



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**LEI STUDENTS' EXPERIENCES ABOUT THE USE OF IDIOMS  
WHEN INTERACTING WITH NATIVE AMERICAN SPEAKERS  
AT A SUMMER CAMP**

A thesis submitted to the Faculty of Languages for the degree of  
LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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PUEBLA, PUE.

April 2015



**LEI students' experiences about the use of idioms when interacting with  
Native American Speakers at a summer camp**

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April 2015

## **ABSTRACT**

This thesis reports on a qualitative study. This study was carried out at a Public Mexican University in a department for teaching languages. The primary aims of this study were to explore if LEI students know and understand English Idioms, to analyze the use of idioms in different situations in a summer camp and to explore LEI students' experiences, difficulties, problems and strategies they used to overcome those problems when interacting with Native American speakers.

Fifteen students were interviewed to collect the data. The interview included nine questions and was carried out in Spanish to obtain better results. The answers of each student were recorded and the extracts used were taken from the fifteen transcripts. The research findings revealed that students had an idea about the use of idioms in different conversations in their native language but they had problems to understand idioms in English. LEI students' knowledge of idioms in English was very poor; they were not sure about the real meaning of them because they did not many before being in the USA. Moreover, while encountering the meaning of idiomatic expression given in a context, the participants used a variety of strategies to have a good comprehension of Idioms. More results and implications are described within this thesis.

## DEDICACIONES

*El haber terminado esta tesis con mucho esfuerzo y dedicación, significa mucho para mí ya que quiere decir que con este último paso cierro una etapa increíble y maravillosa que fue la universidad, este logro va dedicado a:*

*Principalmente a Dios por haberme dado fuerza y el entendimiento de lograr esta etapa, por haberme dado a las personas que me apoyaron en cada momento, por nunca dejarme sola y siempre regalarme cada día.*

*A ti papá Moisés Peregrina Pérez por darme la oportunidad de estudiar y llegar hasta aquí. Gracias por tu sacrificio de vivir solo en otro país, en una cultura e idioma diferente, teniendo diferentes trabajos durante muchísimos años con tal de que a tu familia jamás le faltara nada. Gracias por brindarme tu confianza, tu dedicación y tu apoyo para poder conocer nuevos lugares y vivir increíbles experiencias. Gracias papá por tu ayuda y cariño, por tener fe en mí, te amo.*

*A mi mamá Angelina Cruz Bañuelos, la persona más importante en mi vida, el pilar de casa. Te agradezco el apoyo y la confianza que me has brindado, jamás lo hubiera logrado sin ti. Gracias por cada consejo y por estar siempre conmigo. Te amo mami, gracias por nunca dejarme sola y siempre darme ánimo. Tú sabes que por más lejos que este de ti viviendo nuevas experiencias siempre serás mi mayor motivo en la vida.*

*A mis hermanos Rosio y Edgar Peregrina, ustedes son parte de este logro, son los mejores hermanos que me pudieron tocar. Gracias por todo, por quererme a su manera y por siempre apoyarme. Los amo.*

*A mis amigos, que con su compañía y sus consejos hicieron que los años de universidad fueran los mejores. Gracias por convivir conmigo y brindarme cada día su amistad. Gracias*

*por vivir muchísimas locuras juntos, por nunca dejarme sola acompañándome y preocupándose por mí al saber que vivía lejos de casa para poder estudiar esta carrera. Dicen que los amigos de la universidad son los que duran para toda la vida y confiare que así sea. Los quiero.*

*A mi directora de Tesis Gicela Cuatlapantzi Pichón. Gracias por apoyarme en este último paso, por brindarme su tiempo y su amistad, por compartir sus conocimientos conmigo y siempre estar al pendiente. Muchísimas gracias por su apoyo, es la mejor directora de Tesis.*

*Con todo mi cariño,*

*JESSY*

## ACKNOWLEDGEMENTS

No thesis is solely the work of one person. I must express my gratitude to the people who have assisted me:

Foremost, I would like to express my sincere gratitude to my director Mtra. Gicela Cuatlapantzi Pichón for the continuous support of my research, for his patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my thesis.

Also I would like to thank the readers Mtro Leonel Ojeda Ruiz and Mtro. José Cesar Aquino Garcia for their time and work in my thesis project.

I want to thank the students who participated as subjects because without their answers this thesis would not have been possible.

Thanks to all for your time, we did it!

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# **LEI students' experiences about the use of idioms when interacting with Native American speakers at a summer camp**

## **CHAPTER I: Introduction**

### **1.1 Introduction to the problem**

An experience in the United States in a summer camp is an incredible and great opportunity for students who are studying a major in English language teaching (LEI) because they can interact with American native speakers and practice the second language. However, it seems they have some problems while interacting with people since they find differences between their country and the American, but the most important impact with this cultural exchange is the language. Students are learning Academic English at a university, with Mexican teachers and Mexican classmates. Spanish is the native language and English is the language being learned; therefore, when they are in the USA in a summer camp with people from America they have a big contrast between formal English and colloquial English.

American speakers use a social language all the time such as collocations, phrasal verbs, contractions, idioms, sayings, bad words, among others and the students find several problems to understand them because they are not acquainted with social English. Every day native speakers use different idioms for having a good and friendly interaction with

other people. However, for English learners it is very difficult to comprehend them. They are part of a culture of America and useful in the conversations. “Idioms are those forms of expression, of grammatical construction, or of phrasing, which are peculiar to a language, and approved by its usage, although the meanings they convey are often different from their grammatical or logical signification.” Fernando (1996, cited Smith 1925: 167).

An idiom is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, they do not mean exactly what the words say. They have, however, hidden meaning. One area of the English language that can be especially difficult for non-native speakers is the use of idioms. These expressions are a group of words that have a figurative meaning that is separate from the literal meaning. For example, take the phrase, "It is raining cats and dogs." When somebody says this they do not mean cats and dogs are falling from the sky! What they are actually saying is, "It is raining heavily." So, to have a good interaction with people from America, students have to learn a colloquial language to have a good conversation.

## **1.2 Rationale**

I decided to carry out this study because I had an experience working in a summer camp in the United States as part of the kitchen staff. This camp was for special needs kids. It was a good experience, but for me it was very difficult to communicate with American people because of many reasons such as the accent, pronunciation and the most interesting, idioms. Some LEI students have had the opportunity to travel to the United States to work in a summer camp. They have interacted with native speakers and they found several problems

to have a good communication; it is very difficult to understand the different idioms during a conversation, but they found several solutions to improve their English during a summer camp.

In this research what I wanted to know were the difficulties, problems and solutions that LEI students had to understand the use of idioms when they interacted with American native speakers during a summer camp. I wanted to investigate the different students' experiences about it.

### **1.3 Location of the research**

This study was done in a Mexican public university in central Mexico. That university has a specific undergraduate program in English language teaching. Furthermore, some students go to USA each summer to practice the second language, earn money, make friends and learn another culture. I chose this setting because in this university there are many students that had experiences interacting with American native speakers in United States working in a summer camp. Also, I had easy access to the school and, of course, easy access to students. Therefore I could explore the students' experiences about understanding idioms in a conversation with native speakers.

