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INNOVATIVE TEACHING STRATEGIES FOR ENHANCING THE USE OF DESIGNATED ENGLISH PHRASES

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Abstract
The present study investigated innovative teaching strategies to strengthen the use of designated English phrases at a rural-based university. The study adopted a quantitative research approach with quasi-experimentation for the pre-test and post-test results to identify innovative strategies for enhancing the use of these phrases. A descriptive research design was used to describe the status of these strategies accurately. Thirty (30) students registered in English Module 2561in the First Semester of the 2023 academic year were randomly sampled to participate in the study. Data were collected using a questionnaire, which provides flexibility and accuracy for selecting answers from the given multiple-choice questions. The Statistics Package for Social Sciences (SPSS) version 29.0 was employed to analyse the findings due to its new enhancements to manage large and complex data sets. The pilot study revealed that students were incompetent in using designated English phrases. However, students performed remarkably after utilising blended learning and Jigsaw strategies. The study implies that the identified strategies are indispensable to enhancing the use of designated English phrases. Further research should be conducted studies on the indispensability of the identified strategies. The study recommends frequently using the identified strategies to enhance the use of designated English phrases.

Keywords: designated English phrase, grammar rule, innovative teaching strategy

Introduction
Recent developments in English language teaching and learning have directed renewed attention to innovative teaching strategies to enhance the use of designated English phrases. Creative teaching strategies for improving the use of designated English phrases are a prerequisite in communication because non-native English students benefit from the application of innovative teaching strategies, as suggested by Bizami et al. (2022) in 'Social Learning Theory' that teaching strategies such as blended learning and jigsaw are broadly known for their ability to enhance learning. Teaching strategies are methods that teachers use to facilitate learning and help students achieve their learning objectives (Hayati et al., 2021). Also, they can help the teacher achieve the learning objectives. For that purpose, blended learning as

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part of social learning theory can improve learning (Bizami et al., 2022). Its challenges in the class interest students' learning motivation so that they have a big chance to enhance their learning (Hayati et al., 2021; Yang, 2022). Similarly, jigsaw as part of social learning theory can enhance students' learning engagement and motivation (Bizami et al., 2022). Students with their challenges in-class activities are strongly engaged and actively motivated in learning (Safitri et al., 2023; Yang, 2022).

However, competence in using English phrases challenges most second-language (L2) users because they cannot observe grammar rules, allowing language users to combine individual words to produce multifaceted meanings (Rivera, 2023) in verbal and written communication. Thus, blended learning and jigsaw might be the teaching ways for students' learning improvement for better achievement, particularly in the designated English phrases during learning activities.

Pasaribu et al. (2022) claim that the abuse of English grammar is a momentous concern to the academic community, as is the redundancy contained in using the noun 'reason' and the adverb 'why,' for example, 'Tell me the reason why.' As the art of "public speaking is not an inborn skill" (Dsouza, 2022, p. 106), the change of word forms and their meaningful and error-free sentences is indispensable. Nevertheless, Abdullah et al. (2022) argue that L2 students violate rules concerning English phrases despite having been taught the language for over ten years. Hence, there is a need to investigate innovative teaching strategies for enhancing the use of designated English phrases at a rural-based university.

English phrases entail groups of words, including nouns, verbs, and prepositional phrases that appear without subjects and verbs. Although they convey meaning, their inappropriate use distorts the intended meaning, as suggested by Al-qaddoumi and Ageli (2023), that students commit severe errors in using designated English phrases. Yang (2022) argues that the most abused English phrases include 'according to me,' 'can be able,' 'discuss,' and 'very much important.' The inappropriate use of these English phrases relegates the user's literate credibility to the academic community. Also, it becomes a source of misuse and misinterpretation in communication. In this regard, this study focused on the first three phrases.

Numerous investigations have been conducted about innovative teaching strategies for enhancing designated English phrases (see Abdullah et al., 2022; Bizami et al., 2022; Safitri et al., 2023; Yang, 2022). However, no study has provided sufficient information regarding these strategies at a rural-based university, although they are indispensable in teaching and learning. Abdullah et al. (2022) studied English phrases among non-academic staff in Malaysia and found that they could not use them appropriately. Hayati et al. (2021) conducted a study to identify the experiences and challenges of teachers in using blended learning and jigsaw strategies on six (6) Malaysian and Indonesian participants from rural-based environments who participated in the study. The challenges faced included a lack of internet connection and a lack of students' interest and student motivation. However, Blended Learning and Jigsaw strategies provide a good opportunity to enhance student learning using blended learning methods.

