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**THEME: LINGUOCULTURAL ASPECTS OF TEACHING
PHRASEOLOGICAL UNITS**

Group: 432

Student: Madjitova Jamilya

Scientific advisor: Azizova Fotima

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ABSTRACT

This study aims to investigate the perspective of EFL teachers on phraseological units in language teaching and learning. It looks into three major points that make phraseological units such an obstacle to English learners: a) the difficulty of phraseological units including comprehension and usage, b) language connection with culture, and c) methods of teaching phraseological units.

The survey consisted of eight open ended questions. It asked participants to write about their perspectives of teaching English phraseological units, the role of phraseological units play in teaching EFL learners, and the participants' methods of teaching phraseological units. Participants were asked to elaborate on their answers with the help of examples and situations from their experiences in the survey.

The results of the study show that all teachers without exceptions agreed that phraseological units play an important role in ELT which is a significant finding; the frequency of phraseological units magnifies their importance. Also, 70% of the participants agreed that phraseological units are difficult for EFL learners; however, 30% native teachers had contrasting opinions. That is, the difficulty of phraseological units lies in using them correctly. Participants agreed unanimously that there is a strong connection between phraseological units and culture. Participants understand the influence of culture on the profession. With regard to phraseological units teaching methodology, more than half the participants preferred to combine the explicit and the implicit approached to teach phraseological units in their classes.

Two of the four remaining participants preferred the explicit approach and two preferred the implicit approach. Moreover, 60% of the teachers in the study found that teaching literary terms to EFL learners is beneficial because understanding one aspect of language helped them understand other aspects.

I. STATEMENT OF INTENT

The theme of the research work is **“Linguocultural aspects of teaching phraseological units”**. We have selected this topic to collect resulting methods in teaching phraseological units and we hope that this research paper will contribute to make the content of phraseological units very easier.

The percent of those who are interested in learning the English language as well as its all features or skills comprehensive perfectly is increasing and increasing. This situation refines the process of determining and putting into practice effective methods to teach the language without any time-consuming as long as tedium for learners.

No doubt, phraseological units are an important part of language and culture around the world. Phraseological units cause difficulties for English as FL (EFL) learners because their meanings are unpredictable. Nonnative speakers can find themselves in “hot water” for example when encountered with phraseological units. To many EFL or English as a SL, EFL, learners, phraseological units are a stumbling block in their way to learn English. Obviously, this is because the meaning of the words that constitute phraseological units does not match the intended meaning of the phraseological units. This study looks at the reasons behind the difficulties of English phraseological units that learners encounter in listening, reading, and speaking. Also, it looks at practical methods to teach phraseological units.

Therefore, mastering phraseological units becomes a hard goal for FL learners since the meaning of the text cannot be determined through individual analysis of each word.

From another dimension, the difficulty of phraseological units probably stems from the fact that phraseological units are deeply rooted in the culture of the target language. There are morals, themes, and stories behind phraseological units and FL learners do not have a chance to learn and read about them.

After presenting the problem of English phraseological units, it is appropriate to state the purpose of the study. This study concerns itself with EFL teachers' perspective on phraseological units in language teaching and learning. It looks at three major points that make phraseological units such a complicated obstacle to English learners: a) difficulty of phraseological units including comprehension and usage, b) language connection with culture, and c) methods of teaching phraseological units.

Furthermore this paper demonstrates some certain teaching technologies with examples in order to prove observed and comprehended theories with their own practical parts.

The questions of the research work are following:

1. How do teachers perceive the teaching of phraseological units?
2. What are teachers' perceptions of the relationship between language, culture, and phraseological units?
3. Which method of teaching phraseological units in FL does teacher prefers the traditional method or the conceptual metaphors instruction?

All in all, we will observe all effective methods to teach both skills and try to elite suitable ones for our learners with practical results.

II. LITERATURE REVIEW

2.1. Significant role of phraseological units in teaching English

It is essential at the beginning of the study to define phraseological units and understand what they are. There are ongoing debates on what constitutes an phraseological units. Different viewpoints about the definition of phraseological units are displayed in this section of the study. The Webster Dictionary defines phraseological units as, “an expression whose meaning cannot be predicted from the usual meanings of its constituent elements.” Phraseological units are described as a group of words that have a specific meaning; one cannot figure its meaning through literal translation (Bateni, 2010). According to Cain, Oakhill, and Lemmon (2005), phraseological units is a “figurative expression that usually can be interpreted literally but that takes a nonliteral meaning when used in a specific context” (p.66). Grant and Bauer (2004) have a more technical definition, that is, the term phraseological units is used to include a wide variety of different types of multi-word units (MWUs). They believe the term MWU comprises phraseological units and “open and restricted collocations”; however, MWUs does not include the category of phrasal verbs. Also, they defined MWU as a “fixed and recurrent pattern of lexical material sanctioned by usage”. Phraseological units, metaphors, similes, and proverbs belong to the category of “nonliteral” or figurative language which is difficult to interpret and to learn because they do not mean what they literally state.

According to Irujo (1986b) phraseological units are “conventionized expressions” whose meaning cannot be determined from the meaning of their parts and they differ from other figurative expressions such as similes and metaphors (p. 288). According to Van der Merwe and Adendorff (2012), similes have more explicit meaning than phraseological units. They even have simpler grammatical structure than phraseological units. Similes are more easily understood than other figurative

language because simile is explicit comparison while metaphor is implicit comparison (Roberts & Kreuz, 1994).

Phraseological units are particular expressions consisting of at least two words occur more frequently than proverbs and the other nonliteral expressions in written and spoken language. In other words, FL learners cannot infer the meaning of the figurative language neither from the context nor from the translation of individual words in a string because the literal meaning does not lead to the actual intended meaning.

After defining phraseological units, it is time to review the research regarding them. Earlier studies on English phraseological units only involved native speakers such as (Kainulainen, 2006, p. 30; Titone & Connine, 1994). Other researchers focused on the frequency of English phraseological units such as (Grant, 2007; Liu, 2003). Asl (2013) adds few studies focused on finding a suitable method in teaching phraseological units.

Turning to the problem of national and cultural peculiarity of phraseological units it is mostly important to realize that today in linguistics there are several different approaches for identification of national and cultural component of phraseological unit, which have different methodological basis, different methods of research, varying from each other with the degree of covering phraseological material.

V.A. Maslova considers that phraseological units fix and pass cultural settings and stereotypes, etalons and archetypes from generation to generation and at the same time reflect in their semantics a long process of the development of the culture of the nation.

While observing the phraseology V.A. Maslova suggested the following hypotheses:

1. In the most of the phraseological units there are “traces” of national culture, which should be brought to light;

2. Cultural information is kept in the inner form of the phraseological units which are becoming the imaginary representation of the world, adds cultural and national coloring to it;

3. The main point in revealing the cultural-national specification of the phraseological units is to disclose their cultural-national connotation.

In the analysis process of national specification D.O. Dobrovolskiy singles out two main approaches. The first approach is called comparative-national-cultural specification of one language and it is defined relatively to the other language. The next approach is introspective, which studies the national specification of the language from the look of the native speakers and leads to self-examination and self-observation.

In comparative approach, all the facts of the first language relatively to the compared language are taken into account and presented as unconventional from the point of view of traditional national culture and from the perspectives of the compared language (appropriate culture too).

Introspective approach is based on the view of the presence of immanent national and cultural characteristics irrespective of the specification of other languages and cultures. The main aim of the research is formulated as the search of the answer to the question, which defines the national specification of the language from the view of the NL speakers.

Within the framework of immanent and semiological conception two approaches for identification of national and cultural component of phraseological unit have been developed:

- Linguistic-cultural
- Contrastive

Linguistic-cultural approach is most surface level of identification of national and cultural component of phraseological unit, fairly named as “samovar” because of the fact that as the classical example of reflection of culture in phraseological units within this approach appears to be Russian expression “ехать в Тулу со своим самоваром”.

Such components of this expression as “Тула” and “самовар” refer to culture-specific vocabulary of Russian language and, therefore forming national peculiarity of that phraseological unit.

It is generally known that the national issue in phraseology is found in dialectical unity with international one. Comparison of phraseological analogies in different languages with the purpose of identifying their national coloring and national and cultural peculiarities turns to be the subject of contrastive approach to the identification of national and cultural identity of phraseology.

Comparison of phraseological equivalents here is to reveal not common issue as in classical comparative method, but on purpose of identification of differences, which compose national and cultural peculiarities of phraseological equivalents in comparative languages.

Contrastive approach also appeared within the framework of structuralistic understanding of language. It presents certain opposition to linguistic-cultural approach- focuses researcher`s attention not on “culture-specific” component of phraseological unit, but, on the contrary, on the presence of one or other foreign equivalences in the language being analyzed.

Besides they distinguish national and cultural specificity of phraseological units. It becomes apparent in three levels:

- 1) in combined phraseological meaning;
- 2) in the meaning of separate lexical components;
- 3) in direct meaning of free word combination, which was figuratively interpreted (that is in prototypes of phraseological units).

1. National and cultural specificity of phraseological units, through their combined meaning, associated with so-called non-equivalent or lacunary phraseological units can be found in any language. This phenomenon is explained by selectivity of phraseological nomination of people –native speakers. At the same time, the concepts that convey the semantics of non-equivalent phraseological units are presented in the

linguistic picture of the world of the nation. That is why the semantics of non-equivalent or lacunary units is transmitted with the help of lexical units or word combinations, while transferring to another language they are also transmitted by means of certain lexemes or set of lexemes (lexical method of translation), descriptive or loan translation, when the image, on the basis of which is built the phraseological unit of source language, is understandable to representatives of language of receptor.

Both in Russian and English language there are such similar phraseological units, however, not numerous as phraseological units, having phraseological compliances in the form of equivalents or analogies in another language. As an example of such phraseological units we can give the following units: дать шпоры- spur on, бедный родственник – a poor relation, i.e. a humble person who depends on others; go nuts- спятить, рехнуться; hit the high spots- касаться только главного, говорить о главном; обращать внимание на самое существенное.

2. Phraseological units, having national and cultural component in their componential structure, are not numerous in both languages. Marking of national specificity is created by the presence of specific words of the nation that make up the phraseological unit; that is either denomination of certain reSergeyties, known only to the informant of one or several nation with common culture and religion, and also peculiar toponyms, anthroponomy, hydronyms characteristic for certain country. As an interesting example serves to be obsolete Russian phraseologism “Вяземская лавра” with disprovable emoseme and meaning “den, place, where people leading immoral mode of life gather”. The etymology of this phraseologism is associated with the surname of prince Vyazemskiy whose house in St. Petersburg had ill fame, was popular as the place for people leading immoral mode of life. The expression of phrase lies in the joining of concrete name with reinterpreted word “лавра” –“a big monastery lead by synod”. Hence follows the ironic coloring of the expression. English anthroponomy forms a part of the phraseological unit- “from John o`Groats to Land`s End”- from the north to the south (or from the south to the north) of England, from one end of the country to

the another one. Reference about its etymology gives us the following explanation: John-o`Groat`s – ending north point of Great Britain, called by name of Yan Grot, Dutchman by birth and settled in Scotland under Iakov IV (1473-1513).

3. National specificity of phraseologism can reflect the history of the nation, peculiar traditions, custom, its character, initially laid in its prototypes. Let`s give examples.

Phraseological unit “сам себя высек” (ironic)-“about a man run into trouble, being guilty of it, causing harm to himself with his own words or actions”- anoriginally Russian expression going back to the middle XIXs and appears to be reinterpretation of Mayor`s words in the comedy “The inspector” (“Ревизор”) by N.V. Gogol. Mayor, responding to a complaint of noncommissioned officer`s widow caught on illegally by authority, justified by the absurd assertion that she flogged herself. English phraseologism “have kissed the blarney stone/the Blarney Stone/”- “to be flatterer” is considered to be nationally marked. It is based on an old tradition, according to which, those who kisses the stone, located in the Irish Blarney Castle, gains the ability to flatter.

