **dependent variable** is represented by the vocabulary development of English phrasal verbs, which is defined as the learning of words and meanings used in a given language within a specific social context.

This scientific research is carried out from a quantitative methodological paradigm by using a pre-experimental design, with pre-and post-test. This research is aimed at 29 students in the 9th year of Basic General Education course "B" of the *"Carmen Mora de Encalada"* High School.

Consequently, the research uses theoretical methods such as historical-logical, hypothetical-deductive, and analytical-synthetic. Moreover, empirical methods, such as; observation, diagnostic evaluation, and a survey, which will be detailed in greater depth in the methodological framework.

The **importance** of this investigation focuses on the use of warm-up as a methodological strategy to develop the vocabulary of phrasal verbs, through a class system, which aims to enhance the mastery of the new language with motivational techniques at the beginning of the class.

The **practical contribution** provided by this research deals with a class system based on the use of warm-up as a methodological strategy in order to help students expand their capacity of the vocabulary in phrasal verbs. Therefore, learners feel involved in the teaching-learning process in a second language.

This study is structured into III chapters: **Chapter I:** where the theoretical background that supports the research work will be integrated. **Chapter II**: includes the type of investigation, methods and techniques applied. **Chapter III**: presents the intervention proposal. Finally, **Chapter IV**: analysis and interpretation of results, conclusions and recommendations.

CHAPTER I: THEORETICAL BASES OF THE USE OF THE WARM-UP AS A METHODOLOGICAL STRATEGY IN THE TEACHING-LEARNING PROCESS OF ENGLISH TO DEVELOP THE VOCABULARY.

This chapter provides theoretical bases of the use of the warm-up as a methodological strategy in the teaching-learning process of the English language for the development of vocabulary, based on three categories consisting of the historical evolution and theoretical characterization of both the field and the objective of the research. This investigation is supported by previous studies taking into account the position of different authors as support for the arguments presented in the research. Finally, the contextual characteristics of the process mentioned in previous lines of the English language in Basic General Education are reported, along with the diagnosis of the vocabulary in English phrasal verbs in the students who take part of the sample.

1.1 Historical background of the use of the warm-up as a methodological strategy in the teaching-learning process of English language to develop vocabulary.

Nowadays, thanks to globalization, learning a second language has acquired great value due to the series of personal, academic and work-related benefits it offers to those people who are in the process of mastering it. In this regard, both the Ecuadorian Ministry of Education and Great Britain went into a bilateral agreement in 1996 to establish and adapt the English language as a foreign language into the Ecuadorian curriculum, because of the great importance that this mentioned language has worldwide. For this reason, it went from being an optional to a compulsory subject within the curriculum, making it a turning point in education.

Due to the great importance of English for the development of the country, several mentors have focused their attention on pedagogical practice in order to analyze, question and propose new methodologies to teachers, since, being cataloged as guides of knowledge, they must know how to determine which approaches are the most appropriate for a class. It should be stressed that the foreign language teaching process began with teachers who had little training in this area.

Therefore, they use numerous pedagogical models and approaches that are alien to the needs of the students. Fortunately, education is a field in constant change because of the mission it carries in relation to respond to the numerous demands by society, which has allowed the teaching-learning process to integrate throughout history several methodologies within the field of

a foreign language teaching to develop not only the necessary knowledge, but also enhance the interest in pupils.

Because of the need of improving the teaching-learning process of this mentioned language, new methodologies have emerged as both consequence and response, with the intention of solving the possible problems that learners present when acquiring another language. It is worth mentioning that these approaches can be adapted and applied in other disciplines as well.

The most important points of these approaches are listed below.

Traditional Grammar is considered one of the first methods which began in the XIX century, proposed by the American Sears, where the mechanical repetition of contents, phrases as well as sentences was considered sufficient to master the target language, in other words; *"este método consiste en la enseñanza de la segunda lengua por medio de la primera , pues toda la información necesaria para construir una oración o entender un texto es facilitada a través de explicaciones en la lengua materna del discente"*, (Alcalde, 2011, p. 12).

Thereupon, at the end of the XIX century, the Direct Method, proposed by Sauveur and Berlitz, emerged as an alternative to the *Traditional Grammar* method, since they considered it unnecessary to focus language teaching only on grammar and vocabulary. This is why they proposed oral communication as a more natural and interactive process, helping the student to have a greater contact with the target language through dialogues and real situations (Martín, 2009). Moreover, the prominence of the target language in the direct method was greater than in the *traditional method,* which is based on the combination of the both, the mother tongue and the target language in order to acquire L2 through the help of L1.

Afterward, in the mid-XX century, the *Audio-Lingual* Approach or *Army* method emerged, which shares some characteristics with the *Direct Method.* On the other hand, this method tries to use L2 as the main language in the teaching of new content, which revolves mainly around pronunciation and intonation, as opposed to the written part. In addition, it focuses on the immediate correction of mistakes shown by learners when communicating to avoid future difficulties in the language (Gooding de Palacios, 2020).

Nevertheless, even though educators have conscientiously used the aforementioned methods above, students have not become proficient in English. Therefore, a *Communicative* Approach emerged in the XX century as a possible solution to that problem. The communicative language teaching integrates features of all previous methods. This makes it one of the best

alternatives to strengthen the teaching-learning process which not only seeks to ensure students acquire knowledge but it includes motivation as a fundamental component of the process.

Furthermore, Howard Gardner introduced the multiple intelligences theory to the word in 1983. Authors such as Guillermo (2014) have taken this theory into account to elaborate intervention proposals by considering the following: human beings might learn in a better way if the eight types of intelligence that each one possesses are stimulated. The theories have to be related, not only to the teaching but also the learning process, as every person in school has his or her own way to analyze, comprehend and acquire different topics differently to the rest, not only in terms of languages, and thus, teaching has to be accurate and proper as well.

Based on the historical overview of the methods applied in the English language teaching-learning process, the authors of this research state that there is no a single model capable of developing all the skills involved in the learning of a new language, since methodologies provide some benefits, which could be useful as long as those are combined with strategies and techniques, thus students can be the protagonist of their own learning within a dynamic environment.

With regard to the previous statements, the combination between "strategies and methodologies" defined by Arguello & Sequeira (2016) as an avant-garde alternative whose purpose is to understand the relationship between pedagogy and didactic, hence it could be a remedy for the student's problems, especially in the English area. In the same row, methodological strategies enable the teacher to use a range of tools. These resources support the teaching learning-process because they establish a dynamic environment, which could enhance students' motivation and involvement in building knowledge and developing competences in any discipline as well, leading to a meaningful learning. Since *"la carencia de estrategias metodológicas innovadoras en la mayoría de los docentes, conlleva al fracaso en la consecución de los aprendizajes",* (Sichique, 2018, p. 4).

It is important to mention that the methodological strategies have a wide range of resources which could be added to the planning made by the professor, thereby they enhance the teaching practice. Thereupon, the current investigation is focused on the warm-up activities, this activity is performed on the sports field and refers to the previous activities that athletes carry out before an official exercise (Flores, 2013). However, thanks to the diversity of concepts and meanings in Spanish such as; *calentamiento or icebreaker,* it has found a place in various disciplines as; art, education and sport, as mentioned above.

Regardless of the area in which the term *warm-up* is used, it will not change its nature, which is to relax, stimulate and motivate the performance of an activity. According to pedagogical field, the use of this strategy has become in an essential element, likewise Loaiza (2016) states that *warm- up* activities "(…) modify the behavior of student for the rest of the lesson, this will affect students' efficient in the class and also their attention in the learning of new knowledge", (pag. 3).

After a significant search, it is important to mention the lack of bibliography about the history of the use of *warm-up, calentamiento*, or ice-breaker not only in the educational field but also in other areas and disciplines that implement it. Thus, authors such as Chamorro *et al.* (2022), in his research entitled: *"Actividades efectivas de warm-up que todo docente de inglés debería implementar en su clase", likewise* Guimont, (2013) *"Calentando la clase: estrategias para los cinco primeros minutos de clase",* and Velandia (2008) "The role of warming-up activities in adolescent students' involvement during the English class" in which they emphasize aspects such as: definitions, importance, main characteristics, and examples of *warm-up* activities aimed at reinforcing content or introducing new topics in class. However, they have not included relevant information about *warm-up,* which could be useful to describe the development of this method within the teaching strategies.

1.2 Conceptual references of the use of warm-up as a methodological strategy in the teaching-learning process of English to develop the vocabulary.

The main objective of this section is to analyze the theoretical bases of the use of *warm-up* as a methodological strategy in the English teaching-learning process for the development of vocabulary. Likewise, the perspective that different authors have about the *warm-up* is contrasted.

1.2.1 The English teaching-learning process in basic education.

According to Abreu *et al.* (2018), the teaching-learning process is composed by: *"sujetos implicados, el profesor, los estudiantes y el grupo, los cuales ofrecen un carácter interactivo y comunicativo: los objetivos, el contenido, los métodos, los medios, las formas de organización y la evaluación"* (p. 612); in addition to that, Abreu et al. (2018) considers: *"el profesor debe tener dominio de los componentes que lo integran"* (p. 612); in order to create dynamic spaces in the classroom where a sustainable relationship is established between teacher-student for the enrichment of this process, which favors the knowledge acquisition.

The teaching-learning process is defined as: *"el espacio en el cual el principal protagonista es el alumno, y el profesor cumple con una función de facilitador de los procesos de aprendizaje"*

(Abreu et al., 2018, p. 611) from this point of view, the teacher is the one who provides the student with the necessary tools for the construction of his/her knowledge, which is why this process is assumed to be intentional and bilateral. In this respect, teachers are in charge of planning activities and didactic strategies oriented toward knowledge acquisition. On the other hand, the students should learn based on the educational resources provided in a gradual way.

Through the English teaching-learning process, learners are supposed to be capable of building new knowledge from the knowledge he or she already possesses, in this case, the acquisition of a second language takes place on the basis of the mother tongue. Navarro y Piñeiro (2014), describe this process as complex because of; *"el aprendiz debe comprender, además de las estructuras de su primer lenguaje, los principios de la lengua extranjera; dejando atrás las distribuciones mentales propias de su idioma nativo para adoptar aquellas que presenta el nuevo idioma"* (p. 165) this is why the process of acquiring or mastering English takes time and this process in contexts where the language is not used.

