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.

BIBLIOTECA OCTAVIO ARIZMENDI POSADA
UNIVERSIDAD DE LA SABANA
Chía - Cundinamarca

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	Phrasal Verbs for business professionals
SUBTITULO	
AUTOR(ES) Apellidos, Nombres (Completos) del autor(es) del trabajo	**Pérez Castillo, Carol Paola**
PALABRAS CLAVE (Mínimo 3 y máximo 6)	**Estrategia para enseñar léxico**		**Aprendizaje adulto**
	Verbos frasales		
	Ambiente negocios		

RESUMEN DEL CONTENIDO
(Mínimo 80 máximo 120 palabras)

Muy poco se ha escrito acerca de la estrategia para enseñar léxico, particularmente para la enseñanza de verbos frasales en latinoamérica.

Aún cuando el uso de los verbos frasales es significativo; una investigación acerca de la enseñanza de estos verbos para contextos específicos no ha sido examinada. Sin embargo, este estudio está enfocado en la exploración de una estrategia bien definida y en los efectos de la misma.

La meta fué promover que el estudiante adulto tuviese una producción oral natural en inglés.

Sorprendentemente la ausencia de materiales activó el uso de tecnología en el aula. Las implicaciones pedagógicas de éste estudio brindan la importancia acerca del ambiente de aprendizaje en donde el estudiante adulto busca sus propios instrumentos.

Phrasal Verbs for business professionals: An exploration of the learning and teaching of

phrasal verbs through the Lexical set strategy.

By: Carol P. Pérez C.

Master in English Language Teaching –Autonomous Learning Environments

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, 2012

Phrasal Verbs for business professionals: An exploration of the learning and teaching of

phrasal verbs through the Lexical set strategy.

By: Carol P. Pérez C.

Submitted in fulfillment of the requirements for the degree of

Master in English Language Teaching –Autonomous Learning Environments

Directed by: Pedro Maldonado and Liliana Cuesta

Master in English Language Teaching –Autonomous Learning Environments

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, 2012

Acknowledgements

I would like to show my gratitude to Renata Mangeon who granted the permission

to put forward this study for the developmental growth of the students of CES

(Corporate English Solutions).

It is a pleasure to thank those who made this research possible; I refer to Professor

Luz Dary Arias, and Professor Liliana Cuesta.

Lastly, I offer my regards to those who supported me through the completion of this

research. Specially to my mother, Graciela, who enjoyed this process and supported

me through its development.

This research report is the result of my own work and includes nothing that was

done in collaboration with others.

Name: Carol Paola Pérez Castillo

Signature:

ABSTRACT

Not much has been written about the use of the lexical set strategy for teaching phrasal

verbs in Latin America. Even though the incidence of phrasal verbs is significant in English

speaking countries, an investigation of the teaching of two-word verbs for specific contexts

has not been deeply examined. However, this study focused its efforts in exploring the

effects of using a well-defined teaching strategy for teaching and learning phrasal verbs

within a business context. Its goal was to promote a natural oral production by the adult

learner under major time instruction limitations, inexistent textbooks or materials, and with

the absence of a set curriculum, and/or syllabus. Consequently, the subjects of this study

discovered a relationship between the lexical set strategy and their business habits. For

which the teaching and learning of phrasal verbs delivered satisfactory results. Remarkably,

the absence of materials triggered the use of technology in the classroom. The pedagogical

implication of this study offer researchers and teachers a reflection about their own

teaching environments, where adult learners may seek for their own instruments to support

class instruction. This study took place in a Spanish setting in the corporate offices of three

different companies with adult learners of English.

Keywords: Lexical set strategy, phrasal verbs, business environment, adult learning.

RESUMEN

Muy poco se ha escrito acerca de la estrategia para enseñar léxico, particularmente para la enseñanza de verbos frasales en latinoamérica.

Aún cuando el uso de los verbos frasales en países de habla inglesa es significativo; una investigación acerca de la enseñanza de estos verbos para contextos específicos no ha sido examinada a fondo. Sin embargo, este estudio está enfocado en la exploración de una estrategia ya bien definida y en los efectos que la misma tiene para la enseñanza y aprendizaje de verbos frasales dentro de un ambiente de negocios.

La meta fue promover que el estudiante adulto tuviese una producción oral natural en inglés bajo limitaciones de tiempo de instrucción, inexistencia de materiales y/o textos, al igual que la ausencia de un plan curricular. Como consecuencia, los sujetos de éste estudio descubrieron una relación entre la estrategia para enseñar léxico y sus hábitos laborales, por lo cual la enseñanza y aprendizaje de verbos frasales fue satisfactoria.

Sorprendentemente la ausencia de materiales activó el uso de tecnología en el aula. Las implicaciones pedagógicas de éste estudio brindan a investigadores y/o maestros la importancia acerca del ambiente de aprendizaje en donde el estudiante adulto busca sus propios instrumentos para soportar la instrucción en el aula.

Esta investigación tuvo lugar en un ambiente de habla hispana, dentro de tres compañías diferentes con estudiantes de inglés adultos.

Palabras clave: estrategia para enseñar léxico, verbos frasales, ambiente de negocios, aprendizaje adulto.

Table of Contents

INTRODUCTION

Stating the problem situation

'What is the exact meaning in Spanish? How many phrasal verbs do I need to learn?' There are some questions heard during class when teaching phrasal verbs in a Business English class. Some teachers report that most English learners tend to seek for an immediate translation when they cannot comprehend new vocabulary. As reported by some teachers (R. Mangeon, personal communication, August 26, 2011) in Colombian contexts, some of students prefer having an explanation for a number of expressions or terminology with straightforward answers. From these reports and from personal observations during class instruction, it was possible to confirm the observations from other teachers. It was noted that students seek for answers that come in formulaic sequences; an approach that can easily be managed by them, and which is similar to what they use in their day-to-day lives.

The context, in which the present study researcher teaches, is composed of adult business professionals. These learners had had the responsibility to take English classes as part of their work duties in order to achieve greater professional success. To them it is essential to be able to communicate with their business counterparts and/or immediate supervisors in English. It is a necessity given that the learners worked for well-known and prestigious multinationals, recognized worldwide. The conversations in which the subjects of this study engage in are entirely in English; furthermore, these are held via conference calling, telephone, and sometimes face to face. The role of the teachers in the language institute CES (Corporate English Solutions SAS) in Bogotá-Colombia, is to prepare these individuals for such encounters. Accordingly, it became essential to understand and

research on the topics that caused the most discomfort to the learners during such interactions.

After a series of class observations, the researcher detected a degree of difficulty business professionals faced when finding the meaning of certain words during the process of understanding complex business ideas. The students explained this takes place, mostly, when they communicate with their business counterparts and/or superiors who are mostly native-speakers[1] of English. Given that the learners are required to communicate their everyday operational moves to their superiors, this became quite interesting to the researcher. As a result, the researcher had some preliminary questions: "What were those loose ends in communication?" "Which were those words these students did not understand?" After exploring deeper, through a casual interview, the students kindly explained the reasons that they considered were impeding interaction. First, there were certain words (lexical items) such as technical and cognate words they comprehended, though they could not find the logic as to why there were so many prepositions in the middle of a sentence. Indeed this finding was far more troubling for the researcher. However, after a few more questions, the students finally claimed there were too many idioms and expressions they simply could not comprehend. Finally, the researcher asked them about a specific group of words, and the students replied: "Those phrasal verbs, they are so difficult!"

As this information became available during class instructions it was clear for the researcher that the students were in the search of learning instruments. It was noticeable that the students craved straightforward approaches for the understanding, the meaning and

_____

[1]Native speaker: for the purpose of this research this term makes reference to those speakers whose mother tongue is English.

the use of phrasal verbs in their daily operational activities. Moreover, since they also endure time limitations, the acquisition of English as a second language needed to be brief yet substantial during their class time. Due to the students busy agenda, they cannot separate from their job responsibilities for more than four hours per week, which is the time used for English class. For this reason they yearn for a direct approach, one that would resolve this "phrasal verb issue", as they referred to, through simpler and immediate methods.

In order to seek for the correct method or approach it was necessary to analyze the students' context. And from this, a significant characteristic was observed: these business professionals benefit from their knowledge of the world. Given they are able to understand meaning through past experiences and its relation with new information (Thornbury, 2006), the teaching process could be in fact, simpler and more rapid. To illustrate this, adult learners currently profit from understanding certain cognate words used in technical, business, marketing and sales contexts. They use them constantly during class time, and in writing. Nevertheless, when they are confronted with phrasal verbs during conference calls, their reaction is similar to that of a confused child. 'Where to go?' 'What to do?' 'How does this work?' All these are questions that have been floating around their perplexed minds.

It is worth mentioning that in the local context where the participants live and work, the spoken language is Spanish. In this language phrasal verbs do not exist. Therefore there has been a higher degree of difficulty surrounding the use of this type of lexical items. The students have not been able to make an immediate connection to Spanish, nor have they been able to visualize phrasal verbs in a formulaic and/or sequential manner. And this is precisely the problem that the researcher attempts to confront. In order to resolve this

nuisance, the researcher posed the following question to myself: "Is there a process that can be presented for the students to internalize the understanding of phrasal verbs?"

At this point the search for a learning process became obvious, preferably one that could be standardized, given the time constraints presented by the students. In the quest for processes the researcher came across an article from the British Council website, where an unknown author described two different strategies to teach phrasal verbs. These were described as the: lexical item strategy and the lexical set strategy. The latter was the most appealing strategy for the development of this research. In the lexical item strategy the focus of instruction is to teach the meaning of phrasal verbs with the verb as the base. This strategy was not appealing to the researcher because it gave the impression of it being systematical, and limited. On the other hand, the lexical set strategy offered to teach phrasal verbs in a formulaic sequence where the focus is placed on the meaning of various phrasal verbs in a given context. This became a more appealing strategy to be implemented in the research, but even more so for the purpose of aiding oral communication to the subjects of the study.

As a result, the questions depicted below became the core pillars for this research.

Research Questions

After the data was collected, the information gathered allowed for a few changes. Among these, the research questions initially posed required to be refined. As a result this represented a more insightful approach for the research in various factors that will be presented in the next chapters. The initial question and sub question were:

- To what extent might the implementation of the lexical set strategy help the students improve the use of phrasal verbs for communicating ideas in business settings?

- To what degree does the use of phrasal verbs affect natural communication?

However, the new question that came to light after a few refinements were made during the study was:

What kind of processes do students undertake when they use the lexical set strategy to learn phrasal verbs?

Research Objectives

To determine how effective the lexical set teaching strategy might be for helping students learn phrasal verbs.

To identify the process students undergo when using the lexical set strategy.

The questions depicted above originated from the continuous doubts from students who have found it challenging to discover meaning to casual conversations containing two-word verbs, known as phrasal verbs. More specifically, it was difficult for the students to obtain meaning in situations where they had oral communication with upper management such as Corporate Executive Officer (CEO) and/or Corporate Financial Officer (CFO) of their respective companies. The aforementioned individuals had full command of English and were able to speak using a vast range of expressions, in a natural manner unlike the subject if this study.

Rationale/Justification

Emphatically, the students had mentioned that they encounter a degree of difficulty with the context in which they meet with their counterparts. The students referred specifically to face-to-face interactions and conference calls. As a consequence this might serve as a distractor for comprehension. Furthermore, it had also become far more challenging to interpret meaning of idioms and expressions during difficult business interventions. This resulted as a conflicting emotional process for them. Not only were they dealing with a challenging business scenario, but also with a complex set of lexical items (phrasal verbs), which lead to not understanding the crucial point in business interactions. As adults, these students had had the knowledge and expertise to provide relevant answers and explanations through their work experience and their problem-solving skills. Yet, when these explanations were to be elicited in English, during class time, the students had not successfully produced them. There was a high presence of hesitations when communicating orally, in speaking activities. The most common scenarios where these situations had taken place, according to the learners, were during formal presentations and conference calls from abroad. In fact, one of the signs that help recognizing that a learner has a sequential speech lies in the absence of hesitations (Boers, et al. 2006). These are usually represented with pauses or filler words in spoken interactions. In the case of the students, or the case subject of this study, hesitations were rather frequent.

According to the students, one of the most common tasks where they were required to speak in English was when they dealt with daily operational issues. These students who currently are General Managers and/or Directors, work for prestigious international companies (see Appendix J). The students explained they enjoyed putting into work their problem-solving skills as a technique to engage in business problems, but not so much when they ought to explain their potential solutions in English. The students also added that

for the most part some of these business problems were subjected to time constraints, forcing the actors involved to search for fast and immediate answers. And this had become a challenge, as they were required to use English as the business language. Likewise, this piece of information became the engine for looking deeper into an approach that would meet the students' comfort zone. For this reason, it was important to examine problem-solving skills, which is an aspect related to this study and more specifically to the subjects' context.

Problem-solving skills can be divided into four categories. The first one is the individuals' *cognition*. This category relates to the ability of an individual to understand a given problem. A second category is knows as *schema*. This category is related to the individual's ability to recognize previous similar problems. The third category is known as *patterns*. This category is related to the ability the individual has to recognize familiar elements of the problem. Finally the fourth category is *creativity*. This category speaks of the individuals' ability to provide new solutions (Frederiksen, 1984). As the author stated, this is a mental process that is very common in business scenarios.

Considering this last statement, as a teacher, the researcher assumed that in the classroom these business professionals follow similar behaviors when facing certain issues. Yet out of the many problems students faced during their language development, just one caught the attention of the researcher. Interestingly enough, after a few more sessions it was clear the students did follow the same problem-solving approach described above when they needed to find meaning to unknown vocabulary. This observation became useful for the development of this research as it provided the ground plot for when the time came to analyze the results of the approach.

Given the panorama drawn by the subjects, it was clear that the students seemed to require a tool that provided them with a smooth transition during the learning process of this particular topic: phrasal verbs. There was, at that point, absolutely no doubt that understanding phrasal verbs could contribute immensely to developing the students' communication skills.

As briefly mentioned before, the students had interacted with other colleagues within their business environments. The proficiency English level of these colleagues was higher than that of the subjects, and this was mostly reflected in the colleagues' knowledge of phrasal verbs. In view of this, it was pertinent to dig deeper on the matter.

With thorough investigation the researcher had the opportunity to read more about the Lexical Approach Theory by Michael Lewis (1993), more specifically the lexical item strategy. By doing so, this research gained a better and more structured organization, which hopefully might provide an insight about current teaching strategies to be implemented in the business English classroom to enlighten those teaching professionals whose focus is English for Specific Purposes (ESP *hereafter*).

In light of the above, the Lexical Approach brought to this research one of the aspects the learners (or subjects) might prefer as a learning method. And precisely this was what this research intended to accomplish. The researcher wanted to aid fellow researchers and teachers, when teaching phrasal verbs through a class instruction that had time limitations. This last statement was nothing more but an ambitious goal that was intended to be reached. With much hope after the researcher had evaluated the current strategy, a feasible solution to the problem might have resulted, and hopefully sufficient data for the elaboration of a new strategic approach could be shared. This research was created for those fellow colleagues who teach in ESP environments in Colombia and abroad, more

specifically within business contexts. The researcher has investigated and analyzed a strategy that would hopefully increase the linguistic repertoire and oral proficiency of English learners in a Spanish-speaking context.

In order to do so, the researcher found necessary to create a corpus-based (see Appendix I) list of the most frequent phrasal verbs (Lewis, 1990). These had been revised and later used during the implementation of the research. This list served as the plateau for internalizing lexis that was most commonly used in business scenarios. It was also necessary to set context areas, where students would become more connected to the acquisition of new expressions. For this reason, this research focused on the following contexts: meetings, negotiations, recruitment, marketing, budgeting and forecasting. The subjects of this study had identified these areas as the most frequent ones in which they had to interact in English. The students had also argued that the interaction with foreigners had increased in Colombia, due to the arrival of multinationals, fact that was later supported by a local publication in which Lozano (2011) referred to an increase of more than fifty seven million dollars of foreign investments. The countries that have been bringing business to Colombia, as pointed in the article, are: The United States, France, Spain, Chile and Mexico among others. A number of companies from each country have set their eyes in Colombia since 2001. It was obvious that the implication of foreign business in a Spanish speaking country, allows for communication in languages other than Spanish. Learning English for specific business scenarios became an interest for the learners, and most specifically for the subjects of this study. Therefore the subjects had agreed that the scenarios listed above would enhance their English Language skills for the benefit of their careers, and wellbeing of their current job positions within their respective companies.

