

### Boost Confidence in Using Phrasal Verbs

get through with keep up with come over take care of get up break in on  
 Pick up run across do over look out for look over cut down on  
 take after come up with drop out look in on look up  
 show up check up on V find out give back catch up with  
 get by look down on throw away wake up hand in pass out  
 walk out on fill up talk back to run out look forward to look up to  
 Blow up look out look out make up take off  
 Phrasal Come in point out get along with  
 Get out pick up keep away grow up  
 Stand up  
 Watch out go on try on set up turn down put away  
 get rid of look into call off show off turn on turn down put away  
 go over go through call on call on put on put on  
 Look after S Read over talk over use up  
 blow up get over bring up use up turn up  
 take down

## Analysis Summary

English for Art Purposes (EAP) is a program designed to get art and design education started as soon as possible. Students will learn to express opinions clearly in critiques, understand lectures, improve your reading skills and vocabulary, and write papers for class assignments with the support and guidance of the Academy of Art University's ESL staff and instructors. Undergraduate international students who take this placement exam may be placed in one of the following English classes: EAP\_1 English for Art Purposes I (EAP 1), EAP\_2 English for Art Purposes II (EAP 2), and other level classes.

### Why Need Training?



Many ESL students enter university without knowing the knowledge of using phrasal verbs. Since teaching phrasal verbs is not as important as in teaching past tense or present perfect tense in ESL grammar classes. And due to the following problems of students learning phrasal verbs (avoidance, style deficiency, semantic confusion, lack of collocational awareness, using idiosyncratic phrasal verbs, and syntactic errors), students have not much experience of learning phrasal verbs. They don't know exactly what is a phrasal verb and how to use it.



ESL students took the grammar tests and scored quite poorly on the phrasal verbs portion of the examination. Their current performance level is approximately 45% out of 100%. Upon further investigation, it was determined that students scored low on classroom assessments as well.

# Value Training

## Value of Training

- Students can boost their confidence in using phrasal verbs in both classroom and tests. Especially, for international students. Phrasal verbs are common in informal English. This is a good opportunity for international students learn authentic English. Once students are familiar with the phrasal verb meanings, using phrasal verbs in informal language will be less challenging. In addition, learning to use phrasal verbs correctly will help international students sound natural in casual conversation. Students will improve their listening, speaking, reading skills and vocabulary, and write papers for class assignments.

## Purpose Statement

got purpose?

- The purpose of this instructional program is to create two instructional modules that teaches ESL students phrasal verbs, and improve communication skills in using phrasal verbs.



## Description of the Learner Group

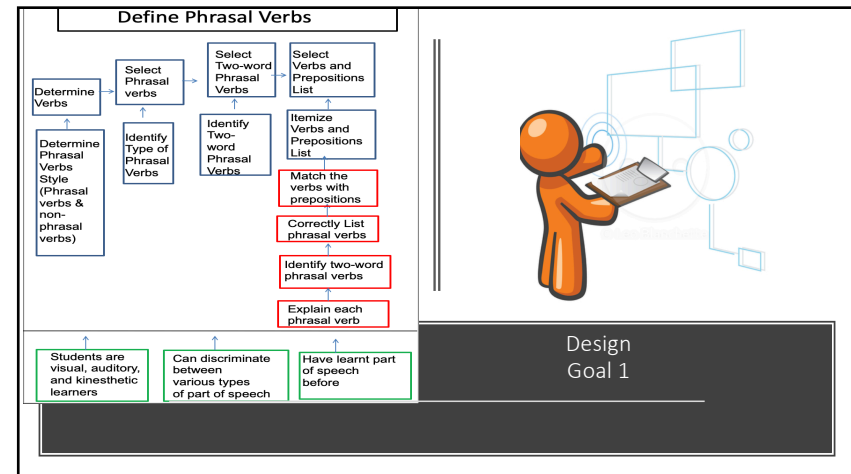
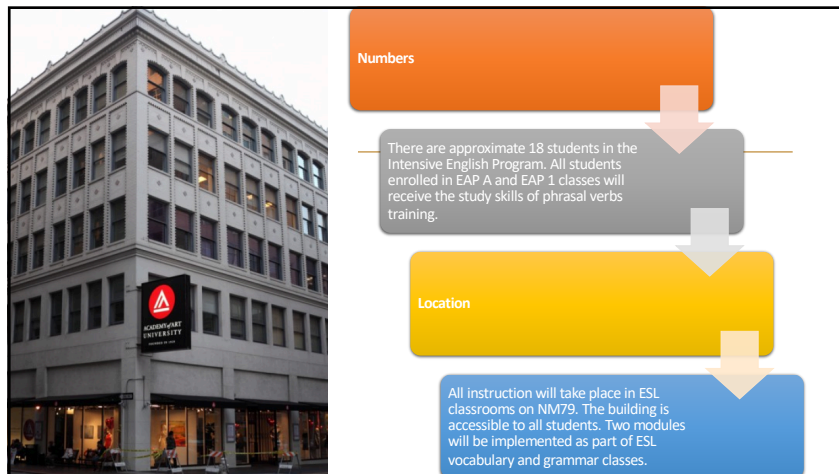