The statements described above accurately reflect the reality of how extensive and complex the English language teaching-learning process can be in general basic education in Ecuador, because of: the disuse of the language, methodologies and techniques applied in class, as well as the student's construction of knowledge. Another important aspect to highlight is the power granted to educational institutions to readjust the time load (increase or decrease) in the area of foreign language as long as it is adjusted to the needs of the students without altering the curricular objectives designated for each of the grades and level (Ministerio de Educación [Mineduc], 2016).

As a consequence, the ministry of education curriculum proposal points out as fundamental principles for the English teaching-learning process as a foreign language: the use of the communicative language approach as a means to interact and communicate. As well as the application of an integrative learning model for languages called "*Content Integrated Learning for Foreign Languages* (CLIL)" which includes cultural aspects in the learning of the new language (Mineduc, 2016).

Moreover, international standards such as: the Common European Framework (CEF), are also part of this reform, those are useful for the curriculum development, concerning levels A1 - A2 - B1 respectively. The learner-centered approach is another feature presented within the curriculum as it is introduced in the field of methodology with the aim of meeting the individual needs of each learner (Mineduc, 2016).

Based on what has been exposed by the consulted authors, the teaching-learning process of English language in general basic education is composed of the teacher, who is the bearer source of content, and mediator of knowledge, as well as the main protagonist, who is the student. This process is also governed by the margin imposed by the Ministry of Education in which the means for its correct functioning or organization are determined and established as a reference international body as the Common European Framework (CEF).

1.2.2. Warm-up as a methodological strategy in the teaching-learning process of the English language to develop vocabulary.

The methodological strategies focused on the teaching-learning process of the English language as a foreign language, which have continually been changing throughout its history, to improve the process of acquiring a new language through a series of strategies that promote the practical management oriented to the development of the language previously mentioned by Alcaraz (as cited in Alvarado, 2019) who pointed out that methodological strategies are processes for:

> (…) la elección, coordinación y aplicación de habilidades. En el campo cognitivo, la secuencia de las acciones se orienta a la adquisición y asimilación de la nueva información (…) estas también surgen en función de los valores y de las actitudes que se pretenden fomentar. Las estrategias son el conjunto de decisiones programadas por los docentes con el fin de que los alumnos adquieran determinados conocimientos o habilidades.

Along the same lines, within such previously mentioned processes, there is also the motivation factor, which is responsible for guiding and maintaining the student's attention. Motivation is related to the broad field of methodology in which various theories linked to learning are broken down, in concern with Gardner (2001, cited in Ortega-Auquilla *et al*., 2020) who believes that *"las actitudes hacia el aprendizaje contribuyen a la motivación general para aprender un segundo idioma"* (p. 12). Furthermore, a motivated person will adopt a more favorable behavior towards learning. Likewise, authors such as Genc and Aydin (2017, cited in Ortega-Auquilla et al., 2020) state that other studies take for granted that learners' attitudes are prone to several factors that affect the learning process by a considerable margin. In fact, externalities include; personal, economic, social or emotional problems, which could be an obstacle because they divert the student's attention and thus hinder the learning process, the causes and effects may vary though.

Because of the description above, it is necessary to establish the connection between motivation and warm-up. As Dornyei (2001, as cyting in Velandia 2008), pointed out that motivation implies that "teachers need to try and actively generate positive students' attitudes toward learning" (p. 11) because the classroom environment is a determining factor within the teaching-learning process associated with the methodology. In terms of motivational methodological strategies focused on English, warm-up is considered one of them. According to Vásquez (2017): "It is an effective way to help the students' begin to think in English and to review previously introduced material" (p. 22). In other words, it consists of a class system aimed not only at encouraging and motivating the learners but also gaining their attention, including their predisposition to learn, as Velandia (2008) says "warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class" (p. 11).

Within this framework, several definitions of warm-up as a methodological strategy for teaching English are presented;

According to Velandia (2008) "A warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class" (p.11). In addition, the researcher stated;

(…) to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. (p.11)

Likewise, Le Thi (2021) highlights that "warm-up activities help attract attention. When people pay enough attention to something, they will learn quickly and more effectively" (p. 485). Moreover, she claims "Warm-up activities help create a good relationship between learners and teachers, which contributes to making a successful learning process" (Le Thi, 2021, p. 485).

As Mamatova (2021) sustains; "Warm up activities not only help students but also might be a good resource for EFL teachers" (p.3)

In light of the above statements, *warm-up* activities are established within the field of methodological strategies linked to the English language teaching process and "adaptability" is its main characteristic, Adaptability is understood as something modifiable, *warm-up* activities have to align with the class theme, since it facilitates the absorption of knowledge, moreover, warm-up

activities offer a number of advantages, which suggests an effective change in vocabulary development.

In clear contrast with the above, several of the sources consulted have proved the effectiveness of *warm-up* in vocabulary development. For instance, Procel (2018) and Velandia (2008) concluded their research with positive results regarding the application of the *warm-up* methodological strategy. For Procel (2018); "(...) warm-up activities were applied, it improved student's performance in the development of phrasal verbs vocabulary" (p. 78) while Velandia (2008) affirms that the warm-up methodological strategy is flexible and adapts itself to all types of classes, because of the fact that it is oriented to attract students' attention and prepare them for class. In short, it is considered useful for the development of English vocabulary because, at the beginning of the class, the time is used to perform *warm-up* exercises on specific topics with different degrees of difficulty ranging from simple to complex.

1.2.3 Vocabulary development in English phrasal verbs.

To Siqueira (2007) vocabulary is:

(…) el elemento imprescindible tanto en la comprensión del texto, sea este oral u escrito, como también en su producción. Conocer vocabulario significa dominar palabras específicas (sustantivos, adjetivos, verbos, expresiones, entre otras), entretanto a menudo se hace necesario conocer también palabras que se llamarían de «apoyo» que posibilitan la explicación cuando aquella que se necesita no se conoce (p. 458).

Jahongir Tursunhojayev (2022) points out that vocabulary is an essential part of the English language learning, and Afzal (2019) supports this view by stating that "Without learning the vocabulary, it is difficult to attain any language proficiency" (p. 82). Therefore, vocabulary is an essential element in the teaching-learning process of English and its attribute lies in the "understanding" thus, a student should be able to understand the meaning of a word or sentence without having any knowledge about grammar. Before going deeper into grammar, it is necessary to learn vocabulary, in the view of the fact that "Having adequate vocabulary, learners can produce the target language" (Chaw Su, 2019, p. 2356)

Based on these considerations, the authors of this current research determine vocabulary as the ability to understand words and meanings. Hence, the process of assimilation or comprehension involves learning by association, since the most common way of learning vocabulary is by associating it with meaning. Likewise, the authors highlight the importance of

vocabulary in the English language teaching and learning process, by taking into consideration the opinion of Chaw Su (2019) who emphasized in his research the role of vocabulary in learning a new language.

As vocabulary consists of adjectives, nouns, verbs and other aspects, in the present research, the verbs are given special emphasis because those represent an important part of the vocabulary in the English language. Verbs can be either regular and irregular, or transitive and intransitive, including variations in the *present, past and future tenses,* as well as phrasal verbs, which are part of an extensive and varied vocabulary that reflects the mastery of those who use them in both formal and informal contexts.

According to McCarthy and O'Dell (2007); "Phrasal verbs consist of a verb and a particle. Particles are small words which you already know as prepositions or adverbs" (p.) Folse (2015) agrees with this, stating that:

A phrasal verb (…) consists of two (or three) parts. The first part is always a verb. The next part is a word such as across, after, away, back, down, in, into, off, on, out, over, or up. In a phrasal verb, this second part is called a particle (p. 4)

Likewise, Ec Fundamentals (2015) states that these verbs can be transitive or intransitive. Therefore, it is necessary to identify the direct object in order to understand the difference between them. A direct object might be a noun or a phrase noun, which refers to the person or thing that receives the action.

To Hasbún (2005); it is essential to understand the phrasal verbs forms in order to learn them.

To Pérez (2012) phrasal verbs are divided into four groups, described as:

- **Prepositional verbs:** these types of verbs are composed of a verb in its base form and a preposition or an object, for example: "deal with," "run into," and "look for".
- **Intransitive verb:** these types of verbs are composed for a verb in its base form and an adverb-particle as: "give up," "turn around," and "get by"
- **Transitive verbs:** these types of verbs are composed of a verb in its base form, an adverb-particle and an object further. For instance: "write down your name," and "pick up the package" in these cases the phrasal verbs might be between "the verb" and "the adverb" for example: "put the meeting off.

- **Phrasal-prepositional verbs:** these types of verbs are composed of a verb in its base form and an adverb, a preposition and an object, such as: "The printer just run out of paper."

It should be mentioned that the present investigation is focused on the transitive and intransitive verbs, due to the level of complexity. Indeed, the authors of this research take as a reference the definition of McCarthy and O'Dell (2007) and the classification by Perez (2012) about phrasal verbs, and based on them, state that: phrasal verbs are composed by a verb plus a particle, the particle usually is a preposition, but also it can be an adverb. Phrasal verbs are classified into four categories, but the most commonly used are the transitive and intransitive, which ones will be taken into consideration throughout the research.

1.3 Contextual characteristics of the English teaching-learning process in the 9th year of basic general education "B" at *Carmen Mora Encalada High school.*

This section presents the contextual characteristics of the English teaching-learning process at General Basic Education in Ecuador and the lexical diagnosis of English phrasal verbs in 9th course "B" students. For doing so, a pre-experimental design was applied, with pre- and post-test which are outlined in this chapter.

1.3.1 The English teaching-learning process in Ecuador.

The English teaching as a foreign language was not part of the national education curriculum in Ecuador and, therefore, it had little relevance. However, this perspective changed in 2014 since the rise of the English language around the world. As a consequence, the Ministry of Education made several significant modifications such as: the compulsion of the Teaching of this foreign language for public, private and public-commissioned educational institutions in primary, secondary education. On the other hand, in the universities, the certification of an English level corresponding to B1 was implemented as a mandatory requirement for graduation (Peña, 2019).

