


The Impact of Information-Gap Tasks on Improving Iranian EFL Learners' Knowledge of Phrasal Verbs

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10.22080/iselt.2025.29711.1113

Received

July 20, 2025

Accepted

November 19, 2025

Available online

December 20, 2025

Keywords:

Task-Based Instruction, Information-Gap Tasks, Phrasal Verbs, Vocabulary Learning

Abstract

This study investigated the effectiveness of information-gap tasks in enhancing the phrasal verb knowledge of high school students (aged 18). Two hundred students participated in the initial sample selection stage. An OPT was administered, and 60 students at the intermediate level (based on the OPT table, 120-139) were selected to participate in the study. This level was chosen because in most lower levels, one cannot find a wide range of these multi-word verbs, and they are not taught as a separate class of verbs. In higher levels, there is a greater focus on them, and their teaching procedure may vary considerably. They were then randomly assigned to two groups: experimental and control. Over two weeks (ten sessions) of treatment, the experimental group engaged in information-gap activities focused on phrasal verbs, while the control group received traditional methods of instruction for these verbs. A pretest-posttest design, using paper-and-pencil tasks, assessed and compared the phrasal verb knowledge of both groups. Pretest results indicated that participants had limited initial familiarity with the targeted phrasal verbs; many recognized the words but struggled with recall and contextual application. Post-test data analysis revealed that both instructional approaches improved accuracy with phrasal verbs. However, the experimental group, exposed to information-gap activities, demonstrated significantly greater gains than the control group. These findings suggest that information-gap activities can lead to substantial improvements in learners' semantic knowledge and practical application of phrasal verbs, supporting their use in task-based language instruction.

1. INTRODUCTION

In our increasingly globalized world, the ability to speak multiple languages has become more essential than ever. Despite advancements in language teaching methodologies, learners continue to face challenges in mastering various aspects of a second language, particularly vocabulary acquisition. Vocabulary knowledge, encompassing both syntax and semantics, is fundamental to effective communication (Nation, 2005). While grammatical competence enables learners to

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construct sentences, vocabulary knowledge determines the extent to which meaningful communication can occur (Alqahtani, 2015). As Wilkins (1972) pointed out, while grammar allows for limited communication, without vocabulary, no communication is possible at all. The importance of vocabulary acquisition stems from its direct impact on overall language. A robust vocabulary enables learners to comprehend texts, participate in conversations, and express themselves effectively (Beck et al., 2008; Schmitt, 2000). Nation (2005) posited that vocabulary knowledge facilitates language use, which, in turn, expands vocabulary knowledge, creating a positive feedback loop. However, vocabulary learning presents unique challenges. Unlike syntax, which often follows explicit rules, vocabulary acquisition requires learners to internalize a vast and often unpredictable lexicon (Rodríguez & Sadoski, 2000).

Among the various vocabulary components, phrasal verbs pose a particular challenge for English language learners (ELLs). Phrasal verbs, multi-word units consisting of a verb and one or more particles (adverbs or prepositions), often have idiomatic meanings that cannot be derived from the individual components. For example, the phrasal verb "look up" has a different meaning from the sum of "look" and "up." Despite their prevalence in both spoken and written English, phrasal verbs are frequently a source of difficulty and frustration for learners (Kao, 2001).

To address the challenges associated with phrasal verb acquisition, researchers have explored various instructional strategies, including games and other interactive activities (Sabzalipour & Tabrizi, 2015). Task-based language teaching (TBLT), an approach that emphasizes authentic communication and meaningful task completion, has shown promise in promoting vocabulary learning. Within TBLT, information-gap tasks, which require learners to exchange information to complete a task, have the potential to enhance vocabulary acquisition and retention. However, the effectiveness of information-gap tasks in specifically improving phrasal verb knowledge warrants further investigation.

This study aims to address this gap by examining the impact of information-gap tasks on high school students' learning of English phrasal verbs. Specifically, this research investigates whether learners' knowledge of phrasal verbs improves through participation in information-gap tasks and whether any observed improvement varies based on the specific particle used in the phrasal verb (i.e., *out*, *up*, and *off*). The following research questions guided this study:

1. Does learners' knowledge of phrasal verbs improve via information-gap tasks?
2. If so, does it vary according to particles (*out*, *up*, and *off*)?

2. LITERATURE REVIEW

One of the most rigorous tasks many people engage in during the process of learning a foreign language is most likely learning vocabulary (Milton, 2009; Schmitt, 2000). To this end, the key issue remains as to how words can be learned in a highly productive way, bringing about native-like or near-native accuracy and competency. Moreover, English language learners are highly unlikely to communicate well, assuming that they merely focus on individual verbs while being unaware of the fact that the simple verbs can be combined with the prepositions, producing new meanings. This combination of verb and preposition is called a phrasal verb. Among different components of language, phrasal verbs are among the most frequently used types of multi-word verbs. They are made up of a main verb and a spatial adverb, and this combination often creates a meaning that differs from the individual meanings of the verb and the particle. As a result, they are often one of the most challenging aspects of English for foreign learners to master. Therefore, teaching these bunches of words needs to be practiced with special methods and techniques.

