



*Sudan University of Science and Technology*

*College of Graduate Studies*

*College of languages*



*Investigating the Difficulties Facing Undergraduate Students of  
Sudan University of Science & Technology in Using and  
Understanding Idioms*

*تقصي الصعوبات التي تواجه طلاب جامعة السودان للعلوم والتكنولوجيا في فهم  
وإستخدام التعبير الاصطلاحية*

*A thesis Submitted in Partial Fulfillment of the Requirements  
for Degree of M.A in English Language (Applied Linguistics)*

*Submitted by*

*ShazaMubark Ali Hamd*

*Supervised by*

*Dr. Mahmoud Ali Ahmed*

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Dedication

To

*My mother , father , and my husband.*

## ***ACKNOWLEDGEMENT***

First and foremost, praise be to Allah (SubhanhuwaTala) who granted me the strength and ability to peruse this study. I am very grateful to my supervisor Dr Mahmoud who spared no effort in guiding me through this work. My thankfulness is due to all of the teaching and non-teaching staff of graduate studies, last but not least , A special word of appreciation goes to my colleagues in the AM programme.

Most of all I would like to express my warm thankfulness to my father who all goodness refer back to him after Allah .

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## ***ABSTRACT***

This study aimed to investigate the difficulties that students at Sudan University face in using and understanding idioms. The researcher used test for second year students at Sudan university for Science and Technology which content of two questions which was given to 30 Students. The researcher also used questionnaire administered to 20 English teachers. The researcher used Statistical Analysis program (SPSS) to analysis data of the study .However ,The study came up with findings that revealed the inability of the students to use and understand idiomatic expressions . It also clear that the teachers lack of knowledge about teaching idioms. The study offered some recommendations that encourage the teachers on how to teach idiomatic expressions.

**ABSTRACT**  
**(Arabic Version)**

تهف هذه الدراسة تقصي الصعوبات التي تواجه الطلاب الذين يدرسون اللغة الانجليزية في فهم وإستخدام المصطلحات المجازية في اللغة الانجليزية. حيث إستخدام الباحث في هذه الدراسة أداتين هما اختبار لطلاب اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجياالمستوي الثاني جامعي و استبيان للأساتذة اللغة الإنجليزية لجمع بيانات هذه الدراسة. حيث اجري الباحث اختبار مكون من ثمانية أسئلة ل 30 طالباً بجامعة السودانالمستوي الثاني جامعي و 20 معلماً للغة الانجليزية لاستجواب الاستبيان. استخدم الباحث برنامج التحليل الإحصائي في تحليل البيانات . أثبتت نتائج هذه الدراسة بان طلاب اللغة الانجليزية بجامعة السودانالمستوي الثاني جامعي ليس لديهم القدرة علي فهم وإستخدام التعابير الاصطلاحية في اللغة الانجليزية وأيضاً أن المعلمون لا يمتلكون المعرفة الضرورية بهذا الأمر. كما وصى الباحث يجب تدريب المعلمين علي كيفية تدريساتالتعابير الاصطلاحية

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# CHAPTER ONE

## INTRODUCTION

## Chapter One

### 1.0 Introduction:

Most languages have many idioms, which are commonly used phrases or groups of words that are used figuratively not literally, idioms get their meaning from the context they are used in .

Idiom is a common word or phrase which means something different from its literal meaning but can be understood because of their popular use, because idioms can mean something different from that words, it is difficult for someone at speaking the language to use them properly .because some idioms are only used by some groups of people or at certain times.

Idioms can make language more colorful and interesting ,but when the same idioms are used too often they become boring and repetitive Also ,if a writer or speaker uses too many idioms together ,they will just confuse the reader or listener , so they should rather use their own fresh new comparisons ,rather than these old ones that in many ways have lost their meaning .

So, in this study the research focuses on the idiomatic expressions in English, of the second year students of Sudan university for Science and Technology.

## **1.1 Statement of problem:**

The researcher noticed that second year students of Sudan University Science and Technology have difficulties in using and understanding idiomatic expressions in English .Using and understanding idioms is very essential for communication .if the students do not understand the meaning of an idiom ,they might get the wrong message if they do not know how and when to use it , they are sure to give the wrong message .In both situations , the result is a breakdown in communication .the students lack or have insufficient knowledge about idioms .

1. from the semantic point of view ,they try to figure out the meaning of the idiom by adding up of the meaning of the individual words that makes the idioms difficult .for example ; you should pull your socks up has nothing to do with socks .the idiom means exert serious effort to improve something .
2. from a syntactic point of view ,they do not know how to use the agreement of idioms , person and gender .for example ;an idiom A pace of cake, they did not know how to use it in sentence .
3. from the point of teaching vocabulary, teachers do not use an idiom while teaching idioms. For Example,

He lost his job and just went bananas.(this is slang and cannot be used in formal situations) .so teachers must explain the differences .

## **1.2 Research questions:**

The present study attempts to provide answers to the following questions:

1. To what extent do second year students do not figure out the meaning of idiomatic expression?
2. To what extent do second year students do not know how to use the structure of idioms?
3. To what extent do teachers who teach vocabulary do not show the light on teaching idioms?

