

CHAPTER THREE

METHODOLOGY

This chapter describes: (1) the subjects (2) the materials (3) the procedures used in the collection and analysis of the data and (4) the data analysis.

3.1 SUBJECTS

Thirty nine (39) students participated in this study. All of the subjects were Thai first and second year students of the MA TEFL program in the academic year of 2007 at Thammasat University. For the MA TEFL program, English is used as the medium of all formal instruction. However, the students have limited exposure to English outside the classroom. The subjects are therefore considered as EFL learners. The English proficiency levels of all subjects were determined by their TU-GET scores, applicable for all students in the MA TEFL program. The subjects were divided into two groups according to their proficiency level. Nine (9) students who had TU-GET scores 690 or higher were assigned to the better group, whereas thirty (30) students who had TU-GET scores less than 690 were assigned to the lower group.

3.2 MATERIALS

3.2.1 Target PVs

The target PVs in this study were selected from the previous studies. In Schmitt and Siyanova's work (2007), the developing of a verb-pairs questionnaire began with 14 multi-word verbs taken from previous research (Biber et al., 1999; Laufer and Eliasson, 1993; Liao and Fukuya, 2004 cited in Schmitt & Siyanova, 2007, p. 122) and 12 multi-word verbs selected from a variety of texts and conversations exposed during the planning of their study. Next, the native-speakers were asked to choose the form of verbs, either multi-word verbs or equivalent one-word verbs, which they preferred to use in the situation. As a result, the 19 verb pairs based on the preference of the native speakers for using multi-word verbs over one-

word verbs were used in the final questionnaire for Schmitt and Siyanova's work. The list of verb pairs used in developing the questionnaire is shown in Table 1. The verb pairs marked with an asterisk (*) were not included in the final questionnaire.

Table 1. A List of Verb Pairs Used in Developing the Questionnaire in Schmitt and Siyanova's study

Multi-word verbs	One-word verbs	Used
put off	postpone	Yes
tell off	reproach	Yes
put up with	stand	Yes
turn down	decrease	Yes
run into	meet	Yes
come round	come	Yes
tidy up	organize	Yes
go on	continue	Yes
pull over	stop	Yes
work out	train	Yes
set up	start	Yes
get back	return	Yes
figure out	understand	Yes
walk off	leave	Yes
mess around	misbehave	Yes
come up	arise	Yes
come up with	suggest	Yes
hold on	wait	Yes
show off	boast	Yes
*bring up	mention	No
*come along	join	No
*come across as	seem	No
*go up	rise	No

(table continues)

Table 1. (continued)

Multi-word verbs	One-word verbs	Used
*catch up with	join	No
*call off	cancel	No
*brush up on	revise	No

Note. Extracted from *Native and Nonnative Use of Multi-Word vs. One-Word Verbs*, by N. Schmitt and A. Siyanova, 2007, *IRAL*, 45(2), p. 135.

However, not all the multi-word verbs were included in this study as this study was initially intended to investigate the combinations of verb plus particle, not the double combinations of verb plus particle and preposition. That is, “put up with” and “come up with” were ruled out from the target PVs. Therefore, only 17 PVs were used in this study to investigate the use of PVs among Thai EFL learners.

3.2.2 Test

To ensure the production of the target phrasal verbs, the research instrument used in this study was a paper-and-pencil type of objective test, specifically a multiple-choice test. The multiple-choice test was chosen as it provided high objectivity and the convenience of administration as well as the ease of scoring. The test consisted of 17 items in total. In each item, the required verb was left blank. The subjects were asked to fill in the blank with one of the four verbs presented below the set of dialogues or the situation: the appropriate PV, the appropriate one-word verb, and two distractors. As the scope of this study is the use of PVs in informal spoken discourse, the contexts were written in form of casual dialogues or informal situation.

3.3 PROCEDURES

The procedures of study consisted of two important parts: (1) research design and (2) data collection.

3.3.1 Research Design

This exploratory study was designed to answer the research question posed at the beginning of this paper. The framework of this study was adopted from the previous research conducted by Liao and Fukuya (2002) and Schmitt and Siyanova (2007). After selecting 17 target phrasal verbs as described in the previous section, when the written test was finished, the test items were reviewed and commented on by a panel of both native and non-native expert speakers in order to obtain the test validity. The test items were then revised according to the comments received.

3.3.2 Data Collection

To collect data for the study, the multiple-choice test was taken by all subjects in two sessions. The subjects were required to complete the test in the provided fifteen (15) minutes. The subjects were also given special instructions to choose the most suitable answer to complete the sentence, as there were actually two correct answers for the each item.

3.4 DATA ANALYSIS

The test was manually scored. Only the correct PVs chosen by the native speakers were counted in the calculation. The data was analyzed in terms of 1) the mean and standard deviation of phrasal verb usage for all subjects; 2) the mean and standard deviation of phrasal verb usage for the better group and lower group; and 3) the correlation between the TU-GET scores and PVs test scores. For statistical calculation methods, Pearson correlation at an alpha level of .05 was used.

In summary, this chapter has shown the research instruments, research tools, and the procedures in designing the research and collecting data. In the next chapter, the raw scores and the results of statistical calculation will be presented.