Bizami et al. (2022) investigated the mapping of the principles of three Education 4.0 innovative pedagogies and found that blended learning and jigsaw, as part of social learning theory, improve learning". Yang (2022) conducted a study on English phrases by Chinese undergraduates and found that they experienced

difficulties when using them. Al-qaddoumi and Ageli (2023) investigated the use of English phrases in the University of Bahrain and found that they committed serious errors. Safitri et al. (2023) investigated the use of English words by eleventh-grade students at Senior High School and found that they were afflicted.

Several scholars, including Abdullah et al. (2022), Al-qaddoumi and Ageli (2023), Bizami et al. (2022), Safitri et al. (2023), and Yang (2022) conducted studies on blended learning and jigsaw to enhance the use of designated English phrases at a rural-based university. However, little information was obtained regarding innovative teaching strategies for enhancing the use of designated English phrases.

Based on this insight, the present study aimed to identify innovative teaching strategies for enhancing the use of designated English phrases at a rural-based university and describe them. This study deliberated on answering the following questions:

1. What are the innovative teaching strategies for enhancing the use of designated English phrases at a rural-based university?
2. How can innovative teaching strategies enhance the use of designated English phrases at a rural-based university be described?

Literature review

Designated English phrases

Designated English phrases involve a group of selected words that work together in a sentence but do not contain a subject or a verb (Morita-Mullaney et al., 2023) aimed at deliberating on the topic of this study due to their specific character and purpose. For non-native English students, these phrases involve words where the English language dominates within a particular field (Brysbaert, 2021). We selected them to investigate how they are applied by non-native English students in a respective field. We also designated English phrases entail a group of selected words used in sentences but do not contain subjects or verbs (Morita-Mullaney et al., 2023) to deliberate the topic of this study due to their specific character and purpose.

In the phrase ‘can be able,’ the modal verb ‘can’ and the adjective phrase ‘be able’ express possibilities and abilities (Alsbbag et al., 2023). The modal ‘can’ requests information (informal) and permission (formal), such as ‘Can you switch the radio off?’ or in a statement to give consent or information, such as ‘We can attend the meeting.’ The modal ‘can’ can stand alone in a sentence without the preposition ‘to’ as in ‘You can study it to pass.’ (Abdullah et al., 2022). It talks about the actions in the future, such as ‘They can deliver it,’ and similar in meaning to the phrase ‘be able to.’

The ending '-s' is inappropriate in the verb following the modal verb ‘can’ in the third-person singular form (Do‘smurod qizi, 2023) as in *'Mulalo can fix the deal' than 'Mulalo can fix the deal.’ The adjectival phrase ‘be able’ is a verb form ‘be’ and cannot match the negative modal ‘cannot’ as in *‘We cannot be able to stay here.’ Wright (2024) claims that the adjective ‘able’ can front the infinitive with the structure subject+be+able as in ‘He is able to fix the lights.’

Teaching English phrases

The prepositional phrase ‘according to’ entails matching, conforming, or equivalent (Abdullah et al., 2022). It is related to ‘in accord with,’ ‘in accordance with,’ ‘in consonance with,’ ‘in keeping with,’ ‘in the manner of,’ or ‘as reported by.’ It relates to the verb ‘accord’ in which its noun ‘agreement’ or prepositional verb phrase means 'to come to an agreement with.' (Alsbbag et al., 2023). The phrase 'to come to an agreement with' represents an association between nouns and pronouns to enhance cohesion and adhesion (Do‘smurod Qizi, 2023). The phrase ‘according to me’ is ungrammatical because it is improper to talk or refer to oneself when displaying sources of information. However, one can say ‘in my opinion’ or my view (Wright, 2024) if one talks in the first person and wants to inform the other person of an opinion.

