Phrasal Verbs in Secondary Education: a visual approach towards their teaching through the use of GIFs

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ABSTRACT: The learning of Phrasal Verbs (PVs) has always been an arduous task for non-native students. This paper aims to examine the different results obtained from an analysis carried out with 1st ESO students from the Spanish educational system comparing a traditional method based on teaching phrasal verbs through translation with a visual method based on the use of GIFs consistent with Paivio's Dual Coding theory. This paper might not only shed some light on which method serves the students better in terms of immediate retention but also provide guidance on the way PVs might be introduced in an EFL setting.

KEY WORDS: Phrasal Verbs, Grammar-Translation Method, Visual Method, GIFs, Dual Coding Theory, English Language Teaching,

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1. INTRODUCTION

1.1 MOTIVATION FOR THE PRESENT RESEARCH STUDY

Phrasal verbs (PVs) have always been considered one of the most tedious and inherently difficult to master grammatical structures for ESL learners. Their unpredictable nature, together with its polysemous character and the fact that they are not a universal linguistic feature of every language make it a highly challenging task for both students and teachers. Defined as "a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts" (Mart, 2012, p.1), a PV is a linguistic structure widely used by native speakers. In fact, they are constantly coining new examples (Bronshteyn, and Gustafson, 2015). For instance, young people do not socialize, but rather *hang out* with some friends and, whenever they want to put their feet up, they say they are going to *chill out.* As reported by Gardner and Davies (2007), "learners will encounter, on average, one phrasal verb construction in every 150 words of English they are exposed to" (p.347) highlighting its frequency and recurrence in almost every linguistic environment and therefore justifying its ubiquitous presence in every EFL (English as a Foreign Language) syllabus.

Despite its global usage, many students have pointed out its notorious difficulty which has often caused the avoidance of its study, as stated by several studies engaged in the analysis of the learning of phrasal verbs (Ghabanchi and Goudarzi 2012, Jahedi and Mukundan, 2015; Spring, 2018). Even though these same studies claim that the avoidance of its usage tends to vanish as a more advanced or proficient level is achieved, all this still calls for new teaching strategies that allow students a better understanding of PVs.

In fact, during the last decades, new methods have emerged in order to foster the student's learning process with regard to PVs. However, there still exists a predilection towards the study of these structures in terms of offering learners huge lists of the most common phrasal verbs, leaving innovative teaching methods and thorough instructions out of scope. Following this traditional method, teachers usually provide students with lists of words – sometimes related to the topic they might be studying at a specific time – and their most suitable translations in their L1. The lack of contextualization or even of examples that at least dispel the students' doubts do not contribute to the acquisition of

this new lexicon and, on the contrary, discourage the students from truly understanding this type of structure.

For this reason, we should ask ourselves why this way of teaching is still so present in every education system. Is it the most effective one in comparison with the innovative methods that have been recently proposed? Or is it just the simplest and easiest way to both teach and study phrasal verbs?

This investigation was motivated by a specific pedagogic situation that I took notice of during my working experience. During an entire month, I was able to teach a group of 1st ESO section students whose level of English was rather high for their age. However, one significant finding resulting from the previous observation of the group was that, despite having learnt a series of PVs during one of the lessons I attended, the students were not able to recognize the meaning of those PVs or even to identify them in a text read on the same day. Nevertheless, what really struck me was the fact that they knew several collocations and word patters such as *stay in shape*, *suffer from* or *worry about*, but they encountered difficulties with the identification of the meanings of phrasal verbs, which sometimes they even confused with modal verbs.

Contrary to what some studies remark (Ghabanchi & Goudarzi, 2012; Jahedi and Mukundan, 2015; Spring, 2018) , in this case the learners were not intentionally avoiding the use of PVs, but, on the other hand, it was their weak and rather inefficient understanding that prevented students from recognizing them in a text and, consequently, to include them in their speech. Therefore, there seems to be a need to introduce students to PVs in a different way in order to boost their capacity of comprehension and retention of these structures.

For this reason, I thought it would be a good idea to launch a quantitative study comparing two different ways of presenting students with phrasal verbs in order to evaluate the contribution of each approach to the immediate internalization of phrasal verbs. Thus, the present thesis set out to investigate whether the use of visual input can effectively contribute to the comprehension and immediate retention of PVs. The aim of this research is therefore to analyse the role two different methods play in the receptive knowledge of the learners by comparing the data and results obtained in a within group pre-test/post-test experimental research design . One of them will be based on translation

from the language of study (L2) to the participants' mother tongue (L1); and the other one on the use of visual aid through the specific use of GIFs (graphic interchange format).

With this purpose, this paper intends to provide a realistic overview of the effectiveness of these two different ways of introducing PVs on students' retention and understanding of their meaning. It should be noted that the accurate use of these PVs, in terms of production, will not be measured in this experiment.

1.2 OUTLINE

This paper is divided into several parts. Firstly, the following section will provide the reader with an overview of the theoretical background of the topic in order to contextualize and clarify the study and to provide a foundation for its development. After that, there will be a thorough explanation of the research study: the research questions, participants, materials and procedure as well as the analysis of the data collected. Finally, there will be a section addressing the results obtained with the aim of answering the research questions exposed in the paper. A series of ideas for further research will also be mentioned as well as the limitations found during the course of the project.

It is important to note that the following section only comprises the theoretical background and research findings that are of relevance to the investigation presented in this paper.

2. THEORETICAL FRAMEWORK

In order to begin with this research, some theoretical background needs to be provided in order to clarify the framework in which this study is integrated. Firstly, a brief definition and an introduction about phrasal verbs will be presented, in particular with regard to learners' main problems when studying them, followed by an explanation of the main methods used for their teaching. Next, an examination of the Dual Coding Theory will be carried out together with its implementation for the learning of simple vocabulary and, more specifically, for the learning of phrasal verbs.

2.1 DEFINING PHRASAL VERBS: PROBLEMS & AVOIDANCE

Defining a Phrasal Verb is not an easy task. Proof of this can be seen in the fact that there is not a universal definition for the mentioned structure (Riguel, 2014). Actually, "linguists and grammarians struggle with nuances of phrasal verb definitions" (Gardner & Davis, 2007, p.341) since they find it hard to make clear-cut distinctions between different multi-word verb constructions, alleging that the majority might belong to more than one simple category depending on the context (Trebits, 2009).

In the case of PVs, this is causing an ongoing debate on whether PVs are the combination of a verb and a preposition, a verb and an adverbial particle or both. Gardner and Davies (2007) propose a rather more practical definition which states that phrasal verbs should be considered a group of two or three word items consisting of a lexical verb and an adverbial particle. In the same vein, authors like Mart (2012) defined it as a lexicon item comprised of a verb followed by one or two particles, which can be an adverb and/or a preposition. Furthermore, as Bronshteyn and Gustafson (2015) point out in their study, phrasal verbs are characterized by their unpredictable meaning, polysemous, frequent and non-universal character, which usually makes them a tough and difficult structure for ESL and EFL students to learn and handle. They are defined as unpredictable because they might sometimes present a more literal meaning, decoded from the particles that compose the PV, as in *sit down* or *stand up,* or they may also present idiomatic meanings, such as *butter up* or *look after*, whose meaning is less obvious or even impossible to understand from the words themselves. They are also defined as polysemous, meaning that a single PV can have multiple and various meanings: roughly one hundred thousand planes *take off* every day; people usually *take off* their shoes once they arrive home, and even an artist's fame might *take off* after a concert. On top of that, PVs are quite recurrent in native speakers' speech, appearing twice as much as in their writing (Gilquin, 2015) making it even more difficult for learners to clearly identify them, and the fact that they cannot be found in every piece of language makes the matter even worse.

According to recent research, all these factors – together with many other, such as the limited language exposure to PVs or the lack of comprehension – not only prevent students from properly learning PVs, but also causes students to avoid using them. The study carried out by Ghabanchi & Goudarzi (2012) evidenced how Iranian learners of English avoided this grammatical structure, with no differences in the performance of

intermediate and more advanced students, implying that both groups avoided using phrasal verbs to the same extent. Similarly, El-Dakhs (2016) reached the same conclusions throughout her study. The results obtained showed how Egyptian learners of English displayed a strong tendency to avoid using PVs when they were trying to express themselves in English, even if the participants were learners enrolled in a private university where English was the primary means of communication and instruction.

In a nutshell, the reasons why non-native speakers find PVs hard to learn are manifold. PVs are an arduous task and inherently difficult to master for non-native speakers. The fact that L2 students avoid using these structures calls for new learning approaches and strategies that help them in the acquisition of PVs. During the last decades, there has been an increase in the appearance of new methods that have been proposed to improve said challenge. An overview of all these new strategies will be outlined below.

2.2 PHRASAL VERBS TEACHING METHODS

Vocabulary studies have recently witnessed an increase in the amount of research trying to discover the best technique for the teaching of PVs. For this reason, it is important to mention the existence of the main studies concerned with this issue.

In the last decades, many researchers have made use of a cognitive-linguistic and semantic approach in order to teach PVs, which mainly focused on raising the students' awareness of the identification of the main cognitive motivations lying behind every PV. In fact, most research has recently attempted to offer an insight into the way PVs are formed to make them easier for students to remember so that, instead of being considered as arbitrary and random structures, they are viewed as systematic and logical constructions thanks to the implementation of these methods.

Yasuda's (2010) research proved how a cognitive semantic approach based on "the meanings of orientational metaphors embedded in particles that form a phrasal verb" (p. 256) played an important role in the learning process of the students. In her study, 115 Japanese university students worked with the particles *into, up, down, out* and *off, w*ith phrasal verbs such as *burst into, break down, call off,* or *calm down.* Overall, a total of 21 phrasal verbs were selected based on their frequency in Japanese textbooks, on how familiarized students were with them and because they were "expected to be stored as non-compositional units in the mental lexicon of the student" (Yasuda, 2010, p. 257). Her

study showed how students who had learnt phrasal verbs following the orientational metaphor approach significantly outperformed the students who learned them through memorization.

The same results can be found in the study carried out by Spring (2018), in which the author created a list that covered approximately the meaning of 95% of the most common phrasal verbs particles in order to help Japanese learners infer the meaning of phrasal verbs as whole units. In this case, this list included particles such as *up, down, in, on, out, back, away* or *after*, among many other ones, which actually proved to be of great help for learners when trying to deduce and understand their meanings. The results of this study seemed to be congruent with the previous research made by Lee (2012), where learners only focused on the particles *up, out* and *over*. The findings showed that it is possible and actually quite effective to teach the particles of which phrasal verbs are composed rather than teaching phrasal verbs as whole units.

In the case of Büyükkarci (2010), instead of putting the focus on the analysis of the different particles that form a PV, a communicative teaching was carried out. By comparing the results achieved by Turkish university students who followed a traditional method based on direct translations with the ones taught through a communicative approach, Büyükkarci (2010) reached the conclusion that teaching PVs using real resources and material from everyday life such as magazines, newspapers, signs, and graphic and visual sources was more effective than offering translations to students. In fact, the students who followed the communicative approach, in which the teacher acted not like an instructor but more as a facilitator, showed a better learning process and performance than the students of the traditional method, whose performance was rather poor.

Büyükkarci (2010) highlighted in his study the importance of forcing students to try to guess the meaning of PVs through discussions in class, since that would also serve as a motivating factor when it comes to internalizing its meaning, and that is actually what Chevez Herra (2013) proposed in her study "Phrasal Verbs: their teaching and acquisition". In her research, she followed an explicit method in which once every week, at the beginning of the lesson, learners were introduced with a sentence or short text on the board containing a PV in bold. Afterwards, students were asked to come up with possible meanings for that PV and to orally use it in a sentence. After analyzing a series of controlled tasks and activities and some oral recordings, Chevez Herra (2013) pointed

out that, despite having achieved better results in their post-tests, students were not capable of efficiently incorporating phrasal verbs in their speech, which actually was one of the main goals of the study.

From this, a suggestion was made to conduct research comparing the results of methods where phrasal verbs are both explicitly and implicitly presented would be an interesting option to examine and compare the effectiveness of both approaches. In fact, according to Akbary, Shahriari & Hosseini (2018) an implicit exposure to language "can maximize the chances of incidental vocabulary learning" (p.344), arguing that much of the vocabulary knowledge successful language students learn is acquired accidentally. Providing our learners with sources such as radio programs, TV shows, video games, movies, social networking applications or music seems to be a good option to boost the implicit learning of the student. To that end, there are papers such as the one proposed by Akbary, Shahriari & Hosseini (2018) who pointed out that learners are not always taught the most common PVs found in a natural communication in class. To deal with this problem, they proposed an analysis of a series of songs with their respective lyrics, in order to consider the value of using music when it comes to learning Phrasal Verbs both in an explicit and implicit way. Their study underscored the usefulness of making use of genres such as Pop or Hip-Hop to teach the most common and recurrent PVs in natural conversation, also remarking how motivational music can be for language learners. However, it is important to mention that implicit learning relies on the amount of exposure learners receive beyond the classroom, something which involves a lot of time and effort on the students' part, and which not every learner is willing to undergo outside the classroom. Likewise, students who listen to music outside the classroom may not solely focus on the vocabulary, but rather enjoy the rhythm of the music, which therefore would need the presence of the teacher to highlight such forms.

