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## **Diplomová práce**

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Srovnání českých a anglických idiomatických výrazů a frází týkajících se částí  
lidského těla, a jejich užití ve výuce anglického jazyka

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## **Prohlášení**

Prohlašuji, že jsem diplomovou práci, na téma „Srovnání českých a anglických idiomatických výrazů a frází týkajících se částí lidského těla, a jejich užití ve výuce anglického jazyka,“ zpracovala samostatně a využila pouze informační zdroje a odbornou literaturu uvedenou v seznamu použitých zdrojů.

V Oticích dne 18. 6. 2023

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## **Abstract**

This diploma thesis aims to compare selected English and Czech idiomatic expressions related to body parts and examine their integration into ELT. Specifically, the theoretical part introduces and explains the term *idiom* and presents classifications of idioms essential for the subsequent comparison of English and Czech idiomatic expressions associated with parts of the body. Then, the usual current approach of ELT to idioms is presented as well as reasons why these expressions should be included in English lessons including some teaching ideas on how to incorporate them into ELT. The practical part consists of the research analysing the effect of the prepared lesson devoted to idioms on the improvement of learners' knowledge of selected expressions, compared with their prior awareness of idioms before the lesson.

## Introduction

This diploma thesis is focused on idioms related to body parts in English and Czech language, their classification and comparison in both languages and their use in ELT.

The motivation to select this issue was the fact that idiomatic expressions are often neglected in English lessons. They are not integrated into coursebooks at all or just very briefly. Therefore, learners of English do not know these expressions even though they are commonly used by native speakers in spoken and written language. Thus, their English may sound unnatural in some particular situations. Consequently, I wanted to define why idioms should be involved in ELT and to plan a lesson dedicated to idioms which would have an impact on the improvement of students' acquaintance and knowledge of idiomatic expressions. Another reason was my own desire to expand my knowledge regarding idioms and to discover similarities and differences among selected English and Czech idioms associated with body parts.

The aim of this diploma thesis is to compare English and Czech idiomatic expressions related to body parts and to prepare a lesson dedicated to selected idioms using parts of the body which would have an influence on the improvement of learners' knowledge of idioms compared with their prior awareness of idiomatic expressions before the lesson.

The theoretical part of the work defines the term *idiom* and presents classifications of this term according to Croft and Cruse (2006) and Vokáčová (2008). Then, based on these authors and their categorizations, a comparison and analysis of selected English and Czech idioms related to body parts is included. The last chapter of the theoretical part focuses on the problem regarding the neglect of idioms in ELT, reasons why these expressions should be implemented in ELT and some ideas to do so. The theoretical part of the thesis is followed by the practical part which is devoted to the research examining the influence of the lesson focused on selected idioms related to body parts to the improvement in learners' acquaintance of these expressions. This acquired knowledge is compared with their prior knowledge before the lesson. Furthermore, used methods of the research investigation are defined there and obtained results are evaluated in the form of answers to the set research questions.

This work can be beneficial and useful for English teachers who would like to integrate idiomatic expressions into their English lessons, for learners of the English language



who would like to expand their awareness of idioms, for students to use when writing term papers and other papers on a similar topic, or simply for anyone interested in idiomatic expressions.

## **THEORETICAL PART**

# 1 Idioms

At the beginning of this thesis, it is necessary to introduce the term *idiom*, explain its meaning and use, and distinguish different approaches to idioms, their types and division according to the chosen sources and authors.

## 1.1 Definition of idiom

There does not exist one universal and comprehensive definition. Although most different sources and authors agree on the characteristics of idiom at least partly, some divergences occur. Therefore, I decided to present chosen definitions of different sources. Internet sources as well as book sources were used.

“Idiom is a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own.” (Cambridge Dictionary, 2023)

Another definition says that an idiom is an expression without expected or predictable meaning from the general grammatical rules of a language or from the usual meanings of individual segments or parts of idioms. (Dictionary.com, 2023)

Idioms are part of a person’s grammatical knowledge. However, a lot of idioms’ meanings cannot be predicted, because a great deal of idioms does not follow semantic and/or syntactic rules. (Croft and Cruse, 2004, p. 231)

According to McCarthy and O’Dell (2002, p. 6) “idioms are expressions which have a meaning that is not obvious from the individual words.” To understand the exact meaning of an idiom properly, it is necessary to see this idiom in its context. The use of common sense and context in which is an idiom used should help to figure out the original meaning of a given idiom.

As McCarthy and O’Dell (2017, p. 6) say, a great deal of idioms is based on things or ideas occurring around us in everyday life.

According to Čermák (2007, p. 278), an idiomatic expressions have specific and fixed meanings usually saved by the “frozen” inflectional system. For instance, the word *hand* used in idiom *to give someone a big hand* cannot be replaced by its plural form – *hands* because the original meaning and message would not be preserved. Or, from the opposite point of view,

to keep the accurate meaning of the idiom *hands off*, a singular form – *hand off*, cannot be contained there.

Cruse characterises idiomatic expressions as multi-word phrases. He distinguishes two prime types of idioms: **non-compositional** and **compositional**. **Non-compositional idioms** are decoded. They are syntactically frozen and their meaning is unpredictable. For instance, *pull someone's leg* belongs within this category. On the other hand, **compositional idioms** are encoded. Although the meaning of an idiom within this category can be predicted, one or more constituent words of the particular expression are not used in their default meaning. Therefore, these idioms often cause problems for non-native speakers or English learners. For example, *high wind* or *answer the door* are considered compositional idioms. (Cruse, 2006, p. 82 – 83)

Cruse in cooperation with Croft present, in addition to the aforementioned division of idioms, another division that will be discussed in more detail in the following subsection.

## **1.2 Division and types of idioms**

Idioms are divided into many categories. There exist various categories and types of idioms according to different approaches to them and authors' perspectives.

For this thesis, the division of idioms according to Croft and Cruse and according to Vokáčová was selected.

### **1.2.1 Approach to idioms and their division according to Croft and Cruse**

Croft and Cruse (2004, p. 234) list the following categories according to which they distinguish types of idioms from different perspectives:

- Encoding idioms and decoding idioms
- Idiomatically combining expressions and idiomatic phrases
- Grammatical idioms and extragrammatical idioms
- Substantive idioms and schematic idioms

Each of these categories will be addressed in more detail.

### a) Encoding and decoding idioms

Croft and Cruse (2004, p. 231) distinguish two main types of idioms – **encoding idioms** and **decoding idioms**.

The original meaning of **encoding idioms** can be identified by a listener just by hearing them. These idioms can be interpreted by the standard rules for interpreting sentences. However, the exact meaning of these idiomatic expressions is arbitrary. As an example of encoding idioms, it is possible to mention *answer the door*, *bright red* or *wide awake*. By using these expressions, a speaker wants a hearer *to open the door when someone is knocking*, speaks about something being *intense red colour* or someone being *completely awake*. A hearer can figure out the true meaning of these idioms even though he has never heard them before. This is the reason why encoding idioms are compared to learning a foreign language. For example, an English learner would probably rather say “open the door” instead of “answer the door” however, being asked to “answer the door” he would be able to figure out what the speaker meant by this statement. (Croft and Cruse, 2004, p. 231 – 232)

On the other hand, the meaning of **decoding idioms** cannot be decoded easily by a listener. It is impossible to figure out the meaning of a decoding idiom as a whole from decoding the meaning of its parts. For instance, *to kick the bucket* is one of the decoding idioms. Although a hearer knows the meaning of all its separated parts, he cannot decode its true meaning. According to Croft and Cruse (2004, p. 232), it is because decoding idioms are typical for the absence of correspondences between the idiomatic and literal meaning of the parts of the decoding idiom. *Kick the bucket* can be identified as a verb phrase. However, from the idiomatic point of view, the meaning is the intransitive *die*, which does not correspond metaphorically to a bucket at all.

### b) Idiomatically combining expressions and idiomatic phrases

Another existing distinction of idioms according to Croft and Cruse is **idiomatically combining expressions** and **idiomatic phrases**.

**Idiomatically combining expressions** are idioms that allow matching the idiomatic meaning part with the literal meaning part. For example, in the idiom *answer the door*, the verb *answer* refers to the action of opening, and the noun *door* indicates *the door*. On the other hand,

no part of the idiom *kick the bucket* corresponds to the verb *kick* or/and the noun *bucket*, so the idiomatic and literal meaning of this idiom differs. These idioms are called **idiomatic phrases**. (Croft and Cruse, 2004, p. 232)

### c) Grammatical and extragrammatical idioms

As Croft and Cruse say, idioms can be also distinguished as **grammatical** or **extragrammatical**. **Grammatical idioms** follow the general syntactic rules of the English language – a verb is followed by an object (*kick the bucket*) and a modified noun is preceded by a possessive modifier (*blow someone's nose*). Nevertheless, grammatical idioms are semantically irregular. On the other hand, it is impossible to analyse **extragrammatical idioms** using general grammatical rules of the English language. For instance, as extragrammatical idiom can be mentioned *so far so good*, *all of a sudden* or *first of sudden*. (Croft and Cruse, 2004, p. 233)

### d) Substantive and schematic idioms

According to Croft and Cruse (2004, p. 233 – 234), the last significant distinction of idioms is between **substantive idioms** and **schematic** (formal) **idioms**. Every element in the **substantive idiom** is fixed and cannot be changed, not even in tense. For example, idiom *it takes one to know one* cannot be modified to *it took one to know one*. However, **schematic idioms** are lexically open. It can be modified primarily in tense or pronoun, usually a possessive pronoun. An example of a formal idiom can be cited *X blows X's nose*, which can be used as *she blows her nose*, *I blew my nose* etc.

## 1.2.2 Approach to idioms and their division according to Vokáčová

Vokáčová (2008, p. 57 – 69) distinguishes idioms according to their correspondence where she compares Czech, English, French and German idioms related to body parts, animals and colours. Vokáčová's typology of idioms is as follows:

- Total correspondence
- Partial correspondence

- Non correspondence

These three main categories will be defined and discussed further in more detail.

#### a) Total correspondence

**Total correspondence** means that idioms identify stylistically, semantically and formally in both compared languages. In other words, it means that an idiom and its equivalent in the compared language should have the same meaning and be used in the same style and situation. Moreover, neither of the idioms in any of the compared languages should not be a part of slang. All of the above applies not only to the idiom as a whole but also to all its individual parts or components. However, idioms belonging within this category can be distinguished among two subcategories **100% correspondence** or **overall correspondence**.

Idioms that may be included in the **100% correspondence subcategory** are identical in both compared languages. Idioms are identical in all of the compared levels, meaning they are the same semantically, stylistically, and formally and their translation is literal. As an example of a 100% correspondence idiom can be mentioned the English idiom *to lose face*, the Czech equivalent is *ztratit tvář*.

Idioms defined as expressions with **overall correspondence** slightly differ in some of the language aspects in one of the compared languages. Despite the use of the same body part (in the case of comparing idioms associated with the body) in both compared languages, the idiomatic expressions might differ, for example, morphologically. The morphological deviation might occur in the singular form in one language and plural form in the other one, the use of a preposition or diminutive in one of the languages etc. Examples of idioms of this subcategory might be *To be skin and bones – být kost a kůže*, or *To be bundle of nerves – být uzlíček nervů*. (Vokáčová, 2008, p. 62 – 64)

#### b) Partial correspondence

Another category according to Vokáčová (2008, p. 64 – 67) is the **partial correspondence**. As this term suggests, idioms within this category correspond just partially in the examined languages. The semantic level is preserved in both compared idioms, so the expressions carry

the same message. However, lexical level and formal structure do not correspond which is due to the fact that they use different words, mostly the different body parts in this particular case. Idioms within the partial category are, for example, *to beat one's brain* – *lámat si hlavu*, *to have a long arm* – *mít dlouhé prsty*, *on the tip of one's tongue* – *na jazyku*.

### c) Non-correspondence

**Non-correspondence** category contains the most expressions. It includes idioms which do not have any equivalent or are expressed non-idiomatically in one of the compared languages. For instance, *tongue in cheek* – *ironicky*, *to see eye to eye with someone* – *rozumět si*, or *to put one's heart into it* – *dát do toho všechno*. (Vokáčová, 2008, p. 67 – 69)

## 1.3 Use of idioms

Most idioms are informal so, the use of some idioms can be inappropriate in particular situations. However, knowledge of idioms is important for a native speaker as well as a learner of English because they occur in everyday situations. Idioms can be seen when reading newspapers or fiction or heard when listening to music, watching movies and TV shows, or talking to a native speaker. Moreover, using idioms in own speech or writing can contribute to sounding more natural and fluent. (McCarthy and O'Dell, 2017, p. 6)

English idioms tend to change very quickly. Some idioms that were popular many years ago can sound old-fashioned when used nowadays. On the other hand, there still exist idioms lasting for many years. Therefore it is important to be aware of a source from which a learner of language can learn idioms because some idioms contained in old novels might sound unnatural or odd if used in today's conversation. (McCarthy and O'Dell, 2017, p. 8)

## 1.4 Summary of the chapter

This chapter dealt with the concept of the term *idiom* as such. Different sources and authors view the definition of an idiom a little differently, so several characterisations of the term were presented. Chosen definitions were taken from literary and online sources. Subsequently, the types of idioms and the categories into which they are classified based on their certain



features and characteristics were distinct here. Each classification has been described, including sample examples of idioms that belong within the particular category. The division, according to Croft and Cruse and also according to Vokáčová, was chosen. The final part of this chapter was devoted to the use of idioms in language and social interactions or situations.

## 2 Comparison of English and Czech idioms related to body parts

This chapter presents a comparison of English and Czech idioms related to body parts. The comparison is provided according to the divisions of idiomatic expressions mentioned in the previous chapter – Vokáčová's (2008) categorisation and Croft and Cruse's (2004) categorisation. Primarily, the comparative analysis of idioms is based on the division by Vokáčová – *total correspondence, partial correspondence, non-correspondence*. Category containing idioms with total correspondence Vokáčová further divides into two other classifications – *100% correspondence and overall correspondence*. Three selected idioms represent each category. Then, these selected expressions are classified according to Croft and Cruse's division – *encoding vs decoding idioms, idiomatically combining expressions vs idiomatic phrases, grammatical vs extragrammatical idioms, substantive vs schematic idioms*. Furthermore, another five expressions are integrated to represent each category however, these examples are described only briefly.

Since this comparison of English and Czech idioms related to body parts is own personal analysis, not only Vokáčová's (2008) and Croft and Cruse's (2004) classification is used for this examination, but this analysis is also based on the grammatical and syntactical rules of the language according to Veselovská (2017a; 2017b), Cullen et al. (2000), Nesnídal (1990), Kibort (2008) and online dictionaries. All example sentences are own.

### 2.1 Comparison of idioms with total correspondence

Vokáčová (2008, p. 63) further divides this category into two subcategories – *idioms with 100% correspondence* and *idioms with overall correspondence*. This comparison of English and Czech idiomatic expressions related to body parts also includes these subcategories. *Idioms with 100 % correspondence* as well as *idioms with overall correspondence* are represented by selected idiomatic expressions related to body parts.

## 2.1.1 Idioms with 100% correspondence

Idioms with 100% correspondence have a literal translation and the same meaning conveying the same message in both of the compared languages. In other words, these expressions are identical in English as well as the Czech language. (Vokáčová, 2008, p. 63)

### 2.1.1.1 To cry one's eyes out

Czech equivalent: **Vyplakat si oči**

Meaning: 'To cry a lot because of the particular situation.' (Cambridge Dictionary, 2023)

Example sentence: *She cried her eyes out because of that sad movie she had seen. – Vyplakala si oči kvůli tomu dojemnému filmu, který viděla.*

As the name of this category suggests, the English idiom *to cry one's eyes* and the Czech *vyplakat si oči* is the same in both compared languages.

It is difficult to determine whether this idiom is encoding or decoding because it involves both features. *To cry one's eyes out* does not mean that someone's eyes will fall out because of the intensive crying. A listener has to be able to understand this figurative meaning. Without knowledge of this figuration, the idiom *to cry one's eyes out* would be classified as **an encoding idiom**. However, a listener is expected to be able to identify the meaning just by hearing this idiomatic expression which stands for **decoding idioms**. Additionally, the Czech equivalent *vyplakat si oči* corresponds with this description as well.

According to Croft and Cruse's distinction, this idiom would be classified as **an idiomatic phrase** rather than as an idiomatically combining expression. Although the verb *cry* in this idiomatic expression represents its literal meaning – the action of *crying*, no one's *crying* can cause a fall out of their eyes. So, overall, *to cry one's eyes out* would rather correspond to **an idiomatic phrase**. As in the previous category, the Czech equivalent *vyplakat si oči* also match this classification.

*To cry one's eyes out* is **a grammatical idiom** as well as its Czech equivalent *vyplakat si oči*. This idiomatic expression follows grammatical and general syntactic rules in both compared languages. In English, it could be classified as a verb phrase containing the verb *cry* followed by a pronoun phrase *one's eyes out* that could be defined as an adverbial phrase

modifying the verb. The adverbial phrase *one's eyes out* begins with a possessive pronoun *one's* changeable due to the context and is followed by a noun in the plural form *eyes* that precedes an adverb *out* modifying the noun *eyes*. Regarding the Czech equivalent *vyplakat si oči*, the word *vyplakat* would be a verb followed by a reflexive pronoun *si* which is used in the bare form of this idiom. However, depending on the context, it is possible to use any possessive pronoun that is preceded by the verb *vyplakat* instead of that reflexive pronoun. After the mentioned verb and its reflexive pronoun *si*, a noun in the plural form *oči* that works as a direct object is placed. Furthermore, while English uses the phrase *cry out*, Czech language replaces the adverb *out* with the prefix *-vy* of the verb *plakat*.

Since this idiom is not fixed and can be modified in its pronoun or tense, it would be classified as a **schematic idiom**. There is a possibility to use different pronouns as well as tenses in this idiom. For instance, *She cried her eyes out* or *I will cry my eyes out* etc. Moreover, even in the Czech language, it is possible to use different pronouns and tenses – *Ona si vyplakala oči* or *Já si vypláču oči* etc. However, as mentioned in the previous paragraph, a difference can be found in a verb in this idiom. While English uses a verb phrase *cry out*, Czech works with a verb *plakat* and its prefix *-vy*.

### 2.1.1.2 Face to face

Czech equivalent: **Tváří v tvář**

Meaning: 'To interact with someone in person, not online or over phones.' (Dictionary.com, 2023)

Example sentence: *It was impossible to meet your friends face to face during the Covid-19 pandemic. – Bylo nemožné potkat své přátele tváří v tvář během pandemie Covid-19.*

The use of the same body part, meaning, conveyed message and literal translation would be the same in both of the compared languages – *face to face* – *tváří v tvář*. Therefore, according to Vokáčová (2008, p. 203), this idiom would be considered **an idiom with 100% correspondence**.

It is basically impossible to classify idiom *face to face* as an encoding or decoding. This idiom is so common and frequently used in everyday life conversations that people understand

it and there is not any figurative meaning. This is the reason why it would be closer to **the encoding idioms** category. This classification would represent the Czech equivalent *tváří v tvář* as well.

The English *face to face*, as well as the Czech *tváří v tvář*, could be identified as **an idiomatically combining expression**. The idiom *face to face* literally represents the action when two or more people can see each other's *faces* and interact in person. Thus, this idiom would rather correspond to the definition of an idiomatically combining expression.

Due to respecting to syntactical and grammatical rules of the English language as well as the Czech language, it could be identified as **a grammatical idiom**. The idiom *face to face* as a whole would be a noun phrase consisting of the noun *face* followed and modified by a prepositional phrase *to face* where *to* would be a preposition and *face* would be a noun. This structure could be transferred to the Czech equivalent *tváří v tvář* as well. It is a noun phrase, containing a noun *tváří* in the instrumental case, preceding a prepositional phrase *v tvář*, where *v* would be a preposition and *tvář* would be a noun in the accusative case, which works as a direct object in this particular situation. In addition, the expression *face to face*, as well as *tváří v tvář*, could be considered the so-called **noun-preposition-noun construction**. Other examples of this construction could be *word by word – slovo za slovem*, *day after day – den co den* or *hand to hand – z ruky do ruky*. (Hoakley, 2015)

This expression would be classified as **a substantive idiom** in both of the compared languages. The reason is the fact that this idiom is strictly fixed and cannot be changed or modified in English as well as in Czech.

### 2.1.1.3 To put heads together

Czech equivalent: **Dát hlavy dohromady**

Meaning: 'To plan something or think about the best solution together.' (Cambridge Dictionary, 2023; Merriam-Webster.com, 2023)

Example sentence: *If we put heads together, we can solve this problem. – Když dáme hlavy dohromady, můžeme vyřešit tento problém.*

The last example of an idiom with 100% correspondence would be *to put heads together* and its Czech equivalent *dát hlavy dohromady*. Literal translation and meaning are exact the same in both equivalents of compared languages.

Although the idiom *to put heads together* has a figurative meaning, a listener can easily discover the meaning from the context. It could be said that *heads* in this idiomatic expression represent ideas in both compared languages. When a listener figures it out, he can easily understand what this idiom means. Therefore, English *to put heads together* as well as Czech *dát hlavy dohromady* could be classified as **an encoding idiom**.

As mentioned in the previous paragraph, a noun in the plural form *heads* in the idiom *to put heads together* could refer to ideas or thoughts that people have in their brains/heads. Likewise, the Czech equivalent *dát hlavy dohromady* includes a noun in the plural form *hlavy* that can be understood as *myšlenky* or *nápady*. On the other hand, people can literally put their heads together to collaborate and plan or solve something. So, both compared languages can distinguish this idiom as **an idiomatically combining expression**.

The idiom *to put heads together* follows the general syntactic rules of the language in both compared languages, so it can be defined as **a grammatical idiom**. English equivalent as a whole would be considered a verb phrase including a main verb *put* that precedes a noun in the plural form *heads* followed by an adverb *together*. To be more specific, the word *heads* works as a direct object and the adverb *together* modifies the verb *put*. Moreover, it is possible to apply this exact structure on the Czech equivalent *dát hlavy dohromady*. It is also a verb phrase consisting of the verb *dát* followed by a noun in the plural form *hlavy* and an adverb *dohromady*. As well as in English, *hlavy* would be a direct object and an adverb *dohromady* a modifier of the verb *dát*. Furthermore, it is possible to include pronouns which modify a noun *heads/hlavy* in English as well as in the Czech variety of this idiom. For instance, *We put (our) heads together/Dali jsme (naše) hlavy dohromady*.

*To put heads together* could be defined as **a substantive idiom** in the English language. Even though this expression can be used in all tenses and any pronoun can be included, the form is still the same – *We will put heads together.*, *They put their heads together*. However, in the Czech language, this idiomatic expression would be rather **a schematic idiom** because *dát hlavy dohromady* can be modified by the specific context. Especially, by the use of different pronoun or tense – *My dáme hlavy dohromady.*, *Oni dali hlavy dohromady*.

### 2.1.1.4 Other examples of idioms with 100% correspondence

The following idioms, according to Vokáčová (2008, p. 202 – 204), would feature other examples of English idioms and their Czech equivalents with 100% correspondence. Nevertheless, these idioms are not further discussed or analysed in detail.

#### **To have a heart of gold**

Czech equivalent: **Mít srdce ze zlata**

Meaning: ‘To be generous, kind and willing to help.’ (Cambridge Dictionary, 2023)

Example sentence: *He has a heart of gold, he always helps people. – Má srdce ze zlata, vždycky pomáhá lidem.*

#### **To have one’s head in the clouds**

Czech equivalent: **Mít hlavu v oblacích**

Meaning: ‘To ignore or not perceive the reality and current situation.’ (Cullen et al., 2000, p. 75)

Example sentence: *She often has her head in the clouds and daydreams about unrealistic situations. – Často má hlavu v oblacích a sní o nereálných situacích.*

#### **To feel something in one’s bones**

Czech equivalent: **Cítit něco v kostech**

Meaning: ‘To believe or feel something strongly, even though it is impossible to explain it.’ (Cambridge Dictionary, 2023; Nesnídal, 1990, p. 29)

Example sentence: *You will pass this exam, I can feel it in my bones! – Tu zkoušku uděláš, cítím to v kostech!*

### **To make eyes at someone**

Czech equivalent: **Dělat na někoho oči**

Meaning: ‘To look at someone in a way that shows interest in the other person or, in other words, to flirt with someone.’ (Dictionary.com, 2023)

Example sentence: *She likes to make eyes at boys. – Rádá dělá oči na kluky.*

### **To have nerves of iron**

Czech equivalent: **Mít nervy ze železa**

Meaning: ‘To be able to remain calm and brave in tense or difficult situations.’ (Merriam-Webster.com, 2023; Macmillan Dictionary, 2023)

Example sentence: *You need to have nerves of iron being a teacher. – Jako učitel musíš mít nervy ze železa.*

## **2.1.2 Idioms with overall correspondence**

As mentioned before, idioms with overall correspondence have the same meaning in both compared languages. However, they slightly differ in some aspects of the language, usually morphologically. For instance, the singular form is used in one of the compared languages, but the other language uses the plural form. Another distinction can occur in the use of diminutives, prepositions or word order. (Vokáčová, 2008, p. 63)

### **2.1.2.1 To be skin and bones**

Czech equivalent: **Být kost a kůže**

Meaning: ‘To be very thin that someone’s bones can be visible through their skin.’ (Cambridge Dictionary, 2023)

Example sentence: *She lost so much weight during the illness that she is just skin and bones now. – Během nemoci zhubla natolik, že je z ní teď jen kost a kůže.*



Firstly, it is important to distinguish differences between English *to be skin and bones* and Czech *být kost a kůže* since these idioms are with overall correspondence. *To be skin and bones* would be literally translated to Czech as *být kosti a kůže*, so the most significant difference is word order. Moreover, while English talks about more than two *bones*, *Czech* talks only about one *bone* – *kost*. Vokáčová (2008, p. 64, 204 – 205) includes this idiom in **the morphological derivation category**, especially in two subcategories **the singular in one language against the plural in the other** and **change in word order**.

*To be skin and bones* and its Czech equivalent *být kost a kůže* could be considered **an encoding idiom**. This idiom conveys an idea of someone being underweight that his bones are noticeable under his skin and the idiom evokes this idea by itself. So, although a listener hears it for the first time, it is not difficult to discover the meaning from the context.

Classification as **an idiomatically combining expression** would correspond to English idiom *to be skin and bones* and Czech *být kost a kůže*. In both compared languages, nouns included in this idiom refer to a human body. So, as mentioned in the previous paragraph, the idiom as a whole indicates someone being extremely thin and his bones can be seen through his skin. Therefore, *to be skin and bones* is an idiomatically combining expression rather than an idiomatic phrase.

Regarding the fact that the idiom *to be skin and bones* follows general syntactical and grammatical rules in English as well as *být kost a kůže* in Czech, it can be considered **a grammatical idiom**. The English verb *be* and also the Czech verb *být* would be defined as a linking verb and the remaining part of the idiom – *skin and bones* / *kost a kůže* would be a subject of the particular sentence. Both compared languages treat *skin and bones* as well as *kost a kůže* as a noun phrase consisting of two nouns joined with a conjunction *and*. On the other hand, both examined languages use an opposite word order of those nouns. English places the word *skin* as the first noun of the sentence and *bones* as the second noun of the sentence. However, the Czech equivalent uses the noun *bone* as the first noun and *skin* as the second noun of the idiom. Additionally, as mentioned above, while Czech includes both of these body parts in their singular forms, English uses a singular form for *skin*, but the plural form for *bones*.

*To be skin and bones* and *být kost a kůže* would be defined as a **substantive idiom**. Neither of the compared languages allows any modification in any context, so the idiom is fixed and unchangeable.

### 2.1.2.2 To be all ears

Czech equivalent: **Být jedno ucho**

Meaning: ‘To listen eagerly and carefully to someone.’ (Cullen et al., 2000, p. 52)

Example sentence: *Tell me about your holiday, I am all ears!* – *Vyprávěj mi o tvých prázdninách, jsem jedno ucho!*

The literal translation of the English idiom *to be all ears* would be *být všechny uši* in Czech. However, the Czech language uses *one ear* instead of *all ears*. So, the difference is in the number of ears. The singular is used in Czech – *být jedno ucho*, and plural in English – *to be all ears*. According to Vokáčová (2008, p. 204) *to be all ears* would be included in **the morphological derivation category** and its subcategory **the singular in one language against the plural in the other**.

*To be all ears* could be considered as **an encoding idiom**. Ears usually indicate listening, therefore it should be uncomplicated for a listener to discover the meaning of this idiom from the context, even though the listener has never heard this expression before. This classification could be applied to the Czech equivalent *být jedno ucho* as well.

English idiom *to be all ears* and its Czech equivalent *být jedno ucho* would be categorised as **an idiomatically combining phrase**. As mentioned above, it is possible to say that *ears* can refer to the action of listening in both compared languages. Therefore, the idiomatic meaning matches its literal meaning.

It is possible to say that *to be all ears* is a **grammatical idiom** that follows grammatical and syntactical rules of English. *All ears* in this idiom can be considered as a noun phrase where the word *all* would be an adjective that determines a noun in the plural form *ears*. In the Czech language, *jedno ucho* in this idiom is a noun phrase as well, and *jedno* could be defined as an adjective that determines a noun *ucho*. On the other hand, although Czech *být jedno ucho* respects all grammatical and syntactical rules of the Czech language, it differs from its English

equivalent in some grammatical aspects. As written above, *to be all ears* and *být jedno ucho* differs in number – English uses *all ears* while Czech uses just *one ear*. Therefore, English has a plural form – *ears* and Czech has a singular form – *ear*. Moreover, the Czech idiom can be also heard or seen as *být jedno velké ucho* in some contexts. So, the adjective *velký* can be included as another adjective that determines the *ear*. However, if an adjective *velký* is included in this idiom, there is a strict position where this word can be placed – between the words *jedno* and *ear*.

The idiomatic expression *to be all ears* would be categorised as **a substantive idiom** in both compared languages. There is no modification option because this idiom is strictly fixed. However, as mentioned in the previous paragraph, the Czech equivalent *být jedno ucho* allows including of an adjective *velký* – *být jedno velké ucho*.

### 2.1.2.3 To open someone's eyes

Czech equivalent: **Otevřít někomu oči**

Meaning: 'To make someone aware of something they did not know or realize before.' (Cullen et al., 2000, p. 58)

Example sentence: *He finally opened my eyes, I did not know about it until today.* – *Konečně mi otevřel oči, do dneška jsem o tom nevěděl.*

Vokáčová (2008, p. 106) classifies this idiomatic expression as **an idiom with a different grammatical case or preposition, using a reflexive verb in one language**. Specifically, **a different grammatical case** can be found in the case of the English idiom *to open someone's eyes* and its Czech equivalent *otevřít někomu oči*. While **an accusative case** is used in English to indicate a direct object *someone's eyes*, Czech uses two grammatical cases. Firstly, **a dative case** is used to indicate an indirect object *někomu*, and then **an accusative case** is used to indicate a direct object *oči*. (Kibort, 2008)

The idiom *to open someone's eyes* would correspond with a definition of **a decoding idiom** in both compared languages. The real meaning has nothing to do with the action of opening someone's eyes. Thus, even though a listener knows the literal meaning of each word, it is

necessary to understand the figurative meaning of this idiom as a whole. This fact can become difficult for English learners, especially when hearing this idiom for the first time.

This idiom would be classified as **an idiomatic phrase**. The English *to open someone's eyes* as well as the Czech *otevřít někomu oči* are figurative phrases and no part of these idioms refers to the action of opening eyes. Therefore, no idiomatic meaning part corresponds to the literal meaning part.

Regarding following general grammatical and syntactical rules of the language, *to open someone's eyes* would be considered a **grammatical idiom**. The word *open* is a verb that precedes a direct object *eyes*. This direct object *eyes* is a part of a noun phrase *someone's eyes* where *someone's* is a possessive pronoun that indicates, whom these eyes belong to, and can be modified according to the person it is talked about. Considering the Czech equivalent *otevřít někomu oči*, the word *otevřít* is a verb that also precedes an object. However, the Czech language uses two objects in this idiom. The first one is an indirect object *někomu*. Instead of *někomu* a specific pronoun or name is usually used in a context. The second object placed after an indirect object *někomu* is a direct object *oči*. So, as mentioned before, a difference in a grammatical case can be found between the Czech and English languages. While the English equivalent *to open someone's eyes* includes an accusative case for the noun phrase *someone's eyes*, the Czech equivalent *otevřít někomu oči* uses a dative case for the pronoun *někomu* and an accusative case for the following noun *oči*. (Kibort, 2008)

Examined idiom would be classified as a **schematic idiom** because in both compared languages a tense and pronoun can be modified. However, while in English a pronoun in an accusative case has to be placed, the Czech uses a pronoun in a dative case. For instance, *to open someone's eyes* can be modified as *opened her eyes, will open his eyes* etc. The Czech examples of modified idiom would be *otevřít někomu oči* could be *otevřel mi oči, otevře jí oči* etc.

