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A comparison of English and Czech idiomatic phrases
expressing emotional states

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I declare I have worked on this Bachelor's thesis independently; the primary and secondary sources listed in the end of this thesis are the only ones that have been used.

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Anotace

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Název práce: Srovnání anglických a českých idiomatických spojení vyjadřujících emoční stavy

Název v angličtině: A comparison of English and Czech idiomatic phrases expressing emotional states

Anotace práce anglicky: The main focus of this thesis is a comparison of English and Czech idiomatic phrases expressing emotional states and whether the vast population at an English level B1 and higher has been taught about the phenomenon; if so, how great their ability to understand and the usage is. The theoretical part provides us with a theoretical background. It differentiates emotional states, states what an idiom stands for, where the idiomatic phrases are used often and how to think of them, what metaphors and metonymy is. In the second part, those theories are tested and briefly described. In the final part, conclusions are drawn based on the results, knowledge about idioms from the tested persons is described, and the difference between idiomatic phrases in the Czech language and in the English language is also summarized here.

Klíčová slova v angličtině: idiom, phrases, conceptual metaphor, metonymy, emotional states, emotional intelligence, anger

Klíčová slova: idiom, fráze, konceptuální metafora, metonymie, emoční inteligence, emoční stavy, hněv, zlost

Anotace v Čj: Hlavním zaměřením této práce je srovnání anglických a českých idiomatických frází vyjadřujících emoční stavy a to, zda je o této problematice poučena široká populace na úrovni angličtiny B1 a vyšší; pokud ano, jak velká je schopnost porozumět těmto výrazovým spojení a jak ji používají. První část nám poskytuje teoretický základ, abychom byli schopni praktickou část pochopit. Rozlišuje emocionální stavy, co je významem

idiomatické fráze (definice), kde se často používají idiomatické fráze a jak o nich přemýšlet. Ve druhé části jsou tyto teorie testovány a stručně popsány. V závěrečné části jsou na základě výsledků učiněny závěry, popsány poznatky o idiomech od testovaných osob a je zde také shrnuto, jaký rozdíl je mezi idiomatickými frázemi v českém jazyce a v anglickém jazyce.

Rozsah práce: 53 stran

Jazyk práce: Angličtina

List of abbreviations

etc. = etcetera

Emotional intelligence = EQ

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Introduction

The first skill we are taught is the art of communication. All babies around the world are taught to start talking in syllables, such as “mama” and “papa”. Cognitive development as Jean Piaget (1932) divided and described takes an important role in understanding and speaking as much as child development. When we get older and speak the first language we become more confident, use more difficult words, learn sophisticated words as we grow, learn how to talk in front of people we know and people we do not know that well. On the other hand, the second language can feel like a reboot of our own brain as we try to understand new functions of the language, its vocabulary, a new kind of syntax, grammatical presence or semantics. Languages have their own mysteries that may not be apparent at first, but the more we study them and try to understand them, the less we think we know. The answer is likely to be metaphors, sarcasms, or idiomatic expressions. These linguistic skills tend to occur at all levels of language. Idioms can have many meanings that do not transfer perfectly to a situation because they are different from their historical situations. In other words: Idiomatic expressions have evolved over time and in people's everyday lives.

The emotional state that has been chosen is anger. In an author's opinion, these emotional states are often used in a communication; can be seen on the internet. Typically people could be annoyed by standing in a queue or in a shop when paying if a cashier argues with a shopper about the price of an item. It is funny that translators cannot translate idiomatic expressions correctly, but they translate them literally, which makes the meaning disappear and the sentence becomes nonsensical.

1. Theoretical background

This paper is concerned with the study and comparison of idiomatic expressions related to emotional states, especially anger, in Czech and English. In order to shed comprehensive light on this topic, it is essential to provide a brief overview of idiomatic expressions, their origins, and other linguistic patterns. Despite the remarkable differences between Czech and English, the purpose of this chapter is to show that there are also numerous similarities between the two languages.

1. 1. Phrases

Phrases are an essential part of language that allows us to convey complex ideas and concepts with ease. A phrase is a group of words that functions as a unit but, unlike a sentence, does not have a subject-verb combination, unlike a sentence. Phrases can vary in length, from just a few words to several words, depending on the context in which they are used. Phrases are also used to form idiomatic expressions, which are commonly used phrases that have a figurative meaning that is different from the literal meaning of the words used. For example, "kick the bucket" is an idiomatic expression that means "to die," even though the literal meaning of the phrase makes no sense in this context.

In addition to idiomatic expressions, phrases can also be used to create similes and metaphors. Similes use phrases to compare two dissimilar things with "like" or "as" For example, "She is as pretty as a picture" Metaphors, on the other hand, use phrases to describe something by directly comparing it to something else. For instance, "He is a lion on the field" describes a person's skills in a sport. The use of phrases in language allows us to convey complicated ideas and concepts easily. A phrase is a group of words that functions as a whole but, unlike a sentence, does not have a subject-verb combination. The length of a phrase can vary from a few to many words, depending on the context in which it is used.

In summary, phrases are an essential element of language that allow us to convey meanings in a more nuanced and complex way. They can be used to form idiomatic expressions, similes, and metaphors, and their function in a sentence can help provide additional context and

information. Without phrases, our language would lack the ability to communicate the full range of ideas and concepts that make human communication so rich and varied.

1. 2. Kinds of phrases

In the context of conceptual metaphor theory, phrases play a crucial role in shaping our understanding of emotions such as anger or happiness. Lakoff and Johnson's theory (2003) states that we use metaphors to make sense of abstract concepts by relating them to more concrete experiences.

The book shows that these metaphors are not just linguistic expressions, but are deeply embedded in our everyday thought processes and influence the way we perceive and interact with the world. By exploring the metaphors we use to understand the world, Lakoff and Johnson (2003) suggest that we can gain a deeper understanding of our own cognitive and linguistic processes.

Phrases are classified according to their function in a sentence. For example, noun phrases are used to refer to a person, place, thing, or idea. A noun phrase usually consists of a noun and other words that describe or modify the noun, such as adjectives or determiners. Adjective phrases, on the other hand, are used to describe a noun or pronoun in more detail. "The big red apple" is an example of an adjective phrase. The adjective phrase describes the noun "apple" in more detail. Another sort of phrase is a prepositional phrase, which begins with a preposition and ends with a noun, pronoun, or gerund. Prepositional phrases are used in sentences to indicate the relationship between two or more objects. For example, in the sentence "The book is on the table," the prepositional phrase "on the table" indicates the location of the book.

According to the theory of conceptual metaphor, metaphors help us understand abstract concepts by relating them to concrete experiences, including emotional states such as anger. For example, the metaphor "anger is a hot liquid in a container" implies that anger is something that can boil over or overflow if left unchecked. This metaphorical formulation allows us to understand the abstract concept of anger in terms of a more relatable experience.

In addition to metaphors, Lakoff and Johnson also mention anger-related phrases such as "blow your top" or "see red," which indicate the intensity and explosiveness of anger. They also highlight the use of proverbs, such as "never go to bed angry," which convey wisdom about managing anger in relationships. Understanding these anger-related expressions can help us become aware of the ways in which language shapes our emotions and actions related to anger.

1. 3. Idioms

The aim of this chapter is to provide more information about idioms, such as their definition, purpose, and origin. We can obtain a better understanding of the structure and meaning of the term "idiom" by looking at the different meanings of this term.

According to the Online Etymology Dictionary (2022), an idiom is a phrase or expression that is unique to a particular language or culture. The term "idioma" is derived from Late Latin and Greek and refers to a linguistic or phraseological anomaly. The term is closely related to the Greek word "idioumai," which means "to appropriate to oneself," and the Latin word "idios," which means "personal" or "private"

Alison Wray's (2002) book covers idiomatic phrases, linguistics, sentences and phrases, and more. Ms. Alison also says a lot about sentences and their meaning when broken down into parts. When a phrase is considered as a whole in its usual usage, it can have a meaning that goes beyond the meaning of its individual parts. This phenomenon is illustrated by idioms. For example, the idiom "pull someone's leg" has a literal meaning that involves pulling someone's leg," but figuratively it means "tease." In this sense, it is difficult to understand why the phrase contains the words "leg" and "pulling" at all.

