UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

IDIOMS AND COMMUNICATIVE COMPETENCE

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DEDICATION

TO:

My loyal friends, Erik, Steven, Samantha, Heber, and Estefania that were always there to help. To my supportive family that never give up on me and took out the best of myself even when I was in my blue days.

Gabriel.

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Gabriel.

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TOPIC: "Idioms and Communicative Competence"

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ABSTRACT

The present study focused on the relationship between idiomatic expressions and communicative competence with the aim of recognizing how the use of idiomatic expressions affects communication. The research was conducted using a pre-experimental research design. The sample consisted of 18 university students belonging to the fourth semester from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The study was divided into eight interventions, two of which were aimed at collecting information using a standardized Cambridge test (B2 First). The test assessed different criteria such as grammar and vocabulary, discourse management, pronunciation, and communicative interaction. The other six interventions focused on the study of idiomatic expressions with emphasis on communicative activities during the learning process. After the treatment ended, the results obtained before and after the treatment indicate that, in the pre-test, the students had a poor command of idiomatic expressions. While after the treatment, a significant improvement was observed as certain expressions were used by the students. According to the statistical analysis, it can be deduced that the use of idiomatic expressions improves the communicative competence of English Language learners as it contributes to daily communication in a certain way, helping them to express themselves naturally as a native speaker.

Key words: Idioms, Vocabulary teaching, communicative competence, productive skills.

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CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

TITULO: "Idioms and Communicative Competence"

AUTOR: José Gabriel Landázuri Oñate

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RESUMEN

El presente estudio se centró en la relación entre las expresiones idiomáticas y la competencia comunicativa con el objetivo de reconocer cómo el uso de expresiones idiomáticas afecta a la comunicación. La investigación se llevó a cabo utilizando un diseño investigativo preexperimental. La muestra consistió en 18 estudiantes universitarios pertenecientes al cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El estudio se dividió en ocho intervenciones, dos de las cuales se destinaron a recopilar información mediante una prueba estandarizada de Cambridge (B2 First). La prueba evaluó diferentes criterios como gramática y vocabulario, manejo del discurso, pronunciación e interacción comunicativa. Las otras seis intervenciones se enfocaron en el estudio de expresiones idiomáticas haciendo hincapié en actividades comunicativas durante el proceso de aprendizaje. Una vez que el tratamiento finalizó, los resultados obtenidos antes y después indican que, en la prueba previa al experimento, los estudiantes tuvieron un manejo escaso de las expresiones idiomáticas. Mientras que después del tratamiento, se observó un mejoramiento significativo ya que ciertas expresiones fueron usadas por los estudiantes. Según el análisis estadístico, se puede deducir que el uso de expresiones idiomáticas mejora la competencia comunicativa de los estudiantes del Idioma inglés ya que contribuye a la comunicación diaria de cierta manera, ayudándolos a expresarse de forma natural como un hablante nativo.

Palabras claves: Expresiones idiomáticas, enseñanza de vocabulario, competencia comunicativa, destrezas productivas.

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Investigative background

The present study seeks to evaluate Idioms and their influence on communicative competence. Previous attempts to find out about this means of study have made comments to deepen knowledge on this topic.

Guo (2019) developed an empirical study that analyzed the effects of English idioms in L2 classroom instruction. This investigation was carried out in China. Two groups were selected to work with, an experimental group and a control group, one for metaphor-based idiom teaching and the other for metonymy-based idiom teaching. The experiment lasted 2 months. Data was collected using a pre and post-test based on quantitative and qualitative methods. At the end, results showed that metaphor-based facilitates learning English idioms and is more feasible to idiom learning than classical teaching methods.

Hung (2019) highlighted about the cognitive linguistic approach to teaching English idioms, where idioms about finance were taught. For this study, 50 Vietnamese first-year EFL college students were divided into two experimental groups. Obviously, one group received treatment (experimental) meanwhile the other did not (control). To collect information pre- and post-test were used. The control group did not make any important gain besides experimental group. The results suggested that through this approach students remember items for long time because of CL-based treatment.

Vo (2020) investigated about implications on teaching English idioms in context. For this, seventy-six teenage students between 14 to 17 years old, including 33 males and 43 females took an idiom test where there were 50 idioms chose from common English proficiency test books. The design of this research was based on a descriptive survey, consequently, descriptive statistics demonstrated that the students did not manage idiomatic expressions very well. The finding of this study implied that knowledge about idiomatic expression is more than needed for Vietnamese EFL learners.

Tabley and Hermilinda (2021) discussed the comprehension of Idiomatic expression among primary school students in Nairobi. The focus of this study was to investigate the age at which children were able to recognize and understand English idioms. 60 participants (divided into three: 5-6 years old, 9-12 years old, and 13-16 years old) were considered to identify the correct non-literal meaning of the 20 idioms. The findings showed that the youngest students begin to understand some kinds of idiomatic expressions. Meanwhile, student get the literal meaning of idioms at the age of 9. Finally, the oldest students from 12 to 16, non-literal meanings of idiomatic expressions started to make sense to them. Finally, it was demonstrated that age and exposure to idiomatic expressions is a crucial factor in the comprehension of them.

Cucchiarini et al. (2022) conducted CALL-based research analyzing the effects of intensive practice and L2 idiom learning at University of Applied Sciences in Nijmegen. The population in this study were 42 German L1 students that were studying Dutch as a second language with a B1 inter-mediate proficiency level according to CEFR. Researchers relied on a pre-test post-test among subjects of study to collect data. Nevertheless, researchers concluded that CALL practice with a focal point on meaning and form is reliable for learning L2 idioms and higher intensity of practice leads to significantly better performance. Limited practice is only practical for learning idioms that are similar in words as in L1.

According to Atikah et al. (2021) interactive tools can be used to teach idioms. The research objective was to find how an augmented reality tool that can help the students to learn English in an effective and attractive manner focusing on teaching idioms. Data was collected through questionnaires which means it was quantitative method. The researcher evaluated 10 teachers and the findings showed that augmented reality tool enhanced students learning due to the fact they can adapt those tools according to their performance based on the development process.

Khoshnevisan (2019) explored how idioms are learnt via a digital website. The study was qualitative because of the data gathering of the insights of 26 Iranian language learners. The researcher employed an online questionnaire and the findings demonstrated that almost all the participants used visual aids to get the non-literal meaning of the idiomatic expressions. The findings corroborated the theory that

learners use videos or images to acquire knowledge about idioms. However, it was seen that learners used translation to support learning.

Tran (2021) investigated how idiom instruction was related to the speaking strengthening. This research took place in Vietnam in two beginner language classrooms with 100 students. Meanwhile, survey questionnaires and interviews were used to collect information. According to the findings, students demonstrated the process of idiom comprehension as well as idiom production via evidence in the comprehension of idiomatic terms. The findings indicated that context significantly influences idiom acquisition. Unfortunately, idioms learning might not get sufficient attention.

Toro et al. (2018) had the belief that certain strategies applied by teachers can improve students' oral skills regarding communicative competence. The population for the study were 6 English teachers and 105 students at an elementary school in Loja city, southern part of Ecuador. To gather data, a questionnaire and observation were used. Through results researchers concluded that modeling, repetition, pair, and group work are the main strategies placed in classrooms to develop communicative competences in students. Even with the use of previous strategies, teachers include feedback during classes, but they were not enough to enhance class participation.

Puzanov et al. (2022) investigated to determine the effectiveness of Web 2.0 technologies for developing communicative competence. To corroborate this hypothesis, different methods were used like empirical, diagnostic, statistical, mathematical, and descriptive for collecting data as well. Results of the experimental study supported the hypothesis that communicative competence will become more efficient when creating a methodology using social media technologies. However, there were things that needed to be considered, like the educational environment, the improvement of speech activity within students, and the involvement of social media and Web 2.0 technologies.

Cruz and Herrera (2022) in their manuscript wrote about a study carried out at a public university in southeast Mexico. Its focus was to verify whether changes within the design of an online English course intensify communicative competence. The research stuck to a quantitative quasi-experimental design, containing two groups, and

receiving an online English course that offered contextualized language topics. Assessment was taken through the online modality, which contrasted a new perspective on communicative competence from the face-to-face assessments. Discoveries showed that online assessment is feasible, and communicative competence is improved and was directly related to the intervention.