#### 2.1.2.4 Other examples of idioms with overall correspondence

This category of idioms with overall correspondence contains more examples. Other idioms belonging to this category, according to Vokáčová (2008, p. 204 – 206), are listed below. However, compared to the three previous idioms these examples are presented without further

details. Since overall correspondence indicates slight differences between compared equivalents, the differences are briefly defined for each idiom.

### **To fight tooth and nail**

Czech equivalent: **Prát se zuby nehty**

Meaning: ‘To be willing to do everything to get or achieve something that is wanted.’ (Cambridge Dictionary, 2023; Cullen et al., 2000, p. 195)

Example sentence: *I will fight tooth and nail to get that job! – Budu se prát zuby nehty, abych dostal tu práci!*

Difference: The difference between English and Czech equivalent is in the plural form of nouns. While English talks about one *tooth* and one *nail*, the Czech uses the plural form *teeth* and *nails*. Furthermore, a conjunction *and* is inserted in English *to fight tooth and nails*, but the Czech language does not place any conjunction between the words *teeth* and *nails*. (Vokáčová, 2008, p. 204)

### **To have a finger in every pie**

Czech equivalent: **Mít prsty ve všem**

Meaning: ‘To be involved and try to influence in several activities, but other people usually do not approve of it.’ (Cambridge Dictionary, 2023; Cullen et al., 2000, p. 62)

Example sentence: *He has a finger in every pie trying to be involved in every project. – Má prsty ve všem, snaží se, ať je zapojen do každého projektu.*

Differences: The difference is in the plural form of the noun *finger*. While English has one *finger*, the Czech includes more *fingers*. Additionally, the English equivalent talks about *a finger in every pie* however, the Czech talks about *having fingers in everything*, not just pies.

### **To turn someone’s stomach**

Czech equivalent: **Zvedat žaludek**

Meaning: ‘To be so upset or disgusted, that it makes someone feel sick.’ (Cambridge Dictionary, 2023; Merriam-Webster.com, 2023)

Example sentence: *Her rude behaviour turns my stomach. – Její drzé chování mi zvedá žaludek.*

Difference: Both compared languages use different verbs. While the English idiom includes the verb *turn*, its Czech equivalent prefers the verb *lift*.

### **To break someone’s heart**

Czech equivalent: **Zlomit někomu srdce**

Meaning: ‘To cause someone great sorrow by telling something unpleasant, especially by letting them know you do not love them anymore.’ (Cambridge Dictionary, 2023; Merriam-Webster.com, 2023)

Example sentence: *She broke his heart when she left him. – Zlomila mu srdce, když ho opustila.*

Difference: These two idioms are almost literal. However, a difference in a grammatical case can be noticed. The English language includes an accusative case, so *heart* could be classified as a direct object modifying a verb *break*. The pronoun *someone* can be changed due to the context and works as a possessive pronoun modifying the noun *heart*. Nevertheless, the Czech language uses two cases due to the presence of two objects. At first, a dative case is used, so *někomu*, a pronoun changeable in different contexts, would be considered an indirect object that modifies a verb *zlomit*. Then an accusative case is presented and *srdce* would be a direct object modifying a verb *zlomit* as well. (Kibort, 2008)

### **To elbow one’s way**

Czech equivalent: **Razit si lokty cestu**

Meaning: ‘To force someone’s way and push through a crowd of people.’ (Macmillan Dictionary, 2023)

Example sentence: *He elbowed his way through the crowd to see his favourite singer performing. – Razil si lokty cestu davem, aby viděl jeho oblíbeného zpěváka vystupovat.*

Difference: English word *elbow* can be used as a noun as well as a verb. Therefore, the word *elbow* is used as a verb in this particular case. On the other hand, the Czech language does not allow to use the noun *loket* as a verb because nothing like “*loktovat*” exists in this language. Thus, the verb *razil* is used instead. Furthermore, in English *to elbow one’s way* the pronoun *one’s* is used that can be modified depending on the context. However, the Czech *razil si lokty cestu* includes a reflexive verb *si* instead.

## 2.2 Comparison of idioms with partial correspondence

To summarize what has been written about idioms with partial correspondence in Chapter 1.2.2, according to Vokáčová (2008, p. 64 – 67) these are idioms that correspond only partially in compared languages. Although both of the compared idioms carry the same message because the semantic level is maintained, the lexical level or formal structure differs. This is caused primarily by the use of distinct words. Especially, the use of a different body part in one of the compared languages. A great deal of idioms related to body parts would be included in this category.

### 2.2.1 Break a leg

Czech equivalent: **Zlom vaz**

Meaning: ‘To wish someone good luck before a performance or important event.’ (Cambridge Dictionary, 2023)

Example sentence: *He said “break a leg” before her Math examination. – Řekl “zlom vaz” před její zkouškou z matematiky.*

According to Vokáčová (2008, p. 213 – 214), the idiom *break a leg* is included in the subcategory of **the idiomatic expressions using a different part of the body**. The verb *break* is used in English as well as the Czech equivalent. However, English uses the noun *a leg* while Czech talks about a neck ligament – *zlom vaz*.

English equivalent *break a leg* as well as the Czech equivalent *zlom vaz* could be considered as **a decoding idiom**. The real meaning of this idiomatic expression and its message could be

unclear for a listener who hears this idiom for the first time. It is necessary to understand the figurative meaning of this idiom to be aware of the message.

Examined idiom would be classified as **an idiomatic phrase** rather than an idiomatically combining expression. The reason is the fact, that no part in the idiom *break a leg* encourages anyone to break their leg and does not wish anyone breaking of their leg. This could be applied to the Czech language, and its equivalent *zlom vaz*, as well. Saying *zlom vaz* does not mean encouraging of breaking someone's neck ligament. This signifies that neither in English nor in Czech the idiom *break a leg*, does not refer to the action of breaking any part of the body.

*Break a leg* as well as *Zlom vaz* would be defined as **a grammatical idiom**. An accusative grammatical case can be found in both compared idioms. Therefore, a direct object is included in both of these idioms, for English it is the noun *leg*, and for Czech, it is the noun *vaz*. These direct objects are preceded by a verb – *break* in the English equivalent and *zlomit* in the Czech equivalent.

It is possible to classify this idiom as **a substantive idiom** in both compared languages. *Break a leg* as well as *zlom vaz* are fixed expressions and cannot be changed or modified in a tense or a pronoun. However, in the Czech language, there is an option to say *zlomte vaz* when addressing more than one person, or one person in a formal way – *vy*. In addition, this idiom is mostly used as an exclamatory sentence ending with an exclamation mark – *Break a leg!* or *Zlom vaz!*

### 2.2.2 To be a pain in the neck

Czech equivalent: **Být osina v zadku**

Meaning: 'To act annoying or be really annoying to someone.' (Cambridge Dictionary, 2023 Nesnídal, 1990, p. 141)

Example sentence: *My brother is a pain in the neck! He's talking all the time! – Můj bratr je osina v zadku! Neustále mluví!*

Vokáčová (2008, p. 209) matches the English *to be a pain in the neck* to the Czech *lézt někomu na nervy* and includes this idiom into the subcategory called **using lexically different**



**words but keeping the semantic meaning.** However, another Czech equivalent which would probably correspond better could be the idiom *být osina v zadku*. Therefore, considering Vokáčová's subcategories, this idiom could be classified partially as **an idiomatic expression using a different part of the body** and partially it would correspond with a subcategory mentioned earlier – **using lexically different words but keeping the semantic meaning.** Nevertheless, a few differences are noticeable even when considering the English idiom *to be a pain in the neck* and the Czech *být osina v zadku*. While the English language talks about being *a pain*, the Czech language uses the word *awn*. Moreover, the difference can be found in the use of a body part as well. Although, the English equivalent of this idiom regards a pain in *the neck*, the Czech equivalent talks about an awn in *the butt*. However, the English language also uses the word *butt* instead of *neck* in some cases – *to be a pain in the butt*. Even a vulgar version of this expression can be used among English speakers – *to be a pain in the ass*.

This idiom in both compared languages requires a listener to understand the figurative meaning of it to understand the real message and meaning of this expression. So, even though a listener knows the definition of each word of this idiom, it is impossible to understand its meaning without knowledge of the figurative meaning of the whole expression. Therefore, *to be a pain in the neck* as well as *být osina v zadku* could be considered as **decoding idioms**.

*To be a pain in the neck* matches the definition of **an idiomatic phrase**. Regarding the English equivalent, no part of this idiom corresponds to the action of being a pain located in someone's neck. Moreover, regarding the Czech *být osina v zadku*, no part of it refers to the action of being an awn located in someone's butt. Due to these features, this idiom is an idiomatic phrase in both compared languages.

English as well as the Czech equivalent of this idiom would be considered **a grammatical idiom**. *To be a pain in the neck* and *být osina v zadku* follow grammatical standards and rules of the language. Beginning with the English equivalent *to be a pain in the neck*, the whole idiom could be determined as a noun phrase consisting of the indefinite article *a*, the noun *pain* and a prepositional phrase *in the neck* where *in* is a preposition, *the* is the definite article and *neck* is a noun. Considering the Czech equivalent *být osina v zadku*, this idiom would be defined as a noun phrase as well where *osina* is the noun, *v* is the preposition and *zadek* is the noun referring to the place or location. These idiomatic noun phrases in both compared languages are preceded by a verb *to be* that is modified according to the context.

This idiom could be classified as **a substantive idiom** because it is a fixed expression in English as well as in the Czech language. No part can be modified or changed. However, this idiomatic phrase is preceded by the verb *to be* in both compared languages. The verb *to be* can be modified according to the context, but the idiom as a whole is always fixed.

### 2.2.3 On the tip of someone's tongue

Czech equivalent: **Na jazyku**

Meaning: 'To know it, usually a name of someone or something, but cannot quite remember it at the particular moment.' (Cullen et al., 2000, p. 194)

Example sentence: *Her name is on the tip of my tongue, but I can't remember it right now. – Její jméno mám na jazyku, ale teď si a něj nemohu vzpomenout.*

Vokáčová (2008, p. 66) categorises this idiom into a subcategory of **idioms possessing a different number of lexical expressions**. Idioms belonging to this subcategory contain some additional lexical means in one of the compared languages. Or, from the other point of view, the idiom lacks some lexical means in one of the compared languages. In this particular idiom, the preposition *on* is used in both equivalents however, the English *tip of someone's tongue* is contained in the Czech word *jazyku*. This fact also provides another difference. While English *on the tip of someone's tongue* refers to just the tip of a person's tongue, the Czech *na jazyku* refers to the tongue as a whole.

Due to the difficulty to discover the meaning of this idiom by a listener, it would be considered **a decoding idiom**. A listener could probably understand the meaning when hearing it in the context. However, it would be impossible to understand what a speaker is saying, especially hearing this idiom for the first time and without context. Overall, it is necessary to have a knowledge of the figurative meaning. This definition would correspond to the English *on the tip of someone's tongue* as well as the Czech *na jazyku*.

*On the tip of someone's tongue* would be defined as **an idiomatic phrase** rather than an idiomatically combining expression. No part of this idiom refers to something being placed on the tip of someone's tongue. Regarding the Czech equivalent *na jazyku*, no element of this idiom could be interpreted literally as something being somewhere on a person's tongue.

So, literal meaning cannot be used for any part neither in the English equivalent nor in the Czech one. Therefore, this idiom is considered an idiomatic phrase in both compared languages.

Regarding the fact that the idiom *on the tip of someone's tongue* follows syntactical and grammatical rules, it would be categorised as **a grammatical idiom**. Beginning with the English equivalent, it could be analysed as a prepositional phrase consisting of a preposition *on* followed by a noun phrase *the tip of someone's tongue* that can be interpreted as an indirect object of the preposition *on*. To analyse the idiom's noun phrase *the tip of someone's tongue*, the definite article *the* is a determiner, noun *tip* refers to the location followed by a prepositional phrase *of someone's tongue*. The preposition *of* indicates a possessive relationship and precedes a possessive pronoun *someone's* and a noun *tongue*. On the other hand, the Czech equivalent *na jazyku*, would be defined as a prepositional phrase in a locative case consisting of a preposition *na* followed by a noun *jazyku*.

The expression *on the tip of someone's tongue* would be defined as **a substantive idiom**. Although, there is an element – *someone's* – where a pronoun appropriate to the particular context is placed, the whole idiom is fixed and cannot be modified. Moreover, the Czech equivalent *na jazyku* is fixed as well and there is no option of any modification. Therefore, this idiom would be classified as **a substantive idiom** in both compared languages.

## 2.2.4 Other examples of idioms with partial correspondence

Like the previous categories, this one contains other examples as well. The following expressions present a few other examples of English idioms and their Czech equivalents with partial correspondence according to Vokáčová (2008, p. 206 – 215). These examples are described briefly and more details are not included. However, the most significant differences between English and Czech equivalent are presented.

### **To know by heart**

Czech equivalent: **Znát z paměti**

Meaning: ‘To know something so well to be able to produce it from memory without errors.’  
(Cullen et al., 2000, p. 75)

Example sentence: *She knows this poem by heart. – Zná tu báseň z paměti.*

Difference: While English idiom includes the word *heart*, the Czech works with the word *memory*. So, different lexical words are used, but the semantic meaning is preserved.  
(Vokáčová, 2008, p. 207)

### **Out of sight, out of mind**

Czech equivalent: **Sejde z očí, sejde z mysli**

Meaning: ‘To not think about something anymore because you do not see it.’ (Cullen et al., 2000, p. 166)

Example sentence: *He moved to another city and we lost touch with each other. Out of sight, out of mind. – Odstěhoval se do jiného města a ztratili jsme spolu kontakt. Sejde z očí, sejde z mysli.*

Difference: Although the English language works with a sense of *sight*, the Czech language uses *eyes* as a whole. (Vokáčová, 2008, p. 207)

### **To pull someone’s leg**

Czech equivalent: **Tahat někoho za nos**

Meaning: ‘To purposely lie or try to persuade someone to believe in something that is not true.’  
(Cambridge Dictionary, 2023; Nesnídal, 1990, p. 150)

Example sentence: *She was pulling my leg when she said she dated a famous actor. – Tahala mě za nos když řekla, že randí se slavným hercem.*

Difference: As in the two previous examples, a different lexical word is used, but the semantic meaning is preserved in both compared languages. A different body part is used in this concrete case. While English uses *leg*, Czech talks about *nose*.

## **Someone's lips are sealed**

Czech equivalent: **mlčet jako hrob**

Meaning: 'To promise to keep someone's secret and not to tell anyone.' (Cullen et al., 200, p. 96)

Example sentence: *Don't worry, I won't tell anyone about it. My lips are sealed. – Neměj obavy, nikomu o tom neřeknu. Mlčím jako hrob.*

Difference: According to Vokáčová (2008, p. 213) these whole idioms are expressed with different lexical means however, the conveyed message and meaning are the same in both examined languages. Although English includes *sealed lips* and the Czech attributes a state of *being silent to a tomb*, they have something in common. Both equivalents are connected with lips and disallowed to speak.

## **Poker face**

Czech equivalent: **Kamenná tvář**

Meaning: 'To not show any emotions on someone's face and not reveal the person's feelings or thoughts.' (Cambridge Dictionary, 2023; Merriam-Webster.com, 2023)

Example sentence: *He tried to hide his emotions and maintain a poker face, but he couldn't help and laughed. - Snažil se skrýt své emoce a zachovat si kamennou tvář, ale nemohl si pomoci a zasmál se.*

Difference: The English idiom refers to the game poker where it is important to not show any emotions and keep a *poker face*. On the other hand, the Czech equivalent *stone face* refers to a stone. This can be compared to a statue of stone that does not show any feelings on its face.

## **2.3 Comparison of idioms with non-correspondence**

To summarize what has been written in Chapter 1, Vokáčová (2008, p. 67) defines idioms belonging to this category as expressed non-idiomatically or not having an equivalent in one of the compared languages. Most idiomatic expressions and phrases would be included in this category.

### 2.3.1 To see eye to eye

Czech equivalent: **Rozumět si**

Meaning: ‘To have a good relationship with someone and always agree on everything with them.’ (Cullen et al., 2000, p. 57)

Example sentence: *We used to see eye to eye, but we barely talk to each other for the last few months. – Dříve jsme si rozuměli, ale posledních pár měsíců spolu sotva mluvíme.*

Vokáčová (2008, p. 68 – 69, 216) categorises this idiom with non-correspondence to the subcategory called **the free combination of language elements**. Regarding this particular English expression *to see eye to eye*, there does not exist any Czech idiomatic equivalent, so it is necessary to use “other words than idioms which would express the reality in the closest possible way.” (Vokáčová, 2008, p. 68) In this concrete case, the best Czech equivalent would be *rozumět si*. However, the Czech expression *rozumět si* does not meet the definition or features of an idiom. Thus, this Czech equivalent will not be further classified according to Croft and Cruse’s division of idioms.

*To see eye to eye* would be classified as a **decoding idiom** rather than an encoding idiom. It is necessary to understand its figurative meaning to figure out the message of this expression. Nevertheless, the meaning of this particular idiom could be more easily decoded from a certain context than other idioms belonging to this category, even if the listener heard it for the first time.

This idiom would be considered an **idiomatic phrase**. No element of *to see eye to eye* corresponds to the action of looking into someone’s eyes, even though it might seem that way at the first impression.

*To see eye to eye* respects the rules and structure of the English grammatical and syntactical system. Therefore, it could be categorised as a **grammatical idiom**. The whole expression would be considered as a verb phrase consisting of the verb *see* that precedes the noun phrase *eye to eye*. Syntactically, this noun phrase would be defined as an adverbial phrase with the purpose to modify the verb *see*. Specifically, it would be an adverbial phrase of manner containing the noun *eye* followed by the preposition *to* and the second occurrence of the noun *eye*.

This idiomatic phrase is strictly fixed. For instance, it is even impossible to use the plural, which would make the sentence *They see eyes to eyes* incorrect. So, due to the impossibility of any modification in any element of this idiom, the only correct usage would be *They see eye to eye*. Therefore, *to see eye to eye* is classified as **a substantive idiom**.

### 2.3.2 To cost an arm and a leg

Czech equivalent: **Stát jmění, stát majlant**

Meaning: 'To be very expensive.' (Cullen et al., 2000, p. 4)

Example sentence: *Even though his new computer cost an arm and a leg, it stopped working after a few weeks. – I když jeho nový počítač stál jmění, přestal fungovat po pár týdnech.*

*To cost an arm and a leg* is another example of an idiom with **non-correspondence** in the Czech language. It could be translated as *stát majlant* or *stát jmění*. It is possible to imagine *jmění* as wealth, fortune or heritage, or basically almost all the money a person owns. However, in 99% of situations, someone using this phrase does not spend all their money on something, but they exaggerate. It could be considered as a purpose of this phrase, so a speaker can emphasise how expensive the bought product was. However, according to Vokáčová (2008, p. 217), it would belong to the subcategory called **periphrasis**. Periphrasis is used when there does not exist an idiomatical equivalent in one of the compared languages, so in one of those languages, a circumlocution is used to describe this idiom as closely as possible to match its equivalent in the other language. Therefore, Vokáčová defines the idiom *to cost an arm and a leg* as the one with non-correspondence. Since the Czech equivalent is not idiomatic, for further classification and comparison, the Czech equivalent will not be used.

It is difficult to determine if the English idiom *to cost an arm and leg* would rather belong to **the encoding idioms** or **decoding idioms** category. There is a figurative meaning that emphasises that something is very expensive. The message can be discovered by native speakers with the knowledge of this figurative meaning. However, non-native speakers would probably struggle to easily understand this expression without the knowledge of its figurative meaning.

According to Croft and Cruse's division, it is possible to consider the English idiom *to cost an arm and a leg* as **an idiomatic phrase**. Even though the verb *cost* corresponds with the amount of money a customer or client has to pay for something, the rest of the idiom does not match the literal definition. Nowadays, it is not a common solution to pay for expensive products with someone's arm and leg. Therefore, *to cost an arm and a leg* could be defined as an idiomatic phrase.

*To cost an arm and a leg* would be classified as **a grammatical idiom**, due to the respect of grammatical and syntactical rules. It could be identified as a verb phrase containing a verb *cost* followed by a noun phrase *an arm and a leg*. In this particular case, the noun phrase *an arm and a leg* would be the adverbial modifying the verb *cost*. This adverbial would consist of a noun phrase divided into two other noun phrases. The first noun phrase of the adverbial would contain the indefinite article *an* and the noun *arm* followed by the conjunction *and* connecting the other noun phrase including the indefinite article *a* and the noun *leg*.

Due to the impossibility of any change or modification, this English idiom could be identified as **a substantive idiom** which is fixed. However, there is an option to use this idiom in different tenses. On the other hand, since the verb *cost* is an irregular verb whose form is always the same, the idiom *to cost an arm and a leg* would be unchanged in any tense and context – *His car cost an arm and a leg*, *Her house will cost an arm and a leg* etc.

### 2.3.3 A slip of the tongue

Czech equivalent: **Přěřknutí**

Meaning: 'To make an unintentional mistake in someone's speech.' (Cullen et al., 2000, p. 168)

Example sentence: *It was a slip of the tongue when she called him by the wrong name. – Bylo to přěřknutí, když ho oslovila špatným jménem.*

The idiom *a slip of the tongue* is another example of **an idiom with non-correspondence**. The Czech language does not contain any idiomatic equivalent therefore, the word *přěřknutí* is used instead. However, the word *přěřknutí* is not idiomatic. Due to this fact, Vokáčová (2008, p. 219) includes it in the subcategory of idioms with non-correspondence called



**one-word expressions.** Idioms belonging to this subcategory are expressed idiomatically in one of the compared languages, but using one-word non-idiomatic expression in the other language. (Vokáčová, 2008, p. 68) Since there is no idiomatic equivalent in the Czech language, further classification will be dedicated to English *a slip of the tongue* only.

English native speakers would presumably easily understand the figurative meaning of the idiom *a slip of the tongue*. The literal meaning of each word of this expression could represent the real action of what happens when someone makes *a slip of the tongue*. During this action, a person accidentally says something else than what they intended to say. It can be caused by saying something a person thinks about instead of what they wanted to express. Therefore, an error in someone's speech is made. So, a tongue literally makes a slip in an oral cavity. Thus, *a slip of the tongue* could be classified as **an encoding idiom**. However, for Czech learners of English, the meaning of this idiom could not be as obvious. It could be caused by the absence of the equivalent for this idiom in the Czech language. On the other hand, more advanced learners could understand the meaning of this idiom in the context without much difficulty. Accordingly, *a slip of the tongue* could be rather classified as **an encoding idiom** than a decoding one.

*A slip of the tongue* would correspond to Croft and Cruse's definition of **an idiomatic phrase** as well as **an idiomatically combining expression**. Regarding an idiomatic phrase, this idiom meets the signs of this category. It is a fixed expression which has a figurative meaning differing from the literal meaning of its individual words. However, as mentioned in the previous paragraph, this idiom could literally correspond to the action of making an unintentional error in someone's speech. Thus, *a slip of the tongue* could be classified as both **an idiomatic phrase** and **an idiomatically combining expression**.

This expression could be considered **a grammatical idiom**. It respects and follows all grammatical and syntactical rules of the language. The idiom as a whole would be a noun phrase consisting of a noun phrase *a slip* followed by a prepositional phrase *of the tongue* which modifies the noun *slip*. The noun phrase *a slip* contains an indefinite article *a* and a noun *slip*. Mentioned preceding prepositional phrase consists of a preposition *of* followed by another noun phrase *the tongue*, where *the* is a definite article and *tongue* is a noun. Additionally, the part *of the tongue* could be defined as a direct object of the noun *slip*. Nevertheless, since this idiom is fixed, it is used as a whole in sentences in the form of a subject, object or complement of a verb.

Due to the fact that every element of this idiom is fixed in any context, there is no allowance of modification. Therefore, *a slip of the tongue* would be classified as **a substantive idiom**.

### 2.3.4 Other examples of idioms with non-correspondence

This category is the most numerous in terms of the representation of idioms. Some other idioms related to body parts and with non-correspondence according to Vokáčová (2008, p. 215 – 223) are introduced briefly in this subsection.

#### **Tongue in cheek**

Czech equivalent: **Ironicky**

Meaning: ‘To say something in a way that shows that something different was meant by this statement.’ (Cullen et al., 2000, p. 194)

Example sentence: *She made a tongue-in-cheek comment about her birthday party.* – *Pronesla ironický komentář o své narozeninové oslavě.*

Difference: The Czech equivalent does not exist. So, the word *ironicky* conveying the same meaning is used instead. Vokáčová (2008, p. 68) includes this example in periphrasis.

#### **To be on one’s last legs**

Czech equivalent: **Mlít z posledního**

Meaning: ‘To be very tired, close to collapse or even death.’ (Cambridge dictionary, 2023; Nesnídal, 1990, p. 115 – 116)

Example sentence: *The athlete was on his last legs in the final part of the marathon.* – *Atlet mlel z posledního v závěrečné části maratonu.*

Difference: Vokáčová (2008, p. 221) characterises this idiom as a free combination of language elements. Although the conveyed message would be the same in English as well as in Czech, regarding each element of these expressions, these idioms are totally different.

### **Cross my heart**

Czech equivalent: **Na mou duši**

Meaning: ‘To emphasise that someone will do exactly what they have promised.’ (Merriam-Webster, 2023)

Example sentence: *I will never leave you! Cross my heart. – Nikdy tě neopustím! Na mou duši.*

Difference: As mentioned in the previous example idiom, English and Czech equivalents have nothing in common, except for the message. Therefore, Vokáčová (2008, p. 221) classifies *cross my heart* and *na mou duši* as idioms with a free combination of language elements as well.

### **To catch someone red-handed**

Czech equivalent: **Přistihnout někoho při činu**

Meaning: ‘To find someone in the middle of an illegal action.’ (Cambridge Dictionary, 2023; Nesnídal, 1990, p. 156)

Example sentence: *Our new police officer caught a robber red-handed in a bank. – Náš nový policista přistihl při činu lupiče v bance.*

Difference: According to Vokáčová (2008, p. 218) this example would be classified as a periphrasis. There is no idiomatic equivalent in one of the compared languages, so circumlocution is used. Regarding this particular idiom, the Czech language does not include any idiomatic equivalent.

### **Hit someone between the eyes**

Czech equivalent: **Vyrazit dech**

Meaning: ‘To shock or surprise someone.’ (Cambridge Dictionary, 2023)

Example sentence: *Her pregnancy announcement hit us between the eyes. – Její oznámení o těhotenství nám vyrazilo dech.*

Difference: These two equivalents convey the exact message, but use a different combination of language elements in both compared languages. (Vokáčová, 2008, p. 222)

## **2.4 Summary of the chapter**

This chapter presented an enumeration of selected idioms related to body parts representing each category according to Vokáčová (2008), specifically the following categories – idioms with total correspondence divided into idioms with 100% correspondence and idioms with overall correspondence, then idioms with partial correspondence and finally, idioms with non-correspondence. Each of these classifications was represented with particular selected idiomatic expressions. Firstly, the Czech equivalent of each English expression was included, comprising a brief explanation and example sentence containing a particular idiom. Then, every idiom was analysed according to Croft and Cruse's (2004) classification. Their division includes four categories and every category is divided into two, usually contradictory, groups. These categories were encoding vs decoding idioms, idiomatically combining expressions vs idiomatic phrases, grammatical vs extragrammatical idioms and substantive vs schematic idioms. Regarding these four categories, every expression should belong to one of their two divisions. However, some of the mentioned idioms in this chapter could be placed into both of these options in some of Croft and Cruse's (2004) categories.

Since this chapter was mostly based on the personal analysis of selected idioms, the main sources were works from Vokáčová (2008) and Croft and Cruse (2004) providing the classification of idioms. As other sources for this analysis, online dictionaries and Veselovská's works were used. However, the further categorisation, explanation and analysis of idiom as a whole was primarily based on the own examination and all example sentences that have been used are own as well.

### **3 Idioms in ELT**

Idioms and proverbs are usually highly neglected in English lessons. Sometimes, these expressions are included in coursebooks very often in the form of a box called something like “useful phrases.” Then, one or two exercises are focused on these mentioned idioms. However, that is all and idioms are not mentioned anywhere again. (ELT Concourse teacher training, 2023; Words Worth, 2019) The following subsections are dedicated to why idiomatic expressions should be integrated into English language teaching (further as ELT), if there are any difficulties with implementing these expressions into ELT and how exactly they could be integrated.

#### **3.1 Reason to include idioms in ELT**

The knowledge and understanding basic of idioms of the language are essential. It helps with fluency, understanding and orientation in the language. Idioms are also frequently used in movies or TV shows. Therefore, the knowledge of the most common idioms is prominent. Moreover, when a learner of English wants to sound more natural in his spoken and written English, the use of these expressions is essential. (Irujo, 1986, p. 236 – 242)

“The use of idioms has a great influence in the teaching and learning process of a foreign language because it could be one of the ways to give students better conditions to improve communicative skill in the daily context.” (Roberto de Caro, 2009, p. 124)

#### **3.2 Potential difficulties occurring in ELT dedicated to idioms**

It is necessary to be aware of the possibility of the difficulties connected with teaching idioms. It can be problematic to understand these expressions because of the importance to understand their figurative meaning since the meaning is not literal. Or, some idiomatic expressions can be culturally bound and used in a particular region among a specific group of people. When teaching idioms, it is also necessary to know what idioms are currently used because some idioms date rapidly. In addition, the acquisition of specific grammatical and syntactical rules is prominent. Therefore, the implementation of some idioms in the

appropriate context in their correct forms can be challenging even for advanced learners. (Irujo, 1986, p. 236 – 242; Renandya, 2022;)

As another issue can be considered a need to search for or prepare materials and the lesson dedicated to idioms by teachers themselves. This fact is caused by the omission of idioms in coursebooks and curriculum as a whole, or only one mention is devoted to it. (Ijuro, 1986, p. 236 – 242)

According to Lontas (2017), problems can be caused by the approach of teachers as well. Some teachers treat idioms as a type of exercise for killing class time or as a type of amusement at the end of a lesson. Therefore, idiomatic expressions are usually not integrated into English lessons.

### **3.3 How to include idioms in ELT?**

As mentioned above, the majority of second-language teaching materials, such as coursebooks or workbooks, do not include idioms at all or implement them in boxes or vocabulary sections dedicated to other expressions without any further exercises. Of course, today materials for teaching English idioms do exist. However, since they are not integrated into coursebooks, nor in the curriculum, a teacher needs to search for materials on his own and incorporate them into a lesson as “something extra” that does not have to be integrated. (Irujo, 1986, p. 236 – 242)

Due to the reasons mentioned in the previous paragraph, a teacher, who would like to include idioms in ELT, has to decide in what form he would integrate them. The following list presents some ideas or tips for using idiomatic expressions in ELT:

- It is good to explain and practice idioms when they appear in reading or listening exercises.
- A teacher should select what idioms he would like to include in ELT. This selection can be done based on the current topic of the lesson or conceptual category, such as body parts, animals, emotions etc. Moreover, selected idioms should be frequently used in everyday English and not out of date.
- Related to the previous point, it is essential to select idioms suitable for learners. So, it is appropriate to start with idiomatic expressions which are identical or very

similar in English and in their mother tongue. For instance, *to cry one's eyes out* – *vyplakat si oči*; *to be skin and bones* – *být kost a kůže*.

- It is beneficial to use some visual tools, such as pictures or videos. The use of some interactive games or quizzes can help as well. Of course, the availability of an interactive board, or data projector at least, is necessary for these types of activities.
- Activities where no technology in a lesson is needed can be putting idioms in the correct context or opposite, guessing the meaning of expressions from context, role-plays where a particular idioms need to be involved in a conversation, playing pantomime, doing matching activities where learners should match idiom with its equivalent in mother-tongue, or with its meaning.
- Younger students can draw pictures presenting the literal meaning of particular idioms as well as their idiomatic meaning. Then they can match these drawing that goes together and assign them to the idiom.
- Older or more advanced students can create various conversations and dialogues involving idioms. To make it more challenging, they can think about conversations where some idioms are misinterpreted, or create a dialogue or a short story where the literal meaning of idioms is used. Then students would discuss and explain why these dialogues and stories are strange.
- Very important is to not overload learners with too many and/or difficult idioms at once. (Budden, 2023; ELT Concourse teacher training, 2023; Irujo, 1986, p. 236 – 242)

According to Irujo (1986, p. 236 – 242), idioms should be a part of vocabulary learning in a second language. Even beginners can start with some simple idioms integrated into reading tasks or activities and games. It depends on the teacher and class if a better option is to dedicate the whole lesson to particular idioms from time to time or include a few-minute activities focused on idioms in every lesson. The use of an idiom dictionary can be beneficial as well.

### **3.4 Summary of the chapter**

This chapter introduced an issue of the integration of idioms in ELT. Due to the fact that using idiomatic expressions in English lessons is not very common and idioms are included

in coursebooks very briefly, a teacher who would like to introduce this issue to his students needs to search materials elsewhere or prepare his own. This chapter presented some reasons why idiomatic expressions should be included in ELT and how the knowledge of idioms can help learners to be more fluent and natural in English. One subsection was devoted to potential difficulties that can occur considering these expressions in ELT. Lastly, some tips and ideas on how to involve this topic in ELT are given.