Idioms in contrasted languages can have identical or the same meaning, but base on different images, with a pronounced national character. As a typical example of this phenomenon can be phraseological units “ездить в Тулу со своим самоваром” and “carry coals to Newcastle”, which also comprise nationallyspecific toponyms.

At the same time it is impossible to exaggerate the role of national-cultural component in phraseological picture of the world. In phraseological systems of Russian and English there are a significant number of internationalisms and phraseological units associated with the universal knowledge of the properties of the real world. The differences in their figurative basis are explained not so much by their cultural identity as a divergence in the technique of secondary nomination in different languages.

The phraseological units reflect the national culture with their prototypes free word combinations, describing definite customs, holidays, details of their family life, culture and others. Actually, it is referable to include in this group a great number of

phraseological units related to crafts as in Russian “вить веревки, лыка не вяжет”, about fauna as in “как гуся вода, как баран на новые ворота, дрожать как заяц”, “hell cat”- “a woman with dissolute behavior”, “cunning as a fox”- Russian equivalent- “хитрый как лиса” , “obstinate as a mule”- “упрямый как осел”, “light as a butterfly”- “thoughtless, light-minded man”.

There distinguished such phraseological units that reflect the appearance of the man, his clothes and shoes as in Russian “спустя/засучив рукава, два сапога- пара”, in English phraseology- “be pinned to one’s wife’s apron-strings”- “to hold to wife’s skirt”. Like a mirror, phraseological units reflect the details of the traditional table as in examples “как об стенку горох- like being up against a brick wall”, “ни рыба, ни мяса- neither fish nor flesh”, “cold biscuit”- “cold woman”, “lay the butter on”- “to flatter impolitely”, “hard-boiled egg-an indurate man”. The phraseological units that contain proper names have strongly marked reflection of national character as in the examples “Иванушка-a silly man”; “Лиса Патрикеевна”; peeping Tom – “very curious man”; Jack in office – “an arrogant man”).

The culture can be incarnated by interwoven sources of religion, faith, knowledge, practice and artistic perception in the form of archetypal images. Archetypal images characterize concepts, stereotypes, settings of native speakers and reflect the mentSergeyty of the nation.

It should be noted that the study of phraseology and a deep understanding of a FL also depends on the understanding of the phraseological units of the NL (in this case – Russian). It is important to mention about the fact of the correct interpretation of the whole phenomenon of phraseology that will certainly help to study it in any other language.

Recently, much of the attention has been on teaching phraseological units to FL learners after the recognition of the significant role that phraseological units play in learning English (Cooper, 2012; Irujo, 1986a; Liontas, 2003). Other studies were devoted to explain the processing of FL phraseological units and the role of NL (NL)

in the process such as Kellerman study (1983). Samani and Hashemian (2012) stated that learning phraseological units not only assists language learners in better communication, but also helps them learning the culture and society of the target language. Also, Elkilic (2008) stated that English is rich with phraseological units and learning them constitutes the soul of the language.

With regard to phraseological units usage, Stight (1979) stated that the proper use of phraseological units is an important part of learning a second language. Before addressing the three major points of this study, it is important to look at the classification of phraseological units. Irujo (1986a) divided phraseological units into three types; identical, similar and different. These classifications were according to the similarity between the first language, NL, and second language, FL. Her study was to investigate whether or not FL learners rely on their NL to comprehend and produce phraseological units. The results of her study portrayed that identical and similar phraseological units between the two languages were easy to comprehend and produce, whereas different phraseological units between the two languages were hard to comprehend and produce. A similar study was done by Cakir (2011). In his study, 62 learners in the English department in a Turkish university had to write the equivalents of English phraseological units in their NL. The results revealed that identical and similar phraseological units were easily interpreted because the participants were able to supply the Russian equivalent correctly.

However, with regard to the different phraseological units, learners were unable to perceive their meanings simply because such phraseological units do not exist in the learners' mother tongue language.

2.2. Difficulty, comprehension and usage of phraseological units

No doubt, FL learners encounter difficulties during the acquisition of the English language. Understanding phraseological units is one of these difficulties. According to Cooper (2012), FL learners would encounter phraseological units in all

kind of discourse; news, lectures, movies, books and daily conversations. Furthermore, Chuang (2013) denoted in her research study that mastering these multiword units or language chunks is not easy for language learners since the meanings of these texts cannot be determined through the analysis of their individual word meanings.

Therefore, phraseological units represent a hindrance in the linguistic development of FL learners. Because of the difficulty of understanding phraseological units, this section looks into reading processes to see how phraseological units are comprehended. Generally, language receptive organs transmit data to the brain to be processed and the brain performs what is known as comprehension. Data, in this context, refers to language in either form written or heard.

Therefore, comprehension is defined as the process of understanding that requires mental operations. These operations are divided into two levels; the low-level and high-level and they take place simultaneously. Two well-known models depict reading processes: the text model and the situational model. For details about reading comprehension processing, check Grabe (2009).

With regard to phraseological units comprehension, Holsinger and Kaiser (2013) stated that it is less clear how comprehenders arrive at the phraseological units interpretation. They wondered whether literal processing is necessary to reach the phraseological units interpretation. They found that context clues have an essential role to play during reading processes. The results of their research study revealed that when readers expect a literal interpretation in a situation where the sentence turns out to be phraseological unit, real-time processing is disrupted more than if comprehenders are expecting an phraseological units interpretation and the sentence turns out to be literal. Their study revealed that phraseological units consume more time be comprehended than literal ones.

Interestingly, models of processing phraseological units are two types in terms of accessing the phraseological units meaning first or the literal meaning. The first

type proposes that literal computation has priority over access to phraseological units meaning whereas the other type proposes that phraseological units and literal processes occur independently of each other. Investigating the first type, we found two hypotheses: Configuration Hypothesis and Hybrid Representation Hypothesis. According to Cacciari and Tabossi (1988), the Configuration Hypothesis proposed that literal processing precedes access to phraseological units meaning. That is to say, readers proceed with literal interpretation until they are faced with sufficient cues to recognize words as being an phraseological units, then the phraseological units meaning is retrieved and enters into the comprehension processes. Further, literal processing has priority over phraseological units processing and it proceeds automatically. Cacciari and Tabossi claimed that literal processing is the default and logical mode we follow to interpret texts. Similarly, the Hybrid Representation Hypothesis favored the primacy of literal processing over the phraseological units processing (Cutting & Bock, 1997). That is, when we read, we always think of the literal meaning. Then we think of the phraseological units meaning when we see sufficient clues in the text.

Contrary to the models that support the dominance of literal processing, Bobrow and Bell (1973) suggested the Lexical model. This model viewed phraseological units as big words and they are linked directly with semantic information so computational interpretation needed for these connection. The Lexical model believes phraseological units and literal processes occur in parallel. In similar fashion, Gibbs (1980) proposed the Direct Access model which accesses the phraseological units interpretation of text.

2.3. Language connection with culture

No doubt, there is an intimate relationship between language and culture. They are inseparable. Words and expressions people produce convey their cultures. According to Jiang (2000), language is a part of culture and plays an important role

in it. Jiang stated that the “referents of language” are the events, states, entities, processes, characteristics, and relations that exist in the culture, whether these are referred to by single words or by phrases (p. 332).

Jiang’s study concluded that there is always an interactive influence between language and culture and they cannot exist without each other because they “combine to form a living organism” (p. 328).

Nida (1998) considered culture to be “more extensive than language,” that is, a single word can refer to different concepts in different cultures. Language forms we use carry meanings that are not interpreted Sergeyke because they are associated with culture. The opposite is also true, people from different cultures point to different things by using the same language forms. The word lunch for example, refers to pizza and hamburger in American culture while it refers to steamed bread or rice in the Chinese culture (p. 29).

In the same vein, Brown (1994) portrayed the relationship between language and culture as an intricately interwoven relationship. Separating the two is infeasible and if it happened the significance of either language or culture would be lost (p. 165). Jiang (2000) listed few metaphors about language and culture in her study that deserve mentioning, i.e., language is the mirror of culture and people can see a culture through its language.

Since language and culture are densely intertwined (Pulverness, 2003) and the relationship between FL teaching and culture is “seamless” (Kramsch, 2001), many research studies have emphasized that without the study of culture teaching FL is “inaccurate and incomplete” (Genc & Bada, 2005, p. 73). Acquiring a new language is more than learning its phraseological units. According to Bada (2000) there is a need for cultural literacy in language teaching because learners come across “significant hardship” in communicating meaning to native speakers as a result of being unexposed to cultural elements of the FL society (p. 101).

2.4. Methods of teaching phraseological units

Since native speakers use a numerous of phraseological units during the course of every day and since it is important to teach phraseological units to FL learners, teaching phraseological units received much more attention recently and it becomes a topic in teaching EFL after it was a neglected topic (Tărcăoanu, 2012). It is important to have a clear view on how to implement a methodology to teach phraseological units. However, the argument between the traditional method and the conceptual metaphors instruction on how to teach phraseological units is not over.

EFL and EFL teachers have a variety of methods to apply in their classes in order to teach phraseological units. These teaching methods can be organized under two broad methods. The traditional method encourages teaching phraseological units explicitly in context. Or the conceptual metaphor method that teaches English phraseological units after obtaining some knowledge of the terms.

The traditional method teaches phraseological units in context, Liontas (2003) stated that the context can effectively facilitate understanding as well as learning and teaching of phraseological units and phraseological units expressions. Liontas's study concluded that "the absence of context" creates obstacles "on learning and comprehending phraseological units" (p. 288). Within the method of teaching phraseological units explicitly in context, there are two competing views; teaching phraseological units with an extended context and with a limited context. Kainulainen (2006) emphasized the role of extended context over limited context to assist FL learners comprehend phraseological units correctly. Kainulainen concluded her study by stating that the more contexts surround an phraseological units, the more likely the FL learner participants will come to the correct meaning.

Another study conducted by Asl (2013) aimed at finding a suitable method for teaching set expressions and phraseological units. The study also contended that extended context such as stories, have a significant effect on learning phraseological

units and phraseological units expressions than directly teaching the meaning of the expressions. It is a similar case of teaching vocabulary; teaching vocabulary in context is better than teaching laundry lists of vocabulary alone. Asl interpreted the results in the light of the schema theory. That is to say, long contexts such as stories activate large number of schemata and short contexts activate small number of schemata. Engaging large number of schemata in processing the context is “helpful” for learning and retaining the meaning of phraseological units (p. 8).

The other method suggests teaching English phraseological units through the conceptual metaphor. According to Lakoff (1987), conceptual metaphor refers to the connection between two semantic areas at the level of thought. And according to Richards (1967), language is virtually metaphorical (p. 80). The essence of metaphor is understanding and experiencing one kind of thing in terms of another (Lakoff & Johnson, 1980, p. 5). Lakoff and Johnson claimed that metaphor is not a “matter of language”, words. It is our conceptual system that is metaphorically structured and defined (p. 6) and the meaning of many phraseological units depends on the metaphorical conceptual system (Samani & Hashemian, 2012). Conceptual metaphor can facilitate the comprehension of phraseological units. Being unaware of metaphorical concepts or unfamiliar with them, FL learners often do not understand and do not use metaphors in “natural communication” (p. 250). Lakoff and Johnson (1980) recommended teachers and learners of FL to be aware of the conceptual metaphor of the target language to be able to understand phraseological units.

In order to apply the conceptual metaphor method, English learners need to obtain some knowledge of literature terms such as metaphor, metonymy, simile and personification. This knowledge of literature is gained through special classes and courses. For example, Lexical Competence and The Application of Metaphoric Expressions in Translation were two similar courses in two different studies. The former was conducted by Cakir (2011) on Turkish learners of English and the later

by Samani and Hashemian (2012) on Iranian learners of English. The Conceptual Metaphor Theory by Lakoff and Johnson in 1980 was behind the idea in both courses where understating one idea in terms of another, similar to simile.

