UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS INGLÉS

RESEARCH PROJECT:

STRATEGIES FOR THE SIGNIFICANT LEARNING OF MULTI- WORD VERBS IN 7TH-YEAR STUDENTS OF BASIC EDUCATION AT *LICEO PANAMERICANO* AND *NUEVA SEMILLA* EDUCATIONAL UNITS IN THE SCHOOL YEAR 2013

PREVIO A LA OBTENCIÓN DEL TITULO DE:

LICENCIADO (A) EN LENGUA INGLESA ESPECIALIZACIÓN LINGÜÍSTICA Y LITERATURA

EGRESADOS:

LEONARDO MERA ANDRADE

DELIA SOLÓRZANO MOREIRA

TUTOR:

MSC. MARIO MEJIA ALARCÓN

AÑO LECTIVO

2013 – 2014

GUAYAQUIL – ECUADOR

ABSTRACT

This research paper studied the different problems students face when they are learning English multi-word verbs due to the lack of specific and meaningful information about this topic, deficiency that has been found not only in educational units' curriculums, but also in the different strategies teachers have been using, without applying or implementing the most appropriate resources or material in order to help students to become proficient in the use of the structural item previously mentioned. At the same time, it presented some effective alternatives for teaching and learning the multi-word verbs, based on a set of metacognitive strategies in the Communicative approach, which have been selected and adapted in order to develop meaningful learning in all students at the time they apply them, either inside or outside the classroom in written or oral communication form.

Consequently, the authors considered necessary to implement activities that are connected to the basic communicative approach and also to explore the relation that exists among the metacognitive strategies and the development of meaningful learning when students produce L2 in real life situations.

This research also gave some recommendations to all teachers who have had problems at the moment of teaching multi-word verbs as well as to improve the quality of education in which students are immersed, considering the fact that they learn in different ways in today's educational institutions.

These recommendations were necessary and needed to meet the real challenges of Ecuadorian educational standards in order to enhance the students' level of proficiency of the target language.

.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

KEYWORDS

L1: Mother tongue language.

L2: Target language.

EGB: General Basic Education.

MWV: Multi-word verbs.

TTT: Teacher talking time.

CEFRL: Common European Framework Reference of the Languages

i.e: That is.

PT: Passive transformation.

DO: Direct object.

PO: Prepositional object.

CHAPTER I

INTRODUCTION

1.1. BACKGROUND AND STATEMENT OF THE PROBLEM

According to the Ecuadorian English Language Learning Standards (2012) established by the Ecuadorian Ministry of Education all the students at public institutions need to achieve the A1 level at the end of the 9th year of general basic education, these specifications are based on the Common European Framework Reference of Languages(CEFRL2012). Additionally, the bilingual private institutions have to present a curriculum that, apart from this requirement in its standards and according to its policies and regulations, they need to follow some procedures in teaching English as a foreign language such as the certification of levels i.e. beginners certificate when they reach 4th year, Movers certificate when they reach $5^{th} - 6^{th}$ years, and Flyers certificate when they finish 7th grade which determine that all the students from public institutions need to reach certain levels at the end of the school year, that is A1.2 for all the students who end 9th year of general basic education. In contrast to what was mentioned previously, the private institutions which need to keep their status of bilingual schools must have students who reach the B1 level at the end of 9th year. (Dirección Provincial de Educación del Guayas, 2006). Therefore, Nueva Semilla and Liceo Panamericano schools are academic institutions under this category and so their curriculums adopted these standards in teaching English as a foreign language to students of these academic levels.

This fact has had an effect on both teachers and students, because the English curriculums have become gradually challenging. As a result, this situation led teachers to look for some solutions in order to improve the teaching process. Therefore, in this process of learning, 7th-year of general basic education students from Nueva Semilla and Liceo Panamericano schools had difficulties at the moment of learning multi-word verbs, specifically in their use and application, taking into consideration that there are no idiomatic equivalents in Spanish for this type of verbs.

Moreover, in terms of sociolinguistics and contextual variables, multi-word verbs are also applicable in some levels of formality or register, making this work harder

for students to learn the different meanings that each word could have in context. Furthermore, those students who do not have appropriate reading habits find it difficult to develop the reading comprehension skills; having as a result the difficulty in recognizing and learning these types of verbs.

The conventional ways in which English has been taught many years ago brought about reactions of rejection in all students who decided to learn the target language. These conventional ways of teaching such as (TTT) teacher talking time, concepts learning i.e. students learn by applying the concept given by teachers in a straight one-way communication, authoritative teachers, this is, what teachers said students accepted even though they were wrong, brought as a result children with poor active participation through making their own decisions and adopting this behavior in high school.

In such instances, however, critical thinking was not a skill that students developed because teachers focused on giving students concepts that could not be discussed in the classroom rather than waking and developing critical thinkers who could be more independent, clever, and risk takers.

In addition, as some teachers did not have the chance to upgrade their academic knowledge in terms of strategies and techniques in teaching English as well as the appropriate use of technology in order to apply them in a fun and interesting way, students inherited the old-fashioned acquaintances during the process of learning. As they could not find new and appropriate tools to teach the language due to develop meaningful learning in students even if they have the desire to improve themselves as well as the students'.

Moreover, the educational system has been facing changes in its academic curriculum in the latter years, especially in the periods that target language have to be taught per week in public institutions that even though they were increased to five (*figure 1*), the content is still being as low as before the new regulations, resulting in low cognitive acquisition in students. This is a prominent fact that makes educational institutions line to that standard.

ASIGNATURAS	HORAS SEMANALES DE CLASE POR ASIGNATURA / AÑOS DE EDUCACIÓN GENERAL BÁSICA									
	1.°	2.°	3.°	4.°	5.°	6.°	7.°	8.°	9.°	10.°
LENGUA Y LITERATURA		12	12	9	9	9	9	6	6	6
MATEMÁTICA		8	8	7	7	7	7	6	6	6
ENTORNO NATURAL Y SOCIAL	25	5	5	-	-	-	-	-	-	-
CIENCIAS NATURALES		-	-	5	5	5	5	4	4	4
ESTUDIOS SOCIALES		-	-	4	4	4	4	4	4	4
EDUCACIÓN ESTÉTICA	2	2	2	2	2	2	2	2	2	2
EDUCACIÓN FÍSICA	5	5	5	5	5	5	5	5	5	5
LENGUA EXTRANJERA		-	-	-	-	-	-	5	5	5
CLUBES		3	3	3	3	3	3	3	3	3

Figure 1. Ecuadorian General Basic Education Curriculum

*Source:*http://educacion.gob.ec/malla-curricular-educacion-general-basica/

Therefore, the necessity of looking for a solution for the difficulties found in this research seems to be crucial for teachers. A set of teaching strategies brought this opportunity of changing the way teachers taught and the way in which students learned a different language, transforming the traditional and old fashioned strategies used before radically.

1.2. STATEMENT OF THE PROBLEM

What are the most effective metacognitive teaching strategies in the Communicative Approach in order to develop significant learning of multi-word verbs in 7th grade students of basic education at Nueva Semilla and Liceo Panamericano educational units?

Figure 2. Research Project Educational Institution 1

Figure 3. Research Project Educational Institution 2

1.3. OBJECTIVES: BROAD AND SPECIFIC

BROAD OBJECTIVE

To determine the most appropriate strategies based on the Communicative Approach principles to improve 7th grade students' proficiency in the use of multi-word verbs.

SPECIFIC OBJECTIVES

To identify the causes that prevent the effective learning of the multi-word verbs in 7th-year- students at Nueva Semilla and Liceo Panamericano educational institutions.

To quantify how deep the problems of learning multi-word verbs are to 7th grade students at Nueva Semilla and Liceo Panamericano educational units.

To delimit the appropriate strategies based on the Communicative Approach principles to achieve results in the application of multi-word verbs with special emphasis in meaningful learning.

1.4. RATIONALE OF THE STUDY

Moreover, as multi-word verbs are particular lexical components to communicate in the English language and due to the lack of their idiomatic equivalence in Spanish, these strategies encourage and familiarize all students with their recognition, use, and application in context. It also provides the opportunity to generate other pieces of research involving other strategies such as motivation, cooperative learning, active learning and integrating technology.

Also, teachers are benefited from this set of strategies because it includes tips, activities and strategies that go by the hand with each of the different methodologies applied to students with cognitive differences plus the use and application of technological and pedagogical resources to face this problem that is very common to native Spanish speakers who are learning the English language, particularly in terms of recognition and use of multi-word verbs.

It also aims to give a high practical value to the development of the metacognitive strategies based on evidence that proved their effectiveness in teaching the multi-word verbs. However, its theoretical value lies in the use of the strategies taken from the different theories in which this research is based.

Finally, we can say that this project offers students the opportunity of improving their communication skills, enhancing their academic level as well as self-confidence when interacting with other English speakers in all their communication challenges in a globalized environment.

1.5. SCOPE AND DELIMITATIONS OF THE STUDY

The learning of a foreign language is highly successful if it is applied to people since they are children. This is why the following research project considers taking as subjects of investigation 23 out of 36 students from the seventh grade of Basic education at Nueva Semilla School and 16 out of 32 students from the seventh grade of Basic Education at Liceo Panamericano. Besides, the strategies applied in the project are metacognitive and based on the Communicative approach specifically to obtain meaningful learning results.

CHAPTER II

LITERATURE REVIEW

2.1. INTRODUCTION

Multi-word verbs have been a challenging area of English language teaching and learning, especially for those students who are not familiar with such structural items. That is why students really feel frustrated at the moment they have to use the multi- word verbs in context whether orally or in a written way, inside or outside the classroom. In the revision of the literature review, we will present some useful strategies for teaching – learning multi-word verbs, focusing on 7th graders, the reasons why they find them difficult to learn and giving them the appropriate tools, so that they can learn the correct definition and use in context.

2.2. THEORETICAL REVIEW

MEANINGFUL LEARNING

According to Hassard, Jack (2003), Ausubel, who is considered the father of the meaningful learning theory: "to learn meaningfully, students must relate new knowledge to relevant concepts they already know." Meaningful learning is an important component of the learning process since the new knowledge interacts with the prior knowledge when it is presented as new information to the students. It can be contrasted with rote learning. David Ausubel believed in the idea of meaningful learning as opposed to rote memorization. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. Rote memory is used to recall sequences of objects, such as phone numbers. However, it is of no use to the learner to understand the relationships between the objects. Because meaningful learning involves recognition of the links between concepts and it has the privilege of being transferred to long-term memory.

The most crucial element in meaningful learning is how the new information is integrated into the old knowledge structure. Hassard, Jack (2003) described Ausubel's meaningful learning as non-arbitrary, non-verbatim, substantive incorporation of new knowledge into cognitive structure. It also relates learning to

experiences with events or objects taking into consideration the affective commitment for a better relation of new knowledge to prior learning. Accordingly, Ausubel believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related (attached, anchored) to what is already known. So, we can say that strategy is a plan that is intended to achieve a particular purpose. On the other hand, method is a particular way of doing something. Oxford Advanced Learner's Dictionary (2013).

There is a wide variety of cognitive strategies that have been used along the years which have a cyclical connection with the students in order to succeed in the learning process of this structural item. These cognitive strategies are describing how a process is developed in which each individual will be involved in such a way that they feel confident, manipulating the language in order to improve their learning. These strategies are well known as organization of the new language, summarizing meaning, repetition drills, deducting or guessing meaning from context, and using imagery in order to connect meaning. Apart from cognitive strategies, we also have other two types: metacognitive strategies and affective learning.

METACOGNITION AND METACOGNITIVE STRATEGIES

According to Martinez, Michael (2010), "Metacognition is the monitoring and control of thoughts." This definition is quite extended in three categories: meta-memory and meta-comprehension that is the accuracy we have to recall previous information from a specific task so that students recognize if knowledge is meaningful for them or not, problem solving that is the achievement of a goal in uncertain circumstances, and critical thinking, which is the fact of evaluating thoughts and ideas for the importance and quality of the content that has been learned, whether or not they make sense.

The result of applying metacognition in education brings positive emotions which are associated with creating new ways of solving problems, overcoming struggling situations, as well as using creative ideas to develop meaningful learning in our students.

Among these strategies, metacognitive strategies are considered the most essential ones in developing learners' skills. O'Malley, J. M., Chamot, A. U.,

Stewner-Manzanares, G., Russo, R., & Kupper, L. (1985) emphasized that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. As mentioned in the same way by Anderson, (1991).

MULTI-WORD VERBS

Multi-word verbs are, according to the Chemnitz University of Technology, English Language and Linguistic, (Oct. 12, 2006), multi-word combinations in which they comprise idiomatic unit and function, depending on the situation, as a single verb. There are three main types of multi-word verbs: phrasal verbs that are the ones consisting of a verb followed by article particle with locative meaning usually extended, subcategorized in transitive and intransitive verbs; prepositional verbs that are the ones in which the prepositional phrase is always present as the noun phrase after a preposition; and the phrasal prepositional verbs that are the ones that include both phrasal and prepositional structures in a single verb as a lexical verb combined with an adverb particle plus a preposition.

There is a special pattern in the construction of multi-word verbs that are called the free combination verbs characterized for the separate grammatical and semantic status on each element, giving as a result distinctive meanings depending on the context they are used in a sentence.

COMMUNICATIVE APPROACH

The communicative approach places emphasis on developing communicative competence to train the total skill communication in foreign language rather than just composing correct sentences, but using them to make statements of different kinds, to describe, to record, or to ask questions. Plocková, Markéta (2010).

The idea is to place students in a specific situation and make them develop the skills themselves, observed, monitored, and assessed by the teacher. Within the learning a foreign language framework, the Communicative Approach is a clear example of the success of the pedagogical and psychological cognitivism and socio-constructivism. The principles of the theory of Communicative Approach are shown in *table 1* below.

Table 1

Principal characteristics of the communicative perspective

Principal characteristics of the communicative perspective	
The goal to reach is the communicative competence.	The language as a whole is more than a system of rules; it is an active way for creating meanings.
The language is created through a trial-error process.	Focuses on the meaning rather than on the form.
Places emphasis on learning the language rather than on learning about the language.	Students participate actively. Teacher is just a facilitator. The students are the center of the class.
The students are the only ones who are responsible for their learning. The teacher gives them the tools. (Learning strategies).	Real life situations are introduced.
There is an intrinsic motivation in the learning process.	There are interactive lessons.
The lessons include group work and pair work.	There is more emphasis in fluency rather than precision.
The curriculum is planned among the communicative functions of the language. (Invitation, apologizes and permissions).	

Source: *Metodologías para la enseñanza de lenguas extranjeras: hacia una perspectiva crítica, 2010. Adapted by Delia Solórzano & Leonardo Mera*

2.3. CONCEPTUAL FRAMEWORK

Juana Moral Camacho (2007) is a Peruvian researcher who developed strategies to improve effectiveness at the moment of teaching English multi-word verbs. In her research paper she describes the process of teaching phrasal verbs as a difficult area

of English for the phrasal verb combinations that students face when they are learning the language. Besides, she added:

"The reasons for carrying out this research were the following: the first one is the problems that phrasal verb combinations posit to the students. Bachelorette students tend to memorize phrasal verbs rather than understanding them, and therefore, this area is difficult.

In that respect, the materials available only present phrasal verbs in two ways: students have to learn them and produce the latinade words related to them or students learn verbs by heart related to a specific lexical field.

The second reason is that the techniques usually employed do not really serve to solve the communicative needs of students as far as they forget about the meaning of these combinations as soon as the exam finishes. In fact, the lack of appropriate materials or further methodological clues is also a motivation for the present research.

The third and final hypothesis to be tested was the usefulness of an explicit approach to the presentation of phrasal and prepositional verbs as a way of improving the students' level of understanding."

The experimental group in this research consisted of 15 students. It took as reference the use of L1 (mother tongue) in students to acquire L2 (target language).i.e. they translated the foreign language into their mother tongue.

Translation is a mental activity in which a meaning of a given linguistic discourse is rendered from one language to another. Translation is an act through which the content of a text is transferred from the source language into the target language (Foster, 1958). For that reason, the idea of combining L1 and L2 in order to learn, developed in previous research, might not become beneficial to students. If we want results to become effective, L1 should be set apart from the options for the development of L2 language. The Concept Mediation Model cited by Makoto Yoshii (2006) suggests that L2 can be mediated through concepts without L1 translations. Studies have found a developmental shift from the word association model to the

Concept Mediation Model as L2 proficiency increases (Potter et al., 1984; Chen & Leung, 1989; Kroll & Curley, 1988). i.e. L2 learners rely on word-to-word links (lexical links) in early stages, but as their L2 proficiency develops, they link L2 directly to concepts (conceptual links).

Besides, the use of meaningful learning has also brought good results in different research. When a student links current knowledge to previous knowledge, this new knowledge becomes significant for him/her and more if this knowledge can be useful for him/her in real life. "Students learn more deeply when they can apply classroom-gathered knowledge to real-life world problems, and when they can take part in projects that requires sustained engagement and collaboration." (Barron & Darling-Hammond, 2008)

Another aspect considered as a subject for running research development was the way students learn in terms of cognitive skills. For this reason, metacognition has been implemented by a vast amount of researchers since Flavell & Brown stated it as the knowledge about and regulation of one's cognitive activities in learning processes i.e. learn to learn. In terms of education, metacognition is an automatic process that is carried out unconsciously by the students, not only in their school years, but also through their lives. (Hacker, Bold, Keener, n.d)

According to Capelle, Shtyrov & Pulvermuller, (2010) as cited by Bell Manrique Losada, Francisco Moreno Arboleda, Guillermo Orrego Gil, multi-word verbs (MWV) or phrasal verbs (PVs) are lexical units which are formed by a verb and one or two particles. This combination creates a grammatical construction with its own features.

For a combination of a verb and one or two particles to be considered as a multi-word verb or phrasal verb, the typical meaning of the verb should be modified by the particle(s). This is what Spanish and English speakers face at the time they learn multi-word verbs. This grammatical structure is not only presented in English or Spanish but it also occurs in German and Italian. These constructions are usually a language barrier for non-English speakers because of the challenges they present in

reading and interpretation and, because there is not that grammatical pattern in Spanish.

At the same time they present a classification for MWV (multi-word verb) based on i) the role and the mobility of the particle, ii) the possibility that the verb allows passive transformation (PT) and iii) the relationship between the direct object (DO) and the prepositional object (PO). The classification is based mainly on the work of Lavin and Sánchez (1989).

Group (A) - Adverbial verb: verb + adverbial particle. The verb is accompanied only by a particle. Example: The soil *gave off* radioactive carbon dioxide.

Group (B) - Prepositional verb: verb + prepositional particle. In this group, the verb is accompanied with a particle that plays a prepositional role which requires a complement. Example: You're *asking for* trouble!

Group (C) - Adverbial prepositional verb: These are phrasal verbs made up by two particles: the first one plays an adverbial role and the second one plays a prepositional one. Example: She *looked down on* my invitation.

The authors of this work mentioned some important aspects to be considered for the use and application of multi-word verbs above. They focused their attention on the variety of multi-word verbs that English language has. This was an issue that allows these researchers to think in a web page solution for teaching the multi- Word verbs.

In this study we can mention that multi-word verbs have been a difficult task not only for the students, but also for the teachers. That is, "the number of students able to use multi-word verbs fluently is tiny. The reason could be the way multi-word verbs are taught – there is overemphasis on rote-learning, memorizing long lists "verb + particle", "multi-word verbs and their definitions". It should be realized that the current approach for teaching multi-word verbs with almost no focus on communication is no longer appropriate. Some recommendations for making the

communicative approach achievable have been derived from the present research."
(Makeeva, 2011, p. 357)

And so, research in the matter of teaching multi-word verbs use metacognitive strategies to enhance meaningful learning as a key in order to optimize the way students learn not only as rote procedures, but also avoiding repetitions with poor long-term results.

2.4. RESEARCH QUESTIONS

How will the application of metacognitive strategies help students to learn multi-word verbs?

What are the factors that would motivate teachers or instructors to be interested in teaching multi-word verbs inside and outside the classroom?

2.5. HYPOTHESIS

The Research hypothesis cites that the mean of the posttest is greater than the mean of the pre-test after the educational intervention.

On the other hand, the Null hypothesis cites that there is not difference between the pre and posttest after the educational intervention.

2.6. VARIABLES AND INDICATORS

Independent variable: strategies

Dependent variable: proficiency in the application of multi-word verbs

Table 2

Variables

Variable	Definition of Concepts	Indicators	Instruments
Independent Strategies	Well-structured plans that are used by the teacher to ensure that the course work has been well understood.	Teacher's professional competence Teacher's accomplishment of the objectives set in the lesson plan. Student's perception towards the application of the strategies.	Observation Checklist. Teaching strategies. Lesson plans. Worksheet. Questionnaire of satisfaction. Rubrics in individual and Group work.
Dependent Proficiency in the application of multi-word verbs	Results from the interaction of prior knowledge and new knowledge and its adaptation to the context	Students 'grades. Correct use of multi-word verbs in specific situations. Students` interaction with others by using multi-word verbs fluently.	Pretest. Posttest. Worksheet. Rubrics in individual class Participation. Role plays. Rubrics in group work.

2.7. DEFINITION OF TERMS

Strategies: They are defined as a method or plan that teachers follow to fulfill a future desire, such as achievement of a goal or solution to a problem.

Role Play: It is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. British Council (2004).

Word Wall: It is a useful strategy which helps students to focus their attention on patterns and relationships in words. This strategy is applied in reading as well as in writing activities. Teacher presents the topic using a chart. In the center of the chart there is a word exercise which contains a series of multi-word verbs.

Word Mapping: This strategy helps the learners to predict the meaning of unknown words. It also helps students to learn the meaning of *high frequency* prefixes, suffixes, and roots (Latin & Greek). In this case, students guess or predict the meaning of the multi- word verbs determining of course the meaning of the verb plus the article in context; applying these meanings when they encounter a new word.

Video: It is a kind of strategy that involves the use of images and text on a computer monitor.

Brainstorm: It is based on focusing on any specific topic expressing people's ideas in a free way. This main purpose of this strategy is to focus the student´s attention on a particular topic and create some new ideas.

Lesson Plan: A lesson plan is a document that communicates learners what they will learn and how their goals will be assessed, helping teachers or instructors to organize content, materials, time, instructional strategies, and attendance in the classroom (TEAL, 2010).

Evaluation: Assesses each learner's attainment of the objective. Include oral, aural, written or applied performance assessments (TEAL, 2010).

Objective: A specific result that a person or system aims to achieve within a time frame and with available resources (Business Dictionary, 2014).

Strategy: It is the creation of a unique and valuable position, involving a different set of activities (Michael E. Porter, n.d.)

Pre-Test or Entrance assessment: The pre-test is a test that teachers administered to the entire subject which determines a student's baseline knowledge for an educational experience or course of study.

Posttest or final assessment: This is a test that is given to the students after a lesson or a period of instruction which determines what the students have learned after the intervention and application of different strategies applied during a specific period of time.

Formative Assessment: It is also known as diagnostic testing. It is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student achievement.

Summative Assessment: It is a cumulative evaluation used to measure student improvement after the intervention of different instruction and strategies that can benefit students not only in the cognitive part, but also in the achievement of the objective established at the beginning of any lesson.

Histogram: It is a graphical representation and organization of data which specifies different ranges. It is used in research and it indicates the parameters to be read. These parameters show the following: The horizontal axis represents a range of the grades that a specific number of students obtained, and the vertical axis represents the amount of students for each range of grades.

Box Plot: It is the convenient way to depict data through a division of three groups called quartiles. The first quartile is the middle number between the smallest number and the median of the data set. The second quartile is the median of the set, and the third quartile is the middle number between the median and the highest number.

2.8. SUMMARY

Along this process, there were some techniques and methods used to make the project viable for the learning in our students, based on the meaningful learning method, metacognitive strategies, communicative approach method, and the main part which was the multi-word verbs. All these important aspects also formed an important part in the development of this work.

However, taking into consideration each method as well as the metacognitive strategies applied during the intervention with students, we focused our attention in this important fact which was mentioned by the father of the meaningful learning theory, David Ausubel, who evidenced what his theory said during the learning process of any topic "students must relate new knowledge to relevant concepts they already known."

First of all, there were some pieces of work about multi-word verbs which have been done and made us focus the attention on them. The first one was Juana Morales's research because it has some particularities and some similarities toward this piece of work i.e. that she found multi-word verbs as a very difficult English area especially for baccalaureate students who really memorize the multi-word verbs rather than to understand them. Of course, that is very similar to the situation the students in all levels in our country face, having a major numbers of seven grade students who do not show any interest in learning this topic.

The second similar reason found, comparing Morales's research and this research, was that the techniques teachers used at the time of teaching were not so good to the students' needs as far as they wanted their learning to become meaningful not only in oral production but also in written communication after the intervention of the grammatical topic. Additionally, students tended to reject learning this topic as soon as they heard of it because they did not feel attracted and engaged by the topic due to the unsatisfying experiences they had had while they were learning similar topics during their school days.

The third and similar reason students faced was that they thought that what they were learning was not useful for them and, besides that, they did not use the multi-word verbs in real life situations. They also considered them as not reliable part of the learning process because of their complexities, and besides, this structure did not

help them improve their target language acquisition due to the prepositions or particles used to form the multi-word verbs, the ones that were immersed not only in one multi-word verb pattern; indeed, they were found in three or more multi-word verb construction, having as a result, misperception of the use of each one of them.

In the construction of multi-word verbs, the role and the mobility of the particle is really important and, the possibility that the verb allows passive transformation (PT) and the relationship between the direct object (DO) and the prepositional object (PO) are essential for the teachers when they want to recognize if their students have reached the main goal at learning the topic. This classification is based mainly on the work of Lavin and Sánchez (1989).

It is important to mention that students really disagree with the ways teachers combined mental activities in which learners have been forced to translate each multi-word verb they read or heard into their mother tongue. Combining L1 and L2 was not a good idea in order to learn because in Spanish we do not have the same grammatical prompts so that, it has not become beneficial to students if we want the effectiveness in the meaningful learning process. We agree with the Concept Mediation Model cited by Makoto Yoshii (2006) that suggests that L2 can be mediated through concepts without L1 translations.

As one of the objectives used in this research was to develop meaningful learning in our students, this brought good results. In fact, when a student links current knowledge to previous knowledge, the new one becomes significant for him/her and more if this knowledge can be useful for him/her in real life. Within this research we could prove that students learned more deeply when they could apply classroom-gathered knowledge to real-life world problems, experience with role plays, taking part in projects that requires students´ collaboration and empathy (Barron & Darling-Hammond, 2008).

Metacognitive skills took an important part at running this piece of work. Students learned and understood better the multi-word verbs and their particles by doing exercises which contained metacognitive strategies showing in role plays, word wall, word mapping etc. This contributed with the process learn to learn as Flavell & Brown mentioned (Hacker, Bold, Keener, n.d).

The use of communicative approach was vital in this research; techniques based on this method such as brainstorming activities, the use of video aids, the construction of word mapping, and the application of the particles in the construction of the word wall are communicative competences to train the total communication skills in foreign learners rather than just creating correct sentences using the verbs plus the correct particles.

Researchers strongly agree with the theory that multi-word verbs have always been a difficult task to teach and learn not only for students but also for teachers. Long list of verbs plus particles on rote- learning memorization and the memorization of their definitions in indeed made students think there was overemphasis on memorization (Makeeva, 2011, p. 357). For this reason, this practice is not appealing for them.

Makeeva also showed us some pieces of advice and recommendation for making communicative approach achievable and were those recommendations that we mainly followed to make this present research useful as well as helpful for teachers who want to improve their students' English learning process at teaching multi-word verbs and make any other topics meaningful for them.

CHAPTER III

RESEARCH METHODOLOGY

   3.1. METHODS AND TECHNIQUES

The method we used to carry out this research project was the experimental research design because this method allowed us to collect data, study them as well as to analyze the input and output of the findings. Thanks to this experimental design method, we designed a process of planning that helped us to specify objectives.

Another method included in this project was the correlational research design which consisted on inferring associations among variables of interest and analyzing and interpreting qualitative or quantitative data.

This research project was also quantitative because it involved the study of samples and population, and relied heavily on numerical data and statistical analysis. It was also descriptive because it focused on making careful, highly detailed observations or measurements of how students learned multi-word verbs.

Moreover, it was explanatory because there was a cause and effect relationship and through this study we would observe the causes and effects between the use of the multi- word verbs and the achievement of the students developing on each of them a significant learning. The students worked in groups, pairs and individually, in order to develop meaningful learning throughout this research project.

In this project we used statistical data analysis of the pre-test and post-test administered to the students and to analyze the results of the questionnaire. In order to evaluate students before, during and after the intervention using the methods and techniques included in this research project, we used free statistical software named R. It provided statistical and graphical results for a certain data.

The reliability in the results that R software brought made us select this software as the one for our data analysis. Also, it was proven in many other important governmental projects such as local census, university data analysis, etc.

The main idea at the moment of analyzing our data with this software was to establish if there were patterns in the results of the students between results in school 1 and school 2. That would give our hypothesis positive means of research.

Figure 4. One of the subjects applying one of the strategies individually in school 1

Figure 5. One of the subjects applying one of the strategies individually in school 2

3.2. RESEARCH POPULATION AND SAMPLE

The sample or subject taken for the study in this project was 39 students from the 7th grade EGB of two different private bilingual institutions that are located in the south of Guayaquil city. They were selected from a total of 81 students: 47 from

school A, and 34 from school B. For the matter, we divided them by age and gender as described in *Table 3.*

Table 3

Population and Sample of the subjects in schools 1 and 2

Gender	Age (Average)	Number of Students
Boys	10 – 12	19
Girls	10 – 12	20

Figure 6. Research Subjects of school 1

Figure 7. Research Subjects of school 2

3.3. RESEARCH INSTRUMENTS

Taking into consideration that the research design chosen for this project was the experimental type, we applied what we considered the most appropriate research instruments to carry well-structured and reliable findings as well as their results: a pre-test to analyze the input of the subjects, at the beginning of this process, which is presented in the Appendix A, this pre-test contained ten different questions each question had five different items that are based on the Bloom's taxonomy strategies, the unit lesson plan which contained the strategies used throughout the process to develop meaningful learning in our students which is presented in the Appendix B, a posttest to measure and compare the output with the input as well as to evaluate the effectiveness of the project, box plot and histogram that were used for obtaining statistical results of the findings, and a satisfaction questionnaire which evaluated the strategies that the teachers applied before, during, and after the intervention; the acceptance of the topic by the students, as well as the level of motivation students received towards the strategies developed by the teacher during the class.

The data in this research was gathered and organized according to the following factors: qualitative and quantitative study of the information and achievements of the language components. The information of the data is presented using word processor of Microsoft such as Word (to develop the written data analysis) Excel (to develop numerical information as well as statistical charts and tables) Paint (to arrange pictures and graphic organizers used in the strategies applied) Power Point and Prezi (to design the presentation of the topic and activities used based on the most suitable strategies to made students' learning meaningful). However, there was a unit lesson plan that included the visual aids, such as flashcards and cardboard as well as the worksheets and videos, Power Point and Prezi presentation students watched during the whole process we took to teach them the topic which is presented in the Appendix C.

There was also a checklist to evaluate teachers' effectiveness in teaching multi-word verbs which are presented in the Appendix D. The posttest was also administered to the students at the end of the intervention and it is presented in Appendix A.

Finally, we designed a satisfaction questionnaire that measured the interest and willingness the students had about the topic learned.

This questionnaire was divided into five different parts, each part contained around four or five items which were categorized in: teacher's methodology, about the students, the topic learned, student's attention, and the evaluation, and it is presented in the Appendix E.

3.4. RESULTS/ FINDINGS AND ANALYSIS

To begin with the analysis and findings of this research, we developed three evaluation instruments: a pretest, a posttest and a satisfaction questionnaire. They were designed to measure students' knowledge during the whole process of this piece of work. The pretest contained ten different questions that were number with letters from the alphabet from A to J; each question had five different literals and each literal contained a different multi-word verb so that, there were fifty different multi-word verbs immersed in the whole pretest.

The questions were also designed to evaluate receptive as well as productive skills taking into consideration Bloom´s taxonomy and its pyramid with its dimensions: remembering, understanding, applying, analyzing, evaluating and creating. It is important to mention that the pretest was exactly the same as the posttest, so it contained the same questions to work with the students after the intervention.

During this process there also was a satisfaction questionnaire which contained five different sections. Section one was about the students, section two was about the teacher´s methodology, section three was about the topic learned, section four was about the student´s attention and finally section five was about the evaluation.

In order to evaluate the effectiveness of the project in practice we developed previous studies. It was necessary to conduct a study of academic deficiencies and gaps found in the subjects to reveal that there was a problem with a direct connection to the study, use and application in real life situations of the multi word verbs.

The procedures that we followed in this educational intervention were as follow: (1) we administered the pre-test to have a clear idea about the student's

knowledge regarding to the topic to be covered. With this pre-test we realized that the students who were our subjects in this educational intervention did not know how to apply multi-word verbs in real life situations because they considered them a difficult topic and after applying the pretest, the results revealed that students were aware of few multi-word verbs as part of a series of words learned as action verbs but only in cyclic applications, i.e. they were known because of repeating them several times in a class during a school year without knowing that they were applying multi word verbs in a sentence or phrase.

In addition, they were unaware that some of these words could be used in more than one context depending on the situation. Their overall score at pretest was 46.57 out of 100.

After the pretest, the implementation of five different strategies based on metacognition and communicative approach method to the subjects for a period of ten days took place. These strategies were evaluated through worksheets which contained role plays, brainstorming, word wall, word mapping and video strategies, individual, group and pair class participation.

In order to give a clear idea about the application of the strategies, we followed the following order: In days one, two, and three, we applied the video and brainstorming strategies showing a video to the students about the most common multi-word verbs we use in real life situations; after they watched the video we pasted a cardboard at the center of the board which contained a multi-word verb and then students had to give nouns that fit with the multi-word verb that was on the board.

This process gave as a result a satisfactory and motivating interaction from the students, so that it introduced the topic in such a way that they felt the study of the topic interesting and meaningful for their lives. The connection between the subjects and the topic was successful.

During days four and five, we gave them worksheets which contained word-wall strategies. In these worksheets they had some verbs at the center of the paper and they had to complete them, adding the correct particles that went with that verb plus the definition for each multi-word verb; they also worked individually during these

days. Day six and seven, following the correct order for the application of the strategies, we gave the students other worksheets which contained word mapping strategies. In these worksheets we had some verbs at the center of the paper and they had to complete them, adding the correct particles that went with those verbs plus the definitions and two examples for each multi-word verb. We increased the level of difficulty in this task, asking students to write some extra examples for each multi-word verb. It is also important to mention that during these days students were working in groups.

During the group activity, students felt more confident to express what they had acquired and kept real conversations using the multi- word verbs; all of them were completely involved in these activities proving us that the metacognitive strategies used in these tasks were remarkable for them. Students considered multi-word verbs as an easy issue because they had already known some of them such as turn on, turn off, get up, wake up, go on, take off, but they did not know that they were called multi-word verbs. This section of the intervention was crucial because it led the internalization of the multi-word verbs without the use of the short-term memory in the students' process of learning.

Besides that, in days eight and nine, students watched the second part of the video which contained the topic learned. It was shown in a Prezi presentation. After this presentation, students received two worksheets which contained different multi-word verbs and exercises related to the previous strategies already mentioned. During those days, they also completed some worksheets with the correct particles, definitions and examples for each verb.

In addition, during day ten, we ended up by giving them topics about every-day life so they could write their own role plays, while they were writing, the teacher was monitoring them and checking the errors until they finished and acted out what they had written; they also watched a video which covered a real conversation between a couple using multi-word verbs. As they watched the video, they took notes on their notebooks emphasizing the parts in which they heard the multi-word verbs and after that, the teacher played the video again.

Students checked the answers, the action that was involved in the conversation as well as the doers of the action. Students also worked in pairs for developing these

activities and at the same time they created new situations to be performed as role plays.

Subsequently of the intervention, a posttest that was exactly the same in content and design as the pretest was given as just like at the beginning of the research. The results showed that the subjects had obtained solid concepts regarding to what the multi-word verbs are and what their use is, as well as the types of multi-word verbs.

Additionally, results also revealed that the subjects learned to associate situations with multi-word verbs in a natural way, so they were able to use such verbs in real life. The overall score of this posttest was 75.69 out of 100.

Finally, we administered the satisfaction questionnaire to our students that measured the interest and willingness students had about the topic learned. This questionnaire was divided into five different parts, each part, contained from four to five items which were categorized in teacher's methodology, about the students, the topic learned, student's attention and the evaluation.

The hypothesis was also proved, showing effective results after the intervention and application of the techniques in both, Nueva Semilla and Liceo Panamericano educational institutions.

The statistical evidence of this affirmation is presented in table 4 which contains the results of the tests, the number of students, the mean, the standard deviation, the minimum score, the maximum score, and the range.

In *Table 4*, we show the total results of the pre-test and posttest taken by the students in schools 1 and 2 before and after the intervention. Both tests were graded out of 100.

