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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme:

IDIOMS AND EFL SPEAKING SKILL

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Ambato – Ecuador

2022

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## DEDICATION

### TO:

God for being my support in times that I needed the most and giving me the strength to move forward and not give up. Without Him I would be nothing. To my parents Pedro and Elena for being part of this process from my initial education to this great stepping stone that is university. All that effort, time and dedication given are reflected in the professional I will become and thus serve the country.

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Thank you very much

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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**TOPIC: “IDIOMS AND EFL SPEAKING SKILL”**

**AUTHOR:** Oscar Sebastian Heredia Gallegos

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**ABSTRACT**

Idioms are a fundamental part of everyday conversation in English. The use of colloquial expressions allows to speak similar to a native person using informal phrases proper of a particular place that demonstrate feelings or actions. The purpose of this research is to carry out a study in relation to the following topic: "Idioms and EFL speaking skill" that investigates the relationship between the variables and the improvement of the speaking fluency through idioms in English aimed at students of English as a foreign language. In the first instance, this research was carried out using a mixed approach through the completion of a pre-test and a post-test that was taken from section two of the Cambridge PET Speaking, which evaluates the four main speech sub-skills: grammar and vocabulary, discourse management, pronunciation and interactive communication. The paired samples t-test statistic was used to analyze quantitative data. On the other hand, for the evaluation of the sub-skills, activities based on basic conversations with topics of daily life using taught idioms were applied. Additionally, twenty idioms based on basic topics used in common conversations were taught to 30 university students in the second semester of the "Pedagogy of National and Foreign Languages" course at the Technical University of Ambato. Finally, based on the results obtained in the evaluations carried out before and after treatment, a general mean of 1.8 was obtained in the pretest and 2.1 in the posttest. These results were evaluated on 5 points taken from the scales of each subskill of the PET speaking rubric. Due to the use of idioms, the improvement of the speaking skill was effective through the use of cooperative strategies which promoted communicative interaction among students.

**Key words:** speaking skill, idioms, EFL students, communication.

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**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**RESUMEN**

Los modismos son una parte fundamental en la conversación diaria en el habla inglesa. El uso de expresiones coloquiales permite hablar similar a una persona nativa usando frases informales propias de un lugar en particular que demuestran sentimientos y acciones. El propósito de esta investigación es llevar a cabo un estudio en relación al siguiente tema: “Modismos y EFL en la habilidad de hablar” que indague la relación entre las variables y la mejora en la fluidez del habla a través de modismos en inglés dirigido a estudiantes de inglés como lengua extranjera. En primera instancia, esta investigación se llevó a cabo con un enfoque mixto a través de la realización de una evaluación previa y una posterior que se extrajeron de la sección dos del Cambridge PET Speaking, que evalúa las cuatro principales subhabilidades del habla: gramática y vocabulario, manejo del discurso, pronunciación y comunicación interactiva. Se utilizó la estadística de la prueba t de muestras pareadas para analizar los datos cuantitativos. Por otro lado, para la evaluación de las subdestrezas se aplicaron actividades basadas en conversaciones básicas con temas de la vida cotidiana en las que se enseñaron veinte modismos sobre temas básicos utilizados en conversaciones comunes a 30 estudiantes universitarios del segundo semestre de la carrera “Pedagogía de los Idiomas Nacionales y Extranjeras” de la Universidad Técnica de Ambato. Finalmente, en base a los resultados obtenidos en las evaluaciones realizadas antes y después del tratamiento, se obtuvo una media general de 1,8 en la evaluación previa y de 2,1 en la evaluación posterior. Estos resultados se evaluaron sobre 5 puntos tomados de las escalas de cada sub habilidad de la rúbrica de expresión oral del PET. Gracias al uso de modismos, la mejora de la habilidad de hablar fue efectiva mediante el uso de estrategias cooperativas que promovieron la interacción comunicativa entre los estudiantes.

**Palabras clave:** habilidad para hablar, modismos, estudiantes de inglés como lengua extranjera, comunicación.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Research Background

The present research work is based on the fundamental role that idioms influence in the ability to speak in addition to allowing to enter the different contexts of use in communication. Strategies that several authors have previously applied to improve speaking will be fundamental in the research process and development, which seeks to create a clearer picture of understanding.

Firstly, Hung (2019) in his journal entitled “A cognitive linguistic approach to teaching English idioms to EFL students: experimental results” aimed to apply basic concepts of cognitive linguistics to the teaching of English idioms to learners of English as a foreign language in Vietnam. Twelve idioms with finance topics were taught to 50 Vietnamese first-year EFL college students divided into two experimental groups for Cognitive Linguistic-based treatment and rote learning treatment, and a control group with no treatment. A quasi-experimental pretest and posttest was adopted considering the variables with the learners as participants in an experiment. The quantitative approach was applied to compare the mean score obtained by each group from the pretest to the posttest. The results showed that the group that received the CL-based treatment outperformed the group that applied rote learning in both the immediate posttest and the posttests for receptive and productive knowledge of the instructed idioms. As a conclusion, the results suggest that students' awareness of conceptual metaphors helps them remember target items for a long time.

Furthermore, Alhaysony (2017) in his research called “Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students” aimed to investigate the difficulties Saudi EFL students face in learning and understanding English idioms, and examines the strategies they use to understand such idioms. Subjects were 85 male and female Saudi English major undergraduates in the Department of English at Aljouf University. Two data collection instruments, a questionnaire and a semi-structured interview were used to measure the level of language proficiency of the students. The results showed that students have difficulty understanding idiomatic expressions. Furthermore, the findings revealed that the most frequently used strategies

were guessing the meaning of idiomatic expressions from context, predicting the meaning of idiomatic expressions, and deciphering an idiomatic expression from an equivalent in their mother tongue. In conclusion, it can be determined that the greater the knowledge of vocabulary, the greater the use of idiom learning strategies, especially for idioms that require an additional demand within the vocabulary.

As a complement, Pintado and Fajardo (2021) in their research “Learning Idioms Through the Multimodal Approach” investigated the effects of using the Multimodal Approach for teaching English idioms to 24 Ecuadorian A2 EFL students majoring in Mathematics, Social Work, Law, Journalism, Physical Education, Philosophy and Engineering. All the participants were students from the University of Cuenca, Ecuador and their mother tongue are Spanish. To collect the necessary data, a quantitative method and a quasi-experimental study were used. The data was collected through a pretest and a posttest. Analysis and discussion of quantitative data revealed that the multimodal approach had a positive effect when teaching English idioms to EFL learners. The findings also showed that the activities used during the classes were dynamic and that they broke with the traditional practices used to teach these non-formal words. As a conclusion, based on the results, it can be stated that the Multimodal Approach could be considered as an effective way to teach and learn idiomatic expressions in English within EFL contexts.

For Andrade and Ulpo (2017) in their thesis investigation called “Influence of idioms on oral production” mentioned that their purpose was to know if the idioms influenced the oral production of English as a foreign language in second-year high school Ecuadorian students, section "E" of the "Vicente Rocafuerte" Fiscal High School in Guayaquil. For its theoretical foundation, the authors of this project had to consult with works referring to idioms and oral production. The present project has a qualitative-quantitative approach, since the development process used quantitative techniques based on experiences that are obtained through the use of instruments such as: surveys where students expressed their opinion to improve oral production in the language with the help of idioms and the use of a booklet. Once the result of whose investigation was obtained, the authors came to the deduction that idioms do influence production. As a conclusion, they justify and suggest an educational support material to reinforce the idioms in the oral production.

Barriga and McCandless (2020) led an investigation called “The effects of using American idioms in the development of the speaking skill in L2 students” in which is highlighted the use of idiomatic expressions in the improvement of speaking skill through

various strategies used in addition to focusing on several of the shortcomings that Spanish-speaking students have when learning a second language in a colloquial way. The article aimed to show the effects of the use of American idioms on the development of oral skills of L2 students. Therefore, this research was carried out in Pontificia Universidad Católica del Ecuador Sede Ambato in Ecuador with a population of 30 students. A quasi-experimental research was applied where a group was exposed to the language usually used by native English speakers. In addition, a field investigation was carried out through instruments such as an observation checklist. Finally, data analysis showed that those L2 students exposed to American idioms had subsequently increased speaking ability.

On the other hand, Ehsan et al. (2019) in their research “The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English” stated that their study aimed to investigate the effectiveness of cooperative learning in English classrooms in improving the speaking skills and motivations of Iranian students. Ninety male EFL students at Islamic Azad University participated in this study. The current study employed quasi-experimental with a non-equivalent control group pre-test–post-test design. The CL techniques used with the intervention group were adapted from the Student Team Achievement-Division (STAD) and Numbered-Heads-Together (NHT). The results showed a remarkable development in students' speaking skills after the introduction of cooperative learning techniques. Finally, it is recommended that teachers could benefit from the application of CL in English classes, which in turn can develop students' oral skills and motivation.

For Namaziandost (2019) in their research “Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus “ the main objective was to determine the impact of Cooperative Learning (CL) on improving Iranian intermediate EFL students' oral proficiency motivations towards learning English. To meet this objective, 90 participants were selected and divided into two equal groups; an experimental group and a control group. The sample's speaking abilities were then first tested through an oral English test before and after some cooperative learning instructional activities were provided. After analyzing the data, the results indicated a significant improvement in the students' speaking skills after using cooperative learning techniques. Finally, the researchers suggested that the use of CL in

English classes could have a beneficial impact on the classroom and, in turn, could improve students' speaking skills

Likewise, Nievecela (2020) in her master Thesis called “Using cooperative learning strategies to develop rural primary students’ English oral performance” with a quasi-experimental research study aimed to investigate the effectiveness of cooperative learning (CL) strategies in achieving students' oral performance at the A1 level. The study participants were twenty-four seventh grade students from a small rural primary school located in the southern area of the city of Cuenca in Ecuador. Study data was collected through a mixed-method approach. The quantitative part was based on a descriptive statistical study. It was collected through the pre and post oral test of the students. Furthermore, the qualitative part was based on a phenomenological research study. The findings indicated that the participants reached their level of oral performance A1 in the evaluation criteria of comprehension, interaction, fluency, pronunciation. In addition, the students had positive attitudes towards the CL strategies. Finally, CL strategies should be adopted in learning English in elementary school, because it helps improve students' ability to speak English.

Lastly, Macas (2020) in her thesis research titled “Video recording to improve the English speaking skill: A mobile learning strategy applied with students of the tourism major at fourth level of English in the Faculty of Hospitality Sciences at Universidad de Cuenca” analyzes the effect of video design on the development of speaking skills through the use of recording tasks in a population of 12 students of fourth level of English of the University from Cuenca. This study uses a mixed method design that combines quantitative and qualitative tools to collect data including a pre-posttest and a focus group interview, in which a B1+ level standardized test rubric with Cambridge University assessment scales is used for measurement. M-Learning through the creation and the use of video recording by students was applied in the different tasks that students developed. Finally, the results support the effectiveness of the design and use of videos at the group and individual level in the development of speaking skills, where pronunciation and interactive communication are more positively impacted by this approach.

Finally, Lucio (2021) in her thesis research “Cooperative strategies and speaking development” developed in Ambato, Ecuador, aimed to demonstrate the effectiveness of using cooperative strategies to develop speaking skills in students from the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica

de Ambato. The approach used in this research is the quantitative-qualitative approach. The researcher collected the information through a pre-test that showed the students' weaknesses in their conversation and interaction skills. Then, after applying three cooperative strategies, such as jigsaw, collaborative storytelling, and think-pair and share and finally apply the pre and post-test, was determined the success of using them to build speaking skills. After processing the data, it is concluded that students improve their ability to speak using these strategies. Also, they would be able to interact in a better way using English during this research study.

## **1.2.Theoretical Framework**

### **Independent Variable: Idioms**

#### **1.2.1. Teaching vocabulary**

Master a new language involves fundamental components such as grammatical structures, intonation, pronunciation and mainly vocabulary, which is one of the epicenters for the acquisition of a foreign language. According to Sanayah and Baehaki (2021) vocabulary as an essential component in the English language is important when creating communication and this due to the fact that with new acquired terms it is possible to interact with others. In addition, the same author determines that prior to learning the four English skills, the student will already know about thirteen terms in their vocabulary in order to facilitate the learning of the aforementioned language skills. With the fact of knowing how to greet in English, it is palpable that long before learning grammar or writing, the speaking skill is already present through vocabulary.

Additionally, Ulashevna and Bakhtiyorovna (2022) affirmed that the acquisition of new vocabulary in a foreign language is a key complement for the formation and development of knowledge of a language in general terms. Without knowledge of basic terms, it will be difficult to understand many of the ideas that a language can offer, without taking into account that there are different words for each field. To add, the knowledge of a brand-new vocabulary is practically necessary for satisfactory day-to-day communication, allowing the familiarization of different informal situations. The author also mentions that it is important to distinguish among a “direct” and “indirect” way to learn vocabulary. An indirect learning encompasses activities such as games or basic vocabulary lists, while direct learning is based on the acquisition of more complicated terms that require focus.

Finally, to learn new vocabulary, there is an extensive number of strategies and, for this, it is essential to know which teaching strategies are the most effective when introducing a new vocabulary. Elmahdi and Hezam (2020) established that the teacher must prepare and know the appropriate techniques that are going to be applied to the students and it is necessary to prepare with varied and updated techniques. Teachers must be able to master the content they are going to present and have a clear overview of the most effective strategies for students to understand it and get them interested and happy in the teaching-learning process in the classroom.

