# UTMACH

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**IMPROVING THE UNDERSTANDING AND USE OF PHRASAL VERBS IN REAL-WORLD CONTEXTS**

**CRESPO REYES JONAS ALEJANDRO**
**LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN**

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**CHAMBA ZAMBRANO JONH MARCELO**

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## DEDICATION

To my professors, classmates, relatives, and friends. With deep gratitude to all who contributed to this journey, your support and guidance will always be remembered.

# RESUMEN

El presente trabajo de investigación responde a la necesidad de mejorar la enseñanza y aprendizaje de los phrasal verbs en estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Machala (UTMACH). La investigación tiene como objetivo principal diseñar un sistema de clases que emplee flashcards como estrategia metodológica para facilitar el aprendizaje significativo de los phrasal verbs con la particula up.

El estudio sigue un paradigma cuantitativo de tipo transversal-descriptivo, utilizando métodos teóricos como la revisión bibliográfica para fundamentar el uso de flashcards y su impacto en la enseñanza de vocabulario en inglés. Además, se aplicaron métodos empíricos como observaciones, encuestas y pruebas pedagógicas a los estudiantes para evaluar la efectividad del sistema de clases propuesto.

Los resultados obtenidos muestran que el uso de flashcards fomenta la memorización, el uso práctico y la retención a largo plazo de los phrasal verbs, logrando un impacto positivo en el desarrollo de las competencias lingüísticas de los estudiantes. Por lo tanto, se recomienda seguir explorando estrategias didácticas visuales y prácticas en el proceso de enseñanza-aprendizaje del idioma inglés.

**Palabras clave**: flashcards, phrasal verbs, aprendizaje significativo, enseñanza del inglés.

# ABSTRACT

This research addresses the need to enhance the teaching and learning of phrasal verbs among third-semester students of the Pedagogy of National and Foreign Languages (PINE) program at the Technical University of Machala (UTMACH). The primary objective is to design a system of lessons that incorporates flashcards as a methodological strategy to facilitate meaningful learning of phrasal verbs with the particle up.

The study adopts a quantitative paradigm with a cross-sectional descriptive design, employing theoretical methods such as bibliographic analysis to establish the pedagogical and linguistic foundations of using flashcards for vocabulary acquisition in English. Empirical methods, including classroom observations, surveys, and pedagogical tests, were applied to assess the effectiveness of the proposed lesson system.

The findings demonstrate that flashcards effectively promote memorization, practical application, and long-term retention of phrasal verbs, leading to significant improvements in the linguistic competencies of students. Consequently, the study recommends further exploration of visual and practical teaching strategies to enhance the English language learning process.

**Keywords**: flashcards, phrasal verbs, meaningful learning, English language teaching.

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**INTRODUCTION**

The teaching of English in Ecuador is positioned as an essential component of the educational curriculum, reflecting the growing need for linguistic competencies in an increasingly interconnected world. Within this context, understanding and mastering English grammar emerges as a fundamental pillar of the learning process. Grammar provides the essential structure for effective communication, and particular attention to phrasal verbs adds a layer of complexity that demands specific focus.

However, it is crucial to recognize the holistic nature of English learning. This process goes beyond mere grammatical understanding, as it involves the comprehensive development of the four language skills. Aldana Pérez (2018) highlights the importance of addressing these four key areas to achieve solid and adaptive linguistic competence. In this regard, acquiring an extensive vocabulary becomes an essential component, as it broadens communication capacity and facilitates contextual understanding. Additionally, the proper use of grammatical rules not only provides structure but also contributes to clarity and precision in oral and written expression (Sánchez García, 2015). Consequently, learning English transforms into a holistic process founded on the synergy between grammar and communicative skills, ensuring comprehensive language competence.

Some EFL teachers avoid teaching phrasal verbs because they are challenged to define, and little research has been conducted on commonly used phrasal verbs (Darwin & Gray, 1999). Learners frequently struggle with the meaning of complex phrasal verbs because their meanings are unrelated to the usual meanings of their constituent words (Blau, Gonzales, & Green, 1983).

Phrasal verbs are verbs that convey a specific meaning, which cannot be inferred by analyzing the meanings of their individual components. Moreover, phrasal verbs are rarely found

in the Arabic language. Nonetheless, phrasal verbs are a vital part of English vocabulary and form an essential aspect of the history, heritage, and culture of the language.

In this comprehensive context of English learning, the understanding of grammar and, in particular, phrasal verbs stands out as a crucial domain. Research, such as that conducted by Díaz Mejía (2014), demonstrates that difficulty in understanding grammar is one of the main barriers students face in English classrooms. A lack of grammatical understanding not only affects written and oral expression but also impacts the development of listening and reading skills (Roldán Sánchez, 2016).

Furthermore, phrasal verbs hold an additional challenge for both students and teachers. According to Fargas (2023), the inherent complexity of these verbal constructions, which involve verbs followed by prepositions or adverbs, creates difficulties in interpretation and application. This presents a significant challenge for English educators, who must adopt specific strategies to teach and facilitate the understanding of these complex linguistic elements in the classroom.

Effective teaching of phrasal verbs requires a carefully designed methodology that addresses the specific challenges they hold. According to Calderón's (2006) research, the integration of phrasal verbs into appropriate and real-life contexts is essential to ensure deep comprehension and effective application. Pedagogical methods should focus on everyday situations where phrasal verbs are naturally used, thus facilitating their assimilation by students. This approach not only enhances vocabulary retention but also promotes contextualized application, overcoming the difficulties highlighted in previous studies (Peña, 2017).

For instance, Side (1990) points out issues with memorizing phrasal verbs as whole units, noting that most phrasal verbs have multiple meanings and their particles seem arbitrary. He suggests that many phrasal verbs are formed by analogy with existing ones. However, his research

only addresses three particles and does not provide theoretical reasons for why the particles have their specific meanings (Spring, 2018).

Moreover, considering the importance of phrasal verbs for native English speakers, ESL/EFL students should be taught and trained to understand and use them effectively in English interactions. Knowledge of phrasal verbs often leads to greater language proficiency and communication closer to that of native speakers. Nevertheless, phrasal verbs are not easy to master, and students frequently find them challenging due to their specific meanings, which are not inferable from their constituent words, as well as other reasons.

The most common phrasal verbs with the particle "up" include:

| Pick up | Wind up | Keep up | Give up |
|---------|---------|---------|---------|
| Get up | Warm up | Grow up | Clean up |
| Split up | Make up | Turn up | Break up |
| Stand up | Look up | Show up | Wake up |
| Dress up | Hurry up | Catch up | Shut up |

*Table 1: list of the 20 phrasal verbs with the particle "up" used in this research.*

These phrasal verbs will be illustrated using flashcards during practice sessions to facilitate recognition and eventual usage.

In the third semester of Pedagogy of National and Foreign Languages program at the Technical University of Machala, the following situation has been observed:

❖ Students demonstrate low comprehension and effective use of phrasal verbs in real-life situations.

❖ Students face challenges in correctly identifying phrasal verbs in informal conversations and formal writings.

❖ Teachers lack effective didactic strategies and pedagogical approaches for teaching and practicing phrasal verbs in real-world contexts.

❖ Students struggle to recognize the meaning and structure of phrasal verbs in authentic contexts.

❖ Classroom activities insufficiently address the cultural and sociolinguistic context influencing the meaning and usage of phrasal verbs.

This addresses the following **scientific problem**: How can the use of high-frequency phrasal verbs formed with the particle "up" (transitive and intransitive, separable and inseparable) be improved among third-semester students of the Pedagogy of National and Foreign Languages program at the Technical University of Machala during the 2024–2025 academic year?

Figure 1: Types of phrasa l verbs
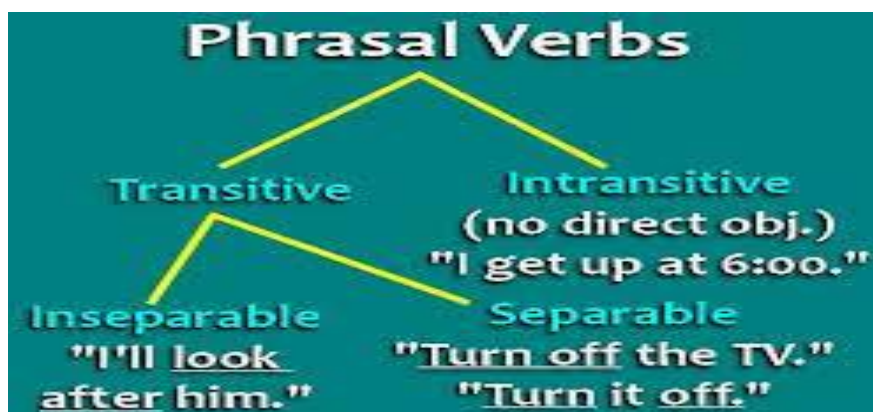


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The problem is framed within the **study object** of the teaching-learning process in the PINE program.

**Several underlying causes** for this issue have been identified:

- <u>Reliance on traditional methods leading to a lack of real-world context</u>: Traditional teaching often focuses on isolated grammar rules, offering limited opportunities for students to apply phrasal verbs in everyday, practical situations. Teachers do not manage an accurate mastering of verb caregories.

- <u>Insufficient didactic resources</u>: A lack of specific materials or activities for practicing phrasal verbs in real-world contexts restricts students' comprehension and application of these linguistic elements. However, the innovative resources that can be found on the internet, help teachers to make their lessons on this issue more effective.

- <u>Prioritization of other language content</u>: Other language components are often given more emphasis, leaving phrasal verbs underexplored and unknown for learners, who must relate with them as early ages when they are ready to grasp meaning of this kind of verbs.

The **general objective of this research** is to implement a didactic and methodological strategy through the English subject to improve the use of high-frequency phrasal verbs with the particle "up" (both transitive and intransitive, separable and non-separable) among third-semester students of the Pedagogy of National and Foreign Languages program during the 2023–2024 academic year.

This objective is focused on the **field of English** as a foreign language teaching method.

The study outlines the following **specific objectives**:

❖ To theoretically substantiate the study of phrasal verbs formed with the particle "up" in simple, real-world contexts and their subsequent practice in oral and written texts.