Consequently, it was ratified by (Villacis, 2016) taken into account the Art. 25 of the Ley Orgánica de Educación Intercultural (LOEI):

En la actualidad el idioma inglés es uno de los más utilizados a nivel mundial, por ello su enseñanza - aprendizaje debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social

Therefore, the national educational system carried out new reforms in the teaching of English as: CRADLE project named *Reforma Curricular para el Desarrollo del Aprendizaje de*

inglés, programs focused on language teachers as go teacher, moreover, the assessment process and certification for teachers through the TOEFL international proficiency test (Peña, 2019). At the same time, this overhaul proposed to improve the levels of the mentioned language in the country. It depends on the teachers owing to the fact that they are the ones in charge of teaching the students. In short, it is not possible to demand high levels of language skills/linguistic competence from students if the educators do not have a wide knowledge of the language and the appropriate methodologies to teach it.

Despite the public policies that have been implemented in the country, Ecuador is still one of the Nations with the lowest level of proficiency in English, that is to say, English proficiency rates are increasingly discouraging. Currently, the country is ranked 82nd in Latin America classified as very low according to EF Education First (El Universo, 2022), due to the low level of English proficiency. Nowadays, Ecuador focuses its attention on teachers, techniques, and teaching and learning strategies to facilitate the acquisition of a second language.

In terms of teaching load, the Ministry of Education decided to increase the number of hours at the primary and secondary levels in order to improve the competencies in the target language. This decision was taken by taking into account the reduced number of hours offered by institutions at the national level and the lack of integration of the language in the curriculum even though it is a compulsory subject.

Like other countries, Ecuador evaluates the performance of students and teachers based on the parameters and/or indicators of the Common European Framework of Reference for Languages. Upon graduation, Basic Educational students have an elementary level of A2 while in secondary education they have a preliminary level of B1. Concerning educators, they must master at least an upper inter intermediate level of B2 to offer quality education, as this level is considered acceptable for a language teacher (Cronquist & Fiszbein, 2017).

In Ecuador, the basic general education for teaching English is now made up of "sub-levels elemental and intermediate established by the Ministry of Education in the 2016 Curriculum Reform" (Ponce-Merino, 2019, p. 528), which introduced a class load because English teaching did not meet the requirements despite being a mandatory subject.

The teaching-learning process of the English language for an eighth, ninth and tenth grade is developed under the functional-communicative approach, which has as its main objective to enhance the receptive (listening – reading) and productive (writing – speaking) skills. These are

related to social aspects and the development of moral values of great importance in the present and future work, Arechúa (2012).

On the same token, the *Carmen Mora de Encalada* High School, is the institution where the current research is carried out, this establishment offers to the educational community an International Baccalaureate with a regular education system, which provides its students with better learning conditions, especially in the foreign languages area. It has approximately 1,676 students, who have a schedule of three periods in elementary school and four periods in high school. Furthermore, the English department is formed by seven teachers, who are specialized in teaching languages with a B2 level.

1.3.2 Diagnosis of current state phrasal verbs vocabulary in 9th grade students who parallel "B".

This section provides the results of the diagnosis test on the knowledge of the vocabulary of phrasal verbs in English administered to students in 9th grade "B" at *Carmen Mora de Encalada* High School in the academic year 2022 - 2023. For doing so, the observation guide (Appendix 1) was used to collect information.

1.3.2.1 Analysis of the results obtained by the application of the instruments:

The diagnostic test is used to assess students' current knowledge of phrasal verbs in the English Language; it included a rubric that was used to measure learning outcomes (Appendix 2)

Indicator 1: Meaning
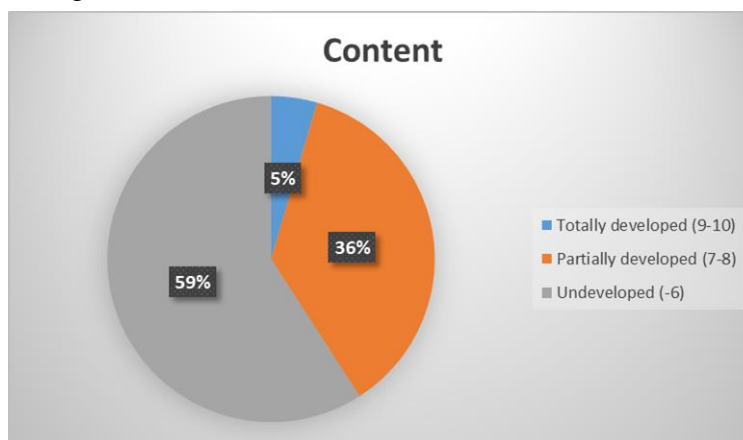
Figure 1: Pre-test (Meaning)

The results show that the students were placed in the "*undeveloped*" range, related to the meaning indicator of phrasal verbs, because they did not meet the criteria for evaluating this dimension. It might be due to the variety of meanings that the verbs have and their particles

(preposition or adverb). By the same token, Chavez (2013), pointed out that "their overall meaning is idiomatic because it is different from the meaning of the individual words that make up the phrasal verb" (p. 488)

Indicator 2: Separable/ Non-separable.
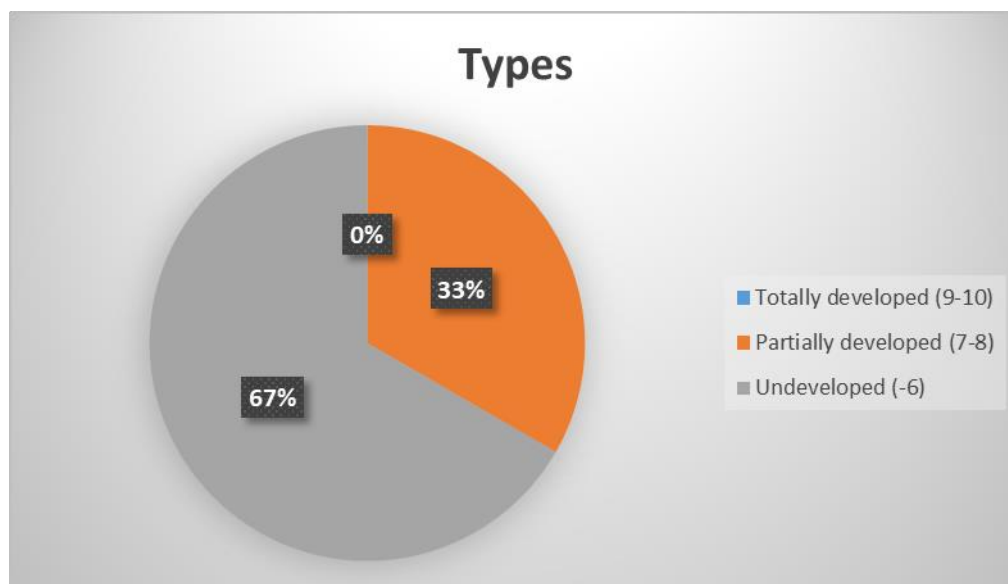
Figure 2: Pre-test (separable and non-separable)

In regards to the separable and non-separable indicator of phrasal verbs, the results confirmed that the students must be placed in the "no understood" range, because they do not meet the criteria for evaluating this dimension. To Chavez (2013), "English phrasal verbs are one of the most puzzling structures for English Language Learners and students tend to avoid their use due to their difficulty" (p. 488)

Along the lines above, the information collected in the pre-test is different from the results shown in the observation guide, which are detailed below:

- One of the main reasons the students show a low performance is the lack of motivation with regard to the acquisition of vocabulary because the teacher does not perform warm-up activities, despite knowing that the use of methodological strategies is a motivational factor within the teaching-learning process.

- On the other hand, students use phrasal verbs in inappropriate contexts without considering the separable and non-separable grammar structures and their different meanings as well.

For this reason, the authors propose the application of a system of class to develop the vocabulary of phrasal verbs in the target language.

Overall analysis:
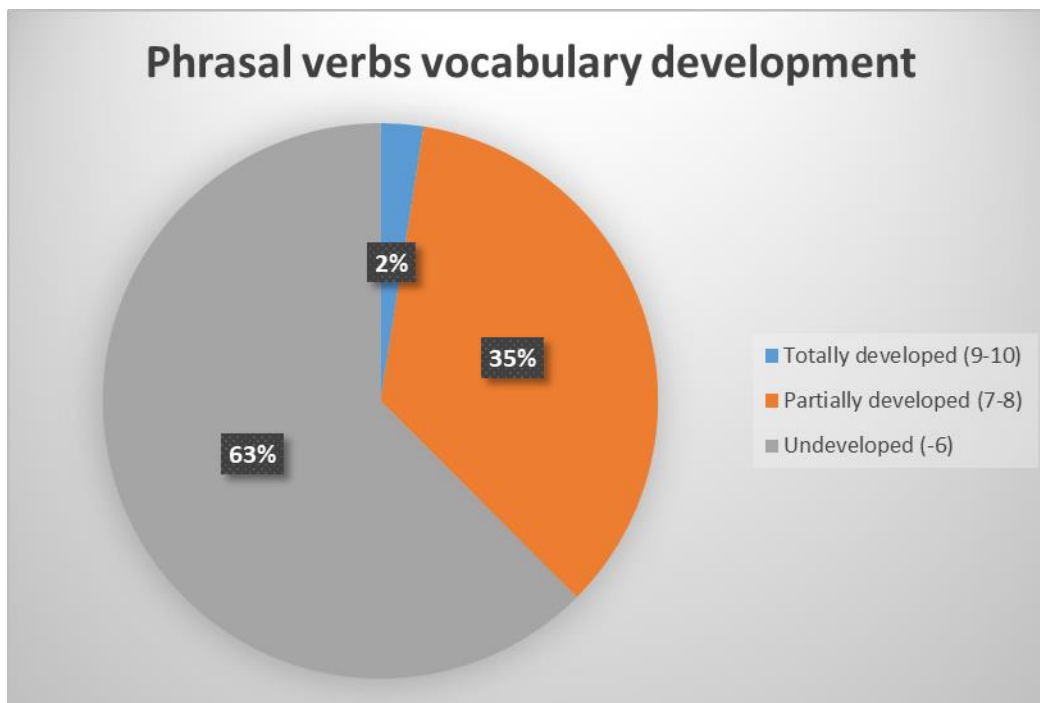
Figure 3: Pre-test (overall analysis)

Note: Taking into account a population of about 40 students.