### **1.2.2. Strategies to teach vocabulary**

First, Bai (2018) defined that the objective of using strategies is to make learning more effective either by teaching grammar or vocabulary; strategies are student behaviors or actions, not thoughts. In this way, vocabulary learning strategies can be defined as the behaviors or actions that students use to make vocabulary learning more effective. Additionally, the author argues that cooperative vocabulary teaching is a great strategy that can help students better learn new terms in English and there is a significant effectiveness of vocabulary learning. At the same time, cooperative learning has a wide application potential in both basic education and professional training.

Similarly, Yavuz and Arslan (2018) argued that learning is usually effective when the person is active in the learning period, that is, the student has a better cognitive performance in an interactive environment in which conversations and the use of new vocabulary is taken into consideration. Instead of traditional teaching methods in which the teacher is the only active person, activities that cooperative learning strategies provide help students build their own learning with their active participation collectively. These authors also focus on cooperative learning strategies as a way to reach a common goal and each member of the group is responsible for the achievement of the group.

Furthermore, Meena (2020) highlighted the usefulness of cooperative learning as a strategy for improving speaking in which small groups of students apply different learning tasks to develop their cognitive ability in certain topics. The members of each team not only learn individually, but are also co-responsible for collaborating and contributing to the learning of other colleagues for a better acquisition of information. Additionally, cooperative learning is a teaching strategy in which small groups of students use a variety of collective learning activities that improve the retention of new vocabulary and the development of an interactive environment, with the tutor guiding the process.

Finally, according to Al-Houti and Aldaihani (2018), the use of learning strategies, whether individual or collective, for the acquisition of new content are essential in the educational field. Delving into the learning of idiomatic expressions, they pose a challenge in terms of comprehension, since these expressions do not have a literal meaning and their meaning is unpredictable. Additionally, the authors argue that for the learning of non-literal terms such as idioms, teaching strategies play a fundamental role.

Strategies such as guessing from context and the pictorial support are the most frequently used.

### **1.2.3. Strategies to teach non-words with unpredictable meaning**

Strategies are processes aimed at meeting an objective or solving a problem, which allows students to build and acquire knowledge through innovative activities that contribute in an academic context. One of the challenges that a teacher faces in the teaching-learning process is knowing how to identify what types of educational strategies are effective for the application in a specific content. Saidbakhrmovna (2018) suggested that the use of strategies allows a successful comprehension to teach English non-words in different contexts with activities, such as group talk and role-play. These educational strategies act as a key to increasing students' motivation and the involvement in learning English.

Eventually, Moslehi and Rahimy (2018) established that the incorporation of strategies into the classroom adds variety, a change of rhythm and opportunities for a lot of language production and interaction. Additionally, with the application of role playing in dialogue, learners who receives instruction in idiomatic competence significantly improves the speaking skill and the interaction among students. The importance of dialogue and role play practice in idioms learning provide a fluent communicative environment and offer students ample practice with basic speaking skills in context. Role-plays allow learners to practice before entering in a real conversational situation.

On the other hand, Ta'amneh (2021) stated that the use of idiomatic expressions is often considered an important technique for foreign language learners to achieve successful communication, but they need innovative learning strategies. Idioms are used to improve the language by using existing vocabulary items, combining them into new phrases and sentences with the aim of creating new meanings and functions. Idioms meaning is sometimes derived from the literal meaning of their words, so using identical idioms in English and Spanish such as “kill two birds with one stone” is an easier way to understand and produce them with interlingual and intralingual strategies.

Finally, Zarei (2020) argued that finding more effective ways of teaching idiomatic expressions has been a concern of many teaching professionals as well as researchers and several techniques are suggested to improve the learning of idioms. From among the multitude of possible effective techniques, the visualization, games, storytelling and lexical awareness are the most remarkable strategies. These strategies are not only

focused on having knowledge about what a word literally means, but also knowing its connotations in different contexts. The appropriate use of those strategies, specially through visualization warrantee a successful retention of information.

#### **1.2.4. Idioms**

Idioms are the union of two or more terms that express feelings or actions and that are used in an informal environment. These idioms are typical of certain places and are characterized by not having a literal meaning other than their formed words. Idioms were defined by Baker (2018) as frozen strings of language whose meanings are not possible to deduce from their individual components. For Bakhtiyorovna and Khamrokulovna (2021) idiomatic expressions are pre-structured words with an established meaning that are not related to the meaning of individual words. The structure of idioms can be grammatically incorrect and it is necessary to become deeply familiar with the context to understand what someone means when they are used in conversation.

On the other hand, idioms can not only be understood from their context but also because of their translation. A clear example of these type of idioms is "to fight like cats and dogs". In the mentioned example, the idiom can be understood both in English and Spanish. A person fights like cats and dogs when it is very troublesome. To support this argument, Larionova and Kuzmich (2019) stated that from the point of view of translation, idioms are divided into the following groups: equivalent idioms, which are those that have the same meaning and the words included in their structure, while the analogues have the same meaning, but do not coincide in their structure.

According to Wang (2019), idioms are summarized in three fundamental aspects for their understanding:

##### **1. Idioms are usually structured**

Idioms can receive certain variations at a lower level according to the time in which the expressions are used (past or future), but their words cannot be moved because they already have an established grammatical order and form. On the other hand, with non-idioms there is that possibility of interchanging their terms. For example, "she likes cats and dogs" is a sentence that can be rewritten and vary its order, resulting in "She likes cats and dogs". But the idiom "it's raining cats and dogs" means that it rains a lot. The sentence cannot be rewritten as "it is raining dogs and cats". Follow a structure has a vital importance to understand the meaning and avoid confusions.

## 2. Idioms have a definite meaning

The meaning of an idiom is not a simple addition of the meanings based on its words, but has its specific meaning. A clear example of this explanation is “The birds and the bees”. This idiomatic expression cannot be understood in a literal way; In reality, reference is made to the sexual relationship between men and women, this idiom allows children to be explained about the reproductive process in a more subtle way. Another idiom that is taken as an example is "as blind as a bat", it cannot be translated literally as its phrase says. Its real meaning expresses that "the eyes cannot see anything at all". Guessing the meaning based on the context is the key to understand an idiom.

## 3. Idioms have cultural characteristics

Idioms, such as phrases or short sentences, are processes that have been created and defined after a long period of use, they are the basis and essence of language. They are directly connected to cultural traditions and tend to be entrenched. They carry cultural information both in their terms and in their meanings with different characteristics of a place. They express various relationships from a social sphere and reflect different nationalities with geographical and cultural specifications. Certain idiomatic expressions indirectly allow to learn part of the customs of a country and their colloquialisms are intended to encompass a more specific linguistic understanding.

In English and many other languages exist different types of idioms and each idiomatic expression is associated with different aspects of daily life. Many of them contain components that denote body parts, animals, plants, food, etc. According to Nasakina (2020) the idiomatic background of each country is reflected in its many aspects of customs and culture. There are many expressions in English based on animals and birds, and almost all animals and birds have inspired a whole variety of idioms in all languages, and a varied range as well. All this wide diversity of idiomatic expressions allows increasing knowledge of new ways of transmitting messages in a colloquial way and in all contexts.

The implementation of idioms allows the increase of vocabulary and having an extensive panorama in the comprehension of these expressions. To avoid confusion in the

acquisition of these idioms, it is essential to focus on the most essential expressions and their use in everyday conversations. Idiomatic terms are varied and each one plays a role when expressing feelings, positive or negative situations, even to denote if a place is small. Based on the book "English idioms in use: intermediate" belonging to Cambridge University Press, idioms of animals, conversational responses, food, heart and clothes are the most commonly used in English.

Firstly, the following idioms are related to animals to describe common situations. The idiom "goes to the dogs" has the function to express something that goes from a good situation to a bad one. A clear example of this idiom is "The Ecuadorian government is going to the dogs because of the poverty". Another animal idiom is "let the cat out of the bag". This idiom means that accidentally a person tells people a secret or something that should not tell them. For example: my sister is pregnant and she told me to keep the secret but I let the cat out of the bag. Additionally, the idiom "not enough room to swing a cat" is useful to demonstrate that there is very little room or space somewhere.

Secondly, conversational responses expressions focus on personal interactions between two or more people on general topics of interest. The idiomatic expression "How time flies" is frequently used to show surprise at how quickly time has passed. A similar expression is "It's a small world". This idiom denotes that someone is surprised at an unexpectedly coincidence with a friend. On the other hand, food expressions are the most universal and, in some cases, the most used idioms. Some of them are "have an egg on your face" that means feeling stupid or embarrassed because of something you did. Meanwhile, "be your bread and butter" is a way to explain that a person does a specific activity to obtain money.

Alternatively, idioms related to "heart" tend to express emotions and are commonly used in sentimental conversations. The idiomatic expression "open your heart" is useful to demonstrate confidence and share deepest feelings with a friend or a family member. Another similar idiom is "break someone's heart" that means make someone very sad. In general, this term is applied when a couple ends a love relationship. Finally, idiomatic expressions for clothing describe behaviors that are generally negative. Expressions like "bored the pants off" is used to show that something is extremely boring. To demonstrate an admiration of an action that a person is doing the idiom "take the hat off" is functional.

## **Dependent Variable: Speaking skill**

### **1.2.5. Language**

Language is the natural ability to produce sounds as well as simple vocal patterning. These kinds of noises appeared at first, but they are not considered human language at all. Nevertheless, not only human beings but animals as well developed their own language system to communicate one another (Yule, 2020). Although, it is necessary to highlight the fact that humans through their development have been capable of transmitting all knowledge to their offspring, for which were used oral and written words as means. Thus, these linguistic symbols, words, are the essential tool to open peoples' minds to the enhancement of thoughts and establish the base of what is known as language. The language is only decoded by a person who has knowledge of the same symbol system that composes the message.

Moreover, the study of language points that it is related to acquisition since the linguistic knowledge of a child is obtained in a culture, therefore this is the starting step of developing the understanding of a language. Furthermore, child's behavior states the path of language acquisition, this is given because this individual develops grammar or phonological rule system by being an active contributor. Thus, language acquisition remarks the fact that language is not learned by the child but created. Also, the ability to produce utterances improved as the interaction increases, being able to process and simplify by listening to their parents and people close to the individual getting attempts of speech progress (Yule, 2020).

In addition, Genetti (2018) defined language as the primary medium which people use to interact with others in the society. The use of a language defines a person and its identity through small or great experiences that are harvested throughout life. Language is the means by which societies are built in addition to the cultural development of each of them. Moreover, Aprianto and Zaini (2019) showed that a language has two integrated skills, the receptive skills and the productive skills. Speaking is a productive part of any language and is one of the main skills that facilitates the acquisition of new content. It can also be understood as a micro-skill for effective communication in the field of global interaction, both in social aspects and in new interaction technologies.

### **1.2.6. English language skills**

Language teaching involves the integration of the four English language skills: reading, writing, listening, and speaking. The aforementioned skills need to be studied deeply through several activities. Erdogan (2019) mentioned that learners who are interested in reading literature can use E-books and audiobooks which are innovative tools, different from the traditional ones providing them a higher level of motivation. Then, listening is the skill by which the understanding process is given, due to language information goes through the mind and is analyzed. After, the ability to communicate plays an important role. Every single human being comprehends surrounding concepts like images or symbols; therefore, the composition of ideas is produced in form of speeches (Sibi, 2020).

In agreement with Ahmadi and Reza (2018), language is one of the essential elements that influence communication activities globally. To achieve a high degree of proficiency, students use the four different parts of the language skills, such as listening, speaking, reading and writing. In addition, the development of skills can lead to the progress of the whole language itself. Although, it is mandatory point out that reading skill is based on comprehension of reading texts, expanding vocabulary of the readers; listening skill involves understanding of linguistic and non-linguistic hints to get the meaning of speeches. Besides, pronunciations and accents can make learners struggle since the spoken language differ from the written version.

On the other hand, Alakrash (2021) mentioned that speaking and writing skills can be really produced, these are active procedures because there are elements such as vocabulary, phrases and grammar structures which take place and vary depending on ideas or thoughts of individuals to convey a particular message. Finally, Xolmurodova (2021) established that language production skills have their origin in aspects of spoken and visual character. Through reading and interactive communication, students can gain knowledge in great quantity. Furthermore, giving importance to both reading and speaking can help students in producing language skills. Due to the mentioned language skills, students are able to create their own linguistic production, such as a written or spoken one.

### **1.2.7. Productive skills**

Productive skills include speaking and writing skills. Both can be developed independently, but also together and even as a whole involving other skills. Muhammad (2020) declared that as human beings there is a clear need for communicative competency as a result of learning a foreign language. Thereby, it is vital to integrate speaking and writing activities to expand the communicative abilities of learners. Writing skill provides learners the space to describe word knowledge actively, thus their communicative competence is embodied in a coherent and cohesive message. To convey a written idea is the real production of the target language which demonstrates not only understanding but also capability to use and combine linguistic elements (Zahroh, 2020).

Furthermore, Muhammad (2020) established that the ability to speak is another productive skill and the most significant. The ability to communicate in a real environment in a natural way is the basis of learning a second language. Speaking not only involves oral linguistic elements, but also gestures and body movements that accompany the speech and give weight to the message that is being transmitted. Speaking skills need the most attention to be properly developed. The ideas must be properly organized, presenting explanations, reasons and giving arguments, for which communicative and group tasks that involve the participation of students are of vital importance to know the use of phrases and expressions.

