MATERIALS DEVELOPMENT FOR PRACTICING IDIOMATIC EXPRESSIONS IN ENGLISH AS A SECOND LANGUAGE

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MATERIALS DEVELOPMENT FOR PRACTICING IDIOMATIC EXPRESSIONS IN ENGLISH AS A SECOND LANGUAGE

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Research paper for achieving the Bachelor’s Degree in Modern Language

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INTRODUCTION

In order to speak a language, learners do not only need to know the structures of the sentences, vocabulary or have proper grammar. It is also understanding and knowing the one you are speaking with, which makes it possible to recognize and be familiar with the expressions that give a unique value and belong to the language. According to Casado (2002), learning a language requires the management of different variables like morphemes, simple words and compound words.

Having a good command of the language does not necessarily guarantee the ability to fully understand it and use it in any context. Speaking a foreign language requires knowing the cultural and sociological changes that are deeply rooted in the country of the language’s origin, and knowing the wealth of expressions used by the population who speak the language. As Gracia (2005) mentions: “One of the aspects that better reflects the domain of a language is the proper use and comprehension of the idiomatic expressions, because of the huge differences that exist between the languages”.

As it is known the meaning of an idiomatic expression is not always clear because its uses are based on a context and they often do not have a literal translation. In most cases, learning a foreign language - English in this case - requires the use of different methods and resources that can help students to develop and study those idiomatic expressions in depth. Illustrations of those resources are English magazines, newspapers, songs, games, in which the use of those expressions is shown in context. It is crucial to mention that those resources need to be worked in parallel with strategies and in-depth comprehension exercises, like the analysis of the use of the word in context, the relationship between image and meaning, and physical response, among others.

In this way, taking into account that games can involve the characteristics mentioned above and the students’ interest in the development of didactic material for practicing idiomatic expressions, it was considered to develop a set of games that allow students to know and practice
a number of certain kinds of expressions used in a communicative act of a social group. Also, it would give students the opportunity to interact in an informal context with a lower risk of failure of the speech function.

Moreover, it is important to say that when someone learns a language the principal idea is to communicate with others, to understand a message, and to be an active social member of a society. Therefore, the development of this didactic material for practicing idiomatic expressions seeks to improve communicative competence and the sociocultural process. In other words, it would help students to maintain and participate in informal communication because they could reproduce and perceive some of the common idiomatic expressions used daily. As it is mentioned “Idioms are therefore not only lexemes which capture complex everyday situations semantically, but they are linguistic units that reduce the complexity of social interaction” (Strässler, 1982, p.134). Then, idiomatic expressions would help students to interact more clearly and quickly in a communicative discourse.

Keeping in mind all the facts mentioned above, this research aimed to create a set of games that give learners better conditions to improve their communicative ability. For achieving this purpose, some steps were contemplated that guided the development of didactic material with a pedagogical objective.

This research was divided into five chapters. The first one sets the problematic situation that learning idioms carries. In this part, the justification of the problem and the antecedents that support the current investigation are developed. Afterward, the general and specific objectives in which this investigation was focused were set.

In the second chapter, the theoretical framework is established, which principally focuses on material development, second language teaching, and idiomatic expressions. This part mentions all the concepts and theories about the way to develop material for second language learning. Also, this part shows the importance of games for learning a language and the relationship to idioms.
The third chapter is about the methodology, which is based on qualitative and practical research. In this part are found the aspects and stages of the material development process proposed by Bolitho and Jolly: Need for material, Exploration of the field, Contextual realization, Physical realization, Pedagogical realization, Use of the material and Evaluation of it in context. Finally, it presents the analysis of data that in a detailed description shows the perception, acceptance, usefulness and effectiveness of the material.
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1. PROBLEM

1.1 PROBLEMATIC SITUATION

There are many difficulties that both students and teachers have to overcome when they are learning/teaching a foreign language. Among all of these difficulties it would be important to add learning and practicing idiomatic expressions, since they are part of everyday communication and social use. In addition, it could be related to the sociolinguistic competence since it makes reference to the ability that people adopt in order to understand and use linguistic expressions (more specifically in this research: idioms) in different contexts or situations. Also, the communicative competence plays a significant role here since it is related to the capacity of using the language in an accurate way, taking into account a distinction of various contexts. Both the communicative and sociolinguistic competences belong to the structure of learning a language and they should be presented in order to get a better understanding of each other (the speakers and the listener).

Understanding idiomatic expressions could be considered an intercultural skill due to the fact that they allow the capacity of adaptation to different conversations with people from another culture (using and understanding everyday expressions), which drives a successful interaction. As an illustration, televised news, newspapers and songs many times often use idioms that reflect the culture of a country and help students to understand each other better. Moreover, it facilitates social interaction with friends. For example, it permits people to interpret jokes and also enjoy a better sense of humor allowing them to express themselves better.

Learning idiomatic expressions is one of the main challenges in a foreign language class because they provide the necessity of showing and teaching a lexicon to the students that they
must handle in different situations and contexts in real life. Moreover, learning idiomatic expressions gives students the opportunity to be not only competent using the language in an informal way but also to be able to manage it in a communicative setting.

For example, the fact that someone says “go and break a leg”, and that you cannot understand it, puts you at a disadvantage in a conversation. In this case, the person can act in different ways: the first one is that the recipient of the message does not answer and just continues as though nothing was said; the second one is that he/she gets angry and causes an argument because the translation of the expression sounds terrible; or a third where he/she asks about the meaning. All in all, in three cases the conversation would not be successful or at least it would be hindered. Instead, if the recipient knows the expressions, it would help him/her to understand what the addresser wanted to say, and he/she could answer in a correct way. He/she will say something based on their feelings like “I am very unsure”, or just “thank you”. In that way the communicative competence would achieve the purpose of the recipient being able to understand, elaborate, interact and interpret the message that makes up part of a culture.

Besides the challenges mentioned above, it should be taken into consideration the limited materials available to teach students idiomatic expression. One of the most difficult aspects in teaching idiomatic expressions is that the teacher has to create his/her own materials because there are few materials or activities related to this linguistic topic. As a result, students lack resources for improving their learning level.

Consequently, different researches have noticed the lack of attention that is given to idiomatic expressions. Even though it is not very clear why so little attention has been paid to this topic –especially considering that this is one of the topics that catches the interest of many students, it is known that one of the causes is related to how publishing houses work.

In fact, most of the time the goal of the publishing houses is to cover a global market, where the necessities and interests of students are forgotten. Ronald Carter (2010, p.62-65) states “books of learning and teaching a second language are based on grammar, where there is a risk of losing a balance between the written language and spoken language”. Additionally, it is
important to notice that this can limit the ability of the students to have a close relationship with the culture of the language to be learned. Equally important is the idea that if teachers want to focus on different skills than grammar, they must create their own teaching materials.

It should be noted that some publishing houses are tending to standardize the language, and they have forgotten that learning a language is not only about learning its grammatical function but also learning the cultural varieties that it has. In fact, learning a foreign language means going beyond the structure and stereotypes, and giving students different tools to deal with native speakers’ everyday conversations in a fluid and natural manner.

Another point is that even though there are different ways of learning idiomatic expressions, it could be said that materials related to this topic are not elaborated with a didactic focus on learning, that the activities or exercises are monotonous and they do not motivate students or do not catch and hold their attention. Understanding that most of this material emphasizes on memorization or just gives meaning without examining deeper exercises that go beyond that, like comprehension exercises, deducing the meaning in context, giving real situations, interpreting, and application, there is not a space where the students can internalize the meaning of idioms and use them as in real situations; thus, the opportunity to practice those expressions in depth is not offered.

Indeed, some of the materials emphasize those expressions as a part of vocabulary, as a list of words with a meaning, or they just have one type of exercise to learn all of them. For example, it is typical to find a fill in the blanks or multiple choice exercise, among others. (see picture 1)
As an example, the previous image shows one kind of activity for practicing or learning idioms. As previously mentioned, there is a part where the meaning is given and then students have a phrase to complete with the idiom. In this manner, most of the websites for learning idioms use that kind of exercises - fill in the blank; there are others websites like “Using English” that just give the meaning of the idioms and there are not exercises for practicing them. Although the “TESOL” website has different sections for idiomatic expressions and puts them in context, that website has a lot of information that makes students tire of all the information for learning just one idiom. Additionly, this website does not have a function for practicing, or where students can internalize the idiom.

This shows that with these methods students have the opportunity to practice those expressions, but these activities just emphasize word memorization or formation of sentences that are sensible, more than how to apply or use those expressions in real situations. For instance, when a student has to learn by heart a bunch of words that only assess grammar aspects, it is probable that in the short or medium term they will be forgotten. Besides, the idiomatic expressions need to be worked in depth, so students can analyze and internalize their meanings to proceed to use them in the proper context.
This implies that there could be some materials to work on a topic, but it does not always mean that the method that the lesson follows is necessarily appropriate for learning what you really want to learn.

…Not all the materials that are used in education are made with a didactic intention… the didactic materials are used to support the learning of students in aspects related to thinking skills, oral and written language, imagination and socialization. The didactic materials have become an important tool in education. Nowadays, memorization and physical threats are not a viable method to teach; what is important is to preserve the stimulation and imagination of students (Recrea, 2011).

In the same way, keeping in mind that idioms undergo constant change, some of the material does not have a distinction between the old expressions and the ones used nowadays. For example, the expression *a chip off the old block*, even though it is a very old expression, if a student uses it in a conversation with a teenager, it can be a trigger for teasing or the recipient might not understand the idea. This expression is not used often in the present, so younger generations do not know much about it, or they just consider it too old for them. This means that it is not the same using idiomatic expression with older people as it is with teenagers or adults.

On the other hand, upon observing some printed material related to idiomatic expressions, it is important to mention that some of those expressions are mixed with phrasal verbs, listed in the vocabulary section and their explanations are brief. Also, it is difficult to find activities designed specifically for learning idiomatic expressions.

Indeed, some books used at Javeriana University in the Modern Languages major were analyzed to figure out how those books worked with idioms. The main book used nowadays in the major is *The Language Leader* by Pearson Logman, which is composed of two books: the course book and the workbook. Also, they are divided into pre-intermediate, intermediate and upper intermediate levels. It is vital here to mention that in studying the different levels of English the pre-intermediate and intermediate books are used. Then, reviewing those books it was noticed that they do not have exercises for idiomatic expressions; they emphasize grammatical explanations and practical exercises. Nevertheless, the management of idiomatic
expressions is contemplated in advanced levels, so the upper intermediate books work with some idiomatic expressions in four units of the twelve.

The exercises in the course book show that although there are some parts where it asks for outlining problems, offering solutions and answering personal questions, the most predominant exercises are matching the idiom with the meaning and completing sentences with the idiom in the correct form. This signifies that there is a lack of activities that can help students to internalize idiomatic expressions meanings without old-fashioned memorization. Likewise, the workbook contains some additional exercises for those idioms. In this book there are some really interesting exercises like one where students are asked to write the idiom for describing a situation, and another one that asks students to translate the idiomatic expression, but there are just two or three exercises like that. All the other ones are again about completing the idiom or the sentence, or matching the meaning to the idiom. In this way, what is questionable here is whether students are learning to interact in a context or just learning to memorize vocabulary and expressions that belong to the language.

Another textbook is “Upstream”. It was used in Modern Languages courses for some time and there was a pre-intermediate and intermediate book. This book has a colorful cover and it is eye-catching. Also, it has a lot of variety in grammar exercises and vocabulary. However, in regards to activities that require the practice of idiomatic expressions, it can be seen that these books have some of these expressions. They do not have a specific section for idioms, but in the vocabulary parts they appear, mixed in with the vocabulary of the unit. The problem here is that those idioms do not have any explanation, or in-depth exercise that could help students to remember the meanings or the use of the expression. It reveals that idiomatic expressions are dealt with, but not in depth or with significant importance.

Approaching the problem in another manner, analyzing technological materials reveals that there are many websites that have idiomatic expressions. Although all of them have different exercises, it is relevant to mention that they are for relating certain idioms rather than for practicing them with a specific purpose - in this case, to improve the communicative competence. In support of this, some of those websites, in the instructions for the exercises, say:
“according to the previous list complete the sentences, or match the idioms with the meaning” and in some cases they give students a list of the idioms and say that they are to memorize them. This could make students feel discouraged by a long list to be memorized and without a didactic approach to demand their attention.

Emerging from these facts, it is relevant to highlight that there are some deficiencies in the materials to learn idiomatic expressions. For instance, some of these deficiencies are a lack of in-depth exercises that contain idiomatic expressions in context, exercises that allow the internalization of the expression, and materials that allow the improvement of the speaking ability using idioms, among others. In fact, those deficiencies could be a barrier for students to have a fluent and a natural interaction with native speakers. Also, we need a communicative competence, whereby they can establish an effective and proper communication that allows them to interact with the other culture so that they can use the language in the best context to produce and recognize the communicative intentions of native speakers, and so that the students can have sufficient resources to overcome the difficulties of communication in a different language or culture.

In accordance with these points, the main obstacle is the lack of available materials and activities related to this topic (learning idiomatic expressions). This deficiency makes it difficult for students to practice different registers of the language like the informal one, which helps them to develop their communicative competence. As is mentioned in the “Marco de Referencia Europeo” in English “European framework” learning a language aims at the idea of using it to communicate with others, and to develop knowledge and abilities in order to interact in an efficient way, taking into account the cultural context of the language.

Additionally, idiomatic expressions enrich the management of the language, and students and future teachers should manage the language in different ways, like in the case of registers. In fact, the European framework for learning languages (2002), mentions that C1 level students - which make up a part of Competent users and effective operational mastery - “should have a good mastery of different linguistic aspects of the language that allow them to use different ways to express themselves with clarity and with a proper style in general, academic, professional, and
leisure topics” (p.32) (This translation is from the author of the present research). At this point, it is crucial to mention that idiomatic expressions are a part of colloquial conversations, which facilitate students expressing themselves in a better, more natural and fluent manner.

Although good management of idiomatic expressions is literally found in level C2, which characterizes Competent users and mastery of the language, -The standars for level C1- that is required of all students at the university, saying that “students will be able to understand extensive discourses even those that do not have clear structures and that they do not have implicit messages. Also, students should understand TV programs, movies and articles without making a great effort” (p.31). (This translation is from the author of the present research). The first connection here to idiomatic expressions is that, as mentioned above, idioms have an implicit meaning and are often used by native speakers of a language. Second, news, TV programs, shows, articles and movies contain idiomatic expressions that if students knew them would facilitate the understanding of the message, and could help them to reach a better C1 level.

1.2 QUESTION OF INVESTIGATION

Keeping in mind the following statement “Focusing on teaching a foreign language, it is observed that the didactic of phraseological units have received little attention by teachers, despite the importance that they have in the language and the interest of students to learn them” (Tauste, 1999, p.19); the question suggested for this investigation is:

What type of didactic material would allow English as a second language students to practice idiomatic expression within a context?

1.3 JUSTIFICATION OF THE PROBLEM

1.3.1 RELEVANCE AND SOCIAL IMPORTANCE OF THE RESEARCH

This investigation intends to design didactic material for practicing idiomatic expressions in English with the idea of contributing to the communicative and sociocultural competence
development in Modern Languages students at Pontificia Universidad Javeriana. Moreover, this investigation aims at designing a set of games that help the learning process of English as a second language, specifically for practicing idiomatic expressions, through dynamic activities. For instance, it is material that tries to involve students in a real context; it has explanations and different activities that change the monotony of a normal class, and provides exercises for students to practice their oral competence in an informal context.

Keeping in mind that learning any language involves the development of a communicative competence that implies a sociocultural and pragmatic knowledge, it is necessary to mention that sometimes it is forgotten that students also need an approach to the informal language, which probably will help them to interact in a sociocultural context easily.

According to what was mentioned before and to the relevant literature, some of the materials related to learning idiomatic expressions do not have enough resources or activities that help students to internalize their meaning and practice their uses. As it was previously mentioned, some of the activities in materials for learning idiomatic expressions are focused on learning meaning, with those idioms listed. There is neither a relationship between their uses and contexts nor a relationship between the pragmatic and sociocultural components of the language. In support of this, it is important to mention that there are many dictionaries for learning idiomatic expressions, but it is at this point where the development of material that encourages students to use the language in context becomes relevant. It is not the same to have a list of words in a dictionary to be learnt by memorization, without knowing how to use them within a context as it is, in contrast, to having some expressions in didactic materials that involve the students in a real foreign environment where they can be immersed.

It is important to know that learning a language requires knowing its uses and some of the variations that it can have in different circumstances of communication. At this point, pragmatics plays a relevant role in this investigation because as Cenoz and Valencia (1999) state that from their own analysis of the linguistic aspect there is an awareness that the phonological, lexical-grammatical, semantic and syntactical systems cannot be studied in depth, if it is not considered the dimensions of their utilization - in other words linking them with pragmatics-is not
considered. That happens in the material for learning idiomatic expressions, in which there are many meanings and structures. Then they will need to be practiced or studied according to their current uses.

Furthermore, it is important to work on pragmatic and sociocultural aspects - in this case related to idiomatic expressions - since it would give students the opportunity to acquire a cultural management and to be active members of a certain society. According to Tauste (1999, p.19) “The acquisition of idiomatic expressions contributes to the development of the communicative capacity, fluency of elocution, contextual speech’s appropriateness, and natural process of interpretation”. For achieving this purpose, this research seeks the integration of material with everyday life situations; material that goes beyond meaning, material that allows students to interact with the pragmatic and sociocultural aspects of a language.

In the same way, it is relevant to mention that in order to develop a communicative competence that involves the pragmatic and sociocultural aspects related to idiomatic expressions, it was decided to design a set of games based on visual, mimic, and translation strategies for learning idioms. Also, materials with activities where students do not only have to memorize meanings and structures, but also activities, which give them an active role in the classroom and facilitate the resources for practicing a second language logically, with the idea that they can use those expressions in a real context.

The design of this material will provide some tools that enable and offer advantages for the idiomatic expression practicing process. For instance, some of those advantages could be to involve students in some characteristics of another culture and the simulation of real contexts to which students may be exposed. Aside from this, it would give the elements that students need to contextualize in communicative situations, where they can develop their abilities in order to interact in a certain context.

The design of didactic material for practicing idiomatic expressions would contribute to the identification of cultural identities. As it is known idiomatic expressions are typical to each culture; each culture is identified with some expressions due to the fact that they are deeply
rooted. In other words, each culture has its own expressions, which have a variation in their meanings according to their countries of origin. It is because each culture has had a different cultural development that language variations are generate. In this way students would be associated with the origin of certain expressions belonging to different English cultures.

In the same manner, this research would be contributing to the second language learning progress. As it has been said before, the didactic strategies for learning idiomatic expressions have not received enough attention and the materials do not satisfy the necessities of teachers and students for learning them, despite the interest that students show in learning them. As it was said in the problem and according to the research backgrounds, there are few materials that emphasize the development of this area, and material that supports the practice of idiomatic expressions is necessary. The study done by Johanna María Cuervo(1996), which later will be studied in depth here, mentions that there was a weakness in the management of the communicative competence, specifically in the part related to idiomatic expressions, since there is not enough material that allows students to practice them.

The material provided in this research would give two set of games which are related to translation, visual, oral and mimic strategies that are some of the suggested methods for acquainting students with idiomatic expressions. Also, the design of this material would be an important tool for students because it would bring them closer to a more authentic use of the language in everyday conversations. Finally it would give students the opportunity to develop the communicative competence that is immersed in any learning language process.

1.4 RESEARCH BACKGROUNDS

Every research project requires the review of related literature. In doing this process it is necessary to search for studies and research that have been done in order to improve or make discoveries about the topic. As such, this chapter shows some studies focused on materials development and learning idiomatic expressions in ESL classroom that supported the idea of the need for materials and the importance of idioms for students of a second language.
A previous query of the different research on materials development for practicing idiomatic expressions showed that there is not much material related to this topic. Similarly, there were some investigations about material development for learning/teaching a second language that gave significant support and direction for the progress of this study. All in all, based on the analysis of those studies, it was found that some of those could contribute as an information source and reference for what is being planned in the present research.

First of all, it is important to mention the research on materials for learning idiomatic expressions developed at Javeriana University. This research study is named “Material auto-instruccional computarizado como suplemento para el aprendizaje de expresiones idiomáticas en el área de inglés” written by Cuervo in 1996.

The purpose of this research was to create a computerized material, more specifically an MEC (Material Educativo Computarizado), which supports and complements the text used by intermediate level English students. Students were not limited to class hours, but they could learn those expressions by themselves. In fact, this research reflected the necessity to develop a method that supports the learning of Idioms and facilitates their practice outside of class.

