INCREASING INTERMEDIATE STUDENTS' VOCABULARY BY USING AN

ILLUSTRATED BOOKLET TO LEARN IDIOMS.

Natalia Lagos Benavides

Submitted to the School of Human Sciences in Partial

Fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistic and Languages Department

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NOTA DE RESPONSABILIDAD

Las ideas aportadas en este Proyecto de Trabajo de Grado, son de responsabilidad exclusiva de

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San Juan de Pasto, Mayo de 2016.

Acknowledgments

Abstract

To learn idiomatic expressions is important because they are the reflection of linguistic and cultural aspects in a language: idioms comprise all the expressions we use that are exclusive to English, including slang and clichés. Prepositional usage is also a common part of idiomatic expressions (Princeton Review, 1998), but this research paper focuses on idioms as used in figurative language. Idioms are complex to learn, for this reason, some visual techniques and strategies were created to help students to learn and memorize them. Those expressions are presented in an innovative illustrated booklet which allows a learner to understand them through striking images, contextualized sentences and keywords.

Keywords: Idioms, Cultural Expressions, Slang, Figurative Language

Resumen

Aprender expresiones idiomáticas es importante, ya que son el reflejo de los aspectos lingüísticos y culturales en un idioma: los modismos comprenden todas las expresiones que utilizamos que son exclusivos de inglés, incluyendo la jerga y los clichés. El uso de las preposiciones es también una parte común de expresiones idiomáticas (Princeton Review, 1998), pero este trabajo de investigación se enfoca a los modismos como se usa en el lenguaje figurado. Los modismos son difíciles de aprender, por esta razón, algunas técnicas y estrategias visuales fueron creadas para ayudar a los estudiantes a aprenderlos y memorizarlos. Estas expresiones son presentadas en un libro ilustrado innovador que permite al estudiante entender a través de imágenes llamativas, oraciones contextualizadas y palabras clave.

Palabras clave: Expresiones Idiomáticas, Jerga, Modismos, Lenguaje Figurado.

Contenido

Increasing Intermediate Students' Vocabulary by Using an Illustrated Booklet to Learn Idioms.

Vocabulary is a fundamental tool for communication and acquisition of a new language. It is understood that vocabulary refers to a group of words that serves to understand and communicate ideas. Moreover, it allows the person to improve her/his knowledge through the composition of words (ideas). According to Vigner (2001), vocabulary is indispensable in all activities of exchange and utilization of a certain language. Also, it is essential to have a rich lexicon to put it into a context, in a determined moment by using the correct words. Besides, the awareness of solid vocabulary permits to develop other skills such as listening, speaking, reading and writing. The good development of these skills as a whole lets the person understand and communicate completely.

The acquisition of words is a gradual process in which memorization and contextualization play an important role when communication takes place. Vocabulary is used according to the learner's knowledge level, for instance beginners, intermediate and advanced. According to Logman Dictionary of Contemporary English (2009 p. 870) an idiom is defined as "a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'under the weather' is an idiom meaning 'ill'". In other words, they are compositions of words which the final meaning is not the result of the sum of the partial meaning of each word. Also, idioms are seen as expressions that must not be comprehended word by word. A learner can recognize significances of each component in an idiom and the correct order of each one but the real significance might be imprecise and vague. For this reason, when a person who is learning the English language is exposed to idioms, he/she would be in the English Community totally. (Idioms, n.d). As well, they are expressions which indicate the

mixture of linguistic and cultural aspects: each of these words has a different meaning according to a particular community. Phrases such as "to this day", "as brave as a lion", "a diamond in the rough", "fit as a fiddle", "at the speed of the time", etc. are considered as a type of idioms that people find and notice overused. Those are clichés. They are idioms that have lost their effectiveness. Furthermore, use is very frequent, therefore, the true meaning tends to get lost.

One of the things that really gives a language its character is its idioms and for learners these expressions would seem to be obscure and sometimes they might have to struggle to use them correctly. An idiom is the best way to express what they sometimes want to say. Idioms therefore expand learners' ability to communicate their meaning. In any language, it is actually impossible to avoid idiomatic language altogether, and many expressions which seem natural to a native speaker have a metaphorical meaning which, once understood, clarifies the expression for learners.

Learners do not necessarily have to use a lot of idioms but they will need to have the most common ones in their passive knowledge if they wish to maximize their understanding of the language. (Why teach idioms?, n.d.). This is why the use of idioms might increase intermediate learners' vocabulary in real situations of communication.

The importance of learning idioms in a language is the good and thorough understanding of a given message. Also, these lexical units are the last aspect a person learns in a second language for expressing naturally. In addition, idioms give the opportunity to know standards of courtesy which are the reflection of idiosyncrasy in a community. Furthermore, they are considered as expressions of popular wisdom which can be a guide to understanding the social part and the nature of a culture. According to Zuluaga (1980), idiomaticity is a feature of vital importance in terms of semantics. It means that each language has its own linguistic

constructions and are so well established that allow people to understand what is actually

transmitted. Each language is rich in that respect, that is why it is essential to implement some

didactic learning for intermediate students at the University of Nariño. Generally speaking,

idioms might not to be taught in textbooks and English classes as a separated unit, but as isolated

expressions mentioned according to the topic being developed.

