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University of San Francisco

**Teaching Chinese International Students Two-Word Verbs
Through Three C's Approach**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
Xiaoli Lu
December 2022

Teaching Chinese International Students Two-Word Verbs Through Three C's Approach

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MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Xiaoli Lu

December 2022

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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Instructor/Chairperson

December 15, 2022

Date

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ACKNOWLEDGEMENTS

Typing down my sincere thanks late at night reminds me of six years ago, when I had just finished my thesis for a master's degree in education in China, and I was also sitting in front of my laptop writing acknowledgements. At that time, I never thought I could get the chance to pursue another master's degree in my life, let alone get one in the United States. I am grateful that I am approaching my dream today, and my heart is full of gratitude along the way.

To begin with, I want to show my most tremendous thanks to the kindest and most respected professor of all, Dr. Sedique Popal. You are a genuinely sapient gentleman who is the practitioner of the education of love. You are always supporting and encouraging your students without distinction. Your empathy for others, your passion for educating, your sense of humor, your rigor in scholarship, and your meticulousness in detail are all things I admire and want to learn. You are the kind of professor I want to be in the future, and I want to pass this positive love on to my students someday.

Next, I want to thank my GEDU instructor, Dr. Ekici, and my project instructor, Dr. Luz, at the same time because I could not have completed my final project without the generous help of these two outstanding professors. Your patience, kindness, and professional instruction on how to draft and create a TESOL project are vitally important to me.

Last but not least, I want to express my gratitude to my family members for your constant emotional and material support. I would not have gotten this far without your unconditional love and backing, especially from my husband, Li. You have accompanied me for almost half my life. We met at high school, and he has been by my side since then in the ups and downs of my life. We are not only a couple but best friends. If you are patient enough to read here, I want you to know that I appreciate your respect and love for letting me be myself.

ABSTRACT

This field project probes into miscommunication problems between Chinese international students and native English speakers due to the formers' lack of knowledge of two-word verbs. Research findings indicated that difficulty in the acquisition of two-word verbs lies in the polysemy and a large number of two-word verbs. The traditional classroom teaching method, which relies on memorizing the meanings of two-word verbs by rote, also brings challenges to Chinese students' language learning. Furthermore, the frequent use of two-word verbs by native speakers of English in everyday scenarios leads to miscommunication issues with Chinese students who are unfamiliar with the meaning and context of two-word verbs. However, such miscommunication may bring various adverse effects to students, such as avoidance of two-word verbs, social isolation, and diminished self-confidence. Therefore, it is necessary to implement effective and contextualized methods to support Chinese international students in learning two-word verbs that are frequently used in daily life and study so as to enlarge their two-word verb reserve and reduce miscommunication.

This project created a free website for self-study of two-word verbs with rich resources to help Chinese international students learn two-word verbs independently. The website presents and delivers two-word verbs through the Three C's Approach, enabling students to grasp the meaning and retain the memory of these words well. The highlight of the website is the customized and characteristic exercises for two-word verbs selected from the PHrasal VERb Pedagogical List. Moreover, the website provides online real-time feedback to help students self-check what they have learned, making their learning more efficient and targeted.

CHAPTER I INTRODUCTION

Statement of the Problem

According to the International Education Institute (IIE) Open Doors report (2021), the number of international undergraduate and graduate students enrolled in American universities increased between 2004-2018. Although the COVID-19 pandemic has led to a decline in international student enrollment at U.S. colleges and universities over the past three years of 2019-2021, international students play an essential role in the vibrant diversity of college and university campuses in the United States (Sato & Hodge, 2015a).

In the 2020-2021 academic year, students from China accounted for 35% of international students in the United States (Institute of International Education, 2021). As the world's largest group of students studying in the United States, Chinese international students have been facing miscommunication with native English speakers due to their lack of knowledge and mastery of two-word verbs, especially those figurative phrasal verbs that carry metaphorical meanings (Liao & Fukuya, 2004). The problem in this group is worthy of being studied since lacking ample vocabulary of phrasal verbs may fail to convey one's intended ideas in both verbal and written forms (Fauziati, 2010). Moreover, lacking language and cultural competence can lead to social depression, withdrawal, or isolation among international students (Pedersen, 1991). As a result, a vicious circle is formed, which is that lack of competence in two-word verbs causes miscommunication during Chinese international students' interaction with native speakers of English. In turn, this type of miscommunication makes them reluctant to interact with others which, in the long run, prevents them from practicing their language skills and affects their acculturation process and academic success (Zhang, 2016).

Chinese international students who come to the United States to study for the first time may have difficulties in many facets (Kluaythong, 2020), and learning two-word verbs can be one of the challenges for them, like the majority of speakers of other languages, because the meanings are hard to guess in diverse contexts in conversations (White, 2012). In addition, native speakers are inclined to use two-word verbs in daily interaction frequently (Wang, 2018). For example, a native English-speaking classmate might say, “the professor’s lecture *kicks off* (synonym for the regular verb “start”) at two o’clock this afternoon”; or a peer from the United States may urge his/her friend to *wrap up* (synonym for the regular verb “finish”) the assignment as soon as possible and *hang out* (synonym for the regular verb “relax”) with them. Evidently, without a clear understanding of the meanings of specific two-word verbs, one party may find it challenging to understand the meaning expressed by the other party or be misunderstood by each other even if there is no grammatical error in the interlocution (Huang & Xu, 2011). Furthermore, when there are multiple meanings for the same two-word verbs, it often confuses second-language learners and leads to mistakes (Chan & Liou, 2005).

Another reason for the difficulty in the acquisition of two-word verbs is that the traditional way of teaching students two-word verbs relies mainly on rote memorization (Fu, 2015) and in a classroom-based setting (Chan & Liou, 2005). Students find it tedious to learn, not to mention to apply these words to daily conversation. In some English as second language (ESL) classrooms, but in more English as foreign language (EFL) classrooms in China, teachers tend to provide students with vocabulary lists from textbooks or dictionaries and have them memorize these words mechanically after explaining definitions to students (Celce-Murcia et al., 2014), without checking their understanding of the phrasal verbs and consolidating the use of those two-word verbs (Fu, 2015). On the other hand, the most highly recommended way to teach

vocabulary is the contextualized approach (Irwandi et al., 2018) by showing pictures, stories, familiar situations and characters, and daily real-life conversations to draw the learner's attention and retention toward the language (Brown, 2014). However, this vocabulary teaching technique is still not preferred by some ESL teachers (Irwandi et al., 2018).

Moreover, “the dictionaries and textbooks used by English language learners often pay little attention to the two-word verbs. They are often done in fine print and are hard to find” (Meyer, 2014, pp. 3-4). Chinese students have little access to the variety of published books available to students in English-speaking countries such as the United States. In addition to limited access to published materials because of the logistics regarding the shipment and high cost, a series of Google services, such as the Google search engine and Google Scholar, are unavailable to students in China, indicating that English learners located in mainland China cannot search for academic resources or digital materials of original English textbooks via Google (Kharpal, 2020). On the other hand, web-based learning provides “more freedom to monitor their learning without the limitations” (Hajebi et al., 2018, p. 372), so not having access to instructional websites affects students' acquisition of two-word verbs.

In conclusion, Chinese international students face English learning problems, specifically two-word verb learning issues, because of the reasons mentioned above. In addition, a lack of mastery of two-word verbs that are highly used by native English speakers causes miscommunication problems between Chinese international students and native speakers of English.

Purpose of the Project

The purpose of this project is to support Chinese international English learners' comprehension of the most frequent two-word verbs in a contextualized manner through an

English learning website to prevent miscommunication that may occur during their interaction with native speakers of English. The final product of the field project is a comprehensive two-word verb learning website, offering learning resources and study materials in multiple means of representation, such as texts, exercises, activities, tests, and reflections, to make two-word verb learning as easy and fun as possible. Moreover, with the help of the Internet, the English learning website makes it more accessible, flexible, and interactive for ESL and EFL learners from all around the world to master two-word verbs than the traditional learning styles (Chen, 2007).