One of the aspects the researcher had had to reflect on was about the current business wave that had been taking place in Colombia (Andrade & Cadena, 2010). Doing so has been beneficial to expand knowledge, and to understand the reasoning behind the behavior of larger corporations arriving to the country. And it had also helped the researcher become more aware of the expectations that had been set forth to the subjects of this study. The following was one of the most significant explorations the researcher had observed. In Colombia, there had been a wave of incoming corporations interested in the country's market but more so in its economy. During class instruction the researcher had had the opportunity to confirm the increasing figures of this country's Gross Domestic Product (GDP) from the year 2000 to the present year, through the students business' data. Colombia had become a business attractive for future investors. As a consequence Colombia had shown a solid and stable market despite the complications other countries are currently facing. This meant that not only do the students had a need to learn, but also they had a social commitment to the country. The class instruction took a different direction. As a researcher and an English instructor it was essential to develop the students' oral skills in lieu of offering a strategy that would allow the students to communicate. The lexical set strategy was the means for introducing new vocabulary, as it was a sequential learning strategy.

THEORETICAL FRAMEWORK

Introduction

Some of the most crucial aspects that English Learners in Spanish contexts, faced with phrasal verbs are around usage, meaning, and form when they speak with English natives. Due to the intricacy of their grammar, phrasal verbs (PV *hereafter*) represent a colossal problem to most learners (Thornbury, 2006), especially for adult business professionals who benefit from their vast "occupational-specific" vocabulary. As noted by Brown (2003), adult English learners who have high verbal aptitude tend to resolve for, and tend to be rationally centered. In turn this creates a major conflict when facing PV for the first time and throughout the learning process. Furthermore, another problem surfaces considering that PV are *idiomatic* does not help the learners either in the sense that PV are used and understood as single units. It should be mentioned that the idiomacity of a group of words results from the diachronic process of idiomatization, interpretation of context of meanings of the communicative functions of a set phrase.

Other authors like Thornbury (2006), Lewis (1993) and Harmer (1999) refer to PV as chunks. The fact that these "chunks" make the English language highly idiomatic means that the learners must organize and internalize a high level of awareness for the purpose of arranging which lexical units are mostly used by native speakers of English and which ones are not as frequent (Waibel, 2007.) Pawley and Syder (1983) referred to it as "the puzzle of native-like selection" (pg.167). This means that PV are not stored on a word-by-word basis, instead they are to be kept inside the learner's memory and retrieved as if they were one-word vocabulary items.

A key component for retaining words in the student's memory is through the creation of a memorized formulaic language. The mere purpose of facilitating, with no trouble, the access of new vocabulary in real-time speaking conditions is idyllic. The challenge that teachers face emerges from the application of the most suitable approach when introducing idiomatic vocabulary, such as PV. And such was the case of this research. With this in mind the researcher explored the words of Michael Lewis (1993). An author who was able to organize the English vocabulary with the introduction, and presentation of the Lexical Approach Theories and its subcomponents: the lexical item and lexical set. This author points out three main aspects:

a. Lexis is the basis for language

b. Lexis has been misunderstood in the sense that lexis does not mean grammar. For this reason, in the learning process it is not a condition to understand the grammatical system per se.

c. The Lexical Approach originates from the fact that language is made of a "grammaticalized lexis and not from a lexicalized grammar." (Lewis, 1993, p. 34)

d. Lexis should be the pillars that build all syllabi.

As mentioned above, with the creation of a formulaic language, through the lexical approach methodology, this research intends to observe the efficacy of the lexical set strategy for the introduction of corpus business PV. Notwithstanding, the reader should also be aware that the interest the author has in PV does not come "out of the blue;" the reasoning behind such a specific topic worth exploring is the result of the teaching experience. As ESP also sometimes referred to as TENOR (West, 1994) (Teaching English for No Obvious Reason), the content and aims of the course are determined by the specific needs of the particular group of learners.

Constructs

  Using phrasal verbs

   Recapitulating the main purpose of the research towards these types of phrasal verbs, it is worth restating the enormous challenge the learners of English undergo when learning PV. The fact that a large amount of PV are used by most English speakers, results in a complex interpretation of meaning for the English learner. As a consequence, it increases the level of difficulty for learners to comprehend the message being professed. It is important to make mention of how communication operates in order to make a more conscious analysis regarding the value of phrasal verbs, in oral communication.

   When communication takes place, two entities are inevitably present: the sender and the receiver. The senders' task is to deliver a future meaning –to encode, converting a message into a code- as for the receivers' the task is to perceive such meaning –to decode, translate the message- and extract the meaning. For communication to be effective, it is necessary to focus on the meaning. In this research the author will refer to the encoder as the native English language speaker, leaving of course, the English second language learner, as the decoder. The process of decoding the message implies that the receiver must gain meaning through the words (or codes) being used. The issue lies in the fact that in business environments Spanish speakers have a tendency to use cognate words or nouns when speaking in English. Whereas English speakers prefer to use PV, for Spanish speakers this causes a break in the communication as they cannot decode PV as easily as cognate words.

   In spite of it, another set of questions arises at this point: what makes up phrasal verbs? What are they specifically? It should be noted that the very meaning of the term phrasal verb was somewhat contentious, as other terms are used to refer to them. In this

research the term "phrasal verb" will be the one used. There are four types of PV that are used in this period of time. In terms of semantics, PV are sub-divided into four categories, which will be described below:

a. Prepositional Verbs: are those verbs that are comprised of a main verb (in its base form) plus a preposition and an object, for example: "*deal with*," "*run into*," and "*look for*"

b. Intransitive verbs: are those verbs that are comprised of a main verb (in its base form) plus an adverb particle, for example: "*give up*," "*turn around*," and "*get by*"

c. Transitive verbs: are those verbs that are comprised of a main verb (in its base form), plus an adverb particle and an object, for example: "*write down* your name*," and "*pick up* the *package*" In this type of PV, the object may be between the verb and the adverb for example: "*put* the *meeting off*."

d. Phrasal-prepositional verbs: are those that are comprised of a verb (in its base form) plus an adverb, a preposition and an object, for example: "The printer just *run out of paper*."

The matter of PV becomes somewhat more complex for the learners in terms of idiomacity. The issue presented for the learners is that there is not an easy and exclusive literal translation for certain PV as they express an array of multiple meanings. Unquestionably, these are not encouraging words for learners of English which may lead to total avoidance of their use. Moreover some PV used are restricted in terms of style (Thornbury, 2006), which means that some can be used in formal, informal and even in 'slang' situations. The use of nouns or cognates is conversely extremely formal and at times even pedantic for native English speakers. There is of course no doubt why some learners

simply ignore them altogether and prefer to convey meaning through more 'familiar' vocabulary. Students therefore are automatically engaged with cognates; the reader will expect to be part of such dissolution to this 'engagement'.

Using cognates

Considering researchers are to prove validity for a certain hypotheses and/or theories, should these researchers investigate opposing views on the matter? With the mere intention to become aware of what is being said on the 'other side of the mountain.' This was exactly how the author came across the following conflicting viewpoint. Popper enlightened the idea of plowing into the views of those who propose a different approach. Why not consider such proposal for this process?

So far the big picture around this topic is related to the way in which learners can use PV as a tool for producing complex ideas instead of avoiding them. In view of the context where the subjects interact using English as a second language, it is quite a challenge for them to comprehend meaning ~~out~~ of PV, for the most part. For such reason, they rely on cognate words keeping their vocabulary knowledge limited and simple.

In a research done by Weiss (2005) he points out the importance of 'simplicity'. In his publication, he dedicated an entire chapter about the Principles of Simplicity for those who interact in a business context with English as a Second Language. In order to further clarify the explanation about simple language, it is necessary to refer to one of his two strategies businessmen and businesswoman may become accustomed to. The first one, closely related to this research, is based on his definition for globalization where he states that the strategy for business and marketing is nowadays 'culture-free' (Weiss, 2005). Such costumes have been developing the need for a more simple way to convey meaning. For

example, a label of a product that is sold all over the globe, needs to be understood and because of its marketing strategy is also requires simplicity.

Indeed the verbiage used in multinational companies as the one before, which are by the way steppingstone enterprises for marketer and business professionals, has created another way of communication. One that is both concrete and simplistic. Weiss (2005) recommends a tactic that will help today's entrepreneurs keep communication simple. The author lists a few typically used PV one would use in a casual manner, for those who would convey the same meaning and which in turn would be concise. He supports this tactic by defining English as 'International language' (Weiss, 2005), one that is subject to L1 interferences. He adds that language is to be 'controlled' and that such power can be achieved when using simple words (cognates). On the other hand, there is an aspect to consider, regarding two-word verbs, also known as PV. In the view of such a strong case against the use of PV, it would be prudent to look into the effectiveness of using PV as opposed to cognate words.

Undoubtedly in a business context, there is vast vocabulary that is 'universal', mostly because these words are specific technical terms that are shared among those who practice in their respective fields. These words are very similar in form for both languages, Spanish and English in this case. As Thornbury (2006) explains it, this is due to the fact that such words derive from a source that was once common to both. This is turn becomes the 'easy way out' for these students to converse. To illustrate, take the word: "to postpone"; this word maybe easily used by the English learner as its Spanish cognate is "posponer"; however the PV equivalent is " to put-off".

Although students can convey meaning, their conversation is affected, as it is not perceived as natural. Indeed there is a level of frustration since conversation takes place in

spontaneous situations where students cannot plan on its production. In order to express their thoughts in 'real-time,' they go back to what is known for them. Their conversation, filled with cognates, becomes technical and loses authenticity and to a degree it even loses intelligibility. These students are clearly aware of it, they can hear everything they say and consequently this increases their level of frustration. In the research done by Al-Otaibi (n.d.), whose purpose was to determine the causes why Arab learners of English avoid the use of PV, the following arguments were presented. One refers to the fact that L1- L2 structural differences are significant, learners avoid PV especially the idiomatic ones, and finally Arab learners avoid PV mainly because of semantic reasons, such as idiomacity.

The Lexical Approach: Lexical Set strategy

When a problem is observed with utmost commitment, it is necessary to observe it from different angles. Popper (1959) has helped understanding the importance of viewing issues in a three-dimensional manner. On the same thought the researcher intends to investigate certain acceptable premises.

As the reader can expect, the underlying issue is the current connection between cognates and PV. And this is the third and final pillar of the study where the exploration of a strategy would play a key role in facilitating learning as a result of teaching.

The current methods used for teaching PV, or better said the approaches that are being used for teaching them would be dismantled. By doing so, the writer will be able to analyze the system, its sequence and the reasoning behind them. With good fortune, the reader and the researcher may expect to stumble on a new approach that may originate new discoveries in the field of teaching vocabulary for ESP environments.

The Lexical Approach Theory plays an intricate role for the development of this research. The main goal is to help the English learner speak the language in an idiomatic manner and in a natural manner. In order to accomplish this, the use of PV becomes indispensable to include in his/her discourse. As mentioned in the introduction of this chapter, the author that plays a key role in this research is Michael Lewis. The author centered the theory under two umbrella points as pointed out by Choudhury (2010). This author simplifies the origins for the lexical approach as follows: Lewis introduced the word "lexis" and changed it for the traditional term "vocabulary." Under this umbrella, he added other terminology, previously mentioned, as "lexical chunks." These refer to collocations i.e. "lasting happiness," phrases and formulaic expressions such as: "by the way." The second makes reference to the fact that native English speakers have a store of lexical chunks that are used when they need to be fluent, accurate and meaningful in communication.

As formerly mentioned in the introduction of this chapter, Lewis (1993) intended to change the idea of grammar and lexis. For Lewis, the phenomenon was that the lexical approach was comprised of a set of grammaticalized lexis not lexical grammar. Therefore Lewis placed lexis as the pillar for the creation of meaning, whereas grammar was observed as a second aspect. As mentioned in the previous chapters, the current strategy for teaching PV is based on the premise that these are to be taught as "chunks" of information, which when combined may produce various results as it depends on their coherent context. This task will become much easier if most collocations of words are taught in a context, one that is closely related to the students' real environment. The teacher's responsibility is then, to help in the improvement memorizing these lexical chunks in order to have them accessible

for the students when facing real-life communication. This in turn means that contextualizing the lessons, in the case ESP, might be suitable for this development.

One of the readings provided a very interesting approach around the method of introducing this topic in the classroom. The idea of using 'metaphorical motivation' as a strategy for teaching PV is introduced by De Knop and De Rycker (2008) in their study. Their approach is to provide similar tools as those offered when teaching idioms. According to these two authors, the array of meaning that is presented when teaching idioms such as 'the cat on the mat' (De Knop and De Rycker, 2008) is represented semantically, with much imagery, and in a contextualized environment. For the learners this becomes motivating and facilitates learning as it can be related to any situation. Their recommendation is to take on the similar word/expression when introducing PV. This of course, would be applicable to the context that this paper plans to study. There are other opinions regarding the teaching of vocabulary that are equally pertinent for the study. The position of lexis in the teaching of language is thought to play a primary role. However, Nettingger (1980) suggests that teaching should be based on the idea that language production is the brainstorming of available units in the learners' memory that are appropriate for specific situation. The understanding of these units depends on the fact they are to be clear for the learners in terms of knowing the patterns to predict in various situations. The instruction given by the teacher should then be clear and should offer the learner these patterns and the ways they can be brainstormed along with the situations that take place. There are activities that encourage this learning environment. One of them, and particularly the one that will be used in this research, is working through language corpuses. These activities would be created by the teacher as part of the lesson plan and used during the intervention.

The use of a corpus can be found under several data collections sources. For instance through use of computers, these sources include the British National Corpus (BNC) and the COBUILD project in Birmingham University in England's corpus. However there are also specialized corpora such as: teenager talk, casual conversation, and business conversations among others. Corpus linguistics has led to the creation of specialized dictionaries, as it is the case of the many versions of available Phrasal Verbs Dictionaries. However it is worth noting that although resources like dictionaries are readily available to learners, finding meaning through context is easier.

The reason behind applying the Lexical Approach for enhancing the use of PV in business communication stems from the reality that these adults have already acquired a large number of lexis along the years. By this time, they are presumably at an advanced stage of language learning. Considering they have a certain command of main grammatical structures of English, the single most difficult aspect they face is mastering spoken skills in their business environments. In spite of this, the Lexical Approach may improve students' comprehension of spoken language. Due to the fact the Lexical Approach focuses on "chunks" of language, it may offer the learners the opportunity to grasp meaning of larger units of language or phrases in order to understand meaning. Additionally, the Lexical Approach would also appeal for using of a more natural language, instead of the mechanical language heard through the tedious use of cognates. This approach would offer the students more control of their own language, having chunks readily available; students may learn how to use it in communication, fluently and naturally.

The idea of creating a lesson plan based on a set corpus and a context becomes more enticing after having investigated and researched similar theses. Other researchers, like Weibel (2006), and Muhammad (2007) in their conclusions have agreed on the teaching of

contextualized chucks through the Lexical Approach. One of the conclusions that inspire this particular research states that the Lexical Approach, if implemented appropriately, will help learners acquire suitable lexis for their needs.

A very simple and forthright approach found on the British Council's website makes reference to the teaching of PV using the lexical approach. In this short reading, the writer (unknown) points out two strategies. The first is to present the PV grouped under a lexical verb group and the second to present them as lexical sets. Considering the results might vary according to the context in which they are used, there is a need to break them apart into smaller parts; this is to say the discrimination between lexical items and lexical sets. The first focuses on the fact that PV have a single meaning, whereas the later refers to the fact they are independent parts.

The purpose of the approach explained on the British Council's website, coincides with Michael Lewis' approach (Thornbury, 2006). Similarly, it focuses in the introduction of new vocabulary that will have to rest in 'storage' or memory. Ultimately the second language learner will have to retrieve from his/her memory those PV and place them into context. The idea is for the student to comprehend how PV function in the English Language.

Most written work such as magazines, newspapers, and other media uses a less 'controlled' English, as Weiss (2005) explained in his paper. As a result, these written words would enhance the use of PV. In another study (Abdaoui, 2010) mentions how teachers are in charge of teaching colloquial and communicative competences. Adding that these expressions, idioms, collocations ought to be taught explicitly in order to increase awareness. By doing so, the teachers will help students pay attention to these as well as notice them in communication. The research also highlights the importance of providing

proper feedback during instruction. More importantly the use of authentic materials based on the learners' needs. In addition, the study discovered that students have already some chunks of information, which in turn will be useful for recalling multi word units from memory (Abdaoui, 2010).

The findings before mentioned reiterate once again, the principle of this research. Nonetheless, in another study, Boers et al. (2006) discovered that more than just noticing idioms (or PV), it is important to continue with learning these units. This happens specially when there is an enhanced level and a vast awareness of the language. In such research, the authors also ascertain that the teaching of PV may be unappealing to the learners. However, through cognitive linguistics the teaching of PV has become insightful through use of potential mnemonic strategies. Such combination, although not entirely relevant to this research, brings to light new possibilities. In this research, the possibility and/or the goal is to use cognates - those the subjects control very well - as the means to introduce new vocabulary, such as PV. As pointed by Nation (2002), learning new vocabulary via means of lexical sets can have a positive effect when the learner's knowledge of the language is more familiar. Nevertheless very little has been written about the topics of this study, in order to provide a greater scope for this study. After having researched in various databases such as ERIC, EBSCO HOST, and EXLIBRIS PRIMO; using a key words combination of 'phrasal verbs and the lexical set strategy', it was not possible to retrieve relevant information. There has been research conducted in the lexical set strategy for vocabulary learning, as there are many investigations on PV. This research however, focuses on two research areas simultaneously in a Spanish context.

