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El uso de los medios de comunicación para contextualizar y enseñar vocabulario: aprendizaje de "Phrasal verbs" mediante "Stranger Things"

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Trabajo de Fin de Máster

El uso de los medios de comunicación para contextualizar y enseñar vocabulario: aprendizaje de "Phrasal verbs" mediante "Stranger Things"

Using media to contextualize and teach vocabulary: Learning Phrasal verbs through Stranger Things

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TABLE OF CONTENTS

ABSTRACT	III
1. INTRODUCTION	1
2. LITERATURE REVIEW AND STATE OF THE ART	3
2.1. ROLE OF VOCABULARY IN EFL	3
2.2. VOCABULARY TEACHING: METHODS AND STRATEGIES.....	4
2.2.1. <i>Context-based and incidental learning: the use of media to enhance EFL learners' vocabulary</i>	7
2.3. PHRASAL VERBS: IMPORTANCE AND DIFFICULTY	12
3. GOALS	15
4. INTERVENTION PROPOSAL	17
4.1. CONTEXTUALIZATION AND TIMING	17
4.2. TARGET GROUP	18
4.3. METHODOLOGY	19
4.4. GENERAL AND SPECIFIC OBJECTIVES	20
4.5. COMPETENCES.....	22
4.6. CONTENTS	23
4.7. ASSESSMENT CRITERIA.....	25
4.8. MATERIALS.....	26
4.9. SESSIONS	27
4.9.1. <i>Session 1</i>	27
4.9.2. <i>Session 2</i>	28
4.9.3. <i>Session 3</i>	29
4.9.4. <i>Session 4</i>	29
4.9.5. <i>Session 5</i>	30
4.9.6. <i>Session 6</i>	30
5. EXPECTED RESULTS	33
6. CONCLUSION	35
7. REFERENCES	37

8. APPENDIXES 41

Abstract

Ultimately, many researchers have claimed that vocabulary is one of the most important elements in second language and foreign language learning. The current proposal aims to implement a different strategy for phrasal verbs learning, often considered a very complex aspect in English language acquisition. After considering previous literature on the implementation of multimedia and captions for vocabulary learning, this proposal introduces phrasal verbs through the famous Netflix series “Stranger Things”. More specifically, this is addressed to students from 4th year of ESO. As a result, the main goals of this proposal are: (i) to encourage English learners to infer phrasal verbs’ meaning through context, (ii) to create awareness on the importance of these structures and (iii) to make learners able to use the new vocabulary on their own. In order to achieve this, the proposal provides a sequence of activities that allow students with the necessary tools to understand and practice the usage of phrasal verbs in a contextualized setting.

Keywords: phrasal verbs, vocabulary, captions, contextualized learning, EFL.

Resumen

Recientemente, muchos investigadores han afirmado que uno de los elementos más importantes en el aprendizaje de un segunda lengua o lengua extranjera es el vocabulario. El presente proyecto innovador tiene como objetivo implementar una estrategia diferente para el aprendizaje de los “phrasal verbs” en inglés, ya que estas estructuras son generalmente consideradas muy complejas de adquirir. Tras considerar la investigación previa sobre la implementación de multimedia y subtítulos para el aprendizaje de vocabulario, esta propuesta introduce la famosa serie “Stranger Things” para el aprendizaje de los “phrasal verbs” en en aula de 4^o curso de ESO. Los objetivos principales de esta propuesta son alentar a los estudiantes de inglés como lengua extranjera a inferir el significado por medio del contexto, crear conciencia sobre la importancia de estas estructuras y hacer que los estudiantes puedan usar el nuevo vocabulario por sí mismos. Para lograr esto, esta propuesta proporciona una secuencia de actividades que proporcionan a los estudiantes con las herramientas necesarias

para comprender y practicar el uso de los “phrasal verbs” de forma contextualizada.

Palabras clave: phrasal verbs, vocabulario, subtítulos, aprendizaje contextualizado

1. INTRODUCTION

As stated in the Organic Law 8/2013 of the 9th December 2013, on the Quality improvement of Education (LOMCE), knowing a foreign language has become a priority in education as a consequence of the current globalization process. However, it is still one of the main scarcities of our educational system. The European Union defends multilingualism as an inalienable objective towards the construction of a European project. Thus, one of objectives of the Law is for learners to achieve fluency in the foreign language, having a level of written and oral comprehension and production that can support the employability and professional ambitions of the students.

This innovation project for the subject of English as a Foreign Language is thought to be carried out on the fourth year of Secondary Compulsory Education (CSE) and it has been designed to serve as a tool to help in the teaching-learning process. This plan is based on the Heziberri Decree 236/2015 of the 22nd December, which establishes the curriculum for Compulsory Secondary Education in the Basque Country, especially in the part devoted to teaching and learning the first foreign language.

Phrasal verbs are considered high frequent vocabulary since it has been proved that one appears approximately every 150 words (Gardner & Davies, 2007). However, EFL learners usually have difficulties figuring the meaning of these structures and memorizing them (White, 2012). For that reason, it is essential that EFL acquire strategies and techniques to interpret, memorize, practice, and review them.

The current proposal is divided into five sections. First, a literature review on the benefits of contextualized vocabulary learning and its implementation through series will be presented, as well as some researches that examine the extra advantage from doing it with captions. Moreover, this section also covers the importance of phrasal verbs and some of the difficulties that have been allocated to the learning of these structures. The following section explains the main goals and reasons for this innovation project. The pedagogical intervention section deals with the planning of the procedure the implementation of all the components through the sessions. The fourth section explains the expected

outcomes of this innovation project. Finally, the fifth section will present the main conclusions of this work and future adaptations for other levels.

2. LITERATURE REVIEW AND STATE OF THE ART

2.1. Role of vocabulary in EFL

Vocabulary mastery allows foreign language learners to express themselves and understand other people, promoting successful communication. Nation (2001) described the connection between vocabulary knowledge and language use. In this way, vocabulary knowledge facilitates its use while language receptive and productive use prompts an increment in vocabulary knowledge and fluency. Moreover, vocabulary plays an essential role in all language skills (i.e. listening, speaking, reading, and writing). It allows a complete development of learners' spoken and written comprehension and production (Nation, 2011) As a result, the more vocabulary knowledge, the smaller obstacle language learners will need to overcome (Alqahtani, 2015)-

Ultimately, many researchers have claimed that vocabulary is one of the most important elements in SL and FL learning. However, language learning curricula fails in reflecting this, and learners are aware of this problem (Rodríguez et al., 2000). As Wilkins (1972, p. 97) states, "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". After the acknowledgement of vocabulary importance nowadays, language teachers and linguists are exploring different techniques and strategies of broaden and improve it.