❖ To diagnose the level of mastery of phrasal verbs with the particle "up" in real-world contexts and their subsequent use in oral and written texts by third-semester students of the Pedagogy of National and Foreign Languages program during the 2023–2024 academic year.

❖ To design a didactic-methodological strategy based on the use of flashcards featuring 20 high-frequency phrasal verbs with the particle "up" to enhance their learning and practical use by third-semester students during the 2023–2024 academic year.

❖ To evaluate the impact of the didactic-methodological strategy on improving the use of phrasal verbs with the particle "up" (transitive and intransitive, separable and inseparable) among third-semester students of the Pedagogy of National and Foreign Languages program during the 2023–2024 academic year.

These objectives lead to the formulation of the following **scientific hypothesis**: The implementation of a didactic-methodological strategy based on flashcards with phrasal verbs formed with the particle "up" can significantly enhance their use (both transitive and intransitive, separable and inseparable) among third-semester students in the Pedagogy of National and Foreign Languages program during the 2023–2024 academic year.

The hypothesis explores the relationship between **two variables**:

The **independent variable** is the implementation of a didactic-methodological strategy.

The **dependent variable** is the use of phrasal verbs.

This scientific research follows a **quantitative methodological paradigm**, employing a non-experimental, cross-sectional descriptive design. The population consists of 30 third-semester students from the Pedagogy of National and Foreign Languages program at the Technical University of Machala.

The study employs **theoretical methods** such as the historical-logical, hypothetical-deductive, and analytical-synthetic approaches, alongside empirical methods like observation, diagnostic evaluation, and interviews. These methodologies will be elaborated upon in the methodological framework.

The **significance** of this research lies in the development of effective didactic strategies and pedagogical approaches to enhance the comprehension and use of phrasal verbs in real-world contexts. By addressing the limitations of traditional English teaching often focused on isolated grammar this research aims to propose an integrated methodology that incorporates phrasal verbs into practical, everyday situations. Recognizing the complexity of these linguistic elements, the study seeks to facilitate students' assimilation and application, fostering more robust and adaptive language competencies.

The **practical contribution** of this research is reflected in the implementation of innovative didactic strategies that can be incorporated into the English as a foreign language teaching process. By designing and applying contextualized didactic materials and pedagogical strategies focused on real-world contexts, it is expected that students in the Pedagogy of National and Foreign Languages program will achieve significant improvements in their understanding and effective use of phrasal verbs. This approach not only addresses the identified limitations but also enables educators to adapt to their students' evolving needs, laying a solid foundation for English learning in authentic and practical contexts.

This study is structured into four chapters: **Chapter I** provides a theoretical description of the research object and field, supported by bibliographic information. **Chapter II** outlines the type, methods, and techniques employed. **Chapter III** presents the intervention proposal. Finally, **Chapter IV** discusses the results, concluding with the findings, recommendations, references, and appendices.

**THEORETICAL FRAMEWORK**

**Chapter I. Theoretical Foundations of the Use of Phrasal Verbs in Real-World Contexts: Historical Evolution and Theoretical Characterization**

This chapter delves into the theoretical foundations of using phrasal verbs in real-world contexts, emphasizing their historical evolution and theoretical characterization. It explores three main categories: the historical development of phrasal verbs and their integration into the English language over time, the theoretical characterization of phrasal verbs as complex lexical units and their role in everyday communication, and a review of previous research supporting their teaching in authentic contexts to enhance students' communicative competence. This analysis establishes a robust conceptual framework that underpins the methodological strategies proposed in the next chapter, aimed at improving the understanding and effective use of phrasal verbs in real-life English communication.

Bolinger (1971) emphasizes that phrasal verbs, categorized as formulaic sequences, constitute a fundamental component of the English lexicon and play a vital role in developing communicative competence for learners of English as a foreign language. Despite their pervasive presence in the English language, phrasal verbs remain one of the most challenging aspects of English vocabulary due to the complexity involved in defining them (Biber, Johansson, Leech, Conrad, & Finegan, 1999; Gardner & Davies, 2007; Liu, 2011, p. X)

**1.1. Historical Evolution of the Use of Phrasal Verbs as Lexical Elements in the English Language Teaching-Learning Process for Vocabulary Development**

It is essential to distinguish between prepositions and prepositional particles, as this distinction plays a crucial role in teaching and learning English. Learners often confuse particles that accompany verbs. In this context, phrasal verbs are introduced as combinations of lexical

verbs and adverbial particles or prepositions. While the components of phrasal verbs are separable (e.g., "She picked the book up from the table"), the elements of prepositional verbs are inseparable (e.g., "I always get up at 6 a.m.").

The study of "two-word verbs" (American English) and phrasal verbs (British English), as essential components of the English language, has roots in the language's historical evolution. Their origins trace back to Modern English, a period shaped by influences from various languages and cultures. During the 11th century, the Norman invasion introduced new words and expressions into English, creating two linguistic varieties: one of Germanic origin, spoken by the dominated classes, and a formal variety used in court (Miami English Spot, n.d.). It was within this linguistically diverse context that phrasal verbs emerged, characterized by the combination of a verb with a preposition or adverb to convey a new meaning. This linguistic fusion highlights the historical and cultural richness of English, as well as its capacity to adapt and evolve.

The emergence of phrasal verbs can thus be understood as a natural linguistic adaptation to the communicative needs of the time. As English evolved to meet the demands of a changing society, the need to express complex and nuanced concepts grew. According to Miranda Hernández (2018), phrasal verbs provided an effective linguistic solution by enabling a base verb to combine with prepositions or adverbs to convey subtle shades of meaning that would otherwise be challenging to express.

Regarding their use in everyday communication, Miranda Hernández (2018) continues, phrasal verbs quickly became an integral part of both informal and formal English speech. Their usage expanded across various domains, from casual conversations among friends to literature and public discourse. Native speakers internalized the use of phrasal verbs intuitively, incorporating them naturally into their vocabulary to express a wide range of ideas and actions.

The teaching of English as a foreign language has undergone significant changes over time, reflecting a continuous search for effective methodologies that cater to the evolving needs of learners. In the 19th century, the dominant approach was Traditional Grammar, which relied on rote repetition as the primary strategy for mastering the language (Agudelo, 2011). While useful for certain grammatical aspects, this method lacked a comprehensive communicative focus and did not promote real-world interaction in the language.

Later, at the end of the 19th century, the Direct Method emerged as a response to the limitations of Traditional Grammar (Alcalde Mato, 2011). This approach adopted a more communicative perspective, emphasizing oral interaction and authentic communication scenarios. Students were immersed in the language through dialogues and practical activities, allowing them to develop communicative skills more naturally and effectively.

In the 20th century, the evolution of English teaching continued with the introduction of the Audio-Lingual Approach and the Communicative Approach (Alcalde Mato, 2011). The former emphasized pronunciation and immediate error correction, using auditory and repetition techniques to improve speech fluency and accuracy. In contrast, the Communicative Approach integrated features of earlier methods, focusing on student motivation and contextualized learning activities. This approach encouraged authentic and meaningful communication, preparing learners for real-life situations in English-speaking environments.

Continuing the historical evolution of phrasal verbs in English teaching, it is essential to consider their specific development in Ecuador. As English gained global importance, the teaching of phrasal verbs was gradually incorporated into Ecuadorian educational programs. Through bilateral agreements and international cooperation programs, pedagogical strategies focused on

vocabulary development, including the active use of phrasal verbs in real communication contexts, were promoted (Peña Ledesma, 2019).

The inclusion of phrasal verbs in Ecuador's educational curriculum shaped a significant shift in how English was taught as a foreign language. Previously, instruction focused mainly on isolated grammar and vocabulary (Peña Ledesma, 2019), with less emphasis on oral communication and understanding authentic texts. However, with the adoption of communicative approaches and attention to the specific needs of Ecuadorian students, efforts were made to promote comprehensive linguistic competence, including the mastery of phrasal verbs in everyday and authentic situations.

In this context of change and adaptation, Bolaños Muñoz (2021) highlights the effectiveness of flashcards as a pedagogical tool for teaching and practicing phrasal verbs. Flashcards provide a visual and practical method for learning new words and expressions, enabling students to quickly and effectively associate meanings and contexts of use. Moreover, being portable and versatile, flashcards can be used in various classroom activities, both individually and in groups, fostering active participation and collaborative learning.

The integration of flashcards into the teaching of phrasal verbs underscores the importance of regular and contextualized practice in vocabulary acquisition. By offering students opportunities to interact with phrasal verbs in meaningful and real-life situations, flashcards help consolidate their understanding and effective use in oral and written communication. Additionally, as a tool adaptable to different learning styles and proficiency levels, flashcards benefit a wide range of students, from beginners to advanced learners (Vargas Chávez, 2018).

The historical evolution of teaching phrasal verbs in Ecuador reflects a gradual shift towards communicative and contextual approaches. The inclusion of pedagogical strategies

focused on vocabulary development, such as the use of flashcards, has enhanced students' linguistic competence and prepared them to face the challenges of communicating in English in real-world contexts. The following chapter will delve into the theoretical characterization of phrasal verbs and their role in everyday communication, laying the groundwork for designing and implementing effective methodological strategies for teaching these linguistic elements (Heredia Gallegos, 2021).

## 1.2 Theoretical Characterization of Using Flashcards in Teaching Phrasal Verbs and Everyday Actions in English

This section explores the theoretical characterization of flashcards in teaching phrasal verbs and everyday actions in English. It begins by providing a definition of phrasal verbs and examining their types, highlighting their importance in vocabulary acquisition. Subsequently, it discusses various methodologies employed in teaching phrasal verbs, including communicative, lexical, and inductive approaches, emphasizing their impact on students' learning. Finally, it analyzes the use of flashcards as a teaching tool for phrasal verbs and daily actions, underscoring their ability to provide visual representations and enhance understanding and retention, both in and out of the classroom.

