Introducing Idioms in Foreign Language Class

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TECHNICAL ASSIGNMENT
For Senior Project
"Introducing idioms in teaching foreign languages"
(full title)

I. Justification of the relevance, originality and novelty of the project.

The project is supposed to result in compiling a methodological guideline on implementing idioms in teaching foreign languages. Thus, its novelty consists in designing a tool for successful introduction of idioms in a foreign language class. Although there have been a sufficient number of investigations devoted to these language units, the research will provide a systematic analysis of all the information to base a new classification on it as well as practical tips for using idioms in teaching foreign languages. The results of the study might be interesting for teachers of foreign languages as well as for students of Applied Linguistics.

II. Project object.

The research is aimed to compile a methodological guideline on implementing idioms in teaching foreign languages. To achieve the aim, it is planned to analyze the existing research works on idioms and to deduce the own classification out of the given ones, as well as to design a sequence of tasks for using idioms in a foreign language class.

III. Scope, order and terms of work performance.

Stage 1. Conducting an analysis of the existing literature on the selected topic.
Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).
Stage 3. Description of the means of data collection (interviewing, document analysis, survey).
Stage 4. Description of the results of the study.
Stage 5. Description of the conclusion, recommendations.

IV. Project quality indicators.

a) The use of relevant regulatory documents and literature at the time of writing the senior project;
b) Writing a graduation project in accordance with the Guidelines for writing a senior project;
c) Compliance by members of the Scrum Team with the requirements of the Academic Integrity Policy regarding anti-plagiarism is implied.

V. Composition of the group.

Explanation: senior project is carried out in groups. The project team consists of students (3-4 people), a supervisor, if necessary – several supervisors, a representative of the customer, if any.

Scientific adviser: Baizhanova, Anar Khussainovna, MA, Senior Lecturer
Students: Aibulat Akmaral, Askarova Kamila, Iliyassova Kamilla, Bagysbayeva Dariga
Representative of the customer (employer): -

VI. The responsibility matrix of group members.

Explanation: the matrix of responsibility of group members can be built in the form of a table, diagram or otherwise, allowing to determine the degree of involvement of each member in the implementation of each individual design stage.

Example: project name: "Introducing idioms in teaching foreign languages".

Stages	Supervisor's full name: Baizhanova, Anar Khussainovna	1st student's full name: Aibulat, Akmaral	2nd student's full name: Askarova, Kamila	3rd student's full name: Iliyassova, Kamilla	4th student's full name: Bagysbayeva, Dariga
Stage 1. Conducting an analysis of the existing literature on the selected topic.	Providing feedback, helping systematize the information	Analysis of various approaches to defining idioms	Analysis of various classifications of idioms	Summary of sources of idioms	Systematization of studies on using idioms in a foreign language class
Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).	Revision of research methods, providing feedback	Explaining methods of data analysis	Evaluating and justifying the methodological choices	Describing the obstacles and their solutions	Systematizing the steps of the research
Stage 3. Description of the means of data collection (interviewing, document analysis, survey).	Discussing the possible means of data collection, providing feedback	Describing the experiment stages	Designing survey questions for students	Designing survey questions for a teacher	Designing various forms of working with idioms in a foreign language class
Stage 4. Description of the results of the study.	Discussing the general idea of the outcome of the study – a methodological guide	Developing the structure of the methodological guide	Designing a student's book	Designing a teacher's book	Preparing a sequence of tasks for introducing idioms in a foreign language class
Stage 5. Description of the conclusion, recommendations.	Providing feedback, helping structure the conclusion	Conclusion of the theoretical part	Conclusion of the practical part	Writing recommendations	Perspectives of the further research

VII. Project Completion Form.

Project Completion Form:

1) (write recommendations or conduct further research)

We, the undersigned, agree to use this terms of reference as an agreement on the creation and use of a work of science, concluded between the members of the Scrum team and KAZGUU University, according to which the members of the Scrum team undertake to transfer to KAZGUU University the exclusive property right to the created work of science, as well as the exclusive right to use the work at its own discretion in any form and under any name in any country in the world, including the right to reproduce the work; distribution of the original or copies of the work through sale or other transfer of ownership; import of copies of the work; public display of the original or copy of the work; other communication of the work to the public; translation of the work into another language; processing and / or other alteration of the work and any other types of use not prohibited by the legislation of the Republic of Kazakhstan.

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ABSTRACT

In this graduation thesis research on the implementation of idioms in foreign language teaching involved students with basic English proficiency and students specializing in applied linguistics and translation studies. The thesis aims to study the theoretical and practical aspects of idioms in order to create a productive methodological guideline for both teachers and learners of foreign languages. The quasi-experimental study was a mixed-method design where the formulation of the conclusion where the conclusion was derived followed by the scientific method. A survey questionnaire was administered to students to assess their knowledge of idioms and their learning expectations. In the process, we discussed theoretical approaches and classifications by linguistic scholars, analyzed the selected teaching methods appropriate for students, and identified the advantages and disadvantages of implementing idioms in the lessons. The results of the experiment revealed high scores indicating learners' interest in the practical application of idioms introduced through the literature review. Creating an effective idiom tutorial for both teachers' and students' independent study emerged as a crucial factor. The teaching aid includes assignments for both basic English proficiency and advanced students, which will enhance students' engagement to foster the development of language skills. The encountered limitations highlighted the necessity of developing a clear curriculum and exposing students to the language and culture to enhance their awareness and modify the structure of lessons with modern materials and communication in scenarios of real situations.

Keywords: classification of idioms, approaches, methods of teaching, language learners, foreign language teaching, methodology guideline, English language, implementation of idioms.

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INTRODUCTION

This section of the research outlines broad information about idioms, their classifications, and their approaches. Describes the purpose of our research and research questions. This part is the foundation for the research paper and gives the reader an understanding of the context and purpose of the whole work.

Background Information

The topic of idioms is not a discovery or anything new for researchers. The study of idioms began in the 20th century and continues to be studied today. In the post-Soviet period, the study of idioms included the analysis of idiomatic expressions and began to study their linguistic and cultural aspects. In the works of Noam Chomsky (1962), theories emerged to analyze the structure and syntactic features of idioms. Idiomatic expressions are an individual category of lexical elements in every language. These spontaneous uses of language include idioms, proverbs, frozen expressions, and aphorisms. Understanding and using them is very important because idioms are an integral part of the culture of native speakers. “The importance of idioms in any language cannot be doubted. Their ubiquity makes them anything but a marginal phenomenon, and surely a linguistic theory has an obligation to explain them in a natural way.” (Chafe, 1968; p.111)

The topic of English idioms is the focus of many different types of research. The works of Anglo-American linguists from the 1950s, including Smith (1959), McKay (1972), and Chomsky (1962), investigated only the semantic and syntactic uses of idioms within the context of grammar or stylistics. We rely on previous research conducted by several authors in the process of our research. For instance, non-native speakers find it extremely difficult to integrate idioms in everyday speech without guidance, which makes the learning process more challenging, according to Warren (2005). In the opinion of Jackendoff (1997), using idioms in learning a foreign language improves vocabulary and fluency in speech. Idioms are

often mentioned as a crucial component in studying a foreign language by researchers. Celce-Murcia (1995) suggests making idiomatic proficiency the basis of communicative competence.

As linguistic research has progressed, idioms have become a separate field for research and, over time, the methods of introducing idioms have become more diverse. The process became systematic and included various approaches as cognitive, sociolinguistic, and linguistic.

Our research focuses mainly on the topic of introducing idioms in language classes. Why it's necessary to introduce idioms in the process of learning English, and what methods are most effective in real-life situations. The next information will give you details regarding our research's problem statement.

Problem Statement

Studying the implementation of idioms in foreign language classes in Kazakhstani higher education institutions is important for several reasons. First, Kazakhstan is a multilingual country where proficiency in foreign languages is highly valued for educational, professional, and cultural purposes. Second, developing an integrated approach to teaching idioms in foreign language classes can help strengthen students' language competence and cultural awareness. Thirdly, learning idiomatic expressions will better prepare learners for successful communication with native speakers and increase their intercultural competence. Given these circumstances, the problem statement for this area of research includes finding effective ways to introduce idioms into foreign language lessons, including tasks for linguists to further develop linguistic knowledge.

Purpose of the Study

Our thesis is aimed to identify the approaches and classifications of linguistic scholars, to study teaching methods for our target audience, and to identify the advantages and

disadvantages of implementing idioms in teaching to create an effective methodological manual for teachers and language learners. To reach the aim of the work it is important to make an overview of research works devoted to the definition classifications and approaches to the implementation of idioms, and analyze the advantages and disadvantages of applying idioms for English language learners and students majoring in applied linguistic and translation studies. After the analysis, we developed different types of assignments for two groups of students. Thus, our thesis results in creating an effective methodology for teaching idioms, following all the requirements and the findings of our research, i.e., the outcome of our project would be a collection of assignments on implementing idioms both in general English class and linguistic courses.

Research Question (s) and Significance of the Study

The purpose of the paper determines our research questions. The main question is related to the effectiveness of introducing idioms in English language teaching. It sounds as follows: “How can idioms be introduced in learning the English language?” To be able to answer it, it is necessary to put secondary questions according to which the methodological guideline has been divided into two sections. The first subsidiary question is devoted to the problem of implementing idiomatic expressions in general English class, i.e. “Which methods could be applied in general English lessons?” The next question comprises the issue of providing the overview of idiomatology to students majoring in Applied Linguistics and Translation Studies, i.e.: “What are the ways of deepening the theoretical knowledge of phraseology?”

The present study of idiomatic expressions holds significant implications for language leamers, teachers, and researchers alike. We may find out more about idioms' interaction value and cultural relevance by investigating the many definitions and uses of idioms. This knowledge can help language leamers develop the abilities needed to use and understand

idiomatic terms in everyday contexts. It can also help language teachers create pedagogical approaches to teaching idioms that are more successful. Additionally, the knowledge gathered from this research can increase linguistic theory and research, which will ultimately result in a better comprehension of the intricate nature of language use.

LITERATURE REVIEW

The section “Literature review” includes an analysis of scientists’ approaches that are important for the study, a review of idioms’ classifications, a study of teaching methods based on experiences, and a selection of the results and shortcomings of the study of idioms in foreign language lessons. This part is an in-depth study of materials, a theoretical study of old studies, and collections of linguists to highlight the effectiveness of the use of idioms for intercultural development and the study of language skills.

Approaches to Defining Idioms and Their Functions

This section is intended to review the various views on the definition of idioms and their functions by various linguistic works of authors. Usually, idiomatic expressions are implied and different from the direct meaning of the word.

We'll start by looking at the writer, M. A. K. Halliday. According to the author's definition, idioms are separate lexical units consisting of several words but having one specific meaning. The author states that idioms can be used for various linguistic purposes to convey feelings and attitudes (Halliday, 1985).

The second author we will consider is V. Vinogradov (1970). According to Vinogradov's (1970) definition, idioms are stable word combinations, they cannot be separate from each other and characterize a single meaning. Also, the author stresses the importance of cultural and historical roots, as they influence grammatical structure and vocabulary.

In addition, idioms can be an indicator not only of meaning but also of variability due to the fact that they are associated with certain dialects and languages. The difference between the two authors is that Vinogradov (1970) argues that idioms can be used to convey a broad meaning as opposed to Halliday.

Logan Pearsall Smith’s lexical work is the next author. In his, idioms cannot be defined separately because they are phrases and sentences (Smith, 1948). They have a

common meaning and a fixed structure. The author argues that idioms can have a wide range of literal and metaphorical interpretations and are often used to express complex thoughts and concepts in a lively and humorous manner.

Additionally, Smith mentions the importance of the cultural and historical origins of idioms (Smith, 1948). The author claims in his writings that idioms reflect the beliefs, values, and customs of particular social groupings and times. Idioms can show the nuance of human conduct and character as well as the variety and depth of language (Smith, 1948).

Last but not least is Koonin (Koonin, 1970). According to Koonin's work (Koonin, 1970), idioms are lexical units consisting of several words that cannot be divided semantically or syntactically into parts. Their meaning cannot be understood based on their individual components. He underlines how complete units are preserved by idioms in both the context of use and the metaphorical lexicon. Koonin's work (Koonin, 1970), as well as the work of other linguists, points out that the figurative nature of idioms and their understanding of them is used in extensive context and communication. The objectives and idiom definitions provided by Koonin (Koonin, 1970) were the most suitable for our project. His viewpoint and assessment of idiomatic idioms are in agreement with ours.

Classifications of Idioms

In the same way, idioms can be classified according to various standards, including their origin, meaning, structure, and usage. Fernando and Ghazala are representatives of one group that classifies idioms based on their grammatical aspects. For instance, Fernando (1996) provides categories such as "proverbs, similes, dead metaphors, allusions, etc." and Ghazala (2003) emphasizes five types among which are "full/pure idioms, semi-idioms, proverbs, popular sayings, and semi-proverbial expressions."

Nevertheless, Lattey (1986) argues that despite the presence of diversity and interest thanks to these various classifications, and believes, from a pragmatic point of view, that the

classification should be based on the function of the idioms capturing the range of expression types and organizing them in a useful way. Therefore, she presents four categories of pragmatic features of idioms “interaction/interrelationship of individuals, interaction/interrelationship of an individual and the world, focus on the individual, and focus on the world.” Still, the semantics of the idioms play an important part in such classification. Somewhat similar to Lattey (1986) provide a classification of idioms by their usage into three classes according to mono semantic (when word combination can only be used in idiom), polysemantic (when word combination has idiomatic meaning and is a set phrase), and free compositions (when parts of the idiom can also be used as a separate free word combination). In addition, and in contrast to Lattey (1986), they described the second type of classification based on semantics by their informativity, motivation, and strength.

