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DEDICATION

The present research work is dedicated to God for helping me find passion and love for what I do. As importantly, it is dedicated to those who have always had my back and have been with me through thick and thin as my grandparents, Ines and Ruperto, my dear mom, Mariela, my uncles, and all those who have made my journey a lot more gratifying. Their guidance has been pivotal for me to keep on improving myself and pull out all the stops to make my dreams true.

In addition, I would like to dedicate this work to my brother, Mateo, the only one who has followed in my footsteps and has never let me fall. I would not be here without him.

Finally, yet importantly, the current investigation is dedicated to my professors who have made the pathway to success remarkable and accentuated, especially, my thesis tutor César Nárvaez for his knowledge, support, and guidance throughout my career.

Jhonnatan Alexander Guananga Esparza

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Jhonnatan Alexander Guananga Esparza

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RESUMEN

La ascendencia del conocimiento idiomático ha sido primordial para que los interlocutores participen competentemente en múltiples conversaciones. En este sentido, producir comunicación ha sido un proceso arduo, profundamente arraigado con el significado y la producción propicia del idioma. De ese modo, la aplicabilidad idiomática hará que los alumnos sean más comunicativamente competentes en contextos diarios. Para lograrlo, las técnicas de aprendizaje como la Repetición Espaciada y el Sombreado son esenciales para implementarlas como una estructura para desarrollar su competencia comunicativa en sucesos cotidianos. Siendo así, en esta investigación se efectuó un análisis para determinar la efectividad de los modismos y frases prescritas en el desarrollo de la comunicación oral en Tercero de Bachillerato General Unificado “A” de la Unidad Educativa José María Román Freile. Para lograr este objetivo, se tomó en cuenta un enfoque mixto. De igual importancia, se contemplaron instrumentos como una guía de observación, un registro anecdótico, un test y una guía de entrevista. Los resultados revelaron que, para mejorar la comunicación, los discentes deben reconocer la previsibilidad o la no deducción de las cadenas idiomáticas para que puedan ser producidas. Consecuentemente, las dificultades comunicativas serán mitigadas. En este sentido, la aplicabilidad idiomática debería estar arraigada en un panorama teórico y funcional.

Palabras claves: Modismos, frases, escenarios, comunicación, idiomático, literal, no deductivo.

ABSTRACT

The preeminence of idiomatic knowledge has been paramount for interlocutors to partake in diverse conversations proficiently. On the basis thereof, producing communication has been an arduous process deeply entrenched with the proper idiom meaning and conveyance. Indistinguishable from that, idiomatic applicability will cause learners to be more talkative within diverse settings. In so attaining, learning techniques such as Spaced Repetition and Shadowing are handy to be implemented as a structure to develop their communicative competence within quotidian occurrences. This being the case, in this research, an analysis was conducted to determine the effectiveness of idioms and prescribed phrases on the development of oral communication at Tercero de Bachillerato General Unificado “A” of Unidad Educativa José María Román Freile. To accomplish this aim, a mixed approach was employed. As importantly, instruments such as an observation guide, an anecdotal record, a test, and an interview guide were contemplated. The outcomes revealed that, to upgrade communication, apprentices must recognize the meaning of idiomatic strings to, subsequently, put them into conveyance. In this regard, the applicability of including idiomatic expressions should be deeply entailed in a theoretical and functional overview.

Keywords: Idioms, phrases, settings, communication, idiomatic, literal, non-deductive.

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CHAPTER I

1.1 INTRODUCTION

Producing communication within authentic settings is regarded as an arduous process owing to the exposure, attainment, degree, and acquaintance which interlocutors must have to convey effectively a message. On the basis thereof, should speakers mean to immerse and be proficient enough in authentic dialogues, they will have to contemplate idiomatic knowledge. This is, of course, pivotal for the learners to produce interactional authenticity while an utterance is conveyed in the classroom. With that being the case, the applicability of the aforementioned idiomatic strings is pivotal to generating communication. That way, communicative performance will be far more feasible, accentuated, and effective if idiomatic constructions are learned, internalized, and put into conveyance by means of far-reaching learning techniques such as Shadowing and Spaced Repetition.

The context diversification is the pathway for idiomatic strings to be meaningfully perceived and regularly conveyed within authentic occurrences as a mechanism to effectively produce communication (Xudoyqulov, 2023). With that in mind, idiomatic acquisition enables learners to be more interactionally proficient in such a manner that communicative system will be developed inside and outside the classroom. In light of the remark mentioned above, idiomatic implementation is imperative due to the influence it exerts on the development of real-life dialogues. That is to say, being acquainted with the meaning and functionality of a considerable number of idiomatic constructions has been key to developing interactional system within authentic occurrences, in such a manner that, upon acquiring and conveying a considerable deal of multi-word constructions will be meaningful in everyday conversations, which implies that the development of learners' communicative competence will be more natural and authentic. Mohamed Kamal and Mohammed Bulila (2022) and Tabatabaei and Hajizadeh (2015) highlight the incidence of addressing idiomaticity, since around 20 million of these linguistic strings are spoken by native interlocutors throughout their lifetime. It depicts strong interactional coexistence between EFL learners and native interlocutors within authentic contexts (Aisha, 2020).

Due to this cause, the current research work will be attached to analyzing if idioms and prescribed phrases are an effective strategy to develop communication within authentic settings at Tercero de Bachillerato General Unificado "A" of Unidad Educativa José María Román Freile in Riobamba-Chimborazo during the academic term September- June 2023. Idiomatic expressions such as idioms and prefabricated phrases are multi-word constructions that are deeply entrenched with meaning perception and context as a mechanism to expedite interactional proficiency. Correspondingly, not only will the applicability of such idiomatic strings have to be theoretical, but also constantly practical. As supportive evidence from this contention, Karatay et al. (2022), Wu (2008), and Zulfikorova (2021) who assert that idioms and prescribed chunks are theoretical and practical components that exerts influence on diverse settings.

All things considered, idiomatic applicability is a process that has a great impact on the interactional development so it must be remarkable to accomplish the aims settled. On

the basis thereof, educators must implement far-reaching learning techniques such as Spaced Cycle and Shadowing in order for apprentices to be proficiently communicative within quotidian occurrences in such a manner that, mitigating communication breakdown will be possible. As importantly, the teacher's role is paramount since they will help learners expedite their communicative efficiency by means of diverse conversations, varied examples, illustrations, multimodal aids, realia, among other resources that lead to an appropriate idiomatic conception and transfer within authentic conversations. In the current investigation, the mixed approach will be employed since it is the pathway to getting more meticulous and synergistic information. Resultantly, the researcher will be able to approach context and gain credibility. It should be stressed that, this research will be correlational and quasi-experimental owing to their influence in meticulous data obtain within contexts. They will demonstrate how variables get associated and determine the causes and effects of implementing such idiomatic strings within authentic settings. That is, the concurrence between idiomatic expressions such as idioms and prescribed chunks and the communication development.

In so attaining, the conjunction between the mixed method and participant observation will be paramount to immersing within the performative motion in classes. Accordingly, the researcher will rigorously describe the learners' performative action throughout the class. That is, the factors that have an impact on their backward or progress. The present research aims at developing oral communication within diverse settings by means of Shadowing and Spaced Repetition, so that pupils have the capacity to effectively partake in real-life conversations whereas, the anecdotal record will be implemented as an instrument that determines the strengths and weaknesses that enable learners to upgrade their interactional competence. Having said that, not only will this investigation be accentuated for the researcher to enhance the apprentices' oral skill via Shadowing and Cycle Repetition, but also to keep updated on how idiomatic applicability benefits the learners at Tercero de Bachillerato General Unificado "A" of Unidad Educativa José María Román Freile in Riobamba-Chimborazo during the academic term September- June 2023.

1.2 PROBLEM STATEMENT

In the global population, implementing idioms and prescribed chunks to expedite interaction has been arduous due to methodologies and teaching strategies which are not utterly focused on communicative competence. As a matter of fact, as posited by Robertson (2006) developing communication is an issue of deep concern since innovative methodologies and strategies have not been implemented into the curricular design in such a manner that pupils are not widely involved in authentic contexts. In contemplation of this, implementing idioms and prescribed phrases is the pathway to accelerating the aforementioned process. Indeed, the applicability of these types of idiomatic strings enables learners to attain authentic competence within the Educational context (Ngoge Tabley Amos and Abas, 2021).

In spite of the fact that the incidence of idiomatic expressions in diverse areas such as business, science, philosophy, and so forth is tremendous since as stated by Freyn and

Gross (2017) around 7000 of these multi-word phrases are spoken every week, idioms and prescribed phrases have not been thoroughly into the curricula due to language standardization. Correspondingly, this phenomenon has impeded pupils to develop their communicative authenticity (Hornberger and King, 1998). In countries such as Argentina, Colombia, Ecuador, Uruguay, and Peru, idiomatic teaching has not been contemplated entirely owing to processes that are attached to rigid schemes and long-established educational guidelines that preclude authentic communication enlargement. In so attaining, were they to be implemented into EFL classrooms through far-reaching learning techniques such as spaced repetition and shadowing, learners would enrich interactional production.

In 2019, Ecuador was the 19th out of the 19th countries in Latin America according to First English Proficiency Index. This, actually, depicts English deficiency over the predominance of authentic language transfer in diverse speech groups owing to insufficient acquaintance with idioms and prescribed chunks. On this account, numerous formulaic phrases such as idioms and prefabricated chunks must be attached to apprentices' performance in order for authentic communication to be generated efficiently within diverse speech communities. Hence, the linguistic constructions described above ought to be part of the teaching and learning process in order for the apprentices to expedite and gain expertise in real conversations (Barriga Fray and McCandless, 2020).

Based on the Internship Practices effectuated at Unidad Educativa José María Román Freile, the researcher may denote several issues. By way of illustration, the implementation of idioms and prescribed phrases is not utterly taken into account so learners are unable to partake in everyday conversations. On this basis, idiomatic implementation is regarded as an arduous process that must be addressed via multimodal aids. On occasion, these multi-word constructions are employed to complete several book activities. As importantly, the communicative competence development is not corroborated due to the lack of exposure to idioms and prescribed phrases via context diversification. Otherwise stated, idiomatic knowledge cannot be expedited since interlocutors are not familiar enough with diverse contexts. Consequently, should idiomatic language not be contemplated, EFL learners will sound unnatural and inauthentic (Basal et al., 2016).

In contemplation of this, the subsequent study population has been selected; the apprentices coursing the Third Year of Baccalaureate at Tercero de Bachillerato General Unificado "A" of Unidad Educativa José María Román Freile in Riobamba-Chimborazo during the academic term September- June 2023. The aim of the research was to analyze the effectiveness of idioms and prefabricated phrases meaning as an innovative strategy to develop oral communication in the above-mentioned population. That being so, an interview, observation, and concurring monitoring will be taken into consideration to accomplish the aim. Eventually, it is imperative to develop communication upon implementing idioms and prescribed chunks through Spaced Repetition exercises and Shadowing practice. With that said, this investigation will be advantageous for mitigating the interactional problem within authentic settings upon using idioms and prefabricated phrases.

1.3 FORMULATION OF THE RESEARCH PROBLEM

How productive are idiomatic expressions and prescribed phrases meaning on the development of oral communication in the research population?

1.4 JUSTIFICATION

Nowadays, the pervasiveness of idiomatic knowledge has led interlocutors to attain proficiency within authentic settings. In this regard, multi-word phrases such as idioms and prefabricated chunks have played a paramount role for apprentices to partake in authentic occurrences. Correspondingly, their interactional competence will be expedited.

The current investigation is apposite due to the development of the conversational system upon including idioms and prescribed phrases within multiple scenarios. By way of explanation, idiomatic applicability is deeply entrenched with interactional functionality in such a manner that communication will be meaningfully expedited within authentic contexts as long as idiomatic strings are regularly perceived and put into conveyance. On the basis thereof, developing oral communication is an arduous process that is upgraded upon attaining idiomatic knowledge by means of Spaced Repetition and Shadowing. It is imperative to stress that these learning techniques are the pathway to having learners get acquainted, acquire, and produce idiomatic strings within authentic settings. Correspondingly, difficulties in communication as verbal stagnation, utterance interpretation, message apprehension, among others, will be reduced.