Learners were taught that metaphor is an important means of expression in human languages, the written and spoken form. The courses delivered ideas like figure of speech to learners to assist them to comprehend phraseological units. According to Adkins (1968), predicting the meaning from context exercises and deSergeyng with figurative expressions allows learners to widen their horizons to understand and learn new unknown phraseological units. Participants who were enrolled in the suggested classes to obtain some knowledge of literature in the study of Cakir (2011) and Samani and Hashemian (2012) outperformed those who did not take the classes.

Samani and Hashemian (2012) argued against the traditional method of teaching phraseological units favoring the conceptual metaphors instruction because it allow FL learners to express inner thoughts, views, ideas, and emotions the way native speaker do, Cakir (2011) emphasized teaching phraseological units and utilize all possible means to develop learners “pragmatic competence.” Cakir stated that teaching phraseological units only is not enough; they should be practiced and produced by learners (p. 378). However, the traditional method should not be abandoned because some phraseological units have literal meaning (Li, 2010). Conceptual metaphor teaching method is an “effective complement” in phraseological units teaching and learning (p. 207).

In order to apply conceptual metaphors in phraseological units teaching, Li (2010) suggested three aspects to consider. The metaphorical competence of the EFL teachers should be developed because they are the implementers of the conceptual metaphor theory, first. Second, learners’ metaphorical awareness should be raised by informing them that metaphors are not only regarded as “poetical or rhetorical embellishments.” Third, cultural background should be underestimated word

missing because having different religion beliefs and world views as well as living in different environment and geographical affect our “metaphorical mode of thinking” (p. 209). The study of Samani and Hashemian (2012) showed that it would be beneficial for FL learners to interpret English phraseological units by implementing the conceptual metaphor instruction. Teaching learners that metaphor is “a way of explaining, describing, and evaluating ideas to understand and communicate abstract ideas in our everyday activities” (p. 250).

Along the same vein, Feng (2007) carried out an experiment on Taiwanese learners of English and considered the usefulness of conceptual metaphors and metonymies in improving phraseological units comprehension. Comparing the results of the posttest and the pretest of the same group, Feng noticed that the test scores showed improvement because few types of metaphors were taught to the learners during the period of the study. The “underlying knowledge” of phraseological units seemed to facilitate and increase learners’ comprehension of unfamiliar phraseological units. Feng claimed that the proficiency level of the learners is a sSergeyent factor to understand phraseological units beside the cultural background of the target language (as cited in Chuang, 2013, p. 64). Chuang, also, added the comprehension of phraseological units is impacted by several factors; conceptual metaphor theory knowledge, the size of vocabulary, and the proficiency level of the learners. He stated that few researchers such as (Gibbs, 1992; Hamblin & Gibbs, 1999) have claimed that conceptual metaphor facilitate the comprehension of phraseological units.

2.5. The place and role of didactic illustrations in teaching Russian and English phraseology

Both studying and teaching process involves in itself the results of an enormous educational, developmental potential. Effective mastering of phraseological units by foreign learners requires specially organized, purposeful and long-term work.

During classes dedicated to the study of phraseological units it is reasonably effective to make use of complex of multiple exercises letting learners fully master the theme suggested for them and form the basis of educational skills and abilities. Exercises directed to the development of learners` communicational skills and abilities plays a particular role in achieving this aim.

Communicative skills and proficiency are formed by means of exercises that have productive creative character, as in various situations of our everyday`s communication which are ought to be always new to people, it is necessary to search for language means and other corresponding phraseological units to each situation. For finding an effective solution to this problem it is reasonable to use communicative events during classes. The efficacy of such events is based on setting such conditions for communicants that make them to talk and share with the opinions on given topic by the teacher using phraseological units. Two integrated factors are of great importance in the effective implementation of communicative events: interest in theme and maximal involvement of the learners in its active discussion.

As the starting point in implementing such communicative events that involve the usage of phraseological units, comes to be real life situations, authenticity in speech. For that reason, in teaching process it is essential to use such techniques provide real communication in educational atmosphere:

- the solution of problematic situations, discussion;
- making up dialogues and stories;
- role-playing.

These methodical techniques are used differently with new content within the framework of communicative events on the basis of phraseological units. Implementing of phraseological units in development of communicative skills and proficiency helps to avoid language barrier in the process of real life communication. This is also mostly provided by full exclusion of using NL during the lessons.

While setting communicative events, it is advisable to write out on the board the phrases, stable set expressions and phraseological units that are indispensable in these communicative situations, and touch learners' attention on them before their beginning. The teacher should thoroughly think about steps that these events will contain, the time that is needed and the difficulties connected with semantization and usage of suggested phraseological units that learners will face with.

Problematic tasks are thought to be the best form of setting communicative process. Their aims in such a situation appear to be teaching to shortly express their opinion, make suggestions, inquire about information, compare, approve or disapprove statements of other participants' of communication process using in their speech previously learnt vocabulary and the most widely used phraseological units.

As the problematic task-based situations the learners may be offered the following:

1. Make an interview on the topic "Which of the rules of speech etiquette are you familiar with?" using the phraseological units of this thematic group (in Russian-пускать пыль в глаза-to throw dust in somebody's eyes, морочить голову-pull somebody's leg, бабушкины сказки-old wives tales, ясное дело-plain as a pikestaff, от всей души-from the bottom of one's heart, из уст в уста-from mouth to mouth, с глазу на глаз-in private, один на один-one-on-one, заговаривать зубы-have it all over someone or something and others).

2. Create or make up orally the map of the route, that you follow going to school or university and make use of the phraseological units of this thematic group: в двух шагах-a stone's throw from, be but a few steps, сбивать с толкуconfuse someone, легок на ногу, иметь в виду, на каждом шагу-at every turn, в два счета-in jig time, be able to do it on one's ear, потерять из виду –lose the scent of and others.

Debating or discussion, as it is known, carries more difficult character and for its organization it is indispensable for the learners to have specified linguistic practice, and also the ability to formulate, give arguments and defend their point of view and consequently, produce more widely-spread expressions than in problematic situations,

and thus use more frequent phraseological units in their speech. The desire to react or respond to, give arguments and dispute on an interesting theme is believed to be the high stimuli for creation of unprepared speech that contributes to the development of communicative practice and skills. Discussion is regarded to be an effective form of organization of communicative process. The learners can be suggested the following themes for disputing or discussion:

1. “What is better?”: “bitter truth or sweet lie?”. Use the phraseological units of this thematic group (пускать пыль в глаза-to throw dust in somebody`s eyes, морочить голову-pull somebody`s leg, бабушкины сказки-old wives tales, ясное дело- plain as a pikestaff, от всей души-from the bottom of one`s heart).
2. “What is wealth for man?”. Make use of the following phraseological units of this thematic group (дрожать над каждой копейкой, душа нараспашку- wear one`s heart upon one`s sleeve, сводить концы с концами-live from hand to mouth, класть зубы на полку-tighten one`s belt, и так и сяк-this way, that way and every way, лезть из кожи вон-move heaven and earth, хлеб насущный-bread and butter, daily bread, окунуться с головой –get up to one`s neck).
3. “Love is evil or good?”. Use the following phraseological units that contain this thematic group (и так и сяк-this way, that way and every way, окунуться с головой-get up to one`s neck into something, от всей души-from the bottom of one`s heart, не сводить глаз-fasten or fix one`s eye on, бок о бок-side by side, трепать нервы-get on somebody`s nerves, потерять рассудок-to be out of one`s mind, лить слезы-ripe one`s eye, mingle tears).

Making up a story or dialogue encourages the learners to the creation of connected narrative, activate the usage of not only certain structures, expressions and phraseological units that work is based on but also a great number of corresponding materials. Thus, this type of exercises would rather be used for revising previously acquired material.

The aim of setting such a communicative process is the usage and interaction of all the elements of the language, development of speech fluency, ability to open up the theme, improvise. Corresponding tasks can be of following type.

1. Make up short dialogues using phraseological units of this thematic group work-idleness (палец о палец не ударить-not to do hand`s turn, изо всех сил-with all one`s strength, for dear life, might and main, лезть из кожи вон-move heaven earth, bend over backwards, хлопать глазами- return a blank stare and others).

1. Brother and sister is arguing about which of them helps more at household.

2. The supervisor of course paper is reproaching the student for working not hard.

The student justify themselves on the busyness at other subjects.

2. Make up an oral story on the theme “Value kindness” using phraseological units of particular group (душа нараспашку-wear one`s heart upon one`s sleeve, от всей души-from the bottom of one`s heart, изо всех сил-with all one`s strength, змея подколотная- a snake in the grass and others).

As a starting point in making up a story, as a rule, appear to be phraseological units given by the teacher. The learners must be familiar with the theme on which forthcoming story will be based on.

Role-playing games are an effective way get learners involved in communication using phraseological units. Their aims are to create during classes such a surrounding atmosphere in order to implement vocabulary and phraseological units, which usage in other situation can be impossible or artificial or not interesting.

Dialogues can provide situations for learners to practice ordinary conversation and offer learners ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for learners to actout rather than simply read aloud. Moreover, the dialogues the learners write function as basic communication at all levels as Scott & Ytreberg stated. In addition, putting learners into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels. Nunan stressed that role-plays are also excellent activities for learners` speaking

in the relatively safe environment of the classroom before they must do so in a real environment. Therefore, dialogues offer learners opportunities to act out and practice oral skill before encountering the real world.

Dialogues and role-play are useful written and oral activities so that we assigned my learners in pairs to write one dialogue by using the English idioms introduced in class and then act out the dialogue out in the following class. Dialogue writing could motivate learners to write without burden because of pair collaboration and role-play activity could help them remember the dialogue they wrote through repetitive practices. It was easier and more fun for them to remember English idioms because they shared and enjoyed learning English idioms with friends. Thus, dialogue writing and role-play are useful and interesting activities for learners' meaningful and efficient drills.

While holding role-playing game two variants are possible:

- the learners are suggested to play the role of another person;
- the student describes himself being in particular situation;

It is essential to give some time for learners to think about their actions and master the roles. It can be allowed to make notes, but during the performance to follow improvisation not just read the text. The learners shouldn't be afraid of making mistakes. They should be incited that a mistake is the component part of learning and teaching process.

The following themes may be used to hold role-playing games during the classes making use of phraseological units.

Since retelling activities are good techniques to facilitate learners' reading retrieval, this motivates me to apply the activities in teaching English idioms. After I introduced the meanings of English idioms to my learners, I asked my learners in pairs to retell the content in their own words instead of the English idioms and to rewrite sentences provided in class by using English idioms. The retelling and

rewriting activities provided learners with more chances to be aware of the meanings of English idioms and be familiar with the English idioms they have just learned.

Thus, learners find mastering phraseological units easy through the communication process which highly motivates them. While using phraseological units in their speech learners face with such problems as deficiency in language and speech means to cope with given tasks, quickly pass to their NL and so on. Holding such communicative processes with usage of phraseological units considerably enriches teaching lessons making them useful for learners and keep their interest in learning FL.

Since it is vital for learners to learn English or Russian idioms in order to master English or Russian, it is important for teachers to design various activities for learners to use with English or Russian idioms and subsequently acquire them efficiently.

Moreover, learners learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning. Finally, when teachers integrate listening, speaking, reading and writing activities together in teaching English or Russian idioms, learners can be involved in the application of them in four skills. Thus, it is effective to teach learners English or Russian idioms when they are provided with various activities to practice and utilize them in different contexts.

The Lingua-cultural approach of teaching idioms widens cultural awareness of learners, as they will get to know not only about language but the traditions and customs of the English people, they become more tolerant of other cultures, they begin to evaluate other people's beliefs through the prism of their native linguacultural heritage.

III. PROCESS AND PROCEDURE

3.1 RESEARCH PLAN

The research plan embraces the statement of purpose, the subject, the object, hypothesis, materials and equipment, methods and procedure.

3.3.1. Statement of purpose

The kind of our research paper is descriptive one as it determines the effective methods of developing skills on linguocultural peculiarities of phraseological units for secondary school learners and implies the issues encountered by English teacher in teaching the language at the school.

