



## ANALYSING ACTIVITY SEQUENCING IN PHRASAL VERB MATERIALS: A DIDACTIC PROPOSAL BASED ON THE CPM (COMMUNICATIVE PROCESSES-BASED MODEL)

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**Abstract:** In recent years, a large number of materials devoted to the teaching-learning of PVs in English as a Foreign Language (EFL) have arisen. In this regard, most of these materials do not follow any fixed pattern in terms of their activity sequencing as well as in their presentation of this concept. Hence, the present article pursues the analysis of the shortcomings in materials from different publishing houses from a cognitive and pedagogical standpoint (in relation to the traditional P-P-P sequencing model). Thus, a pedagogical-cognitive analysis of a selection of phrasal verb materials from different competence levels has been carried out. In light of the deficiencies observed, a didactic proposal is presented with an efficient sequence, within the CPM (Communicative Processes-based Model), which is thought to promote the automatization of these particular structures in the active repertoire of language use by students of a variety of levels.

**Keywords:** activity sequencing; CPM; PVs materials; materials development.

**ANÁLISIS DE LA SECUENCIACIÓN DE ACTIVIDADES EN MATERIALES DE PHRASAL VERBS: UNA PROPUESTA DIDÁCTICA BASADA EN EL MODELO PC**

**ANÀLISI DE LA SEQUENCIACIÓ D'ACTIVITATS EN MATERIALES DE PHRASAL VERBS: UNA PROPOSTA DIDÀCTICA BASADA EN EL MODEL PC**

**Resumen:** En los últimos años, han surgido una gran cantidad de materiales destinados a la enseñanza-aprendizaje de phrasal verbs para estudiantes de inglés como lengua extranjera. En este sentido, la mayoría de estos materiales no sigue ningún patrón fijado en lo que respecta a la secuenciación de actividades, así como en lo que concierne a la presentación del concepto. Por ende, el presente artículo persigue analizar las carencias existentes en materiales de diversas editoriales desde un punto de vista cognitivo y pedagógico (relacionándolos, en este caso, con el tradicional modelo de secuenciación P-P-P). Así, se ha realizado un análisis pedagógico-cognitivo de una selección de materiales de phrasal verbs de diferentes niveles de competencia. A la luz de las carencias observadas, se ha planteado una propuesta didáctica con una secuencia eficiente dentro del modelo PC (basado en Procesos Comunicativos) para promover la automatización de estas estructuras particulares en el repertorio activo de uso de la lengua por estudiantes de niveles diversos.

**Resum:** En els darrers anys, han aparegut una gran quantitat de materials destinats a l'ensenyament-aprenentatge de phrasal verbs per a estudiants d'anglès com a llengua estrangera. En aquest sentit, la majoria d'aquests materials no segueix cap patró fix pel que fa a la seqüenciació d'activitats, així com pel que fa a la presentació del concepte. Aquest article pretén analitzar les mancances existents en materials de diverses editorials des d'un punt de vista cognitiu i pedagògic (relacionant-los, en aquest cas, amb el model tradicional de seqüenciació P-P-P). S'ha realitzat una anàlisi pedagògic-cognitiva d'una selecció de materials de phrasal verbs de diferents nivells de competència. Davant de les mancances observades, es planteja una proposta didàctica amb una seqüència que es creu eficient per promoure l'automatització d'aquestes estructures particulars en el repertori actiu d'ús de la llengua per estudiants de nivells diversos.

**Palabras clave:** secuenciación de actividades; modelo PC; materiales de phrasal verbs; desarrollo de materiales.

**Paraules clau:** seqüenciació d'activitats; model PC; materials de phrasal verbs; desenvolupament de materials.

## Introduction

Elaborating materials to teach languages has traditionally been overlooked in foreign language teaching research; the inherent process of elaboration has always taken into consideration the basic premise of the existing methodologies within the teaching-learning spectrum. In this regard, language teaching methodologies have been developed in accordance with language learning and teaching theories, all of which derived from the necessity of improving the student experience in the classroom from the theoretical perspective of presenting the information and the subsequent activities in a logical but also meaningful way, connected with communicative situations (Sánchez, 2001).

Thus, this imperious need of enhancing students' skills in order to favour their acquisition of the language has contributed to the elaboration of adequate materials with the main objective of simplifying the learning process and, consequently, reducing the burden in terms of difficulty when it comes to arduous domains of the language. In the case of English, phrasal verbs (henceforth, PVs) account for this mentioned difficulty inasmuch as they largely differ from any other structure to be found in the students' mother tongue, especially when Spanish students deal with such linguistic expressions.

In light of the above, *activities* have formed the basis of materials and their subsequent sequencing as it has been evinced from a number of activity sequencing models (see Littlewood, 1981; Sánchez, 1993, 2001; Willis, 1996). Research on activity sequencing within foreign language teaching has not been part of extensive research with the exception of timely empirical studies (for instance, Criado, 2008, 2010), but research has relied on theoretical studies which have posited the importance of activity sequencing from the perspective of cognitive patterns of learning.

Hence, the present paper has a three-fold purpose in order to provide more evidence to the relevance of activity sequencing and cognitive patterns in PV materials: (1) providing a theoretically-based overview of the current approaches to activity sequencing in English language teaching textbooks; (2) analysing the phrasal verb materials from a pedagogical and cognitive perspective to unveil their potential shortcomings; (3) proposing a structured model for activities dealing with PVs by means of a didactic proposal. In order to achieve these objectives, it is necessary to state the different approaches where traditional activity sequencing is present. Then, an analysis of various materials either fully or partially devoted to PVs will be carried out. The latter will provide insights into possible shortcomings which such materials depict so as to elucidate the necessary changes to be made in future language resources.