Another meaning of idiomatic is "unusual or distinctive of a particular language," while the use of idioms in speech is "characterized by the use of idioms" (Online Etymology Dictionary: 2022). Idioms can help people understand native speakers, expand their vocabulary, and communicate more effectively. The concept of idiomaticity can only be explained based on the instinct of the speakers of a particular language. In simple terms, an

expression is considered idiomatic if it feels natural to the speech community and if the community generally considers it a complete entity.

In addition, idioms are frequent collections of words with meanings that differ from the literal meanings of the individual terms. This can be confusing to people unfamiliar with the language or culture. However, it is crucial to remember that idioms, like phrases, can be classified into numerous forms.

1. 3. 1. Types of idioms

This section examines numerous idiom categories, with brief descriptions and examples to highlight the differences and practical applications of each idiom. The reader/listener can infer the nature of an idiom and understand to some degree its meaning, its subject, the emotions expressed, and whether it makes a positive or negative statement when a communicator uses it.

Pure idioms are those whose original meaning has become so obscured that it is impossible to decipher them logically. The parts of the statement no longer correspond to the meaning at all. For instance, the idiom "Spill the tea!" means to tell the truth, and was first used in America. Later, because of its brevity and homophonic nature, it evolved into an idiom with the same meaning as "spilling beans," a British idiom. Jane Leavell, a secondary school English and library teacher (2019), claims it has its origins in black homosexual drag culture. It traces back to the transgender character who "spilled the T" by spreading rumors in John Berendt's *Midnight in the Garden of Good and Evil*.

Binomial Idioms are a type of idiomatic expression consisting of two words that are linked together by a conjunction such as "and," "or," or "but" (Oxford Learner's Dictionaries). The two words in a binomial idiom usually have similar meanings, and the idiom itself has a figurative meaning that is often unrelated to the literal meaning of the words. Examples of binomial idioms include "thick and thin," "here and there," and "safe and sound" Understanding binomial idioms is important for effective communication in a language because idioms are an important part of the culture and history of the language.

Other types: Partial Idioms, Prepositional Idioms

There may be those who believe that the rest of the following text is or can be classified as idioms, although teachers and academic professors may have a different opinion. There is no clear point or disagreement as to whether the rest of the idioms should be classified as one group with the first idioms.

Proverbs: provide universal truths or wise advice. A proverb can be an idiom, but an idiom is not always a proverb.

Euphemisms: words or phrases used to talk about negative things without sounding too harsh, in other words, to soften the impact of situations. In Czech: "Zesnul/ Odešel na věčnost." In English, "He kicked the bucket." Instead of saying "someone died," which can sound harsh, euphemisms can be used to convey the same meaning in a more subtle way.

Clichés are words or phrases that have become too popular and are considered "overused," such as "there are plenty of fish in the sea." The closest probable equivalent in Czech is "Není první ani poslední/ Než se vdáš, ještě jich bude./ Pro jedno kvítí slunce nesvítí," which means that someone is neither the first nor the last to experience something, that there will be more opportunities, or that failure is not the end of the world.

It is evident that a direct translation of English idioms into Czech is not always possible. While certain idiomatic phrases have exact equivalents in Czech for certain idioms, this is not a universal principle, as such idioms are based on different structures and patterns, such as up/down, future and past tense, among others, thereby making the process of translation challenging.

In summary, idioms are an important element of any language and culture, and their understanding is fundamental for good communication. Pure idioms, binomial idioms, partial idioms, and prepositional idioms are different types of idioms, each with its own set of qualities and attributes. Euphemisms and clichés are meant to soften difficult situations or describe general thoughts, while proverbs contain universal truths and useful advice. Although teachers and professors argue about how to classify certain idioms, their importance

to language acquisition and communication cannot be overstated. Exploring and understanding idioms can greatly improve one's language skills and cultural awareness.

1. 4. Metaphors

Numerous dictionaries provide a range of definitions for metaphors, such as a figure of speech, allegory, symbol, and word painting. Merriam-Webster's dictionary (1847) offers a definition that describes a metaphor as a figure of speech in which a word or phrase that literally refers to one thing or concept is used in place of another to suggest a similarity or analogy between them.

According to Lakoff and Johnson's theory of conceptual metaphor, the essence of metaphor is to understand and experience one kind of thing in terms of another. Metaphors allow us to understand abstract concepts by relating them to more concrete experiences, making them more tangible and understandable. By mapping one kind of thing onto another, individuals can create new insights and make connections that might not otherwise have been possible. Metaphors provide a linguistic solution to the challenges of understanding abstract concepts and promote effective communication.

Many dictionaries define metaphors as a figure of speech, allegory, symbol using, word painting and many more so-called definitions such as images. Merriam-Webster dictionary (1847) defines metaphor as "a figure of speech in which a word or a phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them".

To show a kind of pleasure, metaphors may be used as often as figures of speech, such as "He took her breath away." It is against nature to think that a human being could take the breath out of a body, a lung. There is no way to do this, so it is said that a man probably proposed to his girlfriend or performed a good gesture for her to be amazed and unable to talk right after nor to do anything right after. An emotional state of joy or pleasure is the result of using this idiom consisting of a metaphor. Another genius named David Crystal (2008) talked about metaphors as a theory related to cognitive semantics. In other words, semantics is almost the basis for understanding everything, and without it, many meanings of words are lost or no longer make sense.

1. 5. Metonymy

This chapter deals in depth with the concept of metonymy as interpreted in various sources. Although it is widely used in everyday language, the nuances of metonymy are often overlooked. It also examines the various interpretations of the meaning of this word, accompanied by illuminating examples to explain its use.

Metaphors are commonly used in songs, poems, and stand-up comedy, while metonymy is different from metaphors. Teachers at the Czech school "Střední škola pedagogická a sociální" in Zlín want to introduce this concept to students. They define metonymy as the transfer of meaning based on internal similarity, although this definition may not be entirely precise. However, since the students will be working with young children, it is important that they understand the word and learn how to explain complex concepts to young children. For more information, see the questionnaire provided in the practical portion of this study.

The Oxford Dictionary (2023) defines metonymy as "the act of referring to something in the name of something else closely related to it." Similarly, the Cambridge Dictionary describes metonymy as "the act of referring to something by a word that describes one of its properties or qualities." Both definitions are consistent with the definition given by secondary school pedagogy teachers.

In the book "Metaphors we live by" we find a somewhat better and more precise explanation of what metonymy essentially means. According to Lakoff and Johnson (2003: 35-38), metonymy is the use of one aspect or part of a physical object or experience to stand for the entire object or experience. For example, the term "crown" can refer to the entire royal authority, not just the physical headpiece worn by a monarch. They argue that metonymy is a cognitive mechanism that allows us to understand complex ideas in terms of simpler, more concrete examples. They claim that metonymic mappings are widespread in language and thought, and that they assist us in understanding and communicating abstract concepts in more concrete and accessible ways.

Here is an example of metonymy from the book "Metaphors we live by" (Johnson 2003: 35) and on. "The ham sandwich is waiting for his check" (the phrase "the ham sandwich" refers to an actual person, namely the person who has ordered the sandwich). We use one entity to refer

to another that is related to it, which is a case of what we call metonymy. "Mrs. Grundy frowns on blue jeans" (referring to wearing blue jeans). "The Times hasn't arrived at the press conference yet" (referring to the Times reporter from The Times).

As one can already see, this explanation corresponds quite exactly to the statements taught at the Pedagogical Secondary School in Zlín.

In conclusion, metonymy is an essential but frequently disregarded idea in language and communication. It enables us to understand and communicate abstract concepts in more straightforward and concrete ways by using one entity to refer to another that is related to it. In language and thought, metaphoric mappings are frequently used as a cognitive instrument to assist us make sense of complex notions. The explanation given in the book "Metaphors we live by" (Johnson: 2003) is consistent with the definition of metonymy given by the Pedagogical Secondary School in Zlín as well as the definitions given by the Oxford and Cambridge Dictionaries. This chapter offers a thorough understanding of the idea of metonymy and its significance in literature through various clarifying examples.

1. 6. A summary of metaphor and metonymy

The text explains how cognitive development occurs in stages and how memory plays a crucial role in the cognitive activity of younger children. It also discusses how metonymies and metaphors form structured systems that aid in our understanding of experiences, but children may not be able to grasp adult jokes that utilize these linguistic devices. The text also highlights the differences between literal and idiomatic expressions and how language proficiency may differ under different circumstances.

