

THE WAYS OF OVERCOMING DIFFICULTIES IN TEACHING PUPILS PHRASAL VERBS IN ENGLISH

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ABSTRACT

It's difficult to teach phrasal verbs. Many studies have demonstrated that contextualization has a significant favorable impact on students' ability to understand the correct meaning of a phrasal word. In this article, you'll learn about some effective ways to deliver phrasal verbs in context to help students grasp them better. This page also includes some additional teaching suggestions for phrasal verbs. This article includes that characteristics of phrasal verbs, types, functional approach of teaching them in English, some techniques, resources of eliminating difficulties.

Keywords: Phrasal verbs types, differences, functional approach, techniques, resources, methods, results, overcome.

INTRODUCTION

Mastering phrasal verbs is one of the biggest challenges you will face as a language learner. And when you are at a point where you are considering quitting learning phrasal verbs, you are not alone. I understand the frustration, there is a lot to endure.

A Phrasal Verb is a phrase made up of a verb, a preposition, an adverb, or both, the meaning of which differs from the meaning of the individual parts: 'look after,' 'work out,' and 'make up for' are all examples of phrasal verbs (Koprowski, 2005). A phrasal verb, according to (17), is a lexical verb "that consists of a simple verb paired with one or more particles" and has an unpredictable meaning. And Phrasal verbs are idiomatic expressions that consist of a verb and a particle or a particle and a preposition and are two or three words long (12). Phrasal verbs have long been a source of frustration for English learners. Many students complain about their difficulty with phrasal verbs. Phrasal verbs are commonly employed by native English speakers, however they have been proven to be difficult for second language learners. I think bilingualism is a superpower. Likewise, I recognized the advantages and opportunities associated with being able to speak English fluently and wanted that for my students. But how could that be possible if I only offered you a fragmentary image of that language? It wasn't fair. So I finally embraced the study of phrasal verbs in my lesson. However, if you need even stronger reasons, we consider the following: You will find that you understand English conversations more easily. Using phrasal verbs will help you sound more natural when speaking in English. You will learn how English is actually spoken.

Phrasal verbs are commonly used by native English speakers, but they have shown to be challenging to master for second language learners (13) The ideal way to teach phrasal verbs is still a contentious topic. Although teaching phrasal verbs has proven challenging for teachers and, as a result, tedious for students, it is vital to improve our students' ability to understand

and use them. Because native speakers employ phrasal verbs often in both written and spoken English, students should be encouraged to study them.

"There is no predetermined or scripted way for a pupil to master all of the phrasal verbs, nouns, adjectives, and idioms." According to the writers, "the only way to obtain such knowledge is by thorough reading and listening" (8) A phrasal verb is a mixture of a verb and preposition that has another meanings than the words individually. For instance, "going out" has a different meaning than "going" and "out" do by themselves. Because of this, teaching phrasal verbs can be tricky for grammar or English teachers and tutors, especially those with ESL students. Start by introducing phrasal verbs slowly. Define their structure and give examples of phrasal verbs for your pupils to memorize. Then teach the learners how to use context clues to pick out phrasal verbs for themselves.

Avoid using alphabetical lists to teach phrasal verbs. "This strategy has the benefit of being thorough and comprehensive. However, the problem with a long list is that memorizing a phrasal verb and its meaning is one thing, but incorporating the phrasal verb into your active, everyday speech and listening is quite another" (6) "Many students know the phrasal verb from a list, but they fail to utilize or recognize it in their interactions with native speakers," according to this method. Lists are useful, but transferring knowledge from the written page to your active understanding may be tough" (6). Also, don't teach phrasal verbs only based on the verb they include. It would be unwise to teach every phrasal verb that includes the word "get" in a single class, for example. This method of teaching phrasal verbs has proven to be effective.

MATERIAL AND METHODS

Andrzej Cirocki, a proponent of the "text/context technique," offers a good method for teaching phrasal verbs. He claims that if we want to teach our pupils a few Phrasal Verbs, we should put them in a variety of real-life situations so that they can discern their exact meaning and determine if they are transitive or intransitive, separable or inseparable. If Phrasal Verbs are presented in authentic situations, students will notice all of these things (5).