## 1. Activity sequencing: clarifying remarks on language teaching practice and materials

Foreign language teaching has been marked by the use of teaching materials, and more specifically, textbooks which in certain contexts "are the only source of input for learners apart from their teacher" (Criado, 2008:1). On general terms, the structure of teaching materials has been highly dependent upon a traditional sequencing model such as the P-P-P pattern, and descriptions have

persistently emerged in the scholarly community (see Brumfit, 1979; Gibbons, 1989; Sánchez, 2004; Skehan, 1998; Tomlinson, 2011; Woodward, 1993). P-P-P has been regarded as a teaching *strategy* by some (e.g. Criado, 2013), which has been present in the EFL style of teaching on a frequent basis (Cook, 2008). From a cognitive point of view, P-P-P follows a pattern which includes an explanation, followed by assimilation of the content, which has to be continued with practice to ensure knowledge consolidation, and thus final transference to our L2 competence. P-P-P is a teaching strategy which has heavily relied upon instruction based on focus-on-form over the importance of meaning-based instruction which fosters communicative use of the language (Lewis, 1996), hence the traditionalist view shared by many scholars (Scrivener, 1994; Woodward, 1993).

Traditionally, P-P-P has been a mainstay of structurally-based methods which advocated for an organised sequencing of activities and presentation of concepts. As Criado (2009:36) points out, it has been claimed that P-P-P follows a “systematic and well-planned sequence of [...] activities” as the only means of acquiring linguistic competence. Nonetheless, before moving on to negative stances taken by researchers and scholars, it is undeniably necessary to clarify what each P implies:

- Presentation (P1) is the first phase of this teaching strategy, which is characterized by the teacher’s control of the teaching-learning process and, then, by the explicit or implicit introduction of linguistic concepts, structures and different items. In line with this, textbooks offer two different views on the way of introducing such linguistic components. In the first one, the teacher uses a determined structure or lexical component in order to offer an explicit explanation. In the second case, the students are in charge of the learning process itself by means of discovering the structures or vocabulary through input, thus inducing the rules and/or meanings underlying such linguistic items.
- Practice (P2) goes in line with the previous phase; the focus still lies within form. Though references to the structure can be made, the teacher provides opportunities for students to practise the items presented in P1 in a controlled manner. This phase is of paramount importance as students need to acquire the targeted structure in a flawless way, thus requiring corrective feedback on the teacher’s part. Restricted activities such as fill-in-the-gaps exercises are of special relevance in this phase.
- Production (P3) entails the autonomous stage in the whole sequence. After the student has correctly learnt how to use the segmental structure, the following step involves increasing fluency via free use of the revised structures. A wide array of activities can be proposed in this stage: role-plays, discussions, opinion essays, amongst others.

Though unmistakably related to, as Criado (2009:36) points out, “the cognitive processes our mind is governed by”, P-P-P has been a matter for contention in recent decades. In line with this, Lewis (1993:190) also put forward such discredit for P-P-P because it did not reflect the nature of language or the nature of learning. This, in turn, has given rise to numerous methodologies which back other sequencing patterns not focused on form, but rather on meaning (Johnson, 1982). Other

authors, such as Sánchez (1993, 2001, 2004, as cited in Criado, 2009), have introduced slight changes to the P-P-P by means of adding diverse and additional phases to the process. Thus, P-P-P has received criticism owing to its structurally-based nature. This criticism has lately derived from materials developers as well as those who advocate for focus-on-meaning approaches (Criado, 2013:103). In this regard, P-P-P has been regarded as an inappropriate method from different perspectives. As for the linguistic level, Lewis (1996) suggests that P-P-P relies too much upon focusing on form and structures rather than upon lexicon. In addition to this, other authors such as Ellis (2003) state that P-P-P does not take into account second language acquisition (SLA) theories, since it is too linear and does not account for the stages of developmental readiness. Another negative stance taken by Willis (1996) points to the fact that P-P-P is intended to provide the student with a stimulus-response model, that is, students are to create an automatic response from the input received, usually targeted at a specific structure. This coincides with Scrivener's (1994) previous idea that P-P-P assumes a straight-line process by means of a "learning routine". Another problem encountered in the assumption of this learning path makes reference to the "ending" of the process after the whole sequence. This means that after P3 "there is no need for further practice" (Criado, 2013:105). In this context, Johnson (1994, 1996, as cited in Criado, 2013) points out that the flexible nature of language does not necessarily entail presenting explicit explanations before acquiring new knowledge. From a psycholinguistic stance, it is taken for granted that learning takes place without any presentation phase (or *declarative stage*, a concept that will be explained below).

Conversely, though several authors (Anderson & Fincham, 1994) are against the learning path posited by P-P-P owing to its rigid nature, it is assumed that a theory, known as Adaptive Control of Thought-Rational (henceforth, ACT-R), does support this knowledge route based upon a cognitively-based perspective, thus distinguishing a linear declarative-towards-procedural path (DeKeyser, 2015). ACT-R is a theoretical foundation developed by John R. Anderson and it deals with the relevance of an operational cognitive architecture. In Anderson & Schunn's words (2000), ACT-R essentially provides special emphasis on practice leading to permanent learning of the distinct components of the desired competence. This ACT-R model has gained popularity from scholars in language acquisition since it is a cognitively-based model which is set up in psycholinguistic studies and neurolinguistic research (Anderson, 1982, 2005 and Ullman, 2004, cited in Criado, 2009).

As for the pedagogical level, there are several reasons why P-P-P is negatively regarded. First, it is considered as a tight, excessively controlled model in which the teacher holds the most important role by conducting students along the route devised from the sequence. In this sense, this teacher-centred model leads to no possible "growth or exploration", as described by Scrivener (1994), as it does not give rise to explore innovation in the classroom context. Nevertheless, the inflexible nature of P-P-P can entail hard prescriptivism in the learning process, extolling the teacher's figure and, therefore, their leadership. This can be easily noticed in the first stages of the P-P-P learning path since both P1 and P2 need to be introduced and gradually developed by the teachers themselves. Conversely, the production phase does not guarantee a further fixation of the linguistic structures and items and it is not hallmark of fluency acquisition (Criado, 2013).

