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OPPORTUNITIES AND CHALLENGES IN MASTERING POLYSEMIOUS WORDS AND IDIOMS IN FOREIGN LANGUAGE LEARNING BASED ON ANALOGOUS PROCEDURES IN THE NATIVE LANGUAGE

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Abstract. The paper points out some of the potential problems in foreign language learning that may arise during the enrichment of one's vocabulary with polysemous words and idioms (phrasemes). The aim is to analyse when exactly their acquisition should start in second language learning, as well as to indicate some of the methodological possibilities that allow for its realisation. Their acquisition requires consistency and continuity in the presentation of these lexical layers, and understanding—interpretation of contextual meaning. It is necessary to start enriching student vocabulary with such lexical layers in a timely manner. This timeliness means that the acquisition of such vocabulary and lexical layers should begin at an early age, in the very first stages of second language learning, and some methodological procedures, such as didactically guided play, allow for its realisation. Different types of games (imagination and drama games: pantomime, role-play, and dramatization), which can also be used for modelling games in foreign language learning, and enriching student vocabulary with polysemous words and idioms, as well as creating an authentic context that allows students to understand the concept of figurative meaning in real-life language use, are presented on the examples of the Serbian language as the native language.

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Introduction

The acquisition and comprehension of polysemous words and idioms can pose a special problem in foreign language learning. “What is meant by polysemy is the capacity of a word or a phrase to have multiple related meanings”, but this term also covers the mechanisms for achieving polysemy, i.e. *platysemia*, metaphor, metonymy, and synecdoche (Драгићевић, 2010, p. 129). Darinka Gortan-Premk (2004) defines *platysemy* as “property of the primary (simple, non-derived) lexeme to name two very similar concepts in its nominal realization” (p. 60). In other linguistic mechanisms, the name is transferred from one concept to another: based on similarity (lexical metaphor); logical connection (lexical metonymy); or whole-to-part and part-to-whole relationship (lexical synecdoche) (Драгићевић, 2010). It should be pointed out that metaphor and metonymy are not only viewed as linguistic mechanisms, but also as cognitive structures, i.e., ways in which we experience the outside world (Lakoff & Johnson, 2003; Evans & Green, 2006; Радић Бојанић, 2011; Tehseem & Bilal Khan, 2015), meaning that they are not limited to language (Tehseem & Bilal Khan, 2015, p. 16), and that their functioning is shaped by cultural content present in the language. Understanding them is important in foreign language learning, because figurative meanings are an integral element of the vocabulary of native speakers (Lazar, 1996).

The importance of metaphorical competences is increasingly discussed in foreign language learning. “Roughly speaking, metaphorical competence includes the ability to detect the similarity between disparate domains and to use one domain to talk about, or to understand something about another domain” (Aleshtara & Dowlatabadi, 2014, p. 1897). Researchers believe that metaphorical competence and language proficiency correlate with each other significantly (Aleshtara & Dowlatabadi, 2014, p. 1902), that metaphorical competence contributes to all areas of communicative competence (grammatical, textual, illocutionary, sociolinguistic, and strategic competence) (Littlemore & Low, 2006b), as well as that its poor development “may impair learners’ receptive and productive skills” (Doiz & Elizari, 2013, p. 52). Therefore, it is emphasized that metaphor is significant for foreign language learning in all stages of

learning (Littlemore & Low, 2006b; Aleshtara & Dowlatabadi, 2014). Strategies that would lead to strengthening foreign language learners' awareness of the metaphor are being explored, which implies "(I) recognition of metaphor as a common ingredient of everyday language; (II) recognition of the metaphoric themes (conceptual metaphors of source domains) behind many figurative expressions; (III) recognition of the non-arbitrary nature of many figurative expressions; (IV) recognition of possible cross-cultural differences in metaphoric themes; and (V) recognition of cross-linguistic variety in the linguistic instantiations of those metaphoric themes" (Boers, 2004, p. 211), as well as that it contributes to vocabulary and memory enrichment (Boers, 2000; Gao, 2011).