The most seriously abused phrase is ‘discuss about’ (Do‘smurod Qizi, 2023). Although some users think it is grammatically correct to use ‘discuss about’, it is ungrammatical because it already contains the preposition ‘about’ in its meaning. ‘Discuss about’ means ‘regarding’, ‘concerning’, or ‘about’ (Abdullah et al., 2022). It is inappropriate to use ‘discuss’ and ‘about’ in the same sentence. Because the verb ‘discuss’ already contains the phrase ‘talk about’. Therefore, using ‘discuss’ and ‘about’ violates a set of rules in English grammar. As an adverb, ‘about’ modifies the verb ‘discuss’, while as an adverb, it means ‘almost’ or ‘nearly.’

However, as a preposition, it brings about cohesion and adhesion between the verb and a preposition. Instead of using ‘discuss about’, it is appropriate to use ‘discuss’, ‘have a discussion about’, ‘have a conversation about’, ‘confer about’, ‘debate about’, or ‘have a powwow about’ (Wright, 2024). The use of the phrases ‘can be able’, ‘according to’, and ‘discuss about’ calls for serious consideration because it is the area where numerous errors are committed (Abdullah et al., 2022) in the use of English. As the endorsements for teaching English phrases in communication are inadequate (Kholmamatovna, 2023), The current study attempted to use Thompson’s (2023) updated innovative teaching strategies for enhancing designated English phrases at a South African University.

Innovative teaching strategies

Innovative teaching strategies entail an implicit involvement and improvement of teaching methods, including combining various content to help students compete in the study and starting with a growth mindset for regulating teaching and learning (Lawson et al., 2023). Also, they involve the application of a few improved teaching methods (Greenspon & Volungevičienė, 2023), such as starting with a growth mindset for regulating teaching and learning (Lawson et al., 2023) by teachers to enable students to compete in the study.

The present study was underpinned by Dell Hymes’ (1971) communicative competence theory cited in (Tursunovich, 2023). This theory holds that the ability to appropriately select correct expressions from the totality of grammatically available forms reflects the social norms necessitating a particular behaviour in specific confronts. We investigated innovative strategies for enhancing the use of designated English phrases at the rural-based university. In the conducted studies on using English phrases, as indicated in the preceding section, little information regarding the indispensability of blended learning and jigsaw teaching strategies for

rural-based university students (Yang, 2022) has been obtained. Thus, this study sought to bridge the gap regarding innovative teaching strategies.

Tursunovich (2023) argues that effective communication is enhanced when one knows what to say, to whom, in what circumstances, and how to say it. Grammatical competence, therefore, has been adopted to address the challenges of morphology, syntax, semantics, and vocabulary apart from mechanics and phonology. Thompson (2023) claims that the following selected strategies, blended learning, and jigsaw, promote learning effectively. Thus, blended learning, for example, has become increasingly popular in higher education due to its potential to enhance student learning outcomes and engagement (Ahmed, 2023), combining traditional classroom and online learning experiences to give control over the learning methods, join lecture-based virtual classes, and do tasks autonomously. However, the effectiveness of blended learning in education differs depending on several factors, including instructional design and technology use (Ahmed, 2023).

On the other hand, the jigsaw strategy improves learning outcomes by giving each group member an adequate role in academic activity and fostering listening, engagement, and empathy (Hidayah, 2023). When applying the jigsaw strategy, students are divided into groups, given different topics, and work jointly to achieve a common objective. As Schaefer (2023) claims, even Seneca suggests that docendo discimus is translated as "while we teach, we learn', explaining something to someone helps to understand it truthfully. These strategies were used due to their relevance in the current educational systems. Using blended learning and jigsaw teaching strategies appropriately enhances designated English phrases (Bizami et al., 2022) and improves learning, which augments informed English competence for rural-based university students. Thus, the present study aims to discuss innovative teaching strategies for enhancing the use of designated English phrases at a rural-based university.