The reasons outlined above do represent a negative standpoint as regards PPP, which paralleled with ACT-R, involves a different perspective with slight changes to the original model. P2 phase is supposed to include drills and fill-in-the-gaps activities which contribute to empowering and reinforcing the grammatical background learnt and introduced in the previous P1 phase. Nonetheless, Wong and Van Patten (2003, as cited in Maftoon & Sarem, 2012:33) consider that P-P-P, and especially P2, depends too much upon “decontextualized and meaningless drills”. Though it cannot be denied that P-P-P boosts a practice pattern highly based upon repetition, most modern textbooks offer a wide spectrum of practice within contextualized situations either focused on repetition or not. Furthermore, approaches such as CLT (Communicative Language Teaching Method) which are deeply rooted in the assumption of variety and free use of the language – hence opposed to the P-P-P pattern – do represent firm advocates against the traditional model of activity sequencing. In this regard, CLT places emphasis on content, meaning and inductive learning. As can be noticed, the CLT underpins the teaching-learning process essentially centred upon what the learner or speaker wants to communicate. This entails a less focused attitude towards the “formal component of the language” (Criado, 2009:36). Howatt (1984, cited in Criado, *ibidem*) puts forward that CLT heavily relies upon two different perspectives: a weak and a strong version. What is more, the strong version of CLT avoids any prescriptivism in terms of activity sequencing, supposedly adapting the model to the students’ needs. Conversely, the weak version of the CLT, as Criado (2009: 37) describes, offers a different standpoint by presenting a rather up-to-date activity sequencing pattern. Then, the inflexible nature of P-P-P turns out to be more flexible. It is conveniently adapted to the communicative needs devised in CLT. This means that P1 can be placed in the middle of the sequence, whilst P3 can hold a prime role at the beginning. This aspect posits a new perspective in the way materials can be developed and designed.

While P-P-P has received a lot of criticism owing to its lack of variety and its repetitive learning procedure, ACT-R seems to offer a theoretically-founded cognitive model which supports a flexible version of P-P-P as a traditional, but more than accepted way of acquiring skills in SLA. Knowledge is understood by advocates of ACT-R in two different branches (Anderson, 1994, 1982): (1) declarative; (2) procedural. The first one entails the knowing of the action itself, i.e. understanding the concept from a theoretical point of view. In foreign language learning, declarative knowledge refers to knowledge that and knowledge about (DeKeyser & Criado, 2013; DeKeyser, 2009). As indicated by several scholars (e.g. Johnson, 1996; Towell & Hawkins, 1994; Ullman, 2016), declarative knowledge is subservient to several L2 features such as vocabulary, non-automatized L2 words such as prepositions or conjunctions and metalinguistic knowledge. The second type of knowledge, procedural, refers to the knowledge how (Anderson, 1994, 1982), that is, how to perform an action or in the context of L2, how the linguistic system is used. However, such procedural knowledge is not available to consciousness (Ullman, 2004). In this regard, the link between this skill acquisition theory and P-P-P is fairly consistent with regards to its implementation. The ACT-R consists of a sequence as follows: dec, DEC, pro, PRO. Thus, dec corresponds to the declarative knowledge which starts to be developed; DEC refers to the full acquisition of this declarative knowledge; pro, on the other hand, starts the transformation of



declarative knowledge into procedural knowledge; finally, PRO implies complete proceduralisation of declarative knowledge and automatization of the procedural knowledge. A very interesting point made on that issue is that DEC cannot be effective on its own since PRO is the end-goal. On this basis, knowing how the linguistic system works does not imply reaching of the final stage, this leading to proceduralisation and, eventually, to automatization.

Negative standpoints concerning the traditional activity sequencing P-P-P have been covered so far; besides, positive parallelisms with other empirical alternatives have been unveiled so as to do justice to this model and its efficiency. In this sense, the DEC-PRO sequence as presented by DeKeyser (1998) and lately examined and researched by other scholars (Criado, 2008; Salaberry, 2018; Ullman, 2016) has proved useful as a model to be followed in language education. This sequence corresponds to P-P-P displaying the subsequent organisation and matching with the different stages:

<b>Presentation</b>	dec DEC
<b>Practice</b>	pro
<b>Production</b>	PRO

Table 1. Correlation between P-P-P and the cognitive model.

Nevertheless, the DEC-PRO sequence allows a relatively ample degree of flexibility both in terms of organisation of the sequence (PRO-DEC-PRO can be a completely acceptable activity sequence route) and the use of a wide array of exercises far beyond traditional drills. All the scientific literature previously reviewed has set the stage for our proposal, which will be largely based upon a model of activity sequencing proposed by Sánchez (1993, 2001) and named CPM, which stands for Communicative Processes-Based Model. This renewed, but flexible alternative version of the P-P-P model allows for an efficient and logical order of the activities in accordance with the communicative processes which take place in a communicative situation (Criado, 2009: 39). A very salient aspect of CPM in contrast with P-P-P is the variety of communicative functions and situations provided in the exercises. Furthermore, CPM can be regarded as an undeniably structured teaching-learning model, which provides the purported modifications for P-P-P to keep it at bay from its rigidity without altering the sequencing *per se*. It combines the reasonable aspects arisen from P-P-P with the necessity arisen in the communicative situations required in every speech act. It should be borne in mind that a single thematic unit revolving around “education” admits to a wide range of possibilities in terms of linguistic expressions as well as communicative situations. As Criado (ibíd.) points out, CPM learning sequences – which coincides with those of the DEC-PRO sequence – can be dealt with from an ample variety of perspectives, depending upon the necessities which the learners require from the course or the lesson itself. Our first interest towards this model of activity sequencing and its validity are based upon Criado’s (2009:39) statement “CPM has been empirically tested [...] and has been proven to be more efficient than the P-P-P in its learning potential”. Nonetheless, it is convenient to point out that a need for more studies on the effectiveness of CPM is required beyond the one mentioned above. In spite of the structurally-based tendency that this model offers, it shows a higher potential than P-P-P in that

the situations, almost all of them communicative-based, lead the students to quasi real-life interactive activities which are roughly devised so as to foster the students' expectations and needs. All this intermingled with the relation between PVs and communicative situations adds up to the feasibility and proper implementation of a CPM-based elaboration of phrasal verb materials.

