



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE**

**“EXPLORING THE IMPORTANCE OF TEACHING PHRASAL
VERBS TO ENHANCE COMMUNICATIVE COMPETENCE IN
UNIVERSITY STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled “EXPLORING THE IMPORTANCE OF TEACHING PHRASAL VERBS TO ENHANCE COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS” prepared by Ana Gisselle Boylan Duran and Vera Borbor Dayana Michelle, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

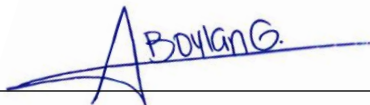


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Statement of Authorship

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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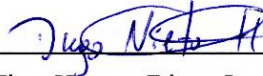
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-Boylan Durán Ana Gisselle

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-Vera Borbor Dayana Michelle

Dedication

This project is dedicated to my daughter, Emma Boylan. She is the reason I do everything and my motivation to become a professional. She inspires me to work hard and be my best every day. Also, I want to dedicate this project to my brother, Nick Boylan, whom I have loved my whole life. He has shown me that despite the circumstances, something good always comes out of it. I hope to make you proud. Emma & Nick, this is for you.

- With love, Boylan Durán Ana Giselle

I dedicate this project to my family, especially my grandmothers, Rosa Elena Estrada, and Eugenia Borbor, who have always dreamed of seeing their grandchildren become professionals. Although we do not meet as often as we used to, I hope you can see me accomplish many more goals.

-With love, Vera Borbor Dayana Michelle

Abstract

This research project investigated the professors' perspectives and experiences in teaching phrasal verbs to university students from Universidad Estatal Península de Santa Elena, where English is a foreign language not commonly used in daily life. The objective was to explore effective methods for teaching phrasal verbs to enhance students' communicative competence. This study employed a qualitative research approach and open-ended interviews with university professors to understand their challenges and perspectives on teaching phrasal verbs. The results indicated that professors encountered significant difficulties due to the complex nature of phrasal verbs and the limited exposure students have to English outside the classroom. The findings suggested that innovative teaching methods, including explicit instruction and contextualized practice, can improve students' understanding and usage of phrasal verbs. The conclusions highlighted the need for integrating phrasal verbs more effectively into the university curriculum to support students' academic success and future career opportunities.

KEYWORDS: Phrasal Verbs, Communicative Competence, English Language Teaching, University Students, Ecuador.

Resumen

Este proyecto de investigación indagó en las perspectivas y experiencias de los profesores a la hora de enseñar phrasal verbs a estudiantes universitarios en Ecuador, donde el inglés es una lengua extranjera que no se utiliza habitualmente en la vida cotidiana. El objetivo fue explorar métodos eficaces de enseñanza de phrasal verbs para mejorar la competencia comunicativa de los estudiantes. Este estudio empleó un enfoque de investigación cualitativa y entrevistas abiertas con profesores universitarios para comprender sus retos y perspectivas en la enseñanza de los phrasal verbs. Los resultados indicaron que los profesores se encontraron con importantes dificultades debido a la naturaleza compleja de los phrasal verbs y a la escasa exposición de los estudiantes al inglés fuera del aula. Los resultados sugirieron que los métodos de enseñanza innovadores, incluida la instrucción explícita y la práctica contextualizada, pueden mejorar la comprensión y el uso de los phrasal verbs por parte de los estudiantes. Las conclusiones destacaron la necesidad de integrar más eficazmente los phrasal verbs en el currículo universitario para favorecer el éxito académico de los estudiantes y sus futuras oportunidades profesionales.

PALABRAS CLAVE: Phrasal Verbs, Competencia Comunicativa, Enseñanza del idioma inglés, Estudiantes universitarios, Ecuador.

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Introduction

In today's world, knowing English is essential for communication, academics, and professional success. English is a foreign language in Ecuador, so students face unique challenges when learning it. English is not used much daily, which limits students' chances to practice outside the classroom. This is especially hard when learning phrasal verbs, which are an essential part of English vocabulary and are necessary for good communication.

Phrasal verbs are combinations of verbs with prepositions or adverbs that create new meanings. They are a crucial part of English vocabulary for fluency and effective communication. Understanding and using phrasal verbs correctly is essential for students' academic success and future career opportunities (Procel Zarria, 2022).

This research explores the importance of teaching phrasal verbs to improve the communicative competence of university students in Ecuador. The study focuses on investigating the challenges faced by university professors in teaching phrasal verbs, understanding their perspectives on the importance of these verbs, and exploring their views on integrating phrasal verbs into the university curriculum. This research provides practical recommendations for teaching practices that enhance students' learning experiences and outcomes (Kafi & Safarpoor, 2021; Procel Zarria, 2022).

This study uses a qualitative research method to examine the factors that make learning phrasal verbs difficult, such as their conversational nature, multiple meanings, and how they fit together in sentences. Data will be collected through open-ended interviews with university professors to understand their challenges and experiences teaching phrasal verbs. The findings will provide recommendations for teaching practices that can help improve learners' communication skills.

One of the main limitations of this work is its focus on a specific group of participants— university professors in Ecuador. The findings may not be generalizable to other contexts or educational levels. Additionally, the reliance on qualitative data from interviews may introduce subjective biases, as the responses are based on the participants' personal experiences and opinions. Despite these limitations, the study aims to provide valuable insights to improve English language teaching in Ecuador and similar contexts (Kövecses & Szabó, 2022).

By addressing these questions, this research seeks to enhance the quality of English language education and support the development of communicative competence among university students. Understanding the challenges and exploring effective teaching methods for phrasal verbs can help educators develop better strategies, ultimately improving students' English proficiency and ability to succeed academically and professionally (Gardner & Davies, 2020; Salehi & Rezaee, 2019).

Chapter I

The Problem

Research Topic

Phrasal Verbs and Communicative Competence.

Research Title

Exploring the Importance of Teaching Phrasal Verbs to Enhance Communicative Competence in University Students

Problem Statement

In Ecuador, English is designated as a foreign language. This is because English is not the native language and is not utilized as a language of communication among residents, which impedes students from using English outside the classroom. Bilingual students in Ecuador face two main issues when learning oral English: formal and informal vocabulary among second-language learners. These issues directly impact their ability to use English in real-life situations, such as academic and professional settings.

Understanding English vocabulary, particularly phrasal verbs, is crucial and indispensable for effective communication in academic and professional settings. Mastering phrasal verbs “enhances students’ ability to understand spoken and written English” and to express ideas accurately and fluently. In the current globalized world, where English serves as a lingua franca in various fields, proficiency in phrasal verbs is beneficial and can significantly contribute to academic success, career advancement, and cross-cultural communication. Consequently, prioritizing learning phrasal verbs is not just a suggestion but a necessity for students pursuing

degrees in English language studies. A study by Wisintainer and Mota (2018) emphasizes the difficulty of phrasal verbs, including their idiomatic nature and varied meanings, often presenting problems for learners. Phrasal verbs are not just essential to English usage; they are the foundation of effective communication, yet they are frequently overlooked in language teaching and learning.