Including idiomatic strings such as idioms and prefabricated phrases is pivotal in the enhancement of interactional authenticity inside and outside the classroom in such a manner they must be attained from a theoretical and practical mechanism. That being the case, the current investigation will lead the way to comprehending the importance of idiomatic applicability and promote its usage within everyday environments. This research is paramount for the investigator and the educators who mean to incorporate idiomatic knowledge into the classroom. In this regard, the educator will expand their idiom teaching to make learners communicatively proficient outermost and innermost of the classroom. In this regard, the Institution has provided with the facilities to make this research practicable.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the effectiveness of idioms and prescribed phrases on the development of oral communication at Tercero de Bachillerato General Unificado “A” of Unidad Educativa José María Román Freile.in Riobamba-Chimborazo during the academic term September- June 2023.

1.5.2 SPECIFIC OBJECTIVES

- To diagnose learners' performance in regard to the use of idioms and prefabricated phrases as a means of oral communication.
- To put idioms and prefabricated phrases into practice by means of spaced repetition and shadowing in order to develop oral communication.

- To evaluate learners' performance after having employed idioms and phrases as a strategy to work on oral communication.
- To analyze participants' perception as regards the effectiveness of idioms and prefabricated phrases.

CHAPTER II

2. REFERENCE AND THEORETICAL FRAMEWORK

In spite of the fact that the provenance of idioms has not been proven entirely, they are believed to be set forth from a mythological adjustment until being scarcely incorporated into the educational process as a mechanism of communication proficiency. Currently, the vast deal of grammar rules and formal patterns have caused English foreign learners to strive to translate and interpret idioms and prescribed chunks, so it has been way more difficult for them to immerse in message transfer. That is to say, how the interlocutors perceive, utter, and transmit the message within speech communities.

2.1 RESEARCH BACKGROUND

Anciently, language was a cultural element that had been entrenched with myth via epics, dramas, tales, or religious compositions. Resultantly, myth had gotten constituted as a natural and hypothetical part of human beings whose incidence on societies' behavioral patterns would be decisive to cohabit with one another via common and incisive idioms. This phenomenon caused societies to disguise their language as a means of cultural expression. Having said that, idioms had been the repercussion of borrowing from mythological stories and ancestral knowledge embedded into dialectical origins (Lakshmi, 2019).

It was not until the 1990s, idiomatic expressions were confined just to poetry and rhetoric. They were considered ornamental adjustments that made language more attractive (Cameron, 2003). In this respect, in spite of the ascendancy of Communicative Language Teaching (CLT) in the teaching and learning processes, idioms were never taken into consideration for active usage. Indeed, due to the standardization in the English language, they were merely conceived as unnecessary colorful linguistic features.

By the time societies got attached to the World Wide Web, idiomatic expressions had stopped being regarded as ornamental language elements to become transcendent linguistic constructions in communicative competence. Recent research has demonstrated that mastering idiomatic expressions play a prominent role in foreign language learning despite the dichotomy between their translation and interpretation (Lakshmi, 2019).

Contemporary, around 20 million idiomatic expressions are spoken by native interlocutors throughout their lifetime (Tabatabaei and Hajizadeh, 2015). In this sense, idiomatic language is the pathway to transforming apprentices into adept cultural individuals. Hence, the connection between the EFL learners and the interlocutors of a foreign language will be accomplished (Aisha, 2020). Not only that, speakers will also enlarge their knowledge of the language. That is to say, pupils will upgrade their lexical, fluency and accuracy, and pronunciation by producing an utterance.

In what follows, other related works are imperative to be contemplated as references to the current investigation.

- Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación, Humanas y Tecnologías. Martínez Zapata and Llluguin Merino 2016, *“The use of slangs and idioms as a methodological strategy to improve the speaking skill of English Language with the students of tercer año de bachillerato ‘B’ of aplicaciones informáticas specialty at unidad educativa “Isabel de Godín” during the academic year 2014-2015”*
- Revista Argentina de Clínica Psicológica, Wang Zhenzhena, Shamim Akhterb, and Abrar Hussain Qureshi 2020, *“Towards the Description of English Idioms for EFL Learners from Learning and Teaching Perspective”*
- National Chengchi University, Taiwan, Department of Foreign Languages and Applied Linguistics. Yi-chen Chen and Huei-ling Lai 2013, *“Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class”*
- Universidad de Córdoba, Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras. Herazo Rivera 2010, *“Authentic Oral Interaction in the EFL Class: What It Means, What It Does not”*
- Universidad Nacional de Colombia. Guevara and Ordoñez 2012, *“Teaching English to Very Young Learners Through Authentic Pommunicative Performances”*
- Universidad de Cuenca, Facultad de Filosofía, Letras y Ciencias de la Educación. Tabataba’i 2013, *“Learning Idioms Through the Multimodal Approach”*

2.2 THEORETICAL FRAMEWORK

Idioms and prescribed chunks are multi-word linguistic constructions that are everywhere. That is, in newspapers, books, television, radio, and so forth. Not only do they enhance receptive and productive skills, but also they enable learners to acquaint themselves with authentic communication; how the message is perceived, uttered, and comprehended in varied speech environments. In this regard, idiomatic ascendancy in diverse speech communities has been deeply entrenched with Multimodal approach and Communicative Approach, which in conjunction have caused idiom usage to develop interactional proficiency within EFL classrooms via spaced repetition and shadowing.

In order for the applicability of idioms and prescribed phrases to take place, learning techniques such as spaced repetition and shadowing must be taken into consideration and in accordance with multimodal and communicative activities such as illustrations, role-plays, drawings, contexts, storytelling, cultural clips, and forth on (Freyn and Gross, 2017). Accordingly, not only will pupils develop the capacity to produce authentic conversations in diverse speech communities, but apprentices will convert into cultural users.

In spite of the fact that idioms and prefabricated chunks are conceptual pacts that are adapted to spoken discourse variability in real-life contexts, their implementation within the Ecuadorian English Curriculum has not been contemplated thoroughly in such a manner that

authentic production has been way more difficult to be accomplished. In this respect, should idiomatic expressions and prefabricated phrases be put into motion concurringly, pupils will be involved in authentic interaction. As importantly, by getting apprentices to partake in interactional authenticity, conversational issues will be mitigated.

2.2.1 IDIOMS

Idioms are complementary and practical strings that enhance authentic interaction. In this respect, idiomatic expressions are essential in language acquisition. Not only are they addressed from a figurative perception, but also a cultural reference. As asserted by Воронкова et al. (2012) an idiomatic expression is a cultural, experiential, and foundational construction whose meaning is distinct and unitary.

Conductive to delve into the concept of "idioms", it is imperative to set forth the fact that they may be distinguished by means of three semantic dimensions; relative conventionality, non-compositionality, and transparency.

Initially, relative conventionality leads to the discrepancy between figurative reading and meaning predictability; idioms get conventionalized owing to the divergence from predictability. Thereby, an idiomatic expression meaning is meant to be measured in isolation from literalism. As posited by Uriegas (1997) idiomatic expressions are conventional when their meaning is not predicted or utterly predicted since their individual constituents are not attached to the meaning of the whole string.

Afterward, non-compositionality lays emphasis on the meaning of an idiom as the deduction of a whole (idiomatic string) whose constituent parts cannot be predictable respectively. Thereupon, the meaning of an idiomatic expression is not determined by individual terms, but by a whole string. Otherwise stated, there is a meaning divergence between individual constituents and a whole chunk (Almohizea, 2016).

Eventually, when it comes to transparency, the figurative and literal meaning of an idiom are compared. Otherwise stated, an idiom is transparent when its constituent parts are predictable. By way of explanation, an idiomatic expression is posited to be transparent when its meaning is in conjunction with its single constituents. In consideration of this, it is deducible from the literal meaning (Moreno, 2005).

2.2.2 IDIOMATICITY

Idiomaticity has gained ascendancy in the metamorphosis of productive and receptive skills; not only is it an indicator of language proficiency, but also it is a pervasive aspect of language acquisition. As Lontas (2017) highlighted in Weinreich's postulate, idiomaticity is a pivotal aspect owing to its vastness in every language. Hereinafter referred to, idiomaticity is perceived as a tendency of phrases like proverbs, phrasal verbs, sayings, clichés, idioms, binomials, among others. In this respect, their meanings are isolated from compositionality and are conditioned by context and cultural reference.

2.2.3 CONCURRENCE BETWEEN COMMUNICATIVE APPROACH AND MULTIMODAL APPROACH

Not only does communicating competently imply a series of linguistic features, but also cultural indicators. From this perspective, the conjunction between the Communicative

Approach and Multimodal Approach will enable apprentices to produce authentic speech (Jabeen, 2014). In recent research, attaining idioms and prescribed chunks has been demonstrated to be an arduous process since they are isolated from their literal meaning. Hence, the correlation between Multimodal Approach and the Communicative Approach will be attached to the mingling of linguistic, gestural, illustrative, and audiolingual features that enables the apprentices to get familiar with idioms and prescribed expressions way more significantly. Correspondingly, learners will have the capacity to get acquainted themselves with authentic dialogues (Vokhidjonovna and Muzaffarovna, 2021).

2.2.4 AUTHENTIC COMMUNICATION

In foreign language classrooms, authentic communication transfer has been one of the most challenging aspects to be reached. This is, indeed, since the curricular design is not entirely aimed at cultural and social knowledge (Herazo Rivera, 2010). Should one of them be detached, being immersed in authentic conversations will be way more difficult. In consideration of this, authentic oral communication is conceived as an unconscious process that enables interlocutors to have the possibility to expand spaces of interrelation with others in real-life occurrences.

Having said that, generating communicative authenticity, idioms and prefabricated chunks must be in concurrence with the Communicative Approach whose emphasis on functional activities and assignments promotes learner's exposure to real language form in EFL classrooms. Accordingly, not only will these idiomatic strings be entailed in lexicon expansion (components of language), but also they are embedded in cultural knowledge (authentic speech). On this basis, both components are required to be analogous in order for the interlocutors to regard, utter, and deliver a message within situational conversations.

2.2.5 SPACED REPETITION AND SHADOWING

Spaced repetition is a language learning technique based on Leitner's system that enhances long-term retentiveness by means of flashcards. It is about recalling fragments of information that participants have learned previously. Correspondingly, their language knowledge will be boosted owing to how information is distributed and the times it is reviewed (Tabibian et al., 2019).

In this regard, spaced repetition is a complementary process for idiomatic language acquisition since, should unknown expressions and prefabricated phrases be reviewed and repeated continuously, learners will be more acquainted with them, succeeding, they will be recalled and put into practice. Correspondingly, recognizing, internalizing, and producing these figurative and formulaic constructions will be more straightforward.

Shadowing is another learning technique used not only for intonation and pronunciation practice, but also for cognitive processes boosting. In such a manner, shadowing refers to the concurring repetition of phonological patterns; sounds that are shadowed by the pupils in order to get acquainted with the sound of several expressions and prescribed phrases. In this regard, as stated by Hamada (2019) shadowing lies in the development of aural and oral skill through the concurring repetition of sounds. That is to

say, the capacity of replicating, listening, and speaking is conditioned by cognitive processes such as attention and apprehension.

2.2.6 EDUCATIONAL CONTEXT

During the last decade, even though numerous changes in the Ecuadorian Educational System sought to contribute to the progress of the teaching and learning process, the incidence of English standardization has caused both learners and educators not to get involved in authentic interaction within EFL classrooms. As a matter of fact, by the time the last update of the English Curriculum was launched in 2018, multiple methodologies and teaching and learning strategies had had to be examined and assessed for confronting the challenges that impeded the transcendence of educational practices (Agnes Orosz, 2021). Unfortunately, not utterly including idioms and prescribed phrases into the Ecuadorian curriculum has caused apprentices to have many difficulties in producing authentic speech.