According to the above classifications, the criteria of which we considered minor and strict for our methodology and considered it necessary to introduce foreign linguists, who brought the criteria of phraseological units clearer and concrete. The next classification we would like to review is that created by Smith, who became famous for his aphorisms and knowledge of theologians during the 17th century (Smith, 1948). It was Smith who identified the great importance of biblical passages in the English language that permeated (Smith, 1948). The Bible greatly influenced the transformation of the English language, which proves how writers used expressions from the Bible extensively in their works. Smith's classification is based on the thematic meaning of phraseological units that resurrect images of biblical myth. Smith identified 6 groups according to the classification: terminology of professions (sailors, cooks, doctors, etc.); everyday life of people; literary works (e.g., W. Shakespeare); the Bible; expressions of famous people and borrowings from other languages, etc. (Smith, 1948). Phraseological phrases borrowed from the Bible, for example, “daily bread” which means “daily sustenance.” (King James Bible, 1769/2008) An integral group of

phraseological expressions is professional speech: “armed at all points,” which is for maritime professions “to take at all points.” (Infourok, n.d.)

The semantic classification of phraseological units was developed by the Russian scholar V. V. Vinogradov (Antrushina et al., 2004) who made a great breakthrough in the study of linguistic units. Following his works, idioms are classified into phraseological fusions, phraseological unities, and phraseological combinations. Phraseological fusions are semantically indivisible units whose common meaning does not follow from the semantics of their components, for example, “a blue stocking” which means a pedantic woman, devoid of feminine qualities (Classification of Phraseological Units, 2012). Phraseological units are stable figurative expressions, the meaning of which is clear from the meaning of individual words, for example “to show one’s cards” which means to make one’s intentions clear (Classification of Phraseological Units, 2012). Phraseological combinations contain one word used in a direct sense, while the other is used metaphorically.

The third classification of idioms is based on their semantic structure and was worked out by Koonin (Koonin, 1970). An expert suggested a subdivision of idioms into four types, which are: phraseological units with a metaphorical transfer of meaning, with a metonymic transfer of meaning, with a hyperbolic transfer of meaning, and irony. Phraseological units with a metaphorical transfer of meaning are idioms which rely on the transfer of meaning from a literal or concrete concept to an abstract or figurative one, through a metaphorical representation, for example “to break the ice.” (Classification of Phraseological Units, 2012) Phraseological units with a metonymic transfer of meaning are idioms that are constructed through a metonymic transfer of meaning, in which an object changes its name to something else that is similar to it in order to express a figurative meaning, for example, “the White House” which means “The USA Government.” (Classification of Phraseological Units, 2012) Phraseological units with a hyperbolic transfer of meaning are idioms that rely on

amplification or hyperbole of the meaning of a particular word or phrase, resulting in an intensified figurative meaning, for example “to be on top of the world.” (Classification of Phraseological Units, 2012) Phraseological units with irony are idioms that are constructed through the application of irony, where the words used convey a meaning that is contrary to the literal meaning, to express a figurative or sarcastic meaning, for example “to be a piece of cake.” Considering the existing literature on classifications of idioms it is definitely hard to choose one among several variations (Classification of Phraseological Units, 2012). However, one of the fastest ways for learning a language and speaking in it is to improve in understanding and memorizing idioms. Therefore, the intuitiveness and easiness of classification may be an important factor for learners of a new language, and perhaps the classification based on grammar may present difficulty while classifications based on meaning and usage may be more intuitive. Based on these data, we want to stick to the classification created by Smith (Smith, 1948), Vinogradov (Antrushina et al., 2004), and Koonin (Koonin,1970) in our experiment of teaching and introducing idioms to students in classes and thus, it will be easier to identify the importance and meaning of idioms in the use of speech.

Advantages and Difficulties of Learning Idioms in FLC

English is rich in idioms, but learning them in FLC has both advantages and disadvantages, specifically difficulties. This paragraph discusses the advantages of learning idioms as well as the challenges for students. Speaking about the advantages of learning idioms, firstly, the understanding of spoken and written English improves and by studying idioms students increase their vocabulary and improve their fluency, because based to Akhmetov (2018), “mastering a large stock of idiomatic expressions allows students not only to communicate freely and easily with a foreign language speaker but also allows them to remove difficulties when reading fiction.” (Akhmetov, 2018). Idioms often use unique words

and phrases, so studying idioms will help expand your vocabulary. Idioms are an important part of the English language, and using them correctly can make your speech and writing more natural and fluent. Based on Yesayan (2019), learning idioms will not only significantly expand students' vocabulary, but will also increase their interest in the artistic possibilities of English (Yesayan, 2019.) Secondly, by studying idioms, students can gain a deeper understanding of the culture of the language. Idioms often reflect the culture and history of a language, and by understanding idioms, you can gain a deeper understanding of the culture and people who speak the language. Akhmetov (2018) noted that idioms help students learn about the life and national culture of native speakers (Akhmetov, 2018), and Yesayan (2019) supports this idea by saying that they reflect the historical and cultural realities of a nation, so they have national cultural characteristics (Yesayan, 2019).

There are also problems that students face when studying idioms, for example, idioms do not have a literal meaning, because idioms often have meanings that differ from the meanings of the individual words that make them up, so it can be difficult to understand their meaning without additional context or explanation. Students are often confused about the meanings of idioms, idiomatic or literal (Alhaysony, 2017) and Irujo believes that they vary in degree of formality and many of them have literal equivalents (Irujo, 1986). Also, students face a problem such as ignorance of idioms or “lack of familiarity with them, which ranges from a lack of idioms in a speech to a lack of idiomatic expressions in the materials and syllabi of the language being studied.” (Alhaysony, 2017, p. 72) Another problem in the study of idioms is the lack of their counterparts in the native language of the learner (Pimenova, 2011). McPartland also mentions in his works that students found it easy to learn those idioms that have exact analogs in their mother tongue (McPartland, 2000).

As a result, we can say that by studying idioms students improve their communication, speaking, and writing skills and improve their vocabulary, but they also face the problem of

not understanding some idioms due to the lack of an exact concept of idioms. However, students broaden their perspectives on culture and language history by learning idioms, but it is difficult for students to learn idioms because of the lack of their counterparts in the student's native language. In conclusion, there are more pros than cons to learning idioms in FLC, and the next paragraph discusses the methods of introducing idioms in FLC.

Methods of Introducing Idioms in FLC

Idioms are a key part of learning a second foreign language. Knowledge of idioms allows students to understand and speak at the level of native speakers and shows how deeply they know the language. There are several methods of implementation idioms into foreign language lessons. An important rule is to introduce idioms gradually. For many learners of English as a second language, idioms are one of the most difficult parts. Below there will be given several methods of introducing idioms into foreign language lessons. We have divided all methods into two large groups. The first is “associative” and the second group is divided into several other subgroups.

The first and most common method of studying idioms is "associating. To memorize the meaning of idioms more easily, you can draw parallels and relate idioms to already existing knowledge. According to Elena Škrbic's work “Strategies for Studying Idioms in English as a Foreign Language” (2011) there are 3 types of associations. The associative method helps students quickly learn and remember the meanings of idioms and their definitions. This method can be useful and effective for students with any level of language proficiency.

1. Associations with personal experience. An example of the use of this type of association:

Idiom: “To weigh the world on your shoulders”

Meaning: To feel a heavy burden of responsibility or stress

Personal Experience: When I was in 11th grade, I tried to do everything. I actively participated in school events, prepared for the final exams in school, as well as diligently prepared for the university entrance exams, and prepared for the graduation party with my classmates. It was a very stressful period for me and constantly felt like the weight of the world was on my shoulders.

2. Associations with existing knowledge. An example of using this type of association:

Idiom: “To hit the books”

Meaning: To study intensively or for a long period

Existing Knowledge: If students have studied English at school and are familiar with the idiom, they are likely to know its meaning. Most often it was used as diligent preparation for a class or exam. But based on their pre-existing knowledge, you can explain to them that the idiom can be used in a different context.

Additional knowledge: For example, this idiom can indicate that someone has become very successful in his work or that it is used not only to indicate academic achievement but also for any hard work, such as preparing an athlete for competitions.

3. Associations with the media. An example of the use of this type of association:

Idiom: “To go viral”

Meaning: To become widely popular or well-known on the internet, often through social media sharing

Media Example: In today's digital age, going viral has become a common goal for individuals, companies, and organizations. Whether it's a viral video, meme, or social media post, the goal is to create something that captures the attention of a large audience and spreads rapidly through the internet. For example, in 2020, the TikTok app gained widespread popularity, and many users were able to “go viral” by creating videos that were shared by

millions of people around the world. “Viral” is the term used for something unusual, and sensational in the media and news portals.

Below will be presented a group of – “Applied Methods.” They consist of different types of tasks aimed at learning, memorizing, and using idioms. Below we will provide information about each method separately.

1. Explanation: one of the most important points in introducing idioms is to provide students with a clear and concise explanation of the meaning and usage of the idiom. This can be done by breaking down the idiom into its components and explaining how they relate to the overall meaning. In addition, examples of the use of the idiom in conversation or writing can help students understand its usage.

2. Contextualization: The peculiarity of idioms is that they need to be used in specific contexts and situations, so explaining and showing examples of their use to students is important. To do this, you can use aids such as pictures or videos to show the cultural and historical background of the idiom. You can also use articles or pre-prepared texts in which the idiom is used in the correct context.

3. Role-playing: this method can be used to fully engage students in the process of learning idioms. Role-playing involves creating scenarios in which certain pre-selected idioms will be used. For example, you could create scenarios in which one student presents the idiom “putting all their eggs in one basket” (Meaning: To rely too heavily on a single plan or course of action, which could fail if that plan does not work out.) and the rest of the students have to guess the meaning of the idiom.

4. Games and quizzes: Another effective and engaging method for students to introduce idioms is to use games and quizzes. These can be matching games in which students have to match an idiom to its definition, or multiple-choice quizzes to test their understanding of idioms.

5. Active Usage: To help students to learn the meaning and use of idioms, they should be allowed to use the idioms themselves in the proper context. This may include creating written or spoken assignments that require the use of idioms, or encouraging students to use idioms in everyday conversation.

All these given methods are interconnected and their combined use can significantly impact the students' performance in mastering the use of idioms. From the example of these methods, we can say that knowing only the translation and meaning of an idiom is not enough and it is important to teach students how to use them in the right context and in everyday speech. Next, we will use these methods in our lessons and evaluate how effective they are in practice.

METHODOLOGY

This section of the research will inform the reader of what our research design is and why this particular method was chosen. This part will provide how data was collected and how the information was analyzed. It will describe what limitations we encountered during the research process.

Research Design and Research Methods for the Study

Research Design: The goal of our study is to evaluate the most effective methods of introducing idioms in foreign language classes and how to deepen idiomatic knowledge. Also, to find out the answers to our research questions. To achieve our goals, we have used a quasi-experimental research design. Students specializing in law and applied linguistics with a B1+ level of English were the target audience for the quasi-experimental lessons.

Research Methods: To collect quantitative data, we employed the survey method. In order to find out more about students' knowledge of idioms, the way they perceive idiomatic expressions in English, and how they prefer to learn idioms, a survey questionnaire was created. The survey data will provide valuable knowledge about students' existing knowledge and attitudes toward idioms.

In addition to the survey, we conducted quasi-experimental classes. These quasi-experimental lessons allowed us to observe the impact of various teaching methods on students' understanding and usage of idiomatic expressions. In order to comply with ethical permissions in data analysis, participant confidentiality was maintained.

Data Collection Instruments and Procedure

In the practical part of our research, will be conducted two quasi-experimental lessons with students. For the subsequent data collection, the method of conducting the survey was chosen. We could get answers to the questions we were interested in on the topic of our

experimental lesson. This method is valid and reliable, and it's convenient for students because it can be quickly completed online from the phone. For the introduction of idioms in the lesson there will be prepared presentations, texts, practical tasks, and quizzes examples of which will be provided in the created methodological guidelines, also for each lesson idioms will be carefully selected according to keeping with the topic of the lessons.

Among the students will be conducted: "Pre-Lesson Survey" and "Post-Lesson Survey" to collect the data for our study. These surveys will be conducted among students to evaluate the effectiveness of introducing idioms in a foreign language lesson. Both surveys will be conducted online in the electronic format and students can do it with the help of the phone by scanning the QR-Code we provide on the screen.

The first "Pre-Lesson Survey" will be conducted before the beginning of the lesson to find out what background knowledge students have about idioms, their expectations from the lesson, and their previous experience with idioms.

The second "Post-Lesson Survey" will be conducted after the lesson is over. This survey's results will help us follow up on their progress, their satisfaction with the experimental lesson and their interest in learning idioms in the future, and whether the knowledge they got from the lesson was useful for improving their English. Also, by using this survey we will be able to assess the effectiveness of the methods we used to introduce the idioms in the foreign language lessons.

There will be a description of the difficulties we may encounter during the research, the results of our experimental lesson, and the surveys conducted among students.