The omission of instruction on phrasal verbs is not just a minor issue but a significant barrier to students' communicative competence and academic success. Students may struggle to extensively comprehend academic texts, lectures, and professional communications using phrasal verbs. This limitation in their ability to express ideas concisely and idiomatically can severely impact their written and oral communication skills. Moreover, they may struggle to understand specialized vocabulary and terminology expressed through phrasal verbs in their respective fields. As Salehi and Rezaee (2019) assert, a lack of knowledge and understanding of phrasal verbs can significantly hinder learners' communicative competence, potentially undermining their credibility and confidence in academic and professional settings. Recognizing these challenges and taking immediate action is crucial to ensure our students' success.

This study employs a qualitative research methodology to examine the factors contributing to the difficulty of learning phrasal verbs, including their conversational nature, multiple meanings, and collocational constraints. The primary objective of this research is to provide recommendations based on the study of teaching phrasal verbs in a manner that enhances learners' communicative competence.

Knowing phrasal verbs is essential in achieving fluency in English because they are widely used in contexts ranging from casual conversation to formal academic discourse. Studies by Kövecses and Szabó (2022) have demonstrated that individuals with a firmer grasp of phrasal

verbs generally have higher proficiency levels in English. Moreover, incorporating communicative competence in teaching phrasal verbs can facilitate the development of a more qualified and sophisticated understanding of the language, leading to enhanced academic performance and career prospects.

This study aims to analyze the significance of teaching phrasal verbs to enhance learners' communicative competence and investigate professors' perceptions of the usefulness and relevance of phrasal verbs in students' academic and professional lives. It hopes to discover how teaching phrasal verbs can be improved to enhance learners' communicative competence and promote success in language learning.

General Question

How does teaching phrasal verbs contribute to developing communicative competence in university students, as explored through qualitative research?

Specific questions

- What challenges do university professors encounter when teaching phrasal verbs in different communicative contexts?
- What are university language professors' perceptions regarding teaching phrasal verbs to enhance communicative competence?
- How do professors perceive the importance of integrating phrasal verbs into the curriculum?

Objectives

General Objective

To explore the importance of teaching phrasal verbs in enhancing the communicative competence of university students.

Specific objectives

- To find out university professors' challenges and successes when teaching and using phrasal verbs through an open-ended interview.
- To identify university professors' perceptions and experiences regarding the role of phrasal verbs in enhancing communicative competence.
- To gain PINE professors' perspectives on the integration of phrasal verbs into the university curriculum.

Justification

This qualitative research study explores the importance of teaching phrasal verbs to enhance the communicative competence of university students. This focus on teaching is crucial rather than just learning, as it can provide valuable insights into professors' perspectives, pedagogical approaches, and the challenges they face in effectively incorporating phrasal verb instruction into their curricula.

Phrasal verbs are crucial in English, and their mastery is vital for effective communication. A study by (Salehi Rezaee, 2019) showed that a deficiency of knowledge and understanding of phrasal verbs can significantly hinder a learner's communicative competence. In addition, the study aims to investigate professors' perceptions of the usefulness and relevance of phrasal verbs in academic and professional life. Phrasal verbs are commonly used in academic

writing, lectures, and discussions in various disciplines. Mastering phrasal verbs enables students to understand academic texts and lectures more effectively and to express themselves clearly and concisely in their written assignments and oral presentations.

Moreover, many specialized terms and concepts in academic and professional fields are expressed using phrasal verbs. Phrasal verbs are frequently employed in science, technology, and business to describe processes, operations, and actions. It is of the utmost importance for students to understand these phrasal verbs to comprehend and engage with the subject matter effectively.

Studies by Kafi and Safarpour (2021) highlight the importance of explicit instruction in teaching phrasal verbs. Their research suggests that explicit teaching methods, such as clear explanations, examples, and practice exercises, can significantly improve students' understanding and retention of phrasal verbs.

This study's results can provide a basis for developing evidence-based language teaching practices that prioritize communicative competence and facilitate successful language learning. This involves investigating various teaching approaches and theories encouraging active learning and practical application of phrasal verbs in real-life situations.

Chapter II

Theoretical Framework

Background

As Alangari, Jaworska, and Laws (2020) assert, phrasal verbs are a fundamental English language component, comprising a verb and one or two particles that function as a single semantic unit. Liu and Myers (2018) underscore their importance, stressing that phrasal verbs are vital in spoken and written English and crucial for effective communication. (Alangari, Jaworska, & Laws, 2020).

Moreover, as Alangari et al. (2020) further elaborate, phrasal verbs are notably pervasive in academic writing, even in specialized fields like linguistics, highlighting their relevance to our readers' field of study. These findings enhance our English language comprehension and offer practical benefits for educators and learners, highlighting this research's immediate relevance and usefulness in language acquisition and education.

Gilquin (2023) draws attention to the inherent complexity of phrasal verbs, a challenge often encountered by English language learners. However, Alisoy (2023) offers hope, suggesting that cognitive-linguistic methods have demonstrated their potential to improve learners' comprehension of these intricate structures significantly. This provides a practical solution to the problems presented by these structures and opens up new possibilities for more effective language learning strategies.

Parc (2019) has investigated the historical development of phrasal verbs, examining their evolution from the 1650s to the present day. This research has provided insights into the stylistic drifts and lexicalization processes that have shaped the use of phrasal verbs over time.

(Qin et al., 2022) propose innovative pedagogical approaches, such as concept-based language instruction informed by cognitive linguistics, as promising methods for teaching phrasal verbs. Focusing on the conceptual motivations behind phrasal verbs with specific particles, such as 'up' and 'out,' they suggest that learners can better understand these structures and their semantic extensions. These innovative approaches can revolutionize the teaching of phrasal verbs, offering students a more effective and engaging learning experience.

Procel Zarria (2022) highlights the need for innovative approaches to teaching phrasal verbs in the Ecuadorian context. The traditional methods of teaching phrasal verbs, which often rely on memorization and decontextualized exercises, have proven ineffective in helping students develop a deep understanding and ability to use these complex structures in real-life communication. Procel Zarria (2022) proposes using a cognitive approach to teaching phrasal verbs, focusing on the conceptual motivations behind these structures and their semantic relationships. By adopting a cognitive approach, Ecuadorian English language educators can help university students develop a more comprehensive understanding of phrasal verbs and enhance their communicative competence in English.

Pedagogical basis

Several pedagogical theories, educational principles, and practices can be applied to support effective learning outcomes when “Exploring the Importance of Teaching Phrasal Verbs to Enhance Communicative Competence in University Students”

(Roohani & Vinchah, 2021) Acknowledge that teaching and learning phrasal verbs can be challenging for educators and students due to their idiomatic nature and the complexity of their syntactic and semantic properties. However, Sari and Pandiangan (2021) emphasize that the mastery of phrasal verbs is crucial for effective communication in English, as they are widely

used in both spoken and written language. To support learners in acquiring phrasal verbs, language educators must employ various strategies that address the unique challenges posed by these linguistic structures.

Successful teaching and learning of phrasal verbs require a multifaceted focus incorporating several strategies, including guessing techniques, game-based and social media-based instruction, and classroom-based explicit instruction. By providing learners with diverse opportunities to encounter, practice, and use phrasal verbs in meaningful, authentic contexts, language educators can support the development of learners' communicative competence and help them navigate the complexities of these essential linguistic structures.