By moving forward to the communicative approach to language teaching and learning, the main objective of instruction has been to enhance the learner's capacity to engage in natural and

purposeful communication across various situations, with diverse individuals, on a range of topics, and for multiple purposes (Celce-Murcia et al., 1997, p. 149). Within the communicative approach, there is a new approach called task-based instruction whose main focus is organizing the instruction around different tasks (Long & Crookes, 1992; Skehan, 1998; Willis & Willis, 2001).

Willis (1996) pointed out that task-based instruction is the development of communicative language teaching, and through the task, the natural setting is provided for the learners (Nunan, 1989), and sufficient opportunity is created for interaction, with the hope that through this, learners learn language (Freeman, 2003). An important aspect of communication is the notion of information gaps, since in real communication, individuals often negotiate to obtain the information they do not have (Richards, 2006). Task-based instruction as a sort of communicative methodology is believed to be a significant instructional tool in which the task is the main unit of instruction (Long & Crookes, 1992). According to Prabhu (1987), three major types of tasks according to the type of cognitive activity are information-gap tasks, reasoning gap tasks, and jigsaw tasks. Later, another typology was proposed by Richards (2006) in the form of five pedagogical tasks, namely, jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion exchange tasks. This project concentrates on investigating the role of the information-gap task in learning phrasal verbs.

Information gap tasks refer to activities in which people use the target language to communicate information they know to others who do not know all or part of it. In other words, they show up when there is a lack of information among participants dealing with a common problem, whereas someone has some information through which that problem can be solved or a decision can be made (Pica & Doughty, 1986). Incompatible with this definition, Thornbury (2005) mentions that a knowledge gap exists that can only be filled through the use of language, requiring learners to communicate in order to complete a task. Similarly, Richards (2006) describes the information gap as a natural aspect of real-life communication, where individuals interact to obtain information they do not already have. According to Brown (2001), the information gap has two key features: it emphasizes the exchange of information rather than language structures, and it places importance on communicative interaction to accomplish the task goal. These tasks (i.e., information-gap tasks) have been proven to be useful and interactive by some investigators in teaching vocabulary. Wanlu (2011) investigated how effective jigsaw and information gap tasks are in helping learners understand and retain new vocabulary. The study involved a pretest, an immediate post-test, a delayed post-test, and a questionnaire. Findings showed that students who completed the information gap task scored slightly higher on the immediate post-test when it came to recognizing word meanings. However, this benefit did not extend to deeper vocabulary knowledge or long-term retention. In contrast, students who engaged in the jigsaw task demonstrated stronger word knowledge and retention. Elsewhere, Khoshima and Saed (2016) explored vocabulary acquisition among Iranian intermediate EFL learners using a Task-Based Language Teaching (TBLT) approach, focusing on jigsaw and information gap tasks. Two experimental groups received task-based instruction—one using jigsaw tasks and the other information gap tasks—once a week for five weeks. Meanwhile, the control group received traditional instruction over the same period. The findings showed that TBLT significantly improved the learners' vocabulary knowledge. Additionally, there was a notable difference in the test performances between the two experimental groups.

In summary, the majority of investigations regarding information-gap tasks have focused on speaking skills (Asrobi et al., 2013; Sugiarti, 2014). Furthermore, a few studies have focused on the role of information-gap tasks on learning vocabulary; however, no research studies have addressed the impact of information-gap tasks on learning phrasal verbs. More precisely, taking the above-mentioned review of the related literature in mind, the aim of this study is to find whether

or not learners' knowledge of phrasal verbs improves via information gap tasks, and if so, whether it varies according to particles (out, up, and off) to solve part of the problems concerning teaching in EFL settings.

3. METHODOLOGY AND DESIGN

Participants

The sample for the present study included 60 out of 200 Iranian college-entrance candidates who were homogenized based on OPT. They were from different schools in Ramsar and nearby cities, studying in different majors such as math, art, humanities, and sciences. According to the interview done individually, it was found out that all of them had studied and passed English courses at school, and some semesters in different language institutes. To judge their current level of proficiency, an OPT was administered. The participants of this study were those whose scores were 120-139 based on the OPT table. Therefore, learners who could not meet the requirement were excluded from the study. Then, the participants were divided into two groups randomly, one the experimental (N= 30) and the other the control group (N=30). All of the participants were females aged 18 years old with the same first language, Persian.