Considering the own opinion, idioms should be taught in English lessons. It is useful and helps students with fluency and the naturalness of their written and spoken English. Moreover, learners usually enjoy these types of lessons.



## **PRACTICAL PART**

## **4 The research investigation of the use of idioms related to body parts in ELT and the acquisition of these idioms by students**

The research part of this thesis follows the theoretical part of the work and is focused on idioms related to parts of the body included in ELT and the acquisition of the chosen idiomatic expressions by students. These two aspects will be affiliated and examined simultaneously because the influence of the lesson dedicated to idioms on the students' improvement in their knowledge of these idioms will be examined.

### **4.1 Definition of the aim, research problem and research questions**

The aim of the research part of the presented thesis is to examine the impact and influence of the own English lesson related to idioms associated with body parts on the improvement in students' knowledge of these idioms.

Usually, the issue of idioms is not included in English lessons at all or very marginally. This fact is not ideal because basic knowledge of idioms is important for a learner of a particular language regarding his understanding, reading, writing or speaking. The knowledge of idioms helps learners to better orientate in the language and to sound more natural. Due to this fact and the set aim, the research problem can be stated. The research problem would be defined as the impact and influence of the lesson about idioms related to body parts on the improvement in knowledge of these idioms by students. Thus, this research problem could be formulated as a question: "How can the lesson based on the idioms related to body parts influence the improvement in students' knowledge of these idioms?"

It is necessary to state the following research questions to examine the research problem and answer the research problem question:

*Research question no. 1: What prior knowledge regarding idioms did the students possess before the lesson dedicated to idioms related to body parts?*

*Research question no. 2: What was the students' overall knowledge of idioms two weeks after the lesson dedicated to idioms associated with body parts?*

*Research question no. 3: Which three of the introduced idioms did cause the most significant difficulty for the students?*

*Research question no. 4: Among the idioms that were introduced, which three were the students able to handle at the highest level?*

*Research question no. 5: Among all the introduced idioms, for which three did the students demonstrate the most significant improvement in their understanding and usage?*

## **4.2 Characteristics of the research**

The nature of the research as a whole is qualitative. The preparation and realization of the lesson dedicated to idioms related to body parts includes an approach of action research involving the testing of the learners using questionnaires with closed questions as well as open-ended questions.

In the typical procedure of qualitative research, firstly, a researcher selects an issue and sets research questions or hypotheses. After the collection of data, it is necessary to analyse the findings and answer all stated research questions, or confirm or refute the hypotheses. (Hendl, 2012, p. 48)

Based on Hedl (2012, p. 49–50), qualitative research is conducted using intensive contact with examined situation, reality, circumstances, an individual or a group of people. Among the usually used methods belong interviews, observations, analysis of documents or video/audio recordings, or even open-ended questionnaires etc.

Specifically, action research as an approach to qualitative research is applied in this case. This type of research is often applied in the education system by teachers or administrators interested in the teaching and learning process and environment with the purpose to analyse the current situation and improve effectiveness and quality thanks to the outcomes. It is also a flexible type of research investigation which is able to react to the current situation. Action research interconnects theory and practice and both researcher and participants are equal and contribute to results. (Hendl, 2012, p. 136–137; Mertler, 2009, p. 4) According to Šváříček et al. (2014, p. 18), it is necessary to use the term *participant* and not *respondent*.

Regarding techniques of data collection, a combination of a questionnaire with closed as well as open-ended questions is used. To be specific, closed question questionnaire is used in pre-test 1 and post-test 1, open-ended questions in pre-test 2 and post-test 2, and pre-test 3

and post-test 3 could be considered rather closed question type questionnaire since the task is to choose the appropriate idiom from the list and match it with correct sentence.

According to Hendl (2012, p. 186), the method of a questionnaire with a majority of open-ended questions is a method used in qualitative research that is usually used in pedagogical research. Participants are supposed to fulfil the questionnaire as best as they are able to. On the other hand, Mertler (2009, p. 117 – 118) consider questionnaires as a quantitative data collection technique used in action research. However, he admits that the analysis of open-ended questionnaires is rather qualitative and presents a suggestion to group similar answers to open-ended questions together for organized and easier analysis. Moreover, open-ended questions provide more accurate responses. A similar approach is applied by Norton (2009, p. 93) who especially focuses on measurability whereas open-ended questions are more accurate and present participants' thoughts, opinions or feelings, but are difficult to measure. However, closed questions are not so accurate, but are easier to measure and analyse.

To summarize, this research is qualitative, specifically using approach of the action research and used technique for data collection is a combination of questionnaires with open-ended and closed questions.

### **4.3 Delimitation of the research sample**

According to Hendl (2012, p. 151), delimitation of the research sample is fundamental for the whole research. It is necessary to ask why the particular subject was selected for the investigation and whilst it fulfils the stated criteria by the researcher. The most significant criterion is to select that sort of research sample to interconnect it with the research questions and the aim of this investigation. For this particular research, it was essential to consider time options, the English level of the examined persons and their informed consent.

Students of the Private Secondary School of Business in Opava, or specifically their knowledge of idioms and active participation, were selected as the research sample for this research. The selected learners were aged 15 to 19 years. Their English level was between A2 and B2. Altogether, 32 learners participated in this research. All the students were aware of undergoing research related to idioms for the diploma thesis.

This particular research sample was selected due to the following reasons. Since idioms belong to a more advanced part of the language for the learners, it was essential to involve students who are not beginners and whose English level is A2 or higher. Therefore, a secondary school was definitely a better option than an elementary school. Moreover, the researcher teaches a few lessons a week as an external teacher at this school, so it was better for communication with other teachers and to allow the conduction of this research in their classes. Therefore, the Private Secondary School of Business in Opava and its students were selected.

To specify this school slightly closer, the Private Secondary School of Business in Opava is a secondary school offering full-time and distance fields of study ending with matura examination. The offered fields of study are as follows – operator in polygraphy, multimedia and advertising creation, journalism and media communication, tourism and guiding, sales representative, economist accountant, and public administration. All fields of study include an economic basis. The time allocation of the English language is 4 lessons per week for the whole four years of study. Students are divided into groups according to their English level. (Soukromá střední škola podnikatelská, s. r. o., Opava, 2023)

Regarding particular learners who participated in this research, as mentioned above, their age was between 15 and 19 years and attending 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. Their level of English was between A2 and B2 which was reflected in their participation during the lesson dedicated to idioms and their understanding and knowledge of idioms as a whole. These aspects will be discussed in later chapter. Overall, 32 learners participated in the research.

#### **4.4 Preparation and creation of materials**

Before conducting research it was essential to create all necessary materials and prepare a lesson plan. It was very important to create such materials to follow the criterion towards the aim of the investigation and to be suitable for the target group of learners involved in this research. The following subsections describe these materials and their process of creation in detail.

#### 4.4.1 Pre-test

The pre-test was divided into three parts to examine learners' preconception knowledge of idioms from various perspectives. These three parts of the pre-test are described in the following paragraphs.

The first part of the pre-test is dedicated to the term *idiom*. Five distinct definitions are presented however, only one of them defined the term *idiom* and is correct. The aim is to discover which of those given definitions is accurate. Nevertheless, the incorrect options represent a description of other linguistic, morphological, syntactical or grammatical phenomenon. The exact form of the *Pre-test 1* can be reached in the appendices.

The second part of the pre-test is focused on the selected English idioms related to body parts and their Czech equivalents. This part of the pre-test is meant to be given to students after the explanation of the term *idiom* by the teacher/researcher, which follows the completion of the first part of the pre-test. Altogether, 15 English idioms related to body parts were selected and the students' task is to write down their Czech equivalents. The selection of idioms for this part was based on several factors. The purpose was to include very common idioms, partly common and rarely used idioms as well. Subsequently, some of those idiomatic expressions have the Czech literal translation, some of them use a different body part, word order or number, other do not use any body part in their Czech version and differs significantly and finally, some of those idioms are not idioms in the Czech language. These distinct aspects are in accordance with Vokáčová's (2008) and Croft and Cruse's (2004) division presented in the theoretical part of this diploma thesis (see subsection 1.2). As with the previous pre-test part, the *Pre-test 2* is attached in the appendices section as well.

The third part of the pre-test deals with idioms used in the context. A list of 15 English idioms associated with body parts from the previous part is presented. Then, 10 sentences including gaps are placed under that list of idioms. The aim of this part is to fill these gaps in sentences with the proper idiomatic expression so the context of each sentence would be correct. However, the list contains 5 extra idioms that will stay unused. Again, this *Pre-test 3* is also available in the appendices.

#### **4.4.2 Post-test**

Like the pre-test, the post-test is divided into three parts as well and is very similar to the pre-test. The aim of the post-test is to examine the improvement in knowledge, understanding and use of the English idioms related to body parts by the students who were included in the research. Regarding the fact pre-test and post-test are very similar, the following paragraphs do not describe each part in detail again (see subsection 4.4.1 and appendices) and just briefly delineate the differences.

Again, the first part of the post-test presents five options for the definition of the term idiom however, only one of them is correct. As well as in the pre-test, the incorrect options are definitions of other linguistic, morphological, syntactical or grammatical phenomena, but this time phenomena and descriptions differ. The *Post-test part 1* is attached in the appendices.

The second part of the post-test consists of the same English idioms dedicated to body parts as used in the pre-test. However, they are placed in a different order. This *Post-test part 2* is available in the appendices section.

The third part of the post-test, focusing on the idioms in context, has the same structure as part 3 of the pre-test. Although there are again 10 sentences with gaps and a list of 15 idioms related to body parts where 5 of them will be unused, a few differences occur there. The list of idiomatic expressions uses a different order, and 10 new sentences are presented. Furthermore, different idioms should be placed into the gaps in these sentences than previously in the pre-test part 3. Of course, the *Post-test part 3* can be reached in the appendices section as well.

#### **4.4.3 Lesson plan**

The lesson dedicated to idioms related to body parts took place after completing all pre-test parts by the learners. Since the aim is to examine the improvement of students' knowledge, understanding and use of idioms after the lesson focused on the particular idioms, it was essential to prepare such a lesson to positively influence and contribute to this improvement. Plenty of various activities using various didactic aids were used to achieve this aim. The whole lesson is described in detail in the subsequent paragraphs of this subsection. Moreover, the lesson plan demonstrated more briefly in the table is attached in the appendices.

## **The basic general description of the lesson**

The topic of this lesson is *idioms related to body parts used in ELT*. The whole lesson consists of 2 lessons in a row, which means 90 minutes in total. The lesson plan is designed and structured to be suitable for fifteen to nineteen-year-old students whose English level is A2 to B1.

## **The aim of the lesson**

Students are able to match chosen English idioms related to body parts with their Czech equivalents. They are able to define the meaning of these idioms and to use them correctly in the context.

## **Time planning of the lesson and the layout of incorporated activities**

### 1. Introduction

Time duration: 3 minutes

Materials: No materials are needed.

Aim: The aim is to introduce the lesson.

Task: The teacher welcomes students, do the attendance and introduces the lesson.

### 2. Pre-test part 1

Time duration: 4 minutes

Materials: Pre-test part 1 (see subsection 4.4.1 and appendices)

Aim: Students provide their preconception of understanding of the definition of the term *idiom*.

Task: Students try to choose the best definition of the term *idiom* out of 5 given options.

### 3. Definition of the term *idiom*

Time duration: 3 minutes



Materials: No materials are needed.

Aim: To describe the term *idiom* to students, so they can understand what this term means.

Task: The teacher explains and defines the term idiom for students to be able to easily understand the next pre-tests.

#### 4. Pre-test part 2

Time duration: 10 minutes

Materials: Pre-test part 2 (see subsection 4.4.1 and appendices)

Aim: Students share their knowledge preconceptions of English idioms and their Czech equivalents.

Task: Students take a test and try to write down Czech equivalents to the chosen English idioms related to body parts.

#### 5. Pre-test part 3

Time duration: 10 minutes

Materials: Pre-test part 3 (see subsection 4.4.1 and appendices)

Aim: Students share their ability to use particular English idioms in the context correctly.

Task: Students take a test and try to put idioms from the previous part into the correct context.

#### 6. English and Czech idioms related to body parts

Time duration: 20 minutes

Materials: Interactive board, worksheet 1 (see appendices), website wordwall.net where own activity dedicated to idioms related to body parts is available at this link: <https://wordwall.net/resource/55858324> (see appendices)

Aim: Acquirement of chosen English idioms related to body parts and their Czech equivalent, and ability to understand the meaning of these idioms.

Task: Students get the worksheet with chosen English idioms related to body parts and try to write down their Czech equivalents. After a few minutes, the teacher asks students to come to the interactive board and match these English and Czech idioms. Then the teacher corrects mistakes if necessary. According to the correct answers on the board, students check and/or correct their own answers. Then the teacher asks students to try to discover the meaning of each idiom. Students write notes on the worksheet.

## 7. Pantomime

Time duration: 10 minutes

Materials: Cards with English idioms related to body parts (see appendices)

Aim: Practising and acquirement of English idioms related to body parts and their Czech equivalents.

Task: Students play in 2 teams. Every round a player from the other team is asked to choose a card and mime an idiom written down on this card. Other students have to guess which idiom the player is miming – they have to say an English idiom as well as its Czech equivalent. The correct guess of a team means 1 point for that team.

## 8. Idioms in context

Time duration: 8 minutes

Materials: Worksheet 2 - exercise A) (see appendices)

Aim: Ability to use English idioms related to body parts in the context correctly.

Task: Students are supposed to include one of the given idioms in each sentence instead of the underlined phrases. They will circle 5 of the given idioms which they will not need to use. Students can work on their own or in pairs. Then students' answers are checked together.

#### 9. Idioms included in a conversation

Time duration: 5 minutes

Materials: Worksheet 2 - exercise B) (see appendices)

Aim: Ability to use English idioms related to body parts in a conversation.

Task: Students work in pairs. They produce and perform a short conversation including 1 of 5 idioms they did not use in the previous exercise.

#### 10. Interactive game

Time duration: 10 minutes

Materials: Interactive board, website [bamboozle.com](https://www.baamboozle.com) where own activity dedicated to idioms related to body parts is available at this link: <https://www.baamboozle.com/game/1568230> (see appendices)

Aim: Ability to distinguish English and Czech idioms related to body parts according to a picture, as well as practise saying idioms correctly.

Task: Students work in 3 teams. They choose boxes with numbers where a picture is hidden. These pictures represent English or Czech idioms related to body parts. Students are supposed to find out if the picture represents English or Czech idiom, and then they have to say correctly what exact idiom that picture represents. Teams get points for correct answers.

#### 11. Revision and feedback of the lesson

Time duration: 7 minutes

Materials: No materials are needed.

Aim: To briefly revise the whole lesson and give feedback.

Task: The teacher briefly revises the lesson and emphasises the most important things from this lesson. Students have the last opportunity in this lesson to ask questions about what they

do not understand. Then students give feedback on the whole lesson, emphasising what they enjoyed, what was difficult for them etc.

## 12. Examining improvement

Time duration: 25 minutes

Materials: post-tests (see subsection 4.4.2 and appendices)

Aim: To examine the students' improvement two weeks after the lesson dedicated to idioms related to body parts.

Task: The teacher comes two weeks later to give students post-tests to examine their improvement in idioms related to body parts. Participants gradually complete all three parts of the post-test.

### **4.4.4 Materials for the lesson**

When the lesson plan is set, it is essential to prepare and gather all the necessary materials for this lesson. As the main purpose was to incorporate diverse activities, it was crucial to prepare materials such as worksheets, online practice and games or flashcards for pantomime. For the reason the whole lesson is focused on 15 idioms related to body parts included in the pre-test and post-test as well, all the materials are created to target these idioms. All these materials are created by the researcher. The following paragraphs describe these materials.

#### **Worksheet 1**

The first worksheet contains mentioned 15 English idioms related to body parts. Under each of these idioms is a space to write its Czech equivalent and the meaning of this expression. During the lesson, this worksheet is used together with the activity on the website [wordwall.com](http://wordwall.com) specified in the following paragraph. *Worksheet 1* can be reached in the appendices section.

## **Wordwall.net**

This activity is used along with *Worksheet 1* characterized in the previous paragraph. The activity is available at the website wordwall.net, especially at this link: <https://wordwall.net/resource/55858324>. Again, the identical 15 idioms related to body parts are included. The activity displays 15 Czech idioms that need to be matched with their English equivalents. It is necessary to have access to the interactive board in order for this activity to be realized. Pictures of this activity are attached in the appendices.

## **Flashcards for pantomime**

Altogether 15 flashcards for the pantomime activity are prepared. Each flashcard contains 1 of mentioned 15 idioms related to body parts. Like the previous materials, this one is also available in the appendices section.

## **Worksheet 2**

This worksheet is set for practising the same 15 idioms related to body parts in the context. There are two exercises included in this worksheet. The first exercise incorporates a list of these 15 idioms. Subsequently, 10 sentences are placed under this list. Each of these sentences contains an underlined part that has to be replaced with one of the idioms from the list above. 5 expressions from the list remain unused however, are needed for the second exercise. The second exercise gives instructions to use these 5 remaining idiomatic expressions from the previous exercise in conversations. *Worksheet 2* is also attached in the appendices.

## **Bamboozle.com**

As the last activity, an online game created on the website bamboozle.com is chosen. It is a quiz game where teams play against each other. The team with the highest number of points at the end of the game is the winner. Again, the same 15 idioms related to body parts are involved in this activity. However, this time in the form of pictures. Each idiom is represented by a picture. For instance, the English idiom *to be all ears* is expressed as a head with plenty

of ears. On the other hand, the Czech idiom *být jedno ucho* is expressed as a person showing his one big ear. The purpose of this quiz is to choose a number of a box where a picture is hidden, then correctly define if the particular picture represents the Czech or English idiom, or both Czech and English and then say that idiom properly. To conduct this activity, access to an interactive board is essential. The concrete game is available at this link: <https://www.baamboozle.com/game/1568230>. In the appendices, the illustration of the activity is attached.

#### **4.5 Conducting the research**

The research investigation was conducted at the secondary Private School of Business in Opava from 10 May to 26 May 2023. Pre-tests followed by a 90 minutes lesson based on idioms related to body parts took place on 10, 11 and 12 May 2023. Post-tests were given two weeks later, so on 24, 25 and 26 May 2023.

As mentioned in the previous subsection, students aged 15 to 19 years attending 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade participated in this research. Due to the division of learners into groups according to their level of English, learners of different English levels were involved in the research. 10 students had undergone the first part of the research (pre-test and lesson) on 10 May 2023, 12 students on 11 May 2023 and 10 students on 12 May 2023. Altogether, 32 students participated. Among all participating learners there was one learner whose mother tongue is not the Czech language. This aspect will be discussed in the later subsection.

After completing pre-tests, the 90 minutes lesson dedicated to idioms related to body parts took place. All lessons were done exactly as planned above. The aim of this lesson was to present and explain idioms that were included in pre-tests in such a way as at the end of the lesson learners would be able to understand, remember and correctly use those idiomatic expressions. Thus, a plenty of various activities on idioms were involved in this lesson.

Post-tests were given two weeks later, which stands for the dates 24 May 2023, 25 May 2023 and 26 May 2023. The gap of two weeks was important. It would be expected that at the very end of the lesson based on idioms the ability of learners to remember and use those idioms correctly would be high. However, the aim was to examine the impact and influence of this lesson on the long-term memory of these idioms. Therefore, at least two weeks gap was

essential to examine this impact and influence. It is also necessary to mention that due absence of 4 students, a total of 28 students participated in the post-test instead of the original 32 participants.

## 4.6 Interpretation of research results

This subsection presents the results of the research. Specifically, the results of all the pre-test and post-test survey questionnaires and the comparison of students' responses in these questionnaire surveys indicated an improvement in their idiom knowledge due to taking a lesson based on body part idioms.

### 4.6.1 Comparison of the ability to define the term *idiom* by the learners

The following figures present the learners' ability to find the correct definition of the term *idiom* in pre-test 1 and post-test 1. Specifically, *Table 1* displays the reached points and improvements.

*Table 1* shows the learners' scores from pre-test 1 and post-test 1 where the task was to circle the correct definition of the term *idiom*. The correct answer was scored 1 point, the incorrect answer 0 point. It can be seen that in pre-test 1 in total 14 (43.73%) participants out of 32 (100%) circled the correct option and 18 (56.27%) circled the incorrect one. The improvement can be noticed in the post-test. As *Table 1* presents, 4 students were absent when the post-tests were placed. This fact is illustrated as the letter A highlighted in red colour. Therefore, the total number of participants in post-test 1 was 28 (100%). The right answer in post-test 1 was chosen by 24 (85.71%) learners. Only 4 (14.29%) learners were not able to find the correct definition of the term *idiom* in post-test 1. These 4 participants selected the wrong definition

in pre-test 1 as well. There did not occur a situation when someone's answer was correct in pre-test 1, but incorrect in the post-test 1.

Learner number for pre-test and post-test	Pre-test 1 Definition of idiom (max. 1 point)	Post-test 1 Definition of idiom (max. 1 point)
<i>1</i>	1	1
<i>2</i>	0	1

3	1	1
4	1	1
5	1	1
6	0	0
7	1	A
8	0	0
9	1	1
10	0	1
11	1	1
12	0	1
13	1	1
14	0	1
15	0	1
16	1	1
17	1	1
18	1	1
19	0	A
20	0	1
21	0	1
22	0	1
23	1	1
24	0	0
25	0	A
26	0	1
27	0	0
28	1	1
29	0	A
30	1	1
31	0	1
32	0	1
<b>Total number of points</b>	<b>14</b>	<b>24</b>
<b>Total success rate in %</b>	<b>43.75</b>	<b>85.71</b>

Table 1: Comparison of the score from pre-test 1 and post-test 1

This *Figure 1* shows the learners' answers in pre-test 1. **The correct answer was D** (*It is an expression whose meaning cannot be identified from the literal meaning of its individual words.*). **In total, 14 (44%) students out of 32 (100%) students answered correctly.** Other 18 (54%) students chose one of the incorrect options. 10 (31%) learners thought that C (*It is a sentence consisting of two independent clauses, usually joined by a conjunction and/or a comma.*) is the correct answer. Other 4 (13%) learners voted for option A (*It is a word that sounds like another word but has a different meaning.*)



and 3 (9%) for option E (*It is a word consisting of the initial letters of words in the name or phrase.*). Only 1 student tried to guess that the definition of the term idiom could be under the letter B (*It is a type of sentence that gives instructions or commands.*).

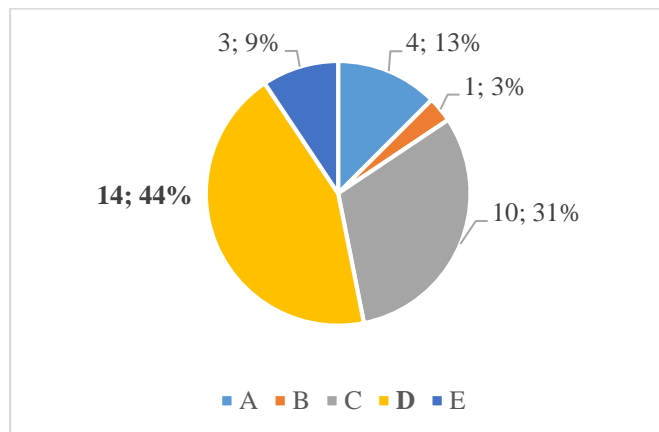


Figure 1: Pre-test 1 – Definition of the term idiom

The following *Figure 2* presents students' answers in the post-test1. **The correct option was B** (*It is an expression whose meaning cannot be identified from the literal meaning of its individual words.*). According to this figure, it is obvious that **24 (86%) learners out of 28 (100%) correctly decided and circled B**. Altogether, only 4 (14%) learners chose the incorrect option. 2 (7%) participants circled the option A (*It is a word that means the opposite of another word.*). Options D (*It is a letter or a group of letters added at the beginning of the word to change the meaning or create a new word.*) and E (*It is a sentence consisting of two independent clauses, usually joined by a conjunction and/or a comma.*) have 1 (3.5%) vote each. Nobody (0; 0%) selected option C (*It is a type of sentence that gives instructions or commands.*).

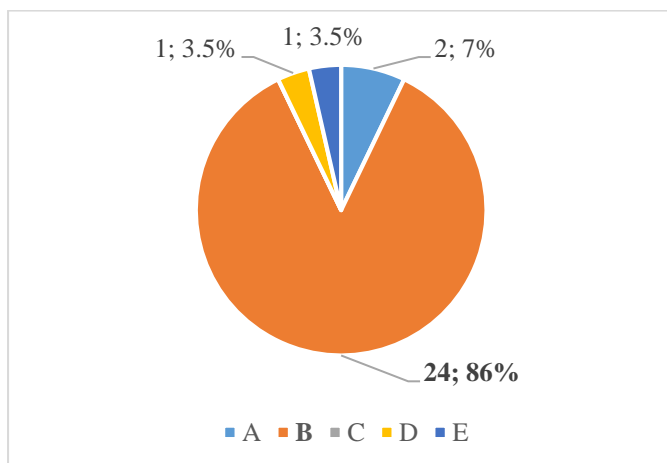


Figure 2: Post-test 1 – Definition of the term idiom

According to *Table 1* and *Figures 1, 2* there is a significant improvement in the learners' knowledge of the term *idiom*. To be specific, **the improvement is 41.96%**.

#### **4.6.2 Comparison of the ability to write appropriate Czech equivalents to the given English idioms by the learners**

This subsection presents the results of the learners' ability to write Czech idiomatic equivalents to the given English idioms related to body parts. As in the previous subsection, the outcomes before the lesson dedicated to idioms outwent are compared to the outcomes taken two weeks after this lesson outwent. Specifically, results from pre-test 2 and post-test 2 are compared in the following *Table 2* and *Figures 3-32*.

*Table 2* located below presents a comparison of the score from pre-test 2 and post-test 2. These tests were focused on the 15 selected English idioms related to body parts and students were supposed to write their appropriate Czech equivalents. Although the total number of participants in the pre-test was 32 and in the post-test 28 due to the absence of 4 students, the answers of one more student are not counted for this particular part. This is a student whose mother tongue is not the Czech language and lives in the Czech Republic for a short time. He is included in *Table 2* under the number 8, where the whole row is coloured in blue and instead of the number of points, a letter U is placed, which stands for the word "unclassified." He was able to write some equivalents in his mother tongue, but these answers cannot be included in the results of this particular research. Thus, the total number of participants is set to 31

learners for pre-test 2 and post-test 2. However, this student's answers from other parts of the pre-test and post-test are counted normally.

As the results in *Table 2* show, the students' prior knowledge of idioms was very low. Even though a few exceptions occurred, most of the learners were able to write correctly a minimum of the Czech equivalents to the given English idioms in pre-test 2. Moreover, 4 participants were unable to score even 1 point (learner number 8 is not counted as mentioned above). Every participant could reach the maximum of 15 points in this part. However, the average number of reached points was only 2.78 points per learner. The total number of reached points in pre-test 2 was 89 out of 465 which stands for the total success of 19.14%. On the other hand, it is possible to say that a very significant improvement can be noticed in post-test 2. The average number of points per learner raised to 7.72 points which signs 51.47% average learner's success. Due to the fact 4 students less participated in post-test 2, the total number of points for post-test two is 405 points. In total, students were able to reach altogether 247 points in this part which signs a 60.99% total success rate. Comparing the total success rate from pre-test 2 and post-test 2 there is an improvement of 41.85%. The biggest improvement is by 11 points for student number 11 (highlighted in green colour in *Table 2*). The lowest improvement is 1 point for student number 6 (highlighted in yellow colour in *Table 2*). Nobody reached the maximum of 15 points however, 3 students lost only 1 point in the post-test 2.

<b>Learner number for pre-test and post-test</b>	<b>Pre-test 2 Czech equivalents of English idioms (max. 15 points)</b>	<b>Post-test 2 Czech equivalents of English idioms (max. 15 points)</b>
<i>1</i>	6	11
<i>2</i>	2	4
<i>3</i>	4	11
<i>4</i>	1	4
<i>5</i>	2	8
<i>6</i>	7	8
<i>7</i>	3	A
<i>8</i>	U	U
<i>9</i>	3	8
<i>10</i>	1	6
<i>11</i>	2	13
<i>12</i>	1	4
<i>13</i>	1	11
<i>14</i>	2	7

<i>15</i>	4	12
<i>16</i>	10	14
<i>17</i>	11	14
<i>18</i>	5	13
<i>19</i>	2	A
<i>20</i>	1	9
<i>21</i>	2	8
<i>22</i>	2	11
<i>23</i>	2	8
<i>24</i>	0	8
<i>25</i>	1	A
<i>26</i>	0	7
<i>27</i>	0	5
<i>28</i>	0	7
<i>29</i>	2	A
<i>30</i>	5	14
<i>31</i>	4	10
<i>32</i>	3	12
<b>Average learner's number of points</b>	<b>2.78</b>	<b>7.72</b>
<b>Average learner's success in %</b>	<b>18.53</b>	<b>51.47</b>
<b>Total number of points</b>	<b>89</b>	<b>247</b>
<b>Total success rate in %</b>	<b>19.14</b>	<b>60.99</b>

Table 2: Comparison of the score from pre-test 2 and post-test 2

The following figures and their descriptions focus on pre-test 2 and post-test 2 in more detail. Specifically, each idiom is examined and compared separately. As explained above, the answers of learner number 8 are not counted. Therefore, in total 31 participants' answers in pre-test 2 and 27 participants' answers in post-test 2 are examined.

### **By the skin of one's teeth**

*Figure 3* shows that most of the participants (28; 90%) decided to do not to fill in the Czech equivalent. The appropriate Czech equivalent was written correctly by 2 (7%) of the learners. 1 (3%) participant's guess was wrong: *zatnout zuby*.

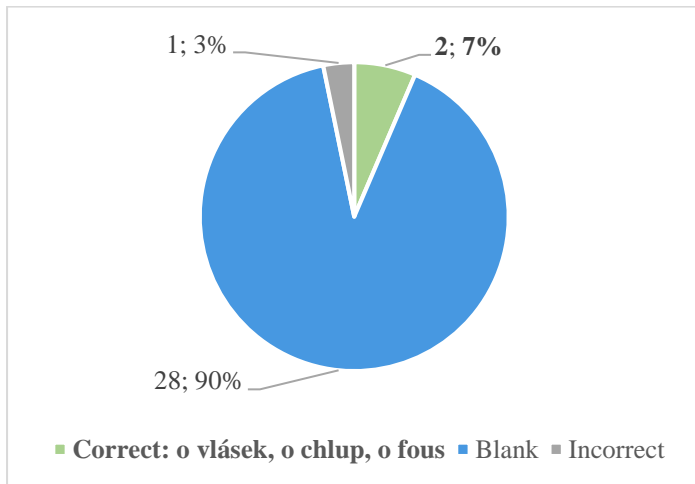


Figure 3: Pre-test 2 – Czech equivalent of the idiom *by the skin of one's teeth*

Figure 4 presents the ability to write the appropriate Czech equivalent of 8 (30%) learners, 17 (63%) learners did not write anything and 2 (7%) wrote an incorrect answer: *držet jazyk za zuby* (2x). According to Figure 3 and 4, there is an **improvement of 23%**.

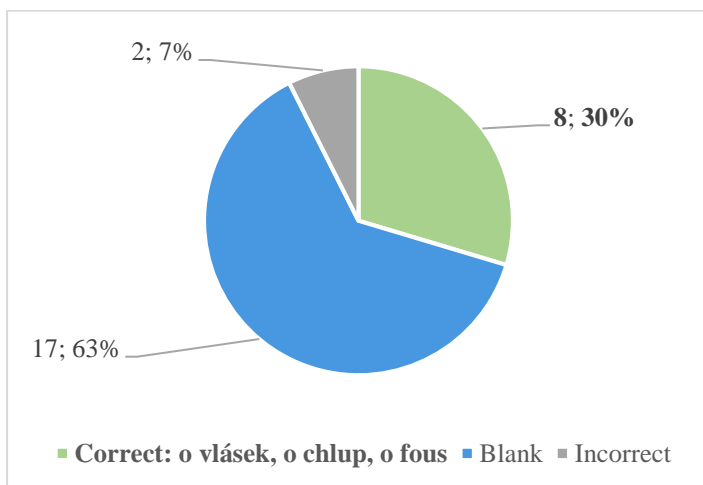


Figure 4: Post-test 2 – Czech equivalent of the idiom *by the skin of one's teeth*

### To be a pain in the neck

Altogether, only 3 (10%) learners wrote the appropriate Czech equivalent in pre-test 2. Most of the learners (20; 64%) left it blank and 8 (26%) wrote the incorrect answer: *knedlík v krku; být otravný, zlom vaz* (2x); *někdo mě fakt štve, být bolest v krku; mít toho po krk; kašel*.