Explicit instruction and form-focused

Explicit instruction involves directly teaching students the form, meaning, and use of phrasal verbs. This approach can benefit learners who struggle with the idiomatic nature of these constructions. Professors can systematically present phrasal verbs, focusing on their syntactic and semantic properties. For example, they can highlight the differences between separable and inseparable phrasal verbs and explain their meanings.

Form-focused approaches, such as visual aids and engaging students in practice exercises, can reinforce their understanding of phrasal verbs. Professors can create charts or tables to illustrate phrasal verbs' components and meanings.

Context-based and communicative

Context-based and communicative approaches emphasize the importance of learning phrasal verbs in authentic, meaningful contexts. By presenting phrasal verbs in real-life situations, students can better understand their pragmatic functions and develop the ability to use them appropriately in communication.

Professors can use context-based activities, such as reading passages, listening exercises, and role-play scenarios, to expose students to phrasal verbs in natural contexts. For example, a teacher can provide a dialogue containing phrasal verbs related to daily routines.

Teaching and learning phrasal verbs require a multi-faceted approach that combines explicit instruction, form-focused practice, and context-based communication. By employing these strategies, professors can help students overcome the challenges associated with phrasal verbs and develop a strong command of these essential constructions in the English language.

Task-Based Language Teaching

Ellis (2003) introduces Task-Based Language Teaching (TBLT) as another pedagogical approach that can be effectively applied when teaching phrasal verbs. TBLT focuses on engaging learners in goal-oriented, communicative tasks that promote language acquisition.

Liu and Myers (2020) propose that by incorporating tasks that require phrasal verbs, educators can help students develop their understanding and mastery of these structures while fostering their communicative competence. They emphasize that these tasks should allow learners to use phrasal verbs in meaningful, authentic contexts, thus promoting knowledge transfer to real-life communicative situations.

Wood, Bruner, and Ross (1976) define scaffolding as a critical educational principle that refers to professors' support to help learners achieve tasks slightly beyond their current abilities. When teaching phrasal verbs, Liu and Myers (2020) suggest scaffolding techniques can facilitate students' understanding and acquisition of these challenging linguistic elements. They argue that by gradually reducing the level of support as students become more proficient, teachers can foster the development of communicative competence in using phrasal verbs.

Experiential learning

Kolb (1984) introduces experiential learning as an educational principle emphasizing learning through direct experience and reflection. Liu and Myers (2020) suggest that by engaging students in activities that allow them to encounter and use phrasal verbs in authentic, meaningful contexts, educators can encourage greater comprehension and long-term retention of these structures.

Liu and Myers (2020) argue that when teaching phrasal verbs to enhance communicative competence in university students, educators should draw upon pedagogical theories and educational principles and practices such as Communicative Language Teaching, Task-Based Language Teaching, scaffolding, collaborative learning, and experiential learning. They propose that by applying these approaches and creating opportunities for students to engage with phrasal verbs in meaningful, authentic contexts, teachers can foster the development of communicative competence and help learners effectively use these structures in real-life situations.

Theoretical basis

Constructivism learning theory

Vygotsky (1978) posits that when exploring the importance of teaching phrasal verbs to enhance communicative competence in university students, the theory of constructivism plays a significant role in understanding how learners acquire and internalize these complex linguistic structures. He emphasizes that as a language acquisition theory, constructivism highlights the learner's active role in constructing knowledge through social interaction and meaningful experiences.

Wood, Bruner, and Ross (1976) introduce the notion of scaffolding as a critical aspect of constructivism, referring to the support provided by teachers or more knowledgeable peers to

help learners achieve tasks slightly beyond their current abilities. Liu and Myers (2020) suggest that scaffolding support can facilitate students' understanding and acquisition of these challenging linguistic elements when teaching phrasal verbs. They provide examples of scaffolding techniques, such as breaking down complex phrasal verbs into smaller, more manageable parts, providing context clues, or modeling the use of these structures in real communicative situations.

Polysemy and multiple meanings of phrasal verbs

Lindstromberg (2022) highlights the role of compositionality in the polysemy of phrasal verbs, referring to the degree to which their overall meaning can be derived from the individual meanings of the verb and particle(s). Sonbul et al. (2020) explain that some phrasal verbs are highly compositional, with their meanings closely related to the literal meanings of their components, while others are more idiomatic and opaque. Lindstromberg (2022) also discusses the imageability of phrasal verbs, or the ease with which they evoke mental images, as a factor influencing their compositionality and the difficulty learners experience in acquiring their multiple meanings.

Syntactic and semantic properties of phrasal verbs

According to Gvishiani (2020), phrasal verbs, combinations of a verb and one or two particles, exhibit unique syntactic and semantic properties that distinguish them from simple verbs. These properties add complexity and can be challenging for English language learners, particularly in writing (Mohammed et al., 2020). Understanding phrasal verbs' syntactic and semantic characteristics is crucial for adequate language use and comprehension.

Syntactical phrasal verbs act as single units, with the verb and particle(s) working together to convey a specific meaning (Gvishiani, 2020). The particles can change positions relative to the verb and object, leading to word order variations, which can confuse learners (Mohammed et al., 2020; Shouran, 2021). Semantical phrasal verbs often have idiomatic meanings that cannot be

deduced from the individual components (Gvishiani, 2020). They are also polysemous, meaning they have multiple meanings based on context, requiring learners to use contextual cues for the correct interpretation (Gvishiani, 2020; Shouran, 2021).

The complexity of phrasal verbs can lead to various problems for learners, particularly in writing. These include difficulties in selecting the appropriate phrasal verb, using the correct syntactic structure, or interpreting the intended meaning based on context, which can result in errors and misunderstandings Mohammed et al., (2020). To address these challenges, Mohammed et al. (2020) recommend explicitly teaching the syntactic and semantic properties of phrasal verbs and providing ample practice opportunities. Emphasizing their idiomatic nature and potential for multiple meanings can help learners develop a nuanced understanding (Gvishiani, 2020). Engaging with authentic materials and real-world examples can expose learners to varied syntactic and semantic patterns (Shouran, 2021).

Strategies for teaching and learning Phrasal Verbs

According to Roohani and Vincheh (2021), teaching and learning phrasal verbs present challenges due to their idiomatic nature and complex linguistic properties. However, Sari and Pandiangan (2021) emphasize that the mastery of phrasal verbs is crucial for effective communication in English, as they are widely used in both spoken and written language.

Sari and Pandiangan (2021) advocate for guessing techniques, where learners deduce meanings from context, fostering autonomy and active engagement. Roohani and Vincheh (2021) suggest embedding phrasal verbs in authentic contexts like readings or listening exercises to enhance understanding. Game-based methods such as puzzles and role-plays, endorsed by both pairs, offer interactive and enjoyable practice, encouraging student collaboration.

Furthermore, Roohani and Vinchek (2021) propose integrating social media for exposure to real-world phrasal verb usage, promoting nuanced comprehension and cultural familiarity. Despite these innovations, Sari and Pandiangan (2021) emphasize the continued importance of classroom-based instruction, combining structured lessons with communicative activities like role-plays and discussions. This approach ensures that learners acquire theoretical knowledge and practical skills for using phrasal verbs effectively.

Legal basis

The teaching of phrasal verbs to enhance communicative competence in Ecuadorian university students is grounded in several articles of Constitución de la República del Ecuador y la Ley Orgánica de Educación Superior (LOES).

