

## Teaching Vocabulary through Idioms

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### ABSTRACT:

This article is devoted to teaching English through idioms. The aim of the article is to analysis of teaching vocabulary through idioms. The authors conclude that the method of teaching English through idioms is one of the effective ways not losing interest in learning the language.

**KEY WORDS:** instruction, idea, choice, meaning, items, fiddle stage, analyses, communication, cloud, spirits, horse.

### INTRODUCTION:

Teaching a foreign language means first and for most the formation and development of learners' habits and skills in listening, speaking, reading, and as well as writing. While teaching pupils vocabulary teacher should introduce words in sentence patterns in different situations of intercourse. Present the words in keeping with the structures to be taught. Vocabulary can be defined roughly as the words we have to teach in a foreign language class. However, a new item of the vocabulary may occur not in the form of a single word for example: pen-holder, and merry-go-round, which are made up two or three words but express a single idea. There are also multi-word idioms such as take the bull by the horns where the meaning of the word can be deduced from the analyses of the component words. A useful convention would be to cover all such cases as vocabulary items rather than words. It is also called mental lexicon that is vocabulary in mind. It consists of the smallest independent meaningful units of the speech. These units of the speech are called words. The words have the word forms and meanings assigned to them. There are also multi-word idioms such as take the bull by the horns where the meaning of the word can be deduced from the analyses of the component words. A useful convention would be to cover all such cases as vocabulary items rather than words. It is also called mental lexicon that is vocabulary in mind. According to Claudia Pesce to effectively acquire new vocabulary, students must go through four essential stages: first, they notice a new word with help; secondly, they recognize the word at first with help, then later on their own; and lastly, they are able to both recognize and produce the word. It is essential that you, as the teacher, make use of activities that target each of these stages as well as.

The language as a means of communication was and always remains the constant participant of the society and people's activity. That's why the study of the vocabulary is intertwined with all the other aspects of the language;

A) With pronunciation the lexical meaning is expressed with the help of phonic means of the language;

Short and long vowels feel-fill, neat-knit

Open and close vowels beg-bag

Voiceless and voiced consonants lad-let

b) With morphology book-books

c) With syntax: structural forms

d) With spelling fare tale-fair tale

e) With stylistics father, pa, daddy, pop, old man.

Under the vocabulary sub skills we mean the ability;

- To transfer a word from the distant memory to immediate memory.
- To check the correct selection of a particular word in the given situation.

There are many ways of teaching and learning the language. In addition, one of them is to memorize words, word combinations, phrases and collocations. It is possible to teach and learn the language through games, poems, songs, video materials, cartoons and so on. The vocabulary games are popular for use on smart boards for word games to build vocabulary skills in classrooms. Many people build their English vocabulary through a blend of methods — by taking English classes, reading books, watching movies in English, and studying English with English language software. Playing word and vocabulary games is a valuable part of learning English. There are thousands of vocabulary words in our vocabulary lists. Therefore, vocabulary games also can help both native and foreign speakers of English build their English language vocabulary skills.

Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner - our brain starts predicting what we are going to read. Expectations are set up; the active process of reading is ready to begin. The most interesting part in teaching and learning vocabulary is by idioms. An idiom is a special kind of phrase or expression; its meaning cannot be clearly understood from the ordinary meaning of the words in it. If you do not know that the words have a special meaning together, you may well misinterpret what someone is saying, or being puzzled by why they are saying something that is untrue or irrelevant. Idiomatic expressions or idioms and phrasal verbs are, in a very broad sense, metaphorical, rather than literal. They are also in a way that makes them different from literal expressions. Because they are metaphorical, one cannot usually discover their meanings by looking up the individual words in an ordinary dictionary. Because they are invariable, both in wording and in certain grammatical ways, they cannot be changed or varied in the way literal expressions are normally varied, in either speech or writing. Idioms tend to have other

characteristics in common, although these do not apply generally to every case. Most, but not all, of these expressions are phrases of two or more words. Moreover, these expressions belong to informal spoken English rather than to formal written English. The author of the article "Learning English through art" M. Normuminov suggests that learning language through songs has a fruitful effect on our knowledge in this area because there is an increase in vocabulary. By listening to some songs, we do not know how to translate or understand some lines. Each word turns into some kind of nonsense. These phrases are idioms and we agree with the author's suggestion of recommending memorize and remember these idioms. Here we give some idioms that can express positive, negative feelings and mood, physical feelings and states, fear or fright with examples and some idioms connected with problematic situations.