The procedure used in this investigation was based on Galvis’ Methodology for creating an MEC (figure 1).

Figure 1 Galvis’ Methodology cited by Cuervo (1996).

This methodology had five stages, in which the first point was to analyze the necessities and look for a solution to the requirements and deficiencies identified. It is here where the real
problem was detected and it was decided to create an MEC (In Spanish it makes reference to Material Educativo Computarizado, and in English it relates to Computer Assisted Language Learning). To identify the necessities, a survey was applied to collect the required information related to motivation, program contents in the English level, activities, evaluation, learning process and students’ global attitudes.

The second stage was the pedagogical development focused on a theory for learning a second language through an MEC. The author marked the beginning of this research in the grammatical and sociolinguistic competence. Aside from that, the author took into account the strategies for learning idiomatic expressions through an MEC by Finnocchiario and Brumfit’s theory; similarly, the author established the context and activities that the software would have.

In the third stage, the development of the MEC was made up of a corpus of idiomatic expressions used in American and British English. That corpus was obtained by the analysis of the Headway book and with help of teachers and English speakers. In this MEC the exercises developed were a set of conversations related to the setting and roles of the students using the idiomatic expressions selected in the corpus. Then, it had an exercise in which the students had to identify the uses, rules and functions of those idioms in context. That part was intended to identify the meaning of the expressions. Additionally, it had a third exercise: the multiple-choice questions. Those questions were based on the conversations and situations previously mentioned. In this part, students received immediate feedback from the Software. Finally, it had additional exercises according to each user’s feedback in order to facilitate the practice of those difficult expressions.

In the last two stages, a pretest and the posttest were assessed. The pretest gave an idea about how much students knew and managed those expressions, and the posttest determined whether students had learned them. Additionally, another test for evaluating the material was applied. It was to verify that the MEC achieved its principal purpose of a significant learning about idioms. In the results, it was revealed that the material created a positive attitude in students about learning and improved their knowledge of idiomatic expressions. At the same
time, it could maintain the students’ interest and motivation for learning cultural aspects of the language.

As it can be seen, this investigation showed the importance of creating material that allows students to practice idiomatic expressions. Additionally, material that contributes to the development of different skills like language usage in an informal conversation (contribution to the development of communicative competence) and apply vocabulary within a specific context. Furthermore, this research demonstrated the interest of students and the necessity for material that helped them to learn those expressions based on an authentic context and in a didactic way.

Cuervo’s research particularly contributed to the present research due to the steps followed in the methodological framework, like the aspects taken into account for creating a corpus of idiomatic expressions: the difficulty of the idioms, the use of those expressions, the importance of those expressions for students, and the expressions that they should know at an intermediate level of English. Also, helpful were the ideas for creating exercises that involve idioms in context. For example, presenting a real context of the expression, giving different situations where the expressions can be used and giving the meaning of the idiom.

It is also important to consider that Cuervo’s investigation gives an idea about the relevant aspects to keep in mind for developing material. Some of those aspects are to consider the students’ needs and the material’s pertinence. In this way, it guides the present research through a better way of developing productive, interesting and useful materials.

In the same vein, there is another research study that provides some important information and ideas for the development of the current investigation. This work focuses on the design of didactic material for learning idiomatic expressions in Spanish, named: Diseño De Material Audiovisual Suplementario Para La Enseñanza De Expresiones Coloquiales Del Contexto Bogotano by Hamon y Hernandez in 2007.
First of all, this investigation based on the evaluation of audiovisual materials aims to create supplementary material that allowed ELE\textsuperscript{1} students to know idiomatic expressions used in the context of Bogotá. In an in-depth investigation, the authors found that most of the videos used in the ELE classes were not designed with a pedagogical purpose. It was a problematic situation because the design and presentation of these materials were not targeted to develop specific language abilities.

In order to achieve that purpose the principal question of the investigation was to verify if the audiovisual material was adequate for allowing students of ELE to learn colloquial expressions used in a Bogotá context.

In this case, the investigation was centered on students from the “centro latinoamericano de la Pontificia Universidad Javeriana (CLAM)”. It looked for material that addressed the necessities that arose in the courses about the development of pragmatic and sociocultural competences. To discover those necessities a survey was applied to students and teachers that revealed the need for an audiovisual material.

First, as it was mentioned before, for the development of this research Hamon and Hernandez were centered on the communicative approach. This has as a principal objective that students can use the language in a significant way, in order to be able to express ideas, create appropriate responses, and follow conversations using mental agility and expressiveness etc., among others, taking into account cultural aspects of the language. Coupled with the idea that students could exchange, share, analyze, perform, and explain their thoughts in a conversation imply the use of the second language. In addition, they considered the Van Dijk’s theory about pragmatics that explains how relevant it is to study the acts of speech, its context, and the communicative situations where they are used. Finally, they took into account the theory of Bachman who mentioned the importance of developing intercultural aspects when a second language is learnt.

\textsuperscript{1} ELE stands for Spanish as a foreign language. The equivalent in Spanish is Español as Lengua Extranjera.
On the other hand, in the methodological framework the research carried out by Hamon and Hernandez focused on David Jolly and Rod Bolitho’s theory. This theory followed the seven stages that are required when developing any language material. These stages are as follows: identification of a need, exploration of such a need, contextual realization, pedagogical realization, physical production, evaluation of the material and in use and the evaluation of the material against the agreed objectives.

For the first and second stage, identification and exploration respectively, the researchers found that there was a lack of audiovisual material that allowed students to practice colloquial expressions within a context. Additionally, students showed that it was important to have material for knowing a little more about the social and cultural aspects of the language that they were learning. Accordingly, they figured out that students were interested in material that helped them to improve their communicative competence so they could interact in a better way with Colombian people.

In the contextual realization and physical production, they decided to develop an authentic audiovisual material with five different situations where the colloquial expressions were used. The situations were chosen according to the necessities of the students and according to the program developed by the CLAM. Some of the situations were about courtesy, food, shopping, health, transportation and free time. At the same time, they developed an instructional guide in order to show the different options in which the material could be used in class.

Ultimately, Hamon & Hernandez followed the last two stages that were related to the evaluation of the material in use. They applied a checklist to teachers and students for knowing their opinions about the material, which revealed that the audiovisual material was appropriate and convenient for students in order to learn colloquial expressions used in Bogota. In conjunction with this, it was said that the characteristics of the videos where clear, dynamic and accessible for students. Another point was that the material helped students to know about those expressions and to differentiate the situations where they were most commonly used.
The authors of the investigation concluded that the design of an authentic audiovisual material with pedagogical objectives brought many advantages. It allows students and teachers to go through the language to work on different aspects like pragmatics and sociocultural, which make the learning and teaching process a more dynamic, interesting and productive activity.

Hamon and Hernandez’s investigation is relevant for the present one because it guided the process of the theoretical framework. Indeed, it took into account communicative competence, which it is one of the central topics at the moment of thinking about idiomatic expressions, as well as helping students to confront real contexts in the use of the language. It is important to clarify that language plays an important role at the moment of communicating with other people because it facilitates the development of various competences such as social, linguistic, pragmatic and communicative, and also to know cultural aspects about a community.

In the same way, the Hamon and Hernandez’s research dealt with pragmatics, which is essential because it studies the language in use and it reveals the understanding of the message and the success of a conversation. In fact, for the present investigation pragmatics is crucial as the idioms cannot be understood by a literal translation and their meanings are implicit in the message. As an illustration, in the expression “two to tango”, it is necessary to know the meaning and the context of the expression in order to know that it makes reference to the fact that two people are needed for a fight.

In addition, the Hamon and Hernandez research developed its methodological framework considering the stages named by David Jolly and Rod Bolitho in terms of the steps to follow and the aspects to consider at the moment of creating material for learning a second language. At this point, it shed light on creating some of the instruments that were applied in the current investigation, in the way of having more reliability, coherence and possible adaptation of some of the questions used to obtain the necessary information. Further, it provided ideas and some features to use clear, appropriate, simple and comprehensible examples of the context where the idioms could be used.
In conclusion, this research allowed students to be familiarized with the colloquial expressions of the language and to differentiate various ways of using the language for communicating with people.

Further to the point, there are some international studies that were a significant support for the current research because they showed the importance of teaching idioms in English as a second language. They also showed the importance of students learning idioms and indicating the competence of students using them.

One of those research studies was titled *How do Learners Perceive Idioms in EFL (English as a Foreign Language) Classes?* It is a study developed by İsmail ÇAKIR in Erciyes University in Turkey. In which he specified that understanding a language involves some proper characteristics of each culture. Further, it was mentioned that successful communication depends on the capacity of the listener to produce an adequate and accurate message, keeping in mind that in an authentic use of the language it is inevitable to hear non-literal expressions.

Firstly, this investigation set as a principal aim to find out how comprehensible idioms were for foreign language learners and how they could be used as a part of EFL teaching within a syllabus. The rationale for the study is based on the fact that EFL students have trouble using and understanding English idiomatic expressions, which can hinder, or even prevent a creative conversation.

In the theoretical framework, the author gave an explanation of some key aspects about idioms. The author started with the definition of an idiom where different authors like Irujo and Cruse were cited, and it was defined as an expression whose meaning cannot be determined from the meaning of its parts. After that, the author explained the importance of idioms. It was established that idioms are the ones that commonly take place in context and in everyday conversations, and they are necessary for expressing ourselves in a natural, clear and effective way.

Moreover, the research explains the reasons why idioms should be immersed in English learning. From what the author stated they involve different aspects like cultural beliefs,
customs, and social attitudes which give the opportunity to students to learn and be familiar with language’s culture. As a final point, the research described how teaching idioms could help students to maintain a mutual and effective communication because they are part of the language and students are going to find them in real-life situations.

In regards to the methodological part, it was described that the study was developed with 62 students from an English language teaching department. All the students that answered the survey had already studied a course named *Lexical*, what meant that all of them had the same level for answering the test questions. The instrument for collecting data was a test in which the idioms were classified in three groups: identical, similar and different from their first language (L1). In the first group students had to identify the Turkish idiom equivalent and the participants could easily answer. In the second part with similar idioms they had to compare and identify them, and the result showed that there was a decrease in the percentage of correct answers compared to the previous group of questions. In the third group students had to identify and perceive the meanings of the idioms given that were very different from their mother tongue. As a result, in this stage students had difficulty in perceiving the meanings of those idioms and it was rated as the lowest-achieving of the three groups.

That research concluded that students had more difficulties with idioms that are different, because they do not have exact counterparts in their mother tongue and most of them are culturally oriented. At the same time, it is said that idioms plays a relevant role in expressing culture-specific language and identifying the use and appropriateness of pragmatic competence. In fact, the author mentioned that considering the importance of idioms for maintaining effective communication and the difficulty that they represent for students, idioms should be considered in the plan and in the syllabus of a class.

All in all, that study enriched the current research in the way that it supported the importance of learning idioms for improving communicative competence, since as it was already said idioms help students to communicate effectively and learn a part of different cultural aspects. Thus, it supported the problem stated in this research about the lack of attention given to
idiomatic expressions and the idea that foreign language teaching should concentrate not only on the structural aspects of a language but also on its sociocultural values.

Furthermore, the Çakir et al. research provided a theoretical support to this research because it had a detailed description about the importance of teaching idiomatic expressions, what was mentioned above. Likewise, it supports the point of view stated in the problem of the current investigation, that it is difficult for students to learn idioms that are linked to a culture and that depend on external factors like people’s age, context, or origin of the idiom that become an aspect that affect proper communication with other speakers.

Finally, the study by Çakir et al. gave some ideas to the current one in the way of collecting the 60 idiomatic expressions for the corpus collection. In fact, like the author did in his study, the corpus here was divided into three different groups: equivalent idioms, similar and different to the mother tongue. In order to clarify those divisions there are some examples of expressions used in the present study according to each group: For those identical to the first language there is the example of butterflies in the stomach (mariposas en el estómago); Representing those that are similar is the example of ants in your pants (tener pulgas); and representing those that are different from the mother tongue: to be in hot water (Estar en problemas)

In the course of the current research, another important study was identified that gave a direction for the development of this research which is named: “The acquisition of idioms: transfer or what?”, research was developed by three professors Hussein, Makhzoomy, and Khanji from Yarmouk and Jordan University, in 2000.

This study mentioned that not much attention is given to the process of learning idioms and students need to develop a recognition and production level since idioms are used by native speakers in the spoken and written modes. It was mentioned that students consider idioms difficult to learn since their meaning cannot be derived from the conjoined meaning of their parts. Indeed, they listed some of the facts that Irujo (Cited by Hussein et al 2000) considered as reasons for the difficulty of learning idioms.
The difficulties are listed in three main reasons. First, she stated that idioms are frequently omitted in speech addressed to second language learners. This is due to the fact that some native speakers tend to use concrete and simple language with a foreign language learner. Second, idioms vary in formality from slang and colloquialisms to those that can be used in formal situations. Learners cannot try to rely on their first language in order to obtain the correct idiom to express themselves. In that case, that strategy will produce an incorrect and often comical form of using idioms. As a third point, it’s mentioned that material for learning a second language ignores idioms, and sometimes those who work on them simply list those idioms or put them in the vocabulary list without specific exercises.

Additionally, the authors emphasized that idioms play a significant role in cultural expressions, which is a reason why they should be considered as part of the communicative competence. Likewise, idioms are a relevant point in pragmatics since they can reflect the proper use of the language, in this case as the authors mention an idiomatic competence.

Considering those ideas, Husein et al. set as a research objective to find out to what extent English majors and translation majors have mastered the use of English idioms; second, it aims to find out whether identical and similar idioms lend themselves more easily to translation from Arabic into English.

For the development of those objectives the authors applied a 45-item test to 60 students, 30 of whom were enrolled in the M.A. translation program at Yarmouk University, and the others were English seniors for the first semester 1997-1998. The test was about an Arabic sentence with an idiom and it had English translation where the students had to find the equivalent idiom. The test was divided into three classes of idioms as the previous research was: 15 equivalent to Arabic idioms, 15 similar and 15 idioms very different from Arabic.

The results of the test showed the poor competence of students in the use of idioms. Indeed, students scored weakly in the part of very different idioms in which the correct responses were about 6%. In contrast, identical idioms were easier to translate because of the inferences
from the first language. In conclusion, the study said that students have difficulty using idioms correctly because of the negative transfer that they made from the first language to the language they are learning.

For the reasons above, it was considered essential to pay more attention to learning idioms taking into account the important role they play in communication. Also, they mentioned that it is important to make a selection of the idioms that are going to be taught in the classroom because some of them are very difficult for students and they are not relevant nowadays.

Undoubtedly, this research contributes to the present one, in the way that highlighted the crucial point of view about learning idioms when a second language is studied. In the same way, regarding the characteristics of why idioms are difficult to learn, this investigation supported the idea stated in the justification of the problem where it is said that there are few materials that go in depth on the topic of idioms. Also, that some of those materials just list them in the vocabulary part and the exercises are not deep enough to be learnt.

All in all, the Husein, et al. research showed the weakness that students have at the moment in identifying and using idioms to communicate satisfactorily. That is why idioms should be tackled in foreign language teaching as a part of the communicative competence and not just as a time-filler. Moreover, this reason was a support also for developing material that help students to practice and get in touch with some common expressions used nowadays in English cultures.

In addition to those investigations, there was a study that although it do not specifically deal with idiomatic expressions or material design, it considered the topic related to the perception of teaching informal registers.

The study to be explored was titled Percepciones de los profesores sobre la enseñanza de registro informal en cursos de inglés en la licenciatura en lenguas Modernas, developed by Magda Liliana Medina Rodríguez and Julie Andrea Prieto Oñate in 2006.
Even though Javeriana University indicated that its students be exposed to the cultural knowledge of a language in order that they develop an accurate communicative competence, according to these authors it is difficult for students to include an informal register into their communicative competence due to the lack of practice.

Authors revised the Javeriana English curriculum and they observed the various competences that students should achieve in their English courses, in order to communicate in an informal way. In this case they showed that the advanced level should use the language in formal and informal communication. Students would be able to identify the different use of the language in the four abilities: speaking, reading, writing and listening. The authors decided to describe the English teachers’ perceptions about teaching informal language in their courses.

For achieving that aim, the authors focused on defining perceptions based on Rapport, who stated that they are collective constructions that give sense to the reality according to a certain aspect. Then Medina and Prieto developed the topic of communicative competence where the principal idea is the ability of combining the knowledge of a language with different discourses, situations and the ability to transmit and get a message. In this part they decided to take as a principal author Hudson who defined register as a variety of usage that shows what a person is doing. This is different than a dialect that shows who and what a person is.

Then, Medina and Prieto considered the concept of style, which is the variation in the speaking and writing ability of a person were considered. Additionally, the term informal register was contextualized. This term was defined as a type of speaking in the everyday life situations and an informal way of communicating.

In order to know the perception of teachers about informal register a survey was taken of eight Modern Language teachers based on the theory of Cohen y Manion. The survey had 23 items divided into pragmatics, sociolinguistic competence, objective of the English program, content, methodology and informal register evaluations.

The authors concluded that for many teachers the knowing, teaching and using of the
informal register are very important because they familiarize students with a real use of the language. At the same time, teachers felt that the use of authentic material is indispensable for students’ awareness about the different uses of the language. Also, the researchers found that teachers said that students do not have much ability to interpret the figurative language, but the idea is that by the end of their English courses students could interpret the different dialects, varieties and registers and the uses of them.

Furthermore, teachers perceived their students’ interest in learning vocabulary and informal register aspects. That interest was determined through the different questions that students brought to the classes about vocabulary and expressions taken from songs, movies, newspapers and magazines. That is why teachers tried to motivate students to use this register through different material even though the material for learning an informal register is limited because there is more emphasis on formal language.

Thus, this investigation entails the teachers’ opinions about teaching informal language in the Modern Languages program at Javeriana University. Hence, the conclusion of that investigation supported in a certain way the idea of creating material that allows the practice of idiomatic expressions for students of an advanced English level. As it was already mentioned, teachers believed that some materials create a barrier for teaching those expressions because they are limited to formal language and do not have enough exercises to be taught. Then, as it was stated in the problem description of the present investigation, there are few materials that work on the use of those expressions, specifically the necessary material to include deeper activities and exercises about this topic.

Moreover, this research shed light on the current investigation in the fact that teachers perceived students’ interest in learning an informal register, which is another fact that reflects the need for material that allows the practice of this register, in these case idiomatic expressions. It is necessary material that satisfies the need for improving the learning of a second language related to authentic situations as well as academic contexts.
1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE:

- To develop a set of games that will allow students to practice idiomatic expressions in English.

1.5.2 SPECIFIC OBJECTIVES

1. To identify the type of strategies that are used for learning and practicing idiomatic expressions.
2. To identify what corpus of expressions should be used in the games.
3. To identify the need for the development of didactic material.
4. To define the stages to follow for the physical and pedagogical realization for the material to be developed.
5. To evaluate the effectiveness of the material for practicing idiomatic expressions.
2. THEORETICAL FRAMEWORK

Keeping in mind that this investigation’s principal objective is to develop a set of materials that allows students to practice idiomatic expressions in English, the following map illustrates the specific topics and related disciplines that will be discussed in order to achieve the general objective.

Figure 2. Basic concepts for material development for practicing idiomatic Expressions.
2.1 TEACHING LANGUAGES (FIGURE 2).

In order to contextualize this research, it was necessary to seek and clarify some specific concepts, approaches and theories about the design of didactic material for practicing idiomatic expressions. Thus this section develops each of the relevant elements that play an important role at the moment of developing materials for learning a second language, such as pragmatic, language registers, learning idiomatic expressions and principles for material development, among others (Figure 2).

First of all, it is important to mention that in the development of communicative competence in English as a foreign language, students should be able to understand and use idiomatic expressions in different situations. These idiomatic expressions show fluency in the language and some meaningful cultural aspects of daily communication. So bringing up some ideas presented in the problematic situation, it was a lack of material development that does not allow both teachers and students to practice those expressions.

According to the idea presented above, it can be said that this research was concentrated on two principal aspects: teaching languages (specifically idiomatic expressions) and materials development.

To begin with, this investigation was focused on one of the principal domains of Applied Linguistics: teaching languages (Grabe and Kaplan 1991). This domain is related to the didactic for teaching and learning a second language. In fact, Grabe and Kaplan mention that, for years and until quite recently, most languages were taught in an systemic way because it assumes that meaning is directly related to the structure of language.

Although some researchers have accepted the existence of cultural variation as a factor of second language teaching, this recognition has been limited to the level or structure of sentences, vocabulary and grammar. Therefore, the authors discuss the great importance of developing linguistic proficiency rather than the isolated grammatical frames; likewise, they
discuss cultural differences evident in rhetoric and some pedagogical strategies to teach a second language.