Instruments

Oxford Placement Test

Regarding the proficiency test, the second version of the OPT (Allen, 1992) was used. This test was developed by members of the Languages and Linguistics Faculty at Oxford University, ensuring it has the construct validity essential for any well-designed assessment.

Krejcie and Morgan's table

It was used for the random sample size. It is effective for selecting a sample based on the study design with a 95% confidence level.

Pre-Post Tests

Two series of pretests and posttests were administered to collect data. According to the analysis done based on the college-entrance test series (1380-1403), the most frequent and common phrasal verbs were selected by two expert teachers at Rahman Institute of Higher Education. Prior to the formal data collection, a pilot test—identical to the main test but administered to a small group of 9 students at the same proficiency level as the main study participants—was conducted. The purpose was to ensure that the participants did not have prior knowledge of the target phrasal verbs at the outset of the study and to verify the content validity of the test. The average VKS score in the pilot study was 3.48 (with a maximum possible score of 120 for the 60 phrasal verbs), confirming that the selected words were indeed unfamiliar to the participants. In spite of this, some phrasal verbs were modified or replaced by some new ones.

The first pretest in the initial series included 60 phrasal verbs, each of which was assessed using the Vocabulary Knowledge Scale (VKS) developed by (Paribakht & Wesche, 1993, 1996). The VKS is a five-point self-report scale designed to measure lexical knowledge along a continuum, ranging from no knowledge of the target word to the ability to use it accurately in a sentence. To determine the learners' overall vocabulary size after the program, the VKS was

administered again. In this test, each phrasal verb was followed by the word knowledge scale. An example is shown in [Table 1](#) below (see the whole VKS in [Appendix A](#)).

Table 1: A Sample of the Vocabulary Knowledge Scale Used for Phrasal Verb Assessment

Look up

1. I do not think I've ever seen this word before.
2. I know this word, but I don't know its meaning.
3. I recognize this word. I believe it means _____ (synonym or translation).
4. I know the meaning of this word. It means _____ (synonym or translation).
5. I know how to use this word in a sentence (write a sentence): _____.

According to VKS, a score of 1 was assigned when the learner indicated no familiarity with the target phrasal verb. A score of 2 was given if the learner recognized the verb but either did not know its meaning or gave an incorrect meaning (such as a wrong synonym or translation). A score of 3 was awarded when the learner provided a correct synonym or translation—learners could also give the meaning in their first language if they preferred. Finally, a score of 4 was assigned if the learner used the phrasal verb correctly in a sentence, which was semantically correct but syntactically incorrect. A score of 5 was given when the sentence was correct in both meaning and grammar (see [Table 2](#) below):

Table 2: Scoring Categories: Meaning of Scores

Self-report categories	Possible scores	Meaning of scores
I	1	I don't recognize the word at all.
II	2	I've seen the word before, but I don't know what it means.
III	3	An accurate synonym or translation is provided.
IV	4	The word is correctly used in a sentence with proper meaning.
V	5	The word is correctly used in a sentence both in meaning and grammar.

Thirty out of sixty phrasal verbs pretested were chosen for the posttest ([Appendix B](#)). The maximum score for the 30 items was 150 points.

The second series of pre/posttest was that the participants answered 40 multiple-choice questions containing four options: the plain verb, verb + out, verb + up, and verb + off (and in some cases verb + any particles) (see [Appendix C](#)). All the test items were adapted from Rudzka-Ostyn's book, *Word Power: Phrasal Verbs and Compounds*. This book consists of the most common English phrasal verbs. It should be noted that the phrasal verbs of the second test series existed in the college-entrance test series (1380-1403), too.

The posttest, similar to the pretest, was administered one week after the instruction had been finished. It needs to be proposed that to check the reliability of the pretest, the researcher did a pilot test on 20 high school students at the same level as the participants. Then, an item analysis was conducted to calculate the difficulty level of all items. As a result, some items were modified or replaced by new ones. The reliability of the test was calculated by Cronbach's alpha to determine if it could be employed with selected participants within the selected context, and the result was 0.81.

Procedure

The present project was set out with the intention of investigating whether or not the information-gap tasks could be applicable to improve the college-entrance candidates' knowledge of phrasal verbs. Initially, an OPT was administered among 200 students of a school who were college-entrance candidates majoring in math, art, humanities, and sciences. 60 out of 200 were selected as the homogenized ones. They were assigned to two groups randomly, the experimental and the control, and were exposed to different methods of instruction. One week before the treatment, the participants' initial knowledge of phrasal verbs was assessed, and one week after the treatment ended, their knowledge was tested again.