### **1.4 Purpose of the study**

The priority of this research was to investigate the use of idioms in a social context with Native American speakers in a summer camp, the research project aims to investigate problems, experience, solutions and difficulties encountered by LEI students and strategies used to overcome these problems and difficulties.

## Research aims

The principal aims of this study were:

- a) To explore if LEI students know and understand English Idioms.
- b) To analyze the use of idioms in different situations in a summer camp.
- c) To explore LEI students' experiences, difficulties, problems and strategies they used to overcome those problems when interacting with Native American speakers.

## **1.5 Research questions**

This paper seeks to answer the following research questions:

RQ1: Were LEI students acquainted with English and/or Spanish Idioms?

RQ2: What were the most common idioms that Native American speakers used in a summer camp?

RQ3: How did LEI students recognize the idioms in a conversation with Native American speakers in a summer camp?

RQ4: Why do LEI students need to learn idioms to have a good interaction with Native American speakers?

## **1.6 Significance of the study**

This study is important since it adds to our understanding of idioms in a social context with Native American speakers. LEI students have to know the importance of idioms to increase their future students' fluency of English through the mastery of common American idioms and to provide students with opportunities to hear, read, and produce idioms in interesting and engaging ways. This study is also significant since idioms are contextualized in narratives, interviews, news reports, radio programs, and conversations for both reading and listening; therefore, it can help Mexican students to become aware of the importance of idioms to communicate with native speakers.

## **1.7 The context of research**

Different areas were considered in my study that helped me to have a clear understanding of the topic. I included the following areas of research: summer camp meaning, culture, idioms, interaction with American native speakers and non-native speakers. Also, I made clear the difference between academic English and informal English.

## **1.8 Chapter conclusion**

In this chapter I provided background information and the rationale for my research. I presented my purpose, research aims and research questions to show the issue that I investigated and the need of the research. Also, I gave information about the place where the research was done.

Briefly, I will mention what will be found in the following chapters. Firstly, Chapter II contains the literature review and theoretical framework relevant to my topic. Secondly, Chapter III includes the methodology where I provided a description of how I went about collecting the necessary data to answer my research questions and fulfill my purpose and objectives. In Chapter IV you will see the data and findings. In this chapter, I described and explained the data in order to clarify the results and provide the answers to my research questions. Finally, Chapter V contains the significance of the research, the general conclusions and suggestions for future research.

## **CHAPTER II: Literature review**

### **2.1 Summer Camp**

Summer Camps in the USA are hugely popular and a classic representation of American culture. For over 100 years, American families have been sending their children, ages 6-17, to over 12,000 summer camps spread all throughout the United States. Today, children from all corners of the globe travel to the US for camp and camp is now a truly international environment. The American Camp Association (ACA) estimates that 11 million children and adults attend summer camp every summer (Camp America, n. d.).

Every summer, children look forward to spending anywhere between 1-9 weeks at camp and, for many, this is their time to break loose from everyday life, try new activities and really enjoy themselves. The very best friendships are built on camp and the kids rely on Counsellors and Support Staff to make sure they have the best possible summer. International students are often the most popular on camp because they bring weird and wonderful accents and a whole host of cultural differences that American children absolutely love (Camp America, n. d.).

Life at camp is intense and it is hard, tiring work but the reward factor is unrivalled. There is a camp type for every single child, no matter what their abilities or background. The diversity of camps in the USA provides staff and campers with an opportunity to experience something slightly different to their own background. Regardless of camp type, all camps share the same common goal to provide a safe, fun and rewarding experience for every camper.



### **2.1.1 Types of camps**

Every camp in America is unique and varies depending on location, environment, activities, facilities and campers. Summer camps are divided in the following categories according to one of the agencies in Mexico (Camp Leaders, n.d.):

#### **Agency Camp**

This type of camp is run by an agency such as the Young Men's Christian Association (YMCA), 4-H clubs, Campfire Boys & Girls, among others. These camps follow the traditions of the agency with which they are affiliated and are operated by a board of directors rather than an individual owner. A variety of sports, arts, waterfront and outdoor living activities are offered to suit camper interests. Campers come from various socio-economic backgrounds.

#### **Day Camp**

This type of camp operates for daytime sessions only. Children arrive early in the morning and participate in a full day of activities before returning home to their families at the end of the day. Counselors lead the campers through a variety of activities each day. Counselors live either in on-site accommodation (dorm rooms, camp staff house) or with host families and have most evenings and some weekends free, once the children have gone home. Day camps are often located closer to towns/cities than residential camps and campers may come from a variety of socio-economic backgrounds. Most day camps are co-ed. (counselors working at day camps must complete an 11-week contract as opposed to a 9-week contract for residential camps).

## Faith Based Camp

This type of camp offers campers an opportunity to attend traditional summer camp while celebrating their religious beliefs at the same time. The level of religious awareness as well as the level of religious involvement required from camp staff varies depending on the camp. Some camps focus more heavily on religion and religious studies, while others incorporate religious and moral beliefs into daily camp activities in a more subtle manner. Most religious camps in America are Christian or Jewish faith based (though camps based on other faiths exist as well). The campers at religious camps come from various socio-economic classes.

## Family Camp

This type of camp is host to entire families during the summer. Some families have attended a particular family camp for generations. Counselors at family camps are often asked to teach or assist in activities with groups of adults or children, or both. Staff sleep in separate accommodations apart from the families. During mealtimes entire families will dine together. Many families that attend family camp come from middle to upper-socio-economic backgrounds.

## Girl Scout Camp

This type of camp is operated by the Girls Scout of America, an organization, which operates year-round clubs to promote the growth of young women in society through activities, challenges and educational experiences. Girl Scout camps have female campers only and most have female-only staff, though a few may have some males on staff. The camp facilities are often rustic, using platform tents and camping (tents) for

accommodation. The main activity focuses are arts and crafts, outdoor adventure/cooking, waterfront activities and ropes courses. Campers come from a wide range of socio-economic backgrounds.

#### Private/Independent Camp

This type of camp is a privately owned and operated business. Many private camps are all-boys or all-girls camps, though there are also many co-ed private camps. Many families have been sending their children to the same private camp for generations, so traditions are strongly rooted in the camper and camp staff community. These camps offer a variety of activities including sports, arts, waterfront and horseback riding. Some may also focus on athletic competitions against other camps. The majority of campers at private camps come from higher socio-economic backgrounds and pay a larger tuition to attend camp.

#### Special Needs Camp

This type of camp services people with various types of Special Needs including (but not limited to): Mental and/or Physical Disabilities, Blindness, Deafness, and Learning Disabilities. Campers may range in age from young children to adults or elderly campers and the camps themselves may accommodate children only, children and adults, or adults only. Funding is often through grants and donations and the camps are run by organizations or foundations, which operate year-round services for persons with special needs. Extensive training is provided for all staff. Facilities are usually highly specialized to accommodate to the needs of the campers. Many counselors will work with campers on 1:1 or 1:2 person ratios. Most Special Needs camps do not require counselors to have previous experience.