The intended audience for this project is Chinese English learners, especially Chinese international students in higher education who are above the intermediate level of English competence. The project of the website will help students learn two-word phrasal verbs on their own in a contextualized, authentic, and effective fashion. By preparing non-native English learners for solid comprehension and application of two-word verbs, the project will promote their communication skills and self-confidence.

Theoretical Framework

As regards how to teach students vocabulary, there are a multitude of techniques that teachers can employ, and the Three C's Approach is one of the most appropriate and effective options (Wang, 2018). Bernard D. Seal (1991) brought about the idea of the Three C's Approach in teaching vocabulary, and Celce-Murcia highly recommended teachers and practitioners who teach vocabulary apply this approach in class. According to Seal (1991), vocabulary teaching involves two categories of planned and unplanned teaching. In planned vocabulary teaching, teachers need to mull beforehand what words to teach and how to demonstrate them thoroughly. Conversely, in unanticipated scenarios, students ask the teacher the meaning of unfamiliar words.

Teachers try to illustrate the meaning clearly by using various procedures and strategies such as showing pictures, providing synonyms or antonyms, using body language, and so forth. The aim of this approach is to assure students' understanding of the words regardless of whether it is in the process of planned or unplanned vocabulary teaching activities.

Research by Muhamad Hariri (2013) proved that teachers' implementation of the Three C's technique could be an effective way to teach students new vocabulary. In Hariri's study, he properly applied three stages of the Three C's Technique to comprehensively teach vocabulary in three classes in the tenth grade of an Indonesian high school and checked the effectiveness of each stage. The research indicated successful activities in engaging and conducting the teaching process through 3C' Approach.

The Three C's Approach comprises three stages: convey meaning, check understanding, and consolidation to make the word understood comprehensively (Celce-Murcia, 1991). In the stage of conveying meaning, teachers present the notion of the term to students through definition, images, realia, and examples; in the stage of checking understanding, teachers put the term into meaningful context or exercises to check students' comprehension; and in the stage of consolidation, teachers promote students' understanding of the term through application and communicative activities.

Stage 1: Convey Meaning (C1)

In the conveying meaning stage, the meanings of new words should be presented clearly to the learners by various methods. It would be better if these presentation modes were not used individually but in combination (Noro, 1993).

Visual Aids

Visual aids encompass all kinds of visual mediums, such as pictures, realia, everyday

objects, models, and flashcards. They can be used to convey meanings in a direct and vivid manner, especially when teaching tangible items of vocabulary to beginning learners. However, images and pictures taken from magazines, flyers, comic books, brochures, and films may be useful in displaying more abstract and complex vocabulary.

Definition

For those complex words, teachers can deliver the meanings of target words by providing precise definitions, examples, or stories to help students grasp their meanings and relate target words to real-life scenarios.

Word Relation

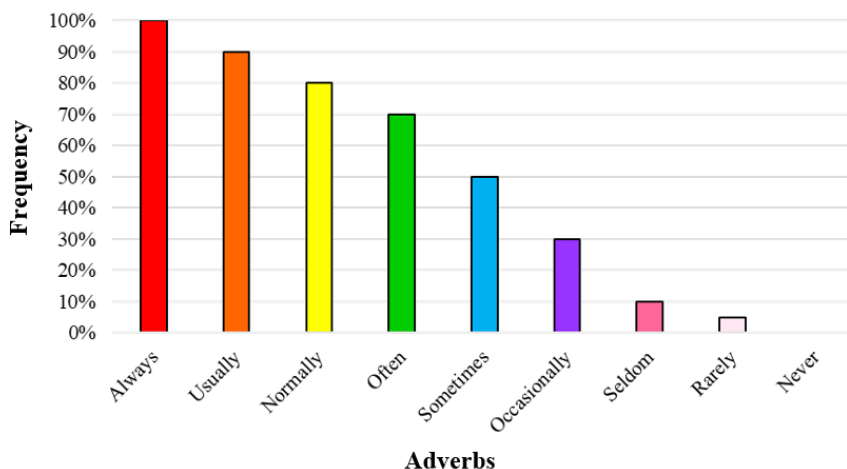
Teachers can explain the meaning of the target word to students by providing its synonyms and antonyms. In addition, after students know the meaning of a word, teachers can also link the target word with other new words to expand their vocabulary.

Word Roots and Affixes

When prefixes or suffixes are added to roots, new words can be formed with distinct meanings. Teachers should make use of students' previously learned roots to build up or break down target words. The process of imparting the meanings of words through the use of affixes entails two procedures: affix identification and meaning declaration.

Pictorial Schemata

Graphic representations such as bar charts, tree diagrams, funnels, and Venn Diagrams are used in this technique to concretize abstract notions and delineate the connection among words. For instance, the bar chart is an ideal illustration for explaining the differences among diverse adverbs of frequency.

Figure 1*Adverbs of Frequency*

Note. Adverbs of frequency and the percentage of frequency they represent are shown.

Context Clues

When teaching the meaning of a word through context, the teacher places the term in a series of related sentences, such as a short dialogue, so that students can guess or infer the meaning of the new word.

Stage 2: Check Understanding (C2)

Exercises and tests can be used to check how much learners have comprehended the meanings of two-word verbs during the checking meaning stage. There are a plethora of activities and exercises to choose from as follows.

Filling in Blank

In this activity, teachers render a passage or a series of sentences to students to have them fill in the blanks with appropriate words.

Multiple Choice

Students are asked to choose the most proper word from the four given answers to

complete the sentences or passages.

Matching Pairs

Typically, matching exercises include two columns of words: one on the left and one on the right. On the left is a list of terms, and on the right is a list of words that are synonyms, antonyms, or words from the same family. In addition, teachers can also have students pair words with corresponding pictures.

Sorting Exercises

Students are supposed to sort a predetermined number of words into several categories to complete this task.

Pictorial Schemata

Charts or graphics are offered in this activity, and students are required to identify target words based on the given pictorial representations.

Word Formation

In this exercise, students are asked to add or remove prefixes or suffixes from the root words and try to describe the meaning of the derivation or inflection triggered by the process.

Stage 3: Consolidation (C3)

The final step is to consolidate and deepen learners' understanding of the meanings of the two-word verbs. It is better for international students to associate the phrasal verbs with their personal experiences, preferably using these phrasal verbs in conversations in real-life scenarios. A variety of activities and games could be employed in this stage as follows.

Problem Solving

The teacher needs to establish a setting for students in which target words are employed and repeated in this task.

Value Clarification

Students are expected in this practice to rank the attributes they value most and least in relation to a given situation.

Story/Dialogue Writing

Teachers provide students with a few words, usually within fifteen words, and then ask them to write conversations or stories that contain those words. For advanced learners, teachers may ask them to write stories or dialogues in the order in which the words are provided.

Discussion and Role-Play

Students are assigned a topic and then asked to contribute their knowledge and experience about it during a conversation. The conversation topic is structured in such a way that the target language is utilized.

Vocabulary Games

Different kinds of games make vocabulary learning easier, such as Crossword Puzzle, Odd Me Out, Scattergories, and so on.

Application and Adaptation of 3C's Approach in This Project

All the techniques and activities described above generally cover the teaching of various vocabulary categories, including nouns, adjectives, adverbs, verbs, prepositions, conjunctions, and so on. When teaching different types of words, such as concrete nouns and abstract verbs, there are, however, distinctions in the approaches and procedures to choose and employ. It is inappropriate to use visual aids like everyday objects to convey meaning for concepts that are difficult to describe, such as abstract verbs or verb phrases. In this project, the focus is on facilitating students' learning of two-word verbs. Hence, a combination of techniques and procedures suitable for teaching verb phrases was incorporated and conducted when developing

lesson plans to ensure that the target words are more accessible for students to comprehend and master.