Method

The study adopted a quantitative research strategy because data could be analysed mathematically and statistically to generate and generalise factual, reliable outcomes to a larger population. Additionally, it still dominates research (Hendren et al., 2023) because it is good at analysing quantitative data. A descriptive research design was employed because it saves time as there is no coding of responses. Also, "it focuses on providing an accurate description or picture of the status or characteristics of a situation or phenomenon" (Riski, et al., 2023, p. 3259). The quasi-experiment concerning pre-test and post-test designs was used to establish responses depicting how the large sample size thought, acted, or felt as they did. This design applies to this study because it can identify characteristics, frequencies, trends, and categories regarding innovative strategies for enhancing designated English phrases at a rural-based university. Quantifiable data explored unusual areas regarding English phrases. Percentages of the variables were used for data credibility, reliability, and validation as it is a reason "behind evidence-based outcomes" (Abuhamda et al., 2021, p. 71).

The permission to conduct research was sought and obtained from the Research Ethics Board at the University of Venda Research Office based on the ethical consideration standards. Informed consent, anonymity, confidentiality, and participant harm were observed. After the research permission had been granted,

we used a template for the snowball sampling technique in which the currently enrolled research participants in the English (ENG) 2561 Module were asked to assist us in recruiting additional participants. We spoke to the class representative for the ENG 2561 Module, who persuaded the class members to participate in this study.

Before data were collected, a pilot study was conducted on 6 students to determine the feasibility of the research design before the commencement of the process at a preliminary, small-scale investigation to test the methods to be used. Since the typical pilot sizes range from 5 to 20 participants (Elfseyie, 2024), in this study, we used 20% of a group of students who share similar characteristics as a "common rule of thumb is to use a sample size of 10 to 20% of the full-scale survey sample size or at least 30 respondents" (de la Torre, 2024: para.1). Thus, empirical data were collected according to questionnaire delivery, students' reactions towards the activity, and the classroom environment.

The probability sampling technique randomly selected 30 students in the ENG 2561 Module in the 2023 First Semester at the University of Venda, South Africa. We chose university students as their "study period at university is an important and critical moment in the lives of young people" (Otaraly et al., 2023, p. 38). As this study's population comprised 300 ENG 2561 Module students, we used a 10% population sampling norm to obtain 30 participants (de la Torre, 2024: para.1). The criteria for sampling 30 study participants were to determine whether sampled participants could yield representative and generalisable estimates of the target population, subsamples, recruitment efforts and costs they entailed, established sampling objectives such as identifying the analytes of concern and concentration, decision unit, desired confidence, combination sampling errors combination, sampling processing and analytical protocols.

Furthermore, we considered sample size and selection criteria for a successful pilot study and tested the measurement instrument. They selected the participants who share characteristics similar to those of the target group. They considered participants' demographics and characteristics, prepared questionnaires, explained the purpose of the study, provided a timeline, analysed results to identify any trends or patterns, gave feedback, and reported the findings in written forms (Elfseyie, 2024). Then, we placed 50 pieces of paper with numerical labels on them into a small cardboard box. Students were instructed to choose the pieces of paper from the box without looking at them. The students who decided on pieces of paper with even numbers on the labels formed part of the sample. The demographic profile of the participants is shown in Table 1.

Table 1. Demographic profile of grade 8 English L2 teachers (n=30)

Participants	Gender	Age	Educational Background [Passed Level 1 (P), Failed Level 1 (F)]		English Competence
1	Male	21	P		Fair
2	Female	22		F	Fair
3	Male	20	P		Good
4	Female	23		F	Fair
5	Female	22	P		Fair
6	Female	20	P		Good
7	Female	23		F	Poor
8	Male	26	P		Fair

Participants	Gender	Age	Educational Background [Passed Level 1 (P), Failed Level 1 (F)]		English Competence
9	Male	24		F	Fair
10	Male	22		F	Fair
11	Male	21		F	Fair
12	Male	20		F	Fair
13	Male	23		F	Poor
14	Male	21	P		Good
15	Male	24		F	Poor
16	Female	22	P		Fair
17	Female	21	P		Fair
18	Female	20	P		Fair
19	Male	21		F	Fair
20	Female	24		F	Poor
21	Female	23		F	Poor
22	Female	21	P		Fair
23	Male	22	P		Fair
24	Female	20	P		Good
25	Male	24		F	Poor
26	Female	23		F	Fair
27	Male	25	P		Fair
28	Female	23	P		Fair
29	Female	23	P		Fair
30	Male	24	P		Fair

Table 1 depicts four students who had good competence and progressed to ENG 2561 Module from ENG 2561 Module on their first attempts. These were participants number 3: a male aged 20, 6; a female aged 20, 14; a female of 21 years; and 24, a female aged 20. However, female students dominated this pass rate. Four students who had poor competence and failed the ENG 2561 Module were number 7, a female aged 23; 13, a male aged 23; 15, a male aged 24; and 25, a male aged 24. Nevertheless, males dominated in this regard.