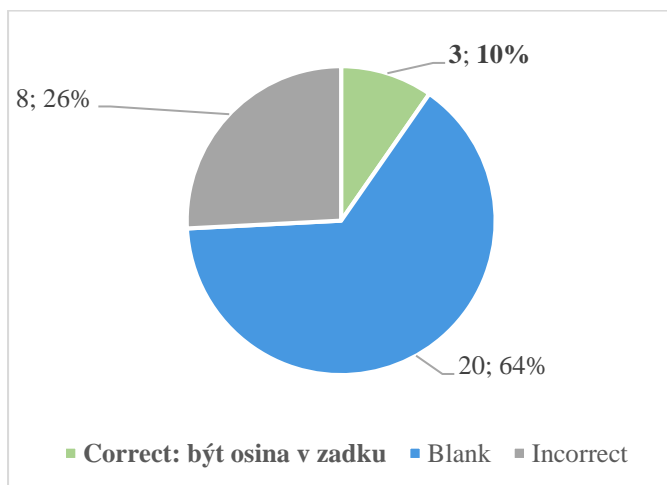


Figure 5: Pre-test 2 – Czech equivalent of the idiom *to be a pain in the neck*

Regarding post-test 2, 17 (63%) students noted the right Czech equivalent. 5 (18.5%) did not know the answer, so they did not fill it in and 5 (18.5%) students' answers were incorrect: *zlom vaz* (3x); *mít kudlu v zádech*; *být otravný*. In comparison with *Figure 5*, an **improvement of 53%** can be noticed.

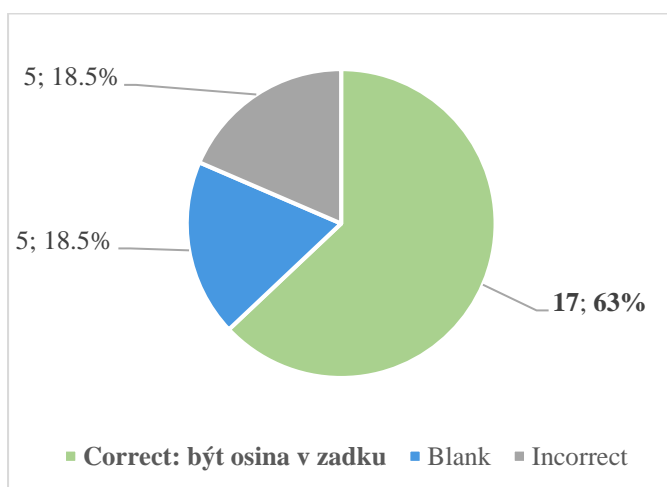


Figure 6: Post-test 2 – Czech equivalent of the idiom *to be a pain in the neck*

### To be all ears

*Figure 7* pictures the ability of participants to write the correct Czech equivalent to the English idiom *to be all ears*. 6 (19%) students wrote the appropriate Czech equivalent. 11 (36%) preferred to skip this expression. According to *Figure 7*, it is obvious that a quite significant number of students (14; 45%) tried figure out the Czech equivalent however, their

guesses were not correct: *slyšet všechno* (3x); *nastraž uši* (3x); *být zvědavý*; *dobře slyším*; *mít všechny uši*; *We try to listen everything*; *slyší i to, co nemá*; *vyslechnout si někoho*; *mít uši všude*.

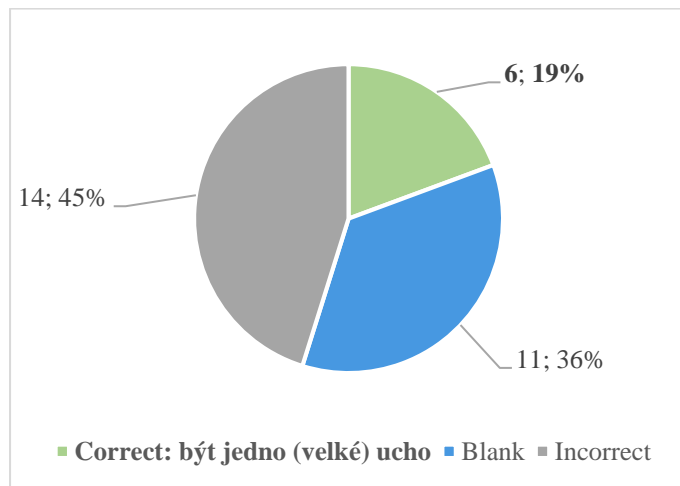


Figure 7: Pre-test 2 – Czech equivalent of the idiom *to be all ears*

The following *Figure 8* displays that in post-test 2 in total 21 (78%) participants wrote the correct Czech equivalent. Altogether answers of 6 (22%) students were incorrect, where 3 (11%) learners did not write anything and the other 3 (11%) learners' answers were wrong: *být všechny uši*, *mít nastražené uši*, *nastražit uši*. Comparing *Figure 7* and *Figure 8*, a quite significant **improvement of 58%** can be registered in the students' knowledge of this idiom and both equivalents.

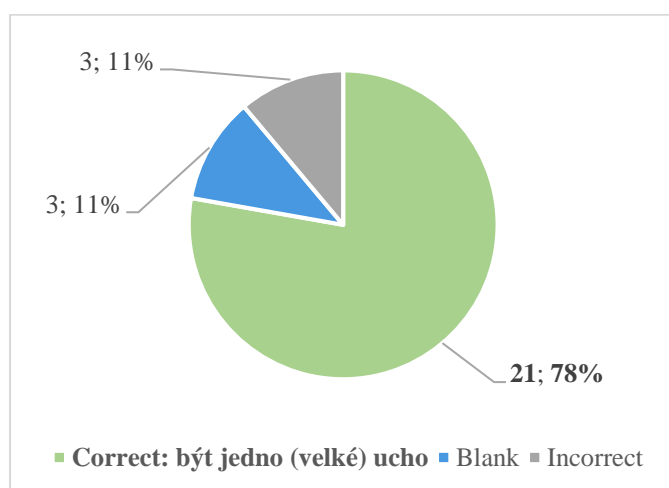


Figure 8: Post-test 2 – Czech equivalent of the idiom *to be all ears*

## To be skin and bones

Figure 9 presents how students succeeded in pre-test 2 considering the particular idiom *to be skin and bones* and the ability to write its Czech equivalent. As visible, 15 (48%) learners wrote the Czech equivalent correctly. 11 learners (36%) left it blank and only 5 (16%) did not know the appropriate Czech equivalent writing the following answers: *kůže a kost; hubený; být z kůže a kostí; vyžle; být vychrtlý*.

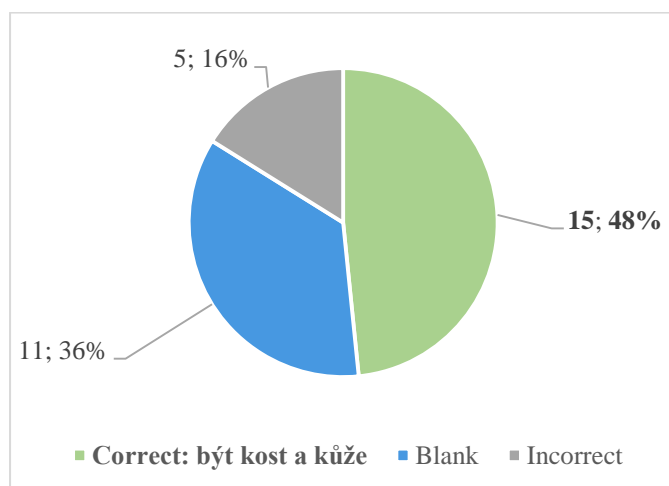


Figure 9: Pre-test 2 – Czech equivalent of the idiom *to be skin and bones*

According to the Figure 10, almost everyone wrote the Czech equivalent correctly in post-test 2. Specifically, 25 (93%) learners succeed, only 2 (7%) learners did not write anything and nobody (0; 0%) wrote any incorrect equivalent. Due to the comparison of Figure 9 and Figure 10, the **improvement** in the knowledge of this particular idiom is **45%**.

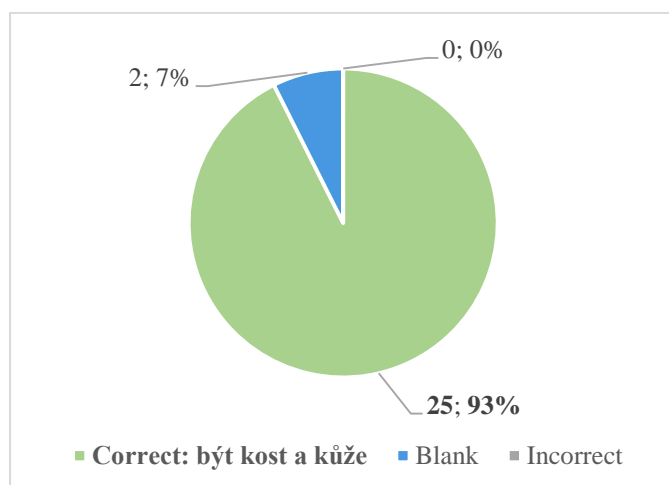


Figure 10: Post-test 2 – Czech equivalent of the idiom *to be skin and bones*



## To break a leg

The following *Figure 1* shows the learners' knowledge of the Czech equivalent of the English idiom *to break a leg* in pre-test 2. In total, 13 (42%) students wrote the correct equivalent. Almost the same amount of participants, specifically 12 (39%), skipped this expression. 6 (19%) students tried to write the Czech equivalent however, their answers were incorrect: *zломit si nohu* (3x); *zломit nohy*; *snažit se*; *lámat nohy*.

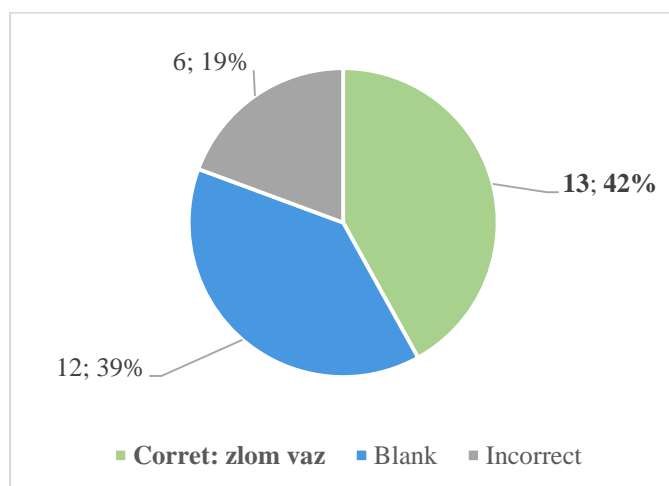


Figure 11: Pre-test 2 – Czech equivalent of the idiom *to break a leg*

*Figure 12* displays that 20 (74%) students answered correctly in post-test 2. Other 7 (26%) students did not write anything. Unlike pre-test 2, in this test, nobody (0; 0%) wrote any incorrect equivalents. Compared with the results in *Figure 11*, there is a **32% improvement**.

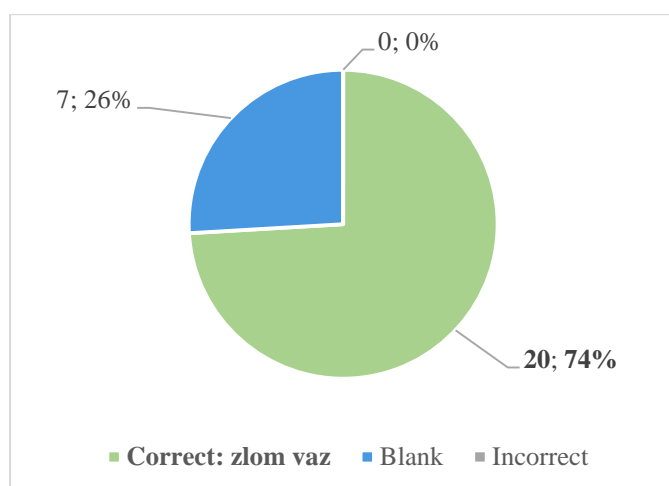


Figure 12: Post-test 2 – Czech equivalent of the idiom *to break a leg*

## To cry one's eyes out

Figure 13 presents the learners' ability to write the correct Czech equivalent of the English idiom *to cry one's eyes out*. Nevertheless, only 6 (19%) participants answered correctly. A significant majority of the learners (20; 65%) did not fill in anything and 5 (16%) learners wrote an incorrect equivalent: *vybrečet se; co oči nevidí, to srdce nebolí; vybrečet jedno oko; brečí tak moc, že ho bolí oči; brečet jedním okem*.

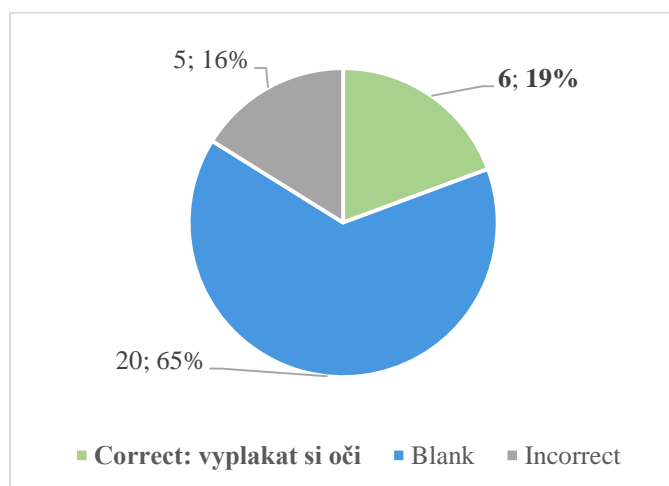


Figure 13: Pre-test 2 – Czech equivalent of the idiom *to cry one's eyes out*

As can be seen in Figure 14, altogether 19 (70%) participants wrote the correct Czech equivalent in post-test 2. Other 6 (22%) students left this expression blank and 2 (8%) students wrote an answer that was not correct: *vybrečet se; hodně brečet*. However, comparing this Figure 14 with Figure 13 placed above, a quite significant **improvement of 51% occurred**.

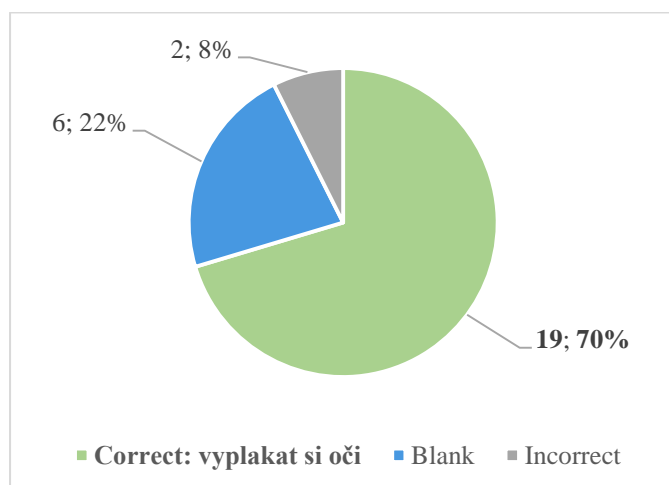


Figure 14: Post-test 2 – Czech equivalent of the idiom *to cry one's eyes out*

## To get cold feet

According to the *Figure 15*, the idiom *to get cold feet* was one of the most challenging for the students because nobody (0; 0%) was able to write down the correct Czech equivalent in pre-test 2. Another 21 (68%) participants skipped this idiom and 10 (32%) wrote answers however, all of them were incorrect: *mít studené nohy* (2x); *mít ledové nohy* (2x); *mít husí kůži* (2x); *něco se mi nezdá*; *mít starch*; *mít zmrzlé nohy*; *chytit nachlazení*.

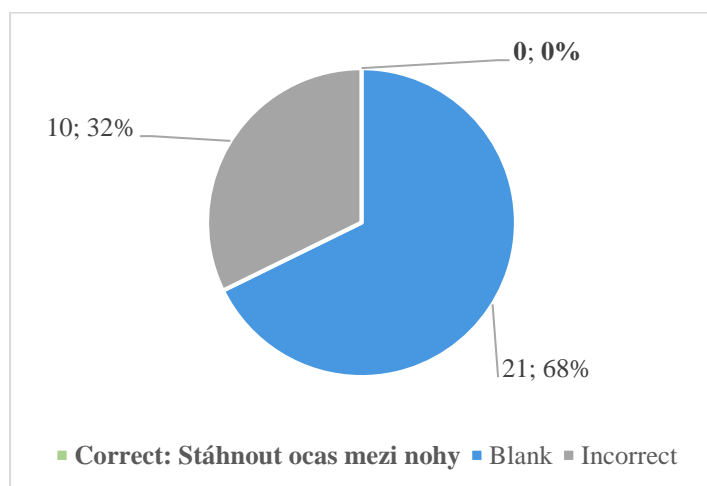


Figure 15: Pre-test 2 – Czech equivalent of the idiom *to get cold feet*

The following *Figure 16* shows that 7 (26%) participants wrote the correct Czech equivalent in post-test 2. This particular expression was skipped by 16 (59%) of participants and other 4 (15%) answered incorrectly: *bát se něčeho*; *husí kůže*; *zůstat chladný*; *začít mít starch*. Since nobody wrote the correct equivalent in pre-test 2 as pictured in the *Figure 15*, the **improvement** in post-test 2 was **by 26%**.

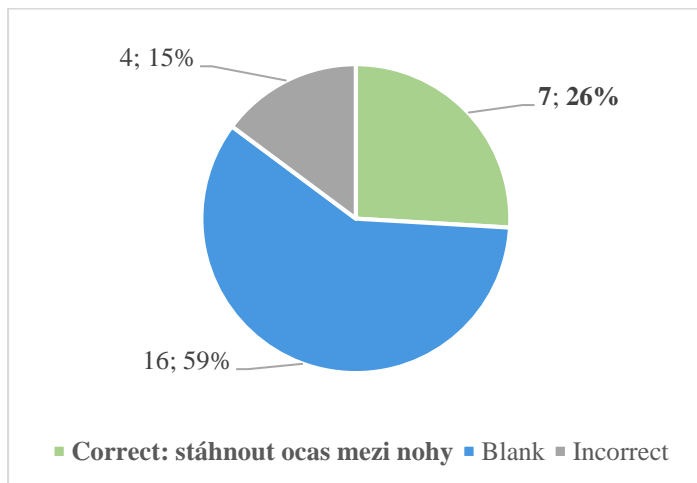


Figure 16: Post-test 2 – Czech equivalent of the idiom *to get cold feet*

### To keep one's chin up

Figure 17 shows participants' knowledge of the Czech equivalent of the English idiom *to keep one's chin up* in pre-test 2. This figure presents that 7 (23%) learners knew the correct Czech equivalent, 20 (64%) learners decided to omit this expression. Another 4 (13%) participants wrote an incorrect answer: *držet jednu bradu; být sebevědomý; zvedni bradu nahoru; hlavou nahoře*.

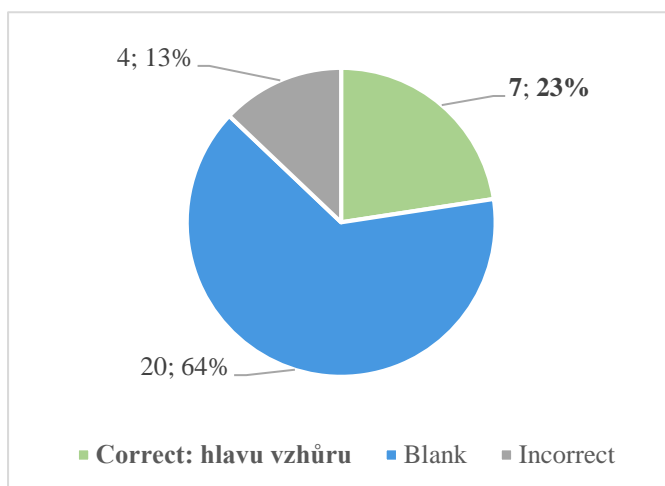


Figure 17: Pre-test 2 – Czech equivalent of the idiom *to keep one's chin up*

As *Figure 18* displays, altogether 21 (78%) students wrote the correct Czech equivalent in post-test 2. This idiom was skipped by 5 (18%) participants and 1 (4%) learner wrote the wrong equivalent: *mít krk nahoře*. Comparing this *Figure 18* with *Figure 17*, an **improvement of 55%** can be noticed.

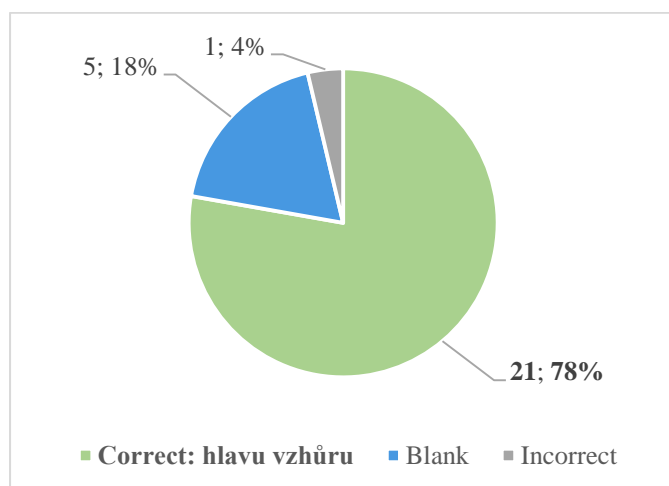


Figure 18: Post-test 2 – Czech equivalent of the idiom *to keep one's chin up*

### To know by heart

The following *Figure 19* presents how participants were able to write the appropriate Czech equivalent of the English idiom *to know by heart*. Only 5 (16%) students knew this expression and wrote it correctly. 9 (29%) learners preferred to not write anything. Majority of learners, 17 (55%), thought this idiom is somehow connected with heart and wrote Czech idioms or phrases including the word *srdce*. However, other incorrect answers appeared: *vědět srdcem* (3x); *od srdce* (3x); *řídít se srdcem* (2x); *cítím to od srdce*; *cítit to srdcem*; *znát srdcem*; *znát podle srdce*; *ví to srdcem*; *poznat srdcem*; *mluviti stříbro, mlčeti zlato*; *vědět, co je pro někoho nejlepší*; *chytrý*.

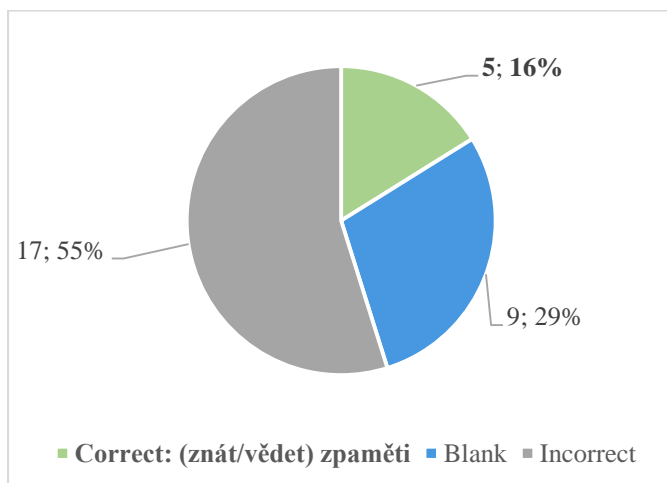


Figure 19: Pre-test 2 – Czech equivalent of the idiom *to know by heart*

Figure 20 displays students’ knowledge of the idiom *by heart* and its Czech equivalent in post-test 2. In total, 14 (52%) learners answered correctly and 5 (18%) omitted this idiom. Another 8 (30%) learners’ answers were wrong and as in pre-test 2, these incorrect answers mostly included the word *srdce*: *řídít se srdcem* (2x); *vědět srdcem*; *znát z hloubi duše*; *od srdce*; *znát srdcem i duší*; *vědět*; *rozumět si*. However, comparing this Figure 20 with Figure 19, there is still a **36% improvement**.

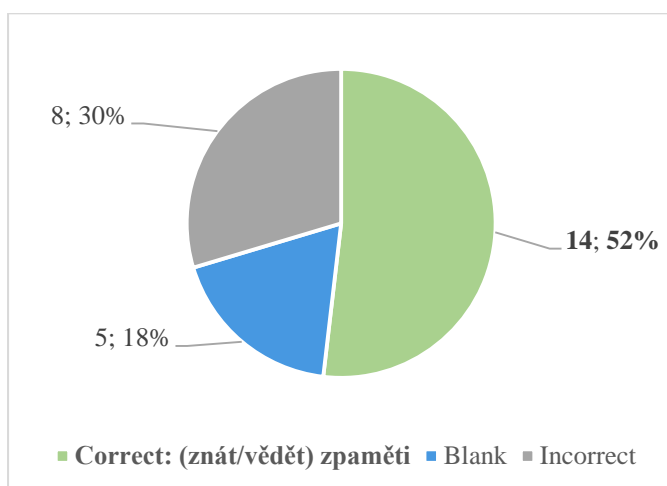


Figure 20: Post-test 2 – Czech equivalent of the idiom *to know by heart*

### To pull someone’s leg

As Figure 21 shows, only 1 (3%) student was able to write the correct Czech equivalent of the English idiom *to pull someone’s leg* in pre-test 2. A large majority of learners (23; 74%)

skipped this expression and other 7 (23%) students answered incorrectly: *podrazit někomu nohy; vytáhnout za nohy; podkopnout mu nohy, když se o něco snaží; někdo si zlomil nohu; dělat si z někoho srandu; podkopnout někomu nohy; tahat nohu.*

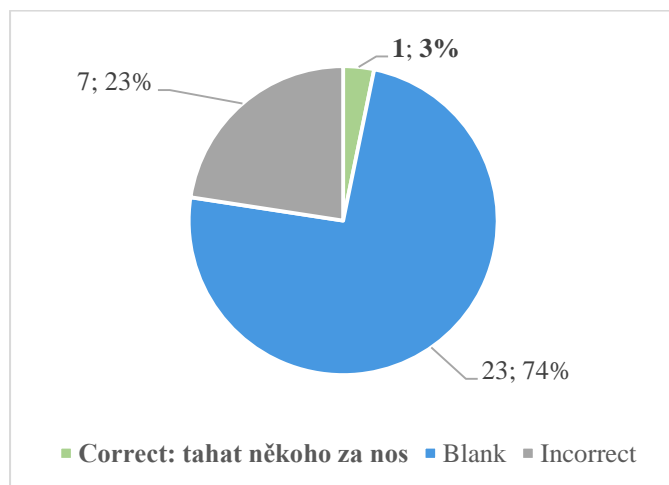


Figure 21: Pre-test 2 – Czech equivalent of the idiom *to pull someone's leg*

Figure 22 presents the answers of students in post-test 2 regarding the same idiom as included in Figure 21. In total, 10 (37%) learners' answers were right, 11 (41%) learners did not write anything. Some incorrect answer was written by 6 (22%) participants: *podrazit nohy; schovat ocas mezi nohy; stáhnout ocas mezi nohy; dělat si srandu z někoho; nachytat někoho; dělat si srandu.* According to Figure 21 and Figure 22, an **improvement of 34%** can be registered considering this particular expression.

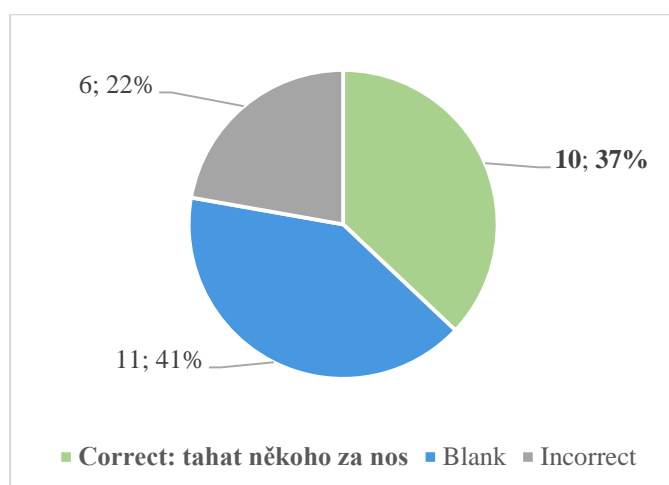


Figure 22: Post-test 2 – Czech equivalent of the idiom *to pull someone's leg*

## Over my dead body

As shown in this *Figure 23*, most of the students already wrote the correct Czech equivalent of the English idiom *over my dead body* in pre-test 2. Specifically, an answer of 20 (65%) students was right. 7 (23%) participants left it blank and another 4 (13%) wrote a wrong answer. Whereas even answers such as *přes mé mrtvé tělo* had to be considered incorrect because the Czech *mrtvé tělo* and *mrtvola* are not synonyms in relation to this idiom: *jít přes mrtvolu* (2x); *přes moje mrtvé tělo*; *unavený*.

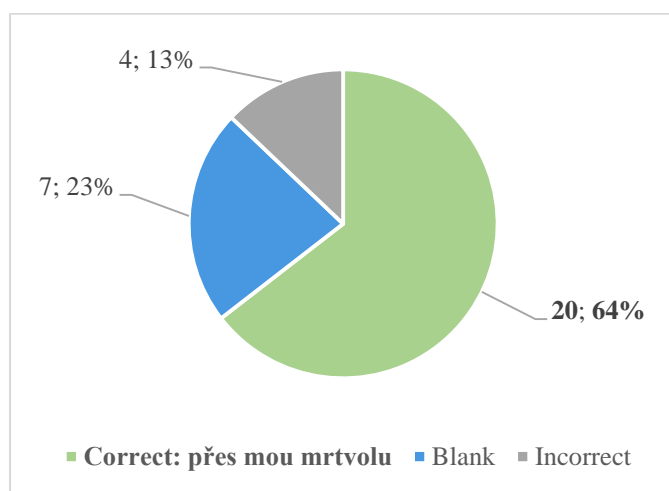


Figure 23: Pre-test 2 – Czech equivalent of the idiom *over my dead body*

According to *Figure 24*, without 1 (4%) learner who did not answer anything, another 26 (96%) learners wrote the correct Czech equivalent of the English idiom *over my dead body* in post-test 2. Therefore, nobody (0; 0%) wrote any incorrect answer. To compare *Figure 24* with the *Figure 23*, there is an **improvement of 32%** which is not significant because the prior knowledge of this particular expression among the students was quite high as presented in *Figure 23*.



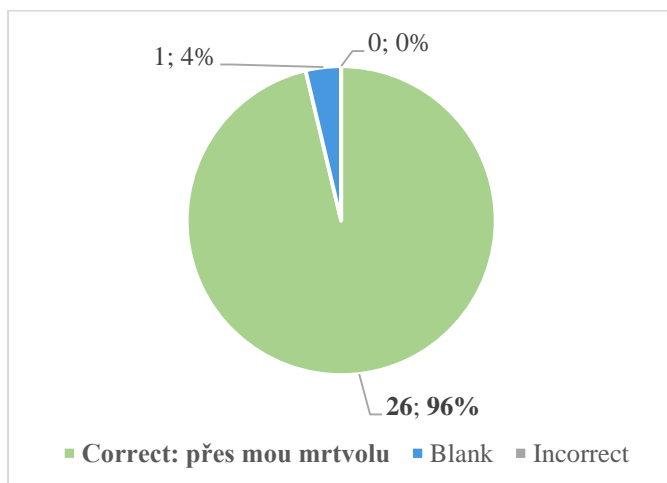


Figure 24: Post-test 2 – Czech equivalent of the idiom *over my dead body*

### To see eye to eye

The Czech equivalent of the English idiom *to see eye to eye* caused struggles for the students in pre-test 2 because as presented in *Figure 25*, nobody (0; 0%) wrote the correct answer. 5 learners skipped this idiom. A large majority of participants (26; 84%) tried to guess the Czech equivalent however, their guesses were not correct: *z očí do očí* (17x); *vidět z očí do očí* (2x); *vidět si z očí do očí* (2x); *dívat se z očí do očí*; *vidět někoho na živo*; *vidět se naživo*; *na vlastní oči*; *vidět se*. According to these wrong answers, this idiomatic expression reminded most of the learners of the Czech phrase *z očí do očí*.

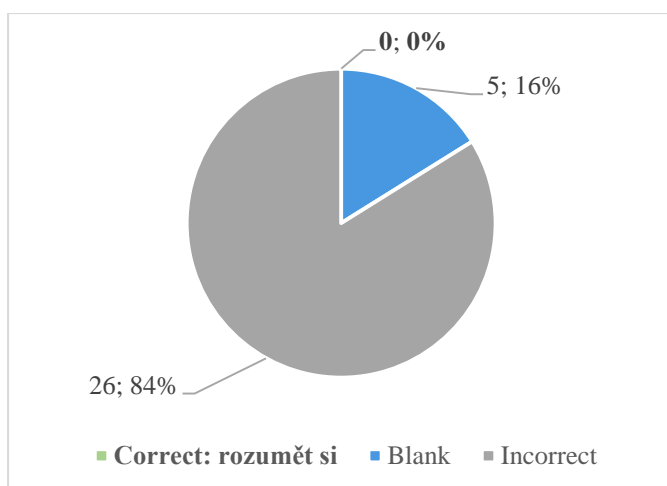


Figure 25: Pre-test 2 – Czech equivalent of the idiom *to see eye to eye*

According to *Figure 26*, in total 11 (41%) learners omitted this idiom in post-test 2. The correct Czech equivalent was written by 8 (29.5%) students and the same number of students wrote an incorrect answer. As presented in *Figure 25* above, the incorrect answer was mainly *z očí do očí* as in the pre-test 2: – *z očí do očí* (7x); *vidět z očí do očí*. Considering and comparing *Figure 25* and *Figure 26*, an **improvement of 29%** occurred in the students' knowledge of this idiom.