Table 4

Pre-test and Posttest General Results

Test	# of Students	Mean	Standard Deviation	Minimum Score	Maximum Score	Range
Pre-test	39	46.57	11.14	22	69	47
Posttest	39	75.69	13.62	39	96	57
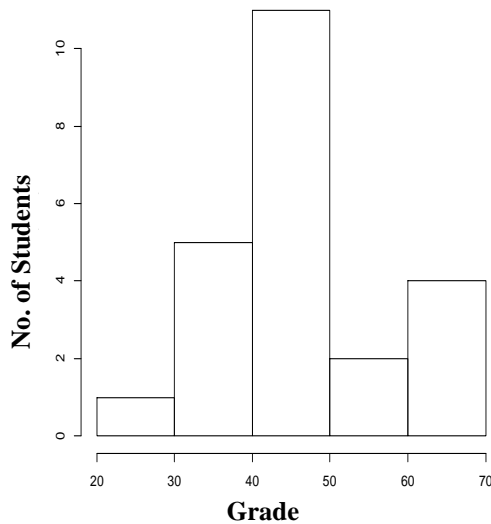
Figure 8. Total Pre-test Histogram   *Figure 9.* Total Posttest Histogram
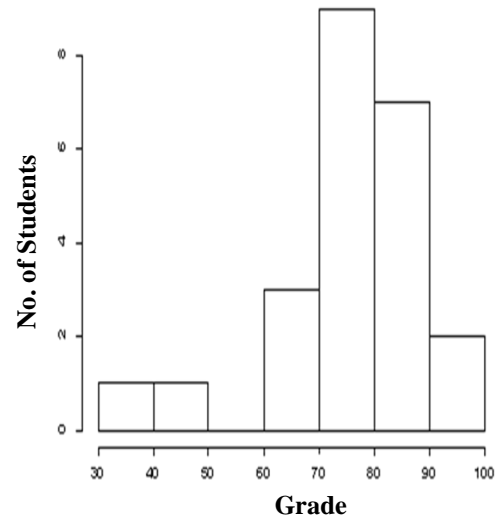
Figures 8 and 9 above show the distribution of the scores of the pre-test and posttest in histograms. In the pre-test the mean is 46.57, the standard deviation is 11.14, the minimum score is 22, the maximum score is 69 and the range is 47, and the total number of students is 39. This means that most of the students reached a score of 46.57, with a lower grade of 22 and the highest grade of 69 before the intervention.

In the posttest the mean is 75.69, the standard deviation is 13.62, the minimum score is 39, the maximum score is 96 and the range is 57, and the total number of students is 39. This means that most of the students reached a score of 75.69, with a lower grade of 39 and the highest grade of 96 after the intervention.

The paired t-test gave a t value of t = 26.9633, df = 22, p-value < 2.2e-16. Therefore, we reject the null hypothesis and accept the research hypothesis.
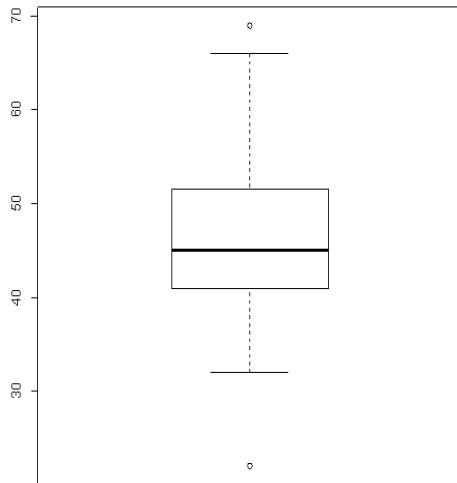
Figure 10. Total Pre-test boxplot   *Figure 11.* Total Posttest boxplot
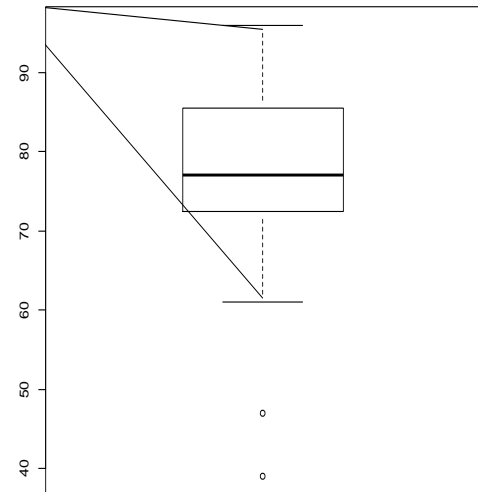
Figure 10 shows the boxplot of the pre-test. The result of the minimun score is 22, the median is 45, and the maximum score is 69 and there are two outliers results, 19 and another 69. As mentioned before, the boxplot results mean that most of the students reached a rate lower that the intermediate expected in an average rate and also, that there were two unusual results before the intervention.

Figure 11 shows the boxplot of the posttest . The result of the minimun score is 39, median is 77, and the maximum score is 96 and there are two outliers results, 39 and another 47. Similarly to the prior results analysis, the boxplot results mean that most of the students reached a rate higher that the intermediate expected in an average rate and also, that there were two unusual results after the intervention. The paired t-test gave a t value of $t = 26.9633$, $df = 22$, p-value $< 2.2e\text{-}16$. Therefore, we reject the null hypothesis and accept the research hypothesis.

In order to have a better description of the findings in the input and output that we used to evaluate the subjects, the details of the results of the pretest and posttest are shown as following:

   1.- The pretest and posttest results describing question by question

   2.- A satisfaction questionnaire results describing question by question too.

A. Circle the letter of the best option to complete the multi-word Verbs in the sentences below.

The intention of including this task in the test was to measure the level in which students choose the correct multi-word verb out of several options with similar

meanings in context. It was also designed to evaluate students' prior knowledge on their receptive skills. This question contained three different options where they had to choose one. The questions were sequenced in alphabetical order. Table 5 shows the pretest results on task A and, table 6 shows the posttest results.

Table 5

Pre-test results on task A in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	4	10	6	6.69	1.964
Pretest School 2	16	4	8	6	6.5	1.549
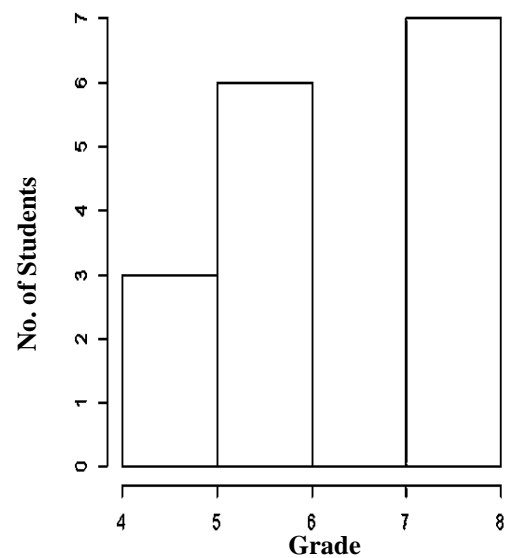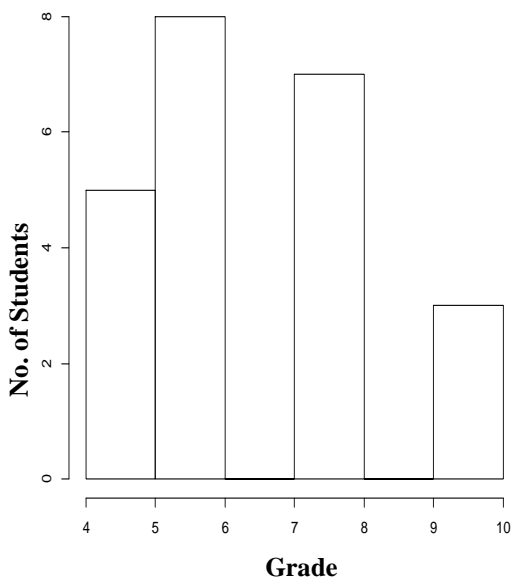
Figure 12. Pretest Histogram Task A in School 1

Figure 13. Pretest Histogram Task A in School 2

From these histograms of the pretest task A on figures 12 and 13, we note the following: in school 1 five students got grades from four to five, eight students got grades from five to six, seven students got grades from seven to eight and three students got grades from nine to ten from a total of twenty three students and, in school 2 three students got grades from four to five, six students got grades from five to six, and seven students got grades from seven to eight from a total of sixteen students.

Table 6

Posttest results on task A in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	4	10	10	9.08	1.676
Posttest School 2	16	4	10	10	8.5	2.25

Figure 14. Posttest Histogram Task A in School 1   *Figure 15.* Posttest Histogram Task A in School 2

On the other hand, from these histograms of the posttest task A on figures 14 and 15, we note the following: in school 1 three students got grades from four to five, five students got grades from seven to eight, and fifteen students got grades from nine to ten from a total of twenty three students and, in school 2, two students got grades from four to five and five to six, two students got grades from seven to eight, and ten students got grades from nine to ten from a total of sixteen students.

Figure 16. Pretest boxplot Task A in School 1   *Figure 17.* Pretest boxplot Task A in School 2

In the pretest boxplots above (see figures 16 and 17), we note the following: In school 1, the first quartile is 6.0, the median is 6.0, and the third quartile is 8.0. It means that the average of results in this task for the group in this test was between six and eight. As a result, there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Similarly, in school 2, the first quartile is 6.0, the median is 6.0, and the third quartile is 8.0. It means that the average of results in this task for the group in this test was between six and eight. As a result, there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Figure 18. Posttest boxplot Task A in School 1   *Figure 19.* Posttest boxplot Task A in School 2

In the posttest boxplots above (see figures 18 and 19), we note the following: in school 1, the first quartile is 8.0, the median is 10.0, and the third quarter is 10.0. It means that the result average is between eight and ten, except one result that is out of the range, with the value of 4 for the outcomes are out the extents.

Likewise, in school 2, the first quartile is 7.0, the median is 10.0, and the third quartile is 10.0. It means that the result average is between eight and ten. As a result, there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

B. Complete the sentences using the multi-word verbs from the box.

The intention of including this task in the test was to measure the level in which students identified the correct multi-word verb from a list of verbs in a box and use it in a gap in order to complete a specific sentence correctly. Table 7 shows the pretest results on task B and, table 8 shows the posttest results.

Table 7

Pre-test results on task B in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	2	10	6	5.47	2.643
Pretest School 2	16	0	10	4	5.25	3.715
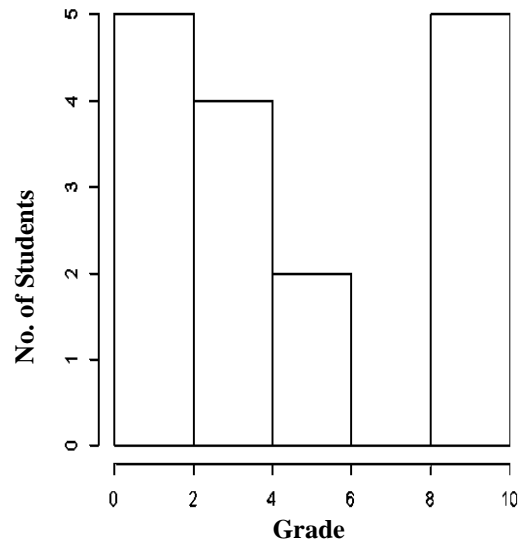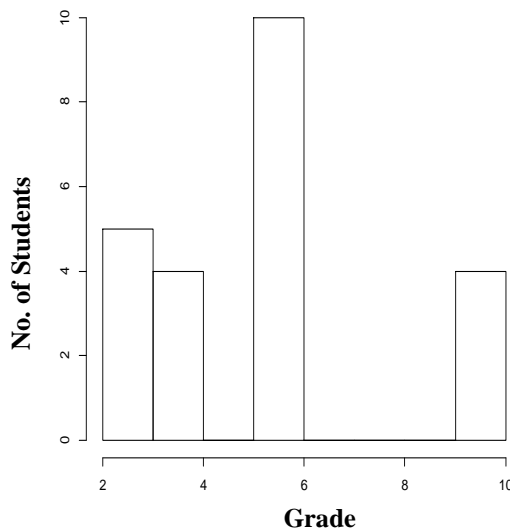
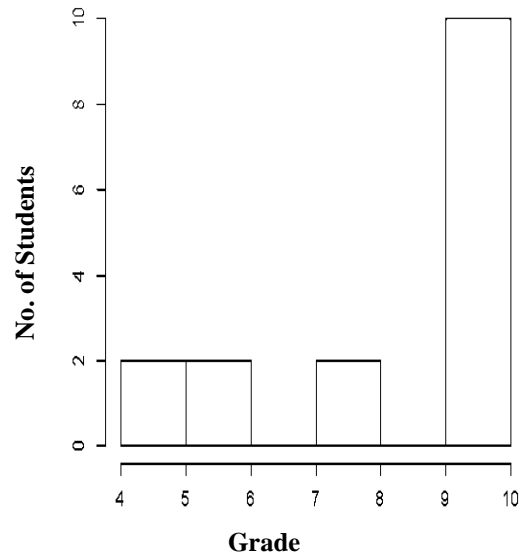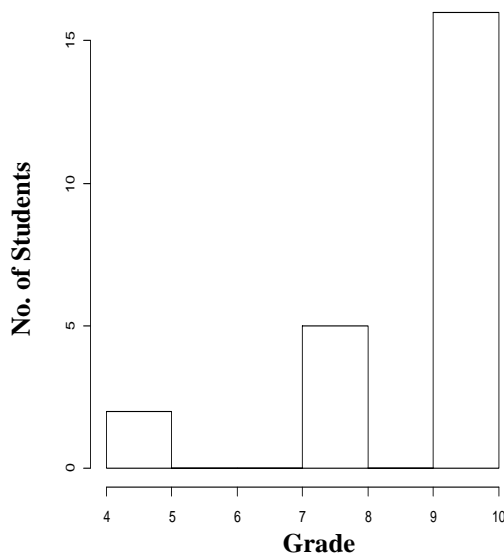*Figure 20.* Pretest Histogram Task B in School 1   *Figure21.* Pretest Histogram Task B in School 2

From these histograms of the pretest task B on figures 20 and 21, we note the following: in school 1, five students got grades from two to three, four students got grades from three to four, ten students got grades from five to six and four students got grades from nine to ten from a total of twenty three students and, in school B, five students got grades from zero to two, four students got grades from two to four, two students got grades from four to six and five students got grades from eight to ten from a total of sixteen students.

Table 8

Posttest results on task B in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	10	10	8.78	2.315
Posttest School 2	16	0	10	6	5.75	3.256
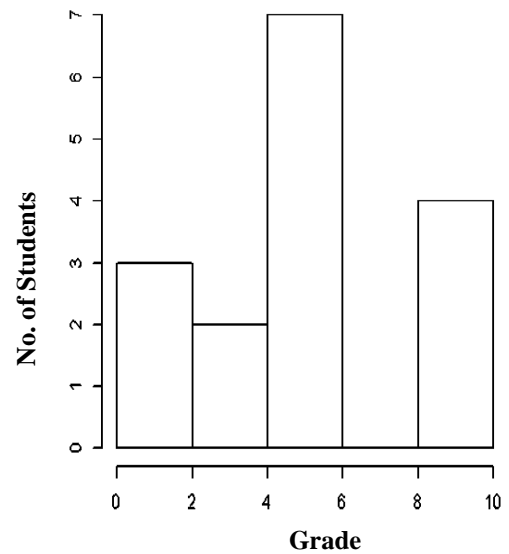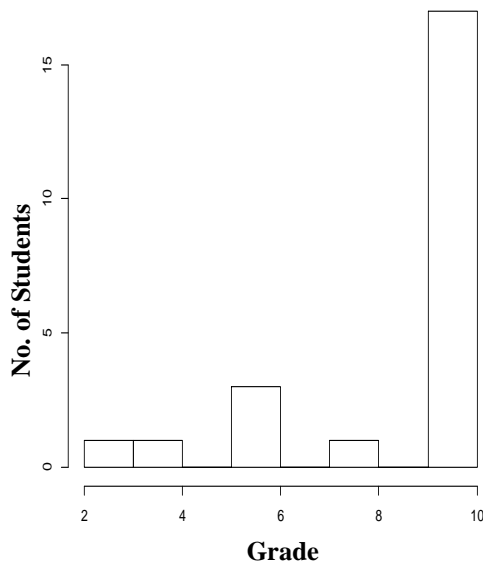
Figure 22. Posttest Histogram Task B in School 1   *Figure 23.* Posttest Histogram Task B in School 2

On the other hand, from these histograms of the posttest task B on figures 22 and 23, we note the following: in school 1, one student got grades from two to three, one student got grades from three to four, three students got grades from five to six, one student got grades from seven to eight and seventeen students got grades from nine to ten from a total of 23 and, in school 2, three students got grades from zero to two,

two students got grades from two to four, seven students got grades from four to six and four students got grades from eight to ten from a total of 16.
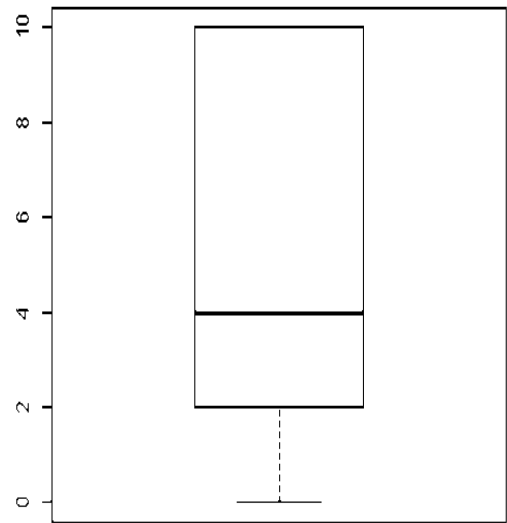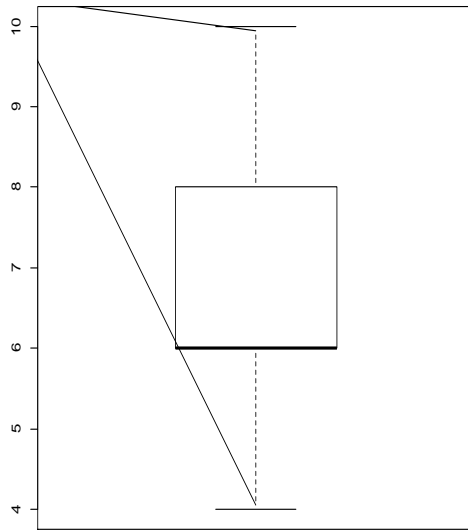
Figure 24. Pretest boxplot Task B in School 1   *Figure 25.* Pretest boxplot Task B in School 2

In the pretest boxplots above (see figures 24 and 25) we note the following: in school 1, the first quartile is 4.0, the median is 6.0, and the third quartile is 6.0. It means that the results are between four and six and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Similarly, in school 2, the first quartile is 2.0, the median is 4.0, and the third quartile is 10.0. It means that the results are between two and ten and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

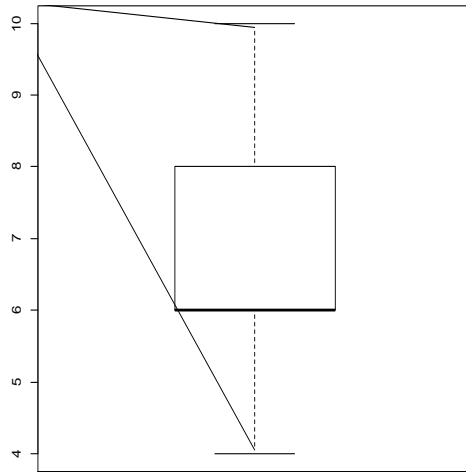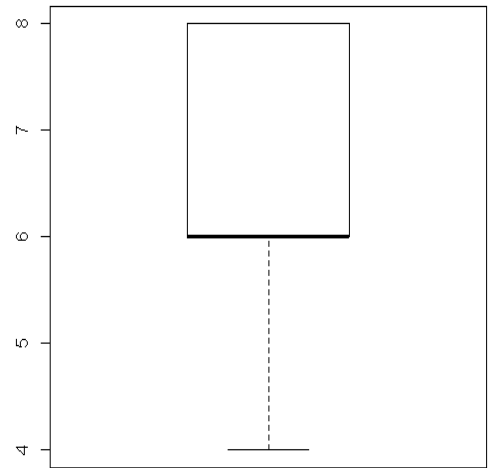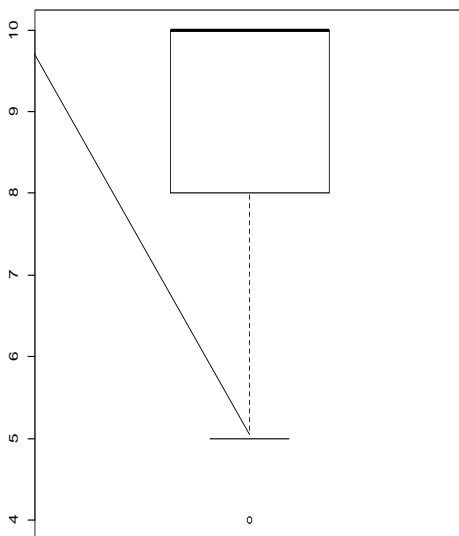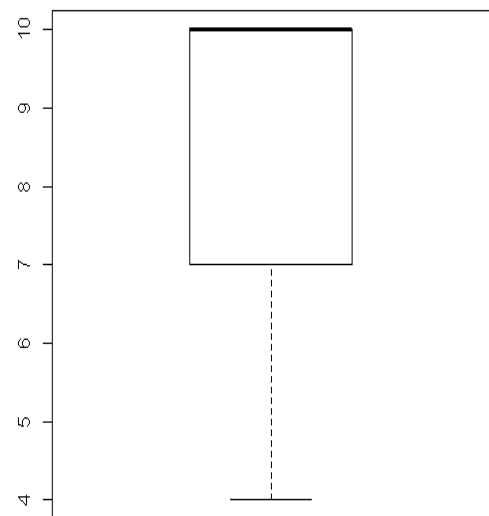*Figure 26.* Posttest boxplot Task B in School 1   *Figure 27.* Posttest boxplot Task B in School 2

In the posttest boxplots above (see figures 26 and 27), we note the following: in school 1, the first quartile is 9.0, the median is 10.0, and the third quartile is 10.0. it means that the results are in a range between nine and ten but, there are three outliers, i.e. grades out of the range; with the values of 2, 4 and 6 for the outcomes are out the extents.

On the contrary, in school 2, the first quartile is 4.0, the median is 6.0, and the third quartile is 8.0. It means that the results are in a range between four and eight and also there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

C. Write the number of the sentence in the space next to the word then match each multi-word verb with the sentence that corresponds to its meaning in context.

This task was designed to evaluate students' prior knowledge. It also evaluated one of their productive skills because it was a question in which students had to match the sentences with the correct definition.

The question contained five different sentences with their corresponding multi-word verbs and five different definitions in which students wrote a number in each space. In this case, the question was sequenced in a numerical order. Table 9 shows the pretest results on task C and, table 10 shows the posttest results.

Table 9
Pre-test results on task C in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	2	10	10	7.65	2.673
Pretest School 2	16	4	10	4	7.5	3.22
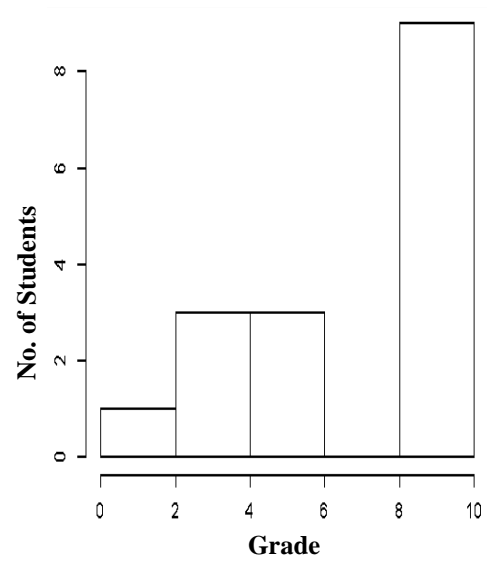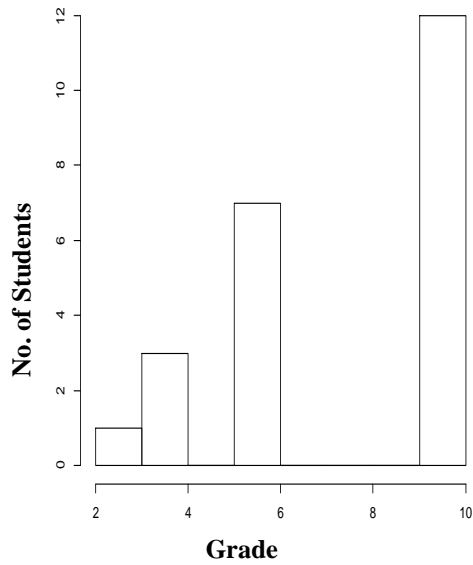
Figure 28. Pretest Histogram Task C in School 1   *Figure 29.* Pretest Histogram Task C in School 2

From these histograms of the pretest task C on figures 28 and 29, we note the following: in school 1, one student got grades from two to three, three students got grades from three to four, seven students got grades from five to six and twelve students got grades from nine to ten from a total of twenty three students and, in school B, one student got grades from zero to two, three students got grades from two to four, three students got grades from four to six and nine students got grades from eight to ten from a total of sixteen students.

Table 10

Posttest results on task C in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	10	10	8.783	2.467
Posttest School 2	16	4	10	6	8.625	2.16
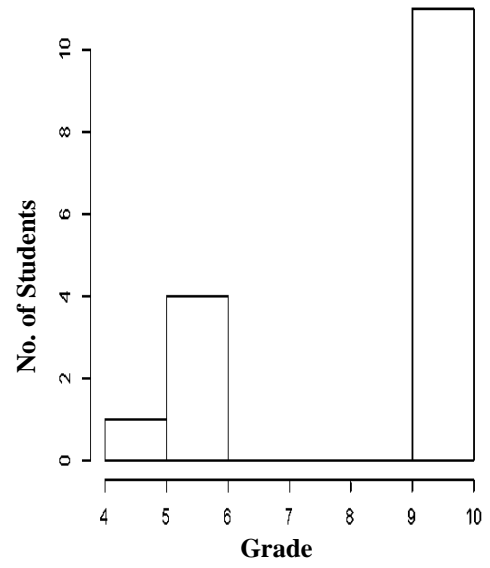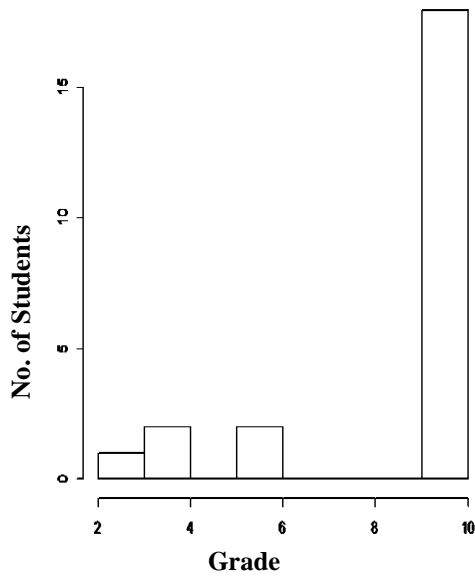
Figure 30. Posttest Histogram Task C in School 1   *Figure 31.* Posttest Histogram Task C in School 2

On the other hand, from these histograms of the posttest task C on figures 30 and 31, we note the following: in school 1, one student got grades from two to three, two students got grades from three to four two students got grades from five to six and eighteen students got grades from nine to ten from a total of 23 and, in school 2, one student got grades from zero to two, three students got grades from two to four, three students got grades from four to six and nine students got grades from eight to ten from a total of 16.
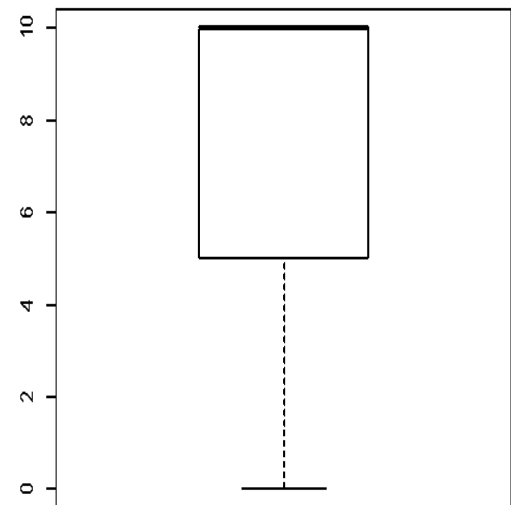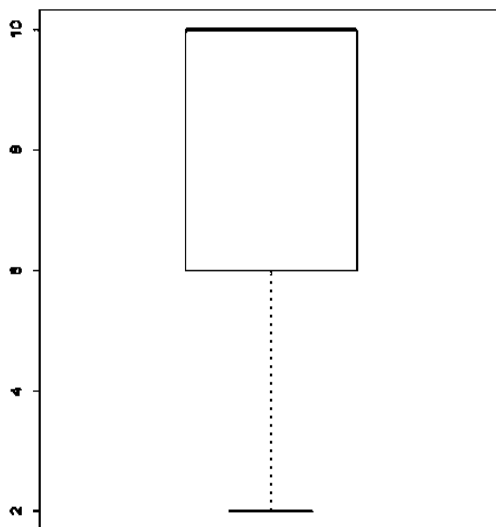
Figure 32. Pretest boxplot Task C in School 1   *Figure 33.* Pretest boxplot Task C in School 2

In the pretest boxplots above (see figures 32 and 33), we note the following: in school 1, the first quartile is 6.0, the median is 10.0, and the third quartile is 10.0. It means that the results are between six and ten and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Similarly, in school 2, the first quartile is 5.0, the median is 4.0, and the third quartile is 10.0. It means that the results are between two and ten and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Figure 34. Posttest boxplot Task C in School 1   *Figure 35.* Posttest boxplot Task C in School 2

In the posttest boxplots above (see figures 34 and 35), we note the following: in school 1, the first quartile is 10.0, the median is 10.0, and the third quartile is 10.0. It means that the results are in a range of ten, but there are three outliers, i.e. grades out of the range; with the values of 2, 4 and 6 for the outcomes are out the extents.

On the contrary, in school 2, the first quartile is 2.0, the median is 6.0, and the third quartile is 10.0. It means that the results are in a range between two and ten and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

D. Underline the correct multi-word verb in parentheses to complete the sentence.

In this question we evaluated the student's receptive skills because it was a question in which students had to underline the correct multi-word verb from a list of options.

The question contained five different sentences with two different options of multi-word verbs so, chose one of them. In this case, the question was sequenced in a numerical order. Table 11 shows the pretest results on task D and, table 12 shows the posttest results.

Table 11

Pre-test results on task D in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	4	8	6	6.26	1.51
Pretest School 2	16	4	10	8	6.75	2.05
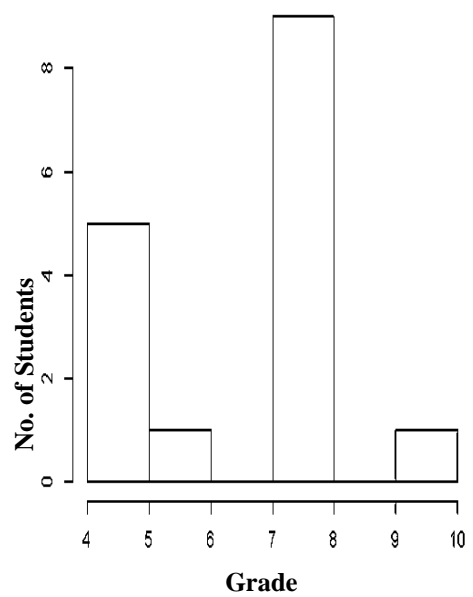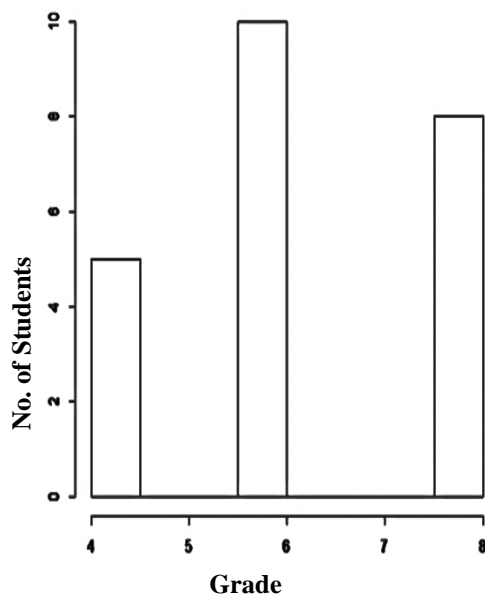
Figure 36. Pretest Histogram Task D in School 1   *Figure 37.* Pretest Histogram Task D in School 2

From these histograms of the pretest task D on figures 36 and 37, we note the following: in school 1, five student got grades from four to five, ten students got grades from five to six and eight students got grades from seven to eight from a total of twenty three students and, in school B, five student got grades from four to five, one student got grades from five to six, nine students got grades from seven to eight and one student got grades from nine to ten from a total of sixteen students.

Table 12

Posttest results on task D in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	4	10	10	10.00	1.45
Posttest School 2	16	2	10	8	7.5	2.48
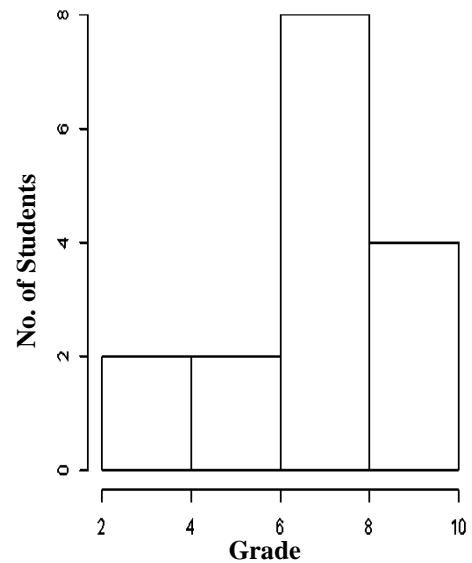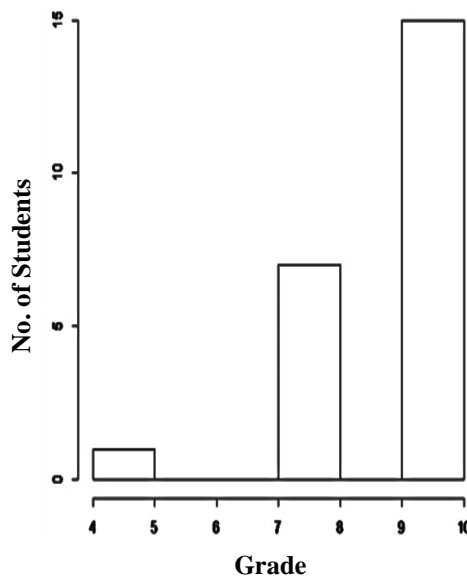
Figure 38. Posttest Histogram Task D in School 1   Figure 39. Posttest Histogram Task D in School 2

On the other hand, from these histograms of the posttest task C on figures 38 and 39, we note the following: in school 1, one student got grades from four to five, seven students got grades from seven to eight and fifteen students got grades from nine to ten from a total of 23 and, in school 2, two students got grades from two to four and four to six, eight students got grades from six to eight and four students got grades from eight to ten from a total of 16.

Figure 40. Pretest boxplot Task D in School 1

Figure 41. Pretest boxplot Task D in School 2

In the pretest boxplots above (see figures 40 and 41), we note the following: in school 1, the first quartile is 6.0, the median is 6.0, and the third quartile is 8.0. It means that the results are between six and eight and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.
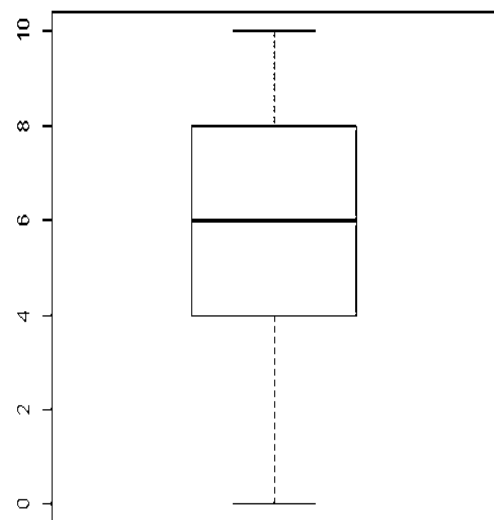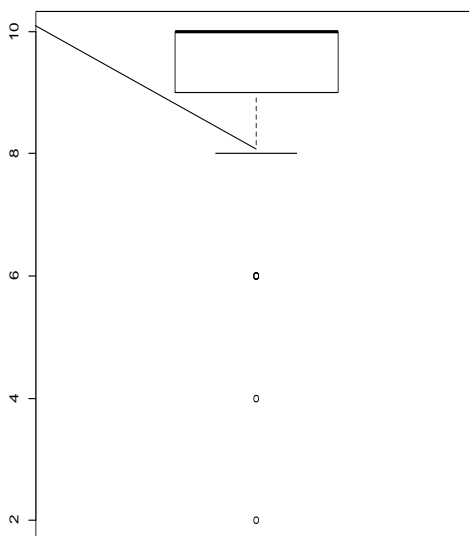
Similarly, in school 2, the first quartile is 4.0, the median is 8.0, and the third quartile is 8.0. It means that the results are between four and eight and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Figure 42. Posttest boxplot Task D in School 1

Figure 43. Posttest boxplot Task D in School 2

In the posttest boxplots above (see figures 42 and 43), we note the following: in school 1, the first quartile is 8.0, the median is 6.0, and the third quartile is 10.0. It means that the results are in a range of ten, but there is one outlier, i.e. grade out of the range; with the values of 4 for the outcome is out the extents.

