Información Importante

La Universidad de La Sabana informa que el(los) autor(es) ha(n) autorizado a usuarios internos y externos de la institución a consultar el contenido de este documento a través del Catálogo en línea de la Biblioteca y el Repositorio Institucional en la página Web de la Biblioteca, así como en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad de La Sabana.

Se permite la consulta a los usuarios interesados en el contenido de este documento, para todos los usos que tengan finalidad académica, nunca para usos comerciales, siempre y cuando mediante la correspondiente cita bibliográfica se le dé crédito al trabajo de grado y a su autor.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, La Universidad de La Sabana informa que los derechos sobre los documentos son propiedad de los autores y tienen sobre su obra, entre otros, los derechos morales a que hacen referencia los mencionados artículos.

Universidad de La Sabana

DOCUMENTO DIGITAL PARA REPOSITORIO

El presente formulario debe ser diligenciado en su totalidad como constancia de entrega del documento para ingreso al Respositorio Digital (Dspace).

TITULO	Narratives and the Oral Use of Phrasal Verbs
SUBTITULO	
AUTOR(ES) Apellidos, Nombres (Completos) del autor(es) del trabajo	**McCormack, Thomas**

PALABRAS CLAVE (Mínimo 3 y máximo 6)	**Verbos frasal**		**Hispanohablantes**
	Los relatos		**Escuela bilingüe**
	Los alumnos jóvenes		

RESUMEN DEL CONTENIDO **(**Mínimo 80 máximo 120 palabras)

Con el fin de buscar prácticas útiles para el aprendizaje de verbos compuestos para estudiantes de Inglés, esta investigación desarrolló actividades de aula en donde se permitió que los estudiantes usarán narraciones orales relacionadas con varias actividades predeterminadas. En este estudio cualitativo, se recolectó información de los estudiantes, la se analizó y luego se trianguló de acuerdo con las normas de investigación de la teoría inductiva. Aunque los estudiantes continuaban evitando usar ciertos verbos compuestos, al final de la investigación fue posible observar que los estudiantes lograron mejorar su vocabulario. Dicho éxito fue resultado de la relación entre: el uso de narraciones, la oportunidad de practicar verbos compuestos mediante narrativas, la construcción de conocimiento que fue utilizada para la creación de narraciones, y por último la habilidad para diseñar narraciones utilizando verbos compuestos. Este estudio fue realizado en la ciudad de Bogotá, con estudiantes de quinto grado de primaria en un colegio bilingüe, y cuya lengua materna es el español.

Narratives and the Oral Use of Phrasal Verbs

Thomas McCormack

Master in English Language Teaching–Autonomous Learning Environments

Department of Foreign Languages and Cultures

Universidad de la Sabana

Chía, 2012

Narratives and the Oral Use of Phrasal Verbs

By: Thomas McCormack

Submitted in fulfillment of the requirements for the degree of Master in English Language

Teaching-Autonomous Learning Environments

Directed by: David Shepherd

Master in English Language Teaching–Autonomous Learning Environments

Department of Foreign Languages and Cultures

Universidad de la Sabana

Chía, 2012

Acknowledgements

To my wife, Marcela, whose support and patience allowed me to complete this

journey

Abstract

In an attempt to find practical classroom practices for the learning of phrasal verbs for young English language learners, this Action Research study developed classroom activities which had learners use oral narratives in a variety of connected class activities. In this qualitative study, through the use of three instruments data was obtained from students, analyzed and then triangulated according to the principles of grounded research. While students still demonstrated avoidance of opaque phrasal verbs at the end of the pedagogical intervention, students did however demonstrate vocabulary improvement. This improvement was found to be related to the supportive context of the narratives, the opportunity to practice the phrasal verbs through oral narratives, the social construction of knowledge which went into the creation of the narratives, and the ability to be creative in the narrative process which created a desire to use the target phrasal verbs. This study was conducted in a grade five bilingual school setting in with Spanish speaking learners in Bogotá, Colombia.

Keywords: Phrasal verbs, Narratives, Young Learners, Spanish Speakers, Bilingual school

Resumen

Con el fin de buscar prácticas útiles para el aprendizaje de verbos compuestos para estudiantes de Inglés, esta investigación desarrolló actividades de aula en donde se permitió que los estudiantes usarán narraciones orales relacionadas con varias actividades predeterminadas. En este estudio cualitativo, se recolectó información de los estudiantes, la se analizó y luego se trianguló de acuerdo con las normas de investigación de la teoría inductiva. Aunque los estudiantes continuaban evitando usar ciertos verbos compuestos, al final de la investigación fue posible observar que los estudiantes lograron mejorar su vocabulario. Dicho éxito fue resultado de la relación entre: el uso de narraciones, la oportunidad de practicar verbos compuestos mediante narrativas, la construcción de conocimiento que fue utilizada para la creación de narraciones, y por último la habilidad para diseñar narraciones utilizando verbos compuestos. Este estudio fue realizado en la ciudad de Bogotá, con estudiantes de quinto grado de primaria en un colegio bilingüe, y cuya lengua materna es el español.

Palabras clave: Verbos frasal, los relatos, los alumnos jóvenes, hispanohablantes, escuela bilingüe

Table of Contents

Chapter 1: General Information

When growing up in Canada, the researcher's parents' home was warmed by a wood stove. If one parent were to declare, "Thomas, extinguish the fire so we can clean the chimney" this statement would immediately be puzzling for the researcher as a native speaker of English. The researcher might even wonder why this parent was talking like a firefighter making a report to the local news station. This statement would be essentially an incorrect one not for any grammatical reasons but because of the formality of the language used. The register of the sentence was rendered incorrect by the overly formal word choice of "extinguish" instead of the more commonly used phrasal verb "put out" which is used in general conversation. This kind of incorrect register would be unlikely amongst native speakers, but an English as a Second language (ESL) teacher like the researcher of the present study, might have found this to be a common error made by learners.

For the past 3 years, this researcher has been living and working as an English literature and language teacher in Bogotá, Colombia. During this period, while inside and outside of learning environments, careful observations of students' language were conducted informally and formally as a requirement for In-Service Certificate of English Language Teaching (ICELT). In these observations, numerous incorrect utterances were noted including the students use of the verb *demonstrate* instead of the more commonly used *to show*, *participate* instead of *take part in* and *prepar*e instead of *to make*.

One of the first books referenced concerning some of the examples of student speech listed above was *Learner English* (Swan & Smith, 2001). In this book, it was noted that Spanish speakers and speakers of Romance languages in general have a tendency to use Latin based cognates when speaking in English and generally avoid the use of phrasal verbs which

are virtually exclusive to Germanic languages such as English. This observation made by

Learner English (Swan & Smith, 2001) led to further readings of investigations and Action

Research Projects which focused on phrasal verb use by ESL learners. These investigations

and project include studies by academics such as, Dagut & Laufer (1985), Liao and Fukuya

(2004), Waibel (2007), and Wood (2007), who further confirmed the difficulty learners have

with the use of phrasal verbs. While these studies have clearly advanced ESL teaching

practices through their investigations of phrasal verbs, these studies of learners from various

cultural backgrounds have exclusively focused on adult or university level students who are in

an ESL learning environment. Due to the lack of research on phrasal verbs for young Spanish

speaking learners in bilingual schools, this researcher believes there is an academic need to

investigate teaching methods to improve the use of phrasal verbs in the classroom.

This use of overly formal register by students led to desire as a teacher to find suitable

teaching activities for the grade five students the researcher was presently teaching at a

bilingual school in Colombia. One of the most engaging activities found was a class activity

suggested by Martinez in Lewis's (1997) book *Implementing the Lexical Approach.*   In this

class activity, Martinez focuses on the use of narratives as an instructional technique for

students in the use of phrasal verbs. Using this class activity as a base, a detailed three hour

class module on the use of phrasal verbs through the construction of narratives was designed

specifically for grade five Spanish speaking learners in a bilingual school. This activity was

thought appropriate for younger students because it appeared to meet many of the needs of

young learners outlined by Harmer (2007) such as using their imagination (in making their

own narratives), being physically creative (to hand draw the phrasal verbs from their stories)

and addressed, through the variety of short interesting activities, the reality that young learners

have short attention spans and teachers need a range of activities for a given time period. For these reasons, it was believed that this would be an appropriate technique in the instruction of phrasal verbs even though Martinez did not specifically design this instructional technique as a means of instruction for young learners in a bilingual setting (Lewis, 1997). As this module was designed with as specific group in mind, a general outline of the participants and the general teaching context in the school is needed.

Gimnasio del Norte is a private school located a few kilometers north of Bogota, Colombia. As the cost of the monthly tuition at Gimnasio del Norte is higher than the monthly salary of the average citizen of Bogotá, only students with parents of financial means are able to study at the school. This school, which has been operational for over 30 years, has been part of an international association of schools known as International Baccalaureate (IB) since 1992 but only in the last five years have elementary students been a part of this program. The IB is a non-profit educational foundation which expects schools to follow the established curriculum requirements but provides enough flexibility to allow member schools to meet the needs of students and local and national educational requirements. The teaching of an additional language or bilingual instruction is also a requirement by IB for member schools (International Baccalaureate Organization, 2007).

In the wider ESL teaching world, it is not difficult to find a considerable amount of content in student textbooks aimed at guiding students on formal or informal language use. In fact, in many widely used ESL textbooks such as *Interchange 1* (Richards, Hull & Proctor, 2005), informal language devices such as contractions can generally be found starting in the first chapter and many other such informal structures throughout the textbook. As this researcher was coming from an ESL teaching background in South Korea, the lack of informal

language structures in the curriculum of bilingual schools in Bogotá was surprising. When the researcher first started teaching in a bilingual school environment, it was informally observed that overly formal structures in casual conversation were used by students. The researcher's first thought was that this incorrect language use was the result of the use of standard American classroom textbooks found in the researcher's previous bilingual school. These textbooks tended to stress the use of formal register as they were designed for young native speakers who already understood the conventions of informal speech. Generally, in bilingual schools in Bogotá, there are no formal ESL classes and instead these mostly private institutions aim to immerse students in English by teaching core subjects in the target language. This system, which has its successes, does however seem to undervalue the use of English for general everyday purposes which require the use of informal language. As bilingual schools aim to produce functionally bilingual individuals by the end of the 11th grade, it seemed to the researcher of this study that this issue of overly formal language use was in need of further investigation.

Most of the grade five students at Gimnasio del Norte have been studying at this bilingual school for the past five to six years. These students have English class six hours a week and they also take Mathematics, Social Studies and Science in English for an additional eight hours a week. These students are able to produce coherent utterances in English and they are able to express themselves with an acceptable level of clarity on a wide variety of topics for their language level. Although there are four students with below level speaking skills, the remaining students could be classified as being at a B1 English level according to the 2001 Common European Framework of Reference: Learning, Teaching, and Assessment (CEFR). This evaluation of the learners' English language level was based on the criteria for B1 level

language learners found in the Global Scale created by the Council of Europe (2001). These students show greater strength in speaking than in any of the other three skills, and at times, are able to speak above their language level. Although the students are mostly B1 level learners, many students consistently produce fossilized structures and avoid more difficult structures as a "path of least resistance" means of communication. The use of English in casual oral communication by these grade five students, in common with many other Spanish speakers communicating in English, may not always sound authentic due to its incorrect use of register. This use of incorrect register is due in part to an over reliance on Spanish cognates which are generally appropriate in English academic language but not in general conversation. Unfortunately, because phrasal verbs are much more difficult to use than cognates and are avoided by Spanish speakers (Swan & Smith, 2001), this will require much more than just awareness raising activities by teachers with students on the appropriate use of phrasal verbs.

Information concerning students has not only been drawn from my own observations but also through a questionnaire which was submitted to students entitled "General Information" (See Appendix A). In the questionnaire, when asked if the students knew what phrasal verbs were, none of them answered in the affirmative. Even after a very brief explanation, many students still seemed unsure and the students told me they were never instructed specifically in the use of any multi-unit lexical item. Every student in the class has been learning English since kindergarten but no student seems to be comfortable using anything but a number of basic phrasal verbs whether they are conscious of it or not. Also in this questionnaire, every student except for two stated they "partially agree" or the "totally agree" with the statement, "I like to tell stories I have made in English." For this reason and through personal experience,

this researcher believed that models which centered on the convention of storytelling would be enjoyable for the majority of the class when implemented.

With a class activity on the learning of phrasal verbs through the use of narratives clearly outlined and having thoroughly investigated this perceived language difficulty both through academic literature and through the examination of the subjects this researcher felt a detailed pedagogical process of observation and reporting known as Action Research was required to further knowledge in this area.

Specifically two questions will be examined in this Action Research Project:

1. What is the effect of using narratives on the use of phrasal verbs?

2. What are the perceptions of the grade five students towards the use of narratives as a technique in learning phrasal verbs?

One of the main objectives of this Action Research Project was to explore the use of oral narratives in an attempt to improve the use of phrasal verbs by grade five learners so they may be able to produce more natural utterances in their general conversation. It was hoped that if students were able to produce more natural narratives with improved register they would ultimately be able to transfer this ability to improved and more authentic conversation. This Action Research Project aimed to determine whether the lessons the researcher designed based on an outline was an effective instructional technique for grade five Spanish speaking students at a bilingual school in Bogotá and possibly young Spanish speaking students in Latin America. Another principal objective was to collect qualitative data from students at the end of each teaching module to determine their perceptions towards the teaching modules in its individual parts and as a whole.

The researcher of this study also feels this Action Research Project is justified because many teachers are unfamiliar with phrasal verbs and feel uncomfortable themselves using them as non-native speakers of English (Armstrong, 2004). When informed of this Action Research Project, the other teachers at the researcher's previous bilingual school and in Gimnasio del Norte, did not know what phrasal verbs were and, for this reason, the researcher believes these teachers have not spent time instructing students in their use. Because students seem to have no instructional experience in this type of lexis this could be a major reason why students have such difficulty using phrasal verbs and not simply due to an L1 to L2 transfer problem (Swan & Smith, 2001). For this reason, the researcher believes well-structured class modules designed to teach students about phrasal verbs could be greatly beneficial to the improvement of the register of their general conversation, as, at the very least, it would no longer be avoiding this language need by teachers.

In order for students to learn to rely less on Spanish cognates and start using more phrasal verbs, considerable support through well-structured classes on the use of phrasal verbs by teachers will be needed. As language teachers recognize the importance for their students to learn how to use informal and formal register in appropriate circumstances, more effort will be needed to create and design classes which address these needs of Colombian Spanish speaking students. With the goal of improving the register of young learners through a greater understanding of the use of phrasal verbs, a three hour class module which focused on narratives was designed, implemented and reported upon.

Chapter 2: Theoretical Framework

In this chapter, the main constructs of this Action Research Project will be presented based on the review of literature and the state of the art. The essential elements which will be focused on are phrasal verbs and the use of narratives as a learning tool of phrasal verbs as understood by the Lexical Approach. After the construct phrasal verbs, narratives as a means of developing phrasal verbs will be the other construct focused on; as the instructional modules will be principally based on the narrative instructional technique outlined by Martinez (Lewis, 1997). Narratives as a means of developing phrasal verbs were also investigated because considerable time was spent on the production stage where students produced their own narratives.

Due to the design of the pedagogical intervention, Constructivism was considered a part of the theoretical bases of this research. Constructivism is a theory of learning which advocates the idea that knowledge is acquired or "constructed" by the learner and thus the instructor should encourage learners to discover principles of knowledge by themselves (Bruner, 1996). The objectives of Constructivism state that the learners' needs should be negotiated with students and that learners should work together to socially construct their own knowledge, meanings and understandings (Hanckbarth, 1996).

For most ESL teachers, one of the main goals of the profession is to increase L2 fluency in learners. It is generally understood in the classroom, that if learners are to make themselves understood in their L2, a diverse lexicon is of the upmost importance. To this end, usually one of the first things that are taught to new ESL learners is basic vocabulary. In most ESL classrooms as well as in many ESL textbooks, a great deal of attention is paid to the teaching of vocabulary and to the teaching of grammar as separate entities. It is not uncommon to find

full vocabulary lessons at the start of a unit in a textbook or to see a teacher teaching at least a

few vocabulary words at the start of a language lesson.   Generally, most of these vocabulary

lessons being taught focus on single lexical units or words and less attention is paid to multiple

word units known as lexical chunks or lexical phrases. This is interesting considering Erman

and Warren´s (2000) report which claims that these lexical chunks make up 58.6% of the

spoken word in the English language. This report was also supported by Schmitt and Carter

(2004), who argue lexical chunks constitute a large proportion of spoken discourse. As argued

by Nesselhauf (2005), lexical chunks are not only important in terms of fluency and

comprehension for the native speaker but also for the learner. If this position is sound,

certainly more classroom activities and more English language textbooks should be focusing

on the use and practice of lexical chunks for the learner.