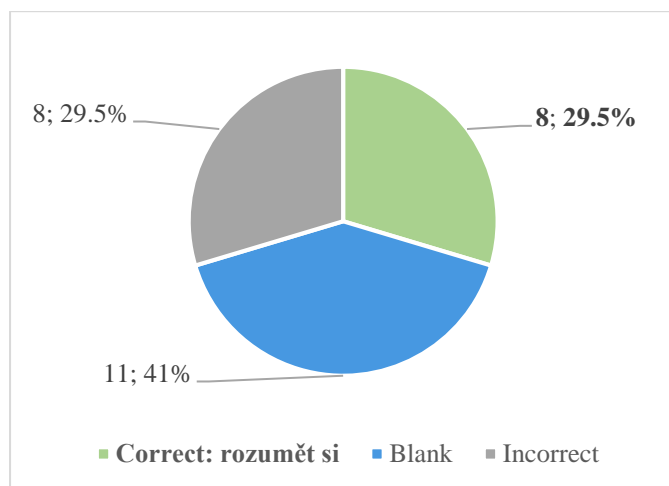


Figure 26: Post-test 2 – Czech equivalent of the idiom *to see eye to eye*

### To show one's hand

*Figure 27* below shows that no participant (0; 0%) knew the English idiom *to show one's hand* and its Czech equivalent in pre-test 2. Most students, specifically 25 (81%) left it blank and 6 (19%) learners wrote a wrong answer: *ukázat ruku; ukázat jednu ruku; ukázat jenom půl pravdy; ukázat, co má v ruce; mít prázdné ruce; ukázat prázdné ruce*.

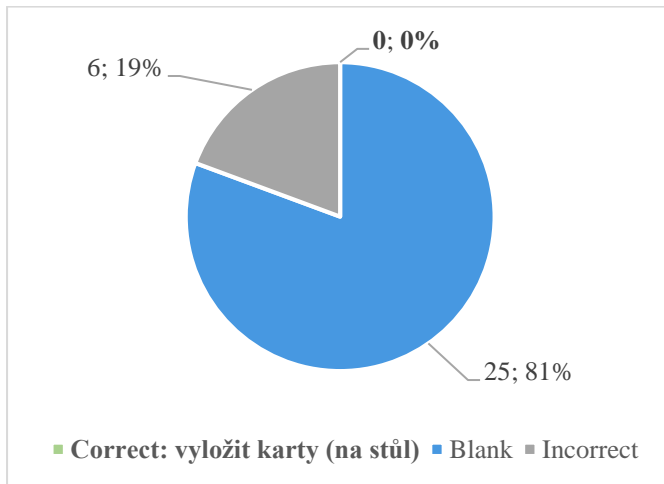


Figure 27: Pre-test 2 – Czech equivalent of the idiom *to show one's hand*

According to *Figure 28*, altogether 13 (48%) learners wrote the correct Czech equivalent of the English idiom *to show one's hand* in post-test 2. However, the same number of participants (13; 48%) did not write anything and 1 (4%) learner's answer was not correct: *přísahat*. There is a visible **improvement of 48%** in the knowledge of this idiom, comparing the results involved in *Figure 27* and *Figure 28*.

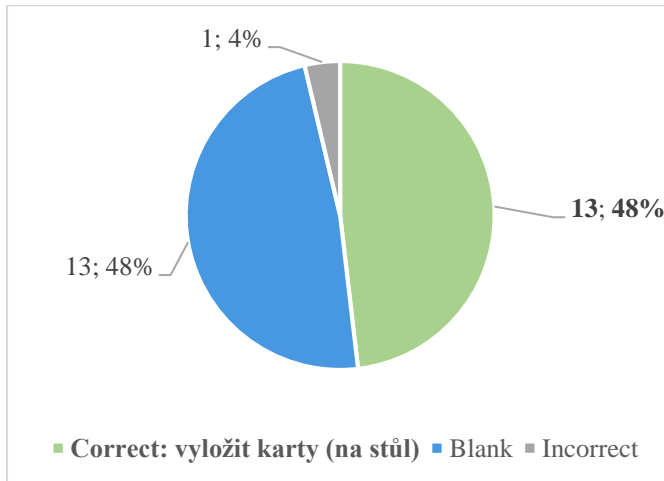


Figure 28: Post-test 2 – Czech equivalent of the idiom *to show one's hand*

### Someone's lips are sealed

*Figure 29* presents the learners' knowledge of the English idiom *someone's lips are sealed* and its Czech equivalent in pre-test 2. In total, 3 (10%) students succeed and wrote the correct Czech equivalent. Majority of the participants, numbering 22 (71%) students omitted this

expression and another 6 (19%) students wrote an incorrect equivalent: *mít pusu na špacír, mlčet, nemůže říct ani slovo, má zalepené rty, někdo nemluví pravdu, slané rty*.

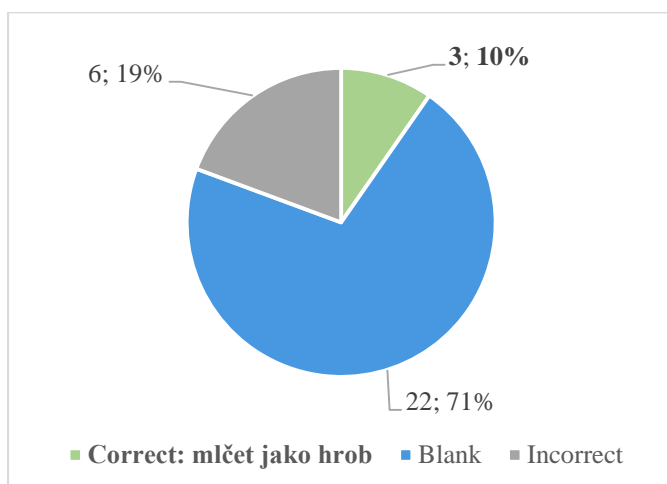


Figure 29: Pre-test 2 – Czech equivalent of the idiom *someone's lips are sealed*

Figure 30 displays how the participants answered in post-test 2 regarding the English idiom *someone's lips are sealed* and its Czech equivalent. Altogether, 15 (55%) learners were able to write the appropriate Czech equivalent, 8 (30%) learners did not write anything and answers of 4 (15%) learners were wrong: *jeho ústa jsou zamknutá; mít pusu na zámek; mít zamčenou pusu; rty jsou*. Comparing Figure 29 and Figure 30, an **improvement of 45%** can be noticed.

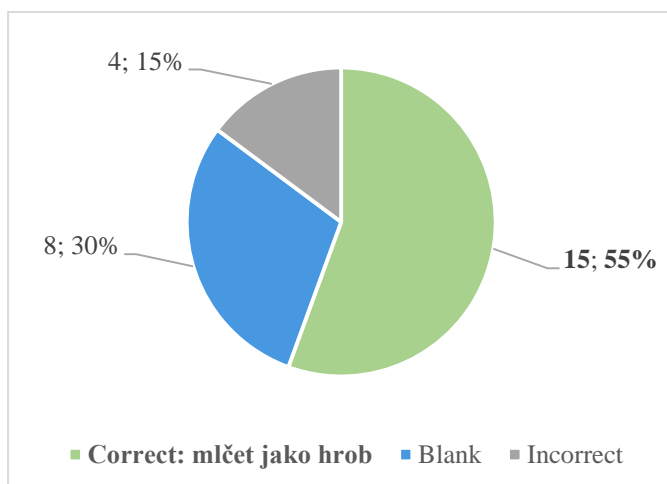


Figure 30: Post-test 2 – Czech equivalent of the idiom *someone's lips are sealed*

### On the tip of someone's tongue

According to *Figure 31*, in total 10 (32%) participants wrote the correct Czech equivalent of the English idiom *on the tip of someone's tongue* in pre-test 2. Another 17 (55%) learners omitted this idiom and 4 (13%) learners did not answer correctly: *na špičce jazyka; někdo má chute; mít na špičce jazyka; dávat pozor na jazyk*. Due to the fact the Czech equivalent does not include the word *tip*, but talks about *a tongue* as a whole – *na jazyku*, it was impossible to consider answers such as *na špičce jazyka* as appropriate equivalent.

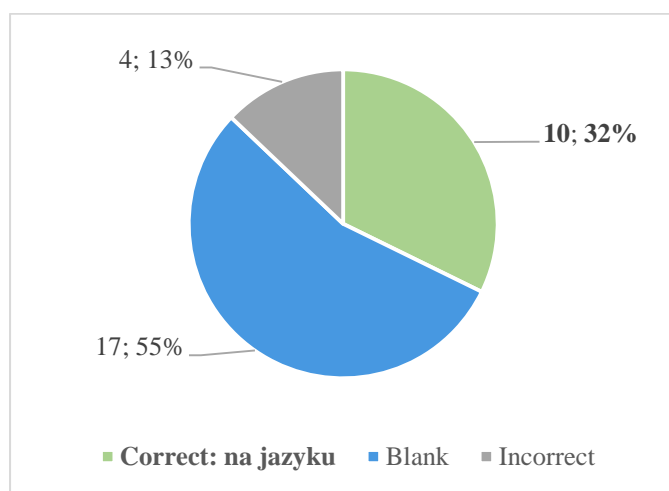


Figure 31: Pre-test 2 – Czech equivalent of the idiom *on the tip of someone's tongue*

The following *Figure 32* presents the results of the students' knowledge of the English idiom *on the tip of someone's tongue* and its Czech equivalent in post-test 2. A large majority of the participants, specifically 22 (82%), wrote the appropriate Czech equivalent. 3 (11%) students left it blank and 2 (7%) students' answers were not correct: *mít něco na špičce jazyka; být na špičce jazyku*. The reason why these answers were incorrect is the same as those written in the description of *Figure 31* above. Comparing this *Figure 32* with *Figure 31*, there is a quite significant **improvement of 50%**.

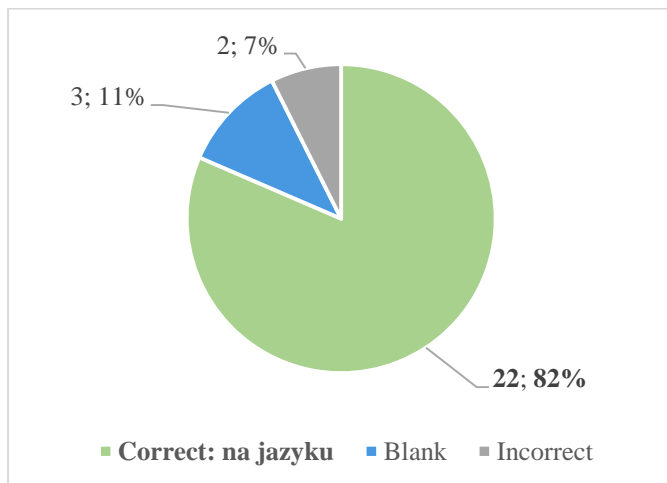


Figure 32: Post-test 2 – Czech equivalent of the idiom *on the tip of someone's tongue*

#### 4.6.3 Comparison of the ability to implement the English idioms into the correct context by the learners

This subsection provides the results of learners' ability to put selected English idioms related to body parts in the correct context. Specifically, *Table 3* and *Figures 33-62* and their descriptions present the outcomes of pre-test 3 and post-test 3. The improvement can be deduced based on the comparison of the results of the test taken before the lesson focused on idioms, with the results of the test taken two weeks after that lesson took place. Overall outcomes are pictured in the mentioned *Table 3* and every idiom in the context is examined in *Figures 33-62*.

*Table 3* presents the results from the pre-test 3 and post-test 3. It is essential to mention that due to the absence of 4 students during the outgoing of all parts of the post-test, the number of participants in post-test 3 was 28 instead of the original 32 participants. As in the previous *Table 2*, these absent students are indicated by the letter A highlighted in red colour. However, unlike the previous outcomes of pre-test 2 and post-test 2, this 3<sup>rd</sup> part also includes answers of learner number 8 (highlighted in blue colour in *Table 2*) whose mother tongue is not the Czech language.

As included in *Table 3*, the maximum number of points for this part is 10 points per student. This point scale is stated according to the number of sentences where 1 of 15 listed idioms should be placed in one of 10 sentences. This means 1 point for 1 correctly filled sentence. Altogether, the learners reached 193 out of 320 points in pre-test 3 which signs 60.31% success.

Considering post-test 3, the learners reached altogether 203 out of 280 points signing a success of 72.50%. The average learner's number of points is 6.03 points, which stands for 60.31% in pre-test 3 and 7.25 points, which stands for 72.50% in post-test 3. Comparing these two success rates from pre-test 3 and post-test 3, the **improvement is 12.19%** which is not so significant. However, the learners' score was quite high even in pre-test 3. It can be caused by the fact, that putting the listed idioms in the correct context was easier for them than writing Czech equivalents independently as in pre-test 2 and post-test 2. Nevertheless, some exceptions occurred. In total, 3 participants reached 10 out of 10 points in pre-test 3 as well as in post-test 3. A maximum of 10 points was reached by 5 learners in post-test 3. Altogether 9 learners had the same score in pre-test 3 as in post-test 3. The most significant improvement can be noticed in student number 20 (highlighted in green colour in *Table 3*) who scored 0 points in the pre-test 3 and 7 points in the post-test 3 indicating the improvement of 7 points. On the other hand, 4 participants deteriorated in the post-test 3. They scored 1 or 2 points less than in pre-test 3. However, it is possible to say that an appearance of deterioration in this part among a few students was expected. The students are supposed to put the concrete idioms in the context of 10 listed sentences in post-test3. The idioms that should be used as well as these sentences differ in pre-test 3 and post-test 3. Thus, some students may not have been comfortable with the sentences and particular idioms to use in post-test 3. Therefore, the score of some students was better in pre-test 3.

<b>Learner number for pre-test and post-test</b>	<b>Pre-test 3 English idioms in context (max. 10 points)</b>	<b>Post-test 3 English idioms in context (max. 10 points)</b>
<i>1</i>	9	9
<i>2</i>	6	4
<i>3</i>	9	9
<i>4</i>	5	5
<i>5</i>	4	6
<i>6</i>	9	7
<i>7</i>	9	A
<i>8</i>	4	7
<i>9</i>	3	5
<i>10</i>	8	9
<i>11</i>	4	9
<i>12</i>	4	8
<i>13</i>	8	10

14	8	7
15	4	6
16	10	10
17	10	10
18	10	10
19	6	A
20	0	7
21	1	7
22	8	10
23	5	9
24	2	1
25	8	A
26	2	6
27	6	6
28	3	3
29	7	A
30	7	7
31	8	9
32	6	7
<b>Average learner's number of points</b>	<b>6.03</b>	<b>7.25</b>
<b>Average learner's success in %</b>	<b>60.31</b>	<b>72.50</b>
<b>Total number of points</b>	<b>193</b>	<b>203</b>
<b>Total success rate in %</b>	<b>60.31</b>	<b>72.50</b>

Table 3: Comparison of the score from pre-test 3 and post-test 3

The following *Figures 33-62* focus on the individual English idioms in the context in more detail. The students' success in the use of the particular idiom in the given sentences in pre-test 3 is compared with post-test 3. It is essential to remind that pre-test 3 and post-test 3 differ, meaning the involvement of distinct sentences as well as idioms that should be included in those sentences. As mentioned, there were 15 idioms, but 10 sentences. Therefore, some idioms were involved in both tests, some only in one of them and a few in neither of them. However, the ability to decide that an idiom should be included in neither of the given sentences could be also considered as a capability to discover, that the particular idiom does not fit in any context. Thus, in the analysis pictured in *Figures 33-62* below, not-placing the particular idiom in any sentence is considered correct in some concrete cases. On the other hand, some learners did not complete every sentence of those given. Consequently, not-placing an idiom, even if correct, is not scored and the maximum number of points is 10, according to 10 sentences.



Furthermore, it is essentially impossible to determine whether students who did not assign more than 5 idioms identified the idiom as not belonging to any context because they knew it did not belong anywhere, or whether the idiom was just one of several not assigned. Therefore, it is necessary to consider improvement or deterioration in relation to certain idioms in this part of the test rather as indicative.

### By the skin of one's teeth

As the following *Figure 33* presents, the idiom *by the skin of one's teeth* was not included in any sentence in pre-test 3. In total, 30 (94%) learners correctly inferred that this expression does not fit in any context. Another 2 (6%) participants put this idiom incorrectly in sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.*); and no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*)

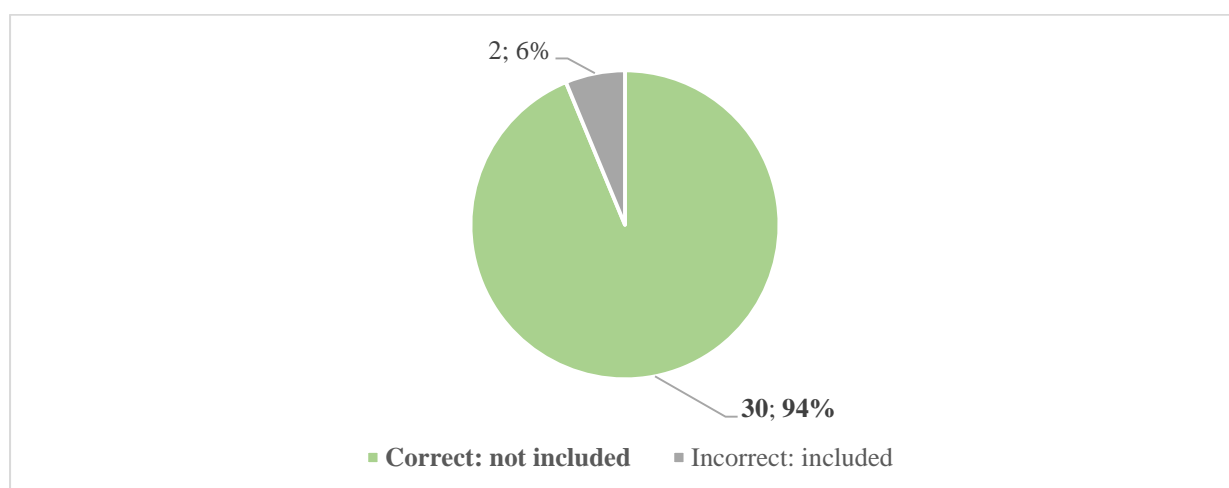


Figure 33: Pre-test 3 – Idiom *by the skin of one's teeth* in the context

According to *Figure 34*, the idiom *by the skin of one's teeth* should be written in sentence no. 4 (*My brother barely passed the exam, but luckily he made it \_\_\_\_\_.*) in post-test 3. Altogether, 16 (57%) students filled the gap correctly with this idiom, 11 (39%) students did not put this expression into any of the given sentences and 1 (4%) student included it in sentence no. 3 (*I have been listening to this song so often that I know the lyrics \_\_\_\_\_.*), which was wrong. Although when comparing *Figure 33* with *Figure 34* a **deterioration of 37%** can be noticed, it is difficult to claim because a few students left some

of the 10 given sentences blank and did not include more than 5 predetermined idioms and *by the skin of one's teeth* was among them. Therefore, more significant data could be the number of learners who put this expression into the wrong sentence. Thus, there would be an **improvement of 1 (2%) participant**, according to *Figures 33, 34*.

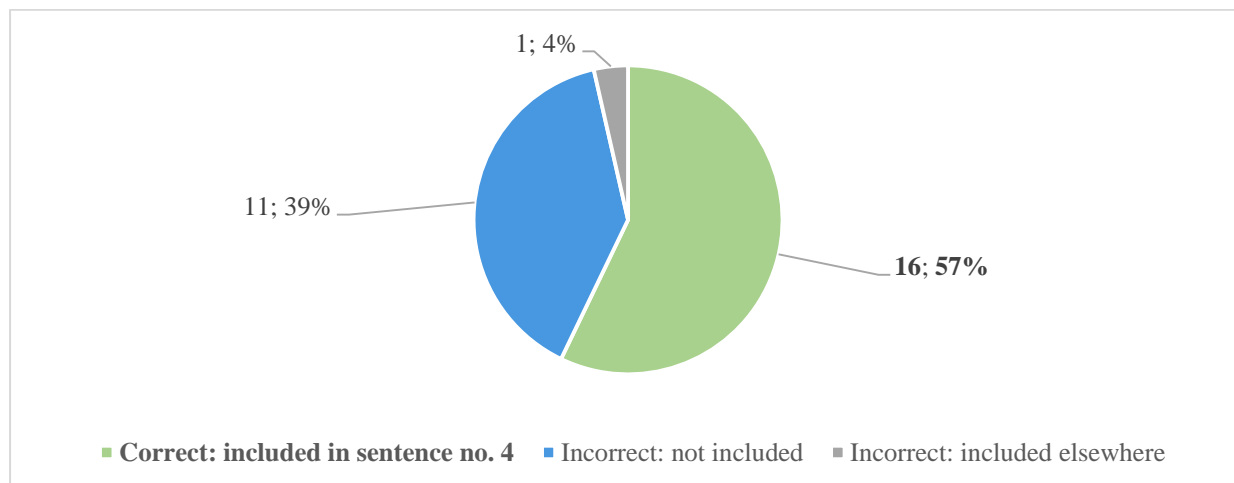


Figure 34: Post-test 3 – Idiom *by the skin of one's teeth* in the context

### To be a pain in the neck

The idiom *to be a pain in the neck* did not fit in any context in pre-test 3, as the following *Figure 35* pictures. 22 (69%) learners did not correctly put this idiom into any of the given sentences. However, 10 (31%) involved it in the inappropriate context of the following sentences: sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.*) was selected by two students; no. 3 (*The book was so sad and emotional that it made me \_\_\_\_\_.*) by one student; no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*) by 5 students; no. 9 (*Whenever my brother wants to talk about his problems, I'm \_\_\_\_\_ and ready to listen.*) by one student; and no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*) by one student.

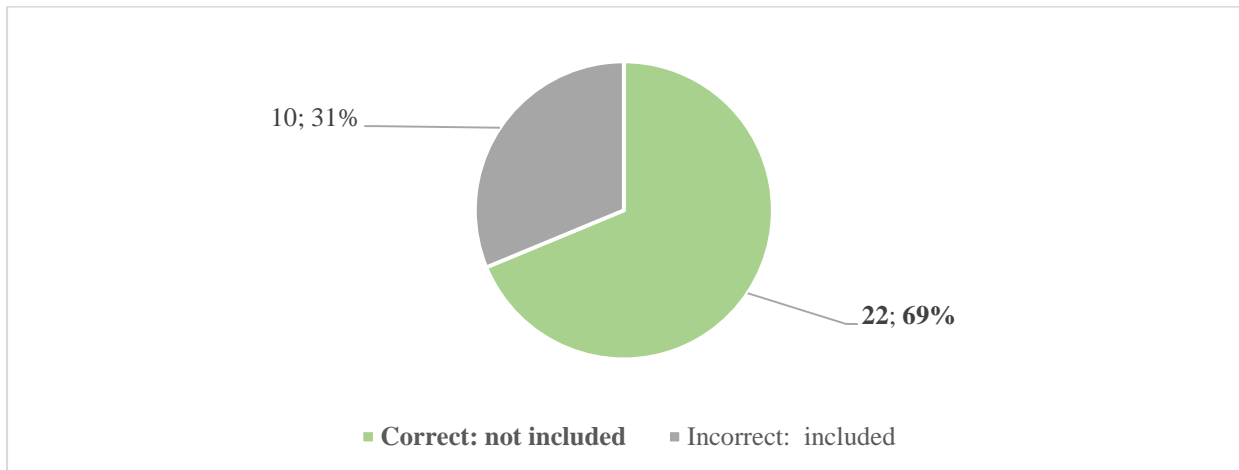


Figure 35: Pre-test 3 – Idiom *to be a pain in the neck* in the context

As *Figure 36* shows, 18 (64%) participants were able to add the expression *to be a pain in the neck* in the correct sentence in post-test 3, specifically sentence no. 6 (*This math problem was \_\_\_\_\_ for her. She couldn't solve it.*). 7 (25%) students decided on the wrong option to not include this idiom anywhere and 3 (11%) students integrated it into the wrong context of these sentences: sentence no. 4 (*My brother barely passed the exam, but luckily he made it \_\_\_\_\_.*) was chosen by 2 learners; and no. 5 (*Her name is \_\_\_\_\_. Give me a minute to think.*) by 1 learner. As in the case of the previous idiom presented in *Figures 33* and *34*, there would be a deterioration signing 4%. Nevertheless, it is not very reliable as well because it is impossible to determine if all 22 (69%) students purposely determined this expression as uninvolved in pre-test 3 as pictured in *Figure 36*. Therefore, the number of learners who put this expression into the wrong sentence is compared by analysing and comparing *Figures 35* and *36*. Thus, at least a **20% improvement** occurred.

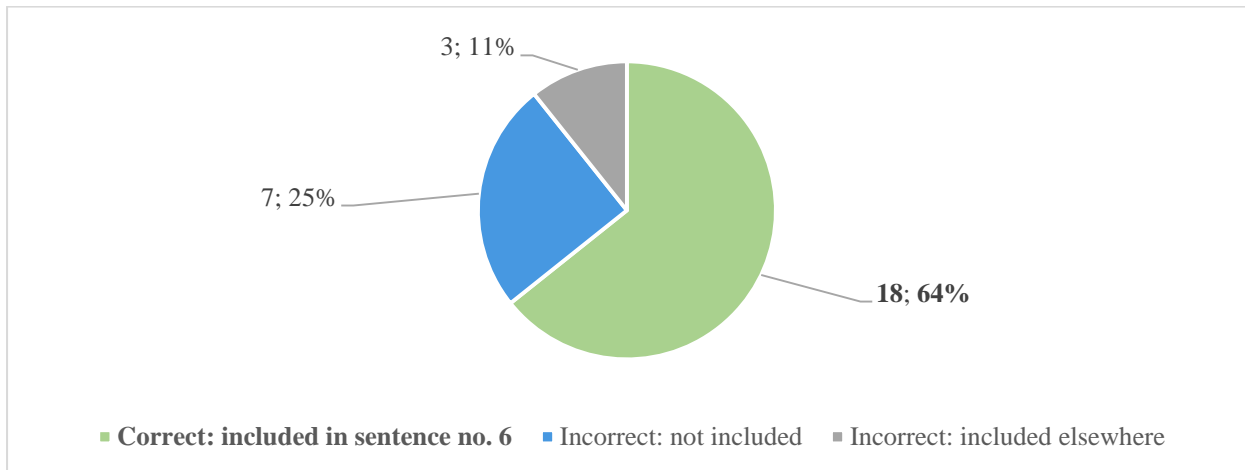


Figure 36: Post-test 3 – Idiom *to be a pain in the neck* in the context

### To be all ears

According to *Figure 37*, the idiom *to be all ears* should be added to sentence no. 9 (*Whenever my brother wants to talk about his problems, I'm \_\_\_\_\_ and ready to listen.*) in the pre-test 3. In total, 29 (91%) did so. Another 3 (9%) did not involve this expression anywhere. However, nobody (0; 0%) selected any inappropriate context.

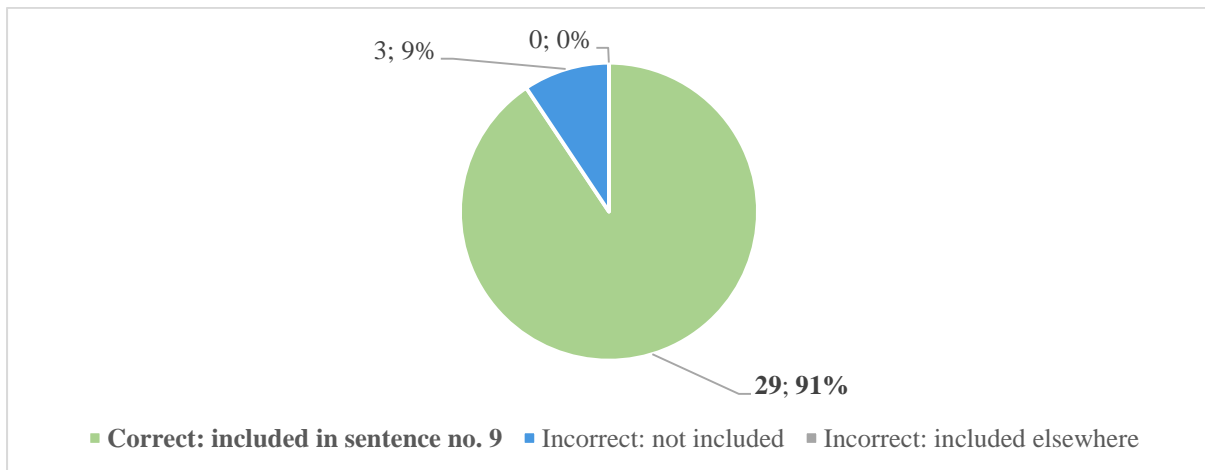


Figure 37: Pre-test 3 – Idiom *to be all ears* in the context

*Figure 38* displays how students integrated the idiom *to be all ears* into the correct context in post-test 3. Altogether 24 (86%) participants decided on the right sentence, specifically sentence no. 2 (*Tell me about your holiday! I'm \_\_\_\_\_*). 1 (3%) student did not involve this expression at all and 3 (11%) chose the incorrect sentence for the implementation of this idiom. These sentences were as follows: sentence no. 3 (*I have been listening to this*

song so often that I know the lyrics \_\_\_\_\_.) was chosen by two students and sentence no. 9 (*Even though we are really close friends we don't always \_\_\_\_\_ on everything*) by one student. Comparing Figure 37 and Figure 38, a **5% deterioration** appeared.

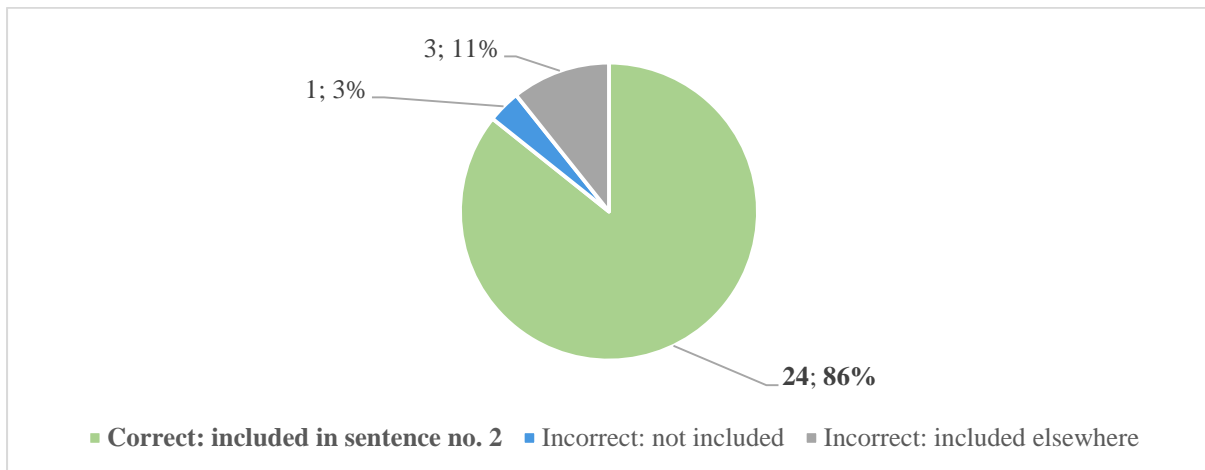


Figure 38: Post-test 3 – Idiom *to be all ears* in the context

### To be skin and bones

The idiom *to be skin and bones* would belong to sentence no. 2 (*The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.*) in pre-test 3. Figure 39 below presents 27 (84%) learners' implementation of this expression was right. 4 (13%) learners incorrectly left this idiom unallocated and 1 (3%) participant put it into the inappropriate sentence no. 8 (*My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.*).