## 2. A brief account of current PVs materials

Materials dealing with PVs focus essentially upon memorizing the new vocabulary, but they do not boost the students' use of these PVs in a real context. One of the first underlying principles behind communicative-language teaching approaches is that learning should be as close as possible to the "real" communication found in authentic situations in real life (Roberts, 2004; Spada, 2007, Wilkins, 1972, 1974). This aspect involves not only the activities proposed to the students, but also the explanations, i.e. that concepts (here PVs) are explained in as real a way as possible by making use of situations which could emulate real life.

Thim (2012:1) regards PVs as one of the most outstanding features of the English language. This coincides with the idea put forward by Cornwell (1985) in that PVs are considered as more than necessary in order to comprehend and communicate with native speakers. As they are used in the aural and written language either in formal or informal contexts, PVs are deemed as remarkably indispensable for effective communication. Generally speaking, PVs have a meagre presence in most of the books devoted to pre-intermediate or intermediate levels (here Secondary education textbooks may be included). In this regard, the CLT method has fostered that materials undergo a subsequent change within its structure. This has largely favored the acquisition of structures framed within the communicative spectrum. Nonetheless, the presentation of these structures is carried out in a declarative way – either inductive or deductive – but the activities which are normally proposed in such materials do not guarantee a proper shift of this knowledge towards the procedural stage. This aspect will be examined in greater detail below. PVs activities in ELT books are sequenced displaying both a mixture of a communicative-based approach and the traditional learning route such as P-P-P.

PVs textbooks may be classified into different categories depending on their final purpose. In this regard, there are materials which are strictly devoted to the learning of PVs, such as those belonging to the *English in Use* series, by Cambridge University Press (see below). Within this category, several types of textbooks are to be found; these deal with the structures from an ample range of perspectives, such as *PVs in Context* (1991), by Peter Dainty and Peter Kent, and published by Macmillan Publishers. This textbook confers a new dimension to learning PVs, since they are presented and inductively learnt by means of a comic story. This ensures not only a linear plot in which PVs are used authentically and hence students may find them more motivating, but also a variety of communicative functions inductively transmitted to the students. This clearly displays the high potential of this textbook, but it is of great importance to enquire ourselves about the later effect on learning. Furthermore, it is of interest to verify whether they might be included within the CLT, the contemporary version of P-P-P or the CPM. Other categories included within

PVs materials are the so-called worksheets which general textbooks contain as a complementary section to each unit. Other than textbooks fully devoted to PVs, the latter are the real exponent of these materials. It must be noted that PVs materials are expected to draw on abundant input of language in use. Besides, it goes without saying that input should be comprehensible as well as meaningful enough for students to gain access to it (Tomlinson, 2009: 87). Nevertheless, input plays a prime role in that it constitutes a restriction as regards the amount available. This entails that both the presentation of the material and the input provided in current PVs materials are not sufficient to meet the learning needs. On the part of partially devoted PVs materials (such as those found in Secondary Education textbooks), the restriction is even stronger. The limited amount of space as well as the subsequent time dedicated to PVs are stumbling blocks which can only be avoided by leading students to further practice outside the classroom as well as making the most out of the lesson in which PVs are explained and gradually developed. In order to unveil the eventual shortcomings in these materials, a brief but as detailed an analysis as possible will be carried out in the following section.

### 3. Method

Two textbooks fully devoted to PVs as well as one section of Secondary education textbooks – hence partially devoted to the aforementioned structures – have been selected for the analysis. This will be dealt with by means of distinguishing the three Ps present throughout the different units of the books selected. The two textbooks are: *PVs in Context* (1991) by Peter Dainty and Peter Kent, as mentioned before; and *English PVs in Use* (2004) by Michael McCarthy and Felicity O'Dell, published by Cambridge University Press. Those will be addressed henceforth as *PVC* and *EPVU* respectively. Prior to analysing both PV textbooks, a Secondary Education textbook, *English World Student's Book ESO 4*, will be very briefly described to illustrate how PVs are dealt with when they are integrated in general course textbooks. Throughout these sections, the reader is strongly advised to consult the Appendix section to follow the analysis

*PVC* presents the following learning sequence for all their units: first, a comic strip is introduced. This includes a wide variety of input presented in a visual way; second, there is a practice section – variable in size depending on the comic story; third, some explanatory notes are included by means of inductive learning, i.e. several different PVs are presented but no explanation is provided, just mere examples so that the student can deduce the meaning.

On the other hand, *EPVU* may be regarded as a clear example of activity sequencing from a conventional standpoint. The book contains five introductory units (from a set of 70 different units) which are meant to explain PVs from a metalinguistic point of view, i.e. provide the student with the peculiarities of PVs such as their degree of metaphor, register or inclusion of the particles; *EPVU* presents the subsequent learning sequence: first, several texts in a number of situations are presented. These can include either explanatory footnotes for PVs or not. Most of these texts are monologues by imaginary characters as well as dialogues between two people; second, a set of exercises on the input from the previous page are proposed.

As for the analysis of *EPVU* and *PVC*, the method carried out is as follows: (i) the four dif-



ferent stages within CPM (and thus DEC->PRO sequence) have been meant to be distinguished: dec, DEC, pro and PRO; (ii) every unit of both books have been analysed according to the four stages. In case of a stage being present, a one-value figure (=1) has been assigned; otherwise, zero-value (=0) would fit. Before discussing the results of such analysis, several aspects shall be taken into consideration: first, it must be clear that the language teaching model underlying these books is not stated by the authors, thus they cannot be “criticized” for not following adequate activity sequencing; second, the nature of these books must be taken into account, that is, some of them are not intended to be used within a classroom environment but rather as self-learning materials. This coincides with the idea that an activity sequence is not followed.