The results of some research confirm that that application of activities that involve conceptual metaphors in teaching raises student awareness of metaphors (Kömür & Çimen, 2009). However, caution "regarding the use of the metaphor approach for the production of idiomatic language" is advised, because "there is no one-to-one correspondence between a particular conceptual metaphor and its linguistic instantiations" (Doiz & Elizari, 2013, p. 53), and moreover, "cross-linguistic and cross-cultural variation in metaphors can induce students to make incorrect transfers from their native language and produce grammatically and semantically inappropriate sentences" (Doiz & Elizari, 2013, p. 54). The importance of cross-cultural influences and connections, but in terms of positive transfer is indirectly pointed out by Jelena Kovač (2016) when she states that, regarding idioms from the Spanish language "which contain colors, it is possible to guess whether the expression involving a certain color carries a positive or a negative meaning by analogy with the native language (e.g. white is mostly positive, while black mostly negative), because colors create certain associations in our consciousness" (p. 120).

Given the fact that many idioms (but not all) are motivated by conceptual metaphors and metonymies, Sophia Skoufaki (2008) points out that "cognitive linguists have been exploring the effect that giving learners information about the motivation of L2 idioms can have on comprehension and retention", and have achieved encouraging results, "but the relative effectiveness of the various proposals has not yet been examined" (p. 101–102). The same author investigated ways to adopt the meaning of idioms grouped together under conceptual metaphors in foreign language learning, and discovered that students who previously received instructions on grouping figurative expressions according to metaphorical association were more successful, which gives "support to the claim for higher effectiveness of assisting guessing by supplying information about the motivation of L2 figurative expressions" (Skoufaki, 2008, p. 118).

The meaning of a word cannot be viewed in isolation, i.e., independent of other words, because they all belong to the linguistic structure of a language (De Saussure, 1959; Lyons, 1977). In addition, numerous words develop secondary meanings based on the beliefs and notions of the entire linguistic community,

in other words, on collective expressions (Драгићевић, 2010). Rajna Dragičević (2010) argues that these collective expressions can differ from one nation to another, because “collective expression is actually often based on non-existent properties”, underlining that “learning a foreign language also means learning the collective expression itself, and through it, understanding the naive image of the world of an entire linguistic community” (p. 72). The thing that is especially important for understanding the image of the world is the meaning materialised in idioms and mastering idiomatic expressions is one of the most important components of successful language learning (Ковач, 2016; Wray, 2000).

Idioms are expressions established by usage, as well as complex structures the meaning of which is not deducible from those of the individual words. In other words, idioms have a figurative/metaphorical meaning, because the components of the idiom, “having lost the status of independent lexemes combined into a new unit, developing a completely new semantic content” (Штрбац, 2018, p. 9). Another unique property of idioms is the fact that they represent the manner in which real world is reflected in the phraseology of a language (Мршевић Радовић, 2008); they reveal the mechanisms of the conceptual system of the speaker and contain cultural information (Maslova, 2010) which is “preserved in the language as nationally and culturally specific” (Вуловић, 2015, p. 31). Another conclusion that can be derived from the above analysis is that to understand idioms, it is necessary to possess the knowledge of historical, literary, religious, and mythical content, which often represent a feature of the cultural tradition of the people who use that language as their mother tongue, i.e., it is necessary to familiarise students with the historical-cultural-etymological origins of the idiom (Boers et al., 2004a; 2004b). When they encounter such lexical layers of another language, students will be faced with a world that differs from their own, learn about culture (Boers, 2003), and acquire intercultural competence. It is important, because “plurilingual and intercultural education” represents “a response to the needs and requirements of quality education” (Beacco et al., 2016, p. 9) and cultural elements should be incorporated into foreign language education (Стојановић, 2016). In addition, Ковач (2016) points out that, regarding phraseological units, we must consider the fact that “their meaning cannot be deduced based on their component parts”, concluding that “phraseological units represent one of the most challenging areas in foreign language learning” (p. 119). However, a number of phraseologisms also contain a “word that carries meaning”, so Rajna Dragičević (2010) concludes that it is one of its secondary meanings which “plays a significant role in metaphorical images around which their semantics is built” (p. 25).