### **1.3 Research Hypotheses: •**

The researcher hypothesizes that:

1. The second year students do not figure out the meaning of idiomatic expression.
2. The second year students do not know how to use the structure of idioms.
3. Teachers who teach vocabulary do not show the light on teaching idioms.

### **1.4 Objectives of Research:**

The present study has the following main objectives:

1. To identify an understanding of the metaphorical meaning of idioms by using them in sentences.
2. To show connections between idioms and personal experiences.
3. To identify the idiomatic expression in texts.

### **1-5 Significance of the Research:**

This study is targeting all the aspects that involved in the idiomatic expression .It will be targeting linguistic learners.

### **1.6 Research Methodology:**

This study is descriptive in nature it will focus on the problem in questions .this study will attempt to investigate the difficulties that second year of Sudan university face in using and understanding idioms, the researcher is going to use test and questioner methods to collect the data for research, and It will shed light on the area that needs attention .

### **1.7 Research Limitation:**

This study will be limited to:

1. Idiomatic expression in English.
2. Second year of Sudan University for science and technology.
3. The period of time in the academic year 2018 .

CHAPTER TWO  
LITERATURE REVIEW AND PREVIOUS  
STUDIES

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PREVIOUS STUDIES**

#### **2.0 Introduction**

The purpose of this chapter is to provide a theoretical background of the current study by reviewing relevant literature on idioms, content definition of idiom, ways of distinguishing idiom, properties of idioms, characteristics of idioms, learners difficulties with idioms, literal vs figurative meaning, invariability, Grammatical patterns of idioms, Culture and language, idiom as a culture based language unit, culture bound color based idioms, and previous studies.

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. (Oxford Advanced Learner's Dictionary, 1999) In other words, the meaning of an idiomatic expression is not the sum of the individual words. For example, the meaning of bite the dust has little to do with the meaning of bite or dust; similarly the meaning of by and large cannot be understood from the literal meanings of by or large. In the literature, idioms have been defined by many linguists and lexicographers in different ways.

Swinney and Cutler (1972, p. 523) define idioms as "a string of two or more words for which meaning is not derived from the meanings of the individual words comprising that string." According to Irujo (1986), an idiom is a conventionalized expression whose meaning cannot be determined from the meaning of its parts. Similarly, Abel (2003) describes idioms as fixed expressions whose figurative meaning is not clear from the literal meaning of their individual constituents. Grant and Bauers (2004) argue that all the definitions established by the linguists are so general that teachers and learners are faced with a variety of items

that are not uniform to be used as a part of teaching/learning task. In other words, the previous definitions can be applied to wide-ranging Multi Word Units (MWU) found in this category. They, therefore, propose a clearer and more restricted definition of the notion of idiom by classifying MWUs in to three categories: Core idioms non compositional MWUs, the meaning of which Figurative (cannot be derived from the meanings of their constituents), MWUs with metaphors), and ONCEs (one non compositional element). Grant and Bauers add that in traditional definitions there are three recurrent themes which are not well defined: Non-compositionality, institutionalization, and frozenness or fixedness among which they conclude that non-compositionality is the key criterion to define an idiom. Zhang (2009), on the other hand, states that "idioms are a type of multiple word units that have both literal and figurative meaning. In most cases, the figurative meaning of an idiom cannot be readily derived from the literal meaning of the individual constituent in the unit."(p. 6) .

(by Abbas Ali Zarei, Assistant Professor, Imam Khomeini International University, Qazvin, Iran

Nahid Rahimi, M.A., Islamic Azad University, Takestan, Iran)&

## **2.2 Ways of distinguishing idioms**

Ways of Distinguishing Idioms from one another (Fillmore, Kay and O'Connor 1988)

- Decoding vs. encoding idioms. Decoding idioms are idioms whose meanings you couldn't figure out by knowing the words and grammar of the language (kick the bucket, pulls someone's leg, let the cat out of the bag). Encoding idioms are expressions that make sense given the meanings of the words, but which one wouldn't a priori know are ways of conveying those meanings in the language (answer the door, perform surgery, wide awake, heavy smoker, deep voice, bright red, mindless chatter, distinct possibility, healthy attitude, blow one's nose.)

- Substantive vs. formal idioms. Substantive idioms are lexically open. Substantive examples: hit the nail on the head, by the skin of x's teeth, take x to task. Formal examples: the 'correlated scales' or the...the construction (The faster we run, the slower they run), the WXDY construction (What's that fly doing in my soup?), the double is and hypotactic apposition constructions (What's that fly doing in my



soup?), the double is and hypotactic apposition constructions (The problem is is you never really know, Here's my issue is that they're not informed voters), the 'irony' construction (Watch me drop it, Watch him be handsome).

- Regular idioms vs. extra grammatical idioms. This is the distinction between idioms that are licensed by a construction of the language and those that are not Regular: spill the beans, put someone out to pasture, watch it rain (on the irony meaning), look at the snow on the ground (on the explanative meaning). • Extra grammatical: by and large, long live the king, look who's here (vs. \*I looked who was there), attar boy, all of a sudden, long time no see, easy does it. Formal idioms may be extra grammatical I: the correlative conditional, nominal extra position, hypotactic apposition .( From Idioms to Construction Grammar ,p2 ,2004 ,2006)

### 2.3 Properties of Idioms

Conventionality: The meaning of idioms cannot be predicted from knowledge of the independent conventions that determine the use of their constituents when they appear in isolation from one another.