Of the 22 students with fair competence, some passed while others failed. Those who passed were Participant numbers 1, a male aged 21; 5, a female aged 22, 8 a male aged 26 years; 16, a female aged 22; 17, a female aged 21; 18, a female aged 20, 22 a female aged 21, 23 a male of 22 years, 28 a female of 23 years, 29 a female of 23 years and 30 a male of 24 years old. However, those who failed were Participant numbers 2, a female aged 22; 4, a female of 23 years old; 7, a female aged 23; 9, a male aged 24, 10 a male of 22 years old; 11, a male aged 21, 12 aged 20, 19 a male aged 21, 26 a female of 23 years old and 27 a male aged 25. The inclusion and exclusion criteria of the participants in this study were based on the results of the 30 ENG 2561 Module students.

A questionnaire was adapted from the relevant research to collect participant data. Students were given three multiple-choice questions for which they selected appropriate answers, namely, (1) According to me/in my opinion; COVID-19 is still available, (2) You (can be able to/can) receive a trophy if you study hard, and (3) They are (discussing/discussing about) the danger of smoking. These closed-ended and restricted questions ensured a fair analysis of data was used along with their answers to be chosen, as they enabled students to make informed choices from three pre-defined responses. Moreover, a set of answers was utilised to collect

participant data. To enhance validity, the University Higher Degree Committee reviewed and confirmed the analysis of the questions in the questionnaire before data collection.

Additionally, the questionnaire was used accurately and precisely based on the intended determinations. To determine reliability, the pretest regarding the questionnaire was tested twice on 12 students who were not part of the target group to ensure the reliability of the research instrument. The participants responded to the typed questionnaire voluntarily and honestly (Foreshew & Al-Jawad, 2022). A post-test was done on 30 selected participants to collect reliable and valid data. Additionally, pre-test, treatment, and post-test processes were conducted to obtain mathematical and statistical findings from the participants.

Data were interpreted and presented as regards the objectives of the study. They were sorted, selected, and classified to remove 'non-alignment' from the focus of the study. Moreover, they were analysed using scientific management (Guo & Jiang, 2022), where the treatment processes, including collection, processing, storage, distribution, security, and disposal of sensitive and confidential information, were observed. A Statistical Package for Social Sciences Version 29.0 software was used to interpret the findings from the power values (Ulwiyah, Ayuni & Wahyuni, 2023). Raw data were imported into SPSS using an Excel file. Specific commands were given as regards the software.

We employed the following steps: (1) research questions and hypothesis were defined, and (2) a data set was prepared; (3) an analysis method was selected; (4) an analysis was run, and the output was checked; (5) the results were reported, and (6) the study analysis and interpretation were evaluated (Do-Thi Do, 2022). Therefore, the participants' responses were mapped against understanding the social order (Babbie et al., 2022). The results from the pre-test and post-test were compared to validate the hypotheses. A conclusion was drawn about data depiction, verification, specification, and validation.

Findings and discussion

Findings

The current study outlined the findings and discussions regarding utilising blended learning and jigsaw strategies based on the data gathered using questionnaires derived from 30 ENG 2561 Module students' responses. The accompanying figures with numerical details were employed to indicate a complete understanding of the data collected. Data analysis aimed to elucidate the research on how innovative teaching strategies such as blended learning and jigsaw strategies enhance the use of designated English phrases at a rural-based university.

Enhancing the use of designated English phrases: self-reference

The analysis result shows the students' competence regarding using the ungrammatical prepositional phrase 'according to me' with specific reference to self-reference by an individual. As indicated in the literature review of this study concerning the difficulties experienced in using English phrases, Figure 1 depicts the students' responses.