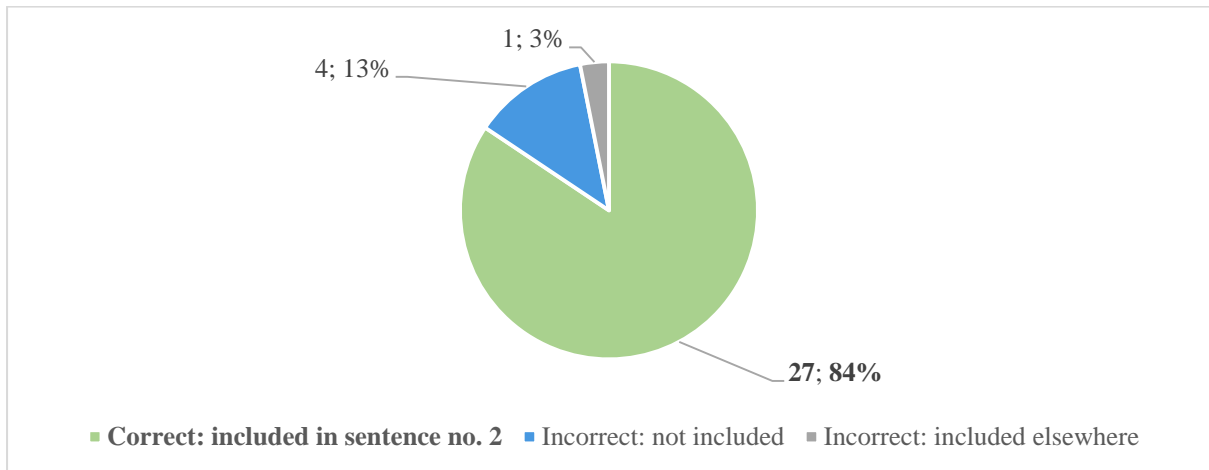


Figure 39: Pre-test 3 – Idiom *to be skin and bones* in the context

According to *Figure 40* below, the idiom *to be skin and bones* was not integrated into any of the 10 given sentences in post-test 3. Altogether 24 (86%) did not add this expression into any sentence that was correct. However, 4 (14%) learners inappropriately included it in the following sentences: sentence no. 6 (*This math problem was \_\_\_\_\_ for her. She couldn't solve it.*) was selected by one person; and no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*) by three students. Considering *Figures 39* and *40*, there would be **a little improvement of 2%**. Nevertheless, as in some previous cases, it is impossible to determine how many students out of 24 (86%) did not include this expression purposely in pre-test 3 according to *Figure 39*. So, if comparing the results of the integration of *to be skin and bones* to the context pictured in *Figures 39* and *40*, the **outcomes could be considered similar**.

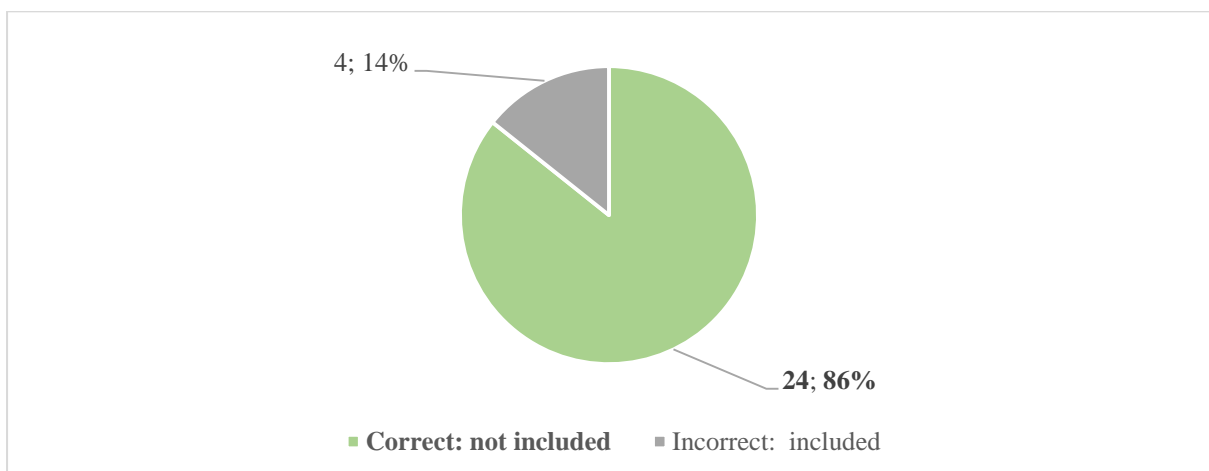


Figure 40: Post-test 3 – Idiom *to be skin and bones* in the context

## To break a leg

Figure 41 shows the students' success when involving the idiom *to break a leg* into the appropriate context in pre-test 3. In total, 17 (53%) learners added this idiom into the correct sentence no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*). Another 14 (44%) learners decided to not integrate this expression into any sentence and only 1 (3%) participant put it into the wrong sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.*).

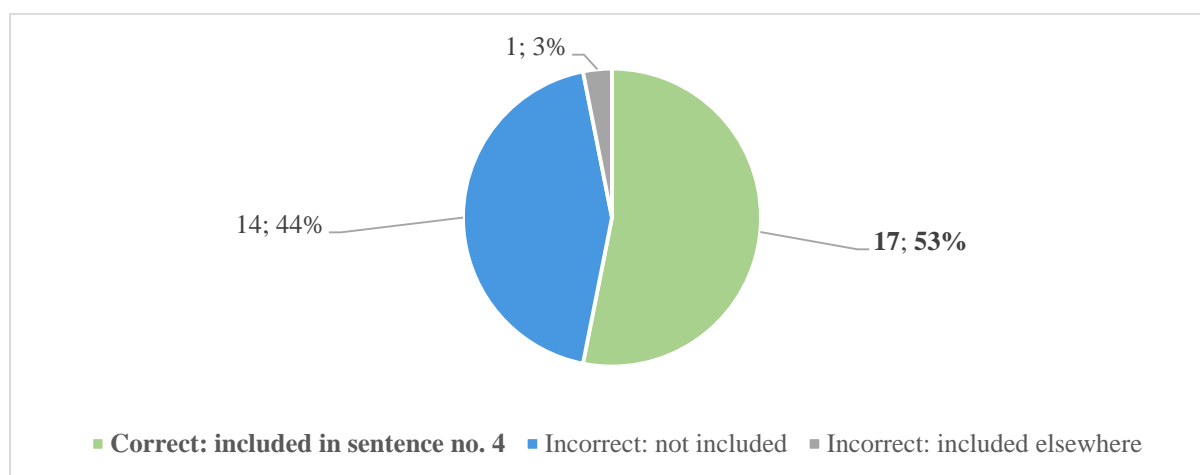


Figure 41: Pre-test 3 – Idiom *to break a leg* in the context

As pictured in Figure 42, the idiom *to break a leg* did not fit into any context in post-test 3. Not including this idiom anywhere was correctly decided by 26 (93%) students. Another 2 (7%) learners implemented it into the incorrect sentence no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_*). According to Figure 41 and Figure 42, it could be said that there is an improvement of 40%. On the other hand, there is a little deterioration (4%) in the implementation of this expression in the inappropriate context. It is impossible to determine how many students did not involve this idiom among another 4 predetermined purposely and how many of them did not involve more than 5 listed idioms and *to break a leg* could have been randomly among them. However, it is obvious there is still an **improvement, probably not by all 40%, but possibly very prominent** as well.

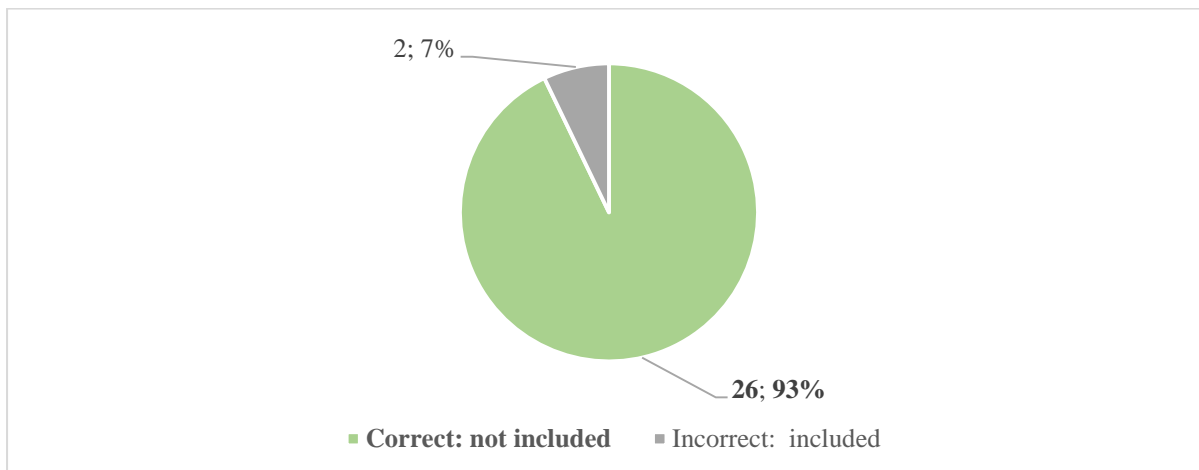


Figure 42: Post-test 3 – Idiom *to break a leg* in the context

### To cry one's eyes out

The idiom *to cry one's eyes out* belonged to the context of sentence no. 3 (*The book was so sad and emotional that it made me \_\_\_\_\_.*) in the pre-test 3. As *Figure 43* presents, 26 (81%) participants put this expression in the correct context. 5 (16%) students did not write this idiom into any sentence and 1 (3%) student implemented it incorrectly into sentence no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*).

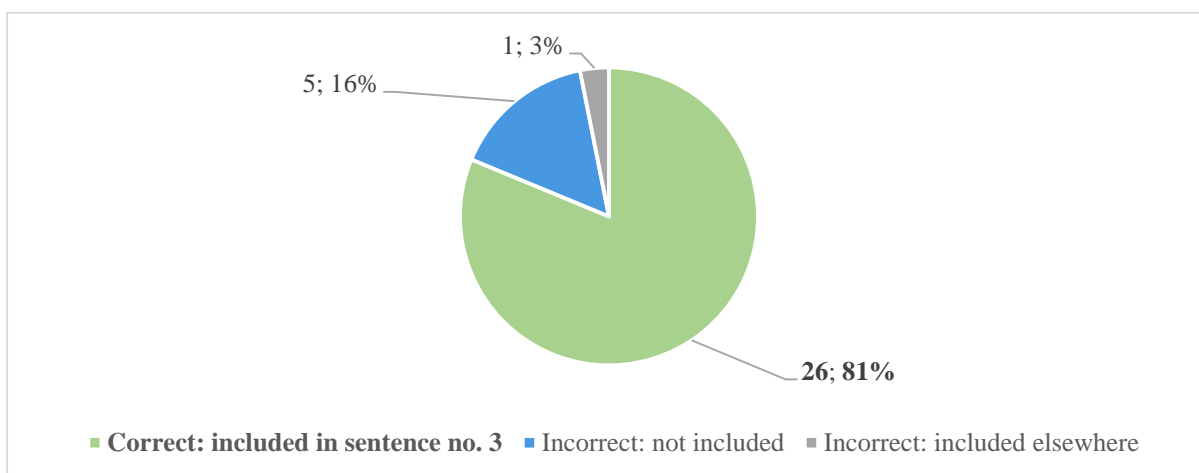


Figure 43: Pre-test 3 – Idiom *to cry one's eyes out* in the context

Regarding post-test 3, the idiom *to cry one's eyes out* fitted into the context of the sentence no. 1 as depicted in *Figure 44*. In total, 25 (89%) students allocated this expression correctly. Another 3 (11%) students did not include it at all and nobody (0; 0%) put it in the inappropriate



context. Since *to cry one's eyes out* was included in pre-test 3 as well as in post-test 3, the results are clearer. Comparing *Figure 43* with *Figure 44*, an **improvement of 8%** occurred.

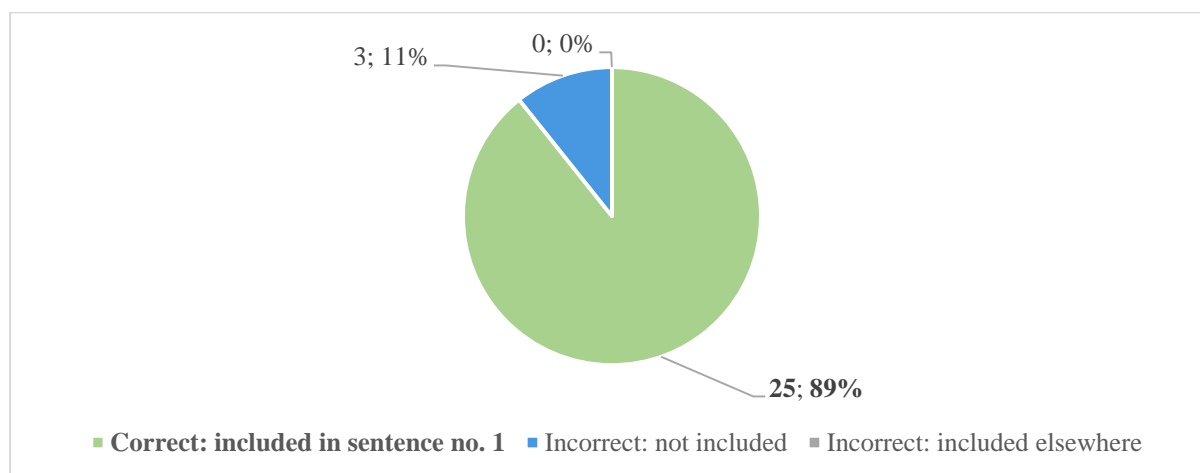


Figure 44: Post-test 3 – Idiom *to cry one's eyes out* in the context

### To get cold feet

*Figure 45* shows that the correct option was to not integrate the idiom *to get cold feet* into any sentence in pre-test 3. Altogether, 24 (75%) learners correctly did not allocate this idiom into any context. However, 8 (25%) participants thought this expression would fit into incorrect contexts. It is essential to mention that almost each of these 8 learners selected a different sentence. These are the following sentences: sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media*); no. 2 (*The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.*); no. 3 (*The book was so sad and emotional that it made me \_\_\_\_\_.*); no. 6 (*I know this poem \_\_\_\_\_.*); no. 7 (*We know you are going through a very hard time, but stay positive and \_\_\_\_\_.*); no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*). The only exception was sentence no. 8 (*My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.*) chosen by two students.

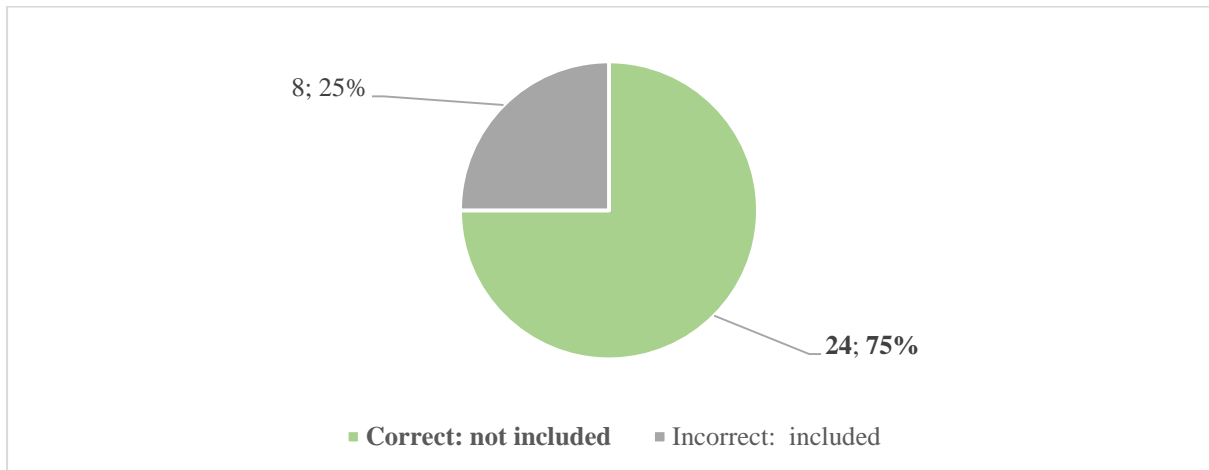


Figure 45: Pre-test 3 – Idiom *to get cold feet* in the context

As the following *Figure 46* presents, the idiom *to get cold feet* did not fit into any context in post-test 3 as well. 22 (79%) learners made the right decision and did not put this expression into any sentence. Another 6 (21%) participants implemented it into the inappropriate context of these sentences: sentence no. 2 (*Tell me about your holiday! I'm \_\_\_\_\_.*) by one learner; no. 6 (*This math problem was \_\_\_\_\_ for her. She couldn't solve it.*) by two learners; no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*) by two learners as well and one person decided for sentence no. 9 (*Even though we are really close friends we don't always \_\_\_\_\_ on everything.*) Due to the fact *to get cold feet* was not included in pre-test 3, nor in post-test 3, the determination of the improvement, is more obvious. However, it is necessary to compare the inappropriate allocation of the idiom in this case. So, according to *Figure 45* and *Figure 46*, in total 4% students less implemented *to get cold feet* in the wrong context in post-test 3. Therefore, **the improvement is by 4%.**

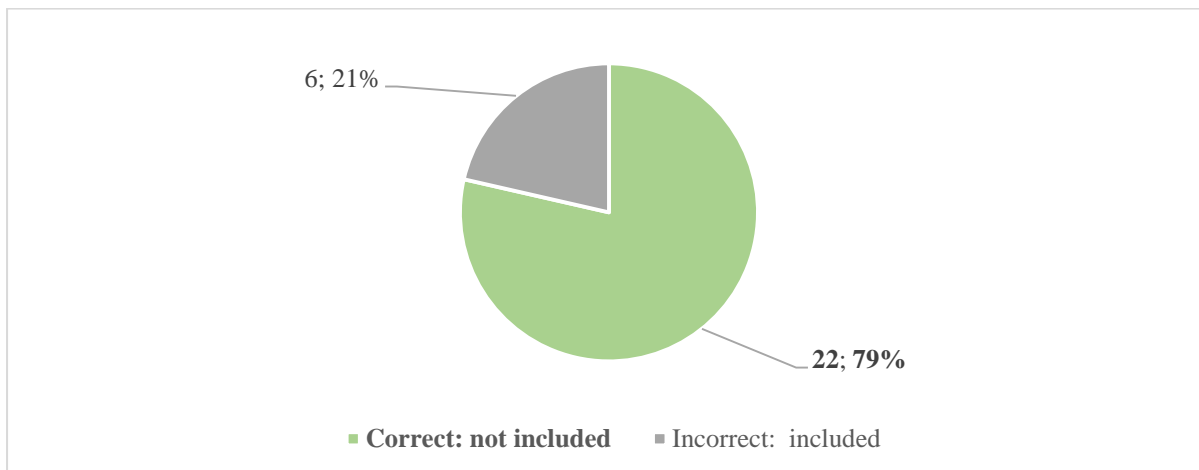


Figure 46: Post-test 3 – Idiom *to get cold feet* in the context

### To keep one's chin up

As the *Figure 47* pictures, the idiom *to keep one's chin up* would fit into the context of sentence no. 7 (*We know you are going through a very hard time, but stay positive and \_\_\_\_\_*) in pre-test 3. This expression was correctly put into this sentence by 25 (78%) learners. Another 5 (16%) learners did not assign it in any context and 2 (6%) participants added *to keep one's chin up* into an inappropriate sentence: sentence no. 4 (*I said "\_\_\_\_\_ " to my friend before he went on stage to perform.*) was chosen by 1 student and the other one chose sentence no. 6 (*I know this poem \_\_\_\_\_.*)

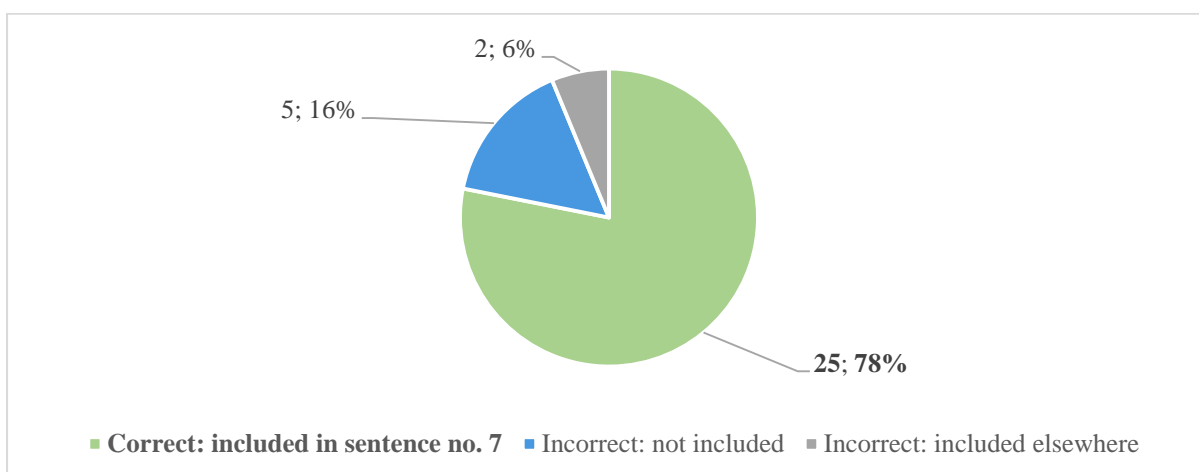


Figure 47: Pre-test 3 – Idiom *to keep one's chin up* in the context

Figure 48 shows that there was no option to implement the idiom *to keep one's chin up* in any of the 10 given sentences in the post-test 3. In total, 23 (82%) students accurately did not involve this expression anywhere. However, another 5 (18%) participants incorrectly chose the context of one of the following sentences: one learner selected sentence no. 1 (*She \_\_\_\_\_ when she found out she had lost her favourite doll.*); sentence no. 4 (*My brother barely passed the exam, but luckily he made it \_\_\_\_\_.*) was selected by two learners; no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*) by one participant and no. 10 (*I said I would allow him to buy another dog just \_\_\_\_\_.*) by one participant as well. As in the previous cases, it is impossible to declare with certainty if everyone out of 23 (82%) students correctly discovered that *to keep one's chin up* does not fit in any context or if a few of them who did not complete all 10 given sentences left this expression as one of more than five predetermined unallocated idioms. Therefore, comparing Figure 47 and 48, **the improvement is probably less than the pictured 4%**. So, it could be said that the **students reached a similar score in pre-test 3 and post-test 3** regarding this particular expression.

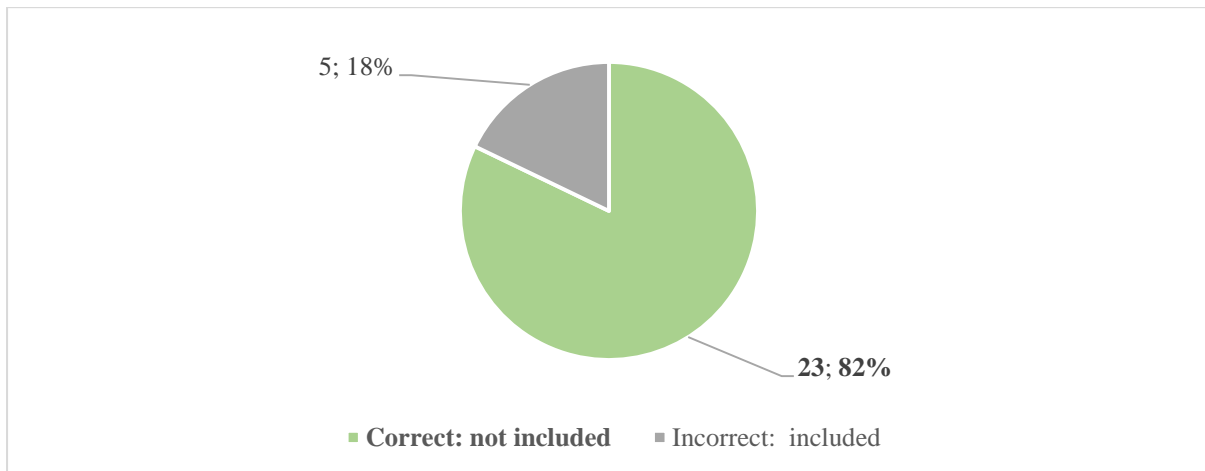


Figure 48: Post-test 3 – Idiom *to keep one's chin up* in the context

### To know by heart

The idiom *to know by heart* would fit in the context of sentence no. 6 (*I know this poem \_\_\_\_\_.*) in pre-test 3. Figure 49 presents that 17 (53%) learners included this idiom in the correct context. 11 (34%) learners decided to not implement this idiom anywhere and another 4 (13%) put it in the inappropriate context of these sentences: sentence no. 1 (When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I

saw her pictures on social media.) was selected by one participant and another three selected sentence no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*)

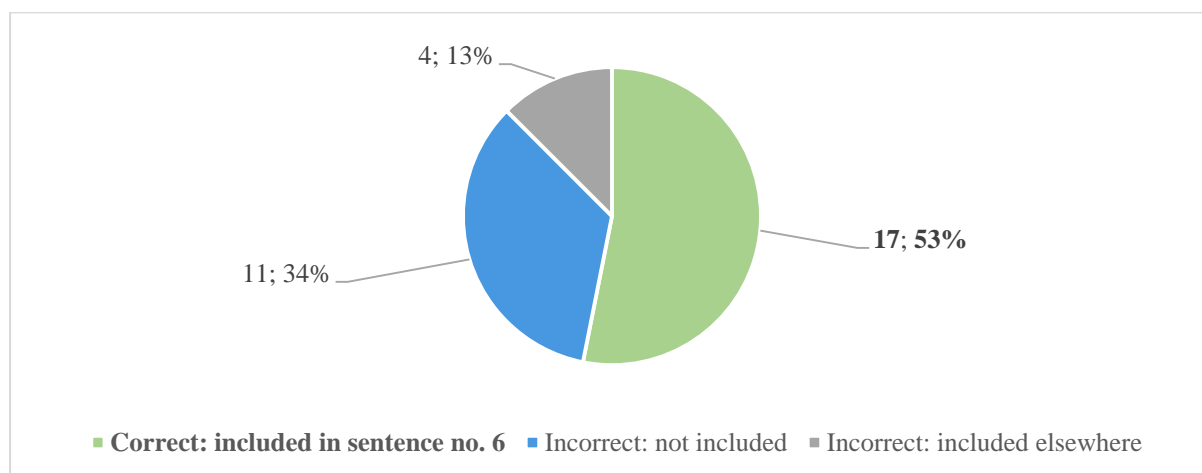


Figure 49: Pre-test 3 – Idiom *to know by heart* in the context

According to *Figure 50*, the idiom *to know by heart* was supposed to be written into sentence no. 3 (I have been listening to this song so often that I know the lyrics \_\_\_\_\_.) in the post-test 3. In total, 21 (75%) participants correctly wrote it in this sentence. Another 6 (21%) students considered this expression as one that does not fit into any context and 1 (4%) student involved it in the context of sentence no. 9 (Even though we are really close friends we don't always \_\_\_\_\_ on everything.). Comparing *Figure 50* with *Figure 49*, the **improvement of 22%** can be noticed when considering the accuracy of the allocation of *to know by heart* into the appropriate context.

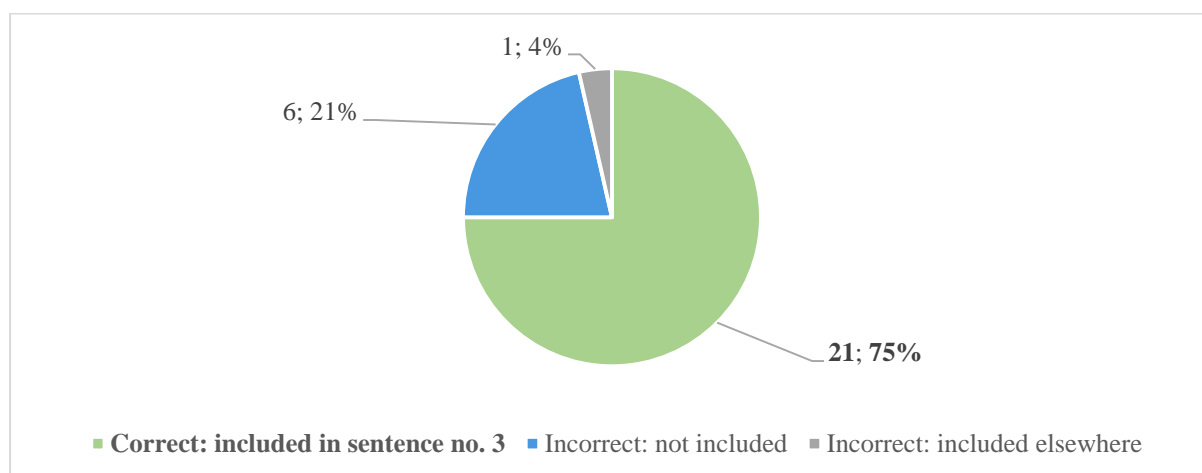


Figure 50: Post-test 3 – Idiom *to know by heart* in the context

## To pull someone's leg

Figure 51 presents how students involved the idiom *to pull someone's leg* in the context of 10 given sentences in pre-test 3. Altogether 14 (44%) participants implemented this expression into the correct sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.*). Another 15 (47%) learners did not involve this idiom in any context and 3 (9%) learners selected incorrect sentences, whereas each of them selected a different sentence. The inappropriate selected sentences were no. 8 (*My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.*), no. 9 (*Whenever my brother wants to talk about his problems, I'm \_\_\_\_\_ and ready to listen.*) and no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*).

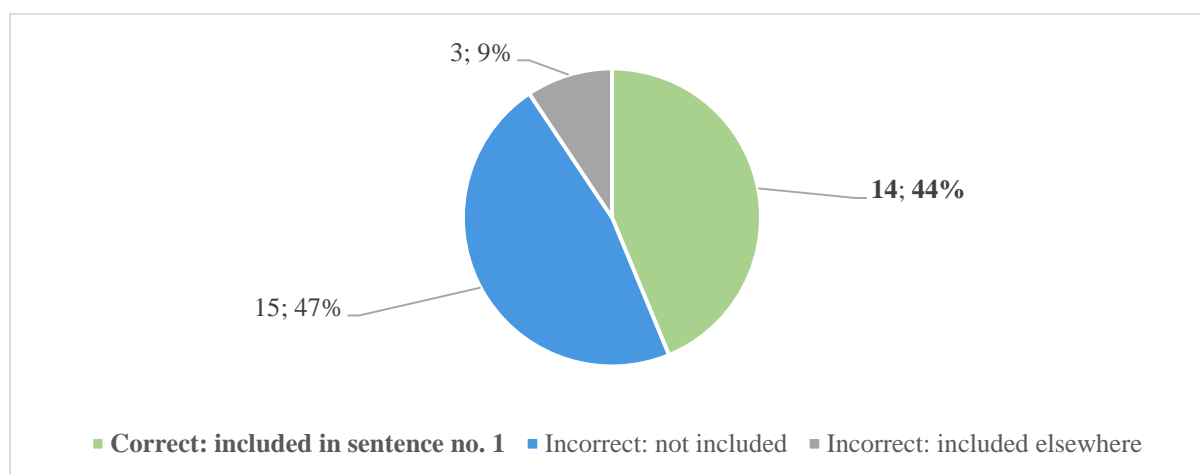


Figure 51: Pre-test 3 – Idiom *to pull someone's leg* in the context

As Figure 52 pictures, the idiom *to pull someone's leg* would fit in sentence no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*) in the post-test 3. In total, 14 (50%) participants were able to discover the correct context. Another 11 (39%) students did not integrate this expression into any sentence. 3 (11%) students allocated it into one of these inappropriate sentences, whereas each of their selections differ: sentence no. 5 (*Her name is \_\_\_\_\_. Give me a minute to think.*); no. 9 (*Even though we are really close friends we don't always \_\_\_\_\_ on everything*); and no. 10 (*I said I would allow him to buy another dog just \_\_\_\_\_.*) According to Figure 51 and Figure 52, there is a **6% improvement**, considering the correct implementation of this expression in the appropriate context.

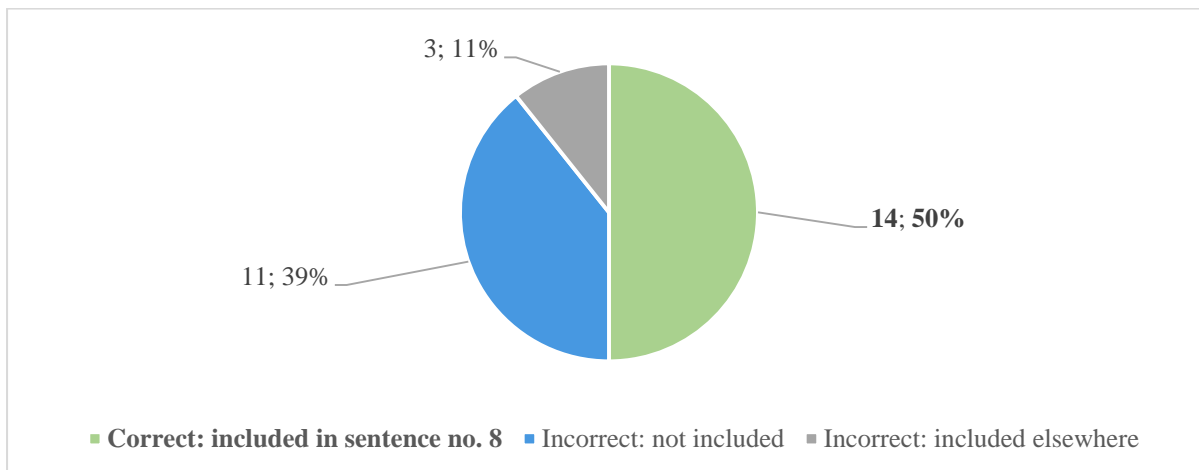


Figure 52: Post-test 3 – Idiom *to pull someone's leg* in the context

### Over my dead body

The idiom *over my dead body* was not integrated into any sentence in pre-test 3. *Figure 53* shows that 21 (66%) learners correctly decided to not use this expression in any of the given sentences. Another 11 (34%) participants implemented this idiom into one of these inappropriate sentences: sentence no. 2 (*The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.*) was selected by two learners; sentence no. 5 (*Don't worry, I won't reveal the surprise party information, \_\_\_\_\_.*) by six participants; no. 6 (*I know this poem \_\_\_\_\_.*) by two learners; and sentence no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*) by one student.