Similarly, in school 2, the first quartile is 7.0, the median is 8.0, and the third quartile is 9.0. It means that the results are in a range between seven and ten and there is one outlier, i.e. grade out of the range, with the value of two, for the outcome is out of the extents.

E. Order the words to write the sentence correctly.

The intention of including this task in the test was to measure how well students can label the words placing them in the correct order including the multi- word. It was also designed to evaluate students' knowledge tasting one of their productive skills.

This question contained five different sentences and students had to order the words to write new sentences correctly without changing the meaning. Table 13 shows the pretest results on task E and, table 14 shows the posttest results.

Table 13

Pre-test results on task E in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	10	4	3.739	2.84
Pretest School 2	16	0	10	4	3.875	3.61
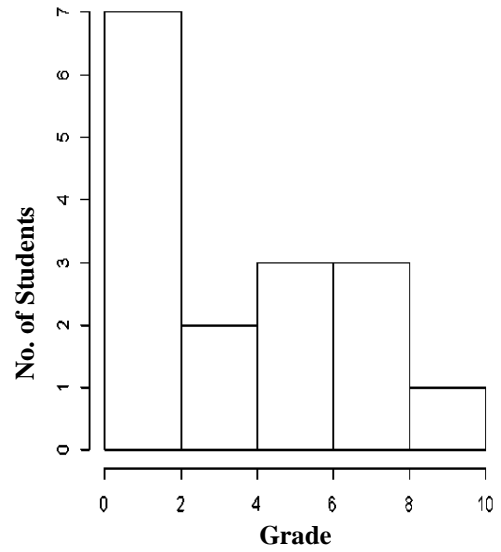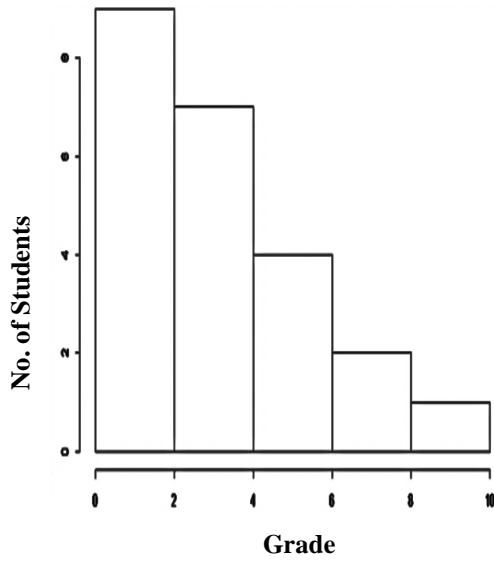
Figure 44. Pretest Histogram Task E in School 1   *Figure 45.* Pretest Histogram Task E in School 2

From these histograms of the pretest task E on figures 44 and 45, we note the following: in school 1, nine students got grades from zero to two, seven students got grades from two to four, four students got grades from four to six two from six to eight, and one student got grades from eight to ten from a total of twenty three students and, in school 2, seven student got grades from zero to two, two student got grades from two to four, three students got grades from four to six and six to eight, and one student got grades from eight to ten from a total of sixteen students.

Table 14

Posttest results on task E in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	0	10	8	7.391	2.85
Posttest School 2	16	0	10	8	7.625	2.85
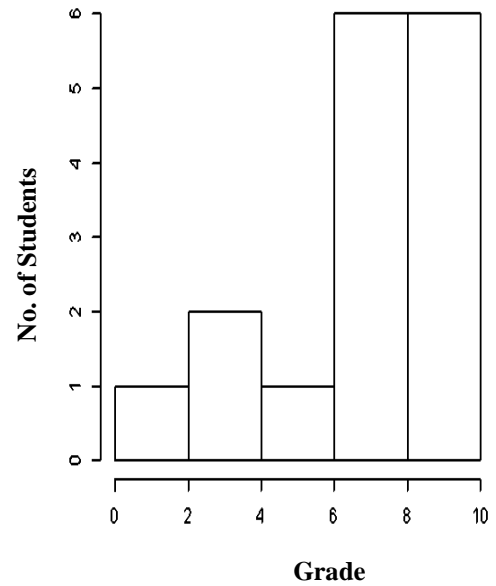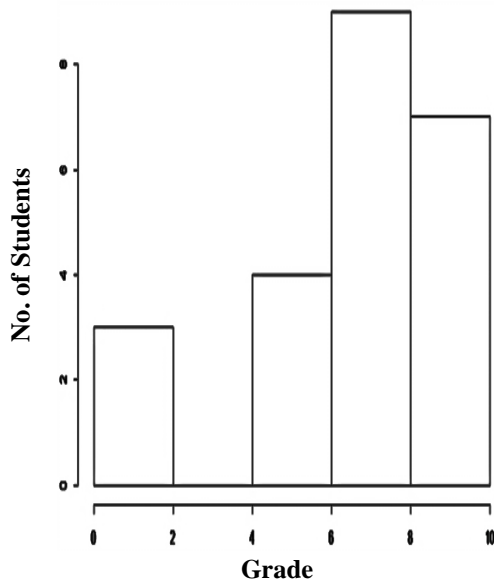
Figure 46. Posttest Histogram Task E in School 1

Figure 47. Posttest Histogram Task E in School 2

On the other hand, from these histograms of the posttest task E on figures 46 and 47, we note the following: in school 1, three students got grades from zero to two, four students got grades from four to six, nine students got grades from six to eight and seven students got grades from eight to ten from a total of twenty three and, in school 2, one student got grades from zero to two, two students got grades from two to four, one student got grades from four to six and six students got grades from six to eight and eight to ten from a total of sixteen.

Figure 48. Pretest boxplot Task E in School 1

Figure 49. Pretest boxplot Task E in School 2

In the pretest boxplots above (see figures 48 and 49), we note the following: in school 1, the first quartile is 2.0, the median is 4.0, and the third quartile is 6.0. It means that the results are between two and six and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.
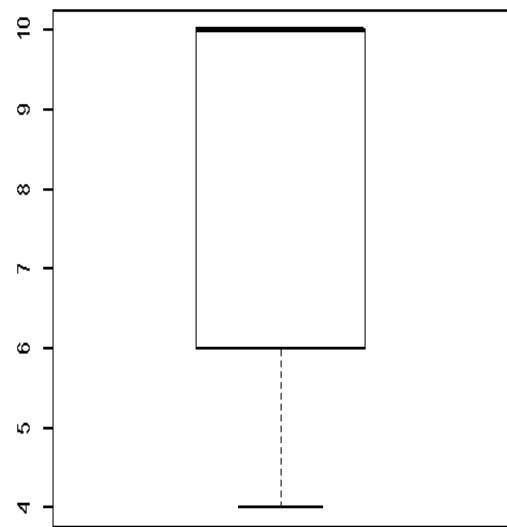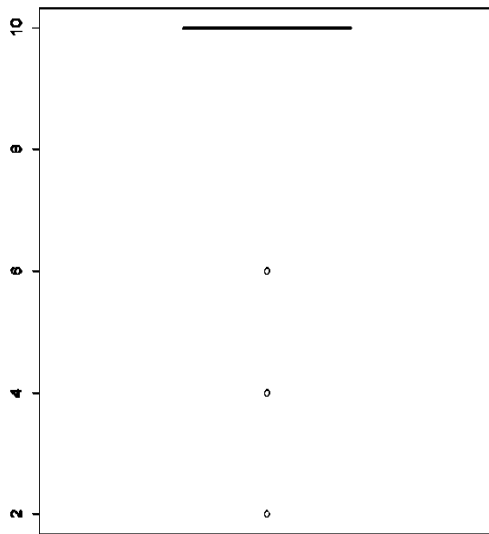
Similarly, in school 2, the first quartile is 0.0, the median is 4.0, and the third quartile is 7.0 and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.

Figure 50. Posttest boxplot Task E in School 1   *Figure 51.* Posttest boxplot Task E in School 2

In the posttest boxplots above (see figures 50 and 51), we note the following: in school 1, the first quartile is 6.0, the median is 8.0, and the third quartile is 10.0. It means that the results are in a range between six and ten, and there are no outliers, i.e. grades out of the range; for the outcome is within the extents.

On the contrary, in school 2, the first quartile is 7.0, the median is 8.0, and the third quartile is 10.0. It means that the results are in a range between seven and ten and there is one outlier, i.e. grade out of the range, with the value of zero, for the outcome is out of the extents.

F. Complete the sentences using the appropriate multi-word verb.

The intention of including this task in the test was to measure the level in which students identify the correct multi-word verb that completes a sentence with a space in blank.

In this task, they had to be able to recognize the most suitable multi-word verb that filled in the blank in a sentence. So, they had to read and complete each sentence with the best option. The question contained five different sentences in sequenced in numerical order. Table 15 shows the pretest results on task A and, table 16 shows the posttest results.

Table 15

Pre-test results on task F in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	6	0	0.69	1.42
Pretest School 2	16	0	2	0	0.75	1
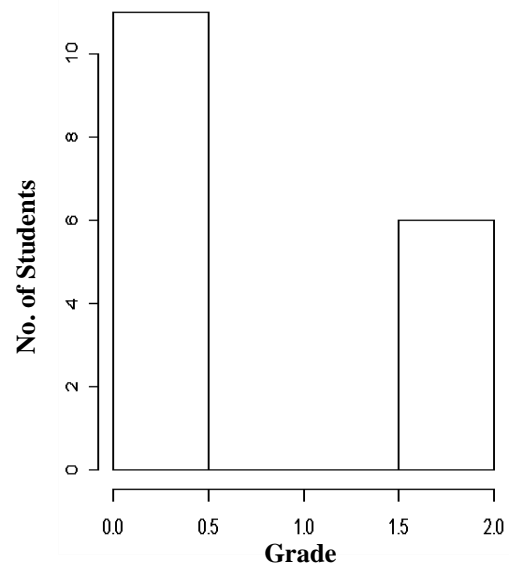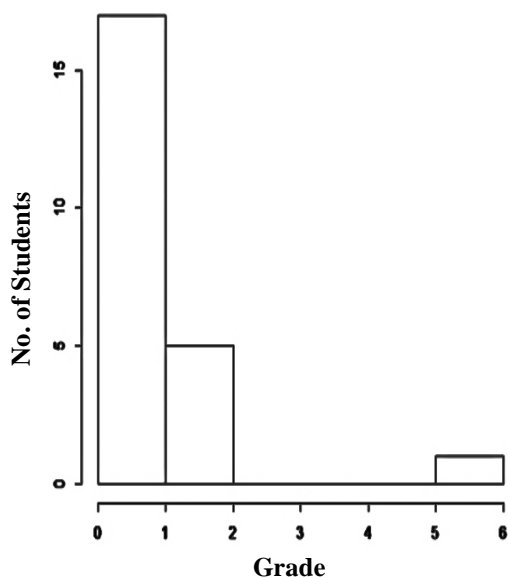
Figure 52. Pretest Histogram Task F in School 1   *Figure 53.* Pretest Histogram Task F in School 2

From these histograms of the pretest task F on figures 52 and 53, we note the following: in school 1, seventeen students got grades from zero to one, five students got grades from one to two and one from five to six of a total number of twenty three

students and, in school 2, eleven students got grades from 0.0 to 0.5, and five students got grades from 1.5 to 2.0 from a total of sixteen students.

Table 16

Posttest results on task F in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	10	6	6	2.55
Posttest School 2	16	0	10	10	7.25	3.99
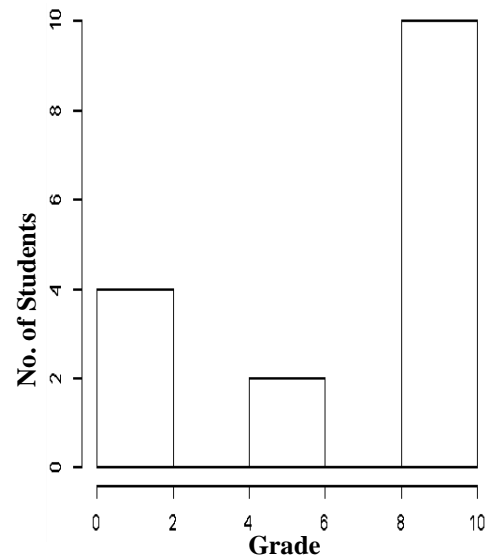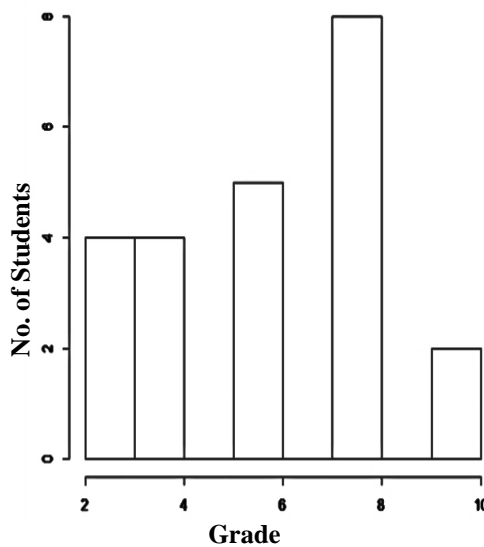
Figure 54. Posttest Histogram Task F in School 1   *Figure 55.* Posttest Histogram Task F in School 2

On the other hand, from these histograms of the posttest task F on figures 54 and 55, we note the following: in school 1, four students got grades from two to three, four students got grades from three to four, five students got grades from five to six, eight students from seven to eight and two students got grades from nine to ten from a total of twenty three and, in school 2, four students got grades from zero to two, two students got grades from four to six and ten students got grades from eight to ten from a total of sixteen.
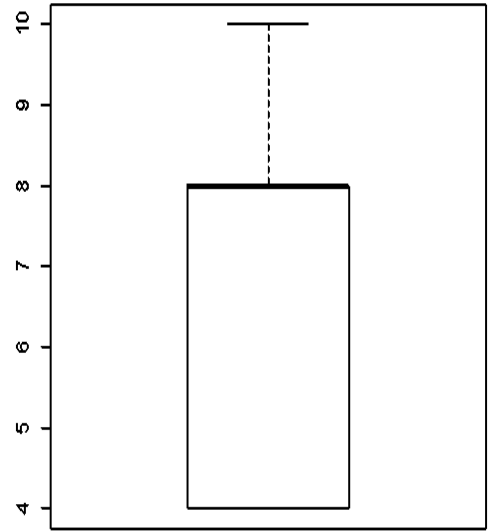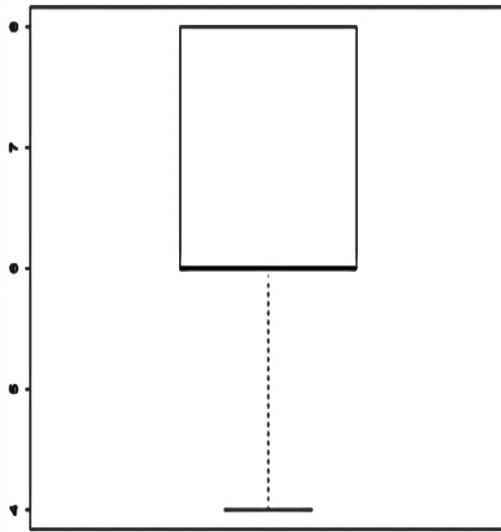
Figure 56. Pretest boxplot Task F in School 1

Figure 57. Pretest boxplot Task F in School 2

In the pretest boxplots above (see figures 56 and 57), we note the following: in school 1, the first quartile is 0.0, the median is 0.0, and the third quartile is 1. It means that the results are between zero and one and there is one outlier, i.e. grade out of the range, with the value of 6 for the outcomes are out of the extents.

On the contrary, in school 2, the first quartile is 0.0, the median is 0.0, and the third quartile is 2.0. It means that the results are between zero and two and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.
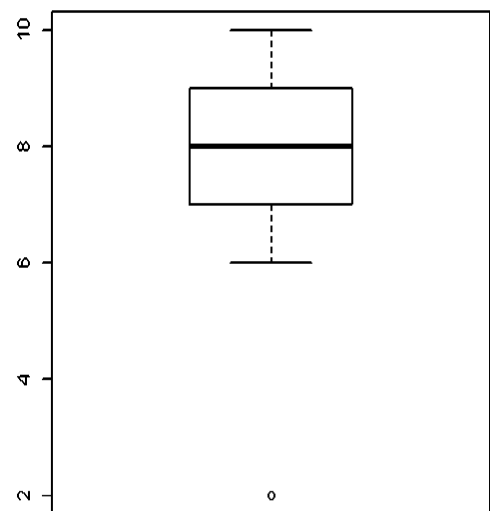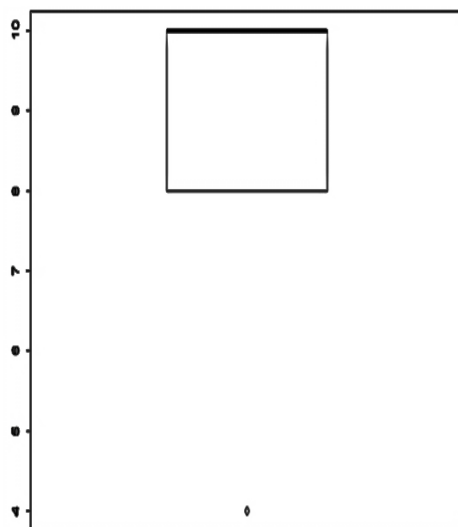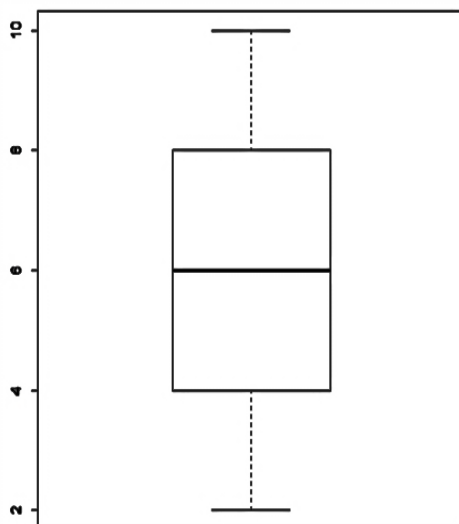

Figure 58. Posttest boxplot Task F in School 1
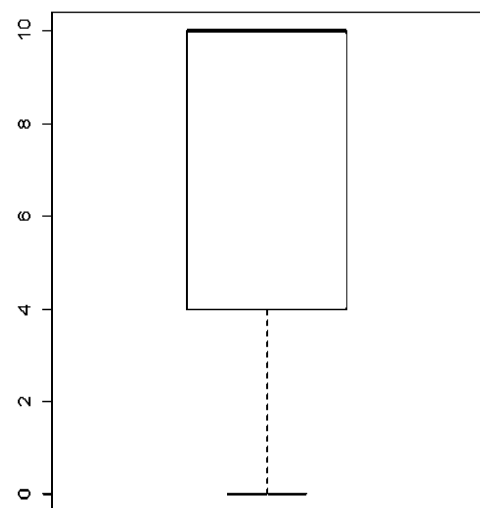
Figure 59. Posttest boxplot Task F in School 2

In the posttest boxplots above (see figures 58 and 59), we note the following: in school 1, the first quartile is 4.0, the median is 6.0, and the third quartile is 8.0. It

means that the results are in a range between four and eight and there are no outliers, i.e. grades out of the range; for the outcome is within the extents.

Similarly, in school 2, the first quartile is 5.0, the median is 10.0, and the third quartile is 10.0. It means that the results are in a range between five and ten and there are no outliers, i.e. grades out of the range, for the outcome is within the extents.

G. **Match the pictures with their correct multi-word Verbs**

It was designed to evaluate students' improvement in vocabulary. It also evaluated one of their receptive skills because it was a question in which students had to match the pictures with the correct multi-word verb.

The question contained five different pictures with their corresponding multi-word verb. In this case, students had to match pictures with the corresponding multi-word verb; this question did not need sequenced numbers or letters to organize the options. Table 17 shows the pretest results on task G and, table 18 shows the posttest results.

Table 17

Pre-test results on task G in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	10	2	2.783	2.53
Pretest School 2	16	2	6	4	4.125	1.36
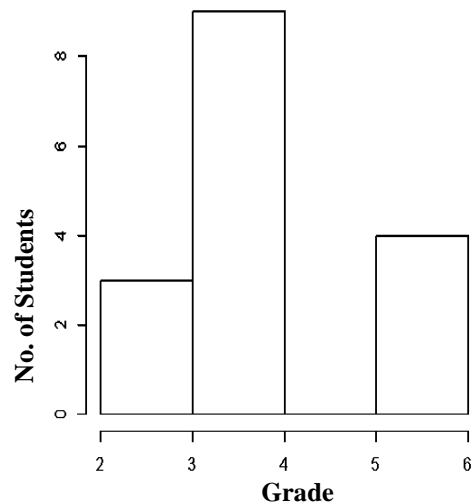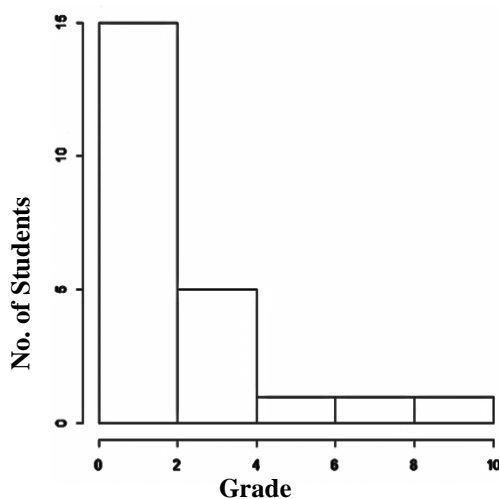
Figure 60. Pretest Histogram Task G in School 1   *Figure 61.* Pretest Histogram Task G in School 2

From these histograms of the pretest task F on figures 60 and 61, we note the following: in school 1, fifteen students got grades from zero to two, five students got grades from two to four, one student got grades from four to six, one from six to eight and one from eight to ten from a total number of twenty three students and, in school 2, three students got grades from two to three, nine students got grades from three to four and four students got grades from five to six from a total of sixteen students.

Table 18

Posttest results on task G in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	4	10	10	7.913	2.72
Posttest School 2	16	2	10	6	5.625	2.55
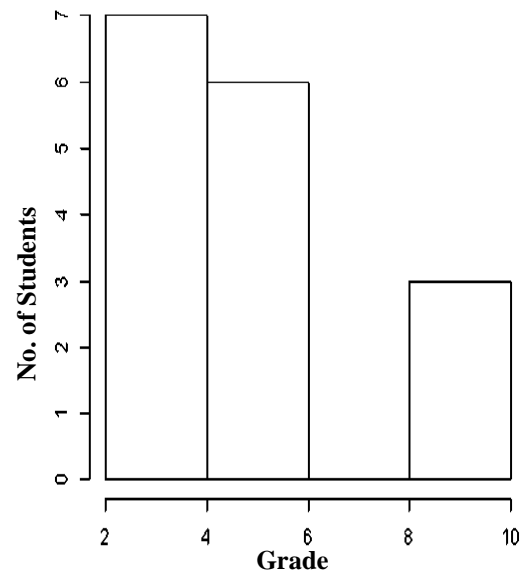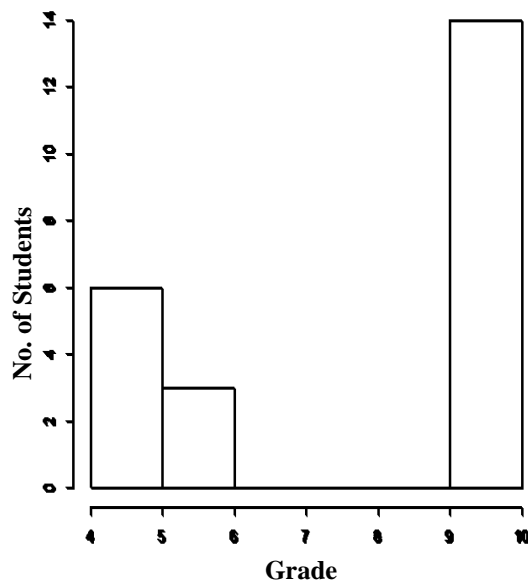
Figure 62. Posttest Histogram Task G in School 1   *Figure 63.* Posttest Histogram Task G in School 2

On the other hand, from these histograms of the posttest task F on figures 62 and 63, we note the following: in school 1, six students got grades from four to five, three students got grades from five to six and fourteen students got grades from nine to ten from a total of twenty three and, in school 2, six students got grades from four

to five, three students got grades from five to six and fourteen students got grades from nine to ten from a total of sixteen.
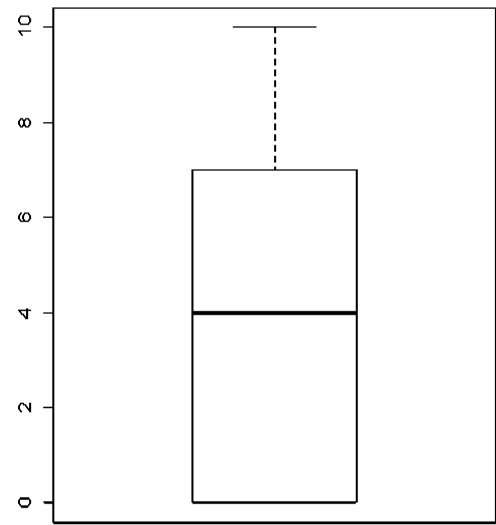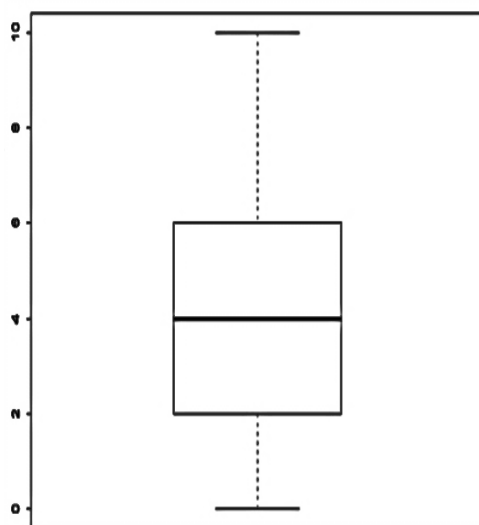

Figure 64. Pretest boxplot Task G in School 1

Figure 65. Pretest boxplot Task G in School 2

In the pretest boxplots above (see figures 64 and 65), we note the following: in school 1, the first quartile is 2.0, the median is 2.0, and the third quartile is 4.0. It means that the results are between two and four and there are two outliers, i.e. grades out of the range, with the values of 8 and 10 for the outcomes are out of the extents.

Similarly, in school 2, the first quartile is 4.0, the median is 4.0, and the third quartile is 4.5. It means that the results are between four and four point five and there is one outlier, i.e. grade out of the range, with the value of two for the outcomes are out of the extents.
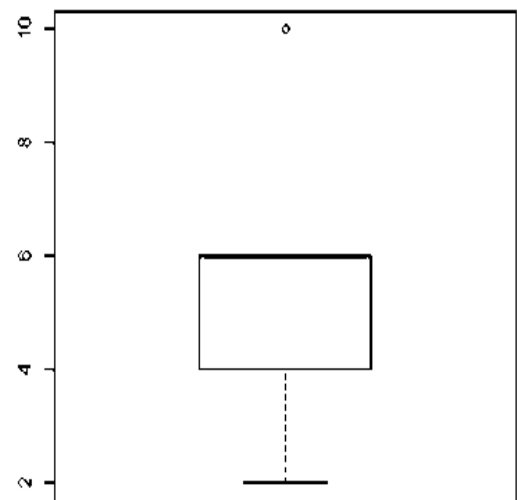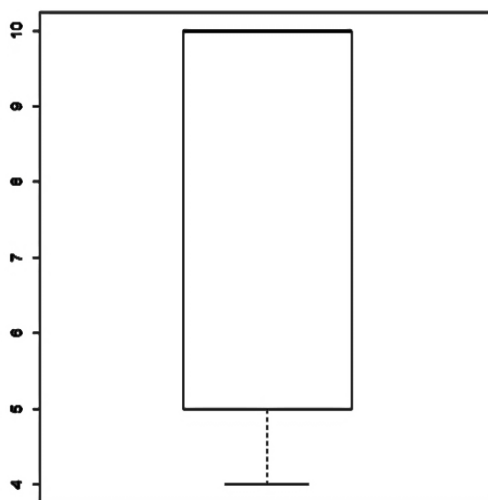
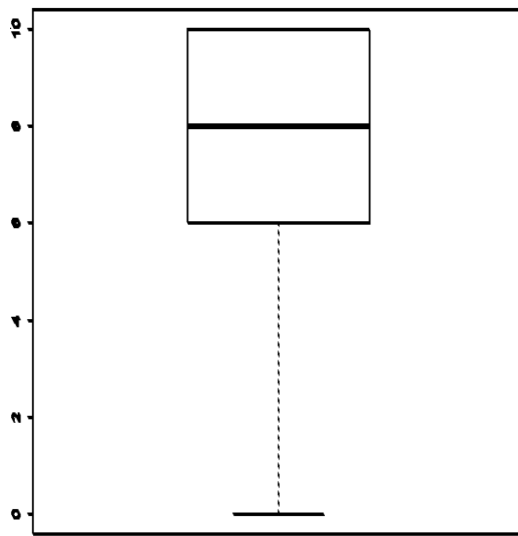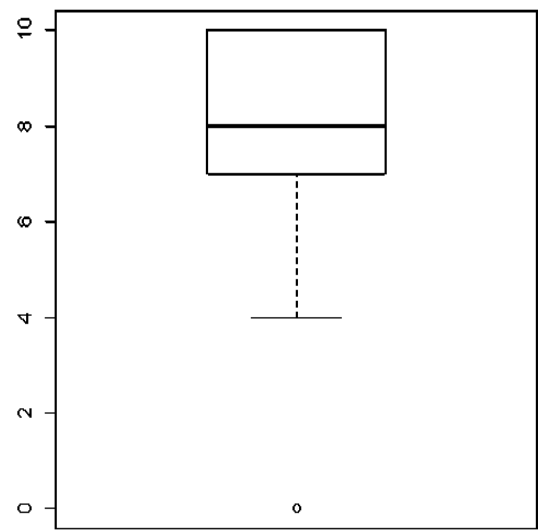*Figure 66.* Posttest boxplot Task G in School 1

Figure 67. Posttest boxplot Task G in School 2

In the posttest boxplots above (see figures 66 and 67), we note the following: in school 1, the first quartile is 5.0, the median is 10.0, and the third quartile is 10.0. It means that the results are in a range between five and ten and there are no outliers, i.e. grades out of the range; for the outcome is within the extents.

On the contrary, in school 2, first quartile is 4.0, the median is 6.0, and the third quartile is 6.0. It means that the results are in a range between four and six and there is one outlier, i.e. grade out of the range, for the outcome is out of the extents.

H. Rewrite the sentences changing each underlined multi-word verb with their correct word or words from the box.

In this question we evaluated the productive skill of writing because it was a question in which students had to replace the underline multi-word verbs and replace them with a synonym.

The question contained five different sentences and a box that included five different synonyms that matched with the underlined multi-word verbs already mentioned. In this case, the question was sequenced in a numerical order. Table 19 shows the pretest results on task H and, table 20 shows the posttest results.

Table 19

Pre-test results on task H in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	6	4	4.261	1.51
Pretest School 2	16	0	6	4	3.375	2.70
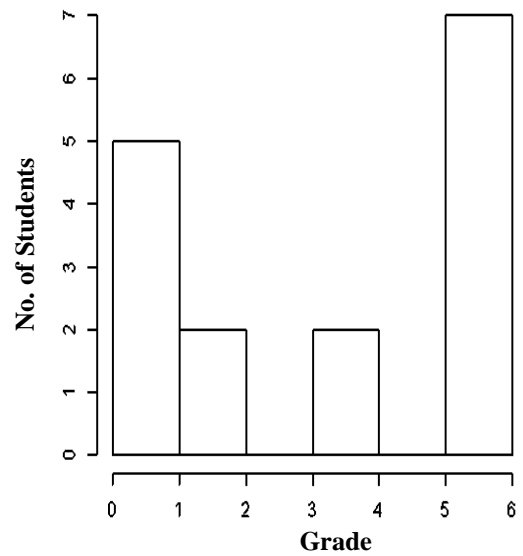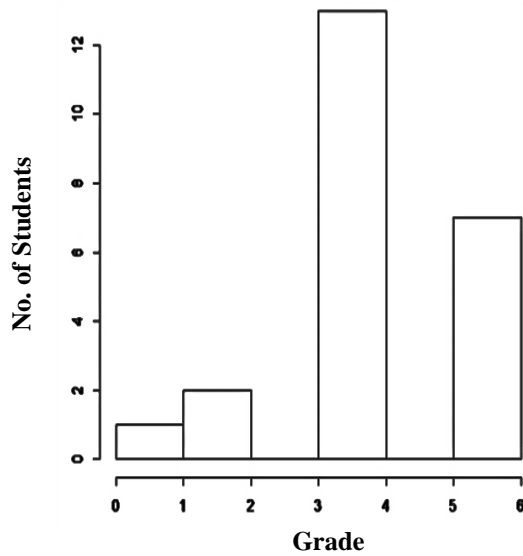
Figure 68. Pretest Histogram Task H in School 1   *Figure 69.* Pretest Histogram Task H in School 2

From these histograms of the pretest task H on figures 68 and 69, we note the following: in school 1, one student got grades from zero to one, two students got grades from one to two, thirteen students got grades from three to four and seven students got grades from five to six from a total number of twenty three students and, in school 2, five students got grades from zero to one, two students got grades from one to two and three from four and seven students got grades from five to six from a total of sixteen students.

Table 20

Posttest results on task H in schools 1 and 2

| Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	10	10	9.043	2.24
Posttest School 2	16	0	10	6	6.25	3.26
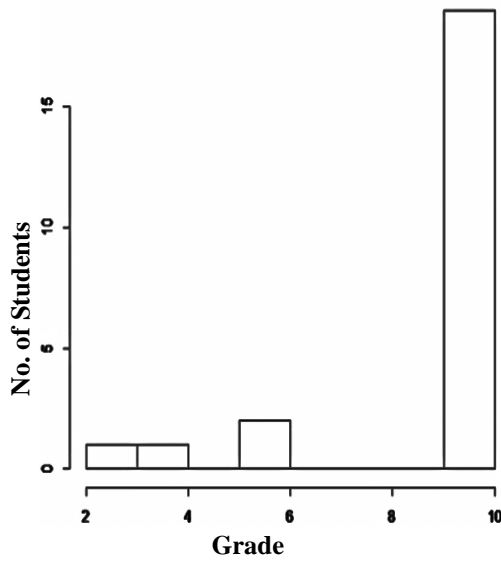
Figure 70. Posttest Histogram Task H in School 1
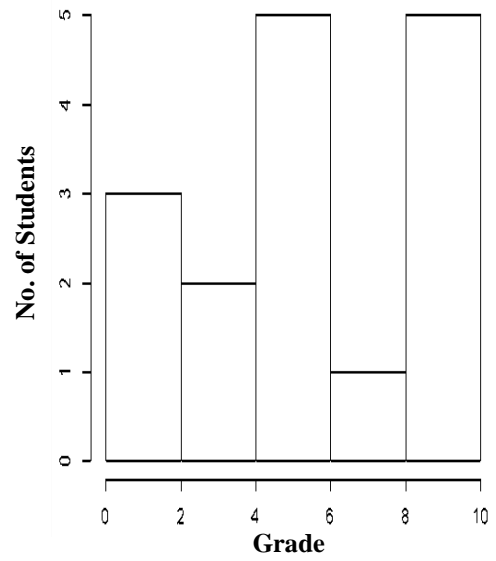
Figure 71. Posttest Histogram Task H in School 2

On the other hand, from these histograms of the posttest task F on figures 70 and 71, we note the following: in school 1, one student got grades from two to three, one student got grades from two to three, two students got grades from five to six and eighteen students from nine to ten from a total of twenty three and, in school 2, three students got grades from zero to two, two students got grades from two to four, five students got grades from four to five and from eight to ten and one student got grades from six to eight from a total of sixteen.
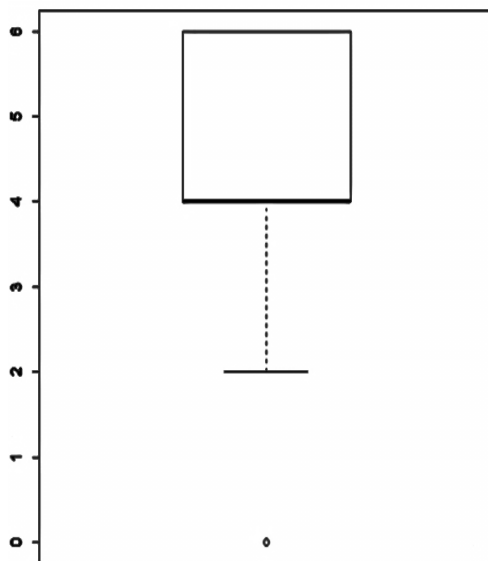
Figure 72. Pretest boxplot Task H in School 1
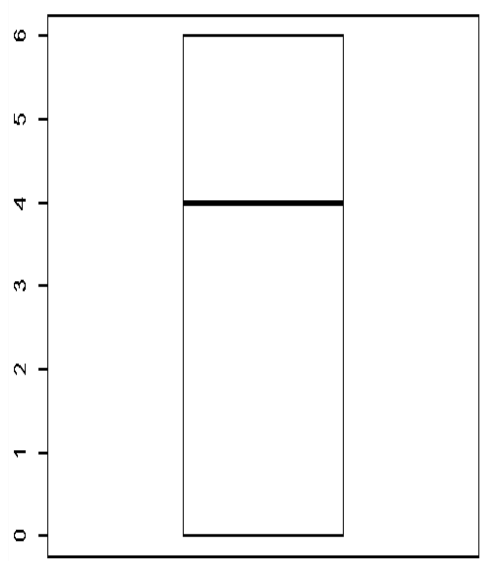
Figure 73. Pretest boxplot Task H in School 2

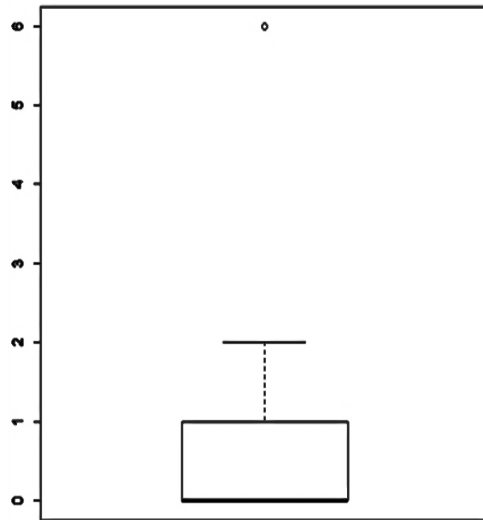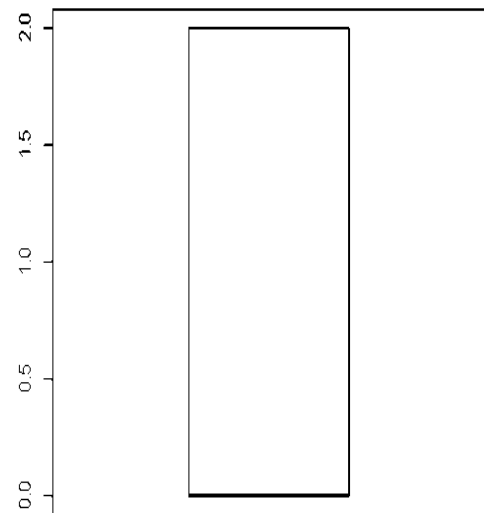In the pretest boxplots above (see figures 72 and 73), we note the following: in school 1, the first quartile is 4.0, the median is 4.0, and the third quartile is 6.0. It means that the results are between four and six and there is one outlier, i.e. grade out of the range, with the value of 0 for the outcome is out of the extents.

