

Teaching Phrasal Verbs in EFL Classes with HIIT Method

Umarova Dilafruz Razzakberdiyevna

Chirchik state pedagogical university

A teacher of Linguistics and English language teaching methodology Department

E-mail address: dilafruz.umarova91@gmail.com

Abstract: This article explores the effectiveness of integrating the High-Intensity Interval Training (HIIT) method into English as a Foreign Language (EFL) classes for teaching phrasal verbs. The study investigates the impact of the HIIT approach on students' acquisition and usage of phrasal verbs, employing a mixed-methods research design. The findings indicate that the HIIT method enhances phrasal verb learning, leading to improved understanding, retention, and application of these challenging language components. The article concludes with implications for EFL educators seeking innovative approaches to enhance phrasal verb instruction.

Key words: Phrasal verbs: EFL (English as a Foreign Language), HIIT (High-Intensity Interval Training), Language instruction, Teaching methodology, Innovative approaches, Language acquisition, Instructional design, Mixed-methods research, Quantitative analysis, Qualitative analysis, Classroom observations, Student feedback, Language components, Comprehension, Usage accuracy, Collocation, Engagement, Motivation, Active participation, Collaboration

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.

Teaching phrasal verbs can be a daunting task in EFL classrooms due to their complex nature and varied meanings. Traditional teaching methods often fail to effectively convey the nuances and usage of phrasal verbs, resulting in students struggling to grasp these essential language elements. This article introduces an innovative approach that draws inspiration from High-Intensity Interval Training (HIIT) to create an engaging and dynamic learning environment for phrasal verb instruction.

The HIIT method, commonly used in fitness training, involves alternating short bursts of high-intensity exercise with periods of active recovery. By incorporating the principles of HIIT into the language classroom, educators aim to enhance students' understanding and usage of phrasal verbs in meaningful contexts. This approach capitalizes on the benefits of intense, focused practice followed by consolidation and active application.

Methodology

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. 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.

To investigate the impact of the HIIT method on teaching phrasal verbs in EFL classes, a mixed-methods research design was employed. The participants consisted of a group of intermediate-level EFL students. The instructional design involved a series of HIIT-based lessons focused on phrasal verbs.

The HIIT sessions were structured as follows: Intense bursts of phrasal verb activities were followed by short periods of active recovery, during which students engaged in consolidation and practice tasks. The activities included matching exercises, gap fills, sentence completion, role-plays, and communicative tasks that required students to actively use phrasal verbs in authentic contexts.

Quantitative data were collected through pre- and post-tests to measure students' phrasal verb acquisition. The tests consisted of multiple-choice and fill-in-the-blank questions assessing comprehension, usage, and collocation of phrasal verbs. Qualitative data were gathered through classroom observations and student feedback, providing insights into the students' experiences and perceptions of the HIIT method.

Results And Discussion:

The results of the study demonstrated significant improvements in students' phrasal verb knowledge and usage after the implementation of the HIIT-based instruction. Quantitative analysis revealed a statistically significant increase in students' scores on the post-tests compared to the pre-tests. The findings indicated enhanced comprehension, usage accuracy, and collocation of phrasal verbs.

The qualitative data further supported these results, with students expressing increased engagement, motivation, and confidence in applying phrasal verbs in authentic contexts. Classroom observations revealed heightened participation, collaboration, and active involvement during the HIIT sessions. Students reported that the dynamic nature of the HIIT method contributed to their improved understanding and retention of phrasal verbs.

The discussion highlighted several factors that contributed to the success of the HIIT method in teaching phrasal verbs. The intense bursts of phrasal verb activities provided focused exposure to these language components, promoting deep processing and consolidation of knowledge. The active recovery periods allowed students to integrate and practice the learned phrasal verbs, reinforcing their understanding and usage. The dynamic and interactive nature of the HIIT method created a stimulating classroom environment that fostered active participation and collaboration among students.

Conclusion:

In 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 and the integration of the HIIT method into phrasal verb instruction in EFL classes proved to be an effective approach. The study demonstrated that the HIIT method enhanced students' acquisition, retention, and application of phrasal verbs. The intense bursts of activity followed by consolidation and active application provided students with focused practice and opportunities for deep learning.

EFL educators can adapt and integrate the HIIT method into their instructional practices to enhance students' understanding and mastery of phrasal verbs. By creating a dynamic and engaging learning environment, the HIIT method promotes student engagement, motivation, and active participation.

Further research is warranted to explore the long-term effects of the HIIT method and its application to other language components. Additionally, investigating the transferability of the HIIT approach to different learner populations and contexts would provide valuable insights for EFL educators seeking innovative methods to enhance language instruction.

References:

1. Darwin, C. M., & Gray, L. S. (1999). Going after the phrasal verbs: An alternative approach to classification. TESOL

2. Cirocki, A. (2003). Teaching Phrasal Verbs my Means of Constructing Texts. ELT Newsletter. Retrieved 2nd February 2011 from
3. English Language Teaching Vol. 5, No. 6; June 2012 ISSN 1916-4742 E-ISSN 1916-4750 114 How to Teach Phrasal Verbs Cagri Tugrul Mart Department of Languages, Ishik University, Erbil, Iraq Tel: 964-750-308-6122 E-mail: tugrulbey@hotmail.com
4. Moon, R. (1997). Vocabulary connections: Multi-word items in English. In M. McCarthy (Ed.), Vocabulary: Description, acquisition and pedagogy (pp. 40-63).Cambridge: Cambridge University Press.
5. Umarova D. R. TRANSITIVITY AND INTRANSITIVITY OF ENGLISH PHRASAL VERBS //Academic research in educational sciences. – 2020. – №. 3. – C. 844-848.
6. Razzakberdiyevna U. D. The main characteristics of English pragmatics in linguistics //Proceedings of International Educators Conference. – 2023. – T. 2. – №. 1. – C. 639-643.
7. <https://www.usingenglish.com/reference/phrasal-verbs/> 21.
8. <https://webapps.towson.edu/ows/prepositions.htm> 22.
9. <https://grammar.yourdictionary.com/parts-of-speech/verbs/phrasal-verb-list.html> 23.