   But what are lexical chunks or lexical phrases exactly? These multi-word units perhaps

should not be understood as a series of separate words put together but actually as a single

word with meaning. These lexical chunks are generally understood as being lexicalized

according to Ellis (1996) and they act more like a single "big word" (p.111). These "big

words" are kept as a complete unit in the lexicon of the speaker and are then later accessed for

use as whole complete units. Some examples of lexical chunks include phrasal verbs, such as

"sleep in", "get out" , "look after" and "jump into", collocations, such as, "light rain" and

"burst into laughter", Institutionalized utterances, such as, "If I were you", and "five bucks

says they don´t qualify", and idioms, such as, "cash cow", "pain in the neck", and "asleep at

the wheel". These "big words" can exist because meaning of a vocabulary word can change

due to the lexical items relation to other words around it (Hedge, 2000). As Hatch and Brown

(1995) aver, "…it seems almost arbitrary that some meanings are held in single words and others in several words" (p.189).

For the language learner, according to Pawley and Snyder (1983), multi word units can be extremely important in terms of accurate fluency and comprehension. According to Nattinger (1998), this is why in ESL education, words should be learned not only as single lexical items but also as a complete lexical phrase which would be stored as a lexical chunk that can be retrieved at a later date to be included in its entire form in speech production (Hedge, 2000). Fluency in learners would be enhanced if learners were able to use these language chunks automatically because less planning, processing, and encoding is needed. Learners could then concentrate more on other processes of speaking including the planning of discourse, generating other needed lexical items, rhythm and variety (Wood, 2009). Because so many other aspects of production depend on having these lexical chunks at the ready disposal of students, they should be taught to use these lexical items at an early language level. It would be unrealistic to expect learners to manipulate lexical chunks with the same ease as a native speaker and build language from the ground up and for this reason Bolinger (1971) suggests that learners should store language chunks for ready use as the English language has a great amount of language that is already prefabricated.

The idea of formulating a practical teaching approach of multi-word items was first proposed by Willis in 1990 and was then popularized by Lewis in 1993 in his much heralded book *The Lexical Approach*. *The Lexical Approach* moved away from a traditional focus on syntax and tense usage and is more focused on teaching phrases that consist of combined words. This approach came from the understanding that a great deal of oral production is made

up of fixed phrases or lexical chunks and oral production works well because it follows a set pattern. In his later book, Lewis (1997) emphasizes his beliefs by claiming, "Language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks" (p.3).

This idea of turning away from the traditional divide between grammar and vocabulary instruction is not unique to Lewis. This rejection was described by Nattinger and Decarrico (1992) as an understanding of multi-word chunks as the link between lexis and grammar. An investigation by Dechert (1984) has shown that problems in lexis can be a greater obstacle to fluency than grammatical problems and being grammatical correct is not always essential for clear communication. When communicating with a non-native English speaker, native English speakers are better able to work through grammatical errors than incorrect word choice which can greatly interfere with meaning. Due to the importance of lexis in communication and comprehension it would seem appropriate for ESL teachers to spend more time on lexis than grammar.

The aim of Lewis' (1997) second book was to discuss and present practical teaching solutions for ESL instructors interested in applying the Lexical Approach in the classroom. One of these practical solutions from the same book (Lewis, 1997, pp. 146 to 151) was a detailed suggestion by Martinez. The latter scholar suggested teachers take the following steps when presenting new phrasal verbs. First, the teacher should create a short narrative which includes target phrasal verbs. This narrative should include various visual prompts that will help the students to follow the story and create deeper interest. After the narrative is completed, the teacher should then give the same phrasal verbs on pieces of paper to the

students and have them arrange them in order according to the story they have just heard. When the learners have recreated the story using the desired phrasal verbs, learners can then create an original story of their own again using the target phrasal verbs.

Bolinger (1971) dramatically describes phrasal verbs as, "an explosion of lexical creativeness that surpasses anything else in our language" (p. xi). This may seem something of an over statement for a type of multi-word chunk that is quite commonly used not only in oral communication but also in a considerable amount of written content that is not written for a formal audience but phrasal verbs do seem quite complex due to their creative use by English speakers. Coelho (2004) clearly defines phrasal verbs as such, "Phrasal verbs are verbs that combine a verb and an adverb or a preposition" which together forms a phrasal verb "that means something different from the separate meaning of the individual words" (p.81). Harmer (2007) provides the following definition, "a phrasal verb is made up of two or more words, yet it is only one meaning unit" (p. 38). Phrasal verbs have also been described by Lewis (1993) as two- or three-word idiomatic expressions, consisting of a verb and a particle or a combination of a particle and a preposition. Combinations that consist of three lexical items, according to, are sometimes called phrasal-prepositional verbs (Ackerman & Webelhuth, 1998) while some linguists call them complex predicates or multi-word verbs (Parrott, 2000). Some examples of phrasal prepositional verbs are, *come down with*, *do away with* and *look down on*. Boliger (1971) considers the term phrasal verb a more accurate term because it describes not only two word combinations but multiword combinations as well. In this study I will be exclusively using the term phrasal verbs as it is the term which is most widely used.

Although there is some confusion as to whether to place phrasal verbs in the category of idioms or as collocations, it is generally understood that phrasal verbs can contain a variety of meanings and can be best viewed in terms of transparency. Phrasal verbs can range from completely idiomatic which are known as opaque phrasal verbs to completely transparent in meaning which are called transparent phrasal verbs. Transparent phrasal verbs (which are the easiest to understand by ESL learners) may include, *look ahead*, *pull up*, and *go out*. These lexical chunks can be easily understood because each lexical item retains its literal meaning. With the term *pull up* used as transparent phrasal verb it is fairly clear that something is being raised and *up* refers to the direction the thing is being raised. However, if *pull up* is used to describe the parking of a car the meaning becomes much more unclear. Opaque phrasal verbs which are much more difficult to understand include, *bump into* (to meet someone by chance), *hit on* (seduce), and *turn up* (arrive). These opaque phrasal verbs are completely idiomatic and cannot be understood through an analysis of their individual parts. Phrasal verbs which cannot be described as either opaque or transparent are generally known as semi-transparent phrasal verbs. These semitransparent phrasal verbs are not always easy to place in one category or the other as a certain degree of subjectivity must be used (Armstrong, 2004). It has, in addition, been noted that the meaning is generally more transparent when the lexical chunk is put into context.

Semitransparent phrasal verbs, as defined by Celce-Murcia and Larsen- Freeman (1999), are phrasal verbs whose meaning is not as transparent as literal phrasal verbs, but not as idiomatic as opaque phrasal verbs either. Some phrasal verbs found in this category are, *lock up, start out, break down, take off, set up* and *drink up* (Celce-Murcia & Larsen-Freeman, 1999). Semitransparent phrasal verbs are also sometimes known to some linguists as

'aspectual phrasal verbs'. These kinds of semitransparent phrasal verbs for this study will be understood as occurring when the verb retains its meaning but the particle does not (Armstrong, 2004).

Phrasal verbs are known to be difficult to learn by language learners and Sinclair (1996) even refers to them as "the scourge of the learner" (p.78) since they present so many inherent difficulties. One big difficulty in understanding phrasal verbs is that the majority are only decodable through context (Armstrong, 2004). Some phrasal verbs have different meanings depending on the context in which they are found. A native English speaker would have little difficulty immediately understanding meaning but these changes in meaning based on context can be impenetrable for many learners of English (Armstrong, 2004). Another problem for learners is that the meaning of a verb can change greatly when combined with a particle (Hedge, 2000). Even advanced learners are not always sure whether the compound form is possible or commonly used by native speakers and have difficulty translating to L1. Learners also tend to question the order the words come in, for example, there are *put in* and there is *input* (Hatch & Brown, 1995). The rules of combining verb plus particle which enables native English speakers to coin new combinations with ease, also render phrasal verbs very difficult to learn. Although the syntactic nature can cause many difficulties for the learner, the main difficulty, for English learners in understanding phrasal verbs, lies is their semantic complexity (Armstrong, 2004). One final obstacle to learning phrasal verbs is that they require considerable practice and experience if basic rules about which phrasal verbs can be separated and which cannot be separated are to be learned (Coelho, 2004).

In common with many other linguistic groups, Spanish speakers also struggle with phrasal verbs. In fact, phrasal verbs are one of the most difficult lexical structures for Spanish speakers to master (Swan & Smith, 2001). Much of this difficulty is caused by the fact that *verb + particle* constructs such as phrasal verbs are uncommon outside of Germanic languages and, for this reason, learners tend to avoid these types of lexical chunks. There are also other studies that suggest it is the opaque nature of many phrasal verbs that causes avoidance by Spanish speakers (Gaston, 2004). Spanish speakers also tend to have difficulty with two and three part phrasal verbs because their meaning cannot be discerned from their individual parts. Spanish Learners tend to feel more comfortable with synonyms derived from Latin instead of the more commonly used phrasal verbs. This is because there are many Latin based word equivalents in Spanish to that of English phrasal verbs, for example, the verb *extinguir* is more or less equivalent to the phrasal verb *put out* (Swan & Smith, 2001) so learners might be more inclined to say "extinguish a fire" instead of using the more commonly said phrasal verb. Despite the vast difficulties that must be overcome, Waible (2007) claims, "there is no reason why this should not be achieved at the school level and why also beginners should be not exposed to more and especially a greater number of idiomatic phrasal verbs" (p.168).

Part of this difficulty to learn phrasal verbs could originate from the fact that phrasal verbs are very difficult to teach for both non-native and native English speaking teachers. Native English speaking teachers can certainly understand all phrasal verbs despite the various degrees of transparency involved but a language learner needs to be taught how to recognize these varying degrees of transparency (Armstrong, 2004). To do this the teacher not only needs to be fluent in the language but also needs to be educated on how the language structures of phrasal verbs work. Some of the responsibility for the difficulty in the use of

phrasal verbs by learners is due to the fact that, "language teachers are not sufficiently aware of the semantic systems and regularities underlying these complex combinations" (Armstrong, 2004, p.214). If teachers are to properly teach phrasal verbs they also need to know which structures are most likely to occur in natural conversation, which is certainly no easy task for native and non-native ESL teachers (Hatch & Brown, 1995). Many non-native English speaking teachers also struggle because they do not have a strong command of phrasal verbs and therefore feel uncomfortable teaching them (Nassaji & Tian, 2010). Not to mention the fact that according to Bolinger (1971), new phrasal verbs are created all the time and this can cause difficulty for anyone trying to learn them as a teacher (Nassaji & Tian, 2010). To teach phrasal verbs, the ESL teacher needs to be aware of a wide range of information, including the fact that *up* and *out* are the two most commonly used particles in the formation of phrasal verbs. They should also know bi-syllabic verbs such as *loosen up*, *marry off*, and *single out* are not a common type of phrasal verb and they usually have a weak second syllable. Teachers also need to understand the relation between the particle and the verb and how this affects the meaning if they are to instruct learners on how to decode and understand phrasal verbs (Armstrong, 2009). Although certain problems can be laid at the feet of the ESL instructor, there are other obstacles to the effective teaching of phrasal verbs to consider. In Costa Rica, Esquivel Morales (2000) states that teachers have a difficult time teaching phrasal verbs due to constraints of curriculum that is organized around the textbooks and that these textbooks generally do not examine phrasal verbs as they relate to spoken English. Mishan (2004) also complains that prescribed TESOL text books for teachers often present phrasal verbs in an inauthentic way and the only phrasal verbs that do appear are found randomly in textbook dialogue.

Since the mid nineteen-eighties there have been numerous studies that have examined the use of phrasal verbs in the classroom. One of the earliest studies was conducted by the team of Dagut and Laufer (1985). In their study, they found that ESL students who did not have phrasal verbs in their L1 (Hebrew speakers) were more likely to avoid the use of phrasal verbs than learners whose L1 did contain phrasal verbs (Dutch). These finding were contrary to the predicted results by Dagut and Laufer (1985). They originally assumed Dutch speakers would avoid these lexical chunks due to complicated semantic difficulties found in phrasal verbs. Through a variety of tests (which included multiple choice, memorization, and translation) students were elicited to use either one word or phrasal verbs in their responses. More specifically, from the final results, it was noted that although Dutch speakers did not avoid phrasal verbs, they were more likely to avoid opaque phrasal verbs.

McFarland's study in 1985 investigated the comprehension of phrasal verbs by 32 advanced ESL learners. This study then compared its results with 32 native English speakers. This study aimed to determine whether opaque or transparent phrasal verbs or both were accessed by the learner during discourse comprehension. The role context played in the lexical access process was also investigated. In the implementation phase, learners were presented orally with forty phrasal verbs which, in context, were biased towards either the transparent or opaque understanding. The final results found that ESL learners understanding of phrasal verbs whether transparent or opaque were similar to native English speakers.

In 1993, Laufer and Eliasson conducted a study with advanced Swedish ESL learners. In this investigation they used two types of tests: 1. a multiple choice test and 2. a translation test. These tests were designed to discern the passive knowledge of phrasal verbs by the learners.

By comparing the results of this investigation to the study conducted by Dagut and Laufer in 1985, it was found that phrasal verbs were avoided by non-Germanic L1 learners (Hebrew speakers) but not by Germanic speaking L1 learners (Swedish, Dutch speakers). It was not only noted that similar opaque phrasal verbs were not avoided by Germanic speaking L1 learners but also that Swedish learners used more opaque phrasal verbs than Dutch learners.

Through a multiple choice test given to Finnish and Swedish speaking Finns, Sjöholm (1995) was able to explore intermediate and advanced ESL learners' use of phrasal verbs. Sjöholm also examined the learners' number of years of study and time spent living in an English speaking country compared to their command of the use of phrasal verbs. This study also aimed to determine the relation between transparency of phrasal verbs and whether avoidance of phrasal verbs was connected to structural or semantic problems. The results from this study showed that both the Finnish and Swedish speaking groups used fewer phrasal verbs than English native speakers and that Finnish speakers used fewer phrasal verbs than the Swedish speakers (this was particularly true for the intermediate level speakers). While Swedish speakers felt more comfortable using similar Swedish based opaque phrasal verbs, Finnish speakers avoided these kinds of lexical chunks. Finally, speakers from both linguistic groups who spent time in English speaking countries performed better in the use of opaque phrasal verbs.

In the study of four advanced ESL German learners, Lennon (1996) showed that even advanced learners can be overburdened in the understanding and use of the commonly used verbs *put* and *take* in phrasal verb construction. This study showed that although learners were strong in the understanding of the verbs as single lexical items, they could be easily

confused by misleading phrasal verbs which used incorrect verbs in the verb plus particle

lexical chunks.

Esquivel Morales (2000) explored the relationship between English language level in

Spanish speaking Puerto Ricans and the comprehension of phrasal verbs on a semantic and

syntactic level. This study concluded that there was a relation between the comprehension of

the English language and the understanding of phrasal verbs.

The investigation conducted by Liao and Fukuya (2004) focused on the avoidance of

phrasal verbs in relation to language level (intermediate and advanced learners), type of test

(multiple-choice, translation, recall) and type of phrasal verb (transparent, opaque). This

investigation had six separate groups of Chinese university students take one of the three tests

and a group of native English speakers take the multiple choice test. It was found that

intermediate learners tended to avoid phrasal verbs and chose to use one word equivalents

instead. Intermediate learners were found to use far fewer phrasal verbs than advanced

learners. It was also found that the advanced group of learners used nearly as many phrasal

verbs as native English speakers. The results of this study also showed avoidance issues by

the learners were the result of L1 to L2 transfer problems and semantic difficulty encountered

in the phrasal verbs. Finally, it was shown that all ESL learners used more transparent phrasal

verbs than opaque ones.

