

# Analysis of B1 Students' Mastery of Phrasal Verbs Before and After the Use of ICT

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**Abstract:** The article is devoted to analyzing the effectiveness of using information and communication technologies (ICT) in teaching English phrasal verbs to B1-level students. The study presents the results of an experimental research in which the levels of phrasal verb proficiency in control and experimental groups were compared before and after the implementation of ICT in the learning process. The use of ICT contributed not only to a quantitative improvement in knowledge but also to qualitative changes in learning strategies. Increased motivation, activation of speech activity, development of contextual understanding skills, and enhancement of lexical and grammatical competence were observed.

**Keywords:** Phrasal verbs, experimental learning, contextual understanding, digital resources, lexical and grammatical competence, motivation, speech activity.

**Introduction:** The analysis of the level of mastery of phrasal verbs before and after the use of information and communication technologies (ICT) is a key stage in the experimental research. It allows not only for a quantitative assessment of the effectiveness of ICT implementation in the learning process but also for the identification of qualitative changes in the speech practices of B1-level students.

The purpose of this article is to conduct a comparative analysis of the knowledge and skills in using phrasal verbs among students in the control and experimental groups at different stages of learning, as well as to interpret the obtained data from the perspective of modern pedagogical and linguodidactic concepts.

## METHODS

To conduct the analysis, diagnostic materials were developed, including:

**Initial testing** on the knowledge of phrasal verb meanings and the ability to use them in context was a comprehensive diagnostic aimed at identifying the initial level of students' proficiency with these language elements. The test included several types of tasks: selecting the correct meaning of a phrasal verb from multiple choices, composing sentences with given phrasal verbs, and inserting appropriate phrasal verbs

into blanks in short texts. Particular attention was paid to students' ability to understand both literal and figurative meanings of phrasal verbs, as well as their ability to adequately use these constructions in relevant speech contexts. The test results served as a basis for further analysis of the development dynamics of skills in the process of using ICT in teaching.

**Final testing** with a similar structure of tasks included checking the knowledge of phrasal verb meanings, their correct usage in context, and the ability to perceive phrasal verbs by ear in authentic speech situations. The test structure included tasks on matching phrasal verbs with their meanings, using phrasal verbs in various grammatical constructions, and writing short coherent texts with the obligatory inclusion of specified phrasal verbs. The goal of the final testing was a comprehensive assessment of the dynamics of the development of lexical-grammatical skills and communicative competence of students after the application of ICT in the learning process.

**Student surveys were conducted to identify their subjective feelings** of progress, satisfaction with the learning process, changes in their perception of phrasal verbs, and attitudes toward the use of ICT in educational activities. The questionnaire was aimed at assessing interest in learning English, perception of the

effectiveness of digital resources, and willingness to continue learning using ICT. The results of the survey provided a deeper understanding of the internal motivational changes in students and identified possible directions for further improvement of teaching methods.

**Evaluation criteria included:**

- Accuracy in determining the meanings of phrasal verbs
- Correctness of their use in sentences
- Ability to perceive phrasal verbs in authentic speech situations
- Level of motivation and engagement

The analysis was carried out comprehensively, covering both quantitative indicators (percentage of correct answers, average score, knowledge growth dynamics) and qualitative aspects (nature and typology of typical errors, change in task performance strategies, awareness of phrasal verb usage). This approach provided a comprehensive picture of changes in the level of phrasal verb proficiency and assessed not only mechanical memorization but also the depth of students' understanding of the studied material.

**RESULTS**

The results of the initial testing showed that the general level of phrasal verb proficiency among students in both groups was average or below average. In most cases, students demonstrated limited understanding of figurative meanings of phrasal verbs, a low ability to use them adequately in coherent speech, and a tendency to translate individual components literally. These results indicate the need for targeted pedagogical intervention to form a deeper and more conscious command of phrasal verbs as essential elements of communicative competence.

- The average score in the control group was 48%.
- The average score in the experimental group was 46%.

**Error analysis revealed:**

- Problems with understanding figurative meanings of phrasal verbs
- Frequent literal interpretation of phrasal verb components
- Difficulties in selecting phrasal verbs in context

Particular attention was drawn to the dominance of the translation strategy among students: instead of understanding phrasal verb meanings in context, they tended to translate individual components literally.