It should be noted that both polysemous words and idioms can occur quite frequently in the vernacular of native speakers of any language. Their abundance is evidenced by the fact that, if for example, we look up the meaning of the word *ruka* (hand) in the *Dictionary of the Serbian Language* (*Речник српскога језика*,

2011), apart from the basic meaning “part of the upper limb in the human body”, we will also find meanings, such as *handwriting, power, authority, influence, property; side, position with regard to something*, as well as over 90 fixed linguistic expressions in which this lexeme occurs as a component (p. 1152–1153). Given their number in the English language, Boers and Lindstromberg (2005) indicate that *The Oxford Dictionary of Idioms* contains about 5,000 entries, and that, should we ask students to master, for example, those belonging to the highest frequency bands, “it is plain that this would still place a heavy burden on memory” (p. 226). Moreover, if we take into account the fact that understanding idioms, as previously explained, often requires the knowledge of certain cultural data, it is clear that the acquisition of such lexical compounds cannot be left to students alone, nor simple rote learning. After all, “the assumption that students themselves can learn words without any help is another possible reason resulting in the ignorance of vocabulary instruction” (Zhu, 2020, p. 2).

The literature also addresses the problem of creating efficient ways for acquiring such layers in one’s vocabulary, which also implies the use of advanced metaphors (Gao, 2010), because it is necessary for students to both understand and be able to use figurative meanings (Lazar, 1996). However, the issue of finding efficient ways for their acquisition is directly related to the issue of when this process should start.

What Is the Best Time to Start Teaching Polysemous Words and Idioms?

The question of the best time to start teaching polysemous words and idioms also introduces the dilemma of whether their usage and comprehension automatically means an advanced knowledge of a foreign language. Although it may seem so at first glance, let’s draw a parallel with first language acquisition where richness of vocabulary, and understanding of complex semantic relationships between words are an indicator of language development because “students with large vocabularies tend to be articulate and possess the confidence that is sometimes not exhibited by students who lack vocabulary and conceptual knowledge” (Bromley, 2007, p. 529).

It is believed that the ability to understand metaphors starts developing in early childhood (Soung, 2020). The results of some psycholinguistic research show that preschool children demonstrate “the ability to understand metaphor in language”, although poorly, (Лазаревић и Стевановић, 2018, p. 49), and that they already possess the capacity to understand certain linguistic metaphors at the age of seven (Лазаревић и Стевановић, 2013, p. 211). Research that focused on toddlers shows “that even 2 ½ year-olds already represent and recognize multiple meanings for a single form”, and “that children are capable of flexibly

inferring an additional potential meaning of a familiar word on the basis of the relationship between the new and familiar meanings” (Floyd et al., 2020, p. 2803). These researchers, therefore, advocate a “new perspective on word learning” in which polysemy will not be neglected: “Even very young learners are able to encode a network of related meanings” (Floyd et al., 2020, p. 2803). Moreover, the results of more recent research suggests that in children, “literal interpretation does not result from poor pragmatic abilities”, but arises because “growing sensitivity to the sense conventions of their language environments impedes their pragmatic reasoning with non-literal uses” (Falkum, 2022, p. 105).

Understanding certain metaphorical transfers, primarily those in which the source domain involves concrete nouns, and the target domain abstract nouns, does not mean that a child has mastered their mother tongue at an advanced level, but shows that the acquisition of figurative meanings and polysemy occurs through a spontaneous lexical development, as well as that children learn meanings “gradually, adding more and more items to dictionary entries” (Кларк, 2008, p. 194). It is similar with comprehension of idioms which “begins in early childhood” and gradually improves throughout a person’s life (Nippold & Taylor, 2002, p. 384). If we draw an analogy with foreign/second language learning, it would mean that simultaneously with the acquisition of the basic meaning of words, students should also be gradually introduced to secondary meanings of polysemous words, as well as to figurative meanings these words can achieve in context, because a person learns meanings at the same time as concepts. In addition, they should be gradually introduced to the meaning of idioms that occur frequently in the vernacular of the target language, especially with the meaning of those idioms whose overall meaning has been influenced by the secondary meaning of one of the component words, particularly in cases when they have already been introduced to the primary meaning of the said word.