### *1.2.1 Pedagogical Characterization of the Language Teaching-Learning Process*

The language teaching-learning process is a multifaceted activity involving multiple components and pedagogical approaches designed to facilitate the acquisition of a new language. This process can be characterized by several key aspects:

**1. Methodological Approaches**

- Grammar-Translation Method: Focuses on text translation and grammar rule learning, primarily used for reading and translation skills.

- <u>Direct Method</u>: Encourages teaching exclusively in the target language, emphasizing oral communication and immersive practices.

- <u>Audiolingual Method</u>: Relies on repetition and memorization of dialogues and grammatical structures, emphasizing listening and speaking drills.

- <u>Communicative Approach</u>: Aims to develop effective communication skills in real-life situations through interactive activities.

- <u>Task-Based Learning (TBL):</u> Involves meaningful tasks that require students to use the target language practically and contextually.

## 2. Didactic Components

- <u>Comprehensible Input</u>: Introducing language in a way that is understandable to learners, fostering natural acquisition (Krashen, 1985).

- <u>Interaction</u>: Authentic interaction with peers and native speakers is crucial for developing communicative competence.

- <u>Corrective Feedback</u>: Providing constructive feedback helps students improve accuracy and fluency.

- <u>Didactic Resources:</u> Utilizing textbooks, audiovisual materials, educational software, and online tools enhances learning.

- <u>Assessment</u>: Employing formative and summative evaluation methods measures progress and language competence.

## 3. Teaching Strategies

- <u>Collaborative Learning</u>: Encourages teamwork and collaboration to solve problems and complete tasks.

- Technology Integration: Incorporates digital tools like language-learning apps, video conferencing, and online resources.

- Immersion: Creates environments where only the target language is used to promote total immersion.

- Differentiation: Tailors teaching strategies to meet individual student needs, considering their competence levels and learning styles.

**4. Affective Factors**

- Motivation: Both intrinsic and extrinsic motivation are pivotal for successful language learning.

- Anxiety Reduction: Minimizing students' anxiety by fostering a safe and supportive learning environment.

- Autonomy: Encouraging students to take control of their learning process.

**5. Sociocultural Context**

- Cultural Context: Language teaching should include cultural elements to help students understand and use the language appropriately.

- Dialectal Variation: Exposing students to various dialects and accents enhances comprehensive and diverse understanding.

The pedagogical characterization of the language teaching-learning process is multifaceted, requiring a balance of methodological approaches, didactic components, teaching strategies, affective factors, and sociocultural considerations. A flexible and adaptive approach that accounts for the specific needs and contexts of students is essential for success in language acquisition.

*1.2.2 Pedagogical Characteristics of Teaching Phrasal Verbs in Verbal Categories*

The methodology used in teaching English phrasal verbs plays a crucial role in the process of acquiring and mastering these linguistic elements. Methodology refers to the set of strategies and pedagogical approaches designed to facilitate learning, emphasizing the comprehension and effective use of phrasal verbs (Sandí Delgado & Cruz Alvarado, 2016).

According to Vásquez Rodríguez (2010), methodological strategies involve the selection, coordination, and application of skills oriented toward acquiring and assimilating new information. The choice of methodology is critical for creating a stimulating and effective learning environment. Furthermore, it should consider factors such as student motivation and attention, which significantly influence language learning (Ortega-Auquilla et al., 2020).

Effective methods and strategies in teaching phrasal verbs include:

- Communicative Approach: Focuses on practical language use in real-life communication scenarios. Phrasal verbs are taught in authentic contexts such as conversations, role-plays, and group activities, helping students understand their meanings and uses (Peña Ledesma, 2019).

- Lexical Approach: Emphasizes language learning through lexical units like words and phrases. Phrasal verbs are introduced and practiced in specific lexical contexts, facilitating intuitive understanding (Peña Ledesma, 2019).

- Inductive Approach: Encourages students to discover the meaning and usage of phrasal verbs through examples and hands-on activities, fostering deeper understanding and internalization (Peña Ledesma, 2019).

**Teaching Strategies**

One notable strategy is the "warm-up," an initial activity designed to engage students and capture their attention at the beginning of the class (Nielsen Nino, 2010). Warm-ups motivate

students to focus and participate actively, using mental activation exercises, word games, discussions, or group activities involving creative and practical use of phrasal verbs.

**Instructional Resources for Teaching Phrasal Verbs**

Flashcards are widely recognized as effective visual tools for teaching phrasal verbs and everyday actions in English. As Vargas Chávez (2018) notes, flashcards typically feature an image representing a situation or action paired with the corresponding phrasal verb, enabling students to quickly associate terms with real-life scenarios. For instance, a flashcard might depict a person "waking up" early in the morning with the relevant phrasal verb.

The strength of flashcards lies in contextualizing vocabulary through practical and relatable situations. Presenting phrasal verbs in authentic contexts like daily activities, household tasks, or social interactions helps students understand their meanings and applications. Vargas Chávez (2018) emphasizes that connecting vocabulary with real-life scenarios fosters meaningful learning and greater vocabulary retention.

In the classroom, flashcards can be utilized in various activities, such as identification and association exercises or interactive games. Students may work in pairs or groups to match flashcards with phrasal verbs and then use these terms in sentences or dialogues. Teachers can also incorporate flashcards into simulations of real-life situations, where students act out daily scenes using the phrasal verbs they have learned (Vargas Chávez, 2018).

Outside the classroom, flashcards provide students with opportunities for independent practice and vocabulary reinforcement. Regularly reviewing flashcards and relating them to personal experiences helps students consolidate their understanding of phrasal verbs and enhances their fluency in practical settings (Vargas Chávez, 2018).

Therefore, flashcards are invaluable tools in teaching phrasal verbs and everyday actions in English. By offering visual and practical contexts, flashcards enable meaningful learning and vocabulary acquisition, equipping students with strong linguistic skills applicable in real-world situations.

### 1.2.3. Phrasal Verbs in the Context of Language Teaching

The study of the English language involves a profound understanding of phrasal verbs, which constitute an essential part of its linguistic structure. Phrasal verbs, also known as "compound verbs" or "phrasal verbs," are characterized by the combination of a main verb with one or more particles (prepositions or adverbs), thus creating a meaning distinct from that of the individual verbs (British Council, 2022). Understanding and mastering these verbs are crucial for achieving an advanced level of language proficiency.

Phrasal verbs are an integral part of English vocabulary, encompassing a set of words and expressions used in oral and written communication. In the context of learning English, vocabulary is considered a fundamental component. Paucar (2020) describes vocabulary as a fundamental aspect of both understanding and producing oral and written texts. Mastery of vocabulary entails not only knowing specific words such as nouns, adjectives, verbs, and expressions but also being familiar with "support" words that facilitate explanations when the precise term is not known.

This concept is supported by Neira and Parga Riaño (2021), who emphasize the importance of vocabulary in the English teaching-learning process, stating that without adequate vocabulary knowledge, achieving language proficiency is difficult.

Among the extensive repertoire of English vocabulary, phrasal verbs hold a prominent position. Navas-Brenes (2017) defines phrasal verbs as:

"Phrasal verbs consist of a verb and a particle. Particles are small words you already know as prepositions or adverbs."

These verbs can be categorized into different types, as highlighted by the British Council (2022), including prepositional, intransitive, transitive, and phrasal-prepositional verbs, each with specific characteristics that influence their use and comprehension. The main types of phrasal verbs include:

**Separable Transitive**: In these verbs, the particle can be separated from the main verb and placed between the verb and its direct object. For example, in the phrasal verb "to pick up," the particle "up" can be positioned between the verb and the direct object, as in "He picked the book up."

**Inseparable Transitive**: Unlike separable transitive verbs, the particle in these verbs cannot be separated from the main verb and always precedes the direct object. For instance, in "look up" the particle "up" always remains with the verb, as in "I'll look up the word."

**Intransitive**: These phrasal verbs do not require a direct object and are unaffected by its presence or absence. The particle joins the main verb and typically modifies its meaning idiomatically. For example, in "to show up," the particle "up" intensifies the verb's meaning, indicating someone's arrival or presence.

**Prepositional**: In this type, the particle is a preposition that always accompanies the main verb. These verbs are not idiomatic, and their meanings can be derived from the prepositions' definitions. For instance, in "to look for," the preposition "for" indicates the search direction.

The understanding and mastery of phrasal verbs are crucial in the process of learning English as a foreign language. Their acquisition enables students to improve their comprehension

of the language and enrich their ability to communicate effectively in diverse formal and informal contexts.

**1.3. Contextual Features of the English Teaching-Learning Process for Third-Semester Students in the Pedagogy of National and Foreign Languages at the Technical University of Machala**

It is crucial to recognize that phrasal verbs represent a key and sophisticated aspect of lexical proficiency in both oral and written communication within the context of second language (L2) acquisition. Scholars in grammar and applied linguistics agree on their significance (Darwin & Gray, 1999; Gardner & Davies, 2007; Liu, 2011; Nation, 1990). Native speakers commonly use phrasal verbs in daily conversations, making them an integral part of natural and fluent English. In contrast, limited use of these expressions can result in language that lacks idiomatic authenticity (Garnier & Schmitt, 2015; Siyanova & Schmitt, 2007).

This section aims to present the contextual features of the English teaching-learning process at the third-semester level of the Pedagogy of National and Foreign Languages program at the Technical University of Machala, Ecuador. The study examines the educational context of this research, along with a diagnosis of phrasal verb usage by students at this academic level through a non-experimental design with pre- and post-testing.

*1.3.1. The English Teaching-Learning Process in Ecuador*

The educational context in Ecuador has undergone significant transformations in English language teaching, particularly in higher education. In recent years, English has gained considerable relevance in the educational system in response to the global demand for linguistic skills in this language. The Organic Law of Intercultural Education (LOEI) established English as

mandatory subject at all educational levels, including higher education, as part of efforts to improve students' competitiveness and employment opportunities (Cordero Salcedo, 2020).

At the Technical University of Machala, there is a commitment to English teaching through the Pedagogy of National and Foreign Languages program. This program focuses on training educators specialized in language teaching, including English, to address the needs of Ecuador's educational system. By emphasizing communicative skills acquisition, the program aims to prepare future educators to meet the challenges of teaching English in real and practical contexts.