The selected particles for the present investigation were *up*, *out*, and *off* because they are known as the most frequently used particles (Rudzka-Ostyn, 2003). One week before the treatment, students were presented with a word list consisting of sixty phrasal verbs selected according to the analysis done on the college-entrance exam series (1380-1403). The criterion for selecting these phrasal verbs was frequency. In other words, the chosen phrasal verbs were the most frequent ones on the college-entrance exam series. This was to ensure that the words were appropriate for the pupils' level of English proficiency. To guarantee more, a pilot test was administered to nine high school students at the same level as participants of the current study to revise the list if needed, and also to ensure the reliability and validity. Then, after doing some revisions, the real pretest was administered. It took forty-five minutes, after which the phrasal verbs least familiar to the participants were selected. After a short break, the second pretest in the form of a multiple-choice test was administered, which took thirty minutes.

The results of the pretest revealed forty-five unknown phrasal verbs. The experimental group and the control group were exposed to information-gap tasks and traditional instruction for ten sessions, respectively. The first session was allocated to the introduction of a whole picture of phrasal verbs. Thus, the following two figures were provided in PowerPoint slides in the experimental group and via the whiteboard with the ordinary traditional method in the control group.

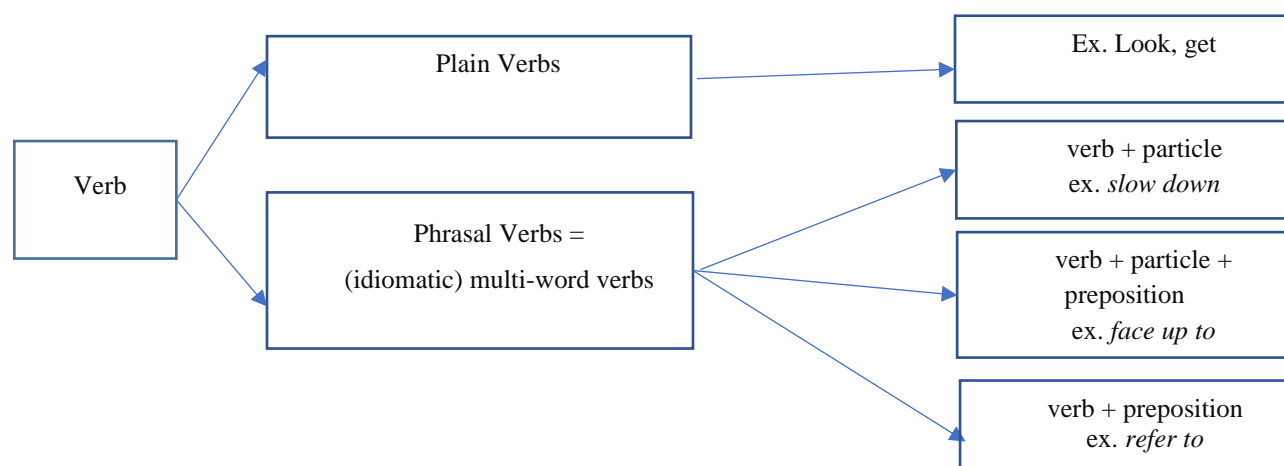


Figure 1: Kinds of phrasal verbs

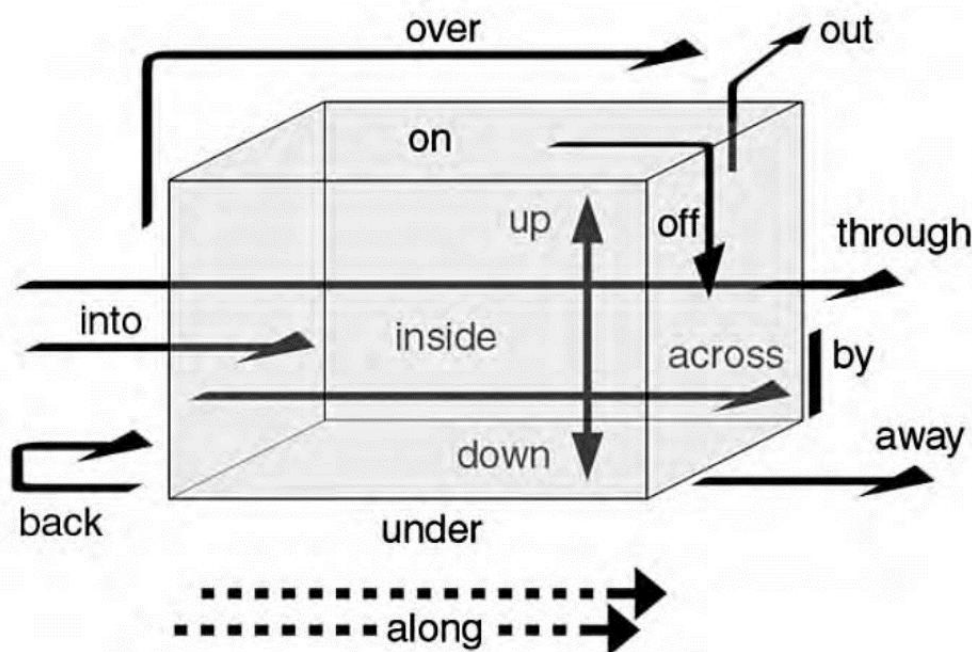


Figure 2: The extended meaning of the particles (Rudzka-Ostyn, 2003, p. 4)

