THE PREFERENCES OF ENGLISH TEACHERS REGARDING THE TEACHING OF IDIOMATIC EXPRESSIONS IN CHILEAN CLASSROOMS IN THE PROVINCE OF CONCEPCION

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Problem statement

Idiomatic expressions, or commonly known as idioms, represent a significant part of the English language; however, little is known about them in the Chilean educational context, how they are used, what their meaning and cultural significance. As English teachers, it is important to provide students with every aspect of this language that they are going to be exposed to. In this case, the aspect that we will be covering is the figurative language, which comprises a set of different literary devices, in which the culture of a country can be represented. Yağiz & Izadpanah, (2013) state that "Language and culture are closely connected to each other. Language embodies and transfers culture. Varieties in language use within culture create different views" (p. 957). The previous statement implies that idiomatic expressions enrich a language and help learners understand the way people think in other cultures.

Furthermore, it can be suggested that usually the teaching of idiomatic expressions goes unnoticed for different reasons such as the focus on grammar or the memorization of words in the classrooms (Yilorm, 2016), leaving students with a void in regard to this significant topic. To support this argument, Boers, Demelecheer and Eyckmans (2004) expressed that for a long time the teaching of idioms was neglected for three main reasons: the first one suggests that language was particularly focused on grammar, the second reason suggests that idiomatic expressions served as ornamental stuff for the language and the last one suggests that the meaning of idioms is predictable, thus, learners would not have problems understanding them. However, given recent studies such as the "Necessity of idiomatic expressions to English Language learners" by Rana Abid (2016) have shown that idioms or idiomatic

expressions have an important role in the language and also a complex use, we have concluded that its teaching should be part of the content in a significant way.

As stated before, idiomatic expressions are figurative features of the language and according to Boers, Demecheleer and Eyckmans (2004) "if metaphor is so pervasive in everyday language, then language learners will inevitably be bombarded with figurative expressions throughout their learning process, and they will need to build a large repertoire of figurative expressions for active usage. "(p.376). In other words, it has been stated that these expressions are highly important for learners given that we as speakers use metaphors in our everyday speech in whatever language we are using.

Justification

The purpose of this study is to explore the preferences and opinions of EFL teachers regarding the teaching of idiomatic expressions. Moreover, the reason that led us to investigate this topic is that idiomatic expressions are a way of representing the culture of the country through the language (Yağiz & Izadpanah, 2013); one the most authentic forms of conversation and a sort of neglected part of the English language in the teaching and learning process. The importance of idiomatic expressions relies on the fact that native English speakers use them every day for a variety of purposes and have idioms for different ambits of their lives (Abid, 2016). Furthermore, these expressions are fundamental to effective communication and their proper use demonstrates an advanced understanding of the language (Solieva, 2017).

Meanwhile, in the Chilean context it is usually suggested that the English lessons are grammar focused and are taught in Spanish rather than being communicative and contextualized in a foreign language frame of reference (Yilorm, 2016; Abrahams & Silva, 2017). Moreover, given that idiomatic expressions are part of figurative language, hence, a complex feature and used mainly by native English speakers, it is a challenge for non-native English teachers to teach them. Sometimes, grammar rules do not apply to them, consequently it can be implied that a lesson which constantly follows the rules of grammar would try to avoid the idiomatic expressions which lack these.

The data collected and the results can raise awareness of how relevant the idiomatic expressions are and the teaching strategies used by non-native English teachers. Furthermore, the study results can be informative to those teachers who are trying to innovate and upgrade their teaching methods regarding such complex features of the language which are idiomatic expressions.

Research questions

This study aims to respond the following questions:

1. To what extent do teachers acknowledge idiomatic expressions and their use?

2. Do teachers recognize the importance of teaching authentic vocabulary such as idiomatic expressions or fixed phrases?

3. To what extent do teachers of English teach idiomatic expressions in Chilean classrooms?

4. What approaches, materials and techniques do teachers of English use to teach idiomatic expressions?

Objectives

General objective

- To explore the preferences of EFL teachers in the province of Concepción towards the teaching and learning of idiomatic expressions as part of their curriculum.

Specific Objectives

- To identify the attitudes of EFL teachers in the province of Concepción towards the teaching and learning of idiomatic expressions among schools from the public, semi-public and private sectors.

- To define the preferences of EFL teachers in the province of Concepción regarding teaching and learning of idiomatic expressions among schools from the public, semi-public and private sectors.

Hypothesis or assumptions.

1st hypothesis: Most teachers do not teach idiomatic expressions as part of the curriculum of each school.

2nd hypothesis: Teachers are not aware of the existence of idiomatic expressions nor do they consider them important.

Chapter II: Theoretical framework

This chapter is divided into three sections. The first section is related to the teaching of English as a foreign language in the Chilean context. The second section is about the role of the curricula in the English teaching in relation to content, and the last one deals with idiomatic expressions as part of this content.

2.1. The distinction between Idioms and vocabulary teaching

2.1.1. EFL teaching in Chile.

English as foreign language (EFL) teaching in Chile is compulsory in public schools from 5th grade to high school and comprises a total of 3 hours per week (Ministry of Education, 2018), unlike subsidized and private schools in which English teaching starts in either kindergarten or 1st grade with four or more hours per week depending on the school (Education quality agency, 2013). This has created a language gap between students from public schools who are exposed to 114 hours per annum and students from private schools that are exposed annually to more than 152 hours. For that reason, the Ministry of Education has been emphasizing in the National curriculum the need for English to be accessible for every student and the importance that English has for communication and interaction among students and people from different countries (Ministry of Education, 2017), for this purpose there are plenty of programs for English learning launched by the government, especially for low income students such as English camps, extracurricular lessons in schools, among others.

Following, EFL in Chile is not only reserved for school students, there are also English institutes that offer a series of courses for adults and for students that would like to complement the school learning. Since we are living in a globalized world and English is important for economic development, trading and job opportunities, there are different programs for what is desired to learn, either for work or travel. In addition, in collaboration with the British Council the government has started a series of programs for people to apply in order to improve the English language in this country.

2.1.2 Current English teaching situation in Chile

Second-language teacher education has become crucial in the development of languages -internationally speaking- over the last two decades. This has gained attention due to the fact that the English language became a tool of communication for non-native speakers by the constant spreading of globalization. Barahona (2015) refers to this topic as "the field of English-language teaching (ELT) and second language teacher education (SLTE) research has variously debated teachers' beliefs, identity, language proficiency, knowledge base and the instructional practices of teacher-education programmes. This international discussion has also inevitably influenced deliberations in South America" (p. 1). Over the last two decades, South America has been impulsed into the acquisition of a new language, in this case English, as a more effective way to drive the economy of the area. This particular issue has affected the perspective in which people manage their own capacity to learn a second language. As a consequence, English has become a more active element in the school systems, and it has been simultaneously incorporated as a compulsory foreign-language. Abrahams and Farías (2009) suggested that nowadays ELT is going

through changes and reforms, such as new policies, standardized tests and social pressure in order to get better results at the highest levels.

In order to focus the attention on Chile, we will present some aspects of EFL in Chile and how it has been regulated in the last decades. Since 2004, programs such as Programa Inglés Abre Puertas (PIAP) have been created for the English improvement in this country (Ministry of Education, n.d), that aims for citizens not only to be able to use both Spanish and English language, but also they will be capable of properly using it for communication. In order to achieve this purpose, the government has implemented many strategies to improve the English proficiency of Chilean citizens. As a result, the Chilean government seized the opportunity for the development of educational aspects, such as improving the teaching and learning process of the English language. Barahona (2015) wrote:

> English became the compulsory foreign-language subject from the 5th to 12th grades at schools in the late 1990s. Since then, government programmes have been introduced promoting the teaching and learning of the English language across the country. These efforts have included in-service training and teacher development programmes. National policies and accreditation criteria have also been enacted to improve EFL teachers' competence and skills. (p. 6).

These improvements in the Chilean government have the intention of creating a significant progress for English teachers; moreover, they will be responsible for the acquisition of skills in workers inside the competitive globalized world which will position the country in a higher place as an improved international community. English-language capacity in communication is considered essential nowadays for competence employment opportunities; it is also a key factor "in facilitating fair access to knowledge and progression through to higher study" (Matear, 2008, p. 134).

According to the EF English proficiency index for 2021 (EF EPI), Chile is nowadays in the 47th place in a global English scale, in comparison to the index from 2020, where it ranked 37th place. Nevertheless, in Latin America, Chile holds the 7th position in the ranking. On the one hand, the situation has clearly improved taking into account that many countries are undergoing serious changes and challenges for opening up to a globalized world (Abrahams & Farias, 2010), on the other hand, it has been stated by Santibañez (2017) that there is a stagnation on this language by the average Chilean. Consequently, according to the Chilean quality assurance agency for education (2017) "English has become a necessity for the personal and professional development of teenagers in the XIX century"[1] The previous statement has led to a process of reflection by the Ministry of Education for the updating of the programs, different practices and the way English has been taught in our country.

Regarding the attitudes and preferences of Chilean English teachers, we can start with primary school, where it was mentioned by McKay (2003) that Chilean teachers tend to be reluctant to change when it comes to innovating their lessons. According to Mckay, some teachers declare to use the Communicative approach in their classrooms, however, there is a misconception as they perceive this approach as the communication between student-teachers rather than group work, class discussions, activities that involve authentic material, or student-student interaction (2003). Moreover, the perception of English teachers changes when it comes to secondary education, where teacher's preferences lean towards the exchange and negotiation of information in the communicative act (Díaz, Martínez, Roa & Sanhueza, 2010).

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[1] translated from Spanish

2.2. Important teaching methods and approaches in Chilean EFL classrooms

2.2.1. Curricular bases and competent English speakers.

Although it might seem that the curricular bases have been integrated for a long time, they were created a few years ago; in 2012 after the enactment of the General Law of Education (Ministry of Education, 2013). According to the National council of education, the curricular bases established the learning objectives that a student must achieve as a minimum level performance. These objectives include content, attitudes and abilities which are meant to be significant during the student's learning process. In addition, the General Law of education demanded the objectives to be relevant, current, coherent, adequate, sequenced and to be managed in a pedagogical timeframe (Ministry of education, 2013). For instance, "Demonstrate understanding of main ideas from literary and non-literary texts" (Ministry of education, 2016, p.27) serves as the first learning objective in the curricular bases for the 8° grade English program. Moreover, we can find these learning objectives being complemented by the transversal learning objectives, which are related to the student's personal development and attitudes towards learning (Ministry of Education, 2011), for example, self-care, values and moral development. The design of these Curricular bases is a continuous process and these bases are prepared to suffer changes and modifications (Ministry of Education, 2012.) given the updates in knowledge and pedagogical innovations on this field; however, there are some opinions that differ from the previous statement and according to Lizasoain (2017) "despite the reasons and

purposes for teaching English in Chile are clear and explicit, its implementation is not that so" (p.132), Furthermore, these curricular bases require a minimum content, which is obligatory, but schools are allowed to create their own curricular proposals as long as they present them to the Regional Secretariats of the Ministry of Education (Ministry of Education, 2009) for a green light to its implementation.