Similarly, in school 2, the first quartile is 0.0, the median is 4.0, and the third quartile is 6.0. It means that the results are between four and four point five and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.
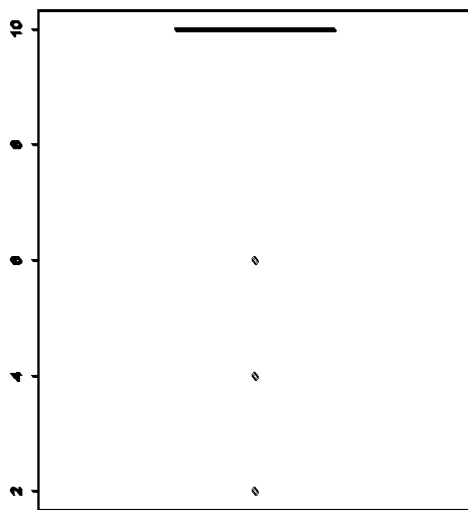
Figure 74. Posttest boxplot Task H in School 1   *Figure 75.* Posttest boxplot Task H in School 2
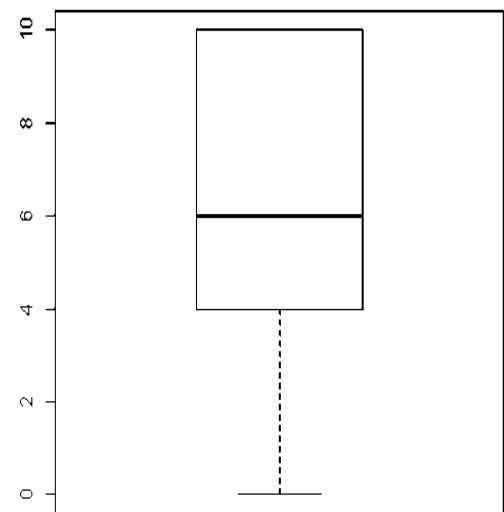
In the posttest boxplots above (see figures 74 and 75), we note the following: in school 1, the first quarter is 10.0, the median is 10.0, and the third quarter is 10.0. It means that the results are in a range of ten for the three quartiles and there are three outliers, i.e. grades out of the range, with the values of two, four, and six, for the outcome is out of the extents.

On the contrary, in school 2, the first quartile is 4.0, the median is 6.0, and the third quartile is 10.0. It means that the results are in a range between four and ten and there are no outliers, i.e. grade out of the range, for the outcome is within the extents.

I. Read each sentence and write T if it is true or F if it is false.

This question was designed to evaluate students' knowledge in vocabulary. Students had to answer true or false by writing T or F depending on the situation. There were five different sentences with an underline multi-word verb.

Students had to read each sentence and write the best answer according to their knowledge already acquired. This question was sequenced in numerical order. Table 21 shows the pretest results on task I and, table 22 shows the posttest results.

Table 21

Pre-test results on task I in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	8	4	4.87	2.32
Pretest School 2	16	0	10	6	6.125	2.78
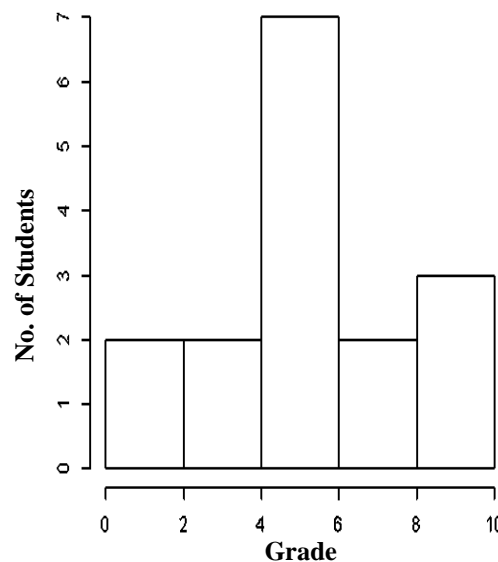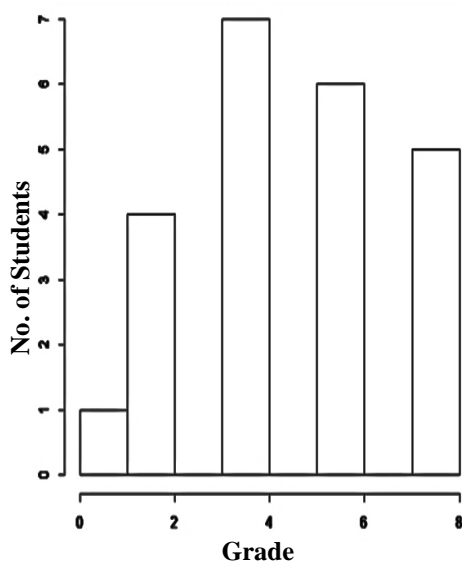
Figure 76. Pretest Histogram Task I in School 1   *Figure 77.* Pretest Histogram Task I in School 2

From these histograms of the pretest task I on figures 76 and 77, we note the following: in school 1, one student got grades from zero to one, five students got grades from one to two, seven from three to four, six from five to six, and five students got grades from seven to eight from a total number of twenty three students and, in school 2, two students got grades from zero to one, from two to four, and

from six to eight respectively, seven students got grades from four to six and three students got grades from eight to ten from a total of sixteen students.

Table 22

Posttest results on task I in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	10	8	6.60	2.44
Posttest School 2	16	2	10	8	7.0	2.63
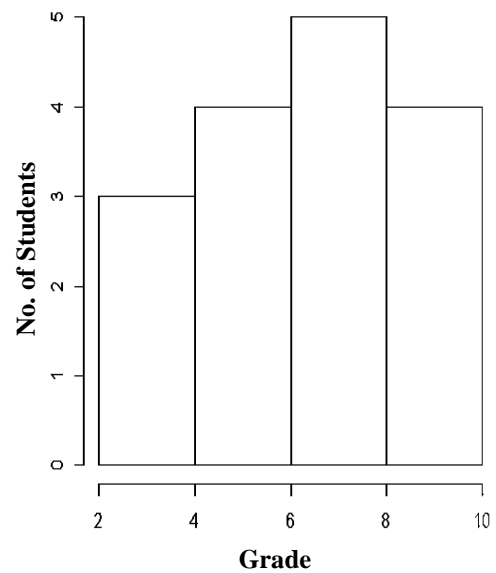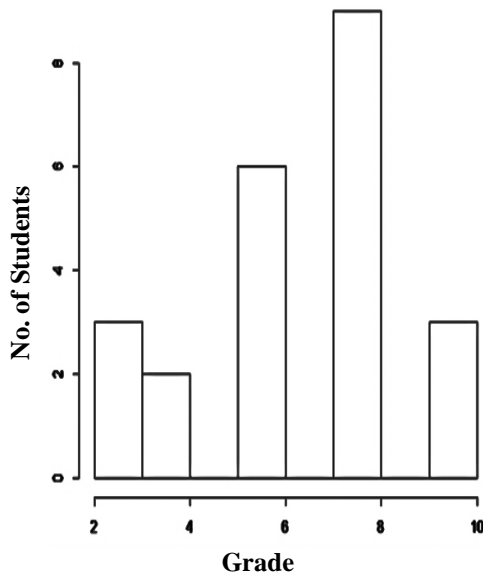
Figure 78. Posttest Histogram Task I in School 1

Figure 79. Posttest Histogram Task I in School 2

On the other hand, from these histograms of the posttest task F on figures 78 and 79, we note the following: in school 1, three students got grades from two to three; two students got grades from three to four, six students got grades from five to six, ten students got grades from seven to eight and three students got grades from nine to ten from a total of twenty three and, in school 2, three students got grades from two to four; four students got grades from four to six and from eight to ten, and five students got grades from six to eight from a total of sixteen students.
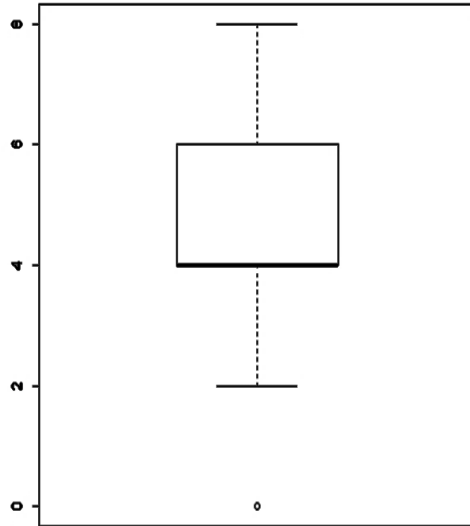
Figure 80. Pretest boxplot Task I in School 1   *Figure 81.* Pretest boxplot Task I in School 2
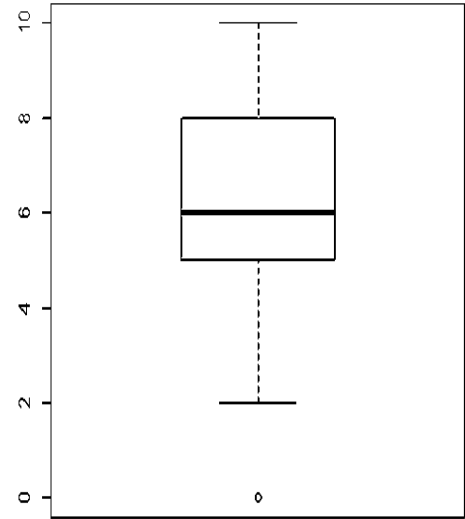
In the pretest boxplots above (see figures 80 and 81), we note the following: in school 1, the first quartile is 4.0, the median is 4.0, and the third quartile is 6.0. It means that the results are between four and four and six and there is one outlier, i.e. grade out of the range, with the values of 0 for the outcomes are out of the extents.

Similarly, in school 2, the first quartile is 5.5, the median is 6.0, and the third quartile is 8.0. It means that the results are between five point five and six and there is one outlier, i.e. grade out of the range, with the value of zero, for the outcomes are out of the extents.

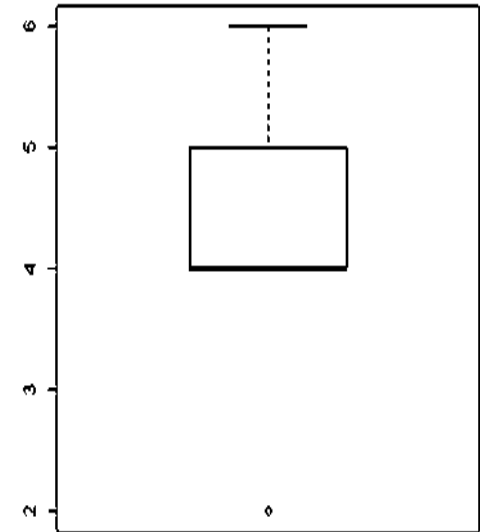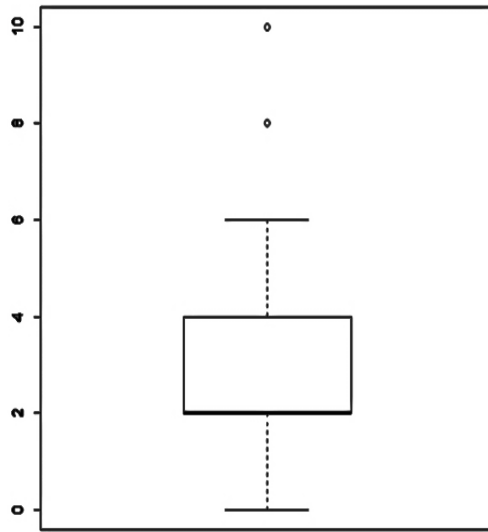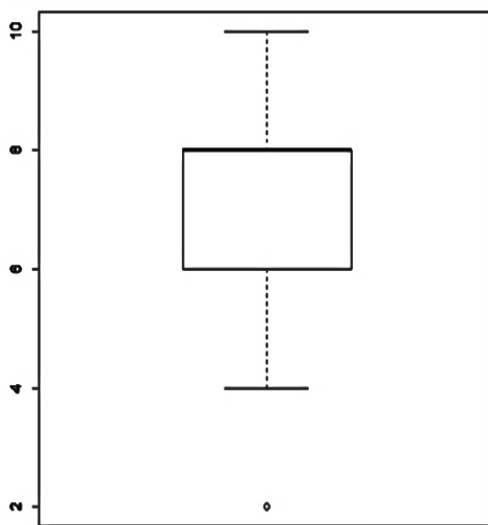*Figure 82.* Posttest boxplot Task I in School 1   *Figure 83.* Posttest boxplot Task I in School 2
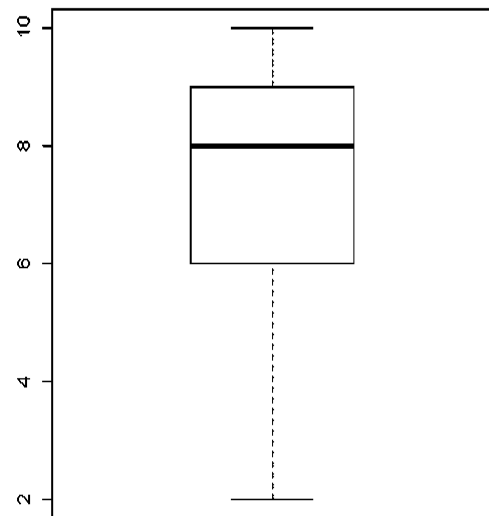
In the posttest boxplots above (see figures 82 and 83), we note the following: in school 1, the first quartile is 6.0, the median is 8.0, and the third quartile is 8.0. It means that the results are in a range between six and eight and there is one outlier, i.e. grade out of the range; with the value of two, for the outcome is out of the extents.

On the contrary, in school 2, the first quartile is 6.0, the median is 8.0, and the third quartile is 10.0. It means that the results are in a range between six and ten and there are no outliers, i.e. grades out of the range, for the outcome is within the extents.

J. Write a short paragraph using the verbs from the box

It was designed to evaluate students' background knowledge. It also evaluated one of their productive skills because it was a task in which students had to write a short and simple paragraph using some multi-words verbs provided by the teacher.

There were five multi-word verbs and students had to apply their knowledge using multi- word verbs as well as subject, verb agreement and complement to write the paragraph. Table 23 shows the pretest results on task J and, table 24 shows the posttest results.

Table 23

Pre-test results on task J in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Pretest School 1	23	0	6	4	3.87	1.765
Pretest School 2	16	0	10	2	3	3.27
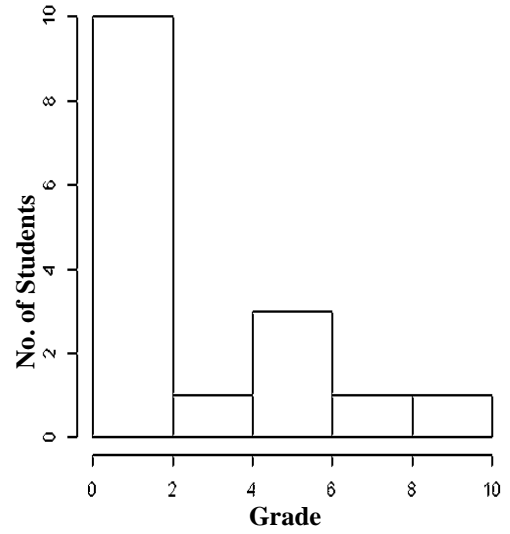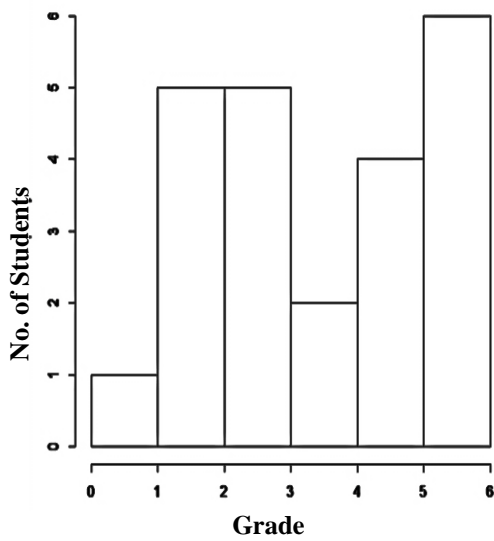
Figure 84. Pretest Histogram Task J in School 1   *Figure 85.* Pretest Histogram Task J in School 2

From these histograms of the pretest task J on figures 84 and 85, we note the following: in school 1, one student got grades from zero to one, five students got grades from one to two, five students got grades from two to three, two students got grades from three to four, four students got grades from four to five, and six students got grades from five to six from a total number of twenty three students and, in school 2, ten students got grades from zero to two, one student got grades from two to four, from six to eight, and from eight to ten respectively, and three students got grades from four to six from a total of sixteen students.

Table 24

Posttest results on task J in schools 1 and 2

Task	Subject	Min.	Max.	Median	Mean	SD
Posttest School 1	23	2	8	5	4.69	1.663
Posttest School 2	16	0	10	6	6	3.72
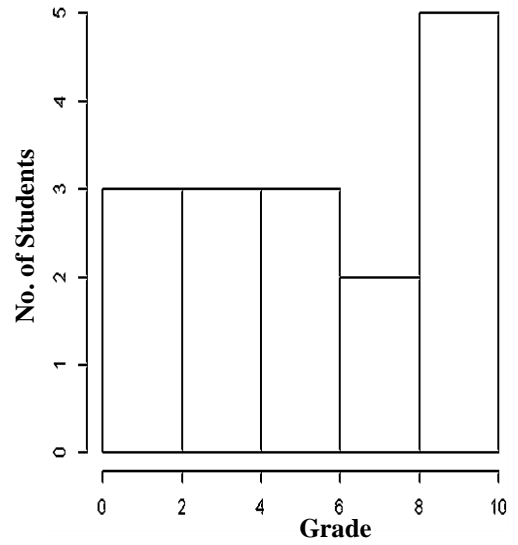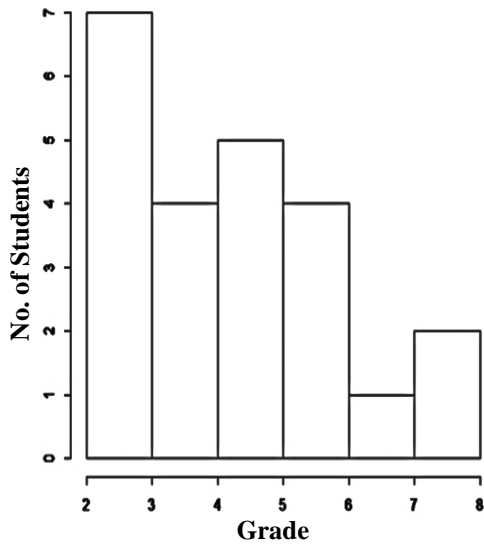
Figure 86. Posttest Histogram Task J in School 1   *Figure 87.* Posttest Histogram Task J in School 2

On the other hand, from these histograms of the posttest task J on figures 86 and 87, we note the following: in school 1, seven students got grades from two to three, four students got grades from three to four, five students got grades from four to five; four students got grades from five to six, one student got grades from and six to seven and two students got grades from seven to eight from a total of twenty three and, in school 2, three students got grades from zero to two, from two to four, and from four to six respectively; two students got grades from six to eight, and five students got grades from eight to ten from a total of sixteen.
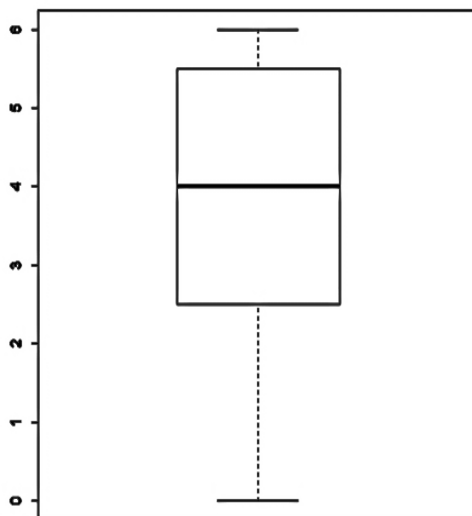
Figure 88. Pretest boxplot Task J in School 1   *Figure 89.* Pretest boxplot Task J in School 2
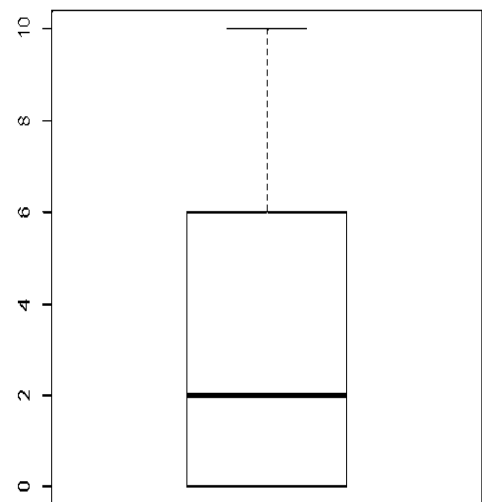
In the pretest boxplots above (see figures 88 and 89), we note the following: in school 1, the first quartile is 2.50, the median is 4.0, and the third quartile is 5.5. It means that the results are between two point five and five point five and there are no outliers, i.e. grades out of the range, for the outcomes are within of the extents.

Similarly, in school 2, the first quartile is 0.0, the median is 2.0, and the third quartile is 6.0. It means that the results are between zero and six and there are no outliers, i.e. grades out of the range, for the outcomes are within the extents.
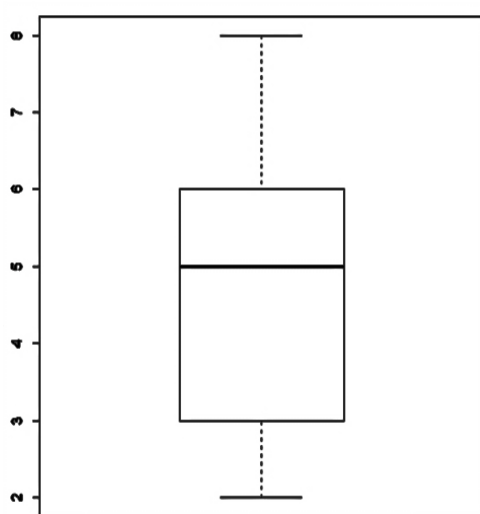
Figure 90. Posttest boxplot Task J in School 1   *Figure 91.* Posttest boxplot Task J in School 2
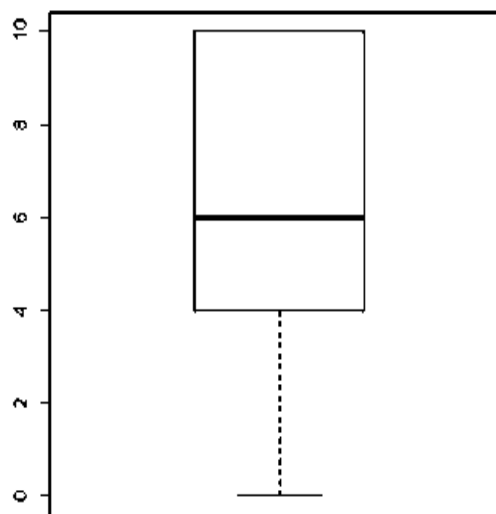
In the posttest boxplots above (see figures 90 and 91), we note the following: in school 1, the first quartile is 3.0, the median is 5.0, and the third quartile is 6.0. It means that the results are in a range between three and six and there are no outliers, i.e. grades out of the range; for the outcome is within the extents.

Similarly, in school 2, the first quartile is 4.0, the median is 6.0, and the third quartile is 10.0. It means that the results are in a range between four and ten and there are no outliers, i.e. grades out of the range, for the outcome is within the extents.

According to the satisfaction questionnaire taken in schools 1 and 2 at the end of applying the strategies with all the students of that institution it showed the following results:

About the student

The first results presented percentages about the students' satisfaction with different questions tested at the end of the intervention:
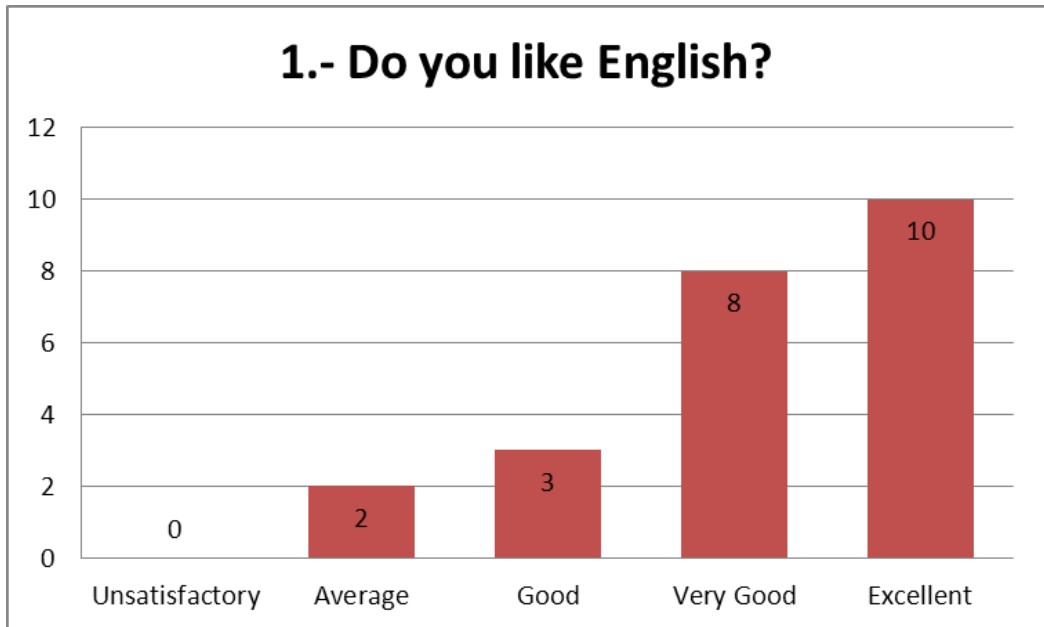
Figure 92. About the student: question 1, school 1
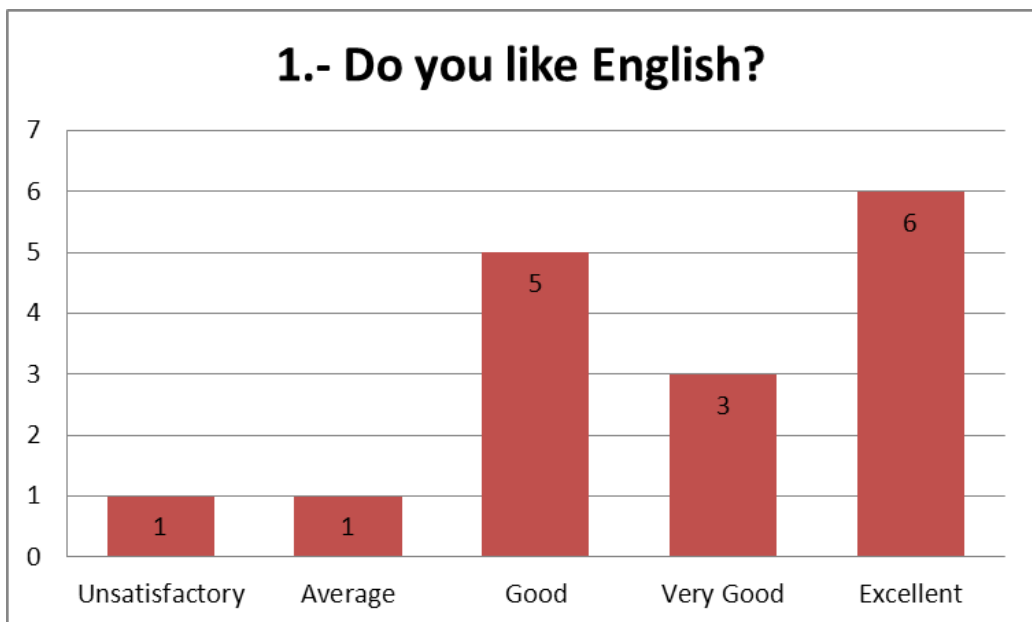
Figure 93. About the student: question 1, school 2

This question focused on the student's interest in L2. The results were as following: in school 1 (see figure 92), two students answered average, three

answered good, eight answered very good and ten answered excellent. In school 2 (see figure 93) one student answered unsatisfactory, one answered average, five answered good, three answered very good and six answered excellent.

Figure 94. About the student: question 2, school 1

Figure 95. About the student: question 2, school 2

This question focused on the student's interest of learning English in the classroom. The results were as following: in school 1 (see figure 94), one student answered unsatisfactory, two answered average, two answered good, thirteen

answered very good and five answered excellent. In school 2 (see figure 95) one student answered unsatisfactory, one answered average, five answered good, three answered very good and six answered excellent. From this figure about the student, in question two, two students answered average, five answered good, and nine answered very good.
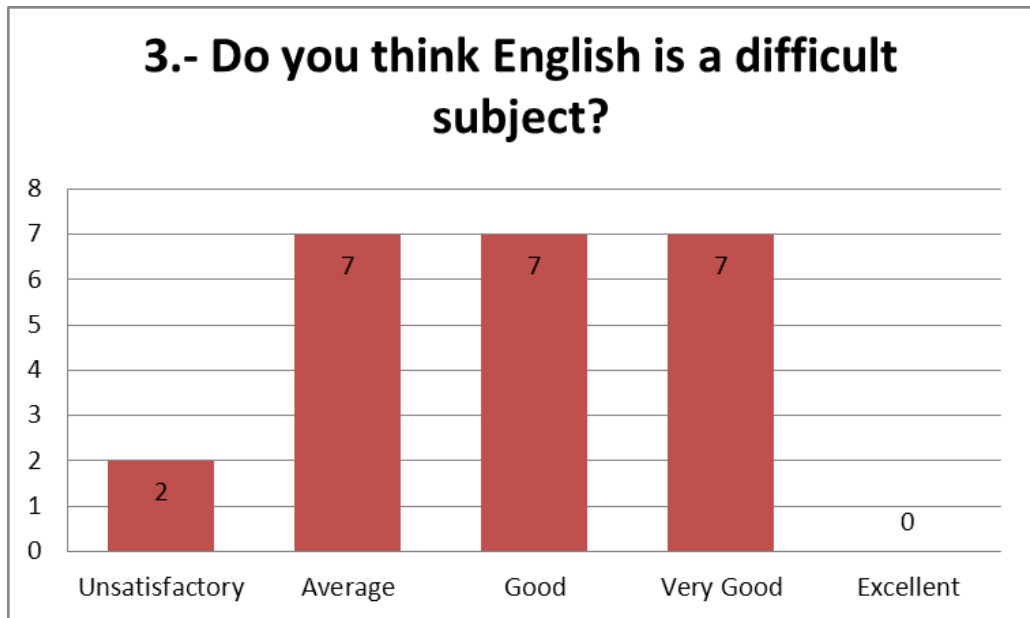
Figure 96. About the student: question 3, school 1
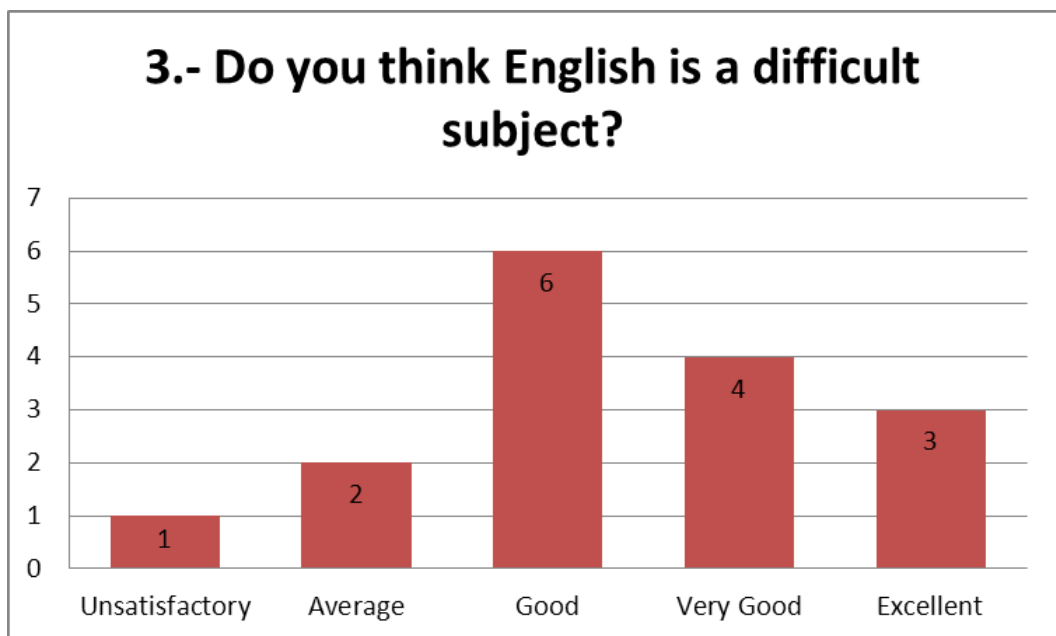
Figure 97. About the student: question 3, school 2

This question focused on the student's perception about learning English. The results are as following: in school 1 (see figure 96), two students answered unsatisfactory, seven answered average, seven answered good and seven answered

very good. In school 2 (see figure 97) one student answered unsatisfactory, two answered average, six answered good, four answered very good, and three answered excellent.
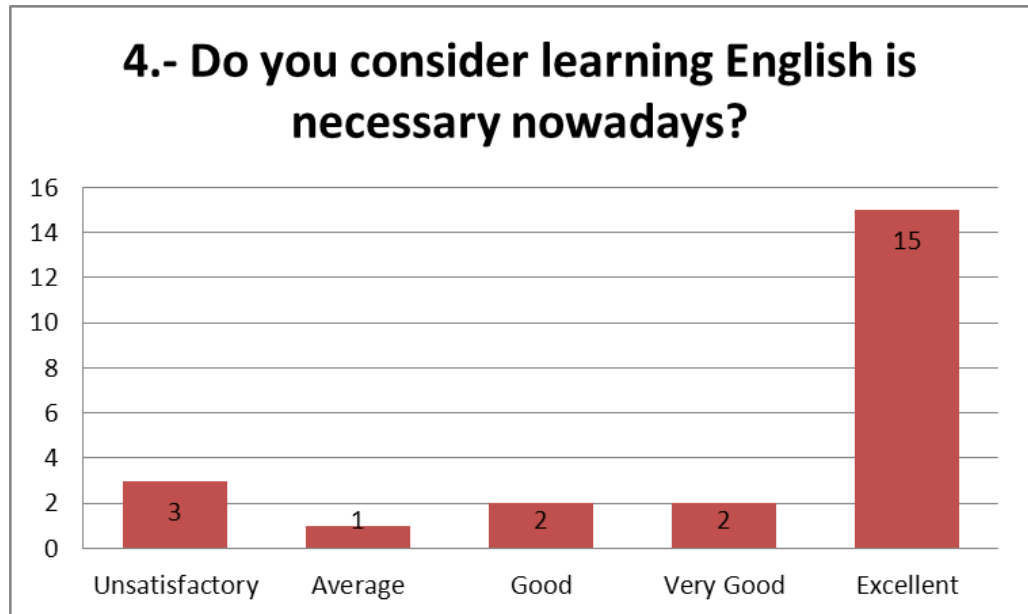
Figure 98. About the student question 4, school 1
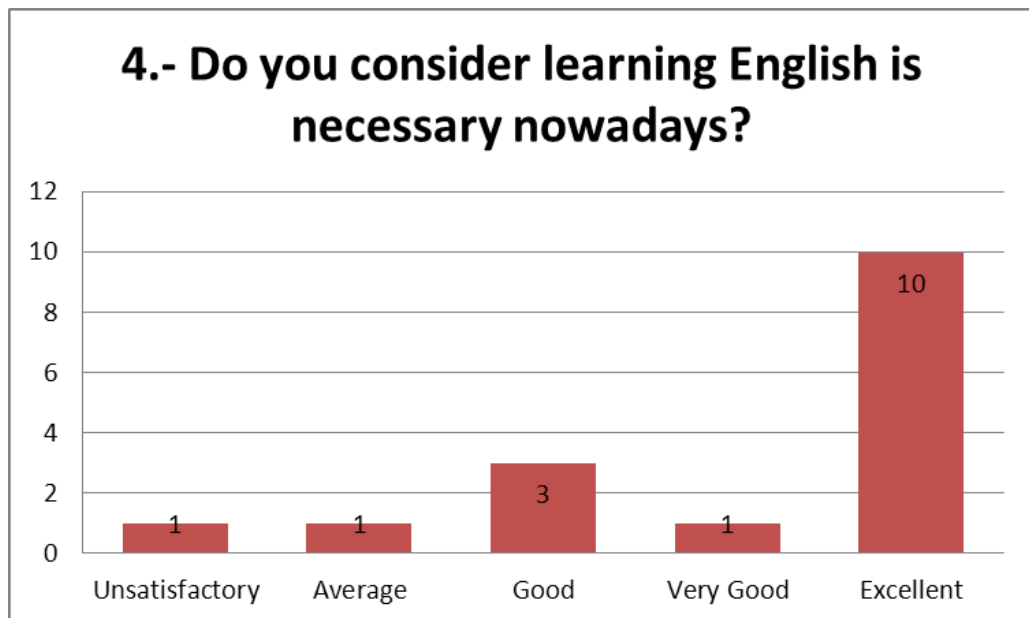
Figure 99. About the student: question 4, school 2

This question focused on the student's opinion about the importance of speaking English nowadays. The results are as following: in school 1 (see figure 98), three students answered unsatisfactory, one answered average, two answered good,

two answered very good and fifteen answered excellent. In school 2 (see figure 99) one student answered unsatisfactory, one answered average, three answered good, one answered very good and ten answered excellent.