- Inflexibility: Idioms typically appear only in a limited number of syntactic frames or constructions. \*The breeze was shot, The breeze is easy to shoot with him, ??Whose eyes was the wool pulled over? \*What ate Harry? \*Someone has cooked my goose.
- Figuration: Idioms typically involve metaphors (take the bull by the horns), metonymies (lend a hand, count heads), hyperboles (not worth the paper it's printed on). Sometimes it's hard to know the precise figure involved (e.g., as in kick the bucket.)
- Provability: Idioms are typically used to describe a recurrent situation of particular social interest (becoming restless, talking informally, divulging a secret). The situation is compared to a folksy, familiar image (climbing walls, chewing the fat, spilling beans).
- E. Informality: Idioms, like proverbs, are associated with informal or colloquial registers.
- Affect: Idioms are typically used to imply a certain evaluation or affective stance toward the things they denote. "A language doesn't ordinarily use idioms to describe situations that are regarded neutrally—

buying tickets, reading a book—although of course one could imagine a community in which such activities were sufficiently charged with social meaning to be worthy of idiomatic reference”. (p. 493)(

NB: “Idioms are not after all a linguistically natural kind, in the sense of being candidates for a category of universal grammar, and for theoretical purposes, the category can be defined in different ways for diverse purposes” (p. 494) .

From Idioms to Construction Grammar ,p3 ,2004 ,2006)(

## **2.4 Characteristics of Idioms**

There are two main characteristics that distinguish idioms from non-idiomatic (=literal) expressions: 1) metaphorical meaning, and 2) invariability. Idiomatic expressions “vary a great deal in how metaphorical or invariable they are. In other words, idiomaticity (the quality of being idiomatic) is a matter of degree or scale” (Longman Dictionary of English Idioms, 1979: viii; cf.Fernando, 1996).

### **2.4.1 Metaphorical Meaning**

Are idiomatic expression? in a very broad sense, metaphorical rather than literal. Because an idiom is metaphorical, its meaning is not predictable from the usual meanings of the separate words from which it is formed. This can be seen in, for example, to be on top of the world (=to be extremely happy) and to be hard up (=to lack money): After winning the batting title, Carol appeared to be on top of the world •We were very hard up when I lost my job. Similarly, idioms such as Actions speak louder than words or The apple doesn't fall far from the tree are very particular to the English language and do not make sense when you try to understand them verbatim. In these two idiomatic expressions, actions are not really ‘speaking,’ and there is no apple or tree. Literally translating the sentences will not help you understand them any better; you simply must memorize what these idioms mean as a whole, so you do not feel lost when someone says one to you. Similarly, Don't count your chickens before they hatch has nothing to do with chickens at all; rather, the idiom is used as a warning to someone who is counting on a certain event happening before it actually does happen. If you assume you will get a great job and buy yourself a Mercedes with the mentality ‘I'll get my money back when I get my pay check’, you are ‘counting your chickens

before they hatch' because you are spending a lot of money on a car before you know for sure that you have that money to spend .

## **2.4.2 Invariability**

Idioms are more or less invariable, both in wording and in certain grammatical ways. They cannot, , be changed or varied in the way literal expressions are normally varied, whether in speech or writing. Some idioms cannot be changed at all, e.g. in order to: I sent the plans in order for you to study them fully before the meeting. The idiomatic sentence \*The University praised the students who had worked to help those who were out-and-down in London is ill-formed, whereas The University praised the students who had worked to help those who were down-and out in London is perfectly acceptable. In brief, most idioms resist variation in form, and tend to be relatively fixed with regard to the following.

### **2.4.1.1. Replacement**

(Substitution) A speaker or writer cannot normally replace a word with another in the idiom phrase. We cannot say \*on top of the universe/globe, but we can say on top of the world (=to be very happy). Spill the peas is not an idiomatic expression but spill the beans (=to give away secret information) is idiomatic. If you kill two birds with one stone you manage to achieve two things in a single action, but not \*kill two birds with one shot. A male chauvinist pig (abbreviated to mcp) is an insulting name for a male chauvinist (=a man who believes that women are naturally less important, less clever, etc. than men and so does not treat them equally with men), but not \*a male chauvinist boar. Similarly, in the verb phrases give up the ghost and kick the bucket (both meaning to die), one cannot substitute words that are close in meaning in these phrases. The man gave up the ghost and The man kicked the bucket both mean The man died, but a substitution such as The man gave up the apparition, The man released the ghost, or The man kicked the pail tends to make the phrase literal and idiomatic meaning is lost.