After having investigated on the topics that are relevant and worthy of study, the next step to follow is to design the most suitable research for the linguistic needs of the

subjects. The following chapter will explain the steps the researcher prepared for this research.

RESEARCH DESIGN

In contemplation of the information presented in the two preceding chapters, the reader should find in this section a justification of the process that had taken place during the research. With much expectation, the researcher hopes the reader(s) find(s) the following description useful for understanding the connection between the purpose for doing this study, and the methods that had been used for observing the "phrasal verb phenomena" that has taken place.

The type of study

In terms of selecting a type of study that was suitable for the problem at hand, it was necessary to consider certain variables. It was required to speak of research in terms of science, the 'Scientific Method' being the pillar for this topic. Although the research for this paper encompasses many of the factors used in the scientific method, this particular study involves a participatory approach of an issue seen very often in the classroom. To put it in more gracious words, this study intended to provide "*learning through doing.*" Now that the issue had been identified, the researcher had *tried* some techniques to improve it, analyze their success and/or failure, and time permitting attempt it again.

However, the simplicity described above came from the outstanding work of Lewin (1948), who was generally accredited to be the person who coined the term: action research. The author stated that this investigation had been seen as a research in which one had the opportunity to compare conditions and its effects on certain forms of social behaviors. (Lewin, 1948) His approach consists of a series of spiral steps in which the investigation process would behave. Lewin's spiral consists of the following factors:

    a.   Identification of an idea

b. Reconnaissance or fact-finding

c. Planning

d. Take first action step

e. Evaluate

f. Amend the plan

g. Take second action step

This model was later modified by Dewey (1997), who as an educational philosopher, and opted to apply this same research model for the development of teachers benefiting the community in light of applying learning in social contexts. Dewey pointed as his main idea to have investigations done as "problem-solving" techniques. However it was Corey, who years later introduced the Scientific Method and changed the view of it as research and its application of information. In other words, a "solution-oriented" investigation like this one that today is known as a qualitative action research.

The main purpose of this type of action research was to get meaningful insights that would respond the initial questions posed, as read in the former chapters. This research had also displayed the phenomena that had taken place during the pedagogical intervention. This involved a series of analyses that came directly from the data collection that took place during the pedagogical intervention. Through exploring, understanding, and answering the questions about an observed phenomenon, this study intended to research the teaching of PV (based on corpus linguistics) in a business context.

The participants and their setting

The subjects were in a B1 level as determined by the Common European Framework of Reference for Languages. They were business professionals averaging 45

years of age, and who were in upper management positions in their respective companies. Despite the similarities, these students had a clear difference. They did not share the same classroom space. In fact, the students were in separate classes and different businesses or industries. In total there were two groups, a private (one-on-one) and a group class. Despite this, the students did share some characteristic traits. As part of their work routines, these students were required to travel often to countries such as: United States, England, India, Denmark and Brazil mainly, where they depended on their L2 (English language). Additionally, whether in Colombia or abroad, they engaged in: conference calls, videoconferences, presentations, meetings, and seminars, all of these conducted in English. During any of these work related interactions, the students either played both active and/or passive roles as their participation and product knowledge was solicited by their respective corporate figures. In these environments, the students were able to convey meaning through technical terms, and other lexical items (cognates, mainly) with outmost security and conviction. However when the oral communication became less rigid and more casual, these students suffered from "mind-block." In terms of having a "*technical*" understanding of grammar, it had been observed that the students dealt with English perfectly as far as morphology is concerned. They were able to recite the rules of grammar, yet they lacked the usage in situations where they should have reacted naturally. As a consequence, the subjects lacked the ability to engage in spontaneous chats in English speaking settings. Whether business or social gathering, the students preferred limiting their interventions, and opted to listen to those who were better able to speak. Furthermore, as explained by one of the participants, the need to understand certain vocabulary words that were not recognized was one of the most frustrating situations when interacting with speakers of English.

As a rule, the subjects of this study lacked the ability to express their vast knowledge in a second language, without using cognates. This however, resulted in using false cognates as it was observed during class instruction. They did not have the knowledge required to differentiate a phrasal verb in oral communication. Although they were aware of their existence, they were not capable of recognizing, and even less using them. Thus, PV became an obstacle in the process of language learning. This barrier fostered a major issue mentioned before. The subjects refrained from interacting with their peers, did not have the will to respond or actively participate in oral communication.

In conjunction with the aspects described above, as demanding as the management roles were to the students, so were the students with the process of learning English. For this reason the students were mostly concerned about making mistakes, a trait that in their business roles was definitely not allowed. Therefore the students expected to be corrected right after the mistake had been made. With their perfectionist and demanding way of thinking, they desired to be forced and pressed in pronunciation and fluency; it was their requirement during class time. Furthermore, they also had to handle themselves in settings where they had to react casually or in occasions where they needed to "break the ice." These were very frequent considering their social context. In the students' words, there was a deep desire to "let loose in casual settings with formal language." For this reason, all their classes were targeted to meet their needs on an individual basis. As a consequence, these classes did not follow or adhere to neither a syllabus nor a lesson plan. Instead they covered topics that were to be used immediately. Therefore, the instructors had created all the materials used for instruction for the students' language development.

In consideration to the summary given, the reader should be informed about the methodology held at the institute, where the researcher has developed this study. The

institute's name: Corporate English Solutions (CES), a privately owned institution born in

2009 in Bogotá. This institute offered programs to business professionals and to others

mainly with the aim of covering topics that would had been most useful to each company.

It was an eclectic approach that offered its teachers the flexibility to create and design

lessons where the main objective was to prepare students for dealing with their contexts

right after every class. In doing so CES offered specialized programs, which targeted

specific corporate requirements. So as to better enlighten the reader, ahead the language

institute's mission statement:

> CES is a unique, innovative and dynamic company well-known for its tailor-
> made English programs. We are our clients' partners throughout their learning
> process: our partnership provides the best solution for every English related
> necessity of today's globalized world. Our students develop solid and efficient
> English skills that enable them to maximize their professional potential. For us,
> there are no barriers. ("CES Institute Mission[2]", n.d.)

The institute provided the researcher with a number of particular needs that are

observed during the needs analysis process (see Appendix K). In it some of the learning

aspects that were highlighted as problematic were: presentation skills, knowing how to

prepare and to deliver information to a foreign audience; expressions and vocabulary used

in technical presentations, business slang and jargons, casual English (where a review

expressions and vocabulary related to 'everyday life activities' such as: socializing, dealing

with immigration officers, complaining about services abroad etc.). Notwithstanding that

the institute did not had a curriculum or a syllabus, it did offer a virtual platform where the

teachers had access to a menu. The menu was previously prepared as a result of the needs

analysis, for each client. In it, the teachers selected the skill(s) and/or activities that would

---

[2] Mission statement for Corporate English Solutions (CES) Institute.

have taken place in each lesson, with the goal of having all the proposed topics completed

by the end of a three-month module. The purpose of such designed platform was to offer its

clients, or students a measurable corporate result of each student's progress.

The researcher's role

The researcher's responsibility was to encourage the readers to expand their

knowledge about the topic at hand. There were a few key elements that aided the author to

accomplish this. One of them was the high level of self-reflective consciousness placed

towards the research activities. By using personal reflections and providing accurate data,

the reader would have rested assured the information presented was authentic and reliable.

More than this, the researcher was mindful that the information here presented was subject

to knowledge production, criticism and further questioning.

The role the researcher took during the research was that of a participant observer. It

was the author/researcher who took part of the activities, and observed the outcome of

these. The researcher was then going to test a particular strategy and analyze behaviors. The

researcher would then build a bond (Berg, 2001) between her observations, and the

application of the lexical set strategy as a way for introducing vocabulary. The researcher

served as a facilitator and collaborator while the subjects bring information for the researcher

(Berg, 2001). The researcher also would have followed to tackle the problem encountered by

the subjects in a certain context, and used theories "to explain and resolve the problem"

(Berg, 2001 p.187)

Data collection instruments

Some of the few instruments considered for this research were based on observational schedules of students via recording (video tape and/or audio). Ahead the reader shall find the instruments that were used during the length of the research.

Journals

The purpose of including a journal was a practice that began before the elaboration of this research. This type of data collection method served to answer the questions of what was being observed (Burns, 2010). As a result, this process fed the idea of becoming a better teacher. First of all, the entries in the journal were done with the purpose of understanding better the needs of each student, as they were quite specific. It was necessary to pose specific questions in the journal so as to match them with the research questions (Burns, 2010). This tool had served to build the grounds of the investigation about the teaching of PV through the lexical set strategy.

Although the information there contained did not follow the proper requirement of a Journal, it had become a routine to be done right after every class. The goal was that the researcher would find an introspective analysis by questioning the observations that took place during the pedagogical intervention. As the intervention moved forward, the journal became more and more consistent, with clearer patterns in terms of its structure. For this reason the researcher gradually noted the need for answering three main questions. (It is worth mentioning to the reader, the questions depicted below were offered during class instruction by one of the teachers of the Master's Program at Universidad de La Sabana) The three main questions were:

a. What worked well in the lesson?

b. What did not?

   c. Why did it not work?

  (Appendix D)

  These questions were answered around the topic of PV and its application through the lexical set strategy. There were a few considerations that were currently alight. First and foremost, this data collection instrument was considered to be a non-reliable source (Orber, 2001). As an alternative it needed to be considered as an experimental analysis for referencing certain observations. The information written intended to serve as an evaluation of events after each lesson. Making reference to the questions noted above, the researcher had easily related its connection with empirical data. Despite the level of informality in which journals can be written, these do depict anecdotal pieces of evidence (Orber, 2001) that aided the researcher to better evaluate the effect of the strategy that was applied. Since these observations could be seen as subjective rather than objective, they required to be complemented by other instruments that could extract a deeper analysis from them.

  Field Notes

  The main role for using this instrument was to complement the observations written in the journal. For this research the use of field notes served as a association of the observations and the theories, as a reconciliation tool. This in turn enhanced further the investigation given it intended to raise high-order thinking questions, so as to deepen the investigation. Ideally, such questions would lead to a structure of well-organized patterns which will aid the researcher to better explain the observations in a theoretical framework (O'Hanlon, 2003). One of the advantages the author found in using this instrument was around its structure, as there was not a set one. This meant that field notes could have been drawings, key thoughts, key words, etc. In order to have control of its use, which is by all

means subjective, the researcher focused these field notes on the matter of the lexical approach (Wallace, 1998). Field notes represented an analysis of the observations done by the researcher, together with the lexical set teaching strategy; this was a methodological note taking process. Additionally, the field notes also contained a theoretical purpose, as they attempted to derive meaning from the observations noted in the journal (Wallace, 1998). With this in mind, the researcher declared meaning from the observations based upon the lexical approach theory. Once this process took place, a more objective viewpoint came to light providing some slight reliability. Just as journals, field notes lack reliability; therefore, they too required an additional instrument that fulfilled such requirement.

Interview

The purpose of using this instrument was to collect data from the student's perception. The idea was to get information from their experience in regards to the lexical set strategy. Although this is a qualitative research, interviews are considered as useful data when they can offer meaningful relations. In order to accomplish this, the researcher posed questions that allotted substantial and factual data about the strategy and the learning process that the research aimed (Kvale, 1996).

Aside from the usefulness of interviews for this research, it was imperative to pay close attention to the responses provided, as they were rather personal and directly related to the respondents. In this research the questions (see Appendix D) were based on the suggestions from author Kvale (1996) who clearly stated types of interview questions for qualitative research. In accordance to this classification this research used three types of questions: introduction, specific, and direct. However, during the interviewing process it was necessary to add interpreting questions, so that the researcher would obviously,

understand the possible answers. Given that the subjects were well aware of the lexical set strategy, it was important to further elaborate their answers.

In terms of the collection of this data, there were two sessions that took place for interviewing the subjects. One took place in the middle of the implementation, and the second by the end. The reason behind this was to get crucial information about the lexical set strategy, in terms of teaching PV. These two sessions seemed reasonable.

Research objectives

One of the objectives was to determine how far business professionals commanded the use of PV prior, during and after the strategies that were applied. This was necessary for setting the work field. While the strategy was being implemented, the author paid attention to the second objective, which was to identify how effective the lexical item teaching strategy had resulted. In the third objective, it was critical to focus on the potential problems business professionals encountered during the learning process of PV through the lexical set strategy. Finally, the ending objective was to explore what processes adult learners went through when learning new vocabulary through the lexical approach.

Ethical Considerations Context

Last but not least, the author was ever mindful of the ethical considerations. One of the many constraints action researcher face falls around the topic of confidentiality, among others. The reasoning behind this is related to the fact that the data collected was analyzed in general terms, so as to support interventions and inferences (Morton 1999). This system could have corrupted data, as this study was observing generalities from observations from

all students. In order to avoid this, the researcher diligently followed a triangulation method (Corbin and Strauss, 1990).

The subjects of this study provided the author with a collection of data, which directly impacted the subjects (students). Therefore their individual rights had to be protected, and they needed to be treated with outmost fairness. This particular group of students was chosen for the reason that they were in need of communicating freely and with certainty as their job position anticipates. The students were from various business backgrounds: Business Administration, Sales and Marketing, M.D. General Managers, Engineering, and Finance. All students worked in different international companies present, at that time, in Colombia (see Appendix J).

In order to protect the individual rights of the subjects, a consent letter (see Appendix A) was given to each participant so as to inform them of the purposes intended during the hours of intervention. The content described in the letter was modified with the mere intention of acting responsibly, and with the disposition of acting virtuously. The author was aware of the responsibility that had been undertaken when involving others in a project as this one. The actions that took place during the pedagogical interventions were done under total awareness. This meant acting with prudence under proper conduct.

Validity and Triangulation

The final step for a successful design was to evidence if the questions were answered. This meant that the data collected during the pedagogical intervention ought to be objective so as to better interpret and reflect upon. After doing so, the author had to: compare, contrast, and crosscheck it so as to determine if a particular finding was evidenced through another source. In this way, the reader could be confident as the

evidence collected was well supported rather than a biased work. There was an array of

methods that were used for maintaining balance during the process of triangulation (Corbin

and Strauss, 1990). This research used two methods: time and theory triangulation. The

first refers to the instances in which data was collected. For the purpose of clarification the

reader shall expect to see data collected at the beginning, middle and end of the pedagogical

intervention. The latter refers to the way in which this data collected was analyzed; as the

reader might have presumed it does refer to the actual theory, in this case the Lexical

Approach Theory.

      As a final thought, the process of triangulation aided the researcher to better explain

phenomena that might contradict and not support each other. And provide a 360-degree

view rather than a limited point of view from the researcher.

PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

This chapter served as the plan that took place to test the Lexical Approach theory. Most specifically the Lexical Set Approach, as a mean for teaching PV with the purpose to enhance the student's oral communication. The advantages of using the lexical set strategy had been proven evident by many authors. The lexical set strategy offers the students the possibility of classifying new vocabulary in "chunks" of sequential information. The goal of this research was to see if the lexical set strategy yielded the same results as it had in other researches. There was however some interesting results gathered after the intervention. These results resulted in changing the main questions initially posed. The change that took place was extremely satisfactory as it opens the possibility to deepen the investigation. The direction that the research took was more profound and of great interest to the researcher.

As previously stated, the subjects who agreed to participate in the study share common traits. In terms of their professional background, these students held upper management positions in their respective companies. Moreover, since the students had shown their professional capabilities throughout their work experience, and in order to continue with such success, they required managing English as a second language effectively and naturally. For this reason it was necessary to create an effective lesson plan, with the appropriate corpus, as the one that shall be described later in this chapter.

Action Plan

In order to comply with the design described in this chapter, the reader can make reference to the action plan designed. This served as the guide, and as the chronological timeline of the process this investigation underwent. (Appendix C)

For implementing this research, the researcher believed it was pertinent to create a structured lesson plan around the topics chosen by the students. To remind the reader, the topics were described in Chapter 2 of this paper. As pointed there, the students provided to this research with sufficient information to better design the lesson plan needed for this research. The topics that all subjects agreed upon were: meetings, negotiations, recruitment/training, marketing and budgeting/forecasting. These topics were not chosen randomly. In fact these happen to be the most common scenarios in which the case subjects required oral communication in English as a second language.

