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## FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

## CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

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**TEMA:**

**"TEACHING ENGLISH IDIOMS: COGNITIVE CHALLENGES AND INSTRUCTIONAL STRATEGIES IN 5th, 6th, and 7th GRADE U.E. GABRIEL GARCIA MORENO"**

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**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e idiomas

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**DEDICATORIA**

*Para mi querida madre,*

Como la pequeña brisa que roza mis mejillas y acaricia a la pequeña niña que dejaste.

Como la trasmutación eterna de un árbol a lo largo de las estaciones.

Tu memoria y tu calor prevalecen en mí.

*Para mi querida hermana,*

Por ser el abrazo en la oscuridad, por ser la pequeña hoja que brilla en el sol.

Por ser las manos que me empujan a seguir, por creer en mí.

Por estar.

Belén Garzón

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Will all due kindness,

I want to thank the friends who believe in me, my family for their support, and my dear father for helping in this journey. My classmates for being with me in this challenging project, especially Fernandita, for being an amazing person and leader.

With the utmost admiration,

I would like to express my gratitude to MSc Marcia Mantilla for being a wonderful woman and mentor; her guidance and teachings were essential to successfully completing this project. I will carry forward her lessons and her human qualities as an enduring guide on this journey.

## RESUMEN

La enseñanza de las expresiones idiomáticas en el inglés como lengua extranjera se percibe como un desafío debido a su naturaleza metafórica y al contexto cultural al que pertenecen. Por consiguiente, se encuentra marginada en el diseño curricular de la enseñanza del inglés como lengua extranjera. La presente investigación analiza los desafíos cognitivos que enfrentan los estudiantes al aprender estas expresiones, así como las estrategias de instrucción adecuadas para la enseñanza de este tema en estudiantes de educación básica en una institución rural. Este estudio tuvo como objetivo general emplear las expresiones idiomáticas como herramienta cognitiva en la enseñanza del inglés como lengua extranjera, diseñando una guía digital orientada al aprendizaje de dichas expresiones en un contexto específico, utilizando diversas estrategias de instrucción con un enfoque comunicativo. Esta investigación se desarrolló con un enfoque mixto, un diseño experimental, descriptivo y exploratorio. Como resultado, se aplicaron una entrevista al vicerrector, al coordinador del área de inglés y al docente de inglés, y la encuesta correspondiente a los estudiantes junto con una ficha de observación grupal. Los resultados señalan que el uso de estrategias de instrucción adecuadas en la enseñanza de expresiones idiomáticas permite un aprendizaje satisfactorio del tema y fomenta una actitud positiva hacia la materia de inglés y una curiosidad intrínseca por la cultura anglohablante. Finalmente, se concluye que la enseñanza de estas expresiones idiomáticas en su contexto es esencial para comprender su significado metafórico y su uso pragmático en el lenguaje.

**Palabras clave:** expresiones idiomáticas en inglés, desafíos cognitivos, estrategias de instrucción, enfoque comunicativo, inglés como lengua extranjera, educación básica.

## ABSTRACT

Teaching idiomatic expressions in English as a Foreign Language (EFL) is perceived as challenging due to their metaphorical nature and cultural context. Consequently, they are marginalized in EFL curriculum design. This research examines the cognitive challenges faced by students when learning these expressions, as well as the appropriate instructional strategies for teaching this topic to upper elementary learners in a rural institution. The study aimed to utilize English idioms as a cognitive tool in EFL learning by designing a digital guide focused on acquiring these expressions within a specific context, employing diverse instructional strategies alongside a communicative approach. This investigation employed mixed-method research design, characterized by both descriptive and exploratory approaches within a non-experimental framework. As part of the methodology, interviews were conducted with the vice-principal, English area coordinator, and English teacher, complemented by a corresponding student questionnaire and a group observation sheet. The findings indicated that the implementation of precise instructional strategies for learning idiomatic expressions facilitated effective understanding of the topic and fostered a positive attitude toward the English subject and intrinsic curiosity about English culture. Ultimately, the study concluded that teaching idioms in context is vital for comprehending their metaphorical meanings and their pragmatic application in language use.


**Keywords:** English idioms, idiomatic expressions, idioms, cognitive challenges, instructional strategies, communicative approach, English as a Foreign Language (EFL), elementary education.

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# INTRODUCTION

## TOPIC

"Teaching English Idioms: Cognitive Challenges and Instructional Strategies in 5th, 6th, and, 7th grade U.E. Gabriel Garcia Moreno"

## PROBLEM

### 2.1 Research Problem

Find and propose accurate instructional strategies for teaching English idioms to 5th, 6th, and 7th grades from a rural institution, Gabriel García Moreno High School, during the 2025-2026 school year.

### 2.2 Problem Description

Shahnaz & Saleha (2021) explain that learning English as a second language in rural education presents challenges, including limited resources, limited interest in the language, low parental engagement, and low student motivation. It is something that happens at the high school "Gabriel García Moreno", which is found in the Intag Zone. As a result, the subject matter of English idioms is a real challenge in a classroom due to their complex linguistic and cultural nature and the lack of understanding or misunderstanding of the new language in relation to the native language.

### 2.3 Delimitation of the problem

ELSA (2023) exposes that the majority of these idioms have their roots in British and American history. In other words, they are fundamental aspects of colloquial and native English, and their meanings may vary by geographical region or dialect. Additionally, many of these

terms have no direct Spanish translation, making them harder for students to comprehend and use them appropriately.

### 2.4 Formulation of the problem

Thus, what would be the correct approach for learning English idioms as a part of foreign language teaching in the 5th, 6th, and 7th years of upper elementary education in a rural institution, a level at which lower knowledge of English can be found? What would be the appropriate instructional strategy for teaching this subject to children around 9 and 12 years old? Why is there low English knowledge in these grades? And how does it help to improve their learning process in the L2 as EFL? This problem formulation seeks to develop an accurate implementation for teaching English idioms significantly and to use idioms as a cognitive tool in the EFL class.

### JUSTIFICATION

EF Education First (2025) reports that Ecuador is ranked among the lowest in the EF English Proficiency Index (EF EPI), which ranks countries based on their English proficiency. One Ecuadorian province, Imbabura, scored 436 out of 700 points, and according to job function, students got 415 in our country. This shows how English strategies and techniques must be improved in the EFL learning process. Nevertheless, this vision and commitment are not easy to uphold, especially in a rural institution. The reality of these institutions is very different from that of urban high schools. Shahnaz & Saleha (2021) explain that attitudes toward the English subject in a rural context are negative for both students and parents, since, from the learners' perspective, the subject is difficult because the words are pronounced differently from how they are written. Instead, from a parent's perspective, working in the countryside is not necessary, and they do not perceive that education is very important for their children. This thinking could stem from

parents not continuing their studies and holding a different perception of higher education; as a result, students lack their parents' support. Therefore, teaching English idioms in a rural institution is really challenging owing to the lack of value parents give this subject. Additionally, idiomatic expressions are an uncommon topic for EFL learners, despite being essential expressions for the English language.

Anjarini & Hatmanto (2021) stress that idiomatic expressions are phrases that cannot be inferred by their translation. Additionally, they are an important part of language and the most essential aspect, as they are embedded in English culture. Hence, learning and understanding idioms is a necessary step in using a foreign language.

The significance of this study aims to offer rural institutions options for developing the teaching and learning of English idioms with limited resources, and to provide instructional strategies that might be effective in this context.

This research directly benefits the rural Gabriel García Moreno High School, especially the students from the 5th, 6th, and 7th years of upper elementary education, by offering meaningful learning of English idioms and an accurate approach to the topic that adjusts to students' context. Likewise, it helps English teachers in developing more effective instructional strategies and techniques while working on this. Moreover, school authorities offer a more comprehensive English learning experience because this subject has not been included as part of the English curriculum in Ecuadorian rural institutions yet.

This project is expected to provide both theoretical and practical contributions. Theoretically, it will help to explain the cognitive challenges that students may face with this topic.

In practice, this research will provide accurate instructional strategies and techniques for teaching English idioms to children using low-cost resources in a rural setting.

The research project is feasible at Gabriel Garcia Moreno High School, which offers English classes, and there is an opportunity to work on a study under supervision. Additionally, the sample population is accessible, and the resources required to conduct this project consist of basic materials, as it must adapt to a rural environment. The suggestions are cost-effective and flexible, ensuring they can be executed within the school's technological and material capabilities. The involvement of teachers and administrators also assures institutional support throughout the process. This study will be conducted in accordance with ethical considerations, transparent communication, procedures, and methods applied to participants, and most importantly, informed consent.

## BACKGROUND

As Varas, Sotomayor & Castro (2024) noted, culture is ingrained in language; it is significant in ELT. Language serves as a means of expressing our cultural identities in addition to being a tool for communication. For instance, our culture is reflected in how we greet others, the language we choose, and the stories we tell. In other words, culture is an essential nuance of language through which people can express values, essence, ideas, and transmit customs. Similarly, teaching English idioms is embedded with culture; therefore, being aware of the cultural and historical context of English allows students to develop empathy, understanding of the culture's shape, and achieve cultural fluency.

Idioms play a great role in the enrichment of the English language. Idioms represent unique cultural and historical information as well as broaden people's understanding and

> manipulation of English. Native speakers use idioms to make their speech more colorful and alive. (Varas et al., 2024, p. 4712)

Applying the consciousness of culture in second language learning helps to enhance students' output, sound native, and contribute to understanding colorful and lively speech. Additionally, dodge the misunderstanding of communication.

The author Ngoc (2015) explains in his study "Cognitive Processing of English Idioms and Implications For Language Teaching" how the brain works to get knowledge of the meaning and form, from a cognitive linguistic view. He emphasizes that the human brain is a dynamic network that is constantly being formed, altered, and modified rather than a box that holds thoughts and concepts. The perspective that views human cognition as a complicated network, and the process of reciprocal contact within the network of nodes and nerves produces the knowledge. The perspective of the nervous system's mutual interaction network system has been used by cognitive linguists to describe cognitive processes, including language activities. To process cognitive data must be organized in a systematic way in order to codify these mental experiences. The data may be modified, altered, or entrenched during that entrenchment process. In order for the cognitive process to produce results, the gathered material must be coupled to form substructures in addition to being strengthened or altered. In other words, teaching English idioms as metaphors facilitates the understanding of idioms' meaning since the teacher can shape the literal words into real-life similarity.

Current research by Burcu (2019) investigated the cognitive process implications of learning English Idioms on English as a second language (ESL) vs English as a Foreign Language (EFL), to compare which pictorial representation or literal and figurative meaning, it demonstrated that ESL learners comprehend English idioms through figurative technique due to

ESL activating idiom entry, whereas EFL learners have to decompose idioms for understanding, applying a literal technique. This study also proves that the learning context of idioms is very fundamental because ESL comprehension of opaque idioms is better across figurative techniques, whilst EFL environments understand better transparent idioms. Besides, this current study evidence that the competence level (intermediate vs advanced) does not have a significant understanding of English idioms. Finally, this research supports the Dual Idiom representation model that ESL learners activate in a direct way the idiom entry due to stored information in their brains, and EFL learners do not have the capacity to develop because their mother tongue is different.

## OBJECTIVES

### 5.1. General Objective

To use English idioms as cognitive tools in the EFL class in $5^{th}$, $6^{th}$, and $7^{th}$ grades at Gabriel García Moreno High School.

### 5.2. Specific Objectives

- To analyze the cognitive challenges that affect students' comprehension of English idioms.
- To evaluate both positive and negative aspects faced by EFL students when they learn English idioms.
- To propose instructional strategies for teaching English idioms.

# CHAPTER I

## 1. Theoretical Framework

This study examines Teaching English idioms: Cognitive challenges and Instructional strategies in 5th, 6th, and 7th grades at High School Gabriel García Moreno. The theoretical framework establishes the conceptual and theoretical bases that support the analysis of the variables under study.

### 1.2 Identification of Key Variables

Two main variables are examined in this study. The independent variable is teaching English idioms, while the dependent variables are Cognitive Challenges and Instructional Strategies. The theoretical framework seeks to examine the relationship between the variables and explores how the independent variable affects the dependent variables.

### 1.3 Theoretical Foundations of Variable 1: Cognitive Challenges and Instructional Strategies

#### *1.3.1 Definition of Cognitive Challenges and Instructional Strategies*

According to Meng (2023), cognitive challenges are mental difficulties that learners experience when processing, comprehending, and producing a second language, arising from limitations in cognitive capacity, particularly in working memory and cognitive load theory.

> Cognitive load theory aims to explain how the information processing load induced by learning tasks can affect students' ability to process new information and to construct knowledge in long-term memory. Its basic premise is that human cognitive processing is heavily constrained by our limited working memory which can only process a limited number of information elements at a time. (Zhu, 2021, p. 165)

Liu et al. (2025) argue that instructional strategies in an EFL context are techniques, activities, and pedagogical actions planned by teachers to be applied with a learning focus to improve motivation, participation, and learning language among students.

### *1.3.2 Theoretical Perspectives on Cognitive Challenges and Instructional Strategies*

Dewi et al. (2025) emphasize that speaking in English requires a complex cognitive process, as Cognitive Load Theory involves aspects such as intrinsic, extrinsic, and germane cognitive load, since speaking is a productive skill that entails the complex grammatical inherent process (ICL) of the language. Learners also face ECL, weak instructions, inadequate instructional strategies, and distractions. GCL is the mental charge in order to construct knowledge.

"Specific strategies for teaching speaking in class are required since they are one of the factors to determine the effectiveness of the teaching process" (Adriani et al., 2025, p. 324). Chen (2023) claims that the quality of instructional strategy is more relevant than the language in which it is written, and it affirms that the appropriate instructional strategies are very important in learning a foreign language because, with unsuitable instructions, the acquisition of a second language, or particularly one skill, would be hindered and confused for learners.

### *1.3.3 Relevance of Cognitive Challenges and Instructional Strategies to the Present Study*

In this thesis, cognitive challenges play an important role because they hinder the proper learning process and its advancement. According to cognitive load theory, when an individual receives overly complex information, it can be harmful due to the limitations of working

memory. Therefore, English idioms are a difficult topic in second language acquisition SLA. Understanding which cognitive challenges work in SLA is the first step.

In this case, it is important to identify and apply appropriate instructional strategies for teaching English idioms in elementary education, to understand the cognitive challenges students face on this topic, and to ensure meaningful learning and output. Apridayani et al. (2024) mentioned instructional strategies such as exposure to idiomatic expressions in context, experiencing them in different contexts to gain a deeper understanding, and guessing idioms from context. These strategies also include images, storytelling, games, collaborative activities, and monitoring learning to support comprehension of figurative meaning.

## 1.4 Theoretical foundation of variable 2: Teaching English Idioms

### *1.4.1 Relevance of Teaching English Idioms*

Mekheimer (2025) concludes that teaching English idioms is a gap in the EFL field; it is a topic that does not have the attention needed, it is not a part of the curriculum, and it does not come in English books as a result, teaching English idioms constitutes a pedagogical challenge for teachers, it demands to seek for a proper instructional strategies, production own didactic materials, integration of cultural awareness, ludic activities, gamifications, etc. For instance, teachers face daily obstacles in classrooms. In addition, teachers' posture toward this theme and instructional strategies depend on their working context, demographic location, and the resources they already have.

### *1.4.2 Theoretical Perspectives of Teaching English Idioms*

Suhodolli & Lama (2024) clarify that English idioms are not just linguistic tools; they represent the values, history, and awareness of the language as its identity, and they are pervasive

in English culture. Islomova (2026) stresses that idiomatic expressions are not words that can be deduced word-for-word due to non-literal meaning. Moreover, cognitive load in second language acquisition negatively interferes with the learning process in a foreign language when inferring beyond first-language knowledge. Because of these features, they are a challenging topic for EFL learners. Therefore, the integration of cultural awareness must be a key in teaching English idioms. Thus, for gaining a comprehension of these idiomatic expressions, it is necessary to use metaphorical thinking related to cultural specificity. Tintiuc & Mihail-Veleșcu (2025) remark that the definition of idiom has been interpreted in various ways, but each approach goes beyond linguistic matters, emphasizing its complication. Besides, it stands out in English speaking-contexts. In other words, idiomatic expressions are a collection of words whose independent translation does not make sense, but together reflect a colorful meaning.

Rahmonova & Jorayeva (2026) explain that the appropriate approach to teaching English idioms is through Communicative language teaching (CLT), contextual learning, and interactive learning techniques. Since CLT focuses on learning language through real communication and meaningful unlike the grammatical translation method. As mentioned before, context is very important for teaching idiomatic expressions; thus, using these different methodologies, techniques, and strategies will contribute to an accurate learning process for this theme, because applying incorrect strategies can lead to a low and not meaningful learning process for EFL learners.

### *1.4.3 Relevance of the present study*

This topic is relevant because idiomatic expressions are inherent to the language and part of the daily lives of natives Americans. To gain advanced development in the production and comprehension of English, teaching this theme is very important and should be part of the EFL

curriculum. Trilestari et al. (2024) conclude that children have more brain plasticity in the golden age, and it facilitates the SLA because they can develop near native pronunciation, and internal linguistic structures subconsciously, whereas applying the proper approach. Consequently, the predisposition that the children have at that age should be taken advantage of by analyzing the cognitive challenges learners present at the time of the learning process, allow to examine which are the appropriate instructional strategies to teach English idioms, likewise to offer support for the acquisition of a second language in an EFL environment.

### 1.5 Theoretical Relationship Between Variables

This study examines the relationship between teaching English idioms and cognitive challenges and instructional strategies. According to Cognitive Load theory, without the proper balance among intrinsic, extrinsic, and germane cognitive load when applying teaching strategies, learners' cognitive load can be high; consequently, the performance of the learning process decreases as their motivation and their frustration increase, resulting in a drop in their working memory capacity. On the other hand, based on the Communicative language teaching, Akilbekovna (2026) affirms CLT, adapted to the sociocultural context, overcomes the traditional teaching approach of grammar translation due to the fact that CLT is centered on teaching authentic and meaningful communication, and it provides positive changes in students' affective factors, increasing motivation and reducing linguistic anxiety. Therefore, the theoretical framework is expected to demonstrate a positive relationship among teaching English idioms, cognitive challenges, and instructional strategies.

### 1.6 Conceptual Model of the Study

The conceptual model proposes that teaching English idioms directly affects cognitive challenges and instructional strategies. The independent variable is represented as influencing the

dependent variable, since the type of teaching strategies applied would affect the learners' responses, the cognitive challenges they face, and their performance in the EFL learning process.

### 1.7 Alignment with the Research Design

The theoretical framework is aligned with the research design due to the formulation of research questions. This study follows a descriptive and interpretative approach to examine the impact of communicative language teaching on the learning of idiomatic expressions. This investigation is expected to demonstrate a positive relationship between the independent variable and the dependent variables. The instruments were validated for use on the 5th, 6th, and 7th grades, which are centered on the cognitive attitudes towards learning English idioms questionnaire and observation task.

### 1.8 Chapter Summary

This chapter has presented the theoretical framework underpinning the study and identified the independent variable (teaching English idioms) and the dependent variables (cognitive challenges and instructional strategies). Drawing on Cognitive Load theory and Communicative language teaching. The framework establishes the theoretical basis for examining how teaching English idioms influences the EFL learning process at the 5th, 6th, and 7th years of elementary education at Gabriel Garcia Moreno High School.

# CHAPTER II

## 2. Materials and Methods

### 2.1 Type of research

This study was carried out using a mixed-method approach due to the nature of the field of investigation. Combining quantitative and qualitative methods to analyze the cognitive challenges and instructional strategies that students face when they are learning English idioms in 5th, 6th, and 7th grade of elementary education at "Gabriel García Moreno" High School. According to Creswell & Creswell (2017), quantitative and qualitative data provide different types of information: quantitative data provide closed-ended information, and qualitative data provide open-ended information. Identify these limitations and strengths; integrating them can strengthen comprehension of the research problem and questions. Accordingly, descriptive and interpretative research has been applied. (Alam & Asmawi 2024) used a descriptive design to help researchers comprehend the circumstances under which participants develop their experiences (McComber 2022). Instead, the aim of descriptive research was to describe a population or phenomena in a precise, systematic way. It seeks answers to what, where, when, and how, but it cannot answer why.

### 2.2 Research, methods, techniques, and instruments

According to Adeoye (2024), in academic investigations and writing, the research methodology is an essential characteristic for achieving quality publications, since it provides a systematic and analytical framework.

With this clarification, the clarity and guidance for conducting an investigation properly, resulting from a clear and well-established methodology, helped us apply a Mixed-Method

Research approach. Furthermore, it enabled a broader and deeper investigation that addressed the research questions.

This project used descriptive and interpretative research methods to examine attitudes towards learning English idioms, the cognitive challenges students face, and the effects of instructional strategies on their learning process. Moreover, a non-experimental design was used in the present study to obtain valuable data, thus observing and analyzing the rural context was prevailed.

### 2.3 Techniques

This thesis employed three research techniques aligned with a mixed-methods approach to gain a complete understanding of students' cognitive challenges and their effects on instructional strategies during the learning of English idioms in the 5th, 6th, and 7th grades of elementary education. The present study employed interviews, surveys, and observation sheets as research techniques.

#### *2.3.1 Survey*

The survey was conducted on the 5th, 6th, and 7th grade students at Gabriel Garcia Moreno High School to gather data on learners' perspectives on the process of understanding English idioms, and the questionnaire was developed using a satisfaction Likert scale. This instrument was applied in each classroom across the different years with clear instructions and assistance, in case the students presented any questions or doubts.

#### *2.3.2 Interview*

Two different interviews were conducted: one for the vice-principal, Lic Sergio Benítez of the High School, and the second for both the English area coordinator, Lic. Wilman Ayala and the English teacher, Lic. Cristian Ayala, who teaches elementary education. The first interview

included six open-ended questions in the general aspect of teaching English idioms, and the second interview included twelve open-ended questions about teachers' perspectives on teaching English idioms: cognitive challenges and instructional strategies. These interviews provided information on institutional perception and pedagogical criteria.

#### *2.3.3 Observation sheets*

The observation sheet is an instrument used to evaluate social attitudes, behavior, and real conditions (Setiawan et al., 2020). This instrument helped to collect real data about students' behaviors and their real knowledge of the topic during data collection.

This instrument was applied to the 5th, 6th, and 7th grade students of elementary education during English idioms lessons.

### 2.4 Instruments

Questionnaires for interviews

Questionnaire for survey

Observation sheet

### 2.5 Research Questions

1. What would be the accurate form to use English idioms as cognitive tools in the L2 class in 5th, 6th, and 7th grades at Gabriel García Moreno High School?
2. What are the cognitive challenges that may affect students' comprehension of English idioms?
3. What are the positive and negative aspects faced by EFL students while learning English idioms?
4. What may be the most efficient instructional strategies for teaching English idioms in rural areas?

## 2.6 Research variables

The following variables were identified for studying this research.

### *2.6.1 Independent variable*

Teaching English idioms

### *2.6.2 Dependent variables*

Cognitive challenges and instructional strategies

The relationship among these variables allowed the study to analyze the real impact on students' cognitive challenges and how incorrect instructional strategies affected the learning of English idioms.

## 2.7 Population and sample

The total population of the study consisted of 67 students of the elementary education, 5th, 6th, and 7th grades at "Gabriel García Moreno" High School from a rural institution. However, on the day when the survey was applied, two students were not present, and six questionnaires were ruled out due to incomplete answers. As a result, 59 learners were the final number of participants; 13 of the 5th grade, 18 of the 6th grade, and 28 of the 7th grade.

## 2.8 Procedure

This study was carried out in different steps. First, the research plan was developed during the 2025-2026 period, along with the development of instruments, and English idioms lessons were taught in 5th, 6th, and 7th grade students over two weeks at Gabriel García Moreno High School. Second, validation of the instruments was necessary to collect data. Besides, this stage involved formal permissions to access the population. Third, surveys were administered in each classroom with clear instructions and assistance. Finally, the literature review was done based on the first research question.

### 2.9 Data analysis

This project used descriptive and interpretative statistical analyses; firstly, the descriptive design method sought to clearly describe phenomena by showing characteristics and relationships between variables (Furidha, 2023). Meanwhile, “interpretative phenomenological analysis is a qualitative method that deeply examines individuals’ subjective perceptions and inner experiences” (Daněk & Urgošíková, 2024, p. 387). These design methods were applied to analyze data; as a result, the data were interpreted, and the relationship between the independent and the dependent variables was discussed.

# CHAPTER III

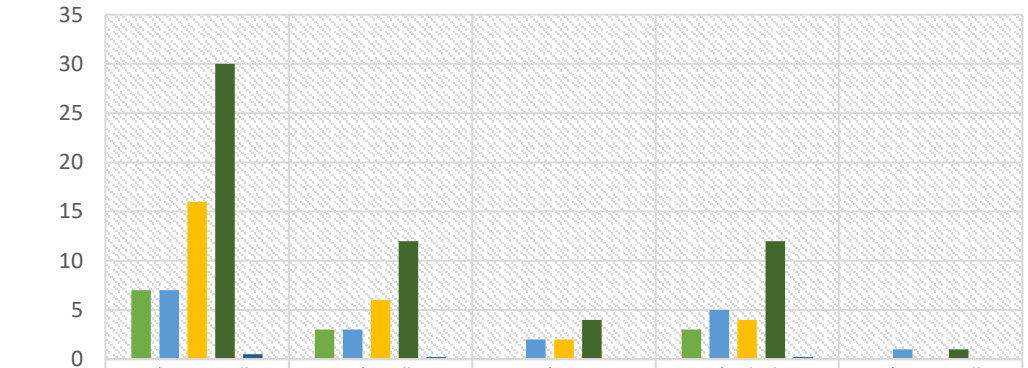
## 3. Results and Discussions

### 3.1 Survey Applied to 5th, 6th, and 7th grade of elementary education at the "Gabriel Garcia Moreno" High School

#### *3.1.1 I understand what an idiom is*

**Figure 1**

*Students' understanding of what an idiom is*




| | A) Very well | B) Well | C) Fair | D) A little | E) Not at all |
|---|---|---|---|---|---|
| 5th EGB | 7 | 3 | 0 | 3 | 0 |
| 6th EGB | 7 | 3 | 2 | 5 | 1 |
| 7th EGB | 16 | 6 | 2 | 4 | 0 |
| Total | 30 | 12 | 4 | 12 | 1 |
| Percent | 50,85% | 20,34% | 6,78% | 20,34% | 1,69% |

*Note.* Own elaboration

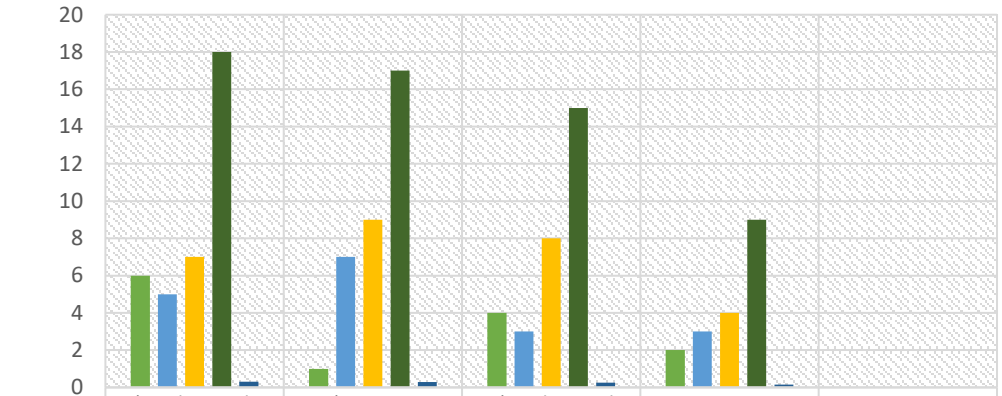
Figure 1 indicates that out of fifty-nine participants, thirty (50, 85%) responded very well, while twelve (20, 34%) stated well, and a little. On the other hand, four (6.78%) agreed it was fair, and one (1,69%) marked not at all. The results suggest that the majority of students understand what an English idiom is; meanwhile, another important percentage showed insecurity in responding with a little. Four students said they understand it superficially, and one participant agreed that he/she does not understand anything about what an English idiom is.

Amos & Abas (2021) affirm that idiomatic expressions are not an easy topic to understand due to idioms having both literal and figurative meanings. Additionally, this theme is significantly harder for EFL learners, especially for young children whose native language is not English.

### *3.1.2 When I see an English idiom, I usually:*

**Figure 2**

*Students' knowledge in front of an idiom*




| | A) Understand it easily | B) Guess its meaning | C) Understand some | D) Feel confused | E) Ignore it |
|---|---|---|---|---|---|
| 5th EGB | 6 | 1 | 4 | 2 | 0 |
| 6th EGB | 5 | 7 | 3 | 3 | 0 |
| 7th EGB | 7 | 9 | 8 | 4 | 0 |
| Total | 18 | 17 | 15 | 9 | 0 |
| Percent | 30,51% | 28,81% | 25,42% | 15,25% | 0,00% |

*Note.* Own elaboration

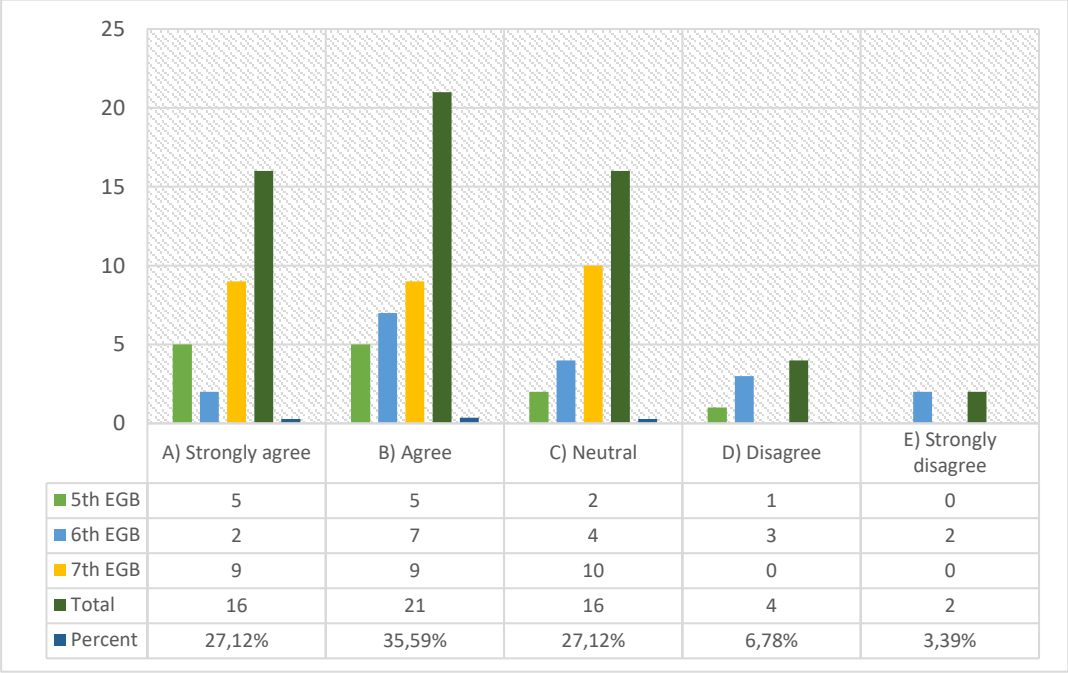
As shown in Figure 2, eighteen (30,51%) responded that they understood easily when they saw an English idiom, whereas seventeen (28,81%) marked guess its meaning. Meanwhile, fifteen (25,42%) said understand some, and nine (15,25%) told feel confused. Finally, no one (0,0 %) said ignore it. These percentages suggest that most students understand an English idiom easily when they see it; however, most still doubt their ability to recognize idiomatic expressions. As well as, the third percent agreed that they can understand vaguely, and a few participants said

that they feel confused when an English idiom appears, and no one responded ignore it, which means English idioms are remarkable. My & Van loi (2020) reflect that the students show a positive attitude toward idioms due to the importance of the English language; however, Orfan (2020) clarifies that the reason why students present difficulties in understanding idiomatic expressions and doubt their meanings is because of the lack of cultural knowledge and the lack of experience using them.

### *3.1.3 English idioms are harder than textbook vocabulary*

**Figure 3**

*Students' perspectives about English idioms vs textbook vocabulary*




| | A) Strongly agree | B) Agree | C) Neutral | D) Disagree | E) Strongly disagree |
|---|---|---|---|---|---|
| 5th EGB | 5 | 5 | 2 | 1 | 0 |
| 6th EGB | 2 | 7 | 4 | 3 | 2 |
| 7th EGB | 9 | 9 | 10 | 0 | 0 |
| Total | 16 | 21 | 16 | 4 | 2 |
| Percent | 27,12% | 35,59% | 27,12% | 6,78% | 3,39% |

*Note.* Own elaboration

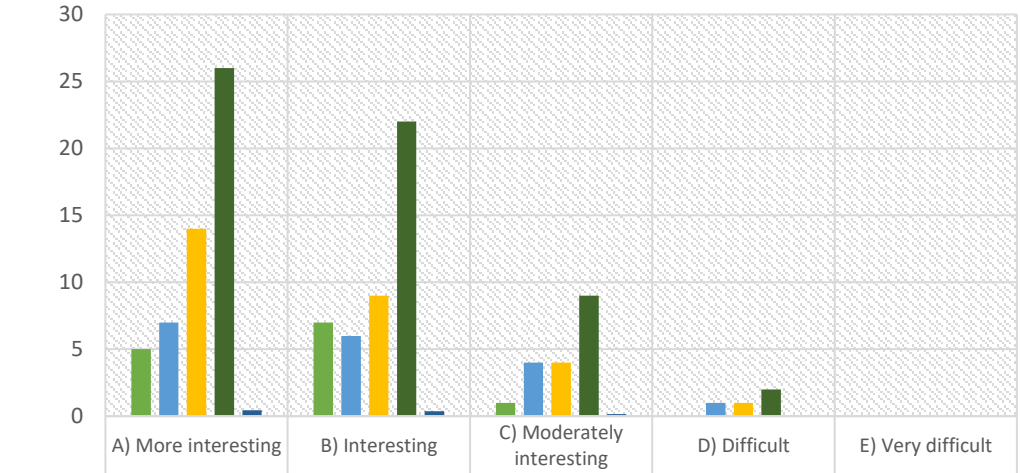
Figure 3 provides a detailed summary of students' perceptions that English idioms are harder than textbook vocabulary. The data show that twenty-one (35,59%) agreed, and sixteen (27,12%) responded strongly agree, indicating that the majority of participants perceive English idioms as more complicated vocabulary than textbook vocabulary. Around sixteen (27,12%)

remained neutral, reflecting doubts and insecurities among learners, while four (6,78%) stated disagree. Only two (3,39%) told strongly disagree. These results reveal that English idioms are a difficult vocabulary for elementary students due to the most students answered "Agree and Strongly agree", but others are undecided about whether it is difficult or not compared to common vocabulary. A few learners responded that English idioms are not harder; one from 5th, five from 6th and six from 7th grade. Similarly, van Rij et al. (2024), explain that English idioms are not only fixed phrases or multiword expressions; idioms have a target meaning, thus differentiating from normal vocabulary. In other words, idioms are a subtype of multiword expressions. Additionally, the process of learning idiomatic expressions vocabulary is slower than normal vocabulary.

### *3.1.4 Idioms make English learning:*

**Figure 4**

*Students' perspectives of what English idioms do in the learning process*




| | A) More interesting | B) Interesting | C) Moderately interesting | D) Difficult | E) Very difficult |
|---|---|---|---|---|---|
| 5th EGB | 5 | 7 | 1 | 0 | 0 |
| 6th EGB | 7 | 6 | 4 | 1 | 0 |
| 7th EGB | 14 | 9 | 4 | 1 | 0 |
| Total | 26 | 22 | 9 | 2 | 0 |
| Percent | 44,07% | 37,29% | 15,25% | 3,39% | 0,00% |

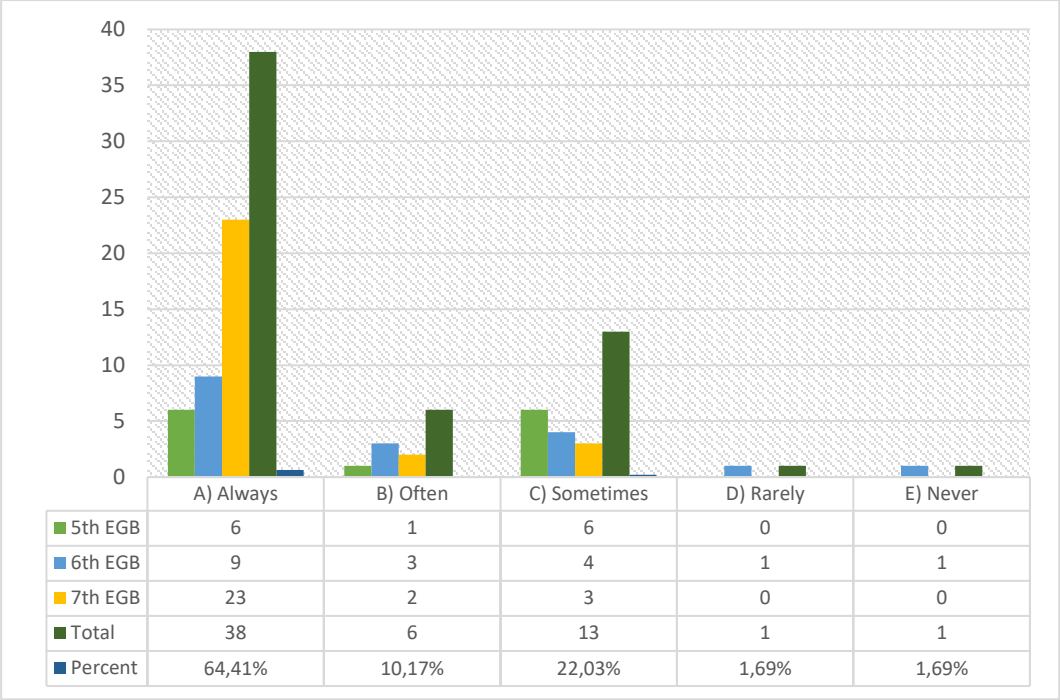
*Note.* Own elaboration

Figure 4 reveals that twenty-six (44, 07%) responded more interesting, and twenty-two (37, 29%) marked interesting. In other words, a significant part of our research shows a positive answer. Meanwhile, nine (15, 25%) agreed moderately interesting, while two (3,39%) stated difficult. And no one (0,00%) told very difficult. This result reflects that for the majority of students, learning English idioms within the subject makes English more interesting, except for nine students who consider that English idioms make the subject moderately interesting, inferring that it is a little more interesting than the common topics. Finally, two learners contemplate English idioms as a difficult topic for studying. Subsequently, no one responded very difficult, which is a positive answer among the learners because they do not perceive English idioms as an impossible theme. According to Pintado Pacurucu & Fajardo Dack (2021), learning idiomatic expressions has a favorable effect on students as a result of teaching idioms using different alternatives and approaches from the traditional teaching way; hence, this topic is attractive and interesting for EFL learners. Besides, students acquired a positive attitude toward idioms.

#### *3.1.5 I can understand idioms when the teacher explains them using examples*

**Figure 5**

*Students' understanding of English idioms explained by examples*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 6 | 1 | 6 | 0 | 0 |
| 6th EGB | 9 | 3 | 4 | 1 | 1 |
| 7th EGB | 23 | 2 | 3 | 0 | 0 |
| Total | 38 | 6 | 13 | 1 | 1 |
| Percent | 64,41% | 10,17% | 22,03% | 1,69% | 1,69% |

*Note*. Own elaboration

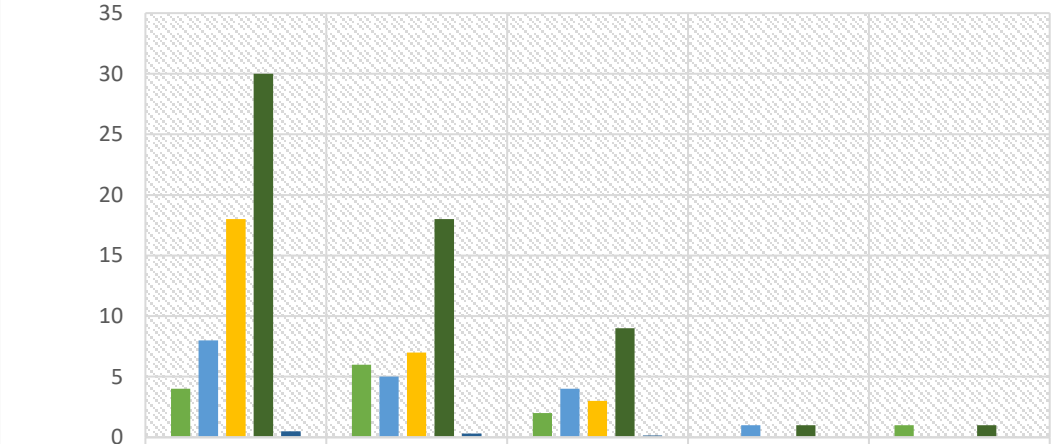
The results in Figure 5 reveal that, among fifty-nine participants, thirty-eight (64,41%) stated they always understand idiomatic expressions when explained by examples, and thirteen (22,03%) responded sometimes. Whereas six (10,17%) agreed often, while one student (1,69%) told rarely, and one (1,69%) marked never. This data highlights that most of the students understand English idioms using examples, and 32,20% the combined percentages of "Often" and "Sometimes" correspond to nineteen participants, showing that they comprehend idiomatic expressions working with examples 80% of the time and 50% of the time. On the other hand, two students present problems learning English idioms with this instructional strategy, with the lowest frequency on the Likert scale, "Rarely" and "Never". Similarly, Obermeier & Elgort (2021) explain that using examples for teaching English idioms is an adequate strategy; furthermore, it requires a long process to get a positive result due to the extensive reading activities until comprehending the context. After that, students must infer the meaning of the

idiom, and it could be a challenge for students with a low level of English. Despite this, using clue words can help the students' understanding of idiomatic expressions. In other words, working with a scaffolding method reinforces this strategy in the students' learning process.