As can be seen, several methods and different approaches towards the teaching of PVs have emerged during the lasts decades. In any case, the recent development of technology promotes the use of different media resources in order to analyze its effectiveness and usefulness when learning phrasal verbs. The next section will offer a closer look at one of the main theories at the heart of the very beginning of the idea of applying visual imagery in the language classroom as material to enhance and promote the correct internalization and understanding of vocabulary: the Dual Coding theory.

2.3 DUAL CODING THEORY: AN OVERVIEW

The idea of using visual imagery in the language classroom has a long history as a useful material that facilitates and enhances language learning, and this is precisely where Paivio's (1969) Dual Coding Theory (DCT) comes into play, since it lays the basis for the study of the effectiveness of applying visual input in the teaching of foreign languages.

According to Paivio's theory (1969), memory usually works blending both visual and verbal representations. This publication – together with other ones published by the same author afterwards – showed through its research the "memory effects and effective variables associated with imagery instructions […] and picture superiority over words in free recall" (Paivio, 2014, p.145), a result which was reversed when using listed items. In fact, this referential processing occurs throughout the early process of language acquisition when children begin to name objects, when a correlation between language and object is created. The awareness of the use of this dynamic associative process between verbal and nonverbal representations (in this case, referring to visual input) implies, as remarked by Paivio (2014), the existence of two different and independent symbolic systems involved in the working of memory and the process of cognition: "one for representing and processing information concerning nonverbal objects and events, and the other for dealing with language" (Alam and Oe, 2012, p.270). In fact, DCT refers to verbal and non-verbal representational units respectively as *logogen* and *imagen* in order to clarify how "mental words and images can function unconsciously to mediate cognitive performance" (Paivio, 2014, p.146). While *logogens* are conceived as structures from different lengths, from phonemes to syllables, words, sentences and any other longer discourse unit, *imagens* may refer to multiple types of representations: auditory, visual, or even haptic hierarchically organized from most to less apparent:

> Processing begins with direct activation of imagens and logogens that correspond to stimulus patterns, a kind of template matching process involved in stimulus recognition. […] Referential processing is the special kind of associative mutualism that involves cross-system activation of logogens by activated imagens or vice versa. The underlying structures all result from associative experiences that promote growth of anatomical and biochemical "connectors" between neurons. (Paivio, 2014, p.146).

Nonetheless, its activation is also determined by some individual features and differences depending on experiences and context (Kim, 2019), as it is the case with, for

instance, bilingual students, who may share two different logogens from their first (L1) and second (L2) languages for the same imagen. However, the results obtained from a study using culturally biased and unbiased pictorial resources indicated that some specific image representations may be more closely connected to one language than the other (Paivio, 2014). This entails that mental representations might vary from one person to another, depending on multiple classes of variables.

Another important factor affecting imagery processing is whether the word in mind is considered abstract or not. The more concrete a word is, the easier it is going to be to evoke an image of that specific reference. On the other hand, abstract words which do not denote any tangible objects might not have a clear correspondent image (Clark and Paivio, 1991).

A third important determinant, mainly in the educational context, relies on both, teachers and students' capacity to use and infer imagery. These individual differences regarding personal abilities and habits pose important consequences for education and teaching. Some learners and instructors "will use imagery easily and spontaneously under many conditions, whereas others will rarely image and only with difficulty" (Clark and Paivio, 1991, p.156).

In a nutshell, according to this theory, "pictures are worth a thousand words", and so are visual input and the mental images. However, although imagery and DCT theories began to be developed in the 1960s, they have not been really applied and properly studied in the educational sphere until the very end of the 20th century, and in the case of the learning of phrasal verbs, research has been available since 2005. Nonetheless, this imagery techniques are of utmost importance for education, since learning new vocabulary has considerable relevance in school, mainly in the areas of languages and science. The use of both pictorial and verbal input can facilitate learning when working with immediate understanding and retention. By accurately applying the DCT theory, successful results might be therefore obtained in the educational sphere, mainly concerning the teaching of vocabulary when using images for the learning of new words. The following section will shed light on the understanding and analysis of recent results obtained by researchers who put into practice the DCT approach in order to teach vocabulary.

2.3.1 EDUCATIONAL RESEACH RELATED TO DCT

Given the complexity and difficulty in both teaching and learning PVs, it is worth pointing out the wide range of literature that exists based on the application of visual input following the Dual Coding theory approach. Although the scope is quite open – in the sense that the literature deals with many different areas of study – this section will give an overall picture of the main ways recent studies relied on DCT in order to analyse its efficiency when applied to retaining and learning new content and vocabulary.

Specifically focused on the case of vocabulary retention, Yoshi and Flaitz (2002) carried out a study in which three different types of annotation were compared: one of them was based just on texts, another one in pictures, and the last one offered a combination of both. 151 ESL university students took part in the study and their results showed how the participants found in the combination group outperformed the other two groups in the delayed tests. Nonetheless, an interesting finding remarked by the authors in this study was the effectiveness of the picture-only group, who scored a little higher than the group which had been working only with texts. These results suggest that picture cues were slightly more effective than the textual ones for the immediate retention, although the authors also pointed out that sometimes the pictures employed were not able to convey the fullness of the meaning of the vocabulary selected as effective as the textual cues.

Nowadays, technology offers a wide range of possibilities when it comes to teaching and learning through visual input, and media files have played, according to recent research, an important role in this regard. While some studies have mentioned the possible detrimental effects visuals and media can produce mainly due to a possible cognitive overload (Dubois & Vial, 2000), other research studies, such as the aforementioned Yoshii and Flaitz (2002) and Kabooha and Elya (2018), claim that using a broad range of media can help learners retain vocabulary in an easier way, stressing the vision of animated media as a powerful tool for learning English vocabulary. Within the tradition of media research, Mayer and Moreno (2002) analysed to what extent animated pictures promote learning in comparison to other modes of teaching. Since it has been reported that an effective use of technological media in vocabulary instruction is key to promoting the learner's understanding, they proposed seven different principles for the implementation of animation in multimedia instruction as possible ways of applying

animation in multimedia instruction. They finally reached the conclusion that, being consistent with the cognitive theory of multimedia learning, animation can boost the learners' understanding in various educational settings.

A similar study to the one proposed in this paper is the recent research carried out by Martín Gascón (2021) titled "Engaging ELE Learners: Emotion metaphors on GIFs". It aimed at the analysis of the role GIFs play as pedagogical tool in the teaching of recurrent linguistic expressions employed to convey emotions related to happiness and sadness. Her proposal was carried out with learners of Spanish as a foreign language and she was able to observe how learners were not only actively participating in the activities proposed, but also improving their acquisition and retention of vocabulary related to emotions.

Moving on to the specific study of phrasal verbs, Devi's (2005) investigation showed how phrasal verbs could be better understood and interiorized through the use of short movie clips. Among the main positive outcomes remarked by this study, which was carried out with Indian students, Devi (2005) pointed out that this sort of method boosted the learners' motivation, improved the contextual understanding thanks to the display of a caption together with the animation, and helped with the retention of concepts in comparison to the usage of just text. On the other hand, it turned out to be a bit distracting for some students when it was repeatedly reproduced and some students with visual difficulties found it hard to assimilate meaning. Nevertheless, this study serves as an important source of evidence regarding the benefits from the implementation of animated graphics and video clips during the learning of phrasal verbs.

Similarly, Alam and Oe (2012) developed a study in order to compare the learning of phrasal verbs through pictures and L1 glossary medium, and the results obtained seemed to put forward important implications based on the DCT. The participants that took part in the investigation were Japanese college students who were learning English as a foreign language. The study was carried out using sixty different PVs during three weeks and it made use of good quality pictures, glossaries and a series of different varied question formats to check the students' learning process. The results obtained in the post-tests suggested that "there was a correlation between the use of pictures and the speed of processing information as well as the use of pictures and the effectiveness in completing the exercises" (Alam and Oe, 2012, p.271). As Paivio (2014) had already mentioned in his research, Alam and Oe also noticed that PVs which denoted concrete meanings were

easier to learn than those ones which implied a metaphorical meaning. Therefore, in order to work with this type of PVs a careful and systematic selection should be carried out in order to achieve successful results. Besides, a small amount of PVs would be needed in order to avoid the lack of attention that some students presented during the investigation. It is worth mentioning that the sentences produced by the participants who had learnt the PVs through visual input were more effectively constructed than the ones proposed by the group which worked with the glossary. In the same way, when asked to describe the meanings of the PVs, participants on the picture medium expressed themselves using their own words, while the other group tried to use the same words from the glossary they have been working with. This difference backs up the Dual Coding theory, since it seemed that "those on the picture medium experienced direct links with concepts, and therefore explained the meanings of the phrasal verbs in their own terms, while those on the L1 gloss medium experienced indirect links via L1 with concepts" (Alam and Oe, 2012, p.272).

In the same vein, Kim (2019) carried out a study with Korean EFL university students in order to compare the effects of using both fixed images and video clips without any type of sound to teach some independent words and phrasal verbs. Images and videos were both shown together with some word definitions and sentences – all of them written in English – as examples to provide some context for the students. Her results showed how short video clips helped learners retain phrasal verbs longer, while images with texts were better for retaining single words. Thus, both media modes turned out to be useful tools for students when learning vocabulary words. Nevertheless, it is important to note that the results obtained in a delayed post-test suggested that using video clips with texts may help students remember vocabulary for a longer time. Once more, her research supported the idea that using pictorial resources together with textual definitions give place to a stronger vocabulary retention, since the results obtained in the post-tests she carried out outperformed the ones found in the pre-test. Given that PVs are considered difficult to learn for language learners – as explained in the previous sections –, Kim (2019) remarks how "using video clips may help to learn phrasal verbs in EFL contexts since they activate learners' memories longer than images" (p. 32).

The investigation developed below has been carried out bearing in mind all the studies abovementioned. In the following sections, I will provide an overview of the methods used in this study.

2.4 GRAMMAR-TRANSLATION METHOD

Translation has played a significant role in the teaching of foreign languages, since it has been considered a useful tool chiefly in an EFL environment. Providing students with an accurate translation of a specific word is a quick and simpler strategy used by teachers to help students understand it. In fact, authors like Danchev (1983) outline the benefits of translation, as they declare it provides the student with a simple comparison between the target and the native languages, facilitating its decoding; it also allows a quicker comprehension control and it helps the learner overcome native language transfer (p.35).

However, the long-standing debate about the effectiveness of translation in language teaching, in which theorists, linguists and teachers keep finding reasons in favour and against its use, has brought into question its success as a teaching method. Newson (1998), among many others, highlights that translation prevents teachers and students from benefitting from working with just one language; that it also encourages students to think in just one language and to transfer their thoughts into another one; and finally that it encourages the false belief that there is such a thing as easy word-to-word correspondence between languages (p.64).

This paper will try shed light on this controversial matter. The role of translation in language teaching will therefore be analysed in the light of the results obtained comparing this method and the use of visual input that will be explained below.

2.5 VISUAL METHOD

As has been described in the framework of this paper, lately there has been an increase in the number of research concerned with the pedagogy of phrasal verbs through different methods. For cognitive linguistics, the learning of language is inextricably integrated with other cognitive abilities that entail processes of reasoning, memory and learning. In fact, most recent research deals with the study of these processes through non-verbal media such as pictures or sounds, which sometimes appear accompanied by sentences used as examples in order to support and clarify its meaning. This method aims to help learners understand and internalize concrete or abstract concepts through a more direct experience triggered by visual input. In fact, in accordance with Paivio's (1969) Dual Coding theory, recent research shows how images, video clips and other visual

resources have contributed to the learning of vocabulary, a fundamental component for the correct development of language proficiency.

This paper employs GIFs (graphic interchange format) as a pedagogical tool for the specific teaching of PVs. Unlike other files, such as JPEG (Joint Photographic Experts Group) or PNG (Portable Network Graphics), this format allows the creation of both still and animated images which might not be considered as videos, but, if anything, they are rather seen as flip-books, as they are characterized by their lack of sound and short duration.

Even though the animated GIFS were first introduced by the CompuServe Information Service in the late 1980s (Martín Gascón, 2021), these repetitive visual images have not gained popularity until recent years on account of an increase in their use on social networks such as Facebook, Twitter or, most recently, Instagram. Its use has also lately been extended to messaging apps, such as Whatsapp or Telegram, converting it into a ubiquitous communication tool. Their brevity, tied to the fact that they are easily accessible and the wide variety of scenes and clips that exist, have turned them into a simple and quick resource to communicate emotions, jokes, and many different ideas mainly through social media.

Nonetheless, despite their popularity, GIFs have not yet been applied in pedagogical environments as potentially rich didactic tools. Except for Martín Gascón's (2021) recent teaching proposal, research on the employment of GIFs as didactic instruments in EFL classes is still scarce. Its implementation in EFL instructional settings entails a challenging but engaging task whose purpose is to contribute to the learners' enhancement of their communicative competence. For this reason, this research aims to investigate whether the specific use of GIFs contributes to the immediate internalization of PVs and also hopes to broaden the scope within this field of research. The following section will therefore deal with the explanation of the study itself providing the reader with an overview of the way it was carried out.