Contemporarily, attaining linguistic authenticity is still an issue of deep concern due to the lack of exposure to multi-word linguistic constructions such as idioms and prescribed chunks that enlarges authentic performance. On the grounds of this, implementing idioms and prescribed chunks has been demonstrated to magnify the quality of English teaching as a foreign language into the curriculum. Hence, were pupils to be quite more exposed to these idiomatic constructions, they would be able to interact more proficiently in quotidian conversations. Furthermore, as highlighted by Villafuerte and Mosquera (2020) not only would EFL learners be more active and motivated, but also their learning would be attached to the culture and community for the reason that idiomaticity gets entrenched in the development of authentic communication.

CHAPTER III

3. METHODOLOGY

3.1 RESEARCH APPROACH

The current investigation aims at analyzing the effectiveness of idiomatic expressions and prescribed phrases meaning as a strategy of oral communication at Tercero de Bachillerato General Unificado “A” of Unidad Educativa José María Román Freile. This being the case, the research follows a mixed approach since in order to get more rigorous and synergistic data, quantitative and qualitative methods will be applied.

Initially, this research is qualitative since it is deeply attached to apprehending and elucidating data in order to get hard-hitting and compelling evidence regarding the performative behavior of a particular population to be studied (Yanto Chandra and Lian Shang, 2019). In consideration of the kind of research described above, pupils' performance will be determined by the proficiency in their conversations through idioms and prescribed chunks.

As importantly, the present investigation is quantitative since it is entrenched with an articulated process that seeks to obtain consistent and well-structured conclusions of the study phenomenon via the recording of arithmetical or statistical data (Adedoyin, 2020). Resultantly, this type of research will lead the researcher to attain far more reliable and broad

data concerning the causal relationship, that is, the deal of idioms and prefabricated phrases that exerts influence on the growth of oral communication.

On the whole, the blending of quantitative and qualitative methods gives more credence and validity to data obtainment. As importantly, it optimizes research quality (Leite et al., 2021). That is to say, the connection between learners' performative action by utilizing a deal of idioms and prefabricated chunks and their communicative growth.

3.2 RESEARCH MODALITY

Due to the features of this investigation, the research modalities will be documentary and participatory. Initially, documentary research leads to factual data collection via primary or secondary sources (Tight, 2019). In due course, the information will be analyzed, organized, synthesized, and discussed under research ethics such as credibility, authenticity, representativeness, and meaning (Ahmed, 2010). That being the case, in order for the aims of the research to be accomplished such as analyzing the influence of idioms and prefabricated phrases for the pupils to develop proficiency in communicative acts, a literature review will be executed.

In what follows, participatory research is an active process whose alignment is attached to an observational, introspective, and action mechanism. It will permit the researcher to have group control by placing the study subjects reflectively and cautiously within suitable participatory environments (Brown, 2021). That being the case, the researcher will get apprentices involved in the study to the extent of putting idioms and prescribed chunks into motion by means of spaced repetition and shadowing in order to corroborate their performance before and after having employed such multi-word expressions as a strategy to work on authentic oral communication. In so attaining, a checklist, an anecdotal record, and a test will be directed to the partakers.

3.3 RESEARCH TYPE

The present research is correlational and quasi-experimental. To begin with, it is correlational since the research subject is aimed at detecting and foretelling a cause-effect relationship between the study variables by means of statistical exploration (Seeram, 2019). That is to say, the degree to which the variables are related. In this regard, this investigation work will be focused on examining the entailment between the constituents (Hernandez-Sampieri, 2008). In this regard, there is a positive relationship between the variables since should pupils be acquainted with idioms and prescribed phrases, they will develop communicative authenticity.

As importantly, this investigation is quasi-experimental due to the relationship between the study variables. That is, they may be manipulated, whereas their effectiveness is measured. Correspondingly, there will be various performative changes to determine the effectiveness of the research (Goldstein and Renault, 2004). That being the case, the research will be conducted to determine the importance of using idioms and prescribed phrases to expedite interaction. That is to say, pupils' performance will be tested before and after including these idiomatic strings into the classroom.

3.4 POPULATION

The current study will be conducted at Tercero de Bachillerato General Unificado “A” of Unidad Educativa José María Román Freile in Riobamba-Chimborazo, academic term September- June 2023. It will be worked with a population composed of thirty apprentices and one teacher since there is feasibility to effectuate the investigation; the implementation of idioms and prefabricated phrases meaning to develop authentic oral communication. It is worth mentioning that the present population was randomly selected in light of the fact that the research occurrence is in conjunction with the reality of the subjects.

3.5 SAMPLE

A sample was not contemplated owing to the population. It is not considerably sufficient to be studied.

3.6 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

A technique is attached to processes that permit the investigator to set a relationship with the research subject (de Monterrey, 2019). In so attaining, techniques must be in conjunction with instruments in order to approach the factual occurrence. In this respect, an instrument is a mechanism whose applicability facilitates data recording (Coca Díaz et al., 2018). Throughout this investigation, the following techniques and instruments will be taken into consideration:

3.6.1 DIAGNOSTIC TEST

So as to diagnose learners' performance in regard to the use of idiomatic expressions and prefabricated phrases as a means of oral communication, a diagnostic test will be employed in order to recognize pupils' weaknesses and strengths before the tutoring process commences at Tercero de Bachillerato General Unificado “A” as the pre-assessment pathway to affronting learning challenges (Nadeem and Thalso, 2020). In so doing, a checklist will be applied in order to have an approach in relation to the educational development that determines their accurate knowledge attainment (Reijers et al., 2017). In this respect, the instrument described above will comprise two sections that substantiate the effectiveness of authentic transfer: idioms and prescribed chunks and authentic communication development.

3.6.2 PARTICIPANT OBSERVATION

Conducive to putting idiomatic expressions and prescribed phrases into action by means of spaced repetition and shadowing, participant observation will be considered since this technique is focused on interrelating social and cultural patterns in which the investigator is rigorously involved in the target place (Kawulich, 2005). That is, idiomatic interactions that promote authentic conveyance. In so attaining, an anecdotal record will be implemented in order to obtain information organically and objectively concerning pupils' performance, including behavioral patterns, beliefs, insights, and proficiency will be deeply related to interactional occurrences (McFarland, 2008).

3.6.3 POST-TEST

So as to evaluate learners' performance, it was paramount to test the applicability of idioms and prescribed chunks to produce authentic oral communication upon terminating the instructional period at Tercero de Bachillerato General Unificado "A". On the grounds of this, a test is regarded as a procedure that determines the enhancement of scholarly practices and reveals apprentice progress or recession (Hamilton et al., 2002). In so doing, a post-test will be conducted to assess and grade the apprentices' knowledge after having included idioms and pre-fabricated phrases for an interval of time. In this respect, a post-test is applied as long as it is in conjunction with a prior aptitude examination, as it enables scholars to measure the effectiveness of an educational scheme (Zhongzhou Chen, 2017).

3.6.4 SEMI-STRUCTURED INTERVIEW

In order to analyze educator's perception as regards the effectiveness of idiomatic expressions and prefabricated phrases, a semi-structured interview will be contemplated to collect data based on interpersonal communication between the investigator and the study subject in relation to the proposed dilemma (Díaz-Bravo et al., 2013). In doing so, an interview guide will be conducted since it is a deliberated and flexible instrument that will enable the researcher to randomly inquire about all the items (Kallio et al., 2016). It will be conducted to the educator in charge of the population to cover expressly all the items with regards to the relationship between idiomatic expressions and communicative authenticity.

3.7 TECHNIQUES FOR INTERPRETATION AND ANALYSIS OF INFORMATION

Concerning the characteristics of the current study, it followed a mixed triangulation. That is to say, the conjunction of a quantitative and a qualitative method to collect more meticulous data. In this regard, as stated by Heale and Forbes (2013) triangulation is entrenched with the mingling of methods to obtain more synergetic and detailed results of the phenomenon studied. Correspondingly, the scope of the research will be more credible and way more hard-hitting (Dzwigol 2022).

On this basis, triangulation played a paramount role to collect more hard-hitting data concerning the idiomatic development within diverse occurrences. Hence, conducting an observation guide was pivotal to quantify the number of learners who conceived idiomatic strings as predictable or non-deductive, followed by an anecdotal record that would dive into the student's reality to acquire and put knowledge into motion. Finally, yet importantly, a semi-structured interview allowed the researcher to corroborate why idiomatic strings such as idioms and prescribed chunks would be incorporated into the classroom.

CHAPTER IV

4. RESULTS AND DISCUSSION

This research work was attached to the applicability of idiomatic expressions such as idioms and prefabricated phrases for apprentices to generate communication. As a matter of fact, this is where this study stems from. During two periods of pre-professional internships

at Tercero de Bachillerato General Unificado “A” in Unidad Educativa José María Román Freile, pupils were noticed not to be utterly acquainted with the meaning of such idiomatic strings in such a manner that, they had many difficulties in partaking in authentic conversations. Hence, the applicability of this research was based on the difficulties that both students and teachers affront in promoting interactional proficiency in the classroom.

4.1 IDIOMATIC STRINGS AS THE PATHWAY TO DIAGNOSING INTERACTIONAL AUTHENTICITY

The current data was recorded via Quantitative Analysis. This checklist was directly effectuated to the apprentices in Tercero de Bachillerato “A” in order to diagnose learners' performative action by using idioms and prefabricated phrases as a means of oral communication as attached to the first aim of the research. In so attaining, before the instructional period itself took place, real-life dialogues were addressed, including idioms and prefabricated phrases to corroborate the degree of idiomatic knowledge as the pathway to producing communication into the classroom. Having contended that the following quotidian idiomatic strings were mainly considered to be implemented towards such population owing to their influence, feasibility, and functionality in interactional contexts.

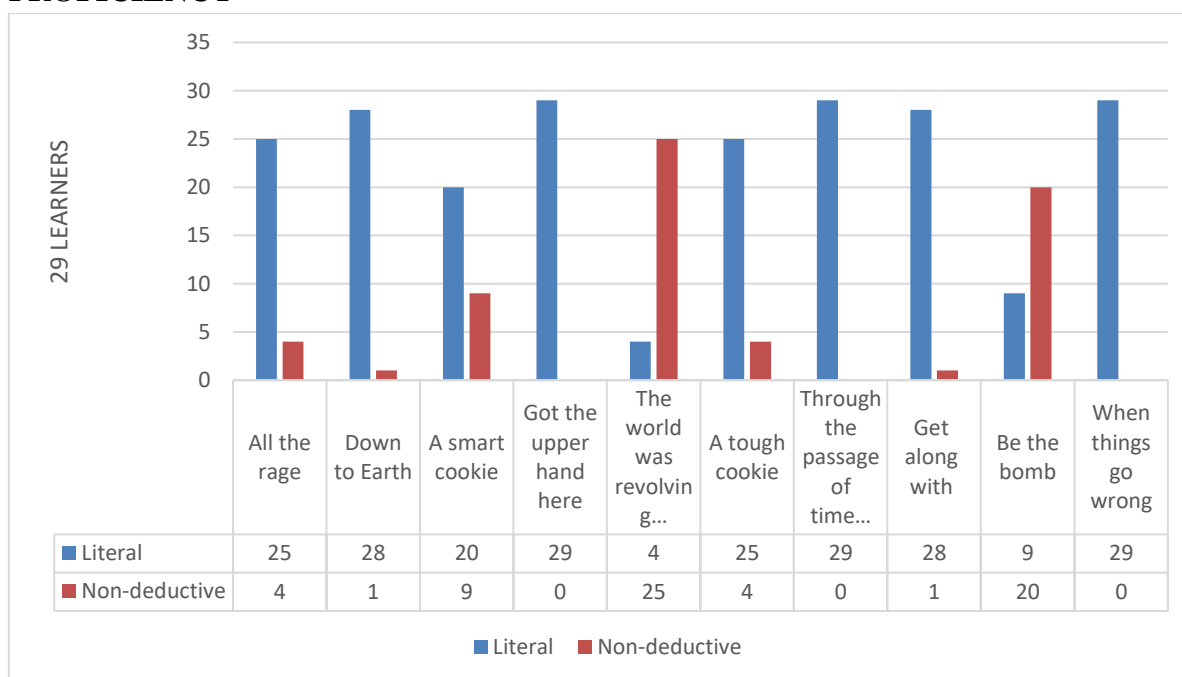
TABLE 01. INTO INTERACTIONAL PROFICIENCY DIAGNOSIS

| IDIOMS AND PRESCRIBED PHRASES | <i>The meaning of the idiomatic string is recognized as literal</i> | <i>The meaning of the idiomatic string is recognized as non-deductive</i> | PROPER INTERPRETATION |
|------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------|
| <i>All the rage</i> | 25 | 4 | ND |
| <i>Down to Earth</i> | 28 | 1 | ND |
| <i>A smart cookie</i> | 20 | 9 | ND |
| <i>Got the upper hand here</i> | 29 | 0 | ND |
| <i>A tough cookie</i> | 25 | 4 | ND |
| <i>The world was revolving around...</i> | 25 | 4 | ND |
| <i>Through the passage of time...</i> | 29 | 0 | L |
| <i>When things go wrong...</i> | 29 | 0 | L |

| | | | |
|-----------------------|----|----|-----------|
| <i>Get along with</i> | 28 | 1 | ND |
| <i>Be the bomb</i> | 9 | 20 | ND |

Source: Checklist employed to the apprentices of Tercer Año de Bachillertato “A”.
By: Jhonnatan Alexander Guananga Esparza.

