



Research Article

## THE ROLE OF IDIOMS AND PHRASAL VERBS IN COMMUNICATIVE COMPETENCE

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### ABSTRACT

Idioms are most frequently used in oral and written communication. Idioms can help you become more fluent in conversation because they demonstrate to native speakers that you are aware of the cultural significance and context of the expressions you employ. In order for us to live, we must communicate. It is helpful in both personal and business situations. While using several languages in our daily lives, it is imperative to communicate in English in all fields to communicate more effectively. So, we will be analyzing the importance of phraseology in communicative competence. Moreover, teaching phrasal verbs is a difficult area. Many a study has proved that contextualization has an important positive effect on the ability of the students to decipher the correct meaning of a phrasal verb. This article is dedicated to analyze some useful approaches to the presentation of phrasal verbs through communicative approach to improve the students' level of understanding. The article also suggests some other useful tips for teaching phrasal verbs.



## KEYWORDS

Phrasal verbs, context, approach, lexical verb, idiomatic expression.

## INTRODUCTION

By concentrating on the relationship between language, history, and culture in contemporary scientific studies, methods of teaching and studying the English language are currently receiving a great deal more attention. Language proficiency includes both linguistic and communicative skills. First and foremost, emphasis should be placed on developing qualified English teachers' communicative competence. To fulfill this task, teachers must have language competence beyond what is expected of their students, as well as language awareness, which includes explicit knowledge of the language system and how it functions in communication, and pedagogic competence related to language teaching. One of the main components of an ideal teacher profile that should be based on initial teacher education programs is subject competence, which is the level of English required for effective language teaching. This competence should be attained before trainees enter teacher education

institutions so that training can focus on the teaching of English and related issues without being sidetracked by language weaknesses. Students learn foreign languages in schools and secondary special educations before entering higher education institutions, and they continue to study English as a foreign language as well as major to gain subject competence in order to continue with their professional career. A Phrasal Verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: 'look after', 'work out' and 'make up for' are all phrasal verbs. A phrasal verb is lexical verb "which consists of a simple verb combined with one or more particles" and whose meaning is typically unpredictable. And Phrasal verbs are two-or three-word idiomatic expressions, consisting of a verb and a particle or a combination of a particle and a preposition. Phrasal verbs have been the source of frustration for learners of English. Many



programs primarily aim to develop pedagogic competence. Regardless of the changes, language-related courses may not be sufficient to help learners overcome language barriers. Therefore, it is likely that future teachers may fall behind in meeting their language needs if they do not make extra efforts. Today, the curriculum in many parts of the world encourages communicative approach in spite of the fact that teachers' lack of communicative competence does not allow them to put these approaches into practice. On this problem, it is asserted that increasing acceptance around the world of the principles of communicative language teaching, there is arguably more pressure on teachers than in the past to be fluent in English so that they can use it naturally and spontaneously in the classroom.

Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e. it includes the ability to select and apply skills that are appropriate and effective in the respective context.

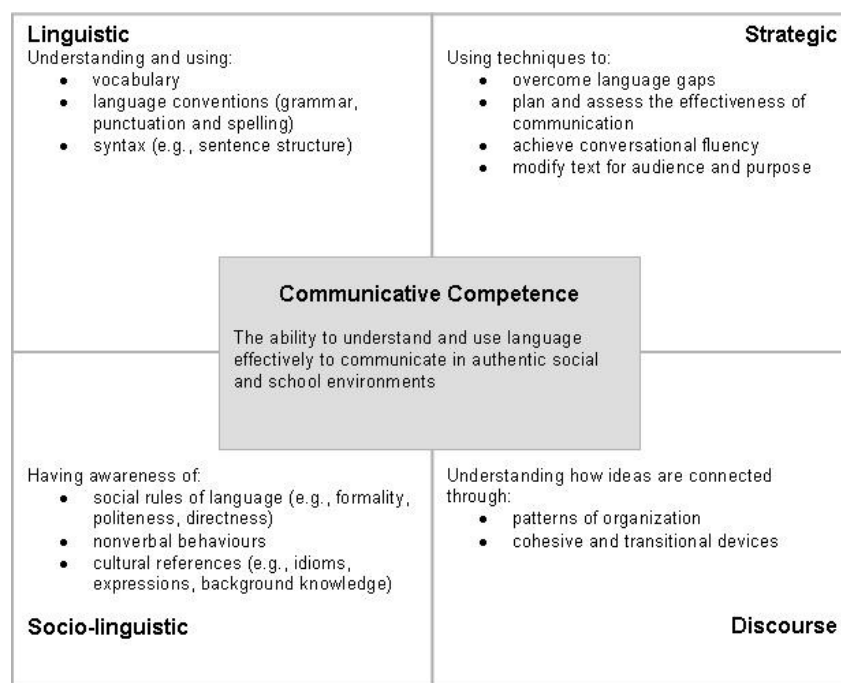
**Components of Communicative Competence** The idea of the inherent knowledge the speakers of language have of their language started off simply

