FOSTERING EMOTIONAL INTELLIGENCE THROUGH A PRACTICAL DICTIONARY OF ENGLISH IDIOMS BASED ON THE AMERICAN TELEVISION SITCOM ‘FRIENDS’

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Fostering Emotional Intelligence Through a Practical Dictionary of English Idioms based on the American Television Sitcom 'Friends' - Karen Ruiz

Abstract

In the Colombian educational context, teachers have to consider in their lessons the Suggested Curriculum provided by the National Ministry of Education. Under this curriculum, 11th graders are expected to achieve the B.1 English level in the descriptors of the CEFR (Common European Framework of Reference for languages). Consequently, this case study focuses on fostering the mediation descriptors which involved the development of 11th graders' emotional intelligence level with the creation of an adapted material for this purpose. According to the research diagnosis stage, neither enough practices nor vocabulary for the development of emotional intelligence are addressed, in the regular English classes. Therefore, based on the theories of constructivism, meaningful learning, and task-based learning, the purpose of this research is to provide a suitable material to enhance emotional intelligence and to teach idiomatic expressions within 11th graders classes, enabling them to talk about their emotions by incorporating informal expressions. Conforming to specialized lexicography, this is a qualitative case study that focuses on elaborating a dictionary of idiomatic expressions taken from the sitcom *Friends* in order to categorize them and provide Task-Based suggested teaching strategies and one 60-minute lesson plan for teachers to put into practice the product of this research in11th graders English classes. This proposal sought to point at the importance of the inclusion of informal and daily life vocabulary such as, Idiomatic Expressions among the English teaching materials and the relevance of encouraging the construction of emotional intelligence skills among 11th graders through the insertion of this vocabulary.

Key terms: *Constructivism, Meaningful learning, Task-Based learning, Emotional Intelligence, Idiomatic Expressions, and Specialized Lexicography.*

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Introduction

Teaching a foreign language in the Colombian public education context implies the articulation of elements that might influence the general development of communication skills such as national policies, supporting material, and Suggested Curriculum[1]. Also, teachers must consider the skills that students are supposed to develop according to their age and scholar grade. However, some studies reveal that a significant part of the content addressed in English classes may focus on fostering only formal expressions and vocabulary, isolating informal jargon, which is relevant in the performance of communicative skills. Besides it tends to continue focusing on grammar or linguistics but not on the up-to-date language.

Materials used by many teachers of English, in particular, textbooks, contain formal English, which Cambridge dictionary defines as the language used with unknown people, and most common in written English. (Informal and formal language - first paragraph, *Cambridge Dictionary*, n.d.) On the other hand, there is the informal language mostly used in speaking English and with familiar people. This informal language is barely addressed in English classes, creating a barrier that does not allow the foreign users of the language to communicate aspects of their thoughts, emotions, or feelings with native speakers fluently.

Emotional intelligence is considered by the CEFR (Common European Framework of Reference for languages) as a skill a learner of a language should develop, but this is repeatedly left aside, and its process is not enhanced. The inquiry that arises is, what are the reasons why these two aspects of the learning process are not as considered as they should, and many times

[1] The National Ministry of Education presents the Curriculum Structure for the Suggested English Curriculum, addressed to schools in the Colombian educational system. The scope, sequence, syllabi, methodological and assessment suggestions. Aiming at giving teachers the tools to consolidate school English curricula that can contribute to the achievement of the learning goals established for the country.

are barely mentioned during English classes? Corresponding to the results of a questionnaire done to teachers of English in institutions and schools in Bogotá[2], IE are not included in their lesson plans, neither have they materials to do so, since there is no such thing as classified material, theory, or methodology for teaching this kind of lexicon, however, they still considered IE as an important part of the English vocabulary knowledge. Particularly similar the case of the Emotional intelligence development in the English classes, since according to teachers answers they do not encounter enough material regarding or enhancing this topic, still they considered it relevant for the learning process.

The present proposal concerns the topic of idiomatic expressions, hereafter (IE), and it also concerns the emotional intelligence as a strategy for teaching them. According to Cowie and Mackin's (1975), "An idiom is a combination of two or more words which function as a unit of meaning", to clarify, this practical dictionary proposal assumes the same definition of idioms and also, establishes idioms to be a synonym of idiomatic expressions, therefore, they will be used indistinctively.

The Idiomatic Expressions are figurative language that users of a language construct and employ inside a specific context and with particular meanings. IE exist in every language. In the English language, there are an estimated twenty-five thousand. (English Uptown, Body idioms in English from head to toe! 2016) Regardless of the number of existent IE, this is a topic seldom included in the English syllabus and lesson plans. According to Caro (2009), "the integration of idioms in the teaching and learning process may be difficult or ineffective for some learners or teachers because it is not relevant or necessary for carrying out educational goals.", this statement somehow reflects the posture of some teachers and publishing houses who assume that

[2] For further information check Annex B

the communication goals may not be part of the educational aims, therefore, students are not exposed to informal language such as the IE.

On the other hand, we should address the concept of Emotional intelligence, which was at first brought up by Salovey and Mayer (1990) to explain the ability to deal with one's own and other's emotions, to differentiate them, and to use this information to guide the actions to follow. This research addresses the close relationship between IE and Emotional intelligence where learners' emotional intelligence takes place to create meaningful significance to the phrases, and it assists the understanding of IE used to express specific emotions.

According to a questionnaire applied in February 2021, to 11th graders of a public high school in Bogotá[3], in order to diagnose the treatment of these two aspects of the English learning, it is proved that the vocabulary taught in their English classes is usually formal vocabulary rather than the informal common language daily used by native speakers, and it also demonstrated that the activities done in English classes do not enhance the necessary skills for developing emotional intelligence.

For the above reasons, this proposal will lead to a practical English dictionary of IE for enhancing the development of emotional intelligence that will contribute to this lack of materials. To elaborate the dictionary, the proposal is bonded to lexicography. According to the Cambridge dictionary, it is the field pertaining to the compiling, writing, and editing of dictionaries. The academic discipline referred to a specific lexicon, in this case, the IE, is the specialized lexicography, concerned with the development of theories and principles for the design, compilation, and use of specialized dictionaries. A specialized dictionary is a dictionary that covers a relatively restricted set of phenomena, usually within a subject field. (Fuertes-Olivera &

[3] For further information check Annex A

Tarp, 2014) In this respect, the set of phenomena will be those IE that involve emotional intelligence.

The focus of this project will be the selection and categorization of IE taken from the famous sitcom 'Friends'[4], and manifest their connection with a state or feeling, along with providing teachers with suggested teaching strategies to make use of the material and adapt it to their context. The setting of the popular sitcom '*Friends*' is the source for choosing the idiomatic expressions. This TV program displays regular IE in the context New Yorkers usually use them. Hence, it would be the guide to analyze and classify the situation where emotions are present in these idiomatic uses.

This project is a practical dictionary since it provides teachers with a set of suggested teaching strategies and one 60-minute lesson plan to put the vocabulary within the material into practice. These strategies and lesson are concerned to the enhancement of 11th graders' emotional intelligence while using the dictionary through the Mediation category descriptors of the CEFR that aimed at the English level B.1[5] which is the expected level for 11th graders in secondary schools in Bogota. The lesson plan suggested is based on Task-Based Learning (TBL), which is a method of sequencing activities in a lesson as well as being an aid for students to solve tasks that involve authentic use of language rather than questions about grammar.

The present research is divided into five main chapters; the first one includes introduction to the study, problem statement, purpose, research question, and objectives. The second one covers the conceptual framework; emotional intelligence, idiomatic expressions, and materials

[4] *Friends* is an American television sitcom, created by David Crane and Marta Kauffman, which aired on NBC from September 22, 1994, to May 6, 2004, lasting ten seasons. The show is about six friends in their 20s and 30s who live in Manhattan, New York City.

[5] The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. The level B1.3 is referred to initial independent user.

design, then the literature review, addressing 12 previous studies and finally the theoretical framework concerning constructivism and meaningful learning, Task-based learning, Lexicography, and specialized lexicography. The third chapter is related to the extent description of the research involving; research paradigm, type of study, setting and participants, data collection and instruments. In the fourth chapter, there is included the Pedagogical design where there is the rational of the pedagogical innovation, the instructional objectives, the descriptions of the dictionary and the suggested lesson plan, there is also the teachers and learners’ roles, the assessment, and the indicators of evidence. The final chapter includes the conclusions of the study, recommendations, the pedagogical implications and finally the further research.

This is a qualitative case study research to collect and work with data of IE, and towards interpreting their meaning regarding a set of emotions. In addition, categorizing the IE and through this categorization and suggested teaching strategies helping 11th grader EFL learners understand emotive communicative situations they can go through using these expressions, as well as providing teachers of English with the material in a specific context where the information is gathered and exposed in a practical and final product, the dictionary.

Rationale

Material design is an important element of the teaching function. According to Howard & Major (2015), the design of own materials for teaching includes three main advantages: first, the contextualization of the material to make a topic easier to understand; second, the fulfilling of individual needs through the use of it, and last but not least the personalization of the material in compliance with every teacher's perspective.

Among the guidelines for designing materials Howard & Major (2015) highlight that the material should be contextualized to the curriculum intended to be addressed, in the case of this project, the English level B.1 established in the Suggested Curriculum for 11th graders. This material should address meaningful and purposeful uses for the target language, so students can acquire the expected communicative level through their own real experiences. In this proposal, the meaningful topic is focused on the development of emotional intelligence.

Ideally, language-teaching materials should provide situations that demand learners' need to communicate in a manner that reflects the type of interactions they will face in real situations, helping them to take advantage of language learning opportunities outside the classroom. Besides, the higher use of formal English vocabulary over the informal one may not respond to communicative situations native speakers daily interact in.

Materials for teaching a language, in particular the vocabulary, should be done with the daily used language, authentic material that has not been produced specifically for language learning purposes. As Nunan points out, "texts written specifically for the classroom generally distort the language in some way" (1988, p. 6).

The lexical approach[6] developed by Lewis (1990) states that the vocabulary taught should be the main importance in language teaching since native speakers have a vast range of these lexical chunks and these are vital for fluent output. Fluency does not depend so much on having a set of grammar rules and separate few words but on having the suitable vocabulary, this means that no matter how good at learning grammar structures a learner may be without enough, useful, and meaningful vocabulary successful communication may not occur.

Now then, successful communication is understood as the process of sharing meanings, ideas, feelings, and experiences, but it is not enough to send the message. For this process to be effective, the message has to be understood and replied to. (Buarqoub, 2019) Expressing our emotions is a difficult part of verbal communication because, there are many social norms about how, when, where, and to whom we express our emotions, therefore, it is also difficult to understand people's emotions, even more, when they are speaking in the target language.

One way to adapt ourselves to how we learn and communicate in a second language is the development of emotional intelligence. To become a proficient language user, learners have to acquire sociolinguistic and sociocultural knowledge to understand the pragmatics of the target language, besides, the attention to those pragmatic features is rather more attached to the emotional aspect of intelligence. (Kasper & Rose, 2002)

Those, who have higher levels of emotional intelligence would be able to appropriately comprehend their own emotions and the others. Then, according to it, interact suitably with them. It means obtaining then pragmatic to the social conventions. (Rafieyan, Sharafi-Nejad, Damavand, Eng., & Mohamed, 2014)

[6] Lexical approach claims that language consists of meaningful chunks that, when combined, produce continuous coherent texts. It pays attention not only to single words but more importantly to collocations, institutionalized utterances, and sentence frames.

In foreign language teaching, materials can refer to a variety of things, such as printed workshops, flashcards, the board, or the most common, a textbook. Materials can be any tool that teachers use to assist their students in adequately learn the target language, a tool used to increase students’ access to that language (Çakir, 2015), serving usually as the input students receive and the language practice among the classroom.

English teachers rely on different types of aids for their classes. English textbooks or course-books is a fundamental element of many teaching settings, for different reasons; they are ready-made material, having a coursebook may help the teacher feel more secure, there is not enough time to prepare material, or there is the scenario where teachers may think the textbook is more than enough. (Çakir, 2015) According to this, it can be claimed that course-books still remain the indispensable teaching tool for many teachers, yet it is neither the only one nor the most suitable for many cases where informal settings and language takes place.

The material selected for this project is a practical dictionary since it adjusts to the necessity of categorizing and compiling such kind of vocabulary as IE. Lexicography is the science in charge of studying the design and development of dictionaries. Among this field, there is the specialized lexicography, which is our basis since it has identified and recognized the existence of several users of dictionaries and thus aims at consolidating function-based dictionaries typically cognitive and communicative oriented. (Fuertes-Olivera, 2012) Dictionaries that could fulfill users’ necessities.

The practical suggested teaching strategies are aimed at enhancing the above required level and abilities, to provide students about to finish high school with meaningful learning and understanding of these informal expressions and render an open door for English learners and teachers to keep on studying and using IE along with the English classes.

Chapter I. Statement of the problem

1.1 Description of context of research

According to the Suggested Curriculum for English teaching from 6th to 11th grade, students in their final grade are expected to achieve B.1, a CEFR English level. In this regard, one of the categories (Mediation) for communicative language activities states that students should be able to “…have a well-developed emotional intelligence, or an openness to develop it, to have sufficient empathy for the viewpoints and emotional states of other participants in the communicative situation” (CEFR, pg. 106); however, during the teaching practicum, done at a public school located in Bosa-Bogotá, the eleventh-graders did not evidence neither the level nor the vocabulary for expressing emotions. Besides, the content analysis of the textbook used to guide the teaching-learning process revealed that there are not activities or vocabulary aimed at developing communicative competencies related to the category of Mediation.

Moreover, materials for English language teaching in 11th-grade classes should be aimed at providing students with a closer and deeper understanding of the language and vocabulary used by native speakers, for instance, figurative language such as idiomatic expressions. Maisa & Karunakaran (2013) abstracted from their research that if teachers do not provide students with this useful vocabulary for them to interact in a real communicative situation, they will likely feel confused when interacting with native speakers.

Finally, as concluded by Almutairi, M. A. (2021), insufficient access to the target language both inside and outside of the classroom is an obstacle and does not motivate students to cultivate these rooted functions of the language and the EFL learners' language proficiency. It seems necessary to create resources that students can find in their contexts, including the media,

sources, and technology that they can use to demonstrate empathy for the different perspectives of the users of the language as well as understanding and expressing emotional states.

1.2. Purpose Statement

In order to avoid the lack of material with content of IE vocabulary as well as to include emotional intelligence as a relevant topic for language learning among English classes, the purpose of this study is to create a practical dictionary of English IE that users can learn from the popular sitcom *Friends*.

The significance this project is aiming at is producing a useful, authentic, and cultural material that provides a path for students and teachers to comprehend and start using more IE in order to enhance the development of students’ emotional intelligence and communicative abilities in informal contexts.

The goals of this project are clearly pedagogical, they consist in having students and teachers of English become closer to these kinds of expressions, helping users to develop their emotional intelligence through the teaching strategies suggested. Additionally, the creation of the practical dictionary is a new way of bringing near informal communicative situations where students can interact easier with the target language culture.

1.3. Research Objectives

General

- To identify strategies and theoretical constructs to develop a practical English dictionary of idiomatic expressions, related to emotional intelligence.

1.3.1. Specific

- To analyze the categories related to emotions required to classify the idiomatic expressions taken from 25 episodes of the sitcom *Friends*.
- To provide a path of classification of a range or idiomatic expressions and suggest teaching strategies that involved the development of learners’ emotional intelligence.

1.3.2. Research Question

- What are the strategies that could be used in the designing of a practical English dictionary of idiomatic expressions, regarding classification of them and suggestion of teaching strategies aimed at the development of emotional intelligence and hence vocabulary acquisition?

Chapter II: Literature Review

The purpose of this chapter is to set the research through the revision of the analysis built within the theoretical framework. In this chapter the readers will have the opportunity to review some other research projects in this field next to the possibilities, limitations, and scope. The first part will address the main concepts that shape this project such as idioms or idiomatic expressions, emotional intelligence in the field of English learning, and last, the inclusion of both aspects into the material design for English classes.

Afterward, this chapter describes a set of research studies that have to do with the study object from knowledge perspectives, questions, and methods that the researchers used to establish nearby and distances with the present study.

Finally, this section describes the theory that grounds the current project, Constructivism, Meaningful learning, Emotional intelligence, and the field of lexicography. These theories also allow the researcher to follow a path with the view to elaborate the material.

2.1. Conceptual Framework

The research process requires the conceptualization of the variables that might affect the object of study. In this regard, and considering the research question and objectives, this section will describe three concepts that will help to narrow the scope of the study.

2.1.1. Emotional intelligence

Emotional intelligence is defined as the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Furthermore, it involves the faculty to identify and sympathize other

people’s emotions so as to better perform daily common activities, for instance, learning a second language.