### *3.1.6 Pictures help me to understand English idioms*

**Figure 6**

*Students' understanding of English idioms with pictures*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 4 | 6 | 2 | 0 | 1 |
| 6th EGB | 8 | 5 | 4 | 1 | 0 |
| 7th EGB | 18 | 7 | 3 | 0 | 0 |
| Total | 30 | 18 | 9 | 1 | 1 |
| Percent | 50,85% | 30,51% | 15,25% | 1,69% | 1,69% |

*Note.* Own elaboration

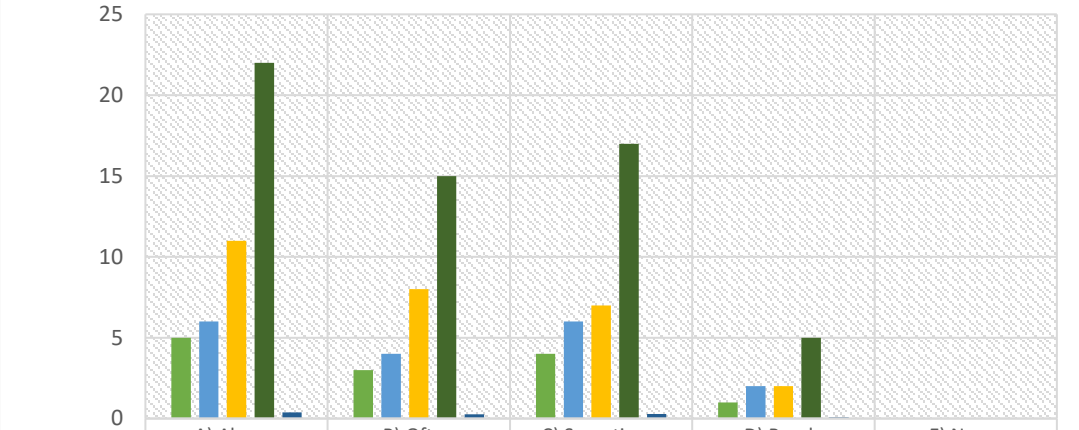
Figure 6 illustrates that thirty students (50,85%) responded always, and eighteen (30,51%) stated often. The combined percentage reveals that most learners understand English idioms better when using pictures. Whereas nine (15,25%) marked sometimes, revealing that using pictures can help to comprehend idiomatic expressions but not always. On the other hand, one (1,69 %), told rarely, and one (1,69%) agreed never. The results indicate that in the majority of the cases, using pictures as an instructional strategy helps students' understanding of idioms. Nevertheless, a few participants revealed that pictures are not enough to comprehend English

idioms. These results are consistent with Calderón & Cedeño (2023), as their research emphasizes that using pictures as a strategy for teaching English idioms is effective, even when the students do not have a good level of English, because pictures help clarify the meaning of idioms. In addition, this investigation showed that utilizing pictures and text is even more successful than pictures in the students' comprehension of idiomatic expressions.

### *3.1.7 Acting out idioms helps me remember them*

**Figure 7**

*Students' strategies for remembering English idioms through miming/performance*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 5 | 3 | 4 | 1 | 0 |
| 6th EGB | 6 | 4 | 6 | 2 | 0 |
| 7th EGB | 11 | 8 | 7 | 2 | 0 |
| Total | 22 | 15 | 17 | 5 | 0 |
| Percent | 37,29% | 25,42% | 28,81% | 8,47% | 0,00% |

*Note.* Own elaboration

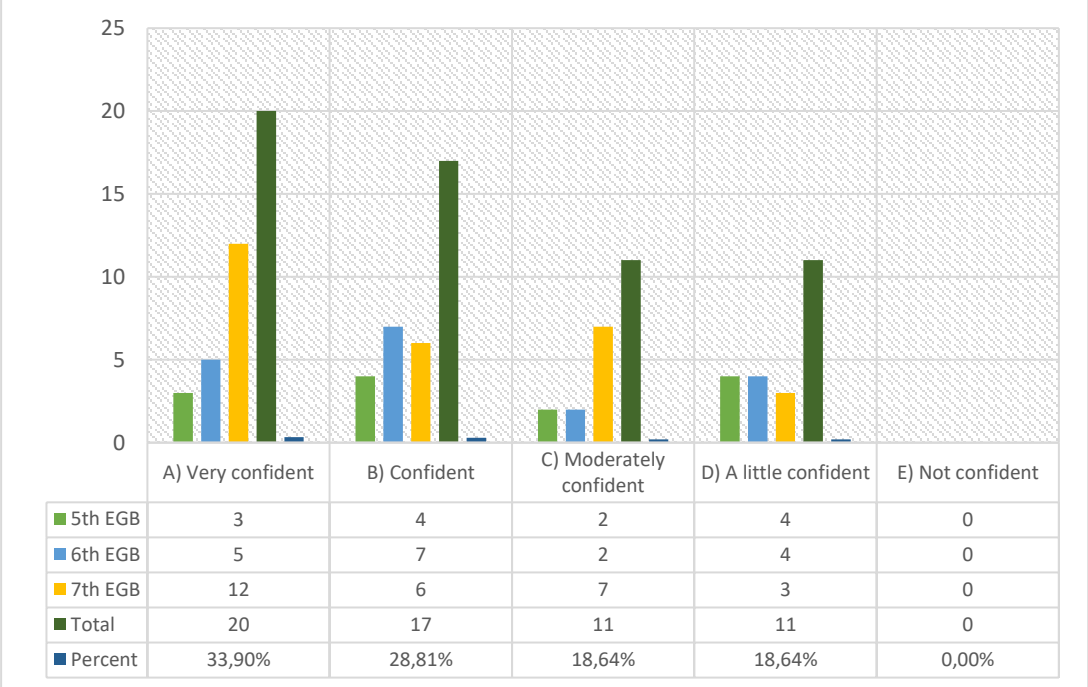
Figure 7 reflects that twenty-two (37,29%) stated always, and fifteen (25,42%) responded often. Whereas seventeen (28,81%) marked sometimes, while five (8,47%) said rarely, and no one (0,00%) agreed never. The result suggests that acting out to remember English idioms is useful for the majority of students; meanwhile, for some of the participants, it is useful 80% of the time, and for many learners this strategy is useful 50% of the time. Only 8,47% seem to act

out as an unsuccessful strategy, because it rarely helps to remember the meaning of English idioms; however, no one said never, which indicates that acting out is a helpful strategy for teaching idiomatic expressions. Prayuda et al. (2024) conclude that role-play for teaching English idioms is an enjoyable and successful way to learn, owing to this strategy helping build students' confidence, improving speaking skills, and increasing class participation; most importantly, role-play contributes to speaking development in real situations. In other words, role-play is a very useful strategy for teaching English idioms, and helps students develop a positive attitude toward idiomatic expressions.

### *3.1.8 I feel confident using idioms while speaking*

**Figure 8**

*Students' confidence in English idioms when they speak*




| | A) Very confident | B) Confident | C) Moderately confident | D) A little confident | E) Not confident |
|---|---|---|---|---|---|
| 5th EGB | 3 | 4 | 2 | 4 | 0 |
| 6th EGB | 5 | 7 | 2 | 4 | 0 |
| 7th EGB | 12 | 6 | 7 | 3 | 0 |
| Total | 20 | 17 | 11 | 11 | 0 |
| Percent | 33,90% | 28,81% | 18,64% | 18,64% | 0,00% |

*Note.* Own elaboration

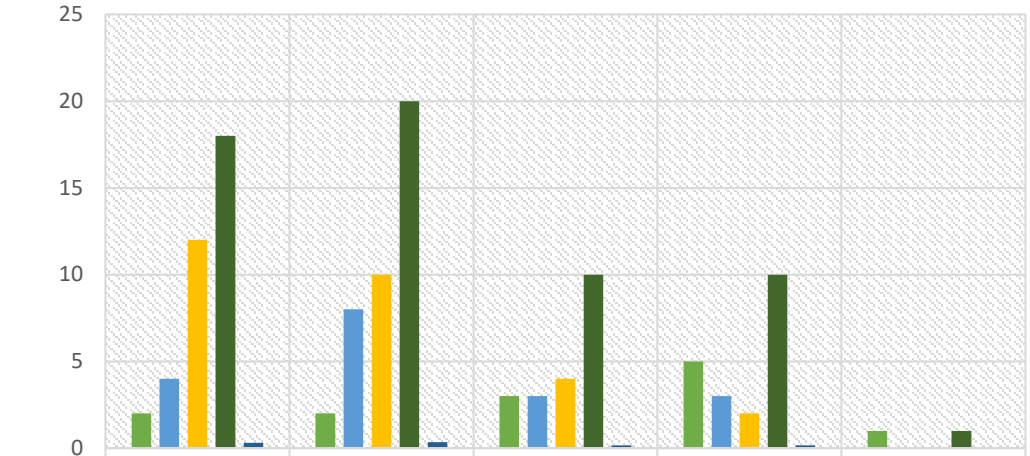
The data in Figure 8 indicate how students feel when using idiomatic expressions while speaking; out of fifty-nine participants, twenty (33,90%) responded very confident and seventeen

(28,81%) stated confident. These combined percentages demonstrated that the majority of students enjoy using English idioms. Despite these results, eleven (18,64%) agreed with moderately confident, showing that some learners do not feel confident enough using English idioms. In addition, eleven (18,64%) told a little confident, answering that this percentage of students feel uncomfortable. However, no participant (0,00%) marked not confident, suggesting that they do not have a negative attitude toward idiomatic expressions and do not feel unconfident enough to select that item. Muh et al. (2022) argue that learning idiomatic expressions can help develop students' speaking skills and their confidence in producing English. English idioms are significant expressions used in everyday life; for that reason, being fluent means using them to achieve more natural, native-like communication. Furthermore, incorporating this theme into English class brings additional benefits, such as improving communicative skills, acquiring new vocabulary, and understanding context to produce accurate responses.

#### *3.1.9 I feel confident using idioms in writing*

**Figure 9**

*Students' confidence in English idioms when they write*




| | A) Very confident | B) Confident | C) Moderately confident | D) A little confident | E) Not confident |
|---|---|---|---|---|---|
| 5th EGB | 2 | 2 | 3 | 5 | 1 |
| 6th EGB | 4 | 8 | 3 | 3 | 0 |
| 7th EGB | 12 | 10 | 4 | 2 | 0 |
| Total | 18 | 20 | 10 | 10 | 1 |
| Percent | 30,51% | 33,90% | 16,95% | 16,95% | 1,69% |

*Note.* Own elaboration

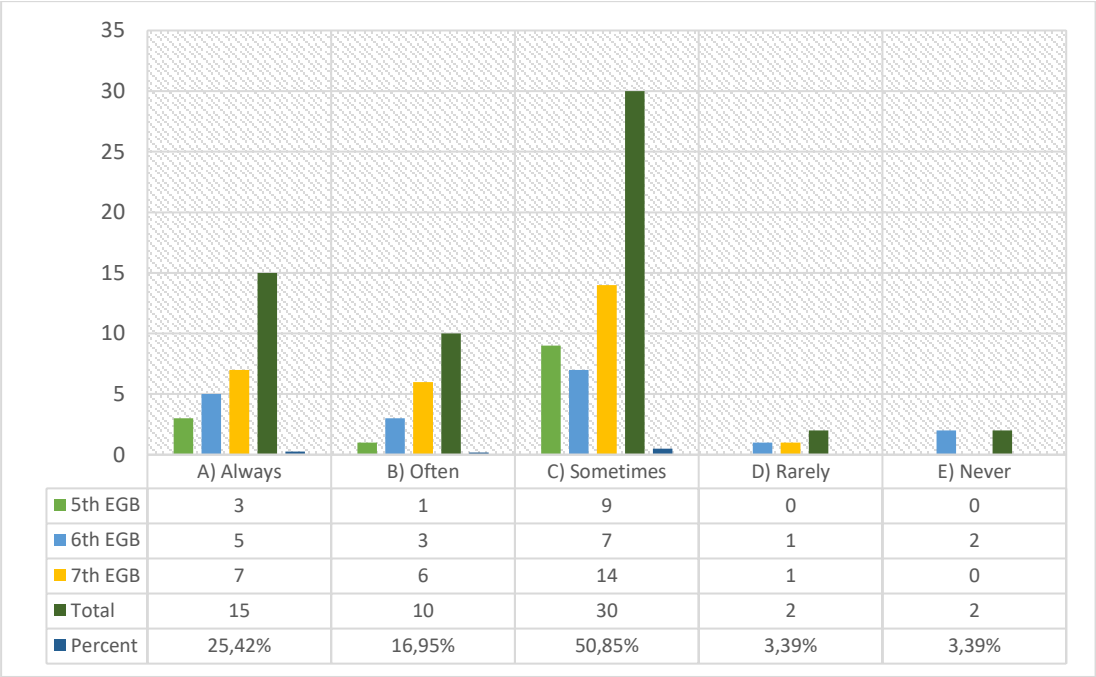
As shown in Figure 9, the results reveal that eighteen (30,51%) stated very confident, and twenty (33,90%) agreed confident; the largest percentage of students feel confident using English idioms when they write, although only 30,51% feel very confident. On the other hand, ten (16,95%) responded moderately confident, and ten (16,95%) felt a little confident. Approximately one (1,69%) marked not confident. The data reflect that most of the students do not have problems using idiomatic expressions while writing, but some learners do not feel confident enough, as well as 16,95% feel uncomfortable writing English idioms. In this case, two students feel very insecure using idioms when they write. The lowest percentages suggest that students need to reinforce this topic in writing skills. Xu et al. (2026) identify that to increase the confidence in the writing skill for EFL learners, and change students' perspective of writing is important to apply contextualized feedback promoting a high quality of strategic guidance, learners can understand the purpose and develop critical thinking. Moreover, made a creative

identity allow to EFL being self-confidence with their own skills. Therefore, contextualized interventions help EFL students acquired a positive attitude toward writing skill.

### *3.1.10 I understand idioms better when they are in a story*

**Figure 10**

*Students' success in understanding English idioms when they are in a story*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 3 | 1 | 9 | 0 | 0 |
| 6th EGB | 5 | 3 | 7 | 1 | 2 |
| 7th EGB | 7 | 6 | 14 | 1 | 0 |
| Total | 15 | 10 | 30 | 2 | 2 |
| Percent | 25,42% | 16,95% | 50,85% | 3,39% | 3,39% |

*Note.* Own elaboration

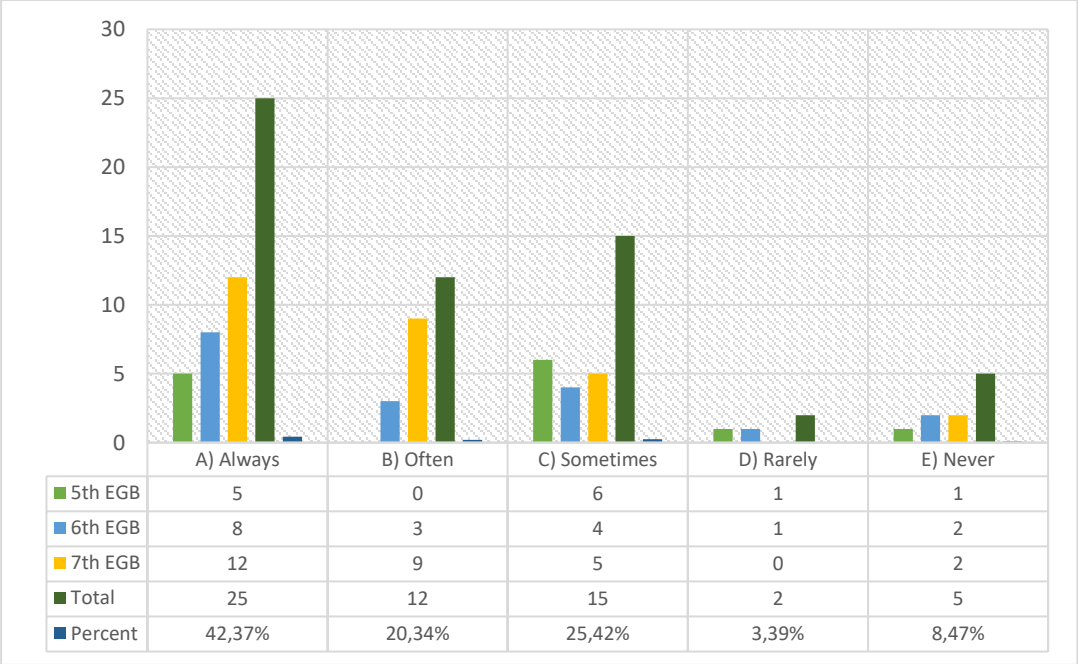
Figure 10 provides a detailed view of students' successful understanding of idioms in a story; out of fifty-nine learners, fifteen (25,42%) responded always. There are some students who successfully understand using this strategy. Meanwhile, ten (16,95%) stated often, suggesting that learners' successful understanding is 80% of the time, while thirty (50,85%) agreed sometimes; the majority of students' successful understanding is 50% of the time, demonstrating that this strategy learning is a little confusing for them. On the other hand, two (3,39%) marked rarely, and two (3,39%) said never. The lowest percentage reflects that students feel confused or do not understand idioms when they are in a story. Savva et al. (2026) claim that learning new

vocabulary, including expressive vocabulary, is a highly meaningful strategy, as it exposes children to a diverse range of vocabulary, everyday conversations, lexical diversity, and context. Nevertheless, this strategy depends on the teacher's role and assistance, which are dominant factors. Consequently, for it to be an effective strategy, the scaffolding method must be implemented.

### *3.1.11 My teacher uses games to teach idioms*

**Figure 11**

*Students' learning English idioms through games*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 5 | 0 | 6 | 1 | 1 |
| 6th EGB | 8 | 3 | 4 | 1 | 2 |
| 7th EGB | 12 | 9 | 5 | 0 | 2 |
| Total | 25 | 12 | 15 | 2 | 5 |
| Percent | 42,37% | 20,34% | 25,42% | 3,39% | 8,47% |

*Note.* Own elaboration

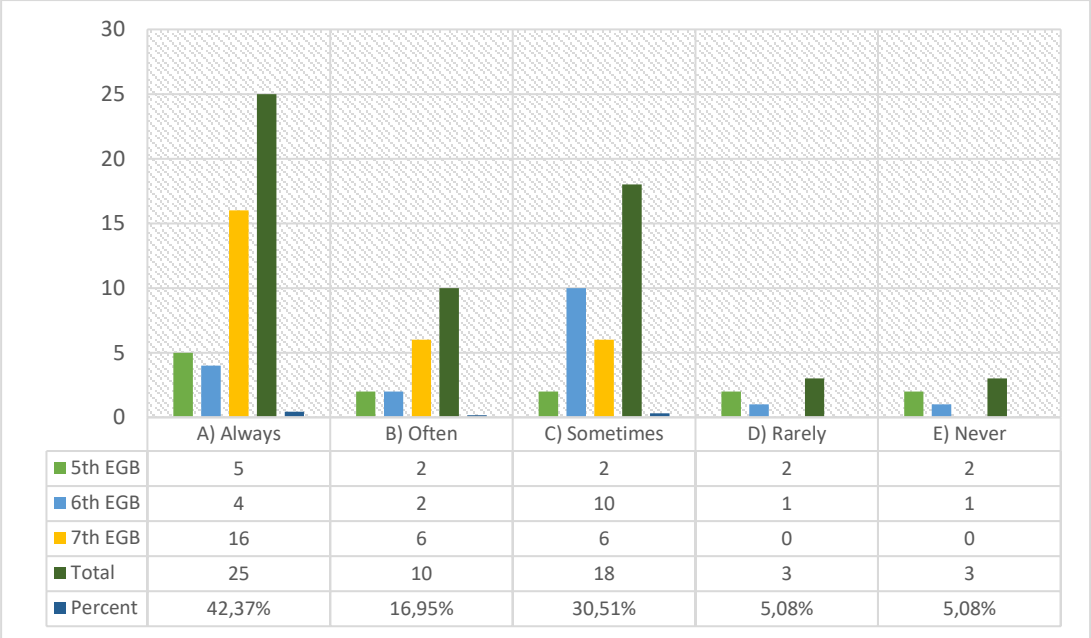
As shown in Figure 11, twenty-five (42,37%) responded always, demonstrating that their teacher uses games as a strategy for teaching idioms. Likewise, twelve (20,34%) stated often, in other words, the students learn idiomatic expressions 80% of the time on 100% working with games. While fifteen (25,42%) agreed sometimes, this means they learn 50% of the time, suggesting it can be confusing at times. On the other hand, two (3,39%) told rarely, and five

(8,47%) said never; the combined percentage reveals that the participants rarely learn English idioms with games, and in some cases, they never learn through games. These findings suggest that using games as a strategy to teach idiomatic expressions helps in students' learning process; in some cases, it could be 50%, but it does not mean games are an ineffective strategy; although these results show that approximately 3,39% present difficulties with this learning strategy, and for 8,87% it is an ineffective form to learn. Ahmed et al. (2022) affirm that using games as a strategy for teaching idioms has a positive impact: first, it reduces students' anxiety by creating a relaxed environment and awakens competitive instinct. Moreover, when applied correctly, students develop motivation and cognitive development. The study demonstrated that using games is an effective strategy for teaching idiomatic expressions, owing to gamification, which can be applied across different English contexts, and is a crucial characteristic for learning this topic.

#### *3.1.12 My teacher explains idioms in Spanish*

**Figure 12**

*Students' understanding of English idioms means using Spanish*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 5 | 2 | 2 | 2 | 2 |
| 6th EGB | 4 | 2 | 10 | 1 | 1 |
| 7th EGB | 16 | 6 | 6 | 0 | 0 |
| Total | 25 | 10 | 18 | 3 | 3 |
| Percent | 42,37% | 16,95% | 30,51% | 5,08% | 5,08% |

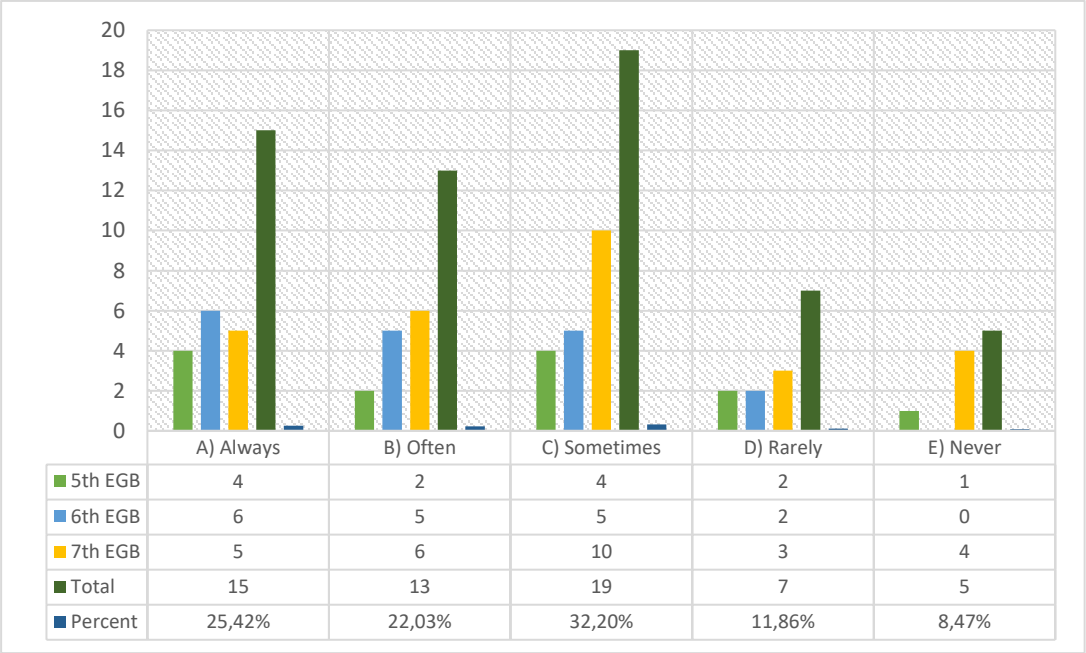
*Note.* Own elaboration

Figure 12 reflects that fifty-nine out of the participants, twenty-five (42,37%), responded always; the largest percentage of the students affirm that their teacher uses Spanish to explain the meaning of idiomatic expressions, while ten (16,95%) stated often, affirming that the teacher uses Spanish 80% of the time. Whereas eighteen (30,51%) agreed sometimes, and six (5,08%) told rarely. On the other hand, six (5,08%) said never. Percentages in the analysis show that most of the time, the professor uses Spanish to explain the meaning of the idiomatic expression; however, this does not happen consistently. Donoso (2020) proposes that using Spanish in EFL classrooms for pedagogical purposes is beneficial for students' comprehension when they learn new vocabulary, complex grammar structures, feedback, and important instructions. Nevertheless, he emphasizes that excessive use of L1 in an EFL classroom is harmful to learners, since it limits the English input and can create students' dependence on L1.

### *3.1.13 I forget the meaning of idioms easily*

**Figure 13**

*Students forget the meaning of idioms easily*




| | A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|---|
| 5th EGB | 4 | 2 | 4 | 2 | 1 |
| 6th EGB | 6 | 5 | 5 | 2 | 0 |
| 7th EGB | 5 | 6 | 10 | 3 | 4 |
| Total | 15 | 13 | 19 | 7 | 5 |
| Percent | 25,42% | 22,03% | 32,20% | 11,86% | 8,47% |

*Note.* Own elaboration

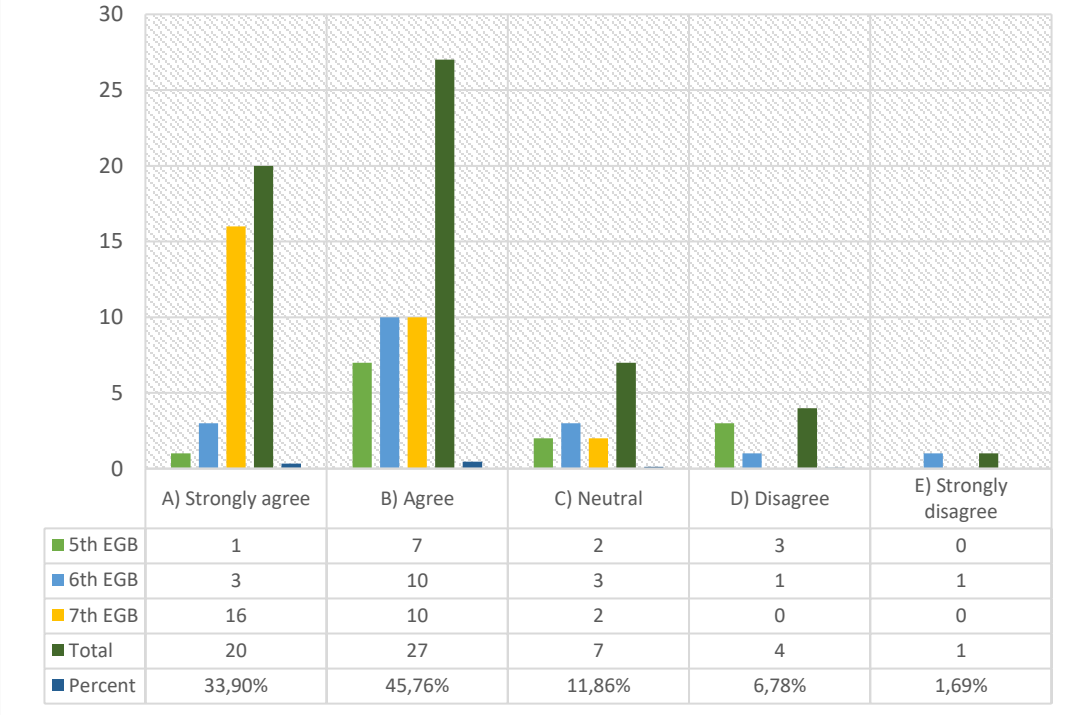
Figure 13 reveals how frequently students forget the meaning of English idioms; fifteen (25,42%) stated always, and thirteen (22,03%) responded often. Meanwhile, nineteen (32,20%) agreed sometimes, and seven (11,85%) marked rarely. Only five (8,47%) said never. The data provide a detailed summary of how students process the figurative meaning of idiomatic expressions, many of the learners affirmed that they always forget the meaning of the English idioms easily, and 22,03% stated that students forget 80% of the time of 100%, instead of the majority responded that they forget a 50% of the time, which means that they do not easily forget the meaning of idiomatic expressions. On the other hand, the combined percentages of 11,86% and 8,47% assured that forgetting the meanings of English idioms is not easy due to their specific meanings. Yu & Boers (2024) stipulate that if students infer the meaning of an idiomatic

expression correctly, the possibility of remembering it is higher, whereas if learners infer the wrong meaning of an English idiom, the likelihood of failing to recall the meaning is also higher. Hence, teaching idioms using only context is not enough; instead, work with the origin clues of idioms' meanings. As a result, the meaning of idiomatic expressions is easily forgotten when the first approach was incorrect, and it could be harder to keep their meaning precisely.

### *3.1.14 Learning idioms helps me understand English culture*

**Figure 14**

*Students' understanding of English culture through English idioms*




| | A) Strongly agree | B) Agree | C) Neutral | D) Disagree | E) Strongly disagree |
|---|---|---|---|---|---|
| 5th EGB | 1 | 7 | 2 | 3 | 0 |
| 6th EGB | 3 | 10 | 3 | 1 | 1 |
| 7th EGB | 16 | 10 | 2 | 0 | 0 |
| Total | 20 | 27 | 7 | 4 | 1 |
| Percent | 33,90% | 45,76% | 11,86% | 6,78% | 1,69% |

*Note.* Own elaboration

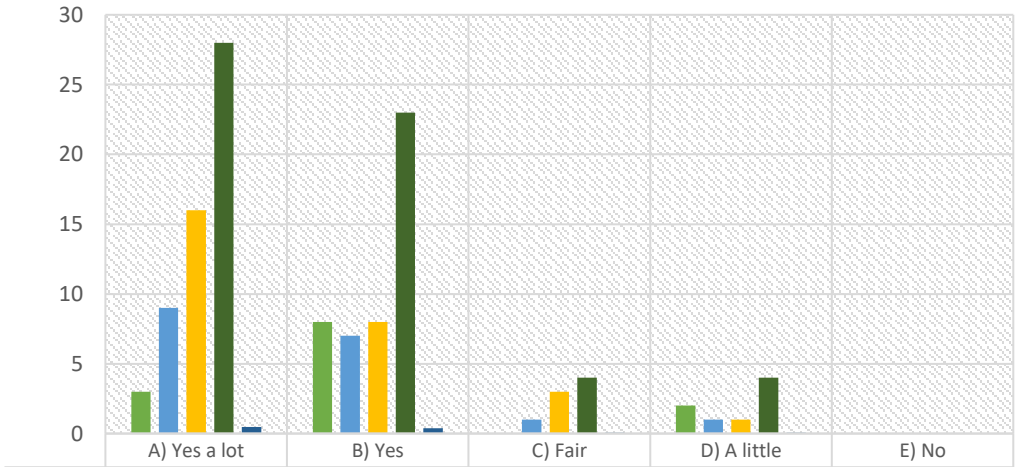
Figure 14 indicates that, out of fifty-nine participants, twenty (33,90%) and twenty-seven (45,76%) responded strongly agree and agree, in other words, the majority of the students agreed that learning idiomatic expressions helps to comprehend English culture well. Whereas seven (11,86%) stated neutral, which means they do not perceive a difference in cultural knowledge

from learning idioms, while four (6,78%) said disagree, and one (1,69%) marked strongly disagree; these two responses reflect that learners do not believe the awareness of English idioms changes their understanding of English culture. Garg (2025) explains that idiomatic expressions are like a mirror of society and culture. Moreover, an ESL or EFL learner cannot immediately bring to mind the imagined meaning of an idiom because its meaning is embedded in cultural knowledge. In other words, learning idiomatic expressions is deeply ingrained in culture, which can pose a challenge for EFL students; hence, to comprehend an idiom, it is important to learn from its authentic contextual usage. Consequently, teaching idioms without cultural knowledge is counterproductive.

### *3.1.15 I would like to learn more English idioms in class*

**Figure 15**

*Students' enthusiasm for learning English idioms in class*




| | A) Yes a lot | B) Yes | C) Fair | D) A little | E) No |
|---|---|---|---|---|---|
| 5th EGB | 3 | 8 | 0 | 2 | 0 |
| 6th EGB | 9 | 7 | 1 | 1 | 0 |
| 7th EGB | 16 | 8 | 3 | 1 | 0 |
| Total | 28 | 23 | 4 | 4 | 0 |
| Percent | 47,46% | 38,98% | 6,78% | 6,78% | 0,00% |

*Note.* Own elaboration

As shown in Figure 15, out of fifty-nine participants, twenty-eight (47,46%) responded yes a lot, showing that they are interested in learning English idioms in class, and twenty-three (38,98%) marked yes, to confirm that most of the students would like to learn more about idiomatic expressions in the English subject. Meanwhile, four (6,78%) stated fair, pointing out that learning idioms is not as important as others think, while four (6,78%) said a little, answering that they want to learn; however, only to the slightest extent. No one (0,00%) responded no, indicating that all students are interested in learning English idioms, some at a high level and others at a lower level. Prayuda et al. (2024) emphasize that EFL students' participation in learning English idioms depends on the instructional strategy, as learners tend to be more actively involved when the topic seems attractive and enjoyable to them, thereby positively impacting students' motivation.

## 3.2 Results of the interviews applied to the vice-principal, English area coordinator, and English teacher at the "Gabriel García Moreno" High School

### *3.2.1 Interview Results: Vice-Principal*

**Table 1**

*Interview with the Vice-Principal*

| Questions | Key Inference |
|---|---|
| 1. ¿Cuán significativo piensa usted que es el inglés en la sociedad de hoy en día? | It is relevant and ruling its learning, owing to global demands for an accurate exchange of cultural codes; in this way, broadening the horizons of opportunities, both commercial and professional, within a changing society. |
| 2. ¿Considera usted que el aprendizaje de una lengua extranjera debe estar relacionado con aspectos de su cultura? | It must take into account cultural aspects beyond language, since language and culture are closely linked, facilitating fluent communication and the understanding of different cultural contexts. |

| | |
|---|---|
| 3. ¿Qué tan importante es la incorporación de las expresiones idiomáticas en el aprendizaje de una segunda lengua? | It is very important, since communication develops in the same context, facilitating message comprehension. |
| 4. ¿Cree usted que el aprendizaje de las expresiones idiomáticas es importante para alcanzar la competencia oral del idioma? ¿Por qué? | Learning English idioms is very important, as it enables the adaptation of English words in daily speech and improves oral proficiency in an enjoyable and comfortable environment. |
| 5. ¿Usted piensa que el conocimiento de las expresiones idiomáticas brinda al estudiante una comprensión más amplia del inglés tanto escrito como oral? | Totally agree because they would learn from reality, resulting in stronger vocabulary, shared cultural codes, and spontaneity. |

*Note.* The complete transcription of the interview is included in Annex 3.

**Analysis**

The vice-principal at the High School recognized the importance of the English idiom as a global language in our society. During the interview, he emphasized the importance of learning English as a second language due to the advantages it offers in both professional and personal areas. Adapting to society's demands is a very useful tool for professional development. Moreover, he acknowledged that the learning process of a foreign language is closely linked to cultural aspects for understanding different contexts. Similarly, he comprehended the usage of idiomatic expressions in everyday conversations of native speakers; thus, their value for language proficiency. The vice-principal stressed the significance of English idioms in helping EFL learners understand culture and language, enabling them to use the same cultural codes and experience an enjoyable, comfortable environment. Based on these responses, it is prevailing to conclude that idioms are fundamental expressions in language and cultural knowledge, and for this reason, in order to get proper oral communication, it is imperative to learn them.

### *3.2.2 Interview Results: English Area Coordinator (E. C)*

**Table 2**

*Interview with the English Area Coordinator*

| Questions | Key Inference |
|---|---|
| 1. How do you usually introduce English idioms to your students? | The High School does not teach idioms in their English classes. |
| 2. What cognitive difficulties do your students show when learning idioms? | They do not face difficulties because their institution does not teach English idioms. |
| 3. Which grade level finds idioms most challenging, and why? | English area coordinator thinks the first-year-students of education, mainly at the school. |
| 4. What strategies do you use to explain the figurative meaning of idioms? | When he finds an idiom, he prefers to use pictures or videos. Besides, he thinks using the context to teach idioms is another good strategy. |
| 5. How effective are visual aids (pictures, videos) in teaching idioms? | E.C thinks they are very effective because students not only hear the new expression but also connect it to the new vocabulary. |
| 6. Do you use stories, dialogues, or role-play to teach idioms? Please explain. | E.C can use stories or dialogues because they provide context that learners can use to understand the new words. |
| 7. How do students react emotionally to learning idioms (motivation, anxiety)? | E.C thinks that students normally feel anxious at first because they do not know the new words, but after using visual aids, videos, or other materials that help them to understand the meaning, they will feel relaxed. |
| 8. How do you assess students' understanding of idioms? | Although the institution does not teach idiomatic expressions, when he finds idioms in his English classes, he prefers to assess understanding of idioms through conversation in a writing task. |
| 9. What role does students' first language play in idiom instruction? | E.C thinks that it is not very important for the first language, only to understand the real meaning of those expressions. |
| 10. What differences do you observe between literal and figurative comprehension? | E.C thinks that literal comprehension is easier for students to acquire because they can base it on the words' real meaning, whereas figurative comprehension is more challenging because they have to understand the context of the material and grasp the idiom. |

| | |
|---|---|
| 11. What instructional strategies have been most successful for teaching idioms? | Using visual aids, videos, pictures, and context is helpful. Use texts and audio, mainly from the American countries, because native speakers understand better the proper usage of an idiom. |
| 12. What challenges do you face when teaching idioms in primary education? | The biggest challenge of teaching idioms in primary education will be that students do not have enough vocabulary to understand the context. |

*Note.* The complete transcription of the interview is included in Annex 5.

**Analysis**

The interview responses from the English area coordinator demonstrated the fact that English idioms are not part of the curriculum design for the acquisition of a second language; nevertheless, in response to this reality, he drew on his experience as an English teacher when he encountered idioms in his lessons. The English area coordinator maintained that pictures, videos, stories, dialogues, and texts with audio are effective strategies for teaching idiomatic expressions in context; he emphasized that using English-speaker materials would be more appropriate because they reflect the correct use of idioms in everyday situations. Furthermore, he found English idioms a challenging topic for elementary grades since they do not have enough vocabulary to comprehend the context. The teacher also mentioned anxiety as part of learning an unfamiliar topic; however, after the teacher explains these aspects, students can develop a positive attitude toward these expressions. In other words, although it is a difficult theme, teaching it is not impossible with effective strategies.

### *3.2.3 Interview Results: English Teacher*

**Table 3**

*Interview with the English Teacher*

| Questions | Key Inference |
|---|---|

| | |
|---|---|
| 1. How do you usually introduce English idioms to your students? | Introducing English idioms to students is most effective when done in context rather than through memorization, and it is necessary to introduce a few idioms at a time. |
| 2. What cognitive difficulties do your students show when learning idioms? | The cognitive difficulties in language learning include lapses in working memory, low attention span, inefficient information processing, and limitations. These include long-term memory, vocabulary, and grammar. |
| 3. Which grade level finds idioms most challenging, and why? | From 7th to 3rd grade in high school, since they are not familiar with the language and find it difficult for them to put what they have learned into practice. |
| 4. What strategies do you use to explain the figurative meaning of idioms? | Use contextual clues, visual aids, and direct comparisons between literal and intended meanings to bridge the gap in word and usage. Effective strategies include creating scenarios using imagination, practicing throughout, and role-play to ensure comprehension. |
| 5. How effective are visual aids (pictures, videos) in teaching idioms? | They are highly effective in teaching idioms, as they bridge the gap between abstract figurative language and concrete understanding. |
| 6. Do you use stories, dialogues, or role-play to teach idioms? Please explain. | Using stories, dialogues, and role-plays is a highly effective, research-backed method to teach idioms in context. |
| 7. How do students react emotionally to learning idioms (motivation, anxiety)? | In the first moment, anxiety is the natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. |
| 8. How do you assess students' understanding of idioms? | It involves evaluating their ability to move beyond literal interpretation to context-based meaning. |
| 9. What role does students' first language play in idiom instruction? | Figurative comprehension involves interpreting language that uses metaphors, idioms, or exaggeration, requiring readers to grasp the deeper symbolic or emotional meanings beyond the literal definition. |
| 10. What differences do you observe between literal and figurative comprehension? | For teaching idioms, emphasize the first instruction, contextualization, and active visual and spatial learning techniques to ensure retention. |

| | |
|---|---|
| 11. What instructional strategies have been most successful for teaching idioms? | Key difficulties include the load of direct translation, complex cultural context, and memorization of fixed and predictable phrases; effective instruction requires contextualized, visual, and engaging strategies to overcome these obstacles. |
| 12. What challenges do you face when teaching idioms in primary education? | There are many difficulties, including the load of direct translation, cultural context, and the memorization of fixed, predictable phrases. |

*Note.* The complete transcription of the interview is included in Annex 7.

**Analysis**

According to the interview with the English teacher, idiomatic expressions face several cognitive challenges such as lapses in working memory, low attention span, inefficient information processing, and other limitations. He emphasized that teaching idioms in elementary education is challenging because students are not familiar with the language, and he acknowledged that English idioms must be taught in context. Additionally, he maintained that using visual pictures, videos, stories, dialogues, and role-play are adequate instructional strategies for overcoming students' cognitive challenges and limitations. Moreover, he recognized anxiety as a natural human reaction to uncertainty and an important psychological function. To the English teacher, the most important characteristic for teaching idioms is to guide students within contextual activities and monitor the interpretation of the idioms' meaning, owing to English idioms, as their literal and figurative meanings, in other words, their lexical nature.

## 3.3 Results of the Observation sheets applied in 5th, 6th, and 7th grade of elementary education at the "Gabriel García Moreno" High School

### *3.3.1 Results of Observation sheet for 5th grade of elementary education*

**Table 4**

*Results of the observation sheet applied to 5th grade students*

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| 1. The student understands what an idiom is. | Very well | Well | Fair | A little | Not at all | Some students present doubts |
| 2. When the student sees an English idiom, He/she usually: | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| 3. For the student, English idioms are harder than textbook vocabulary. | Strongly agree | Agree | Neutral | Disagree | Strongly agree | |
| 4. For the student Idioms make English learning | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | Students enjoy the idioms topic |
| 5. The student can understand idioms when the teacher explains them with examples. | Always | Often | Sometimes | Rarely | Never | Some students do not understand idioms with examples |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Pictures help the student understand English idioms. | Always | Often | Sometimes | Rarely | Never | They infer the English idiom quickly |
| 7. Acting out idioms helps the student remember them. | Always | Often | Sometimes | Rarely | Never | I have seen positive results from this strategy |
| 8. The student feels confident using idioms in speaking. | Very confident | Confident | Moderately confident | A little confident | Not confident | Some students are afraid to speak in English |
| 9. The student feels confident using idioms in writing. | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| 10. The student understands idioms better when they are in a story. | Always | Often | Sometimes | Rarely | Never | |
| 11. The teacher uses games to teach idioms. | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12. The teacher explains idioms in Spanish. | Always | Often | Sometimes | Rarely | Never | |
| 13. The student forgets the meaning of idioms easily. | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| 14. Learning idioms helps the student understand English culture. | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| 15. The student would like to learn more English idioms in class. | Yes, a lot | Yes | Fair | A little | No | They show enthusiasm toward learning English idioms |

*Note.* The complete transcription of the interview is included in Annex 11.

**Analysis**

Based on the observation sheet applied to the fifth grade of elementary education during English classes, it was demonstrated that students have a positive attitude toward learning idiomatic expressions, despite it being a challenging and unfamiliar topic. The majority of learners doubt when they see an idiom; this is more likely when the idiom is without a picture, only the expression in writing. Some students view idioms as difficult vocabulary, but other

students did not perceive it the same way. During the English idioms' classes, learners were more active than in the normal lessons. Some students are more receptive than others; using stories to understand the meaning of idiomatic expressions can be confusing if the story's context is not well comprehended. However, strategies such as pictures and acting out help learners grasp the meanings of idioms quickly. For elementary students, writing English idioms can be demanding, but using the expressions orally may be less intimidating; for this reason, they feel more confident speaking idioms than writing them. Reinforcing the acquired knowledge of idioms through games is an attractive strategy for elementary students. On the other hand, the use of L1 in English idioms classes seems to be necessary sometimes owing to the complex nature of the topic. The fifth-grade students tend to forget the meanings of English idioms easily and confuse them with the meanings of other idiomatic expressions; nevertheless, learners are more interested in English as a foreign language and want to learn more about idiomatic expressions.