Regarding the application of the diagnostic test, it was determined that the current state of students' mastery of English phrasal verbs is at a "*undeveloped*" level, which represents 25% in regards to the meaning of phrasal verbs, whereas 15% related to the structures of phrasal verbs, as a result of several factors such as the variation of meanings of verbs, their particles and the level of complexity of grammatical structures.

The following are the findings from a structured interview with an English teacher, which was carried out to learn about her thoughts on the current state of phrasal verbs vocabulary in students.

- The teacher thinks that phrasal verbs are vital to learn because "(...) they help us give precise instructions"; however, it is not enough to memorize them but also to use them in appropriate contexts. According to the interviewer's words, this can be complicated as students use phrasal verbs "but within certain limitations".

- The teacher states that the students "get a little confused" about the meaning of phrasal verbs, which may be a result of the lack of vocabulary-building activities in the classroom. This lack of understanding and mastery of the meaning of phrasal verbs is evident in the students' performances.

Thus, the results obtained from the three instruments applied confirmed that there is a need for implementing an intervention proposal to develop the vocabulary of phrasal verbs in English, which will be described in Chapter 3.

CHAPTER II. METHODOLOGICAL FRAMEWORK

This chapter describes some aspects related to the methodology used in the current investigation and its components such as the type of study, study method, sources and techniques for data collection, etc.

2.1 Paradigm and type of investigation.

This investigation has a quantitative-positivist paradigm, with a non-experimental plan, which is a cross-sectional descriptive study. It explains the phenomenon's studied causes starting from the hypothesis. According to Alan & Cortez (2017), the quantitative paradigm is "(…) *la medición objetiva, demostración de la causalidad y generalización de los resultados de la investigación"* (p.70) Thus, the current research is explanatory because; *"expone la relación entre el fenómeno y las causas, centrándose en explicar por qué ocurren y bajo qué condiciones se manifiestan y cómo se relacionan dos o más variable"* (Hernández Sampieri *et al.,* 2014, p. 95).

2.2 Population and Sample.

Pineda *et al.,* (1994) defines constituted population as:

"personas, animales, registros médicos, los nacimientos, las muestras de laboratorio, los accidentes viales, entre otros" (p. 108) based on the statement above, the population is established by 40 students from course "B" at the *"Carmen Mora de Encalada"* High School in the city of Pasaje. The age range of these students is between 13 and 14 years old, respectively.

2.3 Methods of investigation.

The methods of scientific research are useful to organize and support the studies carried out. Moreover, those allow the researchers to choose suitable techniques for both the object and the field of study, which give wide reliability to the research, and their main role is to check the hypotheses and provide a solution to the problem. Some authors as Morán & Alvarado (2010) define the methods in research as: *"el camino que se sigue para lograr una meta u objetivo"* (pág. 46), likewise for Calduch (2014) method is *"Es el conjunto de tareas o procedimientos y de técnicas que deben emplearse, de una manera coordinada, para poder desarrollar en su totalidad el proceso de investigación"* (p. 28).

2.3.1 Theoretical Level Methods.

Theoretical methods allow the researchers to explain and conceptually characterize the object of the investigation through an analysis of the bibliographic information. The purpose of

the research methods is to generate new knowledge. Likewise, they ease the collection of facts to answer the hypothesis of the study, (Espinoza & Toscano,2015).

The methods employed are detailed below:

- **Historical-logical.**

They are defined as a systematic set of strategies and procedures focused on studying and analyzing the historical trajectory of the phenomenon under study in all its aspects. Aligned to the aforementioned reasoning, this method was used for the bibliographic review that supports the study.

López & Ramos (2021) stated:

"Este método se aplica para entender al objeto en su trayectoria cambiante y reflejar su naturaleza cualitativa, haciendo despojo de tomar en consideración lo secundario y captando lo esencial de la historia del objeto, hallando las regularidades, las leyes del proceso que explican el funcionamiento y desarrollo del objeto investigado (...)" (p. 25)

- **Hypothetical-deductive.**

Espinoza & Toscano (2015) pointed out that the deductive method is: *"el procedimiento o camino que sigue el investigador para hacer de su actividad una práctica científica"* (p. 43), which provides reliability and new knowledge to the research. Another important feature related to methods and their functions deals with the formulation of the hypothesis as well as its verification or refutation.

- **Analytical-synthetic.**

This method is characterized by two significant moments: the first one is the decomposition of the object of research with the purpose of studying it individually to know its causes, and the second one is the union of its parts with the intention of examining it holistically in order to establish relationships taken from the results of the analysis carried out previously (Rodríguez & Pérez, 2017).

On the bases of these considerations, the present research makes use of this type of method at the moment of studying the facts and the bibliographic information on the teaching-learning process of the English language in basic general education, the analysis of the data and its interpretation to obtain the possible conclusions that respond to the problem posed.

2.3.2 Empirical Level Methods.

They are methods whose purpose is to get knowledge about a given phenomenon from the observation of realities, which would help to collect information about the object of research, whether features, data, or facts not only at the beginning of the process but also during its development. In this case, these methods were used to test the hypothesis in this study. In the opinion of Hernández Sampieri *et.al* (2021, citado en López Falcón & Ramos Serpa, 2021), *"los métodos empíricos se utilizan para descubrir y acumular un conjunto de hechos y datos como base para diagnosticar el estado del problema a investigar y/o la constatación o validación de la propuesta a ofrecer en la investigación (...)".*

This research is based on two types of empirical methods: **Observation** used to get information about the problem through an observation guide (Appendix 1), whose purpose is to analyze the students' behavior. On the other hand, **Measurement** used to measure the academic level of the student, specifically the vocabulary of phrasal verbs by means of a diagnostic test (Appendix 2). Besides, an interview with the teacher (Appendix 3) is carried out to know his/her point of view about academic improvement in regards to phrasal verbs.

Each method used is detailed below:

- **Observation:** it is one of the most important methods in the research field because it is used in all its stages. This is the reason why it is called the universal method, (López Falcón & Ramos Serpa 2021). Its aim is to observe a phenomenon, fact, or situation in detail to collect data that will later be analyzed to verify the hypothesis.

Another relevant aspect to mention is that observation is generally supported by other tools, such as the observation guide, which is defined as an organized and systematic instrument.

In this study, a non- participant structured observation was carried out (Appendix 1), which had two parts: pre-observation, in order to identify potential causes of the problem. Moreover, a post-observation was conducted to verify the students' level of development after the implementation of the intervention proposal. Likewise, structured observation that is used when the aspects to be taken into account have been established earlier.

In this regard, the observation guide is made of categories and indicators according to the variables to be measured; it enhances the organization of the data collected.

- **Measurement:** which can be defined as the statistical or numerical information, which is obtained through the object of study. In the words of Valan (2019), Measurement; *"es la*

asignación de valores numéricos a determinadas propiedades del objeto, así como relaciones para evaluarlas y representarlas adecuadamente".

- **Pedagogical test:** it is one of the most popular tests in the educational field since its goal is to analyze the school performance (strengths and weaknesses) that a student or a group of students have in a specific area, in this case, the English language. On the other hand, they focus on finding the causes that originate these deficiencies to improve them through the application of the diagnostic test, (Nakrani, 2021).

Under these considerations, the authors used a pedagogical test, which is integrated by: pre-test and post-test. The pre-test (Appendix 2) was used to measure the academic level with regards to the vocabulary of English phrasal verbs. whereas the post-test (Appendix 4) was used to verify if there was a development through the application of the class system in students of the 9th EGB course "B" at the *"Carmen Mora de Encalada"* High School. It was scored through a rubric. This rubric uses a Likert scale, where students are placed in the following levels: totally developed, partially developed, and undeveloped.

Interview: It is a technique used in qualitative research to collect data and/or information about the object of study. In fact, it is characterized as a formal and direct encounter; that is to say, a "face to face" conversation between the researcher and the participants. Therefore, the authors, through a previously prepared questionnaire, intend to answer the questions posed in the problem. (Diaz Bravo *et al.,* 2013)

In this research, the teacher interview consists of two parts: one before (Appendix 15) to know her point of view on the current situation of the students. Furthermore, one after the other (Appendix 16) to determine her perspective on academic improvement in Ninth course "B" students related to phrasal verbs. It is worth highlighting that the interview is made up of six questions according to the research dimensions and indicators.

2.4. Data Processing Techniques.

The techniques used for the data processing in the research are determined in the analysis and interpretation of the information collected from the beginning to the end of the study.

2.4.1. Data triangulation.

The data triangulation in scientific research, *"hace referencia a la utilización de diferentes estrategias y fuentes de información sobre la recogida de datos que permite contrastar la información recabada"* (Aguilar & Barroso, 2015, p. 74), That is why the data triangulation

technique was used to understand the results obtained in this research after the application of the instruments, which are: Observation, Pedagogical test and Interview.

2.5 Working with the variable in the research study.

Independent Variable (Variable 1) comprises the application of a system of exercises through the methodological strategy of the warm-up, understood as a series of structured and interrelated exercises, whose intention is to meet certain objectives based on a unit or a specific topic in the educational field.

Dependent Variable (Variable 2) is represented by the vocabulary development of English phrasal verbs, which is defined as the learning of words and meanings used in a given language within a specific social context.

Table 1: working with phrasal verbs variable

Problem	Definition		Dimensions	Indicators	Techniques	Instruments	ITEMS
		Concept					
How to develop the vocabulary related to phrasal verbs in students from 9th of General Basic Education at the *"Carmen Mora de Encalada"* High School in the period of 2022-2023?	Phrasal verbs have a separable and non-separable structure and are composed of a verb plus a particle, the particle is usually a preposition, but it can also be an adverb.		Content	Meaning	Pedagogical test	Rubric	1. The student knows variety of meanings that encompassed the phrasal verbs. 2. The student understands the meaning of a verb in combination with other prepositions. 3. The student uses phrasal verbs in appropriate contexts.
			Types	Non-separable/ separable	Observation Interview	Observation guide Questionnaire	4. The student knows the separable and non-separable structures of phrasal verbs. 5. The student understands the separable and non-separable structures of phrasal verbs. 6. The student uses the separable and non-separable structures of phrasal verbs in appropriate contexts.

Source: Prepared by the authors.

