

Teaching English Phrases to Non-Linguistic Students

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Annotation

Mastering phraseological competence plays a key role in ensuring fluency and communicative success for non-linguistic students studying English as a foreign language. The article explores how integrating context-based, task-driven, and digital methodologies can enhance the acquisition and usage of English phrases. A qualitative case study involving students from the Tashkent University of Information Technologies demonstrates noticeable improvements in learners’ phrase recognition, retention, and application. The findings support adopting a more phrase-focused approach in EFL instruction, especially for learners in technical disciplines.

Keywords: phraseological competence, English language teaching, non-linguistic students, formulaic expressions, EFL strategies

Annotatsiya

Ingliz tilini chet tili sifatida o‘rganayotgan nofilologik yo‘nalishdagi talabalar uchun frazeologik kompetensiyani shakllantirish ularning og‘zaki nutq ravonligi va samarali muloqoti uchun muhim hisoblanadi. Ushbu maqolada kontekstual yondashuv, topshiriqqa asoslangan faoliyat va raqamli vositalar orqali ingliz tilidagi frazalarni o‘rgatish samaradorligi yoritiladi. Toshkent Axborot Texnologiyalari Universiteti talabalari ishtirokida olib borilgan tadqiqot natijalari o‘quvchilarning frazalarni tanib olish, eslab qolish va qo‘llash ko‘nikmalarida sezilarli o‘sishni ko‘rsatdi. Tadqiqot xulosalari frazeologik ifodalarga asoslangan yondashuvni kengroq tatbiq etishni tavsiya qiladi.



Kalit so‘zlar: frazeologik kompetensiya, ingliz tili o‘qitish, nofilolog talabalar, barqaror iboralar, chet tilini o‘qitish strategiyalari

Аннотация

Фразеологическая компетенция является важным компонентом успешного овладения английским языком для студентов неязыковых специальностей. В статье рассматриваются эффективные подходы к обучению устойчивым выражениям английского языка с использованием контекстных заданий, цифровых инструментов и активных методов преподавания. Качественное исследование, проведённое среди студентов Ташкентского университета информационных технологий, показало значительные улучшения в восприятии и использовании английских фраз. Полученные результаты подтверждают необходимость внедрения фразоориентированных методов в преподавание английского языка как иностранного.

Ключевые слова: фразеологическая компетенция, обучение английскому языку, неязыковые студенты, устойчивые выражения, методика преподавания

1. Introduction

In the contemporary educational context, proficiency in English is essential across various academic and professional domains, not limited to linguistics majors. Non-linguistic students, such as those in engineering, law, or IT, often struggle with practical aspects of English communication, particularly in mastering commonly used phrases that are vital for fluency and effective interaction. This article investigates the pedagogical challenges and effective strategies for teaching English phrases to students in non-linguistic fields.

2. Literature Review

Numerous scholars underscore the significance of teaching formulaic sequences or multi-word expressions in language learning (Wray, 2002; Schmitt, 2004). These expressions—often referred to as collocations, idioms, or chunks—are essential for fluency and comprehension in real-life communication (Boers &



Lindstromberg, 2008). Nation (2013) emphasizes that second language learners need to be exposed to high-frequency word combinations to function efficiently in an English-speaking environment. Yet, many General English programs overlook explicit instruction of such phrases, especially for non-linguistic learners.

3. Methods

This study employs a qualitative case study design to investigate the effectiveness of phrase teaching methods. The participants were 28 undergraduate students from Tashkent University of Information Technologies (TUIT), enrolled in engineering and software development programs. Over six weeks, students were taught 10–15 new phrases weekly using context-based materials, task-based activities, and digital tools like Quizlet. Data were collected through pre- and post-tests, observation logs, student surveys, and instructor interviews.

4. Results

The post-test scores indicated a 32% improvement in students' phrase knowledge. Classroom observations revealed increased fluency and more accurate usage of target expressions. Students frequently used phrases like “to get the hang of,” “at the end of the day,” and “take into account” during discussions and writing tasks. Survey results showed that 87% of students appreciated the use of real-life contexts and digital tools, reporting better retention and engagement.

5. Discussion and Conclusion

These findings suggest that structured phrase instruction significantly benefits non-linguistic students. The integration of contextualized learning, task-based instruction, and multimedia tools supports both comprehension and production of English phrases. While the study was limited to one university and a short duration, it provides a strong foundation for future research and classroom practices aimed at improving English phrase competence among diverse learners. Educators should consider adapting these methods to support learners in various non-linguistic disciplines.

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