### *3.3.2 Results of Observation sheet for 6th grade of elementary education*

**Table 5**

*Results of the observation sheet applied to 6th grade students*

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| 1. The student understands what an idiom is. | Very well | Well | Fair | A little | Not at all | |
| 2. When the student sees an English idiom, He/she usually: | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| 3. For the student, English idioms are harder than textbook vocabulary. | Strongly agree | Agree | Neutral | Disagree | Strongly agree | |
| 4. For the student Idioms make English learning | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | |
| 5. The student can understand idioms when the teacher explains them with examples. | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Pictures help the student understand English idioms. | Always | Often | Sometimes | Rarely | Never | |
| 7. Acting out idioms helps the student remember them. | Always | Often | Sometimes | Rarely | Never | |
| 8. The student feels confident using idioms in speaking. | Very confident | Confident | Moderately confident | A little confident | Not confident | Few students feel confident using idioms in speaking |
| 9. The student feels confident using idioms in writing. | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| 10. The student understands idioms better when they are in a story. | Always | Often | Sometimes | Rarely | Never | |
| 11. The teacher uses games to teach idioms. | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12. The teacher explains idioms in Spanish. | Always | Often | Sometimes | Rarely | Never | |
| 13. The student forgets the meaning of idioms easily. | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| 14. Learning idioms helps the student understand English culture. | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| 15. The student would like to learn more English idioms in class. | Yes, a lot | Yes | Fair | A little | No | |

*Note.* The complete transcription of the interview is included in Annex 12.

**Analysis**

The observation sheet results for the sixth grade of elementary school indicate that students understand moderately what an idiom is. Similarly, when they encounter an English idiom, students guess its meaning, and this slow response could be because learners tend to confuse it with the meanings of other idioms. Besides, learners perceive idiomatic expressions as difficult vocabulary because their literal meaning does not make sense in translation. On the

contrary, among the fifth-grade students, this course did not seem very enthusiastic about learning English idioms; however, as in the previous grade, strategies like pictures and role-play are very effective for learning this topic. In this case, sixth-grade learners feel intimidated about speaking and writing using idiomatic expressions.

The students are receptive to learning idioms through stories, since they understand them 80% of the time, likely by playing games to comprehend those idiomatic expressions. The teacher uses more L1 than in the previous course. Moreover, they forget the meaning of idioms at the same frequency, “often”, as fifth- grade learners.

Despite sixth-grade students not being deeply engaged in English idioms classes, they want to learn more about English culture and its idiomatic expressions.

### *3.3.3 Results of Observation sheet for 7th grade of elementary education*

**Table 6**

*Results of the observation sheet applied to 7th grade students*

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| 1. The student understands what an idiom is. | Very well | Well | Fair | A little | Not at all | |
| 2. When the student sees an English idiom, He/she usually: | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| 3. For the student, English idioms are harder than textbook vocabulary. | Strongly agree | Agree | Neutral | Disagree | Strongly agree | Few students say it is easier than common vocabulary |
| 4. For the student Idioms make English learning | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | They are more attentive in the class due to the topic |
| 5. The student can understand idioms | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| when the teacher explains them with examples. | | | | | | |
| 6. Pictures help the student understand English idioms. | Always | Often | Sometimes | Rarely | Never | |
| 7. Acting out idioms helps the student remember them. | Always | Often | Sometimes | Rarely | Never | |
| 8. The student feels confident using idioms in speaking. | Very confident | Confident | Moderately confident | A little confident | Not confident | Students use idioms sometimes during the class |
| 9. The student feels confident using idioms in writing. | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| 10. The student understands idioms | Always | Often | Sometimes | Rarely | Never | The teacher has to monitor |

| | | | | | | |
|---|---|---|---|---|---|---|
| better when they are in a story. | | | | | | the story because they need to understand the context |
| 11. The teacher uses games to teach idioms. | Always | Often | Sometimes | Rarely | Never | |
| 12. The teacher explains idioms in Spanish. | Always | Often | Sometimes | Rarely | Never | |
| 13. The student forgets the meaning of idioms easily. | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| 14. Learning idioms helps the student understand English culture. | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| 15. The student would like to | Yes, a lot | Yes | Fair | A little | No | They show enthusiasm toward learning |

| | | | | | | |
|---|---|---|---|---|---|---|
| learn more English idioms in class. | | | | | | English idioms |

*Note.* The complete transcription of the interview is included in Annex 13.

**Analysis**

According to the observation sheet from seventh grade of elementary education, the majority of students acknowledged what an idiom is; a few expressed doubts. On the other hand, elementary learners guess the meaning of an idiom when they find one; this feature was present in the three different courses, as the same items of idiomatic expressions are harder than common vocabulary. The students agreed but did not strongly agree, which means that, despite the difficulty, they are able to learn with more exposure to English idioms. Likewise, the fifth grade was receptive to this new topic, showing more participation and playing an active role as students. Seventh-grade learners understood idiomatic expressions through examples 80% of the time, and using pictures and acting them out helped them remember the meaning of English idioms better. Similarly, learners demonstrated comprehension of idioms in a story 80% of the time, as it can be intimidating for them; they need to understand the context first. Most importantly, the teachers' assistance and monitoring are significant for these activities. Learning and reinforcing idiom meanings through games could be attractive to elementary education students, increasing their participation and motivation; seventh-grade learners tend to be more receptive to using appealing strategies for learning English idioms. These students feel confident using idiomatic expressions in speaking and writing, but not strongly confident, which means they are not confident about their skills.

In this case, the teacher sometimes uses L1 to teach idioms, and, as in previous courses, students tend to forget the meaning of English idioms easily. Finally, these results indicated that seventh-year learners have a positive attitude toward learning idiomatic expressions and English culture; one reason for their enthusiasm may be the use of strategies that differ from traditional approaches.

### 3.4 Triangulation of Results

The students' survey results highlight that using different kinds of strategies aids learners in understanding the meaning of idiomatic expressions due to the complexity of the topic. Teaching idioms using one strategy is not enough; these results suggest that using pictures, examples, acting out, and games are more effective strategies to achieve meaningful learning for this field; however, strategies such as the use of stories are more complicated to apply for young learners due to the lack of vocabulary knowledge; it is a good strategy, but it requires more time and teacher assistance. Additionally, students' responses reveal curiosity and a positive attitude toward learning English idioms; the majority of participants stated "yes a lot" or "yes", showing a predisposition to learn and understand idiomatic expressions and their cultural knowledge. Besides, this topic seems to be attractive for young learners, and this important factor is due to the use of different strategies for teaching idioms; in other words, these strategies make the learning process more interesting, and students are engaged as a result of this idioms approach.

Interview results stress the meaningful importance of the English language nowadays for valuable aspects within professional and personal fields. These results also highlight the intrinsic relationship between language and cultural knowledge; they suggest that learning a foreign language means learning about the culture, and as a result, understanding cultural codes, daily speech, and idioms happens naturally. On the other hand, the responses of the English area

coordinator and the English teacher are similar, as they teach or encounter idioms within English class. They agree that the use of visual aids, stories, and dialogues are useful strategies for teaching idioms and covering students' cognitive challenges. Both highlight the importance of teaching these expressions using context; in other words, context is key to understanding them. Similarly, they maintain that idiomatic expressions require context comprehension and metaphorical thinking to grasp their meaning.

Besides, the English area coordinator and the English teacher explain that anxiety is a natural reaction of humans in front of unknown situations, in this case, when learners confront new or complex topics such as English idioms, but with a proper approach, this affective filter would lower.

These responses emphasize that the most challenging part of teaching English idioms to young learners is the lack of vocabulary needed to comprehend the context in which idiomatic expressions are used by native speakers.

Finally, the observation sheets provide another perspective on students' development with English idioms, emphasizing that learners tend to forget the meaning of idioms easily or guess their meanings when they find an idiom. Despite these weaknesses, these results show that students are receptive to learning idiomatic expressions using pictures, examples, role-play, games, and stories as teaching strategies while they develop a positive attitude toward learning idioms.

# Chapter IV

## 4. Proposal

### 4.1 Proposal Title

Teaching English Idioms: Cognitive Challenges and Instructional Strategies in 5th, 6th, and 7th grade U.E Gabriel García Moreno

### 4.2 Objectives

#### *4.2.1. General Objective*

To develop personalized English idiom material for 5th, 6th, and 7th grade students at Gabriel García Moreno High School, based on their English level, to achieve meaningful learning of the topic.

#### *4.2.3 Specific Objective*

To elaborate interactive activities in a daily-life context where these expressions are used according to the communicative approach and scaffolding method.

To integrate accurate instructional strategies to develop personalized materials for teaching and learning this theme.

To provide lesson plans, presentations, worksheets, and useful learning tools to support effective class development while teaching idiomatic expressions and assess the learning process of students.

### 4.3 Introduction

The material “Teaching English Idioms: Cognitive Challenges and Instructional Strategies in 5th, 6th, and 7th grade U.E Gabriel García Moreno” is a guide that provides teachers and students the opportunity to explore idiomatic expressions through a personalized proposal for teaching and learning idioms. The objective of this tool is to support meaningful learning by

applying instructional strategies effective for teaching English idioms. This proposal was developed based on the first chapter study, which emphasizes the importance of teaching idiomatic expressions in real contexts, and on students' survey results, which showed that these instructional strategies are more successful while teaching idioms for elementary learners.

This material is divided into four units; each unit has four lessons and one objective. The different lessons incorporate the four English skills: listening, reading, writing, and speaking, with idioms' picture meaning and one important feature about idioms. The planned lesson includes pre-skill, while-skill, and post-skill activities, along with student assessment at the end of each lesson as suggestions for the teacher. Thus, this proposal seeks to address the cognitive challenges learners face in learning English idioms and provide adequate instructional strategies for the teacher to teach this colorful topic.

### 4.4 Justification

The development of this tool is justified due to cognitive challenges that 5$^{th}$, 6$^{th}$, and 7$^{th}$ grade of elementary learners at Gabriel Garcia Morine High School face while learning English idioms. These difficulties stem from the nature of the field; therefore, teaching idiomatic expressions through effective instructional strategies is essential. Using pictures of idiom meanings, stories, gamification, conversations, examples, role-play, and videos allows a proper understanding of English idioms. In developing the material, some important aspects were included: the proposal aligns with the National Curriculum for teaching English as a foreign language in elementary education, as well as the positive responses from the students' survey and observation sheets, in which participants affirm their enthusiasm for learning this theme. This guide offers several activities developed based on effective instructional strategies and the teacher's support role in learning.


ENGLISH
Unit 1
Idioms
Discover English idioms: stories and pictures
Content:
1.1.These are English idioms?
1.2.Look back at these idioms
1.3.Once in a blue moon
1.4. My favorite English idiom
I can find basic information in posters, adverts or catalogues (A1+)
I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc (A2)
I can understand the main points in short newspaper / magazine stories, especially when they are illustrated (A2+)


IDIOMS
Lesson 1: Are these English idioms?
This material was developed using apps like Canva and Grammarly. These apps were used to improve the quality of the material and ensure a proper writing in English. Therefore, the activities and the design were made by Belén Garzón.
Addionally, the listenings was a colaboration by Elizabeth Mariano, who is a native speaker, this colaboration was done for the purpose of getting a better experience for young learners.
Enjoy this material and hand in a meaningful learning for your students.
My best wishes!
(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 1: Are these English idioms?**

**Objective:** To familiarize/recognize three idiomatic expressions through a story and their meanings with pictures.
**Description:** Students will learn what an idiom is, its form, and identify its meaning through a story and pictures.
**Time:** 90 minutes

**Pre-listening: 30 minutes**

**Activity:** Let's look at and read the story together.
Show the story in a presentation; the idioms must be in bold font.
Read the story together and identify new vocabulary/idiomatic expressions.
Read and understand the context of the story.
Practice the idioms' spelling.
**Purpose:** Comprehend the context of the story, idioms' spelling, and prepare their ears for the listening.

**Post-listening: 40 minutes**

**Activity: Match English idioms with their meanings in a picture.**
The teacher shows idioms and context again and asks students to associate the pictures with their meanings.
Write the idioms we learned today and draw their meanings.
**Purpose:** Reinforce English idioms' meaning through pictures.

**While listening: 20 minutes**
**Activity: Jump with idioms**
Play the entire listening.
Students jump when they hear the new vocabulary.
**Activity: Practice idioms' spelling**
The story's listening plays again and stops when English idioms appear, and students repeat chorally.
**Purpose:** Identify idiomatic expressions in a story's listening and work on their pronunciation.

**Materials:** Story Presentation, Pictures of idioms, Speaker, English notebook, Colors.

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 1:** Pre-listening activity

**Let's look at and read the story together**




(Canva, 2026)

Rippel (2019)

ENGLISH IDIOMS

**Lesson 1:** Pre-listening activity

**Let's look at and read the story together**

It was a warm summer day when the three friends spotted it. There it was—just down the path, sitting in a shaft of sunshine.
"What is that?" Dilly the armadillo asked, quivering in her shell. Seth the sloth just stared.
"Why, it's the biggest egg ever!" Opal the ostrich said.
She rubbed the egg gently. "This egg needs some tender loving care. If we just let it sit here all by itself, whatever is inside won't come out!".
"Do we want it to come out?" asked Dilly.
"Yes, we do," said Opal. "We'll sit on the egg to keep it warm, and we'll do it in shifts. I'll start". Opal settled herserlf on top of the egg.



(Canva, 2026)

Rippel (2019)

ENGLISH IDIOMS

**Lesson 1:** Pre-listening activity

**Let's look at and read the story together**

When it was time for Seth's shift, he had his own way of keeping the egg warm. "I'll just hang out here," he said as he draped himself over the egg. Now he could take a nap and keep the egg warm.
"Of all the strange things I've done, this one **takes the cake**." Moments later, he was dozing.
When it was Dilly's shift, she gathered soft moss and piled it on top of the egg to keep it warm. Then she scuttled off to keep an eye on the egg from a safe distance.
And so it went for many days. Then one morning, the egg rumbled! Dilly jumped three feet in the air. "The egg is moving! Run!" she wailed.



(Canva, 2026)

Rippel (2019)

ENGLISH IDIOMS

**Lesson 1:** Pre-listening activity

**Let's look at and read the story together**

Seth and Opal ran over. The egg rolled one way and then the other.

"It's okay, Dilly! Today is the day we get to meet our baby!" said Opal proudly. **"I'm on pins and needles!"**

Seth pointed at a crack in the egg. "Hey! It's coming out!"

It was coming out! A pointy nose stuck out of the opening in the egg, and then a green face. Next a little arm popped out, and then a little ... wing?

The rest of the shell gave way and a strange green baby wobbled to his feet and blinked in the sun.

"It's a four-legged green thing!" fretted Dilly. "Maybe we should run!"

**"Hold your horses,"** said Seth. "He's not going to harm us."



(Canva, 2026)

Rippel (2019)

ENGLISH IDIOMS

**Lesson 1:** While listening

**Jump with idioms**

Play Chasing Henry audio




https://1dru.ms/u/c/7525806307ee6f57/IQCnLzoc_PedQ69wDPTrhHTKAcuuYxUpiY9-WsuYO9t9Yps

(Canva, 2026)

Rippel (2019)


ENGLISH IDIOMS
Lesson 1: While listening
English Idioms and their meanings
"To be the worst or best"
(Cambridge, 2020 para. 1)
Take the cake
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1: While listening
English Idioms and their meanings
"When you are in an agitated state or suspense"
(Oxford University Press, 2004, p. 220).
On pins and needles
(Canva, 2026)

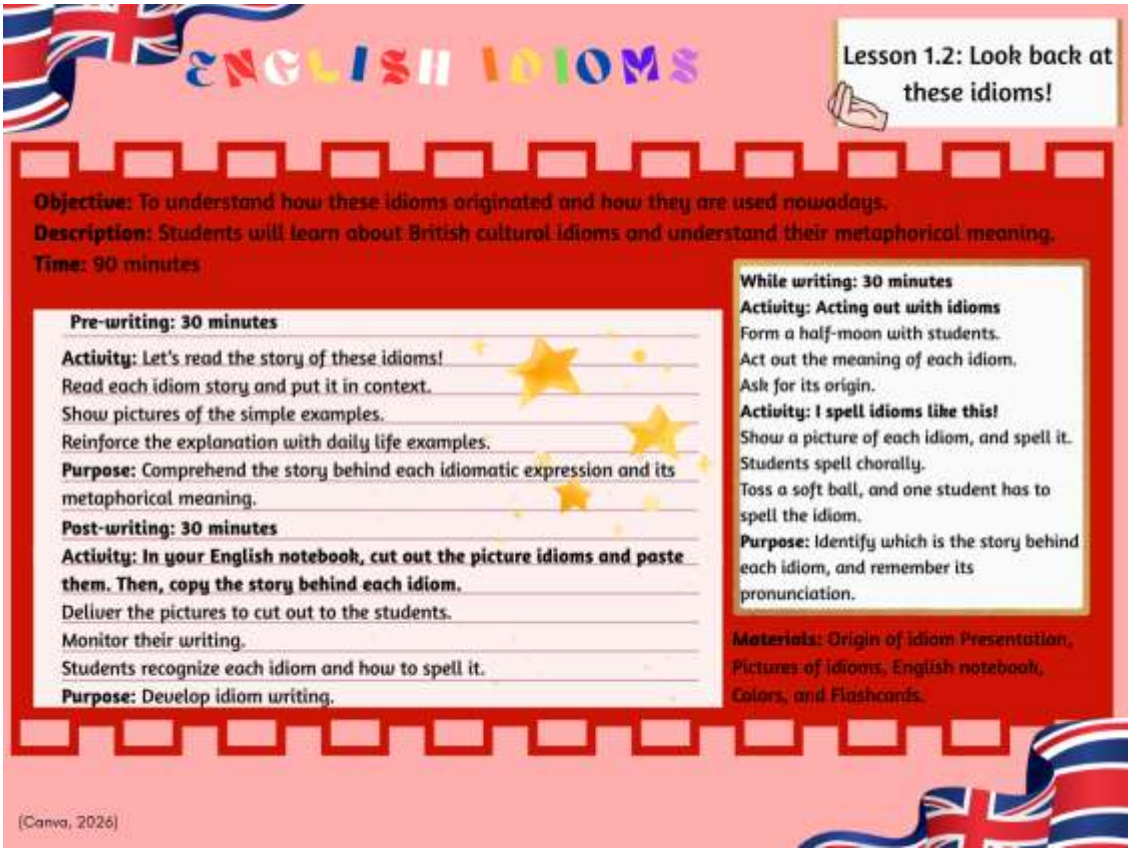

ENGLISH IDIOMS
Lesson 1: While listening
English Idioms and their meanings
"Wait a moment!"
(Oxford University Press, 2004, p. 146).
Hold your horses
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1: Post-listening activity
Match the English idiom with its meaning in a picture
Hold your horses
On pins and needles
Take the cake
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1: Post-listening activity
Student's Activity
Read the following parts and choose the best answer according the Chasing Henry Tale
Dear Student, remember English idioms have metaphorical meaning.
When Seth the Sloth says...
"Of all the strange things I've done, this one takes the cake."
What does he want to say?
a) Wait a moment!
b) To be the worst or best
c) He is in an agitated or suspenseful state
When Opal the Ostrich says...
"I'm on pins and needles!"
What does he want to say?
a) He is in an agitated or suspenseful state
b) Wait a moment!
c) To be the worst or best
When Seth the Sloth uses...
"Hold your horses," said Seth. "He's not going to harm us."
What does he want to say?
a) To be the worst or best
b) Wait a moment!
c) He is in an agitated or suspenseful state
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1: Teacher tips
Recommendations for the teacher
Lesson Objective: To familiarize students with idiomatic expressions through a story and their meanings with pictures.
Guidance for the teacher:
• Always teach English idioms with context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Remind your students that English idioms do not have a literal meaning.
• Always use a picture to teach an idiom.
• Examples help to understand the meaning of an English idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1: Student assessment
How difficult is learning English idioms with tales?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.2: Look back at these idioms!
Objective: To understand how these idioms originated and how they are used nowadays.
Description: Students will learn about British cultural idioms and understand their metaphorical meaning.
Time: 90 minutes
Pre-writing: 30 minutes
Activity: Let's read the story of these idioms!
Read each idiom story and put it in context.
Show pictures of the simple examples.
Reinforce the explanation with daily life examples.
Purpose: Comprehend the story behind each idiomatic expression and its metaphorical meaning.
Post-writing: 30 minutes
Activity: In your English notebook, cut out the picture idioms and paste them. Then, copy the story behind each idiom.
Deliver the pictures to cut out to the students.
Monitor their writing.
Students recognize each idiom and how to spell it.
Purpose: Develop idiom writing.
While writing: 30 minutes
Activity: Acting out with idioms
Form a half-moon with students.
Act out the meaning of each idiom.
Ask for its origin.
Activity: I spell idioms like this!
Show a picture of each idiom, and spell it.
Students spell chorally.
Toss a soft ball, and one student has to spell the idiom.
Purpose: Identify which is the story behind each idiom, and remember its pronunciation.
Materials: Origin of Idiom Presentation, Pictures of idioms, English notebook, Colors, and Flashcards.
(Canva, 2026)

ENGLISH IDIOMS

Lesson 1.2: Look back at these idioms!

## Origin of "Take the cake"







Even though the idiom's origins are Ancient Greece, it didn't become commonplace until the 1800s. In 400 B.C., the person who stayed awake during an all-night party received a cake for their tenacity. (The Idioms, 2021., para. 1)

Modern-day usage began on southern plantations. Slaves called had a dance competition called a cakewalk which mocked their owners. Some speculate plantation owners didn't realize they were making fun of them. Whoever won was awarded a cake, a practice first started in Ancient Greece. (The Idioms, 2021., para. 2)

(Canva, 2026)

ENGLISH IDIOMS

Lesson 1.2: Look back at these idioms!

## Take the cake



My grandfather fell off the bed this morning. That took the cake!

(Canva, 2026)

ENGLISH IDIOMS

Lesson 1.2: Look back at these idioms!

## Origin of "On pins and needles"





(Grammar-Monster, n.d.) This idiom has been used since the early 18th century. It comes from the idea that when someone is impatient waiting for something and cannot be still, instead this person needs to walk around because he/she feels like being on a bed of pins and needles.

(Canva, 2026)

ENGLISH IDIOMS

Lesson 1.2: Look back at these idioms!

## On pins and needles



Kassandra is on pins and needles, waiting for the English exam grade because she did not study.

(Canva, 2026)

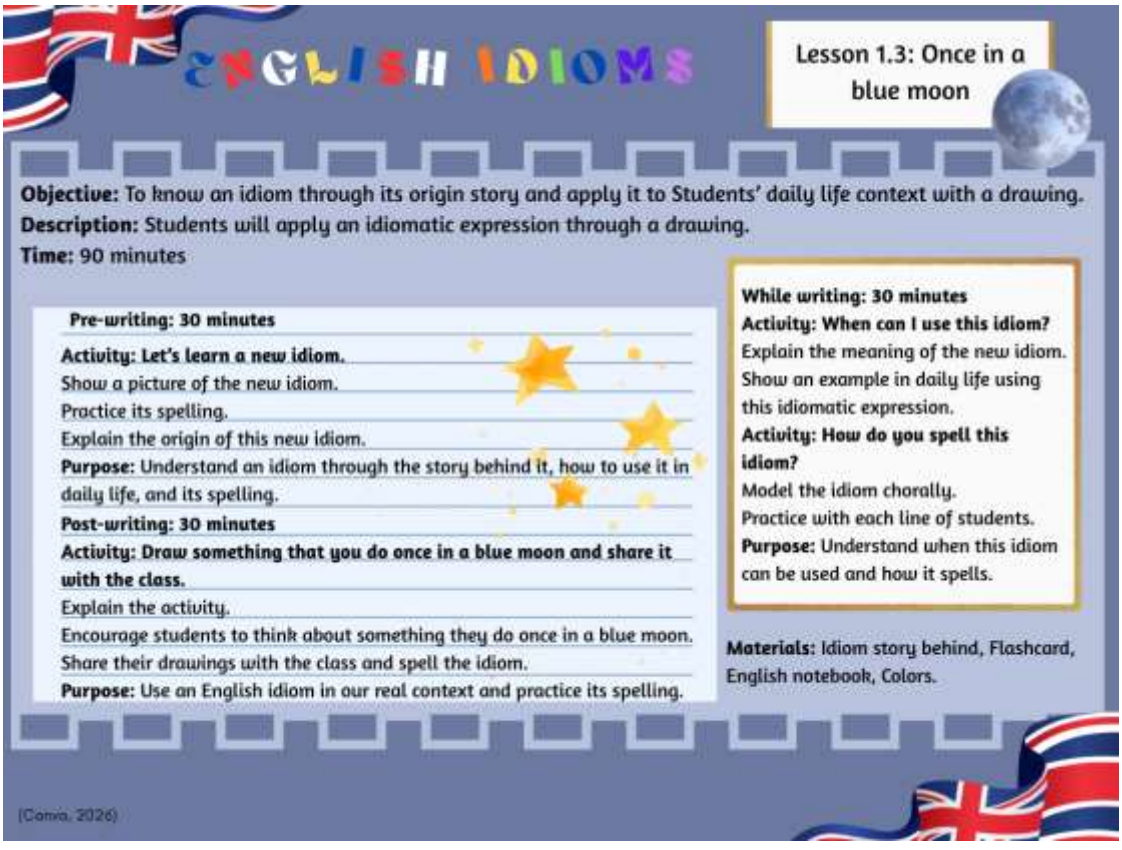

ENGLISH IDIOMS
Lesson 1.2: Look back at these idioms!
Origin of "Hold your horses"
"Hold your horses" was a term commonly heard on New York's Erie Canal in the early-to-mid-19th century. At this time, a high proportion of transportation logistics was carried out with barges towed by horses on the tow-paths that ran alongside the water. The tow-paths often became busy with horse teams, and, when confusion arose, a horse-team leader would call "hold your horses" to nearby teams, while the passing or overtaking was managed (Grammar-Monster, n.d, para. 2).
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.2: Look back at these idioms!
Hold your horses
Joan: Can I go out with my friends, Mom?!
Joan's mother: Hold your horses, Joan; you must wash your dish first.
Joan: Ah! Okay, Mom...
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.2: Look back at these idioms!
In your English notebook, cut out the picture idioms and paste them. Then, copy the story behind each idiom.
Dear Student, remember English idioms have metaphorical meaning.
STOP
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2: Teacher tips
Recommendations for the teacher
Lesson Objective: To understand how these idioms originated and how they are used nowadays.
Guidance for the teacher:
• Always teach English idioms with context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Remind your students that English idioms do not have a literal meaning.
• Always use a picture to teach an idiom.
• Examples help to understand the meaning of an English idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Use your body language to explain the origin of the idioms better.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.2: Student assessment
How difficult is learning English idioms with examples?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.3: Once in a blue moon
Objective: To know an idiom through its origin story and apply it to Students' daily life context with a drawing.
Description: Students will apply an idiomatic expression through a drawing.
Time: 90 minutes
Pre-writing: 30 minutes
Activity: Let's learn a new idiom.
Show a picture of the new idiom.
Practice its spelling.
Explain the origin of this new idiom.
Purpose: Understand an idiom through the story behind it, how to use it in daily life, and its spelling.
Post-writing: 30 minutes
Activity: Draw something that you do once in a blue moon and share it with the class.
Explain the activity.
Encourage students to think about something they do once in a blue moon.
Share their drawings with the class and spell the idiom.
Purpose: Use an English idiom in our real context and practice its spelling.
While writing: 30 minutes
Activity: When can I use this idiom?
Explain the meaning of the new idiom.
Show an example in daily life using this idiomatic expression.
Activity: How do you spell this idiom?
Model the idiom chorally.
Practice with each line of students.
Purpose: Understand when this idiom can be used and how it spells.
Materials: Idiom story behind, Flashcard, English notebook, Colors.
(Canva, 2026)

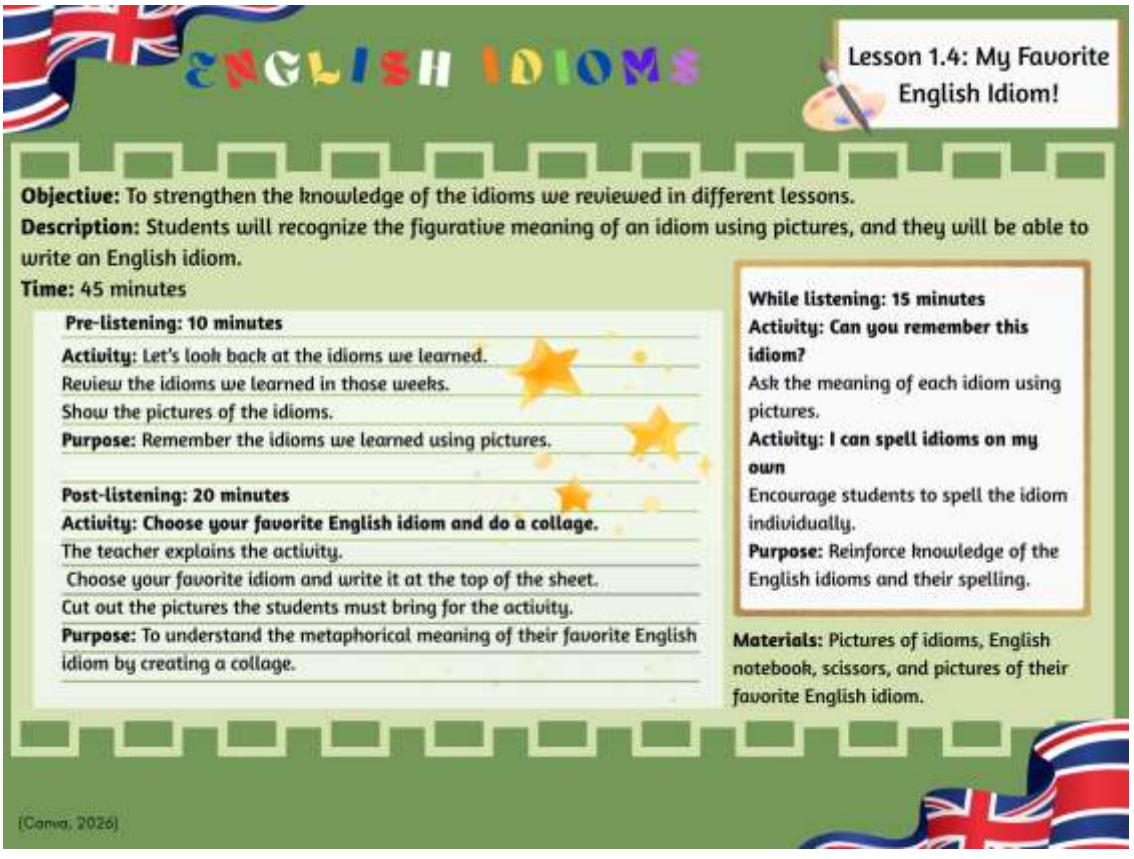

ENGLISH IDIOMS
Lesson 1.3: Once in a blue moon
Let's learn a new idiom.
Once in a Blue Moon
"Very rarely"
(Canva, 2026)

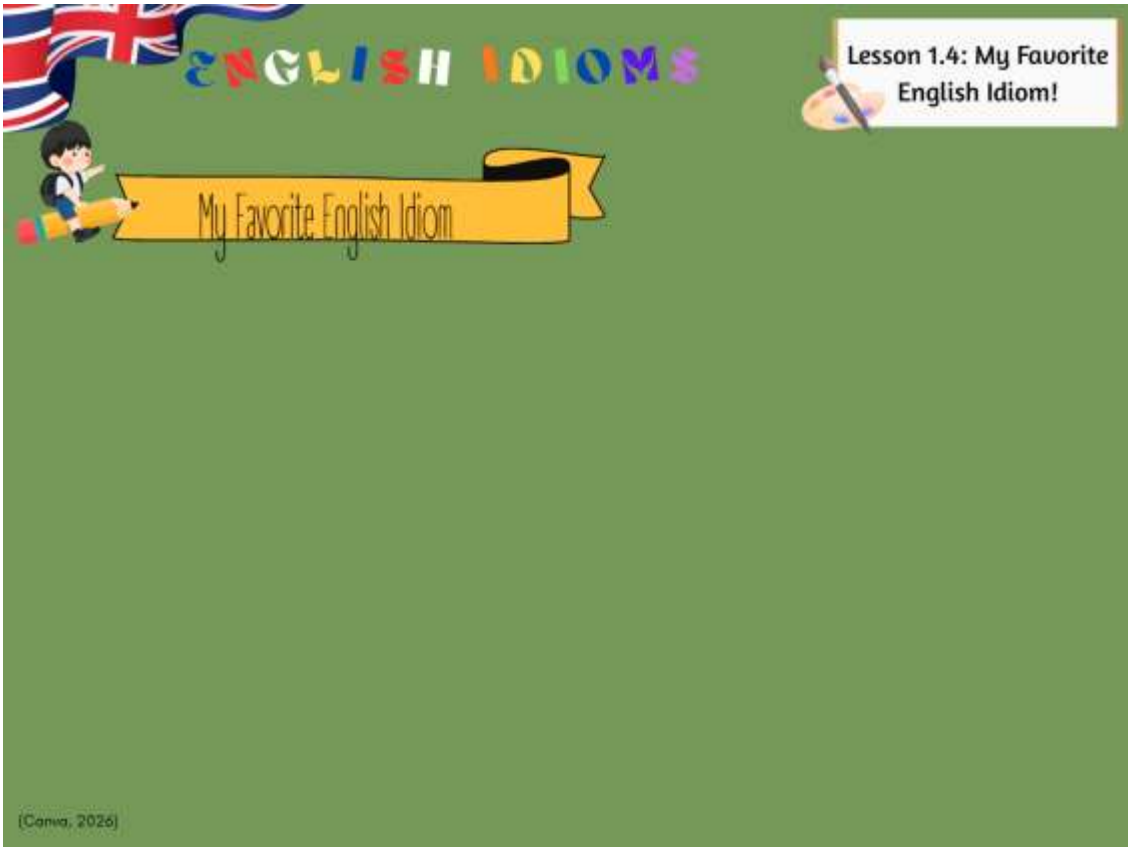

ENGLISH IDIOMS
Lesson 1.3: Once in a blue moon
Have you ever heard about the expression "Once in a blue Moon"?
Where does it come from?
A lunar cycle lasts around 29-30 days, so we usually have 12 a year. A "blue moon" is used to describe the rare event of a 13th full moon in a year, or a second full moon within a single calendar month. This occurs on average every two and a half years and is now used more generally as a phrase to describe anything that is considered a rare occurrence (Joe, n.d., para. 10).
Examples:
My mom lets me use her cellphone once in a blue moon.
Juan Camilo gets bad grades once in a blue moon.
I cook once in a blue moon.
Nathalia sees a blue flower once in a blue moon.
(Canva, 2026)


ENGLISH. IDIOMS
Lesson 1.3: Once in a blue moon
Student's activity
Draw something that you do once in a blue moon and share it with the class.
(Canva, 2026)


ENGLISH. IDIOMS
Lesson 1.3: Teacher tips
Recommendations for the teacher
Lesson Objective: To know an idiom through its origin story and apply it to Students' daily life context with a drawing.
Guidance for the teacher:
• Always teach English idioms with context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Remind your students that English idioms do not have a literal meaning.
• Always use a picture to teach an idiom.
• Examples help to understand the meaning of an English idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Use your body language to explain the origin of this idiom better.
(Canva, 2026)

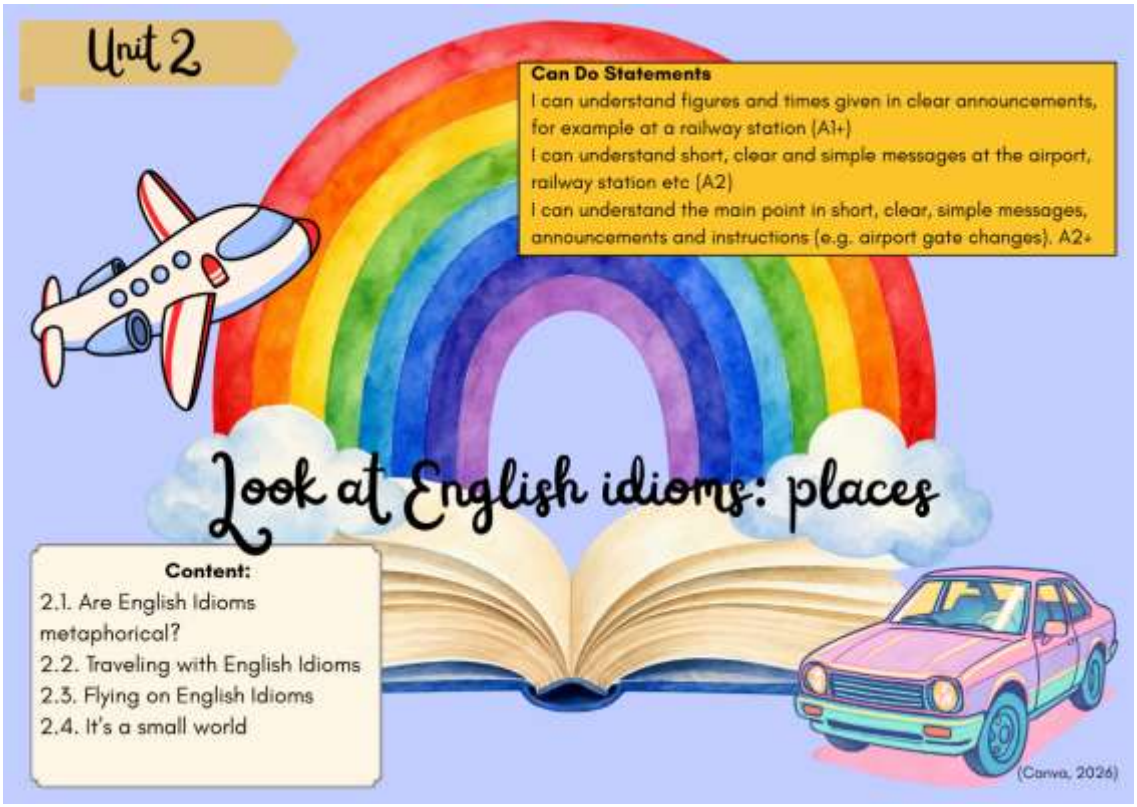

ENGLISH IDIOMS
Lesson 1.3: Student assessment
How difficult is learning an English idiom with its origin?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)

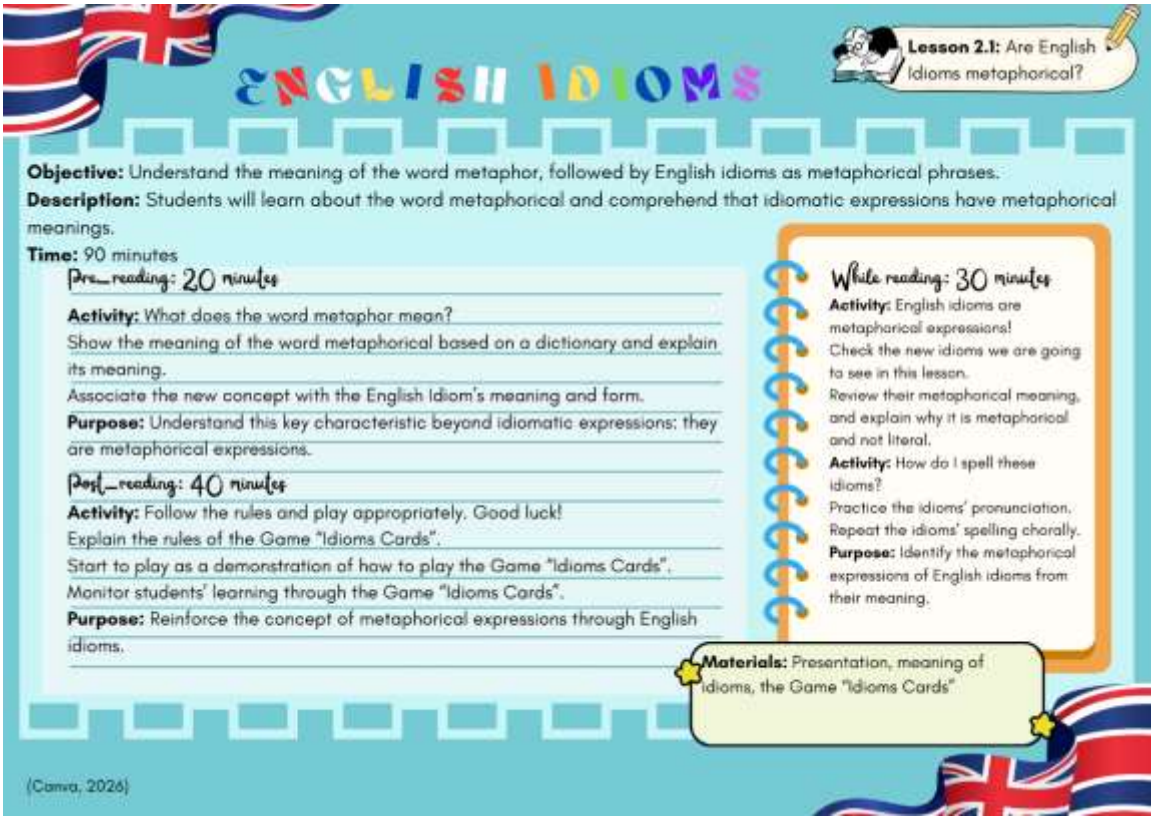

ENGLISH IDIOMS
Lesson 1.4: My Favorite English Idiom!
Objective: To strengthen the knowledge of the idioms we reviewed in different lessons.
Description: Students will recognize the figurative meaning of an idiom using pictures, and they will be able to write an English idiom.
Time: 45 minutes
Pre-listening: 10 minutes
Activity: Let's look back at the idioms we learned.
Review the idioms we learned in those weeks.
Show the pictures of the idioms.
Purpose: Remember the idioms we learned using pictures.
Post-listening: 20 minutes
Activity: Choose your favorite English idiom and do a collage.
The teacher explains the activity.
Choose your favorite idiom and write it at the top of the sheet.
Cut out the pictures the students must bring for the activity.
Purpose: To understand the metaphorical meaning of their favorite English idiom by creating a collage.
While listening: 15 minutes
Activity: Can you remember this idiom?
Ask the meaning of each idiom using pictures.
Activity: I can spell idioms on my own
Encourage students to spell the idiom individually.
Purpose: Reinforce knowledge of the English idioms and their spelling.
Materials: Pictures of idioms, English notebook, scissors, and pictures of their favorite English idiom.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 1.4: My Favorite English Idiom!
My Favorite English Idiom
(Canva, 2026)

