



UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCE
SCHOOL OF LANGUAGES AND LINGUISTICS
EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE BACHELOR OF
EDUCATION IN ENGLISH LANGUAGE AND
LINGUISTICS DEGREE

TOPIC

Influence of idiomatic expressions in the development of speaking skill.

PROPOSAL: Design of a system exercises based on idiomatic expressions with visual aids.

CODE: _____

RESEARCHERS: Cristhian David Ushca Martínez
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GUAYAQUIL, 2016

UNIVERSIDAD DE GUAYAQUIL
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Que los integrantes **Cristhian David Ushca Martínez** con C.C. **0950407122** y **Sally Paola Villegas Salazar** con C.C. **0950658997** diseñaron el proyecto educativo con el Tema: **Influence of idiomatic expression in development of speaking skill**. Propuesta: **Design of a system exercises based on idiomatic expressions with visual aids**. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondiente.

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Guayaquil 23 de febrero de 2017

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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema:

Tema: Influencia de las expresiones idiomáticas en el desarrollo de la expresión oral.

Propuesta: Diseño de un sistema de ejercicios basado en expresiones idiomáticas con ayudas visuales.

Pertencen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

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PROYECTO

TEMA: INFLUENCIA DE LAS EXPRESIONES IDIOMÁTICAS EN EL
DESARROLLO DE LA EXPRESIÓN ORAL

PROPUESTA: DISEÑO DE UN SISTEMA DE EJERCICIOS BASADO EN
EXPRESIONES IDIOMÁTICAS CON AYUDAS VISUALES.

APROBADO

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Tribunal No 2

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TRIBUNAL

Dedication

This thesis is dedicated to God, for all his blessings, my dear father Fernando and my mother Flor Maria for all the encouragement, guidance and supporting my professional career all this time in order to achieve my objectives and a higher education level.

Sally Villegas Salazar

Dedication

This research is dedicated to my GOD who has helped and has given the strength to continue. To my parents with their support, piece of advises and their infinite love, who has ensured the well-being of me and for guiding to go in the right way and has encouraged me to achieve a higher education level and make to move forward.

Cristhian Ushca Martínez

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Sally Villegas Salazar

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In a nutshell, I would like to thank all directives of “Vicente Rocafuerte” High school, who have allowed us to complete this project.

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PALABRAS CLAVE: Expresiones idiomáticas Destreza oral Lexical chunks Visual aids.			
RESUMEN Este objetivo de esta investigación es la influencia de las expresiones idiomáticas en el desarrollo de destreza oral en los estudiantes de tercer año de bachillerato del instituto Vicente Rocafuerte, del año lectivo 2016-2017. Donde se encontró dificultades que los estudiantes presentan en la destreza oral. En el marco teórico se obtuvo la información de las dos variables: expresiones idiomáticas y la destreza oral en la cual son fundados sobre las teorías primarias, como: psicológicas, pedagógicas, etc. Se recopiló información mediante el método de triangulación de instrumentos en los cuales 40 estudiantes participaron y el profesor inglés del colegio del Vicente Rocafuerte, se realizó una investigación bibliográfica para esparcir el conocimiento. Esta investigación tiene como objetivo las expresiones idiomáticas en el desarrollo de la destreza oral. Por lo tanto, la creación de este folleto está basada en expresiones idiomáticas que contiene diálogos cortos con ayudas visuales y ejercicios asociados al tema para adquirir vocabulario y así, los estudiantes construyan su léxico a través de expresiones idiomáticas y desarrollar su destreza oral. Los principales beneficiarios son los estudiantes.			
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ABSTRACT: This aim of this research is the influence of idiomatic expressions in the development of speaking skill in the student of third year baccalaureate from Vicente Rocafuerte high school, school year 2016-2017. Where it is found the difficulties that students have in speaking skill. The theoretical framework obtained information on both idioms and speaking skill in which are founded on primary theories, namely psychological, pedagogic, etc. Empirical data was collected through triangulation method of instruments in which 40 students participated and the English teacher from Vicente Rocafuerte high school. Through further bibliographical investigation to widen the knowledge. This research has as objective idiomatic expressions in the development of speaking skill. Data was collected in 2016 with a population and sample of 40 students from "Vicente Rocafuerte" High school. Some techniques were employed interview to teachers and survey to the students with regard to idioms speaking skill and visual aids, and over the analysis and interpretation. This study is important since the idioms play a crucial role for improving the speaking skill. Therefore, the creation of a booklet based on idiomatic expressions compromise several short dialogs with visual aids included and exercises related to the topic for acquiring vocabulary and thus, the students build up their lexicon through idiomatic expression and develop their speaking. The beneficiaries are mainly students.			
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ABSTRACT

This aim of this research is the influence of idiomatic expressions in the development of speaking skill in the student of third year baccalaureate from Vicente Rocafuerte high school, school year 2016-2017. Where it is found the difficulties that students have in speaking skill.

The theoretical framework obtained information on both idioms and speaking skill in which are founded on primary theories, namely psychological, pedagogic, etc. Empirical data was collected through triangulation method of instruments in which 40 students participated and the English teacher from Vicente Rocafuerte high school. Through further bibliographical investigation to widen the knowledge. This research has as objective idiomatic expressions in the development of speaking skill. Data was collected in 2016 with a population and sample of 40 students from "Vicente Rocafuerte" High school. Some techniques were employed interview to teachers and survey to the students with regard to idioms speaking skill and visual aids, and over the analysis and interpretation. This study is important since the idioms play a crucial role for improving the speaking skill.

Therefore, the creation of a booklet based on idiomatic expressions compromise several short dialogs with visual aids included and exercises related to the topic for acquiring vocabulary and thus, the students build up their lexicon through idiomatic expression and develop their speaking. The beneficiaries are mainly students.

Key Words: Idiomatic expressions, speaking skill, lexical chunks, visual aids.

INTRODUCTION

The ongoing research thesis which main objective is to evaluate the speaking skill in students. The main issue is how to improve speaking skill in the Third year of baccalaureate in the high school by means of visual aids based on idiomatic expressions to get a higher speaking skill level, when it comes to speaking the target language.

The present research is based on the following chapters:

The **first chapter** refers about the main issue in the context of the high school and the main ideas under which the project is based on the parameters of originality, feasibility, ingenuity, and relevant.

The **second chapter** contains the theoretical framework where the thesis researchers based their investigation on several foundations evidenced in the following fields of study: Linguistics, Philosophy, Psychology, Sociology, Pedagogy and Didactics.

The **third chapter** talks about the theoretical, empirical and statistical methodologies, techniques and instruments used to gather data. It also shows the analysis-synthesis of the results gotten from the data obtained by the application of the instruments and the various statistical tests used to confirm the theoretical conclusions made in chapter two.

The **fourth chapter** discusses about the proposal, the theoretical bases, and the objectives to be reached at the completion of the system of exercises. It gives out a conclusion as to whether or not the specific objectives were carried out in the production of the proposed system of exercises based on idiomatic expressions with visual aids.

CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The Vicente Rocafuerte High School was founded on 26th December 1841 under the name of Guayas high school as respond to the request of the Guayaquil governor to the President of Ecuador, Juan Jose Flores. The high school was given the name of Vicente Rocafuerte by Legislative decree of the National Congress.

From the beginning of high school Vicente Rocafuerte was for coeducational until 1937, later it was decided that it was just for men. On 29th April, 2005, the Consejo Nacional de Education Superior (Conesup) approved it as technological institute. Due to the law of education implemented under the government of President Rafael Correa, the high school returned to functioning as coeducational in 2012.

The Vicente Rocafuerte high school is located in downtown of Guayaquil and it has 9,5 hectares of length, the institution receives approximately 5,970 students daily, at the evening it works as Instituto Superior Tecnológico Vicente Rocafuerte.

RESEARCH PROBLEM

SITUATION AND CONFLICT

Along the class time activities at Vicente Rocafuerte public high school the interaction between the teacher and the students is not present. Since the teacher keeps teaching with traditional methods such as: listen and repeat and memorizing single words.

At the beginning of the class the teacher does not do a warm up activity when it comes to introducing a new topic so the students do not

pay attention and do other tasks. When the educator wants to interact with the students in speaking activities, students get stuck to express their ideas or needs. Learners cannot answer teacher's questions neither spontaneously nor naturally. They keep in silence and do not make effort to respond.

In addition to, idiomatic expressions are not taught during the class by the teacher when it comes to speaking activities. Most of time the teacher just gives lectures or dialogues without student's understanding.

At the end of the class, it was observed that the teacher did not employ any didactic resource for the present class. Additionally the teacher did not do a feedback to refresh was the class was about.

SCIENTIFIC FACT

English is playing a major role in many fields as education, technology, medicine, business and tourism, etc. Speaking English opens new opportunities and cultures up to students.

According to Elian Edith Roberto De Caro (2009), the usage of idioms has a huge impact in the teaching learning process of a foreign language, since it may be one of the ways that the students boost their communicative skill.

For this reason, this project has been chosen in order to improve the speaking skill in the students of 3rd baccalaureate level at Vicente Rocafuerte high school since it was noticed that they do not use idiomatic expressions when it comes to speaking English.

CAUSES

- Employing of traditional teaching methods.
- Lack of didactic resources associated with idiomatic expressions.
- Lack of knowledge of idiomatic expressions.

FORMULATION OF THE PROBLEM

How do idiomatic expressions influence in the development of speaking skill in students of 3rd baccalaureate at Vicente Rocafuerte High School in school year 2016-2017?

RESEARCH OBJECTIVES

GENERAL OBJECTIVE

To analyze the influence of idiomatic expressions in the development of speaking skill by means of field study, bibliographic and statistical research to design of a booklet based on idiomatic expressions.

SPECIFIC OBJECTIVES

To determine the uses of the idiomatic expressions by means of a field study, bibliographic and statistical research.

To define speaking skill by means of a field study, bibliographic and statistical research.

To design a booklet based on idiomatic expressions to students by means of the most relevant information gathered.

RESEARCH QUESTIONS

What are the causes that impinge on the development of speaking skill in the students?

Which are the theoretical foundations that support the relation between the speaking skill and idiomatic expressions?

What is the most effective of approach for teaching idiomatic expressions?

What strategies are the most useful to teach idiomatic expression?

Which are the characteristics of a booklet based on idiomatic expressions to transform the speaking skill?

JUSTIFICATION

According to National Curriculum Guidelines, English As Foreign Language (EFL) (2002)

Students should communicate with confidence on familiar or non-routine matters related to their interest and educational field; furthermore, the students must detail accounts of experiences by describing feelings and reactions, related to the plot of a book or film and describe their actions (p.23)

For 3rd baccalaureate students, the above mentioned paper demands the B1.2 level to promote the development of independent students when it comes to speaking English. So, it is encountered essential to apply a necessary resource to develop and increase fluency and communicative competence in students. This booklet based on idiomatic expressions is pertinent to guide and help the students to acquire fluency. In addition to, with this resource students will be engaged with the English language and increase their lexicon. Consequently, their use of language will take place in a variety of situations and they will be able to manage it.

Additionally, they engaged thoroughly with English language culture through idiomatic expressions. This provides opportunities to the students to set up conversations with their fellows or teachers in order to develop their speaking skill.

According to the Well Living National Plan, the human rights should care for living harmony with others, and this is achieved by respecting and value different thoughts. Through the implementation communicative activities inside the classroom students are allowed to interact with the teacher and partners, and also to listen, share and value different perspectives. All this in a harmony environment where the respect for others is fostered.

Ley Orgánica de Education Intercultural (LOEI) (2011) Comunidad de Aprendizaje Art 2 is based on the participation between the teacher and student to have dialogs social and intercultural and exchange of learning.

The direct beneficiaries (teachers) the application of teaching during the course and the indirect (students) they have shown a huge interest of learning idioms and the importance of speaking.

Clearly, the use of idiomatic expressions will help to students to lose their fear to communicate fluently inside or outside of the classroom. What's more, they will obtain a domain vocabulary through those phrases.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

This project has been based on the importance of idiomatic expressions in the development of speaking skill in the students at Vicente Rocafuerte High School.

One of the most important skills that the students must dominate is the speaking. Speaking may give the students the chance to explore their ideas, emotions or simply gather together (Nopiani, 2013). Furthermore, if the students are able to speak English fluently they would have the possibility to get a scholarship abroad and this will help them to develop their skills in different fields as technology, science, business, etc.

In Shastri's book (2010) *Communicative Approach to Teach English as a Second Language* states that: "The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently." (p.26) this refers that students can manage themselves where the language takes place and set up conversation with native and non-native speakers. For this reason the correct usage of idiomatic expressions will develop the speaking skill.

According to the book *English idioms advanced* (2010) idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word seeing that they contents metaphor , similes, slangs, proverbs, collocations and phrasal verbs.

Idioms play a fundamental role for a natural communication seeing that it builds up the students' communicative ability (Samani and Hashemian, 2012). This means that idiomatic expressions are relevant to real communication, since they do not just take place in the classroom but

in daily life, that is the reason why idiomatic expressions are so authentic for a spontaneous and natural way to communicate to each other.

English is a language that embraces a lot of idiomatic expressions therefore, acquiring this idioms fulfill the sense of the language that is to say, the idiomatic expressions must not leave out seeing that play a significant role when it comes to speaking and learning English. (Izadpanah, 2013)

As just mentioned above, Idioms are indispensable aspect in the teaching learning process despite that they have been considered as informal language. (Proaño, 2013).

Lately, many studies have been carried out by means of a survey to some non-native students in which they were evaluated about the knowledge of idiomatic expressions and the outcomes were unexpected since the 70 % had trouble understanding due to the lack of knowledge of idiomatic expressions.

Zarei & Rahimi (2012) believe that figurative idioms have received a great impact this may be due to the fact that many researchers are perceptive in order to advance the different sides of human language in which they are acknowledge as fundamental since idioms are used on a daily basis.

Crespo on his thesis (2013) based on Fostering the Speaking Skills through the Use of Cartoons to Teach Idiomatic Expressions , emphasizes that one of the best ways to enhance the students´ speaking skill through idiomatic expressions is the usage of cartoons by means of a survey that it was carried out. It showed that most of students want to learn idioms through cartoons. That is the reason why it is necessary to apply a system of exercises based on idiomatic expressions with visual aids since this resource would foster an effective learning in an easy way to learners.

THEORETICAL FOUNDATION

Components of speaking

Proverb “Practice makes perfect” student should practice every single as much as they can in order to become fluent in English. The components of speaking skill are:

Pronunciation

Linda lane (2010) claims “A renewed recognition that pronunciation is a crucial element of effective communication” (p.1). Having an accurate pronunciation, students can produce efficiently when it comes to making themselves understand.

Intonation

According to Nagendra (2014) defines that the intonation is the melody of speech that have vibration at varying rates. This means that the intonation has highest and lowest notes at which is really important for learners seeing that they are able to understand clearly in order not to have misunderstanding when it comes to getting a good communication.

Vocabulary

Alqahtani (2015) refers that vocabulary is a group of words that are indispensable to get through and express their thoughts and feelings, so that they are able to have an effectively communication with others.

Fluency

The learners who speak fluently any language, they get through easily and spontaneously with others and receive the message without any problem and even they can cope with in any situation spite of having grammatical mistakes when they produce (Khalifa, 2015). This implies when having fluency the students are capable to face or manage any situation that they present in a conversation. In addition, they may express their thoughts regardless the grammar rules.

Definition of idiomatic expressions

The idioms or idiomatic expressions are words combinations or set phrases that have different meaning from literal definition. In view of that it is tough to conjecture the real meaning of individual word. (O'Dell & Mc Carthy, 2010).

According to Abid (2016) every language has idioms and they are defined as expression words or phrases that have a figurative meaning that for a native speaker is understood. That is to say that they do not content the literal meaning as the words are presented.

Types of idiomatic expressions

According to Maisa & Karunakaran (2013) these kind of phrases are namely as idioms, similes, metaphors , phrasal verbs, saying, proverbs and collocations and also are called 'Formalic language'. They are increasingly considered a crucial role for become fluent on a language.

Simile

According to Fadaee (2011) simile basically it refers to the comparison of two things or objects. Similes are always followed by the words: "like" and "as" so it can have a better text, e.g. I'm feeling like a fish out the water.

Metaphor

Lazar (2003) defines metaphor as an imaginative way of describing a person or object by relating it to something that has the same characteristics or resemblance. So it is called figurative expression as well. It refers that has a different meaning from literal phrase and it used for depicting something or somebody as it mentioned previously, e.g. her heart is gold.