"Avoidance of phrasal verbs by Spanish-speaking learners of English" was the title of a

study conducted by Gaston (2004). In this study the evaluation of written phrasal verb

production by 29 native Spanish-speaking ESL students found that avoidance is triggered

mainly by semantic factors and by low proficiency levels in the second language.

Waible's (2007) study focused on a group of German and a group of Italian advanced ESL learners. Using a data base of written production from these two groups, transparent and opaque phrasal verbs were examined. The written discourse was then compared to that of native English speakers. The research showed the most obvious difference between these two groups of learners was that the German ESL learners used 24.6% more phrasal verbs than native English speakers while Italian ESL learners used 41.7% fewer phrasal verbs than English native speaking students. The lack of phrasal verbs in the writing of Italian learners was found to be connected with the use of a high number of Latinate verbs. The German learners were found to write in a more informal style and used more phrasal verbs if they were allowed to use resources, did not feel pressured by time constraints, and there was a correlation between the amount of exposure to ESL instruction and the number of phrasal verbs used. German learners' ability to creatively form new phrasal verbs based on strict phrasal verb patterns was found to be more advanced than that of the Italian learners. This strength to build new phrasal verbs was found to be the result of phrasal verbs existence in the German language but not in Italian. In both Italian and German learners, it was found that more phrasal verbs were used if the learner spent time in an English speaking country. Based on the findings, it was concluded that structural differences between the learners L1 and L2 were the basis of any difficulties in the acquisition of phrasal verbs. The ability to learn phrasal verbs remains inconclusive due to the narrow scope of the target group in the study. It is the view of the author that opaque phrasal verbs are stored whole by the learner due to the low error rate of use by the learners.

Wood's 2009 study of Japanese and Chinese L1 learners of English found that increased use of formulaic sequences appeared to play a role in the fluency gain. Wood's case study

focused of the use of formulaic sequences in spontaneous communication by a female Japanese L2 learner (pseudonym Sachie) of English in two oral narrative speaking tasks separated by a six-week interval. During the interval, Sachie participated in a series of weekly fluency workshops which focused on incorporating formulaic sequences in speech. Sachies' narration was analyzed with respect to the length of runs between pauses and the speech rate, as well as the use of formulaic sequences. Sachie, who has an undergraduate degree from Japan, was in her early twenties at the time of the data collection and was studying English in Canada for a year. Sachie was required to produce narratives spontaneously in the university language laboratory on topics of personal relevance. No preparation time or notes to prepare for her narrative were allowed. In the input stage the learner listened to audio recording of native speakers telling personal narratives. The learners worked in teams to reconstruct the entire text as was heard in the audio recording. Learners then compared their rendition of the narrative with the original text. Learners were then to take note of the differences with special attention paid to formulaic language. In the practice and production stage, after listening to the narrative of the native English speaker, the learners made a short narrative of their own. Quantitative data suggests that the Japanese subject was able to speak with increased fluency after the workshop, as well as produce a greater quantity of speech including a greater quantity of formulaic sequences which were derived from the native speaker's narrative model found in the fluency workshop. The Japanese subject was able to use the formulaic sequences found in the workshop models effectively in her personal narratives with an acceptable level of fluency. Upon reflection Wood states, "Further research in this area would benefit from a large cohort of participants and a longer timeline between focused instruction and production of speech samples" (2009, p. 12).

All of the studies mentioned above have produced interesting and valuable data for the

academic consideration in the field of ESL teaching and learning. There are, however, various

areas of phrasal verb research left to be explored which were not included in these

investigations mentioned above. The majority of these studies deal with phrasal verbs and

transparency on some level. Despite the fact that ESL learners' relationship with opaque and

transparent phrasal verbs is explored, none of these studies attempts to examine ESL learners'

relationship with semitransparent phrasal verbs. All of these studies examined ESL learners at

the university level as target groups for their research, but none of these examine how young

learners deal with the language acquisition of phrasal verbs. Many of these studies examine

existing knowledge of intermediate and advanced learners of phrasal verbs but only a few

including Wood (2009) and Waibel (2007) attempt to examine the relationship between the

actual teaching of these phrasal verbs and acquisition by the learners. Most of these studies

(with the exception of Wood (2009)) focus on learners' written use of phrasal verbs and not

enough research has been done to investigate the oral use of phrasal verbs. The following

study was partially constructed with these unexplored areas in mind.

While considerable research exists on the study of phrasal verbs, no studies exist which

relate to both phrasal verbs and the use of narratives in the classroom despite considerable

research conducted by the researcher in various academic databases such as EBSCO, ProQuest

and ELT journal. Although, frustrating at first, it is now seen as an opportunity to venture into

unexplored pedagogical territory. As a means of casting a wider net for the investigative

needs of this Action Research Project, a search for academic materials which related to oral

narratives and vocabulary acquisition was conducted. Again, no specific materials were found

but on a wider search for oral narratives in general a few articles were found that made

indirect reference to oral narratives and vocabulary acquisition.

    Cortazzi and Jin (2007) followed and recorded the language development of a group of

young English language learners living in Britain from various cultural backgrounds. These

year three learners were asked to use keywords, story maps and photos to orally tell and retell

simple stories in English and in their first language (Gujerati). These students first heard a

story in English and then in their native language. As students heard the story, pictures were

placed on the board to aid students in the retelling of the story. The learners reported that, "the

pictures helped them to organize their knowledge of the story" (Cortazzi & Jin, 2007, p.654).

In the second step, teachers helped learners choose key words (nouns and verbs) from the

story and then they wrote them on cue cards which were organized into a story map to tell a

new story to their classmates. Thirdly, using photos which were taken during the story map

process, students reflected on the learning which took place several weeks previously.

Through the use of this approach it was found that "visual support and visual means of

modeling stories" (Cortazzi & Jin, 2007, p.654) gave learners the metacognitive space to plan,

remember, develop understand and reflect upon their narratives. It was also the authors' belief

that meaning was central to the narrative process and that expressing intended meaning and

trying to understand meaning expressed from others was fundamental to language

development. From this research, the authors suggested the implementation of a curriculum

structured around the use of narratives would be beneficial to language learning as students

would be able to learn not only from the telling of their own stories but would ultimately learn

how to tell better stories. This research study is seen as particularly pertinent as the use of

visual cues and the use of retelling stories are metacognitive strategies also found in the pedagogical intervention implemented in this Action Research Project.

The critical role which vocabulary plays in the ability to properly convey an oral narrative was the motivation for a study conducted by Uccelli and Páez (2007). In this study, the researchers focused on the development of narrative and vocabulary skills for bilingual Spanish/English speaking American kindergarten children. Even though the majority of these Latino children were born in the U.S., these children were found to lack vocabulary knowledge of English which may have been related to their lack of exposure to English in the home. Data was gathered from vocabulary tests and narrative tasks where students had to tell a narrative both in Spanish and English. These students were provided with simplistic pictorial stories and were then asked to produce an oral account of what happened in the story in both English and Spanish without the aid of the pictures. Students were evaluated on the narrative quality of their stories by bilingual researchers who based the scores for the narratives on such things as syntax, noun lexicon and the clarity of the story. The original narrative tests took place in kindergarten while a second round of testing took place when the students were in grade one. The results of this study found that children with larger English vocabularies had higher test scores in their narrative quality. This finding resulted in a recommendation for practitioners working with kindergarten children to develop vocabulary knowledge and language features found in narratives. Interestingly, this study also found that students who were instructed in the use of narratives in Spanish were better able to tell coherent stories in English. As this researcher aims to improve the use of a form of vocabulary (phrasal verbs) in young learners so that they will be able to communicate orally in an effective way, the

findings of this study are considered valuable as it places a high value on the learning of vocabulary as a means of effective oral storytelling for young learners.

Also using a series of pictures as a catalyst for oral story telling Kang (2003) investigated the cultural differences between narratives by Korean Adult EFL learners and those of native English speakers. The findings of this study showed that cultural differences heavily influenced narrative strategies such as Korean speaking students tended to tell shorter stories then their English speaking counterparts. The findings which elaborated on the structural differences in narratives produced by Korean students was also mirrored in Uccelli's (1997) investigation which found that Spanish speaking children tended to deviate from chronological storytelling and often included a series of independent stories within a single narrative.

In a recent study conducted in Alberta, Canada, adult learners of English and there ESL teachers were interviewed in an attempt to establish the value students and teaches placed on the use of narratives in the classroom (Nicholas, Rossiter & Abbott, 2011). Every instructor interviewed placed a great value on the incorporation of learners' stories in their teaching. All instructors reported that narratives told by learners were advantageous because it brought in new vocabulary to the classroom. Instructors also reported valuing oral narrative over written ones particularly at the lower language levels. Teachers valued giving their students time to plan and the use of repetition as effective classroom strategies. These recent immigrant students also reported that they enjoyed telling stories about themselves and listening to stories about other people. Although this study focuses on adult learners from various cultural backgrounds the views held by teachers are still considered valid for the purposes of this study.

In the context of bilingual schools in Bogota which may be very similar to the context of this Action Research Project, Ordóñez (2005) studied the English and Spanish oral production of narratives by high school Spanish speaking students. These narratives were compared to that of students in both monolingual schools in Spanish and in English in the U.S. A simple wordless picture book was used to elicit the oral narratives in Spanish and English. It should be noted that students were given the option to tell the story either in Spanish or English first. Because all students decided to tell the story in Spanish first, Ordóñez (2005) considers this choice was made as students wanted to initially perform their best and affectively it increased confidence. Although these students were an average of 15 years old and would have experienced years of English language training they still demonstrated limitations not only in their English narratives but also in their Spanish narratives as well.

Given the importance placed on narratives in the human experience, a belief which is shared by Brophy (2009) who states, "The telling of stories lies at the heart of human communication and underpins the development and cohesion of all societies and cultures" (p. IX), it is believed that narratives will provided a meaningful context for the learning of lexical chunks like phrasal verbs.

Chapter 3: Research Design

The type of study and the implementation of a study can greatly determine the relationship between the researcher and subject as well as influence the final results of that study. For this reason, the researcher of this study thinks it is important to go into some detail and discuss these relevant matters. The three instruments that will be used will be presented and justified based on research already carried out. Questions about validity and the use of proper triangulation in this research will be examined. In this chapter on research design, the researcher will also look at some of the ethical concerns this study will raise, the principal objectives, and the time line the research will follow.

Qualitative research is a scientific method of inquiry in which the researcher is one of the principal actors in the process. Generally, the qualitative researcher asks questions and detailed data is gathered from the natural environment then analysed. Qualitative analysis can be defined as, "a process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge" (Corbin & Strauss, 2008). Because quantitative research offers little flexibility, qualitative methods are seen as more practically related to classroom concerns (Dick, 2011). Also unlike quantitative research, which aims to find generalized answers to problems, qualitative researchers provide detailed descriptions and let the reader determine whether the study applies to their particular situation (Del Siegle, 2002). As a teacher of young learners, it is the researcher's responsibility to form supportive relationships with students not just in areas of academics but also in affective areas as well. This type of connection with students makes astute observation from a distance impossible. In the elementary school setting there also exists the dynamic of the young learner and the adult teacher in the classroom which can lead to a

very different interpretation of similar events in the field.   Due to these realities of teaching young learners, this investigative paper followed the more humanistic guidelines of qualitative research and analysis.

Because this research is of a pedagogical nature and aimed to specifically examine and improve classroom practice, the guidelines of an Action Research Project were followed. A very simple definition of Action Research as given by O'Brian (1998) is, "learning by doing" (n.p.). A somewhat more complete definition of Action Research would be, "…a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (Ferrance, 2000, p. 7). Action Research, in a school environment, is a reflective process that searches for solutions to real problems found in schools, in instructional technique, and in student under achievement. Action Research, in essence, allows teachers to move away from theoretical research and also allows them to investigate and make changes in areas of education in which they have real influence; classroom practices (Ferrance, 2000). Names such as Participatory Research, Collaborative Inquiry, Emancipatory Research, Action Learning, and Contextual Action Research are some of the various synonyms used for Action Research (O´Brian, 1998).

In terms of educational research, the process of Action Research might look something like this:

1. An educator identifies a problem in the school or in the classroom.

2. The educator researches the problem and gathers data.

3. The educator interprets the data.

4. The educator designs an action plan that is designed to resolve this problem based on the same data and, possibly data collected from the target learners.

5. The educator implements this action plan in a real life educational setting.

6. The educator analyzes the trustworthiness of the action plan using a qualitative method of study.

7. If the analysis of the implementation of the action plan does not produce favourable results, the educator repeats the process.

As stated in number six above, Action Research mostly relies on qualitative and not quantitative methods of research. A great deal of Action Research also requires considerable flexibility if the researcher is to be responsive to the needs of the study.

This study took place in the bilingual school Gimnasio del Norte which is located in Bogotá, Colombia. Gimnasio del Norte, describes itself as a bilingual school and it is part of the association of schools known as International Baccalaureate which promotes the use of a second language in schools. As a bilingual school, the majority of the students' instruction is in English. English, Math, Science, Art and Social Studies are all taught in English which accounts for over 15 hours of instruction a week.

The participants in this project were 18 grade five students who range between the ages of 11 to 12. As six students missed various separate parts of the pedagogical implementation, any data collected from them was excluded from this Action Research Project. The majority of these students have been studying at the school for an average of six years, while a few students have recently transferred from other bilingual schools. The average student in this class would most likely be considered at a B1 level of fluency in

English according to The Common European Framework. In terms of their production skills, most of these students can orally communicate with reasonable clarity in terms of pronunciation, fluency and content but many of the students are particularly weak in conveying clear and meaningful content in writing. In the receptive skills, students do not enjoy reading but generally have a strong comprehension of readings for their level. Students have in the past demonstrated weakness in understanding listening exercises designed for their level. Students will avoid speaking in English, as they prefer to speak in Spanish and students will often "take the path of least resistance" method in communication and will use simpler and less accurate forms.

This researcher who has carried out and applied the research modules has ten years of experience in teaching the English language but only three years of experience living and teaching in Colombia. It should also be noted that the researcher has not worked or studied in bilingual schools before arriving in Colombia. The researcher also maintained a journal during the period of pedagogical implementation which was one of the principal tools of data collection.

In Action Research, researchers must be sure that their study is properly triangulated to ensure validity. Validly is a term that is connected with the reliability and accuracy of data. Ultimately, validity asks whether your data accurately represents what you have been studying (Dick & Swenson, 2006). There are many different kinds of validity such as, internal validity (the connection between final results and the data),external validity (how closely the findings relate to similar but different contexts), democratic validity (other opinions permitted based on the data), outcome validity (are research questions answered and does this raise new questions), process validity (is the process unbiased), catalytic

validity (are changes made based on results) and dialogue validity (is the work evaluated by peers in an unbiased way?) (Burns,1999). This study aimed to consider all these varieties of validity.

Triangulation is a method of assuring that final results in research are more accurate by having more than one type of data collection instrument in your study. As data collection methods can be biased towards producing particular results, triangulation hopes to avoid bias by being able to compare results from more than one method of data collection. A properly triangulated study might also allow for various opinions to be entered into final results and not just that of the author. Although triangulation is a valuable tool used to enhance validity, it does have several drawbacks. Students who have little experience being asked their opinions on teaching practices, and colleagues who have no training on how to properly observe a class are two such drawbacks that could interfere with the validity of the study (Burns, 1999). For these reasons, in-depth student opinion was not always easily attained and students were at times encouraged to convey clear and meaningful ideas when reporting their personal perceptions.

To ensure proper validity through triangulation the researcher of this study has chosen three separate instruments which were used in this Action Research Project.