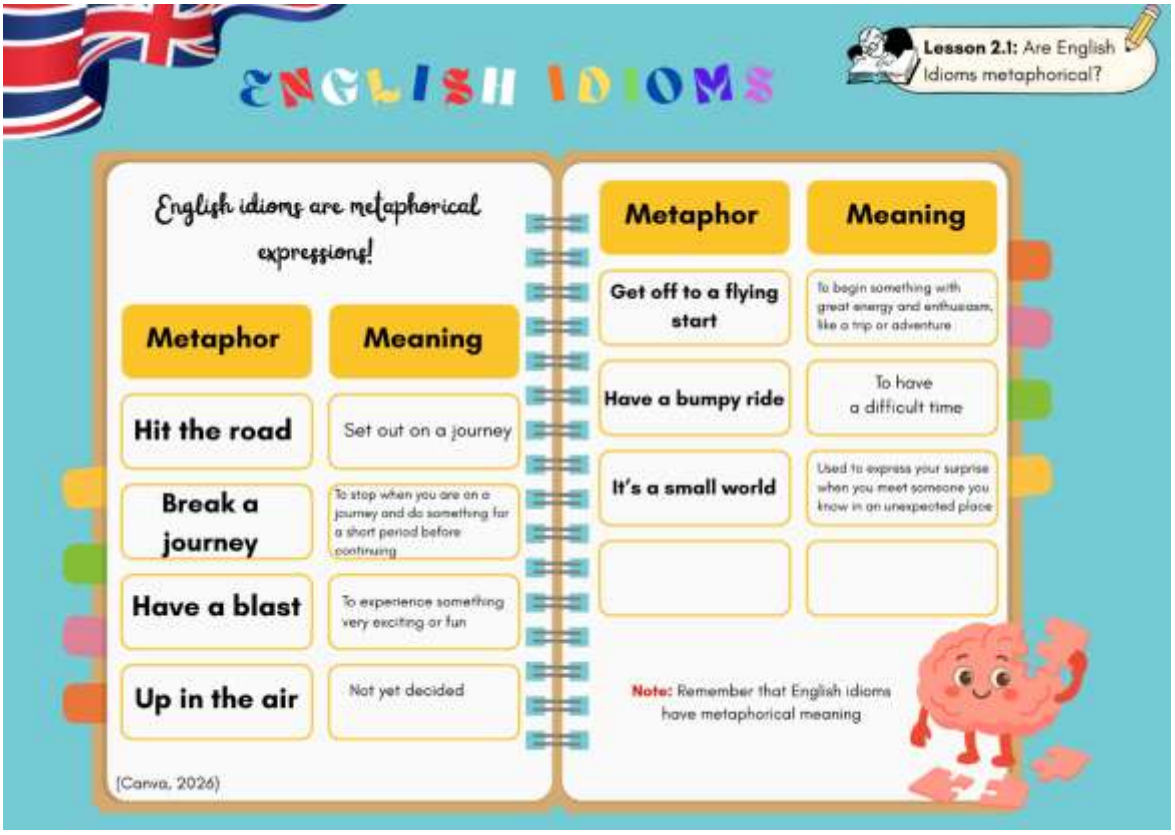

ENGLISH IDIOMS
Lesson 1.4: My Favorite English Idiom!
Recommendations for the teacher
Lesson Objective: To strengthen the knowledge of the idioms we reviewed in different lessons.
Guidance for the teacher:
• Always teach English idioms with context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Remind your students that English idioms do not have a literal meaning.
• Always use a picture to teach an idiom.
• Examples help to understand the meaning of an English idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Use the pictures we already have from the idioms.
• Remind your students to bring the pictures for the activity.
• Monitor your students' learning in class.
(Canva, 2026)

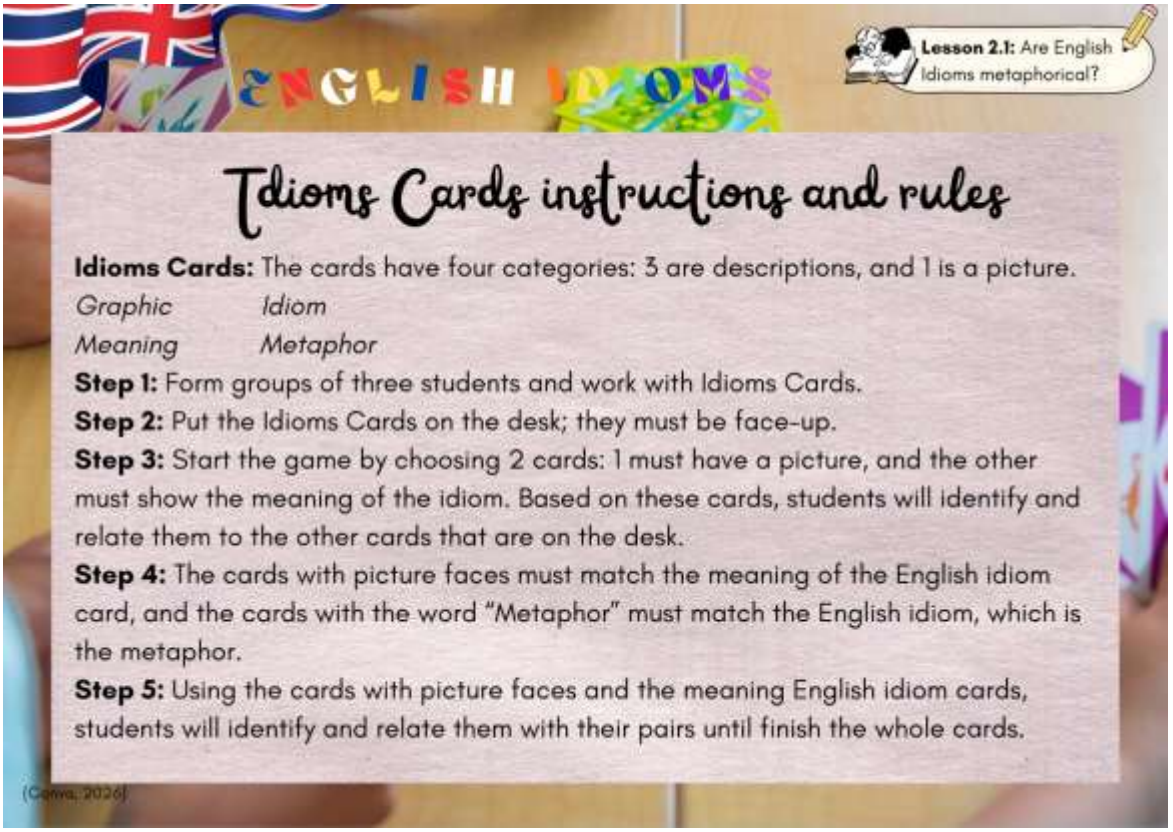

ENGLISH IDIOMS
Lesson 1.2: Student assessment
How difficult is learning English idioms with pictures?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


Unit 2
Can Do Statements
I can understand figures and times given in clear announcements, for example at a railway station (A1+)
I can understand short, clear and simple messages at the airport, railway station etc (A2)
I can understand the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes). A2+
Look at English idioms: places
Content:
2.1. Are English Idioms metaphorical?
2.2. Traveling with English Idioms
2.3. Flying on English Idioms
2.4. It's a small world
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Objective: Understand the meaning of the word metaphor, followed by English idioms as metaphorical phrases.
Description: Students will learn about the word metaphorical and comprehend that idiomatic expressions have metaphorical meanings.
Time: 90 minutes
Pre_reading: 20 minutes
Activity: What does the word metaphor mean?
Show the meaning of the word metaphorical based on a dictionary and explain its meaning.
Associate the new concept with the English Idiom's meaning and form.
Purpose: Understand this key characteristic beyond idiomatic expressions: they are metaphorical expressions.
Post_reading: 40 minutes
Activity: Follow the rules and play appropriately. Good luck!
Explain the rules of the Game "Idioms Cards".
Start to play as a demonstration of how to play the Game "Idioms Cards".
Monitor students' learning through the Game "Idioms Cards".
Purpose: Reinforce the concept of metaphorical expressions through English idioms.
While reading: 30 minutes
Activity: English idioms are metaphorical expressions!
Check the new idioms we are going to see in this lesson.
Review their metaphorical meaning, and explain why it is metaphorical and not literal.
Activity: How do I spell these idioms?
Practice the idioms' pronunciation.
Repeat the idioms' spelling chorally.
Purpose: Identify the metaphorical expressions of English idioms from their meaning.
Materials: Presentation, meaning of idioms, the Game "Idioms Cards"
(Canva, 2026)

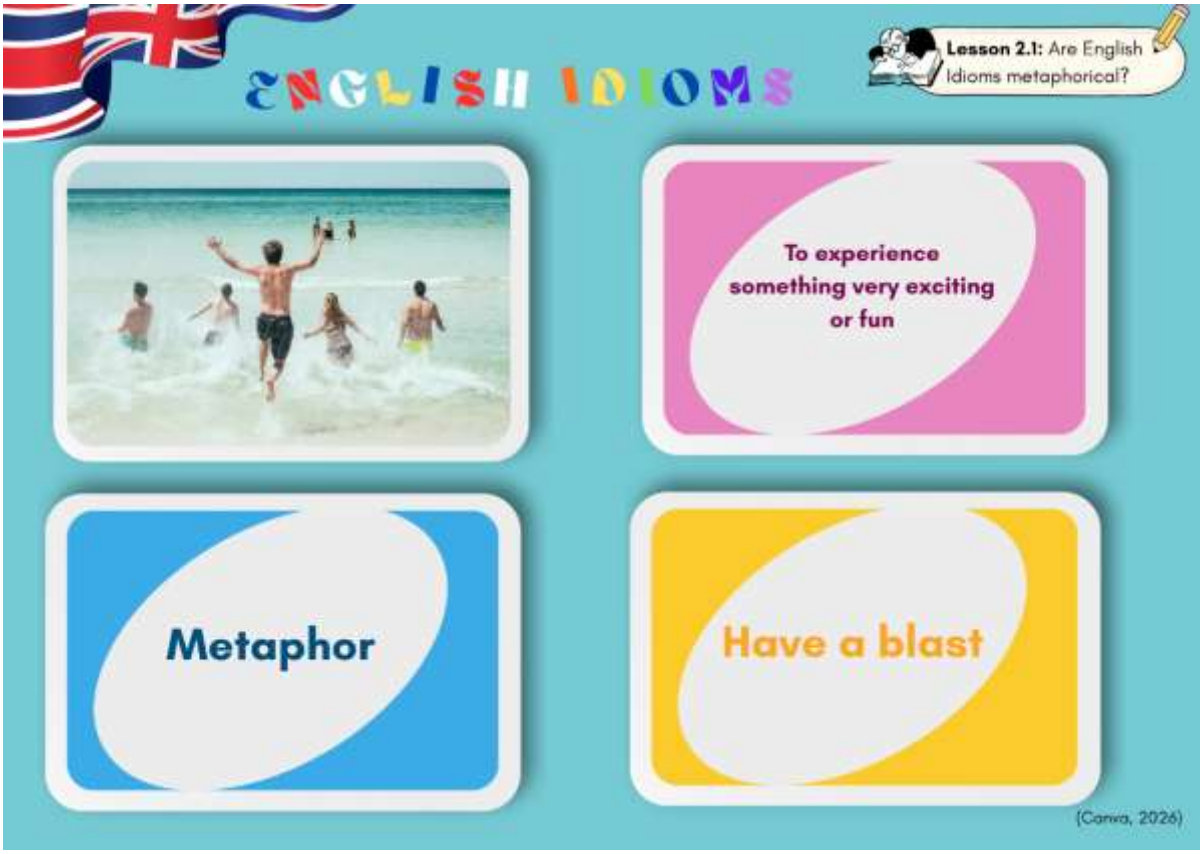

ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Metaphor
"A metaphor is a word or a phrase used to describe something as if it were something else" (BITEZISE, n.d., para. 1)
English idioms
Hit the road
Break a journey
Have a blast
Up in the air
Get off to a flying start
Have a bumpy ride
It's a small word
What does the word metaphor mean?
(Canva, 2026)

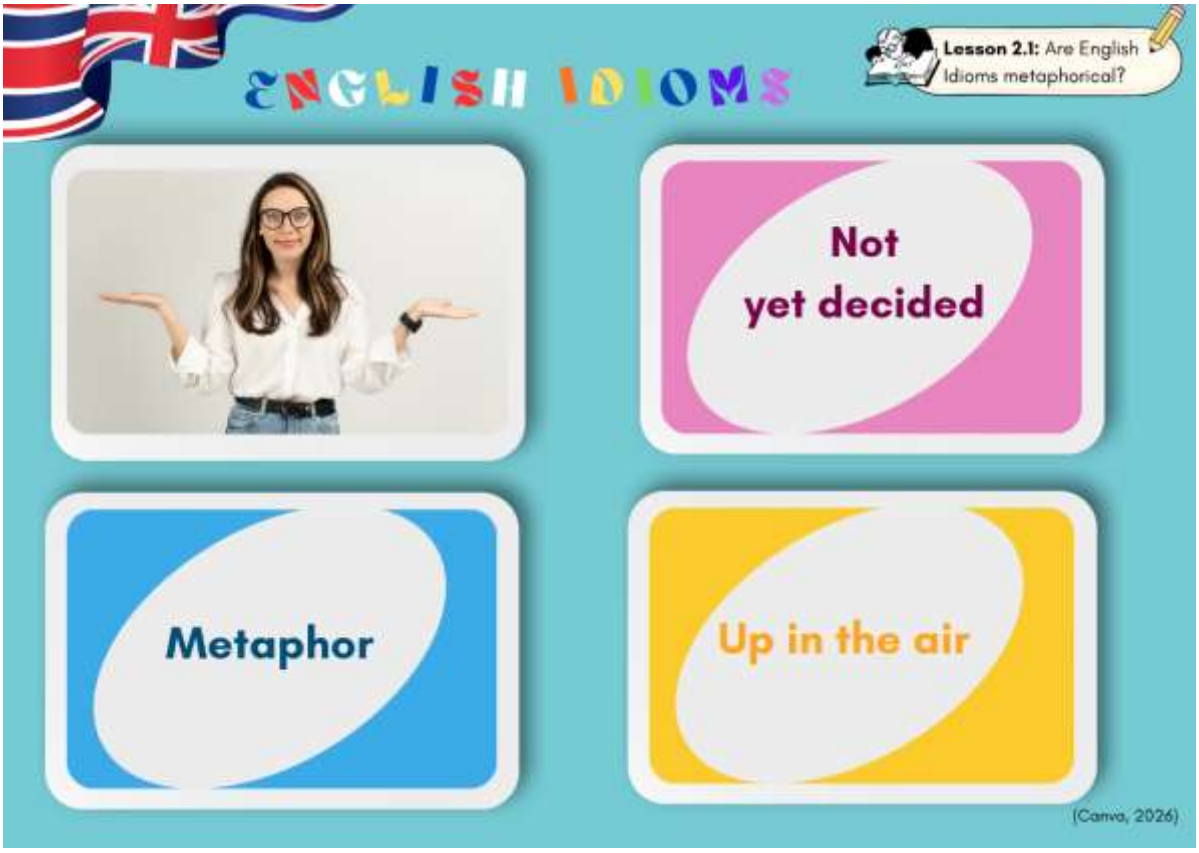

ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
English idioms are metaphorical expressions!
Metaphor
Meaning
Hit the road
Set out on a journey
Break a journey
To stop when you are on a journey and do something for a short period before continuing
Have a blast
To experience something very exciting or fun
Up in the air
Not yet decided
(Canva, 2026)
Metaphor
Meaning
Get off to a flying start
To begin something with great energy and enthusiasm, like a trip or adventure
Have a bumpy ride
To have a difficult time
It's a small world
Used to express your surprise when you meet someone you know in an unexpected place
Note: Remember that English idioms have metaphorical meaning


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Idioms Cards instructions and rules
Idioms Cards: The cards have four categories: 3 are descriptions, and 1 is a picture.
Graphic Idiom
Meaning Metaphor
Step 1: Form groups of three students and work with Idioms Cards.
Step 2: Put the Idioms Cards on the desk; they must be face-up.
Step 3: Start the game by choosing 2 cards: 1 must have a picture, and the other must show the meaning of the idiom. Based on these cards, students will identify and relate them to the other cards that are on the desk.
Step 4: The cards with picture faces must match the meaning of the English idiom card, and the cards with the word "Metaphor" must match the English idiom, which is the metaphor.
Step 5: Using the cards with picture faces and the meaning English idiom cards, students will identify and relate them with their pairs until finish the whole cards.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Set out on a journey
Metaphor
Hit the road
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
To stop when you are on a journey and do something for a short period before continuing
Metaphor
Break a journey
(Canva, 2026)

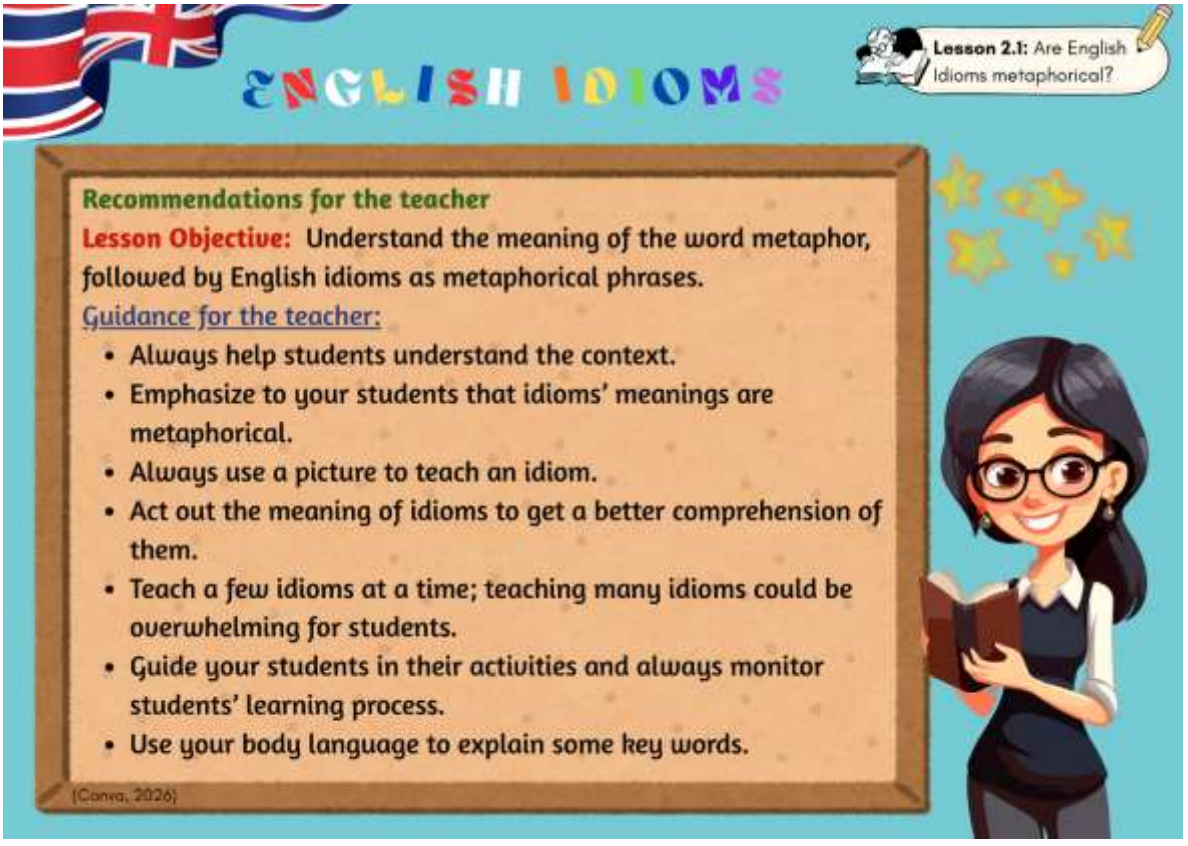

ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
To experience something very exciting or fun
Metaphor
Have a blast
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Not yet decided
Metaphor
Up in the air
(Canva, 2026)

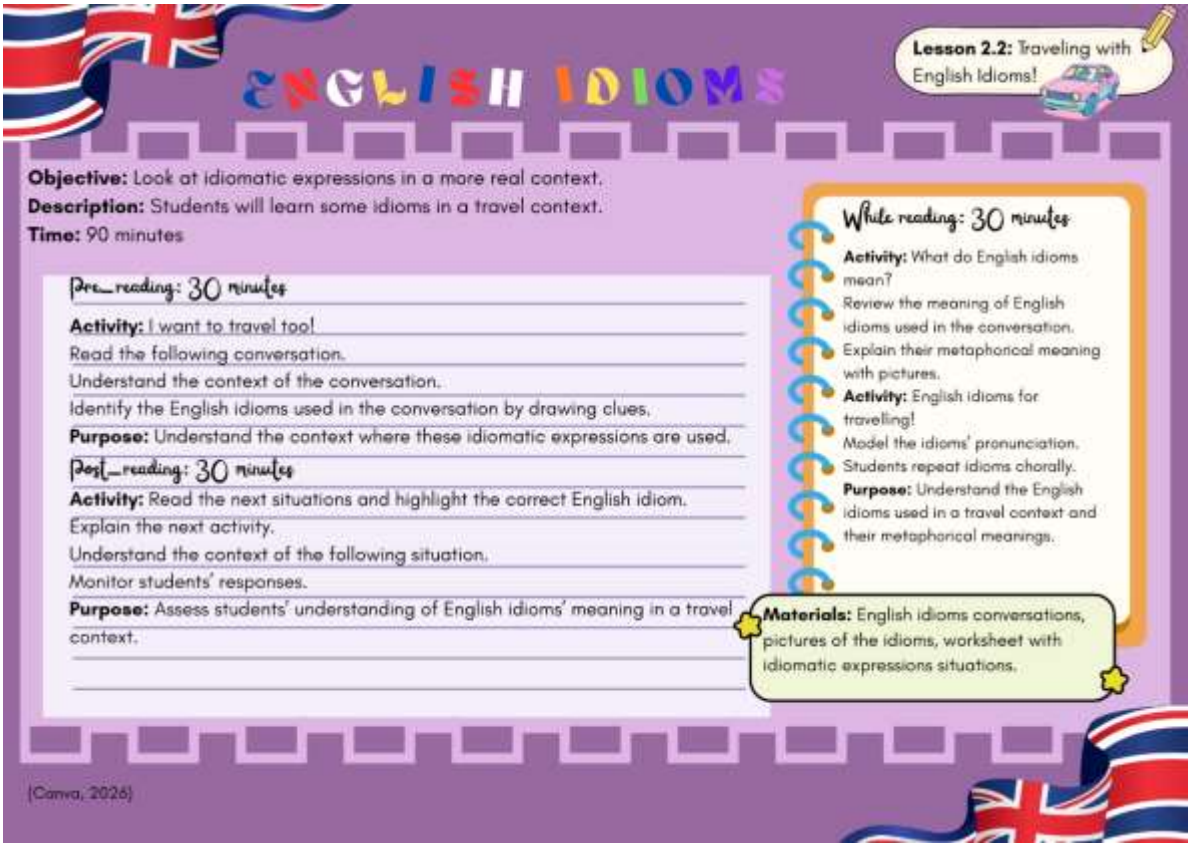

ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
To begin something with great energy and enthusiasm, like a trip or adventure
Metaphor
Get off to a flying start
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
To have a difficult time
Metaphor
Have a bumpy ride
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Used to express your surprise when you meet someone you know in an unexpected place
Metaphor
It's a small world
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Are English Idioms metaphorical?
Recommendations for the teacher
Lesson Objective: Understand the meaning of the word metaphor, followed by English idioms as metaphorical phrases.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.1: Student Assessment
How difficult is learning English idioms with a game?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
Objective: Look at idiomatic expressions in a more real context.
Description: Students will learn some idioms in a travel context.
Time: 90 minutes
Pre_reading: 30 minutes
Activity: I want to travel too!
Read the following conversation.
Understand the context of the conversation.
Identify the English idioms used in the conversation by drawing clues.
Purpose: Understand the context where these idiomatic expressions are used.
Post_reading: 30 minutes
Activity: Read the next situations and highlight the correct English idiom.
Explain the next activity.
Understand the context of the following situation.
Monitor students' responses.
Purpose: Assess students' understanding of English idioms' meaning in a travel context.
While reading: 30 minutes
Activity: What do English idioms mean?
Review the meaning of English idioms used in the conversation.
Explain their metaphorical meaning with pictures.
Activity: English idioms for traveling!
Model the idioms' pronunciation.
Students repeat idioms chorally.
Purpose: Understand the English idioms used in a travel context and their metaphorical meanings.
Materials: English idioms conversations, pictures of the idioms, worksheet with idiomatic expressions situations.
(Canva, 2026)

ENGLISH IDIOMS

Lesson 2.2: Traveling with English Idioms!

## I want to travel too!

Clue





**Susi:** Mom, where are we going to travel?
**Carol:** It's a little secret!
**Susi:** Do I know that place?
**Carol:** Keep packing your bags, Su. You're going to discover that when we **hit the road.**
**Susi:** Well, Mom. I'm more curious than before. I will not fall asleep tonight!

(Canva, 2026)

ENGLISH IDIOMS

Lesson 2.2: Traveling with English Idioms!

I want to travel too!

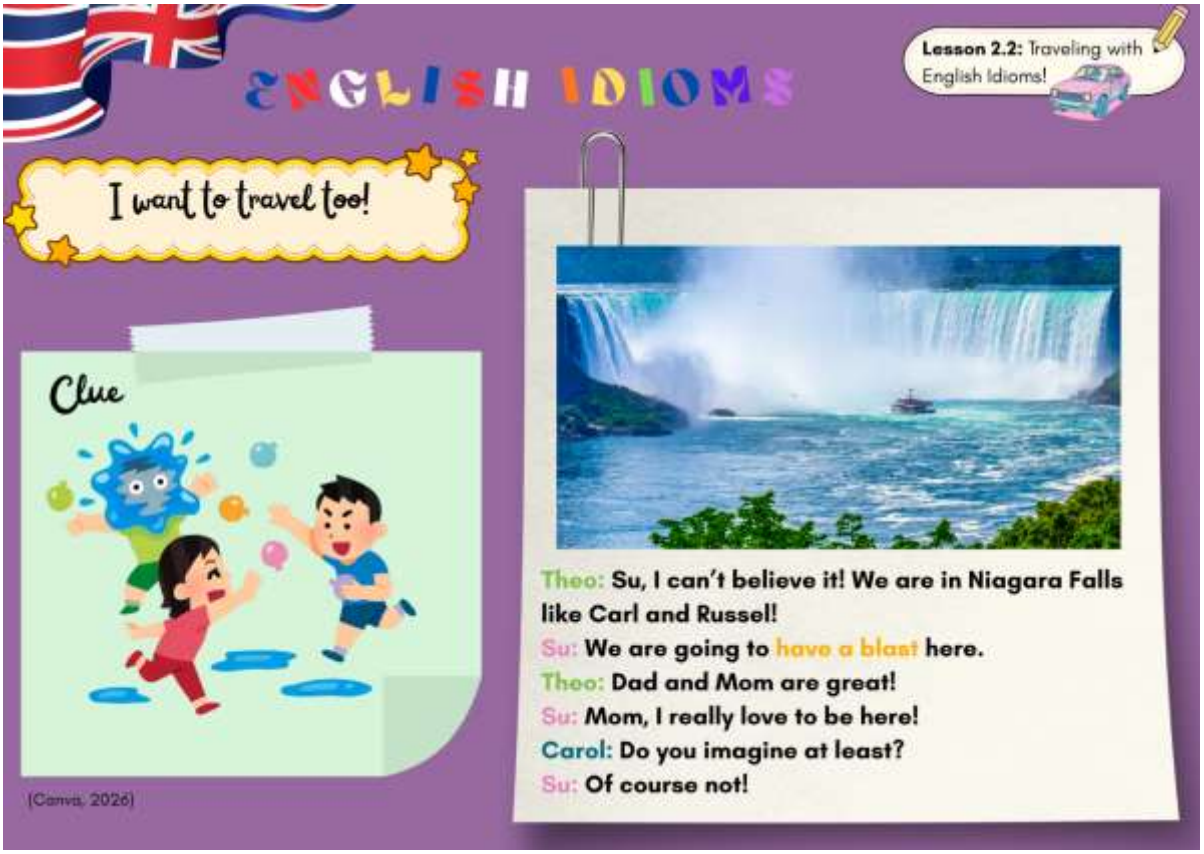
Clue

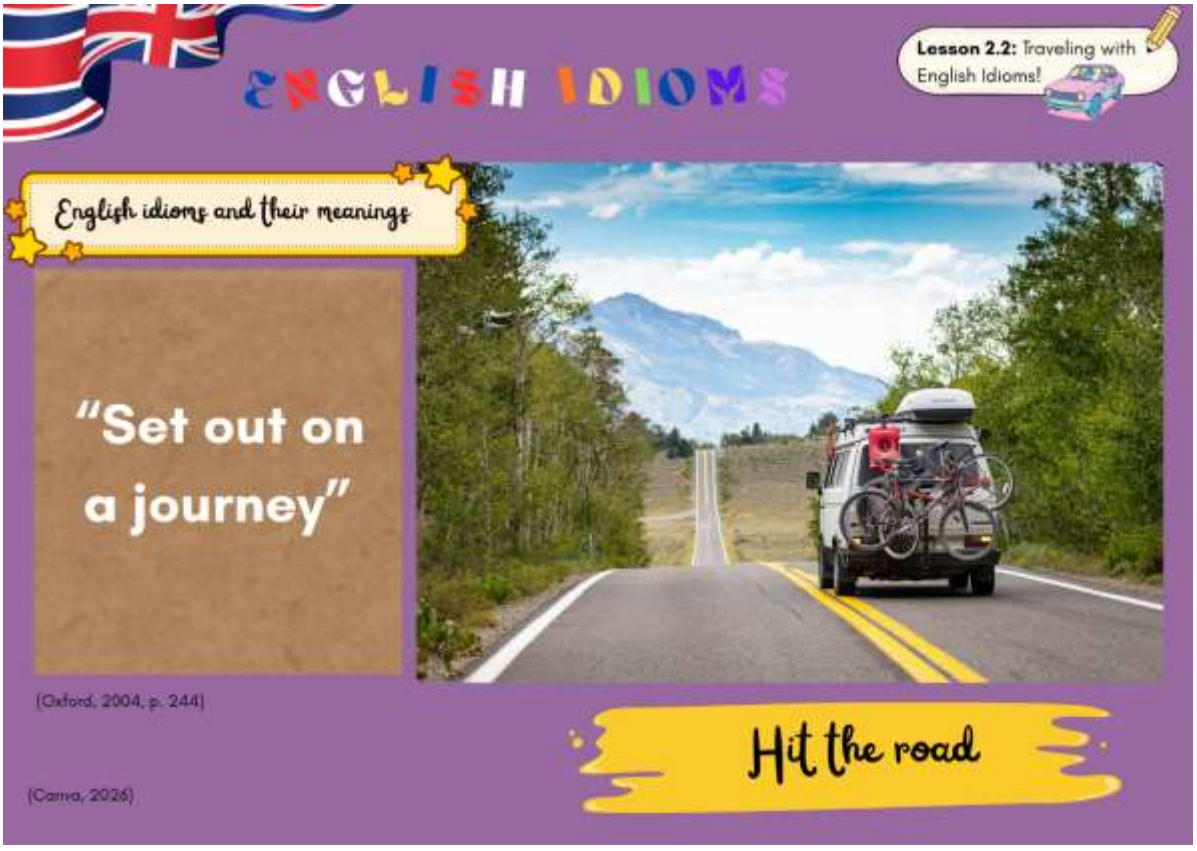


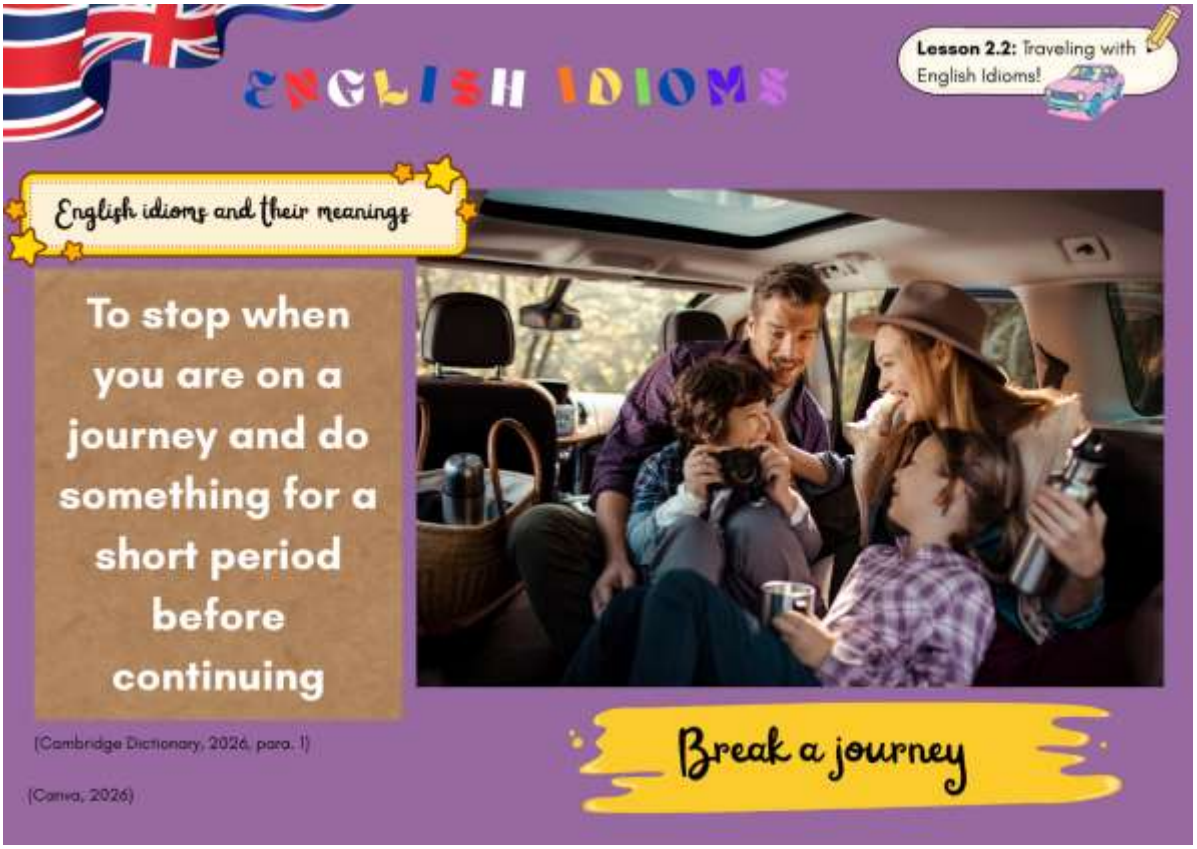


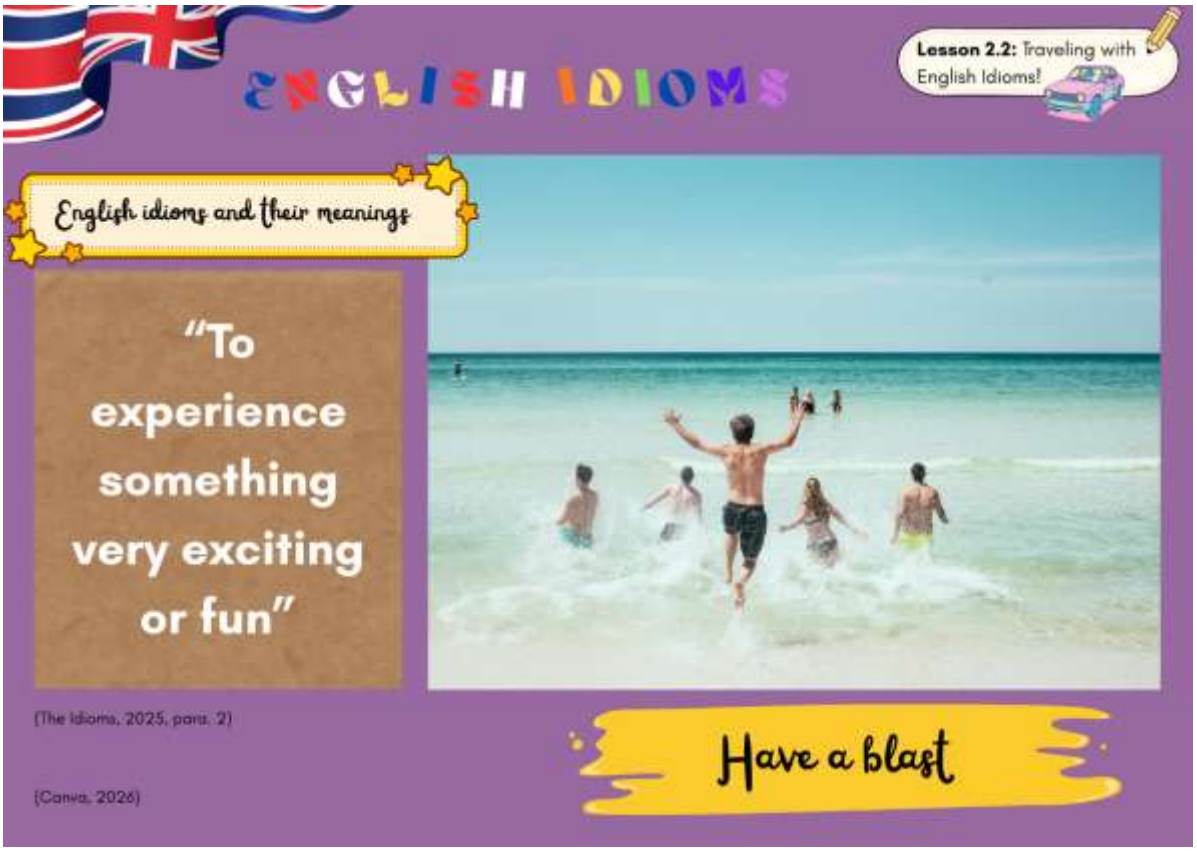

**Theo:** Dad, **break a journey!**
**Daniel:** What's going on, son?
**Theo:** Look at that, Dad! It's the biggest waterfall I have ever seen!
**Daniel:** Yeah, it's a beautiful view!
**Theo:** Su, wake up! Wake up to see that!

(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
I want to travel too!
Clue
Theo: Su, I can't believe it! We are in Niagara Falls like Carl and Russel!
Su: We are going to have a blast here.
Theo: Dad and Mom are great!
Su: Mom, I really love to be here!
Carol: Do you imagine at least?
Su: Of course not!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
English idioms and their meanings
"Set out on a journey"
(Oxford, 2004, p. 244)
Hit the road
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
English idioms and their meanings
To stop when you are on a journey and do something for a short period before continuing
(Cambridge Dictionary, 2026, para. 1)
(Canva, 2026)
Break a journey


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
English idioms and their meanings
"To experience something very exciting or fun"
(The Idioms, 2025, para. 2)
(Canva, 2026)
Have a blast

# ENGLISH IDIOMS

**Lesson 2.2:** Traveling with English Idioms!

Read the next situations and highlight the correct English idiom.

First situation



Sue: Mom, I'm ready! Where is everybody?
**Carol:** Your Dad is in the kitchen, and your brother is in the bathroom.
Sue: Come on! I want to **hit the road/have a blast.**
**Carol:** Be patient, Sue.




English Idioms

Hit the road

Break a journey

Have a blast

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 2.2:** Traveling with English Idioms!

Read the next situations and highlight the English idiom.

Second situation



Sara: What did you do last weekend?
Rachel: I went on a journey with my family!
Sara: Where did you go?
Rachel: We visited my grandmother in another state, and I spent my time with my cousins. I **broke a journey/had a blast.**
Sara: That sounds really nice!

Third situation

**Matias:** Are we almost there?
Isaac: Still not, but in two hours we are going to be there.
**Matias:** Dad, I'm tired, and I need to stretch my legs. Can we **break a journey/hit the road**?



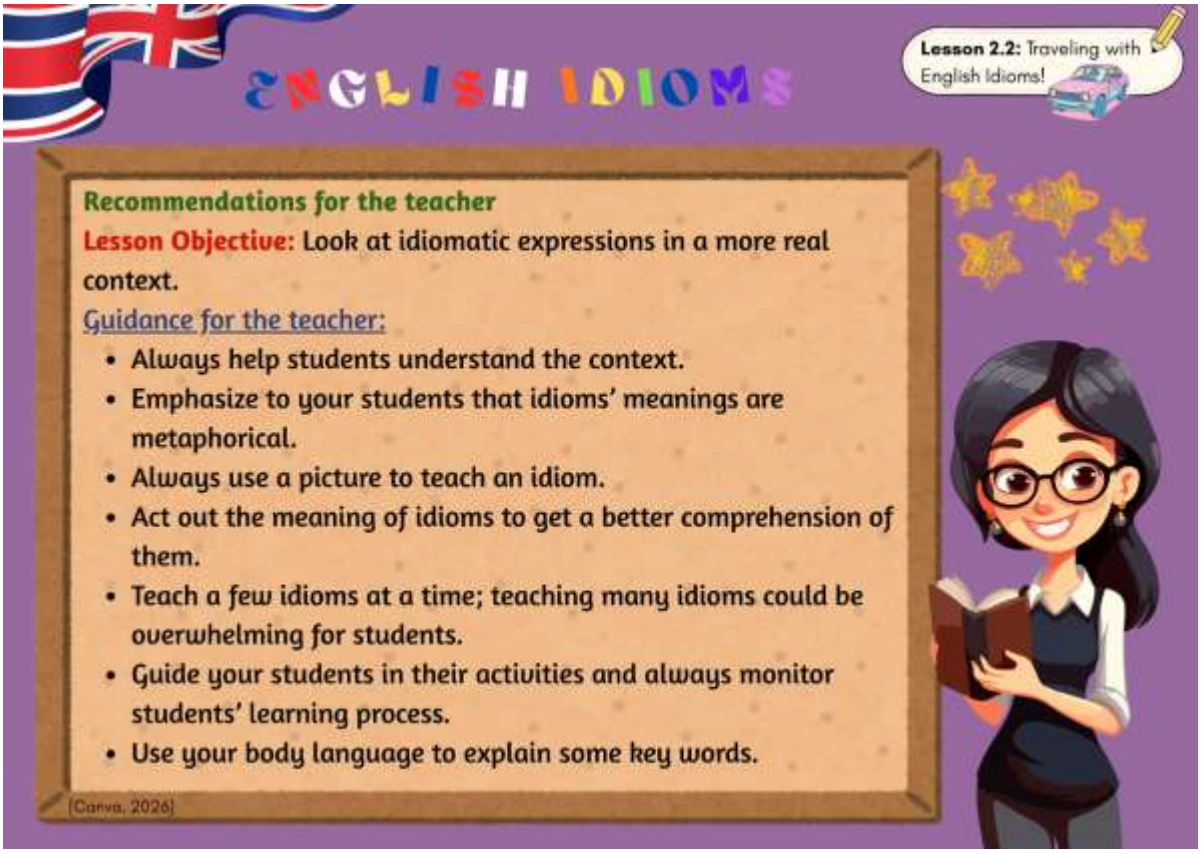
English Idioms

Hit the road

Break a journey

Have a blast

(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Traveling with English Idioms!
Recommendations for the teacher
Lesson Objective: Look at idiomatic expressions in a more real context.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.2: Student assessment!
How difficult is learning English idioms with conversations?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 2.3:** Flying on English Idioms!

