

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**TEACHING IDIOMS: AN ANALYSIS OF THE *HEADWAY*
ADVANCED 5TH EDITION STUDY SET
BA thesis**

**MERILI ELISABET SCHMIDT
SUPERVISOR: *Jun. Lect.* NATALJA ZAGURA**

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ABSTRACT

The present bachelor's thesis aims to identify scholars' suggestions on teaching idioms and to analyze how the *Headway Advanced 5th Edition* study set teaches idioms. Since native speakers tend to use idioms actively, in a variety of contexts, it should also be important for English as a foreign language learners to understand the meaning and use of idioms.

The thesis consists of four sections: an introduction, a literature review, an empirical study, and a conclusion. The literature review includes three sections: definition and meaning of the term 'idiom', explanation of the importance of knowing idioms, and discussion of difficulties of learning idioms and suggestions on how to teach idioms. The empirical study contains an overview of the *Headway Advanced* study set, an explanation of the data collection and analysis method, and an analysis and discussion of the results. The conclusion summarizes the findings of the literature review and empirical study. The sources mentioned throughout the thesis can be found in the list of references.

This thesis also has one appendix. It is the corpus that was created for the empirical study of the thesis.

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INTRODUCTION

Idioms are widely used in the English language. “They appear in formal style and in slang, in poetry, in the language of Shakespeare and the Bible” (Seidl & McMordie 1988: 12). Therefore, they are an important part of the English language vocabulary and should be taught thoughtfully. There are many aspects to take into consideration when teaching vocabulary. One of such is the language proficiency level at which the teaching occurs since different language features should be taught at different proficiency levels. For example, it is not reasonable to start teaching complex expressions at the beginner’s level, as the learners might not even know the basic vocabulary yet.

The widely recognized system by the Common European Framework of Reference for Languages (CEFR) organizes and describes language proficiency in six levels: A1, A2, B1, B2, C1, C2 (Council of Europe 2018: 25). According to their description of the vocabulary range, i.e., the variety of words and expressions used, C1 level language users have “a good command of common idiomatic expressions and colloquialisms; can play with words fairly well” (Council of Europe 2018: 132). This is the lowest language proficiency level that mentions idiomatic language. Therefore, idioms should be taught deliberately in study materials that are supporting English language learners to reach advanced levels (although simpler idiomatic expressions are certainly introduced to the learners earlier). Thus, the issue of teaching idioms explicitly in advanced level study materials is the focus of the present thesis.

Throughout the thesis, the author uses the verb ‘teach’ when discussing how idioms are presented in the study materials. However, it should be mentioned that the study set itself does not actually teach idioms but is merely a tool that teachers can use. The role of the teacher is important when teaching idioms and in the learners’ acquisition of idioms.

There are several features that different authors discuss when defining the term ‘idiom’. These aspects are explained in more detail in the literature review. However, in the context of the present thesis, an idiom is broadly understood as *a string of words that together have a different meaning from the meaning of its individual words* (Larson 1984: 20).

There have been several studies on the topic of teaching idioms (Cooper 1998; Boers 2000; McCarthy, O’Keeffe & Walsh 2010; Shirazi & Talebinezhad 2013; Al-Khawaldeh et al. 2016). However, these have not analyzed how idioms are presented in a certain study set. This is relevant since teachers frequently build their courses relying on the materials of a certain study set and therefore, it seems suitable to analyze a study set in addition to identifying suggestions on how to teach idioms.

The *Headway Advanced 5th Edition* by Liz and John Soars and Paul Hancock was chosen for the analysis of a study set. The presentation of idioms in three units from the student’s book and workbook will be analyzed in order to identify how idioms are being taught in an advanced level study set. The aim is to detect whether this study set teaches idioms deliberately and is in accordance with the scholars’ suggestions on teaching idioms. There are four research questions regarding the analysis of study materials:

1. What kind of idioms are being taught, i.e., are they considered informal or neutral/formal?
2. Are idioms taught in an organized manner (e.g., are they organized in terms of form, meaning, function, etc.)?
3. Are idioms taught in context, i.e., the meaning of idioms can be figured out from the surrounding sentence(s)?
4. What types of exercises are used to teach idioms?

The present thesis is divided into two sections. The first section will discuss different aspects of the term ‘idiom’ and how to teach them. It has been divided into three subsections: first discussing the term ‘idiom’, second explaining the importance of knowing idioms and third recording different suggestions on teaching idioms. The second section of the thesis is the analysis of the *Headway Advanced 5th Edition* study set. This section has been divided into four subsections: the first provides an overview of the *Headway Advanced* study set, the second describes the data collection and analysis method, the third is the analysis of the collected data, and the fourth is the discussion of the findings. Next is the conclusion, which is followed by the appendix, wherein the collected data can be found.

1. LITERATURE REVIEW

This section will discuss the different ways the term ‘idiom’ is understood in general and how it is defined in the context of the present thesis. It also explains the importance of understanding and knowing English idioms for English as a foreign language (EFL) speakers. The final section provides an overview of suggestions on teaching idioms to EFL learners and the difficulties learners face when studying idioms.

1.1. Definition and meaning of the term ‘idiom’

There are various aspects that different authors have discussed about the definition and meaning of the term ‘idiom’. According to Larson (1984: 20), an idiom is “a string of words whose meaning is different from the meaning conveyed by the individual words.” For example, the string of words *to steal someone’s heart* is an idiom. It has an idiomatic meaning “to start to love someone or something”, which is different from the literal meaning of those words (to take someone’s heart without permission).

Baker (1992: 63) defines idioms as “frozen patterns of language which allow little or no variation in form and /.../ often carry meanings which cannot be deduced from their individual components.” The characteristic of idioms tending to lack grammatical flexibility is called ‘frozenness’ or ‘fixedness’ (Grant & Bauer 2004: 44). This means that under normal circumstances idioms have a fixed word order and grammatical structure, and words cannot be omitted from, added to, or be replaced in an idiom (Baker 1992: 63). For instance, idioms, such as *a pain in the neck* and *bite off more than you can chew* cannot be altered to *a pain in the foot* or *bite off more than you can eat*, without those expressions losing their idiomaticity.

Seidl and McMordie (1988: 13) define an idiom similarly to Larson as “a number of words which, when taken together, have a different meaning from the individual meanings of each word.” However, they have a different view from Baker on the degree of fixedness of idioms. They claim that many fixed idioms cannot be modified in any way, except the

tense of the verb, but other idioms allow several alterations (Seidl & McMordie 1988: 13). Idioms such as *once upon a time* and *to give someone the cold shoulder* are fixed and they cannot be altered in any part, but *pick a fight/quarrel/argument*, *go/swim against the tide/current* are not fixed in all of their parts and allow for alterations.