The students who will engage in this module consist of EAP A and EAP 1 students at Academy of Art University. All learners are full-time international students. They don't have assigned program of study yet. Their native languages are Mandarin Chinese, Korean, Japanese, French, Indian, German, Colombian and Vietnamese. There are 5 female students and 4 male students in each class.

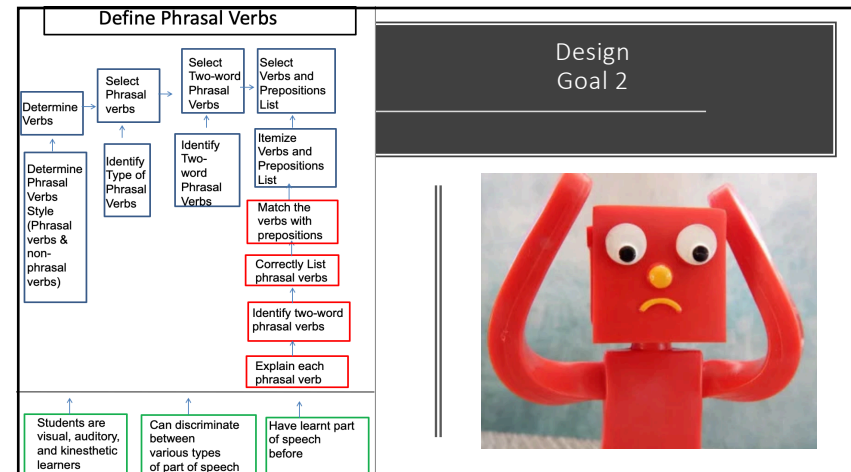


The ages for these students are generally 18-28 years. The average TOEFL scores for incoming EAP A freshmen is TOEFL scores under 25, 95%, and EAP 1 freshmen is TOEFL scores over 25 but under 40, 95%.

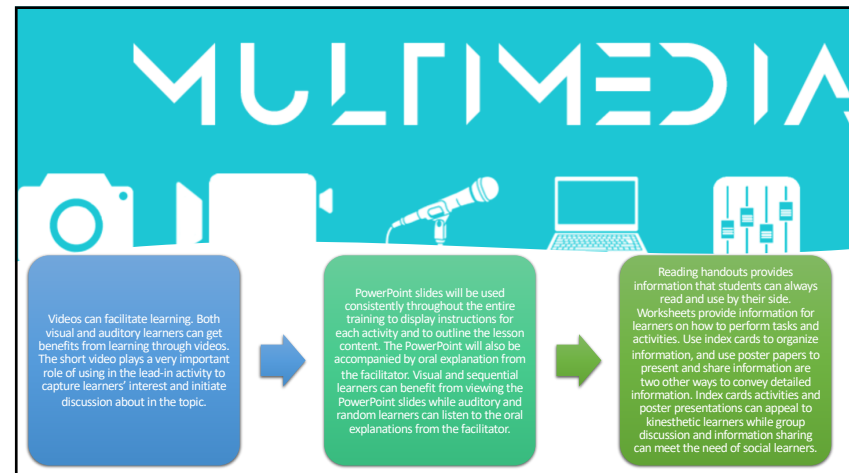
In general, the level of proficiency in TOEFL are intermediate: TOEFL score 31-34, upper intermediate: TOEFL score 35-59, advanced: TOEFL score 60-93 and proficient: TOEFL score 94-109.