The questions of the research work were followings:

- ✓ How do teachers perceive the teaching of phraseological units?
- ✓ What are teachers' perceptions of the relationship between language, culture, and phraseological units?
- ✓ Which method of teaching phraseological units in FL does teacher prefers the traditional method or the conceptual metaphors instruction?

The subject of the research is the researcher and eighth grade learners of 298th school.

The object of the study is teaching English FL. The objectives that helped to achieve the goal were:

- 1) To depict the usage of effective strategies helped to revolutionize learners' skills on linguocultural peculiarities of phraseological units;
- 2) To determine the results of selected methods by whether the learners are able to do tasks on linguocultural peculiarities of phraseological units practically without difficulties or not;

To sum up, it is necessary to state that finding the answers to the above questions were the main way to reach the aim of the research.

Hypothesis: this paper fulfills the purpose which depicts most suitable ones of methods for secondary school learners to teach linguocultural peculiarities of phraseological units.

The following tasks should be allocated to achieve our aim from this work:

- ✓ To analyze the significant traits of phraseological units skills;
- ✓ To study the well - known and modern effective teaching strategies;
- ✓ To study up the knowledge level and abilities of secondary school learners according to national standards.
- ✓ To practice recommended and overviewed teaching techniques in linguocultural peculiarities of phraseological units with help of lesson plan;

3.3.2. Methods

During this time I utilized diverse types of methods such as inductive, deductive, grammar-translation, drilling, definition, restatement, contrast and etc. in order to get to know which ones are the most effective. They were used so as to depict how phraseological units skills were revolutionized.

3.3.3. Subjects

The present qualification paper was focused on subjects, in other words secondary school learners of 298th school. They ranged in the age from 13 to 15, and they are native speakers of Russian and Uzbek. The present qualification paper was oriented on subjects. Two groups of a class were selected to investigate. One group consisted of 13 learners.

Within two months of the teaching practicum, the researcher could have a chance to conduct her studies on identifying the effective methods in teaching phraseological units. Before commencing the lessons I gathered the information about the learners' ages, level and general teaching strategies by given questionnaires.

Their levels were almost the same that ranged pre-intermediate level. The main requirement from this course was to boost their language proficiency by teaching

phraseological units with the help of methods. All members of the investigated group took part in the study actively.

Table 1. List of learners of the first group

| № | Surname | Age | Gender | Nation/Sergeyty |
|----|-----------------------|-----|--------|-----------------|
| 1 | Saydulayev Sergeysher | 15 | Male | Uzbek |
| 2 | Muradov Aglam | 15 | Male | Uzbek |
| 3 | Islamov Bahtiyor | 15 | Male | Tajik |
| 4 | Mamedova Kamola | 13 | Female | Tajik |
| 5 | Rojkov Sergey | 14 | Male | Russia |
| 6 | DjSergeylov Oybek | 15 | Male | Uzbek |
| 7 | Muxiddinov Boxodir | 15 | Male | Uzbek |
| 8 | Tuxtiev Bekzod | 14 | Male | Tajik |
| 9 | Tolipov Doston | 15 | Male | Uzbek |
| 10 | Temirov Ixtiyor | 15 | Male | Uzbek |
| 11 | Yuldashxanov Ramizxon | 15 | Male | Uzbek |
| 12 | Tulyaganov Sanjar | 13 | Male | Uzbek |
| 13 | Usmanova Zuxra | 15 | Female | Uzbek |

Table 2. List of learners of the first group

| № | Surname | Age | Gender | Nation/Sergeyty |
|---|---------------------|-----|--------|-----------------|
| 1 | Bozorov Sergeysher | 14 | Male | Uzbek |
| 2 | Shokirova MSergeyka | 15 | Female | Uzbek |
| 3 | Zoyirova Fotima | 14 | Female | Uzbek |
| 4 | Norbekov Shohjahon | 14 | Male | Uzbek |
| 5 | Samandarova Yulduz | 15 | Female | Uzbek |

| | | | | |
|-----------|---------------------|----|--------|-------|
| 6 | Ogaboyeva Leyla | 15 | Female | Uygur |
| 7 | Karimova Sanobar | 15 | Female | Uzbek |
| 8 | Tojiyeva Kumush | 15 | Female | Uzbek |
| 9 | Fahriddinova Soliha | 15 | Female | Uzbek |
| 10 | Sharopova Parizoda | 13 | Female | Uzbek |
| 11 | Jalmatov Utkir | 15 | Male | Uzbek |
| 12 | Ibragimov Laziz | 15 | Male | Uzbek |
| 13 | Yuldoshev Habibullo | 15 | Male | Uzbek |

3.3.4. The materials and equipment

In order to deserve the effective results of selected methods the researcher attempted to make use of diverse types of teaching materials from sources. The materials not only embrace explanation of phraseological units but also texts, crosswords, visual aids, videos and listening tracks.

The listening tracks, texts, crosswords, visual aids and other were taken from various types of book: “New Round-up 6”, “Destination A2”, “ English through reading” for pre-intermediate and somehow intermediate learners. The samples of the handouts can be seen in the Appendix.

In addition to this:

Teacher’s materials:

- a) Lesson plans
- Questionnaires;
 - a) Pre and post questionnaires for learners
 - b) Pre and post tests
- Visuals based on the planned topics:
 - a) power point presentations

- b) laptop
- c) Loudspeaker
- d) video

The researcher utilized questionnaire to get to know learners interests and the teachers of their subjects. The aim of this was to determine how learners were taught, what kind of materials were used and in additionally, what was interesting for them. The questionnaire was not so complicated to fill in as it consisted of several questions.

Furthermore, the researcher asked learners to write their feedbacks on the lesson and the strategies which were used. With the help of this we can know which method is interesting and suitable for level of secondary school learners.

It also depicts whether the learners satisfied from the lesson and which part or activity they liked most and whether it was difficult to accomplish with the tasks. In order to carry out the aim of the work the researcher conducted some lessons with different lesson plans and materials which were enriched with selected strategies.

3.3.5. Procedure

Experimental steps of the research:

Stage one

In the first step, the researcher observed the lessons with teaching strategies demonstrated by the teachers who work at that school as well as looked through their lesson plans, materials, books and other sources used during the lessons.

Stage two

At this stage, I wanted to determine the learners' levels by means of some different tests, exercises and vocabulary quizzes. This step gave a chance to me that I deserved to identify not only their level but also their background knowledge.

Stage three

I experimented to conduct one lesson and it was based on the observation. I gave them suitable explanation of grammar for their levels and prepared hand-outs, exercises, vocabulary lists also. Afterwards, I was fond of teachers' feedbacks who watched my procedure and I got to know its advantages and disadvantages implied by the learners.

Stage four

This step embraced evaluation and analysis that some questions, interactive exercises as well as competitions were demonstrated in order to fulfill the drawbacks of the conducted lesson as long as methods used.

Stage five

I organized another lesson and selected diverse types of effective strategies to teach phraseological units. Those methods of developing grammar were grammar-translation, deductive, drill, discussion and pupil as a teacher method.

Stage six

Firstly, I explained the rules of grammar on the topic "present continues tense" in their NL and gave various examples which involved almost all the features of this tense. After that some drills were performed conformed to the examples. After finishing the exercises I and learners together checked the answers and analyzed the results as well as mistakes.

Stage seven

At this phase we moved to vocabulary part that verbs demanding infinitive+ ing after them were demonstrated. Firstly, the definition was given with examples which reviled the exact meanings. Afterwards, learners were encouraged to form sentences independently and they shared their samples with each other. At the end we learners

and the researcher checked them. In order to revolutionize the list of those verbs I mixed with the verbs which demand the infinitive forms of the verbs. This was carried out by competition.

Stage eight

At the end of the lesson the task was given to the learners that they ought to be ready to explain the grammatical rules to their group-mates. While they are fulfilling this they understand the rules broadly it is the aim of this method.

Stage nine

In this phase, the researcher asks the learners to write feedbacks towards the conducted lesson. They are important during the investigation.

Stage ten

In the final point of the study procedure, the researcher collected all the data gathered from the research to analyze and select the necessary materials. In order to get the results of the research, the investigator compares two groups, their attendance, understandings and the materials used during the lessons.

3.3.6. Experimental steps of the research

3.2. Data collection

First stage

As soon as the teaching practicum began on February 12 the researcher distributed the questionnaire in order to determine the strategies which the teachers used to teach learners of pre-intermediate levels at school. The following questionnaire was distributed to those teachers:

- 1. What level of learners you usually teach?*
- 2. What kinds of activities are used in your lessons?*
- 3. Whether they use different techniques during the lessons or not?*

4. *What kind of strategies teachers prefer or suggest using while teaching phraseological units?*
5. *Which strategies satisfied or are interesting for secondary school learners?*

While attempting to gather information on methods I tried to select the most proper teachers who not only conduct phraseological units skills but also obtain high experience. According to data they prefer to utilize grammar translation and deductive methods while the vocabulary is taught with the help of definition, competition, examples, contrast and compare strategies.

Stage two

Their levels were exactly determined as the mistakes the learners made were discussed that learners' drawbacks were identified by means of them. Afterwards, according to results the observer argued to select the most suitable methods and to make regular environment to conduct the lesson.

In order to find out which strategy is effective and suitable for pre-intermediate levels of English learners, the researcher chose two classes at 298th- school. As the researcher mentioned in her research plan, one of them dividing into two groups were chosen as the subjects of the current study. However, the subjects were from the same nationSergeyty and their age was not the same either. As it was planned in the research plan, to identify the subjects' level and the background knowledge, the researcher asked a few questions before beginning the lesson:

| The lessons | The groups | The date |
|--|-------------------|-------------------------|
| Present continues tense List of verbs demanding -ing form of verbs | 8 "A" | 14.02.2017/8:00-8:45 |
| Past continues tense List of verbs demanding infinitive form of verbs | 8"D" | 19.02.2017/9:50 – 10:35 |

1. When we use the present or past continue tenses?
2. What kinds of verbs demanding for of verbs while others demand to infinitive form?
3. Can you give examples for mentioned tenses?

While the learners were answering the questions, the researcher divided the subjects into two levels (A2, and B1) due to their response and attendance. In addition, the researcher took into consideration the subjects' age. Therefore, according to the division:

- A2 is elementary;
- B1 pre-intermediate

Table 1. The subjects of first group

| № | Surname | Level | Age |
|----|-----------------------|-------|-----|
| 1 | Saydulayev Sergeysher | B1 | 15 |
| 2 | Muradov Aglam | B1 | 15 |
| 3 | Islamov Bahtiyor | A2 | 13 |
| 4 | Mamedova Kamola | A2 | 14 |
| 5 | Rojkov Sergey | B1 | 15 |
| 6 | DjSergeylov Oybek | B1 | 15 |
| 7 | Muxiddinov Boxodir | B1 | 14 |
| 8 | Tuxtiev Bekzod | B1 | 15 |
| 9 | Tolipov Doston | B1 | 15 |
| 10 | Temirov Ixtiyor | B1 | 15 |
| 11 | Yuldashxanov Ramizxon | A2 | 13 |

| | | | |
|-----------|-------------------|----|----|
| 12 | Tulyaganov Sanjar | B1 | 15 |
| 13 | Usmanova Zuxra | B1 | 15 |

Table 2.The subjects of second group

| № | Surname | Level | Age |
|-----------|---------------------|--------------|------------|
| 1 | Bozorov Sergeysher | A2 | 14 |
| 2 | Shokirova MSergeyka | B1 | 15 |
| 3 | Zoyirova Fotima | B1 | 14 |
| 4 | Norbekov Shohjahon | B1 | 14 |
| 5 | Samandarova Yulduz | B1 | 15 |
| 6 | Ogaboyeva Leyla | B1 | 15 |
| 7 | Karimova Sanobar | B1 | 15 |
| 8 | Tojiyeva Kumush | B1 | 15 |
| 9 | Fahriddinova Soliha | B1 | 15 |
| 10 | Sharopova Parizoda | A2 | 13 |
| 11 | Jalmatov Utkir | B1 | 15 |
| 12 | Ibragimov Laziz | B1 | 15 |
| 13 | Yuldoshev Habibullo | B1 | 15 |