1. Closed Questionnaire (See Appendix B)

In this study five similar three hour 20 minute classroom teaching modules were conducted. Closed Questionnaire 1.1 was used at the end of Module 2. Students had 15 minutes to complete the instrument. This simple closed questionnaire was used due to the age and concentration level of the students. Because these students are younger, the

researcher did not think they would be able to sit down and write for a lengthy period

which is required when doing open questionnaires. The researcher also felt that students

might view an open questionnaire negatively because they dislike writing and they would

not have the English vocabulary to express their opinions clearly. When "The Closed

Questionnaire" was piloted with a group of grade five learners from my previous bilingual

school it contained several open questions. It was found that many students were unable to

answer these questions in a clear and meaningful way which related clearly with my

research questions. For this reason, all of the questions in "The Closed Questionnaire 1.1"

had possible answers provided. Question Number 1 contained two parts which related to

my research question about the perceptions the students had towards the use of narratives as

a technique in learning phrasal verbs. In the first part of Question 1, the learners had an

opportunity to state their general perception of the module through five possible responses

from the Likert Scale. In the second part of Question 1, students were given an opportunity

to specify what it was about the class they liked or disliked. Question 2 was designed to

answer the research question, "What is the effect of using narratives on the use of phrasal

verbs?" The first part of Question 2 again uses the Likert Scale to evaluate the usefulness

of the module. Students were given an opportunity in the second part of the question to

specify what was useful and which parts of the module were not useful. The closed

questionnaire was chosen so there would be "No difference between articulate and

inarticulate respondents" (Galloway, 1997).

Open and Closed Questionnaire

Unfortunately, after the implementation of "The Closed Questionnaire" with the students from Gimnasio del Norte it was found that the data retrieved was not wholly satisfactory, and a similar second questionnaire which contained open elements named "Open and Closed Questionnaire", was created (See Appendix C). This second questionnaire, despite the previous unsatisfactory piloting, included open questions after the closed questions. Because the students at Gimnasio del Norte were perceived by the researcher to be more disciplined in terms of writing and conveying better thought out ideas than the grade five students from the previous bilingual school, it was felt that open questions would produce valuable data related to the study.

2. Journal Observations (See Appendix D)

As this is a qualitative study it was clear to the researcher that student opinions should be balanced with the needs and values of the instructor. For this instrument, information was recorded either at the end of the class or at the end of the day, but no later. Journals are an important tool for observers because they help to improve and focus observation skills (Chamot, Barnhart & Kevorkian, 1998). In the journal, the researcher recorded observations of the use of phrasal verbs by students under two headings: *Effectiveness,* and *Perceptions*. The heading *Effectiveness* corresponds to the research question "What is the effect of using narratives on the use of phrasal verbs?" and the heading *Perceptions* corresponds to the research question"What are the perceptions of the grade five students towards the use of narratives as a technique in learning phrasal verbs?" Any information recorded about the perceptions of the students was based on what the researcher saw and heard as students were engaged in the module.

3. Students' Performance

For the last instrument, students were asked to create a story individually. Students were given a very short period of time to plan and to draw a storyboard. Students were asked again to draw storyboards in this activity as it was thought by the researcher an effective means of orally telling the story to classmates for the learners without having to rely solely on memory or a story that was already written out. These students were not asked to include any phrasal verbs in their story and were given complete liberty to include whatever lexis they felt was appropriate to their narratives. As students presented their stories to the class, they were recorded using a digital audio recording device. The recordings were analysed to see if students were willing to use any of the target phrasal verbs studied of their own free will. A transcript (See Appendix E) was made the students' short narratives. This instrument aimed to answer primarily the research question: "What is the effect of using narratives on the oral use of phrasal verbs?"

Because the researcher of this study was instructing underage learners, consent from the director of the elementary school, who is also partially responsible for curriculum at the school, was necessary. For this reason, the researcher wrote a letter of permission to the director which has been signed (See Appendix F). Permission from the parents (See Appendix G) to include information given by their son or daughter in this Action Research Project and to record their voice in the last hour of the implementation was also sought after. Finally, none of the students' names were included in the study.

Chapter 4: Pedagogical Intervention

The main aim of this module was to improve natural oral fluency of learners through the instruction of phrasal verbs. It was hoped that through the creation of narratives, students would be encouraged to use phrasal verbs in regular informal oral communication. As subsidiary aims the researcher had the following planned learning outcomes:

1. That learners in future reading and listening exercises will be able to recognize phrasal verbs in a context.

2. That learners would have at least a passive knowledge of all the phrasal verbs we have examined.

3. That learners would have an opportunity to use all four language skill throughout the modules.

4. That learners would be able to work in small groups or with a partner so that understanding could be constructed based on the principles of Constructivism according to Vygotsky (1978).

The only personal aim for each module was to keep students on schedule according to the time allotted for each activity. Unfortunately, this aim was not attained as each module took about 20 minutes longer than planned.

Because the researcher had no experience working with this group before the start of the implementation of this Action Research Project, a general questionnaire was conducted with students (See Appendix A) in order that a number of questions regarding their basic knowledge concerning phrasal verbs and narratives could be examined. Based on the recorded answers of this questionnaire the following information was noted.

Learners of this group have not ever had any direct instruction in the use of phrasal verbs and do not feel comfortable with the terminology. Students do not know how to recognize phrasal verbs in either oral or written discourse.

It has been observed by the researcher that students use some of the most common phrasal verbs from time to time in production but are not aware of its significance. Students do not understand why phrasal verbs are relevant or why they are more appropriate than Latin based cognates in most situations where English is used. Students have a great deal of experience working in groups to create narratives and finally, students have experience creating storyboards for their stories.

For each module that was taught the following materials were required:

1. A white board and markers

2. Notebooks and pencils

3. Coloured pencils or markers

4. White unlined paper

5. Photocopies of pictures to match with phrasal verbs

6. A digital audio recording device

Because this was the first time many of these students had been instructed on the use of phrasal verbs, a great deal of support was needed, especially in the first module. It was predicted that students may find some transparent phrasal verbs easy to understand but some may find semi-transparent and opaque phrasal verbs difficult and would therefore need direct teacher support in order to use them. Students needed to be encouraged to use phrasal verbs in a non-superficial way which clearly indicated understanding of meaning.

PART I

Learners were instructed using five three hour and twenty minute modules for a total of about 17 hours. Each module was spread over the course of two or three days. The instruction of this group and all materials were created by the researcher. Below the reader find a detailed outline of the first module instructed. Slight variation in the activities that did not interfere with the main narrative elements of the lesson can be found in each separate module but Module 1 can be considered the template by which each of the five subsequent modules were be based on.

Outline of Module # 1

Phrasal Verb Module Outline

1. Warmer -Students were given an opportunity to participate in small groups. The warmer was a fun activity and was designed to build classroom solidarity and relieve tension. Example, Students in groups of four or five made shapes with their body (train, clock, washing machine, and scorpion). <u>5 min</u>

2. Teacher told a very short story to students (See Appendix I) which included the six desired phrasal verbs. <u>5 min</u>
   Stories were made by the researcher. The stories were made to relate to the central idea from first unit of inquiry at the school (what causes conflict and how it can be resolved?) or the second central idea (How do I learn?). The phrasal verbs were selected at random but there was an effort to balance the story with three transparent and three opaque phrasal verbs.

3. Teacher drew six pictures on the whiteboard. Each picture represented one of the phrasal verbs and the pictures were in the order in which they appeared in

the short narrative. Students were drilled on the pronunciation. Students tried to remember the phrasal verbs shown. Pictures were systematically erased as students took turns trying to remember the phrasal verbs. 15 min

4. Teacher conveyed meaning of phrasal verbs and used three comprehension checking questions per phrasal verb (See Appendix J). 15 min

5. Teacher retold the story to students which included the six desired phrasal verbs so students would feel prepared for and not feel overly anxious about the following tasks. 5 min

6. Students had six pictures from the story and the six corresponding phrasal verbs (See Appendix K) which they matched and put in the order of the narrative. 8 min

7. Students, in pairs, retold the story to each other. 10 min

8. Review and Feedback 5 min

   End of Class One

9. Warmer- Students did a fun activity/game which checked their knowledge of the target phrasal verbs in teams. Example student puts his back to the white board and the teacher writes a phrasal verb above his head. The other students give clues to the answer. 5 min

10. Students did a worksheet to confirm and review their understanding of the phrasal verbs (See Appendix L). Students corrected work in pairs then checked the answers on the board. 15 min

11. In pairs, students created their own oral narrative which used the six phrasal verbs 15 min

12. Students wrote six sentences from their story in pairs which included the phrasal verbs (See Appendix M) and the researcher checked their work to make sure the meaning was understood. 25 min

13. Summary and Feedback 5 min

    End of class two

14. Warmer 5 Min

15. Students drew a storyboard with six captions representing each phrasal verb used in their story (See Appendix N) to help them memorize their narrative 25 min

16. Students told their story to their classmates with the help of the story board. 20 min

17. Students filled out questionnaire (See Appendix B and Appendix C) 20 min

18. Conclusion of module and feedback 5 min

    End of class three

Part II

After students had completed the five modules they were given a one hour class designed to help them review all of the target phrasal verbs that had been studied.

Outline of Review Class

Activity one

1. Students were separated into two groups

2. One representative from each group sat at the front of the class with their backs to the whiteboard.

3. Teacher wrote one of the target phrasal verbs above their head where they could not see.

4. Students helped their representatives sitting in the chairs guess the word by putting the phrasal verb in a narrative like sentence which explained the meaning of the word.

5. The first student who guessed the phrasal verb got a point from his/her team.

6. Different representatives from each team sat in the chairs and the game started again.

Activity two

1. Students at the front of the class had to act out the phrasal verb given by teacher

2. Other students will had to guess the meaning

Activity three

1. Teacher orally explained a phrasal verb

2. Students determined the phrasal verb

Part III

In the final section, students were instructed over a one hour classes and were expected to produce a narrative at the end of the class which was recorded using a digital audio recording device (See Appendix E).

Outline of Review Class

1. Students were told they must make a story with a partner and they were instructed that they did not need to include any specific elements or lexis in their story. <u>15 minutes</u>

2. Students drew and coloured a storyboard with six frames on a piece paper. <u>15 minutes</u>

3. Students will tell their story to their classmates at the front of the class. Students will be recorded with an audio recording device. <u>15 minutes</u>

Because most bilingual schools in Bogotá follow the calendar B schedule (schools which start the academic year in August), the implementation process of the action plan began at the start of the new academic year in August 2011. The exact dates of the beginning of each stage are included in the document Implementation of Action Plan (See Appendix O). The researcher of this study started this process by conducting the general information questionnaire in order to have a clearer picture of their academic background including their strengths and weaknesses in English, and to enrich my description of the population. Next, the researcher started the Pedagogical Intervention where students were involved in five three hour twenty minute modules that were instructed by the researcher. During this period the researcher recorded data in a journal and students answered three questionnaires. At the end of the five modules one hour was be spent in oral games where students were able to review all of the phrasal verbs that were studied. Finally, students spent one hour creating and presenting a final narrative which was recorded using a digital audio recording device. The whole process was spread over a two month period finishing in early November 2011

Chapter 5: Data Analysis

After finishing approximately 20 hours of class instruction on phrasal verbs, data collected from the researchers' journal entries, the questionnaires completed by learners, and the final narrative recordings by learners, were analysed. This chapter will first examine the methods and procedures of the proposed data analysis followed by the researcher and secondly, will answer the research questions which have guided this process.

Throughout the analysis of the data for this Action Research Project the principles of the Grounded Approach were followed. The Grounded Approach is a method of qualitative research which looks to answer research questions and develop theory based on the analysis of data (Corbin & Strauss, 2008). In the Grounded Approach, a researcher does not have a preconceived theory established before starting research but instead allows theory and the answering of research questions to emerge from systematic data collection and analysis (Cohen, Manion, & Morison, 2007).

In this Action Research Project, four stages of coding were implemented. In the first stage, the researcher first analysed the data through a process known as open coding. Open coding is a process where raw data is "broken down analytically," focused and then some initial labels are given (Corbin & Strauss, 1990, p. 423). To focus this data, the researcher conducted a microanalysis of the data through the use of the use of mainly three analytical tools of "making comparisons", "asking questions" and "drawing on personal experience" (Corbin & Strauss, 2008, p. 69). In the second stage of coding, sometimes called "category development" or "focused coding", some initial codes which emerged from the open coding process were re-examined, further focused and then indexed digitally into a few general categories and many more subcategories. Axial coding, which was the

third stage of data analysis used by this researcher, was a process where the codes from the

previous stages were studied and developed into highly refined categories and related

subcategories and were tested against the data (Corbin & Strauss, 1990). This process

involved refining the codes to a point where only two categories and five subcategories

remained (See Table 1). The final coding stage in this Action Research Project followed

the principles of theoretical coding. This stage began when the categories and

subcategories had reached a point of what Jones, Kriflik and Zanko (2005) refer to as

"saturation" (p. 8). Saturation for this Action Research Project occurred when the

categories could not be refined any further. This stage involved the elaboration upon a final

core category which emerged from a synthesis of these developed main categories and

subcategories.

Table 1 *Research Questions, Categories and Subcategories*

RESEARCH QUESTIONS	CATEGORIES	SUBCATEGORIES
What is the effect of using narratives on the use of phrasal verbs?	Vocabulary improvement	Context as an aid to learning vocabulary
		Opportunity to practice phrasal verbs
		Social construction of knowledge to build an understanding of phrasal verbs
What are the perceptions of the grade five students towards the use of narratives as a technique in learning phrasal verbs?	Narratives, as an instructional technique, foster motivation in learning phrasal verbs	Opportunity to be creative
		Creates desire to use the target language

To test these refined categories against the data, and to ensure validity, the process

of triangulation was employed throughout all four stages of data analysis mentioned above.

According to Jick (1979), triangulation is defined as, "a vehicle for cross validation when

two or more distinct methods are found to be congruent and yield comparable data"

(p.602). In this Action Research Project, the core category, each main category and each

subcategory was found to be congruent with the data retrieved from the researchers' three

principal data instruments used during the implementation process. Ultimately, this

rigorous process of data analysis and triangulation has led to a core category which answers

this researcher's two main research questions.

Core Category

After considerable analysis of data and the triangulation of each category, an

overarching core category was established (See Figure 1). As a result of this scrutiny, it

was found as a core category that: The use of narratives as a technique of learning phrasal

verbs fosters motivation which contributes to vocabulary improvement. The motivation that

came out of students creating their own oral stories was of great language learning value to

both the teacher and the students as it gave learners the opportunity to use the phrasal verbs

in interesting and creative ways.

Half of this core category emerged from the examination of the first research

question:

What is the effect of using narratives on the use of phrasal verbs?

In answering this question, it was first found that using the narratives as a context for the

learning of phrasal verbs was critical as deeper understanding of the meaning of the phrasal

verbs only emerged when students tried to put them in the context of their stories. The high

level of repetition that was involved in the using of the phrasal verbs in these narratives was

also established as an important component in achieving understanding of the phrasal verb

as it gave students plenty of opportunity to practice. Finally, the social construction of the building of these narratives, which was encouraged in the pedagogical intervention, proved to be effective as learners were able to work with classmates in establishing a common understanding of the meanings of many of the phrasal verbs. It is these three subcategories mentioned above which have led to an improvement in vocabulary. The word vocabulary was used as not only were students able to improve in their use of phrasal verbs but plenty of other incidental vocabulary improvements were noted as the result of the stories they created. The second half of the core category effectively came from the second research question:

What are the perceptions of the grade five students towards the use of narratives as a technique in learning phrasal verbs?