Now then, language teachers must identify the relationship between the learners’ emotional intelligence and their process of learning a second language, in this case particularly English. According to Foolen (2012), the grounding of language relies directly on emotions, and he stated that expression of emotions takes place on all linguistic levels: phonological, morphological, lexical, syntactic, and on the level of figurative language use.

Grounding of language in emotions, means that emotions is one of the preconditions for the functioning of language and for its coming into existence. In this sense, language is linked to emotions through the cognition, since both, expression and conceptualization of emotions are natural functions of the language.

Moreover, Foolen (2012) pays special attention to figurative speech in relation to emotion, and he exposes the concept of abstractness, which means, the imagery of our emotions. This concept favors the abundant use of figurative speech in discourse about emotions. Besides, when one talks about emotions, it is common to refer to personal experiences which stimulate the use of expressive language.

Additionally, there is an actual impact from learner’s emotional intelligence upon the context of foreign language learning and teaching. It has been proved that the development of emotional intelligence enhance commitment to the studies, and students tend to be more satisfied and less likely to withdraw their learning process (Tevdovska, 2017). In agreement with Tevdovska (2017) teachers must considerate how to improve the inclusion of the emotional intelligence in education and incorporate practices which support it in formal education settings,

focusing on the elements that conform the emotional intelligence: Self -awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1996).

This project considers from the above, two main elements: the development of self-awareness and empathy. For the first one, teachers may involve activities that include vocabulary related to feelings and emotions, dialogues, and character analysis. And for the second one, they may involve ethical issues, dilemmas, and discussions (Tevdovska, 2017). The integration of these two aspects may positively affect students' performance and therefore, classes dynamics.

2.1.2. Idiomatic Expressions

In agreement to the online Cambridge dictionary idioms are, a group of words used together with a meaning that you cannot guess. Or an expression that has a meaning different from the meaning of the individual words in it**.** (Idioms - first paragraph *Cambridge Dictionary*, n.d.*)*

According to Detry (2009), IE are considered as complex linguistic units whose learning requires effort and time, especially for non-native speakers. They constitute one of the richest and most creative aspects of a language lexicon, both because of their extensive repertoire and because of the frequent use people make of them (Gizatova, 2018). Conforming to Detry (2009), the degree of complexity in learning this kind of language is closely related to the methodologies and approaches when teaching them. Therefore, it can be assumed that if there is a lack of methodologies, sources, and materials for teaching IE, there is also more complexity along the process. Besides, resources can be found but those are not adapted to specific users such as, non-native users.

Idioms may be easily confused with phrasal verbs, but these last are even larger in existence (Jahedi, M., & Mukundan, J. 2015) and are always formed by the same structure: a verb plus a preposition, differing from idioms since they have not a defined structured.

The teaching of IE may contribute to the improvement of communicative skills since it offers the chance to feel more confident when interacting in English (Detry, 2009). Because IE are used to transmit implicit meanings such as relationships within the interlocutors, attitudes and even opinions, this vocabulary should be if not privileged, at least not rejected, or hidden to be taught.

As reported by Detry (2009), to reach understanding of the figurative meaning of the IE, students need a phraseological image in their brains to elaborate the meaning, hence the degree of familiarity offered by the image is determining in the students’ cognitive process. In fact, the more related this image is to the mother tongue culture the faster they will comprehend the meaning of the phrase. Due to the universality of emotions, those take place to be an aid for students’ understanding of the Idiomatic expressions. That is to say, for instance, anger is anger here in Colombia and everywhere in the world. Accordingly, it is the same with every single emotion, there is an image already established in everyone’s brain that is expected to help in the understanding of IE communicating those emotions.

Based on the previous statements, this project seeks the articulation between the emotional aspect of the idioms and vocabulary acquisition in which learners may be able to find the connection to their mother tongue culture in their learning process. The relation of the mother tongue to the target language may provide the students with the idea of not learning something new and difficult but instead, relate it with previous knowledge, making the process of understanding so much easier.

Hinkel (2017), claims that regardless of all the inquiry and research done on IE little has been done in order to create teaching materials, being this topic kept aside in classes. Concluding then, that more teaching material should be incorporated, whenever and wherever is possible, to provide a greater amount of exposure to idioms and practice with them within non-natives learners of the language.

2.1.3. Material Design

Teaching materials are an important part of most English teaching programs and are also a principal piece of being a language teacher. The design of teaching materials demand teachers to make decisions, choices, and explain the reasons for them. That practice develops skills, in terms of decision-making, besides, it creates the necessity for reflection regarding the students’ needs and skills to improve (Navarro, A., & Eliane, H., 2015, p 101).

According to Howard and Major (2015), there are several advantages of material designing. One of the most important is contextualization, which means using own context as a source of variables, questioning, and needs to elaborate materials and improve any issue identified. Another advantage is the possibility of identifying and then fulfilling the individual needs of learners. A third advantage is personalization, that allow students to be aware of the teacher`s commitment. Finally, a fourth advantage is that teacher-designed materials are timeliness, which means they design their own material with up-to-date, cutting-edge, and high-interest topics.

On the other hand, Howard and Major (2015) also expose some disadvantages. First of all, there is the issue of organization, the difficulty of following a pattern and a principle. This can end up in lousily focused activities. Reasons why teachers should be constantly preparing

themselves to stand up for their teaching-learning strategies and to support them. Another disadvantage to deal with has to do with the quality of the work. Material that is not made by experts in the field of designing may be called into question in aspects such as, clarity, durability, and affordability, which is why teachers have to keep all of the previous aspects in mind in order to know their own limitations and scope. Lastly, time is a factor that may keep teachers away from creating their own material. However, one may positively think about always save some time to do so.

In agreement with Howard and Major (2015), the main factor to consider when designing materials is the learner's needs. And, as stated in this project for our 11th graders in public schools there is a need for the inclusion of resources to develop emotional intelligence and the knowledge of idiomatic expressions. Then, also two major factors are the curriculum and context for which the material is intended to be. Next, one may not forget about the resources available, again to be realistic with own limitations. Afterward, personal confidence and competence will also define the willingness to develop the process, which may entail that the more materials created the higher the competence and the confidence to continue doing so. Finally, copyright is a factor quite important to consider.

In line with the above, it is relevant to elaborate on the kind of materials that can offer alternatives that might help English language teachers deepen on meaningful aids that will foster contextualized information and engagement to the resources.

In Colombian public schools, particularly in secondary schools, current English classes frequently rely on textbooks as the principal resource or material for teaching the language. Yet, those textbooks, as stated by Ramos and Aguirre (2014), tend to generalize the content, and obviate or ignore the specific contexts of the learners. Therefore, “…there is the need to explore

the effects of designing materials by Colombian teachers for their specific contexts.” (Ramos & Aguirre, 2014) in favor of, as it was previously explained, considering first, the students’ needs and second the curriculum to be achieved.

Teachers should have skills to develop their own materials based on their knowledge regarding language teaching and their experience as language users and educators.

2.2. Previous Studies

According to the previous concepts, it proceeds to link twelve recent previous studies regarding the subjects of role and importance of idiomatic expressions in the contents of English classes, addressing then the relationship between IE and emotional intelligence and finally, material design for both fields in English education in Colombia. The following table provides brief and comprehensive information regarding the twelve studies that are relevant to understand the state of the art of the phenomena addressed in the present research. It is necessary to clarify that the information will later be expanded.

Table 1 Recent Studies

Author (year)	**Population and length of study**	**Research Method**	**Results**
Rana, A. T. (2016)	Non-native English-speaking teachers	Qualitative	1. Teaching idiomatic expressions in EFL/ESL environments and classrooms is a necessity 2. Teachers of English must help their students to become aware of the wide range of idiomatic expressions. 3. Non-native speakers should know how to put IE into practice.
Abolfazli, Z., & Sadeghi, K. (2017)	- Forty-seven volunteer language learners. -One-month duration	Quasi-experimental research design.	1. Visual materials accompanied by words resulted in more effective idiom learning. 2. The use of T.V shows, films, and video clips resulted in one of the more fruitful learning ways.

Table 1 Recent Studies Continued

Jances, D. (2018)	-Teachers, adults, and young adults, advanced, and intermediate English students -	Qualitative research	1. The book defines each idiom in simple terms and then uses it in an example sentence. 2. The book allows teachers and students to relate their own knowledge, background, and experience. 3. It provided new, and accessible material that focuses on IE, for teachers to use and for students to learn.
Maisa & Karunakaran (2013)	-Twenty-five English teachers	Quantitative approach	1. Teaching idioms with specific strategies can help the learner to understand and produce idioms. 2. Knowledge of idiomatic English can promote language fluency. 3. Majority of teachers agree that idiomatic expressions (IEX) are important in everyday English use. 4. Majority of teachers agree that idioms are one of the most difficult areas of English for the foreign learners.
Citron, F.M.M., Cacciari, C., Kucharski, M. et al (2015)	-249 native speakers of German.	Quantitative approach	1. Figurative expressions are more emotionally engaging than literal expressions. 2. Idioms are preferred when speakers express complaints, in a way of encouraging sympathy from the recipients. 3. The authors proved there is a clear and relevant influence from emotions to this kind of figurative language as idiomatic expressions.

Table 1 Recent Studies Continued

Citron, F. M. M., Cacciari, C., Funcke, J. M., Hsu, C-T., & Jacobs, A. M. (2019)		Qualitative	1. The comprehension of idiomatic expressions entails regions involved in emotional processing. 2. Idiomatic Expressions evoked stronger activation of two parts of our brains in charge of emotional process and responses (left amygdala and IFG -inferior frontal gyrus)
Rafatbakhsh, E., Ahmadi, A, (2019)		Qualitative	1. There exist certain structures and organizations among IE. 2. More frequently used idioms of various themes in real contexts. 3. Emotions play a role in the use of idiomatic expressions,
Mujiono Mujiono, Nakhrowi Nakhrowi, Siti Fatimah (2017)	-100 Indonesian EFL learners majoring in English education	Correlational, quantitative research	1. The higher the learner's level of Emotional intelligence, the better they perform academically in learning English. 2. Students with high emotional intelligence may be able to motivate themselves, to persist when facing frustration, also, to control impulses and regulate their moods along with being able to empathize and hope.
Hortúa (2016)		Qualitative research	1. The design of a solid dictionary specialized in the lexicon of Bogotá. 2. The design of a material focused on the teaching of Spanish as a Foreign Language.

Table 1 Recent Studies Continued

Gizatova, G. (2018)		Parallel corpus analysis	1. The use of corpora in a dictionary making practice presents a lot of advantages for a lexicographer in expanding the available illustrative materials based on authentic texts. 2. Using corpora broadens a phraseographer's resources while arranging the illustrative part of the dictionary entry
Diaz Restrepo & Osorio Aristizábal (2017)	-23 students from 8th and 9th grades. -Two days per week from 7 to 9 am, there were 11 different sessions.	ESA (Engage, Study and Activate) procedure.	1. For lesson planning and classroom management, teachers have to keep in mind students' likes and needs 2. It is better to negotiate with students the rules of behavior in the class, so they could feel responsible for their own decisions and actions. 3. Classroom management, that started being a great challenge, became a strength and the reason for it was the researcher's ability for identifying student's emotional and social patterns, having a conception about students' social and emotional patterns allowed us to create a good rapport in which they felt guided and supported. 4. The vocabulary of the students increased with the help of the visual aids

Table 1 Recent Studies Continued

Dobrovol'skij (2006)	Idioms Dictionaries	Qualitative Research	1. Regarding an agreement on the arbitrariness of idioms, that is only about the origin but not about the meaning of the idiom, because this is done by previous structures of knowledge learners have. 2. The author presents idiomatic expressions have two main compositional elements; idiomaticity and stability. 3. The researcher highlights that if investigators do not know the differences, they may mix up idioms with proverbs. However, there are semantical, pragmatical, and semiotic differences among them which may help narrowing the scope of the dictionary. 4. Another factor to consider is the register of the expression to be included in the dictionary, which means, having in mind the potential users. 5. The author claims that every creator of an idioms' dictionary must explain the specifics of semantics and pragmatics and must demonstrate them or exemplify them in the use of the discourse.

In first place, the article entitled *the necessity of idiomatic expressions to English Language Learners* Rana, A. T. (2016) is a paper focused on the importance of teaching IE and the inclusion of this topic in EFL classrooms. It claims, it is natural that non-native speakers find

IE difficult to understand because they do not know what the image of the idiomatic expression is based on, in consequence, realizing this aspect could help in resolving the figurative meaning of that particular idiom. Using the IE in a certain context rather than, using it alone may also help non-natives who are unfamiliar with that expression to realize and figure out the metaphorical meaning.

The author also relates that not always the meaning of IE is arbitrary, on the contrary, recent research has shown a link between these expressions and their actual meanings. This link could be based on physical experiences, ‘...that is, idioms that are based on physical human experiences, such as anger being associated with heat are easier to recognize and understand by non-natives.’ (p. 108). Realizing the origin of the idiom and what it is based on, those concepts which are universally shared or placed on specific domains help in realizing the idiom's metaphorical meaning. Non-native speakers of English should get accustomed to learning and using these expressions.

The author used the qualitative approach relying on the analysis and description of previous researches and studies of IE and their importance. This paper describes previous evidence and case studies that explain how to improve IE acquisition, and how to better the teaching process to include them in the learning experiences.

In conclusion, this document sets up the idea of the lack of IE in English classes, therefore, teaching IE in EFL/ESL environments and classrooms becomes a necessity. ‘As such, it is a requirement to include them in English as a second language (ESL) and English as a foreign language (EFL) classroom and in their teaching materials.’ (p. 109). The document also concludes teachers of English must inspire their students to become aware of the wide range of

idiomatic expressions. Nevertheless, most important is that non-native speakers should know how to put in practice these Idiomatic Expressions.

The article *Improving English Language Learners' Idiomatic Competence: Does Mode of Teaching Play a Role?* Abolfazli, Z., & Sadeghi, K. (2017) researched the instructional effects teaching IE in four ways (short movie clip, sentence use, definition, and role-play) had on learner's idiomatic competence which is interpreted as the ability to properly comprehend and use idioms, in their different sociocultural contexts. The researchers provided an idiom test for the participants to acknowledge their expertise on the topic before the start of the project. One hundred IE were taught to all participants in the course of a month.

The authors applied a mixed approach to gather and analyze qualitative and quantitative data. To validate the information, the authors of the study adopted the one-way analysis of variance ANOVA[7] on the posttest results, revealing significant changes among the four idiom-teaching modes. The study employed a quasi-experimental research design. The main independent variable was the four different ways of presenting IE to students, with idiomatic gain as the dependent variable. Researchers randomly assigned the forty-seven volunteer language learners from two language institutes into each of four experimental groups (short movie clip, sentence use, definition, and role-play). Participants had to take a pretest and a posttest of idiomatic competence, which were the same and had 45 items.

The researchers decided to teach the same idioms using short movies, sentence-use, for definitions (PowerPoint), and role-play as ways of teaching. This was the criteria to divide the groups of volunteer language learners. The pedagogical intervention was designed to articulate

[7]One-Way ANOVA ("analysis of variance") contrast the means of two or more independent groups for the purpose of determining whether there is statistical evidence that the associated population means are significantly different. One-Way ANOVA is a parametric test.

the Everyday English Idioms available on YouTube in the four ways. Then, these idioms were used as a reference for designing short stories for the role-play group and as a guide for the sentence-use and for definition (PowerPoint) groups.

During the analysis of the data, it was evident that visual materials accompanied by words made learners refer to verbal and non-verbal methods of noticing the new information in the process of learning which, in turn, may result in more effective idiom learning. This finding is aligned with the end goal of language learning. (communication) Dealing with idioms should not be relegated to the sidelines and students should be encouraged to use such expressions in authentic and productive ways. Given that one of the key characteristics of language fluency is the simultaneous use of many literal and figurative expressions and words. Such vocabulary knowledge needs to be promoted in the language classroom and outside so that learners may begin to employ them successfully in natural settings.

The results and analysis of this paper embrace the idea of the importance and relevance of teaching IE and the rejection to delegate such kind of vocabulary on the students’ own. In addition, based on the project, the use of T.V shows, films, and video clips resulted in one of the more fruitful learning, since they allow students to create an image along with the written words, in consequence, students are able to recall words or phrases more easily.

Following, the degree project *the importance of English idiomatic expressions in 'applied linguistics'* Jances, D. (2018) is a research that describes the strategies to design a compilation of English Idioms and expressions for teachers, adults, young adults, advanced, and intermediate level students.