Highlighting the idea that teaching should not be just for students to learn a systemic language, but also a language that allows them to know its real use, taking into account human interaction, this investigation took into account different authors that work on pragmatics. An illustration of one of them is Van Dijk, who talks about acts of speech, context, and samples of speech communication.

On the other hand, this investigation was centered on the component of materials development, specifically in the design of didactic material for learning idiomatic expressions. Consequently, it focused on the proposal made by Rod Bolitho, David Jolly and Brian Tomlinson about materials development. Also, it took into consideration the importance of developing games for the learning process and the principles to follow in order to develop them.

In this order of ideas, the first point to develop in this research was teaching languages (figure 2). It is important to keep in mind that teaching/learning a language involves acquiring proper knowledge of it, constant effort in order to improve the teaching, and a proper attitude to face the different situations that teaching involves.

One of the principal ideas of teaching a language is that students can have support to communicate in a different language. In the case of the major “Licenciatura en Lenguas Modernas”, the second language is taught with the idea that students can teach it, and of course, to create support to communicate with others. This means teaching it in order for students to be competent in managing the language and in this way to confront different situations at the moment of teaching.

According to Cenoz and Perales (2000), learning a language depends on different sociolinguistic and methodological variables. For the first case, it is important to mention the natural context, which allows students to communicate with others using the language in the
most natural way. The second variable is linked to contents, times and strategies used for teaching/learning a language.

Similarly there are different factors which have an influence on learning a second language: age, learning aptitude, some cognitive and affective characteristics, and personality. To begin with the age factor, there have been some studies that show that early age is the best time to learn a language. But recently research cited in the chapter social factors and second language acquisition has shown that there is not a specific age that facilitates the process of learning a language. The only advantage to start learning a language at an early age is that students are in touch for more time with the target language.

Thus it could be said that the important factor for learning a language is the time you spend learning it and not the age. The more time you spend learning and getting involve in the language, the better your proficiency will be. Therefore, designing material for practicing idiomatic expressions allows students to spend more time practicing the language related to a real context. This being the case, students could improve their knowledge and acquisition of the second language without taking into account age.

Another important factor is aptitude, which “is used to focus on specific cognitive learners’ qualities needed in second language learning”(Stern, 2003, p.368). This aptitude is linked to the learner’s characteristics and to the language learning process. Despite the general acceptance that aptitude is innate, some research has suggested that aptitude can be developed by specific training or by exposure the language training.

The third factor is affective and personality traits. These factors have not received much attention even though learners and teachers have expressed that learning a second language involves strong positive and negative emotions.

Some of these emotions are linked to the social context where the students learn the target language. Some students learn the language just with the extra help that a classroom can give him/her, while others learn the target language in a real setting. "However it is probably that
second language learners receive input to varying degrees both from exposure and from educational treatment" (Stern H. 2003, p.393). In that manner the material developed in this research helped students to improve their knowledge through an educational situation in a community where English is not commonly used.

As noted, Stern mentions that this factor can be improved by connecting real context and educational treatment. Hence, this material provided a set of expressions that are used in daily life by native speakers and it provided a context where they can be used. Indeed, the fear that students feel at the moment that they interact outside of the classroom could be reduced if they are associated with some common aspects of daily life.

2.1.1 DIFFERENTIATION OF BASIC CONCEPTS (Figure 2)

It is known that there are a few commonly used terms in language teaching that sometimes generate confusion in the readers. "The ironic fact is that the terminology we need in language pedagogy is often ambiguous and sometimes downright confusing" (Stern, 2003, p. 9.). That is why it was considered essential to clarify the use of the terms second language and foreign language, due to many researchers’ use of both interchangeably to make reference to the same kind of reality for learning a language.

There are different terms that are used in order to refer to "second language learning" which make reference to learning another language right after the native language with an intentional or deliberate attitude. Those terms can be denominated as synonyms of second language.

<table>
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<th>L2 - Second language</th>
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<tbody>
<tr>
<td>• Non-native language.</td>
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<td>• Foreign language.</td>
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<tr>
<td>• Secondary Language.</td>
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<td>• Weaker Language.</td>
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**Figure 3.** Taken from Stern, 2003,p.9. Fundamental Concepts of Language Teaching.
This set of terms is relative to a person or a group of people; it cannot be used to denominate any language as a second language. For example, we cannot say that English is a second language if we don’t have a context to refer it to, because it indicates a subjective relationship between a language and an individual or a group.

However, in order to make reference to a certain language and an individual, Stern proposes a third set of terms to describe languages objectively, without making exact references to the language and the subject.

- Language of wider communication.
- Standard language.
- Regional language.
- Official language.
- Classical language.
- National language.

Figure 4. Taken from Stern, 2003, p.9. Fundamental Concepts of Language Teaching.

Moreover, some people distinguish between second and foreign language depending on the context where the language is learnt. Some of them say that foreign language is the one that is learnt in a different context where the language is not the common language spoken within the community. Conversely, it is said that Second language is the language that is learnt where the target language is spoken within the community. Additionally, it is mentioned by Ellis (2004), there is a need for a neutral and superordinate term that covers both of these terms, foreign and second language. Thus the term "second language" is used to cover learning a target language, without making a relevant distinction between both of them, foreign or second.

According to Stern, there is no difference between second and foreign language; both terms refer to learning a different language than the L1. The only difference is that the foreign language can fall into more than one category. So, it could be related to a language that is not the native language or a language that has no legal status within the national boundaries.

An example to illustrate the above mentioned is when some areas, such as France, South Africa, Germany, Italy, and Spain have a certain population that uses another language,
such as English and Spanish, among others. In this case, the second language could not be the language spoken in the country; rather, the second language would be related to the group the speaker interacts with, regardless of the country where the person is.

To sum up, “The term second language has two meanings. First, it refers to the chronology of language learning” (Stern, 2003, p. 13). It is any language learning after that of the primary language. This second language can be acquired during childhood or adulthood or between these two periods of life. “Secondly, the term second language is used to refer to the level of language command in comparison with a primary or dominant language” (Stern, 2003, p. 13). In this case, the second language makes reference to the weaker or secondary language, which means that the proficiency in the target language is lower than in the primary language.

2.1.2 STUDY LANGUAGE IN CONTEXT (Figure 2).

Keeping in mind that the material designed in this research made reference to the ability of using idiomatic expressions in context, pragmatics would give a significant and pedagogical value to this material (Figure 2). In other words, pragmatics would give the relationship between the ways of speaking and the interpretation of those signs in the acts of speech, most clearly, the use of the language in context.

Moreover, it is important that students learn about pragmatics and sociocultural aspects in order to be able to know the meaning and distinction of the idiomatic expressions being used in context. In this way, students could relate words and expressions in an appropriate situation, as well as understand the meaning and the intention of what the speakers want to transmit through those expressions.

The following figure (Figure 5) identifies the relationship between pragmatics and idiomatic expressions.
Item number 1 shows that pragmatics studies all the statements of a language; this means that it is concerned with how speakers produce and interpret sentences in context. At this point, pragmatics will be relevant for this study so that those idiomatic expressions are used in some specific communicative situations. Also, the meanings of the idiomatic expressions are essentially pragmatic because they can just be used in a linguistic or extra-linguistic context, and they cannot be translated literally. In fact, their meaning will be related to their uses in specific situations. That is why this material development would help students to identify some idiomatic expressions and use them in a particular context.

Linking to the preceding idea, it is relevant to mention users and contexts (Figure 5, item 2). Taking into account Escandell (1996) pragmatics takes into consideration users as well as the context where language is used for a communicative speech. Also, it studies the aspects that make up communication. Pragmatics would help students of a foreign language to face idiomatic expressions in a certain conversation in which they would be immersed in a real context. That means students would have the criteria to use idiomatic expressions in an
appropriate manner. For example, they are not going to say, “I am the ugly duckling of this horrible situation”, to express that he/she was laughed at because he/she was different than the other people. Instead he/she would recognize that this expression generally refers to beauty. They would use it to refer to the girl/boy who was tall and gangly with pimples and braces when he/she was 14 year old but then became a supermodel at 19.

The function of pragmatics mentioned before is important to this research because at the moment of showing the elements of the language—in this case informal language—students of EFL would have the possibility of learning not only linguistic aspects, but they could also recognize the use of some idiomatic expressions. In this manner, students could associate words and phrases in a proper context where they can integrate the functional part of the language. As is shown in Figure 5 above, the student could draw a relationship between when, with whom and where to use each type of expression without making a mistake in the conversation.

As a part of context, it is relevant to mention that appropriateness (Figure 5, item 3) plays an important role in a conversation, too. As Van Dijk mentions, “for the pragmatics satisfaction the term appropriateness will be used” (1988, pp. 272). Appropriateness is related to the context of emission, which makes it important to know the details of the context of the expressions that are going to be explored in the material. Here, it is relevant to determine also the proper use of the idiomatic expressions, taking into account some of the aspects that are part of the context, the time, the people and sociocultural events in which students will be immersed. The facts mentioned before would determine how students could apply them in real life. To emphasize the following idea, Van Dijk (1988) states that the appropriateness conditions could be established if all that is known are the acts of speech and the context where those acts are applied.

As stated in the problematic situation of this research, idioms are part of a culture and they vary from country to country. They do not have a literal translation, which makes them vary in meaning and use, which could be a factor for inappropriate use. For example, it could be an obstacle in meaning because some of them do not have the same function that they could have if
students make a literal translation from their language to the target language. In this case, it would create a confusing situation and the communication will be affected.

This is supported in the research of Bodman and Eisenstein (1988) who found that students of lower proficiency often translate expressions from L1; while advanced students tend to avoid the use of expressions, instead displaying considerable hesitation and awkwardness. It is here where this material is developed with the idea of generating an approach between students and the use of idiomatic expressions, trying to reduce the inappropriate use of them and the failure of a colloquial conversation. It is essential to mention that a conversation failure can be caused because one of the speakers could not identify the intention that the other speakers had in his/her comment.

Consequently, the appropriateness of what he/she had to do was not developed correctly and the conversation had to stop, creating an embarrassing situation for the learner of the language. That is why appropriateness plays an important role at the moment of using idiomatic expressions.

In this order of ideas, it is essential to mention that appropriateness is a relative property that should be evaluated in context. Pragmatics looks for the correct use between the expressions used by the speakers and the situations in which the speakers are involved. In this way, it is important in the development of this material to keep in mind the context where these idiomatic expressions can be used and the basic elements that take part of the speech acts:

![Figure 6: Communicative elements](image-url)
Figure 6 exemplifies the structure of a conversation where a situation is the context and the cultural environment that are around the speech acts. In the situation there is a speaker who produces a linguistic expression with an intention. Next to the speaker, there is an addressee who is receiving the idea that the speaker wants to transmit. In other words, this idea is the statement or the linguistic expression that the speaker produces. Therefore, this statement has an intention that specifies whether the communication was appropriate and if the speech act was achieved.

In this case, the speech act is satisfactory if the EFL students are familiarized with the idiomatic expressions that are used in daily conversations. Thus, this material allows students to be closer to some of the expressions that native speakers use with a specific intention to cause an impact on the addressee, for example, with a comment like “put a lid on it” when the student is in a lecture and his/her teacher uses this expression to communicate a specific message. This act will be satisfactory if the student is able to recognize the meaning of the expression and then do what was asked for—to stop talking.

On the other hand, it is noticed in the Figure 6 the part of *courtesy or social distance*, which is an important condition according to the speakers’ role in a conversation that must be considered in the speech acts. According to Van Dijk (1998), there is an important situation in terms of status, position and power that characterize the speakers’ authority. It is here where the student should be able to identify, differentiate and acquire a position according to his/her role in a social conversation. It is significant that the student can differentiate when, where and how to use idiomatic expressions, so communication is not going to be affected and consequently they do not have to face uncomfortable situations or shame in front of other speakers.

Finally, keeping in mind that pragmatics study the language in context it is relevant to know that every time we communicate with each other it carries an intention (Figure 5, item 4), which can be related to our acts, knowledge and beliefs. The communicative intention is the purpose or goal that the person wants to achieve through his/her speech. It is one of the most significant things in a conversation since it would allow the conversation to progress and be satisfactory.
Each idiomatic expression points to a different intention; not all of them transmit the same thing in the same situation. This is because there are some expressions that have more than one meaning and need a context in order to understand what they are about. Also, all the expressions have a specific idea and intention to transmit where the addressee plays an active role in the discourse meaning. The speaker assumes that the addressee uses the language and the idiomatic expression with a certain purpose and that he/she will interpret the idiomatic expression based on those assumptions related to the intention.

In conclusion, all of these characteristics apply in a conversation and are also linked to the acquisition of knowledge that we have obtained through our lives. Also, it is vital to know that every culture has its own values, traditions and dialects where idiomatic expressions play an important role in a conversation. Hence the importance of knowing not just to the formal language but also the informal—in this case to know and recognize idiomatic expressions.

At this point, after we have seen the importance of pragmatics in learning a language, and its relation to the social component, it is relevant to mention the sociolinguistics competence (Figure 2).

Taking into account that idiomatic expressions are part of a language that members of a society use in their everyday routines, sociolinguistics play an important role in it because sociolinguistics studies the languages in its social context. “Sociolinguistics analyzes linguistic expressions and their rules of uses according to the social context and to the culture” (Fishman, 2000 pp. 12). In this way, sociolinguistics allows students to create and give an interpretation of the appropriate use of the language in a context. This means students have an idea of using idiomatic expressions according to the context.

As an illustration of the ideas mentioned before, cultural references like “she is in safe hands” or “she is a pain in my neck” serve to transmit an idea, or just in order to be part of a conversation where the sociolinguistics competence is used. Those kinds of expressions can be considered as a part of a standard language or just as dialectical variations, which are part of a linguistic repertory.
According to Duneton (1990), an idiomatic expression is a language fact that occurs from a historic fact, lifestyle, and common use of it and from the coexistence of a group. That means that idiomatic expressions originate from the daily routine of a group in a certain culture. This material enables students to establish and maintain a conversation successfully in a real context.

The development of the materials intended as a result of this research contributes to the improvement of sociolinguistic competence. According to the European Framework (2002, p.13) sociolinguistic competence makes reference to the conditions of the sociocultural use of the language. The first aspect developed in this research was: expressions of popular wisdom that are part of the culture of a country. It allows communication to be more effective between native speakers and non-native speakers. “In that manner it would allow the insertion of non-native speakers into the culture. These expressions contribute positively and significantly to the popular culture” (2002, p.117).

The second aspect is language register. According to the European framework, the term "registers" is used to refer to the systematic differences between the varieties of the language used in different contexts". That means that people do not talk in the same way in different contexts and situations. There are different registers according to the moment, age, topic, and status of the speaker, among others factors, which are subdivided into two types of registers: the formal and the informal.

### 2.1.3 LANGUAGE REGISTERS (Figure 2)

Afterwards, keeping in mind that the use of languages is not going to be the same in all cases, (it depends on the social context where it is going to be used, people who you are talking with, and that not all people are going to use the language in the same manner) what results are **language registers**.
Thus, all those variations and the linguistic diversity found in social communication are
denominated as formal and informal registers. At this point, these registers are important in this
investigation because idiomatic expressions are used in daily life situations. These kinds of
expression are denominated as informal types of communication.

Indeed, language registers are known as all the different uses of the language according
to the situation where the conversation takes place. Briz (2000) states that language varies
according to the situation where it is developed and the speakers.

The types of registers are linked to certain variables such the kind of relationship between
speakers, the type of experience they share, the objective of the conversation, and the place and
topic in which the communication is developed. Accordingly, informal language is the one that
speakers use with friends and sometimes family. Informal language is the one—indeed of
the profession, status, social condition—that is used in a natural way and in daily life. This is the
more used registers of language, and it is characterized by being spontaneous, relaxed and
expressive.

In relation to what was mentioned before, it is important to differentiate each type of
register and use them in a proper manner and moment. The types of register cannot be mixed
because it can cause an alteration in the communication. Some people relate formal language
with the one that is written and informal with the one that is spoken; however, formal language
can be used in oral conversations, as informal language can be used in written conversations.

As Cassany (2000) states, verbal and written language depend on two important factors:
the origin of the speaker and the communicative situation; the origin of the speaker because
depending on the social condition and culture, he/she could have a different way of expressing
themselves. Also, according to the communicative situations, the context is going to determine
how to act and when to act. For example, everybody talks in a different manner to their friends,
family, at work and so on.
Taking into account that these two registers, formal and informal, can be used with the objective of communicating an idea—that the addresses, moment, and others factors have an influence on the use of those registers—they cannot be used randomly. Richard and Platt (1997) highlight the fact that many times students have difficulty identifying the situations in which it is more appropriate to use informal language rather than formal language. In fact, it is necessary to develop strategies that allow students to acquire abilities in the development of sociolinguistic knowledge. The idea is that students can face different communicative interactions making a distinction between using formal or informal language.

The following diagram (graphic 1) exemplifies the differences between the use of formal and informal language.

Now, in regard to what was mentioned before, it is important to highlight that idiomatic expressions are part of informal language. It is defined by Briz (1996) as “the social use of the language accepted in daily communicative situations in which vulgarisms and dialects appears depending on the characteristics of the users"(p.26). In this way, it is important to mention that idiomatic expressions are used in daily conversation and that their uses are spontaneous because they are part of informal language.

Informal language is used in different communicative situations and it is characterized as a register that does not belong to a specific social class. In other words, informal language is
not used only by lower social classes; it is used in all economic and social classes. Also, informal language is not standard; it can vary according to the geographical area or place where the language is spoken. In this case, not every idiom in English can be used in different English-speaking regions.

There are some idioms that have been adopted by others communities. For example, although “keep your chin up” was originated in the United States from a Pennsylvania newspaper, this expression is used in England too. In many cases, each region manages a different vocabulary for informal language.

Moreover, idioms vary from the level of the language and the age of the people who are using it. To give an illustration, elementary students are not going to use the same idioms than a student from an advanced level can use. Also, they are not always going to face informal communication. There will be some situations where the students can use those idioms and others where it could not be necessary. The age of the speakers in an informal conversation are important too because it is not the same to talk with a 6 year old girl, with a teenager, and with an elderly person. This situation is very important at the moment of applying idiomatic expressions because many of the expressions have fallen out of use; the use of one of those idioms could make a conversation inappropriate or cause the message to be misunderstood.

Another characteristic of an informal conversation is spontaneity; it is an unplanned conversation. This conversation is natural and used in everyday situations to communicate with our family, friends and colleagues, among others. Indeed, you do not have time to plan which idiom to use and how to use it; you just need to know about idioms in order to use them in the proper way and in the right moment.

As mentioned above, Briz (1996) states some principal characteristics of informal communication. The first one is the lack of planning or organization of ideas while the speaker is speaking. In a daily-life conversation, the person does not know what is going to be the conversation topic with friends. The topic can vary during the whole conversation making it difficult to plan what to say. As a second feature, it is found that the purpose of communication
is socializing with a group of people. Most of the time in an informal conversation the person does not have to present a series of topics, authors or evidence in order to start a conversation with someone. In this case, the conversation can be struck up by a mutual interest or topic. The third feature of informal language is to have an informal tone, which is linked to the ones named previously. That means that the speakers do not need well-elaborated or diplomatic vocabulary in order to express themselves.

As shown, different characteristics enable the identification of informal communication. Accordingly, Vigara (2000) defines three major principles of discursive organization that are present in colloquial language: expressiveness, comfort and properness. Expressiveness is related to the spontaneity of the speaker when he/she talks in a colloquial conversation. Comfort makes reference to the ability to affront different topics of communication. In this principle, the speaker does not have to put forth much effort to communicate. The third and final principle is appropriateness, which is related to the spontaneous adaptation of the speaker to a conversation, using some proper structures and vocabulary. These three principles are evidenced in colloquial conversation, and can be taken as some important clues in order to differentiate between formal and informal conversation.

Taking into account what was mentioned before, it is relevant to mention that Sans Nieto (2005, cited by Hamon & Hernandez, 2007) proposed some different aspects to characterize an informal conversation.

**Graphic 2:** Informal conversation characteristics.

*Speaker presence* (Graphic 2, item 1): students are immersed in a certain context in order to have access to natural communication with native speakers. In this case, EFL students
that do not have direct access to the culture of the language which they are learning would need enough tools and techniques to help them hold conversation with a person that manages the language in a fluent and natural way. The second aspect is Non-predetermined turn taking (Graphic 2, item 2). In this aspect, the teacher will need to explain one of the aspects that is present in a colloquial conversation: that is the interruption. In this case, interruption is not seen as a bad behavior; rather, it is as a way to show interest in what it is being said. Dynamism of the conversation (Graphic 2, item 3). Here, the conversation is dynamic due to the interchangeable turns of participants. The last aspect is Cooperative conversation (Graphic 2, item 4). A conversation is cooperative when all the speakers participate actively. It is better when there is a space for discussion or debate about different topics or point of view.