FIGURE 01. CHECKLIST FOR THE DIAGNOSIS OF INTERACTIONAL PROFICIENCY



Source: Information of Table N° 1.
By: Jhonnatan Alexander Guananga Esparza.

INTERPRETATION

Attributed to the data obtained, 25 apprentices (86%) have been demonstrated to perceive the idiomatic string “all the rage” as an inferable string, which depicts a misconception during authentic conversations so that this idiom was translated and conveyed by the majority of learners to refer to a person who was extremely mad at someone. In this regard, only 4 learners (14%) were able to appropriately interpret the meaning of “all the rage” as a non-deductive whole and, subsequently, put it into practice from the perception that a person is quite popular. That being the case, it is, of course, a hard-hitting indicator that represents the considerable lack of idiomatic knowledge to attain and implement such idiomatic string into authentic conversations.

By not being used to idioms and prefabricated knowledge, learners may get to translate their meaning in such a manner that the idiom “down to Earth” had been regarded as deductive by 28 learners (97%), which implies that pupils had conceived the meaning of such expression as someone who is falling down. With that considered, had they been familiar enough with this string, they would have been able to interpret it as someone realistic

and direct. On this basis, only 1 student (3%) was able to interpret this idiom as a whole; as someone too smart when it comes to making decisions. It depicts that most learners have never heard or put this string into conveyance.

Through the passage of time, idiomatic interpretation has played a key role when it comes to generating interactional authenticity. Correspondingly, determining if an idiomatic construction is literal or non-deductive is pivotal to being proficient enough within authentic contexts. This being the case, the idiomatic construction “a smart cookie” was conceived as deductive by 20 pupils (69%) which depicts that they were not quite familiar with this expression. Correspondingly, upon not deciphering its meaning, the majority of learners perceived this idiomatic construction as a person who is clever because of eating many cookies. Nonetheless, the fact is that only 9 learners (31%) were able to interpret these idiomatic strings as someone too smart when it comes to making decisions. It depicts that a tiny deal of learners did have knowledge of when an idiomatic string had to be regarded as deductive or figurative. That is, when an idiom or prefabricated phrases may be translated or interpreted.

Developing authentic communication is an arduous process that is deeply entrenched with the implementation of idiomatic expressions into authentic environments, which makes speech authentic and figurative. This is, generally, due to the lack of predictability in idiomatic strings when they are being conveyed. That being so, the idiom “got the upper hand here” was conceived as a literal string by 29 apprentices (100%), which depicts that this idiom was not interpreted as a whole, but the learners translated it via individual words. Otherwise stated, not being familiar with an idiom such as “got the upper hand here” whose meaning was inducible led a considerable great of learners to misunderstand the gist of the conversation due to the regular translation. Resultantly, idiomatic functionality was not remarkable within authentic dialogues due to the lack of idiomatic attainment.

Identifying the idiomatic degree when an authentic dialogue takes place is key for the interlocutors to differentiate figurative from deductive strings. Consequently, they would be able to affront communicative stagnation within authentic environments. That being the case, 25 learners (86%) regarded the idiom “the world revolving around” as non-deductive which represents that they had an accurate conception of this idiomatic construction. Technically, this prescribed chunk was innately inferred as a whole due to the relationship it had with a popular Spanish idiom. Indeed, this caused learners to correlate their native language knowledge with their perception to recognize such idiomatic meanings.

On occasions, being dependent on associating the Spanish language to producing idiomatic language may be useful. Notwithstanding, if this process took place regularly, it would cause stagnation in authentic production, interpretation of non-deductive idioms, translation, or authentic conveyance. In this case, the idiom “a tough cookie” was the aptest string to evidence the aforementioned assertion since upon being perceived as a literal string by 25 pupils (86%), learners had been demonstrated to have many deficiencies in inferring appropriately if “a tough cookie” was denotative or non-deductive due to the regular interpretation with Spanish language knowledge which implied literal translation of the whole string. With that said, being a tough cookie was not related to being someone who is

always angry, but its non-deductive meaning was attached to a person who was strong and unemotional.

In consideration of this, the idiomatic expression mentioned above was properly interpreted by only 4 pupils (14%) who had no need to translate individual constituents to infer its meaning. On the contrary, they were able to perceive “a tough cookie” as a compendium of words (whole) whose meaning was not mandatory to be associated with Spanish knowledge as an aid to produce interactional authenticity.

Within diverse speech contexts, interactional authenticity plays a key role in such a manner that recognizing the words meaning is not entirely effective to pick up idiomatic chunks whose connotation is inferable. Nonetheless, at times, such mechanism may be useful for the interlocutors to predict the words meaning of prefabricated chunks. This being the case, the prefabricated phrase “through the passage of time” was seen as deductive by 29 learners (100%), which represents that all students did infer properly individual parts of the idiomatic string as a process in which time keeps running. In closing, recognizing appropriately predictable chunks such as “through the passage of time” is a mechanism that takes time since, should interlocutors not master this process appropriately, the principle of predictability will cause them to get stuck when figurative strings must be interpreted.

Were interlocutors to usually immerse in idiomatic attainment, they would be far more proficient in authentic communication production. With this being contended, the idiom “get along with” was regarded as predictable by 28 learners (98 %) which depicts that due to the lack of exposure to this string, they have to interpret the meaning of each word as a mechanism to transmit an utterance. Technically, learners have misinterpreted this idiomatic construction as someone who has obtained something while he keeps moving since they had had to incur on the word-meaning mechanism which was not accurate to acquire and produce this idiom. On the basis thereof, only 1 learner (2%) had attained this string from figurative conception which meant to be friendly or have an amiable relationship with someone.

The context has played a key role to interpret the predictable and figurative meaning through the passage of time. In this regard, the idiom “be the bomb” was regarded as non-deductive by 20 apprentices (79%) which depicts that a considerable deal of students conceives the meaning that is attached to two conceptions such idiom as someone who is very liked or something that is entertaining or exciting. In this sense, the meaning of this idiomatic string depends upon the context. With that asserted, the majority of learners were able to recognize and associate the string meaning with the interactional occurrence (context). On the other hand, 9 students (21%) were not used to the context variability so recognizing “be the bomb” was really challenging. Correspondingly, the pupils had no choice but to guess the meaning of this expression.

Differentiating literal from non-deductive strings is an arduous process due to the interactional diversity. Hence, it is imperative to put idiomatic strings into practice and include them in authentic environments. That being the case, the prescribed chunk “when things go wrong” was seen as literal by 29 apprentices (100%), which depicts that there was a proper comprehension and attainment of the phrase when it was addressed in authentic dialogues. Accordingly, they had the capacity to perceive such idiom as a process that takes

place whose result turns out undesirable, which implies that the principle of predictability was remarkable upon recognizing the word meaning of the string mentioned above.

4.2 REPETITION AND SHADOWING EFFECT TO IMPLEMENT IDIOMS AND PRESCRIBED CHUNKS INTO DIVERSE CONVERSATIONS.

The information was recorded via Qualitative Analysis. In this regard, an anecdotal record was applied via participant observation in order to put idioms and prefabricated phrases into motion by means of spaced repetition and shadowing as an aid of oral communication as attached to the first aim of the research. In so doing, idiomatic teaching got commenced at Tercer Año de Bachillerato “A” in conjunction with the implementation of such learning techniques in order to determine if idioms and prefabricated phrases contributed to authentic interaction progression when apprentices partook of role plays, dialogues, stories, anecdotes, sentence-making, among other types of communicative acts. That being the case, it lasted seven weeks for the researcher to determine the development of authentic communication via such idiomatic constructions.

Week 1

During the first week, learners' performance was not entirely remarkable since they were not used to working with these learning techniques. In this regard, a conversation titled *“Into tenses with Marcus”* included several idiomatic constructions like all the rage, down to Earth, a smart cookie, when things go wrong, get along with, be the bomb, and get the upper hand here, was addressed in order to verify how apprentices' performance would be influenced by such expressions. In so attaining, the implementation of shadowing and spaced repetition were imperative for the apprentices to try to get acquainted and produce these multi-word phrases upon conveying them repeatedly within diverse contexts.

With that being the case, both techniques were intended to be handy for the phrases to be addressed in intervals of time within diverse examples and situational contexts without the need for the vocabulary to be modified. By way of illustration, learners were asked to identify keywords attached to tenses such as did, were, was, yesterday, ago, do, does, always, every day, today, now, will, be going to, tomorrow, and soon. Subsequently, the aforementioned idioms and prescribed chunks would be implemented through pictures, storytelling, mimicking, and meaning guessing. Unfortunately, learners found it difficult to produce idiomatic language due to their irregular exposure. Resultantly, authentic interaction did not take place at all.

Week 2

The second week took place and something had somewhat changed in relation to the authentic conveyance upon putting idiomatic language into usage. In spite of the lack of familiarity with idiomatic expressions such as idioms and prescribed chunks, pupils' performance was a little more accentuated. As importantly, the applicability of Shadowing and Spaced Repetition was key to enhancing idiomatic perception and acquaintance since they had not been used to working with these learning techniques.

In this regard, a passage titled *“Is being all the rage enough to be a smart cookie?”* which included several idiomatic constructions such as all the rage, down to Earth, a smart cookie, be the bomb, be brainy, be on nine cloud, was concerted to “To Be verb”. On the

basis thereof, such idiomatic constructions were essential to accelerate and enhance idiomatic and grammatical knowledge. As a matter of fact, learners were able to convey plenty of sentences upon switching either subject pronouns or the auxiliary “am”, “is”, or “are”.

By way of illustration, “George is on nine cloud because he is all the rage” is entrenched with a non-deductive and literal conception of authentic communication enhancement. With that contended, learners` interpretation and production got remarkable since they were able to conceive the meaning of idiomatic strings such as on nine cloud as someone who is extremely happy and not as someone who is literally on a cloud, and all the rage as an expression that refers to someone who is quite popular or well-known and not as someone whose temperament is violent.

In closing, during the second week, employing shadowing and spacing effect in intervals of time was essential into the classroom to accurately interpret and produce idioms in conjunction with prefabricated phrases. Correspondingly, not only did such implementation to produce idiomatic production play an important role for the learners to immerse in authentic dialogues, but also it was fundamental for the learners to expand figurative knowledge and grammatical functionality.

Week 3

During the third week, several prescribed chunks had been already taken into contemplation for the apprentices to associate them with several idioms within authentic contexts. To do so, it was imperative for pupils to get familiarized with the meaning (figurative or deductive) of these idiomatic strings and apply them to diverse conversational environments. Resultantly, learners would be able to demonstrate if they mastered and associated the strings meaning upon listening and producing them innately. Having said that, during week # 03, the majority of learners were acquainted with the meaning and application of particular idioms and prefabricated phrases such as all the rage, a Smart cookie, very down to Earth, on the ball, have the upper hand here, among others.

