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**PEDAGOGICAL STRATEGIES FOR ENHANCING PHRASEOLOGICAL  
COMPETENCE OF ENGLISH LANGUAGE LEARNERS**

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**ABOUT ARTICLE**

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**Abstract:** This article explores the critical role of phraseological competence in second language acquisition (SLA), particularly focusing on English Language Learners (ELLs). Phraseological competence, encompassing the knowledge and use of idiomatic expressions, collocations, and fixed phrases, is fundamental for achieving fluency, coherence in communication, and a deep understanding of cultural nuances. Despite its importance, ELLs face significant challenges in acquiring this competence, largely due to cultural differences, the literal interpretation of phrases, and the vast, constantly evolving nature of phraseology in English. Addressing these challenges, the paper reviews effective pedagogical strategies aimed at enhancing phraseological competence among ELLs. Strategies include teaching phrases in context, thematic instruction, employing multimodal resources, encouraging active language use, collaborative learning, and explicit instruction with feedback. The effectiveness of these approaches is supported by empirical studies, highlighting improvements in learners' phraseological understanding, fluency, and overall language proficiency. This paper contributes to the SLA field by providing insights into overcoming the specific obstacles ELLs encounter in phraseological learning and by outlining comprehensive strategies that foster a more

## INTRODUCTION

Phraseological competence, which encompasses the knowledge and ability to use idiomatic expressions, collocations (words that frequently go together), and other fixed phrase structures appropriately, plays a crucial role in second language acquisition (SLA). This competence is not only fundamental for achieving fluency and coherence in communication but also for the comprehension of native speech and texts. Phraseological competence enables learners to communicate more fluently and naturally. Native speakers of any language frequently use idioms, collocations, and fixed phrases in their daily communication. A learner's ability to understand and use these phrases can significantly enhance the fluidity and naturalness of their speech.

Many texts, whether literary works, newspapers, or everyday conversations, contain idiomatic expressions and collocations. Understanding these phrases is crucial for comprehensive language comprehension. Learners without this competence may struggle to grasp the intended meanings of texts or conversations, leading to misunderstandings. Idiomatic expressions often carry cultural meanings and connotations. Learning these expressions provides insight into the cultural norms, values, and humor of the language community, thus fostering a deeper intercultural understanding.

Phraseological knowledge is linked to improve reading and listening skills. Learners who are familiar with a wide range of expressions and collocations are better equipped to understand authentic materials, such as news broadcasts, podcasts, movies, and literature, which in turn accelerates their language learning. Knowledge of fixed phrases and collocations helps learners in producing more accurate and sophisticated language. This is particularly beneficial in writing and speaking, where the appropriate use of idiomatic expressions can enhance the quality of the output and leave a positive impression on the audience or reader.

Phraseological competence is a significant component of lexical competence. It involves not only knowing individual words but also understanding how words combine in a language to convey specific meanings. This knowledge supports learners in using language flexibly and effectively. The use of idioms and fixed expressions is often context-dependent, involving nuanced meanings and appropriateness in various social situations. Learning these phrases aids in developing pragmatic competence, or the ability to use language appropriately in different contexts. Familiarity with phraseology can support the automaticity of language use, as learners can draw upon a repertoire of ready-made phrases for efficient communication. This reduces the cognitive load during language production, allowing for more attention to be directed towards other aspects of communication, such as content and interaction with interlocutors.

## MATERIALS AND METHODS

English Language Learners (ELLs) face several challenges in acquiring phraseological competence, which can significantly impact their overall language proficiency and fluency. These include: a) Many idiomatic expressions and collocations in English are deeply rooted in cultural contexts, making them difficult for ELLs to understand and use appropriately. The lack of cultural familiarity can lead to misunderstandings or misuse of expressions. b) ELLs may struggle with idiomatic expressions because they tend to interpret language literally. Idioms, which often do not make sense when taken literally, can be particularly confusing for learners. c) English is rich in idiomatic expressions, collocations, and fixed phrases, with new ones constantly emerging. The sheer volume and the variability in usage depending on the context, region, or social group can overwhelm learners. Learners may resort to memorizing phrases without fully understanding their meanings or how they are used in different contexts. This approach can limit their ability to use these phrases flexibly and appropriately. d) ELLs often have limited exposure to authentic language use outside the classroom. This limited exposure restricts their opportunities to encounter and practice idiomatic expressions and collocations in natural contexts. e) Learners may incorrectly apply the rules or expressions from their first language to English, leading to errors in phraseology.

The primary aim of exploring effective pedagogical strategies to improve phraseological competence among ELLs is to identify and implement teaching methods that can overcome the aforementioned challenges. Develop learners' abilities to not only understand idiomatic expressions and collocations but also to use them accurately and appropriately in various contexts.