In addition to applying the Three C's Approach in this project, the author also adjusted the approach to better fit the task of teaching two-word verbs. For example, in the phase of conveying meaning, teachers provide definitions of target words from ESL dictionaries according to students' language competence level. In this project, however, notions of all verb phrases are taken from PHaVE Online Dictionary. In response to the need to select the most important phrasal verbs to teach by English researchers and practitioners, the PHrasal VERb Pedagogical List (PHaVE List) was developed (Garnier & Schmitt, 2015). It contains a list of the 150 most often occurring phrasal verbs and information about their primary meanings, which account for approximately 75% of all occurrences in the Corpus of Contemporary American English. The PHaVE List includes the frequency of occurrence of each of these essential meanings, as well as definitions and example sentences written in an accessible form for second language learners. With the help of PHaVE List and Dictionary, precise definitions and various example sentences are delivered to English learners in the project.

Significance of the Project

The project is beneficial to non-native English-speaking international students in three ways. Firstly, the project offers English learners, specifically Chinese international students, a free online platform containing a wide variety of two-word verb learning resources without any financial burden. For students in many parts of the world, buying published textbooks or workbooks are too expensive to afford (Richards, 2001). Therefore, having an accessible website full of resources will be beneficial for students who cannot afford to purchase books.

Secondly, the website allows English learners to learn some of the most frequently used

two-word verbs selected from the PHrasal VERb Pedagogical List (PHaVE List) (Garnier & Schmitt, 2015) in a visual, interactive, and contextualized manner. The website offers various online exercises and activities on two-word verbs to put them in the context of daily real-life conversations so that international students can understand the meanings of those phrasal verbs easier (Irwandi et al., 2018). In addition, communicating and sharing learning ideas with other international students in discussion groups on social media may stimulate their enthusiasm and innovative thinking in English learning.

Finally, the project helps international students eliminate miscommunication issues with native English speakers and boosts their confidence by helping them master the two-word verbs. Chinese international students may be good at memorizing English grammar and taking standardized tests after years of learning English in their home countries (Kang, 2015). Nonetheless, their communicative ability is comparatively weak, as well as their ability to adapt to the new culture (Tavakkoli, 2017). Failure to communicate with native speakers due to a lack of comprehension of the cultural-bound vocabulary, such as two-word verbs with idiomatic meanings, may be one of the manifestations and the starting point of the vicious circle discussed in the previous section, which is lacking mastery of two-word verbs causing miscommunication between Chinese international students and native English speakers. In turn, such miscommunication makes them reluctant to interact with others and hinders them from improving their English skills. This project helps English learners to learn and practice verb phrases online to improve their communicative skills, thereby increasing their self-confidence in interacting with others.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

The literature review for this project has four sections. Miscommunication as a result of lacking knowledge of two-word verbs is demonstrated in the first part, and the importance of two-word verbs in effective communication is illustrated in the second section. The third part focuses on the challenges of learning two-word verbs for Chinese students. Lastly, effective strategies for facilitating two-word verb teaching and learning are introduced in the fourth section.

Miscommunication as a Result of Lacking Knowledge of Two-Word Verbs

The two-word verb has been the most dynamic and innovative pattern of word production in the American English language for at least a century (Meyer, 2014). New forms are constantly being developed to communicate novel notions in numerous domains, such as science, technology, social development, art, human interactions, and mass communication (Meyer, 2014; Garnier & Schmitt, 2016). The two-word verb pattern is available to provide the verb, noun, and adjective parts necessary for communication in our fast-changing culture today (Meyer, 2014).

The two-word verb is composed of two elements: (1) a verb and (2) a second part that, when combined closely with the verb, generates a verbal concept that the verb alone lacks. The combined meaning of the two parts is richer than the meaning of the verb alone (Meyer, 2014). Similarly, two-word verbs are considered a substantial group of relatively frequent multi-word lexical items in the English language that are composed of a verb and a particle (Liu & Meyers, 2018). They are not only structurally distinct from single-word verbs, but also in terms of meaning and usage. Sometimes, the terminologies of two-word verbs, phrasal verbs, or verb plus

particle formations are interchangeable (Kovács, 2011). Therefore, these equivalent terms will be used interchangeably throughout this paper.

According to Talebinezhad and Farhadian (2014), two-unit terms such as *make up*, *break down*, *take after*, *turn off*, and so forth are classified as phrasal verbs in the English language vocabulary. Particles are frequently associated with a preposition such as up, off, down, on, or in. Two-word verbs are significant because they are routinely and habitually used in everyday communication by English speakers. Likewise, Celce-Marcia and Larsen-Freeman (1999) claimed that no one could speak or understand English, at least in the casual register, unless they were familiar with phrasal verbs. As a result, developing an ability to recognize, interpret, and actively use phrasal verbs is an inescapable component of ESL/EFL instruction.

Miscommunication Caused by Lacking Mastery of Two-Word Verbs

Before proceeding further, it is essential to provide the definition of miscommunication this project deals with. This project focuses on linguistic miscommunication due to a lack of knowledge of two-word verbs (excluding those non-verbal miscommunications such as gestures and facial expressions) between non-native English speakers, especially Chinese learners of English and native English speakers.

Miscommunication occurs when there is a lack of comprehension or a misunderstanding between or amongst interlocution participants (Barsky, 1991). Related to misunderstanding within miscommunication, Varonis and Gass (1985) specified that there is either misunderstanding or partial understanding. Misunderstanding is about the recipient's interpretation of an utterance that does not match its meaning, while partial understanding involves either no understanding exists or some understanding. According to Wang (2002), the term 'miscommunication' in a broad sense, covers the misuse and misunderstanding of spoken

English by non-native English speakers due to insufficient linguistic competence, pragmatic competence, intercultural competence, or sociocultural differences.

As Gass and Varonis (1985) discovered, there are two primary types of misunderstanding, incomplete comprehension and misunderstanding. According to the research, incomplete comprehension was shown to be five times as common as misunderstandings in the data. Incomplete comprehension frequently occurs from non-native speakers' failure to recall or retrieve specific words or expressions during interactions with native speakers (White, 2010). The native speaker next makes an attempt to clarify or repeat what the non-native speaker is trying to convey or continues to provide the non-native speaker with an opportunity to generate words or expressions (Huang & Xu, 2011). This gives non-native speakers the interactive assistance they require to maintain a conversation. Additionally, inadequate comprehension occurs as a result of a non-native speaker's difficulty comprehending a word or phrase used by a native speaker, particularly in a question posed by a native speaker or a statement made by a native speaker.

There are two ways in which a lack of comprehension of two-word verbs contributes to miscommunication in daily interactions. One is input, implying that English learners are unfamiliar with or do not understand the meaning of two-word verbs used by native English speakers (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Siyanova & Schmitt, 2007). The other is output, which indicates avoiding or misusing two-word verbs as a result of a lack of knowledge about this word category (Darwin & Gray, 1999; Laufer & Eliasson, 1993; Liao & Fukuya, 2004). Nippold and Martin (1989) emphasized that failing to grasp the meanings of phrasal verbs can impair students' ability to understand language in social and academic settings. Additionally, Qualls and Harris (1999) claimed that the ability to comprehend phrasal verbs is

necessary for effective communication. As a result, it is critical for learners to understand how to interpret the nonliteral figurative meanings of idiomatic terms in order to communicate effectively. Otherwise, there is a risk of misunderstandings in both verbal and written communication.