The project elaborated a book that provides varied practice and consolidation of new language items, involving meaningful exchanges which resemble real-life communication to

reinforce the students' understanding of the topics, vocabulary, and structures presented. The author designed the material to help students, teachers and professors learn a new language in the context or what they have already mastered, rather than in isolation.

The author took the IE from his documentary research on books, and previous compilations. He arranged the IE alphabetically like a dictionary, if someone wants to know the meaning of one of them, he/she has to look for the idiom and read the explanation and the example. The book defines each idiom in simple terms and then uses it in an example sentence, these are designed to provide practice in realistic contexts.

The book allows teachers and students to relate their own knowledge, background, and experience. In relation to the intention of this current research, the researcher did not implement but aimed at providing new, useful, and accessible material that focuses on IE, for teachers to use and for students to learn.

The article *Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs* Maisa & Karunakaran (2013) looks at the use of idioms at the undergraduate level and ways of improving the use of them. The focus of the study is on the processes of acquiring idioms and strategies to promote idiomaticity[8] at the undergraduate level in the context of English as Second Language (ESL).

English teachers' perspectives are the basis of the study. The authors affirm that a language teacher should not ignore the idiomaticity of the languages if a natural use of them is what expected. This kind of vocabulary should be considered and not neglected in English classes.

[8] Idiomaticity is the extent to which a learner's language resembles that of a native speaker.

Researchers employed the questionnaire for collecting data using later the Likert Scale to analyze the results. The participants were twenty-five English teachers. The following are some of the findings relevant for this project:

1) Teaching idioms with specific strategies can help the learner to understand and produce idioms.

2) Knowledge of idiomatic English can promote language fluency.

3) Majority of teachers agree that idiomatic expressions (IEX) are important in everyday English use.

4) Majority of teachers agree that idioms are one of the most difficult areas of English for the foreign learners.

The authors concluded that the learning of idioms can be considered an integral part of vocabulary learning. And also, that idioms can be added to the vocabulary being taught by including them in dialogues and stories which are created to supplement regular materials (Nation, 2001)."

Moreover, this article arranged some origins for the use of IE; from work and technology, from rural life, science, sports, literature, and history, from the bible, the body parts representing a quality or ability, and lastly from feelings and emotions. Such IE category of emotions is the one this project will follow, in order to select the content and the activities for the practical dictionary.

Another study that enlightens this project is the one entitled *When emotions are expressed figuratively: Psycholinguistic and Affective Norms of 619 Idioms for German (PANIG)* Citron, F.M.M., Cacciari, C., Kucharski, M. et al (2015) this article states that the role of figurative language in conveying affect has been under-investigated. Reason why it provides affective and

psycholinguistic norms for 619 German idiomatic expressions and explores the relationships between affective and psycholinguistic idiom properties. German native speakers rated each idiom for emotional valence, arousal, familiarity, semantic transparency, figurativeness, and concreteness. They also described the figurative meaning of each idiom and rated how confident they were about the attributed meaning.

According to this paper, no study has yet provided descriptive norms of affective variables for the figurative expressions, mainly, IE. To start filling this gap, the study offers norms of affective and psycholinguistic properties for a set of 619 German idiomatic expressions. Researchers selected a total of 624 expressions from different web sources and collected from a list of figurative expressions by Verena Simon during the *Bilingualism and Affectivity in Reading* project at the Cluster of Excellence "Languages of Emotion."[9]

The researchers determined some variables such as ambiguity and agreed on the categorization of them: ambiguous vs. non-ambiguous. Other variables were emotional valence, which referred to the extent to which the idiomatic meaning was positive or negative. And the arousal, that referred to the extent to which the idiomatic meaning was stimulating, on a scale from not stimulating at all to overly exciting or agitating, independently of whether it was positive or negative.

The study used online questionnaires that researchers created using SurveyMonkey[10]. They used six separate questionnaires to measure the emotional valence, arousal, familiarity, concreteness, figurativeness, and semantic transparency of the entire set of 624 idioms. A total of 249 native speakers of German from the Berlin area (131 women, 118 men), between 19 and 67

[9] Cluster of Excellence 'Languages of Emotion' is a German institution of research in Berlin.
[10] SurveyMonkey is a U.S. company that allows users to create online surveys.

years of age, completed the online survey. The study recruited participants through an online newsletter from the "Languages of Emotion" research cluster to which people subscribed themselves.

The results showed that negative idioms were rated as more arousing than positive ones. (Arousal refers to the degree of physiological activation, how calming or agitating a stimulus is; Lang, Bradley, & Cuthbert, 1997; Reisenzein, 1994; Russell, 2003). In addition, arousal correlated positively with figurativeness, hence supporting the idea that figurative expressions are more emotionally engaging than literal expressions. The research includes references to recent brain imaging evidence (Bohrn, Altmann, & Jacobs, 2012) that has shown that nonliteral sentences evoked stronger implicit emotional responses than literal sentences. This suggests that IE may convey a more direct source to sensory representations, mediated by the meanings of their constituting words.

An additional variable was created by calculating the square of emotional valence, which was called valence2. This variable represents the degree of absolute emotionality of a stimulus, independently of whether it is positive or negative (Udem, 2001). Valence2 enabled the researchers to explore quadratic relationships between emotional valence and other variables.

One of the questions researchers manifested to be a reason for this study is: Why do we use figurative rather than or along with literal language to speak about affect? Accordingly, their discourse analysis has shown that idioms are preferred when the speakers express complaints, in a way of encouraging sympathy from the recipients.

This study provides a list of 619 idiomatic expressions with their literal translation in English, their idiomatic meanings. Researchers reported the means and standard deviations for all variables in the supplementary material. Finally, this descriptive project provides a useful tool

for researchers interested in exploring the relationships between figurative language and affect. The authors proved there is a clear and relevant influence from emotions to this kind of figurative language as idiomatic expressions.

The recent neuroscientific research *Idiomatic expressions evoke stronger emotional responses in the brain than literal sentences*, Citron, F. M. M., Cacciari, C., Funcke, J. M., Hsu, C-T., & Jacobs, A. M. (2019) shows that metaphors of figurative language, specifically idiomatic expressions, engage readers at the emotional level more strongly than literal expressions.

This study aimed at investigating whether Idiomatic Expressions indeed trigger a higher affective resonance than literal expressions, and at exploring possible interactions between activation in emotion-relevant neural structures and regions associated with figurative language processing. Participants silently read for comprehension a set of emotionally positive, negative, and neutral IE embedded in short sentences, and similarly balanced literal sentences. While doing this, the researchers analyzed the participants' brain functions and connections activated during the process.

They found out that enhanced activation of the left inferior frontal gyrus[11] and left amygdala[12] in response to IE, involves stronger recruitment of executive control functions and enhances emotional engagement, respectively. This suggests that the comprehension of even highly conventionalized and familiar figurative expressions, namely IE, entails regions involved in emotional processing.

Among the conclusions from this study, researchers established that Idiomatic Expressions evoked stronger left amygdala and IFG (inferior frontal gyrus) activation than literal

[11] *The inferior frontal gyrus* is the lowest positioned of the frontal lobe of the brain, in charge of the motor control and language and emotional processing.
[12] *The left amygdala* is the part of the brain that performs a primary role in the processing of memory, decision-making, and emotional responses.

sentences, these two parts of our brains are the ones in charge of emotional process and responses. In addition, they generalized a stronger engagement in response to idioms. Later on, they found a more significant functional connectivity from the IFG to the amygdala, concluding that more need for executive functions for IE leads to stronger affective engagement. Finally, the authors stated that more emotive sentences evoked internal bodily sensations and sensory integration.

The previous research scientifically connects the learning, reading, and use of idiomatic expressions to the emotional level of the brain. Therefore, it is for us to assume that the more IE learners know the greater their development of emotional intelligence.

The study *A thematic corpus-based study of idioms in the Corpus of Contemporary American English* Rafatbakhsh, E., Ahmadi, A, (2019) aims at a more recent approach to better teaching and learning idioms, the authors present the phrases under categories of their common themes and topics, although figurative expressions seem quite arbitrary, research has shown there exist certain structures and organizations among them and a large number of these expressions have common metaphoric themes (Kovecses & Szabco, 1996). In addition, according to Glucksberg & McGlone (2001), Idiomatic Expressions often indicate and reflect social norms, beliefs, attitudes, and emotions.

In this connection, the researchers used two sources for IE gathering, the first one was the Corpus of Contemporary American English (COCA)[13], and the second one was the Oxford Dictionary of Idioms (2nd ed.)[14]. They aimed at searching for the thematic index of 1506 idioms

[13] COCA is the largest freely-available corpus composed of more than 520 million words. This corpus was created by Mark Davies, Professor of Corpus Linguistics at Brigham Young University. https://www.english-corpora.org/coca/

[14] This dictionary uncovers the meanings of myriad phrases and sayings that are used daily in the English language, encompassing more than 10,000 figurative expressions, similes, sayings, and proverbs.

under 81 categories, in this case focusing on the more frequently used idioms of various themes in real contexts. This gives the learners a fine picture of those areas of life that have generated a variety of figurative expressions.

Among the 81 categories the authors included, there are the following ones: Anger, annoyance, anxiety, worry, argument, conflict, courage, doubt, uncertainty, deception, lying, embarrassment, shame, humiliation, forgiveness, reconciliation, happiness, pleasure, enjoyment, hope, optimism, jealousy, envy, love, madness, revenge, surprise, unhappiness, disappointment, and also weakness. Which have us infer that clearly emotions play a role in the use of idiomatic expressions, and therefore it may be a preexistence knowledge or recognition of feelings everyone knows regardless of the culture and the idiomatic phrase being used.

The result of the present study can benefit English teachers, learners, as well as materials developers in several ways. First, instead of using intuition to develop the language learning materials, the real use of language from the corpus can provide more authentic sources. Second, based on the lists provided in this study, language teachers and learners can easily select idioms from a specific theme of their interest knowing how frequent that idiom is in the authentic texts produced by native speakers. This can be of great help in learning idioms that are of more use in different contexts.

The article *The Effect of Verbal-Linguistic Intelligence and Emotional Intelligence on Academic Achievement of Indonesian EFL Learners*, Mujiono Mujiono, Nakhrowi Nakhrowi, Siti Fatimah (2017) aimed at identifying the effects of verbal-linguistic intelligence and emotional intelligence on the academic achievement of Indonesian EFL learners.

Regarding emotional intelligence, the authors assert it is for participants to understand intentions, motivations, and people's pretensions to communicate effectively with others. That understanding influents, as well, the participants' success in EFL at the university.

The researchers applied Correlational research[15] with 100 Indonesian EFL learners majoring in English education, they studied two variables, LI (Linguistic Intelligence) and EI (Emotional Intelligence), they applied a questionnaire divide into two parts, the first one to measure learner's EI, and the second part to measure their LI. The study concluded, there was a significant correlation between emotional intelligence and academic achievement in learning English. Based on the findings, Emotional intelligence gives a positive impact on this academic achievement. The higher the learner's level of Emotional intelligence, the better they perform academically in learning English.

Finally, the researchers mentioned that students with high emotional intelligence may be able to motivate themselves and persist when facing frustration, also, they may be able to control impulses and regulate their moods along with being able to empathize and hope. Thus, in this case, emotionally smart learners had more capacity to understand their intentions and motivations to solve problems.

Following it is also of main importance to mention what some researchers and teachers have done to include Idiomatic expressions and Emotional intelligence in their teaching materials and classes' sources, to analyze and realize what is still missing in the field of materials design.

The project entitled *Diccionario por contextos situacionales de expresiones idiomáticas y léxico coloquial en Bogotá* (2016) created by Cesar Hortúa, a Bachelor of Arts from Universidad

[15] Correlational research is a type of nonexperimental research in which the researcher measures two variables and assesses the statistical relationship (i.e., the correlation)

Distrital Francisco José de Caldas describes the different stages to design a dictionary for Spanish language students that articulates Bogotá Spanish jargon and IE categorized by situational contexts, such as *academic, affective, food, friendly*, among others.

Regarding the data collection, the researcher used surveys, questionnaires, and observations, to develop the analysis. The author also brings to attention that it becomes mandatory to point out the lexical categories that each word or phrase belongs to, in this manner, students can obtain a better understanding of the linguistic use within the daily use of the language.

This project is based on the functional competence, which is the use of quotidian speech and written texts for specific purposes. This competence establishes there is a macro function shaped by the informal or formal social interactions, for instance, isolated utterances to express and figure out attitudes such as emotions. (Pleasure, disgust, likes, dislikes, satisfaction, interest, surprise, hope, disappointment, fear, concern, or gratefulness.).

Finally, the author created the dictionary under the concept of lexicography, defined as the discipline of applied linguistics that is in charge of theoretical and practical issues that establish the elaboration of dictionaries. He elaborated the product, but there was no implementation of it, even so, the work allows any foreign speaker to study Spanish from Bogotá, to locate some situations and socio-cultural contexts of the Spanish language.

'*A Corpus-Based Approach to Lexicography: A New English-Russian Phraseological Dictionary* Gizatova, G. (2018) is the creation of an English-Russian phraseological dictionary based on corpus data, introducing a methodology, and also addressing the difficulties found during the process.

Researchers used a parallel corpus analysis to retrieve IE from monolingual and bilingual idiomatic dictionaries, and to determine the degree of frequency of the selected idioms, to develop an IE list. Then, they used the statistical corpus method, which includes the following aspects: use of parallel corpora, search for all translation equivalents of phrasemes under study, data processing using statistical methods, and finally, analysis of the results obtained.

The authors concluded that the use of corpora in a dictionary-making practice presents a lot of advantages for a lexicographer in expanding the available illustrative materials for practicing but using authentic texts and material. They finally highlight the importance of using authentic examples in the lexicographic description of phrasemes. In the case of my proposal, this authentic material would be the sitcom ‘Friends’ and also, authenticity or realistic approach through the emotions included in the elaboration of the practical activities of the dictionary.

Finally, let us address that although many researches take IE as part of only one culture and that their meaning therefore is peculiar to this specific culture, this project is expecting with the common factor (emotions), for the gathering of IE that can be understood and seen as similar in any culture regardless of the language used.

The project *Teaching English Applying Emotional Intelligence*, Diaz Restrepo & Osorio Aristizábal (2017) had as the main purpose to prove the benefit of applying emotional intelligence into the English language classroom. First, the authors displayed a review of the concepts of emotions, intelligence, and emotional intelligence. After that, they proceeded to present the methodology and material used in their English lessons, then they concluded with the effectiveness and weaknesses of including emotional intelligence.

The researchers implemented this project in a public school in Pereira, Risaralda. They carried out the sessions two days per week from 7 to 9 am, there were 11 different sessions and

23 students from 8th and 9th grades participated in the process. The authors were designers, implementers and also observers. They elaborated lessons that included the four basic skills (speaking, writing, reading, and listening) and, included paralinguistic[16] features to the activities. Through video recording, photographs, journals, and students' logs they could reflect and analyze on the data collected.

The researchers used the ESA (Engage, Study and Activate) model to elaborate the activities for the English classes. In the Engage stage the activities were to stimulate curiosity and interest, then, in the Study stage to stimulate imagination and thoughtfulness, and finally, in the last stage, the Activate stage, the activities were to trigger students' outcomes through the change from stressful situations of tests to activities they could perform without noticing the evaluation process.

Every activity the authors implemented were aimed at achieving results in terms of students' behavior, knowledge, attitudes, and personal and social interactions. These activities were for A1 English level, intended for promoting positive feelings concerning students' possibilities of learning a second language.

Researchers assessed the students' language understanding through worksheets, written tests, speaking playing roles, and listening comprehension exercises. Once in the reflection stage of the project, they used the students' written productions and teachers' journals to reflect on student's emotional responses and how they behaved and interacted with the content of the classes.

[16] Paralinguistic refers to the ways in which people show what they mean apart from using words, for instance, by breathing differently or by using a different tone of voice.

Among the conclusions, the authors described that because of the insufficient English academic level of the participants, after the implementation of the first activity, they had to lower the level of the lessons. Therefore, they had to modify the purpose of the activities as well, to instead of evaluating, engaging students positively with the English class. These lessons stimulated feelings such as interest, amusement, thoughtfulness, and effectiveness and had a positive impact upon most of the student's behavior in the classes.

The authors highlighted most of the students’ reactions towards the class implementation were favorable, they assured most of the students expressed interest and curiosity in the tasks, yet they also mentioned there were still a couple of students that did not show any engagement at all. Regarding students’ learning of the language, they acquired a set of vocabulary which enabled them to structure simple sentences in English. The previous findings lead to the conclusion that participants achieved greater communicative skills as well as higher interest in the class.

The authors implemented emotional intelligence through teamwork, they had each student perform a role, and they observed that students reinforced their social skills by interacting with their peers and creating tolerance towards others’ opinions. The researchers proved that the development of students' emotional intelligence is relevant in their learning process and assists them in building positive and supportive learning environments.