In addition to the fixedness of idioms, Seidl and McMordie (1988: 13) discuss the clarity of meaning of idioms. Some idioms have a clearer meaning than others, and their meaning can be guessed due to an association with the original meaning of the individual words (Seidl & McMordie 1988: 13). For example, the meaning of the idiom *take one's hat off to someone* can be guessed as "to admire someone for their achievements," if the person knows that taking one's hat off is a gesture of respect. On the other hand, Grant and Bauer (2004: 40) claim that the non-compositionality criterion is the most commonly used criterion for defining idioms, which essentially means that the meaning of an idiom is not composed of the meaning of its individual words. In other words, it is not possible to predict the meaning of idioms from the meaning of their constituent parts (Grant & Bauer 2004: 40).

Based on the previous discussion, the present thesis will set two criteria when defining an idiom. First, an idiom is a number of words or a string of words, not a single word. Second, the meaning of those words put together is different from the meaning of the individual words. However, fixedness is not considered to be a criterion, since several idioms allow alterations, as well as non-compositionality, considering it is possible to guess the meaning of certain idioms. Therefore, in the present thesis, an idiom is broadly understood as *a string of words that together have a different meaning from the meaning of its individual words*.

1.2. The importance of knowing idioms

Seidl and McMordie (1988: 11) say that "idioms are not a separate part of the language, which one can choose either to use or to omit; they form an essential part of the

vocabulary of English.” According to Brenner (2003), there are over 10,000 idioms in American English. However, the term ‘idiom’ can be interpreted in various ways and several word categories can be included or excluded according to the chosen definition; therefore, the number of idioms in the English language can be viewed considerably higher. Regardless of the exact number of idioms in English, they are an important part of any language since they are used in both formal and informal contexts, in all forms of writing, and there are idioms for almost every situation (Brenner 2003: chap. 1). Furthermore, an average native speaker of English typically uses about 20 million idioms in their lifetime, which is about 7,000 idioms per week (Polio et al. 1977). Although the previously indicated data are relatively old and may differ from the contemporary data, the number of idioms used weekly is undoubtedly large.

Considering that idioms are commonly used in everyday language by native speakers, an English as a foreign language (EFL) speaker also needs to comprehend how idioms function in the English language. More specifically, McCarthy, O’Keeffe and Walsh (2010: 64) say that native speakers and proficient English users know the meaning of idioms, the restrictions on the forms idioms can be used in and how flexible they are. This means that it is not only important to understand the meaning of idioms, but also understand how and when to use them.

Tedayyon and Ketabi (2014: 608-609) claim that idioms are a component of natural and conversational language, and learning them will help learners speak English in a more nativelike way. Besides being a sign of language proficiency, knowing how to use idioms properly leads to better communication skills (Tedayyon & Ketabi 2014: 609). Al-Khawaldeh et al. (2016: 120) also suggest that adequate knowledge and use of English idioms help learners successfully convey their feelings and thoughts in English. Although it is possible to communicate correctly without using idioms, people with only a superficial

knowledge of English idioms will have a hard time taking part in more complex discussions (Shirazi & Talebinezhad 2013: 136). Therefore, knowing and understanding English idioms as an EFL speaker will result in better and more natural conversation.

1.3. Teaching idioms to EFL learners

McCarthy, O’Keeffe and Walsh (2010: 69) say that “advanced, expert non-native users of English still have problems with idioms, even when they have achieved large vocabularies and an impressive, accurate command of grammar.” It might be because idioms are often not being taught until the learners have reached a more advanced language level (Alhaysony 2017: 73-74). However, learning idioms is an essential part of vocabulary learning in a foreign language and it should not be postponed until students reach advanced levels (Irujo 1986: 240). Irujo (1986: 240) says that idioms can already be added to the vocabulary that is being taught at beginner levels by including them in dialogues and stories or providing idiomatic synonyms for the basic vocabulary being taught. Learners’ exposure to idioms and understanding of their meaning would increase through this, even if the teacher does not ask the learners to start using these idioms immediately. McCarthy, O’Keeffe and Walsh (2010: 70) say that it seems to be reasonable to leave idioms for the intermediate and advanced level learners. However, for the beginner levels, they suggest a process called ‘from word to idiom’, where learners are introduced to idioms that are related to the basic vocabulary they learn, for example with the word *hand* could be taught idioms such as *on the other hand* and *give someone a hand* (McCarthy, O’Keeffe & Walsh 2010: 70). Nevertheless, idioms are mainly taught at the intermediate and advanced levels of EFL programs.

Whatever the language level when idioms are being taught, EFL learners often find it difficult to learn idioms. The study conducted by Al-Khawaldeh et al. (2016) mentions several reasons for this. First, idioms can be culture specific and therefore they do not have

equivalents in every language (Al-Khawaldeh et al. 2016: 120). The absence of an equivalent idiom in a learner's native language can make it difficult to comprehend and remember its meaning, as there is no familiar reference point to associate it with. Second, EFL learners do not encounter idioms as frequently as native speakers since idioms are very often omitted when speaking to non-native speakers to cause less confusion (Al-Khawaldeh et al. 2016: 121). In addition, the EFL students' study materials and curricula often lack idioms or have very few exercises designed to teach idioms (Al-Khawaldeh et al. 2016: 121). Third, EFL learners have problems deciding whether to consider the literal or the idiomatic meaning of idioms in certain contexts, as most idioms have literal counterparts (Al-Khawaldeh et al. 2016: 120). For example, the meaning of the phrase *a piece of cake* depends on the context; it can be idiomatic and mean that something is very easy to do, or it can be literal and mean a slice of pastry. Fourth, EFL students often lack exposure to the idioms in context (Al-Khawaldeh et al. 2016: 120-121). However, EFL learners need to learn idioms in context as this can help them understand the meaning of an idiom better and use the idioms appropriately in their further communication.

Seidl and McMordie (1988: 13) explain three other kinds of difficulties English learners encounter when studying idioms. First, learners often do not know the level of style of idioms, i.e., whether it is informal, slang, taboo, neutral etc. This makes it difficult for the learner to know in which situations it is correct to use an idiom. Second, learners do not know whether an idiom is appropriate or natural in a certain situation, since some idioms are only used in particular situations, such as when talking about business. The third difficulty is that of fixed idioms and idioms with variants as it is difficult to know and remember whether an idiom is fixed and cannot be altered or it allows some alterations.