Sampling Strategy

Selected students of Maqsut Narikbayev KAZGUU University, since the law school studies English at a basic level, and SLA school students study entirely in English. Thus, we completely covered two groups of students with different knowledge of a foreign language for

reliable results. To select certain and necessary idioms to study, we will take several steps and checks. First, study the semester plan and the lessons at the B1 to C1 levels, as these levels are more amenable to learning and fully understanding the meaning of the idiom posed, and study additional course literature and analyze all the teacher's documents to know the exact topics of the lessons and to match the idioms to the topic. Secondly, we will conduct an experiment, namely a test lesson with three levels of groups in order to get a complete and detailed analysis of how the idioms are used in the lessons. First of all, it has been determined how and to what extent to use the idioms during the lesson for better memorization and results. We will create our methodology guideline for introducing idioms in foreign language teaching. And in this, we will use the answers to the questions of the survey and the student's feedback about the lesson and, more precisely, what problems and pluses they identified for themselves. The selection of participants will be based on their level of language proficiency and the topic of the lesson so that the idioms are used as intended. In preparation for the lesson, we will divide the idioms according to the classifications we selected earlier and then select specific idioms for the lesson. For students and their interest in learning activities, we duly explored modern technological applications and video resources for the game format of the lesson in order to quickly achieve students' interest in learning idioms.

Research Limitations

Problems can arise when conducting foreign language lessons using idioms, below are examples and solutions to the problems.

- Problem: Students who are language learners and non-native speakers may misinterpret the meaning of idioms, leading to confusion, because idioms can have confusing meanings.

- Solution: Teachers who teach a language using idioms can clearly define idioms using different sources and examples.

- Problem: Teachers may provide too many idioms for students to learn, leading to misunderstanding of the idioms and making it difficult to learn other aspects of the language.

- Solution: To avoid overuse, teachers should plan lessons with a certain number of idioms appropriate for the level of the students so that students do not get confused.

- Problem: While learning the language, students may find it difficult to remember idioms, making it difficult to learn the language.

- Solution: Teachers should use idiom memorization techniques such as visual images, mnemonics, association techniques, etc. in the classroom to help students memorize idioms more productively.

Anonymity

Before conducting the experiments, we provided verbal information to the students about the lesson. Topics covered included:

- Objectives of study and experiment.

- The reason for choosing these particular students.

- Where to go if students have any questions.

We then handed out an informed consent form for participants to sign if they agreed to participate in the experiment. This form maintains the anonymity and confidentiality of the participants.

This document contains information such as:

1. The name of the project.

2. A paragraph describing that participation in the experiment is completely free, i.e., students will have the choice to participate or not.

3. Date and signature of participants.

(We have provided examples of signed documents in the Appendix section).

Also, to maintain anonymity, we will use pseudonyms instead of the real names of participants to protect their identity, and all data collected will be stored in a safe place. Only the authors of the experiment will have access to the data.

The following paragraph discusses the results and conclusions from the experiment, as well as a description of the methodological guide for implementing idioms in FLC.

FINDINGS

This section presents the results of the conducted research, surveys, and the consequences of introducing idioms into the educational process. The results are created thanks to the mixed method, highlighting the advantages and disadvantages of implementing idioms into lessons on the part of students.

Preparing for Quasi-Experimental Lessons

The findings section is an important component of any research paper or report. In order to collect information and analyze the use of idioms in teaching English we decided to conduct a quasi-experimental lesson among students of Maqsut Narikbayev University with a B1+ proficiency level.

We chose this level for two reasons. First, the students already had a basic knowledge of the language such as grammar, vocabulary, the alphabet, and numbers. Secondly, if the students have a lower level such as A1-A2, the implementation of the idioms will not work because of a lack of understanding and development.

In addition, we would like to point out that students with B1+ English proficiency already have an understanding of idioms, which makes their use in the learning process a highly effective approach.

Moreover, students whose English proficiency level is higher than B2 are not suitable for this experiment because they already have an understanding of idioms that cannot be introduced at this level.

Before conducting the quasi-experimental lesson, we took two syllabi developed by Anar Baizhanova and Olga Bainova, designed for Cambridge B1+ level and covering different topics necessary for English language learners at this proficiency level. With the help and studied them, we proceeded to select a topic for the students. Our first group of participants, consisting of law students with B1+ English proficiency, chose a topic on nature.

This topic was chosen based on its suitability for composing idioms as well as the availability of time. Students were satisfied with this choice, which involved the inclusion of nature-themed texts, assignments, and grammar exercises.

The second group of participants, who also had a B1+ English proficiency level but had attended a higher-level liberal arts school, was offered a topic from the media curriculum. This topic was chosen based on its relevance and compliance with the criteria established for the idioms and assignments we compiled.

In order to evaluate the effectiveness of our tasks presented in the form of an experiment on the implementation of idioms in the teaching of English we developed a questionnaire. The questionnaire was filled out both before and after the lesson, which allowed for a comprehensive analysis of the results. Below we will consider the answers in detail and analyze them.

Surveys

To conduct the experiment with B1+ students in the SLA and Law majors, we developed an online questionnaire before the experiment and after the experiment. Before giving access to the survey, students signed an anonymity form to protect their rights. The questions before the experiment were aimed to identify their expectations of the lesson, their experience with prior idioms, and their background knowledge about idioms in English.

As for the post-lesson survey, the questions were designed to see the students' interest and motivation in learning idioms in the future following our tasks and examples, their emotions after the experiment, the effectiveness of the tasks and games in the lesson for learning, and teaching idioms in a foreign language, and how the students' perception of implementing idioms in the lesson changed after the end of the experiment.

Let's start with the survey before the lesson. We involved two groups of different students in the experiment, where the first group consisted of 29 people, with a level of B1+

foreign language. The average age of students is 17-18 years old, which also affects the experiment and the level of motivation. The question “Have you ever worked with idioms in your English language studies before?” 75% of students answered that they had worked with and studied idioms before (see Appendix A, Figure A1). And 83% of respondents believe that idioms are very important for English language proficiency (see Appendix A, Figure A2). When asked “Why are idioms important or why aren't idioms important?” 22 students responded that it affects communication with people and conveyed the full range of emotions through speech. For example, a student answered, “It is important because it is used in the IELTS test and also comes in handy in our daily life.”

And another student replied that it would then be easy to communicate with native speakers. On the question “Have you found it challenging to understand or use idioms in your English language studies?” 66,7 percent said there was some difficulty (see Appendix A, Figure A3). According to the results, students studied idioms through Internet resources, school classes, and other sources. According to them, the most effective method of teaching idioms is the game form (see Appendix A, Figure A4).

And another group with 21 SLA students answered the same question “Have you ever worked with idioms in your English language studies before?” 12 respondents answered positively (see Appendix A, Figure A5). As for the importance of idioms, the percentage of agreement here is much higher, namely 86% of students (see Appendix A, Figure A6). When asked why, the answers were about the same, such as “These expressions make speech lively, vivid, accurate.” In addition, idioms give us an idea of the way of thinking, the culture of English-speaking citizens, and their mentality. Students in the second group were more interested in learning idioms and expressed that idioms are very important both for literate speech and for communication in society. But when asked about the difficulty of learning idioms, 17 students responded that it was difficult to learn and use them in speech (see

Appendix A, Figure A7). Also, these students studied idioms through lessons or from online platforms (see Appendix A, Figure A8). But what is interesting is that this group was divided when asked how the idioms would be better understood in class, the answers were either games or immersion (see Appendix A, Figure A9).

And the survey after the experiment was created so that we could take their answers and experience to improve the tasks or change somewhere. Thereby our future developed material on the introduction of idioms in English language teaching would be cost-effective and at a high level. Regarding the results after the end of the experiment, the students of the first group of lawyers, namely 95.5% participated in the experiment (see Appendix A, Figure A10) and the main part responded that the effectiveness of the methods from the lesson helped them to understand and correctly use the idioms in English (see Appendix A, Figure A11). For 90.9% of the students, the lesson was fun and productive (see Appendix A, Figure A12). Interestingly, 50% answered the question “Did the experimental study change your opinion on the importance of learning idioms in English?” they answered positively and the other half negatively (see Appendix A, Figure A13). When asked about difficulties during the lesson, most students responded that there were no difficulties during the lesson (see Appendix A, Figure A14). When asked if they would recommend this experimental method to others for learning idioms, 54% said yes, and 31.8% said maybe, and only 13.6% said no (see Appendix A, Figure A15). Most of the class was satisfied with the experiment. Students recommended adding more games instead of assignments, and if assignments, more time for them. In this survey, we found that the games that entice into the accessible and easy memorization of idioms and their use.

As for the second group of SLA students, 100% of the students participated in the experiment (see Appendix A, Figure A16) and most were satisfied with the experimental methods. When asked which method they liked, the students answered online games as the

most prominent example. 99% of the students had fun and enjoyed the lessons (see Appendix A, Figure A17). Only one student had difficulty memorizing all of the idioms presented, and the remainder memorized all of the idioms in one lesson. Most of the students would recommend these methods to others for learning idioms (see Appendix A, Figure A18). About the recommendations, the students responded that there were no suggestions, and everything was conducted productively and interestingly.

Thus, for the experiment conducted, we identified strong methods for ourselves, namely games and Internet tests for memorizing idioms in an easy way. Most of the students expected just an ordinary lesson, but after conducting a questionnaire they were satisfied and memorized many idioms through interesting games in the lesson (see Appendix A, Figure A19). The survey showed that the experiment effectively influenced the knowledge of idioms and proper use in the context of speech. The experiment showed that 10 idioms can be easily memorized in a lesson where there are online games and discussions in the classroom rather than the usual assignments from books. In the next section, we will describe in detail the experiments and methods of teaching the implementation of idioms in a foreign language.

Lessons Description

We conducted two lessons for students who are learning English at the B1+ level.

The goals of an experimental English lesson using idioms for B1+ students include:

- Introducing and familiarizing students with idioms in English to help them understand and communicate more effectively with native English speakers.
- Improving students' vocabulary and understanding of figurative language in English, which can help them express themselves more creatively and fluently.
- Building students' confidence and fluency in using idiomatic expressions in their spoken and written communication.

- Encouraging students to think critically and infer meaning from context, as idioms are often not directly translatable and require an understanding of the broader cultural and linguistic context.
- Promoting engagement and active participation in the classroom through interactive activities.

The tasks and the form of the lessons were different in order to understand which methods and tasks are more effective in introducing idioms in FLC.

Our instructional session encompassed the subsequent phases.

1- For the first lesson the topic of “Nature” was chosen, accordingly, idioms were selected on this topic, such as

1. A drop in the ocean: a very small and insignificant amount or contribution in comparison to the overall situation or problem.
2. A breath of fresh air: a welcome change that is refreshing and rejuvenating.
3. Fish in the water: someone who is very comfortable and at ease in a particular situation or environment.
4. Go with the flow: to adapt to the situation and follow what others are doing without resisting or trying to change the situation.
5. To be on cloud nine: to be extremely happy or joyful.
6. As free as a bird: to be completely free and unconstrained, like a bird flying in the sky. To break the ice: to do something to make people feel more comfortable and at ease in a social situation where there is tension or awkwardness.
7. As right as rain: to be completely healthy or normal, often used to describe a quick and full recovery from an illness or setback.
8. It's raining cats and dogs: it's raining heavily.

9. The calm before the storm: a period of quiet or stability before a period of great activity, conflict, or change.

1. We gave the students information about our experiment (purpose, title, etc.).

2. We gave them an Informed Consent form to sign, to make sure that they agree to voluntarily participate in the experiment. (See Appendix B)

3. We provided them with a link to the first pre-experimental questionnaire that consists of questions about idioms, etc. (see Appendix C)

4. The lesson started with defining idioms, and telling the students the definition of idioms as we understand them. (see Appendix D)

5. A text about nature with idioms in it was given, and the students had to read the text and highlight all the idioms. Task 1 - Read and Highlight.

6. We provided a picture related to each idiom from the text in the presentation.

7. The students had to guess the name of the idiom from the picture. Task 2 - Guess the idiom.

8. Then we explained the meaning and gave examples of each idiom so that students would understand all 10 idioms.

9. We moved on to revise the Grammar Topic “Conditional Sentences, The Causative Constructions and Conjunction Sentences.”

10. Students had to write one sentence each using the explained grammar and previous idioms. Task 3 - Writing task.

11. We explained another new grammar topic, “Comparative and Superlative Sentences.”

11. Students had to change the sentences with idioms to comparative and superlative sentences. Task 4 - Change the sentence.

12. Students had to scan the QR code and visit Wordwall.net, where they had to match the name of the idioms with their examples. Task 5 - Matching task (see Appendix E)

13. Students had to match the 5 idioms with the definitions. Task 6 - Matching Task.

14. In order to consolidate the material they have covered, we had one last productive game with the students. Idiom Role Play game: We divided the learners into small groups and provided each group with a nature-related scenario. Instructed each group to incorporate at least three idioms about nature into their role play and encouraged them to be creative and make effective use of the idiomatic expressions in their dialogues. Allowed time for rehearsal and preparation and afterward, had each group perform their role-play in front of the class.