Having considered the previous researches on material design about idiomatic expressions, and activities to implement Emotional Intelligence, it is also reasonable at last, to look at research about the previous aspects to consider when creating a dictionary of idioms.

Idioms dictionaries, Dobrovol'skij (2006) is a section from the book *Encyclopedia of language & linguistics*, E. K. Brown & A. Anderson (2006) in which the author established two

main questions the elaborator of a dictionary has to answer to accomplish the final product. The first question refers to the definition of the notion of idioms, for which the author addresses some theoretical foundations to classify phrasemes, particularly idioms, since the decision of the dictionary's entries not only involves the interpretation of these idioms but also the understanding of the users’ needs. The second question refers to solve the specifics of semantics, pragmatics, and the lexicographic representation of idioms.

The author says, even though there is an agreement on the arbitrariness of idioms, that agreement is only about the origin of them but not about their meaning, he states this agreement is done by previous structures of knowledge learners have. The author also exposes that, idiomatic expressions have two main compositional elements; idiomaticity and stability. The first element is the semantic reinterpretation, and the second one is the lack of combinatorial freedom of the expressions.

Later on, the researcher also highlights that if investigators do not know the differences, they may mix up idioms with proverbs. However, there are semantic, pragmatic, and semiotic differences among them. For instance, while idioms contain figurative meaning, proverbs on the other side, are pieces of advice for anyone who hears them, idioms are phrases, while proverbs are complete sentences, and last, idioms are quite difficult to understand if one is not familiar with them, on the contrary, one is supposed to comprehend proverbs even if it is the first time to hear them or read them. When the investigator is aware of the differences that make it easier to focus specifically on idioms narrowing the scope of the dictionary.

Besides, another factor to consider when elaborating the dictionary is the register of the expression to be included, which means, having in mind the potential users to choose whether excluding, for example, phrases that are perceived as vulgar or including them on purpose.

The author additionally claims that every creator of an idioms’ dictionary must explain the specifics of semantics and pragmatics and must demonstrate them or exemplify them in the use of the discourse. The semantics is not only the way to explain idioms but, it is also the tool to place them into a semantic field or category. The designer also has to include a section for the pragmatics using either notes or labels, then, the designer may give or not etymological information depending on the potential users of the dictionary, but definitely, the designer has to incorporate illustrative material even more if the dictionary is intended to be an active dictionary.

The previous studies make contributions to the understanding of the main concepts for this project, their relevance, and their influence on the English learning and teaching process and support the reasons why this project is worth accomplishing.

2.3. Theoretical Framework

The following section will expose the main theories that support and make this project possible and worth developing. It explains the concepts of Constructivism, Meaningful learning, Task-based learning, and Lexicography, and it evidences how these concepts interact and are mixed up in order to create the dictionary.

2.3.1. Constructivism and Meaningful learning

Constructivism is a learning theory that asserts learners rise knowledge from their experiences. (Piaget, 1971) According to Dominguez’s description (2016), this theory involves two main concepts: assimilation and accommodation. The first one entails incorporating the new experiences into the old ones, developing new viewpoints, while the second one, entails reformulating those new experiences into the learner’s mental capacity. In the case of the present

project, the material aims at including both processes by incorporating new vocabulary (IE) to the student's already established emotional reactions.

Wendt (1996) cited by Reinfried (2000) establishes the principles of constructivism in language teaching. Constructivism is action-oriented, learner-centered, process-related aware, and lastly, it is a holistic language experience. This current project incorporates the action-oriented principle by providing the dictionary with practical activities for the user. It is learner-centered since both the vocabulary and activities will enhance learner's emotional development. It is process-related aware, since the guideline for using the material includes pre-task and post-task to provide this awareness. Finally, the holistic language experience is given by the authentic material (sitcom *Friends*) so the language itself is not taken as pieces but as a whole.

Corresponding to Domínguez, the role of the teacher in constructivism is as a facilitator. She or he facilitates learner's interaction and adapts to their needs to construct knowledge, as well as being able to creatively incorporate ongoing experiences into the construction of the lesson.

Following, the role of the students is to engage themselves and interact with the world around and create a cognitive framework for making sense of everything. It is vital to have them involve actively in their own learning and also in their evaluation process.

Following Domínguez, one advantage of Constructivism is that it is effective for students who learn better in a hands-on environment and help students to relate better the information learned in the classroom to their daily lives. In this approach, students often work in groups, which helps them improve social skills, support each other's, and value each other's opinions and input.

On the other hand, there may be also some disadvantages, such as the average of students within a normal classroom, which may unable teachers to customize the lessons, reason why also the emotional part of students will play an effective role to unify the vocabulary and activities within the dictionary. “...learning a language with a constructivist approach requires complex, but authentic content-oriented perspective from which students can learn by any available means.” (Domínguez, 2016)

Now then, there is a direct link between Constructivism and Meaningful learning, both theories claim that the most important element influencing the learning process is the background knowledge or what the student already knows. In the case of this project the emotional intelligence of the learner. According to Ausubel, learners have to relate new knowledge to relevant concepts they already know. Meaningful learning is opposed to rote learning, which is the traditional method to recall sequences of concepts without understanding the relationship between them.

As stated by Ausubel (1967), Meaningful learning requires three elements: one, well-organized relevant knowledge structures, two, emotional commitment to integrating new with existing knowledge, and three, conceptual clear subject matter. Since Meaningful learning is about creating links between concepts, the resulting knowledge will be transferred to long-term memory.

This theory also makes use of organizers as mechanisms to help linking new learning material to existing knowledge. These organizers must help students to process and understand the information presented, and they must indicate the relations within the concepts that students will use. The organizers can be comparative or expository, the goal of the former is to activate existing schemas and bring memory into work, and the goal of the second is to provide the new

knowledge that students will need to understand, it means, the upcoming information. In short, and agreeing with this theory, learning is not so much a process of acquiring new knowledge, but of reconstructing our existing schemas.

Some brain studies also provide support to Ausubel's theory that knowledge gained during meaningful learning is actually organized differently and the affective associations are different than those in rote learning. According to the author, meaningful learning is accompanied by some degree of affective experience which informs to a great extent the connotation and meaning of a concept.

In this theory, a complex interaction between five elements takes place: the teacher, the learner, the knowledge, the evaluation, and finally the context. This project considers these five elements carefully and makes emphasis on teaching vocabulary that is from daily life, rather than only standardized language, so as to achieve the exchange and interaction of previous knowledge with the new vocabulary presented. Considering also that evaluation in Meaningful learning, and particularly in this project is not about grades but about the learner's emotional development and understanding of IE. This proposal binds together the learners' interests and necessities, helping in their emotional development, in which the content regarding IE will be an aid for the communicative level, and can be evidenced in everyday life situations.

2.3.2. Task Based Learning

Task-Based Learning (TBL) is a method of sequencing activities in a lesson. In this case it will be the basis for the creation of the practical activities of the dictionary. TBL is an aid for students to solve tasks that involve authentic use of language rather than questions about grammar.

According to Weller (2021), TBL involves tasks that fits the requirements of involving meaningful communication and creation of some kind of media, a piece of text or a recorded dialogue. TBL is structured in three phases: First, a pre-task that must be focused on engaging the learners, setting expectations, and giving instructions. Then, it comes the task itself which should involve fluency, using the language to communicate. Finally, there must be a review of the task in order to reflect on the job done and analyze it.

Weller also spotlights four advantages of using TBL: a) students’ communication skills will improve since they will have to communicate to complete the task, b) their confidence will rise since they can mimic real life situations, c) their motivation may increase as well due to the same reason, and finally, d) students’ understanding of language can go deeper as it is used in realistic settings. On the other hand, one of the disadvantages of TBL is that it requires more time from teachers to prepare well-designed tasks, to avoid students' boredom to solve them.

During his research K. Oura (2001) underlines that, teachers have a critical planning activity that has to search for the development of meaningful teaching materials that can supplement textbooks. He says that in order to do so teacher must ask themselves two questions: Are the materials derived from authentic sources, reflecting real- world language? and, Are the materials task-based, involving the learner in the practical use of the language? (p.65), answering positively to these questions will enhance the effectiveness of the material.

Teachers will find themselves at any point with the task of adapting a material or a lesson according to what she or he thinks is more appropriate for enhancing learning. K. Oura declared that once teachers start using authentic materials and realizing its impact on learning, they would probably look for alternatives of including them into the English lessons. Besides, for authentic material there are unlimited sources to take examples from.

Gebhard (1996) cited by (K. Oura, 2001) provides examples of authentic material EFL and ESL teachers have used and the first listed is the “Authentic Listening/ Viewing Materials” (p.67) such as TV commercials, cartoons, comedy shows, movies, radio ads, etc. The author explains that the reason for utilizing this type of materials is that they strengthen the relationship between the language classroom and the outside world. He claims that when activities are focused on comprehending a report or a tv show students will center their attention on the meaning and content rather than on the language itself, which eventually will enhance more effective learning.

Nunan (1991: 279) cited by K. Oura, (2001) listed five characteristics of a task-based approach to language learning:

> 1. An emphasis on learning to communicate through interaction in the target language.
> 2. The introduction of authentic texts (teaching materials) into the learning situation.
> 3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
> 4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
> 5. An attempt to link classroom language learning with language activation outside the classroom." (p.71)

According to the author, the activities or tasks are analyzed conforming to the goals, which are the overall aims, the input that is the data to be taught, then the activities that will specify what learners will perform with that input. And also, tasks are analyzed by the teachers and students’ roles within the task and the settings which refer to the classroom arrangement like group work or pair work.

Within the task to be created, K Oura (2001) makes a distinction between target tasks and pedagogical ones. The former is those that learners will achieve outside the classroom and the second ones are done during instruction in class. This project is focused on the second type. These pedagogical tasks include a particular goal with appropriate content, a specified working

procedure, and minimum range of outputs for those who perform the task. According to Brown (1994:229) cited by K. Oura (2001) in TBL, the first place is not for the bits and pieces of language, but rather for the functional purposes for which the language is used. (p.74)

The author also provides some examples relevant for this project such as the articulation of approaches for using videos in the task to elaborate, for instance, students do silent viewing of a part of the video in order to have them consider and guess what is going on. Another option is to have students watch only the beginning of the video and then, they will have to predict what will happen next.

2.3.3. Lexicography and Dictionaries

In order to elaborate the dictionary, this project is based on Lexicography, which is the academic field concerned with this type of material. *What is lexicography?* by Henning Bergenholtz, Rufus H. Gouws (2012) defines lexicography, and explains it has two merges: theoretical lexicography or dictionary research, and practical lexicography or dictionary making. The author also divides Lexicography into the number of object languages, monolingual, bilingual, or polylingual lexicography. We are here dealing with practical and monolingual lexicography.

Anna Stachurska in her article "*Some Remarks on Lexicographic Treatment of Idioms"* (2015) establishes the close relationship between idioms and culture; she claims, it may not be possible to understand these phrases if there is not a lexicographic description. The purpose of her study was to trace the treatment of selected idioms in several dictionaries, in order to identify how idioms are lexicographically presented, to find the equivalence of some expressions, in the case of her study, English/Polish expressions.

Stachurska presents in her paper a fine solution to the way idiomatic expressions are presented on the monolingual dictionary canvas. It is the practice applied by the editors of CALD (2005, p. IX) where the subentry policy has been used; if a word or meaning of the word is always employed in a particular grammatical pattern, this is shown at the beginning of the definition.

This article of Stachurska also states that another aspect to consider is the semantic semblance; when the lexicographic description of idioms is carried out, both their contexts of usage and settings need to be considered. In her paper, she concludes that as long as IE are rather a problematic issue of dictionaries compilation, the goal is intending pathways on how lexicographers encode and pattern these lexical units.

2.3.3.1 Specialized Lexicography

Within the field of Lexicography, there is the branch of specialized lexicography, which is concerned with the design, compilation, use, and evaluation of specialized dictionaries. In the book *Theory and Practice of Specialized Online Dictionaries* (2014), Olivera claims that specialized dictionaries should not be expected very strict and with rigid characteristics, but a concept referring to covering a series of lexicographical works of different characteristics, sizes, and names.

According to Olivera, the general theory of specialized dictionaries involves the statement that lexicographical works are utility tools, as such, these works should be designed to fulfill specific types of users' needs. The author of this book established that there is always a relationship between two parts; the lexicographer or creator, and the intended user.

Various methods to defining users’ needs are observed within this field. Some examples are business as usual, personal knowledge, user research, and functional approach. The second type of method, the one this proposal is based on, applies when the creator has close personal knowledge of the needs of the intended user group.

This theory also gives out the concept of users’ needs, claiming some relevant functional characteristics may be considered, such as users’ language mother tongue, what is the method used to learn a second language, proficiency in the second language, EFL learners’ general cultural level, users’ knowledge of a specific discipline, among others.

The Specialized lexicography theory distinguishes between four lexicographical situations where actual information demands might happen; communicative situations, cognitive situations, operative situations, and interpretive situations. Once the users are determined and the type of situation as well, next step is to determine the necessities.

Then the theory proceeds with one of three different ways; employing questionnaires asking about the needs, observing to detect problems and issues, or finally, by deduction based on experience and deep knowledge of the subject to address.

Specialized lexicography defines that the main function regarding the elaboration of specialized dictionaries is to satisfy punctual information needs. The definition of lexicographically relevant needs is not only associated with the user but with the specific type of situation where the users get involved and their needs arise.

2.3.3.2 Dictionaries in Language teaching and learning

The editor of the book Dictionaries, Lexicography and Language Learning, Robert Ilson (1985), provides insights into the importance of using dictionaries in the language classroom. He

delved into the features of a dictionary, alternatives to traditional dictionaries, and included considerations of how learners can make use of dictionaries. At last, he made some contributions to the process of producing a dictionary.

In this compilation, Ilson assures the importance of dictionaries, “But all of us in language teaching need to understand more about them, for they are the most widespread single language improvement device ever invented”. (Page 5) Besides, he later adds that this device is a social artifact compiled in "real time", which means its shape is determined not only by linguistic theory or lexicographic style but by the necessity of a specific community.

The author differentiates among dictionaries for native speakers and those for learners. For instance, learners' dictionaries require definitions in simpler language than dictionaries for native speakers do. The problem may be that it takes more space to define a concept in simple terms which is why, in the case of this project, the practical activities will provide the help needed to understand the IE.

After differentiating these two types of dictionaries, native dictionaries, and learners’ dictionaries, he later focused on monolingual and bilingual versions of the second type, the learners’ dictionaries. The author discussed five notable points of difference between both types of dictionaries (Ilson, 1985):

> 1) wordlist (usually shortish in monolinguals; often longer in bilinguals);
> 2)explanation of senses (L2 definition in monolinguals; L1/L2 equivalents in bilinguals);
> 3) exemplification of usage (sometimes glossed in L2 in monolinguals; usually translated in bilinguals);
> 4) treatment of fixed and semi-fixed phrases (always glossed or defined in L2 in monolinguals; always translated, often by equally idiomatic equivalent expressions, in bilinguals;
> 5) semantic and usage information (always in a foreign language in monolinguals; usually in the user's native language in bilinguals). (p. 21)

It is important to highlight then that this current project is a learner monolingual type of dictionary since it fits the purpose of creating practical activities to use the vocabulary of IE and rehearse it. Translating the IE to Spanish could jeopardize their meaning if doing so incorrectly.

Later on, among the types of dictionaries the author mentioned, there are specialized dictionaries that cover a part of the language, such as the case of idioms. Ilson claimed specialized dictionaries, such as idioms dictionaries, are relevant because they face the treatment of the intra-linguistic sense and extra-linguistic reference of words. Besides, specialized dictionaries deal with sets of language formed by terms, including those man-made concepts, such as idiomatic expressions. Afterward, the author noticed that the vocabulary included in this sort of dictionaries had been limited by setting the range of topics treated and then finding a criterion of ‘usefulness’ within them to achieve somehow the frequency with which these items occur in the language.

The author also states that in the case of dictionaries of idioms, these should explain their method for listing the idioms and should adhere consistently to this method. He cites one way of doing so (Ilson, 1985):

> One system, used in the Longman Collocations and Idioms Dictionary of English Idioms, is to alphabetize idioms according to the first noun; if there is no noun according to the first verb; if there is no noun or verb according to the first adjective; otherwise according to the first adverb, etc. Note, however, that in general-use dictionaries (by contrast with specialized dictionaries of idioms) two types of idioms may receive special treatment. (p. 67)

According to Ilson, there is an order to elaborate a dictionary, no matter whether it is specialized or not, this order is given by the way the elements affect the layout of the material. In this sense, the more appropriate order for the entries of a dictionary would be: First, the headword, then, the indication of pronunciation, after that, the details of the word or phrase

(parts of the speech), following the morphology (inflection), this is followed by the syntax, subsequently the explanation of the various sense of the headword, afterward, the exemplification of the entry, after this, there must be a list of derived words if the case. Following, there may be a cross-reference, then, there must be semantic information about the entry which will allow the user to identify the specific sense being treated at any particular point, or otherwise clarifying the design and content of the entry, then, it may follow the indication of the style and register where relevant, afterward, and pertinent for this project is the inclusion of usage material for further clarification of the entries. And finally, if necessary, a diachronic view of the headword.