#### 4. Analysis of materials

Before delving into a more in-depth analysis of the previous books devoted solely to PVs, it is necessary to account for those books which partially dedicate one or several sections to these particular structures. *English World Student’s Book ESO 4* is one of the textbooks which, belonging to the Secondary Education stage, has been selected for a brief account of its treatment of PV. Thus, this secondary textbook will not be put under scrutiny on the grounds that its focus on PV is merely restricted to one exercise in the whole teaching material. From the very beginning, it seems clear that PVs do not hold a relevant position insofar as they only appear in two of the units (units two and eight) within a vocabulary section and, more specifically, the subsection named Word Builder. In addition to this, PVs are not explained in detail and the practice proposed is vague. Just one exercise is provided and no signs of declarativisation are present. From a pedagogical point of view, this does not comply with the standards of any model, not even a communicative one since these exercises are mostly drills. No declarative stage (neither dec nor DEC) is found in the first of the sections, but just pro (not even PRO). A sheer lack of sequencing is to be noted in this part inasmuch as an explanatory presentation of what a PV is and other inherent aspects are neglected. Nonetheless, the PV section in unit eight seems to be more clearly sequenced, as can be observed in the following chart:

Activity	P phase and cognitive phase
1. Listen and repeat the phrases in blue. Which phrases could you use to accept or reject an invitation? Which could you use to arrange to meet a friend?	P1 (vocabulary) dec (vocabulary)
2. Choose the correct sentence or phrase to complete the mini-dialogues.	P2 (vocabulary) DEC (vocabulary)
3. Word Builder. PVs have got a different meaning than the verb by itself. Use a dictionary to find the meaning of the following PVs.	P1 (vocabulary) dec (vocabulary)
4. Copy and complete the sentences with the PVs from Exercise 3.	P3 (vocabulary) PRO (vocabulary)

Table 2. P-P-P and CPM sequencing in the textbook.

This vocabulary section is a slightly reduced version of the DEC-PRO cognitive sequence. In this regard, the first activity is a clear example of explicit learning and hence incidental vocabulary learning. Though the PV meaning is not provided, it enables the students to discover it by themselves. This exercise also incites communicative functions by means of fostering students' previous knowledge on ways of accepting and rejecting invitations (the whole vocabulary section is based upon this aspect). The second activity, however, is intended to reinforce the declarative knowledge presented in the previous exercise. In this regard, the activity is not centred upon form-focused grammar but rather upon communicative-functional expressions. Regarding exercise three, essentially focused on PV, it is declarative on its own. Students are expected to draw on information from a dictionary in order to unveil the meaning of the PV provided. One of the shortcomings arises in this context on whether this type of activity truly fostered acquisition of PVs presented. It could be said that rather than relying on communicative proposals or innovative ways of presenting the information, the book heavily relies on memorization and explicit learning in this sense. This is indeed worsened as regards the fourth activity. Students are expected to create completely new utterances basing their answers on the PV from the diagram. From a cognitive point of view, the textbook moves on from DEC onto PRO without even ensuring the complete acquisition of the PV form together with the meaning. Finally, exercises five and six are part of a listening section which takes into consideration receptive skills.

#### 4.1. Analysis of *EPVU*

The first book, *EPVU*, seems to represent a slight version of the CPM. Nonetheless, it does not comply with all the stages and it cannot be asserted that the declarative stage and the proposed activity sequencing is founded to such an extent. To begin with, as can be seen in Figure 4, dec is present throughout the units. With the sole exception of the first five units, where explicit learning holds a central role, the rest promote a mixture of both implicit and explicit learning. To put this in a better way, a set of texts are presented in which PV are in bold and a reference is added next to them guiding the learner towards an explanatory note of their meaning. This is explicit but not the rule all over the book since texts without explanatory notes can still be found, thus being implicit; nonetheless, tables where the phrasal verb is introduced, followed by the meaning and a sample sentence do constitute a clear model of traditional explicit learning. In our view, this is one of the shortcomings which should be avoided in this kind of books. Though the presentation of a sample sentence is certainly fruitful for further use, the inclusion of tables does lead the learner to memorization rather than learning by finding it within a context. The central step DEC is another aspect which *EPVU* shows insofar as almost all of the units do contain focus-on-form exercises. It is undeniable that this displays the traditionalism of *EPVU* with reference to activity sequencing. As for pro, a decrease is observed. While DEC stands for focus-on-form exercises which are meant to reinforce the acquisition of the language items, pro is intended to engage students “in extensive communicative drills” (Criado, 2009: 38). As represented in Figure 4, just 51 out of the 70 units do show this learning step. Conversely, one of the reasons to dispose of pro could be the autonomous

nature of the book, which prevails self-learning. Nonetheless, it is not an excuse to dispense with the PRO step; In this regard, just 12 units out of the 70 cover it, what represents a lack in the proceduralisation of the structures subject to study. As aforementioned, the end-goal must be to reach PRO, notwithstanding the presence or not of the previous steps (it should be noted here that they are intended to be “means” rather than “goals” per se).

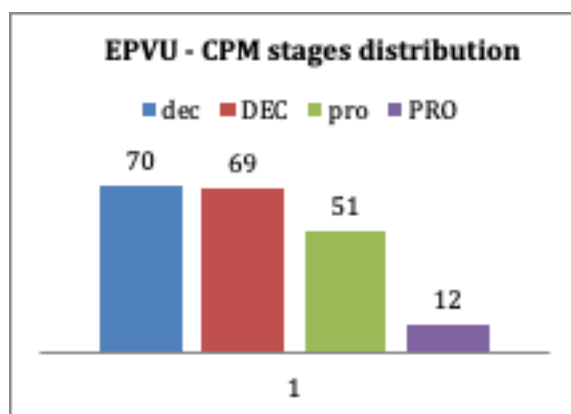


Figure 1. EPVU stages distribution.