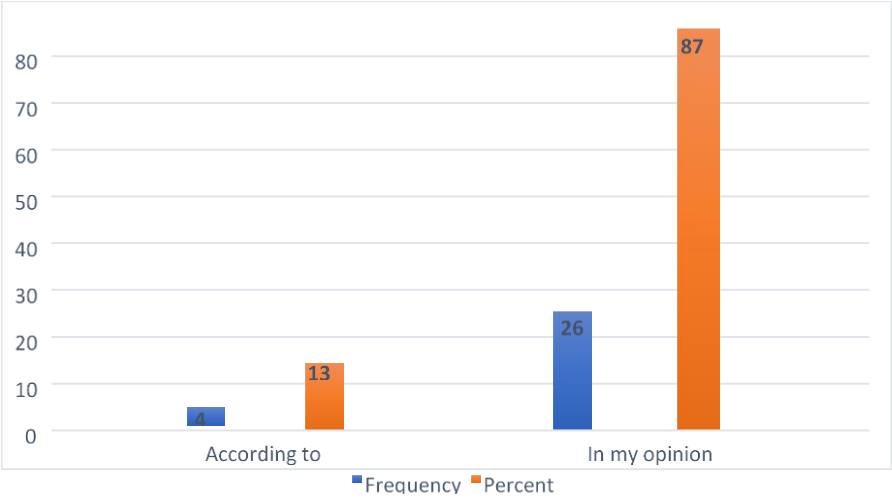


Figure 1. Self-reference expression responses (N=30)

Figure 1 signifies the participants' rejoinders to the multiple-choice question '(According to me/In my opinion) COVID-19 still available.' concerning their proficiency in expressing self-reference. The vertical X-axis depicts the number of participants, while the horizontal Y-axis represents the frequency of their responses to the phrases 'according to me' and 'in my opinion'. In the phrase, 'according to me,' four (4) out of 30 participants in the blue-shaded bar/area, amounting to 13% represented by the orange-shaded bar, were incompetent in using the expression of ability. The blue and orange shaded bars/areas describe the participants' lack of conversant knowledge about using the 'phrase in my opinion.' In the phrase 'in my opinion,' 26 out of 30 participants in the second blue bar, amounting to 87%, were competent in using the words 'in my opinion.' They knew the phrase 'according to me' was ungrammatical and avoided it. It is evident that innovative teaching strategies, such as blended learning and jigsaw, promote students' understanding of the use of designated English phrases at a South African university. In this situation, the overall percentage of all the participants' responses was 87% in the expression of *self-reference.*

Enhancing the use of designated English phrases: Ability/possibility

The results from the analysis concerning the students' proficiency in using the redundant phrase 'can be able' to show their ability to perform a specific action showed that the modal verb 'can' and the adjectival phrase 'be able' express possibilities and/or skills. The study aimed to find how students could apply the English phrase denoting 'ability' in comparison with the findings from the literature review where students were incompetent in using English words (see Figure 2).

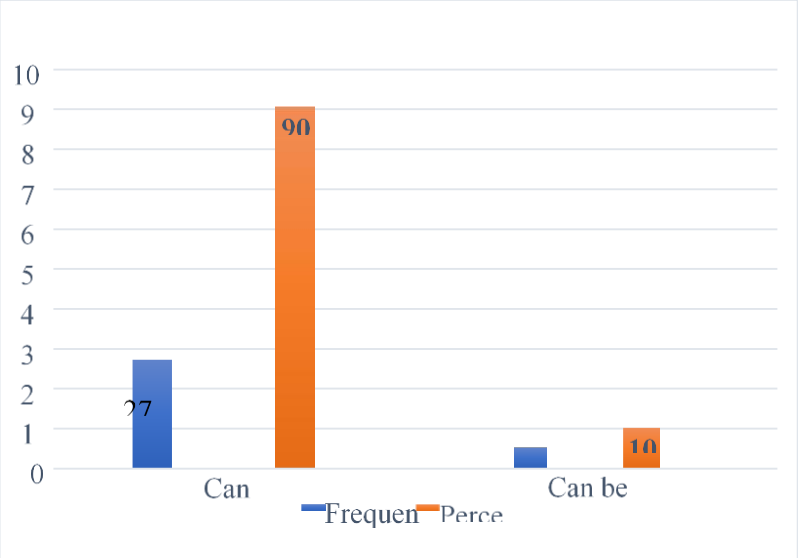


Figure 2. Expression of ability responses (N=30)