Subsequently, among the forty-five selected phrasal verbs, as the unknown ones to the participants, 4-5 words were worked on in each session in both groups. In the experimental group, the words were presented on a separate PowerPoint slide with their definition and sample sentences taken from Rudzka-Ostyn (2003) book, *Word Power: Phrasal Verbs and Compounds*. The remaining time of every session was allocated to the pupils to complete one cloze task and one editing task. First, the students were grouped in pairs. Every session, a short text was divided into two halves, and each half was given to a partner. In other words, both partners in each group had just half of the text. The students were asked to listen to their partners reading the half carefully and take a note if needed. Then, each one was given a cloze version of the text and asked to fill in the missing phrasal verbs according to what they heard. Also, they were given an editing task to correct the erroneous part(s) according to what their partner read. The same procedure was done every session. It is necessary to mention that all the texts for treatment were taken from the college-entrance exam series (1380-1403). The cloze tasks and editing tasks about the texts were built by the teacher himself.

In the control group, the phrasal verbs were worked on with the ordinary traditional method. After the first session, which was the introduction one, the other sessions followed the translation of words, giving definitions, and sample sentences for thirty minutes, and then classroom assignments were done by the pupils, such as filling in the gaps and matching designed by the teacher according to the selected texts of the college entrance exam series.

At last, post-testing was carried out in both groups one week after the instruction ended. This one-week interval was chosen for two main purposes: (a) to assess the actual retention of the learned vocabulary several days after instruction, thereby avoiding the common issue of students retaining information only until the immediate test or task is over, and (b) to minimize the chance of students recalling words from the pre-test.

4. RESULTS

Both the quantitative and qualitative data analyses were done, respectively, according to the results of the vocabulary knowledge scale and the multiple-choice test as two simultaneous pretests and simultaneous posttests. The means of the groups on both tests were compared separately. In other words, the participants’ performances on the VKS were compared. Then, the comparison of their performances on the multiple-choice test was done. An Independent sample t-test was used for the analysis of the data gathered from the learners’ performance on the pretests and the posttests.

Quantitative Data Analysis

In order to answer the first question of the investigation, a quantitative data analysis is needed. To do so, an independent sample t-test was done to check the mean differences of both groups on both kinds of tests, and moreover, to find out about the significance of the statistical differences between both groups on each test.

Table 3 displays the results of the descriptive statistics for the two groups on the posttest. The results indicated that the experimental group (M =114.8, SD = 18.77) had a higher mean than the control group (M = 87.6, SD = 34.171) on the posttest of phrasal verb learning. It seemed that there was a difference between the two groups’ performance at the end of the inquiry. However, whether this is a significant difference, the two groups' posttests were investigated through an independent-sample t-test.

Table 3: Descriptive Statistics of Posttest Scores Across Control and Experimental Groups

	N	Mean	SD	
Phrasal Verb	task	30	114.800	18.770
	notask	30	87.6000	34.171

Table 4 displays the results of the independent-samples t-test. Before discussing the results, it should be noted that the assumption of homogeneity of variances was retained. As displayed in Table 4, the non-significant results of Levene’s test (F = 14.9, p > .05) indicated that the two groups enjoyed homogenous variances on the posttest. That was why the first row of Table (4), i.e., “Equal variances assumed” was reported. The results (t (48) =3.4, p < .05) indicated that the experimental group significantly outperformed the control group on the posttest of phrasal verb learning. Thus, it can be claimed that the answer to the question whether “information-gap task has any significant effect on the improvement of phrasal verb learning of Iranian EFL learners” was positive.

Table 4: Results of the Independent Sample t-test of VKS

		Levene's Test for Equality of Variances		t-test for Equality of Means			
	Difference	F	Sig.	t	df	Sig. (2-tailed)	Mean
Phrasal verb	Equal variances assumed	14.9	0.06	3.4	48	.001	27.2
	Equal variances not assumed			3.4	37.2	.001	27.2

An independent-sample t-test was run to compare the experimental and control groups' means on the second posttest of phrasal verb learning in order to probe the first research question raised in this study. Table 5 displays the results of the descriptive statistics for the two groups on the second posttest. The results indicated that the experimental group ($M = 13.36$, $SD = 1.186$) had a higher mean than the control group ($M = 8.68$, $SD = 1.519$) on the second posttest of phrasal verb learning.

