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INTRODUCTION

The president of the republic of Uzbekistan Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generation is the future guarantee of prosperity”.

It is our task, to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the notional program about training personnel was worked out on the formation of new generation of specialist. “With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective¹”.

Nowadays, great attention has been paid to bring up highly intellectual and flexible personnel that assist to improvement of our country in its way of development and prospect. Teaching young generation involves several essential features as training students and learners according to world accepted norms and requirements. Knowledge of English language considered as one of such important requirements. That’s why Teaching English language is excepted as important issue in teaching system of Uzbekistan.

Many investigations have been put on in order to identify appropriate English training methods taking into consideration special linguistic features of Uzbek language. Our research paper also involves several investigations in sphere of training English to students whose mother tongue is Uzbek.

According to the object of the work they are divided into the followings:

1. to study general methods of teaching English language;

¹ Kadrlar tayyorlash milliy dasturi: Toshkent 1997, 35 bet

2. to study methods of teaching English taking into consideration learning styles of students;

3. to study methods of teaching English idioms to EFL learners;

4. to investigate various methods of teaching English idioms in comparison with Uzbek language;

5. to work out difficulties of teaching English idiomatic expressions to non native speakers;

6. to study effective methods of teaching English idioms in comparison with Uzbek language;

The Subject matter of our qualification paper is to study the EFL teaching methods and to provide examples of effective methods on teaching English idiomatic expressions.

The actuality of this qualification paper explained by the relation of this work to the first type of study. It will unite general views on EFL teaching methods as whole and teaching idiomatic expressions in English.

The aim of this research work is to identify the most effective methods of teaching English idiomatic expressions. At first, the most important question, that stands before us to identify appropriate methods of teaching EFL. There are different opinions on this problem.

According to this, the following tasks are put forward:

- to understand the importance of teaching students analyzing their learning styles.

- to present different methods providing effectiveness of the teaching process of English idioms.

The methods of investigation. The aim and the tasks of research define the methods of investigation which represent the complex approach to the study verify methods of teaching EFL to ESL learning students.

The novelty of the research is characterized by concrete results of the investigation. Out come of survey, included in the third part of the work, presents clear examples proving effectiveness of teaching English idioms in comparison with Uzbek ones.

The object of investigation is the methods of teaching English idioms to EFL learning students. Today, educators use verity methods while teaching English idioms taking into consideration the learning styles of students. Obtaining knowledge of effective methods of teaching assists in advancing lessons and in improvement of skills of learners.

The material includes:

1. The theoretical literatures on methods of teaching English to EFL learning students;
2. The issue of teaching English idioms;
3. The result of practical investigation;

The theoretical value of qualification paper is determined by the necessity of using different methods while teaching idioms to promote effectiveness of the lesson therefore, help the students to gain knowledge on English idioms that assist in making sentences in EFL learning students' speech shorter and explain their thoughts and ideas more clearly.

The practical value of the research work is the material and the result of investigation that can be used while teaching English idioms to EFL learning students.

The structure of the qualification paper consists of three chapters and a conclusion.

The first chapter includes theoretical view on teaching English as a second language to non native speakers. Here various methods of teaching ESL were discussed and suggested to be used as an effective tool for teaching process.

Essence of investigating and identifying Learners' learning styles was taken into consideration in teaching process aiming to raise effectiveness of teaching. Obtained knowledge of learning styles assists in arranging English training lessons appropriately.

The second chapter presents discussion of different methods of teaching English idiomatic expressions to EFL learning students. Suggested methods were tested by educators throughout the world and considered as effective methods serving improvement of English learning students' skills.

Moreover, difficulties that can be found in teaching process of English idiomatic expressions in comparison with native language were observed in this chapter.

The third chapter was devoted to survey which was held aiming to identify the most effective and flexible method of teaching English idioms in comparison with Uzbek language.

Three different methods were investigated and the most effective one was identified by the way of calculating the percentage of correct answers given by participants of the research.

Studied theoretical part, implemented results of the investigation enriched with appropriate pictures and bar charts were presented in the conclusion of qualification paper.

Chapter I. Methods of teaching ESL

1.1. Different methods of teaching ESL to university students

The lecture method is the most widely used form of presentation. Knowledge of development and presentation a lecture is essential for a teacher. They also should understand the advantages and limitations of this method. Lectures are used for introduction of new subjects, summarizing ideas, showing relationships between theory and practice, and reemphasizing main points. The lecture method is adaptable to many different settings, including either small or large groups. Lectures also may be used to introduce a unit of instruction or a complete training program. Finally, lectures may be combined with other teaching methods to give added meaning and direction.

The lecture method of teaching needs to be very flexible since it may be used in different ways. For example, there are several types of lectures such as the illustrated talk where the speaker relies heavily on visual aids to convey ideas to the listeners. With a briefing, the speaker presents a concise array of facts to the listeners who normally do not expect elaboration of supporting material. During a formal lecture, the speaker's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the students. When using a teaching lecture, the instructors plans and delivers an oral presentation in a manner that allows some participation by the students and helps direct them toward the desired learning outcomes.

The discussion lecture method is favored by a great number of instructors because it allows some active participation by the students. The method must be determined in developing the subject matter. The class size and the depth of the presentation should be taken under consideration. Moreover, this method requires an ability of communicating with class directly.

In other methods of teaching such as demonstration- performance or guided discussion, the instructor receives direct reaction from the students, either verbally or by some form of body language. However, in the discussion lecture, the feedback is not nearly as obvious and is much harder to interpret. In this method, development of a keen perception for subtle responses from the class-facial expressions, manner of taking notes, and apparent interest or disinterest in the lesson is an ability of great need. The successful instructor will be able to interpret the meaning of these reactions and adjust the lesson accordingly.

In all stages of preparing for the teaching lecture, supporting any point to be covered with meaningful examples, comparisons, statistics, or testimony assists to success². The student may neither believe nor understand any point without the use of testimony from subject area experts or without meaningful examples, statistics, or comparisons. While developing the lesson, the instructor also should strongly consider the use of examples and personal experiences related to the subject of the lesson.

In the teaching lecture, simple rather than complex words should be used whenever possible. Good newspapers offer examples of the effective use of simple words. Picturesque slang and free-and-easy colloquialisms, if they suit the subject, can add variety and vividness to a teaching lecture. The instructor should not, however, use substandard English. Errors in grammar and vulgarisms detract from an instructor's dignity and reflect upon the intelligence of the students.

If the subject matter includes technical terms, the instructor should clearly define each one so that no student is in doubt about its meaning. Whenever possible, the instructor should use specific rather than general words. For example, the specific words, a leak in the fuel line, tell more than the general term, mechanical defect.

² «Основы английской фразеологии». Амасова Н.Н. Ленинградский Университет. 2003г. 22-стр.

Another way the instructor can add life to the lecture is to vary his or her tone of voice and pace of speaking. In addition, using sentences of different length helps, since consistent use of short sentences results in a choppy style. Unless long sentences are carefully constructed, they are difficult to follow and can easily become tangled. To ensure clarity and variety, the instructor should normally use sentences of short and medium length.

Lectures may include several different types of delivery. However, depending on the requirements of any particular circumstances, a lecture is usually delivered in one of four ways:

Reading from a typed or written manuscript.

Reciting memorized material without the aid of a manuscript.

Speaking extemporaneously from an outline.

Speaking impromptu without preparation.

The teaching lecture is probably best delivered in an extemporaneous manner. The instructor speaks from a mental or written outline, but does not read or memorize the material to be presented. Because the exact words to express an idea are spontaneous, the lecture is more personalized than one that is read or spoken from memory.

Since the instructor talks directly to the students, their reactions can be readily observed, and adjustments can be made based on their responses. The instructor has better control of the situation, can change the approach to meet any contingency, and can tailor each idea to suit the responses of the students. For example, if the instructor realizes from puzzled expressions that a number of students fail to grasp an idea that point can be elaborated on until the reactions of the students indicate they understand³. The extemporaneous presentation reflects

³ «Проблемы универсалий языка» Калшанский Г.В. М., 1972г. стр. 63

the instructor's personal enthusiasm and is more flexible than other methods. For these reasons, it is likely to hold the interest of the students.

An instructor who is thoroughly prepared or who has made the presentation before can usually speak effectively without notes. If the lecture has been carefully prepared, and the instructor is completely familiar with the outline, there should be no real difficulty. Notes used wisely can ensure accuracy, jog the memory, and dispel the fear of forgetting. They are essential for reporting complicated information. For an instructor who tends to ramble, notes are a must because they help keep the lecture on track. The instructor who requires notes should use them sparingly and unobtrusively, but at the same time should make no effort to hide them from the students. Notes may be written legibly or typed, and they should be placed where they can be consulted easily, or held, if the instructor walks about the room.

The lecture may be conducted in either a formal or an informal manner. The informal lecture includes active student participation. The primary consideration in the lecture method, as in all other teaching methods, is the achievement of desired learning outcomes. Learning is best achieved if students participate actively in a friendly, relaxed atmosphere. Therefore, the use of the informal lecture is encouraged. At the same time, it must be realized that a formal lecture is still to be preferred on some subjects and occasions, such as lectures introducing new subject matter.

The instructor can achieve active student participation in the informal lecture through the use of questions. In this way, the students are encouraged to make contributions that supplement the lecture. The instructor can use questions to determine the experience and background of the students in order to tailor the lecture to their needs, and/or to add variety, stimulate interest, and check student understanding. However, it is the instructor's responsibility to plan, organize, develop, and present the major portion of a lesson.

There are a number of advantages to lectures. For example, a lecture is a convenient way to instruct large groups. If necessary, a public address system can be used to amplify the speaker's voice. Lectures can be used to present information that would be difficult for the student to get in other ways, particularly if the students do not have the time required for research, or if they do not have access to reference material. Lectures also can usefully and successfully supplement other teaching devices and methods. A brief introductory lecture can give direction and purpose to a demonstration or prepare students for a discussion by telling them something about the subject matter to be covered.

In a lecture, the instructor can present many ideas in a relatively short time. Facts and ideas that have been logically organized can be concisely presented in rapid sequence. Lecturing is unquestionably the most economical of all teaching methods in terms of the time required to present a given amount of material.

The lecture is particularly suitable for introducing a new subject and for explaining the necessary back- ground information. By using a lecture in this way, the instructor can offer students with varied back- grounds a common understanding of essential principles and facts⁴.

Although the lecture method can help the instructor meet special challenges, it does have several drawbacks. Too often the lecture inhibits student participation and, as a consequence, many students willingly let the instructor do all the work. Learning is an active process, and the lecture method tends to foster passiveness and teacher-dependence on the part of the students. As a teaching method, the lecture does not bring about maximum attainment of certain types of learning outcomes. Motor skills, for example, can seldom be learned by listening to a lecture. The only effective way students can perfect such skills is through hands-on practice.

⁴ "Deep Structure, Surface Structure and Semantic Interpretation". Chomsky N. Tokyo 1970. p.86

The lecture does not easily allow the instructor to estimate the students' understanding as the material is covered. Within a single period, the instructor may unwittingly present more information than students can absorb, and the lecture method provides no accurate means of checking student progress.

Many instructors find it difficult to hold the attention of all students in a lecture throughout the class period. To achieve desired learning outcomes through the lecture method, an instructor needs considerable skill in speaking. Students' rate of retention drops off significantly after the first 10-15 minutes of a lecture and picks back up at the end. In addition, the retention rate for a lecture is about five percent after 24 hours. In comparison, the rate of retention for active learning goes up dramatically. An instructor who can introduce some form of active student participation in the middle of a lecture will greatly increase retention. One form of active learning that has been successfully used is cooperative or group learning.

Cooperative or group learning is an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each other's learning⁵. Numerous research studies in diverse school settings, and across a wide range of subject areas, indicate promising possibilities for academic achievement with this strategy. For example, advocates have noted that students completing cooperative learning group tasks tend to have higher test scores, higher self-esteem, improved social skills, and greater comprehension of the subjects they are studying. Numerous other benefits for students have been attributed to these programs. Perhaps the most significant characteristic of group learning is that it continually requires active participation of the student in the learning process.

In spite of its many advantages, cooperative or group learning is not a panacea for education or training. Virtually all studies and literature carefully

⁵ Advanced English: учебник английского языка для гуманитарных факультетов вузов, факультетов переподготовки и факультетов повышения квалификации учителей иностранного языка. Выборова Г.Е., Махмурян К.С., Мельчина О.П. Издательство: Флинта; Наука, 2010 г.

mention that success depends on conditions that must be met and certain controls that must be in place. First of all, instructors need to begin planning early to determine what the student group is expecting to learn and be able to do on their own. The end result of a curriculum unit or group task may emphasize academic achievement, cognitive abilities, or physical skills, but the instructor must describe in very unambiguous language the specific knowledge and/or abilities the students are to acquire and then demonstrate on their own. In addition to clear and specific learning outcomes or objectives, some of the other conditions and controls that may apply are discussed in the following paragraphs.

Instructors should organize small groups of approximately 3 to 6 members so that students are mixed heterogeneously, considering academic abilities, ethnic backgrounds, race, and gender. Students should not be allowed to form their own groups based on friendship or cliques. The main advantages with heterogeneous groups are that students tend to interact and achieve in ways and at levels that are rarely found with other instructional strategies. They also tend to become tolerant of diverse viewpoints, to consider the thoughts and feelings of others, and to seek more support and clarification of various opinions.

Instructors need to provide directions and instructions that contain in clear, precise terms exactly what students are to do, in what order, with what materials, and when appropriate, what students are to generate as evidence of their mastery of targeted content and skills. These directions need to be given to the students before they engage in their group learning efforts.

Students must perceive these objectives as their own. They must understand and believe that everyone in the group needs to master the essential information and/or skills. In cases where groups select their own objectives, all members of the group must accept the objectives as ones they have agreed to achieve.

Instructors must structure learning tasks so students will believe that they sink or swim together. Thus, access to rewards is through membership in the group where all members receive a reward or no member does. This means tasks are structured so that students must depend upon one another for their group's success in completing and mastering the targeted objectives.

Every student must believe that he or she has an equal chance of learning the content and/or abilities, and earning the group rewards for success, regardless of the group he or she is in. In other words, the student must not feel penalized by being placed in a particular group.

Instructors must structure the tasks so that students have access to and comprehend the specific information that they must learn. The focus of learning tasks must be aligned with the specific objectives, as well as any test items that will be used to measure their achievement.

Each student and group should be provided the amount of time needed to learn the targeted information and/or abilities. If students do not spend sufficient time learning, the benefits will be limited. Research suggests that many of the positive values, social skills, and academic advantages of cooperative learning tend to emerge and be retained only after students have spent several weeks together in the same heterogeneous group⁶.

Students should be positioned and postured to face each other for direct eye-to-eye contact and face-to-face conversations. Just because students are placed in groups and expected to use appropriate social and group skills does not mean they will automatically use these skills. To work together as a group, students need to engage in such interactive abilities as leadership, trust-building, conflict management, constructive criticism, encouragement, compromise, negotiation, and clarification. Instructors may need to describe the expected social interaction

⁶ “Between worlds: Access to second language acquisition”. Freeman, D. E., & Freeman, Y. S. Portsmouth, NH: Heinemann. 1994. p. 89

behaviors and attitudes of students, and to assign particular students specific roles to ensure that they consciously work on these behaviors in their groups.

The main reason that students are put in cooperative learning groups is so they can individually achieve greater success than if they were to study alone. Thus, each student must be held individually responsible and accountable for doing his or her own share of the work and for learning what needs to be learned. As a result, each student must be formally and individually tested to determine mastery and retention of the targeted learning outcomes or training objectives.

Only members of groups who meet established levels for achievement receive the rewards or public recognition. The specific awards must be something valued by the students.

Students should spend time after the group tasks have been completed to systematically reflect upon how they worked together as a team--specifically how well they achieved their group objectives; how they helped each other comprehend the content, resources, and task procedures; how they used positive behaviors and attitudes to enable each individual and the entire group to be successful; and what they need to do in the future to be even more successful.

All of the preceding conditions and controls do not have to be used every time an instructor assigns students to work in groups. In practice, cooperative or group learning in aviation training is normally modified to adapt to school policy or for other valid reasons. For example, collaborative, student-led, instructor-led, or working group strategies are alternatives to a pure form of group learning. In these examples, the student leader or the instructor serves as a coach or facilitated who interacts with the group, as necessary, to keep it on track or to encourage everyone in the group to participate.

In the guided discussion method, as is true with any group learning effort, the instructor typically relies on the students to provide ideas, experiences, opinions, and information. An instructor may use this method during classroom

periods, and preflight and post flight briefings, after the students have gained some knowledge and experience. Fundamentally, the guided discussion method is almost the opposite of the lecture method. The instructor's goal is to draw out what the students know, rather than to spend the class period telling them. The instructor should remember that the more intense the discussion and the greater the participation, the more effective the learning. All members of the group should follow the discussion. The instructor should treat everyone impartially; encourage questions, exercise patience and tact, and comment on all responses. Sarcasm or ridicule should never be used, since it inhibits the spontaneity of the participants. In a guided discussion, the instructor encourages students to facilitate discussion.

In the guided discussion, learning is achieved through the skillful use of questions. Questions can be categorized by function and by characteristics. Understanding these distinctions helps the instructor become a more skilled user of questions.

The instructor often uses a question to open up an area for discussion. This is the Lead-off question and its function is indicated by its name. The purpose is to get the discussion started. After the discussion develops, the instructor may ask a follow-up question to guide the discussion. The reasons for using a follow-up question may vary. The instructor may want a student to explain something more thoroughly, or may need to bring the discussion back to a point from which it has strayed.

In terms of characteristics, questions can be identified as overhead, rhetorical, direct, reverse, and relay⁷. The overhead question is directed to the entire group to stimulate the thought and response from each group member. The instructor may use an overhead question to pose the lead-off question. The rhetorical question is similar in nature, because it also spurs group thought.

⁷ Фразеология и паремиология: Учебное пособие для бакалаврского уровня филологического образования. Алефиренко Н.Ф., Семенов Н.Н. Издательство: Флинта; Наука, 2009 г. стр. 101.

However, the instructor provides the answer to the rhetorical question. Consequently, it is more commonly used in lecturing than in a guided discussion.

The instructor who wants to phrase a question for follow-up purposes may choose the overhead type. If however, a response is desired from a specific individual, a direct question may be asked of that student. A reverse question is used in response to a student's question. Rather than give a direct answer to the student's query, the instructor can redirect the question to another student to provide the answer. A relay question is redirected to the group instead of the individual. Questions are so much a part of teaching that they are often taken for granted. Effective use of questions may result in more student learning than any other single technique used by instructors. In general, instructors should ask open-ended questions that are thought provoking and require more mental activity than simply remembering facts. Since most aviation training is at the understanding level of learning, or higher, questions should require students to grasp concepts, explain similarities and differences, and to infer cause-and-effect relationships.

Planning a guided discussion is basically the same as planning a lecture. The instructor will find the following suggestions helpful in planning a discussion lesson. Note that these same suggestions include many that are appropriate for planning cooperative learning.

Select a topic the students can profitably discuss. Unless the students have some knowledge to exchange with each other, they cannot reach the desired learning outcomes by the discussion method. If necessary, make assignments that will give the students an adequate background for discussing the lesson topic.

Establish a specific lesson objective with desired learning outcomes. Through discussion, the students develop an understanding of the subject by sharing knowledge, experiences, and backgrounds. Consequently, the objective normally is stated at the understanding level of learning. The desired learning outcomes should stem from the objective.

Conduct adequate research to become familiar with the topic. While researching, the instructor should always be alert for ideas on the best way to tailor a lesson for a particular group of students. Similarly, the instructor can prepare the pre-discussion assignment more effectively while conducting research for the classroom period. During this research process, the instructor should also earmark reading material that appears to be especially appropriate as back-ground material for students. Such material should be well organized and based on fundamentals.

Organize the main and subordinate points of the lesson in a logical sequence. The guided discussion has three main parts-introduction, discussion, and conclusion. The introduction consists of three elements-attention, motivation, and overview. In the discussion, the instructor should be certain that the main points discussed build logically with the objective. The conclusion consists of the summary, reactivation, and closure. By organizing in this manner, the instructor phrases the questions to help the students obtain a firm grasp of the subject matter and to minimize the possibility of a rambling discussion.

Plan at least one lead-off question for each desired learning outcome. In preparing questions, the instructor should remember that the purpose is to stimulate discussion, not merely to get answers. The instructor should avoid questions that require only short categorical answers, such as yes or no. Lead-off questions should usually begin with how or why. For example, it is better, to ask "Why does an airplane normally require a longer takeoff run at Denver than at New Orleans?" instead of, "Would you expect an airplane to require a longer takeoff run at Denver or at New Orleans?" Students can answer the second question by merely saying "Denver," but the first question is likely to start a discussion of air density, engine efficiency, and the effect of temperature on performance.

It is the instructor's responsibility to help students prepare themselves for the discussion. Each student should be encouraged to accept responsibility for contributing to the discussion and benefiting from it. Throughout the time the instructor prepares the students for their discussion, they should be made aware of

the lesson objective. In certain instances, the instructor has no opportunity to assign preliminary work and must face the students cold for the first time. In such cases, it is practical and advisable to give the students a brief general survey of the topic during the introduction. Normally students should not be asked to discuss a subject without some background in that subject.

This method of teaching is based on the simple, yet sound principle that we learn by doing. Students learn physical or mental skills by actually performing those skills under supervision. An individual learns to write by writing, to weld by welding, and to fly an aircraft by actually performing flight maneuvers. Students also learn mental skills, such as speed reading, by this method. Skills requiring the use of tools, machines, and equipment are particularly well suited to this instructional method.

Every instructor should recognize the importance of student performance in the learning process. Early in a lesson that is to include demonstration and performance, the instructor should identify the most important learning outcomes. Next, explain and demonstrate the steps involved in performing the skill being taught. Then, allow students time to practice each step, so they can increase their ability to perform the skill⁸.

The demonstration-performance method is widely used. The science teacher uses it during laboratory periods, the aircraft maintenance instructor uses it in the shop, and the flight instructor uses it in teaching piloting skills.

Explanations must be clear, pertinent to the objectives of the particular lesson to be presented, and based on the known experience and knowledge of the students. In teaching a skill, the instructor must convey to the students the precise actions they are to perform. In addition to the necessary steps, the instructor should describe the end result of these efforts. Before leaving this phase, the instructor

⁸ Teaching by principles: An interactive approach to language pedagogy. New York: Longman. Brown, H. D. 2001. p. 85

should encourage students to ask questions about any step of the procedure that they do not understand.

The instructor must show students the actions necessary to perform a skill. As little extraneous activity as possible should be included in the demonstration if students are to clearly understand that the instructor is accurately performing the actions previously explained. If, due to some unanticipated circumstances the demonstration does not closely conform to the explanation, this deviation should be immediately acknowledged and explained.

Because these two phases, which involve separate actions, are performed concurrently, they are discussed here under a single heading. The first of these phases is the student's performance of the physical or mental skills that have been explained and demonstrated. The second activity is the instructor's supervision.

Student performance requires students to act and do. To learn skills, students must practice. The instructor must, therefore, allot enough time for meaningful student activity. Through doing, students learn to follow correct procedures and to reach established standards. It is important that students be given an opportunity to perform the skill as soon as possible after a demonstration. In flight training, the instructor may allow the student to follow along on the controls during the demonstration of a maneuver. Immediately thereafter, the instructor should have the student attempt to perform the maneuver, coaching as necessary. In another example, students have been performing a task, such as a weight and balance computation, as a group. Prior to terminating the performance phase, they should be allowed to independently complete the task at least once, with supervision and coaching as necessary.

In this phase, the instructor judges student performance. The student displays whatever competence has been attained, and the instructor discovers just how well the skill has been learned. To test each student's ability to perform, the instructor requires students to work independently throughout this phase and

makes some comment as to how each performed the skill relative to the way it was taught. From this measurement of student achievement, the instructor determines the effectiveness of the instruction.

Many new and innovative training technologies are available today. One of the most significant is computer- based training (CBT)- the use of the personal computer as a training device. CBT is sometimes called computer-based instruction (CBI). The terms CBT and CBI are synonymous and may be used interchangeably.

The personal computer or PC has revolutionized the way businesses function and promises the same for education and training. The new generation is as comfortable with the PC as they are with the telephone. As a result, educators today are using personal computers as part of educational programs of all types.

One of the major advantages of CBT is that students can progress at a rate which is comfortable for them. The students also are often able to access the CBT at their own convenience rather than that of the instructor⁹.

Other common examples of CBT include the computer versions of the test prep study guides which are useful for preparation for the FAA knowledge tests. These programs typically allow the students to select a test, complete the questions, and find out how they did on the test. The student may then conduct a review of questions missed.

Some of the more advanced CBT applications allow students to progress through a series of interactive segments where the presentation varies as a result of their responses. If students wish to learn about a particular area, they do so by clicking the mouse on a particular portion of the screen. They can focus on the area they either need to study or want to study. For example, a maintenance student who wants to find information on the refueling of a specific aircraft could use a

⁹ Practical English language teaching. New York: McGraw Hill. Nunan, D. 2003. p.74.

CBT program to access the refueling section, and study the entire procedure. If the student wishes to repeat a section or a portion of the section, it can be done at any time merely by clicking on the appropriate icon.

Computer assisted instruction-the use of the computer as a tool. This is much more descriptive of the way instructors should utilize the computer in training. The computer may be used as described in the previous paragraph, as well as in many other ways. However, since aviation training is all encompassing and dynamic, entrusting an entire training program to a computer is not practical.

Use of computers would be to allow students to review procedures at their own pace while the instructor is involved in hands-on training with other students. The major advantage of CBT over other forms of instructional aid is that it is interactive-the computer responds in different ways, depending on the student's input.

While computers provide many training advantages, they also have limitations. Improper or excessive use of CBT should be avoided. Computer-based training should not be used by the instructor as stand-alone training any more than a textbook or video. Like video or a textbook, CBT is an aid to the instructor. The instructor must be actively involved with the students when using instructional aids. This involvement should include close supervision, questions, examinations, quizzes, or guided discussions on the subject matter.

In teaching students, CBT programs can be used by the instructor as simply another form of reference for students to study. Just as a student can reread a section in a text, a student can review portions of a CBT program until it is understood. The instructor must continue to monitor and evaluate the progress of the student as usual. This is necessary to be certain a student is on track with the training syllabus. At times, instructors may feel that they are doing more one-on-one instruction than in a normal classroom setting, but repetitive forms of teaching may be accomplished by computer. This actually gives the instructor more time for

one-on-one teaching. Remember, the computer has no way of knowing when a student is having difficulty, and it will always be the responsibility of the instructor to provide monitoring and oversight of student progress and to intervene when necessary.

A successful instructor needs to be familiar with as many teaching methods as possible. Although lecture and demonstration-performance may be the methods used most often, being aware of other methods and teaching tools such as guided discussion, cooperative learning, and computer-based instruction will better prepare an instructor for a wide variety of teaching situations.

Obviously the instructor is the key to effective teaching. An experienced instructor's knowledge and skill regarding methods of instruction may be compared to a maintenance technician's toolbox. The instructor's tools are teaching methods. Just as the technician uses some tools more than others, the instructor will use some methods more often than others. As is the case with the technician, there will be times when a less used tool will be the exact tool needed for a particular situation. The instructor's success is determined to a large degree by the ability to organize material and to select and utilize a teaching method appropriate to a particular lesson¹⁰.

The very boring-sounding method of language teaching described above is the Classical Method, also known as the Grammar Translation Method because it teaches grammar as a means to translate text from one language to the other. If you've ever studied a dead language (like Latin), you've probably experienced this style of language class. Grammar Translation classes are taught in the students' native language, and they require students to memorize long lists of vocabulary and grammar rules, and to translate classical texts and other arbitrary sentences.

The Direct Method, developed by Maximilian Berlitz around the 1880s, is based on the premise that a second language should be learned more like the first

¹⁰ <http://www.orexca.com>

language. It uses a slow build-up of skills paired with a lot of vocabulary repetition in context to help students learn to communicate from the beginning. The Direct Method uses only the target language for instruction and builds up an arsenal of everyday vocabulary and sentences quickly without teaching grammar explicitly. The teacher teaches vocabulary through pictures, objects and elaborate pantomime, and the students figure out the grammar as they go, partially through imitation and partially by trial and error. The Direct Method was not popular in the United States during its European heyday in the first half of the 20th century due to the fact that it requires the teacher to be a native speaker of the target language (which is still much easier to find and employ in Europe today). Also, the U.S. government simply found foreign language conversational skills overrated, convinced at the time that reading/writing proficiency would be far more useful in a place so far from where other languages were spoken.

With the outbreak of World War II, the U.S. found itself all over the map, no longer linguistically isolated as it had previously been. It was like a modern day Tower of Babel, and the need arose for military personnel to be able to communicate with both their allies and their enemies. With Uncle Sam footing the bill, structural linguists, teaching methodologists and behaviorist psychologists collaborated for the first time to produce the Army Specialized Training Program (ASTP), also known as the Army Method and later on, the Audio-lingual Method (ALM). The ALM teaches grammatical structure patterns and vocabulary through the repetition and memorization of set phrases or dialogues. Once students have mastered a dialogue, the teacher introduces new vocabulary, which the students will then substitute for another word in the dialogue. For example, if one line requests, "Take me to the station, please," then the words for *airport*, *park* and *bank* can be taught and plugged into the sentence in place of "station." A comparison might then be made between "take me" and "she took me," so students could then correctly say, "She took me to the bank." In this way, students learn the building blocks they need to say just about anything.

1.2. Methods of teaching ESL taking into consideration learning styles of EFL learners.

You come into class to teach a lesson on the simple present tense, or maybe it's a vocabulary lesson or conversation practice. You follow your textbook and give great examples to illustrate your points and have plenty of practice worksheets – but no matter what you do there are always two or three students who just don't get it. What is going wrong? Why aren't you getting through? The answer may well lie in your students' learning styles.

Learning styles have been studied for decades and there are several models that have been proposed by various researchers. While the finer distinctions are still debated, most authorities in the field generally agree upon four basic learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners. There is a great deal of overlap between the kinesthetic and tactile learning styles, and they will be treated together here.

As a teacher, what do learning styles mean for you? First of all, you need to find your main teaching style. Whether you lecture or do role-plays or worksheets, you need to figure out your own style so that you can supplement it to fit your students' learning styles. Of course, in order to supplement you need materials and activities. You need flexibility and ideally you want to add some fun. That is where English games come in. The variety of games, as well as their integration of different ways of learning makes them the perfect supplements for your usual teaching style.

Students who get a lot out of lectures, verbal explanations, tapes and oral instruction are generally classed as auditory learners¹¹. Language games for this type of learner are mainly listening based. They include games that involve repetition, dictation, and listening for clues.

¹¹ Teaching by principles: An interactive approach to language pedagogy. New York: Longman. Brown, H. D. (2001). P.29.

Recitation games – These games are any games that involve students repeating language they have had demonstrated or written down for them. Chinese Whispers, Jazz Chants, and Karaoke Night are good examples of these kinds of games. Karaoke Night is an especially good game in Japan, where most students will be used to the idea of singing for workmates. It's not unusual to have a student ask you for help with preparing a song in English for a business party.

If you are you teach adults who are more conservative, use a variation of Jazz Chants with a short rhythmic dialog and a metronome, or hand clapping, and emphasize the fluency practice. You might also teach a lesson on the history of jazz in the United States. That kind of lesson works very well in classes where students are studying English as a hobby, or for travel.

Listening games – EFL Students studying English in their own country often express concern that they can understand their teacher but not other native speakers. In the language classroom you can practice listening by using tapes or videos with short dialogs for listening games like Vocabulary Scavenger Hunt, which involves trying to locate the necessary vocabulary words on multiple tapes at different listening stations.

There are also Cloze Passages where the students listen to a prepared tape while reading a transcription and filling in any blanks with words they have just heard, and Jigsaw Listening. Jigsaw listening is also an excellent team building game, as the teams send representatives to different listening stations, and then try to reconstruct the story when all the listeners have returned to the team. These kinds of games also help students learn how to make use of TV and radio broadcasts in English to practice on their own.

Quiz and story building games – Quiz games like Jeopardy, grammar knockout type games and listening memory games are great for auditory learners of any level, since you can go from basic questions like spelling and definitions, to

more challenging ones like asking for a word to be used in a sentence, explanation of grammar rules, or cultural trivia.

Another set of games to teach auditory learners are story and sentence building games like *Midribs*, either the store bought variety, or homemade, where the students fill in words to make funny and nonsensical stories. These types of games require excellent listening skills as the student keeps track of what will be required in the next turn, plus they usually end with a verbal recap of the finished story or sentence allowing students to check their understanding.

Visual learners prefer to read silently and make good use of any illustrations that go with the text. They will generally prefer you to teach with written instructions and will benefit from you acting out situations, watching a demonstration or presenting scenarios in videos. If you have a student who seems to retain what they read better than what they hear then that student is a perfect example of someone who prefers visual learning. There are many readily available language games that work with this kind of student, as well as helping non-visual learners make the most of visual cues that can help them with learning and using English¹².

Board games – There are plenty of commercial board games that can be used in the classroom, but you can also make your own. "Folder games" involve making a game board, often based on commercial boards, and using them to practice grammar, vocabulary, phonics, and spelling. The boards can be laminated onto a manila folder and then the pieces and cards needed for the game stuck in a baggie stapled to the inside. *Grammatical Chutes and Ladders*, *Parts of Speech Path Finding* (based on the *Candy Land Board*), and *A Day in the Life* (based on the game *Life*) where students participate in mini-role-plays generated by the roll of the die and scenario cards are all fun to play. The boards should not be

¹² Teaching English to children. New York: Longman. Scott, W. A., & Ytreberg, L. H. (2000). P. 36

decorated in a childish way, since that will turn off your adult students, but they can still be colorful.

Picture games – These games include anything played with pictures as their main starting point. Playing games with picture flashcards, or adapting Jeopardy to use picture prompts is one example. Another one that is a lot of fun with advanced students is picture captioning or comic strip re-writes. If you use comics from different countries, you can get into some very sophisticated discussions about what constitutes humor in different countries. Many students get to a certain level of advanced English, and then plateau. One reason for this is that they have a difficult time taking their English outside of academic or basic survival situations. Studying humor through these visual games can help to bridge that gap.

Reading games – Reading is an essential skill for all students and will work especially well with visual learners. Language games like Reading Treasure Hunts with color-coded pencils, where the students look for particular parts of speech or vocabulary, teaches skimming as well as reviewing grammar and/or vocabulary. Ten Important Sentences with Watermelon, where teams send a representative to put sentences in order, helps with summarizing, working under pressure, and team building. This game has the added bonus of fitting tactile learners as well.

Tactile and Kinesthetic learners are often the students who just don't get what you're trying to teach in a traditional lecture or worksheet based lesson. Kinesthetic learners take in information best when they use their whole bodies to complete practice exercises. Tactile learners are also physical learners, but they are more likely to learn things from model building and hands on instruction¹³.

Interestingly, there was a study done in the late 1980s (Reid, 1987) that found the self-reported preference among English Language Learners for language lessons was Tactile/Kinesthetic by a wide margin. This just goes to show how

¹³ Authoring with Video. *The Reading Teacher*, 61 (4), 330-333. Strassman, B. K., & O'Connell, T. (2007). P. 84.

important it is to try and integrate more physical and experiential elements into our English lessons.

What makes a game kinesthetic or tactile? Look for games that involve whole body responses, or have the students touching and moving things around as part of the game activity. Games with these elements are associating physical activity and touch with specific meanings. They can be divided into three broad groups: Touch Games, Spatial Games, and Craft Games.

Touch Games – The most common games involving touch are those based around having real items inside a bag, so that students have to touch the items and then perform certain tasks. These tasks are what differentiate the level of difficulty. The easiest version simply has students identify the objects that they touch in the bag. This is often a vocabulary game. To make it more difficult, the students have to describe what they are feeling, while the rest of the class tries to guess what it is.

Spatial Games – These games involve rearranging items or people and can be both kinesthetic and tactile. They include traditional games like charades and less traditional games, like Population Punctuation, where all but one person in class has a card with words or punctuation on it and the one person who is 'it' tries to arrange the people at the front of the class so that the cards make a correctly punctuated sentence using as many people as possible.

Craft Games – Any game where the students have to actually assemble something, like Lego Negotiations where students have to negotiate with other teams for certain pieces to create their Lego creature according to the directions they've been given. This can be done with home made tan grams if you don't have access to Legos. Map drawing is another good example, and it can also combine elements of auditory learning since the teacher will tell the students what to draw on their map.

Variety Brings Success Language games are the single easiest way to address different learning styles in the classroom. By putting students at ease, and

stimulating their senses, you create a wealth of learning opportunities. These opportunities aren't just for learning language, but also for broadening the students' learning styles to include those that aren't the first choice.

Will paying attention to learning styles solve all your classroom problems? No, of course not. But using games to diversify your teaching style will allow you to reach more of your students more effectively than ever before. It will cut down on boredom as it increases student interest, and it will give students essential practice in integrating different learning styles into their own style. Students will be doing more than just expanding their English when they play games. They will be expanding their minds.

Chapter II. Linguistic analysis of teaching English idioms to EFL students.

2.1. Variety methods of teaching idioms to EFL learners

The first step in introducing your students to some common idiomatic expressions is to give them a list of the expressions you want to teach. Have them read the idioms and then try to guess what each of them might mean¹⁴. Then, make it a game by giving them a random list of the meanings that match the idiomatic expressions. See how many idioms each individual student can match to its meaning, and then break your class into groups to compare their answers. In their groups and then as a class have students discuss which expressions they already knew, which they were able to figure out, and which seem most unusual to them. To *light a fire under someone* may obviously mean to motivate or hurry him or her, but *break a leg* may not seem like the well wish it is. Your selection may include idioms your class has already studied or be a collection of completely new ones if you want to challenge your students. You may also be surprised as to which idioms your students are able to understand and which puzzle them.

Now that you have introduced your students to some English idioms, invite them to share idioms from their native language. You can group students with the same native language together. This may make it easier for them to jog one another's memories. Have each group make a list of ten to twenty idioms in their native language and then ask them to translate them word for word into English. Do not worry if the phrases seem strange and do not make sense. Most likely, they will not. Then have groups switch lists and see if students can guess at the meaning of each idiom. This will get students talking to one another as they try to cipher the meanings behind the phrases. After the groups have discussed the meanings, pair students and have them explain the actual meanings of the idioms to each other. This will give further purposeful conversation

¹⁴ When they don't all speak English: Integrating the ESL student into the regular classroom. P. Rigg & V. G. Allen. Urbana: NCTE. pp.55-64

opportunities to each student. Have each person choose one idiom from their partner's language that they like. Then have them explain the idiom to the class and say why they like it.

After your students have had some practice using English idioms, it is time to review. Why not stay in the playful character of idioms themselves by reviewing with a game? Charades is a great way to review idioms and have fun in the process. First, explain the rules of charades. The person acting out the phrase should not speak but must get his or her team to say the expression based only on body language. It should not be too difficult for your students to recognize the idioms being acted out since they have already been working with these expressions and should know them fairly well by now. Your class will have a ball watching each other act out expressions that may or may not have any connection to their actual meanings.

If acting is not something your class feels comfortable doing, playing Pictionary with these phrases can be just as much fun. Have two students from each team come up to the white board at the same time. After showing them the phrase, the two students should race to draw the expression so their teammates can call it out. The first team to call out the correct answer wins the point. After a predetermined amount of time, you can let each team have one guess based on what the other team has drawn.

You can also put your idioms into a crossword puzzle review. Supply the meanings as the clues and use the idioms themselves as the answers. Several web sites allow you to simply plug in the words and clues and will generate a crossword puzzle for free.

I have a lot of experience teaching idioms to different levels of students. I recommend you majorly use pictures to make the process easier than you can even imagine. I personally use 8-12 steps to teach a group of idioms.

Show them the pictures and ask random questions about what they know about the pictures and in these case pictures of the animals. (Emphasize on the most common characteristics of those animals)

Tell them a story using the idioms you intend to teach.

Write the idioms on the board as you are telling the story.

Ask them to guess what the new idioms mean according to the context. You could have a group work here if possible.

Tell them the meaning of the idioms.

Give them extra examples using the new idioms (in context if possible) You could ask them to create their own examples.

Re-tell the story focusing on the new idioms.8. Give them a group work activity to write very short stories using the new idioms (you could make a homework out of this step if you are pressed with time)

Ask them to read their short stories to keep them motivated.

Ask the other students to summarize their partners' stories.

Using OHD seems very helpful if you have access to one otherwise you should rely on your artistic talent to draw pictures for them. They will be amused. This is a rough method that you could surely make much more interesting by adding your own steps by considering the class situation.

In newspapers and magazines, textbooks and student exchanges in daily life, often face English idioms, and English is generally not the literal meaning of idioms, and even native speakers of languages English sometimes find difficult to learn, to teach English idioms in the process of using such as group

communication, repeat, write dialogue, the and other activities to stimulate students' motivation to learn and actively participate in is especially important¹⁵.

First, with the interesting history of teaching English language learning in context is very important and many students can not really understand the different contexts, the meaning of different words, because our students lack practical training in this area, therefore necessary to the language of the student teachers provide rich learning and training contexts, so students can guess from the context of the implicit meaning of words also by the context of language learning by the learning by heart as single words more interesting and effective. Therefore, language learning, we used the story to stimulate student interest and help students learn to understand and learn new expressions. Second, pictures or diagrams in teaching English idioms rich. Although the picture or diagram of the impact on reading comprehension controversial, but some researchers believe that reading material if it is accompanied by images or graphics, students will be easier to understand. Mayer found that words and images will be presented with the help students remember. Based on this discovery, I had this experience, I collected some of the idioms and one sentence in each language on the context, then, some of which accompanied the picture to class of students, not with the other side of the image to other students, the results show that the image can help students better understand the meaning of language learning, and subsequent testing shows that this part of my? Sorting peculiar to the student stronger.

Third, group discussions through instruction in English idioms. The panel discussion is to improve students' ability to understand a very effective strategy, group discussions can provide rich opportunities for students to acquire the knowledge necessary social and language to understand the new reading material, if students in the class simply listening to the preaching teacher can be very passive, and group discussions, they will participate actively in discussions,

¹⁵ Accountability by design in literacy professional development. *The Reading Teacher*. Kinnuchan-Welsch, K, Rosemary, C. A., & Grogan, P. R. (2007). P. 59 (5), 426-435.

willingly or unwillingly, to learn from each other and jointly overcome the barrier to understanding by Therefore, teachers in the direct interpretation of the meaning of idioms before the group discussion for students to help them effectively understand and remember the idioms.

Fourth, the method of teaching English idioms reader's theater. Readers Theatre (for students to practice telling stories, reading text documents or making speeches until they can be smooth or have an emotional expression is considered a pleasure and motivation can encourage students to learn effective strategies, it allows students to find reasons and motivation to read the text to further enhance the sense of language, reading fluency and comprehension has shown, thanks to the use of the theater play, memory students of English idioms is more solid.

Fifth, thanks to repeat or rewrite the teaching of English Idioms. Teaching the teacher usually used to detect the students to grasp the situation repeat, repetition can encourage students to remember what they learn, to deepen understanding of the r? Played so that the teachers introduced the meaning of idioms, students from each other in their own words to paraphrase the meaning of idioms, and allow students to rewrite the sentence with the word to learn(

Sixth, the dialogue through teaching, writing or playing r? The English idioms. The dialogue can be seen as a drama student in the dialogue have been r? On, rained t than simply read aloud, it can provide students with a scenario s relative? R to simulate a real dialogue - and the set of r? The very useful written and oral activities, and therefore, teachers can ask students to write in the languages taught in the classroom dialogue, and performances in the next? is, students in the preparation and revision of the dialogue, consolidation of knowledge, improve memory, learn from each other repeated rehearsals, the enthusiasm of the students improved, and a successful experience.

2.2. Activities providing effectiveness of teaching English idioms to EFL learners.

English idioms do not mean what they literally mean; however, mass media, textbooks and everyday language represent rich sources of idiomatic expressions. In addition, previous studies indicated that English idioms are difficult for English native speakers, and then they would be much more problematic for ESL/EFL learners. Therefore, this paper presents various effective activities for EFL learner to learn English idioms effectively. Besides introducing English idioms in story contexts and with visuals, collaboration activities, such as group talk, Readers Theater, retelling, dialogue writing and role-play, can act as a key to increasing students' motivation and involvement in learning English idioms¹⁶.

It is difficult for English native speakers to master English idioms, let alone EFL learners because the figurative meanings of English idioms cannot be predicted through an analysis of their individual word meanings. It is not surprising, "The trouble with foreigners in this country is that they take everything Americans say literally". However, idioms are common in American daily life and provide a rich source of American culture. Napoli and Martin stressed, "Failure to grasp the meanings of idioms can impinge upon an individual's understanding of language in social, academic, and vocational settings". Apparently, teaching EFL learners to use English idioms is considerably critical for EFL teachers. In addition, Stresemann and O'Connell (2007) found that students are often able to discuss content, take notes, or create semantic maps for writing; however, they often do not use the new words or concepts taught in class. Thus, I use various effective activities for teaching English idioms to college EFL students in order that they can not only learn them effectively but also apply them practically.

The role of context is central in language learning. It's common that EFL students don't really understand the various meanings of new words in different

¹⁶ «Фразалогия». Литвинов П.П. Яхонт. 2003. стр. 96.

contexts. That's why EFL students don't know how to apply the words they have learned practically in various contexts. It's fundamental for teachers to provide a rich context for students' language learning and practice. For instance, linguistic contextual information enhances adolescents' interpretation of idioms Martin,. The contextual cues surrounding a particular word can help readers get that's meaning. In contrast, context-reduced language will be hard for readers to tolerate, Consequently, it's more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling.

Stories have been popularly used to teach and entertain students in language learning. Interesting stories usually draw students' attention and easily make students absorbed in them. Since contextual information is significantly effective for aiding students' understanding English idioms, it is essential for EFL teachers to provide students with rich context. Thus, introducing English idioms within interesting stories can possibly help EFL students to understand and remember them better¹⁷.

Although there is lingering debate regarding the effect of visuals on reading comprehension, some researchers claim that reading materials accompanied by visuals will be more comprehensible. For example, Scarcella and Oxford (1992) stressed that teachers need to illustrate key vocabulary effectively by showing pictures and diagrams so as to improve the ESL students' reading comprehension (p. 107). Mayer (1999) found that words and pictures presented together helped students recall better than alone. It is efficient to provide interesting pictures to foster and reinforce vocabulary development. Consequently, visuals must be stimulating, interesting and motivating to students' comprehension and retention of reading.

According to the effect of illustrations on reading, I collected English idioms in one sentence context. English idioms were presented with pictures to one

¹⁷ Idiom interpretation in isolation versus context: A developmental study with adolescents. *Journal of Speech and Hearing Research*. Nippold, M. A., & Martin, S. T. (1989). P. 32, 59-66.

class of 30 students while without pictures to the other class of 30 students. They were told that those phrases were English idioms first and then they were asked to translate them into Chinese. I found that English idioms with illustrations could increase college students' idiom understanding better. Thus, it is effective to present English idioms accompanied by visual stimuli that clearly illustrates the idioms being taught.

Students' discussing what they read is a helpful strategy to increase their comprehension. Group talk can provide learners with rich opportunities to acquire social and linguistic knowledge necessary for understanding new texts they encounter (Freeman & Freeman, 1994). Klingner & Vaughn (2000) stressed that ESL students engaging in collaborative talk during content reading, they assisted one another in understanding the meaning of challenging words, getting the main ideas, and answering questions about what they read. As a result, group discussion appears to be an effective technique to enhance students' reading comprehension.

Students are likely to be passive learners when they receive lectures only in classrooms. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussions, students will learn from each other, whether consciously or unconsciously. Accordingly, I applied group discussion in students' active learning of English idioms before explaining the meaning of idioms to them. Students in group discussion could understand English idioms better than when they were introduced to English idioms within a story only. This demonstrated the significant effect of group talk on students' understanding of English idioms.

Readers Theater has been viewed as an interesting and motivating strategy that can provide readers with a legitimate reason to reread text and further improve their word recognition, reading fluency and reading comprehension. Researchers claim that Readers Theater offers a way to improve fluency and enhance comprehension (Bafile, 2003) as well as to create interest in and enthusiasm for learning (Ruddell, 1999). Even slow learners can benefit from Readers Theater

because there is no memorization required and there is no risk for them at all. Apparently, Readers Theater provides enough opportunity for practice--repeated reading in language learning¹⁸. This activity also enhances interaction opportunities with peers and makes the reading task more appealing than learning alone.

I used Readers Theater to help students practice English idioms in order to enhance students' retaining them. Class observation and students' interviews further revealed their positive attitudes, such as excitement toward the implementation of Readers Theater in reading classes. Moreover, students retained English idioms better by applying Readers Theater because it provided students with opportunities for idiom oral practice because of rereading scripts. Consequently, it is obvious to see that Readers Theater has a significant effect on students' learning and retaining English idioms.

Retelling has been a good strategy to know how much students have learned and to increase their comprehension. Retelling activities can facilitate students' reading retrieval because the activities can encourage students to try to recall. Their recalling help teachers understand how much information their students have obtained¹⁹. Older students can benefit from retelling stories because it allows students to learn to organize and describe events, which enhances reading comprehension (Brandi-Muller, 2005). In Brandi-Muller's classroom, she found that her ELL students not only became more enthusiastic and willing to take a chance and read aloud but also remembered the vocabulary better with this method (Brandi-Muller, 2005). As a result, retelling activities can reinforce integration of recently learned reading.

Since retelling activities are good techniques to facilitate students' reading retrieval, this motivates me to apply the activities in teaching English idioms. After

¹⁸ Between worlds: Access to second language acquisition. Freeman, D. E., & Freeman, Y. S. Portsmouth, NH: Heinemann (1994). P.57.

¹⁹ Teaching by principles: An interactive approach to language pedagogy. New York: Longman. Brown, H. D. (2001). P.124

I introduced the meanings of English idioms to my students, I asked my students 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 students with more chances to be aware of the meanings of English idioms and be familiar with the English idioms they have just learned.

Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels. In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels (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 environment²⁰). Therefore, dialogues offer students 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 I assigned my students 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 students 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 students' meaningful and efficient drills. Since it is vital for EFL learners to learn English idioms in order to master English, it is important for EFL teachers to design various activities for students to use with English idioms and subsequently acquire them efficiently. Moreover, students learn better when they

²⁰ Processing of idioms by L2 learners of English. TESOL Quarterly. Cooper, T. C. P. 233-262

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 idioms, students can be involved in the application of English idioms in four skills. Thus, it is effective to teach EFL learners English idiom when they are provided with various activities to practice and utilize English idioms in different contexts.

2.3 Difficulties of teaching idiomatic expressions comparing with native language.

Teaching idiomatic expressions to EFL learning students require a number of pedagogical investigations. Non native speakers face several difficulties while gaining knowledge of foreign language . There are some of main reasons of found difficulties.

Vocabulary drills, even when taught through interesting instruction, become boring for any student, especially those with limited expertise in language study. Integrating games or activities asking students to physically move help keep minds alert. A focus on fun, even when acquiring a brand new set of vocabulary, also helps reduce boredom²¹.

Expanding vocabulary helps non-native speakers move quickly into becoming active participants in conversation, but asking students to learn too many new words in a short time pushes students into vocabulary overload. Limiting vocabulary to three to four words linked to a physical activity, lesson or event helps students feel like they have a head above the water line. Repeat a vocabulary word on lists every other week to reinforce prior learning and remind students of how much the class is learning.

²¹ www.webenglishteacher.com/idioms.html

While the terms "escalator" and "alligator" have distinct differences for native English speakers, the two terms appear similar to students not familiar with the language. Grouping similar terms together in teaching vocabulary through literature only compounds problems. Teachers using the literature approach to teaching ESL must carefully evaluate the core education classroom curriculum for potential confusion in grouping similar sounding vocabulary terms.

Students become frustrated when learning vocabulary words with multiple meanings. This adds confusion when using the word in conversation. Begin instruction with clear-cut words with one distinct meaning before adding complex words with multiple meanings later in the semester or language program, and focus on words with a practical meaning, rather than obscure definitions.

One of the most difficult teaching problems that ESL teachers face is designing appropriate instruction for students for the context of the vocabulary word. Anticipating how to teach the appropriateness of vocabulary involves highlighting a word list for the course and emphasizing understanding the meaning within a specific context. This job vexes a number of ESL teachers, but the easiest way to address the problem rests with selecting words for practical vocabulary practice that stress contextual situations, such as acting out real-world situations to practice vocabulary and the English-language acquisition.

Idioms and unusual word groupings pose major problems for ESL teachers and well-trained professionals anticipate that students want to learn slang terms and idioms to blend in with native speakers. Adding several popular slang words as part of the daily lesson helps students feel the language instruction provides practical uses for everyday chat with other students.

Of course, there are few difficulties in Vocabulary Learning. I believe vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the

most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary. Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary.

Chapter III

3.1. Methods of teaching idioms to EFL learning students.

Generally, a literal knowledge of the vocabulary of an idiom provides little help in understanding its colloquial meaning. In some cases, knowing the origin of the phrase can help. In other cases, it's the context that provides the clue. A discussion of these wordplays will help English language learners experience less confusion when they hear or read them, and learn to use favorite ones appropriately²².

Here are some suggestions for working with ESL students as they learn to understand and use various American English idioms.

Have students search for illustrations of specific idioms on the Internet.

Have students create posters illustrating both literal and euphemistic meanings of favorite idioms.

Create an anchor chart that is work-in-progress list of idioms that can be added to as students encounter and discuss the phrases.

Work with students to categorize idioms based on their general usage. For instance, some idioms, such as “We’re not out of the woods yet” or “time to face the music” are used when things go wrong. Some idioms, such as “sitting pretty,” are used when things are going well. Others are used in reference to finances or health or the way someone looks. Create a chart with headings agreed upon by the students, and list the idioms under those headings that best describes when they are to be used.

Challenge students to determine when an idiom is a compliment or an insult, or if it is simply a comment or descriptive phrase.

²² Between worlds: Access to second language acquisition. Freeman, D. E., & Freeman, Y. S. Portsmouth, NH: Heinemann (1994). p. 34

Role plays proper and improper context/uses of selected idioms. Students can create written dialogues or improve-style skits around situations when a particular idiom or category of idioms might be used. Then students can read aloud or act out the dialogues.

Pair an idiom with a phrase from the student's native language that expresses the same sentiment.

Idioms are popular in music. Look for songs or have the students keep an ear out for favorite songs containing idioms.

Planning an idiom filled lesson may not be the best approach to introducing this topic. Idioms are complex and difficult not only to understand but also to explain so consider introducing only a small number, maybe three to five, at a time. You can do this by including them in your usual lessons. This approach will give you enough time to cover them thoroughly and allow students sufficient practice time without overwhelming them.

You can include idioms in your normal lessons by introducing them thematically. If they are related to the topic you are studying, students will have an easier time remembering them and will be familiar with the vocabulary you are using. When talking about pets, for instance, you can introduce idioms such as “*work like a dog*” and “*dog tired*” which are related to the topic and will give students something to discuss. What makes idioms so interesting is that they are *a unique combination of words that have completely different meanings from the individual words themselves.*

Many teachers do not introduce idioms to students who are not at the advanced level. In some ways this seems like a good approach because idioms are complex and have different meanings than their words alone suggest. However, idioms do not have to be just for advanced students, you can introduce them earlier as long as you choose ones that are appropriate for your students. Obviously beginners may not have the vocabulary and comprehension skills to

learn certain idioms however, intermediate students could definitely benefit from learning about this aspect of the English language. Using the two examples above, you can even discuss how these phrases may have been created. Do your students think that dogs work really hard or get exceptionally tired? Maybe or maybe not but it is an interesting thought.

Students have to know or understand the individual words of an idiom before understanding the idiom itself. Avoid introducing idioms which use new vocabulary words and be able to simplify the meaning of idioms. You could say, for instance, that “work like a dog” means to work very hard. Students will have to know all the words you use in your explanation as well so use the simplest language you can. Even with advanced learners, simplifying idioms to their basic meanings make them easier to understand and learn.

Students need to practice not just using idioms in sentences but also responding to their use and understanding their meaning. For instance, students may be able to create a lot of sentences using the phrase “*morning, noon, and night*” by saying “I study morning, noon, and night.” and simply changing the verb to make more sentences. To give students practice hearing the idioms used, ask them questions using idioms. By asking questions, you can also prompt students to use idioms correctly. For this example say “*What is something you do morning, noon, and night?*” Students should also be asked to identify situations that best demonstrate the meaning of idioms. For this activity simply prepare two or three sentences that do not use idioms and ask students to choose the one that best matches the meaning of the idiom they are learning. Using this example again, the correct answer might be “My father goes to work early in the morning and does not even get home until nine in the evening.” This gives students more time to think about what the idiom means. It is important to do practice exercises that test the students’ ability to use idioms as well as understand them.

Idioms may not be something you are prepared to introduce to your students but at some point in their studies, idioms will be important and you can

give students a head start by getting them accustomed to these types of phrases early on. Just a handful each semester would be a good start.

In any case you are clearly suffering from an excess of idioms, a term defined as “an expression whose meaning is different from the meaning of the individual words”* or different from its literal meaning. Even a cursory glance at a daily newspaper in the UK will reveal the extent to which idioms are a part of everyday language.

For language teachers and learners of foreign languages, however, the question is whether it is worth paying any attention to idioms. Some would argue that nothing sounds worse than a language learner using an idiom inappropriately, either through a slightly incorrect use of the idiom (for example “head over feet in love”) or through using it in an inappropriate context (“snowed under with shopping”). Indeed, there seems little point in learning a range of idiomatic expressions and then waiting for a suitable opportunity to work them into the conversation. On the other hand, learners who have reached a reasonable level of proficiency in the foreign language often complain that there is nothing left to learn. All the major structures have been covered, they already have an extensive vocabulary and they can communicate in a variety of situations using a wide range of expressions, but they still want to study and they still want to improve.

Learning idioms would seem to be the answer. An appreciation of such expressions and a feeling for how and when they are used can certainly improve the learner’s ability to read in the target language and to understand colloquial conversation. If the study of idioms is undertaken with the aim of improving receptive skills first and foremost, this will help to avoid the kind of problems with inappropriate use outlined above. But how can the learner make sense of the plethora of idiomatic expressions that exist in everyday speech and writing? How can they even scratch the surface and approach this area of language in a systematic way?

One approach is to take certain basic key words in the target language and organize your notes selectively around them. For example, the English word *head* is the key word in a large number of idioms. The Macmillan English Dictionary for Advanced Learners lists (with definitions and notes on degree of formality) no fewer than 40 idioms in everyday use that contain this word. Other productive key words to look up in the dictionary for this purpose include colors, common animals, parts of the body, basic adjectives (e.g. long, fast) and natural phenomena (e.g. *wind, sun*). The advantages of using an up-to-date dictionary to refer to these terms as opposed to a practice book devoted to idioms is that there is often an attempt to be all-encompassing in such books with the result that expressions that are slightly obscure or old-fashioned are included.

Another approach is to compare idioms in the target language with idioms in the mother tongue. This can be both an interesting exercise in itself and a means of remembering idioms more effectively. To take the first example in this article, you can also be “up to your eyes in work”. In French and Italian one is *submerged* in it, in German *suffocated* in it, in Spanish either *inundated* in it or *up to one's eyes* in it and in Serbian you have it *over your head*. By the way, the expression *It's raining cats and dogs* is very old-fashioned. These days people are much more likely to say *It's pouring, it's tipping it down* or, most commonly, in British English at any rate, *it's p*sing down!*

Idioms are prevalent in both written and spoken discourse in a manner which can have a striking impact upon language learners' comprehension ability. Despite this, teaching idioms has not always been taken seriously in syllabus designing and lags behind other parts of language teaching practice. The traditional methods of teaching do not accommodate the needs of students, so that they often encounter many difficulties in construing these expressions. However, this very research aimed at comparing 2 methods in teaching idioms; Movie-based method and Descriptive method. To investigate the efficacy of teaching idioms by means of movies, two American movies were selected and 180 idioms were extracted to

be taught to both control and experimental groups. Then, among 121 candidates according to their scores on Preliminary English Test (PET) test, two groups of 30 male intermediate EFL learners were picked out to act as control, taught through descriptive method, and experimental group, taught through Movie-based method. The upshot of the study indicated that experimental group clearly outdid the control group in recall performance of taught idioms.

3.2 Effective methods of teaching idiomatic expressions comparing with native language.

Concluding part of the qualification paper includes process and result of investigations which were held in the form of seminar- training lesson.

Second year students of The Uzbek State World Languages University participated at the survey.

We arranged lessons devoted to teaching English idioms in comparison with Uzbek ones using method of discussion- lecture. Three different teaching methods were used at the investigating lessons.

The first method characterized by teaching English idiomatic expressions in comparison with Uzbek language giving definitions in native language.

Hole in the wall

-etiborga loyiq bo'lmagan ko'rinishga ega bo'lgan bino.

Movers and shakers

-muhim ahamiyatga ega bo'lgan shaxslar.

Face like thunder

-g'azabnok, juda jahldor inson.

Students had a chance to express their opinion in native language without hesitating and therefore, understood meaning of idiomatic expressions even better. Elimination of language barrier assisted in well improved discussion in the classroom and presented a chance of obtaining knowledge about idioms without misunderstandings.

But, above mentioned method have disadvantage as well. Letting students to communicate in their mother tongue limits opportunity of improvement of ESL learning students' speaking skills. Thereby, impacts in a negative way using learned idioms in sentences as English and Uzbek grammar varies from each other.

Second method of teaching idioms in comparison with Uzbek language was arranged with the help of illustrations.



Participating students were presented new idioms with appropriate pictures and examples in Uzbek language. At first, students were asked to predict the meaning of the idioms looking at the pictures. Then, they were given definition in English and usage example in Uzbek languages. Examples delivered in native language benefits understanding real meaning of idioms limiting complication.

Usage of funny and colorful pictures increases chance of memorizing idioms. Students learned new idioms with a great joy as the process of prediction was interesting and funny. The illustration method was used in association with the method of discussion-lecture.



Negative side of the method of teaching idioms with the help of illustration is that, the method causes mistaking several idioms with clause meaning. For example, idioms

Chicken

Chicken-livered

Lily-livered

Yellow-bellied

and scaredy-cat mean the same meaning. If we teach students attaching several appropriate idioms to one exact picture it will cause mistaking and overloading to memorize them. In addition, Uzbek examples of usage idioms in the sentences and contexts can bring misunderstanding because of different cultural heritages.

The third method of teaching idiomatic expressions was arranged involving appropriate Uzbek idioms.

Face like thunder - *Qovog'idan qor yog'moq.*

Scary cat - *Quyovon yurak.*

Black sheep - *Ola qarg'a.*

Students were handed in English idioms without definitions and examples. Then they were asked to predict the meaning. Then, Uzbek idioms regarded to idioms students had were delivered.

Method of teaching English idioms with the help of Uzbek idioms assists in understanding meaning and advances lesson as donates chance of learning new idioms in mother tongue. Students discuss idioms in English and make up sentences and situations regarded to exact idiom in English. Uzbek idioms serve only as a tool for understanding.

In my opinion, Method of teaching idioms comparing with idioms in native language causes difficulty only in finding appropriate option for chosen idiom. It is difficult to find totally synonym idioms as English and Uzbek cultures differ greatly.

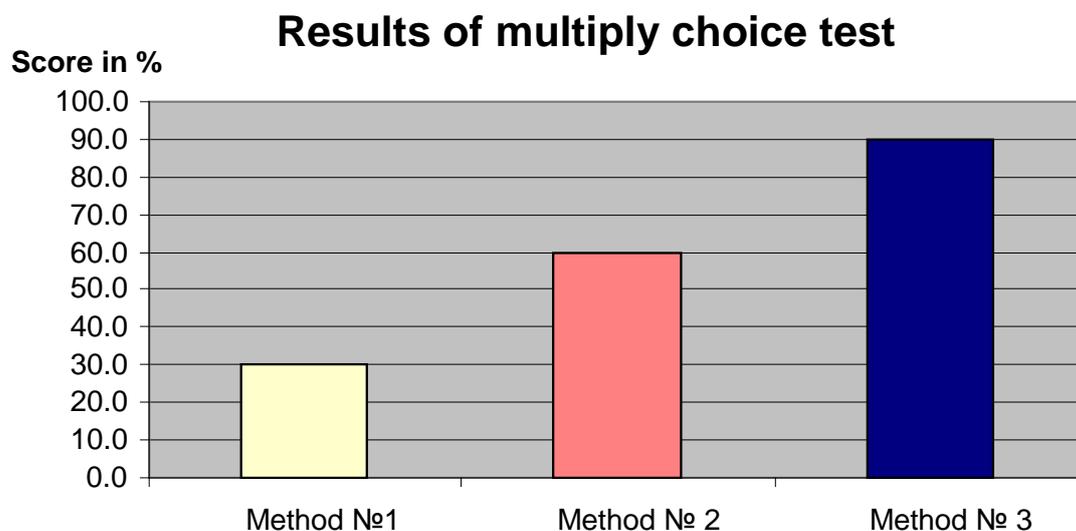
In the concluding day of investigating lessons gained knowledge of idioms were tasted. Quiz contained three tasks: Multiply choice tests; find appropriate definition to idiom task and competition between subgroups of the class in drawing pictures regarded to learned idioms.

After completing the quiz students were asked to write their own opinion about the investigating lesson and choose one teaching method out of three presented.

Result of investigation.

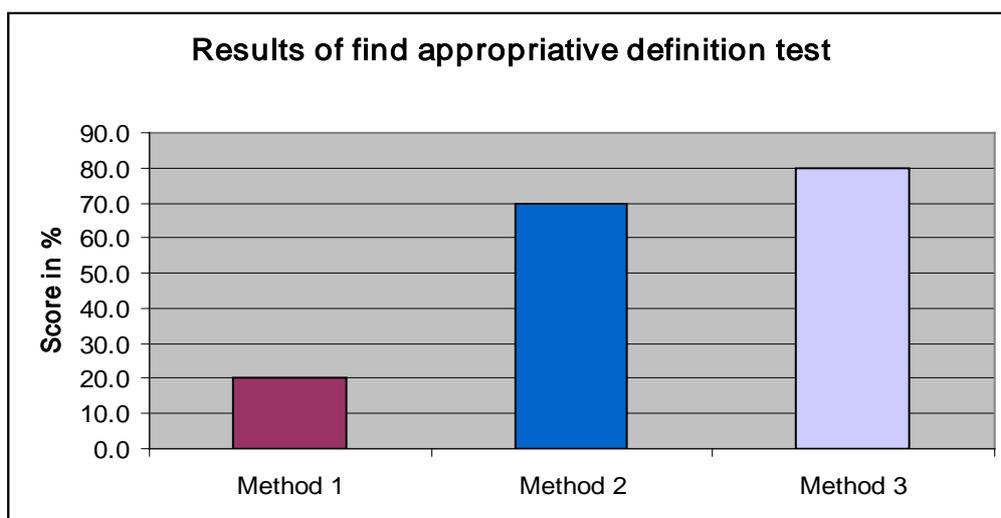
According to the results of quiz which were arranged in order to identify the most effective method of teaching idioms in comparison with native language,

the method of teaching idioms comparing with idioms in native language (here the third method) proved effectiveness gaining top percent of correct answers.

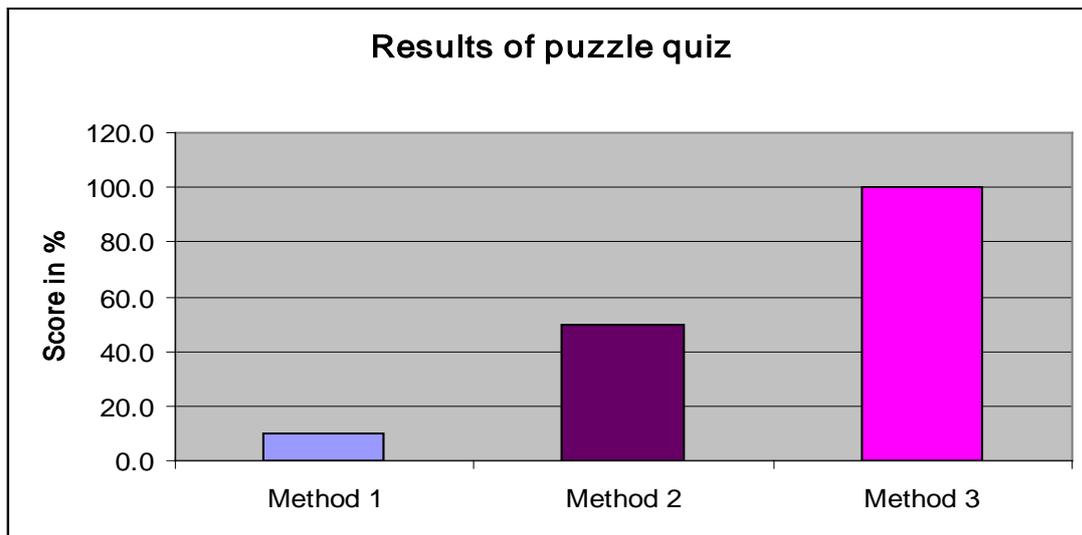


Graph

1. Results of multiply choice test



Graph 2. Results of find appropriate definition test



Graph 3. Results of puzzle quiz.

Three different methods were investigated and the most effective one was identified by the way of calculating the percentage of correct answers given by participants of the research.

99 percent of participant students gave their appreciation to above mentioned third method writing about interesting environment that create teaching process and easiness of understanding and memorizing meaning of the idioms.

Conclusion

Today, teaching methods of EFL to Uzbek students involve great attention as our aim is to bring up harmonious generation.

The Uzbek State World Languages University considered as one of appreciated institutes that teach students to world wide spoken English language. While teaching English our university involves the most effective methods and strategies.

It is the issue of great importance to learn cultural heritages of studied foreign language to master the language.

Nowadays, different methods are being used at universities and one of the most widely used one is the method of lecture. Lectures are used for introduction of new subjects, summarizing ideas, showing relationships between theory and practice, and reemphasizing main points.

Many methods are being identified to reach the effectiveness of teaching process. There are great attention is paid to various learning styles.

Learning styles have been studied for decades and there are several models that have been proposed by various researchers. While the finer distinctions are still debated, most authorities in the field generally agree upon four basic learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners. There is a great deal of overlap between the kinesthetic and tactile learning styles, and they will be treated together here.

Idiomatic expressions play great role in mastering the language. Thereby, new flexible methods are being used while arranging lessons.

It is important to use different methods in risk of misunderstanding while teaching complicated idiomatic expressions.

Interacting with students and asking different questions regarded to being learned idiom assists to teacher in teaching process thereby, eliminates misunderstanding of real meaning of idioms.

One way of increasing effectiveness of English idiom teaching process is to teach idioms and idiomatic expressions in comparison with native language. Teaching English idioms comparing to native ones benefits lesson making it interesting and easy to remember.

It is difficult for English native speakers to master English idioms, let alone EFL learners because the figurative meanings of English idioms cannot be predicted through an analysis of their individual word meanings. It is not surprising, “The trouble with foreigners in this country is that they take everything Americans say literally” .However, idioms are common in American daily life and provide a rich source of American culture.

Teaching idiomatic expressions to EFL learning students require a number of pedagogical investigations. Non native speakers face several difficulties while gaining knowledge of foreign language . There are some of main reasons of found difficulties.

Vocabulary drills, even when taught through interesting instruction, become boring for any student, especially those with limited expertise in language study. Integrating games or activities asking students to physically move help keep minds alert. A focus on fun, even when acquiring a brand new set of vocabulary, also helps reduce boredom.

Since it is vital for EFL learners to learn English idioms in order to master English, it is important for EFL teachers to design various activities for students to use with English idioms and subsequently acquire them efficiently. Moreover, students 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 idioms, students can be involved in the application of English idioms in four skills. Thus, it is effective to teach EFL learners English idiom when they are provided with various activities to practice and utilize English idioms in different contexts.

Generally, a literal knowledge of the vocabulary of an idiom provides little help in understanding its colloquial meaning. In some cases, knowing the origin of the phrase can help. In other cases, it's the context that provides the clue. A discussion of these wordplays will help English language learners experience less confusion when they hear or read them, and learn to use favorite ones appropriately.

Many teachers do not introduce idioms to students who are not at the advanced level. In some ways this seems like a good approach because idioms are complex and have different meanings than their words alone suggest. However, idioms do not have to be just for advanced students, you can introduce them earlier as long as you choose ones that are appropriate for your students. Obviously beginners may not have the vocabulary and comprehension skills to learn certain idioms however, intermediate students could definitely benefit from learning about this aspect of the English language.

Teachers use classic teaching methods and newly invented ones as well. Adoption of advanced technologies assists in improvement of English teaching process and enhances effectiveness of learning.

Nowadays, many investigations are being implemented in order to increase percent of English speaking people in our country.

Concluding part of the qualification paper includes process and result of investigations which were held in the form of seminar- training lesson.

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"I can't stop thinking outside the box."

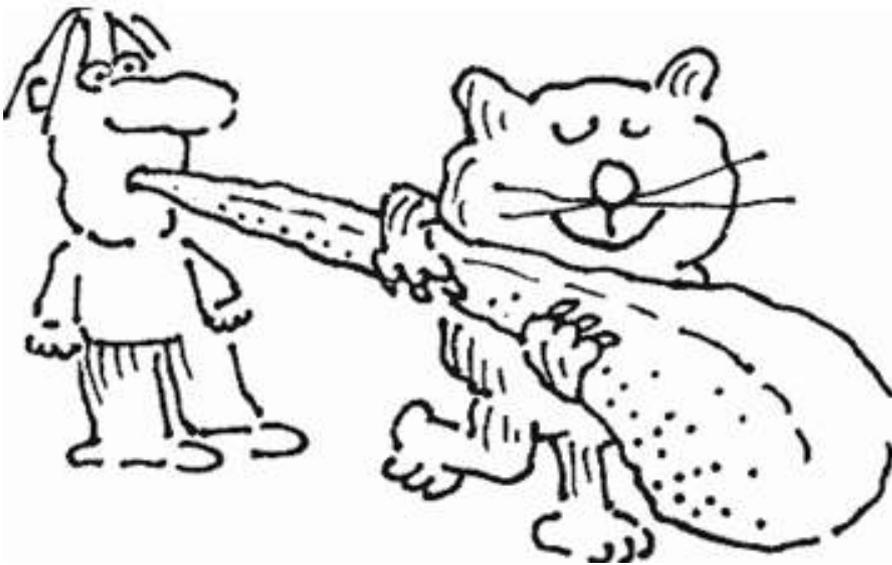
To get on a lamb



To get in one's throat



Cat get your tongue



To get in one`s hear



Horse of a different color