There are different types of tests available to estimate language learners' vocabulary knowledge, as can be seen in the following link <https://www.lex tutor.ca/tests/> provided by Montero Perez (2020). However, these tests are based on frequency lists and incorporate a choice of items per frequency band in order to give a sign of the number of words for which participants show some knowledge as in receptive vocabulary knowledge. Research has demonstrated that English language learners need to know about 3,000-word families in order to comprehend spoken discourse (Van Zeeland & Schmitt, 2013; Webb & Rodgers, 2009a, 2009b, cited in Peters & Webb, 2018, p. 1) and 8,000 to 9,000 word families to comprehend written discourse (Nation, 2006; Schmitt, Jiang, & Grabe, 2011)

Nonetheless, according to Melka (1997, cited in Amirian & Momeni, 2012) there are three variables that measure a person's vocabulary: vocabulary size, depth of knowledge and automaticity. However, there is a gap between vocabulary measurement and testing, since "no current test adequately describes these three plans" (Amirian & Momeni, 2012, p. 2302).

2.2. Vocabulary teaching: methods and strategies

When teaching vocabulary in the foreign language classroom, there are different factors that affect the selection of techniques teachers employ, such as the content, time availability, and its relevance for the learners (Takač, 2008, cited in Alqahtani, 2015). However, every technique follows the same pattern in order to prevent learners from forgetting: learning, practice, and revision (Alqahtani, 2015). Brewster, Ellis, and Girard (1992) described some of the most common techniques used in vocabulary teaching: using objects, drawing, using illustrations and pictures, contrasting, enumerating, using mime, expressions and gestures, eliciting and translating.

Using objects is a technique that incorporates the use of realia, visual aids and demonstration. It is correctly used in beginner levels and with young learners, as well as with very specific vocabulary (Grain & Redman, 1986, cited in Alqahtani, 2015). Showing the real object helps learners remembering the word through visualization and sense-perception.

However, when bringing the object to the learning context is not possible, objects can also be introduced through drawings either on the board or on flash cards made by the learners. In this way, they take time producing graphic representation of the new vocabulary at the same time it encourages participation. This technique is also commonly used with young learners since it can be used when they have not learned to write yet (Brewster, Ellis, and Girard, 1992)

In a very similar way, pictures and illustrations are visual items that students' can relate to their prior knowledge. As a result, when the meaning of an unknown word is not clear, the use of pictures can help language learners to understand its meaning and make the word easier to remember (Brewster, Ellis, and Girard, 1992)

Another technique is to contrast words. The use of synonyms and antonyms is also a technique that helps expanding our vocabulary. It is very useful with incidental vocabulary when “glossing words that come up in texts” (Thornbury, 2002, p. 83).

When explaining categories, by enumeration or exemplifying a word that can be difficult to explain becomes a more approachable word when we make a list of all the items that belong to that category. For instance, after naming words such as “pepper, onion, carrot”, the word “vegetable” becomes clearer.

Regarding mime, expressions and gestures, comprehensible input is provided, leading to an improvement in learning (Gullberg et al., 2008). This technique captures students’ attention and it can be addressed in different ways and situations. For instance, many adjectives can be introduced to learners through mime, expressions and gestures. However, since teaching gestures can appear in several shapes (Tellier 2008), action verbs can also be introduced through body movements, letting the meaning inference to the students. As a result, this technique is usually applicable for comprehension (Tellier 2006, cited in Tellier 2008) and memorization (Tellier, 2008).

By eliciting students develop a learner-centered dynamic in which the teacher doesn’t provide the information deductively, but inductively. This also allows language learners to connect old and new knowledge (British Council, n.d.). This can be used when a word has already been taught, so by providing a definition or a synonym, or by pretending that the teacher has forgotten the word, students can come up with the word on their own.

Finally, translation is a technique that has the advantage of being very fast and direct, and that is why it can be particularly useful with incidental vocabulary (Thornbury, 2002). Takač, 2008 (cited in (Alqahtani, 2015) explains other uses, such as to check students’ comprehension or to identify similarities and differences between L1 and L2. One common example is when pointing out “false friends”. However, the overuse of this technique may result in learner’s failure to develop the L2 vocabulary since they rely on their L1 rather than produce the L2 directly.

Besides the previously introduced techniques, there are also some strategies that language instructors can teach to their students. Celce-Murcia (2001, cited in Alqahtani, 2015) proposed some strategies that also supported Schmitt and

McCarthy's (1997): mnemonic devices, vocabulary notebooks and guessing from context, which will be further explained.

Mnemonic devices combine “verbal linkage and visual imagery in the memory process” (Jenpattarakul, 2012, p. 566). In other words, language learners connect the pronunciation of the L2 with the meaning of the L1. When foreign language learners are taught this strategy, they can easily make a connection to remember the target word by using their imagination. One example provided by Kasper (1993) is the imagery link between the Spanish-English pair “pato-duck”. Since the acoustic keyword link is “pot”, the imagery link is “a duck sitting in a pot”. (p. 245).

With vocabulary notebooks, on the other hand, foreign language learners store the words they learn, as well as their meanings or any relevant aspect of the word that help them to recall it (Walters et al., 2009). As a result, this strategy combines the use of several techniques and strategies such as the use of synonyms and antonyms, context sentences, drawings, etc. expanding not only learners' vocabulary, but also their autonomy and ability to use different strategies.

According to Nation (2011), language teachers should introduce and work with words differently depending on the frequency of use. When a word is high-frequency, foreign language learners will see it in different contexts and the amount of exposure of that word will also be higher, enhancing the probabilities to acquire it. With low-frequency words, however, teachers will need to implement learning strategies such as guessing from context, so that learners are able to induct the meaning.

Acquiring vocabulary through context-based learning involves “not only linguistic knowledge of a word, such as phonetic, syntactic and semantic rules, but also the knowledge of how to use the word properly in a context” (Amirian, et. al 2012, p. 2302). In other words, it increases comprehension of the word.

This exposure to language in context that also fulfils Krashen's (1975) idea of comprehensible input, provides language learners with “the opportunity for the i+1 principle to be activated and to make progress” (Vanderplank, 2016, p. 30). For that reason, if the selection of the input is only one level above the one of the learners, thanks to the context, extralinguistic information, prior world knowledge and the current level of competence to understand.

Prince (1996, cited in Mart, 2012) enumerated three benefits of learning from context: first, identifying the meaning of a word in context makes the learner to use strategies such as predicting and inferencing. Second, finding new words in context supports the idea that words are used in discourse for communication purposes. Third, the context in which these words appear gives a sign of the manner in which these words are used. Moreover, this technique allows language learners to face challenges, building up their self-confidence towards the language (Alqahtani, 2015).

In order to initiate the contextual inference from written or spoken content, there must be four accessible elements: the reader/listener, the content, the new words, and some hints that include some information about the guessing (Alqahtani, 2015). If one of these components is missing, the outcome might not be accurate.