Salazar (2022) described how materials influence communicative competence among students. This study employed a qualitative research design and ethnographic approach which means observations, interviews were used to collect data from 18 students and 1 teacher. During the development of this study, students utilized a book called Access 3 in which tasks are supposed to be communicative. Among other things, the material is supposed to follow a task-based approach. However, the author concluded that the analyzed material was not quite communicative and there was a lack of immersion to provide purpose for communication.

Zha et al. (2006) devised a study to corroborate how Electronic Discussion Boards help students to develop communicative competence. It is important to remark that qualitative and quantitative methods were used to analyze data collected from 28 ESL students who were attending during a six-week period. Once data was analyzed, the author found out that students used informal language according to the context including the use of slang and idioms depending on the language function. Finally, as students get acquainted with online communication it looked that their language style is adaptable.

Once all previous work has been analyzed regarding the use of idiomatic expressions to develop communicative competence among students, they are basis and support for the reason they have proved the reliability in acquiring knowledge and vocabulary on English. However, it is crucial to keep in mind that in these studies they required a certain population, having a variety regarding age, gender, levels, and groups. Leading those different studies ended up with improvement of communicative competence and the use of idiomatic expressions in their subjects of study.

1.2 Theoretical framework

1.2.1 Independent Variable: Idioms

1.2.1.2 Language teaching

To reach the articulated knowledge about idioms, it is essential to start from the definition of language teaching; learning a language is one of the first skills that human being develops from its formation before entering the educational system, however all students in any native language that express themselves receive language classes, so with respect to learning another language is even more essential to see methods and techniques that reinforce the teaching of the language.

According to Widdowson (1990), language teaching can be associated to teaching activities with a kind of theoretical principle from different sorts like behaviorism, cognitivism, constructivism, humanism and connectivism. Even though, this study is based on cognitivism theory and what the Swiss psychologist Jean Piaget discussed about it. Otherwise, Piaget and Inhelder (1969) discussed that cognitive development is a process that occurs in stages, and it involves the construction of mental representations of the world through interaction with the environment, they described on those stages that human beings become formal operational at 11 years old (approximately), being capable of thinking in an abstract way, developing problem-solving skills. Consequently, analyzing idiomatic expressions from a cognitivist perspective helps to deepen in understanding of how our minds make sense of abstract concepts through the use of metaphorical and figurative language.

1.2.1.3 Vocabulary teaching

To begin with, it is crucial to define what vocabulary is. According to Lessard-Clouston (2013), vocabulary is related as language words, including basic items and phrases or complex sort of language with numerous words that at the end they convey specific meaning similar to individual words do. In other words, vocabulary can be defined as words people use to share their ideas when speaking. Furthermore, effective vocabulary instruction considers the needs, interests, and skill levels of the students. Explicit education and meaningful exposure to words in genuine language settings must coexist in harmony. Teachers may help students speak more clearly, understand difficult texts, and improve their general language competency by helping them increase their vocabulary.

1.2.1.4 Strategies to teach vocabulary

According to Alagözlü and Kiymazarslan (2020), vocabulary knowledge plays an important role for appropriate language learning. In consequence, for an adequate second language acquisition, classroom activities that involve vocabulary are of crucial concern and should be carefully planned. It is well known that students fail to express their ideas in a proper manner if they do not manage enough vocabulary.

Furthermore, Decarrico (2001) discussed that new words should not be learned in segregation and neither learned by heart. It is crucial that new vocabulary words should be given in real contexts keeping in mind to offer indicators to definition and that learners be given numerous exposures to words they should acquire.

Moreover, Pan and Xu (2011) described some strategies to teach vocabulary. Like Teaching Vocabulary in Context where learners are immersed in a situation when learning new words, forcing them to develop strategies, such as anticipating and inferring. Consequently, new words in circumstances are used in speech for purposes of communication providing an indicator of the manner of how words are used. Otherwise, the assumption supporting the theory of semantic field is that words do not stand in isolation, instead, they are part from different categories. Words that are in the same semantic category are in the same semantic field. The meaning of a word is set by its connections with other words. By using this strategy, students can associate words in the same semantic field and constantly increase and reinforce learning of new vocabulary words.

By the same token on strategies for teaching vocabulary, word building is considered as an effective way to help students see words in the network of associations. Haastrup and Henriksen (2000) said that network building involves a process whereby learners acquire depth of lexical knowledge. This includes the knowledge of a word's different sense relations.

Therefore, one crucial step on teaching lexical items is that students need to be familiar with affixation (prefixes, roots, suffixes). Once learners have mastered affixation, they can guess words meaning, in this way, students not only know how words are formed but also understand the motivation of English word formation, and at the end, their vocabulary increases.

Another major teaching strategy experts talk about is teaching cultural connotations and cultural differences. English vocabulary structure is a variable system; it consistently adopts changes and has been altered by other languages in the world. As a result, teachers must introduce words that come from different culture backgrounds whenever viable, which apart from broaden students' horizon, but also enhance their engagement in language.

One more strategy is the use of dictionaries where Ezeh et al. (2022) wrote about it stating that they are a good learning aid, since it addresses the diverse work with which the student must deal with. Dictionary gives one of the best resources to increase the number of words students manage. However, regarding which dictionary to use, it's highly recommendable to use the monolingual dictionary. In it there are many more information like grammatical aspects students will ever see in class. Also, pronunciation, spelling, word formation, and idiomatic expressions and how to use them. It demands instructor to introduce to their methods of choosing and using a proper dictionary.

1.2.1.5 Idioms

It is fundamental to synthesize what idioms are. Cooper (1998) outlined that idiomatic expressions belong to nonliteral language where idioms like clichés, proverbs comparisons and others can be found. Moreover, these words do not have literal meaning, instead their meaning is figurative which means that if you read or hear about it, you will not be able to get an idea of what it is at first instance. Bromley (1984) described that idioms are figurative expressions. They constitute one definition in terms of another that may be conceived of as analogous.

Apart from this, many researchers, and professionals of linguistics, have developed studies to create and classify idioms. Lattey (1986) established a classification as follows:

- Grammatical type is placed, and it contains verb-adverb idioms, or idiomatic expressions that work on individual parts of speech.

- Emotions and concepts are considered to categorize idiomatic expressions, idioms like walk on the air which its main idea is about happiness.

- Another way of classification for idioms is based on the 'image'. Basically, idioms are classified taking into consideration the graphic representation. (For example, I am all ears, would be part of BODY PARTS).

Alternatively, Nunberg et al. (1994) discussed that in recent linguistic, idiomatic classifications are blurry for the reason idioms manage different properties like semantic, syntactic, poetical, discursive, and rhetorical. That is why they propose some properties like:

• Conventionality: When using idioms its interpretation or use can't be predicted, on the basis of independence that decide the use of their elements when they appear in isolation from one to another.

• Inflexibility: In contrast to free expression, idioms are usually used only within a limited number of syntactic frames or structures.

• Figuration: When talking about idioms, figurations like metaphors, metonymies, hyperboles cannot be skipped. Even though speakers may not be aware of the main reason for the figure involved but they usually realize that some sort of figuration is included, at least to give or assign the idiom a 'literal meaning'.

• Proverbiality: When having common situations of a certain social enthusiasm, idioms are usually used to talk about it. In other words, scenarios that include specific things or relations.

• Informality: When using proverbial expressions, popular speech, and oral culture are related to informal register.

• Affect: Idioms do not charge on neutral actions. Instead, they are likely to lay on social meaningful situations where the use of idiomatic expressions is worth.

Although idioms can vary from one language to another they lead to the conveying of a message and having a wide point of view regarding culture. To avoid misunderstandings in the studying of idiomatic expressions, it is decisive to center our attention on the most used expressions and their use in context. As previous mentioned, idiomatic do not have a literal meaning and each one plays a different role when expressing emotions or situations. Based on the book "English idioms in use: intermediate" that belongs to Cambridge University Press, which stablishes a guide on

idioms according to the topic they want to talk about. Topics like behavior and attitudes, having problems, danger, money, color, nature, and music are going to be taken into consideration to develop this research.

1.2.2 Dependent Variable: Communicative competence

1.2.2.1 Language

Language is a complex communication system that humans use to manifest thoughts, ideas and emotions. Bloch and Trager (1975) outlined that "a language is a system of arbitrary vocal symbols by means of which a social group cooperates". It is an exclusive human skill that distinguishes us from other animals. Language can take numerous ways, such as spoken words, written symbols, gestures, or signs.