It was found that what students most valued in the narratives was the opportunity to be creative, not only linguistically but visually through the use of the storyboards as well. The use of these narratives to learn phrasal verbs also created a desire for students to use the phrasal verbs outside the pedagogical intervention as well. Overall as a main category, this researcher suggests that the narratives were effectively able to motivate students which allowed for the learning of the phrasal verbs.
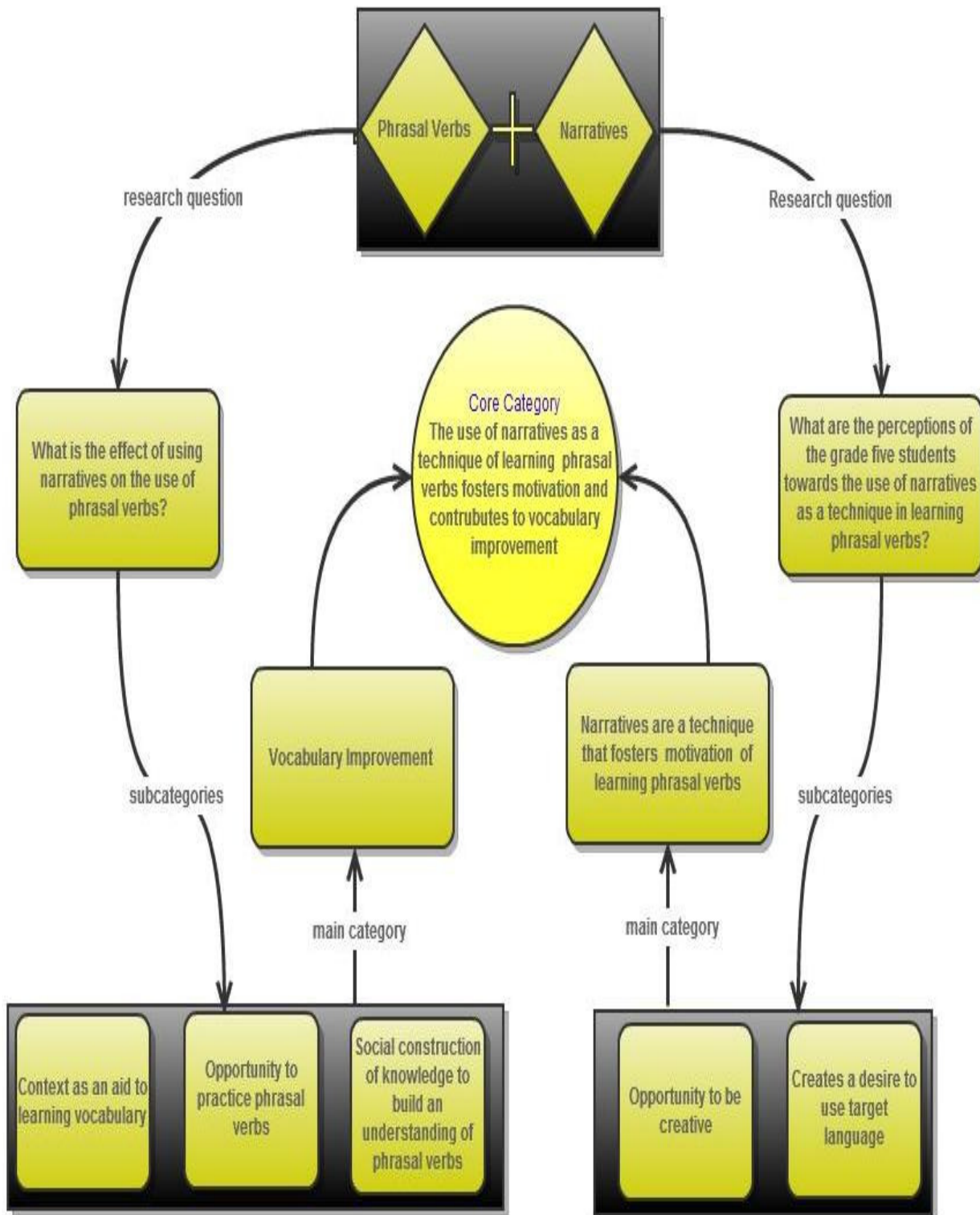
Figure 1 *Process from Research Questions to the Core Category*

Main Category: Vocabulary Improvement

At the end of each module, students demonstrated and reported an improvement in the use of the target phrasal verbs. However it was noted that weaker students tended to use phrasal verbs in the context of a narrative with much less success than those students who were stronger in English. This difficulty of use was most clearly demonstrated in the final instrument (See Appendix F) where only two of strongest students were able to use phrasal verbs in their narratives. This connection between English language proficiency and the quantity and quality of the use of phrasal verbs was also found in research conducted by Gaston (2004).

The researcher also noted from journal notes recorded based on student production, and the transcripts from the final instrument, that learners tended not to use more opaque phrasal verbs such as "look up" (in terms of a word or information), "make out" (in terms of visualizing something clearly), and "get after" (chastise) correctly when telling their stories (See Table 2). There was however a high frequency of correct use of the more transparent phrasal verbs like, "shout at", "pull apart" and "run away". This higher rate of correct use of the more transparent phrasal verbs and a subsequent avoidance of the more opaque phrasal verbs was also found in the studies by Liao and Fukuya (2008).

Table 2 *Transparent Phrasal Verbs vs. Opaque Phrasal Verbs*

Module	Easier to use Transparent Phrasal Verbs	Difficult to use Opaque Phrasal Verbs
1	write down, hand in, think over	Get away with, cheat out of, let down
2	pick up, put down and clean up	stand out, and give up
3	Shout at, jump into, chase away	Fall behind, belong here, land on
4	Joke around, Mix up, Write up	Make out, Make up, Get after
5	Pick on, Run Away, pull apart, put together	Look Up, Made off with

The difficulty in the use of opaque phrasal verbs resulted in both positive and negative consequences for students in the creation and telling of their narratives which were found in all three data instruments (see Table 3).

Table 3 *Narrative Use Consequence*	
Narrative Use Consequence	
Positive	Negative
-Students used opaque verbs in creative ways -Stronger students corrected transparent phrasal verbs of weaker student during presentations -Students were able to benefit from partners understanding of phrasal verbs and improve -Students became more aware of not understanding when they had to create story - Students still tried to use all phrasal verbs in story even if they did not understand meaning -Few examples shown in spontaneous stories of transparent phrasal verb use	-Opaque phrasal verbs often not accurately used -students forced opaque phrasal verbs in the stories they wished to create and did not accommodate the story in order to match the required phrasal verbs -Students sometimes omitted the more difficult phrasal verbs or quickly passed over them when telling their story -Weaker students had trouble with opaque phrasal verbs when retelling the teacher's story -Students were not always concerned about the meaning of phrasal verbs when retelling teacher's story - Some students claimed they couldn't learn by listening due to students' incorrect usage of opaque phrasal verbs

This difficulty in the use of opaque phrasal verbs resulted, as well, in both positive and negative consequences for students and the researcher, in terms of the perceptions held of the module as demonstrated in Table 4, below which are observations from the research journal.

Table 4	
Perceptions Consequence	
Positive	Negative
-Some appreciated being corrected on phrasal verb use -Students were able to enjoy themselves when they understood	-Some students resented being corrected on phrasal verb use -Students complained could not understand the stories of others and resulted in a loss of motivation -lack of understanding of opaque phrasal verbs is possible reason why weaker students did not want to participate in oral presentations -Students did not feel comfortable seeking the support from peers on opaque phrasal verb use but asked teacher directly

When asked if stories helped them to learn phrasal verbs in the questionnaire, all students except one either totally agreed or partially agreed with the statement. Although students were confident in their improvement of their use in phrasal verbs (at the end of the second module every student said they were able to use all the phrasal verbs). The researcher observed in the research journal that students usually had trouble using an average of three of the six phrasal verbs with a degree of accuracy in their oral narratives and in their six writing sentences. Any improvement in the use of phrasal verbs in spontaneous use was not shown as students did not use any of the target phrasal verbs during the last recorded audio narrative session (See Appendix F).

One unexpected consequence of the use of narratives in the pedagogical intervention was an improvement in students' vocabulary in general. When creating their stories in pairs, the researcher noted in the research journal that students often asked their peers how to say various words in English and students often asked the researcher of this study as well (the researcher usually referred them to a dictionary). Also, Constructivist teachers encourage students to ask each other questions (Brooks, J. G., & Brooks, M. G., 1993) and thus learn from each other. The introduction of incidental vocabulary into the classroom was also found to be the case in the study conducted by Nicholas, Rossiter & Abbott (2011). Beyond the pedagogical intervention, the researcher later observed the students were able to use many of these incidental vocabulary words in their oral narratives. Several students reported in the questionnaire that they had "better" or "more" "vocabulary" as a result of the pedagogical intervention although it is not fully clear based on this study if they were referring specifically to phrasal verbs as vocabulary or vocabulary in general.

Subcategory 1: Context as an Aid

While learning phrasal verbs through the context of narratives, students were generally quite positive about their experiences in the questionnaires (See Table 5) which correlated closely to the researcher's notes in the journal. In the student story telling phase of the pedagogical intervention, students tried their best to put all six of the phrasal verbs in the context of their story. Although this was not always done with a high degree of accuracy, students did seem to become more aware of the possible meaning of the phrasal verb as they were trying to incorporate them into their narratives. The true value in the use of a narrative context in learning phrasal verbs happened while students were creating their

story. Because they wanted the phrasal verbs to fit in the context of their story they became much more concerned about understanding the meaning of the phrasal verbs and would often ask the researcher or their classmates to explain the meaning again so they would be able to put it correctly in the context of their story. Without ever actually using the word "context" several students reported telling stories helped them because they should know how to use the phrasal verb to make the sentences in their stories. This observation by students and the researcher seems to correlate with the study by Armstrong (2004), who claims that one of the big difficulties in understanding phrasal verbs is that most of them are only decodable through context (2004).

Table 5
Learning through the Context of a Narrative

Positive student accounts	Triangulated Result
7. in stories we can hear the meaning in one sentence 10. the sentence in where the phrasal verb is help me understand what do it mean 1. When I listen I can recognize when I should use it and understand the phrasal verb	Taking phrasal verbs out of isolation and putting them in the context of a narrative helped students understand
11. I was able to understand easy because we could make the story we wanted so I understand easy 9. use new vocabulary and making stories motivates me to understand and learn the meanings	Narratives increased motivation and desire to understand phrasal verbs
11. to write the story I need to know the meaning 1. When I tell a story I should know how to use it	Narrative increased need of learner to understand the meaning of the phrasal verbs
8. the story help me understand more 1. When we tell the story we improve our speaking	Narratives were the cause of other incidental learning outcomes like improved use of past tense and desire to learn new vocabulary
Note. Data is taken from questionnaires 1, 2 and 3 * Each number on the left margin corresponds to a specific student	

Students did not just report they learned through the context of telling their own story but also by listening to the story of others and understanding the meaning through the context. When given the statement in the questionnaire, "listening to the stories of others helped to understand the meaning of the phrasal verbs," almost all students either partially or totally agreed. Although many students stated listening to the story helped them learn the phrasal verbs some reported they were only able to learn the meaning of some of the phrasal verbs through the context of the narratives. This idea that vocabulary cannot be effectively learned in isolation but requires a context to give the lexical item meaning can also be found in other researcher (Curtis & Longo, 2001; Sternberg, 1987).

Subcategory Two Practice

Although this researcher did not report it in the journal during the implementation of the pedagogical intervention, numerous students reported they were able to learn the phrasal verbs through the high frequency of practice and exposure which took place throughout the various stages of the modules (See Table 6). Comments such as "when we are telling the story we can practice" by student two or "I practice my English by speaking it (stories)" demonstrated that students valued narratives as an opportunity to practice the use of phrasal verbs. The value of practice and repetition in the construction of narratives was also mentioned in the study by Cortazzi & Jin (2007). Students also pointed out that the repetition involved in the narrative activities were an opportunity to internalize phrasal verbs. This belief by students was most clearly demonstrated by student five who said, "When we tell and tell and tell a story we know when to use the phrasal verbs", and by student seven who stated "If I tell others my story I can memorized on my mind." This seems to suggest the amount of practice or exposure a student is subject to is closely related

to the accuracy of use of the phrasal verbs in the context of the narratives. In Waible's 2007

study, she also pointed out that there was a correlation between the amount of exposure to

ESL instruction and the number of phrasal verbs used. It was also noted in Wood's (2009)

study with a Japanese adult that repeated exposure or practice in narratives with specific

formulaic sequences in workshops leads to increased fluency.

Table 6		
Students' Account and Results*		
Student account	It was an opportunity to..	Results
2. When we are telling the story we can practice 3. I practice my English by speaking it (stories)	Practice new lexis and improve English	Narratives are an opportunity to practice
7. If I tell others my story I can memorized on my mind 5. When we tell and tell and tell a story we know when to use the phrasal verbs 9. stories affect my speaking because I can learn more words in English and use them when I need	Get into the habit of using new lexis and become used to using it	Narrative are an opportunity to internalize phrasal verbs
*Each number corresponds to a specific student taken from questionnaires 1, 2, and 3		

Subcategory Three: Social Construction of Knowledge

By far the largest amount of data I received was related to the positive outcomes of

the social construction of knowledge as understood by Vygotsky (1929). In the

questionnaires students commented they enjoyed many of the tasks because they could

work with their friends while making and telling the stories. During the presentation stage

of the modules many students reported they learned the meaning of the phrasal verbs by

being corrected by other students at the end of their presentation. The researcher of this

study noticed students were also more eager to present with a friend than they were in other

classroom presentation activities where they had to present alone. Students were also very

disappointed at having to present alone in the final instrument (See Appendix F). One

probable explanation for this apprehension to present alone could be related to the stress

felt by learners when presenting in English in front of their peers. It is also possible

students still felt unsure of their ability to use the target phrasal verbs in an accurate way in

their narratives. A positive outcome of the oral presentations for the class as a whole was it

put pressure on the learners to memorize their parts of the story which would require the

students to internalize at least part of the target language.

As stated earlier, students were observed asking other students and the researcher

for help in translating vocabulary words they wished to include in their story. Although

there were a few comments which showed some students were able to understand because

they were aided by the teacher, one student commented she was able to understand her

friends easier than the teacher. From the researcher's personal observations, it was noticed

on numerous occasions where students were building a stronger understanding of the

phrasal verbs by questioning each other about them. This would seem to indicate that the

teacher may not always be the best model for explaining the meaning of vocabulary for

students even if instruction is scaffolded properly.   Although as the teacher it is certainly

nice to be recognized as a competent source of knowledge and information by students,

perhaps these students have recognized how they learn best and have become independent

enough to seek out other more practical and perhaps more valid sources of feedback for

their inquiries.

It was also noticed in the third module of the pedagogical intervention that weaker students when paired with stronger students were able to demonstrate a higher degrees of understanding and were able to use the phrasal verbs in the story with a higher degree of proficiency. This would certainly indicate that having a dynamic class of stronger and weaker students should not be an obstacle to the implementation of the narrative technique for learning phrasal verbs.

An unexpected result of working with other students on a narrative was an improvement in the use of the simple past tense. While students were telling their stories, others would often speak out of turn in order to correct conjugation errors. For this reason, students seemed to be more aware of the way they conjugated the verbs in their sentences because they did not want to be corrected by their peers. In the final recorded narrative (despite there being many errors in the use of the simple past), It was noted that some students were more conscious of their use of the simple past and consciously tried to correct any errors which were made.

Numerous students also reported many of the negative points about working with others and one of the bigger complaints was that other students may have kept them from learning how to use the phrasal verbs correctly (See Table 7). Most of the complaints about not being able to learn from others came from the final production stage where students had to orally share their narratives with the class. Students complained that they could not learn from these other students because they either did not present clearly or they became confused about the meaning of the phrasal verb because many presenters used it in contradicting ways. Recognising this confusion, some students said they noticed others could not understand them and one student even said she felt that she confused others

because she could not use the phrasal verbs in the correct way. Although students did not

report this, it was quite clearly observed that a minority of the students resented being

corrected by others during the presentation of their narratives. The researcher also

observed on numerous occasions that the three stronger students were not asking their

partners questions when they had problems but would go directly to the teacher for support.

Although there is considerable academic literature about the benefits of formal peer

assessment (Loddington, 2008) this research relies on the fact that teachers have properly

prepared students for this formalized process (Cheng & Warren, 1997). Unfortunately,

there seems to be no literature about the spontaneous kinds of feedback which regularly

take place in the young learner classroom and which was the source of complaint for some

students in this Action Research Project. As stronger learners at this age are eager to

demonstrate their knowledge to their peers, and to the teacher as well, it is not always easy

to keep this eagerness focused in a positive manner where weaker students can learn from

their mistakes but also feel their work is validated by the class as a whole. Although there

was an effort to get learners to produce "feedback sandwiches" where negative comments

were preceded and followed by positive ones, the positive comments at times sounded a bit

forced which were easily perceived by many of the students receiving feedback. Also,

some students had to be reminded not to make spontaneous comments which at times

leaned towards the negative side. Although, more class time with students would certainly

help create a more constructive atmosphere for feedback, it was also the researchers

perception that some students could benefit from learning to graciously accept some

criticism of their work. It should also be remembered that certain peer conformity pressures

of the age which sharply become more prevalent by Grade Five were most likely a factor in

taking offense to some of the critical comments made by students.