Table 5: Descriptive Statistics of Multiple-Choice Test

		N	Minimum	Maximum	Mean	SD
Pretest	Experimental	30	3	7	4.96	1.306
	Control	30	3	8	5.28	1.69
Total		60				
Posttest	Experimental	30	12	15	13.36	1.186
	Control	30	6	11	8.68	1.519
Total		50				

Table 6 displays the results of the independent-samples t-test. Before discussing the results, it should be noted that the assumption of homogeneity of variances was retained. As displayed in Table 6, the non-significant results of Levene's test ($F = .967$, $p > .05$) indicated that the two groups enjoyed homogeneous variances on the second posttest. That was why the first row of Table 6, i.e., "Equal variances assumed," was reported.

The results ($t(48) = 12.1$, $p < .05$) indicated that the experimental group significantly outperformed the control group on the second posttest of phrasal verb learning. Thus, it can be claimed that the answer to the first question of the study was positive.

Table 6: Results of the Independent Sample t-test of the Multiple-Choice Test

		Levene's Test for Equality of Variances			t-test for Equality of Means		
			F	Sig.	t	df	Sig. (2-tailed)
		Difference					Mean
Phrasal verb	Equal variances assumed		.967	.33	12.1	48	.000
	Equal variances not assumed				12.1	45.3	.000

Therefore, according to the Tables provided above, it can be concluded that the treatment implemented in the experimental group had a substantially greater effect.

Qualitative Data Analysis

To address the second research question of the study, a qualitative analysis was conducted on the results obtained from the Vocabulary Knowledge Scale (VKS) (see Table 7).

Table 7: Pre- and Post-Results of VKS

		Out	Up	Off
Pretest	Experimental	6	5	5
	Control	6	3	6
Posttest	Experimental	10	16	13
	Control	8	11	8

In all twenty phrasal verbs containing the particle *up*, the correct meaning and the correct sentence were written by the majority of students, and little divergence was seen. It can be concluded about the particle *up* that the instruction of this particle through the information-gap tasks worked. A small number of phrasal verbs containing the particle *out* were written correctly by the majority of students. In each case, there were great divergences between students’ answers. It can be attributed to the semantic complexity of the particle *out*. In the case of the particle *off*, a better consistency, rather than particle *out*, was observed. In other words, divergent answers were also observed, but not considerably.

5. DISCUSSION

The current study was motivated by earlier research indicating that the information-gap task influences the learnability of vocabulary and speaking. The chief objective of this study was to address some of the gaps in previous studies to investigate the effect of the information-gap task, which has been rarely examined, on Iranian EFL learners’ knowledge of phrasal verbs. Earlier studies measured the impact of the information-gap task on productive skills, but did not take into account how receptive knowledge is affected. It deserves attention because phrasal verbs are widespread in English textbooks. While earlier studies showed the information-gap task to be effective on productive skills, no study has examined how to enhance learning phrasal verbs through the information-gap task.

To address the first research question, data collected from both posttests were analyzed using an independent samples t-test. The results showed a significant difference between the mean scores of the experimental and control groups. Consequently, it can be concluded that implementing information-gap tasks has a meaningful impact on vocabulary acquisition among Iranian high school EFL students. The findings suggest that incorporating information-gap tasks in teaching phrasal verbs enhances learning. Both qualitative and quantitative analyses confirmed that the experimental group achieved better results, indicating the positive effect of the new instructional approach on learning phrasal verbs. To answer the second research question, which focused on the variation in participants’ performance based on the particles “up,” “out,” and “off,” a qualitative analysis was conducted. The results indicated that the experimental group performed better than the control group across all phrasal verbs containing these particles, highlighting the beneficial role of information-gap tasks. However, as the experimental group was not a paragon in all particles and there was variability in their performance on the three particles, it cannot be claimed decisively that the absolutely influential role of information-gap tasks is in phrasal verbs instruction. Thus, it needs more meditation.

The findings of the present study are consistent with previous research cited earlier in this paper. [Khoshsima and Saed \(2016\)](#) examined the effects of task-based instruction (TBI) on vocabulary acquisition among Iranian intermediate EFL learners. Their study concluded that TBI had a significant impact on vocabulary learning and also improved short-term vocabulary recall. Similarly, the results align with [Wanlu \(2011\)](#) study, which compared the effectiveness of jigsaw

tasks and information-gap tasks in helping learners understand and retain new vocabulary. Wanlu (2011) found that students who engaged in information-gap tasks scored slightly higher on the immediate post-test in terms of recognizing word meanings.

In spite of the effective role of the information-gap task, Namaziandost et al. (2019) noted that the information-gap task has its own problems. For example, according to their experience, the information-gap tasks might be more useful for intermediate learners since they have more language and world knowledge than the low-proficiency learners to discuss the controversial issues. Also, these tasks could be practical for the learners who are motivated and not shy to have discussions about their feelings and their opinions.