15. Students were given a link to a second post-experimental questionnaire where they could write their feedback about the lesson they had. (see Appendix F)

2- For the second lesson, the topic of media (TV, journalism, and news) was chosen. Accordingly, idioms such as

1. Couch potato: A person who spends a lot of time sitting and watching television.

2. Binge-watch: To watch multiple episodes or seasons of a television series in one sitting.

3. Primetime: The time during the evening when television networks broadcast their most popular shows and programs.

4. Ink-stained wretch: A term used to describe a hardworking journalist who is dedicated to their craft.

5. Surf the net/web: to spend time looking at different pages on the Internet.

6. Get your wires crossed: a misunderstanding between people, usually related to making arrangements.

7. To take by storm: to captivate people‘s attention; when something becomes very popular.

8. News junkie: A person who is obsessed with following the news and current events.

9. The ball is in your court: used to indicate that it's someone's turn or responsibility to take action or make a decision, often used in negotiations or discussions.

10. Bad news travels fast: Negative information tends to spread more quickly than positive information.

This lesson consisted of the following stages:

1. We gave the students information about our experiment (purpose, title, etc.).

2. We gave them an Informed Consent form to sign, to make sure that they agree to voluntarily participate in the experiment. (see Appendix B)

3. We provided them with a link to the first pre-experimental questionnaire that consists of questions about idioms, etc. (see Appendix C)

4. Students were asked three questions about the topic of news, television, and journalism. Task 1 - Warming up activity. (see Appendix G)

- What are some of your favorite TV shows, and why do you enjoy them?

- How often do you watch the news, and what sources do you typically use to stay informed?

- How do you think the future of television news and journalism will look in 10 or 20 years?

5. Students had to answer 2 questions about idioms: Task 2 - Answer the questions.

- What are the idioms?

- Have you ever used idioms?

6. After that we gave them information about idioms (definitions)

7. Using the presentation we taught the first 5 idioms related to the topic of media and provided an example for each idiom.

8. By clicking on the QR code students had to go to the Wordwall.net website and match the definition with the name of the idiom. Task 3 - Matching task. (see Appendix E)

9. In pairs, students had to create 1 sentence for each idiom. Task 4 - Writing task.

10. In groups of 5, the students had to explain each idiom without words, just using gestures. Task 5 - Idioms Charade Game.

11. Using a presentation we told the following 5 idioms related to the topic of media and provided an example for each idiom.

12. By clicking on the QR code students had to go to the Wordwall.com website and match the definition with the name of the idiom. Task 6 - Matching task. (see Appendix E)

13. In pairs students had to create 1 sentence for each idiom. Task 7 - Writing task.

14. In groups of 5, the students had to explain each idiom without words, just using gestures. Task 8 - Idioms Charade Game.

15. By going to Quizziz.com students had to fill in the gaps by writing the learned idiom in the examples. Task 9 - Fill in the gaps. (see Appendix E)

16. In order to consolidate the material they have covered, we had one last productive game with the students. Idiom Storytelling: We asked each learner to think of a personal or fictional media-related anecdote. Instructed them to incorporate idioms about media into their stories. Gave them time to prepare their narratives, focusing on the appropriate use of idioms and engaging storytelling techniques. Then we invited volunteers to share their stories with the class, emphasizing the incorporation of idiomatic expressions and we encouraged the class to actively listen and identify the idioms used.

17. After the whole experiment, students were given a link to a second post-experimental questionnaire where they could write their feedback about the lesson they had taught. (see Appendix F)

After the lessons, we were able to create a methodological guideline for teachers and students, and in the next paragraph you will be able to find a description of the handbook

Description of methodological guideline on implementing idioms in FLC

Our research resulted in the development of a methodological guide for students and teachers. In the paragraph below, we will provide more details about the contents of our methodological guideline.

1. Introduction. This part provides information about who will benefit from the information and the purpose of the manual. It also describes what parts of our manual are made up of.

2. 1 Section. This part was developed for those who want to improve their English proficiency, aimed at students with a level of English B1+ / B2. This part consists of four parts with exercises with 10 idiomatic examples on topics: body, weather, food, and colors. The purpose of these exercises is to explain, consolidate, and practice the use of idioms.

3. 2 Section. This part was developed for students of applied linguistics to study in-depth the classification of idioms and includes 3 different types of assignments on Smith's, Vinogradov's, and Koonin’s classifications of idioms. This part also includes three different types of exercises for linguists on historical moments of idiomatic expressions.

4. 3 Section. This part includes the answer key for the assignments that are given and also the collection of 400 idioms on such topics as body, color, food, and weather.

DISCUSSION

This section demonstrates how exactly research findings answer the research questions and make sure that they are in line with the aims and objectives established. The discussion section is considered to be one of the most important parts of the research. This part will compare and analyze the results of the study and the work discussed in the literature review. Will be described the results, the intended audience of the experiment, and the perspectives for developing and expanding future research.

Experimental Results

The results of the experiment on the introduction of idioms in foreign language teaching showed significant performance in the practice of two groups of students, where we used the quantitative method of research on the conduct based on a literature review. The experimental groups showed a high level of interest in the lesson with the help of the tasks we created in the form of game forms and memorization of idioms for 75 minutes of the lesson, which was confirmed by the results of the student survey after the experiment. Moreover, the students highlighted the positive impact of the tasks we introduced in the idiom manual. Answering the main question of the thesis, the most important result of the project was a handbook for both students and teachers. This manual will influence not only the motivation and engagement of students but also their confidence in using idiomatic expressions in everyday life and professional speech. The manual has been created both for the basic level of English and for the advanced level.

Target Audience

Based on the main research question of the project, how can idioms be introduced in learning the English language, we identified the target audience to whom the information of our project will be relevant. The methodological Guideline was created for teachers who can gain information about effective strategies for teaching idioms in foreign language classes and

English language learners who want to improve their communication skills and cultural awareness.

Perspectives of Development

According to the results of this study, we can note that the introduction of idioms in foreign language lessons had a positive impact on the level of language proficiency and expanded students' knowledge of idioms. But despite these facts, we can also note different options for future research based on our shortcomings. These deficiencies were identified due to limited time and a lack of in-depth study of the material.

We conducted an analysis and selection of topics to create an assignment in the methodology book. We also added a section with idiom classification assignments for students in the linguistics major. Future research could refine and improve these methods based on the positive results of our research. For example, the use of technologies such as gamification and virtual reality could be seen as creative ways to introduce and stimulate idiom learning in foreign language classes. Further research should explore how well these approaches work for students with different backgrounds and in different language learning contexts.

Another option for improving our research is to understand the cultural and social relevance of idioms as the study of idioms and their role continues to evolve. We have not explored such aspects in the study of idioms because we have had limited time. Therefore, future research may focus on how idioms define and maintain cultural identity and social norms.

CONCLUSION

The final part of the research will describe which major findings we have reached and their implications. It will also include recommendations and describe the perspectives for future research works.

Summary of the Literature Review

Based on the goal of our thesis work, we identified a specific problem of how to introduce idioms in teaching a foreign language and its contribution to expanding the boundaries of its use. In this regard, our work is to seek effective ways of teaching methods for the development of language skills on strategic materials.

In order to achieve the potential benefits of integrating idioms in foreign language teaching and consequently solve the above-mentioned problem, we took the following steps.

Firstly, we studied the most famous scientific research on linguistic units through the works of such experts as M.A.K. Halliday, V. Vinogradov, Logan Pearsall Smith, and Koonin. A selection of idiom classifications was based on the same authors, but the experts had quite different views on the distribution of idioms. Adhering to the point of view of each expert, idioms were divided according to their function, which they carry in the sentence, and someone divided by their semantic meaning. As for the advantages and disadvantages of introducing idioms in the teaching, as emphasized by Akhmetov, how students help the possession and knowledge of idiomatic expressions in the study of fiction, the destruction of language barriers, and freedom to think as in their native language. But there are also disadvantages, Pimenova noted the negative meaning of the introduction of idioms in education, that the student can get stress and difficulties, as the lack of studied idioms in their native language will entail the study of similar idioms in a foreign language. In order to identify the best teaching methods, we analyzed two methods of implementation, such as association and application of the meaning of idioms. Given all this, it should be noted how

our work contributes to the development of students' future linguistic boundaries and will be a valuable resource for teachers and students looking for a framework to teach idioms during the learning process. Therefore, it is worth underlining that our project is unlike any other, as we took a unique approach to creating methodological guidelines and studying idioms. The distinctive feature of this research is that we took a holistic approach and integrated different experts' approaches from the literature review and combined the implementation methods into one methodological process. Based on the above, it can be seen that our particular approach allows this study to provide a broad view of idioms and the effectiveness of strategic methods in learning.

Summary of the Practical Part

Secondly, as mentioned before, the goal of our project is to create a Methodological Guideline for students and teachers. In order to achieve the goal and answer our main research question, “How can idioms be introduced in learning the English language?”, we conducted two experiments in the form of two lessons for English learners with B1+ level. For the lessons, we studied the class syllabus and chose two topics: Nature and Media, and 10 idioms for each topic. We designed rigorous lessons using different types of exercises both on paper and online, as well as speaking and writing exercises. After conducting the lessons, we found that the students were satisfied with the lessons, the lessons were productive and the students were able to learn the new 10 idiomatic expressions without any problems. The goal of the study was achieved by creating our guide on introducing idioms in foreign language classrooms which is useful for both students and teachers. The guide consists of examples of exercises explaining idioms, consolidating the material as well as practicing speaking and writing with idioms on topics such as body, weather, colors, and food. The guide also consists of exercises for linguists on classifications suggested by L.P. Smith, V.V. Vinogradov, and A.V. Koonin which were described in the literature review part. These exercises provide a

deeper understanding of idiomatic expressions in the broader field of linguistics, thereby increasing students' linguistic knowledge and analytical skills. Also at the end, you can find answer keys for the exercises and the collection of 400 idioms on previous topics. The development of the Methodological Handbook, based on successful experimental lessons and student feedback, is a comprehensive resource for students and teachers embarking on language learning and teaching.

Contribution of the Research

The purpose of our research was to identify methods of using idioms in English lessons. During the course of our research, we found that learning idioms are one of the most difficult aspects of learning a foreign language. As an independent study, our work is relevant and presents a theory about the classifications and approaches of idioms and different methods of introducing idioms. As a result of our study, we have created a methodological guideline for teachers and students. It can be used for independent practice or in the classroom.

Perspectives for Further Research

This part provides examples of perspectives for further research to better understand the role of idioms in English language learning. Based on our research work, it is possible to expand the knowledge base in both theoretical and practical directions. To improve the theoretical basis, you can conduct additional research on the topic “variability of idiomatic expressions” to investigate sociolinguistic and cultural aspects of idioms. How regional and dialectal differences affect the way idioms change and adapt. This study will help to deepen the knowledge of idioms and their variations, as well as the reflection of sociolinguistic culture in different communities.

The first research to improve practical bases that can be derived from this paper is the effectiveness of idioms in improving English language proficiency. "How can the

introduction of idioms affect students' language abilities?" do their speaking, reading, and writing skills improve?

The second "What strategies for teaching idioms might be most effective?" conduct additional research to evaluate the methods developed for introducing idioms into the classroom. More quasi-experimental lessons could be conducted with students and from the survey or interview results, a list of the most effective and efficient methods could be made.

Another idea for further research is to explore the role of idioms in developing linguistic and cultural competence. "How does the use of idioms contribute to the understanding of cultural nuances and social interactions?" is there a relationship between language learning, the use of idioms, and cultural competence?

Another idea for further research is to explore the role of idioms in developing linguistic and cultural competence. "How does the use of idioms contribute to the understanding of cultural nuances and social interactions?" is there a relationship between language learning, the use of idioms, and cultural competence?

These investigations can update educational materials practices, lesson development, and teacher instruction, eventually improving the effectiveness of introducing idiomatic expressions in English language learning.

Recommendations

This chapter of the research paper will provide recommendations for improvement. Based on the limitations we encountered during the research, we developed several steps to address the issues that arose.

First, we need to develop a clearly structured curriculum. It should be appropriate to the student's level of language proficiency, include instructions for using idioms, and consist of clear explanations, examples, and visual aids.

Secondly, cultural awareness should also be developed among the students. To improve intercultural communication skills, explain the cultural aspects of idioms, and discuss their origins and cultural nuances in their use in real life.

Third, you should integrate more authentic materials into your teaching, namely videos, songs, and podcasts. This will help students become familiar with idioms in real-life situations and make the material easy to remember.

You may use more technology. Such as interactive websites, mobile apps, or online language learning platforms that offer idiom exercises, quizzes, and multimedia resources. This will make learning idioms easier and provide students with opportunities for independent study.