Regarding the main topic of this study, which is the preferences of English teachers regarding the teaching of idiomatic expressions, we find that the curricular bases accompanied by the National English strategy (2014) promote the competitiveness of Chilean English learners in order to be open to a globalized world. On the one hand, according to Dincer and Dariyemez (2020) there is a variety of skills that students should learn to master the English language, for being competent at, in which we find linguistic and non-linguistic elements, sociocultural and discourse competence, and idiomatic expressions are part of these elements. On the other hand, Yilorm (2016) says that "the national curriculum for teaching English in Chile does not always correspond to the learning teaching process in the classroom"(p.103). The latter relates to the fact that the curriculum has some requirements that are not covered in the classroom's reality, for example, it was stated by Santibañez (2017) that in general, English teachers are not able to teach their students in English but they use Spanish, which according to him is a huge mistake.

2.2.1. Contents

The term "content" has come to be used in Education to refer to what is to be taught in a school. For many years, it was given an inaccurate meaning, which led to

some misconceptions regarding this concept, for instance, thinking that content is the same as scientific knowledge. According to Gvirtz and Palamidessi (1998), educational content "is not only about information but techniques, attitudes, habits, abilities, feelings, only a portion of the content consist of academic or scientific knowledge" (p.19). [2] In the Chilean scenario, these contents have been chosen according to "secular trends in the knowledge society and requirements posed by the recent political history of the country, as well as the systematic comparison with curricular reforms in first world countries and Latin America"[3] (Cox, 2011, p.6). These requirements respond to the need of students to be taught how to develop in this society and the tools that they lack. Most of the contents aim for the students to communicate in simple conversations (Curriculum nacional, n.d), with topics such as traveling, savings, jobs, environmental issues and technology, among others. In addition, the focus is a content-based instruction that emphasizes that language is learned through interesting topics, contextualization and connected to the reality and aspirations students have (Organización curricular Inglés, n.d.).

2.2.3. Vocabulary memorization and grammar

In the Chilean educational context regarding English teaching, it is said that lessons are usually grammar focused and rely on memorization, Yilorm (2016) states that "English lessons in public schools are focused on lexicon repetition and translation and on the explicit use of grammar structures". According to Abrahams and Rios (2017) this is a tradition that teachers had kept for many years and even they complained when new policies were implemented for its improvement. This serves as

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[2] Translated from Spanish
[3] Translated from Spanish

an obstacle for students since the curriculum demands for the development of the four skills in relation to production rather than reproduction (Yilorm, 2016), where "providing learners with more and more opportunities to practice the language and engage in meaningful uses of English is necessary" (Abrahams and Farias, 2010). With regards to the national curricula it is suggested that English teaching in a Chilean context focuses on grammatical learning, however, MINEDUC's main teaching procedure is a communicative approach, in which, Chile's *Planes y Programas* learning purpose is for the students to have communicative management in a natural environment, not a memorization-focused approach. The previous statement suggests that students should be able to communicate in English using different language functions and notions, they must manage meaning and a range of linguistic components. (Díaz, 2011). Nonetheless, given the previously mentioned situation, it becomes comprehensible that they still do not manage it. Additionally, these vocabulary memorization and grammar focused lessons are considered obsolete at a global level (Yilorm, 2016).

2.2.4. Idiomatic expressions in the curricular bases

Idiomatic expressions are mentioned in the curricular bases from seventh to twelfth grade. They are part of the learning objectives per unit and semester (Ministry of education, 2016); however, in the student's books they are not mentioned, nor are they in the teacher's guide book, which provides the teacher with methodological recommendations (Eccles, Milne & Sánchez de la Barquera, 2013). The teaching of idiomatic expressions depends on the decision of the teacher; however, the Chilean statistics declare that around 40% of English teachers possess an A2 level (Ministry

of Education, 2019), in addition, it was suggested by Beckett and Stifvater (2009) that non-native English teachers are reluctant to the teaching of colloquial expressions because they do not manage the language in an advanced way, lacking of sociolinguistic competence. Idioms might be challenging to teach at schools according to MINEDUC's statistics, which illustrate a lack of middle school English teachers that are often replaced by translators and, in the worst case scenario, by people who speak the language but lack professional teaching competence (Aguilar, 2017). Despite the fact that the teaching of these expressions is in the curricula, there is a setback in the implementation given that by the end of their schooling period, students are supposed to be in a B1 level, that according to the British council (2021) is an intermediate level, in which idiomatic expressions are not mastered yet (Cambridge assessment English, n.d). Needless to mention, nowadays children and teenagers are immersed in this technological era in which music, social media, TV, among others, are constantly exposing them to new input such as idiomatic expressions. Therefore, the understanding of the input they are exposed to becomes key.

2.3. Idioms/ Idiomatic expressions.

2.3.1. What are idioms?

Merriam Webster Collegiate Dictionary (n.d.) defines idioms as an "expression in the usage of a language that is peculiar to itself either grammatically or in having a meaning that cannot be derived from the conjoined meanings of its elements". The previous definition says that idioms are proper from a specific language and its meaning cannot be inferred by taking into account the meaning of each word that may be part of it, instead they require to be comprehended as a whole. In other words,

idioms consist of a set of words or a phrase which has a completely different meaning from its literal one, for that, it is required a high comprehension of the language from people that are actually learning it, since the use of idiomatic expressions "might be considered an indicator of a speaker's fluency" (McDevitt, 1993, as cited in Alhaysony, 2017, p.70). For instance, "Easy as pie" is an idiom in which each word has its own meaning by itself, if we take a literal look at the idiom, it implies that a "pie is easy", but it does not make any sense because *easy* is not an adjective that we would use to describe a *pie*; however, according to the semantic meaning of it we can infer that it means that something is *very easy*.

Rivera (2002) said that "idioms are defined as common figurative expressions used in colloquial speech that cannot be derived from the meanings of the individual words in the phrase" (p.19). Unlike the first definition mentioned in the previous paragraph, this one uses the words *figurative* and *colloquial* to help to define the type of expressions we are talking about, thus figurative has to do with metaphors and other figures of speech which are meant to help the speaker to express himself in a clearer way. For example, we use the idiom "to break someone's heart" in a metaphorical way to express that someone felt really bad or sad due to a specific situation. The other word mentioned in the definition that is key is *colloquial*, According to Merriam Webster collegiate dictionary (n.d.), its definition is "used in or characteristic of familiar and informal conversation". Even though it is stated that they are commonly used in informal speech, Ambrose (2008) described idioms as "pervasive" (p.181) and implying that they have penetrated even the formal speech nowadays.

Abid (2016) defined idioms as "an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is

different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say" (p.106). Regarding this definition we can say that idioms are mainly understood and frequently used by native speakers of a language and they are part of their everyday vocabulary, for that if a non-native speaker wants to be fluid and sound natural, he or she must learn to use an acceptable number or idioms to communicate, as it was stated by Talib and Abid (2013), "it is important for the non-native speakers of English to be acquainted to the use of idiomatic expressions because it is an important part of their mastery of the English language" (p.7).

According to all the definitions provided, it can be said that idiomatic expressions are phrases or sentences which can be used in colloquial speech; nevertheless, it may not be common but they can also be used in a formal one. These sentences express a different meaning as a whole in comparison to the meaning that each word on its own has. Furthermore, some idioms make no sense at all or they are far from realistic, as stated by Glucksberg (2001): "what sets idioms apart from most other fixed expressions is their 'non-logical' nature, that is, the absence of any discernible relation between their linguistic meanings and their idiomatic meanings" (as cited in Rodriguez and Winnberg, 2013, p.9). Besides, they may be used frequently by native speakers in their everyday vocabulary, although their overuse is not recommended, as Garland states that "idioms create a fine line in writing – a little sprinkle is good to liven things up, but too many and you've muddied the waters" (2012, para. 36).

2.3.2. Characteristics of idioms.

One of the main characteristics that idioms have is that they are metaphorical. This feature in idioms contains three categories for them to be understood, Mantyla (2004) mentioned that these categories are called: Transparent, semi-transparent and opaque idioms. The transparent category refers to the idioms in which it is easy to infer its meaning by using the literal one, for example: *John stabbed me in the back* refers to a betrayal because in our minds we make a connection in which the contestants are our background knowledge, context, culture, among others. We may also infer its meaning due to a translation to our mother tongue. The second category, called Semi-transparent, in which "the literal meaning gives some hint of the figurative meaning but the link is not as obvious as with fully transparent idioms" (Mantyla, 2004, p.29). An example of this can be *it takes two to tango* which has nothing to do with actually dancing but it refers to that another person is needed to perform a certain action. The last category is called opaque idioms, which basically are the hardest to infer their meaning. An example of this type can be *tie the knot,* an idiom that is used to express that someone got married.

2.3.3. Differences between teaching vocabulary and Idioms.

Idioms or idiomatic expressions are an elemental feature that every language around the world possesses. It has been estimated that the English language has around 10,000 idiomatic expressions (Grant & Nation, 2006). These expressions are used frequently in spoken and written language, and considered to be one of the

hallmarks of native-like proficiency (Cowie & Mackin, 1975). Vasiljevic (2015) says that "idioms have an important stylistic and pragmatic function as they make the language more colorful, subtle and precise" (p. 1). It has been previously observed that idioms are more significant than just lexical meaning; it involves the speaker or writer in an interactional dynamic relationship with the receiver of the message in a discourse context. If we consider the wide range of existing idioms previously mentioned, we are able to assume the important role that they perform in daily human communication. Despite this, idiomatic expressions continue to be an unexplored branch of the vocabulary teaching tree.

Vasiljevic (2015) states that idiomatic expressions are frequently defined as multi-word phrases whose meanings cannot be predicted because of the literal meaning learners may give to them; idioms become peculiar expressions then. If we focus on Chile, the education is established on the curricular bases of the Ministry of Education (2018):

> In an English as a foreign language learning context, the use of non-literary text such as dialogues, descriptions or emails, among other examples becomes highly relevant, given that it offers the student the possibility for recognizing elements of a language like vocabulary, expressions, language functions and grammatical structures associated to a diversity of topics and communicational situations.[4]

Regarding the previous quote, the Ministry of Education has paid attention and importance to the teaching of idiomatic expressions, associated with the vocabulary of each unit and each individual skill. However, despite the better understanding,

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[4] Translated from Spanish.

attention and importance that has been paid to the teaching of idiomatic expressions, it must be accepted that these elements possess characteristics that distinguish them from other multi-word phrases. One is that although idioms may be decomposable, their overall meaning is often not immediately obvious from the meaning of their constituent elements. The other one concerns the restrictions that they are subjected to in terms of lexical choices and syntactic properties such as aspect, mood or voice (Moon, 1998).