As we previously discussed, cognitive development occurs in stages, as Jean Piaget theorized. Due to this development, children may not understand every word they hear as their brains are still maturing during their school years. Vygotsky (1978) says something similar. The memory of older children is dissimilar not just in comparison to younger children's memory but also fulfills a distinct purpose in their cognitive activity. Memory serves as one of the fundamental psychological functions in early childhood and provides the foundation for other functions to develop. Research shows that the thinking process of young children is influenced by their memory and is unlike that of mature children. In essence, for young children, thinking is equivalent to remembering, and this close association between these two psychological functions becomes weaker as they grow older.

As with metaphors, metonymies are not haphazard or isolated incidents, but rather form structured systems that aid in our understanding of experiences. However, it is easy to identify apparent inconsistencies in common metaphoric expressions. Although not extensively analyzed, the few we have examined in detail have not been inconsistent, even if they seemed so initially.

Charles Fillmore, *Metaphors we live by*, (Lakoff: 2003) noted that English has two seemingly contradictory ways of organizing time metaphorically. In the first, the future is in front and the past is behind, whereas in the second, the future is behind and the past is in front. This appears to be a contradiction, but the metaphors can mix seamlessly, as seen in the expression "We're looking ahead to the following weeks," where "ahead" organizes the future in front and "following" organizes it behind. English expressions come in two types: literal and idiomatic, which fit the metaphor and are a regular part of everyday communication about the topic. Mr. Vygotsky's study (1978) expands upon this idea and provides valuable insights for educators

regarding infants' understanding and memory. Generally, children are not able to grasp adult jokes that utilize metonyms, metaphors, or idioms. For instance, when an adult says "put your hand off the table," a child who remembers what a hand and table are might attempt to remove their hand from their body as they interpret the phrase literally. As a result, children tend to translate words and phrases in a literal sense.

Furthermore, as mentioned earlier, cognitive functions develop over time and significantly improve during youth, allowing some individuals to awaken their abilities for language usage and its holistic understanding earlier. This means that some Czechs may learn to understand spoken English better and faster than others, and therefore some people's proficiency in English may be proven earlier. For example, in the Czech Republic, level B1 is assigned during the final year of high school. However, language schools or gifted children are able to achieve this level much earlier. Conversely, some adults may have an English language proficiency level of only A2 at the age of 35.

Metonymy and metaphors look similar. To understand even better an example can be used to see the differences between those two topics. When a teacher says: "It has been a long time since we talked about required reading, therefore I suggest you start reading Poe." Older students may understand their teacher wants them to start reading a book that an American author of horrors and poems have written and it can be anything. People whose cognition is not prepared yet or is not under standards shall think of reading something else, such as how the author looks, what he wanted, what his life was or they would not even understand the sentence. People should be precise when talking to strangers due to the lack of humor or capability of others.

To demonstrate how the ability to understand may differ under different circumstances, one question in the practical part is devoted to the level of English proficiency, as well as the question of age.

2. Emotional states

This chapter's main goals are to deepen our understanding of emotions and emotional states and to examine their distribution. The next topic of this chapter is the connection between cognitive development, thinking functions, operations, and a person's ability to understand. Since communication is highly complex, it is necessary to examine this phenomenon from multiple perspectives. The meaning of the word "intelligence" has little to do with emotional intelligence.

An emotion is defined as "a strong feeling such as love, fear, or anger; the part of a person's character that consists of feelings," according to the Oxford Learner's Dictionary. It describes the word "emotional" as an adjective with the synonyms psychological, private, personal, and hidden on their website. As a result, it can refer to any inner emotion or feeling that arises in minds and shows itself in a recognizable way, such as anger, pleasure, or shamefulness.

This picture provides a broader explanation of what emotions are. The excerpt is taken from a text in the book "Feelings and Emotions" edited by Nico Frijda (2004: 50-51): "In the simplest and most general wording possible, emotions are bioregulatory reactions that aim at promoting, directly or indirectly, the sort of physiological states that secure not just survival but survival regulated into the range that we, conscious and thinking creatures, identify with well-being. What are these reactions made of? They are constituted by a patterned collection of chemical and neural responses that the brain produces when it detects the presence of an emotionally competent stimulus. The processing of the stimulus may be conscious or nonconscious, but in either case the responses are produced automatically."

It is believed that humans are emotional beings and conscious and thinking creatures, and that a regulated range associated with well-being is desirable. When an emotionally competent stimulus occurs, we tend to experience feelings and emotions. This is a state in which the brain interacts with reality and reacts to it. Emotional states refer to the current state of an individual's emotional well-being, which can range from positive emotions such as happiness, joy, and contentment to negative emotions such as sadness, anger, and anxiety. Emotional states can be influenced by a variety of factors such as personal experiences, social and environmental factors, and physiological conditions. Understanding emotional states is

important for maintaining mental health and well-being, as well as for effective communication and interpersonal relationships.

In conclusion, the definition of emotions varies across sources, but it is generally agreed that emotions are strong feelings that are part of a person's character. Emotional states, on the other hand, refer to an individual's current emotional well-being, which can range from positive to negative emotions. Understanding emotional states is essential for maintaining mental health, effective communication, and positive interpersonal relationships. Through examining emotions and emotional states from multiple perspectives, we can deepen our understanding of this complex and essential aspect of human experience.

2. 1. Emotional intelligence (further EQ)

The aim of this section is to introduce the reader to the concept of emotional intelligence, which is important to understand. Not everyone possesses emotional intelligence, as it requires developed attributes to comprehend connections and imperfections in speech.

Many individuals are not aware of this idea and believe wrongfully that it only has anything to do with empathy. However, emotional intelligence is an advanced and powerful psychological phenomenon with real-world implications in disciplines like business, economics, and people management. To effectively lead their team members toward greater success, effective managers must be emotionally intelligent and stable (Boyatzis 2001: 234-253). It is suggested that emotional intelligence should be taught in primary schools and possibly even in kindergartens. One study (Dulewicz 2004: 95-111) examined findings from three studies involving managers, team leaders, skippers, and crews from a round-the-world yacht race. The study presented a revised model to explain the elements of emotional intelligence and their relationships with one another. This is a very complex issue that can contribute to a better understanding of idioms, idiomatic phrases and everything that has already been mentioned.

Additionally, further research has been conducted on the effective regulation of emotions and the use of feelings to motivate, plan, and achieve one's goals. SAGE journals offer more

information on emotional intelligence, though access is currently restricted (Salovey 1990: 185-211.).

In conclusion, emotional intelligence is an important topic for understanding idioms and expressions used by individuals. What is important to say is that emotional intelligence has a lot in common with understanding jokes, metaphors, and the meaning of what is said. The most essential idea of this chapter is that emotional intelligence can affect the understanding of idiomatic phrases based on metaphors, which may be incomprehensible for individuals with low EQ or cognitive development.

2. 2. Particular types of emotional states

This chapter discusses which specific kinds are motivated by which kind of metaphorical foundation according to conceptual theory. It also locates according to what they differ and what they evolve from.

The book "Metaphors We Live By" (Lakoff: 2003) categorizes metaphors, such as the use of spatial orientations (up-down, front-back, on-off, center-periphery, and near-far), which provide an extensive basis for understanding concepts in terms of orientation. In addition, by identifying experiences as entities or substances, we can refer to them, categorize them, group them, and quantify them, which allows us to reason about them and gain a deeper understanding of inner perceptions and emotions.

In the previous chapters it has been described what kinds of idioms we have and again this author, Alison Wray (2002), uses the common idiomatic phrase "kick the bucket" and "spill the beans" where she insists that although these phrases sound the same, their motive is different and that it is impossible to make a literal translation that makes sense to the original meaning for all idioms. Alison Wray (2002: 99) says where the learner fails to convince native speakers that he or she can cope with idiomatic language, they will respond by supplying impoverished input, particularly in respect of nonliteral idiom.

In other words, this chapter provides insight into how metaphors form the basis of understanding of concepts and how identifying experiences as entities or substances allow us to reason and gain a deeper understanding of our perceptions and emotions. The discussion of idioms highlights the unique challenges of translating figurative language and the importance of understanding the underlying motives of these expressions. Overall, this chapter emphasizes the complex and dynamic nature of language and the role of metaphor and idioms in shaping our understanding of the world around us.