### 2.4.1.2 Word Order

Speaker or writer cannot change the order of words in an idiomatic expression, e.g. It was raining cats and dogs (=It was raining very hard), but not \*It was raining dogs and cats. The idiom phrase be left high and dry (but not \*be left dry and high) means to be left without any help or without the things you need. If a situation is touch-and-go (but not \*go-and touch), it is uncertain. more examples. go/be at hammer and tongs (also go/be at it hammer and tongs) =to fight or argue very loudly: They were going at each other hammer and tongs ,but not They were going at each other tongs and hammer || (down-and-out: (a) (adjective) =very poor, with nowhere to live and no job; (b) (noun) =someone who has nowhere to live and no job or money: a down and-out actor || hale and hearty ((especially of old people) =healthy and strong) || spick and span ((especially of a place) =very clean and tidy || hue and cry (=a noisy expression of public anger or disapproval || to and for (=in one direction and then in the opposite direction, a repeated number of times || waifs and strays(=people without anywhere to stay for various reasons) || kith and kin (=people with whom you are connected especially by family relationship) || bag and baggage (=with all one's belongings). However, the order may be reversed in there and then (then and there), which means at that moment and in that place: They wanted me to make a decision there and then, and in on and off (off and on) =sometimes but not regularly: He's been taking drugs off and on since he was 15`1

( A Study of the Problems of Learning and Translating Idioms , ,2012)

### 2 .5 Learners' Difficulties With Idioms

some of the reasons that why students face Difficulties in Learning Idioms .

- Idioms are not literal; they do not mean what they say. As has already been mentioned, an idiom is a phrase or construction whose meaning differs from the literal sense of its constituents and which functions as a single unit. If you have a sweet tooth you like eating sweet foods, especially sweets and chocolate. Sweet talk (=flattery) is an idiomatic (figurative) expression, but sweet coffee is not

- idioms vary in formality from slang sometimes , even when foreign-language learners do master the meanings of some English idioms since it is impossible for them to comprehend and produce all of them -it is still very difficult to learn to use them correctly. (e.g. lead somebody by the nose || blow one's top/stack || you bet your boots) to those which can be used in formal situations (e.g. run risks). In addition to situational appropriateness, many idioms have grammatical constraints. You can tell your friend that It was so windy that we didn't move a muscle but you cannot tell him that \*It was so windy that we moved a muscle. You can be fed up with something, but you cannot feed him up with the same thing.
- Idioms range from the semi-transparent where either the meaning can be interpreted in terms of metaphor or because one part of the idiomatic phrase is used literally
- Idioms which are not in frequent use are difficult to learn. If you say that trying to find something is like looking for a needle in a haystack, you mean that it is impossible or extremely difficult to find, especially because the area you have to search is too large. Idioms such as a needle in a haystack are difficult because they contain very low frequency vocabulary. Those which occur only in the passive (e.g. taken in by), or only in the negative (e.g. can't make head or tail of), or those which are unusual in form are more difficult than those which follow simple grammatical patterns (pass the buck or the buck stops here || bury the hatchet || the devil makes work for idle hands, etc.).
- Although most idioms resist variation in form, some are more flexible than others. The point to be emphasized here is that some idioms give rise to another form or part of speech which is quite commonly used. Such related forms may be found in examples like split

hairs (=to concern oneself with small unimportant differences, especially in arguments) and hair-splitting ((noun) =the act of paying too much attention to small differences and unimportant details):

- Some idioms become verbal phrases, i.e. multi-word verbs. The meaning of some idiomatic verbal constructions can be guessed from the meanings of their parts, e.g. cut down on in We must cut down on expenses (cut down on something =to reduce the amount of something or of doing something). But the meaning of others is metaphorical: e.g.

put down to in I put the messy writing down to haste (put something down to something=to attribute the cause of something to something else).

- A linguistically fact about idiomatic expressions in English is that some, but not all, of them can undergo the ordinary syntactic processes of the language. For instance, the idiom let the cat out of the bag can appear in such sentences as Several cats were let out of that particularly secret bag, or The cat has been well and truly let out of the bag, where the idiom has been broken up and its parts scattered about the sentence without loss of the idiomatic meaning to tell someone something that was intended to be secret.(.

Such findings pose problems not only of syntax but also of psycholinguistics

- The meaning of some idioms is not predictable from the usual grammatical rules of a language. There are idiomatic expressions that seem ill-formed because they do not follow the grammatical rules observable in the language behavior of native speakers of English, as shown in the following examples: blow somebody/something to kingdom come =to completely destroy someone or something: The bombs are capable of blowing/blasting a whole city to kingdom come(=so that it is completely destroyed) ||
- idiom also is used to ask how someone's situation is or how things are developing, especially used as a greeting: 'Hey, Tom, how goes it?' 'Fine.' (Compare: How are things going?/How's it going?). The idiom the powers that be means important people who have authority or control over others but whose names and personal details are unknown: It's up to the powers that be to decide what should be done next.
- Also one of the difficulties in learning English idioms is the lack of suitable materials for teaching them. The use of idioms is avoided in many foreign-language teaching materials; foreign-language learners are exposed to simple, concrete, everyday vocabulary, instead. Very little attention, if any, is paid to equipping the student with the ability to absorb and understand idiomatic expressions

( A Study of the Problems of Learning and Translating Idioms ,p17 ,2012)

## 2.6 Literal vs. Figurative Meaning

There are, in English, a good number of idioms which may be used in both their literal and figurative meaning at the same time. Comparing and contrasting literal and figurative meanings of a given sequence of words will enable students to recognize idiomatic usage and to interpret idioms accordingly. The following telephone conversations each involve a literal misinterpretation of idioms: 1)- Edwin: I'll give you a ring later in the week. - Jane: But my parents want to marry me to a rich man.