Following the previous layout, when producing the features of the dictionary, a lexicographer engaged in the compilation of an English dictionary has to make decisions about the way pronunciation is to be represented in it, then, the elaborator must include four kinds of grammatical information in the entries of a dictionary: inflection, part of speech, syntactic nature, and finally illustrative examples of use.

Ilson highlights the role of illustrative examples as useful backups in clarifying and converging between grammar, meaning, and usage. However, he also underlines the difficulty found in thinking up examples of usage, even more for learners' dictionaries, he said that using written citations is not necessarily the answer because writers and journalists like to play around with the language in a way that would sound not quite right. This project gets out of this issue since the sitcom (*Friends*) will be the source of the examples to use as the language of the tv show in the way American people speak.

Subsequently, Ilson stated that the creator of the dictionary has to include the register and field labels, which is the information regarding the contexts and situations to use the vocabulary

in. This labeling system differs among dictionaries, depending on what the elaborator wants to highlight, such as formality and informality or to point out offensive or taboo vocabulary.

Ilson listed three main sources for the lexicographic evidence; the first one is other dictionaries, the second one the introspection, and finally, the observation of language in use. Within the observation of language in use, there are two types: citation of instances and concordance of texts, this last one is the particular case of the current project.

Concerning the role of the teacher as a lexicographer and editor, the author claims that especially when learning is taking place in the mother-tongue environment the teacher can be extremely helpful in completing information that may be lacking and in trying to fulfill lexical gaps. Besides, the teacher can provide opportunities for using the lexicon and improving learners' accuracy. Although the author claims that all the work cannot be done by the teacher, since it is learners themselves who have to analyze data and come to conclusions about what the results mean, and they must gather the feedback. “Teacher’s importance is for moral support and guidance.” (p. 98)

Now then, the author called attention to some advantages of using monolinguals learner’s dictionaries, such as having users think in the target language, also, the fact that users have to understand the definition in other words in English will promote an expansion of vocabulary, he also highlights that some words that are difficult to translate would be given more appropriate treatment. Moreover, the author states the main point that comes out of elaborating and using a dictionary is that teachers should encourage in the learner “...a positive view of dictionary use based on the discovery of its practical benefits”. (p.106)

In the end, Ilson mentioned some alternatives for having teachers and students be aware of how MLD (Monolingual Dictionary) can be exploited. He suggested elaborating exercises, games,

and activities that manifest two characteristics: first that they cater to different learning styles, and second that they have the power to engage the learner’s attention because they can do the task by themselves using the dictionary.

Finally, the author mentioned that little is said about designing, writing, and having administrative principles to the making of dictionaries, which is why he elaborated the book discussing the processes and providing some guidelines for organizing the making of a dictionary.

Chapter III: Research Design

The following chapter will provide the specifics that frame this project, describing the research paradigm and the type of study that leads the process of analysis, then the settings and participants that take part in the research, followed by the instruments and techniques for collecting data, such as questionnaires, rubrics, and checklists all of these regarding the topics and concepts of the present research to achieve the final product.

3.1. Research Paradigm

This project relies on the qualitative paradigm. As evidenced in the process of researching, this paradigm allows the researcher to interpret and analyze society, as well as the way in which individuals represent and reproduce the world. (Abad-Salgado, A.M., 2020,) Education is a particularly problematic act since it is a complex activity involving different variables, such as actions, ideas, feelings, people, objects, and institutions, among others. Coffey and Atkinson, 1996, as cited in, Abad-Salgado, A.M., 2020, state that qualitative research within the human sciences has contributed significant advances in understanding and explaining the complexity of the human being and the social fabric.

This complexity makes phenomena such as idiomatic expressions and emotional intelligence difficult to study, for this reason, many researchers have resorted to the creation of models based on an integrationist theory. (Abad-Salgado, A.M., p. 32, 2020) That said, qualitative research more than a set of methodological strategies is an alternative approach to understanding and accessing the meaning of the human being. In accordance with Abad-Salgado, A.M., 2020, new perspectives, provided by qualitative research, are needed to understand the social phenomena that arise, making use of reflexive or analytical strategies and methods.

The qualitative approach is usually used in the early stages of research, and even more, when it is about exploring a phenomenon that has not been studied much, as it is the case of IE and its relationships with Emotional intelligence, therefore, qualitative research allows to build data that, when processed, will be articulated in new narratives, discourses, and texts about this object of study. (Abad-Salgado, A.M., p. 46. 2020)

3.2. Type of study

This project is undertaken in a qualitative case study to gather Idiomatic Expressions that are considered tools for developing the user’s emotional intelligence within the English learning process and to analyze this specific information conducive to creating the dictionary.

According to McCombes, 2020 “case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem.” allowing the researcher to explore the key characteristics, meanings, and implications of the case, keeping the project focused and manageable where the investigator explores a single subject in-depth to compare and illuminate different aspects of the research problem.

This qualitative case study has a diagnosis stage to determine and define research questions, objectives, and to limit the scope of the case. The next stage is to select the data collection instruments and analysis techniques to create the material and evaluate the content. After the previous phases, it follows the hands-on creation of the dictionary conforming to all the information selected. Finally, the project addresses the conclusions and final results obtained.

Regarding the type of instruments for collecting data, a qualitative case study may use different possibilities such as surveys, interviews, questionnaires, documentation review, observations, existing data, and rubrics, among others. The need for selecting the instruments is to capture quality information, answer the research question, and achieve the established objectives. In this project, the instruments selected for the gathering of information are primary and secondary sources, which include observation journals, questionnaires, rubrics, and checklists. In respect to triangulating the information and obtaining reliability from the sources, this research uses three main references in the instruments: students, teachers, and material used.

Other research approaches could have been used to elaborate a material for the English classes, such as applied research since it addresses a specific research problem, but in this case, the results are expected to affect a greater population. We could also have used exploratory research because we are working on little-studied phenomena, but still, we are not relying only on data collected but also on existing theories, or explanatory research since it is explaining the cause-effect relationship, but this type of study should allow a generalization of the results found. (DiscoverPhDs, 2020) In short, according to the depth of scope, research question and objectives a case study is the only kind of research that allows to narrow the scope of the study and to investigate a situation in a very particular individual or group.

3.3. Settings and participants

This project issued from the last teaching practicum in secondary school. The practicum was done in a public school located in Bosa, Bogotá, in two 11th grades.

Because of the worldwide Covid-19 pandemic situation, the school is carrying out virtual classes, however since this school is located in a vulnerable context, some of the students do not have an own computer or a proper internet connection reason why, in every session is difficult to have all the students online, during the practicum a maximum of 25 students were online regardless of being around 35-40 in every course.

The school is a MEB[17] school since 2017, which means that their English classes are focused mainly on students' communicative skills. However, regardless of being a MEB school they continue working with a textbook and along their curriculum there is no content regarding IE or Emotional Intelligence. In 11th grade, students are around 15 and 17 years old their English level is supposed to be (look for it in the CEFR companion volume) but according to the diaries from the classes, neither this level has been achieved, nor this kind of content that encourages communication has been included in their classes.

Considering all of the above, this project is done to provide English teachers that are in high schools in Colombian with purposeful material and alternate strategies to teach idiomatic expressions while students develop their emotional intelligence. Also, the material is aimed at 11th high school graders in Colombia, the project seeks the creation of a dictionary of practical activities for these students to recognize more idiomatic expressions and to enhance their emotional intelligence development.

[17] The acronym 'MEB' stands for Modelo Educativo Bilingüe in Spanish

3.4. Data collection instruments and techniques

In the direction of achieving the research objectives and solving the research question, and based on the qualitative approach; questionnaires, rubrics for content gathering and content analysis, along with a check list are the primary sources of data and creation for this study.

3.4.1. Questionnaires

Questionnaires are efficient tools that allow the researcher to obtain information from a sample of people without having mandatory face to face interaction, which is the most suitable way, considering the current pandemic situation. Besides, questionnaires are effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of a relatively large numbers of subjects (Mcleod, 2018).

This project used firstly a structured questionnaire.[18] The instrument counts with a first section for the demographic characterization of participants, and their tools for learning English vocabulary, then a second section with the questionnaire itself, this structure is divided into two main parts: *Que tanto sabes de Idioms* and *Con que frecuencia*. The second part is sub-divided into three more sections: *students, teachers,* and *activities in the English class*. The group of 25 11th graders that took the questionnaire were between 15 and 17 years old. The questionnaire is composed of three types of questions: 1 close question, 2 multiple-choice questions, and finally 13 Likert scale questions, these with a frequency scale (Never, Once, Sometimes, Always). The questionnaire had the purpose of obtaining through participants' answers proof of the assumptions done by the researcher, regarding the lack of inclusion of IE and lack of

[18] For further information check Annex A

development of emotional intelligence through the participants' English classes and classes' materials.

Then, the research followed a second structured questionnaire[19] in a Likert Scale format. Participants were English teachers that work currently in Bogotá and have taught in private and public schools and in language institutions, they are between 25-40 years old. Participants had to choose an option that best supports their degree of agreement with the statements proposed, the scale used included four items: *Strongly agree, Somewhat agree, Somewhat disagree, and Disagree*. This questionnaire was done in view of measuring the teachers' attitudes, practices, and knowledge of the two main phenomena this project is addressing, IE and emotional intelligence. The structure of this questionnaire is divided into three different sections: Idiomatic expression, Emotional intelligence, and Materials and Strategies. The first part has five questions, the second one has four questions, and the last part includes other six questions, for a total of 15.

3.4.2. Rubrics

Rubrics are sets of criteria specifying the characteristics of an outcome and the levels of achievement in each characteristic. This tool can provide consistency in evaluating an issue, and gathering rightful data (Odden, 2016).

In order to obtain relevant information regarding the content of textbooks usually employed by teachers of 11th grade, this project made use of a content analysis rubric[20] to corroborate that informal language such as IE vocabulary is not included within the content and that the activities proposed there, do not help in the development of emotional intelligence of

[19] For further information check Annex B
[20] For further information check Annex C

students. This first content analysis rubrics is structure into three sections: First, the determiners; which are Content, Methodology, and Materials, second, the descriptors and a scale from one to five, where one stands for not inclusion at all and five for a satisfactory inclusion of the descriptor.

Figure 1 Content Analysis Rubric

Content Analysis Rubric						
The following content rubric is done in order to identify the content, materials, and methodology included in a commonly used textbook for high school 11th graders and recognize if there is content of IE and strategies that develop emotional intelligence in students.						
Book Name: English Please, students book: Fast track for 11th grade link: https://www.colombiaaprende.edu.co/recurso-coleccion/english-please-fast-track-para-grados-9-10-y-11						
	Scale	**1**	**2**	**3**	**4**	**5**
Aspects to Evaluate	**Descriptor**					
Content	The textbook includes formal[1] vocabulary and expressions.					X

Afterward, the project elaborated three more rubrics. A second rubric[21] to categorize the IE and entries for the dictionary from the episode of the sitcom *Friends*. To gather the most useful data, the article *25 Best 'Friends' Episodes* (Martoccio, 2021) was the tool used for selecting the episodes where to take the IE from. This rubric has three sections: the first one is to organize the six different emotional categories, the second section is to record the specific season

[21] For further information check Annex D

and episode where the IE is used, and finally, the third section is to write down the IE itself as it appears in the TV show.

Figure 2 Categorization of Content Rubric

Categorization of content Rubric

This Rubric is done in order to select, group and categorize the content and entries of the dictionary of idioms.

Category of Emotion	Episode/Season	Idiomatic Expression
Anger, annoyance, argument, conflict, unhappiness	Season 4 Episode 12	What the hell is that? (Rachel)
	Season 2 Episode 14	It's not worth it (Rachel)
	Season 3 Episode 2	I'm not in the mood (Rachel)
	Season 5 Episode	I'm putting out fires all over the place (Joey)
	Season 5 Episode 14	For crying out loud
Anxiety, worry, doubt, uncertainty, weakness	Season 1 Episode 5	It's not a big deal (Monica)
	Season 1 Episode 5	It's beyond me (Joey)
	Season 1 Episode 14	It's your call (Monica)
	Season 1 Episode 14	Hang in there (Phoebe)
	Season 4 Episode 20	I feel blue (Rachel)
Love, forgiveness, reconciliation, happiness, pleasure, enjoyment, hope, optimism	Season 2 Episode 7	I am over you (Rachel)
	Season 2 Episode 7	Way to go (Joey)
	Season 2 Episode 14	I'll be back on track (Chandler)
	Season 4 Episode 20	Somewhere down the road (Rachel)
	Season 5 Episode 14	That gives me back my edge (Ross)
Jealousy, envy, madness, revenge	Season 2 Episode 7	For all I care (Rachel)
	Season 3 Episode 2	I'm sick of this (Ross)
	Season 7 Episode 1	You kind of stole my thunder (Monica)
	Season 5 Episode 8	You totally got him back (Rachel)
	Season 8 Episode 9	It would not hurt you to say it (Joey)
Deception, lying, embarrassment, shame, humiliation,	Season 2 Episode 14	It's my bad (Chandler)
	Season 3 Episode 9	I don't have a shot (Chandler)
	Season 5 Episode 9	The good Joey name's been dragged through the mud here (Joey)
	Season 5 Episode 11	I can't take it anymore (Chandler)
	Season 5 Episode 14	This is way out of hand (Chandler)
Surprise, disappointment	Season 1 Episode 5	You don't say (Joey)
	Season 1 Episode 7	To throw a party for Monica (Joey)
	Season 2 Episode 5	It's our treat (Monica)
	Season 5 Episode 11	...take his side! (Phoebe)
	Season 10 Episode 17	All of a sudden

Note: These listed categories were taken from *A thematic corpus-based study of idioms in the Corpus of Contemporary American English.* by E. Rafatbakhsh, A. Ahmadi, & J. Asian. Second. Foreign. Lang. Educ. 4, 11 (2019).

Templated created by Karen Ruiz

The following rubric is a content analysis rubric for the practical activities[22] that the project uses to provide a practical sequencing for the use of the dictionary in the learning process

[22] For further information check Annex E

according to the constructivism and TBL approach. This rubric is divided into four sections: the first one is called Stage, where there are three subdivisions conforming to the TBL approach, pre-task, task, and review of the task. The second section is the Emotional Category, which includes the emotions the lesson will address, followed by the third section which is the vocabulary to be used, and finally, the fourth section that is, the teaching strategy suggested for use.

One last rubric is used with the purpose of measuring the instructional objectives stated for this project, a self-assessment rubric.[23] This rubric is divided into three sections: The first one is related to the goal of the lesson, the second part is focused on the language and vocabulary used, and the third section aims at evidencing the enhancement of the development of student's emotional intelligence based on the scales for mediation category that *the Common European framework of reference for languages learning, teaching, assessment; companion volume* (2020) provides.

3.4.3. Checklists

A checklist consists of a list of expected items of performance or attributes in research, it enables the researcher to note whether a trait is present or not. Checklists are to verify that a number of specific steps or actions are being taken or have been taken. (Manjubeth, 2018).

So as to achieve the creation of the material this project used a checklist[24] based on a mix of components from specialized lexicography to satisfy the objectives established and have a guideline for the accomplishment of the dictionary. The components of the checklist used are hierarchically organized, these are: Categorizing of emotions, selecting the idioms from the

[23] For further information check Annex G
[24] For further information check Annex F

sitcom that involve the emotions in the categories (Head words), selecting the entries of the dictionary, including a) Pronunciation, b) The emotion that is expressed, c) Contexts of usage, d) Exemplification of usage, e) Compounds or derivates, then, recording the pronunciation of the Idiomatic Expressions selected, elaborating the practical activities which involves, a) Pre-task, b) Task, and c) Review of the task. Every of the previous tasks are follow by the three or four categories to check: if necessary, *Subtasks*, then the *Status*, which is whether the task was completed, in progress, or not started, after that the *Date Due* which is when the date the task should be completed by, and finally, the *Date Completed* to add the date of completion next to each task.