2. 2. 1. Anger and annoyance

The purpose of this chapter is to define and explore the concepts of anger and annoyance, including their meanings and potential consequences. Some individuals struggle to control their emotions and act out in anger, causing trouble and annoyance for others. This chapter builds on the topic of emotional intelligence, but also delves into emotions more broadly.

Numerous authors, psychologists, and medical professionals have provided similar explanations for the concept of anger, and their definitions are generally considered to be accurate. However, when these experts delve into further detail, there is often divergence in their elaborations, leading to differing views on the essence of anger. After conducting a review of the literature on anger and rage, psychologist Steven Gans (2022) collaborated with a colleague to publish an article on the topic of anger management therapy. According to Erin Engle, PsyD, a psychologist at Columbia University Medical Center, persistent anger, rage, and angry outbursts can have negative effects on physical health, relationships, and overall quality of life. This definition underscores the impact of emotional states on the psyche, a phenomenon that is further supported by additional research and definitions. Indeed, emotional states manifest in outward behavior, including the words and expressions that are used to communicate when experiencing anger or annoyance. In such situations, there is a tendency to speak more quickly and use more expressive language in an attempt to alleviate emotional burden. The use of idiomatic expressions can also be a helpful coping strategy in such circumstances.

From a linguistic perspective, these findings are linked to the form in which idiomatic phrases expressing anger are conveyed. These phrases and expressions are always based on something, have a history, or are based on certain patterns. Based on the theory of conceptual metaphors (Lakoff: 2003) , they found that anger is based on several patterns that help produce metaphorical phrases or idioms.

This theory claims that **anger is** actually **heat**. When people become angry, they may experience a variety of physiological changes, including an increase in heart rate, sweating, and a sensation of warmth or heat in their body. The metaphorical expression "anger is heat" refers to the idea that these physical sensations are comparable to being physically warm or hot. It is important to note, however, that this expression is a way of describing the subjective experience of anger, rather than a literal statement.

Anger is a **high temperature** as well; to be cool as a cucumber (She was yelling at him, but he was...) - Zůstal v klidu/ Nenechal se vyvést z míry. According to the theory of conceptual metaphors, the idea of anger being associated with high temperature or heat is a common metaphorical foundation for many idioms and expressions related to anger. In Czech language, "hot under the collar" can be translated as "rozčilený" or "naštvaný" which means being very upset about something. "Blow a fuse" can be translated as "ztratit nervy" or "rupnout nervy" which means losing one's temper suddenly. "Boiling mad" can be translated as "být naštvaný jako čert/ blázen" which means being extremely angry.

Anger is also **a fire** - "Her temper was like a wildfire" in Czech could mean that the person was very angry, or her anger spread quickly and intensely like a large-scale fire. The idiomatic phrase "To add fuel to the fire" in Czech can be translated as "Přilít olej do ohně", which literally means "To pour oil on the fire". The Czech idiomatic phrase "vybuchnout" means "to explode" or "to blow up." This means that **anger is** also **an explosion**.

Another way of conceptualizing anger in the form of **a hot substance and pressure**. In this metaphorical view, anger is like a liquid that is heated to a boiling point, and if it is not released in some way, it can boil over and cause damage. In Czech "Vřít hněvem" (boiling

over with anger). "His blood is boiling." (Krev mu vře.); meaning he is very angry that he is about to show his anger.

A common idiom used to express intense anger is "see red." This phrase is based on the conceptual metaphor that associates **anger** with **an animal**. However, while these idioms are influenced by the same conceptual metaphor, they are not necessarily direct translations and may have variations in different languages. "I see red" means "Jsem strašně naštvaná, rozzuřená," in Czech. The speaker uses the idiom "he was like a wild animal when he found out" in the example sentence to convey that the person being referred to reacted to something with intense anger and aggression; emphasizes that the person's behavior was not simply angry, but then also uncontrolled, impulsive, and potentially dangerous.

Anger is a sickness similar to a disease that can infect a person and make them feel ill or unwell. Anger, like a disease, can cause physical and emotional symptoms such as a racing heart, high blood pressure, and feelings of agitation or frustration. These symptoms can be mild or severe, and they can last for a variety of time periods.

There are of course other divisions of this emotional state, but in the opinion of the author of this paper, this division is sufficient and the most commonly used or heard in classical communication. *Some types of idioms cannot be translated literally so that their meaning remains the same or unchanged and they express what they are meant to.* It may be that the translation changes the subject and the sub-subject of the sentence, so that the sentence no longer makes the sense or gives the emphasis it originally had. In other words, it is not always possible to do a literal translation of idiomatic phrases because the meaning of the sentence would be lost.

Finally, the purpose of this chapter was to investigate the concepts of anger and annoyance, as well as their meanings and potential consequences. Persistent anger and angry outbursts can harm one's physical health, relationships, and overall quality of life. Emotional states manifest in outward behavior, including the words and expressions used to express ourselves when angry or irritated. In such situations, using idiomatic expressions can be a useful coping strategy. According to the theory of conceptual metaphors, anger is based on several patterns that aid in the production of metaphorical phrases or idioms, such as the conceptual metaphors

of anger as heat, fire, pressure, animal, and sickness. While these idioms differ between languages, they are all influenced by similar conceptual metaphors. Understanding these concepts and the idiomatic expressions that go with them can help people recognize and manage their emotions in a more productive and healthy way.

3. Practical part

This section provides an overview of the research methodology that will be employed to collect data, as well as an explanation of the research objectives and the rationale behind the study. The aim of the research is clearly stated, and the research questions are specific and aligned with the research aim. The questions focus on understanding the students' knowledge and perception of idiomatic phrases, as well as their attitudes towards teaching them in schools.

3. 1. Who is being examined

The details of the participants who are put to the test during the research's practical component are covered in detail in this chapter. The emphasis is on a variety of factors that may influence their understanding and use of idiomatic phrases. The participants' educational background, as indicated by their level of English, is one crucial topic that will be investigated. These details will enable us to determine whether their level of education and their knowledge of and use of idiomatic expressions are related in any way.

The chapter also examines the topics that the participants have previously studied or are currently studying. This will show whether particular topics or fields of study have an effect on their knowledge of idiomatic expressions. The participants' ages will also be taken into account since it may affect how they are exposed to and use idiomatic expressions.

The participants' familiarity with the term "idiom" is another crucial factor that will be looked into. Do they comprehend what it means? Do they already have an opinion about it? Their responses will give a general idea of their prior idiomatic phrase knowledge and help to direct the research going forward. Overall, this chapter lays the groundwork for the empirical portion of the study by outlining the major variables that will be investigated to learn more about the participants' familiarity with idiomatic expressions.

In this study, the focus is on testing students who are in their final year at the **Secondary School of Education and Social Sciences in Zlín**. The aim of the research is to determine

their understanding of idiomatic phrases and their ability to use them in sentences that make sense. This information will be gathered as part of the practical component of the study, which will help shed light on the participants' familiarity with idiomatic expressions. By examining their responses to the questions, the researchers will be able to gain insight into the students' level of knowledge and use of idiomatic phrases, and how this may be related to their educational background and other relevant factors.

Another group of participants in this study are **third-year students of English for Primary Schools at the Faculty of Education in Palacký University, Olomouc**. Similar to the previous paragraph, the objective is to evaluate their understanding and ability to use idiomatic phrases in a coherent manner. However, unlike the fourth-year students from the Secondary School of Education and Social Sciences in Zlín, it is expected that these students would be able to handle the questionnaire tasks with more ease and less difficulty due to their advanced level of English language proficiency, regardless of their age.

This particular cohort of individuals under investigation is significantly older than their counterparts from secondary schools, raising the question of whether cognitive development has an effect on their propensity to understand and use idiomatic expressions more easily and frequently. Theoretically, because they have had more time to absorb and internalize the nuances of the English language, these students may have a deeper understanding of the mechanics underlying idiomatic expressions. In essence, these tertiary-level students can be expected to possess a higher degree of familiarity with the intricacies of idiomatic language, and may be more capable of completing the questionnaire with relative ease. It is worth noting, however, that both groups of participants share a common interest in the field of teaching, which may serve to narrow the gap between them.

Individuals with an English proficiency level of B1 or higher who do not fit into the categories mentioned in the previous paragraphs make up the final group of participants. The types of careers they are training for and whether they are currently employed in the field of English language studies differ as well. In comparison to the groups mentioned, it is anticipated that these participants will demonstrate lower prerequisites for success and comprehension. There could be a lot of factors influencing this observation. However, given that they are pursuing alternative learning methods like music, reading English literature,

listening to audio books, watching movies, and other forms of media, it is conceivable that these people have a greater understanding or proficiency in idiomatic expressions.