Essentially, language is based on a group of norms and conventions that govern the use of symbols, sounds and gestures to transmit meaning. Akmajian et al. (2017) discussed that structural norms can be identified as grammar and integrate syntax (word order), morphology (word formation), semantics (meaning) and phonetics/phonology (sounds). Language enables individuals to share and understand information, participate in social interrelations, manifest creativity, and transmit cultural reasoning through generations. Bybee (2015) added that there are noticeable changes in speakers, referring that they are not inactive, instead, they are active participants of their culture.

Generally, language is a powerful instrument that shapes human experiences and allows communication, which allows us to connect, share understanding, convey meaning and collaborate with complicated and different situations in daily life.

1.2.2.2 Language skills

Language is the way we express our ideas or thoughts, and how these ideas can be understood by others. Crystal and Robins (2022) shared the idea that language is a structure of spoken, and written symbols by people, as part of a society and members in its culture, express themselves. words are joined in various manners to get an output where people can convey meaning. Consequently, language cannot be described as something that comes up easily. That is why Harappa (2021) held the belief that based on your experience, language skills will be mastered. Language skills that are listening, reading, writing, and writing.

As it has been discussed, it is crucial to master language skills to express and make language works. Anil (2023) stated when a student learns the language, if he does not get complete management on four skills of that language, then language skills start to be deficient. The teacher should help the learner to find a balance in the development of all four skills. A person's skills to communicate relies on mastering language skills. How accurately and precisely you can express how you feel and what you think also depends on the usage of language skills and the well-developed they are.

1.2.2.3 Productive skills

Livingstone (2011) pointed out that the process of teaching a second language its focus should be on didactic approaches and developing a mixed form for learning foreign languages. Furthermore, Burns and Siegel (2018) discussed that the categorization of the core language skills into four major areas that persist in listening and reading comprehension, speaking in oral expression, writing in written expression. As can be seen the last two refer to the ability to effectively convey the message and in turn in combination to produce language.

In addition, Sreena and Ilankumaran (2018) reported that they are also known as active skills. Students need to produce language to communicate their thoughts either in speaking or writing because they involve actively producing language rather than just receiving and understanding it. Lastly, the development and optimization of these productive skills requires time to practice, exposure to language and suggestions from language experts. It is beneficial to participate in conversations, write regularly, read extensively, and look for opportunities to use English in various environments.

1.2.2.4 Communicative competence

Communicative competence theory, also known as communicative language competence, is a theoretical framework that was developed in the field of second language acquisition by the linguist Dell Hymes in the 1960s where the focus of it is that language proficiency requires more than just the ability to produce grammatically correct sentences. It emphasizes the importance of understanding and using language appropriately in various social and cultural situations. Wiemann and Backlund (1980) asserted that for a person to develop effectively in society, that person needs to obtain

a specific level of competence in language for communication. Hymes argued that communicative competence consists of four components sorted as:

Sociolinguistic competence meets in different social and cultural environments and the functionality of using language correctly keeping social norms, rules and conventions of language use, such as knowing at what time and how to use a language formal or informal, how to address different people and how to adapt the use of language based on the case. From the opposite, discourse competence is related to the major language units, such as conversations, narratives and written texts and how language is organized in a coherent and significant way, including the function of starting, conserving and completing the conversations conveniently, and understand the various types of texts and their conventions.

One more component is strategic competence which relies on the ability to use communication strategies to overcome potential problems in language production or comprehension supported by techniques such as paraphrasing, asking for clarification, using gestures or context to convey meaning, and compensating for any gaps in linguistic knowledge.

Communicative competence theory has had a significant impact on language teaching and learning methodologies leading to the development of communicative language teaching, an approach that focuses on meaningful and authentic communication in the target language. CLT emphasizes the integration of the four components of communicative competence, providing students with opportunities to use language in real-life situations and develop their overall language proficiency.

1.3 Objectives

1.3.1 General objective

To analyze the relationship between Idioms and communicative competence on students from fourth level at PINE major.

1.3.2 Specific objectives

To recognize common idioms and their use in everyday communication.

To identify the level of communicative competence.

To describe how English idioms enhance communicative competence.

1.3.3 Description of achievement of objectives

To start with, for the achievement of first specific objective the researcher used a book from Cambridge where numerous idiomatic expressions are sorted according to topics and there were plenty useful examples how to use those expressions in everyday life communications which mean they were put in real-life contexts to have a better knowledge on its use.

Furthermore, regarding the second specific the researcher used a pre-test where different speaking sub-skills were evaluated to identify the level of communicative competence and how well is developed among students. Mainly, the strengths and weaknesses students have were spotted. Consequently, different communicative activities were used to improve oral production.

Finally, regarding the third objective, the researcher utilized a post-test where once information was gathered, based on statistical data the enhancement of communicative competence was described concerning different areas of evaluation where improvements were noticed among students once they received treatment about idiomatic expressions.

CHAPTER II
METHODOLOGY

2.1 Resources

The resources employed to execute this research were as a tool to gather data and evaluate the Cambridge B2 first exam, apart from it, the book English idioms in use from Cambridge Press where idioms referring to behavior and attitudes, having problems, danger, money, color, and nature were considered. For the investigative process the population taken into consideration to carry out this study were students from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato. Even though some tools and online resources were used during the investigation, among those resources it could be found Canva slides, internet, posters, cardboard, etc. Eventually, sources of information such as scientific articles and books were used to support the investigation.

2.1.1 Population

The population considered to develop this study were 18 students (10 female, 8 male) from 4th level of PINE major at Universidad Técnica de Ambato. They were students who were coursing Communicative language teaching subject.

Table1

Population

Population	Experimental group	Percentage
Female	10	55.55%
Male	8	44.44%
Total	18	100%

Note: Subjects considered for the research.

2.1.2 Instruments
Pre-test

To gather information about idiomatic expressions and how they influence communicative competence, a standardized examination from Cambridge (B2 First exam) concerned about the speaking skills and its sub-skills was applied. However, some changes were made to this test for the reason the research focus was to evaluate

knowledge about idiomatic expressions among students. Moreover, the four sections of the speaking part were used to achieve it.

Post-test

Once students have received the treatment about idiomatic expressions, a post-test was used to measure the impact of idioms in communicative competence. As previously mentioned, the post-test from Cambridge (B2 First exam) was also modified to include different idioms from the pre-test. The post-test was taken at the end of the research to corroborate if there was an improvement after students received instruction about different types of idioms.

2.1.3 Data collection procedure

In the first session the researcher introduced himself to the whole class. Following that the purpose and the description of the study were explained. Once students had an idea of what the investigation is about, and what they must do during the next sessions. The researcher started the gathering of data through the use of the pretest regarding English idioms and communicative competence was evaluated.

In the second session, the researcher developed a lead-in activity about what an idiom is, where students needed to brainstorm their ideas about the topic. Suddenly, the researcher stuck some papers on the wall that contained idiomatic expressions (related to behavior and attitudes) and others that have their meaning. Consequently, students received a worksheet where there were two sections, in the first one, students needed to complete with the meaning they thought each idiom has. Following that, a Canva presentation about idioms and their real meaning was presented. Subsequently, students realized the real connotation of each idiom, so they had to complete section two of the worksheet.

In the third session, the researcher started with a lead-in where some pictures were shown just to recall information about the previous idioms learnt. Students needed to guess what idioms represented each image. Once the lead-in finished, new idiomatic expressions about having problems were given to the students, they were placed in strips of paper where students had to match the idiomatic expressions with their definition. Once students completed the activity, the researcher presented the actual definition and students corroborated if they had it correctly or not. Finally,

students created a poster using the most interesting idioms they found, and they presented them to the whole class.

In the fourth session, class was activated by using a warmup activity called "two truths, one lie" where students were required to write two truths about them and one lie. Then, the rest of the classroom needed to guess what the lie is. However, getting to the point the researcher started with a Canva presentation where idioms about danger were studied. Students were paying attention and copying the information. Therefore, students were required to write a story they had using idiomatic expressions. When they finished with the task, they came to the front of the class to discuss it.

In the fifth session, a warmup called just a minute was developed, students listed different topics to talk about, to choose a student to talk "duck, duck, goose" game was played. When the warmup activity finished, the instructor shared a Canva presentation of idiomatic expressions about colors, where students were discovering new useful expressions to talk in different life situations. For the practice part, students joined a Kahoot activity where they needed to answer questions of the previous idioms learnt. To wrap up the lesson, students were asked to create a storyboard using color idioms.