The Impact of Miscommunication on Chinese International Students

The impact of miscommunication on Chinese international students is mainly manifested in two aspects. One is avoidance of using two-word verbs, and the other is weak self-confidence and social networks with native peers. According to Kleinmann (1977), the former phenomenon occurs when English learners think that a target language term or structure is difficult for them to generate. Fauziati (2005) stated that with limited knowledge of phrasal verbs, English learners could not express their opinions in spoken language. Rodriguez et al. (2019) further explained that college students who learn English as a second language often lack prior knowledge of two-word verbs and frequently misunderstand their various idiomatic meanings; hence, they avoid employing two-word and three-word verbs. Chen (2017) concluded that factors that come from society, institutions, teachers, learners, and ineffective curricular texts are all related to the avoidance of English phrasal verbs. Firstly, before coming to the United States, phrasal verbs were extensively taught and practiced in English classrooms with teachers and classmates in China. It is impossible for Chinese learners of English to use two-word verbs with idiomatic meanings on a regular basis (Liao & Fukuya, 2004). Limited exposure and application of those result in very little prior knowledge of phrasal verbs. Moreover, the ability to learn a second language is influenced by one's first language (Chen, 2007). ESL students inadvertently translate what they hear and read in English into their native tongue. Because native Chinese speakers speak out every word in their sentences and each word has a specific meaning, Chinese English

learners prefer to translate every Chinese word phrase. However, to get the correct idiomatic or authentic meaning for one academic phrase, phrasal verbs cannot be translated individually (Moore Hanna, 2012). It is rare to find phrases in Chinese that are composed of a base verb with one or more particles, both in ancient and modern usage. It's common for native Chinese speakers to avoid utilizing two-word phrases. Some English language learners find it challenging to translate phrasal verbs word for word in order to understand their meanings (Chen, 2007). Liu (2006) concluded three reasons why Chinese learners of English picked incorrect particles for phrasal verbs through the test of multiple-choice and fill-in-the-blank questions. He summarized that students (a) simply examine literal meanings of phrasal verbs; (b) negative transfer of their first language; and (c) neglect the context when inferring meanings of phrasal verbs.

Additionally, miscommunication with native speakers of English will lead to Chinese international students' reluctance to express their opinions in front of native English-speaking peers or engage in classroom discussions openly (Yan & Berliner, 2013). Chinese students may experience increased stress levels, particularly when they become aware of their status as "isolated" or "marginalized" during class debates. Some Chinese students avoid interacting with their teachers and classmates because of a lack of language skills, such as insufficient knowledge of two-word verbs (Wei, 2021). These students struggle to form strong ties with their mentors or peers because of the lack of interaction. Trice (2007) has also found that overseas students are more likely to suffer from loneliness, stress, and depression if they are unable to connect with other students and members of the local community in the United States. There are a number of reasons why overseas students tend to be isolated from their domestic counterparts. These include differences in culture, academic demands, lack of English proficiency, and expectations regarding friendship (Lee & Rice, 2007). These difficulties are not isolated but build upon one

another. Lack of domestic friends can result in an inability to perform fundamental social activities and trigger stress and loneliness, which may further cause international students to withdraw from English-speaking classmates and peers. Thus, international students prefer to build social networks among their own ethnic groups since it is much easier to make a conversation in their mother tongue without thinking about miscommunication.

The Importance of Mastery of Two-Word Verbs in Effective Communication

The magnitude of learning and mastering two-word verbs for English language learners has been examined in a multitude of studies. Research demonstrates that the mastery of the two verbs is of great significance to English learners and teaching practitioners (Alavi & Akbarian, 2008). The reasons why students need to recognize and apply two-word verbs in ESL/EFL classes have relations to various factors. This includes knowledge of this area that can be strange and unfamiliar to non-native English speakers (Siyanova & Schmitt, 2007). However, the fact is that two-word verbs are used a great deal in descriptive oral production, so it is important for international students to recognize their meanings (Abdelaal & Sase, 2014). Moreover, research that articulates using multi-word units such as two-word verbs is beneficial to native-like proficiency and fluency of international students (Chou, 2019). Abid Thyab's (2019) study claimed that phrasal verbs might have a distinct meaning from the meaning of their constituent parts in the English language, which makes language learners confused about or incapable of inferring the meaning of two-word verbs. This verifies that non-native English speakers need to strengthen their learning of two-word verbs so that they can understand and use these language elements when chatting with native English speakers.

The Use of Two-Word Verbs in Daily Communication

To begin with, the findings of related studies link the necessity of acquiring knowledge of

two-word verbs to the large presence of such words in the everyday conversations and written materials of native English speakers. Evidence of this can be found in the research of Gardner and Davies (2007). Based on the analysis of a corpus search of the British National Corpus (BNC), they predicted that English learners would come across one phrasal verb on average every 150 words of English they are exposed to. Similarly, it is estimated by Biber et al. (1999) that phrasal verbs occur about 2000 times per million words. Native English speakers routinely employ two-word verbs without realizing the difficulty non-native speakers have in learning to use them effectively. International students in the United States often struggle to learn how to utilize these two-word verbs, which are frequently referred to as “idioms,” and for which textbooks provide no sufficient explanation (Meyer, 2014).

As for the verb phrase usage circumstances, different scholars hold varying views. Atkins & McArthur (1996) claimed that phrasal verbs are widely employed in casual conversation, everyday speech, or to convey vivid, passionate, and frequently idiomatic expressions. Similarly, Moore Hanna (2012) asserted that the significant use of phrasal verbs is in less formal language styles. In contrast, McCarthy and O’Dell (2004) disagreed with the above statements. They argued that native speakers of English tend to use phrasal verbs not only on casual occasions but also in formal situations, in the manifestation of oral and written forms. This disagreement in opinion may be due to the development and evolution of language and culture. Native English speakers share varied habits and concepts of language use in distinct regions or cultural backgrounds. Therefore the boundary between formal and informal language use has become increasingly blurred.

Lexical Meanings of the Two-Word Verbs

An essential characteristic of two-word verbs is that they carry different meanings from

the primary meanings of every single word that comprises the verb phrase (Garnier & Schmitt, 2016). Two-word verbs, or sometimes phrasal verbs, usually are a combination of a basic verb and a function word or a particle (Liao & Fukuya, 2004). Therefore the overall meanings of two-word verbs might be misunderstood by English learners who try to decipher the meaning of each component separately (Wray & Perkins, 2000). In many cases, numerous shades of one phrasal verb's meanings cannot be represented by its single-word equivalents or may have implications that its single-word equivalent does not (Cornell, 1985).

Another important feature pertaining to the meanings of two-word verbs is that some of these words have a plethora of senses (Garnier & Schmitt, 2015). A study by Gardner and Davies (2007) found that the most frequently used English phrasal verbs have an average of 5.6 meanings. Additionally, Bieber et al. (1999) concurred on the fact that a proportion of multi-word verbs, such as two-word verbs, possess manifold meanings. According to Moon (1997), appropriately 5% of phrasal items have multiple meanings in verb phrases. For those two-word verbs with various lexical meanings, some native speakers might even have difficulty grasping every sense of the verb phrase, which is even more challenging for beginners or intermediate learners of English (Pye, 1996). As much, it is crucial for them to learn two-word verbs.

Acquire Natural English and Reduce Miscommunication

Applying two-word verbs in daily interaction allows non-native speakers to sound more natural when producing English utterances. As stated in a study by Mortimer (1979), if a student intends to make their English sound natural, they could try and use phrasal verbs frequently. Similarly, Siyanova and Schmitt (2007) agreed that because two-word verbs are commonly employed in spoken discourse, the absence of using them in conversations is likely to make

language sound unnatural and non-idiomatic. As Wray and Perkins (2000) pointed out, the inability to employ native-like multi-word verbs typically identifies advanced L2 learners as non-native.