About the topic learned

These questions were designed to measure students' like and dislike about the multiword verbs as well as their viewpoint of if they would use them in a certain situation.
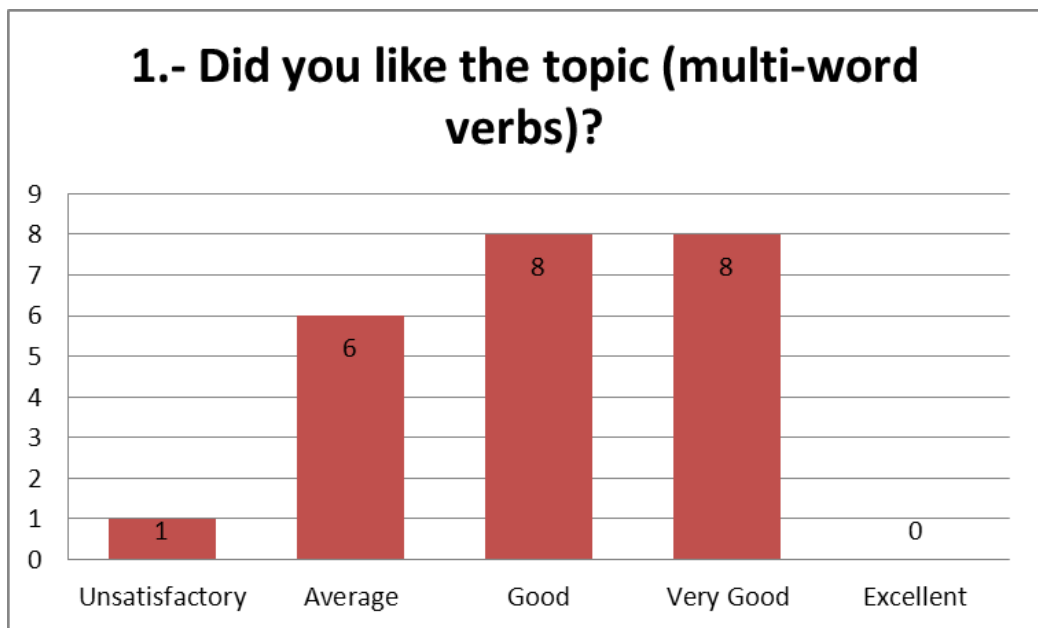
Figure 100. About the topic learned: question 1, school 1
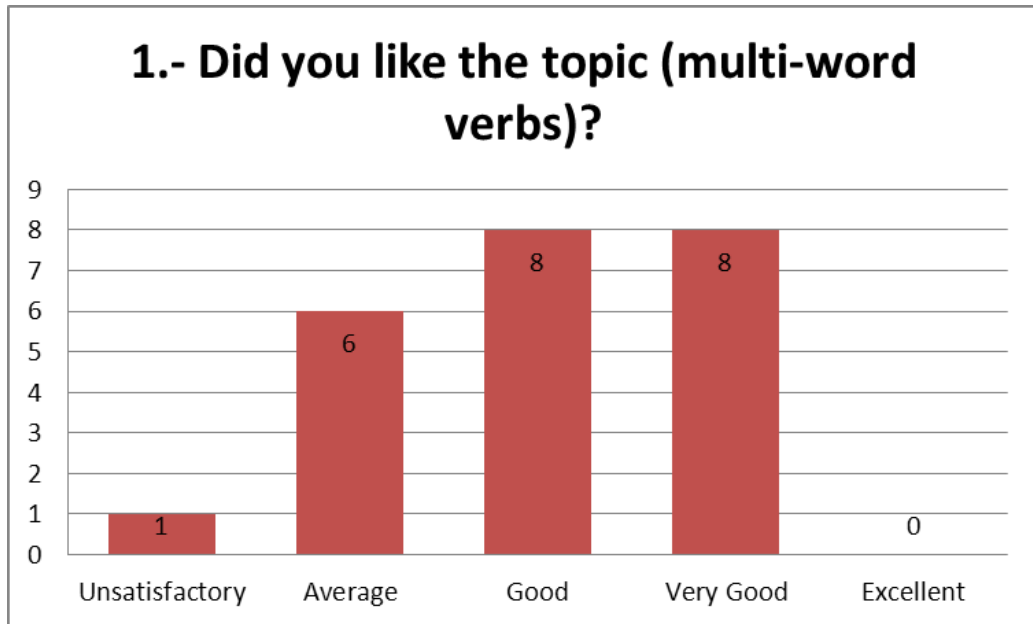
Figure 101. About the topic learned: question 1, school 2

This question focused on the student's level of interest in the study of multi-word verbs. The results are as following: in school 1 (see figure 100), one student answered unsatisfactory, six answered average, eight answered good and eight answered very good. In school 2 (see figure 101) three students answered unsatisfactory, one answered average, one answered good, eight answered very good, and three answered excellent.
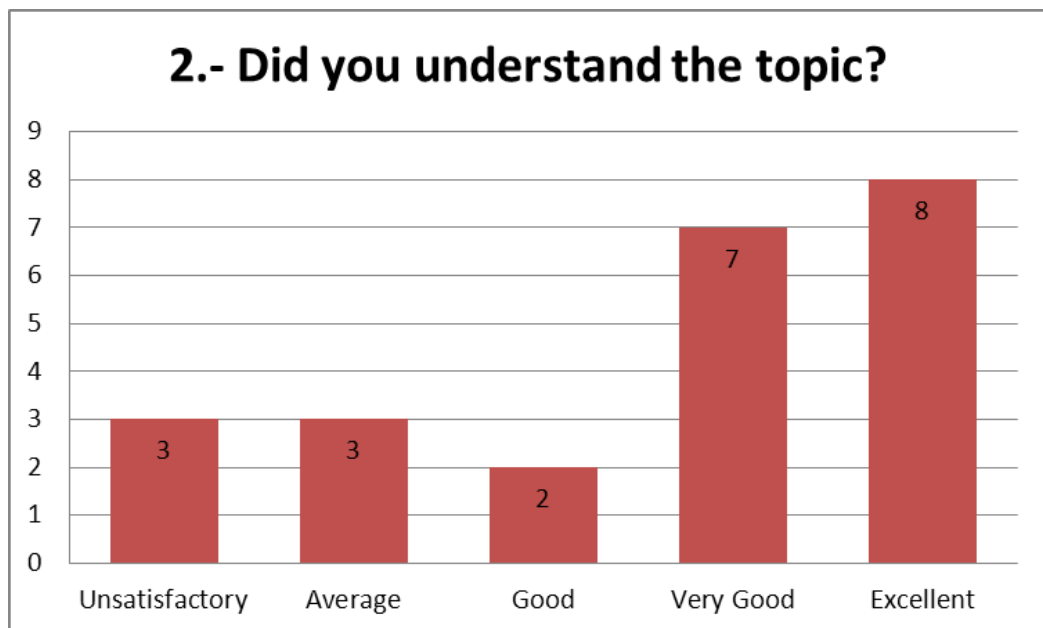
Figure 102. About the topic learned: question 2, school 1
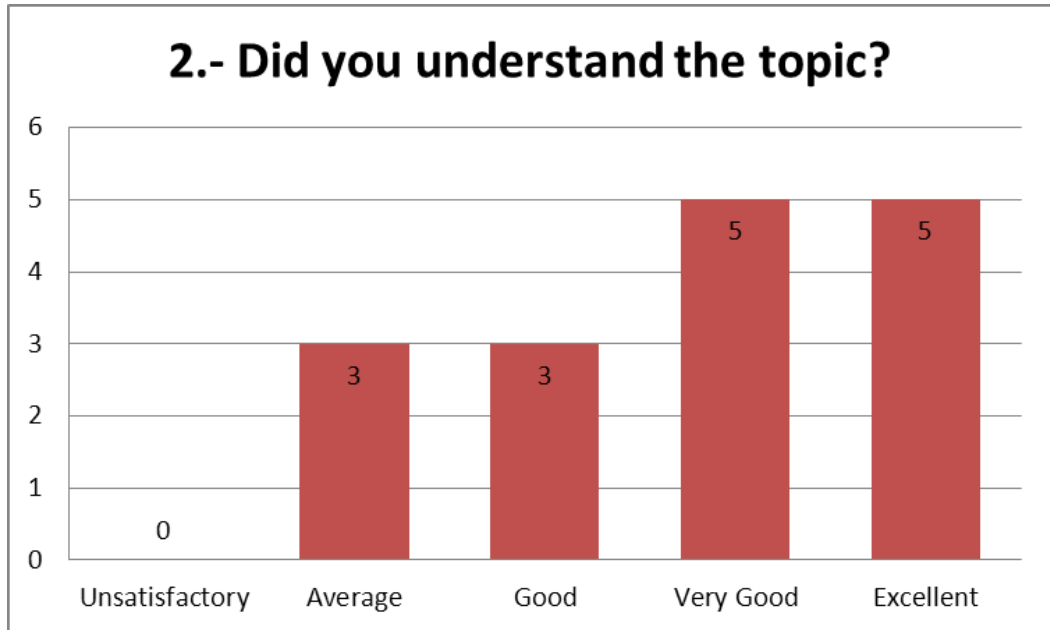
Figure 103. About the topic learned: question 2, school 2

This question focused on the student's interest in L2. The results are as following: in school 1 (see figure 102), three students answered unsatisfactory, three answered average, two answered good, seven answered very good and eight answered excellent. In school 2 (see figure 103) three students answered average, three answered good, five answered very good and five answered excellent.
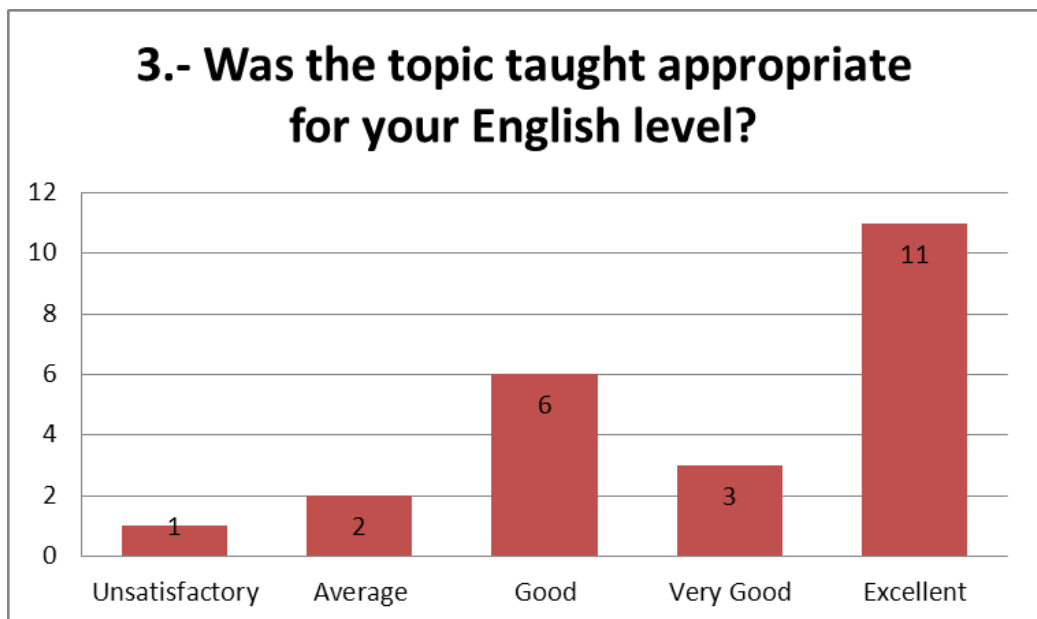
Figure 104. About the topic learned: question 3, school 1
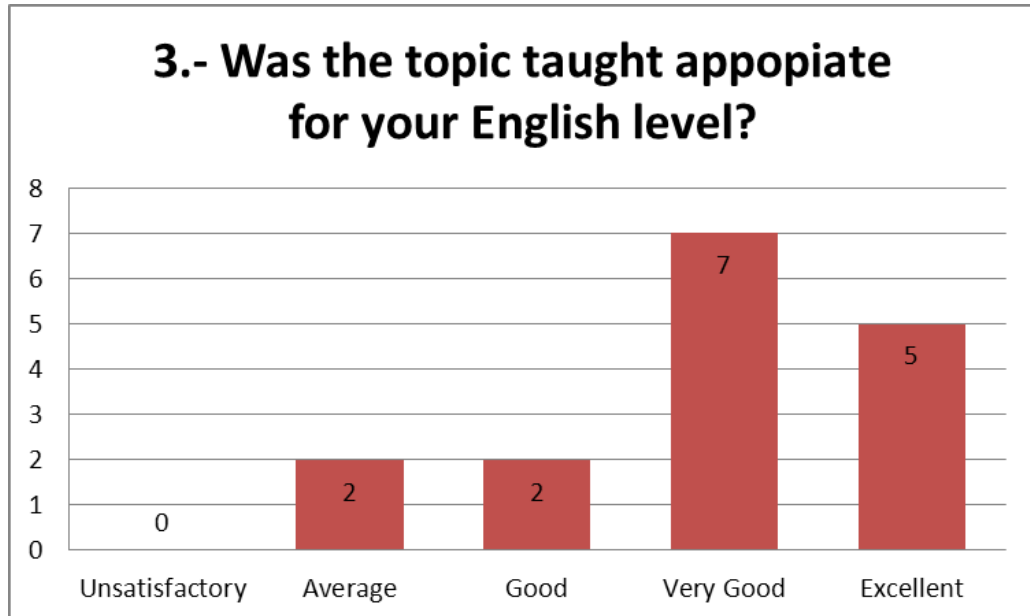
Figure 105. About the topic learned: question 3, school 2

This question focused on the student's confidence with the learning of multi-word verbs in class. The results were as following: in school 1 (see figure 104), one student answered unsatisfactory, two answered average, six answered good, three answered very good and eleven answered excellent. In school 2 (see figure 105) two students answered average, two answered good, seven answered very good, and five answered excellent.
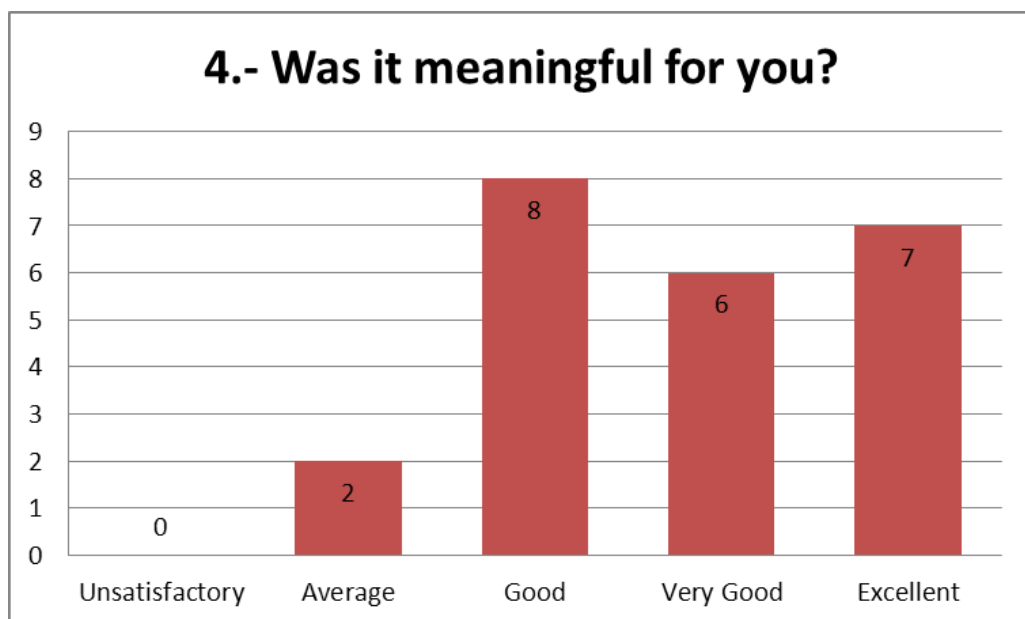
Figure 106. About the topic learned: question 4, school 1
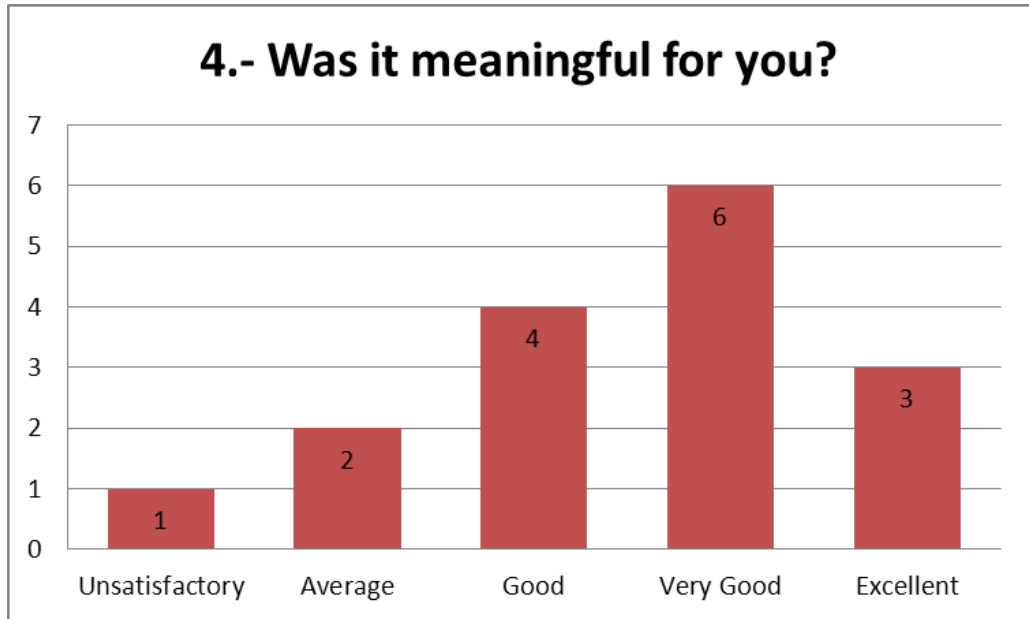
Figure 107. About the topic learned: question 4, school 2

The purpose of this question was to find out if students felt that learning multi-word verbs was meaningful for them. The results were as following: in school 1 (see figure 106), two students answered average, eight answered good, six answered very good and seven answered excellent. In school 2 (see figure 107) one student answered unsatisfactory, two answered average, four answered good, six answered very good, and three answered excellent.
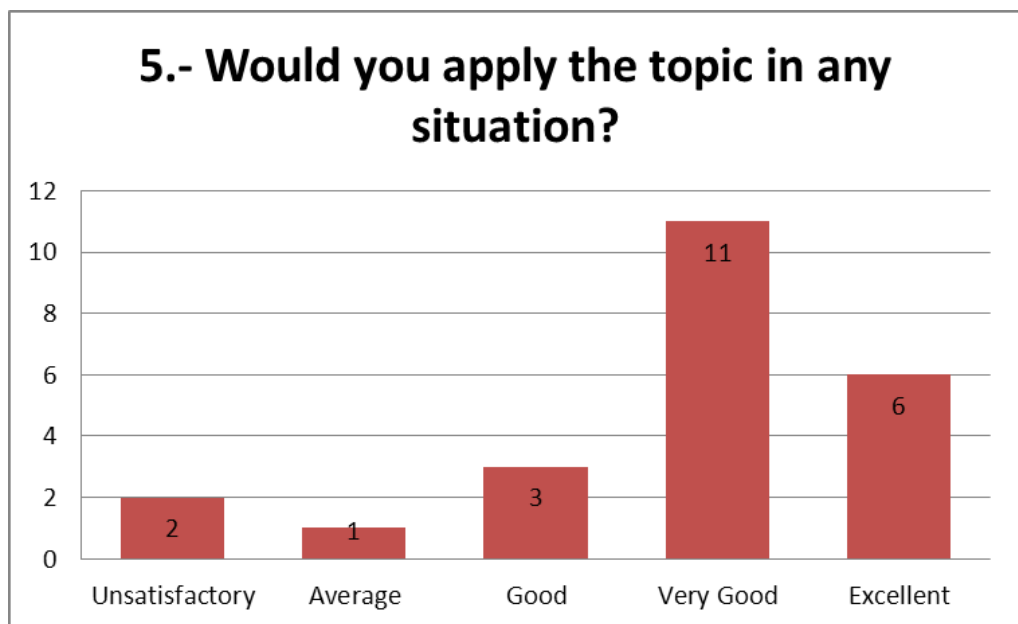
Figure 108. About the topic learned: question 5, school 1

Figure 109. About the topic learned: question 5, school 2

In this question we knew that students agreed to use multi-word verbs in real life situations. The results were as following: in school 1 (see figure 108), two students answered unsatisfactory, one answered average, three answered good, eleven answered very good and six answered excellent. In school 2 (see figure 109) one students answered unsatisfactory, two answered average, two answered good, five answered very good, and six answered excellent.

About the teacher's methodology

These questions were designed to evaluate the different methodologies teachers used along the intervention with the students in both institutions.
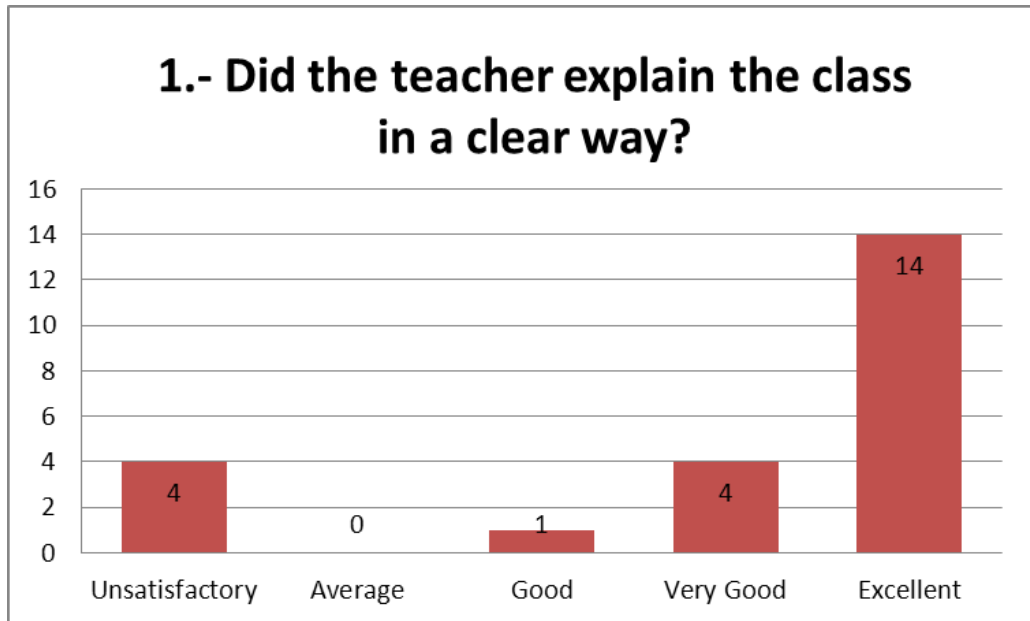
Figure 110. About the teacher's methodology: question 1, school 1
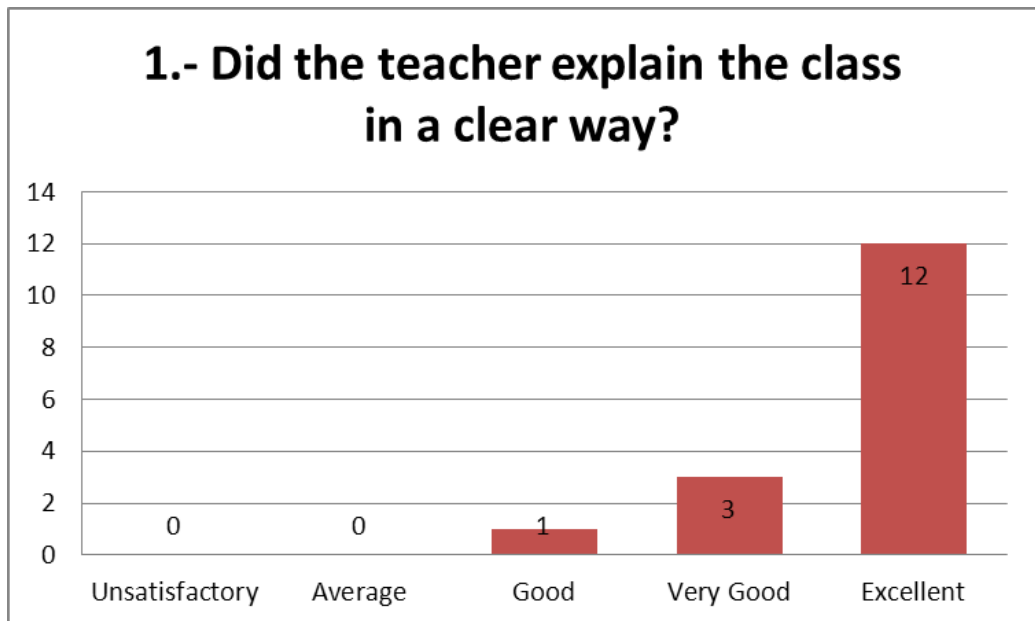
Figure 111. About the teacher's methodology: question 1, school 2

The purpose of the question was to gather information about the amount of information student internalized by the teachers' development in class. The results were as following: in school 1 (see figure 110), four students answered unsatisfactory, one answered good, four answered very good and fourteen answered excellent. In school 2 (see figure 111) one students answered good, five answered very good, and six answered excellent.
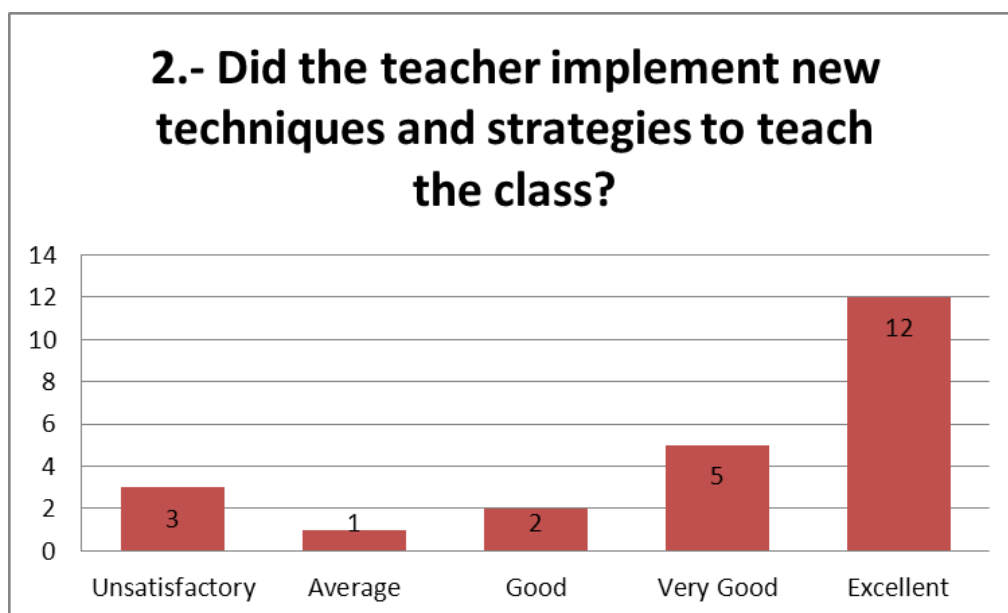
Figure 112. About the teacher's methodology: question 2, school 1
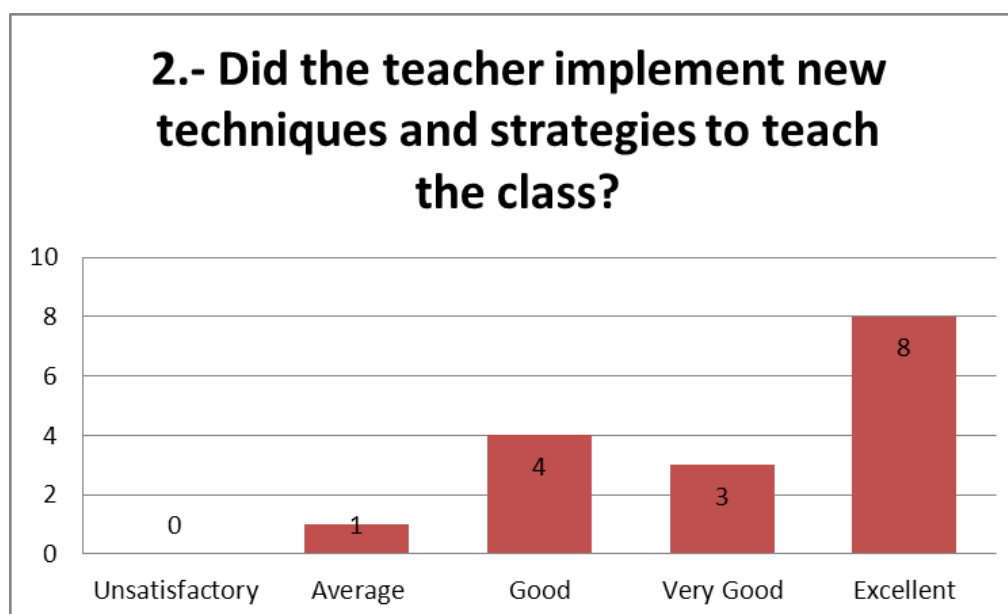
Figure 113. About the teacher's methodology: question 2, school 2

This question focused on the student's angle related to new material or things they enjoyed in class that helped them to learn the multi-word verbs in class. The results were as following: in school 1 (see figure 112), three students answered unsatisfactory, one answered average, two answered good, five answered very good and twelve answered excellent. In school 2 (see figure 113) one students answered average, four answered good, three answered very good, and eight answered excellent.
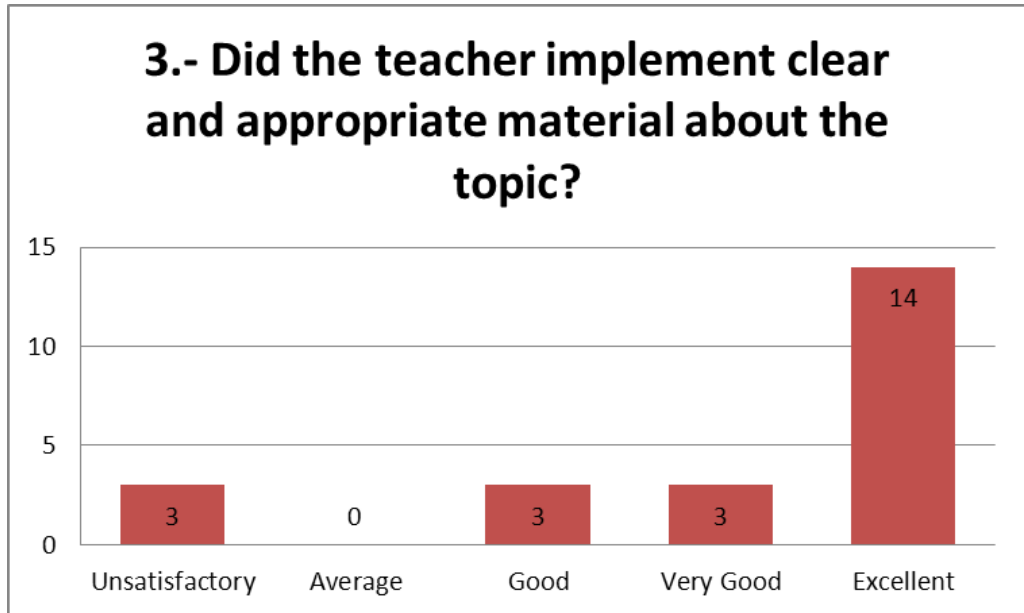
Figure 114. About the teacher's methodology: question 3, school 1
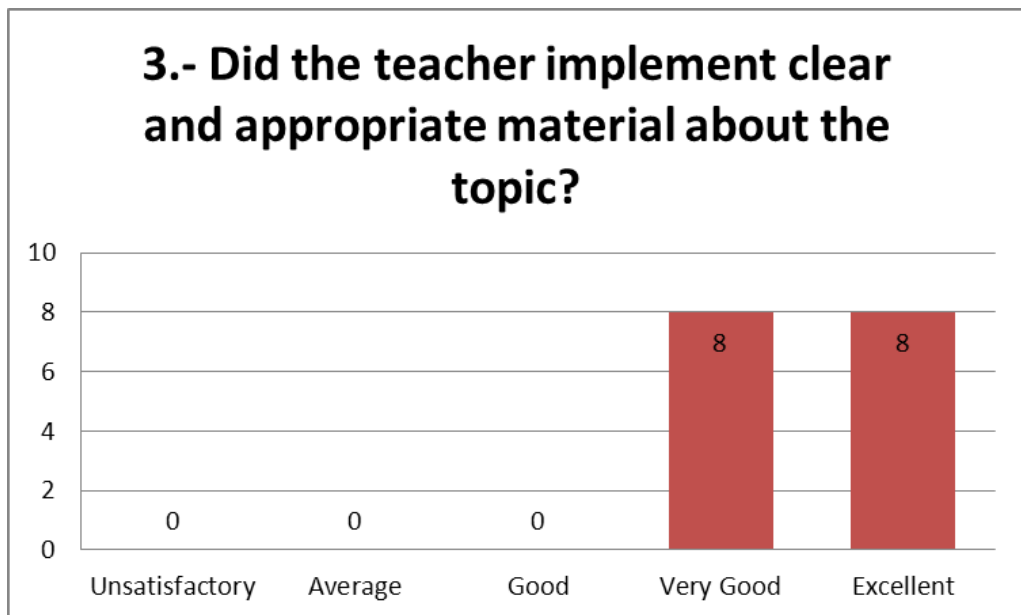
Figure 115. About the teacher's methodology: question 3, school 2

This question was closely related with question 2, but this time we evaluated the satisfaction of the student in the appropriate selection of material by the teacher to teach multi-word verbs in class. The results were as following: in school 1 (see figure 114), three students answered unsatisfactory, three answered good, three answered very good and fourteen answered excellent. In school 2 (see figure 115) eight students answered very good and eight answered excellent.
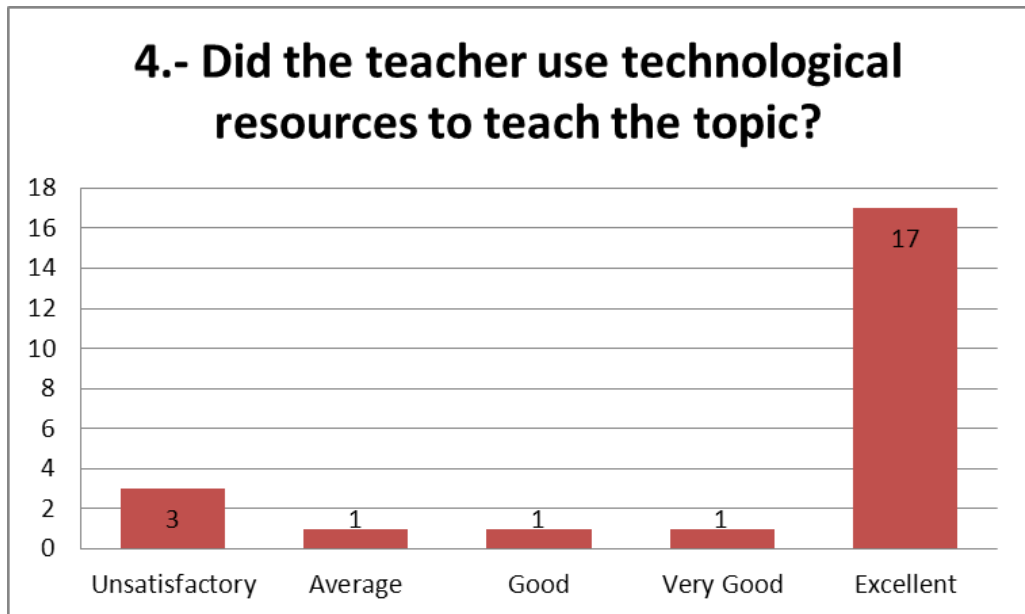
Figure 116. About the teacher's methodology: question 4, school 1
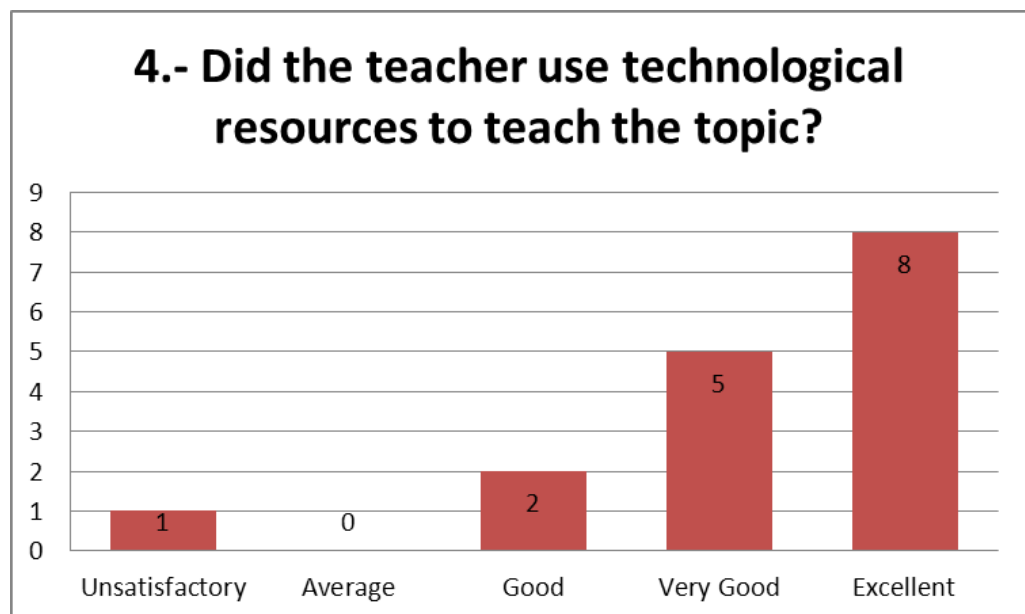
Figure 117. About the teacher's methodology: question 4, school 2

The objective of this question was to gather information about the satisfaction of the student towards the use of technological resources by teachers for teaching multi-word verbs in class. The results were as following: in school 1 (see figure 116), three students answered unsatisfactory, one answered average, one answered good, one answered very good and seventeen answered excellent.. In school 2 (see figure 117) one students answered unsatisfactory, two answered good, five answered very good, and eight answered excellent.