2.3.4. When and how are idioms used?

As stated before, idioms can be used in colloquial speech but also in written speech (O'dell & Mccarthy, 2010), a clear example of this can be a title in the gossip section in newspapers and online magazines, since most idioms tend to be funny and laughable. For learners and speakers this aspect of speech should be incorporated in their everyday vocabulary because "you will also sound more natural and fluent if you can use idioms in everyday conversation or informal writing. Be careful not to use many". (O'dell & Mccarthy, 2010, p.6). For there is not an established moment when idioms have to be used, instead, they just come up spontaneously and in accordance with the situation

When it comes to answering the question of *how,* we can say that for using them you have to know its real meaning and if the idiom is needed in a certain moment. Furthermore, we cannot change the order of the words in an idiomatic expression because then people may not understand what we are talking about. Odell and McCarthy said: "the words and word order of idioms are usually fixed, and we cannot

change them in any way. For example, we cannot say gave *a shine to* or *sound and safe"* (2010, p.6).

Regarding the instances in the classrooms where idioms can be taught and used, it has been stated that "teaching and learning idioms is one of the most difficult areas in which L2 teachers and learners are involved" (Fotovatnia & Khaki, 2012, p.273). for that it is suggested by Thi and Van (2020) to teach using contextual clues, using pictures to illustrate meanings, matching idioms to their meanings, filling in blanks with the appropriate idiom, replacing underlined expressions with an idiom, etc" (p.53). Additionally, it was suggested by Rizq (2015) that these could be taught using a traditional method that "encourages teaching idioms explicitly in context" (p.17) and complemented with the use of L1 translation (Fotovatnia & Khaki, 2012). More recent evidence suggests that lessons for vocabulary teaching should aim to create a network, where words are taught with multiple relationships, this is to say, their synonyms, antonyms, word families, different meanings, among others, instead of the teaching of these words as an isolated unit (Botezat, 2019).

2.3.5. Idioms and culture.

"Given that language is used to construct our social lives and using this understanding to improve our world, language and culture are inextricably intermingled" (Yağiz & Izadpanah, 2013, pp. 953). For that we can establish a strong relationship between idioms and culture since they are an important part of any language. In order to make the relationship clearer we have to define what culture is

in a communicative context, according to Ayers: "culture expresses meaning through a variety of ways such as art, dance, music, ceremonies, names, and narratives" (2015, pp. 6). We can see this in the way idioms are understood without a problem by certain people, for example: people from the United States have their own way to express when someone is trying to trick you which is *to pull someone's leg* and

Chilean Spanish speakers have their own equivalent as well, which can be literally translated to English as *pulling someone's hair,* for that if you take the American way and you use it in a Spanish speaking country, the people may not understand what you want to express because it is not part of their culture.

Another point to express how important culture is in idioms is that sometimes these have been created due to a historical event proper of a country; for instance, there is a Spanish idiom which says *Whoever went to Sevilla, lost his seat* that according to Spain's history was created when two archbishops exchanged their seats for a period of time while one of them went to the city of Sevilla. When the archbishop returned he wanted his seat back but the other refused to give it back. It is a well-known idiom in that country because it is part of their history and consequently part of their culture. (Garcia, 2013). Consequently, it is not only the language that is being taught, but also the culture and idiosyncrasy of English speaking countries.

In the literature, there were some authors such as Lev Vigotsky, who gave a special importance to culture and social context to the development of human mental systems, which was explained on his sociocultural theory in which he tried to explain "how individual mental functioning is related to cultural, institutional, and historical context" (Scott & Palincsar, 2013, p.1). Despite the fact that he did not write about

second language acquisition in the process of learning he did "provide a foundation for second language acquisition research" (Mahn & Fazlehaq, 2020, p.1). Therefore, this led to research on how social interactions play an important role in language acquisition.

2.3.6. Idioms comprehension and teaching strategies.

Comprehending idioms is a hard task for non-native speakers given the characteristics of these. On the one hand, a feature that idioms have that affects the learner's understanding of them is that sometimes they carry two meanings, a literal and a figurative one (Cooper 1998, as cited in Rodriguez et. al, 2013); For instance, "have cold feet" is an expression whose figurative meaning is *not to have the courage to do something,* but also a person can have physically cold feet, which might lead to confusion. On the other hand, we can mention "*once in a blue moon"* (very rarely)*,* an idiom which has only one meaning, the figurative one. Given that in reality it is impossible for the moon to be blue, the learner can realize that since it is nonsense, we are using an idiom; however, it may be required to ask for the meaning to someone who knows how to use it. For this we can say that idioms may be hard to understand and to use but they are part of the everyday vocabulary of native speakers, and according to Abid: "Despite the difficulty that non-native speakers of English Language might face in realizing and understating the meaning of idioms, understanding idioms and knowing their actual meaning is a necessity" (2016, p.108). Additionally, the understanding of idiomatic expressions can be affected by the different categories they possess. These categories vary depending on authors, some preliminary work was carried out in the late 1970's were Fraser classified them into transparent, semi-transparent and opaque depending on the "clarity" of their meaning, and in a major

advance in 2004 Mantyla mentioned these categories again; Whereas Nunberg (1978) categorized them into normally decomposable, abnormally decomposable, and semantically non-decomposable idioms. Finally, Gibbs (1987) split them into four categories which are syntactically frozen idioms, syntactically flexible idioms, transparent idioms, and opaque idioms.

Regarding the teaching perspective, we can address some strategies, teaching techniques and approaches for its comprehension. These concepts are sometimes confused among themselves. To start with, from a student- centered outlook, a strategy is defined as specific actions taken by a learner to ease the learning process (Oxford, 1989), while from a teacher-centered point of view, a strategy is the way a teacher organizes and coordinates the teaching techniques (Dhand, 1990). These teaching techniques can be activities such as: group discussions, worksheets or using the textbook, among others. According to the author, teaching techniques are meant to enhance and enrich the learning process, for that, the teacher should establish a criteria for the activities with a particular purpose (Dhand, 1990). Lastly, the main approaches according to Botezat (2019) are four: the grammar-translation approach; the audiolingual approach; the natural approach; and the communicative approach. The first approach that is called the Grammar-translation "involves the translation of written texts and the grammatical analysis of sentences" (Cunha , Bruscato, 2019, p.21), The second, The Audiolingual approach "places as high priority the oral-communication" (Saville-Troike,1973, p.398). The third approach, called The Natural Approach is based on the idea that learners should learn a second language, the same way they have acquired the first, that is naturally (Cunha, Bruscato, 2019). Finally, the Communicative approach relies on the communicative competence that a language

learner possesses, where the four skills are integrated and authentic material is used for teaching (Richards, 2005). One way to explain the relationship between strategies, teaching techniques and approaches is to say that teachers can make use of different strategies that comprise a variety of teaching techniques but using just one approach.

2.3.7. The importance of idioms for language learners.

According to Talib and Abid, "idioms include all areas of life. Idioms include medical areas, there are color idioms, such as 'a black look' or 'be in the black', food idioms 'piece of cake', business idioms, money idioms, animal idioms, and body idioms" (2013, p.7). Regarding this quotation, we can see how these idiomatic expressions are part of people's language and how important and necessary they are for communication. In addition, "they are necessary to any language in order to keep the local and cultural color of that language" (Adelnia and Vahid, 2011, p.879).

Regarding language learners, idioms are a necessity and this need comes from the frustration that would mean for the learner not being able to speak fluently and with a proper range of vocabulary to a native English speaker. De Caro (2009) stated that "a strong knowledge of idioms will help students be better speakers" (p.125). We can suggest that people who learn idiomatic expressions, slang and fixed phrases can get more involved in the culture of the language they are learning and also leave some insecurities behind and start using the targeted language more confidently. A concluding point for the argumentation of its importance is that "natural English is spoken at an informal level, and it is the idioms in the language that give it a natural,

conversational and creative feel" (de Caro, 2009, p. 129). Additionally, idioms represent speech acts and not knowing how to use them could be a barrier to communication (Hidayat, 2016), similarly Ambrose stated that: "understanding the lexicon of English demands more than knowing the denotative meaning of words" therefore, its figurative language.

2.4. Empirical studies

Cooper (1999) conducted an investigation with regard to the strategies that non-English speakers used to identify the meaning of idioms. This research had participants from different countries, such as Russia, Korea, Japan, among others. Along with this, the age of the participants ranged from 17 to 47, which allows us to have a broader scope of how people get the meaning of idioms at different ages. The findings were that guessing from the context was the most used strategy in comparison to discussing and analyzing the idiom in specific. Other strategies that were presented are: using the literal meaning, requesting more information and using the L1. Moreover, these participants made use of two or more strategies to complete the tasks.

Hussein, Khanji and Makhzoomy (2000) conducted a study in which they wanted to explore to what extent idioms are mastered by English major students in Jordan. The findings were that most of the students had problems identifying the meaning of idioms categorized as different, in contrast with the similar idioms or the identical ones. For that, it is suggested that the acquisition of idioms relies on other factors besides the use of the first language or the translation of them. In addition, the focus should be pointed at the development of the pragmatic competences in students

rather than the grammatical, and that the reason behind these results is that "the acquisition of idioms has thus far been a neglected variable in the EFL environment" (Hussein et al, 2000, p.23).

A study by Rivera (2002) revealed that students with an intermediate English level showed a better understanding of idioms, in which the category proposed was that idioms can be opaque, semi-transparent and transparent in relation to how clear the meaning was. On the contrary, students with a pre- and basic level struggled substantially more identifying their meaning. In addition, the strategies used by intermediate students to understand these idioms were mainly the use of context, in contrast with the literal translation that was used mostly by the pre-basic and basic level students.

Ahmed, Eng and Ali (2017) suggested that the acquisition of idioms in adult English learners is way more difficult than the acquisition of these as a child, and the level of proficiency plays a significant role in the way learners try to guess the meaning of idioms. The results regarding the strategies that the participants used, showed that a great percentage of them relied on guessing the meaning of idioms through context, in contrast with the percentage of participants that relied on the literal translation.

Kostadinovska (2018) presented some of the methods or strategies used by English teachers that could help students to acquire these expressions in a more appropriate way. According to the author, teachers should suggest their students to link the idiom with a synonym, understand the idiom as a phrase and then as a part of a whole text; moreover, the use of the first language to make an explanation about it is highly recommendable, because it is a process that demands a lot of effort and practice.

Chapter III: Methodology

3.1. Type of research

To address the research questions, a qualitative research design was chosen given that this type of research allows us to gather information regarding people's opinions and perspectives. Moreover, while quantitative studies focus on numerical representation, the qualitative studies focus on understanding a given problem and are concerned with aspects of reality that are not quantified (Queirós, Faria & Almeida, 2017), in this case the opinion of the participants. In addition, this research provided us with the opportunity to study a reduced number of participants whose answers were categorized in a descriptive study, which "in such research, the data may be collected qualitatively but is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships" (Nassaji, 2015, p.129). Also, a descriptive study is not concerned with determining the "why" of an issue, nor the cause or the effect but the relationship between the data, where the only variable may be the frequency of these characteristics among a certain population (Dulock, 1993) which was the best option for our study since it is an exploratory study, that did not look for a solution to a problem nor does provide a conclusive answer for it.