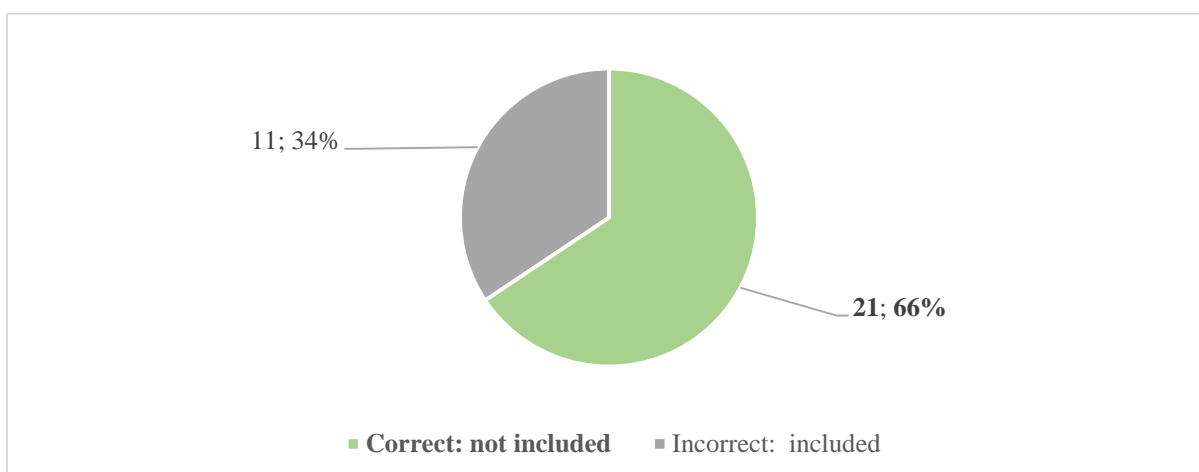


Figure 53: Pre-test 3 – Idiom *over my dead body* in the context

Figure 54 displays how participants involved the idiom *over my dead body* in the context in post-test 3. Properly, this expression would fit into the context of sentence no. 10 (*I said I would allow him to buy another dog just \_\_\_\_\_*). In total, 24 (86%) learners found the appropriate sentence. 3 (11%) students did not involve this expression in any context of 10 given sentences. Only 1 (3%) student incorrectly put it into sentence no. 7 (*Sorry, but \_\_\_\_\_*. *I promised him to not tell anyone.*) As in the previous similar cases, it is difficult to determine the exact improvement because it is impossible to say how many of the students who did not involve this idiom in pre-test 3 (see Figure 53) did not involve more than the predetermined 5 idioms. So, it is unknown if they knew this exact idiom does not belong anywhere. Therefore, comparing Figures 53 and 54, **the total improvement could be a little bit higher than 20%.**

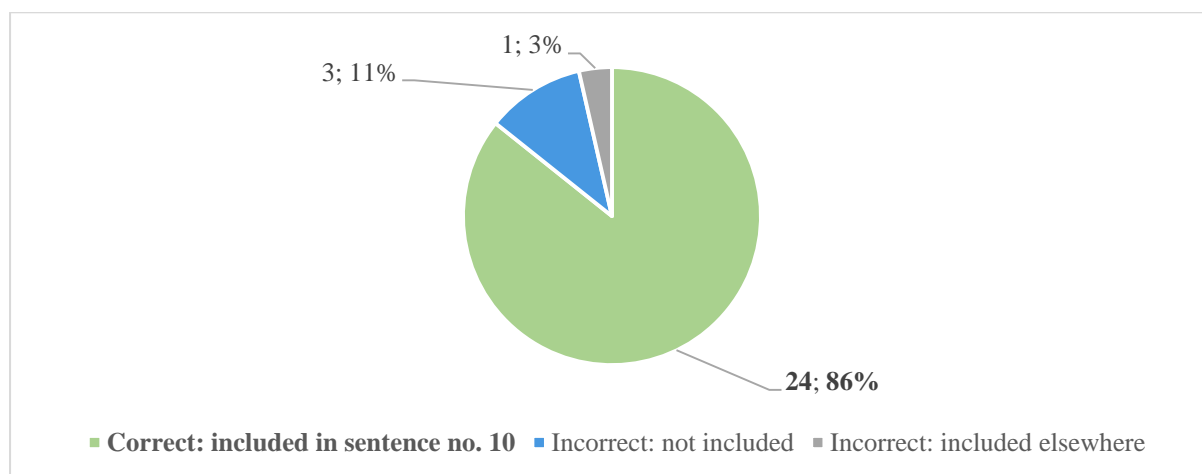


Figure 54: Post-test 3 – Idiom *over my dead body* in the context

### To see eye to eye

As Figure 55 pictures, 10 (31%) learners put the idiom *to see eye to eye* in the correct context of sentence no. 8 (*My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.*) in pre-test 3. Altogether, 17 (53%) learners did not implement it anywhere and another 5 (16%) added this expression into an inappropriate sentence: sentence no. 1 (*When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.*) was selected by three students; one student chose sentence no. 7 (*We know you are going through a very hard time, but stay positive and \_\_\_\_\_*.); and another one chose sentence no. 10 (*The correct answer is \_\_\_\_\_, but I just can't recall it.*)



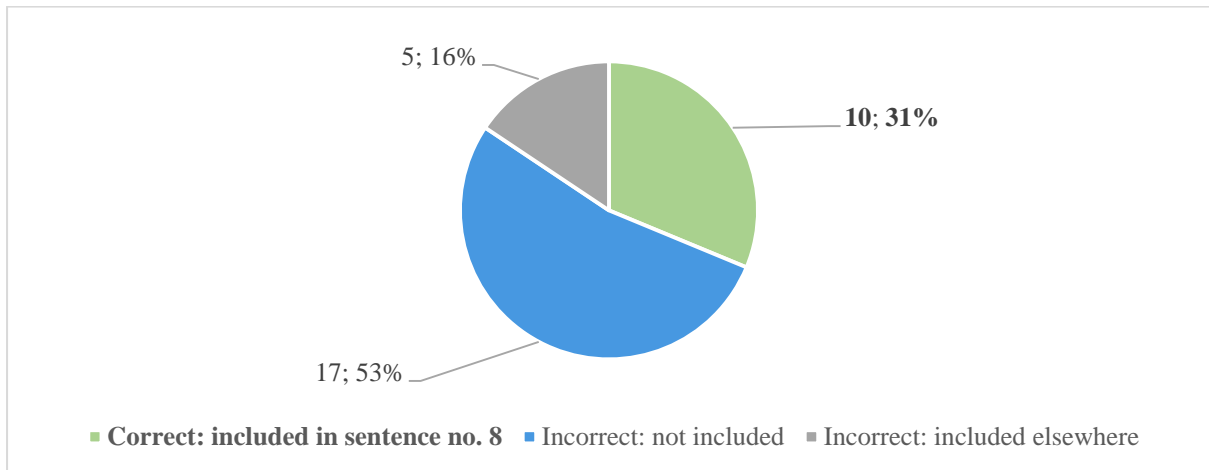


Figure 55: Pre-test 3 – Idiom *to see eye to eye* in the context

According to *Figure 53*, in total 15 (54%) participants integrated the idiom *to see eye to eye* correctly into the context of sentence no. 9 (Even though we are really close friends we don't always \_\_\_\_\_ on everything.) in post-test 3. Another 11 (39%) learners decided to not include this expression anywhere and 2 (7%) learners incorrectly put it into the following sentences: sentence no. 4 (My brother barely passed the exam, but luckily he made it \_\_\_\_\_.); and no. 8 (This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.). Considering the ability to correctly implement this idiom into the context, according to *Figure 55* and *Figure 56*, there is a **23% improvement**.

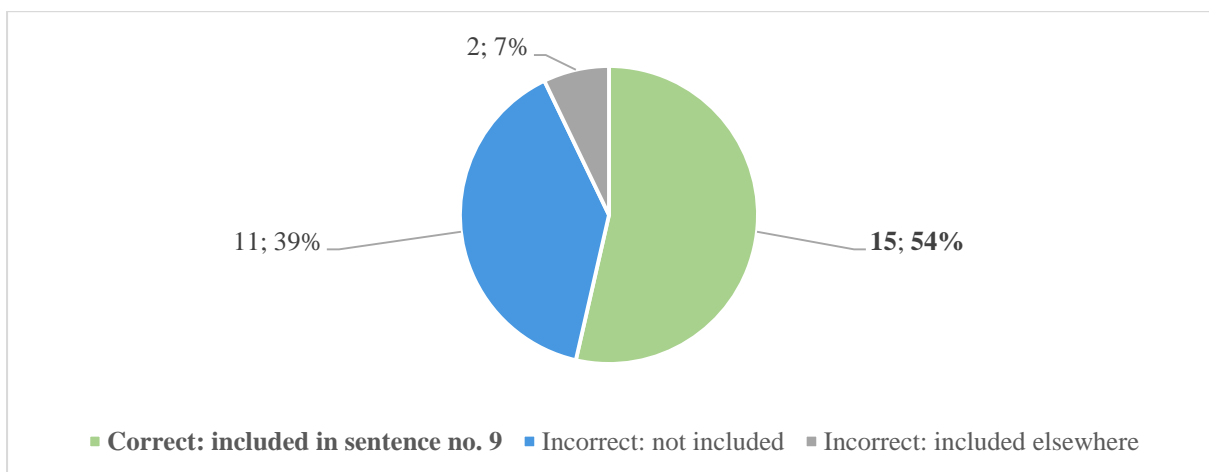


Figure 56: Post-test 3 – Idiom *to see eye to eye* in the context

## To show one's hand

According to *Figure 57*, the idiom *to show one's hand* did not belong to any context of 10 given sentences in pre-test 3. In total, 28 (87%) learners correctly discovered this idiom does not fit into any context. However, 4 (13%) learners added this expression into the wrong context of the following sentences: sentence no. 2 (*The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.*) was selected by one student; sentence no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*) by one learner as well and two learners decided for the sentence no. 8 (*My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.*).

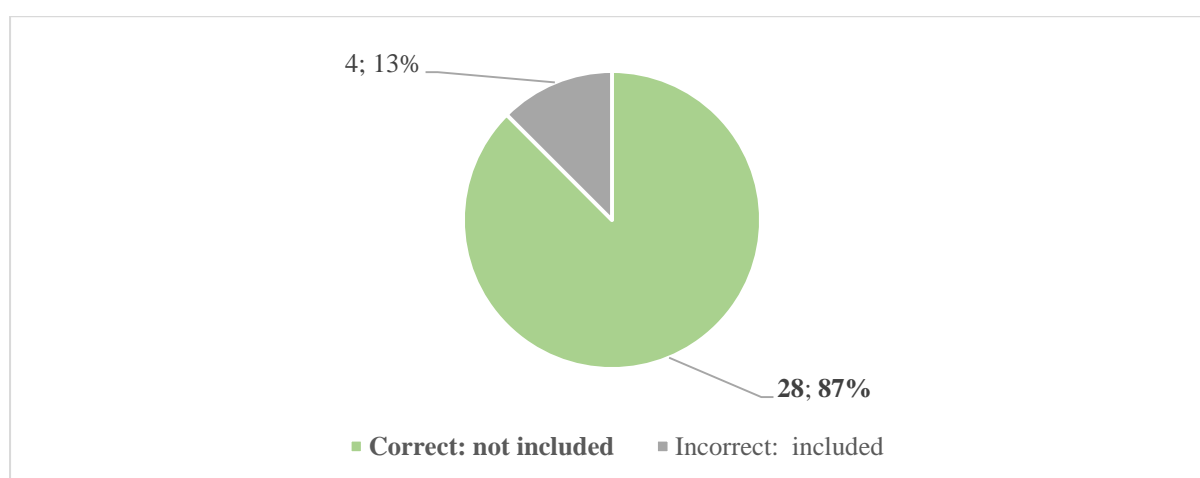


Figure 57: Pre-test 3 – Idiom *to show one's hand* in the context

The following *Figure 58* presents that 22 (79%) participants' decision to not put the idiom *to show one's hand* into any sentence in post-test 3 was right. Another 6 (21%) students allocated this expression incorrectly into these sentences: the sentence no. 2 (*Tell me about your holiday! I'm \_\_\_\_\_.*) was chosen by one student; no. 4 (*My brother barely passed the exam, but luckily he made it \_\_\_\_\_.*) by two students; sentences no. 5 (*Her name is \_\_\_\_\_. Give me a minute to think.*); no. 7 (*Sorry, but \_\_\_\_\_. I promised him to not tell anyone.*); and no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*) were each selected by one learner. Regarding *Figures 57* and *58*, there is a quite significant deterioration comparing the results in both these figures. Comparing students' implementation of this expression into inappropriate contexts, there is **an 8% deterioration**.

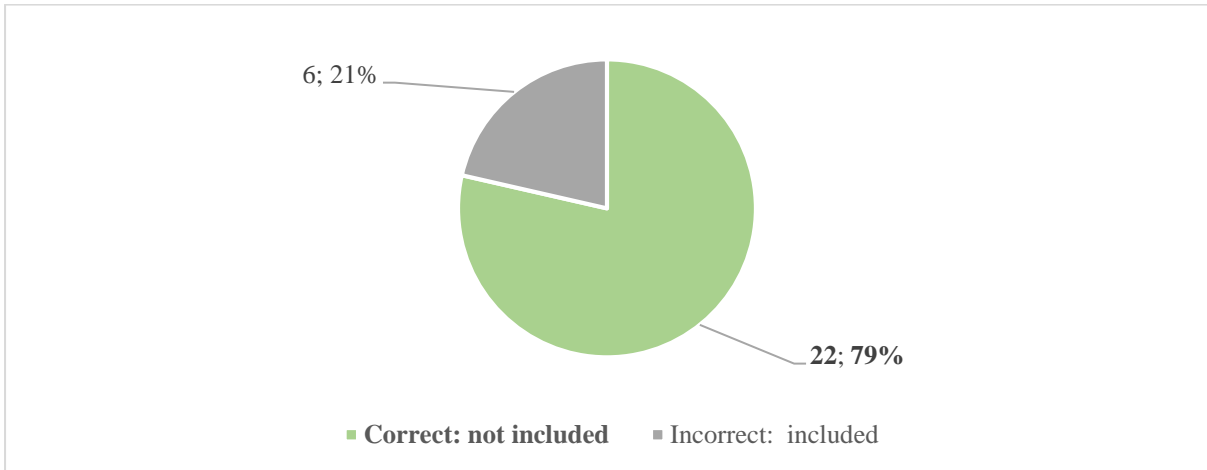


Figure 58: Post-test 3 – Idiom *to show one's hand* in the context

### Someone's lips are sealed

The idiom *someone's lips are sealed* would fit into the context of sentence no. 5 (*Don't worry, I won't reveal the surprise party information, \_\_\_\_\_.*) in pre-test 3. According to *Figure 59*, in total 13 (41%) participants correctly assigned this idiom. 16 (50%) learners did not use this expression in any of the given sentences. Another 3 (9%) students implemented it into the incorrect context of the following sentences: sentence no. 2 (*The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.*) was selected by one student; sentence no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*) by two students.

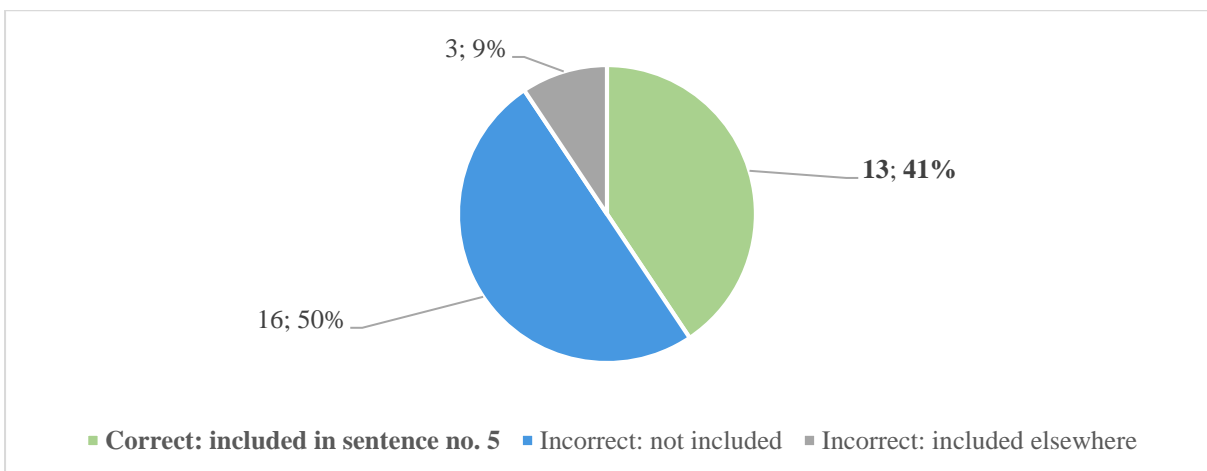


Figure 59: Pre-test 3 – Idiom *someone's lips are sealed* in the context

Figure 60 pictures how the learners allocated the idiom *someone's lips are sealed* into the appropriate context in post-test 3. The correct option was sentence no. 7 (*Sorry, but \_\_\_\_\_ . I promised him to not tell anyone.*). 23 (82%) participants were able to match this expression with this sentence. 3 (11%) students decided to not include this idiom in any of the given sentences. Another 2 (7%) students put it in the inappropriate context of these sentences: sentence no. 5 (*Her name is \_\_\_\_\_ . Give me a minute to think.*); and sentence no. 6 (*This math problem was \_\_\_\_\_ for her. She couldn't solve it*). Comparing Figure 60 with Figure 59, there is an **improvement of 41%** when considering the learners' ability to integrate *someone's lips are sealed* into the appropriate sentence.

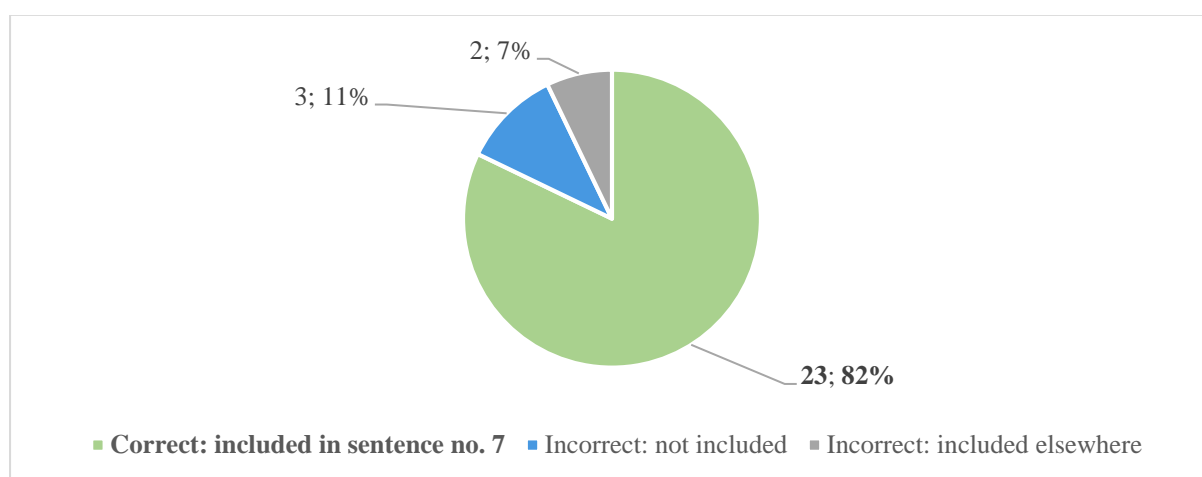


Figure 60: Post-test 3 – Idiom *someone's lips are sealed* in the context

### On the tip of someone's tongue

As Figure 61 presents, the idiom *on the tip of someone's tongue* would be included in sentence no. 10 (*The correct answer is \_\_\_\_\_ , but I just can't recall it.*) in the pre-test 3. Altogether, 14 (44%) learners correctly put this idiom into this sentence. The same number of learners (14; 44%) did not implement this expression into any context of 10 given sentences. Another 4 (12%) students involved it in the incorrect context, whereas each of these students selected a different sentence. The inappropriate sentences were the following: no. 4 (*I said " \_\_\_\_\_ " to my friend before he went on stage to perform.*); no. 5 (*Don't worry, I won't reveal the surprise party information, \_\_\_\_\_ .*); no. 6 (*I know this poem \_\_\_\_\_ .*); and no. 8 (*My mother and I don't always \_\_\_\_\_ , but we respect each other's opinions.*).

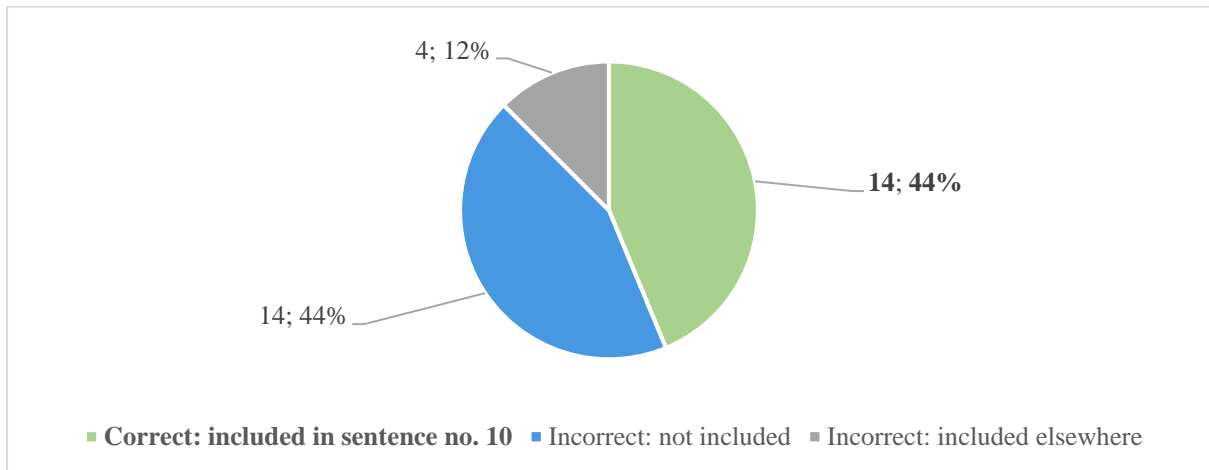


Figure 61: Pre-test 3 – Idiom *on the tip of someone's tongue* in the context

Figure 62 shows the students' implementation of the idiom *on the tip of someone's tongue* into the appropriate context of the given sentences in post-test 3. The correct sentence was sentence no. 5 (*Her name is \_\_\_\_\_. Give me a minute to think.*). Altogether, 23 (82%) participants matched this expression correctly with this sentence no. 5. Another 3 (11%) learners did not integrate this idiom into any sentence and 2 (7%) learners selected the wrong context of these sentences: sentence no. 3 (*I have been listening to this song so often that I know the lyrics \_\_\_\_\_.*); and no. 8 (*This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.*). Considering the ability of the participants to put *on the tip of someone's tongue* into the appropriate context, according to the comparison of Figures 61 and 62 there is a **38% improvement**.

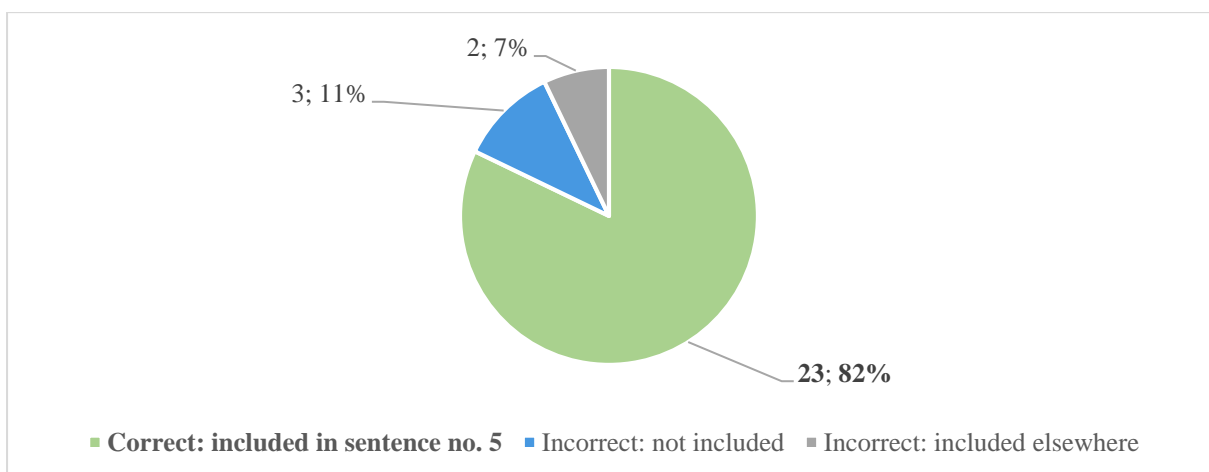


Figure 62: Post-test 3 – Idiom *on the tip of someone's tongue* in the context

#### 4.6.4 Comparison of the overall score in pre-test and post-test

This subsection focuses on the overall score of the participants reached in all parts of the pre-test and post-test. The outcomes of the pre-test and post-test are compared below.

It is essential to remind that in total, 32 learners participated in pre-tests and due to the absence of 4 learners (highlighted in red colour in *Table 4*), in total 28 participated in the post-test. Moreover, the overall score of student number 8 (highlighted in blue colour in *Table 4*), whose mother tongue is not the Czech language, is counted in the overall score of all participants including reached points in pre-test 2 and post-test 2.

According to *Table 4*, the average learner's number of points was 9.25 out of 26 in all pre-tests, which stands for 35.58 success. However, the average learner's score in post-tests as a whole was 16.93 out of 26 points, meaning 65.11% success. Regarding the total score of all students altogether, they were able to reach 296 out of 832 points, signing a 35.58% overall success rate in pre-tests. Nevertheless, the total score of all students altogether in post-tests was 474 out of 728 points. This result stands for a 65.11% success rate. Comparing the overall score from all parts of the pre-test with the overall score from all parts of the post-test, there is an **improvement of 29.53%**.

Comparing the overall score of the individual learners in all parts of the pre-test and post-test, the most significant improvement can be found in students number 11 and 20 (both highlighted in green colour in *Table 4*). Specifically, this improvement is by 16 points. On the other hand, the lowest improvement was reached by student number 2 (highlighted in yellow colour in *Table 4*) whose score was only 1 point better in the post-test than in the pre-test. In addition, even a small deterioration occurred in one case. Student number 6 (highlighted in black colour in *Table 4*) reached 16 points in the pre-test as a whole however, he got 15 points in the post-test as a whole.

Learner number for pre-test and post-test	Pre-test Overall score (max. 26 points)	Post-test Overall score (max. 26 points)
1	16	21
2	8	9
3	14	21
4	7	10
5	7	15

<i>6</i>	16	15
<i>7</i>	13	A
<i>8</i>	4	7
<i>9</i>	7	14
<i>10</i>	9	16
<i>11</i>	7	23
<i>12</i>	5	13
<i>13</i>	10	22
<i>14</i>	10	15
<i>15</i>	8	19
<i>16</i>	21	25
<i>17</i>	22	25
<i>18</i>	16	24
<i>19</i>	8	A
<i>20</i>	1	17
<i>21</i>	3	16
<i>22</i>	10	22
<i>23</i>	8	18
<i>24</i>	2	9
<i>25</i>	9	A
<i>26</i>	2	14
<i>27</i>	6	11
<i>28</i>	4	11
<i>29</i>	9	A
<i>30</i>	13	22
<i>31</i>	12	20
<i>32</i>	9	20
<b>Average learner's number of points</b>	<b>9.25</b>	<b>16.93</b>
<b>Average learner's success in %</b>	<b>35.58</b>	<b>65.11</b>
<b>Total number of points</b>	<b>296</b>	<b>474</b>
<b>Total success rate in %</b>	<b>35.58</b>	<b>65.11</b>

Table 4: Comparison of the overall score from all parts of pre-test and post-test

#### **4.7 Summary and discussion of the results of the research investigation**

The previous subsections presented an interpretation of results from all parts of the pre-test and post-test regarding individual idiomatic expressions. According to these outcomes, it should be possible to proceed to evaluate the results of the research investigation and answer the stated research questions in subsection 4.1.

**Research question no. 1: What prior knowledge regarding idioms did the students possess before the lesson dedicated to idioms related to body parts?**

The research investigation shows, that according to *Table 1* and *Figure 1*, the prior knowledge of the term *idiom* was quite low. Only **14 out of 32** learners selected the correct definition in pre-test 1 which stands for a **43.75 %** success rate.

Nevertheless, very low knowledge of idioms was reflected in pre-test 2 where participants were supposed to write Czech equivalents to English idioms related to body parts. *Table 2* shows that students reached only **89 points** in total. Thus, the success rate was only **19.14%**.

Moreover, according to *Table 2*, **4 learners did not get any points in pre-test 2**. In addition, altogether **19 learners** out of 31 (not counting student number 8 in pre-test 2) were **below average (18.53%)**. This means they **reached 2 points (13.33%) or less**.

*Figures 3-32* show that except for the idiom *over my dead body*, the learners' **knowledge of the Czech equivalent of the other 14 given English idioms in pre-test 2 was below 50%**. Moreover, the following idioms did not receive any correct equivalent: *to get cold feet*, *to see eye to eye*, and *to show one's hand*.

On the other hand, more successful were students in pre-test 3 where the task was to integrate listed idioms in the correct context. As can be seen in *Table 3*, altogether students reached **193 points meaning 60.31%**.

**Overall, the learners' total score in all pre-tests as a whole was 296 points signing a 35.58% success rate as *Table 4* pictures.**

To summarize it, due to **the score of less than 50%** in both pre-test 1 and pre-test 2 and in their all elements, it can be said that **learners' prior knowledge of idioms was low**, even though their score in pre-test 3 was quite satisfying.

**Research question no. 2: What was the students' overall knowledge of idioms two weeks after the lesson dedicated to idioms associated with body parts?**

According to *Tables 1, 2, and 3*, an improvement can be registered in all parts of post-tests as well as in the overall score pictured in *Table 4*. The following paragraphs summarize



the overall score and improvement and also specific scores and improvements reached in individual parts regarding all parts of the post-test.

In total, students reached **24 out of 28 points** in post-test 1 where the task was to circle the correct definition of the term *idiom*. **This score stands for an 85.71% success rate, meaning a 41.96% improvement**, as presented in *Table 1*.

Regarding post-test 2, there can be noticed the most significant improvement. Students reached altogether **247 points (60.99%)**. Therefore, a significant **improvement of 41.85%** can be noticed according to *Table 2*.

An improvement, however not so significant, can be found in the integration of idioms into the appropriate context in post-test 3 as well. As *Table 3* presents, students **scored 203 points in total, meaning 72.50%**. So, the overall **improvement in this part is 12.19%**.

Considering the **overall score** in all parts of the post-test, according to *Table 4*, **the total participants' score was 474 points (65.11%)**. It means they **improved by 29.53%** when the total scores of the pre-test and post-test as a whole are compared.

To summarize, **the overall success rate of 65.11% in the post-test** taken two weeks after the lesson dedicated to idioms is satisfactory compared to students' prior knowledge of idioms analysed in research question no. 1. To be specific, **the most significant improvement occurred in post-test 1** where without 4 participants every learner knew the definition of the term *idiom*. Basically, **the same improvement appeared in post-test 2**. So, it can be said that **every participant has learnt some English idioms related to body parts and their Czech equivalents thanks to the lesson dedicated to idioms**. It is essential to mention that it can be presumed that the overall score and improvement in the post-test would be higher if taken at the end of the lesson. However, the aim was to teach students selected idioms to be stored in their long-term memory.

