



USAGE METHODS AND IMPORTANCE OF PHRASAL VERBS IN THE ENGLISH LANGUAGE

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ANNOTATION

This article describes phrasal verbs that are often used in English speech. This article provides information on the origin of phrasal verbs. The ways of using phrasal verbs in English are explained through examples

INTRODUCTION

As the world has already been accustomed to the age of speed, this makes people to adapt to new circumstances and living conditions of life that have never been before. Everyone can come across with development and new things in every aspect of science and technology; demands require renewing according to commands of the earth and nature, all these are essential parts of the society described “modern one” that we are born and alive in [1,2].

In this modern world, people are challenged to be aware of any language if they have aims to go ahead and achieve something useful and effective in both their future career and personal lives. For example, English, today, is considered as one of the well – known languages that many countries have already accepted it as a second taught one. Nevertheless, learning a second language is not easy as one cannot understand the meaning of the words without difficulties. Here ESP teachers should be responsible for their students’ task accomplishment and take into consideration their students’ level. They should be innovative in methods, as well; they should know various field of knowledge not only limiting oneself with English [3].

MATERIALS AND METHODS

If one has abundant vocabulary it gives a chance to express thoughts and feelings easily. However, limited one is another thing. Moreover, Nelson Mandela confirmed about the importance of the language following: “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart”. In this way, the range of vocabulary plays crucial role in communicating with other nations. Furthermore, phrasal verbs exercise a great impact upon vocabulary source. Some linguists call phrasal verbs “multi-word verbs” (Schmitt and Slyanova, 2007) and “verb-particle combinations” (Fraser, 1976). In the literature, different definitions of phrasal verbs are also found. According to a definition recommended by Fraser (1976), a verb-particle combination is used for “a single constituent or series of

constituents, whose semantic interpretation is independent of the formatives which compose it”. It means, the meaning of a verb – particle combination cannot be understood by combining the meaning of a verb with its particle separately. They together explain the whole meaning [4].

According to the Cambridge phrasal verbs Dictionary, also, confirmed the importance of the phrasal verbs. They are used not only in spoken and informal English but also in written and even in formal English. For example, point out can be an example of a formal one, screw out of is for an informal one. There are registered their lists of formal and informal phrasal verbs that you can find and prevent from mistakes and hesitation.

Phrasal verbs are found to be difficult to ESL/EFL learners as a result of their highly productive capacity (Bolinger, 1971; Celce-Murcia and Larcen-Freeman, 1999; Cornell, 1985; Darwin and Gray, 1999; Side 1990). As Bolinger annotates that the phrasal verb is “probably the most prolific source” of new words in English [5].

RESULTS AND DISCUSSION

At the same time, prepositional verbs should be taken into consideration. Prepositional verbs as well as phrasal verbs have similar structure but different functions. Many students are easily lost to distinguish phrasal verbs from prepositional ones. As it is told above, the structure makes to confuse but there is a little secret behind confusion. For example, the verb “to look” is intransitive and without the benefit of context, accompanied by a subject the verb may turn into a complete sentence. If one says “I look” no one is expected to contend as without any prepositions to express what you mean is abstract. In “I am looking at sunset” look at is considered as a prepositional verb furthermore they are distinguishable in terms of movement as prepositions can’t move after their objects, certainly “I am looking sunset at” is impossible to tell. Moreover, preposition may change its place like “I turn **on** the radio”. Here turn on is



a phrasal verb and a preposition is changeable like “turn the radio **on**”.

Phrasal verb are easily split by noun, noun phrase and pronouns, as “I turned the radio on”, “I spread color liquid on the shirt”, “I myself made it up”. Note that phrasal verbs can define a whole lexical meaning in a separate way or in combined way such as “turn the radio on *or* turn on the radio”

Phrasal verbs are typical for English as they widely use them in their speech since they are native speakers. However, they are difficult for second language learners and many students talk about difficulties using phrasal verbs. The subject of how to teach phrasal verbs is still contentious. “There is no specified way or programmed manner in which a student can learn all the phrasal verbs, nouns, adjectives, and idioms. The authors observe that the only way to acquire such knowledge is by extensive reading and listening” (Al-Sibai, 2003).

Equally, it has been complex process for teachers to teach phrasal verbs but they should find the way to develop students’ skills in understanding and using them. Teachers should encourage students to be interested in them and they should create easy methods to challenge as phrasal verbs are mostly used ones. Many teachers prefer to make students learn the list of phrasal verbs. Yet, they fail to use them and to recognize in the conversation with native speakers. As according to Dainty “lists can be useful but it may be difficult to transfer this knowledge from the written page to your active knowledge”. Notwithstanding, one is unable to incorporate the word “go” in one lesson.

To learn phrasal verbs everyone should practice on their own because they are able to catch the meaning of a phrasal verb if they work more. As Dainty said “students are able to pick up the meaning of a phrasal verb from its context even though they have never seen it before”. Andrey Cirocki created a method called “text/context method” and this method recommends to make a close study of them.

Amelia has been going through a difficult time at work, so she decided to cheer herself up by going in for a competition. The prize was a luxury holiday in the Caribbean. Amelia has had to go without a holiday for a several years now, so she really wanted to win the competition was to write a story beginning “suddenly the lights went out...” the problem was that Amelia couldn’t think of an idea for her story. “How can I go about getting a good idea?”, she asked me. It must be something special so that the judges go for my story over all the others. I suggested she went to the library to go through some book of short stories – she might get some ideas there. So she went off to see what she could find.

She soon found some great stories. She read one and then another and she went on reading all afternoon. Then she noticed a strange smell and suddenly the light went out. She looked up and saw that the library was on fire. Of course that gave her the idea for her story. I hope she wins.

CONCLUSION

According to this method, it is advisable that at first students should be given easy contexts with phrasal verbs to move for a complex one. Foundation should be built up in this way. Phrasal verbs are really interesting topic despite a difficult side of it.

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