Phrasal verbs

According to Imrose (2013) phrasal verb are defined as fixed phrases, which structure is formed by a particle combination, then these words together form a meaning. There are set up of phrasal verbs, especially in the field of English as Second Language (Esl), e.g. make up your mind!.

Proverbs

According to Oxford English Dictionary proverb is a well-known or popular saying that has a figurative meaning as idioms, it refers that has a literal meaning from the original phrase, e.g The early birds gets the warm.

Collocations

Longman collocations dictionary and Thesaurus (2013) collocations are group of words, in which are structured or formed by adjectives, noun, prepositions, adverbs and verbs. It refers that are words combinations or fixed phrases that are useful for the speaker so as to have a spontaneous conversation, e.g. I had a quick shower.

PSYCHOLOGICAL FOUNDATION

In the past, a person was considered as intelligent through the IQ (intelligence quotient) test but however, Gardener (1993) points out that traditional IQ just measure the logic and language. Since that the brain has several types of intelligence. "all humans have these intelligences, but people differ in the strengths and combinations of intelligences" ,p.115.

According to Gardner (1993) every person has different intelligences but one is more development than other .The eight intelligence listed by Gardner are: linguistic, logical mathematical, spatial, musical, bodily, interpersonal, intrapersonal and naturalist.

These give the chance to have a real learning based on student's needs and bring out the best on them and share their strengths in order to have more active and involved learners.

That is the reason why teachers acknowledge of a meaningful learning to every student by combining all the intelligences throughout weekly or monthly planning.

Meaningful learning

Ausubel (1963) in his theory he mentioned that a learner can associate or acquire the new knowledge to concepts or ideas that they already acquired before. That is to say that learners do not make effort or have problems to store up new concepts or information in the long term memory. Prior knowledge helps them to make connections to the new ideas concepts or information that is the reason why they can retain easily and apply it in the classroom.

“Human beings think, feel, and act. Every learning event involves to a greater or lesser degree all three of these actions”. Novak (2011) Meaningful learning underlies the constructive integration of thinking, feeling, and acting leading to empowerment for commitment and responsibility. This means that every learner acquire or learn a knowledge better through emotions since it provides a motivation that helps them out. Furthermore, the learner emerge on the subject and they would have a proper outcoming.

Traditional learning is total opposite to meaningful learning since it focuses on memorizing without full understanding and this makes that students learn concepts or information in a short term and not for the coming future.

Ausubel and Novak (1983) cited by Bellester (2014) when it comes to teaching it is fundamental to know how students learn. So it is relevant to teach in a linked or associated way, so that students are able to acquire better the concepts or the information to avoid future issues.

Furthermore, students are able to assimilate much better the prior concepts if they have the option interact with the teacher and this makes them to engage and have a successful learning.

Ausubel theory points out concepts or knowledges are meaningful only when the student can visualize them. That is to say if a student can receive quickly the concepts through visual aids since these resource become an active class.

VARK learning style

Fleming (2006) VARK test evaluates people learning, is a sensory model and it is an extension of the neuro-linguistic model. The acronym VARK stands for visual, auditory, read/write, and kinesthetic.

Fleming (1995) states that each student has different ways or preferences to acquire new knowledge. There is no best way when it comes to teaching but, educators are able to provide different strategies in conformity with students' needs in order to improve learning.

Hessam (2015) says that every student learns with their preference style that he is pleased with, so they can store information and have successful learning. In other words everyone is different and it is a must for educator to comprehend student's learning styles so as to have better strategies.

According to Abbas (2012) **visual learners** think in function of pictures and images in order to acquire information. They are fascinated by observing maps, pictures, images or graphics.

Miller (2001) in her study remarks that the 29 percent of students are likely to visual learning style. Since they have intelligences utilizing pictures, images and the three dimensional form. They consist in drawing, paintings and photographs.

All the arguments set out here lead to the same conclusion that **visual learners learn** better by reading or seeing pictures. In view of that they like to see what they are learning otherwise they likely to get bored.

Norasimah (2010) refers that **Aural learners** are focus on teacher's speech. As opposed to writing, they prefer listening. When a current subject comes

to an end they are likely to discuss with their classmates so as to have a full understanding.

Dobson (2009) states that **Read and write learners** learn better through reading materials such as the use of textbooks and journal. On account of they have a good retentive through this activities mentioned. (Robertson, et al. 2011).

Kinesthetic learners interact with the physical movements and with the environment around them. They are capable of recalling information successfully by doing hands on activities such as: taking walks, acting out stories and art projects, (LDpride, n.d).

SOCIOCULTURAL FOUNDATION

Kramsch (2003) points out that language plays an important role since it addresses and emerges to social lives, and it embraces the culture. Furthermore, it expresses cultural reality and contains a set up signs that is seen as having a cultural value.

This view explains that language is deeply connected with culture in view of that, language has a crucial role in people`s life at which covers up beliefs, values, thoughts, attitudes. Besides it permits have a communication among them.

If figurative language such as idioms, metaphors methonomies is pervasive in real life as a part of culture, then it is not surprising that language learners will be certainly encountered and exposed with idiomatic expressions as a part of language learning and they should attempt to build up their knowledge of idioms if they want to survive in real communication settings (Boers et al, 2004, p.376)

In concordance with Proaño Valdiviezo (2013) says when it comes to speaking English is fundamental to take into a count the cultural aspect,

since learning a foreign language and learning a new culture are related each other.

Choi Kean & Moi Kwe, (2014) says that when learning idioms students are able to interchange different cultures since they will have many opportunities to get to know a foreign culture and its differences as well. Culture has a fundamental role since culture is the heart of communication and without it we might have nothing to communicate with others.

In conclusion learning and culture are deeply connected to each other which it remarks the importance of teaching Idiomatic expressions since teaching a second language must be come with teaching a second culture.

PEDAGOGIC FOUNDATION

The lexical approach and lexical chunk

The lexical approach was exposed by Lewis (1993) this focus on the improvement of learner's proficiency which it contains lexis, words or utterance with no grammar contained in other words they are chain of words or set phrases as well as known as chunks.

Lexical chunk is a group of words in sequence, such as idioms, collocations, phrasal verbs or set phrases that are turned into word combinations, those combinations are referred as formulaic language. Those are set of phrases that do not contain literal meaning as revealed by idiomatic expressions. (Rockell, 2015).

Pawley & Syder (1983) cited by Richards & Rogers (2010) say when acquiring this lexical chunk or phrases students become greatly fluent in language and set up a real conversation.

This approach means that the roles of idiomatic expressions and collocations are very important to become fluent and creative when learning a language. For this reason It is necessary to take into account that activities for reading chunks and idiomatic expressions should be supported by

resources focused on lexicon acquisition before to apply a grammatical system, this could assist the progress of student's communicative skill. (Lewis, 1993)

There have been stated several methods in order to teach idiomatic expressions. For example Elklic (2008) stated that idioms might be divided into categories such as: Transparent or opaque/, common and opaque / and uncommon. Elkilic`s research covered the study of group of Turkish EFL students. The research showed that most common idioms must be taught to students first. For example, "kill two birds with one stone" and to "rain cats and dogs" can equally be internalized by learners.

On one hand the meaning of the first idiomatic expression might be easily understood because of his close relationship between its literal and figurative sense. On the other hand the second idiomatic expression might be easily assimilated because of its frequency use in conversation or texts.

Other study to measure, the effect of pictorial support was carried out by Boers et al (2008). One hundred English idioms were taught to a group of 34 Dutch EFL learners of English through an online programme. Every single idiom was orally explained, written, and supported by a picture. Students had to listen and read the idiomatic expression and pay attention to the picture displayed. After, Learners had to answer three different questions, those questions involved:

First, Multiple-choice exercise, where students were demanded to select the relationship among the idiomatic expressions and figurative meaning. Second, multiple choice exercises, where Students were asked to select the correct definition of the current idiom. And third, gap- filling exercises, where students must add a missing word of the idiomatic expression in a suggestive context. The outcome shows that the usage of pictorial support had a positive effect on the recalling of idiomatic expressions meaning.

Based on these methods the usage of chunks and visual aids allow to students strength their communication skill since they acquire colloquial phrases that are used on a daily basis, learners become increasingly fluent and have a natural conversation also, it was demonstrated that one of the best strategies to acquire and enrich idiomatic expressions is through pictures because they assimilate better and faster the idioms.

Second language acquisition

According to Krashen (1985) there are two different process when developing language competence in a second tongue. The first one is language acquisition and the second one is language learning. The former refers how to develop the ability by picking up language from the mother tongue without concerns about rules; the latter refers to the conscious knowledge of learning by studying rules, grammar and lexicon.

Krashen stated five hypotheses that are considered as elemental of second language acquisition. Those are: acquisition-learning, the natural order, the monitor, the comprehensible input and affective filter hypothesis.

The natural order Hypothesis. States that the language acquirer obtains the language usage in a specific and predictable sequence. Furthermore, according to Vinoliya (2016) the first stage includes picking up the language by utilizing basic grammar structure despite they do not have an accurate sentence formation. On the second stage learners include more specific grammar structure and the last stage is characterized by complex grammar structure.

The monitor hypothesis is the result of grammar rules and self-monitoring. It refers corrections as term of acquiring the language. The learners are focused on grammar structure and correctness before speaking.

The input hypothesis. Refers to that learners are capable to acquire the target language by understanding messages and receiving intelligible input. However, Krashen points out that the comprehensible input should be

taught beyond the learners' ongoing language ability in order to allow students to make a progress with their language development.

Teachers contribute to intelligible input through **visual aids** (objects, **images, pictures**) and discussion of familiar topics.

Affective filter hypothesis, when learners are opened to a second language they tend to have unintended glum emotions and these make them to stop them to speak the language. According to Krashen one of the problem that is presented when it comes to getting language acquisition is the affective filter since it works as screen which is influenced by emotional variables that might affect learning.

These five Krashen's hypothesis theories in spite of being applied in a second language acquisition could also be applied in the teaching of a foreign language.

Using comics for teaching idiomatic expressions

Comics play a crucial role for teaching idiomatic expressions for learners assimilate them better. Some benefits that comics offer are: having a good retention for recalling information through pictures or images plus the lexicon enrichment.

Comics can be used not just for reading but also for listening and reproducing the language since students can performance through role plays or making up stories with comics.

Based on affective filter theory the usage of comics make students feel comfortable since this let the pressure down when it comes to producing the target language.

According to Vinoliya (2010) students become more creative through using images or visual aids since learners awake their imagination. Comics offer opportunity for creating by applying idiomatic expressions and providing aid to learners in their communication and self-correctness (monitor hypothesis)

while they are speaking since they contain life language. When they have broken English, comics help them to produce accurately.

Based on these theories is stated that in the process of language acquisition when visualizing and context are applied together improvement in their communication skills in achieved.

LINGUISTIC FOUNDATION

From the linguistic perspective this foundation is divided in three parts which are: Lexical competence, Sociolinguistic and Pragmatic.

Lexical competence

Lexical competence is the knowledge of how to use the lexicon in an specific language, including comprehension of set up phrases. Lexical elements include fixed expressions such as: idiomatic expression, fixed collocations, phrasal verbs and metaphors.

Idioms should be used sparingly for avoiding misunderstanding since there are many different idiomatic expressions that can be used in different context. According to Haja (2012) several idiomatic expression have formality and decency and must be kept for instance: “I cross my heart” or “this cross you have to bear” and this statements are related to aspects and have to be used in that specific context.

Sociolinguistic

Sociolinguistic is the ability to use and respond properly by understanding the sociocultural context. As revealed by topics of conversations including with people you communicate, plus, the delicate subjects or taboos of the other cultures. (Koran, 2016).

This competence takes into consideration diverse factors, for instance: expressing attitude, emotions, and intonation, idiomatic expressions, and the understanding of formal and informal use. Learners should be taught

and learnt on this competence to produce and understand the target language.

This competence makes learners be aware of the variety of social context to be able to address and have a proper interaction to other people; thus, students are capable to have an effective communication. For that reason is essential to understand the culture in which the target idiom is applied in thoroughly in order to avoid misunderstanding and misuse of the language.

Pragmatic

Lightbown & Spada (2011) emphasize that pragmatic is the study of how language is used in context to express such things as directness, politeness and deference. Despite learners obtain a vocabulary of 5000 words and a proper knowledge of the syntax and morphology of the target language, they still find difficulties in using language. Learners need to acquire the most fundamental skills in order to interpret request, respond politely to compliments or apologies, recognizing humor and managing conversation. Students must distinguish that the same sentence can have different meaning depending on the situation.

PHILOSOPHICAL FOUNDATION

From the axiological perspective this project will be focused on values in the educational field, since they play a vital role in the society. Tomar (2014) points out that Axiology focuses on questions about what 'ought to be'. Since it concerns about teaching moral values to students in order to enhance the students' social life.

Additionally these values embrace the difference between the right and wrong, the importance of hardworking and self-respect. Value based education is a mandatory tool to create peace tolerance, social, and intercultural understanding. For that reason it is fundamental to consider the importance of values in a classroom in order to promote an harmonious ambiance.

LEGAL FOUNDATION

According to LOEI (Ley Organica De Educacion Intercultural) (2011), it focuses on providing the motivation on every single student for learning thus, acknowledge and determination from teacher`s work since it plays a fundamental role for having a good education and obtaining a higher academic achievement.

In addition to, Multilingualism, the right of every single person including communes, communities, towns and nationalities is acknowledge in order to being formed in his own language and in the official languages of intercultural relation; as well as in others of relation with the international community. LOEI (2011) art. 2 Literal bb.

Furthermore, Education is a birthright for everyone and the State duty by ensuring that everyone has equal rights to guarantee the well living in our society. People, families, and society must have the responsibility and rights to be involved in the educational process. (Republica de Ecuador, 2011).

In concordance with, the National Curriculum Guidelines (2014), Learners from 3rd baccalaureate are requested to achieve B1.2 level. At the end of the academic year, as result Students should be able to have a conversation spontaneously and fluently in any topic. Furthermore, Learners should handle any real life situation, explain a problem and give possible solutions.

As stated in, the National well living plan (2013) Getting knowledge is built up through everyday life, beginning from birth, inside home environment and continue in the formal education system.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF THE RESULTS

METHODOLOGICAL DESIGN

This project uses the mixed methodological approach since there is no dichotomy between the quantitative and qualitative in which its main goal is to figure out the main issues in the educational context. On one hand the quantitative method is applied as a result of the data collection process, by means of the use of instruments, for instance: interviews, diagnostic test and surveys. On the other hand, the qualitative method is applied due to the analysis and synthesis already done on the outcomes obtained from the instruments above mentioned in order to justify the need of a system of exercises for the students.

INVESTIGATION TYPES

Descriptive: it characterizes the ongoing situation in the students of 3rd baccalaureate at Vicente Rocafuerte High School in the development of speaking skill due to the lack of the usage of idiomatic expressions.

Explicative: it explains the main cause that is affecting in the correct development of speaking skill.

Propositional: this project proposes the design of a system of exercises based on idiomatic expressions in order to develop the speaking skill in the teaching - learning process.

POPULATION AND SAMPLE

The population includes every student that took part in the learning process in this case, students in the 6th baccalaureate at Vicente Rocafuerte High school. The researchers of this thesis were allowed to apply the triangulation investigation technique.

The survey was carried out to the students in the 6th baccalaureate in which the population turned out to 40 students. In this respect, seeing that the population is lower than one hundred, an stratified sampling was applied.

Table 1 Population Percentage

Population		
Nº	Details	People
1	Teacher	1
2	Students	40
3	Total	41

Sample		
Nº	Details	People
1	Teacher	1
2	Students	40
3	Total	41

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Uska Martinez & Sally Paola Villegas Salazar.

RESEARCH METHODS

On this research project some research methods had been applied:

The analysis - synthesis method: The main problem will be analyzed and explained by the researchers in order to provide a general idea of every single part.

The inductive and deductive method: it starts from the particular to general. On one hand, it is inductive seeing that researchers begin from the principal concepts with a view to get a general idea of the problem. On the other hand, it is deductive since the research work edges in the main problem by means of the observation and analysis of data obtained for the purpose of determining a likely solution.

Historical – logical: since this project has shown the precedents, evolution of different kind of techniques, exercises about communicative competences, and idiomatic expressions in the English teaching process.

The systematic - structural – functional method is applied for the purpose of the design of a system of exercises based on idiomatic expressions.

The statistic method: this project has included statistic method such as: Tabulation and Chi square.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

TECHNIQUES

Triangulation was applied to this project with a purpose to obtain more accurate data. The following techniques were employed:

Interview to the teachers was developed with open questions applied in a questionnaire, based on the variables of the study. The

objective was to gather information about teacher's knowledge related to both variable and teaching methodology.