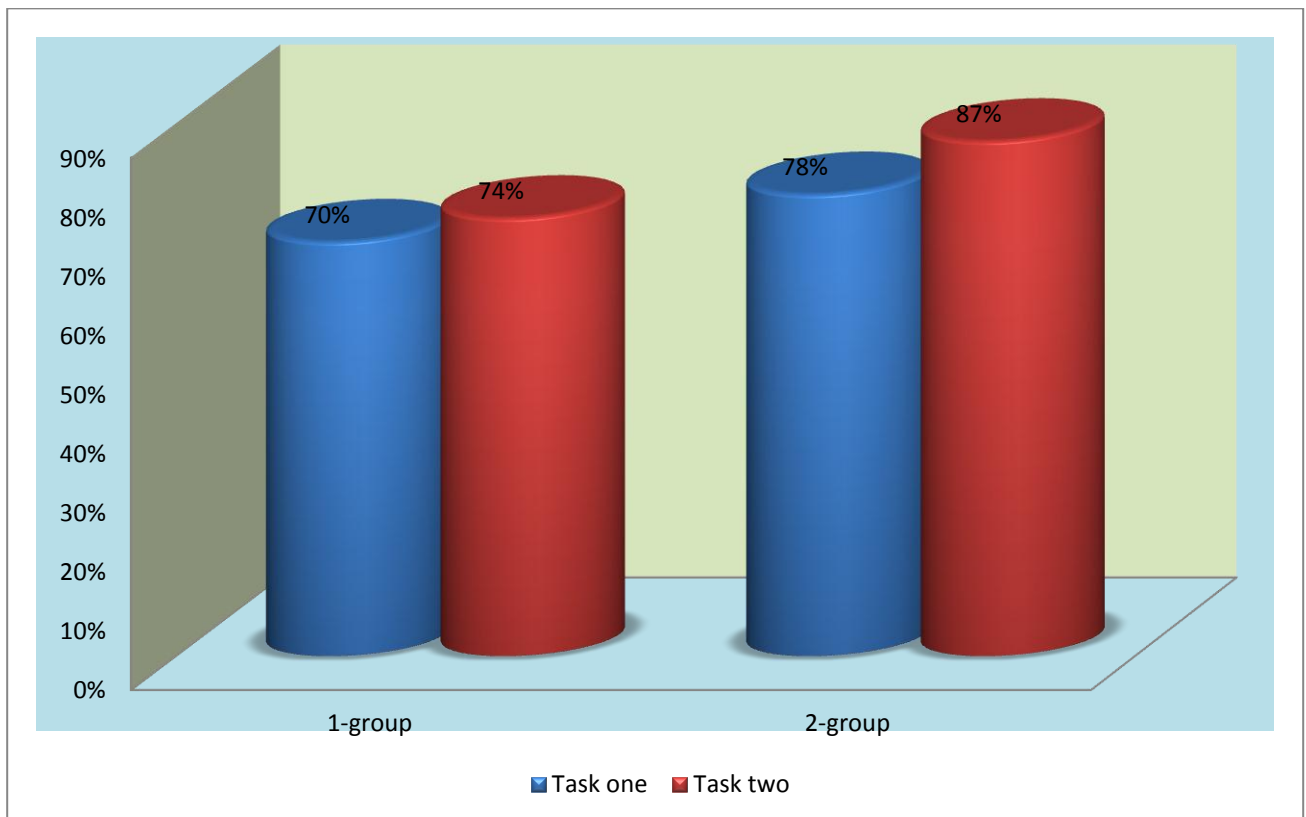
Stage three

In this stage by using the book “New round Up 5” I explained the grammatical rules of present simple tense for the first group and gave some lists of the verbs which demand the infinitive form. By means of grammar-translation and drilling method, forming sentences and tests I made the learners develop taught explanations.

During the second group lesson I explained the same grammatical rules and the list of verbs which demand bare infinitive form but I utilized some different strategies such as grammar- translation, deductive, interactive, learner as a teacher or pupil and teacher exchange methods. Then learners explained the rules to their classmates as I wanted to know how the learners got to know the lesson.

Stage four

In order to differentiate the subjects in tasks and strategies I prepared different situations and learners ought to put suitable form of the given verbs. Results are demonstrated by the graph:



Stage five

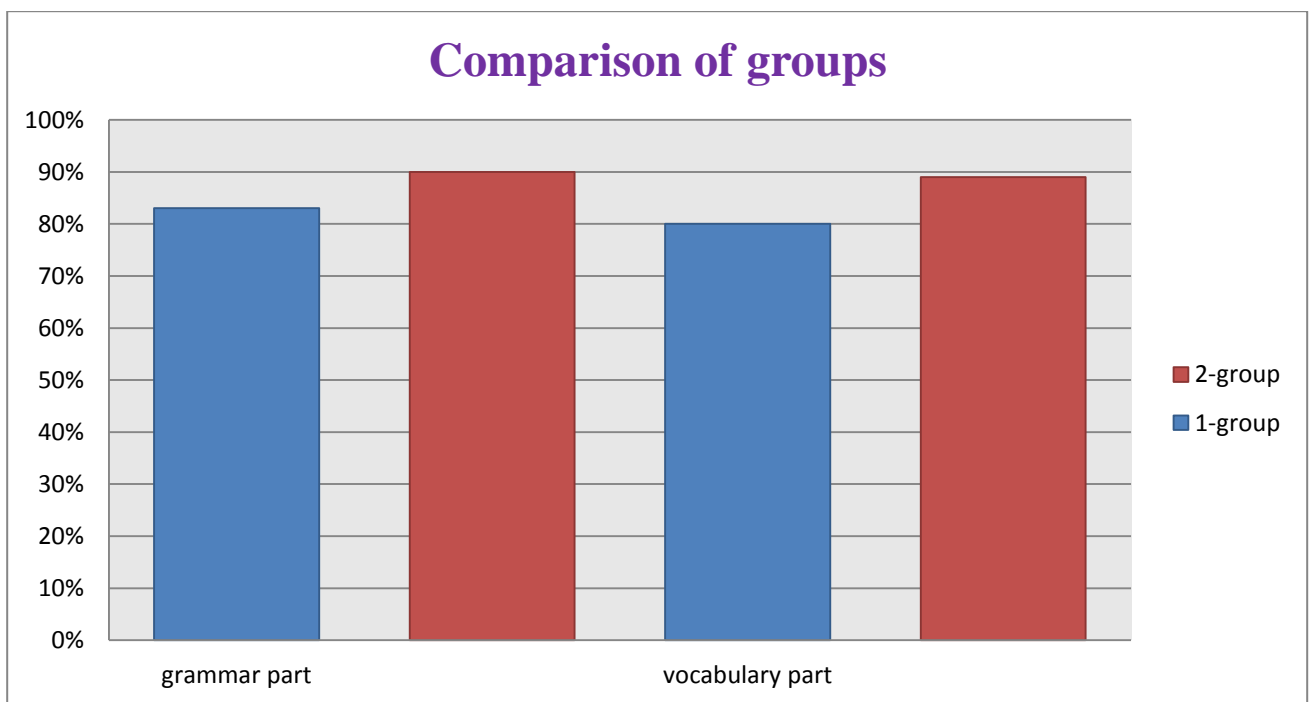
After having led one lesson with both groups the investigator decided to lead one more in each group so as to determine which strategy affected on the experimented learners more. These lessons were based on the book “Destination B1”. On repeating the last lesson for a few minutes I explained the present continues tense with the almost all situations when we can use with the help of grammar- translation method and the learners were argued to do the given exercises. Then the teacher checked the learners’ mistakes and demonstrated the rules again which were unclear for the learners.

For the vocabulary part some lists of new words on personal daily routine were written on the blackboard and the translation of them was also given. After that learners formed sentences by using the new words and the researcher asked the translation of the words. While answering group members mustn’t have used anything.

For the second group the same grammatical rules were explained. However, during the first part video on mentioned tense was utilized while explaining. Usage of some situations of the tense was divided for two subgroups and they should form sentences with the almost all features of the tense. Then two groups checked each other’s mistakes. The mistakes were discussed and explained on the blackboard by the learners that this circumstance was observed as well as drawbacks were analysed by the investigator. This encouraged the learners get to know all features broadly.

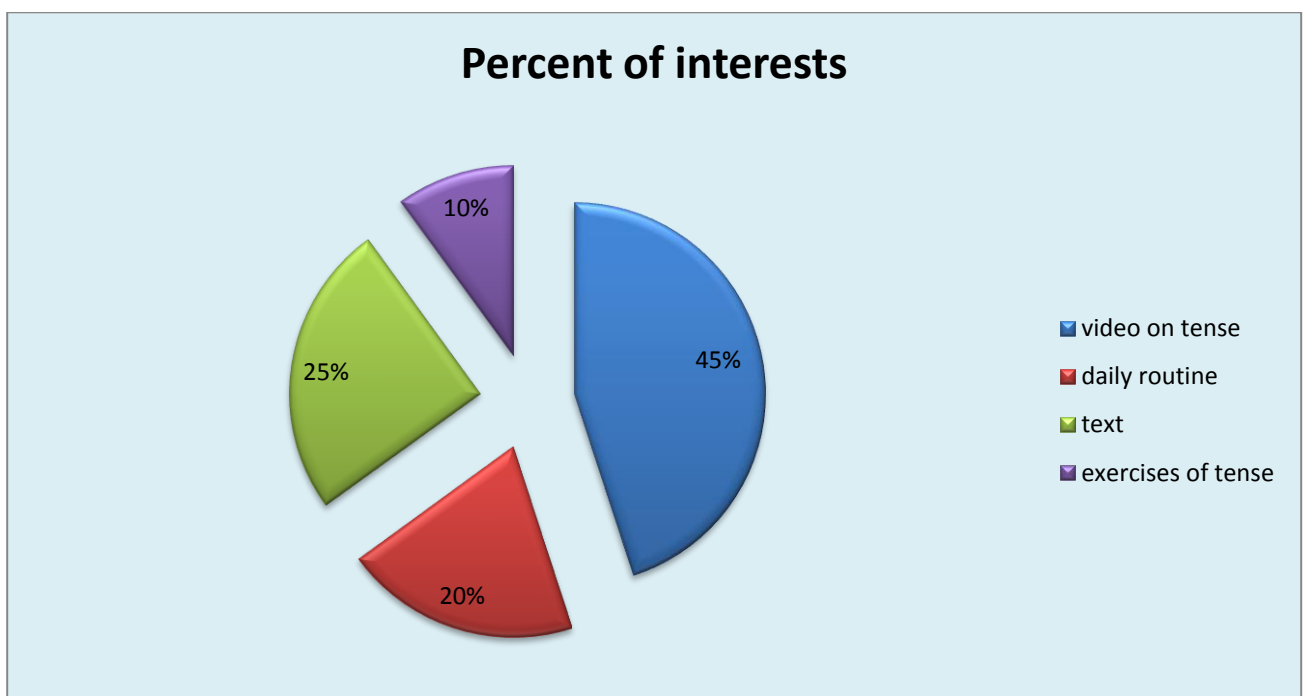
The book “English through reading” was included to revolutionize vocabulary skill. I selected the text “**Instructions**” that first of all, the learners should predict the translation of new notions with context. Then they were given the translation and both were compared. Having finished these tasks the learners themselves wrote short texts with the new words. The researcher and the learners checked the tasks together.

The results of the lessons with different methods were performed by the pie charts:



Stage six

At the end of the first lesson, the researcher asked the learners to write feedbacks towards the conducted lesson. The researcher used them during her investigation. To analyze which part of the lesson or which activity impressed on the subjects more the researcher made up a graph that shows the difference between each exercise:



In the final point of the study procedure, the researcher collected all the data gathered from the research to analyze and select the necessary materials. In order to get the results of the research, the investigator compared two groups, their attendance, understandings and the materials used during the lessons. The results of the data are given in the section results and discussions.