Although previous research has previously focused on extensive reading for the practice of this strategy, in the last decade there has been an increase on the number of studies that have included extensive viewing, such as English language programs, YouTube or Netflix (Godwin-Jones, 2018). Moreover, and regarding the type of videos to which learners have access, Hanf (2015) suggested that multi-episode television offers more exposure to the target language than movies, providing learners with more opportunities of “prolonged character development, an unfolding storyline, and thematic episodes all in the context of a familiarized setting” (p. 138).

This new era has also added other benefits such as the availability of subtitles, captions, and corpora of scripts. Winke et al. (2010) also notes resources for teachers and curriculum developers to caption, such as Adobe Premier, iMovie, or ViewPoint. Moreover, and considering the arise of online foreign language course offerings, it is a fact that automated content includes captioned videos.

2.2.1. Context-based and incidental learning: the use of media to enhance EFL learners' vocabulary

Rodgers (2013) conducted a study (his second experiment) about incidental vocabulary learning through viewing episodes of television in which it is investigated the effectiveness of world knowledge, the level of proficiency in which this practice is more useful, and the role of frequent unknown words. The

English proficiency level of the participants was considered pre-intermediate to intermediate within the context of nine university classes for the experimental groups and three university classes for the control group. After completing a vocabulary pre-test, learners watched ten episodes of *Chuck* and completed a post-test afterwards. Results showed learning gains of approximately six words from pretest to posttest. However, the level of proficiency in vocabulary did not determine a higher or a lower acquisition of words. Finally, the frequency with which the target words appeared in the program was only medium-sized correlated.

Peters and Webb (2018) carried out two experiments in order to examine the effect of watching a 1-hour documentary in form recognition, meaning recall (provide the meaning) and meaning recognition (among four options). Moreover, they also investigated the relationship between word learning through video and frequency of occurrence, relevance, cognateness, and previous vocabulary knowledge. Results showed that there was a learning average of 4 words after watching the documentary. Moreover, the study revealed that learners' previous vocabulary knowledge and cognateness of the target words in the video influence positively in vocabulary learning. The frequency of occurrence also had a positive impact, higher to the finding in the first experiment of Rodgers (2013).

Similar results to Peters and Webb (2018) were shown in Montero Perez (2020), when the author focused on the individual differences of higher-intermediate to advanced learners of French. In this experiment the goal was to examine the aspects of word knowledge that learners can acquire, as well as to what extent learners' vocabulary knowledge and working memory can regulate incidental vocabulary learning. The investigator used pseudo words to avoid cognateness and partial knowledge of the word, a factor that could have affected the good results of Peters & Webb (2018). Form recognition test results revealed that learners were able to recognize on both spoken and written tests the form of target words (among four options) after watching the 25-minutes length documentary. However, at the lexical decision task, participants were not very accurate when recognizing if they had heard the word before. Finally, and regarding knowledge of word meaning, there was a gain of almost three words, one less than in Peters & Webb (2018).

The author (Montero Perez, 2020) also concluded that although vocabulary size plays an important role in immediate vocabulary learning (as it was also shown in Peters & Webb, 2018), it did not have a significant effect on delayed form and recognition tests. Only frequency of occurrence of the word contributed to retention of word meaning.

Most researchers include single words as the main target words in their investigations. Kim (2019) also considered phrasal verbs and wanted to test if results were different between single words and phrasal verbs in the pre-test, the post-test and/or the delayed post-test. Two media modes were also tested, using texts with images and using texts with video clips. Although no sound was used in both media modes, the use of images and text was beneficial for the acquisition of vocabulary. Results showed that both media modes are helpful for vocabulary learning. The group that watched video clips scored higher on phrasal verbs in the delayed test. Thus, this may suggest that video clips can facilitate long-term memory for this type of vocabulary. Students' attitudes and perceptions were also considered in this study, and some of their answers included better memorization, inference of meaning, acquisition of words and contextualization, among others.

Regarding the actual implementation of multimedia for foreign language learning within the classroom, Hanf (2015) followed Thompson & Rubin (1996) metacognitive strategies to help learners manage their learning process: planning, defining goals, monitoring (cited in Hanf, 2015). In the first strategy, the instructor should define what to watch, how to watch a segment, and how many replays of the video there should be, among others. About defining goals, it is important to clearly identify and choose the content and type of material that will be used. Finally, and regarding monitoring, it is important to consider difficulties, strategy effectiveness and self-assessing comprehension. Moreover, the author suggests to have small group discussions about the episode that students have watched and about the language they have discovered while being exposed to the input. In this step, learners will have the opportunity to ask contextual and cultural questions that the teacher can explain.

Another possibility is to divide large groups of learners in smaller ones in order to cover different language areas so that they can present them to the rest of the class. In this way, "students might carry out a jigsaw in which they participate in reciprocal teaching with students from other groups" (Half, 2015, p. 144).

As it has been shown, previous research has demonstrated the effectiveness of the use of multimedia for comprehensible input and contextualized vocabulary learning (Plass & Jones, 2005, cited in Sydorenko, 2010). Moreover, the incorporation of L1 subtitles (Peters et al., 2016) and captions (Montero Perez, et al. 2013) in videos aids to the listening comprehension and vocabulary learning of students of a foreign language. Neuman & Koskinen (1992, cited in Vanderplank, 2016) reported that captioning is more beneficial than traditional television watching or reading while listening (e.g. audiobooks) for vocabulary recognition and acquisition. Thus, although captions were initially developed for people with hearing impairment, language teachers and researchers realized of their benefits for language learners, since they not only offer support to the learner but also with “a target language learning climate” (Bird and Williams, 2002, p. 509).

Back in the 20th century, Price and Dow (1983, cited in Vanderplank, 2016) were the pioneers in working with closed captions in foreign language learning. Participants were 500 students at Harvard University from 20 language backgrounds. Half of them watched four video excerpts with captions and the other half without. Results showed that students who watched the captioned videos benefited from an increase of comprehensibility. After that, Vanderplank (1988, 1990) analyzed some observations that could explain why captions promote more vocabulary learning than single modality input. Firstly, captions contribute to a conscious focusing on the form (especially on correct form), particularly when “new or striking expressions are used” (1988, p. 276), and secondly, captions encourage attention “which is crucial to taking out language” (1990, cited in Vanderplank, 2016, p. 79).

More recently, Sydorenko (2010) found out that groups watching with captions (video + audio + caption and video + caption) learned more word meanings (overall translation). However, for form recognition, there was no effect by combining written and aural verbal input. This study also took into account students’ perception and feedback after the procedure. Students addressed difficulties multitasking with paying attention to the images, listening to the audio, reading the captions. However, “the process of doing so, did not hinder their language learning” (p. 62), performing better doing three tasks than two (video + caption and video + audio). As a result, it could be concluded that this finding

supported Hegelheimer (2007, cited in Sydorenko, 2010) when he associated the positive influence of redundancy through multiple modalities to learners' individual choices of focus. In this way, captions are more helpful than distracting.