English teaching in this context is based on pedagogical approaches that promote the development of receptive and productive skills, such as listening, reading, writing, and speaking. These skills are integrated into real-life situations and authentic communicative contexts, enhancing effective language use in various social and professional domains (Solórzano-Intriago & Loor-Salmon, 2023).

The teaching-learning process of English in the third semester of the Pedagogy of National and Foreign Languages program at the Technical University of Machala is characterized by a practical and communicative approach. Students are exposed to real-life situations where they apply their knowledge of phrasal verbs and other linguistic structures in informal conversations, formal writings, and everyday activities. Additionally, the English department employs specialized teachers with a B2 level of proficiency, ensuring quality instruction and adequate support for students in their learning process.

Various studies have addressed phrasal verb usage. Murga (2016) conducted research to determine whether idiomatic expressions influence the development of oral skills among students in the tenth grade at Luis A. Martínez Educational Unit, concluding that idiomatic expressions and oral skills significantly impact language learning.

Procel (2018) investigated the application of warm-up activities in learning English phrasal verbs among seventh- and eighth-level students in the Plurilingual Career in Quito during the 2018-2018 academic period, demonstrating that teachers do not always employ warm-up activities at the start of classes, limiting students' acquisition of phrasal verbs vocabulary.

Rambay (2023) demonstrated the effectiveness of a classroom system based on flashcards for vocabulary acquisition, specifically focusing on English phrasal verbs.

While these studies have significantly contributed to the topic under study, they have not addressed organizing classes using a didactic strategy that promotes phrasal verb vocabulary acquisition, which is the focus of this research.

### *1.3.2 Current Diagnosis of Knowledge Regarding Phrasal Verbs Among Third-Semester PINE Students*

This section details the findings of the diagnostic assessment concerning the use and understanding of phrasal verbs with "up" (both separable and inseparable) by third-semester students enrolled in the Pedagogy of National and Foreign Languages (PINE) program at the Technical University of Machala during the 2023–2024 academic term. The diagnosis was conducted using a pedagogical test and an interview with the instructor (see Appendices), which provided insights into the students' linguistic and pragmatic competencies in this specific area.

**Analysis of Results Obtained Through the Applied Instruments**

**Instrument 1: Diagnostic Test**

The diagnostic test assessed three core aspects: the meanings of phrasal verbs with "up," the distinction between separable and inseparable structures, and their application in practical contexts. The results were categorized into three levels—fully developed, partially developed, and undeveloped—based on a rubric specifically designed for this evaluation (see Appendices).

**Indicator 1: Understanding of Phrasal Verbs with "Up"**

The results reveal that only 10% of students achieved a "fully developed" level in comprehending the meanings of phrasal verbs with "up." Meanwhile, 23% attained a "partially developed" level, demonstrating partial understanding with occasional errors. Alarmingly, 67% failed to develop this competence, reflecting a widespread lack of knowledge regarding the specific meanings of these phrasal verbs. This insufficient performance may be attributed to the semantic complexity of phrasal verbs, which, as noted by Chevez (2013), often feature idiomatic meanings that are not easily inferred from their individual components.

**Indicator 2: Differentiation Between Separable and Inseparable Structures**

Regarding the mastery of separable and inseparable structures, only 7% of students achieved a "fully developed" level, while 20% reached a "partially developed" level. The remaining 73% were unable to correctly identify these structures, indicating significant challenges. The grammatical complexity of phrasal verbs and the lack of contextualized practice are likely contributing factors. According to Chevez (2013), this complexity often leads students to avoid using phrasal verbs, negatively affecting their acquisition and effective use.

**Indicator 3: Practical Use in Context**

In assessing the practical application of phrasal verbs in contextual exercises, only 13% of students demonstrated a "fully developed" level. Meanwhile, 30% reached a "partially developed" level, and 57% remained at the "undeveloped" level. Common errors included incorrect usage of phrasal verbs in specific contexts and a lack of coherence in the structures employed. These outcomes highlight the absence of effective methodological strategies, such as innovative teaching tools (e.g., flashcards), that could enhance students' comprehension and practical application of phrasal verbs.

**General Analysis**

30 students were evaluated:

- 63% were categorized as "undeveloped" in terms of understanding the meanings of phrasal verbs, indicating limited comprehension.

- 72% were unable to differentiate between separable and inseparable structures.

- 57% exhibited deficiencies in using phrasal verbs in practical contexts, suggesting a lack of integration of these elements into real communicative activities.

**Identified Causes:**

- Lack of Pedagogical Strategies: Traditional teaching methods have limited students' engagement with phrasal verbs, preventing them from fully understanding and applying these structures.

- Inherent Complexity of Phrasal Verbs: The semantic and grammatical variability of phrasal verbs makes their acquisition challenging, causing confusion and discouragement among students.

- Absence of Didactic Materials: The lack of tools such as flashcards or interactive activities has hindered contextualized learning.

The diagnosis demonstrates that students' current proficiency in phrasal verbs with "up" is predominantly low. This underscores the urgent need to implement a class system based on innovative methodological strategies, such as the use of flashcards and dynamic activities, to address the identified deficiencies. This intervention would not only enhance students' linguistic and pragmatic knowledge but also increase their motivation and active participation in the learning process.

Additionally, a qualitative analysis included a structured interview with the English instructor to explore their perspective on students' vocabulary proficiency in phrasal verbs. The findings revealed key insights supporting prior observations:

**Importance of Learning Phrasal Verbs**: The instructor emphasized that mastering phrasal verbs is essential as they are integral to both everyday and academic English. However, they noted that instruction should move beyond memorization to include real-world activities, given that "their meaning changes depending on the context."

**Difficulties in Comprehension and Use**: The instructor reported significant challenges among students in understanding and applying phrasal verbs. These difficulties stem partly from insufficient language exposure, limited authentic practice, and uneven proficiency levels among students. Many students also associate prepositions with literal meanings, restricting their ability to grasp the nuanced meanings of phrasal verbs.

**Frequency and Teaching Strategies**: The instructor rated the frequency of phrasal verb instruction and practice as insufficient. They noted that current methods, focused on lists and written exercises, are inadequate for effective learning. Tools like flashcards and interactive activities could better support visual and practical learning.

**Practice in Real Contexts**: The instructor highlighted the lack of opportunities for students to practice phrasal verbs in authentic contexts, both inside and outside the classroom. This limitation reinforces poor performance, especially in practical applications.

**Methodological Recommendations**: The instructor suggested implementing dynamic strategies such as role-playing, creative writing, and collaborative tasks involving real-life scenarios. They also recommended integrating technological tools, such as interactive apps and videos, to complement traditional methods.

Given these findings, there is a clear need to develop a proposal for dynamic and contextual strategies to enhance the learning of phrasal verbs. These initiatives will be detailed in Chapter III.

## CHAPTER II: METHODOLOGICAL FRAMEWORK

**2.1 Research Type**

This research is framed within a quantitative methodological paradigm. Such an approach facilitates the collection and analysis of numerical data, enabling the assessment of the impact of a didactic-methodological strategy on the use of phrasal verbs by third-semester students in the Pedagogy of National and Foreign Languages program at the Technical University of Machala.

**2.2 Research Design**

A non-experimental, cross-sectional descriptive design will be employed. This design is suitable for observing and describing phenomena without manipulating variables, allowing for an in-depth analysis of the use of phrasal verbs in real contexts through the observation and evaluation of students at a specific point in time.

**2.3 Population and Sample**

The target population consists of 30 third-semester students from the Pedagogy of National and Foreign Languages program at the Technical University of Machala. A representative sample will be selected to ensure the validity and reliability of the results obtained.

**2.4 Data Collection Methods**

*2.4.1 Theoretical Methods*

To provide the theoretical foundation of the study, the following methods will be employed:

Historical-logical method: This method contextualizes the use of phrasal verbs in English learning over time and in different educational contexts.

Hypothetical-deductive method: This approach facilitates the formulation of hypotheses about the impact of the proposed didactic strategy on the use of phrasal verbs.

Analytical-synthetic method: This method decomposes and analyzes the components of phrasal verb learning, enabling a deeper understanding of their teaching and application.

### 2.4.2 Empirical Methods

Empirical methods will be implemented for data collection:

Observation: Systematic observation of classes will be conducted to identify students' use and comprehension of phrasal verbs in real contexts.

Diagnostic Evaluation: Diagnostic tests will be administered at the beginning of the study to measure students' mastery of phrasal verbs in real-life situations and oral and written texts.

Interview: Structured interviews with teachers will be carried out to explore the didactic strategies employed and the challenges perceived in teaching phrasal verbs.

### 2.5 Data Collection Instruments

The following instruments will be used for data collection:

Diagnostic Test: Questionnaires will be designed to evaluate students' prior knowledge of phrasal verbs and their use in different contexts.

Evaluation Rubrics: Rubrics will be employed to assess students' performance in applying phrasal verbs during practical activities.

Observation Guide: Records will be created to document students' use of phrasal verbs during classroom interactions.

Table 2: Phrasal Verbs: Variable Examination

| Problem | Definition | Dimensions | Indicators | Techniques | Instruments | Ítems |
|---|---|---|---|---|---|---|
| How can the use of phrasal verbs with the particle "up," transitive and intransitive, separable and non-separable, be improved among third-semester students in the PINE during the 2023-2024 academic period? | Phrasal verbs are combinations of a verb with a particle (adverb or preposition) that alter the base verb's meaning. | Linguistic | Recognizes phrasal verbs with "up." | Diagnostic test and teacher interview. | -A set of 20 phrasal verbs with "up." | "What does set up mean?" |
| | | | Distinguish separable and non-separable structures. | | -A teacher questionnaire to corroborate diagnostic test results. | "Is wake up separable or non-separable?" |
| | | Pragmatic | Uses them in context. | Observation | Observation guide | "Complete: They decided to _____ the project." |

Source: Prepared by the author

Table 3: Dimensional Analysis Representation

| Dimensions | Ítems | Analysis |
|---|---|---|
| Linguistic | 1. The student understands the meaning of phrasal verbs with "up." | - **Fully developed (10-9):** Demonstrates accurate comprehension and application of the meanings. |
| | 2. The student distinguishes between separable and non-separable phrasal verbs. | - **Partially developed (8-7):** Shows errors in understanding or application. |
| | | - **Not developed (6 or below):** Fails to comprehend the meanings. |
| Pragmatic | 1. The student uses flashcards to learn phrasal verbs with "up." | - **Fully developed (10-9):** Effectively utilizes flashcards for learning. |
| | 2. The student applies the phrasal verbs learned through flashcards in exercises. | - **Partially developed (8-7):** Uses flashcards but demonstrates errors or incomplete learning. |
| | | - **Not developed (6 or below):** Fails to use flashcards appropriately or does not engage with them. |

Source: Prepared by the author

**2.6 Data Analysis**

The collected data will be analyzed using descriptive statistical methods. Measures of central tendency, including mean, median, and mode, as well as measures of dispersion, such as range and standard deviation, will be applied to summarize and interpret the results effectively. Furthermore, a comparative analysis of the outcomes obtained before and after the implementation of the didactic-methodological strategy will be conducted to evaluate its effectiveness.