Cirocki outlines his approach in his paper 'Teaching Phrasal Verbs my Means of Constructing Texts,' in which he asks students to read a text named 'Hotel Blaze Escape Drama,' in which a few Phrasal Verbs may be found.

According to Dina Al-Sibai, Cirocki advises that students read a passage in which phrasal verbs are presented in genuine circumstances and then infer their specific meanings as well as decide whether they are transitive or intransitive, separable or inseparable, and so on. In this approach, the passage's context serves as a kind of backdrop for the presentation and expounding of new phrasal verbs. The meanings of numerous phrasal verbs should become clearer and easier to comprehend using this strategy. If they aren't, students should be given new circumstances in which to try to understand the meanings once more, if not more (8) According to Cirocki, after ensuring that students grasp the meaning of new Phrasal Verbs, teachers can proceed to the following level, the fixing stage, where knowledge on Phrasal Verbs is established.

After deducing the meanings of Phrasal Verbs from actual settings, it's time to put them to use in exercises that will help students remember them better and present them in new situations. Although these exercises have nothing to do with creativity, they are quite beneficial.

Students must initially complete simple activities in order to correct new material before beginning to develop their own texts. They can then incorporate it into their own writings.

For example, students are requested to complete Phrasal Verbs in their correct form in this activity(5).

catch sb out; fill sth in; cut sth out; take up sth

1. If you want to lose weight, ___ potatoes, bread, and sweet things for a week.
2. The oral exam was difficult. The examiner tried to ___ (me) by asking some tricky quest.
3. My brother has ___ karate. He trains three times a week.

catch sb out; fill sth in; cut sth out; take up sth

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Students will not be motivated to learn phrasal verbs if they are presented to them in lists that are devoid of real or relevant context, according to R. Wyss. He believes that in order to enhance memorization, students require a meaningful contextual framework. He proposes that learners determine the meanings of phrasal verbs as they arise in reading passages as a practical solution (19) The meaning of phrasal verbs: Compound verbs are very important for learner, because they are so widely used in everywhere spoken and informal written language. In addition to understanding the most common verb phrases, students should utilize them themselves. If they don't and use a more formal synonym, they run the risk of sounding pompous or ridiculous to native speakers. For example, imagine your friend says, Oh, stop talking! Instead of Oh shut up! Or oh, buckle up! Or Oh shut up.

Teach verb construction using phrasal. Start with the basic definition and construction of phrase verbs so that your learners can get a baseline. A phrasal verb is a combination of 2 words, usually a verb and a preposition, that make up a phrase with a different meaning. The entire phrase acts as a verb in the sentence(20)

Know when a combination of verb and preposition is not a verb with phrase. Not all combinations of verbs and prepositions are phrasal verbs. For a phrase to be a phrasal verb, it must have an entirely new meaning separated from the two words. Have your students test word combinations to see if they are compound verbs. If the phrase has a different meaning than the two words individually, it is a phrasal verb. (22)

Explain the difference between separable and inseparable passes. Some phrasing verbs can have a direct object between their verb and their prepositions. This means that they are separable. The inseparable phrasing verbs must remain together or will not be useful. The only way to know if it is separable or inseparable, is to try the prayer in both directions and see if both sense is.

Enter a small list of passenger sources each day. Do not overwhelm your students with long words that you need to memorize. If you start teaching phrasing verbs, press it slowly. Try to

start any class with a list of 5-10 phrasal verbs and to check your meanings. In this way, students gradually build a list of passenger verbs without being overwhelmed (24)

Organize passenger verbs in the categories. Since there are so many phrasing verbs, it can help students to learn better. People learn better with examples than with random selections. The groups of phrases that begin, for example, with the same word, is an exceptional way to organize the phrases. (25)

Organize passenger verbs in the categories. Since there are so many phrasing verbs, it can help students to learn better. People learn better with patterns than with random selections. The groups of phrases that begin, for example, with the same word, is an excellent way to organize the phrases. (26)

Teach the students how to find out verbs with context keys. There are more than 2,000 verbs phrases in English, so it is not possible that you can not learn more. Instead of storing the students with the lists of words, they teach them how they can identify the passenger verbs of the contextual of prayer. Show them a prayer and circulate the phrasal verb. Ask them to give a verb definition according to their use in prayer. Help students ask questions, but let them find out the definition. This helps you to learn better.