**Objective:** Look at idiomatic expressions in a more real context.
**Description:** Students will learn some idioms in a travel context.
**Time:** 90 minutes

**Pre_reading: 25 minutes**

**Activity:** I want to travel too!
Read the following conversation.
Understand the context of the conversation.
Identify the English idioms used in the conversation.
**Purpose:** Understand the context where these idiomatic expressions are used.

**Post_reading: 30 minutes**

**Activity:** Read the next situation and act it out the English idiom.
Explain the next activity.
Understand the context of the following situation.
Guide students to practice the English idiom and act it out.
Monitor students' spelling.
**Purpose:** Have a near practice of a real travel situation using English idioms.

**While reading: 35 minutes**

**Activity:** What do English idioms mean?
Review the meaning of English idioms used in the conversation.
Explain their metaphorical meaning with pictures.
**Activity:** English idioms for travelling!
Model the idioms' pronunciation.
Students repeat idioms chorally.
**Purpose:** Understand the English idioms used in a travel context and their metaphorical meanings.

**Materials:** English idioms conversations, pictures of the idioms, prompts with idiomatic expressions situations.

(Canva, 2026)

# ENGLISH IDIOMS

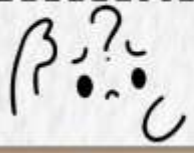
**Lesson 2.3:** Flying on English Idioms!

## I want to travel too!

**Richel: Honey, I'm not sure whether to go to Disneyland with the children.**
**Louis: A particular reason?**
**Richel: We have to fly for 10 hours; it could be too much for them. I don't know.**
**Louis: But they want to see Disney Castle and Mickey Mouse.**
**Richel: I know... But I'm up in the air about this travel.**



Clue



(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 2.3:** Flying on English Idioms!

## I want to travel too!

**Camilo:** Wake up, Dad! Wake up!
**Louis:** Hmmm, let me sleep more-just 10 minutes.
**Camilo:** Mom sent me to wake you up. Dad. Come on!
**Louis:** You have a lot of energy! Well, this weekend gets off to a flying start.
**Camilo:** I want to be an airplane!



Clue



(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 2.3:** Flying on English Idioms!

## I want to travel too!

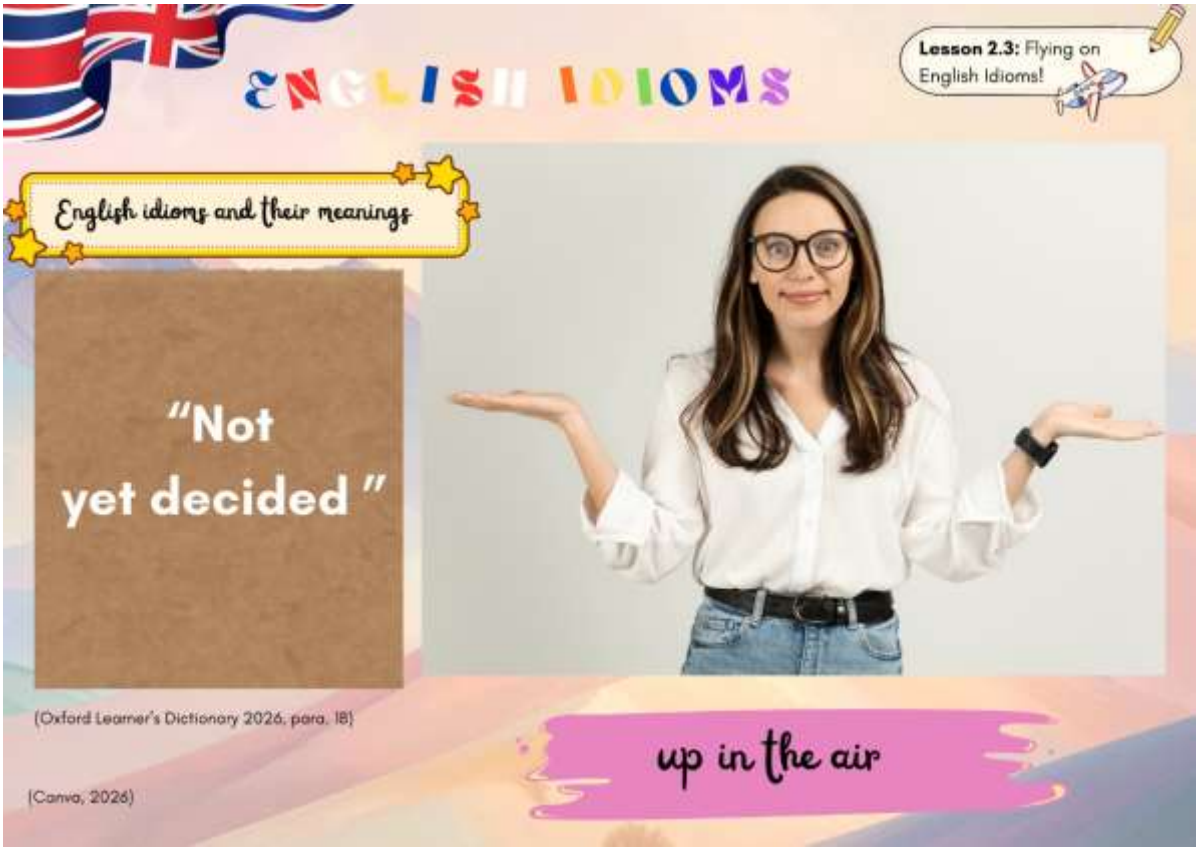
**Romina:** Can we have a bumpy ride in our flight, Mom? I'm afraid I've never been in an airplane.
**Richel:** Yes, it can be, but don't worry, you are with Dad and Mom. Also, you have been in airplane when you were just a little baby, and you did great.
**Romina:** Okay, Mom!



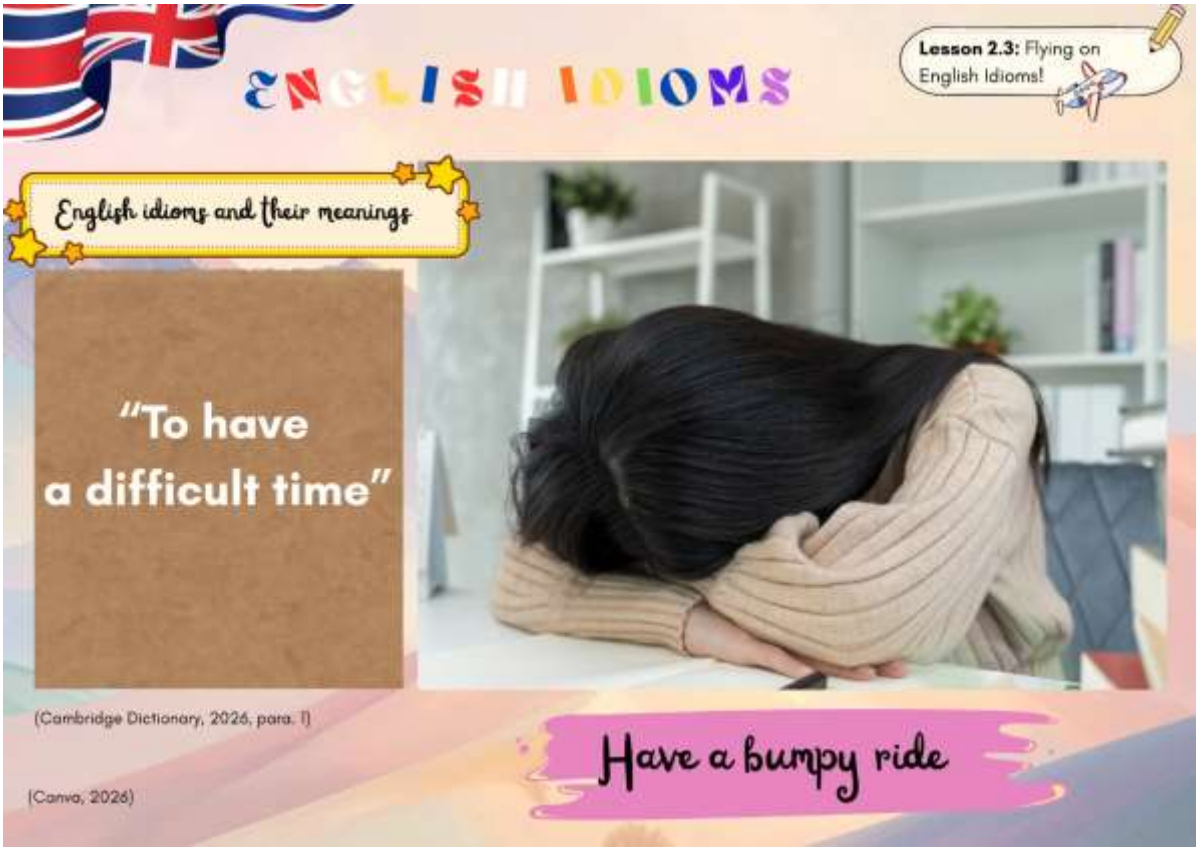
Clue



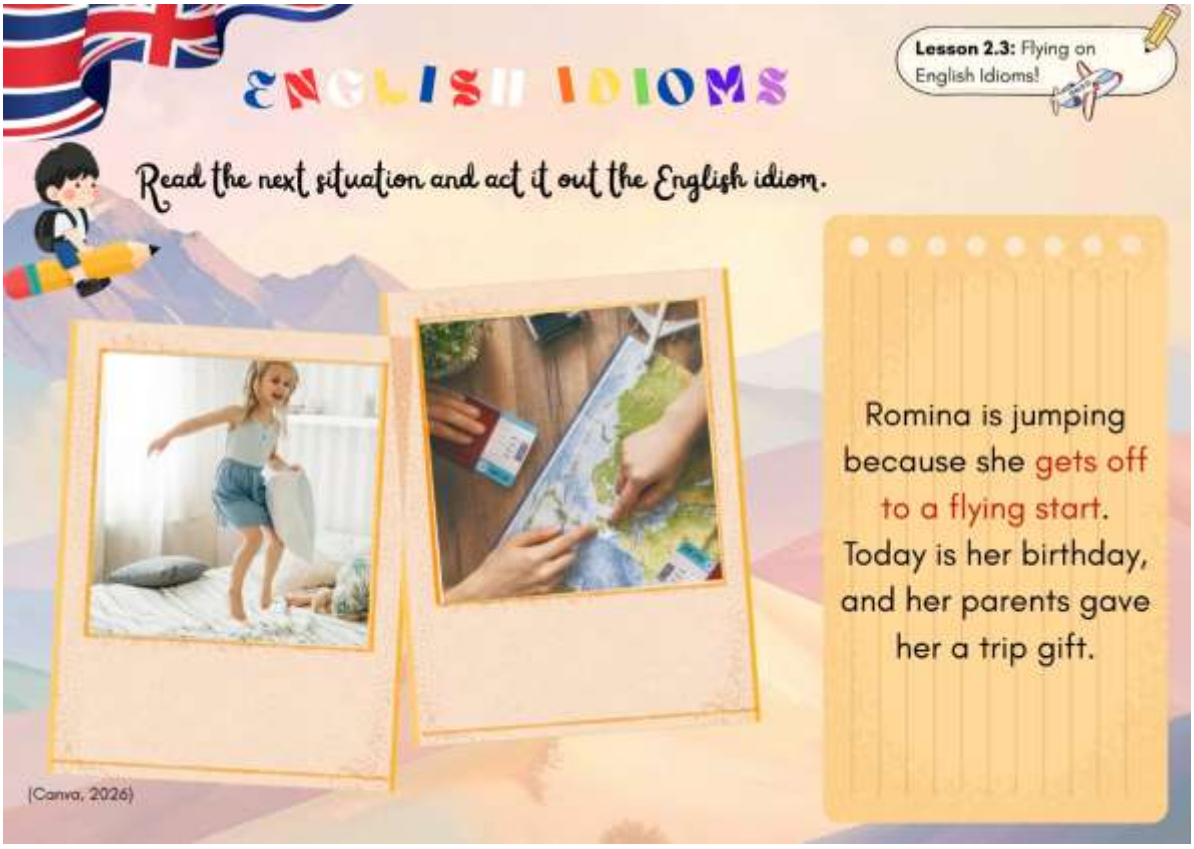
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
English idioms and their meanings
"Not yet decided"
(Oxford Learner's Dictionary 2026, para. 18)
up in the air
(Canva, 2026)

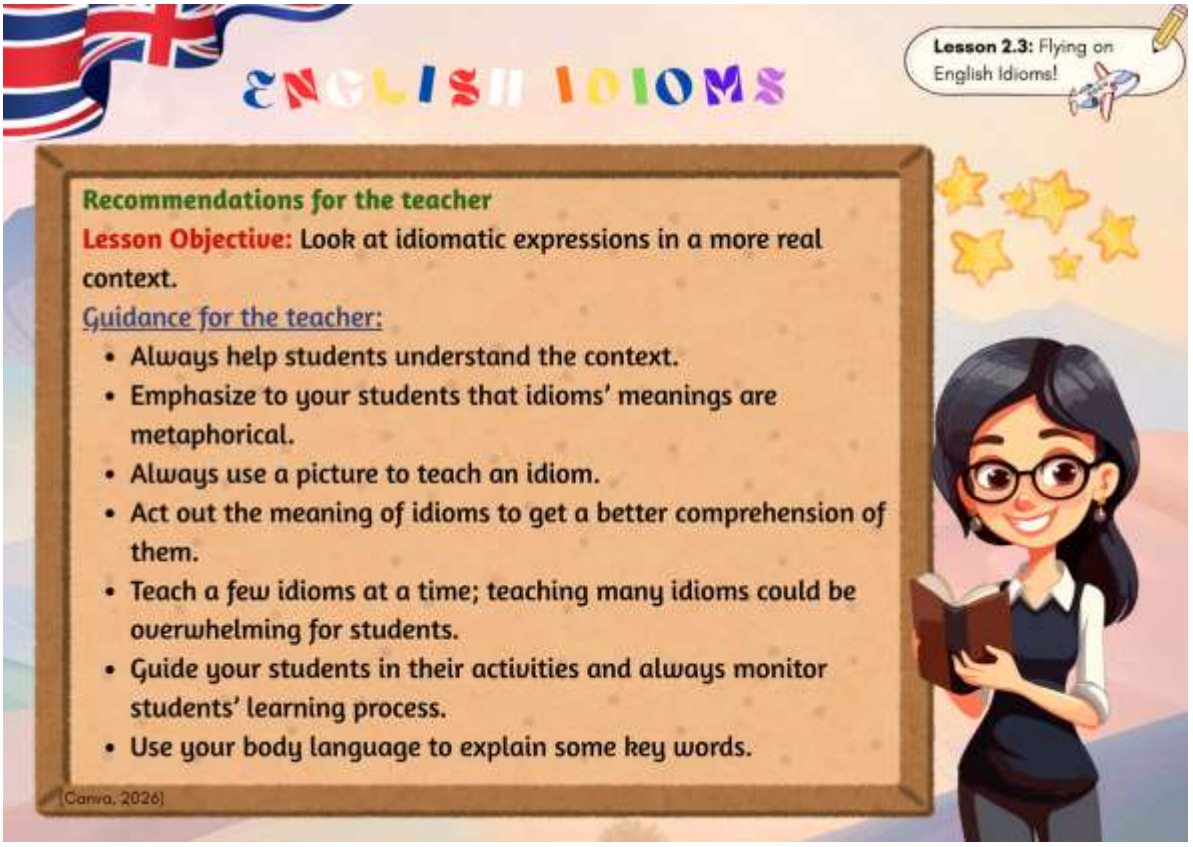

ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
English idioms and their meanings
"To begin something with great energy and enthusiasm, like a trip or adventure"
(English Radar, 2024, para. 8)
get off to a flying start
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
English idioms and their meanings
"To have a difficult time"
(Cambridge Dictionary, 2026, para. 1)
(Canva, 2026)
Have a bumpy ride

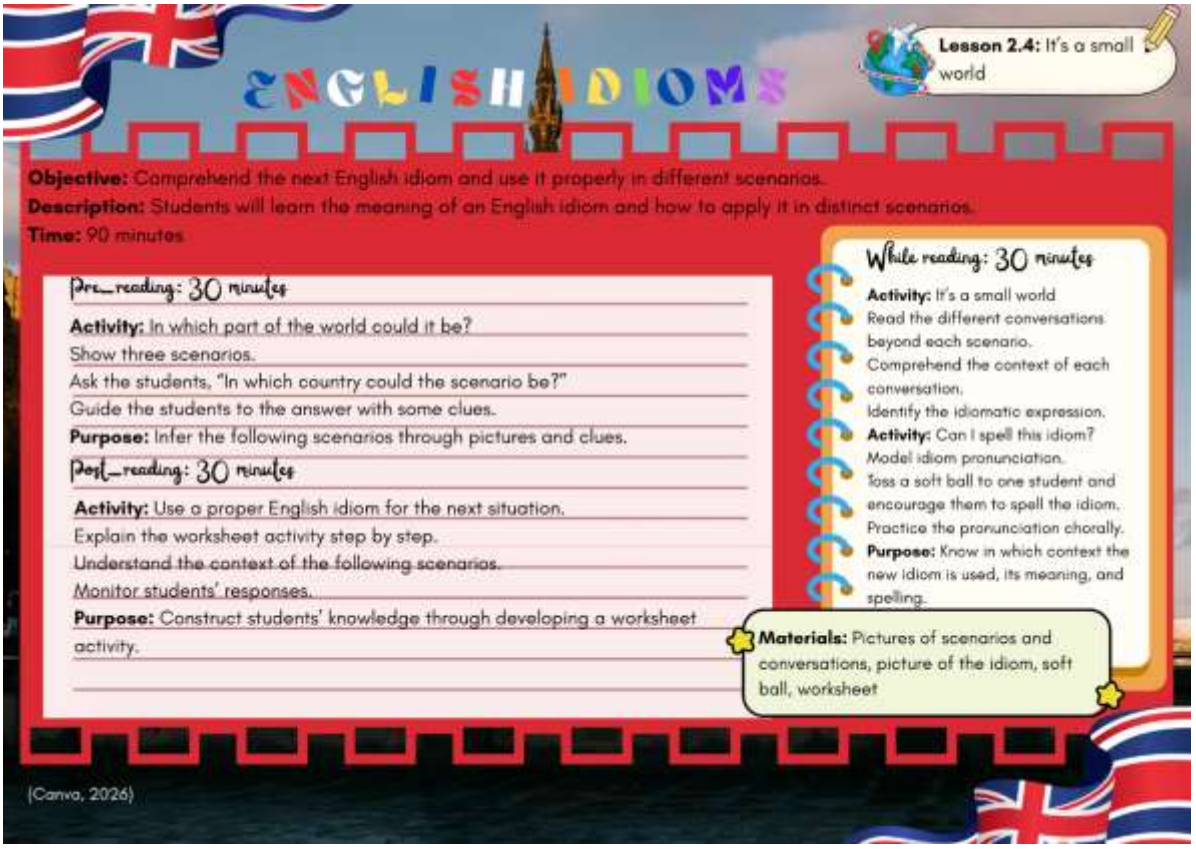

ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
Read the next situation and act it out the English idiom.
One day, Joan was having a bumpy ride because their parents canceled an important trip to Dinosour park
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
Read the next situation and act it out the English idiom.
Romina is jumping because she gets off to a flying start. Today is her birthday, and her parents gave her a trip gift.
(Canva, 2026)

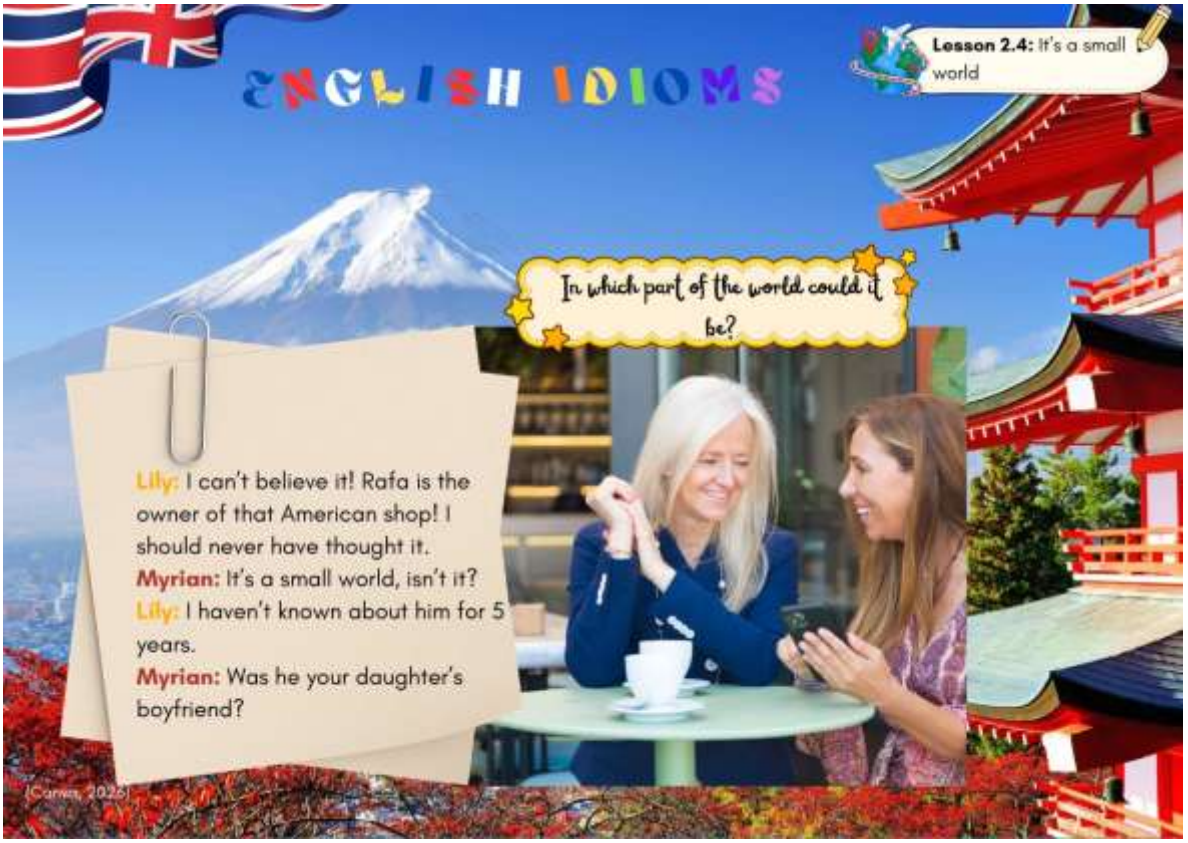

ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
Read the next situation and act it out the English idiom.
Camilo is choosing what to wear today. His parents planned a holiday trip to another state, but he is up in the air because he doesn't want to choose between his favorite clothes or the new clothes.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.3: Flying on English Idioms!
Recommendations for the teacher
Lesson Objective: Look at idiomatic expressions in a more real context.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.3: Student assessment!
How difficult is learning English idioms with conversations?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.4: It's a small world
Objective: Comprehend the next English idiom and use it properly in different scenarios.
Description: Students will learn the meaning of an English idiom and how to apply it in distinct scenarios.
Time: 90 minutes
Pre-reading: 30 minutes
Activity: In which part of the world could it be?
Show three scenarios.
Ask the students, "In which country could the scenario be?"
Guide the students to the answer with some clues.
Purpose: Infer the following scenarios through pictures and clues.
Post-reading: 30 minutes
Activity: Use a proper English idiom for the next situation.
Explain the worksheet activity step by step.
Understand the context of the following scenarios.
Monitor students' responses.
Purpose: Construct students' knowledge through developing a worksheet activity.
While reading: 30 minutes
Activity: It's a small world
Read the different conversations beyond each scenario.
Comprehend the context of each conversation.
Identify the idiomatic expression.
Activity: Can I spell this idiom?
Model idiom pronunciation.
Toss a soft ball to one student and encourage them to spell the idiom.
Practice the pronunciation chorally.
Purpose: Know in which context the new idiom is used, its meaning, and spelling.
Materials: Pictures of scenarios and conversations, picture of the idiom, soft ball, worksheet
(Canva, 2026)

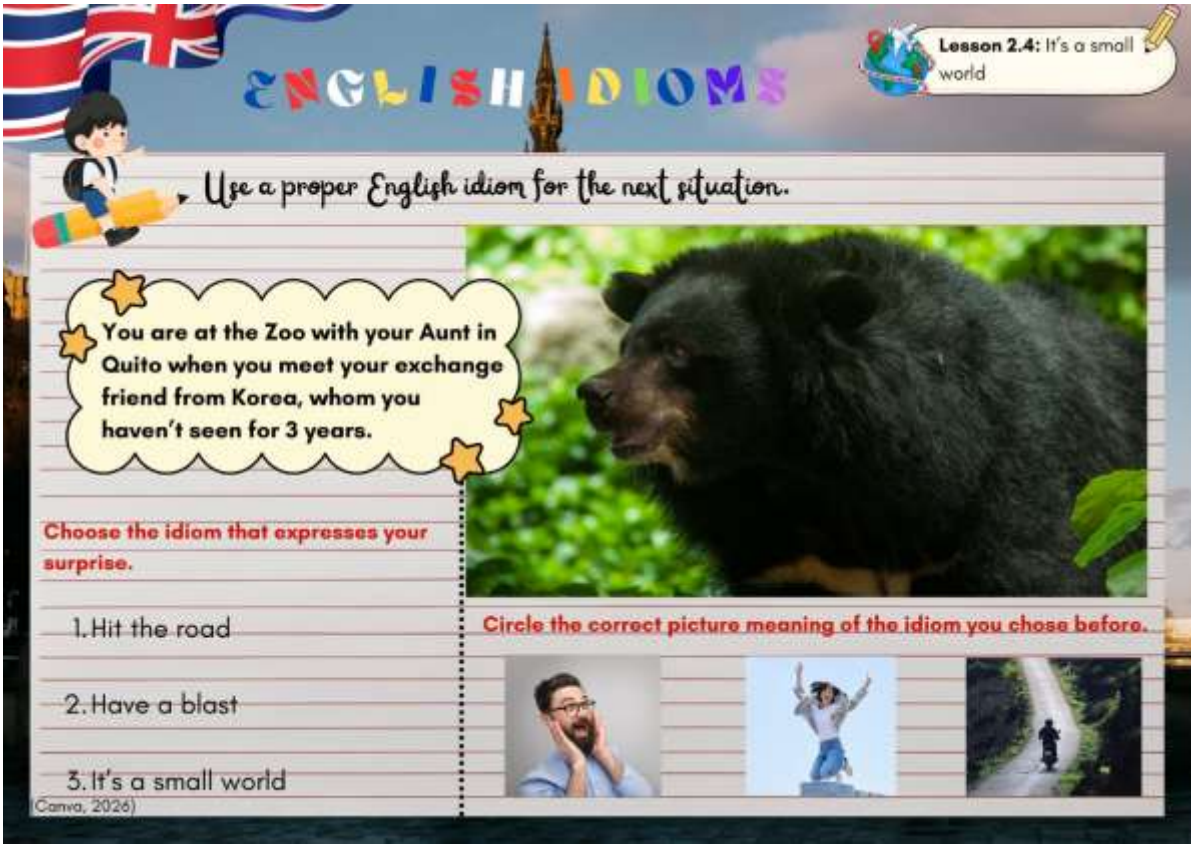

ENGLISH IDIOMS
Lesson 2.4: It's a small world
In which part of the world could it be?
David: Su, is Rachel there?
Susan: Oh my gosh! She is!
David: Is she working in London?
Susan: It's a small world!
Camila: Who is she?
Susan: She was your babysitter when you were 5 years old.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.4: It's a small world
In which part of the world could it be?
Lily: I can't believe it! Rafa is the owner of that American shop! I should never have thought it.
Myrian: It's a small world, isn't it?
Lily: I haven't known about him for 5 years.
Myrian: Was he your daughter's boyfriend?
(Canva, 2024)

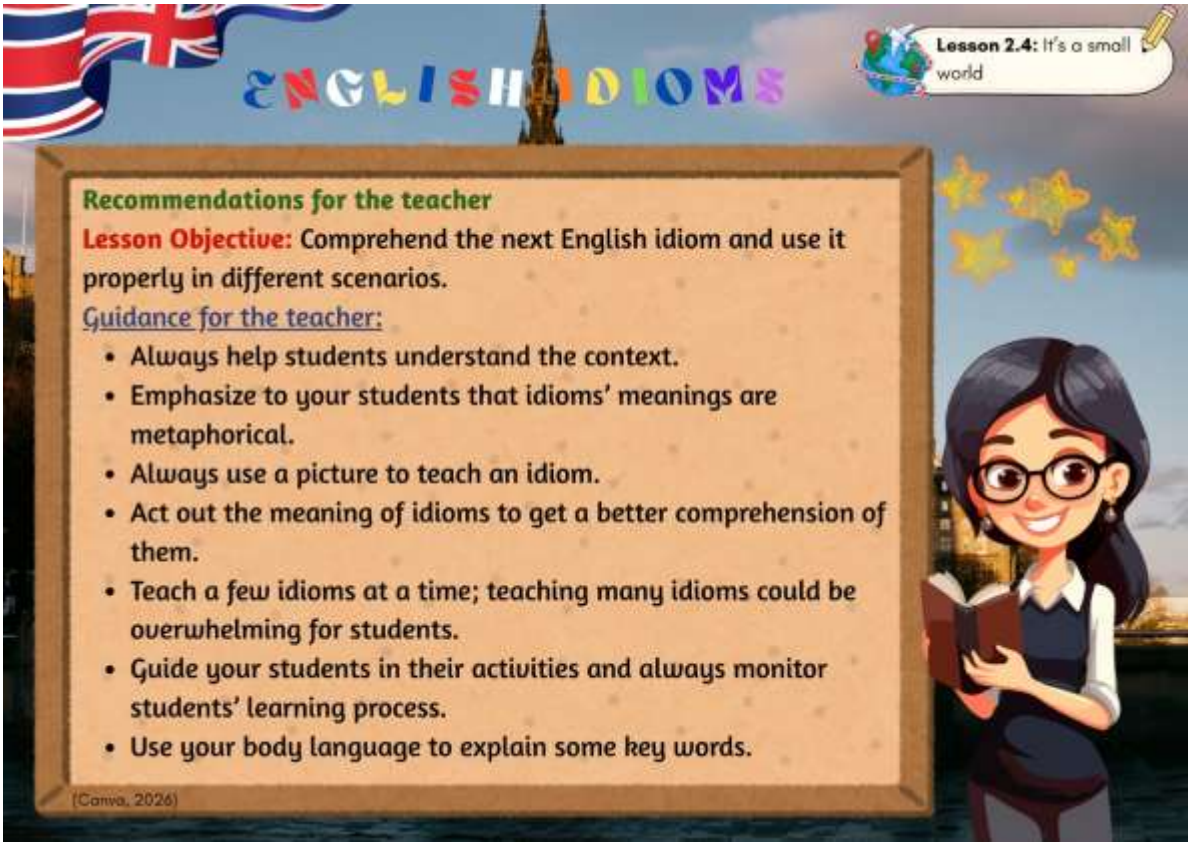

ENGLISH IDIOMS
Lesson 2.4: It's a small world
In which part of the world could it be?
Daniel: You are not going to believe it, Dad! Marcus is here!
John: Who is Marcus?
Lily: He was my exchange teacher from Australia!
John: It's a very big coincidence. Does he like Ecuador too?
Daniel: It's a small world. I am going to greet him.
(Canva, 2024)


ENGLISH IDIOMS
Lesson 2.4: It's a small world
English idiom and it's meanings
"Used to express your surprise when you meet someone you know in an unexpected place"
(Oxford Learner's Dictionary, 2026, para. 14)
(Canva, 2026)
(Canva, 2026)
It's a small world


ENGLISH IDIOMS
Lesson 2.4: It's a small world
Use a proper English idiom for the next situation.
You are on a family trip with your parents in Spain when you meet with your English teacher at the National Park.
Choose the idiom that expresses your surprise.
1. It's a small world
2. Up in the air
3. Get off to a flying start
Circle the correct picture meaning of the idiom you chose before.
Canva, 2026)

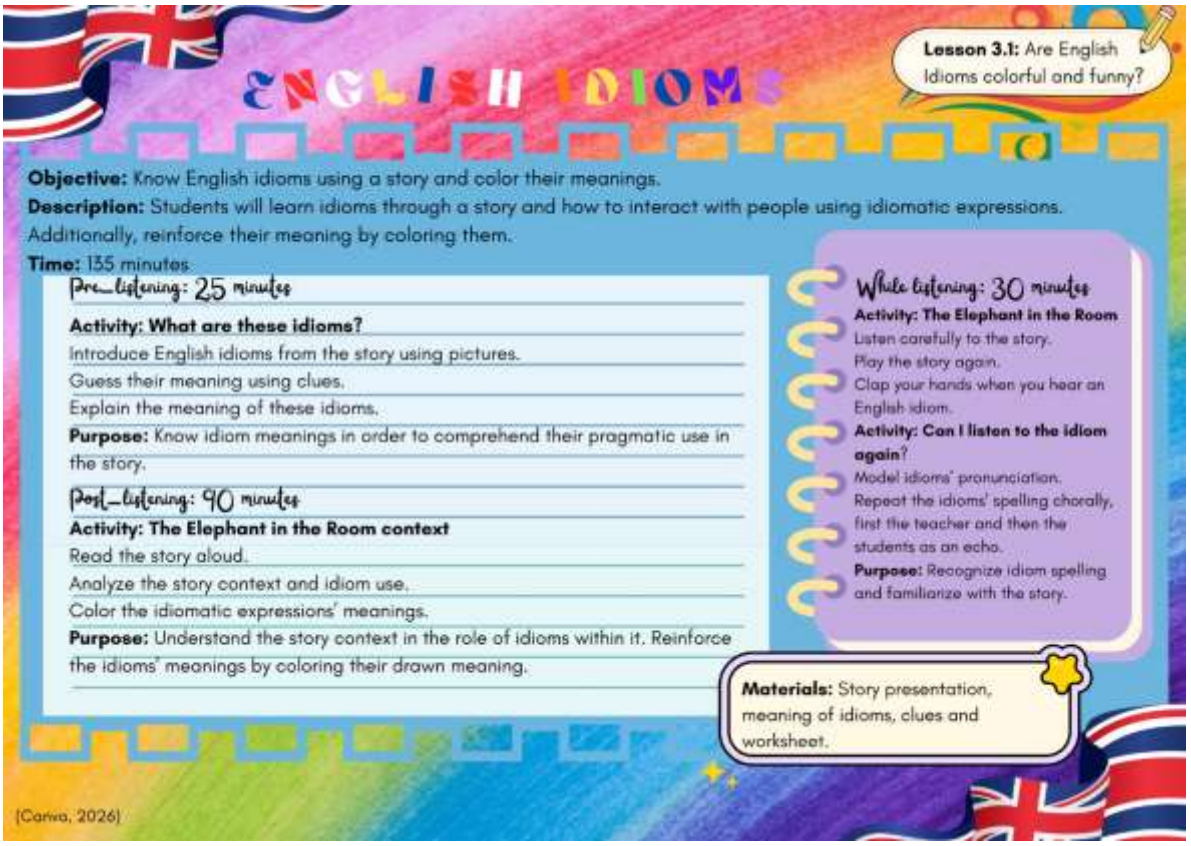

ENGLISH IDIOMS
Lesson 2.4: It's a small world
Use a proper English idiom for the next situation.
You are at the Zoo with your Aunt in Quito when you meet your exchange friend from Korea, whom you haven't seen for 3 years.
Choose the idiom that expresses your surprise.
1. Hit the road
2. Have a blast
3. It's a small world
Circle the correct picture meaning of the idiom you chose before.
Canva, 2026)


ENGLISH IDIOMS
Lesson 2.4: It's a small world
Use a proper English idiom for the next situation.
You are flying to Argentina with your parents when you meet a classmate from the School.
Choose the idiom that expresses your surprise.
1. Break a journey
2. It's a small world
3. Have a bumpy ride
Circle the correct picture meaning of the idiom you chose before.
Canva, 2026]

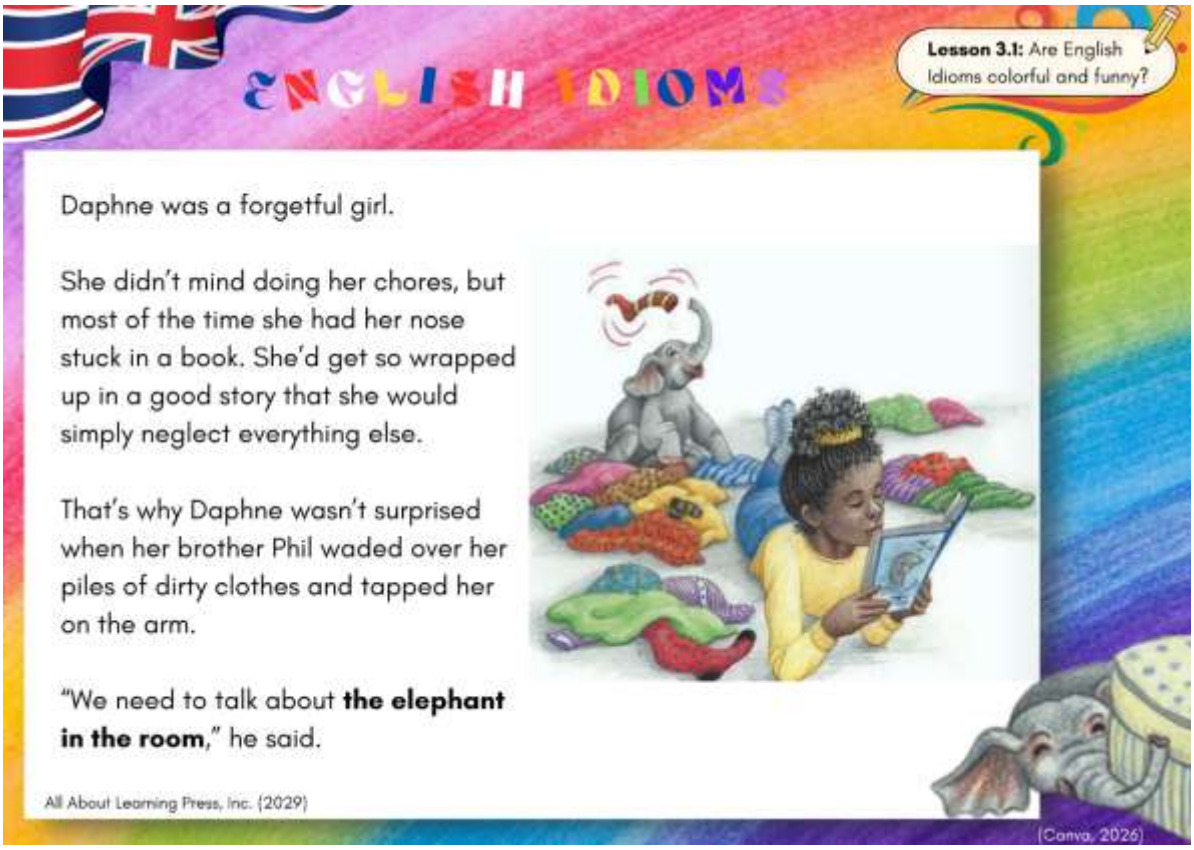

ENGLISH IDIOMS
Lesson 2.4: It's a small world
Recommendations for the teacher
Lesson Objective: Comprehend the next English idiom and use it properly in different scenarios.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 2.4: Student assessment!
How difficult is learning English idioms with conversations and scenarios?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


Unit 3
Know English idioms: people and emotions
Can Do Statements
I can ask how people are and react to news (A1+)
I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel (A2)
I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). A2+
Content:
3.1. Are English idioms colorful and funny?
3.2. Nice to meet you!
3.3. How do you feel?
3.4. To have butterflies
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
Objective: Know English idioms using a story and color their meanings.
Description: Students will learn idioms through a story and how to interact with people using idiomatic expressions. Additionally, reinforce their meaning by coloring them.
Time: 135 minutes
Pre_listening: 25 minutes
Activity: What are these idioms?
Introduce English idioms from the story using pictures.
Guess their meaning using clues.
Explain the meaning of these idioms.
Purpose: Know idiom meanings in order to comprehend their pragmatic use in the story.
Post_listening: 90 minutes
Activity: The Elephant in the Room context
Read the story aloud.
Analyze the story context and idiom use.
Color the idiomatic expressions' meanings.
Purpose: Understand the story context in the role of idioms within it. Reinforce the idioms' meanings by coloring their drawn meaning.
While listening: 30 minutes
Activity: The Elephant in the Room
Listen carefully to the story.
Play the story again.
Clap your hands when you hear an English idiom.
Activity: Can I listen to the idiom again?
Model idioms' pronunciation.
Repeat the idioms' spelling chorally, first the teacher and then the students as an echo.
Purpose: Recognize idiom spelling and familiarize with the story.
Materials: Story presentation, meaning of idioms, clues and worksheet.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
Listening_The Elephant in the room.mp4
The Elephant in the Room
All About Learning Press, Inc. (2029)
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
Daphne was a forgetful girl.
She didn't mind doing her chores, but most of the time she had her nose stuck in a book. She'd get so wrapped up in a good story that she would simply neglect everything else.
That's why Daphne wasn't surprised when her brother Phil waded over her piles of dirty clothes and tapped her on the arm.
"We need to talk about the elephant in the room," he said.
All About Learning Press, Inc. (2029)
(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.1:** Are English Idioms colorful and funny?

"Why, am I missing something?" Daphne looked up from her dolphin book and gazed at the piles of laundry around her. "Oh! You mean the laundry!" She hopped up and began gathering piles of pants and shirts.

"Wait! That's not what I meant," Phil started to say. But Daphne was already busy stuffing her dirty clothes into the washer and cranking the controls.

"It's okay," she said. "You're right. It's my turn to do the laundry."



All About Learning Press, Inc. (2029)

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.1:** Are English Idioms colorful and funny?

"But there's **an elephant in the room**," Phil said.

Daphne slapped her hand to her forehead. "Oh! I was supposed to dust and alphabetize all the books today! I forgot that, too!"

"That's not what I meant," said Phil.

"Wow, there's a lot of dust up here." Daphne sneezed from the top of the ladder. "Look what I found next to the trophies—an old photo of Aunt Steph and me, a postcard from Memphis, and my missing pamphlet, Aphids Are Our Friends."

"Daphne," Phil said with a little extra emphasis, "there's still **an elephant in the room**



All About Learning Press, Inc. (2029)

(Canva, 2026)

# ENGLISH IDIOMS



Daphne moved her ladder. "Oh, look! Here's your old book How to Fix Anything with a Crescent Wrench. Can you help me alphabetize these? Which comes first: 101 Crafts to Make with Phony Feathers or The Case of the Noisy Nephew?"

Phil shrugged and slumped in his beanbag chair while Daphne happily dusted and alphabetized her books. He waited until she was done and he had her full attention before mentioning the subject to her again.

"Daphne, I don't mean to *make a scene*, but we really, really, really need to talk about the elephant in the room."

"Now what did I forget?" asked Daphne. "Oh, I know! It's my turn to make dinner. I suppose the rest of the books will have to wait."



All About Learning Press, Inc. (2029)

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.1:** Are English Idioms colorful and funny?

When Daphne got to the kitchen, she found the biggest mess she had ever seen. The table was littered with bits of peanut butter bars and oatmeal dribbled down the table leg. A puddle of milk spread across the floor.