In addition, to Masuram and Pushpa (2020) there are ways to improve speaking skills, but of course it is required to an intensive practice: speaking subskills play a relevant role in the cognitive process, so that learners can be more confident about their learning. Speaking is a productive skill that is generally considered difficult to learn as it requires practice and determination to achieve a high level of proficiency. Speaking also involves pronunciation, intonation, stress patterns, and mastering these prosodic features can be a difficult task for non-native English speakers. Speaking is closely related to producing verbal expressions to convey meaning. In spoken language, the speaker must be able to be heard.

### **1.2.8. Speaking skill**

Speaking skill is defined as the natural process of acquisition and transmission of knowledge, whose process lies in the development of verbal and non-verbal communication skills, the representation of words, gestures and intonation, knowledge, ideas or feelings are basic elements of the interaction that is used for the relationship with other human beings. Mulyanah (2018) mentioned that the ability to speak is essential for learners because through this ability active communication takes place and flourishes between individuals. Therefore, a variety of activities focused on developing communicative competence should be included. In other words, communicative teaching is the pillar to generate a remarkable improvement in relation to speaking ability.

Moreover, Pratiwi and Ayu (2020) argued the importance of speaking as an interactive process that includes producing, receiving and processing information, with the speaker and the listener being the main actors in this process. The ability to speak fulfills the function of expressing feelings, thoughts and opinions through the use of constant interaction, group discussions on different topics and verbal presentations. However, the lack of exposure to an environment immersed in a second language makes the acquisition of speaking skills difficult, aspects such as the lack of an extensive vocabulary, fluency in speaking and imprecise expression of thoughts are axes focal points of slow development.

Besides, Husna (2021) highlighted that the importance of speaking skill for language development in the classroom setting is notable for gaining fluency and accuracy. Listening, reading and writing are skills that can be done individually, however, speaking a second language is usually done by two or more people when communicating. This causes a student to be afraid to speak. The fear often affects things like fluency when speaking, as well as thinking about the words to say. To this instance, it is remarkable to detail that the first step in acquiring a second language is to master the speaking skill, and it is also clear that to achieve this it is necessary to focus on the speaking sub-skills.

On the other hand, from the point of view of Syakur et al. (2020), the evaluation criteria in the learning of speaking skills are not usually used in an adequate way by teachers. The evaluation of speaking skills has a higher degree of difficulty than that of other language skills, this occurs because several components are included and must be mastered by students, such as; vocabulary, pronunciation, fluency and grammar. To cover mastery of the above components, are needed more detailed speaking assessment criteria which are

present in standardized assessment rubrics. With the use of standardized rubrics, it is possible to have a clearer picture regarding which speaking elements can be useful in the teaching-learning process.

To determine which sub-skills are useful as a guide when evaluating the speaking part, the evaluations that provide validity and reliability are those of the "Preliminary English Test (PET) Cambridge ESOL exams". These standardized tests are specifically designed to assess a B1 level of the Common European Framework of Reference (CEFR) with a rubric that contains four essential criteria: grammar and vocabulary, discourse management, pronunciation and interactive communication (University of Cambridge ESOL Examinations, 2020). The mentioned criteria analyze the possible strengths and weaknesses that the students possess in addition to having a complete map of the proficiency of the speaking skill. The parameters that evaluate each criterion are detailed below:

#### 1. Grammar and vocabulary

The acquisition of both grammar and vocabulary occurs through exposure to it. Grammar is a set of rules that allows us to join ideas in a sentence in which the sender and receiver have the ability to understand. On the other hand, vocabulary is all the new terms by which actions are expressed and objects and situations are named. To achieve a higher scale on this criterion, the examinee must have a depth of vocabulary for understanding the language in use, in addition to knowing how to use it in a structurally correct dialogue. Thus, (James, 2021) shows that grammar is a resource that people use to create discourse that is structurally appropriate at both the sentence and text levels. Whereas, vocabulary is a set of familiar terms that is used for communication and the acquisition of knowledge.

#### 2. Discourse management

It is directly related to the ability to produce long conversations through the use of connectors and a wide vocabulary. For the correct management of speech, the development of practical activities such as guided and free conversation, role play or oral presentations is essential. It is also the ability to control what you say without having doubts in addition to expressing relevant and coherent content. Discourse markers and cohesive devices are essential in the development of oral skills. Cohesive devices make a significant contribution as they help the speaker to link what he is saying between two

ideas. The transitions like, however, in addition, however, therefore, in addition, are clear examples of these connectors.

### 3. Pronunciation

Is the ability to adequately articulate the sounds of words, emphasizing the intonation or rhythm of a language. A basic strategy in improving pronunciation is through the imitation. The pronunciation of the English language is not usually expressed in the same way as in writing, that is why the phonemes that make up a term must be recognized. Pronunciation plays an essential role in listening comprehension, speaking and oral interaction. Similarly, it is closely connected with written expression and comprehension. Pronunciation is also defined as the communicative competence that is commonly associated with phonetics and phonology.

### 4. Interactive communication

It is understood as the transmission of ideas and the socialization of the subject through conversations with other people or groups, which allows him to engage and join a social environment. Through the use of a linguistic codes or set of words, it can be established that it is a communicative interaction. In addition, according to (Suarez, 2019) communicative interaction implies a participative role of the students, in which they awake their linguistic activity through dialogues with other classmates, thus achieving that, students increase their vocabulary, pronunciation, and interaction in class so that the class is dynamic. Through communicative interaction, confidence increases in students to interact in a context similar to that of real life with daily life topics.

Finally, speaking is one of the four skills of the English language that requires great attention due to its difficulty when acquiring the accent and pronunciation of each word, and without leaving behind the fluency and correct grammatical structures that must be present during the interaction among individuals. However, the acquisition of a language from an early age and with the use of the appropriate communication strategies result in speaking, writing, listening and reading skills proficiency. The author of this research was based on the criteria of the speaking part of the PET Cambridge standardized test, which evaluates students based on their abilities to interact with other students, as well as to determine their level according to the organization of ideas. at the moment of speaking and the communication produced by the communicative interaction.

### **1.3. Objectives**

#### **1.3.1. General Objective:**

To establish the influence of idioms in the students' speaking skill.

#### **1.3.2. Specific Objectives:**

- To describe the types of idioms that can be used according to the content of English lessons.
- To determine the type of strategies that support the teaching of English idioms to improve the speaking skill.
- To evaluate the students' speaking skills.
- To make use of idioms based on the content and cooperative strategies to reinforce the students speaking skill.

#### **1.3.3. Fulfillment of objectives**

Idioms had an outstanding level of influence in terms of improving speaking ability. The positive impact of this research was due to the use of the most common idioms used in daily conversations, in addition to the cooperative strategies that promoted interaction and group work. The use of the standardized PET rubric belonging to Cambridge made it possible to identify the linguistic aspects in which the most improvement was required.

## **CHAPTER II METHODOLOGY**

### **2.1. Materials**

The materials used to carry out this research were the Cambridge English B1 Preliminary rubric (PET standardized test), in addition to the book *The Essential Idioms in use* belonging to Cambridge Press where idioms referring to food, animals, among others, were taken. As part of the investigative process, the main actors in this treatment were the second-semester students of the *Pedagogía de los Idiomas Nacionales y Extranjeros (PINE)* course at Universidad Técnica de Ambato. Tools such as the use of electronic and online resources were applied, among which a computer, slides, internet and cell phones stand out for recording the audio. Finally, sources of information such as scientific articles and books allowed to support the investigation.

## **2.2. Methods of research**

The research was based on the experimental category, because it allows to do an observation before and after the application of the idioms, this enables to include instruments of data collection. Therefore, Guevara (2020) explained that experimental research consists of subjecting a person or group of individuals under certain stimuli or treatment to observe the effects or reactions that occur. Pre and post tests were developed to measure the attitudes of a specific group of students of “second semester in PINE career” during three weeks, implement the established program during the next week, and finally, measure their attitudes again the following week.

This research had a quantitative approach, it was a quantitative research because it involves applying pre and posttests to collect data in order to identify what are the main problems when using idioms in a conversation and what are the possible solutions to take into consideration. Quantitative approach allows researchers to investigate the answers to the questions starting with how many, how much, to what extent (Rahman, 2020).

## **2.3. Research modality**

### **2.3.1. Field Research**

According to Ary (2018), field research is the study of naturally behavior within a social group. The researcher observes group behavior as it occurs naturally without any simulation. The mentioned research was carried out to students of second semester in PINE career at “Universidad Técnica de Ambato” which is located in Ambato – Ecuador. Pre-tests and post-test were applied in the same group. The author applied basic idioms to determine the influence on the improvement of speaking skill. In addition, this process was established with the use of interactive learning strategies to boost student communication.

### **2.3.2. Bibliographic Research**

In accordance with Villas (2008), it is necessary to conduct rigorous bibliographical research to identify the state of the knowledge, possible research gaps that may exist and opportunities for new contributions to the theme under study. The use of a bibliographic modality allowed the investigation had a reliable basis to understand in more detail what are the appropriate speaking strategies for teaching idioms. The resources used in this research were Cambridge standardized tests based in the

speaking section of the specific level, as well as web pages and other tools that allow the reinforcement of the knowledge to be applied.

## 2.4. Level or type of research

### 2.4.1. Explanatory Research

In the first instance, Asad et al. (2018) mentioned that the explanatory research approach provides details where a small amount of information exists to investigate a problem that has not been studied before, or has not been well explained in previous research. The aim of the research was focused on explanatory research in which it is intended to detail the reasons and aspects of how languages are a fundamental part in students for the improvement in the speaking of a foreign language finding out the cause and effect that proves the effectiveness.

### 2.4.2. Descriptive Research

According to Atmowardoyo (2018), descriptive research is defined as a research method used with the purpose of transmitting in detail the phenomena of a search in the most precise way possible. For this research, the author must explain how were detailed the treatment processes in the improvement of linguistic ability through idioms, in addition to the strategies used in each class.

## 2.5. Population and Sample

The study population were students of second semester in PINE career. “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato with an A2 English level according to the Common European Framework of Reference for Languages (CEFR). The population researched was formed by 30 students, 13 males and 17 females corresponding to the academic period 2022. Pre-tests and post-test were applied in the same group.

*TABLE 1*  
**POPULATION**

<b>Population</b>	<b>Experimental Group</b>	<b>Total</b>	<b>Percentage</b>
Male	13	13	43%
Female	17	17	57%
Total	30	30	100%

**Note:** the following table shows the number of students that were part of the treatment, divided in male and female.

## **2.6. Techniques and instruments**

The technique used to develop this research was a standardized test taken from section two of the speaking PET (Preliminary English Test) as part of the pre-test and post-test section of this research. According to the University of Cambridge (2021), this part of the test is designed so that students can develop their ability to speak fluently in the English language. As a matter of fact, the section lasts around 12-17 minutes per pair and each part measures different speaking sub-skills. Thus, the standardized test involves grammar and vocabulary, discourse management, pronunciation and interactive communication.

The data collection for the current investigation was provided by the results of the PET (Preliminary English Test) speaking part rubric. During the pre-test and post-test, the author showed to a pair of students four pictures related to common idiomatic expressions. The couples had to describe what is happening in the images without having to speculate much about the situation and without having to think excessively in order to produce the necessary language, in addition to create meaningful conversations using the idioms previously shown with the topic given by the author. The B1 Preliminary Assessment Scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 being the highest. Descriptions are provided for each criterion for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate in each band.

Finally, for the experimentation process, LIN Jing et al. (2018) developed a lesson plan that contains a suitable structure and content to develop speaking activities. The researcher selected the template taking into consideration aspects such as the topic, the duration, the strategy to be used, the objectives, the resources and the learning outcomes, in addition to the stages that specify the warm up, the introduction, comprehension and practice. Thereby, the author developed 5 lesson plans following the lesson plan template from LIN Jing et al. (2018), for the application of the treatment, including different idiomatic expressions for each lesson that were part of the pre- and post-test.

## **2.7. Hypothesis**

### **Alternative Hypothesis**

The use of idioms contributes in the development of the speaking skill in the students of second semester in PINE career.

### **Null Hypothesis**

The use of idioms does not contribute in the development of the speaking skill in the students of second semester in PINE career.

## **2.8. Variable identification**

Idioms (Independent), EFL Speaking skill (Dependent)

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1. Analysis and discussion of the results**

The current chapter displays the outcomes from the information gathered for 3 weeks, before, during and after treatment. The content of this section includes the following parts: charts, tables, and figures, besides a proper explanation related to the analysis and interpretation of the data. The experiment was carried out with 30 students from the 2nd semester who were taking the subject Linguistics I as part of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato, presential modality. Besides, the results of this process, as well as students’ scores on the pre-test and post-test were gathered based on the PET speaking paper designed by Cambridge Assessment English. This process was carefully analyzed by using different tools in order to prove whether the speaking skill comprehension improved through the use of idiomatic expressions or not.