The study focuses on testing the understanding and use of idiomatic phrases of final-year secondary students, third-year English for Primary Schools students, and individuals with B1 or higher English proficiency who don't fit into these categories. The research examines various factors, including educational background, familiarity with idioms, and exposure to certain topics, to determine their impact on familiarity with idiomatic expressions. While the participants in the third group are expected to have lower prerequisites for success and comprehension, their exposure to alternative learning methods may contribute to their greater understanding of idioms.

3. 2. What is being researched?

The ability to use idiomatic phrases is an essential aspect of language proficiency that can pose a challenge to language learners. This study aims to investigate whether the participants are capable of detecting idiomatic phrases, using them accurately, and comprehending their meaning in context. The research examines various factors that may influence the participants' understanding and use of idiomatic expressions, including their educational background, familiarity with the term "idiom," and exposure to different forms of media.

The central focus of this research is to assess the ability of participants to apply their knowledge of idiomatic phrases in practical usage. The study aims to determine whether the subjects are capable of correctly identifying idiomatic expressions, using them appropriately in sentences, and translating them accurately into their native language without altering the intended meaning. By doing so, the research seeks to investigate the relationship between participants' educational background, language proficiency, exposure to various media, and their familiarity with idiomatic phrases.

The findings of this research will provide valuable insights into the teaching and learning of idiomatic expressions and may have implications for language instruction in both academic and professional settings.

In conclusion, this study shows the ability of language learners to use idiomatic phrases accurately and appropriately in context. The research identifies various factors that may influence language proficiency, such as educational background, exposure to different forms of media, and cognitive development. By examining the participants' understanding and use of idiomatic expressions, the study aims to provide insights that can inform language teaching practices and curriculum development. Ultimately, the research findings will contribute to a better understanding of how language learners can improve their ability to use idiomatic phrases and enhance their overall language proficiency.

3. 3. Research questions

The research questions that will be addressed are in this chapter. The study aims to find ways to enhance the reliability and accuracy of the examiners' questions by examining these questions. The research's findings will be discussed later in the study, offering insightful information about how effective examination procedures are as well as suggestions for improving their accuracy.

- 1. How is participants' level of education related to their ability to recognize and use idiomatic expressions in English?*
- 2. How do the abilities to understand and use idiomatic expressions differ between final-year high school students and primary school English language students at the university?*
- 3. What is the level of awareness among students regarding the idiom as a linguistic phenomenon?*
- 4. Are the participants able to use idiomatic phrases correctly in context and translate them into their native language without changing the meaning of the entire phrase or sentence?*

In conclusion, the research questions outlined in this chapter focus on the participants' ability to recognize and use idiomatic expressions in English, their level of awareness of idioms as a linguistic phenomenon, and their proficiency in using idiomatic phrases in context. The study also aims to explore the relationship between participants' educational background and their understanding of idioms. The research findings will provide valuable insights into the teaching and learning of idiomatic expressions and may have implications for language instruction in both academic and professional settings. Furthermore, the study seeks to enhance the accuracy and reliability of examination procedures by examining the examiners' questions. Overall, this research is significant as it will contribute to a better understanding of how language learners can improve their ability to use idiomatic phrases and enhance their overall language proficiency.

3. 4. Research method

This section highlights the research method used, explaining its challenges and benefits. It also describes the content of the survey and provides an example of what the questionnaire looks like, allowing the reader to better understand its components and how we will answer the research questions.

A questionnaire survey was used as the research method in this study. This approach was chosen for a number of reasons, including the requirement to collect a sizable sample of data from a diverse group of participants. The questionnaire has specific questions to prevent any misunderstandings or misinterpretations and is made to be completed in less than five minutes. However, using a questionnaire as a research method has some drawbacks, one of which is that it might not be the most accurate way to respond to some research questions. For instance, using online tools or other resources to assess respondents' proficiency with idioms may result in errors that would not happen in an interview where the respondent is being physically observed.

The questionnaire method is still a useful method for large-scale data collection despite this drawback. It makes it possible for researchers to quickly and effectively collect data from a variety of participants. Additionally, the use of specific questions makes the information

gathered more reliable and straightforward to analyze. The content of the questionnaire is focused on measuring the participants' knowledge and usage of idiomatic phrases in English. The questions are designed to assess the participants' ability to recognize and use idiomatic expressions accurately in context. The questionnaire includes examples of idiomatic phrases and asks participants to provide their interpretation of the meaning.

To ensure the accuracy of the questionnaire, a pilot study was conducted before the actual data collection. The pilot study helped to identify any potential issues with the questionnaire and allowed for adjustments to be made before the main study. Additionally, the pilot study helped to determine the appropriate level of difficulty for the questions to ensure that they were challenging but still accessible to the participants.

In conclusion, the questionnaire method was chosen as the research method for this study due to the need to gather a large sample of information from a diverse group of participants. While the questionnaire method has limitations, such as the potential for inaccuracies, it is still a useful tool for gathering data quickly and efficiently. The questionnaire used in this study is designed to measure the participants' knowledge and usage of idiomatic phrases in English and includes precise questions to ensure the accuracy of the data collected.

3. 5. The questionnaire

This is the hyperlink to the web-based survey which was distributed to the pertinent individuals, about whom a more detailed description was provided in the preceding sections.

<https://forms.gle/64Ty9C53Lk7jSCvE8>

Below you will find images that display the precise wording of the questionnaire document, including all questions and potential comments or explanations. These images offer a comprehensive view of the questionnaire's contents, providing insight into the topics and themes covered. The document's clarity and detail are essential to ensure accurate responses from participants and to enable effective analysis of the data collected. By reviewing these images, you can gain a deeper understanding of the questionnaire's structure and content, and the significance of each question in contributing to the study's overall findings.

Srovnání anglických a českých idiomatických frází vyjadřující emoční stavy/ A Comparison of English and Czech idiomatic phrases expressing emotional states.

Tento dotazník byl vytvořen pro získání potřebných dat ke zpracování bakalářské práce dle výše uvedeného tématu. Odpovědi jsou anonymní a data budou vyhodnocena pro zjištění, zda jsou studenti s úrovní A1 B1 a více schopni správně aplikovat a rozeznávat idiomatické fráze vyjadřující emoční stav hněvu.

Dotazník zabere ani 5 minut. Předem děkuji za pomoc a přeji příjemně strávený čas. :)

This questionnaire was created to obtain the necessary data for processing the bachelor thesis on the topic mentioned above. The responses are anonymous and the data will be evaluated to determine whether students at the B1 level and higher are able to correctly apply and distinguish idiomatic phrases expressing the emotional state of anger.

The questionnaire takes less than 5 minutes to complete. Thank you in advance for your assistance and I wish you a pleasant time. :)

Picture number 1 - shows the introduction and description of the questionnaire topic.

Co momentálně studuješ za obor?/ What field are you currently studying? *

Vaše odpověď _____

Kolik ti je let?/ How old are you? *

15-16

17-18

19-20

21-22

23-24

25-26

Jiné: _____

Slyšel/a jsi někdy slovo idiom?/ Have you ever heard the word "idiom"? *

Ano/ Yes

Ne/ No

Nevzpomínám si/ I do not remember.

Nevím, co to je/ I do not know what that is.

Odhadni úroveň tvé angličtiny. (Jestli si nejsi jistý/á, zaškrtni dvě políčka)/
Estimate your English level. (If you're not sure, check two boxes)

B1

B2

C1

C2

Pic. no. 2 and 3 shows the differentiation of individuals into appropriate groups and their familiarization with the word idiom.

Co je to idiom?/ What is an idiom?



Jeden z důvodů, proč není rozumět dialogům, může být například časté užití slangu nebo idiomatických frází. Jednoduše řečeno: idiomatická fráze je vyjádření myšlenky na situaci/věc pomocí přeneseného výrazu. Je podobná metafoře a metonymii. / One reason why it may be difficult to understand dialogues is, for example, the frequent use of slang or idiomatic phrases. Simply put, an idiomatic phrase is an expression of an idea about a situation/thing using a figurative expression. It is similar to a metaphor and metonymy.