Tom: I have been having lunch with the President. - Mary: Stop pulling my leg. - Tom: How can I pull your leg? I'm sitting too far away from you to be able to pull your leg. The misinterpretation occurred because there is skillful manipulation of literal and idiomatic meanings. The phrase give somebody a ring is open to two interpretations: to make a telephone call to someone, and to give somebody a piece of jewellery usually worn on a finger.

In its idiomatic use, pull somebody's leg (informal) means make fun of somebody, especially by making him believe something that is untrue. A literal interpretation of pull somebody's leg seems also plausible in a given context. We may also consider the two phrases spill the beans and kick the bucket. These may be used in a literal context or they may be used idiomatically. We may say, literally, Mary spilt the beans on the floor and Mary opened the tin of beans and spilt them on the floor. In Someone spilt the beans about Rick's surprise party, however, spilt the beans is not at all connected with beans; to spill the beans means to tell something that is secret. So, too, the meaning of the phrase kick the bucket can, in the literal sense of striking one's foot against a pail, be arrived at by a summation of the meaning of the constituent words, but in the idiomatic sense of dying it cannot (although kick the bucket contains little that would suggest dying). The verb is variable for subject and for tense as is the verb die, but otherwise the phrase is set; we do not have the leeway that we have in the literal sense to say kick the pail, kick this bucket, kick the blue bucket, and so on. Thus, the three words kick, the, and bucket used idiomatically must, from a functional point of view, be

regarded as single unit, for this unit fulfils the same function as the single word die

( A Study of the Problems of Learning and Translating Idioms ,p23

## 2.7 Grammatical Patterns of Idioms :

Idiomatic expressions in English correspond to a wide range of grammatical types or patterns. This feature of idiomatic usage causes difficulties even for advanced learners of the language. Below is but a sample of the great diversity of grammatical patterns in which idiomatic expressions may occur.<sup>6</sup>

1.4.1 Noun Phrases a. Article + adjective + noun the last straw =the final culminating circumstance that makes a situation unendurable. The allusion is to the proverb It is the last straw that breaks the camel's back || a lame duck =a political official whose period in office will soon end: a lame-duck president/governor/legislature, etc. =a president, governor, legislature, etc. with no real power because their period in office will soon end || A live wire =an active, eager, lively person: That child's a real live wire, so we had difficulty in keeping him quiet when we took him to the concert.

b. article + present participle + noun a parting shot =a cruel or severe remark that you make just as you are leaving, especially at the end of an argument: As he walked out the door, Lee took a parting shot at his wife || a sitting duck =someone who is easy to attack or easy to cheat: We were like sitting ducks for pickpockets in the city.

c. article +past participle + noun If something is a foregone conclusion it is certain to have a particular result, even though it has not yet happened: The last three elections were all foregone conclusions (=people knew what the results would be.)

d. article + noun + prepositional phrase A subtype of idiom noun phrase consists of an article + noun + complementation by a prepositional phrase. The salt of the earth is someone who is ordinary, but good and honest: Journalists are the salt of the earth, in my opinion. Such idiomatic noun phrases may function like particular parts of speech. For example, it



will often function in a sentence in the same way a noun would, as subject, direct object, or, perhaps most frequently, as complement. Thus the salt of the earth above will normally be used as subject complement in He is the salt of the earth  
( A Study of the Problems of Learning and Translating Idioms ,p9 ,2012)

## **2.8 Culture and Language :**

Culture and language are means of collective co-existence and social practice kept in the memory of the society that is created by the people during the centuries. Cultural awareness helps people to become more understanding and tolerant of behaviors which are different from their own.

Difference between cultures causes some misunderstandings in the interactive communications between a foreigner and a native-speaker. Millions of people travel around the world and they all need to communicate in some way. They need to acquire not only linguistic competence but cultural awareness as well. Cross-cultural investigations can provide materials that assist language learners to deal with the problems of unknown environments. The native speaker puts in language his world vision, mentality, and the relation to other people in cross-cultural dialogue, and the non-native speaker receives that vision. “It is clear that there is a difference between the native and the non-native speakers’ focus when the cultural and social factors. On the other hand, the latter lacks the ability to consider such factors. This is one of the major problems of the non-native speakers both at production and comprehension level (Kenan Dikilita?, 2012). Language and culture exist in each individual person. That individual is a thinker, a creator, a transmitter of the culture, he is the part of the society, and he uses the language for communication with other members of this society where he is supposed to be understood as they belong to the same community. But the indispensable condition of realization of any communication is that a speaker and a listener should have a mutual knowledge of realities or the background knowledge as a basis of a language interaction to understand each other. A “Language world picture” gives a non-native speaker the opportunity to realize the implicit meaning of the vocabulary through

explicit meaning, to understand cumulated unconscious cultural information via background knowledge, to investigate cultural values via communicative process, to synthesize interrelation and interaction of the culture and the language. Special interest should be drawn to idioms which are the most difficult items of language. If one can use them correctly in the communication, like native speakers, we say definitely that one's English is fluent. The lingua-cultural approach in teaching phraseology aspires to be approached to reality; it is focused on the maximum explication of processes which occur in the reproduction and perception of the English idioms .