SLA vs First Language Acquisition

The purpose of a language is to communicate according to the situation and a certain context because it plays a significant role in any society: to exchange information among people with the purpose of getting and /or diffusing messages through semantic regulations. An important concept to take into consideration is first language. It is understood that first language is not a process, it is more like a system in which a person has the capacity to notice and understand language. For this, it is indispensable to know some aspects such as the composition of sentences, phonetics and a general vocabulary. Language acquisition is a process of experience that is based on an empirical or behavioral style. According to Clark (2009), the acquisition of a first language is a different process in any language because of variations in combinations and sounds. Also, there are modifications in word-classes, and word location gives functionality for grammar and meaning. In the first language, there is consistence in diversity of constructions starting with basic words. When the process of learning the mother tongue begins, a person requires general structural regularities. In other words, it is necessary to predict and rely on the information an individual is going to receive knowing the structures of sentences. Besides, the author mentions that the use of a first language is not uniform because there are many forms to communicate ideas. It can be in a polite or impolite way. It depends of the situation a person faces and interpersonal relationships. Furthermore, language does not only consist of the linguistic part, it also consists of stance, expressions, gestures and voice qualities.

On the other hand, Second Language Acquisition (SLA) involves the learning of an additional language based on the first language. This language is used for specific purposes such as education, business, public relationships or simply: communication.

According to Krashen (1981), first language has effects on second language acquisition.

In other words, when a person acquires first language (mother tongue), there is a creation of a number of models of linguistic structures of a certain language that correspond the singularities and particularities. For this reason, there is a clash or a mixture of linguistic components (grammar) when the second language is learned. For instance, the location of the adjective in a sentence (if this is before or after the noun) in English or some phonemes that any language has.

Ellis (1985) states that first language (L1) plays an important role in the acquisition of the second language (L2) since learner's L1 causes a linguistic influence. In other words, it is a complete process in which L1 is the base of L2 regarding the development of grammar, words, phonology, phonetics and pragmatic knowledge.

In the English learning process, Cooks (2008) creates sequences of acquisition that consist in a possible order of learning grammatical structures in English language. It can vary according to the learners first language knowledge and how they use it.

No.	Issue	Example
1	Plural -s	Girls go
2	Progressive -ing	Girls going
3	Copula forms of BE	Girls are here
4	Auxiliary form of BE	Girls are going
5	Definite and indefinite articles THE and A	The girls go
6	Irregular past tense	The girls went.
7	Third person -s	The girl goes.
8	Possessive 's	The girl's book.

Table 1.
This table presents the order of acquisition in English language according to Vivian Cook (2008). Second Language Learning and Language Teaching.

Hence, the distinction between first and second language differs because of the management of two languages. That is to say, first language acquisition happens since birth in the critical period. In the case of second language, it occurs when there is motivation. Also, in the first language, there is naturalness in the way of communicating in a spontaneous way and the language is complete regarding linguistic and cultural aspects. On the other hand, in second language it is necessary to guide these aspects and the linguistic competence will never be complete although a person can accomplish a good level but not totally.

Vocabulary

It is considered that vocabulary is the most important element in all languages. The definition of vocabulary goes from a single word to a set of words (chunks and phrases) that are always used: it is an instrument for communication and the learning of knowledge. The more vocabulary knowledge a person has, the more effective the communication of ideas will be. Moreover, vocabulary is not stable and fixed because of its constant renovation. Words are the basis for the construction of linguistic structures which allows to make well-organized sentences or ideas. It was stated by Wilkins (1972), "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.". (p.111)

In first language learning, a person improves his/her knowledge concerning vocabulary through time. It is considered a gradual process, that is to say, there is an increase of words in their mind constantly. From the womb of the mother, there is a cognitive process in which the development of the first language begins. Since this moment, a baby starts acquiring his/her natural language according to his/her natural environment. There is a certain time in which a person initiates this complex process in a fast way. It consists in the development of neurological faculties that enables to learn the first language. It can occur in the first years (during the 4 or 5 years) within the critical period exposed by the famous German neurologist and linguist Eric Lenneberg in 1967.

Consistently, one important aspect to declare of vocabulary is its extensiveness and profundity. Montgomery (2007) classifies vocabulary in 4 types according to the start of the acquisition of language and the number of words acquired. The following table shows a summary:

Type of vocabulary	Characteristics
Listening Vocabulary	Words are heard since 16 weeks within the womb. It allows to improve phonological awareness and then speaking, reading and writing skills.
Speaking Vocabulary	Words a person uses to communicate ideas. This type of vocabulary is natural. Speaking vocabulary is a little more limited than listening vocabulary because of the number of words.
Reading Vocabulary	Words understood when a person read a text. A person understands words that cannot use in speaking part.
Writing Vocabulary	Those are words that are used in different styles of texts When a person starts reading, he/she uses a limited number of words.

Table 2.
This table is a presentation based on the main points of each type of vocabulary according to Judy K. Montgomery (2007). The Bridge of Vocabulary: Evidence Based Activities for Academic Success.

In addition, in second language learning, vocabulary plays an important role in the vocabulary learning process as it occurs in the first language. Processes in L1 and L2 may vary but their purpose is shared. It is a conscious progression in which many factors intervene: motivation and the desire to communicate in a language that is unusual in an individual. For this reason, the first language is necessary to develop the vocabulary of a second language.

On the other hand, Ur (1996) indicates the linguistic aspects a person has to know when learning vocabulary. It is decisive to know form vocabulary: It integrates the way a person articulates a certain word and the conformation of each letter of a word. Moreover, grammar, which is a set of regulations that words can follow and modify in order to take into consideration structures and the correct grouping (Logman Dictionary, 2009 p. 763), is essential because of the conformation of grammatical categories (adjectives, nous, articles) and the correct position of

them. Likewise, collocations that are described in Logman (2009 p. 319) as "technical the way in which some words are often used together, or a particular combination of words used in this way 'commit a crime' is a typical collocation in English" play an important role due to the importance of cultural aspects and contextualization. Furthermore, the author emphasizes about denotation which means a word and the real significance itself and connotation that is the explanation presented by a dictionary. In addition, she presents aspects of word meanings. It refers to some associations or affiliations among words; for instance; synonyms (alternative words or expressions with same meaning), Antonyms (contradictory words and expressions), Hyponyms (items with definite meaning and they go to a universal one), Co-Hyponym or Co-ordinates (words that are in the same group or type), Superordinates (general word concept that refuge a specific one) and translation (interpretation of a L2 word or expression to a L1). What is more, word formation is named by this writer: it is necessary to know the component of a word and the mixture of some term that can generate expressions or idioms too.