IV. RESULTS AND DISCUSSION

The results in this section are presented in tables according to the survey questions order. The first three questions of the survey address research question one that asked how teachers perceive the teaching of phraseological units. Table 1 below illustrates the responses of the participants about the importance of phraseological units, the difficulty of phraseological units, and the inclusion of separate classes to teach phraseological units to EFL. Since there were only 10 participants in the study, each 10% presents an individual. In general, the replies to the yes/no questions were positive.

All teachers without exceptions approved that phraseological units play an important role in ELT which is a significant finding. Both native and nonnative teachers justified their opinions that the frequency of phraseological units magnifies their importance.

Table 1 *Results of Research Question One through Three*

| Q | Survey Questions | Yes | No |
|---|---|------|-----|
| 1 | Do you believe that phraseological units play an important role in teaching and learning English? What do you think makes phraseological units important? | 100% | 0% |
| 2 | Do you think phraseological units are difficult to learn? What do you think the reasons are for the difficulties in learning phraseological units? | 70% | 30% |
| 3 | From your teaching experience, do you support the concept of having classes that teach English phraseological units to second language learners and why? | 50% | 50% |

With regard to the difficulty of phraseological units, 70% of the participants agreed that phraseological units are difficult for EFL learners. However, three native teachers had contrasting opinions that the difficulty lies in using phraseological units correctly. Phraseological units are simple phrases that can be easily memorized, but it is an application issue. Question three divided the participants into two equal groups. Half of the teachers advised to implement courses to teach phraseological units in

EFL programs. Whereas, the other half of the participants found the idea of separate classes were unnecessary.

Table 2 Results of Research Question Four through Six

| QN | Survey Questions | Yes | No |
|-----------|--|---------------|-----------|
| 4 | Do you think there is a relationship between phraseological units and culture? What kind of the relationship do they have? | 100% | 0% |
| 5 | Have you ever had a situation that your learners were confused because you mentioned an idiom? | 90% | 10% |
| 6 | How often do you use phraseological units in your classes? | Always – Rare | |

Participants agreed unanimously that there is a strong connection between phraseological units and culture. Participants understand the influence of culture on the profession. However, only a few participants were able to define this relationship. Some described this relationship by two words; for example, phraseological units are “cultural products” and phraseological units are “reflections of culture”.

Others elaborated their answers with examples. Question five and six were used as tools to confirm the viewpoints of the participants. The two questions evoked memories of stories that happened with the participants. For example, a student took umbrage at an idiom (sick as a dog) one of the participants used in her class to describe the attendance policy. The student did not like the simile in the idiom and felt offended by being compared with a dog. In question five, almost all the participants had situations when their learners misunderstood the meaning of phraseological units. On the other hand, one nonnative teacher, Yulduz who followed her teachers’ footsteps, excluded phraseological units from her teaching instructions because she did not want to confuse her learners. She knew that phraseological units could be difficult for them because the literal meaning of phraseological units do not tell the intended meaning. The responses of question six

ranged from always to rarely, but none of them wrote never because phraseological units are inevitable.

Table 3 *Results of Research Question Seven*

| QN | Survey Questions | Percentage of Each Method | | |
|-----------|---|----------------------------------|-----------------|-------------|
| 7 | Which method do you prefer to use if you teach English phraseological units to FL learners? | Explicit 20% | Implicit 20% | Both 60% |

Table 3 shows the preference of idiom teaching methods that the participants use in their classes. For this question, 20% of the participants stated that phraseological units are already vague and the implicit approach complicated the meaning of phraseological units and the teaching process.

Offering the direct meaning is fast and easy for learners and teachers. However, 20% of the participants found the implicit method is more useful and helpful. Rich context, in stories, helps phraseological units interpretation and retention. Believing in the efficiency of the both methods, 60% of the teachers chose a mixed approach of the two. Of course, choosing a method depends on the context and the idiom encountered.

Table 4 *Results of Research Question Eight*

| QN | Survey Questions | Yes | No |
|-----------|--|------------|-----------|
| 8 | From your teaching experience, is it useful to teach literary terms to assist FL learners interprets phraseological units? | 60% | 40% |

According to Table 4 above, 60% of the teachers in the study found that teaching literary terms to EFL learners is beneficial because understanding one aspect of language, figurative language, helped them understand other aspects. Some of these participants specified that the conceptual metaphor method works better for advanced level. However, 40% of the participants found this method to

contradict some of the student's goal. For example, an engineer is less likely to encounter this kind of language.

Despite the diversity of the cultural backgrounds, different teaching experiences, and varied age ranges of the participants, there is a general consensus of opinions among the participants about how they perceived phraseological units in ELT and the relationship between culture and phraseological units. However, they had different positions regarding phraseological units. In many occasions, the participants' responses and elaborations intertwined with other ideas within the study.

However, the discussion follows the chronological order of the survey questions to answer the research questions which organized the topics mentioned in the analysis;

1. The importance of phraseological units.
2. The difficulty of phraseological units.
3. The relationship between phraseological units and culture.
4. The teaching methods of phraseological units.

Table 5 presents the participants' reasons about their opinions in the four major topics

in the study. A comparison between the opinions of the native and nonnative EFL teachers is beyond the scope of this study. The purpose of the study was to obtain a general vision of the teachers in the field about phraseological units in ELT. The participants' opinions were considered to complete the general vision.

Table 5 Summary of the Four Main Topics

| Topics | Reasons stated by participants |
|----------------------|---|
| Importance of idioms | <ul style="list-style-type: none"> • Inevitable • Frequent • Common • Unavoidable |

| | | |
|---|--|--|
| Difficulties of idioms | <ul style="list-style-type: none"> • Illusive. • Not guessed easily. • Difficult to use. • Carry cultural and historic information. • Different from NL idioms. | |
| Relationship between culture and idioms | <ul style="list-style-type: none"> • Idioms reflect and represent culture. • Better understand culture. • Carry casual conversation. • Explain cultural values and beliefs. • Products of cultures. | |
| Teaching methods of idioms | Explicit | <ul style="list-style-type: none"> • Raise awareness. • Works with simple idioms. • Idioms are already vague. • Implicit method complicates meaning. • Works for all levels of proficiency. |
| | Implicit | <ul style="list-style-type: none"> • More meaningful. • Easier to remember. • Rich context help interpret the meaning. |
| | Conceptual Metaphor | <ul style="list-style-type: none"> • Works for advanced levels. • Require more explanations. • Learners' major must be considered. |

Topic One—Importance of Phraseological units

With regard to, the role of phraseological units in ELT all the participants asserted that phraseological units play an important role in language learning and teaching. Phraseological units are an important aspect of language that should not be skipped from language curricula. Different reasons were given to justify their stances that are consistent with previous studies. Some of the participants stated that phraseological units obtained their significance from their frequent usage, especially in oral communication. This viewpoint agrees with Cooper's (2012) that EFL learners find phraseological units in all kind of discourses including: TV, movies, books, and lectures.

Other participants, mostly the native speakers, described phraseological units with adjectives such as inevitable, necessary, and unavoidable. Learners should be

aware of phraseological units for two reasons. First, phraseological units sometimes communicate context that cannot be expressed literally.

Second, phraseological units allow learners to follow casual conversation. Cakir (2011) explained that people sometimes prefer to express their opinions with these cultural specific expressions.

Cakir advised to focus on the sociocultural aspects of the Target Language. Lara, a native speaker, felt phraseological units saved time and explanations because some phraseological units express thoughts and feelings clearer than just words. Lara's example was (under the weather) which allows people to avoid unnecessary details about their illness while still conveying the idea that they are sick. However, the case with nonnative speakers is different because phraseological units sometimes complicate the message for them instead of clarifying it. This issue is addressed in the study of Bloomfield et al (2011) that the passage is hard for nonnative speakers if it contains "any culturally specific vocabulary or phraseological units" (p. 38). Participants were agreed in their answers that phraseological units play an important role in teaching and learning English and their frequent usage magnifies their importance.

Zuxra, a nonnative EFL teacher, highlighted a few points that require attention beside the importance of phraseological units in her response. Zuxra mentioned that misinterpretation of phraseological units might lead to communication failure. Her reply echoed what Khan and Daşkin (2014) mentioned that the FL learners' lack of understanding and unfamiliarity with phraseological units cause communication failure. Excerpt 1 shows the response of Zuxra and her thoughts in survey question one:

Well, I do think that phraseological units play an important role in any language and so in teaching or learning that language. Language is all about culture and phraseological units are an important part for representing the culture of the language. You are what you speak. In addition, understanding phraseological

units is really important for second language learners to communicate successfully using their second language because if they treat phraseological units as individual words they may fail to communicate correctly. For example, In English when we say “blood is thicker than water” learners may understand it literally as a fact that blood is thicker than water, while the correct meaning is far away from what they think.

Topic Two—Difficulty of Phraseological units

Participants offered several rational reasons that make phraseological units difficult for English language learners. Starting from the English idiom example from Zuxra’s excerpt above, Zuxra presented the definitions of phraseological units showing that the meaning of an idiom is not the result of the meaning of its constituent words (Bateni, 2010; Cain, Oakhill, & Lemmon, 2005; Irujo, 1986b). If EFL learners tend to think that way, which they usually do, they misinterpret the message or miss a moment of using an idiom correctly.

From another nonnative EFL teacher’s point of view, there are more explanations about phraseological units difficulties. Sergey completed the picture that Zuxra drew about the difficulty of phraseological units. Sergey mentioned that the vocabulary and grammar of everyday English are different from what one learns at school. She emphasized that teachers should take the time to explain phraseological units whenever they occur to avoid confusions and misuses. Her respond to the question was consistent with Noorolhoda and Zahra (2011) who stated that “just a good command of phraseological units is not enough” to become fluent in FL (p. 1233).

From another perspective, Fatima proposed that outdated and infrequent phraseological units are hard to learn and remember (e.g., fit as a fiddle and a ballpark figure). It is similar to Zuxra’s opinion that some phraseological units are rarely heard in the real life situations. A “piece of cake” is easy to understand and

remember because people hear it often in everyday life. Leyla and Kumush evoked the same idea of the definition of phraseological units that their meanings can't be guessed easily and their forms are not concretely linked to meaning. They pointed out that the difficulty of phraseological units stems from the distance between the surface meaning of the words and their meaning as a group in context. Another participant, Yulduz, mentioned the issue of finding the equivalent idiom in the NL. It seems that the equivalent idiom in NL is crucial for understanding and using English phraseological units. Excerpt 2 illustrates Yulduz's thought of the equivalent idiom in NL eloquently, What makes it harder to learn phraseological units is the difficulty to find an equivalent idiom that presents the same meaning in learners' NL to understand and use it correctly in FL. This is why there are phraseological units that are easier to learn than others; sometimes their meanings can be guessed and understood by the meanings of the individual words, such as "actions speak louder than words."

In the same vein, Sergey attributed the understanding difficulty of English phraseological units to the lack of the religious, cultural, and historical information of FL (e.g., on clouds nine and catches 22). There are stories and beliefs underlie some phraseological units that language learners are not aware of or never had a chance to learn them. The explanations offered by Sergey and Yulduz approached the third category of phraseological units in Irujo study (1986a) that different FL phraseological units, from NL, are difficult to understand.

Two other participants looked at phraseological units through the learners' lens. Sergey raised a remarkable claim that the correct usage of phraseological units is more difficult than learning phraseological units. Sergey also agreed with Zuxra that abstract ideas in some phraseological units and figurative language are among the obstacles that language learners find in learning English. Sergey's claim coincided with Irujo's study. Irujo (1986b) stated that it is not only the meaning of phraseological units that FL learners struggle with, but also the proper usage of

phraseological units. Excerpt 3 below shows Sergey's response the usage issue of phraseological units.