However, in consideration to the fact these adult learners comfortably used cognates in their speech an interesting mix arose, a list of the most frequent cognates was obtained, and from it, the phrasal verb corpus was designed. By doing so, it became much easier, and less time consuming, to sketch the lesson plans and the materials used for this research. The advantage of mixing well-known and frequent cognates was obvious. The students had already selected the cognates of their liking, which was noted during class. Therefore the activities planned, helped them link previous knowledge of PV faster and easier. This cognitive strategy is known as transfer. Furthermore, the sequential order or lexical set in which the cognates were organized depended on each student. The goal was not to control the presentation of new vocabulary during the lessons. On the contrary, the aim was to allow the students to independently select the cognates, and later create the sequential order of these as per their own experience and previous vocabulary knowledge. And after, continuing with the introduction of new vocabulary, replacing the cognates they frequently used. This was done through flash cards (see Appendix H).

In the lesson plan, (see Appendix B), the students underwent a process of recycling new vocabulary and assessment. In consideration to the fact the students had to continue

with other grammar topics, they were instructed a one hour and a half per week on the topic of PV. This meant that the students required having sessions on recycling vocabulary so as to increase the practice and the goal of internalizing new vocabulary. The sessions for recycling vocabulary were divided in two categories: one that related to an informative presentation, and the second that related to activating schemata. A final step created, helped measuring the lexical set strategy. This was called the assessment (see Appendix B). This assessment was based on a formal presentation.

It was important to note that all activities took place in oral contexts, as the main goal of this research was to improve speech skills. In addition it is worth to remember that the subjects of this study were not in one group. Instead, the implementation was done in two separate groups: a private student and a group of three members.

Aims

During the pedagogical intervention there were a few objectives that were aimed towards all the individuals who would take part in the research. Not only towards the subjects of the research, but also towards the researcher and colleagues. Indeed these goals were significant to the subjects as the main aim was to improve oral communication in their speech by using PV. The expectation was that the introduction of PV also helped them become more natural in their speech. Even more, the students might have also been able to improve their listening skills, as they will have been familiarized with the form and use of PV. This aspect was not considered in this research but it became a possibility indeed.

An aim for the students was to find, through the implementation process, a personalized strategy that would increase the students' awareness. At that moment, the students handled the use of cognate words to convey meaning. However, it was necessary

to improve their existing skills. The idea was to give them the possibility to communicate with more than one word, so as to avoid repetition of cognates. Furthermore, with their existing world knowledge, it was possible to have attempted to improve their oral communication. During the time spent with the students the researcher had the opportunity to understand their needs. For this reason a lesson plan, based on the topics the students interact with the most, was created. The students understood the importance of familiarizing with idioms and expressions. This was their personal goal. This research sought to meet their needs.

Along with the lexical set strategy, the researcher planned to put into use the already known vocabulary. In consideration to the fact that the subjects were deeply comfortable with the use of cognates, the introduction of new vocabulary parted from this existing knowledge. The plan was to begin the sequential order of activities, in the given contexts with the verbs the students knew. After this process was completed the students had to unveil the PV that corresponded with the cognate verb. By doing so, the sequential order made more sense to the students. During the pedagogical intervention, it was possible to realize it was necessary to build a stronger connection between existing and new vocabulary. Therefore, the researcher was able to accomplish this with the use of flash cards (see Appendix H).

On the other hand, there were personal aims that the research planned to accomplish throughout the process. One of them was time management. This consisted of inferring effective lessons within a ninety-minute class. The goal was to deliver effective tasks and activities related to the business topics planned.

Student's assumed knowledge

It was clear to the researcher there was an advantage teaching English to this particular target group. The reasons were quite straightforward as the subjects carried with them a vast knowledge of their context. The subjects were not oblivious to topics such as: negotiations, business deals, recruitment, training, and meetings among others. With this in mind the researcher found an advantage in terms of building knowledge from the students. Besides, the subjects were in a B2 Level (European Common Framework), it was therefore possible to contemplate they were well aware of action verbs related to their business environment. Moreover, the students also displayed good knowledge of technical and non-technical cognate words, which they used accurately and appropriately in their business context.

Materials

In order to provide a healthy teaching environment certain pieces of material had been considered as aids during the pedagogical intervention.

a. Flash cards containing contextualized verb lists, contextualized cognates, and phrasal verbs.

b. Sequential map. The students were able to visualize the instances in which the taught phrasal verbs are to be used.

c. Contextual Question and Answer. Questions that aided setting the context for each lesson. (See Appendix E)

d. Discussion articles. Current articles describing ongoing business issues where phrasal verbs predominated.

e. Last minute material. Conference calls, meetings and presentations the students had during the intervention.

Student's needs

One of the most useful tools that enabled the research was the questionnaire performed before the selection of a topic worth exploring. An individualized needs analysis was obtained from each subject and from it a common need was withdrawn. The students were in need of improving their fluency in what they call "real-life situations," which were simply their most common daily routines. Although it was extremely ambitious to intend to cover most life-scenarios, the researcher had identified those that were most frequent to their work environment. The reason for such a controlled practice was due to the time frame limitations the researcher faced.

Implementation -Lesson plan-

In consideration to the readings and the analysis done in the second chapter, where the course of action for the implementation of the lexical set strategy was explained, the lessons that are written followed a three-step process(see Appendix B.)

Warmer, Setting the context

The first step was to set the context as an introduction to the topic. During this stage, and through a set of questions, the students were introduced to the topic. This step helped the students contextualize themselves, and their role in business scenarios. After the set of questions, the students had to create a sequential list of action verbs (cognates) explaining how their company dealt with such situations. The vocabulary consisted in those known action verbs (cognates), which the students managed so well. After this step, the students were introduced to the PV that corresponded to the action verbs they had selected.

As the reader can remember, this was not a limited number of verbs, on the other hand it was possible that a set of new cognates and new actions verbs came to light throughout the implementation.

The second step was to recycle the information taught. By means of a role-play, the students had the chance to put into practice some of the PV learned in the warm up section. However, in order to make this lesson closely related to the students' context it was necessary to investigate about public speaking. During this step, the students practiced five different typical public speaking scenarios: informative speech, persuasive speech, one-on-one interactions, impromptu speech and conference call speech. The main goal of this lesson was to have the students instruct me about their ideal company scenario. This served as the mean to recycle new vocabulary. Granted that the students had other grammar topics to deal with as part of their module, this step had to be created in two sections. The second part of the section was related with an empirical company situation that made a difference in their professional career.

Freer Practice

The third and final was assessment in order to measure the applied strategy's effectiveness. The idea was to give the students the chance to re-create the sequential structure through the use of visuals. Indisputably, after having taught the subjects for a good period of time, I have learned how they learn. Visuals happened to have been their preferred learning style and thus this research plans to suit their requests. Therefore, students were to do a formal presentation as a final assessment. The subjects chose the context, and the presentation sequence. However, the aim of this final step was to measure the student's communication ability, and the use of PV.

Each lesson was one hour in length despite the fact classes were of two hours in total. This deliberate decision was made so as to continue with the expected services rendered by the institution in terms of other language needs.

RESULTS AND DATA ANALYSIS

In this chapter the researcher will describe and discuss the methods and procedures undertaken throughout the data analysis. As the reader has seen, this research was based on a strategy used for teaching vocabulary to English Learners. Such strategy was coined by Michael Lewis (1993) and it is referred to as the lexical set strategy. Therefore the researcher will describe the processes embarked on by the subjects when using the lexical set strategy. For this reason this research will answer the initial question:

What kind of processes do students undertake when they use the lexical set strategy to learn phrasal verbs?

The reader should be reminded of the fact that this research was conducted in three individual groups. The first identified with the acronym SFM, consisted of two participants (male and female) working for the same company and with the same managerial hierarchy. The second group named SF consisted of a female student in a private class setting. The third and last group, called SM, was composed by a male participant in a private class setting as well. All four participants held the same managerial hierarchy. Their outstanding differences were the companies in which they worked and the roles they held during the intervention.

Data Analysis Procedures

The data that this research will present was collected by means of a theoretical approach. The approach is referred to as grounded theory (Corbin & Strauss, 1990).This method is a systematic formation of theory that is developed inductively from a corpus of data. This means that for this research, the researcher will have taken different cases or situations to be seen as wholes (categories), in which the variables interact as a unit to

produce certain outcomes. The researcher in this case would take these components and

dismantle them in search of identifying its "properties and dimensions" (Corbin & Strauss,

1990, p. 46). Consequently the findings that result from this will allow the researcher to

gain understanding, thus allowing making inferences. The outcomes mentioned above,

would result as the core elements for stating a hypothesis to an emerging theory. When the

grounded theory method is done well, it means that the resulting theory will fit at least one

dataset perfectly (Corbin & Strauss, 1990). One of the main thoughts the researcher

considered salient during the analysis procedures makes reference to the statement below:

> Generating a theory from data means that most hypotheses and concepts not only come
> from the data, but are systematically worked out in relation to the data during the course of
> research (Glasser & Strauss, 1967 p. 4).

Data Management procedures

The process of the pedagogical intervention began with a series of lesson plans created

especially for this research. From the first hour of intervention the researcher initiated to

collect data. The data collection started through means of: journals, logs (field notes) and

two series of interviews. While the journal and log were two instruments used constantly

during the implementation process, the interview was not. These interviews were instead

used twice. The first interview took place at the mid-point of the implementation, and the

second was of course used at the end. These interviews were created so as to get information

from the subjects, based on the research question. Hence, it was important to determine the

development of the lexical set strategy after having introduced it.

As the pedagogical intervention was being implemented, it was necessary for the

researcher to initiate a process of gathering or managing the emerging pieces of

information. In lieu of the way data had come into view, the researcher realized it was

necessary to organize data for this analysis based on: the subjects, the instrument and the research question (Cohen, Manion & Morrison, 2007).

Data Management by subjects

The initial organization process was by systematizing the participants' responses, individually, from the interviews conducted. Considering that during the pedagogical intervention only four participants remained active, it was very important to analyze each one's responses separately in order to maintain "coherence and integrity" (Cohen, Manion & Morrison, 2007 p.467). This allowed the researcher to analyze the complete picture per participant. Nonetheless, it was imperative to look at the number of similarities, in terms of responses and themes. In addition, it was important to assert as well on some of the differences across the data that resulted from the interviews conducted.

Data Management by Instrument

Despite that data was being gathered based on each one of the four subjects who participated in full, it was also imperative to organize data by each instrument. It is typical to see that this approach for organizing data is used along with another one (Cohen, Manion& Morrison, 2007), such was the case for this research. The main goal for such application was to grasp the data that was recorded from the interview questionnaire followed by the journal and field notes. This approach is also aligned to maintaining "fidelity to coherence of the instrument" (Cohen, Manion& Morrison, 2007 p.468) allowing the researcher to see clearly the data derived. By doing so, the researcher had the chance to better analyze the content of data, per subject, based on each response to the questions created for the interviews.

Data Management by Research Question

In order to maintain coherence and validation, the researcher also made sure to adhere to the research question. This was a very meticulous way for organizing data, as the researcher had the opportunity to "preserve coherence of the material" (Cohen, Manion& Morrison, 2007 p. 468). With this approach, the data taken from the three instruments (interviews, journal and field notes) was assembled to provide a joint answer around the main research question. This last approach allowed the researcher to maintain the focus of the research, and was the pillar method for initiating data reduction. Finally, after having used all three approaches the researcher found it necessary to make use of visual aids, as part of the data reduction process (see Appendix G). The combination of this data management was intricate for the design of the visual board that allowed the researcher better organize data and its triangulation.

Data Reduction procedures

One of the procedures for summarizing the data that was collected in this research was through developing a content analysis (Cohen, Manion& Morrison, 2007). This was yet another systematic way of examining and verifying pieces of written data (see Appendices D and E). The focus on using content analysis, allowed the researcher to focus of the meaning of words taken from the transcriptions from the interviews, as well as the researcher journal and log notes. Given that interviews contained a set of open-ended questions, it was possible to extract information from the subjects.

For the analysis of this empirical study, the researcher had begun content analysis with samples of texts (interviews, journal and log notes), later defining the components of these. Such components were limited to words, also referred to as descriptors or patterns

that were most frequent. These keywords were highlighted and later organized and/or managed by subject, instrument and research question. For the sake of making reasonable and coherent connections, the researcher referred to the patterns that resulted from the interviews (data by subjects). As mentioned before, the data was managed by analyzing the responses of each participant. The researcher then was able to better analyze these coincidences looking at the language used by the subjects of this study. By examining how the participant responded was essential for the researcher. Thus the researcher used the words that each participant used when answering to the interview using in-vivo coding (Corbin & Strauss, 1990), as the initial process for data reduction.

This microanalysis was the structure in which the researcher handled the "detailed coding around a concept" (Corbin & Strauss, 1990 p. 46). Also known as an open coding structure, such tool was useful for breaking data into small pieces in search of meaning and later for the derivation of concepts. Open coding is the ingredient of the analysis that is concerned with: identifying, naming, categorizing and describing phenomena found in the interview, logs and journals. Basically, each word, sentence, paragraph, etc., was read in search of the answer to the research question. Even though using a microanalysis was a helpful tool for data analysis, it also served as the precursor for the creating of new ideas. Hence the researcher focused on pieces of data that reflected a higher relevance, but whose meaning remained obscure (Corbin & Strauss, 1990). The researcher diligently followed these steps, and luckily was able to explore areas that were not considered at the beginning of this research. This was the main indication as to why the research question required refining, as noted in chapter two of this study.

The concepts mentioned above are then the result of the interpretation of the data gathered. The concepts were the researcher's "impressionistic understanding" (Corbin &

Strauss, 1990 p. 48), of what the responses from the interviews expressed by the participants of this study. This procedure becomes very important in action research, as it is the vehicle used by researchers so as to determine categories. In the interest of having a better appreciation of the data that was being analyzed, the researcher required a visual board (see Appendix G). Attention was focused on action verbs, nouns, adjectives and adverbs. These were the components of each of the categories that emerged during the data collection process. It is worth noting that this was not an easy process, in fact the assistance of the researcher and lecturer from the research seminar was vital for the development of these categories.

Following a simple practice learned in the research seminar, the researcher had the ability to make reference to the data gathered constantly. The process used consisted in the creation of a poster, or in this case a clean wall or mural. In view of keeping track of the data collected, the researcher required keeping these notes in an open space. A simple and rather fun method of posting small paper notes on a wall, which were readily available (see Appendix G) for a continuous interaction with the research itself. In consideration to the low number of participants and the limited time for the study, the researcher stood away from a systematic storage tool.

As previously mentioned, the researched followed a traditional way of managing data visually, which was having an available as a poster with paper notes. As data was coming in, the researcher was making modifications to the poster and taking pictures after each move. By doing so, it was possible to observe the progress and the development of the data. Moreover, the poster also allowed the researcher easier access to the data saving time.

Triangulation process and description

The data that emerged and that is considered relevant for answering the main question comes from the instruments used for this study. As this is a qualitative study, the data that surfaced needed to be both valid and reliable. For action research studies the preferred method of triangulation is referred to as methodological triangulation (Cohen, Manion& Morrison, 2007). This method fosters revelation of a given phenomenon based on a series of multiple data sources, hence promoting validation for the research.

In this study the researcher benefited from the data management method used. It allowed for the data to be organized in a non-biased manner, as it had to be considered and organized by the participants, the journal entries, and the log notes. For this reason the researcher consistently maintained an ethical posture, by assigning pieces of incoming data to each data management group.

As data was being analyzed the researcher was attentive during its interpretation. The researcher was also very careful with the journal entries and log notes. Both these instruments were limited to observing human behavior rather than personal interpretations of these. During the pedagogical implementation, the researcher was very attentive to the participant's reaction to the class instruction. When the participant's displayed an interesting question, observation, and or comment the researcher made note of it, without manipulating the participant's intervention. As the role of the researcher is of an observer, it did require for preserving a non-influential participation. Furthermore, it was more important for the researcher to report the participants' interventions using the log notes, and later the journal entries rather than engaging in a participatory situation. The reader should also consider the fact the researcher was responsible for noting relevant language used by the participants, that on its own is a process that requires for the observer (and researcher)

to maximize the time with the participants; hence using time for taking notes and posing questions instead of assumptions. Using in-vivo coding allowed the researcher to be more subjective when facing the analysis. In addition, the seminar allowed for a third party to maintain the researcher in track.

Categories

The initial and main research for this study investigated the effect on using the lexical set strategy for improving oral communication in business settings. And it also investigated the effect of using this strategy on the use of PV. During the pedagogical implementation, and as data was being collected, the questions were refined. A further analysis of the data collected revealed other findings. As a consequence, the research question was refined.

The table below reflects the categories and subcategories that arose from the data analysis. The labels created appeared from the data collection and its analysis.

