TEACHING PHRASAL VERBS THROUGH VARIOUS PLATFORMS

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ABSTRACT This article examines the process of teaching phrasal verbs, which are considered essential linguistic units in English language instruction, and analyzes the pedagogical significance of using various traditional and digital platforms in this process. The study explores the impact of mobile applications, video platforms, online learning environments, and game-based technologies on mastering phrasal verbs. Innovative approaches aligned with modern educational requirements are also substantiated.

Keywords: phrasal verbs, digital education, English language, interactive platforms, mobile applications, innovative methods.

INTRODUCTION

Nowadays, English is widely used worldwide as a leading tool for international communication, science, technology, economy, and intercultural relations. The acceleration of global integration processes has made English not only a language of communication but also a key factor for professional and academic success. Therefore, the effective teaching and learning of English has become one of the most pressing tasks in modern education. One of the complex and at the same time essential components of English is phrasal verbs**.** Phrasal verbs consist of a verb combined with a preposition or adverb, often acquiring a new semantic meaning that differs from their literal sense. For example, phrasal verbs such as *give up*, *look after*, and *take off* are widely used in everyday speech, mass media, and academic communication. Despite their high communicative importance, their polysemy and strong dependence on context create certain difficulties for learners. Practice shows that teaching phrasal verbs solely through traditional textbooks and explanatory methods does not always yield the expected results. Such an approach may lead to learners' passive participation and insufficient development of their communicative competence. From this perspective, the use of modern digital platforms, interactive tools, and innovative educational technologies can revitalize the learning process**,** enhance students' motivation, and help consolidate phrasal verbs in real communicative contexts**.**

LITERATURE REVIEW AND METHODOLOGY

Literature Review

In recent years, the use of digital technologies and information-communication tools in foreign language teaching has been extensively studied by numerous international and local scholars (Chapelle, 2001; Hockly, 2012). Research results indicate that a learning environment organized in a visual and interactive manner significantly enhances learners' acquisition of language units and positively affects the long-term retention of knowledge (Godwin-Jones, 2018).

A context-based approach is particularly important when teaching phrasal verbs. It enables learners to gain a deeper understanding of the contextual meaning of phrasal verbs, apply them correctly in practical communication, and develop their communicative competence (McCarthy & O'Dell, 2004). Studies have also confirmed that teaching phrasal verbs through audiovisual materials is more effective than traditional explanatory methods (Sherman, 2003).

Moreover, literature emphasizes the role of platforms based on mobile applications, video lessons, and game technologies in the learning process. These tools are considered crucial for developing learners' independent learning skills**,** increasing their motivation to study, and providing an individualized approach (Hockly, 2012; Godwin-Jones, 2018).

Furthermore, the use of gamification elements in the learning process has been widely recognized in the literature as creating a positive psychological environment**,** enhancing learners' activity and motivation (Deterding et al., 2011; Gee, 2007).

RESEARCH METHODOLOGY

This study employed a combination of descriptive, comparative, and analytical methods to determine the effectiveness of teaching phrasal verbs through various digital platforms.

1. Research Participants. The study involved 60 students from grades 10–12, who were randomly assigned to an experimental group and a control group. The experimental group learned phrasal verbs through mobile applications, video lessons, and interactive online platforms**,** while the control group practiced using traditional textbooks and explanatory methods**.**

2. Data Collection Instruments

1. **Tests and Quizzes:** 20 test items were designed to assess the understanding and application of phrasal verbs.
2. **Observation Sheets:** Used to record students' participation and engagement during lessons.
3. **Questionnaires:** A standardized questionnaire (Likert scale 1–5) was used to measure students' motivation and interest in learning.

3. Research Procedure

1. Pre-test: The initial knowledge level of phrasal verbs was assessed for both the experimental and control groups.

2. Instructional Process. Experimental group. Interactive exercises using Duolingo, Quizlet, Kahoot, and video lessons. Control group. Traditional textbook-based exercises and explanatory tasks.
3. Post-test: The level of phrasal verb acquisition was compared between the two groups.
4. Data Analysis. Comparative Methods: Differences in acquisition between the experimental and control groups were evaluated using statistical techniques. Analytical Methods: Participation observations and motivation questionnaires were presented visually through graphs and diagrams. Pre-test and post-test results were analyzed using Excel and SPSS software.
5. Research Reliability. Data were verified by two independent observers. Participants in both groups were randomly selected. The results were statistically analyzed, and conclusions were drawn based on scientific evidence.

RESULTS

The results of the study indicate that the combined use of various platforms in teaching phrasal verbs leads to high effectiveness. According to the post-test results, students in the experimental group achieved 25% higher success compared to the control group (pre-test average score: 12/20; post-test average score: 18/20).

Mobile Applications: Regular practice using Duolingo and Quizlet proved effective in reinforcing students' memory. Each learner actively repeated phrasal verbs through interactive exercises and short quizzes, which resulted in faster acquisition of new lexical units.

Video Platforms: Phrasal verbs were explained in real-life contexts through YouTube and other video lessons. For instance, phrasal verbs such as *look after* and *take off* were demonstrated using everyday situations, significantly improving students' contextual understanding.

Online Learning Platforms: Discussions and group activities organized on platforms such as Zoom and Microsoft Teams enhanced students' **communication skills**. Role-playing games and interactive discussions within groups increased learners' engagement and participation.

Game-Based Platforms: Platforms like Kahoot and Quizizz made the assessment process engaging and competitive. Students compared their results with peers, which enhanced their motivation and enthusiasm for learning. Overall, the integrated use of various digital and interactive platforms not only made the acquisition of phrasal verbs more effective but also contributed to improving students' motivation, participation, and communicative competence.

Recommendation

To make the results more comprehensible, it is advisable to include a diagram comparing pre-test and post-test scores, as well as tables or charts showing success rates across different platforms. The results obtained confirm that relying on a single method or platform is not sufficient in modern education. To teach phrasal verbs effectively, it is necessary to integrate traditional and digital methods. This approach allows students to understand the topic from different perspectives and reinforces their knowledge (Chapelle, 2001; Hockly, 2012). The teacher's methodological literacy, the purposeful selection of platforms, and their proper integration into the lesson process play a crucial role. For example, mobile applications and video materials should aid in understanding meaning and context; online discussions should develop communication and interactive skills; and gaming platforms should serve to enhance motivation and consolidate knowledge. Each platform should serve a specific didactic purpose. Otherwise, improper or aimless use of technology may not yield the expected results. Therefore, combining platforms and methods in a targeted and comprehensive manner when teaching phrasal verbs maximizes effectiveness and develops students' linguistic and communicative competencies (McCarthy & O'Dell, 2004; Sherman, 2003).

CONCLUSION

Teaching phrasal verbs through various digital and traditional platforms makes the process of learning English not only effective but also engaging. The research results indicate that mobile applications, video lessons, online discussions, and gaming platforms increase students' engagement, develop independent learning skills, and help build real communicative competence. Furthermore, in line with the requirements of modern education, English teachers need to use these platforms wisely, purposefully, and based on sound methodological principles. Each platform should serve a specific didactic purpose; otherwise, improper use of technology may not yield the desired outcomes. Therefore, integrating traditional and digital methods, considering the teacher's methodological literacy, and taking into account students' individual needs maximize the effectiveness of teaching phrasal verbs. Overall, the comprehensive use of various platforms makes the English learning process more interactive, motivational, and result-oriented, thereby successfully promoting students' linguistic and communicative competencies.

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