I don't think that the idiom itself is hard to understand (being merely a phrase that can be memorized), but they are hard to use correctly, in the proper context. The difficulties with learning and/or using phraseological units come from the figurative meaning that often is quite illusive, especially for the FL learner. An easy idiom example is 'it's raining cats and dogs' but a more difficult one would be 'by the skin of your teeth' which requires much explanation.

Topic one focused the discussion on the viewpoints of the participants about the importance of phraseological units in ELT. Topic two focused on the reasons behind the difficulty of learning phraseological units that EFL learners encounter. Since phraseological units play a significant role in ELT, and they are difficult for EFL learners, I wanted to know the participants' perspective about teaching English phraseological units within language courses or courses just for phraseological units. It is fascinating to see the controversial distinction between teachers' perspectives about the necessity of teaching phraseological units to EFL learners. Half of the participants supported the idea of teaching English phraseological units to EFL learners in classes just for phraseological units. The other half of the participants wanted to integrate phraseological units into classes such as conversation, speaking and listening or culture.

Lara who is a NES indicated that teaching phraseological units would be fun, interesting, and engaging for learners. Such classes promote learners' self-confidence which allows them to hold conversations with native speakers. Lara criticized the lack of phraseological units in teaching materials that gives learners a negative impression about learning phraseological units while they are commonly used by native speakers.

Fatima pointed out that phraseological units should be explained explicitly in context because the meaning cannot be inferred easily from the definitions of the

words themselves. Dedicated classes for this purpose would be useful. If such a class was not an option, Fatima felt that listening and speaking courses are the best classes to teach phraseological units not writing because writing is a more academic and formal discourse.

Similarly, Sergey believes in teaching; English; holistically. Focusing on some aspects such as grammar, reading, and writing at the expense of other skills, speaking, would affect the outcomes of language teaching courses. According to Sergey, it is rare to find fluent FL learners who encompass phraseological units in their speech. He added, although those learners might know the meaning of many English phraseological units, they rarely employ them. It is advisable that teachers encourage learners to learn frequent phraseological units in order to sound natural as native speakers. Sergey suggested that phraseological units be integrated with cultural classes to be taught to EFL learners. Learners should taste the beauty of the language and its culture to share with native speakers as a part of assimilation. It is an unfortunate that learning phraseological units is not a priority for EFL learners; they are missing an important cultural element.

The other half of the participants did not support teaching phraseological units in separate classes. Surprisingly, the three participants felt that phraseological units should not be taught on their own. Sergey expressed her opinion by stating that phraseological units have low priority and there should not be classes assigned for them. Instead, phraseological units should be addressed during authentic use in written or spoken text in order to be acquired naturally. According to Sergey, a lot of EFL learners skip the idiom part in a passage, for example, believing that phraseological units are extra details that should not be a concern. In the same way, Yulduz believes that it is the responsibility of learners to learn phraseological units because if learners find phraseological units useful, they learn phraseological units by themselves. The need to learn motivates learners to learn and use phraseological units.

Zuxra had a slightly deviated view from Sergey and Yulduz. Although Zuxra agreed that phraseological units play an important role; in ELT, she supported the concept of including phraseological units in the curricula, but not strictly as an added feature, as a class by itself as some language courses do. Zuxra suggested including phraseological units in class discussion but not focusing on them because sometimes their importance to FL learners is very slight. For example, it would be beneficial if EFL teachers use phraseological units that fit situations appropriately (e.g., hit the nail on the head and it's raining cats and dogs) and explain their meaning quickly without interrupting the flow of the class.

Topic Three - The Relationship between Phraseological units and Culture

All the 10 participants approved that there is a strong relationship between phraseological units and culture. They reSergeyze the impact of culture on the profession and understand it. However, only few of them defined this bond. Some described this relationship by two words and some elaborated with examples.

According to the participants, phraseological units assist EFL learners to better understand the culture of the TL. Moreover, phraseological units illustrate aspects of the culture in the TL which provide a deeper understanding of the language and its culture. Although Sergey and Sergey have different nationSergeyties and cultural backgrounds, they agreed that phraseological units are products of culture that they come from. Sergey considered the fact that phraseological units need to be explained to those learners from outside the culture demonstrates the close connection between idiom and culture.

Simply, EFL learners do not understand phraseological units because they do not understand its culture. The idiom that Sergey gave was closer to an acronym rather than to be an idiom. Sergey believed that (FUBAR) is tied to culture, but perhaps “all thumbs” is less tied to culture than to all human experience. In the same way, Oybek approached Jiang (2000) explanation of the relationship that language is the mirror of

culture. Oybek stated that phraseological units that people use reflect their cultures, of course, considering phraseological units as language. Oybek's examples included phraseological units from sports that are used in business usually and other situations (e.g., make a pitch, come out of left field, and a ball park figure).

"You are what you speak" was a description given by Zuxra, in Excerpt 1, about the relationship between culture and phraseological units. This phrase seems ambiguous because it bears many different interpretations and ideas. Perhaps Zuxra referred to how audience judge speakers because speech tells who you are; for example, position and educational status. Zuxra explained that language was all about culture and phraseological units which still has a loose interpretation.

Lara's examples were: bite the bullet and from A to Z. According to Lara (bite the bullet) is an English idiom that is dependent on American culture. She said the idiom likely came from the prevalence of guns in American history. "From A to Z" is a cross-cultural idiom that can be found in Greek and Arabic.

Topic Four-The Teaching Methods of Phraseological units

Two methods of teaching phraseological units were discussed in topic four: the traditional method and the conceptual metaphor. The traditional method includes the explicit and implicit approaches of teaching phraseological units and they were addressed in question seven. It asked which approach the participants prefer when teaching phraseological units. It also asked about the reasons behind their preference. Question eight asked about the participants' opinions about the conceptual metaphor method to teach phraseological units and its feasibility in ELT. The discussion started with the traditional method and followed by the conceptual metaphor.

Responding to survey question seven, participants were divided into three groups. Table 6 illustrates the preferred teaching method(s) to each participant in the study. Lara and Zuxra preferred the explicit method of teaching phraseological units.

Lara believes that the explicit method is short and straightforward to understand not only vocabulary, but also phraseological units. Zuxra has a different reason; she preferred the explicit method because phraseological units are already vague. Zuxra thinks that the implicit method might make it worse for learners; guessing the meaning does not always lead to the right interpretation and word-by-word or literal translation does not work with phraseological units.

Table 6 *Participants' Preference of Phraseological units Teaching Method*

| | | | | | | |
|------------------------|--------|--------|---------|--------|--------|--------|
| Explicit Method | Zuxra | Malika | | | | |
| Both | Leyla | Oybek | Boxodir | Kumush | Yulduz | Fatima |
| Implicit Method | Sanjar | Sergey | | | | |

In the same way, two participants, Sergey and Sergey, preferred the implicit method over the explicit method. For Sergey, vocabulary laundry list is not efficient because it is hard to remember large amount of phraseological units just providing their meanings. Context, a story or movie, helps remembering the meaning and usage of vocabulary, in general, which easily applies on phraseological units. Sergey's viewpoint coincided with Asl's (2013). However, based on personal preference, Sergey expected and hoped his learners to learn phraseological units the same fashion he learned them. Sergey expressed his thought in Excerpt 4 as follow, I prefer the implicit method because I find phraseological units and figures of speech easier to learn and remember when they are used in normal communication. If it is easier for me, I hope that it is easier for other learners as well.

The rest of the participants in the third group prefer one approach but consider the other approach indispensable. Similar to Lontas (2003), Oybek preferred a story to learn phraseological units because it was more meaningful and more likely to be remembered. However, explicit instruction of phraseological units meaning is often required as well. Leyla, on the other hand, has a neutral stance because the method she employs depends on the idiom in-hand itself. That is to say, some

phraseological units are easy and can be understood from the context, but others are figurative and need more explanations and examples to be understood. Moreover, Boxodir recognizes the advantages of both methods in teaching phraseological units. To Boxodir, it is not an either or situation because the two approaches complete each other. Boxodir expressed her stance eloquently in Excerpts 5. I don't see teaching these two methods as mutually exclusive; rather, they are symbiotic. I think that learners should be introduced to the idiom through the implicit method, in a context. However, addressing the idiom explicitly can raise awareness, and giving learners a chance to deduce the meaning of the idiom from context and compare it to similar phraseological units in their culture can personSergeyze the experience.

In the same way Kainulainen (2006), Kumush and Fatima had similar responses when there are more contexts surrounding an idiom making it easier to guess its meaning. Yulduz agreed with them. To defend her position, Yulduz argued that people remember the themes and morals from fables because the context is dense; sittings, characters, and events. However, the two participants claimed that the explicit method is faster to give the meaning and is always useful.

After previewing the participants' preferences of the traditional method, the discussion turns into the participants' opinions about using conceptual metaphor method for teaching phraseological units. It is important to look into the impression and beliefs of the teachers about the method to determine its applicability and success. The last survey question asked about efficiency of teaching literary terms to learners. According to previous empirical studies (Gibbs, 1992; Hamblin & Gibbs, 1999) conceptual metaphor method assisted EFL learners to interpret phraseological units correctly through teaching figurative language, metaphor, and few literary terms. Understanding the meaning of phraseological units is a sign of learning.

It is noteworthy that more than half the participants find teaching literary terms is beneficial for FL learners. Six participants in the study found that teaching literary terms to EFL learners is beneficial because understanding one aspect of the

language helps understand other aspects. Some of these participants specified that the conceptual metaphor method works better for advanced level learners but puzzling for the lower ones. However, four participants thought that this method contradicted with some of the student's end goal. There are too many other crucial components that need to be taught and phraseological units play merely a peripheral role in the classroom.

Specifically, Yulduz believed that teaching literacy terms to the advanced levels is beneficial. Also, Zuxra thought that different aspects of the language are correlated, so understanding one element such as figurative language and metaphor help understanding the other. For example, the meaning of (a feather in one's cap) is metaphorical which needs learners to think idiomatically not literally in order to understand it. This method should facilitate learning the language. Likewise, Fatima agrees with Yulduz and Zuxra. She expressed her opinion in Excerpt 6 below.

Yes, I think that teaching and identifying literary terms is beneficial for advanced FL learners. Being able to identify parts of language and their usage can "shine light on" language, so to speak.

Generally, exceptions exist everywhere. Oybek and Boxodir have contrasting opinions to support the conceptual metaphor method. Oybek looked at teaching phraseological units from the learners' perspective. He highlighted the learners' end goal and the purpose of learning English at the first place. Oybek argued that engineering learners are less likely to encounter this kind of language. Therefore, learners with such majors in mind do not need these much of specific explanations about glossary of literature terms. Boxodir shared this point with Oybek and added introducing literary terms to learners might complicate things for learners rather than facilitating language learning because these terms would make the learning burden heavier. Boxodir justified her stance by stating that only few learners who value phraseological units when they encounter them.

Participants acknowledged the inefficacy of the method as Leyla; and some participants already adopted this approach and discussed literary terms in class. Sergey supported the idea of teaching phraseological units and integrating them in teaching instructions. Excerpt 7 presents Sergey's opinion about using conceptual metaphor to teach phraseological units. Yes, I think that it is useful to teach literary terms to help in the interpretation of phraseological units. I talk about these terms in the process of class time and in illustration of phraseological units because often an idiom cannot be understood without a concept of one of more of these terms and how they are used in language.

To sum up the discussion there are four main topics about the participants' perception found in the participants' responses to the survey questions. In topic one, participants asserted that phraseological units play an important role in ELT. The frequency of phraseological units magnifies their importance. Topic two discussed the reasons behind the difficulty of learning phraseological units. The participants attributed this difficulty to two reasons: the differences between the surface and the actual meaning of phraseological units and the difficulty of using phraseological units correctly. Topic three was about idiom-culture relationship. Participants reSergeyzed the influence of culture on language and understand it. However, few only define the nature of this connection. The preference of the participants and their opinions about phraseological units teaching methods was discussed in topic four.