3. THE STUDY

Even though its use has been either avoided or rejected, the effectiveness of teaching vocabulary through translation is constantly being questioned. In the case of the teaching of phrasal verbs, recent research show its inefficiency in comparison to other methods

(Alam & Oe, 2012). However, translation is still ubiquitous in the teaching of EFL vocabulary despite the multiple arguments against its repeated use, hence the purpose of this paper is to prove whether a method based on the use of visual tools would improve the participants' understanding and learning of PVs.

In order to do so, I propose the study of the results obtained from teaching applying two different methods: one of them based on the translation of PVs, and the other one on the use of visual aid – through the specific use of GIFs – to analyze its potential effectiveness when it comes to immediate retention of vocabulary.

As described below, this proposal will be developed with students of 1st ESO belonging to the Cardenal Herrera Oria secondary high school in Madrid. The following sections comprise the research questions, the participants, the materials, measurement and procedure composing the proposal carried out for my study.

3.1 RESEARCH QUESTIONS

The main focus of this research is vocabulary retention. In fact, the purpose of this paper is to prove whether a pedagogical method based on the use of visual tools would improve the participants' understanding and learning of PVs. In order to achieve this objective, the following research questions will guide the development of this paper:

1. Is there a significant difference between the pre-test and immediate post-test scores obtained by the participants via each of the methods?

2. What method can support better outcomes for immediate vocabulary retention?

3. Are GIFs an effective tool to help learners with an immediate retention of vocabulary?

In order to address these questions, the participants, material, measurement and procedure will be detailed below in order to frame and contextualize the investigation.

3.2 METHOD

3.2.1 PARTICIPANTS & THEIR SCHOOL - IES CARDENAL HERRERA ORIA

This proposal was carried out with 1st ESO section students who received five EFL lessons of 55 minutes each per week. This class was made up of 18 students – 8 boys and 10 girls – aged between 12 and 13 years old and with around a B1 level according to the Common European Framework of Reference for Languages (CEFR). It was a quite homogeneous group that presented better behavior than the rest of the groups I was able to observe. This class had been together in the same group since they were in 1st primary, so there was a good working environment and comradeship reigned among the students who were constantly helping each other.

However, as explained at the very beginning of this paper, during my first days I was struck by the fact that, despite the high level students in general presented in terms of grammar and speaking skills, their knowledge of PVs was rather deficient. Therefore, it is important to remark that this specific group presented some trouble with the learning of PVs before the research took place. In fact, before starting the research one of my greatest concerns about this investigation was the lack of motivation students might present during the development of the study. Nevertheless, they were quite participative and motivated throughout the sessions, something which also eased the correct delivery of the study.

In this class there was a student with ADHD who used to have some trouble paying attention in specific situations during the lessons I was able to observe. However, in the case of the study, he was one of the most participative students and he was always willing to do every activity proposed in class. Whenever he was feeling more nervous, he was asked whether he was feeling all right and he was given the opportunity to leave the classroom whenever he felt like doing it to calm down, although during the teaching of the PVs this never took place.

As for the school, IES Cardenal Herrera Oria is a small public high school located in the northern part of Madrid, more specifically in Fuencarral, on Fermín Caballero Street, next to the well-known Ciudad de los Periodistas. The high school currently offers the possibility of studying the Obligatory Secondary School and Bachillerato, with the

modalities of Humanities, Social Sciences and Science. Apart from this, Herrera Oria High School is a bilingual school which offers said program since the 2017-2018 school year, allowing students to choose between the bilingual section, in which the subject of advanced English and at least one third of the school timetable is taught in English; and the bilingual program, in which they study another subject in English apart from the English subject itself. In the current course (2021-2022), 1st Bachillerato students are also able to study in the bilingual program, which means that this offer has been extended to the non-obligatory education. The high school's English department is made up of six teachers, although there are also three language assistants that work with students both individually and in groups.

The English department organizes several activities throughout the school year so that students can experience other kinds of activities outside the classroom, complete their learning process and, thus, boost their interest in the subject. This sort of activities include trips to theaters and the cinema, exchanges with English-speaking students or the attendance to linguistic immersion camps. The English department also offers the possibility of taking external exams to obtain the B1, B2 or C1 certificates offered by Cambridge University.

In sum, English, as a subject, plays an important role in the development of the students' learning process in this high school. The wide range of activities offered by the department together with the high number of teaching hours throughout the week (at least 5 hours of English for both groups, section and program) offers the students the opportunity to immerse themselves in the language and culture of the English-speaking world.

3.2.2 MATERIALS

3.2.2.1 PHRASAL VERBS

The fourteen PVs selected were proportionally divided into two groups of seven bearing in mind their degree of difficulty. The decision to make this division was based on the advice offered by Alam and Oe (2012) in their study, who recommended the instruction of 10 PVs per lesson at most, as well as the recommendations of the English

teacher of the group, who asked me to bear in mind the learners' level and young age so as not to confuse them and discourage them from learning PVs.

As explained before, the choice of PVs for the present investigation was determined by the didactic unit students were working on at that specific time, more specifically with the 6th unit of the textbook *Burlington International English B1,* entitled "How do you feel?" which dealt with the study of health and wellness. Fourteen different PVs were selected based on that topic and also following the list of most common phrasal verbs proposed by Gardner and Davis (2007) in order to determine their recurrence and consequent value in order to provide students with a more realistic and practical teaching. Students were shown a list of seven PVs in each session together with a sentence as an example for each PV through a PowerPoint Presentation.

The phrasal verbs included in the study were the following ones: *get over, pass away, warm up, come down with, work out, chill out, look after, run over, cut down on, pass out, give up, switch off, fight off,* and *bleed out.*

3.2.2.2 GIFS

Since this proposal also aims to shed some light on the procedural aspects for the incorporation of GIFs in EFL settings, I will start commenting on the process of selection of the GIFS applied, during which three steps were taken:

First, I considered the number of GIFs needed to represent the meaning of a phrasal verb. In some cases, the GIFS were accompanied by some pictures or even another GIF to clarify the meaning of the PV.

Secondly, I looked for some GIFS online to find the most suitable one for each PV. In order to do so, I used the following applications and online platforms.

- **Tenor:** This online GIF search engine allows the user to look for specific GIFs that fall into different categories. Tenor was founded in 2014 with a view to define and create "a new visual language for the world's 3+ billion mobile users" (Tenor, 2022). This application makes it easier to find and share GIFs across devices and to use them within different resources such as PowerPoint.
- **Giphy:** This platform offers one of the largest GIF libraries available at this moment. Giphy not only allows to search a wide range of GIFs available online, but also to create your own and to customize them. Giphy serves more than 10

billion GIFs per day (Giphy, 2022) and it also uses data and analytics to provide the user with the most suitable results for their search.

- **Gyfcat:** This platform offers GIFs with a higher speed and quality compared to the rest of applications. They also allow unlimited size and the user is able to analyze frame by frame every GIF by pausing, slowing down, speeding up or even reversing its content.
- **Google Images:** This versatile search engine owned by Google also allows users to search for animated GIFs. Just by adding GIF to your search, a wide range of possibilities can be accessed.
- **Gifbin**: Although in this application search parameters mainly work through tags, it also provides the user with a great variety of GIFs.

There are also some other applications that allow the creation of personalized GIFs, such as Gifs.com or GIFMaker. However, in this case it was not necessary, since the platforms mentioned before offered a wide range of resources and a suitable GIF for every PV was found.

Finally, every GIF was supported with a sentence related to it so that students could easily associate the meaning of the PV with the clip, so an attempt was made to look for a sentence that fitted the action showed in the GIF.

The GIFs employed in the study were used to represent both the verbs and the prepositions that make up the phrasal verb, which were sometimes accompanied by some pictures too. The point of this is to trigger the learners' memory through these simple graphic formats in order to help visualize their meaning. Besides, even though some PVs might present many different meanings, in this case, in order to avoid any confusion, each PV selected represented the meaning in accordance with the context and the topic studied by the participants, which, at the specific time the research took place, was health and wellness, as explained before. In some specific cases, two different GIFs were applied to explain one PV in order to properly elucidate its meaning and avoid any ambiguity or misunderstanding.

Ultimately, it is important to note that the decision to incorporate this method making use of GIFs and the design and procedure outlined later were in line with the specific situation and necessity learners presented in the high school where I was doing my working experience.

3.2.3 MEASUREMENT

The data collected in this research is based on a quantitative research in order to provide the reader with objective and fixed results. In order to gather quantitative data I made use of two main instruments: the pre-test carried out before the investigation and the post-tests participants took after the teaching of phrasal verbs through each method.

Nonetheless, in order to gather more data and to help students to put the PVs into practice, I also made use of two different worksheets for every lesson and online applications such as Kahoot and Bamboozle whose results will be also be taken into account when analysing the results.

3.2.3.1 PRE-TESTS

The pre-test (see Annex I) served as a way to check and verify the participants' lack of familiarity with the phrasal verbs selected for the study. It included 18 phrasal verbs, from which 4 were introduced as additional distracters in order to measure the knowledge of students. It followed the structure of a multiple-choice cloze test (Nation, 2001) and it contained various question formats: participants were asked to choose the PV that correctly fitted a sentence, the one which matched a definition provided or the PV that best related to a specific image. Each correct answer scored one point.

3.2.3.2 WORKSHEETS

After teaching the two respective sets of PVs, students were given a worksheet with two different activities to put into practice what they had learnt (see Annex II). Although the main objective of this study was to check the receptive knowledge of the learners, not focusing on their productive skills, the worksheets included a task where the participants were asked to write some sentences using the PVs learnt, as well as some gap-fill in activities. The results obtained from these tools will be commented and compared to the results obtained in the respective post-tests.

3.2.3.3 KAHOOT

This game-based learning platform allows the main user to analyse the data gathered from the answers provided by the learners. This application was developed during the teaching of the translation method and it will be used with the aim of analysing

the participants' learning process before taking the final post-tests. The questions in this case followed a quiz mode where students had to choose the correct answer for some definitions, to fill the sentences and answer some true and false questions using some images in the background to facilitate the development of the activity (see Annex III). The final report provides some useful data such as the percentages of errors, the average time taken to answer or the specific mistakes and correct answers chosen by each participant. On the whole, this tool offers a wide range of estimates and resources quite useful to keep track of the learner's learning process.

3.2.3.4 BAMBOOZLE: TEACHER'S MONITORING

In line with the game-based learning platform *Kahoot*, *Bamboozle* is also an online educational game used by teachers to offer a more interactive and fun activity to put into practice everything learnt in class. The main advantage of this online tool is that it only requires one electronic device to work and students must interact with the teacher in order to answer the questions. However, one of the main drawbacks is that, despite offering the percentages of errors and correct answers, this game does not offer a report with specific data about each participant. Although the questions followed the same format and structure as the ones posed in Kahoot, in this case students were asked to answer the questions orally. Since we had to use this application because there were some technical problems that prevented us from using Kahoot again, I was constantly taking notes about the way students reacted to each question and their answers throughout the whole game.

3.2.3.5 POST-TESTS

Two post-tests (see Annex V) were administered to the learners, each one after having taught the group of PVs with a different method. Each post-test consisted of 8 different questions from which one of them worked as a distractor. The format and questions designed for this text were very similar to the ones presented in the pre-test and, as was the case with the pre-test, each correct answer scored one point. The questions were organized randomly so as not to repeat the order in which they were taught. The questions were different from the ones proposed in the pre-test to obtain reliable results. Both pre-tests and post-tests were designed with the purpose of checking the participants' memory

for vocabulary learning and in order to compare the results while measuring the changes from the different PV teaching interventions.

3.2.4 PROCEDURE

Even though most studies presented in the theoretical framework and concerned with the investigation of a similar situation as the one proposed in this paper carried out a division into experimental and control groups, in this case it was not possible to do so in light of the specific circumstances of the different groups found in 1st ESO. In fact, the number of students per classroom was uneven and also the rest of the groups were not as homogeneous in terms of academic results and general level as the group studied in this paper, which led me to carry out the intervention within the same group.

Overall, the participants were firstly tested through a pre-test in order to assess their knowledge and understanding of the issue. Once the results confirmed the participants' unfamiliarity with the PVs proposed, the same group was exposed to the same set of PVs but divided into two main groups. They were equally divided bearing in mind their difficulty based on the results from the pre-test and in terms of frequency and each group was taught using a different method. First, they received a lesson using the traditional method and they practiced doing some activities and played an online game. Then, they were asked to take a post-test to examine the extent of improvement. Then, the same students took part on this occasion in the teaching of PVs receiving visual input. This session followed the same structure as the previous one, since students were also asked to do the same type of activities, play an online game and take the corresponding post-test. At this point, it is important to remark that the idea of following the same structure in both sessions was to make sure that the results obtained at the end of the study were a result of the way PVs were introduced and not influenced by the way they were practiced. Finally, the results obtained in both tests were compared in order to find out which method entailed a better immediate reception and understanding of PVs.

The investigation was developed on the 1st, 4th and 5th of April, which coincided with the very end of the 2nd term. The experiment took place during three different sessions and was conducted following the parameters established in the English department syllabus. It was framed in the 6th didactic unit of the academic year, entitled "How do you feel?" which dealt with healthy habits and the study of modal verbs.

While in the first session students were only asked to take a pre-test, which took them around 10 minutes to complete, the next two sessions were entirely dedicated to the teaching and analysis of the learning of PVs following the two different methods which will be explained below in detail, together with a broader explanation of the procedure carried out in each session.