Considering the effect of captions when learning phrasal verbs, Pasban et al. (2015) concluded that English learners who watched clips using English captions outperformed those of control group in their writing performance. For that, fifteen episodes of Connect with English were chosen. Researchers selected seventy-eight target phrasal verbs based on the ability level and background of the students. The experimental group watched the clips with English subtitles and English audio track while the control group only watched the clips with the English audio track. Captions were concluded to help in the gap between the improvement in reading comprehension and aural comprehension.

According to the proficiency level, Vanderplank (1988) showed on his project that English Teletext subtitles were not very useful at lower levels because of their slow reading speed and because of the complex grammar and lexis, but especially helpful to post-intermediate learners. It is also important to mention that this project did not specifically test participants' vocabulary acquisition, but more general benefits in terms of language learning. Moreover, Vanderplank (1988) also concluded that the use of captions reduced anxiety and promoted language acquisition. Winke et al. (2010) supported these ideas when they found out that listening twice to a video, first with captions and then without them may reduce learners' anxiety, activate listening strategies, and promote automaticity.

Montero Perez, et al. (2013) also tested the variable of proficiency levels. Although all groups improved their vocabulary, they found the biggest effect of captions on beginners. They reasoned these results by using the decoding stage. Beginners need more help at this level so captions provide them more time to pay attention to the words. As a result, we could state that proficiency level does not seem to be a crucial fact that determines the effectivity of captions. By providing the students with the appropriate level of materials, they can still benefit from captioning.

However, few students have investigated what type of subtitles conclude in a more positive impact. Peters et al. (2016) investigated the impact of L1 subtitles and captions on word learning in two EFL classes of general secondary school (17-18 years old) in Belgium. Both groups watched 13 minutes of a documentary

about “eating insects” with L1 Dutch subtitles or English captions. Thanks to the vocabulary size pre-test and post-test, it could be concluded that students benefited more from captions than from L1 subtitles in terms of form recognition when learning new words.

2.3. Phrasal verbs: importance and difficulty

Finally, and considering the target vocabulary for the current innovative teaching proposal, phrasal verbs play an indispensable role in communication, especially in oral forms. English native speakers use phrasal verbs every day in their regular conversations. There are many of them and they even have dictionaries dedicated to this specific form of the English language. For that reason, learning phrasal verbs is very important since they provide a nativelike fluency in the language. However, it seems clear that phrasal verbs raise certain didactic problems (Cornell, 1985), such as the quantity of phrasal verbs in everyday use in English, the idiomatic nature of some of them or their polysemy. According to the definition of *The American Heritage Dictionary of Phrasal Verbs* (2005, cited in White, 2012, p. 419): “A phrasal verb is a combination of an ordinary verb and a preposition or an adverbial particle that has at least one particular meaning that is not predictable from the combined literal meanings of the verb and the preposition or particle”. As a result, their difficulty is such to nonnative speakers of English that many of them try to avoid using phrasal verbs at beginning and intermediate levels of proficiency (Liao & Fukuya, 2004).

There are different common approaches for the instruction of phrasal verbs (White, 2012). First, textbooks usually tend to provide lists of phrasal verbs with their definitions in which students have to fill gaps and/or match the right answer. As a result, EFL learners tend to memorize the specific words rather than analyze their semantic aspects, which leads to a very specific contextual knowledge of the use of the target phrasal verb (Veer, 2000, cited in White, 2012). Another approach is the one in which phrasal verbs are analyzed grammatically. For instance, phrasal verbs can be categorized in three groups: intransitive, inseparable transitive, and separable transitive. In this manner, learners focus on the structure rather than on the meaning. Finally, an approach related to functional topics, themes, shared verbs, or shared particles can also be found.

Once again, this approach is characterized by the memorization the learners need to carry out, allowing an arbitrary combination of verb + particle since learners do not pay attention to the context and meaning in which the phrasal verb is used.

New approaches and methods of instruction have also been considered and implemented. On the one hand, White (2012) proposes a systematic concept-based instruction approach to teach phrasal verbs after considering their complexity in EFL learning. For it, the author follows a five-step methodology: zone of activity, student collection of phrasal verbs, discussion of meaning, drawing meaning and sharing drawings. The author claimed that sketch drawing “might move learners toward a discovery of systematic relationships between the different senses of the phrasal verbs in these sentences” (p. 430). Students reacted very positively to the approach, and results showed a modest improvement from the pre-instruction task to the post-instruction task.

Similarly, Spring (2019) offered data that suggested that students like this method. For instance, the author explains that fill-in-the-blank type of exercises leads to different interpretations. As a result, by providing students with a visual representation and a context, they will not misinterpret the real meaning of the phrasal verb in that specific context and feedback can also be clearer. Results definitely show that this method has a positive reaction from the learner side and that they prefer a combined video task rather than a completely open-ended video description task. Thus, students appreciate assistance and guide through their learning process.

On the other hand, as Akbary et al. (2016) claimed in their study about using song lyrics for teaching and learning English phrasal verbs, exposure to the language is mainly limited to the classroom. As a result, the use of other resources such as movies, books, TV shows, podcasts, music, etc. is very valuable and can be especially useful to younger learners of the language who are often interested in these forms of media.

3. GOALS

The main aim of this thesis is to provide an innovative teaching proposal in order to improve vocabulary knowledge in learners of English as a foreign language. This proposal is based on incidental learning, defined in the terms of Webb & Nation (2017) as “the acquisition of words (or aspects of those words) while performing a meaning-focused task (...) with the aim of understating the content” (Montero Perez, 2020, p. 7). The meaning-focused task that will be used is watching some clips and scenes of the series “Stranger Things” to introduce new contextualized vocabulary.

Previous literature has revealed that learning vocabulary through multimedia and within a context presents several benefits to foreign language learners (Rodgers, 2013; Peters and Webb, 2018; Montero Perez, 2020). Moreover, captions have been demonstrated to increase the benefits of this strategy more than L1 subtitles do (Peters et al., 2016). As a result, learners will be exposed to aural and written forms of the target vocabulary, phrasal verbs.

There are several reasons for the choice of the series “Stranger Things”. On the one hand, it combines a multi-genre storytelling. The show not only comes of age story, taking place in the 1980s which includes relevant references and aesthetic features of the time period, but it also mixes horror, conspiracy, humor and adventure. All this together makes it a perfect fit for keeping the motivation and interest of students of 4th year of Compulsory Second Education (CSE). Furthermore, throughout the story, characters work together constantly and this will share some group dynamic values such as compassion and trust to the target group. On the other hand, this series is adequate for their English level since the main characters are also teenagers and do not use very complex structures. Moreover, even if they will not understand word by word, the target vocabulary is easy to infer from context.