With that said, an exercise named “*Hit the books*” was considered to entirely work on the theoretical and practical aspects of idiomatic knowledge while learners were producing authentic communication. It was about differentiating and comprehending the meaning of idiomatic strings as a whole, whose meaning could diverge from predictability or could be attached to literalism. In this regard, employing spaced repetition and shadowing was imperative for the learners to get acquainted with idiomatic constructions whose meaning could be deductive or figurative. Subsequently, they made sentences and read them out loud.

After having written and read several sentences, learners had been asked a great deal of questions deeply related to the above-mentioned idioms and prefabricated chunks. That way, not only would they be able to immerse in authentic conversations as a means to reduce communicative breakdown, but also distinguish the predictability or non-deduction of idiomatic constructions.

Week 4

Within the fourth week, not only did the applicability of shadowing enable learners to get familiar with a considerable deal of idiomatic constructions, but also the idiomatic

applicability was essential for the learners to be proficient enough while idioms and prefabricated phrases were produced. In so attaining, an exercise named **“give and take”** was the pathway to producing such idiomatic constructions. By way of illustration, two learners had the chance to put into conveyance the idioms that they recalled by means of long or short questions. For instance: the association of the prescribed chunk “fond of” and the idiom “all the rage”. That is, are you fond of being all the rage? In consideration of such question, other ways to ask the same one were developed upon implementing diverse prescribed chunks such as: Do you like being all the rage? Are you a big fan of being all the rage? Are you into being all the rage? and so on.

As importantly, the association of spaced repetition with the **“give and take”** exercise led to corroborating if the idiomatic functionality would enable learners to master and associate the strings meaning while authentic dialogues took place upon listening and producing them innately. Having said that, during week # 04, the majority of learners had already been acquainted with the meaning and application of particular idioms and prefabricated phrases such as all the rage, a Smart cookie, very down to Earth, on the ball, have the upper hand here, I would like to, I'm fond of, I'm gonna talk about, through the passage of time, among others. In this regard, at this stage, determining if an idiom or a prescribed chunk was literal or non-deductive got secondary since the idea of understanding the meaning was not sufficient for the apprentices' production within diverse communicative acts. It was only the starting point to develop idiomatic production within authentic conversations. With that contended, during this week, learners were able to identify, produce, and associate even more with prefabricated phrases in order to proficiently convey a message.

Week 5

The current week was the starting point for incorporating more idioms and prescribed phrases into the classroom as a means to expand idiomatic knowledge and generate more authenticity in learners' performance. In this sense, implementing spaced repetition and shadowing was pivotal to effectuate an exercise titled **“Change-change 1, 2, 3”**, an activity deeply attached to the production and attainment of not only idiomatic expressions, but also grammatical knowledge enlargement as the pathway to remarkably assembling sentences, messages, and ideas. It was about being exposed to several idioms such as be all the rage, smart cookie, tough cookie, and so on. After having listened to such idiomatic strings at least seven times within diverse thematics such as food, likes, sports, animals, family, etc., the educator asked the apprentices to write sentences with such idioms and associate them with several prefabricated chunks such as I would like, through the passage of time, I really could use, and I am gonna..., and forth on. Subsequently, learners would read them out loud and convert the present tense into simple past or future. Eventually, they would answer numerous deal of questions deeply related to such idiomatic constructions.

Having contended that the impact on the development of effective activities was entrenched with aids that foster idiom-conveyance within authentic environments in such a manner that the studied population would be able to affront communicative breakdown. To do so, the conjunction of idiomatic and grammar production was far-reaching for the learners to be able to immerse within authentic conversations upon getting familiar with spaced and

shadowing exercises. By way of explanation, learners got commenced assembling their phrases and idioms within authentic contexts without the need to structure a message unit by unit, but as a whole string. Consequently, they would need more idiomatic constructions to expand their vocabulary and convey an utterance way more meaningfully. In this sense, the effect of shadowing and spacing played a fundamental role not only in their idiomatic knowledge attainment, but also in their grammatical enlargement.

Week 6

The implementation of learning techniques such as Shadowing and Spaced Repetition has been demonstrated to exert influence on the development of authentic dialogues and mitigation of communicative breakdown using context-acquaintance. Having said that, by the time the sixth week took place, learners already could attain and produce idioms and prefabricated strings within authentic dialogues. As importantly, the development of grammatical patterns had taken place due to the regular exposure to many prefabricated chunks. Consequently, their difficulties in producing authentic communication upon putting such idiomatic constructions into motion were diminished.

During the current week, an exercise named *“Chop chop_ pass it on”* was effectuated to determine if learning techniques such as spaced repetition and shadowing were functional and active techniques that would enable idiomatic production to be accentuated over learners upon conveying idiomatic strings in authentic interactional communities. It was attached to the transmission of ideas, questions, and descriptions about particular topics such as food, sports, and technology, among others. By way of illustration, to start a conversation, the learners were asked about their favorite sport: What kind of sport are you really into? This question was, of course, the starting point for other ones to take place. Subsequently, learners were able to put several idioms and phrases into conveyance within such conversations as long as they would get deeply attached to the topics to be discussed. In this case, regarding sports, idioms such as be all the rage, be a smart cookie, be a tough cookie, be on the ball, and so on were taken into consideration to immerse and produce authentic language.

As importantly, it was also imperative to take into account several prescribed chunks such as: nowadays, it is important to, I need to, I have to, through the passage of time, it is compulsory to, I would like, and forth on. That way, learners would not have the need to translate individual constituents to convey a message, but relate prescribed phrases with several idioms to get to generate communication. That way, the applicability of Shadowing and Spaced Repetition were pivotal since learners had already been able acquainted with activities that Foster communication within authentic ambiances so mitigating communicative breakdown was possible through the enlargement of idiomatic knowledge, grammatical patterns, and vocabulary.

Having contended that the impact on the development of effective activities was entrenched with aids that foster idiom-conveyance within authentic environments in such a manner that the studied population would be able to affront communicative breakdown. To do so, the conjunction of idiomatic and grammar production was far-reaching for the learners to be able to immerse within authentic conversations upon getting familiar with spaced and

shadowing exercises. By way of explanation, learners got commenced assembling their phrases and idioms within authentic contexts without the need to structure a message unit by unit, but as a whole string. Consequently, they would need more idiomatic constructions to expand their vocabulary and convey an utterance way more meaningfully. In this sense, the effect of shadowing and spacing played a fundamental role not only in their idiomatic knowledge attainment but also in their grammatical enlargement.

Week 7

During the current week, the influence of implementing shadowing and spaced repetition into the classroom had been more remarkable since it had enabled learners at Tercero de Bachillerato “A” to get exposed and produce authentic communication within diverse contexts during prior weeks in such a manner that, learners would be able to apprehend and produce authentic communication without the need to utterly translate or interpret idiomatic language as it was at the beginning of the instructional period.

In this regard, during the seventh week, an exercise titled “*On the ball to be on the alert*” was taken into consideration in order to corroborate if learners had already been able to differentiate the predictability and non-deduction of idioms and prefabricated phrases. It was about asking questions based on both conceptions, literal and figurative. That way, it was even more far-reaching and hard-hitting to determine how much idiomatic attainment there had been. That is to say, the knowledge that led to appropriate translation (figurative constructions), interpretation (non-deductive strings), applicability (shadowing), and functionality (spaced effect) of idioms and prefabricated phrases within authentic contexts. This is, of course, associated with spaced repetition and shadowing techniques as a means to generate interactional authenticity in the classroom.

4.3 IDIOMATIC PERFORMANCE ASSESSMENT TO DETERMINE INTERACTIONAL PROFICIENCY

The data attained was recorded via Quantitative Analysis. The current test was directly employed on the apprentices in Tercero de Bachillerato “A” to evaluate their performance after having employed idioms and phrases as a strategy to work on interactional authenticity as attached to the third aim of the research. In this sense, as in the diagnosis test, similar dialogues took place to determine the attainment of idiomatic knowledge during the established teaching process.

TABLE 02. TRANSITION OF IDIOMATIC PERFORMANCE WITHIN AUTHENTIC SETTINGS

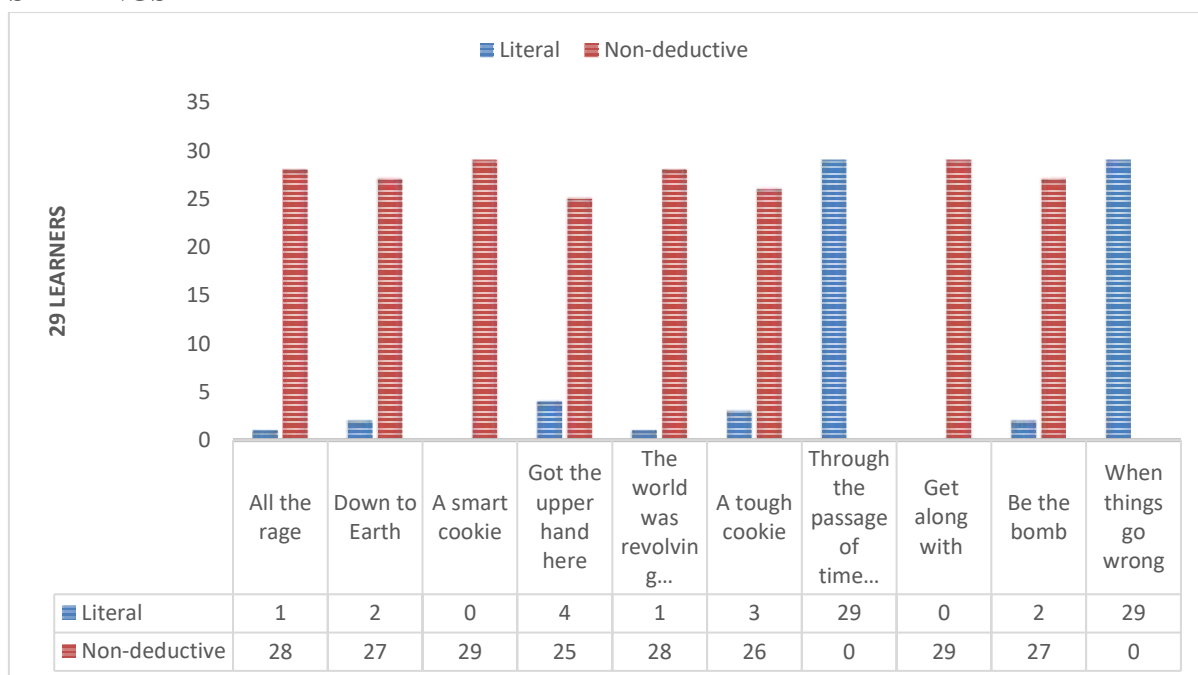
| IDIOMS AND PRESCRIBED PHRASES | The meaning of the idiomatic string is recognized as literal | The meaning of the idiomatic string is recognized as non-deductive | PROPER INTERPRETATION |
|-------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|
| All the rage | 1 | 28 | ND |
| Down to Earth | 2 | 27 | ND |

| | | | |
|-----------------------------------|----|----|-----------|
| A smart cookie | 0 | 29 | ND |
| Got the upper hand here | 4 | 25 | ND |
| A tough cookie | 3 | 26 | ND |
| The world was revolving around... | 1 | 28 | ND |
| Through the passage of time... | 29 | 0 | D |
| When things go wrong... | 5 | 24 | D |
| Get along with | 0 | 29 | ND |
| Be the bomb | 2 | 27 | ND |

Source: Test applied to the apprentices of Tercer Año de Bachillertato “A”.

By: Jhonnatan Alexander Guananga Esparza.

FIGURE 02. TRANSITION OF IDIOMATIC PERFORMANCE WITHIN DIVERSE SETTINGS



Source: Information of Table N° 1.

By: Jhonnatan Alexander Guananga Esparza.