### 3.2. Data interpretation

#### 3.2.1. Pre-test subskills results

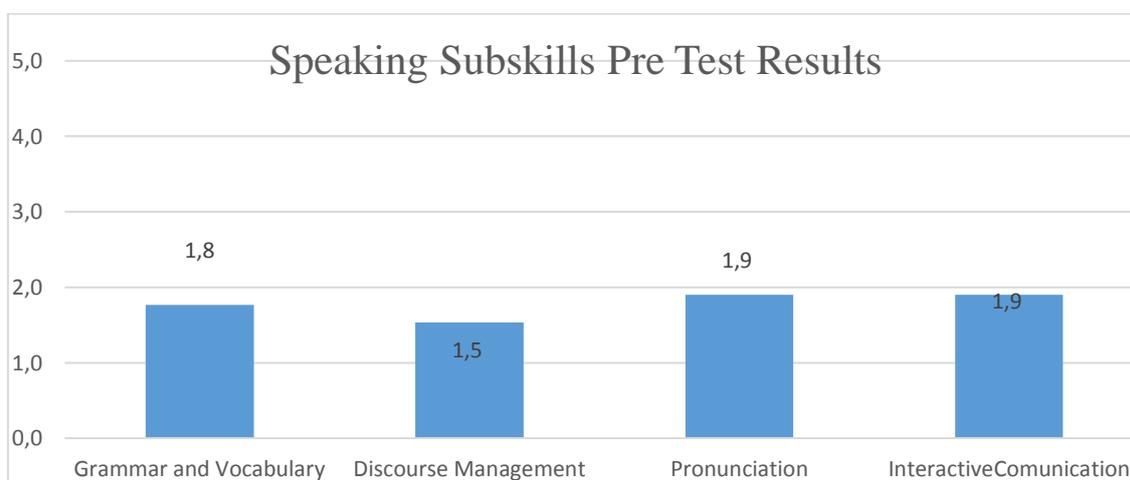
TABLE 2

PRETEST SPEAKING SUBSKILL RESULTS

Criteria	Average
Grammar and Vocabulary	1,8
Discourse Management	1,5
Pronunciation	1,9
InteractiveCommunication	1,9

**Note:** average of students' grades collected by the Pre-Test Cambridge preliminary speaking test rubric criteria.

GRAPH 1: SPEAKING SUBSKILLS PRETEST RESULTS



**Note:** average of students' grades collected by the Pre-Test Cambridge preliminary speaking test rubric criteria.

#### Analysis and Interpretation

Table 2 reflects the average of students' grades collected by the Pre-Test, a PET exam from which section two, that is about the speaking section, was considered. This section is divided into 4 parts and each one is graded with a maximum score of 5 points, having thus 20 points as the highest score. It is worth mentioning that every single part evaluates different speaking subskills such as, Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. Therefore, table 2 displays the outcomes from each subskill which demonstrates a general a view of the students' performance related to the speaking skill.

Then, figure 1 demonstrates that students struggled the most in part 2 of the speaking section, which has to do with Discourse Management. The value with regard this

forementioned subskill is 1,9 out of 5 points, being even less than half of the general grade. After, the figure shows the second lowest value in Grammar and Vocabulary subskill, where the subjects scored 1,8 out of 5 points, it means less than half of general grade too. Furthermore, it is possible to observe two similar values related to the Pronunciation and Interactive Communication subskills, scoring 1,9 out of 5 points on both and as before not reaching even half of the general grade.

As a result, each average clearly indicates how the population had limited abilities with regard speaking skill. Part 2 that measures Discourse Management subskill is the lowest one, therefore students had problems when organized and shared their ideas. Moreover, part 1 that is in charge of measuring Grammar and Vocabulary subskill also provided a value that indicates students have a limited understanding of words and grammatical points. Besides, parts 3 and 4 had also low values which highlight students' troubles in Pronunciation, as well as in Interactive Communication. All the values do not reach even half of the general grade so learners' speaking ability needs to be developed.

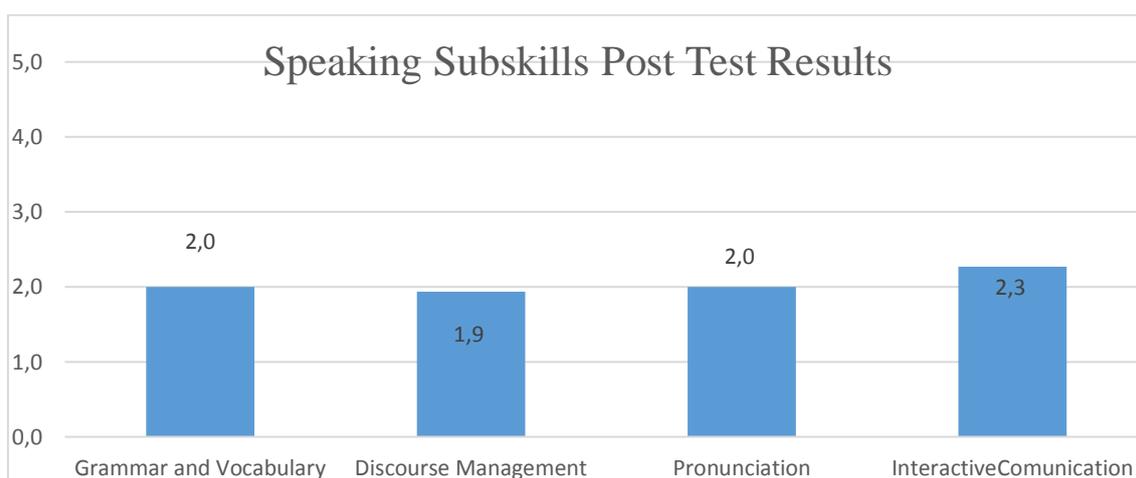
### 3.2.2. Post-test subskills results

TABLE 3  
POSTTEST SPEAKING SUBSKILL RESULTS

Criteria	Average
<b>Grammar and Vocabulary</b>	2
<b>Discourse Management</b>	1,9
<b>Pronunciation</b>	2
<b>InteractiveComunication</b>	2,3

**Note:** this table shows the grades average from the Post-test, indicating that the experiment was applied to the population in order to enhance speaking skill.

GRAPH 2: POSTTEST SPEAKING SUBSKILL RESULTS



**Note:** Each part of the speaking test had changes in relation to the subskills. In this way we now have the highest value in Interactive Communication subskill.

#### Analysis and Interpretation

Table 3 shares the grades average from the Post-test, indicating that the experiment was applied to the population in order to enhance speaking skill. As a result, after the treatment the values obtained displays an acceptable improvement with regard to the subskills studied. Now it can be seen that by applying the idiomatic expressions in addition to Kagan's cooperative strategies, the students achieved a higher general average than that seen in the pre-test notes. Therefore, the communicative ability of the students has been developed so that they are able to convey a message more clearly and concisely.

Now, in figure 2 a difference can be distinguished with respect to the previous figure that had to do with the pre-test notes. Each part of the speaking test had changes in relation to the subskills. In this way we now have the highest value in Interactive Communication subskill, this value is 2.3 out of 5 points. Continuing, the following two values had the

same score, which have to do with Grammar and Vocabulary, and Pronunciation subskills, this is 2.0 out of 5 points in both cases. Finally, the lowest value but no less important since it also suffered a slight improvement, which belongs to Discourse Management subskill with a value of 1.9 out of 5 points.

It can be deduced that the treatment was a complete success because the post-test results, related to each subskill, show a positive improvement. It is worth mentioning that the application of idiomatic expressions contributed to improve the student's understanding of English as a foreign language. Furthermore, through Kagan's cooperative strategies it was possible to create meaningful interactive activities where students could communicate. Finally, figure 2 shows a better balance due to the increase with respect to the Discourse Management subskill, therefore its construction and management of ideas when communicating is more optimal.

### 3.2.3. Pre and post-test comparison results

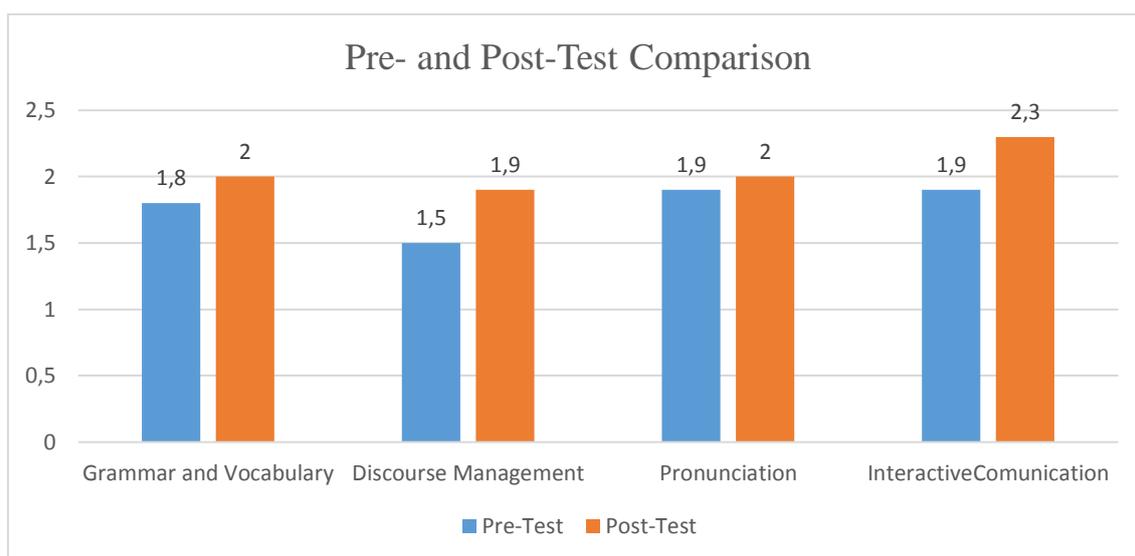
TABLE 4

PRE AND POST-TEST COMPARISON RESULTS

Speaking Subskills	Pre-Test	Post-Test
<b>Grammar and Vocabulary</b>	1,8	2
<b>Discourse Management</b>	1,5	1,9
<b>Pronunciation</b>	1,9	2
<b>Interactive Communication</b>	1,9	2,3

Note: table 4 represents the difference of grades among pre and posttest, showing an improvement in aspects such as interactive communication and grammar and vocabulary.

GRAPH 3: PRE AND POST-TEST COMPARISON RESULTS



Note: graph 3 represents the difference of grades among pre and posttest, showing an improvement in aspects such as interactive communication and grammar and vocabulary.

### Analysis and Interpretation

Table 4 is structured to share the notes before the application of the experiment, as well as after it was applied, making known through a comparison the relevance of the experiment throughout the present investigation. The lowest pre-test value corresponding to Discourse Management subskill with a value of 1.5 improved after treatment. Thus, a value of 1.9 was obtained in the post-test. All the positive outcomes in the comparative table show that idiomatic expressions can be introduced through Kagan's cooperative strategies so that students can learn to emit a message and have a more productive conversation.

Next in Figure 3, the bar graph clearly reflects the improvement in the results of the post-test compared to the pre-test. In this way, it can be seen that in Discourse Management subskill the grade changed from 1.5 to 1.9, which represents a good improvement. Then, in the Grammar and Vocabulary subskill, the grade increased from 1.8 to 2, representing improvement. Later, in Pronunciation subskill, the grade changed from 1.9 to 2, a slight improvement. As the last we have Interactive Communication subskill, represented with an improvement from 1.9 to 2.3.

Therefore, according to the values previously exposed, the idiomatic expressions were useful to be communicated during conversations, in addition to the use of Kagan's cooperative strategies played an important role since the communicative activities were specifically stated to be interactive, engaging and encouraging students to use English language. Thus, it was possible that students had a development with respect to their speaking ability. Also, it is necessary to mention that the PET exam, speaking section part 2 was the most appropriate instrument for the population since the results could be obtained from this standardized exam.

### 3.2.4. Pre-test and post-test average and difference

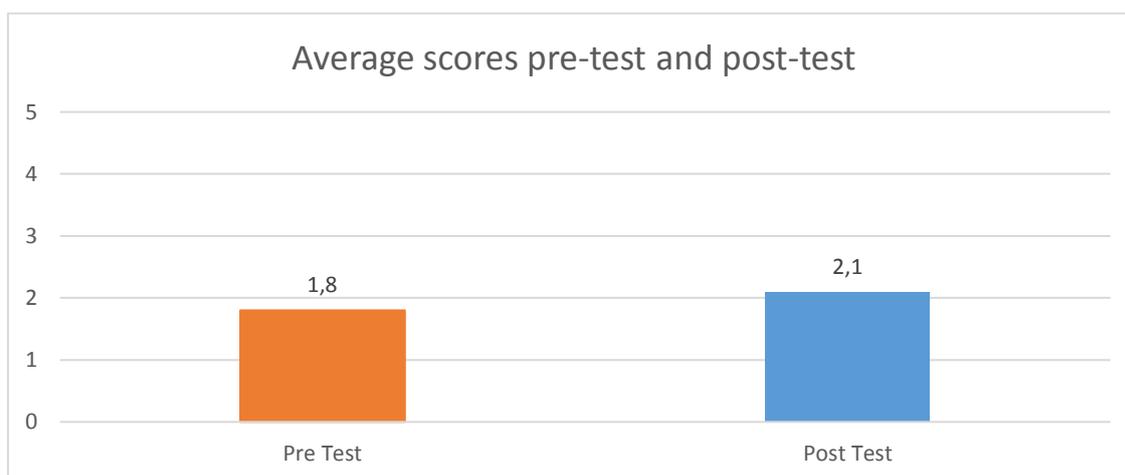
TABLE 5

PRE-TEST AND POST-TEST AVERAGE AND DIFFERENCE

Pre Test	1,8
Post Test	2,1
Difference	0,3

**Note:** table 5 demonstrates the overall average of scores before applying the experiment and also the overall average after the application of the experiment

GRAPH 4: PRE-TEST AND POST-TEST AVERAGE AND DIFFERENCE



**Note:** graph 4 demonstrates the overall average of scores before applying the experiment and after the application of the experiment.

