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1. INTRODUCTION

This document consists of eight sections. The introduction aims to justify the eclectic perspective to comprehensively consider the project. The semiotic competence to be implemented in cooperative learning-teaching processes was personally interpreted and organized inside the learner-centered syllabus to extract conclusions for further strategic and skilled analysis. My entailments with the class were orientated to be objective and search for more elaborated methodological solutions, as well as to look for a reinvented communicative awareness depending on the pupils' needs and cultural interests. The theoretical background established the foundations of the classroom implementation, considering the pragmatic delimitations, and justifying the production after comprehension resources. Moreover, the syllabus was integrated in literature adding to the intensification in aspects of the practice. The relationships between different levels of participants' bilingualism, implied anthropology, creativity cycles, language associability and eventual inferences, built novel linguistic inquiries. From my point of view, self control in learning processes was framed in a personalized ethical interpretation of the particular genuine interactions. Thus, the communicative processes were not only based on strictly considered notions and functions or contrived audio-lingual drills. We avoided artificial situations by means of anticipating reflection on curriculum and classroom management, reporting the dynamics in logistical problems. The pedagogical instruction enhanced the target effectiveness and/or reacting the students' difficulties. Technology support was to enhance the communicative approach. The dynamic nature of language helped us in this study as a practical proposal. This was made evident by the holistic approach, to contribute to the current resources on working with idioms in ESL lessons, always recognizing the idioms as an essential element of expression and communication.

Since I wanted to determine the skeleton and provide evidence for the project, I would like to start with a linguistic frame for idioms. According to Crystal, D. (2008:87), idioms, clichés,..., are collocations with concrete lexis, semantics, syntax and grammar. The idiom functions as a single unit. Linguistic debates can be created on their lack of external (between languages) and/or internal contrastivity (semantic fields) (Crystal, D., 1985) and the potential degrees and kinds of idiomaticness. In this sense, idioms are limited memorizable, and their scope is 'situationally bound for truth validity' (Monroy Casas, R.; Hernández Campoy, I.M., 1995).

Pop, A.N., (2011:85) **claims** there are several *psycholinguistic hypothesis* for recognizing idioms: Swinney and Cutler talk about the relationships between lexis and the idiom literal and non-literal meanings (recognition is faster than comprehension). Gibbs, Nayak, and Cutting analyze lexicon and syntax in the level of compositionally (strict de-compositionality, only lexis for the meaning). Cacciari and Tabosi allude to intensifiers for processing idioms (context, familiarity), according to top-down and bottom-up processes.

All in all, the most unerring choice is grasping the essence of every focus, to be able to be open-minded in learning-teaching situations. With these foundations, the approach was adjusted contextually.

1.1 My first words on the paper

This **study** has been **in flux** during its construction to **address individual needs**. The **proposed curriculum** is directed **at involving** students **in** the classroom activities, including some curriculum **requirements** for the grade, and complemented by an external evaluation for nearly all the students. I have not explained the broad spectrum of the classification and characteristics of the idioms or set phrases, but have only denoted what is important for the study and what I want **to emphasize** and made easier for the students.

There is a short description of the policies **set and practised** by the school.

The paper deals with the English subject in a fourth grade classroom, with **the** potential to be improved with pedagogical action-research **and** student-centered designs, **keeping** a cooperative work perspective **in mind**.

We have already done some preparation on **this** approach. Some multi-skilled resources were provided to adapt to the theoretical structure **of daily practised in real life**.

1.2 The general aims of the study are:

They have to be conceptualized to be able to interpret, somewhat identify, transform, and solve situations ethically. The three paragraphs below make sense contextualized in a communicative approach focused on culture management.

- To show the relationships between **competences** implied in the idioms' lessons (Based on Tuning, 2006:5: "*interpersonal* -social skills-, *instrumental* -cognitive, methodological, technological and linguistic-;and *systemic* -combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required"). We did not separate the multifaceted abilities necessary to assemble the educational activities. The current society's characteristics compelled educational tasks to be interlaced and globally practiced in the didactic unit.
- To show the **promotion** of *semantic inferences* from/to *frequent automatisms* for the everyday significative practise of idioms at school. A motivating effort on this socializing and trusted commitment is orientated to eventually reach creativity and autonomy resources. The nature of every improvisation, that can only come from previous experiences, justifies this paragraph.
- To specify the provision of **strategies for procedural** (analysis based on real language use and forward interlanguage development), **and declarative knowledge** (metacognition), based on pupils' *individualized cultural tasks* through cooperative work, to learn idioms. This cultural work was carefully designed according to the blended approach, to help students organize the contents and their progress in spoken discourse (main point).

1.3 The specific ones are:

This is a description of the oncoming decisions based on the current knowledge of human mental processes. The strategies shown to acquire idioms are to simplify the pupils' study duties, not to impede creativity in learning.

- To identify pupil's **potentiality for cooperation relationships** in perlocutionary teaching-learning processes. The effects of the maze shaped between the mates and the teacher went further than the classroom interactions, and went forward and back continuously to any type of communicative genuinity possibly associated.

- To establish **categories for learning idioms or set phrases** and extract conclusions to improve the educational process. These sections could not isolate or partialise the study, uneasing meaning inferences, or other kind of cognitive issues.
- To **sequence global and specific learning** along the detached approach on idioms. The sequence was a dynamic basic orientation always subjected to the situation.
- To **design the syllabus** for every participant in the *educational community* with a progressive communicative sequence. **I mean that** the attention to diversity was specified with an interactive purpose.
- To assign possible **practical pedagogic correspondences** along *significant topics* to get the above one through literature (different types of text). Biliteracy and bilingualism were carried on a fan of figurativeness grades, to fit the pupils' ones.
- To **show** the **effectiveness** of the **basic strategies** for learning the syllabus. Following our guidelines to work, we spiraled around ludic contents with integrated abilities.
- To carry on a **language acquisition analysis** in representative samples of the classroom. This choice, with a remarkable illustrative foundation, pretended to describe the contextual features more accurately.
- To embody the **scientific method** for **discrete and continuous variables**, with nominal, ordinal, interval and ratio (frequency) references. The graphs for them have helped the educational community for formative, summative and future improvement plans.
- To **compare the hypothesis** with the graphs. A sensible contrastive comparison linguistically concerned with the evolution on biological, sociological and philosophical research, determined the proximity between linguistics and the series of fields referred.
- To **justify the chosen parameters**. They were the appropriate ones to assess students and to structure didactic intentions. These were the application of the idiom to the appropriate situation, the capacity for errors noticing, the awareness on the feedback from errors, the use of genuine language, the control of display questions, the negotiation of meaning, and the metalinguistic basic abilities. Moreover, we extracted conclusions from discrete (communication effectiveness) and continuous (pragmatics -meaning in context- acknowledged from induction and deduction, and culture management).

1.4 Justifying my academic and personal interest on the topic (relevance):

The research has been done on this topic to show the *qualitative* and *quantitative* effects in classroom processes with the theoretical proposal. My motivation lied in the practical application along the course with my pupils, in a bilingual school in Madrid, adjusted to the assigned stage of development for my functions. It is also to continue my Doctorate in Modern Languages (linguistic research, literature, culture and translation). It contributed as a theoretical reference to different types of content and language integrated learning designs. This project enriched the organization of the blended approach, so that comprehension was easier. Thus, we established spoken discourses with redundancy and overt discourse signals.

The paper consists in a blending of two types of research (theoretical and practical), to extract more complex conclusions. These were on teaching strategical possibilities with idioms towards autonomy to contribute to *the* society.

2. CONTEXT FOR THE PROJECT AND THE METHODOLOGY TO BE APPLIED

Over the course of the text in this headland, we clarify the frame for the didactic unit, its timing, relationships with L1, educational policies inklings, and avoidance of culture knots on understanding the communicative contents established by law. The negotiation as a 'genre' and the linguistic integrated components, were essential for the systematic syllabus, with a reduced margin for improvisation.

2.1 Context.

It is a privilege to have been able to study a school sample with such a dynamic character and/or adaptability. We have described the Organic Law on Education (LOE) curriculum, to partially disappear, or change its form, and to be substituted by the Organic Law for the Improvement of the Educational Quality (LOMCE). The prescriptions have not been restrictive for the implementation of the proposal, and are directly related with the scientific method, with an epistemological result.

The settled situation dealt with the completion of a part of the compulsory education in a bilingual programme. The students were leveled fourth grade of Primary Education with slight differences in the multifaceted skills needed in school for learning English. The number of students was thirty, the data **were** collected during nearly a month, once the course had already started, and the basic dynamics were implemented. We worked during three weeks from Monday to Friday, with two lessons a day. Each lesson had forty-five minutes. It was an “**early immersion bilingual**” programme, and we considered language as a resource (Pacific Policy Research Center, 2010: 4, citing Freeman, 1996; Hornberger, 1991), in a maintenance model with an additive/moderately strong immersion type. We looked for bilingualism and biliteracy, with a base on L1 (slight variations) for L2. The pupil's culture, identity, and personality are reinforced. Therefore, we progressively increased academic processes and results through the tool of English as a Lingua Franca, whereupon literacy in the L2 could be obtained.

The main fourth grade *contents* considered in this proposal were first, with a didactic logic, the encompassed in the *oral comprehension and expression*, with the participation in **discussions** of varied subject matters. We considered in the same light, the implementation of everyday expressions and formulae to give information using simple connectors, as well as, conversing face-to-face which sets social contact. We centered this pedagogical attempt on the subsequent correct reading comprehension of different texts, including its purpose thereof (key words, common phrases,...), with the support of the *common content English culture for all the Primary stage*. The action-research started on customs and cultural traditions, in addition to hints of history and characters from some of the English-speaking countries (England and America), and an introduction to children's literature (different genres and simple performances). The **syntactic-discursive contents** selected for the **didactic unit** were mainly the expression of time: present (simple present; present continuous); past (simple past), expression of existence (to be; there is/there are); the entity (nouns, pronouns, articles, demonstratives), and time expressions: sequence (first, then,...)

We elaborated a wiki-space on Idioms in the Bilingual Programme; CEIP Blas de Otero, to motivate students. **See appendix 18.**

2.2 Methodological Approach.

After having thought about the most correct approach for this kind of Master Final Assignment, and to save time imbued in an elasticity frame, we described a contextualized communicative blend through ***illustration, interaction, and induction*** (III), to make a task-based syllabus eventual design. I mean to reach ***Task based learning*** (TBL; Willis, 1996:135,136), with the enhancement of Carter and McCarthy's proposal in 1995 on III, to better obtain knowledge about language patterns and objectives and contexts.

We dealt with essential short and well structured texts, providing the image and action to support much of the arguments in the form of ***abridged input***. Thus, the resources for learning were based on central ideas from structured conversations on issues of interest with visual support and adjusted discourse speech to show the attainments in tasks. Some non-neutral techniques like *repetition, paraphrase, or exemplification*, were used in different levels of authenticity or genuinity of the sources, from fluency to accuracy to eventually enforce a specific lexical corpus. The subsequent strategies we have settled upon gave awareness of the cultural heritage. The task-based approach started with patent indications to strengthen comprehensive skills. Task-based learning (TBL) implied the pupils' own language control framed in the entire communication system through notable activities for them.

Task based learning was a way of giving the sample students different options to study the language. They had to consider the highest level of ***simulated authentic genres*** created by the teacher (and/or the students), and with their contributions, so that they could understand the contents of the syllabus, such as *word chunks* or *common linguistic associations*. These texts were based on what the students needed, and were designed to motivate them throughout the entire educational process. In terms of common English idioms, we considered every aspect of them, such as the ***syntax, semantics, pragmatics and lexis*** present, so that we could analyze them in terms of their *frequency of correct use in the English language*. We guided pupils to **control** the quantity and quality of their decisions to manage their own learning and thus develop it into a life-long communicative ability.

In Recio Saucedo, A. (2005:63), and based on Halliwell (1992), *children obtain the meaning as a whole, developing from aural skills*. It means they enjoy using their imagination to communicate, and need to **increase** self awareness in learning a foreign language. To go further, taking into account children's capacities, they are helped by figures of speech. There has to be a balance between literacy progresses in L1 and L2 (Cameron, 2003:108). Active young learners often tend to coordinate learning activities amongst themselves and *find language regularities to be part of society* (Cameron, 2003:63). To encompass all the previous in this paragraphs, and according to the TBL approach, there were wide margins to choose and organise tasks (Guerrero; 2004, in Recio Saucedo, A., 2005:64) for a learner centered perspective.

3. THEORETICAL BACKGROUND

The theoretical background set the bases for the personalization of the study. The guidelines were transversal and historically conditioned for their sample's final administration. With the reference of the dexterity of didactic measures, the streaming of meaning allowed possibilities for processing the linguistic input.

3.1 A specific framework for the bilingual programme English-Spanish in Spain (40% of 'early partial' immersion).

The Bilingual Primary School Programme in the 'C.E.I.P. Blas de Otero' provides nine years of bilingual instruction to participating students. The aim was bilingualism and biliteracy, albeit somewhat limited. The student's L1 was maintained so that it could become the basis for L2 learning, and the L1 was developed or extended parallelly. It is an additive bilingual environment where all students had the opportunity to learn a second language while they continued to develop their native language proficiency. There was progressive diminishing in reliance on the L1 translation (e.g., Kroll & Stewart, 1994; Talamas, Kroll, & Dufour, 1999), and **cross-language ambiguity**. The focus of instruction was a *core academic curriculum*. We provided some optimal language input ("**comprehensible, interesting and relevant, and sufficient**", based in Krashen, 1985) as well as adequate opportunities for output. Based on these statements, the student's culture and identity was confirmed, with the positive interactions among pupils, which was facilitated by the use of strategies such as **cooperative learning** (Kroll, J. et al., 2005). Pair work prevailed to prepare and be the subsequent phase to individual work. I also **believe** controlled individual tasks were to adjust peer-to-peer activities.

3.2 Problems to solve

We avoided negative connotations on the word problem, to extract conclusions on behavioral factors **towards learning**. To **accomplish the aims**, the solutions were provided for practise, integrating the components of elaborated influences on decisions along the lessons.

3.2.1. Bidirectional reasoning:

The learners' display for idioms was frequent in *non-interactive situations*, where it was not possible to negotiate meaning, rather than in interactive situations which permit to *clarify meaning* and *receive feedback on use* (Irujo, S., 1986). Thus, descriptions of the real implementation of idioms were not frequent (Irujo, S., 1986b: 237). Because of it, we combined a feedback between an inductive and a deductive approach, to cover the particular uses of the idioms. The metadiscourse constituted a rhetorical tool to complement this resource, and was included in lessons on genuine language.

3.2.2. Some limitations:

Along with the previous narrated formal and *situational* appropriateness, many idioms have *grammatical conditionings*. The majority of idioms **does** not change and **was** globally learned, but the verbs must still be adapted, and pronouns must agree with their antecedents. Moreover, the transference can misguide or lead in comical knots. What is more, there are not only syntactic and semantic points to consider, but also phonological and pragmatic limitations. In this sense, Prodromou described the variety of '*degrees of syntactic and lexical flexibility*' (O'Keeffe, A. 2005:94), as well as the common specialised pragmatic attributes, proportional to the difficulty to grab the meaning. In my opinion, I believe these cognitive conflicts can serve to increase memory procedures in quality and quantity. The transference this way would be positive, and directed to life-long learning. As a consequence, the integrality of their nature is an advantage, instead of a hindrance. To conclude, and following Salimbene (1981), grammar is learnt in discourse.

Globalizing the focus, Hymes (1972b, 1989; 1974: 75) deals with the relationships between *grammar and society*, towards the communicative competence, framed in the comprehension of speech which joins abstract language regulations and the specific and individual diversity. I believe this completes in a considerable amount 'the infinite use in everyday life of finite means' (Humboldt explained by Chomsky).

3.2.3. Resources:

Some years ago Irujo (1986b: 237) registered the scarcity of *adapted teaching materials*. She developed that comprehensive tasks do not usually ask for production, and can consist on associating it with the definition or rewriting (citing Feare, 1980), as well as cloze activities to choose from a list and include in a sentence (citing Goldman, 1981). She also refers authors like Fragiadakis (1985:237), described some *creative tasks* requiring the *production* of idioms, and we collected some of his proposals with common guidelines, trying to supplement the later stages of the didactic unit.

Because of this, and according to Sinclair's principle at work, where idioms are global options, instead than aural isolated associations, we could improve our learning. Therefore, *fluency* was provided as a consequence. Moreover, we guided learning towards the receptive aptitudes, in a non-exclusive communicative environment (e.g. the speeding of chorals is performed enhancing the corresponding stress). These chunks eased *automaticity* (less cognitive processing) to implement both *comprehension and production*. They *held part of the initial meaning of their components*. The students learnt grammar from the flow of progressive knowledge and use of these phrases (Schmitt and Carter, 2004:4).

We could realise, that the personal contextualized communicative management was rooted in systematic and systemic knowledge on the syllabus.

To position the current resources for idioms work, we found newfangled ideas to elaborate the own ones, as well as reutilize, increase, and recycle them.

3.2.4. Thought choice:

Accordingly to Warren, B., we moderately chose a specific idiomacity section not to lose the aim of the study. Following McCarthy, this one must not be haphazard or unmotivated. In my opinion, this was essential for autonomy in learning. The abundance of information could have created confusion and misunderstanding, in many cases, or even conflicts.

3.3. Integration

Although it is not a usual practise in teaching idioms, the integration of them in the syllabus of this project started from the beginning, included in *dialogues, stories,...*, which are created to complement everyday materials, **with the support of** exchangeable lexis for the target associated. There was a margin for students to make their contributions and progressively produce with creativity.