## Underprivileged Camp

This type of camp services children from lower socio-economic backgrounds. Many campers may be attending camp on a scholarship, if their families cannot afford the camp tuition. Underprivileged camps are usually run by an organization or foundation, which relies on charitable donations and grants to operate camp. Most underprivileged camps offer general camp activities such as water and land based sports and arts and crafts and have basic facilities. Campers mainly come from regional inner cities.

### **2.1.2 Exchange programs: Jobs**

Exchange programs are a nonprofit organization devoted to promoting cross-cultural awareness through work and volunteer exchange programs. For more than 40 years, exchange programs have been connecting young people from all over the world with life-changing international cultural exchange opportunities. In turn, they provide a unique answer for summer camps in need of staff, volunteers, camp counselors and support staff. They also provide opportunities for international students to work in the USA in short-term, seasonal positions. These programs help students, in this case LEI students, to improve their English and live a great experience in the USA with different people from different countries (Interexchange, n.d.).

The employment in a camp is called Summer Camp Staff. The adult supervisors are referred to as 'counselors' and are assigned to small groups of campers, called "bunks", "cabins" or "units". Counselors often share living accommodations with their campers or other counselors. Camps also recruit support staff to work in areas such as the camp office or the kitchen and these roles are just as important to a thriving camp environment. Camps

hire staff from all over the USA as well as international counselors, who can provide a first-hand cultural experience for the campers and add value to any camp program.

### **2.1.3 Counselor**

Counselors care for a group of campers 24 hours a day; they are invaluable staff members who spend their whole day with one group of campers. They are role models who assist and motivate campers whether they are trying to learn a new skill or they have concerns about an issue or idea. Throughout the day, general counselors monitor and participate in the group's activities and do everything to make each of their campers' summer the most memorable. They must be fun-loving, patient and genuinely concerned for the welfare and development of young people. A strong counselor speaks fluent English, is mature and flexible (Camp Leaders, n.d.).

### **2.1.4 Support staff**

Support staff work in utility positions such as kitchen, housekeeping, laundry, maintenance and office. These positions are vital to the smooth operation of camp. Participants can expect to work 12 to 14 hours a day in very strenuous jobs. Because these positions require physical labor, support staff receive slightly higher stipends than counselors. Good support staff are reliable, hard-working, flexible and able to work well both independently and in a group. Support Staff members enjoy all the wonderful benefits of working at a summer camp (such as free meals and accommodation) without living or working directly with the campers. The backbone of camp, Support Staff help to keep camp operations running smoothly and efficiently. Their job at camp can range from preparing meals and cleaning the kitchen, to doing office work, maintenance, and grounds work (Camp Leaders, n.d.).

## **2.2 Interaction**

Interaction is the key to second language learning. The interactionist view of language learning is that language acquisition is the result of an interaction between the learner's mental abilities and the linguistic environment. The studies of foreigner talk and teacher talk have been conducted in place with the role of input and interaction in both the natural and classroom settings.

Second language learners need comprehensible input, need to be in situations that provide maximum personal involvement in the communication and need opportunities to use the target language in social interactions. The learning of a language centers on the use of the language for communicative purposes. So interaction is a mutual activity which requires at least the involvement of two persons and which causes mutual effect. Ellis (1999, p.1) defines interaction as “the social behavior that occurs when one person communicates with another”. Interaction is an activity of being with and talking to other people, and the way that people react to each other, it means the act of some things acting upon one another or a conversation or exchange between people.

Ellis (1999) also sees interaction as “the primary purpose for our species-specific language capacity”. This author wanted to show that interaction is a natural way of human beings to have a relationship with each other. In this paper the interaction was between Mexican speakers and American native speakers.

### **2.2.1 Interaction with American people**

Interacting with Americans is important because they help Mexican students learn more about the culture and improve their language skills. When interacting with people from other countries, it is necessary to have, at least, a general idea about their culture. In this case, Americans are very independent and self-reliant. They highly admire these two qualities and always try to prove themselves to others by being independent and self-reliant. By age 21, they are considered adults and are treated as such. In general, men and women are considered equals and have the same opportunities in terms of education and jobs (Understanding American Culture, n.d.).

Americans stress individualism over the group concept. In other words, while they might be perfectly friendly to each other, they will be very competitive and do what is best for them as individuals (Understanding American Culture, n.d.). In terms of status, Americans value achievements over social economic status. Also, they tend to be more informal in how they relate to each other and in the way they dress, with the exception of formal occasions. Although they are very friendly and extremely honest about their opinions, they usually do not regard casual acquaintances as friends.

Some typical activities that form part of the social life of Americans include, barbequing, drinking, watching or playing sports, bowling, camping, and visiting amusement and theme parks.

### **2.2.2 American Culture**

Having a thorough knowledge of American knowledge can have many benefits. One benefit is that it will help Mexican students make cultural shock more manageable during their stay in the USA, if they become familiar with the culture; they find it easier to interact with Americans and understand their culture. Students feel more at ease because they put things into context.

The ability to travel to the USA to work and gain experience as well as be immersed in the culture of the country or a particular region or city is a dream for many youth across the world. American culture is a very important point to understand the concept of idioms. Some linguists and sociologists speculate that these inventions of language are a culture's way to differentiate itself a code which outsiders cannot decipher. As such, idioms are often the most difficult aspect of a foreign language to both learn and comprehend.

According to Leazar (1995) the definition includes some notion of shared values, beliefs, expectations, customs, jargon, and rituals. American culture encompasses the customs and traditions of the United States, including language, religion, food and the arts. Nearly every region of the world has influenced American culture, as it is a country of immigrants, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians. The United States is sometimes described as a "melting pot" in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world.



As the third largest country in the world with a population of more than 315 million, the United States is the most culturally diverse country in the world. The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs.

### **2.2.3 Academic English**

Academic English is the genre of English used in the world of research, study, teaching and universities. It is used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings.

“Academic language is functional for getting things done at school, varying as it is used in different subjects areas and for different purposes, but requiring that students use language in new ways to learn and to display knowledge about what they have learned in ways that will be valued” (Schleppegrell, 2012, p. 410).

A common characteristic of students for whom English is a second language (ESL) is that they use their English only when in class. Although English does not have a strong set of rules for formal language, speakers need to be careful how they speak in different situations. Formal language is often used in official public notices, business situations, and polite conversations with strangers. Formal language has stricter grammar rules and often uses more difficult vocabulary.

#### **2.2.4 Informal English**

Informal English allows contractions and lax use of grammar and pronunciation, corresponding to how the language is usually spoken. It is mainly used between people who know each other well, or in relaxed and unofficial contexts.

Students also need informal English because they want to be able to understand and communicate with English speakers in everyday situations. Informal language has less strict grammar rules and often has shortened sentences. It is more commonly used in situations that are more relaxed and involve people we know well. Mexican students learn English in a formal way. At school, teachers teach Academic English, but when students have the opportunity to go to a cultural exchange in the USA, in this case when they are in a summer camp, they find a big problem: they cannot understand American people very well because the pronunciation and the grammar is different. American people speak with colloquial phrases, bad words, contractions and it is really difficult to understand them in their context. It is really similar when Mexican students speak Spanish; they have to identify when they have to use formal or informal language since it depends on the situations and the people they are addressing to.