Explanation of categories

From the diagram below, three main categories materialized from the data collected. One of them is a category that is closely related to the teaching strategy applied for introducing PV for adult learners. This strategy has been discussed through the paper, and it is the lexical set strategy. To the surprise of the researcher, two new categories emerged. These are visual aids and learning awareness. All three categories have different sub-categories, which also came to light with the data. Nonetheless, all three sub-categories are intertwined with the concept of the business lifestyle. In the upcoming pages, the reader will find how the researcher discovered such relationship.

Figure 1. Core category, categories and related indicators

Core Category: Work-like performance

One of the salient aspects that resulted from the data analysis was the notion of

work performance environments and its relation with all three categories. After thorough

analysis, it was possible to assert that business environments and its routinely work had a

direct implication on the manner in which the subjects of this study analyzed the process

undertaken when the lexical set strategy was applied. Likewise, the lexical set strategy is

characterized as being itself a routine-based instructional approach. The processes that

students go through when using the lexical set strategy match those of their business

environments. The subjects of this study identified the strategy and adapted to it

effortlessly. Furthermore, the lexical set strategy also presented the subjects with the notion

of routines and sequential ordering, which is in business, an operational-related routine. As

a consequence, the subjects had the opportunity to create effective tools for learning. These

tools were geared towards visual learning, and the means for storing data was based on

their own preferred technological device.

Category one: Chronological ordering

The first category makes reference to the one of the processes the students underwent

during the intervention. This category is referred to as: "Chronological ordering." When

referring to this category there is a direct simile with the lexical set approach. To remind

the reader, this strategy makes reference to the teaching of "chunks" of vocabulary

following a sequential order. The theory refers to the Lexical Approach as the investigation

of spoken language that helps noticing structures that are often ignored because they do not

follow the same grammatical pattern (Lewis, 1990). This means that the students will

eventually be able to recognize these, and other structures as well. In this research, the

participants were able to recognize the sequential aspects for learning vocabulary, as well

as how their own lives are rather sequential:

"Soy sequencial. Me gusta el orden"

(see Appendix D –SF-)

The students discovered that the learning strategy was one that was applicable to the

way they operated at work and in life. This strategy was more a self-discovery of how their

lifestyle resembles that of the strategy. In addition, the SF1 participant for instance

mentioned how the researcher's usage of the strategy resembles her personality. Likewise, participants SFM and SM responded to the interview commenting that the strategy was "easy to follow" and "logical" (see Appendix E). This sequential order is closely tight with the chronological order of events. In the pedagogical implementation, the lesson plans were based on time-based structures for handling certain topics in business. These steps were created by the students according to the way each company behaves. The researcher realized that the sequential order is personal to the subjects and it interweaves with the company in which the participants work. For instance, some companies do not follow the same sequential order for planning a meeting, nor do they use the same time for events as it was noted in the journal (see Appendix D, Lesson3).

After observing the importance that time plays in the way the participants organized for the five observed topics (negotiations, meetings, recruitment, marketing and budgeting/forecasting), there was a clear relationship with order and time. This resulted to name the first category as chronological order.

The related indicators are the concepts that the participants had towards the lexical set strategy. All four participants made mention of how the lexical set strategy offered an easy and logical order to be followed. These adult learners were able to make connections between the way the lexical set teaching strategy and the way they process new information. To that end, the researcher concluded that such sequential ordering of events does require a logical structure as a component for processing the lexical set strategy. Moreover, the researcher also found that the logical order in which the participants operated was not universal. This means that the participants had some notorious differences in arranging business events chronologically. Furthermore, these business events were tied to the company's culture. And as a result, the participants operate by such classification. For

example, participants SFM worked for the same company, they were able to organize the

sequential order for planning for meetings and negotiation in the exact same way. The

participant SF followed a different structure, one that resembled the company in which she

worked (see Appendix H). In the case of participant SM, he followed the company's

systematic manner of structuring negotiations. These, unfortunately, were not shared as

they were and remained confidential to the company and prohibited for distribution of any

sort.

After this analysis, the researcher found that the work environment and culture of

each company had an outcome on the participant's classification style. Observing the

differences in sequential ordering of events for a general topic such as negotiations,

amongst the group served as a determiner to understand this outcome. As a result the

category entitled Business Lifestyles was born. The reader shall find how this last

subcategory becomes central in the analysis of the research's data. In this research it has

been proven that sequential ordering is a favorable strategy for introducing vocabulary.

Furthermore, this research has also confirmed the effectiveness of the use of visual aids,

such as flash cards, to motivate and stimulate further strategies that would be suitable for

each learner, as it will be demonstrated below.

Category two: Visual processing

During the pedagogical intervention, the researcher did not consider the need to

provide any sort of material for the students. Nevertheless, after having used flash cards in

a normal class setting the researcher felt these might turn useful. The researcher did not

plan for having flash cards or any other visual aids as an intricate component for this

research. Instead, these flash cards were used for facilitating the teaching instruction of PV.

Noticing that the use of flash cards was not highlighted for this research, the researcher had to focus on the effectiveness of the lexical set strategy and the processes the participants underwent. The results from the data demonstrated surprising outcomes. All four participants sought for visual aids on their own as means for gathering material for their own study.

One of the factors that amazed the researcher was the way the participants searched for ways for acquiring material. During the intervention, the researcher was merely interested in applying a strategy; therefore, the use of the board and flash cards was sufficient. However, the participants realized no materials were delivered. To the surprise of the researcher it was noted that the students deliberately used their handheld devices to take pictures of both flash cards and board (see Appendix H). After the second lesson (see Appendix D) the researcher noted the behaviors from students as log notes.

This research demonstrated that this type of participants has come to appreciate and value the need for material. And as an unforeseen event, the students have proposed a way to store information through relying on visuals (Appendix H). Interestingly, the participants who used their handheld devices were not from the same company background, nor where they of the same gender. Out of four, only two participants were the ones who relied on pictures, both of them with two very different work environments. To be precise, the participants were: SFM (male) and SF (female). Each participant was, at that moment, working as department managers for IT and Sales respectively. The remainder two relied on written work. Participant SFM (female) took notes of the information written on the board, just as it was written. However, participant SM was far more resourceful. Not only did he rely on a technologically advance notebook that records audio while one writes on it, but he also created a cartoon board as a visual aid.

After these unrelated behaviors took place, the researcher then discarded the nature of them being a gender or work environment related. It was necessary then to conduct some investigations about andragogy make reference to the way adults learn. When adults discover that learning a particular topic is for real-life situation, they become more ready to learn (Knowles, 1990). This readiness for learning increases their motivational level, as it links it with self-esteem (Knowles, 1990). The way the lexical approach moves towards a logical and organized structure, the more it becomes oriented towards the adult's life-centered learning direction. In other words, when adults are able to acknowledge that teaching will directly impact their lives it becomes a motivator. This means that their attention to learning, particularly in this research, adults seek for alternative material gain. Although the topics learned were tailor-made for their needs, in the interview the participants asked the researcher to offer topics about their lives instead (see Appendix F).

The absence of materials fostered the creativeness to hunt for resources that would suit each individual. Either with technology or written notes, the participants found it necessary to create a connection between the lesson and their needs. The participants established the tools for their own learning. The participants, who were managers for major international corporations, valued self-directed instructions. Besides, the participants possessed problem-solving skills and their own critical thinking expertise to come up with an effective solution to the absence of materials. To this end, the participants had the capability to figure out their own strategy for retaining information during the implementation. They were able to figure out strategies of their own, with their preference, which were readily available; just as the one they use in their work routine. The information of new words was presented in a logical and sequential structure, just as their work environment functions. A work environment that is merely operational, where the

participants are to follow exact instructions with a standardized process that has a defined

organization. This environment was regarded by the participants during the pedagogical

instruction, when they organized the corpus (see Appendix I) in accordance with their

companies' values. This group of adult learners is responsive and motivated to internal

pressures; and as Knowles (2009) stated, these are linked with their desire to have increased

job-satisfaction. Clearly the participants have successfully incorporated their companies'

values with their own. The image below represents these new ways of learning.

Figure 2. SF1 Blackberry picture of flash cards

Category three: Learning styles

In addition to the fact that students applied their problem-solution abilities for

generating materials, they too became aware of their individual learning styles. This was a

reoccurring concept that arose from the data collection. All four participants demonstrated,

in their own appreciation, a correlation between the procedures used for learning, their

learning tools, and those of their own work environments.

One of the salient aspects that the data offered was based on the participants' acknowledgment of the importance of being sequential and organized. In the final interview conducted (see Appendix F), all of the participants were asked about their appreciation on the strategy used and their own memory styles. The responses were rather similar:

*"Use the list, **the number of times that I require** to memorizing the new meaning"*

SF answer to Question 4 (see Appendix F)

*"I have the smartpen[3] that **helps me re-play the class"***

SM answer to Question 4 (see Appendix F)

*"Basically by **forcing myself** to change a little bit my vocabulary, going back to my notes **as many times as necessary and surely**, at the beginning having a link with a very known verb"*

SFM (male) answer to Question 4 (see Appendix F)

*"try to **use at least 2-3 each time** I talk in English with my boss, **to force myself"***

SFM (female) answer to Question 4 (see Appendix F)

The participants highlight the importance of placing pressure in their learning so as to achieve their language goals. Although in this research the instructions for learning vocabulary were introduced using task-based activities, the students looked for their own commands for memorizing using visuals. Furthermore they recognized that pressure and repetition is essential for using new vocabulary. When looking into leadership traits and behaviors, it is plausible to explore Theory X and/or Theory Y Managers (McGregor, 1960). In this theory managers can be classified to be either X or Y Managers. The traits of those who are known as Y Managers, is very similar to the participants of this study. In consideration to the fact these participants require to be "forced" for learning vocabulary,

---

[3]Smartpen is a device that records audio while writing on a notebook.

so do Y Managers do, who believe that physical and mental work effort is natural and seeks responsibility (McGregor, 1960). Furthermore, in analyzing the core values for each of the three companies in which the participants work, it was definitely a general parameter of acting responsibly. This responsibility leads to self-direction and self-control to achieve objectives (McGregor, 1960). Therefore the consensus amongst the participants is that they ought to make an effort to work in the memorization tactics. This imposition comes directly from their leadership behaviors.

Just as the participants discovered the way they would practice new vocabulary, they suggested how they would explain the lexical set strategy to others. These were their answers in the final interview (see Appendix F)

*"At first, I will **list the normal activities that I do in my life**, with the traditional words that the people know. Meanwhile the activities description, I will **repeat the words** (verbs) many times to do **emphasis in the real importance** to discover more words, after the people will **listen many times the same verb**, I must DRAW UP the Phrasal Verb... Summarizing the new list of verbs that the people will discovery"*

SF answer to Question 4 (see Appendix F)

*"I explain this to (…). He was looking at the cartoons. I say to him this was my class of phrasal verbs. I showed him the animations and the phrasal verb. **The order we did in class**, was very interesting and logical"*

SM answer to Question 4 (see Appendix F)

***"Relate known verbs with new PV** in a didactic way so students may go through those combinations, and start to use them with total understanding of what they mean"*

SFM (male) answer to Question 4 (see Appendix F)

*"I would say that it is difficult to learn a lot at one. The idea is to **take groups of 3-4 and try to memorize or learn and put into practice**. And then, take another group, etc."*

SFM (female) answer to Question 4 (see Appendix F)

From the samples above, clearly the participants have also come to understand how the strategy used in the lessons follows a logical sequence. A sequence that is applicable to their context. The participants understood the order and its purpose when introducing new vocabulary, as it relates to the way they process new information. These aspects happen to be the core components for the proposed Lexical Approach. The participants have found that they have been able to recognize their own learning styles and needs, after the application of the lexical set strategy. On the same token, participants SFM were creating their own sequences of their life scenarios (see Appendix D, Journal lesson 2). They expressed the importance of their own development with that of English. Additionally, one of the participants recognized the importance of handling small amounts of vocabulary from three to four words. During the pedagogical intervention, the researcher allowed for seven to ten words.

Conclusions to data analysis

As a final remark, the participants' responses allowed for making a conscious connection between their business lifestyles and the relation of it with the lexical set strategy. In terms of the need for following sequential and logical structures both the lexical set strategy and the participants' business lifestyles are systematically similar. The similarities that were observed provided a positive outcome, as the students were able to seek for materials that would allow them to learn PV. Indisputably the lexical set strategy was effective in the process of learning new vocabulary, but so were the various tools each participant sought during the pedagogical intervention. By means of using the technology at hand and the hand written notes (as an agenda), the participants demonstrated a genuine

connection to this study. The process of learning in this case was equivalent to the daily routines of the participants. This previous statement became the most meaningful piece of data. This research demonstrated the importance of understanding the context in which English is taught and how such environment can be used a tool for instruction.

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Results and analysis

The results that arose from the observations made in this research allow the researcher to answer to the research question effectively. The process that the student underwent when using the lexical set strategy are derived from the participants' working performance. One of the processes was sequential and chronological ordering. The second was visual processing and the search for visual aids. The third and final discovery was learning awareness process and the need for having imposed practice. The investigation proved that in fact the lexical set strategy was effective for teaching and learning PV. To this end, it is possible to vow for the strategy and promote its use for ESP teaching contexts. Furthermore, the strategy offered to its participants the opportunity they desired, to learn PV in contexts in which they needed to use them. The strategy also served as the platform for the introduction of new PV and their meaning. The students at the end of the pedagogical intervention were able to use PV in other contexts accurately and naturally. It goes without saying that Lewis' (1993) work has offered a technique that suits the needs of the students and those of the teachers as well.

Significance of results

The importance of the aforementioned outcome revealed that the strategy applied had a direct implication in the individual learning style of each participant. The mere fact that the data collected reflected information about the way students handled learning with no extra material was very enriching for this research. By simply focusing in one aspect of the teaching experience, as was using a strategy, it was noted that other aspects are of great consideration as well. For teachers and researchers this might be implied but, as this study

demonstrated, it may be possible that focusing on teaching strategies maximizes the students' preferred learning strategy. In this study there were three different types of visual aids that were used by the students without being listed as a requirement. The students used tools they use in their business environment. It was not foreseen to have gotten facts regarding the subjects learning plans through the use of the lexical set strategy. However, these results were more pleasing to the researcher as the investigation took an appealing and interesting direction. The path of study resulted in analyzing the process that the students underwent and its relation to their work-like performance. In consideration to the unformed assumptions that the researcher had at the beginning of this research, there was a conceptual proposition for choosing the lexical set strategy for teaching PV.

Given that the proposal arrived from a short online reading about the Lexical Approach it was more fascinating for the researcher, to discover that the Lexical Approach was observed as a work in progress. As Harwood (2002) explains the lexical approach has not yet clearly stated its foundations and/or its implementations. Nation (2002) adds to Harwood's (2002) remark by stating that the use of the lexical set strategy can be detrimental in the teaching and acquisition of new vocabulary during the initial stages of learning. However, and as pointed in chapter 2, Nation (2002) does clarify that the lexical set strategy is effective on those learners who have a better founded vocabulary knowledge. With such claims, it was plausible for matters of investigation, to make certain adjustments to the lexical set strategy. The researcher, instead of following a stipulated activity for the learners as the ones proposed by Lewis (1993), opted to reformulate the approach. With this purpose in mind, the researcher also pursued reading about opponents to the inclusion of PV for the business English learner's oral production. As a result, the researcher felt inclined to take from the author Weiss (2005), the concept of using cognates when

communicating in business settings. On the whole, it became quite interesting for the author of this research, to combine cognates and PV in the lesson plan for the pedagogical intervention. Such decisions were drawn from the readings and the notion of having the possibility of depicting groundbreaking conclusions.

In the same way, the researcher intended to put to use the existing knowledge of the subjects of study, as a technique to foster confidence levels and withhold the apparent fear the subjects of this had when facing a class instruction based on PV. All in all, these considerations were the ones that made the research a successful investigative piece. Simultaneously, the data collected during the pedagogical intervention offered an array of novel observations, which were exciting breakthroughs. In the absence of more implementation time for the intervention, it was necessary to plan for fast paced instruction. Conversely, this was a factor that was already a norm in the teaching context of the researcher. For this reason, the researcher found that using flash cards as teaching aids was effective. Certainly, the researcher did not contemplate the outcomes of using this type of material. This was the discovery made in this research. The use of visual aids and the lack of other type of materials left the subjects of study in a dilemma. The subjects then began using the same type of technological aids used in their business contexts towards the learning of strategy they found to be logical and organized. Such response brings importance to future researchers and/or language instructors. This research might offer them the possibility of exposing the students to learning environments that are not traditional. Contrary to what is expected, the learning strategy resulted from the learners and not from the teachers.