For this *complex integrated syllabus*, somewhat *genre-based*, *the input was topically organized*. Thus, **"theme, register, and language, turned into consistent and cohesive, to help students link lexis and context, prominent grammar structures, and discourse organization characteristics"** (based on Hinkel, E). The transferability of skills between sorts of discourse enhanced integration (McCarthy, 2001: 54, in Kaplan, R.B., 2010). Because of this, we intended to handle different genres on significative pupils' interests.

Hinkel, E. (2011:12) cites McDonough and Shaw (2003) who stated there are some *drawbacks*. If we consider a curriculum focused on a unique skill at the same time, the intensity of learning is bigger. To be able to compensate for this, we concentrated on the *nature of the task*, to assess the main ability with a greater importance at a determined moment or interval of time.

Dell H. Hymes stated that linguistic matters will influence several aspects of language studies and will help us understand verbal behaviour through the *usage* and the *use* of language (Widdowson, 1978). Moreover, linguistic concepts from other areas can be altered, so that they can be used in the study of linguistics. We could appreciate this in the acquisition of basic concepts for the fourth grade to develop basic competences.

Jaeger, L. (1999:209) determines the cultural effects to individualize idioms by zones. Idiomatic expressions are conditioned to a semantic nature in a specific sequence and/or suggestive word choice to deliver the meaning. Because of this, a *bilingual person to paraphrase the idiom in the source language (the translators language)*, can keep the culturally exclusive significance of the idiom (Istomina, J., 2011) This is what the bilingual programme was orientated to reach with the immersion, so that frequency in the use of idioms increase.

The oral discourse of the project is the base of model structures related to anthropology, and the influences on semantic habits related to human behavior. This sort of research is focused on the *language constituents according to the grammar used in texts*. To describe the study of speaking we systematized with an *ethical* scale the essential components synthesized. We attempted to look for resources to solve the **problems** implied, but not as a starting point.

The linguistic integralism founded by Coseriu considers language as a creative issue, where competences change relations between meanings perpetually. In my opinion this is the great advantage for constructivism and integrated tasks. This author classifies the elocutional, idiomatic and expressive competences, and underlines the correspondent rules of consistency (designation), correctness (meaning), and appropriateness (sense), respectively (Coseriu, 1994: 55). According to this statement, a huge maze of innovations in communication could grow along the three-week processes.

3.4. Stylistic and cultural value of idiomatic expressions

An idiom is a way of expressing your feelings in order to give meaning, or an explanation, to a situation or event. It does this by euphemizing or adapting the details of the situation in order to gain empathy, understanding and sometimes laughter from the Receiver (Havrila, M., 2009). It is a reciprocal process that is adaptable to many situations (Miko, 1989, in: Geeraerts & Cuyckens, 2007). Thus, through learning idioms we realized about the *intangible anthropological characteristics of a communicative issue* (Havrila, M., 2009).

Considering the previous theoretical statements, we established *performative* categories for *clausal structures* imbued in *understanding* idiomaticity, from phrase to discourse, and then from discourse to phrase levels again (see methodological progression). We did not study the propositional analysis. The performance was contextualized according to the *necessary functions* to work in our fourth grade class (it was connected to the whole curriculum). The *semantic prosodies* were worked *inductively* (and deductively) with a lot of types of input. Thus, the organization of contents of this paper (discourse), considers very much controlled possible lexical amplifications because of further relationships (developed through a variety of genres to infer from; external language in Chomsky, 1986). The internal language was linked with visual resources from an individual and intentional point of view (Chomsky, 2013). This can be explained by the simple reasoning of sensorial connection in the components of the intelligence. And to consider again the blended approach for the analysis and *meaning* conclusions, the identifying nature of specific groups of joint words did not discard alternative ad hoc descriptive equivalents. The groups made to study the syllabus (environment, self-management and relationships) were integrated in a communicative body. In some tasks of the didactic unit we proposed to explain idioms with the students' own words, to ease learning with the alternatives (Warren, B).

In general, the meaning of idioms is not *necessarily* compositional (Vega Moreno, R.E., 2007). I mean, to be able to interpret them, it is important to consider the relationships between their components (Cacciari and Tabossi, 1993). Because of this we framed the idioms as a whole in this project.. Vega Moreno, R.E. (2004) states that it is crucial to take into account *a set of linguistic variables*, in a widely determined topic with gradual changes, to eventually obtain the meaning of the idiom. This is the reason for having included the selected idioms in different genres to work on in the didactic unit. In addition, the repetition of already known idioms implied a progress of the *pragmatic routine* for the *inferential process reciprocally adjusted in encoding*. The origin of the stable meaning may lose comprehensibility along the way, but the consequences remain shared. In my opinion, this was *in another anthropological fashions* adjusted to avoid the lack of awareness of the origin of the meaning with the evolution of the idiom, which could some way imply perception of opacity in it.

3.5. Ethnography

According to Duranti, A. (2008:210), *ethnography in an interactive group of people, is complemented by the 'development pragmatics, conversation analysis, poetics', and history* (Bauman, 1977). It is devoted to interactions between self-perceptions of reality. It focuses on the use of the code and the community bases for behavior, and the influences in society. The implementation in the project of the selected genres imbued in classroom language during the lessons illustrated the explanations on discourse .

Hymes's definition of communicative competence denotes the differences between sociolinguistics and the ethnography of speaking, paying attention to the use of language with *different levels of self awareness or intention*. In our didactic unit, it was mandatory to take into account functions and context referred in the instructions of the tasks. Because of this all, there was a continuous feedback between reality and figurativeness capacities for its codification. Hudson (1980) and Hymes (1982b) agree with heterogeneity of a speech community in harmonic coexistence, *and* I also believe that denoted fluency, accuracy and comprehension group skills.

Following Monroy Casas, R. *and* Hernández Campoy, I.M. (1995:47), through the analysis of a community's language, anthropolinguistics focused on *kinship* systems (web of social relationships that form an important part of the lives of most humans in most societies), and on others, with the aim of knowing more about the language, architecture and ethical codes of the community.

The original source of the idiom helped to get the figured denotation of the idioms, and their evolution, thus, to meaningful conjecture the unknown phrases (Nilsen, A.P. & Nilsen, D.L.F., 2003). We took into account some historical nuances as hints for educational situations, throughout simulated-authentic input. These was explained in initial tasks (pre-communicative), to be recovered in *broder* cultural, or globalized ones.

The pupils *interpreted roles* with *narrative task-based* approaches that eased personal comprehension, recall, and deciphering of metaphors (Zigo, D., 2001). Story telling was hold with the genres proposed, and the written and pictorial support. It is clearly mirrored in the evaluation of this paper.

I believe idioms facilitated communication. According to Becker (In: Wray 1998), idiomaticity helped us to the *dynamicity of speech*, which was patent in new global productions. This supplemented the deficits in communication because of the level of difficulty (Havrilá, M., 2009). In the same light, Wray (1998:47) specifies how idioms *creative patterns* determined the *analytic extraction of meaning*, and implemented the abilities in *new situations*. This way, we could conclude the implementation of the non partialised communicative effectiveness, to be able to pay attention and enrich the development ethnographically considered.

To extend the previous view, and justify that idioms contain more meaning, we cite Carter (1998), who explained how idioms not only ease interactions of *stereotyped* issues and play a *holding and homeostatic role*, but also allow for both extended grammatical units to be progressively constructed, and for changes towards an enriched speech. According to Gibbs (1992), idioms enclose more meaning than practically illustrate their explicit paraphrases. Following him, idioms were dynamic in their figurativeness, and engaged wider contextualization (Gibbs 2007:702).

In addition, idioms were prone to assessment and compromise on language work (Havrilá, M, 2008). Palmer in Baker (2006:18), denoted the influence of the speakers' interests. These set phrases could help to organize and provide coherence to the text (Havrilá, M, 2008). Linked to this, Gibbs (in Geeraerts & Cuyckens 2007) pointed out that they act synthesizing and as a thematic point of inflexion in the oral exchanges. As a result, we proved once more the necessity of *synthesis* and *analysis* processes combined, for *perlocutionary* phenomena.

3.6. Anthropolinguistics

The sociological and linguistic phenomena concluded in anthropolinguistics, because it studies everything around culture (David Crystal 1985: 18). Anyway, anthropological linguistics overlapped to some degree with ethnolinguistics and sociolinguistics. We can specify three influences: society over language, covariation of social and linguistic phenomena, and language over society (Monroy Casas and Hernández Campoy, 1995: 47). The cultural values effects on language were multileveled (Monroy Casas, Hernández Campoy, 1995: 47-50). This is the reason to have chosen cultural topics related to the sample pupils' reality.

3.7. Metacognitive strategies and selective attention.

We took into account the consciousness of the *word partnerships* in idioms to be ordinarily studied according to their *occurrence of frequency*. One of the criteria for the assessment was based on the capacity of realizing the benefits of learning these associations for lifelong learning. Metacognition was trained towards discussions for organizing educational processes, through the study of the aims and conditions to solve the identified drawbacks in the use of the chosen set phrases. Metacognitive procedures and practices constructed (interactive) cultural mazes (Di Pietro, 1987:10). The appropriate actions were determined by contextualized activities in this syllabus design. Schmeck's (1988) explained that this integration of *notions and functions* influences the construction of one's *personality*. Based on the previous statements, pupils got to handle the possibilities of the language (Rivers, 1997:4). We did not consider notions and functions separated, but compelled to merge because of the methodological approach designed.

For *awareness rising*, children could use a code of colors to underline frequent patterns in the texts, including them in frames to be potentially useful in a great amount of utterances. We started by genuine listenings on understanding content, along fast performances on noticing chunks, with the help of punctuation and stress. We did imaginative and interactive production tasks to discuss, negotiate and establish novel conclusions on language, with clear past accurate references (we could not diminish the importance of linguistic heritage).

Bialystok, 2001 explains the control of attention mechanisms to perform proceedings, so that there is an *evolutionary linkage between skills in both languages* (Cummins, 1981). In my opinion, the *potential relevance* is proportional to the *salience of a property according to the context in which the idiom is "processed or perceived"* (Vega Moreno, R.E.) Because of this matter, we established *ad hoc* categories (formed, used and forgotten), instead of a classical taxonomic view, as well as their relationships, as the main guide. This was justified by the pupils' stage of development not necessarily proportional to the age.

Verbal report data was used to identify language learning strategies, because basic observation does not appreciate mental processes (Cohen, 1998; O'Malley & Chamot, 1990; Rubin, 1975; Wenden, 1991). Think-aloud protocols concurrent with a learning task; as well as cues for retrieving info (temporary constructions in working memory; Barsalou, 1993:94), were fashions to access that previous cited perception. The figurativeness helped in longer retention in memory (Boers, 2000).

From my point of view attention mechanisms were considerably enhanced by cooperative work, once the pupils were prepared to participate in it. The nature of the established categories did not pretend to complicate the learning, but to spatially organize the tasks in the classroom and out of it. It was a personal fashion to consider an authentic simulated educational community, and guide the children for the tracing of a didactic unit in the English Language Curriculum.

4. LINGUISTIC IMPLICATIONS

4.1. Relationships between linguistic components

In my opinion, any section could not be isolated from the others. There was a *continuum* profiling both *syntax and lexicon*. Croft & Cruse (2004) explain the ways *grammar* knowledge can be isolated or mazed, with different levels of freedom and definition. Idioms' rules are in a considerable amount *specialized*. Constructions were associations of *syntactic* and *morphological/phonological* structures with a meaning, including the *pragmatic* one.

To recapitulate the base settled in the introduction, we can start saying that there is a wide spectrum for *semantics* and *syntax* (Lázaro Carreter 1980a:170). Something not previously referred is that *morphosyntaxis* helps the lexical chunks of the idioms to compositionally have meaning because of the rough definition, and not because of the loose consequence of the string (Mateu, J. & Espinal, M.T., 2007). Thus, a way to avoid the distance between every contribution was

considering idioms like figures of speech, where the lag was subsided by *pragmatic inference*. The reasons could lie in the possible necessary faster speed in processing those idiom strings, and in misunderstanding the metaphorical contextualized meaning. On the other hand, Makkai, A. (1978) talked about the lack of compositionality. He justified idioms with language structure, imbued in *direct performance, neutralizing and diversification*. We considered both perspectives for guessing the meaning and learning the idioms.

Language is ambiguous and in a great amount automatized, or fixed. Due to the fact that Karmiloff-Smith (1996:17) states there is a two-way continuous trajectory between automaticity and accessibility for the learning management, we coordinated a gradual communicative syllabus.

In this line, to apprehend the many senses that a sentence can have for a determined situation, we studied interlanguage pragmatics (Bardovi-Harlig, K., 1999). The best *integration* was done along the "cooperation principle" (Grice, 1975): the adequate quantity, quality for real evidence, and *relevance*. These multi-word units showed a compound of *formal, syntactic, semantic, situational*, and *stylistic* nuances.

We sorted idioms according to ideas based on content, real life phenomena including the sensory, the affective, and the evaluative,... (Fernando, 1996:72). These expressions may describe: actions, events, situations, people and things, attributes,... We considered the category of sememic idioms, a group of set phrases that convey *pragmatic meanings related to a particular culture*. This was patent in the sections of the research demonstrating that idioms, are essential polylexemic expressions with the avoidance of false analogy,... (Ball, W.J., 1958: 6-7).

To mention some connections with the pupils' mother tongue, and if we take into account the structural intricacy, *English* idioms are usually shorter than the Spanish ones, because of the fashions to consider reality (linear versus excursive; Kaplan, R., 1966). In this light, and to not fail in the language studies advances, Wang, D. (2010:127,128) explains the possibilities of conceptions along *semantic fields* (Croft and Cruse, 2004), to compare the forms of vocabulary and meaning between the native and target language, *verb argument structures* (Levin, 1993), *lexical typology* (Talmy, 1980), and *metaphor as a cognitive model* (Croft and Cruse, 2004). To sum up, I am for Wang, D. (2010:128) when she confirms specific practical *teaching-learning (T-L)* processes are needed. This paragraph is developed to remember the practical nature of the study.

4.2. Based on Makkai 1972 c:45

4.2.1. SEMANTICS AND SYNTAX (GRAMMAR)

Idioms have a great level of *formal* and *semantic* elasticity. We studied this variability through different types of texts for the syllabus development. This was allowed by the *internal semantic organisation*. Our organization for the idioms, was very open, not to isolate or partialise conclusions on learnability. We are avoiding also the linearity for the attainment of meaning, taking into account the cognitive processes and the performative field in communication.

The syntactic flexibility frames the significative organization of meanings (Martin Bly, B.) Gibbs and his colleagues (Gibbs and Gonzales, 1985; Gibbs and Nayak, 1989) state that 'the more an idiom is semantically decomposable, the more likely it is to be syntactically flexible.' Idioms are looser based on all types of multidimensional meaning relationships in context (Nayak and Gibbs, 1990). Anyway, the reasons for the perceived lack of *transparency* of idioms had '*less to do with conceptual motivation than with the nature of interpretive strategies*'. (Martin Bly, B.)

To be able to implement the method, the aural grammar patterns lightened the cognitive demands, always with the previous constant controlled input over determined chunks. The most advanced students were encouraged to spot the grammatically anomalous clauses in their listening, the not interpersonally influencing, the not corresponding to the specific genre,...

Grammar pedagogy saw structural choices as strategic acts with important interpersonal consequences. Related this last point, Prodromou (on personal communication), stated on 'heteroglossia' like the management of form varieties for communicative purposes (related to efficient international language exchanges).

The conclusions made by Vosniadou (1989), Winner (1988), and Cameron (2006), about the abstractness chosen like proportional to the pupils' knowledge of the world, facilitated comprehension, and reduced rigidity, or boredom (Piquer Píriz, A., 2008).

According to Winner (1988), kids evolve figuratively from metonymy to metaphor (linking fluency, analogical processing and image construction - the two previous ones together; Littlemore, 2004). Tomasello (2000) explains the sequence from redundancy, through the abstraction of semantic coincidences in use, towards novel utterances (Warren, B., 1999) According to our

pedagogic experience this was a crucial element for the horizontal and vertical relations in meaning throughout the curriculum, and had to do with the individual and group evolution in context, not only from metonymy to metaphor, but to metaphor to metonymy.

Thus, there is another perspective for children development. Cameron (1996) considers figurative language from the beginning and even in L2 (Piquer Píriz, A., 2005). Following Boers & Lindstromberg (2008) we enhanced semantic lifelong training taking it into account.

To implement both perspectives, the utterances **were** turned into a simile (e.g. Billow, 1981), with the child's awareness of the conventional ensembles.

4.2.2. PRAGMATICS AND LEXIS

We grouped the idioms towards *learnability*, but we **did not separate** the words in them for the study (based on the principle of syntactically transparent composition, Jackendoff, 1997:48).

Following Strassler, 1982: 108-127, it was crucial to specify that the use of idioms is accepted if both interlocutors recognise the established social relationship, and act according to it. With the guidelines of Chomsky's words (2014), communication is a tertiary process after the cognitive and the phonological and morphological exteriorizations. **Then**, we focused in relationships between the meaning and the teaching-learning processes, to manage communicative lessons.

As it is not possible to isolate linguistics fields, Jackendoff (1997) takes into account coercion (the grammatical context conditions the semantic interpretation). Like he explains, this is linked to the syntactic adjustment. I believe the *computed* (inferred) meaning versus the conventional one (Grice, 1975), is proportional to the implicature and its relationships with the ethnographic relationships, and their linguistic representation. To go further, and consider their interactions, we studied **"word meaning (arbitrary) vs. phrase/sentence meaning (computed from the meanings of the parts), and appreciated that in their usage, conventional meaning (rote) is contrasted with compositional meaning (rule). Compositional meaning arises via composing semantics of phrase-structure rules and/or lexical entries"** (Croft and Cruse, 2004). Then, we returned to the previous frame to help our learning be coherent and cohesive.