The communicative characteristics mentioned above help students to be aware and recognize the use of informal conversation; however, taking into account what was mentioned by Sans Nieto (2005), is not enough to solve the students’ communication difficulties in a real context. In fact, one of the most relevant difficulties of students in a colloquial conversation is the use of idiomatic expressions.

2.2 IDIOMATIC EXPRESSIONS (FIGURE 2)

In this order of ideas, an idiomatic expression is defined by Cruse (1991) as a term whose meaning cannot be inferred by the meaning of each of its parts. Therefore, the fact that these expressions do not have a literal meaning and need to be deduced from the context and from the students’ experience with the idioms make their learning more complex.

According to Bahns (1993), to be in the cultural context of the target language is not enough for students to learn and internalize the meaning of idioms. Therefore, if the teacher wants to guide the student to be fluent in a second language similar to a native speaker, it is important to pay attention to the teaching-learning process of these idioms. Accordingly, the development of this material allows students to have a tool in order to practice some of the idiomatic expressions using English.
This research intends that students practice idiomatic expressions in the classroom so that they can later use them in a real context. Thinking about the development of this material, it was important to keep in mind Higueras (1997) who identifies a number of advantages that are derived from the explicit teaching of idioms in the classroom. Some of these advantages are: first, that learning them improves the student’s comprehension, since their meanings are complex and not all of them are found in dictionaries; second, it facilitates students’ memorization, recognition, interpretation and use of them in a context; third, knowing about idiomatic expressions will improve oral and written competence; fourth, formal teaching of idiomatic expressions could reduce the literal translation of idioms from the L1 to the L2; finally, idiomatic expressions will help students to score higher on academic tests due to the fact that there are many expressions found in those kinds of tests.

Sometimes students and teachers related learning idioms to a big list of expressions that needs to be memorized. However, there are thousands of expressions, and it is important to clarify that not all of them are going to be useful to learn or practice. In fact, the principal factor to keep in mind at the moment of practicing idiomatic expressions is their utility. That means to see if the effort of practicing certain kind of idioms will be useful in the future.

2.2.1 TYPE OF ACTIVITIES FOR LEARNING IDIOMATIC EXPRESSIONS
(Figure 2)

As it was mentioned before students are often given idioms in a list of phrases to memorize. In fact, as there is not enough materials or various types of exercises that permit the practice, learning and teaching idiomatic expressions is sometimes thought of as a boring topic to learn.

Keeping in mind that this research aims to develop a set of games for practicing those expressions, it is important to mention De la Peña (2005) who mentions different authors who contribute to the development of strategies for teaching idiomatic expressions.
Classifying those tactics, De la Peña (2005) lists three significant categories to keep in mind at the moment of teaching idioms: visual, verbal and translation. The visual strategy (figure 2) is related to all materials that include pictures, drawings, mimics and gestures. This technique helps students to assimilate and remember the information since it could clarify, summarize and express in a simple way a difficult idea. “They help students associate presented material in a meaningful way and incorporate it into their system of language values” (Uberman, 1998, p. 2). For some students it is easier to remember the meaning of a word (in this case of an idiom) according to an image that represent what it means.

The second strategy is verbal: “This pertains to the use of illustrative situations, synonymy, opposites, scales and definitions (Gairns and Redman cited by Uberman, 1198, p.2). This technique is uses the word (or in this case the idiomatic expression) in context which facilitates for students remembering and practicing them since they have as an illustration of how to use the word in real life. Nation (1990) says that contextual definitions are more natural than other type of definition because they provide a setting where study can internalize in a better way the meaning and students can consequently use them properly.

The third strategy is translation. As its name indicates, this strategy makes reference to looking for a word that has a counterpart in the first language. The problem here related with idiomatic expressions is that they do not have a literal meaning and students should look for another expression that has an equivalent meaning in their mother tongue. As De la Peña mentions (2005) the translation here has to be more related with cultural aspects and less with literal meaning or isolated words. Moreover, the translation technique is a base for understanding and reproducing the second language learning.

Up to this point, this theoretical review constitutes the first aspect explored in this paper leading to teaching a second language and idiomatic expressions. This review establishes what idiomatic expressions are and how to teach them in the classroom, taking into account pragmatics, language registers and types of activities for learning them within a context.
On the other hand, the second important aspect for the development of the present research is related to material development.

2.3 MATERIALS DEVELOPMENT

To start with, Bolitho et al. states that “The most effective materials are those which are based on a thorough understanding of learners’ needs, i.e. their language difficulties, their learning objectives, their style of learning, etc.” (Bolitho and Jolly, 1998, p. 111).

It is vital to contextualize the term material development for learning a second language due to the fact that materials are the principal source students have in this case to learn or improve their knowledge.

First of all, sometimes the term materials can confuse people since, as Tomlinson (1998) mentioned, people tend to associate language teaching material as simply coursebooks or textbooks, because they are the most common kind of materials used in the learning process. That is why it is important to define what materials are. Material or materials “refers to anything which is used by teachers or learners to facilitate the learning of a language” (Tomlinson, 1998, p.2). As we can notice, materials do not refer just to a specific type of documentation, it is related to everything that helps students to increase their knowledge.

Moreover, each of these materials has different objectives and is oriented to different needs, but in general the idea is to facilitate certain information, exercises or activities that help students and teachers to reach their own objectives. “Materials are a component that changes according to course objectives and concepts of teaching and learning” (Beaven, 2010, p.1). In this case, this material is intended to contribute to the practice of idiomatic expressions with simplified contexts so that students improve their communicative competence and reach some of the characteristics mentioned in the C1 and C2 level of the European framework.

Other important factors at the moment of development of any kind of material for learning a second language as Bell and Grower (1998) mentioned are that material developers be
familiar with the context and the pedagogical situation where the material is going to be applied. This conforms to the idea that cohesion exists between what is going to be learnt, for whom the material is intended, and its objective. Likewise Bell & Grower (1998) state:

In order to work, the material up to a point has to be targeted—targeted to a particular type of students, in a particular type of teaching situation, and a particular type of teacher with a particular type of teaching skills…” (p. 119).

As was mentioned before, when it is time to develop materials for second language learning, it is necessary to keep in mind the students’ needs and the principles at the moment of creating it (the latter factor will be explored further). In other words, materials need to be related with the necessities that not just students but also teachers have in order to increase their knowledge and in this case the management of the language. In fact: Masuhara (1998) defined in the following list the needs identified in needs analysis literatures:

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Kind</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal needs</td>
<td>Age; sex; cultural background; interest; and educational background.</td>
</tr>
<tr>
<td></td>
<td>Learning needs</td>
<td>Learning styles; previous language learning experiences; gap between the target level and the present level in terms of knowledge. (e.g. target language and its culture); gap between the target level and the present level of proficiency in various competence areas (e.g. skills, strategies); learning goals and expectation for a course.</td>
</tr>
<tr>
<td></td>
<td>Future professional needs.</td>
<td>Requirements for the further undertakings in terms of: Knowledge of the language, knowledge of the language use and L2 competence.</td>
</tr>
</tbody>
</table>


This table shows some of the students’ needs taken into account at the moment of the development of the material created in the present research—what is specified in the methodological framework in the contextualization part. This list of needs helps to recognize the crucial factors for satisfying the requirements and interests of students in order that the material
developed can become useful at the moment of it being applied and for the successful use of the same.

To sum up, in materials development for learning a second language there are plenty of different elements that should be considered at the moment of creation. Some of those factors are: a clear objective, the context for which the material is going to be developed, and the three kinds of student’s needs (personal, learning and future professional needs).

Similarly, the same thing that happens with the word material also happens with the terms “material design” and “material development”. Sometimes people consider both terms as the same. For that reason, it was decided in this research—that aimed to develop a set of games—to make a distinction between material design and material development for learning a second language.

Although design and develop are similar terms, there is a differentiation and it is that material development aims to be a physical final product that is used in context and for evaluations after students use the material in a certain setting. Conversely, material design is one of the steps in material development to obtain as a result a physical product. In other words, the material design does not make an application of the material for analysis of results or its impact in a certain group. It is the model of materials that could be followed up on for learning a second language and that could be developed.

Moreover, material design is the initial process where one must observe, investigate, analyze, set the population, the objectives, and the purpose of the material in order to develop it. During the design one establishes the archetype to follow, the images to use, the colors and all the learning process and physical characteristic that the material is going to have. Then, once the model has been done, it is time to proceed to the creation of the materials in order to have a final product. In this manner, material development is all the processes followed, including design, in order to provide sources for the improvement of, in this case, learning a second language.
Moreover, Tomlinson (1998) mentions that material development “refers to anything that is done by writers, teachers or learners to provide sources of language input and to exploit the sources in ways which maximize the likelihood of intake” (p. 2). As seen, material development looks to making full use of the material in order to satisfy student’s necessities and interests, and also materials that contributes to the learning process. In this way, Tomlinson (1998) also mentions that “materials developers might write text books, tell stories, bring advertisement to the classroom…whatever they do to provide input, they do so in principled ways related to what they know about how languages can be effectively learned”. (p.2)

As mentioned, there are different types of materials that can be applied in a classroom for learning a second language and that contributes to the improvement of the acquisition of it. Some of those materials are self-access, supplementary, adaptation, multimedia materials, and didactic materials.

**Self-access material:** This type of material is the one that promotes students’ autonomy since they are developed for students to work on them without the teacher’s help. Tomlinson says (1998) “Materials designed for learners to use independently…are normally used by the learners at home, in a library and in a self-study centre”.(p. xii).

**Supplementary materials:** These are additional material for improving the learning process. “They are usually related to the development of skills of reading, writing, listening, or speaking rather than to the learning of language items”(Tomlinson, 1998, p. Xiii).

**Material adaptation:** This is related to material that was based on an existing material but has some improvements or modifications according to the objective of the course. “Adaptation can include reducing, adding, omitting, modifying or supplementing. Most teachers adapt materials every time they use a text book in order to maximise the value of the book for their particular learners” (Tomlinson, 1998, p. xi).
Multi-media materials: In this type of material, technology and software are used. Tomlinson states that these materials are “Usually such materials as are interactive and enable the learner to receive feedback on the written or spoken language they produce” (p. xi).

The other kind of material is didactic material, the one chosen in this research according students’ interests. According to Marchena (1996) didactic material is a term that makes reference to an intermediary source between the reality and us. “These resources [real objects, which can be used in several ways] bring this reality closer, and are also an aid to solving the problem of a lack of discipline and attention paid in class” (paragraph 2).

In fact, didactic materials are all the artifacts that “…support students learning in aspects related to thinking skills, oral and written language, imagination and socialization” (Recrea, 2013, paragraph 3). Among these materials are found flash cards, videos, games, technology, TV programs and songs.

This paper will now explain how games positively affect learning because they were chosen for this research for practicing idiomatic expressions. Sometimes games are considered to be for children, but games are incorporated in our essence as human beings—everywhere one goes, one finds games. Games are always around us and are the things that allow the development of creativity and enjoyment in many key moments. Sometimes games are the best antidote to a slow moment in class. Also, they can also be highly educational and an excellent tool for learning. The use of games makes the learning process becomes more active because students perceive and learn from them in a more dynamic and constructive way.

Moreover, games help students not to feel the stress and the anxiety that sometimes learning a second language involves. In other words, they help students to feel at ease and lose their fear of failure.

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish
a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly” (Martinson and Chu 2008, p.478).

Likewise, this type of learning contributes to the development of mental agility and allows students to be more expressive—many times without the thought of others making fun of them—and to recognize that trial and error is a part of everyday life.

Now, related to games as materials for learning a second language it is said that:

“Games are also an important context to practice the L2, since they present real communicative situations, not mere simulations, and have certain advantages: they encourage teamwork and the practice of the skills they have learned, the use of language in a creative way, and they develop the communicative competences and stimulate the learning of a L2” (Marchena, 1996, paragraph13).

In this case, games contribute to educational development since they facilitate the practice of idiomatic expressions, and cover the necessity of having materials with some real examples of their correct uses and the use of the language in context. Also, as was mentioned before, this set of games contributes to making the learning process interesting, easy and fun to learn, taking into account that sometimes learning idiomatic expressions can be difficult since they need to be memorized. Games sometimes stimulate conversation, which is the best way to learn such expressions.

In order to develop these games, and keeping in mind that they have an educational objective, it is essential to follow the principles stated by some authors in order to achieve their maximum effectiveness.

Some of the principles of second language acquisition in the development of materials say that the relevant things to be considered are:
Materials should achieve impact: This principle is based on the idea of catching students’ attention, and it relates to gaining and keeping the interest and curiosity for learning during the whole exercise or lesson. According to Tomlinson (1998) materials can achieve impact through different characteristics that are mentioned in Table 2.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novelty</td>
<td>Unusual topics, illustration and activities.</td>
</tr>
<tr>
<td>Variety</td>
<td>Breaking up the monotony of a unit routine with an unexpected activity; Using many different types taken from many different types of sources…</td>
</tr>
<tr>
<td>Attractive presentation</td>
<td>Use of attractive colors; lots of white space; use of photographs.</td>
</tr>
<tr>
<td>Appealing content</td>
<td>Topic of interest to the target language; topic which offer the possibility of learning something new; engaging stories, universal themes, etc.</td>
</tr>
</tbody>
</table>


This principle contributes to the development of the games since one of the ideas was to create games that can catch and hold the student’s attention, through an uncommon material with illustrations and activities that allow the practice of the language and an enjoyable experience. Also, the structure of the flash cards, the instructions and the physical game were developed with attractive colors and many photographs that permit students to escape the monotony of a textbook.

Materials should help learners to feel at ease: The idea of this principle is to develop something that helps students to feel comfortable with his/her learning process, materials that do not pressure the students or make him/her feel frustrated with the learning of a second language. According to Tomlinson (1998) there are various ways to help students to feel at ease. For example, materials with lots of white space, materials with text and illustrations related to students’ culture, informal discourse features, and concreteness, among others.

As earlier mentioned, before games can help students to feel confident with what they are learning they need to remove the pressure of worrying about failure or the fear of being wrong and others making fun of him/her. It has been taken into account the idea of using illustrations
related to the culture, examples and texts that help them to practice idioms that are different and more interesting than memorization.

Materials should help learners to develop confidence: This principle has as its main idea that the students feel that they are capable of doing the activity and that those activities are not a waste of time. “I prefer to attempt to build confidence through activities which try to push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too” (Tomlinson, 1998, p. 9).

The activities developed in this research were focused on the idea that students do not feel any pressure of learning idioms and with the concept that they are capable of guessing correctly with the clues that are given. It is not a lesson with impossible activities to solve, in contrast, it was developed thinking about stimulating learning situations where they can be familiarized with idioms.

What is being taught should be perceived by learners as relevant and useful: Through the material, students should feel that what they are learning is significant and provides a useful knowledge in their process of second language acquisition. “It can be achieved by narrowing the target readership and/or by researching what the target is interested in and why they really want to learn the language” (Tomlinson, 1998, p. 10).

For this principle, at the beginning of the research a survey was taken involving both students’ and teachers’ opinions according to learning idiomatic expressions, which resulted in both of them agreeing in the importance of knowing and practicing them, as well as the necessity of a lesson that contributed to said skill.

Materials should provide learners with opportunities to use the target language to achieve communicative purposes: Materials should allow students to be exposed to situations where communication is the principal goal to achieve. Situations where the students have to look for different ways to express an idea, to make sure that the other can understand him/her, to catch a message, contrary to setting up controlled situations in which the student can plan what it is
going to be said. “Using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expressions of the interaction are determined by the learners” (Tomlinson 1998, p. 14).

Since the beginning the idea of developing a set of games for practicing idiomatic expressions had in mind the plan to improve communicative competence, since those idioms many times represent a lack of knowledge that causes the communication be interrupted. For this, the games give some information related to the idioms where students have to use them in order to explain the meaning of the idiom and then their classmate can try to guess them.

Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities: This principle is focused in the development of materials that stimulate thoughts and feelings. “It is also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experiences and their brain” (Tomlinson, 1998, p. 20).

This principle is noticed in the set of games elaborated in the present research since they involve different strategies like drama where students have to represent the expressions as he/she wants to; to be explained in a way the others can guess what the expression is making reference to; and drawing conclusions.

These were some of the principles taken into account at the moment of design and development of the set of games proposed in this research. Although herein are not mentioned all the principles for developing materials, the most important that applied to this subject were cited.

On the other hand, in order to develop efficient material, it was important to consider the aspect of the process for material development stated by Rod Bolitho and David Jolly.

The first aspect to consider was Identification of need for material: It is related to the identification “of a need to fulfill or a problem to solve by the creation of materials” (Tomlinson, 1998, p.97). In this stage, the necessity of the material can vary and it could be textbooks, videos,
listening activities, materials for reading comprehension, among others; it just depends of the lack of material that cater to the objectives of a certain course.

Once the need is identified, the next aspect is the **exploration of the need**. This stage makes reference to the “exploration of the area of the need/problem in terms of what language, what meanings, what functions, what skill, etc.” (Tomlinson, 1998, p.97. Bolitho and Jolly 1998, chapter 4). So at this point in the process one will explore all the elements that are related to that identified need in order to attempt to respond to the request.

The third aspect is **Contextual realization** “of the proposed new material by the finding of suitable ideas, contexts or text with which to work” (Tomlinson, 1998, p.97. Bolitho and Jolly, 1998, chapter 4). In other words, this stage is the creation of the new material to satisfy the necessities found in the first stage.

Then, the fourth aspect is the **pedagogical realization** of material by finding appropriate exercises and activities and writing appropriate instructions for use” (Tomlinson, 1998, p.97. Bolitho and Jolly, 1998, chapter 4). This means to provide materials with a pedagogical objective that have a significant practicability for student in order to increase their use of a second language.

Once the pedagogical part is done, one proceeds to the development of the **physical production** “involving consideration of layouts, type, size, visual, reproduction, tape length etc.” (Tomlinson, 1998, p.97. Bolitho and Jolly 1998, chapter 4). This part, is related to all the physical characteristic that are decided for the development of the new material. It includes, colors, images, figures, and as mentioned “the appearance and production of materials is important both for motivation and for classroom effectiveness” (p.95).

After that, the next stage is **student use of material**. This aspect considers the introduction of the material in class in order to contribute to a problem resolution and to satisfy the necessity of materials. Subsequent to the use, one develops the **evaluation of materials against agreed objectives**. This is the last aspect to take into account for materials development.
This part is looking for students’ comments about the strength and weaknesses of the material. In this way, as Bolitho and Jolly (1998) mention, “the evaluation will show whether the materials have to be re-written, thrown away, or may be used again as they stand with a similar group” (p. 95).

To sum up, these aspects were the principal support for the development of the set of games proposed in this research, because they guided the whole process of the study with the idea to create useful and significant material that contributes to the improvement of learning a second language.

This concludes the outline of the theoretical framework with a short review of all the theories and aspects for the development of the topics covered by this research: teaching a second language and materials development.
3. METHODOLOGICAL FRAMEWORK

This chapter gives a description of the type of research and the methodological approach that was used to develop this research project. Also, it describes the instruments and techniques for data collection and the population on which the research was conducted.

Figure 7: Methodological Framework Structure.
3.1 DESIGN AND TYPE OF RESEARCH

Keeping in mind that this research had as a principal purpose to develop material that contributes to the practice of idiomatic expressions in English, it was important to define the type and design of research in which it was going to be outlined in order to achieve its objective.

In order to adopt a certain kind of design and type of research, it is important to mention that there are different factors that materials developers need to keep in mind when creating any material. Some of those factors are the learners - who the material will be addressed to, the context in which the material will be developed, the teacher, the objectives of the course and the language. In this way, the material’s developers follow certain principles which should be considered before starting the process of developing materials. With that in mind, one must notice that designing material is arduous work that requires a consistent and methodical process in order to obtain the proposed objective from the beginning of the research. The following diagram illustrates some of the factors to consider while developing materials for learners of a second language.

![Diagram illustrating factors for developing language teaching materials]

These factors can be described through the observation of a population in a real context where the learning of a second language is being developed. In other words, this includes observing a situational context in order to perceive the reactions and attitudes of students to learning materials for a second language, the use of the language, and the objective of learning it.
Thus, as it was described in figure 7, this research is qualitative since it describes a phenomenon in a natural context that was facilitated to observe the reality at the moment that the materials were applied. That means that it allowed the facilitators to perceive behaviors, actions, knowledge and the impact of the material on students when using it. At this point, it is relevant to say that “the qualitative research is defined as the investigation that produces and analyzes the descriptive data, such as written or oral words and the observable behaviors of people” Deslauriers (2004, p.6).