Table 4: Evaluation Criteria

| Indicators | Fully Developed (10-9) | Partially Developed (8-7) | Not Developed (0-6) |
|---|---|---|---|
| **Understanding the meaning of phrasal verbs with "up"** | Students fully comprehend and correctly use the meaning of phrasal verbs with "up." | Students partially understand the meaning of phrasal verbs with "up" but make some mistakes. | Students neither understand nor use the meaning of phrasal verbs with "up." |
| **Separable and non-separable phrasal verbs** | Students accurately identify and apply separable and non-separable phrasal verbs. | Students partially identify separable and non-separable phrasal verbs but make mistakes. | Students fail to identify or apply separable and non-separable phrasal verbs. |
| **Using flashcards** | Students effectively use flashcards to learn and practice phrasal verbs with "up." | Students use flashcards but with errors or in an incomplete manner. | Students do not use or understand how to use flashcards to learn phrasal verbs. |
| **Application in exercises and context** | Students correctly apply the PVs learned in appropriate contexts and exercises. | Students apply PVs in exercises or contexts but with mistakes. | Students fail to apply the PVs learned in exercises or appropriate contexts. |

Source: Prepared by the author

## 2.7 Ethics in Research

Ethical considerations will be ensured throughout the research process by respecting participants' confidentiality and obtaining informed consent. Students will be informed about the objectives of the study, and their consent will be secured for participation in evaluations and observations.

## 2.8 Research Limitations

It is essential to acknowledge the potential limitations of the study, which may include the lack of adequate didactic resources, the limited timeframe for implementing the didactic-methodological strategy, and variations in students' commitment and participation levels.

**Chapter III: Class System Using Flashcards as a Methodological Strategy for Teaching Phrasal Verbs**

This chapter develops the theoretical and practical foundation of a pedagogical proposal designed to address challenges in using high-frequency phrasal verbs formed with the particle "up" (both transitive and intransitive, separable and non-separable) among third-semester students in the Pedagogy of National and Foreign Languages program at the Technical University of Machala during the 2023-2024 academic period.

**3.1 Theoretical Foundation of a Class System Using Flashcards as a Methodological Strategy**

The term "system" refers to a set of organized and interrelated elements working towards a common goal. As defined by Guanche Martínez (2008), a class system involves a logical and sequential structure of activities that effectively facilitates learning. In this case, the class system is specifically designed to integrate phrasal verbs with the particle "up" into simple real-life contexts, promoting their use in both oral and written texts.

Flashcards, on the other hand, are visual tools that assist in associating concepts with images and concrete examples. According to Heredia-Cabrera et al. (2022), flashcards enhance information retention and contextualized learning, particularly in complex areas such as phrasal verbs. In this class system, flashcards are not merely visual aids but also motivational stimuli that foster active student participation.

Based on the presented methodological considerations, this class system was designed by addressing the following aspects:

- Students' prior knowledge to ensure that the activities are relevant and accessible.

- Real-life contexts to facilitate the practical application of phrasal verbs.

- Accessible visual resources, ensuring flashcards are engaging and user-friendly.

- Time and planning adjusted to the students' learning pace.

According to the national English curriculum by the Ministry of Education (n.d.), activity design should aim to:

Promote dynamic and constructivist learning.

Actively involve students in their learning process.

- Contextualize content to make it relevant and meaningful.

### 3.1.1 Didactic Foundation of Using Flashcards in the Class System

From a pedagogical perspective, the implementation of flashcards aligns with constructivist strategies that foster active knowledge construction. Chamorro (2018) argues that flashcards enable students to associate words and concepts with images, colors, and contexts, simplifying the comprehension and retention of complex information. A class system based on flashcards should include the following elements:

**Objectives:** Clear, achievable goals aligned with the curriculum.

**Content:** Selection of the most relevant and frequent phrasal verbs for the corresponding educational level.

**Didactic strategies:** Activities such as games, matching exercises, and rapid-fire questions.

**Resources:** Well-designed flashcards with appealing visuals and key vocabulary.

**Assessment:** Follow-up activities to evaluate students' progress.

### 3.1.2 Characteristics of the Proposed Class System

The class system aims to address the challenges identified during the initial diagnosis, particularly students' difficulties in learning and using phrasal verbs with "up." It seeks to facilitate

learning and memorization while promoting the application of these verbs in real-life and academic contexts. The system is built on both theoretical and practical foundations, incorporating innovative methodological strategies with the following features:

Educational Purpose: This system is designed to tackle recurrent difficulties students face when learning phrasal verbs with "up." It enhances comprehension, retention, and usage through activities promoting meaningful learning and practical application.

Curricular Connection: Fully aligned with the third-semester curriculum, the system integrates phrasal verbs with "up" into linguistic activities simulating real-life and academic contexts, contributing to students' holistic development as future educators.

Flexibility: The system can be adapted to different English proficiency levels, ensuring inclusivity and accessibility.

Progressive Learning: Content is organized progressively, starting with common and simple phrasal verbs before advancing to more complex combinations.

Interactivity and Active Participation: Flashcards serve as the primary didactic tool, encouraging active interaction and fostering vocabulary retention through meaningful associations between verbs and particles.

Content Correlation and Articulation: Lessons are structured so that each builds on the previous one, creating a cumulative and sustainable learning process.

Organization and Structure: Sessions include clear objectives, specific activities, and a detailed schedule, covering theoretical introductions, practical exercises, and consolidation activities.

Continuous and Formative Assessment: Practical and review activities are included to consistently evaluate students' progress, using self-assessment and peer-assessment tools to encourage reflective learning.

General Objective: Facilitate the learning, memorization, and accurate use of phrasal verbs with the particle "up" among third-semester students in the Pedagogy of National and Foreign Languages program.

Specific Objectives:

- Design dynamic activities using flashcards to introduce and reinforce the meaning of phrasal verbs with "up."

- Enhance memorization and retention through practical exercises combining visual aids, active repetition, and contextualized learning.

- Equip students with pedagogical tools for identifying and correctly using phrasal verbs with "up" in real-life and academic contexts.

- Promote meaningful learning through interactive methodological strategies that stimulate critical thinking and creativity.

- Continuously assess students' progress through practical activities and self-assessment tools measuring their competence in using phrasal verbs with "up."

**Methodological Guidelines for Implementing the Flashcard-Based Class System**

The proposed system employs flashcards as the central methodological strategy to develop vocabulary, focusing on high-frequency phrasal verbs with "up." The classes aim to foster a participatory and active environment where students can familiarize themselves with phrasal verbs, understand their features, and apply them in diverse real-life communication contexts.

The system is structured to ensure gradual learning progression, with each lesson increasing in complexity. This approach enables students to strengthen their knowledge incrementally before tackling more advanced linguistic challenges.

**Key Aspects for Implementation:**

- Preliminary Student Preparation: Before starting, students should master essential grammatical concepts:

- Understanding verbs, prepositions, and adverbs.

- Differentiating between direct and indirect objects.

- Conjugating regular and irregular verbs in present, past, and future tenses.

**Classification of Phrasal Verbs: Flashcards are designed based on the classification of phrasal verbs:**

- Transitive and intransitive.

- Separable and non-separable.

This organization facilitates gradual learning and focused practice.

**Gradual Increase in Complexity:**

- Initial lessons cover basic concepts and simple examples.

- Subsequent lessons progressively increase difficulty, from guided practice to autonomous production in complex contexts.

This ensures students consolidate knowledge before advancing.

**Continuous Feedback:**

- Each lesson includes a feedback session to reinforce concepts and correct common errors.

- This practice builds student confidence and improves accuracy in using phrasal verbs.

**3.2. Description of the Proposal for a Class System Using Flashcards as a Methodological Strategy to Develop Vocabulary in Phrasal Verbs**

This section outlines the design of a class system that incorporates flashcards as a methodological strategy to enhance the vocabulary of high-frequency phrasal verbs formed with the particle "up." The proposal targets third-semester students of the Pedagogy of National and Foreign Languages program at the Technical University of Machala. The system comprises a total of four lessons conducted on Mondays and Fridays over two weeks. Each lesson follows a progressive approach, ranging from introduction and guided practice to production and application in real-life contexts. This structure ensures meaningful and contextualized learning of phrasal verbs.

The proposed lessons were aligned with Unit III: Online Life; Music to My Ears from the third-semester syllabus. The topics and objectives covered during the sessions were as follows:

Class 1: Topic: Grammar – All / Some / None / Any of Them

Class 2: Topic: Reading Comprehension – Leaving Footprints; Grammar: Indefinite Pronouns

Class 3: Topic: Vocabulary – Language for Giving Advice

Class 4: Topic: Grammar – Should / Ought To / Had Better

This class system was designed to complement the syllabus content, reinforcing grammatical and lexical aspects through the use of flashcards as an innovative tool. This approach fosters memorization, practical application, and the long-term retention of phrasal verbs.

**Class 1: Introduction and Diagnosis**

Objective: Introduce the class system, establish rapport, and assess students' prior knowledge of phrasal verbs.

Content:

Introduction to phrasal verbs: definition and basic examples.