However, understanding figurative meaning requires students to “link two different elements together, making a whole series of linguistic inferences, whereby process of decoding figurative meaning involves discovering hidden connections in the expression by way of inference” (Радић Бојанић, 2012, p. 268). It is a cognitive approach for understanding metaphor based on the link between its source and target domain (Boers & Littlemore, 2000; Gao, 2011; Littlemore, 2001; 2004; Littlemore & Low, 2006a; Радић Бојанић, 2011; 2012), and in that case, mastering polysemy represents an advanced level of language proficiency, where student age, i.e. the level of their cognitive and emotional maturity, and the lack of theoretical knowledge and/or experience needed to decipher more complex semantic relationships can be a limiting factor. In addition, polysemous words and idioms are acquired spontaneously in the mother tongue, because the child is continuously exposed to them in a communicative context. In second/foreign language learning, however, the lack of an authentic communicative context in which the semantic complexity of polysemous words

and idioms is realised seemingly calls into question “incidental vocabulary acquisition” which refers “to vocabulary acquisition/learning without a direct aim of acquiring/learning new words” (Cennetkuşu et al., 2020, p. 2), i.e. “the vocabulary incorporated as the result of accomplishing another activity not aimed at vocabulary teaching/learning, specifically” (Agustín-Llach, 2015, p. 263). One of the models to overcome this problem is placing such lexical layers into a narrative of an edited or literary story, because stories always use authentic language, so the authors point out that storytelling enables conceptualisation of foreign language learning (Savić & Shin, 2013).

When it comes to phraseological units, there is also a methodological recommendation concerning mother tongue that idioms and other fixed linguistic expressions should not be studied out of context, and that “students need to be shown their function in real-life language use” (Стакић, 2020, p. 158). The general rule that should be followed when covering idioms, “to start from the child’s experience in the use of idioms in everyday speech” (Николић, 2012, p. 61) is violated in second language learning, because children are lacking cultural experience on how an idiom is used in everyday speech. The lack of experience can be mitigated by the timely introduction of idioms in second language learning, making sure that they are taught in context, because context and consistency of exposure to such vocabulary and lexical compounds are necessary to expand the semantic range.

Radić-Bojanić (2011) points out that “the basic procedure in the teaching process is to raise student awareness of metaphor by drawing their attention to the fact that metaphors permeate language, i.e. that they are much more than a poetic mechanism” (p. 266). Hoang (2014) analyses various theoretical and research literature that deals with raising student awareness of metaphor and different ways in which it can be done, some of which include presenting vocabulary in metaphorical parts combined with the activation of student prior knowledge, comparing metaphors in the native and target language, instructing students on metaphoric awareness, etc., arguing that awareness-raising activities are more effective than rote learning activities. Raising awareness of metaphor as one of the mechanisms for achieving polysemy is significant, but it demands a certain level of cognitive maturity of students, and well-developed metaphoric awareness in their first, i.e., native language. This does not mean that metaphoric awareness does not develop in second language learning at an early age. Ana Maria Piquer Píriz (2008) points out that the early stages in language learning are important for establishing a solid foundation for future development, and that in that period, students need explanations of the prototypical meanings of basic lexical items/units, because that way they will acquire the necessary basis for figurative extension.

Based on the results of previous research which show that analogical reasoning develops very early, and that children recognize, and even reproduce

metaphorical and metonymic expressions much earlier than previously thought, i.e. as early as the age of two in fact (Floyd et al., 2020), we believe that the continuous acquisition of different meanings of polysemous words and gradual introduction of idiomatic phrases in the vocabulary should start as early as possible in foreign language learning, while one of the possibilities to achieve that goal is through play.