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APPENDICES

Appendix A

Pre-Lesson and Post-Lesson pie charts

Figure A1

Question 1.1

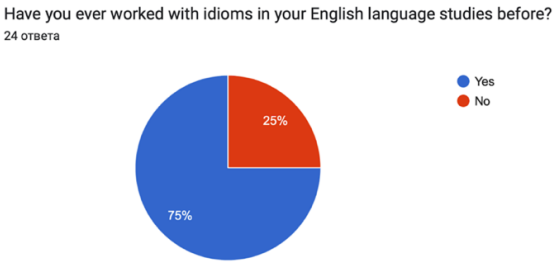


Figure A2

Question 1.2

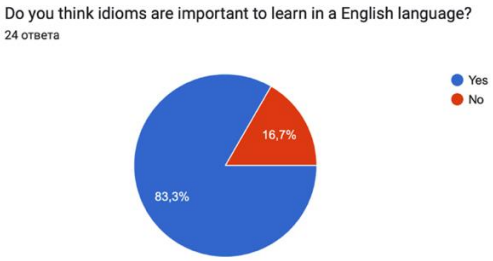


Figure A3

Question 1.3

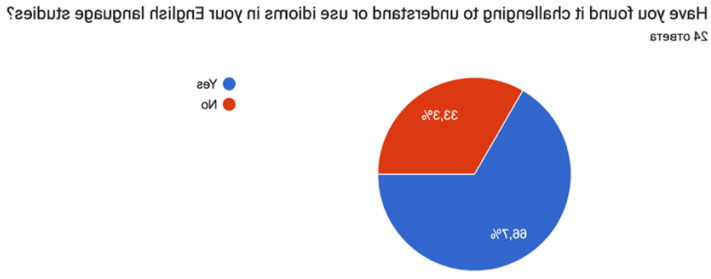


Figure A4

Question 1.4

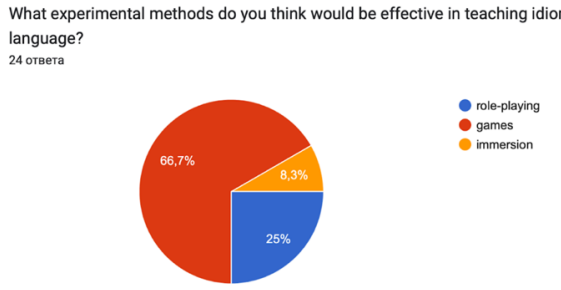


Figure A5

Question 2.1

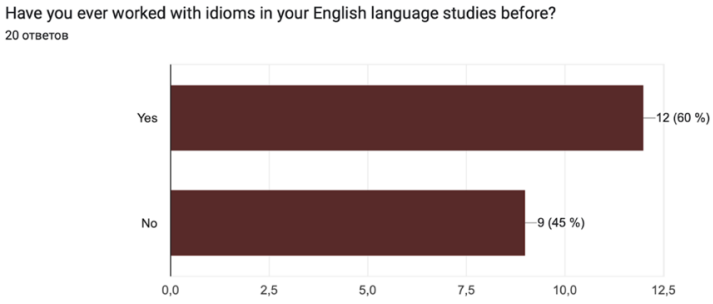


Figure A6

Question 2.2

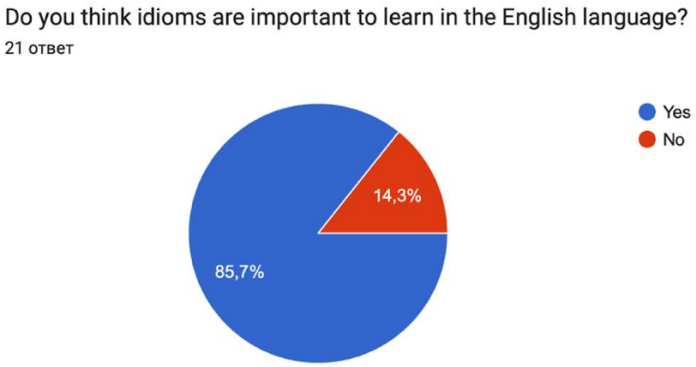


Figure A7

Question 2.3

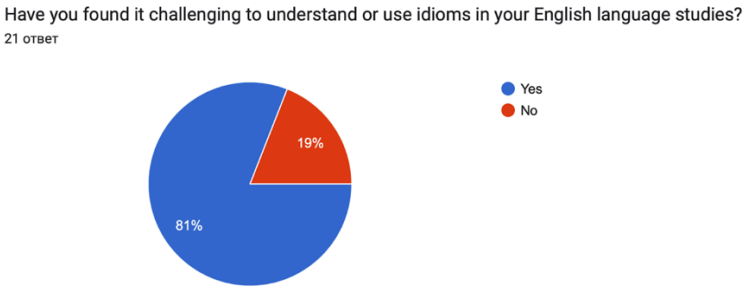


Figure A8

Question 2.4

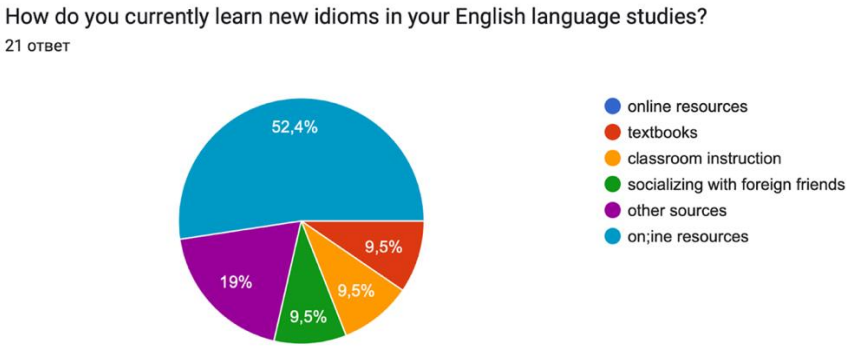


Figure A9

Question 2.5

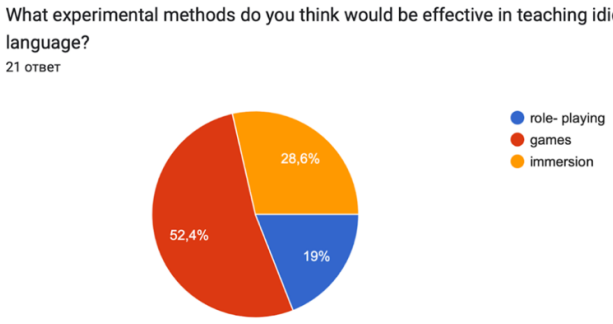


Figure A10

Question 3.1

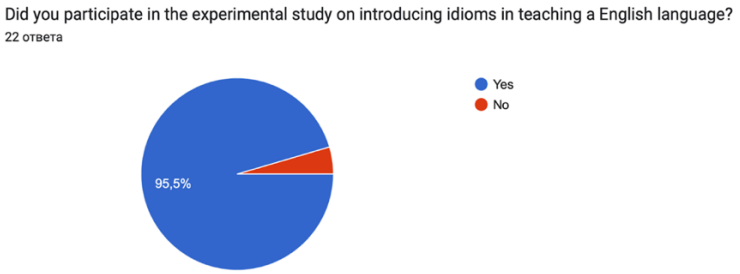


Figure A11

Question 3.2

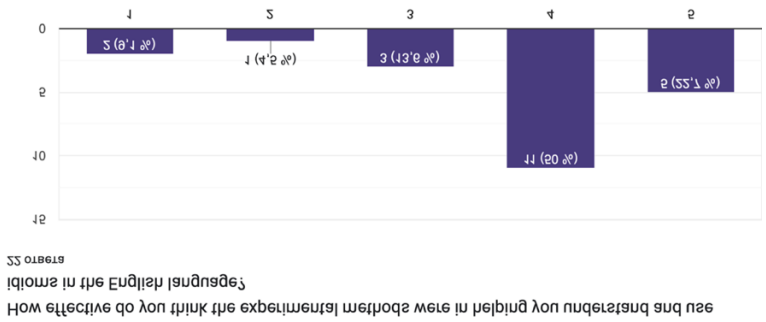


Figure A12

Question 3.3

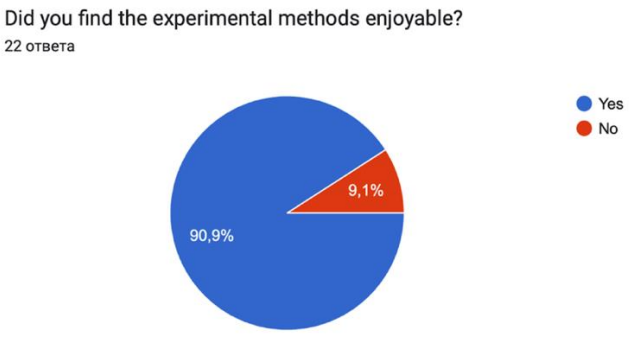


Figure A13

Question 3.4

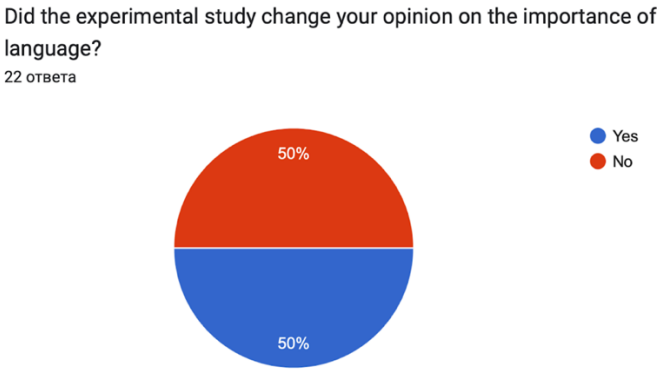


Figure A14

Question 3.5

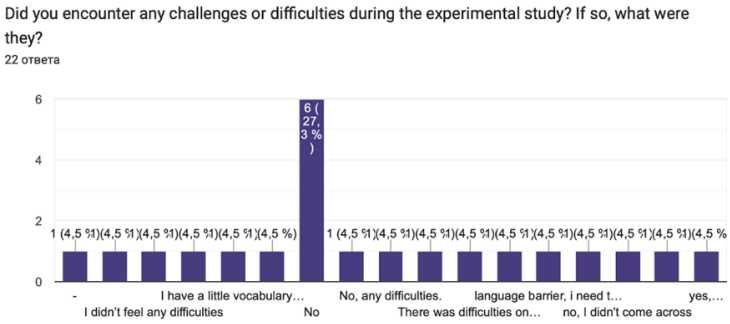


Figure A15

Question 3.6

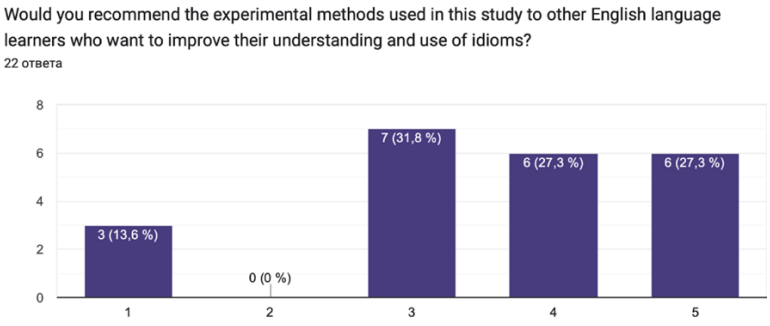


Figure A16

Question 4.1

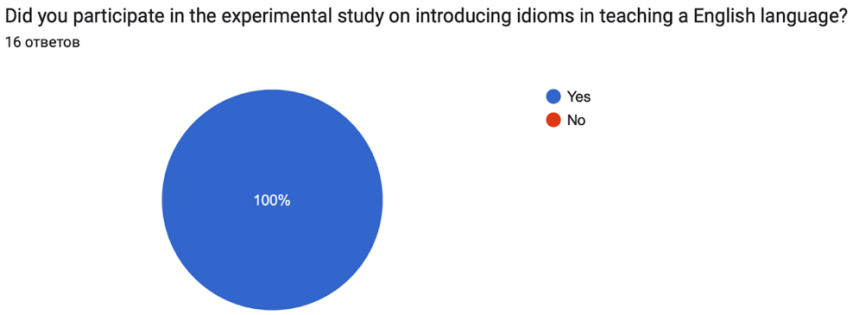


Figure A17

Question 4.2

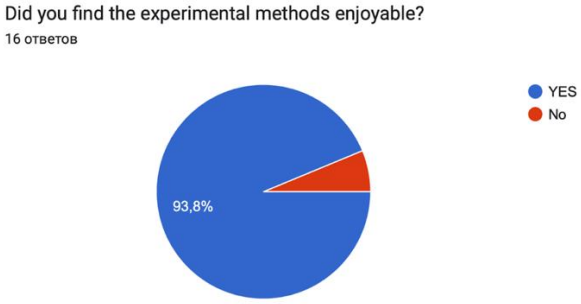
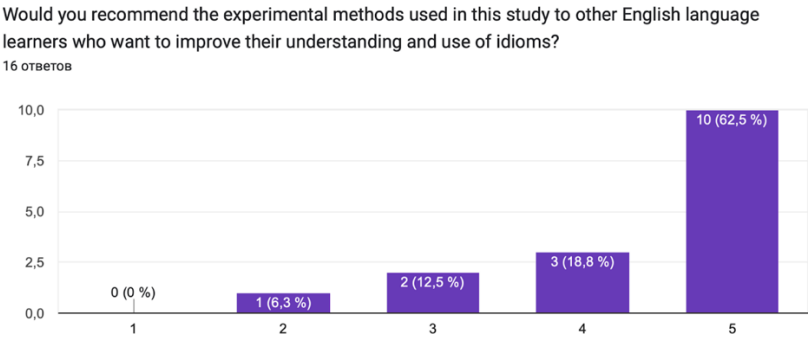


Figure A18

Question 4.3



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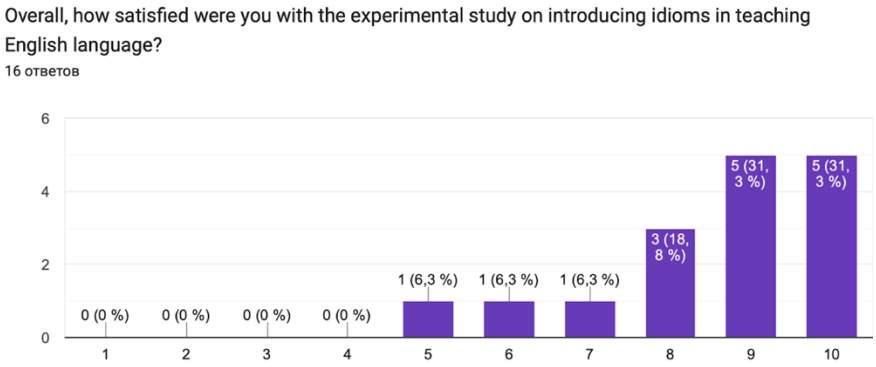
Question 4.4



Appendix B

Consent Form

Diploma work: Introducing Idioms in FLC

I _____, agree to participate in the research project titled **Introducing Idioms in FLC**, conducted by Bagysbayeva Dariga, Askarova Kamila, Iliyassova Kamilla, and Aibulat Akmaral who have discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- - student participation is entirely voluntary
- - the right to withdraw from the study at any time without any consequences for the students
- - the measures that have been taken to minimize any possible risks
- - what is expected of students and what they are expected to do
- - who to contact with any complaints about the study or its conduct.
- - students may request a copy of the study results and reports
- - security and confidentiality of students' personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identity will not be revealed.