McCarthy, O'Keeffe and Walsh (2010) further explain the difficulties of learning idioms. They say that idioms can be very difficult to understand and to produce correctly

due to their different degrees of flexibility and often specialized meanings and functions (McCarthy, O’Keeffe & Walsh 2010: 69). The most fixed and inflexible idioms are supposedly the easiest for the learners to learn since once they know those idioms, these can always be understood and used in the one, or very few, acceptable forms (McCarthy, O’Keeffe & Walsh 2010: 70). Beginner learners usually process language word by word, not yet looking at longer phrases or sentences in one go, and therefore they often struggle with processing idioms (McCarthy, O’Keeffe & Walsh 2010: 70). More advanced learners, who already process language looking at longer sequences of words, struggle to know whether an idiom is formal or colloquial, or whether it is used only in a special register, and whether it is commonly used by the native speakers or not (McCarthy, O’Keeffe & Walsh 2010: 70).

Based on the previous discussion on the importance of knowing English idioms and problems English learners encounter, it can be said that it is necessary to teach idioms and to know how to support learners’ acquisition of idioms. Various authors have several recommendations for teaching idioms. First of all, it is advisable to teach idioms in context. According to the research conducted by Al-Khawaldeh et al. (2016: 124), the majority of examined students primarily relied on the context to guess the meaning of the idioms. Therefore, Al-Khawaldeh et al. (2016: 124) propose to use different collaborative tasks where idioms can be integrated, such as creating stories, group discussions, writing dialogues, and role-plays. Irujo (1986: 239) has also suggested using similar activities, for example, having students create a dialogue involving a literal misinterpretation of idioms, and then discussing why the misinterpretation occurred. Shirazi and Talebinezhad (2013: 136) suggest reading English authentic texts or listening to native speakers to encounter idioms in context.

Another suggestion is to teach idioms in an organized manner, that is, organizing idioms in terms of form, function, or meaning (McCarthy, O’Keeffe & Walsh 2010: 71). Wright, for example, organizes idioms by metaphors, topics and keywords in his book *Idioms Organiser* (1999). He uses metaphors such as *time is money*, *life is a journey*, and topics such as *starting and stopping* and *success and failure*. A study conducted by Boers (2000: 563) also concluded that “applying metaphoric themes as categories provides a framework for lexical organization, and organized vocabulary is known to be easier to learn than random lists.” Cooper (1998: 263) also suggests that categorizing idioms will make them easier to learn, but he uses more general categories, such as *idioms with body parts* or *idioms with animals*.

Since idioms are used in both formal and informal contexts, it is also important to inform the learners on the style of idioms, so that they would know in which situations they can use them. In her book *A Course in English Language Teaching* (2012) Ur has listed different aspects of vocabulary knowledge, i.e., what students need to learn. Among those aspects, Ur (2012: 62) suggests teaching the appropriateness of using a vocabulary item in a certain situation, including whether that item is used in formal or informal discourse. One possible way to do this is to discuss with students how and why people use idioms (McCarthy, O’Keeffe & Walsh 2010: 71).

Furthermore, learners should encounter the same idioms repeatedly during their studies. Webb and Nation (2017: 61) say that one of the key factors to vocabulary learning is repetition, meaning the number of encounters with each word, and “the greater the number of encounters, the more likely learning is to occur.” They suggest activities such as re-reading the same text, learning words with flashcards and linked skills activity (dealing with the same vocabulary items across different language skills, i.e., listening, speaking, reading,

writing). Cooper (1998: 264) suggests teachers create and tell stories containing idioms and have the learners retell the stories trying to use as many idioms as they can remember.

McCarthy, O’Keeffe and Walsh (2010: 71) say that most important of all is to not teach rarely occurring idioms as learners will probably never encounter them again and they may sound very strange if they use them. The scholars suggest that study materials should include common idioms, which in practice would be relying on a corpus or some other kind of observation of people’s actual use of idioms, when choosing which idioms to teach. Other authors also suggest mainly focusing on teaching frequently used idioms (Irujo 1986: 238; Al-Khawaldeh et al. 2016: 126).

In addition to mainly focusing on teaching common idioms, it is advisable to start with teaching more transparent idioms. The results of the study by Al-Khawaldeh et al. (2016: 125) demonstrated that students recognized transparent idioms more easily. Therefore, they suggest teaching idioms that are very clear in meaning and easy to understand and use (Al-Khawaldeh et al. 2016: 125). Cooper (1998: 261) also suggests beginning with teaching idioms with transparent figurative meaning, as learners can understand them without any special explanations.

Obviously, there are many other suggestions on how to teach idioms besides the ones previously described. However, the empirical study of the present thesis will focus on analyzing what kind of idioms have been chosen for the *Headway Advanced 5th Edition* study set, whether and how they are organized, whether they are taught in context, and what types of exercises have been used to teach idioms.

2. ANALYSIS OF THE *HEADWAY ADVANCED 5TH EDITION* STUDY SET

The empirical study of the present thesis includes analysis of the presentation of idioms in the *Headway Advanced 5th Edition* study set. The first part of this section introduces the study set selected for the analysis, following a description of the data collection phase. The final part discusses the analysis of the study set and findings of the research.

2.1. Overview of the study set

The *Headway Advanced 5th Edition* study set by the Oxford University Press is used for the empirical study in the present thesis. It was chosen for the study because of its widespread use in English classes in Estonian Gymnasiums (personal communication with a representative of the book selling company Allecto on October 25, 2022). Since *Headway Advanced* aims to help learners develop C1 level language proficiency (the level where language users are expected to have a good command of idiomatic language), it can be presumed that it also teaches idioms, which is another reason it is relevant for this analysis.

The main authors of the *Headway* series are Liz and John Soars, and it has been available for English language teaching for more than 30 years (Soars et al. 2019: 4). The 5th edition of the advanced level study set was published in 2019. It includes a student's book, workbook, and teacher's guide. In addition to the hard copy versions of the study materials, there is an online practice portal, where students can do extra practice exercises, review lessons and test themselves (Soars et. al 2019: 5). However, the analysis of the present thesis is based on the workbook, student's book and teacher's guide, excluding the extra online materials.

2.2. Data collection and method of analysis

After choosing the *Headway Advanced 5th Edition* study set, unit 4 was chosen for piloting data collection and characterization, since this is the first unit in which the vocabulary section focuses on idiomatic collocations. Next, unit 4 in the student's book and workbook were read, and the idioms that met the set requirements were highlighted. The set requirements for an idiom were that an idiom (1) is a number of words, and (2) its meaning is different from its constituent parts. The idioms found were recorded in a separate document in the form of a table, see Appendix 1. The method of analysis involved analyzing the corpus in terms of four categories: level of formality, teaching in context or out of context, the way idioms are organized in the study material, and the types of activities they are used in. For a better understanding of the following description of data organization, a section of that table can be seen in Table 1.