To explain it further, and according to Mateu, J.; Espinal, M.T., one of the ways to consider this topic, is following van der Linden (1993: 2): "[...] the meaning of a complex expression is a function of the *meaning of its constituent* parts and the way these are *syntactically combined*." Thus the compositional syntactically codified meaning differed from the conceptually encoded one (non-compositional).

To specifically denotate meaning, we focused on *topicalization* and other *pedagogic "displacement"* (Giroux in Kellner, D.) *transformations*, imbued in an ample spectrum of other phenomena. To look for creativity and enrichment for the tasks, we considered the distinct variations adapted to the contexts (Langlotz, A., 2006) In the same light, and according to Corpas Pastor (1996: 233-251), some pragmatic aspects on phrases were reductions, substitutions, grammatical modifications, combination, illustrations,... And to come back to the already explained with another focus, the functions of the modified units were comical, ironical, supportive for the thread, persuasive, or for stylistic effects (Corpas Pastor, 1996: 257).

5. SYLLABUS DESIGN. Based on Willis (1996).

PRECOMMUNICATIVE. ILLUSTRATION.

5.1. PRE-COMMUNICATIVE ACTIVITIES

5.1.1. Introduction charts to crop and personalize for the games and the reminders. **See appendixes 1, 2.**

We played by groups with flashcards with sentences on the idioms for them to repeat three times before they sit, turn around,..., as well the hot potato one for warming up. We continued with pelmanism tasks to secure concepts with written and illustration support. We also prepared two rows to guess the possible coincidence between the idiom and the picture on the one hand, and the meaning in the partner's card opposite to him/her.

5.1.2. The students explained very briefly the idioms, to extract obscurity according to the introduction sample. They used a chart to record them (see listening activity in evaluation section). **See appendix 3.**

We used this type of support:

- 'Guess what?', 'You'll never believe but...!',...
- Tell me more; Yes, I heard about that; I'm not surprised. What a joke. I can't believe that.
- You're joking? That's shocking.

5.2. CLASSROOM MANAGEMENT

5.2.1. We proposed a Venn diagram for tasks organization and topicality. It was directed for the first stage to be able to reach fluency in the communicate competence. *See appendix 4.*

5.2.2. Diagram for the work structure in the second part of the didactic unit, to promote communication in simulated authentic situations in class and out of it. *See appendix 5.*

CONTROLLED COMMUNICATIVE. INTERACTION.

5.3. CONTROLLED COMMUNICATIVE ACTIVITIES

5.3.1. Mini-dialogues, poems, and stories.

a) For homework, with a previous introduction at class (visual aids), the students prepared the pre-communicative activities. This way, the students could match sentences to make communication exchanges. We checked them aloud by pairs. *See appendix 6.*

b) Taking into account the models, the students had to produce the different the genres for the idioms implied. *See appendix 7.*

c) The pupils wrote two short stories choosing the most appropriate idioms for their contexts, or the literal equivalents for them, in case they did not know how to adapt all the idioms' components. *See appendix 8.*

5.3.2. Choosing the idiom. It consisted on filling the blanks with the idioms in a dialogue based on a picture, and with the help of a word list. The students contextualized variedly, and paid attention to grammar (They were the model ones without the idioms or a literal equivalent). *See appendix 9.*

5.3.3. Draw the idiom and sequence. The children drew the corresponding picture for the idiom, and sequenced the three sketches into a comic. *See appendix 10.*

5.3.4. Story-telling

5.3.4.1. Sample and prompts: We can take into account short stories rooted on authentic resources, to encourage action; to teach not just in languages but culture too, enjoyable, to predict (title, props, words coming up, pictures, sentences -first and last-; the pause and predict -good reader), we can develop the tasks. *See appendices 9,10,11.*

5.3.4.2. Poem and graph organizers tools: We introduced some tools with a poem and graph organizers. *See appendices 11, 12, 13, 14.*

5.3.4.3. Comprehension- production: To include comprehensive tasks to ask for production, we could ask: 'who is it?,...' each student gives five answers. We collected 8-12 sentences on the character by reading them aloud. After the dictation, the children wrote a text with a good thread with those sentences, and they read it aloud to test it. To be visually supported we used the following graphs (One H and 5 W's flower; Question mark to fill in with writing question). *See appendices 11, 12, 13, 14.*

5.3.5. Dictations.

We prepared the children to follow the rhythm of the activity with the punctuation game. We dealt the handout and dictated series of symbols to certify every student knew all of them. *See appendix 15.*

We worked with brief pieces of text, considerably based in reported speech, to sum up the previous genres *samples*. The Receiver grasped the meaning of the text. I explained the *theme of the dictation, the type of text, the communicative context, the participants, the origin,...* We used a *communicative speed* for the aural input. The first time the students only listened to it globally, with the corresponding intonation.

Then, there was a pupils' silent reading, and, finally, we corrected it with a projection and a photocopy. The story was a unit with cohesion and coherence (paragraphs, structures to start and end,...) We also played to the 'play, stop and rewind game', clearly establishing turns, to help in case of getting stuck, once the meaning is acquired. Pair and collective dictation were strategically implemented on an imaginary character to ask for.

5.3.6. Communication menu.

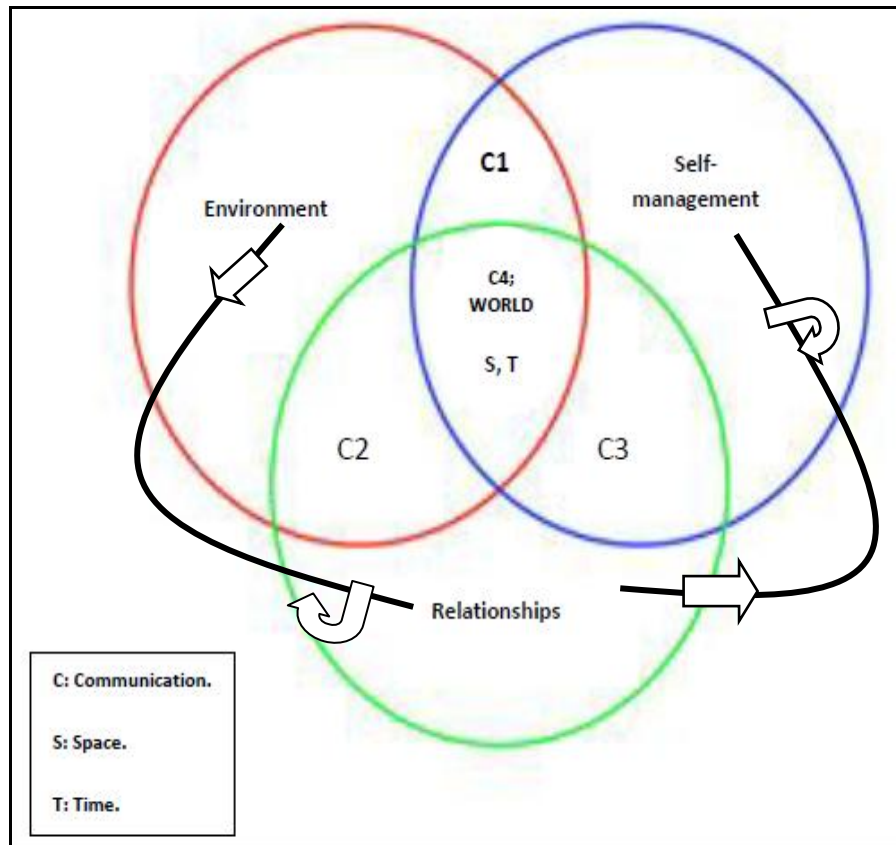
We recorded our necessary language for the basic skills in the communicative tasks. Then, we created a *communication menu* for individual work (Teacher -student), and group work (Student-student; Teacher -student). We wrote declarative, interrogative and exclamative clauses to do it. At the bottom part of the tree, students had to write a composition collecting the context thoughts and sentences above. *See appendix 16.*

5. 4. ILLUSTRATION, INTERACTION, INDUCTION (III; McCarthy, 1998) AND TBL (Willis, 1996:38).

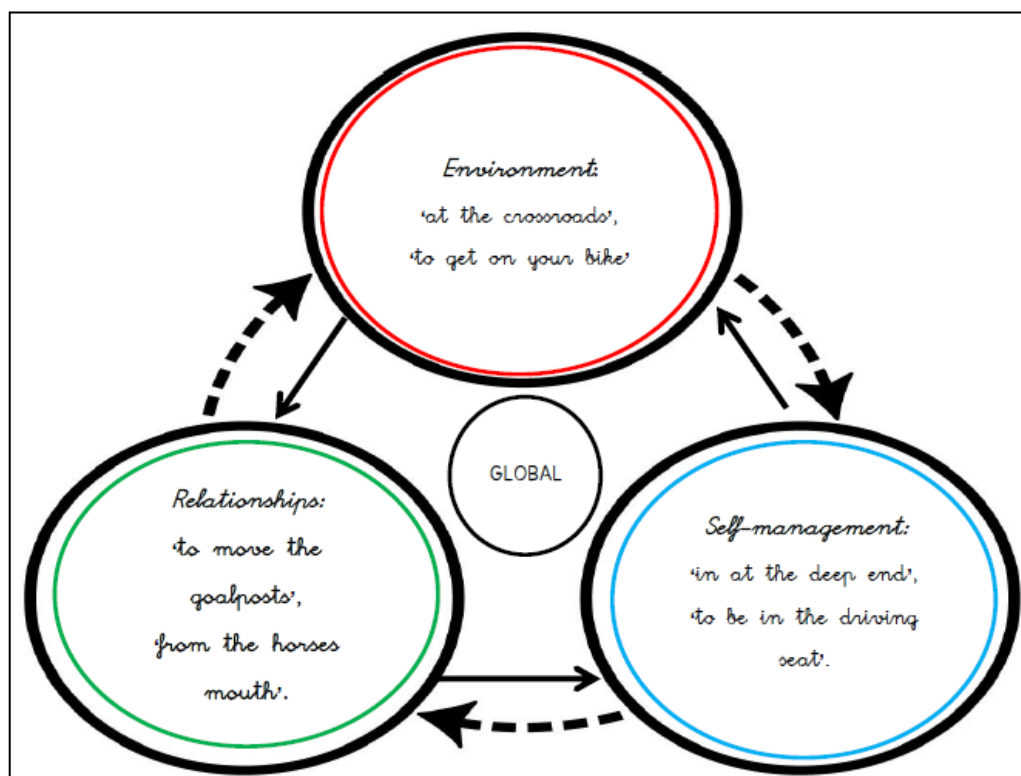
5.4.1. Justification

In illustration, we used **spoken** real data in choices depending on context and use (McCarthy, 1998:67). The interaction was the discourse with sensitive activities focused on uses of language and negotiations of meanings (consciousness of critical features). The inductions drew conclusions about different lexico-grammatical (form) options. The three of them looked for accurate natural fluency.

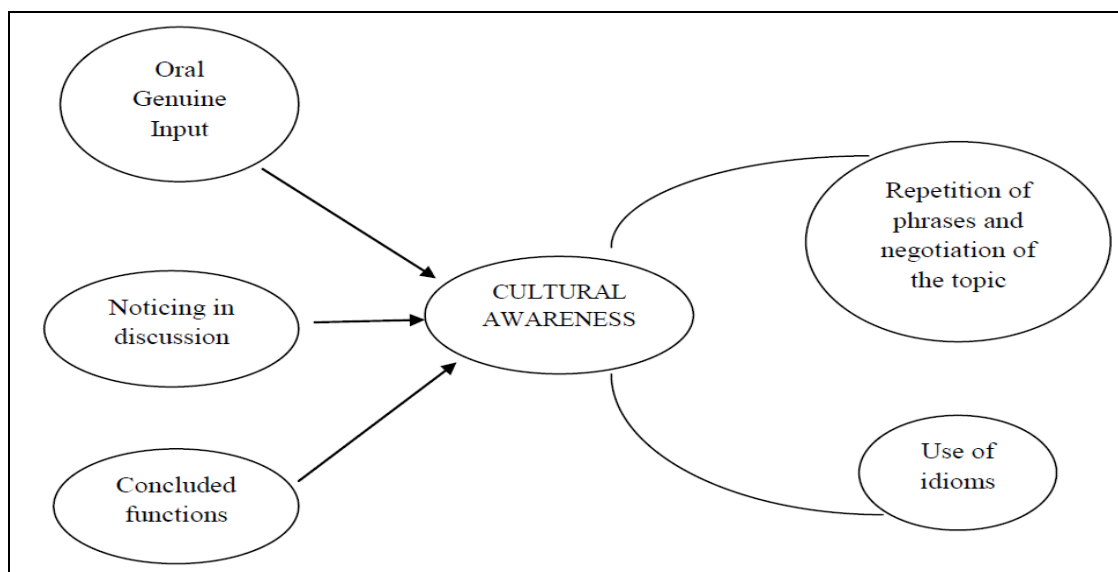
Based on Lightbown and Spada, 1999:22, and Snow and Ferguson, 1977 (child directed speech), the spatial progression went this way: environment, relationships, self-management, for the first stations, and inversely for the second turns, to eventually combine cognitive processes. Because of the intersections , this did not mean an isolation from the context.



(Clearer graph)



The students had to reflect upon their practice with this kind of tools. They registered contents by lessons. The general scheme for one of them based on III was:



McCarthy

To access the syllabus and contact with a TBL approach (Willis, 1996), we carried out the described activities on the extended and mandatory contents for the curriculum. To see the fashion we worked on everything, we *placed* the tasks by intervals.

5.4. 2. Sequence

5.4.2.1. Pre-tasks

First of all, I introduced the topic and its categories to be considered for the genres (mini-dialogues, advertisements, poems, short stories, miming, giving instructions, comic) and the zones (environment, self-knowledge; relationships), and gave the guidelines on the task stage (recall some language that may be useful for the task). To introduce the topic I showed the materials and the possibilities to play with them. This gave the students a clear model of what will be expected of them. The students could take notes and spend time preparing for the task. According to the learner style I assigned the zones to work the variety of activities. III was interlaced with TBL. The aural, and written (visual) input was immersed into an integral task progression. See **appendix 16**.

LOOSER COMMUNICATIVE ACTIVITIES. INTERACTION.

5.4.2.2. Tasks

Environment

After pre-tasks, we focused on the communicative activities, with the resources provided. Thus, we broke the ice with a brainstorming, that was used to guess the personal significative meaning every student had given to each idiom.

Because of the space references, we started with controlled mime. By pairs; one pupil described a situation for the other to mime, little by little, to be able to recognise it, and based on the idioms or their literal equivalent (the nearest one to it). We also played a recording of people doing this task. This showed crucial parts of the communication necessities, and indicated ways to improve them to learn idioms in communicative situations (simulated-authentic).

'Two-step bingo' (turning over the relevant card), was an adequate resource for the zone, too. We also made dominoes to pay attention to intonation so that to ease comprehension, without studying it analytically.

Self-knowledge:

Afterwards, the students had to tick, number or write a letter, or draw a sketch. According to the listening, the students developed a comprehension task for production in re-telling. To hold the advanced, and transfer it to other skills, we played to pelmanism games, using the variety of codes to memorize short and long term lexis. They also made, chose and matched phrases or sentences, pictograms, pictures. These activities were to start managing possible changes inside idioms, with the help of visual support.

Another possibility to learn was 'happy families'. This was directed to increase children's autonomy for studying on their own. Throughout comparisons in the ways of conceiving reality and relationships in the real world.

- The running Dictation was similar to the previous but with more movement. We prepared comprehension tasks with a Question Dictation on a shared text by the whole class (the questions were numbered and placed out of the classrooms, along the corridor nearby).

- An interesting fashion to teach students to study was the dictogram. The pupils had to personalize a complete text by their own. First of all they listened, then they wrote the key words, afterwards they wrote whole sentences, and eventually in small groups they tried to compose the complete dictation.

- We carried out a silent Dictation with alternative fragments by turns in pairs.

Relationships:

The snap game trained cooperativeness and participation by turns, as well as losing the fears towards oral performance. We implemented the requirements to complete the objective, according to the evolution on integrated skills.

Cultural awareness

a) The students read aloud syllabus texts, to discuss meaning in small groups, and determine some possible functions in context. They could reinforce integrated skills by silent reading (anterior and posterior). Through the 'pencil pictures' game (by groups) we connected transversal contents.

Adapted transcript from the source:

http://www.bbc.co.uk/worldservice/learningenglish/language/theteacher/2009/03/090311_teacher_animal_horse.shtml

"Hello, I'm a very interesting and intelligent man.

And this is Fred, who, as you may have noticed, is a horse. Today Fred and I are going to be helping you to improve your English.

I imagine you've never been taught by a horse before.

[Neighing and other horsy noises.]

What's that you say Fred? Ah, just that noise horses make.

Anyway, I heard it straight from the horse's mouth.

We use this idiom when we've got some information directly from the person responsible for it. For example: my boss is going to fire me. Yes, it's true. I heard it straight from the horse's mouth."

It means my boss told me directly. I didn't hear it from anyone else. Mmmmm...

Adapted transcript from the source:

http://www.bbc.co.uk/worldservice/learningenglish/language/theteacher/2011/07/110705_teacher_transport_drive_page.shtml

“Hello, I'm a very interesting and intelligent... racing driver.

And today the verb 'to drive' and I are getting together to teach you some English idioms.

I think you've never been taught by the verb 'to drive' before.

