

## ICT IN TEACHING ENGLISH PHRASAL VERBS

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**Keywords:** phrasal verbs; Information and Communication Technology; modern technologies; skills; learning.

**Abstract:** The importance of using Information and Communication Technology (ICT) in teaching English phrasal verbs is discussed. The main problems related to understanding and using phrasal verbs are identified. The works of domestic and foreign researchers devoted to the problem of teaching phrasal verbs have been subjected to critical analysis. Some distinctive features of previous research into teaching phrasal verbs have been revealed. The effectiveness of using ICT tools in teaching phrasal verbs on receptive and productive levels is considered.

### Introduction

Currently, technologies are being successfully integrated in teaching foreign languages. The growing popularity of the Internet and information technologies has paved the way to their use in learning and teaching foreign languages. Today it is practically impossible to imagine a well-designed lesson of a foreign language without a computer, an interactive white-board, or a smartphone app. Educators and teachers try to make use of various digital tools to get students more engaged with the learning material and each other.

The term Information and Communication Technology (ICT) has been used by academic researchers since the 1980s. Basically, it implies an effective use of modern technologies for educational purposes with an emphasis on communication.

When teaching foreign languages, ICT allows for the introduction of new technologies and techniques so that learners can practice the language in an effective way both in and outside the classroom. By providing more opportunities for independent work, teachers can improve the quality of the teaching and help their students to focus on developing productive skills through classwork. For example, drilling and memorization of the target

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vocabulary can be done through different smartphone apps, such as Quizizz, Quizlet, Wordwall and many others that enhance learning and make it more interactive.

One of the most difficult areas of language teaching and learning is phrasal verbs. They present a big challenge as they are extremely common in modern English – there are about 6000 phrasal verbs in Cambridge Phrasal Verbs Dictionary [1]; they are made with commonly used verbs, such as *get*, *take*, *make*, *put*, etc. and frequently used particles, and have multiple meanings. Their polysemantic nature often prevents learners from using phrasal verbs. As a result students tend to avoid studying and using phrasal verbs as they are afraid to make a mistake [2, 3].

Another problem that learners have to deal with is that with some phrasal verbs we can separate particles from the main verb, but with others we cannot. This can be confusing for students studying English especially at non-linguistic departments and universities. They often lack theoretical knowledge that is necessary to understand complex grammar issues.

Understanding the register is also an important consideration as most phrasal verbs cannot be used in formal situations. It means that phrasal verbs should be avoided in academic writing and speaking.

This paper aims to offer insight into how teaching and learning of phrasal verbs can be facilitated by using ICT in the educational process.

### **Literature review**

Phrasal verbs, like any other verbs, are the center of communication as the verb organizes other elements of the proposition around itself. It is characterized by a variety of connections with different classes of words and the ability to form many phrases of various types. Thus full-fledged mastery of the English language is impossible without knowledge of phrasal verbs.

The problem of teaching and learning phrasal verbs has drawn the attention of different researchers from different perspectives. A number of studies have been devoted to producing lists of most common phrasal verbs that learners should study first [4, 5]. Yet, methods of teaching phrasal verbs were not touched upon in those works.

The advantages of using ICT in teaching phrasal verbs have been discussed by a number of domestic researchers. The opportunity to access the Internet or to simultaneously perform tasks that require individual work at the computer was stressed by T.V. Goncharova and M.G. Elshina, who designed an electronic student book, based on video fragments from English-language films and cartoons that contain phrasal verbs [6]. The e-book includes a set of lexical and grammatical exercises to help students memorize and practice phrasal verbs.

The use of tablets and smartphones in the educational process allows students to perform exercises, tests, use multimedia content not only in the classroom, but also remotely. In this regard, some researchers pay special attention to smartphone apps, which are increasingly being integrated in foreign language teaching. Possibilities of using mobile games in teaching phrasal verbs were explored in [7]. The researchers used the game as a linguistic and semantic context to work on phrasal verbs. This approach seems to be quite effective as it definitely increases student engagement and motivation.