Table 2: Representation of the dimensions analysis.

DIMENSIONS	ITEMS	ANALYSIS
Content	1. The student knows variety of meanings that encompassed the phrasal verbs. 2. The student understands the meaning of a verb in combination with other prepositions. 3. The student uses phrasal verbs in appropriate contexts.	Three-level ordinal scale. **Totally developed:** (10-9) Students demonstrate a great knowledge related to Phrasal Verbs in English Language. **Partially developed:** (8-7) Students demonstrate some mastery of Phrasal Verbs in English Language. **Undeveloped:** (above 6) Students demonstrate deficiencies in the mastery of Phrasal Verbs in English Language.
Types	1. The student knows the separable and non-separable structures of phrasal verbs. 2. The student understands the separable and non-separable structures of phrasal verbs. 3. The student uses the separable and non-separable structures of phrasal verbs in appropriate contexts.	**Totally developed:** (10-9) Students demonstrate a great knowledge related to separable y non-separable structures of Phrasal Verbs in English Language. **Partially developed:** (8-7) Students demonstrate some mastery of separable y non-separable structures of Phrasal Verbs in English Language. **Undeveloped:** (above 6) Students demonstrate deficiencies in mastering the separable y non-separable structures of Phrasal Verbs in English Language.

Source: Prepared by the authors.

2.6 Analysis data.

For data analysis, a rubric based on the analysis category "develop of phrasal verbs" was used, which is composed of indicators and a measurement scale.

Table 3: Rubric

Indicators	Totally developed 10-9	Partially developed 8-7	Undeveloped (-6)
Meaning	Students demonstrate a great knowledge related to phrasal verbs in English Language.	Students demonstrate some mastery of phrasal verbs in English Language.	Students demonstrate deficiencies in the mastery of phrasal verbs in English Language.
Non-separable/ separable	Students demonstrate a great knowledge related to separable y non-separable structures of phrasal verbs in English Language.	Students demonstrate some mastery of separable y non-separable structures of phrasal verbs in English Language.	Students demonstrate deficiencies in mastering the separable y non-separable structures of phrasal verbs in English Language.

Source: Prepared by the authors.

Descriptive and inferential statistical techniques (X2 test) were used to verify the scientific hypothesis.

CHAPTER III. THE CLASS SYSTEM THROUGH WARM-UP AS A METHODOLOGICAL STRATEGY FOR THE DEVELOPMENT OF PHRASAL VERBS VOCABULARY.

The purpose of this chapter is to provide theoretical and didactic support for the intervention proposal composed by a system of classes through the warm-up methodological strategy for the development of phrasal verbs vocabulary in students of 9th EGB course "B" at the *"Carmen Mora de Encalada"* High School in Pasaje City.

3.1 Theoretical bases of the class system-using warm-up as a methodological strategy to develop the phrasal verbs vocabulary.

It is of paramount importance to begin defining the word "system" before moving on to the words "class", since the former can be defined as *"(...) un conjunto de actividades que tiene objetivo o una meta en común, las mismas deben ser realizadas de forma secuencial para lograr dicho objetivo"*. (Guapizaca & Yunez, p. 27) whereas the latter refers *to "constituye la unidad funcional del proceso docente educativo";* (Mena, 2012).

Along the same lines, if the definitions above are seen from a pedagogical perspective, the term "class system" can be defined as *"un conjunto de actividades interrelacionadas y lógicamente estructuradas"* (Lopez, *et al.,* 2017, p. 218). Similarly, Penzo, *et al.* (2017) claims that a class system may be described as *"un recurso debido a su carácter instrumental para el aprendizaje (...) puesto que estas actividades son, en primer lugar, medios para asimilar una información"* (p. 9) in other words, these activities can be incorporated into a particular unit of study or goal, depending on the teacher's point of view and the direction that the learning process should take.

According to the information provided and the opinions expressed, the implementation of a class system requires certain methodological consideration, as stated by Logos International School (2021) on their website:

- The students' prior knowledge.
- Application in daily life.
- Ease of application.
- Available resources.
- Time of realization.

In this context López, *et al.,* (2017), points out that a class system must match the following characteristics: (p.217)

- It arose from a need for educational practice.

- It is based on a certain theory.

- It does not represent an existing object in reality; rather, it proposes the creation of a new one.

- It has a systemic organization, and this organization only works when its elements meet the characteristics that were chosen.

In light of the above statements, the class-related system proposed in this research addresses the needs of the English Curriculum (Mineduc 2019), and takes into consideration the following Ministry of Education's requirements:

- Teachers are focused on what and how the students are learning, not on their performance as a teacher or on specific facts to be transmitted.

- Learning is an active, dynamic process. It occurs more effectively when students are actively involved, rather than passively receiving information.

- Teachers are committed to a constructivist approach by building upon knowledge that the learners already know.

To sum up, the class system links two dimensions: axiological and cognitive, implying the participation of both teacher and student in the teaching-learning process, as the instructor carries out learning activities, whereas the pupil develops new skills and knowledge.

3.2 Didactic foundations of the class system-using warm-up as a methodological strategy for developing phrasal verbs vocabulary.

As stated in the previous paragraphs, the term "class system" has gained prominence in the educational field due to the need for institutional administrators to maintain control over the activities carried out in the classroom. As a result, pedagogy adopted new concepts in the educational field, such as planning which deals with the creation of structured classes. The scholar Cazas (2018) states that *"muchos docentes ven en la planificación una herramienta eficaz para organizar su tarea y lograr más y mejores aprendizajes en sus alumnos";* (p. 59).

Because a class system incorporates multiple lessons, planning plays an important role when setting up a class as it determines the teacher's strategy for meeting the pupils' needs. The following elements must be included in these lessons:

- **Objectives:** These are all of the small goals that the teacher wants to achieve in each lesson based on the unit's content while keeping the students' needs in mind. In other words, an objective is *"hacia dónde nos dirigimos"*; with the plan, as Inacap (2018) pointed out (pág. 5).

- **Contents:** These are topics or concepts that the students must comprehend in order to achieve the aims outlined in each class. Siqueira (2016) adds that the contents are *"el conjunto de valores, conocimientos, habilidades y actitudes que el profesor debe enseñar para garantizar el desarrollo y la socialización del alumno"* (pág. 69).

- **Didactic strategies:** These are the methods or tools a teacher uses to increase the efficiency with which students grasp new knowledge.

- **Time:** the teachers can organize or determine how long each activity will last in class. It is important to note that the tutor can adjust the time to meet both personal and student needs.

- **Resources:** These are tools and tangible materials that the teacher employs to help the students learn because not all pupils learn the same way. Flashcards, boards, multimedia materials, speakers, computers, textbooks are a few examples of resources, (Siqueira, 2016).

- **Evaluation:** the teacher uses this tool as a teaching technique to assess whether or not the class objective was achieved by the pupils, (Inacap, 2018). Moreover, it functions as a self-auto evaluation tool to determine the success of the teacher's request.

- **Bibliographical references:** In this section, the teacher lists the bibliographical materials used; if students want to reinforce the topics studied, those materials can be practical for doing so.

Another relevant aspect to mention is that the classes frequently incorporate the previously mentioned elements, yet they are not planned in a systematic manner but an isolated manner because each class presents different contents. Based on this assumption, a class system must be developed to turn the learning-teaching process into a more gradual progression phase.

In short, it is the teacher's responsibility to transform this reality through the creation of a class-based system defined as *"un conjunto de actividades relacionadas entre sí de forma tal que integran una unidad, y contribuyen al logro de un objetivo general";* (González, citado en Romero *et al*., 2011). In consequence, the current research proposes a class system for developing phrasal verbs vocabulary.

With regard to the previous statements, it is crucial to examine the various proposals for vocabulary instruction used by different authors over the years. Among them are the following:

Amin Afshar, M. and Mojavezi, A (2017) propose the story-telling method as an alternative for teaching, which involves associating dialogue words with daily situations in order for students to acquire the greatest number of terminologies (Basto *et al.,* 2017).

Meanwhile, Hee Ko, M suggests employing the Glosa strategy, which entails, not only memorizing words but also comprehending and applying them in appropriate contexts, (Basto et al., 2017).

Furthermore, MokhtaR, A; Rawian, R; Yahaya, M; Abdullah, A. (2015) propose an assimilation and comprehension strategy while excluding a memory method that does not ensure significant learning of this sub-ability.

Similarly, Huang, Y., Huang, Y., Huang, S. and Lin, Y. (2011) suggest using technology as a resource since students can learn through sounds, colors, and movements, all of which easily capture their attention.

Finally, Azar, A. (2012) emphasizes the importance of carrying out-group activities through games, because they enable the creation of different learning environments. Furthermore, games enhance students' motivation. In this way, the words learned in class will be retained for a longer period of time, (Basto et al., 2017).

After analyzing all the reasoning above, the authors of this study consider that the method for learning vocabulary mentioned by Azar is the most appropriate. In this case, the warm-up approach is recommended as an alternative strategy for developing vocabulary because activation games can boost students' interest and curiosity, especially in topics with a high level of complexity, such as phrasal verbs.

It is noteworthy that because didactics is an ever-evolving field, the teacher will have an infinite number of activities to adapt and adjust to the teaching of phrasal verbs rather than only the previously mentioned by the authors above. This is because education, like the learning-teaching process, is constantly evolving.

3.2.1 Characteristics of the intervention proposal.

Its purpose is to find a solution to a problem that the educational community is experiencing, in this case: vocabulary development.

- It is connected to the academic calendar's study units for the current school year.

- It integrates theoretical aspects such as objectives and their relationship to class content as well as *pedagogical and didactic elements* such as the use of teaching-learning strategies and methods.
- It is correlative because the contents and/or activities of each class are related to one another.
- It is organized because it establishes guidelines and timetables for each class as well as the activities that must be completed.
- It is adaptable because it can be tailored to different topics or classes based on the needs of the teacher or student.
- It develops because the contents progress from a low to a higher level of complexity.

To elaborate a system of classes, the authors of this research used as a reference the module 2 and class C corresponding to the English as a Foreign Language subject according to the national curriculum of education. In regards to the proposal for intervention, some aspects related to methodology and didactics linked to the English teaching-learning process in Ecuador were used.