3.2.4.1 FIRST SESSION

In this session students were first introduced to the topic. They were informed about the pre-test and the research I was carrying out for my university, although I did not give them any clues about the methods I was going to apply or the purpose of the study. In this session participants were given the pre-test and it took them around 10 minutes to answer it, depending on the student.

The phrasal verbs tested in the pre-test were the following ones: *get over, pass away, warm up, come down with, work out, chill out, look after, run over, cut down on, pass out, give up, switch off, fight off, bleed out, breathe in, breathe out, focus on, throw up.* These PVs were randomly distributed throughout the test and, as explained before, it aimed at assessing and surveying the participants' knowledge of the target PVs.

Through the analysis of the answers provided by the participants, I decided that the 14 most confusing and mistaken phrasal verbs would be the ones used for the study and, consequently, I ruled out the following ones: *breathe in, breathe out, focus on* and *throw up,* due to the high percentage of correct answers registered. Hence all the selected PVs for the study were considered to be unknown for the participants.

3.2.4.2 SECOND SESSION

This session was developed following the translation method. Thus, in this case, a conventional teaching style was firstly applied with the participants making use of a PowerPoint presentation (see Annex VI) in order to explain the PVs. However, before students were shown with a list of phrasal verbs and their respective translations, they were first introduced to the topic with a definition of what a phrasal verb is extracted from the Cambridge Dictionary and some examples to clarify its meaning. Then, the selected phrasal verbs for this session, which were *get over, pass away, warm up, come down with, work out, chill out,* and *look after,* were taught providing the translations for each concept

and a short explanation making use of both the target language (TL) and the source language (SL).

After having presented the list of PVs, students were given a worksheet to practise and work individually (see Annex II). The worksheet contained two different activities. In the first one, participants were asked to complete a series of sentences using the correct form of the phrasal verbs provided in the list. In order to do so, they had to read the sentences and identify and select from the list which PV best fitted according to its meaning, guided by the context offered by the sentence. The activity was corrected in class.

In the second exercise, students had to write sentences using the PVs learnt in the session. In order to do so, they were advised to use the correct tense and to bear in mind if they were regular or irregular verbs. The teacher was constantly monitoring the participants' work. Although a couple of sentences were read aloud in class, the worksheets were collected and corrected analyzing the vocabulary and grammar used. Some examples of the participant's answers can be seen in the Annex VII.

As a wrap-up, students played a Kahoot (see Annex III) to revise what they have been taught in this session. Each student used a computer in order to play and individually answer each of the questions. The ten questions proposed followed a quiz mode where participants had to choose the correct answer for some definitions, to fill the sentences or answer some true and false questions. The application offered them constant feedback and served as a way to keep track of the learners' learning process.

Finally, learners were given the first post-test which followed a multiple-choice structure. Participants completed the test individually and without using any sort of resources, which took them less than 5 minutes.

3.2.4.3 THIRD SESSION

In this session, the method based on the use of GIFS was introduced. However, before starting to teach the new list of PVs, we revised once more what a phrasal verb was and I provided them with some examples too. After revising the definition and doing a brief recap of the topic, learners were encouraged to actively participate during the explanation of the PVs in order to try guess what the phrasal verb was by looking at the GIFs and decoding their meaning based on the visual files shown. As was done in the second

session, a PowerPoint Presentation (see Annex VIII) containing all the GIFs and the PVs chosen for the study was introduced. In this case, participants used their own words to explain what each PV implied, something which did not ever happen during the application of the translation method. The phrasal verbs tested in this session were: *run over, cut down on, pass out, give up, switch off, fight off,* and *bleed out.*

Once all the GIFs had been shown and the meanings were discussed using the TL, the teacher handed out a worksheet (see Annex II) in order to practice the PVs learnt in this session. The exercises found in this worksheet followed the same structure as the ones used during the teaching of the first phrasal verbs: an exercise in which students had to complete a sentence using the correct form of the PVs provided and another one in which participants were asked to write some sentences using the PVs learnt in the session. Some examples of the participants' answers during this session can be seen in the Annex IX. As was done in the previous session, the exercises were corrected in class and the worksheets were collected and corrected.

Even though the plan was to use a Kahoot that followed the same structure as the one prepared for the first method, due to an unforeseen circumstance – the computer room was not available – a Bamboozle game was played instead. Since this game-based educational tool offers multiple ways to test students, a similar format to the one offered by Kahoot was followed so as not to disturb the correct development of the study. These questions were proposed to revise the content and keep track of the participants' learning process. The questions were also accompanied by some GIFs and pictures which not only helped students recognize the PVs better, but also added some excitement throughout the game.

Finally, students took the second post-test which contained eight different questions, including a PV that worked as a distractor. As happened with the first post-test, students finished the test in around 5 minutes.

The following table offers an overview of the organization of the study and the phrasal verbs selected for the study. The data and consequential outcome will be analyzed in the following sections.

Table 1: *Organization of the research*

1st SESSION	**Introduction to the research: Pre-test**. Phrasal Verbs tested: *get over, pass away, warm up, come down with, work out, chill out, look after, run over, cut down on, pass out, give up, switch off, fight off, bleed out, breathe in, breathe out, focus on,* and *throw up.*
2nd SESSION	**Traditional Method.** Presentation, worksheet, game and post-test. Phrasal Verbs tested: *get over, pass away, warm up, come down with, work out, chill out,* and *look after*.
3rd SESSION	**Visual Method.** Presentation, worksheet, game and post-test. Phrasal Verbs tested: *run over, cut down on, pass out, give up, switch off, fight off,* and *bleed out.*

3.2.5. RESULTS

The following section comprises the analysis of the data collected throughout the research process. This section is divided into two main parts. First, the results obtained with regard to the participants' performance will be discussed, and then an analysis focusing on the phrasal verbs and the rate of mistakes and correct answers will be carried out.

3.2.5.1 ANALYSES BY SUBJECT

Before starting showing the results, it is important to remark that all the members of this class participated in this experiment. No student was absent for any of the sessions. Also, the names found throughout this section do not belong to the real students who took part in the research, since they have been altered in order to preserve their anonymity. Furthermore, I ran a t-test (*p*) comparing the results obtained in both pre-tests in order to confirm that there was not a significant difference between both. The result obtained (p=0.4486) did not imply a statistically significant variation, which meant that the students did not have greater knowledge of one group of prepositions than of the other and therefore the results obtained at the end would be reliable.

Starting with the analysis of the improvement rates, the following table presents an overview of the participants' entire performance in the experiment. The corresponding

percentages are displayed in parenthesis next to the gain data – which represents the difference between the correct PVs of the pre-test and the ones achieved in the post-test – in order to clarify the degree of acquisition of each student. While gain 1 and gain 2 represent results out of 7, the percentage shown is calculated bearing in mind that 7 would constitute the 100%. In the case of total gain, 100% would amount to 14. The table gathers the results obtained from both the translation method (pre-test 1, post-test 1 and gain 1) and the visual method (pre-test 2, post-test 2 and gain 2).

Table 2: *Overview of the results obtained by each participant in the investigation*

STUDENTS	**PRE-TEST 1 (0/7)**	**POST-TEST 1 (0/7)**	**GAIN 1 (0/7)**	**PRE-TEST 2 (0/7)**	**POST-TEST 2 (0/7)**	**GAIN 2 (0/7)**	**TOTAL GAIN (0/14)**
Diego	2	6	**4 (57,14%)**	2	7	**5 (71,42%)**	**9 (64,29%)**
Nuria	3	4	**1 (14,29%)**	4	6	**2 (28,57%)**	**3 (21,43%)**
Silvia	3	6	**3 (42,86%)**	2	7	**5 (71,42%)**	**8 (57,14%)**
Patricia	4	7	**3 (42,86%)**	5	7	**2 (28,57%)**	**5 (35,71)**
Laura	3	7	**4 (57,14%)**	1	7	**6 (85,70%)**	**10 (71'42%)**
Lila	2	7	**5 (71,42%)**	2	6	**4 (57,14%)**	**9 (64,29%)**
Francisco	0	5	**5 (71,42%)**	2	6	**4 (57,14%)**	**9 (64,29%)**
Isabel	3	7	**4 (57,14%)**	3	7	**4 (57,14%)**	**8 (57,14%)**
Jorge	0	4	**4 (57,14%)**	1	7	**6 (85,70%)**	**10 (71'42%)**
Alicia	2	6	**4 (57,14%)**	0	5	**5 (71,42%)**	**9 (64,29%)**

Antón	3	6	**3 (42,86%)**	4	7	**3 (42,86%)**	**6 (42,86%)**
Estela	4	7	**3 (42,86%)**	3	5	**2 (28,57%)**	**5 (35,71)**
Álvaro	3	6	**3 (42,86%)**	4	7	**3 (42,86%)**	**6 (42,86%)**
Maria	4	7	**3 (42,86%)**	3	7	**4 (57,14%)**	**7 (50%)**
Juana	2	5	**3(42,86%)**	1	7	**6 (85,70%)**	**9 (64,29%)**
Leandro	5	7	**2 (28,57%)**	3	7	**4 (57%)**	**6 (42,86%)**
Arturo	1	6	**5 (71,42%)**	1	6	**5 (71%)**	**10 (71'42%)**
Isaac	1	5	**4 (57,14%)**	0	5	**5 (71%)**	**9 (64,29%)**
Average	2'5	6	**3,5 (50%)**	2,28	6,44	**4,3 (61,43%)**	**7,67 (54,79%)**

The Standard Deviation (SD) obtained in the post-tests decreases (in the first post-test SD = 1 and in the second one SD = 0.76) in comparison to the SD obtained in the pre-tests (in the first pre-test SD =1.34 , and in the second pre-test SD =1.41) which also backs up the participants' homogeneity in terms of improvement. In fact, the average percentage of improvement is 54,76%. The percentages show that, depending on each student, the range of improvement goes from 29% until 86%. If we examine some specific cases, one of the most remarkable improvements is the one experienced by Laura, Jorge and Arturo, who achieved 71,42% improvement. In the cases of Laura and Jorge, both achieved better results during the second teaching, while Arturo's results were the same in both sessions. On the other hand, for Nuria, Patricia and Estela the improvement rates were not as remarkable as the ones obtained by their peers, since their percentages range from 21% to 36%. However, the data shows how both methods were effective for the great majority of students regarding their immediate retention and understanding of the meaning of PVs:

Figure 1: *Participants' number of correct answers with the Translation Method*

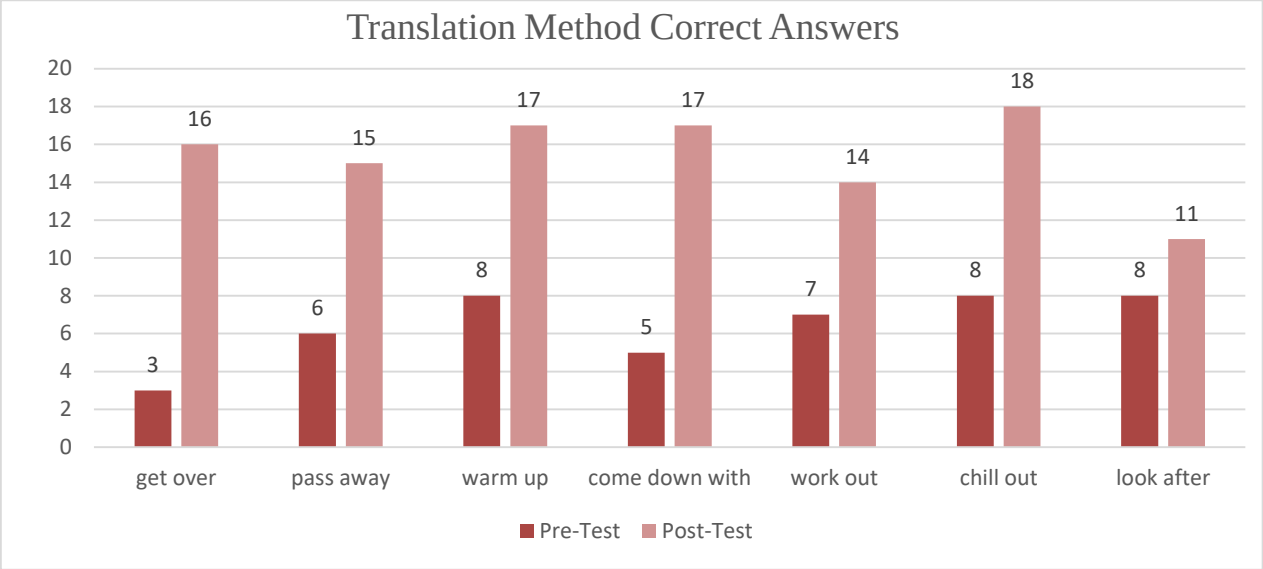
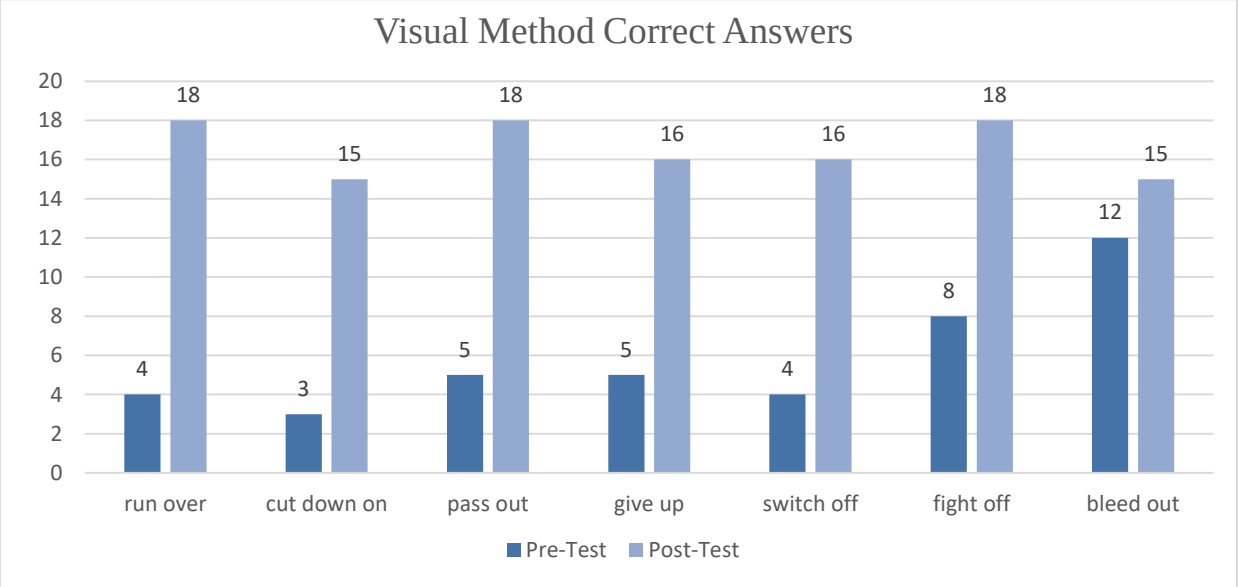