Play as a Context-Making Instrument for the Acquisition of Polysemous Vocabulary and Idioms

Play as a context-making instrument for the realisation of meanings of polysemous words and some idioms, whose individual components can help children to understand phraseological meaning, is not a spontaneous activity, but a planned methodological procedure. This form of play in teaching must be didactically shaped so as to “guide students down the path of knowledge and development” (Јоцић, 2007, p. 50) and designed so as to help students to achieve results in second language learning spontaneously, “without feeling the pressure of complex forms” (Јанковић и Цветковић, 2013, p. 36). In addition to its positive cognitive effects, play in native language learning releases students from “various psychological barriers that occur in the form of psychological or social obstacles (shyness, hesitance, prejudice, etc.)” (Јањић, 2008, p. 148), which may hinder the student’s use of the vocabulary of a foreign language, so play should be applied in foreign language learning as well. When planning for play, it should be taken into account that its content and rules must adapt to all participants and that activities should be designed so as to challenge each participant to the very limits of their ability (Kamenov, 2006, p. 60). To create a context necessary for the acquisition of polysemous words and idioms, it is necessary to create games that allow players to fully immerse themselves into an imaginary situation and creatively process impressions by applying elements of previous experience, which requires games to be modelled so as to match student abilities. In the field of lexicology, the positive effects of such games are reflected in the fact that they not only help “increase one’s vocabulary, but also one’s ability to adequately use both literal and figurative meanings of words” (Стакић, 2016, p. 129). Through play, students spontaneously repeat polysemous words and expressions, expanding their semantic range, so the best language experience predictor is cumulative exposure to the school language (De Cat, 2019). The literature provides an example of an imagination game of storytelling where a story is built from sentences, but in such a way that a given word must be used in each sentence (Стакић, 2016). In order to guide the players toward potential semantic realisations of the given word, it is important to undertake emotional and mental preparation, so semantic branching can be

presented through illustrations where each image or drawing is a visualisation of a concept created through semantic branching. The same author shows an example of polysemous branching of the lexeme *glava* (head) and how to prepare illustrations that will represent: *glava (head)* meaning a specific person; *glava (head)* meaning a part of the human or animal body; *glava (head)* meaning a part of an object (nail head); *glava (head)* of cabbage, lettuce, etc.; *glava (chapter)* as part of a book (Стакић, 2016, p. 133). Although this game is designed for enriching the vocabulary of preschool children, the same model can be modified to design games aimed at enriching and expanding the vocabulary in foreign language learning. Using illustrations is particularly important at an early age, because speech comprehension needs to be visually supported (Јанковић и Цветковић, 2013, p. 37), and the illustrations mentioned above are aimed at analogy reasoning which help students to understand “the meanings of semantic extensions” (Piquer Píriz, 2008, p. 235).

In addition to imagination games, it is also possible to organise various drama games, such as pantomime, role-play, and dramatization games. The advantage of drama games lies primarily in the fact that for students, acting is “both a game, and a creative challenge” (Маринковић, 2000, p. 103). Such activities encourage student collaboration and motivate them (Soler, 2020, p. 136), because they provide “meaningful contexts along with opportunities for communicative language” (Shmidt, 2015, p. 19). They “achieve contextualised situations similar to real ones” (Пајић, 2019, p. 2008) which are necessary for the acquisition of a second language, so drama activities have a “positive effect on the teaching and learning of intercultural communication” (Huong & Thảo, 2020, p. 10). They encourage student activity and attention (Nowakowska & De Dios Villanueva Roa, 2021), unite emotions and cognition (Zyoud, 2010), as well as “adaptability, fluency, and communicative competence” (Belliveau & Kim, 2013, p. 7). They are suitable for teaching students of different ages and different vocabulary, because they represent a “tool that involves all of the students interactively all of the class period” (Zyoud, 2010, p. 1), facilitating “vocabulary acquisition effectively and accurately in various contexts” (Alshraideh & Alahmdi, 2020, p. 41).