#### **2.2.5 English as a second language and English as a foreign language**

Ringbom (1980) states the following:

A second language acquisition situation the language is spoken in the immediate environment of the learner, who has good opportunities to use the language by participating in natural communication situations. In a foreign language situation the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. The learner has little or no opportunity to use language in natural communication situation (p. 38).

Students can learn another language in two different environments. In a second language situation, the language learner is exposed to the target language outside of the classroom in a variety of settings; for example, students who go to United States to learn English are learning in a second language environment. On the other hand, being in a foreign language environment means that the learner will rarely, if ever, have opportunity for exposure to the target language outside of the classroom; for example, a student who is studying German while living in Spain would be studying in a foreign language environment.

### **2.3 Idioms / Idiomatic expressions**

Language as a system of communication has literal and figurative meanings. While the literal meaning is the direct reference of words or sentences to objects, the figurative sense is used for giving an imaginative description or a special effect. Such a meaning characterizes notions like metaphors, similes, proverbs and idioms.

Idioms exist in every language. Idioms are words, phrases or expressions which are commonly used in everyday conversation and are not taken literally. They carry a metaphorical sense that makes their comprehension difficult, since their meaning cannot be deduced from the meaning of their constituent parts. The frequent, spontaneous and appropriate use of idioms is usually a mark of good English, and an indicator of native or near native mastery of the language. Although the idiomatic expressions are not always grammatical, they are established, accepted and used by native speakers of the language with a fixed structure and meaning. For instance, “bought the farm” has nothing to do with purchasing real estate, but refers to dying. The common phrase “kick the bucket” has nothing to do with either kicking or buckets, but means simply, “to die.”

Moon (2006) defined idiom as a fixed sequence of words which has a meaning beyond that of the constituent parts. In addition, Marlies (1995) defines an idiom “as an expression whose overall figurative meaning cannot be derived from the meaning of its parts” (p. 283). An idiom is a figurative expression that usually can be interpreted literally but that takes a nonliteral meaning when used in a specific context (Cain, Oakhill & Lemmon, 2005, p. 66).

Moon (1998) claims that “Idioms is an ambiguous term, used in conflicting ways. In lay or general use, idiom is a particular manner of expressing something in language, music, art, and so on, which characterizes a person or group.” (p.3)

Taking all these into account, the present paper aims at highlighting some aspects regarding grammatical features implied in the structure of idioms, as well as some connections between idioms and other forms of figurative language.

### **2.3.1 Idiomaticity**

Idiomaticity is the core of the notion of idioms. Mainly, the question in idiomaticity is to analyze how idiomatic idioms are, it means how unpredictable the meaning of an idiom is from its literal counterparts. Some idioms are wholly idiomatic and the words constituting the idiom seem to have no sensible meaning of their own as a unit without the idiomatic meaning. Some idioms have both literal and idiomatic meanings (metaphorical or arbitrarily different meanings), which are used alongside; some idioms are only partially idiomatic, it means one word of it can be taken literally and the rest of them idiomatically (semi-idioms). Moon (1998) states that “Idiomaticity is a universal linguistic phenomenon in natural languages, although the distinction between morphemes, words, and groups may be qualitatively different in non-Indo-European languages” (p.6)

### **2.3.2 Classification of Idioms/Idiomatic expressions**

Idioms can be a single word, a phrase or clause, or they can be a complete sentence or expression. People often explain their use as figures of speech. Many are indeed figurative, sometimes simply visually exaggerated. For example, it must be raining very heavily in order to describe it as "raining cats and dogs." Idioms can be metaphorical, opaque or transparent, simile, phrasal verbs, aphorisms and are often colloquial or cultural.

These phrases or sentences are peculiar, enigmatic expressions of a given language. At face value, based solely on the literal definitions of the expression's words, idioms often make no sense. Usually, the expressions have a hidden cultural context, such that only a native of the language and of the culture from which the phrase arose can understand its meaning. They are a significant field of study for theoretical linguists and educators of foreign languages.

Many idioms are metaphorical. Several adages are derived, for example, from the metaphor of time as a currency. Some of the metaphors are obscure analogies, but others may be broadly universal. "Spending time" with children is a phrase that can probably be understood in any language translation.

The most common type of idiom are polysemy. They are words often verbs and phrases with multiple, somewhat related meanings. An example is the verb "run;" to "run with a smart idea" or "run a computer program" are related to, but quite different from running a foot race.

According to Badger (2014) idioms are divided in:

### Simile Idioms

Many idiomatic expressions get their meaning by comparing one object or action to another using the words "like" or "as." Over time, certain similes become standard methods for illustrating certain ideas. For example, when you use the expression "like two peas in a pod" you are describing how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

### Phrasal Verbs

Some idiomatic expressions function as verbs. Phrasal verbs usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, people use the phrasal verb "to get away with" to mean "avoid punishment" as in the sentence, "She will get away with stealing that car." Because phrasal verbs are so widely used and seamlessly integrated into standard sentences, many people do not recognize them as idioms.

### Aphorisms

Linguists call idiomatic expressions intended to convey wisdom or morals, aphorisms. Also colloquially called "sayings," aphorisms may develop organically overtime, but are often coined in widely read books, famous speeches or other texts. Some have roots in sacred scriptures and survive translations and cultural diffusion because of their ability to capture

profound philosophical truths in short, easy-to-remember sentences. Some often-quoted aphorisms include, "He who hesitates is lost" and "The best things in life are free." It is important to note that while aphorisms often spread and become common idiomatic expressions, some authors write aphorisms that never enter popular usage.

### Cultural and Historical Idioms

Landmark events and important historical figures often make their way into idiomatic expressions particular to certain cultures. In the United States, for example, to give your "John Hancock" means to provide your signature. This expression references one of the signers of the Declaration of Independence, John Hancock, whose signature is one of the largest and most distinct on the document. You might also hear a particularly upright, virtuous person referred to as an "honest Abe." This idiom alludes to the fabled honesty of Abraham Lincoln, the 16th president of the United States.

### Metaphorical Idioms

Like similes, metaphorical idioms compare two situations, objects or actions. However, idioms based on metaphors do not use the words "like" or "as" to connect the two ideas. For example, when you call a method of coercion a "carrot and stick method," you compare the situation at hand to the practice of luring stubborn horse or mule by dangling a carrot in front of him and prodding with a stick behind. Remember that while many idiomatic expressions rely on metaphors, not all metaphors enter common usage as idiomatic expressions.

Transparent and Opaque Idioms (Smith & Zygouris-Coe, 2009)

Idioms can be transparent and opaque in nature and knowing which are which is beneficial for both teaching and learning. Transparent idioms are those idioms that can be more easily derived. Opaque idioms are slightly more involved and may have specific meaning that cannot easily be discerned. Opaque idioms may need more direct explanation and the use of other descriptions to help students understand the figurative meaning.

Examples of Transparent Idioms – “lend me hand”, “hit the nail on the head”

Examples of Opaque Idioms – “he’s pulling your leg”, “green thumb”

### **2.3.3 American English idioms**

One of the keys to speak like a native is the ability to use and understand casual expressions, or idioms. American idioms are especially difficult because many of the more common idioms literally say one thing and mean another.