Ask your students to look up verbs in the dictionary. When students are confused or lost and cannot figure out whether a word is a compound verb, they can look it up in the dictionary. Phrasal verbs come after the singular verb in the dictionary. Let them use dictionaries when they first learn verbs to help them out in case they get stuck.

RESULTS

Phrasal verbs are one of the most difficult aspects of learning the English language. There are three main reasons for this: In many cases, the meaning of the phrasal verb cannot be inferred from its elements; H. is used idiomatically. For example:

A student who knows that marking means marking may have difficulty understanding the sentence. The teacher pointed out the student because he was late, where the verb mark means to express a reprimand or disapproval.

Many verb phrases are polemic; that is, they have more than one meaning. The phrasal verb leave has the literal meaning of putting something on the table or on the floor. But it also has the idiomatic meanings: make someone feel small, criticize and humiliate them to kill as in a sentence I had to put my cat to sleep. Stop, repress, ends as in the phrase. The police repressed the riots with unnecessary brutality. There are difficulties with the grammar of verbs with sentences, especially with the position of the particles. Take a look at the following examples: She lowered the baby. Icon She put the baby down symbol.

The teacher lowered the student icon. The teacher has lowered the student. symbol The student attributed her bad grade to fatigue ,icon The student attributed her bad grade to fatigue symbol

DISCUSSION

Everyone complains about phrasal verbs. It doesn't help that they are mentioned in books as phrase verbs, multi-word verbs, preposition verbs, and all other nouns that are in vogue or grammatically correct at any given time. They know what they are and so do I. They are verbs

followed by what is sometimes called a particle. This particle is a preposition or an adverb, or possibly one of both. Most people think of it as a preposition. Personally, I don't think it matters whether you know what a preposition or an adverb is. The word is a preposition if you can see what type the verb is. If I don't know right away, I don't expect people who learn the language to know. It can't help you to remember the verb either. So don't worry about prepositions and adverbs. Call them what you want. The most important thing is that you understand and use as many compound verbs as possible. The English use them all the time. Unfortunately, there is no easy way to learn them.

CONCLUSION

One of the most significant parts of communication is phrasal verbs. Trying to deduce the meaning of a new phrasal verb from context is one linguistic talent. "It is safe to state that phrasal verbs, particularly those that are regularly used, are critical components in efficient oral communication, regardless of the type of language community written." Phrasal verbs should not be ignored when learning a language for the purpose of successful communication" (4)

So, how should phrasal verbs be emphasized in English language teaching and learning? "Studies have shown that texts and content can have a significant impact on kids' vocabulary learning." Learning words using this method is a long-term process in which meanings are gathered slowly but consistently. The objective is to focus instructional attention on terms that students have encountered in rich texts, usually through reading, rather than on words that they have not experienced in rich texts. A large part of the frustration by learning phrasal verbs is derived from ineffective and confusing learning approaches. The most common way to teach them that the verb (makeup, exit, fun power, etc.), does not work for many people. It can be confusing because verbs the same look, but with definitions that are completely different. How could I learn things to memorize that do not have a clear logic connection? It does not make sense as our brains need connections to record the information correctly. The most important thing is not to overwhelm with an endless list of phrasal verbs but, on the other hand, it establishes realistic objectives. It is impossible to take the meaning of all at once, since there are thousands! The good news is that the Mastering of Phrasal verb is absolutely possible, and if he does, I guarantee that he likes it worth the effort. You only require the right mentality and, of course, a learning strategy. Verb practice Free Phrases can use this free practice that we have created to study and integrate phrasal verbs into your daily routine. Regular practice allows you to sound more natural in communication, and will no longer fight with the understanding of English speakers. Phrasal verbs will also be pretty useful if you think of traveling in English-speaking countries.

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