Survey taken by students, was presented through a questionnaire which main objective was to collect information about student's performance in English language related to Idiomatic Expressions.

The **observation** was accomplished to register information about the teaching learning process in the classroom.

ANALYSIS AND INTERPRETATION OF DATA

For this analysis and interpretation of data, teacher and students were evaluated according the variables that the authors of this project are trying to prove: Idiomatic expression (independent variable) and speaking skill (dependent variable) to achieve this objective, a survey and an interview.

Analysis of the survey applied to students

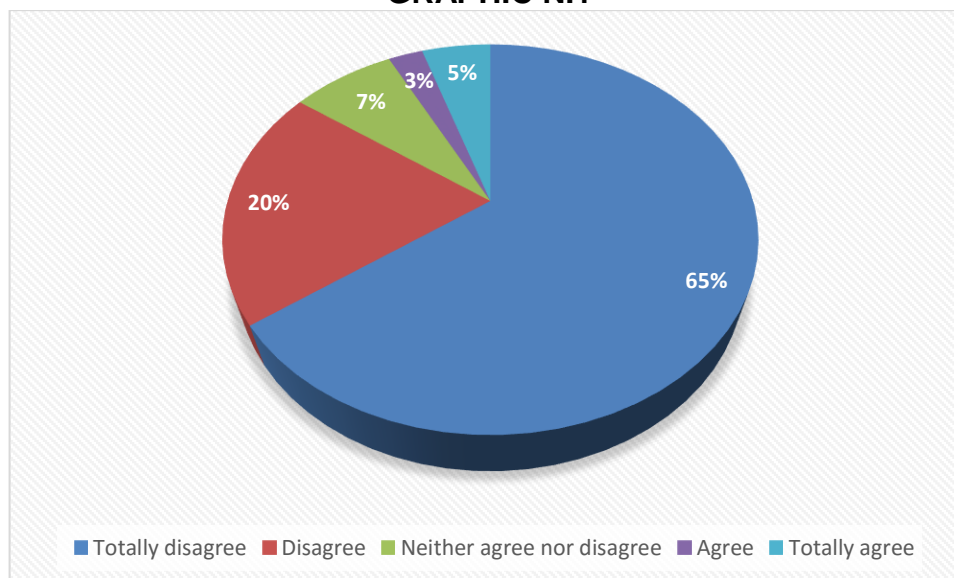
TABLE 2

I have fluency when I speak the English language.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°1	Totally disagree	26	65%
	Disagree	8	20%
	Neither agree nor disagree	3	7%
	Agree	1	3%
	Totally agree	2	5%
	Total		40

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School

Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.1



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School

Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

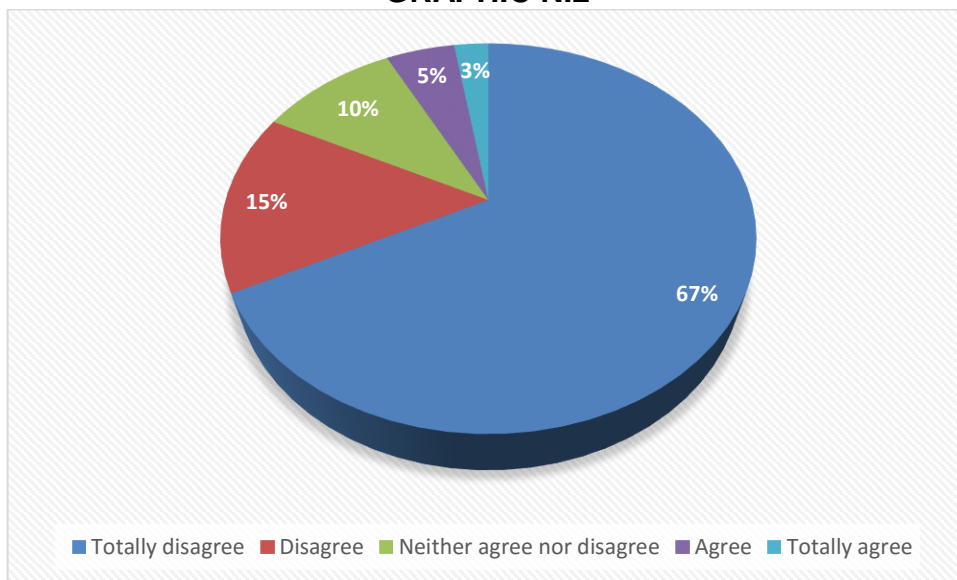
Comment: 65% of the students does not have fluency when it comes to speaking English, it shows that it is necessary to implement exercises in order to improve students' fluency.

TABLE 3

I correctly express my ideas easily when I speak.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°2	Totally disagree	27	67%
	Disagree	6	15%
	Neither agree nor disagree	4	10%
	Agree	2	5%
	Totally agree	1	3%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.2



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

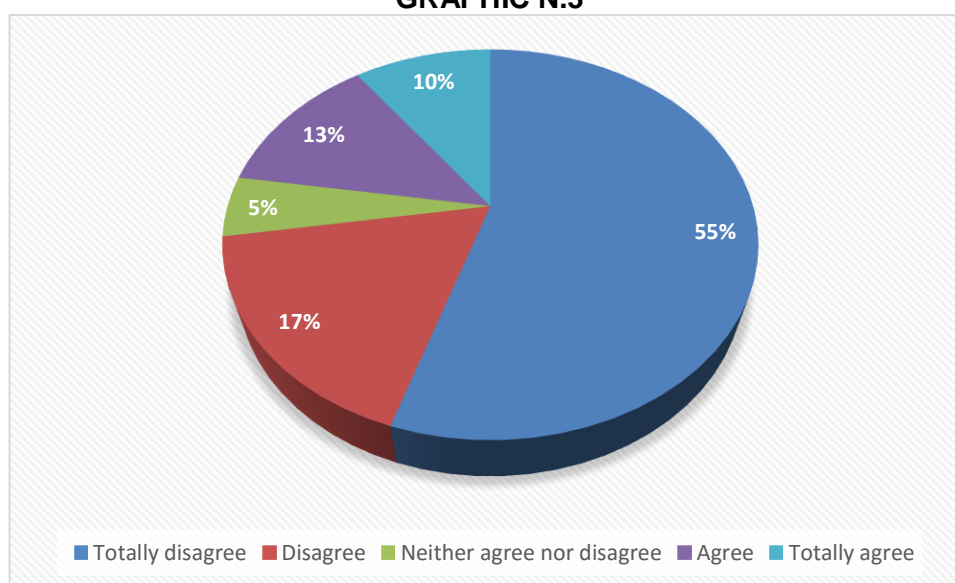
Comment: The 67% percent of students does not feel confident to express themselves in a natural and spontaneous way when they speak so that it is necessary to apply exercises concerning idiomatic expressions in order to express their ideas easily.

TABLE 4

I express in a natural and spontaneous way when I speak.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°3	Totally disagree	22	55%
	Disagree	7	17%
	Neither agree nor disagree	2	5%
	Agree	5	13%
	Totally agree	4	10%
	Total	40	100%

Source: Survey Applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.3



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Uscha Martinez & Sally Paola Villegas Salazar.

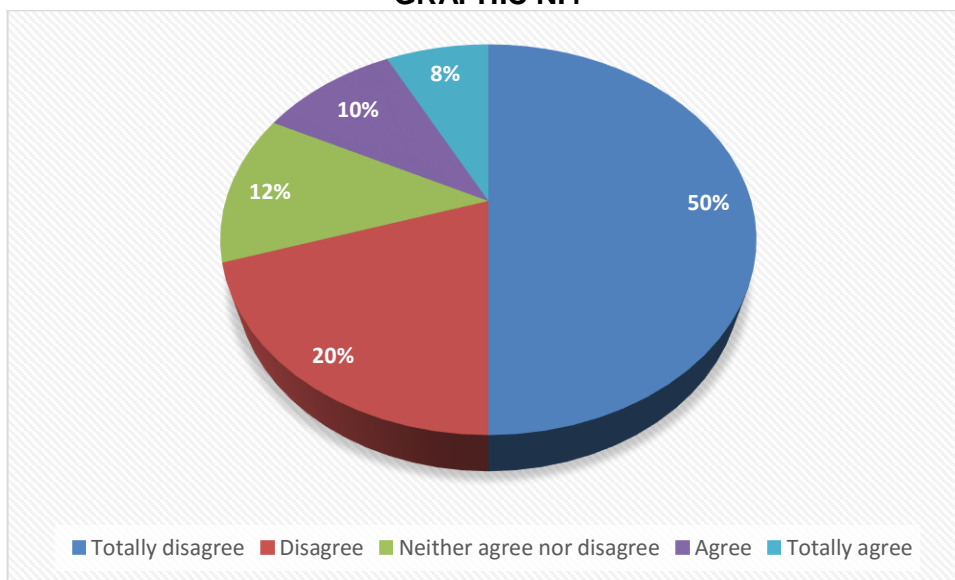
Comment: 55% of the students does not feel confident to express themselves in a natural and spontaneous way when they speak English. This results suggest, that it is essential to apply speaking exercises concerning idiomatic expressions in order to boost student`s speaking skill.

TABLE 5

I use the English language to communicate and exchange ideas using the suitable language.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°4	Totally disagree	20	50%
	Disagree	8	20%
	Neither agree nor disagree	5	12%
	Agree	4	10%
	Totally agree	3	8%
	Total		40

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.4



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

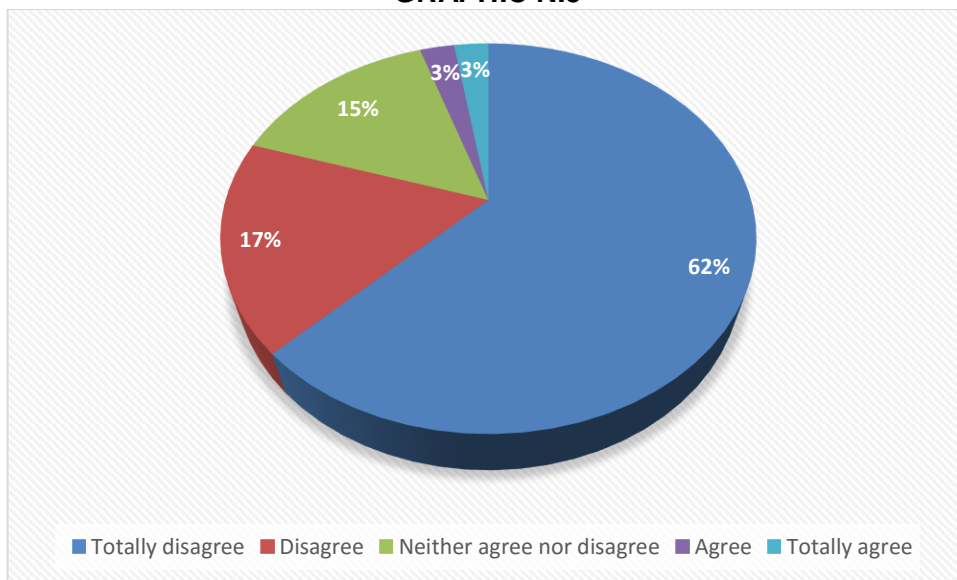
Comment: 50% of students does not use the suitable language in order to communicate and exchange their ideas. It is recommended to implement multiple speaking exercises that foster the improvement of this competence.

TABLE 6

The teacher applies speaking activities in class.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°5	Totally disagree	25	62%
	Disagree	7	17%
	Neither agree nor disagree	6	15%
	Agree	1	3%
	Totally agree	1	3%
	Total		40

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.5



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

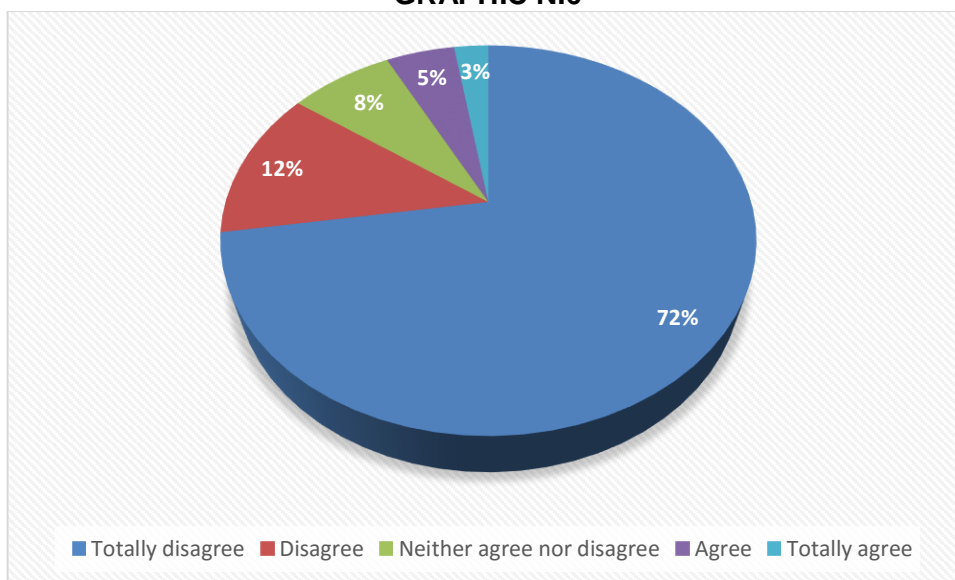
Comment: 62% of students reveals that the English teacher does not apply English speaking activities in class. It is suggested that a suitable classroom environment where speaking activities can be developed, need to be foster by the teacher.

TABLE 7

I know some idiomatic expressions			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°6	Totally disagree	29	72%
	Disagree	5	12%
	Neither agree nor disagree	3	8%
	Agree	2	5%
	Totally agree	1	3%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.6



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

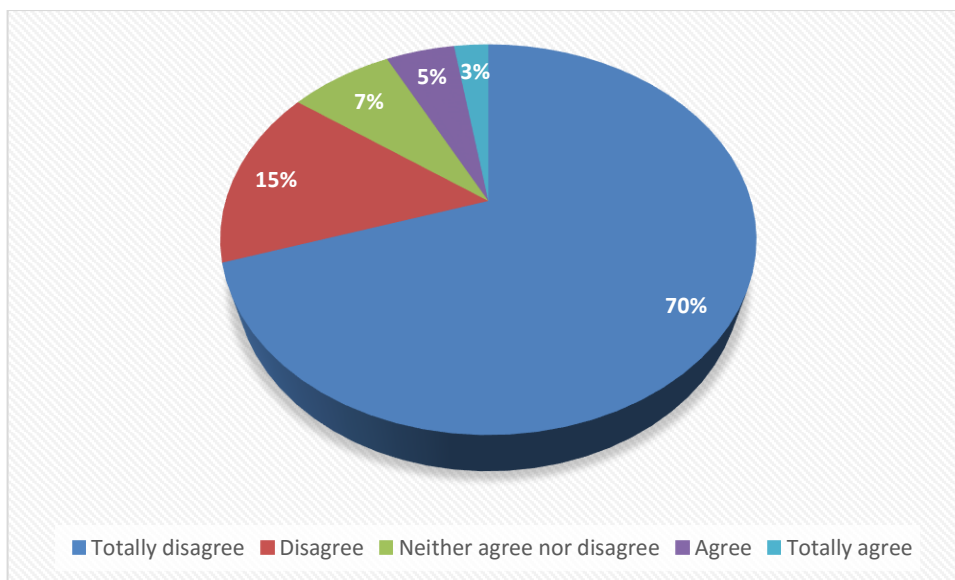
Comment: 72% of the students is not familiarized with idiomatic expressions. This evidences the necessity to apply a system of exercises about idiomatic expressions in order to students acquire and add those expressions to their lexicon bank.