El artículo 350 de la Constitución de la República del Ecuador establece que "El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo" (Asamblea Constituyente, 2008, p. 162). This article highlights the importance of comprehensive academic training that promotes research, innovation, and the construction of solutions to the country's problems. Teaching phrasal verbs aligns with these objectives, as it contributes to developing communicative competence, an essential skill for university students in professional and academic success (Liu & Myers, 2020).

Asamblea Nacional

Además, el artículo 8 de la LOES establece que "La educación superior tendrá los siguientes fines: [...] b) "Fortalecer en las y los estudiantes un espíritu reflexivo orientado al logro

de la autonomía personal, en un marco de libertad de pensamiento y de pluralismo ideológico" (Asamblea Nacional, 2018, p. 6). This article stresses the importance of promoting critical thinking and personal autonomy in university students.

LOES

Por otro lado, el artículo 93 de la LOES señala que "El principio de calidad establece la búsqueda continua, auto reflexiva del mejoramiento, aseguramiento y construcción colectiva de la cultura de la calidad educativa superior con la participación de todos los estamentos de las instituciones de educación superior, basada en el equilibrio de la docencia, la investigación e innovación y la vinculación con la sociedad, orientadas por la pertinencia, la inclusión, la democratización del acceso y la equidad, la diversidad, la autonomía responsable, la integralidad, la democracia, la producción de conocimiento, el diálogo de saberes, y valores ciudadanos" (Asamblea Nacional, 2018, p. 30). This article emphasizes the importance of educational quality and the participation of all higher education institutions in its continuous improvement. Teaching phrasal verbs based on sound pedagogical principles and research on second language acquisition contributes to educational quality and the production of expertise in teaching English as a foreign language (Liu & Myers, 2020).

The teaching of phrasal verbs to enhance communicative competence in university students in Ecuador is grounded in Articles 350 of the Constitución de la República del Ecuador and Articles 8 and 93 of the LOES. These articles highlight the importance of comprehensive academic training, fostering critical thinking and personal autonomy, and continuously pursuing educational quality. The teaching of phrasal verbs, based on practical pedagogical approaches and research on second language acquisition, aligns with these principles and contributes to developing essential skills for university students' academic and professional success.

Communicative Competence

Communicative competence is using language effectively and appropriately in various social and cultural contexts (Hymes, 1972). It encompasses linguistic knowledge and the pragmatic, sociolinguistic, and strategic skills necessary for successful communication (Canale & Swain, 1980). Developing communicative competence is a primary goal of language teaching and learning (Savignon, 2018).

Phrasal Verbs

Phrasal verbs are multi-word verbs consisting of verbs and particles (prepositions or adverbs) that function as a single semantic unit (Gardner & Davies, 2020). These verbs often have idiomatic meanings that cannot be deduced from the individual meanings of their components, making them challenging for language learners to acquire and use appropriately (Liu & Myers, 2020).

Chapter III

Methodological Framework

Method

This research project was conducted using the qualitative research method, which focuses on understanding human behavior, experiences, and perspectives in natural settings (Creswell & Poth, 2018). Applied research, on the other hand, is designed to address specific, practical issues and provide solutions to real-world problems (Bickman & Rog, 2009). In the context of the topic, a qualitative applied research approach would be suitable for gaining insights into the experiences and perspectives of professors regarding the teaching and learning of phrasal verbs and their impact on communicative competence.

Type of Research

This research project uses Phenomenological research, a qualitative approach that focuses on exploring individuals' lived experiences regarding a specific phenomenon (Creswell & Poth, 2018). This type of research aims to uncover the essence of the experience by examining the perceptions, feelings, and meanings that participants ascribe to the phenomenon under investigation (Moustakas, 1994). Phenomenological studies seek a rich, in-depth description of the phenomenon from those who have directly experienced it (Smith et al., 2009).

In the context of the topic "Exploring the Importance of Teaching Phrasal Verbs to Enhance Communicative Competence in University Students" a phenomenological approach would be appropriate for gaining a deep understanding of the experiences and perceptions of the university and professors.

Data Collection Technique

The present research project also employed one-on-one interviews, also known as individual interviews or in-depth interviews, which are a qualitative data collection technique where a researcher engages in a direct, face-to-face conversation with a single participant at a time (Kvale & Brinkmann, 2015). This type of interview allows for a focused exploration of the participant's experiences, opinions, and perspectives regarding the research topic (Turner, 2010). One-on-one interviews provide a confidential and comfortable setting for interviewees to share their thoughts, enabling the researcher to gather rich, detailed data (Rubin & Rubin, 2012).

This technique was suitable for this research because the one-on-one setting facilitates the establishment of rapport and trust between the researcher and each participant. This personal connection creates a comfortable and safe environment where participants feel more willing to share their honest thoughts and experiences about the topic.

Instrument

In order to collect the necessary data, this research project used a questionnaire of 8 open-ended questions. Open-ended questions are a crucial component of one-on-one interviews in qualitative research, particularly when exploring the importance of teaching phrasal verbs to enhance communicative competence in university students (Dalal Albudaiw, 2018).

The purpose of using open-ended questions in this study is to gather rich, qualitative data to help answer the research questions and achieve the study's objectives. By asking open-ended questions, the researcher can explore the challenges professors face when teaching phrasal verbs and the perceived impact of phrasal verb knowledge on students' communicative competence.

Population and sample

This research was carried out in the province of Santa Elena. The population for this qualitative study consists of English professors of Pedagogy of National and Foreign Language from Universidad Estatal Península de Santa Elena who teach phrasal verbs to university students. The target population includes explicitly professors who have experience in teaching at universities.

Due to the study's qualitative nature and emphasis on in-depth exploration of participants' experiences and perspectives, a purposive sampling technique will be employed. This technique enables the researcher to choose participants who can provide rich, relevant information about the topic under investigation.

Chapter IV

Analysis of Findings

Brief explanation of the findings

In terms of data interpretation, the analysis of the interviews conducted with five English professors from Universidad Estatal Península de Santa Elena with a high level of proficiency and teaching experience at the university level shed light on their perceptions about the advantages and difficulties of teaching phrasal verbs to enhance the communicative competence of university students.

The professors emphasized the importance of incorporating phrasal verbs in their lessons, enhancing students' fluency, naturalness, and idiomatic language use. They shared their teaching techniques and opinions on how phrasal verbs contribute to developing students' communicative competence.

However, the interviewees also highlighted the challenges associated with teaching phrasal verbs, such as their conversational nature, students' lack of exposure to them daily, and the limited resources available for effectively teaching them. The professors explained their strategies for overcoming these challenges and supporting their students' learning process.

The open-ended interview questions allowed participants to share their ideas and experiences freely, resulting in diverse perspectives on the advantages and challenges of teaching phrasal verbs to university students.

Furthermore, the interviewees observed the impact of learning phrasal verbs on their student's academic performance and overall language proficiency. They noticed that students who successfully acquired and used phrasal verbs in their speaking demonstrated increased

confidence, fluency, and the ability to communicate more idiomatically in real-life situations. However, they also acknowledged that the challenges associated with teaching and learning phrasal verbs could sometimes hinder students' progress and motivation.