On these grounds, the prior analysis seems to suggest that *EPVU* does follow partial activity sequencing<sup>1</sup> throughout their units, however, several drawbacks can be mentioned: (i) the declarative stage is represented by making use of texts sometimes decontextualized from each other. In this respect, a lack of attraction or affectivity is perceived in the way of presenting the input. What is more, most of the texts sound unnatural in that PVs are intentionally introduced therein so as to provide the students with flooded input, which according to Sharwood Smith (1993), involves the choice of texts where a particular grammatical structure appears very frequently. Thus, it promotes saliency of linguistic structures and learners’ noticing. Nonetheless, in line with Tomlinson’s statement (2009) that “language use is determined and interpreted in relation to its context of use”, more input should be provided as well as additional “authentic” resources so as to engage the students in the learning; (ii) the absence of PRO leads to the subsequent deficiency of achieving communication. As explained in the previous sections, PRO assumes free production of the language. Its nonappearance neglects one of the principles of language acquisition claimed by Tomlinson (2009: 94): “learners need opportunities to use language to try to achieve communicative purposes”. This added to the communicative nature of PV involves the ensuing block of a further automatization of the structures, aspect which is clearly observed in the activities proposed, where a lack of free production is present.

<sup>1</sup> It must be noted that we are following the CPM (DEC->PRO sequence), then other alternative sequences are not to be taken into consideration despite being perfectly acceptable.

## 4.2. Analysis of PVC

In contrast with *EPVU*, *PVC* is a clear example of how the focus-on-form tradition of exercises still prevails in some materials. Whilst the presentation of the PVs is clearly contextualized by means of a plot which can be followed by the learners – and thus fosters their interest – the activities, however, are not developed beyond grammar or vocabulary drills. Regarding dec, the new PVs are not introduced in an explicit way, but rather implicitly. The main reason for this decision lies within the structure of the book itself; in this regard, apart from the comic and the activities proposed, the book contains an alphabetical list of the PVs and a reference to the page or chapter where they appear. As for DEC, 12 out of 15 units do contain this step. As aforementioned, most of the activities consist of drills which the learner must fill in by using a PV, vocabulary drawn from the comic or prepositions. In three of the units, the sequence is altered by shifting directly from dec towards pro. In this regard, pro is mainly characterized by focus-on-meaning activities which are not completely communicative but whose main objective is to disclose the meaning of the PV. PRO, on the other hand, is not present in any of the chapters. As happens with the previous book, the nonappearance of PRO is a major problem since it neglects the proceduralisation of the vocabulary as well as its transfer onto the active repertoire of the language.

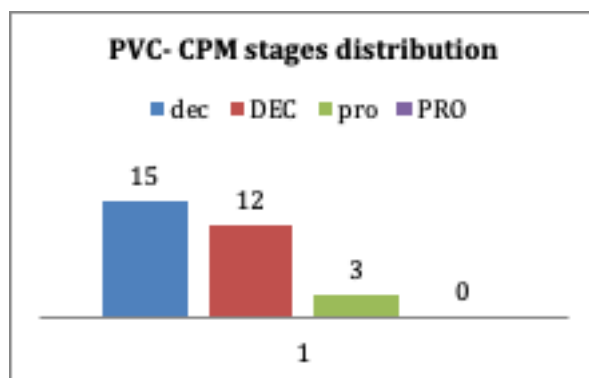


Figure 2. PVC stages distribution.

The outcomes which result from the analysis of *PVC* are quite apparent: (i) there is a lack of focus on an explicit explanation of what a PV is and how it works. In spite of not being an indispensable aspect, it is deemed as relevant if learners are expected to use them afterwards; this is intensified if learners are to concentrate upon formal aspects of the language which will be practised later via exercises; (ii) Apart from the scant presence of pro, the inexistence of PRO involves even a chief problem. While the student receives a great amount of input, the possibilities given so as to proceduralise this knowledge and use it in their active language seem to be largely insufficient. No doubt this is a shortcoming in that there is no sound evidence which supports the fact that the learners will have consolidated the knowledge. It must be noted that input does constitute a formal source of vocabulary and structures in L2, but it shall not be regarded as the only learning resource to resort to (White, 1987). Neglecting practice and free production leads to a “false” acquisition of the language, that is, learners can master the linguistic system rules flawlessly (in this

case, PVs) but the degree of use in their active repertoire may be highly restrictive. This is highly in accordance with DeKeyser's (2015) view that DEC might lead to PRO under the circumstances that practice takes place

The data gathered from the analysis carried out in the previous materials has consequently shed light on concluding aspects which are in need of being largely improved. Based upon the results obtained, the following section represents the solutions which are intended to provide in order to make phrasal verb materials much more successful in terms of pedagogical efficiency.

### 5. Didactic proposal and pedagogical-cognitive analysis

Our didactic proposal follows the methodology claimed in the CPM and, consequently, the DEC-PRO sequence. As explained in the previous sections, our main interest lies within the proper attainment of every step in the learning sequence and, more importantly, within the successful acquisition of the concept of PVs and its ample variety. First, there are various aspects upon which we should reflect: (a) most of PVs materials are not completely devoted to these structures, but they are rather part of a whole didactic syllabus (in other words, a conventional L2 textbook). In this regard, our proposal prevails in the latter. Though devoting a whole textbook to PVs may seem as a timely initiative for vocabulary expansion, they seem to integrate in a better way when they are found in conjunction with a thematic structure whilst acquiring other expressions. Thus, our proposal will include one worksheet per unit; (b) taking into consideration the communicative nature of language acquisition and the special features of PVs, this proposal has been conceived so that each step of the sequence holds a communicative role; (c) the explanation of the grammar features or the meaning of PVs are done by means of inductive (implicit) learning. Avoiding the learner-centred teaching and the teacher-centred one, our proposal is intended to provide a mixture of both teaching trends. On some occasions, explanations will be necessary in order to unearth various aspects such as the role of particles or word-order when using PVs; (d) finally, by means of providing the students with as many learning possibilities in terms of input as possible, the way of presenting the PVs will be different in every worksheet.