Figure 3 Checklist: Elaborating the dictionary

Checklist: Elaborating the dictionary		
This checklist is in order to provide and check the step-by-step process of creating the dictionary.		
Task	**Status Date due**	**Date Completed**
1. Categorizing of emotions	**Done**	**May 26th**
2. Selecting the idioms from the sitcom that involve the emotions in the categories (Head words)	**Done**	**June 6th**
3. Setting the entries of the dictionary:		
a) Collecting definitions of the Idiomatic Expressions from the Cambridge Dictionary	**Done**	**June 15th**
b) Categorizing the emotion that is expressed by every Idiomatic Expression	**Done**	**June 11th**
d) Collecting the times from the sitcom of the examples of usage	**Done**	**June 20th**
e) Gathering of images	**Done**	**June 18th**
4. Recording the pronunciation of the Idiomatic Expressions selected	**Done**	**June 20th**
5. Elaborating suggested practical activities:		
a) Pre-task (Mediation a text)	**Done**	**June 19th**
b) Task (Mediation concept)	**Done**	**June 19th**
c) Review of the task (Mediation communication)	**Done**	**June 19th**
6. Compilating the information		
a) Creation of a draft	**Done**	**June 19th**
b) Uploading and editing of the pronunciation audio-video to the YouTube platform		
c) Final layout designing		
Note: Taken from *How to create a checklist right away* by Bit.Ai Blog (2021) Template created by Karen Ruiz		

Chapter IV: Pedagogical Design

4.1. Rationale of the pedagogical innovation

In the Colombian context, and particularly in the public high schools, we teachers should seek the adaptation or creation of materials and tools that enhance students' development of the expected skills in the Suggested Curriculum. As exposed along with this research, materials such as the traditional textbooks neither allow students to relate new knowledge to their background knowledge, nor expose them to informal vocabulary useful for daily interactions in the target language, and nor include elements for the development of emotional intelligence, elements that this dictionary aims to have to fulfill these gaps.

From the constructivist approach, this project aims at the three advantages of designing material: contextualization, fulfilling of individuals needs regarding their emotional intelligence, and the personalization of the material in compliance with the teacher elaborator innovating by the use of informal vocabulary which is barely exposed in textbooks and different teaching materials. In addition, this relevance of this project is that it provides a path for the categorization of IE, which eventually may help the teacher to explain them and students to understand them and remember them, where the students’ emotional intelligence takes place to create meaningful significance to the content of the material.

Moreover, Task-Based Learning is a method of sequencing activities and solving tasks that involve authentic use of the language. The reason for utilizing the authentic media material (sitcom *Friends*) is that this type of material strengthens the relationship between the language classroom and the outside world, having students focused on the meaning and content rather than on the language itself, helping them to become proficient language users when acquiring sociolinguistic knowledge.

4.2. Instructional Objectives

Considering the five characteristics of TBL: emphasis on interaction in the target language, the introduction of authentic material, provision of opportunities for learners to focus on their own learning process, enhancement of personal experiences as an important contribution for the language classroom, and finally, the linking between classroom language learning and language activation in other types of situations, this project evidenced what user of the dictionary should be able to do, and the process they go through and proposed two instructional objectives to achieve the previous characteristics:

1. Students will be able to recognize 30 Idiomatic Expressions, 5 per each emotional category.
2. Students will be able to use the 30 Idiomatic Expressions in different activities that will foster the development of their emotional intelligence skills.

4.3. Description of the practical dictionary

The final product of this project is a proposal of a practical dictionary of idiomatic expressions that serves as a tool for enhancing the development of users' emotional intelligence as well as the recognition of 30 idiomatic expressions. The source for collecting the entries of the dictionary is the tv sitcom series *Friends.* The tv program has in total 10 seasons, having every season around 20-25 episodes which is too much information for the time limit of this proposal therefore, to select fewer but useful episodes to where to take the idioms from, the researcher made use of the article *25 best Friends episodes* (2020) by the magazine *the Rolling Stones* in which they provide a list of 25 episodes "...of its most hilarious, heartfelt, and utterly

unforgettable episodes" serving these episodes to collect enough information for this first version of the dictionary.

After selecting the entries to put on the dictionary, the categorization rubric (Annex D) developed from the study *A thematic corpus-based study of idioms in the Corpus of Contemporary American English* (Rafatbakhsh, E., Ahmadi, A, 2019) in which the emotional categories for using idioms are presented, served as the first step to organize the IE. Then, with the purpose of organizing the dictionary to be suitable not only for providing the lexicon but also for providing practical applications in the English classes with 11th graders, it was necessary to re-group the previous categories into bigger sets, which was made based on the commonalities the selected emotions share, having, as a result, six main categories: Unpleasant emotions, Apprehension emotions, Affection emotions, Narcissist emotions, Insecurity emotions, and Unforeseen emotions:

1. Unpleasant emotions are those that come from disagreeable, not pleasant, and sometimes offensive situations.
2. Apprehension emotions are derived from situations where there is suspicion of fear or trouble.
3. Affection emotions are those that arise from fond attachment, devotion, or love.
4. Narcissist emotions are the ones issued from excessive love and admiration to oneself.
5. Insecurity emotions come from lack of confidence or self-doubt.
6. Unforeseen emotions are derived from unexpected and no foreseen situations.

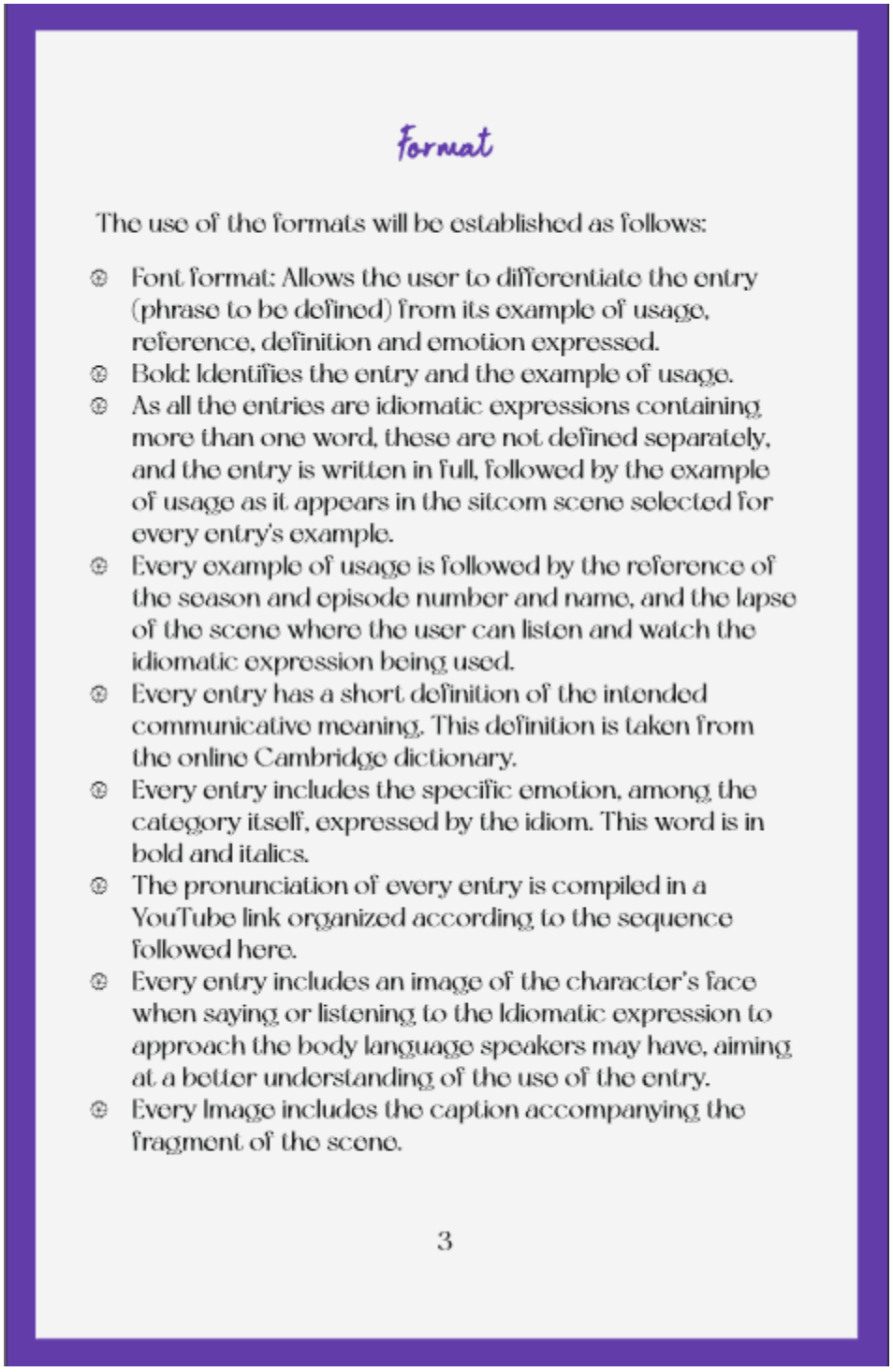
The above categorization also made possible the creation of the suggested lesson plan, and the suggested teaching strategies. In addition, it may serve to any lesson that could make use

of this lexicon, having it already organized and grouped according to the functionality of each set. It is likely that some other teachers might decide another type of grouping that responds better to the students’ need, but in this case, for the purpose of the dictionary, finding the commonalities of the emotions was the most suitable way to do so.

That said, it proceeds to mention the elements that constitute the practical dictionary. The first part is the cover, where readers can find the name of the dictionary and the image selected from the sitcom to be the cover image. Following, there is the first page which includes the information regarding the name of the research project, author, director of the project, the name of the university and the teaching program, along with the year and city of creation. In the second page, readers will find information of the author of the dictionary and the author of the layout. The third page of the dictionary is the introduction to the material, where it is mentioned what kind of content readers will find; how many IE there are and how they are displayed and explained along the pages.

On the fifth page, readers will find the format page where it is exposed detailly how the entries of the dictionary are presented.

Figure 4 Format page



Format

The use of the formats will be established as follows:

- Font format: Allows the user to differentiate the entry (phrase to be defined) from its example of usage, reference, definition and emotion expressed.
- Bold: Identifies the entry and the example of usage.
- As all the entries are idiomatic expressions containing more than one word, these are not defined separately, and the entry is written in full, followed by the example of usage as it appears in the sitcom scene selected for every entry's example.
- Every example of usage is followed by the reference of the season and episode number and name, and the lapse of the scene where the user can listen and watch the idiomatic expression being used.
- Every entry has a short definition of the intended communicative meaning. This definition is taken from the online Cambridge dictionary.
- Every entry includes the specific emotion, among the category itself, expressed by the idiom. This word is in bold and italics.
- The pronunciation of every entry is compiled in a YouTube link organized according to the sequence followed here.
- Every entry includes an image of the character's face when saying or listening to the idiomatic expression to approach the body language speakers may have, aiming at a better understanding of the use of the entry.
- Every Image includes the caption accompanying the fragment of the scene.

3

The following page is for providing a sample of an entry in which it is pointed out the names of the elements composing every entry.

Figure 5 entry sample

Example

Entry | Example of usage | Reference

All of a sudden - "All of a sudden" (S10, E17 "The last one", Min 38:30– 39:02) Phrase used to express something or someone is unexpected and/or very quickly.

Disappointment

Definition

Specific emotion

Body language image



Caption accompanying the fragment of the scene

4

The next page includes a table where it is exposed the name of the six main emotional categories and also every emotion that belongs to these six categories, these are presented in the order how readers will find them along the dictionary. The whole content of the emotional categories and the IE is presented as follows: first a whole page for the main name of the emotional category about to start, also including the names of the emotions that belong to this category, then readers will find the five IE pertaining to this group, displayed alphabetically, one per page.

At the end of the lexicon content, readers will find a page for the listening and pronunciation section, where it is included a YouTube link called: Pronunciation of the idioms from: "Friends, practical dictionary of idioms for expressing emotions". This audio presents all the entries, in the same order as presented in the dictionary, pronounced by the characters of the sitcom series, and accompanied each audio its respective image therefore, readers can follow the order while listening to the pronunciation, this adds a plus to the content of the dictionary since actors pronounced every IE while feeling the emotions that are categorized.

The last section of the dictionary is its practical part, which includes first, the Content Analysis Rubric for teaching strategies (Annex E) providing suggested teaching strategies that are design to develop mainly three aspects: one, the guide of a task-based structure, which includes a pre-task, the task, and the review of the task. Second, the provision of the specific vocabulary of IE and emotional category to use, and third, to accomplish the Mediation category of the CEFR descriptors[25] aiming at the learners' achievement of the B1 communicative level when expressing emotions.

[25] Mediation is chapter from the book *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with new descriptors.* (pp. 103–129). Council of Europe.

The second section of the practical part is a suggested 60-minute lesson plan provided to work with the category of *Apprehension emotions*. This lesson plan, as the suggested teaching strategies, is designed mainly for 11th graders, to enhance the development of their emotional intelligence while acquiring new vocabulary of IE, aiming at achieving the B1 level the National Suggested Curriculum claims 11th graders should have by the end of their scholar year. This lesson plan includes the self-assessment rubric (Annex G), designed to provide teachers and students with a tool for assessing their performance when using the dictionary among their lesson plans.

4.4. Description of the lesson plan suggested

The project suggests a lesson plan[26] based on two main aspects: the task-based learning structure for planning a lesson and the expected content for the Mediation category according to the CEFR descriptors. This lesson will allow teachers to instruct one of the emotional categories from the dictionary and its Idiomatic Expressions vocabulary. At the last pages of the practical dictionary, teachers can find a rubric (Annex E), comprising the CEFR suggested teaching strategies that are thought to enhance the learners' emotional intelligence while using vocabulary of the dictionary. Teachers are expected to adapt these teaching strategies to their specific lessons and contexts.

This project suggests a lesson plan composed by a heading with the name of the designer, date, grade (11th), and the name of the school, then it follows the description of the topic which is the theme that will be discussed during the class, then it is addressed the teaching approach and method that will be used during the activities, followed by the communicative goal which

[26] For further information check Annex H

contains three components: 1) The verb that identifies the cognitive action that the student will be able to perform at the end of the class, 2) The communicative function, and 3) how it is evidenced that the student uses the linguistic content. After that, there is the grammatical objective which is written according to the goal that is expected to be achieved at the end of the class, then, it is listed the vocabulary and IE that will be used during the lesson, it is also included the cultural aspect that is expected to be developed along with the content of the class. There is also a space for evidencing the Basic Learning Right in the area of English language learning[27], from the rights stablished by the National Ministry of Education. Next, it is the key performance indicator which is an indicator to measure the performance and final results of the lesson, and a last part for describing the material to be used, in this case the dictionary.

The following part of the lesson plan is the description of the activities, including the time, the materials and the expected result which is what the teacher expect to obtain at the end of the respective activity. According to the CEFR descriptors for developing the Mediation category, there is an initial activity for what CEFR calls *Mediation a text* which is the one used to relate background knowledge of students and that will break the ice and engage the students, while they receive the description of the topic. After the initial activity, there is the description of the main task, which is the one in charge of *Mediation concepts*, and facilitating the collaborative interaction with peers, this task provides the necessary tools for the students to understand, analyze, and synthesize new knowledge. Finally, there is the review of the task, involving the *Mediation communication* and active stage for students' production.

[27] The Basic Learning Rights (DBA) in English were constructed with the objective of strengthening the teaching and learning processes of this language in the country's schools. The DBAs propose a path to help students, from grades 6 to 11 of the country's official institutions, to reach a Pre-intermediate B1 level during their secondary school studies.

At the end of the lesson plan there is the section for assessment and evaluation which in this case will be developed with the use of the self-assessment rubric which specifies the criteria that will be taken into account to assess or evaluate the performance of the students during the class. The lesson finally includes a last section for adding observation or comments on resources, issues or technical matters that should be taken into account for the proper development of the class.

Figure 6 Lesson Plan Suggested

Topic: Emotions of anxiety, worry, doubt, uncertainty, and weakness.	**Teaching approach and method:** This lesson makes use of Task-Based Learning as an aid for students to solve tasks that involve authentic use of language.
Communicative/functional objective: At the end of the lesson, the student will be able to remember five idiomatic expressions when talking about immediate reactions related to their own anxiety or doubts as well as the others' anxiety or doubts.	**Grammar objective:** To use the simple present tense in affirmative and negative statements to talk about emotions, recognizing 5 idiomatic expressions.
Vocabulary/ main expressions: It's not a big deal It's beyond me It's not worth it Hang in there I feel blue	**Cultural dimension:** Students will be involved in the social and cultural process of expressing their ideas using native idiomatic expressions, creating conditions for communication and cooperation in solving the task assigned.
Basic Learning Right: #8. To narrate in oral and written forms personal experiences or familiar stories.	
Key Performance indicator: The student is able to apply 5 idiomatic expressions related to the emotions of anxiety, worry, doubt, uncertainty, and weakness, into different tasks related to emotional intelligence.	**Material:** Images of the emotions The dictionary Notebook / Padlet Board

4.4. Learners' role

One of the principles of Constructivism is that it is learner-centered (Wendt, (1996) cited by Reinfried (2000)) therefore, both the vocabulary and activities are aimed at enhancing the learners' emotional intelligence development. In addition, as stated by TBL, the role of the students is to engage themselves and interact in the lesson and their own learning and evaluation process, which also means that their role must be active and autonomous all the time.