What is more, O'Keffe (2012) affirms about the relevance of growth of vocabulary in SLA. It denotes the significance of learning each word through context. It can be reflected in daily routine stuff; for example; newspapers, magazines, books, listening to music, watching television, etc. It inspires the learner to increase vocabulary with help of quotidian tools rising his/her motivation to study whatever a person wants. Also, the author focuses on the interests of the learner: it permits to have a special motivation that makes students learn words faster. Furthermore, Coady and Huckin (1997) state, second language vocabulary gives the opportunity to change perspectives of a person. In other words, it is a way to implement the growth of knowledge regarding the relation of L1 and L2 vocabulary, the role of the vocabulary in the L2

four skills: listening, speaking, reading and writing and the cognitive skills that are implicated in lexical understanding.

Besides, the authors indicate some critics on the subject of a vocabulary concept. According to those writers, it is said that the role of vocabulary has been undervalued. It occurs because phonetics and morphology have been the center of learning and teaching of a second language (L2) in many years. However, it is essential to take into account that vocabulary is the core and minimal part of a language, in this case, in English. Vocabulary has been shown as a constituent but it is necessary to give an important variation in the pedagogy of the future. Still, those researchers mention about the true meaning of learning as many words as a person can. It means that a big quantity of words allows an individual to expand in all the fields even in one of the most important: reading comprehension. Similarly, a massive amount of words permits to answer two difficulties related to figure out some unknown words, those are:

Deceptive transparency

Vocabulary that has a familiar aspect to the learner but the words have different senses. In this group, idioms can be found, words with multiple meanings, false friends (E.g. cute/acute/words) and with deceptive morphological structure (E.g.: Nevertheless = "Never less").

Guessing word

Vocabulary that is deduced by context or word perception.

Idioms

As was mentioned, idioms are part of any language. Those expressions are set of words that have a certain sense. They are conformed by combination of linguistic and cultural aspects. It means, a particular language becomes unique and rich. Those are constituted by lexical and semantical components, for instance, "piece of cake" which is a job/task or other activity that is easy or simple or "cry over spilt milk" that is when you complain about a loss from the past, are some examples of idioms. Mel'čuk (2012) argues about phraseology, in which idioms, clichés and collocations take part. Those three terms have something in common: they are expressions but in a different mode. The aforementioned author states that clichés are a set of words or expressions that have a meaning according to a certain situation. Clichés are stereotyped expressions. Some examples of them are "only time will tell" that is to become clear over time or "at the speed of light" which is to do something very quickly and "lasted an eternity" whose meaning is to last for a very long time. According to Cruse (1986), an idiom is a phrase in which the significance must not be deduced from each component: it can be a representation of a particular community. In contrast, Cruse (as cited in Mäntylä, 2004) declares the meaning of collocation as a fixed idiom that meaning arises from the words that compose such as "do homework", "make the bed", "take a risk", etc. Learning idioms has been a challenge because the grammatical part has to be combined with cultural and social conventionalisms.

Langlotz (2006) organizes idioms regarding those aspects taking into consideration formation and meaning:

- Meaning features

- Construction, particularities and some inconsistencies.

- Idioms that are proper of a community and have their own meaning.

- Defined purpose in communication

Likewise, Zarei and Rahimi (2012) put emphasis on the impact of idioms in any language because they make the language fluent and eloquent. Also, those expressions facilitate symbolic proficiency in a language. It means that they always represent principles, traditions and way of life of a language a person will reach. In addition, expressions give a language linguistic and cultural abundance and multiplicity. In contrast, writers point out the variations of any expression due to many common factors: it depends on changes of communities. Moreover, learning idioms allows a person to have a very good performance in the target language. As Strässler (1982) mentions, idiomatic expressions encompass those classifications:

Sayings, proverbs

They are brief expressions which are pretty familiar in a certain community. E.g.: "Let the cat out of the bag" (saying), and "A bird in the hand is worth two in the bush" (proverb).

Phrasal Verbs

Those are combinations of verbs with prepositions. They have a different significance from the original verb and preposition. E.g.: To give in, to take off, to look up, etc.

Prepositional Verbs

It is a preposition that accompanies a verb. E.g.: to look after, to look for, to get up, to object to, to rely on.

Tournure Idioms

They are idioms that are comprised by three or more words. E.g.: to fly off the handle, come hell or high water.

Binomials

They are expressions constituted by two words plus a conjunction. E.g.: bag and baggage, spick and span.

Frozen Similes

Those are comparative expressions. E.g.: as cool as a cucumber, as white as snow.

Ungrammatical (According to a prescriptive normative grammar)

Those are expressions that are incorrect grammatically but accepted by a community. E.g.: it's me, who did you see.

Logical connective prepositional phrases

They are expressions that are made up of more of one word. E.g.: on the other hand, in fact.

Phrasal Compounds

Those are a set of words that express one idea. E.g.: White house, deadline.

Incorporating verb idioms

To add any verb to an expression. E.g.: to baby-sit, to sightsee.

Formula expressions

Expressions that are very common in a certain community. e.g.: first of all, at first sight, how do you do, please (=if you please).