Table 1. A section of the table of collected data.

Idiom	<i>English Idioms</i>	<i>Cambridge Dictionary</i>	<i>Oxford Learner's Dictionary</i>	Informal	Have context	Presented in an organized manner
wishful thinking	+ (p. 78)	-	-	-	+	Yes, they are organized in terms of form (adjective + noun).
get itchy feet	-	+	+	+	+	
a slippery slope	-	-	+	-	+	
creak under the strain	-	-	+	-	+	No, part of another ex.
old hat (3x)	+ (p. 24)	-	-	-	+	No, part of another ex.

Idioms were written in the first column of the table. The next three columns were to check whether the found idioms were also considered idioms in different dictionaries.

English Idioms refers to Seidl and McMordie's book *English idioms: A fifth edition of English idioms and how to use them* (1988) and was chosen since it was used in the literature review section of the present thesis. Cambridge Dictionary refers to the online dictionary at the web address <https://dictionary.cambridge.org/>, and Oxford Learner's Dictionary to the online dictionary at the web address <https://www.oxfordlearnersdictionaries.com/>. The Oxford Learner's Dictionary was chosen considering that the study set is published by the same publishing house, and Cambridge Dictionary was chosen to compare another common dictionary that is not associated with the same publisher. If the phrase that was identified as an idiom by the author of the thesis was also categorized as an idiom in the previously mentioned dictionaries, it is marked as '+' in the table; if it did not have a match or had some other category, it is marked as '-'. If an idiom occurred in Seidl and McMordie's book *English Idioms*, the page number is included in brackets for the convenience of finding those idioms in the future. There are three idioms that are not considered idioms in any of the three dictionaries (*grey area*, *wake-up call*, *my heart went into my stomach*). The fact that they are not provided in a dictionary does not necessarily mean that they are not idioms. They meet the definition that was formulated for the study, and therefore have been included in the corpus.

The fifth column identifies idioms as informal or formal, it is marked '+' if an idiom is categorized as 'informal' in at least one of the three dictionaries, and '-' if not. The three idioms that were not provided in dictionaries were marked as '-'. However, idioms can also be neutral – neither informal, nor very formal – therefore, there is no clear division here. In fact, the level of formality can even be viewed as a continuum, where, for example, certain formal idioms are more neutral than other formal idioms or some informal idioms are more informal than others. The sixth column refers to the context in which the idiom occurred. '+' means that an idiom occurs in a sentence or text where its meaning can be deduced, '-' means

that an idiom occurs on its own or there is nothing that suggests the meaning of it. There are also some that note ‘not at first’, which means that the first exercise an idiom occurs in does not give context, but it becomes clear in the later exercises. The last column observes whether idioms are presented in an organized manner (e.g., are they organized in terms of form, meaning, function, etc.) or if they are just a part of another exercise.

In the first column, idioms that were found both in the workbook and student’s book are highlighted in bold text font. Idioms that occurred multiple times in the unit have the number of occurrences in the brackets. The initial plan was to assess the transparency of idioms as scholars also mention this issue while discussing idiom teaching methods. However, the issue of transparency can be quite subjective, and it would only have been possible to rely on the judgment of the author of the thesis when deciding whether an idiom is transparent or not. Furthermore, idioms can exhibit varying degrees of transparency, and it would not be accurate to categorize them strictly as either transparent or not. Therefore, the level of formality was chosen to be analyzed instead of transparency as this could be assessed with the support of dictionaries.

After filling in the table and consulting with the supervisor, two more units were chosen to collect data from. Three units is approximately one quarter of the study set and was considered to be enough data for the analysis as the teaching methods inside a study set are usually repetitive. Additional units were chosen using the systematic sampling method, meaning that the next two units were chosen with a fixed interval of four. Units 8 and 12 were analyzed the same way as unit 4. After completing the table, it was reviewed by a native English speaker, who agreed that the identified phrases can be considered as idioms. Prior to having a native speaker review the materials, the definition and criteria for deciding what is an idiom and what is not were discussed.

2.3. Analysis

The following analysis is based on the table which was created after reading the *Headway Advanced* study materials (the student's book and workbook). It aims to answer the following research questions:

1. What kind of idioms are being taught, i.e., are they considered informal or neutral/formal?
2. Are idioms taught in an organized manner (e.g., are they organized in terms of form, meaning, function, etc.)?
3. Are idioms taught in context, i.e., the meaning of idioms can be figured out from the surrounding sentence(s)?
4. What types of exercises are used to teach idioms?

Overall, 169 idiom occurrences were identified altogether in the three units of the workbook and student's book. In the following, the total idiom occurrences includes all instances of idioms that appeared in the study set, whereas the count of unique idiom occurrences is the number of distinct idioms. The total use of idioms in the student's book and workbook was almost the same (84 times in the student's book versus 85 times in the workbook). However, the workbook has 22.3% more unique idiom occurrences than the student's book. See Table 2 for the conclusive data of idiom use in the student's book and workbook.

Table 2. Conclusive data of idiom use in the study set.

	Student's Book		Workbook	
	Total idiom occurrences	Unique idiom occurrences	Total idiom occurrences	Unique idiom occurrences
UNIT 4	39	19	38	31
UNIT 8	24	21	10	9
UNIT 12	21	19	37	36
Total	84	59	85	76

Unit 8 in the workbook has the least number of idiom uses. It is the only analyzed unit where idioms occur only in exercises that have a different language focus. The rest of the analyzed units have at least one exercise that is devoted to teaching idioms. However, among the other units, the unique idiom occurrence seems balanced.

Since the number of total idiom occurrences is nearly the same in the workbook and student's book, but the student's book has 17 less unique idiom occurrences, it can be said that the student's book has more repetition. As was explained in the literature review, repetition is an important part of learning new vocabulary. However, it is reasonable that the student's book contains more repetition, given that it serves as the primary study material, while workbooks are intended to supplement it (the workbook is marked as an additional material in the *Headway Advanced 5th Edition Teacher's Guide* (2019: 15)).

Furthermore, there is the repetition of idioms inside one unit. Overall, 30 of the idioms found occurred more than once inside one unit (e.g., the idiom *it can't be helped* occurred twice in the workbook's unit 4). In addition, 21 idioms that were used in the student's book were repeated in the workbook's exercises. The idiom *a sore point* was even repeated in different units (student's book unit 4, and workbook unit 4 and unit 8). Based on the repetition that occurred in the analyzed units, it can be expected that this technique is used throughout the whole study set.