In addition to making students' English sound more natural and authentic, another benefit of employing verb phrases is to reduce miscommunication caused by a lack of knowledge of phrasal verbs (Huang & Xu, 2011). It is quite a challenge for international students to understand the meanings of two-word verbs when talking with classmates or peers who are native speakers of English because the meanings are difficult to tell in various contexts in speeches (White, 2012). Furthermore, native speakers are prone to use two-word verbs in daily interaction frequently (Wang, 2018). Last but not least, without grasping the meanings of two-word verbs, English learners may have a hard time keeping up with the meanings of the utterances expressed by native speakers when communicating with them (Huang & Xu, 2011). Therefore, learning two-word verbs will enrich English learners' lexicon of phrasal verbs. The greater the understanding and application of phrasal verbs by English learners, the more communicative and natural their English will appear (Abid Thyab, 2019). In this instance, the problem of miscommunication between non-native speakers and native speakers will be reduced.

Challenges of Learning Two-Word Verbs for Chinese Students

Mastering two-word verbs in English can be a challenging task for speakers of other languages (Nassaji, 2003). Researchers and scholars from various eras share the same view that non-native English speakers struggle with verb phrase learning. For instance, an early study by Bywater (1969) contended that one thing that distinguishes English-speaking students from international students is that the former is not afraid to use verb phrases with idiomatic senses when writing or speaking; the latter, on the other hand, find them intimidating. Likewise,

according to a recent study by Siyanova and Schmitt (2007), English learners often have problems with multi-word verbs and may even avoid their use.

Therefore, regarding the difficulties encountered by international students in learning verb phrases, the research findings of various scholars have shown that the existence of a large number of verb phrases in English and the multiple meanings of verb phrases are dual fundamental issues.

Abundant Presence of Two-Word Verbs

Estimates of the number of phrasal verbs in the English language are subject to disagreement, and the range varies extensively. For example, McCarthy and O'Dell (2004) estimated that there are more than 5,000 phrasal verbs and related noun and adjective forms now in use in the language of English at any given time. However, according to Gardner and Davies (2007), there are a total of 12,508 phrasal verbs in the British National Corpus. Most of the speculations of other scholars fall within this 5,000-12,000 range. For instance, in Wei's (2021) research, there are over 4,000 phrasal verbs, many of which are everywhere in the written and spoken forms, and the formal and informal registers of British, American, and Australian English. According to Liu and Myers (2018), there are over 10,000 phrasal verbs in English. Despite the fact that researchers and scholars disagree on the exact number of phrasal verbs in English, one thing is certain: verb phrases are plentiful in the language. Furthermore, the ability that native English speakers have to invent new phrasal verbs almost at will because of their intuitive and even unconscious understanding of the meaning and application of particles, exacerbates the problem that "a verb plus a particle" constructions are abundant in English (Darwin & Gray, 1999). As Bolinger (1971) stated that phrasal verbs are referred to as the "most productive origin" of new words in the English language (p. xiii).

The Polysemy of Two-Word Verbs

The polysemy of phrasal verbs has been discovered to directly contribute to learning difficulties for international students (Dempsey et al., 2007). Similarly, Brown (2004) claimed that students struggle with phrasal verbs since their meanings are usually remarkably separate from every original word of which they are made. More specifically, Moore Hanna (2012) illustrated that the difficulty in learning two-word verbs could be perceived more as a semantic issue than a syntax issue, indicating that the focus is on word meanings. The semantic problem is attributed to the polysemic characteristic of phrasal verbs; namely, there are multiple alternative meanings for these verb phrases. Students can face a particularly daunting challenge since these multiple meanings are often difficult to connect with the original verb's meaning and often appear to be highly disparate (Side, 1990). According to Dagut and Laufer (1985), phrasal verbs can be divided into three groups: literal, figurative, and completive. Literal phrasal verbs have a simple meaning that comes from individual parts, such as come in and sit down. Figurative phrasal verbs have a new meaning from a metaphor and connotation and the semantic integration of every single component, such as pick up and let down. In completive phrasal verbs, the particle depicts the consequence of the movement, such as cut off or burn down.

Although the semantic meanings of some English phrasal verbs, such as two-word verbs in the first category, are clear and straightforward, meanings of other figurative phrasal verbs from the second category can be very obscure for ESL/EFL students to guess during a conversation with native speakers (Chou, 2019). Due to the fact that figurative phrasal verbs lack transparent meanings, it is difficult to ascertain the entire meaning by combining the meanings of the components, verbs, and particles. These idiomatic meanings give ESL/EFL learners the impression that they are difficult to understand and employ, despite students acknowledging their

value (McCarthy & O'Dell, 2004). Therefore, students may feel overwhelmed when learning about the abundance of multi-word verbs found in English, not to mention that such words can have so many interpretations in different contexts.

Effective Strategies for Facilitating Two-Word Verb Teaching and Learning

It is difficult for students to learn and employ phrasal verbs, given the fact that their meanings vary greatly from the pieces that make them up. Clearly, deeper comprehension of this grammatical structure is required, as is the implementation of novel teaching methods that go beyond simple syntactic identification and list-based memorizing techniques (Bronshteyn & Gustafson, 2015).

Using Context Clue to Learn Two-Word Verbs

One widely held idea regarding vocabulary acquisition is that using context clues to deduce the meaning of words is an effective method. Cooper (1999) investigated the most effective and widely used approach for learning idioms through the use of a 'think aloud' technique. His research demonstrates that successful learners employ an inferring method when acquiring idioms. The following conclusions can be drawn from this study's findings: Contextuality can be an effective method for teaching and learning multi-word phrases. However, past research findings regarding the role of context in vocabulary learning are inconsistent. Hulstijn (1992) discovered that learners who inferred the meaning of target words retained them better than learners who were told the meaning. This study demonstrates that while inferring helps learners recall the meaning of words, inferring wrong meanings from context was a disadvantage, particularly when context signals were absent.

On the other hand, empirical research (Prince, 1996) has produced findings that contradict Hulstijn's (1992). These findings demonstrate that delivering words in context has no

more beneficial effect on vocabulary acquisition than presenting words alone. Prince (1996), in particular, contrasted the use of context and translation in word learning for French EFL students. He compared these two circumstances during both the learning and recall phases for two groups of learners, advanced and low level. Isolated sentences containing the target words were delivered to the context learning group, while individuals in the translation learning group were asked to write down the meaning of the target terms. After treatment, he divided each learning group into two recall conditions and administered an immediate post-test. He discovered that advanced learners in the translation learning condition outperformed those in the context learning condition in terms of achievement. While weak learners scored lower overall than advanced learners, those in the translation condition scored marginally higher than those in the context learning condition. Qian (1996) found a similar effect of solitary vocabulary learning in another empirical study. He divided the learners into two groups: one received the L2 synonyms for the target terms, while the other learned the words by inferring their meaning from context. He finished with an immediate recall test and two delayed recall tests, and discovered that the isolated learning condition retained its superiority despite the fact that the two learning conditions had identical forgetting patterns during three recall tests.

Additionally, it is commonly considered that inferring from context aids in information retention. We may anticipate that the more contextual cues provided, the greater the likelihood of remembering the target phrases. Mondria and Boer (1991) conducted studies with French language learners to examine the connection between contextual richness and retention. They examined if, in accordance with Schouten-van Parreren's assertion, contextual richness had an effect on the predictability and retention of words. The claim is that words are most effectively learned when their meaning is deduced from their context, and context definitely has a beneficial

effect on retention. Mondria and Boer (1991) randomly assigned individuals to eight different situations, each of which contained the target term. They ran an experiment in which they tested the theory that the more frequently a term is properly inferred, the more frequently it is remembered. Nonetheless, the data indicated no association existed between inferring and meaning retention.

To summarize, past research indicates that incorporating context into vocabulary learning does not ensure its superiority in terms of learning and acquisition. Nonetheless, because inferring meaning from context is a frequently used strategy in vocabulary and reading courses, it will be worthwhile to explore the effect of context on phrasal verb learning. According to the findings of prior research, it is believed that inferring the meaning of phrasal verbs from their context will be useful for examining the effect of context on phrasal verb learning. According to past research, it is hypothesized that inferring the meaning of phrasal verbs from context will likewise fail to reveal their importance.