What the results of the current project imply is that the students could learn phrasal verbs through information-gap tasks and elaborate on them in the written exercises, but whether they will be able to use them orally is beyond the scope of the present project and requires another investigation. The major limitation of this study can be attributed to the number of students. Observing 60 subjects' performances may not be reasonable enough to generalize the impact of information-gap tasks. Also, a lack of enthusiasm among male students to participate in the study forced the researchers to conduct it on just female students. As this study was conducted during the academic year, and the students were in the 12th grade and actively engaged in school lessons, the male students did not agree to participate in the study. Thus, it was conducted on the female students. Due to this fact, finding an adequate number of students at the same level was problematic as well. The other drawback to be mentioned is administering both series of pretests on the same day with a very short time interval. The same was done for the posttest series. Certainly, it is tiring for most students to take two tests on the same day. To get a good result about the instruction done, they can be administered in two separate sessions with a time interval.

According to the above-mentioned limitations, further research will be required. First, the study can be conducted during a period when students are free and enthusiastic to participate. By doing so, an adequate number of learners will be selected. Furthermore, the research can be done on both males and females to discover more information about the information-gap task and also find out its impact on gender. Lastly, the future investigators can consider the participants' attitudes towards this experience. To do it, an attitude questionnaire can be employed.

6. CONCLUSION

The importance and necessity of phrasal verbs were highlighted in this study, and the ability to understand them was emphasized. To understand the importance of phrasal verbs, this study was conducted to alert educators not to neglect the role of phrasal verbs. In total, according to the results obtained in two series of pretest and posttest, the effect of information-gap tasks is more considerable, and its role cannot be ignored. According to the results of the present investigation and the previous ones done (mentioned earlier), information-gap tasks in the field of foreign language instruction and learning could have a positive effect in different fields of the English language.

The results revealed a significant improvement in both the Vocabulary Knowledge Scale (VKS) and the multiple-choice test scores of the experimental group participants, indicating an increased understanding of the new phrasal verbs. Many words that were previously unfamiliar became recognized, often moving into the "I have seen before" category. A considerable number of participants not only knew the meanings of many phrasal verbs but were also able to use them correctly in sentences. Although most participants improved their vocabulary comprehension, some still struggled with the correct usage of certain words. These findings suggest that information-gap tasks effectively enhanced participants' phrasal verb knowledge. While a twelve-

week period is insufficient to produce major changes in attitudes or habits, it was enough for participants to appreciate the value of collaborative learning through information-gap activities. These results provide evidence that information-gap tasks can enhance vocabulary, and participants learned many phrasal verbs, which were reinforced during classroom information-gap activities.

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Appendices

Appendix A: Vocabulary Knowledge Scale to aid Vocabulary development

- 1) I don't remember having seen this word before
- 2) I have seen this word before but I don't know what it means
- 3) I have seen this word before and I think it means _____ (synonym or translation)
- 4) I know this word. It means _____ (synonym or translation)
- 5) I can use this word in a sentence. e.g.: _____

You are required to put a tick on the right box according to the key mentioned above.

No.	Phrasal verbs	I	II	III	IV	V
1	sort out					
2	break up					
3	cut out					
4	put off					
5	turn out					
6	take off					
7	shake off					
8	shut up					
9	cut off					
10	find out					
11	bring up					
12	give out					
13	see off					
14	come out					
15	see out					
16	set up					
17	go off					
18	throw out					
19	turn off					
20	look out					
21	run out of					
22	send out					
23	jump out					
24	keep up					
25	heat up					
26	stand up					
27	cross out					
28	get off					
29	close off					
30	go up					
31	finish off					
32	eat out					
33	get off					
34	write off					
35	put out					
36	follow up					
37	show off					
38	be up					
39	pick up					
40	send off					
41	look up					
42	break off					
43	watch out					
44	put up					
45	cross off					
46	grow up					
47	break out					
48	set off					
49	think up					
50	deal out					
51	match up					
52	come up					
53	hang out					
54	switch off					

55	be off
56	give up
57	slice off
58	make up
59	take out
60	turn up

Appendix B: The phrasal verbs used in this study (out, up, off)

Out	Up	Off
Hang out	pick up	get off
Put out	put up	show off
Throw out	give up	shake off
Watch out	turn up	see off
Break out	look up	switch off
Take out	make up	put off
Set out	bring up	take off
Turn out	set up	set off
Eat out	break up	cross off
Cross out	shut up	go off
Find out	keep up	be off
Sort out	be up	slice off
Deal out	match up	
Run out of	come up	
Give out	grow up	
Sort out	heat up	

Appendix C: Pretest/posttest

Name:

A. Choose the right answer.

1) The background music was so loud that I couldn't my friend's voice.