Označ to, co nejlépe vystihuje spojení: zachovat chladnou hlavu./ Mark what best describes the phrase "zachovat chladnou hlavu." *

- to lose your cool
- to heat someone up
- to be cool as a cucumber
- to keep one's head cool

Figure number 4 explains the concept of idiom.

Co je nejlepší překlad věty: He exploded!
(V kontextu hádky a neshody.) / What is the best translation of the sentence "He exploded!" in the context of an argument or disagreement. *

- Vybouchl
- Hodně se naštvál
- Šla mu pára z uší

Jaký je doslovný překlad anglického idiomu "to blow one's top"? / What is the literal translation of the English idiom "to blow one's top"?

- a) fouknout si na vrcholku
- b) vybuchnout ze svého bytu
- c) vybuchnout naštvaností

Picture number 5 already asks multiple choice questions.

Co je přesný překlad slovního spojení "to see red"?/ What is the literal translation of the English phrase "to see red" into Czech?

- a) vidět červenou
- b) vidět rudou
- c) vidět bílou

Co je správný idiomatický překlad fráze "to see red"?/ What is a correct translation or a meaning of this idiomatic phrase?

- Cítit se skvěle.
- Čekat na červenou.
- Být rozzuřený.

Picture number 6 asks multiple choice questions with translations

Co znamená fráze/ What means a phrase "It is a no-brainer"? *

- Je to bez mozku.
- Je to jednoduché.
- Rozhodnutí nebo volba je velmi snadná a vyžaduje jen málo nebo žádné přemýšlení.

Vyber, co se k sobě hodí./ Choose what goes well together. *

| | gritty | don'ts | dink | cons |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|
| do's | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| pros | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| nitty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rinky | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Picture number 7 asks questions of the type of connection, what fits and multiple choice.

Napiš jednu idiomatickou frázi, kterou znáš a odkud ji znáš - kde byla uvedena (kino, hudba, škola, praxe, kniha, časopis apod.) *

Text dlouhé odpovědi

Jaký je doslovný překlad anglického idiomu "to be hopping mad"?/ What is the literal translation of the English idiom "to be hopping mad"?

- a) to be jumping crazy/ být skákající šílený
- b) to be skipping with anger/ být přeskakující zlostí
- c) to be furious like a rabbit/ být zuřivý jako králík

Figure number 8 asks multiple choice questions and an open question.

Jaký je idiomatický překlad anglického idiomu "to be at boiling point"?/ What is the idiomatic translation of the English idiom "to be at boiling point"?

- být na pokraji ztráty nervů
- být v bodě varu
- blížit se bodu varu

Jaké to bylo?/ How was that?

Popis

- easy peasy
- OK
- Hard
- Useful

Figure number 9 shows questions on the exact translation of phrases.

Jste na konci dotazníkového šetření. Jistě jste si všimli, že některé idiomatické fráze nejdou přeložit přesně do druhého jazyka. Tento dotazník byl určen tématice hněvu a postaven na základě jeho třídění (exploze, horká substance, horko,...). Děkuji ještě jednou za vyplnění, věřím, že tento dotazník přinesl alespoň něco užitečného do života. Správné odpovědi je možné zaslat po domluvě.

You have reached the end of the survey. You may have noticed that some idiomatic phrases cannot be translated literally into another language. This questionnaire was designed based on the theme of anger and organized according to its categories (explosion, hot substances, heat, etc.). Thank you again for taking the time to complete this survey. I hope it was helpful in some way. If you would like to receive the correct answers, please contact me to arrange it.

Have a great day!

Kateřina Danielová, Bachelor's student of English and Czech language, Faculty of Education, Palacký University Olomouc. Bez názvu

Figure number 10 shows the questionnaire summary, acknowledgments and conclusion.

The presented questionnaire clearly illustrates the emphasis on emotional states of anger, highlighting the inherent challenges of accurately translating some expressions into a second language. While some expressions are easy to translate literally, others are more difficult and risk changing the intended meaning of the sentence or statement. These results are a reminder of the intricate relationships between language and emotion and the inherent difficulties in communicating the full range of human experience across linguistic and cultural boundaries.

3. 6. Research results

This section of the thesis focuses on the findings from the questionnaire survey, which was created for a particular group of people. More is also discussed in terms of numbers and results in this chapter in order to be able to evaluate how the respondents performance was, whether they have knowledge in this field, and their ability to successfully respond to the project questions.

The total number of questionnaires returned completed is 39. The majority of non-English speakers (18) mentioned various fields of study. High school students studying electrical engineering, economics, social pedagogy, and other fields are among them. Additionally, there are university students studying a variety of subjects, including zootechnics, information technology, management, shoe design, Czech with a focus on education, and many others.

As previously announced, the questionnaire was also sent out to students whose major is English (8 people responded). Another group is high school students (4 persons) and also adults whose English is at least B1 level or above. These are mostly working people who are not continuing to study the language.

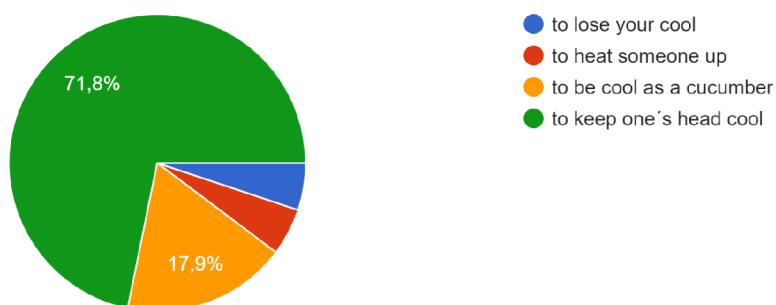
To have the largest number of participants possible from which to validate the posed questions, the respondents' ages were varied. It's interesting to note that over 20.5% of respondents to this survey are between the ages of 15 and 16. The most frequent age group in second place is between 21 and 22 years old (15.4%). The age range of the next group of people surveyed is 12.8% for those who are 17–18 years old, 7.7% for those who are 23–24 years old, and the lowest percentage is for people over 26 who are likely to be employed and no longer study the language as much as other students do.

The first question, which already focused on idioms, asked respondents whether they already knew the word (idiom). It is pleasing to see that 71.8% of the respondents indicated the answer "YES", 12.8% said "NO" and the rest of the people could not remember. Another statistic that emerges from the questionnaire is that 43.6% of the people were at B1 level of English when they filled in the questionnaire, 38% of the people were at B2 level, 30.8% of the people were at C1 level and the rest were at C2 level. When we look at the results of the previous questions and compare them, we can say that most of the people who are not studying English language primarily and are aged 15-16 and know the concept of idiom are at

B1 level of English, which is admirable. It is also worth noting that only four people out of the total number of people are studying at grammar school, where it is assumed that students develop their knowledge to a greater depth.

Označ to, co nejlépe vystihuje spojení: zachovat chladnou hlavu./ Mark what best describes the phrase "zachovat chladnou hlavu."

39 odpovědí



Picture number 11 - Shows differences in responses with percentages.

The graph shows a clear differentiation in the percentage of responses, with the majority correctly identifying the English equivalent. It is the only correct answer, because the only phrase that derives from the metaphorical theory of CALM IS A LOW TEMPERATURE is just "to keep one's head cool".

There are slight variations in the responses as one moves through the questionnaire. Because the questionnaire was created in such a way that some of the responses are absurd or are accurately translated by the translator but do not make idiomatic sense, it is obvious that some respondents used a translator. At first glance, it is clear that either this is an intentional deception meant to make the task easier or that the student was careless in their reading of the question. The questions concisely and clearly state what the person is expected to do and say in their responses. Some questions are phrased as idiomatic expressions, while others are phrased in an exact translation, allowing the respondents to express themselves as well. It is possible to tell whether a respondent correctly read or simply clicked without thinking by using questions like these.

One of the questions was not answered correctly by the majority of respondents. Perhaps it was because the answer seemed absurd to them, or it had little to do with the topic of anger like all the other questions, but this question was difficult for most people. The graph displayed below shows the percentage representation of answers. The correct answer is "c) to be furious like a rabbit / být zuřivý jako králík". This is the lowest representation of correct answers among all the other questions, which is a fairly large number of incorrect answers. The correct answer can be easily deduced from previous questions - if the method or theory is that anger is characterized by "high temperature, explosion", etc. , it is possible that the Czech equivalent is also based on a certain imagery (metaphor/ metonymy) from "to hopp like a rabbit". It is a transfer of meaning based on external similarity.