Table 7

Positive Outcomes of the Social Construction of Knowledge

Triangulated Negative Outcomes	Result
Student use of target language is not always correct in narrative	Listener does not have a good language model
Students can't understand the narrative due to errors of peer	Student loses motivation or interest
The inability of others to use and understand phrasal verbs	Students have little motivation to use lexis others do not understand
Stronger students go to the teacher for help and not partner	Working with a partner is not viewed as useful to stronger students

Research Question 2

Main Category: Narratives are a Technique that Fosters Motivation in Learning Phrasal

Verbs

For the most part, students reported they enjoyed the implementation of the

narrative modules (see Table 8). There were many comments stating that the activities

were "fun", they liked them because there were a "variety" of activities, or they enjoyed the

pedagogical interventions because they learned many new things. When asked in the

second module if they enjoyed the module as a whole, 11 out of 12 students said they did.

By far the most motivational activity for the students was the part when they were

able to draw the storyboard. Even though students were required to draw specifically the

parts of their story which includes the required phrasal verbs, students still reported

overwhelmingly that this was their favourite part of the module.

One of the most surprising motivational parts of the module for the students was the

section where students had to write the six lines from their story which included the

required phrasal verbs. Before doing the activity, the researcher imagined students would

complain about having to write but none of the students ever complained and a couple of

students even asked if they could write the whole story and not just the six sentences. In the

researcher's experience, even short writing tasks are often not enjoyed by Colombian

language learners of this age group. The fact that students were willing to do this as part of

the narrative without complaint is a particular indicator of how well received the narrative

activities were by the students.

Table 8
Narratives are Motivational

I like…	Details from students	Triangulated Reason
The module as a whole	6.Yes, Because are good and funny and I enjoy a lot 4. Yes, I enjoy the classes on phrasal verbs because we play and make many activities in the classroom 2.I like all the parts because is so cool doing the process	Fun and Variety of activities
To learn new things	12. I learn new vocabulary I like very much because I learn more 1.Yes, I enjoy the classes on phrasal verbs because I learn a lot 8.Yes, I enjoy the classes of phrasal verbs because at the time that we learn we enjoy 9. Yes, because I enjoy when I present because I learn	Learning is fun
To speak with my friend	2.I like all because is so good to work in group 5. I like most because I plan with my classmate.	Learn from peers
Note. Data is taken from questionnaires 1, 2 and 3 * Each number on the left margin corresponds to a specific student		

Even though it was thought students enjoyed retelling the story told by the researcher at the start of the class, many students reported they did not enjoy this part and upon reflection this researcher can remember reminding students to pay attention on several occasions so they could remember as many details of the story as possible. This lack of attention to the details of the story may also be related to students stating they did not enjoy the teachers' stories which they thought were "boring" and they were not motivated to listen. It should be noted that Cortazzi & Jin, (2007) did not mention any of these complaints by students who also had to repeat the instructors story perhaps due to the fact they used published stories. Students also complained that the responsibility for telling the story in front of the class was not always evenly shared which was a phenomenon that was also observed in the researcher's journal. In the last two modules the researcher noted that motivation for the narrative activities began to decline which the researcher believes was the result of the five modules being overly similar and being conducted over a short period of time. Despite being noted by the researcher, this decline in motivation was not found in students' comments which were mostly positive about the experience. Also, usually after the first 10 minutes, students who were complaining would settle down and get into the activities. Several students reported they did not enjoy telling their story to others and a couple of students ended their narratives abruptly when they were being recorded which may be related to some members of the group being overly critical. The reasons for some students not enjoying the oral presentation aspect of the narratives seems to be because it was stressful, particularly for weaker learners. This stress seemed to come from either the student claiming to be shy or as student six reports, "Yes, that my classmates here so bad with us" which again relates back to negative feelings about peer criticism.

Subcategory 1: Opportunity to be creative

Many students reported enjoying the classes on phrasal verbs because they had an opportunity to be creative when making their narratives. In fact, comments like the one from student eleven who said, "I liked to draw the pictures and making the new story" were mostly universal amongst all learners. Students reported that they enjoyed and appreciated that they had the freedom to make their own story with their partners. Although the stories were not always coherent, their work did show a great deal of creativity, variety and imagination as can be witnessed in the scripts from the audio recordings. Students were particularly motivated in the drawing of the storyboard. In fact, based on the overwhelmingly positive reception to the drawing of the storyboards, this researcher feels that it was an instrumental element of the narratives success with the learners. Students who were particularly artistic were highly appreciative of this activity and the researcher of this study observed students start over storyboards that were almost finished because they were not satisfied with the results of the first copy. In the study by Cortazzi & Jin (2007) learners reported that, "the pictures helped them to organize their knowledge of the story" (p.654). This seems to suggest that much more then enjoyable drawing is going on and is most likely linked to the effective use of multiple intelligences (Gartner, 1991) in class where not only linguistic needs are met but also Bodily-Kinesthetic and spatial needs as well.

Subcategory 2: Creates Desire to use the Target Language

One of the most encouraging results of these activities was that students reported using the phrasal verbs after the intervention. Student Two reported to using what she had

learned outside of the classroom when she said, "because sometimes we are not in class but

we said the phrasal verbs" and student ten reported, "I use phrasal verbs when I forget a

word I can use them to say the word", which was interpreted by the researcher as the

learner expected to use phrasal verbs as synonyms when the linguistic need arises.

Despite students' reports, and an occasion where the researcher heard a student use

one of the target phrasal verbs, the increased use of phrasal verbs was not shown in the

recorded narrative session where students were not required to use any specific lexis. This

avoidance of phrasal verbs by learners further supports the research conducted by Lennon

(1996), Dagut and Laufer (1985), and by Gaston (2004) who also found this in Spanish

speakers. The avoidance of phrasal verbs in the final recorded narratives by learners in spite

of five modules of instruction in phrasal verbs goes against the findings of Wood (2009).

Wood found an increase in formulaic sequences after the subject listened to target language

in narrative workshops. The difference in findings from Wood, where the subject showed

an increase in the use of formulaic sequences, and this study, where no increase in the use

of phrasal verbs was shown in spontaneous production, is most likely related to Wood's

subject being an advanced speaking Japanese adult while the group examined in this Action

Research Project consisted of 12 young Spanish speaking learners of varying degrees of

lower intermediate proficiency.

In conclusion, this data analysis section has shown that some of the findings from

the literature review and the state of the art are indeed connected to the findings of this

Action Research Project. Although student perceptions were mostly positive towards the

use of narratives as a method of acquiring phrasal verbs the actual effect of the narrative

process showed both positive and negative aspects in the category of Vocabulary

Improvement. The context provided for learning phrasal verbs through narratives has been shown to be effective medium for learning as well as providing students with various opportunities to practice the target language. Although some students have not been appreciative of building narratives in pairs, the social aspect of constructing knowledge about the use of phrasal verbs has proven to be effective for young learners. Finally, narratives as an instructional technique has proven to be motivational for learners and creates a desire to use the target language as the narratives are an opportunity to use the phrasal verbs in a creative way. In summary, the use of narratives as a technique of learning phrasal verbs has shown to foster motivation and contribute to vocabulary improvement.

Chapter 6: Conclusions and Pedagogical Implications

In this final chapter the researcher will state what the results of this study means professionally for teachers and why these findings are significant. Next, the results of the analysis will be compared with the work of other researchers who have investigated either phrasal verbs or narratives. Finally, the limitations of this study along with recommendations for further research will be mentioned.

As already stated, the rationale behind this Action Research Project was to first determine the effect of the narrative activities for learning phrasal verbs created by the researcher in the Colombian Bilingual School Gimnasio del Norte. The second objective was to discover the perceptions held by these grade five students as they completed this pedagogical intervention. As the outcomes of this project have been mostly positive (particularly in terms of fostering motivation through the use of narratives for the learning of phrasal verbs) this researcher believes these narrative activities for the learning of phrasal verbs are ready for a much wider use in other grade five classrooms in Colombian bilingual schools. In addition, this researcher sees no reasons why these activities could not be used in other middle school and high school bilingual classrooms for that matter. This has been one of the most satisfying findings of this research, as it was able to at least start to fulfill the need for research on effective methods for learning phrasal verbs by young learners. This need for research in the area of young students learning to use phrasal verbs was initially pointed out by Waible (2007) who felt that young learners were indeed capable of learning phrasal verbs. Whether or not these activities should be adapted for use by students in grades lower than grade five, this researcher will leave in the competent hands of primary school researchers to determine.

Although this pedagogical process has been recommended for broader use, this is not to say that the activities must be used in its entirety. For in common with the majority of pedagogical materials, adjustments will be needed to suit the unique needs of the each teaching situation even if it is in another bilingual school in Bogotá. In addition, a language teacher could only use some preferred sections of this narrative process to teach learners phrasal verbs, if desired, as the three hour modules would most likely be impractical for many language teachers. Finally, this researcher does not propose that this narrative method must go hand in hand with the teaching of phrasal verbs; for it might be argued that this narrative process could be used for the teaching of many different kinds of lexical structures, much as Cortazzi & Jin (2007) used a similar narrative model for the teaching of key words which were selected by the students themselves. This narrative method could also be used to teach the effective use of connectors, together with other target lexical structures or effective use of the simple past tense. In other words, the limitations depend on the needs and the imagination of the language instructor.

As this study has been divided between the constructs of phrasal verbs and narratives, the similarities found in this Action research Project with other investigations will be discussed first considering the use of phrasal verbs. One of the first parallels noticed was that despite some students claiming they had a clear understanding of the phrasal verbs at the end of the pedagogical intervention, and the one occasion where the researcher heard a student using one of the target phrasal verbs, the avoidance of phrasal verbs by Spanish speaking learners appears to be a reality for the researcher's students. The avoidance of phrasal verbs was most clearly demonstrated in the final semi spontaneous telling of narratives where only one student was able to use a phrasal verb correctly in their narrative.

Avoidance of phrasal verbs in studies by Lennon (1996), Dagut and Laufer (1985), and by Gaston (2004) was also found to be the case. In this researcher's study on narratives and the oral use of phrasal verbs, narratives were found to provide a necessary context for students, which were needed to better understand the meaning of the phrasal verbs. This was a finding also echoed by Armstrong (2004), who argued that one of the big difficulties in understanding phrasal verbs is that most of them are only decodable through context. The value of a proper context in the learning of vocabulary was also found in the researcher by Curtis & Longo, (2001) and by Sternberg, (1987). As supporters of Constructivism, Miller and Gildea (1987) conducted a study of vocabulary acquisition which showed that children learned little about words from dictionary definitions but learned much from learning the words in natural contexts. In common with the study by Liao & Fukuya (2008) a higher rate of correct use of the more transparent phrasal verbs and a subsequent avoidance of the more opaque phrasal verbs was also found to be the case in this study. Finally, a connection between English language proficiency and the quantity and quality of the use of phrasal verbs was also found by this researcher as in the study by Gaston (2004).

In the construct of narratives, the learners in this study were found to greatly value the use of visual representation for their narrative which echoed a similar finding by learners in the research by Cortazzi & Jin (2007). Also recognized in the research by Cortazzi & Jin (2007), and in the researcher's investigation, was the value of repetition in the narrative process as it gave students space to remember develop, understand and reflect upon their own language. In the case of those stronger students who had larger vocabularies than their classmates, it was found that they were able to develop narratives of greater quality which was a finding also found in Uccelli & Páez (2007). Finally, the desire

and introduction of incidental vocabulary into the classroom by students was also found to

be the case in the study conducted by Nicholas, Rossiter & Abbott (2011).

If the value of an Action Research project is to be assessed fairly, certainly the

limitations on the study must be brought out in full. In this study it seems one of the

researcher's main limitations was the lack of ability to tell interesting and engaging short

stories for the young learners. As the repetition of the teacher's story was a key component

of the narrative process, it seems students were not as engaged as the researcher hoped.

Another limitation to this study was the heavy curriculum load placed on students by the

I.B. program, which, at times, forced the hurrying of this pedagogical intervention. Another

limitation, which may have affected the quality of the data collection process, was the fact

that the researcher left Gimnasio Norte shortly after the finishing of the pedagogical

intervention. This was seen as a limitation because questions arose during the data analysis

process and the researcher was not able to check some facts with the learners directly. A

final constraint was the necessity of repeating the pedagogical intervention process over the

course of a short period of time. This researcher feels that if the pedagogical process had

been spread over a greater span of time, the process would have been less repetitive and

strenuous on the learners.

There is no doubt, as stated above, that the report described here should be seen as

no more than the beginning of research into effective classroom strategies for the learning

of phrasal verbs by young learners. Other strategies will also need to be developed and

tested for young students learning English from different cultural backgrounds. Also, as

the modules were quite lengthy at three hours, could this time be reduced while maintaining

similar or more favorable findings? Could more phrasal verbs be added to the modules to

make better use of the time spent in the classroom? Could effective strategies be taught at the beginning of the narrative process which would allow students to give and receive feedback in more constructive ways which would not cause hard feelings? Can effective strategies be developed for young learners so that phrasal verbs would be used in a more spontaneous way? How valuable was the social construction of knowledge in these activities? Would they still be effective if a young student were to learn them in isolation? Was there something specific about students being able to create their own narratives which motivated them to use phrasal verbs or would another kind of context have produced similar findings? Although this Action Research Project has raised many questions for future investigations, the researcher feels the two research questions have been answered to satisfaction in the core category and for this reason will now close this Action Research Project.

References

Armstrong, K. (2004). Sexing up the dossier: A semantic analysis of phrasal verbs for language teachers. *Language Awareness*, 13(4), 213-224.

Bauer, E. B., & Arazi,J. (2011). Promoting literacy development for beginning English learners. *The Reading Teacher*, 64(5), 383-386.

Bolinger, D. (1971). *The phrasal verb in English*. Cambridge, Mass.: Harvard University Press.

Burns, A. (1999). *Collaborative Action Reseach for English Language Teachers*. Cambridge: Cambridge University Press.

Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA: Association of Supervision and Curriculum Development.

Brophy, P. (2009). *Narrative-based practice*. Abington, GBR:Ashgate Publishing Group.

Bruner, J. (1996). *The Culture of Education*, Cambridge, MA: Harvard University Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book*. Boston, Mass: Heinle & Heinle.

Chamot, A. U., Barnhardt, S., & Kevorkian, J. (1998). Conducting action research in the foreign language classroom. *Northeast Conference*, NY: National Capital Language Resource Center. Retrieved from http://www.nclrc.org/about_teaching/reports_pub/conducting_action_research.pdf

Cheng, W., & Warren, M. (1997). Having second thoughts: Student perceptions before and after a peer assessment.*Carfax Publishing,* 22(2), 233-239.

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms.* Toronto, ON: Pippin Publishing Corporation.

Cohen, L., Manion, L., & Morison, K. (2007). *Research Methods in Education* (6th ed.). Oxford: Routledge.

Corbin, J., & Strauss, A. (1990).Grounded theory research:Procedures, canons and evaluative criteria. Zeitscrift fur Soziologie, 19(6), 418-427.

Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Cortazzi, M., & Jin, L. (2007). Narrative learning, EAL and metacognitive development. *Earliy Child Development and Care*, 177(6), 645-660.

Council of Europe. (2001). Common European framework of reference: Learning, teaching, and assessment. Global Scale. Retrieved from http://www.coe.int/t/DG4/Portfolio/?M=/main_pages/levels.html

Curtis, M.E., & Longo, A.M. (2001). Teaching vocabulary to adolescents to improve comprehension. *Reading Online,* 5(4).Retrieved from http://www.readingonline.org/articles/art_index.asp?HREF=curtis/index.html

Dagut, M.B., & Laufer, B. (1985). Avoidance of phrasal verbs by Hebrew-speaking learners of English: a case for contrastive analysis. *Studies in Second Language Acquisition*, 7, 73-79.

Del Siegle, C. (2002). Principals and methods in educational research: qualitative research. Retrieved from http://www.gifted.uconn.edu/siegle/research/Qualitative/qualitativeInstructorN otes.html

Dechert, H.W. (1984). Individual variation in language. *Second Language Productions*. Tubingen:Narr. 156-185.

Dick, B. (2011). A beginner´s guide to action research. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/guide.html#a_g_cyclic

Dick, B., & Swepson, P. (2006). Appropriate validity and its attainment within action research: an illustration using soft systems methodology. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/sofsys2.html

Ellis, N.C. (1996). Sequencing in SLA: phonological memory, chunking and points of orders. *Studies in Second Language Acquisition*. 18, 91-126.