As you can see, I'm in the driver's seat.

In English, if someone is in control of a situation or in charge of something, we can say they're 'in the driver's seat'.

In the driver's seat.”

Adapted transcript from the source:

http://www.bbc.co.uk/worldservice/learningenglish/language/theteacher/2009/08/090910_teacher_sport_football.shtml

“Ah, my boss. He's not very happy with me.

He says I was late for a meeting yesterday. He told me kick off was at 12 o'clock.

But when I arrived, he said I was an hour late.

That's right. He's always moving the goalposts.

In English, if someone changes the rules while we are trying to do something to make it harder, we say they're moving the goalposts...Argh!

Moving the goalposts.

Like that time I told my students to prepare for a vocabulary test and then gave them a grammar exam! Ha ha ha! I really moved the goalposts. They hated me so much.”

b) News

We practised the 'news habit', 'what's happening in / with?', and 'big news' games (adapted from Banville, S., 2005). We all tried to enhance the plots of the classrooms, even in L1, for obtaining deep background knowledge. Possible questions for a piece of news: 'Do you know what's happening in...?, What's the latest news on ...?, What's happening in / with...?, Can you bring me up to date on ...?, Have you heard the latest on ...?, Did you catch the news about ...?, Are you following the news on / in ...?' Then pupils could chat about the biggest new they've heard... since their last lesson, in their lifetime,...

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World

- Drama: Picking an idiom from a bag, and as soon as it is used and/or performed, another was picked from it. We complemented the discourse placing the conversations in zones with the images of the idioms and oral and written input associated (more roles, visual hints,...)

- Genre analysis: depending on the text, the pupils guessed true or false on a random card, providing a definition, to be confirmed or not by the partner. There were prompted questions and patterned interactions e.g.:

- Student A: What does the idiom mean?
- Student B: According to this, it says _____
- Student A: 'Comment'.
- Student B: 'Reply'

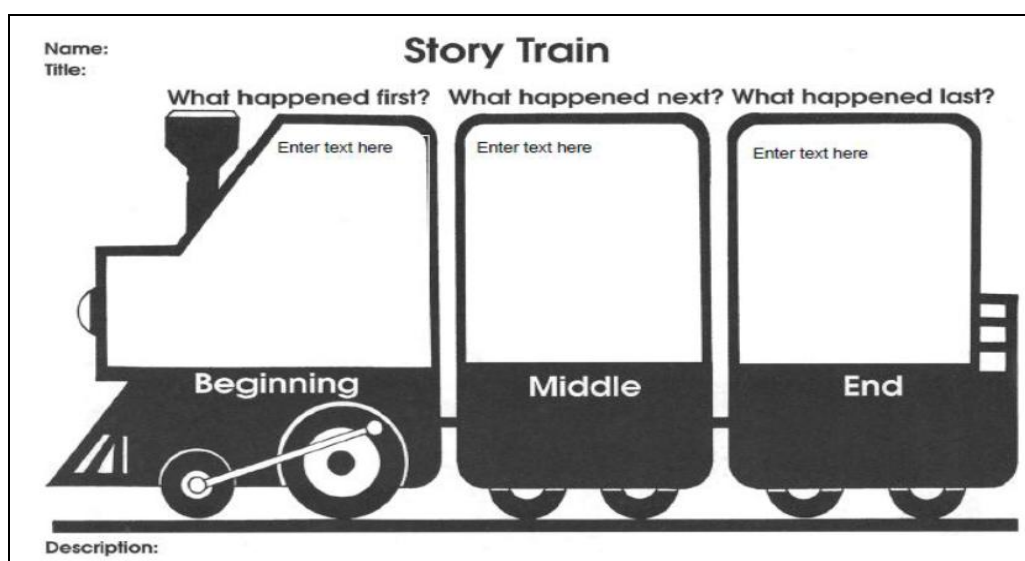
Adapted from <http://www.BreakingNewsEnglish.com>

...- Relating idioms to real life and thinking of questions about meaning, as well as the teacher recounting a similar experience, were very profitable. Children could become previously part of a given short story, and take an extract to speak on it with this possible structure:

- Student A: [Reads a fragment]
- Student B: Yes, I know. I was there. + [expand]
- Student A: Question re B's expansion.
- Student B: Answer.
- Student A: Response to answer and then next fragment.

Adapted from Banville, S. (2005).

- Story train for a short text.



The image shows a worksheet titled "Story Train". At the top left, there are fields for "Name:" and "Title:". The main part of the worksheet is a train shape divided into three sections: "Beginning", "Middle", and "End". Above each section is a question: "What happened first?", "What happened next?", and "What happened last?" respectively. Each section has a large box labeled "Enter text here". At the bottom left, there is a field labeled "Description:". The train is drawn in a simple, stylized manner with wheels and a smokestack.

Freelogy.com

Referred to the Trinity preparation (fourth and fifth levels). *See appendix 17.*

- We constructed Mind maps for the oral presentations. *See Language Focus and Feedback.*
- We composed texts based on models. I started telling the students to write a short story with the following elements: settlement (space and time), characters (description), plot, and opinions. Then, I asked them to apply this structure to each paragraph assigned to each of the bubbles of the Trinity mind maps adjusted to this idioms didactic unit. This way, every grammatical requirement was taken into account.
- We improvised orally the different topics, and possibilities for the interviews.

5.4.2.3. Task cycle: Task > Planning > Report

- **Self-management zone. Literal versus figurative:** Students compared literal and figurative meanings drawing (or getting the students to draw) sets of pictures that showed both. Then, pupils matched them. We also studied idioms by making up stories with the literal meanings and discussing the absurdity, strangeness, or misinterpretation of their global meaning. Another game was dealing an envelope with an idiom card, and the needed props to act out its literal meaning (Lorenz 1977). Some other pupils guessed it, and then discussed the idiomatic one.

- **Relationships:** Pupils had to find the differences between two texts,... in restoration tasks, identifying words/phrases/sentences omitted from or added to a text; comparison tasks with two accounts of the same incident/event; a diagram/picture to compare with a written account description;...
- **Environment:** The teacher briefly described situations for the students to think and apply possible idioms to explain any character's thoughts or communication patterns.

5.4.2.4. *Language Focus and Feedback*

We completed a *quantitative* and *qualitative* analysis of processes and results, with tools to help to solve the problems in learning, and not to justify competitive decisions. The analysis modified uniquely one variable at the same time, or considered three parameters to conclude the communicative effectiveness. *The perlocutionary consequences and effects (Trosbog, A., 1995) were proportional to this communicative effectiveness.* We finally studied the influence on learning measured by the global mark according the assessment criteria. Chomsky contended the statistical kind of partial choice, because of its simplified version to explain the educational situations. Thus, the derived theoretical frames did not necessarily scientifically support an exact fitting.

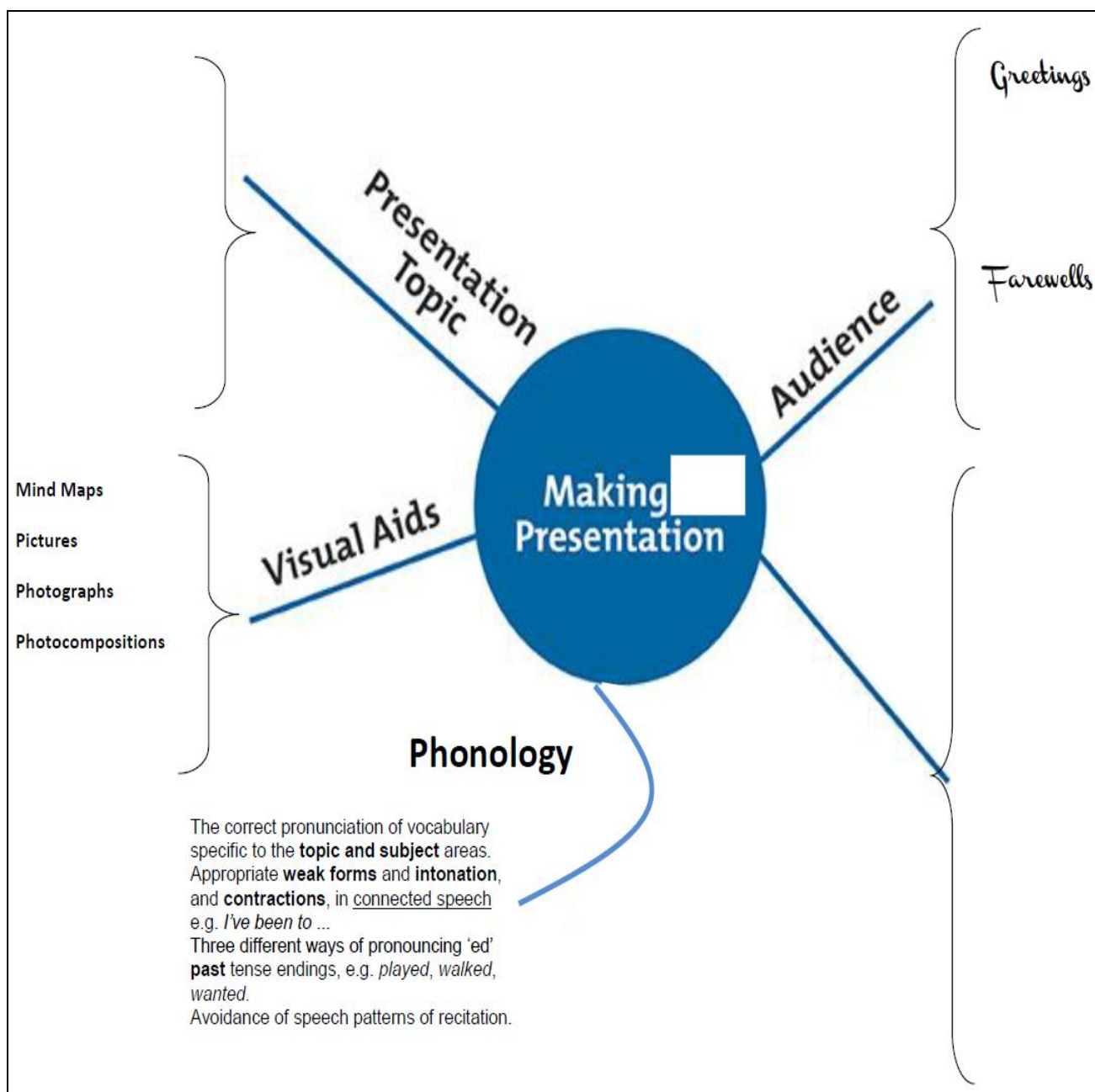
The computational analysis did not conclude a real support for solving research points, theoretical and practical in a variety of degrees.

The meaning of the statistic parameters gave us clues for cooperative work, to be able to organize inter-level adjustments. The mean orientated formatively the skilled proposal choice (always related to the dispersion data), the median gave us an idea of the possible balance between mates to solve the tasks, the standard deviation improved the syllabus in formative assessment, as well to ask for the students' participation. I did not take into account the variance for probabilistic calculus, because of the nature of the sample (human beings), or the common tendency to normalize towards homogeneous groups. It is a matter of respect to children's development, looking for the exigency of the maximum effort and devotion to the project. The mode is just to show the most usual value in each group, and indicated possible future accentuations in the components of the syllabus, and/or formation of new groups. The histograms represented the frequency of the comprehensive marks, interrelating the language constituents combined towards ethnographic, anthropologic, and social interconnected mazes.

The competence focus was clear from the beginning for all the participants in the educational community, and established margins with types of logic and contributions to the pupils' intelligence in strategic cultural and self-management.

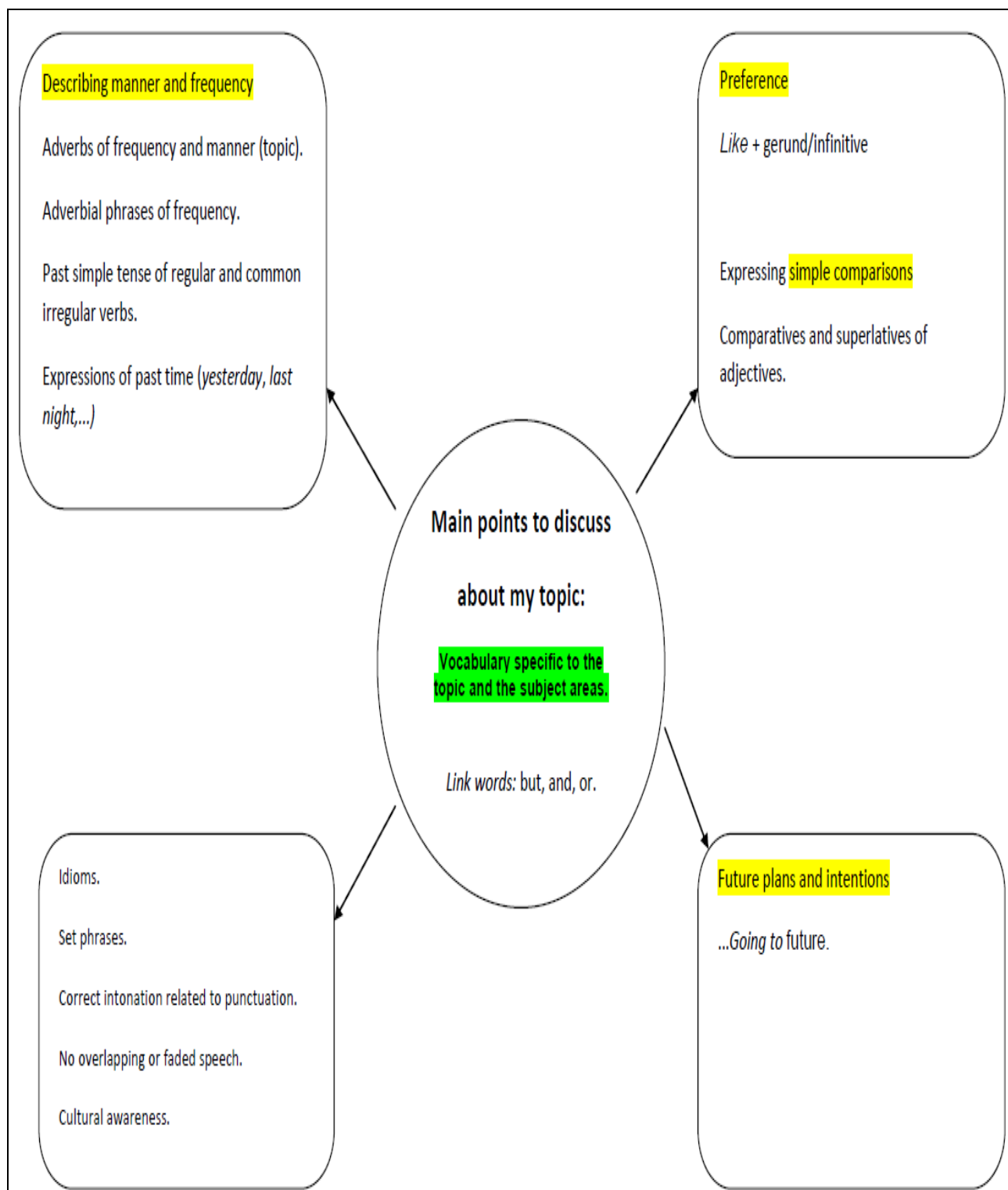
This is a description of the oncoming decisions based on the current knowledge of human mental processes. The groups of idioms were to simplify the pupils' study duties, not to impede creativity in learning with autonomy. We considered collective tasks superior in determined situations, to individual ones, because of their own nature. In this light, the main perlocutionary transcendence to use English as a Lingua Franca was obtained by negotiations on previous syllabus schemes and scheduling. We did not forget the students' stage of development for language learning, in which variables can be considered discrete and continuous, with nominal, ordinal, interval and ratio (frequency) references. When we compared the graphs with the hypothesis in the linguistics field, the effects of systematic teaching on the children was plausible. There was no external factor of such importance to hindrance the project. Eventually, it was not very clear, as I have already said, the differentiation in types of variables, because of their interrelations, and the continuous bottom-up and top-down processes. For the histograms we equated the importance of every assessment criteria, to study frequency as a whole in the performance of the syllabus of the didactic unit. Then, we grouped the evolution of frequency by class to compare the three weeks values.