1. What kind of idioms are being taught, i.e., are they considered informal or neutral/formal?

Identified idioms were marked as informal or neutral/formal. Informal idioms are categorized as such in at least one of the three dictionaries mentioned previously. The count of informal idioms was 27 times out of the total 135 unique idiom occurrences, which means that the percentage of informal idioms is 20%. This is a relatively high percentage, but since the *Headway Advanced* study set aims to help learners reach C1 language level, where

language users have a good knowledge of idiomatic expressions and colloquialism, it is understandable that the study set includes so many informal idioms. It is also understandable that the study set mainly teaches neutral and formal idioms, as schools tend to foremost teach neutral and formal language, which children and adolescents are less likely to acquire naturally outside of the school context.

However, students should also know which of the idioms they are being taught are informal. In the analyzed units of the *Headway Advanced* study set, learners are not informed of the style of idioms. It can be figured out in some cases, such as when informal idioms occur in an exercise including a casual conversation, although learners usually do not think about such aspects of the vocabulary they are learning. Therefore, teachers who use the *Headway Advanced* study set, should perhaps take into consideration the suggestion by McCarthy, O’Keeffe and Walsh (2019: 71) to discuss with students how and why people use idioms.

2. *Are idioms taught in an organized manner (e.g., are they organized in terms of form, meaning, function, etc.)?*

There were 135 unique idiom occurrences in total, out of which 59 idioms, that is 43.7%, were taught in an organized manner. The remaining 76 idioms were part of exercises that focused on teaching some other topic. For example, the idiom *speak out of turn* was in an exercise that aimed to teach prepositions, and the idiom *you must be joking* was in modal auxiliary verbs exercises. Many of the idioms that were not taught in an organized manner occurred in reading activities accompanying a text.

There were 5 exercises in the analyzed units that taught idioms in an organized manner. In unit 4 idioms are organized in terms of form (adjective + noun) both in the workbook and in the student’s book. In the student’s book unit 8 idioms are organized in

terms of the topic ‘clichés’. In unit 12 of the workbook, idioms are also organized in terms of form (in one exercise as ‘idioms with *like*’ and the other exercise as ‘idioms with *as...as*’).

Several authors (Cooper 1998; Boers 2000; McCarthy, O’Keeffe & Walsh 2010) have suggested organizing idioms in terms of form, function, meaning, or topic. Therefore, it is reasonable that a large proportion of idioms are being taught in an organized manner.

3. *Are idioms taught in context, i.e., the meaning of idioms can be figured out from the surrounding sentence(s)?*

The majority of the idioms in the analysed study set are taught in context. There are 103 unique idiom occurrences that have enough context to them that the meaning of the idiom can be deduced. For example, the idiom *not have the foggiest idea* appears in the sentence “Don’t ask me how to pronounce that word – I haven’t the foggiest idea!” (Soars, Soars and Hancock 2019: 101), and when not knowing the meaning of this idiom, it is possible to deduce it from the other parts of the sentence. There are 19 idioms that do not have a context in the first exercise they occur in, but the following exercises they occur in help to understand the meaning of them. For instance, the idiom *a mixed blessing* occurs first in a matching exercise, where learners have to match an adjective and a noun to make idiomatic collocations. The meaning of it becomes clearer in the following exercises, among which are looking up the dictionary extracts of collocations made earlier, explaining the meaning of collocations, and completing the sentences with one of the collocations.

However, there are still 13 idioms that do not have context and the meaning of them cannot be guessed from the surrounding sentence(s). For example, there is a list of idioms in student’s book unit 8 organized under the topic ‘clichés’, among which are idioms *accidents will happen*, *have your cake and eat it*, and *all in a day’s work*. Learners are given the task to simply guess the meaning of those idioms, which is acceptable as these are rather transparent idioms. The idiom *people who live in glass houses shouldn’t throw stones* occurs

on its own in a gap filling exercise and the idiom *better late than never* on its own in a crossword exercise.

As the meaning of an idiom is not literal and cannot be guessed from its constituent parts, it is important to have context when teaching them. This study set largely supports learners in guessing the meaning of unfamiliar idioms by presenting them in context. This study set is meant for advanced level learners and therefore, it is acceptable that a small number of idioms do not have context to them, and learners have to try to figure out their meaning from their constituent parts.

4. What types of exercises are used to teach idioms?

There are ten exercises in the analyzed units that aim to teach idioms to learners. In the following, these exercises are discussed more thoroughly, but prior to that, Table 3 provides an overview of those exercises. As can be seen from Table 3, exercises of choosing the correct way to form idioms have been used several times, as well as completing sentences with idioms and guessing the meaning of idioms.

Table 3. An overview of the exercises focusing on teaching idioms

Unit	Number of exercises	Types of exercises
Student's book unit 4	6	guessing the meaning of idioms matching words to make idioms checking the meaning and writing examples explaining the idioms in own words completing sentences with idioms made listening exercise
Workbook unit 4	1	choosing a correct option to make an idiom and completing sentences with them
Student's book unit 8	1	guessing the meaning of idioms

Workbook unit 12	2	choosing the correct way/word to complete idioms
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The vocabulary section of the student's book unit 4 focuses on idiomatic collocations and consists of six exercises. In the first one, learners must look at the lines and try to guess the meaning of idioms in italics and identify the word classes of the constituent words of idioms. This is an introductory exercise to the next one, where learners have to match adjectives and nouns to make idioms. In the third exercise, learners must read dictionary extracts of those idiomatic collocations to learn the meaning of them and write example sentences with those collocations. In the fourth exercise, learners must explain the idiomatic collocations to a partner in their own words. In the fifth exercise, learners must complete sentences with one of the previously made idiomatic collocations, and in the sixth exercise they have to listen to lines and think of a response with an idiomatic collocation.

The section of exercises in unit 4 of the student's book is an example of linked skills activity, where idioms are repeated across different language skills. All of the idioms appear in context in at least one of those exercises. In addition, these idioms are organized in terms of form (adjective + noun). Therefore, this section teaches idioms following several suggestions that were discussed in the literature review. Furthermore, the teacher's guide of these exercises suggests explaining to the learners that the given idiomatic collocations are common in the English language (Soars et al. 2019: 63-64), which means that the authors have also followed the suggestion to teach frequently used idioms.

The vocabulary section in unit 4 of the workbook has one exercise regarding idiomatic collocations. This organizes idioms similarly to the student's book unit 4 in terms of form (adjective + noun). In this exercise learners have to choose the correct option to make the idiomatic collocations and then use them to complete the sentences. All of the idioms have also occurred in the student's book exercises and they have context.