Regarding the target vocabulary, the use of phrasal verbs is very important in intermediate and advanced levels of English. However, they present numerous challenges to English learners who often view verb + particle combinations as random (Side, 1990) In many cases, phrasal verbs cannot be deduced from its elements and they are polysemous. In 4th year of CSE, English learners begin to have more autonomy and fluency in comprehension and production of written

and oral texts and it is essential for them to start mastering these common structures that will lead them to a more proficient use of the language.

Since little research has been carried out about the combination of multimedia, captions and phrasal verbs, this innovation proposal seeks to increase English learners' awareness on the importance of phrasal verbs, to improve their vocabulary comprehension through the use of strategies that will help them to infer meaning through context and to encourage them to include them as part of their active vocabulary.

To sum up, the goals for the current innovation teaching proposal are the following:

- To apply Webb & Nation's (2017) theory of incidental learning to improve vocabulary learning in 4th of ESO students.
- To use the TV show "Stranger Things" as the means to introduce new contextualized vocabulary, more specifically, contextualized phrasal verbs.
- To focus on the teaching and learning of phrasal verbs through different strategies and techniques.

4. INTERVENTION PROPOSAL

4.1. Contextualization and timing

This innovation project is addressed to be developed in the subject of EFL in the 4th year of CSE. Since it will be conducted in a trilingual state-subsided school in the Basque Country, this innovation plan will be mainly based on Decree 236/2015, of 22 December, which establishes the Basic Education curriculum and its implementation in the Autonomous Community of the Basque Country. Although this decree shares some aspects with the Organic Law of Education 8/2013, the article 16 of the Statute of the Basque Autonomous Community sets out that the autonomous region rules on its own jurisdiction in terms of education. As a result, it has the competence to adopt its own decree. Considering this, the Department of Education, Linguistic Politics and Culture, within the Heziberri 2020 plan presents the Basque Decree 236/2015 on Basic Education in the Basque Autonomous Community.

As a result, the current education legislation that forms the basis for this educational proposal is the following:

- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) of 2001. Council of Europe.
- Organic Law 8/2013 of the 9th December 2013, on the Quality improvement of Education (LOMCE). Published in the Official State Bulletin on the 10th December 2013.
- Royal Decree 1105/2014, 26th December, which establishes a basic curriculum for Compulsory Secondary Education and Bachillerato.
- Decree 236/2015, of 22 December, which establishes the Basic Education curriculum and its implementation in the Autonomous Community of the Basque Country.

Moreover, the current proposal is aimed to be carried out at different stages of the academic year. Since phrasal verbs are common vocabulary related to different themes, topics and categories, there will be six didactic lessons of 20 to 35 minutes each, depending on the session, at the end of each term directed towards the learning of these constructions. However, due to extent constraints, this project will only cover one term, serving as a model to the upcoming planning for the following term.

Since students will not be familiarized with this project on the first day they are introduced to it, the first two sessions of the first semester will be directed to contextualize the Netflix series “Stranger Things” in time and location, to get to know the main characters, and to understand the purpose of carrying out this innovative plan. In this way, in the first term there will be 2 sessions directed to the general planning and 4 sessions specialized in learning some phrasal verbs. As a result, in the following terms students will know what they are expected to achieve and they can spend the following sessions working on more phrasal verbs.

Timing in this project is planned from the students’ perspective. Students in fourth year of Compulsory Secondary Education attend English lessons four times a week, the following table shows the tentative dates for which this project would take place in the following academic year 2021- 2022.

Term	Sessions	Tentative dates
First	1-3	13 th December – 17 th December
First	4-6	21 st December – 23 rd December
Second	7-9	28 th March – 1 st April
Second	10-12	4 th April – 8 th April
Third	13-15	6 th June – 10 th June
Third	16-18	13 th June – 17 th June

4.2. Target group

As mentioned before, this project will consider students of 4th year of CSE at a trilingual school in the Basque Country. There are several reasons why this proposal has been designed for this group. On the one hand, considering this is the last year of the compulsory stage for some students, this might be also the last chance for them to be in contact in an English learning classroom context. As a result, because phrasal verbs are such a common structure in the English language communication, it is necessary for them to be able to infer their meaning from context in order to comprehend and include them in their active vocabulary when producing the language. On the other hand, at this age (15-16 years old), they are mature enough and are able to use their previous knowledge of the world and of the language to infer vocabulary from context without the explicit teaching of it.

There are 30 students in this group. Students come from different backgrounds and have different motivation towards English foreign language. There won't be any attention for diversity since no student presents any special behavior or learning needs. Moreover, it is assumed that everyone will be motivated during the intervention, considering the series that have been chosen and the materials that will be used in class are motivating enough to keep them active and interested during the learning process. Nevertheless, considering that not everyone learns at the same pace, students will be provided with several opportunities to comprehend the new vocabulary and to practice it, as well as to work in groups so that they can work cooperatively and help to each other.

4.3. Methodology

At the end of each term, there will be six didactic lessons regarding the learning of phrasal verbs through the Netflix series "Stranger Things". During the process, students will be provided with the aural and written output (through captions) of different episodes' extracts in which they will be exposed to contextualized phrasal verbs. Thus, the image, the sound and the captions will aid them to infer the new vocabulary.

On the one hand, the teacher will create small group discussions about the episode and about the language they have learned, as suggested by Hanf (2015). This discussion will be guided by the instructor who will provide the learners with the enough resources and tools to work on the comprehension and acquirement of new vocabulary. Learners will also have the opportunity to ask questions to the teacher to increase their cultural and contextual knowledge on the topic.

On the other hand, 4th year of CSE learners will work on the production of the new phrasal verbs so that they build their understanding of the vocabulary. In this process, the online vocabulary notebook suggested by (Walters et al., 2009) is crucial. The teacher will suggest them some of the different techniques and strategies described by Brewster et al. (1992) such as creating graphic representations (drawing and emojis) or recording themselves in an audio and in a video and others such as using Taboo. In order to do this in this new era of technology, the computer-assisted language learning approach will be adopted. Students will make use of iPads to access to the Microsoft OneNote app as their

online vocabulary tool so that they learn, practice and revise what they learn during the sessions, allowing them to be more autonomous.

Creating more autonomous individuals is one of the main goals in the methodology of this innovation plan. The teacher will only interact as a facilitator, providing students the necessary tools to connect old and new knowledge to induct the meaning of the target vocabulary, as well as to ensure the long-term acquisition.

Following the metacognitive strategies proposed by Thompson & Rubin (1996) and later followed by Hanf (2015) this plan defines the goals, the difficulties that may arise, the content and the materials that will be used during the whole process. Moreover, this proposal also encourages students monitoring through group and self-assessing. As a result, cooperative learning will also be implemented as students will be working in groups to encourage respect and learning among different students.