Research limitations and assumptions

Notwithstanding, the research could have possibly offered more data than it did. As a first time researcher, it was important to obtain and collect data that would provide a greater scope regarding the strategy applied. Unfortunately, along the process of data collection some potential subjects did not stay for the remainder of the implementation. Although from the beginning of the study this was an acknowledged limitation, it was a constraint for the purpose of this research. Furthermore, the researcher had notorious issues with class attendance, which forced the study to be conducted while the data was being analyzed and potential conclusions were drawn. To this end, it is possible to assume that the study might have gathered information that was of high value but was not observed with a clinical eye, as it was necessary to draw up final remarks on the data was had been collected.

Recommendations and future research

To those researchers who are interested in this research topic, it would be suitable to share some observations made by the subjects of this study. When they were asked about the strategy the subjects' opinion was of great significance. It was observed by them that the strategy had the potential of being explored in many other ways. One of the subjects suggested having a sequential ordering or cartoons, where the animation would represent the phrasal verb, and the learner would have to write sentence. The images would have to be representative of a routine, as he explained. From this observation, it is possible to conclude that sequential ordering is a preferred technique and one that was aligned with the initial claim made on this study. Another very creative response from one of the subjects, referred to the creation of a board game. This subject illustrated his thought, by explaining

that games are even more educational (see Appendix F). This belief could be a good starting point for further research, particularly in a business environment, where competition is a norm. It could be possible to investigate the relationships between competitiveness and how these might affect the learning process, for instance.

From this investigation, it was concluded as well that the learners of English, predominantly the subjects of this study, are not aware of the processes they endured during the learning development. Despite this, the subject of this study had the insight and desire for learning PV in business and in other contexts. Added to the purpose of extending research, another topic arises. In lieu that the lexical set strategy clearly states that a context needs to be specified (Lewis, 1993), it could be feasible to associate business and non-business contexts, towards the usage of PV. In this case, the research would take another direction. It would investigate whether the context affects the learning process, or the even the students' motivation to learn new vocabulary. It could also measure the level intelligibility in oral production based on the context in which new lexis is taught.

Last but not least, this study has opened the belief of introducing technology into the classroom setting. In the case of this study, technology was present as a solution to a problem the subject had had during the pedagogical intervention. However, future research could focus on the effects of technology usage in the classroom as a source of materials. Altogether, this research has given grounds for continuing investigation regarding the benefit of the learner. Aside from the success of it, and the beautiful new insights discovered, it would be incorrect to state the process has come to an end. In fact, this project has been the stepping stone for the researcher to further explore more areas of interest towards the learners language development and, more so, the teachers' development as well.

REFERENCES

Abdaoui, M. (2010). *Teaching lexical collocations to raise proficiency in foreign language writing.* Retrieved on October 17th 2011

    from: http://bu.umc.edu.dz/theses/anglais/ABD1089.pdf

Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences*. Needham

    Heights: A Pearson Education Company.

Brown, D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson

    Education.

British Council Article. (n.d.). Multi-word verbs: Methods and approaches. Retrieved on

    January 10, 2011, from: http://www.teachingenglish.org.uk/think/articles/multi-

    word-verbs-methods-approaches

Boers, F., Eyckmans, J., Kappel, J., Stengers, H., Demecheleer, M. (2006). Formulaic

    sequences and perceived oral proficiency: putting a Lexical Approach to the test.

    Language Teaching research.10,3, 245-261.

Burns, A. (2010). *Doing Action Research in English Language Teaching: A guide for

    Practicioners.* New York: Taylor and Francis Group.

Centeno, J. (2007). *Communication Disorders in Spanish Speakers: Theoretical, Research

    and Clinical.* Tonawanda NY: Multilingual Matters.

CES Corporate English Solutions mission statement. Retrieved on November 15, 2011

    from: http://www.cesinstitute.com/index.php?id=35

Choudhury, A. S. (2010). *Teaching vocabulary in the ESL/EFL Classrooms: Central

    Pedagogical issues*. Retrieved on January 10th 2011 from:

    http://mjal.org/Teaching%20Vocabulary%20in%20the%20ESLEFL%20Classroom

    %20Central%20Pedagogical%20Issues2.pdf

Cohen, L., Manion, L., & Morrison, K. (2007). *How Research methods in edition* (5thEdition ed.) London: RoutledgeFalmer

Corbin, J. & Strauss, A. (2008). Basics of qualitative research: Grounded theory procedures and techniques. Sage Publications, Inc, 3rd edition.

De Knop, S. & de Rycker, T. (2008). *Applications of Cognitive Linguistics: Cognitive approaches to pedagogical grammar. A volume in honour of René Dirven*. New York: Mouton de Gruyter.

Frederiksen, N. (1984).*Implications of cognitive theory for instruction in problem solving. Review of Educational Research*, 54 (3), 363-407.

Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Chicago, IL: Aldine.

Harwood, N. (2002). Taking the lexical approach to teaching: principles and problems. *International Journal of Applied Linguistics*, 12, No 2, 139-155.

Housen, A. & Pierrard, M. (2005). *Studies on Language Acquisition: Investigations in Instructed Second Language Acquisition*. Berlin: Walter de Gruyter & Co. KG Publishers.

Hutcheon, P.(1995). *Popper and Kuhn on the Evolution of Science*. vol. 4, No. 1/2, p.28-37. Retrieved on August, 20th 2010 from: http://www.humanists.net/pdhutcheon/Papers%20and%20Presentations/Popper%20and%20Kuhn%20on%20the%20Evolution%20of%20Science.htm

Kvale, S. (1996).*Interviews: An introduction to qualitative research interviewing*. California: Sage Publications. Retrieved on September 30th, 2011 from: http://www.insideinstallations.org/OCMT/mydocs/Microsoft%20Word%_20-

%20Booksummary_Interviews_SMAK_2.pdf

Knowles, M. (1990). *The adult learner. A neglected species.* Houston: Gulf

Publishing.

Kurtyka, A. (2001). *Teaching English phrasal verbs: a cognitive approach. In applied*

cognitive linguistics. Berlin/New York: Mounton de Gruyter.

Krashen, S. (n.d.).*Principles and Practice in Second Language Acquisition.*

Retrieved on January 10th, 2011

from http://www.sdkrashen.com/Principles_and_Practice/index

.html

Lengyel, Z. &Navracsics, J.(2007). *Second Language Lexical Processes: Applied linguistic*

and psycholinguistic perspectives. Tonawanda NY: Multilingual Matters.

Lewis, M. (1993). *The lexical Approach*. London: Language Teaching Publications.

Lewin, K. (1948). *Resolving social conflicts; selected papers on group dynamics.* New

York: Harper & Row, 1948.

Lozano, R. (2011, August 2) Aumenta club de extranjeros que invierten en Colombia.

Portafolio. Retrieved on July 15, 2012 from:

http://www.portafolio.co/negocios/aumenta-club-extranjeros-que-invierten-

colombia

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw Hill.

Morton, A.(1999). *Ethics in Action Research.* Retreived on September 30th , 2011

from: http://www.springerlink.com/content/j796134260527p46/fulltext.pdf

Muhamad, Y. (2007). *A study of students' Mastery of phrasal verbs*. Retrieved on January

10th,2011 from:

http://digilib.unnes.ac.id/gsdl/collect/skripsi/archives/HASH0112/d1c8d9d7.dir/d

oc.pdf

Nattinger, J. (1980). *A lexical phrase grammar for ESL.*TESOL Quarterly, 14, 337-344.

Nation, P. (2002). *Learning Vocabulary in Lexical Sets: Dangers and Guidelines.*

    Retrieved on July 8th 2012 from: http://www.victoria.ac.nz/lals/about/staff/paul-

    nation-pubstopic

Navarro, S. & Nicoladis E.(2005).*Describing Motion events in Adult L2 Spanish*

    Narratives. Retrieved on January 10th, 2011 from:

    http://www.lingref.com/cpp/casp/6/paper1129.pdf

O'Hanlon, C. (2003). *Educational Inclusion As Action Research : An Interpretive*

    Discourse. Berkshire, England: McGraw-Hill Education.

Orber, A.(2001).*Methods and meanings in Action Research: The action Research Journal.*

    Retrieved on May, 23rd, 2011 from:

    http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ER

        ICExtSearch_SearchValue_0=EJ417495&ERICExtSearch_SearchType_0=n

    o&ac cno=EJ417495

Pawley, A. & Frances H. S. (2000). "*The one-clause-at-a-time hypothesis.*"

   University of Michigan Press. 163-199

Sanz, C.(2006).*Mind and Context in Adult Second Language Acquisition: Methods, Theory,*

    and Practice. Washington DC: Georgetown University Press.

Spinner, P. A. (2007).*Placement Testing and Morphosyntatic development in second*

    language learners of English. Retrieved on January 10th 2011 from:

    http://etd.library.pitt.edu/ETD/available/etd-08082007-145517/

Swan M. & Smith B. (2003). *Learner English: a teacher's guide to interference and other*

    problems. Cambridge: Cambridge University Press.

Thornbury, S. (2006).*An A-Z of ELT*. Oxford: Macmillan Publisher Limited.

Tuma, D. & Reif, F. (1980). *Problem Solving and Education*. Hillsdale, NJ: Erlbaum.

Waibel, B. (2007). *Phrasal verbs in learner English: A Corpus-based study of German and Italian Students*. Retrieved online on January 10th 2011 from: http://www.freidok.unifreiburg.de/volltexte/3592/pdf/Birgit_Waibel_Veroeffentli chung_Dissertation.pdf

Wallace, M. J. (1998).*Action Research for Language Teachers*. United Kingdom: Cambridge University Press.

West, R. (1994). Needs analysis in language teaching. Language Teaching, 27(1), 1-19.

Weiss, E. (2005).*Elements of International English Style: A guide to writing English correspondence, reports, technical documents, and Internet Pages for a global audience*. Armonk NY: M.E. Sharpe.

Wilson, R.(n.d.). *Language Impact: Helping Language Learners Learn Languag*e. Retrieved on January 10th, 2011 from: http://www.languageimpact.com/articles/rw/krashenbk.htm

APPENDICES

Appendix A

STANDARD ADULT CONSENT FORM

TITLE OF RESEARCH: Phrasal Verbs as Business Terms: An exploration of the teaching

of compound verbs for business professionals through the lexical item strategy.

INVESTIGATOR: Carol P. Pérez C.

Universidad de La Sabana requires the following informed consent for any person involved in a research study conducted by investigators at the University.
You have:

    A.   Provided me with a detailed explanation of the procedures to be followed in the project, including an identification of those, which are experimental.

          This research will attempt to prove the effectiveness of a teaching strategy for teaching phrasal verbs in order to improve oral communication in business settings. I understand I will be asked to participate in a focus group, that the session will be audio taped and later transcribed. In addition I will be asked to answer a set if questions during these sessions.

    B.   Answered any questions that I have regarding the study.

I understand that:

    A.   My participation is voluntary, and I may withdraw my consent and discontinue participation in the project at any time. My refusal to participate will not result in any penalty.

    B.   By signing this agreement, I do not waive any legal rights or release you from liability for negligence.

I hereby give my consent to be the subject of your research.

_____

Signature

_____

Date

THIS PAGE IS PROVIDED TO THE SUBJECT

Please keep this sheet in case you have any questions about this research project.

1.   TITLE OF RESEARCH: Phrasal Verbs as Business Terms: An exploration of the
        teaching of compound verbs for business professionals through the lexical item
        strategy

2.   For answers to any questions you may have about this research, contact:

                        PRINCIPAL INVESTIGATOR:
                        Carol P. Pérez Castillo
                        312 – 370-
                        6291 *carolpperezc@gmai*
                        l.com

3.   For answers to any questions you may have about your rights as a research subject,
        contact:

                        Luz Dary Arias Soto. M.A.
                        Thesis Director
                        Research committee member.
                        Universidad La Sabana.

Appendix B

Lesson Plans for Pedagogical Intervention

LESSON ONE	LESSON TWO	LESSON THREE	LESSON FOUR	LESSON FIVE
Warmer Setting the context	Warmer Setting the context	Warmer Setting the context	Warmer Setting the context	Warmer Setting the context
Lesson One: Context: Meetings a) What makes a good meeting? b) Types of meetings? c) Structure of meetings? d) Meetings vocabulary (known by student) e) Chair's role. f) Steps for opening a meeting. g) Action verbs associated with the context h) Phrasal verbs that replace action words and cognates i) Ending the meeting j) Phrasal verbs that replace action verbs and cognates k) Recycling PV	Lesson Two Context: Negotiations a) What makes a successful negotiation? b) Types of negotiations? c) Structure of your company's negotiation? d) Negotiation vocabulary (known by student) e) Negotiator's role f) Steps for opening a negotiation g) Action verbs associated with the context h) Phrasal verbs that replace action words and cognates i) Ending the negotiation j) Phrasal verbs that replace action verbs and cognates k) Recycling PV	Lesson Three Context: Recruitment a) What makes a suitable recruitment? b) Types of interviews? c) Structure of your company's interview process? d) Interview vocabulary (known by student) e) Interviewee's role f) Steps for opening an interview session, g) Action verbs associated with context h) Phrasal verbs that replace action verbs and cognates i) Ending the interview j) Phrasal verbs that replace action verbs and cognates k) Recycling PV	Lesson Four Context: Marketing of products a) What makes a product marketable? b) Types of marketing strategies? c) Structure of your company's marketing process. d) Marketing vocabulary e) Marketer's role f) Steps for marketing a product g) Action verbs associated with context h) Phrasal verbs that replace action verbs and cognates i) Launching the product j) Phrasal verbs that replace action verbs and cognates k) Recycling PV	Lesson Five Context: Budgeting and Forecasting a) What makes a good budget and forecast? b) Types of budget and forecast? c) Structure of your company's budget and forecast. d) Budget and Forecast vocabulary e) Your role with budget and forecast f) Steps for designing budget and forecast g) Action verbs associated with context h) Phrasal verbs that replace action verbs and cognates i) Presenting final budget and forecast j) Phrasal verbs that replace action verbs and cognates k) Recycling PV
Recycling vocabulary Via Role Play	Recycling vocabulary Via Role Play	Recycling vocabulary Via Role Play	Recycling vocabulary Via Role Play	Recycling vocabulary Via Role Play
Lesson One Context: Meetings Purpose: Recycle Role play based on reading material (Informative presentation)	Lesson Two Context: Negotiations Purpose: Recycle Role play based on reading material (Persuasive	Lesson Three Context: Recruitment Purpose: Recycle Role play based on reading material (One-on-one setting)	Lesson Four Context: Marketing products Purpose: Recycle Role play based on reading material (Impromptu	Lesson Five Context: Budgeting and Forecasting Purpose: Recycle Role play based on reading material (Conference call

a) Student is the decision-maker for the company b) Teacher is a new member c) Student has to introduce the T to the company's (new) philosophy d) Student explains the step for negotiating.	presentation) a) Student is the decision-maker for the company b) Teacher is a new member c) Student has to introduce the T to the company's (new) philosophy d) Student explains the step for negotiating.	a) Student is the decision-maker for the company b) Teacher is a new member c) Student has to introduce the T to the company's (new) philosophy d) Student explains the step for recruiting and/or training	presentation) a) Student is the decision-maker for the company b) Teacher is a new member c) Student has to introduce the T to the company's (new) philosophy d) Student explains the step for marketing products.	setting) a) Student is the decision-maker for the company b) Teacher is a new member c) Student has to introduce the T to the company's (new) philosophy d) Student explains the step for budgeting and forecasting.
Activating schemata (Case Study)	Activating schemata (Case Study)	Activating schemata (Case Study)	Activating schemata (Case Study)	Activating schemata (Case Study)
Lesson One Context: Meetings Purpose: Activate schemata Discussion of an empirical situation a) Student will describe a situation in which a meeting was challenging. b) Student will explain what causes. c) Student will explain effects.	Lesson Two Context: Negotiations Purpose: Activate schemata Discussion of an empirical situation a) Student will describe a situation in which negotiating was challenging. b) Student will explain what causes. c) Student will explain effects.	Lesson Three Context: Recruitment Purpose: Activate schemata Discussion of an empirical situation a) Student will describe a situation in which recruiting and/or training was challenging. b) Student will explain what causes. c) Student will explain effects.	Lesson Four Context: Marketing products Purpose: Activate schemata Discussion of an empirical situation a) Student will describe a situation in which marketing products was challenging. b) Student will explain what causes. c) Student will explain effects.	Lesson Five Context: Budgeting and Forecasting Purpose: Activate schemata Discussion of an empirical situation a) Student will describe a situation in which budgeting and forecasting was challenging. b) Student will explain what causes. c) Student will explain effects.
Free Practice	Free Practice	Free Practice	Free Practice	Free Practice
Lesson One Context: Meetings Purpose: Assessment Formal Presentation	Lesson Two Context: Negotiations Purpose: Assessment Formal Presentation	Lesson Three Context: Recruitment Purpose: Assessment Formal Presentation	Lesson Four Context: Marketing products Purpose: Assessment Formal Presentation	Lesson Five Context: Budgeting and Forecasting Purpose: Assessment Formal Presentation