There are no exercises aiming to teach idioms in unit 8 of the workbook. The student's book unit 8 has a section 'Talking in clichés', which includes several idioms. However, the primary aim of this section does not seem to be teaching idioms, but it does have an exercise where idioms have been listed under the topic of 'clichés'. Therefore, there is an exercise that has followed the suggestion of presenting idioms in an organized manner, but no other previously found suggestions apply here.

The student's book unit 12 does not have exercises focusing on teaching idioms, but the workbook unit 12 does have two exercises aimed at teaching idioms. The first exercise organizes idioms in terms of form (idioms with *like*). Learners have sentences including idiomatic expressions and they have to choose the correct way to complete them. The second exercise also organizes idioms in terms of form (idioms with *as...as*). There learners have to complete the sentences with the words in the box. The meaning of all idioms in both of these exercises can be deduced from the surrounding sentence(s). However, these idioms only occur in the workbook and there is no repetition of those idioms.

2.4. Discussion

The aim of this thesis was to analyze the study set *Headway Advanced* and to identify how idioms are being taught there. Overall, the analyzed three units of the study materials included quite a large number of idioms. The study set is therefore very likely to support the acquisition of idiomatic language as the learners using it are exposed to many idioms throughout their studies.

The *Headway Advanced* study set follows several scholars' suggestions on teaching idioms. Students rely on context when guessing the meaning of an unknown idiom, thus, it has been recommended that idioms should be taught in context (Al-Khawaldeh et al. 2016: 124). The majority of idioms that students will encounter in the *Headway Advanced* study set, are being taught in context. This will probably affect the acquisition of idioms positively

as students can understand the meaning of them better. In addition, they are more likely to use them correctly in their future communication since they have had examples of the use of those idioms.

Besides teaching idioms in context, the *Headway Advanced* study set has followed the suggestion to organize idioms in terms of topic, form, meaning, or function. Both in the student's book and workbook idioms are organized in the sections that aim to teach idiomatic language. There is no reason to expect the rest of the idioms to be organized, as they are encountered in sections that are teaching other language aspects.

Furthermore, students encounter many idioms in the *Headway Advanced* study set repeatedly, which according to Webb and Nation (2017: 61) is one of the key factors in vocabulary learning. Idioms are repeated differently as some of them occur several times inside a unit, and some of them occur both in the student's book and in the workbook. The vocabulary section of unit 4 of the student's book even repeats idioms across different language skills. Whatever the kind of repetition, it is very likely that learners will acquire these idioms since they encounter them several times.

Considering that the three randomly selected units, which were analyzed, followed the suggestions to teach idioms in context, in an organized manner and repeatedly, it can be expected that the rest of the study set also follows these techniques. However, there is one suggestion that the *Headway Advanced* study set is not following explicitly. That is, letting the learners know of the level of formality of idioms. The exercises that aim to teach idioms do not identify idioms as formal or informal. Perhaps in some cases it is possible to figure out the level of formality based on the exercise type an idiom is used in, but learners should not be expected to pay attention to the aspect of formality on their own. Therefore, the teachers who use the *Headway Advanced* study materials should perhaps highlight this issue. One possible way to do this would be following the suggestion by McCarthy, O'Keeffe and

Walsh (2019: 71), prior to completing the exercises in the study materials, to discuss with students how and why people use idioms.

Overall, the *Headway Advanced* study set seems to teach idioms in a reasoned way and to support the learners' acquisition of idiomatic language. A similar analysis of a different study material could be conducted to see which suggestions the authors of that follow. Regarding the English study material series *Headway*, a different language proficiency level study material could be analyzed in a similar way, perhaps the intermediate (B1) or upper-intermediate (B2) level study set of the *Headway* series since idioms are usually taught at more advanced levels. However, it would be interesting to know if the beginner (A1) or elementary (A2) level of the *Headway* series also try to teach idiomatic language, or how much and what kind of idiomatic language is integrated in the texts and exercises of those study sets.

CONCLUSION

The definition of the term 'idiom' varies for different authors, but most of the scholars mention at least the following two features of idioms: first, an idiom consists of a number of words, and second, these words together have a different meaning from the meaning of the individual words. There are thousands of idioms in the English language, and they are used in a variety of contexts, both in formal and informal language, in different forms of writing and speaking, and in different situations. Native speakers of English commonly use idioms in everyday language and therefore, English as a foreign language speakers also need to understand the meaning of idioms and know how and when to use them. A good knowledge of idioms will give the EFL speakers a better understanding of more complex discussions, and they can better express their thoughts and feelings in English.

It is not always easy to learn idioms. EFL speakers encounter many difficulties when learning English idioms. English learners often rely on context to figure out the meaning of new words, but when idioms are taught without context, they find it difficult to comprehend them. On the other hand, if the context is not very clear, they might find it difficult to decide whether to consider the literal or the idiomatic meaning of idioms. Furthermore, learners have problems deciding in which situations it is appropriate to use certain idioms, since some idioms can be used either in formal or informal context, and some are restricted to certain topics.

Idioms are an essential part of the English language, but they are somewhat difficult to learn; thus it is important to know how to teach them effectively. Several authors have suggestions on how to support learner's acquisition of idioms. They should be taught in context and in an organized manner. Learners should encounter idioms repeatedly and they should be made aware of the level of formality of idioms. It is also not advisable to teach uncommon idioms.

A study was conducted to see whether the *Headway Advanced 5th Edition* study set taught idioms explicitly. This included identifying idioms in three units of the student's book and workbook, and analyzing the found idioms in terms of level of formality, teaching in context or out of context, the way idioms are organized in the study material, and the types of activities they are used in. A corpus was created with the idioms that were found. Overall, 169 idiom occurrences were identified, out of which 135 were unique idiom occurrences, meaning that several idioms were repeated throughout the analyzed units.

The results of the analysis indicated that a fair number of taught idioms were informal (20%), which is acceptable as more advanced language speakers have a better knowledge of colloquial language. It was found that 43.7% of the taught idioms were presented in an organized manner, which is understandable, since other idioms occurred in exercises that did not aim to teach idioms. The majority of idioms were taught in context. Vocabulary sections that aimed to teach idioms had a variety of exercise types, such as matching, gap filling, explaining, listening, and choosing the correct option exercises.

Overall, the *Headway Advanced* study set can be said to support learners' acquisition of idioms. It follows the suggestions to teach idioms in context and to teach them in an organized manner. Although it does not explain whether idioms are informal, neutral or formal, this is an aspect that can be discussed in a classroom prior to completing the exercises. Nevertheless, this study material teaches idioms thoughtfully and gives learners a variety of exercises to practice the use of idioms.