As Mäntylä (2004) states, idioms have inconsistency because of continuous changes in morphological words and context. Those aspects make an idiom easy for modifying and altering. Also, it is important to take into account that idioms are expressions which have a certain degree of formality and informality. It means, a person may find them on written production or oral competence according to the context and what somebody needs to communicate.

The Use of Strategies to Learn Vocabulary.

In vocabulary learning, many authors consider some strategies for the success of this process. Oxford (1990), indicates memory strategies to learn parts of the speech, in this case, she focuses on mnemonic, which is an assistance technique. It allows a learner to hold information. Besides, information kept is associated with something that has an important significance   It is known a long time because it facilitates a memory of something specific, in this respect, vocabulary.

Furthermore, she points out the total accomplishment of those strategies with attention, decreasing nervousness, etc. Moreover, the author establishes the significance of material aids because it benefits the correct utilization of vocabulary and the association of each word with a definite element.

This writer presents the most relevant memory strategies in which she focuses on the individual significance of each language component and how to learn them though memory aids. Memory strategy is divided in four subdivisions in which are explained in the following diagram.

Creating mental linkage
- Grouping
- Associating/elaborating
- Placing new words into a context
- Using imagery

Memory Strategy

Applying images and sounds
- Semantic mapping
- Using keywords
- Representing sounds in memory

Reviewing well ——————— Structured reviewing

Employing action
- Using physical response or sensation
- Using mechanical techniques
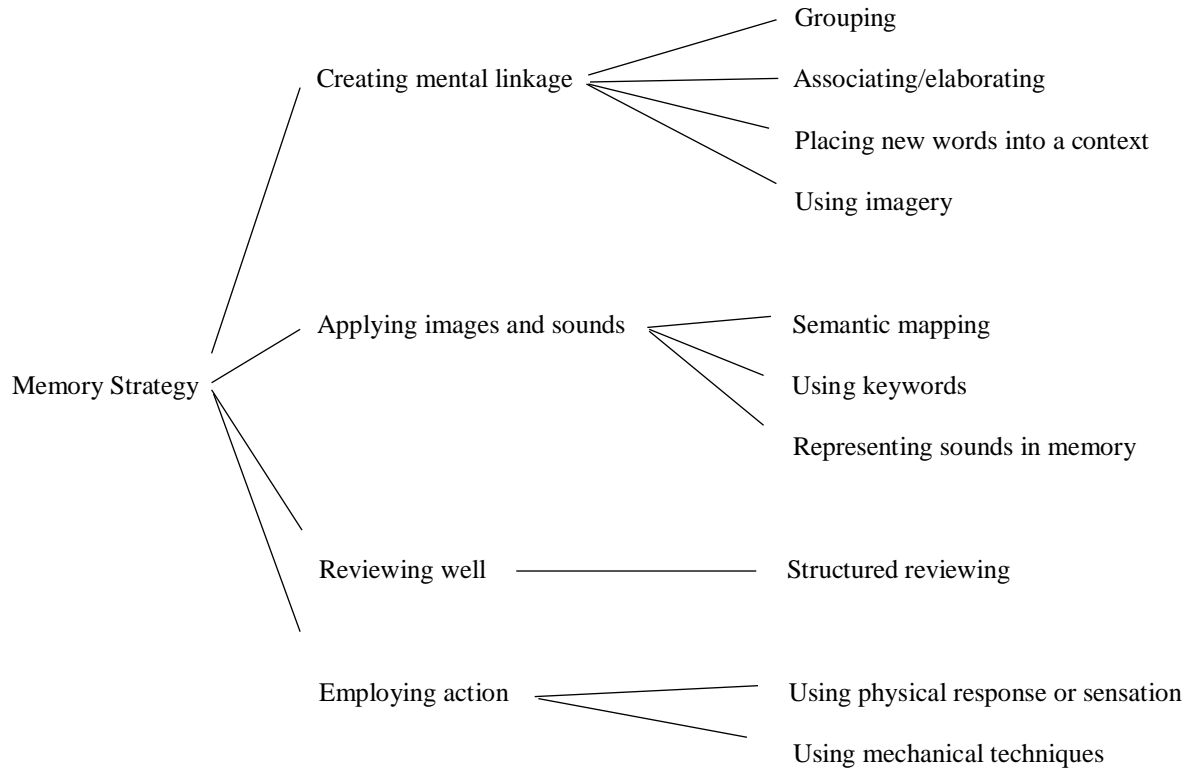
Diagram 1.
This is the Diagram of the Memory Strategy (Source: Original) by Rebecca L. Oxford (1990). Language Learning Strategies: What Every Teacher Should Know (p.39).

Creating mental linkage

There are three strategies in this group according to Oxford

Grouping

It is a classification in significant units with the purpose of remembering easily. Those

groups can be formed regarding grammatical categories, topics, etc.

Associating/ Elaborating

Concepts are already in the memory. There is a creation of new ideas linking the new

ones. There is association between the two concepts.

Placing new words into a context

A new word is put into a significant sentence or conversation for memorizing easily. New information is connected with a certain context.

Applying Images and Sounds

This set has 4 strategies.

Using imagery

Images play an important role regarding the meaning of a word. It allows to memorize a word or sequences of vocabulary.

Semantic Mapping

Images are connected with key concepts. It can be a group of associations, grouping and imagery.

Using keywords

It occurs when a person memorizes new words by using familiar vocabulary that are similar. He/she makes a relation between the two concepts. Those words can be represented through an image. For the author, it is named as a "visual link".

Representing Sounds in memory

It happens when a person retains a word associating with a sound.