The assessment of the **listening** skill was vertically and horizontally transversal to every activity in the syllabus. We used a worksheet to record the idioms 'captioned'. **See appendix 3.** The **speaking** skill was essential to articulate the holistic design and implementation of the English Language Curriculum. We drew personalized mind maps for the oral presentation. For the **reading and writing** ones, we had some transcripts of the oral parts. **See appendixes 6, 7, 9, 10, 11, 12, 13, 16, 17.**



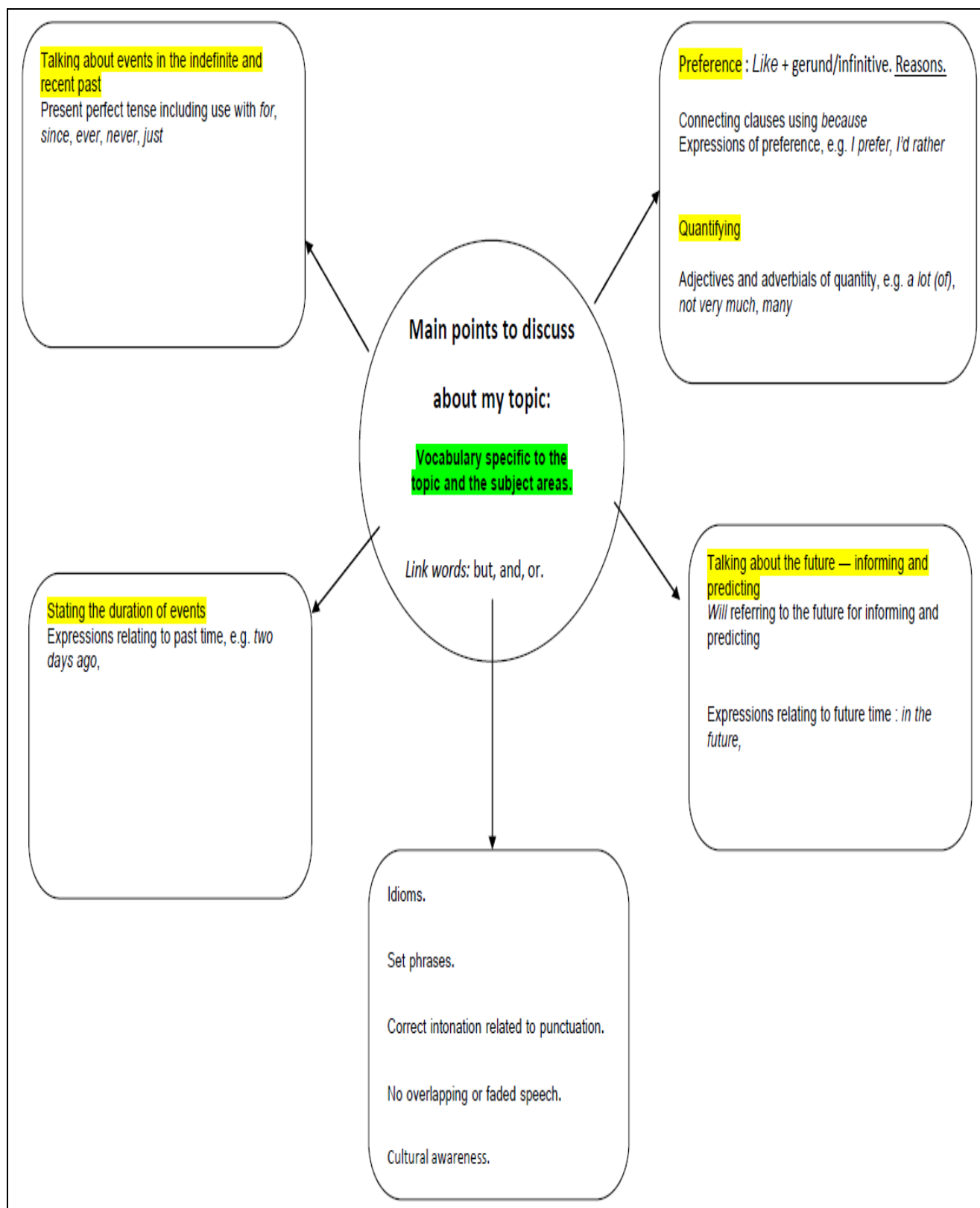
Based on Trinity Exams

Grade 4



Based on Trinity Exams

Grade 5

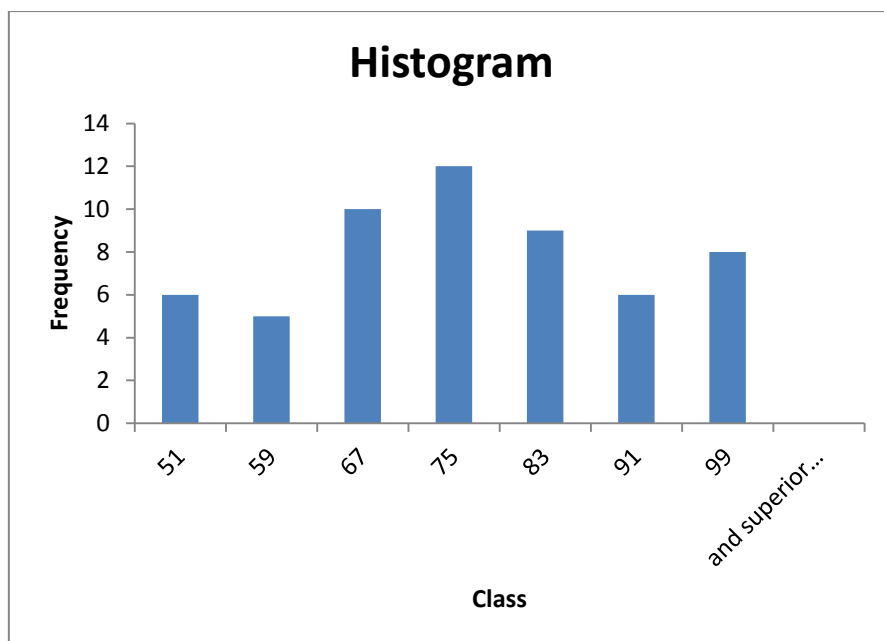


Criteria values:

WORK GROUPS	ASSESSMENT CRITERIA <i>First week</i>						
	Application of the idiom to the appropriate situation.	Errors noticing.	Awareness on the feedback from errors.	Use of genuine language	Control of display questions	Negotiation of meaning.	Metalinguistic basic abilities.
Group a	85	75	78	70	65	55	55
Group b	90	95	80	80	70	60	60
Group c	80	80	80	90	65	65	60
Group d	95	90	95	85	75	75	70
Group e	95	95	80	95	70	70	65
Group f	70	60	70	55	55	50	50
Group g	65	55	60	50	50	50	45
Group h	75	85	95	95	80	80	70

Class	Frequency
51	6
59	5
67	10
75	12
83	9
91	6
99	8
and superior...	0

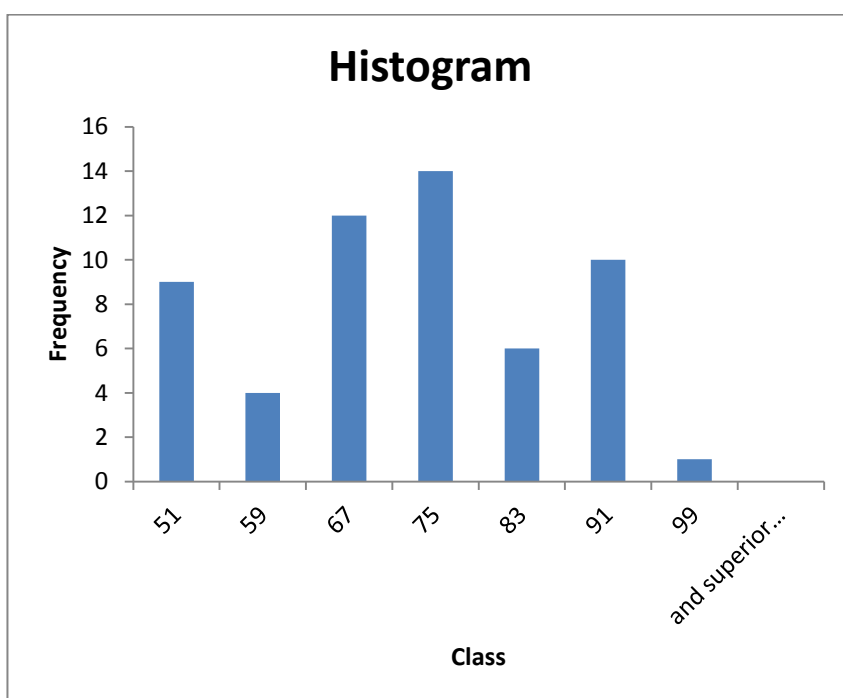
median	72,5
mean	70
mode	70
s.d.	14,7
variance	216



WORK GROUPS	ASSESSMENT CRITERIA <i>Second week</i>						
	Application of the idiom to the appropriate situation.	Errors noticing.	Awareness on the feedback from errors.	Use of genuine language	Control of display questions	Negotiation of meaning.	Metalinguistic basic abilities.
Group a	80	70	80	75	70	55	50
Group b	85	85	85	70	70	60	65
Group c	85	85	90	95	70	70	65
Group d	90	85	90	80	80	75	65
Group e	80	75	70	65	6.5	60	60
Group f	55	50	65	50	50	45	45
Group g	60	50	55	55	60	45	50
Group h	70	80	85	70	75	70	65

Class	Frequency
51	9
59	4
67	12
75	14
83	6
91	10
99	1
and superior...	0

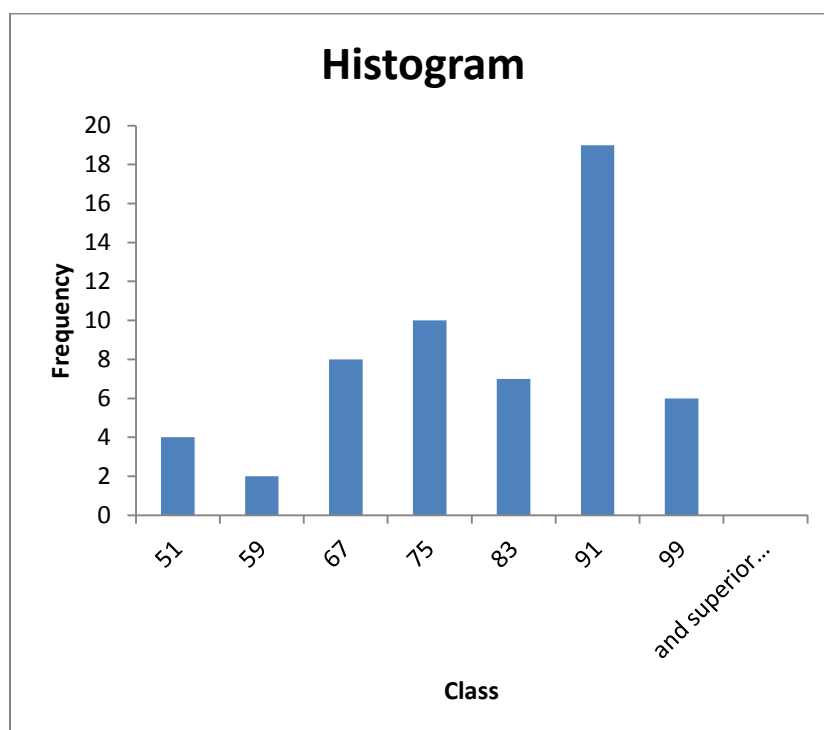
median	70
mean	68,8
mode	70
s.d.	13,4
variance	179,3



WORK GROUPS	ASSESSMENT CRITERIA <i>Third week</i>						
	Application of the idiom to the appropriate situation.	Errors noticing.	Awareness on the feedback from errors.	Use of genuine language	Control of display questions	Negotiation of meaning.	Metalinguistic basic abilities.
Group a	85	80	85	85	80	75	7.5
Group b	90	95	90	80	75	70	70
Group c	90	95	85	90	80	80	70
Group d	95	95	95	85	85	85	70
Group e	90	95	90	75	75	90	80
Group f	65	65	60	60	65	50	50
Group g	60	60	55	55	65	50	45
Group h	85	90	90	80	85	85	75

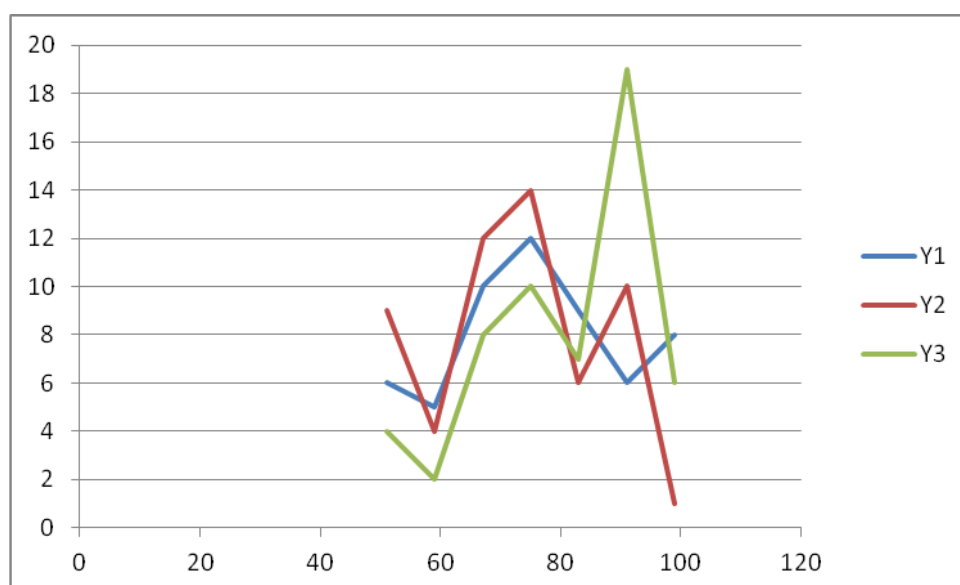
<i>Class</i>	<i>Frequency</i>
51	4
59	2
67	8
75	10
83	7
91	19
99	6
and superior...	0

median	80
mean	77,2
mode	85
s.d.	13,7
variance	187,2



<i>Class</i>	<i>Frequency 1(Y1)</i>	<i>Frequency 2(Y2)</i>	<i>Frequency 3(Y3)</i>
51	6	9	4
59	5	4	2
67	10	12	8
75	12	14	10
83	9	6	7
91	6	10	19
99	8	1	6

<i>Parameter</i>	<i>1</i>	<i>2</i>	<i>3</i>
median	72,5	70	80
mean	70	68,8	77,2
mode	70	70	85
standard deviation (s.d.)	14,7	13,4	13,7
variance	216	179,3	187,2



Variables and frequency:

DEPENDENT	
Discrete variable	Continuos variables (intervals): the results of the three of them considered.
<u>Communication</u> effectiveness	– <u>Pragmatics</u> (meaning in context) acknowledged from induction and deduction. – <u>Culture</u> management. – <u>Communication</u> effectiveness.
Bar chart (scaled, arranged in an ordinal sequence).	Histogram.

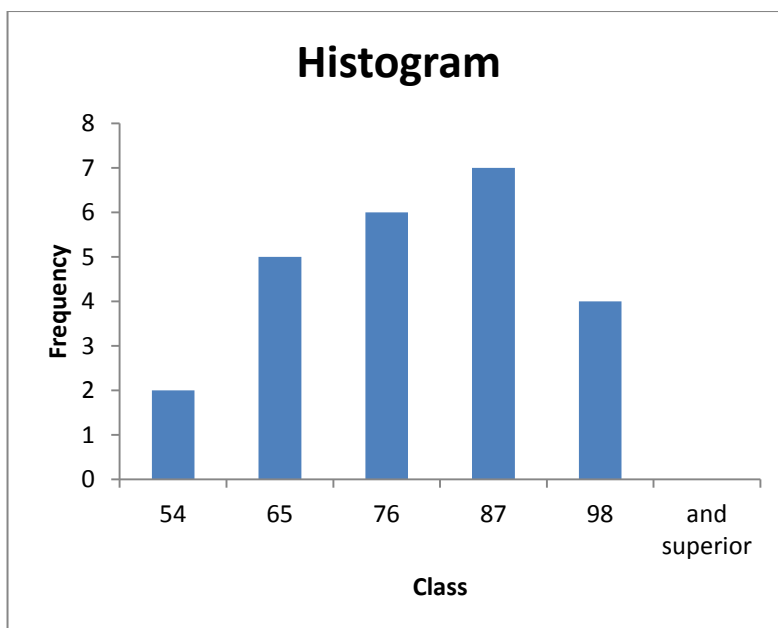
INDEPENDENT. Individual choice in context. The qualitative category for grouping data: weeks of the month. The bars are color-coded to represent frequencies.