Consequently, keeping in mind that this research seeks the development of didactic material that is intended to help practice idiomatic expressions, without any intentional manipulation of variables or predicting certain kinds of behaviors, it is considered qualitative. On the contrary, through the application of the games and some instruments to gather data (i.e. survey, check list, video recording and observation) it was analyzed to understand if the material worked and was effective in allowing students from low advanced level at Javeriana University to practice idiomatic expressions in English, as well as to describe a situation as real as it was in the natural setting.

This research did not only aim to collect a certain amount of data and register it, but it also analyzed how the developed materials allowed students to practice idiomatic expressions. Moreover, it observed the different reactions that the material could cause from students at the moment of using it. For example, whether students practiced the idiomatic expressions and had a good comprehension of it and if they enjoyed practicing through the games developed, among others.

Taking into consideration the things mentioned above, it could be said that the information collected in the qualitative research allowed a detailed description of students’ perspectives. That means it let the researcher observe the practice of idiomatic expressions in the EFL classroom. In fact, it is important to highlight what was already mentioned before: that the purpose of the material was to develop two didactic games for practicing idiomatic expressions. For this reason, during this process students were observed and reordered in order to catch more information that sometimes is not noticeable without a video recording. Also, the games were
evaluated through a matrix with multiple principles related to materials development. (See appendix 1).

It is not enough to describe the adopted design in this research, it is also important to define the type of research assuming in this study.

As stated by Seliger and Shohamy (1997), it is important to determine the type of research that will be developed, because each type contributes to distinguishing and understanding the problems related to language and language learning. Therefore, the authors made a distinction between three different kinds of research: Basic (or theoretical), applied and practical (Figure 8). “This division is useful since second language research covers such a wide variety of topics and questions” (Seliger and Shohamy, 1997, p. 17). In this subject matter one can find the construction of theoretical models, the utilization and practice of those theories in context, and the application of those theories in the process of learning a second language.

The diagram below illustrates the relationships between the three kinds of researches proposed by Seliger and Shohamy.

![Figure 8: Taken from Seliger and Shohamy, 2001:17. Kinds of second language research and their relationship.](image)

In light of what was mentioned before, the three kinds of research can be summarized in the following manner; the basic or theoretical research is concerned with developing an abstract linguistic description within a particular theory of language knowledge. The applied research is more concerned with applying theoretical principles to solve a specific problem. Finally, practical research is more involved in language education, “specifically in using linguistic description as the basis of developing better and more effective textbook materials for teaching
English as a second language” (Seliger and Shohamy, 1997, p. 18). This means that practical research is more concerned with the idea of creating artifacts, as is the case with this research.

Moreover, as Seliger and Shohamy mentioned, practical research makes real-word use of basic and applied research. Indeed, this kind of research requires having a theory that is applied in the development of certain material, such as artifacts in this case. Keeping in mind this principle, this investigation took into consideration some theories and studies about learning a second language, as well as some principles taken from pragmatics for the development of the materials proposed for this research (games).

Once the field of work of each type of research had been taken into consideration, it was decided that this investigation would focus on the practical research (figure 7). This study is about developing material with the idea of facilitating students to practice idiomatic expressions in English which means that this research carries out practical implications such as explaining what happens inside the classroom with the development of new material, the influence of the material and its relation with the learner, the learning process and the material.

3.2 METHODOLOGICAL ROUTE (See figure 7)

When developing materials, it is essential to know what the most suitable methodology is to follow. For the development of this research, the model about the development of materials proposed by Rod Bolitho and David Jolly was applied. They propose specific stages to keep in mind during the process of developing materials. These stages covered all the processes that were followed here in order to create the games for practicing idiomatic expressions. Other words, these stages are part of the methodological process that comprises of seven stages (see figure 7).

It is important to mention that in order to collect the data necessary for this investigation, 3 teachers and 32 students at Javeriana University were surveyed and the following instruments were the ones used to achieve the purpose of this research.
In the first place, we find the **identification of need for materials** (step 1 in figure 7). In this stage, a survey was given to teachers as well as students, from low advanced English level at the Pontificia Universidad Javeriana (PUJ), in order to know whether there was a need to create material for practicing idiomatic expressions. In doing so, the survey was intended to collect information about the students’ needs, interests, opinions and experiences about language materials used in the classroom.

The survey for teachers had eight questions (Appendix 2). In this teachers’ survey, the first question was intended to gather the opinions of teachers about the importance of idiomatic expressions for improving students’ communication. Question two provided an idea about the activities that teachers do in order to teach idiomatic expressions. Questions three and four allowed us to learn about the importance of knowing idiomatic expressions in order to improve communicative competence. Question five gave a space for the recognition of some of the competences that affect students’ communication with native speakers. Then question six was intended to probe teachers’ opinions about the usefulness of teaching idiomatic expressions in language teaching. After that, question seven was proposed to learn about the teachers’ opinions of having material that helps students to practice idiomatic expressions; and finally, question eight allowed us to learn the type of material that teachers considered rewarding for students in order to practice idioms.

With respect to the student’s survey (Appendix 3), the first question was intended to determine if students considered it useful to practice idiomatic expressions. The second question...
was planned to identify if students knew about idiomatic expressions. Questions three and four let us know how important it was for them to learn those expressions. Question five allowed the identification of the kinds of activities students did in order to learn them. Question six was aimed at determining if students thought that idiomatic expressions would help them to improve their English. Question seven was given to identify if the expressions would be useful for students when they are in an English-speaking country. Questions eight, nine and ten let us know which skills students considered important for carrying out their communication with native speakers. Finally, questions eleven and twelve gave us an idea as to whether they would like to have material for practicing those expressions as well as the type of material they would like to have in order to learn them.

The second stage followed in the present research was the exploration of the field. In this part, a corpus of 100 idiomatic expressions was chosen that were often used at present by any proficient language user. To collect these expressions information about most common contemporary idiomatic expressions were researched. To achieve this, teachers from Licenciatura were asked about which expressions are relevant to Low advanced English level learners at PUJ and which they considered relevant to teach.

Additionally, foreign teachers of English as a second language in the United States were asked which expressions they considered useful to be taught nowadays to their students, and the expressions that they know and use in their daily life. This was done with the idea of contrasting the expressions chosen by teachers of the Javeriana University and the expressions chosen by teachers in the United States in order to correctly choose the expressions which would be developed in the game (of course giving main importance to the ones chosen by Javeriana’s teachers). Finally, students and Latin American people that live in English-speaking countries were surveyed to determine which expressions they knew and which of those they thought would be important to be taught to ESL students. This survey was taken into consideration in order to see which expressions they considered, as a student and as member of an English-speaking country, the most useful and significant to be learnt according to their experiences.
Following that, the third stage suggested by Bolitho and Jolly, the contextual realization, was developed. Taking into account the previous checklist with 101 expressions (Appendix 4), the 60 expressions considered by teachers to be the most useful expressions at low advanced level at PUJ were chosen. In addition, it was taken into account the different opinions collected from the other teachers and people to contrast with the already chosen 60 expressions.

After that, to address the problematic situation stated in this research and the results obtained in the first survey, it was decided to develop a set of games that allow students to practice 60 relevant expressions. They will find that using these expressions in context allow them to communicate their ideas in a better way.

Moreover, it was decided to create material that provides simplified contexts for them to practice by showing some ways in which those expressions are used and how they are used. The idea here is that students will be able to maintain and follow a conversation satisfactorily in their daily lives as foreign language speakers and/or as teachers.

Thus, different criteria to develop the material were considered. The first one was the population to which the material would be applied: in this case, it was the Low Advanced level with 32 students. This level was chosen after taking into account the management of the language that students should have at this level and the difficulty that goes with learning idioms. In fact, the European framework catalogues the use of these expressions in the C1 and C2 level and that is the level that students should reach. Also, the decision took into consideration the teacher’s interest about the material and this population was of three teachers of Low Advanced level English, since they know the process of their students and can give a better orientation about which idioms can be taught in that level.

A second criterion taken into account was the objective of the material. The material aims principally to allow the practice of idiomatic expressions involving context. The third criterion was what expressions would be worked with and the way those expressions would be designed (60 expressions with examples in context, images, translation, meaning and origin). Finally, the kind of material to be developed was considered (a set of didactic games). Two kinds
of games were developed while taking into account some strategies for learning idiomatic expressions (what was explained in the theoretical framework). The two games were named “Hangman”, in which the principal strategy was translation, and the second was named “verbmicdraw” which involves oral, dramatic, and drawing strategies.

According to these ideas, material was developed that satisfies student’s needs and takes into account teachers’ opinions. We also aimed to develop material that involves context in the different activities, planned with the idea of improving language mastery and acquiring a more proficient level of English, as it is classified in the European Framework.

Afterwards, the fourth stage was carried out Pedagogical realization. In this part, many things were taken into consideration, such as users, context, intention and appropriateness of a message as aspects of communication. In the pedagogical context, it also considered teaching languages, strategies for learning idiomatic expressions and learning by games were considered. Thus, highlighting the ideas mentioned before, it was decided to develop a set of games named “Hangman” and “verbmicdraw” game which could help students become familiarized with the expressions used in English-speaking countries and to contribute to the practice of presenting them in a specific context.

Furthermore, games were developed in order to practice idioms because this allows students to use learning strategies that benefit their process and enrich the different learning styles that are found in a classroom. As it was mentioned by Astorga, using games for learning contributes to the development of students’ comprehension and creativity, and also it helps to improve their cognitive potential. In the same way, games help students feel relaxed and forget the pressures of the academic environment, which otherwise is difficult because of anxiety and the pressure of learning.

Taking into account what was mentioned before and the first survey applied to students, in which they responded that games are the first kind of material that they would like to have for learning idiomatic expressions, it was necessary to keep in mind the strategies suggested by Dela Peña (2005) for teaching idioms: translation, visual and verbal strategies. The idea here is to
provide clear activities and a meaningful way to practice them that will capture the attention of students so that they make use of the language in a more natural, effective, and fluent way.

Furthermore, the two games were developed with the 60 expressions chosen in the contextual realization. This set of expressions was designed in cards according to the meaning, origin and real use of each expression, which permits students to understand their context in a deeper way. Each card has examples that facilitate student comprehension of the expression and use it as it is indicated in the instructions of the games. Also, in order to play the games, each set had a detailed guide of how to play without the guidance of a teacher or instructor.

Following the pattern, the next stage developed was physical production, in which two educational games were created based on commonly used expressions in English countries. The first game was named “Hangman”. This game focused on the translation strategy in which each card out of 60 has an idiomatic expression in the second language and its equivalent in the mother tongue (in this case Spanish). The game includes a box with one white board with the hangman image, cards with idiomatic expressions and clues, magnetic letters, the parts of the magnetic hangman, 4 jokers, a marker and an eraser. The objective of the game was to make students able to recognize the equivalent of the idiom in their mother tongue.

The cards give students the dashes necessary for the expressions. Then, the first clue is the meaning of the expression in Spanish, and students have to start guessing the letters. As a second clue, there is an example that shows how the idiom is used in context, but this example just provides some of the letters in the expression, and a part of the idiomatic expression like preposition, verb, article, etc. The final clue is the image that shows the literal composition of the expression. Also, if the players want, they can use the joker to get a new clue. If one of the players says the wrong letter, one of the hangman’s parts will be added. Then, the next player will take the turn. At the end, the moderator of the game should read the last phrase that appears on the card where there is an example of how that idiom is used.

The other game was titled “Vermicdraw”. This game was developed based on visual and oral strategies. The visual strategy includes gestures, mimics, drawings and pictures that were
incorporated into the game. This strategy helps students to remind what is learning really is, since it expresses a difficult idea simply, and the oral strategy helps students to express themselves and have an illustration of how to use the word in real life.

The principal objective of this game is that students be able to represent and identify each idiomatic expression on every card. To achieving that objective, the game has a roulette board with three different colors and each of them indicates the action the player will have to do in order for his/her group to identify the idiomatic expression. The colors are blue: drawing, green: verbal, and yellow: mimic. This game also has cards with the idiomatic expressions, the meaning of the expression, the origin, an image that represents the meaning of the expression and then some examples and clues about how to represent the idiom according to the meaning. In the last part, the cards have a sentence or a conversation in which the expression is used in context.

Additionally, the game has two jokers’ cards, which students can use to change the idiomatic expression according to the rules. It also has an acrylic board to represent the expression by drawing if they get the blue color. There is also an hourglass that has duration of a minute and a half, to represent the expression according to the ability that students obtain from the roulette board.

Finally, these two games are developed in order for students to work in small groups and cooperate in order to improve their knowledge. The idea is that students can enjoy and have a good time practicing idiomatic expressions contextually.

After the physical production, we proceeded to the sixth stage: **Use.** The material was introduced in two different groups of low advanced English class, taking around half an hour. The games were applied during some of their classes; for a total of four classes for both groups. Students were recorded in order to determine the effectiveness of the material, the reaction that it generated, the student’s opinion, and to know if the material achieved its principal objective: the practice of idiomatic expressions. In order to take into account some moments that the video recording could not perceive, it was necessary to take notes about the comments that students
made during and after the games, as such moments can be relevant for the analysis of data for the current research.

The last stage taken into consideration was Evaluation, which would help identify the effectiveness of the material and its acceptance. For this stage a checklist was applied and divided into six groups of questions with the objective of identifying the strengths and weaknesses of the developed material.

In this way, based on the basic principles of second language acquisition relevant to the development of materials for the teaching of languages by Tomlinson, the first group of questions aimed at determining if the material had achieved this impact; in other words if the game attracted the interest, attention and curiosity of the students. The second group concentrated on learning if the material helped students feel at ease. For example, it asked if the games included examples for using idioms properly and if the text and illustration that students found in the game could be related to their culture. The third group was aimed at looking to see if the games helped learners to develop confidence. At this point, it asked if the game helped develop confidence in their communicative competence, if it has encouraged activities, etc. The four groups of questions were intended to discover if the games provided the learners with opportunities to use the target language to achieve communicative purposes. Then the other questions belonging to the fifth group expected to assess if the material maximized learning potential by encouraging and proposing challenging activities. Finally, the last group was specifically designed in order to determine the effectiveness of the material.

In that manner, the checklist allows one to learn if the material has achieved the principal objective and the effectiveness for practicing the expressions. It shows if the material would need to be improved or if there are certain things that could make it a better material for leaning a second language.

In conclusion, this methodological framework gave a description about the way in which the research was developed, including the type and the method. Also, it guided the steps in
order to not lose the principal objective and to successfully achieve what was planned at the beginning of the research.

4. ANALYSIS OF DATA

In order to know the facts that were taken into consideration for the development of the present research and the data collected from the material developed, some surveys, a checklist, notes and a video recording were applied that allow a detailed description of the process. This process is going to be described according to the methodological route explained in the methodological framework. This route mentioned by Bolitho and Jolly suggests the following stages: Identification of need for materials; Exploration of need; Contextual realization of materials; Pedagogical realization of materials; Production of materials; Student use of material; Evaluation of material.

4.1 RESULTS FROM THE FIRST STAGE: IDENTIFICATION OF NEED FOR MATERIAL

The first stage was the identification of need for materials. As it was previously mentioned, a survey was applied in this stage to teachers as well as students with the objective of knowing if there was a need for creating material that allowed the practice of idiomatic expressions.

4.1.1 RESULTS OF TEACHERS’ SURVEY:

This survey was applied to 3 teachers from the low advanced English level at Javeriana University. The following results were obtained.
This survey showed the teachers’ opinions and interests in the importance of practicing idiomatic expression and the need for material that allow knowing those expressions. Thus, question one was intended to know if teachers considered teaching idioms useful. The results show (see figure 9) that 100% of teachers agreed on the importance of teaching idioms in the classroom. This question provided the idea that idiomatic expressions are considered a topic that can be developed in a classroom and not just be learnt through the experience that students have, - as some people think. Also, it contributed to the recognition that idiomatic expressions have an important value in the process of teaching and learning a second language.

Secondly, question number two focused on some activities that teachers do in order to teach idiomatic expressions. Figure 9 showed that teachers prefer to encourage students to interact with speakers of other languages (100%); the second option they chose was to work on website exercises (67%), and some of them want to work on books too (33%). This question generated the idea of knowing what kind of activities were applied in the course, since as it was stated in the problematic situation, some books and websites just relate to the learning of those expressions by memorization.
Therefore, the next questions - three and four - let us know about the importance of knowing idiomatic expressions in order to improve the communicative competence. As it is seen in figure 9, teachers responded that idioms would help students to improve their communicative competence and would help students to speak in a more natural and fluent way. In this way, it gave the idea of working with the idiomatic expressions in a context where the students do not have to memorize a big list of expressions, but they can apply those expressions as they are used in real life.

Question five showed some of the abilities that affect students’ communication with speakers of other languages. The results indicated that the lack of oral competence is the major reason that affects students with 100% of the respondents answering accordingly; the second reason was lack of oral competence and lack of pronunciation both with 67%, and the fourth was lack of grammar with 33%. This question proved that students need aids that help them to improve their communicative competence and as we observed in the question below idioms can contribute to this ability.

After that, question six was intended to demonstrate teachers’ opinions about the usefulness of teaching idiomatic expressions in a second language classroom. In this question 100% of teachers answered that teaching those expressions is useful, which revealed that those expressions could be brought into the classroom in order to help students to develop some abilities that might help them to avoid the negative transfer of idiomatic expressions from the L1 to the L2.

Question seven was proposed to learn about the teachers’ opinions of having material that helps students to practice idiomatic expressions, in which 100% agreed with it. This signifies that the development of material for teaching idiomatic expressions would be accepted since there is a necessity need for them material.

Finally, question eight allowed us to learn about the type of material that teachers considered rewarding for students in order to practice idioms. In this part teachers replied that games, technological, reading and video material would be good sources for teaching them. All
of them answered that the four types of materials presented in the survey would be interesting for teaching idiomatic expressions. This question gave the idea that developing games could be a great idea to envisage.

These eight questions were the ones asked of teachers and they gave a general answer about the importance of creating material for practicing idiomatic expressions. After that survey, in order to obtain the necessary data for the identification of the need for material, it was considered to take into account students’ opinions too. As such, the following figure shows the results collected from the students’ survey.

4.1.2 STUDENTS’ SURVEY.

![Figure 10. Students’ survey exploring the need for material.](image)

With this survey it was demonstrated that for students at Javeriana learning idiomatic expressions is a useful topic that helps them to improve their communication. As we can see in figure 10 the first question shows that 100% of the students agreed about the importance of knowing those expressions. This made us realize that students consider those expressions as a part of their learning process.
Question two was intended to find out if students have already studied idiomatic expressions. Only 6% of them answered that they had not studied them previously, and the rest of them (94%) said that they had. From this question it was deduced at that English level that most students have a previous knowledge of what idiomatic expressions are and could recognize them. This means that the material would be developed for practicing idiomatic expressions since students already know about them.

The third and fourth questions aimed at knowing whether students have had communication problems due to their use of idiomatic expressions and if they feel that those expressions could help them to improve their communicative competence. 81% of the students answered that they had problems; likewise, 100% answered that they considered it important to learn idiomatic expressions to improve their communication. These questions let us know that idiomatic expressions are a limiting factor for students when communicating and they feel that learning those expressions could help them to have a better competence when speaking with others.

Question five identified the kinds of activities students did in order to learn idioms. The results showed that 69% preferred to talk to native speakers to learn them, 59% said that they visit websites, 38% read books and 6% do nothing. This result probably shows that students prefer to have real contact with those expressions.

Question six aimed to determine if students thought that idiomatic expressions would help them to improve their English. 97% agreed that they would. This result can prove that idiomatic expressions need to be worked on in the English classroom.

Question seven asked if students had planned to go to an English speaking country for a long period of time. The idea of this question was to identify if the expressions would be useful to them when they are in an English-speaking country. 81% of the students answered that they consider traveling to an English-speaking country.
Questions eight, nine and ten let us know about the skills that students considered important in affecting their English communication. In question eight, students answered that the principal problem that affects their communication was lack of vocabulary (94%); then, lack of oral competence (63%), bad pronunciation (34%), and poor grammar (6%). In question nine, they answered that in order to have better English conversations they would like to improve their oral competence (75%), vocabulary (66%), pronunciation (31%) and grammar (33%). Question ten showed that students felt that the skill they needed to improve was speaking (50%), writing (47%), listening (25%) and reading (19%). Thus, students showed that in order to feel comfortable communicating in the second language they need to improve their vocabulary and their oral competence. Idiomatic expressions could benefit them since they are a part of everyday vocabulary, and as previous questions said, they could help students to maintain a good informal conversation.