In summary, the data interpretation provided valuable insights into the perceptions and experiences of university-level English language professors regarding the advantages and difficulties of teaching phrasal verbs to enhance their students' communicative competence. The interviewees offered a comprehensive understanding of the strategies, difficulties, and outcomes related to this aspect of language teaching, contributing to a more meticulous and contextualized understanding of the topic under study.

Interpretation of data from the interviews

1. Question one: **How long have you been teaching English as a foreign language, and what has been your experience with teaching phrasal verbs to university students?**

Based on the responses provided by the English professors, one key idea that emerges is the importance of teaching phrasal verbs to university students despite the challenges involved. Professors acknowledged that phrasal verbs are crucial for students' vocabulary expansion, fluency, and communicative competence. However, they also note that teaching phrasal verbs can be difficult due to the many phrasal verbs in the English language and the fact that many textbooks do not adequately cover this topic. As a result, professors often need to prepare their materials to teach phrasal verbs effectively.

Additionally, the responses highlighted that students may struggle with using phrasal verbs in their language production as they rely on more basic or "normal" English expressions. Despite these challenges, the professors emphasized the importance of integrating phrasal verbs

into their daily teaching practices at different levels to broaden students' lexicon and give them more opportunities to express their ideas in diverse ways.

2. Question two: **In your opinion, what role do phrasal verbs play in developing students' communicative competence?**

The main idea from the professors' responses is that phrasal verbs are essential for good communication and cultural understanding in English. The professors said native speakers often use phrasal verbs in daily talks, movies, and social media. So, learning and using phrasal verbs helps students grow their vocabulary, speak more fluently, and show better language skills. Knowing phrasal verbs is more than memorizing them; it means using them naturally in conversations. This skill helps students talk well with native speakers and understand cultures where phrasal verbs are common. Without knowing phrasal verbs, students might find it hard to understand native speakers who use them often. Therefore, the professors highlighted the importance of teaching phrasal verbs to help students improve their communication skills, which include language and cultural understanding.

3. Question three: **What challenges have you observed students facing when learning and using phrasal verbs in their communication?**

Based on the responses, Students face many challenges when learning and using phrasal verbs. Professors mentioned that students often feel overwhelmed by the many phrasal verbs in English. They find it hard to understand how verbs and prepositions combine to make new meanings. Also, concepts like separable and inseparable phrasal verbs add to their confusion. Another problem professors mentioned is students' lack of knowledge about the base verbs, making it challenging to know if a verb is regular or irregular and how to use it in different tenses.

According to the professors' responses, students also tend to translate phrasal verbs literally from their native language, which leads to mistakes. Phrasal verbs are idiomatic and cannot be understood by looking at the individual words. Memorizing phrasal verbs and their meanings is difficult for students, as is understanding how context changes their meanings. Pronunciation and a limited vocabulary make it even harder for students to use phrasal verbs in daily conversation. Professors suggested that developing strategies to address these issues is essential for helping students learn and use phrasal verbs effectively.

4. Question four: **What common misconceptions or errors do the students make when using phrasal verbs, and how would you help them overcome this issue?**

Based on the responses, students often make mistakes and have misconceptions when learning phrasal verbs. One standard error is translating phrasal verbs word by word from their native language, which leads to incorrect meanings. They do not recognize that phrasal verbs are idiomatic and cannot always be understood by separating the verb and preposition. This literal translation approach comes from thinking in their mother tongue. Another misconception that is usually encountered is that phrasal verbs are only used in specific expressions. Students may not realize that phrasal verbs are versatile and can be used in various situations. They also struggle with understanding separable and inseparable phrasal verbs, causing confusion and mistakes.

Professors suggested strategies to address these issues. They emphasized teaching the correct meanings and precise usage of phrasal verbs. Using visual aids and engaging exercises can help students understand better and reduce errors. Exposing students to phrasal verbs in different contexts and providing multiple examples can show their versatility. To break the native language barrier, professors encourage students to think in English and not rely on translation.

Teaching phrasal verbs in context and demonstrating how they work with prepositions can help students understand and use them correctly in their communication.

5. Question five: **What differences have you noticed in students' communicative competence based on their knowledge and use of phrasal verbs?**

The main idea from the responses is that Students who effectively use phrasal verbs show higher English proficiency and better communicative skills. Professors noticed that these students have a more advanced vocabulary, allowing them to express ideas clearly and naturally, similar to native American English speakers. These students also display more confidence and fluency in speaking, as they can smoothly integrate phrasal verbs into different contexts.

In contrast, students who lack knowledge of phrasal verbs struggle to express their ideas effectively. Their language might sound more basic and less sophisticated. Professors acknowledged that mastering phrasal verbs and achieving communicative competence takes time, especially for beginners. However, integrating phrasal verbs into speech indicates a student's overall language understanding and proficiency. Students who use phrasal verbs well have a varied vocabulary, improved fluency, and can express their ideas in multiple ways, which helps them navigate different language situations confidently.

6. Question six: **In your experience, how does teaching phrasal verbs compare to teaching other aspects of the English language, such as vocabulary or grammar, in terms of importance and impact on communicative competence?**

The main idea from the professors' responses is that learning phrasal verbs is essential for developing practical communication skills in English, as important as grammar and vocabulary. Professors also emphasized that phrasal verbs are crucial because native speakers use them frequently in daily conversations. Students who do not know common phrasal verbs may struggle

to understand and engage in natural English interactions. However, learning phrasal verbs can be more challenging than learning grammar or vocabulary because their meanings are often idiomatic and not easily inferred from individual words.

Despite the difficulties, professors stressed that phrasal verbs should not be overlooked in language instruction. They believe phrasal verbs are integral to English, holding equal importance to grammar and vocabulary. Including phrasal verbs in teaching helps students understand English comprehensively and improves their ability to communicate in various contexts. Phrasal verbs are relevant to all language skills, enhancing listening, speaking, reading, and writing. Teaching phrasal verbs requires a different approach, focusing on the combinations of verbs and prepositions and understanding their usage in other contexts. Professors can help students enhance their language competence and communication skills by integrating phrasal verbs into lessons.

7. Question seven: **In your opinion, do you think it is essential to teach phrasal verbs to university students?**

Professors consider teaching phrasal verbs imperative and beneficial for university students, especially those learning English as a second language or pursuing a career in teaching English. Professors also strongly advocate for including phrasal verbs in the curriculum from the start of language learning. They emphasize that learning phrasal verbs enhances students' vocabulary and allows them to communicate ideas more precisely and naturally. Familiarity with these expressions also helps students develop fluency in speaking, as phrasal verbs are commonly used in daily conversations and idiomatic language.

Regarding this question, professors stressed the importance of teaching phrasal verbs throughout the language-learning process, not just at the university level. Early exposure to

phrasal verbs helps students gradually incorporate them into their language use. Students can internalize and use these expressions naturally by consistently using phrasal verbs in various contexts, such as dialogues and real-life scenarios. Although teaching phrasal verbs can be challenging, professors should highlight their importance in developing language proficiency and provide engaging activities encouraging active use. Integrating phrasal verbs into listening, reading, speaking, and writing tasks allows students to understand their meanings and usage comprehensively, helping them communicate effectively and interact confidently in various situations.

8. **Question eight:** What recommendations or advice would you give to other English language professors? Regarding the implementation of phrasal verbs to university students.