A sample unit will be shortly shown and described (see Appendices B.1. and B.2.). In this regard, it tries to encompass every step of the CPM in order that learners are cognitively successful, and the concept is truly learnt and practised. As mentioned, worksheets are integrated into the whole textbook and within every unit. It makes sense, then, that every one of the worksheets does relate to a particular topic dealt with by the unit itself. Within our hypothetical textbook, the worksheet's topic (see Appendices B.1. and B.2.) is linked to fashion and appearances. This worksheet will be thoroughly analysed from a cognitive and pedagogical perspective so as to show its effectiveness. The three Ps pertaining to the P-P-P model and their relation to the CPM and DEC-PRO sequence are described as follows:



Activity	P and cognitive phase
1. Read the following comic. (Implicit presentation of vocabulary; grammar structures included within flooded input). Do you understand what they say? What does the woman want? Does she finally get the piece of clothes? (Controlled practice to find out if learners understand the comics).	P1 (vocabulary) dec (vocabulary) PRO (vocabulary)
2. Write the PVs from the comic in the following chart as in the example. (Vocabulary and grammar practice).	P1 (vocabulary) DEC (vocabulary)
3. In groups, try to find a phrasal verb for the following definitions. (Explicit inductive presentation of vocabulary).	P1 (vocabulary) pro (vocabulary)
4. Once you have guessed the phrasal verb, look for a sentence in which it is used. You can use the Internet or any other resource (newspapers, magazines, etc). (Free vocabulary and grammar practice).	P3 (vocabulary) PRO (vocabulary)
5. Read the following dialogue and underline the PVs. (Explicit inductive presentation of vocabulary; communicative functions are implicitly transferred to the student).	Explicit inductive P1 (vocabulary) pro (vocabulary)
6. Now... it's your turn! (Free vocabulary and grammar practice; communicative functions are required in this stage).	P3 (speaking or writing) PRO (grammar, vocabulary and pronunciation)

Table 3. CPM and P-P-P sequencing of the didactic proposal

In the first place, it is crucial to assert that the whole unit is communicative-based within the limits. Nonetheless, activities 2, 3 and 4, which are specially meant to foster focus-on-form practice, are not communicative at all. Though the teaching sequence seems to be quite rigid, it must be noted that P2 is not present as a stage within the worksheet. This accounts for the flexibility of the model as discussed previously. Variety is characteristic of this worksheet inasmuch as stages are combined in the most logical of ways, that is, P1 is mixed with controlled as well as free practice of the language. Nevertheless, the worksheet begins with input from a comic displaying a communicative function (a dialogue).

As for cognitive aspects underlying the present worksheet, it follows the DEC-PRO sequence even though no drills (pertaining to pro) are found therein. In this regard, no explicit focus on the form (except for the correct division of the parts of a PV) is present but rather on the acquisition of the meaning. After the activities centred upon PVs themselves are done, learners come across with a dialogue. This is intended not only to proceduralise the PVs studied in the previous activities, but also to provide learners with new vocabulary words. Such proceduralisation is boosted from activity 4 since students are expected to draw on sentences from authentic materials. This implies the pro stage in some sense though no real production of the language

is produced by the learner. Inherently, communicative functions are expected to be transmitted to the learner by means of flooded input. Finally, the last activity is intended to attain the proceduralisation of the PVs studied throughout the unit. Learners are given the opportunity to interact with each other and produce free utterances. Nonetheless, it should be stated that the activity sequencing proposed here does not entail the consolidation of the forms studied in the unit. We shall bear this aspect in mind in that for the correct automatization of such structures a more intensive focus on practice must be placed. This can only be attained through regular practice which can be achieved by means of virtual platforms where students can recycle their knowledge on PVs.

### Conclusions

The goal of this study was to show the number of deficiencies present in PVs in terms of activity sequencing from the perspective of a structurally-based model. As it has been demonstrated above on theoretical grounds, models derived from P-P-P and its cognitive-based analogue (DEC->PRO) theoretically showcase that activity sequencing is efficient so as to contribute to a further automatization of the forms. In this regard, our didactic proposal has been conceived as an alternative to the shortcomings within the diverse phrasal verb materials and, furthermore, to cover the features demanded by the CPM claimed and tested by Criado (2008). The development of the worksheets has been carried out for this purpose following Tomlinson's (2011) principles. In this sense, "materials need to be written [...] [so that] the teacher can make use of them as a resource and not [...] follow them as a script" (Tomlinson, 2011:95). Such worksheets foster teacher-student and student-student interaction and, more importantly, these are not only centred upon form and meaning, but upon providing opportunities to use the language in a variety of situations. In this sense, we have endeavoured to present a great number of them where language could be used in context and therefore PVs may be used in a natural way. As aforementioned, one of the shortcomings encountered was the inexistence of PRO (in P-P-P terminology, P3) stage, which clearly led to the non-achievement of the automatization of the forms. This stage involves the free practice of the language where the targeted structure is used and gradually transferred onto the active language repertoire. Thus, we consider that in the case of our proposal we have covered this demanding point within the limits, considering the necessary amount of information which can be assimilated by the learners and their cognitive possibilities. Finally, it is worth mentioning that this worksheet is merely a didactic proposal which would need further empirical testing in order to verify its effectiveness based upon theoretically-proved cognitive foundations.

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## Appendix A

# Making Plans

### Vocabulary > Invitations

- 1** Listen and repeat the phrases in blue. Which phrases could you use to accept or reject an invitation? Which could you use to arrange to meet a friend?

Let's **make plans**.  
I **don't feel like** it.  
That **sounds good**.  
Let's **set up a date**.  
Can I **take a rain check**?  
I **can't make it**.  
I want to **stay in** this evening.  
I **can't be bothered**.  
I'm **fed up**.  
Please **keep in touch**.  
I want to **go out**.  
**Come round** to my house.