Figure 2: *Participants' number of correct answers with the Visual Method*

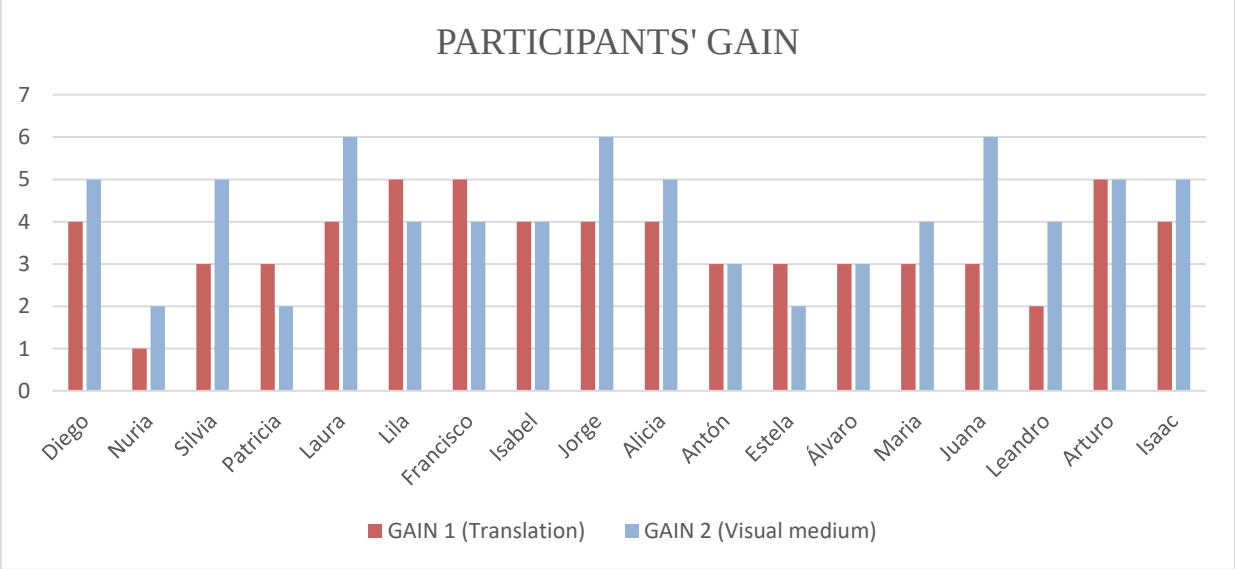


As can be seen in figures 1 and 2, after the teaching of both methods, there has been a marked improvement in the participants' knowledge of PVs. With the exception of some cases where the difference is not quite remarkable – as is the case with PVs such as *look after* or *bleed out* – the graph shows a steady rise in terms of the student's identification and understanding of the PVs proposed in the study. In fact, the graphs previously featured show how there is a considerable gain between the participants' pre-test marks

and the ones obtained in the post-tests, which indicates that learners, as a single group, notably improved their test results during this study.

Moreover, in order to test the null hypothesis that states that there is no significant difference between teaching by employing a more traditional method based on translation or a visual method, I ran a t-test (*p*) comparing the gain obtained from the difference between both the pre-tests and the post-tests which allowed me to check whether one of the methods employed outperformed the other. Figure 3 illustrates the comparison of the participants' gains throughout the study and offers a clearer representation of the contrast between the rates of gain obtained from the analysis of the results. The first bar represents the gain obtained from comparing the results of the pre-test and post-test of the PVs taught through translation, while the bluish one represent the gain obtained through the teaching of PVs with visual aid. The mean of both gains (traditional method vs. visual method based on GIFs) was also calculated to shed light on the outcome of both methods: the mean for the gain with the translation method was 3.50; while the mean for the visual method was 4.17. Since the result obtained in the T-test is less than 0.05 ($p = 0.0353$), we can therefore reject the null hypothesis and affirm that there is a significant difference depending on the method employed.

Figure 3: *Participants' gain in each of the methods*



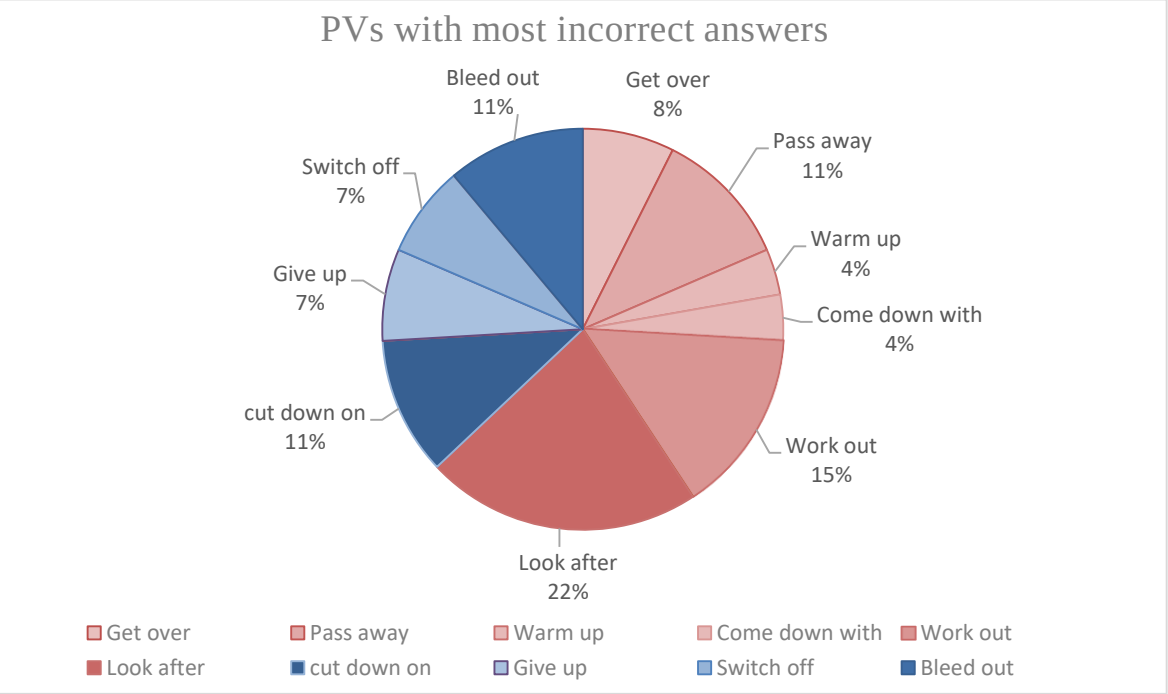
As can be seen in the graph, most students obtained higher gains through the teaching which used animated pictures. Notable cases include that of Juana, who reached a gain of 3 with the method based on translations and a gain of 6 with the one concerned with the

visualization of PVs. Similarly, Laura and Jorge also obtained a gain of 6 through the use of GIFs compared to the gain of 4 achieved through the translation method. Breaking the trend, we find four specific cases in which the gain obtained through the first method was higher than the one obtained with the second one: Patricia, Lila, Francisco and Estela obtained one more point of gain through the teaching of translation. There is also a case in which the rate of gain is also quite high in both methods: Arturo obtained a gain of 5 points via both methods.

3.2.5.2 ANALYSES BY PHRASAL VERBS

This section is concerned with the analysis of error rates with regard to PVs. If we look at the PVs with most incorrect answers (see figure 4), we find out that only four out of seven PVs taught through visual mediums presented some mistakes made by students in the post-tests, whereas, for the ones presented following the translation method – with the exception of one PV (*chill out*) – the rest were incorrectly used by at least one student.

Figure 4: *PVs with most incorrect answers*



This figure shows the PVs which were taught following the translation method with warm colours, and the ones represented with bluish colours were presented through the use of GIFs and other visual cues. In the case of the translation method, the PV with most incorrect answers was *look after* followed by *work out*. It is important to note that the PV

pass away, also taught through translation, was confused with the PV *pass out.* In the case of the visual method, the PVs *run over*, *pass out*, and *fight off* were correctly answered by every student. The PVs taught making use of the translation method show a greater variety of mistakes than the ones presented through visual mediums. However, *cut down on* and *bleed out* – which were both taught through animated images – present two of the highest error rates displayed in the graph.

Similar results were seen during the practice phase. Most participants got confused with the PVs *cut down on*, *pass out* and *bleed out* while doing the first exercise of the second worksheet. In fact, several students mixed up the PVs *pass out* and *bleed out* when completing the sentences. As for the exercises done with the PVs learnt with the translation method, the ones which were most confused by students were *look after*, *get over* and *pass away.* On the whole, there are not substantial differences between the comparisons of results of both worksheets. Nevertheless, although an analysis of the accurate use of PVs in terms of production is not the main aim of this experiment, it should be noted that the sentences which contained the PVs learnt through direct translations were better constructed than the ones learnt through the second method. Also, the report generated by the application Kahoot shows that the PVs which caused more trouble for students were *work out* and *pass away,* both with only a 66% correct guess-rate during the game. On the contrary, the results gathered during the Bamboozle game show that the PVs learnt during the second session were less problematic. Although it is true that the PVs which caused more doubts among the students were, in line with the results obtained in the post-test, *cut down on* and *give up*, it seemed that only a few students (specifically three for *cut down on* and two for *give up*) had doubts regarding these PVs.

The following section will aim at discussing the results drawn from the two different methods to teach phrasal verbs in order to give answer to the research questions proposed at the beginning of the paper.

4. DISCUSSION

As specified above, this section will provide an answer for each of the research questions posed at the beginning of the paper. First, I will focus on answering the first one, which aimed to check whether there was any significant difference between the pre-

test and the immediate post-tests scores obtained by the participants. Then, a comparison between the results obtained via each approach will be displayed in order to answer the second research question, and finally, I will analyse the degree of improvement with regard to the implementation of GIFs in order to answer the third research question.

Starting with the answering of the first research question, the data displayed in Table 2 demonstrates how learners improved their PV knowledge thanks to the pedagogical intervention, as can be seen with the data collected from both tests. In fact, there is a statistically significant gain between the participants' pre-test marks and the ones obtained in the post-tests, which indicates that learners, as a single group, notably improved their test results in this study. Overall, it can be said that the experiment entailed a positive learning outcome for the students, since the average percentage of improvement was 54,76%. In fact, the percentages show that, depending on each student, the range of improvement went from 29% until 86%. All this data, together with the decrease in the Standard Deviation rates, serve as an answer to the first research question posed at the very beginning of the paper, since we can state that there is a significant difference between the pre-test and immediate post-test scores obtained by the participants. Despite the percentages of gain being rather low in some cases (as can be seen with Nuria, Patricia and Estela, mainly because their pre-test scores were higher), the data shows how both methods were effective for the great majority of students regarding their immediate retention and understanding of the meaning of PVs. As can be clearly seen in the comparison portrayed in figures 1 and 2, with the exception of some cases where the difference is not quite remarkable – as is the case with PVs such as *look after* or *bleed out*, which will be addressed later on – the graphs show a steady rise in terms of the students' identification and understanding of the PVs proposed in the study. Therefore, the answer to the first research question posed in this study is affirmative: it can be said that the research yielded a highly positive outcome for the learners, which implies that an explicit presentation of phrasal verbs is quite effective when teaching them.

Moving on to answering the second research question, a thorough analysis of the data specified in the previous section will be carried out in order to shed light on which method can support better outcomes for immediate vocabulary retention. In order to do so, a comparison between the results obtained through the first method and the second one will be displayed with the aim of portraying solid evidence to reach a conclusion.