Appendix C

Action Plan

	Second Semester 2011			Third Semester 2011		
	Jan- Feb	**March - April**	**May- June**	**August**	**Sept - Oct**	**Nov - Dec**
STEP 1	Topic decision. Recognize problem		IMPROVE - chapter One			
STEP 2	Pre- liminary Investigation Needs Analysis	Pre-liminary investigation Needs Analysis				
STEP 3	Literature review	Literature Review	Literature Review Add information if needed	Literature Review Add information if needed		
STEP 4		Design Action Plan.	Research design. **Design Pedagogical Intervention (instruments should be ready)**			
STEP 5		Data collection	Data collection	Monitoring & Analysis of Data. **Implement Pedagogical Intervention**	Monitoring & Analysis of Data. **Implement Pedagogical Intervention**	

				Reflection and Decision Making. Sharing findings. Begin writing report from observations	Reflection and Decision Making. Sharing findings. Refine Chapters Write report	Reflection and Decision Making. Sharing findings. Refine Thesis's Chapters
STEP 6						

1. Business Phrasal verbs (CORPUS) 2. The lexical set teaching strategy 3. Business environments

Action Plan Chart

Appendix D

Journal Entry and Field Notes Formats

	SFM	SF1	SM1
Lesson 1	Journal: Had to place cognates to match. Forward… implies movement to the future this why it is launch Put off and postpone… due to the preposition… I did not consider that some PV can be "split or not" must check Lexical Approach on this. What is said? What should we do? Is it an issue? Is this a question due to poor instruction? S's Knowledge? Log: Draw up" drawing… this is why she thought it had to do with processes Work: scenario, meetings, gathering, topic, Cognates cards, I order to relate them to the phrasal verbs Did not: vocab. lack of knowledge Instructions. I need to be much more clear. Communication T to S's Attendance. 2 out of 5 Absence, for communication activity one student left the room from 8:50am to am. I had to change the activity to writing one!!!! Time constraints why: not familiar participation? check Lexical Approach theory on this? Recycling Activity… create a meeting for the company. Wine-tasting. Students did not use PV effectively They used cognates instead.	Log notes: S's : yo siento que debe haber una palabra que asocia lo que tengo que decir que no sea tan descriptiva. S's: claro, hay unasequencia S's: now that is see the order (see pic), I makes more sense. I knew I was going to love PV Of course, when you read it, it makes sense you see all the time: set up, look into, etc., and not: prepare, investigate… (smiled) S's: Work out… to do exercise… like in math.	Journal lesson 1 He learned the sequence in class. He was able to recite the order and used it effectively in the recycling process. He was extremely happy with the fact that pv's can be easily used. He wants more pv's per class. Log notes: why is he using audio? (notebook and magic pen)

Lesson 2	Lesson 2 Journal Students are enthusiastic about the method. They are creating their own sequences about life scenarios. This is great. Role play: was effective as students followed the organizational structure. They were able to use 3 phrasal verbs: go over wrap (something) up set up Log Notes They are looking at the board while they create their own paragraph. They are taking pics with the blackberry. They like taking pics. Maybe further research?	Lesson 2 Journal: Able to recall PV Can I use the immersion program as a role play? Should I speak of the immersion program? Is this a new construct? Student used PV's with out the cognates. She was able to list 3 successfully: wrap up, look into and work out. The student used new verbs. From an additional batch of cards. The student was able to make connections. The student was not able to recall more PV's from the previous lesson. Role play The student was good at using three PV's. She used them accurately and appropriately. In the role play the S added some PV's not taught during this intervention. Log notes: The student said the strategy was related to her personality "Tú me conocces… y claro me das la estrategía perfecta para mí… es incredible!" This was her quote. She thinks of herself. She is attentive to her needs. She is aware of who she is, and how she likes to be taught. Learner awareness?	Lesson 2 The student is highly motivated to learning PV's as he is becoming more aware of how frequent his boss uses them. The student had a CONF.CALL after lesson 2… the student explained he was able to pin point the PV's seen in class. He was able to understand what his boss was saying over the phone. He was happy to identify some phrasal verbs seen in class.

Lesson 3	Lesson 3 Journal. Only F was aware of the process. M was paying attention to a new topic. F is more aware of topic. Questionnaire day. Got interesting answers. Students are doing very funny role-plays. They are doing the effort to use the phrasal verbs. They right on target with the scenarios. They are using 4-5 phrasal verbs. Log notes M is taking pics. Visuals. As a Learning strategy? This company has well-defined structure for planning meetings, negotiations, and recruitment. F and M are arranging the structure of the topics following the company's parameters! I wonder why can't they be more creative?	Lesson 3 Journal Used the same verbs/cognates used in the first two lesson. I decided not to add more new PV's and review them instead. So far the s has 15 PV's in total. Role play: used in a mall scenario. The student used the corpus used in the previous class. She was able to speak without looking at her notes. She used three phrasal verbs effectively. The company where the participant works has well-defined structure for planning meetings, negotiations, and recruitment. Different from SFM and SM	Lesson 3 Journal The student asked me to prepare cartoon for his class. He used the action cartoon and to each one he added a phrasal verb. Then he took the phrasal verb and wrote two sentences. One in relation to the business class topic and a second one for out of the office scenario. This was a process he did on his own. He said this way he would complement his learning. He likes visual. He pasted all these cartoons on his wall. He wants to have easy access to the new vocabulary. This process is something he likes as it was designed by him and not the teacher. That gives him a sense of pride and commitment. He likes to see his hands in the learning process. He wants to be a creator of the learning process. This participant NEEDS TO FOLLOW guidelines for planning meetings, negotiations, and recruitment. These are pre-arranged by HR.	

Lesson 4

Lesson 4 Journal
Journal
The questions changed. I am now concerned with the processes that are taking place when students use the lexical set strategy. I am still answering if the lexical set strategy affects natural communication. I can see they can use them without thinking too much. They are not relaying too much in their pictures. They recognize other phrasal verbs no taught in class.
Role play: On this day the students used another 5 phrasal verbs. They are using the same three from previous roles play. The students are recognizing the best practices they can undergo when learning vocabulary. They like visuals. They take pictures. They have access to these pictures 24/7. They have told me they are using the pictures as a way to get vocabulary, when they write e-mails in English.

Log notes
They remembered other phrasal verbs. They want to know more vocabulary.
Novelty factor promotes interest.
M: Took notes of more phrasal verbs in his IPAD

Lesson 4
Journal
The questions changed. I am now concerned with the processes that are taking place when students use the lexical set strategy. Student is using three phrasal verbs effectively. The student is confident of the strategy I am using . She was surprised to see how the strategy aligns so much with her personality. She notices I know her very well. She argued that it was this T-S relationship that has made me have a lesson planning based on her learning preferences. She loves the flash cards. She demands for flash cards so she can ==visualize== the new vocab.

Log notes
Student recognizes she needs to practice. How can I have her practice more? Is practice not taking place here? What is practice? Does she mean in other scenarios?

Answer
The student wants to sue these phrasal verbs in other scenarios and not only in business. This is a trend.

Lesson 4
Journal
The questions changed. I am now concerned with the processes that are taking place when students use the lexical set strategy.

He was asking me to go over a few strategies that are being used for recruiting new personnel. The lesson plan changed a bit but I introduced and used phrasal verbs. He was able to follow me. We did a mock interview in which he used phrasal verbs. He felt very good. He said that phrasal verbs are "cool"

Log notes:
Cool? What is that? Why is he saying this?

Answer
The student explained he feels more confident using them.

| Lesson 5 | Lesson 5
November 24th, 2011

Journal
F: did her presentation using 6 PV's effectively and in the sequential order for the topic of her choice. She preferred changing the topic and exploring other possibilities.

M: his presentation was about the IPAD. He used 6 phrasal verbs, accurately and naturally. He also used other phrasal verbs I had not taught during the lesson.

Log notes:
His presentation is non-business related.
Her presentation was non-business related.
I allowed for an experimental approach… I did not force them to use the topics used during the implementation. | Lesson 5
December 8th, 2011

Journal
Did a presentation about a cooking recipe. She followed a sequential structure of a step-by-step process. She was able to use 6 phrasal verbs effectively and one which was not accurate.

Log notes:
Is she a risk-taker? Why does she want to speak with phrasal verbs so often? She wanted to use these phrasal verbs for her immersion class (cookingenglish) She is taking classes of English for cooking too! Does she prefer personal topics? Meaningful? | Lesson 5
December 8th, 2011

Journal
Did a presentation about financial figures. He followed the sequential structure taught in class, and felt mostly comfortable with three phrasal verbs, look into, look for and deal with… during the entire presentation.

Log notes:
Using the SmartBook. (more technology!!!)
Tapes my voice and for final presentation used my own phrasal verbs as well.!
Interesting.
I told him to use a topic he wanted. But he used business topic. |
|---|---|---|---|
| | SFM | SF1 | SM1 |

Appendix E
Questionnaire

Questionnaire (mid)

1. How many PV do you know? List them for me please.
2. Can you tell me how to use them in a sentence, please?
3. Why are PV's important for you?
4. Why is it important to use PV's in your context?
5. In your opinion, how effective were the lessons on PV's?
6. What do you think about the strategy used (sequential structuring)?
7. Would you have done something different? If yes, please explain. If not, explain why.
8. Do you feel you are communicating ideas better by using phrasal verbs as opposed

to the common verbs used in the past? Please explain.

Questionnaire (end)

1. Can you list the PV's you know?
2. Relate the phrasal verbs below with the cognates. (corpus)
3. Can you contextualize the PV's below?
4. What have you done in order to remember these PV's? Please explain.
5. How did this "memory" process take place in your case? What steps did you use?
6. What did you discover from the method/strategy used in class for teaching PV's, compared to others methods?
7. After these sessions, how do you plan on learning new vocabulary like PV's?
8. If you had to explain the method/strategy used, how would you explain it to others? For further research.
9. Comprehension?
10. How often do you find yourself using some of the phrasal verbs learned in you oral speech? Please explain.

Appendix F

Answers to Questionnaire (Interview)

Questionnaire Mid Interview	SF	SM	SFM
How many PV do you know? List them for me please	look into, pick up, drop off	look into, pick up, drop off	F: look into, look forward M: look forward, drop off
Can you tell me how to use them in a sentence, please?	I look into the different uses of phrasal verbs	I look forward to your e-mail.	F&M: I look forward to see you soon. (close e-mail)
Are phrasal verbs important to you? If so why?	They are a real connection.	Phrasal verbs are very important because they are used frequently in English. I need them!	F: Yes. Pv's are everywhere, in TV, movies, magazine, etc. I would like to understand everything. M: Yes, I agree with F. I want to use them. There are other ways of saying things, other words.
Is it important to use phrasal verbs in your context? If so why?	Me siento unida con el Inglés.	It is very important. My boss uses them all the time, and I want to be fluent like he is. I know I have an accent, but I want to speak like he does.	F: for me is important to learn new vocabulary. I like to use words that are different. M: it is important to be able to say things in different ways. Not using the same words always.
In your opinion how effective were the lessons on phrasal verbs?	They help me improve from low to high in my English level.	The class helped me understand how I can use phrasal verbs in my daily work. I can understand my boss when he talks to me.	F: The class was useful because I can
What do you think about the strategy used? (sequential organization)	Fácil de entender. Soy sequntial. Me gusta el órden.	Easy to follow	F: it is organized. M: it is very interesting because we work in order.
Would you have done something different to the lessons? If so, what and why?	Nada.	I would like to see cartoons associated with the phrasal verb. (Action)	M: memory games
Do you feel you are communicating ideas better by using phrasal verbs as opposed to the regular verbs used in the past? Explain.	Las ideas son las mismas, pero con los phrasal verbs salgo de lo obvio. Esmás natural	Las ideas son las mismas, pero con los phrasal verbs salgo de lo obvio. Esmás natural	F: I communicate the same idea, but I can say it in a natural way. Is very nice to use more vocab. M: I feel I am more fluent. I feel I know more and I

|			like it.
Questionnaire Final Interview	**SF**	**SM**	**SFM**
Can you list the phrasal verbs you know?	wake up, work out, look for, go over, set up, check in, look into, carry out, call on	Look into, set up, look for, come up with, work out, deal with, go over, go through, wrap up	F: wrap up, put forward, call of, call on M: account for, call on, run away from, look up to, stick up for, focus on… there might be many more, however these are the ones more common used.
Can you relate the phrasal verb with the action verb you use?	look for is find. Go over is review. Look into is investigate? Carry out is do. Call on is invite.	look into: investigate, set up: prepare, come up with: create, work out: think, deal with: handle, go over: review, go through: experience and wrap up: finish	F: Set up - organize Find out - research Come up with - create Go over - review Wrap up - summarize Carry out - do Point out – show, emphazise Hand out- give a summary Figure out – imagine (look for the answer9 Think over .- review - consider Find out - discover Hold on - wait M: a. Think over… evaluate, check again, revise b. Go through…see & learn, look for insights c. Stay away from…be careful d. Focus on…stay connected with be concentrated e. Cut down on…reduce f. Talk about… discuss, analyze
Can you tell me in which occasions can you use the phrasal verbs you listed above? Select the scenario (for example: meetings, negotiations, etc)	In a trip scenario. It was very easy to use this tool. It is the "normal life"	When I am writing e-mails and in conference calls with my big boss	F: I business meetings, in negotiations, in writing. M: a. Think over… at office, negotiating about dates for projects of for any commitment. b. Go through…office, asking to or to please revise some document or communication in order to get a comment or response. c. Stay away from… informal with a friend, commenting about risky places and situations.

			d. Focus on… at office, asking for priority to finish some task e. Cut down on… à at office, going through budget details and asking for possible savings f. Talk about… at office, checking new initiatives and discussing diverse topics
What have you done in order to remember these phrasal verbs? Please explain.	It is very important to find relations around the words. Special when the connection is not existing for a obvious way	I have the cartoons posted in my wall. I look at them when I need a new word.	F: Try to use at least 2-3 each time I talk in english with my boss, to force myself M: Basically forcing myself to change a little bit my vocabulary, going back to my notes as many times as necessary and surely, at the beginning having a link with a very know verb. Once the PV becomes familiar, that link start to be useless.
How does the "memorization" process take place in your case? What steps did you use?	Find the topic I need. List the habituals words/verbs. Meanwhile look the new verb and put the new verb in front of the normal verb. As a result a new list. Use the list the number of time that I require to memorizing the new meaning	I have the smartbook that helps me re-play the class. I hear your voice and my voice. This way I can remember. But I really like the cartoon I have there (points at wall)… they are the best idea! The process is to remember the topic we saw on class. It helps me to set the context and use the vocabulary.	F: I have a piece of paper in front of me when I have those conversations, to remind me M: As I noted in point before, having a link with a very familiar verb for me. Then starting to replace it in my writings and speech. With time and using it over and over, it becomes familiar as a new words for me.
What did you discover from the method/strategy used in class for teaching phrasal verbs, compared to others methods?	I didn't know other methods, the most important think is my connection with the method that we used in our class.	I like the method because it helps me understand the phrasal verbs, but I would like more contexts. About life	F: To force our self to memorize using the memo-cards, the puzzles, it is a good idea because continuous practice is the best way to learn. M: I found it very useful. Understanding what PV means and then start to using it in a didactic and creative way generates easier and faster recordation and learning.
After these sessions, how do you plan on learning new vocabulary like phrasal verbs?	I need practice and practice different topics, to improve my vocabulary and my connection with the	No. I need to practice more. But you know, I try to in the car and in the home.	F: I will use internet to try to get mere phrasal verbs, read more and get more phrasal verbs to

|			
	method		learn/practice M: Honestly, I plan to stay focused on PV discussed at class. That will take me some time to get completely familiar with.
If you had to explain the method/strategy used, how would you explain it to others? For further research.	At first, I will list the normal activities that I do in my live, with the traditional words that the people know…Meanwhile the activities description, I will repeat the words (verbs) many times to do emphasis in the real importance to discover more words, after the people will listen many times the same verb, I must DRAW UP the Phrasal Verb… Summarizing the new list of verbs that the people will discovery....	I explain this to xxxx. He was looking at the cartoons. I say to him this was my class of phrasal verbs. I showed him the animations and the phrasal verb. The order we did in class, was very interesting and logical.	F: I would say that it is difficult to learn a lot at one… the idea is to take groups of 3-4 and try to memorize/learn and put into practice… and then, take another group, etc M: Relate known verbs with new PV in a didactic way so students may go through those combinations, and start to use them with total understanding of what they mean.
Do you think you understand the use of phrasal verbs? How do you know this?	I understand the casual and complicate conversations, today it's not important if i don't know all the words, I understand than it's possible to connecting ideas with a Phrasal Verbs	Yes. I understand phrasal verbs better. I know when I speak to my boss. I understand more when we have a conference call. He uses all the phrasal verbs we practiced in class. I like that you brought these to class.	F: Yes, when you use phrasal verbs you are acting more as a native speaker, more fluent M: I normally compare how native speaker speaks and I tried to use PV in the same way. Also with use, my ear becomes familiar on how a PV sound inside a sentence so if it sound weird I prefer not to use before confirm it with dictionary or native speaker
Do you think you understand how to sue phrasal verbs? How do you know this?	I feel how to use connectors, in this case phrasal verbs. Today it's more easy DRAW UP new ideas and be AGREE ON discovery new specific and practice vocabulary.	Well, I know how to use them. But I will like to use them more. Not only in business settings. This is why I asked to tell me about other situations.	F: Yes, it is just to try to replace the regular/traditional verb M: Definitely the use depends the context and the culture. As far as I understand, same PV might not mean exactly the same in USA than UK. So my only way to be sure I am using a PV correctly is confirming with a native speaker or having read a email or some writing written also for a native speaker.
How often do you find yourself using some of the	I am understanding more the TV shows. I don't read	I use them with my boss. When we speak. I feel I am	F: I am trying to use every time I have the

| phrasal verbs learned in you oral speech? Please explain. | the subtitles. | learning a lot with this class. | opportunity. Sometimes is difficult, because your are thinking con grammar mostly, but the idea is to keep on practicing