TABLE 8

I have used idiomatic expression by means of dialogs, readings, or play roles.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°7	Totally disagree	28	70%
	Disagree	6	15%
	Neither agree nor disagree	3	7%
	Agree	2	5%
	Totally agree	1	3%
	Total		40

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.7



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

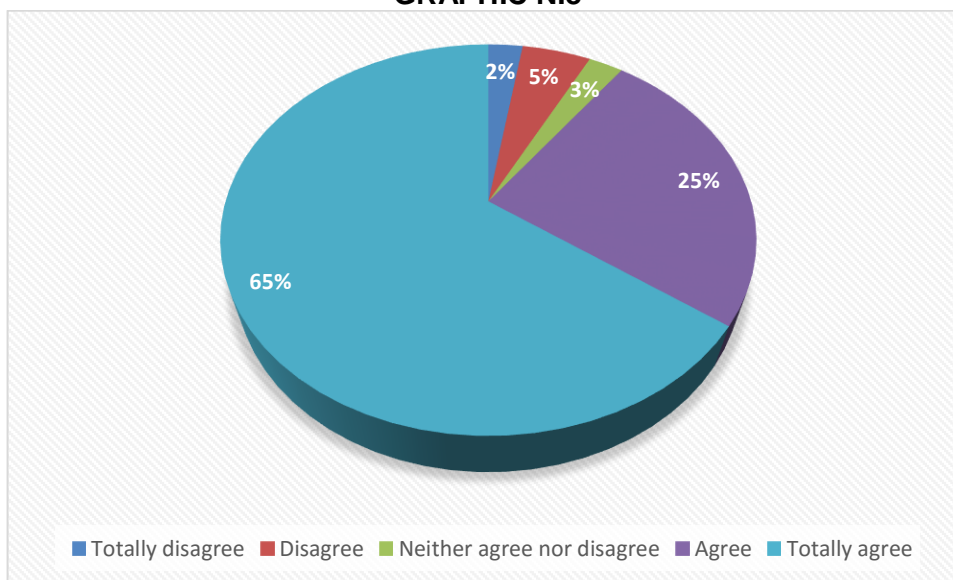
Comment: the 70% of the students has not used any kind of idiomatic expressions in class, so it is necessary the use of dialogues, role-plays and comics that includes idiomatic expressions speaking skill.

TABLE 9

I consider that the use of idiomatic expressions is important for learning English language.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°8	Totally disagree	1	2%
	Disagree	2	5%
	Neither agree nor disagree	1	3%
	Agree	10	25%
	Totally agree	26	65%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.8



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

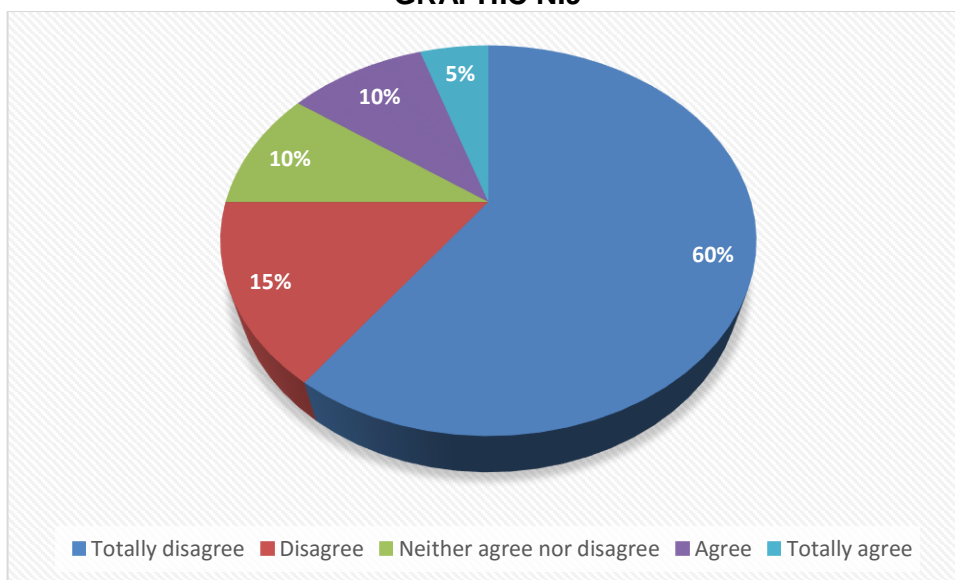
Comment: 65% of students considers that the use of idiomatic expressions plays a fundamental role when it comes to learning English language, This reflects the significance for students of teaching idiomatic expressions for learning the target language.

TABLE 10

When I read a text I can recognize idiomatic expressions.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°9	Totally disagree	24	65%
	Disagree	6	5%
	Neither agree nor disagree	4	3%
	Agree	4	25%
	Totally agree	2	65%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.9



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

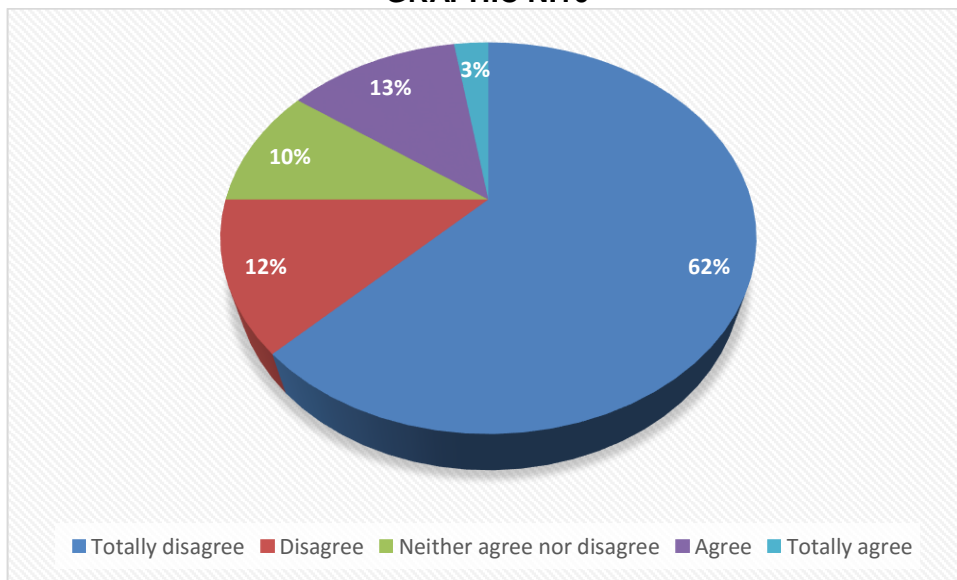
Comment: 65% of the students manifest that when they read a text they barely can recognize any idiomatic expressions, so that it is necessary to implement exercises using idiomatic expressions in order to recognize most of them.

TABLE 11

The teacher uses some visual resources for teaching the English language.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°10	Totally disagree	25	62%
	Disagree	5	12%
	Neither agree nor disagree	4	10%
	Agree	5	13%
	Totally agree	1	3%
	Total		40

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.10



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

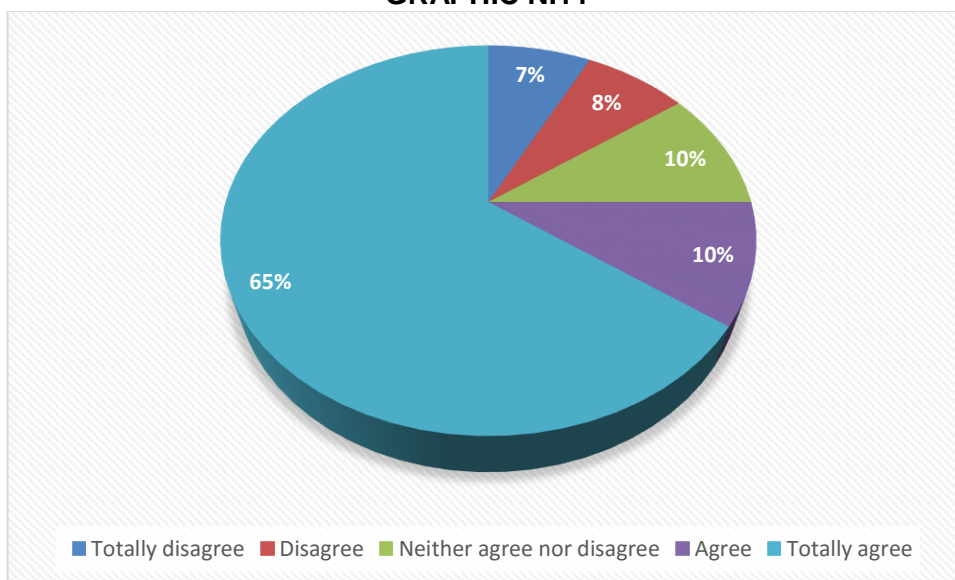
Comment: 62% of the students affirms that the English teacher does not use resources for teaching English. It is strongly recommendable to apply visual resources in view of that, Students acquire better the language and store the information in their long term memory.

TABLE 12

I learn better with the use of images and pictures.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°11	Totally disagree	3	7%
	Disagree	3	8%
	Neither agree nor disagree	4	10%
	Agree	4	10%
	Totally agree	26	65%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.11



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

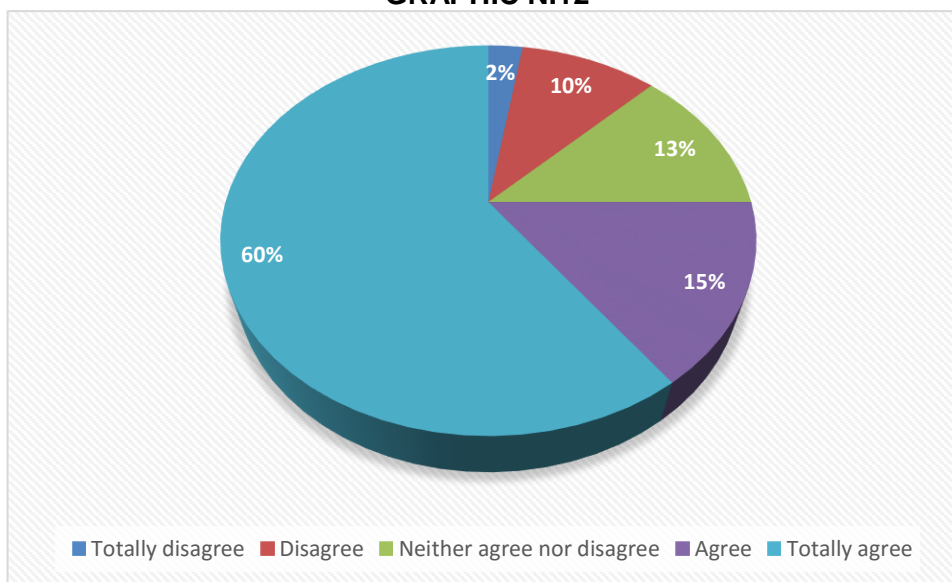
Comment: 65% of students manifests that they learn better through the use of images and pictures. This information demonstrates that the usage of images and pictures would improve the idiomatic expressions acquisition. It is suggested the vast of students are visual learners thus, the application is highly recommended through the teaching learner process.

TABLE 13

I consider that teaching of idiomatic expressions will improve my spoken English and fluency.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°12	Totally disagree	1	2%
	Disagree	4	10%
	Neither agree nor disagree	5	13%
	Agree	6	15%
	Totally agree	24	60%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.12



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

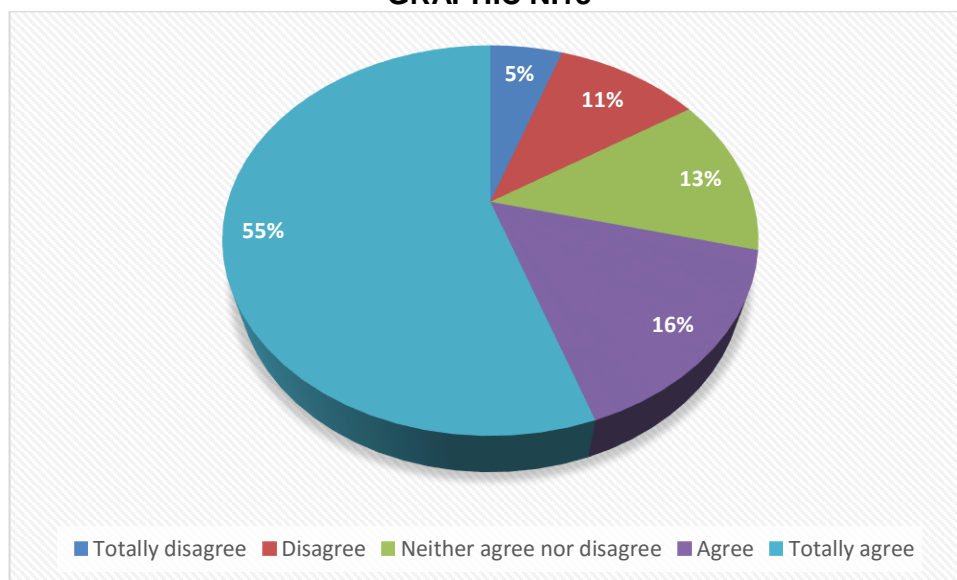
Comment: 60% of students considers that teaching idiomatic expressions will improve their speaking skill ability. Since those idioms are presented in real life situations. Teaching idiomatic expressions could assist students to speak the language without hesitation and fluently.

TABLE 14

I learn better if a practice an exercise in a booklet.			
CODE	CATEGORY	FRECUENCY	PERCENTAGE
ITEM N°13	Totally disagree	2	5%
	Disagree	4	11%
	Neither agree nor disagree	5	13%
	Agree	6	16%
	Totally agree	21	55%
	Total	40	100%

Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

GRAPHIC N.13



Source: Survey applied to students from 3rd BGU at Vicente Rocafuerte High School
Researchers: Cristhian David Ushca Martinez & Sally Paola Villegas Salazar.

Comment: 55% of students expresses practicing exercises in a booklet might help them to acquire much better the target language. It is essential the design of a booklet to make sure students to acquire the language accurately.

Interview Analysis: Interview to the English teacher

Based on the interview answered by the English teacher. It shows the necessity of implementing techniques such as: visual aids, and pictures during the class time, it is fundamental when it comes to teaching idiomatic expressions.

Even though, the instructor has been applying teaching techniques such as: brainstorming, watching videos in the lab; those techniques might be improved by methods for instance: the use of comics, chunks, word combinations, and collocations, this could improve student's oral expression.

Observation guide Analysis: observation to the English class.

Based on the classroom observation, the researchers could state that the instructor is able to keep the student's attention along the class time. The use of visual aids for teaching idiomatic expressions was not observed, but considering that the educator understands the importance of teaching idioms. The researchers could suggest the application of visual techniques as pictures, images and comics in order to facilitate student's language acquisition of the linguistic competence.

CHI SQUARE

Objective: To show statistically if there is relation between the independent and dependent variable.

Independent variable: Idiomatic expressions

Dependent variable: Speaking skill

TABLE 14

Influence of the idiomatic expressions in speaking skill

I consider that teaching of idiomatic expressions will improve my spoken English and fluency * I consider that the use of Idiomatic expressions is important for learning English language [recuento, total %].

<i>I consider that teaching of idiomatic expressions will improve my spoken English and fluency</i>	<i>I consider that the use of Idiomatic expressions is important for learning English language</i>					Total
	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree	
Totally agree	24.00 60.00%	.00 .00%	.00 .00%	.00 .00%	.00 .00%	24.00 60.00%
Agree	2.00 5.00%	4.00 10.00%	.00 .00%	.00 .00%	.00 .00%	6.00 15.00%
Neither agree nor disagree	.00 .00%	5.00 12.50%	.00 .00%	.00 .00%	.00 .00%	5.00 12.50%
Disagree	.00 .00%	1.00 2.50%	1.00 2.50%	2.00 5.00%	.00 .00%	4.00 10.00%
Totally disagree	.00 .00%	.00 .00%	.00 .00%	.00 .00%	1.00 2.50%	1.00 2.50%
Total	26.00 65.00%	10.00 25.00%	1.00 2.50%	2.00 5.00%	1.00 2.50%	40.00 100.00%

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	99.62	16	.000
Razón de Semejanza	60.91	16	.000
Asociación Lineal-by-Lineal	32.18	1	.000
N de casos válidos	40		

Source: Observation guide from 3rd BGU at Vicente Rocafuerte High School

Researchers: Cristhian David Uska Martinez & Sally Paola Villegas Salazar.

Significance level: Alfa = 0, 05 o 5%

Statistical of test to use: CHI Square

P Value or significance

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	99.62	16	.000
Razón de Semejanza	60.91	16	.000
Asociación Lineal-by-Lineal	32.18	1	.000
N de casos válidos	40		

As the value of p was less than 0, 05 it affirms than there is relation between the variables and therefore the **usage of a system of exercise concerning idiomatic expressions** influences in **the development of speaking skill**.