4.4. General and specific objectives

The Royal Decree 1105/2014 (p. 172) defines objectives as the outcomes that students must attain at the end of each educational stage as a result of the teaching-learning experience, which has been intentionally planned for such purpose. Since the current innovation plan is intended to be carried out in the autonomous community of the Basque Country, the objectives that will be considered are taken from the Basque Decree 236/2015. However, given that the development of the stage objectives listed in this decree is carried out throughout the whole stage of Secondary Education, the current innovative teaching proposal will only focus on the following:

1. To understand oral, written and audiovisual types of discourse stemming from ordinary interactions and adjusted to the capacities and interests of the students. To interpret them in order for the students to be able to comment on them and to interact.
2. To express oneself and to interact orally and in writing correctly, coherently and with a certain degree of autonomy in habitual situations.
3. To reflect on the linguistic system of the foreign language and to autonomously apply the knowledge about the rules of its use on oral and written comprehension and production.

4. To enjoy simple written, oral and audiovisual literary material (which has traditionally been oral), to understand cultural diversity, to have more opportunities for linguistic improvement and to develop aesthetic sensibility.
5. To recognise and value the linguistic and cultural diversity of our society in order for the students to develop a positive attitude towards it and view foreign languages as means by which to communicate with and understand others.
6. To substantially use technology to obtain information, to communicate and to cooperate in an L2.
7. To reflect on learning processes in other languages and on the knowledge and communication strategies acquired so as to transfer all this when it comes to learning a new language.

Aside from the general objectives defined in the Basque Decree 236/2015, the students for which this didactic unit has been designed will work during six lessons to attain these specific aims:

1. Students will be able to create a relationship between themselves and the series in order to keep their interest and motivation active.
2. Students will learn socio-historical features within the context the series takes place.
3. Students will be aware of the whole learning process so that they can organize themselves and be autonomous during all the lessons.
4. Students will learn how to make a correct use of an online notebook to record old and new knowledge.
5. Students will benefit of real input from a series from which they will learn to extract the most important information in order to be able to induct meaning from context.
6. Students will learn different strategies to learn, practice and review phrasal verbs.
7. Students will work cooperatively and share their knowledge among them to help each other.

4.5. Competences

The Basque Decree 236/2015 defines two lists of basic competences. First, the basic transversal competences that must be achieved with the contribution of all subjects. Second, the basic subject competences that must be achieved in each specific teaching area. For the purposes of the current proposal, the basic transversal competences that are taken into account are the competence for learning to think and to learn and the competence for communication (verbal, non-verbal and digital). On the other hand, the basic subject competence that comprises the subject of English as a Foreign Language is the linguistic and literary communication competence.

Basic Transversal Competences

- *Learning to think and to learn – L2TL*: This competence is based on the acquisition of study and work habits, as well as learning and thinking strategies that can be transferred to other contexts and situations in order to organize students' own learning autonomously. In this way, students will look for key information in the extracts of the series, select it and use it so that they interpret strategically the meaning of the target phrasal verbs to be able to use them in other contexts.
- *Competence for communication (verbal, non-verbal and digital) – CC*: Through working this competence, students will be able to use verbal, non-verbal and digital communication to communicate efficiently and adequately in personal, social and academic situations. During this proposal, students will communicate fluently and they will be able to use ICTs in a creative, critic, safe and efficient way to communicate.
- *Social competence – SC*: This competence works participation skills in the different interpersonal, group and community situations, acknowledging each other's rights and duties to contribute in the personal and common benefit. Students will work in groups and together, they will share their knowledge, respecting turns and others' ideas to get to the final purpose of each activity.
- *Learning to be – L2B*: By working this transversal competence, students will reflect on their own feelings, thoughts and actions. They will also self-regulate their verbal, non-verbal and digital language, as well as value

themselves to get a better self-concept of their person. In this proposal, students will compare themselves with the main characters of the series. This will help them to self-assess their social and moral behavior. Moreover, they will also assess other peers, encouraging them to take decisions with autonomy and take responsibility of their choices and duties.

Basic Subject Competences

- *Linguistic and literary communication competence – LLCC*: During the sessions, students will comprehend and produce oral and audiovisual texts in English that will help them to communicate properly and efficiently in different contexts of their lives. Moreover, they will develop a literary education that will help them to know better the world that surrounds them.
- *Social and civic competence – SCC*: Students will get to know better and understand themselves thanks to finding common aspects with the main characters of the series. Moreover, since they will be working in groups and sharing their self-concept with other classmates, they will also work on acknowledging and respecting different individuals in the same society.

4.6. Contents

Regarding the contents for the English subject in the fourth year of CSE, the Basque Decree 236/2015 presents 6 blocks. Block 1 summarizes the basic transversal competences that are common to all subjects. Blocks 2 and 3 include the contents that should be covered to be able to communicate in terms of oral and written comprehension and production. Block 4 is related to literary education. Finally, blocks 5 and 6 focus on the use of the language and its social dimensions. In the current proposal, the following contents will be taken into account:

Block 1 Content related to basic transversal competences	
1.1.	Identifying, obtaining, storage and recovering information.
1.3.	Comprehension, memorization and expression of the information.
1.5.	Creation, choice and expression of ideas.
1.6.	Planification and analysis of the viability of ideas, tasks and projects.
1.7.	Fulfillment of what has been planned and adjustment, if needed.
1.8.	Assessment of plans and achievements, as well as development of proposals for improvement.
1.11.	Collaboration and cooperation in group work learning tasks.

	1.17.	Self-regulation of verbal, non-verbal and digital communication.
Block 2	Oral communication (Listening, speaking, talking)	
	2.1.	Comprehension of mid-length contextualized oral texts in different aids belonging to interpersonal relations, media and learning: descriptions, dialogues, exposition.
	2.2.	Use of basic strategies for the comprehension and production of oral texts.
	2.3.	Guided participation in real or pretended communicative situations related to personal experiences and interests, as well as with learning.
	2.4.	Production of brief oral texts in different aids following the established guidelines, about topics related to academic and personal interests with diverse goals, logic structure and adequate pronunciation: definitions, descriptions, dialogues.
	2.10.	Active, respectful and cooperative participation in the communicative exchanges, especially in shared learning situations.
	2.11.	Interest in expressing orally in English.
	2.13	Confidence and initiative to express oneself in public.
Block 4	Literary education	
	4.1.	Active listening and comprehension of brief adapted oral and audiovisual texts, suitable to students' age and interests.
Block 5	Reflecting on the language and its uses	
	5.2.	Guided analysis and reflection on the use of high-frequent vocabulary and common structures, idioms and expressions.
	5.4.	Application of basic strategies to organize, acquire, remember and use vocabulary.
	5.5.	Use of multimedia aid and ICTs to acquire new vocabulary and structures
	5.8.	Active participation in the evaluation of oneself and others, as well as the guided use of self-assessment and self-correction strategies of the oral, written, and audiovisual productions.
	5.10.	Autonomous progressive use of learning resources: ICT
	5.11	Vocabulary related to daily and academic topics.
	5.12.	Forms, expressions and set phrases related to different communicative situations.
Block 6	Social dimension of the language	
	6.5	Most relevant socio-cultural and geographical elements of the countries that speak English.
	6.8.	Acknowledgment and value of English as an international communication tool, as well as its use to access new information and get to know different cultures and lifestyles.