First, it is important to remark that the means obtained for the gain of each method are significantly different (see figure 3). While the mean for the translation method is 3.50, the mean for the visual one is 4.17. In the same line, the mean of correct answers in the first post-test is 6 out of 7, whereas the mean obtained from the results of the second post-test is 6.44 out of 7. The means obtained from the results of the first method are therefore lower than the ones obtained from the visual one.

Also, in order to check whether the results obtained were significant, I ran a t-test comparing the gain from both post-tests. Since the result obtained in the T-test is less than 0.05 (p = 0.0353), the null hypothesis can therefore be rejected and we can affirm that there is a significant difference in the learners' outcome depending on the method employed.

Ultimately, the results analyzed above provide an answer to the second research question, since they seem to suggest the use of animated pictures is more effective for the understanding and retention of PVs. This therefore leads to the answering of the last research question: are GIFs an effective tool to help learners with an immediate retention of vocabulary? In general terms, the results obtained seem to indicate that visualization appears to aid in the retention of words. However, what role do GIFs play in this sense?

Although in this investigation both methods have shown positive outcomes and seem to be useful for the immediate learning of PVs, the PVs learnt through GIFs were the ones which showed a higher rate of correct answers among students, thereby confirming their successful implementation. It may therefore be concluded that GIFs seem to be an efficient tool when it comes to boosting students' immediate vocabulary retention, in this case, in the understanding and learning of phrasal verbs. However, it is important to note that in this research, the PV *cut down on* and *bleed out* – which were both taught through animated images – present two of the highest error rates displayed in the graph. This might imply that the GIFs employed for those PVs were not as clear as the rest. In fact, for the PV *cut down on* a picture was added in order to clarify its meaning, as it was really hard to find a GIF that could perfectly denote what this PV meant. On the other hand, the GIFs used to represent the PVs *run over*, *pass out* or *fight off* were quite straightforward and seemed to clearly exemplify what those PVs meant, which might explain why they were not mistaken by any student.

In the same vein, other researches remark in their studies (Alam & Oe, 2012) that PVs that denote literal meanings are easier to assimilate than idiomatic PVs whose meanings are less obvious. That might explain why *look after* and *work out* were the PVs with most incorrect answers in this study. Also, the fact that some PVs share the same verb confused students, as was the case with *pass away* and *pass out.*

To sum up, in response to the first research question, the effectiveness of both methods to teach PVs has proved to be successful in promoting the learners' immediate retention of vocabulary. Considering the gain obtained from both methods, there was a 54'76% average improvement in terms of identification, understanding and immediate retention of PVs. Thus, the results indicated above show the participants' improvement obtained thanks to an explicit teaching of PVs. As for the second research question, this study has shown that interrelating visual and verbal information provides a greater efficiency in the assimilation and learning of phrasal verbs in comparison to a translation method. The average gain shown for each of the methods and the result of the T-test back up this affirmation and seem to suggest the success of incorporating visual animations in order to make the teaching of phrasal verbs more effective. In line with this argument, and at the same time providing an answer for the third research question, the percentage of incorrect answers were much lower for PVs that had been learnt through animated pictures, suggesting the usefulness and efficacy of this tool for an immediate retention of vocabulary.

5. CONCLUSIONS

The learning of phrasal verbs is considered by many EFL students as an arduous task that not only prevents learners from properly learning PVs, but also creates a tendency to avoid their use. For this reason, it is important that new strategies towards their teaching are incorporated in EFL classrooms in order to make their understanding easier, since students are going to constantly come across these structures when engaging with the English language (Gardner and Davies, 2007).

As claimed by several studies, an explicit vocabulary instruction is key for learners in EFL contexts (Nation, 2001; Chevez Herra, 2013), something which is reaffirmed with the study proposed in this paper. The pedagogical intervention proposed in this research yielded a highly positive outcome for the learners, since the participants of this research

experienced a significant improvement regarding their immediate retention and understanding of the meaning of PVs thanks to the explicit teaching of these structures.

Furthermore, throughout the development of this research, an attempt has been made to examine whether the use of animated images with sentences is an effective way for 1st ESO students to learn phrasal verbs, and the results obtained from the analysis of data collected confirm this hypothesis. This finding is consistent with Paivio's (1969, 2014) Dual Coding theory, which puts forward the idea that information coded both visually (through pictures) and verbally (through texts) is more effective for learning than the information coded singularly. The results obtained during the teaching of the PVs through the visual method seem to back up the effectiveness of interrelating visual and verbal information, since it appears to favour the immediate retention of the words learnt. In fact, it seems that the combination of nonverbal and verbal codes can have a positive effect on recall, since learners experience direct connections with concepts that are presented through visual mediums (Alam & Oe, 2012).

In this respect, GIFs have proved to be a powerful tool to convey the correct meaning of the phrasal verbs chosen for this study. The fact that they are very dynamic and almost omnipresent in multiple social networks makes them an attractive and engaging resource when teaching younger learners. These amusing soundless animations that continuously loop provide viewers with repetitive visualizations that grab their attention and help them better retain the information than with the traditional translation method.

It cannot be dismissed that the participants in this research were between 12 and 13 years old, and therefore the incorporation of visual elements at these ages contribute to making the EFL class a more motivating and engaging space (Martín Gascón, 2021). For this reason, I consider 1st ESO a remarkably suitable grade to work with this sort of tools. Thus, students become familiarised with the use of phrasal verbs from an early age, favouring the implementation of these structures in their speech and providing them with genuine proficiency in the use and understanding of the language.

However, many other considerations must be taken into account when trying to implement these types of tools in EFL settings. First, there must be a systematic and careful selection of the PVs teachers are willing to work on. As has been done in this paper, it might be a good idea to choose PVs that belong or are related to a specific topic in order to promote the students' understanding.

Also, the data analysed in this paper has shown that some learners got confused between the PVs *pass away* and *pass out*, something which was also confirmed by other studies (Alam & Oe, 2012). Therefore, it would not really help learners to learn systematically PVs which share the same verb or preposition, at least not too many at the same time. Also, the finding and selection of good quality GIFs is a very time-consuming process. Secondary school teachers sometimes do not have much time and consequently rely on traditional methods that allow them to explain PVs in an easier and quicker way. However, despite the workload this entails, this study seems to have shown it is worth using animated media in class in order to boost the learners' learning outcomes.

In a few words, it is apparent that, despite both methods entailing an improvement in the participants' acquisition of vocabulary, the visual one was more effective when learning unknown words. However, this study merely investigated the immediate retention of PVs, so it would be advisable that future research also examines the participants' performance in a delayed test to check which method helped them recall the PVs longer. Also, since this study did not deal with the effects of how both methods affect the way students produce and make use of them in their speech, it would be interesting to thoroughly analyse this matter in order to gain a better understanding about the effectiveness of each method.

Bearing all this in mind, I think that EFL learners are in need of innovative teaching techniques that provide them with a good and realistic vocabulary basis. Technology offers us a wide range of possibilities to boost our performance as teachers and visual resources seem to be gaining momentum in this regard. After all, a picture is worth a thousand words; and, nowadays, GIFs seem to be worth a million.

6. LIMITATIONS

This last section comprises the main limitations that arose during the development of the research. Since the very beginning of the project, I was aware of the time constraints that were present when I had to carry out this research project. The lack of time and the tight schedule followed by the high school prevented me from developing a significant research project that allowed for a more thorough and extensive study about the effectiveness of using visual input when teaching phrasal verbs. With barely 2 and half sessions to carry out the investigation, I knew I would not be able to do things as I would

have liked to, although I am very grateful to have been given the opportunity of putting my proposal into practice.

Another important limitation during the development of my research was the reduced number of participants that took part in it. The decision of carrying out the project within the same group was taken, bearing in mind the huge differences that existed – in terms of academic levels and results – between program and section groups themselves. While the group with which the study was carried out was much more homogeneous, the rest of the groups were more heterogeneous groups, since there was a wider range of levels among the students. This prevented me from creating an experimental and control group and, consequently, this study presents a limited number and small sample size of data collected. In fact, the reduced number of students taking part in the research undoubtedly limits the capacity of its study. The analysis of the results obtained from 18 students might not be of great consideration, although the fact that no student of the class was absent during the development of the study played into my favour and let me work with the data collected from every student in class.

Also, the fact that the PVs selected needed to match the didactic unit studied at that time made it difficult to strictly choose PVs related to the topic of health and wellness. In order to respect the syllabus and the structure already fixed by the curriculum, I was not able to freely select the PVs I would have preferred to work with. However, despite this being a limitation for myself, I think this actually not only helped students to obtain a wider knowledge on the topic of health and wellness, but also boosted their understanding of PVs from a general perspective.

Moreover, during the development of the lessons there was a technical problem that prevented us from using the computer room. For this reason and the fact that 1st ESO students are not allowed to use their phones – some of them do not even own one – they were not able to use the application Kahoot individually, but, on the contrary, they were asked to work with the application Bamboozle in class. The questions used in Bamboozle were the same ones that would have been applied using Kahoot; however, students were not able to use the computers to answer individually and collect their results through the mechanics of the application, although notes of the answers given by each student were taken and I made sure that everybody participated in the activity.

On the whole, the main limitations found were the time constraints, the reduced number of participants involved in the research as well as the imposed thematic topic and the technical limitation that prevented me from applying a specific tool.

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8. ANNEXES

ANNEX I: Pre-Test

PRE-TEST

1) I think I am …… the flu.

a) coming down with b) breathing out c) working out

2) Which phrasal verb would substitute the verb of the following sentence?

He's terribly sad because his cousin **died** last week.

a) got over b)passed away c)passed out

3) He …… his breakfast this morning all over the kitchen table.

a) bled out b) threw up c) fought off

4) What does this image represent?

a) A boy chilling out

b) A boy fighting off

c) A boy working out

5) His body couldn't ……. the infection.

a) run over b) fight off c)come down with

6) The cat was …….. by the car.

a) run over b) passed out c) run away

7) Who will ……. the children while I am away?

a) look after b)shake off c) work out

8) Don't…… there may be toxic fumes in the air.

a) give up b) breathe in c)cut down on

9) What phrasal verb matches the following verb?

"to die"

a) get over b) fight off c) bleed out

10) The girl left the hospital once she…….. her illness.

a) cut down on b) worked out c) got over

11) I need to…… junk food!

a) cut down on

b) look after

c) take on

12) Before doing some exercise, we need to…..

a) chill out b) switch off c) warm up

13) The doctor asked her patient to …….. slowly.

a) Fight off b) breathe out c) take on

14) What phrasal verb does this picture represent?

a) Throw up

b) Pass out

c) Warm up

15) I need to go to the beach and……. I'm very stressed!

A) Switch off b) pass away c) look after

16) What sentence describes best the following picture?

a) I am going to give up smoking

b) I am going to turn up smoking

c) I am going to switch off smoking

17) You need to……. your homework. You are making lots of mistakes!

a) get on b) focus on c) switch off

18) I like to…… in front of the TV with my friends.

a) chill out b) get over c) bleed out

ANNEX II: Worksheets

NAME: CLASS:

PHRASAL VERBS

Complete the following sentences with the correct form of these phrasal verbs:

COME DOWN WITH - LOOK AFTER - PASS AWAY - CHILL OUT - GET OVER - WARM UP - WORK OUT

- It's important to ..... before doing exercise.
- I just can't wait to get home and ..... !
- I think I..... a cold. I can't stop sneezing!
- It took her a long time to ..... her illness.
- Eva ..... five days a week. She is in great shape!
- I .....my friend's cat whenever she is away.
- He's very sad because his cousin ..... yesterday.

Write sentences using the phrasal verbs provided before:

NAME: CLASS:

PHRASAL VERBS 2

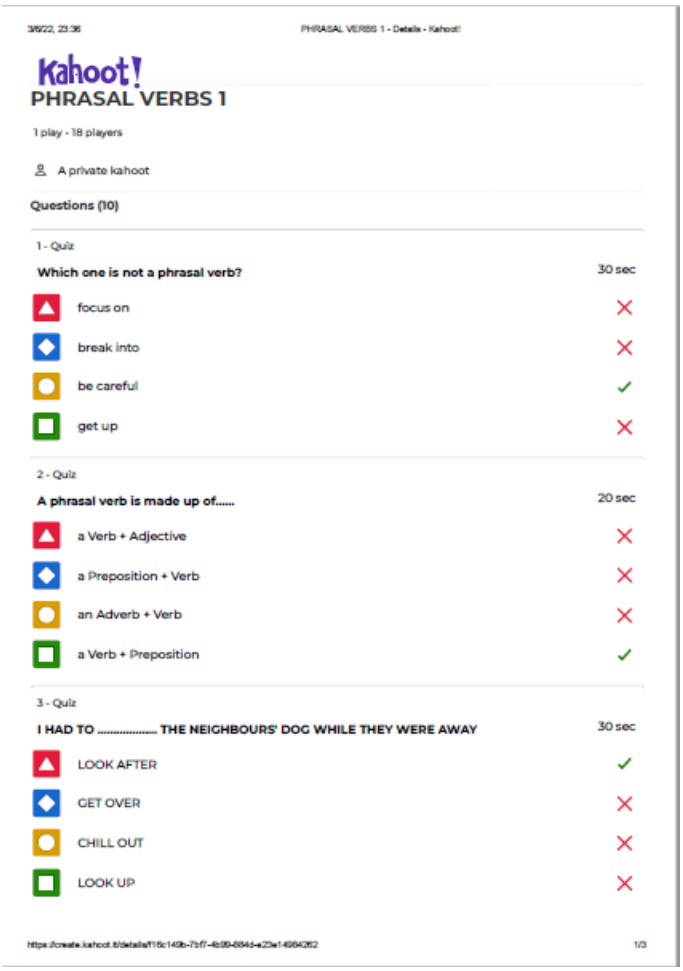
Complete the following sentences with the correct form of these phrasal verbs:

PASS OUT - SWITCH OFF - CUT DOWN ON - BLEED OUT - RUN OVER - FIGHT OFF - GIVE UP

- If you want to lose weight, you should ..... high-fat food.
- I literally ..... when I saw the cut on my arm.
- Eva is trying to stay in shape, so she ..... drinking coke. She drinks lots of water instead.
- The lecture was very boring. I ..... after 10 minutes.
- It took her two weeks to ..... the flu.
- I'm so sorry! I accidentally ..... your dog!
- She ..... on the operating table.