CONCLUSIONS AND RECOMMENDATIONS

Based on the instruments of data collection. The information was obtained specifically which provide the researchers of this thesis to conclude:

- 1) It is substantiated that students have a bit complexity when it comes to expressing in view of the fact that during the class or applied with activities for instance dialogs, roles play that promote the speaking skill.
- 2) Trough survey it was found that majority of students acquire best and show high level of improvement through the application of visual resources.
- 3) Through the synthesis of the interview. It is found that teacher is convinced that usage of visual aids in the class help students to assimilate better.
- 4) Through the observation guide, it was appreciated that teacher does activities employing some visual resources plus, the educator pays attention of students” needs

As researchers of this thesis recommend the following:

- It is recommend that teachers utilize quite a lot idioms with visual aids since that would enhance their lexicon and thus, they would improve their oral expression and be able to communicate in a spontaneously manner.
- It is proposed to learners the employment of the booklet based on idioms which provides the system of exercises with increment o their vocabulary.
- It is advised that the acquisition of phrases or expressions should be acquired on a daily basis for becoming fluent in the language.

Chapter IV

THE PROPOSAL

TITLE

Influence of idiomatic expression in development of speaking skill.

JUSTIFICATION

A first diagnostic carried out by applying investigation instruments inside the classroom revealed insufficiencies in the development of speaking skill with deficit in the usage of idiomatic expressions. Through the interview applied to the teacher the information obtained demonstrated that techniques and strategies applied in class are not enough to achieve a better understanding about idiomatic expressions in class. This is how the proposal of a system of exercises takes place. It is directed for students since it is greatly valuable to overcome the issues related to this topic. This system of exercises contents idioms phrases activities and vocabulary in which are significant for developing the speaking skill.

OBJECTIVES

GENERAL

To optimize the use of idiomatic expressions through of a systems of exercises for developing of speaking skill in the students of 3rd baccalaureate at Vicente Rocafuerte High school.

SPECIFIC

- To raise the level of speaking development through teaching idiomatic expressions.

- To provide, a system of exercises with visual aids and verbal activities, for developing the speaking skill on students.
- To familiarize students with the lexicon used by English native speakers.

THEORETICAL FOUNDATION

The system of exercises bases itself on the following fields:

From the **psychological field**, this proposal is based on the VARK learning style theory, since it has relevance with the use of visual aids to acquire idiomatic expressions efficiently in order to have a successful learning.

In addition to, this proposal is based on the multiple intelligences theory by emphasizing the linguistic intelligence since it has relevance with the fluency of words and good memory in general knowledge and makes students to be more creative and flow with the words.

From the **linguistic field**, this proposal bases itself on the communicative process and the accurately pronunciation of target language in which it is really important to pick up the accent in language learning. Furthermore, idiomatic expressions are considered as an important linguistic feature for communicating with other in a spontaneous and natural way.

Form the **philosophical foundation**, this proposal bases itself on values in the educational field seeing it is astonishingly important for a society. According to Tomar (2014) the education has to be taught with moral values to students to engage to a social life in which it is good to create peace, tolerance and intercultural understanding, that is why it is necessary to inculcate moral and values from an early age in a classroom so that students can live in a harmonious ambience in view of the fact that is significant in an educational field, it makes the students build up a democracy society and have good living above all moral as it allows the development of a good society.

From the **pedagogical field**, the authors of this thesis refer to the lexical approach which is associated with chunks of language, and idiomatic

expressions. According to Pauley and Syder (2011) to memorize phrases every day provides the proper input to become fluent and held an spontaneously daily conversation. So it is really considerable to engage students with chunks of language or idiomatic expressions since it helps to students to understand in literal and figurative way. Furthermore, they allow students to be creative and set up dialogs in natural way on having acquired daily idiomatic expressions.

FEASIBILITY OF THE PROPOSAL

Financial

For the purpose of analyzing the project in economic terms in which it will have an own financing. Due to the fact the exercises or activities from the booklet may be photocopied. With the support of authorities of the high school that collaborated of the application of the proposal.

Technical

As result of this resource is not necessary to use technological application since it is a printed booklet.

Human

The talent human involved and that collaborated for the development of this proposal are mentioned:

- Directors
- theses-researchers
- Tutors
- Teachers
- Coordinators
- students

For the project carried out these researchers have had the support of the authorities mentioned above.

Legal

It is legally feasible because it is on the basis of the political law of education which are: **The LOEI** (Ley Orgánica de Educación Intercultural) and **the Republic of Ecuador's Constitution** (2008); which contributed a great addition to the development of this research.

DESCRIPTION

This system of exercises is divided on 45 lessons in which it contents an introduction of the importance of the proposal and it is distributed of the following way:

Covers (become fluent in English through idiomatic expressions)

Abstract (A brief introductions of idiomatic expression and how to learn and apply them in a daily conversation)

The proposal is a system of exercises with verbal activities for the learning the most frequently idiomatic expressions in which each unit has short dialogs in some cases, sentences that illustrate the use of the vocabulary that are presented and explained with definitions in a detail, practice exercises, synonyms notes and also the application of visual aids plus, study tips for a good learning.

This booklet may be used both inside and outside of the class since it is a portable booklet and self-study. With this system of exercises the students can immerse themselves with the English language and the culture. Seeing that the booklet may be carried in anywhere and gives a good learning habit. That is the reason why this system of exercises will help students to study how to learn idiomatic expressions. It also contains a variety of tips and strategies for learning English.

The purpose of this system of exercises is to lead the main beneficiaries (Students) through this application both inside and out of the classroom. This makes students to improve their speaking skill in view of the fact that

they acquire lexicon from this booklet every day and this gives as result of achieving a higher improvement in the oral expression.

CONCLUSION

The authors of this thesis comes to an end that the design of a system of exercises correspond to the specific objectives clearly stated in this chapter as follows:

- This system of exercise go in search of the student's develop the speaking skill trough idiomatic expressions with verbal activities, in order to enrich their vocabulary and develop the speaking skill efficiently.
- There was emphasized that idiomatic expressions have a huge impact on the development of speaking skill through acquiring phrases or idioms, because students enrich their vocabulary in order to communicate or set up a conversation.
- It was found that the usage of visual aids make students acquire the language proficiently, for this reason teachers must use visual aids in the classroom and oral activities to have a more active class.
- For all the reasons stated above, this hereby concludes the realization of this thesis.

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ANNEXES

ANNEXES

1



UNIDAD EDUCATIVA FISCAL "VICENTE ROCAFUERTE" Rectorado



Guayaquil, 01 de Marzo del 2017
Oficio N°280-Rectorado-VR-17

Arq.
Silvia Moy-Sang Castro. MSc.
Decana de la Facultad de Filosofía,
Letras y Ciencias de la Educación.
Ciudad.

De mis consideraciones:

Por medio de la presente **AUTORIZO** que los estudiantes **Úshca Martínez Cristhian David** con número de cédula **0950407122** y **Villegas Salazar Sally Paola** con cédula de identidad **0950658997**; de la carrera de Lenguas y Lingüística de la Universidad de Guayaquil, modalidad presencial, realice su Proyecto Educativo en este establecimiento, con el tema: **INFLUENCE OF IDIOMATIC EXPRESSIONS IN THE DEVELOPMENT OF SPEAKING SKILLS IN STUDENTS OF THIRD YEAR BACCALAUREATE FROM VICENTE ROCAFUERTE HIGH SCHOOL OF GUAYAQUIL, ZONE 8, DISTRICT 3, SCHOOL YEAR 2016 – 2017.**

Propuesta a desarrollar: **DESIGN OF A SYSTEM OF EXERCISES BASED ON IDIOMATIC EXPRESSIONS WITH VISUAL AIDS.**

Particular que comunico a usted para los fines legales pertinentes.

Atentamente

Mg. Nelson Loo Vera

MGs. Nelson Loo Vera
RECTOR DEL PLANTEL



c.c. Archivo.-
RECS.-

Dirección: Vélez, 2203 y Lizardo García
EMAIL: unidadeducativafiscalvr@gmail.com



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DE GUAYAQUIL



Facultad de Filosofía,
Letras y Ciencias de la
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Oficio No. 370

Guayaquil, 26 de Octubre del 2016

MSc.

Lucila Sánchez

PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de los estudiantes de la Escuela de Lengua y Lingüística: **VILLEGAS SALAZAR SALLY PAOLA Y USHCA MARTINEZ CRISTHIAN DAVID**, con el siguiente tema:

TOPIC: The influence of idiomatic expressions in the development of speaking skill.

PROPUESTA: Design of a system exercises based on idiomatic expressions with visual aids.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila



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Escuela de Lengua y Lingüística
DIRECCIÓN

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARÍA	
Aprobado por:	MSc. Alfonso Sánchez Ávila	SUBDIRECTOR	

REPORTE DE SEGUIMIENTO A TRABAJO DE TUTORACIÓN

FORMACIÓN: FECHA: 01

ESTUDIANTE (S): CARRERA (S):

ACTIVIDADES DE TUTORÍA:

Estudiante David Yhica Martinez
 Sady Paola Villegas Salazar

Nº	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DISTRIBUCIÓN		FIRMAS ASISTIDAS	FIRMA TUTOR	NIR/PA ES (ESTUDIANTE(S))
			HORA	DUR.			
1	09/09/16	Revisión Capitulo / Seminario de Titulación	11:30	12:30	Corrección Capitulo 4	[Signature]	Sady Villegas David Yhica
2	24/10/16	Revisión Capitulo 1	13:15	14:15	Corrección Capitulo 1	[Signature]	Sady Villegas David Yhica
3	26/10/16	Revisión Capitulo 1	13:15	14:15	Corrección Capitulo 1	[Signature]	Sady Villegas David Yhica
4	07/11/16	Revisión Capitulo 1	11:12	12:12	Corrección Capitulo 1	[Signature]	Sady Villegas David Yhica
5	21/11/16	Revisión Capitulo 2	11:15	12:15	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica
6	28/11/16	Revisión Capitulo 2	11:15	12:15	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica
7	02/12/16	Revisión Capitulo 2	10:15	12:15	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica
8	07/12/16	Revisión Capitulo 2	11:30	10:45	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica
9	04/01/17	Revisión Capitulo 2	10:15	12:15	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica
10	13/01/17	Revisión Capitulo 2	14:00	15:15	Corrección Capitulo 2	[Signature]	Sady Villegas David Yhica

Revisión de los datos

FECHA DE ENTREGA

REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

Formato No. FT-STE-01

TUTOR:

TIPO DE TUTORIA

NOMBRE DE T. DE TITULACION

ESTUDIANTE (S):

CARRERA (S):

Eriztham David Uskha Martinez
Sally Paola Villegas Salgado

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
11	17/01/17	Revisión capítulo 2	14:00	15:40	Corrección capítulos	[Signature]	Eriztham David Uskha Sally Villegas
12	20/01/17	Revisión capítulos 2	14:00	15:00	Corrección capítulos 2	[Signature]	Eriztham David Uskha Sally Villegas
13	01/02/17	Revisión capítulos 2	14:30	15:35	Corrección capítulos 2	[Signature]	Sally Villegas
14	08/02/17	Revisión capítulo 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
15	15/02/17	Revisión capítulos 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
16	22/02/17	Revisión capítulos 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
17	01/03/17	Revisión capítulos 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
18	08/03/17	Revisión capítulos 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
19	15/03/17	Revisión capítulos 3	14:30	15:55	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas
20	17/04/17	Revisión capítulos 3	14:30	15:40	Corrección capítulos 3	[Signature]	Eriztham David Uskha Sally Villegas

Revisión de jefe de área:

OBSERVACIONES:

FECHA DE REVISIÓN:

FIRMA:

ANNEXES

2

Documento: [THESES.docx](#) (029611564)

Presentado: 2017-07-11 11:13 (-05:00)

Recibido: licmary.ferco ug@analysis.orkund.com

Mensaje: Influence of idiomatic expressions in the development of speaking skill. Design of a system of exerc. [Mostrar el mensaje completo](#)

5% de estas 16 páginas, se componen de texto presente en 3 fuentes

Categoría	Enlace/nombre de archivo
	lenguajelinquística_medicinauniversitaria_salazarvivascom.stilidita.docx
	tesis para urkund.docx
	AMONG.docx

Fuentes alternativas

1 a fuente no se ve

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resources with characteristics in a booklet based on idiomatic expressions for developing speaking skill?

Justification

According to National Curriculum Guidelines, English As Foreign Language (EFL) (2002)

Students should communicate with confidence on familiar or non-routine matters related to their interest and educational field, furthermore, the students must detail accounts of experiences by describing feelings and reactions, related to the plot of a book or film and describe their actions (p.23)

For 3rd baccalaureate students, the above mentioned paper demands the B1.2 level to promote the development of independent students when it comes to speaking English. So, it is encountered essential to apply a necessary resource to develop and increase fluency and communicative competence in students. This booklet based on idiomatic expressions is pertinent to guide and help the students to acquire fluency. In addition to, with this resource students will be engaged with the English language and increase their lexicon. Consequently, their use of language will take place in a variety of situations and they will be able to manage it.

Additionally, they engaged thoroughly with English language culture through idio

UNIVERSIDAD DE GUAYAQUIL
 Facultad de Filosofía, Letras y Ciencias de la Educación
 Escuela de Lenguas y Literaturas
 DIRECCIÓN

21/07/2017

Urkund Analysis Result

Analysed Document: THESIS.docx (D29611564)
Submitted: 2017-07-12 04:13:00
Submitted By: sally16@live.com.mx
Significance: 5 %

Sources included in the report:

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ANON6.docx (D19507193)
tesis para urkund.docx (D29501097)

Instances where selected sources appear:

11

UNIVERSIDAD DE GUAYAQUIL
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Ciencias de la Educación
Escuela de Lengua y Lingüística
DIRECCIÓN

10/07/2017

ANNEXES

3



**At Vicente Rocafuerte High School, Zone 8, District 3,
Province of Guayas, city of Guayaquil, term 2016 – 2017.**



**Interview to Lcda. Ivonne pacheco
English Coordinator**



Survey to students of third Baccalaureate at "Vicente Rocafuerte" high school



**Interview to Lcda. Ivonne pacheco
English Coordinator**



Survey to students of third Baccalaureate at “Vicente Rocafuerte” high school



Our tutor Msc.Ludcila Sanchez

ANNEXES

4

Instruments

Interview Analysis: Interview to the English teacher

- 1. May you briefly describe your prior English teaching experience?**
- 2. What is your point of view about the student's knowledge related to idiomatic expressions?**
- 3. What is your opinion of teaching idiomatic expressions to your students?**
- 4. What topics have you applied for teaching idiomatic expressions in your class?**
- 5. What kind of activation do you prepare for the teaching of idiomatic expressions?**
- 6. What strategies or techniques do you use for teaching idiomatic expressions in your current class?**
- 7. What do you think that are the best resources to teach idiomatic expressions?**
- 8. Do you believe that the students would develop their oral expression on having acquired idiomatic expressions? Why?**

Survey questionnaire

Objective: Recognize and value the student's performance about the knowledge of the English language.

Read the sentences and indicate how much it is like you by putting (x)

Instrucciones:

1. Totally disagree
2. Somewhat disagree
3. Do not agree nor disagree
4. Somewhat agree
5. Totally agree

N°	Enunciados	1	2	3	4	5
1	I have fluency when I speak the English language.					
2	I correctly express my ideas easily when I speak.					
3	I express in a natural and spontaneous way when I speak.					
4	I use the English language to communicate and exchange ideas using the suitable language.					
5	The teacher applies speaking activities in class.					
6	I know some idiomatic expressions.					
7	I have used idiomatic expression by means of dialogs, readings, or play roles.					
8	I consider that the use of idiomatic expressions is important for learning English language.					
9	When I read a text I can recognize idiomatic expressions.					
10	The teacher uses some visual resources for teaching the English language.					
11	I learn better with the use of images and pictures.					


12	I consider that teaching of idiomatic expressions will improve my spoken English and fluency.					
13	I learn better if a practice an exercise in a booklet.					

Observation guide Analysis: observation to the English class.

Objective: To recognize the dynamic and communication through idiomatic expressions that teacher employs for the development of speaking skill.

Instructions: Put a check mark in the respective box.

N°	ASPECT	YES	NO
1	Takes the attention of the students in the learning process.		
2	Employs resources as visual aids for the teaching of idiomatic expressions.		
3	Applies different types of activities for practicing speaking skill.		
4	Facilitates worksheets about idiomatic expressions, metaphor, slangs, to students.		
5	Includes idiomatic expressions in dialogues and role plays along class time.		



**Speak a real
English
with idiomatic
expressions**

**learn the idioms and set phrases will help
to improve your fluency**



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FUN AND ENJOYMENT



IDIOM: HAVE A BLAST



Definition: Have a good time.

Synonym: enjoy

Short dialogue

Mary: Last summer I went to a theme park with some friends.

James: how was it? Did you ride on the roller-coaster?

Mary: Yes, I did. At the beginning I was scared I thought that roller coaster would go off the track and crash on the concrete below, but I had a blast.