Perlocutionary consequences and effects (Trosbog, A., 1995)

WORK GROUPS	VARIABLES <i>First week</i>		
	Communication effectiveness.	Pragmatics (meaning in context) acknowledged from induction and deduction.	Culture management.
Group a	85	75	70
Group b	90	70	75
Group c	85	75	75
Group d	90	80	85
Group e	95	85	90
Group f	50	6.5	65
Group g	45	55	55
Group h	65	80	85

Class	Frequency
54	2
65	5
76	6
87	7
98	4
and superior...	0

median	75
mean	75
mode	85
s.d.	13,8
variance	190,9

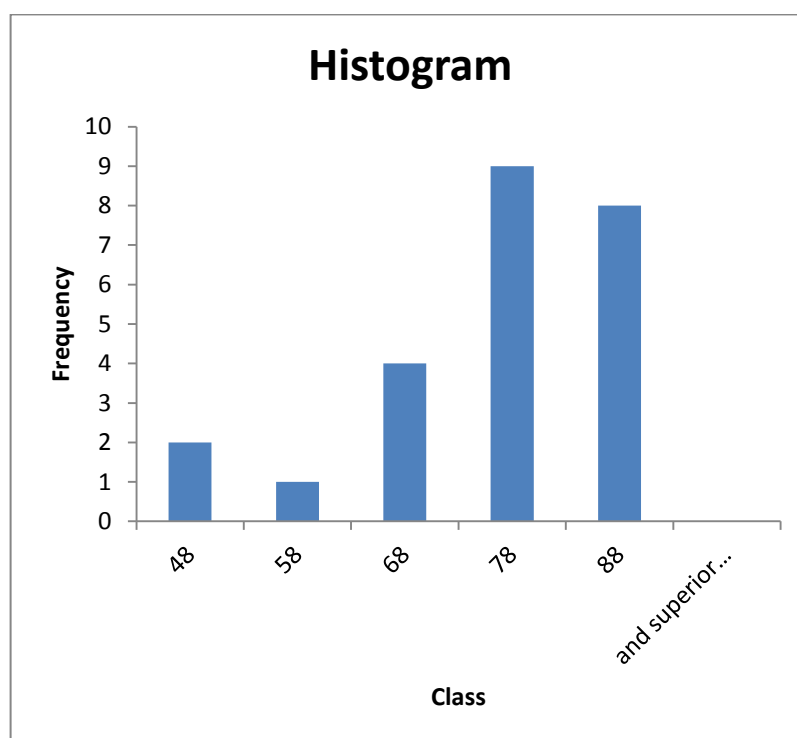


Perlocutionary consequences and effects (Trosbog, A., 1995)

WORK GROUPS	VARIABLES <i>Second week</i>		
	Communication effectiveness.	Pragmatics (meaning in context) acknowledged from induction and deduction.	Culture management.
Group a	80	70	60
Group b	70	75	70
Group c	75	80	70
Group d	85	85	80
Group e	80	80	75
Group f	40	60	50
Group g	60	40	60
Group h	75	70	80

median	72,5
mean	69,6
mode	80
s.d.	12,8
variance	162,9

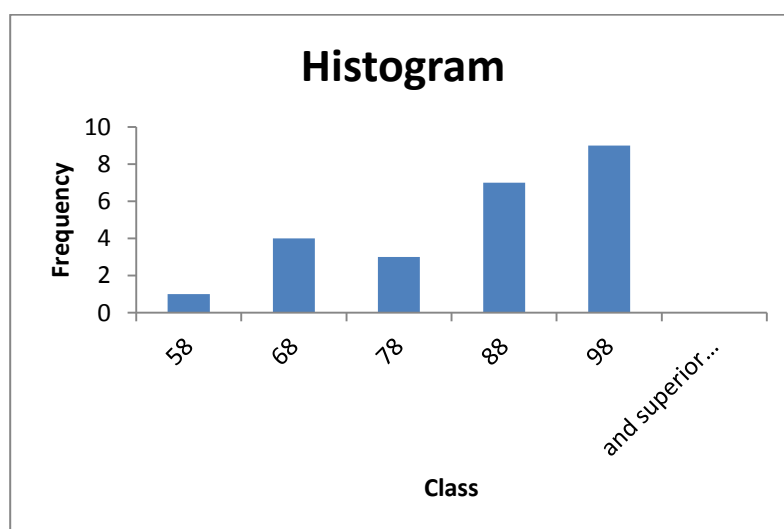
Class	Frequency
48	2
58	1
68	4
78	9
88	8
and superior...	0



Perlocutionary consequences and effects (Trosbog, A., 1995)

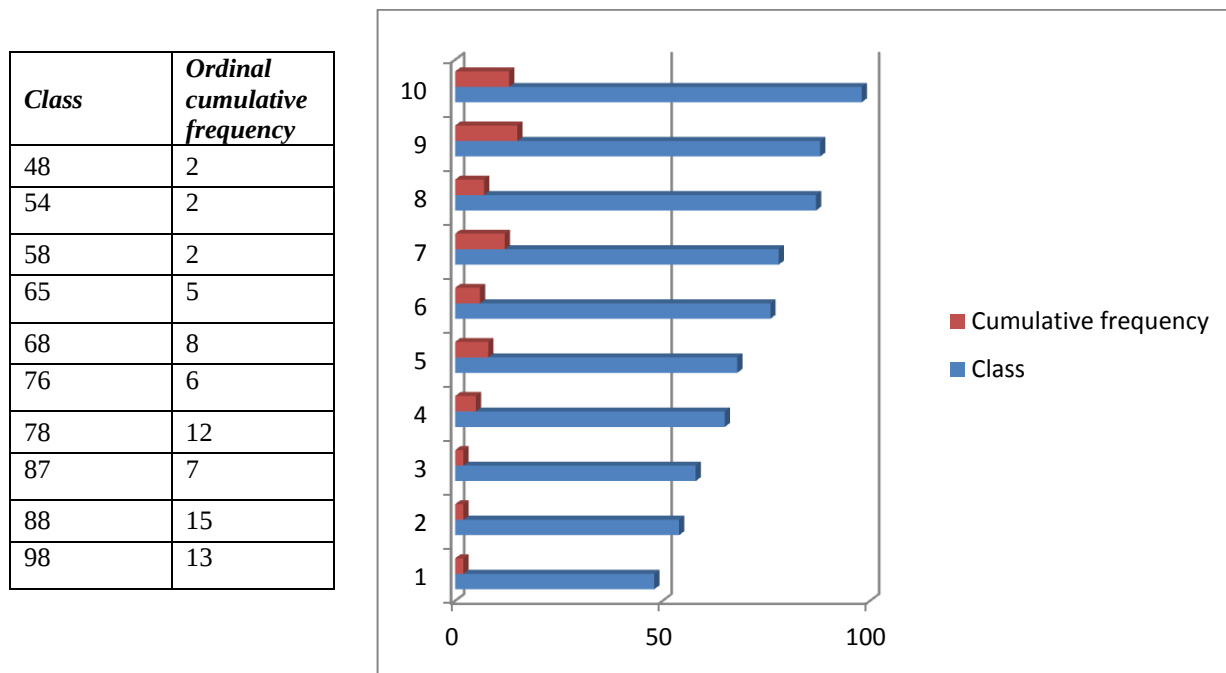
WORK GROUPS	VARIABLES Third week		
	Communication effectiveness.	Pragmatics (meaning in context) acknowledged from induction and deduction.	Culture management.
Group a	90	75	70
Group b	95	80	80
Group c	85	90	85
Group d	95	95	90
Group e	90	95	80
Group f	65	70	60
Group g	60	50	60
Group h	80	85	90

Class	Frequency
58	1
68	4
78	3
88	7
98	9
and superior...	0



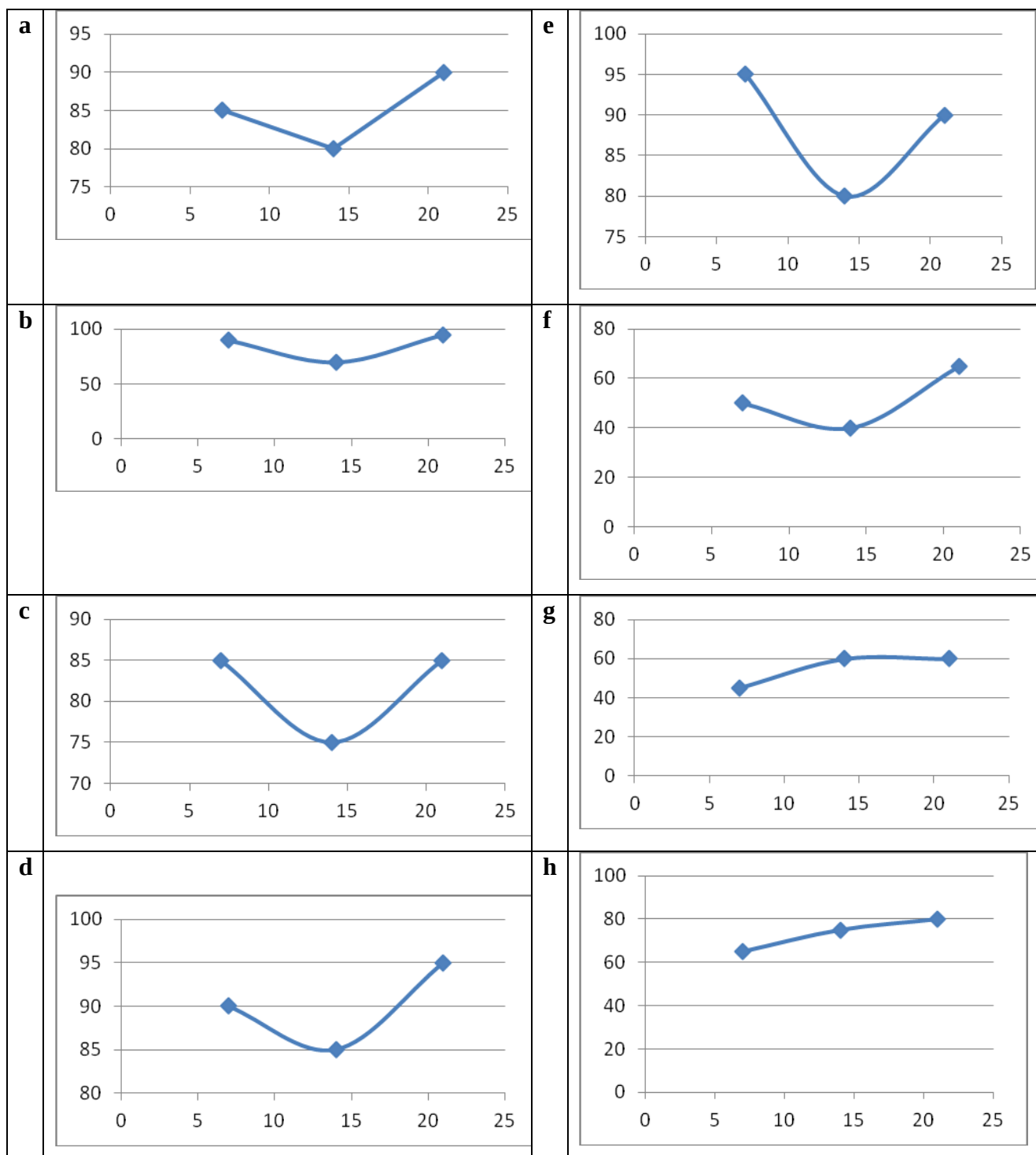
median	82,5
mean	79,8
mode	90
s.d.	13,2
variance	175

The bar graph on the right in which the frequency of occurrence of different values of X is represented by the length of each bar, is not chronologically organised, but ordered by the value of the frequency.



If we represent simple lineal functions based on this chart below, we grasp the progress rapidly.

WORK GROUPS	Communication effectiveness		
	First week	Second week	Third week
	7	14	21
Group a	85	80	90
Group b	90	70	95
Group c	85	75	85
Group d	90	85	95
Group e	95	80	90
Group f	50	40	65
Group g	45	60	60
Group h	65	75	80



6. CONCLUSIONS

With this study we tried to show how meaning was produced by language and constructed a social reality, and thus, it had got a historical and settlement contribution. Following Richardson, L. (2005), the availability of temporary prevailing discourses derived in instability on speech precepts. Moreover, the reflexive connections between the self and the society enhanced the improvement of the dynamic ethnographic knowledge. As a consequence, this affected the oncoming culture comprehension, aesthetic evaluation, **transmitters and receivers'** awareness on the studied issue, and potential inquires in the components of the human intelligence towards educational action-research (Richardson, L., 2005:964).

To get closer to the developed along this document, and according to Grant and Bauer (2004:42), idioms were characterized by their *compositionality* (in a group of words for comprehension), *institutionalization* (in function of the discourse in a community), and *fixedness* (level of possible changes, paradigmatic exchange or erasure of items). Some hints to detect these set phrases were the distance from real conditions, the structure abnormality, the prepositional start, or the impossibility of literal explanation in a concrete context although they could have a literal meaning which makes sense in a different situation, too (Baker, 1992:65). This was fed back with the degrees of imageability and transparency, and culture influences. I was advised by an English Native teacher to choose some idioms. Nevertheless, I had to select only some of them based on the students' grade. We negotiated comparisons between the age and the of the idioms, reckoning huge doubts derived from cross-cultural and cross-linguistic influences, as well as triggered by the indetermination of the historical traces. We meant that an idiom typically illustrates a scene that is part of a bigger scenario, but even maybe to an specific moment constructed scenario. The organization of the words in a sentence may be the most appropriate according to the origin, or the flow of info (from general to specific). What we have not developed in this paper are the interesting phonological implications of rhythm, or easiness in pronunciation. All in all, what is evident is the necessity to tackle idioms in systematic fashions.

We can clarify our assignment with the strategies used to solve the tasks. Students worked through cross-cultural and cross-linguistic processing for 'scaffolding', and short and long termed memorization, with an inescapable previous comprehension (Prodromou, 2003). Children were helped by translation (for every word and composed semantic meanings; literal and non-literal), mental images, guessing related to similarities with L1, context, references to background

knowledge, discussions and analysis, requests, repetitions and paraphrasing, literature genre management,... Thus, we highlighted the need of idioms in language use, English language teaching-learning processes, and multiskilled integral strategies to promote idiomatic English at Primary School level, in the early phases of acquisition, to be extended in lifelong scheduling, for the momentousness of aural communicative instruction. We linked cultural contributions to encompass the learner centered approach, and study set phrases in a Global English frame. Problem solving to the proposals of the syllabus for the specific fourth grade sample in the CEIP Blas de Otero were carried out by the students with an extra effort to be able to give sense to the educational requirements.

We would like to suggest the possibility to increase the time devoted to bilingual programmes in this Primary School, to be linked to a Planification of Social Skills in extracurricular activities. The plausibility of large webs of relationships for the child as a Global citizen, may guarantee the effectiveness in communication targets, and specifically related to the fluency on idioms.

The pupils were enthusiastic with the project and truly motivated by the challenge of literature genres (what we connected to their mother tongue), and contributed with more presentations to remember and remind their partners on the use and the usage of idioms in context, according to their own origins. The class is multicultural, and they enjoyed sharing experiences on news, personal events, celebrations, preferences, traditions,..., trying to take into account the previous training for discourse in the correspondent didactic unit, once they learnt the necessary to do it.

There is a huge amount of questions to continue with this project because of the discrepancy between the small groups, about the learning rhythms. The register of other teachers' supports (English assistant, work mate) outside the classrooms with small groups to tackle with the syllabus, could have been transcript to improve action-research, and soften the strictness of the blended approach. Nevertheless, every child contributed with her/his personality to do their best together, with a respectful attitude and parents' contributions.

We are extending this didactic unit in excursions related to CLIL contents, towards significative experiences and in accordance with the Common European Framework of Languages (A2 and B1).

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8. APPENDIXES

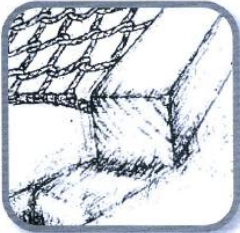
Appendix 1

come on	at the crossroads
chances are	to get on your bike
get together	in at the deep end
how about	to be in the driving seat
to change one's mind	to move the goalposts
sort of	from the horse's mouth

Connective sequence. We use all the idioms and linkage language in every zone.	
Idioms	Linkage language
come on	you know
chances are	I mean
get together	
how about	
to change one's mind	
sort of	

AD HOC CATEGORIES	
Environment	at the crossroads, to get on your bike
Self-management	in at the deep end, to be in the driving seat (opposites to use in figurativeness)
Relationships	to move the goalposts, from the horse's mouth

Appendix 2. Based on Clarke, Y. and Jones, M.

RELATIONSHIPS		
 To move the goalposts: modifying the regulations unfairly. The origin (UK 1980s) of this chunk comes from collective sports like football, rugby,...		
	Move the goalposts	change the rules unfairly
 From the horse's mouth: it refers to the message received from the person directly concerned. There are different origins guessing horses' age by their teeth and horse races.		
	From the horse's mouth	information obtained from the person directly concerned

SELF-MANAGEMENT



Be in the driving seat, be in the driver's seat.

The first expression dates from the 1800s, the second from the early 1600s.



Be in the
driving
seat.

Be in the driver's
seat.

Controlling,
guiding, in
charge of things



In at the deep end: dealing with a problem without enough experience. The origin of the expression refers to the deepest part of a pool, where the diving board is placed. In the USA it also means to suddenly lose self-control (go off (or go in off) the deep end).



**In at the
deep end**

facing a problem
without enough
experience

ENVIRONMENT

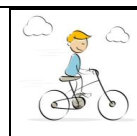


At the crossroads. At a point where an important decision has to be made. It is based on the literal meaning (the place where two roads join and lead off in different directions). It is used since ancient times (1500s Erasmus' quotation).



At the
crossroads

About to decide or
choose an
important matter.



To get on your bike. A conservative politician told the British unemployed to get on their bikes and find work elsewhere. The origins are in Wales in the 19th century for marriages in valleys. It can have bad connotations.



To get on
your bike.