The activities are done for students to play an individual role when expressing their own emotions and also to play a collective role, working in groups to develop social skills and

support and value other’s opinions, students are now seen to take the leading role in their own learning.

According to the Mediation Category, learners should act as social agents who help to construct, convey, encourage, and understand new meanings, if provided with the space and conditions for communication.

4.5. Teachers’ role

Learners can use a dictionary without the teacher’s assistance; however, in the case of a pedagogical intervention where the dictionary becomes one of the central supporting materials, it will be necessary to shape the role of the teacher based on constructivism and TBL.

According to Constructivism and TBL, the role of teachers is that of a facilitator. Teachers' role is to make the interaction with the material easier and to adapt the lessons regarding every group’s necessity. The teacher would help in completing information and in the understanding of lexical gaps. Additionally, the teachers’ role is also to promote autonomy among the students, so that they feel and understand they can do all the tasks by themselves. “...teachers who engage in Task-Based Learning promote real language use; when doing so, they become leaders and organizers of discussion, managers of group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed.” (Rodríguez-Bonces & Rodríguez-Bonces, 2010)

4.6. Assessment

The purpose of this project is to enhance mainly two aspects: the development of 11th graders’ emotional intelligence and their knowledge of idiomatic expressions. In regard to this goal, Meaningful Learning requires three elements to be significant: well-organized knowledge

structures, emotional commitment, and a clear subject matter, besides, the interaction between five elements: the teacher, the students, the knowledge, the evaluation, and the context.

Conforming to the above, a self-assessment rubric[28] is adapted and provided for teachers and students to assess the process of using the dictionary and lesson suggested. The structure of the rubric is divided into three main sections: The task, Language Focus, and Mediation. The items included in this rubric are with the purpose of assessing the task success, the use of Idiomatic Expressions, and the enhancement of emotional intelligence.

[28] For further information check Annex G

Figure 5 Self-assessment Rubric

Self-assessment Rubric					
Basic Information					
Name:			**Age:**		
Please carefully read every statement and check one of the five options with an 'x' based on your perspective. In addition, at the end of this self-assessment rubric, you are invited to leave any pertinent comments you may have considered.					
Aspect	**Always**	**Very Often**	**Sometimes**	**Rarely**	**Never**
1. Goal (Task)					
a) I provided information about my emotions					
b) I identified the 5 Idiomatic Expressions about (Emotional Category)					
c) I asked and answered questions about (Emotional Category)					
d) I understood all the information about the Idiomatic Expressions used.					
e) I had the right amount of time to do the task					
2. Languages Focus (Idiomatic Expressions)					
a) I used these phrases: (put the IE you used in the lesson plan)					
1					
2					
3					
4					
5					
b) I had difficulties understanding what my classmate was saying.					
c) I had difficulties expressing my emotions.					
d) My classmates provided language support when need it.					
e) My teacher provided language support when need it.					
3. Mediation (Emotional Intelligence)					
a) I like working in groups.					
b) I prefer working individually.					

4.7. Indicator of Evidence

The indicator of evidence is a measurable outcome-based statement that will allow both teachers and students to identify whether they are on track to meet the expected learning

objectives. According to the previous information, the indicator of evidence is aligned with the general parameters established in the instructional design of the lesson plan. The indicator is:

1. Student is able to apply 30 idiomatic expressions into different tasks related to emotional intelligence.

This indicator will be an articulating axis of the different steps described in the pedagogical intervention.

Chapter V: Conclusions

5.2. Conclusions

The following section addresses the conclusions derived from the development of this creation and interpretation project, referring to the new pedagogical knowledge and theory stated by the researcher, in conjunction with the report of achievements of the research objectives and for the answer to the research question.

In this qualitative case study research, the general objective was to identify strategies and theoretical constructs to develop a practical English dictionary of idiomatic expressions, related to emotional intelligence, this purpose addresses mainly one aspect of teaching, the elaboration and adaptation of material for the English classes. "Many educational institutions have taken for granted that commercial textbooks supply what is needed to help a language learner to become bilingual" (Ramos Holguín, B., & Aguirre Morales, J., 2014, P. 135), however as identified in the present research, this type of sources do not include everything necessary for the purpose of communication. Therefore, when creating materials, it is important to consider not only the topic to be addressed, which is implicitly relevant, but also the language used within the material, if it is formal or informal, its authenticity, and how the learners are going to make use of this language or vocabulary, in their future settings.

In order to accomplish this general purpose, it was necessary to obtain enough foundation about the unsuccessful treatment of the concepts among the case study group and to support the importance of addressing those lacks. "This was also Mayer's (2007) view when he stated that the application of emotional intelligence in the classroom develops social and emotional competencies that may help students to handle challenging social situations, in this case interaction in a foreign language within a classroom" (Diaz Restrepo, D., & Osorio Aristizabal,

A. L., 2017, P. 2). From this searching, it derives first, that the language commonly used within English teaching materials, in particular the case of textbooks, is mostly formal vocabulary separated from the daily communication among native speakers, and second that there are not enough materials that enhance the development of students’ emotional intelligence.

When the researcher decided to address these two topics through the creation of a dictionary of idioms it was complex finding information about the instructional design of such kind of material, and even more for a specialized kind, and neither were there many examples to follow. However, this lack of outline for the design of a specialized dictionary made it also possible to happen and be designed since the project needed it to have the basic elements of a dictionary, but it was not limited or restricted anyhow, regarding its content, which made it a plus to mix up those basic elements with the intentions and ideas of the researcher, therefore, issues that seemed obstacles became advantages to the possibility of innovating and creating this dictionary.

On the other hand, there was also a need to support the importance of the development of emotional intelligence, at this point the researcher followed a logical path in order to do so. First, it was established the expected achievements from 11th graders according to the suggested curriculum. As known by every teacher, the foundation of the level of achievement in this curriculum is provided by the CEFR (Common European Framework of Reference for languages) which also provides the descriptors to achieve the necessary competencies according to each level, therefore it was necessary to make a thorough search in order to filter those descriptors directly related to the development of the emotional intelligence, finding out the Mediation category, which had been addressed by the CEFR but did not count with descriptors to develop such skill. However, this changed in 2018, when the Council of Europe released a new

version of its companion volume for learning, teaching, and assessing with new descriptors, adding detailly information about this Mediation Category, which provided this project with the necessary guidance in order to suggest teaching strategies and a 60-minute lesson plan.

It is also worth mentioning the pronunciation aid this project developed for the entries of the dictionary. Pronunciation is one aspect from the designing of a dictionary that creators must consider, "A lexicographer engaged in the compilation of an English dictionary has to make several fundamental decisions about the way pronunciation is to be represented in it." (Ilson, R., 1985, P. 45), therefore having in mind that the examples of usage taken for this dictionary entries where those from the sitcom series, it seemed somehow logical to obtain the pronunciation from those same examples. Since it was not possible to obtain direct links to the episodes from an online webpage or channel, the researcher decided to create their own pronunciation aim section as an audio-visual material that presented the listening of the examples provided along with their respective images for users to be able to read while listening to the pronunciation.

Moreover, the first specific objective of this project was to analyze the categories related to emotions required to classify the idiomatic expressions taken from 25 episodes of the sitcom *Friends*. Certainly, which was accomplished, since as evidenced in this research, Idiomatic Expressions use involves the expressions of emotional states within the communicative situations, therefore categorizing them according to the type of emotions they intend to show, and providing examples of these situations from authentic dialogues in the target language, becomes an aid for the better recognition, understanding, and practicing of this sort of expressions, in addition, it is a tool for approaching the emotional intelligence of learners.

Later on, the second specific objective was to provide a path of classification of a range of idiomatic expressions and to suggest teaching strategies that involved the development of

emotional intelligence, this objective was fully accomplished. The researcher advocated the idea of the connection between these two areas and supported learners can use them both to enhance them to each other so as to gain vocabulary knowledge as well as to enhance the development of their emotional intelligence.

Finally, the research question of this project was: what are the strategies that could be used in the designing of a practical English dictionary of idiomatic expressions, regarding classification of them and suggestion of teaching strategies aimed at the development of emotional intelligence and hence vocabulary acquisition? In order to solve this inquiry, the project had to consider the following main aspects: first, the theory to follow when creating meaningful materials and content, the possible categories for organizing the IE, and also, the approach to consider for suggesting the practical section of the dictionary.

After doing the research and analysis, it was possible to join together first, a teaching approach that considers the background knowledge of students, the task-based learning which is also focus on practicing cooperative tasks, involving therefore the development of learners' social skills, and so, their emotional intelligence. Second, specific vocabulary such as IE that is proved to empower the emotional reactions and therefore activate background knowledge in the user, and third, the association to the CEFR descriptors from mediation communicative category in order to achieve the B1 level in 11th graders. This *Mediation* category involves, according to the CEFR, the other three modes of communication, that is: reception, interaction, and production, as well as it entails, tasks with collaborative small group interaction, the tasks can be organized in such a way that learners have to share different input, explaining their information and working together in order to achieve a goal, which in agreement with the CEFR engages an important place in the normal linguistic functioning of a community.

Lastly, this project also achieved to include barely known informal vocabulary for 11th graders such as IE. The researcher stated Constructivism as the perspective to look at their learning process, in particular their English learning process, and to use their previous knowledge and experiences with view of connecting it and relating it to new input and new vocabulary from the target language and therefore elaborate a meaningful material. Specialized Lexicography served to compile the data collected in a comprehensible and useful manner, as well as it provides an example for following and further compilations.

Considering the above, this project accomplished its purpose. Diaz Restrepo, D., & Osorio Aristizabal, A. L. (2017) According to the UNESCO (2005), in every country, educational proposals must be adapted to the context where teaching is taking place; this adaptation process needs to be done in terms of materials, resources, students’ need and teachers’ training in foreign language teaching. For this reason, innovating in resources and methods takes the utmost significance. (P.1)

5.3. Recommendations, pedagogical implications, and further research

The role that many teachers of English give to the vocabulary taught in classes is not as relevant as it should, the strategies used for defining and teaching vocabulary to students should be considered as a bridge for them to build meaningful knowledge of the target language so that they can not only learn it but also appropriate it. Many times, during the English classes, teachers relegate the understanding of the meaning of a word or phrase as a not complex and simple task for students when it should be the center of knowledge construction and it should be taken as the opportunity to appropriate the language, enhancing strategies to memorize and retain this information. “...the common use of idioms in daily speech for English speakers has brought a

necessity in the teaching field to implement the use of this tool in and outside the classroom in order to help students be competitive, increase their vocabulary and the informal way to speak in English." (Roberto de Caro, E. E., 2009, P. 124).

If we consider the current English level most of students obtain by the end of their secondary education, according to the national report of Saber 11 exam results of 2020, only 6% of them achieve the expected B.1, in fact, the percentage of students that remain in the A- level increased from 2019 to 2020[29]. In a context where there are defined policies for the achievement of bilingualism, as in Colombian, having such results, clearly indicates that there is something that teachers are missing in their classes or something teachers are doing wrongly.

The recommendation from this research is to also include the informal vocabulary of the target language, that may allow students a more integral development of their language skills, including their perceptions of the language they are learning, including only the formal vocabulary, usually taught in English classes, promotes social barriers that do not allow learners either to engage to the language or to perceive equity and inclusion into their speech.

Moreover, it is also important to incentive teachers to create and adapt their classes materials, considering specific lacks their students may have. Creating personalized teaching materials provides alternatives for teachers to innovate and give a step forward. It involves for example, the possibility to use authentic multimedia resources that can be found on TV or YouTube channels, to fulfill learners' necessities of contact with the target language and the cultural settings where language takes place, which is everywhere not only in the classroom. There are many types of sources of content for English classes teacher must also consider using.

[29] ICFES. (2020). Informe Nacional de Resultados Saber 11. Link https://www.icfes.gov.co/documents/20143/2211695/Informe+nacional+de+resultados+Saber+11+2020.pdf

Many types of this sources, such as multimedia materials are not created for teaching purposes, however, its content is useful, therefore, teachers' job is to create strategies so that these types of material help students to become closer to the target language culture.

Now then, working on topics such as Idiomatic expressions of English and Emotional intelligence, resulted complex since there is little research in the Colombian educational context. However, it also opens a render door for continuing on addressing these relevant topics in our student's learning process and enriching teachers' knowledge and skills to develop them in regular English classes. There is a large amount of English IE to continue categorizing them and preparing techniques for explaining them, in a more accessible way for 11th graders. This project only included 30 IE and categorized them among only 6 different categories, which let us consider the amount of IE that are left to analyze, and the whole more different emotions to express with them.

From teachers' perspective as elaborators of materials, there are some aspects to consider, such as having enough knowledge of the target users and their possible needs, enough knowledge regarding the topic to address within the contents, setting a specific approach in order to have a route to follow when creating the activities, and also considering other teachers' perspectives and results when using the approach. Lastly, the time factor is one aspect to bearing in mind since creating any kind of didactic material, stating its goal, objectives, techniques, and content takes a considerable amount of time.

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Annexes

Annex A 11th graders questionnaire: Idiomatic expressions and Emotional intelligence in English classes

Apreciado o apreciada participante,

Para el proyecto de grado *Fostering Emotional Intelligence through a practical dictionary of English idioms based on the American television sitcom 'Friends'* es muy importante conocer su conocimiento y opinión sobre las actividades, temas vistos y logros alcanzados a lo largo de sus clases de inglés en el colegio. En este marco, le invito a responder esta encuesta de conocimientos acerca de *idioms* y una parte final referente a los enfoques de la clase de inglés específicamente.

Por favor lea atentamente cada pregunta y responda poniendo una 'X' solo en una de las opciones según su perspectiva. Así mismo, al final del cuestionario le invito a hacer cualquier comentario adicional que considere pertinente.

Información Básica	
Nombre:	**Edad:**
¿Cuál es su sexo de nacimiento?	**¿Cuál es su identidad de género?**
Grado que cursa actualmente:	**¿Con quién vive?**
	○ **Mamá** ○ **Papá** ○ **Abuelos** ○ **Otro ¿Cuál?**
Campo Aprendizaje vocabulario en inglés	
¿Qué herramientas usa para aprender vocabulario de inglés?	
○ **Internet** ○ **TV** ○ **Diccionario**	

○ **Otro ¿Cuál?**	
¿Tiene acceso a internet desde su casa?	**¿Tiene acceso a televisión por cable?**
○ **Si** ○ **No**	○ **Si** ○ **No**
¿Conoce la comedia estadounidense 'Friends'?	
○ **Si** ○ **No**	
¿Qué tanto sabe de *Idioms*?	
1. ¿Sabe usted que es un *Idiom*? ○ Si ○ No	
2. Un *idiom* es: ○ Un dicho ○ Un idioma ○ Una oración ○ Ninguna de las anteriores	
3. Seleccione el *idiom.* ○ Get up ○ The early bird catches the worm ○ What did the traffic light say to the car? ...Don't look I'm about to change	
Con que frecuencia	
El Estudiante	
4. He visto acerca de *idioms* en la clase de inglés. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre	
5. He utilizado otros materiales a parte de los libros de texto. ○ Nunca ○ Una vez ○ Varias Veces ○ Siempre	
6. He trabajo en la clase de inglés de forma cooperativa. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre	
7. He aprendido vocabulario para expresar mis emociones con palabras en inglés.	