#### Analysis and interpretation

Table 5 demonstrates the overall average of scores before applying the experiment and also the overall average after the application of the experiment. It means that the pre-test score is 1,8 out of 5 and the score of the post-test is 2,1 out of 5. As a result, the difference between both scores is 0,3 points, remarking thus the enhancement obtained by applying the idiomatic expressions.

It can be concluded that 0,3 represents positive significance value. Speaking skill can be enhance by using idiomatic expressions since through the practice in communicative activities learners can develop ideas and thoughts related to the idioms, besides they were given the context enough to learn how use every single idiom in a real conversation with classmates.

### 3.3. Verification of hypotheses

The Statistical Package for the Social Sciences (SPSS) software was used to verify if the hypothesis statistically complies with the expected results since the current research has an experimental category. For this, the t-test for paired samples was used, which shows the general average obtained by the students in the application of the pre-test and the post-test, in addition to identifying whether the alternative hypothesis is accepted or rejected. The achievement of positive results in the research project confirmed that the use of idioms influences the development of speaking skills in students of the second semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros”

**Table 6:** t-test paired samples statistics

Paired Samples Test								
	Paired Differences					T Statistical Value	Degrees of Freedom	P Value
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Par 1 PRE_TEST POST_TEST	-,2750	,3791	,0692	-,4166	-,1334	-3,973	29	,000

**Note:** table 7 shows that the P value is (0.000) less than (0.05), the alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected.

**TABLE 7: PAIRED SAMPLES CORRELATIONS**

Paired Samples Correlations			
	N	Correlation	P. Value
Par 1 PRE_TEST & POST_TEST	30	,910	,000

**Source:** The P value is (0.000) less than (0.05), the alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected.

**TABLE 8: PAIRED SAMPLE TEST**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Par PRE_TEST	1,775	30	,8468	,1546
1 POST_TEST	2,050	30	,9130	,1667

**Note:** table 8 shows that based on the average obtained from the scales out of 5 of each criterion of the Cambridge speaking part rubric, there is a notable difference between the means and the standard deviation.

### **Analysis and interpretation**

The tables shown in the previous section show the statistical values obtained in the application of the pre-test and post-test. Table 8 shows that based on the average obtained from the scales out of 5 of each criterion of the Cambridge speaking part rubric, there is a notable difference between the means and the standard deviation. Therefore, the mean of a total of 30 subjects before the experiment was 1,775, while after the experiment, the mean increased to 2,050. In addition, the results show an improvement in the students' speaking ability after the use of idioms. Therefore, taking into account the 95% confidence interval for the mean difference, as well as the P value, which is (0.000) less than (0.05), the alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected. , and based on the results shown, the use of idioms positively influences the development of speaking skills in the students of the second semester of the career of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Tecnica de Ambato.

### **3.4. Discussion**

In first instance, the results obtained and presented previously in the investigation are an indication that pupils have the ability to learn new contexts, new cultures and ways of speaking from other places through idioms. These idiomatic expressions gave the student a satisfactory performance in improving when speaking another language, strengthening aspects such as interaction, fluency, avoiding hesitation when speaking and, above all, using a more colloquial vocabulary. The results obtained in the pre and posttests affirmed that the application of new strategies such as the use of idioms to improve the sub-skills of the English language are significantly useful, projecting new content to be taught by teachers of a second language.

The present investigation had an additional support in (Barriga & McCandless, 2020) who in their research called "The effects of using American idioms in the development of the speaking skill in L2 students" observed the effects that the use of explicit teaching of American idioms had on a population of 30 L2 students at a university in Ecuador. The research was based on the quasi-experimental category, by using prior and post observation processes in the application of idiomatic expressions to improve speaking ability, which included data collection instruments. Once the observation was over, the authors used explanatory-descriptive research to detail the effects of the use of American idioms on second language learners at Unach (Universidad Nacional de Chimborazo).

Finally, idiomatic expressions have a wide range of specific expressions that are an active part in a given social community. The use of idioms is focused on strengthening the social identity of a given territory. Idioms are used in various areas of education, science, society and others due to their adaptation in different communicative fields. This research sought to create a favorable effect in a social and educational environment, in addition to serving as a support tool that improves the teaching and learning process of English as a second language. Based on the results of the SPSS software, students will be able to improve their speaking skills with the appropriate and focused use of English idioms. By accepting the alternative hypothesis, it was possible to establish a positive influence on the development of speaking in a foreign language. Therefore, educational institutions or higher institutes will benefit from the use of new methods to develop English language skills with the focused use of idiomatic expressions related to animals, clothing or even body parts.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1. Conclusions

Once the results have been obtained and based on the statistical data interpreted from the research called "Idioms and EFL speaking skill" applied to second-semester students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" career at Universidad Técnica de Ambato, allows to present the following conclusions and recommendations to be taken into consideration for future investigations.

- The use of idioms optimistically influenced the improvement of speaking ability. By checking the results obtained directly from the pre and post evaluations and the use of the SPSS program, relevance was given to the alternative hypothesis, which demonstrates that the oriented use of idioms in English is possible to increase the students' speaking performance. The P-value maintained at the level below 0.05 confirmed the beneficial effect of this research.
- The students acquired the ability to discriminate and identify the variety of idiomatic expressions that exist for the use in daily communication. The detailed description of animal, heart, clothes, food and conversational responses idioms, allowed students to know in which situation it is appropriate to apply each expression and under what grammatical structure it must be used. Expressions such as "kill two birds with one stone" belonging to the range of animals, allowed each student to use it in a conversation to denote that two actions can be performed at the same time.
- The cooperative strategies that most influenced this development process were: student teams-achievement division & revised jigsaw, both record rally robin, find someone who, quiz-quiz-trade and time paired share which belong to Dr. Spencer Kagan. Students achieved a positive development in their speaking skills through cooperative learning strategies, which allowed them to increase teamwork and the constant interaction that the students reached. Each strategy played a fundamental role in each treatment applied, resulting in the expected improvement in the student's linguistic ability.
- The use of the PET Cambridge standardized evaluation allowed to correctly diagnose the performance and speaking ability of each student, through pre-established criteria by the rubric of the evaluation adopted, among which were

considered: the optimal use of grammar and vocabulary, pronunciation, discourse management and interactive communication. Under the mentioned parameters, it was possible to establish the improvement that the students had in the linguistic performance after the treatments.

- The use of idioms related to food, animals, clothing, among others, generated interest and aroused the curiosity of the students in knowing how these expressions could be used and understood. The proper use of cooperative learning strategies provided a reinforcement in the student's communication skills, highlighting the strategy called "find someone who" which fulfilled the role of encouraging students to get out of their seats and talk to each other. Finally, the use of idioms generated a positive impact due to their influence on the development of other skills such as writing and listening.

## 4.2. Recommendations

Based on the effective results obtained in current research and taking into consideration the close relationship that idioms have in improving speaking skill, it is highly recommended:

- The authorities and teachers of educational institutions promote the application of idioms in an educational environment to achieve effective development of language skills, especially speaking. Through the use of idiomatic expressions, students will be able to interfere in new linguistic contexts with an informal character and in this way increase their understanding of socio-cultural aspects. In addition, idiomatic expressions can be easily adopted in various fields that would allow the student to use them appropriately according to their subject.
- The use of idioms provides progress in the expertise of language skills through their proper use. For teachers to effectively teach idiomatic expressions, they have to discriminate one from another. Like any difficulty scale, idioms have levels according to their context, which is why it is advisable to follow sequences according to the topics to be taught. Starting with idioms related to food or animals will allow the teacher to gain the attention of the students and better address the class.
- The use of cooperative teaching strategies in the classroom provide a plus to the teacher, allowing them to create an environment of active communication in which students will be able to exploit all their individual and group oral skills. Strategies such as time-paired-share are a simple way to encourage interaction between pairs, with this method students will be able to share ideas and points of view with their classmates during a period of time controlled by the teacher. This and other strategies will be essential to create dynamic communication experiences.
- Teachers are advised to consider other ways of assessing students, giving a less general bias to language performance and giving more prominence to each subskill that the English language possesses. For this, educational institutions can use specific standardized rubrics for each sub-skill as a basis. Rubrics from institutions such as Cambridge will provide the teacher with reliability and a clearer picture regarding the criteria that will specify their objectives to be achieved.

- It is recommended for teachers the progressive use of cooperative strategies together with the use of idioms to increase the linguistic level of students due to the significant contribution that these elements can make. Additionally, it is advisable to give a particular follow-up to each language skill, so that learning will be aimed at identifying and covering deficiencies focused on speaking, writing, listening and reading. As a complement, idiomatic expressions strengthen the teaching-learning process in students and support an interactive environment.

## C. REFERENCES

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## CARTA DE COMPROMISO

Ambato, 26 de Abril del 2022

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Sarah Iza Pazmiño en mi calidad de Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "IDIOMS AND EFL SPEAKING SKILL" propuesto por el estudiante Heredia Gallegos Oscar Sebastián, portador de la Cédula de Ciudadanía 1803865557, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



El código QR vincula al documento firmado por:  
SARAH  
JACQUELINE  
IZA PAZMINO

.....  
Lic. Sarah Jaqueline Iza Pazmiño, Mg.  
C.I. 0501741060  
TELF: 0984060528  
Correo electrónico: [sj.iza@uta.edu.ec](mailto:sj.iza@uta.edu.ec)

Source: Universidad Técnica de Ambato  
Author: Heredia (2022)

*ANNEX 2: PRE AND POSTTEST PICTURES*

**PET PART 2 (Pre and Post Test)**

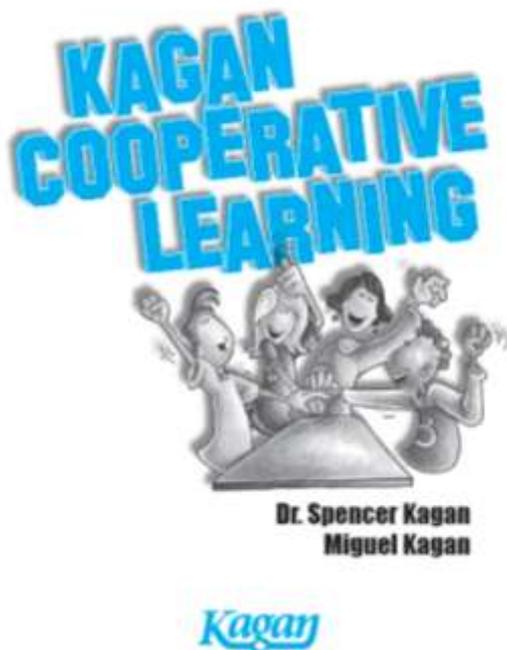
You are in a meeting with your old friends of school and both of you are talking about the things you did when you graduate after school. Here are some pictures that you can use to express your ideas.



**Source:** English Idioms in use Book second edition (Cambridge University Press)  
**Author:** Heredia (2022)

*ANNEX 3: KAGAN COOPERATIVE LEARNING BOOK BY DR. SPENCER KAGAN*

[https://drive.google.com/file/d/1JYJAh3\\_cGnHuEy-au7hoG8r2BdjZGvzn/view?usp=sharing](https://drive.google.com/file/d/1JYJAh3_cGnHuEy-au7hoG8r2BdjZGvzn/view?usp=sharing)



## ANNEX 4: LIN JING-NAN LESSON PLAN

**Topic of the Unit Plan:** Idioms

**Duration:** 60 minutes

**Teaching strategies:** Cooperative learning (Student Teams-Achievement Division & Revised Jigsaw), Motivation in Learning & Teaching, and Evaluation of Teaching

<b>Basic Information</b> <b>Teacher:</b> Tian Jingxuan, Luo Xinyi <b>Date:</b> 03-02-2018 <b>Time of Lesson:</b> 60 minutes
<b>About the lesson</b> <b>Topic:</b> Idioms <b>Subject:</b> English <b>Level:</b> Secondary school students 1C (28 students) <b>Context:</b> This class is going to learn some idioms and how to use them to make sentences in daily communication.  <b>Prior knowledge:</b>