4.7. Assessment criteria

The Basque Decree 236/2015 defines 10 assessment criteria for the previous mentioned blocks of contents. In this proposal the following criteria will be considered in order to monitor the progress and final achievement of the students by themselves and by the teacher:

1. To comprehend and interpret contextualized and clearly structured oral texts about daily subjects in situations more or less common and that belong to close matters to the experience of the students. They will recognize the global sense and the principal ideas, as well as the relevant information to the specific task.
2. To produce oral texts with a simple language about daily subjects and personal interests, and with a logical structure, diverse purpose and adequate pronunciation, using verbal and non-verbal resources.
3. To participate in the common interactive situations, respecting the rules of the communicative exchange.
8. To use the acquired knowledge and strategies in English with progressive autonomy to solve comprehension, production and review problems.
9. To use English as a learning tool and as a mean of communication and understanding among people that speak different languages and belong to different cultures.
10. To identify and show respect and interest for knowing relevant social, linguistic and cultural elements and relate them with those of oneself.

To the extent possible, the teacher will aim to provide both formative (by giving feedback to the students regarding their performance) and summative assessment, for the final activity in which students will demonstrate they have understood and acquire the new phrasal verbs into their active vocabulary. Moreover, peer assessment and a self-reflection will also be implemented. The following table describes the different assessment criteria that the teacher will use to evaluate during the sessions:

Assessment type	Assessed through	Percentage	Description
Summative	Taboo (Appendix III)	25%	In session 6 students will demonstrate they have comprehended and are able to produce the main uses and contexts in which the target phrasal verbs are used.
Formative	Oral recording (Appendix IV)	15%	In session 4 students will record an audio explaining the meaning and main uses as if it was an explanation to someone that has never heard this phrasal verb.
Formative	Video (Appendix IV)	15 %	In session 5 students will work in groups of 5 people and record a video of themselves with the iPads in which they use this phrasal verb in a brief script.
Formative	Participation and use of English (Appendix V)	15%	During the development of each week the teacher will observe and assess students' active participation and involvement in class.
Formative	Peer-assessment (Appendix IV)	15%	In session 6 each group will assess other students' activities that have been carried out during the sessions.
Formative	Self-reflection (Appendix VI)	15%	Students will complete an individual reflection in which they will have to reflect on (i) the importance of phrasal verbs (ii) new knowledge obtained (iii) level of difficulty (iv) what was liked and disliked.

4.8. Materials

The materials and resources that have been chosen for the development of the syllabus here described are the following:

To share content with the students, the teacher will make use of the smartboard that the school offers in each class. This will allow the teacher to project PowerPoint presentations that will provide relevant information and practice opportunities to EFL learners. In the same way, students will be able to watch the extracts of the "Stranger Things" series by using this smartboard and Netflix, the online platform in which this series is available. The teacher will select the phrasal verbs by reading the scripts of the episodes of the series

(<https://bit.ly/3h9RX18>). By doing this, it will be easier to choose phrasal verbs that are mentioned in different episodes. After identifying them in the scripts, the teacher will look for the specific extracts in which the phrasal verbs are reproduced in the audio-visual format of the series.

Moreover, each student will have access to an iPad in which they will be able to make use of their online vocabulary notebook with Microsoft OneNote. This app provides students a 5 GB storage in which they will be able to organize their knowledge through sections and pages. They will be able to create, edit, and insert text, audios, images, drawings, etc. that will help different types of learners acquire better the new information.

Finally, the students will also have access to the rubrics (Appendix III-VII) so that they know what they are expected to achieve and to acquire at every stage of the process. This will also help them to organize themselves and focus on the task.

4.9. Sessions

4.9.1. Session 1

Step 1	Duration	Interaction	
Stranger who, where and when?	20'	Teacher – Student Student – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 2	a, b, g	L2B, CC, SC	LLCC, SCC
Materials			
PPT (Appendix I)			
Description			
<p>In order to get familiarized with the main material that will be used during the whole intervention, the teacher will ask the students if they have ever heard about the series “Stranger Things”, if they have watched it and if they liked it.</p> <p>Moreover, if one or more people have watched it, they will introduce to the rest of the class the main characters (Appendix I, slide 2), so that everyone is on the same page. If no one has watched it, the teacher will use slides 3-5 on Appendix I to give them a brief description of the characters.</p> <p>After that, each student will identify himself/herself with one or more characters of the series, justifying his/her reasons. This information will be presented to his/her classmates in groups of 5 people.</p>			

Finally, the teacher will introduce some historical background about the series (e.g., politics, fashion, pop culture, etc.) to the students since the series takes place in the 1980s in USA (slides 6-7).

4.9.2. Session 2

Step 2	Duration	Interaction	
For what?	5'	Teacher – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
5	c	L2TL	LLCC
Materials			
Appendix III, Appendix IV, Appendix V, Appendix VI			
Description			
Students will be introduced to this project plan, to the importance of vocabulary in languages and phrasal verbs in English, as well as to the specific objectives of the plan and to its assessment criteria.			
Step 3	Duration	Interaction	
Vocabulary notebook	15'	Teacher – Student Student – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
6	c, d, g	L2TL, CC, SC	LLCC
Materials			
iPad, Microsoft OneNote			
Description			
<ul style="list-style-type: none"> - The teacher will explain the students that they will have an online vocabulary notebook in which they can add and edit different entries. This will be their learning process record and they can access to them whenever they need it. - The teacher will provide each student with an iPad and they will create an account in Microsoft OneNote with their school email address. - In pairs, they will help each other to discover the different features the app offers (drawing, writing, insert files, etc.). - Each student will create a new “Section” on their online notebooks called “EFL” and within it, a new “Page” called “Vocabulary”. 			