The main idea emerging from the responses is that professors should use various strategies when teaching phrasal verbs to ensure effective learning. First, they suggest introducing phrasal verbs naturally, starting with the most common ones in everyday communication. Using authentic video materials, like movies and TV shows, helps students see and hear phrasal verbs in real-life contexts, making their meanings and usage more transparent. Secondly, teaching phrasal verbs in context rather than as isolated grammatical units helps students understand their practical applications. Presenting phrasal verbs within meaningful sentences and situations allows students to grasp their contextual uses more effectively.

Professors also recommended various activities to reinforce students' understanding and use of phrasal verbs. Matching exercises and role-plays help students associate phrasal verbs with their meanings and practice using them in conversations. Consistent exposure to phrasal verbs throughout the language-learning process is crucial. Providing students with a comprehensive list

of phrasal verbs to learn and regularly incorporating them into lessons helps solidify their understanding. Additionally, using real-life materials, like articles and papers containing phrasal verbs, and encouraging students to practice English outside the classroom enhances their fluency and communicative competence. By employing these strategies, professors can create an immersive learning environment that helps students acquire and use phrasal verbs effectively.

Chart 1

Questions	In your opinion, do you think it is important to teach phrasal verbs to university students?	In your opinion, what role do phrasal verbs play in developing students' communicative competence?	What challenges have you observed students facing when learning and using phrasal verbs in their communication?	What common misconceptions or errors do the students make when using phrasal verbs, and how would you help them overcome this issue?
Answers	It is essential because it enhances students' vocabulary and allows them to communicate ideas more precisely and naturally.	They are essential for effective communication, understanding, and higher language proficiency.	Students face many challenges, including a lack of knowledge about base verbs and literal translations.	Common mistakes include translating phrasal verbs word for word.
Authors	the mastery of phrasal verbs is crucial for effective communication in English. Sari and Pandiangan (2021)	Individuals with a firmer grasp of phrasal verbs generally have higher proficiency levels in English. Kövecses and Szabó (2022)	The difficulty of phrasal verbs, including their idiomatic nature and varied meanings, often presents problems for learners. Wisintainer and Mota (2018)	Phrasal verbs often have idiomatic meanings that cannot be deduced from the individual components. (Gvishiani, 2020)

Chapter V

The main goal of this study is to explore the advantages and challenges of teaching phrasal verbs to enhance communicative competence in university students. By examining language professors' experiences, perceptions, and opinions, the research aims to understand phrasal verbs' role in developing learners' communicative abilities and language proficiency.

The study seeks to identify language professors' most effective strategies and methods for introducing and teaching phrasal verbs in university classrooms. By analyzing the professors' approaches, the research aims to highlight best practices that facilitate students' comprehension, retention, and accurate usage of these constructions in their communication. Moreover, the study aims to uncover professors' challenges when teaching phrasal verbs, such as their idiomatic nature, cultural nuances, and the diverse proficiency levels among students.

Conclusions

The research shows that professors encounter several challenges when teaching phrasal verbs, including students' lack of vocabulary, difficulty understanding contextual meanings, and the tendency to translate directly from their native language. These challenges can hinder students' ability to use phrasal verbs accurately.

Teaching phrasal verbs is perceived as essential for developing students' communicative competence. Professors believe that a strong command of phrasal verbs significantly improves students' fluency and ability to express themselves more naturally and effectively in English.

This research highlights that professors generally perceive integrating phrasal verbs into the curriculum as crucial for enhancing students' communicative competence. They believe that

teaching phrasal verbs helps students sound more like native speakers and improves their ability to understand and participate in natural conversations.

Recommendations

To address these challenges, professors should emphasize teaching phrasal verbs within context rather than in isolation. Activities like role-playing, dialogues, and matching exercises can help students better understand phrasal verbs' usage and meanings. Encouraging regular practice and using phrasal verbs in class discussions can also enhance learning.

Professors should continuously integrate phrasal verbs into their teaching strategies and provide students with comprehensive lists of common phrasal verbs. Encouraging students to use these verbs in various sentence structures and providing consistent feedback will help them gain confidence and proficiency.

To improve the integration of phrasal verbs into the curriculum, professors should use authentic materials like movies, TV shows, and online videos. These resources expose students to phrasal verbs in real-life contexts, making learning more engaging and practical.

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Annexes

Annex A: Certified Anti-plagiarism System.

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “EXPLORING THE IMPORTANCE OF TEACHING PHRASAL VERBS TO ENHANCE COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS” elaborado por las estudiantes BOYLAN DURAN ANA GISSELLE y VERA BORBOR DAYANA MICHELLE la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Rosa Tatiana García Villao, MSc.

TUTOR

Chapters 1-5 - BOYLAN ANA & VERA DAYANA COMPILATIO



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Ubicación de las similitudes en el documento:

Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 bridge.edu How to Teach Phrasal Verbs to ESL Learners: Strategies, Lesson Plans, ... https://bridge.edu/tefl/blog/how-teach-phrase-verbs-esl-learners/	< 1%		Palabras idénticas: < 1% (20 palabras)

Annex B: Questionnaire.

**“EXPLORING THE IMPORTANCE OF TEACHING PHRASAL VERBS TO ENHANCE
COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS”**

Population: 5 English teachers (From Universidad Estatal Península de Santa Elena)

Sample: 5 English teachers (From Universidad Estatal Península de Santa Elena)

Questions for Teachers

1. How long have you been teaching English as a foreign language, and what has been your experience with teaching phrasal verbs to university students?
2. In your opinion, what role do phrasal verbs play in developing students' communicative competence?
3. What challenges have you observed students facing when learning and using phrasal verbs in their communication?
4. What common misconceptions or errors do students make when using phrasal verbs, and how do you help them overcome these issues?
5. Have you noticed any differences in students' communicative competence based on their knowledge and use of phrasal verbs?
6. In your experience, how does the teaching of phrasal verbs compare to the teaching of other aspects of the English language, such as grammar or vocabulary, in terms of importance and impact on communicative competence?
7. In your opinion, do you think it is important to teach phrasal verbs to university students? If so, explain why.

8. What recommendations or advice would you give to other English language professors regarding the implementation of teaching phrasal verbs to university students?

Annex C: Interviews transcribed.

QUESTION 1

How long have you been teaching English as a foreign language, and what has been your experience with teaching phrasal verbs to university students?

Interviewee 1

I have been an English teacher for 12 years. I think for 12, or 14 years, on a lot of levels, like in Initial, high school, and the at the university. Experiences of teaching phrasal verbs may be a little bit of university, but not a lot. Maybe it's not a common topic that it's on the books. There is only one specific section. 2 weeks ago, we talked about phrasal verbs in a class here at UPSE. I asked first if they knew about these kinds of phrasal verbs. Some of them did not remember what a phrasal verb is.

Interviewee 2

I have been teaching English for 14 years, and concerning the second part of the question, based on my experience, we know that this ability to understand phrasal verbs is essential. It is important for different aspects of vocabulary expansion and fluency. Also, we know that it is complex and tricky to teach the students because there is a large amount of them.