3.2. Procedure

The process of the problem identification started with a brainstorming of ideas. Among the different concepts presented, it was decided that idiomatic expressions would be the chosen topic. Following, for the data collection instrument was suggested an interview with each participant, however, given certain constraints, an online

questionnaire was a better option. This online questionnaire was validated by 8 experts on the matter.

The data collection was done over the course of two weeks in which the participants were contacted through different platforms. This process was delayed for certain reasons, the social outbreak and therefore the protests. After they accepted to participate, a link to a google form was sent to their emails. These participants were asked to answer an online open-ended questionnaire which consisted of 15 questions that were split in three sections. It was decided to work with an open-ended questionnaire for two main reasons; to gather information more efficiently (Porst, 2011) and to motivate them to talk about their own preferences. The sections were organized from the most general questions to the most detailed. As soon as the data was collected, a thematic analysis was carried out. Moreover, the analysis was a process which comprised 6 stages or phases. The first one was getting familiar with the information, where we transcribed the data and read thoroughly in order to get an overall understanding of it. Then, the process of coding was conducted for the categorization of the answers into labels, patterns or themes. Moreover, this process allowed us to interpret and establish relationships between the answers of the participants, thereafter, we discussed and reflected upon the results.

3.3. Participants

The participants chosen for this research were 18 English teachers from the province of Concepción. In this sample, 13 out of 18 were female. In addition, 12 teachers worked in subsidized schools, 5 in private schools and only one in a public school. Approximately 38 % of the teachers had been teaching for 1-2 years and just

under 30% had been teaching for 3 years or more, while 6 teachers, representing 32%, had been teaching for 5 or more years.

Furthermore, in terms of hours of English teaching, around 13 teachers had 4 to 6 hours per week, while the rest had around 2 to 3 hours of teaching. The participants were asked to answer a questionnaire through a google form and had around a week to answer the questions.

This sample was intentional since the participants were chosen at the discretion of the researchers for a specific purpose. Regarding the intentional or purposive sampling, Dudovskiy (2016) said "that personal judgment needs to be used to choose cases that help answer research questions or achieve research objectives" (para. 5), in this case the research questions concerning the preferences of different English teachers, who serve as informants or experts on the matter; moreover, with reference to the latest, "the purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within" (Tongco, 2007, p. 147).

Additionally, this sampling was chosen because it was easier to contact the participants, given the social outbreak, in which several universities were on a strike by the end of 2019 and the pandemic from early 2020, were most of the people was under lockdown, it got complicated to plan any meeting or reunion with them. These factors influenced the number of participants and served as a limitation for us.

3.4. Data collection instrument (Appendix A)

The instrument used was an online open-ended questionnaire, in which the participants were asked to answer 15 questions regarding the teaching of idiomatic expressions; moreover, it was in Spanish, in order to be clear and easy to understand. This data gathering tool was chosen as we were exploring the preferences of English teachers while teaching and working with idioms inside the classroom; In consequence, this type of questionnaire would give the participants the opportunity to answer the questions without limiting or influencing them with predefined answers.

In addition, there are two main reasons for using open-ended questions and according to Reja et al. (2003): "One is to discover the responses that individuals give spontaneously; the other is to avoid the bias that may result from suggesting responses to individuals" (p.159); Furthermore, according to Hyman & Sierra (2016) open-ended questions provide the interviewee a set of different possible answers, since some of them will be unexpected by the participant. Nevertheless, there was an exception and a few closed-ended questions in the survey were added, given that the answers for some specific questions were meant not to go further, for example, the hours of English per week that teachers had for teaching. Furthermore, for this questionnaire to be conducted, it was designed as a Google form in which the participants would get the link to respond to it through Gmail. This platform according to Djenno, Insua and Pho (2015)"is a Web application that allows users to create surveys and polls that can be distributed to authorized users. It is freely available in Google Drive, Google's cloud-based, file-storage system, making it an ideal option for

educators" (p.9), for that, this platform allowed us to keep a record of the answers of each participant and provided us with graphs about the information collected.

Additionally, before this questionnaire was conducted, it went through the validation of a few experts on this area. We sent it to 8 teachers from different institutions in which the feedback we obtained ranged from little details on grammar, such as punctuation, to the suggestions for changing an objective or to focus on a certain aim for this thesis.

3.5. Data analysis techniques

A thematic analysis (TA) was conducted in order to examine in detail every answer. This type of analysis allows the researcher to define patterns in the answers of the participants and according to Braun and Clarke (2012) "TA is a method for systematically identifying, organizing, and offering insight into, patterns of meaning (themes) across a dataset" (p.2). Additionally, this type of analysis "allows the researcher to determine precisely the relationships between concepts and compare them with the replicated data" (Alhojailan, 2012, p.40). Equally important, a thematic analysis does not summarize the data but "interprets and makes sense of it" (Maguire & Delahunt, 2017).

The thematic analysis was the most recommendable for this study because the data collected consisted mainly of opinions and it is "one of the most common forms of analysis in qualitative research" (Javari & Zarea, 2016). In the same way, it is highly recommended for beginners in the research area because "it provides core skills that

will be useful for conducting many other kinds of analysis" (Braun & Clarke, 2006, p.78).

This analysis comprised 6 stages or phases, which were getting familiar with the data, generating codes for each answer, searching for themes out of the codes, reviewing them, defining themes and finally producing the report (Javari & Zarea, 2016). Moreover, these stages are highly time consuming (Braun & Clarke, 2006) since it is required for the researcher to get immersed into the data and, according to Savage (2000), these processes involve interacting and reflecting on it for the codes to be generated. Subsequently, the codes or themes, which are a defined pattern found in the information that can be identified directly from the answer or inferred by the researcher (Boyatzis, 1998), are tabulated and placed into charts for the information gathered to be reported as the results of this research. These charts are placed after the dimensions they represent, with their respective theme, subcategory, frequency and example. The first dimension is "Preferences on the teaching of English and vocabulary", which comprises 5 charts, the second dimension is "General knowledge about idiomatic expressions", that comprises 3 charts, and the last is "Teaching of idiomatic expressions in an EFL context", this dimension comprises 5 charts and 2 graphs.

Chapter IV: Results

4.1. Introduction

The purpose of this study was to explore the preferences of English teachers regarding the teaching of idiomatic expressions in the classroom. The study sought not only to elicit their preferences but also their knowledge in regards to idiomatic expressions as part of the English language. Additionally, it looked at the strategies used by the teachers to teach them more effectively. The tables have been divided according to the dimensions of the answers, going from the most general section to the most specific.

The first category of this chapter presents the patterns of the answers regarding the preferences of the participants with reference to vocabulary in general. In this part of the study, the participants answered questions about how important vocabulary teaching is, whether they focus on isolated words rather than phrases, what strategies or activities they use for teaching it and which approaches they rely on.

The second category shows an overview of the knowledge about idiomatic expressions that teachers possess. In this, there were questions about the meaning of idiomatic expressions, if they knew their context, the cultural importance and therefore their use. Since these charts are about knowledge, some questions were left without a response.

Finally, the third category presents the patterns of answers regarding the teaching of idiomatic expressions inside the classroom. In this chart, the questions aimed for answers concerning the teacher's own experience when including idiomatic

expressions in their lessons. The questions consisted of the strategies, suggested activities and materials that they used for teaching idioms in specific. It also looked at connections related to the national curricula from the Ministry of Education.

4.2. Dimension 1: Preferences on the teaching of English and vocabulary

Table 1. Theme 1 - Importance of vocabulary

Theme	Sub-theme	Frequency	Example
Importance of vocabulary	-Base or starting point.	7	*-Una de las bases de la enseñanza del idioma.*
	-Better language management	1	*-Complementa el lenguaje general de los estudiantes para comunicarse en la segunda lengua.*
	-Communicative purpose	9	
	-to broaden vocabulary	5	
	-Contextualization	8	

According to chart 1, in the dimension of preferences regarding the English teaching and vocabulary in general, the participants were asked about how important the teaching of vocabulary was for them. The results showed that all of the subjects agreed on the deal of importance about it, giving each subject a reason for their answer. Around 50% of them said that vocabulary is important for a communicative purpose, 44% perceived its importance as a contextualization factor for language learning, following, 38% considered that vocabulary is important for being a base, foundation or starting point for learning another language; Whereas 27% perceived its significance for broadening the vocabulary in contrast with only 5% said that is for better language management.

Table 2. Theme 2 - Focus

Theme	Sub-theme	Frequency	Example
Focus	-Isolated words.	1	*-Al enseñar vocabulario me enfoco en presentar la palabra.*
	-Isolated words and phrases.	17	*-En ambas, las frases son importantes para dar sentido al uso de las palabras aisladas.*

The following theme was concerned with the focus of the teaching of vocabulary. The aim of this category was to find whether teachers focused on isolated words, phrases or both together. The findings were that 17 out of the 18 participants (94%) had their focal point on both rather than isolated words. The justification in several cases, and what most of the teachers agreed on, was that isolated words have different meanings depending on the phrase they are used in, for that, the context is highly relevant for the proper use of a word. Additionally the focus depends on the level of English management the students have as well, as NH15 states: "Depende del nivel del estudiante y también del contenido que propone el programa de estudio".

Table 3. Theme 3 – Approaches for teaching vocabulary

Theme	Sub-theme	frequency	example
Approaches for teaching vocabulary	-Communicative approach.	10	*- Trato de que sea un enfoque comunicativo.*
	-TPR	2	*- ...Si es posible el movimiento del cuerpo…*
	-Grammar translation method	3	
	-Lexical approach	3	*- Total physical response*
	-Natural approach	2	

The third theme dealt with the learning approaches that teachers used for their lessons when teaching vocabulary in general. The results were that 55% of the participants leaned towards the use of a communicative approach for their lessons, for example, KL13 stated: "Trato de que sea un enfoque comunicativo", followed by MQ16 that said:"El enfoque de mis clases es comunicativo"; Subsequently, 16% used a Grammar translation method and in the same way another 16% made use of the Lexical approach. Followed by Total physical response (TPR) with 11%, and lastly, the Natural approach with 11% as well.