In the sixth session, "Simons says" game was played to engage students followed that, the instructor presented Canva slides where idioms about money were studied. To put into practice what was studied, an activity called "Color wars" was developed to enhance and reinforce the learning of new idioms. In this activity class was divided into three teams of six people each one. Each group was a different color and received a cardboard with idioms. The instructor showed an incomplete sentence, and the group chose the correct idiom that relates to the sentence. In the production part, students were required to tell a story including idiomatic expressions they learnt.

In the seventh session, to engage students a warmup activity called "Stopots" was developed where students wrote different words regarding each category. To continue with the learning stage, the instructor showed a Canva presentation containing idioms about nature. After that, students were asked to complete a handout and in the production part they developed a roleplay using idiomatic expressions.

Finally, in the last session, to conclude the research, students were asked to take the posttest regarding idiomatic expressions. For this evaluation part, students were working in groups of two people. Each group had to answers some questions as in the Cambridge English B2 first exam focused on the speaking part that has 4 sections. Consequently, the instructor was able to corroborate if there was improvement after the treatment.

2.2 Methods

2.2.1 Research approach

2.2.1.1 Pre-Experimental Research

Campbell and Stanley (1966) discussed that pre-experiments are not complex forms of research designs because one or more groups could be subject of treatment in order to get results or changes. The authors talk about one-group pretest-posttest design where the investigator can observe and experiment twice with one group at the beginning and after the treatment. Hence, there is no need to have a control or groups to compare. In the pre-experimental design only one group is needed for treatment.

2.3 Research Modality

2.3.1 Bibliographic Research

Garrison (1964) pointed out that bibliographic research examines books and real materials. Indeed, its concern is about how materials are developed and the manner they are sorted. As previously mentioned, this research is bibliographic for the reason the information that was found is based on investigations, papers, experiments, journals, internet articles, YouTube videos and so on, that some authors have developed in past time. Supporting the usage of idioms to improve communicative competence.

2.4 Level or Type of Research

2.4.1 Field Research

According to Van de Ven and Poole (2002), field research includes a wide variety of methods to study organizational life in its natural environment with first-hand observations from the point of view of a particular individual or group. Fortunately, the researcher will understand the beginnings of the problem for whatever reason in the right place where it occurs. The same was developed at "Pedagogía de

los Idiomas Nacionales y Extranjeros" major of Technical University of Ambato, being more specific with students of fourth semester.

2.4.2 Quantitative Research

Watson (2015) reported that quantitative research measures a phenomenon using statistical or numerical data. Moreover, in quantitative research the gathering of data is supported by measurement and analyzing the gathered data for verifying the relationship between variables. In other words, quantitative research is a systematic and objective approach to gathering and analyzing numerical data to answer research questions and test hypotheses. It employs statistical methods to analyze the data and draw conclusions about the population.

2.4.3 Exploratory

According to Swedberg (2020), exploratory research is the aim to bring to light something different based on previous works that have stated and spotted the problem. However, exploratory research is categorized as: those that make a tentative first study of a new issue, and those that propose novel ideas regarding an old problematic. Therefore, it helps researchers generate ideas, identify trends, and develop a deeper understanding of the subject matter. While it provides valuable insights. Caring about the factors that are important to take into consideration such as the place the issue develops. The focus of the research was based on the independent variable, which is concerned about the "Idioms" and the dependent variable which its concern is within the communicative competence.

2.5 Hypothesis
Alternative Hypothesis

Idioms influence communicative competence in students from fourth level at PINE major.

Null Hypothesis

Idioms do not influence communicative competence by using idioms in students from fourth level at PINE major.

2.6 Variable identification

Idioms – Independent Variable. Communicative competence – Dependent Variable

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In the present chapter, the results of data gathering before, during and after all the interventions students received are discussed. This procedure was meticulously analyzed, and it is displayed on charts, figures, and tables including a detailed description and interpretation of information.

3.1.1 Pre-test results

Figure 1

Speaking Pre-test Results
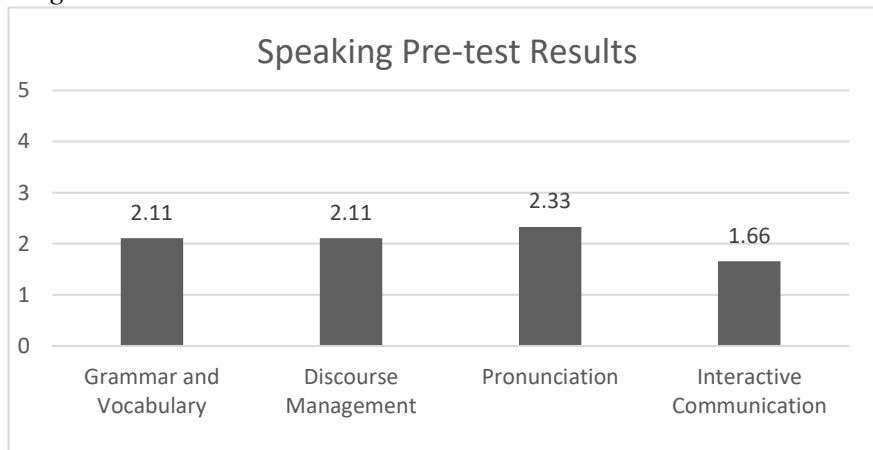
Note: Students' performance average

Analysis and Interpretation

Figure 1 indicated that most students had problems with interactive communication showing an average value of 1.66 out of 5 points. Meanwhile, there was a coincidence in the second and third lowest scores for the reason both had an average value of 2.11 out of 5 where grammar vocabulary, and discourse management were evaluated showing that students struggled as well. Otherwise, the highest score in the pre-test is related to pronunciation where an average value of 1.66 out of 5 points which means that even in this subskill students do not reach the half of the general score.

Consequently, every average demonstrated how the subjects of study had complications regarding the speaking skill and its different subskills. Part 4 that oversees interactive communication shows the lowest degree. Apart from that, part 1

and 2 correspond to grammar and vocabulary, and discourse management indicated that students do not possess a wide range of vocabulary and their discourse is not appropriate to interact with others. Finally, part 3 related to pronunciation even if it is the highest value, it does not have a proper average which displays that there also is a need of improvement on pronunciation. In a nutshell, these values are not close to half of the general grade so there should be an improvement concerning learners' speaking.

3.1.2 Post-test results

Figure 2

Post-test results
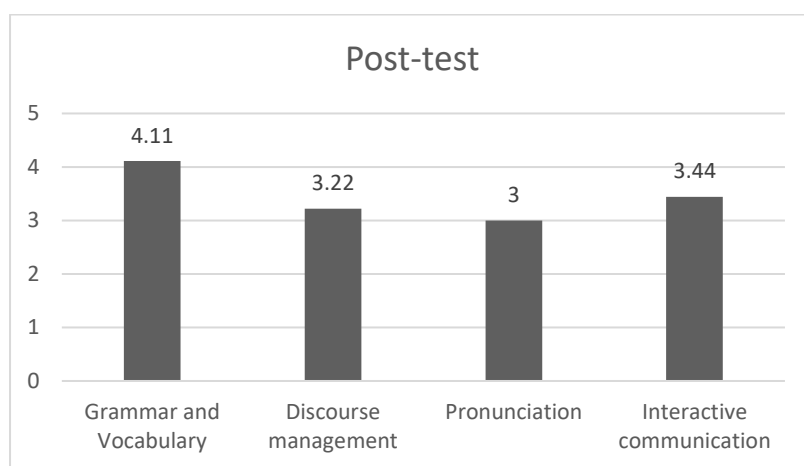
Note: Final students' output

Analysis and Interpretation

Figure 2 arranged students post-test average based on Cambridge English B2 first exam rubric criteria and the results of the same. In this part, noticeable changes are displayed, where the highest value we can find is in the grammar and vocabulary part with the range between 4.11 out of 5. Optimistically, in the most expected part that concerns interactive communication, there was an improvement in the range of 3.44 out of 5. In the following part related to discourse management, here it dealt with a range of 3.22 out of 5. In the last part regarding pronunciation although it is the lowest grade in the post-test, there was also enhancement in it showing up a range of 3 out of 5.

The results reported that through the use of idioms and different engaging activities such as color wars, poster creation, dialogues, roleplays where students can put into practice what has been studied, at the end they gained confidence in the use of

language. To wrap up, figure 2 also reveals that students found an overall enhancement, but the most noticeable skills are grammar and vocabulary, interactive communication, letting know that they ended up with a better speech production since they controlled different aspects involved in speaking.