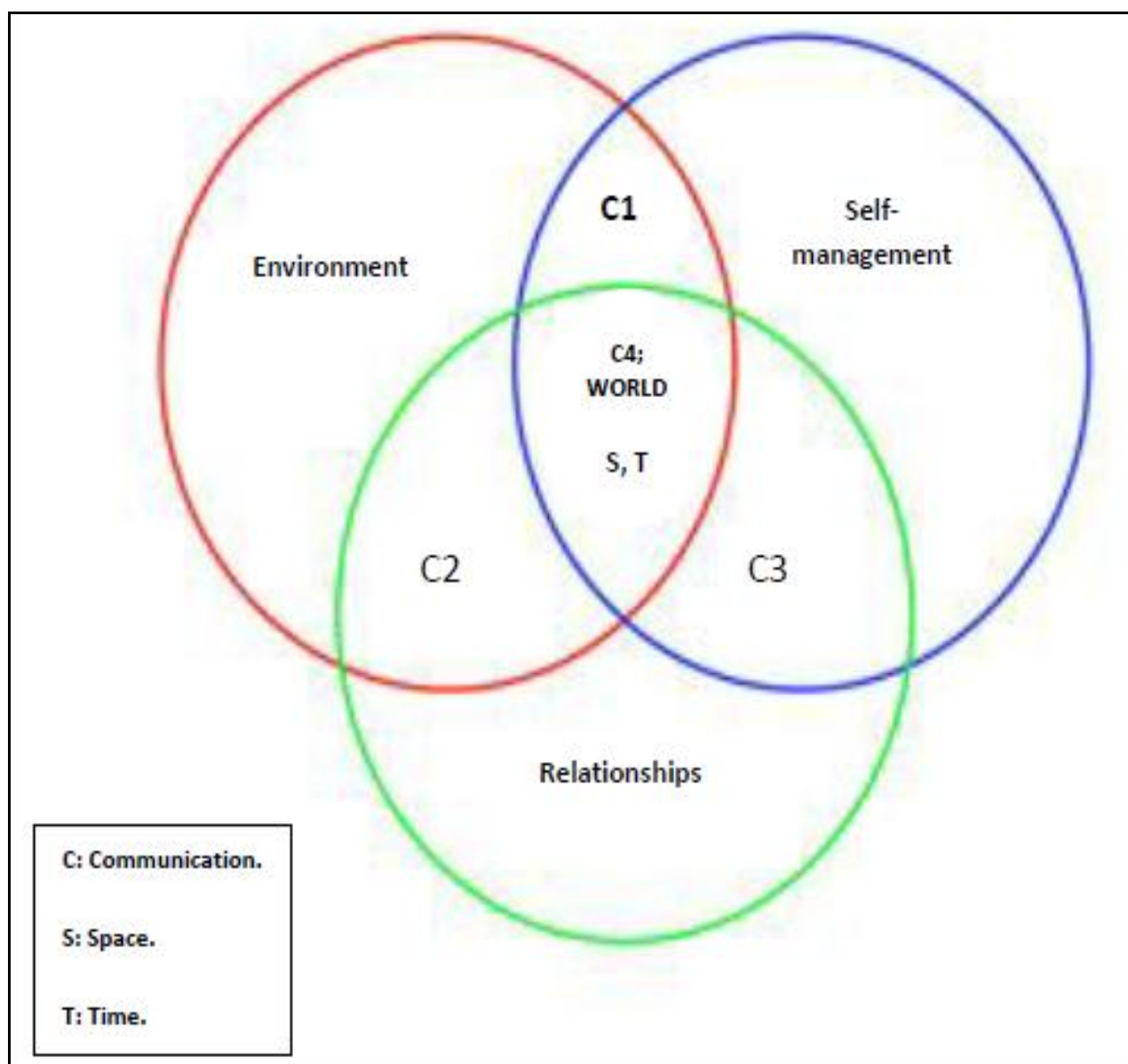
To get
moving.

Appendix 3

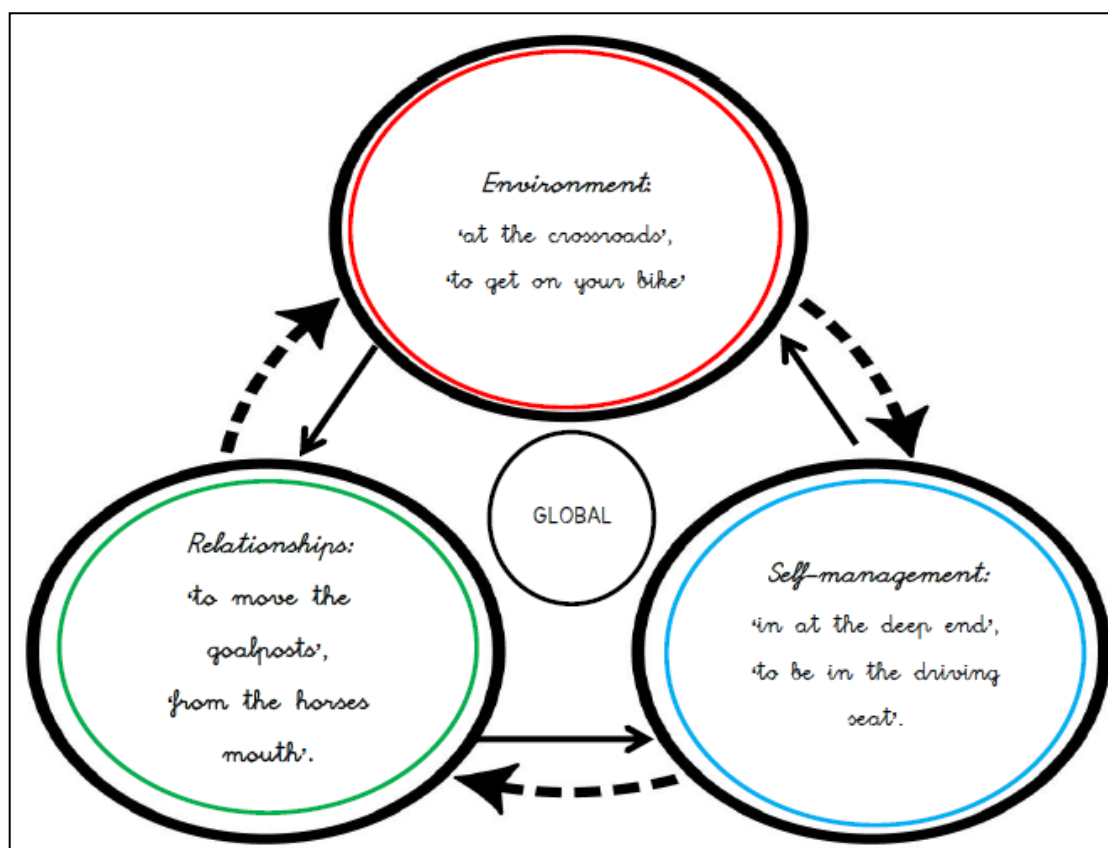
Vocabulary Sketches

Word/Definition	Sketch	Word/Definition	Sketch	Word/Definition	Sketch

Appendix 4



Appendix 5



Appendix 6. Based on Fragiadakis, H.K.

1.

a)

Conversation linkage: You know; I mean.		
<i>Come on.</i> <u>Encouraging.</u> 1. I really can't stay. 2. Come on, stay for five minutes. a. I'll never learn English. b. Come on. That's no way to talk. <u>Hurrying.</u> Come on. We are late. <u>Expression disbelief.</u> Come on I don't belief you.	<i>Chances are</i> = probably. – Where's Gary? – He was sneezing a lot at night. Chances are he's staying home today. – Do you know when she'll be home? – She said around 9, so chances are she'll be here soon.	<i>Get together</i> = Join a person or people to socialize. – Do you want to get together this weekend? – I'd really like to, but let me check my calendar first. I'll call you back. – Let's get together for coffee. – Great idea! How's tomorrow?
<i>How about...?</i> = The beginning of a suggestion (with a question form). – I don't know what to order. – How about the fish? The salads looks good, too. – Who should we invite over for dinner? – How about Joan and Daniel?	<i>To change one's mind</i> = decide to do something else. – What happened? We waited for you at the café. – I'm sorry. I was planning to join you, by I changed my mind. I went to the library instead. – Aren't you expecting friends? – They were supposed to arrive today, but they changed their minds. They're coming tomorrow.	<i>Sort of</i> = in a way, to some degree. – Do you think this summary is appropriate? – I sort of believe that, but not totally. – We can take advantage of this sort of agreement. – Yes, we can save time with it, and improve our work.

Conversation linkage: You know; I mean.		
<i>At the crossroads</i> <i>Raúl:</i> Good afternoon Alejandra. My best friends are at the crossroads with sharing the Arts materials. How can I help them? <i>Alejandra:</i> My advice is to take turns.	<i>To get on your bike</i> <i>Pablo:</i> Good morning Marcos. what can I do to pass my exams? <i>Marcos:</i> I think you have to get on your bike and study hard.	<i>In at the deep end</i> <i>Miguel:</i> Do we need to do daily homework, Alex? <i>Alex:</i> I didn't do it on Monday, and I've failed my exam.
<i>To be in the driving seat</i> <i>Noelia:</i> Who can be the spokesperson? <i>Yaiza:</i> I want to be in the driving seat, and read the summary of our discussion.	<i>To move the goalposts</i> <i>Dayana:</i> The teacher moved the goalposts on Friday, to learn more with our science exam. <i>Evelyn:</i> I am glad to hear that. We will get more explanations on the unit.	<i>From the horse's mouth</i> <i>Cristina:</i> Do you know where is Ainara from? <i>Lucía:</i> She is from Portugal, I tell you from the horse's mouth.

Appendix 7

b) Taking into account the models, to produce the different the genres for the idioms implied.

Zone C3. Self-management- Relationships.

<u>Mini-dialogue 1.</u> <i>Evelyn: Come on, Christina, we have to make our mental map on unit 1.</i> <i>Christina: Perfect, I do not want to be late, <i>you know</i>.</i> <i>Evelyn: How about meeting at the library work group room?</i> <i>Christina: OK, let's get together there.</i>	<u>Mini-dialogue 2.</u> <i>Lucía: Chances are to not finishing the task.</i> <i>Alicia: It is important to write the schedule to do it.</i> <i>Lucía: <i>I mean</i> we also have to study.</i> <i>Alicia: We could make sort of a simple planning for both.</i> <i>Lucía: Great, please don't change your mind in the end.</i>	<u>3. Advertisement.</u> Marcos: Do you feel in at the deep end when you start studying for a exam? I can offer you a solution to be in the driving seat . You do not need to move the goalposts . Resources told from the horse's mouth are essential.
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*Include in C2 and C1 zones, customs and cultural traditions, in addition to hints of history and characters of some of the English-speaking countries. Use the verb to be; there is/there are; and time expressions like first, then,...

Zone C2 Environment-Relationships.

<u>Poem 1.</u> at the crossroads to move the goalposts	<u>Poem 2.</u> from the horse's mouth to get on your bike
--	---

Zone C1. Environment-Self-management.

<u>Poem 1.</u> at the crossroads in at the deep end	<u>Poem 2.</u> to get on your bike to be in the driving seat
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Appendix 8

c) Write two short stories choosing the most appropriate idioms for their contexts, or the literal equivalents for them, in case you do not know how to adapt all the idioms' components.

<u>Story 1.</u> how about from the horse's mouth in at the deep end get together to be in the driving seat to change one's mind I mean	<u>Story 2.</u> at the crossroads come on to get on your bike to move the goalposts sort of chances are you know
---	---

Appendix 9

Picture example on the communicative situation.



2. Choosing the idiom. It consists on filling the blanks with the idioms in a dialogue based on a picture, and with the help of a word list. The students contextualize variedly, and pay attention to grammar (They will be the model ones without the idioms or a literal equivalent). To design formatively depending of the pupils' needs.

Idiom	Picture
I can give you a piece of advice: if you are at the crossroads , just try to get on your bike to look for a solution. <i>(Advertisement).</i>	
Many students in this class started in at the deep end with the English subject, until the decided to be in the driving seat to take important decisions to improve. <i>(News, report).</i>	
Once upon a time, a young girl decided to find a better life, far away from her house. Instead of looking for her aims, or following the rules, she moved the goalposts , and everything turned into a mess in the end. I know this story straight from the horse's mouth , because she is my best friend. Moral: Be yourself and you will achieve your goals! <i>(Story).</i>	

Appendix 10

3. Draw the corresponding picture for the idiom, and sequence the three sketches into a comic strip (negotiation).

Idiom	Picture
Chances are the movie starts at half past eight. Then, come on, we can watch it at the cinema! (Solution_i: 1)	
How about Japanese dinner? María and Fran got together ten minutes ago. Perfect, see you at the restaurant. (Solution_i:3)	
Did María change her mind to organize the study? It was sort of a misunderstanding. (Solution_i: 2)	

Appendix 11

3.

Sample story: Once upon a time, a group of friends **got together** to travel along their province. Alex said: '**come on**, let's go the lower part of the river Mazanares'. And Paula answered: '**how about** reaching the upper part?' Alex and Paula agreed that **chances were** both **sort of** attractive, so they finally changed their mind and first accessed the middle part of river through a forest path. They wanted to follow a recommended route to encompass the whole. Alex asked: 'you took the compass, didn't you?' Paula forgot about it because she was **in at the deep end with** orientation activities. Paula: No, I didn't. I only carry a map. They were walking for a long time without direction, and suddenly stopped to think. Paula said: 'well, *you know*, Alex, we are **at a crossroads**, *I mean*, we have to choose another strategy'. Both of them **got into their bikes** and brainstormed possible solutions. Because of this, Alex, **in the driving seat**, **moved the goalposts** remembering that moss and lichens are in the northern part of vegetation. Alex: 'Paula, we can solve this, I tell you **from the horse's mouth**.' With this in mind, Paula orientated the map, and they completed the adventure.

- The prompt sentences on the left all have a follow-on sentence which is divided in two parts. We have to match the three ones, and complete them with the correspondent idiom. It is important to make the necessary changes.
- Select the correct word in bold to complete the answers in the dialogues. In one of them, all three options are possible.
- Match the sentences with the most suitable response from the box at the bottom of the page. Use each response once only.

Appendix 12

- We introduce the tools with this poem:

I keep six honest tools for you
(They taught me all I knew);
Their names are **What** and **Why** and **When**
And **How** and **Where** and **Who**.
I send them over land and sea,
I send them east and west;
But after they have worked with me,
We can then all meet and rest.

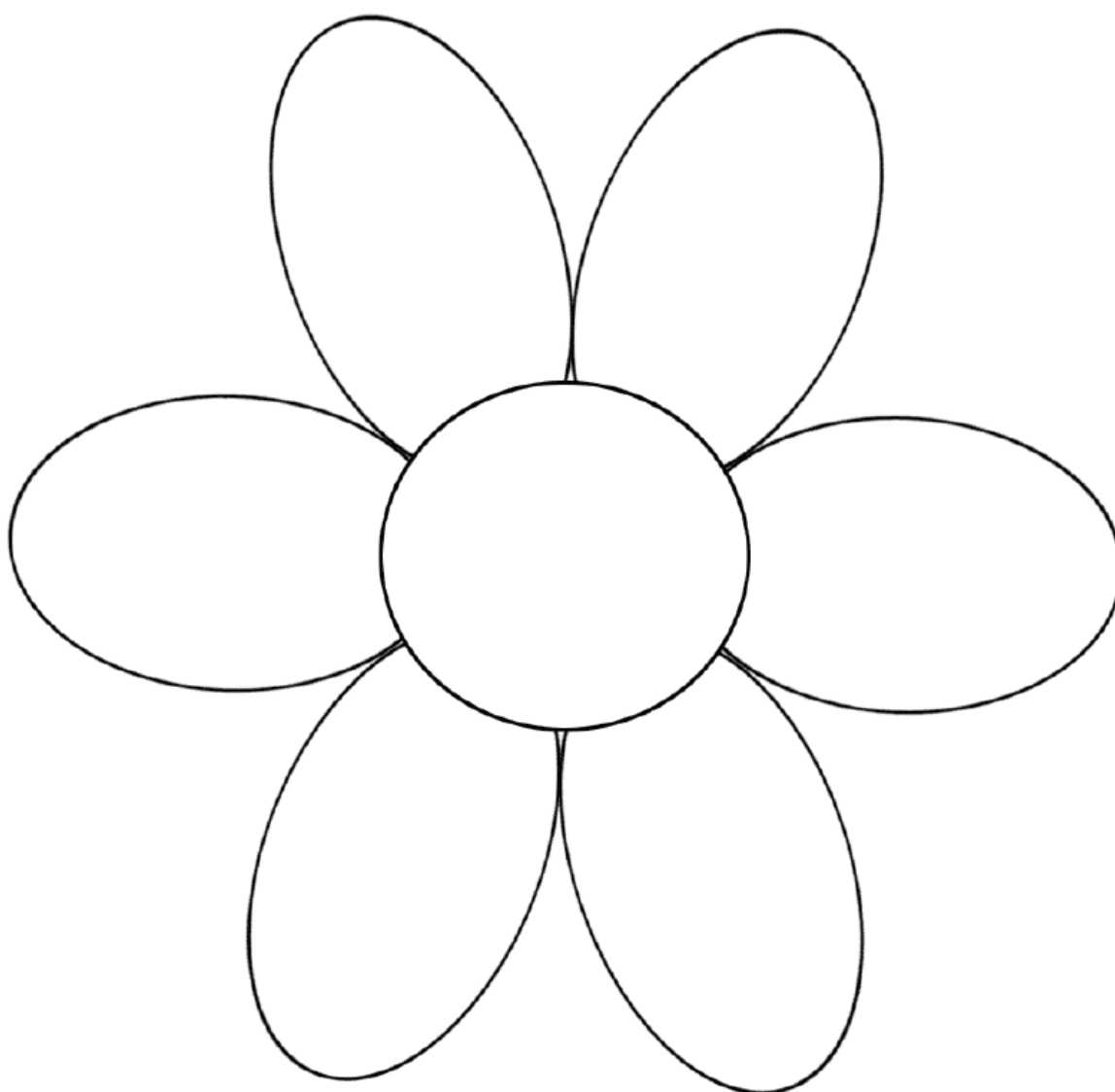
Kipling's adaptation.

Appendix 13

Name: _____ Date: _____

Flower 5 W's and 1 H

Directions: Identify the 5 W's in five of the petals. In the sixth petal identify the How. Illustrate the story in the inside space. Decorate the flower as you see fit.



Appendix 14

Name: _____ Date: _____ Period: _____

The diagram is a large question mark shape, outlined in black. It is divided into six sections by black lines. The sections are labeled as follows: 'Who' in the top-left section, 'What' in the top-right section, 'When' in the middle-right section, 'Where' in the middle-left section, 'Why' in the bottom-left section, and 'How' in a separate circle at the bottom. The sections are designed for students to write their answers to these questions.