Key concepts: transitive/intransitive, separable/inseparable.

Explanation of "up" in phrasal verbs (movement, completion, improvement).

Resources: Flashcards, whiteboard, markers, diagnostic worksheets.

Class Structure (50 minutes):

Warm-up (10 min): Icebreaker activity (e.g., "word scramble" with basic phrasal verbs).

Development (20 min):

Brief theoretical explanation of phrasal verbs and their relevance in English.

Administration of the diagnostic test.

Practice (15 min): Students complete the diagnostic test and discuss their responses.

Closure (5 min): Reflection on the test and presentation of flashcards for the next lesson.

Evaluation: 70% of students will correctly identify the meaning and usage of the phrasal verbs introduced in class through a matching activity involving verbs and their definitions.

Procedure: The teacher begins with a flashcard activity called "Match & Learn" (see Appendix #), where students pair a main verb with a preposition or adverb to form meaningful phrasal verbs. The teacher then introduces common phrasal verbs with "up" (e.g., wake up, pick up, stand up), explains their meanings, and provides examples in simple sentences. Guided writing and contextualized translation exercises follow. The lesson concludes with group feedback to clarify doubts, and students complete a written activity to match phrasal verbs with definitions and use them in brief sentences.

**Class 2: Types of Phrasal Verbs**

Objective: Teach the types of phrasal verbs and distinguish between transitive and intransitive ones.

Content:

Definition of phrasal verbs.

Types: transitive and intransitive, with clear examples.

Resources: Flashcards, whiteboard, classification exercises, sentence cards.

Class Structure (50 minutes):

Warm-up (10 min): Quick game: Guess the phrasal verb's meaning through gestures.

Development (15 min):

Theoretical explanation with examples:

Transitive: Pick up the book.

Intransitive: Get up.

Group activity: Classifying sentences as transitive/intransitive.

Practice (20 min):

Identifying direct objects in sentences and determining the type of phrasal verb.

Quick-question games using flashcards.

Closure (5 min): Group game: Mimic phrasal verbs and guess the corresponding verb.

Evaluation: 75% of students will correctly use at least five phrasal verbs with "up" in a short written dialogue about daily activities.

Procedure: The teacher starts with a warm-up activity called "Flashcard Speed Round" (see Appendix #), where students identify the meaning of phrasal verbs displayed on flashcards within five seconds. New phrasal verbs like clean up, fix up, and cheer up are introduced and contextualized in everyday situations. Students create short dialogues in pairs, integrating the verbs

into practical contexts such as household chores or social interactions. For evaluation, students submit a written dialogue using at least five phrasal verbs with "up" correctly.

**Class 3: Separable and Inseparable Phrasal Verbs**

Objective: Explain and practice the difference between separable and inseparable phrasal verbs.

Content:

Separable (can be divided) and inseparable (cannot be divided) phrasal verbs.

Examples and practical classification.

Resources: Flashcards, whiteboard, written exercises.

Class Structure (50 minutes):

Warm-up (10 min): Guess the phrasal verb based on clues (using flashcards).

Development (15 min):

Theoretical explanation:

Separable: Pick the book up / Pick up the book.

Inseparable: Shut up.

Contextual examples.

Practice (20 min):

Classify 20 phrasal verbs from the diagnostic test as separable/inseparable.

Create sentences using each type.

Closure (5 min): Competition: Complete sentences with the correct phrasal verb. Evaluation: 80% of students will distinguish between separable and inseparable phrasal verbs and use them correctly in their own sentences.

Procedure: The teacher initiates the activity "Sort the Cards" (see Appendix #), where students classify phrasal verbs with "up" into two categories using flashcards. The lesson continues with explanations and practical exercises on distinguishing between the two categories. For assessment, students write three sentences each with separable and inseparable phrasal verbs, ensuring proper usage.

**Class 4: Application and Feedback**

Objective: Apply knowledge to use phrasal verbs in real-life contexts and receive feedback on their usage.

Content:

Contextual use of phrasal verbs in daily life.

Final evaluation: storytelling and practical exercises.

Resources: Flashcards, worksheets, brief presentations.

Class Structure (50 minutes):

Warm-up (10 min): Group game: Create quick sentences using phrasal verbs.

Development (15 min):

Review of key concepts: types, separable/inseparable.

Group activity: Create a story using phrasal verbs.

Practice (20 min):

Storytelling in pairs or small groups.

Completion and error-correction activities.

Closure (5 min): Group reflection: How do you feel about using phrasal verbs? Evaluation: 85% of students will demonstrate mastery of at least eight phrasal verbs with "up" by participating in a role-play activity.

Procedure: The teacher starts with a review game called "Flashcard Quiz Game" (see Appendix 6). Students collaborate in groups to create interactive dialogues based on scenarios like "organizing a party" or "a day at school," incorporating at least eight phrasal verbs with "up." These dialogues are presented as role-plays, evaluated for fluency, grammatical accuracy, and appropriate use of phrasal verbs.

**Evaluation of the Class System:**

Each class includes specific evaluations to ensure objectives are met. The overall system is assessed through:

- A pedagogical test to confirm achievement of unit objectives.

- A teacher interview to gather feedback on student performance.

In response to deficiencies in the use of phrasal verbs with "up" among third-semester students, this class system has been designed to improve comprehension and application through the use of flashcards as a didactic strategy. The proposed system stands out for its practical, motivational, and progressive approach, combining imagery, definitions, and clear examples to facilitate real-world vocabulary associations. This design fosters active participation, builds confidence, and ensures a gradual learning process tailored to students' needs.

**Chapter IV: Application of a Didactic-Methodological Strategy Using Flashcards to Enhance the Learning of Phrasal Verbs Formed with the Particle "Up"**

This chapter provides a detailed account of the application of a didactic-methodological strategy aimed at improving the usage of high-frequency phrasal verbs formed with the particle "up." These include transitive, intransitive, separable, and non-separable verbs. The intervention targeted third-semester students of the Pedagogy of National and Foreign Languages program at the Technical University of Machala.

**4.1 Description of the Application of the Didactic-Methodological Strategy Based on Flashcards**

To evaluate the effectiveness of the designed strategy for enhancing the use of phrasal verbs with the particle "up," a structured pedagogical intervention was implemented. This strategy utilized flashcards as the main teaching resource to address deficiencies identified in the initial diagnostic phase. These deficiencies included the lack of specific resources, minimal focus on real-world contexts, and insufficient emphasis on practical learning of phrasal verbs.

The implementation was conducted over four sessions between December 17 and December 23, 2024. Thirty third-semester students participated, engaging in activities designed to promote interactive and contextual learning of 20 high-frequency phrasal verbs. These verbs were carefully selected for their relevance in everyday communication.

**Lesson 1: Introduction and Diagnosis.** The first session took place on Tuesday, December 17, 2024, from 8:00 a.m. to 9:00 a.m. All 30 students attended. The class began with a warm-up activity to activate prior knowledge about phrasal verbs, followed by an introductory explanation of the importance of phrasal verbs with "up" in daily contexts. The session concluded

with a diagnostic activity comprising written and oral exercises to assess the students' proficiency levels and identify their primary difficulties.

**Lesson 2: Types of Phrasal Verbs**. The second session was held on Wednesday, December 18, 2024, from 7:00 a.m. to 8:00 a.m., with full student participation. The class started with a warm-up review of the previous lesson. Detailed explanations of transitive, intransitive, separable, and non-separable phrasal verbs followed. Students engaged in practical exercises, including sentence completions and the creation of their own examples, to reinforce their understanding. The session ended with formative evaluations through written tasks.

**Lesson 3: Separable and Non-Separable Phrasal Verbs.** The third session took place on Thursday, December 19, 2024, from 7:00 a.m. to 8:00 a.m., with 30 students in attendance. After a brief warm-up activity, the lesson focused on distinguishing between separable and non-separable phrasal verbs. Group and individual activities included filling in charts, translating sentences, and constructing contextualized sentences. A final evaluative exercise concluded the session.

**Lesson 4: Application and Feedback.** The last session occurred on Monday, December 23, 2024, from 8:00 a.m. to 9:00 a.m., involving all 30 students. The session began with a warm-up reviewing concepts from previous lessons. Practical activities included simulated conversations and problem-solving exercises requiring the use of phrasal verbs with "up." The class concluded with collective feedback, addressing common errors, clarifying doubts, and conducting a summative assessment to measure the strategy's impact.

**4.2 Results of the Application of the Didactic-Methodological Strategy**

The strategy's effectiveness was assessed through an initial and final diagnostic evaluation, conducted with the same group of students. The focus was on improving the learning and

application of phrasal verbs with the particle "up," including transitive, intransitive, separable, and non-separable forms. A post-test, aligned with the specific objectives, was used to measure progress.

**Linguistic Dimension**

**1.1 Understanding the Meaning of Phrasal Verbs with "Up":** The initial diagnosis showed that only 5% of students demonstrated advanced understanding (9–10/10), 30% were at an intermediate level (6–8/10), and 65% exhibited significant challenges (≤5/10). Post-intervention results revealed that 93% of students achieved advanced levels, with the remaining 7% at intermediate levels.

**1.2 Differentiating Between Separable and Non-Separable Phrasal Verbs:** Initially, only 8% of students could accurately differentiate these types (9–10/10), 25% were at an intermediate level (6–8/10), and 67% faced substantial challenges (≤5/10). Post-intervention, 91% reached advanced levels, while 9% achieved intermediate levels.

**Pragmatic Dimension**

**2.1 Use of Flashcards to Learn Phrasal Verbs with "Up":** Flashcards were employed throughout the four sessions to introduce, practice, and review phrasal verbs. Activities emphasized recognition and contextual application.

**2.2 Application of Phrasal Verbs in Exercises:** Practical exercises included simulated dialogues, creative writing, and linguistic games like "memory" and "bingo," enhancing students' contextual integration and fluent application of phrasal verbs.

The application of this didactic-methodological strategy demonstrated significant improvements in students' comprehension and usage of phrasal verbs with the particle "up," achieving the outlined pedagogical objectives.