Pantomime as a drama game is played with body language and without words, providing students with the same opportunity that drama in general provides, “to express themselves verbally and with body language and is concerned with the pretend world” (Baykal et al., 2019, p. 366). The organisation of pantomime is preceded by cognitive preparation in which students are introduced to the literal and figurative meaning of the word the semantic range of which is extended in idioms in which the said word occurs as a component. To illustrate this, we will mention a few common expressions in Serbian in which the word *ruka* (hand) appears as a component. The sentence: *You got your hands dirty* can literally mean that one has got dirt on their hands, but it can also figuratively mean that they got involved in a dishonest or dishonourable activity. In addition,

the expression *my palm itches*, apart from its literal meaning, can also signify that a person expects material gain, that they intend to do something, or even pummel someone. It is up to the student-mime to choose one of the meanings, design a situation/scene to illustrate the chosen meaning, and act it out, i.e., present it with body language, while the other students, participants in the game, guess what the meaning is. The student, i.e., player who correctly guesses the meaning first will be rewarded by becoming the next actor-mime. This game can have different variations, e.g., all students can be given the same task to design and act out a scene using the same, predefined idiom, and discuss the context presented during the game and how it could play out in the real world afterwards. The advantage of such games is that they encourage students to use gestures from an early age and observe them when elaborating the meaning of figurative language, just as Hoang (2014) confirmed in his research when he discovered that gestures can serve as a powerful learning strategy, because a sophisticated comprehension of metaphors can be triggered by a simple gesture. Moreover, this type of play helps students to recognise circumstances in which they can use patterns for particular combinations of words, which is in line with Barlow and Kemmer's (2000) findings that someone learning a language does not need to learn all the meanings of the words in the language, but rather usage patterns for particular combination of words, appropriate for particular circumstances (as cited in: Piquer Píriz, 2008, p. 221; Barlow & Kemmer, 2000).

The context is what determines the meaning of the word, and the basis for designing role-playing games. Student pairs have a task to design a context and act out a communicative situation featuring an idiom or word in one of its meanings. We will illustrate the above with an example from Serbian, *to hold out one's hand*. We can hold out our hand to someone to shake hands, but the same expression also means to help someone (e.g. I will hold out my hand to get you out of that situation.), or to offer friendship or reconciliation (e.g. I will hold out my hand to him to overcome that problem together.). By contrasting two different scenes where the word *hand* occurs in its literal and one of its figurative meanings, students enrich their vocabulary in a creative and engaging way, because they design a communicative context which must culturally match the meaning they want to present. In addition, designing conversations is similar to script writing, where writing scripts encourages "student creativity and impacts their sense of confidence, because they have the opportunity to use the language they had already learnt" (Aldavero, 2008, p. 41).

It is also possible to design dramatization games for students to act out situations which illustrate inadequate uses of words or idioms. In reality, such situations can cause comic or unpleasant misunderstandings in communication due to one's failure to understand contextual meaning. We will illustrate the above with an example from Serbian, *to wave one's hand*, which can mean to greet someone, or represent a verbalisation of dismissal of someone or rejection of something.

Essentially, such drama games and activities in foreign language learning help students to communicate with each other correctly and fluently, to become aware of the link between language and context, and to familiarise themselves with the particularities of the sociocultural environment of the language they are learning (Martín, 2014), i.e., to improve their lexical and intercultural competences. However, despite these benefits, “the importance of ‘drama’ in language learning was largely ignored” (Ronke, 2005, p. 35), though the results of some research on the implementation of drama techniques in language learning (Spanish as a foreign language) show that, although teachers find drama techniques effective and motivating, they do not use them often in the classroom, “because they feel constrained by the reality of educational practice” (Martín, 2014, p. 267).