Proposal objective: To develop the vocabulary of phrasal verbs in students of 9th EGB course "B" in the High School *"Carmen Mora de Encalada"* through the application of a class system.

From a didactic perspective, this intervention proposal pursues the following specific objectives:

- To use methodological strategies such as warm-up.
- To enhance students' attention and motivation through novel activities in class.
- To understand the separable and non-separable structures of English phrasal verbs.
- To understand the meaning of verbs with prepositions.
- To verify the knowledge learned in class through practical activities.

Knowledge system:

- Lexical component (vocabulary)
- Morphological component (structure of words)
- Component of syntactic (grammar)

3.3 Methodological aspects with the implementation of a system class using warm-up as a methodological strategy for developing phrasal verb vocabulary.

The contents to be taught will be studied with a motivational and participatory approach whose purpose is to enhance student's motivation to learn English as well as to achieve a development of the vocabulary sub-skill in an active, dynamic and participative way in class.

Thus, the classes have an ascending order of complexity in each lesson; the class and exercises corresponding to class 1 have a low level of complexity, while class 2 has a medium-low level, as well as Lesson 3 with a medium-high level, and finally Lesson 4 with a high level of complexity.

- It should be noted that before the application of the class system, it is necessary to take into account certain aspects:
- Students must master concepts about: what is a preposition, a verb and an adverb? Because phrasal verbs are composed of them.
- Learners must have knowledge about direct and indirect objects in order to facilitate learning the separable and non-separable structures of phrasal verbs.
- Pupils must have knowledge about the present, past and future of regular and irregular verbs in English.
- The students should master the meaning of verbs, prepositions and adverbs in English.
- When teaching phrasal verbs in English, it is advisable to classify them into types: separable and non-separable in order to enable the learning process for the students.
- The class system increases its level of complexity lesson by lesson, it is necessary for the student to master the topics studied before moving on to the next class.
- It is of paramount importance to provide class-by-class feedback on the topics studied to reinforce the students' knowledge.

}

Table 4: Graphic representation of a class system

Diagnostic

Objective: To develop the vocabulary of phrasal verbs in students of 9th EGB course "B" at the "*Carmen Mora de Encalada"* High School throught a warm-up methodological strategy.

Implementation

Pedagogic

Theorical bases

Didactic

Phrasal verbs

Meaning

Types: separable/ non-separable

class system to develop phrasal verbs vocabulary through a warm-up methodological strategy.

Class 1

Class 2

Class 3

Class 4

Application of the class system using the warm-up methodological strategy for vocabulary development

Evaluation of a class system

Source: Prepared by the authors.

3.4 Description of a classroom system-using warm-up as a methodological strategy for vocabulary development in phrasal verbs.

CLASS 1

Theme: Daily routines (phrasal verbs)

Objective: At the end of the class, students will be able to add phrasal verbs in their daily routines.

Approach: Total Physical Response (TPR)

Contend: phrasal verbs related to "daily routines"

- Separable: put on.
- Non-separable: wake up, take off, work out, go out.

    Resources: sheets, pencil, markers, color, pictures.

    Time: 50 minutes

- Warm up: 10 minutes
- Development: 15 minutes
- Practice: 25 minutes

Evaluation: 80% of the students will learn phrasal verbs and do a storytelling about their daily routines with the phrasal verbs taught in class.

Procedure: Teacher must start the class with a warm-up activity (Appendix 11) which could be a "picture puzzle", the students have to organize a group of words in order to learn and memorize their spelling as well as their meaning. It is important to mention that the words regarding the content of the class must be classified in two types of phrasal verbs: separable and non-separable to trigger the learning process for the students. To evaluate, it is recommended to choose any activity according to the topic, for example: to do a storytelling about daily routines with phrasal verbs taught in class.

CLASS 2

Theme: Commands

Objective: Students will be able to understand the commands that the teacher uses in the classroom.

Approach: Total Physical Response (TPR)

Contend: phrasal verbs related to "commands"

- Separable: turn off, turn on.

- Non-separable: listen to, sit down, stand up.

  Resources: pencils, pens, board, markers, cards, worksheets.

  Time: 50 minutes

- Warm up: 10 minutes

- Development: 15 minutes

- Practice: 25 minutes

  Evaluation: 80% of the students will understand the commands that the teacher uses in the classroom.

  Procedure: The class starts with a warm-up (Appendix 12) in order to gain the students' attention, the activity might be a "tongue twister". To develop phrasal verbs in classes it is necessary to divide them into two categories: separable and non-separable verbs in order to ease the correct use of their structures.

  Moreover, the evaluation must be related to the content of the class and carried out through activities that allow the students to put into practice what has been learned. For instance: the teacher can give some commands to the class about daily life actions in order to verify if the meanings of the phrasal verbs were mostly understood.

  CLASS 3

  Theme: Means of transport.

  Objective: students will be able to identify the phrasal verbs related to means of transport in order to complete a crossword.

  Approach: Total Physical Response (TPR)

  Contend: phrasal verbs related to "means of transport"

- Separable: pick up, drop off.

- Non-separable: get on, get off, break down.

  Resources: pencils, pens, board, markers, cards, worksheets.

  Time: 50 minutes

- Warm up: 10 minutes

- Development: 15 minutes

- Practice: 25 minutes

  Evaluation: 80% of the students will be able to identify phrasal verbs related to means of transport in order to complete a crossword puzzle.

Procedure: teacher has to start the class with a warm-up activity (Appendix 13). It could be useful to gain the students' attention to the class or to evaluate the last topics taught. Unscrambling words are a good option to start a lesson; thus, the student must put in order the words given to discover their meaning.

To teach phrasal verbs it is desirable to divide them into two categories: separable and non-separable. Regarding evaluation, the activities must be related to the lesson to practice what has been taught. For example: pupils can solve a crossword puzzle with some definitions about the phrasal verbs studied.

CLASS 4

Theme: a telephone conversation

Objective: students will be able to create a short conversation with the phrasal verbs studied in class.

Approach: Total Physical Response (TPR)

Contend: phrasal verbs related to "a telephone conversation"

- Separable: call back, cut off.
- Non-separable: hang up, speak up, pick up.

Resources: pencils, pens, board, markers, cards, worksheets.

Time: 50 minutes

- Warm up: 10 minutes
- Development: 15 minutes
- Practice: 25 minutes

Evaluation: 80% of the learners will be able to write a short conversation with the phrasal verbs taught in class.

Procedure: the lesson starts with a warm-up activity such as "give me 5" (Appendix 14). Students must name five things but these have to belong to the same group or category as: fruits, numbers, colors, verbs or sports in English. The objective of this activity is to enhance the students' motivation. It is worth mentioning that the categories may vary depending on the class.

To develop the phrasal verbs teaching it is necessary to divide them into two categories: separable and non-separable. Whereas, for the evaluation, it is advisable to do a "role play" with expressions and dialogues studied in class in order to check the students' knowledge.

Partial conclusions

In view of the low level of vocabulary in students from 9th of General Basic Education "B" at the *"Carmen Mora de Encalada"* high school, a system of classes has been created to develop the vocabulary of phrasal verbs through the use of warm-up as a methodological strategy.

The proposed classroom system is characterized by a motivational, correlational and gradual approach. Firstly, it is motivational because it uses warm-up as a motivational strategy which serves as a stimulus for students. Finally, correlational and gradual because all the classes are related to one another, these activities are developed from a low to a high level of complexity in order to meet the needs of the students.

CHAPTER IV: APPLICATION OF THE CLASS SYSTEM THROUGH THE WARM-UP AS A METHODOLOGICAL STRATEGY TO DEVELOP THE VOCABULARY REGARDING PHRASAL VERBS.

This chapter shows information related to the application of the class system through the warm-up as a methodological strategy to develop the phrasal verbs vocabulary. For doing so, four classes were carried out on Mondays and Fridays in the month of January.

4.1 Description of the application of a class system-using warm-up as a methodological strategy for vocabulary development in phrasal verbs.

The application of a class system was necessary to test its effectiveness through using the warm-up methodological strategy to develop the vocabulary of English phrasal verbs with the students from the 9th grade BGU course "B".

The classes will be described below:

Class 1: Phrasal verbs related to "Daily Routines"

The first lesson was accomplished on Friday, 13th of January from 7:00 A.M. to 7:40 A.M. within a population of 40 students and the pedagogical support of the teacher Mabel Batallas in charge of the subject. The class started with a warm-up activity and then the teachers led a detailed in-class analysis about the topic given for the class, after that all the tasks carried out by the students were complemented with a guided practice to assess the students' knowledge

Class 2: Phrasal verbs related to "Commands"

The second lesson was performed on Monday, January 16th, from 7:00 A.M. to 7:40 A.M. within a population of 39 students and the pedagogical support of teacher Mabel Batallas in charge of the subject. The topic of phrasal verbs related to "commands" was taught and it was complemented with practical exercises that were developed with the whole class. Finally, an evaluative activity was done.

Class 3: Phrasal verbs related to "Means of transport"

The third lesson was fulfilled on Friday, January 20th, from 7:00 A.M. to 7:40 A.M. within a population of 40 students and the pedagogical support of teacher Mabel Batallas in charge of the subject. The class began with a warm-up activity, it really enhanced students' willingness towards participating in that class. Practical exercises were to clear students' doubts regarding the theme studied. At the end, a formative evaluation was applied.

Class 4: Phrasal verbs related to "A telephone conversation"

The fourth lesson was carried out on Monday, January 23rd, from 7:00 A.M. to 7:40 A.M. within a population of 38 students and the pedagogical support of teacher Mabel Batallas in charge of the subject. Phrasal verbs used in "telephone conversations" was the topic learned in the aforementioned class, it was reinforced with practical exercises that were developed with the whole class. Finally, an evaluative exercise was applied in order to assess students' academic performance.

4.2 Results obtained after using the class system with the warm-up as a methodological strategy for developing vocabulary in phrasal verbs.

The results obtained from the diagnostic test were clear enough to apply the proposal intervention (Appendix 3). Furthermore, this intervention was composed of some exercises meant to develop phrasal verbs vocabulary in English, those tasks included a warm-up as a methodological strategy. This resource can certainly increase students' motivation and willingness to learn.