3.1.3 Pre and post-test comparison results

Figure 3

Pre and post-test comparison
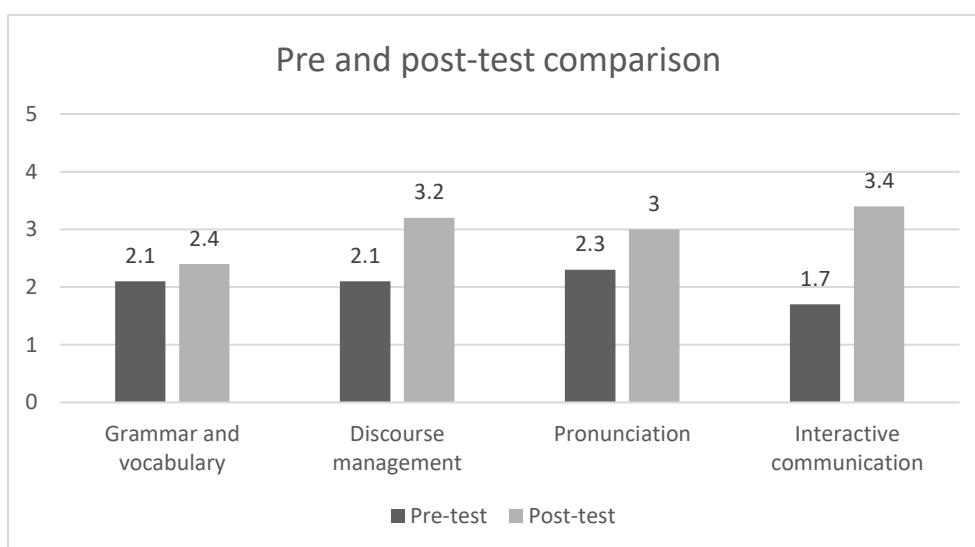
Note: General average comparison

Analysis and Interpretation

Figure 3, the chart displayed the whole improvement of post-test over results of pre-test. Starting with the lowest category in the pre-test that is related to interactive communication, it varied from 1.7 to 3.4, letting with a great outcome. Following the hierarchical order based on data collected, grammar and vocabulary and discourse management got the same value in the pre-test, that was 2.1 out of 5. However, contrastive results are seen on the post-test since values changed to 2.4 in grammar and vocabulary. Meanwhile for discourse management the data varied to 3.2. Analyzing the last value that is about interactive communication as first result there was a score 1.7 out of 5 but in the post-test, there was a considerable improvement of 3.4 out of 5.

Hence, based on the data that was analyzed, idioms were helpful to enhance communicative competence and different aspects related to it. It is important to mention that to support this learning process interactive activities were used where
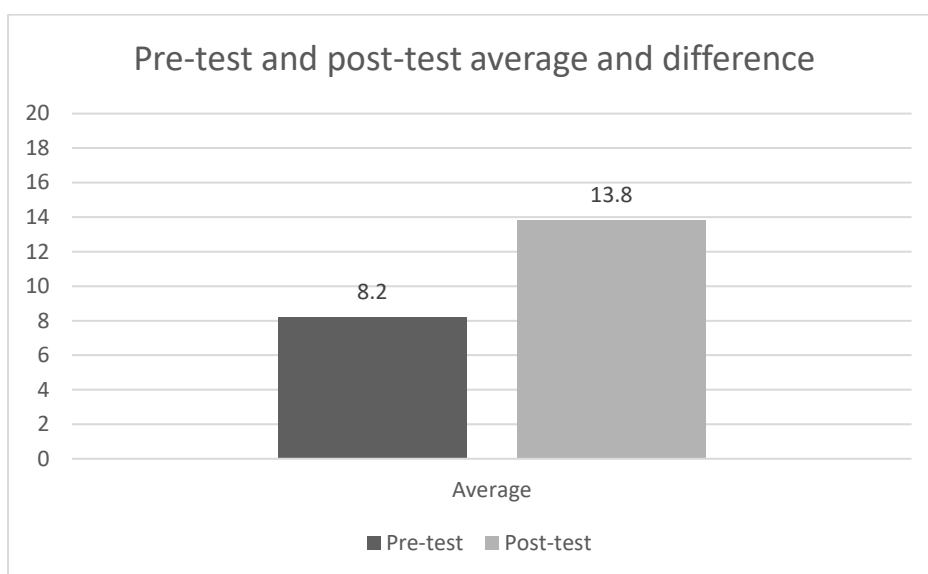
students were active participants involved in the use of new idiomatic expressions and the oral production of English language.

3.1.4 Pre-test and post-test average and difference

Figure 4

Pre-test and post-test average and difference

Pre-test and post-test average and difference

Note: Results contrast

Analysis and Interpretation

Figure 5 indicated the general scores' average previous the appliance of the experiment apart from it is reflected scores' average once the treatment was carried out. Moreover, there is a difference of 3.5 between the pre-test that was 8.2 and the post-test that was 13.8, highlighting the positive effect acquired by using idioms.

Concluding, that 3.5 is a beneficial value since represents the enhancement of communicative competence through the usage of idioms of different topics supported by communicative and engaging activities where students practice and use idioms in numerous contexts to assimilate knowledge in a better manner.

3.2 Verification of hypothesis

To carry out the verification of the hypothesis stated in this research work, the Statistical Package for the Social Sciences (SPSS) program was utilized for the reason this study was experimental. Consequently, paired samples test was used which displays the overall average of all categories that students took in the pre-test and post-test just to corroborate if the alternative hypothesis is approved or denied. Finally, the

accomplishment of beneficial results in the research work validated that idioms and their use improve communicative competence in students.

Table 2
Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	grammar and vocabulary pre-test and post-test	-2.0000	1.4142	.4714	-3.0871	-.9129	-4.243	8	.003
Pair 2	Discourse management pre-test and post-test	-1.1111	2.0276	.6759	-2.6697	.4474	-1.644	8	.139
Pair 3	Pronunciation pre-test -and post-test	-.6667	1.0000	.3333	-1.4353	.1020	-2.000	8	.081
Pair 4	Interactive communication pre-test and posttest	-1.7778	1.2019	.4006	-2.7016	-.8540	-4.438	8	.002

Note: This table shows the paired samples test where they helped to approve the hypothesis.

Analysis and Interpretation

The results displayed in table 2 once the pre and post tests were taken they indicated the failure of null hypothesis. Through the paired samples test, there was a noticeable change in the post-test results since in the pre-test the lowest value was -3.0871. However, for the final result the highest value was .4474. Overall, the use of idioms influences communicative competence of students of fourth semester in Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

Table 3
Hypothesis Test Summary

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distributions of grammar and vocabulary, Discourse management, Pronunciation, Interactive communication in the pre-test and post-test are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Note: Hypothesis validation

Analysis and Interpretation

The table that was previously shown demonstrates the two-hypothesis mentioned for this research work that offers a response to the trouble. Positively, the null hypothesis was rejected where idioms do not influence communicative competence among students of fourth semester in Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

3.3 Discussion

To begin with, the results found regarding this research show that students practice and improve their communicative competence by using idioms. Through the use of different idioms in each intervention, students became more interested in learning, as all the activities were based on getting involved in context where these expressions are used. Consequently, learners were assisted to acquire knowledge about idioms denotation, and to be conscious about the right time when to use them regarding the speaking production. As idioms are part from vocabulary which is a crucial part from learning a language and mastering all the skills, idioms provided effective manners to be fluent in expressing ideas considering culture, caring about register, improving the communication production among students. Certainly, the data gathered in the pre, and post-test demonstrate that the use of idioms influence communicative competence by adding depth, color, and nuance to language.

Results of this research can be contrasted to those shared by Cucchiarini et al. (2022) where they pointed out that there is a relationship between the use of idioms and the achievement of a native speaker's performance. In consequence, authors also mentioned that even with intensive practice, idioms can be learnt. Nevertheless, for that reason, authors ideas are approved because it was corroborated that a good English level like native speakers have can be acquired by having enough exposure to the language.