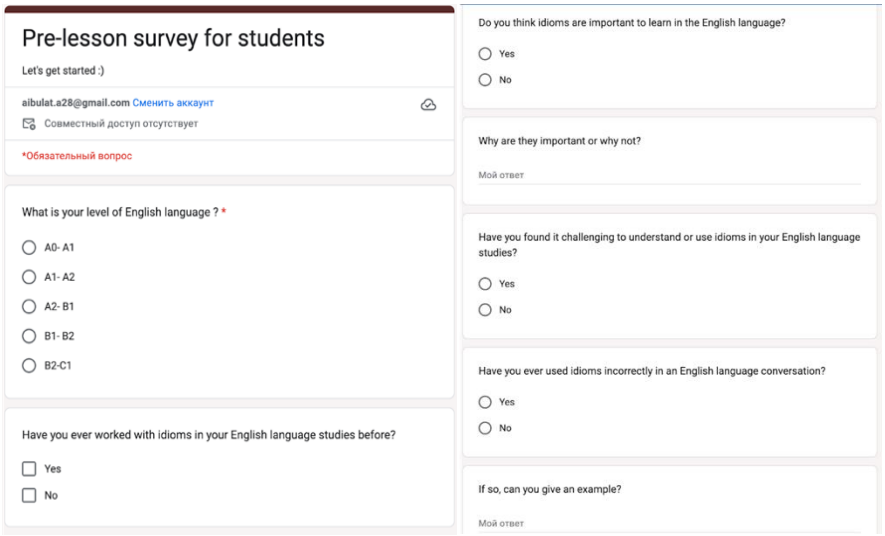
Name:_____

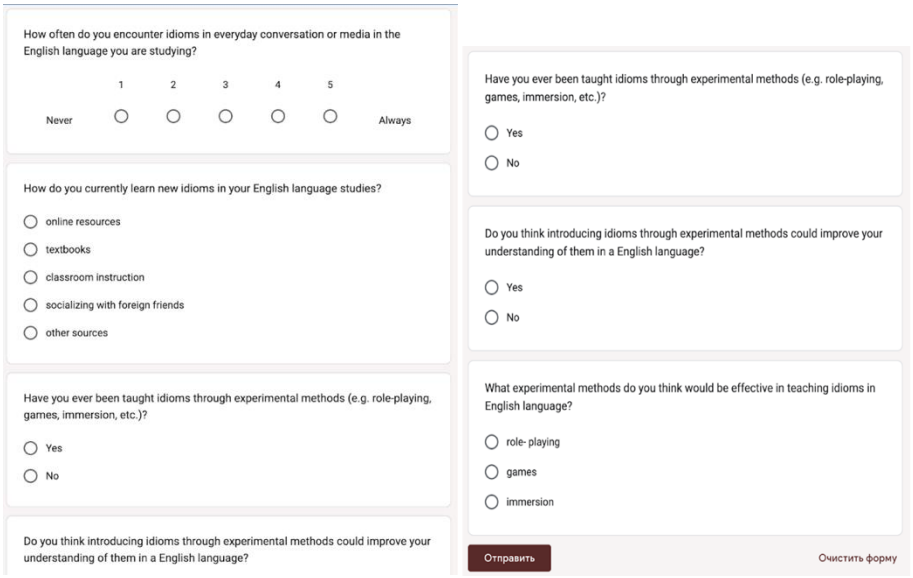
Signature:_____

Date:_____

Appendix C

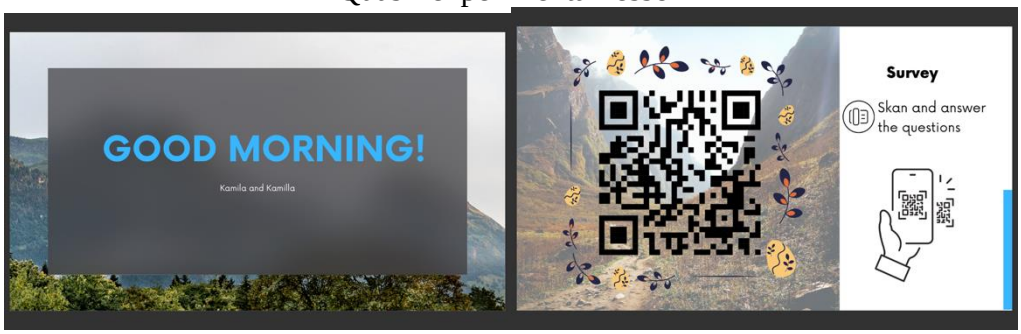
Pre-Lesson Survey

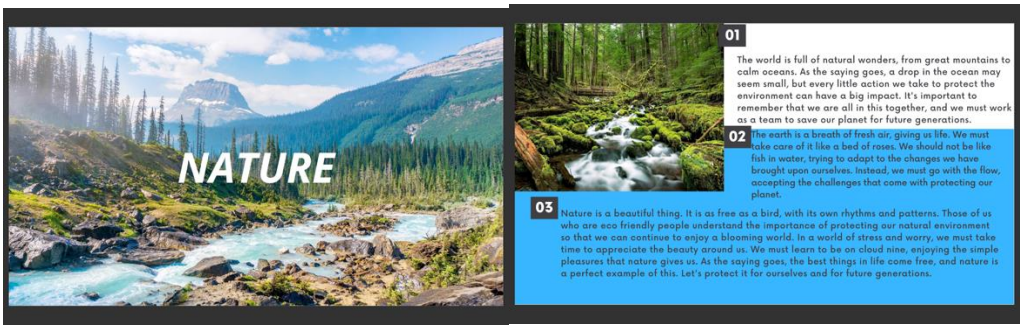


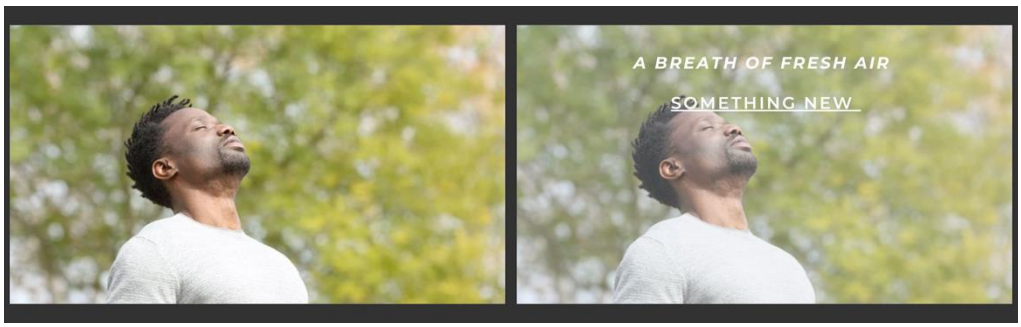


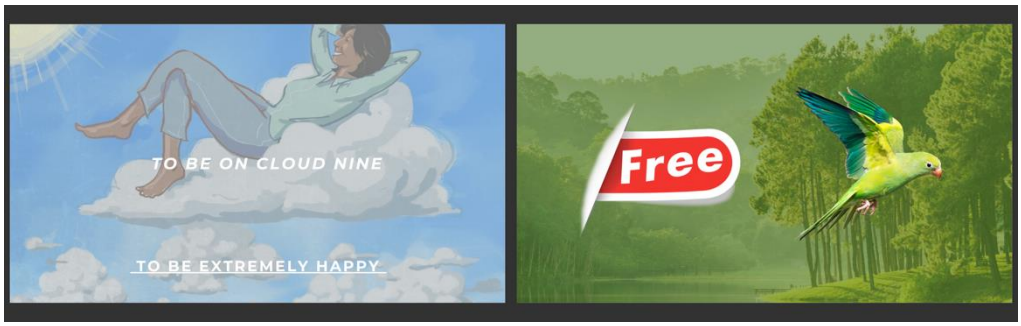
Appendix D

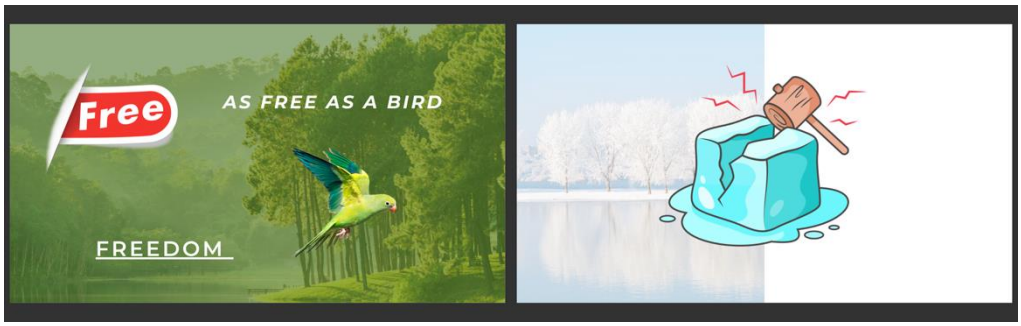
Quasi- experimental lesson








TO BE ON CLOUD NINE
TO BE EXTREMELY HAPPY
Free

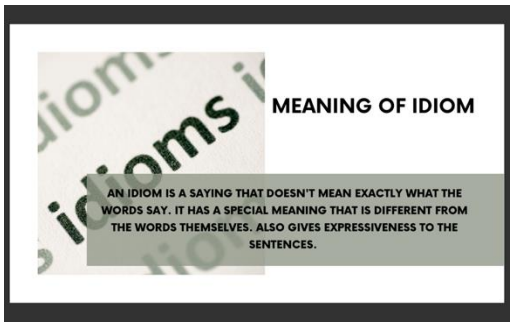

Free
AS FREE AS A BIRD
FREEDOM

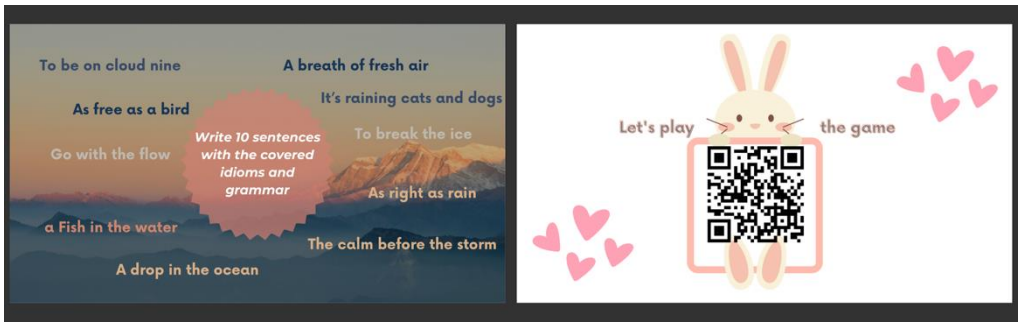
TO BREAK THE ICE
TO START A CONVERSATION OR MAKE A SOCIAL SITUATION MORE COMFORTABLE
CORRECT

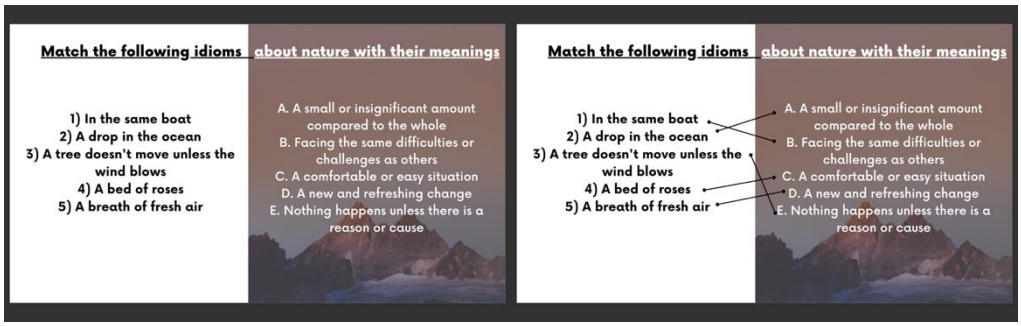
AS RIGHT AS RAIN
CORRECT
COMPLETELY CORRECT

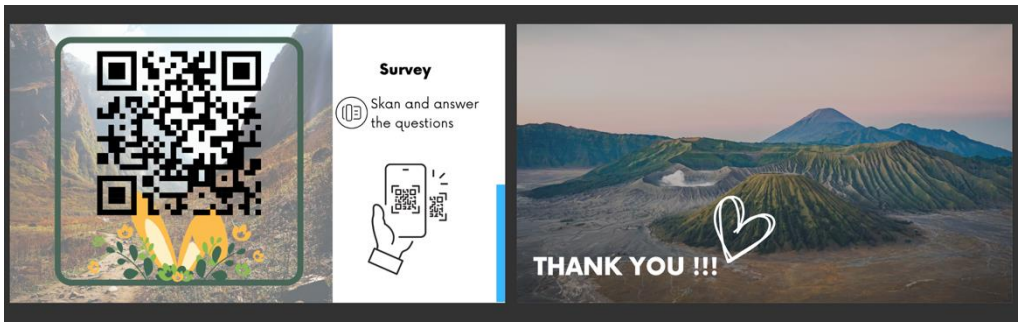
IT'S RAINING CATS AND DOGS
IT'S RAINING HEAVILY
before

before
THE CALM BEFORE THE STORM
A PEACEFUL PERIOD BEFORE A TIME OF TROUBLE
WHAT ARE THE IDIOMS?