INTERPRETATION

The applicability of idiomatic expressions such as idioms and prefabricated phrases within diverse as the pathway to enlarging authentic communication. To do so, it is imperative for the interlocutors to recognize when an idiomatic string is predictable or figurative (theory), subsequently, to put them into conveyance (practice). This being the case, after having implemented the learning techniques “Shadowing” and “Spaced Repetition”, there was a significant change in idiomatic attainment and production within authentic contexts. To begin with, the idiomatic string “all the rage” was perceived as non-deductive by 28 apprentices (97%), which depicts that after having been exposed to such learning techniques, their idiomatic perception had changed. This time “all the rage” was perceived as someone fashionable or famous, which meant that a considerable deal of students had enlarged their idiomatic knowledge upon recognizing the non-predictability of this idiom.

Communicative stagnation may be only mitigated upon acquiring and uttering idioms and prefabricated chunks within authentic contexts. In this regard, the idiom “down to Earth” had been regarded as figurative by 27 learners (93 %), which depicts that learners had been able to infer the meaning of such expression as a whole, whose meaning was attached to someone who is realistic and direct. Resultantly, their communicative performance was way more proficient and remarkable. On this account, there were still two students (7%) who had difficulties in differentiating the unpredictability of this string in such a manner their communicative breakdown was not diminished.

Implementing idioms and prescribed phrases within authentic contexts is an arduous process that must be in conjunction with learning techniques such as “Shadowing” and “Spaced Repetition”. In this sense, such techniques were essential to produce idiomatic enlargement since, not only did it help students identify if an idiom or a prescribed chunk was literal or figurative, but also it enabled them to put idiomatic constructions into motion. This being the case, 29 learners (100%) regarded the idiomatic construction “a smart cookie” as figurative, which depicted that, after implementing shadowing and spaced repetition, learners had already had the capacity to identify and convey such expression without the need to infer word’s meaning but interpret the whole string as a person who makes effective decisions. Having said that, the execution of shadowing and spaced repetition led learners to enhance their idiomatic perception and conveyance.

Being proficient in authentic conversations is entrenched with two parameters; to get acquainted with the predictability or non-deduction of idiomatic expressions such as idioms and prefabricated phrases and to immerse within diverse contexts to comprehend idiomatic functionality. That being the case, the idiom “got the upper hand here” was conceived as non-deductive by 25 apprentices (86 %), which depicts that, upon being exposed to this idiom in diverse conversations, stories, and sentence-making exercises, a substantial development in apprentices' perception. As a result, not only were students able to identify the meaning of such string as “someone who has control over a particular occurrence”, but also they could internalize and put it into conveyance as a mechanism to be proficient enough within authentic speech scenarios.

Differentiating if an idiom or chunk is literal or non-deductive is key to producing interactional authenticity within diverse contexts. On the basis thereof, the principle of non-compositionality played an important role in the studied population to demonstrate the effectiveness of idiomatic interpretation. This being the case, the prescribed chunk “the world was revolving around” was seen as a non-deductive construction by 28 learners (97 %), which depicts the context did matter in order to interpret the meaning of such idiomatic string as “someone who thinks they are more important than others”. Consequently, had apprentices not been regularly exposed to these types of literal chunks by means of shadowing and spaced repetition, the majority of students would have had difficulties in attaining and including them into authentic conversations.

To interpret the non-predictability of idiomatic strings, Spaced Repetition and Shadowing are key for the pupils to identify, master, and convey an utterance within authentic contexts. It is, indeed, due to the regular exposure, repetition, and production of such expressions that the pupils are far more authentic when partaking in diverse communicative acts. In this regard, 26 learners (90 %) regarded the idiom “a tough cookie” as non-deductive, which depicts that a substantial deal of learners’ idiomatic perception had changed for the better since they had already been able to recognize the degree of “a tough cookie” as a strong and unemotional person. Having said that, the majority of pupils were able to differentiate literal from non-deductive strings upon taking part in shadowing and spaced exercises as a means to producing authentic communication.

In spite of the fact that associating Spanish with English knowledge to predict a chunk is not utterly commendable, occasionally, it is a good way to predict if the string meaning is literal or non-inferable, thereafter, put it into usage within authentic dialogues. This is, actually, due to the string-interpretation similarity between the foreign and the native language. That being the case, the prefabricated phrase “through the passage of time” was considered deductive by 29 learners (100%), which represents the effectiveness of Spanish sporadic implementation may be accurate. Consequently, the learners had more confidence to periodically start from a Spanish conception to infer the meaning of such string as a process in which a series of occurrences took place as time went by. It ought to be mentioned that such mechanism ought to be implemented if mandatory since it is not an effective process to expand idiomatic knowledge. On the contrary, it is just implemented when learners are already acquainted enough with idiomatic knowledge, functionality, and application.

Once learning techniques such as Shadowing and Spaced Effect had been implemented into the classroom, learners were already used to predictability or non-deduction as a means to enhance idiomatic knowledge within authentic contexts. In this regard, such learning techniques enabled learners to properly perceive the meaning of the idiomatic string “get along with” as someone who has an amiable relationship. With that contended, such string was perceived as non-inferable by 29 learners (100%), which depicts that all the learners had been exposed enough to “get along with” in order to attain and implement it within authentic conversations to comprehend the meaning and propel its usage.

Through the passage of time, not only has idiomatic attainment been pivotal to enlarging language knowledge, but also enhance interactional authenticity. In so doing, idioms and prescribed phrases have become essential components for the apprentices to partake in authentic dialogues. By way of illustration, the idiom “be the bomb” was regarded as figurative by 27 apprentices (93%), which depicts there had been a considerable idiomatic enhancement. That is to say, the learners had already developed the capacity to differentiate figurative from non-deductive strings such as “be the bomb” as someone who is quite liked or an occurrence that is outstanding. Correspondingly, learners were proficient enough to attain an idiomatic string and put it into motion.

The influence of idiomatic knowledge within diverse contexts has been pivotal to generate authentic communication. This is, indeed, owing to the exposure interlocutors have had many times to figurative or predictable strings in diverse conversations. That being the case, during the instructional period, the prescribed chunk “when things go wrong” was attained and conveyed many times in such a manner that, when the posttest took place, learners had already been acquainted with its meaning and usage within authentic communicative acts. As evidence from this assertion, the prescribed string “when things go wrong” was regarded as deductive by 29 learners (100%), which depicts they had differentiated why such string is literal and not figurative. In other words, they had already considered the principle of predictability to get to strengthen the word meaning apprehension of the string mentioned above.

TABLE 03. THE TRANSITION OF PERFORMATIVE ACTION BEFORE AND AFTER HAVING INCORPORATED IDIOMATIC EXPRESSIONS SUCH AS IDIOMS AND PREFABRICATED CHUNKS

| Multi-word phrase | Diagnosis employed to the apprentices | Posttest employed to the apprentices |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All the rage | Most of the apprentices (86%) had not been utterly familiar when this string was conveyed within authentic conversations. As a matter of fact, it was the first time they had been working with such idiom. In an attempt to decipher its meaning, they had no choice but to guess the meaning upon being unable to identify if this idiom was figurative or predictable. | Employing spaced repetition and shadowing as techniques caused learners to get acquainted with “all the rage” as an idiomatic string whose meaning was utterly attached to the context. In this sense, 29 out of 29 learners (97%) could recognize its meaning and apply it to authentic dialogues so that they did not have to translate the individual parts of this string. |
| Down to Earth | Not being acquainted with the meaning of figurative strings such as “down to Earth” | Once learners had already gotten used to “down to Earth” via shadowing this |

| | | |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>caused most learners to divide such string into individual constituents as the pathway to being proficient within authentic contexts. As a consequence, 22 out of 29 apprentices did not have the capacity to recognize its meaning and include it into authentic contexts. With that said, translating this idiom was not equivalent to accurately inferring the meaning since their meaning stemmed from a figurative conception. In layman's terms, the majority of the studied population was required to be familiar with "down to Earth" as a non-deductive construction and regularly produce it.</p> | <p>phrase within diverse examples during lengths of time, most of the learners (93%) put this idiomatic string into conveyance via a considerable deal of examples that would encourage learners to immerse in authentic interaction. As a matter of fact, this effect was attainable owing to the example diversification in which context made students produce this string innately within varied conversations. Consequently, the main part of the population was proficient enough to retrieve and store "down to Earth" in the long-term memory as the means to generate authentic communication.</p> |
| <p>A smart cookie</p> | <p>The main part of the population was unable to differentiate translation from interpretation, so they had many difficulties in including this idiom into authentic dialogues. In other words, they did not have the capacity to determine if "a smart cookie" was a literal or a figurative string and how to convey it in authentic conversations. Resultantly, 20 out of 29 apprentices (69%) had a misconception of the aforementioned string due to the irregular exposure, which provoked communicative stagnation.</p> | <p>After idiomatic interpretation had been developed via shadowing and spaced repetition, not only were the majority of learners (100%) able to appropriately infer the degree of "a smart cookie", but also they got used to the meaning of such string as non-deductive. On this account, the association of the aforementioned learning techniques played a prominent role in idiomatic attainment and production. To begin with, shadowing led learners to get used to the meaning of "smart cookie" via context. As importantly, spaced effect made students produce such string via</p> |

| | | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | exemplification. application within authentic conversations. |
| Got the upper hand here | <p>Inferring the meaning of a non-deductive expression such as “got the upper hand here” was a challenge for the learners. Indeed, it was hard for all the learners to recognize if this construction was inferable or figurative. Hence, all of them (100%) had no choice but to translate this idiom from a literal conception. That is to say, this idiomatic string was divided into individual constituents by all the learners in order to decipher its meaning and convey it in authentic contexts. Notwithstanding, this string was attached to a figurative perception, which depicted that all the students did not master the string meaning of this idiomatic expression.</p> | <p>After the repetition cycle and shadowing had taken place, the main part of the studied population (86%) changed their perception in relation to the predictability of the string “got the upper hand here” due to the concurring exposure and exemplification. Otherwise contended, the majority of apprentices' performance had been expedited upon enhancing their idiomatic perception. That way, they had no more difficulties in attaining this string and conveying it into authentic conversations. This was, of course, equivalent to the consolidation of a habit in which this idiom was included into authentic dialogues to be competent enough at acquiring and transmitting an utterance meaningfully without misconceived string meaning.</p> |
| A tough cookie | <p>Attempting to predict the meaning of an idiom such as “a tough cookie” was arduous for the students due to misconception of this expression. In this regard, a tiny deal of learners (14%) was able to proficiently interpret the meaning of “a tough cookie”, which was equivalent to communicative breakdown. That being the case, the majority of learners</p> | <p>Being exposed to a figurative construction such as a tough cookie was imperative to expand idiomatic knowledge due to the functionality of this idiom with many examples. This was, indeed, pivotal for most learners (90%) to store this string in long-term memory retrieval and put it into conveyance within authentic contexts as many times as possible. In this</p> |

| | | |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | were not competent enough to effectively attain such idiomatic construction and put it into motion. | regard, the context was essential for the apprentices to get acquainted (theory) and put this string into motion (practice) via exemplification and occurrence. |
| The world was revolving around... | Although the idiomatic string “the world was revolving around” would be associated with idiomatic Spanish conception as the pathway to recognizing its meaning, only 4 apprentices (14%) had the capacity to recognize it as a figurative string, which depicted a minuscule level of proficiency within authentic contexts due to the lack of idiomatic knowledge. By way of explanation, the expression “the world was revolving around” had never been attained by the main part of the studied population before in such a manner that producing it was next to impossible. | The string “the world was revolving around” was conveyed many times in order for the learners to be able to associate its meaning with a diversity of contexts. With that being the case, they developed the capacity to easily recognize when the string was figurative and predictable. As a matter of fact, the main part of the population (97%) changed their perspective since they already knew the meaning of this string. Hence, they had no longer to guess its meaning. On the contrary, upon mastering the functionality of this string, they were able to associate this string with tenses, examples, and readings as a means to expanding idiomatic knowledge. |
| Through the passage of time... | Context has been said to play a pivotal role when it comes to associating the meaning with the functionality of a string such as “through the passage of time” due to the exemplification-diversity. As a matter of fact, such a mechanism made learners recognize when this construction was inferable or non-deductive. It was mainly | The conjunction of an idiomatic string such as “through the passage of time” and the context was pivotal for the majority of learners (90%) to get used to the literal meaning of the string mentioned above as a mechanism to be authentic enough within diverse communicative acts. In so doing, the applicability of |

| | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>about context and functionality. In this regard, no apprentices had difficulties in predicting and conveying the idiomatic string “through the passage of time”</p> | <p>shadowing and spaced repetition was key for the apprentices to recognize diverse contexts in which “through the passage of time” was put into motion. As importantly, learners' difficulties in determining if this prefabricated phrase was figurative or non-deductive had been mitigated. With that being the case, not only did learners develop the capacity to differentiate situational contexts, but also their idiomatic knowledge caused them to gain more expertise in including such prescribed chunk into everyday conversations as a means to sound more authentic.</p> |
| <p>When things go wrong...</p> | <p>Strings in usage such as “when things go wrong” was contemplated within many conversations due to its attainment and functionality in such a manner that all the learners had no difficulties in acquiring and conveying such phrase. Notwithstanding, it was due to the relation this phrase has with a Spanish string. Consequently, the phrase “when things go wrong” was not merely internalized so that such string had to be put into conveyance as many times as possible.</p> | <p>When it comes to comprehending a situational occurrence, the string “when things go wrong” was the aptest one to determine its influence on interactional authenticity development. In this regard, all the studied population (100%) comprehended that inferring the meaning of a phrase such as “when things go wrong” was not sufficient since its meaning could be changed due to context diversity. That is to say, not only did learners have to attain the meaning of the string mentioned above, but also it was mandatory for them to get familiar with the context in order to associate their idiomatic knowledge</p> |

| | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | (theory) and applicability (practice) with authentic contexts. |
| Get along with | <p>Translating the meaning of an idiomatic construction such as “get along with” was not utterly effective since the majority of students (98%) did not have the capacity to differentiate if this string was deductive or figurative. Consequently, they misconceived this expression in such a manner that learners were unable to partake in authentic dialogues. It was due to the lack of idiomatic exposure which is attached to the context (acquaintance) and performance (language transference).</p> | <p>In spite of having difficulties in producing the idiomatic string such as “get along with”, all the students (100%) got used to the meaning and functionality of this idiom via shadowing and spaced repetition exercises. This was, of course, feasible due to the shadowing leading them to get acquainted with the meaning of this string in such a manner that determining if “get along with” was an inferable or a non-deductive string was not an issue of deep concern anymore. As importantly, spaced cycle enabled them to recognize the chunk phrase and put it into motion. In layman’s terms, once learners had been familiar with such meaning, they were able to regularly convey it within authentic environments.</p> <p>Correspondingly, they sounded more authentic when message conveyance took place.</p> |
| Be the bomb | <p>Creating a habit in which the idiom “be the bomb” was included as a means to promote authentic communication. Technically, this was next to impossible since interlocutors (79%) were not utterly used to its non-figurative meaning. That is to say, differentiating literal</p> | <p>Associating the idiomatic meaning of “be the bomb” with the context was imperative for the learners to immerse into authentic dialogues. Having said that, the main part of the studied population (93%) was already able to comprehend why this string was figurative and how</p> |

from figurative conception it would be incorporated into was an arduous process that conversations, storytelling, was attached to a deeper stories, anecdotes, among understanding of meaning and other situational occurrences. context, in such a manner that In other words, the role that “be the bomb” could not be “be the bomb” played was associated with the context. essential in order for the learners to differentiate Consequently, learners were context and produce idiomatic unable to incorporate such knowledge as the pathway to idiomatic strings into attaining interactional conversations. That being authenticity. the case, this string was conceived as non-deductive by the main part of the studied population. Nonetheless, they had difficulties in associating such string with authentic contexts.

Source: Comparative chart to corroborate idiomatic knowledge attainment in Tercer Año de Bachillertato “A”.
By: Jhonnatan Alexander Guananga Esparza.

4.4 INSIGHT INTO THE IDIOMATIC INFLUENCE WITHIN AUTHENTIC CONTEXTS

This information was obtained via Qualitative Examination in order to analyze participants' perception of the effectiveness of having implemented idiomatic expressions and prefabricated phrases into the classroom. That is to say, to determine the educator's and learners' viewpoints by implementing particular idiomatic strings within authentic environments. In such analysis, there were twenty-nine apprentices and one teacher who partook in an interview. To do so, an interview guide was directly applied to the teacher and apprentices in Tercero de Bachillerato “A” in order to corroborate their insight on how idiomatic applicability would exert influence on authentic interactional contexts, as attached to the fourth aim of the research.

INTO A WIDER IDIOMATIC APPREHENSION TO DEVELOPING PROFICIENT COMMUNICATION

The present interview guide applied to the educator in charge of Tercero de Bachillerato “A”, enabled the investigator to get deepen and corroborate the idiomatic applicability. That is to say, if idiomatic strings such as idioms and prefabricated phrases were included into the classroom, learners would be able to convey competent enough upon conveying idioms and prefabricated phrases within authentic contexts.

EDUCATOR'S RESPONSES

The pervasiveness of idiomatic language has played a paramount role in the development of communication within authentic settings. In this regard, the applicability of idiomatic expressions such as idioms and prescribed phrases is paramount for the apprentices to immerse in meaning and context diversification. On this account, as asserted by Albaqami (2022), Hendriks et al. (2022) and Cucchiarini et al. (2022), and Polic and Krelja Kurelovic (2021) idiomatic strings are linguistic constructions conveyed in quotidian contexts whose meaning may either be predictable or occasionally inferable. The authors, indeed, concur that idiomatic strings are linguistic blocks whose meaning is generally predictable or figurative and applicability is associated with context diversity so that learners must adhere to multimodal activities that promote idiomatic attainment and production to develop communication within particular occurrences.

In light of these remarks, the dimension and functionality of idiomatic knowledge lie in the regular exposure apprentices have to authentic contexts. That is, how idiomatic constructions are acquired and produced for interlocutors to be communicative enough when conveying an utterance. Tomczak and Lew (2019) contend that to partake in authentic conversations like greeting, apologizing, sharing an idea, explaining a concept, among others, the meaning variability is imperative to be contemplated as a mechanism to be communicatively proficient. Analogous to that, pupils will expedite their idiomatic knowledge and adapt it to their situational discourse.

Idiomatic implementation plays a paramount role in communication development inside and outside the classroom. On this account, far-reaching techniques should be implemented for the learners to get exposed idiomatic knowledge and adapt it to authentic occurrences. (Daqui, D. Educator interviewed, 2022)

Educator apprehends that meaningful learning techniques must be considered to develop interactional authenticity. On this basis, the conjunction of Spaced Repetition and Shadowing with idiomatic language causes interlocutors to expand their communicative production since. On this account, the effectiveness of retrieving (Shadowing) produces further attainment of idiomatic strings for them to be implemented within authentic scenarios. Fitriyah (2022) asserts that, as a consequence of this remark, Shadowing will upgrade idiomatic conveyance in such a manner that, apprentices have the capacity to comprehend, be comprehended, and convey utterances within the situational occurrences.

As importantly, when the implementation of Spaced Repetition is practical, idiomatic production will take place remarkably. Resultantly, it leads the way to infer meaning and set conversations via mnemonic activities that make naturally recall and produce these multi-word expressions without the need to assemble them at the moment of speaking. Barghamadi et al. (2022) assents that the effectiveness of Spaced Repetition leads learners to store idiomatic meaning to determine context variability and put multi-word expressions into motion.

The synchronism between Spaced repetition and Shadowing over idiomatic learning is paramount since, should learners get acquainted and generate idioms and prefabricated phrases, they will be far more authentic and proficient when a message is being transmitted. (Daqui, D. Educator interviewed, 2022)

What is contributed by the educator is deeply attached to the functionality of these learning techniques as a mechanism to expand idiomatic knowledge within authentic occurrences. On this basis, Fitriyah (2022) and Çakmak et al. (2021) concur that the applicability of such learning techniques would enlarge pupils' idiomatic performance within diverse environments in such a manner that, not only will learners be able to enlarge their communicative proficiency, but also they will expedite participation, autonomy, and knowledge production. In this sense, the accordance of shadowing phrases and multi-word expressions and repeating them into authentic situations causes communicative competence to be upgraded.

Idiomatic teachability is a process attached to theory and practice. That is to say, not only will pupils be able to enhance their idiomatic apprehension, but also their situational interaction will be far more functional. (Daqui, D. Educator interviewed, 2022)

It is noticeable that idiomatic teaching must be regularly contemplated from a theoretical and functional overview. In accordance with this assertion, Karatay et al. (2022), Wu (2008), and Zulfikorova (2021) concur that idioms and prescribed chunks are theoretical and practical components that influence authentic interactions. As a result, as held by Ahmadi and Zarei (2021) and Wu et al. (2021), apprentices' proficiency will be attainable via processing and production of idiomatic language. Hence, educator agrees that idiomatic teachability (conceptual and functional) is a process in which learners conceive the idiomatic dimension and motion. That is, when an idiom or a prescribed chunk is conceived as literal or non-deductive and how to adapt it to authentic discourse.

LEARNERS' RESPONSES RECORDING

The current interview guide effectuated by the learners of Tercero de Bachillerato "A", allowed the investigator to identify their perception of how the effectiveness of idiomatic constructions may enhance their communicative performance within authentic contexts.

IDIOMATIC KNOWLEDGE AS A MECHANISM TO EXPEDITE COMMUNICATION WITHIN DIVERSE SETTINGS

Idiomatic conveyance is undoubtedly an arduous process that comprises two components: attainment and production. Considering this assertion, apprentices comprehend that idiomatic expressions such as idioms and prescribed chunks are linguistic constructions that may be acquired from theoretical attainment (conception) and practical application (context production). In this sense, as stated by Saidova (2023) and Shaheed et al. (2022) not only does the involvement in idiomatic string conveyance lie in their deduction or non-predictability, but also their applicability in communicative settings.

In light of this contention, idiomatic implementation is paramount to determining the development of learners' performance within authentic contexts. In agreement with this statement, Ibodullayevich (2023), Khoirunnisa et al. (2022), and Ramos and Ruiz (2022) concurred that including idiomatic knowledge leads interlocutors to be competent enough to convey an utterance within authentic contexts. The outcomes evidence the influence of idiomatic applicability on pupils' interactional boost, which implies better idiomatic attainment and performance when uttering a message in everyday conversations.

Incorporating idioms and prescribed chunks into the classroom is beneficial to produce proficiently communication. In this sense, it is imperative to apprehend idiomatic meaning properly, subsequently, convey these multi-word expressions within authentic settings. (Yupa, E. Learner interviewed, 2022, translated)

What is conceived by the apprentices is entailed in enhancing communicative competence via idiomatic strings. Helal (2022), Indriyani et al. (2022), and Ghedabna and Azeroual (2022) contend that authentic communication will be expedited as long as idiomatic knowledge is put into motion and conveyed. In layman's terms, communication will be developed if it is attached to the production of idiomatic knowledge, which implies that apprentices would be more fluent when immersing themselves in authentic environments.

Should idioms and prescribed phrases to be included into the classroom all the time, the capacity to convey an utterance within everyday settings will be remarkable. In other words, fluency will be developed as long as idiomatic implementation takes place. (Albán, C. Learner interviewed, 2022, translated)

What is acknowledged by the apprentices is that attaining idioms and prescribed phrases is a process deeply related to fluency enlargement upon immersing themselves in authentic conversations. In agreement with this assertion, Šarić (2022) and Diaz Alava and Torres Castro (2022) highlight that the acquisition and production of idiomatic expressions are remarkably entrenched with the development of fluency. On the grounds of this, not only will productive and receptive skills be expedited, but also interlocutors will have the capacity to innately transfer idiomatic language in authentic contexts in an inherent way.