Table 4. Theme 4 – Activities for teaching vocabulary

Theme	Sub-theme	Frequency	Examples
Activities for teaching vocabulary	-Short stories/dialogues.	3	*-Uso en diálogos cortos donde los alumnos usen el vocabulario.*
	-Fill in the blank activities.	4	
	-Drilling.	2	*-...Términos pareados, crucigramas, sopa de letras, asociar imagen…*
	-Matching and sorting activities.	5	
	-recognition/associa	4	*-Pequeños concursos de deletreo y creación*

	tion activities.		de pequeños cuentos
		2	
	-Games.		-Otras como word maps, word splash…
	-Activities using realia.	3	-Asociamos vocabulario con imágenes y cosas reales.
	-Other	2	

The fourth theme had to do with the activities that teachers used with students to acquire new vocabulary. The results indicated that around 27% of the participants made use of matching and sorting activities, such as paired terms, column A and column B, classifying and "put in the boxes". To continue, 22% of the subjects used "fill in the blank" activities, in the same way, another 22% used recognition and association activities. Furthermore, 16% expressed that they used short stories and dialogues while another 16% said that they made use of Realia, which in education, it is a concept that usually refers to "objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations" (Sukrina, 2010, p.6) in their activities. The use of realia can be seen in one of the responses, for example, AA1 mentioned that "las actividades se pueden diversificar ya sea mediante realia", in the same way, MV14 said that "Asociamos vocabulario con imágenes y cosas reales". Evidently, realia is mainly materials that can be used for activities instead of activities on their own, which may

be a misconception that led participants to mention realia as an activity to teach vocabulary.

Table 5. Theme 5 – Materials for teaching vocabulary

Theme	Sub-theme	Frequency	Example
Materials for teaching vocabulary	Flashcards and images	16	-...*Un libro que se llama Next move También realia para reforzar…*
	PPT presentations	5	
	videos and audio	11	-*Videos - digital board - books - computers...*
	Worksheets	6	
	Books	3	-*Libro del estudiante o imágenes…*
	Internet apps	4	
	Realias	8	

For the last theme, the participants were asked about the materials they used in their vocabulary lessons. The chart illustrates that a significant 88% used flashcards and images, meanwhile, 61% relied on the use of video and audio, where we can find

the use of YouTube, songs, movies, short films, among other examples, being both the highest percentages of this theme. To continue, 44% of the subjects used realia, followed by the use of worksheets that represented 33%. Furthermore, we can find the use of PowerPoint presentations at 27% respectively. The lowest percentages were found in the use of internet apps (22%) such as Kahoot, Canvas and books (16%).

4.3. Dimension 2: General knowledge about idiomatic expressions

Table 6. Theme 1 – Meaning of idiomatic expressions

Theme	Sub-theme	frequency	example
Meaning of idiomatic expressions	-Phrase/Expression with no literal meaning	7	*-Son expresiones que poseen un significado no literal…*
	-Phrases with implicit meaning	2	*-Son frases que no tienen un significado literal.*
	-Everyday phrases/vocabulary	2	
	-Popular expressions		*-Según lo que recuerdo, son frases socialmente aceptadas.*
	-Fixed expressions	2	
	-Other	1	

		4	

According to the second dimension regarding knowledge about idiomatic expressions (idioms), the participants were asked about to what extent they knew these expressions, for instance, their meaning. The results in this category were that 38% considered that idioms are phrases or expressions with no literal meaning, which represented the highest percentage in this theme. Alternatively, 11% said that these were phrases with an implicit meaning, another 11% considered that these were everyday phrases, and in the same way, another 11% of the participants said that these were popular expressions. The lowest percentage represented 5% that stated that idiomatic expressions were fixed phrases. For instance, BP4 stated that: "Son expresiones que al ser vistas de forma literal carecen de significado" Along with this theme, participants were briefly asked if they considered idiomatic expressions as part of the English language to which 88% responded positively and 11% considered that these expressions are not.

Table 7, Theme 2 – Context and use of idiomatic expressions

Theme	Sub-theme	Frequency	Example
Context and use of idiomatic expressions	-Informal conversations	6	*-Usualmente en conversaciones más informales.*
	-Knows its use	4	

			-*Generalmente en contextos informales.*
	-Everyday conversations	3	
	-No answer	5	

The second theme had to do with the use of idiomatic expressions, such as the context for its proper usage and whether the subjects acknowledged when to use them. The findings were that 33% of the participants used them in informal situations or conversations, 22% declared they knew how to use them, and 16% stated that they used them in everyday conversations. Lastly, 27% of them did not answer this question.

Table 8. Theme 3 – Importance of idiomatic expressions

Theme	Sub-theme	Frequency	Example
Importance of idiomatic expressions	-Represent an important feature	7	-*Las frases idiomáticas son un claro ejemplo de la cultura de cada lenguaje…*
	-Show a better language management	1	
			-*A mi parecer demuestran un mayor manejo del*
	Reflect cultural	7	

51

	identity		*idioma…*
	———————————	3	
	no answer		

The third and last theme dealt with the importance that idiomatic expressions have according to the participants. The results showed that 38% of participants considered that the significance relied on idioms representing an important part or feature of the language. In the same way, 38% stated that idiomatic expressions reflected the cultural identity of a country through the language, for instance, CO5 said that "te entrega una parte de su cultura y también de su lenguaje", in addition to AF8 that said "las frases idiomáticas son un claro ejemplo de la cultura de cada lenguaje". Alternatively, only 5% suggested that these expressions leave evidence of the language management that a speaker has. Following this, 16% did not answer this question.

4.4. Dimension 3: Teaching of idiomatic expressions in an EFL context.

Figure 1. Theme 1 – National educational curricular integration
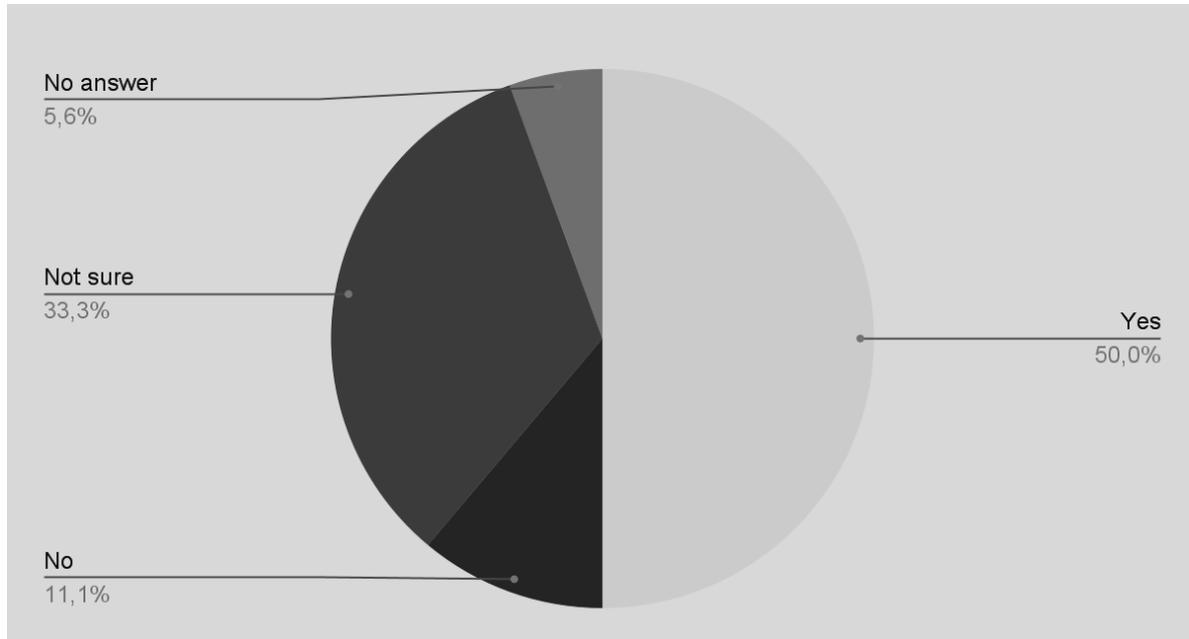
Regarding the dimension of the teaching of idiomatic expressions inside the classroom specifically, the participants were asked about their own lessons experiences. The results for the first theme, which had to do with the inclusion of these expressions in the national curricula, showed that 50% of the participants affirm that idiomatic expressions are part of the contents that the Ministry of Education suggests to be taught. In contrast, 11% stated that these expressions are not part of the curriculum. Subsequently, 33% declared that they are not sure if idiomatic expressions are present or not. Lastly, 5% did not answer the question.

Table 9. Theme 2 – Meaningful learning

Theme	Sub-theme	Frequency	Example
Meaningful learning	Idiomatic expressions learning is meaningful	16	*-Totalmente, aprender estas frases me otorgó confianza y motivación al utilizar la lengua.*
	Unsure about the meaningfulness	2	*-Sí, debido a que en contexto más reales cómo hablar con un nativo se me ha hecho más fácil*

The second theme had to do with the perception that teachers had about how meaningful idioms are in general. Moreover, this theme comprised two questions that the participants answered. The first one regarding the teacher's own vocational training, whether the idiomatic expressions were part of their learning process or not. The results showed that 77% of the participants learned about idiomatic expressions at some point of their college stage. On the contrary, 16% were not sure about it and only 5% declared that they were not acquainted with idiomatic expressions during their learning process at college (see figure 1.). The second question of this theme was

regarding how meaningful idiomatic expressions are. The findings were that a huge percentage (88%) declared that idiomatic expressions are meaningful in the English language, while the remaining percentage (11%) considered idiomatic expressions as not meaningful. According to some participants the importance of the meaning lies in the context that they provide, the confidence for speaking with native speakers and the proficient development of the language. See figure 1.