Finally, questions eleven and twelve gave us an idea of whether students would like to have material for practicing those expressions as well as the type of material they would like to have in order to learn them. Here students agreed with the development of material for practicing those expressions (100%) and games was the material they would most like to have for practicing those expressions (91%), followed by video material (72%), technological material (63%) and reading material (38%). As we can see, these questions shed light on the kind of material that students found attractive, which were games.

In conclusion, this stage allowed us to know that there was a need to create material for practicing idiomatic expressions that contribute to students’ improvement in their second language learning.

4.2 EXPLORATION OF THE FIELD

After that, the next step to take into consideration was exploration of the field. In this part, a corpus of 101 idiomatic expressions was chosen that were often used by any proficient language user.
This checklist (see appendix 4) was answered by three teachers at Javeriana University, four native speaker teachers, and five English speakers. From this checklist 60 expressions rating between 50% and 100% were chosen, giving more relevance to the ones ticked by teachers at Javeriana. Also, some expressions that were not written into the 101 expressions were included but were added by Javeriana’s teachers, since they considered them important for students of low advanced level at Javeriana University to have knowledge of. Taking into account the lists of expressions answered by Javeriana’s teachers, it was considered to reviewing the same checklist with people who speak English (natives and non-native speakers) and English teachers in others countries, with the idea of contrasting the expressions chosen in each group and then determining the right expressions to be developed into the game.

<table>
<thead>
<tr>
<th>Idiomatic expressions</th>
<th>Other native speaker teachers</th>
<th>English speakers</th>
<th>Teachers PUI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the weather</td>
<td>75%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Keep your chin up</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Rise and shine</td>
<td>100%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Bend over backwards</td>
<td>75%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Break a leg</td>
<td>100%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>To be screwed</td>
<td>75%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Put a plan on ice</td>
<td>75%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Bring home the bacon</td>
<td>75%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Rub salt into the wound</td>
<td>75%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Let’s get the ball rolling</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Put the cart before the horse</td>
<td>75%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Brace down someone’s neck</td>
<td>50%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Disappear into thin air</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Fishing for compliments</td>
<td>75%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Do too far</td>
<td>75%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Have the nerve (to do something)</td>
<td>75%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>In hot water</td>
<td>75%</td>
<td>80%</td>
<td>67%</td>
</tr>
<tr>
<td>Put your money where your mouth is</td>
<td>50%</td>
<td>40%</td>
<td>67%</td>
</tr>
<tr>
<td>Put a lid on it</td>
<td>75%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Make headway</td>
<td>75%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Spill the beans</td>
<td>50%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>The cat’s out of the bag</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Do not be a chicken</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Speaking of the devil</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Once in a blue moon</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Shifting your pants</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Hit the books</td>
<td>50%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>I can have my cake and eat it too</td>
<td>50%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>A dime a dozen</td>
<td>50%</td>
<td>40%</td>
<td>67%</td>
</tr>
<tr>
<td>A penny for your thoughts</td>
<td>75%</td>
<td>80%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Table 4. List of idiomatic expression for games development
The chart above shows the percentage of the 60 expressions chosen according to the three groups: native speaker teachers, English speakers and the low advanced level teachers at Javeriana University. The results showed that most of the expressions chosen by teachers at Javeriana were similar to the ones chosen by other people. So, that allowed us to reach an agreement on the set of idiomatic expressions to be considered for use in the classroom and the importance of the presented expressions to be developed in the current research.

In that manner, these results gave the corpus of the 60 expressions worked in the games that were considered the most common and useful ones for low advanced English students at Javeriana University

4.3 CONTEXTUAL REALIZATION

Consequently, the next stage developed was contextual realization. It was decided that the 60 expressions considered by teachers to be the most relevant expressions to be learnt were chosen.

Moreover, some criteria were taken into account in order to develop the material. The first one was the population for which the game would be intended. Then, considering that idiomatic expressions are a difficult topic because they do not represent a literal translation, and the level in what the European Framework mentions them (C2), it was decided to work on the highest level of English in the Licenciatura de Lenguas Modernas at Javeriana University - the low advanced level. Although the C1 level is the one required in the major, it was thought that in order for students to develop some competences such as understanding every type of conversation - news, newspapers, etc. - they would have to be familiar with those types of expressions.

The other criterion taken into consideration was the objective of the material. Keeping in mind the need for material identified in the first stage, and observing some types of materials where idioms are taught, it was decided that the games contribute by breaking up the monotony in which the idiomatic expressions are often presented. Therefore, the objective of the material was to allow the practice of idiomatic expressions involving context.
The third criterion was to choose what expression would be appropriate to be worked in the material. The decision was based on the results obtained in the exploration of the field, where 60 expressions were chosen. Also, it was decided that the expressions should be developed according to the strategies suggested for teaching idiomatic expressions. In this case, the strategies were visual, verbal and translation.

Finally, the last criterion was the kind of the material developed. This decision was focused on in the first stage, in the question where students and teachers at Javeriana University were asked about what kind of material they would like to have for learning idiomatic expressions. Here, games were the one that scored the highest percentage among videos, technological materials and books.

4.4 PEDAGOGICAL REALIZATION.

From the results obtained in the identification of a need for material and the corpus chosen in the exploration of the field, it was decided to develop two sets of games that include some expressions used nowadays.

First of all, taking into account that games scored as the principal materials that students would like to have, the reasons why games could be good materials for learning a second language were considered.

Doing some research it was found that games are suitable materials for catching students’ attention and contributing to their learning. In “Propuesta metodológica para enseñar expresiones idiomáticas” it is says that when games are related to the benefit of learning and the communicative discourse, they are an advantage for students and teachers in the learning/teaching process. This advantage is considerable since games allow students to be more relaxed, familiarized, active and motivated with their own learning.

Considering that the main idea of the games is to present those idiomatic expressions in context and with a different methodology besides memorization, fill in the blank, or matching exercises, it was considered to develop some activities that involve the students with different
learning strategies that allow them to be familiar with and use the expressions in different situations.

Therefore, each game presents the different strategies suggested by De la Peña for teaching idioms: translation, visual and verbal strategies. In fact, the hangman game was designed based on translation, and the vermicdraw game focused on verbal and visual strategies. These two games tried to entail some activities that contribute to some of the difficulties that students encounter like lack of vocabulary and oral competence, improvement of their speaking skill and communication problems because of the use of idiomatic expressions.

In the proceeding, some characteristic of the games which could contribute to the improvement of second language management are going to be presented.

The first game was developed based on the translation strategy. This strategy will enable students to find the equivalent idiom in their mother tongue and their second language in order to avoid misinterpreting the expressions. The following image shows some of the cards used in the game, and the purpose of each clue given on it.

![Hangman card example](image)

Based on picture 2, number 1 shows a possible translation of the expression in Spanish. In this part the translation is made of the whole expression and not word by word because its meaning will be different. As it was mentioned in the Theoretical Framework, with this strategy the students will know what the idiom means and does not have to look for some other explanations or meanings that can confuse them.
Number 2 shows the second clue. It is a short common conversation to help the student identify some context where the expression can be used. This part was developed with a sentence that exemplifies the situation in a more natural way and how that expression could be used in real life.

Clue number three shows the image that represents the expression literally. The objective is that through the picture students can guess the literal words that make part of the idiom. This took into account the visual strategies too since it is said that though visual aids students can better remember the expressions.

The fourth clue shows a sentence of the idiom in context. Once the expression is guessed students have to read how it is used in context and in this way they can internalize the meaning of the expression and its real use.

Likewise, the following figure is an example of one of the cards used in the vermicdraw game:

![Picture 3. Vermicdraw card example.](image)

This card has a as a first clue the meaning of the word and as a second characteristic the origin. These two points were chosen based on the verbal strategy, since it includes definitions and examples, in this case the origin of the expression, which would help students to identify why the expression is used and to force them to guess how the expression is related to this meaning. Additionally, the third point is also related to the verbal strategy. This part has some ideas on how to represent or explain the expression based on the situations where the expression is used.
The image is related to the visual strategy in that it allows students to make a mental representation of what they are practicing. In this case, the image is related to the meaning of the expressions and not, as it was said in the previous game, related literally to the words of the expressions. This image also gives students the idea of how they can characterize the expression in order that their classmate can guess it.

The last part (see picture 3) has the expression in context. As it was mentioned before, this part has the aim that students recognize the use of the expression in a communicative situation.

In conclusion, these two games were developed with the idea that students can recognize and use the idiomatic expressions so that those expressions do not affect their communicative competence. At the same time, through practice students become familiar with those expressions. Thus, developing educational material is providing sources of language input.

Afterwards, keeping in mind the educational contribution that will be developed with this set of games, it was important to consider the physical production, which is the next stage proposed in the methodological route.

**4.5 PHYSICAL PRODUCTION**

As it is known, in order for the material to achieve its intended effect, it is important that, besides the educational part, it has some characteristics that are attractive to students. In this vein, the games were developed based on the idea of breaking up monotony, catching students’ eyes, providing novelty and having an attractive presentation.

The first game was named hangman and its principal objective was that students could identify each of the 60 idiomatic expressions that appeared in the game. There were four sets of this game developed, each one with a wood box with different colors and each one with a pack of card, as they were described in the pedagogical realization.
This game has a board divided in four different parts.

![Hangman board](image)

In order for students to understand the game and how to play it, it has a card with the following instructions:

- The first thing to do is to select the moderator. He/she would be chosen by throwing a dice and the one who obtains the lowest number will be the moderator.
- Then, the four jokers will be dealt to all the members of the group, and they will decide when to use them. If the moderator has given the three clues written on the card, he/she can start giving a letter as a clue.
- Once the jokers have been dealt, the moderator takes one card from the pack of cards with the expressions.
- The moderator writes the lines for the total number of the dashes on the acrylic board. It will be in the bottom part of the whole white board.
- In this order, the moderator says the first clue of the first idiomatic expression (which he/she previously has chosen from the pack of cards). This clue is related to the meaning of the expressions.
- The clues should be said in the order they appear on the card. (first the meaning, second the example and third show the image)
- According to the clues the players could start saying the letters that they believe make up part of the expression. Also, if the players want they can use the joker to get a new clue.
• If one of the players says the wrong letter, one of the hangman’s part will be completed.

Then, the next player will take a turn.
• The person who knows the idiomatic expression before being hanged will get a point.
• After discovering the idiomatic expression, the one who wins will be the moderator. If there is not one winner, the moderator choses someone to replace him/her.
• At the end the moderator should read the context where there is an example of how that idiom is used.

This game gives student the opportunity to have the equivalent of the idiomatic expression from English to Spanish and also to work on them by context.

Next, the second game was vermicdraw game, whose name is from verbal, mimic and drawing. The main objective of this game, as some of the other ones, is that students will be able to represent and identify each idiomatic expression that every card has. Two sets of this game were developed, since the game is structured for being played in two different groups and each of those groups will be subdivided into two groups.

The idea of this game was to involve various learning strategies, in this case drawing, visual and oral for students to practice. To achieve this purpose the following instructions were chosen:
• The first thing to do is to split up the group. If the groups are too big they can be subdivided. It is necessary to have at least two groups.
• Then, each group will spin the roulette wheel and the one that gets the blue color first will be the one to start.
• The group should choose a member of the group to represent the first idiomatic expression.
• The roulette board has three different colors and each of them indicates the action the player will have to do in order for his/her group to identify the idiomatic expression.
• The colors are:
• The member who represents the group should take a card from the pack of cards with the expressions, and spin the roulette wheel. The color that he/she gets will determine which action (mimic, drawing, oral) is assigned to represent the idiomatic expression.
• The other group should start counting down the time with the hourglass. The timeframe to represent the idiomatic expression is 1½ minutes.
• One member of the group will try to represent the expression, and the others try to guess it. If they get the idiom right they will get a point.
• Each group gets a card that will be the joker for the game. If at any time the group thinks they cannot guess the idiomatic expression, they can use this card and change it. The opposite group is the one who is going to determine how to represent the expression. (Verbal, mimic, drawing).
• If the group cannot guess the idiomatic expression during the time that is given, they lose their turn and it will be the other group’s turn.

As it was mentioned before, this game gives the students the opportunity to vary the form of the activities and apply some strategies for learning a second language.

Additionally, it is relevant to mention that the games were developed so that students not only have fun and find novelty in the game, but also that they have a space to practice those expressions in a different way than they are commonly worked.

4.6 STUDENT USE OF MATERIAL

As it was mentioned in the methodological route, the material was applied in two different groups of low advanced English classes, taking around half an hour per session. At this point, it is important to clarify that the time was what the teachers of each group allowed me to do it.

There were a total of four applications: one application of each game in each group. In order to observe the use of the material and the students’ verbal and non-verbal behavior they
were recorded. During the use of the material, the English class was divided into two groups of 5 to 7 students due to the requirements of the games being played at the moment and also because of the number of students in those English levels.

During the use of the material, students appeared motivated and interested in playing. This was observed before and after each application, since they made comments related to their acceptance and the novelty of the material, the variety, the presentation of the games and its appealing content. Also, one could perceive the enthusiasm at the moment of playing and the concentration and seriousness that they had in relation to each game. A detailed description of this stage will be included in the next one, since it is about the evaluation of the material in use.

4.7 EVALUATION

In order to analyze the impact of the material, a checklist was applied that was divided into six topics that were subdivided into 16 characteristics of the principles for material development. To evaluate the material in use students were also recorded at different moments of the application, which facilitated seeing the students’ reactions in depth.

Along these lines, a checklist was applied for the two games. It was evaluated for 23 students to find out if the material had achieved the desired impact, helped students to feel at ease, developed confidence, and achieved communicative purposes, maximizing the learning potential and effectiveness of the game.

The first game applied was **hangman**. In the following chart, the students’ answers to the checklist can be seen.
As it was mentioned in the theoretical framework, some of the characteristics for knowing the impact of material are the interest, the ability to catch students’ attention, the appeal of the content and the usefulness that students find in using it.

The first question shows the characteristic for knowing if the material had an impact. As we can see all the characteristics were answered in a positive way. The number A, in the first principle aimed at knowing if students found the game interesting. It can be shown through the answer of the checklist that they all of them did. Also, in the video this feature can be perceived through students’ identification with the game and the curiosity that they have for knowing the expressions that they are trying to guess. In the same manner, when the class was coming to an end, students said that they did not want to finish, that they wanted to continue with the game and that I should come more often to allow them to play, among others.

Likewise, the first principle asked if they thought that the material was attractive and caught their attention (what is part B in the chart). To this question all students answered positively and it can be noticed through the video since they looked participative and dynamic.
All of them were concentrated on the game; there were few distractors that caused them not to pay attention to what they were doing. In this case, the only distractor was the use of the mobile phone, but it was just for a short time.

The third part of the first principle aimed at knowing if students felt that the material had an appealing content. To this question all students agreed that the game had it and in the video it was observed because some of those expressions were unknown to them and they enjoyed every time that they could guess the meaning; thus, it could be said that the material offered the possibility of learning something new.

Part D of the first question is about if students considered the material useful for learning idiomatic expressions. As it is seen in the chart all of them answered in a positive way. Some of the comments in the checklist show that students consider the game useful since they said that it was a good way to learn and practice idioms; besides enjoying the game they were learning idiomatic expressions; and that this method can also be used with other topics. This feature of the first principle can be detected through the video since they did not know some of the expressions and it became a challenge for them.

Furthermore, the second principle to evaluate the material was “material should help learners to feel at ease”. For this principle, students were asked if they found that the text and illustrations could be related to their own culture. According to the results that are shown in the chart related to the second question part A, 83% of the students that agreed with this. Although it was difficult to relate images and text with culture, the material achieved this purpose since students could perceive the features that the hangman game had related to our own culture. Part B of this question intended to know if the game had proper examples for the use of idioms. What all of them answered was that it has appropriate examples that allow them to understand the idiomatic expressions in a better and clearer way.

The third principle is related to the material that helps learners to develop confidence. In order to know if this principle was successful, question A was about if they think that the material will help them to develop confidence in their communicative competence. 74% of the
students replied that the material helped them to develop their communicative competence. In the video it is observed due to students spending time in order that they can express what the expression means, and they are trying to use examples so that others can understand what the expression refers to.

Question B of this principle focuses on knowing if the game has encouraging activities. All of the students responded affirmatively. Through the video it is perceived because the game starts with an activity about guessing the idiomatic expression, and as most of them are strange for the students, that makes the game become more interesting and that their motivation is to know the different clues in order to complete the idiom.

In part C of this question, the idea is to know if the material helps them to be imaginative, creative and analytic. 83% of the students answered that the game helps them to develop those traits. Through the video it is perceived since students were analyzing the clues, they said possible letters that could be part of the expressions, and the whole time were involved in the game with an imaginative and creative mind in order to explain it and to guess it.

The fourth principle was associated with identifying if the material helps students to achieve communicate purposes. In order to know if this principle was developed by the game, question A was aimed at knowing if the material provided opportunities to use the target language to improve their communicative competence, which 96% of the students said it did. And part B was if the material gave them an idea of how to use those expressions in context. 96% of the students agreed that did. In the video it is reflected in the techniques and procedures that students have to follow in order to guess the expressions. The whole time they are interacting in English, asking about the expressions, trying to relate the expressions to the clues that are given and explaining them in different ways. Also at the end they read the context in which the expressions can be used.

The fifth principle is about maximizing the learning potential. Question “A” had as an objective to realize if the material encourages learners to practice idioms. 91% of the students answered that the games animate them to practice idiomatic expressions. The other question was
if the material proposes challenging activities for practicing idiomatic expressions. For this, 83% agreed that the material has challenges activities. This can be observed in the video because of the time that it required for them to guess the expression and more mental ability is needed, since sometimes idioms do not have an equivalent in English and Spanish.

The last principle focuses on the idea of knowing the effectiveness of the material. What was asked is if the material is easy to manage. In this question (A), 100% of the students replied that the material achieved that objective. In some of the comments it was mentioned that the material is easy to handle and that the physical production makes the game clearer. In the video it is perceived at the moment that students are being fluent and do not find a lot of things that stop them from playing.

Question B was if the instructions and the entire material were clear to use. Here, 83% of the students agreed. The other 17% disagreed since in the comments they mentioned that the instructions are too long and they do not like to read that much. However, those comments were taken into account in order to analyze if they can be explained easily without needing to use all of the instructions.

The last question was “C” that was about students’ interaction through the game. 100% of the students feel that the game allows them to interact with each other throughout the game. The video shows all of them were working as a team, and there are competitive people that want to win the point for guessing the idiomatic expression.

All in all, it was observed that this game was well acceptance by the students, that they enjoyed learning idioms and that this contributed to improving the acquisition of a second language. Along these lines, the following game to be analyzed is the vermicdraw game.

As it was previously mentioned this game was based on visual and verbal strategies. It was applied to both groups and the same checklist from hangman was used for this one. The following chart shows us the answers that were collected from students related to the game.
Figure 12. Students’ checklist for evaluating the vermicdraw game.

The first principle was related to the impact of the material. For this, in question “A” it was asked if the game was interesting, to which the whole population agreed. Throughout the video we can observe that this game was more active for students since the whole time they were enjoying the game, they were very enthusiastic playing it, and they were displaying a lot fun and laughter. Also, some comments mentioned that this game was more fun than the hangman game; it has many comments like great game, the game looks amazing, it is pretty good, excellent material and brilliant idea, etc.

Question B of principle one was about knowing if the game caught the students’ attention, which 96% said it did. The video shows how the learners were concentrated and dedicated just to the game. They were enthusiastically playing. I observed through their expressions to see if they would forget all of the others things that sometimes become a distraction for students; they focused on the game the entire time.

Question C asked if the game’s content was appealing, which all of them had a positive answer to. Then, it was really interesting to see in the video that they had remembered some expressions from the hangman game. That made this game more interesting for them.
because they already had a notion about the idioms that were trying to guess. So the content became an appealing factor at the moment that they were trying to guess the expressions already practiced. Also, students expressed comments like this game has been really nice, you get familiarized with the expressions, or the idea that they said that they really liked to have this material in their English class.

Question D was if they thought the material useful, which received a score of 100%. The video showed that the students mastered and became adapted to the dynamic of the games easily. Also, it allowed them to remember some of the idiomatic expressions already used and involved different strategies to transmit the message that they wanted their classmate to get. In the comments, students mentioned that the game was useful and allowed them to practice and learn expressions; they liked the idea of having material like this for practicing those idioms.