Being competently communicative within authentic settings lies in breaking down speaking barriers. Hence, idiomatic strings are key to mitigating deficiencies in situational discourse. (Chicaiza, K. Learner interviewed, 2022, translated)

Pupils recognize that, in order for interactional authenticity to be enhanced, active idiom usage must be taken into account. According to Al Kadi (2015), Allami et al., (2022), and Ashar et al. (2022) idiomatic knowledge is a mechanism to affront communicative stagnation within authentic contexts. Therefore, learners will be proficiently talkative in everyday situation where idiomatic strings such as idioms and prefabricated phrases are regularly conveyed. It is evident that active idiom usage exerts influence on communicative proficiency.

The conversational system is boosted by promoting active idiom usage via learning techniques Shadowing and Spaced Repetition. They, indeed, enable one to get familiar with idioms and prefabricated phrases and produce them via the exemplification of numerous multi-word expressions. (Chuncho, M. Learner interviewed, 2022, translated)

In the face of this remark, learners comprehend that acquiring and getting familiar with the idiomatic language is a mechanism that develops the conversational system. Hence, Shadowing and Spaced Repetition are learning techniques that will make learners' performance more proficient during determined periods of time. Adewumi et al. (2022), Senaldi et al. (2022), and Rakhmatullayevna and Qizi (2022) place emphasis on the long and short attainment, which implies the concurrence between retrieval (idiom conception) and context (idiom conveyance). In this sense, both factors must be in accordance with such learning techniques for the apprentices to sound more authentic upon upgrading conversations.

Idiomatic strings are ubiquitous expressions that are entailed in culture. Hence, their acquisition must be functional when they are being taught. (Miranda, L. Learner interviewed, 2022, translated)

What is contended by the learners reflects the pervasiveness of idiomatic language which is deeply attached to culture so producing it depends on the conjunction of the meaning attainment and context variability. Hubers et al. (2022) and Chen et al. (2022) contend the importance of being effectively communicative within diverse occurrences since due to the idiomatic pervasiveness, learners will be imperative to enlarge their idiomatic knowledge in order for communication transfer to take place remarkably in the future. In this sense, idiomatic constructions are multi-word phrases that are ubiquitous in diverse talkative contexts in such a manner that they would allow interlocutors to transmit such idiomatic constructions all the time.

DISCUSSION

Idiomatic language is a pervasive aspect of deep interest since it enables interlocutors to expedite communicative competence within authentic contexts. That is to say, idiom active usage will be imperative to generate autonomy and proficiency in authentic conversations. On the basis thereof, Ariani (2022) and Manipuspika and Winzami (2021) highlight the idiomatic importance since the meaning of numerous idioms or prefabricated phrases is generally non-deductive, and on occasions, they may also have a literal connotation.

Determining if an idiom or a prefabricated phrase is literal or non-deductive has much to do with the context variability. As held by Alboiu et al. (2022), Cain et al. (2009), N. Nadeem and Almowalad (2022), Hubers et al. (2022), and Firsia Nailul Authari (2022) interpreting the idiomatic meaning leads learners to transfer multi-word constructions into authentic settings effectively in such a manner that the concurrence between idiomatic knowledge and context will be remarkable in the development of their conversational system.

This phenomenon was, indeed, perceptible since learners had had numerous difficulties in recognizing idiomatic meaning to, subsequently, put it into functionality. Consequently, they were unable to immerse themselves in authentic interaction since their idiomatic knowledge was not extensive enough to take part in a conversation. On the grounds of this, an effective way to affront such learners' difficulties was the applicability of two learning techniques, Spaced Repetition and Shadowing.

Their effectiveness led learners to retrieve as much idiomatic knowledge as possible in order to be conveyed in authentic occurrences. As held by Barghamadi et al. (2022) the effectiveness of retrieving and conveying idiomatic expressions such as idioms or prescribed chunks leads apprentices to get familiar with the meaning of idiomatic constructions and put them into motion.

In light of this remark, Rano (2022) and Peralta Suárez and Facuy Martínez (2021) contend that the effectiveness of Spaced system and Shadowing leads apprentices to recall and generate idioms and prefabricated phrases as long as they are linked with regular conveyance. That being the case, the aforementioned multi-word phrases had to be put into motion repeatedly until apprentices were able to master their meaning and practical application. Resultantly, communicative breakdown had been mitigated.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Diagnosing idiomatic performance at Tercero de Bachillerato General Unificado “A” of Unidad Educativa José María Román Freile was key to corroborate learner’s communicative strengths and deficiencies, which implied that learners had difficulties in perceive idiomatic meaning, in what follows, immerse themselves in conversations.
- The conjunction of Spaced repetition and Shadowing was significant in idiomatic enlargement. This mechanism enabled learners to get exposed and produce escalating conversations, storytelling, quotidian questions, information questions, and so on. Accordingly, their idiomatic perception and conveyance had been upgraded.
- After being exposed to authentic contexts, learners were evidenced to have expedited their idiomatic knowledge and functionality. Hence, their conversational system had been enlarged. That way, the pupils would partake and immerse themselves in diverse settings.
- In the current study, the effectiveness of incorporating idioms and prescribed was deeply attached to promote authenticity in communication. Hence, as agreed by the participants interviewed, were idiomatic constructions to get implemented through Spacing and Shadowing, learners would expedite their communicative competence within situational occurrences.

5.2 RECOMMENDATIONS

- Before idiomatic teaching takes place, communicative competence should be assessed using diverse conversations. Correspondingly, students' performance would be accentuated concerning their idiomatic meaning perception and applicability in diverse interactional occurrences.
- Idiom active usage should be implemented more regularly via learning techniques such as Shadowing and Spaced Repetition for the learners to be more effective in producing communication within multiple contexts.
- The conversational system should be expedited by implementing idiomatic strings so that linguistic production is proficient within talkative settings. Consequently, the idiomatic acquisition would lead learners to meaning conception and context production in situational occurrences.
- The current study revealed that idiomatic strings as multi-word expressions and prescribed blocks should be implemented via meaning conception and context diversification. That is to say, the concurrence of figurative knowledge and the applicability of learning techniques should take place to enhance interaction.

CHAPTER VI

6. BIBLIOGRAPHY

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTY OF CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRER OF PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Conversational Guide

Observer: _____

Date: _____

Aim: To diagnose learners' performance in regard to the use of idiomatic expressions and prefabricated phrases as a means of authentic oral communication.

MADONNA...



A tough cookie



Be all the rage



The world was revolving around...



A smart cookie



Never back down



Get along with

+1

A lotta



Be the bomb

Through the passage of time, Madonna has demonstrated that she was a girl who never *backed down*. That is, not only was she *a smart cookie*, but also she was *a tough cookie* in life. She was always all the rage owing to the numerous important events she used to attend. She had a *lotta* friends. That's why she would always *get along with* many people. She was absolutely a person to look up to. She *was the bomb!*



In this sense, never did she think the world was revolving around her. Indeed, she always showed disrespect to anybody. She was very down to Earth. Not only that, she always had the upper hand when things went wrong.

After having taken part of the reading and taken a look at the pictures, match the expressions with their right meaning. In what follows, from your point of view, define if each is literal or non-deductive.



Checklist

| IDIOMS AND PRESCRIBED PHRASES | The meaning of the idiomatic string is recognized as literal | The meaning of the idiomatic string is recognized as non-deductive | PROPER INTERPRETATION |
|-----------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|
| All the rage | | | |
| Down to Earth | | | |
| A smart cookie | | | |
| Got the upper hand here | | | |
| A tough cookie | | | |
| The world was revolving around... | | | |
| Through the passage of time... | | | |
| When things go wrong... | | | |
| Get along with | | | |
| Be the bomb | | | |



Anecdotal Record

OBSERVER: _____

SETTING: _____

DATE: _____

TIME: _____

AIM: To put idiomatic expressions and phrases into practice by the means of spaced repetition and shadowing in order to develop authentic oral communication.

[4]

| OBSERVATION | | | |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| IDIOMATIC TEACHING UPON EMPLOYING SHADOWING AND SPACED REPETITION | | AUTHENTIC INTERACTION ENLARGEMENT UPON EFFECTUATING SHADOWING AND SPACED REPETITION | |
| Fulfilment | NOTE RECORDING | Fulfilment | NOTE RECORDING |
| In which way does the implementation of shadowing and spaced repetition cause apprentices to get acquainted with idioms? | | How are the learners utterly involved in authentic communication upon including shadowing exercises? | |
| How does the implementation of shadowing and spaced repetition cause apprentices to get acquainted with prescribed chunks? | | How do the pupils able to produce idioms and prescribed chunks within authentic dialogues by employing spaced repetition exercises? | |
| Why do the apprentices need clarification or repeat the idiomatic constructions to continue an authentic dialogue? | | Via spaced repetition and shadowing, how effectively do the learners recall proper body movements while an idiomatic string is conveyed within authentic conversations. | |
| How do the apprentices recognize and produce idiomatic constructions after implementing spaced repetition? | | Upon utilizing spaced repetition and shadowing, what do the learners do to maintain an unforced and authentic conversation? | |
| Why do the apprentices enhance and recognize the pronunciation patterns of idiomatic constructions after implementing shadowing? | | Are the learners fluent enough upon implementing shadowing and spaced repetition within authentic contexts? | |

Interpretation



Consolidation

AIM: To evaluate learners' performance after having employed idiomatic expressions and phrases as a strategy to work on authentic oral communication.

Name: _____

Date: _____

Observer: _____

Remember...

- The test will be focused on the conjunction of a Communicative and Multimodal Approach. Consequently, learners will take part of varied conversations that promote using idioms to produce authentic communication.
- The test will last one hour.
- Each item will be equivalent to one point.
- Read and listen carefully each passage in order to identify the meaning of each idiom or prefabricated phrase.
- The majority of the answers will be assessed upon orally being inquired.
- Do not use liquid paper to correct your answers. On the contrary, the item will lose validity.

SPACED REPETITION AND SHADOWING

MADONNA...



A tough cookie



Be all the rage



The world was revolving
around...



A smart cookie



Never back down



Get along with

+1

A lotta



Be the bomb

Through the passage of time, Madonna has demonstrated that she was a girl who never *backed down*. That is, not only was she *a smart cookie*, but also she was *a tough cookie* in life. She was always all the rage owing to the numerous important events she used to attend. She had *a lotta* friends. That's why she would always *get along with* many people. She was absolutely a person to look up to. She *was the bomb!*





Posttest- Checklist

| IDIOMS AND PRESCRIBED PHRASES | The meaning of the idiomatic string is recognized as literal | The meaning of the idiomatic string is recognized as non-deductive | PROPER INTERPRETATION |
|-----------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|
| All the rage | | | |
| Down to Earth | | | |
| A smart cookie | | | |
| Got the upper hand here | | | |
| A tough cookie | | | |
| The world was revolving around... | | | |
| Through the passage of time... | | | |
| When things go wrong... | | | |
| Get along with | | | |
| Be the bomb | | | |



INTERVIEW GUIDE- EDUCATOR

AIM: To analyze participants' perception as regards the effectiveness of idiomatic expressions and prefabricated phrases.

STUDY SUBJECT: Tercero de Bachillerato General Unificado "A" of Unidad Educativa "José María Román Freile".

INTERVIEWED: Mgs. Denny Javier Daqui Llerena

POSITION HELD: Educator in charge of Tercero de Bachillerato General Unificado "A"

INTERVIEWER: Jhonnatan Alexander Guananga Esparza

DATE AND TIME OF THE INTERVIEW:

Initial Phase

IDIOMS AND PRESCRIBED CHUNKS

1. If you had the opportunity to travel abroad, where would you go and why?
2. What do you like doing to blow off steam?
3. In which way would you incorporate idioms and prefabricated phrases into your lessons if you had the opportunity to do so?
4. What are the pros of implementing idioms and prefabricated chunks into the classroom?

Intermediate Phase

LEARNING TECHNIQUES

5. What are your thoughts on incorporating shadowing and spaced repetition techniques in English lessons?
6. What strategies would you take into consideration if you implemented these idiomatic strings into your classes?
7. Why do you consider that learning techniques such as shadowing and spaced repetition must be in conjunction in order for learn idioms and prescribed phrases to be learned?