There are very different idioms in each state of United States, because each state has its traditions and its culture and the people use idioms according to their background. Leazar states that “English speakers, accents and vocabularies differ by region of the country” (1995, p. 3).

Brenner states that “American English is a rich and ever-changing tapestry. And like most languages, much of its vivid color, texture, and flexibility comes from the rich storehouse of idioms. American English, like most languages, is filled with idioms and idiomatic expressions. There are over 10,000 idioms in America English, and some of them have been in use for more than 2,000 years, while others are brand new. Idioms are what give



language much of its fluid nature: New expressions appear and go out of fashion, street slang becomes popularized by music or film and gains more formal status, new technology brings a wave of fresh jargon, older expressions evolve to new meaning or usage.” (2003, p.2)

Idioms are a major component of America speech patterns and are abundant in everyday chat as well as formal conversation and all forms of writing. There are idioms for nearly every occasion, life situation, and human activity and emotion- birth, death, work, play, success, failure, love, time, money, and so on. In fact, some conversations consist entirely of idioms.

Idioms and expressive language thrive in part because American society is a mobile society. Wherever people move, they bring along their regional and colloquial expressions. Widespread access to mass media, television, radio, film, and more recently the internet all provide a swift avenue for new jargon and slang that is on the street one day and on everyone’s lips the next. America’s relatively open society and lax social controls on language help keep idiomatic speech alive and open to experimentation, while America’s admiration for individuality and industriousness provides the perfect environment for new and creative language to flourish.

## **CHAPTER III: Methodology**

### **3.1 Chapter Introduction**

This research was about LEI students' experiences about the use of idioms when interacting with Native American speakers in a summer camp. Therefore, to collect the data it was necessary to design an interview to explore the experiences, difficulties, problems and strategies that Mexican students had with the use of idioms to communicate in the USA.

### **3.2 Setting**

My research was done at a Mexican Public University in central Mexico. That university has one specific language department. In this department there are two undergraduate programs for students: English language teaching (LEI) and French language teaching (LEF). However, LEI students have had an experience in the United States working in a summer camp.

### **3.3 Participants/Subjects**

The participants were native speakers of Mexican Spanish, they were studying English Language Teaching and have worked in a summer camp; therefore, they have had an interaction with American native speakers; I did this research about the experiences of these students. They answered the interview according to their experience with idioms to analyze this research.

### **3.4 Research Methodology**

This study is a qualitative research because it is based on the experiences of LEI students when they were in contact with native speakers using idioms. Qualitative research is a generic term to investigate methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct quotations. This differs from quantitative research which attempts to gather data by objective methods to provide information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation (Smith, 1983). In qualitative research, the researcher is the instrument or the tool to design, collect and analyze research.

This research is considered a Case study because this involves analysis of real world problems of which one has experience or is able to observe. Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Moreover, a case study method often involves simply observing what happens to, or

reconstructing ‘the case history’ of a single participant or group of individuals, in this case the experiences of LEI students.

### **3.5 Instrument**

Interviews are particularly useful to get the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, to further investigate their responses (McNamara, 1999). It is a flexible tool for data collection to discuss their interpretations of the world in which they live, and to express how regard situations from their own point of view.

This interview was adapted and created according to my aims and the research questions, the data was collected through an interview that was composed by eight questions, seven of the eight are open- questions and the last one is a reflective question (see Appendix A). The purpose of the instrument was to obtain students’ experiences in a summer camp and their knowledge about idioms (difficulties, problems, solutions, etc.). Fifteen students (eight girls and seven boys) between 21 and 25 years old were interviewed. Also, it was in Spanish because the students had more confidence and they could express better their experiences and their ideas. The results of each student were recorded with a recorder and the answers of them were anonymous, just with the purpose of analyzing this research.

#### **3.5.1 Piloting phase**

During the piloting I found some errors in my instrument and it did not give me good results for my study. So, I did some modifications to my interview. For instance, my

questions were in English but the students were confused and they could not express their experiences very well; another example is that my questions were in disorder and this problem confused students. Finally, after the modifications the participants could express their opinions, problems, solutions, and strategies in their interaction.

### **3.6 Chapter Conclusion**

In this chapter I presented the methodology of my study that was to describe the setting and participants. Design, explain and describe the instrument that in this case was an interview and I explained the modifications that my instrument needed to have better results.

## **CHAPTER IV: Data analysis**

### **4.1 Introduction**

In this chapter, I show the results obtained from the interview designed by myself about LEI students' experiences with idioms during an interaction with Native American speakers in a summer camp. The extracts used are taken from the fifteen transcripts. In addition, in order to relate the data analysis to the purpose of this study, the aims and research questions are also provided.

### **4.2 Aims and Research Questions**

To analyze this study I used the following aims:

- a) To explore if LEI students know and understand English Idioms.
- b) To analyze the use of idioms in different situations in a summer camp.
- c) To explore LEI students' experiences, difficulties, problems and strategies they used to overcome those problems when interacting with Native American speakers.

The guide of this study were the following research questions which are provided below:

RQ1: Were LEI students acquainted with English and/or Spanish Idioms?

RQ2: What were the most common idioms that Native American speakers used in a summer camp?

RQ3: How did LEI students recognize the idioms in a conversation with Native American speakers in a summer camp?

RQ4: Why do LEI students need to learn idioms to have a good interaction with Native American speakers?

### **4.3 The interaction between American native speakers and LEI students during a summer camp.**

The interaction between Native American speakers and LEI students was one of the most important points to analyze in this study. As I mentioned in chapter two, according to Ellis (1999, p.1) “the social behavior occurs when one person communicates with another”. Interaction is an activity of being with and talking to other people, and the way that people react to each other. It happened with my participants and they learned about culture, food, life in a summer camp, among others. However, the participants were in different types of summer camps but all of them had a good interaction in their experience. According to the first question of the interview: how was your interaction with American native speakers in a summer camp?, the participants said that it was good, all of them had an incredible experience during an interaction with American people, they said that they learned several things about English language and I present this learning about idioms in the following points.

### **4.4 LEI students’ knowledge about American Idioms**

As I mentioned in chapter two, an idiom is a word or phrase that is not taken literally and it is commonly used in everyday conversation. The participants (P) used different idioms during a conversation with American speakers. To answer my first research question I used some questions of my instrument. They were the following:

What is an idiom for you? The students answer that they had knowledge about different idioms in Spanish and English, they had the same idea about the meaning of an idiom; for instance, P14 said:

*Para mí son conjuntos de palabras, los cuales al unirse tienen un significado diferente al que tendría si se traducen literalmente, y que cada país o cultura tiene.*

*For me they are sets of words; if you translate them literally they have a different meaning, each country or culture has its own.*

All participants mentioned similar definitions.