"What in the world happened in here? It looks like a group of monkeys broke in and had a party!"

"Well, not exactly," said Phil. "We need to talk."

Daphne interrupted him. "For once, this mess is not my fault." She stared at the kitchen and sighed.

"I'll go get the cleaning supplies from the bathroom closet."

And that's when he heard Daphne shout.

"Phil, come quick! There's an elephant in the room!"



All About Learning Press, Inc. (2029)

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.1:** Are English Idioms colorful and funny?

Phil threw his hands in the air. "That's what I've been trying to tell you all afternoon!"

Daphne stood in the doorway and stared at the elephant. "Where did he come from? And what's he doing in our bathroom?"

Before Phil could reply, the elephant grabbed a bath towel and started drying the shower walls.

"Hey, it looks like he's a self-cleaning elephant!" Daphne was impressed.



Daphne patted the elephant's trunk. "He is cute."

All About Learning Press, Inc. (2029)

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.1:** Are English Idioms colorful and funny?

The elephant followed his new friends into the kitchen. "There's just one thing, Elephant," said Daphne. "We can't have these kinds of messes around here."

The elephant wiggled his ears happily.

"Maybe it's not such a bad idea to have an elephant in the house. What do you think, Phil?"

"I don't see anything wrong with keeping him. How much work could one little elephant be?" Phil said. "Find your book about elephants to see what he likes to eat."

Daphne headed to the bookshelf.

"Uh, Phil, I think we need to talk."



**THE END**

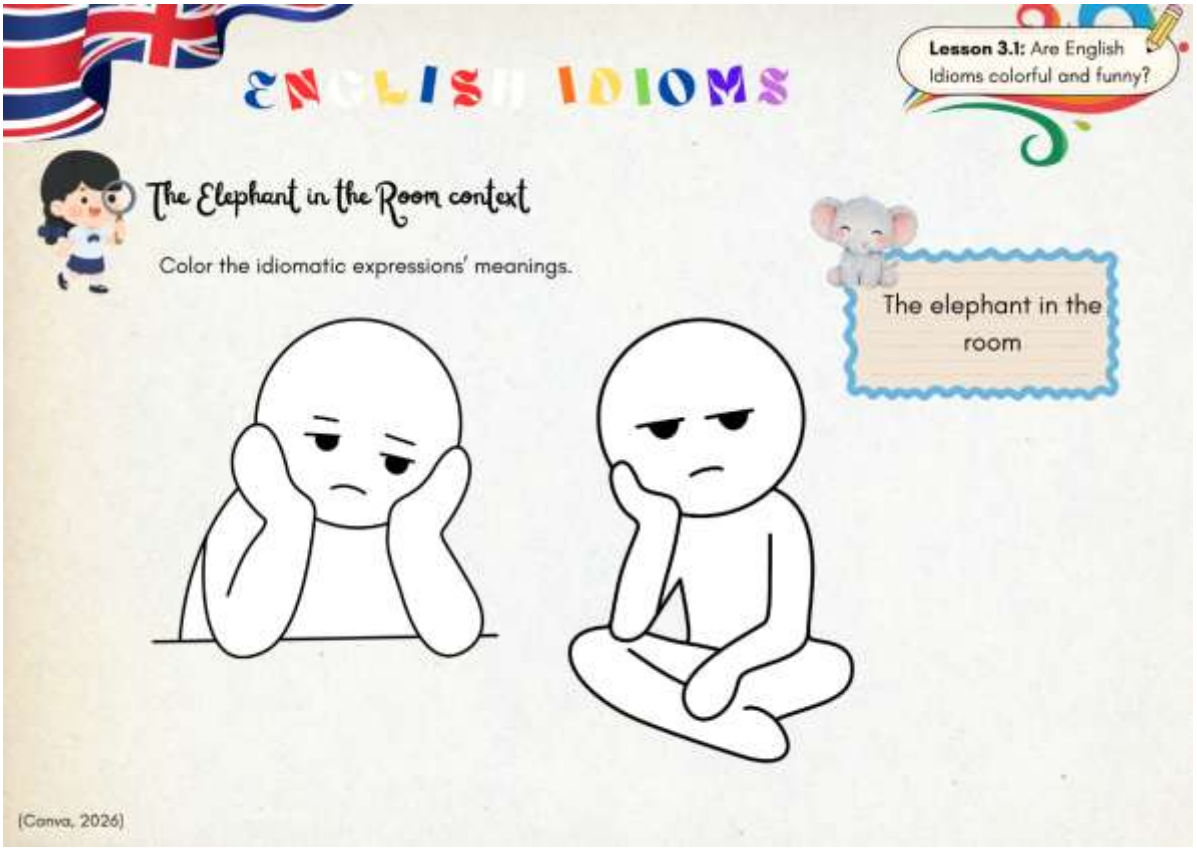
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(Canva, 2026)

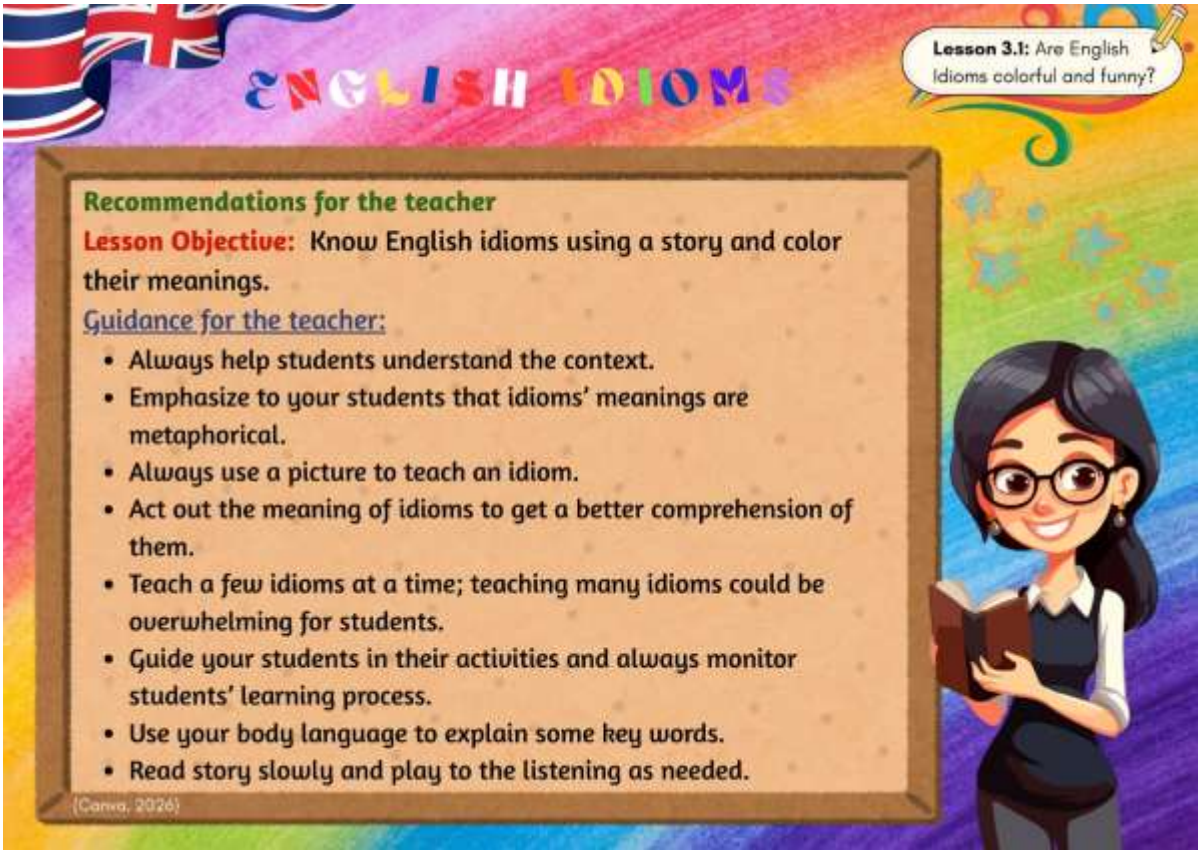

ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
Clues
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
English idioms and their meanings
"There is an obvious problem or difficult situation that people do not want to talk about"
(Cambridge Dictionary, 2026, para. 1)
The elephant in the room

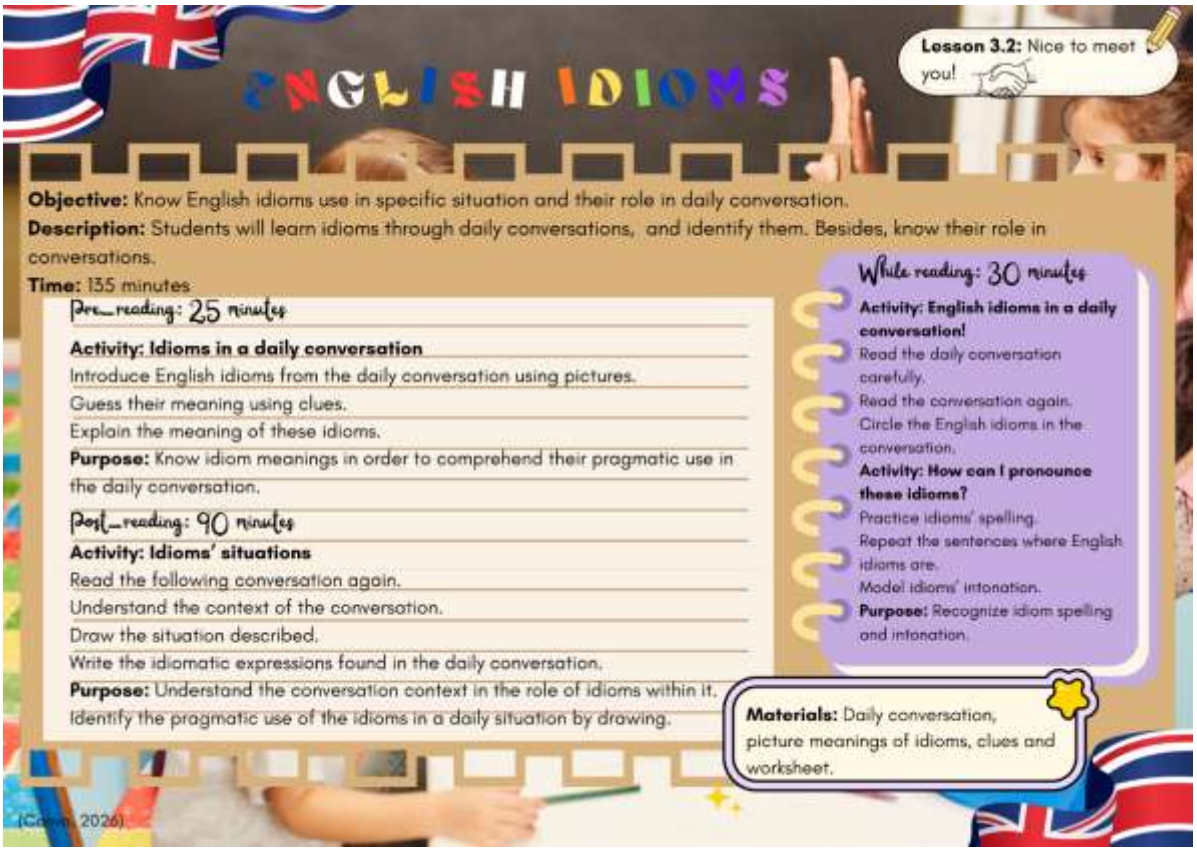

ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
English idioms and their meanings
"To behave in a loud, angry way in public"
(Cambridge Dictionary, 2026, para. 1)
make a scene


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
The Elephant in the Room context
Color the idiomatic expressions' meanings.
The elephant in the room
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
The Elephant in the Room context
Color the idiomatic expressions' meanings.
Make a scene
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Are English Idioms colorful and funny?
Recommendations for the teacher
Lesson Objective: Know English idioms using a story and color their meanings.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
• Read story slowly and play to the listening as needed.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.1: Student assessment
How difficult is learning English idioms with a stone?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Objective: Know English idioms use in specific situation and their role in daily conversation.
Description: Students will learn idioms through daily conversations, and identify them. Besides, know their role in conversations.
Time: 135 minutes
Pre-reading: 25 minutes
Activity: Idioms in a daily conversation
Introduce English idioms from the daily conversation using pictures.
Guess their meaning using clues.
Explain the meaning of these idioms.
Purpose: Know idiom meanings in order to comprehend their pragmatic use in the daily conversation.
While reading: 30 minutes
Activity: English idioms in a daily conversation!
Read the daily conversation carefully.
Read the conversation again.
Circle the English idioms in the conversation.
Activity: How can I pronounce these idioms?
Practice idioms' spelling.
Repeat the sentences where English idioms are.
Model idioms' intonation.
Purpose: Recognize idiom spelling and intonation.
Post-reading: 90 minutes
Activity: Idioms' situations
Read the following conversation again.
Understand the context of the conversation.
Draw the situation described.
Write the idiomatic expressions found in the daily conversation.
Purpose: Understand the conversation context in the role of idioms within it.
Identify the pragmatic use of the idioms in a daily situation by drawing.
Materials: Daily conversation, picture meanings of idioms, clues and worksheet.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Sofia: Come here, Ann! Where are you from?
Ann: I'm from California.
Sofia: Nice to meet you!
Ann: Nice to meet you too! Where are you from?
Sofia: I was born here! Oh, about the teacher. She can seem like a cold fish, but she's actually a kind woman.
Monica: Yes, don't worry.
Rose: How was your old school?
English idioms in a daily conversation!
Read the daily conversation carefully.
Read the conversation again.
Circle the English idioms in the conversation.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Joan: Jessee, I'm bored. Play something with me.
Jessee: (Snif, snif, snif)
Joan: Jessee, are you okay?
Jessee: I'm feeling blue.
Joan: Why? Is everything okay in your school?
Jessee: Yes, just Dad can't come to my dance presentation.
Joan: I can go instead of Dad, okay? Don't feel blue. Go to play with me.
English idioms in a daily conversation!
Read the daily conversation carefully.
Read the conversation again.
Circle the English idioms in the conversation.


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Coach Dan: Good afternoon, guys. Today I have a surprise for you in our training.
Steffan: Are we going to watch another team play?
Coach Dan: No, it's something more exciting.
Francis: Are we going to play with another school team?
Coach Dan: Yes, but don't be confident and don't underestimate your opponent. They can be a dark horse.
Richard: Well, Coach Dan, thank you for your advice. We are going to take this into account.
Coach Dan: Okay, let's move on to the bus.
English idioms in a daily conversation!
Read the daily conversation carefully.
Read the conversation again.
Circle the English idioms in the conversation.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
English idioms and their meanings
"A person who seems unfriendly and without strong emotions"
(Oxford Learner's Dictionary, 2026, para. 14)
a cold fish
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
English idioms and their meanings
"Who surprises other people by having interesting qualities"
(Oxford Learner's Dictionary, 2026, para. 10)
a dark horse
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
English idioms and their meanings
"To feel sad, usually in a way that is not very serious"
(Cambridge Dictionary, 2026, para. 1)
feel blue
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Clues
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Idioms' situations
1
Sofia: Come here, Ann! Where are you from?
Ann: I'm from California.
Sofia: Nice to meet you!
Ann: Nice to meet you too! Where are you from?
Sofia: I was born here! Oh, about the teacher. She can seem like a cold fish, but she's actually a kind woman.
Monica: Yes, don't worry.
Rose: How was your old school?
• Read the following conversation again.
• Understand the context of the conversation.
• Draw the situation described.
• Write the idiomatic expressions found in the daily conversation.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Idioms' situations
2
Joan: Jessee, I'm bored. Play something with me.
Jessee: (Snif, snif, snif)
Joan: Jessee, are you okay?
Jessee: I'm feeling blue.
Joan: Why? Is everything okay in your school?
Jessee: Yes, just Dad can't come to my dance presentation.
Joan: I can go instead of Dad, okay? Don't feel blue. Go to play with me.
• Read the following conversation again.
• Understand the context of the conversation.
• Draw the situation described.
• Write the idiomatic expressions found in the daily conversation.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Idioms' situations
3
Coach Dan: Good afternoon, guys. Today I have a surprise for you in our training.
Steffan: Are we going to watch another team play?
Coach Dan: No, it's something more exciting.
Francis: Are we going to play with another school team?
Coach Dan: Yes, but don't be confident and don't underestimate your opponent. They can be a dark horse.
Richard: Well, Coach Dan, thank you for your advice. We are going to take this into account.
Coach Dan: Okay, let's move on to the bus.
• Read the following conversation again.
• Understand the context of the conversation.
• Draw the situation described.
• Write the idiomatic expressions found in the daily conversation.
(Canva, 2026)

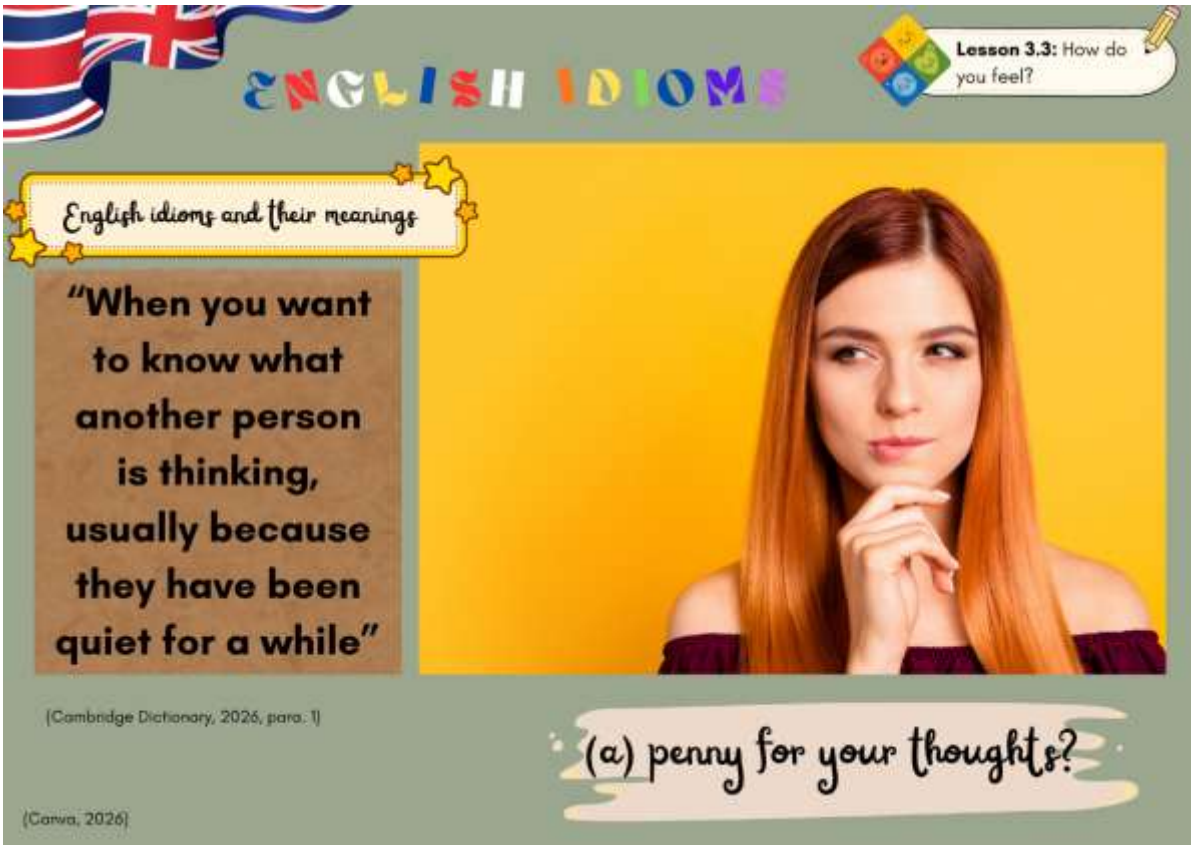

ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Recommendations for the teacher
Lesson Objective: Know English idioms used in specific situation and their role in daily conversation.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
• Ensure that students comprehend the context of the daily conversations in order to develop the activities.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
How difficult is learning English idioms with daily conversations?
Easy
Sometimes easy
Neutral
Sometimes hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
Objective: Learn English idioms to express how they feel in a metaphorical way.
Description: Students will learn idioms by watching people interact and express how they feel using idioms.
Time: 135 minutes
Pre-listening: 25 minutes
Activity: I can express my feelings with idioms!
Watch the video until the first minute.
Play the video again.
Understand the context of the video.
Discuss the context of the video.
Purpose: Comprehend the context of the video in order to identify the idioms correctly.
Post-listening: 20 minutes
Activity: What are the English idioms?
Read the next scenario and answer the following questions.
Work in pairs.
Ask your partner how he/she feels.
Respond using an English idiom as we saw in the video.
Purpose: Integrate the knowledge of English idioms we learn in a pragmatic way.
While listening: 90 minutes
Activity: I can express my feelings with idioms!
Watch the video until the first minute again.
Identify the idiomatic expressions.
Explain their meanings using pictures.
Play the video one last time.
Activity: The spelling of these idioms!
Practice idioms' spelling.
Model video conversations where the idiomatic expression is presented.
Work in pairs.
Purpose: Understand the role of these idioms in the language and practice them in a real context.
Materials: Link to the video, picture meanings of idioms, and worksheet.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
https://www.youtube.com/watch?v=jdSNNy9KkEI
Watch the video only to the first minute!
I can express my feelings with idioms!!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
English idioms and their meanings
"In an unhappy mood"
(Cambridge Dictionary, 2026, para. 1)
out of sorts
(Canva, 2026)

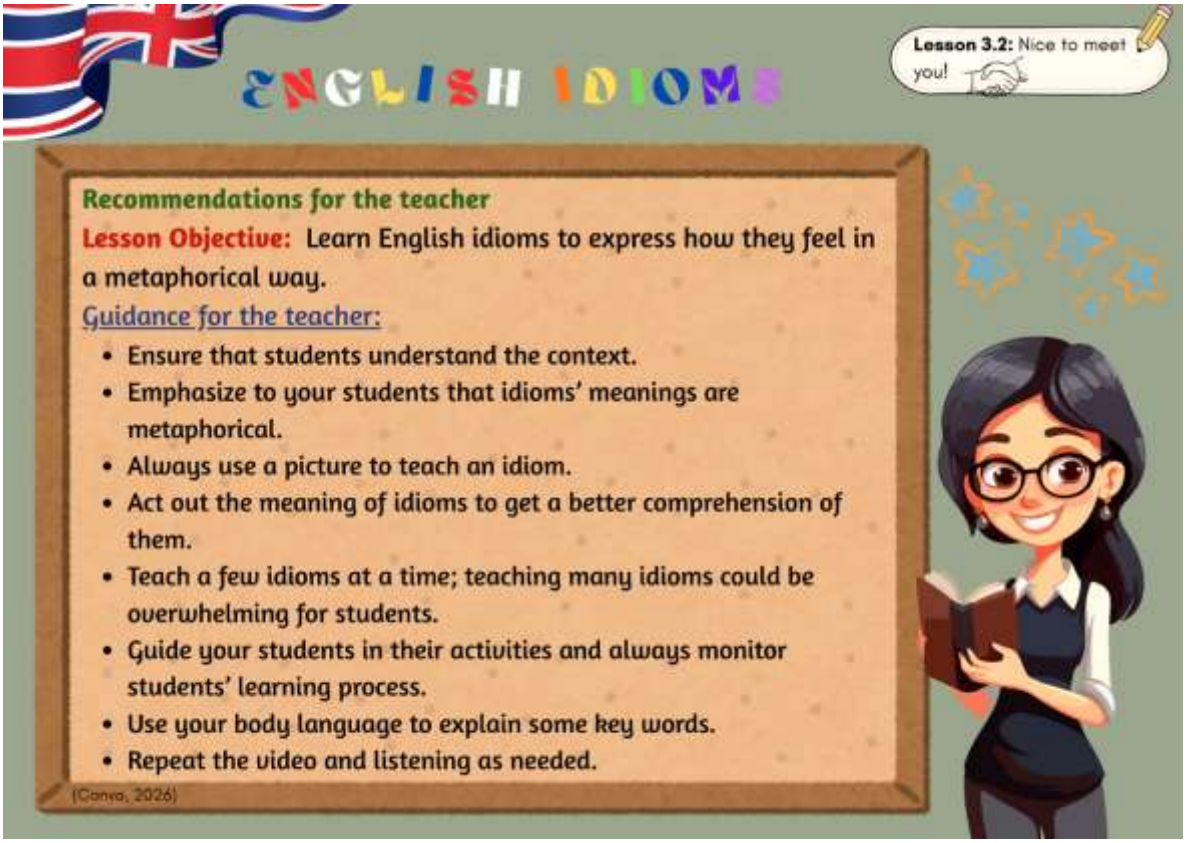

ENGLISH IDIOMS
Lesson 3.3: How do you feel?
English idioms and their meanings
"When you want to know what another person is thinking, usually because they have been quiet for a while"
(Cambridge Dictionary, 2026, para. 1)
(a) penny for your thoughts?
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
English idioms and their meanings
"To listen to someone with sympathy"
(Cambridge Dictionary, 2026, para. 1)
lend an ear
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
English idioms and their meanings
"To feel sad about something that has already happened"
(Cambridge Dictionary, 2026, para. 1)
cry over spilled milk
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
Scenario
• Read the next scenario and answer the following questions.
• Work in pairs.
• Ask your partner how he/she feels.
• Respond using an English idiom as we saw in the video.
Wednesday morning, Monica was out of sorts because her parents canceled the family trip, and all her friends were worried about her. Her friend Eddy really wanted to know why Monica was upset, so he asked her, "A penny for your thoughts?" Eddy wanted Monica to smile a little, but it didn't work. During the break, Sofia offered to lend an ear if she needed.
When Monica told everything because she was upset, Sofia told her, "Don't cry over spilled milk, you are going to have another family trip".
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.3: How do you feel?
Intructions
• Answer the following questions based on the scenario with the teacher's support.
Good luck!
How was Monica on Wednesday morning?
.....
What did Eddy ask Monica?
.....
.....
What did Sofia offer to Monica during the break?
.....
What did Sofia want to express using the idiom?
.....
.....
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
Recommendations for the teacher
Lesson Objective: Learn English idioms to express how they feel in a metaphorical way.
Guidance for the teacher:
• Ensure that students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
• Repeat the video and listening as needed.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.2: Nice to meet you!
How difficult is learning English idioms with a video?
Easy
Sometimes easy
Neutral
Sometimes hard
(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.4:** Butterflies in my stomach!

**Objective:** Understand the idiom and its use to express a specific feeling in daily life.

**Description:** Students will comprehend the meaning of the following idiom and how to use this expression to say how they feel in certain situations.

**Time:** 135 minutes

## Pre-listening: 30 minutes

**Activity: What do you see in the picture?**

Observe the next picture.

Associate the picture with the next scenario.

Comprehend the context of the scenario.

**Purpose:** Know the context os the scenario in order to identify the English idiom.

## Post-listening: 65 minutes

**Activity: My English idiom comic**

Create a comic with four drawings describing the following English idiom: "Butterflies in my stomach".

**Purpose:** Reflect the meaning and understanding of the idiom, developing their creativity through a comic.

## While listening: 40 minutes

**Activity: Which is the English idiom?**

Listen carefully to the next scenario.

Play the scenario again.

Identify the English idiom in the scenario.

Comprehend its meaning and its role in the scenario.

**Activity: My spell is working!**

Model idiom pronunciation.

Repeat chorally.

Toss a soft ball and spell the idiom individually.

**Purpose:** Learn how to spell the idiom correctly.

**Materials:** Picture, the scenario, speaker, the meaning of the idiom, worksheet and colors.

(Canva, 2026)

# ENGLISH IDIOMS

**Lesson 3.4:** Butterflies in my stomach!




(Canva, 2026)

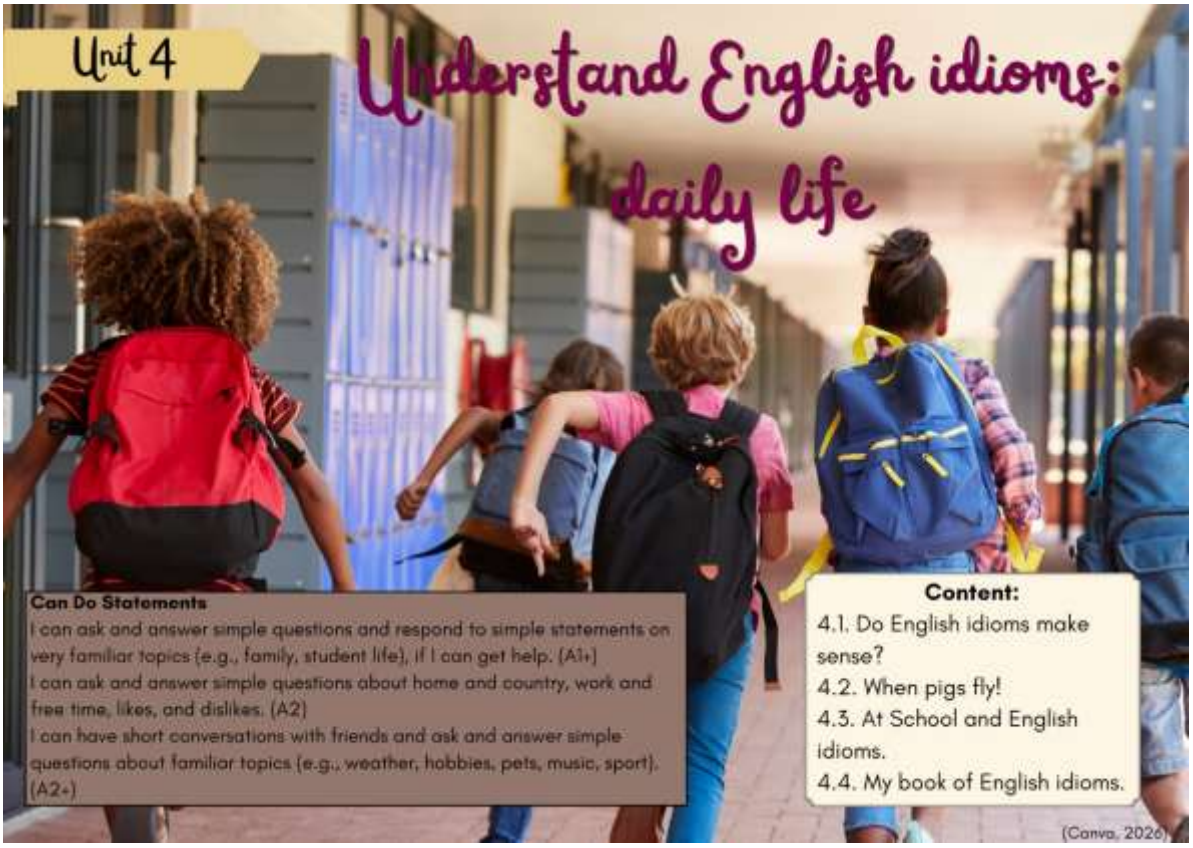

ENGLISH IDIOMS
Lesson 3.4: Butterflies in my stomach!
Oral lesson scenario
Jenny: This English class is very hard!
Emma: Yes, did you study for the oral lesson today?
Jenny: I can't get a bad grade in this subject, so I did.
Emma: I did too, but I have butterflies in my stomach, and I feel that I am going to forget the proper words.
Jenny: I also have butterflies in my stomach. We must try a breathing exercise before we start.
Emma: Yes, we must.
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(Canva, 2026)

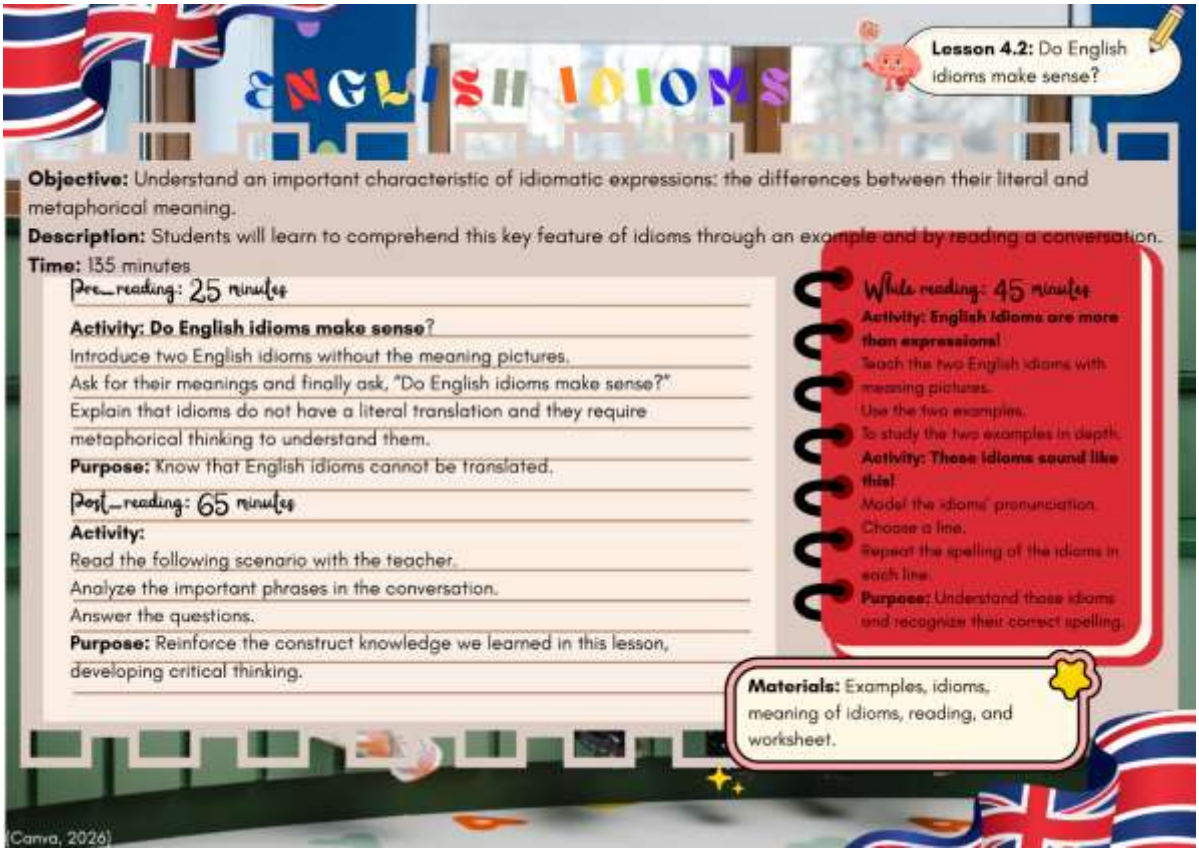

ENGLISH IDIOMS
Lesson 3.4: Butterflies in my stomach!
English idioms and their meanings
"To feel very nervous usually about something you are going to do"
(Cambridge Dictionary, 2026, para. 1)
Butterflies in my stomach
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.4: Butterflies in my stomach!
My English Comic
Create a comic with four drawings describing the following English idiom
Congratulations!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.4: Butterflies in my stomach!
Recommendations for the teacher
Lesson Objective: Understand the idiom and its use to express a specific feeling in daily life.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
• Play the listening as needed, and ensure that students understand the scenario.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 3.4: Butterflies in my stomach!
How difficult is learning English idioms with a scenario?
Easy
Sometimes easy
Neutral
Sometimes hard


Unit 4
Understand English idioms: daily life
Can Do Statements
I can ask and answer simple questions and respond to simple statements on very familiar topics (e.g., family, student life), if I can get help. (A1+)
I can ask and answer simple questions about home and country, work and free time, likes, and dislikes. (A2)
I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). (A2+)
Content:
4.1. Do English idioms make sense?
4.2. When pigs fly!
4.3. At School and English idioms.
4.4. My book of English idioms.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
Objective: Understand an important characteristic of idiomatic expressions: the differences between their literal and metaphorical meaning.
Description: Students will learn to comprehend this key feature of idioms through an example and by reading a conversation.
Time: 135 minutes
Pre-reading: 25 minutes
Activity: Do English idioms make sense?
Introduce two English idioms without the meaning pictures.
Ask for their meanings and finally ask, "Do English idioms make sense?"
Explain that idioms do not have a literal translation and they require metaphorical thinking to understand them.
Purpose: Know that English idioms cannot be translated.
Post-reading: 65 minutes
Activity:
Read the following scenario with the teacher.
Analyze the important phrases in the conversation.
Answer the questions.
Purpose: Reinforce the construct knowledge we learned in this lesson, developing critical thinking.
While reading: 45 minutes
Activity: English idioms are more than expressions!
Teach the two English idioms with meaning pictures.
Use the two examples.
To study the two examples in depth.
Activity: These idioms sound like this!
Model the idioms' pronunciation.
Choose a line.
Repeat the spelling of the idioms in each line.
Purpose: Understand those idioms and recognize their correct spelling.
Materials: Examples, idioms, meaning of idioms, reading, and worksheet.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
My lips are sealed
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
Long face
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
Long Face
Figura 1
Why the long face?
flantoons
Nota. EC English, n.d. Idioms vol 1.
In the example of EC English (n.d):
Here's a popular, old joke that everyone in the English-speaking world knows:
A horse walks into a bar. The bartender asks, "Why the long face?"
Why the long face? is an idiomatic expression meaning 'why do you look sad?'
As you know, a horse, compared to a human, really does have a long face! We can use 'long face' to describe someone's physical appearance.
eg. "I have a long face but my brother's is quite round, but as an idiom long face means to look unhappy or sad:
eg. "Why the long face, Chiharu?" "I failed my exam!". (p. 6)
(Canva, 2026)




Figura 2

Nota. EC English, n.d. Idioms vol 1.

In the example of EC English (n.d):

When you promise to keep something a secret you can say 'my lips are sealed'. It's something you say to let someone know that **they can trust you** and that **you will not tell anyone else** what they just told you.

*eg. Don't worry, Joseph. I won't tell anyone what you told me. My lips are sealed.*

In the cartoon above, the man's lips are LITERALLY sealed-they are stuck because he accidentally ate some glue!