Figure 2. Theme- The teaching of idiomatic expressions during formation process
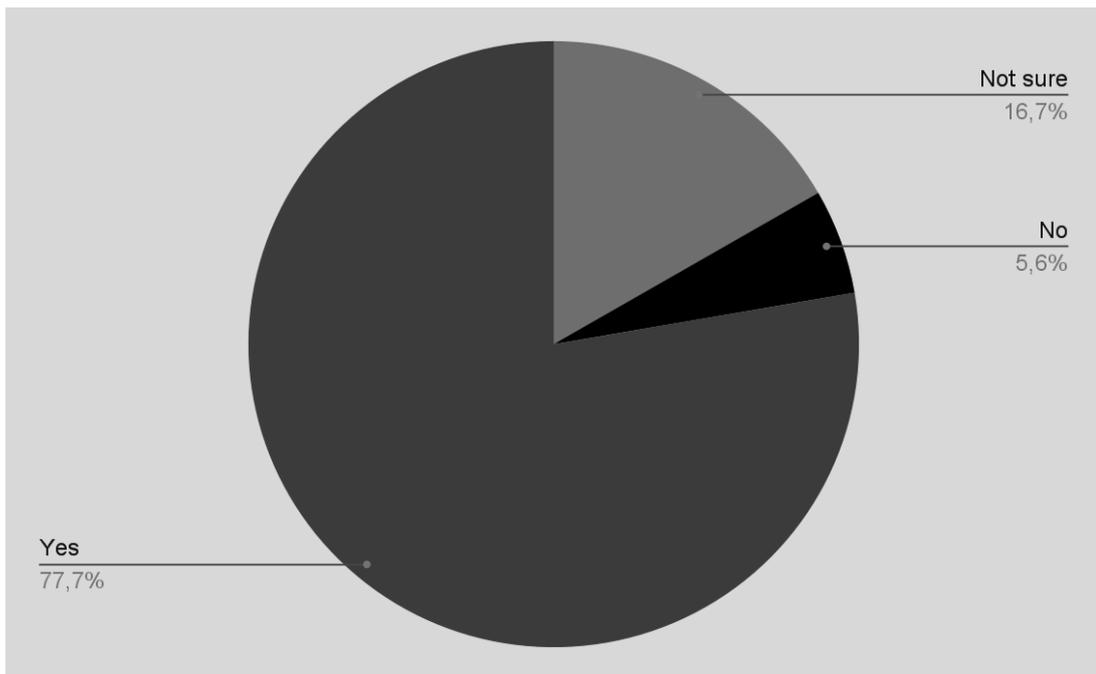
Figure 3. Theme 2- Meaning learning
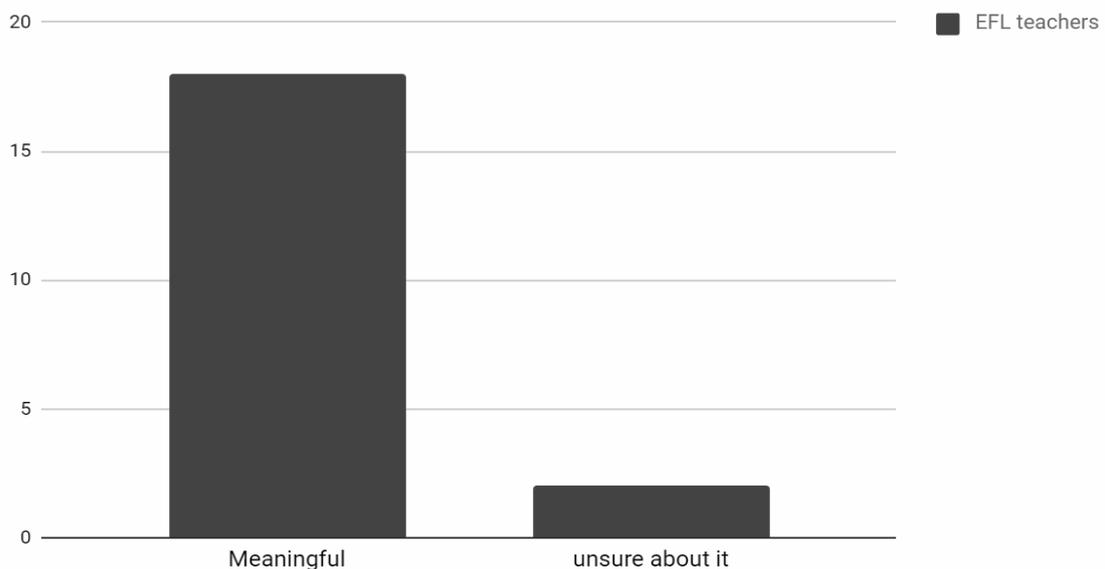
Table 10. Theme 3 – Approaches for teaching idiomatic expressions

Theme	Sub-theme	Frequency	Example
Approaches for teaching idiomatic expressions	variety of approaches	8	*-Comunicativos, porque de esta forma los alumnos utilizan el lenguaje*
	communicative approach	7	
	sociocultural approach	2	*-Una mezcla entre varios enfoques.*
	T does not know	2	*-Luego, sociocultural, pidiéndoles a los estudiantes que asocien las frases a contextos que ellos conozcan.*
	no answer	1	

Regarding the third theme, it contemplated the approaches that the participants suggested for the teaching of idiomatic expressions. The results were that 44% mentioned a variety of approaches, 38% mentioned the Communicative approach particularly, and 11% mentioned the Sociocultural approach also known as Vigotsky's sociocultural theory, in which this approach "situated language use in its social and

cultural contexts" (Hawkings, 2010, p.97). Following, 11% were not sure about the approaches they used, lastly 5% did not answer the question.

Table 11. Theme 4 – Idioms inclusion inside the classroom

Theme	Sub-theme	Frequency	Examples
Idioms inclusion inside the classroom.	in dialogues	2	*- A veces las ocupo yo y pregunto si alguien conoce eso*
	once in a while during lessons	7	*-en la preparación de diálogos*
	In activities for skills development	4	*-Dentro de cada unidad incluye un set de frases predeterminadas*
	In activities using media	3	
	other	2	

To continue, the fourth theme had to do with the inclusion of the idiomatic expressions inside the classroom. The results from the table showed that 38% included them once in a while during the lessons. Furthermore, 22% in activities for the development of the four skills, while 16% included them in activities using media, and 11% used them for activities with dialogues. Lastly, 11% included them in other

activities. This theme also encompasses a "yes or no" question regarding whether it was explicitly stipulated in their plan (be they per unit, monthly, semester or yearly) the teaching of idiomatic expressions to what the majority of the respondents answered that it was, while only a few reported it was not stipulated.

Table 12. Theme 5 – Suggested activities for teaching idioms

Theme	Sub-theme	frequency	example
Suggested activities for teaching idioms	Role play and dialogues	7	*-Que hagan conversaciones a partir de un ejemplo.*
	Activities with audiovisual material	3	*-Diálogos - presentaciones orales - deducir sus significados, etc.*
	real context activities	6	
	other	3	*-Trabajar con canciones*

Finally, the fifth and last theme was concerned with the activities that the participants suggested for the teaching of these expressions. The findings were that 33% suggested activities with real context, such as the an example given by MV14, who mentioned that these activities should be about "alumnos socializando y

presentando las frases en contextos reales", while 38% mentioned activities of role play and dialogues, such as oral presentations, conversations, among others; Moreover, 16% suggested activities with audiovisual material, and finally a remaining 16% recommended other activities.

Chapter V: Discussion and Conclusion

5.1. Discussions

The purpose of this study was to explore the preferences and attitudes of EFL teachers in the province of Concepción towards the teaching and learning of idiomatic expressions as part of their curriculum. This study has three significant contributions for teachers that are exploring ways to teach idiomatic expressions in their classrooms. Firstly, the results turned out to be promising, since it was found that the participants' attitudes towards this particular topic are noticeably willing toward its learning and teaching. It could be expected that there could be more usage of these types of English expressions if teachers are willing to include idiomatic expressions as part of the topics covered in the classrooms. Secondly, as it was exploratory, we had some assumptions and hypotheses, in which we encountered unexpected results that not only opened our minds to new ways of approaching this topic from other perspectives and other areas for further research but also it has the potential to be expanded to a linguistic scope given that it is a topic that involves a pragmatic view of the language, which implies to see how the language is used in a practical way (Hidayat, 2016). Thirdly, this study has contributed to the understanding of a particular subject that is not as exploited as it should be in our country, a subject that is clearly important for the communicative competence; therefore, provides evidence of the use of a wide range of vocabulary and the understanding of this. Subsequently, the following is an analysis of the findings in relation to the results, the research questions and hypothesis we had.

5.1.1. To what extent do teachers acknowledge idiomatic expressions and their use?

The analysis of the data revealed that a huge percentage of the participants knew about the existence of idiomatic expressions and declared to know how to use them. However, none of them gave an example taking into consideration that they had enough space to elaborate an answer. In addition, it is important to mention that the subjects had different words or concepts to refer to idiomatic expressions. For example, fixed phrases, everyday expressions, popular expressions, among others, but in the end they would agree on the same meaning. This is consistent with Merriam-Webster's dictionary definition of these expressions, which is "an expression in the usage of a language that is peculiar to itself either in having a meaning that cannot be derived from the conjoined meanings of its elements or in its grammatically atypical use of words" (n.d). Surprisingly, all of them knew about these expressions but at a different level of acknowledgement. For instance, a number of participants knew what these were about, and another group declared to know how to use them, among other examples. These findings differ from the 2nd hypothesis we had that contemplated that teachers do not know about idiomatic expressions. Moreover, it is comforting to realize that our hypothesis was discouraged since idiomatic expressions pose an enriching linguistic feature that could be beneficial for the Chilean EFL classroom.

In addition, when asking about their own experience, a great percentage of the participants claimed that learning about these expressions was absolutely meaningful for different reasons, some of these were regarding personal development, communicational issues, cultural exchange or for being better at teaching, or simply being competent in this area of the language; the last two have to do with the

requirements that were proposed by Santibañez (2017) in relation to the teaching profile that English teachers should have for teaching in College. For instance, having a C2 level that could demonstrate a level of mastery equivalent to a native English speaker, where teachers are considered competent.

5.1.2. Do teachers recognize the importance of teaching authentic vocabulary such as idiomatic expressions or fixed phrases?

The findings suggest that the participants considered idiomatic expressions highly important for the English language, therefore, its teaching as equally important. Furthermore, in the field of language teaching, De Caro (2009) suggested that the importance relies on the idea that knowing idioms help students to be better speakers, while Talib and Abid (2013) have provided that idioms involve every aspect of life. The reasons for their answers were connected to different questions, in which the main one was "do you think that idiomatic expressions are important for the culture and language of a country?" Unexpectedly, the answers were not as extensive as we thought they would be, nevertheless, some of them were clear and did not give rise to wrong interpretations. For instance, several teachers declared and agreed that these expressions are one way to represent either the culture, character or identity of the country. Similarly, previous studies declared that "in the course of time, myth, religion and culture converge in the flow of language…Every region has its own idioms giving stress to the dialect of that area" (Lakshmi & Al-Fauzanb, 2019, p.131). In the same way, Adelnia and Vahid (2011) stated that "they are necessary to any language in order to keep the local and cultural color of that language" (p.879). In particular, Ambrose states: "since vocabulary and culture are intertwined, L2 speakers can gain more vocabulary through idioms and conversely, can learn more about idioms from

being exposed to the target culture" (2003, p.181). This result has further strengthened our confidence regarding the importance of idiomatic expressions, given that is consistent with the previous statement regarding the relationship between culture and language.

Following, as we wanted to know the preferences of English teachers regarding this topic, it was important to acknowledge how much they knew about these expressions: not only their use but also its background. Evidently, most of them had an idea and this research question helped us to gather information for the purpose; Additionally it made us realize that the 2nd hypothesis, which was: "Teachers are not aware of the existence of idiomatic expressions nor do they consider them important" was not that accurate because they even mentioned that these were part of their teaching plan for either a month, a semester or a year. It is interesting to note that in spite of the years they have been teaching or the place they work in, at different levels teachers are not clueless about these expressions, they acknowledge either its meaning, its background or even mention an example. Given that our findings are based on a limited number of participants, we cannot generalize these statements, however, our study provides support for further research regarding this topic.