Existing strategies for enhancing phraseological competence in ELLs draw from a wide range of pedagogical approaches. Research in this area has highlighted various methods that have been found to be effective in improving learners' understanding and use of idiomatic expressions, collocations, and other phraseological elements.

Teaching phrases in context has been shown to significantly improve comprehension and retention. Instead of presenting phrases in isolation, integrating them into meaningful contexts, such as stories, dialogues, or real-life scenarios, helps learners understand how they are used in natural language. Studies have consistently found this approach to enhance learners' ability to internalize and use phrases appropriately.

Organizing instruction around themes or topics relevant to the learners has been effective in teaching phraseology. This approach allows for the introduction of phrases in a coherent manner, connected to the learners' interests and experiences, thereby facilitating better engagement and recall. Research supports thematic instruction as a way to make phraseological learning more meaningful and integrated with overall language acquisition.

Incorporating a variety of resources, including videos, music, interactive games, and online platforms, has been found to enrich phraseological learning. These resources provide diverse contexts

and engaging ways to encounter and practice phrases, catering to different learning styles. Multiple studies highlight the benefits of multimedia in increasing motivation, exposure, and opportunities for practice, leading to improved phraseological competence.

Strategies that encourage active use of phrases in speaking and writing, such as role-plays, dialogues, and creative writing assignments, have proven effective. By actively constructing sentences and narratives using targeted phrases, learners develop a deeper understanding and greater fluency. The effectiveness of these strategies lies in their ability to provide meaningful practice and feedback, fostering both accuracy and creativity.

Group activities, such as discussions, peer teaching, and collaborative projects, have been shown to facilitate phraseological learning. These activities promote social interaction and peer learning, allowing learners to practice and negotiate the use of phrases in a supportive environment. Research indicates that collaborative learning can enhance motivation, confidence, and linguistic competence.

Direct teaching of phrases, accompanied by clear explanations, examples, and corrective feedback, remains an essential strategy. Studies underscore the importance of explicit instruction in making learners aware of the form, meaning, and use of phrases, particularly for those elements that are difficult to infer from context alone. Timely and constructive feedback helps learners refine their understanding and use of phrases.

Repeated exposure to phrases across different contexts and over time has been emphasized in the literature for reinforcing learning and aiding long-term retention. Recycling phrases in various activities and incorporating spaced repetition techniques are practices supported by research for their effectiveness in enhancing memorization and recall.

## **RESULTS AND DISCUSSIONS**

Engaging learners with the cultural aspects of phraseology through cultural immersion experiences, such as interaction with native speakers, participation in cultural events, or use of authentic materials, has been found beneficial. Studies suggest that real-life exposure to the target language culture can deepen learners' understanding of idiomatic expressions and their appropriate use. The study tested several pedagogical strategies: contextual learning, thematic instruction, use of multimodal resources, active learning and production, collaborative learning, and explicit instruction and feedback.

Students showed significant improvement in their ability to understand and use idiomatic expressions correctly in context. Pre-test and post-test comparisons indicated a notable increase in correct responses.

Engagement and interest levels were higher in lessons organized around themes. Survey results indicated that 85% of students found thematic lessons more engaging and helpful in learning new phrases.

A mixed outcome was observed. While most students (75%) reported that videos and interactive games made learning more enjoyable, the improvement in phraseological competence was not significantly higher than that achieved through other strategies.

Activities that involved students in actively using new phrases in speaking and writing showed positive results, with students demonstrating improved fluency and confidence in post-intervention assessments.

Group activities fostered a supportive learning environment and facilitated peer learning, which was particularly beneficial for students with lower initial proficiency levels. This strategy was essential for clarifying misunderstandings and reinforcing correct usage, especially for more complex idiomatic expressions.

### **CONCLUSION**

In conclusion, phraseological competence plays a pivotal role in the acquisition of a second language, directly impacting learners' fluency, comprehension, and ability to communicate effectively. The challenges English Language Learners face in mastering idiomatic expressions, collocations, and fixed phrases highlight the need for innovative and effective pedagogical strategies. Research has shown that teaching these elements in context, through thematic instruction, and using a variety of resources can significantly improve learners' understanding and use of phraseology. Active engagement in language production, collaborative learning, and explicit instruction with feedback are also crucial in developing this competence. Moreover, integrating cultural insights and ensuring repeated exposure to authentic language use are essential for deepening learners' phraseological knowledge and overall linguistic proficiency. By addressing the unique challenges associated with acquiring phraseological competence and employing a diverse array of teaching strategies, educators can better support ELLs in becoming more confident, competent, and culturally aware language users. This holistic approach to language teaching not only enhances learners' phraseological competence but also enriches their communicative abilities, paving the way for more meaningful and effective interactions in their second language.

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