To answer research questions no. 3, 4 and 5, it is necessary to analyse the success of students' knowledge of every individual idiom included in the pre-test and post-test depicted in *Table 5* according to *Figures 3-64*. So, the following *Table 5* presents the overall score and improvement for each idiom. Further details are described in answers for *research questions no. 3, 4 and 5* below

Idioms	Pre-test 2 (max. 32 points)	Post-test 2 (max. 28 points)	Pre-test 3 (max. 32 points)	Post-test 3 (max. 28 points)	Total points (max. 120 points)	Pre-test 2 and 3 (max. 64 points)	Post-test 2 and 3 (max. 56 points)	Improvement in %
By the skin of one's teeth	2	8	30	16	56 (46.67%)	32 (50.0%)	24 (42.86%)	-7.14%
To be a pain in the neck	3	17	22	18	60 (50.0%)	25 (39.06%)	35 (62.50%)	23.44%
To be all ears	6	21	29	24	80 (66.67%)	35 (54.69%)	45 (80.36%)	25.67%
To be skin and bones	15	25	27	24	91 (75.83%)	42 (65.63%)	49 (87.50%)	21.87%
To break a leg	13	20	17	26	66 (55.0%)	30 (46.88%)	46 (82.14%)	35.26%
To cry one's eyes out	6	19	26	25	76 (63.33%)	32 (50.0%)	44 (78.57%)	28.57%
To get cold feet	0	7	24	22	53 (44.17%)	24 (37.50%)	29 (51.79%)	14.29%
To keep one's chin up	7	21	25	23	76 (63.33%)	32 (50.0%)	44 (78.57%)	28.57%
To know by heart	5	14	17	21	57 (47.50%)	22 (34.38%)	35 (62.50%)	28.12%
To pull someone's leg	1	10	14	14	39 (32.50%)	15 (46.88%)	24 (42.86%)	-4.02%
Over my dead body	20	26	21	24	91 (75.83%)	41 (64.06%)	50 (89.29%)	25.23%
To see eye to eye	0	8	10	15	33 (27.50%)	10 (15.63%)	23 (41.07%)	25.44%
To show one's hand	0	13	28	22	63 (52.50%)	28 (43.75%)	35 (62.50%)	18.75%
Someone's lips are sealed	3	15	13	23	54 (45.0%)	16 (25.0%)	38 (67.88%)	42.88%
On the tip of someone's tongue	10	22	14	23	69 (57.50%)	24 (37.50%)	45 (80.36%)	42.86%

Table 5: Comparison of the overall score and improvement for each idiom from all parts of pre-test and post-test

### Research question no. 3: Which three of the introduced idioms caused the most significant difficulty for the students?

Based on *Table 5*, it is possible to discover which three idioms as a whole across all parts of the pre-test and post-test caused the most significant struggle for learners. It is essential to mention that the total number of potential points participants could reach if counting all parts from the pre-test and post-test is 120. Thus, by adding up all points scored in each part, the delineation of the three most difficult idioms for the learners should be obvious. These expressions are highlighted in red colour in *Table 5*.

On the basis of this procedure and *Table 5*, the idiom *to see eye to eye* caused the most difficulties for learners. The total success rate of this expression was only **27.50%**.

The second most challenging idiom was *to pull someone's leg* where the total reached success rate was **32.50%**.

The last of the most three difficult expressions for students was *to get cold feet*. However, in this case, the reached score was quite significantly better than in the two previous ones. Specifically, the success rate was **44.17%**.

**Research question no. 4: Among the idioms that were introduced, which three were the students able to handle at the highest level?**

As in research question no. 4, the same procedure of adding up all points scored in each part of both the pre-test and post-test is applied in answering this question. *Table 5* presents these results and highlights these three idioms managed on the highest level in green colour.

According to *Table 5*, the students were able to manage two idioms at the same highest level – *to be skin and bones* and *over my dead body*. The total reached score was **75.83%** for each of these idioms.

The third expression that seemed to the learners as one of the easiest ones was *to be all ears* with a **66.67%** reached score.

**Research question no. 5: Among all the introduced idioms, for which three did the students demonstrate the most significant improvement in their understanding and usage?**

Based on the results presented in *Table 5*, it is possible to infer which three of the listed idioms showed the most significant improvement. At first, it is necessary to add up all reached points in pre-test 2 with pre-test 3 regarding each idiom. The same procedure is applied for each idiom in the post-test 2 and post-test 3. Subsequently, these two results are compared. Due to the distinct number of participants in pre-test and post-test, the use of percentages instead of points is essential. Expressions showing the most significant improvement are highlighted in blue colour in *Table 5* above.

The most significant improvement of **42.88%** can be registered in the idiom *someone's lips are sealed*.

Almost the exact improvement, specifically **42.86%**, occurred in the expression *on the tip of someone's tongue*.

The last idiom showing a quite significant improvement of **35.26%** is an idiomatic expression *to break a leg*.

## **Discussion of the results of the research investigation**

The research investigation provided answers to all stated research questions. Results obtained using a three-part survey questionnaire brought insight into how the lesson dedicated to idioms related to body parts influenced an improvement of students' knowledge of idiomatic expressions when compared with their prior knowledge before this lesson.

It can be declared with certainty that the lesson devoted to idioms had a relatively significant effect on the improvement of students' knowledge of idioms. Comparing the acquired knowledge presented in post-tests with their prior knowledge presented in pre-tests, an improvement can be noted in almost every aspect. As written above, the most significant improvement occurred in the ability to define the term *idiom* and to write the appropriate Czech equivalent to the given English expressions. On the other hand, the lowest improvement, but still an improvement, was noted in incorporating idioms into the correct context. However, in this part, even the score before the lesson was quite high, actually. Nevertheless, learners' prior awareness of idioms was rather low as expected due to the omission of idiomatic expressions in ELT.

It is possible to say that research as a whole involved the knowledge from the theoretical part of this thesis. Especially, some of the ideas for the integration of idioms into a lesson were used as well as the definition of this term and comparison of the English and Czech idioms, but of course at a lower level. All of this mentioned was included in the lesson dedicated to idioms as a whole and/or in survey questionnaires. Furthermore, the results confirmed what is written in Chapter 3 i.e., that students' prior knowledge of idiomatic expressions was low due to the neglect of this issue in ELT. Of course, some exceptions occurred. For instance, idioms such as *to be skin and bones* or *over my dead body* are so common, that the majority of participants knew them. However, few students performed well on more difficult expressions. Specifically, these were students with a higher level of English who probably

encountered some idioms while reading books or watching movies in English. However, as already mentioned, the awareness of idioms improved for essentially all learners after the lesson about idioms took place. Thus, everything that was said in this discussion section, together with the answers to all the research questions, brought the complex answer to the research problem question - "How can the lesson based on the idioms related to body parts influence the improvement in students' knowledge of these idioms?"

Personally, I am satisfied with the results of this research. The impact of the prepared lesson devoted to idioms related to body parts really helped with the improvement of students' knowledge of this issue. Moreover, according to my observation and students' feedback at the end of the lesson, they enjoyed it and found this lesson beneficial. Therefore, in my opinion, idiomatic expressions should be involved in ELT more.

Regarding some advice for further research, there are a lot of options. The whole lesson as well as the research could be exactly the same, just including different idioms related to other body parts or anything else, such as animals, food, emotions etc. Another option could be the comparison of results of two groups taken two weeks after the lesson dedicated to idioms took place, whereas one of these groups would undergo the same lesson as this one, but the other group would acquaint only Czech equivalents of given English idioms and explanation of their meaning however, without any further practice or activities. The last idea could be to continue this research and test the same participants every two weeks again, still using the same 15 idioms and structure of all tests. The aim would be to examine if students still improve or start to deteriorate after a few weeks.

## Conclusion

This diploma thesis was devoted to idiomatic expressions related to body parts. Specifically, to comparison of their selected English and Czech equivalents, and their involvement in ELT.

All set aims of this work were achieved. In the theoretical part managed to define and explain the term *idiom*, introduce classification according to Croft and Cruse (2004) and Vokáčová (2008), and compare selected English and Czech using parts of the body applying a combination of these two classifications. Then, the usual approach to idioms in ELT is described there.

The aim of the practical part was to examine the effect of the prepared lesson dedicated to selected idioms related to body parts on the improvement of students' knowledge of these expressions when compared with their prior knowledge of this issue. To analyse that improvement and compare learners' awareness of idioms before and after the lesson, the research questions were stated. Answers to these research questions were acquired using pre-tests and post-tests that provided results for their subsequent analysis and comparison. It can be declared that the research investigation was successful and obtained results to answer all stated research questions and fulfil the aim. Specifically, learners' knowledge of the selected expressions improved quite significantly in all examined aspects – definition of the term *idiom*, Czech equivalents to English idioms associated with body parts and implementation of these idioms into the appropriate context. On the other hand, students' prior knowledge of idioms was predominantly low as expected. This is because of the usual neglect of this issue in ELT.

However, it is necessary to mention that the results of this research cannot be interpreted generally. If the research would be conducted in different schools, the outcomes would be probably different. On the other hand, it is possible to still expect that some improvement would occur in any school among any participants having the same or similar level of English as the students who participated in this particular research.

This diploma thesis as a whole brought new insights regarding idioms and their use in ELT as well. For instance, a specific comparison of selected English and Czech idioms related to body parts combining a classification of Croft and Cruse (2004) and Vokáčová (2008) was presented. However, I personally see the most significant contribution in providing a lesson plan devoted to idioms, including a lot of activities using worksheets, online tools and other

various activities. Overall, this lesson was confirmed to be effective and positively influenced learners' improvement of their awareness and knowledge of idiomatic expressions. Moreover, according to their reactions and feedback, they enjoyed this lesson and found it useful for their English. Therefore, idioms should not be neglected in English lessons, but teachers should integrate them into their lessons to expand students' awareness of idiomatic expressions and thus improve their spoken and written language.

## **List of abbreviations**

A – absent

ELT – English Language teaching

et al. – and others

etc. – and other things

i.e. – that is

no. – number

p. – page

S – student

T – teacher

U – unclassified



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## **Appendix no. 1 – Pre-test 1**

### **What is an idiom?**

- a) It is a word that sounds like another word but has a different meaning.
- b) It is a type of sentence that gives instructions or commands.
- c) It is a sentence consisting of two independent clauses, usually joined by a conjunction and/or a comma.
- d) It is an expression whose meaning cannot be identified from the literal meaning of its individual words.
- e) It is a word consisting of the initial letters of words in the name or phrase.



## Appendix no. 2 – Pre-test 2

Try to write Czech equivalent for each idiom.

1. To be all ears - \_\_\_\_\_
2. To keep one's chin up - \_\_\_\_\_
3. To pull someone's leg - \_\_\_\_\_
4. Someone's lips are sealed - \_\_\_\_\_
5. To break a leg - \_\_\_\_\_
6. To cry one's eyes out - \_\_\_\_\_
7. To be skin and bones - \_\_\_\_\_
8. On the tip of someone's tongue - \_\_\_\_\_
9. To know by heart - \_\_\_\_\_
10. To be a pain in the neck - \_\_\_\_\_
11. By the skin of one's teeth - \_\_\_\_\_
12. Over my dead body - \_\_\_\_\_
13. To get cold feet - \_\_\_\_\_
14. To see eye to eye - \_\_\_\_\_
15. To show one's hand - \_\_\_\_\_

### Appendix no. 3 – Pre-test 3

Put the following idioms in the correct context. You will not use 5 of the given idioms.

- |                                    |                             |
|------------------------------------|-----------------------------|
| a) <i>break a leg</i>              | i) <i>all ears</i>          |
| b) <i>shows her hand</i>           | j) <i>got cold feet</i>     |
| c) <i>a pain in the neck</i>       | k) <i>skin and bones</i>    |
| d) <i>my lips are sealed</i>       | l) <i>by heart</i>          |
| e) <i>on the tip of my tongue</i>  | m) <i>pulling my leg</i>    |
| f) <i>by the skin of his teeth</i> | n) <i>over my dead body</i> |
| g) <i>see eye to eye</i>           | o) <i>cry my eyes out</i>   |
| h) <i>keep your chin up</i>        |                             |

1. When my classmate said she was dating a famous actor, I thought she was \_\_\_\_\_ until I saw her pictures on social media.
2. The stray dog was not eating properly for weeks and was \_\_\_\_\_ when we found him.
3. The book was so sad and emotional that it made me \_\_\_\_\_.
4. I said " \_\_\_\_\_ " to my friend before he went on stage to perform.
5. Don't worry, I won't reveal the surprise party information, \_\_\_\_\_.
6. I know this poem \_\_\_\_\_.
7. We know you are going through a very hard time, but stay positive and \_\_\_\_\_.
8. My mother and I don't always \_\_\_\_\_, but we respect each other's opinions.
9. Whenever my brother wants to talk about his problems, I'm \_\_\_\_\_ and ready to listen.
10. The correct answer is \_\_\_\_\_, but I just can't recall it.

## **Appendix no. 4 – Post-test 1**

### **What is an idiom?**

- a) It is a word that means the opposite of another word.
- b) It is an expression whose meaning cannot be identified from the literal meaning of its individual words.
- c) It is a type of sentence that gives instructions or commands.
- d) It is a letter or a group of letters added at the beginning of the word to change the meaning or create a new word.
- e) It is a sentence consisting of two independent clauses, usually joined by a conjunction and/or a comma.

## Appendix no. 5 – Post-test 2

Try to write Czech equivalent for each idiom.

1. To be skin and bones - \_\_\_\_\_
2. Someone's lips are sealed - \_\_\_\_\_
3. To get cold feet - \_\_\_\_\_
4. To keep one's chin up - \_\_\_\_\_
5. To see eye to eye - \_\_\_\_\_
6. To be all ears - \_\_\_\_\_
7. To know by heart - \_\_\_\_\_
8. To show one's hand - \_\_\_\_\_
9. On the tip of someone's tongue - \_\_\_\_\_
10. To cry one's eyes out - \_\_\_\_\_
11. Over my dead body - \_\_\_\_\_
12. To break a leg - \_\_\_\_\_
13. By the skin of one's teeth - \_\_\_\_\_
14. To be a pain in the neck - \_\_\_\_\_
15. To pull someone's leg - \_\_\_\_\_

### Appendix no. 6 – Post-test 3

Put the following idioms in the correct context. You will not use 5 of the given idioms.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| a) <i>pulling my leg</i>           | i) <i>keep his chin up</i>        |
| b) <i>by the skin of his teeth</i> | j) <i>over my dead body</i>       |
| c) <i>by heart</i>                 | k) <i>a pain in the neck</i>      |
| d) <i>see eye to eye</i>           | l) <i>shows her hand</i>          |
| e) <i>break a leg</i>              | m) <i>all ears</i>                |
| f) <i>skin and bones</i>           | n) <i>cried her eyes out</i>      |
| g) <i>my lips are sealed</i>       | o) <i>on the tip of my tongue</i> |
| h) <i>got cold feet</i>            |                                   |

1. She \_\_\_\_\_ when she found out she had lost her favourite doll.
2. Tell me about your holiday! I'm \_\_\_\_\_.
3. I have been listening to this song so often that I know the lyrics \_\_\_\_\_.
4. My brother barely passed the exam, but luckily he made it \_\_\_\_\_.
5. Her name is \_\_\_\_\_. Give me a minute to think.
6. This math problem was \_\_\_\_\_ for her. She couldn't solve it.
7. Sorry, but \_\_\_\_\_. I promised him to not tell anyone.
8. This can't be true that my cousin got divorced! I hope she's \_\_\_\_\_.
9. Even though we are really close friends we don't always \_\_\_\_\_ on everything.
10. I said I would allow him to buy another dog just \_\_\_\_\_.

## Appendix no. 7 – Lesson plan

### LESSON PLAN – Idioms related to body parts used in English lesson

Lesson: English (2 English lessons in a row = 90 minutes)

Topic: Idioms related to body parts

Aim: Students are able to match chosen English idioms related to body parts with their Czech equivalents. They are able to define the meaning of these idioms and to use them correctly in the context.

Students: Level of English A2 – B1, 15 – 19 years

Classroom English: Good morning., Who is here today?, Write it down., Work in pairs., Let's check your answers., Come here., Do you have any questions?, etc.

No	Activity	Time	Task	Materials	Aim
1.	Introduction	3 min.	Teacher welcomes students, do the attendance and introduces the lesson.		Introduce
2.	Pre-test part 1	4 min.	Students try to choose the best definition of idiom out of 5 options.	Pre-test part 1	Students provide their preconception of understanding of the definition of idiom
3.	Definition of idiom	3 min.	The teacher explains and defines the term idiom for students to be able to easily understand the next pre-tests.		To understand what idiom means
4.	Pre-test part 2	10 min.	Students take a test and try to write down Czech equivalents to the chosen English idioms related to body parts.	Pre-test part 2	Students share their knowledge preconceptions of English idioms and their Czech equivalents
5.	Pre-test part 3	10 min.	Students take a test and try to put idioms from the	Pre-test part 3	Students share their ability to use particular English idioms in

			previous part into the correct context.		the correct context
6.	English and Czech idioms related to body parts	20 min.	Students get the worksheet with chosen English idioms related to body parts and try to write down their Czech equivalents. After a few minutes, the teacher asks students to come to the interactive board and match these English and Czech idioms. Then corrects mistakes if necessary. According to the correct answers on the board, students check and/or correct their own answers. Then the teacher asks students to try to discover the meaning of each idiom. Students write notes on the worksheet.	Worksheet 1, interactive board, wordwall.net  <a href="https://wordwall.net/resource/55858324">https://wordwall.net/resource/55858324</a>	Acquirement of chosen English idioms related to body parts and their Czech equivalent, and ability to understand the meaning of these idioms
7.	Pantomime	10 min.	Students play in 2 teams. Every round a player from the other team is asked to choose a card and mime an idiom written down on this card. Other students have to guess which idiom the player is miming – they have to say an English idiom as well as its Czech equivalent. The correct guess of a team means 1 point for that team.	Cards with English idioms related to body parts	Practising and acquirement of English idioms related to body parts and their Czech equivalents
8.	Idioms in context	8 min.	Students are supposed to use one of the given idioms in each sentence instead of the underlined phrases. They will circle 5 of the given idioms which they will not need to use. Students can work on their own or in pairs. Then students' answers are checked together.	Worksheet 2, exercise A)	Ability to use English idioms related to body parts correctly in the context

9.	Idioms included in a conversation	5 min.	Students work in pairs. They produce and perform a short conversation including 1 of 5 idioms they did not use in the previous exercise.	Worksheet 2, exercise B)	Ability to use English idioms related to body parts in a conversation
10.	Interactive game	10 min.	Students work in 3 teams. They choose boxes with numbers where a picture is hidden. These pictures represent English or Czech idioms related to body parts. Students are supposed to find out if the picture represents English or Czech idiom and then they have to say correctly what exact idiom that picture represents. Teams get points for correct answers.	Interactive board, Baamboozle.com <a href="https://www.baamboozle.com/game/1568230">https://www.baamboozle.com/game/1568230</a>	Ability to distinguish English and Czech idioms related to body parts according to a picture, practising saying idioms correctly
11.	Revision of the lesson and feedback	7 min.	The teacher briefly revises the lesson and emphasises the most important things from this lesson. Students have the last opportunity in this lesson to ask questions about what they do not understand. Then students give feedback on the whole lesson, emphasising what they enjoyed, what was difficult for them etc.		Revision and feedback





## Idioms related to body parts



*To cry one's eyes out*

Czech equivalent:

Meaning:

*To keep one's chin up*

Czech equivalent:

Meaning:

*To pull someone's leg*

Czech equivalent:

Meaning:

*Someone's lips are sealed*

Czech equivalent:

Meaning:

*To break a leg*

Czech equivalent:

Meaning:

*To be all ears*

Czech equivalent:

Meaning:

*To show one's hand*

Czech equivalent:

Meaning:

*To know by heart*

Czech equivalent:

Meaning:

*To be a pain in the neck*

Czech equivalent:

Meaning:

*On the tip of someone's tongue*

Czech equivalent:

Meaning:

*By the skin of one's teeth*

Czech equivalent:

Meaning:

*Over my dead body*

Czech equivalent:

Meaning:

*To get cold feet*

Czech equivalent:

Meaning:

*To see eye to eye*

Czech equivalent:

Meaning:

*To be skin and bones*

Czech equivalent:

Meaning:





## Idioms related to body parts



A) Put the following idioms into sentences 1) - 10) instead of the underlined phrases. You will not use 5 of the given idioms.

- |                        |                         |                             |
|------------------------|-------------------------|-----------------------------|
| a) by heart            | f) keep your chin up    | k) break a leg              |
| b) got cold feet       | g) showing your hand    | l) a pain in the neck       |
| c) his lips are sealed | h) see eye to eye       | m) on the tip of her tongue |
| d) cry her eyes out    | i) pull everyone's legs | n) by the skin of my teeth  |
| e) all ears            | j) skin and bones       | o) over my dead body        |

- 1) Tell me about your date with that boy, I am eager to listen!
- 2) This homework is turning out to be very annoying.
- 3) I know every word of the whole letter.
- 4) She wanted to watch that horror movie but suddenly got scared.
- 5) During his exchange year, he lost weight and now is very thin.
- 6) We used to understand each other, but now we barely talk to each other.
- 7) I would never sell my car, not even for a million dollars.
- 8) Don't believe what she is saying, she loves to prank and trick people.
- 9) I passed my final exam with the minimum mark.
- 10) You should be absolutely sure you want to spend the rest of your lives together before revealing your intentions and proposing to her.

B) Circle 5 idioms that you have not used. Choose 1 of these idioms and produce a conversation with your classmate where this idiom will be included.

**Appendix no. 10 – Cards for pantomime**

To be all ears	To keep one's chin up
To pull someone's leg	Someone's lips are sealed
To break a leg	To cry one's eyes out
To be skin and bones	On the tip of someone's tongue
To know by heart	To be a pain in the neck
By the skin of one's teeth	Over my dead body
To get cold feet	To see eye to eye
To show one's hand	

Appendix no. 11 – Print screen of a preview of online activity on the website *wordwall.net*

24:27

mlčet jako hrob	stáhnout ocas mezi nohy	hlavu vzhůru	přes mou mrtvolu	vyložit karty na stůl
být jedno velké ucho	vyplakat si oči	být osina v zadku	rozumět si	mít na jazyku
z paměti	být kost a kůže	zlom vaz	tahat někoho za nos	o vlásek

- |                      |                            |                      |                                |                      |                          |
|----------------------|----------------------------|----------------------|--------------------------------|----------------------|--------------------------|
| <input type="text"/> | to pull someone's leg      | <input type="text"/> | to break a leg                 | <input type="text"/> | to be all ears           |
| <input type="text"/> | to show one's hand         | <input type="text"/> | on the tip of someone's tongue | <input type="text"/> | to be a pain in the neck |
| <input type="text"/> | to know by heart           | <input type="text"/> | to keep one's chin up          | <input type="text"/> | over my dead body        |
| <input type="text"/> | to be skin and bones       | <input type="text"/> | to get cold feet               | <input type="text"/> | to cry one's eyes out    |
| <input type="text"/> | by the skin of one's teeth | <input type="text"/> | someone's lips are sealed      | <input type="text"/> | to see eye to eye        |



Submit Answers



### Idioms related to body parts

Share

by U65320416

- Nižší Střední Škola 8. Třída 9. Třída Vyšší Střední Škola  
Vyšší Odborná Škola (Vyšší Vzdělání) Univerzita Angličtina

Edit Content Set Assignment More

Appendix no. 12 – Print screens of a preview of online activity on the website *baamboozle.com*

**GAME PREVIEW**  
Idioms related to body parts

Game Code: 1568230  
English 25 Public  
chosen idioms related to body parts  
Hide  
Play  
Study  
Slideshow  
Share  
1 month ago

English: to be all ears  
English: to keep one's chin up / Czech: hlavu vzhůru  
English: to pull someone's leg  
English: someone's lips are sealed

Team 1 0 Team 2 0

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Team 1 15 Team 2 0

15

English: to know by heart

Oops! Okay!



## Appendix no. 13 – Pictures used in lessons for online activities



1: Source:  
<https://uw.pressbooks.pub/jorgestextbook/>



2: Source:  
<https://spiralenergies.com/blog/keep-your-chin-up/>



3: Source:  
<https://quizlet.com/es/573317841/t4-interactive-4-body-idioms-flash-cards/>



4: Source:  
<https://m.studioclassroom.com/post.php?p=2083>



5: Source:  
[https://www.kindpng.com/imgv/iboixmb\\_cli\\_p-art-boy-with-leg-in-broken-leg/](https://www.kindpng.com/imgv/iboixmb_cli_p-art-boy-with-leg-in-broken-leg/)



6: Source:  
[https://media.istockphoto.com/id/807488064/vector/crying.jpg?s=612x612&w=0&k=20&c=5rDWypo9vDF\\_9T2iCGd-CE7KTcw2V4xgfnXZT6RPSgM=](https://media.istockphoto.com/id/807488064/vector/crying.jpg?s=612x612&w=0&k=20&c=5rDWypo9vDF_9T2iCGd-CE7KTcw2V4xgfnXZT6RPSgM=)



7: Source:  
<https://biologydictionary.net/body-systems/>



8: Source:  
<https://www.healthdirect.gov.au/mouth-and-tongue-cuts>



9: Source:  
<https://www.christianity.com/wiki/bible/what-does-trust-in-the-lord-with-all-your-heart-in-proverbs-3-5-mean.html>



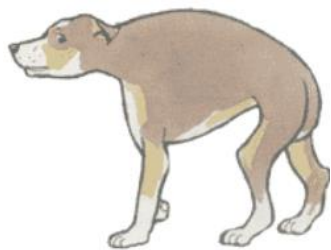
10: Source:  
<https://www.samwellpain.com/blog/signs-your-neck-pain-is-actually-cervical-radiculopathy>



11: Source:  
<https://vitalplus.org/zuby-zrcadlo-duse/>



12: Source:  
<https://www.istockphoto.com/cs/search/2/image?mediatype=illustration&phrase=passed+out+on+floor>



13: Source:

<http://www.utulek.jannemec.com/txt/recpsa.php>



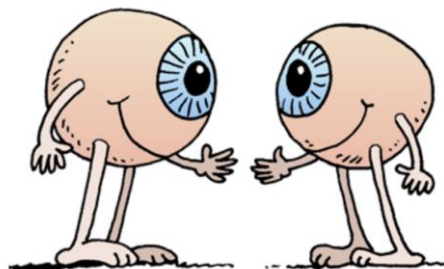
14: Source:

<https://mom.com/momlife/im-33-and-finally-accepting-its-ok-not-to-have-a-giant-group-of-friends>



15: Source:

<https://prioritypodiatry.co.uk/2021/06/06/five-major-causes-of-persistently-cold-feet/>



16: Source:

<https://lelb.net/see-eye-to-eye-english-flashcard-for-see-eye-to-eye/>



17: Source:

<https://www.istockphoto.com/cs/fotografie/mlad%C3%A1-%C5%BEensk%C3%A1-ruka-ukazuje-p%C4%9Bt-prst%C5%AF-gm174919533-23027441>



18: Source:

<https://www.istockphoto.com/cs/search/2/image?page=3&phrase=jsem%20jedno%20velk%C3%A9%20ucho>





19: Source:  
<https://www.istockphoto.com/cs/search/2/image?phrase=squeezing+nose>



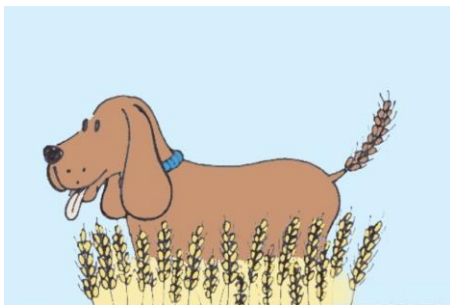
20: Source:  
<https://www.istockphoto.com/cs/search/2/image?mediatype=illustration&phrase=grave>



21: Source:  
<https://blog.hillvitalshop.cz/whiplash-injury-svihove-poraneni-krcni-patere/>



22: Source:  
<https://eyegalleryks.com/how-to-help-a-child-with-reading-difficulties-is-it-time-for-vision-therapy/>



23: Source:  
<https://zuzkacervena.cz/jako-osina-v-zadku/>



24: Source:  
<https://www.everlywell.com/blog/womens-health/what-hormones-cause-hair-loss-in-females/>



25: Source:

<https://www.womanonly.cz/5-rodinnych-her-s-zolikovymi-kartami-nebavte-se-jen-u-televize/?galerie&obrazek=41992>

**Appendix no. 14 – Overview of points achieved by participants in individual parts of the research**

Learner number for pre-test and post-test	Points achieved in pre-test before the lesson (max. 26 points)				Points achieved in post-test two weeks after the lesson (max. 26 points)			
	Definition of idiom (max. 1 point)	Czech equivalents of English idioms	English idioms in context (max. 10 points)	Overall score (max. 26 points)	Definition of idiom (max. 1 point)	Czech equivalents of English idioms	English idioms in context (max. 10 points)	Overall score (max. 26 points)
1	1	6	9	16	1	11	9	21
2	0	2	6	8	1	4	4	9
3	1	4	9	14	1	11	9	21
4	1	1	5	7	1	4	5	10
5	1	2	4	7	1	8	6	15
6	0	7	9	16	0	8	7	15
7	1	3	9	13	A	A	A	A
8	0	U (0)	4	4	0	U (0)	7	7
9	1	3	3	7	1	8	5	14
10	0	1	8	9	1	6	9	16
11	1	2	4	7	1	13	9	23
12	0	1	4	5	1	4	8	13
13	1	1	8	10	1	11	10	22
14	0	2	8	10	1	7	7	15
15	0	4	4	8	1	12	6	19
16	1	10	10	21	1	14	10	25
17	1	11	10	22	1	14	10	25
18	1	5	10	16	1	13	10	24
19	0	2	6	8	A	A	A	A
20	0	1	0	1	1	9	7	17
21	0	2	1	3	1	8	7	16
22	0	2	8	10	1	11	10	22
23	1	2	5	8	1	8	9	18
24	0	0	2	2	0	8	1	9
25	0	1	8	9	A	A	A	A
26	0	0	2	2	1	7	6	14
27	0	0	6	6	0	5	6	11
28	1	0	3	4	1	7	3	11
29	0	2	7	9	A	A	A	A
30	1	5	7	13	1	14	7	22
31	0	4	8	12	1	10	9	20
32	0	3	6	9	1	12	7	20
<b>Total number of points</b>	<b>14</b>	<b>89</b>	<b>193</b>	<b>296</b>	<b>24</b>	<b>247</b>	<b>203</b>	<b>474</b>

<b>Total success rate in %</b>	<b>43.75</b>	<b>19.14</b>	<b>60.31</b>	<b>35.58</b>	<b>85.71</b>	<b>60.99</b>	<b>72.50</b>	<b>65.11</b>
--	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

Table 6: Overview of points achieved by participants in individual parts of the research

## Resumé

Tato diplomová práce má za cíl porovnat vybrané anglické a české idiomatické výrazy související s částmi těla, a prozkoumat jejich integraci do výuky anglického jazyka. Konkrétně, teoretická část představuje a vysvětluje pojem *idiom* a nabízí klasifikaci idiomů, která je nezbytná pro následující srovnání anglických a českých idiomatických výrazů souvisejících s částmi těla. Následně je prezentován současný běžný přístup výuky anglického jazyka k idiomům, a také důvody, proč by tyto výrazy měly být integrovány do výuky anglického jazyka. Rovněž jsou zahrnuty některé tipy, jak je do výuky začlenit. Praktická část obsahuje výzkum analyzující vliv připravené lekce věnované idiomům na zlepšení znalostí studentů týkajících se vybraných idiomatických výrazů při srovnání s jejich počátečním povědomím o idiomech před lekcí.

## Annotation

<b>Jméno a příjmení:</b>	Bc. Kristýna Hrinová
<b>Katedra:</b>	Ústav cizích jazyků
<b>Vedoucí práce:</b>	DR HAB Konrad Szcześniak
<b>Rok obhajoby:</b>	2023

<b>Název práce:</b>	Srovnání českých a anglických idiomatických výrazů a frází týkajících se částí lidského těla, a jejich užití ve výuce anglického jazyka
<b>Název v angličtině:</b>	Comparison of Czech and English Idiomatic Expressions Related to Body Parts, and Their Use in ELT
<b>Anotace práce:</b>	Diplomová práce se zaměřuje na idiomy související s částmi lidského těla a jejich užití ve výuce anglického jazyka. Teoretická část práce má za cíl definovat pojem <i>idiom</i> , srovnat české a anglické idiomy související s částmi lidského těla, a popsat začlenění idiomů do výuky anglického jazyka. Cíl praktické části je prozkoumat efekt připravené lekce týkající se idiomů na zlepšení znalostí studentů ohledně idiomatických výrazů, a to při srovnání s jejich počátečními znalostmi této problematiky.
<b>Klíčová slova:</b>	Idiomy, idiomatické fráze, části lidského těla, výuka anglického jazyka, srovnání idiomů, testování.
<b>Anotace v angličtině:</b>	The diploma thesis is focused on idioms related to body parts and their use in ELT. The theoretical part aims to define the term <i>idiom</i> , compare Czech and English idioms related to body parts, and describe the integration of idioms into ELT. The practical part aims to examine the effect of the prepared lesson devoted to idioms on the improvement of learners' knowledge of idiomatic expressions, compared with their prior knowledge of this issue.

<b>Klíčová slova v angličtině:</b>	Idioms, idiomatic expressions, body parts, ELT, comparison of idioms, testing.
<b>Přílohy vázané v práci:</b>	14 příloh
<b>Rozsah práce:</b>	127 s.
<b>Jazyk práce:</b>	Anglický