<p>Students are able to</p> <ol style="list-style-type: none"><li>1. Know some everyday words</li><li>2. make sentences using simple and everyday words</li><li>3. use common words to make a dialogue about daily life topics</li></ol> <p><b>Teaching objectives:</b></p> <p>Upon completion of the lesson, students are able to</p> <ol style="list-style-type: none"><li>1. distinguish idioms from normal phrases</li><li>2. explain the meanings of the idioms that are taught in class</li><li>3. make sentences using idioms</li><li>4. use idioms to communicate in daily life</li><li>5.</li></ol> <p><b>Teaching resources:</b></p> <p><b>Warm up:</b> ppt about definitions and features</p> <p><b>Introduction:</b> ppt , classwork sheets</p> <p><b>Comprehension:</b> ppt, drawing paper</p> <p><b>Practice:</b> ppt, sentences, red &amp; green cards</p>
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<p>Simple Situational Dialogue Design: ppt</p> <p>Outcomes to be shared:</p> <ol style="list-style-type: none"> <li>1. All students can grow interest on English idioms.</li> <li>2. Most students can identify the nature and function of the given idioms.</li> <li>3. Students can get 80% right answers in the quiz.</li> <li>4. Students can create a dialogue with 3-4 simple sentences.</li> </ol>
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Stage	Objectives	Content	Resources	Time	Assessment
Warm up	<p>Warm up and introduce the definition of idioms as well as the features of idioms</p> <p>Distinguish idioms from normal phrases</p>	<ol style="list-style-type: none"> <li>1. The teacher tells students the definition of idioms (<i>An idiom is a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately</i>).</li> <li>2. After that, the teacher shows students features of idioms (01 Fixed 02 Recognized by native speakers 03 Widely used and 04 The area of language closest to culture), explains each features to them.</li> <li>3. Then, the teacher will ask some concept</li> </ol>	ppt about definitions and features	3 minutes	Students' responses to teacher's questions

		checking questions (1. Can we make idioms by ourselves? 2. Can we translate idioms word by word?).			
Introduction	<p>Test whether students understand the definition and the features of idioms</p> <p>Lead the idioms that will be taught in</p> <p>Distinguish idioms from normal phrases</p> <p>Generate students' interests in today's topic</p>	<ol style="list-style-type: none"> <li>1. Students are divided into 9 groups (3 students per group and each group has one high achieved student and one low achieved student).</li> <li>2. Each group is given three small passages. Each passage has four to five sentences and two idioms. (High achieved students will have passage A to set good examples in group work.)</li> </ol> <p>A: <i>Peter and Tom are good friends. They hit it off when they first met and became good friends soon. They fought like cat and dog yesterday after class because both of them wanted to hold the cute dog they met.</i></p> <p>B: <i>Peter has a well-paid job. He has deep pockets, so he can buy things that cost an arm and a leg. However, Peter saves his money to help people in need.</i></p> <p>C: <i>It rained cats and dogs yesterday. It was the first time for my puppy to walk in the rain. He</i></p>	ppt , classwork sheets	8 minutes	Students' answers Students' performances in discussion

		<p><i>loves rainy day. He felt on top of the world chasing rain drops for a whole afternoon.</i></p> <p>3. Students then read the passage aloud and find the two idioms in each passage and share them with group members one by one.</p> <p>4. The teacher firstly reveals the answers by highlighting the idioms in each passage.</p> <p>5. The teacher then shows students a short video about one embarrassing situation when the speaker cannot understand the meaning of an idiom.</p>			
<b>Comprehension</b>	<p>Explain the meanings of the idioms that are taught in class</p> <p>Learn idioms by heart</p>	<p>1. Each group is asked to draw a picture together to explain the literal meaning of one idiom. (E.G. <i>the idiom "have deep pockets", students will draw a picture based on the word-to-word translation.</i>)</p> <p>2. The teacher shares some students' paintings to the whole class.</p> <p>3. The teacher then presents the intended meanings of idioms in mentioned three passages to the whole class.</p>	ppt, drawing paper	18 minutes	Students' paintings

<b>Practice</b>	<p>Make sentences using idioms</p> <p>Use idioms to communicate in daily life</p>	<p><b>(1). Matching Game Competition (group)</b></p> <p>1. The teacher prepares some sentences which are divided into several parts.</p> <p>2. Students combine them together with their group members. The group spends the least time wins.</p> <p><i>Sitting in the classroom for a whole day is a pain in the neck.</i></p> <p><i>I'm full of beans after a good sleep.</i></p> <p><i>My uncle is a successful businessman and he has deep pockets.</i></p> <p><i>My parents bought me a PSP, so I felt on top of the world.</i></p> <p><b>(2). Red &amp; Green Quiz Competition (individual)</b></p> <p>1) The teacher has to prepare red and green cards in advance and some sentences (right and wrong) on the PPT. (E.G. 1. <i>Does the phrase 'cost an arm and a leg' means using an arm and a leg to buy something?</i> 2. <i>Uncle Wang is running a big company and he has deep pockets.</i> 3. <i>I'm feeling on top of the</i></p>	ppt, sentences, red & green cards	14 minutes	<p>Students' responses to paraphrases (whether their responses are quick and correct or not)</p> <p>Students' performances in activities</p> <p>Students' responses in the activity (accuracy rate and reaction rate)</p>
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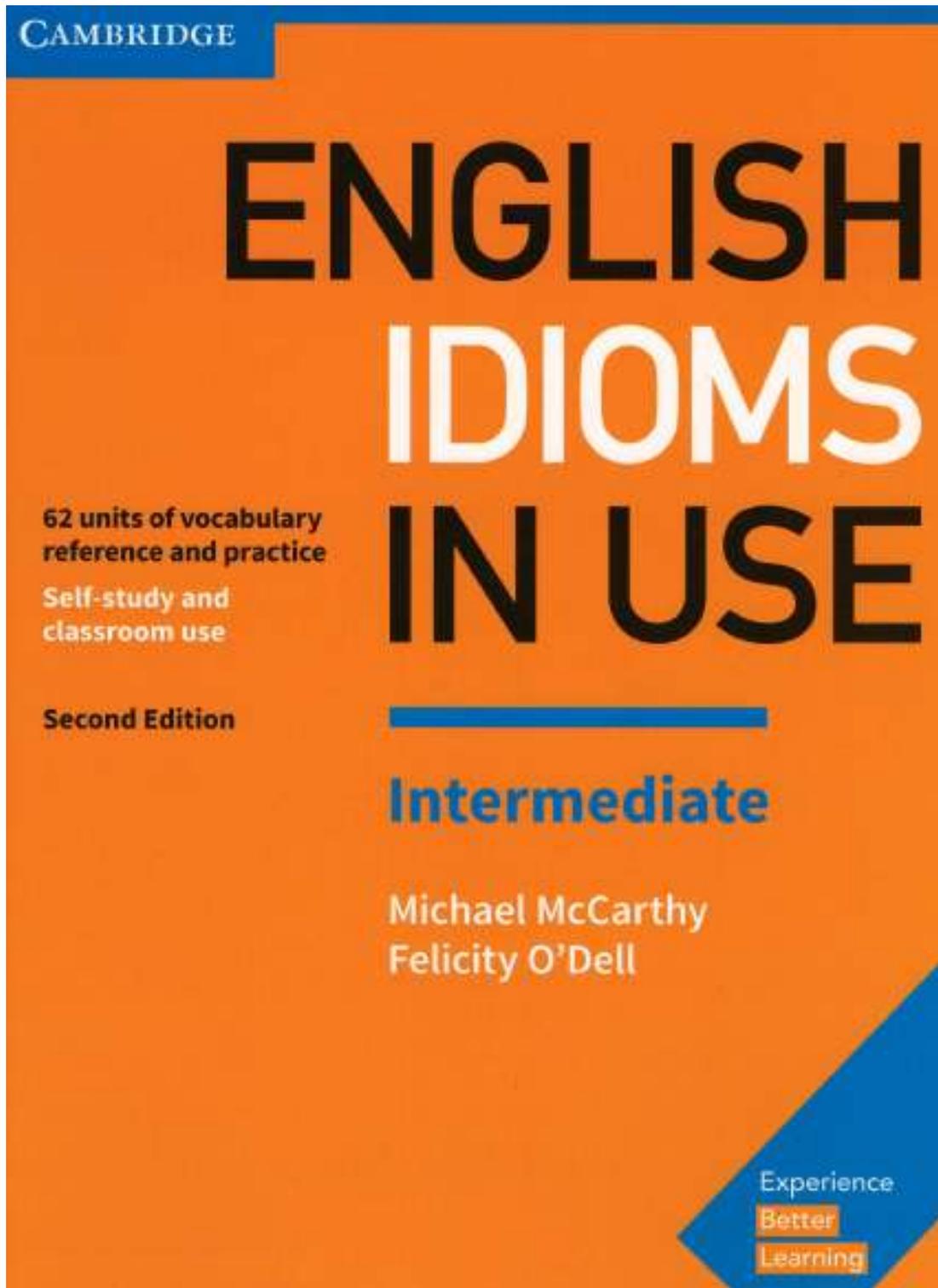
Note: LIN Jing-Nan model of speaking lesson plan.

**Link:**

[https://www.eduhk.hk/aiclass/Resources/Eng\\_Idioms/Eng\\_Idioms\\_Lesson%20Plan.pdf](https://www.eduhk.hk/aiclass/Resources/Eng_Idioms/Eng_Idioms_Lesson%20Plan.pdf)

ANNEX 5: ENGLISH IDIOMS IN USE BOOK (CAMBRIDGE UNIVERSITY PRESS)

<https://drive.google.com/file/d/13HkHGJrR-wn3vvk1MTjznqzAbmD4m1eF/view?usp=sharing>



ANNEX 6: CAMBRIDGE SPEAKING PET RUBRIC

Assessing speaking performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant despite some repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses a limited range of appropriate vocabulary to talk about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are characterised by short phrases and frequent hesitation.</li> <li>Repeats information or digresses from the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>			

Note: English PET speaking rubric (Cambridge University Press)

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención: inglés.**

**THEME:**

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**“IDIOMS AND EFL SPEAKING SKILL”**

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**AUTHOR:** Oscar Sebastián Heredia Gallegos.

**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador 2022

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## **INTRODUCTION**

For (Hung, 2019), idioms are expressions whose meanings are not directly attributed to the meaning of the complete expression. That is, the meaning of an idiom cannot be inferred from its writing in most cases. The context in which each idiom is applied is the key factor so that it can be perfectly understood. However, the limited knowledge of the idioms causes difficulty in the representation of it. For this, it is necessary to establish effective teaching strategies that allow the student to distinguish and interpret the use of these expressions in real situations. Idioms benefit students to increase the range of their vocabulary in addition to improving their oral competence, providing a more open panorama to actively interact more easily.

The implementation of basic idioms focused on topics of everyday life arouses interest in students. There are expressions that have an extensive composition of terms, which makes the student confused trying to understand word by word what the entire sentence says, so through visual exemplification and the use of shorter terms, it makes the digestion of the mods is much more viable. There are expressions that are derived from food or from parts of the body such as the heart that fulfill the function of transmitting all kinds of feelings or ways of thinking depending on their context. The great variety of expressions not only remains in aspects of daily life, they extend to cultural areas that allow us to delve into the understanding of expressions typical of a territory.

Finally, learning idioms has the same relevance as learning verbs. Learning these colloquial terms gives the learner a boost to enrich their lexicon and opens doors to communicate fluently just like a native speaker. The use of idiomatic expressions encourages people to get out of the monotony of conventional English, strengthening the expression in a more relaxed way and in an environment where informality prevails.

## **GENERAL OBJECTIVE**

- Develop effective communicative teaching strategies with the use of idioms in English.

## **SPECIFIC OBJECTIVES**

- Make lesson plans that focus on the use of cooperative strategies to develop speaking skills.
- Apply idiomatic expressions in class based on conversations in everyday life.

### SCOPE OF THE EXPERIMENT

<b>UNIT / CONTENT: DIALECT</b>					
<b>Number of lesson plan</b>	<b>Topic</b>	<b>Number of hours</b>	<b>Contents</b>	<b>Speaking criteria</b>	<b>Activities</b>
N- 1	Idioms of animals	20 minutes	Basic idioms related to animals and how to use them in daily communication	Grammar and vocabulary Discourse management Pronunciation Interactive communication	<ul style="list-style-type: none"> <li>• Power Point presentation</li> <li>• Students identify and highlight the idioms and the key words in a passage.</li> <li>• Discussion about the meaning of each idiom.</li> <li>• Write and record a dialogue using idioms learned.</li> </ul>
N- 2	Idioms (Conversational responses)	20 minutes	Basic idioms related to conversational responses and how to use them in daily communication.	Grammar and vocabulary Interactive communication	<ul style="list-style-type: none"> <li>• Power Point presentation</li> <li>• Students discuss in groups about a picture and use conversational idioms in that situation.</li> <li>• Students make a script of a conversation using the conversational idioms learned.</li> <li>• Students record a dialogue using idioms learned.</li> </ul>

N- 3	Idioms of food	20 minutes	Basic idioms related to food and how to use them to create sentences to have conversations.	Grammar and vocabulary Discourse management Pronunciation Interactive communication	<ul style="list-style-type: none"> <li>• Students have to give an oral description of the idiom avoiding telling the idiom itself.</li> <li>• Students are assigned to create 2 sentences using one idiom of food.</li> <li>• Students have to record their sentences in groups.</li> </ul>
N- 4	Heart idioms	20 minutes	Basic idioms using the word “heart” to express feeling and how to use them properly in conversations.	Grammar and vocabulary Discourse management Pronunciation Interactive communication	<ul style="list-style-type: none"> <li>• Students identify the use of the word “heart” to create different idioms.</li> <li>• Students use “heart” idioms to understand their meaning in context.</li> <li>• Students elaborate a short paragraph with 3-4 simple sentences which includes heart idioms.</li> <li>• Students have to record their sentences in groups.</li> </ul>
N- 5	Idioms of clothes	20 minutes	Basic idioms related to clothes and how to use them in daily communication	Grammar and vocabulary Discourse management Pronunciation Interactive communication	<ul style="list-style-type: none"> <li>• Students use idioms about clothes within a particular context</li> <li>• Students can perform a dialogue with 3-4 simple sentences.</li> </ul>

**Source:** Lesson plans

**Author:** Heredia (2022)

## **LESSON PLAN 1: IDIOMS OF ANIMALS**

Universidad Técnica de Ambato  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
“IDIOMS AND EFL SPEAKING SKILL”  
Lesson Plan 1  
Heredia Gallegos Oscar Sebastián

## Lesson Plan # 1

**Topic of the Unit Plan:** Idioms of animals

**Duration:** 20 minutes

**Teaching strategies:** Cooperative learning (Student Teams-Achievement Division & Revised Jigsaw)

### Basic Information

**Teacher:** Heredia Oscar

**Date:** June 1<sup>st</sup> 2022

**Time of Lesson:** 20 minutes

**About the lessonTopic:** Idioms of animals

**Subject:** English

**Level:** Second Semester PINE (30 students)

**Context:** Basic idioms related to animals and how to use them in daily communication.

**Speaking Subskill(s):** grammar and vocabulary, discourse management, pronunciation and interactive communication.

**Teaching objectives:**

Upon completion of the lesson, students are able to

1. distinguish some basic animals' idioms
2. explain the meanings of the idioms that are taught in class
3. use idioms into a short conversation

**Teaching resources:**

**Warm up:** PowerPoint pictures

**Introduction:** Power Point (What are idioms?) explanation

**Comprehension:** ppt, classwork sheets.

**Practice:** ppt, notebook, pen, cellphone.

**Simple Situational Dialogue Design: ppt**

**Outcomes to be shared:**

1. Students identify the nature and function of the given idioms.
2. Students use idioms about animals with a proper stress.
3. Students perform a dialogue with 3-4 simple sentences.