Conclusion

There is a difference between vocabulary size (number of words a student knows) and vocabulary depth (how much the student knows about each word) (Schmitt, 2014), so finding the most effective approach to foreign language teaching and learning is the subject of intensive debate among researchers (Agustín-Llach, 2015), because language proficiency depends both on vocabulary size and vocabulary depth (Maskor et al., 2016; Staehr, 2008). Acquisition and comprehension of polysemous words and idioms is important, because a significant number of “theoreticians see learning vocabulary, in the expanded sense of words and phrases, as being the key to attaining a high level of proficiency” (Boers & Lindstromberg, 2008, p. 4). However, the acquisition of such lexical layers in the early stages of language learning has long been neglected, because “figurative language has been traditionally associated with an advanced stage of cognitive development not found in children” (Piquer Píriz, 2008, p. 222). The paper explains the position that the acquisition of polysemous words, figurative meanings, and idioms should be started at an early age, i.e., in the very first stages of foreign language learning in order to ensure timeliness and perhaps overcome the problem mentioned by Tocaimaza-Hatch (2020) that language learners struggle to gain access to the metaphorical structures that are part of the target language and culture (p. 625). In addition, timeliness would allow for continuity in learning. There is also an opinion in literature that one-off learning is not enough to transform metaphoric awareness into a long-term learning strategy for future processing of figurative language, i.e., that a more comprehensive programme is needed to achieve this (Beréndi et al., 2008, p. 87). Therefore, different types of didactic games (exemplified in Serbian as the native language) are presented (imagination and drama games such as pantomime, role-play, and dramatization), which can encourage practitioners to create games of their own and which can be used in early foreign language

learning to create an authentic context for the acquisition and comprehension of polysemous words and idioms. They make the input intelligible, “as learners must be able to extract the meaning of the message contained in the input” (Benati, 2020, p. 61). Their advantage lies in the fact that they do not require complex didactic material. In addition, researchers point out that teachers often encounter a lack of vocabulary exercises in the didactic material, for example, when it comes to idiomatic expressions in foreign language learning (Spanish as L2) at intermediate, advanced, and proficiency level (Ковач, 2016).

Vocabulary building and enrichment is a continuous, never-ending process, even when it comes to one’s mother tongue. Language learning is a challenge, because students are characterised by individual differences (Erlina et al., 2019, p. 2143), while the teacher’s task is to adapt their teaching methods to each of them. This means that teachers need to recognise and respect differences among students, but also to enable each student to develop to their full potential, in line with their abilities. Therefore, the literature cannot provide ready-made and permanent methodological solutions that are effective in all circumstances and for all students, which is why the proposed didactic games are not presented as fixed methodological models. They are flexible, because they allow the teacher to modify them, change their rules, or create rules of their own. In addition, the duration of the proposed games is flexible, so they can fit into the structure of different activities and different parts of a school period, while their flexibility and variations allow them to be applied in continuity, and yet to remain fresh and interesting to students.

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Могућности и изазови у овладавању полисемичном лексиком и фразеологизмима у учењу страног језика на основу аналогних поступака у матерњем језику

Резиме

У раду се указује на неке од потенцијалних проблема у учењу страних језика који могу настати током богаћења лексичког фонда полисемичним речима и фразеологизмима. Циљ је размотрити питање периода када треба започети са њиховим усвајањем у учењу другог језика и указати на неке од методичких могућности које омогућавају да се то реализује. Њихово усвајање захтева константност и континуираност у излагању оваквим лексичким слојевима, а разумевање – тумачење значења у контексту. Потребно је и благовремено започети са богаћењем лексичког фонда ученика оваквим лексичким слојевима. Та благовременост значи да усвајање овакве лексике и лексичких слојева ваља започети на раном узрасту ученика, у почетним фазама учења другог језика, а неки методички поступци, попут дидактички вођене игре, омогућавају да се то реализује. На примеру српског као матерњег језика представљене су различите врсте игара (игре маште и драмске игре: игре пантомиме, игре улога и игре драматизације) које могу послужити и за моделовање игара за учење страног језика и применити се у раду на богаћењу речника полисемичним речима и фразеологизмима и стварању аутентичног контекста који омогућава да ученици схвате пренесено значење у реалној језичкој употреби.

Кључне речи: учење језика; богаћење речника; полисемичне речи; српски језик; фразеологизми; игре маште и игре драматизације.



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