Practice

Choose the correct synonym of Have a blast.

Sad

Scared

Terrifyng

Easy

Enjoy

Try

Difficult

IDIOM: HIT IT OFF



Definition: To become friendly

Synonym: get along with

Short dialogue

Grace: hey! Tony how did you meet your girlfriend?

Tony: actually, I met her at the university, she was my classmate. I remember so vividly in my first day at the university when she came up to me to ask me about the subject what the teacher was explaining, then we met each other and **we hit it off!**

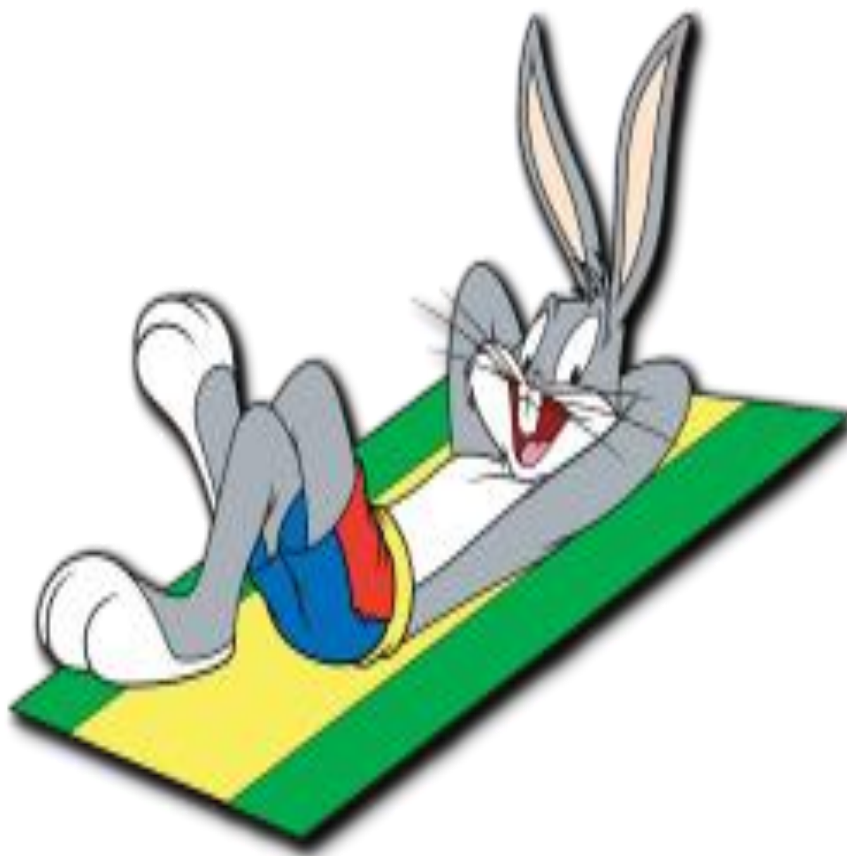
Practice:

Match the missing word

HIT IT

On
Out
About
In
Off

IDIOM: CHILL OUT



Definition: calm down

Synonym: Relax

Short dialogue

Paola: What's wrong with you? You look so worried.

Robert: I'm really nervous. I have a huge exam this afternoon.

Paola: Did you study?

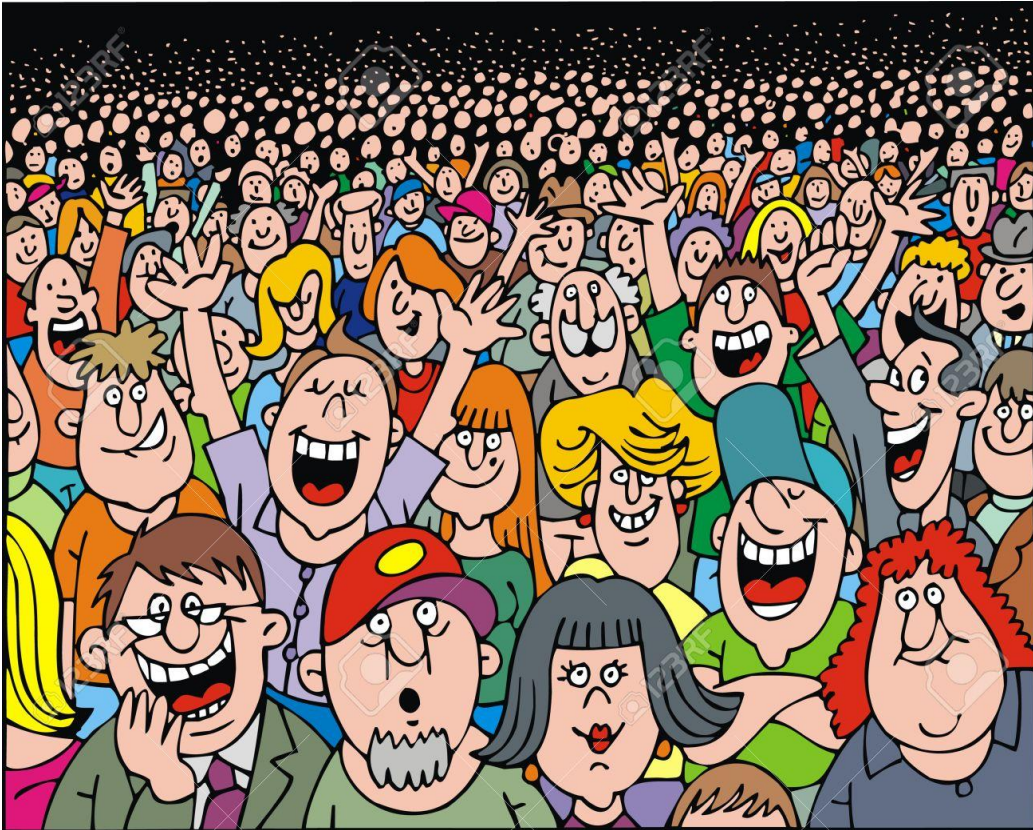
Robert: Yeah, for about ten hours.

Paola: Well then, **chill out!** You're going to do fine.

Practice

Write down the definition of chill out with your own words.

IDIOM: THE MORE THE MERRIER



Definition: The more people the better everything will be

Synonym: More

Short dialogue

Alex: hi! How is it going, matt?

Matthew: great! By the way, don't forget to come to my party this coming Saturday.

Alex: sure! Matt, would it be ok if I brought my roommate to the party?

Matthew: of course. The more the merrier.

Lesson nº4

Underline the synonym

morer
many
much

such
more
so

IDIOM: PARTY POOPER



Definition: A person who spoils fun.

Synonym: boring.

Dialogue at the party

Louis: what are you up to there?

Paul: nothing!

Louis: aren't you having fun?

Paul: no, I am so boring.

Paul: come on! Don't be **party pooper**, let's have fun.

PRACTICE

Write a short dialogue using the **target Idiom** by using the comic strips below.



CHAPTER 2

FEELINGS AND EMOTIONS



IDIOM: OVER THE MOON



Synonym: Happy.

Short dialogue

Sarah: guess what? I've got A on my final exam.

Wilson: really? You are kidding me right!

Sarah: no! It's true! I'm **over the moon.**

Wilson: Congrats! Sarah.

Lesson n°6

Complete the sentences with the correct phrase.

They _____ to receive good news.

a) is over the moon b) were over the moon c) are over the moon

IDIOM: HAVE A HUNCH



Definition: Have a feeling.
Synonym: intuition.

Short dialogue

Carlos: It's spooky in here!

Marcos: that's not. You are hallucinating!

Carlos: I don't think so! Because I heard a whisper inside of the house and there was nobody around.

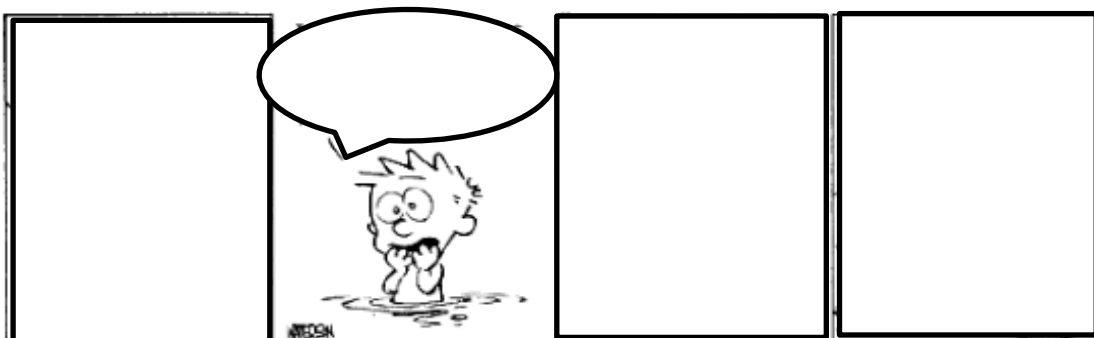
Marcos: mmm I don't think so it could have been a strong wind, I don't know.

Carlos: I don't know, but I have a hunch that this house is hunted.

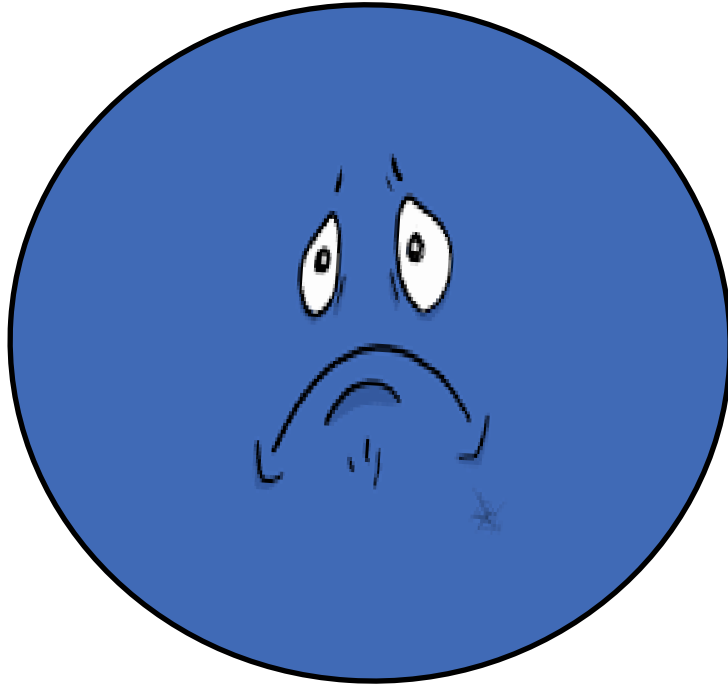
Lesson nº7

Create a new comic strip by using the **idiom** you just Learned.

NOW
It's your
turn



IDIOM: FEEL BLUE



Definition: Feel sad.

Synonym: Sad.

Short dialogue

Mary: hey! Katherine what's wrong with you?

Katherine: I'm feeling blue

Mary: how come you are sad?

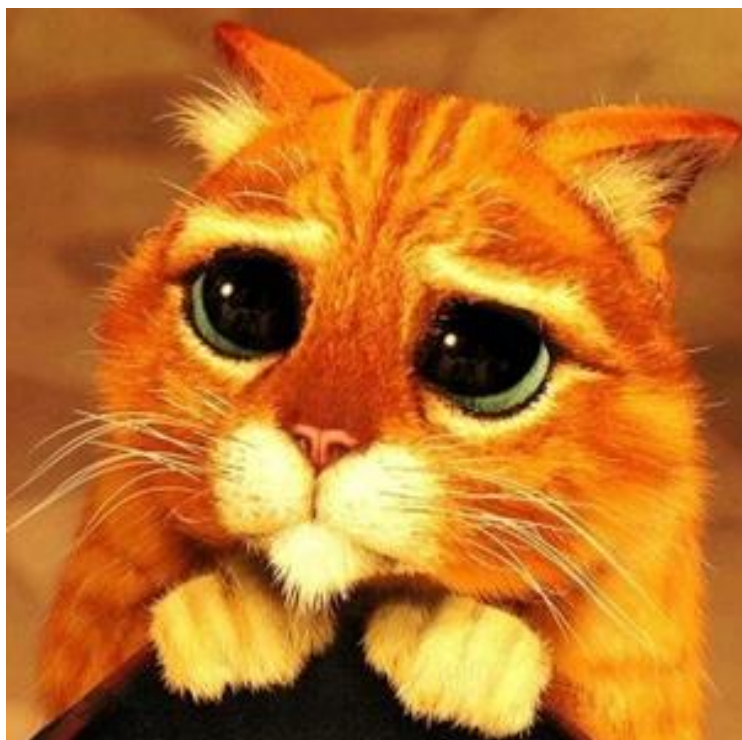
Katherine: because this morning my dog was so sick and I brought him to the vet to have my dog checked. well, my dog was checked and the doctor said to me that my dog was ok .but later on, when I got home out of the blue, my dog felt sick again, I don't know what to do.

Mary: That's too bad.

Lesson n°8

Find another synonym of the current idiom.

IDIOM: DOWN IN THE DUMPS



Definition: sad or get down.

Synonym: depressed.

Short dialogue

Michael: Susan, where are you going to spend this Christmas?

Susan: at home.

Michael: aren't you going anywhere? How come?

Susan: nop! 'cause I failed in math and I have to cram for that exam I'm really **down in the dumps.**

Michael: what a pity! I hope you get the highest score to pass the math test. Take heart!

Susan: Thanks.

Lesson n°9

Find the synonyms of **DOWN IN THE DUMPS.**

1) sad 2) happy 3) delighted 4) feel down 5) worried

IDIOM: SCARED STIFF



Definition: Very afraid.

Synonym: Frightened.

Short dialogue

Paul: Have you seen the new movie?

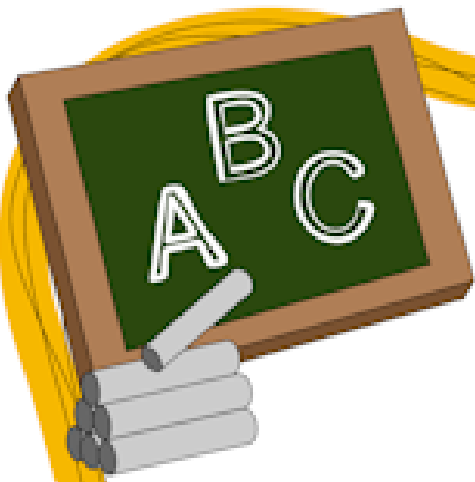
Joe: yes I have.

Paul: how was the movie?

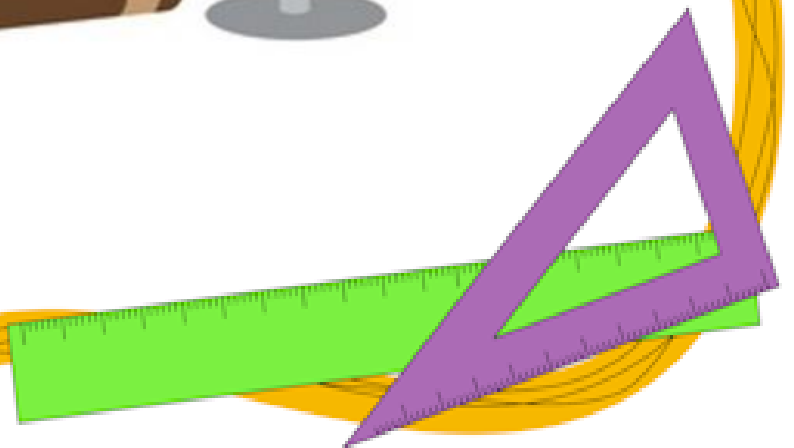
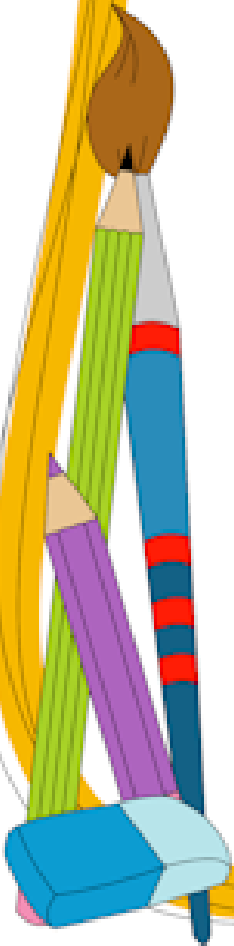
Joe: it was so horrible! I closed my eyes not to keep on seeing it, *off the record* I was **scared stiff**.

Lesson n°10

Make up two sentences with the current idiom.