○ Nunca ○ Una vez ○ Varias veces ○ Siempre
El profesor
8. Enseña vocabulario que permitan la comunicación de pensamientos e ideas personales. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
9. En las clases de inglés enfoca las actividades para expresar diferentes puntos de vista. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
10. En las clases de inglés, enfoca las actividades para compartir y escuchar las opiniones de los demás. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
11. En las clases de inglés, enfoca las actividades para generar reflexión sobre las emociones. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
Actividades en la clase de ingles
12. Van enfocadas a mejorar la autoestima. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
13. Van enfocadas a desarrollar las habilidades sociales. ○ Nunca ○ Una vez ○ Varias veces ○ Siempre
14. Van enfocadas a tolerar y respetar las opiniones de los demás. ○ Nunca

- ○ Una vez
- ○ Varias veces
- ○ Siempre

15. Van enfocadas a autoevaluar el comportamiento en las clases.
    - ○ Nunca
    - ○ Una vez
    - ○ Varias veces
    - ○ Siempre
16. Van enfocadas a participar en situaciones relacionadas a su propio contexto diario y de aprendizaje, utilizando la segunda lengua como herramienta principal para afrontar las emociones resultantes.
    - ○ Nunca
    - ○ Una vez
    - ○ Varias veces
    - ○ Siempre
17. Comentarios:

Participants solve this Questionnaire through Google Forms; the following is the link to see their answers:
https://docs.google.com/spreadsheets/d/1zrVAgSxaB632Btt1Z8il_HJ1S77FaHxGLX2RSR1-V9Q/edit?usp=sharing

Template created by Karen Ruiz Cortes

Annex B Teachers' questionnaire: Idioms and Emotional Intelligence inclusion questionnaire

Dear teachers of English,

For the research project *Fostering Emotional Intelligence through a practical dictionary of English idioms based on the American television sitcom 'Friends'* is important to know and identify the use of idiomatic expressions, lexical related to emotional intelligence, and material for the development of both in the English classes. The results will be used to diagnose the articulation of these topics in the general instructional design of a material for English classes.

In order to gather your perspectives, we invite you to answer this questionnaire. Please carefully read each of the statements and tell us to what extent you agree with it. Also, at the end of the questionnaire, we would appreciate any additional comments you may have.

Basic Information	
Name:	**Age:**
What is your birth gender?	**What is you gender identity?**
Short description of the current institution where you are teaching:	
Teaching Information	
Have you taught to 11th graders?	**Which tools do you use for the teaching of vocabulary?**
○ **Yes** ○ **No**	○ **Music** ○ **Dictionaries** ○ **TV** ○ **Internet** ○ **Other ¿Which one? _____**
Have you ever used a TV show in order to teach vocabulary?	**If you have used a TV show, write which one:**
○ **Yes** ○ **No**	
Do you teach informal language to your students?	**Have you ever used the sitcom series 'Friends' as a tool for teaching vocabulary?**
○ **Yes** ○ **No**	○ **Yes** ○ **No**

Scale	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Idiomatic Expressions					
1. As a teacher, I consider Idiomatic expressions are important in everyday English (language) use.					
2. As a teacher, I consider it is of great importance to include the idiomatic expressions among other contents of vocabulary**.**					
3. As a teacher, I consider the knowledge of idiomatic expressions can promote language fluency.					
4. As a teacher, I know methods or strategies to teach idiomatic expressions					
5. As a teacher, I consider idiomatic expressions as a difficult area to teach in English classes.					
Emotional Intelligence					
6. As a teacher, I consider Emotional intelligence is important in English classes.					
7. As a teacher, I consider it is of great importance to think of the emotional intelligence of students among the contents of the English class**.**					
8. As a teacher, I consider the development of emotional intelligence of students can promote language engagement.					
9. As a teacher, I know methods or strategies to enhance emotional intelligence.					

Materials and Strategies					
10. I have included idiomatic expressions in my lesson plans.					
11. I have found different sources of material in order to teach idiomatic expressions.					
12. I have found idiomatic expressions in the English textbooks I use.					
13. I think that teaching idioms with specific strategies, such as the development of emotional intelligence can help the learner to understand and produce idioms**.**					
14. I have considered the emotional intelligence of students in my lesson plans					
15. I have found useful material in English to promote the development of emotional intelligence					
16. Comments: Participants solve this Questionnaire through Google Forms; the following is the link to see their answers: https://docs.google.com/spreadsheets/d/1nUgstCMXFUSEFAHDDgzIJBD2vIyFy_DDs3C2c7PfTj4/edit?usp=sharing Template created by Karen Ruiz Cortes					

Annex C Content analysis rubric

Content Analysis Rubric						
The following content rubric is done in order to identify the content, materials, and methodology included in a commonly used textbook for high school 11th graders and recognize if there is content of IE and strategies that develop emotional intelligence in students.						
Book Name: English Please, students' book: Fast track for 11th grade link: https://www.colombiaaprende.edu.co/recurso-coleccion/english-please-fast-track-para-grados-9-10-y-11						
	Scale	**1**	**2**	**3**	**4**	**5**
Aspects to Evaluate	**Descriptor**					
Content	The textbook includes formal[30] vocabulary and expressions.					X
	The textbook includes informal vocabulary and expressions.	X				

[30] O'Dell , F., &; McCarthy, M. (2017). What are idioms? Informal language, Cambridge University Press .

	The textbook includes Idiomatic Expressions along the dialogues	X				
	The textbook includes content related to expressing emotions		X			
Methodology	In the textbook, the activities apply to the diversity of emotions students face and their interests.		X			
	In the textbook, practices or items promote the use of informal and regular vocabulary.		X			
	The textbook promotes real world scenarios to allow students to make emotional connections. (Tasks are set in the real world.)	X				
Material	Instructional materials provide access to informal vocabulary, including IE.	X				
	The textbook materials rehearse skills using real life scenarios.		X			
	The text and/or images (graphs, flowcharts, pictures) are relevant and will facilitate the enhancement of emotional intelligence.	X				

Note: Template adapted from: Acosta Moncada, M. F., Castro Donoso, J. L., Demarchi Gigogne, D. C., Jerez Escobar, M. Y., Maltes Guajardo, J. L., Miranda Cuevas, P. A., Moraga Quiroz, C. P., &; Rojas Tello, M. F. (2016). Content Analysis of Students’ English Textbooks and Curricula from the Chilean Ministry of Education in relation to Vocabulary Acquisition and Language Planning (thesis).

Template adapted by Karen Ruiz

Annex D Categorization of content rubric

Categorization of content Rubric		
This Rubric is done in order to select, group and categorize the content and entries of the dictionary of idioms.		
Category of Emotion	**Episode/Season**	**Idiomatic Expression**
Anger, annoyance, argument, conflict, unhappiness	Season 10 Episode 16	The Hell I do!
	Season 2 Episode 14	This ship has sailed
	Season 3 Episode 2	I'm not in the mood
	Season 5 Episode	I'm putting out fires all over the place
	Season 5 Episode 14	For crying out loud
Anxiety, worry, doubt, uncertainty, weakness	Season 1 Episode 5	It's not a big deal
	Season 1 Episode 5	It's beyond me
	Season 1 Episode 14	It's not worth it
	Season 1 Episode 14	Hang in there
	Season 4 Episode 20	I feel blue
Love, forgiveness, reconciliation, happiness, pleasure, enjoyment, hope, optimism	Season 2 Episode 7	I am over you
	Season 2 Episode 7	Way to go
	Season 2 Episode 14	I'll be back on track
	Season 4 Episode 20	Somewhere down the road
	Season 5 Episode 14	That gives me back my edge
Jealousy, envy, madness, revenge	Season 2 Episode 7	For all I care
	Season 3 Episode 2	I'm sick of this
	Season 7 Episode 1	You kind of stole my thunder
	Season 5 Episode 8	You totally got him back
	Season 8 Episode 9	It would not hurt you to say it
Deception, lying, embarrassment, shame, humiliation	Season 2 Episode 14	It's my bad
	Season 3 Episode 9	I wouldn't have a shot
	Season 5 Episode 9	The good Joey name's been dragged through the mud here
	Season 5 Episode 11	I can't take it anymore
	Season 5 Episode 14	This is way out of hand
Surprise, disappointment	Season 1 Episode 5	You don't say
	Season 1 Episode 7	To throw a party for Monica
	Season 2 Episode 5	It's our treat
	Season 5 Episode 11	...take his side!
	Season 10 Episode 17	All of a sudden
Note: These listed categories were taken from *A thematic corpus-based study of idioms in the Corpus of Contemporary American English*. by E. Rafatbakhsh, A. Ahmadi, & J. Asian. Second. Foreign. Lang. Educ. 4, 11 (2019). Templated created by Karen Ruiz		

Annex E Content analysis rubric for teaching strategies

Content Analysis Rubric for teaching strategies			
The purpose of this Content analysis rubric is to provide a sequencing for the use of the dictionary in the learning process according to the constructivism and TBL approach. This suggested process to work on each category through a lesson does not have a specific hierarchical order, the ordered of the lessons presented here is according to the contents present in the dictionary material.			
Session N.	**Stage- Teaching Strategy**	**Emotional Category**	**Vocabulary (IE)**
N. 1	**1. Pre-task** Mediation a text: Explaining data	**Unpleasant Emotions**	-I'm not in the mood -For crying out loud -I'm putting out fires -The Hell I do -This ship has sailed
	2. Task Mediation concepts: Facilitating collaborative interaction with peers		
	3. Review of the task Mediation communication: Acting as intermediary in informal situations		
N. 2	**1. Pre-task** Mediation a text: Processing a text	**Apprehension Emotions**	-It's not a big deal -It's beyond me -I feel blue -Hang in there -It's not worth it
	2. Task Mediation concepts: Collaborating to construct meaning		
	3. Review of the task Mediation communication: Facilitating pluricultural space		
N. 3	**1. Pre-task** Mediation a text: Translating a written text in speech	**Affection Emotions**	-Be back on track -I am over you -Down the road -That gives back my edge -Way to go
	2. Task Mediation concepts: Managing Interaction		
	3. Review of the task Mediation communication:		

	Facilitating communication in delicate situations and disagreements		
N. 4	**1. Pre-task** Mediation a text: Note-taking **2. Task** Mediation concepts: Encouraging conceptual talk **3. Review of the task** Mediation communication: Streamlining a text	**Narcissist Emotions**	-I'm sick of this -For all I care -You totally got him back -It would not hurt you to say it -You kind of stole my thunder
N. 5	**1. Pre-task** Mediation a text: Expressing a personal response to texts **2. Task** Mediation concepts: Amplifying a text **3. Review of the task** Mediation communication: Facilitating communication in delicate situations and agreements	**Insecurity Emotions**	-The good Joey name's been dragged through the mud here -I don't have a shot -It's my bad -This is way out of hand -I can't take it anymore
N. 6	**1. Pre-task** Mediation a text: Analysis and criticism of texts **2. Task** Mediation concepts: Breaking down complicated information **3. Review of the task** Mediation communication: Facilitating pluricultural space	**Unforeseen Emotions**	-All of a sudden -It's our treat -...take his side! -To throw a party for Monica -You don't say -...take his side!
Template created by Karen Ruiz			

Annex F Checklist for elaborating the dictionary

Checklist: Elaborating the dictionary		
This checklist is in order to provide and check the step-by-step process of creating the dictionary.		
Task	**Status Date due**	**Date Completed**
1. Categorizing of emotions	**Done**	**May 26th**
2. Selecting the idioms from the sitcom that involve the emotions in the categories (Head words)	**Done**	**June 6th**
3. Setting the entries of the dictionary:		
a) Collecting definitions of the Idiomatic Expressions from the Cambridge Dictionary	**Done**	**June 15th**
b) Categorizing the emotion that is expressed by every Idiomatic Expression	**Done**	**June 11th**
d) Collecting the times from the sitcom of the examples of usage	**Done**	**June 20th**
e) Gathering of images	**Done**	**June 18th**
4. Recording the pronunciation of the Idiomatic Expressions selected	**Done**	**June 20th**
5. Elaborating suggested practical activities:		
a) Pre-task (Mediation a text)	**Done**	**June 19th**
b) Task (Mediation concept)	**Done**	**June 19th**
c) Review of the task (Mediation communication)	**Done**	**June 19th**
6. Compilating the information		
a) Creation of a draft	**Done**	**June 19th**
b) Uploading and editing of the pronunciation audio-video to the YouTube platform	**Done**	**July 3rd**
c) Final layout designing	**Done**	**July 3rd**
Note: Taken from *How to create a checklist right away* by Bit.Ai Blog (2021) Template created by Karen Ruiz		

Annex G Self-assessment rubric

Self-assessment Rubric					
Basic Information					
Name:			**Age:**		
Please carefully read every statement and check one of the five options with an 'x' based on your perspective. In addition, at the end of this self-assessment rubric, you are invited to leave any pertinent comments you may have considered.					
Aspect	**Always**	**Very Often**	**Sometimes**	**Rarely**	**Never**
1. Goal (Task)					
a) I provided information about my emotions					
b) I identified the 5 Idiomatic Expressions about (Emotional Category)					
c) I asked and answered questions about (Emotional Category)					
d) I understood all the information about the Idiomatic Expressions used.					
e) I had the right amount of time to do the task					
2. Languages Focus (Idiomatic Expressions)					
a) I used these phrases: (put the IE you used in the lesson plan)					
1					
2					
3					
4					
5					
b) I had difficulties understanding what my classmate was saying.					
c) I had difficulties expressing my emotions.					
d) My classmates provided language support when need it.					
e) My teacher provided language support when need it.					
3. Mediation (Emotional Intelligence)					
a) I like working in groups.					
b) I prefer working individually.					

c) I learned new grammar, vocabulary and/or expressions relating to emotions.					
d) The task facilitated collaborative interaction with peers.					
e) The tasks were collaborative to construct meaning.					
f) I acted as intermediary in informal situations. (With friends)					
g) The task facilitate communication in delicate situations and disagreements.					
Comments:					
Note: Adapted from View of Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn: Profile: Issues in Teachers' Professional Development, by M. Rodríguez-Bonces, & J. Rodríguez-Bonces. July 20, 2010, and from, Common European framework of reference for languages learning, teaching, assessment; companion volume by the Council of Europe, 2020 Template adapted by Karen Ruiz					

Annex H Suggested Lesson Plan

Designed by: Karen Jisseth Ruiz Cortes		
Date of design: June, 2021	**Grade: 11th**	**School:**

Topic: Emotions of anxiety, worry, doubt, uncertainty, and weakness.	**Teaching approach and method:** This lesson makes use of Task-Based Learning as an aid for students to solve tasks that involve authentic use of language.
Communicative/functional objective: At the end of the lesson, the student will be able to remember five idiomatic expressions when talking about immediate reactions related to their own anxiety or doubts as well as the others' anxiety or doubts.	**Grammar objective:** To use the simple present tense in affirmative and negative statements to talk about emotions, recognizing 5 idiomatic expressions.
Vocabulary/ main expressions: It's not a big deal It's beyond me It's not worth it Hang in there I feel blue	**Cultural dimension:** Students will be involved in the social and cultural process of expressing their ideas using native idiomatic expressions, creating conditions for communication and cooperation in solving the task assigned.
Basic Learning Right: #8. To narrate in oral and written forms personal experiences or familiar stories.	
Key Performance indicator: The student is able to apply 5 idiomatic expressions related to the category from the dictionary; Apprehension emotions, which involves anxiety, worry, doubt, uncertainty, and weakness, into different tasks related to emotional intelligence.	**Material:** Images of the emotions The dictionary Notebook / Padlet Board

ACTIVITIES DESCRIPTION			
Pre-task (Engage Stage) **Mediation a text:** Relying specific information - Matching all the emotions nouns to the images shown from the video (screenshots of the character faces) - Sharing personal experiences Students are asked to think about a specific time when they felt this kind of emotion and to answer individually the following questions: when do I feel this way - who can make me feel this way - where do I feel this way - what is my face expression when I feel this way	**Materials** Images: https://view.genial.ly/60cb85dbcd739e0d07b3e6a5/interactive-content-emotions and Notebook / Padlet	**Time** 5 min 10 min	**Expected outcome** The student will relate the emotions experienced by a character in a work to emotions he/she has experienced.
Task (Study Stage) Teacher writes on the board or screen the five idiomatic expressions to use during the lesson (As they appear on the sitcom) Students make use of the dictionary to look for the expressions and identify the definitions, the images and references of the examples of usage **Mediation Concepts:** Facilitating collaborative interaction with peers Students make 5 groups (One per each IE), they have to decide the context (place, situation, roles) and create a written dialogue, using simple present affirmative and negative statements, where their specific IE can be used to express anxiety, worry, doubt, uncertainty, and/or weakness. After elaborating the dialogue these are performed for the whole class (students are allowed to read from their notes)	Board or screen Dictionary Notebook / Padlet Dictionary	5 min 15 min 5 min	The student will collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree,

			and proposing alternatives.
Review of the task (Activate Stage) **Mediation Communication:** Facilitating pluricultural space In groups decide for different suggestions for everyone when feeling anxiety, worry, doubt, uncertainty, and/or weakness, following the next pattern: When you feel like something/someone ...is a big deal ...is beyond you ...is not worth it ...hangs in there ...feels blue you can/should … After creating the suggestions these are orally shared by turns to the whole class	Notebook / Padlet	10 min 10 min	The student will act in a supportive manner in intercultural encounters, recognizing the feelings and different views of other members of the group.
Assessment and evaluation: To assess the students' performance, they must complete the self-assessment rubric.			

Observations: **Template design by: Yanneth Cristina Montero Londoño**