### General Analysis

The comparison between the initial and final results demonstrates a significant improvement in both dimensions. Linguistically, students achieved a greater mastery of the meaning and structure of phrasal verbs. Pragmatically, the activities designed, coupled with the use of flashcards, facilitated the practical integration of the knowledge acquired.

### Overall Results

Linguistic Dimension: The overall average was 19.2/20, indicating an advanced proficiency in understanding and using phrasal verbs.

Pragmatic Dimension: The overall average was 9.4/10, demonstrating the effective integration of acquired knowledge into practical activities.

## 4.3 Hypothesis Testing

Scientific Hypothesis: If the strategy based on the use of flashcards is implemented, it will significantly improve the learning of phrasal verbs with the particle "up" among third-semester students.

**Null Hypothesis ($H_0$):** There is no significant relationship between the flashcard-based strategy and the learning of phrasal verbs with "up."

**Alternative Hypothesis ($H_1$):** There is a significant relationship between the flashcard-based strategy and the learning of phrasal verbs with "up."

**Table 1: Pre-test and Post-test Results Grouped by Levels of Development**

| Level of Development | Pre-test (Frequency) | Post-test (Frequency) |
|---|---|---|
| Fully Developed (10–9) | 2 | 25 |
| Partially Developed (8–7) | 5 | 5 |
| Not Developed (6 or less) | 23 | 0 |
| Total | 30 | 30 |

**Table 2: Observed and Expected Frequencies for the Pre-test Using Chi-square**

| Level of Development | Observed Frequency | Expected Frequency | Chi-square Formula |
|---|---|---|---|
| Fully Developed (10–9) | 2 | 10 | 6.4 |
| Partially Developed (8–7) | 5 | 10 | 2.5 |
| Not Developed (6 or less) | 23 | 10 | 16.9 |
| Total | 30 | 30 | **25.8** |

**Chi-square Result (Pre-test):** The calculated Chi-square value is **25.8**.

**Table 3: Observed and Expected Frequencies for the Post-test Using Chi-square**

| Level of Development | Observed Frequency | Expected Frequency | Chi-square Formula |
|---|---|---|---|
| Fully Developed (10–9) | 25 | 10 | 22.5 |
| Partially Developed (8–7) | 5 | 10 | 2.5 |
| Not Developed (6 or less) | 0 | 10 | 10 |
| Total | 30 | 30 | **35.0** |

**Chi-square Result (Post-test):** The calculated Chi-square value is **35.0.**

**Chi-Square (X²) Distribution Table**

| 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 |

With a margin of error of 0.05 and 2 degrees of freedom, the critical value is 5.9915. Since the calculated value (35.0) exceeds the critical value (5.9915), the null hypothesis ($H_0$) is rejected.

This confirms a significant improvement in the results after the implementation of the didactic-methodological strategy.

The Chi-square value for both the Pre-test and Post-test demonstrates a significant relationship between the implementation of the flashcard-based didactic-methodological strategy and the development of proficiency in the use of phrasal verbs. This validates the proposed scientific hypothesis, indicating that the applied strategy significantly contributed to the students' learning and proper usage of phrasal verbs.

**4.4 Analysis and Discussion of Results**

This section compares the data obtained before and after the implementation of the flashcard-based didactic-methodological strategy using phrasal verbs with the particle "up." The objective is to determine whether the independent variable significantly influences the dependent variable.

The observation was conducted in two phases during the research process. The first phase, corresponding to the Pre-test, revealed limited use of methodological strategies in the classroom and a low level of proficiency in phrasal verbs among the students. Conversely, the second phase, corresponding to the Post-test, showed significant improvements in the evaluated aspects, particularly in the usage and understanding of phrasal verbs.

The pedagogical test administered before the intervention highlighted very limited knowledge of English phrasal verbs. However, after implementing the flashcard-based strategy, Post-test results revealed a significant change in the development of this skill. Students were able to identify, use, and construct sentences with both transitive and intransitive phrasal verbs, whether separable or inseparable, demonstrating greater fluency and accuracy in their usage.

An interview with the English teacher at the beginning of the research highlighted the primary challenges students faced with phrasal verbs. As the teacher expressed:

- "Students show very limited use of phrasal verbs."

- "They frequently confuse their meanings and structures."

In contrast, the interview conducted after the intervention revealed a remarkable transformation in the students' performance. As the teacher noted:

- "Students now use phrasal verbs more frequently."

- "Regarding their overall mastery of phrasal verbs, I would rate it as excellent, as students now incorporate them into their daily activities."

- "Students now better identify the grammatical structures of phrasal verbs and are able to analyze them correctly."

The statistical analysis further supports these findings. The Pre-test table shows that most students (23) were categorized at the "Not Developed" level, while only 2 achieved the "Fully Developed" level. In contrast, the Post-test results indicate that 25 students reached the "Fully Developed" level, demonstrating significant progress following the implementation of the methodological strategy.

Moreover, the Chi-square calculation revealed a significant relationship between the application of the strategy and the observed outcomes, with values exceeding the critical threshold in both cases (Pre-test and Post-test). This confirms that the flashcard-based strategy had a positive impact on students' learning and use of phrasal verbs.

In summary, the data obtained supports the hypothesis that implementing a didactic-methodological strategy based on the use of flashcards significantly improves the use of phrasal

verbs among third-semester students in the Pedagogy of National and Foreign Languages program during the 2023–2024 academic period.

## CONCLUSIONS

The results obtained throughout this research have enabled the extraction of significant and relevant conclusions, which are detailed as follows:

- Based on the literature review, flashcards are defined as visual tools designed to facilitate learning and the retention of information, while phrasal verbs are characterized as combinations of a verb and a particle. The particle "up" can indicate completion, improvement, or upward movement.

- The diagnostic assessment revealed that third-semester PINE students demonstrate limited proficiency in using phrasal verbs with the particle "up," particularly in understanding their meanings, separable and inseparable structures, and practical application.

- A system of classes was developed by implementing a didactic-methodological strategy through the English subject. This strategy utilized flashcards featuring 20 high-frequency phrasal verbs with the particle "up" to enhance the learning and usage of these verbs by third-semester students.

- The implementation of the flashcard-based methodological strategy significantly improved the students' use of phrasal verbs with "up." This improvement was validated through the scientific hypothesis, which confirmed a significant relationship between the applied strategy and the development of proficiency in the evaluated phrasal verbs.

**RECOMMENDATIONS**

Once the current study and application of a system of classes for understanding and use of some phrasal verbs with the preposition "up", the recommendation are as follow:

- Teachers are encouraged to integrate flashcards into their teaching practices, especially for complex linguistic elements such as phrasal verbs.

- Future research could investigate the long-term retention of knowledge acquired through flashcards and their applicability to other areas of language learning.

- Institutions should consider offering training and resources to support educators in designing effective flashcard-based activities tailored to students' needs.

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# APPENDIXES

## APPENDIX 1

### Observation Guide (Before)

**Objective:** Analyze the performance of students and the teacher in English classes regarding the development of phrasal verb vocabulary.

| Technical University of Machala (UTMACH) | |
|---|---|
| Subject | English |
| Teacher | Yenny Esquivel |
| Course | Third Semester |
| Observers | JonÁs Crespo |
| Date of Application | Wednesday, December 10, 2024 |

| No. | Actions to Evaluate | Compliance Record | | Observations |
|---|---|---|---|---|
| | | Yes | No | |
| 1 | The teacher presented flashcards with clear examples | X | | |
| 2 | The teacher clearly explained the meanings and uses of phrasal verbs, including separable and inseparable structures. | X | | |
| 3 | The teacher provided immediate and effective feedback on students' errors in using phrasal verbs. | X | | |
| 4 | Practical activities (such as sentences or dialogues) were carried out for students to apply phrasal verbs in real-life contexts. | | X | |
| 5 | The time allocated for each activity was adequate and allowed all session objectives to be effectively covered. | | X | |
| 6 | A clear alignment was observed between the planned methodological strategy and the activities implemented in class. | | X | |
| 7 | Students showed interest and actively participated in activities related to flashcards. | | X | |
| 8 | Students showed interest and actively participated in activities related to flashcards. | | X | |
| 9 | Students were able to correctly identify transitive and intransitive phrasal verbs, distinguishing when to use a direct object. | | X | |
| 10 | Students used the preposition "up" correctly in appropriate contexts, avoiding common errors. | | X | |

**APPENDIX 2**

**DIAGNOSTIC TEST**

**Objective:** Diagnose the current level of knowledge and practical use of phrasal verbs with the particle "up" among third-semester PINE students at the Technical University of Machala.

**THESIS RESEARCH: IMPROVING THE UNDERSTANDING AND USE OF PHRASAL VERBS IN REAL-WORLD CONTEXTS**

| 1.- PICK | 2.- GET | 3.- SPLIT | 4.- STAND | 5.- DRESS | 6.- WIND | 7.- WARM | 8.- MAKE |
|---|---|---|---|---|---|---|---|
| 9.- LOOK | 10.- HURRY | 11.- KEEP | 12.- GROW | 13.- TURN | 14.- SHOW | 15.- CATCH | 16.- GIVE |
| 17.- CLEAN | 18.- BREAK | 19.- WAKE | 20.- SHUT | | | | |

NAME: _____

DATE:_____

**Exercise 1: Fill in the blanks**

*Instructions: Complete the sentences with the correct particle to form a phrasal verb from the list.*

1.– Please _____ the room before you leave.

2.– Can you _____ the volume? I can't hear anything.

3.– She didn't _____ to the meeting, so we had to start without her.

4.– We need to _____ if we don't want to miss the bus.

5.– The band _____ after the album tour because they decided to go their separate ways.

**Exercise 2: Match the sentences**

*Instructions: Match the sentences with the correct phrasal verb. Write the phrasal verb next to the sentence it corresponds to.*

6) _____ : They decided **to end their marriage** after many years.

7) _____ : He didn't want to stop, but **he finally surrendered** and couldn't continue running.

8) _____ : I skipped several classes before the test, so **I need to review the topics I missed**.

9) _____ : When the teacher arrived, **everyone rose** to greet her.

10) _____ : She took a long time to **apply cosmetics** before the party, making sure she looked perfect.

## Exercise 3: Transform the sentences

*Instructions: Rewrite the sentences replacing the underlined words with a phrasal verb from the list.*

11. He wants to **get ready** before the competition to ensure he's physically ready for the challenges.

_____

12. Let's **bring the assignment to a close** so we can move on to the next task.

_____

13. She had to **search for** the word in the dictionary.

_____

14. It's difficult to **rise** from bed in the morning.

_____

15. In the mornings, I struggle to **open my eyes** because I don't sleep much at night.

_____

## Exercise 4: Translation

*Instructions: Translate the following sentences into English using the correct phrasal verbs from the list.*

16) Voy a <u>recoger</u> a los niños de la escuela a las 3:00 PM.

_____

17) Es hora de <u>madurar</u> y dejar de comportarse como un niño.

_____

18) Necesitas <u>mantener</u> el ritmo durante el ejercicio.

_____

19) Él le dijo a sus amigos que se <u>callaran</u>.

_____

20) A ella le encanta <u>vestirse de manera elegante</u> para ocasiones especiales.

_____

## Exercise 5: Separable and Inseparable Phrasal Verbs

*Instructions: There are 14 separable phrasal verbs and 6 inseparable phrasal verbs. Write them where they belong.*

| Separable phrasal verbs | Inseparable phrasal verbs |
|---|---|
| | |

**APPENDIX 3**

**Structured Interview for the Teacher (Pre-Implementation)**

**Objective:** Identify the teacher's perspective on the level of knowledge, practical use, and understanding of phrasal verbs with the particle "up" among third-semester PINE students at the Technical University of Machala.

Dimension 1: Linguistic

**General Knowledge**

1.1. Do you consider the learning of phrasal verbs fundamental for vocabulary development in students? Why?

1.2. From your perspective, do students understand the meaning of the most common phrasal verbs in English?

1.3. How would you evaluate your students' knowledge of phrasal verbs?

**Structural Differentiation**

2.1. Do you think students can correctly identify the grammatical structures of phrasal verbs, such as separable and non-separable?

2.2. How often do you teach or practice the structures of separable and non-separable phrasal verbs in your classes?

2.3. Do you believe students understand the function of the preposition "up" when it is part of a phrasal verb?

**Practical Example**

3.1. What strategies do you use to teach the meaning and usage of phrasal verbs in the classroom?

3.2. Do you think students can identify whether a phrasal verb, such as "wake up" or "give up," is separable or non-separable?

**Dimension 2: Pragmatic**

**Application in Context**

1.1. How would you describe students' ability to use phrasal verbs in sentences or practical situations?

1.2. Do you think students have sufficient opportunities to practice phrasal verbs in real-life contexts both inside and outside the classroom?

**Use of Methodological Strategies**

2.1. Have you observed if students use tools such as flashcards to learn phrasal verbs?

2.2. Based on your experience, do resources like flashcards or other didactic tools improve students' comprehension and application of phrasal verbs?

2.3. What additional strategies would you recommend to enhance the learning of these phrasal verbs?

**APPENDIX 4**

**Structured Interview for the Teacher (Post-Implementation)**

**Objective:** Assess the teacher's perception of the progress in knowledge, practical use, and understanding of phrasal verbs with the particle "up" among third-semester PINE students after the implementation of the flashcard-based didactic strategy.

**Dimension 1: Linguistic**

**General Knowledge**

1.1. Do you perceive any changes in students' understanding of the most common phrasal verbs in English after the intervention? Please explain.

1.2. How would you rate students' knowledge of phrasal verbs following the implementation of the flashcards?

1.3. Do you think students have improved their memorization and usage of phrasal verb meanings in authentic contexts?

**Structural Differentiation**

2.1. Do you consider that students are now capable of correctly identifying the grammatical structures of phrasal verbs, such as separable and non-separable?}

2.2. After the intervention, have you observed improved student understanding of the role played by the preposition "up" in phrasal verbs?

2.3. Do you believe that using flashcards influenced students' ability to recognize the structure and meaning of phrasal verbs?

**Practical Example**

3.1. Have students improved in their usage of phrasal verbs such as "wake up" or "give up" in written and spoken contexts?

3.2. How effective do you consider the practical activities and examples included in the flashcards were for learning phrasal verbs?

**Dimension 2: Pragmatic**

**Application in Context**

1.1. After the intervention, how would you describe students' ability to use phrasal verbs in sentences or practical situations?

1.2. Do you think students are now more confident in applying phrasal verbs in real-life contexts, both inside and outside the classroom?

1.3. Do you believe that the warm-up activities included in the class system helped students connect sentences more fluently using phrasal verbs?

**Use of Methodological Strategies**

2.1. How effective do you consider the flashcards as a didactic resource for improving the learning of phrasal verbs?

2.2. Have you observed an increase in students' interest in using visual tools, such as flashcards, during the learning process?

2.3. What other resources or strategies would you recommend incorporating to further reinforce students' learning of phrasal verbs?

**APPENDIX 5**

## Post-Test

**Objective:** Evaluate the progress achieved in the knowledge, practical use, and understanding of phrasal verbs with the particle "up" among third-semester PINE students at the Technical University of Machala after the implementation of the flashcard-based didactic strategy.

### THESIS RESEARCH: IMPOVING THE UNDERSTANDING AND USE OF PHRASAL VERBS IN REAL-WORLD CONTEXTS

| 1.- PICK | 2.- GET | 3.- SPLIT | 4.- STAND | 5.- DRESS | 6.- WIND | 7.- WARM | 8.- MAKE |
|---|---|---|---|---|---|---|---|
| 9.- LOOK | 10.- HURRY | 11.- KEEP | 12.- GROW | 13.- TURN | 14.- SHOW | 15.- CATCH | 16.- GIVE |
| 17.- CLEAN | 18.- BREAK | 19.- WAKE | 20.- SHUT | | | | |

NAME: _____

DATE:_____

### Exercise 1: Fill in the blanks

*Instructions: Complete the sentences with the correct particle to form a phrasal verb from the list.*

1.- Please _____ the room before you leave.

2.- Can you _____ the volume? I can't hear anything.





3.- She always _____ on time.

4.- We need to _____ if we don't want to miss the bus.

## Exercise 2: Match the meanings

*Instructions: Match each sentence with the correct phrasal verb by writing the letter next to the definition.*

6) _____: To end a romantic relationship.

7) _____: To stop trying or abandon something.

8) _____: To stay informed about recent events or developments.

9) _____: To rise from a sitting position.

10) _____: To apply cosmetics to your face.

11) _____: To separate or divide into different groups (not romantic).

## Exercise 3: Multiple choice

*Instructions: Choose the correct phrasal verb to complete each sentence.*

11. It's important to _____ before exercising to avoid injuries.

*a) warm up*        *b) wind up*        *c) wake up*

12. Let's _____ this meeting before it gets too late.

*a) look up*        *b) wind up*        *c) wake up*

13. I often _____ words I don't understand in the dictionary.

*a) get up*        *b) wake up*        *c) look up*

|4. She always _____ at 7:00 am, even on weekends.

*a) get up*        *b) give up*        *c) look up*

15. In the mornings, I struggle to _____ because I don't sleep much at night.

*a) wake up*        *b) look up*        *c) wind up*

## Exercise 4: Translation

*Instructions: Translate the following sentences into English using the correct phrasal verb from the list. Only translate the phrasal verb.*

**16)** Por favor, <u>recoge</u> a mi hermano en el aeropuerto cuando llegue.

_____

**17)** Todos tenemos que <u>madurar</u> en algún momento.

_____

**18)** Si quieres <u>mantener</u> el ritmo durante la carrera, debes practicar más.

_____

**19)** Él le dijo a sus amigos que se <u>callaran</u>.

_____

**20)** Ella se <u>vistió elegantemente</u> para la cena.

_____

**Exercise 5: Separable vs. Inseparable Phrasal Verbs**

***Instructions: Mark the direct object in each sentence. Then classify the phrasal verbs as separable or inseparable.*** *(Note: there is 1 transitive inseparable PV, 2 transitive separable PVs, and 2 intransitive PVs.)*

21.  I always **look up** new words in the dictionary.          \_ SEPARABLE / INSEPARABLE \_

22.  We all **stood up** when the teacher entered the room.. \_ SEPARABLE / INSEPARABLE \_

23.  They **turned up** the volume to hear the music better. \_ SEPARABLE / INSEPARABLE \_

24.  You need to **hurry up** if you want to catch the bus.     \_ SEPARABLE / INSEPARABLE \_

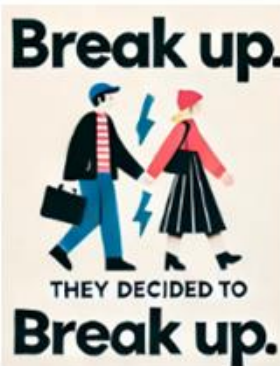25.  Please **pick up** the book from the floor                     \_ SEPARABLE / INSEPARABLE \_

**Visual Learning Tools: Flashcards**

**Objective:** To present the set of flashcards designed and implemented as a teaching tool to enhance students' understanding and practical use of phrasal verbs with the particle "up" in the third semester of the PINE program at the Technical University of Machala.

**TEAM UP**

They decided to team up for the project.

to make make up

She likes to **make up** before going out. before going out.

**SHUT UP!**

**clean up**
(Phrasal verb)

We cleaned up after the party.

**Look up**

look up (phrasal verb)

I look up the word online.
I look up the word online.

He decided not to give up.

**Wind up**
(English phrasal verb)

'They always (wind arguing)

"They always wind up arguing."

**Clean up**

"We clean up after the party."

**Keep up**
"keep up

keep up

She works hard to keep up with their studies.

**Hurry up**

He needs to hurry up or he'll miss the bus.

**Catch up**

catch up

I need to catch up on my reading.

catch up

'Turn up the music, please.

**Wake up**
PHRASAL VORB

I wake up early every morning.

**Break up.**

THEY DECIDED TO **Break up.**

**Show up**
( PHRASAL VORB

She always shows up on time.

**Show up**

show up.
( )
He didn't show up for the meeting.

**PHOTOS**