Reviewing Well

It has the following strategy.

Structured Reviewing

For the author, it is a "spiraling" process because a person learns swelling regarding new vocabulary. The main purpose is "overlearning"

Employing Action

Those are 2 kinesthetic strategies to learn effectively.

Using Physical Response or Sensation

It arises when a person learns a new word associated with movements or something the learner feels.

Using Mechanical Techniques

A word is memorized by the use of innovative material but modifying something explicit.

Some writers emphasize on visual aids for learning vocabulary without difficulty. According to Allen (1983) when talking about words acquisition as a basic component of any language, she mentions images as a big assistance because they make the process more attractive for students. Moreover, the author remarks about the use of pictures in the sense of awakening interest through real-life situations. In addition, representations allow learners to enjoy imagining and he/she may inquire about the true meaning of what a person want. to learn. Furthermore, Allen makes a clear mention of learning new words through associations. It means that a new expression can be learned with the assistance of illustrations accompanied by the information he/she has in his/her head. It is noteworthy that for the writer, the role of the teacher in the classroom stands out since the continuous support enriches students. By the way, the use of this kind of material benefits the teacher in the teaching process because it is a practical, effective, creative and is a striking support for any second language learner.

Some techniques for vocabulary learning process

It constantly discusses some aids that allows a person to learn vocabulary without trouble. It depends on the use to be given in this learning process. It is important to mention Harmer (1991) with the concept of vocabulary as a central topic. He considers that not all vocabulary can be learned through interactions. That is why the author presents 7 techniques in which learners can support.

a) Images

b) Realia

c) Mime, actions and gestures

d) Contrast

e) Enumeration

f) Explanation

g) Translation

Those techniques produce a more active realization in order to increase memorization of words. It is important to mention those techniques deeply.

Images

The use of images can be a representation of words. This technique involves flash cards, photos, magazines, newspapers, drawings, etc. Images are used for explaining meaning of vocabulary.

Realia

Vocabulary is presented through materials which are in classrooms.

Mime, actions and gestures

This technique takes into consideration actions and movements of the body. There is a close relationship between the word and performing a certain action.

Contrast

There is a distinction between old concepts and the new ones.

Enumeration

It consists in the explanation of a complex word (a word that is difficult to represent graphically with a list of several concepts.

Explanation

It is necessary to have some second language concepts in mind. It involves a clear language in which the idea of a word can be understood certainly.

Translation

It is about the conversion of second language words to first language words or vice versa.

The use of methods and approaches to improve English vocabulary

The main purpose of learning vocabulary is to have enough information to communicate what a person wants. Richards and Rodgers (2001) affirm about the importance of a second language many years ago. Since the eighteenth century, schools implemented languages as the Latin. A material was created in order to learners could notice grammatical aspect. It was a textbook. They just translated without taking speaking part into consideration. Later, in nineteenth century, Latin became a standard and a base to learn other languages. Those authors revise each method and approach, but in this case, it focuses on those that help in vocabulary learning process.

A brief description of teaching methods and approaches related to learn vocabulary appears next:

Grammar Translation Method

It is a traditional method in which a person studies grammar. Vocabulary can be learned through texts, dictionaries, bilingual lists, etc.

Direct Method

This method refers to use the target language for learning a language. It focuses on oral production. Tangible vocabulary is studied through real- life objects, demonstrations and abstract vocabulary is shown by relation of concepts.

Audiolingual Method

This emphasizes on learning the target language without translation. It is compared with the direct method. Oral production is the central part: Students imitate and produce correct output taking into consideration pronunciation. Vocabulary is studied through context and cultural issues and not separately.

Total Physical Response

It concentrates on learning a language with motions. It is considered a Natural Method because a learner advances with listening skill and then, with the speaking ability as occurs in first language acquisition. Concerning vocabulary, it is a method considered the most appreciated for learning expressions.

Silent Way

In this method, silence plays a role as a technique. The learner is participative and the teacher cannot intervene in this process. Regarding vocabulary, it concentrates on pronunciation and words depending on the student's level. Educational materials play an important role (colored rods, words charts, etc.).

Community Language Learning (CLL)

Its main purpose is to learn a second language by interaction. Students' feelings are taken into account. There is no syllabus, for this reason, learners have independence to choose contents. Vocabulary can be learned by translation or memorization concerning what people want to study.

Lexical Approach

This method promotes production of lexis, chunks and expressions. Commands are given with fixed expressions. Therefore, vocabulary is contemplated as a protagonist of communicative production.

Communicative Language Teaching (CLT)

It is an approach whose purpose is to foster interaction between learners. Communication occurs in the target language. Vocabulary can be learned by choosing words according to communicative objectives.

Competency-Based Language Teaching (CBLT)

This approach encourages interaction and language functionality. The main purpose is to learn a language taking context into account. It shares some ideas from Communicative Language Teaching: each learner has a particular role, thus, a person may study certain vocabulary for specific purposes.

The Natural Approach

It fosters natural language learning**.** Communication is the main goal. Therefore, the learner must feel comfortable when he/she is producing language. Vocabulary can be considered as the main structure because it starts with basic language constructions. It develops according to learner needs.

Cooperative Language Learning

As its name says, Cooperative Language Learning allows a person to learn cooperatively. The learner depends on the group: each individual has a certain task and thus, they can link for a good group performance. Specific vocabulary is taught by interactive assignments.

Content-Based Instruction (CBI)

This approach concentrates on content and contextualization. In other words, Language is an intermediary for learning and understand what a person wants to know. It promotes intrinsic motivation. Words can be learned according to students' needs. Also, it is said that is students are the most important element and there is autonomy in second language learning.