About the student's attention
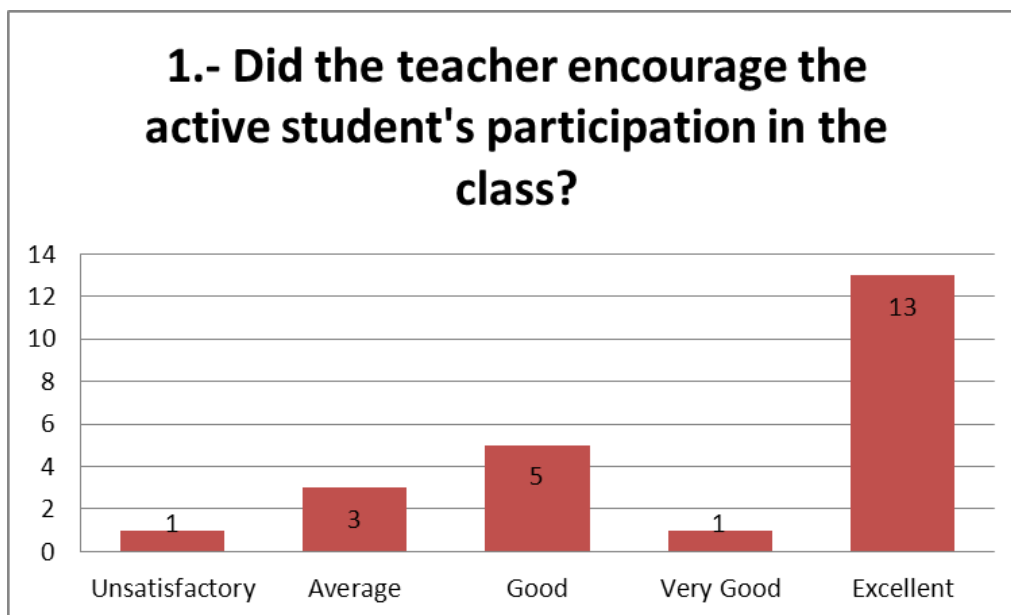
Figure 118. About the student's attention: question 1, school 1
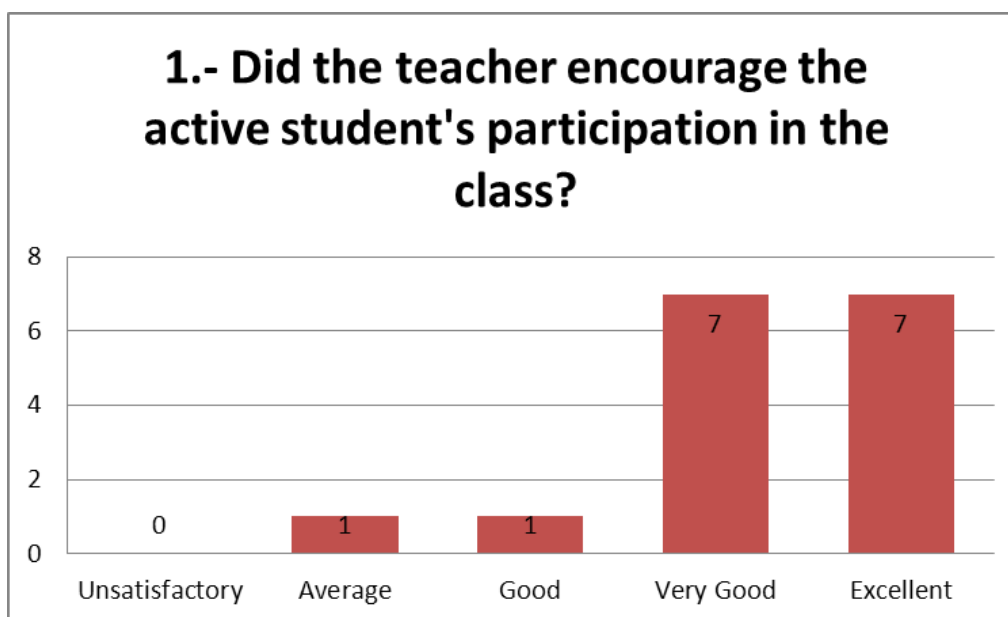
Figure 119. About the student's attention: question 1, school 2

This question focused on the students' perception about the teacher's ability to motivate them to participate in class. The results were as following: in school 1 (see figure 118), one student answered unsatisfactory, three answered average, five answered good, one answered very good and thirteen answered excellent.. In school 2 (see figure 119) one students answered average, one answered good, seven answered very good, and seven answered excellent.
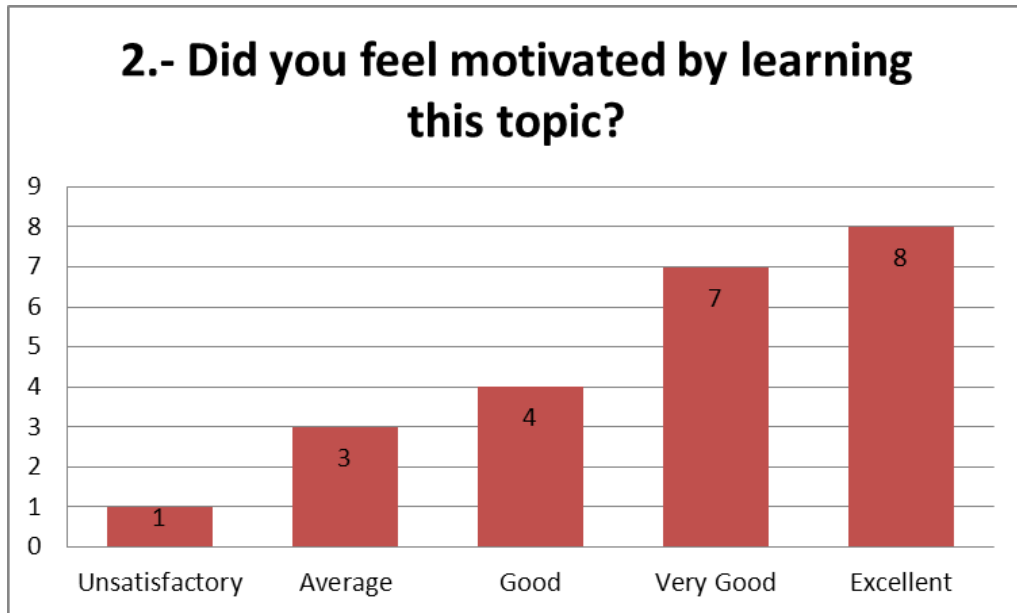
Figure 120. About the student's attention: question 2, school 1
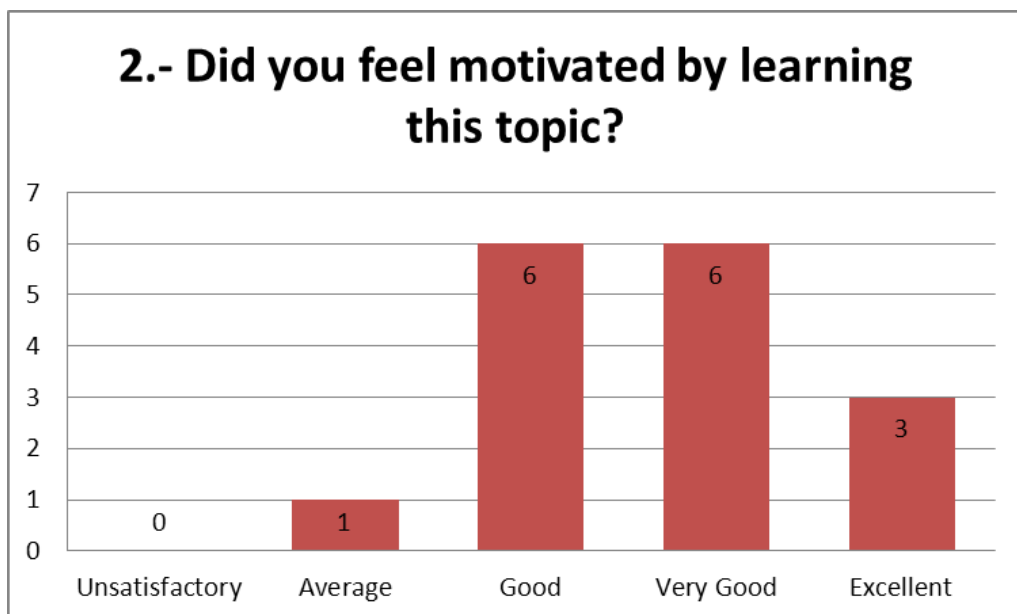
Figure 121. About the student's attention: question 2, school 2

The purpose of this question was to know how well motivated students were at learning the multi-word verbs in class. The results were as following: in school 1 (see figure 120), one student answered unsatisfactory, three answered average, four answered good, seven answered very good and eight answered excellent. In school 2 (see figure 121) one students answered average, six answered good, six answered very good, and three answered excellent.
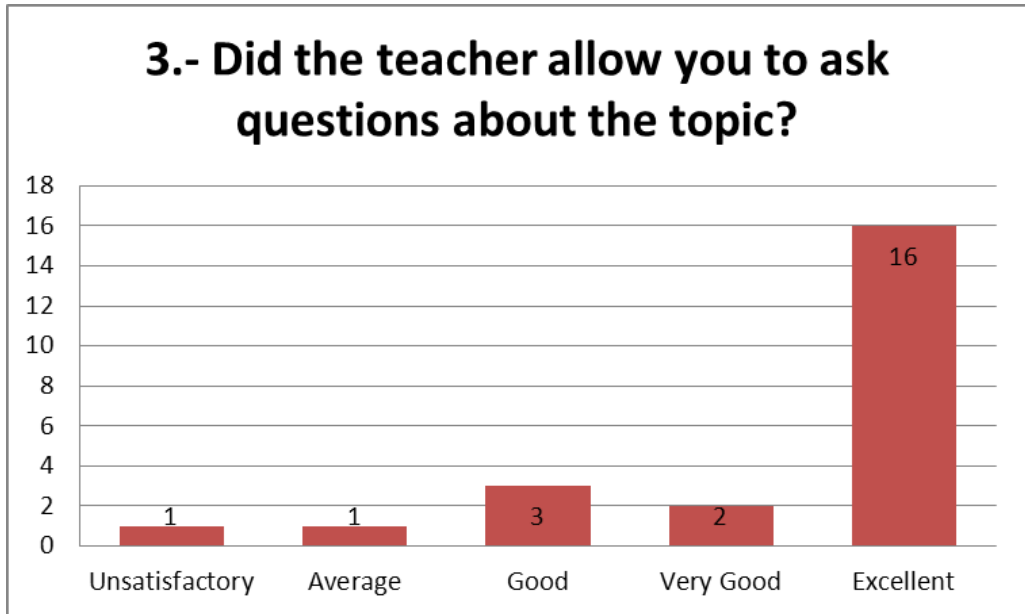
Figure 122. About the student's attention: question 3, school 1
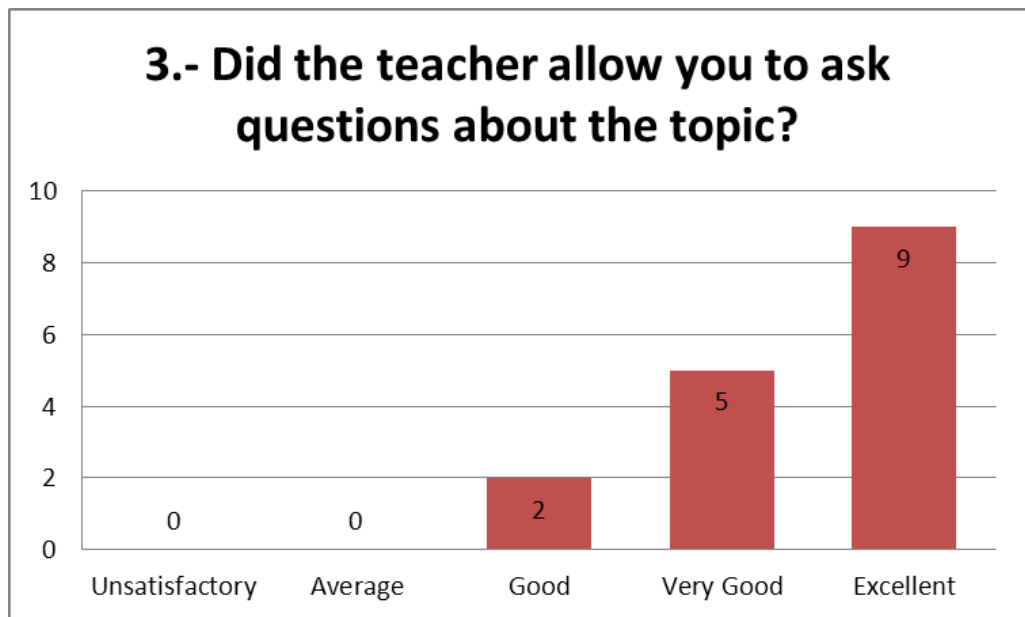
Figure 123. About the student's attention: question 3, school 2

This question was designed to evaluate the student's perception towards the teacher's active interaction with them through the organized allowance of questions related to the topic in class. The results were as following: in school 1 (see figure 122), one student answered unsatisfactory, one answered average, three answered good, two answered very good and sixteen answered excellent. In school 2 (see figure 123) two students answered good, five answered very good, and nine answered excellent.
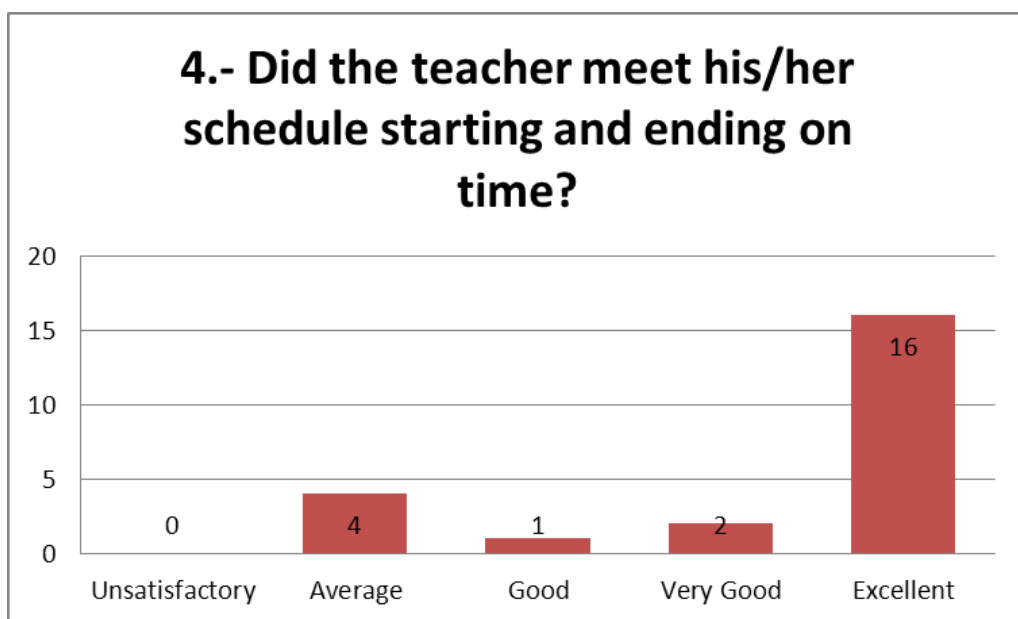
Figure 124. About the student's attention: question 4, school 1
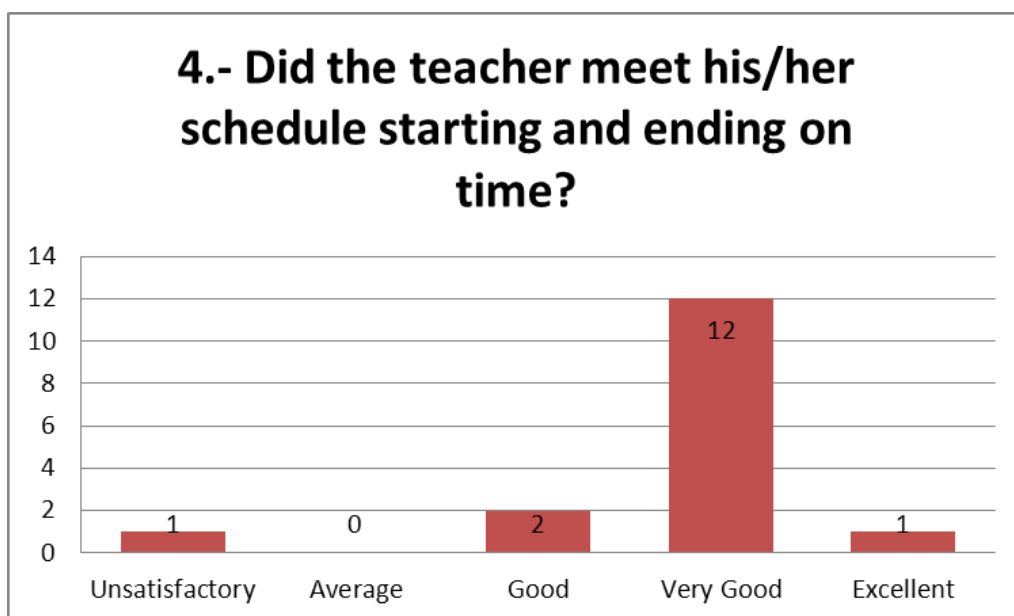
Figure 125. About the student's attention: question 4, school 2

This question evaluated the student's perception towards the way the teacher organized his or her time in class, including the explanation of the topic, completion of the activities, and the feedback at the end of the class. The results were as following: in school 1 (see figure 124), four answered average, one answered good, two answered very good and sixteen answered excellent. In school 2 (see figure 125) one students answered unsatisfactory, two answered good, twelve answered very good, and one answered excellent.
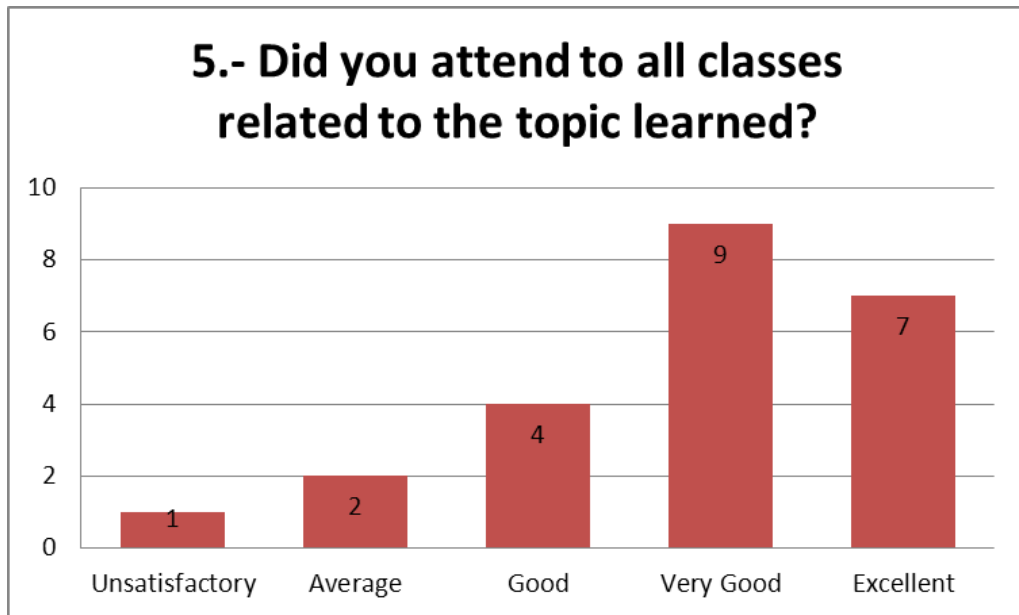
Figure 126. About the student's attention: question 5, school 1
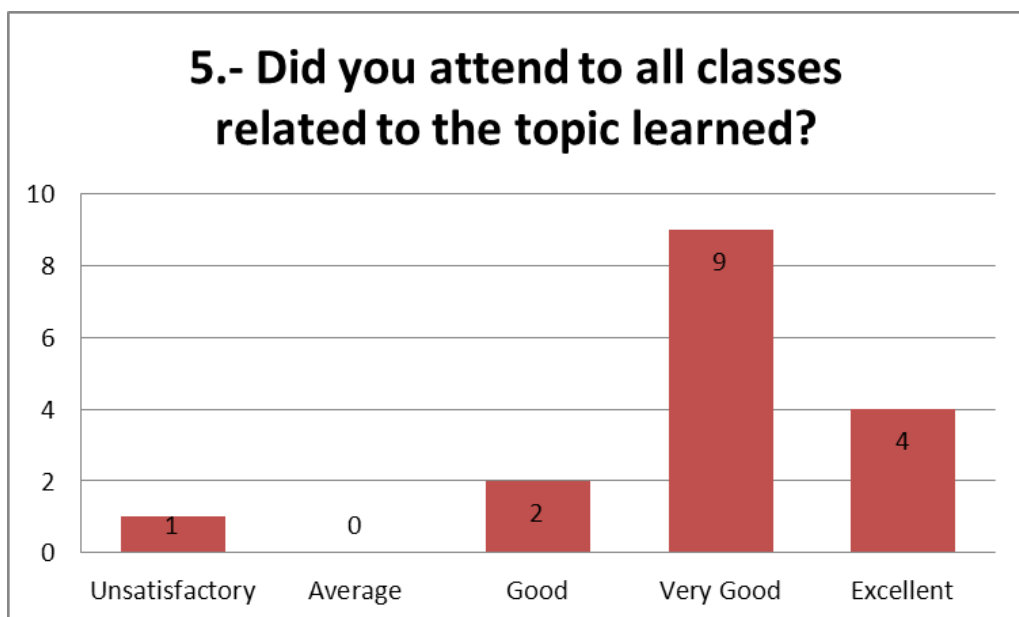
Figure 127. About the student's attention: question 5, school 2

This aim of this question was to evaluate the student's attendance to all the classes given by the teacher concerned to the multi-word verbs in school. The results were as following: in school 1 (see figure 126), one student answered unsatisfactory, two answered average, four answered good, nine answered very good and seven answered excellent. In school 2 (see figure 127) one students answered unsatisfactory, two answered good, nine answered very good, and four answered excellent.

About the evaluation
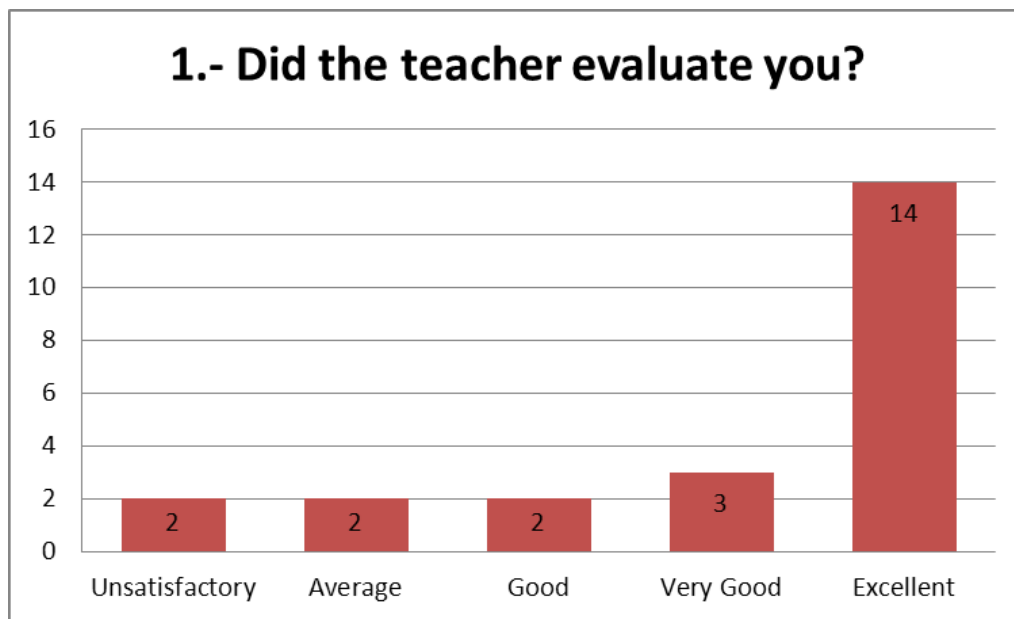
Figure 128. About the evaluation: question 1, school 1
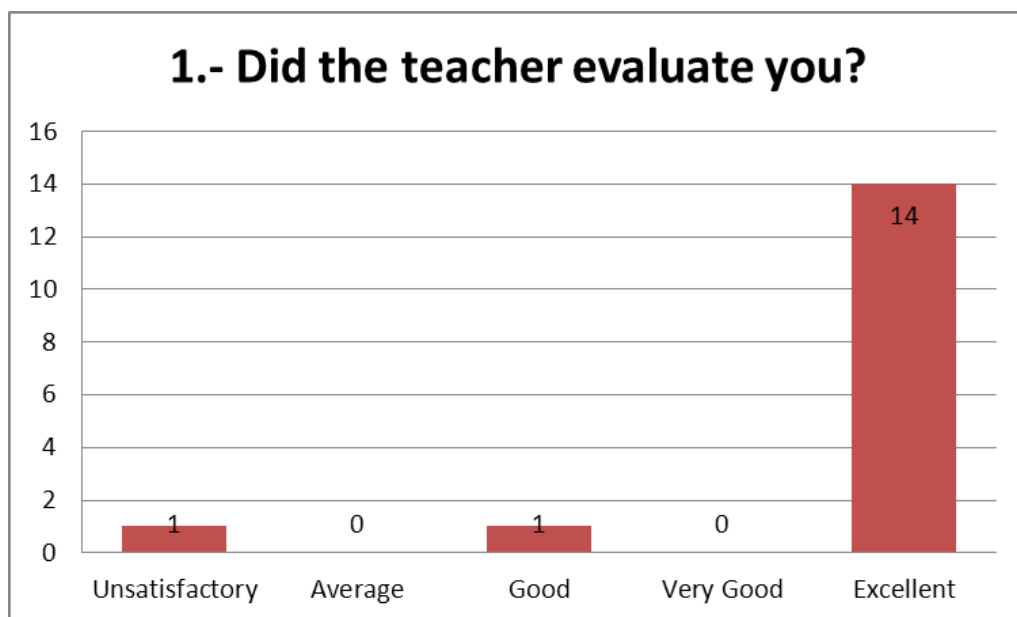
Figure 129. About the evaluation: question 1, school 2

The main objective of this question was to evaluate if the student's had an evaluation to measure his or her acquired knowledge in multi-word verbs after the intervention. The results were as following: in school 1 (see figure 128), two students answered unsatisfactory, two answered average, two answered good, three answered very good and fourteen answered excellent. In school 2 (see figure 129) one student answered unsatisfactory, one answered good, and fourteen answered excellent.
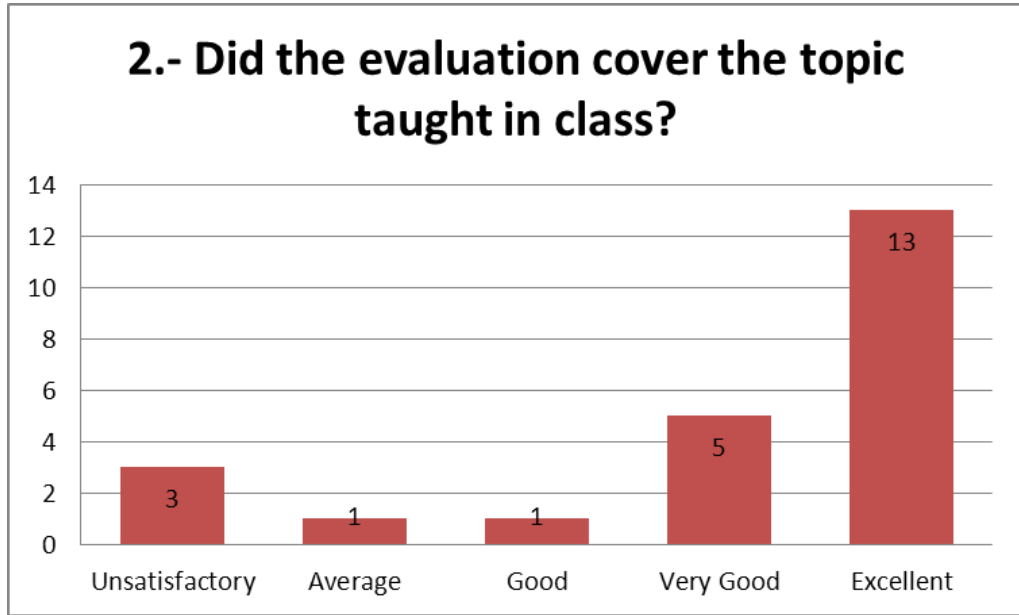
Figure 130. About the evaluation: question 2, school 1
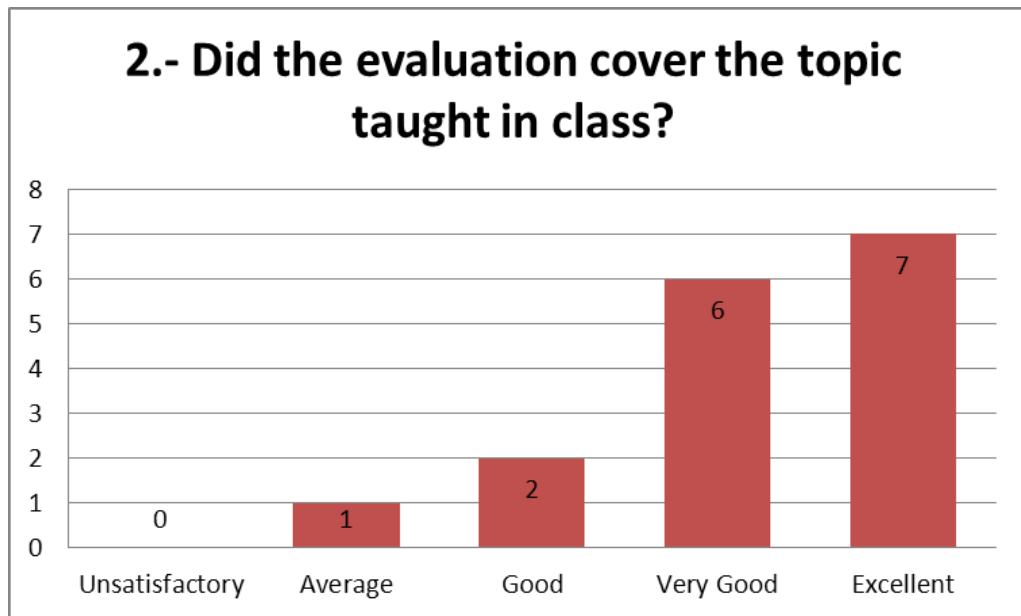
Figure 131. About the evaluation: question 2, school 2

This question was focused on the student's angle related to new material or things they enjoyed in class that helped them to learn the multi-word verbs in class. The results were as following: in school 1 (see figure 130), three students answered unsatisfactory, one answered average, one answered good, f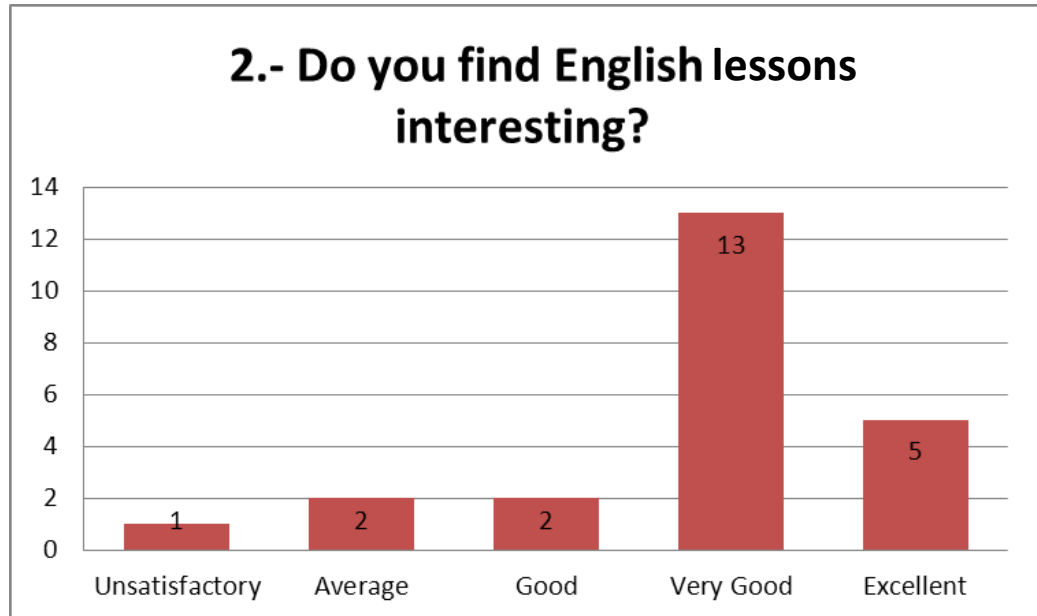ive answered very good and thirteen answered excellent.. In school 2 (see figure 131) one student answered average, two answered good, six answered very good, and seven answered excellent.