Who

What

When

Where

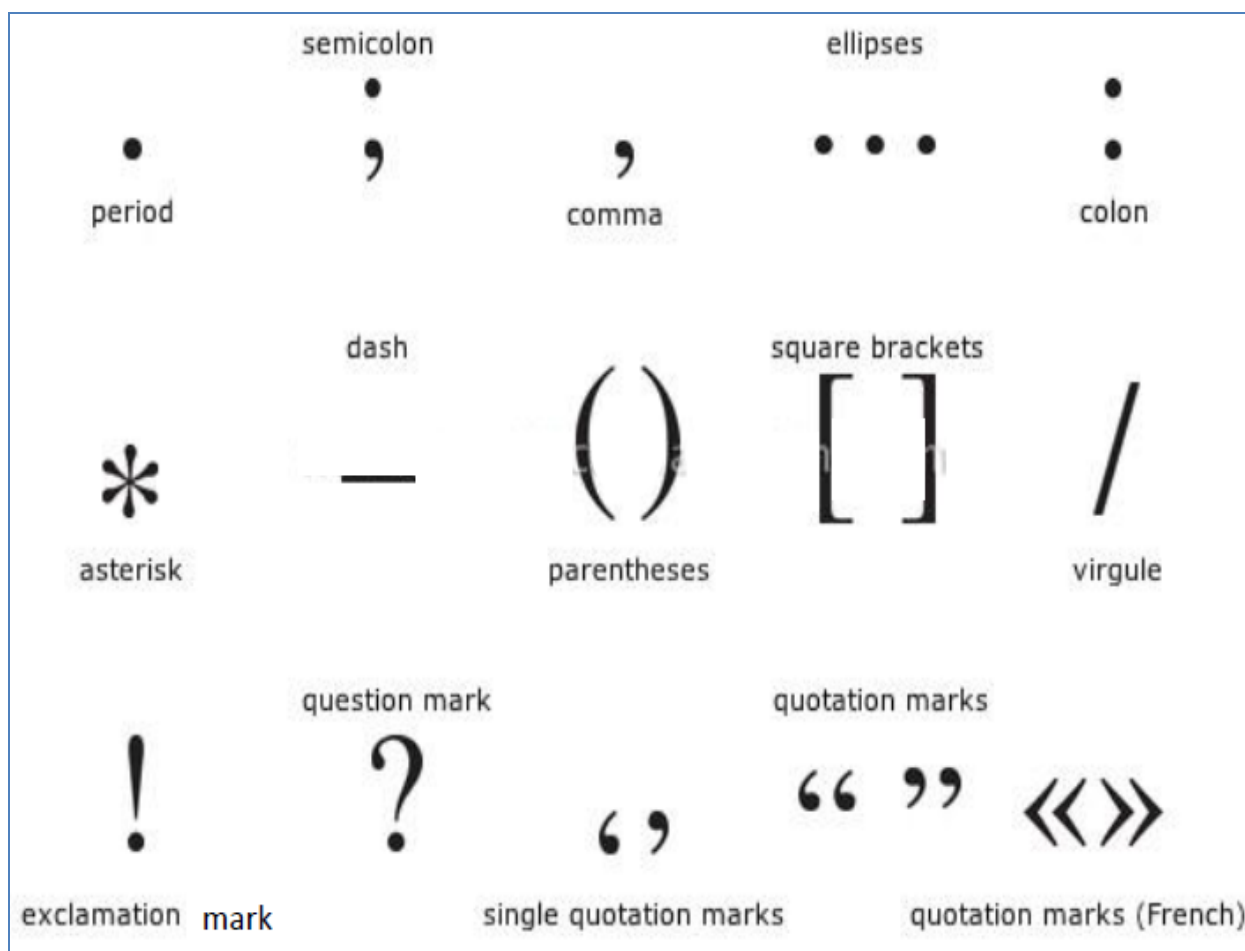
Why

How

Appendix 15

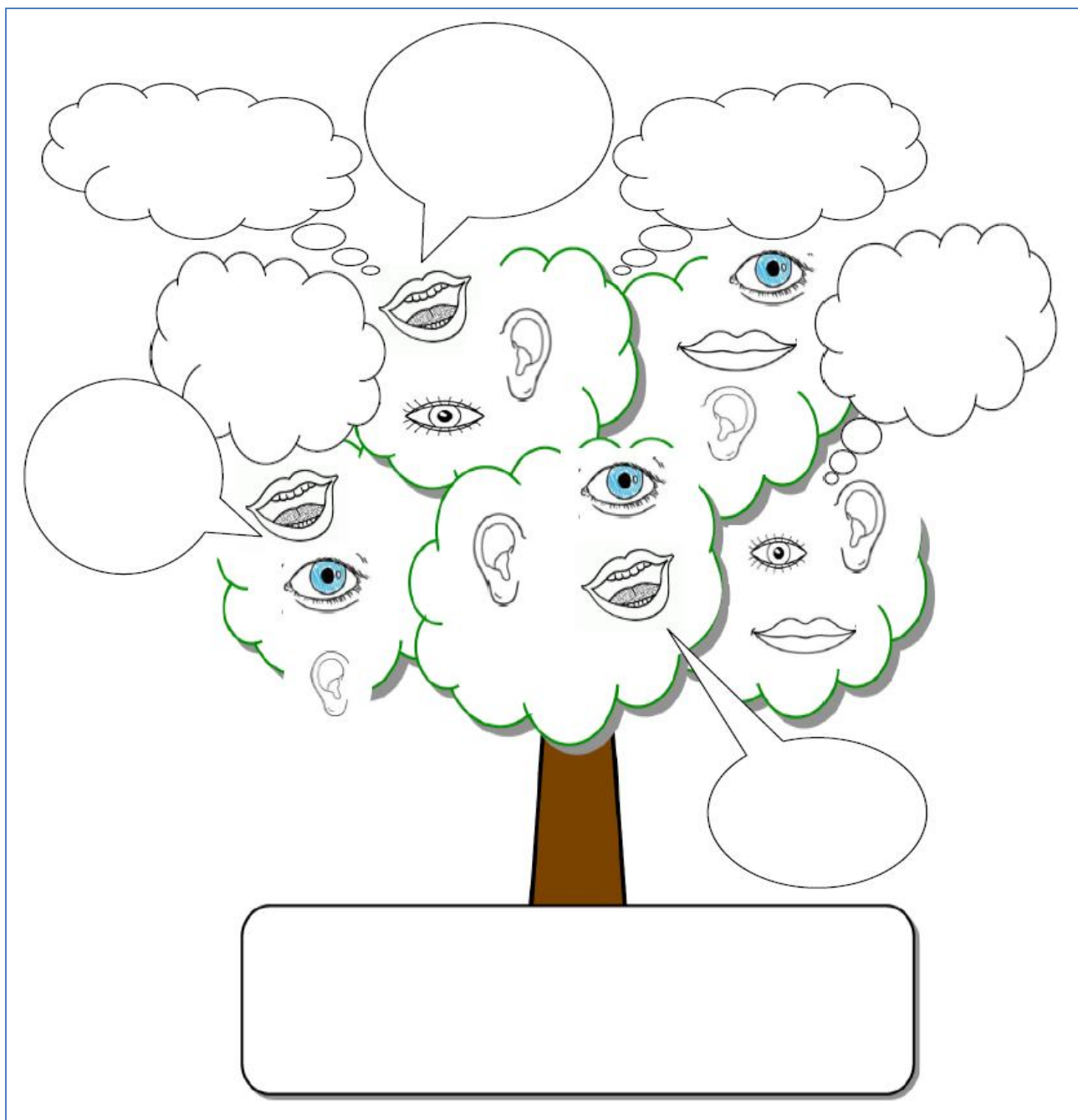
3. Dictations.

The teacher prepares the children to follow the rhythm of the activity with the punctuation game. He/She deals this handout and dictates series of symbols to certify every student knows all of them.



Appendix 16

4. Communication menu.



Adaptation from Freeology.com

INTERROGATIVE	
Referential questions on strategy skills.	Referential questions with 'Wh' and H.
Can you draw a picture for this idiom?	Who wrote the story?
Can you draw a mind map for your oral presentation?	What is the text about?
Can you design a mental map for the cultural consciousness on this idiom?	What/Which is the settlement? Where does/did the tale happen? When does/did the tale happen?
Can you speak to you mate for 5 minutes on a topic?	What/Which are the characters?
Can you talk to your teacher for five minutes on some topics?	What/Which is the plot?
...	How does the story finish?
	What does the author pretend to do with the text?
	...

DECLARATIVE
(Long answers for the questions.)

EXCLAMATIVE
What an interesting story!
What a funny poem!

Appendix 17

GRADE 4; TOPIC: My favourite food, pasta

Why pasta is the best food

I think that pasta is the best food because it is delicious and filling! It is my favourite meal. **Chances are** prepare pasta in many different ways and you can add lots of ingredients, *you know*. Pasta is very good for your health. It has got carbohydrates that give you energy to run and play with your friends. I think pasta is healthier than many other foods, but I know it is not the healthiest food.

QUESTION: What is your favourite food?

How often do I eat pasta

I usually eat pasta two or three times a week. *I mean*, I sometimes eat macaroni and sometimes I eat noodles with soup. I'd like to eat pasta every day but you have to eat other things to keep your body healthy. I usually eat pasta at dinner time, but not at breakfast. I like eating pasta with my family. I am going to eat pasta my whole life. I will **move the goal posts**, and I will make pasta for my own family one day.

What do I like and dislike eating with pasta?

I love eating my pasta with tuna and cheese. I like the flavour very much. I think that is the **sort of** the best combination of flavours. I sometimes have pasta with tomato sauce, which is okay, but I don't like eating pasta with vegetables. When I eat soup with noodles for the first course I have a steak or fish for the second course.

QUESTION: What do you eat with pasta?

The time I learned to cook pasta

One day I learned to cook pasta with my mum, I was **in at a deep end**. I like helping her when she's cooking very much. One day my mum was going to cook macaroni and I asked her if I could cook them myself. She told me what I had to do and I cooked them. They were delicious, but my mum was a little angry because I didn't tidy up and the kitchen when I finished and it was a bit messy.

GRADE 4; TOPIC: My best friend, Verónica.

How and where I met Verónica.

I met her in Primary School. It was spring. We were in first grade. Every day after school, we met in the park to play. After that, we started to **get together** at the playground during recess. We **got on our bikes** and became friends. We played together at recess time every day.

QUESTION: Do you have a best friend?

What activities did we enjoy doing together?

We liked to play with our pets together. We really liked playing at the park, you know. We liked to run, and to going to the forest. Once, we were **at a crossroads**, and had to camp in the forest. We wanted to walk for a long time, but we **changed our minds** and stayed in the tent until next morning. We told scary stories. We liked to go to the beach together to swim in the water. We sometimes went to the movies and other times we practiced gymnastics or basketball.

QUESTION: What do you like to do with your friends?

The best things about having a best friend

The best thing about having a best friend are playing, hanging out, talking and having their company. If you have a best friend you can tell them your secrets. If you have a best friend then you are not alone. It is good to have many friends, but there is nothing like a real best friend.

What we are going to do the next time we are together.

The next time we see each other we are going to the movies or to the 'Retiro' Park. One day we are going to enjoy a classical music concert, and surely another rock music one. We are taking turns for sleep-over meetings.

GRADE 5; TOPIC: Playing the guitar.

Why I like playing the guitar

When I was a small child, my uncle bought me a guitar. I always enjoyed listening to my favourite songs on the radio. My uncle thought I would enjoy playing the guitar also. My uncle told me 'come on, you can do it' (although I had no idea of how to). I decided **to be in the driving seat**, and pretended I could play the guitar because it seemed fun, and I started to learn little by little. I mean, the guitar sounds very nice and you can play **sort of** a wide range of melodies at the beginning. It is a big challenge because it is very complicated.

How often do I play the guitar?

I attend a guitar lesson every Tuesday after school at the school of music. I study how to read music and how to play the Spanish guitar. The lesson starts at half past five, and finishes at half past seven. I usually play the guitar after doing my homework nearly every day, you know.

How I learned to play the guitar.

I've been learning how to play the guitar for two years. I was seven years old when I started. My parents asked for a spot at the school of music in the neighborhood. There wasn't any open spot then, so they put me on a waiting list. I was very happy when they called me to tell me there was a spot at the school to learn how to play guitar. I have been going to the music academy ever since. I have really enjoyed attending the academy.

Why I prefer the guitar to other instruments.

I prefer the guitar because it is melodic. I once thought: '**How about** learning to play drums?' I also like them; however there is never any opening at the music academy to learn how to do it. I have drums at home but it isn't easy to practice, I tell you **from the horse's mouth**. I also prefer the guitar to the drums, because the drums are much noisier.

What guitar skills I will learn in the future

In the future, I will learn to move my fingers faster and I will learn to play more chords. I'd like **to get on my bike** and become as good as Paco de Lucía, Carlos Santana or Erik Clapton. I will practice very hard. I will continue to play the guitar as I get older. I will keep going to the music academy because I want to be very good at guitar. I will learn to play many songs. I will learn to read music very well. I will try my best.

GRADE 5; TOPIC: My pet birds.

What kind of birds I have and why I like them.

I have two birds as pets. They are an exotic species called Mandarin Diamond. They are also called Zebra Finches. They look like standard finches but are smaller and have more colorful feathers. They have mandarin orange beaks and feet. I like them because they are agile and playful, and also because they make noises that sound like a photocopy machine. I like hearing their noises.

QUESTION: Do you have a pet?

How long I have had pet birds

I have had my birds for three years. My parents bought them for me as a present for my seventh birthday. I wanted to have a pet a lot and when I saw them it was a big surprise. I named them Goliat and Estrellita. One is a male and the other is a female, to be able to **get together** and have baby pets.

How often I spend time with my birds

Sometimes I look at them and talk to them. *You know*, some weekends I am with them more than others, but it's true that sometimes I forget to spend time with them. *I mean*, sometimes my grandfather takes care of them because I wake up late. He says: '**Come on**, kid'. From time to time I give them their birdseed and I change their water.

How I am going to take care of my birds this weekend

This week I will try to change their water every day. **Chances are** I will feed them when they need to be fed and I will clean their cage every other day. I like having birds but I am not **sort of** the best at taking care of them all the time. I like being responsible but I am not very responsible every day.

QUESTION: Are you a responsible person?

Why I prefer birds to other pets

I wanted to have a dog for a pet, I prefer dogs to birds, but my parents told me that dogs need much more care than birds. They were **in the driving seat** and decided that I could take care of birds alone. Now, I am very fond of my little pets, even though I don't take care of them alone.

GRADE 5. TOPIC: My best friend Jesús.

How I met Jesús and why I like him.

Jesús and I met in first grade. We were seven years old. He saw me on the playground and he said: 'hi, **how about** playing tag?' We got to know each other, until we became best friends. *I mean*, we have been best friends ever since then. I have helped him and he has helped me in school. We help each other do our homework, or when **we are at any crossroads**. I like him for how he is, and because I know I'm important to him.

QUESTION: Do you have a best friend?

The things we enjoy doing together

We like to do many things together. We like to play football, because it is a lot of fun. I play with Rayo Vallecano and so does Jesús. Also, he is really good at basketball, and he always wins when we play 'twenty-one'. I am always ahead for the first twenty points until I have to score the last point and I don't make the basket. He is better than me at making baskets., I am **in at the deep end** under pressure.

Things we have done together recently

Recently we have played football on a football field that is in Valdevevas. I have **gotten together** there many times. He is a very good goalkeeper. I know this because I kick very fast balls to him but I have only ever scored five goals on him. Also, he came over to my house recently. We had dinner but Jesús didn't like the food. He did not complain because he did not want to bother anybody. He is very nice like that.

What we will do together at the weekend

Jesús will stay at my house this weekend until Sunday. He will come over to my house on Friday afternoon and we will play Play Station. On Saturday we will wake up early to go to play a game and on Sunday we will watch movies. We really enjoy spending time together., *you know. I mean*, I like seeing him at the weekends.

QUESTION: What do you like to do with your friends?

Good things about having a best friend

There are many good things about having a best friend. When you need a friend your best friend is always there for you. Jesús is just like that. He is a very good friend. When you are with your best friend you feel a tickling feeling and you are very calm. When you feel bad they cheer you up. If you don't have friends you won't have anyone to help you. You don't want to be alone in this world and spend the weekend just watching TV. I prefer having a best friend to just having regular friends. I'd rather just have a best friend than have no friends at all.

Appendix 18

The screenshot shows the Wikispaces Classroom interface. At the top, there is a navigation bar with the 'idiomsblas' logo, a search bar, and user links for 'inmagm', 'Mis Wikis', 'Ayuda', and 'Cerrar Sesión'. Below this is a green header bar with icons for 'Miembros', 'Proyectos', 'Events', 'Assessment', and 'Ajustes'. The main content area is divided into two columns. The left column features a 'Welcome to Your Classroom!' section with a list of instructions: 'Announce, schedule, and discuss in your newsfeed at the bottom of this page.', 'Create projects -- with optional start and end dates -- for assignments and topic areas.', 'Add pages, files, and more from the top right of every page.', and 'Assess student engagement in real time.' Below this is a 'Introductions' section with a user profile for 'inmagm' dated 'Oct 29, 2014'. The right column contains a 'Página de inicio' section with links to 'pages' and 'changes', followed by an 'All Pages' list: '0. Home', '1. Mini-dialogues', '2. Dialogue pictures', '3. Games', '4. Story telling', '5. Types of dictations', '6. Work sheets', and '7. Cultural mazes'.

The screenshot shows the '0. Home' page of the Wikispaces Classroom. The page title is '0. Home' with a star icon. To the right of the title are buttons for 'Editar', '0', '3', and a dropdown menu. The main content area displays the text 'Idioms in the Bilingual Programme Blas de Otero 2014-2015' in a large, stylized font. The right sidebar is identical to the one in the previous screenshot, showing the 'Página de inicio' section and the 'All Pages' list.