Using Contextualized Method to Teach Two-Word Verbs

Contextualization is a recommended strategy for teaching vocabulary since it enables students to more easily grasp the meaning of new words (Cameron, 2001). Crawford (2001) proposed REACT as one of the contextualization tactics. There are five phases of REACT strategy, including relating, experiencing, applying, cooperating, and transferring. Briefly, *relating* comes first because it is the process of linking content to the existing knowledge of language learners. Then, *experiencing* involves bringing material into the classroom for interactive learning. Third, *applying* is when students learn to use target words in real-life situations. Fourth, *cooperating* is characterized as learning through sharing, responding, and talking with other students. In line with Crawford's idea, Zulmaulida (2011) stated that

cooperation allows students to study together, share their opinions, and remain accountable to the learning goal. Lastly, *transferring* implies applying knowledge in a new scenario not discussed in class (Crawford, 2001). In addition to the authors mentioned above advocating putting contextualization into vocabulary teaching, Rohayati (2013) also claimed that contextualization through using the REACT approach is a recommended strategy for English teachers to improve their students' vocabulary mastery.

Furthermore, some studies on contextualized vocabulary teaching reveal that computer-assisted contextualization benefits students' vocabulary learning and retention of word memory. According to two research findings by Coady et al. (1993), it is beneficial to use computer-assisted contextualization to practice high-frequency vocabulary. Similarly, the results of a study conducted by Ahmadian et al. (2015) indicated that incorporating computer-based contextualization into vocabulary instruction can aid students in improving their vocabulary acquisition. Those results are consistent with the research of Ghabanchi and Anbarestani (2008), who investigated the impact of applications of the computer in language teaching and learning programs on the lexical development of intermediate-level EFL students. Their results showcased that computer-aided programs lead to extensive brain processing, resulting in long-term word recall for students.

Summary

In this literature review, four themes were introduced: miscommunication as a result of lacking knowledge of two-word verbs, the importance of two-word verbs, the difficulties for Chinese English learners in learning two-word verbs, and effective strategies for facilitating two-word verb teaching and learning.

The primary findings of the literature review can be categorized into two groups. One is that lacking knowledge of two-word verbs of non-native English learners could cause communication problems during interaction with native speakers of English. Moreover, international students in the United States have faced difficulties learning two-word verbs. Another category of the findings is that non-native English speakers can benefit significantly from learning two-word verbs in order to increase their English proficiency, communicate successfully with native English speakers, and boost self-confidence. To achieve all of these calls for new and effective strategies to support students in learning two-word verbs, and instituting contextualized methods could be the best fit.

These findings have provided valuable information to address the problems and lay the foundation for developing the project. Chinese international students have issues communicating during everyday interactions due to not understanding two-word verbs used by native speakers of English. This kind of miscommunication may bring various adverse effects to students, so it is necessary to implement effective measures to support international students in learning two-word verbs in English. In this project, an English learning website with numerous resources was created to facilitate Chinese international students to learn two-word verbs autonomously. Two-word verbs were presented and delivered in a contextualized way so that students could grasp the meaning well and retain the memory of those words.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project, “Lydia’s Two-Word Verbs Learning Center,” is an online self-learning website for international students who came to the United States to pursue a bachelor’s or higher degree, especially Chinese international students, to learn high-frequency two-word verbs are chosen from PHrasal VERb Pedagogical List (PHaVE List) (Garnier & Schmitt, 2015). The mass amount of the two-word or three-word verbs, not to mention their highly polysemous feature, leads to the difficulty in picking the most important and appropriate ones to teach and test in the classroom for instructors (Schmitt, 2020). Therefore, the PHaVE List was created in response to the need for English teachers and practitioners to narrow down phrasal verbs from the thousands of verb phrases for teaching purposes. It lists the top 150 most-used phrasal verbs with explanations of their most common semantic uses, which account for more than 75% of their occurrences in the Corpus of Contemporary American English.

This project selected four verbs, *come*, *get*, *go*, and *take*, and four particles, *off*, *on*, *out*, and *up*, which are the most frequently occurring verbs and particles in the PHaVE List. The self-study website concluded and showcased all two-word verbs consisting of different prepositions and four chosen verbs from the PHaVE List, as well as all combinations of two-word verbs consisting of different verbs and four selected prepositions. The definitions and demonstrations of all these chosen two-word verbs were organized in alphabetical order on the website under the *Convey Meaning* page. The word illustration and exercises on this website are carried out to help learners comprehend and practice the chosen two-word verbs according to the procedures in the Three C’s Approach.

Research about two-word verbs learning indicates that international students find it challenging to learn two-word verbs (Bywater, 1969; Nassaji, 2003; Siyanova & Schmitt, 2007) because of the large number of these phrasal verbs (Gardner & Davies, 2007; Liu & Myers, 2018; McCarthy & O'Dell, 2004; Wei's, 2021) and the polysemy of two-word verbs (Brown, 2004; Dempsey et al., 2007; Moore Hanna, 2012; Side, 1990). Moreover, native speakers tend to use two-word verbs in daily conversation (Atkins & McArthur, 1996; McCarthy & O'Dell, 2004; Meyer, 2014; Moore Hanna, 2012). Therefore, miscommunication between non-native English-speaking learners and native English speakers due to lacking knowledge of two-word verbs (Liao & Fukuya, 2004).

This project aims to help Chinese international students learn and master highly frequently used two-word verbs through an English self-learning website to prevent miscommunication that may occur during their interaction with native speakers of English. The website offers colorful and contextual illustrations for conveying the meaning of two-word verbs in an organized layout. The website also provides various two-word verb exercises, including match, fill in blank, find synonyms, multiple choice, cloze activities, and mini dialogues, to check the students' comprehension. All the exercises were created and developed by the project designer, and they were divided into three levels of difficulty (easy, medium, and hard). Students can choose which difficulty level they want to go for first and answer practice questions directly on the website. After submitting their answers, the website will show the answerer whether the answer to each question is correct, and an answer key will appear under each exercise. The benefit of providing answer keys and feedback for self-learners is helping them sort out which two-word verbs they have mastered well and which ones they have yet to grasp. For those

questions they did not answer correctly, they can go back to the first step, convey the meaning of two-word verbs, locate the two-word verb, learn it again, and deepen their understanding.

The intended audience for this project is Chinese English learners, especially Chinese international students in higher education who are above the intermediate level of English competence. The project of the website attempts to assist students in learning two-word phrasal verbs on their own in a contextualized, accessible, and fun way. By preparing non-native English learners for solid comprehension and application of two-word verbs, the project can promote their communication skills and self-confidence.

Organization

This self-learning website for two-word verbs is mainly organized according to the three steps of the Three C's Approach, an essential and efficient approach in vocabulary teaching (Muhamad Hariri, 2013; Wang, 2018), from conveying the meaning of the selected two-word verbs to checking the independent learners' understanding of the meaning, and then to strengthening and deepening what they have learned. There are different subpages under these three main pages (*Convey Meaning* page, *Check Understanding* page, and *Consolidation* page), which include various exercises and blocks to meet the needs of students to learn and explore two-word verbs. The content on each main page and subpage is elaborated in the Content of Sections that follows.

In addition to providing these three concrete steps to help students learn two-word verbs, the website also provides the *Homepage* and *Two-word Verbs* page to help learners form a clear picture of what this website is for and how to use this self-learning website to complete the study of two-word verbs. The homepage includes the project's outline and theoretical framework, the website designer's introduction, and the QR code and link to the discussion

group on WhatsApp. A thorough description of each page and subpage can be found in the following section.

Content of Sections

There are five main pages on this website, including the *Homepage*, *Two-Word Verbs*, *Convey Meaning*, *Check Understanding*, and *Consolidation*. The content of each section is introduced in the following part.