3.5. RESOURCES, TIMELINE AND BUDGET

Table 25

Gantt's diagram of Research project timeline

| Activities	Months																							
	October				November				December				January				February				March			
1. Think in a possible problem	x																							
2. Identify the problem			x	X																				
3. Select the topic				X																				
4. Find additional background information on internet.				X	X																			
5. Write down about the background					X	X																		
6. Formulate the statement of the problem							X																	
7. State the broad and specific objectives						x	X																	
8. Formulate the hypothesis							x																	
9. Design the research questions							X																	
10. Design the dependent and independent variables								X	X															
11. Present the Proposal										X														
12. Find more research about the topic										X														
13.Develop the subject matter content										X	x													
14. Design the conceptual framework.												x												
15. Design the definition of term												x												
16. Develop the summary													X											
17. Find the appropriate method and techniques being used in the research.														X	X									
18. Select the appropriate strategies.														X	x									
19. Design activities based on the methods and strategies used in the intervention.															X	x								

Activities				October				November				December				January					February				March			
20. Design the pretest and posttest.																		X											
21. Design the satisfaction questionnaire and checklist																		X											
22. Do the lesson plan																	X												
23. Apply the pretest and tabulate the result.																		x											
24. Do the intervention of the strategies to the students.																		X	X										
25. Apply the post test.																					x								
26. Design the satisfaction questionnaire and checklist																		x											
27. Apply the satisfaction questionnaire.																						X							
28. Tabulate the final results of pre and posttest and satisfaction questionnaire.																							X						
29. Work in the conclusion																								x					
30. List the problems and Delimitations																										X	x		
31.- Design the recommendations																												x	x
32. Budget																													X

We started working on the research in October, 2013. All the activities before-during and after the intervention were developed by the authors. There were some requirements we followed before we presented the proposal of this research project and they were the following: First of all, we considered some teaching problems presented specially in grammar structure, at the same time, we identified the problem and from an existing selection, we chose the topic of the research project. It took us almost three weeks to put all these ideas in order and at the beginning of the week four, we started looking for more information about the topic on internet.

During weeks five and six we wrote down about the background of the problem as well as the broad objectives so that, at the end of week seven we already had the statement of the problem, the specific objectives, the hypothesis and the research questions.

Weeks eight and nine were critical for us because during those weeks, we worked on the operational definitions of the dependent and independent variables, their indicators, and the measurement instruments in the research project as well as the definitions of key words so, by the end of week ten we already had finished the first draft and the proposal was presented. Writing about the background and statement of the problem as well as the broad and specific objectives, dependent and independent variables were fundamental for us in this part because it helped the readers to have a clear idea about what the topic was going to be.

While we presented the proposal we found more research papers about multi-word verbs and we started writing about the subject matter content so at the end of week eleven the major part about the conceptual framework was written.

Along week twelve we wrote the definition of terms which are immersed in the research and we also listed some clue words in the key word bank. All this information was compiled from different research projects, online and physical dictionaries and academic web pages. Around that week, we also started working on the bibliography in the works cited section and by the end of it, we finished editing the summary which is a condensation of all the information presented in chapter two.

The week mentioned above, was really important for us because we had the opportunity to find the appropriate methods and techniques to be used in the research. This task took about two weeks to finish, and at the end of week thirteen we had selected the most suitable methods and strategies for our piece of work.

Weeks thirteen and fourteen were only used to design activities based on the methods and strategies applied to the subjects in the intervention. They were the following: word wall, word mapping, role play, brainstorming and video implementing the communicative approach. Writing and editing that information took about three weeks.

At the end of week fourteen we designed the pretest- the posttest, the lesson plan, the satisfaction questionnaire as well as the worksheets, videos and flashcards to be used in the intervention with the students and at the end of week fifteen we took the pretest to all the students. During that week we also designed the materials to be used in the intervention as well as the strategies and method in order to teach the students the multi-word verbs. That process took us around two weeks and at the end of week seventeen the posttest took place.

After we finished with that process we gave the students a week to take the satisfaction questionnaire. All this information was tabulated during week nineteen using word processor R which was a statistical program that showed us the results using some graphics. Writing and editing all the statistical information took us around one more week and the time working in this section was about a month because all the results of every single information taken in this chapter was presented in a graphic way showing boxplot, histograms as well as tables.

In chapter four, we presented the conclusions, limitations and recommendations of this research. During week twenty we worked with the conclusion of the research based on the variables and findings of the study, we designed some conclusions that were also linked with the problems and limitations also found along the process.

To develop the problems and limitations we took two weeks because we analyzed in a deep way, all the findings we had after the intervention. After this short time

passed, we designed the recommendations of the research which were some compilations of issues we faced before, during and after the intervention. This section took us around two more weeks to finish it and as a matter of fact, the estimate time we used to finish this research was about six months. It is also important to show you the budget we had along this study, the hours spent on it and the different activities we did during that period of time.

.

Budget Summary

Project:

STRATEGIES FOR THE SIGNIFICANT LEARNING OF MULTI- WORD VERBS IN 7TH-YEAR STUDENTS OF BASIC EDUCATION AT *LICEO PANAMERICANO* AND *NUEVA SEMILLA* EDUCATIONAL UNITS IN THE SCHOOL YEAR 2013

Funding Agency: Self-supported   **Dates from:** September, 2013 – March, 2014

Work Package Time: Six months

_____

	Sub-totals	TOTALS
1. –Research sources		
Training seminars	250*5	$1250.00
2.- Travel		
Transportation	$25*2	$50.00
2. - Equipment		
Computer	2	$500.00
Printer	2	$200.00
3. - Materials and Supplies 18475.12		
Photocopies	200	$10.00
Prints	100	$10.00
Folders	25	$5.00
Office Supplies	12	$12.00
4. - Contracted Services		
Offset Service	1	$55.00
5. - Indirect Costs	$55*1.5%	$45.37
	TOTAL	**$2637.37**

CHAPTER IV

FINAL CONCLUSIONS

4.1. CONCLUSIONS

This research study proves that the educational intervention was effective because of the results of the posttest. Therefore, the authors conclude that the validity of the research hypothesis was proved since the intervention mentioned above had a positive impact in the final results.

We also conclude that it was crucial to apply the different metacognitive strategies such as brainstorming, word wall, word mapping, role play and video, and the appropriate resources like cardboards and flashcards as visual aids and technology such as power point and Prezi presentations for the positive results that were obtained in the experiment.

After these interventions, students were able to develop and improve their meaningful learning and proficiency in the correct use of the multi-word verbs in context, giving as a result the rejection of the null hypothesis.

Another aspect to consider as a conclusion is that the selected group-work, pair-work and individual-work activities were fundamentally helpful for the students' achievement of their academic aims, since they displayed highly confident participation and interaction as well as continuous interest in the activities. The atmosphere in the classroom was also a positive adding to these results.

The use of the formative test and worksheets as an alternative of evaluation along the experiment also improved their grades in the English lessons. This fact was proved by the practical development of individual work about the current topic as well as the written or oral lessons taken in order to measure their learning extents.

The teachers' pedagogical competence, their positive expectations, and their role as motivators were vital in this experiment because they helped students to believe in themselves, trust in what they already knew and be open minded and capable of learning new things.

4.2. PROBLEMS AND LIMITATIONS

We found problems and limitations that were common in both institutions, and also specific ones that depended on the Ministry of Education regulations.

The Ministry of Education established regulations to all educational institutions since the release of the new Ecuadorian Law of Education in 2008. As a result, some limitations for our research took place. One of these limitations was the time we had for the development of the intervention. They could only give us fifteen days including pretest, intervention, posttest, survey and plans for the study, because this intervention was not part of the regular school year curriculum given by the Ministry of Education to standardize schools that they had to follow. Despite that fact, the procedure and results of the study were developed according to the formal procedure of a scientific investigation and we obtained reliable and positive results.

The students' attitude towards the topic to be taught and the strategies to be applied in class were other complications that we found in the research process, since the students thought that the topic was irrelevant for them. Moreover, as multi-word verbs were not included as a topic in the regular curriculum of the schools, we were forced to rearrange our plans in order to make up for the time we spent during the intervention.

Another problem was the restriction for the permissions given by the principals of both educational institutions to develop the intervention with the students because they were aware of the possible problems they could have if a representative of the ministry of education visited them and realized that we were not following the curriculum presented at the beginning of the school year.

Additionally, the little available information in books, the internet, and other means of media concerned to research in this topic was a difficult problem to carry on because as only few researchers found this topic relevant to be investigated, we took long periods of time to guide our research based on previous formal and reliable research done by other people.

Most of the content in our research was driven by own environmental experience led by specific and reliable results from the few investigators found in the net. Also, important theories about educational issues related to the research from

psychologists and recognized professors helped us to clarify and state the aim of the project.

4.3. RECOMENDATIONS

In search of improvements in education, and specifically in the study of multi-word verbs, it is necessary to recommend furthering researchers the application of a training seminar for teachers focused on the way they should teach the multi-word verbs in class using the strategies and methodologies suggested in this research. In that way, all teachers will "speak the same language" in the classrooms on this topic and that will share ideas and material related to it as well.

The lack of information in the different sources available for researchers complicated a deeper study of the topic. For this reason, we recommend all new researchers under the topic to expand the investigation taking into consideration two aspects: the most effective strategies for teaching English and the most common techniques to learn the multi-word verbs. This will give us as a result, a cyclical combination of learning a specific topic in a foreign language.

Another aspect that further researchers have to consider at the moment of improving studies related to this topic, is to improve the interactive and technological resources that teaching will have in a future time. This area is improving at an amazing range and, this research project is structured so that researchers can use technological tools to teach multi-word verbs.

Due to the complexity of the topic, we recommend further investigators to develop the intervention in a longer period of time than the one applied in this research. Despite the reliable and positive results obtained, a longer period of time would give researchers a wider area to cover in terms of intervention, findings and results.

As institutions are crucial in the development of this research, we would like to recommend directors and principals to apply an in-service training for teachers related

to communicative approach and metacognitive strategies so that, they would have the tools to apply this research effectively.

It is also important to recommend principals to give the technological and logistical facilities in schools to apply this project in order to take full advantage of the benefits that it brings to students.

Another recommendation to principals is to consider the adaptation of the topic of the multi- word verbs in the annual plan as well as blocks and unit plans, so the use of these words would not be unfamiliar for them when they find them in any situation.

We also recommend teachers and advisors to implement the strategies set in this research project, such as word mapping and word wall, using software application like poppets, in order to familiarize students with the formal or informal use of multi-word verbs in the learning of the foreign language according to their institutional reality.

In the case of role play strategy for the application of this research project we recommend teachers to improve students´ vocabulary related to a specific topic previously and, if it is possible, to have students use multi-word verbs of the same particle in scripts.

Our last recommendation is that teachers should consider the possibility to teach the multi-word verbs in context through puzzles, word games, and those activities in which students develop their potential metacognitive skills so that, they feel interested and motivated considering their ages and the environment in which they learn.

WORKS CITED

1. Ecuador. Ministerio de Educación. (2008). Acuerdo Ministerial (Published in Adm. 0482-12). Ecuador: Quito: Despacho Ministerial

2. Cambridge University Press (2012). The Common European Framework of Reference for Languages. Extracted on October 17, 2013.

    - Retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

3. Ecuador. Ministerio de Educación. (2012). Educational Quality Standards (Published in Act. 934). Quito: Editogram.

4. Hassard, J (2003,July,02). Backup of meaningful Learning Model, p.1. extracted on November 30, 2013.

    - Retrieved fromhttp://www.csudh.edu/dearhabermas/advorgbk02.htm

5. Martinez, Michel (2006, May). What is Metacognition? Extracted on November 29,2013.

    - Retrieved from http://tesl-ej.org/ej26/a5.html

6. O´Malley, J.M, A.U. Chamot, G. Stewner-Manzanares, R. Russo, and L.Küpper. (1985.) Learning strategy applications with students of English as second language. TESOL Quarterly 19:285-296

7. Oxford University Press (2012). The New Oxford Advanced Learner's Dictionary, p.2. Extracted on November 24, 2013.

    - Retrieved from http://oaadonline.oxfordlearnersdictionaries.com/

8. Nickols F (2012, May, 24). Strategy Definitions and Meanings, p.6. Extracted on November 15, 2013.

    - Retrieved from http://www.nickols.us/strategy_definitions.pdf

9. Bonwell, C C. (2000, May). Active Learning: Creating Excitement in the Classroom, p.2. Extracted on November 15, 2013.

- Retrieved from:

  http://www.ydae.purdue.edu/lct/hbcu/documents/Active_Learning_Creating
  _Excitement_in_the_Classroom.pdf

10. Research Based Coaching University (n.d.). Learning Theories: Ausubel's learning

theory.

- Retrieved from: http://fpmipa.upi.edu/data/report_activity/9875881844.pdf

11. Plocková, Markéta (April 20, 2006) Experiential Learning in Teaching

English, p.7.

- Retrieved from:

  http://is.muni.cz/th/265835/pedf_b/Bachelor_Thesis_Plockova.pdf

12. Metodologías para la enseñanza del idioma extranjero (20xx). Extracte don

November 7,   2013.

Retrieved from:

- http://www.eafit.edu.co/idiomas/centroidiomas/Documents/Metodolog%C3
  %ADas%20para%20la%20ense%C3%B1anza.pdf

- http://www.unl.edu/gradstudies/current/teaching/Classroom_Observation_F
  orm.pdf

BOOK MULTI- WORD VERBS:

1. http://books.google.com.ec/books?id=8kfvotMI5hYC&printsec=frontcover&dq
   =multi+word+verbs+history&hl=es&sa=X&ei=ya3RUvO7G6qtsATW14GIDA
   &ved=0CC4Q6AEwAA#v=onepage&q=multi-
   %20word%20verbs%20history&f=false

2. http://www.unl.edu/gradstudies/current/teaching/Classroom_Observation_Form.
   pdf

3. TEAL TEACHING EXCELLENT IN ADULT LETERACY, 2010

- http://www.commission.wcc.edu/Data/Sites/1/commissionFiles/abe/training/abe-ntt/mod-6-articles/ntt---module-6---fs-8-teal-center-lesson-planning-fact-sheet-v2-air-logo-11-18-11.pdf

4. PERT: http://www.criticaltools.com/FTP/PERTDoc.pdf

5. Gantt :

- http://www.uco.edu/academic-affairs/cqi/files/docs/facilitator_tools/gnatt-charts.pdf

- http://llt.msu.edu/vol10num3/pdf/yoshii.pdf

- http://www.umc.edu.dz/theses/anglais/AYA1194.pdf

- http://www.acadiaenglish.com/learning-english/how-to-learn-phrasal-verbs

- http://www.edutopia.org/pdfs/edutopia-teaching-for-meaningful-learning.pdf

- http://www.ucrl.utah.edu/researchers/pdf/metacognition_in_education_revised_final.pdf

- http://www.questia.com/library/education/curriculum-and-instruction/metacognition-education

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

SCHOOL OF LANGUAGE

MULTI-WORD VERBS PRE &POST-TEST

Time: *45min.*

Name: _____ Date , 2014

Teacher: _____   **Grade:** [   ]

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to use pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. Circle the letter of the best option to complete the multi-word verbs in the sentences below. (10marks.; 2 marks each)

1. I took my hat …...... when I entered the building

   a. on   b. off   c. in

2. Do you take me .... an idiot?

   a. after   b. in   c. for

3. I can´t get ………. early when I'm on vacations.

   a. Off   b. up   c. down

4. Sandra will look …….. my dog for a week.

   a. Up   b. into   c. after

5. The policemen found …….. the evidence in the crime scene.

   a. In   b. out   c. up

B. Complete the sentences using the correct multi-word verbs from the box. (10marks; 2 marks each)

bring back	look up	get on	take off	put off

1.- Sara told me that our parents will _____ the meeting until Saturday.

2.- Juan and Mateo decided to_____ that crowded bus.

3.- I am begging you to _____ your shoes if you want to enter to my house.

4.- These old pictures _____ good memories to me.

5.- I can _____ any new word in my new dictionary.

C. Write the number of the sentence in the space next to the word to match each multi-word verb with the sentence that corresponds to its meaning in context. (10 marks;2 marks each)

1.- The gas heater **blew up** and destroyed the house. _____ exploded

2.- Can you **take care of** my dog while I'm away? _____ come on

3.- I usually **wake up** at five in the morning. _____ get over

4.- Did anybody **come up with** a solution? _____ look after

5.- My sister is **recovering from** her boyfriend break up. _____ get up

D. Underline the correct multi-word verb in parenthesis to complete the sentence. (10 marks; 2 marks each)

1. Please, (make up / make down) your mind and buy the dress you like.
2. Patrick (looks alike / looks into) his grandfather.
3. When I (think back / think over) of my childhood, I wish I had never grown up.
4. My new crystal jar (fell apart / fell off) on the floor.
5. My aunt loves to (break out / break in) during family talks.

E. Order the words to write the sentence correctly. (10 marks; 2 marks each)

1.- Klever/ me/ back/ to/ invited/ has/ tomorrow/ his house.

_____.

2.- took/ She / clothes/ her/ on / bed /went / and /the / to

_____.

3.- checked / Harry/ in/ to / hotel/ two/ ago./days /the

_____.

4.- out/ My teacher/ found/ correct/ the/ information/ dictionary. / the / in

_____.

5.- over./ and the part / that I'll probably get/ /The hard part,

_____.

F. Complete the sentences using the appropriate multi-word verb. (10 marks; 2 marks each)

1. Julio and I _____ before I moved to Canada.
2. Sandra still mad with me. She needs to _____before you drive the car.
3. The art of origami _____ Asia.
4. The paint that you hung up last night _____ this morning.
5. My literature task was too difficult so I _____.

G. Match the pictures with the correct multi-word verbs. (10 marks; 2 marks each)

go on   take off   put on   take away   get up

H. Rewrite the sentences changing each underlined multi-word verbs with their correct Word or words from the box. (10 marks; 2 marks each)

escaped	cancel	decline	invite out

1. The government <u>put off</u> a statement in the new proposal.
2. The percentages of poverty has <u>gone down</u> the last semester
3. The teacher had to <u>call off</u> the test for the next week.
4. Many prisoners <u>got away</u> during the prison brake.
5. Joseph <u>asked</u> my sister <u>out</u> with him.

I. Read each sentence and write T if it is _true_ or F if it is _false._(10 marks; 2 marks each)

1. One of the meanings of **_look up_** is to search for information
   in a book or computer. ____
2. **_Come round_** means meet around. ____
3. **_Put off_** is the same as postpone. ____
4. One of the meanings of **_invite over_** is come in. ____
5. **Check in** means to revise something. ____

J. Write a short paragraph using the verbs from the box. (10 marks; 2 marks each)

Wake up	hang out	look for	get on	turn up

_____

_____

_____

_____

_____

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

SCHOOL OF LANGUAGE

MULTI-WORD VERBS PRE & POST-TEST

Time: *45min.*

Name: _____   **Date:** _____, **2014**

Teacher: _____   **Grade:** [   ]

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to use pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. Circle the letter of the best option to complete the multi-word verbs in the sentences below. (10 marks.; 2 marks each)

1. I took my hat …...... when I entered the building

    b. on   b. off   c. in

2. Do you take me .... an idiot?

    b. after   b. in   c. for

3. I can´t get ………. early when I'm on vacations.

    b. Off   b. up   c. down

4. Sandra will look …….. my dog for a week.

    b. Up   b. into   c. after

5. The policemen found …….. the evidence in the crime scene.

    b. In   b. out   c. up

B. Complete the sentences using the correct multi-word verbs from the box. (10marks.; 2 marks each)

bring back   look up   get on   take off   put off

1.- Sara told me that our parents will _____ the meeting until Saturday.

2.- Juan and Mateo decided to_____ that crowded bus.

3.- I am begging you to _____ your shoes if you want to enter to my house.

4.- These old pictures _____ good memories to me.

5.- I can _____ any new word in my new dictionary.

C. Write the number of the sentence in the space next to the word to match each multi-word verb with the sentence that corresponds to its meaning in context. (10 marks;2 marks each)

1.- The gas heater **blew up** and destroyed the house.   _____ exploded

2.- Can you **take care of** my dog while I'm away?   _____ come on

3.- I usually **wake up** at five in the morning.   _____ get over

4.- Did anybody **come up with** a solution?   _____ look after

5.- My sister is **recovering from** her boyfriend break up.   _____ get up

D. Underline the correct multi-word verb in parenthesis to complete the sentence. (10 marks; 2 marks each)

1. Please, (make up / make down) your mind and buy the dress you like.
2. Patrick (looks alike / looks into) his grandfather.
3. When I (think back / think over) of my childhood, I wish I had never grown up.
4. My new crystal jar (fell apart / fell off) on the floor.
5. My aunt loves to (break out / break in) during family talks.

E. Order the words to write the sentence correctly. (10 marks; 2 marks each)

1.- Klever/ me/ back/ to/ invited/ has/ tomorrow/ his house.

_____.

2.- took/ She / clothes/ her/ on / bed /went / and /the / to

_____.

3.- checked / Harry/ in/ to / hotel/ two/ ago./days /the

_____.

4.- out/ My teacher/ found/ correct/ the/ information/ dictionary. / the / in

_____.

5.- over./ and the part / that I'll probably get/   /The hard part,

_____.

F. Complete the sentences using the appropriate multi-word verb. (10 marks; 2 marks each)

1. Julio and I _____ before I moved to Canada.

2. Sandra still mad with me. She needs to _____before you drive the car.

3. The art of origami _____ Asia.

4. The paint that you hung up last night _____ this morning.

5. My literature task was too difficult so I _____.

G. Match the pictures with the correct multi-word verbs. (10 marks; 2 marks each)

go on   take off   put on   take away   get up

H. Rewrite the sentences changing each underlined multi-word verbs with their correct Word or words from the box. (10 marks; 2 marks each)

escaped	cancel	decline	invite out

1. The government <u>put off</u> a statement in the new proposal.

2. The percentages of poverty has <u>gone down</u> the last semester

3. The teacher had to <u>call off</u> the test for the next week.

4. Many prisoners <u>got away</u> during the prison brake.

5. Joseph <u>asked</u> my sister <u>out</u> with him

I. Read each sentence and write T if it is _true_ or F if it is _false._(10 marks; 2 marks each)

1. One of the meanings of **_look up_** is to search for information

    in a book or computer.   ___

2. **_Come round_** means meet around.   ___

3. **_Put off_** is the same as postpone.   ___

4. One of the meanings of **_invite over_** is come in.   ___

5. **Check in** means to revise something.   ___

J. Write a short paragraph using the verbs from the box. (10 marks; 2 marks each)

Wake up	hang out	look for	get on	turn up

_____

_____

_____

_____

APPENDIX B. Lesson Plans.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

WEEKLY PLAN No. 34
UNIT No. 06

INFORMATIVE DATA:

Grade	: Seventh Basic	**Subject**	**:**	Language Arts
Teacher	: Ms. Delia Solórzano / Mr. Leonardo Mera	**School Year:**		2013 - 2014
Time duration	: 1 week	**Date :**		From January 20th to January 24th

Number of class periods per week: 10

Inclusive Curriculum Axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The intercultural basis. Promote social and cultural values by doing common local activities and events.

Aims and objectives: Communicate clearly and effectively in a wide range of issues and situations through the foreign language.

Unit Title: Talk about future transportation.

Skills Performance Criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
To develop academic vocabulary.	Application of vocabulary in real life situations Use and	**Introduction:** ➢ Tt handout worksheet related to rewards and pride vocabulary and real situations facts. ➢ Tt gives instructions before he/she while she/he is presenting, emphasizing and consolidating the	Reinforcement of vocabulary words related to rewards and pride	Oral and written participation. Individual work Group work	➢ Whiteboard ➢ Markers ➢ Projector ➢ Worksheets. ➢ PPT and

			Introduction of definition and importance of multi word verbs in real life situations.	Worksheet	Prezi
To recall prior knowledge in context.	application of multi-word verbs.	new vocabulary words. ➤ Tt gives instructions before he/she handout written lesson 1 ➤ Tt gives instruction before he/she handout pre-test to Ss. Then, he/she introduces the topic and projects video www.youtube.com/watch?v=677aAF3dM3E (2:02 min)		Written Pre-Test	➤ Smart board ➤ Group work: Role play. ➤ Written Pre-Test
To enhance their speaking fluency in the pronunciation of new terms related to the topic.	Reading Assessment Vocabulary words in context	➤ Tt uses flashcards to Ss to introduce a set of multi-word verbs. ➤ Tt gives instructions to Ss to prepare role play based on a story.	Improve students' critical thinking by realizing multi words verbs in real life dialogues.		
. To develop critical thinking in class discussion.	Listening activities Speaking related to a video.	➤ Tt introduces some multi-word verbs using the word mapping and word wall graphic organizers. ➤ Ss create a role play based on a story they have seen. ➤	Develop pronunciation and differ application of rules. .		

Topic Development:

Monday: 1.) Tt will handout worksheet related to rewards and pride.
➤ Tt will explain, monitor and check exercises in class.
➤ **Tuesday:** 1.) Tt will handout written test 1. 2.) Tt will monitor the regular development of the activity.
➤ **Wednesday:** 1.) Tt will introduce multi-word verbs using pictures. 2.)

		He / she will project a video about common multi word verbs. 3.) Ss will take note of the words in the video. Then, Tt will ask Ss to give examples orally. ➤ **Thursday:** 1.) Tt will give Ss a set of multi-word verbs through flashcards presentation. 2.) He / She will monitor the activity. ➤ **Friday:** 1.) Tt will handout instructions to Ss for filling in the word wall and word mapping exercises. 2.) Ss will prepare the task and present in front of the class. 3.) Tt evaluate through rubrics and handout worksheet.			
		Closure:			
		➤ Rewards and pride words ➤ Written pre-test. ➤ Video: Multi word verbs.			

Observations:..
....

Teachers:

_____   _____   _____

Ms. Delia Solórzano   **Mr. Leonardo Mera**   **Lcda. Shirley Enríquez**

English Teacher   **English Teacher**   **English Department Coordinator**

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

WEEKLY PLAN No. 35
UNIT No. 06

INFORMATIVE DATA:

Grade	: Seventh Basic	**Subject :**	Language Arts
Teacher	: Ms. Delia Solórzano / Mr. Leonardo Mera	**School Year :**	2013 - 2014
Time duration	: 1 week	**Date :**	From January 27th to January 31st

Number of class periods per week: 10

Inclusive Curriculum Axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The intercultural basis. Promote social and cultural values by doing common local activities and events.

Aims and objectives: Communicate clearly and effectively in a wide range of issues and situations through the foreign language.

Unit Title: Talk about future transportation.

Skills Performance Criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
To develop academic vocabulary.	Application of vocabulary in real life situations Use and	**Introduction:** ➢ Tt handout worksheet related to commercialism vocabulary and real facts ss face in their daily lives. ➢ Tt gives instructions before he/she while she/he is presenting, emphasizing and consolidating the	Reinforcement of vocabulary words related to commercialism	Oral and written participation. Individual work Group work	➢ Whiteboard ➢ Markers ➢ Projector ➢ Worksheets. ➢ Group

To recall prior knowledge in context.	application of multi-word verbs.	new vocabulary words. ➢ Tt gives instructions before he/she handout written lesson 2. ➢ Tt gives instruction before he/she handout posttest to Ss. Then, he/she introduces the topic and projects video www.youtube.com/watch?v=lrAEAQ7Ssww(5:00 min)	Introduction of definition and importance of multi word verbs in real life situations.	Worksheet Written Posttest	work: Role play. ➢ PPT and Prezi ➢ Smart board ➢ Written Posttest
To enhance their speaking fluency in the pronunciation of new terms related to the topic. .	Reading Assessment Vocabulary words in context Listening activities	➢ Tt uses ppt and prezi presentation to Ss to introduce a set of multi-word verbs. ➢ Tt gives instructions to Ss to create role play based on their last party. ➢ Tt introduces some multi-word verbs using brainstorming ideas and video strategy.	Improve students' critical thinking by realizing multi words verbs in real life dialogues. Develop pronunciation and differ application of rules.		
To develop critical thinking in class discussion.	Speaking related to a video.	➢ Ss create a role play based on ss experience with advertisement and brand loyalty. ➢	.		
		Topic Development: **Monday:** 1.) Tt will handout worksheet related to commercialism. ➢ Tt will explain, monitor and check exercises in class. ➢ **Tuesday:** 1.) Tt will handout worksheet 2. 2.) Tt will monitor the regular development of the activity.			

		➤ **Wednesday:** 1.) Tt will introduce multi-word verbs using ppt and prezi presentation. 2.) He / she will project a video about common multi word verbs. 3.) Ss will take note of the words in the video. Then, Tt will ask Ss to give examples orally. ➤ **Thursday:** 1.) Tt will give Ss a set of multi-word verbs through flashcards presentation. 2.) He / She will monitor the activity. ➤ **Friday:** 1.) Tt will handout instructions to Ss for completing the brainstorming ideas webs and word mapping exercises. 2.) Ss will create short paragraphs related to the topic learnt 3.) Ss will share their writing with their partners.			
		<u>**Closure:**</u>			
		➤ Commercialism words ➤ Written posttest. ➤ Video: Multi word verbs.			

Observations: ....
....

Teachers:

_____ _____ _____
Ms. Delia Solórzano **Mr. Leonardo Mera** **Lcda. Shirley Enríquez**
English Teacher **English Teacher** **English   Department   Coordinator**

APPENDIX C. Printed classroom resources and strategies

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SCHOOL OF LANGUAGE

Language Arts Answer Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano /Mr. Leonardo Mera

Multi-Word Verb	Particle	Meaning	
Look	**After**	To take care of	My mom *looks after* my children when I go to work.
Look	**Alike**	Seem similar	The boy *looks alike* his grandfather.
Get	**Away**	Be distant from someone or something	I *got away* the accident before the police arrived.
Take		to remove something	The police *took* the protestors *away*.
Bring	**Back**	to return	He took the calculator hasn't

			brought it ***back*** yet.
Invite		to invite someone to your house after you have been to their house	I ***invited*** my neighbors ***back***after the Christmas party.
Think		to remember something that happened in the past	She ***thought back*** her fond memories and cried.
Take	**Care (of)**	the process of protecting someone or something and providing what they need:	The man promised to ***take care of*** the puppies during the winter.
Calm	**Down**	to stop feeling upset, angry, or excited	It is difficult for stubborn people to ***calm down*** after an argument.
Go		When something moves down until it disappears	The sun ***went down*** by the sea in sunset.
Come	**From**	Country or town where you were born	Most of the species of lions ***come from*** Africa.
Break	**In**	To get into a building or car using force	The thief ***broke in*** the house and stole the jewelry.
Check		To say who you are when you arrive at a hotel so that you	It was easy to ***check in*** a hotel when it is not holiday.

		can be given a key for your room	
Call	**Off**	To cancel something that was already planned	I had a sudden trip so I had to *call off* the meeting.
Fall		When the quality of something decreases	The hamburgers from Mc. Hammer *fell off* radically.
Put		To decide or arrange to delay an event or activity until a later time or date.	We couldn't *put off* the project without permission.
Take		When the airplane leaves the ground and starts flying.	The plane *takes off* at six o'clock sharp.
Get	**On**	To enter a bus, rain, plane, etc.	We *got on* the train at Riobamba station.
Go		To continue	He *wenton* and on talking and I was so bored.
Put		To start wearing	I *put* my coat *on* before I went to school.
Ask	**Out**	To invite someone for a date	He wanted to *ask* her *out* but was too shy.
Find		To discover	I *found out* the answers in my old books.

Hang		To spend time socially	He ***hangs out*** in the pub El Manantial every weekend.
Get	**Over**	To feel better, recover from something	It took me ages to ***get over*** my divorce.
Invite		To request someone to come to one's house for something, such as a meal, party, chat, cards, etc.	Let's ***invite*** Tony and Nick ***over*** for dinner.
Come	**Round**	To become conscious.	She ***came round*** and called her mom.
Blow	**Up**	To explode; to inflate	The bomb ***blew up*** without a warning. The pressure was low, so I ***blew*** the tire ***up***.
Break		To finish a relationship	They had been going out for a couple of years before they ***broke up.***
Get		To get out of bed	I ***get up*** at 7 o'clock on weekends.
Give		To surrender, stop trying	I can't think of the answer; I ***give up***.

		To consult a reference work (dictionary, phonebook, etc.) for a specific piece of information.	I didn't know the correct spelling so I had to **look** it **up** in the dictionary.
Look			
Make		To come to a decision about something	Hurry up and **make up** your mind!
Tear		To rip into pieces	He **tore** the fax **up** and threw it in the bin.
Turn	**Up**	To increase volume, temperature, etc.	I **turned** the music **up** full blast.
Wake		To Stop sleeping	I **woke up** at half past six in the morning.
Come	**Up (with)**	To think of a solution, excuse, etc.	Nobody could **come up with** a satisfactory explanation for the accident.

Tt handout the empty charts and explains the words while Ss take note.

Tt gives examples of the words in context.

Brainstorm is a good strategy. Web mapping is also another one.

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

Multi-Word Verb		Meaning	Example
look	After		
look	Alike		
get	Away		
take			
bring	Back		
Invite			
think			
take	Care (of)		

calm	Down		
Go			
come	From		
break	In		
Check			
call	Off		
Fall			
Put			
Take			
Get	On		
Go			
Put			
ask	Out		
Find			
hang			

Get	Over		
Invite			
come	Round		
Blow	Up		
Break			
Get			
Give			
Look			
Make			
Tear			
Turn			
Wake			
Come	Up (with)		

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano/Mr. Leonardo Mera

A.- Circle the correct multi-word verb to complete the sentence. Write the answer in the correct tense.

1. I love to _____ with my friend on weekends.

    a.) get over   b.) fall off   c.) hang out

2. My grandfather cried when he _____ his good times with his children.

    a.) think back   b.) come round   c.) invite back

3. I _____ the accident before the police arrived.

    a.) get over   b.) get away   c.) bring back

4. Please, let me _____ my sweater _____. It's cold in here!

    a.) put on   b.) take off   c.) get on

5. The airplane to New Mexico _____ on time.

    a.) check in   b.) fall off   c.) take off

6. After trying many dresses out, she couldn't _____ her mind!

    a.) get off   b.) make up   c.) think back

7. The student found the way to _____ with a justification for his delay.

    a.) come up   b.) come round   c.) hang out

8. A bad weather condition forced me to _____ the meeting for another week.

    a.) call off   b.) ask out   c.) put off

9. My brother wants to _____ his girlfriend _____ this weekend.

    a.) ask out   b.) bring back   c.) fall off

10. My neighbor can't stop crying because she can't _____ her last boyfriend.

    a.) get over   b.) fall off   c.) hang out

B.- Write the number in the space to match the multi-word verb with the sentence that expresses the equivalent meaning.

1. **Look up**   _____I got bored of the same game so I ***quitted playing*** it.

2. **Bring back**   _____ I saw when the building ***exploded.***

3. **Calm down**   _____ Let me ***find the information*** in the booklet for you.

4. **Look alike**   _____ I recommend you to ***relax*** and think of the situation.

5. **Invite back**   _____ Samuel hasn't ***returned*** the book to the library.

6. **Go down**   _____ She was so angry that ***broke*** the glass ***into small pieces.***

7. **Give up**   _____ My younger brother ***is very similar*** to my grandfather.

8. **Fall off**   _____ The sun ***moved down*** by the sea in a beautiful sunset.

9. **Blow up**   _____ After been in my house**,** John ***wanted*** me ***to go*** to his house.

10. **Tear up**   _____ This pizza has ***decreased*** its quality badly.

C.- Use the multi-word verbs to write a sentence.

1. Get on: _____

2. Invite over: _____

3. Check in: _____

4. Come round: _____

5. Break in: _____

6. Take away: _____

7. Look after: _____

8. Give up: _____

9. Turn up: _____

10. Find out: _____

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano/Mr. Leonardo Mera

A.- Circle the correct multi-word verb to complete the sentence. Write the answer in the correct tense.

1. I love to _____ with my friend on weekends.

   a.) get over   b.) fall off   c.) hang out

2. My grandfather cried when he _____ his good times with his children.

   a.) think back   b.) come round   c.) invite back

3. I _____ the accident before the police arrived.

   a.) get over   b.) get away   c.) bring back

4. Please, let me _____ my sweater ____. It's cold in here!

   a.) put on   b.) take off   c.) get on

5. The airplane to New Mexico _____ on time.

   a.) check in   b.) fall off   c.) take off

6. After trying many dresses out, she couldn't _____ her mind!

   a.) get off   b.) make up   c.) think back

7. The student found the way to _____ with a justification for his delay.

   a.) come up   b.) come round   c.) hang out

8. A bad weather condition forced me to _____ the meeting for another week.

   a.) call off   b.) ask out   c.) put off

9. My brother wants to _____ his girlfriend _____ this weekend.

    a.) ask out   b.) bring back   c.) fall off

10. My neighbor can't stop crying because she can't _____ her last boyfriend.

    a.) get over   b.) fall off   c.) hang out

B.- Write the number in the space to match the multi-word verb with the sentence that expresses the equivalent meaning.

1. **Look up**   _____I got bored of the same game so I *quitted playing* it.

2. **Bring back**   _____ I saw when the building *exploded.*

3. **Calm down**   _____ Let me *find the information* in the booklet for you.

4. **Look alike**   _____ I recommend you to *relax* and think of the situation.

5. **Invite back**   _____ Samuel hasn't *returned* the book to the library.

6. **Go down**   _____ She was so angry that *broke* the glass *into small pieces.*

7. **Give up**   _____ My younger brother *is very similar* to my grandfather.

8. **Fall off**   _____ The sun *moved down* by the sea in a beautiful sunset.

9. **Blow up**   _____ After been in my house**,** John *wanted* me *to go* to his house.

10. **Tear up**   _____ This pizza has *decreased* its quality badly.

C.- Use the multi-word verbs to write a sentence.

1. Get on: _____

2. Invite over: _____

3. Check in: _____

4. Come round: _____

5. Break in: _____

6. Take away: _____

7. Look after: _____

8. Give up: _____

9. Turn up: _____

10. Find out: _____

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

A.- Choose the correct phrasal verbs applying in real life situations.