Jaký je doslovný překlad anglického idiomu "to be hopping mad"?/ What is the literal translation of the English idiom "to be hopping mad"?

38 odpovědi



Picture number 12 - The image represents the worst answered question.

A question was included in the questionnaire asking the participants to write their favorite idiomatic phrase and add where they know the phrase from. This is an excerpt from the answers: He kicked the bucket.

- to be sick and tired of somebody/something, I know from practice and songs
- Blow off some steam - I hear it variously on social media in connection with exercise.
- to walk in one's shoes (cinema)
- To see light
- Speak of the devil/ my o vlku... (Book)
- Out of blue-life
- break a leg - movies

- Under water
- There's a method to my madness. (Hamlet, W. Shakespeare)

As the last question before the afterword and thanks, there was a question about how the respondents liked the questionnaire. Again, it is easy to see that the questionnaire stood up to the competition, as only 13.2% of people indicated that it was difficult. Many people find the questionnaire useful and easy, which is a great contrast in relation to the level of psychological development (talked about in the theoretical part - Jean Piaget) and English language the respondents are at.

When the overall results are summarized, it can be said that except for one question, which is already commented on, all respondents did well without major differences. More than 3/4 of the questions were answered at least above 50% correctly, which indicates several pieces of information and it is therefore possible to answer the original research questions. The answers to the survey are attached later in the document after the conclusion of this section.

As a reminder, these are research questions:

1. *How is participants' level of education related to their ability to recognize and use idiomatic expressions in English?*
2. *How do the abilities to understand and use idiomatic expressions differ between final-year high school students and primary school English language students at the university?*
3. *What is the level of awareness among students regarding the idiom as a linguistic phenomenon?*
4. *Are the participants able to use idiomatic phrases correctly in context and translate them into their native language without changing the meaning of the entire phrase or sentence?*

1. There is no clear relationship between participants' level of education and their ability to recognize and use idiomatic expressions in English. However, it appears that university students generally perform better than high school and primary school students. Further analysis of the data may reveal more insights into this relationship.

2. According to the provided data, final-year high school students perform worse than primary school English language students at the university in both understanding and using idiomatic expressions in English. However, it is important to note that the sample size for the final-year high school students is smaller than the sample size for the primary school English language students at the university, which may affect the accuracy of the results.
3. The data do not provide information on the level of awareness among students regarding idioms as a linguistic phenomenon. Therefore, it is difficult to answer this question based on the provided data and graphs. What the chart does show is: Respondents' opinion on whether they are aware of what the given idiom means. Most said they knew (yes).
4. Based on the data and graphs, it appears that the participants struggle with using idiomatic phrases correctly in context and translating them into their native language without changing the meaning of the entire phrase or sentence. The percentage of correct responses for both tasks is relatively low across all participant groups, indicating a need for improvement in these areas.

3. 7. Summary of Findings

The survey's findings revealed that students generally had knowledge of idioms as a linguistic phenomenon, especially in primary school students. The use of idioms in language was, however, better understood by high school seniors. The findings also revealed that both groups of participants generally lacked the ability to use idiomatic expressions correctly in context and translate them into their mother tongue without altering the meaning of the entire phrase or sentence. The results of the entire bachelor's thesis point to a strong relationship between participants' cognitive development and their capacity to recognize and use English idioms. The findings demonstrated that participants' cognitive growth had a significant impact on their capacity to comprehend and effectively use idioms. This connection is explained by the cognitive development theory of Jean Piaget.

Piaget's theory states that there are four stages of cognitive development distinguished by particular cognitive strengths and weaknesses. The study's findings demonstrated that as participants advanced from the preoperational stage to the concrete operational stage, their understanding and use of English idioms improved. This suggests that idiomatic expression acquisition is significantly influenced by cognitive development.

The study's findings also imply that emotional states are crucial for the understanding and application of idiomatic expressions. According to the study, people were more likely to understand and employ idiomatic expressions that were connected to emotional states. For example, participants were able to recognize and use idiomatic expressions related to anger more easily than those related to neutral emotions.

The results of the study imply that emotional intelligence may be crucial for the growth of idiomatic expression understanding and use. Idiomatic expressions can be understood and used more easily for those who have higher emotional intelligence because they are easier for them to identify the emotional states and intentions behind. Those who have higher emotional intelligence may also be better at using metaphor and metonymy in their own language, which makes it easier to learn idiomatic expressions in a second language.

Last but not least, the results imply that using metaphors and metonymy is a crucial component of comprehending and using idiomatic expressions. Idiomatic expressions frequently employ metaphors and metonymy, and understanding them is essential for using idioms correctly. According to the study's findings, participants were more likely to recognize and correctly use idiomatic expressions if they had a better understanding of metaphors and metonymy.

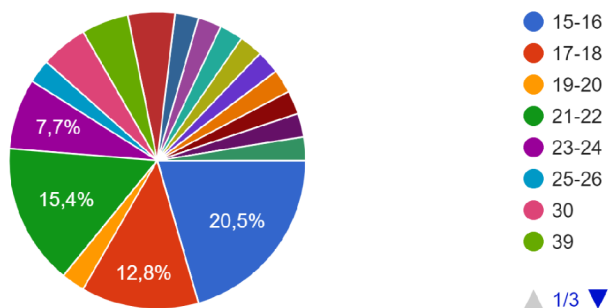
The research presented in the bachelor's thesis suggests that participants' educational level, cognitive development, emotional intelligence, and comprehension of metaphors and metonymy are all strongly correlated with their propensity to identify and use idiomatic expressions in English.

The results can be used by educators to create more efficient teaching methods that consider students' cognitive and emotional intelligence as well as the significance of metaphors and metonymy in the comprehension and use of idiomatic expressions.

3. 7. 1. Results of the questionnaire

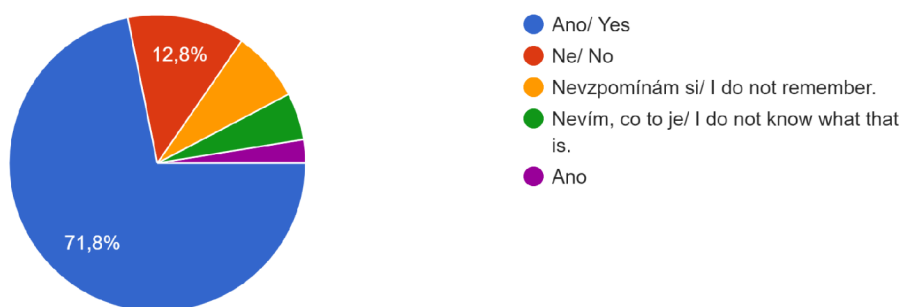
Kolik ti je let?/ How old are you?

39 odpovědí



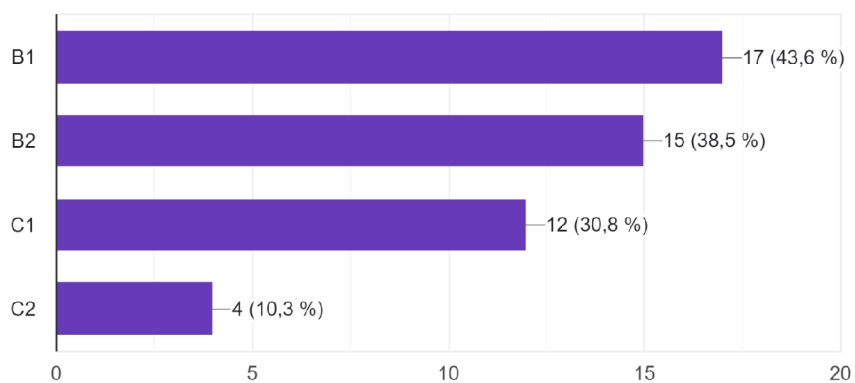
Slyšel/a jsi někdy slovo idiom?/ Have you ever heard the word "idiom"?