<b>Stage</b>	<b>Objectives</b>	<b>Content</b>	<b>Resources</b>	<b>Time</b>	<b>Assessment</b>
<b>Warm up</b>	Warm up	1. The teacher shows students some pictures that represents some common idioms and their meaning. (What can you see in the picture?) (Annex 1)	ppt pictures (Annex 1)	2 minutes	Students' responses to teacher's questions

<b>Introduction</b>	Introduce the definition of idioms as well as the features of idioms	1. The teacher introduces to the students the definition of idioms ( <i>Idioms are expressions which have a meaning that is not obvious from the individual words</i> ).	ppt (Annex 1)	5 minutes	Students' answers
<b>Comprehension</b>	Distinguish idioms from normal phrases	<ol style="list-style-type: none"> <li>1. Students are divided <b>into 8 groups</b> (4 students per group).</li> <li>2. Each group is given <b>three small passages</b>. (Annex 2) Students identify and highlight the idioms and the key words in the passage that help to recognize the meaning of the idioms.</li> <li>3. Students then read the passage aloud in the groups and <b>discuss about the meaning of each idiom</b> with the group members one by one.</li> <li>4. The teacher finally reveals the answers by <b>highlighting</b> the idioms and the key words in each passage.</li> </ol>	ppt, classwork sheets (Annex 2)	5 minutes	Student's find idioms

<b>Practice</b>	Make a short dialogue using idioms of animals	<ol style="list-style-type: none"> <li>1. In the same 8 groups are given three different topics by the teacher (i.e. shopping, weekends and hobby respectively).</li> <li>2. Teacher shows a dialogue as an example.</li> <li>3. Students have some time to <b>write a short dialogue</b> by themselves using the idioms learned.</li> <li>4. Each group have to <b>record the dialogue</b> in a maximum of 5 minutes and will send the audio to the email address <a href="mailto:oheredia5557@uta.edu.ec">oheredia5557@uta.edu.ec</a></li> </ol>	Ppt, Notebook Pen Cellphone	8 minutes	Students' dialogues
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## Lesson Plan 1 Annexes

### Power Point Presentation (Annex 1/Class 1)

### Idioms and meaning

- Idioms are **expressions** which have a meaning that is not obvious from the individual words.

**For example**, the idiom **drive someone round the bend** means **make someone angry or frustrated**, but we cannot know this just by looking at the words.



### The best way to understand idioms!

- The best way to understand an idiom is **to see it in context**. If someone says:  
*That noise is driving me round the bend! It's so annoying!*



then the context and common sense tells us that **drive round the bend** means something different from driving a car round a curve in the road. The context tells us the noise is annoying and that it's having an effect on the person hearing it.

### Essential Idioms in use (Cambridge)

## 38 Animals 2: describing situations

### A Cats and dogs

In the 'situation' box, note how the 'if clause' tells you whether the idiom is normally used with things (something), people (you) or with an impersonal construction such as there is.

Situation	Idiom	Meaning
if something	goes to the dogs	it goes from a good situation/condition to a bad one
if you	let the cat out of the bag	you accidentally tell people a secret / something you should not tell them
if you	put the cat among the pigeons	you create a crisis or a problematic situation
if there is	not (enough) room to swing a cat	there is very little room or space somewhere

The country **has gone to the dogs** since the new government took over.  
We didn't tell anyone the news, but she **let the cat out of the bag** and now everyone knows.  
Kim's report really **put the cat among the pigeons**. Now everyone's in a state of crisis.  
**There's not enough room to swing a cat** in our flat, so I don't think a party is a good idea.

### B Other animal-related expressions

In these dialogues, the second speaker uses an idiom to repeat and sum up the situation described by the first speaker.

### B Other animal-related expressions

In these dialogues, the second speaker uses an idiom to repeat and sum up the situation described by the first speaker.

**Ryan:** Everyone is so selfish. They would sell their own mothers to get what they want, and they don't care how much other people suffer.

**Tania:** Yes, it really is **the law of the jungle**. It's very depressing.

**Becky:** We shouldn't even think of discussing the voting system for the committee. It's very complicated and unfair in many respects, and could raise huge problems.

**Ricky:** I agree. It's a real **can of worms**. I think we should avoid discussing it.

**Iris:** If you ask me, it's a waste of time complaining to Robert. He doesn't take any notice, no matter how often you do it or no matter how angry you get.

**Harry:** Yes, it's **like water off a duck's back**.

**Edward:** We're all overworked and in a panic. We're trying to solve too many problems, and ending up not achieving anything!

**Nancy:** Yes, I agree. We're all just running round like **headless chickens**.

## Comprehension Part (Class sheet)

Find the idioms in the passages and underline them with the key words that help you to recognize the meaning.

- **Passage one:** When I was a kid, I remember birthdays were so much fun because there used to be more people and gifts. Now that I'm an adult, all those celebrations are going to the dogs each time but it is not relevant because the most important thing is be healthy.
- **Passage two:** A week ago my best friend told me he was going to propose marriage to her girlfriend in a few months and it was so exciting to know but I forgot that it was a secret and when I met with my friend and his girlfriend I let the cat out of the bag in front of her. When I realize it was too late. My friend got angry with me.
- **Passage three:** In a football game, Manchester United's coach decided to make a change of player. The team was winning and he decided to give more minutes to young players and the coach bring out the best player of the match. In a few minutes the other team scored two goals and at the end the team lost the game. The coach put the cat among the pigeons.



## **LESSON PLAN 2: CONVERSATIONAL RESPONSES**

Universidad Técnica de Ambato  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“IDIOMS AND EFL SPEAKING SKILL”

Lesson Plan 2

Heredia Gallegos Oscar Sebastián

## Lesson Plan # 2

**Topic of the Unit Plan:** Idioms (Conversational responses)

**Duration:** 20 minutes

**Teaching strategies:** Cooperative learning (Both Record Rally Robin)

### Basic Information

**Teacher:** Heredia Oscar

**Date:** June 2<sup>nd</sup> 2022

**Time of Lesson:** 20 minutes

**About the lessonTopic:** Idioms of conversational responses

**Subject:** English

**Level:** Second Semester PINE (30 students)

**Context:** Basic idioms related to conversational responses and how to use them in daily communication.

**Speaking Subskill(s):** grammar & vocabulary and interactive communication.

**Teaching objectives:**

Upon completion of the lesson, students are able to

4. recognize some basic conversational idioms
5. interpret the meanings of the idioms taught in class
6. discuss about some situations using conversational idioms

**Teaching resources:**

**Warm up:** PowerPoint pictures

**Introduction:** Power Point (idioms: conversational responses) explanation

**Comprehension:** ppt.

**Practice:** ppt, notebook, pen, cellphone.

**Simple Situational Dialogue Design: ppt**

**Outcomes to be shared:**

4. Students identify the function of the given idioms.
5. Students use conversational idioms in an appropriate context.
6. Students discuss a topic in a dialogue using conversational idioms.

<b>Stage</b>	<b>Objectives</b>	<b>Content</b>	<b>Resources</b>	<b>Time</b>	<b>Assessment</b>
<b>Warm up</b>	Warm up	2. The teacher <b>presents</b> a picture in which students answer to the question (What is happening in this situation?)  3. Then, teacher <b>asks the meaning</b> of the underlined idiom in the context based on a short conversation presented below the picture.	ppt pictures (Annex 1)	2 minutes	Students' responses to teacher's questions

<b>Introduction</b>	Explanation of some conversational idioms with examples.	<p>2. The teacher introduces to the students some <b>conversational idioms</b> and explain it in detail with examples.</p> <p>3. Teacher <b>asks students</b> to provide their own example based on the example previously presented.</p>	ppt (Annex 1)	5 minutes	Students' answers
<b>Comprehension</b>	Using idioms correctly with a specific topic.	<p>5. Students are divided <b>into 6 groups</b> (5 students per group).</p> <p>6. The teacher <b>poses a situation</b> with some pictures (annex 2) in which students have to discuss in the groups established what is the picture about and how to use conversational idioms in that situation. They have to take turns to speak in the direction of the clock.</p> <p>7. Teacher allows time for students to write down their thoughts.</p> <p>8. Based on the picture provided and the ideas, students will <b>make a script of a conversation</b> using the conversational idioms learned.</p>	ppt, (Annex 1) (Annex 2)	8 minutes	Student discussion and conversation

<b>Practice</b>	Make a short dialogue using conversational idioms	5. In the <b>same 6 groups</b> , each group have to <b>record the dialogue developed in the previous part</b> in a maximum of 5 minutes saying the names of the members at the beginning of the audio and will send the recording to the email address <a href="mailto:oheredia5557@uta.edu.ec">oheredia5557@uta.edu.ec</a> .	Ppt, Notebook Pen Cellphone	5 minutes	Students' dialogues
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## Lesson Plan 2 Annexes

### Power Point Presentation (Annex 1/Class 1)

### Idioms: Conversational Responses

possible stimulus	you say	you mean
I don't know how you can drive a car in London traffic!	<b>There's nothing to it!</b>	You think something is easy.
You could become a model.	<b>Don't make me laugh!</b>	You think something is unlikely.
It's nearly the end of the holiday already.	<b>How time flies!</b>	You are surprised at how quickly time has passed.
We bumped into John's teacher in Venice!	<b>It's a small world.</b>	You are surprised at a coincidence, e.g. meeting someone unexpectedly or discovering mutual friends.



### Comprehension

Discuss in groups. What is the picture about? and how to use conversational idioms in that situation?



1: Hi Charles, long time no see you, how are you?

2: Hi Christian, I'm doing well. Last time we saw each other was 10 years ago, **how time flies!** What are you doing here in New York?

1: I'm recently living here but it's hard to get used to this city.

2: Really? **It's a small world**, dude and get used to New York it's not so hard. **There's nothing to it!** So don't worry.

1: Thank you man. Do you remember when I told that girl in the school that she liked me?

2: **Don't make me laugh!** Are you serious?

### Essential Idioms in use (Conversational Responses)

12 Conversational responses		
A Emphasis		
possible stimulus	you say	you mean
You can borrow my car tonight.	<b>Thanks a million!</b>	Thank you very much indeed.
Did you get the job you wanted?	<b>No such luck!</b>	You're disappointed you were not able to do something.
Can I go skiing with you and your friends this weekend?	<b>The more, the merrier.</b>	You're happy for others to join your group or activity.
She's a great teacher!	<b>You can say that again!</b>	You totally agree with someone.
Come on the roller coaster with me!	<b>No way!</b>	You do not want to do something.
I don't know how you can drive a car in London traffic!	<b>There's nothing to it!</b>	You think something is easy.
You could become a model.	<b>Don't make me laugh!</b>	You think something is unlikely.
It's nearly the end of the holiday already.	<b>How time flies!</b>	You are surprised at how quickly time has passed.
We bumped into John's teacher in Venice!	<b>It's a small world.</b>	You are surprised at a coincidence, e.g. meeting someone

Class sheets (Annex 2/Class 2)

**Comprehension**

Discuss in groups. What is the picture about? and how to use conversational idioms in that situation?



**Comprehension**

Discuss in groups. What is the picture about? and how to use conversational idioms in that situation?



**Comprehension**

Discuss in groups. What is the picture about? and how to use conversational idioms in that situation?



**Comprehension**

Discuss in groups. What is the picture about? and how to use conversational idioms in that situation?



## **LESSON PLAN 3: IDIOMS OF FOOD**

Universidad Técnica de Ambato  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
“IDIOMS AND EFL SPEAKING SKILL”  
Lesson Plan 3  
Heredia Gallegos Oscar Sebastián

### Lesson Plan # 3

**Topic of the Unit Plan:** Idioms of food

**Duration:** 20 minutes

**Teaching strategies:** Cooperative learning (Find Someone Who)

#### Basic Information

**Teacher:** Heredia Oscar

**Date:** June 6<sup>th</sup> 2022

**Time of Lesson:** 20 minutes

**About the lessonTopic:** Idioms of food

**Subject:** English

**Level:** Second Semester PINE (30 students)

**Context:** Basic idioms related to food and how to use them to create sentences to have conversations.

**Speaking Subskill(s):** grammar and vocabulary, discourse management, pronunciation and interactive communication.

**Teaching objectives:**

Upon completion of the lesson, students are able to

7. describe the meaning of some idioms of food
8. figure out the meaning of the idioms that are taught in class throughout the “Find Someone Who” activity
9. use idioms to create sentences.

