UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"EXPLORING THE ADVANTAGES AND CHALLENGES OF TEACHING IDIOMATIC EXPRESSIONS TO ENHANCE SPEAKING SKILLS IN UNIVERSITY STUDENTS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Authors: Ruiz Triviño Andrés Eduardo

Suárez Angel Ronny Josué

Advisor: Caamaño López Sandra Elizabeth, MSc.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper entitled **EXPLORING THE ADVANTAGES AND CHALLENGES OF TEACHING IDIOMATIC EXPRESSION TO ENHANCE SPEAKING SKILLS IN UNIVERSITY STUDENTS** prepared by **Ruiz Triviño Andrés Eduardo And Suárez Angel Ronny Josué,** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Caamaño López Sandra Elizabeth, MSc.
ADVISOR

Statement of Authorship

We, Ruiz Triviño Andrés Eduardo, with ID number 0941518607, Suárez Angel Ronny Josué, with ID number 2400303471, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "EXPLORING THE ADVANTAGES AND CHALLENGES OF TEACHING IDIOMATIC EXPRESSIONS TO ENHANCE SPEAKING SKILLS IN UNIVERSITY STUDENTS," certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.

_____
Ruiz Triviño Andrés Eduardo
AUTHOR

_____
Suárez Angel Ronny Josué
AUTHOR

Declaration

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Ruiz Triviño Andrés Eduardo

C.I: 0941518607

AUTHOR

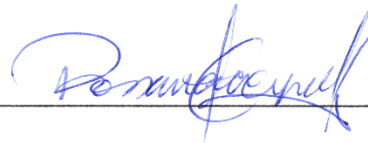_____

Suárez Angel Ronny Josué

C.I: 2400303471

AUTHOR

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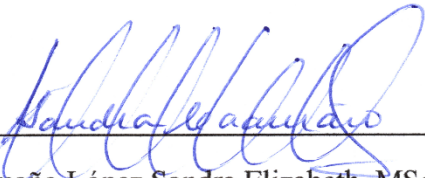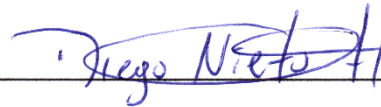**BOARD OF EXAMINERS**

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- Ruiz Triviño Andrés Eduardo

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- Suárez Angel Ronny Josué

Dedication

I dedicate this project to my two mothers Susana Triviño and Paola Chevasco; my siblings, Pedro, Samuel and Gabriel, my motivation to live and inspiration to progress, all my achievements will always be from me to you with much love and to my deceased father who I hope is proud of what I am and what I achieve for our family.

-With love, Ruiz Triviño Andrés Eduardo

I dedicate this entire project to my grandmother, Rosa Panchana. Sadly, she left this life in 2020, but I always remember her words when I mentioned that I would join the university; she told me, "Cuando te gradues yo estaré ahí para verte." For that reason, this project is for her.

-With love, Suárez Angel Ronny Josué

Abstract

This research explored the advantages and challenges of teaching idiomatic expressions to enhance the speaking skills of university students. Idiomatic expressions enrich vocabulary, improve cultural understanding, and help students sound more like native speakers, but their figurative meanings and cultural contexts pose challenges. Qualitative methods, including interviews and observations, gathered insights from professors and students. Results revealed that idiomatic expressions significantly improved students' pronunciation, vocabulary, and ability to express emotions and ideas accurately. However, students faced difficulties with pronunciation, memorization, and contextual usage. Professors noted that students struggled with literal interpretations and limited exposure in textbooks. They also highlighted that idioms enhance fluency and cultural understanding but require effective teaching strategies. The study emphasized the importance of engaging activities such as role-plays and multimedia resources. Understanding the cultural context of idioms was crucial for effective use. The findings provided valuable guidance for educators to enhance their teaching strategies, emphasizing consistent practice and integration of idiomatic expressions into daily lessons, ultimately improving students' speaking skills and communicative competence.

KEY WORDS: Idiomatic expressions, Speaking skills, University students, Advantages, Challenges, Communicative competence.

Resumen

Esta investigación exploró las ventajas y los retos de enseñar expresiones idiomáticas para mejorar la expresión oral de los estudiantes universitarios. Las expresiones idiomáticas enriquecen el vocabulario, mejoran la comprensión cultural y ayudan a los estudiantes a parecerse más a los hablantes nativos. como hablantes nativos, pero sus significados figurados y contextos culturales plantean culturales. Métodos cualitativos, como entrevistas y observaciones, permitieron recabar la opinión de profesores y alumnos. Los resultados revelaron que las expresiones mejoran significativamente la pronunciación, el vocabulario y la capacidad de expresar y la capacidad de expresar emociones e ideas con precisión. Sin embargo, los estudiantes dificultades con la pronunciación, la memorización y el uso contextual. Los profesores Los profesores observaron que los alumnos tenían dificultades con las interpretaciones literales y la escasa exposición en los libros de texto. También destacaron que las expresiones idiomáticas mejoran la fluidez y la comprensión cultural, pero requieren estrategias de enseñanza eficaces. comprensión cultural, pero requieren estrategias de enseñanza eficaces. El estudio subrayó en la importancia de las actividades atractivas, como los juegos de rol y los recursos multimedia. multimedia. La comprensión del contexto cultural de las expresiones idiomáticas es crucial para su uso eficaz. su uso eficaz. Los resultados proporcionaron valiosas orientaciones a los educadores para mejorar sus estrategias didácticas. sus estrategias de enseñanza, haciendo hincapié en la práctica constante y la integración de de las expresiones idiomáticas en las clases diarias, lo que en última instancia y la competencia comunicativa de los alumnos.

PALABRAS CLAVE: Expresiones idiomáticas, Capacidad de expresión oral, Estudiantes universitarios, Ventajas, Retos, Competencia comunicativa.

INDEX

Introduction

Learning idiomatic expressions is a crucial part of mastering a new language, especially for university students who want to improve their speaking skills in English. Idioms are expressions that have meanings other than the literal meaning of the words they contain. Understanding and using idioms can significantly improve a student's ability to speak naturally and fluently in English.

The main aim of this research is to explore both the benefits and the challenges of teaching idioms to university students. Teaching idioms can be beneficial as it helps students sound more like native speakers and enriches their vocabulary. However, the process is not without its challenges. Students often find it difficult to understand and use idioms correctly because the meanings of the individual words are not always clear. In addition, can make it difficult for students to understand the context in which these expressions are used.

In the context of teaching English as a foreign language, teachers need to find effective ways of introducing idiomatic expressions. This includes creating engaging and practical activities that allow students to practice and internalize these phrases. Real-life examples, multimedia resources and interactive methods such as role-playing, and games are often used to help students understand and remember idiomatic expressions. The use of authentic materials such as films and songs can also provide valuable context and make learning more enjoyable.

This research will use a qualitative approach to gather insights from both teachers and students. By exploring their experiences and perceptions, we aim to identify common barriers to learning idiomatic expressions. The results of this study will provide valuable information for language educators, helping them to know the advantages of teaching idiomatic expressions to enhance students' speaking skills.

Chapter I

The problem

Research Topic

Strategies and Speaking Skills

Research Title

Exploring the advantages and challenges of teaching idiomatic expressions to enhance Speaking Skills in University students

Problem Statement

English has become a global language, serving as a primary communication medium in various domains, including business, education, science, and technology. Zhang et al. (2022) indicate that proficiency in English is essential for professional and personal success in today's interconnected world.

However, achieving fluency and naturalness in spoken English requires more than just a grasp of grammar and vocabulary. It also involves the skill to understand and use idiomatic expressions, which are an integral part of the language and contribute to its richness and cultural depth (Liu, 2022)

Idiomatic expressions are phrases or sayings that communicate meanings beyond the literal interpretation of their words. They are often culturally specific and reflect the values, beliefs, and experiences of native English speakers. Mastering idiomatic expressions is essential for university students learning English as a foreign language, as it enhances their communicative competence and enables them to engage in more authentic and natural

conversations (Karlsson, 2019). Despite the importance of idiomatic expressions in developing speaking skills, teaching and learning these expressions can be challenging in a foreign language setting. Students may struggle with understanding the figurative meanings, cultural references, and appropriate usage of idioms. Moreover, the lack of exposure to authentic language materials and limited practice opportunities can hinder their acquisition of these expressions.

Teachers often encounter students with limited knowledge of idiomatic expressions, which can hinder their speaking abilities. According to a study by Alhaysony(2017), "It is often observed that university students have limited exposure to idiomatic expressions, which can result in their speaking skills being nuanced and less culturally aware." This lack of exposure and knowledge can make it challenging for teachers to incorporate idiomatic expressions into their teaching methodologies and for students to use them effectively in their speaking.

Idiomatic expressions often have symbolic meanings that cannot be derived from the literal interpretation of individual words, which can confuse and overwhelm learners. The lack of exposure to idiomatic expressions in students' daily lives and the limited coverage of these expressions in traditional language learning materials can hinder their acquisition and retention.

By Understanding the advantages and challenges of teaching idiomatic expressions to enhance the speaking skills of university students, we will obtain valuable insights for language educators and students to improve teaching methods and make them more effective in promoting students' fluency and communicative competence in English.

Problem question

What are the advantages and challenges of teaching idiomatic expressions to enhance speaking skills among university students?

Specific questions

What are the benefits perceived of teaching idiomatic expressions to university students?

What are the challenges teachers and students face with idiomatic expressions?

Objectives

General Objective

To explore the challenges and advantages related to teaching idiomatic expressions in university students.

Specific objectives

- To analyze the perceptions of teachers regarding the advantages and the role of idiomatic expressions in enhancing the speaking abilities of university students

- To identify the challenges faced by professors when incorporating idiomatic expressions into their classes

- To explore the university students' perceptions about the challenges of learning idiomatic expressions

Justification

Teaching idiomatic expressions to university students is necessary for enhancing their speaking skills and overall communicative competence. Idiomatic expressions are an integral part of the English language, and their mastery is essential for students to communicate effectively in various social, academic, and professional contexts. By incorporating idiomatic expressions into their speech, students can express themselves more naturally, fluently, and confidently, improving their ability to engage in meaningful conversations and build rapport with

native speakers. Moreover, a deep understanding of idiomatic expressions enables students to comprehend the nuances and cultural aspects of the language, which is crucial for successful intercultural communication in an increasingly globalized world.

Exploring the advantages and challenges of teaching idiomatic expressions to enhance speaking skills in university students is crucial for identifying practical pedagogical approaches and strategies that can support their language development.

This study is expected to provide valuable insights into the advantages of incorporating idiomatic expressions in university courses. By examining the outcomes of teaching idiomatic expressions on speaking proficiency, educators can refine their teaching practices and develop targeted strategies to enhance students' language skills.

Chapter II

Theoretical framework

Background

This study's theoretical framework will be developed by examining pertinent literature within the field. Synthesizing existing research aims to clarify fundamental concepts and theoretical perspectives essential to this investigation.

International Background

Morales Uriostegui and Morales Vázquez (2022) recognize that university professors understand the significance of teaching idiomatic expressions to enhance students' language proficiency and cultural understanding. They emphasize that idiomatic expressions are an essential aspect of language learning, as they contribute to students' ability to communicate effectively and understand the nuances of the target language. However, they also acknowledge the challenges of teaching idioms, such as the lack of literal meaning and cultural differences. They also stress the need for appropriate teaching strategies to overcome these obstacles.

Similarly, Luân and Dat (2021) investigated idiom teaching strategies and professors' and students' perceptions of teaching and learning English idioms. Their study revealed that most professors believed teaching idioms is crucial for developing students' communicative competence and cultural awareness. They also emphasized the need for explicit instruction and authentic materials to facilitate learning. The study highlighted the importance of considering students' proficiency levels and learning styles when selecting appropriate teaching methods.

Listyani and Thren (2023) explored the point of view of Indonesian learners' errors in idiomatic expressions from both professors' and students' perspectives. The study emphasized the

significance of teaching idioms to improve students' language skills and cultural competence. Professors recognized the benefits of incorporating idioms into language instruction, as they help students develop a greater understanding of the language and improve their ability to communicate in authentic contexts.

Luân and Dat (2021) examined the issue of idiom teaching strategies and professors' and students' perceptions of teaching and learning English idioms differently. The study revealed that professors perceived idiom teaching as beneficial for students' language development and cultural understanding. They employed various strategies, such as context-based instruction, multimedia resources, and interactive activities, to facilitate learning. The study also highlighted the importance of considering students' proficiency levels and learning styles when selecting appropriate teaching methods.

Pintado and Fajardo (2021) established that professors recognize the significance of teaching idioms to promote students' linguistic and cultural competence. Their study found that professors believe in the pedagogical value of English idioms for second-language learners. However, they also acknowledged the challenges associated with teaching idioms, such as the lack of transparency in meaning and the potential for confusion among learners. The authors emphasized that professors highlight the need for explicit instruction, contextualized examples, and ample practice opportunities to support students' acquisition of idiomatic expressions.

University professors perceive teaching idiomatic expressions as beneficial for enhancing students' language proficiency, communicative competence, and cultural understanding. Despite the challenges associated with teaching idioms, educators recognize the importance of incorporating them into language instruction and employ various strategies to facilitate learning.

Esparza (2023) and Morales Uriostegui, and Morales Vázquez (2022) agreed that university professors face several challenges when teaching idiomatic expressions to their students. One of the primary difficulties is the figurative nature of idiomatic language, which can be challenging for students to comprehend. Listyani and Thren (2023) mention that idioms often have meanings that cannot be derived from the literal interpretation of the individual words, making it difficult for students to understand and use them correctly.

Another challenge cited by Morales Uriostegui & Morales Vázquez (2022) and Luân & Dat (2021) is the lack of exposure to idiomatic expressions in the students' daily lives. Pintado and Fajardo (2021) establish that idioms are often culturally specific and may not be frequently encountered in the student's native language or culture. This limited exposure can hinder students' ability to recognize, understand, and use idioms effectively in their target language.

Moreover, Listyani and Thren (2023) indicated that the teaching materials and resources available for idiomatic expressions might be inadequate or unsuited for university-level learners. Esparza (2023) says that professors may struggle to find appropriate materials that cater to their student's specific needs and skill levels, making it challenging to create effective lesson plans and activities.

Luân & Dat (2021) mentioned in their article "Idiom Teaching Strategies and Professors' and Students' Perceptions of Teaching and Learning English Idioms" that students may have varying levels of language competence, making it difficult for professors to design lessons that cater to the needs of all learners. This diversity requires professors to employ differentiated teaching strategies and provide individualized support to ensure all students learn and understand idiomatic expressions.

Esparza (2023) and Pintado & Fajardo (2021) pointed out that the time constraints within university language courses can make it challenging for professors to dedicate sufficient time to teaching idiomatic expressions. With a wide range of language abilities, skills, and topics, professors may find it difficult to allocate enough time to explore idioms in-depth and provide students ample opportunities for practice and application.

University professors face several challenges when teaching idiomatic expressions, including the figurative nature of idioms, limited exposure in students' daily lives, inadequate teaching materials, diverse student backgrounds and proficiency levels, and time constraints within language courses. Addressing these challenges requires the development of effective teaching strategies, appropriate resources, and individualized support to ensure successful learning outcomes.

Esparza (2023) and Luân & Dat (2021) conducted semi-structured interviews with educators. This provided valuable insights into their approaches to teaching idiomatic expressions. The interviews revealed various strategies and techniques educators employ to help students acquire and effectively use idioms. Pintado and Fajardo (2021) claimed that some common approaches include explicit instruction, where idioms are taught directly through definitions and examples, and implicit instruction, where idioms are learned through exposure to authentic language use. Morales Uriostegui and Morales Vázquez (2022) also mentioned that educators emphasize the importance of context in teaching idiomatic expressions, often using stories, dialogues, or real-life situations to illustrate the meaning and usage of idioms.

Morales Uriostegui & Morales Vázquez (2022) and Listyani & Thren (2023) suggested that educators' observations of students' progress and challenges in acquiring idiomatic expressions provide a comprehensive understanding of the learning process. Many educators

note that students often struggle with the figurative nature of idioms and have difficulty grasping their non-literal meanings. Esparza (2023) states that this can lead to confusion and frustration among learners, particularly when encountering idioms with opaque or culturally specific references. However, Luân & Dat (2021) mentioned that educators also report that with consistent exposure and practice, students gradually will develop a better understanding of idiomatic expressions and become more confident in using them.

National Background

A study made in Ecuador about the "*Idioms and EFL speaking skill* (bachelor's thesi*s)"* by Heredia Gallegos (2022) mentioned that Idiomatic expressions play a crucial role in the development of speaking skills in English as a Foreign Language (EFL) learners. University students can benefit significantly from incorporating idioms into their language learning curriculum. Educators can help students enhance their communicative competence and fluency in the target language by exploring the advantages of teaching idiomatic expressions. Idiomatic expressions add depth and nuance to language, allowing students to express themselves more naturally and effectively in various contexts. Moreover, the acquisition of idioms can improve students' cultural understanding, as these expressions often reflect the language community's values, beliefs, and experiences.

In another research by (Fajardo, 2021), However, teaching idiomatic expressions to university students also presents several challenges. One of the primary difficulties lies in the figurative nature of idioms, which can be challenging for students to grasp initially. Idioms often have meanings that cannot be derived from the literal interpretation of the individual words, requiring students to understand the context and cultural background to comprehend their true significance. Additionally, the lack of exposure to idiomatic expressions in students' daily lives

can hinder their ability to recognize and use these expressions effectively in their speaking skills. To overcome these challenges, educators must employ effective teaching strategies and provide students with ample opportunities to practice using idioms in authentic communicative situations.

In another study made in Ecuador published in "*Horizontes Revista de Investigación en Ciencias de la Educación*, *4*(16), 432-438." by (Barriga et al., 2020), the use of American idioms has been shown to have a positive impact on the development of speaking skills in L2 students. Educators can help students develop a more natural and authentic way of expressing themselves in English by incorporating American idioms into language instruction. Exposure to these idioms can also enhance students' cultural awareness and understanding of the American way of life, as these expressions often reflect American society's values, beliefs, and experiences. However, it is essential for educators to carefully select the idioms they teach, ensuring that they are appropriate for the student's proficiency level and relevant to their communicative needs.

Pedagogical basis

Communicative Language Teaching Approach

According to Richards and Rodgers (2014), teaching idiomatic expressions to university students is grounded in communicative language teaching (CLT) principles and the notion of communicative competence. CLT emphasizes the importance of developing learners' ability to use language effectively in real-life situations, and idiomatic expressions are crucial in achieving this goal. By incorporating idiomatic expressions into language instruction, educators aim to enhance students' linguistic and pragmatic competence, enabling them to communicate more naturally and authentically in the target language.

Theoretical Basis

Constructivism learning theory

Vygotsky (1986) asserts that language is a vital tool for cognitive development and central to acquiring knowledge and skills. According to Lantolf and Thorne (2006), learning occurs through social interaction, with language mediating between the learner and the social environment. In teaching idiomatic expressions, Vygotsky's theory suggests that students can enhance their understanding and use of idioms through meaningful interactions with professors and peers.

Legal Basis

Constitución de la Republica del Ecuador

Section 5 of the Constitución de la República del Ecuador (2008) states that:

(Art. 26) "La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo".

(Article 27) "La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar".

Consejo de Educación Superior

El Consejo de Educación Superior (CES), of the Ecuadorian Constitution, states that:

"El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo" (Article 130).

Teaching idiomatic expressions to enhance speaking skills in university students is strongly supported by articles in the Constitution of the Republic of Ecuador. These articles emphasize education as a primary human right and an irrefutable duty of the State, highlighting its role in ensuring an inclusive, diverse, and quality environment that promotes equality and social inclusion (art. 26). In addition, the mandate that education should focus on the holistic development of the person emphasizes the importance of comprehensive communicative skills, including English language skills, as an essential part of a holistic education that promotes critical thinking, culture, and individual and community competencies (Art. 27).

Furthermore, the Higher Education Council of Ecuador points to the importance of academic and professional training with a humanistic and scientific orientation. This supports the perspective that teaching idiomatic expressions in English is a technical skill and a crucial part of a broader educational strategy that includes cultural understanding and the development of refined communication skills (Art. 130). This approach is consistent with the Constitution.

Idiomatic expressions

Idiomatic expressions are phrases or sayings with a figurative meaning different from the literal interpretation of the individual words (Nunberget al., 1994). They are often culture-specific and require understanding the language's context and usage (Cooper, 1999).

Speaking skills

Speaking skills include communicating effectively and appropriately through oral language, which involves vocabulary, grammar, pronunciation, fluency, and pragmatic competence (Goh & Burns, 2012). Speaking skills are essential for social, academic, and professional interaction (Bygate, 1987).

Chapter III

Methodological Framework

Methods

This method is particularly suitable for investigating complex educational phenomena, as it allows for an in-depth exploration of participants' experiences, perspectives, and contexts (Merriam & Tisdell, 2016).

Qualitative research is characterized by its focus on understanding and interpreting social phenomena from the participant's point of view (Denzin & Lincoln, 2018). In the context of this research, the qualitative approach will enable the researcher to obtain information from the experiences and perceptions of university students and teachers regarding the advantages and challenges of teaching idiomatic expressions to enhance speaking skills.

Type of Research

A Phenomenological study focuses on understanding and exploring the experiences of individuals regarding a specific phenomenon (Creswell & Poth, 2018). This approach is rooted in the philosophical work of Edmund Husserl and later developed by researchers such as Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty (Smith, 2018). The primary goal of phenomenological research is to uncover the essence of a phenomenon by examining the subjective experiences and perceptions of those who have directly encountered it (Moustakas, 1994).

In the context of our investigation, this would involve investigating the experiences of language instructors and university students who have engaged in teaching and learning

idiomatic expressions to develop a better understanding of the phenomenon under investigation (Van Manen, 2016).

Data Collection Technique

One-on-one interviews, also known as individual interviews or in-depth interviews, are a standard data collection method in qualitative research. In this approach, the researcher conducts a face-to-face or remote (e.g., telephone, zoom meeting, or video call) interview with a single participant at a time (Creswell & Creswell, 2018).

Data will be collected from both professors and students to comprehensively understand the perspectives and experiences of both groups.

Instruments

The primary data collection instrument will be a questionnaire designed for one-on-one interviews with professors and university students. The questionnaire will consist of open-ended questions allowing participants to provide their perspectives.

Open-ended questions are particularly suitable for this research topic because they encourage participants to share their thoughts and insights in their own words without being constrained by predefined response categories (Saldaña, 2021).

The questionnaire will be designed to elicit information related to the study's purpose, which is to explore the advantages and challenges of teaching idiomatic expressions to enhance speaking skills in university students.

Population and sample

The population refers to the entire group of individuals or elements that meet specific criteria and are of interest to the researcher, and the sample is representative of the population.

The population will consist of all English university professors from Universidad Estatal Península of Santa Elena from the 6th semester and with experience teaching Idiomatic expressions at advanced levels.

The student population was 40, with a sample of 10 students from the 6th semester of Pine Major who were volunteers and had intermediate to advanced levels of English.

Chapter IV

Analysis of Findings

Brief explanation of the findings

Regarding the data interpretation, five English professors described their experiences and background in teaching idiomatic expressions. They emphasized their teaching techniques and opinions about idiomatic expressions' role in developing students' speaking skills and overall communicative competence. The interviewees shared insights into the benefits of incorporating idiomatic expressions in their lessons, such as enhancing students' fluency, naturalness, and cultural understanding. Additionally, ten students participated by describing the challenges they face in learning idiomatic expressions. The students shared their experiences and specific difficulties related to understanding these expressions.

Interpretation of data

Professors' responses

1. Question number one: **What are the specific challenges you have encountered when teaching idiomatic expressions to university students?** Professors highlighted several challenges in teaching idiomatic expressions to university students. A common issue is that students often try to interpret idioms word by word instead of understanding them as a whole. This literal approach leads to confusion, as idioms do not usually make sense when translated directly from one language to another. Another major challenge is that many students have a limited knowledge of English, including a small vocabulary. This makes it difficult for them to understand the context and proper use of idiomatic expressions. Cultural differences also pose a

barrier. Students often attempt to translate idioms from their native language directly into English, which can result in misunderstandings.

Additionally, idiomatic expressions are seldom included in standard English textbooks. This lack of exposure makes it hard for students to encounter and practice these phrases in a structured way. In summary, the main challenges in teaching idiomatic expressions include issues with literal translation, cultural differences, limited vocabulary, and insufficient exposure to educational materials.

2. Question number two: **How do you assess the impact of learning idiomatic expressions on students' overall speaking abilities and fluency?** Evaluating the impact of learning idioms on students' overall language skills and fluency reveals various teaching approaches. Some teachers emphasized using real-life examples, role-plays, and interactive activities, suggesting that practical application reinforces learning. Another promoted a communicative method, highlighting the benefits of social interaction and group activities to improve fluency. Some professors focused on oral and written assessments, expecting students to incorporate idiomatic expressions into spoken language and written essays. Structured practice and constant reinforcement are also emphasized. While students may initially use idiomatic expressions effectively, their continued use requires sustained practice. Feedback and reflection are crucial in developing students' confidence and fluency. Creating a comfortable environment for using idiomatic expressions can improve overall speaking skills. While idioms can significantly improve speaking skills and fluency, their lasting impact depends on continued practice and effective assessment methods. Practical application through role-playing and social interaction, combined with constant feedback, is crucial for students to internalize and use

idiomatic expressions regularly. This suggests that a holistic approach, incorporating structured and interactive elements, is essential to developing students' fluency in idiomatic language.

3. Question number three: **How do you integrate cultural context into teaching idiomatic expressions?** Integrating cultural context into teaching idiomatic expressions is essential for students to understand their meaning and use fully. One approach is to use multimedia resources such as songs, film clips, and poems from English-speaking cultures. This helps students grasp the context in which idioms are used and understand their relevance in certain situations. By exposing students to authentic cultural materials, they can better appreciate the shades of the language.

Some teachers suggested discussing cultural customs and traditions, such as American holidays like Halloween, to illustrate how idiomatic expressions are embedded in cultural practices. Professors also emphasized the importance of understanding the cultural background of expressions, such as explaining weather-related idioms like "snowy low" to students unfamiliar with snow. Additionally, comparing idiomatic expressions to similar concepts in students' native languages, such as Spanish, can aid comprehension. Videos, movies, and news clips enhance learning by providing real-life examples. These strategies emphasize the intertwined nature of language and culture, making idioms more meaningful and memorable for students.

4. Question number four: **How important do you think this integration is for students' comprehension and usage?** Integrating idiomatic expressions into language learning depends on the student's level and motivation. When students, especially teenagers, understand the importance of these expressions, they feel motivated to learn and use them. This motivation can

come from wanting to understand songs or films. Once motivated, students begin to practice and use idiomatic expressions naturally.

It is also essential to teach idiomatic expressions because they are widely used in English-speaking countries. However, using these expressions can be challenging for students due to pronunciation and comprehension difficulties. Nevertheless, practicing idiomatic expressions helps students improve their speaking skills and understand cultural contexts. Teaching idiomatic expressions at higher levels can significantly improve students' communicative competence and help them feel more confident and comfortable using the language.

5. Question five: **What methods and strategies do you use to teach idiomatic expressions in your classes?** Professors use various methods and strategies to teach idiomatic expressions, emphasizing a communicative approach. A standard method uses real-life discourse, authentic materials, and interactive activities such as games. These activities help students understand and use idiomatic expressions in different situations. Acting out conversations with appropriate intonation and body language also helps students grasp the true meaning of expressions.

Other effective strategies include using videos and listening exercises to create a good learning environment, encouraging cooperative learning, and providing context for idiomatic expressions. For example, teaching idioms related to snow involves explaining the weather conditions in North America. Professors also use collaborative methods and role-playing, allowing students to practice idiomatic expressions in group activities. Gamification is another strategy that makes learning fun and engaging. Consistent practice of idiomatic expressions in class ensures students remember and use them effectively. This variety of methods and strategies helps students learn and integrate idiomatic expressions into their everyday language use.

6. Question number six was: **What resources or tools have you found most helpful in teaching idiomatic expressions?** When examining the most effective resources and tools for teaching idioms, various multimedia and interactive materials play a crucial role. These tools make idioms more memorable and demonstrate their use in real-life situations, improving student comprehension and retention.

On the other hand, some educators highlighted the importance of combining traditional and technological resources. These findings suggest that a combined approach, integrating traditional materials and innovative digital tools, is more effective in teaching idiomatic expressions and adapting to different learning styles and contexts.

7. Question number seven: **Based on your experience, what advice would you give to other educators looking to enhance their students' speaking skills by teaching idiomatic expressions?** To improve students' speaking skills, professors focus on teaching idioms with an emphasis on context, relevance, and continuous practice. Idioms are best suited for students with at least A2 level English, and it is essential to choose idioms that fit the student's age and real-life situations. Fun and relatable scenarios and suitable materials and videos can help students understand and use idioms correctly. Starting with simple and common idioms and practicing them consistently is also important. Including cultural context can make understanding and remembering idioms easier. This mix of learning in context, practical use, and regular practice is critical to effectively teaching idioms and improving speaking skills

8. Question number eight: **How do you adapt your teaching of idiomatic expressions to cater to the diverse language proficiency levels within a university classroom?** The strategies professors employ to teach idiomatic expressions in college classrooms effectively address diverse levels of language proficiency among students. Educators ensure relevance and

engagement by selecting idioms that are appropriate in maturity and complexity for university-level English learners, thereby motivating students to learn. Adapting lessons to different contexts, such as speeches or everyday scenarios like shopping, allows for practical application, reinforcing comprehension and usage of idiomatic expressions. The use of interactive activities such as role-playing, and dialogues not only teaches vocabulary and idioms but also encourages active participation and application of newly acquired knowledge. Textbooks and online resources that categorize idioms by difficulty and grammatical topic provide targeted learning opportunities, aiding in focused instruction. Moreover, student involvement in researching and creating examples of idioms fosters deeper engagement and ownership of learning. At the same time, peer-to-peer support cultivates a collaborative environment where advanced students assist beginners, promoting a supportive learning community. Collectively, these methods contribute to a dynamic and inclusive classroom environment that effectively meets the diverse needs of students, enhancing their proficiency in using idiomatic expressions in English.

9. Question number nine: **What role do idiomatic expressions play in achieving native-like fluency?** Exploring the role of idiomatic expressions in achieving native fluency shows their significant impact on language skills and communication. Idiomatic expressions show a higher level of language ability and help students speak more naturally and smoothly. They make speech sound more accurate and help in everyday conversations. Understanding and using idiomatic expressions is necessary to move from textbook knowledge to speaking like a native. Without these skills, non-native speakers find it hard to understand native conversations. Idiomatic expressions are essential in understanding the context and using language effectively beyond literal meanings. They help students communicate naturally and comfortably in real-life

situations. Mastering idiomatic expressions is critical for students to speak English fluently and effectively in English-speaking environments.

10. Question number ten: **What feedback have you received from students regarding the inclusion of idiomatic expressions in your classes?**

The educators' comments highlight a spectrum of student responses to learning idiomatic expressions in English classes, underscoring both challenges and eventual benefits. Initially, students struggle with comprehension and memorization, but these difficulties often give way to a deeper understanding when idioms are encountered in real-life contexts. This transition signifies a moment where students begin integrating idioms naturally into their language use, appreciating their practical relevance, particularly in English-speaking environments or when preparing for international exams. Educators emphasize the educational value of idioms for improving fluency and understanding cultural nuances despite varying levels of direct feedback received. Collectively, these insights illustrate a dynamic learning process where initial challenges evolve into tangible linguistic and cultural benefits, enhancing students' overall proficiency in English.

Students' responses

The students' responses were analysed in general, which highlighted common difficulties using idiomatic expressions**.**

Based on the student's responses, learning idiomatic expressions is perceived as highly beneficial for improving oral expression skills in English.

The students highlighted several benefits of learning idiomatic expressions, such as improved pronunciation, increased vocabulary, and the ability to express emotions and ideas more accurately.

However, the students also acknowledge their challenges when learning and using idiomatic expressions. Some common difficulties include pronunciation, remembering the correct expressions, and knowing how to use them in the appropriate context. The vast number of idiomatic expressions available can be overwhelming, and students sometimes struggle to select the most suitable expression for a given situation.

The students' experiences regarding the frequency of opportunities to use idiomatic expressions vary. Some reported using them often in class activities, group work, and communicating with family living abroad. Others, however, find limited opportunities to apply these expressions in their daily conversations or academic contexts. The students' responses underscore the significance of learning idiomatic expressions for improving oral expression skills in English. Despite the challenges they face, the students remain highly motivated to acquire and use these expressions effectively.

Below, there are 2 tables of the most relevant findings related to this chapter:

Table 1

Based on Professor's responses

Questions	What resources or tools have you found most helpful in teaching idiomatic expressions?	What are the specific challenges you have encountered when teaching idiomatic expressions to university students?	How do you adapt your teaching of idiomatic expressions to cater to the diverse language proficiency levels within a university classroom?	What role do you believe idiomatic expressions play in achieving native-like fluency?	What feedback have you received from students regarding the inclusion of idiomatic expressions in your classes?
Answers	Effective teaching of idioms involves using a mix of multimedia and interactive materials alongside traditional and digital tools to enhance comprehension and retention.	Teaching idioms is challenging due to students' literal interpretations, limited vocabulary, cultural differences, and lack of exposure in textbooks.	Educators use adaptive strategies, contextual relevance, flexibility, resources, student autonomy, and peer collaboration to effectively teach idioms across varying language proficiency levels in college classrooms.	Mastering idiomatic expressions is essential for achieving native-like fluency, enhancing language proficiency, and enabling natural, effective communication in English-speaking contexts.	Students initially find idiomatic expressions challenging but eventually recognize their importance for fluency, practical use, and cultural understanding in English.
Authors	Professors need to consider students' proficiency levels and learning styles. Luan and dat (2021)	Professors acknowledge the challenges of teaching idioms, such as the lack of literal meaning and cultural differences. Morales Uriostegui & Morales Vázquez (2022)	Professors find it hard to get the right materials for different student levels, making lesson planning difficult. Esparza (2023)	Idioms are often not in students' native languages, making them hard to learn and use. Pintado & Fajardo (2021)	Teaching idioms helps students improve fluency, cultural understanding, and their ability to communicate in authentic contexts. Listyani and Thren (2023)

Table 2

Based on Students' responses

Questions	What benefits have you experienced in your speaking skills after learning idiomatic expressions?	What difficulties have you encountered when trying to learn and use idiomatic expressions in your spoken language?	How do idiomatic expressions help you sound more fluent and natural when speaking?	How important do you think it is to understand the cultural context of idiomatic expressions?	How often do you find opportunities to use idiomatic expressions in your everyday conversations or in academic contexts?
Answers	Learning idiomatic expressions has improved students' pronunciation, confidence, comprehension and fluency, making their speaking more natural and accurate.	The challenges with pronunciation, translating sentences, selecting appropriate expressions and memorizing them in the correct context.	Idiomatic expressions help learners sound more fluent and natural by improving communication, enriching vocabulary and reflecting authentic language use.	It considers it crucial to understand the cultural context of idiomatic expressions to improve vocabulary, use them correctly and avoid Confusions.	Finding opportunities to use idiomatic expressions infrequently, but some use them often in classes and informal conversations.
Authors	Idiomatic expressions are an essential aspect of language learning, as they contribute to students' ability to communicate effectively and understand the nuances of the target language. Morales Uriostegui and Morales Vázquez (2022)	Challenges associated with teaching idioms, such as the lack of transparency in meaning and the potential for confusion among learners. Pintado and Fajardo (2021)	Idiomatic expressions help students develop a deeper understanding of the language and enhance their ability to communicate in authentic contexts. Listyani and Thren (2023)	Professors and students believe that teaching English idioms is crucial. It helps develop students' communicative competence and cultural awareness. Luân and Dat (2021)	Idioms are often culturally specific and may not be frequently encountered in the students' native language or culture. Pintado & Fajardo (2021)

Chapter V

This chapter will cover the conclusions and recommendations of the study, linking them back to the objectives and results, will summarize the essential findings and provide recommendations based on our analysis,

Conclusions

Conclusion 1: Professors perceive idiomatic expressions as essential for enhancing university students' speaking abilities. They believe that idiomatic expressions help students sound more natural and fluent in English, crucial for real-life communication and professional settings.

Conclusion 2: One primary challenge professors face is that students tend to translate idiomatic expressions literally from their native language, which leads to confusion and misuse because translations do not convey the intended figurative meanings.

Conclusion 3:   Students recognized the advantages of learning idiomatic expressions, such as enhancing pronunciation and accurately expressing emotions and ideas. These expressions contribute to fluency and authenticity in language use, essential for effective communication. However, despite acknowledging these benefits, students frequently encounter challenges remembering and correctly using idiomatic expressions within appropriate contexts.

Recommendations

Recommendation 1: Professors should integrate idiomatic expressions strategically into language instruction at all levels and create activities and opportunities for students to apply idioms practically, reinforcing their comprehension, usage, and context in everyday conversations and professional environments.

Recommendation 2: Teachers should develop and integrate more comprehensive teaching resources and materials on idiomatic expressions. These resources should include contextual examples, practice exercises, and activities that help students correctly understand and use idiomatic expressions.

Recommendation 3. Regular practice through activities like role-plays and dialogues, used in varied contexts, will allow students to actively apply idioms, reinforcing their comprehension and building confidence in using them in idiomatic expressions.

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Annexes

Annex A: Certified Anti-plagiarism System.

<div align="right">La Libertad, Thursday, June 20, 2024</div>

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado "EXPLORING THE ADVANTAGES AND CHALLENGES OF TEACHING IDIOMATIC EXPRESSIONS TO ENHANCE SPEAKING SKILLS IN UNIVERSITY STUDENTS" elaborado por los estudiantes Ruiz Triviño Andrés Eduardo & Suárez Angel Ronny Josué de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,

Caamaño López Sandra Elizabeth, MSc.

TUTOR

CERTIFICADO DE ANÁLISIS
magister

Chapter 1-5 Suarez y Ruiz

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Annex B: Letter of permission to the Director

La libertad, jueves 30 de mayo del 2024

DIRECTORA DE LA CARRERA

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

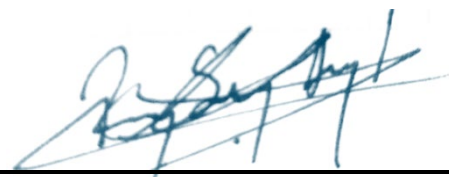ELIANA LEON ABAD, MsC.

En su despacho:

Nuestros nombres son **Suárez Angel Ronny Josué** con número de cédula **2400303471** y **Ruiz Triviño Andrés Eduardo** con número de cédula **0941518607** del curso **PINE 8/1**. Estamos llevando a cabo una investigación titulada "Exploring the Advantages and Challenges of Teaching Idiomatic Expressions to Enhance Speaking Skills in University Students".

El objetivo de esta investigación es comprender mejor las ventajas y los retos que enfrentan tanto los estudiantes como los profesores en el proceso de enseñanza y aprendizaje de expresiones idiomáticas, y cómo estas influyen en las habilidades de habla de los estudiantes universitarios. La investigación será realizada en estudiantes de **6to semestre de PINE 6/1** mediante una **entrevista.**

Agradezco su consideración para ayudarnos con esta investigación. Estamos convencidos de que la perspectiva proporcionará una visión crucial y enriquecerá significativamente el estudio.

Quedo a la espera de su respuesta y agradezco su colaboración.

Atentamente,

Suárez Angel Ronny Josue
C.I 2400303471

Ruiz Triviño Andrés Eduardo
C.I 0941518607

Eliana León Abad MSc.
PEDAGOGY OF NATIONAL
FOREIGN LANGUAGES MAYOR'S
DIRECTOR

Annex C: Professors' Questions and transcription

1. **What are the specific challenges you have encountered when teaching idiomatic expressions to university students?**

   Eliana León: Well, between the main challenges, I would say that it is very difficult to start teaching them because if you separate those phrases are independent and different words. So students tend to confuse. So. So they start to splitting up the sentence, the words, I'm sorry. So they are going to question, you miss, "si esto significa esto y porque lo de aca significa esto". So there is the part of explaining. That part is one of the most specific challenges.

   Diego N: it's maybe the level of the students when we have to apply this kind of idiomatic expression. In high school, it's a little difficult to apply this, but I consider that a university also could be the level you don't have the basis of English maybe. This kind of experience of learning this expression because it's not so common maybe on books. I haven't checked some specific books that they teach this kind of information. So I think maybe the basis that they need about this.

   Leo C: One of the challenges that I have faced when I am teaching idiomatic expressions is that we do have idiomatic expressions in Spanish, and we try to combine those idiomatic expressions in English. Many times, students trying to translate the idiomatic expression from Spanish. And try to use them in English. So, the challenge that I have is that I have to encourage student students not to translate and try to use the idiomatic expressions in English exactly as they are, without modifying and without translating.

   Elena Niola: ell, one of the challenges I would say it is the uh students knowledge of vocabulary. Yeah, sometimes it is. Uh, that that will be the like the first. The first challenge that uh I I have found. When teaching idiomatic expressions, because sometimes you need to understand the context of this idiomatic expression, and if there if. It is not according to the level of the student. According to the knowledge or the vocabulary that the student knows, it might be a a challenge or it. Might be difficult to. To apply or to use these idiomatic expressions.

   Ruddy: OK, one point of view here is, in many students tend to translate idiomatic expressions word for word, and that is one mistake. And so from their native language. In this case it's Spanish. It's the one or maybe challenge that is literal translation in this case. Another is maybe

the cultural differences. Yeah, sometimes you know that the idiomatic expressions, they are not the similar or Similar to the. Meanings that in our culture, that is one point that can be confusion and familiar words for the students. UM, so that is maybe one of the most, uh and. The other is like I. I tell you, maybe the use. Or the understanding when and how to use the idiomatic expressions. Because students sometimes have a lack of vocabulary and that is one of the biggest problems that they have when they when when we try as a professor teach idiomatic expressions, or maybe when we are teach they. The Speaking of skills that we tried to use.

2. **How do you assess the impact of learning idiomatic expressions on students' overall speaking abilities and fluency?**

Eliana Leon: So how do I assess? Okay. In this case, I tried to use real life examples, tables in which they can apply this, different role plays in which they can repeat and apply them. Also, I think that it would be a good idea to practice with some games and activities so they can reinforce or memorize and reinforce the use of thoughts.

Diego N: Maybe a way to assess these kinds of activities. It could be like, in this case, using maybe communicative approach. It could be like written, but I think it would be more, it would offer more benefit to students if we apply maybe role plays and different social practical English maybe so they can apply this idiomatic expression and be like completing these kind of activities in person or in groups.

Leo C: As a teacher, as an English teacher with a lot of experience, I have two or three different techniques on how to assess idiomatic expression. The first technique that I use is the verbal technique is the one that I expect to hear students. Speaking and using idiomatic expression, the other technique that I use is by writing. I expect students to while they performing their essays and writing, to start using idiomatic expressions according to the topic and according to the idea that. They are following.

Elena Niola: Well. This can be a broad question, because with idiomatic expressions. UM, well, when we talk about uh speaking abilities and fluency it it, it doesn't happen always that students will get to a level that they will use in idiomatic expressions. However, what I can say is that. UM. Students will start using soap it. It helps of course, because once that I. Like ones that we see or we see this topic of idiomatic expressions and ones that, uh, in certain way I force students to use it in a conversation in a, in a description, in a presentation. It is like

students start start using this because this is part of the rubrick. This is part of the evaluation. However I would say. It not always it is applied in in their daily learning because it will happen that students will start using these expressions for a lesson for speaking a presentation or for a dialogue conversation or a role play. But sometimes it will be, uh, forgotten afterwards, like, uh, like they will not keep using this. So. For terms of the of assessment, yeah. Uh students will respond in an in an appropriate way, but then for terms of using it in a daily life, it requires lots of practice.

Ruddy: OK. In this questions The impact of the idiomatic expressions on the students speaking ability is maybe. When, as a professor regular, we speaking and try that our students have conversations. Yeah, where students are encouraged to use the idiomatic expressions. So the point is here that we try that they provide that their confluence or they have. Comfortable used in this automatic expression. That is maybe one point of view and so on. The other is the feedback and reflection. Feedback for another students, they feel confidence. Yeah. And they maybe can improve the fluency that is try to provide quality and quality impact into the speaking ability and Fluence in this case. But I consider that the this part will be useful for the use of idiomatic expressions, or when you when our students use this idiomatic expressions.

3. **How do you integrate cultural context into teaching idiomatic expressions?**

   Eliana Leon: Well, it could be using songs, movie clips, poems from the famous writers from those countries. I try to include that into the context of my classes. In that way, they can understand why these phrases are used in these situations, and they could understand the cultural context inside those real life examples.

   Diego N: Maybe we can use, and I am used to apply some videos, maybe some readings about this culture information. So if we show the student that these aspects are very common in learning English, maybe they are going to acquire faster than in the other, just reading any information and just talking about that.

   Leo C: Yeah, excellent. Excellent questions. Excellent question. Many researchers, many educators have said that when we learn a second language, we also learn. A second culture, therefore, we try to integrate. English as a culture from different countries, especially from the United States, and integrate those cultures customs here in Ecuador. The typical custom is Halloween for example. Halloween is something that we have been using as an American culture in and including here in the Ecuadorian culture.

Elena Niola: This is very interesting and I really like this part because idiomatic expressions are part of a language as part of the language, the culture and the identity. So when I am teaching idiomatic expressions in order to. To uh, explain the meaning, or in order to use it in different context, students need to. Ohh, what is behind that expression? So in that term it is really a good way to teach culture. Yeah, to, to talk about culture, to talk about customs, to talk about different ideas, to, to talk about, even about the weather. Yeah, there is an expression that. Has nothing to do with our context. Yeah, but I, uh, I was using this and it. Like this expression is not really like does not have a literal translation, but it has to do with the weather in North America. Yeah. So I'm just giving you an example. For example this is I am snowed under. Yeah, snowed under. So that is the expression to be snowed. Under. So when I was teaching this to my students, it was like. What? Why? Snow? Right? Because in our context, we like our weather is sunny and rainy or hot and cold and that's it. But for the US like to be snowed under is relates to the weather. Yeah. When there is lots of snow and then maybe your car gets stuck because of the. Of the snow. So when you are stuck with lot of work we used to be snowed under. But in order to understand this we have to learn about culture. So idiomatic expressions are a way. To teach culture.

Ruddy: As the first question, when I told you the cultural differences is one point of view that we can have in this case the that is not really easy to to use the cultural context with the idiomatic expressions sometimes because you know that there are differences in the cultures. Or not all the time. We teach a language used in the cultures. Yeah. That is one point. But we try to. To to do a comparisons discussing about the cultures and regions and in this case they are using the idiomatic expressions that maybe trying that they. That when we teach the idiomatic expressions with the culture is to try watch videos, movies, interview the news where you can find so many different idiomatic expressions. I comparing this idiomatic expression into the student with the native language. This case is the L1. The the Spanish language, that is one point of view maybe of. When we try to read the stories or invite it, we don't have the opportunity to invite a native speaker sometimes. But in this case it's try to watch news to, to watch interviews, and that is 1 point in this case.

4. **How important do you think this integration is for students' comprehension and usage?**

   Eliana Leon: Well, it depends in the student's level, in my opinion. When the students reach a certain a certain age in which they really understand the importance of these idiomatic

expressions, they will be encouraged to integrate them. For example, if you are a teenager and you would like to understand this song or this part of the movie, so they might feel really motivated. In this case, the most important thing is the motivation. The student wants to understand that. At the moment that the student is motivated, it's going to integrate this comprehension. After the student has understood, it's going to start practicing because they liked that phrase because they saw it on the practice with the song they are repeating. So they are starting to automatically use them by themselves.

Diego N: Well, I think it's an important aspect that we can it's very important. As I mentioned, it's not so common, but I consider that if we want to improve all of these kind of skills. And in this kind of vocabulary that is very used in, I don't know if for encoders like the United States. So it is very important that students can learn and acquire this kind of information and apply it in different situations.

Leo C: Ohh wow, that's that's that question. Could have been in like in two different parts, very important because students they not only learn the idiomatic expression, they also learn how to use. Use them. Sometimes idiomatic expressions are quite difficult to comprehend and also to say them verbally. We need to practice we, and we need to practice a lot in order to use them correctly and also pronounce them correctly. That creates a little bit of friction and a little bit of challenge to students that believed that they do know idiomatic expression, but they do not use them.

Elena Niola: It is essential. Yeah, it is important. Maybe. In the beginning levels, it will be a bit. Challenging to integrate this because of what I already said in the first question because of the of the limited vocabulary, but it is important to integrate like short expressions. Some ideas that can be adapted to the conditions or the circumstances from students. And of course, in, especially in speaking skills, it is, it is really important to integrate idiomatic expressions. Yeah. And of course. While learning idiomatic expressions we learn also the culture. Then students are able to understand the context in which they can use these expressions. So. So yeah, yeah, I would say it. It plays an an important role on the learning and also on achieving. Communicative competence. Because that is what what involves. Communication competence would involve understanding the language, understanding how these idiomatic expressions are used, and also understand understanding the context in which these idiomatic expressions are used.

Ruddy: They use the culture to teach in English is really, really important. Yeah, so. Maybe in this case The students will understand the most important point that is try to speak because one big. problem is that our students sometimes, when they're very second, first semester they don't like to speak. They feel shy when they try to speak. Maybe using this kind of expressions? Will feel comfortable to speak and understanding their principal ideas. Maybe something that they feel comfortable to try to speak with other peoples they feel. Engage to study model where we can be one option in this case to incorporate the culture and is really important because they are going to learn more about the language. Yeah, because we when we learn a language we are learning about the culture of the language about that country. Yeah, it can be an option or an answer for this question.

5. **What methods and strategies do you use to teach idiomatic expressions in your classes?**

   Eliana Leon: Well, in my case, as I said, I try to use communicative approach in these cases. So I try to make discourses which are real life discourses courses. I use authentic material. As I said before, I also try to work with some strategies using games and activities in which they can repeat and understand different situations in which they can apply these idiomatic expressions. Also, a very good strategy is that the students are going to act their conversations, not only repeat or really, they're going to perform, act, move the body. Expressions like, wow. The intonation also is important, so they might get more into the real meaning of this idiomatic expression.

   Diego N: Well, based on this, as I mentioned, could be these kind of cooperative learnings could be a good way that they can acquire this information using videos and a lot of listening maybe that they can also apply this use, the pronunciation and that. So offering to the students a good environment where they can apply this information. It would be like a good way and a strategy and with the proper method to help students to practice and apply the information that they are learning that moment.

   Leo C: Well, there is a lot of methodologies there. One of the best methodologies that works for me is the one that you as a student have you have experience is putting a picture on the wall. Students are supposed to describe the picture and according to the topic of the grammar, punctuation that we are following, I encourage students to use idiomatic expression to describe something. Therefore, they have a vast variety of of idiomatic expressions. To openly describe

what they see. So what I do is I grade the presentation according to the vocabulary that they use.

Elena Niola: OK, uh. Method. I was. Uh. Usually. Yeah. Go with the communicative approach. Yeah. Communicative language teaching where students can use these idiomatic expressions in a conversation. Maybe in a short role. Play in a short dialogue, students. So that will be the focus then with some strategies it might be well first, you know presenting the vocabulary. Yeah, making an approach with the vocabulary teaching about some. Fun facts or some ideas about the culture like I will. I will keep the example to be snowed under, so in order to teach this idiomatic expressions I will need to teach or to give students the context about the weather. The weather about vocabulary, about snow, vocabulary that or that relates that in the US or in North America, in some countries in North America. UM, there are times where it snows so much that your house is covered with snow. Your car is covered with snow, so we give the context, giving the context and the meaning of the vocabulary is another strategy that. When it is understood they will start using in a conversation or in. A role play.

Ruddy: As a method, I consider the collaborative who methods can be one options. Yeah, when they try to work in, in, in activities in Group collaborative method or community communicative language, teaching is something where they are going to have the opportunity to speak with their partners and they have. The opportunity to use these kind of expressions because sometimes in writing is not. Maybe they don't have the opportunity, but when they're speaking, maybe in various in groups when they do role plays, that is one strategy to simulate many different things. That one option as an strategist, maybe using gamification in this case because they are. playing something. At the end they are going to use idiomatic expressions and the last is maybe consider that they need to always practice that idiomatic expression. Not just today I am going to teach one idiomatic expression or two. Yeah, we are learning to some words. As a vocabulary, we are going to use in this class and tomorrow. I don't continue to use idiomatic expression as a professor. I need to continue using the same idiomatic expressions all the time into the classroom and choose what are the most important kinematic expressions that they or they are going to use in their future life. Professional life? Something like this? Yeah. The frequency that we need to practice. Into the classroom with the students because when they go to upside to the classroom, they are not going to use the idiomatic expressions because, you know, when you are in class in English classes, you try to speak English when

you are outside to the English classes, you don't practice English with your partners. That maybe one has a problem. English learners that we have.

6.   What resources or tools have you found most helpful in teaching idiomatic expressions?

Eliana Leon: Well, definitely songs and movies, movie clips. Because if I say to the students, Go and watch that movie, it's a lie. But maybe if I present them a movie clip in which they will see how it is on a meme. Memes are now very common to see some of these idiomatic expressions. I think that those resources could be helpful for me in the classes.

Diego N: First of all, there are some books that you can find a lot of information. I've learned from this many years ago in some books from the government. In that way, I learned that colloquial expression also in this systematic and they show with different pictures and like that. So also, I'm beside these kind of books. Maybe it is important like these projectors, speakers so they can watch and they can listen the real situation using this idiomatic expression and how they can use in different contexts, not only in education. There are a lot of this systematic expression in friendship, education, I don't know, buying something, so different expression that they can use and they can apply in a spoken way.

Leo C: Ohh wow, that's a difficult, interesting but difficult question. Because nowadays if we follow technologies they have the we have many resources, many different leaks, many applications application that they know only evaluate the speaking abilities, the listening ability. They also evaluate their writing. Just about a month ago I found one application that can grade your writing. Actually your writing, so therefore the the challenging part here as far as using technology is trying to find the correct application or the correct link. I can bring me the academic vocabulary so I can use in my classrooms. That is the challenging part and also it takes a lot of time to search for one link and search for another link and keep searching and until we find the correct link to bring to the classroom.

Elena Niola: OK, Resources first I would I would say flash cards in general images. Yeah, images that represent. The expression with the vocabulary or the meaning that will work like really good. Yeah, using images that will be like like the resource. Then there will be also other tools. For example we can use like tools like word. All, for example, in order to present images with vocabulary, but most of the time I will stick to images. Yeah, I will like audio visual materials or images even if I have to use an additional tool like for example word wall that will be a tool that I will be using with images with flash cards, so images and maybe they will have

a matching exercise, yeah. The image with the meaning or then I will have, uh, maybe an activity on quizzes or sometimes maybe an activity on the board in the presentation I would. Add write some sentences where students will have to fill in the gaps. That will be another another. Resource or strategy? Well, I'm going back to the strategy, but filling the gap. So uh, using using also this like like, uh, resourcing order to to teach them, but using the tools like word, Wall, maybe quizzes, maybe near pod or even padlet. Yeah, like using different. Resources, but I I will still stick to images and sentences.

Ruddy: OK, the resources as I told you some time. But I told you that you that I use videos, movies, videos, podcasts. The news and something like multimedia contents and it can be, yeah. Another option is try to use the website or some apps that are useful to teach about expressions or will be using to practice these kind of words maybe. The two options that. Are more useful in this case.

7. **Based on your experience, what advice would you give to other educators looking to enhance their students' speaking skills through the teaching of idiomatic expressions?**

Eliana Leon: Well, on my experience, first of all, I think that teaching idiomatic expressions should be for students at least for an A2 level above. Also, the age is super important. You are not going to teach idiomatic expressions that are not part of their life. For example, idiomatic expressions that are used in professional context. Maybe if you teach kids, it could be one or two or something that they are used to. They are going to really use it. Teaching idiomatic expressions is not only giving you a list of phrases and say, Okay, you have to memorize it. There is no other way. No. The intention of teaching idiomatic expressions is to explain to them that these phrases are more authentic to this oral part of English and teach only the ones that are going to be important for their level, not the whole list. That's what I would recommend.

Diego N: Well, we can offer the students basically a situation that they can apply the information that they can let it I think in a fun way. So they feel motivated. They feel like they are using, they are learning something that they are going to use in the future. That is a very important way to understand the context of some information because some native speaker use this information and we can get that information because we are not used to learn this kind of aspect. So to give a proper environment to the students with good material and videos, it would be a good way to apply this kind of information in any lessons or weak activities that we have.

Leo C: Oh wow, that's a heavy question. What I can suggest other English teachers, not only from Upse, but also from many different areas, grammar school and high school is that practice. Is not only for students. Practice is also for teachers. Continuous preparation is not only for students. Continue preparation is also for teachers. We as teachers can never stop learning. The same way that technology changes day after day, knowledge of English also changes day after day. So my advice for all my colleagues English teachers out there is to keep learning and keep practicing.

Elena Niola: OK. Well, we know that idiomatic expressions are are really important. Yeah, are important in different types of communication, especially in spoken communication. So first as educators it is important that we. know, and use idiomatic expressions and also we know the culture. We can understand the background behind the idiomatic expression that will be the the the first thing like first idea that we we really need to. To learn and use and then the other idea will be using idiomatic expressions as a tool or as an aid to enhance or knowledge level, and also to teach our students, yeah.

Or to prepare our students. Like for an exam, for example, for a speaking speaking test for a speaking lesson, giving some ideas or strategies, providing some ideas or strategies on how to use in different contexts so students can also practice in real conversations. Like giving giving different scenarios where they can use these idiomatic expressions.

Ruddy: One advice as I told you in the question numbers. I I don't know. We are in question #7 not sure about that, but I told you that the one important thing is try to practice always the words always that idiomatic expression is I teach one today I am going to continue practicing that information in the future. Yeah. This is one thing. Start with simple words or idiomatic expressions according to the level of the students, and they can acquire or they can not not learnt. That information would be the most commonly idiomatic expressions. With most common words. Yeah, and then continued to advance in these words and completed more words. This is one. Maybe the things that I consider there are really important when I forget the things I teach today, I need to continue your thing, that things or that worth that information, that knowledge in the process of my class or my courses, my levels. And all that. Yeah. And the culture is really important here, not just to automatic. Expression we teach English as a general language. The culture will be so helpful for our students.

8. **How do you adapt your teaching of idiomatic expressions to cater to the diverse language proficiency levels within a university classroom?**

Eliana Leon: Okay, that's similar to what I said a moment ago, okay? I will adapt these idiomatic expressions, in this case to university students. I am assuming that these students, first of all, are mature, are adults, they have certain base in English language. I would try to use idiomatic expressions. First, the ones that are according to their level. Second, the ones that they are going to be more useful for the students. And third, the ones that they will really feel motivated on trying to repeat them in other contexts. Okay.

Diego N: Sometimes we have to follow like a book, maybe. So according to the lesson that we have, we can sometimes the book is not necessary. So we can use that information if we are talking about no practical English like making a speech or buying something or a cafeteria, we can look for more information about this aspect. And we can adapt with the, I don't know, the unit that we are covering, and we can give more opportunities to the students to learn an important vocabulary and also apply in different situations like role plays or pair dialogues that they have to complete during the analyzation.

Leo C: Well, that is that is not that difficult because nowadays even in the books. The English textbooks they are already classifying idiomatic expression according to the level of the students in addition. Books and applications in in Google or in the net. They also set a few idiomatic expressions according known to the level, but also to the grammar topic that we are that we are going to teach that particular day. Like I said before, the difficult part. They are is trying to find the correct application and the correct idiomatic expression for that particular topic.

Elena Niola: Well, it is difficult. Yeah, it is difficult first because not always you will find. Like the appropriate level of knowledge for all students in a class, there will be students. Who? Who have better knowledge about the language in the same class as there there will be also students with a limited knowledge of that. So. So in that case it is necessary to like try to look for a balance. But one of the. Of the things that they do is like I I will show it. I will explain. I will ask also the students to. To research to look at images or or to find themselves to find images that are related to this. So having students to to research or to create their own expressions, their own ideas is also important. So. They will need to provide examples of their own using or integrating The idiomatic expression now with students who who have a limited,

uh limited knowledge. It will also help them because they will Start learning more, more and more and it can also grow interest in the language. Yeah, if there are students who are not really into. UM, learning or not really motivated uh to to learn or to speak. They will start using and and it grows some interest when when you really want to learn something, students get interested in in certain type of no no. Trying like to adapt these idiomatic expressions is motivating students to use in to use the expressions in a real context that is related to the student.

Ruddy: In this case, I consider that as the. The peer learning. The peer learning, because they they encourage higher profits and students to help beginners. Forest seed and collaborative learning environment. Yeah, with this peer learning that is the collaborative works will help too much in this case. This point of view here.

9. **What role do you believe idiomatic expressions play in achieving native-like fluency?**

   Eliana: Okay. Super important. I think that the role of idiomatic expressions is differentiating a person who has a basic level from higher intermediate or up levels. Because in that moment, you see that the student has really made a great effort on trying to apply these idiomatic expressions as if they were natives, or at least is trying. So when they try, you're going to see that this discourse, you're going to listen that the discourse of this person is different. It's more real. It's more like smooth. It's more like a fluent person.

   Diego N: Well, I consider that they are very important because these book cabulari and Nato's speaker used it a lot. So if we want to be in that level, in the second level, maybe we have to be looking for this information ready to listen to these native speakers and be ready to answer because sometimes we don't know the meaning of all these phrases that they use. And it's very common for them to use these phrases. So I think it would be a good way and a good manner to increase this level of our students applying this is a magic expression.

   Leo C: Ohh absolutely I can tell you something on a personal experience that many students that travel to an English-speaking country when they come back, they say Leo, I couldn't understand anything what they were telling me. I I thought I knew English. But I I was unable to follow up their conversations and one reason and one particular reason is that. We in the United States use a lot of idiomatic expression to communicate on the daily basis, and if we don't practice here in the learning stages idiomatic expressions we are we are going to have a very hard time understanding if we travel to a foreign country.

Elena Niola: Well, idiomatic expressions is part of semantic and pragmatics. Yeah, semantic and pragmatics are, is are two areas, two branches of linguistics. Yeah. And of course, linguistics is like we study the. The the language in its different form, so semantics and pragmatics are the the areas where, uh, you can interpret and the yeah. Interpret the meaning of the the language. With semantics, you can interpret the meaning of the language, the meaning of the words, yeah. But with pragmatics, you can you can comprehend the language in the context. Yeah, not only separated words, but in groups and. I think, uh. I don't really have an answer of what role, but I would say that it is really important in pragmatics, yeah, because it gives the students practical knowledge and practical usage of the language.

Ruddy: Maybe is the natural communication. This is the most. Really, things that we can say that is the role of the idiomatic expressions, the natural communication that our student will develop into the speaking process, the speaking process into the learning process, the natural communications, yeah. And they will have the opportunity to communicate in the language. Using more words and feel comfortable again. In this case they are to speak not using those you know when they speak. When a native speaker or sometimes they are watching videos or news or interviews. Famous people, they sometimes have a defy so many expressions. They have that lack process there. There maybe. I consider the natural communication is one important thing here.

10. **What feedback have you received from students regarding the inclusion of idiomatic expressions in your classes?**

Eliana Leon: Well, the first feedback would be, Miss, I don't understand, because as I said at the beginning, if you separate these words, they do not mean the same as putting these words together. Second, Miss, it's very difficult to learn them because it's memorization, basically. But also when students try to practice and they will say, "ah ahora entiendo esta musica, ah ahora entiendo esta cancion". In that part, that is the positive feedback that I receive from students that when they are in different contexts or in a classroom, they will not learn as if they are observing these particular words or phrases in real life situations. When they do this click and they tell me, Now I understand this means it's because they really understood that the process of internalizing this, not as separated words, but as a phrase that has a specific meaning, I really like that when I receive that paper. Now, when they do this click, when they get it, so they know that they are more close to this real-life English-speaking reality.

Diego N: Maybe the beginning they are not used to learning this, but after that, they consider that it is really important and it is like interesting to it's like an appraisal bird. We can maybe identify the meaning war by war. So we need to find the specific information a book from the teacher. So they consider that it's an interesting way when they know the meaning. So it is a good way that they learn. It creates that's interested from them. And after that, they consider that it is important because it's like living in a foreign country like the United States, and they are ready to use this information in different contexts.

Leo C: Yeah, very nice question. Very important question to tell you the truth. At the beginning at the beginning, for example, in the third semester 4th semester in the 5th semester. Sometimes they kind of get do not follow the trend of idiomatic expressions, so I don't get too many feedbacks. However, when I get the 6th semester and the 7th semester. In which they have to use idiomatic expression to approve international examinations. They start recognizing the importance of idiomatic expressions. At at that point is when they say Wow, Leo, you were right about telling us this, this, this and that. Now I know that because now I have to use and apply idiomatic expression in order to comprehend international evaluations.

Elena Niola: OK, here I have two ideas. Yeah. First, I would tell you that it is not very, very common to receive feedback from students. So so that but that will not be because of idiomatic expressions. That will be because this is something that we are not really used to do at high school level at university level. We are not used to question. The teacher and that is something that we really need to break. Yeah, that is a like a barrier that we need to break because I don't usually get much feedback from my my students if I am. Ask what do you think? Do you like this or do you like the this other topic or this they would they would say yes, I like it. This is good. I am interested or it is interesting, but you will not get more like you. You will not get deeper comments on that. Even if the students agrees or or doesn't agree, or maybe they like the activity or not, or they are interested or not. But. They will not really question much or so that they will. There won't be much of feedback, however, when I have had some students coming to me and asking a question or or making comments. About the the idiomatic expressions they they having satisfied or pleased by learn. Thing the expression but also learning more about the language. So, I I would consider that as a feedback yeah that students appreciate that they can, but that by learning the idiomatic expression they can learn not only the vocabulary but also the background, the culture that involves this idiomatic expression.

Ruddy: In this question I'm going to tell you the truth that I never received anything about to my students. Of this case. This is the thing that I understand it my student gave me something that's about when I teach in the course I never received because sometimes notice. That I start my class OK, today we are going to learn idiomatic expression. Sometimes we have the words, and I don't know in in the book can be in a video. We try to identify the words. We use the words. More, but I don't say, OK, today we are going to check idiomatic expressions. Or something like that.

Annex D: Students' Questions and transcription

1. ¿Qué le parece aprender expresiones idiomáticas para mejorar su expresión oral?

Estudiante 1: Me parece muy útil porque las expresiones idiomáticas hacen que mi inglés suene más natural y auténtico.

Estudiante 2: Me parece desafiante pero gratificante porque enriquece mucho mi manera de hablar.

Estudiante 3: Creo que es muy importante porque nos permite comunicarnos de manera más efectiva y auténtica.

Estudiante 4: Me parece esencial porque ayuda a enriquecer el lenguaje y hacer que la comunicación sea más efectiva.

Estudiante 5: Me parece una herramienta valiosa para sonar más natural y mejorar mi fluidez en inglés.

Estudiante 6: Es un desafío, pero es esencial para mejorar y sonar más natural en inglés.

Estudiante 7: Me parece muy beneficioso ya que hace que el idioma suene más auténtico y menos robótico.

Estudiante 8: Me parece que es un componente esencial del aprendizaje del inglés y muy útil para sonar más natural.

Estudiante 9: Me parece que es muy bueno aprender con expresión idiomáticas ya que me ayudan a expresarme mejor en inglés

Estudiante 10: Aprender expresiones idiomáticas es excelente para mejorar la fluidez y naturalidad al hablar.

2. ¿Qué beneficios ha experimentado en su capacidad de expresión oral tras aprender expresiones idiomáticas?

Estudiante 1: He mejorado mi pronunciación y vocabulario, y ahora puedo expresar mis emociones e ideas con más precisión.

Estudiante 2: He notado que mi vocabulario ha aumentado y puedo comunicarme con más variedad y precisión.

Estudiante 3: He mejorado mi fluidez y ahora puedo entender mejor a los hablantes nativos.

Estudiante 4: He notado una mejora en mi confianza al hablar y puedo expresar mis ideas de manera más clara y natural.

Estudiante 5: He podido enriquecer mi vocabulario y hacer mis conversaciones más interesantes.

Estudiante 6: He ganado confianza y puedo comunicarme de manera más efectiva y natural.

Estudiante 7: Mi vocabulario ha mejorado significativamente y me siento más cómodo al hablar.

Estudiante 8: He mejorado mi confianza al hablar y ahora puedo comunicarme de manera más efectiva.

Estudiante 9: Como por ejemplo comunicarme de una manera más natural y espontánea. Se siente más como una conversación real entre amigos ya que puedo expresar emociones y sonar más relajado al momento de hablar.

Estudiante 10: He ganado mayor fluidez, naturalidad y precisión en mi comunicación oral.

3. **¿Qué dificultades ha encontrado al intentar aprender y utilizar expresiones idiomáticas en su lengua hablada?**

Estudiante 1: La pronunciación y recordar las expresiones correctas han sido los mayores desafíos para mí.

Estudiante 2: A menudo me olvido de las expresiones o las uso en el contexto equivocado.

Estudiante 3: La cantidad de expresiones puede ser abrumadora y a veces me confundo al elegir cuál usar.

Estudiante 4: Recordar todas las expresiones y saber cuándo usarlas correctamente es difícil.

Estudiante 5: Las expresiones pueden ser confusas y es difícil saber cuándo usarlas adecuadamente.

Estudiante 6: Recordar las expresiones y saber cuándo usarlas es complicado.

Estudiante 7: A veces es difícil recordar las expresiones y usarlas en el contexto adecuado.

Estudiante 8: La pronunciación y recordar las expresiones correctas en el momento adecuado son desafíos para mí.

Estudiante 9: siento que hay tantas expresiones diferentes y a veces se me dificulta saber cuál es la más apropiada para usar en ciertas situaciones.

Estudiante 10: He encontrado dificultades para recordar las expresiones correctas y usarlas en el contexto adecuado.

4. ¿De qué manera te ayudan las expresiones idiomáticas a sonar más fluido y natural al hablar?

Estudiante 1: Me ayudan a sonar más como un hablante nativo, haciendo mis conversaciones más fluidas y menos forzadas.

Estudiante 2: Me permiten conectar ideas de manera más natural y menos literal, lo que suena más auténtico.

Estudiante 3: Me ayudan a hablar con más confianza y a parecer más seguro de mí mismo.

Estudiante 4: Añaden un nivel de sofisticación y autenticidad a mi habla que antes no tenía.

Estudiante 5: Me permiten comunicarme de una manera que parece menos forzada y más propia de un hablante nativo.

Estudiante 6: Me permiten comunicarme de una manera más coloquial y menos formal.

Estudiante 7: Me ayudan a conectar mejor con los hablantes nativos y a evitar sonar demasiado formal o literal.

Estudiante 8: Me ayudan a sonar más como un hablante nativo, lo que mejora mi fluidez y autenticidad.

Estudiante 9: Me ayudan a sonar más natural y fluido en una conversación y que me entiendan de una mejor manera al momento de hablar.

Estudiante 10: Las expresiones idiomáticas enriquecen el vocabulario y reflejan el uso auténtico del idioma, haciendo que la comunicación suene más fluida y natural.

5. ¿Qué importancia crees que tiene comprender el contexto cultural de las expresiones idiomáticas?

Estudiante 1: Es muy importante porque sin entender el contexto cultural, es difícil usar las expresiones de manera adecuada.

Estudiante 2: Es fundamental porque muchas expresiones no tienen sentido fuera de su contexto cultural.

Estudiante 3: Es crucial porque muchas expresiones no tienen sentido fuera de su contexto cultural.

Estudiante 4: Es muy importante porque las expresiones idiomáticas reflejan la cultura y los valores de una sociedad.

Estudiante 5: Es crucial porque sin el contexto cultural, es fácil malinterpretar o usar incorrectamente las expresiones.

Estudiante 6: Es muy importante porque el contexto cultural da sentido a las expresiones y su uso.

Estudiante 7: Es muy importante para evitar malentendidos y usar las expresiones de manera correcta.

Estudiante 8: Es crucial porque sin el contexto cultural, es fácil usar las expresiones de manera incorrecta.

Estudiante 9: Tienen mucha importancia porque puedo usar las expresiones idiomáticas de forma natural y no sonar como un extranjero

Estudiante 10: Comprender el contexto cultural es crucial para usar las expresiones idiomáticas correctamente y evitar malentendidos.

6. ¿Qué métodos de enseñanza o actividades le han resultado más útiles para aprender expresiones idiomáticas?

Estudiante 1: Las actividades de role-playing y ver películas en inglés han sido las más útiles para mí.

Estudiante 2: Las conversaciones con hablantes nativos y el uso de aplicaciones de aprendizaje de idiomas han sido muy útiles.

Estudiante 3: Las actividades en grupo y los juegos de palabras han sido muy efectivos para mí.

Estudiante 4: Las discusiones en clase y los ejercicios de traducción inversa han sido muy útiles.

Estudiante 5: Ver series y películas en inglés ha sido particularmente útil para aprender el uso de expresiones en contextos reales.

Estudiante 6: Las actividades de grupo y los juegos lingüísticos han sido particularmente útiles.

Estudiante 7: Las discusiones en clase y el uso de películas y canciones han sido muy útiles.

Estudiante 8: Las actividades de role-playing y el uso de recursos multimedia como videos y canciones han sido muy útiles.

Estudiante 9: Actividades como ver series, películas y escuchar podcast

Estudiante 10: Me han resultado útiles los juegos de rol, la práctica conversacional con hablantes nativos y el uso de tarjetas didácticas.

7. **¿Hasta qué punto estás motivado para aprender y utilizar expresiones idiomáticas, y qué influye en tu motivación?**

Estudiante 1: Estoy muy motivado porque quiero comunicarme eficazmente con hablantes nativos. Mi motivación aumenta cuando veo mi progreso.

Estudiante 2: Estoy bastante motivado, especialmente porque quiero mejorar mis habilidades para futuros trabajos. Ver mi propio progreso me motiva.

Estudiante 3: Estoy muy motivado, especialmente porque quiero ser un buen profesor de inglés en el futuro. Ver que puedo comunicarme mejor me motiva mucho.

Estudiante 4: Estoy muy motivado porque quiero enseñar inglés de manera efectiva. La retroalimentación positiva de mis profesores y compañeros me motiva.

Estudiante 5: Estoy bastante motivado porque quiero mejorar mis habilidades comunicativas. Ver series y películas en inglés me mantiene interesado y motivado.

Estudiante 6: Estoy muy motivado porque quiero enseñar inglés en el futuro. Mi motivación proviene de querer ser un buen modelo para mis futuros estudiantes.

Estudiante 7: Estoy muy motivado porque sé que esto mejorará mi capacidad de enseñar inglés en el futuro. La variedad de actividades en clase me mantiene interesado.

Estudiante 8: Estoy muy motivado porque quiero ser un buen profesor de inglés en el futuro. Ver cómo mejoro con la práctica me motiva mucho.

Estudiante 9: Estoy super motiva aprender y lo que más me motiva es el hecho de que puedo usar estas expresiones idiomáticas cuando viaje al extranjero y poder hablar de una forma natural y fluida

Estudiante 10: Mi motivación se ve influida por el deseo de comunicarme con mayor naturalidad y el interés en la cultura del idioma.

8. **¿Con qué frecuencia encuentras oportunidades para utilizar expresiones idiomáticas en tus conversaciones cotidianas o en contextos académicos?**

Estudiante 1: En clase y durante las actividades en grupo encuentro varias oportunidades, pero fuera de clase, no tanto.

Estudiante 2: No muy frecuentemente, aunque trato de incluirlas en las discusiones en clase siempre que puedo.

Estudiante 3: En las clases de inglés siempre hay oportunidades, pero en mi vida diaria no tanto.

Estudiante 4: A menudo en clase, pero fuera de la universidad, las oportunidades son limitadas.

Estudiante 5: En clase las uso regularmente, pero en mi vida diaria no tanto.

Estudiante 6: A menudo en clase, pero menos en mi vida diaria.

Estudiante 7: Principalmente en clase y en trabajos en grupo, pero no mucho fuera de esos contextos.

Estudiante 8: A menudo en clase, pero no tanto fuera de ese entorno.

Estudiante 9: Pues muy frecuente en clases cuando hacemos actividades o trabajos grupales y también cuando llamo a mi familia que vive en el extranjero.

Estudiante 10: Pues muy frecuente en clases cuando hacemos actividades o trabajos grupales y también cuando llamo a mi familia que vive en el extranjero.

9. **En su opinión, ¿cómo es su experiencia a la hora de utilizar una expresión idiomática en su comunicación?**

Estudiante 1: A veces me siento inseguro, pero cuando uso una expresión correctamente, me siento más confiado y satisfecho.

Estudiante 2: Al principio es intimidante, pero con práctica me siento más seguro y natural al usarlas.

Estudiante 3: Me siento más integrado y menos como un extranjero cuando uso las expresiones correctamente.

Estudiante 4: Me siento satisfecho y más competente cuando uso una expresión idiomática correctamente.

Estudiante 5: A veces me siento inseguro, pero cuando lo hago bien, mejora significativamente la calidad de mi comunicación.

Estudiante 6: Aunque a veces es difícil, usar una expresión correctamente me hace sentir más competente y natural.

Estudiante 7: Me siento más seguro y satisfecho cuando uso una expresión idiomática correctamente.

Estudiante 8: Aunque es un desafío, usar una expresión correctamente me hace sentir más competente y seguro.

Estudiante 9: Es una experiencia increíble poder transmitir mis ideas de una manera interesante y coloquial.

Estudiante 10: Mi experiencia es gratificante, ya que usar expresiones idiomáticas hace que mi comunicación sea más auténtica y efectiva.

10. ¿Qué sugerencias o recomendaciones tiene para que los profesores de idiomas mejoren la enseñanza y el aprendizaje de las expresiones idiomáticas en los programas universitarios de inglés?

Estudiante 1: Recomendaría más práctica con hablantes nativos y actividades que incluyan más contextos culturales reales.

Estudiante 2: Sugeriría incorporar más actividades prácticas y uso de tecnología, como aplicaciones y recursos en línea que ofrezcan ejemplos en contexto.

Estudiante 3: Incluir más práctica oral y situaciones reales donde se usen las expresiones, y quizás intercambios con hablantes nativos.

Estudiante 4: Recomendaría el uso de materiales auténticos y fomentar más intercambios culturales para una mejor comprensión.

Estudiante 5: Sugeriría más interacción con hablantes nativos y el uso de recursos multimedia para ilustrar las expresiones en uso.

Estudiante 6: Incorporar más actividades prácticas y ejemplos del uso de expresiones en la vida real sería muy útil.

Estudiante 7: Sugeriría más interacción con hablantes nativos y más actividades que simulen situaciones reales.

Estudiante 8: Recomendaría más práctica con hablantes nativos y el uso de tecnologías y aplicaciones que ofrezcan ejemplos en contexto.

Estudiante 9: Más práctica y menos teoría, más diversión al momento de enseñar.

Estudiante 10: Recomiendo integrar más actividades prácticas, como juegos de rol y debates, usar multimedia auténtica, y fomentar el intercambio con hablantes nativos para contextualizar y practicar expresiones idiomáticas.