I also, I used another question of my interview: Do you have knowledge about idioms in Spanish or English? All of them said they had knowledge about idioms and gave some examples in Spanish and English (Table 4.1). They are the following:

<b>Examples of Spanish Idioms</b>	<b>Examples of English Idioms</b>
<p>“Calmantes montes” (P1)  “Ya me cayó el 20” (P2)  “Al que bien obra bien le va” (P3)  “El que salga más temprano más pronto llegara” (P3)  “Ahogarse en un vaso de agua” (P4)  “Qué onda” (P5)  “Ni sus luces” (P5)  “Te pusieron los cuernos” (P5)  “No manches” (P5)  “No manches” (P6)  “Hay que agarrar el toro por los cuernos” (P7)  “Esta chido” (P7)  “Este arroz ya se cosió” (P7)  “Vámonos de jarra” (P8)  “Un abrir y cerrar de ojos” (P9)  “Güey” (P10)  “Lloviendo sobre mojado” (P11)</p>	<p>“Piece of cake” (P1)  “You are a couch potato” (P2)  “You are pulling my leg” (P2)  “Give it up” (P3)  “That’s a bummer” o “what a bummer” (P6)  “That’s messed up” (P6)  “She is a dish” (P6)  “She turns me on!” (P6)  “Take her out” (P6)  “The other slide of the coin” (P9)  “dud” (P10)  “When the cat's away, the mice will play” (P10)  “It is a piece of cake” (P12)  “Rub myself to you” (P13)  “Feeling blue” (P13)  “Go ape” (P14)  “Go crazy” (P14)</p>



<p>“Meter la pata” (P11)</p> <p>“Parecen perros y gatos” (P12)</p> <p>“Con las manos en la masa” (P15)</p> <p>“Echarle sal a la herida” (P15)</p> <p>“Borrón y cuenta nueva” (P15)</p> <p>“Al que madruga dios le ayuda” (P15)</p>	<p>“A grey area” (P14)</p> <p>“Be glad to see the back” (P14)</p>
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**Table 4.1 Spanish and English idioms that students mentioned**

LEI students know several idioms in Spanish because it is their native language, as I mentioned idioms are part of a culture of each country, in this case Mexico.

However, they use these examples every day in every conversation, they are acquainted with them, but they do not know if these phrases are expressions, sayings, idioms, among others. I divided these examples according to their meaning, the majority of participants said idioms (Mexican idioms and Mexican idiomatic expressions), only some participants (P3 & P15) said Mexican sayings.

<b>Idioms</b>	<b>Mexican Idiomatic Expressions</b>	<b>Mexican Sayings</b>
<p>“Calmantes montes” (P1)</p> <p>“Ya me cayó el 20” (P2)</p> <p>“Ahogarse en un vaso de agua” (P4)</p> <p>“Ni sus luces” (P5)</p> <p>“Te pusieron los cuernos” (P5)</p> <p>“Chido” (P7)</p> <p>“Este arroz ya se cosió” (P7)</p> <p>“Vámonos de jarra” (P8)</p> <p>“Un abrir y cerrar de ojos” (P9)</p> <p>“Lloviendo sobre mojado” (P11)</p>	<p>“¡Qué onda!” (P5)</p> <p>“¡No manches!” (P5 &amp; 6)</p> <p>“¡Que chido!” (P7)</p>	<p>“Al que bien obra bien le va” (P3)</p> <p>“El que salga más temprano más pronto llegara” (P3)</p> <p>“Al que madruga dios le ayuda” (P15)</p>

“Meter la pata” (P11) “Parecen perros y gatos” (P12) “Con las manos en la masa” (P15) “Echarle sal ala herida” (P15) “Borrón y cuenta nueva” (P15)		
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#### 4.2 Division of Spanish Idioms

At the same time, English idioms are part of the culture of the USA. Students have learned some idiomatic expressions in English but they do not know the real meaning of these, they do not know the difference between idioms and phrasal verbs; however, phrasal verbs are part of idiomatic expressions so they are considered like idioms too. As I mentioned, in my chapter two according to Badger (2014) I divided these students’ examples in the following table:

English Idioms	Phrasal verbs
“Piece of cake” “You are a coach potato” “You are pulling my leg” “That’s a bummer” o “What a bummer” “That’s messed up” (P6) “She is a dish” (P6) “The other slide of the coin” (P9) “When the cat’s away, the mice will play” (P10) “It is a piece of cake” (P12) “Rub myself to you” (P13) “Feeling blue” (P13) “Go ape” (P14) “Go crazy” (P14) “A grey area” (P14) “Be glad to see the back” (P14)	“Give it up” “Thats messed up” (P6) “Shes turns me on!” (P6) “Take her out” (P6)

#### 4.3 Division of English Idioms

We can see that LEI students have an idea about some idioms and their meaning. Furthermore, I used a very popular idiom in the United States to find out about my first research question. It was “**it’s raining cats and dogs**”. It means raining very heavily. Furthermore I asked the participants if they knew the meaning of it but some students were confused about the meaning, ten students said that it means raining heavily but the rest of the students said that it means having several problems. The majority of students had a good answer according to the meaning of this idiom. We can see their answers in the following table.

For you, what is the meaning of “it is raining cats and dogs”		
PARTICIPANT (P)	Raining heavily	Having problems
1		X
2	X	
3	X	
4	X	
5	X	
6	X	
7	X	
8	X	
9	X	
10		X
11	X	
12		X
13		X
14		X
15	X	

**Table 4.4 it is raining cats and dogs**

Students are acquainted with idioms in Spanish and English because their answers showed that they have knowledge about them, but they do not know the types of Idioms; however, they know how to use them in different situations.

#### **4.5 Most common English idioms in a conversation with American native speakers and non-speakers**

To analyze my second research question I asked the fifteen participants: what were the most common idioms in a conversation with American people in a summer camp? The students said several examples but in this question students were so confused and showed that when they were in an interaction with American speakers they did not distinguish between idioms, informal expressions, phrasal verbs and common phrases. For this reason I investigated each example and according to the meaning of these I divided them in the following table:

<b>Idioms</b>	<b>Informal Expressions</b>	<b>Phrasal verbs (Idiomatic expressions)</b>	<b>Phrases</b>
"Piece of cake" (P4) "I'm starving" (P6) "Let's chow down" (P6) "Let's grab a bite" (P6) "It comes easy, goes easy" (P7) "Don't chicken out" (P7) "A cash cow" (P8)	"Gotcha" (P1) "Hey dud" (P10) "What's up bro" (P10) "ASAP" A soon as possible (writing) (P14)	"Figure out" (P3) "Make out" (P5) "Freak out" (P15)	"I'm going to jump on the water" (P2) "Way to go" (P2)

<p>“Actions speak louder than words” (P9)</p> <p>“Be all thumbs” (P11)</p> <p>“Drop a brink” (P11)</p> <p>“I don’t give a rat ass” (P12)</p> <p>“I don’t give a flying fuck” (P12)</p> <p>“Rub myself to you” (P13)</p> <p>“Stick with” (P15)</p>			
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**Table 4.5 Idioms in English**

#### **4.6 LEI students’ problems and solutions to understand English idioms in the United States**

To answer my third research question I used a question in my interview to my participants which is: Did you have any problem to understand English idioms in a conversation with American native speakers? They gave their opinion according to their experience, for example, P5 said:

*Por supuesto, es muy difícil; no es lo mismo lo que te enseñan aquí en la escuela. Ya que todas las oraciones y preguntas son literales, pero cuando ya estás en un verdadero contexto con los Americanos y estás hablando o ellos están hablando utilizan modismos modismos y cuando lo hacen no entiendes realmente lo que ellos están hablando, te tienes que dar una idea para saber de qué están hablando porque luego las*

*oraciones no tienen coherencia pero porque es como se crea un modismo.*

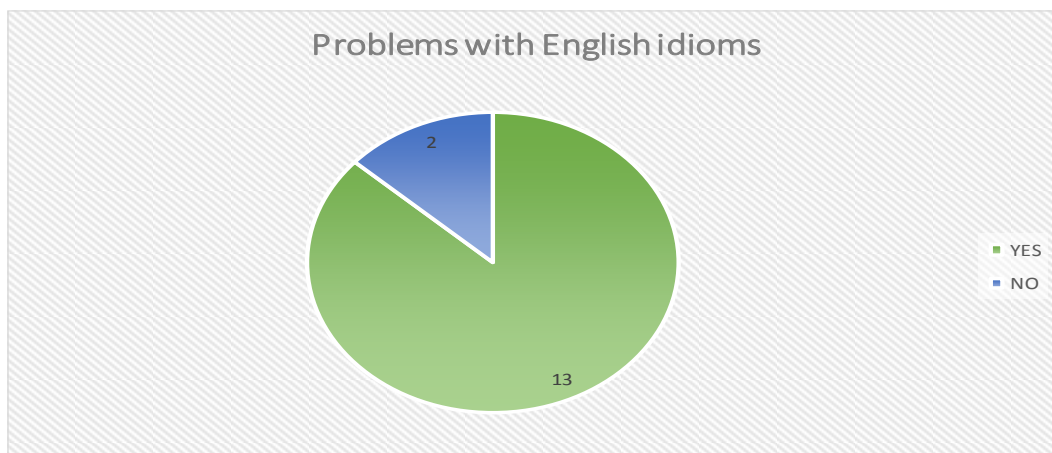
*Of course, it is very difficult; it is not the same that academic English. All the sentences and questions are literal at school, but when you are in contact with American people, they speak with idioms and you cannot understand what they say. So, you have to get an idea about what they talking about, because their sentences do not have coherence since they are using an idiom.*

Another opinion of P11 was:

*Si tuve dificultades para entender porque a la hora de traducirlo literalmente pues no tenía sentido y no tenía relación con lo que se estaba hablando*

*Yes, I had difficulties to understand them because when I translated an idiom, it has not coherence and it did not have relation with what they were talking about.*

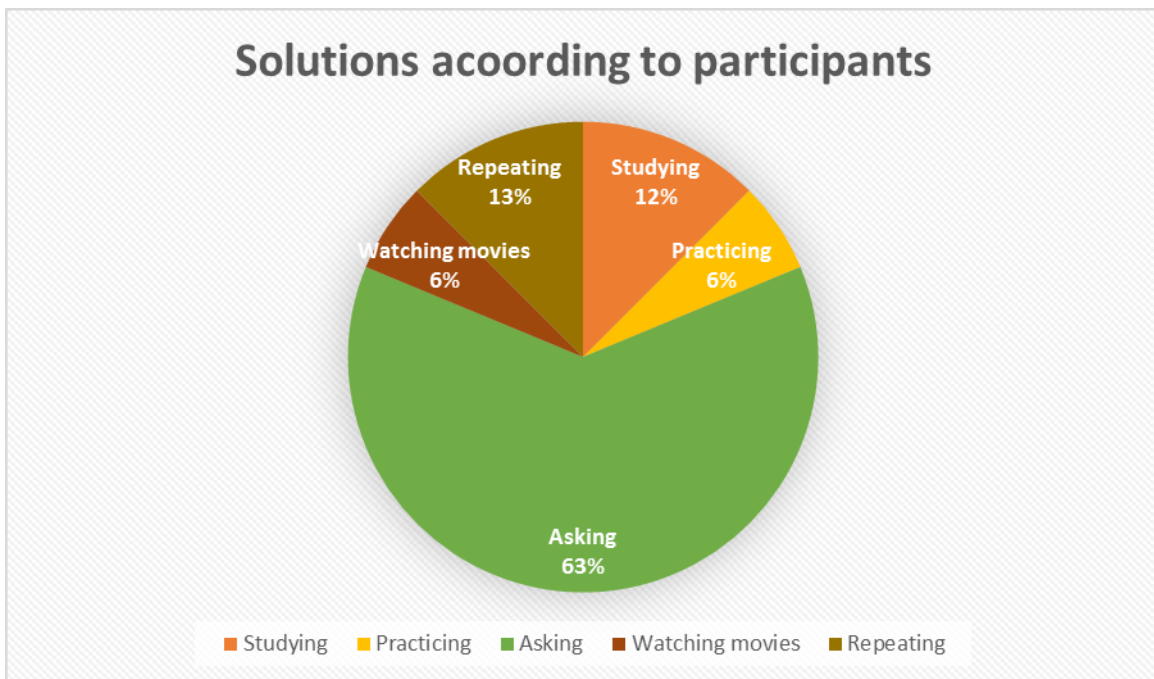
LEI students had some problems to understand English idioms; we can see that in the following graphic. Only two participants mentioned that they did not have problems with the understanding of idioms, but the majority said that English idioms were very difficult to comprehend.



**Graphic 4.1 Problems with English idioms**

Thirteen of the fifteen students had problems with English idioms. All of them had the same difficulty, they did not identify idioms in an interaction with native speakers because the problem was that they translated these phrases (idioms) and these sentences did not have coherence and it was very difficult for students to understand them.

To find out if students had a good learning of English idioms, the students had some solutions that used in the conversations with American people, for this I used the next question: What did you do to understand English Idioms? The students gave similar answers about it; we can see the answers in the next graphic:



**Graphic 4.2 Solutions to understand idioms in English**

As we can see, the answer to my third research question is that the best solution of LEI students to understand the idioms in a conversation with American speakers was to ask them the meaning of the idiom.

#### 4.6.1 LEI students using English idioms

LEI students, of course, not only want to understand the idioms they hear or read, but they also want to use them. And this is where it gets really difficult to use idioms correctly and appropriately. It takes many years of experience with the language. An inappropriately used or incorrectly used idiom will simply draw attention to the fact that the speaker is not a native speaker. This is unfortunate since the ultimate goal of most learners of English is to reach a level of language indistinguishable from that of the native speaker.