Some studies focused on the problems with memorizing phrasal verbs as whole units, suggesting that learners should concentrate on studying the meanings of the particles [8, 9]. Since most of the phrasal verbs are formed by analogy and have a similar pattern, it is obvious that particles change the meaning of the main verb, but at the same time the meaning of the phrasal verb can be inferred if students know the meaning of the particle. This assumption was put forward by R. Side (1990) who noted that native speakers of English do not have any difficulty understanding phrasal verbs, even those that have been recently created. This means that the particle plays a meaningful role in shaping the meaning of the phrasal verb [9].

Phrasal verbs have been studied in the sports discourse and their translation into L1 [10], as well as phrasal verbs used in the aviation terminology [11]. The study resulted in selecting 585 phrasal verbs, which are combinations of 287 basic verbs and 50 particles in various combinations [11].

Despite the fact that phrasal verbs have been in the center of attention of domestic and foreign researchers for several decades, ways of enhancing perception and usage of phrasal verbs remain understudied.

### **Materials and methods**

ICT is used as a teaching tool in English language classrooms in a variety of ways. The choice of the ICT tool or device depends on what skill you want students to develop. For example, watching short video clips might help students to be able to recognize the target verb in a flow of speech, but it will not make a big difference if you want students to learn how to use it in speaking or writing. Thus, it can be assumed that ICT tools can be effective in teaching phrasal verbs on receptive and productive levels.

*Receptive skills* can be developed through a variety of ICT tools: mobile apps, podcasts and videos, formative assessment tools.

*Productive skills* can be acquired by using wikis, blogging and social media do develop writing and speaking skills.

Some of the most common ICT tools have been selected for critical analysis in this paper. To analyze ICT tools for their appropriateness the following methodology has been proposed. The assessment has been made by the following criteria:

- availability (free or fee-paying);
- flexibility (ready-made or customized);
- type of activities (individual or group-based);
- type of skill developed (receptive or productive).

The choice of ICT tools for the research was made on the basis of the following factors – Internet accessibility, availability of ICT facilities, necessity of teachers' training, time constraints and perceived usefulness (expected raise in student performance).

### **Discussion**

For the research, some most common ICT tools were selected. The findings of the research are summarized in Table 1.

As can be seen from Table 1, the ICT tools under study can be used on the computer and smartphone. Most of them are available for free, but some have limited functionality in the free version. All of these tools can be tailor made to

Table 1

**ICT tools for teaching phrasal verbs**

ICT tool	Device	Availability	Flexibility	Type of activities	Type of skill developed
Wordwall	Computer, app	Free (limited)	Tailor-made	Individual, groups	Receptive, productive
Quizziz		Free			
Quizlet		Free (limited)	Ready-made, tailor-made	Individual	Receptive
Vocabulary.com		Free			
Pecha-Kucha					

meet the learners' needs. They are suitable for individual work, with some of them being able to use for group-based classroom activities. The majority are ideal for the development of receptive skills, while one of them is good for development of productive skills (public speaking).

The biggest advantage of all of these tools is that they can be used for designing tailor-made assignments. This means that teachers can create lists of phrasal verbs that they want their students to memorize set different tasks that are generated automatically.

### Conclusion

Integration of ICT in teaching and learning phrasal verbs involves using computer-based communication in the daily classroom instructional process. They can facilitate acquisition of such learning challenges as phrasal verbs.

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## Использование ИКТ в процессе обучения английским фразовым глаголам

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**Ключевые слова:** изучение; информационно-коммуникационные технологии; навыки; современные технологии; фразовые глаголы.

**Аннотация:** Рассмотрены возможности использования информационно-коммуникационных технологий в обучении английским фразовым глаголам. Выявлены основные проблемы, связанные с пониманием и употреблением фразовых глаголов. Критическому анализу подвергнуты работы отечественных и зарубежных исследователей, посвященные проблеме обучения фразовым глаголам. Выявлены основные направления ранее проведенных исследований, посвященных методике обучения фразовым глаголам. Проанализирована эффективность использования информационно-коммуникационных технологий при обучении фразовым глаголам развития рецептивных и продуктивных речевых навыков.

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