This indicated an insufficient level of development of contextual analysis skills and superficial assimilation of material, which required changes in teaching methodology towards more active use of communicative and cognitive approaches.

At the end of the experimental period, final testing was conducted to determine the degree of knowledge and skill growth in the use of phrasal verbs among students in both groups. The test included an assessment of not only lexical-grammatical accuracy but also the ability to integrate studied phrasal verbs into coherent oral and written statements. The results of the final testing made it possible to objectively assess the impact of ICT on the quality of mastering complex lexical units in English.

In the control group, which studied using traditional methods:

- The average score increased to 56%
- Improvement amounted to 8%, indicating a slight positive trend

In the experimental group, which studied with active use of ICT:

- The average score rose to 74%
- Improvement amounted to 28%, representing a significant gain

In addition to quantitative changes, qualitative shifts were also recorded:

- A significant reduction in errors in determining the meanings of phrasal verbs
- Improved accuracy in using phrasal verbs in productive speech situations
- An increase in the number of students correctly perceiving and interpreting phrasal verbs in context

Comparative analysis data showed a clear difference between the two groups:

- In the experimental group, improvement was noted in almost all parameters of phrasal verb proficiency
- The level of correct use of phrasal verbs in coherent speech in the experimental group increased from 41% to 70%, while in the control group it grew only from 42% to 52%
- In the experimental group, students more actively used studied phrasal verbs in oral and written speech without additional prompts

Changes in learning strategies were particularly significant: students in the experimental group more often turned to contextual understanding of new phrasal verbs, actively used analogies, associative links,

and mnemonic methods for material retention. They demonstrated a higher level of awareness in choosing the appropriate expressions depending on the context, indicating a transition to a deeper cognitive level of assimilation. Meanwhile, in the control group, the tendency to directly translate phrases without considering context persisted, leading to frequent errors in phrasal verb usage.

## **DISCUSSION**

The obtained data convincingly demonstrate the high effectiveness of using information and communication technologies in teaching phrasal verbs. The use of ICT not only contributed to a quantitative increase in lexical material proficiency but also qualitatively changed the nature of assimilation: students began to use phrasal verbs more actively in speech situations, better understand their figurative meanings, and more effectively integrate them into oral and written speech.

ICT contributed to:

- Increased interest in the material through the introduction of gamification elements
- Expanded opportunities for independent practice through mobile apps and online platforms
- Development of context-guessing skills and language intuition
- Accelerated memorization of phrasal verbs through repeated exposure in various formats

Particular importance was attached to the possibility of students receiving instant and regular feedback via electronic platforms (e.g., Kahoot, Quizlet), which significantly accelerated the self-correction process, enabled timely identification and correction of errors, and contributed to deeper and more conscious assimilation of lexical units. This element of interactivity strengthened students' confidence in their knowledge and encouraged further active use of phrasal verbs in speech.

It should be emphasized that the successful integration of ICT into the learning process requires competent pedagogical support, including clear methodological guidance, regular feedback, and adaptation of digital materials to students' proficiency levels. Without thoughtful pedagogical management, the effectiveness of digital learning may significantly decrease, underscoring the importance of a comprehensive approach to organizing the learning process with the use of information and communication technologies.

## **CONCLUSION**

Based on the conducted analysis, the following conclusions can be drawn:

- The use of ICT in teaching phrasal verbs

significantly increases the level of their mastery by B1-level students

- The use of interactive platforms and mobile apps leads to increased motivation and engagement in the learning process

- Students taught with ICT demonstrated better results in both the knowledge of phrasal verb meanings and their use in various communicative contexts

- Digital technologies contribute to the development of contextual comprehension strategies, which is essential for successful command of phrasal verbs

- To achieve maximum effectiveness, it is important to combine ICT use with targeted pedagogical support, methodological control, and regular practice

The results of this analysis formed the basis for the development of practical recommendations for integrating ICT into the teaching process of English phrasal verbs in schools of the Republic of Karakalpakstan. Based on the observed changes in students' knowledge and motivation levels, proposals were formulated for optimizing teaching methodologies, improving lesson organization forms, and expanding the use of digital educational resources to enhance the effectiveness of forming students' lexical and grammatical competence.

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