(Lingua-cultural approach to teaching English idioms to Georgian students ,p1 ,2013)

## **2.9 Idiom as a culture based language unit**

An idiom most often reflects the national specificity of the people. It is a figurative interpretation of reality and an emotional model of communication. Idioms are highly interactive items. They are strong and colorful examples of cross-cultural relations. The source of their origin is sometimes difficult to ascertain. They are firmly assimilated in various languages and have become part and the whole of these cultures. The main difficulty is whether an idiom is appropriate in the given context when a non-native speaker tries to translate an idiom from his native language into English. It may confuse a listener. The problem is often one of collocation, which is a central characteristic of the language in use. The way native speakers use English in the real world is largely idiomatic and it assumes that a fluent non-native speaker should be similarly idiomatic. When even very good learners of the language speak or write English, the effect is slightly odd. Since idioms evaluate the whole narrative summarizing the main events or opinion, a native speakers' unconscious knowledge of collocation is an essential component of their idiomatic and fluent language use and is, therefore, an important part of their communicative competence. A large number of idioms are of folk origin, there are huge numbers of the biblical, mythological and author specific idioms. Knowing culture, literature and traditions of different nationalities will help the language learner to communicate with a native speaker adequately. In this way, an idiom is the key, which enables

people to open the gate of the national culture, history, traditions and beliefs of different people. Luke Prodromou remarks that the love of puns and wordplay, often based on idiomatic sayings, is a common feature of a native speaker: “What is striking about informal uses of English is not only how common the idiom principle is, but just how common creativity with idioms is among native-speakers” (L. Prodromou, 2003, 42). Indeed, the need for greater idiomatic competence is precisely what linguists propose for the non-native speaker .

(Lingua-cultural approach to teaching English idioms to Georgian students ,p2 ,2013)

## **2 .10 Cultural bound color based idioms**

In order to understand the relationships between culture and language on the one hand and culture and idioms translation on the other, it is worth while to look at a few relevant views and opinions of some scholars. Duranti (1997: 24, cited in Thanasoulas 2001) defines culture as the knowledge of a certain community that is learned by means of communication and interaction between community members. Similarly, Bourdieu (1990) views culture as a combination of notions and actions which are associated and reflected by language. In the same line with

Bourdieu, Peter Newmark (1988) believes that culture refers to the styles and reflections of life which are applied in a specific society using a specific language. Other scholars take a wider view of culture. For instance, Goodenough (1963: 258-259, cited in Thanasoulas, 2001) believes that culture is connected with the standards applied in a certain society which determine the thinking, feeling, acting, reacting and understanding that take place in life, and Levy-Strauss (cited in Clouet & Schez Hernández 2004: 72) deems that culture consists of symbolic systems such as linguistic, religious, science and others that together manifest reality.

Idiomatic expressions are linguistic components that can be interpreted within a cultural framework. While Carine (2005: 495) define idioms as the linguistic components which provide information regarding the conceptual system of a particular society, Richards & Schmidt (2002) regard an idiom as a group of words that constitutes meaningful single

unit which cannot be recovered from individual words. Similarly, Makkai (1972) agrees with the previous definition in that he refers to idioms as a group of words which function together to show a particular meaning which cannot be known through their individual words. Another agreement is confirmed by Jackson & Amvela (2001) who state that the meaning of an idiom cannot be anticipated from its individual parts; however, the parts as a whole represent a specific meaning. In addition, Jakaitiené (1980), and Grant & Bauer (2004) agree that an idiom is a fixed expression which contains semantic obscurity and it is difficult to become receded from its singular components. Therefore, based on the definitions highlighted above, it can be argued that idioms contain two major characteristics, viz., they carry cultural specific meaning and the fact that their meaning cannot be assumed from its single words. The meanings of single constituents of idiom never contribute to the overall meaning of a certain idiom. This, indeed, demonstrates the significance of cultural knowledge which helps the translator in arriving at the appropriate translation of idioms. (Translation of Cultural Bound Color-Based Idioms: A Case Study of Jordanian BA English Students ,p5 ,2014)

## **2 .11 Previous studies**

This section will present five previous studies that have been conducted in the same area of idioms .

### **The first study**

Effects of Situational and Cultural Context on  
understanding Idiomatic Expressions in Najdi Dialect by  
Ghassan Abdulaziz Almahmood  
The University of Leeds  
School of Languages, Cultures, and Societies  
September, 2014

This thesis examines the effect of the clarity of idioms' motivation on the recognition and comprehension of Najdi idiomatic expressions. Besides the transparency of motivation, the main factors examined are the linguistic proficiency of those encountering idioms, the compositionality's degree of the idioms, and cultural similarities and differences. Quantitative and qualitative research methods were used in a questionnaire-based study involving 60 Najdi idioms and 90 participants, who represent three levels of linguistic proficiency: first dialect learners (henceforth D1), second dialect learners (henceforth D2), and second language learners (henceforth L2). Participants were asked to perform two tasks: familiarity with and comprehension of Najdi idioms. The results of the familiarity task showed that D1 and D2 learners recognized the majority of Najdi idioms, and they showed similar performance in accepting and rejecting the figurative meanings supplied. In contrast, L2 learners' performance in the familiarity with Najdi idioms was much worse than D1 and D2 learners except with Islamic-related idioms, with which L2 learners demonstrated a high performance of familiarity. In addition, the results of the comprehension task showed that, due to the cultural and linguistic similarity between D1 and D2 learners, they both tended to decompose the majority of Najdi idioms, whereas L2 learners' judgments of compositionality varied in accordance with types of idiomatic motivation and the contribution of idioms' individual components.