- 2** Choose the correct sentence or phrase to complete the mini-dialogues.

1. A: I'm moving to London next week.  
B: Really? Let's **make plans**. / Please **keep in touch**.
2. A: **Come round to my house**. / I want to go out.  
B: Alright. We can watch the new programme on your TV.
3. A: Let's go on a trip together next week.  
B: OK! Let's **set up a date**. / I **can't be bothered**.
4. A: Do you want to go to the cinema?  
B: **I'm fed up**. / **Can I take a rain check**?
5. A: Let's go out.  
B: No, thanks. **I want to stay in**. / **That sounds good**.

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- 3** **Word Builder** Phrasal verbs have got a different meaning than the verb by itself. Use a dictionary to find the meanings of the following phrasal verbs.



- 4** Copy and complete the sentences with the phrasal verbs from Exercise 3.

1. I'm too tired to go out tonight. I'd like to ....
2. My little brother likes to .... late to watch TV.
3. We've got tickets to the concert, but Kelly is ill so she'll ....
4. Are you going to leave school this year or are you going to ....?
5. Sue can't .... very late because her parents will worry.

### Listening

- 5** Anne wants to see a film with a friend. Listen to her conversations. How many phone calls does Anne make?

- 6** Listen again. Who ... ?

1. wants to go to a film with Anne another time
2. is joining a gym
3. likes frightening films
4. is going to see a film for the second time
5. has got a little sister





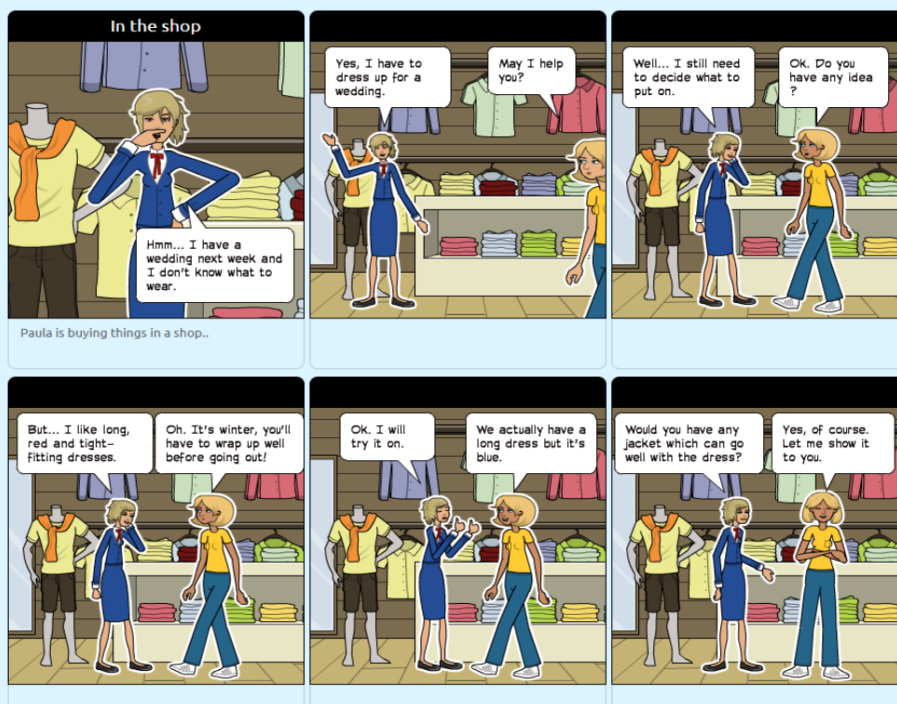
## Appendix B.1

# Phrasal Verbs

### WORKSHEET 2

### APPEARANCES

Read the following comic.



Do you understand what they say? What does the woman want? Does she finally get the piece of clothes?

Write the phrasal verbs from the comic in the following chart as in the example:

Verb	Particle
sit	down

## Appendix B.2

In groups, try to find a phrasal verb for the following definitions.

Definition	Phrasal verb
To remove your shoes very quickly.	
To fasten an item of clothing using a zip.	
To dry clothes outside after washing.	
To remove any item of clothing.	

Once you have guessed the phrasal verb, look for a sentence in which it is used. You can use the Internet or any other resource (newspapers, magazines, etc).

1.
2.
3.
4.

Read the following dialogue and underline the phrasal verbs.

STUDIO MANAGER: Callum's just arrived – so we'll start in 30 seconds ...  
 VICKI: Oh there you are, Callum... At last ... Where have you been? You're late!  
 CALLUM: I'm sorry ... I'm sorry I'm late ... I went shopping ... and I forgot all about the programme ...  
 VICKI: Well, you're here now: thank goodness!  
 CALLUM: Just in time.  
 VICKI: ooh – what's in your bags?  
 CALLUM: I've just been buying some new clothes – I've got a brand new outfit.  
 VICKI: Wow! That's fantastic ... Because first today, I want to talk about clothes and what we wear.  
 VICKI: Why don't you tell us about your shopping trip and your new outfit.  
 CALLUM: I love to try on new clothes.  
 VICKI: Yes, I like seeing if clothes in shops fit me or not, too.  
 CALLUM: I'm doing some TV work later, and I have to dress up.  
 VICKI: Yes, you better wear smart clothes if you're going on TV.  
 CALLUM: So that's why I bought this new outfit, Vicki. I'm going to put on this brand new suit and tie!  
 VICKI: Very nice. Well I'm not putting on smart clothes later – I've got to do some gardening so I need to wear my scruffy old clothes instead.



### Now... it's your turn!

When do you usually dress up?  
 When you go shopping, do you usually try things on?  
 What's the weather like in your city / country? Do you have to wrap up well?  
 Do you think too much what to put on in the mornings? And at weekends?  
 What is the first thing you take off when you get home?