Ultimately, the present thesis has explained the importance of idioms and using study materials that deliberately teach idioms. It has been proven that the *Headway Advanced 5th Edition* study set is an acceptable choice of study material regarding the issue of teaching idioms.

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Appendix 1: Table of the collected data from the study set

<i>New Headway Advanced 5th Edition Student's Book</i>						
Idiom	<i>English Idioms</i>	<i>Cambridge Dictionary</i>	<i>Oxford Learner's Dictionary</i>	Informal	Have context	Presented in an organized manner
UNIT 4						
no matter what, when, why, etc.	+ (p. 29)	+	+	-	+	No, part of another ex.
a lost cause (3x)	+ (p. 71)	-	-	-	+	Yes, they are organized in terms of form (adjective + noun).
final straw (2x)	no, but there is <i>the last straw</i> (p. 70)	+	+	-	+	
grey area (2x)	-	-	-	-	not at first	
a level playing field (2x)	-	+	+	-	not at first	
a slippery slope (2x)	-	-	+	-	not at first	
wake-up call (2x)	-	-	-	-	not at first	
a fine line (2x)	-	+	+	-	not at first	
get itchy feet (2x)	-	+	+	+	not at first	
a long shot (2x)	+ (p 23)	-	+	-	not at first	

a raw deal (2x)	+ (p. 73)	+	+	-	not at first	
a sore point (2x)	+ (p. 32)	-	+	-	not at first	
wishful thinking (2x)	+ (p. 78)	-	-	-	not at first	
a foregone conclusion (2x)	+ (p. 68)	-	+	-	not at first	
last resort (2x)	-	+	+	-	not at first	
second thoughts (3x)	+ (p. 74)	-	+	-	not at first	
a saving grace (2x)	+ (p. 74)	-	-	-	not at first	
a mixed blessing (2x)	+ (p. 71)	-	-	-	not at first	
get cold feet (2x)	+ (p. 222)	+	+	+	not at first	
UNIT 8						
pull your weight (2x)	+ (p. 175)	+	+	-	not at first	No, part of another ex.
be taken aback (2x)	-	-	+	-	not at first	No, part of another ex.
lost in admiration (2x)	-	-	+	-	not at first	No, part of another ex.
have a way with somebody/something	+ (p. 34)	-	+	-	+	No, part of another ex.
take all things into account	-	+	+	-	+	No, part of another ex.
at the end of the day	+ (p. 26)	+	+	+	+	No, part of another ex.
a blast from the past	-	+	+	+	+	No, part of another ex.

no pain, no gain	-	-	+	-	+	No, part of another ex.
better safe than sorry	-	+	+	-	+	No, part of another ex.
like father, like son	-	-	+	-	+	No, part of another ex.
it takes all sorts	-	+	+	-	+	No, part of another ex.
better late than never	-	+	+	-	+	No, part of another ex.
just what the doctor ordered	-	+	+	-	+	No, part of another ex.
accidents will happen	-	+	+	-	-	Yes, they are organized in terms of the topic ' clichés '.
actions speak louder than words	+ (p. 36)	+	+	-	-	
a fate worse than death	-	+	+	-	-	
behind every great man there's a great woman	-	+	-	-	-	
a man/woman after your own heart	-	+	+	-	-	
all in a day's work	-	+	+	-	-	
have your cake and eat it	-	+	+	-	-	
as clear as mud	+ (p. 237)	+	+	+	-	
UNIT 12						
time flies	+ (p. 236)	+	+	-	+	No, part of another ex.
snowed under with orders	-	+	+	-	+	No, part of another ex.

keep your head above water	-	+	+	-	+	No, part of another ex.
go downhill	+ (p. 165)	+	+	-	+	No, part of another ex.
tighten your belt	+ (p. 184)	+	+	-	+	No, part of another ex.
be in touch	+ (p. 169)	-	+	-	+	No, part of another ex.
in a flash	+ (p. 91)	+	+	-	+	No, part of another ex.
a cloud hanging over me	-	+	-	-	+	No, part of another ex.
not have the foggiest idea	-	+	+	+	+	No, part of another ex.
bite off more than you can chew	-	+	+	-	+	No, part of another ex.
food for thought	+ (p. 59)	+	+	-	+	No, part of another ex.
in the end (2x)	+ (p. 27)	-	+	-	-	No, part of another ex.
all the same (2x)	+ (p. 39)	+	+	-	-	No, part of another ex.
a clean bill of health	+ (p. 65)	-	+	-	+	No, part of another ex.
sit bolt upright	-	-	+	-	+	No, part of another ex.
my heart went into my stomach	-	-	-	-	+	No, part of another ex.
in a way	+ (p. 34)	+	+	-	+	No, part of another ex.
draw a line under	-	-	+	-	+	No, part of another ex.
the sky's the limit	-	+	+	+	-	No, part of another ex.

<i>Headway Advanced 5th Edition Workbook</i>						
Idiom	<i>English Idioms</i>	<i>Cambridge Dictionary</i>	<i>Oxford Learner's Dictionary</i>	Informal	Have context	Presented in an organized manner
UNIT 4						
make it	+ (p. 47)	+	+	-	+	No, part of another ex.
glued to the TV	-	+	+	+	+	No, part of another ex.
your secret's safe with me	-	+	-	-	+	No, part of another ex.
you must be joking (3x)	-	+	+	+	+	No, part of another ex.
I must say (2x)	-	+	+	+	+	No, part of another ex.
it can't be helped (2x)	+ (p. 42)	+	+	-	+	No, part of another ex.
you can say that again (2x)	-	+	+	+	+	No, part of another ex.
mind you	-	+	+	+	+	No, part of another ex.
in the wrong	-	+	+	-	+	No, part of another ex.
too good to be true	+ (p. 54)	+	+	-	+	No, part of another ex.
bear in mind	+ (p. 30)	-	+	-	+	No, part of another ex.
push the boundaries	-	-	+	-	+	No, part of another ex.
by no means	-	+	+	-	+	No, part of another ex.