Figure 2 represents the participants' response to the multiple-choice question 'You (can be able to/can) receive a trophy if you study hard.' regarding the expression of ability/possibility. The vertical X-axis shows the number of participants, while the horizontal Y-axis embodies the frequency of their responses to the use of the modal verb 'can' and the English phrase 'can be able to.' In the modal verb 'can,' 27 out of 30 participants appeared in the blue-shaded bar/area and amounted to 90% represented by the orange-shaded bar. The participants in Figure 2 were competent in expressing ability/possibility as they did not select a redundant phrase, 'can be able to.'

Regarding the phrase 'can be able,' only three (3) out of 30 participants (in the blue bar), amounting to 10%, could not choose an appropriate answer represented by the modal 'can.' Instead, they thought the phrase 'can be able to' was the correct answer. They did not know that the words in context are redundant due to the presence of the modal can' and the adjective able in the same sentence. This finding aligns with that of the pilot study where the participants were incompetent in the use of designated English phrases at a rural-based university. In conclusion, innovative teaching strategies such as blended learning and jigsaw enhanced the appropriate use of designated English phrases at a South African university. Hence, 90% of the participants responded using an expression of ability represented by the modal 'can.'

Enhancing the use of designated English phrases: 'Talk about'

The analysis result in this theme indicates the students' ability to deal with the ungrammatical phrase 'talk about' although it seems grammatically appropriate. As the word 'discuss' is redundant because it already contains the preposition 'about' in its meaning, Figure 3 depicts the students' performance in this regard.

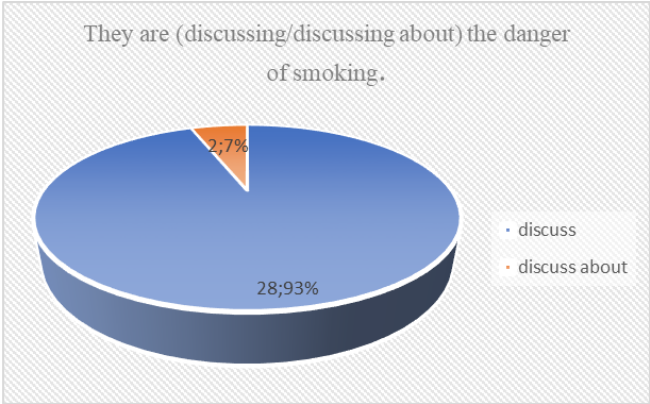


Figure 3. Students' ability to deal with the ungrammatical phrase (N=30)

Figure 3 represents the participants' response to the multiple-choice question '(They are discussing/discussing about the danger of smoking.' regarding using the verb 'discuss'. In this pie chart, the verb 'discuss' was compared to the phrase 'discuss about'. The orange-shaded colour depicts the use of the words 'discuss' in which the minority of the participants (2 out of 30), amounting to 7%, chose an inappropriate answer to discuss'. The phrase 'discuss about' means to 'talk about about', depicting a redundant error. The blue-shaded colour shows the use of the verb 'discuss', which means 'to talk about.' In this figure, the blue colour is greater than the orange one because the majority (28) out of 30 participants, amounting to 93%, selected an appropriate answer, 'discuss.' They were aware of the redundant error in using the phrase 'discuss about' and managed to circumvent it. In a way, this pie chart signals the necessity of applying blended learning and jigsaw strategies to enhance the use of designated English phrases at a South African university. Hence, most participants obtained a whopping 93% in using the verb 'discuss.' This finding contrasts with the pilot study because students were competent in using designated English phrases at a rural-based university.