TASK STRATEGIES			
Task	Objectives	Test Item	
Identify if a word phrase is a phrasal verb	With 100% accuracy, students will determine if a word phrase is a phrasal verb from a simulated ESL instruction environment.	Given 8 types of word phrases in an ESL grammar class, students will verbally differentiate between a word phrase and a phrasal verb from an instructional video.	
Identify a base verb and a preposition	With 100% accuracy, students will identify the base verbs and prepositions from a simulated ESL instruction environment.	Given 8 types of word phrases in an ESL grammar class, students will select and retell all the base verbs and prepositions from an instructional video.	
Identify a two-word phrasal verb	With 100% accuracy, students will identify all the two-word phrasal verbs from a simulated ESL instruction environment.	Given 8 types of word phrases in an ESL grammar class, students will select and complete a written worksheet (multiple choice) of all the two-word phrasal verbs from an instructional video.	




## Development Summary



- **Identification:**
  - Participants: Intermediate ESL EAP A and EAP 1 students, generally 18-28 years, native languages are Mandarin Chinese, Korean, Japanese, French, Indian, German, Colombian and Vietnamese, 5 female students and 4 male students in each class, learning styles: visual and auditory. Participants will be asked to communicate whether they are attending the training day and that they watched the video via email to the International coach.
- **Schedule:**
- **Logistics:**
  - Two training modules will be held in two days. The maximum number of students allowed in one session will be 18 participants. All sessions will be held in a classroom at Room 303, NM 79, Academy of Art University in San Francisco, CA. Each training session will be 90 minutes in length.
- **Registration:**
  - Training sessions are open to all EAP A and EAP 1 students and attendance is required. Students will be asked to respond through confirmation email.

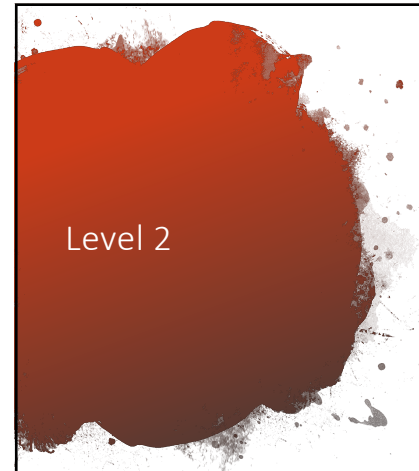


- **Prepare a detailed agenda for the TTT session**
- **October 8, 2019, training of trainers**
- **8:30-9:00 Introduction** (all staff introduce themselves), overview the training objectives and goals
- **9:00-10:15 Instructional designers** go over the details of the training
- **10:15-10:25 Break**
- **10:25-10:30 Instructional designers** will assign the main lecturer a part of the training for them to prepare and have a presentation of how they will teach that part in the afternoon
- **10:30-11:30 Discussion** (main lecturer will talk about and practice how will they present the training to future learners. In the afternoon they will "teach" one part of training to instructional designers.)
- **11:30-12:00 Q&A/discussion** (main lecturer will ask questions if they have any, otherwise they can continue to plan their lesson)
- **12:00-1:00 Lunch break**
- **1:00-2:00 Main lecturer assistants** present one module of training
- **2:00-2:15 Break** (the instructional designers and other staff will discuss the main lecturer's performance.)
- **2:15-3:00 Feedback and discussion**
- **3:00-3:30 Debrief** about the day's training, plan next steps and closure



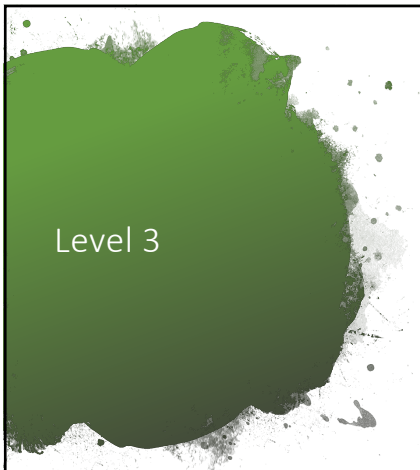
**Level 1:**

Measure students' satisfaction with training content and perception about lecturer's performance (including: whether the lecturer is clear or not about the teaching concepts, lecturer's teaching style, activities, interaction, time allocation, quality of handout materials, and the relevance of the curriculum to students' learning, anything that can be improved)



**Level 2**

- Measure whether students are able to use phrasal verbs in classroom and daily conversations or not
- Multiple-choice evaluation to assess knowledge of phrasal verbs;  
Observation and Interview



**Level 3**

- Measure to what extent that students could use the knowledge of phrasal verbs in daily classroom activities and in conversation group study
- Multiple-choice evaluation to assess knowledge of phrasal verbs;  
Observation and Interview