5.1.3. To what extent do teachers of English teach idiomatic expressions in Chilean classrooms?

According to the results, a great number of participants declared that these expressions were part of their classes. Unfortunately, not as part of the content but as

a matter of entertainment during activities, for instance, dialogues for the development of speaking and listening, using media, among others. One of the reasons for teachers to avoid teaching idiomatic expressions may be that they are not commanded to in the curricula; besides, idiomatic expressions are mainly mastered by C2 English speakers (Cambridge Assessment English, n.d) and according to the National English strategy for 2014 to 2030, the standard for a Chilean high school student is B1 (2014) which is two levels below. For this reason, they have no need to teach it unless they want to or feel some enthusiasm as teachers to share this knowledge with their students. In the same way, another reason for them to avoid it may be that Chilean English teachers do not have the C2 level for mastering this type of content. According to the National Education Quality Agency, around 40% of teachers have an A2 certification, which is three levels below according to the common European framework of reference (CEFR). The previous statement relates to a specific aspect of a proposal from Manuel Santibañez (2017) that suggests higher demands on teachers who teach English, such as a C2 level that accredits a mastery in the use of the language, equivalent to that of a native speaker; moreover, according to the expert, these requirements should be for teachers that teach to students from English pedagogy, who are supposed to be C1 when graduated. More recent evidence also suggests that given that globalizalization is a process that is growing each day and with that, technology and social media as well, teenagers are constantly exposed to different input in English, and therefore, learning idiomatic expressions may help them understand part of the culture of English speaking countries that according to Yağiz & Izadpanah (2013) are intertwined. In addition, it could help them have a better understanding of music, TV, games and social networks.

5.1.4. What approaches and techniques or materials do teachers of English use to teach idiomatic expressions?

The answers discussed here relate to some specific approaches, for this case, the Communicative that was mentioned in the theoretical framework, also known as communicative language teaching (CLT) which its core or main concept is to communicate spontaneously and meaningfully to produce appropriate language in context (Wei, 2011). In addition, this was the most repeated response on that section regarding the approaches they would use to teach idiomatic expressions. This result is consistent with one of the principles of the communicative approach that says learning should be focused on "meaning, context, and authentic language" (Oxford, Lavine, & Crookall, 1989, p.33) since idioms are considered part of the informal, therefore, authentic language. In addition, the findings suggest that there was a consistent trend from the participants towards the use of the Communicative approach for raising competent English communicators as the Chilean curriculum requires.

Furthermore, the sociocultural approach was also mentioned a few times by some participants. This approach "situated language use in its social and cultural contexts" (Hawkings, 2010, p.97) and derives from Vygotsky's Sociocultural theory (SCT) that emphasizes in the interaction of the learners for language acquisition, where culture and social interaction play an important role in the construction of the language (Ellis, 2000). Following, the Natural approach was mentioned one time, and it is connected to the previously mentioned approaches given that the communicative competence occurs from exposure to the language in meaningful settings (Krahnke, Krashen, & Terrel, 1985). These results suggest that teachers know and apply the principles and main concepts that classical authors and researchers of the language learning field have recommended for an effective language acquisition.

Lastly, regarding the materials used to teach idiomatic expressions, there was a tendency to the use of flashcards, which is a word, phrase or an image in a cardboard (Sitompul, 2013), either for teaching vocabulary or idiomatic expressions particularly, following these cardboards we had videos and audio, representing multimedia that was more used, in counterpart with the use of worksheets, which was used less, and books that seem to be obsolete nowadays for this purpose. It was expected that books and worksheets were the least used and the ones displaced by other materials such as ICT, however, the use of ICT was not as mentioned as we expected in spite of living in a technological era, only 11% of the participants declared to use some apps for their lessons. This could mean that teachers are trying to not get stuck with the same old methodologies but they are not trained in the use of new platforms either. Additionally, we can find plenty of internet programs or apps for smartphones for educational purposes. Nonetheless, teachers may not always have the time, the knowledge, resources or willingness to search for this on the internet. Furthermore, we could also suggest the development of courses, workshops or training for the use of these ICT in order to improve its usage.

5.2. Conclusions

Our work has led us to conclude that Chilean English teachers are willing towards the teaching of idiomatic expressions. The previous statement is the conclusion of the general objective for this thesis, which was to explore the teachers' attitudes and preferences regarding the teaching of idiomatic expressions in the province of Concepción. In addition, this study was guided by two specific objectives: (1) to identify

the attitudes of EFL teachers towards the teaching and learning of idiomatic expressions ,and (2) to define the preferences of EFL teachers regarding teaching and learning of idiomatic expressions among schools from the public, semi-public and private sectors.

The attitude or viewpoint of teachers regarding vocabulary in general tends to be committed to effective learning, making use of different strategies, approaches, materials and activities to obtain the best results. Moreover, when it comes to the teaching of idiomatic expressions in particular, teachers tend to rely on presenting them in the activity part of the lesson, instead of teaching them as content. Additionally, they define idiomatic expressions with different sets of words but they agree on meaning, and also their importance, that can be either cultural or educational. Therefore, this study showed a connection between idiomatic expressions and Vigotsky's second language acquisition theory that proposes the integration of cultural and social aspects in the acquisition of a language (Mahn & Fazalehaq, 2020). Along with different definitions about idiomatic expressions, we also found that they represent the culture of a country and they are mainly used in spoken English, therefore, in social situations. Furthermore, the results are evidence that in spite of the place they work in, whether it is a public, subsidized or private establishment, teachers are aware that these expressions are important for English language learning.

In terms of preferences for teaching vocabulary in general, the findings were that teachers tend to focus on phrases rather than isolated words, and they make use of a variety of approaches in their lessons, Moreover, the subjects from the study showed a certain preference for the use of materials such as flashcards, images,

videos and audios rather than books and worksheets for this purpose. Meanwhile, during the practice stage, teachers rely on activities such as fill in the blank, matching and sorting, among others for teaching vocabulary. Additionally, there is a significant tendency for teachers to use realia for vocabulary teaching and real context activities.

Furthermore, we have obtained insightful data regarding the preferences for teaching idiomatic expressions, in which, the Communicative approach is the favorite among the approaches used for teaching these type of expressions, we may suggest that given that the main concept of this approach is that language does not only carry functional meaning but a social meaning as well (Jabeen, 2014) we assume that teachers find it recommendable and advantageous to use and that it increases the effectiveness in the learning of this language features. Consequently the inclusion of these expressions in the classroom is mainly in activities of role-play and activities that require interaction between students. Finally, idiomatic expressions are taught in different ways, but to an extent that is not enough to achieve the learning goal, given some factors, such as the curricular bases, the level of English, understanding of these expressions, time, and other priorities, among others.

5.3. Limitations of the study

This study was meant to be an action research that would explore the use of TV series for the teaching of idiomatic expressions; however, due to Chile's sociopolitical situation in 2019, universities and schools' classes were suspended. Therefore, an action research type of study was no longer an option because there were no students available as participants. Furthermore, since this country's situation

was unstable given the social outbreaks, we took the same idea with a different perspective focusing on how teachers teach idiomatic expressions inside their classrooms in a qualitative type of research.

Secondly, the pandemic due to Covid-19 was a great limitation, social distancing and quarantines would not allow us to have face-to-face interviews with the teachers. Therefore, we were forced to find other ways to collect data and that is why we had to create a Google form and contact them through different platforms. The former plan was to go school by school asking teachers for a meeting, unfortunately the only way was through social media which made communication between the researchers and the participants a bit difficult.

Thirdly, since we do not have too much experience in data collection, the formulation of the questions may have its flaws. For that reason, some of the answers were a bit redundant and some answers were reduced to yes or no.

Finally, we consider a limitation the lack of data regarding the teaching of idiomatic expressions in Chile specifically. For the theoretical framework, which is an essential part of any thesis, we had to cite prior studies regarding this topic. There was plenty of information from different sources and countries all over the world but we faced some difficulties trying to find studies based on Chilean reality. These limitations serve as a need for further research in this type of study.

5.4. Further studies

This study takes a first step to future studies that could aim at specific strategies for teaching idiomatic expressions with a different type of research, either an intervention or a quasi-experimental research. There are plenty of directions that could

take a study regarding this topic, for instance, the teaching of idiomatic expressions using a specific approach, the online teaching of these expressions in the pandemic context or the use of information and communication technology (ICT) for the teaching of these, among others.

Further, this research has raised many questions in need of further investigation regarding the teaching of these expressions to students with special educational needs, where the usual approaches and strategies could not be as effective as we expect for their learning. The previous stems from the fact that idioms carry an implicit meaning that could be hard for students that suffer some type of syndrome to understand, for that, taking this topic from this perspective could be beneficial and a great advance for the teaching of English in this educational context.

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Appendixes

Appendix A

Open - ended interview

Name:
School:
Age:
Years of teaching:

<u>Preferencias en la enseñanza del inglés:</u>

¿Es la enseñanza de vocabulario parte importante de sus clases? ¿Por qué?

Al enseñar vocabulario, ¿se enfoca en palabras aisladas o también frases? ¿Por qué?

¿Qué enfoques utiliza para la enseñanza de vocabulario?

¿Qué actividades utiliza para la enseñanza de vocabulario?

¿Qué materiales utiliza para la enseñanza de vocabulario?

<u>Conocimientos generales de frases idiomáticas:</u>

¿Qué sabe acerca de las frases idiomáticas?

¿Las consideraría como parte de la enseñanza de vocabulario?

¿Sabe usted el contexto en el que son usadas las frases idiomáticas?

¿Cree usted que las frases idiomáticas son importantes para la cultura y lenguaje de un país?

Enseñanza de frases idiomáticas en EFL:

¿Conoce si la enseñanza de frases idiomáticas está presente en los Planes y Programas del Mineduc o de su institución educativa?

¿Fue parte de su proceso de aprendizaje y formación profesional la enseñanza de frases idiomáticas?

De haber respondido Sí, ¿considera significativo haber aprendido frases idiomáticas?

¿Está estipulado explícitamente la enseñanza de frases idiomáticas en sus planificaciones (sean éstas por unidad, mensual, semestral o anual).

¿Qué enfoque/s cree es/son los más convenientes para la enseñanza de frases idiomáticas? ¿Por qué?

¿De qué forma incluye frases idiomáticas en sus clases?

¿Qué actividades cree que son más efectivas en la enseñanza de frases idiomáticas?

Appendix B

Example from an expert judgment for the validation of the data collection instrument.

Estimado/a profesor/a,

Bajo el marco de la elaboración de nuestro seminario de investigación que actualmente cursamos es que cordialmente le solicito pueda revisar el instrumento que utilizaremos para la recolección de información durante este proceso.

Esta investigación busca medir las preferencias y actitudes respecto al aprendizaje y enseñanza de frases idiomáticas en inglés entre profesores/as de la Provincia de Concepción pertenecientes a establecimientos públicos, subvencionados y privados. Además, esperamos poder contrastar esta información con lo planteado por la literatura del tema.

A continuación, podrá encontrar la pregunta del estudio junto con los objetivos de éste, tanto a nivel general como específicos, además del instrumento para la recolección de datos:

Preguntas del estudio:

- Do teachers of English include idiomatic expressions as part of their teaching?
- To what extent do teachers of English teach idiomatic expressions in Chilean classrooms?
- Do teachers recognize the importance of teaching authentic vocabulary such as idiomatic expressions or fixed phrases?

Objetivo general:

- To analyze the preference and attitudes of EFL teachers in the province of Concepción towards the teaching and learning of idiomatic expressions as part of their curriculum.

Objetivos específicos:

- To identify the attitudes of EFL teachers in the province of Concepción towards the teaching and learning of idiomatic expressions.

- To compare EFL teachers in the province of Concepción preferences regarding teaching and learning of idiomatic expressions among schools from the public, semi-public and private sectors.

En esta sección podrá encontrar el instrumento para la recolección de datos, el cual es:

1° Cuestionario Preferencias y actitudes hacia la enseñanza y aprendizaje de frases idiomáticas: Instrumento que se enmarca bajo los tres objetivos específicos, ya que ayudará a recolectar información en diferentes categorías. El diseño de este cuestionario es propio y busca recolectar información sobre tres áreas mencionadas en nuestro marco teórico. Se adjunta versión escrita, aunque a los sujetos de estudio se les enviará un link para completar un Formulario de Google (considerando la situación actual que vive nuestro país debido al Covid-19).

Cuestionario Preferencias y actitudes hacia la enseñanza y aprendizaje de frases idiomáticas

A continuación encontrará una serie de preguntas relacionadas a la enseñanza del inglés, vocabulario y frases idiomáticas. Le pedimos pueda responder con la mayor sinceridad posible, ya que sus respuestas serán de gran importancia y ayuda para nuestro seminario de investigación. Toda la información que usted nos brinde será tratada de forma anónima y confidencial. Su identidad no será mencionada ni expuesta en ningún documento o publicación y usted puede solicitar el retiro de su participación en cualquier momento si así lo desea.

Nombre	
Tipo de establecimiento en que trabaja	Municipal / Subvencionado / Privado
Horas de Inglés a la semana	2-3 / 4-5 / 6 o más
Años ejerciendo la pedagogía	1-2 / 3-4 / 5-6 / 7 o más

Preferencias en la enseñanza del inglés y vocabulario:

1. ¿Qué enfoques y técnicas son las que más utiliza a la hora de enseñar inglés?
2. ¿Es la enseñanza de vocabulario parte importante de sus clases? ¿Por qué?

3. Al enseñar vocabulario, ¿se enfoca en palabras aisladas o también frases? ¿Por qué?
4. ¿Qué estrategias, técnicas, enfoques y/o materiales utiliza para la enseñanza de vocabulario?

Conocimientos generales de frases idiomáticas:

5. ¿Qué sabe acerca de las frases idiomáticas?
6. ¿Las consideraría como parte de la enseñanza de vocabulario?
7. ¿Conoce qué tan frecuentemente son utilizados por los hablantes nativos?
8. ¿Sabe usted el contexto en el que son usadas las frases idiomáticas?
9. ¿Cree usted que las frases idiomáticas son importantes para la cultura y lenguaje de un país?

Enseñanza de frases idiomáticas en EFL:

10. ¿Conoce si la enseñanza de frases idiomáticas está presente en los Planes y Programas del Mineduc o de su institución educativa?
11. ¿Fue parte de su proceso de aprendizaje y formación profesional la enseñanza de frases idiomáticas?
12. De haber respondido Sí, ¿considera significativo haber aprendido frases idiomáticas?
13. ¿Está estipulado explícitamente la enseñanza de frases idiomáticas en sus planificaciones (sean éstas por unidad, mensual, semestral o anual).
14. ¿Incluye frases idiomáticas en sus clases como parte de vocabulario? ¿de qué forma?
15. ¿Qué actividades cree que son más efectivas en la enseñanza de frases idiomáticas?
16. En caso de enseñarlos, ¿qué técnicas o materiales utiliza?

Muchas gracias por su participación. Valoramos que se haya tomado el tiempo para responder nuestras preguntas, por lo que quedamos atentas en caso de tener dudas o consultas.

Appendix C

Valoración general del cuestionario

Valoración general del cuestionario

Las siguientes preguntas son para la validación del instrumento:

1. ¿Según su juicio, el instrument realizado es pertinente con los objetivos presentados? ¿Qué cambios o modificaciones realizaría a éste?

   El instrumento me parece pertinente y específico. Las modificaciones o sugerencias están los comentarios

2. ¿Es el lenguaje utilizado en el instrumento claro y fácil de entender? De no ser así, ¿Qué aspectos considera deben tener cambios?

   El lenguaje es fácil de entender. Sugiero algunos cambios en los comentarios

3. ¿El número de preguntas es adecuado o excesivo?

   Es adecuado

4. ¿Hay alguna pregunta que usted omitiría? ¿cuál y porqué?

   Todas son pertinentes

5. Si desea comentar algo más que considere, puede hacerlo en esta sección:

Nombre evaluador: Macarena Yacoman Palma

Grado académico: Magíster

Institución: Colegio Concepción San Pedro – Universidad Católica de la Santísima Concepción

Firma (de contar con firma digital):

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Astrid Guerra Azócar
TÍTULO DEL SEMINARIO EVALUADO:	The preferences of English teachers regarding the teaching of Idiomatic expressions in Chilean classrooms in the Province of Concepción
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	JAVIERA ARACELI ALBANÉS PALMA KIMBERLY SCARLET BUSTOS JELDRES CATALINA ELIZABETH PEÑA CARRASCO AMANDA NOEMÍ RAMÍREZ ALVIAL MARIA ESTER RIQUELME PINTO
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	GEMALLI ULLOA SALAZAR

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

   A.   De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7,0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7,0
Promedio	**7,0**

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,5
3. Calidad y precisión del marco teórico/ Conceptual.	6,8
Promedio	**6,8**

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6,8
2. Presentación del método de investigación y su diseño.	6,8
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7,0
5. Precisión de las estrategias y técnicas de recogida de datos.	7,0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6,5
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,5
Promedio	**6,8**

D. Del Contenido Temático y los Resultados de la Investigación (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7,0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,0
3. Discusión de los resultados de la investigación.	7,0
4. Conclusiones sustentadas en los resultados o hallazgos.	7,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7,0
Promedio	**6,8**

E. De los Aspectos Formales (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	6,8
4. Coherencia en la redacción.	7,0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7,0
Promedio	**7,0**

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7,0	1,75
B. Del Marco Teórico referencial	20%	6,8	1,36
C. Del Diseño Metodológico de la investigación	20%	6,8	1,36
D. Del Contenido Temático y los Resultados	25%	6,8	1,7
E. De los aspectos formales	10%	7,0	0,7
Nota promedio final			**6,9**

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

CONCLUSIONES
Felicitaciones por su trabajo que, a pesar de los inconvenientes dado el contexto en que se realizó, logró relevar un aspecto del aprendizaje de la segunda lengua que es muy relevante y del cual no hay mucha exploración en el contexto chileno.   **Resalto la cantidad de referencias citadas y las limitaciones del estudio, que abren muchas oportunidades de nuevos estudios en esta área.**   **Sugerencia. Utilizar más gráficos para sintetizar algunos de los aspectos presentados.**

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 29 agosto, 2022

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	GABRIELA OVIEDO MUÑOZ
TÍTULO DEL SEMINARIO EVALUADO:	THE PREFERENCES OF ENGLISH TEACHERS REGARDING THE TEACHING OF IDIOMATIC EXPRESSIONS IN CHILEAN CLASSROOMS IN THE PROVINCE OF CONCEPCIÓN.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	JAVIERA ARACELI ALBANÉS PALMA KIMBERLY SCARLET BUSTOS JELDRES CATALINA ELIZABETH PEÑA CARRASCO AMANDA NOEMÍ RAMÍREZ ALVIAL MARIA ESTER RIQUELME PINTO
CARRERA	PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS
PROFESOR GUÍA	GEMALLI ULLOA SALAZAR

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

B. De La Formulación del Problema (25%)

INDICADORES	Nota
8. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
9. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
10. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
11. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
12. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.0
13. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	**6.8**

B. Del Marco Teórico Referencial (20%)

INDICADORES	Nota
4. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.0
5. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
6. Calidad y precisión del marco teórico/conceptual.	7.0
Promedio	**6.7**

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
5. Precisión del enfoque o modelo de investigación.	7.0
6. Presentación del método de investigación y su diseño.	7.0
7. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
8. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
7 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
14. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7.0
9 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
Promedio	**7.0**

D. Del Contenido Temático y los Resultados de la Investigación (25%)

INDICADORES	Nota
7. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7.0
8. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
9. Discusión de los resultados de la investigación.	7.0
10. Conclusiones sustentadas en los resultados o hallazgos.	7.0

11. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0
12. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
Promedio	**7.0**

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
7. Títulos pertinentes y sintéticos .	7.0
8. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
9. Correcto uso de ortografía.	6.0
10. Coherencia en la redacción.	6.0
11. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
12. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
Promedio	**6.7**

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.8	17
B. Del Marco Teórico referencial	20%	6.7	13.4
C. Del Diseño Metodológico de la investigación	20%	7.0	14
D. Del Contenido Temático y los Resultados	25%	7.0	17.5
E. De los aspectos formales	10%	6.7	6.7
Nota promedio final			**68.6**

7. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

CONCLUSIONES

Felicitaciones al equipo investigador, por la selección de un novedoso tema de estudio que, a mi juicio, será un gran aporte a la formación de futuros y futuras docentes, y permitirá la construcción de una robusta línea de investigación de estos aspectos un tanto abandonados en la formación metodológica de la enseñanza del inglés como lengua extranjera. En un área disciplinar altamente dominada por la prescripción normativa, es muy refrescante encontrar futuros colegas interesados en la sensibilidad cultural y otras dimensiones inherentemente políticas de nuestro quehacer cotidiano.

En línea con lo anterior, creo que las proyecciones del estudio podrían incluir alguna referencia al potencial que su tesis representa en esta materia. Se podrían mencionar, por ejemplo, los alcances sociológicos de futuros estudios con respecto a las variantes del inglés (y sus manifestaciones léxicas concretas) que se tienden a preferir, o incluso se podrían rescatar algunas discusiones pasadas en relación con el lugar que ocupa la L1 en la enseñanza del inglés como lengua extranjera y sus posibles aplicaciones en el desarrollo de la competencia lingüística.

En comentarios al interior del texto se pueden encontrar mis recomendaciones en relación con el marco teórico y sugerencias para mejorar su coherencia con la discusión de los resultados. Se presentan también algunos detalles de ortografía puntual y redacción que aconsejo revisar en una última edición del texto.

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