as linguistic competence. Today, we not only talk about linguistic or grammatical competence, but also about sociolinguistic (or even sociocultural) competence, discourse competence, strategic competence, pragmatic competence, interactional competence, among others. Let us know the components in details.

**A. Linguistic Competence** Linguistic competence is also called grammatical competence. Discussing Linguistic competence would entail going back to Hymes. This is because he was the first to introduce communicative competence and to distinguish it from Chomsky's „competence“. Chomsky, the scholar to whom we credit the term „competence“ in linguistics, simply used the term as a

**Sociolinguistic competence** Pragmatic competence Discourse competence Strategic competence Communicative Competence

Linguistic competence 58 generic name for the totality of the knowledge the native speakers have of their language. It is therefore Hymes who says that the term could have several components within it; hence communicative competence. He says that what Chomsky defined was only grammatical competence, while leaving out the other components.



There is no better reason to give for discussing grammatical competence before the others than to say that it is the “basic” of all the components. It is not basic in the sense that it is always the first to be learned, otherwise the argument about which of the competencies is to be learned or taught first would surface. So the ordering of these competencies in the present section should not be associated with how important they are. They are equally important for effective communication.

While grammatical competence is the knowledge of codes, discourse competence concerns itself with combining these grammatical structures to

achieve meaning, cohesion and coherence in both written and oral discourse. But it has to be remarked here that the conditions of oral discourse is quite dissimilar from those of written discourse. The chief reason is that oral discourse, for example, is tied to the moment (and other factors) of its production.

## RESEARCH METHODOLOGY

This part gives information about the population, the sample, the datagathering instruments, as well the statistical procedures that were used in the study. Specifically, having reviewed the literature concerning the examining the impact of



idiomatic expressions on developing tertiary level students' communicative competence; the researcher will later discuss the results of the analyses with the purpose of answering the research questions and verifying the hypotheses. For this study, the researcher has followed the descriptive and analytic research method. The object of the collection of census data is to accurately describe basic information about a national population at a particular point in time.

This study starts with stating the problem of the study. Next, suitable hypotheses are stated as tenancy solution for the problem. Afterward, the 81 sample of the study and the research instruments, which are standardized by calculating their validity and reliability, are chosen. Then the collecting of data is carried out and organized. Finally, analysing and interpreting the results to arrive at generalization concerning the problem.

To get reliable and valid data for the study, two instruments of data collection were used a survey questionnaire; tests (pre-test and posttest). Each instrument has an important role in the survey work, as each instrument is suitable for obtaining a specific type of data.

The present study is quasi-experimental, since intact classes are used, not randomly chosen students. It obtains 45 university students from three General English classes. The students are not randomly selected from a large number of students to represent the university students of Iran. They will receive three types of treatment, one traditional method and two modern methods. The first group is being taught by the traditional method of teaching phrasal verbs along with their translation, the second group is taught by sentence making, and the last one is taught through becoming familiar with the conceptual metaphors of the particles of the phrasal verbs.

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