Thus, the data obtained from the initial diagnosis and the improvements achieved after carrying out the proposal intervention were obtained through the application of empirical methods. Moreover, a rubric with measurement scales was used for both the pre-test and the post-test, and the results obtained after using those tools were compared.

Thereupon, the post-test was applied (appendix 5), this instrument has some specific objectives that are aimed at assessing the development of phrasal verbs in English. Besides, the dimensions and indicators were taken into account when measuring the vocabulary variable, as detailed below:

Dimension 1: Content, based on the meaning indicator.

According to the meaning indicator, 70% of the students with a score of 9 up to 10 improved, which corresponds to a totally developed level, whereas 26% of the pupils with a score of 7 to 8 did not reach the expected outcome, it belonged to a partially developed level. Finally, 4% of the learners were placed in the undeveloped level, it can be assumed that their low academic performance is due to their unwillingness to learn and lack of attention.

Dimension 2: Types, based on separable-non-separable indicator.

Regarding the separable and non-separable indicator, 70% of students with a score of 9 up to10 were placed in the totally developed level, whereas 18% of learners with a score of 7 to 8

belonged to the partially developed level. Finally, 12% of pupils with a score of less than six were placed in the undeveloped level. Thus, it can be perceived that factors such as their unwillingness to learn and lack of attention were the ones that hinder their academic performance.

Overall Analysis

Figure 4: Post-test results
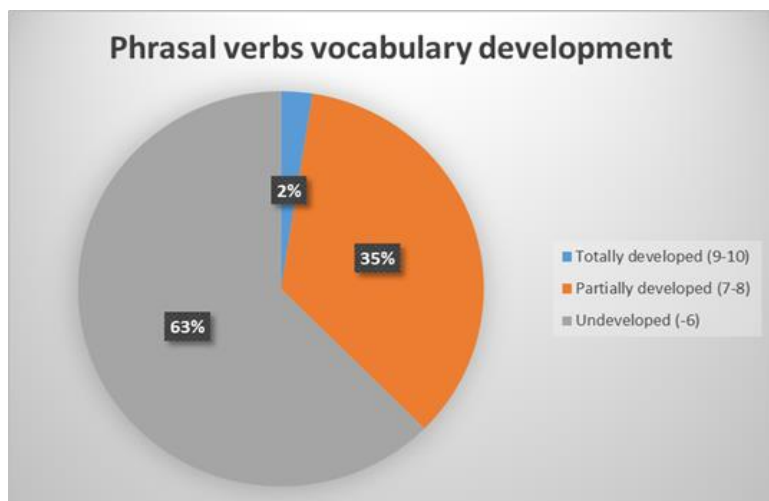
Note: Pre-test results
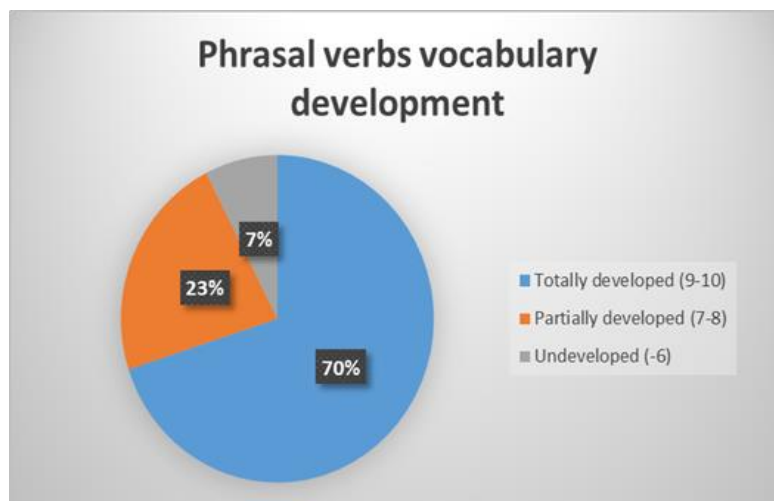
Note: Post-test results

The post-test results obtained after the implementation of the class system show significant changes in the development of the vocabulary of phrasal verbs in English when compared to the initial diagnosis, as detailed below:

- The student can differentiate between direct and indirect objects.
- The learner uses correctly separable and non-separable phrasal verb structures.
- The student is aware of the variety of meanings that a verb can have when combined with a preposition or adverb.
- Pupils use phrasal verbs in appropriate contexts.
- Students are building an English phrasal verb vocabulary.
- Learners increased their participation and interaction in class.

4.3 Hypothesis testing

Scientific hypothesis: If a class system is developed through warm-up as a methodological strategy, then the vocabulary of phrasal verbs will be developed in students from 9th of General Basic Education at *"Carmen Mora de Encalada"* High School in the period of 2022 - 2023.

Statistical hypothesis

H_0: There is no relationship between the development of phrasal verb vocabulary and the implementation of the class system through warm-up as a methodological strategy.

H_1: There is a relationship between the development of phrasal verb vocabulary and the implementation of the class system through warm-up as a methodological strategy.

4.3.1 Value scale for students on the Pre-test and Post-test.

Margin of error: 0.05

The following formula was used to determine the level of significance:

V= (N° of rows -1) * (N° of columns -1)

V= (2-1) * (3-1)

V= 2

INSTRUMENTS	Totally developed	Partially developed	Not Understood	Total
Pre-test	0	15	25	40
Post-test	29	8	3	40
Total	29	23	28	80

Source: Prepared by the authors.

4.3.2 Observed and Expected Frequencies.

OBSERVED	Totally developed	Partially developed	Not Understood	Total
Pre-test	0	15	25	40
Post-test	29	8	3	40
Total	29	23	28	80

Source: Prepared by the authors.

EXPECTED	Totally develop	Partially develop	Not Understood	Total
Pre-test	29*40/80= 14,5	23*40/80= 11,5	28*40/80= 14	40
Post-test	29*40/80=14,5	23*40/80=11,5	28*40/80= 14	40
Total	29	23	28	80

Source: Prepared by the authors.

4.3.3 Chi-square Calculator (X2)

CHI-SQUARE	Totally develop	Partially develop	Not Understood	Total
Pre-test	14,50	1,07	8,64	24,21
Post-test	14,50	1,07	8,64	24,21

Source: Prepared by the authors.

4.3.4 Chi-square Results (X2)

PRE-TEST	POST-TEST	TOTAL AMOUNT
24,21	24,21	48,42

Source: Prepared by the authors.

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	**5,9915**	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Cuadro de distribución de Chi-Cuadrado X^2

The Chi-square value between the degree of freedom and margin of error is 5,9915, but the Chi-square value obtained from the research data was 43,51. These two values are compared, and if the calculated Chi-square is greater (>) than the Chi-square in the chart, the Null Hypothesis (H0) is rejected. Hence, the Alternative Hypothesis (H1) is accepted. This means that there is a significant relationship between the vocabulary development in phrasal verb and the implementation of the class system through warm-up as a methodological strategy in 9th year of GBE course "B" students at *"Carmen Mora de Encalada"* High School in the period of 2022 - 2023.

4.4 Results of analysis and discussion.

This section aims at comparing the initial and final data obtained from each instrument used throughout the research in order to determine whether or not the independent variable has a significant influence on the dependent variable.

As the research progressed, **the observation** occurred twice: the first time, it showed a limited use of methodological methods in the classroom, as well as a lack of phrasal verbs

vocabulary in the students; whereas the second one showed a change among the aspects that included in the observation guide, particularly the aspects related to the development of phrasal verbs vocabulary.

The **pedagogical test** was taken before the intervention, the results showed the students have a lack of knowledge about phrasal verbs in English. However, after the implementation of the authors' suggested class system, the students were able to connect sentences coherently and fluently, which certainly enhanced their ability to develop phrasal verb vocabulary.

The English **teacher interview** took place at the beginning of the research, it brought to light some deficiencies between the students about vocabulary, which are detailed below:

- Students use phrasal verbs, "but with certain limitations".
- When phrasal verbs are used in classes, they "get a little confused" in relation to their meaning and structures.

Furthermore, the post-interview displayed a substantial change after the application of the class system, in this regard the interviewed teacher stated some conclusions, which are described below:

- In relation to the use of phrasal verbs in the classroom, "students use phrasal verbs more frequently. In fact, they feel more confident in speaking."
- Regarding general knowledge of phrasal verbs, the teacher said: "I would rate it as excellent, as the students use these commands in their daily routine."
- According to the educator, "there are changes since the students take their time to locate the phrasal verbs, taking into account their structures." Hence, the pupils can identify separable and non-separable verb structures as a result of the practices applied in class.

CONCLUSIONS

The results obtained through this scientific research unveiled the following conclusions:

- According to the bibliographical review; warm-up is a motivational activity, which is developed at the beginning of the class, whereas phrasal verbs are verbs with a particle (preposition or adverb).
- The pre-test applied to students in 9th year of General Basic Education course "B" showed a low level of vocabulary of phrasal verbs in English.
- A class system was designed in order to develop phrasal verbs vocabulary. It is correlational and gradual because the activities that comprise it have a progressive level of difficulty.
- The application of the class system using the warm-up as a methodological strategy enhanced students' vocabulary of phrasal verbs in English. It was verified through a hypothesis; whose result showed a significant relationship between the class system and the development of phrasal verb vocabulary.

RECOMMENDATIONS

It is recommended to continue deepening into the problem and taking into account other ways of enhancing the development of vocabulary of phrasal verbs, due to the importance they have within the mastery, use and management of the English language.

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APPENDICES

Appendix 1

PARTICIPANT OBSERVATION GUIDE

Objective: To analyze student and teacher performance in English classes around phrasal verbs vocabulary development.

"Carmen Mora de Encalada" High School	
Name of subject:	English
Teacher:	Mabel Batallas
Group:	9vo "B" Ciencias
Authors:	Ginger Agurto, Yulissa Delgado
Date:	Friday, 6th January, 2023

N°	indicators	compliance record		observations
		SI	**NO**	
1	The teacher performs warm-up activities to start class.		X	
2	The teacher employs methodological strategies for the development of phrasal verbs vocabulary.		X	
3	The teacher is aware of the importance of using methodological strategies in class.	X		
4	The student understands and masters the meaning of a verb in combination with other prepositions.		X	
5	The student uses phrasal verbs in appropriate contexts.		X	
6	The student knows the separable and non-separable structures of phrasal verbs.		X	

Appendix 2

DIAGNOSTIC TEST

Objetivo: Diagnosticar el estado actual de los estudiantes en relación a phrasal verbs en inglés en 9no EGB paralelo "B" del Colegio "*Carmen Mora de Encalada*".