Task-Based Language Teaching (TBLT)

It is an approach in which a task is the focal point in the learning process. A task has a clear objective. The general purpose is interaction with realistic language.

Multiple Intelligences

Moreover, Gardner (2006) states about the differences of human intelligences. In other words, each learner has his/her own way of learning. This author started to study them since the 80's. He proposes 8 native intelligences in which may facilitate second language acquisition, precisely, vocabulary.

Musical Intelligence

A person has a big sensibility in sounds, rhythms, tones, music and melodies. Generally, students with this type of intelligence have the ability to compose songs or play instruments. Learners may study with music background. In this case, music can be a representation for a word.

Bodily-Kinesthetic Intelligence

The body is a tool for associating language learning. Usually, people who have this intelligence stand in activities that require physical fitness and sports.

Logical-mathematical intelligence

A person is capable to reflect rationally. It means, a learner is based on observation and inference. Moreover, learners are able to use critical thinking. Usually, they have the aptitude to solve logic games, puzzles, etc.

Linguistic Intelligence

It occurs when an individual has the capacity of expressing without difficulty. Typically, a student with this intelligence excels at reading or public speaking.

Visual- Spatial Intelligence

It happens when a person makes mental representations of the environment. Vision takes an important role for constructing a perception of a certain space.

Interpersonal Intelligence

It takes place when a person can work jointly. He/she can discover inspiration, objectives, characters, personality of the learner. Furthermore, the learner who uses this intelligence is capable of communicating without effort. Also, the person who has this intelligence is able to sympathize effortlessly.

Intrapersonal Intelligence

It arises when a person recognizes his/her goals and how to work with his/her talents. It is an introspective intelligence in which strengths and weaknesses are evaluated by the same person.

Naturalistic.

Finally, his intelligence was mentioned by the author with the purpose of highlighting the natural constituents of the World. When the person uses Naturalistic intelligence, he/she is able to systematize the environment and its components.

An Illustrated Booklet: A visual material for learning idioms in Englis as a Second Language

As it is known, there are many techniques that a learner can use to memorize vocabulary. Idioms are more complex to memorize, for this reason, learning them can be done by using visual resources such as flashcards, charts, objects, images, illustrations, drawings, transparencies, videos, illustrated dictionaries, multimedia presentations (Power Point) because those expressions are difficult to understand. Also, it should be noted that the concept of teaching aids is huge and it is called teaching materials to those which are objects of support and study. It is important to take into consideration that multiple intelligences proposed by Howard Gardner (2006) play a crucial role in this vocabulary learning process, specially, visual intelligence which is used by most people due to the ease that provides: color, shapes or general characteristics to retain information in mind.

Núñez and Téllez (2009) state the significance of innovating regarding materials and tools for second language learners. It is remarkable for teachers to create those kinds of implements thinking on students' needs, experiences, and people's needs. The learning process is considered as a complex process but it is necessary to make materials that fulfill objectives learners want to attain. Moreover, the authors argue about the understanding that teachers should have regarding the learning process of each student. It means quickness in learning something and the motivation of each person, etc. If teachers take into account these important aspects, they will succeed in making these materials. Furthermore, didactic materials must be a main entry to the promotion of learning with motivation, communication with classmates, collaborative learning and long-standing learning. Additionally, the teachers' role play should be noted when making materials: they have to capture the attention of their students through those educational

aids. It enables students to develop their skills in an appropriate way and exploits their aptitudes and attitudes. The creation of teaching materials must be coupled with an imagination and creativity. In other words, a teacher has to combine information he/she previously has with inventive ideas to develop patterns that allow students to be guided, to recognize and to memorize new information. According to the writers, some of those purposes to be developed in those didactic materials are:

- To impress students regarding diversity, variation and ideas.

- To be of help and support

- To be beneficial

- To give chance to interact with each other

- To offer opportunity to make a feedback

- To show student's self-confidence

In Addition, it is worth highlighting Tomlinson's argument (2011) about contextualization of a determined material according to content background and conditions of students. It also means that educational aid has to be suitable and interesting in the sense of encouraging the learning of a particular topic like idiomatic expressions. Besides, these educational tools should allow the student to understand the issue as soon as possible. Materials are not just for educational purposes. According to the author, it is vital to recognize the role of them as support, too. It refers to the mixture of academics and enjoyment in this learning process. Likewise, it is fundamental to vary in all kinds of materials. It means, students have to reinforce classroom materials with other educational tools at home. According to Stoner (2009), they permit to take into account information that students want to acquire easily. He refers about this material as a learner support. It refers to an assistance to clarify concepts and to preserve

people's attention and motivation in learning a language. Additionally, topics that are seen in a class can be strengthened by those didactic implements. The author declares that design of visual aids is vital to take into consideration colors because of the impact that they must have, the presentation itself, size of letters if they have some explanation and so on.

On the other hand, the explanation of dictionary for Nation (2003) is a source that serves to encourage vocabulary learning that includes expressions and idioms too. He makes a classification of those tools: Monolingual and bilingual. As the writer declares, a monolingual dictionary holds information just in one language and a bilingual dictionary refers to a wordlist in the target language with translation in the native language or vice versa. For the use of dictionaries, it is important to take into consideration the amount of words a person has in mind. For Nation, if a learner wants to use a monolingual dictionary, it is necessary to know about 2000 words in target language to infer in a correct way.