MEANING OF IDIOM
AN IDIOM IS A SAYING THAT DOESN'T MEAN EXACTLY WHAT THE WORDS SAY. IT HAS A SPECIAL MEANING THAT IS DIFFERENT FROM THE WORDS THEMSELVES. ALSO GIVES EXPRESSIVENESS TO THE SENTENCES.

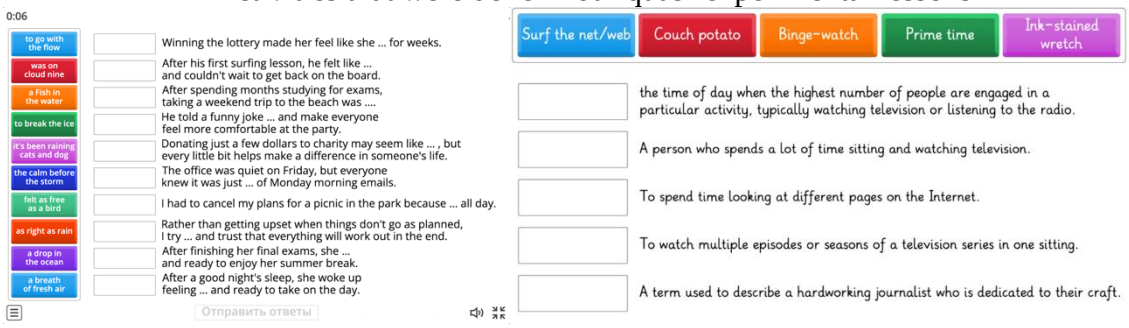

To be on cloud nine
A breath of fresh air
As free as a bird
It's raining cats and dogs
Go with the flow
To break the ice
Write 10 sentences with the covered idioms and grammar
As right as rain
a Fish in the water
The calm before the storm
A drop in the ocean
Let's play
the game

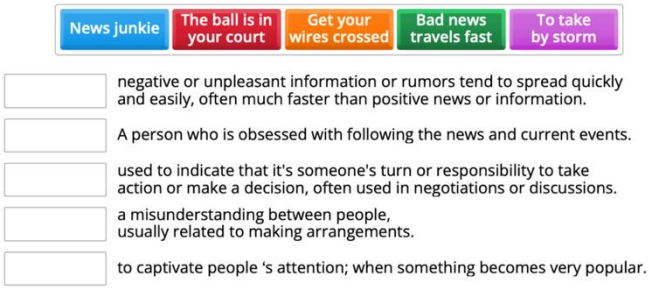

Match the following idioms about nature with their meanings
1) In the same boat
2) A drop in the ocean
3) A tree doesn't move unless the wind blows
4) A bed of roses
5) A breath of fresh air
A. A small or insignificant amount compared to the whole
B. Facing the same difficulties or challenges as others
C. A comfortable or easy situation
D. A new and refreshing change
E. Nothing happens unless there is a reason or cause
Match the following idioms about nature with their meanings
1) In the same boat
2) A drop in the ocean
3) A tree doesn't move unless the wind blows
4) A bed of roses
5) A breath of fresh air
A. A small or insignificant amount compared to the whole
B. Facing the same difficulties or challenges as others
C. A comfortable or easy situation
D. A new and refreshing change
E. Nothing happens unless there is a reason or cause

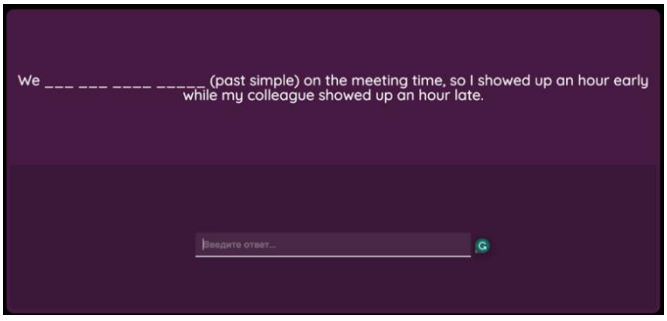

Survey
Skan and answer the questions
THANK YOU !!!

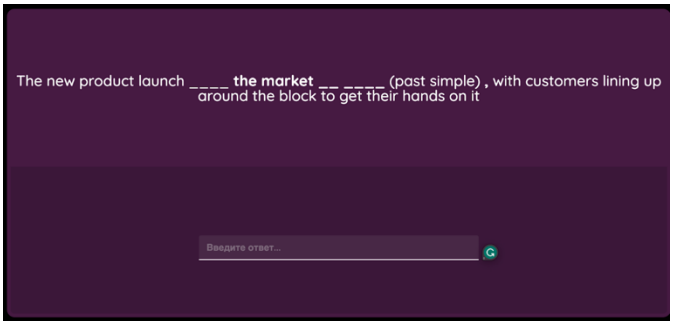
Appendix E

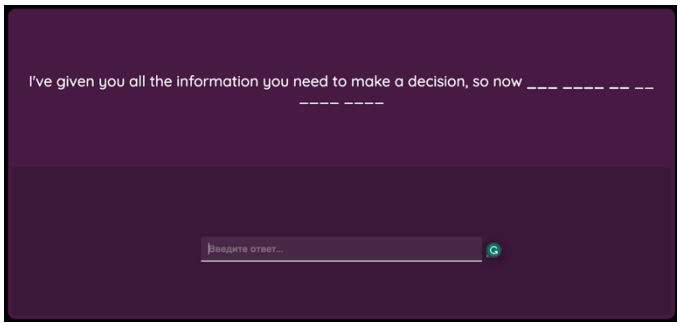
All Activities that were done in our quasi-experimental lessons

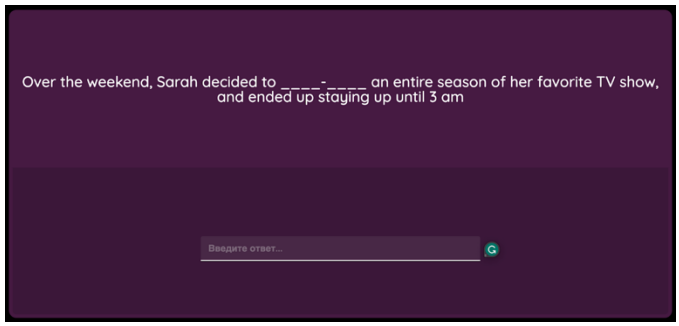


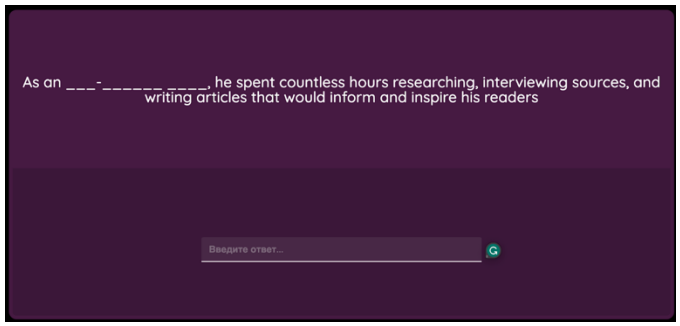


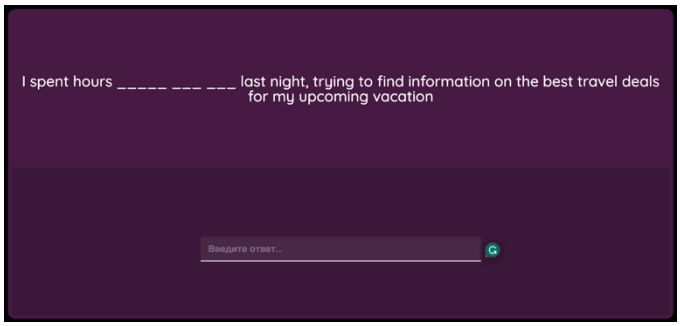


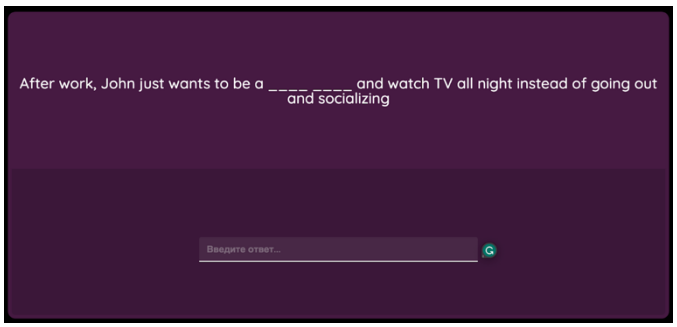


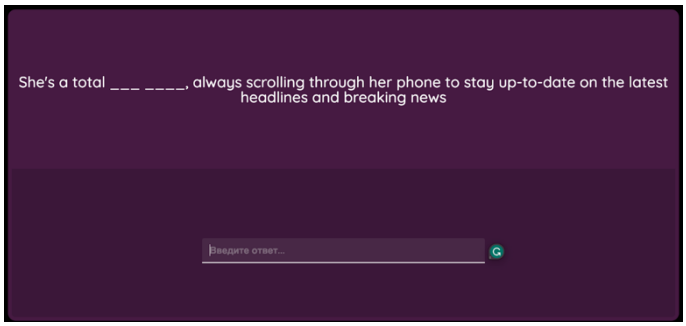

I've given you all the information you need to make a decision, so now ___ ____ __ __ ____ ____
Введите ответ...

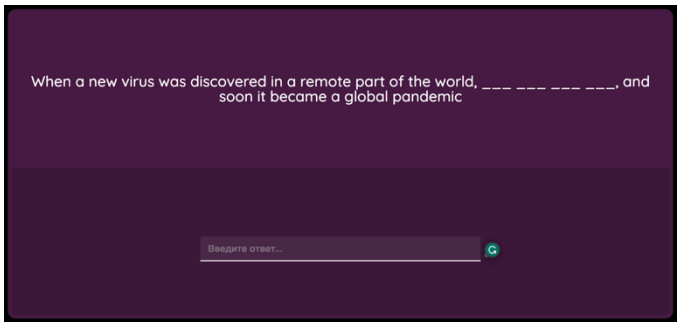

Over the weekend, Sarah decided to ____-____ an entire season of her favorite TV show, and ended up staying up until 3 am
Введите ответ...


As an ___-_____ ____, he spent countless hours researching, interviewing sources, and writing articles that would inform and inspire his readers
Введите ответ...


I spent hours _____ ___ ___ last night, trying to find information on the best travel deals for my upcoming vacation
Введите ответ...

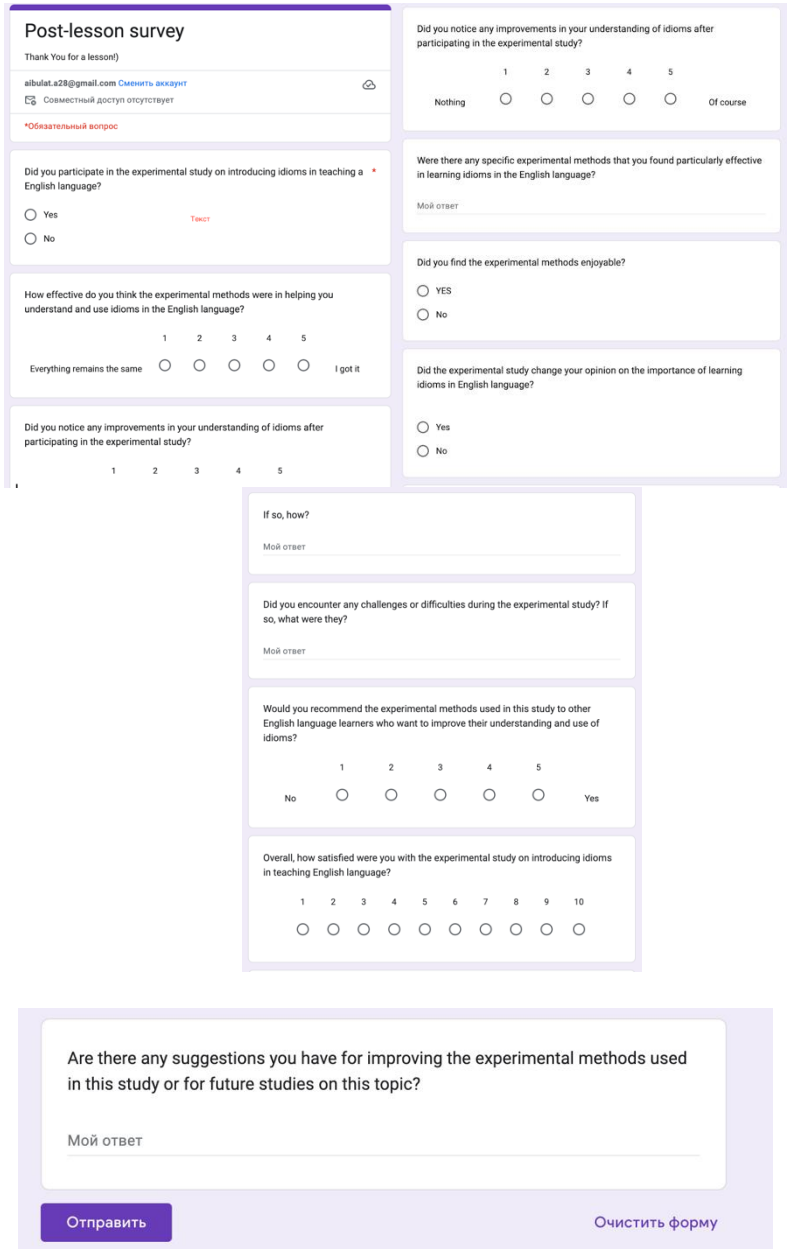

After work, John just wants to be a ____ ____ and watch TV all night instead of going out and socializing
Введите ответ...