## **The second study**

A Study of Idioms in Relation to Language Universals

By Kathryn Ayers

A Senior Thesis submitted in partial fulfillment of the requirements for graduation in the Honors Program Liberty University Fall 2015

In this thesis, I examine how language universals reveal information about the relationship between culture and language. To further understand this connection, I

conduct a survey with non-native English speakers. I present universal idioms and ask each participant to write down an equivalent idiom in English, translated from their native language. I examine which

expressions are cross-cultural, noticing which languages express the figurative speech in ways different from English and other languages. I identify the varieties of expressions of universal ideas, specifically in relation to the culture of each language. I also address the Sapir-Whorf hypothesis through my research, agreeing that language affects society. Through my research and experiment, I examine how universal human experiences are conveyed based on culture .

### **the third study**

.The American University in Cairo School of Humanities and Social Sciences

An Analysis of the Pragmatic Functions of Idiomatic Expressions in the Egyptian Novel 'Taxi by'

Hala Mohamed Elsham

December, 2016

The purpose of the study is to investigate the idiomatic expressions and their pragmatic functions

in the conversations of the novel Taxi in the light of Speech Act Theory. The study adopts a

qualitative linguistic analysis method of research. After analyzing the 58 episodes of the novel

'Taxi', the study reveals 80 idiomatic expressions fulfilling 13 pragmatic functions: describing

with six subcategories, complaining, stating, concluding, and swearing, thanking, condoling,

sympathizing, deploring and excusing, agreeing and opposing and advising. These pragmatic

functions have been classified based on four of Searle's speech acts: (1) representatives, (2)

expressives, (3) commissives and (4) directives. Hence, the study shows that idiomatic expressions fulfill a satisfying number of pragmatic

functions which in turn operate in facilitating conversations among speakers as they are stored in their memory and easily retrieved in diverse contexts. In addition, the study shows the high usage of negative pragmatic functions such as complaining, deploring, describing negative issues in comparison with positive ones in the conversations of taxi drivers. It has been also observed that these positive and negative

functions shed light on a multitude of cultural aspects in Egyptian society. The study suggests pedagogical implication: the result that the idiomatic expressions perform various pragmatic functions and fulfill cultural aspects provides a rationale for including them in Arabic foreign language classes as their main aim is to use the language appropriately and achieve cultural competence as well

### **the fourth study**

.Idiomatic Expressions in Fiction: A Textual Analysis of the Use and Effects of Idioms in Donna Tartt's Novel *The Secret History*  
by Julia Holmqvist

Fall 2014

This study aims to investigate how idioms can be used in fiction and what effects they can have on the reading of fiction as it examines the novel *The Secret History* by Donna Tartt, from the point of view of a foreign learner of English. The research was done through close reading and textual analysis of the novel. The results suggest that idioms can be used for several different purposes in a text, such as both regarding characters and other situations. The findings also indicate that idioms can contribute to the overall reading of a text as they add richness to its language. In addition, the research points to why idioms can be difficult for second language learners as well as some further problems to take into consideration when dealing with idioms. In conclusion, fiction can be a fruitful source for knowledge about idioms and how they function. Furthermore, the general use of idioms has many potential benefits, but it can also come with certain consequences, such as the risk of not making oneself understood on every occasion .

## **The fifth study**

Idioms and language users: the effect of the characteristics of idioms on their recognition and interpretation by native and non-native speakers of English

Jyväskylä: University of Jyväskylä, 2004, 239 p.

by Mäntylä, Katja

study investigates the recognition and interpretation of English idioms by native and non-native speakers. The main aims were to find how different characteristics of idioms affect their interpretation, how unanimous (native) language users are about meanings of idioms, and finally, how well second language learners recognize English idioms. Although the significance of vocabulary and of lexical phrases, or language 'chunks' in language learning has been acknowledged, idioms have yet been neglected. The characteristics of idioms have been discussed as have been processing and storing them in the memory. Studies on idioms have, however, concentrated on native speakers. Yet, idioms are frequently used in everyday language, particularly in the media. Therefore, some knowledge and awareness of idioms is important to non-native learners especially at a more advanced level. This study defines an idiom as a figurative multi-word expression whose meaning is different from the sum of the literal meanings of its constituents. The respondents in the study were 36 British university students, and 144 Finnish university students of English. The material was gathered through a multiple-choice questionnaire comprising 65 idioms, and a background questionnaire on the language contacts of the respondents. The results suggest that English idioms are fairly difficult for Finnish students. The easiest were the idioms that had an identical equivalent in Finnish, e.g. give the green light - näyttää vihreää valoa. The tendency to seek assistance in the mother tongue also led to erroneous interpretations. Finnish students erred at false friends, such as the last straw - viimeinen oljenkorsi, and at idioms that shared a word with a Finnish idiom, such as keep your head down työntää päänsä pensaaseen. The students tended to pick the one shared word and interpret the Finnish idiom containing that word as an equivalent. Thus, they failed to recognize idioms as wholes, and to compare the images that the literal meanings of idioms in the two languages create. The responses by native speakers showed that the



meanings of idioms are a complex issue. Even though meanings are often taken for granted, and also expressed as such by dictionaries, the results showed that native speakers frequently disagreed.