Erman, B., & Warren, B., (2000). The idiom principle and the open choice principal. Text, 20, 1, 29-62.

Esquivel Morales, A. (2000). Use and comprehension of English phrasal verbs among native Spanish speakers. Retrieved from ProQuest Education Journals. (AAT 9980277).

Francis, W. N. (1958). *The structures of American English*. NY: Ronald Press.

Ferrance, E. (2000). *Action reseach*. Brown University. Retrieved from http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf

Galloway, A. (1997). Questionnaire design & analysis. Retrieved from http://www.tardis.ed.ac.uk/~kate/qmcweb/q6.htm

Gardner, H. (1991) *The unschooled mind: how children think and how schools should teach.*NY: Basic Books Inc.

Gaston, M. (2004). Avoidance of phrasal verbs by Spanish-speaking learners of English. Retrieved from ProQuest Education Journals. (AAT 1420884).

Hackbarth, S. 1996. *The educational technology handbook: A comprehensive guide*. New Jersey:Educational Technology Publication, Inc.

Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson Ltd.

Hatch,E., & Brown,C.,(1995*). Vocabulary, semantics and language education*. NY: Cambridge University Press.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

International Baccalaureate Organization. (2007). General regulations: primary years programme. Retrieved from http://www.ibo.org/documentlibrary/regs_ibworldschools/documents/pypgenregs.PDF

Jick, T. (1979), Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24(4), 602-611.

Jones, M., Kriflik, G., Zanko, M. (2005). Grounded theory: A theoretical and practical application in the Australian film industry. *University of Wollogong Research Online*. Retrieved from http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1090&context=commpapers&sei-redir=1&referer=http%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3Dtheoretical%2520coding%26source%3Dweb%26cd%3D2%26ved%3D0CFwQFjAB%26url%3Dhttp%253A%252F%252Fro.uow.edu.au%252Fcgi%252Fviewcontent.cgi%253Farticle%253D1090%2526context%253Dcommpapers%26ei%3DU4rTT8iSMJKQ8wTl2ujtAw%26usg%3DAFQjCNEaB_ifijL5UDlYprIRhOHPK0kXEg#search=%22theoretical%20coding%22

Kang, J. (2003). On the Ability to tell good stories in another language: Analysis of Korean EFL learners oral "Frog Story" narratives. *Narrative Inquiry*, 13(1), 127-149.

Laufer, B., & Eliasson, S. (1993). What causes avoidance in L2 Learning? L1-L2 difference, L1-L2 similarity, or L2 complexity?. *Studies in Second Language Acquisition*, 15, 35-48.

Lennon, P. (1996). Getting easy verbs wrong at the advanced level. *IRAL*, 34, 23-36.

Lewis, M. (1993). *The lexical approach*. Hove: Language Teaching Publications.

Lewis, M. (1997). *Implementing the lexical approach*. Hove: Language Teaching Publications.

Lewis, M., & Hill, J. (1992). *Practical techniques: for language teaching*. Hove: Language Teaching Publications.

Liao, Y., & Fukuya, Y. J. (2004). Avoidance of phrasal verbs: the case of Chinese learners of English. *Language Learning*, 54(2), 193-226.

Loddington, S. (2008). Peer assessment of group work: a review of the literature. *Loughborough University*. Retrieved from https://docs.google.com/viewer?a=v&q=cache:SP2h1hFHsnQJ:webpaproject.lboro. ac.uk/files/WebPA_Literature%2520review%2520.pdf+Cheng+%26+Warren,+199 7&hl=en&pid=bl&srcid=ADGEEShhi6v6lCGyZFETtvpwVA7AeRJ8EOH7_RBye Lx-fRAHn6mOo2Z3L0N_TKa_RRbla8N46_N9kJYpBTVf1T_h4X6pP-yyAQbdEoOdv-yZalXreglreE52bp7-vIRnxVbUUc66MXep&sig=AHIEtbRl70zmSuMlF1nKgt9hBRs6kHYe0A

McClure, E., Montserrat, M., & Cadierno, T. What do you include in a narrative? A comparison of the written narratives of Mexican and American fourth and ninth graders. *Pragmatics and Language Learning Monograph Series*, 4, 209-224.

McPartland-Fairman, P. (1989).The processing of phrasal verbs by native and nonnative speakers of English*, UMI.*

Miller, G.A., & Gildea, P.M. (1987). How children learn words. Scientific American, 257 (3), 94-99.

Mishan, F. (2004). *Designing Authenticity into Language Learning Materials*. Bristol: Intellect Books.

Nassaji, H., & Jun Tian, (2010). Collaborative and individual output tasks and their effects on learning English phrasal verbs. *Language Teaching Resource*, 14(4), 397-419.

Nattinger, J.R. & DeCarrico, J.S. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.

Nesselhauf, N. (2005), *Collocations in a learner corpus: studies in corpus linguistics.* Amsterdam: John Benjamins.

Nicholas, B., Rossiter,M., & Abbott, M. (2001). The power of story in the ESL classroom. *Canadian Modern Language Review*, 67(2), 247-268.

O'Brian, R. (1998). An overview of the methodological approach of action research. *University of Toronto*. Retrieved from http://www.web.net/~robrien/papers/arfinal.html#_Toc26184651

Ordóñez, C., (2005). Narrative skills of Colombian adolescents in an elite bilingual school. Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.). *Proceedings of the 4th international symposium on bilingualism*. Somerville, MA: Cascadilla Press.

Parrot, M. (2000). *Grammar for English language teachers*. Cambridge: Cambridge University Press.

Pawley, A., & Synder F.H. (1983). Two puzzles for linguistic theory: nativelike selection and nativelike fluency. In Richards, J.C., & Schmidt, R.W. (eds.), *Language and Communication*. NY: Longman.

Moghimizade, R. P., & Pandian, A. (2007).Teaching vocabulary in an EFL environment: problems and prospects. *2007 Southern Thailand English Language Teaching/Cultural Change Conference*. Retrieved from http://fs.libarts.psu.ac.th/webcontent/Document/Doc2550/01January/researc h2007/LanguagesAndLinguistics/Teaching%20Vocabulary%20...Moghimiza de.pdf

Richards, J., Hull, J. & Proctor. (2005). *Interchange 1*(3ʳᵈ ed). NY: Cambridge University Press.

Schmitt, N., & Carter, R. (2004). *Formulaic sequences in action: an introduction*. Amsterdam: John Benjamins.

Sinclair, J. (1996). The search for units of meaning. *TEXTUS*, 9, 75-106.

Sternberg, R.J. (1987). Most vocabulary is learned from context. In McKeown, M.G. & Curtis, M.E. (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum.

Swan, M., & Smith, B. (2001). *Learner English: a teacher's guide to interference and other problems.* Cambridge: Cambridge University Press.

Uccelli, P. (1997). *Beyond cronicity: Temporality and evaluation in Andean Spanish-speaking children's narratives.* Unpublished Qualifying Paper, Harvard University, Cambridge, Massachusetts.

Uccelli, P. & Páez, M. (2007). Narrative and vocabulary development of bilingual children from kindergarten to first grade: Developmental changes and associations among English and Spanish speakers. *American Speech-Language-Hearing Association*, 38, 225-246.

Vygotsky, L. (1929). The problem of the cultural development of the child, II. *Journal of Genetic Psychology*, 36, 414-434.

Vygotsky, Lev S. (1978). *Mind in society: Development of higher psychological processes*. Edited by Cole, M., John-Steiner, V., Scribner, S., Souberman, E. Cambridge, MA: Harvard University Press.

Waibel, B. (2007). *Phrasal verbs in learner English: a corpus-based study of German and Italian students*. Retrieved from http://www.freidok.uni-freiburg.de/volltexte/3592/pdf/Birgit_Waibel_Veroeffentlichung_Dissertation.pdf

Webelhuth, G., & Farrell A. (1998). *A theory of predicates.* Stanford, CA: CSLI Publications.

Willis, D. (1990) *The lexical syllabus: a new approach to language learning.* London: Collins ELT.

Wood, D. (2009). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: a case study. *Canadian Journal of Applied Linguistics*, 12(1), 39-57.

Appendix A

General Information Questionnaire

1. How long have you been studying at Gimnasio del Norte?

2. Did you study in another school besides Gimnasio del Norte? Was it a bilingual

   school?

3. Please indicate, in rank order, the skill which you feel you are the strongest in,

   putting 1 next to the skill you think you are the strongest in through to 4 for the

   skill you think you are the weakest in.

   - Reading

   - Writing

   - Speaking

   - Listening

4. I have lots of experience creating stories and telling them to my classmates in either

   English or Spanish class.

   a. Totally Agree
   b. Partially Agree
   c. Neither Agree or Disagree
   d. Partially Disagree
   e. Totally Disagree

5. I like to tell stories I have made in English?

   a. Totally Agree
   b. Partially Agree
   c. Neither Agree or Disagree
   d. Partially Disagree
   e. Totally Disagree

6. Do you know what phrasal verbs are?

   Yes   No

7. I have been taught by other teachers about phrasal verbs?

   Yes   No

8. I feel comfortable using phrasal verbs when I am speaking?

   a. Totally Agree
   b. Partially Agree
   c. Neither Agree or Disagree
   d. Partially Disagree
   e. Totally Disagree

Appendix B

Closed Questionnaire

Fall down, go away, walk across, look up, call around, cut off, eat out

1. Do you think the three classes where you had to use phrasal verbs in stories were enjoyable? Circle one answer

      a. Totally Agree

      b. Partially Agree

      c. Neither Agree or Disagree

      d. Partially Disagree

      e. Totally Disagree

Draw a smile face next to the parts of the class you enjoyed and a sad face next to the parts of the class you did not enjoy. If you are unsure if you enjoyed or did not enjoy a part of the class leave the space empty.

_____Listening to the teacher's story

_____Retelling the teacher's story

_____Working with a friend to make your own story

_____Writing out the sentences from your story that include the phrasal verb

_____Drawing pictures for your story

_____Telling your story to your classmates

2. Do you think the three classes where you had to use phrasal verbs in stories helped you understand the meaning and how to use these phrasal verbs orally?

      a. Totally Agree

      b. Partially Agree

      c. Neither Agree or Disagree

      d. Partially Disagree

e. Totally Disagree

Draw a smile face next to the parts of the class that you think helped you understand and use the phrasal verbs and a sad face next to the parts of the class you feel did not help you understand and use the phrasal verbs. If you are unsure if a part of the class helped you or did not help you leave the space empty.

_____Listening to the teacher's story

_____Retelling the teacher's story

_____Working with a friend to make your own story

_____Writing out the sentences from your story that include the phrasal verb

_____Drawing pictures for your story

_____Telling your story to your classmates

Appendix C

Open and Closed Questionnaire

1. Listening to stories of others helped me understand the meaning of the phrasal verbs.

     a. Totally Agree   b. Partially Agree   c. Neither Agree or Disagree

     d. Partially Disagree   e. Totally Disagree

Explain Your Answer

_____

_____

_____

2. Telling stories to others helped me use phrasal verbs when I speak.

     a. Totally Agree   b. Partially Agree   c. Neither Agree or Disagree

     d. Partially Disagree   e. Totally Disagree

Explain Your Answer

_____

_____

_____

2. Did you enjoy the classes on phrasal verbs?

Yes   No

Why?

_____

_____

_____

3. Which part of the class did do you enjoy? (put a smile face ☺ next to the parts you enjoyed) Which parts didn't you enjoy? (put a sad face ☹ next to the activities you didn't enjoy)

_____Listening to the teacher's story

_____ Retelling the teacher's story

_____Working with a friend to make your own story

_____ writing out the sentences from your story that included the phrasal verb

_____Drawing pictures for your story

_____Telling your story to your class mates

Appendix D

Journal Observations

Teacher Directions: Monitor the behaviour of the students and record observations at the end of each 1 hour class. The observations will be based on the two research questions: "What is the effect of using narratives on the use of phrasal verbs?" and "What are the perceptions of the grade five students towards the use of narratives as a technique in learning phrasal verbs?" The observations will be recorded under the headings: "Effectiveness" which corresponds with the first research question and "Perceptions" which corresponds with the second research question. Any pertinent information that is outside these two categories will be recorded under the heading "Additional Information."

Appendix E

Transcript of Audio Recoding

Student A

Once upon a time there was a boy named XXXXXX that dreamed to be a lumber jack.
One day in school he took a stick and tried to cut a tree but he couldn't done it. He was the
worst in football and he was the worst in football and he always carried with him
hamburger potatoes. Ok what was the next thing? In class he was the best and he always
draw himself cutting a tree. When he grew up he became a lumber jack and the best and
that why his last name was XXXXXXX.

Student B

Once upon a time a long time ago one kid called XXXXXXX was fighting with his parents
and he enter to down the bed then he found a door a secret door he entered and he entered
to the world of the Oumpa Lumpa. There he find so many things. He know how to write
letters different letters different that the normal human letters so he learned to cook food
that here we don't find and then some years ago he find the door where he entered and then
when he entered the house their parents were dead and his sister was in the house and he
was so sad because he can never say to his parents that he love them.

Student C

One day I go to a cruise ship I went to a cruise ship and when I entered there were many
things like the swimming pool, the cinema and the playing room. When I entered to the

swimming pool I swim and then I go to the my room and I saw three guys named XXX, XXX, and XXX and they were stealing so I say to the police and they catch them.

Student D

Once upon a time a guy called XXX was <u>playing in</u> the park and well he was <u>playing in</u> the slide. Her mother his mother was doing the food and when XXX was having dinner he suddenly heard scream somebody was screaming outside he went outside and he see his father and he ask his father why he was why was he screaming and his father says that they won the lottery.

Student E

Last Friday morning I was talking with my friends and eating a delicious cookie my mother prepared for me. When the bell rings I go I went to the classroom and I saw my teacher handing a paper immediately he handed me one I take it and I saw it was about a vaccine they will put us. I was scary, meanwhile the class pass I was thinking just about the vaccine. In break my friends ask me about what did I think about the vaccine? I said I was not scary and I was ok and I will support the vaccine. So the day of the vaccine I was so scare. I didn't want to told tell told my friends about that so I went to the room and they asked me to <u>take out</u> my jacket and I asked them to give me a second. I went outside, I see my friends and talk them the true. I was so scare so they help me support the pain and obviously they give me a candy.

Student F

Ok so my story is about the beginning of pasta. Ok. So one day a guy of France go to
China and he discovered a recipt that he could that he will use to create food. So he took it
and returned to France. Then he grated and created pasta. So he created he started to sell it
and make different styles and forms as we consider today

Student G

There once was a class where there were 5 good friends; Tim the pencil, Martine the
sharpener, the notebook, Tina the sharpie and no more and Willie. Willie didn't like Tim
because he was jealous because had always to he always had to correct his errors. One day
Willie started erasing what Tim was doing so Carlie told him to stop it. Martine was
listening to music when he saw no when he listen to Carlie what was happening so the
sharpie went and told the owner what he was doing. The end.

Student H

Many years ago one scientific called XXXX create a cream that give you like a super
power. And that cream the super power of that cream is that you can jump very high or run
very fast. And they and that cream XXXX put in the hang in the shoes of the kids of the
team basketball and he put and the team win the soccer player that they are in the
tournament of basketball.

Appendix F

Letter of Permission to the School Director

Bogotá, June 28ᵗʰ, 2011

Gimnasio del Norte

Sra. Berta Gomez

Middle School Director

Berta Gomez:

Over the course of the last three years that I have been teaching English in Colombia, I have noticed that students, when participating in general conversation, do not always sound authentic. This is a common problem for many Spanish speakers when communicating in English as Spanish speakers feel more comfortable using Latin based cognates. Although these cognates are accurate in English, Latin based words are generally only used in English for academic language and are rarely used in general conversation. So when a Spanish speaker says, "I´m going to investigate it" instead of saying "I´m going to look into it" this creates a strain on the native listener. For this reason, I feel it is important that students begin using more phrasal verbs in their general conversation.

In an effort to improve the general conversational skills of the students, I would like to invest 20 teaching hours of the first half of the 2011- 2012 academic year in the instruction of phrasal verbs. These teaching hours would be evenly spread out into 6 modules of 3 teaching hours each. These phrasal verbs will be drawn from short stories

based on other stories and on stories of my own creation then they will be presented to the students in context based on a summary of the short story.