Coming to an end, idioms have a numerous range of topics to talk about that are used in many areas of study with the main goal to support the development of language to reach an articulated and a natural degree of oral production. However, idioms are not taught in our major because of books' focus and there is not much interaction with these expressions. Which leads to poor exposure to everyday language as seen in subjects of this study where partly some students used idioms learnt in class due to the short duration of this investigation. Finally, for future researchers and investigations is recommended that to deepen and extend information about this topic they should increase the treatment last to have better outcomes.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the experiment has been completed and all the results were obtained based on statistical data from the research work called "Idioms and communicative competence" carried out in fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato, different conclusions and recommendation are considered for further investigations as followed:

Firstly, based on the data gathered, it was not common to see students using idioms in everyday communication due to the fact they are not exposed to those expressions, and they prefer to use simple grammar structures rather than improve their vocabulary by using some idioms to sound more natural.

Secondly, on the pre-test students were evaluated in different areas regarding the speaking skill that demonstrated many of them were beyond standard. However, during the application of the treatment there was a noticeable change in how students expressed their ideas about different topics. Eventually, students' performance improved regarding fluency as they became more familiar with idioms and their meaning.

Furthermore, idioms play a significant role in enhancing communicative competence by adding depth, color, and nuance to language by expressing emotions and attitudes, building rapport and cultural understanding, strengthening language comprehension, adapting to informal and formal contexts. In conclusion, mastering idioms is an essential aspect of speaking because understanding and using idioms effectively contributes to more engaging, and effective communication overall.

4.2 Recommendations

After all things considered in the present research work and the feasible effects on applying idioms to enhance communicative competence is strongly recommended that

Educators must create learning environments where students can be exposed to many useful idiomatic expressions used in everyday communication and not only focus on written texts. Developing an effective manner of communication, considering

meaningful connections to convey a message with appropriate and concise use of language.

In addition, educators should be able to identify the strengths and weaknesses of their pupils regarding communicative competence to advise numerous engaging activities where the goal is to enhance speaking skill among pupils, offering them the opportunity to put into practice to what has been learnt because there is always room for improvement.

Lastly, idioms help to increase the range of vocabulary among students and make them sound more natural. Therefore, it is recommendable that professors include these phrases in their lessons to have a better income how English is spoken by native speakers in different situations and how they use certain complex phrases to convey meaning.

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ANNEXES

Annex 1: APPROVAL

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 06 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora 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: "THE SOUND-COLOR CHART AND ENGLISH PRONUNCIATION" propuesto por el/la estudiante José Gabriel Landázuri Oñate, portador/a de la Cédula de Ciudadanía, 1725585671 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas 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.

….......................................
Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: PRE AND POSTTEST

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

B1 Pre-Test Idioms and Communicative competence

Objectives: To evaluate student's communicative competence level by using a test.

Instructions:

- In part 1 the examiner asks questions, and you may have to give information about your interests, studies, career, etc.
- In part 2 the examiner gives you two photographs and asks you to talk about them. You have to speak for 1 minute without interruption and the interlocutor then asks the other candidate to comment on your photographs for about 30 seconds.
- In part 3 & 4 the examiner gives you some material and a task to do. You have to talk with the other candidate and make a decision. There should be further discussion with the other candidate, guided by questions from the examiner, about the topics or issues raised in the task in Part 3.
- You must answer all the questions the examiner asks.
- The grade does not matter, I just want to examine your communicative competence.
- Finally, do your best!

Names:

Date:

Level:

PART 1 (Individual Questions) *Discourse management.*

1. Sometimes when you are doing a task you may find it easy to complete. However, there is something you've **come up against a stumbling block** and it cannot be finished. What do you think about this situation?

2. Nowadays many people look for new extreme activities but at the end of the day they **are in a dire straits.** Do you think it is worth it?

3. When you have lots of things to do, you must decide between quality and quantity because there is not much time. Which means **you've spread yourself too thin.** What would you do?

4. In what situations do you think that **you've got yourself over a barrel**? What did you do?

5. Have you ever **put your foot in it**? When?

B2 First exam format. (n.d.). Cambridgeenglish.org. Retrieved May 16, 2023, from https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/

PART 1 (Individual Questions) *Discourse management.*

The examiner asks questions, and you may have to give information about your interests, studies, career, etc.

1. When you are getting your driver license, there are some **red tapes** that make it difficult to obtain. What do you think about it?

2. Have you argued in a conversation **till** you were **blue in the face**?

3. I saw how a friend of mine won a car, **I was green with envy**. In this situation what would you do?

4. Do you prefer to have a **house in the green belt** or not? Why?

5. My sister was having a discussion with her professor about an assignment. However, they have found a solution to **clear the air**! Do you think that clearing the air is a good way to avoid problems?

6. Every single person has their own personality but some of them have a **down-to-earth** personality. Have you noticed this phenomenon?

7. Some people tend to **keep you int the dark**. Just to hide things from you. How would you feel about this situation?

8. Doing some things, you could feel that you are **out of your element**. What tips could you give to overcome this feeling?

9. Have you ever experienced when things go as planned that you **feel over the moon**? How it was?

B2 First exam format. (n.d.). Cambridgeenglish.org. Retrieved May 16, 2023, from
https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/

PART 2 (Compare the pictures and answer the questions) *Grammar and Vocabulary.*

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute. Also, you need to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs.

What comes to your mind when you see these pictures? What do you think these pictures try to express?

- **Describe the following pictures. What do you think is happening in these situations? What message can you infer about those situations?**

B2 First exam format. (n.d.). Cambridgeenglish.org. Retrieved May 16, 2023, from https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/

PART 3 (Discuss with your partner) *Pronunciation and Interactive communication.*

Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that you are in danger, and you want to express your situation. Here are some pictures of different situations that can be used to talk about problems. First you have some time to look at the task.

- Which of the following pictures do you think demonstrate danger and why?
- How can you identify the images that express you are not in a good situation?

Use the following idiomatic expressions to say how you feel about being in danger.

1. I needed some help, but my parents **left me in the lurch** because they had a meeting.
2. There were some issues in our work, so our professor is **keeping a lid** on it.
3. The results of the election just **blew the dispute out of** the candidates.
4. The teacher will **give me a rough time** if I do not finish my thesis.

B2 First exam format. (n.d.). Cambridgeenglish.org. Retrieved May 16, 2023, from https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/

Annex 3: CAMBRIDGE B2 FIRST SPEAKING RUBRIC

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Assessing Speaking Performance Rubric

Names:

Level:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Assessing Speaking Performance -Level B2. (n.d.). Cambridgeenglish.Org. Retrieved May 16, 2023, from https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf

Annex 4: LESSON PLANS

Lesson plan #1: Behavior and attitudes

LESSON STRUCTURE

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Idioms #1

Unit/Topic: Behavior and attitudes	**Date:** 02/06/2023
Key Learning Area: Communicative competence	**Semester:** Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply Idiomatic expressions to enhance communicative competence in students.

Learning Main Aim:

Students will be able to speak about behavior and attitudes using idiomatic expressions.

LESSON STRUCTURE:

Time	Main Content	Purpose
5 min	*Brainstorming* The instructor will write on the whiteboard "What is an idiom?" Consequently, students will have the opportunity to share their thoughts related to the topic. Students are going to tell the ideas that come to their minds about what an idiom is to the teacher. *Presentation*	-Students will become aware of what an idiom is. -To introduce the topic in general way.

| 10 min	The instructor will provide information about Idiomatic expressions considering different aspects about it.	-Students will be able to define what an Idiom is
	Students will receive a wide explanation about idiomatic expressions. Also, they will get a chance to interpret this information.	-Students will become familiar with Idioms.
15 min	*Engagement*	
	The instructor will divide the class into small groups to develop an activity regarding idioms. Following, teacher will stick different papers on the walls of the classroom. Some papers will have names of the idioms and others its meaning.	-Student will be able to interpret and discover the meaning about idioms.
	Students will be part of small groups; a handout will be given to students. Different papers will be sticked on the walls of the classroom, some papers will include names of the idioms and others its meaning. Consequently, students must write the figurative and literal meaning of each idiom. Finally, they are going to draw to have a visual aid.	-Students will be able to practice with Idioms.
15 min	*Evaluation*	
	The instructor will show some pictures related to previous idioms.	-The instructor will be able if the topic was understood or is students need further explanation about it. Corrections can be made.
	Student will guess which picture matches the Idiom.	
	Wrap up discussion	
	The instructor will show some questions. All class will discuss what idioms are. what do they mean? Where did they first hear these? When can you use them?	
	Students will share what they have learnt during the lesson and also, they will ask questions in case they need.	-Students will have the opportunity to ask for clarification.

Resources

Canva presentation
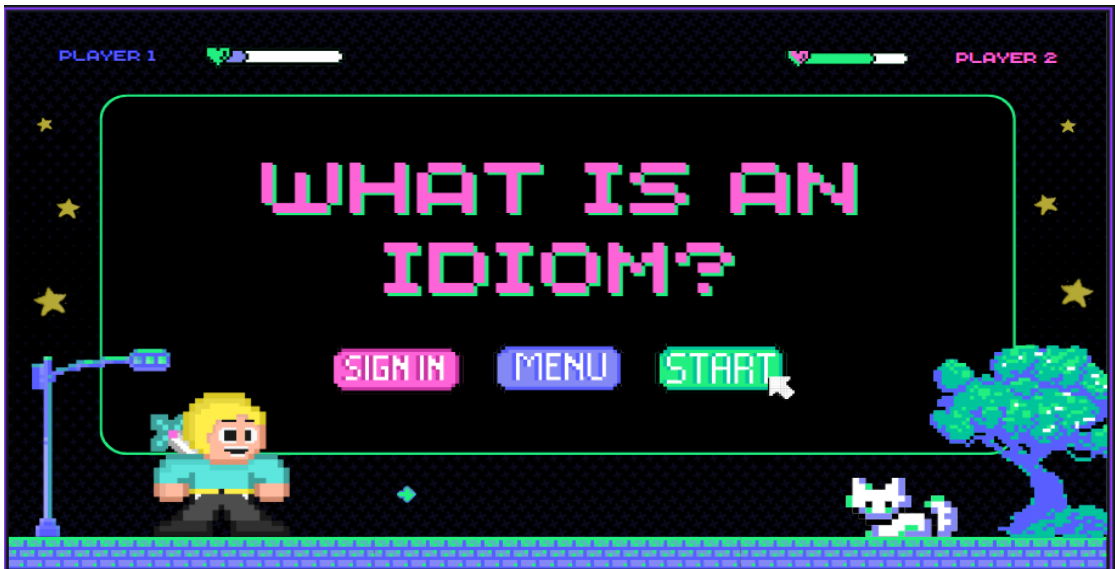
https://rb.gy/8c5j3

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

IDIOMS HANDOUT #1

Source: O'dell and McCarthy (2017)
Elaborated by: Landázuri G. (2023)

Lesson plan #2: Having problems

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Time	Main content	Purpose
5 min	*Lead in* The instructor will show some pictures just to recall information about the last class. Students will recall information previously learnt.	-Students will recognize previous knowledge about idioms.
15 min	*Engagement* Class will be divided in groups of 3 people. Each group will receive some pieces of paper containing idioms and they will match with the correct definition. Once students have finished, the instructor and the class will check them together. Students will work in groups; they need to find out the meaning of some idiomatic expression the instructor gave to them.	-Student will be able to interpret and discover the meaning of idioms. -Students will be able to practice with Idioms related to having problems.
10 min	*Presentation* The instructor will show what is the correct meaning of each idiomatic expression. Students will have the opportunity to correct their mistakes and to clarify their ideas.	- The instructor will be able to check if the topic was understood or if students need further explanation about it. Corrections can be made.

20 min	*Evaluation*	-Students will have
	Each group will create a poster with three idioms, each idiom must contain its definition, a visual representation, and an example using it. Additionally, groups are going to come to the front and will present what they have discovered or learnt about new idioms. Finally, every single group need to take notes about their classmates' presentations.	the opportunity to practice with idiomatic expressions.

Resources

Canva presentation

https://rb.gy/x3okz

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Worksheet with idiomatic expressions.

I've come up against a brick wall.

Something is blocking me from doing what I want to do.

I put my foot in it.

said something tactless and embarrassing.

I'm in dire straits.

Be in a very difficult or dangerous situation.

I've dug myself into a hole.

Have myself caused a problem that will be difficult to escape from.

I've spread myself too thin.

Try to do too many things at the same time, with the result that I can't

give any of them the attention they need.

I've been left holding the baby.

Others have left me to deal with a problem alone.

They've got me over a barrel.

Have put me in a situation where I have no choice over what I can do.

I've come up against a stumbling block.

A problem which stops me from achieving something.

I'm clutching at straws now.

I am in such a difficult situation that I will try anything.

I've drawn a blank.

I am unable to find information or to achieve something I'd hoped for.

Face the music.
Accept criticism or punishment for what you have done.

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from
https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Lesson plan #3: Being close to danger

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Lesson Plan Idioms #3

Unit/Topic: Being close to danger	**Date:** 09/06/2023.
Key Learning Area: Communicative competence	**Semester:** Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply Idiomatic expressions to enhance communicative competence in students.

Learning Main Aim:

Students will be able to speak about being close to danger using idiomatic

LESSON STRUCTURE

Time	Main content	Purpose
10 min	*Warm up (Two truths, one lie)* The instructor will explain the rules of the game (Participants need to say two truths about them and one lie, other people will guess what thing is a lie) Students will work in pairs to develop the activity.	-Whole class will create a better learning environment.
10 min	*Presentation* The instructor will share a presentation with new idiomatic expressions about being close to danger. Also, he will ask questions about meaning to corroborate if students can infer meaning. Students will pay attention to new vocabulary items. Moreover, they need to be aware of possible questions the instructor will ask.	-Student will be able to interpret and discover the meaning of new idioms. -Students will be able to practice with Idioms related to being close to danger

10 min	*Practice (Write a story only using idioms)*	- The instructor will be able to identify if the new idiomatic expressions were understood and if students need further explanation about it. Corrections can be made.
	The instructor will explain what students need to do.	
	Students will have the opportunity to practice writing a story they have experienced. They need to include the idiomatic expressions they learnt.	
20 min	*Production*	-Students will have the opportunity to use idiomatic expressions to talk about previous experiences.
	The instructor and the rest of the classroom will listen carefully.	
	Students will come to the front to talk about their stories they have experienced.	

Resources

Canva presentation

https://rb.gy/l5l1p

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Lesson plan #4: Colors

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Lesson Plan Idioms #4

Unit/Topic: Colors	**Date:** 13/06/2023.
Key Learning Area: Communicative competence **Semester:** Fourth	

LESSON OBJECTIVES:

Teaching Aims:

Apply Idiomatic expressions to enhance communicative competence in students.

Learning Main Aim:

Students will be able to speak about colors and its meaning using idiomatic

LESSON STRUCTURE

Time	Main content	Purpose
10 min	*Warm up (Just a minute)* The instructor will explain the rules of the activity (Teacher will write numbers 1–6 on the board) Ask students to suggest six topics that they would like to talk about. Write these on the board. To choose a participant to talk, "duck, duck, goose" game will be played The participant selected will talk about the topic for about 1 minute.	-To active the whole class before starting the lesson.
10 min	*Presentation* The instructor will share a presentation with new idiomatic expressions about colors and their meaning. Students will pay attention to new vocabulary items. Moreover, they need to be aware of possible questions the instructor will ask.	-Students will be able to interpret and discover the meaning of new idioms regarding colors. -Students will be able to put into practice new knowledge.

10 min	*Practice (kahoot)*	- The instructor will be able to identify if the new idiomatic expressions were understood.
	Teacher will share a code to enter to a kahoot activity.	
	Students will answer some interactive questions regarding idioms that were studied during the lesson.	- Students Will join to the activity.
20 min	*Production (Story board)*	- Students will be able to put into practice what have been learnt.
	Students will have the opportunity to create a storyboard to recall a past event. They only need to draw the idiomatic expressions they learnt.	

Resources

Canva presentation
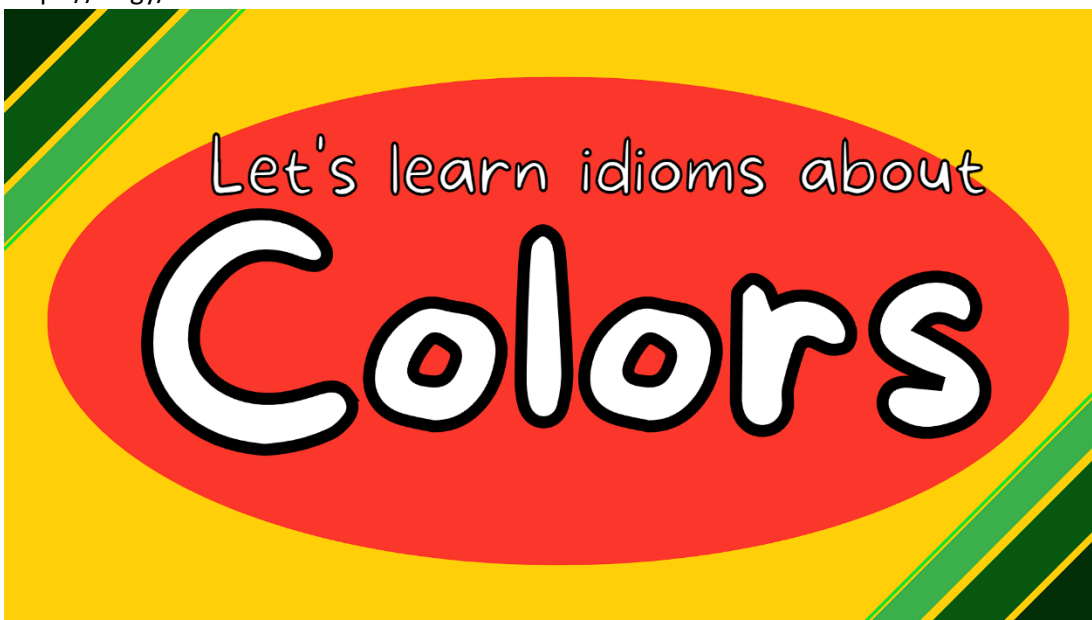
https://rb.gy/4551o

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from
https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Lesson plan #5: Money

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Lesson Plan Idioms #5

Unit/Topic: Money	**Date:** 15/06/2023.
Key Learning Area: Communicative competence	**Semester:** Fourth

LESSON OBJECTIVES:

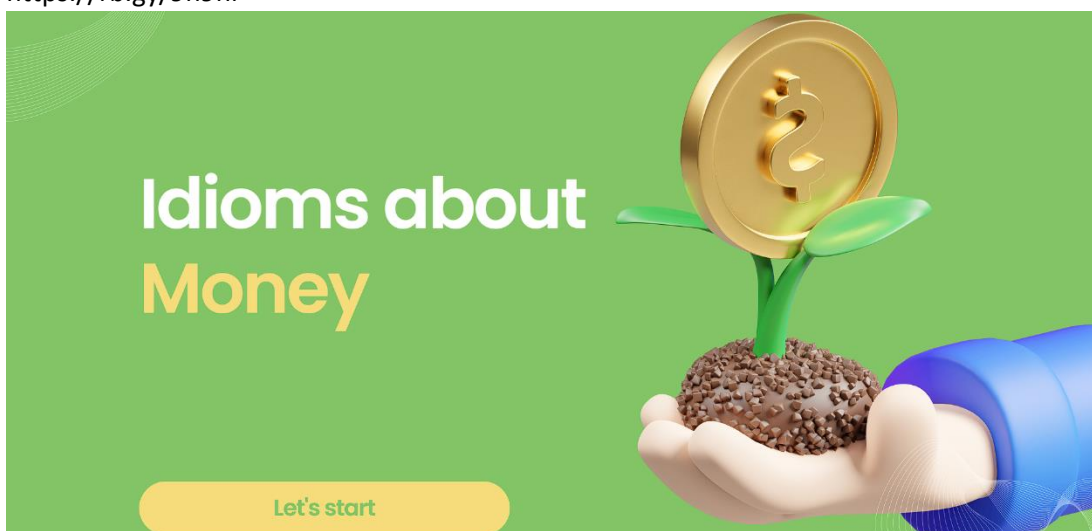| |
|---|
| **Teaching Aims:** |
| Apply Idiomatic expressions to enhance communicative competence in students. |
| **Learning Main Aim:** |
| Students will be able to speak about money using idiomatic expressions. |

LESSON STRUCTURE

Time	Main content	Purpose
10 min	*Warm up (Simon says)* The players must obey all commands that begin with the words "Simon says". If Simon says, "Simon says touch your nose" then all players must touch their nose. However, if Simon says, "jump" without saying "Simon says" first the players must not jump. If they do jump, that player is out until the next round.	-Whole class will create a better learning environment.
10 min	*Presentation* The instructor will share a presentation with new idiomatic expressions about money. Students will pay attention to new vocabulary items. Moreover, they need to be aware of possible questions the instructor will ask.	-Student will be able to interpret and discover the meaning of new idioms. -Students will be able to practice with Idioms related to being close to danger

20 min	*Practice (Colors war)*	- The instructor will be able to identify if the new idiomatic expressions were understood.
	The instructor will explain what students need to do.	
	The whole class will be divided into three groups of six people.	-Corrections can be made.
	Each group will be a different color and will receive cardboards with idioms.	- Students will be able to put into practice what have been learnt.
	The instructor will show an incomplete sentence, and the group will choose the correct idiom that relates to the sentence.	
	In order to get a point for the team, the person who has the correct idiom/expression must stand up and say it.	
10 min	*Production*	
	Students will have the opportunity to practice telling a story they have experienced related to money. They need to include the idiomatic expressions they learnt.	-Students will have the opportunity to use idiomatic expressions to relate about a story they have experienced.

Resources

Canva presentation

https://rb.gy/9h9ni

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Lesson plan #6: Nature

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Lesson Plan Idioms #6

Unit/Topic: Nature	**Date:** 16/06/2023.
Key Learning Area: Communicative competence	**Semester:** Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply Idiomatic expressions to enhance communicative competence in students.

Learning Main Aim:

Students will be able to speak about nature using idiomatic expressions.

LESSON STRUCTURE

Time	Main content	Purpose
10 min	***Warm up (Stop it game)*** The instructor will share a link where students will join to the game called Stopots. There they need to fill some blank spaces about certain categories. Students will write what comes to their minds about each category.	-To activate classroom and get ready for the lesson.
10 min	***Presentation*** The instructor will share a presentation with new idiomatic expressions about nature. Students will pay attention to new vocabulary items. Moreover, they need to be aware of possible questions the instructor will ask.	-Student will be able to interpret and discover the meaning of new idioms. -Students will be able to practice with Idioms related to being close to danger

5 min	*Practice (Handout 2)*	- The instructor will provide material to practice
	The instructor will give a handout where students will find exercises to practice with idioms.	
	Students will complete the activity with previous idioms learnt. Also there will be a matching activity.	- Students will be able to put into practice what have been learnt.
25 min	*Production*	-Students will talk using idiomatic expressions.
	Students will have the opportunity to practice. They need to create a roleplay using the idiomatic expressions (based on nature) they learnt. When finished the creation stage, they need to come to the front to perform it.	-Students will put into practice new knowledge.

Resources

Canva presentation

https://rb.gy/ey2aj

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://rb.gy/r78l8
Elaborated by: Landázuri G. (2023)

Handout 2

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Handout #2

Name:

Complete each of these idioms.

1 The news _____ out of the blue. No one was expecting it.
2 What a crazy idea! I think she's living _____ another planet.
3 The price of computers has _____ rock bottom this year.
4 I think we should _____ out how the land lies before we decide.
5 They've _____ me in the dark about their future plans. I wish they'd tell me.

Match each question on the left with the most likely response on the right.

1 Is Anna Conda really a princess? ☐   a Yes, it bit the dust.
2 I guess he was delighted with the news? ☐   b Yes, he was in his element.
3 So your new project failed after all? ☐   c No, he's very down-to-earth.
4 Did your long talk with David help at all? ☐ d I don't know, but she's very upper-crust.
5 Did your dad enjoy his golfing holiday? ☐   e Yes, he was over the moon.
6 Is Jack a very romantic type of person? ☐   f Well, it did help to clear the air a bit.

Source: English Idioms in Use Second edition. (n.d.). Cambridge.Es. Retrieved June 15, 2023, from https://www.cambridge.es/catalogo/gramatica-vocabulario-ypronunciacion/vocabulario/english-idioms-in-use-second-edition
Elaborated by: Landázuri, G. (2023)

Annex 5 URKUND REPORT

Document Information

Analyzed document	Reporte Urkund Landázuri Gabriel final.docx (D171539739)
Submitted	6/30/2023 1:43:00 AM
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Similarity	2%
Analysis address	ana.vera.uta@analysis.urkund.com

Sources included in the report

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SA	**UNIVERSIDAD TECNICA DE AMBATO / SIMALUISA SELENA_ TESIS.pdf** Document SIMALUISA SELENA_ TESIS.pdf (D110641569) Submitted by: ssimaluisa4104@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.urkund.com	🔳	1

ANA JAZMINA VERA DE
LA TORRE

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