Moreover, Hunt and Beglar (2002) express the decisive role of dictionaries in learning vocabulary. They explain a study made in 1996: Chun and Plass's study. It consists on the success of learning vocabulary and idioms through dictionaries with illustrations or images since learners may regulate the interval of minutes or hours applied on memorizing certain words while they are observing the representations. Equally, illustrated dictionaries offer the possibility of making own concepts or ideas about information the learner receives through them. Also, those types of dictionaries provide the opportunity to notice morphosintax form and function and semantic patterns through collocations. In the same way, teacher performance in classroom is vital because these dictionaries become an educational support: students based on the information received and thus, they can contextualize term significance according to the situation or conditions.

It is worth mentioning that a Pictionary Dictionary, as an educational tool is not conventional. It has the union of these previously mentioned aspects. According to the blog Enroll (2015), illustrated dictionaries let students get enriched with vocabulary, specifically, idioms due to the mixture of many original ways of acquiring a language through images, illustrations, pictures, etc. Moreover, it motivates to enhance words at the school and at home too: A Pictionary dictionary is an alternative guide. In this case, to specify, this illustrated dictionary comprises an illustration, image, drawing or symbol that represents a certain idiom. The aim of this tool is to associate a definite expression and internalize it in a way to be effective and successful.

According to Collins (2007), learners of English as a second language can feel unsatisfied when communicating in this language for the lack of idioms in their mind. Equally, he stands out the importance of those expressions because they give language precision and correctness in communication (reading, writing, listening and speaking). For this reason, this author emphasizes the creation of books with imagery which provide support on the subject of idiomatic expressions by means of daily situations or examples with images. Those combinations (everyday conditions with graphical representations) allow a person to identify and get closer to the real meaning of those special expressions easily.

Conclusions

After examining some literature about this topic the following conclusions, learning some common idioms through an illustrated booklet can be determined:

According to the blog Testbook (2015), it tends to get confused with idioms because of the conformation of each one. It means that a person who learns the English language has some difficulties due to the combination of words without a sense of meaning. That is why, idioms should be presented as significant components because they form part of figurative language group in which comprises simil (a contrast of two things that shows similarity), metaphor (it is an analogy or association among elements that share some meanings with idealization), personification (human characteristics given to inanimate objects or animals), allusion (a mention to a well-known personality or situation), hyperbole (expressions of sensations or feelings through exaggeration) and idioms (expression with non-literal significance in which each component does not give the real meaning) . Those are fixed expressions which are studied by phraseology. In second language learning, it is important to take into consideration idioms because any language is not a simple logical structure, it means that there is a continuous evolution. Moreover, to understand a second language, it is not enough to learn isolated vocabulary, grammar and semantic structures but also the cultural meanings of expressions in a given time and space. Also, it is essential to mention that idioms are by the product of tradition: they pass from generation to generation and become a facet of idiosyncrasy of social groups.

Second, vocabulary plays a crucial role in second language learning in order to the correct use of it. According to Alqahtani (2015), vocabulary is considered as a high-priority aid for people in communication because finite lexicon does not permit a successful transmission of messages or ideas. Also, it is relevant to declare that vocabulary is indispensable for the right

employment since in the absence of substantial words, it is difficult to know about function and

constructions for understandable and logical performance of second language.

Furthermore, it is necessary to take into account that students go through difficult stages

when learning vocabulary. As Hutton (2008) states, learners start to build their knowledge

regarding vocabulary progressively, it means that when it occurs, students have possibilities to

increase language skills (listening, speaking, reading and writing). Also, she debates about the

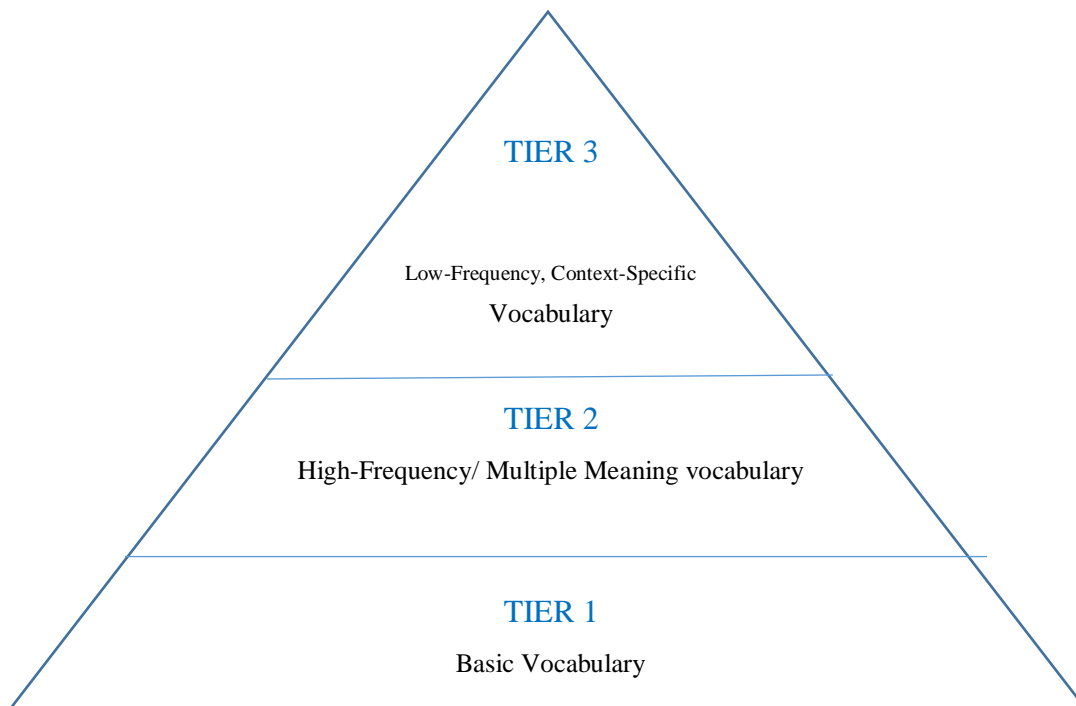three tiers of vocabulary presented in this pyramid below.