- a. pick
- b. pick out
- c. pick up
- d. pick off

2) He the child's hand in his.

- a. held
- b. held out
- c. held up
- d. held over

3) The mover lowered a rope from the balcony and the pieces of furniture that we couldn't get into the elevator.

- a. pulled
- b. pulled out

- c. pulled up
- d. pulled off

4) Some French students take the workshops specifically to their language skills.

- a. brush
- b. brush out
- c. brush up
- d. brush off

5) They decided to most of their old clothes.

- a. throw
- b. throw out
- c. throw up
- d. throw off

6) Why haven't you ... these letters ... yet?

- a. Sent out
- b. Sent up
- c. Sent down
- d. Sent off

7) I and touched Todd's back with my hand and I let it stay there.

- a. moved out
- b. moved up
- c. moved off
- d) moved through

8) The train doors opened and a crowd of people to the platform.

- a. piled
- b. piled out
- c. piled up
- d) piled off

9) She her sleeping bag as soon as she got up and put it in the car.

- a. rolled
- b. rolled out
- c. rolled up
- d. rolled off

10) The bus before the old lady reached the bus stop.

- a. drove
- b. drove out
- c. drove up
- d. drove off

11) I don't want this huge desk here; it too much space.

- a. takes
- b. takes out
- c. takes up
- d. takes off

12) Could you ... me ... at the (railway) station?

- a. drop
- b. drop out
- c. drop up
- d. drop off

13) The suitcase will enough clothes for a week.

- a. carry
- b. carry out
- c. carry up
- d. carry over

14) He used to tell the kids stories. He would stories about the squirrels.

- a. make
- b. make out
- c. make up
- d. make off

15) It that he himself had written the letter.

- a. turned
- b. turned out
- c. turned up
- d. turned off

16) Please the furniture before the visitors come.

- a. dust
- b. dust out
- c. dust up
- d. dust off

17) Our plan beautifully, as anticipated.

- a. worked
- b. worked out
- c. worked up
- d. worked off

18) The water the top of the dam and into the valley.

- a. spilled
- b. spilled out
- c. spilled off
- d. spilled down

19) Apparently one in every three marriages is likely to.....

- a. break
- b. break out
- c. break up
- d. break off

- 20) The company intends to our electricity supply tomorrow.
a. cut b. cut out c. cut up d. cut off
- 21) We had to the vegetable garden to keep the rabbits away.
a. fence b. fence out c. fence up d. fence off
- 22) Please the map on the table. It'll make it easier to find the place.
a. spread b. spread out c. spread off d. spread down
- 23) We all think the government is trying to the scandal.
a. cover b. cover up c. cover down d. cover through
- 24) He an instrument with glass.
a. makes b. makes out c. makes up d. makes off
- 25) The theater quickly from the front row.
a. filled b. filled out c. filled up d. filled off
- 26) Don't from the group or you will never find your way back.
a. wander b. wander out c. wander up d. wander off
- 27) when you come to a new word, you don't have to look in a dictionary. You can guess at its meaning.
a) it out b) up it c) out it d) it up
- 28) should I wake up your brother before 7?
Yes, you should Before 7.
a) Wake him up b) wake up him c) wake brother up d) wake up brother
- 29) "Did Mom put off the lights when she went out? "
"Yes, she "
a) Put off them b) put them off c) put lights off d) put off lights
- 30) A: where are your clothes?
B: I have to have a bath.
a) Taken off them b) taken them off c) taken clothes off d) taken off clothes
- 31) Can you the time of the next train to Munich?
a) find off b) find away c) find out d) find up
- 32) Would you rather for a picnic or a meal at a restaurant?
a) go off b) go out c) go on d) go over
- 33) Earlier this morning the wind was blowing at about 25 mph and the temperature was -5 F. It was way too cold to jogging.
a) go back b) go over c) go out d) go off

- 34) Seeing as he was sitting in a non-smoking section in the restaurant, the man was asked to
a) Put out cigarette b) put cigarette out c) Put it out d) put out it
- 35) The injured cyclist was to hospital.
a. rushed b. rushed out c. rushed up d. rushed off
- 36) It's a sign of bad manners to ... food ... your knife at table.
a) lick ... out
b) lick ... up
c) lick ... off
d) lick ... down
- 37) In autumn, I have to ... the leaves ... our driveway regularly.
a) sweep ... -
b) sweep ... out
c) sweep ... up
d) sweep ... off
- 38) As the fire was spreading, we a window and
a) knocked/jumped
b) knocked out/ jumped out
c) knocked up/ jumped up
d) knocked off/ jumped off
- 39) She found the diamond she lost when she the carpet.
a) shook
b) shook out
c) shook up
d) shook off
- 40) When I got to the customs I had to all of my pockets.
a) turn
b) turn out
c) turn up
d) turn off