The second principle was that the materials should help learners to feel at ease. In order to know if the game had achieved this purpose, it was asking if the material has illustrations and texts that can relate to their own culture. For this question 83% of the population answered that it has. Question B was about the proper examples the game has, which 100% said that the examples were proper for studying idioms. These two questions allowed us to formulate that the idea that through examples students could notice the use of the idioms in context and in this way they can use them in the proper way.

The third principle was about if the material helped learners to develop confidence. For this purpose, the survey asked whether the material helped them to improve confidence in their communicative competence. 83% answered the game help them to do it, which can be confirmed through the video since they were perceiving, transmitting and understanding the idea, trying to explain the idiom and then trying to use them. It was perceived, also, that students were more relaxed this time because they had already studied the idioms that this game has.

After that, the next question “B” was about if students thought that the games had encouraging activities. 100% responded affirmatively; it was observed that students liked each of the different ways that they had to explain the expressions. Also, students used most of the game
clues in order that their group could guess the idioms, which showed that each time they were making a major effort to express themselves.

Question C asked if the game helped students to be imaginative, creative and analytical. 100% of the students agreed, and this can be observed in the video when they were trying to imitate the expressions, to explain or draw them. Sometimes, their classmate cannot understand them, and students have to be more creative in order that their group can obtain a point. Also, it is perceived since sometimes the expression and the required method in which they had to explain the idioms were hard to do.

The next principle was achieving communication purposes. Question A was aimed at knowing if the material provided opportunities to use the target language to improve their communicative competence. 96% of the students said that it did. Question B was about if the game gave them an idea of how to use idiomatic expressions in context. For this 96% agreed with the question. Along these lines, it was seen that students had to communicate with each other, taking into account the intention of explaining the idea about the expression and giving information about it. These cards as well as the others had the meaning, the origin, some situations and sentences related to the idioms. In this manner, this allows them to interpret those characteristics and in that way internalize, in a certain way, the idiomatic expression keeping in mind the context.

The fifth principle was related to maximizing learning potential. To evaluate the material in order to know if the material achieved this principle, it was decided to ask if the material encourages learners to practice. All the students surveyed answered that it does. As it was mentioned before, the video demonstrated that they really enjoyed playing this game. Also, it shows that the game changes the monotony of learning idioms just by memorization. Moreover, it can be supported by their comments like I liked and enjoyed the activities, or they just said you should come more often so we can learn these expressions.

Question B was if the material proposes challenging activities for practicing idiomatic expressions. This question had 100% positive results. It was noticed that when they are playing
each activity is a challenge since they just have a minute and a half to do everything they can to represent or explain the expression. At the same time, they have to try and guess the idea that the other person is trying to say.

Finally the last principle was effectiveness. For this, question A asked if if the material is easy to manage, which 100% of the students answered that it is easy to manage. Indeed, it is deduced that the elements of the game are specific and they are familiar to students. They do not involve any difficulty when used as a guide or depend on some other factor for students to practice.

Question B is related to identifying if the instructions and the whole game were clear in order to be used. 91% answered that they were clear, and the other 9% made comments about some mistakes that appeared in the instructions. Here it is important to clarify that the mistakes were already corrected and some of them were not considered mistakes.

Question “C” was if the game allowed students’ interaction, and the results showed that all the students agreed. This answer is also proven in the video because as the students have to express themselves in order to transmit an idea, it makes everybody try to say something to know the message.

Up to this point, the results of data were analyzed and it was concluded that the games achieved the principal goal that was to allow low-advanced level English students to practice idiomatic expressions. Moreover, the games contributed to the process of learning a second language. The games had the acceptance and the impact that was planned for the practice of idiomatic expressions.
5 CONCLUSIONS

Based on the entire process carried out in this investigation and the principal objective of this study, which intended to develop material for practicing idiomatic expressions in English, the following conclusions can be drawn.

First of all, taking into account the interest and initiative of creating material that gives students the opportunity to internalize instead of memorize idiomatic expressions, it could be said that the games developed in this research achieved a didactic and practical goal that allowed the practice of those idioms while students enjoyed their time.

Moreover, the conclusion can be reached that the research achieved each of the specific objectives formulated in the initial stages. In fact, the first step was to investigate the need for materials related to idiomatic expression. To accomplish this objective, a teachers and students’ survey was applied in order to confirm that necessity and to set the characteristics for the material to be developed. As such, games were identified as the type of material that students and teachers would most like to employ. More specifically, games that involve proper content on the use of those expressions and that contribute to the improvement of the second language acquisition.

Additionally, this survey showed an agreement between teachers and students about the importance of knowing idioms and how useful they are for improving students’ communication, and consequently for improving learners’ communicative competence.

After that, in order to create material with some expressions that are useful for students today, it was necessary to identify a corpus. This corpus was created by surveying several teachers and English speakers about the expressions that they considered to be appropriate to practice at a low or advanced level of English. Then, this corpus gave us a
compilation of 60 expressions that probably would help students to maintain an informal conversation.

Keeping in mind that not all topics can be taught in the same way, through the present research we identified the strategies for learning and practicing idiomatic expressions. The strategies were well accepted by students since they considered the material useful and comfortable in helping them to practice idiomatic expressions. In this way, it was also proven that visual and verbal strategies are one of the most liked by students in the learning process.

Along these lines, the next objective achieved was to identify the physical and pedagogical development of material that accomplishes all the characteristics named above. To add, it was important to develop material that catches students’ interest, and motivates them to practice idioms, which make up a part of daily conversations and that can cause communication problems. Also, material was developed with a pedagogical objective that helps students to be involved in their own learning process. From this stage, it can be said that the two games developed in this study achieved the principles proposed by Tomlinson. As the data analysis shows, students thought that through the games their communicative competence could be enriched, since those games provided opportunities to use the target language with proper examples of their uses in context. Additionally, the results showed that the material achieved its desired impact and that students would like to have similar materials to practice other English language topics.

Moreover, the effectiveness of the material was evaluated with the games in use. This stage allowed for understanding the success of the material in contributing to the learning process of a second language. This was proven since students identified with the game and they felt that these games have challenging activities, a good physical appearance, contribute to interaction, are easy to manage and they do not require supervision from teachers or anyone to manage the language.

In this way, the research achieved the principal objective and all the specific ones that were established at the beginning of the process. Likewise, the methods, principles, strategies
and content were followed-up satisfactorily, and were planned in order to contribute material that helps to cover the necessities that students require in the sometimes tough learning process required by second language acquisition.

Finally, this study facilitated the discovery that although in many instances games are considered to be material for children or young people, it is important to know that they can create a noticeable change in the student learning process. Whenever games have a pedagogical aim, they are a good tool for reinforcing different aspects like grammar, vocabulary, pragmatic, sociolinguistic or cultural factors that are immersed in the language and that sometimes are not given enough attention.
6 BIBLIOGRAPHY


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Hussein, R., Khanji, R., & Makhzoomy, K. (2000). The acquisition of idioms: transfer or what?

http://www2.ju.edu.jo/sites/Academic/rrkhankji/Lists/Published%20Research/Attachments/12/Abstract.pdf


7 APPENDIX
APPENDIX #1
MATERIALS DEVELOPMENT FOR PRACTICING IDIOMATIC
EXPRESSIONS IN ENGLISH AS A SECOND LANGUAGE.

MATRIX OBSERVATION

Date: _______________ observation number: ___ Kind of game to observe: ___

- General Objective: To allow students from low advanced level of English to practice idiomatic expressions.
- Objective: The following matrix has as an objective to identify the strengths and weaknesses of the material developed.

<table>
<thead>
<tr>
<th>ISSUES TO CONSIDER</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key-principles</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Achieving impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you find the game interesting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the material look attractive to catch students’ attention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you consider it has an appealing content?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the game is useful for practicing idiomatic expressions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Feeling at ease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you find texts and illustrations in the material that could be related to your own culture?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the game include examples for using idioms properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Developing confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the material will help learners to develop confidence in their communicative competence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you consider the material has encouraging activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the material help you to be imaginative, creative and analytic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Achieving communicative purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the material provide opportunities to use the target language to improve your communicative competence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the material give you an idea of how to use idiomatic expressions in context?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Maximizing learning potential:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the material will encourage learners to practice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the material propose challenging activities for practicing idiomatic expressions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the material easy to manage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the instructions and the whole material clear in order to be used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it allow student’s interaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX #2
TEACHERS’ SURVEY

PONTIFICIA UNIVERSIDAD JAVIERANA

Teacher Survey.

Title: Material’s Development for Learning Idiomatic Expression in English as a Foreign Language.

Objective: To develop a set of didactic materials that will allow students to learn idiomatic expressions in English.

Level: ______________ date: ______________________

Answer the following questions according to your experience as an English teacher. There are two groups of questions, some have only one answer and others may have more than one.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think teaching idiomatic expressions is important for improving student’s communication?</td>
<td>a. yes</td>
</tr>
<tr>
<td></td>
<td>b. no</td>
</tr>
<tr>
<td>2. What do you do in order to teach idiomatic expressions?</td>
<td>a. To work on websites exercises.</td>
</tr>
<tr>
<td></td>
<td>b. To encourage students to interact with native speakers</td>
</tr>
<tr>
<td></td>
<td>c. To work on books</td>
</tr>
<tr>
<td></td>
<td>d. Nothing.</td>
</tr>
<tr>
<td>3. Do you think that teaching idiomatic expressions would help students to improve their communicative competence?</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>4. Do you think teaching idiomatic expressions would help students to speak in a more natural and fluent way?</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>5. In your opinion, what are the reasons that can affect students’ communication with a native speaker?</td>
<td>a. Lack of vocabulary</td>
</tr>
<tr>
<td></td>
<td>b. Lack of grammar</td>
</tr>
<tr>
<td></td>
<td>c. Lack of pronunciation</td>
</tr>
<tr>
<td></td>
<td>d. Lack of oral competence</td>
</tr>
<tr>
<td>6. Do you consider it is useful to teach idiomatic expressions in English?</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>7. Would you like to have didactic materials to</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
</tbody>
</table>
### What kind of materials can be interesting for teaching idiomatic expressions?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Games material</td>
</tr>
<tr>
<td>b.</td>
<td>Technological material</td>
</tr>
<tr>
<td>c.</td>
<td>Reading material</td>
</tr>
<tr>
<td>d.</td>
<td>Video material</td>
</tr>
<tr>
<td>e.</td>
<td>Other:</td>
</tr>
</tbody>
</table>
PONTIFICIA UNIVERSIDAD JAVERIANA

Student Survey

**Title:** Material’s Development for Learning Idiomatic Expression in English as a Foreign Language.

**Objective:** To develop a set of didactic materials that will allow students to learn idiomatic expressions in English.

Level: ____________________ date: ______________________

Answer the following questions according to your experience as English learner. There are two groups of questions, some have only one answer and others may have more than one.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think it is useful to learn idiomatic expressions in English?</td>
<td>a. yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>2. Have you ever studied idiomatic expressions?</td>
<td>a. yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>3. Have you ever had communication problems because of the use of idiomatic expressions?</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>4. Do you consider it is important to know and learn idiomatic expressions to improve your communication?</td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>5. What do you do in order to learn idiomatic expressions?</td>
<td>a. Visiting websites</td>
</tr>
<tr>
<td></td>
<td>b. Reading books</td>
</tr>
<tr>
<td></td>
<td>c. Speaking with native speakers</td>
</tr>
<tr>
<td></td>
<td>d. Nothing.</td>
</tr>
<tr>
<td>6. Do you think learning idiomatic expression would help you to improve your English?</td>
<td>a. yes</td>
</tr>
<tr>
<td></td>
<td>b. no</td>
</tr>
<tr>
<td>7. Do you plan to go for a long period to an English speaking country?</td>
<td>a. yes</td>
</tr>
<tr>
<td></td>
<td>b. no</td>
</tr>
<tr>
<td>8. In your opinion, what are the reasons that can affect your communication</td>
<td>a. Lack of vocabulary</td>
</tr>
<tr>
<td></td>
<td>b. Lack of grammar</td>
</tr>
</tbody>
</table>
9. What would you like to improve in order to feel better when talking to native speakers?

|---|-------------|---------------|--------------------------|---------------------------|

10. Which skill(s) do you need to improve?

<table>
<thead>
<tr>
<th></th>
<th>a. Listening</th>
<th>b. Speaking</th>
<th>c. Writing</th>
<th>d. Reading</th>
</tr>
</thead>
</table>

11. Would you like to have didactic materials to practice idiomatic expressions?

<table>
<thead>
<tr>
<th></th>
<th>a. Yes</th>
<th>b. No</th>
</tr>
</thead>
</table>

12. What kind of materials can be interesting to learn idiomatic expressions?

<table>
<thead>
<tr>
<th></th>
<th>a. Games material</th>
<th>b. Reading material</th>
<th>c. Technological material (web quest, software, web site, etc.)</th>
<th>d. Video material</th>
</tr>
</thead>
</table>

Thank you!!!
APPENDIX #4
CHECKLIST OF IDIOMATIC EXPRESSIONS

PONTIFICIA UNIVERSIDAD JAVERIANA

Idiomatic expressions check list

Title: Material’s Development for Learning Idiomatic Expressions in English as a Foreign Language.

Objective: To develop a set of didactic materials that will allow students to learn idiomatic expressions in English.

✓ Tick the idiomatic expressions that are common to you and that you consider useful for your Students to learn.

<table>
<thead>
<tr>
<th>Idiomatic expressions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kick the bucket</td>
<td>29. Put a lid on it!</td>
</tr>
<tr>
<td>2. Raining cats and dogs</td>
<td>30. Make headway</td>
</tr>
<tr>
<td>3. Under the weather</td>
<td>31. to lose touch</td>
</tr>
<tr>
<td>4. Keep your chin up</td>
<td>32. paint the town (red)</td>
</tr>
<tr>
<td>5. Rise and shine</td>
<td>33. Spill the beans</td>
</tr>
<tr>
<td>6. Bend over backwards</td>
<td>34. the cat's out of the bag</td>
</tr>
<tr>
<td>7. Break a leg</td>
<td>35. don't be a chicken</td>
</tr>
<tr>
<td>8. To be screwed</td>
<td>36. Speak of the devil</td>
</tr>
<tr>
<td>9. For good</td>
<td>37. work one's fingers to the bone</td>
</tr>
<tr>
<td>10. face like thunder</td>
<td>38. you bet</td>
</tr>
<tr>
<td>11. put a plan or an idea on ice</td>
<td>39. once in a blue moon</td>
</tr>
<tr>
<td>12. a plum job</td>
<td>40. it's a deal</td>
</tr>
<tr>
<td>13. bring home the bacon</td>
<td>41. Shitting your pants</td>
</tr>
<tr>
<td>14. rub salt into the wound</td>
<td>42. hit the books</td>
</tr>
<tr>
<td>15. let's get the ball rolling</td>
<td>43. I can have my cake and eat it too</td>
</tr>
<tr>
<td>16. put the cart before the horse</td>
<td>44. a poker face</td>
</tr>
<tr>
<td>17. Breathe down someone's neck</td>
<td>45. a dime a dozen</td>
</tr>
<tr>
<td>18. Burn the candle at both ends</td>
<td>46. a penny for your thoughts</td>
</tr>
<tr>
<td>19. Disappear into thin air</td>
<td>47. Rome wasn't built in a day</td>
</tr>
<tr>
<td>20. Eat dirt</td>
<td>48. money talks</td>
</tr>
<tr>
<td>21. all part of the game</td>
<td>49. Milky the cow dry</td>
</tr>
<tr>
<td>22. Fishing for compliments</td>
<td>50. Think outside of the box</td>
</tr>
<tr>
<td>23. Snuff out inspiration</td>
<td>51. a picture is worth a thousand words</td>
</tr>
<tr>
<td>24. Run your eyes over something</td>
<td>52. What’s popping?</td>
</tr>
<tr>
<td>25. Go too far</td>
<td>53. Jump in (or be thrown in) off the deep end</td>
</tr>
<tr>
<td>26. Have the nerve (to do something)</td>
<td>54. Backseat driver</td>
</tr>
<tr>
<td>27. in hot water</td>
<td>55. What goes around comes around</td>
</tr>
<tr>
<td>28. put your money where your mouth is</td>
<td>56. Tongue tied</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>57.</td>
<td>Asking for it</td>
</tr>
<tr>
<td>58.</td>
<td>make up your mind</td>
</tr>
<tr>
<td>59.</td>
<td>Back to the wall</td>
</tr>
<tr>
<td>60.</td>
<td>To be blue</td>
</tr>
<tr>
<td>61.</td>
<td>Hit the wall</td>
</tr>
<tr>
<td>62.</td>
<td>Fight fire with fire</td>
</tr>
<tr>
<td>63.</td>
<td>Make an ass of yourself</td>
</tr>
<tr>
<td>64.</td>
<td>Keep your fingers crossed</td>
</tr>
<tr>
<td>65.</td>
<td>Kill two birds with one stone</td>
</tr>
<tr>
<td>66.</td>
<td>Laugh something off</td>
</tr>
<tr>
<td>67.</td>
<td>Eyes like a hawk</td>
</tr>
<tr>
<td>68.</td>
<td>In a class of one’s own</td>
</tr>
<tr>
<td>69.</td>
<td>Plum in your mouth</td>
</tr>
<tr>
<td>70.</td>
<td>Kill time</td>
</tr>
<tr>
<td>71.</td>
<td>Butterflies in one’s stomach</td>
</tr>
<tr>
<td>72.</td>
<td>In the same boat</td>
</tr>
<tr>
<td>73.</td>
<td>Waking up on the wrong side of the bed</td>
</tr>
<tr>
<td>74.</td>
<td>Accidentally on purpose</td>
</tr>
<tr>
<td>75.</td>
<td>Add fuel to the flames</td>
</tr>
<tr>
<td>76.</td>
<td>Do something with your eyes closed</td>
</tr>
<tr>
<td>77.</td>
<td>A social butterfly</td>
</tr>
<tr>
<td>78.</td>
<td>Racing against the clock</td>
</tr>
<tr>
<td>79.</td>
<td>In a pickle</td>
</tr>
<tr>
<td>80.</td>
<td>Use your loaf</td>
</tr>
<tr>
<td>81.</td>
<td>Lend a hand</td>
</tr>
<tr>
<td>82.</td>
<td>Saved by the bell</td>
</tr>
<tr>
<td>83.</td>
<td>Only have eyes for someone</td>
</tr>
<tr>
<td>84.</td>
<td>Do dirty work</td>
</tr>
<tr>
<td>85.</td>
<td>Eager beaver</td>
</tr>
<tr>
<td>86.</td>
<td>The bee's knees</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>87.</td>
<td>Curiosity killed the cat</td>
</tr>
<tr>
<td>88.</td>
<td>To eat a horse</td>
</tr>
<tr>
<td>89.</td>
<td>Be all ears</td>
</tr>
<tr>
<td>90.</td>
<td>Have an eye for something</td>
</tr>
<tr>
<td>91.</td>
<td>Stand in someone shoes</td>
</tr>
<tr>
<td>92.</td>
<td>tide someone over</td>
</tr>
<tr>
<td>93.</td>
<td>Vicious circle</td>
</tr>
<tr>
<td>94.</td>
<td>nowhere to be found</td>
</tr>
<tr>
<td>95.</td>
<td>Clear the air</td>
</tr>
<tr>
<td>96.</td>
<td>Donkey work</td>
</tr>
<tr>
<td>97.</td>
<td>Devil’s advocate</td>
</tr>
<tr>
<td>98.</td>
<td>No love lost</td>
</tr>
<tr>
<td>99.</td>
<td>Nothing doing</td>
</tr>
<tr>
<td>100.</td>
<td>At odds</td>
</tr>
<tr>
<td>101.</td>
<td>Ants in one’s pants</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>
Students get the set of the Hangman game and they start reading the instructions.

Once they start to play the game they laugh and show having fun.

They asked me about the instructions and I explained something about them to them:

S: You are going to be the moderator.
Moderator G1: You will give a joker to each of them in order that they can use it. Use what? Ahh ok the joker.

MG1: Which clues? These are the clues right?
A: Yes, This one id the first one, then number two and the last one is the image that you show it to them in order that they can get a better idea bout the expression.
MG1: and what is this one?
A: The spaces for writing the letters, and here (pointing the abc board) if for example she says you move it here.