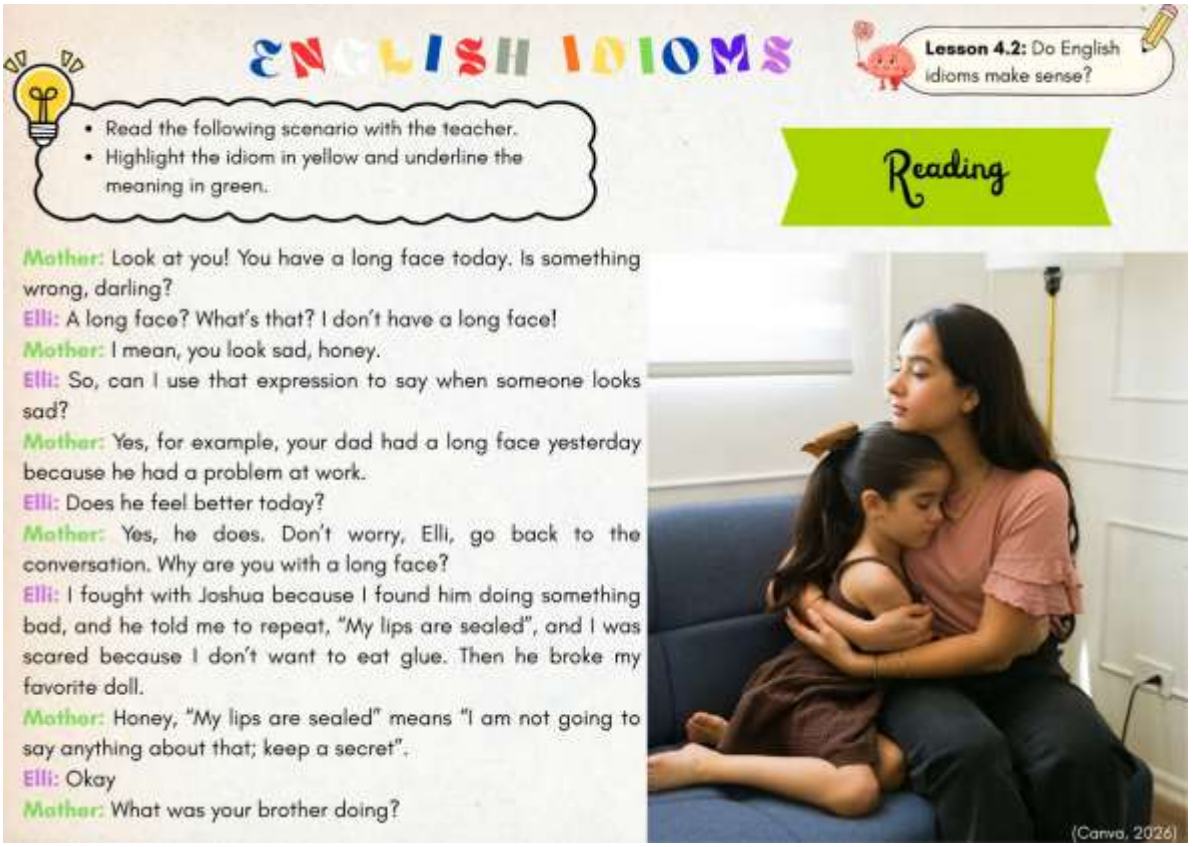
***Another common way of telling someone that they can trust you is to say 'your secret is safe with me'**. (p. 5)

(Canva, 2026)




(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
English idioms and their meanings
"Said when you are promising to keep a secret"
(Cambridge Dictionary, 2026, para. 1)
My lips are sealed
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Do English idioms make sense?
• Read the following scenario with the teacher.
• Highlight the idiom in yellow and underline the meaning in green.
Reading
Mother: Look at you! You have a long face today. Is something wrong, darling?
Elli: A long face? What's that? I don't have a long face!
Mother: I mean, you look sad, honey.
Elli: So, can I use that expression to say when someone looks sad?
Mother: Yes, for example, your dad had a long face yesterday because he had a problem at work.
Elli: Does he feel better today?
Mother: Yes, he does. Don't worry, Elli, go back to the conversation. Why are you with a long face?
Elli: I fought with Joshua because I found him doing something bad, and he told me to repeat, "My lips are sealed", and I was scared because I don't want to eat glue. Then he broke my favorite doll.
Mother: Honey, "My lips are sealed" means "I am not going to say anything about that; keep a secret".
Elli: Okay
Mother: What was your brother doing?
(Canva, 2026)




(Canva, 2026)




(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Student assessment
How difficult is learning English idioms with examples?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Objective: Use the idiom " When pigs fly!" appropriately in a family and hobbies contexts through speaking.
Description: Students will be able to use the idiom " When pigs fly!" through a game and how to ask and answer questions in a family and hobbies contexts.
Time: 135 minutes
Pre_speaking: 25 minutes
Activity: Say if it is possible or impossible
Introduce the idiom "When pigs fly!" with worksheet.
Guess if the worksheet are true or false.
Explain the meaning of this idiom.
Purpose: Know idiom meanings in order to comprehend their pragmatic use in the family and hobbies contexts.
Post_speaking: 90 minutes
Activity: When pigs fly! Context
Make questions and answers.
Analyze the sentence context and idiom use.
Speak with a classmate using the idiom.
Purpose: Recognize pragmatic use of English idioms in a conversation.
While speaking: 30 minutes
Activity: Guess the picture
Read the rules carefully.
Participate as appropiate.
Give 3- 5 clues in English without saying the object or the action
Activity: Repeat the idiom with me
Model idiom pronunciation.
Repeat the idiom spelling chorally, first the teacher and then the students as an echo.
Purpose: Recognize idiom spelling and familiarize with the game.
Materials: Game, meaning of idiom, worksheet, Pictures.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A cow living on the moon
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A dog swimming
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A cat driving a car
(Canva, 2026)

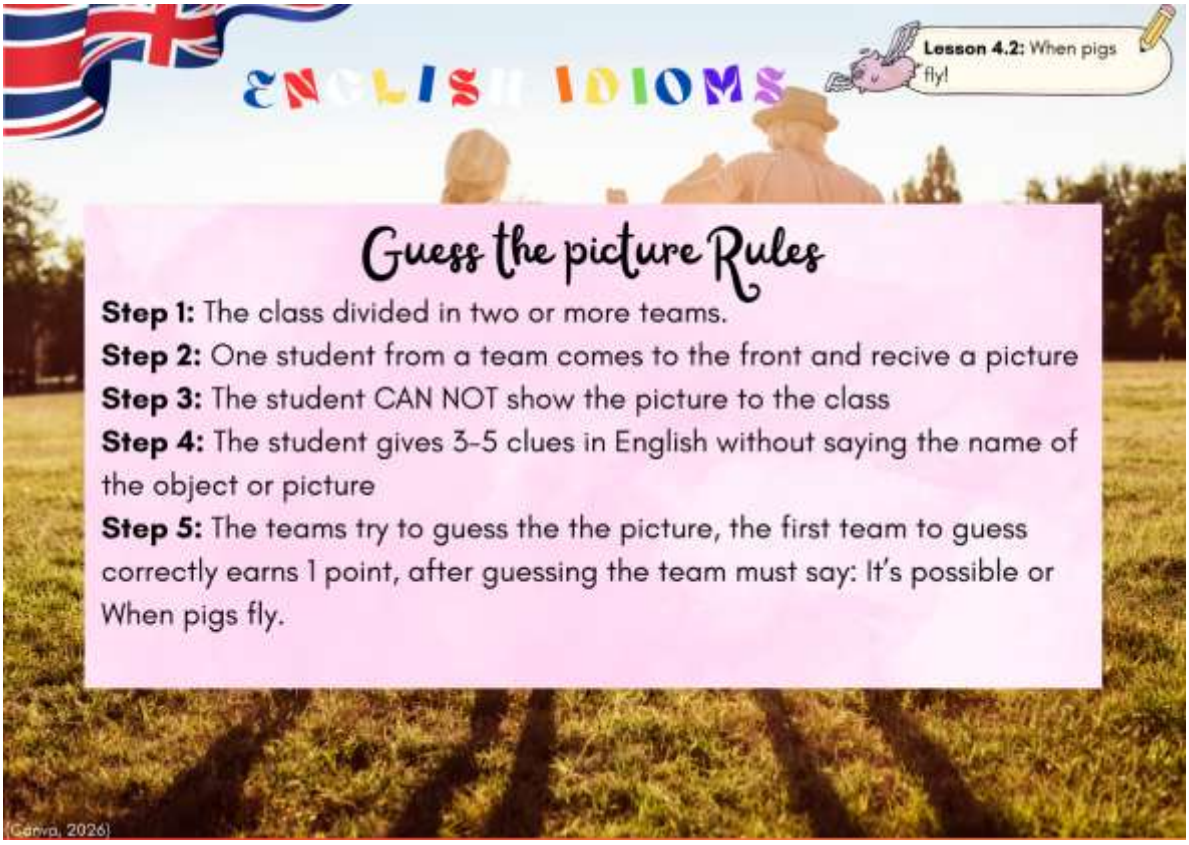

ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A person cooking dinner
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
People planting a tree
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A horse flying to space
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A Pig Flying
(Canva, 2026)

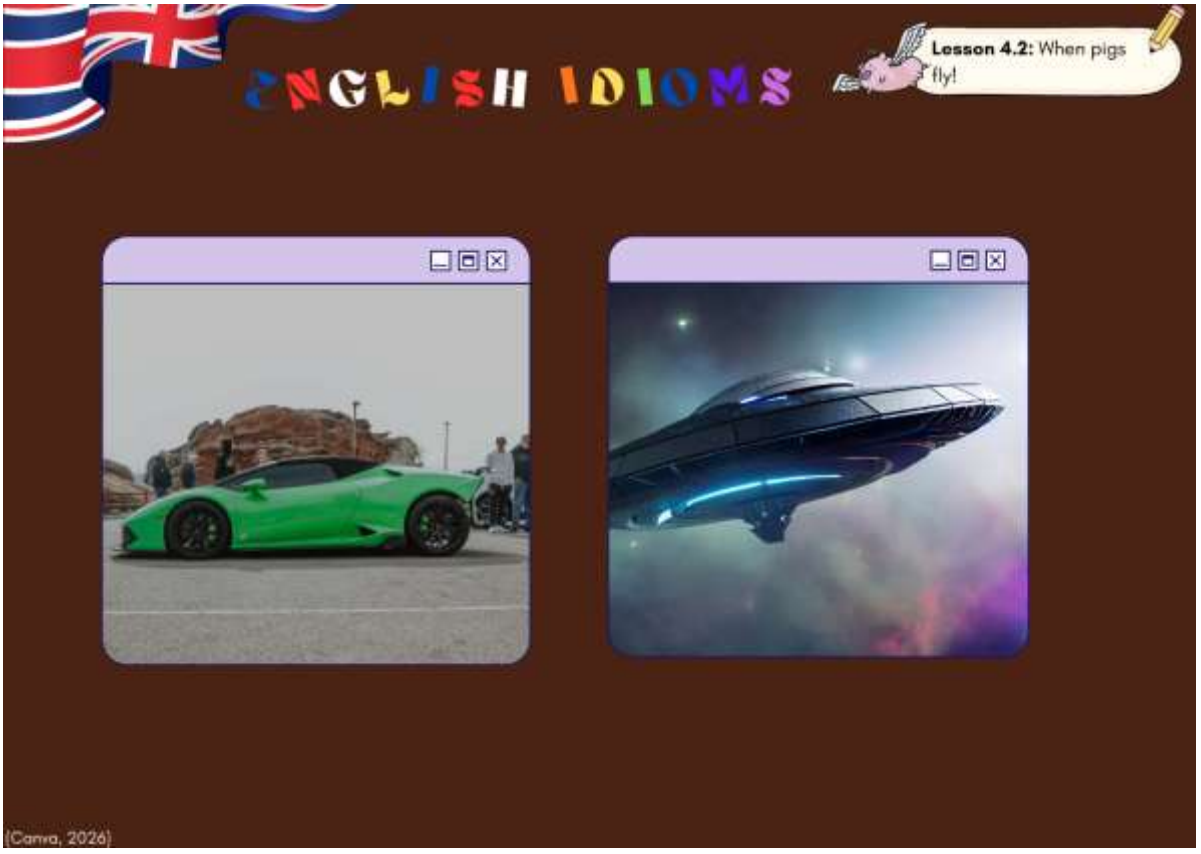

ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Say if it is possible or impossible
A girl reading a book
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Guess the picture Rules
Step 1: The class divided in two or more teams.
Step 2: One student from a team comes to the front and recive a picture
Step 3: The student CAN NOT show the picture to the class
Step 4: The student gives 3-5 clues in English without saying the name of the object or picture
Step 5: The teams try to guess the the picture, the first team to guess correctly earns 1 point, after guessing the team must say: It's possible or When pigs fly.
(Canva, 2026)

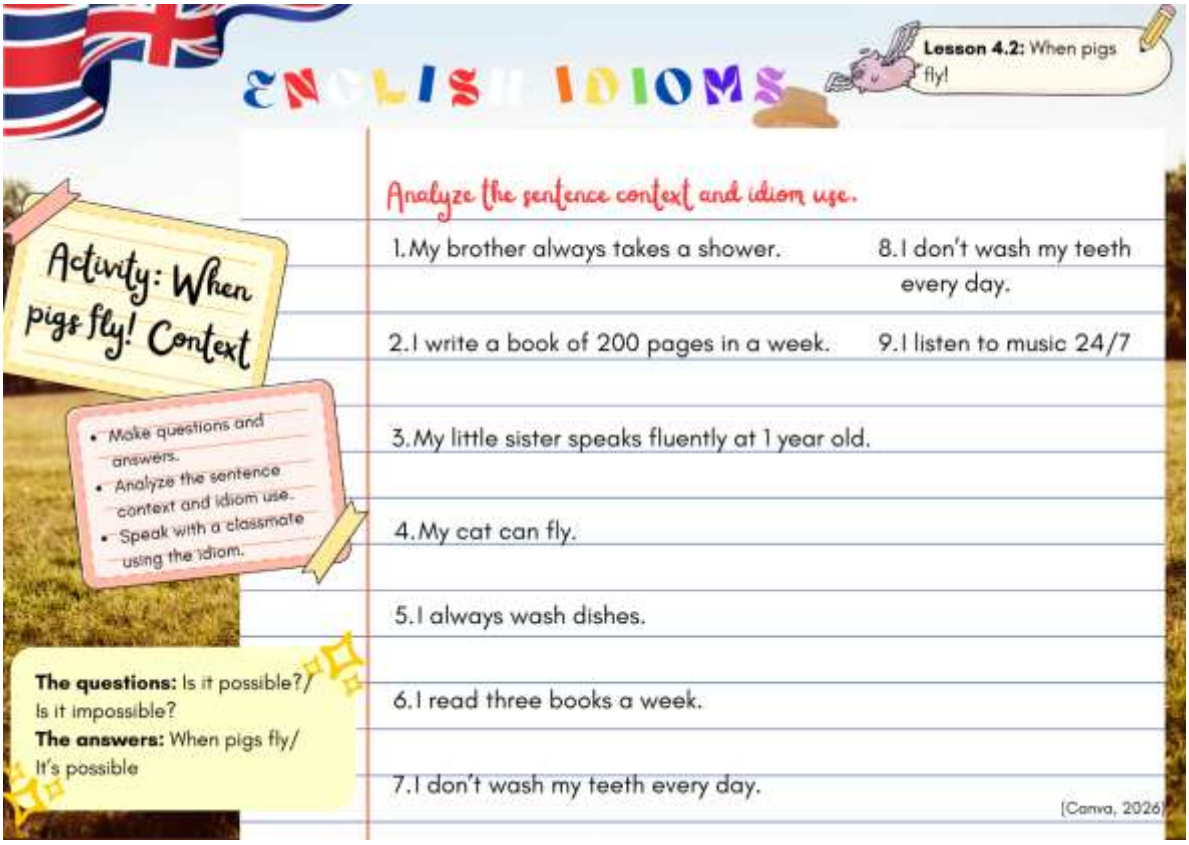

ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
English idioms and their meanings
"Used to say that one thinks that something will never happen"
(Merriam-Webster, 2026, para. 1)
when pigs fly
(Canva, 2026)

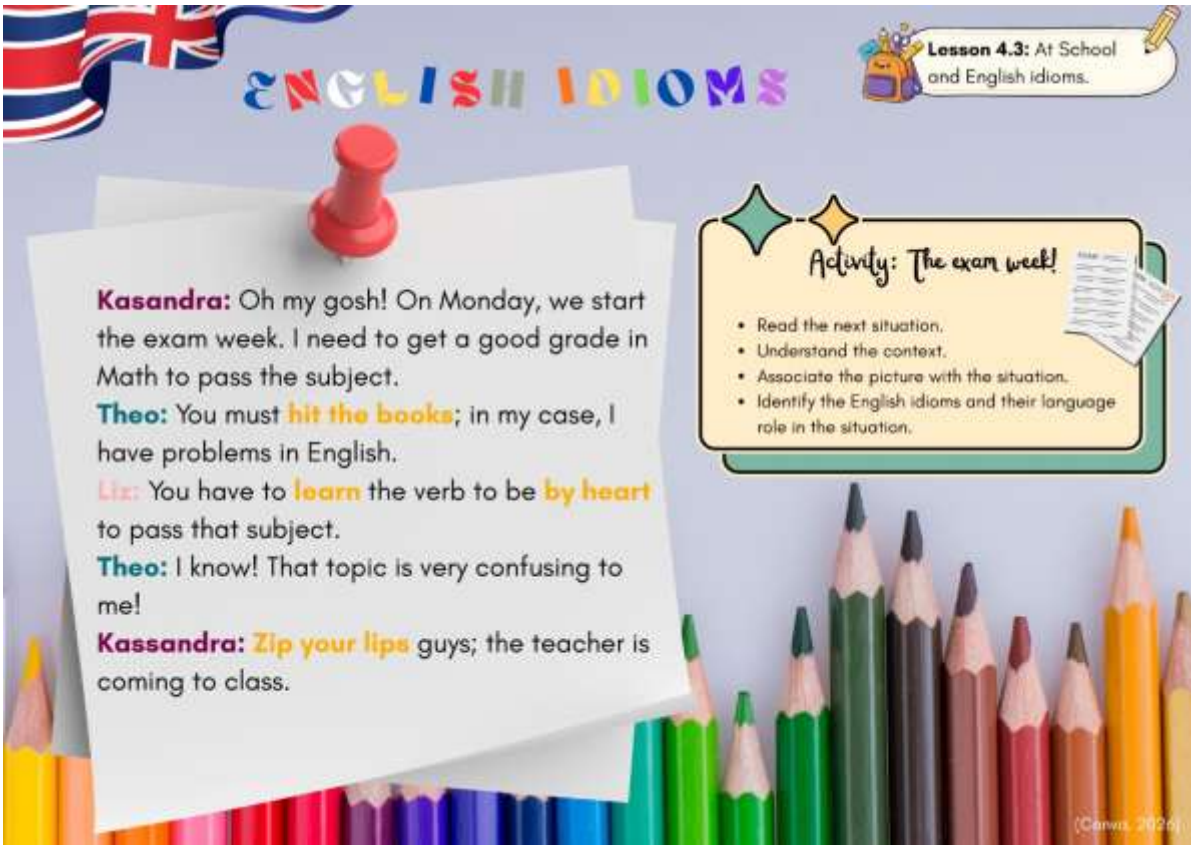

ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Activity: When pigs fly! Context
• Make questions and answers.
• Analyze the sentence context and idiom use.
• Speak with a classmate using the idiom.
The questions: Is it possible?/ Is it impossible?
The answers: When pigs fly/ It's possible
Analyze the sentence context and idiom use.
1. My brother always takes a shower.
2. I write a book of 200 pages in a week.
3. My little sister speaks fluently at 1 year old.
4. My cat can fly.
5. I always wash dishes.
6. I read three books a week.
7. I don't wash my teeth every day.
8. I don't wash my teeth every day.
9. I listen to music 24/7
(Canva, 2026)

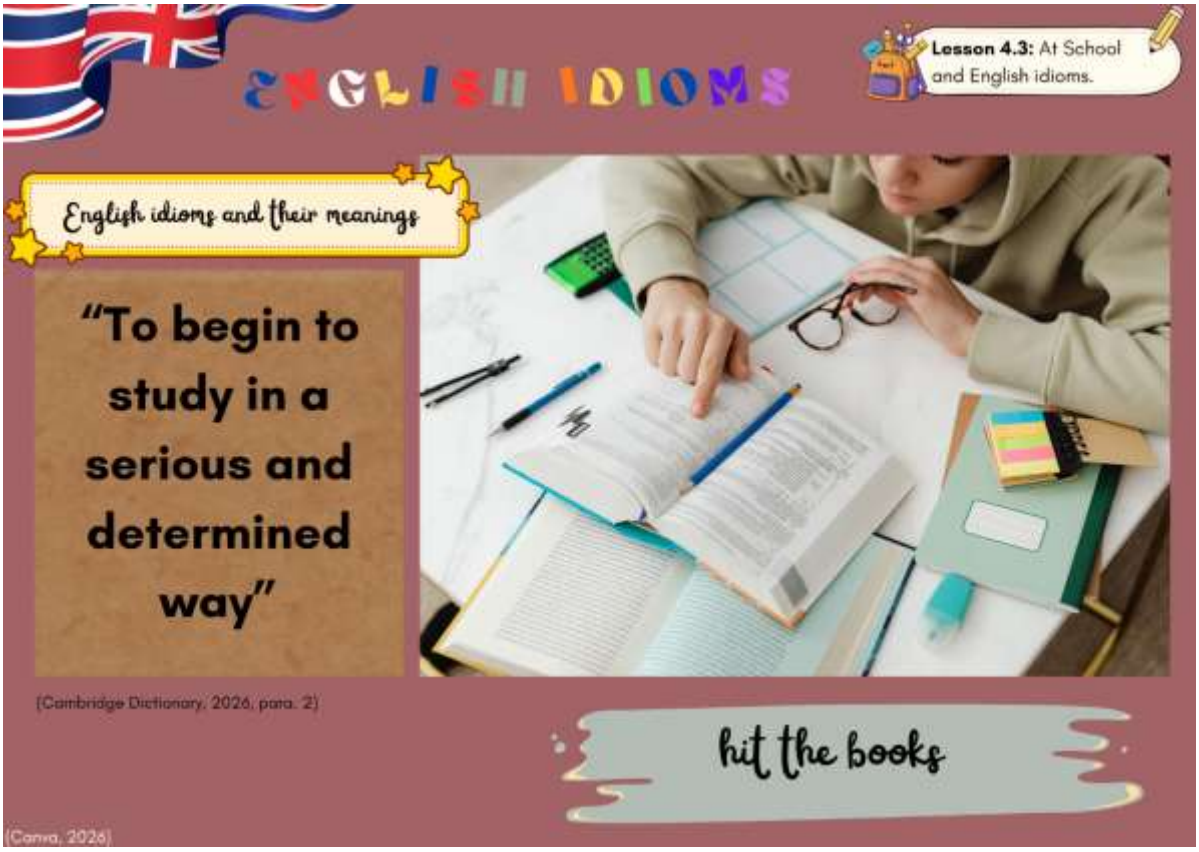

ENGLISH IDIOMS
Lesson 4.2: When pigs fly!
Recommendations for the teacher
Lesson Objective: Use the idiom " When pigs fly!" appropriately in a family and hobbies contexts through speaking.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Guide your students in their activities.
• Monitor students' learning process.
• Use your body language to explain some key words.
• Ensure students understand the rules of the game.
• Support students doubts or misunderstandings about the topic.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.2: Student assessment
How difficult is learning English idioms with a game?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard


ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
Objective: Learn some idiomatic expressions to use in daily school life.
Description: Students will learn English idioms to use in their daily school life through a reading and a practice interaction with a partner.
Time: 135 minutes
Pre_reading: 20 minutes
Activity: Guess the next situation
Show a picture related to the next situation.
Ask for some characteristics of the picture.
Encourage students to use their imagination.
Discuss the context of the picture.
Purpose: Infer a clue to the next situation using a picture.
Post_reading: 35 minutes
Activity: I can speak using English idioms at school
Read the next conversation.
Understand the context.
Complete the blanks with the correct idiom.
Work in pairs and perform the conversation.
Purpose: Reinforce the understanding of idioms using a real conversation perform it with a partner.
While reading: 80 minutes
Activity: The exam week!
Read the next situation.
Understand the context.
Associate the picture with the situation.
Identify the English idioms and their language role in the situation.
Activity: Spell the idioms with me!
Spell idioms correctly.
Repeat the idiom pronunciation.
Practice idioms' intonation.
Purpose: Understand the idiomatic expression use in language and recognize the proper pronunciation.
Materials: Picture, meaning of the idioms, presentation of the situation and worksheet.


ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
Discuss the context of the picture
(Canva, 2026)

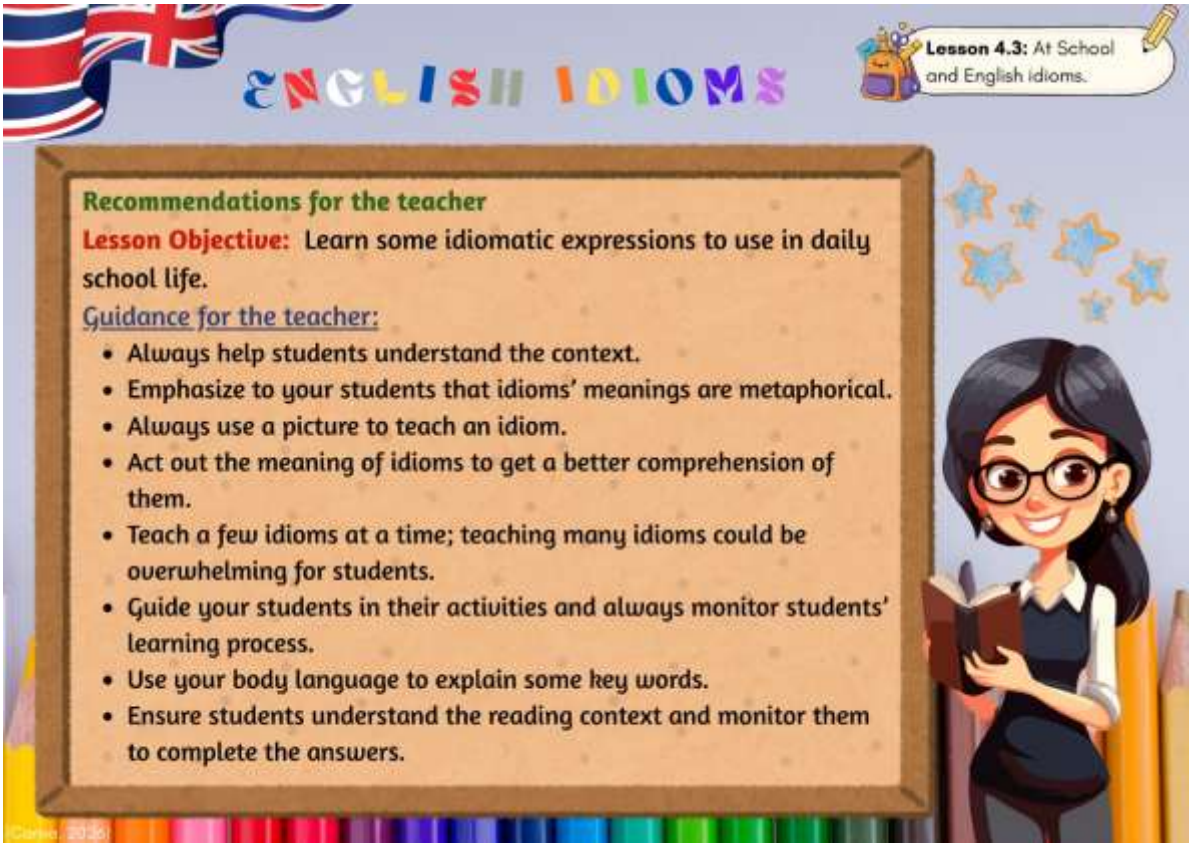

ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
Kasandra: Oh my gosh! On Monday, we start the exam week. I need to get a good grade in Math to pass the subject.
Theo: You must hit the books; in my case, I have problems in English.
Liz: You have to learn the verb to be by heart to pass that subject.
Theo: I know! That topic is very confusing to me!
Kassandra: Zip your lips guys; the teacher is coming to class.
Activity: The exam week!
Read the next situation.
Understand the context.
Associate the picture with the situation.
Identify the English idioms and their language role in the situation.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
English idioms and their meanings
"To begin to study in a serious and determined way"
(Cambridge Dictionary, 2026, para. 2)
hit the books
(Canva, 2026)

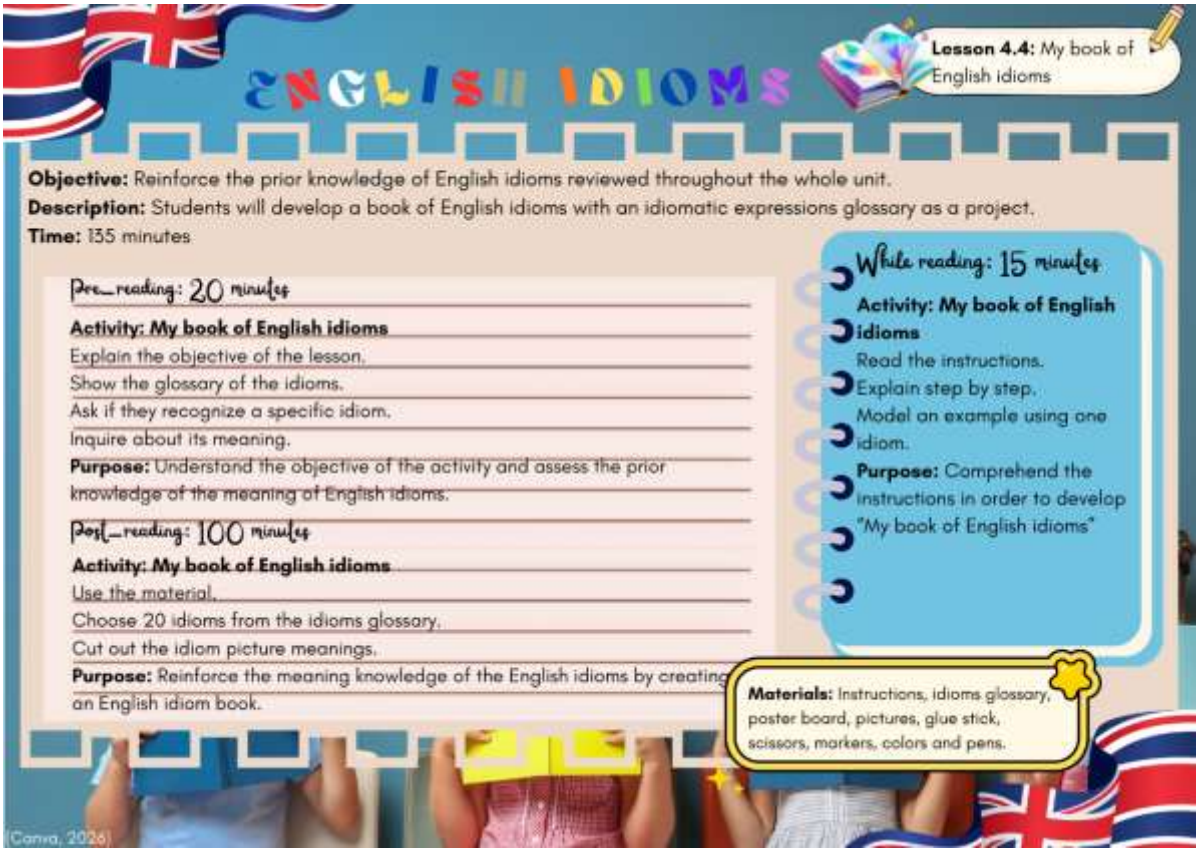

ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
English idioms and their meanings
"To learn something in such as way that you can repeat it from memory"
(Cambridge Dictionary, 2026, para. 1)
Learn something by heart
(Canva, 2026)

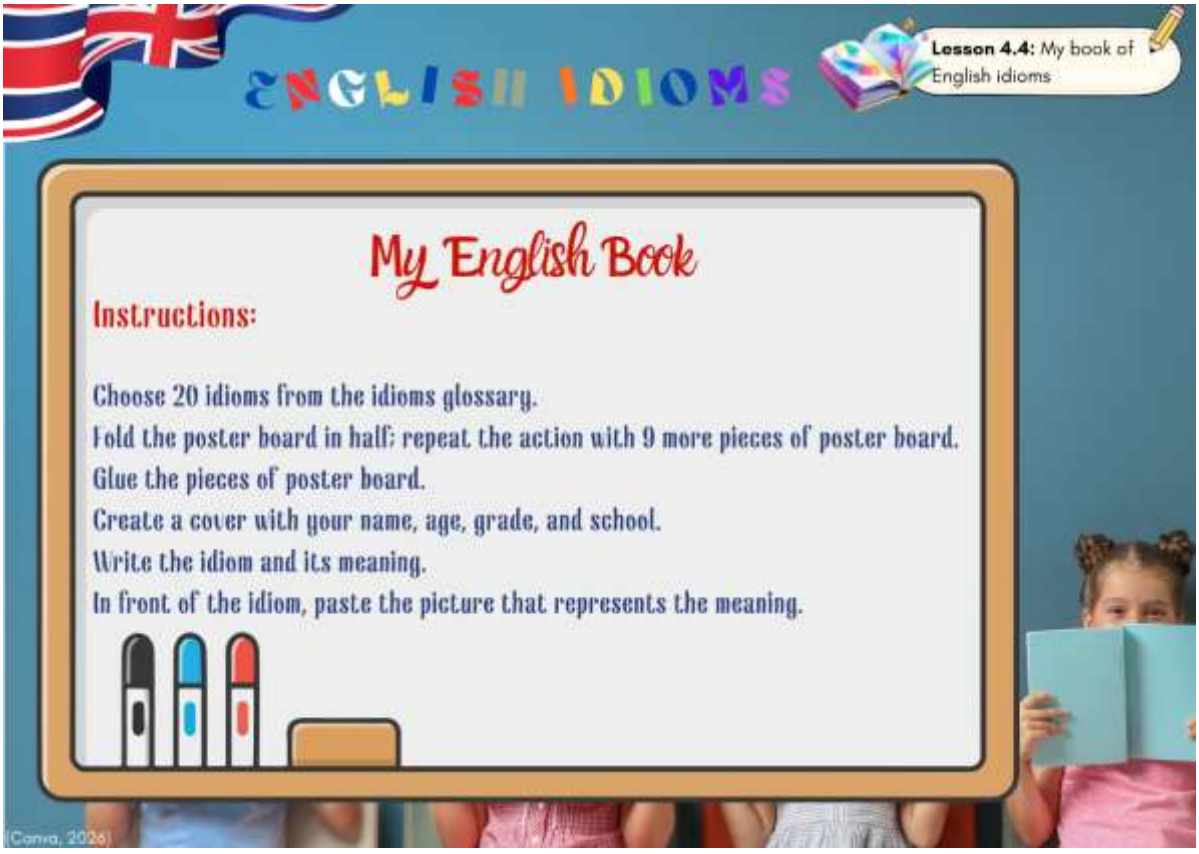

ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
English idioms and their meanings
"To say nothing or stop talking"
(Cambridge Dictionary, 2026, para. 1)
zip your lips
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
Hard week at school
Isaac: Are you ready for the oral lesson in an hour?
Emily: Yes, I ..... the oral lesson .....
Do you ..... for the Literature test?
Isaac: ....., the teacher is coming!
Hit the books
Zip your lips
Learnt by heart
Intructions
Read the next conversation.
Understand the context.
Complete the blanks with the correct idiom.
Work in pairs and perform the conversation.
Good luck!
(Canva, 2026)

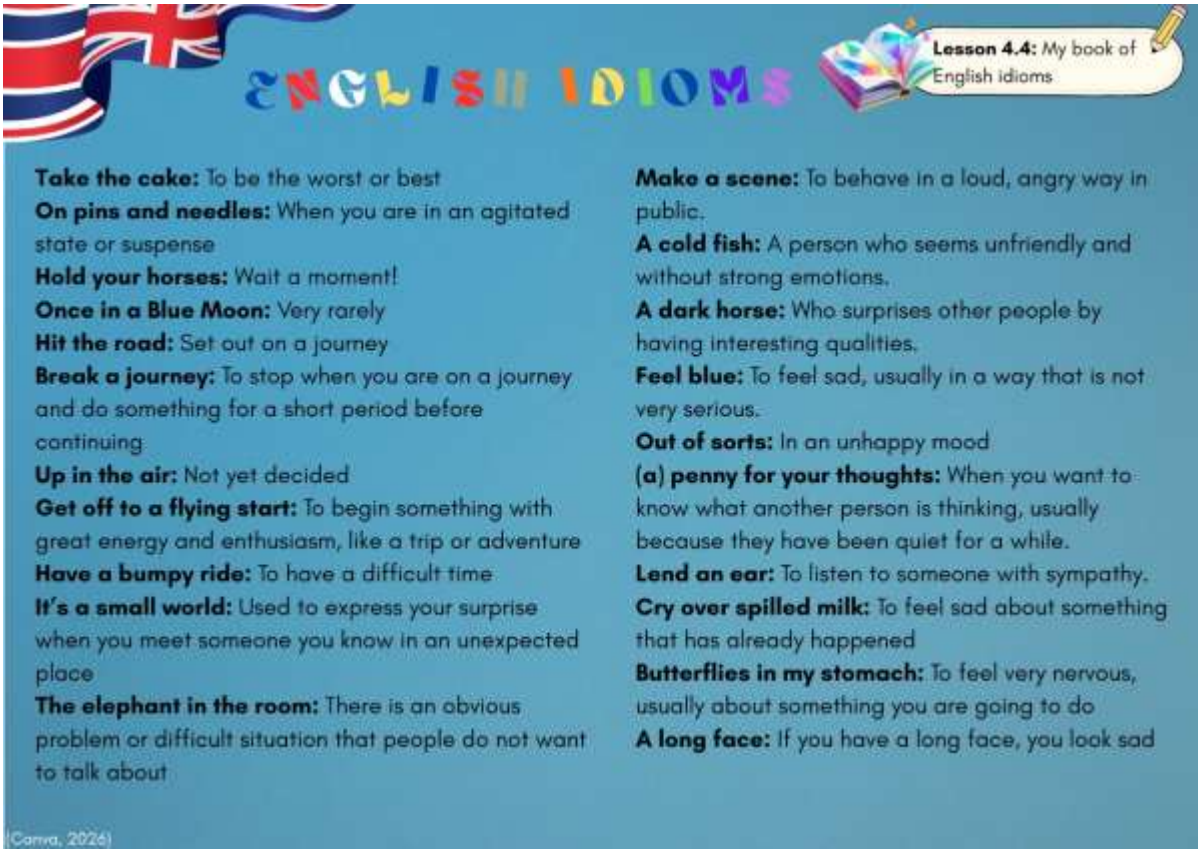

ENGLISH IDIOMS
Lesson 4.3: At School and English idioms.
Recommendations for the teacher
Lesson Objective: Learn some idiomatic expressions to use in daily school life.
Guidance for the teacher:
• Always help students understand the context.
• Emphasize to your students that idioms' meanings are metaphorical.
• Always use a picture to teach an idiom.
• Act out the meaning of idioms to get a better comprehension of them.
• Teach a few idioms at a time; teaching many idioms could be overwhelming for students.
• Guide your students in their activities and always monitor students' learning process.
• Use your body language to explain some key words.
• Ensure students understand the reading context and monitor them to complete the answers.

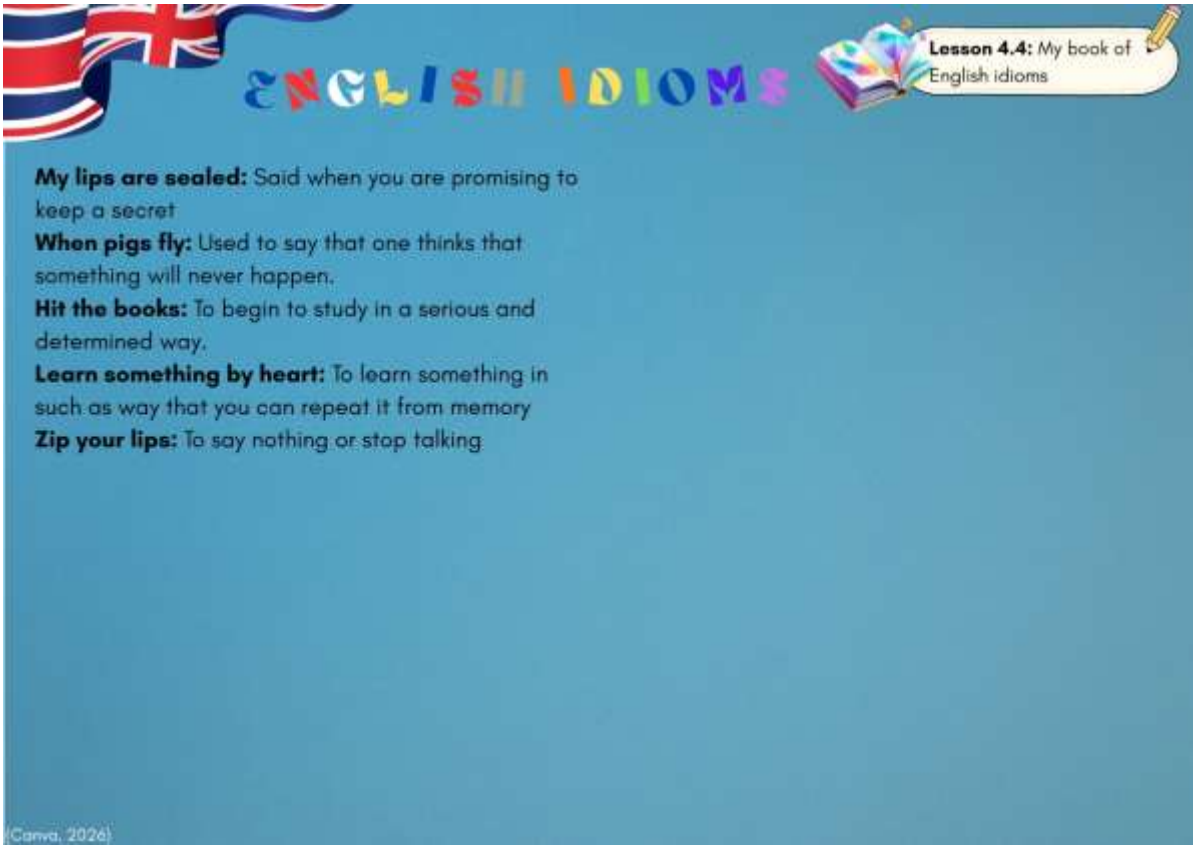

ENGLISH IDIOMS
Lesson 4.3: Student assessment
How difficult is learning English idioms with daily conversations?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard

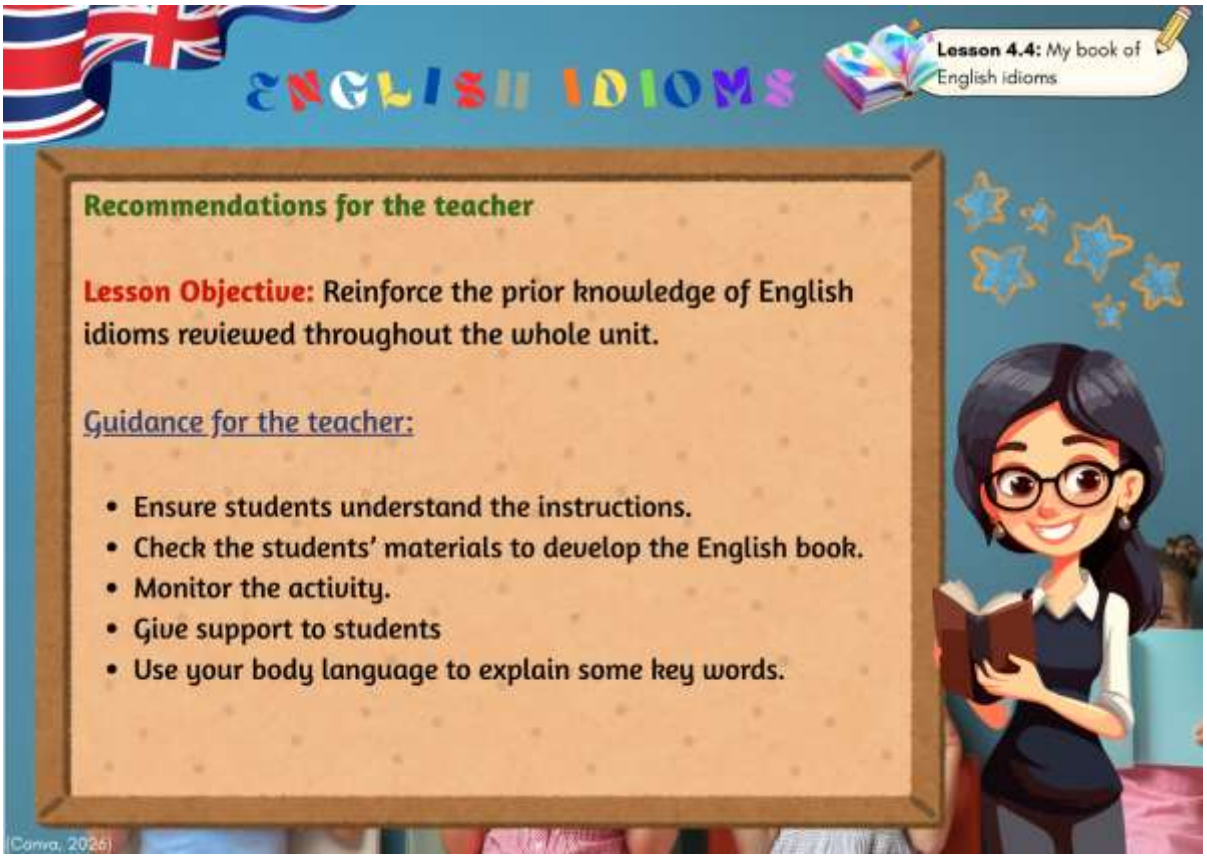

ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
Objective: Reinforce the prior knowledge of English idioms reviewed throughout the whole unit.
Description: Students will develop a book of English idioms with an idiomatic expressions glossary as a project.
Time: 135 minutes
Pre-reading: 20 minutes
Activity: My book of English idioms
Explain the objective of the lesson.
Show the glossary of the idioms.
Ask if they recognize a specific idiom.
Inquire about its meaning.
Purpose: Understand the objective of the activity and assess the prior knowledge of the meaning of English idioms.
Post-reading: 100 minutes
Activity: My book of English idioms
Use the material.
Choose 20 idioms from the idioms glossary.
Cut out the idiom picture meanings.
Purpose: Reinforce the meaning knowledge of the English idioms by creating an English idiom book.
While reading: 15 minutes
Activity: My book of English idioms
Read the instructions.
Explain step by step.
Model an example using one idiom.
Purpose: Comprehend the instructions in order to develop "My book of English idioms"
Materials: Instructions, idioms glossary, poster board, pictures, glue stick, scissors, markers, colors and pens.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
My English Book
Instructions:
Choose 20 idioms from the idioms glossary.
Fold the poster board in half; repeat the action with 9 more pieces of poster board.
Glue the pieces of poster board.
Create a cover with your name, age, grade, and school.
Write the idiom and its meaning.
In front of the idiom, paste the picture that represents the meaning.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
A cold fish
A person who seems unfriendly and without strong emotions.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
Take the cake: To be the worst or best
On pins and needles: When you are in an agitated state or suspense
Hold your horses: Wait a moment!
Once in a Blue Moon: Very rarely
Hit the road: Set out on a journey
Break a journey: To stop when you are on a journey and do something for a short period before continuing
Up in the air: Not yet decided
Get off to a flying start: To begin something with great energy and enthusiasm, like a trip or adventure
Have a bumpy ride: To have a difficult time
It's a small world: Used to express your surprise when you meet someone you know in an unexpected place
The elephant in the room: There is an obvious problem or difficult situation that people do not want to talk about
Make a scene: To behave in a loud, angry way in public.
A cold fish: A person who seems unfriendly and without strong emotions.
A dark horse: Who surprises other people by having interesting qualities.
Feel blue: To feel sad, usually in a way that is not very serious.
Out of sorts: In an unhappy mood
(a) penny for your thoughts: When you want to know what another person is thinking, usually because they have been quiet for a while.
Lend an ear: To listen to someone with sympathy.
Cry over spilled milk: To feel sad about something that has already happened
Butterflies in my stomach: To feel very nervous, usually about something you are going to do
A long face: If you have a long face, you look sad
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
My lips are sealed: Said when you are promising to keep a secret
When pigs fly: Used to say that one thinks that something will never happen.
Hit the books: To begin to study in a serious and determined way.
Learn something by heart: To learn something in such as way that you can repeat it from memory
Zip your lips: To say nothing or stop talking
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
Recommendations for the teacher
Lesson Objective: Reinforce the prior knowledge of English idioms reviewed throughout the whole unit.
Guidance for the teacher:
• Ensure students understand the instructions.
• Check the students' materials to develop the English book.
• Monitor the activity.
• Give support to students
• Use your body language to explain some key words.
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
How difficult is learning English idioms with a project?
Easy
Sometimes easy
Neutral
Sometimes hard
Hard
(Canva, 2026)


ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
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ENGLISH IDIOMS
Lesson 4.4: My book of English idioms
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(Canva, 2026)

### 4.5 Impacts

There are three impacts to analyze:

- Linguistic Impact
- Academic Impact
- Cultural Impact

**Table 7**

*The Numerical Impacts Levels*

| Numerical impact levels |
|---|
| -3 High negative impact |
| -2 Medium negative impact |
| -1 Low negative impact |
| 0 No impacts |
| 1 Low positive impact |
| 2 Medium positive impact |
| 3 High positive impact |

Taken from: Posso (2013)

This formula is mentioned owing to collect results.