M: If I am not focused on them, I never find myself using them because I'd normally try to use the regular verbs I know. SO the key is maintain PV topic on the top of mind. That's what I do. |

Appendix G

(Data Collection Posters)
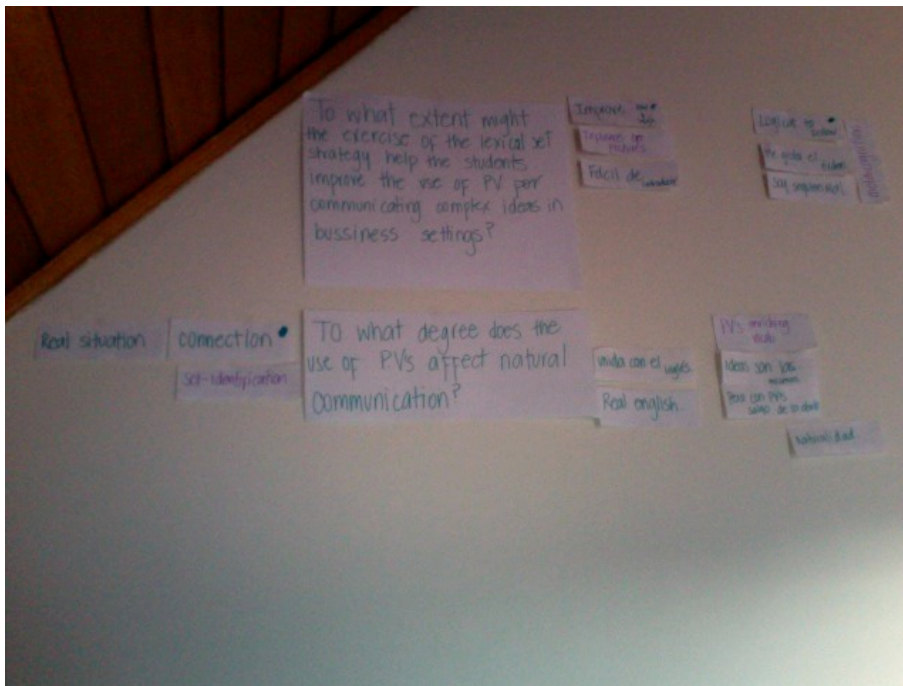
(Figure 1. First step data collection)
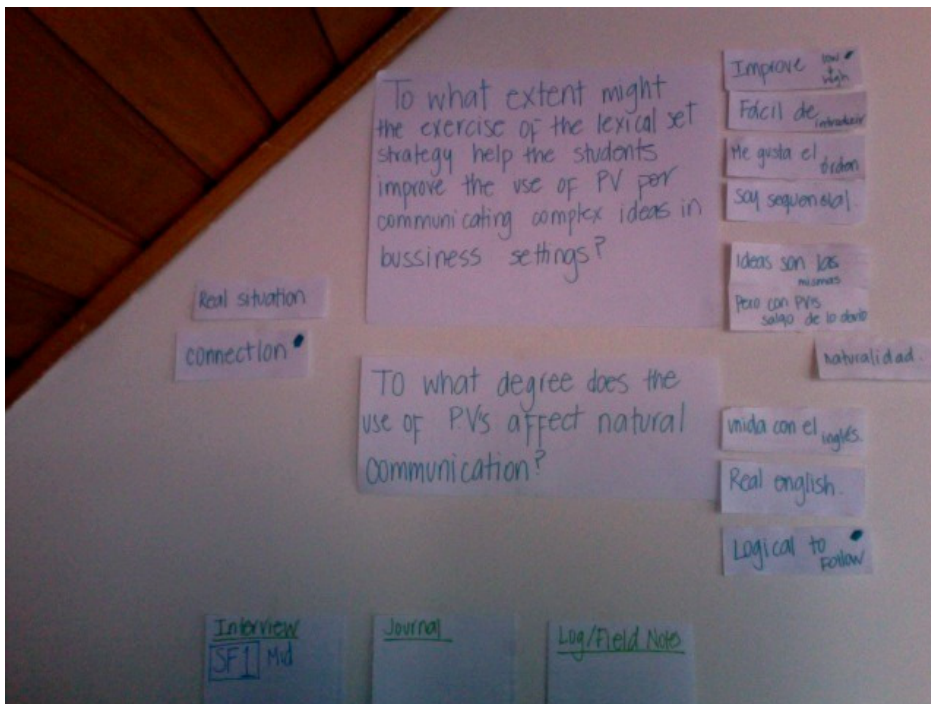
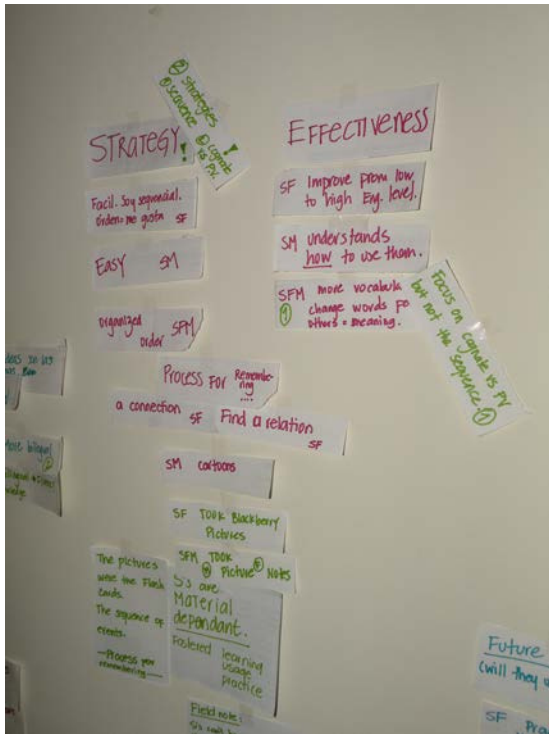(Figure 2. Step two data collection)

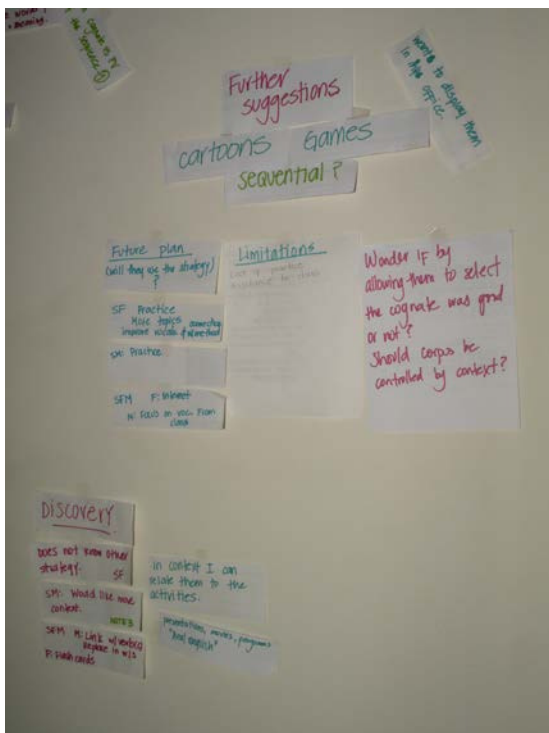(Figure 3. Step three data collection)
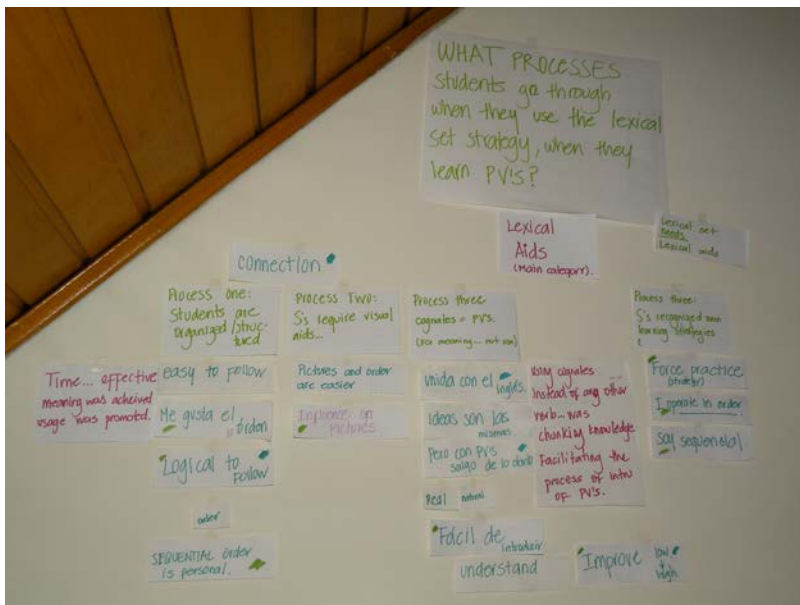
(Figure 4. Final Data Collection A)

(Figure 5. Final Data Collection B)
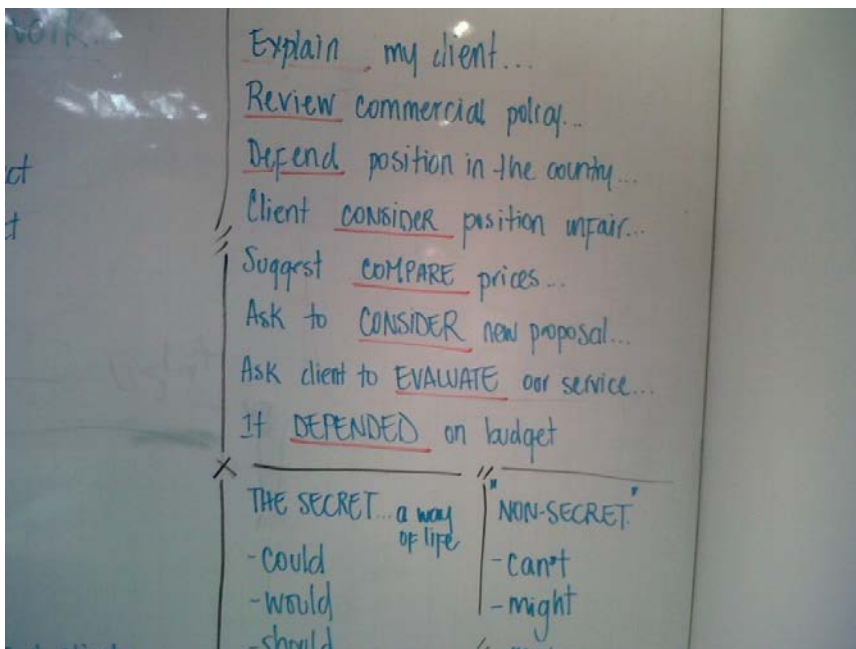
(Figure 5. Final Data Collection C)

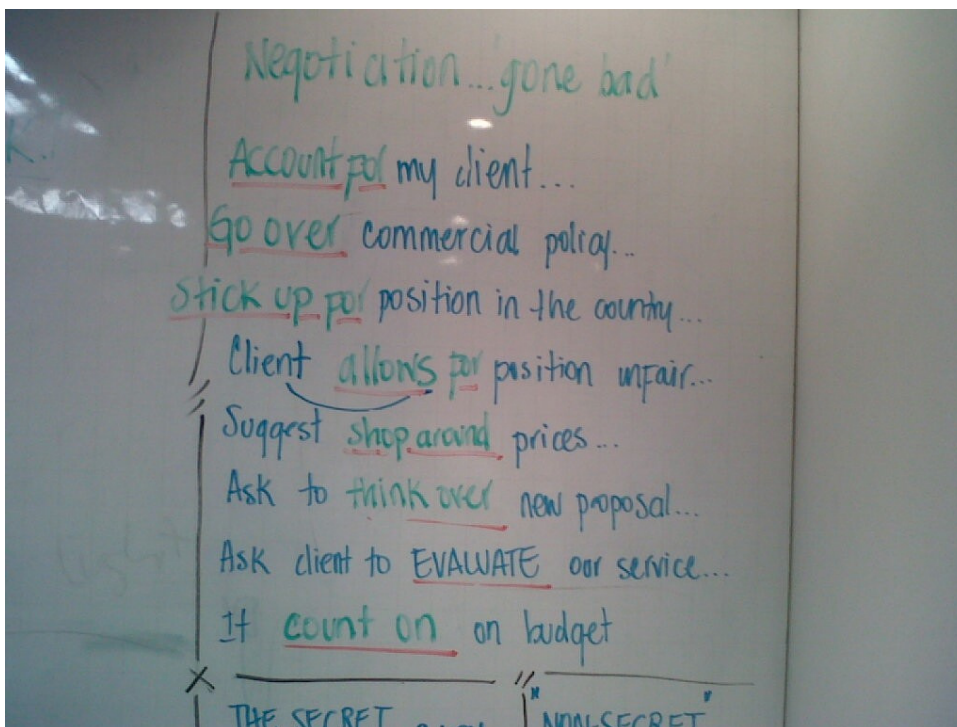
(Figure 5. Final Data Collection D)

Appendix H

Student's Blackberry Pictures

(Figure 2. SF1 Blackberry picture of flash cards.)

(Figure 1. SFM Blackberry picture of flash cards.)

(Figure 2. SFM Blackberry picture of flash cards.)

Appendix I

Corpus

Cognate	Phrasal Verb
Admire	Look up too
Cancel	Call off
Consider	Think over
	Allow for
Compare (prices)	Shop around
Create	Come up with
Concentrate	Focus on
Demonstrate	Talk up
Defend	Stick up for
Discuss	Talk about
Distribute	Hand out
Depend	Count on
Experience	Go through
Eliminate	Get rid of
Explain	Account for
Investigate	Look into
Invite	Call on

Participate	Join in
Postpone	Put off
Prepare	Set up
Present	Put forward
Reduce	Cut down on
Remove	Take out
Review	Go over
Visit	Drop in
Known verbs	**Phrasal Verb**
Do	Carry out
Find	Look for
Finish	Wrap (something) up
Handle	Deal with
Launch	Bring forward
Set	Bring out
Think	Work out
Write	Draw up

Appendix J

Subject brief professional descriptions

SF. Was a female English learner. She had twelve years of experience in the areas of Sales and Marketing areas, and was promoted as to Department Manager for an international packaging company, based in Australia.

SM. Was a male English learner. He had twenty years of experience in the Medical field, most particularly in the area of Pharmaceutical. The subject was offered a position as the General Manager for a new pharmaceutical firm in Colombia, and later became the Regional Manager for Latin America. The company was based in Scandinavia.

SFM. These were two learners of English. They had over 10 years of experience in their respective fields (Marketing and Research). The subjects worked in the same international

company, which was globally recognized. The company offered services in retail and

wholesale analysis.

Appendix K

__Needs analysis of topics and skills__

Name/Position/Company:

_____

Business topics
- Management
- Leadership
- Sales and marketing
- Finance and accounting
- Supply Chain
- Production and operations
- Human resources
- Cultural awareness
- Recent business news
- Competition
- Customer service
- Travelling on business

Communication skills
- Presentations
- Meetings and discussions
- Negotiating
- Telephoning
- Social English
- Writing emails
- Writing reports
- Short intense speeches
- Describing trends
- Describing your company/ job
- Decision making

SUGGESTIONS:

_____

_____

_____