### **Positive feelings, moods and states**

Jo's as happy as the day is long, [extremely content]  
Mary seems to be on cloud nine these days, [extremely pleased / happy]  
Everyone seemed to be in high spirits, [lively, enjoying things]  
She seems to be keeping her chin up.  
[happy despite bad things]

### **Negative feelings, moods and states**

He had a face as long as a fiddle, [looked very depressed / sad]  
She certainly looked down in the dumps, [looked depressed / sad]  
Gerry is in a (black) mood, [a bad mood / temper]  
Mark was like a bear with a sore head, [extremely irritable]

### **Physical feelings and states**

I could eat a horse! [very hungry]  
I'm feeling all in. [exhausted]  
You're looking a bit under the weather, [not very well / ill]  
She looked, and felt, on top form, [in good physical condition] I suddenly felt as if my  
head was going round, [dizzy]  
I was almost at death's door last week! [very sick or ill]  
Old Nora's as fit as a fiddle, [very fit indeed]

### **Fear/fright**

She was scared stiff. [very scared]  
She frightened the life out of him. [frightened him a lot]  
We were all shaking in our shoes. [trembling with fear]  
The poor lad was scared out of his wits. [very scared indeed]  
I jumped out of my skin when I heard the bang. [gave a big jump]

**Idioms connected with problematic situations.**

To take a back seat [not do anything; let others act instead]

To stir things up [do/say things that make matters worse]

To keep one's cards close / to one's chest [hold back information]

To take the bull by the horns [act positively to face and attack the problem]

To pour oil on troubled waters [do/say things that calm the situation down]

To lay one's cards on the table [be very open, state exactly what your position is]

You can ask your students to use these idioms in their speech by making up their own sentences, then dialogues, short stories and situation during your vocabulary classes. Of course, you will have to listen them and check the usage of idioms in their speech.

A larger vocabulary enhances students' writing and reading abilities, so what better way for students to retain words than to use them in stories? Teachers can assign stories on an individual basis, or make it a class project. By having students incorporate all their vocabulary words correctly into the text, students get the opportunity to learn proper spelling and definitions, and then how to use the words, phrases, and idioms in context. Idioms show how the language is rich. Writing stories, making up situations and using idioms in it improves learners writing and communicative skills. Teacher may choose from a wide range of methods such as conversation, presentation, re-telling, translation, and nowadays while the world is in quarantine "zoom" conference is becoming popular in using new technologies in teaching different skills, for not only teaching vocabulary or grammar, etc. It is one of the modern ways of teaching online courses; an EL teacher might also consider selecting from this range of methods. Both teachers and students try to be active during the lesson equally in modern teaching. Speaking, knowing, teaching and learning any subjects is acknowledged as a psychological motivation. According to L.V. Golish as matching, problem solving, grouping or group work can give some opportunities for being active by competing to each other in teaching process. So we think it will also be helpful for learners to get or learn the language, besides it also develops the learners' knowledge on culture, upbringing, politeness, communicative skills as well as.

To conclude teaching vocabulary is a very important objective nowadays to learn a foreign language. According to psychologists, human beings learn the life experiences by words, because thoughts are usually made by words. Without a sufficient vocabulary, learners cannot communicate effectively and express ideas freely. Having a limited vocabulary is also a barrier that prevents learners from learning a foreign language. We think if learners do not know how to expand their vocabulary, they gradually lose interest in learning. Therefore, the idioms play important role in not losing interest in learning the language.

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