IL (Impact Level) = $\frac{\sum}{number\ of\ items} = \frac{15}{5}$

∑= The results of each indicator are added.

5= Number of indicators included in the table.

#### *4.5.1 Linguistic Impact*

**Table 8**

*Linguistic Impacts Indicators*

| ***Items*** | ***Impact Levels -3 -2 -1 0 1 2 3*** |
|---|---|
| 1. I can understand the main point and idioms in stories | X |
| 2. I can understand the main point and idioms in short conversations in a travel context | X |
| 3. I can ask how people feel in different situations using idioms | X |
| 4. I can have short conversations using idioms at school | X |
| 5. I can ask and answer simple questions about home using idioms | X |
| ***Total*** | 10 |

*Note.* Own elaboration

IL (Linguistic Impact) = $\frac{\Sigma}{number\ of\ items} = \frac{10}{5} = 2$

Linguistic impact level: Medium positive impact

**Analysis**

As shown in the linguistic impact level analysis, the results reveal a medium positive impact; in other words, teaching idioms in context, applying the communicative approach, and using the scaffolding method help young learners understand idiomatic expressions properly and increase students' focus on English class. Similarly, the class develops fluently because of the materials used and the instructional strategies applied, and students' positive attitude toward the topic. From this perspective, the teacher's support plays a key role while learning idiomatic

expressions; the professor must ensure students understand the context and monitor their learning process. Finally, learning idioms in real contexts is an effective approach to infer and understand their pragmatic use in language.

### *4.5.2 Academic Impact*

**Table 9**

*Academic Impact Indicators*

| ***Items*** | ***Impact Levels -3 -2 -1 0 1 2 3*** |
|---|---|
| 1. To develop metaphorical thinking | X |
| 2. To infer meanings through context | X |
| 3. To enhance social skills | X |
| 4. To recognize their learning process | X |
| 5. To improve the associated memory | X |
| ***Total*** | 13 |

*Note.* Own elaboration

IL (Academic Impact) = $\frac{\Sigma}{number\ of\ items} = \frac{13}{5} = 2.6$

Academic impact level: Medium positive impact

**Analysis**

The academic impact analysis reflects a result between medium positive impact and high positive impact, which demonstrates that learning idiomatic expressions allows young learners to develop different skills from listening, reading, writing, and speaking, due to the complex nature of English idioms; metaphorical thinking is essential to understand them, and infer their meanings from the context, which is an important step because these expressions do not have a

literal meaning, when students learn idiomatic expressions in context they comprehend the pragmatic use in language and which kind of situations the idiom can be used improving social skills, likewise, using idiom picture to understand their metaphorical meaning reinforce their associated memory. Overall, by working on this topic and developing tasks, activities, and self-assessment, young learners will recognize their learning process; consequently, the academic benefits will be reflected in students' performance and internal motivation.

### *4.5.3 Cultural Impact*

**Table 10**

*Cultural Impact Indicators*

| ***Items*** | ***Impact Levels -3 -2 -1 0 1 2 3*** |
|---|---|
| 1. To develop cultural awareness | X |
| 2. To increase intercultural sensibility and respect | X |
| 3. To interpret cultural symbols | X |
| 4. To understand different social contexts | X |
| 5. To improve pragmatic competence | X |
| ***Total*** | 12 |

*Note.* Own elaboration

IL (Cultural Impact) = $\frac{\Sigma}{number\ of\ items} = \frac{12}{5} = 2.4$

Cultural impact level: Medium impact level

As shown in the cultural impact level, the result suggests a medium-to-high positive impact, showing that teaching idiomatic expressions brings positive cultural impacts to young students developing cultural awareness. As a result of learning these expressions in context and

understanding their origins, students increase their intercultural sensibility and interpret cultural symbols; they learn idioms through examples, conversations, scenarios, role-plays, educational games, and stories, improving their pragmatic competence naturally owing to learners associating with the context in which they can use the idiom. Additionally, learning English idioms motivates students to better comprehend English culture and increase their curiosity. Finally, learning idiomatic expressions can give students a different perspective on the English subject and develop a real interest in learning English as a second language.

## Conclusions

The theoretical framework concludes that teaching English idioms requires a communicative approach and effective instructional strategies; otherwise, the learning process could be hindered for EFL students, directly affecting their performance, motivation, and frustration; in other words, increasing cognitive challenges that students face in learning these expressions. On the other hand, cultural awareness is important for learning idiomatic expressions because the best way to teach idioms is to present them in a daily-life context.

As revealed in the literature review, idiomatic expressions are an inherent part of the English language because they express identity, nuance, history, and make language lively and colorful. Consequently, learning idioms is necessary to gain a proficient understanding and fluency in English as a foreign language. Nevertheless, teaching English idioms can be challenging for rural teachers because this topic is not integrated into curriculum design, adequate resources are limited, and parental support for students is lacking.

A mixed-method research approach provided a structure and analytical depth; a descriptive and interpretative method allowed examination of students' attitudes toward idioms, and a non-experimental design helped understand the rural context of the young learners.

The results and discussion showed that young learners develop a positive attitude toward learning English idioms because of the use of different alternative instructional strategies, despite perceiving these expressions as harder than normal vocabulary, and increased internal motivation toward the English subject and its culture, while it helps to improve their confidence when they use the English language. On the other hand, both the English area coordinator and the English teacher confirmed that the lack of vocabulary in elementary grades makes it difficult to teach this topic when it requires the understanding of the context; however, both mentioned that it is not

impossible to learn idioms with the teacher's support; hence, using the scaffolding method is essential to gain meaningful learning.

Finally, the proposal was developed as a cognitive tool responding to the limited access to adequate resources for teaching English idioms to 5th, 6th, and 7th grade of upper elementary education at "Gabriel García Moreno" as a rural institution, using pictures, conversations, examples, stories, role-play, gamifications, and video as effective instructional strategies, resulting in a medium positive impact of understanding idiomatic expressions, increasing students' focus during the subject, and comprehend the pragmatic use of English idioms in context. Moreover, learning idioms enhances other skills such as metaphorical thinking, associative memory, cultural awareness, social skills, and pragmatic competence; in other words, learning idioms benefits young learners in many ways.

## Recommendations

According to the results obtained and conclusions of this study for teaching English idioms to young learners, applying the communicative approach, the scaffolding method, and pictures, videos, role-play, conversations, examples, stories, and gamifications as effective instructional strategies is essential in order to understand idiom meanings and their pragmatic use in the English language.

Regarding the communicative approach and the nature of the field, introducing idiomatic expressions in context is foundational for understanding their metaphorical meaning, and providing high-quality, real English is important for knowing their cultural role. Furthermore, teaching their metaphorical meaning first helps avoid misunderstanding.

Based on the role of idiomatic expressions in the language, their importance in EFL learning, and the benefits for elementary students, integrating this topic into English lessons should be another parameter in the curriculum, along with developing appropriate resources for English teachers.

The author encourages future researchers to conduct a case study on the benefits of learning English idioms in young learners, allowing further comparison between students who receive idiom lessons and those who do not, and to examine their importance in EFL classrooms through mixed-methods research.

The author suggests that English teachers at the “Gabriel Garcia Moreno” High School teach English idioms as an action plan to motivate students, help them better understand English culture, increase their intrinsic motivation to learn English, and develop a positive perception of the subject.

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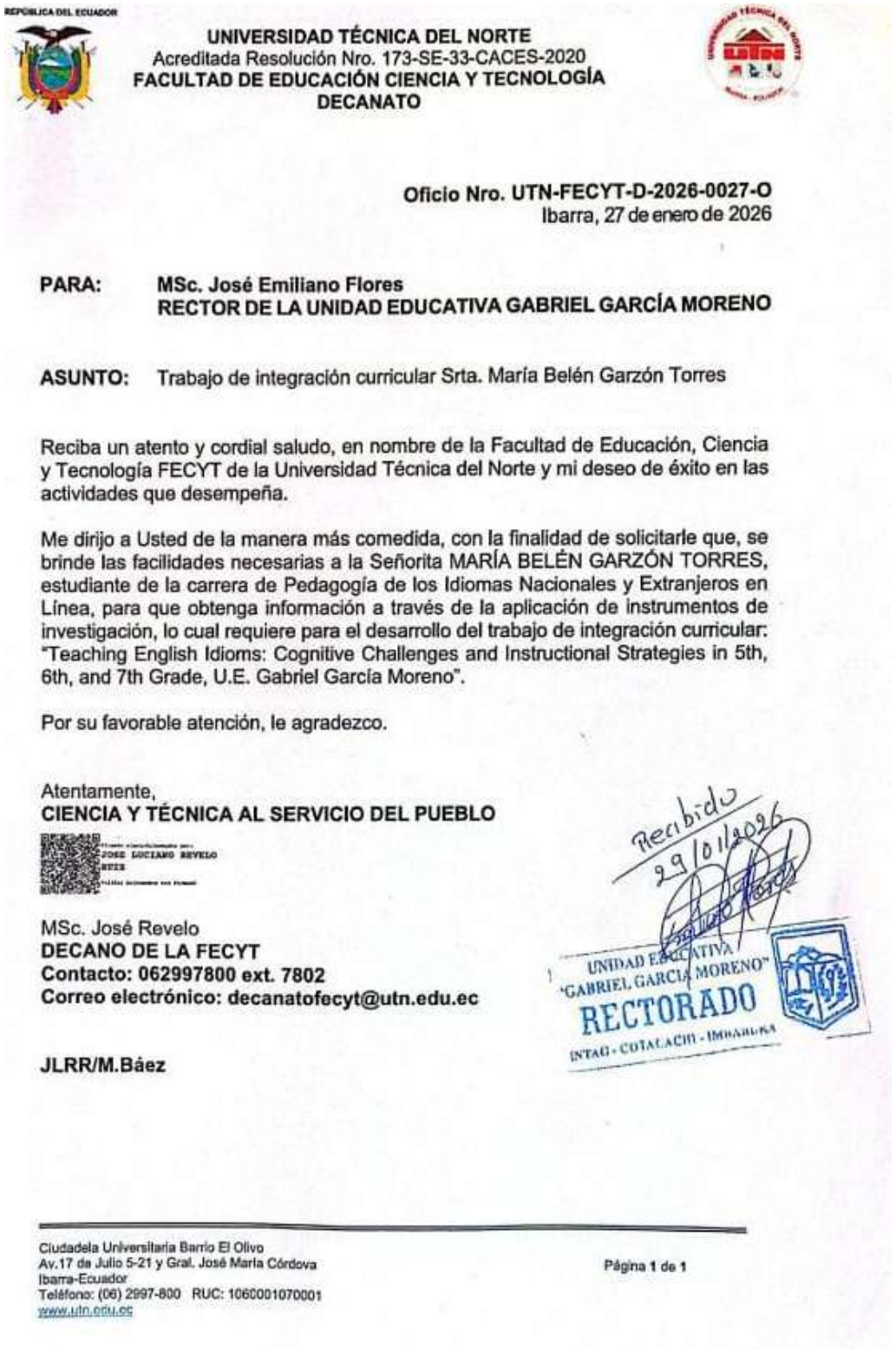
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# ANNEXES

**Annex 1: Oficio de solicitud para el ingreso de la recolección de datos en la Unidad Educativa "Gabriel García Moreno".**



REPÚBLICA DEL ECUADOR

**UNIVERSIDAD TÉCNICA DEL NORTE**
Acreditada Resolución Nro. 173-SE-33-CACES-2020
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**
**DECANATO**

**Oficio Nro. UTN-FECYT-D-2026-0027-O**
Ibarra, 27 de enero de 2026

**PARA:** **MSc. José Emiliano Flores**
**RECTOR DE LA UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO**

**ASUNTO:** Trabajo de integración curricular Srta. María Belén Garzón Torres

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MARÍA BELÉN GARZÓN TORRES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, para que obtenga información a través de la aplicación de instrumentos de investigación, lo cual requiere para el desarrollo del trabajo de integración curricular: "Teaching English Idioms: Cognitive Challenges and Instructional Strategies in 5th, 6th, and 7th Grade, U.E. Gabriel García Moreno".

Por su favorable atención, le agradezco.

Atentamente,
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE LUCIANO REVELO

MSc. José Revelo
**DECANO DE LA FECYT**
**Contacto: 062997800 ext. 7802**
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**JLRR/M.Báez**

Recibido 29/01/2026

UNIDAD EDUCATIVA "GABRIEL GARCIA MORENO" RECTORADO
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**Annex 2: Interview format for Vice-principal, Lic. Sergio Benitez at "Gabriel García Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from the vice principal's point of view on teaching English idioms: cognitive challenges and cognitive strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno

1. ¿Cuán significativo piensa usted que es el inglés en la sociedad de hoy en día?

2. ¿Considera usted que el aprendizaje de una lengua extranjera debe estar relacionado con aspectos de su cultura?

3. ¿Qué tan importante es la incorporación de las expresiones idiomáticas en el aprendizaje de una segunda lengua?

4. ¿Cree usted que el aprendizaje de las expresiones idiomáticas es importante para alcanzar la competencia oral del idioma? ¿Por qué?

5. ¿Usted piensa que el conocimiento de las expresiones idiomáticas brinda al estudiante una comprensión más amplia del inglés tanto escrito como oral?

**THANK YOU FOR YOUR COOPERATION**

**Annex 3: Transcripción de la entrevista dirigida a Lic. Sergio Benítez, vicerrector de la Unidad Educativa "Gabriel García Moreno"**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from the vice principal's point of view on teaching English idioms: cognitive challenges and cognitive strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno

**Entrevista dirigida a:** Lic. Sergio Benítez, vicerrector de la Unidad Educativa "Gabriel García Moreno"

**Belén Garzón:** Muy buenos días, Lic. Sergio, primero quería agradecerle el espacio que brindó para la siguiente entrevista. A continuación, haré una serie de preguntas, a las que debe responder con total honestidad. Muchas gracias.

**Belén Garzón: ¿Cuán significativo piensa usted que es el inglés en la sociedad de hoy en día?**

**Lic. Sergio Benítez:** Al ser el idioma inglés la segunda lengua más hablada a nivel mundial, es relevante e imperante su aprendizaje, debido a las exigencias globales para un correcto

intercambio de códigos culturales, para de esta forma, ampliar los horizontes de oportunidades, tanto comerciales como profesionales dentro de una sociedad cambiante. El hecho de ser bilingüe o tener dominio en el inglés permite obtener un 30 por ciento de oportunidades en el alza del salario y en la preferencia de contratación. Además, en el aspecto cognitivo, hay un desarrollo neurológico en los dos hemisferios.

**Belén Garzón: ¿Considera usted que el aprendizaje de una lengua extranjera debe estar relacionado con aspectos de su cultura?**

**Lic. Sergio Benítez:** El aprendizaje del idioma inglés debe tomar en cuenta aspectos culturales propia de su lengua, ya que existe una relacionado directamente entre idioma y cultura, facilitando la fluidez de la comunicación y el entendimiento en los diferentes contextos culturales.

**Belén Garzón: ¿Qué tan importante es la incorporación de las expresiones idiomáticas en el aprendizaje de una segunda lengua?**

**Lic. Sergio Benítez:** Es muy importante, ya que la comunicación se desarrollaría en un mismo contexto, facilitando la compresión del mensaje.

**Belén Garzón: ¿Cree usted que el aprendizaje de las expresiones idiomáticas es importante para alcanzar la competencia oral del idioma? ¿Por qué?**

**Lic. Sergio Benítez:** El aprendizaje de las expresiones idiomáticas es muy importante ya que permite que se adapte palabras propias del idioma al habla cotidiana, facilitando la familiarización y la competencia oral del mismo en un ambiente más divertido y confiable.

**Belén Garzón: ¿Usted piensa que el conocimiento de las expresiones idiomáticas brinda al estudiante una comprensión más amplia del inglés tanto escrito como oral?**

**Lic. Sergio Benítez:** Si, totalmente de acuerdo porque estaría aprendiendo basado en una realidad, lo que contribuiría para fortalecer su vocabulario en los mismos códigos culturales con espontaneidad.

**Belén Garzón:** Muchas gracias por su tiempo y colaboración.

**Annex 4: Interview format managed with the teacher Wilman Ayala, English coordinator at "Gabriel García Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from teachers' perspectives on teaching English idioms: cognitive challenges and instructional strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno.

1. How do you usually introduce English idioms to your students?

2. What cognitive difficulties do your students show when learning idioms?

3. Which grade level finds idioms most challenging, and why?

4. What strategies do you use to explain the figurative meaning of idioms?

5. How effective are visual aids (pictures, videos) in teaching idioms?

6. Do you use stories, dialogues, or role-play to teach idioms? Please explain.

7. How do students react emotionally to learning idioms (motivation, anxiety)?

8. How do you assess students' understanding of idioms?

9. What role does students' first language play in idiom instruction?

10. What differences do you observe between literal and figurative comprehension?

11. What instructional strategies have been most successful for teaching idioms?

12. What challenges do you face when teaching idioms in primary education?

**THANK YOU FOR YOUR COOPERATION**

**Annex 5: Transcript of the interview with the teacher Wilman Ayala, English coordinator at "Gabriel García Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from teachers' perspectives on teaching English idioms: cognitive challenges and instructional strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno.

**Belén Garzón:** Good morning, teacher Wilman. Thank you for helping me with this interview. First, please be honest with your responses. Now, I am going to start the interview. How do you usually introduce English idioms to your students?

**Lic. Wilman Ayala:** We don't usually teach idioms to our students.

**Belén Garzón:** What cognitive difficulties do your students show when learning idioms?

**Lic. Wilman Ayala:** I don't know if they face difficulties because, as I said before, we don't teach idioms here in this institution.

**Belén Garzón:** Which grade level finds idioms most challenging, and why?

**Lic. Wilman Ayala:** I think the First years of education, mainly at the school in the first level of education.

**Belén Garzón:** What strategies do you use to explain the figurative meaning of idioms?

**Lic. Wilman Ayala:** Sometimes, when we find an idiom, I think that I prefer to use pictures or videos, or something. I think I can use the context to teach idioms; that is another very good strategy. I think that's all.

**Belén Garzón:** How effective are visual aids (pictures, videos) in teaching idioms?

**Lic. Wilman Ayala:** I think they are very effective because they can see it; that is very effective because it is not only what they hear, you know, they don't have to memorize some content, but only what they watched; they link the knowledge that they have before with the new word.

**Belén Garzón:** Do you use stories, dialogues, or role-play to teach idioms? Please explain.

**Lic. Wilman Ayala:** I think, yes. It can be stories or dialogues because they have some context on which they can base to understand the new words that they have in this, can be a story, dialogue, or text.

**Belén Garzón:** How do students react emotionally to learning idioms (motivation, anxiety)?

**Lic. Wilman Ayala:** I think they will face anxiety because they don't know the new words, but after explaining using some pictures, videos or some material that will help to understand the meaning, they will feel relaxed I think.

**Belén Garzón:** How do you assess students' understanding of idioms?

**Lic. Wilman Ayala:** As I said before, I don't teach idioms but if sometimes I face with some idioms, I think that maybe using the context again to show that they understand, for example, in a conversation, it can be in writing when I give them a writing task, so I can see if they understand or not the meaning.

**Belén Garzón:** What role does students' first language play in idiom instruction?

**Lic. Wilman Ayala:** I think it is not very important because the meaning of idioms are very different from the real word, the meaning of real words. It changes it, so it is not necessary. I think that it's not very important for the first language, only to understand the real meaning of those words or for example, we have two words that they are combined and they form an idiom, so it is a very different for the real meaning that they have on their own. So, that's all.

**Belén Garzón:** What differences do you observe between literal and figurative comprehension?

**Lic. Wilman Ayala:** I think that, literal comprehension is easier for the students to acquired because they can base on the real meaning of the words but figurative comprehension is very different because they have to understand the context of all what they are reading or listening in order to understand the figurative comprehension, to have figurative comprehension. Literal is easier for me because you can only read a small piece of information, but figurative is a little more complex for me.

**Belén Garzón:** What instructional strategies have been most successful for teaching idioms?

**Lic. Wilman Ayala:** I think that the use of visual aids, as I said before, can be videos, pictures, and again, based on the context. I can use a text, an audio, or a video, and mainly, I think that is better if we use material that is from the American countries, you know, native speakers because

they will understand better, for example, if we are speaking in English, we don't know use English idioms right now but if we read or listen to native speakers, we are going to listen more English idioms, they will use it better than us.

**Belén Garzón:** What challenges do you face when teaching idioms in primary education?

**Lic. Wilman Ayala:** I don't have experience, but I think one of the biggest challenges of teaching idioms in primary education will be the fact that they don't have enough vocabulary to understand the context, you know, when we give them a reading or audio, they need to have some words of vocabulary to understand the meaning. Then they are going to have the context to understand the idioms.

**Belén Garzón:** Thank you for your responses and your time.

**Annex 6: Interview format managed with the teacher Cristian Ayala, English teacher of elementary education at "Gabriel García Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from teachers' perspectives on teaching English idioms: cognitive challenges and instructional strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno.

1. How do you usually introduce English idioms to your students?

2. What cognitive difficulties do your students show when learning idioms?

3. Which grade level finds idioms most challenging, and why?

4. What strategies do you use to explain the figurative meaning of idioms?

5. How effective are visual aids (pictures, videos) in teaching idioms?

6. Do you use stories, dialogues, or role-play to teach idioms? Please explain.

7. How do students react emotionally to learning idioms (motivation, anxiety)?

8. How do you assess students' understanding of idioms?

9. What role does students' first language play in idiom instruction?

10. What differences do you observe between literal and figurative comprehension?

11. What instructional strategies have been most successful for teaching idioms?

12. What challenges do you face when teaching idioms in primary education?

**THANK YOU FOR YOUR COOPERATION**

**Annex 7: Transcript of the interview with the teacher Cristian Ayala, English teacher of elementary education at "Gabriel García Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

## INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO

**Objective.** Obtain information from teachers' perspectives on teaching English idioms: cognitive challenges and instructional strategies in the 5th, 6th, and 7th grades of General Basic Education at Unidad Educativa Gabriel García Moreno.

**Belén Garzón:** Good morning, teacher Cristian. Thank you for helping me with this interview for my study. Please be honest with your responses. I will start with the first question. How do you usually introduce English idioms to your students?

**Lic. Cristian Ayala:** Introducing English idioms to students is most effective when done in context rather than through memorization or smallest, it is necessary to introduce few, six or ten idioms at the time. Sometimes, English idioms and expressions are an important part of everyday English. When the use English sounds more native so it's a good idea when you use English idioms.

**Belén Garzón:** What cognitive difficulties do your students show when learning idioms?

**Lic. Cristian Ayala:** The cognitive difficulties in language learning include lapses in working memory, low attention span, inefficient information processing, and limitations. In long-term memory and vocabulary, and the grammar. For me is the intention when you learn English idioms.

**Belén Garzón:** Which grade level finds idioms most challenging, and why?

**Lic. Cristian Ayala:** Okay, I think that from 7th to 3rd year of High School, since they're not familiar with a language and it is difficult for them to put into practice what they have learned.

**Belén Garzón:** What strategies do you use to explain the figurative meaning of idioms?

**Lic. Cristian Ayala:** Okay, explaining the figurative meaning of idioms involves using contextual clues, visual aids, and direct comparisons between literal and intended meanings to bridge the gap in words and usage. Effective strategies include creating scenarios using imaginary and practice throughout, and role-play to ensure comprehension.

**Belén Garzón:** How effective are visual aids (pictures, videos) in teaching idioms?

**Lic. Cristian Ayala:** Visual aids like pictures and videos are highly effective in teaching idioms, as they bridge the gap between abstract figurative language and concrete understanding.

**Belén Garzón:** Do you use stories, dialogues, or role-play to teach idioms? Please explain.

**Lic. Cristian Ayala:** Of course, using stories, dialogues, and role-plays is a highly effective, research-backed method to teach idioms in context.

**Belén Garzón:** How do students react emotionally to learning idioms (motivation, anxiety)?

**Lic. Cristian Ayala:** Okay, in the first moment, anxiety is the natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. In addition, students who show emotional intelligence toward different items can grow their skills in educational situations.

**Belén Garzón:** How do you assess students' understanding of idioms?

**Lic. Cristian Ayala:** Asses student understanding of idioms involves evaluating their ability to move beyond literal interpretation to context-based meaning.

**Belén Garzón:** What role does students' first language play in idiom instruction?

**Lic. Cristian Ayala:** Literal comprehension facts are on the direct dictionary define the meanings of words exactly as written. Often require recall of facts; conversely, figurative comprehension requires interpreting language that uses metaphors, idioms, or exaggeration, requiring the readers to understand the highest symbolic or emotional meanings beyond the literal definition.

**Belén Garzón:** What differences do you observe between literal and figurative comprehension?

**Lic. Cristian Ayala:** Success for all, institutional strategies for teaching idioms emphasize the first instruction, contextualization, and active visual and spatial learning techniques due to ensure retention.

**Belén Garzón:** What instructional strategies have been most successful for teaching idioms?

**Lic. Cristian Ayala:** Teaching idioms in primary education is challenging because young learners often interpret language literally, struggling to grasp abstract no literally meanings. Key difficulties include the load of direct translation, complex cultural context, and memorization of

fixed and predictable phrases; effective instruction requires contextualized, visual, and engaging strategies to overcome these obstacles.

**Belén Garzón:** What challenges do you face when teaching idioms in primary education?

**Lic. Cristian Ayala:** There are many difficulties that include the load of direct translation complex, the cultural context, and the memorization of fixed and predictable phrases. An effective instruction requires contextualization and visual and engaging strategies to overcome these obstacles in primary education.

**Belén Garzón:** Thank you for your cooperation and time.

**Annex 8: Survey format to conduct among 5th, 6th, and 7th grade students of elementary education at "Gabriel Garcia Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**
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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO**

**Objective**: Collect information from students' perspectives on the process of understanding English idioms in 5th, 6th, and 7th-grade students at Unidad Educativa Gabriel García Moreno.

1.Comprendo lo que es una expresión idiomática

**I understand what an idiom is.**

| **A) Very well** | **B) Well** | **C) Fair** | **D) A little** | **E) Not at all** |
|---|---|---|---|---|
| A) Muy bien | B) Bien | C) Justo | D) Un poco | E) Para nada |

2. Cuando veo una expresión idiomática en inglés, yo usualmente:

**When I see an English idiom, I usually:**

| **A) Understand it easily** | **B) Guess its meaning** | **C) Understand some** | **D) Feel confused** | **E) Ignore it** |
|---|---|---|---|---|
| A) La entiendo fácilmente | B) Dudo de su significado | C) Entiendo algo | D) Me siento confundido | D) Lo ignoro |

3. Las expresiones idiomáticas en inglés son más difíciles que el vocabulario del libro.

**English idioms are harder than textbook vocabulary.**

| **A) Strongly agree** | **B) Agree** | **C) Neutral** | **D) Disagree** | **E) Strongly disagree** |
|---|---|---|---|---|
| A) Totalmente de acuerdo | B) De acuerdo | C) Ni de acuerdo, ni en desacuerdo | D) En desacuerdo | E) Totalmente en desacuerdo |

4. Las expresiones idiomáticas hacen del aprendizaje en inglés:

**Idioms make English learning:**

| **A) More interesting** | **B) Interesting** | **C) Moderately interesting** | **D) Difficult** | **E) Very difficult** |
|---|---|---|---|---|
| A) Muy interesante | B) Interesante | C) Moderadamente interesante | D) Difícil | E) Muy difícil |

5. Puedo entender las expresiones idiomáticas en inglés cuando el profesor las explica con ejemplos.

**I can understand idioms when the teacher explains them with examples.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

6. Las imágenes me ayudan a entender las expresiones idiomáticas en inglés.

**Pictures help me understand English idioms.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

7. Interpretar las expresiones idiomáticas en inglés me ayuda a recordarlas.

**Acting out idioms helps me remember them.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

8. Me siento confiado/a usando las expresiones idiomáticas mientras hablo.

**I feel confident using idioms while speaking.**

| **A) Very confident** | **B) Confident** | **C) Moderately confident** | **D) A little confident** | **E) Not confident** |
|---|---|---|---|---|
| A) Muy confiado/a | B) Confiado/a | C) Moderadamente Confiado/a | D) Un poco confiado/a | E) Nada confiado/a |

9. Me siento confiado/a usando las expresiones idiomáticas al escribir.

**I feel confident using idioms in writing.**

| **A) Very confident** | **B) Confident** | **C) Moderately confident** | **D) A little confident** | **E) Not confident** |
|---|---|---|---|---|
| A) Muy confiado/a | B) Confiado/a | C) Moderadamente Confiado/a | D) Un poco confiado/a | E) Nada confiado/a |

10. Entiendo mejor las expresiones idiomáticas cuando están en una historia.

**I understand idioms better when they are in a story.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

11. Mi profesor usa juegos para enseñar las expresiones idiomáticas.

**My teacher uses games to teach idioms.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

12. Mi profesor explica las expresiones idiomáticas en español.

**My teacher explains idioms in Spanish.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

13. Me olvido fácilmente del significado de las expresiones idiomáticas.

**I forget the meaning of idioms easily.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

14. Aprender las expresiones idiomáticas me ayuda a entender la cultura inglesa/americana.

**Learning idioms helps me understand English culture.**

| **A) Strongly agree** | **B) Agree** | **C) Neutral** | **D) Disagree** | **E) Strongly disagree** |
|---|---|---|---|---|
| A) Totalmente de acuerdo | B) De acuerdo | C) Ni de acuerdo, ni en desacuerdo | D) En desacuerdo | E) Totalmente en desacuerdo |

15. Me gustaría aprender más sobre las expresiones idiomáticas en clase.

**I would like to learn more English idioms in class.**

| **A) Yes, a lot** | **B) Yes** | **C) Fair** | **D) A little** | **E) No** |
|---|---|---|---|---|
| A) Si, demasiado | B) Si | C) Justo | D) Un poco | E) No |

**THANK YOU FOR YOUR COOPERATION**

**Annex 9: One survey conducted among 5th, 6th, and 7th grade students of elementary education at "Gabriel Garcia Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA GABRIEL GARCÍA MORENO**

**Objective**: Collect information from students' perspectives on the process of understanding English idioms in 5th, 6th, and 7th-grade students at Unidad Educativa Gabriel García Moreno.

1.Comprendo lo que es una expresión idiomática

**I understand what an idiom is.**

| A) Very well | B) Well | C) Fair | D) A little | E) Not at all |
|---|---|---|---|---|
| (A) Muy bien | B) Bien | C) Justo | D) Un poco | E) Para nada |

2. Cuando veo una expresión idiomática en inglés, yo usualmente:

**When I see an English idiom, I usually:**

| A) Understand it easily | B) Guess its meaning | C) Understand some | D) Feel confused | E) Ignore it |
|---|---|---|---|---|
| A) La entiendo fácilmente | B) Dudo de su significado | (C) Entiendo algo | D) Me siento confundido | D) Lo ignoro |

3. Las expresiones idiomáticas en inglés son más difíciles que el vocabulario del libro.

**English idioms are harder than textbook vocabulary.**

| A) Strongly agree | B) Agree | C) Neutral | D) Disagree | E) Strongly disagree |
|---|---|---|---|---|
| A) Totalmente de acuerdo | (B) De acuerdo | C) Ni de acuerdo, ni en desacuerdo | D) En desacuerdo | E) Totalmente en desacuerdo |

4. Las expresiones idiomáticas hacen del aprendizaje en inglés:

**Idioms make English learning:**

| **A) More interesting** | **B) Interesting** | **C) Moderately interesting** | **D) Difficult** | **E) Very difficult** |
|---|---|---|---|---|
| A) Muy interesante | B) Interesante | C) Moderadamente interesante | D) Difícil | E) Muy difícil |

5. Puedo entender las expresiones idiomáticas en inglés cuando el profesor las explica con ejemplos.

**I can understand idioms when the teacher explains them with examples.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

6. Las imágenes me ayudan a entender las expresiones idiomáticas en inglés.

**Pictures help me understand English idioms.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

7. Interpretar las expresiones idiomáticas en inglés me ayuda a recordarlas.

**Acting out idioms helps me remember them.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

8. Me siento confiado/a usando las expresiones idiomáticas mientras hablo.

**I feel confident using idioms while speaking.**

| **A) Very confident** | **B) Confident** | **C) Moderately confident** | **D) A little confident** | **E) Not confident** |
|---|---|---|---|---|

| A) Muy confiado/a | B) Confiado/a | C) Moderadamente Confiado/a | D) Un poco confiado/a | E) Nada confiado/a |
|---|---|---|---|---|

9. Me siento confiado/a usando las expresiones idiomáticas al escribir.

**I feel confident using idioms in writing.**

| **A) Very confident** | **B) Confident** | **C) Moderately confident** | **D) A little confident** | **E) Not confident** |
|---|---|---|---|---|
| A) Muy confiado/a | B) Confiado/a | C) Moderadamente Confiado/a | D) Un poco confiado/a | E) Nada confiado/a |

10. Entiendo mejor las expresiones idiomáticas cuando están en una historia.

**I understand idioms better when they are in a story.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

11. Mi profesor usa juegos para enseñar las expresiones idiomáticas.

**My teacher uses games to teach idioms.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

12. Mi profesor explica las expresiones idiomáticas en español.

**My teacher explains idioms in Spanish.**

| **A) Always** | **B) Often** | **C) Sometimes** | **D) Rarely** | **E) Never** |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

13. Me olvido fácilmente del significado de las expresiones idiomáticas.

**I forget the meaning of idioms easily.**

| A) Always | B) Often | C) Sometimes | D) Rarely | E) Never |
|---|---|---|---|---|
| A) Siempre | B) A menudo | C) A veces | D) Raramente | E) Nunca |

14. Aprender las expresiones idiomáticas me ayuda a entender la cultura inglesa/americana.

**Learning idioms helps me understand English culture.**

| A) Strongly agree | B) Agree | C) Neutral | D) Disagree | E) Strongly disagree |
|---|---|---|---|---|
| A) Totalmente de acuerdo | B) De acuerdo | C) Ni de acuerdo, ni en desacuerdo | D) En desacuerdo | E) Totalmente en desacuerdo |

15. Me gustaría aprender más sobre las expresiones idiomáticas en clase.

**I would like to learn more English idioms in class.**

| A) Yes, a lot | B) Yes | C) Fair | D) A little | E) No |
|---|---|---|---|---|
| A) Si, demasiado | B) Si | C) Justo | D) Un poco | E) No |

**THANK YOU FOR YOUR COOPERATION**

**Annex 10: Group observation sheet format to apply among 5th, 6th, and 7th grade students of elementary education at "Gabriel Garcia Moreno" High School.**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

## CLASSROOM OBSERVATION FORM

**Objective**: To record classroom behaviors and attitudes from students during teaching English idioms.

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| **1. The student understands what an idiom is.** | Very well | Well | Fair | A little | Not at all | |
| **2. When the student sees an English idiom, He/she usually:** | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| **3. For the student, English idioms are harder than textbook vocabulary.** | Strongly agree | Agree | Neutral | Disagree | Strongly agree | |
| **4. For the student Idioms make** | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **English learning** | | | | | | |
| **5. The student can understand idioms when the teacher explains them with examples.** | Always | Often | Sometimes | Rarely | Never | |
| **6. Pictures help the student understand English idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **7. Acting out idioms helps the student remember them.** | Always | Often | Sometimes | Rarely | Never | |
| **8. The student feels confident using idioms in speaking.** | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| **9. The student feels confident using** | Very confident | Confident | Moderately confident | A little confident | Not confident | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **idioms in writing.** | | | | | | |
| **10. The student understands idioms better when they are in a story.** | Always | Often | Sometimes | Rarely | Never | |
| **11. The teacher uses games to teach idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **12. The teacher explains idioms in Spanish.** | Always | Often | Sometimes | Rarely | Never | |
| **13. The student forgets the meaning of idioms easily.** | Always | Often | Sometimes | Rarely | Never | |
| **14. Learning idioms helps the student understand English culture**. | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| **15. The student would like** | Yes, a lot | Yes | Fair | A little | No | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **to learn more English idioms in class.** | | | | | | |

**THANK YOU FOR YOUR COOPERATION**

**Annex 11: Group observation sheet applied to 5th grade of elementary education at "Gabriel García Moreno" High School**

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**CLASSROOM OBSERVATION FORM**

**Objective**: To record classroom behaviors and attitudes from students during teaching English idioms.

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| **1. The student understands what an idiom is.** | Very well | Well | Fair | A little | Not at all | Some students present doubts |
| **2. When the student sees an English idiom, He/she usually:** | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| **3. For the student, English idioms are harder than textbook vocabulary.** | Strongly agree | Agree | Neutral | Disagree | Strongly agree | |
| **4. For the student Idioms make English learning** | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | Stuckens enjoy the idioms topic |
| **5. The student can** | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **understand idioms when the teacher explains them with examples.** | | | | | | Some students do not understand idioms with examples |
| **6. Pictures help the student understand English idioms.** | Always | Often | Sometimes | Rarely | Never | They infer the english idiom quickly |
| **7. Acting out idioms helps the student remember them.** | Always | Often | Sometimes | Rarely | Never | I have seen positive results from this strategy |
| **8. The student feels confident using idioms in speaking.** | Very confident | Confident | Moderately confident | A little confident | Not confident | Some students are afraid to speak in english |
| **9. The student feels confident using idioms in writing.** | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| **10. The student understands idioms better when they are in a story.** | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **11. The teacher uses games to teach idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **12. The teacher explains idioms in Spanish.** | Always | Often | Sometimes | Rarely | Never | |
| **13. The student forgets the meaning of idioms easily.** | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| **14. Learning idioms helps the student understand English culture.** | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| **15. The student would like to learn more English idioms in class.** | Yes, a lot | Yes | Fair | A little | No | They show enthusiasm toward learning English idioms |

**THANK YOU FOR YOUR COOPERATION**

**Annex 12: Group observation sheet applied to 6th grade of elementary education at "Gabriel García Moreno" High School**

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**CLASSROOM OBSERVATION FORM**

**Objective:** To record classroom behaviors and attitudes from students during teaching English idioms.

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| **1. The student understands what an idiom is.** | Very well | Well | Fair | A little | Not at all | |
| **2. When the student sees an English idiom, He/she usually:** | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| **3. For the student, English idioms are harder than textbook vocabulary.** | Strongly agree | Agree | Neutral | Disagree | Strongly agree | |
| **4. For the student Idioms make English learning** | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | |
| **5. The student can** | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **understand idioms when the teacher explains them with examples.** | | | | | | |
| **6. Pictures help the student understand English idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **7. Acting out idioms helps the student remember them.** | Always | Often | Sometimes | Rarely | Never | |
| **8. The student feels confident using idioms in speaking.** | Very confident | Confident | Moderately confident | A little confident | Not confident | Few students feel confident using idioms in speaking |
| **9. The student feels confident using idioms in writing.** | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| **10. The student understands idioms better when they are in a story.** | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **11. The teacher uses games to teach idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **12. The teacher explains idioms in Spanish.** | Always | Often | Sometimes | Rarely | Never | |
| **13. The student forgets the meaning of idioms easily.** | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| **14. Learning idioms helps the student understand English culture.** | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| **15. The student would like to learn more English idioms in class.** | Yes, a lot | Yes | Fair | A little | No | |

**THANK YOU FOR YOUR COOPERATION**

**Annex 13: Group observation sheet applied to 7th grade of elementary education at "Gabriel García Moreno" High School**

**UNIVERSIDAD TÉCNICA DEL NORTE**
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**CLASSROOM OBSERVATION FORM**

**Objective**: To record classroom behaviors and attitudes from students during teaching English idioms.

| QUESTION | ITEM | ITEM | ITEM | ITEM | ITEM | OBSERVATION |
|---|---|---|---|---|---|---|
| 1. The student understands what an idiom is. | Very well | Well | Fair | A little | Not at all | |
| 2. When the student sees an English idiom, He/she usually: | Understands it | Guesses its meaning | Understands some | Feels confused | Ignores it | |
| 3. For the student, English idioms are harder than textbook vocabulary. | Strongly agree | Agree | Neutral | Disagree | Strongly agree | Few students say it is easier tha common vocabulary |
| 4. For the student Idioms make English learning | More interesting | Interesting | Moderately Interesting | Difficult | Very difficult | They are more attentive in the class due to the topic |
| 5. The student can | Always | Often | Sometimes | Rarely | Never | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **understand idioms when the teacher explains them with examples.** | | | | | | |
| **6. Pictures help the student understand English idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **7. Acting out idioms helps the student remember them.** | Always | Often | Sometimes | Rarely | Never | |
| **8. The student feels confident using idioms in speaking.** | Very confident | Confident | Moderately confident | A little confident | Not confident | Stuclents use idioms sometimes during the class |
| **9. The student feels confident using idioms in writing.** | Very confident | Confident | Moderately confident | A little confident | Not confident | |
| **10. The student understands idioms better when they are in a story.** | Always | Often | Sometimes | Rarely | Never | The teaches has to monitor the story because they need to understand the context |

| | | | | | | |
|---|---|---|---|---|---|---|
| **11. The teacher uses games to teach idioms.** | Always | Often | Sometimes | Rarely | Never | |
| **12. The teacher explains idioms in Spanish.** | Always | Often | Sometimes | Rarely | Never | |
| **13. The student forgets the meaning of idioms easily.** | Always | Often | Sometimes | Rarely | Never | Students tend to confuse the meaning of different idioms |
| **14. Learning idioms helps the student understand English culture.** | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| **15. The student would like to learn more English idioms in class.** | Yes, a lot | Yes | Fair | A little | No | They show enthusiasm in toward learning English idioms |

**THANK YOU FOR YOUR COOPERATION**

**Annex 14: Pictures of the application of interviews, questionnaires, and socialization of the proposal at "Gabriel García Moreno" High School.**