Write sentences using the phrasal verbs provided before:

ANNEX III: *Kahoot*



3/6/22, 23:36 PHRASAL VERBS 1 - Details - Kahoot!

Kahoot!

PHRASAL VERBS 1

1 play - 18 players

A private kahoot

Questions (10)

1 - Quiz

Which one is not a phrasal verb? 30 sec

- focus on ✗
- break into ✗
- be careful ✓
- get up ✗

2 - Quiz

A phrasal verb is made up of..... 20 sec

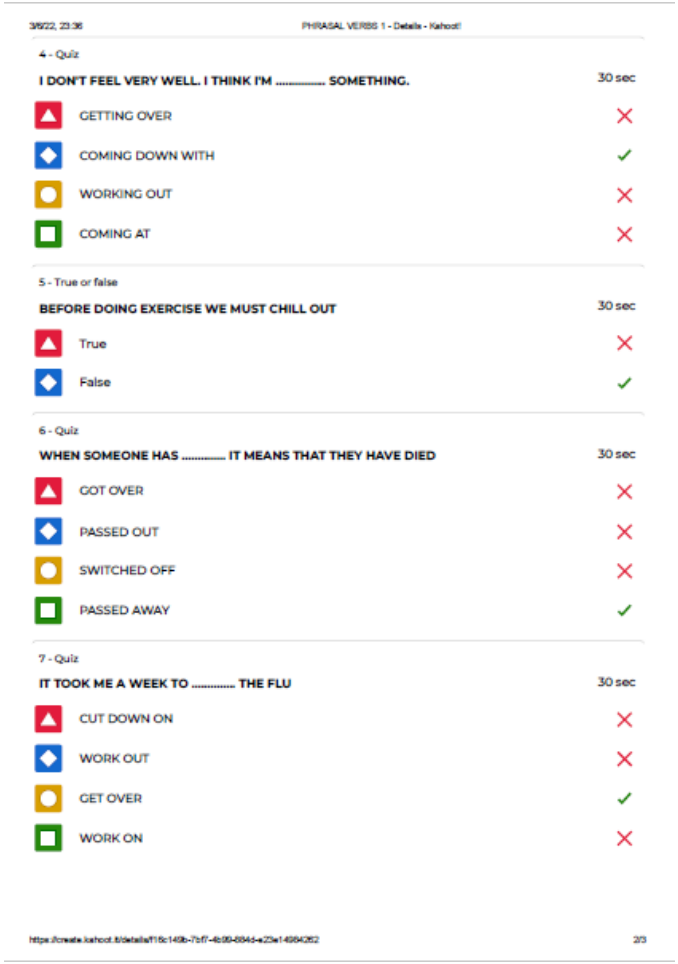
- a Verb + Adjective ✗
- a Preposition + Verb ✗
- an Adverb + Verb ✗
- a Verb + Preposition ✓

3 - Quiz

I HAD TO ..... THE NEIGHBOURS' DOG WHILE THEY WERE AWAY 30 sec

- LOOK AFTER ✓
- GET OVER ✗
- CHILL OUT ✗
- LOOK UP ✗

https://create.kahoot.it/details/f16c149b-7bf7-4e99-884d-e23e14984262 1/3



3/6/22, 23:36 PHRASAL VERBS 1 - Details - Kahoot!

4 - Quiz

I DON'T FEEL VERY WELL. I THINK I'M ..... SOMETHING. 30 sec

- GETTING OVER ✗
- COMING DOWN WITH ✓
- WORKING OUT ✗
- COMING AT ✗

5 - True or false

BEFORE DOING EXERCISE WE MUST CHILL OUT 30 sec

- True ✗
- False ✓

6 - Quiz

WHEN SOMEONE HAS ..... IT MEANS THAT THEY HAVE DIED 30 sec

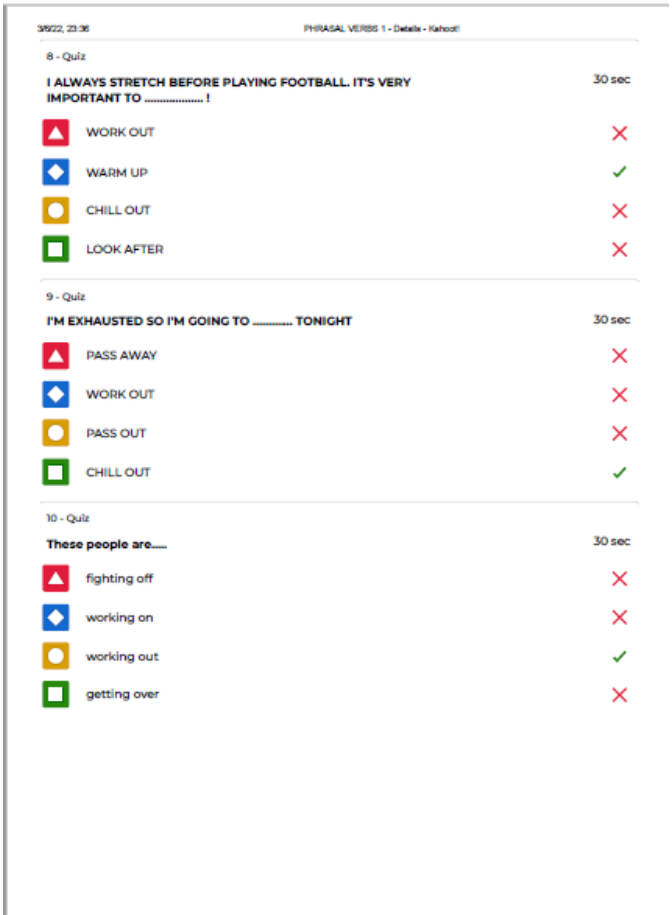
- GOT OVER ✗
- PASSED OUT ✗
- SWITCHED OFF ✗
- PASSED AWAY ✓

7 - Quiz

IT TOOK ME A WEEK TO ..... THE FLU 30 sec

- CUT DOWN ON ✗
- WORK OUT ✗
- GET OVER ✓
- WORK ON ✗

https://create.kahoot.it/details/f16c149b-7bf7-4e99-884d-e23e14984262 2/3



3/6/22, 23:36 PHRASAL VERBS 1 - Details - Kahoot!

8 - Quiz

I ALWAYS STRETCH BEFORE PLAYING FOOTBALL. IT'S VERY IMPORTANT TO ..... ! 30 sec

- WORK OUT ✗
- WARM UP ✓
- CHILL OUT ✗
- LOOK AFTER ✗

9 - Quiz

I'M EXHAUSTED SO I'M GOING TO ..... TONIGHT 30 sec

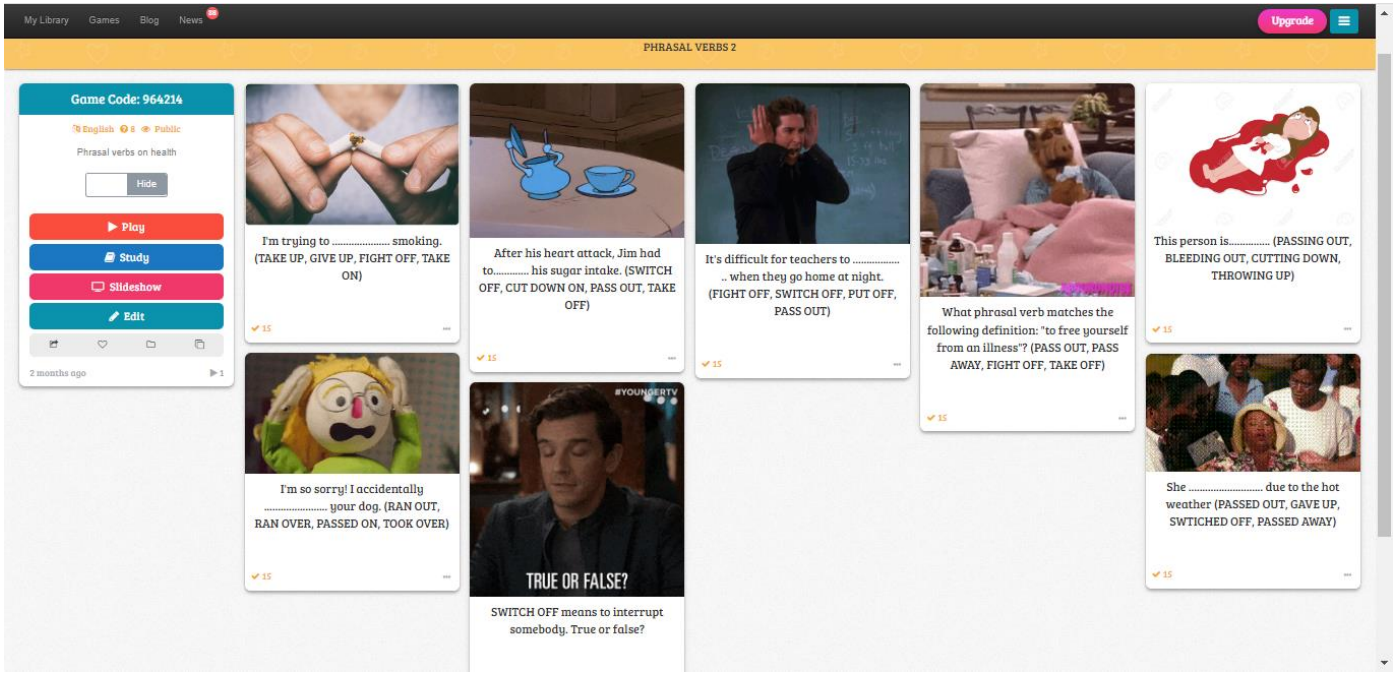
- PASS AWAY ✗
- WORK OUT ✗
- PASS OUT ✗
- CHILL OUT ✓

10 - Quiz

These people are..... 30 sec

- fighting off ✗
- working on ✗
- working out ✓
- getting over ✗

ANNEX IV: *Bamboozle*



ANNEX V: Posttests

POST-TEST 1

1) I like to…… in front of the TV with my friends.

a) chill out b) get over c) bleed out

2) The girl left the hospital once she…….. her illness.

a) cut down on b) worked out c) got over

3) What is this woman doing?

a) She is looking for her child.

b) She is looking after her child.

c) She is taking on her child.

4) What phrasal verb matches the following definition:

To die

a) pass out c) come down c) pass away

5) I think I am …… the flu.

a) coming down with b) breathing out c) working out

6) Before doing some exercise, we need to…..

a) chill out b) switch off c) warm up

7) Ethan…… 4 days a week. He's in great shape!

a) fights off b) works out c) passes out

8) If you think you are going to …….. you should go to the bathroom.

a) throw up b) come round c) keel over

POST-TEST 2

1) His body couldn't ……. the infection.

a) run over b) fight off c) put off

2) What does this image represent?

a) switch off

b) pass out

c) pass away

3) He almost …… after the accident but he survived.

a) gave up b) bled out c) took on

4) The cat was …….. by the car.

a) run over b) passed out c) run away

5) You ought to ……. smoking. It's not good for your lungs!

a) turn up b) take off c) give up

6) He …….. sugar and coffee, and started a balanced diet.

a) fought off b) cut down on c) took on

7) What phrasal verb matches the following definition?

To stop paying attention or stop thinking or worrying about something.

a) give up b) pass out c) switch off

8) You need to……. your homework. You are making lots of mistakes!

a) get on b) focus on c) switch off

ANNEX VI: PowerPoint Presentation: Grammar-translation method

WHAT'S A PHRASAL VERB?

"a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts"

("Phrasal Verb" n.d)
Cambridge Dictionary

CHILL OUT

I just can't wait to arrive home and **chill out**! I'm so tired.

= relajarse

COME DOWN WITH

I'm not feeling well... I think I've **come down with** a cold

= Pillar, coger (caer enfermo)

WARM UP

We might sprain our ankle if we don't **warm up** before doing some exercise.

= calentar

LOOK AFTER

Who will **look after** the dogs while I am on holidays?

= cuidar

WORK OUT

I go every day to the gym to **work out**. I need to get ready for the competition.