Interviewee 3

I have been teaching English as a foreign language for almost. 20 years I worked for about 8 years at the military Environment Arizona and ESMA, and then I came here to say I have been working here at UPS for almost 13 years already as far as teaching Phrasal verbs. It is something that many books do not recollect phrasal verbs. That is because there are many phrasal verbs. It is something that I call informal. Therefore, if a teacher is going to explain and teach phrasal verbs,

the teacher must prepare the material. That is something that I like to do. Therefore, I have some excellent experiences teaching phrasal verbs to students.

Interviewee 4

I have been an English teacher for eight years. At the university, I have been teaching English for around three years. My experience teaching phrasal verbs at the university has been a challenge because not all the students are ready to try to use these phrasal verbs. Sometimes, they use normal English, and they do not practice phrasal verbs. It is a tough problem.

Interviewee 5

I have been working as an English teacher for approximately 15 years in total. Phrasal verbs is one of the many linguistic components in English; it is important for communication. Integrating phrasal verbs in daily teaching at different levels is part of my experience. When using phrasal verbs, students' lexicon is broadened and it provides more opportunities to express someone's ideas differently. Teaching phrasal verbs to university students requires a more complex combination because the topic brings not only meaning but also context related to culture, beliefs, and social background.

QUESTION 2

In your opinion, what role do phrasal verbs play in the development of students' communicative competence?

Interviewee 1

In a general way, phrasal verbs are important because if you watch movies or if you are watching maybe some videos from TikTok, some teachers mention that it's important to use this kind of phrasal verb because sometimes we don't identify. They are saying what we know with one word

they say with three words, and we don't know. When maybe we want to go to another level, to talk to somebody, like to native or people who have been living a lot of years in the United States. We are not going to understand maybe the idea because they are using this kind of phrasal verb. So, in the specific area of this learning English, yes, is a very important way. Of learning this phrasal verb and using it in this kind of communicative way or communicative approach.

Interviewee 2

It helps us to expand our vocabulary. It also helps us to develop our fluency and if we use these phrasal verbs, we demonstrate that we know, we go beyond, and also, we know the cultural aspects because the phrasal verbs are used in native daily conversations.

Interviewee 3

I believe that students should learn to own the expression in their regular speaking skills not only to memorize phrasal verbs. If we go to a different country in other countries, most of the people, while they communicate, they use phrasal verbs just for about everything.

Interviewee 4

I consider that phrasal verbs are really important because with this part students are going to have good communication. They may have the opportunity to communicate with people, to other cultures. When you have the opportunity to speak English or to communicate with a native speaker maybe it will be a little hard because they use so many different phrasal verbs that sometimes the students do not know this information.

Interviewee 5

Communicative competence implies a deep understanding not only of the language but also of the background. Phrasal verbs are most commonly used in spoken language. When learning

phrasal verbs, students can get a better comprehension of how the language works and can use them in spoken communication.

QUESTION 3

What challenges have you observed students facing when learning and using phrasal verbs in their communication?

Interviewee 1

Maybe some students don't know that they don't know this. Maybe it is new and they, as I mentioned, want to just learn word by word. They want to translate. I try to emphasize that they can't do that. Maybe I don't know, 24 students, maybe two or three or four students like 10 percent, 5% of the whole group always know something about these phrasal verbs, but the other ones, they try to do it like that, and they don't know, and they don't have this vocabulary.

Interviewee 2

The first challenge is that we can see a large number of phrasal verbs. So, once we are teaching them the phrasal verbs, they don't understand how they can fit together because the first thing that they see is that there is a verb and a preposition, so that is the main challenge, the prepositional phrases, and also phrasal prepositional verbs. And cover topics like separable and inseparable phrasal verbs. I consider that these are the challenges.

Interviewee 3

One of the biggest challenges with phrasal verbs is that students need to know verbs. Let's forget about the phrasal part. Many students do not know whether a verb is regular or irregular. Not only that, but many students do also not know if that verb is going to be used in a single present or the past tense. To use phrasal verbs, students need to know that.

Interviewee 4

Students do not understand the meaning because they are trying to translate the phrasal verbs, and that is one problem. Because they do a literal translation in this case because we are talking about maybe idiomatic words. Another is the memorization of the phrasal verbs when they need to remember the words, they have problems with this part because they feel confused. The phrasal verbs sometimes are organized with the other words and sometimes we think they have the same meaning but not is the same according to the context. The pronunciation other times, and sometimes they are confusing with the L1 so, this is a problem or challenge. As a teacher, we need to try to solve.

Interviewee 5

One of the challenges is the lack of lexicon; depending on the knowledge of vocabulary, it can be quite challenging for learners to integrate phrasal verbs in spoken communication. Another challenge is understanding the context and the changes that a verb has with different prepositions. Integrating phrasal verbs into daily speech is not that easy. Translation is also another challenge. When learning a language, we tend to translate from Spanish to English. Of course, when translating, there is not much opportunity to use phrasal verbs.

QUESTION 4

What common misconceptions or errors do the students make when using phrasal verbs and how would you help them overcome this issue?

Interviewee 1

The most common mistake is that they don't know the concept maybe. So, they try to get the information word by word and that's incorrect. Also, the separation, some of them we can

separate some of them, we cannot separate. Sometimes they get confused about the if. If we are talking about regular or irregular verbs, they just apply the information like normal and they don't know.

Interviewee 2

They tend to translate the phrasal verbs and try to get a meaning, this is one of the principal errors students make when learning or using phrasal verbs, they also need to know more verbs and more about the use of the prepositions because they have a lot of meaning and a lot of uses in the English Language. What I usually do to help students with this situation is trying to teach the use of these prepositions, the correct meaning of each phrasal verb, and when to use them.

Interviewee 3

One of the biggest misconceptions is that phrasal verbs can be used only for one phrase or one expression. The teacher needs to let them know that phrasal verbs can be used for many different actions in our regular daily English speaking. Also, most students try to guess the meaning by separating phrasal verbs. So that troubles students, sometimes students need to pay attention and study phrasal verbs in order not to have this problem.

Interviewee 4

Interpret phrasal verbs literally. They don't recognize the idiomatic meaning of the word.

Students interpret different definitions because the phrasal verbs are formed with verbs and they do not identify these meanings. So, to try to solve this part maybe one important thing is to try to practice different exercises, sometimes using visual aids that maybe can be useful for students don't make those errors or misconceptions.

Interviewee 5

One common mistake is the use of translation, so it is the native language barrier. When we are learning a new language, at a higher level, we tend to translate everything; each idea that comes into our minds go through the processing of translation. In order to break that barrier, one strategy is to teach and use the phrasal verb in different contexts, provide different examples about how and when to use that phrase, and also teach about the different combinations (with prepositions) the verb can have.

QUESTION 5

Have you noticed any difference in students' communicative competence based on their knowledge and use of phrasal verbs for example?

Interviewee 1

Yes, could be this basis of vocabulary. With this, we can express different ideas. The students who can't manage this information. They are going to be limited to some ideas. On the other hand, the students who have this knowledge can use different concepts and sounds better. It sounds like an American people in this case because their vocabulary is advanced.

Interviewee 2

Of course, we notice a difference because students who use phrasal verbs demonstrate a higher level of English. They seem to be more confident, and they don't hesitate to speak. So, they can naturally speak in English.

Interviewee 3

Of course, for students who know how to use phrasal verbs, their fluency while they speak English, is a lot better not only fluency. But also, their vocabulary, because they put together the phrasal verbs with the correct vocabulary for that phrase. Therefore, for students who are using

phrasal verbs, their fluency is much, much better compared to other students are either they do not know phrasal verbs, or they are just learning phrasal verbs now.