**Teaching resources:**

**Warm up:** PowerPoint pictures

**Introduction:** Power Point (Idioms of Food) explanation

**Comprehension:** ppt, classwork sheets.

**Practice:** ppt, notebook, pen.

**Simple Situational Dialogue Design: ppt**

**Outcomes to be shared:**

7. Students identify the function of the given idioms.
8. Students provide a clear description of what each idiom is about.
9. Students can create a couple of sentences.

<b>Stage</b>	<b>Objectives</b>	<b>Content</b>	<b>Resources</b>	<b>Time</b>	<b>Assessment</b>
<b>Warm up</b>	Warm up	4. The teacher shows students a picture and represents it with a brief performance in a situation and students identify the meaning of the idiom presented.	ppt pictures (Annex 1)	2 minutes	Students' responses to teacher's questions

<b>Introduction</b>	Introduce the idioms of food and provide extra examples.	4. The teacher introduces to the students the idioms of food and gives practical examples to clarify their meaning.	ppt (Annex 1)	5 minutes	Students' answers
<b>Comprehension</b>	Figure out the meaning of the idioms studied	<p>9. Students learnt 4 idioms of food. Now, the teacher <b>divided students into groups of 4 students</b> and each student of the group is given 1 different sheet with the description of an idiom (Annex 2) and they mix about the room finding others to ask.</p> <p>10. To do so, they have to give an oral description of the idiom avoiding telling the idiom itself and the other student says the possible idiom to use in that situation.</p> <p>11. Students work on the activity and then get together in groups (<b>5 groups of four and 2 of five</b>)</p> <p>12. This way the teacher prepares the students for the next activity.</p>	ppt (Annex 2)	5 minutes	Student's find idioms

<b>Practice</b>	Make a couple of sentences using idioms of food	<p>6. The groups now have to work on the following activity: Each member has to <b>create 2 sentences using one idiom</b>, the next member does the same with the next idiom and so on.</p> <p>7. Teacher shows more examples using the idioms.</p> <p>8. Each group have to <b>record their sentences</b> in a maximum of 5 minutes and will send the audio to the email address <a href="mailto:oheredia5557@uta.edu.ec">oheredia5557@uta.edu.ec</a></p>	Ppt, Notebook Pen Cellphone	8 minutes	Students' sentences
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## Lesson Plan 3 Annexes

### Power Point Presentation (Annex 1/Class 3)

#### More examples:



In the past, have a computer in the house **was the best thing since sliced bread.**



Teaching English is **my bread and butter** but in my free time I dance and sing.

#### Food Idioms: Specific foods

Idiom	meaning	example
have egg on your face	be left feeling stupid or embarrassed because of something you did	You'll have egg on your face if your plan doesn't work!
be the best/greatest thing since sliced bread	be fantastic (informal)	Some people see contactless payments as the best thing since sliced bread, while others are more wary.
be your bread and butter	be an activity or job you do to get the money you need	Taxi-driving is his bread and butter though he also writes music.
bear fruit	produce a positive result	At last our work is bearing fruit.

### Class sheets (Annex 2/ Class 3)

**Idiom:** Have an egg on your face

**Description:** Imagine that you are in your house in a birthday party and suddenly appears your ex, and in that moment, you are with your current girlfriend and your ex kisses you. **What idiom would you use to express that feeling?**

**Idiom:** be the best thing since sliced bread

**Description:** Imagine that your best friend came from United States after 5 years. When you see him, he has in his hands two tickets for the concert that you wanted to go and he invites you to that concert. **What idiom would you use to describe your friend in that**

**Idiom:** Be your bread and butter

**Description:** Imagine that you love to play soccer a lot but sadly you can't earn money with that and you have to work as an engineer to live. **What idiom would you use to express that situation?**

**Idiom:** Bear fruit

**Description:** Imagine that you invest money with a bitcoins company and you are worried because there aren't fast earnings and after three months you receive a huge amount of money for your investment. **What idiom would you use to express that situation?**

## **LESSON PLAN 4: HEART IDIOMS**

Universidad Técnica de Ambato  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
“IDIOMS AND EFL SPEAKING SKILL”  
Lesson Plan 4  
Heredia Gallegos Oscar Sebastián

## Lesson Plan # 4

**Topic of the Unit Plan:** Heart Idioms

**Duration:** 20 minutes

**Teaching strategies:** Cooperative learning (Quiz-Quiz-Trade)

### Basic Information

**Teacher:** Heredia Oscar

**Date:** June 8<sup>th</sup> 2022

**Time of Lesson:** 20 minutes

**About the lessonTopic:** Heart Idioms

**Subject:** English

**Level:** Second Semester PINE (30 students)

**Context:** Basic idioms using the word “heart” to express feeling and how to use them properly in conversations.

**Speaking Subskill(s):** grammar and vocabulary, discourse management, pronunciation and interactive communication.

**Teaching objectives:**

Upon completion of the lesson, students are able to

10. recall the idioms related to the word “heart”
11. differentiate the meaning in the context of each idiom taught in class
12. use idioms into a short paragraph to express feelings

**Teaching resources:**

**Warm up:** PowerPoint pictures

**Introduction:** Power Point (Heart Idioms) explanation

**Comprehension:** ppt, classwork sheets.

**Practice:** ppt, notebook, pen.

**Simple Situational Dialogue Design: ppt**

**Outcomes to be shared:**

10. Students identify the use of the word “heart” to create different idioms.
11. Students use “heart” idioms to understand their meaning in context.
12. Students elaborate a short paragraph with 3-4 simple sentences which includes heart idioms.

<b>Stage</b>	<b>Objectives</b>	<b>Content</b>	<b>Resources</b>	<b>Time</b>	<b>Assessment</b>
<b>Warm up</b>	Warm up	5. The teacher <b>presents a picture</b> which refer to <b>“heart”</b> idioms. Then, the teacher asks learners to answer the question “Have you ever broken someone’s heart?”.	ppt pictures (Annex 1)	3 minutes	Students’ responses to teacher’s questions

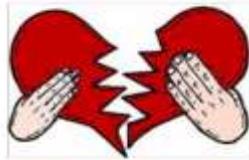
<b>Introduction</b>	Introduce the new idioms and give some examples to identify the proper meaning and use.	5. The teacher starts the lesson explaining every single idiom, the definition of them. The teacher also provides examples of them to understand the proper use.	ppt (Annex 1)	5 minutes	Students' answers
<b>Comprehension</b>	Differentiate the use of "heart" idioms	<p>13. Students are divided <b>in pairs</b></p> <p>14. Each pair is given 6 question cards related to the idioms studied previously. Cards are put on the table.</p> <p>15. Students quiz a partner, get quizzed by a partner. They work on that until they finish the question cards.</p> <p>16. Finally, they have a clear idea about "heart" idioms and the different expressions related to this word.</p>	ppt, classwork sheets (Annex 2)	5 minutes	Student's understanding of idioms

<b>Practice</b>	Make a short paragraph using idioms of animals	<p>9. In <b>the same pairs</b>, they have to write a short paragraph that express their feelings. To do so, they need to include “heart” idioms in their work. Finally, the other student asks (How do you feel lately?)</p> <p>10. Each group have to <b>record</b> in a maximum of 5 minutes and will send the audio to the email address <a href="mailto:oheredia5557@uta.edu.ec">oheredia5557@uta.edu.ec</a></p>	Ppt, Notebook Pen Cellphone	7 minutes	Students’ dialogues
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## LESSON PLAN 4 ANNEXES

### Power Point Presentation (Annex 1/Class 4)

#### Have you ever broken someone's heart?



When I was a kid I used to like a girl in my school and I told her what I felt and guess what?...



#### Heart Idioms: feelings

Idiom	meaning	example
open your heart	share your deepest feelings	Tony opened his heart to me.
someone's heart is in the right place	someone is good even if they sometimes behave the wrong way	He is a bit rude sometimes, but his heart is in the right place.
have a change of heart	change your opinion or the way you feel	Ben wants to buy the boat before his wife has a change of heart.
break someone's heart	make someone very sad (often someone who loves you)	It breaks my heart to see the refugees on the news.



### Essential Idioms in use (Cambridge)

54 Heart		
A Feelings		
Idiom	meaning	example
open your heart	share your deepest feelings	Tony opened his heart to me.
bare your heart/soul	share secret (often dramatic) feelings with someone else	I find it rather painful to bare my heart to anyone else.
pour your heart out	share secret worries with someone else	Imelda poured her heart out to me - I wished I could help her.
your heart misses/skips a beat	you suddenly feel so excited or frightened that your heart beats faster	When I first saw Pat, my heart missed a beat. I knew he would be important to me.
someone's heart is in the right place	someone is good even if they sometimes behave the wrong way	He is a bit rude sometimes, but his heart is in the right place.
have a change of heart	change your opinion or the way	Ben wants to buy the boat before his

Question Cards (Annex 2/Class 4)

What does "open your heart" mean?

Why people say that "someone's heart is in the right place"?

Would like to "open your heart" to someone you do not trust?

"Someone's heart is in the right place" means that you are in the perfect place of the world?

Can you "break someone's heart" with a hammer? Explain

Can you "have a change of heart" by a heart surgery? Explain

## **LESSON PLAN 5: IDIOMS OF CLOTHES**

Universidad Técnica de Ambato  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
“IDIOMS AND EFL SPEAKING SKILL”  
Lesson Plan 5  
Heredia Gallegos Oscar Sebastián

## Lesson Plan # 5

**Topic of the Unit Plan:** Idioms of clothes

**Duration:** 20 minutes

**Teaching strategies:** Cooperative learning (Timed Pair Share)

### Basic Information

**Teacher:** Heredia Oscar

**Date:** <sup>th</sup> 2022

**Time of Lesson:** 20 minutes

**About the lessonTopic:** Idioms of animals

**Subject:** English

**Level:** Second Semester PINE (30 students)

**Context:** Basic idioms related to clothes and how to use them in daily communication.

**Speaking Subskill(s):** grammar and vocabulary, discourse management, pronunciation and interactive communication.

**Teaching objectives:**

Upon completion of the lesson, students are able to

13. recognize some basic clothes' idioms
14. explain the meaning of the given idioms during the class
15. apply idioms into a short conversational activity

**Teaching resources:**

**Warm up:** PowerPoint pictures

**Introduction:** Power Point (Idioms of clothes to express behavior) explanation

**Comprehension:** ppt, classwork sheets.

**Practice:** ppt, notebook, pen.

**Simple Situational Dialogue Design: ppt**

**Outcomes to be shared:**

- 13. Students identify the meaning of the idioms
- 14. Students use idioms about clothes within a particular context.
- 15. Students can perform a dialogue with 3-4 simple sentences.

<b>Stage</b>	<b>Objectives</b>	<b>Content</b>	<b>Resources</b>	<b>Time</b>	<b>Assessment</b>
<b>Warm up</b>	Warm up	6. The teacher presents 5 pictures at the top of the slide and five meanings at bottom. Learners have to see the pictures carefully and match with the corresponding phrase.	ppt pictures (Annex 1)	2 minutes	Students' responses to teacher's questions

<b>Introduction</b>	Introduce the idioms about clothes used to describe behavior by providing the proper explanation and some practical examples.	6. The teacher explains the definition of idioms and show a few sentences to clarify their meaning in a real context.	ppt (Annex 1)	5 minutes	Students' answers
<b>Comprehension</b>	Explain the meaning of the idiom	<p>17. Students <b>work in pairs</b> and each couple is <b>given four papers of the 4 idioms studied</b>. The papers are folded (Annex 2)</p> <p>18. Partner A takes one of them and explain the meaning of the idiom. Then, the same student gives an example.</p> <p>19. Then, partner B takes another idiom and do the same as partner A.</p> <p>20. They continue until both have done with the 4 idioms.</p>	ppt, classwork sheets (Annex 2)	5 minutes	Students explains idioms

<b>Practice</b>	Make a short dialogue using idioms of clothes	<p>11. In the same couples, they have to create a short dialogue, it has to include 3 out of the 5 idioms learned. They can choose from the following situations: in a classroom, in a movie theater and at work.</p> <p>12. Teacher shows a dialogue as an example.</p> <p>13. Students have some time to <b>write a short dialogue</b> by themselves using the idioms learned.</p> <p>14. Each group have to <b>record the dialogue</b> in a maximum of 5 minutes and will send the audio to the email address <a href="mailto:oheredia5557@uta.edu.ec">oheredia5557@uta.edu.ec</a></p>	Ppt, Notebook Pen Cellphone	8 minutes	Students' dialogues
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LESSON PLAN 4 ANNEXES

Power Point Presentation (Annex 1/Class 5)

**Clothes Idioms: describing behavior**

example	meaning
The professor <b>bored the pants off</b> everyone in the hall. Some students even fell asleep.	was extremely boring.
My dad likes to think that he's in charge, but really my mum <b>wears the trousers</b> in our family!	is the person who makes decisions.
<b>Keep your shirt on!</b> He didn't mean to scratch your car. It was an accident.	don't be angry.
Laura is an amazing person. She has two jobs and still manages to volunteer at the soup kitchen. I <b>take my hat off to her</b> .	admire what she is doing.





More examples:

**Bored the pants off:**  
Today's movie *bored the pants off me*.

**Wears the trousers:**  
I think it's obvious who *wears the trousers* in the family.

**Keep your shirt on!** *Keep your shirt on, dude. The pizza will be here soon.*

**Take my hat off to her:**  
We all *take our hats off to Mary* for her new work.

Class sheets (Annex 2/ Class 5)

- Bored the pants off:
- Wears the trousers:
- Keep your shirt on!:
- Take my hat off to her: