

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



IDIOMATIC USE IN THE SPEECH OF STUDENTS WHO  
HAVE FINISHED THE ADVANCED INTENSIVE ENGLISH  
COURSES IN THE FOREIGN LANGUAGE DEPARTMENT

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## **I. ABSTRACT**

This research is based on the fact that students who have finished the Advanced English courses have some problems to express their ideas at the moment of speaking about topics which are not related with English teaching. As a result, it shows a level which isn't advanced or the required level to develop in everyday life situations. According to the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines, a person who is in the advanced level must be able to speak the language with structural accuracy and proper vocabulary to participate effectively in most formal and informal conversations, and even though students from the Foreign Language Department (FLD) are supposed to accomplish that level when they finish the Intensive Courses; during some personal interviews it has been observed that idiomatic expressions are not used enough, or in some cases they are not understood by the students. As a result, most of them do not fit in that level since they are deficient in the use of idiomatic expressions, which is very important in speech. The objective of this research is to establish the causes that lead the students from the FLD to have this deficiency.

### **III. INTRODUCTION**

This research has been carried out in order to find out the levels of idiomaticity in the FLD and establish the causes why students who have finished the intensive courses are deficient in the use of those idiomatic expressions when speaking. As a result, this phenomenon was found as a matter of study since there have been some characteristics and empirical references that prove that this issue is having a big influence in the students oral development.

The researchers see this problem as an important investigation in the sociolinguistic and cultural field of English because it is essential to point out the fact that a student cannot keep a conversation without using “fillers” or thinking in translating literally. Moreover, a student who has just finished Advanced English II, is not capable of sustaining a fluent conversation without first thinking in Spanish. As a result, it is evident that the student’s level is not advanced or the required to develop in everyday life situations, because most of them are deficient in the use of idiomatic expressions.

In order to carry out this study, some variables have been taken into consideration. The first one is proficiency in the English language since it is important to know if the students have the level they are supposed to have when they finish the intensive courses, and which is essential for using idiomatic expressions. The second variable is idiomaticity, which has to do with the frequency the students use idiomatic expressions. Resources and methodology at the FLD are two important variables for this study.

Hence, it is vital to take into account the advantages and disadvantages the students have had regarding these matters inside the classrooms. Finally, learning styles are important to know the way the students look for different possibilities to learn idiomatic expressions, besides the ones they are supposed to learn in class. All these variables together helped the researchers to find the origin of the problem under investigation.

## **II. OBJECTIVES OF THE STUDY**

### **GENERAL OBJECTIVE:**

- To establish the main causes why idiomatic expressions are not learned effectively by students who have finished the intensive English courses at the Foreign Language Department.

### **SPECIFIC OBJECTIVES:**

- To identify the levels of idiomaticity that students who finished Advanced English II have in their everyday life speech.
- To determine the frequency in which idiomatic expressions are used by the students of the Foreign Language Department.
- To establish the main reasons that make lack of idiomaticity become a problem in advanced level students of the Foreign Language Department



#### IV. THEORETICAL FRAMEWORK

According to the ACTFL Proficiency Guidelines, a person who is in the advanced level is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations. Unfortunately, the English taught in the FLD is for teaching purposes not for the students to develop themselves in real contexts. This turns into a real problem in the FLD since when the students finish the intensive courses, there is a noticeable deficiency in their oral development, mostly when talking about informal issues.

The study of idiomatic use in the students who have accomplished the intensive courses is needed to remember some history and where the words “idiomatic expression” or “idioms” and “idiomaticity” come from. It is important to know about people who brought an important background on what an idiomatic expression is. Andrew Pawley, and Francis Syder introduced the notion of speech formula, which meant a conventional link of a particular formal construction and a particular conventional idea. Let us notice here that the very term ‘formula’ is widely used by linguists in various meanings and specifications. However, it seems to be a kind of cover term that might simply be called an idiomatic expression.

An idiomatic expression lets a speaker know how important this part of communication is to understand a native speaker when developing a real life situation. The idea of having an idiom in mind reflects how much a person can know cultural backgrounds; besides, it allows the person to be better understood. Also, an acceptable description of a community’s sociolinguistic behavior must include: idiomaticity, routine,

and collocability (Collocation refers to the restrictions on how words can be used together, for example which prepositions are used with particular verbs, or which verbs and nouns are used together.), which are considered to be significant properties of expression.

The term idiomaticity is used for semantic and structural irregularity of idioms. Understanding the term in its broader sense, it can be said that an expression is 'idiomatic' if it is judged intuitively by native speakers as usual, natural, and commonly acceptable. The use of idiomatic expressions becomes part of someone's speech when this person has contact in real English with foreigners. According to the authors of the Oxford Dictionary of Current Idiomatic English, "Idiomaticity is largely, though not completely, a question of meaning". That is to say, idioms are mainly characterized by their semantic unity and lack of motivation". When students are getting the knowledge of idiomatic expressions, it is necessary to encourage them to make the use a part of their speech in which they can understand a context in which they can apply the idioms.

According to the Webster's Dictionary, English Edition, (The Foreign Language Teaching and Research Press, 2002), idiomatic expressions include idioms, proverbs, slang, famous quotations and other fixed expressions like phrasal verbs that in many cases are the basis for an intercultural communication with people from one country to another. And this increasing of cultural communication sets a new task for many people. The FLD is supposed to make students in the intensive courses proficient in listening, speaking, reading, and writing, which are the four basic language macro-skills. Unfortunately, those abilities are taught in a standard methodology that does not include the acquisition and use of idiomatic expressions. Due to the aforementioned fact, in the FLD, it is very common to see that students of the intensive courses do not have the capacity to establish fluent

conversations using idioms naturally; their knowledge is restricted to the use of standard English, making use of simple and common words learned through textbooks, which traditionally are limited in vocabulary and grammar.

Professor Wang Fuxiang's investigation shows that in most universities and colleges, students pay attention to the vocabulary studied, but they neglect the idiomatic expressions which are really essential in the English learning process. Students of the intensive courses in the FLD prefer to use the same grammatical structure and simple vocabulary in their conversations; as a result, they limit their communication to standard English. In Professor Wang's investigation, the importance of using and learning idiomatic expressions in the English learning process is palpable from three aspects: first, the use of idiomatic expressions gives the practical advantage of being able to convey quite complicated ideas in a short phrase, and increases communicative efficiency. Second, the use of idiomatic expressions is also one of the distinguishing characteristics of natural language. The ability to master even a small number of idioms or phrases can add greatly to the naturalness, sophistication, and liveliness of language expression. Third, the use of idiomatic expressions is essential for comprehension of both conversation and written material. Based on that theory, it is important to state that students from the FLD have difficulties when speaking English spontaneously; translation is always present in their ideas, being the idiomatic expressions the obstacle in their dialogues. They do not realize that knowing idiomatic expressions can be considered an important goal in their learning process because it can help them to establish an easier communicative relationship, and consequently open doors to friendly feelings on the part of both native and non-native speakers.

Macmillan English Dictionary for Advanced Learners: (The Foreign Language Teaching and Research Press, 2003) explains that learning a foreign language is a long process and it needs to take particular efforts. Somebody cannot learn a foreign language in a short time. The appropriate learning and use of idiomatic expressions is very difficult for non-native speakers, and for this reason students need to learn it step by step. Only by doing that, they can master and use them very well. How idiomatic expressions are going to be learned and used is going to depend on the capacity of every person to apply them in different situations in life. Maybe teachers must look for methods to help students increase both their passive and their active vocabulary, not only for educational purposes, as in the FLD, because at the end it is a matter of comprehension and knowledge of the language. Finally, the deficient use of idiomatic expressions in the intensive courses of the FLD could also happen due to the lack of knowledge of the students; in fact, not using idioms might be attributed to their low level of proficiency in the language.

## **V. METHODOLOGY**

In every research process, it is important to have a sequence of the activities and steps in order to gather information and reach the objective. Therefore, this section has been included to explain in a detailed way all the steps the researchers followed to carry out the inquiry. The first part has to do with the participants of the study, the selection process and the characteristics of the sample. The second part consists in the use of the instruments, their creation and purpose. Finally, the procedures constitute an important part as every single detail is given so that the stages this research have had can be understood. Below, each of these parts of the research is explained carefully.

### **5.1 Participants**

For the development of the research, it was decided to take students who have finished the intensive English courses at the Foreign Language Department as the sample. The researchers decided to work with this group of students because at their level, they are supposed to have a high proficiency of the language, including the use of idiomatic expressions. Consequently, the next steps were followed. First, the researchers got the lists of students from the 4 groups of Readings and Conversations II and 15 students per group were chosen randomly. After that, the selected students were visited in their classrooms to inform them about the study and confirm their help. In that visit, their information and availability were gotten for a future interview. Then, after following all those steps, a considerable quantity of students for carrying out the research was available to start gathering the information.

The sample students had some common characteristics that were important to determine where they came from and what their environment was. This sample constituted a group of 44 students, from whom 17 were men and 25 were women. Besides, age ranked between 18 and 29; 19 - 29 for men, and 18 -24 for women. Moreover, it is important to mention where they came from since 62.5% of students came from the city, and 37.5% came from the countryside. All this information was helpful for the researchers to have a background of the students and draw their own conclusions about the study.

There was a small group of students who was left out of the research because of different reasons. First, some students were willing to help so they gave their availability and information, but it was impossible to contact them in order to set up an appointment. There was another group of students who confirmed their help, but they did not attend the meeting. And there was another group that attended the interview. Unfortunately, they did not provide their personal information to be included in the tables. All those reasons explained above turned into a drawback for the investigation since the researchers could have gotten a bigger sample of students for the research.

## **5.2 Instruments**

During the research, it was necessary to use different instruments to gather information. These instruments were divided into categories depending on the objective of each of them. The first category was about the instruments created for gathering the required information for the study, such as a comparison list and a guided interview. Then, the next category consisted in instruments for gathering the students' information like data base with students' personal information and schedules according to availability. Finally, there was a category which included the instruments to analyze data. All the instruments

helped the researchers to have a better management of all the information they got during the study.

It was decided to create two instruments for gathering information regarding the topic. The first one was a comparison list, which was made up with all the idiomatic expressions and phrasal verbs found on the Skyline Series, the textbooks that were used when the sample students took the intensive courses. This list included idiomatic expressions with their corresponding meaning and example. The second instrument was the guided interview in which the researchers divided questions following the principles of the ACTFL Proficiency Guidelines- questions classified by different levels of proficiency. The questions included in this interview were designed to encourage the students to talk about themselves, their life styles and their opinions about “hot issues” (see annex 1). Both instruments were completed using information the students were supposed to know; hence, it was easier to handle the information.

Another very important part of the inquiry was to collect the students’ personal information. For that reason, two more instruments were used. A data base was created to get the necessary information to contact the students. This table included names, phone numbers, e-mail addresses and belonging groups. Once the researchers had this data base, they could create the second instrument in this category whose purpose was scheduling the interviews. This table helped the researchers to arrange the interviews per day and time (see annex 2).

For analyzing the data, two different instruments were used. The first one was the comparison list, from the Skyline Series. This list illustrated all the idiomatic expressions

and phrasal verbs the students had used and how often they used them. Besides, two extra lists were added to this instrument to show the expressions that students understood during the interview, and others not included in the original comparison list but used by them when being interviewed. The second instrument in this analysis process category was a table created to bring together the final results of idiomatic use per student. At the end, the results were shown individually, instead of having a general result.

### **5.3 Procedures**

In order to carry out this study, the researchers followed some steps that led the researchers to get the necessary information for the study. These steps were divided into the following stages. The first one was the creation of a comparison list with the books that students used during the intensive courses. The second stage consisted in gathering the information. Finally, there was a stage for analyzing the data gotten in the previous stages. In this way, it was easier for the researchers to have an organized and clear gathering of information.

In the first stage, it was decided to study the Skyline Series by Macmillan in order to create a comparison list. First of all, the researchers took the 5 books of the series and looked for all the idiomatic expressions and phrasal verbs included in them. Later on, the expressions found were classified into alphabetical order and, at the same time, another list was created to include the meaning of the expressions and their corresponding examples. To sum up, the researchers created the list from the Skyline Series because it was supposed the students not only knew all those expressions already but also used them in their conversations.



As the second stage was to gather information, more than one instrument was used in the process. In this stage the comparison list previously created was used to take some expressions in order to use them in the interviews. A data base was also created, including students' personal information and availability to contact them later and arrange the interview. In order to complete the interviews, the researchers created a guided interview including questions divided into the levels of proficiency. Besides all of those instruments, some tools were used at the moment of interviewing students, such as tape recorders, a digital camera, cassettes, computers, a stereo system, etc. Without the use of those instruments, the data collection process would have been ineffective and unsuccessful.

In the second stage, it was important to make sure that the sample students had a clear idea about instructions beforehand. For that reason, the researchers explained the instructions in each opportunity to them. On the first visit to their classrooms, the students were clarified about the purpose of the interview which was just having a free conversation about their life styles and experiences. Once they agreed on helping the researchers, they were given instructions about how to complete the chart with their personal information, and their availability for arranging the interview. All this information helped to contact them and confirm the students' help.

The third stage consisted in the analysis of all the gathered data during the interviews. To begin with, the researchers listened to all the interviews and completed the comparison list, taking into account the expressions and the frequency with which they were used. Two extra lists were created to illustrate the expressions the interviewees used and the students understood; and to point up the ones that the interviewees used but which were not included in the comparison list. Besides those extra lists, a new data base was

created to bring together the expressions each student used, including their individual personal information. Once the information was gathered and organized in the way explained before, it was ready to be analyzed.

## VI. ANALYSIS OF DATA

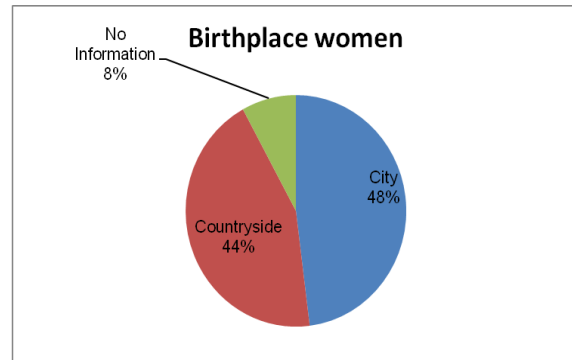
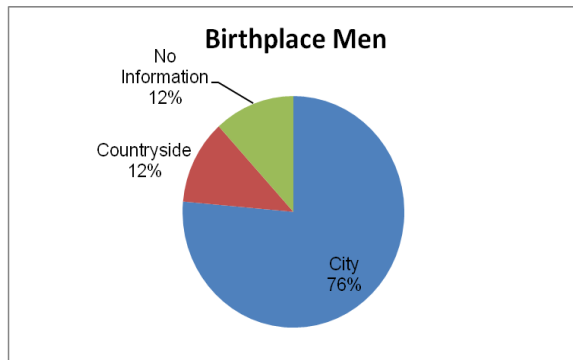
The information gathered from the interviews let the researchers classify all the data into different segments. First of all, it was important to mention the characteristics of the entire sample group as gender, age, and birthplace and if they have traveled to the United States. Also the influence the native language has over the foreign language has been found relevant, as well as the connection between traveling to an English speaking country and the level of idiomaticity.

In this investigation, it was important to get people that matched the characteristics that researches established for the sample group. The main characteristic was that the students had to have finished the intensive English courses, and other characteristics such as the following were included.

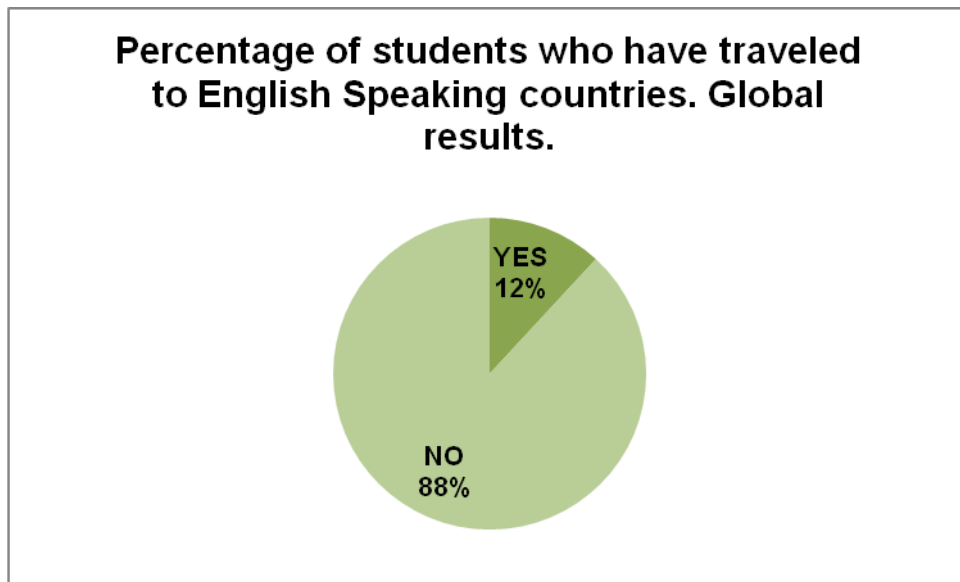
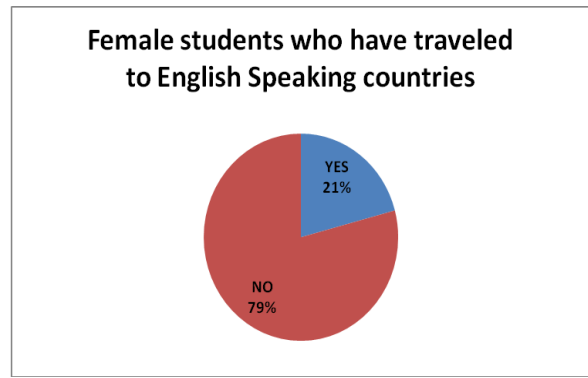
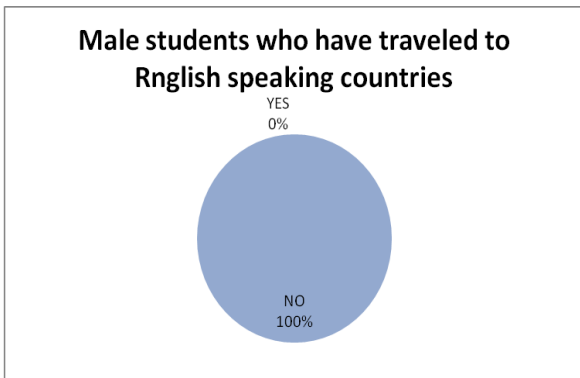
GENRE	AGE	BIRTHPLACE			TRAVELED	
		City	Countryside	No Information	Yes	No
Men	23,5	76,5%	11,8%	11,8%	0%	100%
Women	21,5	48%	44%	8%	20,83%	79,17%
Global	22,5	59,5%	31,0%	9,5%	11,90%	88,10%

As shown in the table above, the groups of students constituted patterns that will be explained by gender. The first characteristic is age, which shows an average of 22.5 years, 21.5 and 23.5 for women and men, respectively. The birthplace also determines an important characteristic that cannot be missed since from the group of 44 students, 59.5% come from the urban areas, while 31.0% come from the rural areas. 9.9% did not give information about the birthplace so they were included in the category of No Information.

## BIRTHPLACE



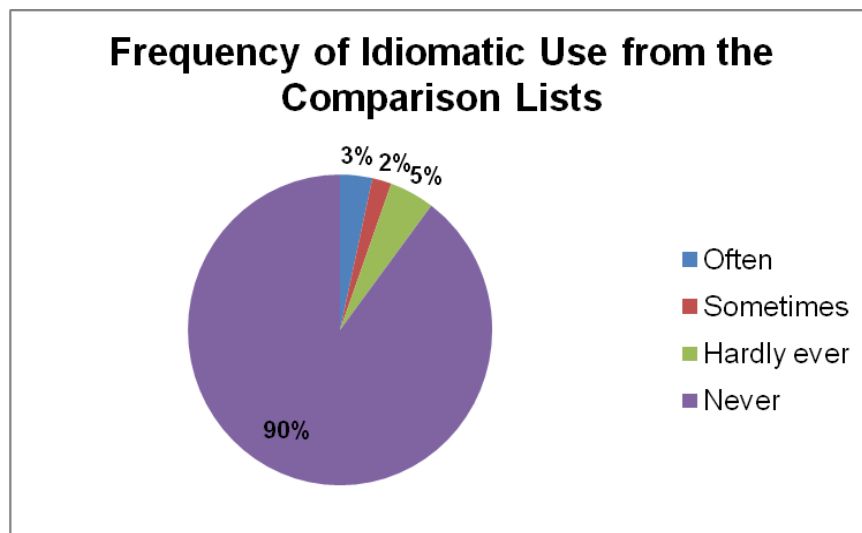
The fact that students have traveled was considered an important issue in order to know if they have interacted with people in English speaking countries. The results showed that 11.9% of the whole group had traveled to United States or Canada. This small percentage of students had an acceptable level of idiomaticity, using not only some of the idiomatic expressions from the comparison list, but also extra expressions not included in it. These results were also classified by gender, and Figures 4, 5, and 6 represent this information in an organized way:



As illustrated before, the percentage of interviewed students who had traveled to English Speaking countries is very low. These speaking countries include The United States with 4 students and Canada with only 1. The students who have traveled to those countries are only women. As shown on Figure 4, 0% of male students had traveled before. Therefore, 11.90% represented in the global results belonged to the female category.

Another important information which resulted from this research was the frequency the students used idiomatic expressions and phrasal verbs studied in the Skyline Series. The data analysis process was easier since the researchers used the comparison list created before the interviews. In this way, they were able to keep a record of the expressions and their frequency. As a result, the following figures were created to give better details of these parts.

Frequency	Number of expressions	Percentage
Often	5	3,40%
Sometimes	3	2%
Hardly ever	7	4,80%
Never	132	89,80%
Total	147	100%

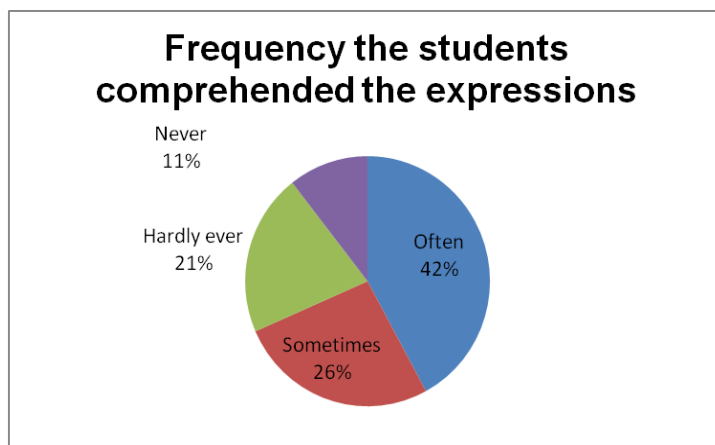


As presented above, the frequency in which the students used the expressions taken from the Skyline Series was really poor. The highest percentage is never with 90%; leaving the other 10% to often 3%, sometimes 2%, and hardly ever 5%. It shows the low level of idiomaticity the students have when expressing their ideas in English.

All the expressions in the comparison list are taken from the books the students used to learn English. Hence, they are supposed to know them. As a summary, it can be said that even though the students already studied those expressions, there is a noticeable deficiency in the idiomatic use among the students who have finished the intensive courses.

There was another phenomenon that is important to mention. It is the fact that there were some expressions used by the interviewers in order to encourage the students to infer their meanings. There were some expressions that were used more than other ones. However, at the end, the amount of expressions and phrasal verbs were reduced to 19. The frequency with which the students understood the expressions was also a matter of analysis, as explained in the following table and figure.

Frequency	Number	Percentage
Often	8	42.10%
Sometimes	5	26.32%
Hardly ever	4	21.05%
Never	2	10.53%
Total	19	100%



## VII. FINDINGS

After the results were obtained, it is important to point out that what was thought at the beginning of the research has changed, changing the perspective of the study in some points. At the beginning, the researchers based the hypothesis on the fact that students from the FLD have lack of idiomatic use when speaking because of causes such as large classes, teacher's methodology, resources, etc. This idea led the researchers to believe that those causes were the problem itself. But after obtaining and analyzing the data, it was discovered that those causes are not the core of the problem, but a part of it. The process that let researchers change their perspective will be summarized in this section.

As shown in the section of the results, there were some variables that were taken into consideration when gathering the data. These variables were relevant at the moment of concluding since they have a big impact and influence on the problem presented. The first one is the fact that students do not use idiomatic expressions even the ones they have studied in the intensive courses. The second variable is information such as birthplace and age as it is important to mention if this fact influences the students' development in some way. Also, the fact of traveling to an English-speaking country is presented as a relevant point. Besides that, the influence Spanish has over students' oral development when using the Foreign Language must be included, as well as some sample literal translation they use when speaking. Taking into account all this information, some conclusions have come up to this point of the investigation.

Even though the students have studied idiomatic expressions and phrasal verbs from the Skyline Series, it has been realized they do not use them at all. Despite the fact that the researchers took all the expressions from the previously mentioned books because the



students were supposed to know them already, the end result was that they forgot even the easiest ones. This demonstrates that students are more concerned about being understood than about using an appropriate expression for some ideas. They were afraid of answering a question when they did not understand a word, even after they were given an explanation. For that same reason, it can be concluded that students are afraid of expressing their ideas because there will always be a word, phrasal verb or idiomatic expression they will have problems with to figure out the meaning.

This problem makes the researchers think about the way those expressions were taught in the intensive courses. Why were those expressions not used if they were part of the learning process? The answer is simple; there was an inappropriate way of including those expressions in class. They were taught as vocabulary for the semester, not as an important part of communication. Besides that, it can be inferred that the interaction student-student and teacher-student did not allowed them to use those expressions outside the classroom since they were taken as part of the lesson, not as a tool to be used outside. As a conclusion, students take teachers as models. Hence, it can be said that those expressions were forgotten as a result of the lack of encouragement from the teachers to use them.

It can also be said that students do not use the idiomatic expressions studied in the Skyline Series because of different reasons. First of all, they are studied as vocabulary for performing a conversation or for completing an evaluation, but they are not acquired unconsciously as part of the language. Also, the students are not encouraged to use them among them outside the classroom in real contexts. Besides that, the surrounding environment does not let them have an acceptable use with classmates since cultural

behaviors such as laughing, critics and misunderstanding do not let the students who start using idiomatic expressions feel confident. As a result, these students start using the language as the rest of the people.

The birthplace and age were not a determinant factor among the sample students because the background and learning environment has been the same for all of them. It is evident that many people have the tendency of thinking that every single place has its own cultural and linguistic characteristics. But when people learn a language in the same environment with the same advantages and disadvantages, where they come from is not relevant. At the moment of learning, every student receives the same information; the difference takes place in the way each student uses that information when expressing his/her ideas. People from the city presented the same characteristics as the ones from the countryside. Their oral development consisted in using the closest idea to Spanish, and lack of idiomatic expressions was evident. As a summary, meanwhile we have the same environment when learning; birthplace will not have an influence when using the language.

The fact of traveling to an English-speaking country was relevant when analyzing the data. As explained in the previous section, the students who travel constantly to the United States presented an acceptable level of idiomaticity. It is important to mention this variable because not so many students have the opportunity to interact with people from English-speaking countries; they have to look for other options in order to acquire this knowledge and communicate. The best option they find is using the English they have learned from the intensive courses and find a similar expression in Spanish.

According to the results in this part of the research, it can be concluded that as long as a student travels to an English-speaking country constantly, he will have a very important advantage, which is interacting with people whose native language is English. In this way, this student will get the background and will acquire some idiomatic expressions unconsciously. Step by step, he will acquire language. On the other hand, the students who have learned English only in the FLD, instead of having acquired part of the language in a real context will just have learned the language for communicating with people with similar characteristics. But they will not be able to have a conversation without asking for clarification when an idiomatic expression or a phrasal verb is used.

The big influence of Spanish over English is one of the problems that were found in the students' oral development. As far as it is known, many students have little or no knowledge about some topics or not many of them manage topics as it is expected. They need some previous knowledge to understand some idiomatic expressions in context, and the teachers from the FLD should give students a background that makes them understand what those expressions mean. Otherwise, expressions can be used in a different sense. Being deficient in idiomatic use, the students take cognates from Spanish, doing literal translations to express their ideas. To sum up, the lack of background and knowledge about the origin of some idiomatic expressions make the students look for expressions in their native language and translate them literally.

As a conclusion, it can be said that the environment where the student acquires the foreign language is too difficult for using idioms. First of all, the tendency that those students have to think in their native language and then translate their ideas makes students be apart of idiomatic use and fluency does not take place, which affects their development in the English language. Also, the lack of background does not let the students know when

to use a phrasal verb or an idiomatic expression since they do not know where they come from and when to use them, most of the time because they want to translate. Besides, the deficiency in use among teachers affects the way in which students can learn and understand an expression. All those reasons affect the way in which students from the FLD communicate and lack idiomatic use.

Taking into consideration all the facts previously mentioned, it can be said that the real causes why students lack idiomatic use are not the ones the researchers had at the beginning of the study-overpopulation, teacher's methodology, resources at the FLD, etc. The problem goes beyond those causes. The first real reason of this problem is the reading habits among the students, who do not look for information written in English. Another cause is background knowledge, which has to do with reading habits. The learning environment is one more cause since it is important to know how well prepared the teachers from the FLD are. Each of these reasons are explained below.

Reading habits have to be considered a problem among the students. If most of the students do not have the opportunity to travel to an English-speaking country, it is important to look for other options to learn as many materials as possible from those countries. Unfortunately, the students take only what they have learned in classes and do not look for articles, magazines or books to get informed and have the opportunity to learn vocabulary. PhD. Porfirio M. Loeza states that reading is the best way to learn about other countries' background, and those other activities such as watching movies and listening to music can help the students to learn idiomatic expressions, but not background knowledge as reading. The importance of reading materials and works in English has been left out by students since there is not a developed reading habit since childhood.

The importance of background knowledge has been mentioned as a cause of the problem. As it has to do with reading habits, it can be concluded that if students do not have a general cultural knowledge about some history facts from English-speaking countries, it will be really difficult to make them acquire those idiomatic expressions. Even if the resources and teachers' methodology at the FLD were excellent, if the students do not read, they will not be able to get the background knowledge necessary to acquire idiomatic expressions and be able to use them.

Another important issue is the teachers' learning environment. The students cannot expect teachers know everything and have a good use of idiomatic expressions since they were taught the same way as them. For that reason, the idea of having native speakers as teachers from the FLD can be very helpful so that the students listen to different phrases, not only from the book. In that way, the students as well as the teachers will have more variety in the language and surely bigger opportunities to communicate with native speakers.

According to PhD. Porfirio M. Loeza, using idiomatic expressions and phrasal verbs when speaking is not as essential as it is understood by other people, mostly if people only communicate in the same environment every day. Taking this statement into account, it can be concluded that even though students from the FLD do not have that use of idiomatic expressions, and even translating and having Spanish influence, they communicate successfully when interacting with a native speaker. That concludes that the lack of idiomatic use in the students who have finished the intensive courses at the FLD does not

have to be thought as a real lack, but as a characteristic foreign speakers have when they do not grow up with the influence of a Foreign Language.

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## **IX. ANNEXES**

ANNEX 1  
UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT

**Idiomatic Use of students who have finished the Advanced English Courses**

**Objective:** To recognize how often the students from Reading and Conversations

use idiomatic expressions in their speech

		IS THE EXPRESSION USED?			
		Yes			No
		Often	Sometimes	Hardly ever	Never
		IS THE EXPRESSION USED?			
		Yes			No
		Often	Sometimes	Hardly ever	Never
1	A bit				
2	Account for				
3	Add up				
4	Adjoin				
5	Afterwards				
6	Armchair shopping				
7	At the turn of				
8	Backward				
9	Ban				
10	Be due to				
11	Be on the verge of				
12	Big break				
13	Blackout				
14	Blockbuster				
15	Break down				
16	Break in				
17	Break the ice				
18	Breakthroughs				
19	Bring about				
20	Burst into				
21	Carry out				
22	Catch up				
23	Check out				
24	Check (things) out				
25	Cheer up				
26	Cheat out				
27	Come about				
28	Come across				
29	Copycats				
30	Cover up				



31	Cut down				
32	Deal with				
33	Delighted				
34	Disrupt				
35	Do the shopping				
36	Drive away				
37	Drive out				
38	Earthling				
39	Emerge				
40	Fake				
41	Fall over				
42	Fee				
43	Feel awkward				
44	Feel under the weather				
45	Figure out				
46	Find out				
47	Fix up				
48	Forgery				
49	Forward				
50	Full-length				
51	Full-time				
52	Fully furnished				
53	Get a big slice of the cake				
54	Get an overview				
55	Get over				
56	Get to				
57	Give away				
58	Give up				
59	Gloss over				
60	Go by				
61	Go down				
62	Go off				
63	Go on				
64	Go out				
65	Grow out				
66	Grow up				
67	Half as far as				
68	Hand over				
69	Handheld (computer)				
70	Hassle				
71	Haul away				
72	High-tech				
73	Household				

74	I reckon				
75	It's over				
76	Join in				
77	Jump out				
78	Keep on				
79	Keep up				
80	Knock out				
81	Look after				
82	Look for				
83	Look up				
84	Looking forward to				
85	Low-tech				
86	Make up				
87	Make up				
88	Move out				
89	Open-ended				
90	Outwardly				
91	Overcome				
92	Overlook				
93	Overpower				
94	Part-time				
95	Party animal				
96	Pay back				
97	Pay off				
98	Pet				
99	Pick a place				
100	Pick-n-mix				
101	Put away				
102	Put forward				
103	Put on				
104	Put up with				
105	Reach out for				
106	Rely on				

## **ANNEX 2**

### **QUESTIONS FOR LOW INTERMEDIATE LEVEL**

#### **Introduce yourself.**

- **A bit**
  - **Cheer up**
1. What's your name?
  2. Where do you live?
  3. How old are you?
  4. Describe yourself physically and emotionally.

#### **Talk about the place where you live.**

1. Where do you live exactly?
2. What's your hometown like?
3. What's the weather like there?
4. How do I get there?
5. Do you like it? Why?

#### **Describe your dream house.**

- **Fully-furnished**
1. Where is it located?
  2. What's the weather like there?
  3. How many bedrooms does it have?
  4. What kind of furniture do you have?
  5. Who would you live with?

#### **What do you plan to do this evening?**

- **Do the shopping**
  - **Fix up**
  - **Go out**
  - **Look for**
  - **Blockbuster**
1. Where are you going?
  2. What are you going to do there?
  3. Who are you going to be with?
  4. If you are staying home, What are you going to do?
  5. What time are you going to go to bed?

#### **What holidays or customs does your family have?**

- **Give away**
  - **Put on**
  - **Reach out for**
  - **Cheer up**
  - **Go out**
  - **Throw out**
  - **At the turn of**
1. On Christmas?
  2. On New Year's Eve?
  3. On birthday celebrations?
  4. Do you like those customs? Why?

**Talk about the weather in El Salvador.**

- **A bit**
  - **Put up with**
1. What's it like?
  2. Describe each season of the year.
  3. What's your favorite season? Why?

**Imagine that a genie has given you three wishes what will you wish for?**

- **Give away**
- **Move out**
- **Pay back**
- **Pick a place**

**QUESTIONS FOR HIGH INTERMEDIATE LEVEL**

**Tell a story about a trip you took.**

- **a bit**
  - **feel under the weather**
  - **fix up**
  - **it's over**
  - **party animal**
  - **pick a place**
- 1- When did it happen?
  - 2- Where did you go?
  - 3- Did you enjoy it? Yes or No Why?
  - 4- Who did you go with?
  - 5- How long did it take?

**Buying on- line or internet**

- **armchair shopping**
- **blackout**
- **break down**
- **breakthrough**
- **copycats**
- **knocked out**
- **try out**

- 1- Do you think buying on the internet is safe?
- 2- Could you mention some advantages or disadvantages about shopping on line?
- 3- What do you think about armchair shopping?
- 4- Have you had an experience buying through internet? Yes or no.
- 5- Would you like to try it out?

**Personality**

- **I reckon**
  - **Keep on**
  - **Workaholic**
- 1- Could you mention some positive or negative aspects about yourself?
  - 2- What qualities do you look in a person?
  - 3- How do you think people consider you?

**Addictions.**

- **fall over**
  - **slow down**
- 1- How do you think alcoholism affects a family relationship?
  - 2- Do you think a friendship could make you involved in an addiction?
  - 3- Do you think mass media promotes people to fall down in an addiction?
  - 4- What do you consider is the worst addiction of all? Why?
  - 5- What is the most common addiction in El Salvador

### **Jobs and Education**

- **atch up**
- **get a big slice of cake**
- **get an overview**
- **give away**
- **go by**
- **move out**
- **part time**
- **salary cap**

- 1- That it could be your ideal job?
- 2- Which are your expectections about a new job?
- 3- If you could have your own business, what would you look in a employee?
- 4- What do you think about workalohic people?

### **QUESTIONS FOR LOW ADVANCE LEVEL**

#### **Talking about ways of studying**

1. How do you study when you have a long tet coming up?
2. What tips do you use to memorize list of items?

#### **Talking about Movies**

- **-Special effects**
- **-type**
- **-Name**
- **-Character**
- **-Duration**

1. Explain a movie you specially enjoyed recently?

#### **Talking about Technology**

1. In what way have computers revolutionized classroom learning?  
-Comparison

#### **Planning a Trip**

- **Planing a Trip**
- **Do the shopping**
- **Find out**
- **Pick a place**
- **Bring about**

1. What preparation would you make for a one-month vacation?
  - Luggage
  - Clothes (weather)
  - Budget

#### **Meeting People**

- **Break the ice**
- **Rely on**
- **Reckon**
- **Uneasy**

1. In what situations is it important to make a good first impression?
2. How can you make a good impression when you meet someone for the first time?
3. Clothes, actions, communication.

**ANNEX 3**  
**Schedules for Interviews**  
**Date:** \_\_\_\_\_

Students Name	Schedule Time	Code Number	Assigned Person

## ANNEX 4

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT

### Idiomatic Use of students who have finished the Advaced English Courses

**Objective:** To recognize how often the students from Reading and Conversations I use idiomatic expressions in their speech

		IS THE EXPRESSION USED?			
		Yes			No
		Often	Sometimes	Hardly ever	Never
1	A bit	X			
2	Account for				X
3	Add up				X
4	Adjoin				X
5	Afterwards				X
6	Armchair shopping				
7	At the turn of				X
8	Backward				X
9	Ban				X
#	Be due to				X
#	Be on the verge of				X
#	Big break				X
#	Blackout				X
#	Blockbuster				
#	Break down				X
#	Break in				X
#	Break the ice				
#	Breakthroughs				X
#	Bring about				X
#	Burst into				X
#	Carry out				X
#	Catch up				X
#	Check out		X		
#	Check (things) out				X
#	Cheer up				
#	Cheat out				X
#	Come about				X
#	Come across				X
#	Copycats				X
#	Cover up				X
#	Cut down				X

		IS THE EXPRESSION USED?	
		Yes	
		Often	Sometimes
107	Run into		
108	Run up		
109	Rush over		
110	Salary cap		
111	Sci-fi		
112	Set out		
113	Senior year		
114	Sip your drink		
115	Slow down		
116	Smuggle		
117	Stand by		
118	Stand for		
119	Stay away from		
120	Stretch out		
121	Swindle		
122	Switch on/off		
123	Take after		
124	Take away		
125	Take down		
126	Take off		
127	Take over		
128	Take up		
129	The blue sky		
130	Tend to		
131	Thorough		
132	Throw out		
133	To go all the way		
134	Try out		
135	Turn down		
136	Turn down (refuse)		
137	Turn in		

#	Deal with			X	
#	Delighted				X
#	Disrupt				X
#	Do the shopping				X
#	Drive away				X
#	Drive out				X
#	Earthling				X
#	Emerge				X
#	Fake			X	
#	Fall over				X
#	Fee				X
#	Feel awkward				X
#	Feel under the weather				X
#	Figure out				X
#	Find out		X		
#	Fix up				X
#	Forgery				X
#	Forward				X
#	Full-length				X
#	Full-time				X
#	Fully furnished				
#	Get a big slice of the cake				X
#	Get an overview				X
#	Get over				X
#	Get to		X		
#	Give away				
#	Give up				X
#	Gloss over				X
#	Go by				X
#	Go down				X
#	Go off				X
#	Go on				X
#	Go out	X			
#	Grow out				X
#	Grow up	X			
#	Half as far as				X
#	Hand over				X
#	Handheld (computer)				X
#	Hassle				X
#	Haul away				X
#	High-tech				X
#	Household				X
#	I reckon				X
#	It's over				X

138	Turn off		
139	Turn out (result)		
140	Turn out		
141	Uneasy		
142	Unwanted		
143	Walk out		
144	Watch out		
145	What's on?		
146	Widespread		
147	Workaholic	X	

	USED BY THE INTERVIEWER	WAS THE EXPRESSION UNDERSTOOD?	
		Yes	
		Often	Sometimes
Armchair shopping			
Blockbuster			
Break the ice		X	
Check out			
Cheer up			
Fall over		X	
Find out	X		
Fully furnished	X		
Give away	X		
Go out	X		
Look for	X		
Overcome		X	
Part-time	X		
Party animal			
Pick a place		X	
Rely on		X	
Try out	X		
Uneasy			
Workaholic	X		

	USED BY STS	IS THE EXPRESSION USED?	
		Yes	
		Often	Sometimes
Be obsessed			
Be off			
Big gathering			
Boss around			



#	Join in				X			Chat up		
#	Jump out				X			Chatty		
#	Keep on				X			Come back		X
#	Keep up				X			Cut up		
#	Knock out				X			Day off		
#	Look after				X			Disco Girl		
#	Look for	X						Fullfill		
#	Look up			X				Gambling		X
#	Looking forward to				X			Get a chance		
#	Low-tech				X			Get dressed		
#	Make up				X			Get in		
#	Make up				X			Get out		
#	Move out				X			Get to know		
#	Open-ended				X			Give your best		
#	Outwardly				X			Go back		
#	Overcome			X				Look around		
#	Overlook				X			Look like		X
#	Overpower				X			Look out		
#	Part- time			X				Merchandise		
#	Party animal							Move on		
#	Pay back				X			Outspoken		
#	Pay off				X			Overdo		
#	Pet				X			Pick up		X
#	Pick a place							Run away		
#	Pick-n-mix				X			Split up		
#	Put away				X			Stick in		
#	Put forward				X			Take out		
#	Put on				X			Time off		
#	Put up with				X			Well-paid		X
#	Reach out for				X			Window shopping		
#	Rely on									

## ANNEX 5

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Medardo Rivas	25	San Miguelito
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
	workaholic	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Mauricio Contreras	25	San Salvador
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
make up	workaholic	Keep an eye
	pick a place	Snare at
	Fully furnished	Slender

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Brenda Rodriguez	24	San Salvador
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
	Workaholic	
	Armchair shopping	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Sofia Morales		21	Sonsonate
Traveled to the U.S?		How many times?/Where?	
No. She traveled to Canada		Quebec	
Idiomatic Expressions			
A	B		C
Fake	Fully furnished		How come?
	Armchair shopping		Marvelous

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
José David Sosa		***	San Jacinto
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
			be frauded
			workout machine
			be enchanted

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Ada Arevalo		20	Sonsonate
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
			get reunited

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown

Dania Portillo	***	Chalatenango
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
	Break the ice	up to now

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Marta Bonilla	23	Sensuntepeque
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
	fully furnished	Come up
	give away	
	Rely on	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Beatriz Quintanilla	***	Soyapango
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
	fully furnished	reunite
		tricky

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Nancy Zuñiga	21	Apopa
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>

a little bit	buying on line		
workaholic			

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Rene Salvador Rivas		23	Santa Tecla
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
a little bit	come up		
	break the ice		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Sandra Patricia Mejia		19	Soyapango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
Yes		Every year/Los Angeles	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
Go out	Fully furished	Chatty	
	try out	Boss around	
	Workaholic	Hang out	
	Come up	Big gatherings	
		Take out	
		Gambling	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Vicky Jannette Martínez		23	Chalatenango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
a litte bit	Party animal		
pick a place	give away		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Azucena Jovel		20	Ilopango (San Bartolo)
Traveled to the U.S?		How many times?/Where?	
No			
Idiomatic Expressions			
A	B	C	
Go shopping	try out		
go out	go out		
look for	coming up		
	workaholic		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Luis Mena		21	Col.Luz
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
A little bit			
go out	party animal		
look for	armchair shopping		
	give away		
	fully furnished		

	workaholic		
	go out		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Gerson Chávez		23	Soyapango
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
A little bit	go shopping	look up	
look for	go out		
	fully furnished		
	give away		
	workaholic		

Name:		Age	Hometown
David Ernesto Tobar		23	No information
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
go out	armchair shopping		
look for	blockbuster		
	coming up		
	try out		
	workaholic		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Mercedes Majano		23	Usulután
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	

go out	go shopping	
go shopping	pick a place	
look for	try out	
	break the ice	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Alex Salinas		29	Soyapango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
go out	pick a place		
	coming up		
	fell down		
	try out		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Claudia Acevedo		22	Nuevo cuscatlan
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
a little bit	pick a place		
look for	go out		
	fell down		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Nancy Figueroa		21	No information
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
Yes		2 Los Angeles	



Idiomatic Expressions		
A	B	C
go out	coming up	up to them
	go out	
	look for	
	fall over	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:	Age	Hometown
Silvia Karina Chávez	23	No information
Traveled to the U.S.?	How many times?/Where?	
No	***	
Idiomatic Expressions		
A	B	C
go out	go shopping	
go shopping	fell down	
	look for	
	break the ice	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

#### ANNEX 5

Name:	Age	Hometown
Medardo Rivas	25	San Miguelito
Traveled to the U.S.?	How many times?/Where?	
No	***	
Idiomatic Expressions		
A	B	C
	workaholic	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:	Age	Hometown
Mauricio Contreras	25	San Salvador

Traveled to the U.S?		How many times?/Where?
No		***
Idiomatic Expressions		
A	B	C
make up	workaholic	Keep an eye
	pick a place	Snare at
	Fully furnished	Slender

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Brenda Rodriguez		24	San Salvador
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
	Workaholic		
	Armchair shopping		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Sofia Morales		21	Sonsonate
Traveled to the U.S?		How many times?/Where?	
No. She traveled to Canada		Quebec	
Idiomatic Expressions			
A	B	C	
Fake	Fully furnished	How come?	
	Armchair shopping	Marvelous	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
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José David Sosa		***	San Jacinto
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
		be frauded	
		workout machine	
		be enchanted	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Ada Arevalo		20	Sonsonate
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
		get reunited	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Dania Portillo		***	Chalatenango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
	Break the ice	up to now	

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Marta Bonilla		23	Sensuntepeque
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
	fully furnished	Come up	
	give away		
	Rely on		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Beatriz Quintanilla		***	Soyapango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
	fully furnished		reunite
			tricky

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Nancy Zuñiga		21	Apopa
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
a little bit	buying on line		
workaholic			

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Rene Salvador Rivas		23	Santa Tecla
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C

a little bit	come up		
	break the ice		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Sandra Patricia Mejia		19	Soyapango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
Yes		Every year/Los Angeles	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
Go out	Fully furished	Chatty	
	try out	Boss around	
	Workaholic	Hang out	
	Come up	Big gatherings	
		Take out	
		Gambling	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Vicky Jannette Martínez		23	Chalatenango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>	<b>C</b>	
a litte bit	Party animal		
pick a place	give away		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Azucena Jovel		20	Ilopango (San Bartolo)

Traveled to the U.S?		How many times?/Where?
No		
Idiomatic Expressions		
A	B	C
Go shopping	try out	
go out	go out	
look for	coming up	
	workaholic	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Luis Mena		21	Col.Luz
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
A little bit			
go out	party animal		
look for	armchair shopping		
	give away		
	fully furnished		
	workaholic		
	go out		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Gerson Chávez		23	Soyapango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
A little bit	go shopping	look up	
look for	go out		
	fully furnished		
	give away		
	workaholic		

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
David Ernesto Tobar	23	No information
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
go out	armchair shopping	
look for	blockbuster	
	coming up	
	try out	
	workaholic	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Mercedes Majano	23	Usulután
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
go out	go shopping	
go shopping	pick a place	
look for	try out	
	break the ice	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Alex Salinas	29	Soyapango
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
go out	pick a place	
	coming up	
	fell down	
	try out	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Claudia Acevedo		22	Nuevo cuscatlan
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
a little bit	pick a place		
look for	go out		
	fell down		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Nancy Figueroa		21	No information
Traveled to the U.S?		How many times?/Where?	
Yes		2 Los Angeles	
Idiomatic Expressions			
A	B		C
go out	coming up	up to them	
	go out		
	look for		
	fall over		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Silvia Karina Chávez		23	No information
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
go out	go shopping		
go shopping	fell down		



	look for		
	break the ice		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

#### ANNEX 5

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Medardo Rivas		25	San Miguelito
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
	workaholic		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Mauricio Contreras		25	San Salvador
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
make up	workaholic		Keep an eye
	pick a place		Snare at
	Fully furnished		Slender

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Brenda Rodriguez		24	San Salvador
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			

A	B	C
	Workaholic	
	Armchair shopping	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:	Age	Hometown
Sofia Morales	21	Sonsonate
Traveled to the U.S?	How many times?/Where?	
No. She traveled to Canada	Quebec	
Idiomatic Expressions		
A	B	C
Fake	Fully furnished	How come?
	Armchair shopping	Marvelous

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:	Age	Hometown
José David Sosa	***	San Jacinto
Traveled to the U.S?	How many times?/Where?	
No	***	
Idiomatic Expressions		
A	B	C
		be frauded
		workout machine
		be enchanted

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:	Age	Hometown
Ada Arevalo	20	Sonsonate
Traveled to the U.S?	How many times?/Where?	
No	***	
Idiomatic Expressions		
A	B	C
		get reunited

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Dania Portillo		***	Chalatenango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
	Break the ice		up to now

Name:		Age	Hometown
Marta Bonilla		23	Sensuntepeque
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
	fully furnished		Come up
	give away		
	Rely on		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Beatriz Quintanilla		***	Soyapango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B		C
	fully furnished		reunite
			tricky

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
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Nancy Zuñiga		21	Apopa
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
a little bit	buying on line		
workaholic			

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Rene Salvador Rivas		23	Santa Tecla
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
No		***	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
a little bit	come up		
	break the ice		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>		<b>Age</b>	<b>Hometown</b>
Sandra Patricia Mejia		19	Soyapango
<b>Traveled to the U.S?</b>		<b>How many times?/Where?</b>	
Yes		Every year/Los Angeles	
<b>Idiomatic Expressions</b>			
<b>A</b>	<b>B</b>		<b>C</b>
Go out	Fully furished		Chatty
	try out		Boss around
	Workaholic		Hang out
	Come up		Big gatherings
			Take out
			Gambling

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Vicky Jannette Martínez		23	Chalatenango
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
a litte bit	Party animal		
pick a place	give away		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Azucena Jovel		20	Ilopango (San Bartolo)
Traveled to the U.S.?		How many times?/Where?	
No			
Idiomatic Expressions			
A	B	C	
Go shopping	try out		
go out	go out		
look for	coming up		
	workaholic		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Luis Mena		21	Col.Luz
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A little bit			

go out	party animal	
look for	armchair shopping	
	give away	
	fully furnished	
	workaholic	
	go out	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Gerson Chávez		23	Soyapango
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
A little bit	go shopping	look up	
look for	go out		
	fully furnished		
	give away		
	workaholic		

Name:		Age	Hometown
David Ernesto Tobar		23	No information
Traveled to the U.S.?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
go out	armchair shopping		
look for	blockbuster		
	coming up		
	try out		
	workaholic		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Mercedes Majano		23	Usulután

Traveled to the U.S?		How many times?/Where?
No		***
Idiomatic Expressions		
A	B	C
go out	go shopping	
go shopping	pick a place	
look for	try out	
	break the ice	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Alex Salinas		29	Soyapango
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
go out	pick a place		
	coming up		
	fell down		
	try out		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

Name:		Age	Hometown
Claudia Acevedo		22	Nuevo cuscatlan
Traveled to the U.S?		How many times?/Where?	
No		***	
Idiomatic Expressions			
A	B	C	
a little bit	pick a place		
look for	go out		
	fell down		

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Nancy Figueroa	21	No information
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
Yes	2 Los Angeles	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
go out	coming up	up to them
	go out	
	look for	
	fall over	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used

<b>Name:</b>	<b>Age</b>	<b>Hometown</b>
Silvia Karina Chávez	23	No information
<b>Traveled to the U.S?</b>	<b>How many times?/Where?</b>	
No	***	
<b>Idiomatic Expressions</b>		
<b>A</b>	<b>B</b>	<b>C</b>
go out	go shopping	
go shopping	fell down	
	look for	
	break the ice	

\*\*\* A: Expressions they used included in the list

\*\*\* B: Expressions from the list included in the interview which they understood

\*\*\* C: Expressions not included in the list but they used