In addition, after students understood some idioms in English they started to use them when they spoke English in United States or Mexico. They use some idioms and informal expressions during their conversations thanks to their experience with American people. In the following table we can see some idioms and informal expressions that they now use in their conversations:

<b>Idioms</b>	<b>Informal expressions</b>
Music to my ears	Gotcha
I'm as blind as a bat	How are you doing?
Take the bull by the horns	We can do the best
The black sheep of the family	Make out!
Don't chicken out	She is a real baby
You're pulling my leg	He's a hunk
That sounds far-fetched	Never mind
Piece of cake	
A cash cow	
Turn your back on	



<p>Actions speak louder than words</p> <p>All good things must come to an end</p> <p>Be all thumbs</p> <p>Drop a brick</p> <p>I don't give a rat ass</p> <p>I don't give a flying fuck</p> <p>Go ape</p> <p>A grey area</p> <p>Be glad to see a back of</p> <p>Freak out</p>	
--	--

**Table 4.6 Idioms and informal expressions that students use**

However, one of the keys to speak like a native is the ability to use and understand casual expressions, or idioms. American English is full of idioms. American idioms are especially difficult because many of the more common idioms literally say one thing and mean another. For this reason the participants learned them but they also learned informal expressions, so they were confused between idioms and informal expressions. As we can see in participants 1, 2, 3, 7 and 14 (purple), they gave me examples of informal expressions but they know how to use them in the correct moment when they are in contact with native speakers.

#### **4.7 Why do students need to learn English Idioms?**

As mentioned in chapter two the Academic English is the genre of English used in the world of research, study, teaching and universities. It is used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English

of social interactions. Therefore, students think that they have to learn informal English. To answer my last research question I asked the students: Why is important to learn English idioms in your English Language Teaching degree? The fifteen students said that it is very important to learn English idioms, the participant 3 said:

*Porque el lenguaje es cultura, entonces lo que realmente nosotros aquí aprendemos es un lenguaje formal, ya cuando nos sumergimos en un ambiente donde se habla completamente Ingles en un ambiente informal pues realmente no tenemos expresiones y es difícil de entender lo que están tratando de decir.*

*Because the language is culture, so we are learning academic English l, but when we are in contact with native speakers, we do not have informal expressions to communicate and it is very difficult to understand what American people say.*

The answer of my last question is that Informal English is used in everyday conversations and idioms are part of it. The fifteen students said that universities should also teach informal language to have a complete training in English Language Teaching thus when they are in an American context they will not have problems to understand and they will have a good interaction with American people and incredible experiences in the United States.

#### **4.8 Chapter conclusion**

In order to relate the findings with the purpose of this study, the aims and research questions were provided. Also, the results obtained were discussed into different sections according to the aims of the study. In conclusion, according to my answers of my research questions, English idioms have certain features and resist syntactic variation, their meaning cannot be retrieved from the meanings of the sum of words that compose them, and so on.

There are many types to idiomatic expressions, some are pure idioms, and some may be phrasal verbs and so on; for this reason, LEI students were confused about them, but an Idiomatic expression has a figurative meaning that is different from the literal meanings of its composing words within the expression. They have a relation with the context and their meanings are found to be easier to figure out when used in context. However, some students may imprecisely guess a different meaning to idiomatic expressions effected by their own cultural background.

## **CHAPTER V: Conclusions**

### **5.1 Introduction**

In this final chapter I present a summary of the results of my study about the knowledge of idioms during an interaction with Native American speakers. In addition, the limitations of this research project are discussed. And finally it is given a set of suggestions for further research.

### **5.2 Summary of results**

Results suggest that when LEI students attended Summer Camps they had a positive interaction with American native speakers. They practiced their English language all the time during their experience in United States; however, they were in a context where English is spoken, so they had some problems to understand a conversation. The participants said that it was very difficult for them to understand American people because they speak everyday language using idioms and LEI students learned academic English at university.

English is a language particularly rich in idioms, those modes of expression peculiar to a language which frequently defy logical and grammatical rules. Without idioms English would lose much of its variety and humor both in speech and writing. Nevertheless, LEI students' knowledge of idioms was very poor; they had an idea about idioms in Spanish or English, but they were not sure about the real meaning of them because they did not have experience with idioms before being in the USA. They gave some examples of idioms in the interview but some participants thought that informal expressions (informal language)

are idioms and they were wrong. They were confused with the use of the language in a social context.

However, each student tried to learn a social language to interact with native speakers according to each situation, people, and topic of the conversation, among others.

Moreover, while encountering the meaning of idiomatic expression given in a context the participants used a variety of strategies to have a good comprehension of Idioms. To figure the meaning out, the participants used some solutions to understand idiomatic expressions. The most successful solution for them was to ask American people the meaning of the idioms that they said in a conversation. In fact, the context played a major role to help the participants understand the meaning of those expressions. While processing the idiom, they relied on the contextual clues. As can be seen from the data analyzed, students were confused about the difference between idioms, phrasal verbs, sayings and informal expressions, students did not know the difference between them.

Furthermore, being in a summer camp in United States helped the participants learn this kind of language experience. Nevertheless, according to the fifteen participants, students need to have a previous knowledge about idioms before having a job in a camp. They said they need to learn an informal language with their teachers at university, but teachers' representations of what students should learn do not always coincide with what the latter need. In addition, informal context faces the students with real life situations, not only simulated situations like in the case of formal learning framework and this way students can increase their vocabulary and their informal language.

### **5.3 Limitations**

This research was based on the opinions and experiences of participants after attending a Summer Camp. However, students did not remember very well the idioms because their experience in a summer camp took place during the previous year. Another limitation was the lack of time of students for my interview; they were so busy with their subjects of the university that it was very difficult to find the participants.

### **5.4 Further research**

I suggest that for further research, the use of idioms in Spanish could be analyzed to find out if LEI students know the importance of idioms in their native language. This may help them understand English idioms easier. Also, the study could be focused on the different Idiomatic expressions such as metaphors, phrasal verbs, different types of idioms, among others. In addition, it could be a good idea to carry out the same research but with more participants.

### **5.5 Personal reflection**

During this thesis project, I discovered that it is very important to be in a context where English is spoken because a real context can improve students' English language. An interaction with American people is very helpful for our preparation as future English teachers because we can teach our future students academic and informal English. We can also teach them the differences between them so that they can use them when they are in contact with native speakers. They will not have the same problem and they will have a good interaction. Idioms in and outside the classroom are widely believed to help teachers

and students promote an innovative environment of communication. However, the integration of idioms in the teaching and learning process may be difficult or ineffective for some learners or teachers because it is not relevant or necessary for carrying out educational goals.

Finally, this study was very helpful for me because I learned from my participants' experiences, opinions, problems, solutions and the different idioms that they learned.

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## Appendix A

### Interview

Contestar las siguientes preguntas de acuerdo a tu experiencia interactuando con personas nativas en un campamento de verano en Estados Unidos.

1. ¿Cómo fue tu interacción con gente estadounidense?
2. ¿Qué es un modismo para ti?
3. ¿Tienes conocimiento sobre algunos modismos ya sea en Inglés o Español? (Dime algunos ejemplos)
4. Dime que significa para ti este modismo “It’s raining cats and dogs”
5. ¿Qué modismos identificaste en una conversación con gente estadounidense durante tu estancia en un campamento de verano?
6. ¿Tuviste alguna dificultad en entender los modismos durante una conversación con gente nativa de Estados Unidos? ¿Cuál fue?
7. ¿Qué hiciste para poder entender mejor los modismos en inglés?
8. Durante tu estancia en tu campamento de verano. ¿Aprendiste algunos modismos? ¿Cuáles?
9. ¿Crees que sea importante implementar la enseñanza de modismos durante tu aprendizaje del idioma Inglés? Si/No ¿Por qué?

Gracias por tu participación