EDUCATION



IDIOM: CALL THE ROLL



Definition: Take attendance.

Synonym: Presence.

Short dialogue

Teacher: good morning guys! How was your weekend?

Students: great!

Teacher: that's good. Ok guys sit down and pay attention. I'm calling the roll. Brandon!

Student: present!

Lesson n°11

Choose the correct answer.

The teacher called/made the roll at the beginning of the class.

IDIOM: BACK TO SQUARE ONE



Definition: Start from the beginning.

Synonym: Start over.

Short dialogue

Steven: what grade did you get in your essay?

Carlos: I didn't get any mark.

Steven: how come? What happened?

Carlos: when I handed in my essay to the teacher. Later on, he gave me back my essay because she didn't like my essay and ask me to redo it. I'm **back to square one!**

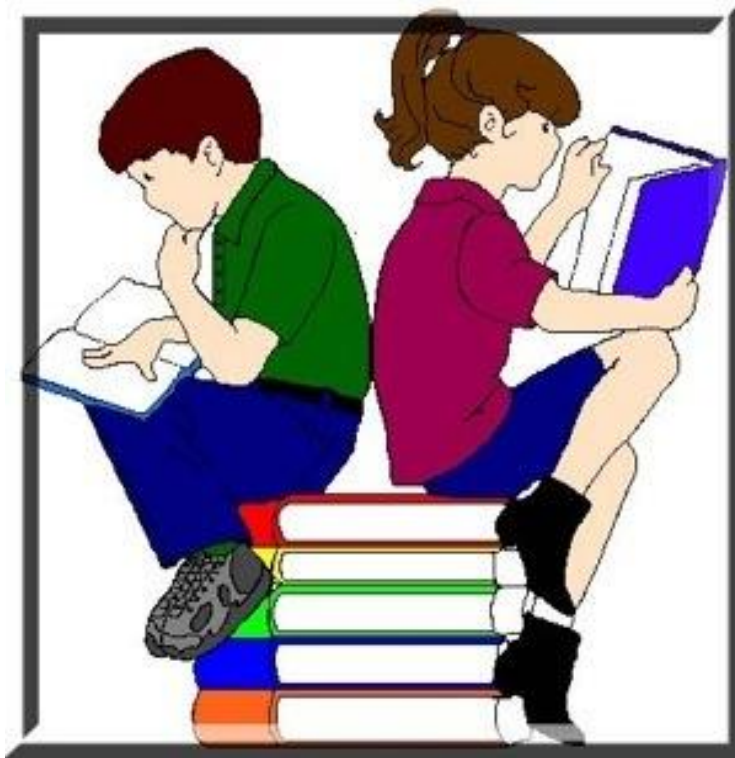
Steven: seriously? Oh what a drag!

Lesson nº 12

Underline the correct definition of the current expression.

a) Start from the bottom **b)** start from the middle **c)** start from the beginning

IDIOM: LEARN BY HEART



Definition: learn something so that you will remember it exactly

Synonym: Memorize.

Short dialogue

Andy: I'm stressed out!

Wendy: what's the matter with you?

Andy: the thing is that I have to learn by heart a list of irregular verbs for tomorrow.

Wendy: that sucks!

Andy: so, I have to cram those irregular verbs. there's no other choice.

Lesson n°13

Choose the correct synonym of learn by heart.

a) cram b) acquire c) go over d) memorize e) none

IDIOM: BRUSH UP ON



Definition: Study again something you have already learned.

Synonym: review.

Short dialogue

Andrew: are you going to study abroad?

Alex: yes, I am.

Andrew: where?

Alex: Canada.

Andrew: and do you speak English?

Alex: well, actually I took an intensive English course 6 years ago, but I get by. but still, I need to brush up on my English before going up there.

Lesson n° 14

Make up one sentence with the current idiomatic expression.

IDIOM: SCRAPE THROUGH



Definition: succeed in something but with a lot of difficulty.

Synonym: get by / pass.

Short dialogue

Gaby: Have you had your exam results yet?

Kattya: No, not yet. I'm expecting mine tomorrow.

Gaby: I had mine this morning. I was extremely happy when I opened the envelope! I got an excellent grade.

Kattya: It was great news! Congrats.

Gaby: I passed in all subjects. But I only just scraped through in math.

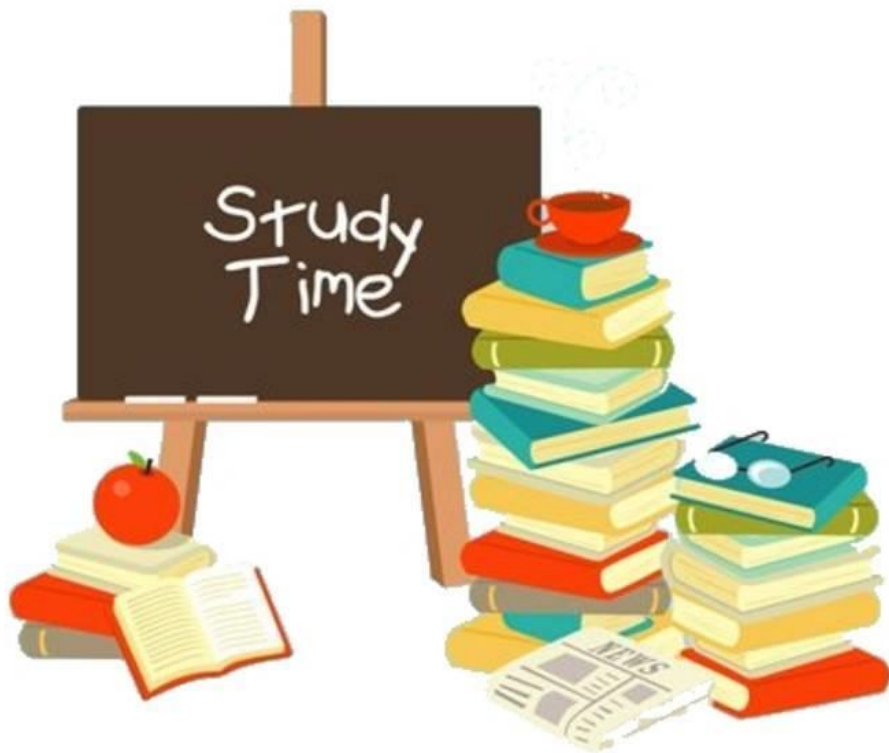
Kattya: Whether you just scraped through doesn't matter you passed.

Lesson n° 15

Circle the correct synonym of scrape through.

1) failed 2) almost past 3) pass 4) succeed

EXAM TIME



IDIOM: HIT THE BOOKS



Definition: study hard.

Synonym: cram.

Short dialogue

Bart: what are you up to?

Lisa: I'm studying.

Bart: and you have to study all that!

Lisa: yap! I have to hit the books 'cause the exam time is coming this week.

Bart: that's too bad

Lisa: so, don't interrupt me I'm busy.

Lesson n°16

With help of a dictionary try to find a related word to the current idiom.

IDIOM: BURN THE CANDLE AT BOTH ENDS



Definition: work or do other things from early in the morning until late at night and so get very little rest.

Synonym: Cram.

Short dialogue

Daniel: hey, man what's up? Let's go out to play soccer.

Bryant: no, buddy I can't go out.

Daniel: how come?

Bryant: you know, I have to burn the candles at both ends for my exams.

Daniel: Jeez!

Lesson n°17

Cross out the word that is not related to the expression.

Burn the candles at both ends 1) work 2) lazy 3) study

IDIOM: SHARP AS ATTACK



Definition: very intelligent.

Synonym: Smart.

Short dialogue

Diana: I'm worried because tomorrow I will have the final test.

Mayra: me too.

Diana: do you know if Jessica studied for the final exam.

Myra: I don't have a clue, but she doesn't need to study for the exam because she is a **sharp as attack**.

Diana: if you say so!

Lesson nº18

Make up 3 sentences with the current idiom 'sharp as attack'

IDIOM: SLIP (sb's) MIND



Definition: Unable to remember a fact, something that happened, or how to do something

Synonym: Forget.

Short dialogue

Paola: katty, you wouldn't guess what happened to me today.

Katty: tell me! what happened to you?

Paola: this morning I had a math test, in the moment when the teacher gave us the exam to do it. It completely slipped my mind.

Katty: seriously? What did you do?

Paola: I just did it. I don't know what grade I'm getting.

Lesson n° 17

With the help of a dictionary try to look up another synonym of the current idiomatic expression.

IDIOM: ON PINS AND NEEDLES



Definition: Anxious

Synonym: worried.

Short dialogue

Brandon: hey! How you doing?

David: I'm on pins and needles!

Brandon: what happened?

David: well, the things is that the teacher caught Carlos in red handed cheating on the test and the teacher was furious and threw him out the class.

Brandon: I think he's gonna fail in that test.

Lesson nº 20

Underline the correct synonym of the idiom: on pins and needles.

a) tired b) busy c) clam down d) anxious e) none

RELATIONSHIP



IDIOM: IN LOVE



Definition: Have a strong feeling of liking a person.

Synonym: Like.

Short dialogue

Mauricio: what are you staring at her? hey! Joe I'm talking to you.

Joe: she is so stunned! I think I'm in love.

Mauricio: yap! because you are in the moon.

Joe: one these days I'm gonna ask her out.

Mauricio: great! I see you are deeply in love with her.

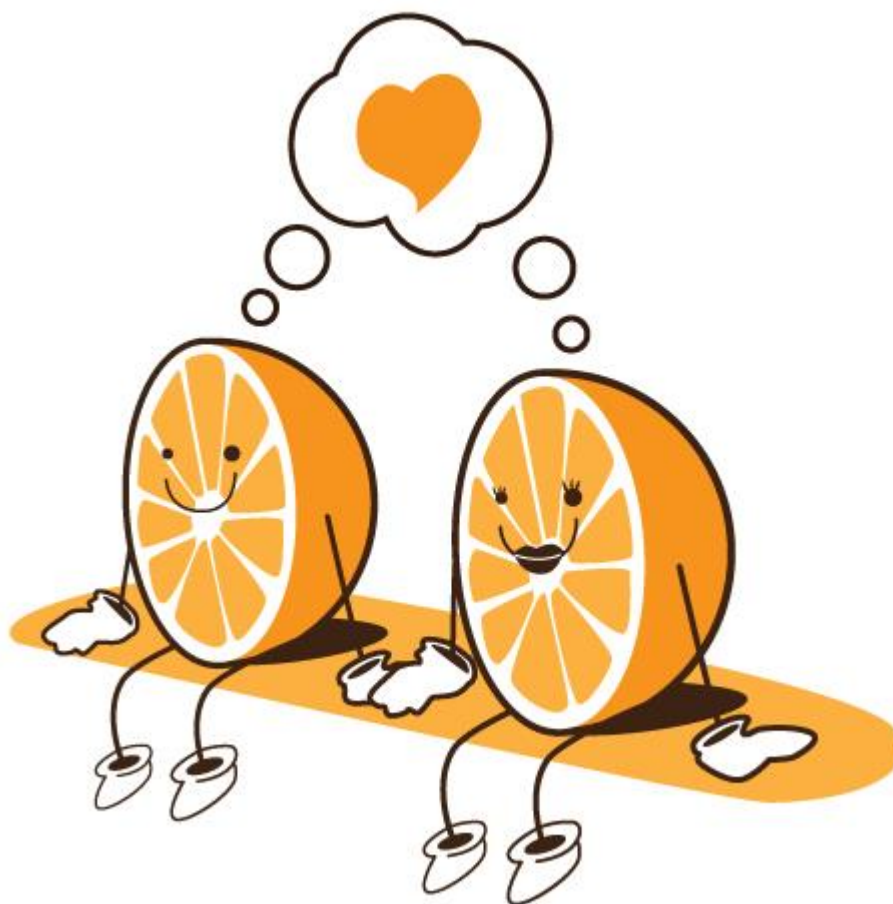
Joe: yes!

Lesson nº21

Circle the correct answer.

She was in loved/love with him but she is not anymore.

IDIOM: MY BETTER HALF



Definition: Your boyfriend/girlfriend
Your present relationship.

Synonym: Boyfriend/Girlfriend.

Short dialog

Peter: Hey bro! What's up? You look tired today.

Sam: No, it's just that I'm a little bit stressed out because I had to work late all week. I'm trying to make extra money to buy my better half a special anniversary gift.

Lesson n°22

What does 'my better half' mean in your own words?

IDIOM: LOVE AT FIRST SIGHT



Definition: An instantaneous attraction to someone or something.

Synonym: love.

Short dialogue

Daniela: how did you meet your girlfriend?

Andres: I met her at the park and I love her the first day .

Daniela: it was love at the first sight?

Andres: yes, it was love at the first sight.

Daniela: that was pretty romantic!

Lesson nº23

Choose the sentence by choosing the appropriate word from the list.

- Karla fell in love with him at first _____ sight.
- a) loved b) luvud c) lovet d) love e) loves d) none

IDIOM: HEAD OVER HEELS IN LOVE



Definition: Be very much in love with someone.

Synonym: deeply in love.

Short dialogue

Robert: Do you remember that girl that you were head over heels in love with. 9th grade!

Steve: ah! You mean Mayra.

Robert: I bumped into her at the mall.

Steve: really! How does she look like now?

Robert: she is tall and slim.

Lesson nº 24

Make up 1 sentence with the expression head over heels in love

IDIOM: CRAZY ABOUT



Definition: very fond of someone or something.

Synonym: Affection.

Examples

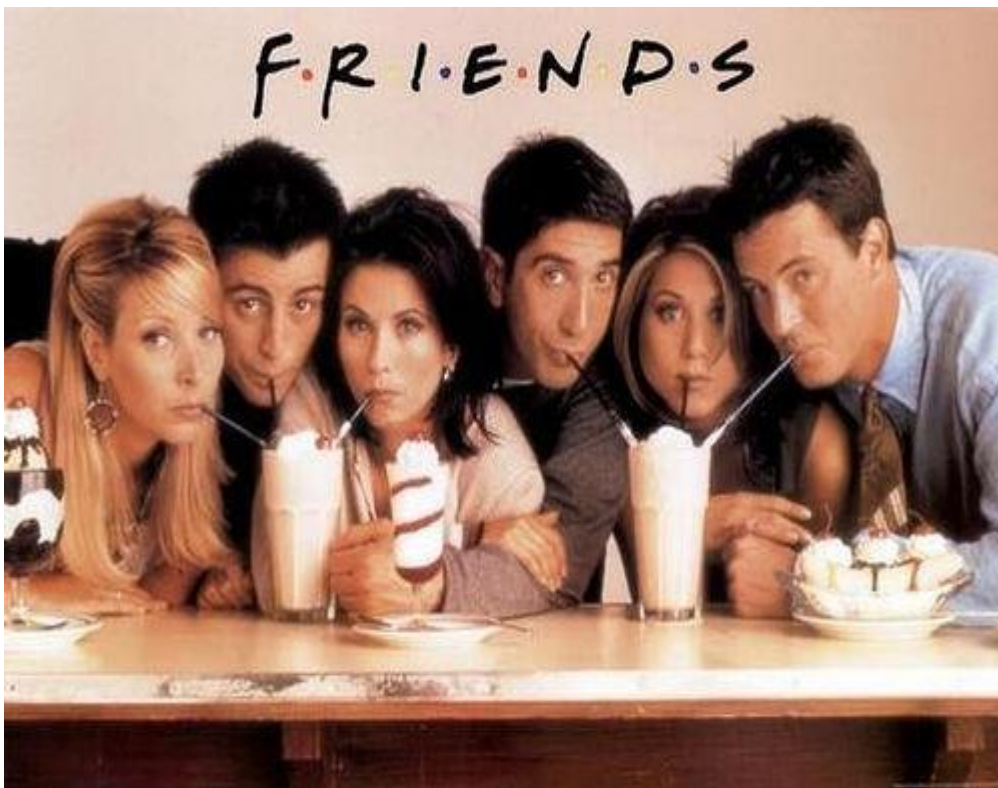
- Maria is **crazy about** Julian. He's crazy about her.
- She was my first love, and I was **crazy about** her.
- I'm **crazy about** football.

Lesson nº 25

- Complete the following dialogue by using the **actual idiom**.



COMMON PHRASES USED WITH FRIENDS



IDIOM: RUN INTO



Definition: Meet someone you know when you are not expecting.

Synonym: Meet.

Short dialogue:

Chris: You'll never guess who I ran into on the metro station.

David: let me guess. Was it someone famous?

Chris: No, it was Katherine. I had a little chat with her.

David: really? What has she been up to?

Chris: she studies medicine at Espiritu Santo University.