Interviewee 4

When we are talking about competence is it deep? It's a little hard to say that the students have that competence according to the levels because I teach English almost always in the first semesters. But sometimes they don't have many different communicative competencies because it's a little hard for them to try to communicate or speak. I consider that trying to teach phrasal verbs is necessary for the student to have a good vocabulary, knowledge, and bases. But maybe we can say, that they don't have good communicative competence using phrasal verbs, especially in the first semesters.

Interviewee 5

When integrating phrasal verbs in the learner's speech, it demonstrates a better understanding of the language. Learners who use phrasal verbs can communicate their ideas clearly. Also, they can manage their vocabulary knowledge and express ideas in different ways. They have a more varied vocabulary to use when expressing their ideas; so they can improve their fluency and expression.

QUESTION 6

In your experience, how does the teaching of phrasal verbs compare to the teaching of other aspects of the English language, such as grammar or vocabulary in terms of importance and impact on communicative competence?

Interviewee 1

I think learning phrasal verbs is very important for being able to communicate well in English. Learning phrasal verbs is more difficult than learning grammar rules or new vocabulary words. The meanings are often not logical or obvious. Students who don't know common phrasal verbs struggle to understand natural English conversation and writing. Phrasal verbs are used a lot in daily life conversations, so it is important to teach them.

Interviewee 2

Based on my experience, all the aspects are important. Once we want to acquire the language, grammar is important, and vocabulary is important. All of them have an impact on communicative competence. However, teaching phrasal verbs makes the learner demonstrate that they manage the language in a better way, they sound like native speakers because the phrasal verbs are used in daily conversations. Once we go to another country or once we talk to a native speaker, they always use phrasal verbs.

Interviewee 3

When I teach phrasal verbs, I do not mention the word grammar, OK? When I say grammar, I tend to focus on three different tenses, present past, and future, and with phrasal verbs are concentrate more on vocabulary. If the if the student knows of phrasal verbs. Phrasal verbs are always attached to certain words, and certain nouns, and that is vocabulary. With phrasal verbs, students can develop their communicative competence because they are using these expressions that are always used by native speakers.

Interviewee 4

The phrasal verbs are necessary in all of the English skills that we know, the macro skills they need to identify the phrasal verbs, especially when they are going to communicate the language.

As I told you, when they communicate with native speakers, sometimes they need to use phrasal verbs not just normal words. So, in that case, are really important phrasal verbs but as a complement, we need to know the grammar structures and identify more words or vocabulary. So in this part, we are going to have a good communication or we are going to have a good competence to communicate the language. Phrasal verbs will help you to understand listening comprehension, and so they are going to have a good speaking, or they are going to communicate better their ideas. Yeah, with the phrasal verbs for that reason, maybe I consider it as a complement of all of the process.

Interviewee 5

I would say that phrasal verbs have the same importance as learning new vocabulary. I mean, it is part of the linguistic components of English. It's not more or less important than other aspects of grammar or vocabulary; it has the same importance at the linguistic level.

It can be challenging to teach phrasal verbs; I would say it is more challenging because we tend to translate in order to learn vocabulary, but with phrasal verbs, it is not a matter of translating; it implies "playing with verbs and prepositions", associating meaning, understanding its usage in different contexts.

QUESTION 7

In your opinion, do you think it is important to teach phrasal verbs to university students?

Interviewee 1

Yes, I consider that it would be positive if we were talking about the students from university. They already have bases even more. If we are talking about this career like the pedagogy of teaching English as a second language, this important aspect, and obviously as I mentioned, it is

going to sound better to use this. And you sound like a more native speaker, so it would be very positive. Their vocabulary is going to be expanded in a good way, so they will have more verbs, and more not-so-common verbs to say something.

Interviewee 2

Of course, it is important. In our career, we should teach them from the beginning. As time passes, students become familiar with these words, and they use them in daily conversations. I think that is important to include them in the dialogues, that is crucial for them.

Interviewee 3

I believe it is important, sometimes they don't even know regular vocabulary, let alone phrasal verbs. So, teachers at UPSE especially because it's the only university that I have worked for. teachers are forced to teach phrasal verbs. we realized that by teaching phrasal verbs, students are learning faster and developing fluency while they're speaking.

Interviewee 4

Phrasal verbs are important in all of the processes. In all of the complement of the subjects. As students, they need to identify. But there is a problem, as teachers or maybe sometimes the students don't want to learn. They say that is not necessary. Maybe they can communicate in normal English. Yeah, maybe can be that. I consider that it's necessary to teach phrasal verbs in all of the process, not just at the university because with that part they are going to identify, idiomatic language use, they are going to understand native speakers, and they are going to express clear ideas.

Interviewee 5

Yes, it is always necessary to teach phrasal verbs because it is part of the linguistic components of English. Students at a higher level of education interact more in different scenarios. It can help interaction, effective communication and better understanding of the language.

QUESTION 8

What recommendations or advice would you give to other English language professors?

Regarding the implementation of phrasal verbs to university students.

Interviewee 1

I would recommend incorporating them naturally, starting with the most common ones. Begin by utilizing authentic video materials like movies and TV shows to expose the students to common phrasal verbs used in natural contexts. After students see and hear many examples of phrasal verbs in movies, spend some class time teaching the details about phrasal verbs. Explain the different types, what they mean, how the particle part can move around, and the difference between two-particle and three-particle phrasal verbs. So, when students understand the basics and vocabulary of phrasal verbs, have them practice using the phrasal verbs in dialogues and role-plays. They can act out common conversations to get experience with how to use the phrasal verbs correctly.

Interviewee 2

My recommendation is to avoid teaching them in terms of just the grammar functions or the parts of the speech that every word is it is better to teach them in context. Using different activities like matching exercises is a good idea. But we should avoid saying to them that this is just a verb and also this is just a preposition because they tend to become confused. Is better to teach the phrasal verbs in context rather than just make students identify the function of the words.

Interviewee 3

One advice that I can provide that I could provide for my fellow English teachers is to never stop teaching phrasal verbs. If we teach phrasal verbs, we are going to help students by enhancing their ability to speak fluently, because they will have this extended vocabulary. What I recommend is to prepare a list of phrasal verbs and give it to the students so they can learn the use of them in different sentences and phrases and then memorize them.

Interviewee 4

Use English in a real context. Maybe can be one option, in a real context they are going to learn or put in practice the phrasal verbs and they are going to integrate all of the skills. So try for the students to read more. No, just identify some readings that we have in the books now, try to find more information about maybe articles, or papers try to select those kinds of readings, and include that information in our classes. And, in the end, the most important part here is that as professors try to motivate all students that Learn English, not just, in the classroom but practice the language outside of the classroom.

Interviewee 5

I would say to start integrating phrasal verbs into our class language. Before teaching phrasal verbs, review the vocabulary into different categories so that learners can recognize a verb and a preposition. Also, teach phrasal verbs with their different combinations. Do not use translation, instead, use a variety of examples to explain the different meanings; and provide context for the meaning. Encourage students to integrate phrasal verbs into their speech and be patient because it takes time. Be positive about giving feedback on the usage of phrasal verbs.