S: Ummm cool. (Good face).
S: How many expressions are there?
A. Here, there are 60 expressions
Students: How will be the order?
S: like this. (Showing the order in circle)
MG1: Ok so the first clue is: It is when you reveal a secret, often not intentionally.
S: I think it is from the United States.
MG1: yes.
S: Let the cat out of the bag.
MG1: yes.
S: really?
MG1: yeah, it is too easy.
Moderator asks me. Can he get points or something?
A: yeah, write the points.
MG1: where? can do it here?
A: yeah or in a piece of paper.
MG1: can anyone get a piece of paper?
S: write it here.
MG1: No, porque lo vamos a necesitar. Ok here, Camilo one point.
S: it doesn't matter.
MG1: I am the moderator ok.
S: What?
MG1: I'm the moderator.
Ss: (laugh)
S: no she is like a dictator.
Ss: (laugh).
MG1: ok the second one
-- They didn't change the moderator--
------
While the second group:

The moderator is laughing while she is moving one of the hangmag part, becase her groups had said a wrong letter.
They look more quiet and serious.
------
Group 1:

MG1: and the clue is. It makes reference to keep close watching on someone’s activities intentionally. In Spanish it would be as Se la pasa todo el tiempo encima de uno.
MG1: do you want to start?
S: A.
Ss: (laugh)
MG1: let me see. Yeas there are some.
S: Come on moderator. (Laughing). Does it, no more?
MG1: no. (laughing because it had just one -a)
---
Group 2:

Laughing because they cannot guess the last word they need to complete the expression and they can be hanged.

A. Ay no F.
   MG2: no.
   MG2: hahaha.
   Ss: no wait it is my turn.
   S: no (worried because the letters she has said were not right)
   MG2: hahahaha don’t worry like (trying to say like it is a game)
   S: C.
   MG2: hahahaha no.

They get hangman.
-----
Group 1:

They had already guessed some letters, so the are trying to guess the first word.

Ss: break... break.
MG1: no.
Ss: ay nooooooo.
Ss: breath, hahaha, breath!
MG1: yeah.
Ss: Good (face of great)
Ss: neck look acá es neck.
MG1: hahahah yes.
Ss: breath..... (trying to guess the sentence)
S: O.
MG1: yes.
S: I.
MG1: No.
Students try to guess the expression.
S: are you sure there are not more letters here?
MG1: Ohhh my God!!!. (There was missing something)
S: T
MG1: move one part of the hangman.
S: No, she said it.
-- They guessed the expression--
----

Group 2:
Begin with the second expression.
MG2: This expression is in Spanish like él es el que trae el pan a la casa.
S: Bring the bread at home.
Ss: hahahaha
Ss: start saying letters for guessing the expression.
S: B
Ss: umm no cabe bocachico.
Ss: hahahaha.
S: Umm no wait wait.... ayyy Bring home the bacon.
MG2: yes.

-- They laugh and clap--
S: Ok so now is my turn.

Group 1.

Start guessing the 3rd expression. - Continue with the same moderator.

MG1: You can use this idiom to encourage someone during a dangerous situation. In Spanish. Tener la valentía para hacer algo.
Ss: quiet.
MG1: do you want me to read it again?
Ss: yes.
MG1: read it again.
Ss: Start guessing letters.
They guessed the expression.

Group 2:

MG2: I will give you the clue.
Ss: They look quiet and tentative.
Ss: almost get it.
Ss: Ok i got it. Devil.
SS: I almost do it...
Ss: almost almost...
Ss: Erasing the board... Ay yo quiero!

Group 1 is laughing while they are playing.
MG1: Read the new expression.
MG1: it is really easy.
Ss: try to guess the expression. They star saying letters.
SS: they are concentrated playing.
Ss: disappear.
--Another student get to the class--
Ss: we are playing hangman with idioms.
Ns: what?
Ss: idioms. American idioms.
Me: You can find idioms from England and from the Unite States.
Ss: Ummm.. both!!

Group 1. New idiom.
MG1: So guys... Go with this one.
MG1: read the first clue.
Ss: hahaha is it talking about the king of Roma? hahahaha. Everybody laugh.
Ss: they start saying letters.
Mg1: (they hang man is almost ready completed). I recommend u to think the two letters that are missing very well... they look like enjoying the game.
Ss: But there is not more letters like l or m.
MG1: that is cheating. You know.
Ss: no why?. Those are the rules of the game. You cannot change the rules of the game.
MG1: Of course I can. I am the moderator.
Ss: she is a dictator. hahahaha.
SS: say letters.
MG1: Oh My God! it is easy.
MG1: do you want to use your jokers?
Ss: I wanna use it.
MG1: ok good job. They are done. They guessed the expression.

Group 2. Start to play with new idiom.
MG2: Read the first clue.
Ss: They are saying letters. They look a little bit concentrated in the game.
--They look at the camera and they try to be serious--
Ss: ah ok it is an s. uishhhh...
Ss: is it my turn.
Ss: no my turn.
Ss: make sad face.
Ss: Money... hahahanopp
Mg2: nooo...
Ss: banks.
Ss: b-b-b-b.
Mg2: no no no...
Ss: aishhh.
Ss: ok I use a joker.
Mg2: read the new clue.
The camera is not focusing them but they are laughing and saying letters. They say yesss!!! uhhhh!!! I just got it!!!
Group 1. Star with anew expression.
Ss: Try to guess letters.
Ss: nothing.
Mg1: no.
Ss: I know that one.
Ss: shit in your pants.
Mg1: yes. Shitting your pants.
Ss: yesssss... they celebrate.

Group 1:
Mg1: ok so the expression is in Spanish el que trae el pan a la casa.
Ss: saying letters.
Ss: get a wrong letter. So they stay quiet and looking the spaces analyzing what could be the expression.

Group 2:

Mg2: read the first clue.
Ss: start saying letters and laughing saying Bocachico.
Ss: continue saying letter. One really excited says I know I know “u”
Mg2: yeah.
Ss: she guessed the expression.
Ss: biennnnn!!
Ss: ahh no jokers... (asking for them).

Groups 2: New expression.
Mg2: ok go go!!
Ss: say letters faster.

Second English Group.
Application of hangman game.

(The teacher is around looking at them)

I gave them the boxes and they start reading the instructions.

-- They are quiet and well organize--

They start playing but the seems serious and quiet.

Group 1:

MG1: read the first expression.
Ss: start saying letters.
Ss: guess the expression. To be a pain in the neck.

Group 2:

They have turns.
Mg2: read the expression.
Ss: Start saying letters.
Ss: they respect the turns and they are still serious. They are just like following the steps of the game and that’s it.
Ss: Guess the expression.

Group 1. New expression.
Mg1: Read the expression.
Ss: they star saying letters and start laughing and are more confident with the game.
Ss: look the spaces and say no I don’t know.
Ss: they guess the expression. They clap and say biennnnn!! Laugh just a little bit.
Group 2:

Trying to guess the expression.
They look pensive.
They are very calm.
Ss: say letter and laugh. Say e.
Mg1: yes
Ss: Just those!!! nooo.. pero que!
Ss: To do something in the hat. hahahaha.

Group1. New expression.
No yo no quiero perder. jajajaja.
Mg1: read the clue.
Ss: start saying the letters.
Ss: s.
Mg1: no.
Ss: ay noo.. no... no
Ss: they laugh and they look more engage with the dynamic of the game.
-- They guess the expression--

Group 2. New expression.
Mg2: read the clue.
Ss: start saying letters.
Ss: Someone says “once in a blue moon”
Ss: yes, once in a blue moon?.
Mg2: yes...
Ss: uyyyyy! biennn!

VERMICDRAW APPLICATION.
The course is divided into two groups.

Students read the instructions and they begin to play.

Group 1:

Ss: One, two, three.
They start guessing the expression that their classmate is doing by drawing.

Ss: ummmm I don’t know.
Ss: Square thinking.
Ss: hahahaha square thinking.
Ss: A corner.
Ss: Out of the box?
Ss: To think out of the box.
-- they look concentrate and smile playing--
Ss: The box thinks.
Ss: hahahaha.
Ss: Outside.
Ss: Ok so Thinking outside of the box.
Ss: biennnnnnn.

Group 2:

They are laughing but at the moment of seeing the camera they just begin to be serious.

Ss: The group is trying to guess the expression that their classmate is drawing.

Sd: ummm this is the verb.
Ss: Think.
Ss: remember... ask... question.
sd: no.
B. ummm wonder... doubt.
Ss: Imagine?
Ss: No forget it. Ya se acabó!
Ss: algo en la cabeza.
Ss: people whose mind...
Ss: I am sorry the time is done.
Ss: ups ya se acabó.
Ss: Cancer?
Ss: qué era?
Sd: A penny for your thoughts.

Group 1:

The group is trying to guess the expression that the student is trying to explain (oral)

Sv: The first word goes in infinitive.
Ss: Una embolia?
Ss: hahaha
-- They are laughing and they look like they are having fun and that they like the game--
Ss: To be screwed.
Ss: ahhh ya adivinó.
Ss: ok it is your turn.
Ss: hahaha smells weird.
Ss: yeah
-- They start smelling the games--
Ss: what are you doing?
Ss: hahahah smelling the game?
Ss: hahahah yes. But it is.
Ss: hahaha
-- One student spins the arrow and she got oral ability--

Sv: Ok it is when your boss is always...
Ss: nasty?
Sv: yes and bother your work and always checking what you are doing.
Sv: so it is related with a part of the body.
Ss: umm to bother some one.
Ss: no no no, that is part of the word.
Ss: neck on someone...
Sv: the verb and the neck.
Ss: to be on someone neck
Sv: no.
Ss: Time.
Ss: what is the expression?
Ss: breath down someone’s neck.

Group 2:

-- The student got drawing ability--
Ss: up and dawn.
Sd: no and he points at an image on the board.
Ss: they continue guessing.
Ss: I don’t know.
Sd: dijiste todas las palabras. Falta una... falta una...
Sd: he continues making emphasis on one image on the board.
Ss: Continue trying guessing the word that is missing.
Ss: rice?
sd: ujum and try to say something with mimic but their classmates cannot guess so they start laughing.
Ss: More or less sunrise?
--- The time is done---
Sd: cuando se quema el arroz hahahah mentiras.
Sd: Rise and shine.
Ss: ahhh rise and shine.
Ss: rise... conjunction... ahjjjj
Ss: pero eso shine que?
Sd: hahahaha
Ss: hahahahahaha.
Ss: The meaning.
Ss: It is use to make some up and to make

**Transcription vermicdraw game (second group)**

The group starts reading the instructions. They are divided in two groups which they have to subdivide in two groups.

First group.

Ss: ok so you three and we two. Ok so who stars?
Ss: Ok so you start.
Ss: Verbal!
Ss: Cuanto dura esto?
Me: One minute and a half.
Ss: No no no. (The student was going to set the time before they start playing)
Ss: The meaning is to try to make someone praise.
Ss: What?
Ss: try to make someone praise....

Ss: --- ask to the teacher what is the meaning of praise someone--
Teacher Praise is to congratulate someone for something.---
Ss: Use the joker to change the action that they had.
Ss: They get drama.
Ss: -- Start acting the expression--
Ss: Fishing for compliments?
Ss: yes, it is.
Ss: ohh yeahhh!! It is.

Second group.
-- They start playing later because they read very well the instructions, before they start to play--

They are subdivided in two groups of two and three.

Ss: -- They get mimic--
Ss: Ok it is an expression.
Ss: ok.
Ss: jump?
SS: up?
Ss: Fall.
Ss: broke.
Sm: say yes.
Ss: Broke a leg?
Ss: Nopp and make a signal of changing the verb.
Ss: Break a leg.
Ss: yeahhh.... uhhhhh... hahahaha.

First group:
They are watching the expression.

Ss: No wait.
Ss: --they read part of the instructions again--
Ss: yeahh but where we have the points?
Ss: Meaning: To do more than is acceptable.
Ss: hahaha... what else?
Ss: umm slap someone for something.
Ss: Go too far?
Ss: yeeeesss
Ss: hahahahahahahaha
Second group:
Ss: ok so now you have to roll it.
Ss: roll it?
Ss: no spin.
Ss: hahaha yeas
Ss: Ok so blue is drawing.
Ss: I got a question. For example if you don’t guess the drawing.. what.
Ss: you miss the point.
Ss: umm yeahh you miss it.
Ss: umm ok.
-- They start guessing--
Ss: Something watching.
Ss: chicken mirando hahahaha
Ss: ok rise and shine.
Ss: yessss.
Ss: biennnnnnn

First group:

Ss: your turn.
Ss: greattt!! drawing.
Ss: Esto es como desafiente.
Ss: they are quiet just watching what the other person is drawing.
Ss: hahahaha neck?
Sd: yes
Ss: hahahaha what is that???? hahaha
Ss: how do you say that? ehh talk?
Sd: no
Ss: to something to someone... neck hahaha
Sd: yess good continue.
Ss: Breath?
Sd: yes.
Ss: Breath someone’s neck?
Ss: continue.
Ss: hahahah but what is that... hahahhaa a book? hahaha
Ss: Looking?
Ss: hahahah i don't know... writing.?
Ss: Time.
Ss: Ayy no!!
Ss: -- they continue trying guessing--
Ss: ok what is the expression?
Ss: hahaha we don't know.
Ss: Ok time is out!!!
Ss: aushhh... hahahah what is that?
Ss: down. hahahah
Ss: hahahahah that is not down. hahahahahahah
Expression: Breathe down someone's neck.
They are discussing because she didn't draw well the down part of the expression, and they laugh at the same time. They look like enjoying the game.

Second group:

-- They are dramatizing the expression--
Ss: hahahahahaha
Ss: nosy, words?
Ss: boys?
Ss: hahahahahaha
Ss: No you can't do that.
Ss: Hits?
Sv:yes
Ss: books?
Sv: yes!
Sv: --Make signal that is missing one word--
Ss: ok. Hits the books.
Ss: yes.. hahaha
First group:
Ss: green is verbal?
Ss: yes
Ss: ohh you got verbal and you are drawing... great!!
Ss: hahahaha
Ss: Ok look this is the expression. -- Showing it to the other group--
Ss: why did you look at it?
Ss: hahaha because i am the one who is gonna say it to them.
Ss: hahahahaha ok.
Ss: hahahah i think i need to know it.... hahahaha
Ss: --she starts to describing the verb--
Ss: Hahahaha
Ss: to screw something....?
SV: no the verb...
Ss: To get something screw?
Ss: no
Sv: hahahahaha a verb
Ss: Screwed?
Sv: nooo
C. To be screwed!
Sv: yes..
Ss: uhhhhhhpppp!!
Ss: Infinitive.
Ss: No that is not an infinitive.

Second group:
-- They are practicing the expression in a verbal way--
Ss: ok Go!
Sv: It is like a kind of situation where you are in troubles. It is like a bad situation. For example: You crash tou parent's car. Also, you use to use the expression dammit!...
Ss: You make it in a wrong way.
Sv: yes.
Ss: you have to think. hahahahaha
Ss: Is it in present?
SV: No.
Ss: Infinitive?
Sv: Yes.
Ss: to screw something?
SV: it is missing a verb.
Ss: To be???
Sv: yes!!!
Ss: biennn to be screwed. hahahaha

Second group:

--She tooks the expression and say no it is impossible to explain--
sS: But spin it, so you will know.
S: no it is impossible.
Ss: Look verbal.
Ss: No it is impossible to explain it or trying to do something.
Ss: Do you want to use a joker?
S: ok
Ss:is it hard?
S: no. There is a word that is kind of impossible to describe.
Ss: Which one?
S: Bend over backwards.
Ss: It is not impossible. It is like.... (mimic)
Ss: yeah but who is guessing that, like ok bend over back.... noooo!!!
S: hahah this one is horrible too.
Ss: Ayy no ya!!
S: hahaha mentira.
-- She got verbal--

B. Ok. So ehhh
S: When you have a thought or you want to do something but you wait for it. So you go
to a refrigerator and keep it.

Ss: Save.?
S: no. What is the product of a refrigerator?
Ss: Ice.
S: yeah.
Ss: Ice your thoughts?
S: ummm kind of.
S: No. When you keep something.
Ss: Ice set up?
S: hahahaha no.
S: for example I am gonna this over this...
Ss: Is it related with over?
S: No other word to say over, a shorter one.
Ss: on?
S: yes.
Ss: Ok Ice on...
Ss: ice on something?
S: No. Something...
Ss: Something ice on
Ss: Something on ice..
S: yes but when you have a thought or something you want to do. Yes it is when you have an...
Ss: Idea?
S: yes idea.
Ss: Put an idea on ice?
S: yes!!!

First group:

-- They are reading the expression and laughing--

Second group:

-- Guessing by verbal skill--
S: ok the meaning. The ability to control your fear and remain determined when you are doing something difficult or dangerous. That is the first that. I mean it is something that happens that gives you fair.
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FACULTAD: COMUNICACIÓN Y LENGUAJE
PROGRAMA ACADÉMICO: LICENCIATURA EN LENGUAS MODERNAS
TÍTULO COMPLETO DE LA TESIS DOCTORAL O TRABAJO DE GRADO
MATERIALS DEVELOPMENT FOR PRACTICING IDIOMATIC EXPRESSIONS IN ENGLISH AS A SECOND LANGUAGE

AUTOR O AUTORES
Apellidos Completos | Nombres Completos
---------------------|------------------
ESPEJO CAÑÓN        | ADRIANA

DIRECTOR (ES) TESIS DOCTORAL O DEL TRABAJO DE GRADO
Apellidos Completos | Nombres Completos
---------------------|------------------
TRONCOSO            | CARLOS RICO

FACULTAD
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PROGRAMA ACADÉMICO
Tipo de programa ( seleccione con “x” )
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Nombre del programa académico
LICENCIATURA EN LENGUAS MDERNAS
Nombres y apellidos del director del programa académico
JORGE ANDRÉS MEJÍA LAGUNA

TRABAJO PARA OPTAR AL TÍTULO DE:
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BOGOTÁ  | 2013                                                    | 127

TIPO DE ILUSTRACIONES ( seleccione con "x")
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### MATERIAL ACOMPAÑANTE

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#### DESCRIPTORES O PALABRAS CLAVE EN ESPAÑOL E INGLÉS

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#### RESUMEN DEL CONTENIDO EN ESPAÑOL E INGLÉS

(Máximo 250 palabras - 1530 caracteres)

**ABSTRACT**

Idiomatic expressions can cause many problems for students who are trying to learn a foreign language. For example, it is difficult to communicate with foreign language speakers if students do not have a sound understanding of contemporary idioms. In addition, there is a lack of materials and resources that allow students to practice idiomatic expressions. It is important to realize that materials play an important role in the learning process for students; therefore, this research paper aims to develop didactic material which allows students to practice idiomatic expressions in English.

By surveying students and teachers at the low advanced level of English at the Javeriana University, as well as English speakers, it became clear that there is a need and interest to develop games that allow students to practice these kinds of expressions. This allows them to improve their competence as English speakers in a communicative context, not just in an academic one. This research paper is based on theoretical concepts about teaching languages and materials development.
focused on Tomlinson, Bolitho and Jolly’s theories. It presents the results obtained from qualitative and practical research in which it is described a phenomenon in a natural context. Analysis of data demonstrated that the material had a significant impact on students, which was exemplified by the curiosity, interest and attention that they showed when using the material. Moreover, it was proven that the material accomplished some of the basic principles of second language acquisition for the development of materials for the teaching of foreign languages. Finally, it was observed that the students enjoyed and were interested in the games, and could successfully practice their understanding of idiomatic expressions by using this material.

RESUMEN

Analizando la problemática que algunas veces genera el uso de las expresiones idiomáticas en la interacción con hablantes nativos, así como la falta de información y material para practicar dichas expresiones, -siendo este un factor principal al que el estudiante acude con el objeto de prepararse y aprender sobre un tema determinado- , esta investigación busca desarrollar un material didáctico que permita a los estudiantes practicar expresiones idiomáticas.

Con la aplicación de entrevistas a profesores y alumnos de Inglés del nivel avanzado bajo de la Pontificia Universidad Javeriana, y hablantes de la lengua inglesa se evidencia la importancia e interés por desarrollar juegos que permitan a los estudiantes practicar ciertas expresiones, no solo en situaciones académicas, sino también su aplicación en contextos comunicativos informales. De esta forma, la investigación se basó en algunos conceptos teóricos sobre la enseñanza de lenguas, y desarrollo de materiales enfocado en las teorías de Tomlinson, Bolitho y Jolly. Igualmente, se analizaron los resultados desde una investigación cualitativa y práctica que permitió describir un fenómeno en un contexto natural; a través de estos resultados se determinó el impacto del material en situación de uso. Este efecto se notó por medio de la aplicación del material en donde se hizo evidente la curiosidad, el interés y atención que los estudiantes prestaron durante el uso del material desarrollado. Igualmente, se comprobó que el material cumplió con algunos de los principios en el desarrollo de juegos para la enseñanza de segunda lengua. Finalmente, se observó que los estudiantes se sintieron incentivados con el material, disfrutaron y pudieron practicar las expresiones en inglés a través de los juegos desarrollados.