39 odpovědí



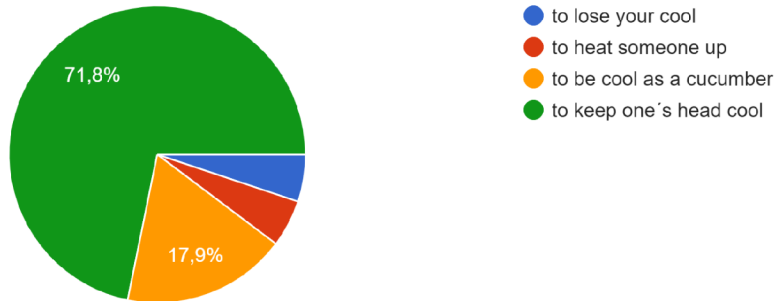
Odhadni úroveň tvé angličtiny. (Jestli si nejsi jistý/á, zaškrtni dvě políčka)/ Estimate your English level. (If you're not sure, check two boxes)

39 odpovědí



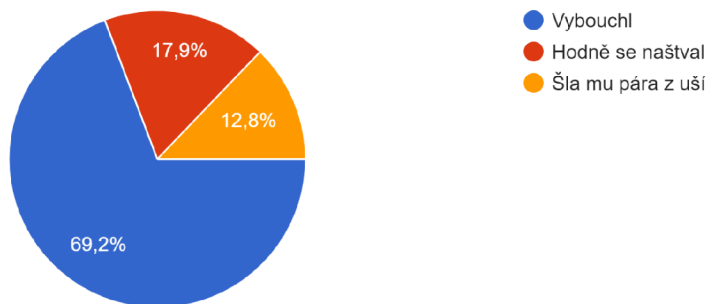
Označ to, co nejlépe vystihuje spojení: zachovat chladnou hlavu./ Mark what best describes the phrase "zachovat chladnou hlavu."

39 odpovědí



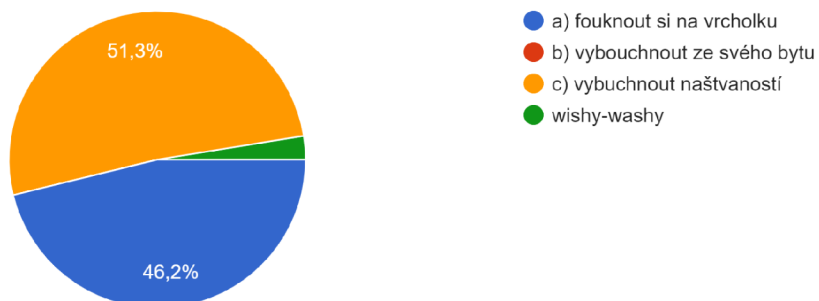
Co je nejlepší překlad věty: He exploded! (V konceptu hádky a neshody.)/ What is the best translation of the sentence "He exploded!" in the context of an argument or disagreement.

39 odpovědí



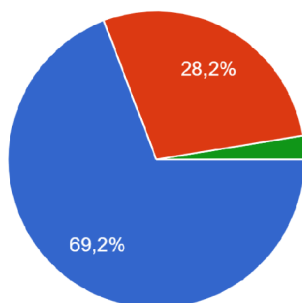
Jaký je doslovný překlad anglického idiomu "to blow one's top"? / What is the literal translation of the English idiom "to blow one's top"?

39 odpovědí



Co je přesný překlad slovního spojení "to see red"?/ What is the literal translation of the English phrase "to see red" into Czech?

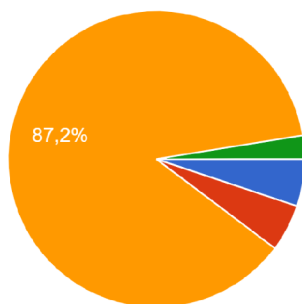
39 odpovědí



- a) vidět červenou
- b) vidět rudou
- c) vidět bílou
- thick and thin

Co je správný idiomatický překlad fráze "to see red"?/ What is a correct translation or a meaning of this idiomatic phrase?

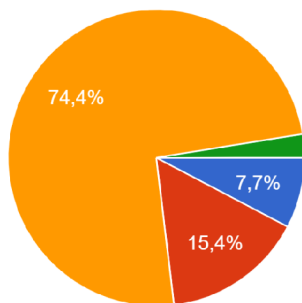
39 odpovědí



- Cítit se skvěle.
- Čekat na červenou.
- Být rozzuřený.
- Birds of a feather flock together.

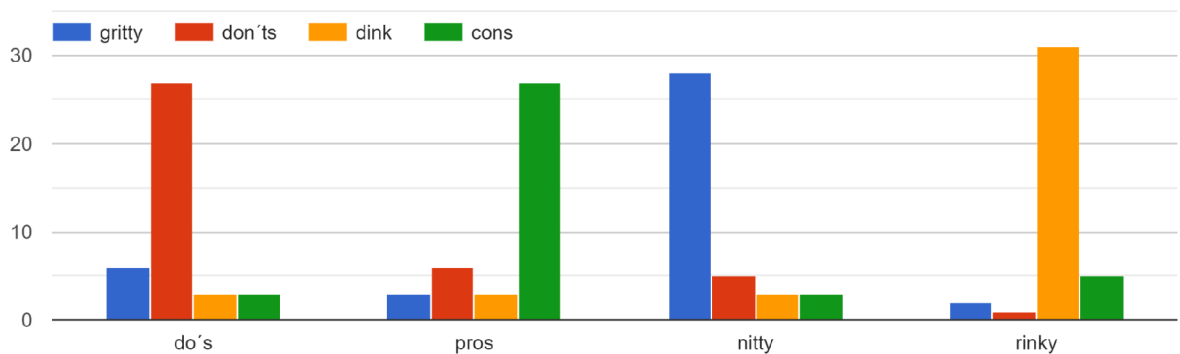
Co znamená fráze/ What means a phrase "It is a no-brainer"?

39 odpovědí



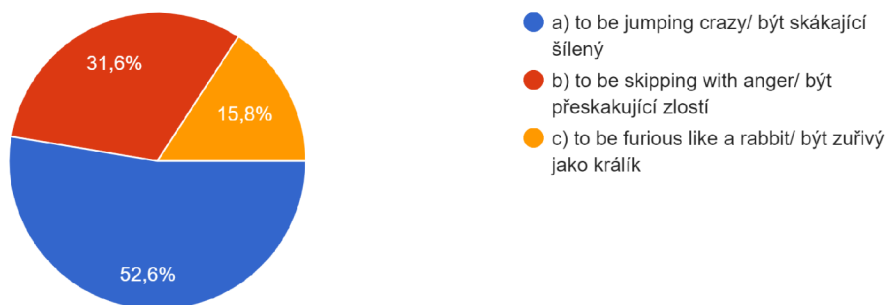
- Je to bez mozku.
- Je to jednoduché.
- Rozhodnutí nebo volba je velmi snadná a vyžaduje jen málo nebo žádné přemýšlení.
- Není na čem přemýšlet.

Vyber, co se k sobě hodí./ Choose what goes well together.



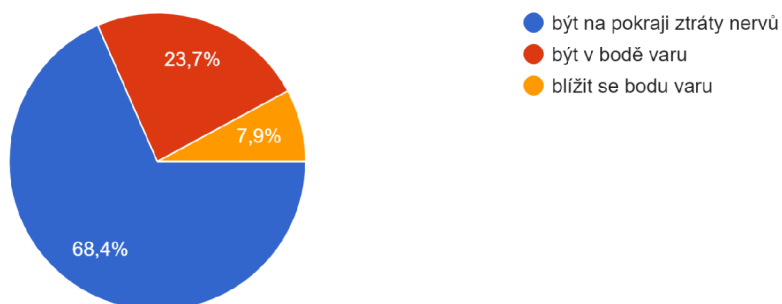
Jaký je doslovný překlad anglického idiomu "to be hopping mad"?/ What is the literal translation of the English idiom "to be hopping mad"?

38 odpovědí



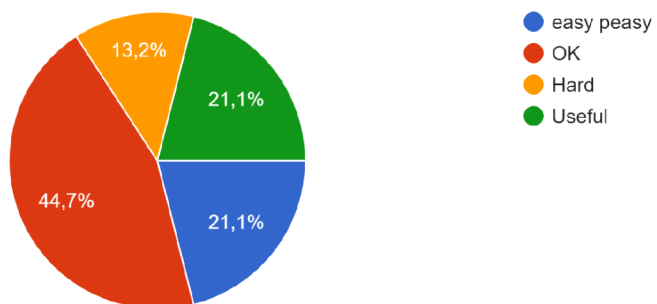
Jaký je idiomatický překlad anglického idiomu "to be at boiling point"?/ What is the idiomatic translation of the English idiom "to be at boiling point"?

38 odpovědí



Jaké to bylo?/ How was that?

38 odpovědí



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