The participants supported their opinions with idiom examples in the survey questions. Question five and six were used as tools to confirm the viewpoints of the participants. In question five, almost all the participants had situations when their learners misunderstood the meaning of phraseological units. On the other hand, one nonnative teacher, Yulduz who follows her teachers' footsteps, excluded phraseological units from her teaching instructions. The responses of question six ranged from always to rare. It asked participants about the frequency of using phraseological units in class.

Remarkably, none of participants wrote never because phraseological units are inevitable. Below is a review of situations when EFL learners did not understand phraseological units and the reactions of the participants. The responses to the fifth survey question indicated that phraseological units are inevitable and their frequency highlights their importance. Most of the participants used phraseological units in their classes and had situations where learners had confused look on their faces. When this occurs, for example, Sergey proceeded to explain the meaning of the idiom and probably some clue to its origin. Although it might be a digression from the lesson plan, Sergey felt that phraseological units are important because they give language life and color. When Lara used the phraseological units “I feel a bit under the weather” her learners looked at each other confused. To find the meaning, Lara reported that her learners tried to translate the sentence word-by-word to understand the idiom, but it didn’t work. So, they asked her what it meant.

While survey question five was about the learners’ reaction when they heard phraseological units, the nonnative teachers showed distinct attitudes toward English phraseological units. Yulduz, who believes that learning phraseological units is the learners’ responsibility, defended her attitude of avoiding using phraseological units in her classes in Except 8. I don’t use many phraseological units in my own teaching. As a matter of fact, I don’t hear much use of phraseological units from my teachers and professors either. I guess I just naturally tend to avoid using them because I think my learners might get confused. The core thing is that, phraseological units can always be replaced by normal explanations. A piece of cake is my favorite idiom, could be the only one that I use in my classes and no one ever asked about its meaning.

Zuxra, who believed that phraseological units should be taught to advance ELS levels, she had plans of teaching her learners an idiom every week. She took advantage of authentic class situations to be a role model and teach phraseological units (e.g., give it a shot, read between the lines, miss the boat, etc.) However, Zuxra mentioned

that any idiom she said usually is followed by explanation otherwise it is pointless to say it. Taking a few minutes of class time to explain the meaning of an idiom does not waste the time according to Zuxra. Sergey, on the other hand, had a different strategy with phraseological units in her class. She explained the meaning of phraseological units when there was a sudden silence. If learners do not ask or show the symptoms of astonishment, Sergey precedes the lesson normally. She explained her point of view in Excerpt 9.

Learners either are not ready to learn it or they did not notice that I used an idiom. From my experience, whenever I use phraseological units that involve animals, I see wide open eyes. In fact, I had to explain the meaning of “when pigs fly, sick as a dog & hold your horses” every time I say them in my classes.

From the participants’ replies, it seems that phraseological units are inevitable and used by native and nonnative teachers in their classrooms and explanations are followed. However, some native and nonnative EFL teachers still are not convinced with the idea of including phraseological units in ELT.

Responses to the six survey question varied. Some teachers demonstrated a plan to integrate phraseological units in their instructions. Zuxra had a goal of teaching her learners at least 10 phraseological units in a semester because she mentioned that she introduced an idiom every week.

Regardless of the type of classes she taught, Zuxra reminded her learners about the idiom of the week at the beginning of classes and continued with her lesson plans. According to Zuxra, this is an attempt to cover what is missed, the weaknesses, in grammar texts. Reminding learners with phraseological units is a type of drill Zuxra herself used to learn English phraseological units.

Another participant who seemed to have a similar plan to Zuxra is Sergey. He supported idea of teaching phraseological units to FL learners. He also was the participant who believed that phraseological units give language a life and color that learners should taste and experience. From his respond, Sergey integrates a lot of

phraseological units in his class. Excerpt 10 shows Sergey's plans to teach phraseological units.

I use phraseological units often in class, at least five in every class. The ones that I use and have explained I then use again in later classes to reinforce their meaning and usage. Some examples include: chew the fat, bite off more than you can chew, get in over your head, find yourself in the deep end, kick the dog, tie one on, and burn the candle at both ends.

Other participants, like Kumush, mentioned this was a hard question to answer. He wrote that he was not aware of all the phraseological units he used in class. He hardly reSergeyzed that they were phraseological units because some of them might be so common. He mentioned that phraseological units would be a fun class to teach because there would be a plethora of activities that develop speaking skills. Learners would have opportunities to communicate comparing and contrasting their NL phraseological units with the English ones. Presentation and debate activities build learners' confidence.

On the contrary, Boxodir had a totally different perspective. She did not regard phraseological units as other participants because phraseological units are at the bottom of her priority list. Boxodir explained that learners disregard phraseological units when they encounter them. Excerpt 11 illustrates Boxodir's position I have only explicitly taught phraseological units during an informal community English circle. Because they convey aspects of international culture as well as language, the community members with quite advanced proficiency were interested in learning more about phraseological units. In the classes that I teach I have never specifically addressed phraseological units because learners do not find them important.

While the study was about the teachers' perception, it seems that the learners' behavior toward phraseological units influences the way teachers address phraseological units in their classes as the case of Boxodir. Her learners degrade

phraseological units believing that they are extra details that do not add to the message; whereas, sometimes phraseological units carry the message (e.g., go fly a kite). Similarly, Yulduz was influenced by her teachers who did not use phraseological units in their classes. A piece of cake is what Yulduz uses in her class.

One major challenge in this study was the limited sample size, especially of the nonnative participants. We did not have a chance to survey nonnative male participants. The participants did not go into very much detail regarding learners' understanding of phraseological units.

V. FINAL REFLECTIONS

In this qualification paper, the effective methods of developing phraseological units skills for secondary school learners have been researched by us for several months. In order to be more specific the researcher has selected the learners whose level of English is pre-intermediate and carried out some vital and valuable experiment for her research. During the investigation, the researcher was acquainted with other researchers' works, which had already been done and improved in the field of phraseological units. The researcher has tried to gather up more information. During the study, we came up against both challenging and intriguing situations in which she had a chance of developing her ability of overcoming the difficulties.

The goal in this study was to obtain a general vision of EFL teachers' views about phraseological units in ELT. The perceptions of the participants are helpful to those who consider ELT their future profession. Ten participants shared their opinions about the importance of phraseological units, difficulty of phraseological units, the relationship between culture and phraseological units, and the methods of teaching phraseological units. In spite of the diversity of the cultural backgrounds, different teaching experiences, and varied age ranges of the participants, there was a general consensus of opinions among the participants about how they perceived phraseological units in ELT. A comparison between the opinions of the native and nonnative EFL teachers was beyond the scope of this study.

The result of the study showed that the participants agreed that phraseological units are an important aspect of language learning. Phraseological units are significant because they are frequently used especially in verbal communication. Also, the difficulty of phraseological units originates for the following reasons: the gap between the surface meaning of the phraseological units and the actual meaning, the correct usage of phraseological units, the lack of the cultural and historical knowledge of TL, and finding the equivalent phraseological units in the NL. Moreover, the relationship between culture and phraseological units is sometime undeniable. Participants reSergeyze this relationship and the influence of

culture on language and understand it. The way EFL learners and teachers regard phraseological units affect the method of teaching them. With regard to their teaching methods, more than half of the participants combine the explicit and the implicit approaches in class depending on the nature of the phraseological units, context, and teachers' intuitions. Also, more than half of the participants found the conceptual metaphor useful to advanced EFL learners. The idea of teaching phraseological units in separate classes was controversial between the participants.

After acknowledging the importance of phraseological units through the participants' perceptions, EFL teachers should encourage their learners to learn phraseological units. Through the participants' opinions and previous studies, it seems that there are reasons to encourage learning phraseological units.

Phraseological units are important, common, and confusing. Phraseological units are an important aspect of any language, and FL learners should be aware of them. Native speakers use them frequently especially in oral communication. If learners are not familiar with them, communication failure may occur. Phraseological units do not say what they mean. The difference between the surface meaning and the intended meaning of an phraseological units can be confusing for language learners.

Teachers should explain what phraseological units are and how to use them. Phraseological units should be addressed in class in one way or another because they are inevitable and learners will encounter them in and out of the class.

Through the discussion, also, the participants claimed that phraseological units are neglected in ELT. The participants themselves provided some solutions in teaching phraseological units. For example, being a role model for learners is a very simple way to introduce and discuss phraseological units in class.

Another way is to follow a plan that teaches an phraseological units every week in any class they teach. The way EFL learners, teachers, and texts regard phraseological units affect the method of teaching them. The participants suggested that speaking and listening and culture classes are the best classes to teach phraseological units. This study looked into opinions about methods of teaching

phraseological units: the traditional and the conceptual methods. Interested teachers can benefit from these opinions and follow the one that suits their style.

To sum up, we stated that, aimed work to be investigated and used by the teachers in the near future. We recommend that each English lesson should be covered with various types of strategies as mentioned above. Sameness is quite tedious for both teachers and learners. Also, the researcher wants to mention that, the learners learn better when they feel that they are given the chance to be first.

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VIII. Appendix

Appendix A

Consent Form

Teaching English Phraseological units to FL Learners: EFL Teachers' Perspective

Background information and the purpose of the study

This study concerns itself with EFL teachers' perspective on phraseological units in language teaching and learning. It looks over three major points that make phraseological units such a complicated obstacle to English learners: a) difficulty of phraseological units including comprehension and usage, b) language connection with culture, and c) methodology of teaching phraseological units.

Procedure

You are invited to participate in a research study. This study is about English phraseological units and English second language teachers' perspective. If you accept to participate in the study, you will answer a survey which consists of eight open ended questions regarding teaching English phraseological units.

Risks

The risks in this study are minimum. The questioner requires participants to write long answers and it may take an hour to complete. Your name will remain anonymous and no one will identify you. Also, your name will not be presented in the analysis because I will give you a different name. Moreover, your name will not be published anywhere.

Benefits

The study highlights the importance of teaching phraseological units to EFL and EFL learners. It raises teachers' awareness about teaching English phraseological units. The study illustrates the difficulties that EFL learners encounter while interpreting English phraseological units. It, also, includes suggested useful methods of teaching phraseological units that teachers may apply in their classes to teach phraseological units.

Confidentiality

The confidentiality of the information gathered during your participation in this study will be maintained. Your personal identity will remain confidential. You will not be identified by your name in any published material. All data will be kept confidential.

Research Results

At your request, I am happy to provide a summary of the research results when the study is completed.

Appendix B

Background Information

Please circle your choice response below to best describe you:

Name: _____

1/ Gender

a. Male b. Female

2/ Age

a. 10-13 b. 13-20

b. 13- 355 d. 14- 15

3/ How long have you been teaching English?

a. 1 – 3b. 4 – 6.

c. 7 – 9d. other _____

4/ How often do you use English idioms in the class room?

a. Always c. rare

b. Sometime. d. never

5/ How many languages do you speak?

a. One c. Three

b. Two

d. specify _____

6/ What is your mother tongue language?

7/ What is your second language?

Appendix C

Questions

Please answer the following questions and elaborate with examples from your teaching experience.

1. Do you believe that idioms play an important role in teaching and learning English?

What do you think makes idioms important? Give example of good or less than good idiom usages.

2. Do you think idioms are difficult to learn? What do you think the reasons are for the difficulties in learning idioms? Give example for both easy to learn and difficult to learn.

3. From your teaching experience, do you support the concept of having classes that teach English idioms to second language learners and why?

4. Do you think there is a relationship between idioms and culture? What kind of the relationship do they have? Give examples of idioms dependent on culture and those that are not.

5. Have you ever had a situation that your students were confused because you mentioned an idiom? How did you react?

6. How often do you use idioms in your classes? Give examples.

7. Which method do you prefer to use if you teach English idioms to L2 learners? The explicit method giving the definition and usage or the implicit method that uses context such as a story. Why do you prefer your method?

8. From your teaching experience, is it useful to teach literary terms to assist L2 learners interprets idioms? Literary terms refer to Glossary of Literary terms such as figurative language, metaphor, personification, and simile.