= entrenar

PASS AWAY

He's terribly sad because his cousin **passed away** last week.

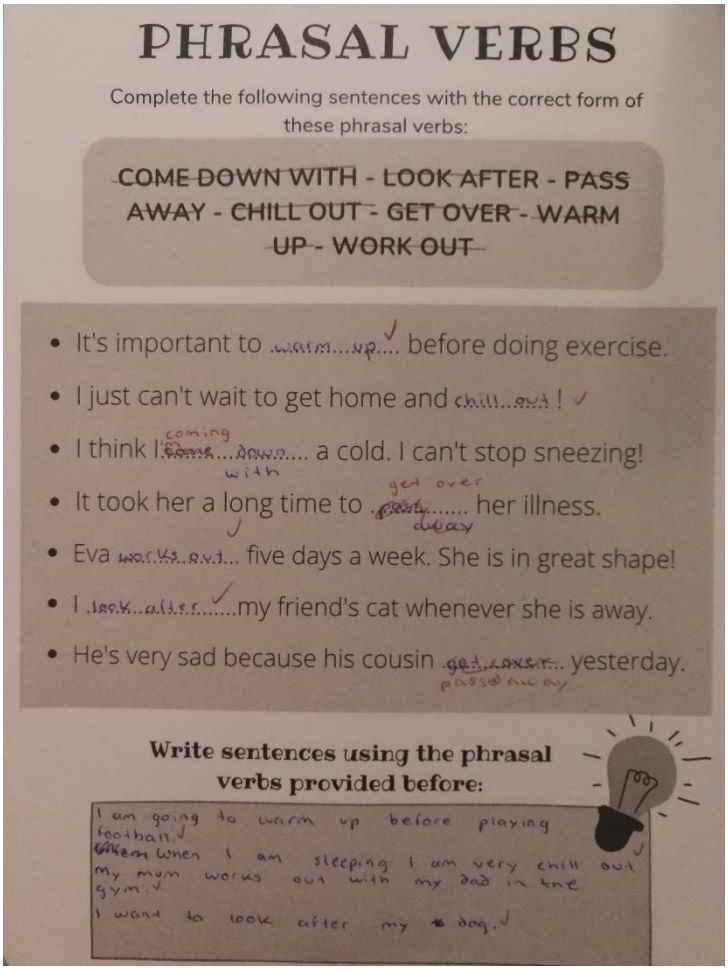
= fallecer

GET OVER

I hope you **get over** your flu as soon as possible! We miss you at school.

= recuperarse

ANNEX VII: Examples of some participant's answers (2nd session)



PHRASAL VERBS

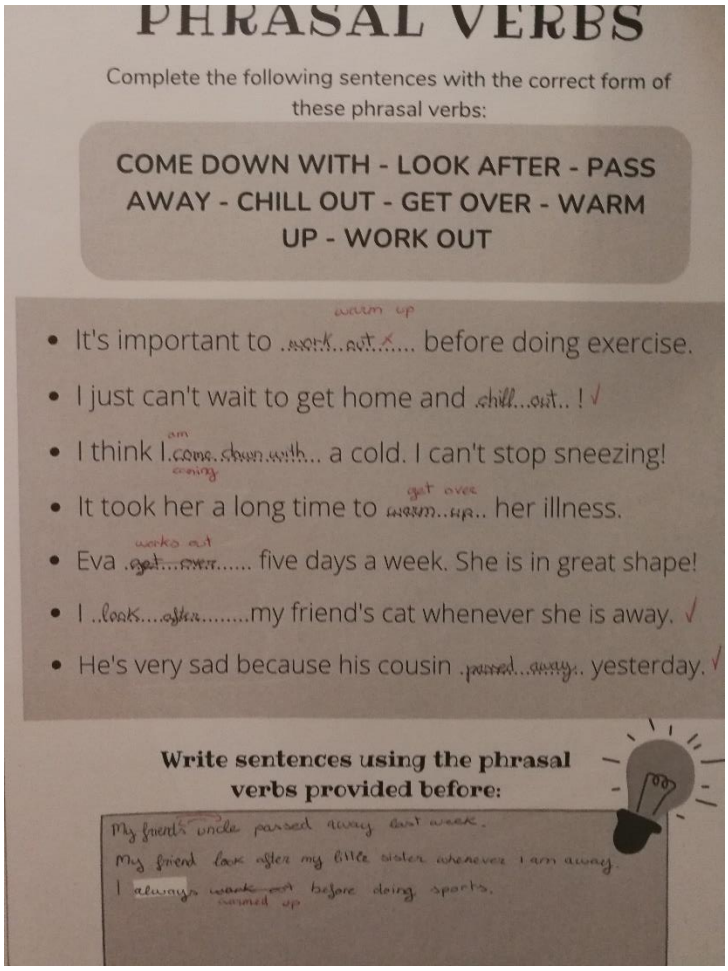
Complete the following sentences with the correct form of these phrasal verbs:

COME DOWN WITH - LOOK AFTER - PASS AWAY - CHILL OUT - GET OVER - WARM UP - WORK OUT

- It's important to .warm...up.... before doing exercise.
- I just can't wait to get home and chill...out ! ✓
- I think I coming ...down.... a cold. I can't stop sneezing!
- It took her a long time to ..... her illness.
- Eva works out... five days a week. She is in great shape!
- I look after .....my friend's cat whenever she is away.
- He's very sad because his cousin get over... yesterday.

Write sentences using the phrasal verbs provided before:

I am going to warm up before playing football.
When I am sleeping I am very chill out
My mum works out with my dad in the gym.
I want to look after my dog.



PHRASAL VERBS

Complete the following sentences with the correct form of these phrasal verbs:

COME DOWN WITH - LOOK AFTER - PASS AWAY - CHILL OUT - GET OVER - WARM UP - WORK OUT

- It's important to .work...out..... before doing exercise.
- I just can't wait to get home and .chill...out.. ! ✓
- I think I.come..down.with... a cold. I can't stop sneezing!
- It took her a long time to warm...up.. her illness.
- Eva .get...over..... five days a week. She is in great shape!
- I ..look....after.....my friend's cat whenever she is away. ✓
- He's very sad because his cousin .passed...away.. yesterday. ✓

Write sentences using the phrasal verbs provided before:

My friend's uncle passed away last week.
My friend look after my little sister whenever I am away.
I always warm up before doing sports.

ANNEX VIII: PowerPoint Presentation: Visual method

RUN OVER

That boy is being **run over** by his own brother

GIVE UP

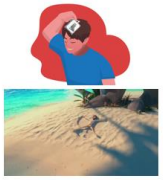
Superman is **giving up** smoking

Pam wants to **give up** eating cake

CUT DOWN ON

The doctor told me I should **cut down on** sugar

SWITCH OFF



I'm very stressed. I need to go to the beach and **switch off**!

PASS OUT

Snoopy **passes out** whenever he sees blood

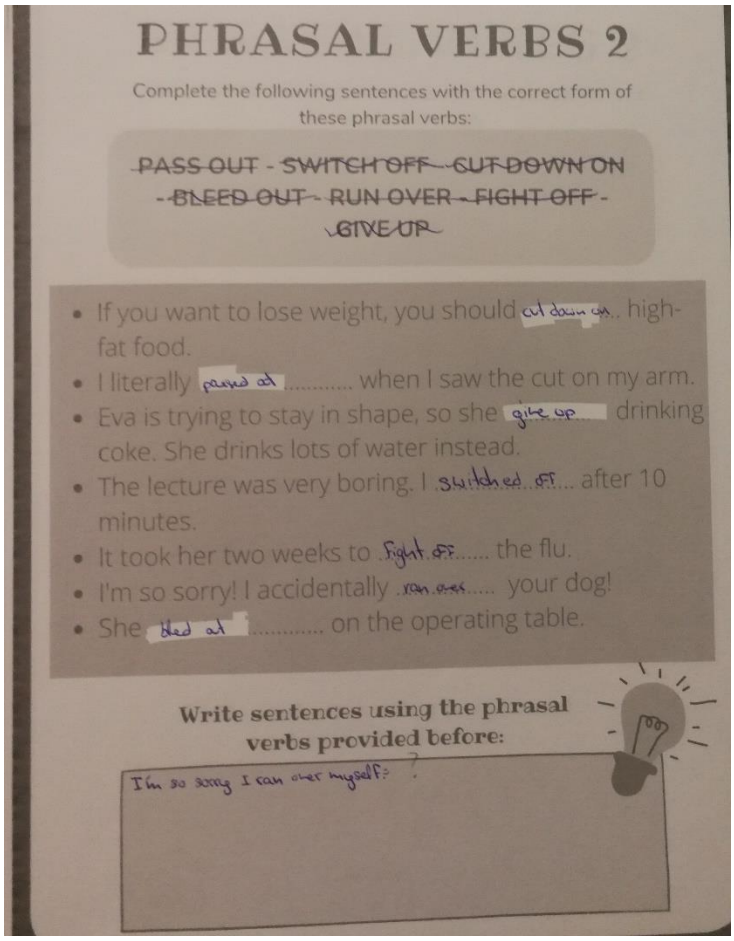
BLEED OUT

Killua is **bleeding out** because he has been attacked by some crazy ants

FIGHT OFF

His body couldn't **fight off** the infection

ANNEX IX: Examples of some participant's answers (3rd session)



PHRASAL VERBS 2

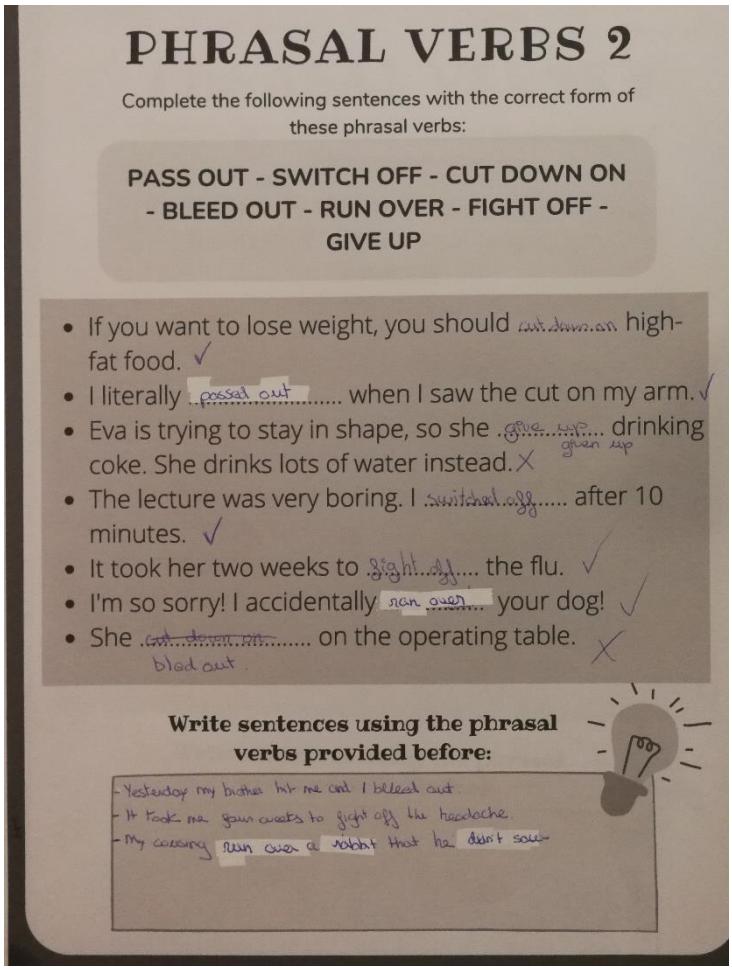
Complete the following sentences with the correct form of these phrasal verbs:

~~PASS OUT - SWITCH OFF - CUT DOWN ON - BLEED OUT - RUN OVER - FIGHT OFF - GIVE UP~~

- If you want to lose weight, you should cut down on.. high-fat food.
- I literally passed at ..... when I saw the cut on my arm.
- Eva is trying to stay in shape, so she give up drinking coke. She drinks lots of water instead.
- The lecture was very boring. I switched off... after 10 minutes.
- It took her two weeks to fight off..... the flu.
- I'm so sorry! I accidentally ran over..... your dog!
- She bled at ..... on the operating table.

Write sentences using the phrasal verbs provided before:

I'm so sorry I ran over myself?



PHRASAL VERBS 2

Complete the following sentences with the correct form of these phrasal verbs:

PASS OUT - SWITCH OFF - CUT DOWN ON - BLEED OUT - RUN OVER - FIGHT OFF - GIVE UP

- If you want to lose weight, you should ~~cut down on~~ high-fat food. ✓
- I literally passed out ..... when I saw the cut on my arm. ✓
- Eva is trying to stay in shape, so she ~~give up~~ given up... drinking coke. She drinks lots of water instead. ✗
- The lecture was very boring. I ~~switched off~~..... after 10 minutes. ✓
- It took her two weeks to fight off..... the flu. ✓
- I'm so sorry! I accidentally ran over..... your dog! ✓
- She ~~cut down on~~ bled out..... on the operating table. ✗

Write sentences using the phrasal verbs provided before:

- Yesterday my brother hit me and I bleed out.
- It took me seven weeks to fight off the headache.
- My cousing run over a rabbit that he didn't saw.