This instructional time would be highly structured and I have already invested over 100 hours in the topic. Each module would focus on 6 new phrasal verbs which would be introduced and explained in a narrative. Next, students would be expected to create their own narrative using these phrasal verbs which would be presented orally.

Even though I genuinely feel this would be a greatly beneficial learning experience for the students, I must inform you that part of my motivation for doing this project is to complete a very important requirement for my master program at Universidad de la Sabana.

I appreciate your attention and wait your permission to carry out this project.

Sincerely,

Thomas McCormack

Grade 5 teacher

Gimnasio del Norte

…………………………………………………………………………………………

…........

Name: _____

Authorization: Yes _____   No _____ signature: _____

Appendix G

Letter of Permission to the Parents

Estimados padres de familia,

 Soy Thomas McCormack, tutor de 5B. También estoy trabajando en un proyecto de investigación que es un requisito para completar mi Maestría en La Enseñanza del Inglés en la Universidad de la Sabana. Durante los últimos dos meses he pasado cerca de 17 horas de trabajo en una actividad especial en la clase de inglés, que fue aprobado por Berta Gómez y Gimnasio del Norte. El propósito de mi carta es pedir su permiso para utilizar los datos recogidos de su hijo / a en mi proyecto de investigación.

Estas actividades especiales de Inglés relacionado con su hijo / hija se centró en un tipo especial de vocabulario conocido como los verbos compuestos. Los estudiantes han participado en diversas actividades donde han tenido la oportunidad de desarrollar las cuatro habilidades y redactar historias en las cuales utilizan los verbos compuestos. En la última hora de la actividad también me gustaría grabar la voz de los estudiantes, mientras que presentan una narración de su propia creación que más adelante se transcribe para su posterior análisis.

Durante el transcurso de este proyecto de investigación sobre los verbos compuestos, comentarios de los estudiantes acerca de sus sentimientos hacia la actividad se registraron

en tres cuestionarios cortos. También grabé varias observaciones de los sentimientos de los estudiantes y actitudes en mi diario durante las actividades. También me gustaría incluir algunos ejemplos de trabajo de los estudiantes, tales como dibujos y muestras de la escritura en mi proyecto de investigación.

Me gustaría dejar claro que su hijo / hija el nombre de 's no se utilizarán bajo ninguna circunstancia, en mi proyecto de investigación**.** Estaré encantado de responder a cualquier pregunta que tenga o discutir este proyecto con usted antes o después de dar su permiso para participar. Me puede llamar a la escuela a mi celda a 313 434 3550.

Mi dirección de correo electrónico está thomas_m_mccormack@hotmail.com.

Atentamente,

Thomas McCormack

Estoy de acuerdo en permitir que mi hijo/hija participe de manera anónima en el proyecto de investigación para la Universidad de la Sabana como se describe arriba con Thomas McCormack profesor 5B

Firma del padre _____

Fecha _____

Appendix H

Research Action Plan

	Second Semester			Third Semester		
	Jan- Feb	March - April	May- June	July - August	Sept - Oct	Nov - Dec
STEP 1	Topic decision. Recognize problem		improve - chapter One			
STEP 2	Pre-eliminary Investigation	Pre-eliminary investigation.				
STEP 3	Literature review	Literature Review	Literature Review	Literature Review		
STEP 4		Design Action Plan. Design Pedagogical Intervention	Research design. Design Pedagogical Intervention	Research Design		
STEP 5				Monitoring & Analysis of Data. Implement Pedagogical Intervention	Monitoring & Analysis of Data.	
STEP 6				Reflection and Decision Making. Sharing findings.	Reflection and Decision Making. Sharing findings.	Reflection and Decision Making. Sharing findings.

Appendix I

Short Story Example

This is a summary of a short story adapted from the grade 5 textbook Harcourt Trophies.

Used for the central idea (What causes conflict and how can it be resolved?). The phrasal

verbs found in the story are both underlined and in bold.

"Sees Through Trees"

Walnut, a young Indian boy from a tribe long ago, could not easily see things because there

was something wrong with his eyes. When he practiced shooting his bow and arrow, he

could not shoot well because everything was blurry and his target did not stand out. One

day during target practice, Walnut missed the target every time he shot his arrow. He was

so frustrated, he decided to stop trying and he gave up. He told himself he would put down

his bow and arrows on the ground forever and he would never practice again. When his

mother saw that Walnut was not practicing she became angry and said, "Walnut, pick up

your bow and arrows off the ground and keep practicing for the archery competition

tomorrow." Walnut became nervous when he heard about the competition and when he

looked at himself in the lake he saw he was very dirty. He decided clean up as he did not

want to look foolish and dirty on the big day. On the day of the competition, Walnut

became very nervous and he started to breathe hard. When his mother saw that he was so

nervous she asked him what was wrong. Finally, Walnut told his mother about the problem

with his eyes.

Appendix J

Concept Checking Questions

Concept Checking Questions (questions for the students to see if they really understand the phrasal verbs)

Stand out

1. If something is very hard to see does it stand out?
2. Does a tree in a forest that is exactly the same as all the other trees stand out?
3. Would a colorful parrot stand out in a tree?

Give up

1. When a person stops playing a game because they are losing, did that person give up?
2. If a woman needed rescuing, would Batman just give up and not rescue her if it was very difficult?
3. If you quit smoking did you give up smoking?

Put Down

1. Where do you put down your book bag when you enter the classroom?
2. If your teacher asks you to put down your pen, can you still write?
3. Ifa police officer says put your gun down, where should you put your gun?

Pick up

1. What would you use to pick up something?
2. What do you use to pick up dog poop?
3. If you pick up a coin from the ground where would you put it?

Clean up

1. What kinds of objects would you use to clean up a dirty floor?
2. If your mom tells you to clean up your bedroom what do you have to do?
3. If a bathroom is messy did anyone clean it up?

Appendix K

Picture and Phrasal verb match

1. stand out   2.pick up   3.clean up   4.give up   5.put down

1. Cut out the pictures and the phrasal verbs.

2. Match the phrasal verb with the picture.

3. Put the pictures and the phrasal verbs in the same order as the story I told.

Appendix L

Worksheet

Part 1:Match the Phrasal verb with the definition

a.stand out   b.pick up   c.clean up   d.give up   e.put down

_____to stop trying to do (something)

_____to be easily seen or noticed

_____to lift (someone or something) from the ground or a low surface

_____to put (something) in place on the floor or ground

_____the process of cleaning something

Part 2: Fill out this work sheet with the phrasal verbs used above.

When I broke my toe, I had to _____ dancing for 5 weeks.

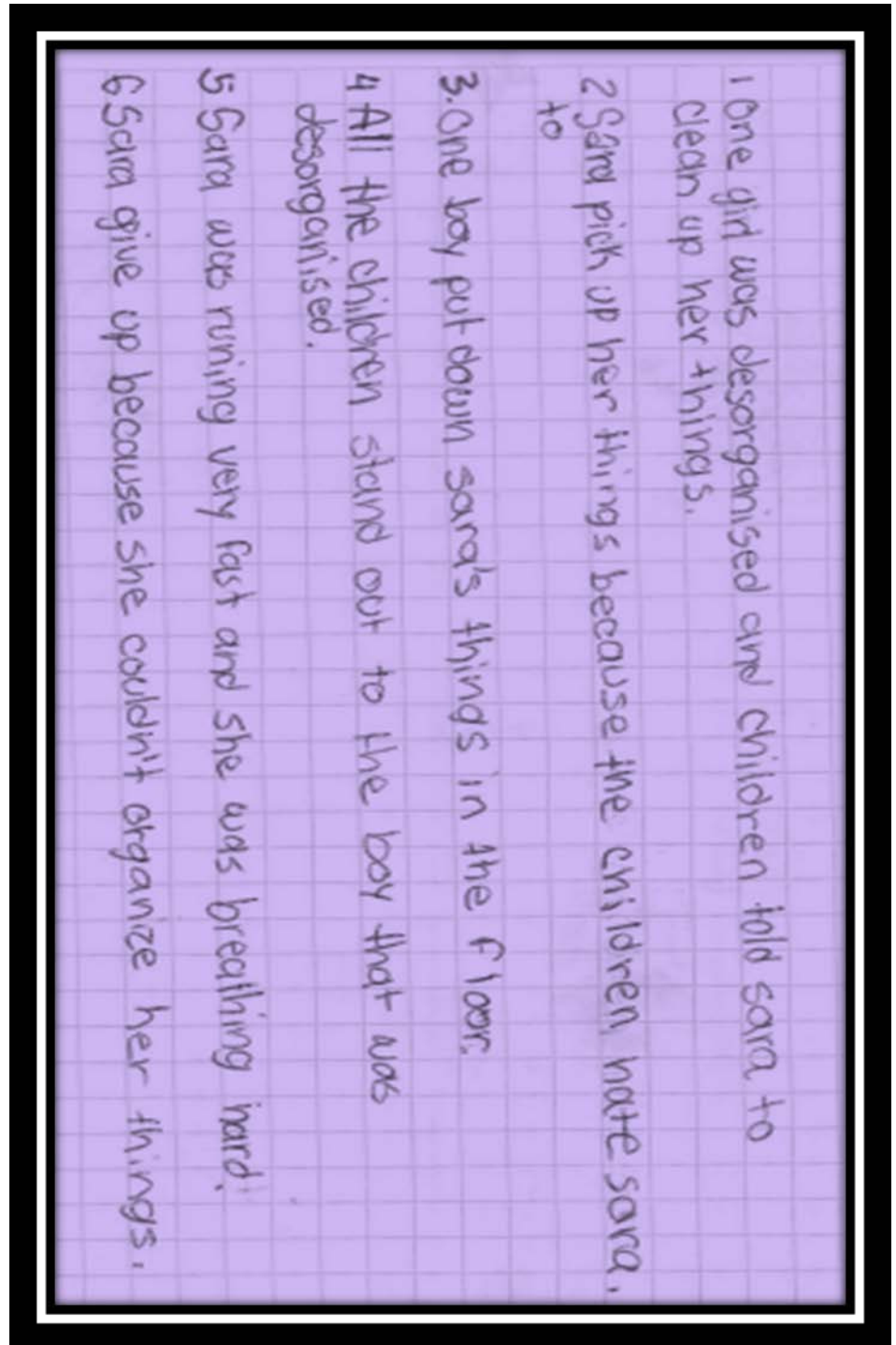On weekends, my mother always asks me to _____ my room.

When the time was over for the exam, our teacher asked us to _____ our pencils.

Because I was the only person wearing my school uniform at the party, I really _____.

My dad told me I had to _____ my toys because I left them all on the
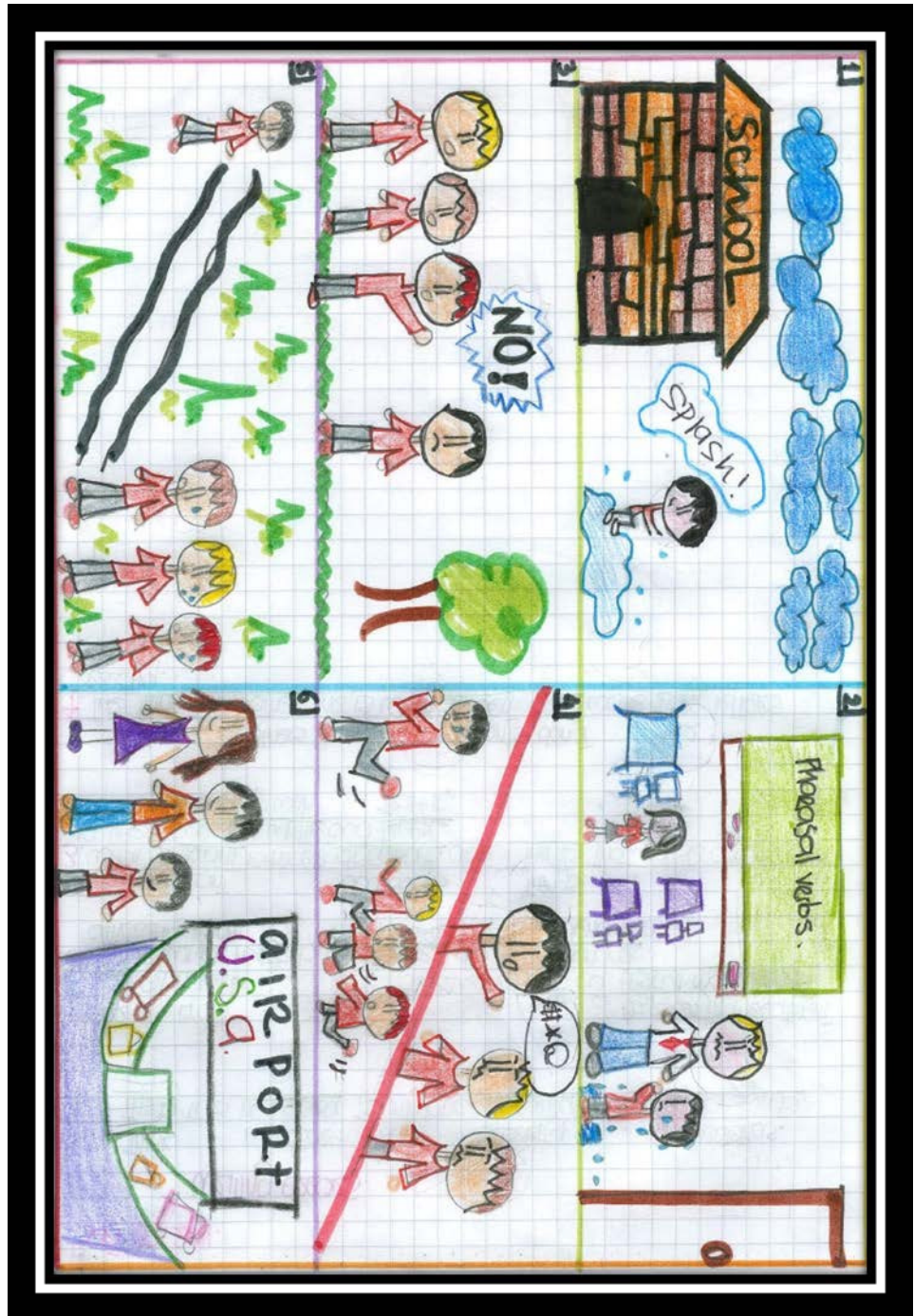
floor.

Appendix M

Example of student writing

1. One girl was desorganised and children told sara to clean up her things.

2. Sara pick up her things because the children hate sara. to

3. One boy put down sara's things in the floor.

4. All the children stand out to the boy that was desorganised.

5. Sara was runing very fast and she was breathing hard.

6. Sara give up because she couldn't organize her things.

Appendix N

Example of Student Story Board

Appendix O

Implementation Action Plan

Stage	Week (Dates)	Activity	Data Collection Instrument(s)
Pre-stage	June 28th Consent Letters	To get the institutional permission for implementing the research study	
	August 22nd Implementation of general information questionnaire designed to build some background knowledge of the group	Questionnaire about their educational background concerning narratives and phrasal verbs will be conducted	Questionnaire
While stage	Aug. 23rd Module 1: Instruction of phrasal verbs as well as data collection	Initiation first module of three hour instructional period of phrasal verbs through narratives	Journal
While stage	Sep. 1st Module 2: Instruction of phrasal verbs as well as data collection	2nd module of three hour instructional period of phrasal verbs through narratives	Questionnaire and Journal
	Sept. 15th Module 3: Instruction of verbs as well as data collection	3rd module of three hour instructional period of phrasal verbs through narratives	Journal
	Sept. 29th Module 4: Instruction of phrasal verbs as well as data collection	4th module of three hour instructional period of phrasal verbs through narratives	Questionnaire and Journal

	Oct. 5th Module 5: Instruction of phrasal verbs as well as data collection	5th module of three hour instructional period of phrasal verbs through narratives	Questionnaire and Journal
	Oct 31st Consent letters from parents will be sent out	To get the parental permission to include data collected from students in the research study	
While stage	Nov. 1st Review of all target phrasal verbs	Students participate in a class game to review the phrasal verbs	
Final Stage	Nov 2nd Students tell a final narrative to classmates	Students create their own narrative with story board	Digitally Recorded observation