Discussion

The current study indicated that 87% (26 students) were good at using English phrases expressing reference because they could answer the question '(According to me/In my opinion) COVID-19 still available.' (see Figure 1). Accordingly. They could select the grammatically correct answer 'in my opinion' and reject the ungrammatically appropriate one 'according to me'. They knew that the English phrase 'according to me' is ungrammatical in English as it is directed to the first person. However, the finding is incongruent with Rai (2023), who suggests that the English phrase poses challenges to L2 students due to its improper manner of placing personal emphasis on the users' opinions. Contrastingly, only 4 participants, amounting to 13%, were unfamiliar with using the English phrase 'according to me.' because accepted it instead of the answer 'in my opinion.' These participants might have been prompted to use 'according to me' due to the presence of the objective personal pronoun 'me'. This finding supports Abdullah et al.'s (2022) suggestion that using English phrases poses challenges to L2 students. This finding is congruent with that of the pilot study, where the participants were incompetent in using designated English phrases at a rural-based university.

The study showed that most (27) participants, amounting to 90% were knowledgeable in the use of English phrases because they could select an appropriate answer 'can' rather than 'can be able to' from the question 'You (can be able to/can) receive a trophy if you study hard' (see Figure 2). They knew that the modal 'can' is like the phrase 'are able to' which is grammatically correct. They were aware that the modal 'can' expresses ability, as does the adjective 'able,' which suggests having sufficient power or skill to do something and cannot be used with the modal 'can.' The finding is in contrast with Anis' (2021) suggestion that the use of English phrases is a daunting task for English L2 students. Nevertheless, only 3 participants, amounting to 10%, were unaware of the challenges posed using the modal 'can' expressing 'ability.' and the phrase 'can be able to'. Furthermore, they could not distinguish between the modal 'can' and the adjective 'able.' The finding supports Anis' (2021) claim that 'innovative teaching strategies' make it difficult for L2 students to use English phrases.

Regarding the question, 'They are (discussing/discussing) the danger of smoking.' it was easy for most participants, totaling 93% (28 students), to use English phrases. They selected the correct answer, 'discuss' rather than 'discuss' as they knew that the preposition 'about' and the main verb 'discuss' do not stand together in the same sentence as redundancy develops. The finding differs from Al-qaddoumi and Ageli's (2023) claim that students face challenges using English phrases. However, it is congruent with Dsouza (2022), who claims using designated phrases appropriately alleviates redundancy. However, only 2 participants, amounting to 7%, could not select an appropriate option, 'discuss', as they might not know about dealing with the verb 'discuss' and the phrase 'discussing.' The finding supports Schneider et al. (2023) and Zagórska's (2022) claim that participants experience difficulties using English phrases. Evidently, 'innovative teaching strategies' improve L2 learners' competence in using English phrases (see Figure 1). Nonetheless, the participants performed remarkably in questions 2 and 3 (see Figures 2 and 3). Hence, blended learning and jigsaw teaching strategies for enhancing designated English phrases are indispensable in teaching and learning. I After these strategies were utilised, students' results improved drastically. Thus, regarding the preceding findings by Abdullah et al. (2022), Al-qaddoumi and Ageli (2023), Anis (2021), Schneider et al. (2023), and Yang (2022), it is evident that English phrases are not as difficult as they suggest. However, the findings by Dsouza (2022), Leclercq and Depraetere (2023), Schaefer (2023), and Thompson (2023) equally promote innovative teaching strategies to enhance designated English phrases.

Conclusion

The results obtained from this study are useful as ENG 2561 Module students' proficiency in using English phrases is enhanced. The results can contribute to the body of knowledge as curriculum designers, lecturers, and students can devise strategic interventions to counterbalance deviations from using appropriate English phrases. The blended learning and jigsaw teaching strategies for designated strategies benefit all non-native English-speaking students on different learning platforms. The findings from the questionnaire involving the use of the phrases 'according to me', 'can be able', and 'discuss about' are reliable to boost competence in the use of English phrases by the students in context. The

implications for this study are that university English language lecturers are expected to use these strategies because they augment the teaching of English phrases at the university level.

However, the primary limitations to the generalisation of these results are (1) The time factor for distributing the questionnaire was written within 30 minutes instead of 45 allocated for the entire lesson due to the lecturer who took time to release the targeted students, and (2) The lack of effective probability sampling as some students arrived late to the lecture hall while another bunked lectures. As the results from this study cannot be completely generalised, future researchers can still conduct further studies on innovative teaching strategies to enhance the use of designated English phrases. This study argues for the frequent use of blended learning and jigsaw strategies to teach all the designated English phrases to enhance L2 students' communicative competence in English.

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