4.9.3. Session 3

Step 4	Duration	Interaction	
Binge watching	20'	Student – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 2, 4, 6	c, e, g	L2TL, CC, SC	LLCC
Materials			
Netflix, Appendix II			
Description			
<p>- Students will watch twice several extracts from different episodes of the series “Stranger Things” with captions (Appendix II). This time they will be asked to pay attention to general information since they will be answering some questions afterwards in groups of 5 people.</p> <p>- Some of the questions they will answer are the following can be find in Appendix II.</p>			

4.9.4. Session 4

Step 5	Duration	Interaction	
Hold on!	10'	Teacher – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 3, 4, 6	c, d, e, f	L2TL, CC	LLCC
Materials			
Netflix, Appendix II, iPad, Microsoft OneNote			
Description			
<p>- This time the students will watch again the extracts with captions (Appendix II), but only to those in which the phrasal verb “hold on” is present. As a result, this time they will pay attention to specific contextualized vocabulary related to the use of phrasal verbs.</p> <p>- After watching the extracts, each student will make a drawing in their online vocabulary notebook in which they will have to include the phrasal verb “hold on” and represent its meaning.</p>			
Step 6	Duration	Interaction	
Turn away	15'	Teacher – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 2, 3, 4, 6	c, d, e, f	L2TL, CC	LLCC
Materials			
Netflix, Appendix II, iPad, Microsoft OneNote, Headphones with microphone			
Description			

- Students will watch the extracts corresponding to the phrasal verb “turn away” (Appendix II) with captions.
- After watching them, they will have to record themselves with the iPad and some headphones with microphone describing its uses and meaning as if it was an explanation to someone that has never heard this phrasal verb.

4.9.5. Session 5

Step 7	Duration	Interaction	
Hang out	15'	Teacher – Student	Student – Student
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 2, 3, 4, 6	c, d, e, f, g	L2TL, CC, SC	LLCC
Materials			
Netflix, Appendix II, iPad, Microsoft OneNote			
Description			
<p>- Students will watch the extracts corresponding to the phrasal verb “hang out” (Appendix II) with captions.</p> <p>- After watching them, they will work in groups of 5 people and record a video of themselves with the iPads in which they use this phrasal verb in a brief script. They will insert their videos in their online vocabulary notebook.</p>			
Step 8	Duration	Interaction	
Drop off	10'	Teacher – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 3, 4, 6	c, d, e, f	L2TL, CC	LLCC
Materials			
Netflix, Appendix II, iPad, Microsoft OneNote			
Description			
<p>- Students will watch the extracts corresponding to the phrasal verb “drop off” (Appendix II) with captions.</p> <p>- After watching them, they will use as many emojis as they want in their online vocabulary to describe the meaning of the new phrasal verb.</p>			

4.9.6. Session 6

Step 9	Duration	Interaction
Peer-assessment	20'	Teacher – Student Student – Student

Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
1, 3, 6	c, g	L2TL, CC, SC, LTB	LLCC
Materials			
Appendix IV, iPad, Microsoft OneNote			
Description			
<p>- As means of revision, each student will show to the rest of the class their drawing for the phrasal verb “hold on” and all together they will vote for the best 3. Those three will be shared to the rest of the classmates’ so that they can include them to their vocabulary notebook.</p> <p>- Each group will evaluate another group’s voice recording for the phrasal verb “turn away” using the rubric in Appendix VI.</p> <p>- Each group will evaluate another group’s video for the phrasal verb “hang out” using the rubric in Appendix IV.</p> <p>- Each student will show to the rest of the class their graphic representation through emojis for the phrasal verb “drop off” and all together they will vote for the best 3. Those three will be shared to the rest of the classmates’ so that they can include them to their vocabulary notebook.</p>			
Step 10	Duration	Interaction	
What did I learn?	15’	Teacher – Student Student – Student	
Objectives	Specific objectives	Basic Competences	
		Transversal	Subject
2, 3, 6	c, d, f, g	L2TL, CC, SC	LLCC
Materials			
Appendix VI, Microsoft OneNote			
Description			
<p>- To make sure that the target phrasal verbs have been acquired, each group will have to describe, put examples, etc. (up to their choice) playing Taboo. Thus, they will not be able to use the following words for each phrasal verb:</p> <ul style="list-style-type: none"> - Hold on: wait, call - Turn away: refuse, leave - Hang out: friends, time - Drop off: car, leave <p>- Homework: The teacher will remind them to complete the self-reflection on their online vocabulary notebooks.</p>			

5. EXPECTED RESULTS

This innovative project seeks to enrich students' vocabulary through the combination of the theory of incidental learning and watching a series. The main expected result is that students acquire the new phrasal verbs and include them as part of their active vocabulary. Moreover, through watching a series adapted to their English level, age and interests, it is also expected that students awaken some motivation towards the learning of new words, phrases, idioms, etc. and become more active in the EFL learning on their own. If this happens, this will affect several aspects of the English-related world, such as vocabulary, pronunciation and intonation, and culture-historical knowledge on the English-speaking countries.

As the literature has portrayed, inductive learning has proved several benefits to foreign language learners such as being able to use strategies and techniques on their own for understanding the meaning, the uses and the contexts in which the words may appear. Thus, this project also expects students to become more independent and autonomous in the process of learning a language. At the age of 15-16, they are able to use what they have learned responsibly. However, it is essential for them to have the necessary tools. Through the guided intervention of the teacher, the online vocabulary notebook and the games, strategies and techniques carried out in class in order to work and review the new knowledge, it is expected that the students adopt these practices and acquire them as new resources for learning a language. Moreover, when students know how to act and react towards new knowledge in a foreign language, they feel more motivated and build up their self-confidence towards that language.

Regarding the target vocabulary, this project has focused on the acquisition of phrasal verbs. It is expected that students lose the fear to these structures and start seeing the importance they have in daily communication. By watching real examples of the use of phrasal verbs, they will understand why they are so necessary to learn and that with the good resources, they are not that difficult to remember and to use.

6. CONCLUSION

This innovation project combines the use of multimedia, captions, the theory of incidental learning and phrasal verbs. Although there is not a specific block or section in the curriculum that specifies the importance of learning phrasal verbs, these structures are very common in the English language. However, previous research has shown that phrasal verbs present some difficulties to EFL learners. As a result, this proposal sought to find strategies, techniques and resources that could diminish these obstacles.

By following this innovative project, the EFL teacher will make more self-sufficient and autonomous learners. Not only they will see that it is not necessary to understand every single word to be able to communicate in a language, but they will also work very thoroughly in one of the transversal competences from the Basque Decree 236/2015, learning to think and to learn. It is very important that students become aware of their learning process so that they can adjust and look for the resources they need to use to accomplish their communicative goals.

Throughout this project, students are provided several extracts from the series "Stranger Things". This avoids artificial language learning and encourages students to use the English language in different contexts. Moreover, learning has been based on the relationship between new information and previous knowledge since they had to infer from context the meaning of the unknown phrasal verbs. Thus, by the construction of connections between these two, they keep building above their basis.

Finally, although this innovation project has been designed for students of 4th year of CSE, this plan could also work with other levels. Previous research has demonstrated that the use of captions benefits at different levels, so it seems right to believe that the idea of watching a series and working on vocabulary is a project that can motivate and ensure learning at different levels of CSE. In this manner, this innovation project also aims to serve as a model for future multimedia implementations within the classroom to learn specific content. Nonetheless, it is important that future adaptations of this proposal consider certain things such as what series students should watch, how to watch it and what techniques and strategies should be taught and applied.

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