a long shot	+ (p 23)	-	+	-	+	Yes, they are organized in terms of form adjective + noun).
a sore point	+ (p. 32)	-	+	-	+	
a foregone conclusion	+ (p. 68)	-	+	-	+	
last resort	-	+	+	-	+	
a saving grace	+ (p. 74)	-	-	-	+	
a fine line	-	+	+	-	+	
a raw deal	+ (p. 73)	+	+	-	+	
wishful thinking	+ (p. 78)	-	-	-	+	
get itchy feet	-	+	+	+	+	
a slippery slope	-	-	+	-	+	
creak under the strain	-	-	+	-	+	No, part of another ex.
old hat (3x)	+ (p. 24)	-	-	-	+	No, part of another ex.
spring to mind	-	+	+	-	+	No, part of another ex.
no matter what, when, why, etc.	+ (p. 29)	+	+	-	+	No, part of another ex.
into the bargain	-	+	+	-	+	No, part of another ex.
get your head around something	-	+	+	+	+	No, part of another ex.
make a name for yourself	+ (p. 173)	+	-	-	+	No, part of another ex.

open the door to something	-	+	+	-	+	No, part of another ex.
UNIT 8						
people who live in glass houses shouldn't throw stones	-	+	+	-	-	No, part of another ex.
kick up a fuss (2x)	+ (p. 170)	+	+	+	+	No, part of another ex.
out of the question	+ (p. 98)	+	+	-	+	No, part of another ex.
under the name of	-	+	+	-	+	No, part of another ex.
a raw deal	+ (p. 73)	+	+	-	+	No, part of another ex.
the glass is half-empty	-	+	+	-	+	No, part of another ex.
last resort	-	+	+	-	+	No, part of another ex.
a sore point	+ (p. 32)	-	+	-	+	No, part of another ex.
better late than never	-	+	+	-	-	No, part of another ex.
UNIT 12						
all the same (2x)	+ (p. 39)	+	+	-	+	No, part of another ex.
no matter what, when, why, etc.	+ (p. 29)	+	+	-	+	No, part of another ex.
make the most of things	-	-	+	-	+	No, part of another ex.
bite off more than you can chew	-	+	+	-	+	No, part of another ex.
not have the foggiest idea	-	+	+	+	+	No, part of another ex.

tighten your belt	+ (p. 184)	+	+	-	+	No, part of another ex.
keep your head above water	-	+	+	-	+	No, part of another ex.
snowed under with work	-	+	+	-	+	No, part of another ex.
in a flash	+ (p. 91)	+	+	-	+	No, part of another ex.
a cloud hanging over me	-	+	-	-	+	No, part of another ex.
food for thought	+ (p. 59)	+	+	-	+	No, part of another ex.
go like clockwork	-	+	+	-	+	Yes, they are organized in terms of form (idioms with <i>like</i>).
read somebody like a book	-	-	+	-	+	
spread like wildfire	+ (p. 240)	+	+	-	+	
fit like a glove	+ (p. 239)	+	+	-	+	
shake like a leaf	+ (p. 240)	+	-	-	+	
have a memory like a sieve	+ (p. 240)	-	+	+	+	
eat like a horse	+ (p. 239)	+	+	+	+	
go out like a light	+ (p. 239)	+	+	+	+	
sleep like a log	+ (p. 240)	+	+	+	+	
get on like a house on fire	+ (p. 239)	+	+	+	+	
sell like hot cakes	-	+	+	-	+	

stick out like a sore thumb	-	+	+	-	+	
work like a charm	-	+	+	-	+	
as safe as houses	+ (p. 238)	+	+	-	+	Yes, they are organized in terms of form (idioms with <i>as ... as</i>).
as white as a sheet	+ (p. 238)	+	-	-	+	
as dry as a bone	+ (p. 237)	+	-	-	+	
as keen as mustard	-	+	+	+	+	
as flat as a pancake	+ (p. 237)	+	+	+	+	
as good as gold	+ (p. 18)	+	+	+	+	
as tough as old boots	+ (p. 238)	+	+	+	+	
as regular as clockwork	+ (p. 238)	+	+	-	+	
as clear as mud	+ (p. 237)	+	+	+	+	
as light as a feather	+ (p. 238)	+	-	-	+	
mind you	-	+	+	+	+	
speak out of turn	-	+	+	-	+	No, part of another ex.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Merili Elisabet Schmidt

**Teaching Idioms: An Analysis of the *Headway Advanced 5th Edition Study Set*
Idioomide õpetamine: õppekomplekti „Headway Advanced (5th ed)” analüüs**

Bakalaureusetöö

2023

Lehekülgede arv: 41

Annotatsioon:

Käesoleva bakalaureusetöö eesmärk on välja selgitada teadlaste soovitud idioomide õpetamise kohta ja analüüsida, kuidas „Headway Advanced (5th ed)” õppekomplektis idioomide õpetamisele lähenetakse. Inglise keelt võõrkeelena kõnelejate jaoks on oluline mõista idioomide tähendust ja nende kasutust, kuna inglise keelt emakeelena kõnelejad kasutavad idioome igapäevaselt mitmesuguses kontekstis.

Töö koosneb neljast osast: sissejuhatus, kirjanduse ülevaade, empiiriline uuring ja kokkuvõte. Kirjanduse ülevaade koosneb omakorda kolmest osast: idioomi mõiste ja tähenduse määratlus, idioomide tundmise olulisuse selgitus ning idioomidega seotud raskuste ja õpetamise soovitude ülevaade. Empiiriline uuring sisaldab ülevaadet „Headway Advanced” õppekomplektist, andmete kogumise ja analüüsi meetodi selgitust ning tulemuste analüüsi ja arutelu. Kokkuvõte koondab kirjanduse ülevaate ja empiirilise uuringu tulemused. Töös mainitud allikad on välja toodud kasutatud allikate loetelus. Tööl on ka üks lisa: korpus, mis loodi töö empiirilise osa jaoks.

Empiirilise uuringu jaoks analüüsiti kolme peatükki „Headway Advanced (5th ed)” õppekomplektist. Esiteks tuvastati peatükkides leiduvad idioomid ja seejärel analüüsiti leitud idioomide formaalsuse taset, õpetamist kontekstis (kas idioomi ümbritsevast tekstist on võimalik selle tähendus tuletada), organiseeritust (kas idioomid on koondatud mingi tunnuse alusel, näiteks samasugune struktuur, teema vms) ja milliseid ülesandeid idioomide õpetamiseks kasutatakse.

Analüüsi tulemusena võib öelda, et „Headway Advanced” õppekomplekt toetab õppijate idioomide omandamist. See järgib teadlaste soovitud õpetada idioome kontekstis ja organiseeritud viisil. Õppematerjalis on kasutatud mitmekesiseid harjutusi. Idioomide õpetamise koha pealt on „Headway Advanced” õppekomplekt inglise keele C1 taset omandada soovivate võõrkeeleõppijate jaoks sobilik valik.

Märksõnad: inglise keel, võõrkeele õpetamine, idioomid, õpiku analüüs.

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