Homepage

The homepage is the landing page after copying the link into the browser and proceeding to the website. It is also the landing page after clicking the website logo in the top left corner or bottom of the website. The homepage introduces the preliminary information about the website's designer, project, theoretical framework, and discussion group. Each section can be accessed by clicking on the drop-down box under *Homepage*. A shortcut key of "back to top" is provided on each main page and subpage for the website visitors, which is used to return to the menu at the top of the home screen.

About the Designer

This block is a brief description of the website designer, including her program, passion, and routine.

About the Project

This block introduces the intended audience of this project, and the benefits this website can offer learners after self-studying with the resources in this online two-word verbs learning center.

Theoretical Framework

This block describes the theoretical framework in this project, which is the Three C's Approach proposed by Bernard D. Seal. It also demonstrates the three significant steps of this approach to teaching vocabulary, convey meaning, check understanding, and consolidation.

Discussion Group

This block showcases the discussion group's information, allowing the learner of this website to join the group, share learning experiences, and discuss problems.

Two-Word Verbs

This is the second main page of this website, and it comprises three subpages, including *What Are Two-Word Verbs*, *Why Learn Two-Word Verbs*, and the *Two-Word-Verb List* illustrated on the website. Each subpage can be accessed by clicking on the drop-down box under *Two-Word Verbs*.

What Are Two-Word Verbs

This subpage depicts the definition of two-word verbs and the grammatical formation of two-word verbs and also provides some examples of two-word verbs.

Why Learn Two-Word Verbs

This subpage explains why it is important to learn two-word verbs for Chinese English learners.

Two-Word-Verb List

This subpage displays two separate vertical tabs for two-word verbs. One tab is a list of four verbs combining different particles; the other is a list of four particles combining different verbs. The point of these two tabs is to provide learners with a quick overview of the list of two-word verbs that the website deals with.

Convey Meaning

This is the third main page of this website, which involves two subpages, the *Verb Illustration* and the *Particle Illustration*, arranged according to the *Two-Word List* on the previous page. Either subpage can be accessed by clicking on the drop-down box under *Convey Meaning*.

Verb Illustration

This subpage comprises four chosen verbs from the PHaVE List, which are *come*, *get*, *go*, and *take*. The combinations of these four verbs with different particles are arranged into four tabs horizontally from left to right. The learners can get access to two-word verbs formed by the same verb with various particles by clicking the tab of the verb. For example, a learner can click on the tab “go” to explore and learn the verb phrase “go off”. The meaning, the usage frequency, the example sentences, and the pictures matched with the context of the example sentences of “go off” are all provided clearly under the “go” tab. All two-word verbs are arranged alphabetically on this subpage. Some two-word verbs may have more than two meanings; each meaning of the verb phrase is shown in the same manner as previously explained.

Particle Illustration

This subpage contains four chosen particles from the PHaVE List, which are *off*, *on*, *out*, and *up*. The combinations of these four particles with different verbs are arranged into four tabs horizontally from left to right. The learners can get access to two-word verbs formed by the same particle with various verbs by clicking the tab of the particle. For example, a learner can click on the tab “up” to explore and learn the verb phrase “end up”. The meaning, the usage frequency, the example sentences, and the pictures matched with the context of the example sentences of “end up” are all provided clearly under the “up” tab. All two-word verbs are

arranged alphabetically on this subpage. Some two-word verbs may have more than two meanings; each meaning of the verb phrase is shown in the same manner as previously explained.

Check Understanding

This is the fourth main page of this website, including only one *Exercises* subpage. All these exercises were compiled and edited by the website designer with *eXeLearning XHTML editor*. There are six different types of practice questions, including match, fill in blank, find synonyms, multiple choice, cloze activities, and mini dialogues, to check how much the learners have mastered two-word verbs illustrated on the previous pages and subpages.

Exercises

This is the fourth main page of this website, including only one *Exercises* subpage. All these exercises were created and compiled around the two-word verbs illustrated on this website to help learners check their understanding by themselves. There are six exercises with three difficulty levels: easy, medium, and hard. Learners can jump right to the level they want to challenge or go through all the exercises step by step. The exercises website can pop up correct answers after students submit all questions to acquire instant feedback to check how well they have comprehended the two-word verbs.

Consolidation

This is the last main page of this website, including quizzes, games, and certification. The quizzes and games are external links, and they are the only parts that were not created initially by the website designer. All these three subpages are used to deepen and strengthen what the learners have learned in the previous two steps. Each subpage can be accessed by clicking on the drop-down box under *Consolidation*.

Quizzes

There are four quizzes with multiple-choice and short-answer question types. Learners can click either on the name or the icon of the quiz to go to an external link to start the quiz.

Games

There are six different games on the game channel. Learners can click either on the name or the icon of the game to go to an external link to start the game.

Certification

The certification was designed and issued digitally to outstanding learners who can successfully complete the online self-learning process. The significance of this certification is not only to increase a sense of ritual of completion but also to boost the learners' confidence in learning two-word verbs.

Development of the Project

The inspiration for this field project came from my personal experiences. As an international student and a Chinese English learner, I encountered miscommunication with native English speakers several times after coming to the US and studying here. Take one of my experiences as an example. Once, in *The Structure of American English* class, one of my classmates and my presentation partner Sami, whose native language is English, and I discussed a topic in a breakout room on Zoom. During our conversation, she mentioned “roll off” the tongue, and I thought she was asking if I could roll my tongue; since this course we took was all about consonants and vowels, articulation positions, and so forth, so I assumed she was asking if I could roll my tongue to make a specific consonant we had learned. I tried to roll my tongue but failed, and I replied, “I cannot roll my tongue. It is hard for me. Can you?” She smiled at me and explained, “roll off the tongue is just a verb phrase that means something easy to pronounce or

say.”

This example revealed the failure of communication that occurred between us due to my lack of knowledge of phrasal verbs. Fortunately, when my classmate found out that I had misunderstood the verb phrase she was using, she told me its actual meaning in time to make sure our conversation went smoothly. However, interpretation and correction only happen sometimes in the middle of discussions or speeches, which makes it challenging for Chinese international students to follow and absorb the intended meaning of discourse. The high frequency of using two-word verbs instead of regular single verbs by native English speakers in daily conversation makes it more difficult for Chinese English learners to communicate with native English speakers. Without the knowledge of two-word verbs as a premise, one party may find it challenging to understand the meaning expressed by the other party or be misunderstood by the other even if there is no grammatical error in the interlocution (Huang & Xu, 2011). Furthermore, multiple meanings for the same two-word verbs often confuse second-language learners and lead to mistakes (Chan & Liou, 2005).

The website was developed in response to help Chinese international students learn two-word verbs and solve the miscommunication problem simultaneously. The reason I wanted to create a user-friendly, easy-to-use online self-study website as my field project’s final product is that the form of a website caters to students’ self-study and self-assessment. This website systematically provides explanations of the meaning and context of two-word verbs, self-assessment exercises, and games and activities to reinforce what they have learned.

The highlight of this self-study website is that the answers to the practice questions are provided in real-time, allowing learners to view the results of their own practice questions immediately after completing the practice questions and submitting the answers, knowing

which question's choice is correct and which is wrong. Language learners can pinpoint two-word verbs that they have not yet mastered. In this case, website users can go back to the previous step to re-learn the meaning and context of those unfamiliar two-word verbs directly, making their self-study more efficient, pertinent, and focused.