TIER 3

Low-Frequency, Context-Specific
Vocabulary

TIER 2

High-Frequency/ Multiple Meaning vocabulary

TIER 1

Basic Vocabulary

Diagram 2.
This is a diagram explaining The Three Tiers of Vocabulary that a learner faces in SLA.

Each level or tier shows what a student has to overlook when learning vocabulary

according to his/her needs. In the case of Tier 1, a person knows about elementary words that are

learnt though conversations. Additionally, Tier 2 refers to vocabulary that is memorized though

mature discussions or books. This tier indicates the progress of students concerning assimilating

words in SLA. And finally, Tier 3 involves minor use of words that are learnt for academic

purposes. In this group, idioms are classified because those are not studied in depth as an

important pattern to a complete communication.

There are different forms of learning vocabulary. Methods and approaches facilitate

students to take ownership of expressions in a practical and innovative way making use of the

environment, objects and in some cases, the context in which they act. In this case, visual

intelligence proposed by Howard Gardner is emphasized. As said by Gutierrez (2014), most

people are visual learners with a significant number of 65%. Regarding the statement "*The use of

idioms increases intermediate learners' vocabulary*", it can be said that the use of visual tools is

important because graphical materials prevail in second language learning for their technological

development starting from simple boards to reach cellphones or high-resolution screens that

allow people to have excellent elements and educational aids. Also, the aforementioned author

stands out that there is a successful storage in long-term memory for pictures which give the

brain a very informative meaning. Besides, the images are rich in data transmission because of

90% of messages that the brain receives are illustrative representations or images and graphic

information is assimilated more quickly than a text. In addition, it is crucial to refer to the fact

that images make the learner associate them with situations that they have lived and thus, it

allows to retain information according to those kind of experiences: It permits a person to have a

comforting educational atmosphere through words or expressions are connected with daily

situations images and thus, it can carry out the process of association. For this reason, the

proverb "*A picture is worth a thousand words*" says everything: an image can communicate or

express more that words do. In other words, from the cognitive point of view, to learn a new

language (in this case, English), is complex. In addition to the interpretation of linguistic signs,

the concepts need to be understood by combining the sign and the picture for a complete understanding.

Regarding educational resources, Malarcher (2003) refers that materials with illustrations allow the approximation of learners with idiomatic expressions because an impressive image is key for memorizing a certain expression without trouble. In the same way, those kinds of illustrated aids (books) permit students to be exposed to several contexts of daily life through normal pictures accompanied by idioms. With their use, in this case, an illustrated booklet, it could be seen as a visual tool to help learners to understand and memorize idioms efficiently.

The Role of the Teacher when Teaching Idioms

It is important to take into account that the teacher's role and the use of methods have changed through the years. At the beginning with Grammar translation Method since the 19th century, The Direct Method, The Audiolingual Method, Total Physical Response, The Silent Way Method and other ones, teachers were considered as the only subject who "possessed" the knowledge and thus, they had to apply principles meticulously losing their autonomy in choosing topics that students needed to learn. Also, learners were only passive agents that were contemplated as "recipients" and whose knowledge was deposited.

Nowadays, teachers are appreciated as guiders. Since the post-method era, teachers adjust approaches with contextual features and the needs that students have to follow some macrostrategies, for instance, to have meaningful learning, promoting students' autonomy or to exalt learning opportunities. Likewise, the teacher' role is to facilitate and mediate with educational materials, in this case, with visual aids. Also, it is said that teachers have to keep in mind situational and communicative needs because it encourages intrinsic motivation in which allows the success in learning English language. It is why that they have to put their "eyes, ears

and mind open in the classroom to see what works and what does not, with what group(s) of learners, for what reason" (Kumaravadivelu, 2001, p. 550).

The teacher is free to adapt or apply any activities according to the level of his/her students. To teach idioms, the teacher could think of some activities or strategies with the help of this illustrated booklet contemplating the content of it: an illustration of the idiom with the respective conceptualization through a sentence accompanied by some keywords. As suggestions, there are some of them:

Making Stories

This activity can be implemented in groups of three people in which they have to create a story with a certain number of idioms, in this opportunity, 10 or 15. The purpose of this exercise is to produce texts by contextualizing students through sentences that are presented in this visual material. Also, learners can use their imagination with the help of booklet dictionaries' images with association of previous linguistic knowledge.

Act them out

Teacher can employ this activity in small groups. previously, he/she provides his/ her students with an illustrated booklet. In this opportunity, the guider has to choose some idioms (depending on the number of groups) and each group has to represent a certain expression with mime or gestures. The rest of the classroom has to guess making a simple sentence contextualizing the idiom.

Use one of those idioms for a debate/discussion

Teacher can choose one of them and make a little discussion. Students can defend their point of view with some examples using the expression within it.

A Role Play

Teacher can make this activity organizing the classroom in groups of 4 or 5 people. Students have to create a dramatization using some idioms in their conversations and thus, they contextualize each expression in a simple sentence. Moreover, they would improve listening and speaking skills.

Idiom Challenge

Over some days, with the daily use of this visual material in different activities, the teacher can assess students' knowledge though an idiom definition and some characteristics of the image presented in each expression. He/she is based on illustrated booklets' information, therefore, learners are able to guess associating those features. This activity can be made individually or in small groups, too.

Because of all above, an illustrated booklet is important for the reason that it presents 100 common idioms which are used by English native speakers. These expressions were carefully chosen revising different idiom books and websites that contain and present them. (See Annex #A)

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