1. Martha _____ the red dress instead of the blue one.

a) put on   b) take in   c) placed on

2. Luis is not at work today. He will go and _____ with his friends.

a) go up   b) go on   c) hang out

3. The prisoners were _____ by the police.

a) taken away   b) taken off   c) taken on

4. I need to _____ if I don´t want to show them a bad reaction.

a) calm down   b) put on   c) take away

5. Kelly and Mary were at the circus. They were surprised when the magician _____ a rabbit from his hat.

a) turn up   b) putting on   c) show at

6. John has to _____ the concert because it is raining a lot.

a) put off   b) call off   c) go down

7. He _____ his father. Both of them have the same hairstyle.

a) takes after   b) takes about   c) looks alike

8. Ronald _____ at 7:00 this morning.

a) woke about   b) woke up   c) woke in

9. I can´t study these questions for the exam. I think I will_____ myself.

a) along   b) give up   c) hang out

10. He _____and on talking and I am so bored

a) shows me inside   b) goes on   c) shows up

B.- Complete the paragraph with the correct multi- word verb from the box. Use the correct verb tense.

| pick up | calm down | wake up | look after | ask out |

My name is Luisa Miranda I was born in Orlando Florida. I am twenty seven years old and I want to share with you about my daily routine. First of all, I (1)_____ at seven o'clock every day. Then, I (2)_____ my things for going to my work at the New York Time Newspaper. My husband always (3)_____me _____ and we go to our favorite restaurant. While we are at the restaurant, Sophia (4)_____ Lis; our little baby. She is a nice baby, but she always cries because she wants to eat all day long. Sophia's job is to make Lis (5)_____ and sleep.
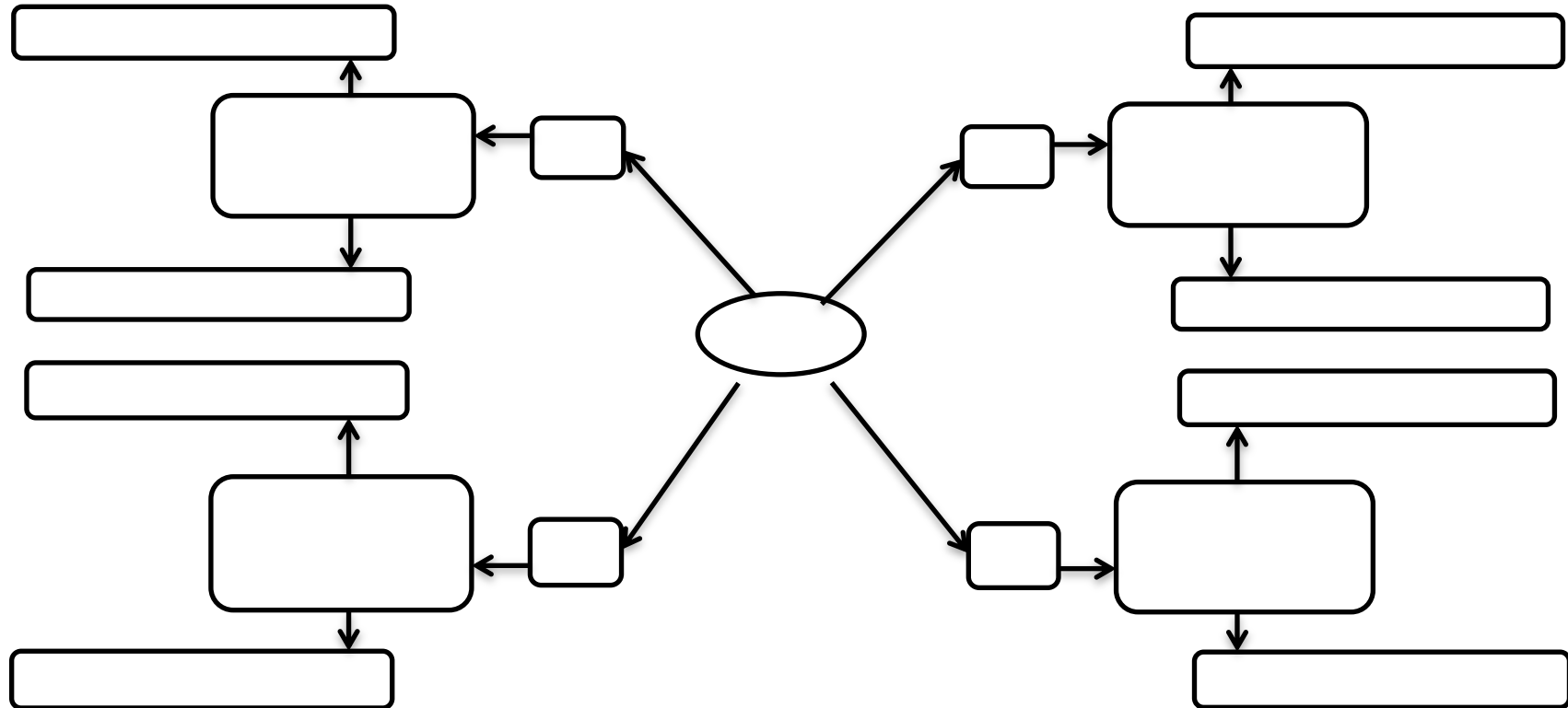
Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____ **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

A.- Choose the correct phrasal verbs applying in real life situations.

1. Martha _____ the red dress instead of the blue one.

a) put on   b) take in   c) placed on

2. Luis is not at work today. He will go and _____ with his friends.

a) go up   b) go on   c) hang out

3. The prisoners were _____ by the police.

a) taken away   b) taken off   c) taken on

4. I need to _____ if I don´t want to show them a bad reaction.

a) calm down   b) put on   c) take away

5. Kelly and Mary were at the circus. They were surprised when the magician _____ a rabbit from his hat.

a) turn up   b) putting on   c) show at

6. John has to _____ the concert because it is raining a lot.

a) put off   b) call off   c) go down

7. He _____ his father. Both of them have the same hairstyle.

a) takes after   b) takes about   c) looks alike

8. Ronald_____ at 7:00 this morning.

a) woke about   b) woke up   c) woke in

9. I can´t study these questions for the exam. I think I will_____ myself.

a) along   b) give up   c) hang out

10. He _____and on talking and I am so bored

a) shows me inside   b) goes on   c) shows up

B.- Complete the paragraph with the correct multi- word verb from the box. Use the correct verb tense.

pick up	calm down	wake up	look after	ask out

My name is Luisa Miranda I was born in Orlando Florida. I am twenty seven years old and I want to share with you about my daily routine. First of all, I (1)_____ at seven o'clock every day. Then, I (2)_____ my things for going to my work at the New York Time Newspaper. My husband always (3)_____me _____ and we go to our favorite restaurant. While we are at the restaurant, Sophia (4)_____ Lis; our little baby. She is a nice baby, but she always cries because she wants to eat all day long. Sophia's job is to make Lis (5)_____ and sleep.

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

A.- Find the multi- word verbs in the word search.

Break in - calm down - get away - go on - put off - think back -   bring back -
check in -   get on - invite back - put on - call off - come from - go down - look
after - take away

E	P	B	O	Z	P	G	X	R	T	N	L	X	L	F	T	B	Q	P	R
C	O	Z	O	M	N	A	E	S	P	H	O	U	L	X	A	U	Z	S	X
U	P	Q	H	I	S	T	F	C	M	Y	I	O	X	C	K	O	R	W	U
Y	N	T	K	G	F	Q	W	K	J	K	D	N	G	E	E	P	Z	Q	H
S	P	G	E	A	J	U	N	O	T	U	P	R	K	D	A	K	W	P	B
N	Z	T	K	B	R	I	N	G	B	A	C	K	K	B	W	B	A	U	L
G	O	O	Z	C	K	C	A	L	L	O	F	F	U	P	A	B	U	T	K
N	O	J	I	C	G	L	E	U	X	H	B	G	P	K	Y	C	N	O	O
L	F	N	E	I	Q	O	V	H	O	Y	Y	H	A	C	C	C	K	F	T
G	H	H	L	H	F	P	D	U	L	I	A	R	R	A	R	C	J	F	U
C	C	W	I	M	S	K	R	O	Q	R	C	W	Y	B	C	X	B	H	Q
W	T	X	Y	Q	S	V	C	J	W	G	M	S	A	E	A	I	N	C	H
H	X	K	N	J	K	A	W	O	G	N	B	P	P	T	R	L	I	R	A
U	I	P	X	P	L	M	O	R	F	E	M	O	C	I	E	T	K	Z	T
X	J	V	M	M	L	Z	L	K	I	K	G	A	P	V	N	G	A	K	L
E	Q	U	D	L	Z	A	K	R	J	T	S	E	R	N	W	R	E	X	E
N	J	O	W	G	T	R	F	R	E	L	U	J	E	I	O	R	R	G	A

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

A.- Find the multi- word verbs in the word search.

Break in - calm down - get away - go on - put off - think back -   bring back -
check in -   get on - invite back - put on - call off - come from - go down - look
after - take away

E	P	B	O	Z	P	G	X	R	T	N	L	X	L	F	T	B	Q	P	R
C	O	Z	O	M	N	A	E	S	P	H	O	U	L	X	A	U	Z	S	X
U	P	Q	H	I	S	T	F	C	M	Y	I	O	X	C	K	O	R	W	U
Y	N	T	K	G	F	Q	W	K	J	K	D	N	G	E	E	P	Z	Q	H
S	P	G	E	A	J	U	N	O	T	U	P	R	K	D	A	K	W	P	B
N	Z	T	K	B	R	I	N	G	B	A	C	K	K	B	W	B	A	U	L
G	O	O	Z	C	K	C	A	L	L	O	F	F	U	P	A	B	U	T	K
N	O	J	I	C	G	L	E	U	X	H	B	G	P	K	Y	C	N	O	O
L	F	N	E	I	Q	O	V	H	O	Y	Y	H	A	C	C	C	K	F	T
G	H	H	L	H	F	P	D	U	L	I	A	R	R	A	R	C	J	F	U
C	C	W	I	M	S	K	R	O	Q	R	C	W	Y	B	C	X	B	H	Q
W	T	X	Y	Q	S	V	C	J	W	G	M	S	A	E	A	I	N	C	H
H	X	K	N	J	K	A	W	O	G	N	B	P	P	T	R	L	I	R	A
U	I	P	X	P	L	M	O	R	F	E	M	O	C	I	E	T	K	Z	T
X	J	V	M	M	L	Z	L	K	I	K	G	A	P	V	N	G	A	K	L
E	Q	U	D	L	Z	A	K	R	J	T	S	E	R	N	W	R	E	X	E
N	J	O	W	G	T	R	F	R	E	L	U	J	E	I	O	R	R	G	A

Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education

Student's Name: _____   **Date:** _____

Teacher's Name: Ms. Delia Solórzano / Mr. Leonardo Mera

1.- Complete with the appropriate word to fill in the box according to the multi- word verbs.

ASK OUT

LOOK AFTER

CHECK IN
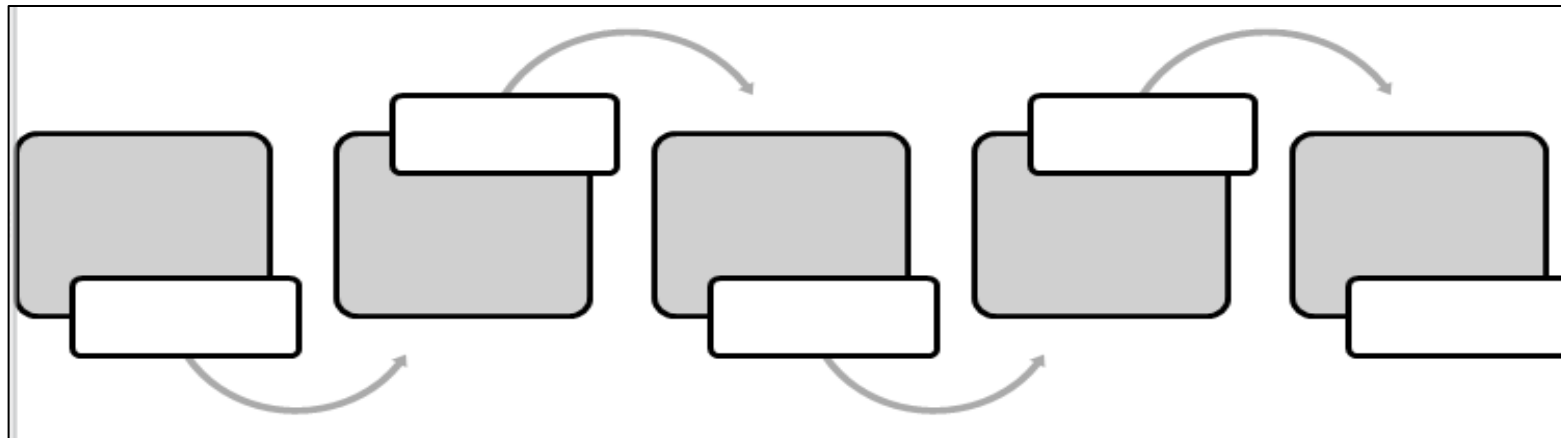
Language Arts Worksheet - Multi-word Verbs

Seventh Basic of General Education
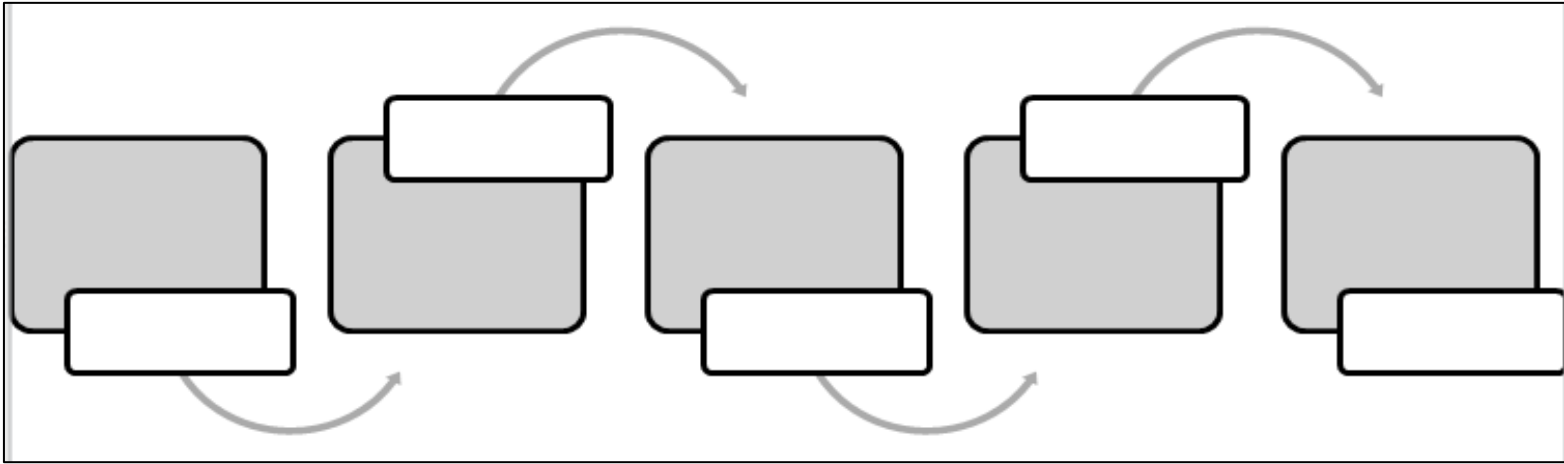
Student's Name: _____ **Date:** _____

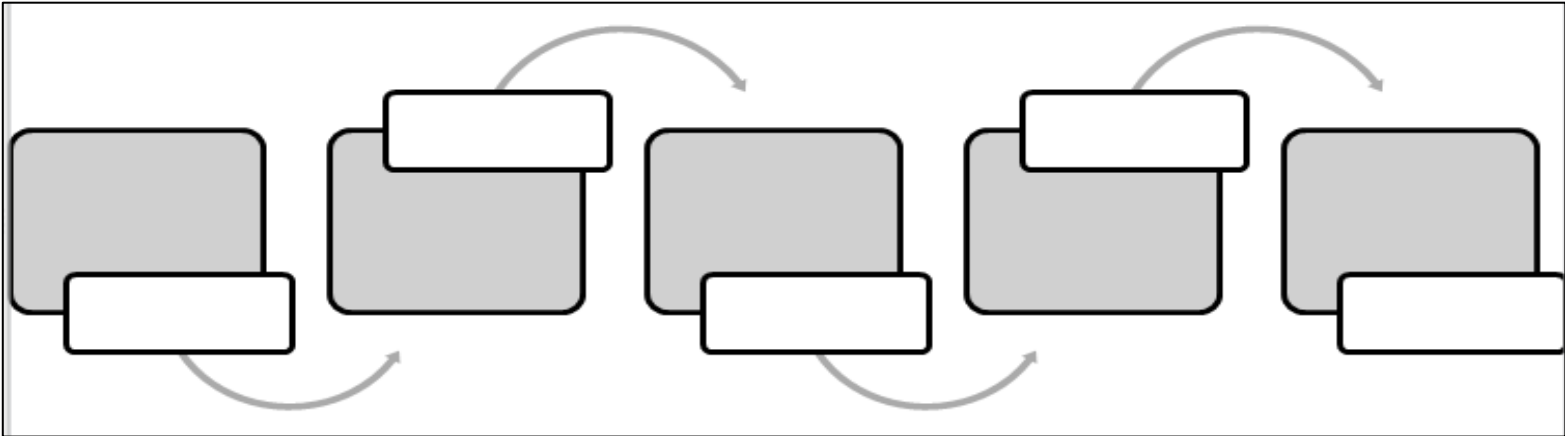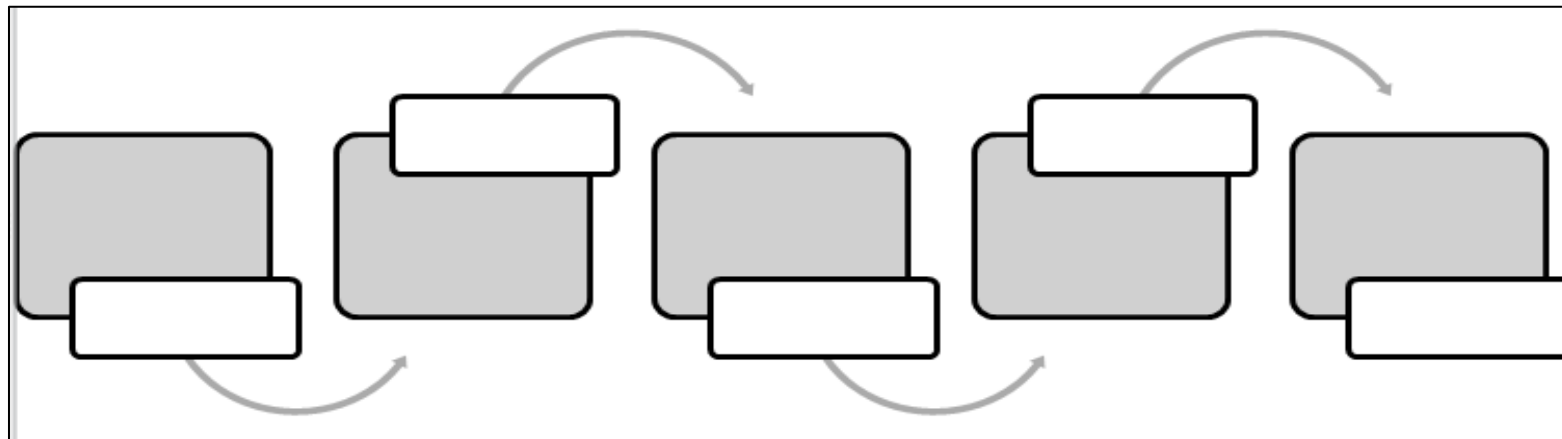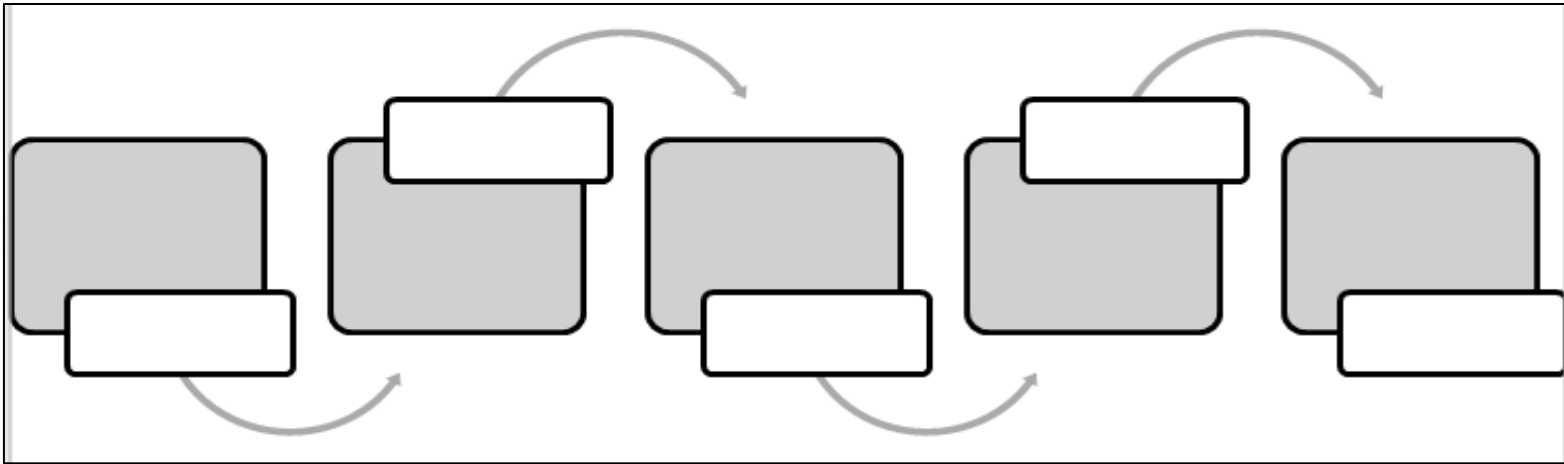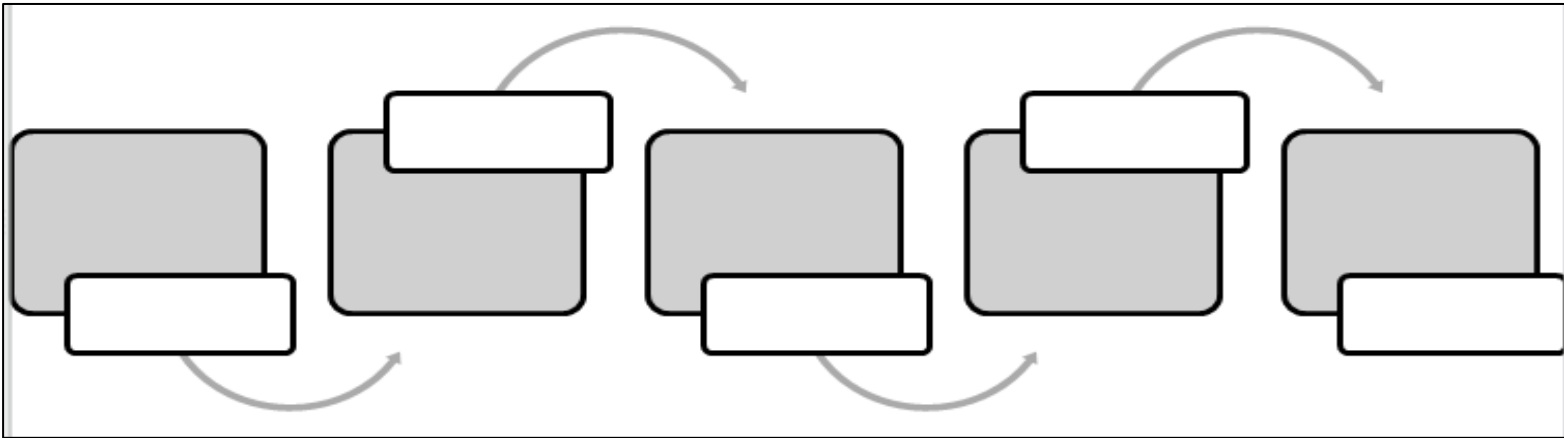**Teacher's Name:** Ms. Delia Solórzano / Mr. Leonardo Mera

1.- Complete with the appropriate word to fill in the box according to the multi- word verbs.

ASK OUT

LOOK AFTER

CHECK IN

APPENDIX D. Classroom Observation Checklist and satisfaction questionnaire

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SCHOOL OF LANGUAGE

__Classroom Observation Checklist__

Teaching Assistant: _____Observation Number   1   2   3   4

Supervisor:_____   Date: _____.

Respond to each statement using the following scale:

1=Advanced   2= Proficient   3= Needs improvement   4= Does not meet standards

Parameters to be evaluated	4	3	2	1
Organization				
1. Presents overview of lesson.				
2. Paces lesson appropriately.				
3. Presents topics in logical sequence.				
4. Relates today's lesson to previous/future lessons				
5. Summarizes major points of the lesson.				
Presentation				
1. Explaines major/minor points with clarity.				
2. Defines unfamiliar terms, concepts, and principles.				
3. Uses good examples to clarify points.				
4. Shows all the steps in solutions to homework problems				
5. Varies explanations for complex or difficult material.				
6. Emphasizes important points				
7. Writes key terms on blackboard or overhead screen.				
8. Integrates materials (examples, cases, simulations) from "real world".				
9. Active, collaborative, and cooperative learning favored over passive learning.				

Interaction				
1. Actively encourages students to ask questions				
2. Asks questions to monitor student understanding				
3. Gives students enough time to answer questions.				
4. Listens carefully to student questions.				
5. Explains major/minor points with clarity.				
6. Listens carefully to student questions.				
7. Responds students 'questions appropriately.				
8. Restates questions and answers when necessary.				
9. Demonstrates respect for diversity and requires similar respect in classroom.				
Content Knowledge and Relevance				
1. Presents material at an appropriate level for students.				
2. Presents material appropriate to the purpose of the course.				
3. Demonstrates command of the subject matter.				
Total				

Comments: _____

_____

1. What were the instructor's major strengths as demonstrated in the observation?

   _____

2. What suggestions do you have for improving the instructor's skills or methodology?

   _____

QUESTIONNAIRE FOR THE STUDENTS

Name: _____ Date: _____

Read carefully each question and put an (X) where you consider necessary.

5= Excellent   4= Very good   3= Good   2= Average   1= Unsatisfactory

About the student	*5*	*4*	*3*	*2*	*1*
Do you like English?					
Do you find English lessons interesting?					
Do you think English is a difficult subject?					
Do you consider learning English is necessary nowadays?					
About the topic Learned					
Did you like the topic (multi-word verbs)?					
Did you understand the topic?					
Was the topic taught appropriate for your English level?					
Was it meaningful for you?					
Would you apply the topic in any situation?					
About the teacher's methodology					
Did the teacher explain the class in a clear way?					
Did the teacher implement new techniques and strategies to teach the class?					
Did the teacher implement clear and appropriate material about the topic?					
Did the teacher use technological resources to teach the topic?					

About the student's attention					
Did the teacher encourage the active student's participation in the class?					
Did you feel motivated by learning this topic?					
Did the teachers allow you to ask questions about the topic?					
Did the teacher meet his/her schedule starting and ending on time?					
Did you attend to all classes related to the topic learned?					
About the evaluation					
Did the teacher evaluate you?					
Did the evaluation cover the topic taught in class?					

*Comments:*_____

_____

APPENDIX E.- Photographs
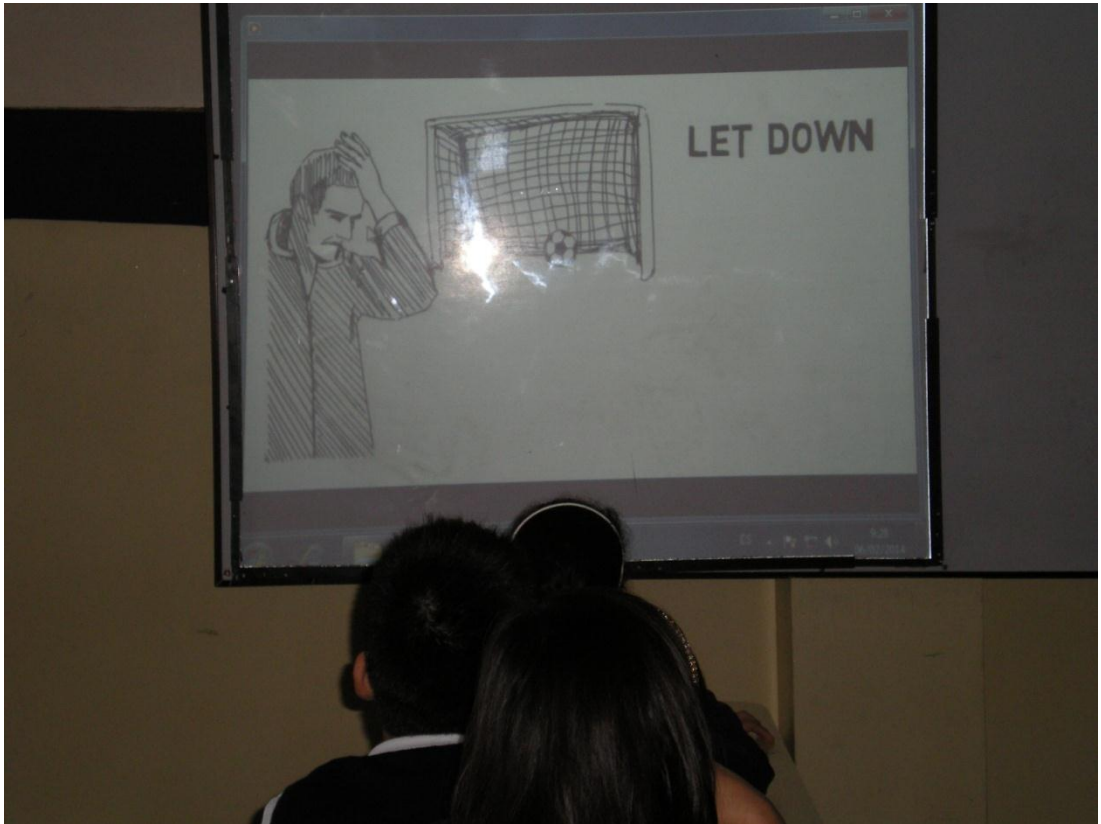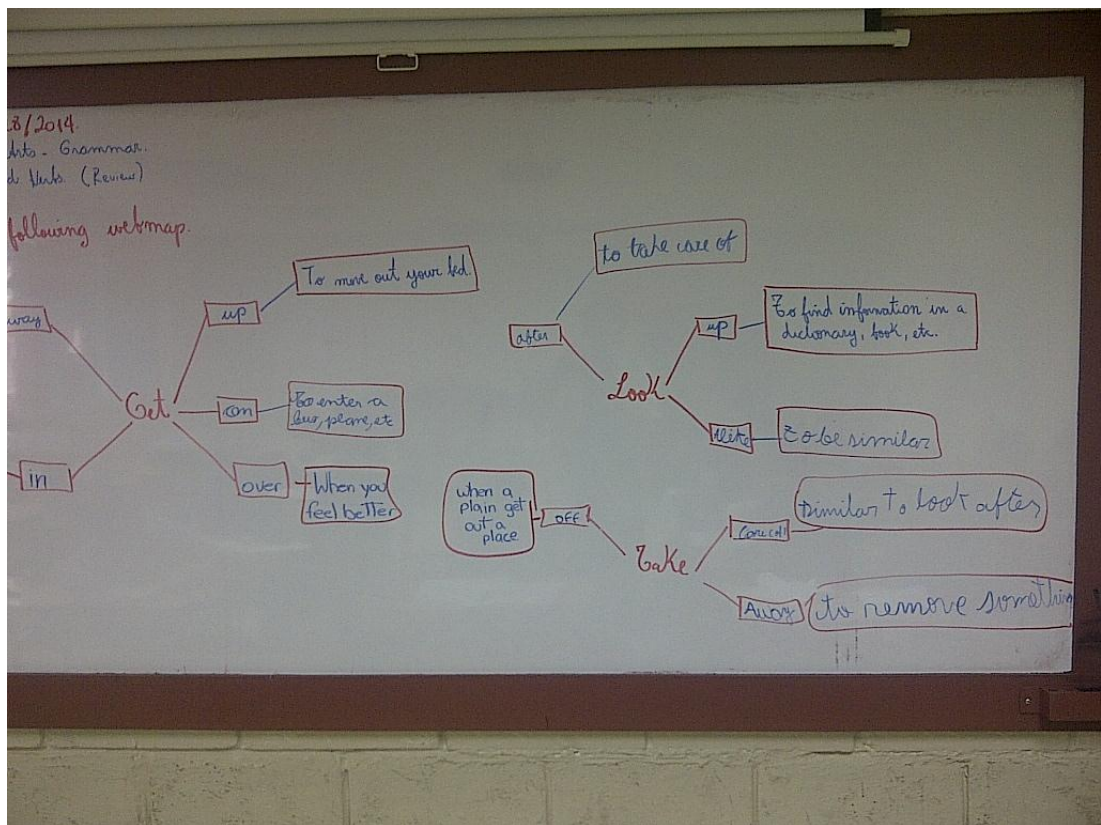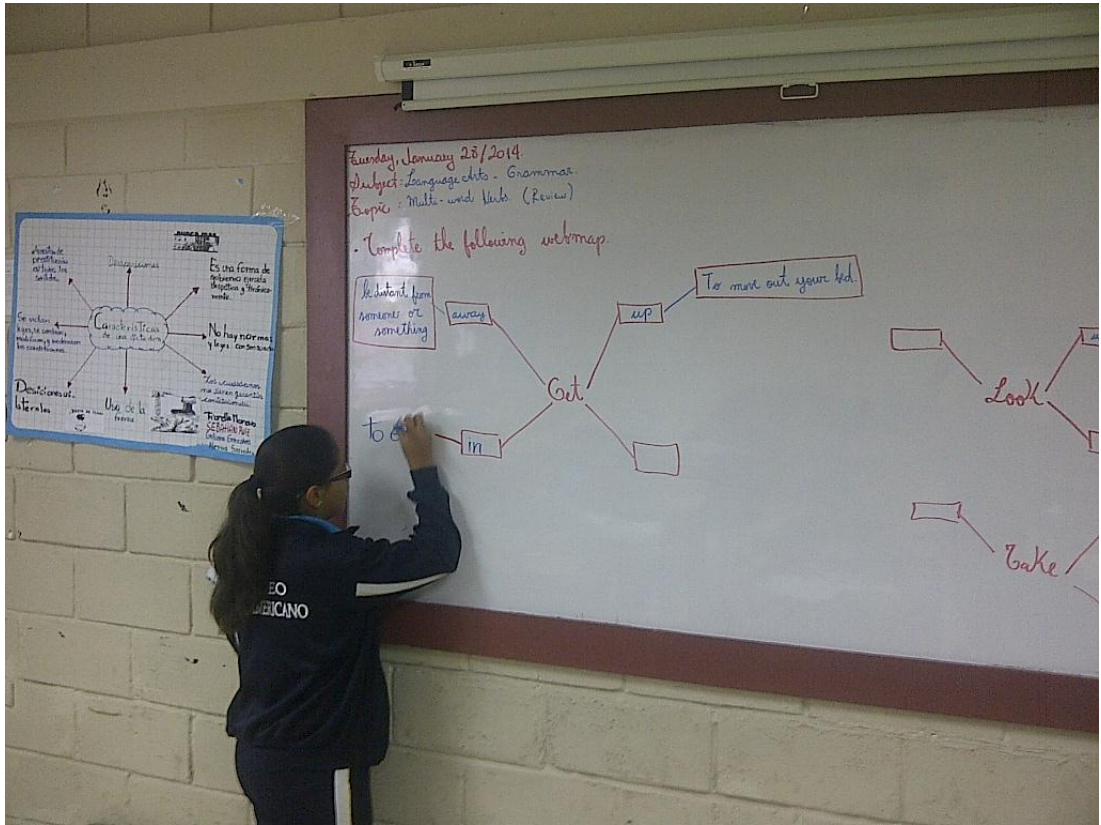
DIAGRAM OF GANT

QUESTIONNAIRE

Activities	Weeks																			
	week1					week 2					woeek 3					week 4				
1. Design the questionnaire questions	■	■																		
2. Select the scale			■																	
3. First draft of the questionnaire				■																
4. Pilot the questionnaire						■	■													
5. Review the questionnaire																				
6. Application of the questionnaire													■							
7. Check the questionnaire														■						

TESTS

Activities	Weeks																			
	week1					week 2					week 3					week 4				
1. Design the test	■	■																		
2. Pilot the test								■												
3. Review the test questions												■								
4.Appication of the test															■					
5. Check the test																	■	■		
6. Tabulate the test results																			■	

LESSON PLAN

Activities	Weeks															
	week1				week 2				week 3				week 4			
1. Identify the topic to be taught in the topic	[]															
2. Identify the strategies to be implemented in the topic		▨														
3. Find the multi-word verbs list to be used in the topic	[][]															
4. Find the flashcards containing the list of the verb words	[][]															
5. Find the video containing the topic	[]															
6. Design the lesson plan		▨														
7. Add the strategies for the topic		[]														
8. Review the lesson plan parts		[]														
9. Implement the lesson plan																▨

CHECKLIST

Activities	Weeks															
	week1				week 2				week 3				week 4			
1. Design the checklist questions	[][]															
2. Select the scale	[]															
3. First do the checklist draft	[]															
4. Design the checklist	[][]															
5.Review the checklist	[]															
5. Application of the checklist																▨
6. Check the checklist																▨