In order to enable the functions of self-learning and self-checking of the website work, I used three website editors, *Nicepage*, *eXe-Learning*, and *GitHub*, to create and develop the website and exercises. I designed the entire website with *Nicepage*, including the layout of all main pages and subpages of the website, user interface design, and the instructional and informational content of all blocks on each page. I created and developed all exercise questions on the *Convey Meaning* page with *eXeLearning XHTML editor*. *eXe-Learning* is open-source software created by researchers at the University of Auckland, Auckland University of Technology, and Tairāwhiti Polytechnic. HTML programming is made accessible and simple with the *eXe-Learning* editor. My design idea is to have students answer questions online and get answers in real time after submitting their answers to see how well they have mastered the two-word verbs. The *eXe-Learning* editor can only create and edit exercise questions locally but cannot publish the edited exercises on the Internet for all learners. Therefore, another software is needed to realize the idea of taking practice questions online. I employed *GitHub* to launch local exercises on the website.

The Project

“Lydia’s Two-Word Verbs Learning Center”

<https://lydiatwowordverblearningcenter.nicepage.io/>

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Chinese international students make up the largest proportion of students studying in the United States in higher education (Institute of International Education, 2021). Their English learning problems are worth studying, specifically two-word verb learning issues (Zhang, 2016). The factors contributing to this problem involve the significant presence of two-word verbs (McCarthy & O'Dell, 2004), the polysemy of two-word verbs in different contexts (White, 2012), frequent use by native English speakers in daily life and academic conversations (Wang, 2018), and little access for Chinese English learners to both printed and digital two-word verbs textbook and resources (Kharpal, 2020; Meyer, 2014). In addition, a lack of mastery of two-word verbs that are highly used by native English speakers causes miscommunication problems between Chinese international students and native speakers of English (Huang & Xu, 2011).

Miscommunication occurs between non-native and native English speakers because of a lack of linguistic proficiency, such as insufficient knowledge of two-word verbs (Wang, 2002; White, 2010). The impact of such miscommunication on Chinese students is primarily reflected in two dimensions. The first is a tendency to avoid using two-word verbs (Chen, 2017; Fauziati, 2005; Rodriguez et al., 2019), and the second is suffering from loneliness, stress, and depression and not being confident in expressing themselves in front of native speakers (Trice, 2007; Wei, 2021; Yan & Berliner, 2013). Research demonstrates that the mastery of the two verbs is of great significance to English learners and teaching practitioners (Alavi & Akbarian, 2008). However, learning two-word verbs has been proven challenging for international students in the United States in many facets (Nassaji, 2003; Siyanova & Schmitt, 2007). All of this calls for innovative

and efficient approaches to aiding students in learning two-word verbs. Implementing contextualized approaches may be the best fit (Cameron, 2001; Crawford, 2001; Rohayati, 2013), especially computer-based contextualization (Ahmadian et al., 2015).

This project aims to help Chinese international students learn the two-word verbs commonly used in daily life and study to avoid misunderstandings when communicating with native English speakers. The final product of this field project is a two-word verbs self-learning website created and designed by the author of this paper. Firstly, students can get access to free resources throughout this website to learn two-word verbs by themselves in their spare time. Secondly, the website offers various online exercises and activities on two-word verbs to put them in the context of daily real-life conversations so that international students can understand the phrasal verbs' meanings more easily (Irwandi et al., 2018). In addition, the website designer also established a discussion group on WhatsApp to allow Chinese learners of English to interact and share learning ideas with other international students from different countries (Zulmaulida, 2011). It may stimulate their enthusiasm and innovative thinking in English learning. Finally, the project facilitates international students to reduce miscommunication issues with native English speakers and enhances their confidence by helping them master the two-word verbs.

The website was designed and organized in accordance with the idea and procedures of Three C's Approach, a fundamental and efficient approach in vocabulary teaching which was brought up by Bernard D. Seal in 1991 (Muhamad Hariri, 2013; Wang, 2018), from conveying the meaning of the selected two-word verbs to checking the independent learners' understanding of the meaning, and then to strengthening and deepening what they have learned. The website incorporates five main pages, including the Homepage, Two-Word Verbs Page, Convey Meaning Page, Check Understanding Page, and Consolidation Page.

The website arranges two-word verb meanings with colorful and contextual pictures to help learners understand the context of each two-word verb easily and thoroughly. To test students' comprehension, the website offers match, fill in blank, find synonyms, multiple choice, cloze, and mini dialogue exercises. The project designer devised three levels of difficulty for all the exercises (easy, medium, and hard). Students can choose a difficulty level and practice questions online. After submitting their answers, the website will show the answerer whether each question is accurate and provide an answer key under each exercise. Self-learners can determine which two-word verbs they've learned well by using answer keys and feedback. For problems they got wrong, they can go back to the first stage of the Three C's Approach, convey meaning, re-learn, and strengthen their comprehension of specific two-word verbs.

In conclusion, the website provides Chinese international students and other English learners with various self-study resources, such as illustrations of commonly used two-word verbs selected from the PHaVE List, as well as corresponding exercises, games, and so forth. It is the designer's hope that this project will serve as a helpful and useful self-learning tool for two-word verbs for international students in higher education who are above the intermediate level of English competence. By preparing non-native English learners for solid comprehension and application of two-word verbs, the project can promote their communication skills and self-confidence so as to reduce miscommunication problems with native English speakers.

Recommendations

I recommend this field project to be used as a free online two-word verb learning tool for international students with an above-intermediate level of English to use in and out of the classroom. It can be used alone by English learners for self-study after class, or it can be used by instructors in the classroom to check students' understanding of two-word verbs.

I suggest that users learn and practice two-word verbs according to the order in which the pages are arranged in the menu bar at the top of the website from left to right, whether it is used in classroom teaching or used by students for self-study after class. The first step is to explore the *Homepage*, which offers an overview of this website. Then, browse the *Two-Word Verbs page*, which provides lists of all the two-word verbs this website includes. Lastly, click on the three steps of the Three C's Approach in sequence: *Convey Meaning page*, *Check Understanding page*, and *Consolidation page*.

The project values and recognizes the practicality, operability, and effectiveness of the Three C's Approach in vocabulary teaching. Therefore, language learners should follow the procedures in Three C's Approach when learning two-word verbs. The project's designer has invited two volunteers to use the website and try out the exercise questions to learn two-word verbs. One volunteer learned the two-word verbs according to the steps of the Three C's Approach, and the scores for each type of exercise were relatively high. While the other volunteer's test results were not satisfactory because he did not use the website in the order suggested by the website's designer, he skipped the phase of Convey Meaning and went directly to the second step, Check Understanding.

The meanings and contexts of two-word verbs are introduced under the *Convey Meaning page*, which is similar to a teacher conveying or explaining the definition of a new word or phrase to students in class, which must be the first step for vocabulary learning. Next, go to the *Check Understanding page*; six different exercises are offered under this page to check how well students have learned the two-word verbs from the previous page. In the last step, learners can click on the external links and choose to consolidate and deepen the knowledge and usage of the

learned two-word verbs in the form of games or quizzes. After completing all these activities on this website, scholars are qualified to get the certificate under the *Consolidation page*.

In addition, I recommend ESL and EFL teachers and practitioners use the *eXeLearning XHTML Editor* to create practice questions for their students. This editor is powerful, free, and accessible for instructors who want to create the exercises on their own. It was designed specifically for educational purposes and can meet different teaching needs of English teachers, compile different exercises, and facilitate students to drill and consolidate different grammatical knowledge and specific practice. The functions embedded in this editor allow teachers to develop a series of activities and games. Both the students' and the instructors' views of the program are in a user-friendly format, making the layout neat and clear. Besides, the creation of learning modules can be inserted into other learning platforms. For instance, I created all practice questions on *eXeLearning Editor* for my field project, and then integrated them into *Nicepage*, another website editor I used for the main body design of the website. The only shortcoming of this freeware is that the exercises designed on *eXeLearning* are saved in local folders. Teachers need to use other website editors to publish these exercises on the Internet for students to get access.

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APPENDIX

Lydia's Two-Word Verbs Learning Center

<https://lydiatwowordverblearningcenter.nicepage.io/>