She's a total ___ ____, always scrolling through her phone to stay up-to-date on the latest headlines and breaking news
Введите ответ...


When a new virus was discovered in a remote part of the world, ___ ___ ___ ___, and soon it became a global pandemic
Введите ответ...

Appendix F

Post-Lesson survey

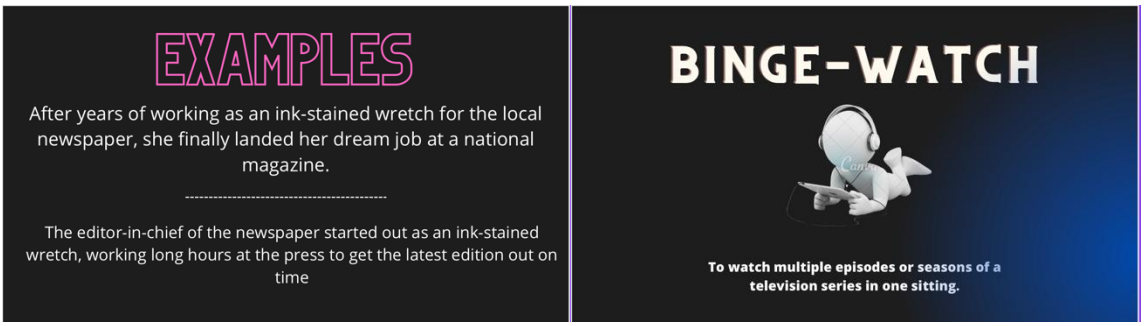


Appendix G

Presentation for our second quasi-experimental lesson

EXAMPLES
The program is being shown during *prime time*.

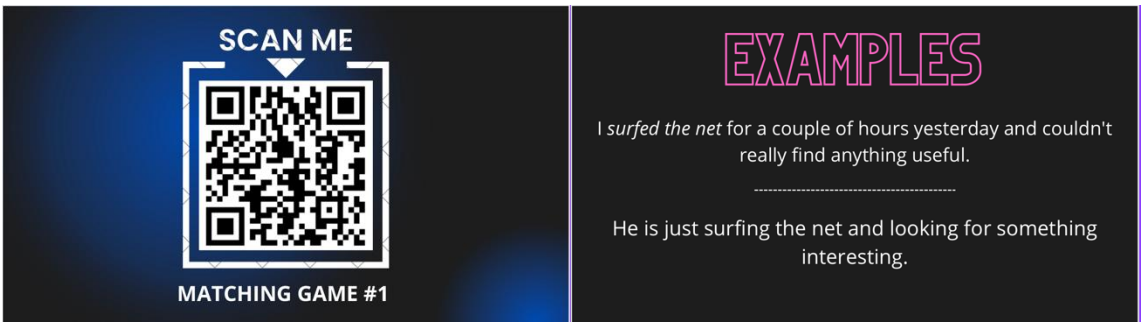
Saturday night is a *prime time* to relax and watch your favorite shows.
INK-STAINED WRETCH
expression that refers to a journalist or writer, often used to describe someone who works in the print media and spends long hours writing and editing articles.


EXAMPLES
After years of working as an ink-stained wretch for the local newspaper, she finally landed her dream job at a national magazine.

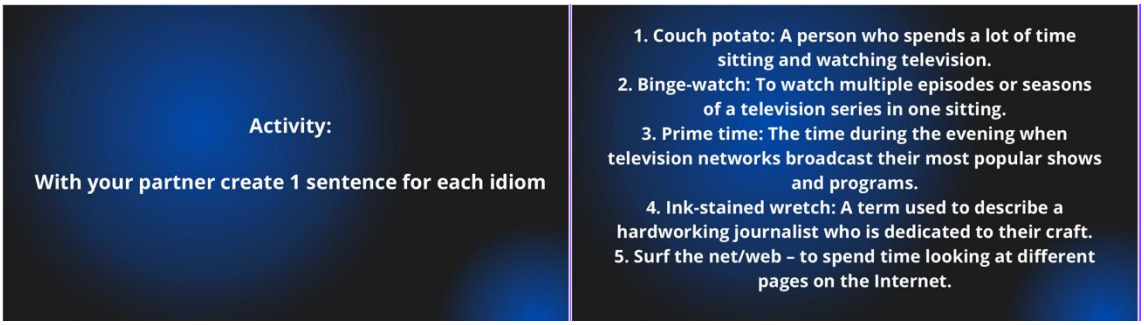
The editor-in-chief of the newspaper started out as an ink-stained wretch, working long hours at the press to get the latest edition out on time
BINGE-WATCH
To watch multiple episodes or seasons of a television series in one sitting.

EXAMPLES
She likes to *binge-watch* TV shows instead of watching an episode every week.

I *binged-watched* the first three seasons of "Game Of Thrones" last weekend.
SURF THE NET/WEB
to spend time looking at different pages on the Internet.


SCAN ME
MATCHING GAME #1
EXAMPLES
I *surfed the net* for a couple of hours yesterday and couldn't really find anything useful.

He is just surfing the net and looking for something interesting.


Activity:
With your partner create 1 sentence for each idiom
1. Couch potato: A person who spends a lot of time sitting and watching television.
2. Binge-watch: To watch multiple episodes or seasons of a television series in one sitting.
3. Prime time: The time during the evening when television networks broadcast their most popular shows and programs.
4. Ink-stained wretch: A term used to describe a hardworking journalist who is dedicated to their craft.
5. Surf the net/web – to spend time looking at different pages on the Internet.

IDIOM SHARADES GAME

Get your wires crossed

a misunderstanding between people, usually related to making arrangements.

EXAMPLES

We got our *wires crossed* because I thought we were going to meet at the coffee shop and Dariga thought we were meeting in the bar.

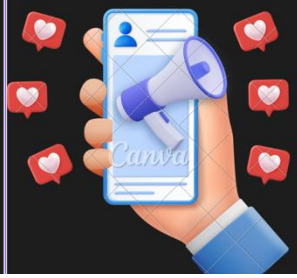
TO TAKE BY STORM

to captivate people 's attention; when something becomes very popular.

EXAMPLES

Tik- Tok has *taken* world *by storm*.

KAZGUU has *taken* Astana *by storm*.



NEWS JUNKIE

A person who is obsessed with following the news and current events.

EXAMPLES

She knows all the latest news she's getting real *news junkie.*

THE BALL IS IN YOUR COURT

used to indicate that it's someone's turn or responsibility to take action or make a decision, often used in negotiations or discussions.

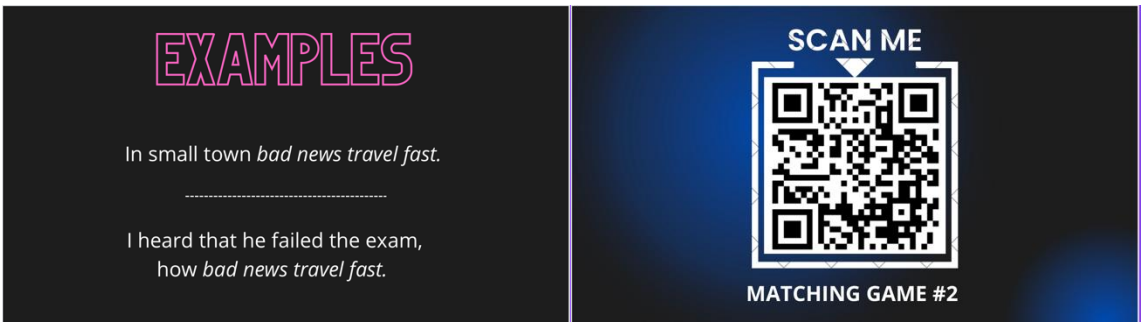
EXAMPLES

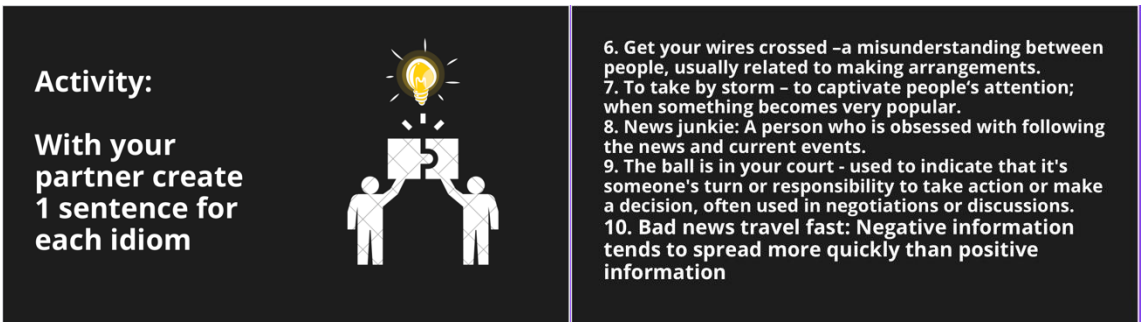
I sent the agreement over for them to sign so the *ball is now in their court.*

I have finished my part of the deadline now *ball is in your court.*

BAD NEWS TRAVEL FAST

negative or unpleasant information or rumors tend to spread quickly and easily, often much faster than positive news or information.


EXAMPLES
In small town *bad news travel fast.*
I heard that he failed the exam,
how *bad news travel fast.*
SCAN ME
MATCHING GAME #2


Activity:
With your partner create 1 sentence for each idiom
6. Get your wires crossed –a misunderstanding between people, usually related to making arrangements.
7. To take by storm – to captivate people's attention; when something becomes very popular.
8. News junkie: A person who is obsessed with following the news and current events.
9. The ball is in your court - used to indicate that it's someone's turn or responsibility to take action or make a decision, often used in negotiations or discussions.
10. Bad news travel fast: Negative information tends to spread more quickly than positive information

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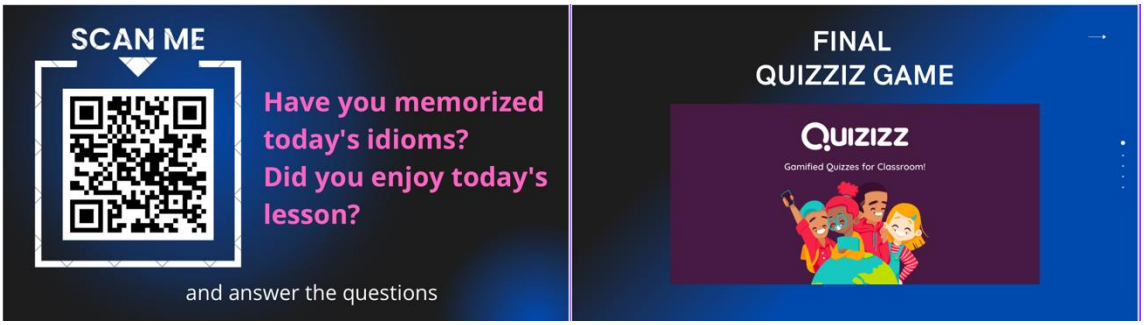
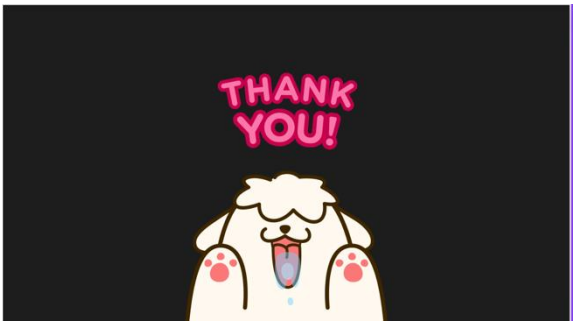
8. News junkie: A person who is obsessed with following the news and current events.
9. The ball is in your court - used to indicate that it's someone's turn or responsibility to take action or make a decision, often used in negotiations or discussions.
10. Bad news travels fast: Negative information tends to spread more quickly than positive information.
IDIOM SHARADES GAME
LET'S PLAY


SCAN ME
Have you memorized today's idioms?
Did you enjoy today's lesson?
and answer the questions
FINAL QUIZZIZ GAME
QUIZIZZ
Gamified Quizzes for Classroom!


THANK YOU!