Choose the correct option

1. **I'm going to bed early tonight. Tomorrow I have to _____ (despertarse) at 6.30.**
a) wake up
b) grew up

2. **Do you _____ (llevarse bien con) your boss?**
a) get on with
b) pick up

3. **Tell the taxi driver to _____ (esperar) for a few minutes.**
a) wake up
b) hold on.

4. **The concert was cancelled because the band never ___ (aparecio).**
a) showed up
b) give up

5. **You can ___ (apagar) the television. I'm not watching it.**
a) turn off
b) switch on

6. **We are _____(buscar) some information on insurance.**
a) finding out
b) looking for

7. **My boss _____ (cancelar) the meeting.**
a) called off
b) call in

8. **Sorry I'm late.The car _____(descomponer).**
a) broke down.
b) break up

9. **I've got a new flat.I'm _____(mudarse)on Friday.**
a) moving in

b) carry away

10. Can you _____(recoger) **at the train station?**
a) run away
b) pick me up

Appendix 3

Structured interview for the teacher (before)

Objective: To know the teacher's point of view regarding the current state of the phrasal verbs' vocabulary in students from the 9th grade of General Basic Education "B" at the *"Carmen Mora de Encalada"* High School in the period 2022-2023.

Dimension 1: Content

1. In your opinion, is it important to learn phrasal verbs in order to develop vocabulary?

………………………………………………………………………………………………
………………………………………………………………………………………….

2. Do students use phrasal verbs according to the context?

………………………………………………………………………………………………
…………………………………………………………………………………………

3. How do you rate your students' knowledge of phrasal verbs?

………………………………………………………………………………………………
………………………………………………………………………………………….

Dimension 2: Types

1. Do students use the separable and non-separable grammatical structures of phrasal verbs?

………………………………………………………………………………………………
…………………………………………………………………………………………

2. Do students have knowledge related to separable and non-separable grammatical structures of phrasal verbs?

....
....

3. Do you consider that the proper use of separable and non-separable grammatical structures of phrasal verbs could contribute to vocabulary development?

………………………………………………………………………………………………
………………………………………………………………………………………….

Appendix 4

POST-TEST

Objective: Objective: To evaluate the effectiveness of the application of the class system using the warm-up methodological strategy for vocabulary development of English phrasal verbs.

Choose the correct option

1. **In spring, everyone _____ (despertarse) early.**

c) wake up

d) grew up

2. **Children _____ (escuchar) a record.**

c) Listen to

d) pick up

3. **Tell the taxi driver to ____ (esperar) for a few minutes.**

c) wake up

d) hold on.

4. **Please _____ (apagar) the light**

c) Turn off

d) give up

5. **Rarely does he _____ (salir) on Sunday.**

c) Go out

d) switch on

6. **The teacher told me to _____ (pararse).**

c) finding out

d) stand up

7. **Sorry I'm late. The car _____(descomponer).**

c) broke down.

d) break up

8. **Can you _____(recoger) at the train station?**

c) run away

d) pick me up

9. _____ (espera) **for a while, please.**

a) Run away

b) Hold on

10. I am going to _____ (bajarse) **at the next stop.**

a) Get off.

b) Pull out

Appendix 5

Structured interview for the teacher (after)

Objective: To know the teacher's point of view regarding the development of the vocabulary of phrasal verbs in students from the 9th grade of General Basic Education "B" at the *"Carmen Mora de Encalada"* High School after the application of the intervention proposal.

Dimension 1: Content

1. In your opinion, is it important to use phrasal verbs in order to develop vocabulary?

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

2. How often do students use phrasal verbs in the classroom?

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

3. How would you rate your students' knowledge of phrasal verbs after the proposed intervention?

…………………………………………………………………………………………………
………………………………………………………………………………………………….

Dimension 2: Types

1. Have you observed any change in the students' ability to identify separable/non-separable structures? If your answer is positive, please mention what these changes have been.

…………………………………………………………………………………………………
………………………………………………………………………………………………….

2. Taking into account the difficulties of separable and non-separable structures, how would you rate the progress of their use?

…………………………………………………………………………………………………
………………………………………………………………………………………………….

3. Do you consider that the use of separable and non-separable structures reflects a good development of phrasal verbs?

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

Appendix 6

	UNIVERSIDAD TÉCNICA DE MACHALA	
	"Calidad, Pertinencia y Calidez"	
	D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR	
	UNIDAD ACADÉMICA DE CIENCIAS SOCIALES	
	CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS	

Lesson Plan 1 Daily Routines

School: "*Carmen Mora Encalada*" High School	**Subject:** English	**Course:** 9th B
Teachers: Ginger Agurto, Yulissa Delgado	**Date:** Friday, January13th,2023	**Time:** 45 minutes

Theme: Daily routines related to phrasal verbs.

Objective: At the end of the class, students will be able to use phrasal verbs to describe their daily routines.

Time	Contents /Activities	Resources	Evaluation
10 minutes 15 minutes	**Warm-up** -Students will match the picture with the correct word. **Presentation** -The teacher will introduce phrasal verbs about "Daily Routines" • Separable - Put on • No separable - Wake up. - Take off. - Work out. - Go out.	- Pictures - Colors - Markers - Pencil - sheets	80% of the students will use phrasal verbs to describe their daily routine.

25 minutes	**-**The teacher will explain which of them are separable and non-separable with some examples.		
	Practice -Students will describe their daily routine through a picture with the phrasal verbs given.		

Appendix 7

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UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson Plan 2 Commands
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<tr>
<td>**School:** *"Carmen Mora Encalada"* High School</td>
<td>**Subject:** English</td>
<td>**Course:** 9th "B"</td>
</tr>
<tr>
<td>**Teachers:** Ginger Agurto, Yulissa Delgado</td>
<td>**Date:** Monday, January16th,2023</td>
<td>**Time:** 45 minutes</td>
</tr>
<tr>
<td colspan="3">**Theme:** Phrasal verbs related to Commands</td>
</tr>
<tr>
<td colspan="3">**Objective:** At the end of the class, students will be able to understand the commands uses by their teacher in the classroom.</td>
</tr>
</table>

Time	Contents / Activities	Resources	Evaluation
10 minutes 15 minutes	**Warm-up** -Students will say a tongue twister correctly. ✦ If two witches were watching two watches, which witch would watch which watch? **Presentation** -The teacher will introduce phrasal verbs about "commands" -listen to -Stand up -Sit down -Turn on -Turn off	- Pencils - Pens - Board - Marker - Cards - Worksheet	80% of students will understand the commands used in class by the teacher.

25 minutes	**-**The teacher will explain which of them are separable and non-separable with some examples. **Practice** The students should listen to some sentences in order to choose the correct picture. 1. In Korea, students **stand up** and bow when the teacher enters the classroom. 2. I pushed the button to **turn on** the radio. 3. You got to **turn on** the back light. 4. Before I go to sleep, I **turn off** the T.V. 5. Please **listen to** me carefully.		

Appendix 8

	UNIVERSIDAD TÉCNICA DE MACHALA	
	"Calidad, Pertinencia y Calidez" D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR **UNIDAD ACADÉMICA DE CIENCIAS SOCIALES** **CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS**	

Lesson Plan 3 means of transport

School: *"Carmen Mora Encalada"* High School	Subject: English	Course: 9th B
Teachers: Ginger Agurto, Yulissa Delgado	Date: Friday, January20th,2023	Time: 45 minutes

Theme: Means of transport related to phrasal verbs.

Objective: At the end of the class, students will be able to identify the phrasal verbs related to means of transport in order to complete a crossword.

Time	Contents/ Activities	Resources	Evaluation
10 minutes 15 minutes	**Warm-up** -Students must create a phrasal verb with a pair of words. For example: SILENTTO / KOORWUT / FETOFAK / DANSUPT Solution: listen to, work out, take off, stand up. **Presentation** -The teacher will introduce phrasal verbs about "means of transport" • Separable - Pick up. - Drop off. - Break down	- Pictures - Markers - Pencil - Sheets - Cardstocks - Dictionary	80% of students will be able to identify phrasal verbs related to means of transport in order to complete a crucigram.

	• No separable - Get on - Get off **-**The teacher will explain which of them are separable and non-separable with some examples. **Practice** -Students will create a crossword with the phrasal verbs learned so far.		
25 minutes			

Appendix 9

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UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson Plan 4 A telephone conversation
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<tr>
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<td>**Subject:** English</td>
<td>**Course:** 9th B</td>
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<tr>
<td>**Teachers:** Ginger Agurto, Yulissa Delgado</td>
<td>**Date:** Monday, January23th,2023</td>
<td>**Time:** 45 minutes</td>
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<td colspan="3">**Theme:** A telephone conversation related to phrasal verbs.</td>
</tr>
<tr>
<td colspan="3">**Objective:** At the end of the class, students will be able to create a short conversation with the phrasal verbs studied in class.</td>
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</table>

Time	Contents/ Activities	Resources	Evaluation
10 minutes 15 minutes	**Warm-up** Give me 5 -In group: Students should say 5 things according to the following categories: Animals/fruits/colors/sports/verbs **Presentation** -The teacher will introduce phrasal verbs about "a telephone conversation" • Separable - Call back • No separable - Hold on - Hang up - Pick up	- Markers - Pencil - Sheets - Eraser - Dictionary	80% of students will have a brief conversation with the phrasal verbs studied in class.

25 minutes	- Speak up **-**The teacher will explain which of them are separable and non-separable with some examples. **Practice** -In pairs: Students should write a short telephone conversation including the phrasal verbs studied in class.		

Appendix 10

Pre-test

Appendix 11: first class

Warm-up

Presentation and practice

Appendix 12: second class

Warm-up

Presentation and practice

Appendix 13: Third class

<div align="center">

Warm-up

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<div align="center">

Presentation and practice

</div>

Appendix 14: fourth class

Warm-up

Presentation and practice

Appendix 15: post-test

Appendix 16: teachers' interview (before)

Appendix 17: teachers' interview (after)