Lesson nº 26

With the help of a dictionary look up another synonym of "run into".

IDIOM: GET BACK INTO SHAPE



Definition: bring body to peak physical condition; get stronger, become physically strong; get in good physical condition.

Synonym: Lose (weight).

Short dialogue

Patrick: did you have a leisure vacation?

Daniela: I haven't rested at all. I've been working out, jogging, running and trying to get back into shape.

Lesson n° 27

Choose the correct answer.

What was the Daniela doing?

a) sleeping b) fighting d) doing chores e) exercising f) running

IDIOM: KEEP IN TOUCH



Definition: Keep posting information to each other.

Synonym: Communicate.

Short dialogue

Douglas: Hey! What's up? It's been ages I haven't seen you.

Jenny: yes! It was since we left the school.

Douglas: I'm a little bit in a hurry. Let me give you my business card and my e-mail.

Jenny: ok let's keep in touch by e-mail.

Douglas: we'll keep in touch.

Lesson n° 28

What do you think this sentence mean?

I'm still keeping touch with my friend by Skype.

IDIOM: HIT THE NAIL ON THE HEAD



Definition: Find exactly the right answer.

Synonym: guess right.

Short dialogue

Darwin: Hi! How have you been doin'?

Cesar: fine!

Darwin: hey! By the way, weren't you going abroad this month by work and travel program?

Cesar: No, I'm not.

Darwin: I think the reason you didn't go was you were short of money.

Cesar: I think you've hit the nail on the head.

Lesson n° 29

Make up your own sentence with the current expression.

IDIOM: BE MY GUEST



Definition: Help yourself.

Synonym: After you.

Short dialogue

Mary: I would just love to have some more cake, but there is only one piece left.

Karla: be my guest!

Mary: thank you!

Lesson n°30

Make up your own sentence with the expression.

AT THE RESATURANT



IDIOM: IT'S MY TREAT



Definition: To offer to pay not only for your own share, but for one or more others.

Synonym: Pay.

Short dialogue

Denise: let's eat out, shall we?

Teresa: I'm afraid I can't, I'm broke right now.

Denise: Don't worry about. It's my treat.

Lesson nº 31

Create a short dialog with the current expression.



IDIOM: RIGHT UP MY ALLEY



Language on VACATION

Definition: something someone likes; something someone would be interested in.

Synonym: like, love.

Short dialogue

Waiter: good evening, Sir. What would you like to order?

Customer: I'll take spaghetti.

Waiter: would you like to drink lemonade?

Customer: yes! That's right up my alley!

Lesson nº 32

Underline the correct synonym of the idiomatic expression 'right up my alley'

- 1) dislike 2) fond of 3) like 4) blissful

IDIOM: COST ARM AND A LEG



Definition: To be very expensive.

Synonym: expensive, costly.

Short dialogue

Luis: are you going to buy those rollerblades?

Paul: no way! It costs arm and a leg. I can't possibly afford it.

Luis: really? How much?

Paul: it cost 150 dollars.

Lesson nº 33

Match the missing word

Cost arm and a

head
neck
leg

IDIOM: FAMISHED



Definition: ravenously hungry, starving.

Synonym: starved.

Short dialogue

Henry: what's up? Working?

Kevin: yes, I've spending countless hours working, I haven't eaten anything. I'm famished.

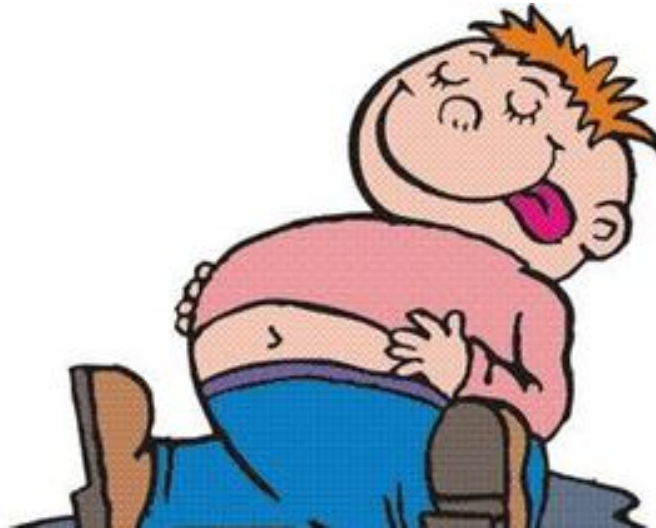
Henry: that's too bad.

Kevin: I could eat a horse.

Lesson nº 34

Make up one sentence with the current vocabulary.

IDIOM: A FULL STOMACH MAKES FOR A HAPPY HEART



Definition: Satisfied

Synonym: contented.

Short dialogue

Jonny: I can't study with an empty stomach.

Mayra: yes, you need to eat something so you can keep on studying.

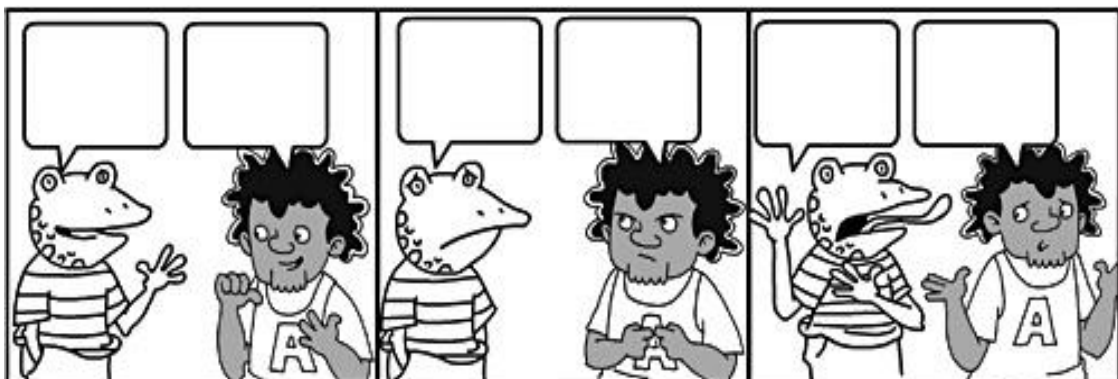
Jonny: I'll eat a sandwich!

Mayra: *so will !!*

Jonny: now, a full stomach makes for happy heart, let's get down to work!

Lesson n° 35

Work with a partner and create a new dialogue by using the target idiom.



COMVERSATIONAL EXCHANGES



IDIOM: CAT GOT YOUR TONGUE



Definition: compel someone to speak, say something or give is used to compel someone to speak.

Synonym: keep silence.

Short dialogue

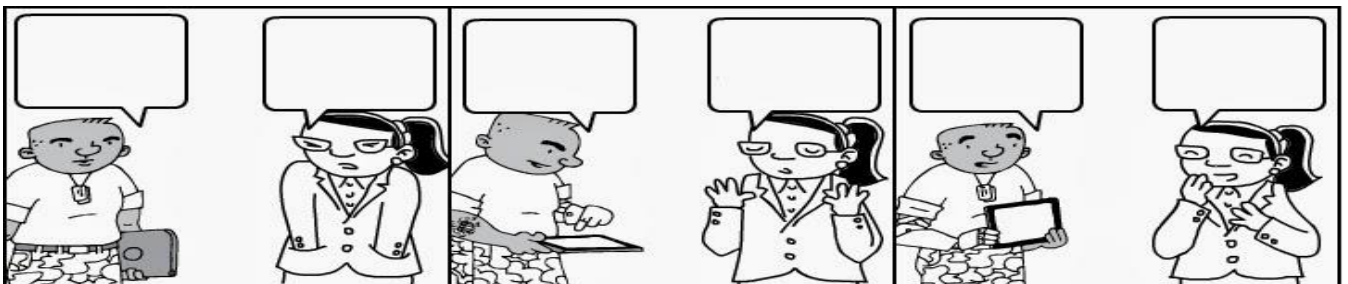
Andy: Hi! How are the things?

Grace: everything is fine. Well, actually I have something to tell you, but I don't know how to begin.

Andy: well what is it? Cat got your tongue.

Lesson n° 36

- Make up a short dialog applying the present idiom.



IDIOM: BITE THE DUST



Definition: Not succeed in what you are trying to achieve.

Synonym: Fail.

Short dialogue

Kerlly: how was your performer at the singing contest?

Jessica: I think I bit the dust.

Kerlly: Whaaat? How'd it happen?

Jessica: you wouldn't guess happened to me? Well, before coming out the stage I was on edge. Later on, when I was announced to be up on stage to perform. I was calm down and started signing. All of a sudden, I forget the lyrics and top it off, my voice cracked. I blushed from embarrassment. To be brief, I failed.

Jessica: I'm so sorry!

Lesson n° 37

Multiple choice

I ____ the dust in the swimming competition last year.

- | | |
|----------|---------|
| a) bited | c) bite |
| b) bites | d) bit |

IDIOM: IN A NUTSHELL



Definition: In a few words.

Synonym: brief, concisely.

Short dialogue

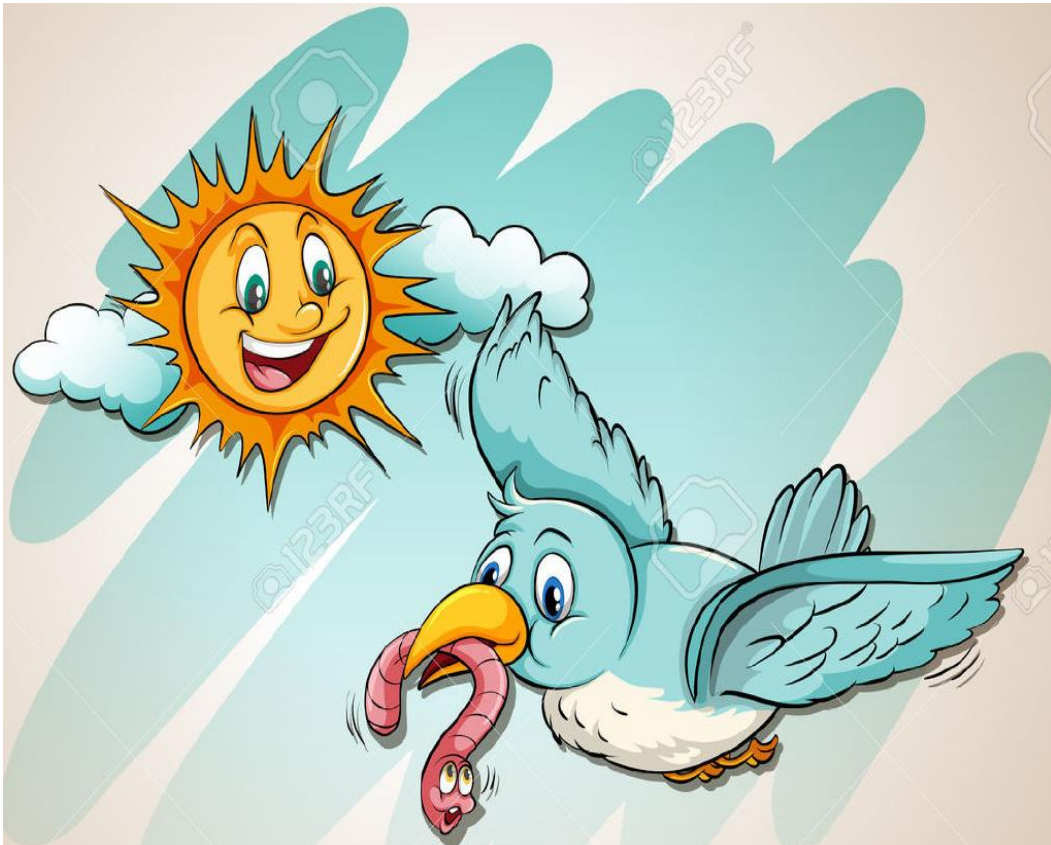
Oliver: how did you spend your day?

Mary: horrible! This morning my alarm didn't go off I was late so, I was in a hurry, I just had a cup of coffee and I spilled my coffee and it went all over my t-shirt, I was mad. Then, I was at bus stop waiting for the bus but it never arrived so, I had to go on foot to the office. While I was walking on the way to the office a car passed by and it splashed the puddle of water all over me so I got soaking wet. **In a nutshell**, I had a bad day.

Lesson nº 38

Make up two sentences with the present idiom.

IDIOM: THE EARLY BIRD GETS THE WORM



Definition: Whoever arrives first has the best chance of success.

Synonym: blessed, succeed.

Short dialogue

Stefanie: at what time do you get up to work, Santiago?

Santiago: at 4:00 am

Stefanie: seriously? What a drag!

Santiago: the early bird gets the worm.

Lesson: 39

With the help of a dictionary find another synonym of the present proverb.

IDIOM: PIECE OF CAKE



Definition: very easy.

Synonym: simple.

Short dialogue

Miguel: How was your math test?

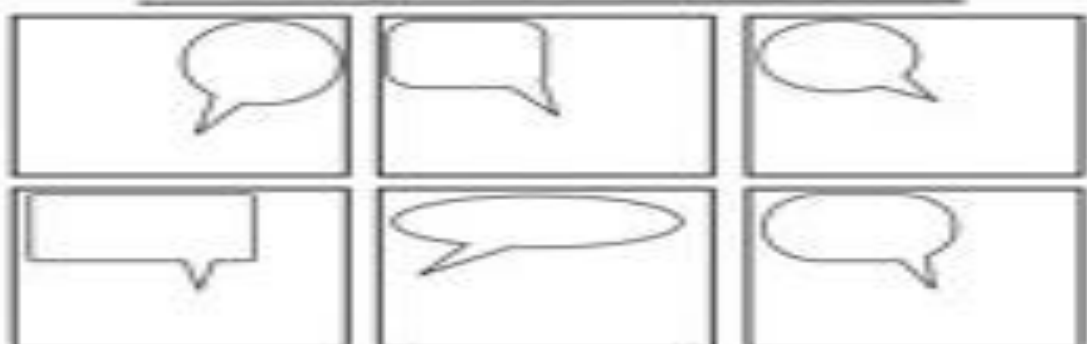
Daniel: it was piece of cake!

Miguel: really?

Daniel: I did it in no time, all the exercises were easy.

Lesson n° 40

- Create a new comic strip by your own using the **ongoing idiom**.





**Comomly
used
idioms**

IDIOM: BUTTER (SB) UP



Definition: be very kind or friendly to someone or try to please someone.

Synonym: Convince

Short dialogue

Luis: you're so pretty, your eyes, omg even your clothes are just perfect.

Susan: please, don't try to **butter me up**! What do you need?

Luis: mm I just need to catch up on with the work I missed, so can you lend me your notes?

Susan: ok

Lesson nº 41

Circle the correct synonym of butter up.

persuade grand friendly kind

IDIOM: GIVE IT A SHOT



Definition: Attempt to do something.

Synonym: Try.

Mauricio: the music is great, isn't it?

Samanta : yes it is.

Mauricio: Do you know how to dance?

Samanta: no, I'm not good at dancing.

Mauricio: me neither.

Samanta: let's give it shot!

Lesson n° 42

With the help of a dictionary look for another definition of the current idiom.

IDIOM: BEAT AROUND THE BUSH



Definition: To avoid the main topic.

Synonym: avoid.

Short dialogue

Marcos: how's it going?

Alicia: fine.

Marcos: you remember when I borrowed your math book to study for the test.

Alicia: yes, I do. And?

Marcos: the thing is that I don't know how to say, you know, if I could....

Alicia: Stop beating around the bush and get to the point.

Marcos: I lost your book.

Alicia: Whaaaat?

TIME TO SHINE

Lesson n° 43

- Write a short dialogue using the **current idiom** in the comic strip below.



IDIOM: BRUSH OFF



Definition: To ignore someone or something.

Synonym: Disregard.

Short dialoge

Santiago: Hey, Raul!

Raul: what's up? Man!

Santiago: How'd it go? Did you ask her out?

Raul: Yes, I did. But she gave the **brush-off** when I tried to ask her out for a date.

Santiago: seriously? Oh, that's too bad.

Lesson nº 44

Multiple choice

I was really sad; I had put a lot of work into that project, and my boss just brushed it _____.

a) up b) of c) against d) out e) for d) in e) on f) off

IDIOM: BARK WORSE THAN BITE



Definition: they are not as unpleasant as they seem.

Examples

- The boss seems mean, but his bark is worse than his bite.
- I wouldn't be scared of her if I were you. Her bark's worse than her bite.
- Don't let him frighten you – his bark is worse than his bite.

Lesson n° 45

Make up your own sentences with the present expression.