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## *Appendix*

### Questionnaire

Dear teachers,

You are kindly requested to respond to the statements of the following questionnaire for a research about

(Exploring the difficulties that students of Sudan university for science & technology face in using and understanding idioms) .

(Case study at Sudan university 2<sup>nd</sup> year)

This questionnaire addresser the second year students knowledge of idiomatic expressions and the reasons behind the poorness in using them .

No	Statements	Agree	Strongly agree	Disagree	Strongly disagree
1	University students hardly understand of idiomatic expressions .				
2	Teachers who teach vocabulary do not use idiomatic expressions during lecture or they move through them quickly .				
3	Using idiomatic expressions in speaking and written texts make the language more colorful .				
4	University students are not exposed enough to English culture .				
5	The reasons behind students misusing of idiomatic expressions is they do not understand them .				
6	Teachers who teach vocabulary do not encourage their students to use idiomatic expressions .				
7	Students tend to translate idiomatic expressions literally in order to understand .				

## Research test

Dear students

You are kindly requested to respond to the following statements by answering the questions below about.

### Idiomatic expressions

Its designed to collect data about

Exploring the difficulties that students of Sudan university for science & technology face in using and understanding idioms .

(Case study at Sudan university 2<sup>nd</sup> year)

**Section one** :write the meaning of the underline following idioms .

1- The boy found an exam like **a piece of cake.**

.....  
.....

2- **She let the cat out of the bag** and finally told her parents about her plans of getting married.

.....  
.....

3- I am **feeling under the weather.**

.....  
.....

4- Have you heard? The old man down the street has **kicked bucket.**

.....  
.....

5- I read the newspaper while sipping my morning cup of tea, **killing two birds with one stone .**

.....  
.....

**Section two:**

Use the following idioms in sentence

1-You cannot judge a book by its cover .

.....  
.....

2-Break a leg .

.....  
.....

3- See eye to eye .

.....  
.....

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction:**

This chapter consists of the basic information on the methodology used in this study .In this chapter , the researcher describes the population of the study and the way they are sampled ,it also includes the instrument which is used for data collection ,and the procedure of data collection including the methods applied to prove the validity and reliability of the instrument such as examination of instrument by the supervisor , refereeing and pilot study .

#### **3.1 Methodology:**

A descriptive analytical approach is adopted throughout this study .the present study tries to describe the nature of the phenomenon and the problem , and present it as it is , and consequently highlight the area of weakness which needs more concentration . the information was gathered through answering questionnaire and test .

#### **3.2 Sample of Study:**

The present study relies on simple random sample of 30 participants ,they are English learners from second year students at Sudan university of Science and Technology , Collage of languages ,Department of English language.

#### **3.3 Validity:**

First , the test was conducted by the researcher then given to the 2<sup>nd</sup> year students at Sudan university for science & technology faculty of English language.

The test consists of two questions in order to test two hypotheses of the researcher .

Second is the questionnaire designed by the researcher then given to the English teachers . The questionnaire consists of seven statements given to teachers in order to test the third hypotheses.

So, This research is valid, because the instrument has based on English foreign teachers from *Sudan university of science and technology* and another English foreign teachers and judged by Dr. Sami Balla and Dr. Abbas Mukhtar and it is supervised by Dr. Mahmoud Ali from Sudan university of science and technology.

### **3.4 Reliability:**

The instruments of this study are both test and questionnaire. However, the test well-designed by the researcher .the test involves different questions of idioms (meaning of idioms, use of idioms).

The questionnaire in another hand includes seven statements based on the hypotheses three. Moreover, the researcher given the test and questionnaire to different doctors at Sudan University of Science and Technology who are mastering English , they evaluated the test and questionnaire and they made some changes till to be suitable for the students. However, the researcher gave the test to the students , they have taken sufficient time to answer the questions then collected the test from them. Furthermore , the researcher uses (SPSS) program to calculated the data which obtain through the test ,as the test reliability.

### **3.5 Data Analysis:**

The data collected through the test and questionnaire and analyzed by using (SPSS) program. However, the result based on number of the students (30) and their answers which obtain through the test. It also based on how many students use an idioms correctly to complete the sentences. The (SPSS) program distributed the result in tables and figure to show the correct and incorrect answers which obtain through the test and questionnaire in chapter four.

### **3.6 Summary :**



In this chapter the researcher described the methodology of the study , the tools which the used to collect the data of the study, the sample of the study which selected randomly .Moreover, it also included the validity and reliability of the study. In addition it gave the description of the data analysis.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

## **CHAPTER FOUR: DATA ANALYSIS**

### ***4.0 Introduction***

This chapter presents and analyzes the data collected through the questionnaire .it will also analyze the sample to provide answers to data drawn from the test designed by the researcher. The results will be used to provide answers to the research questions.

### ***4.1 Analysis and discussion of data***

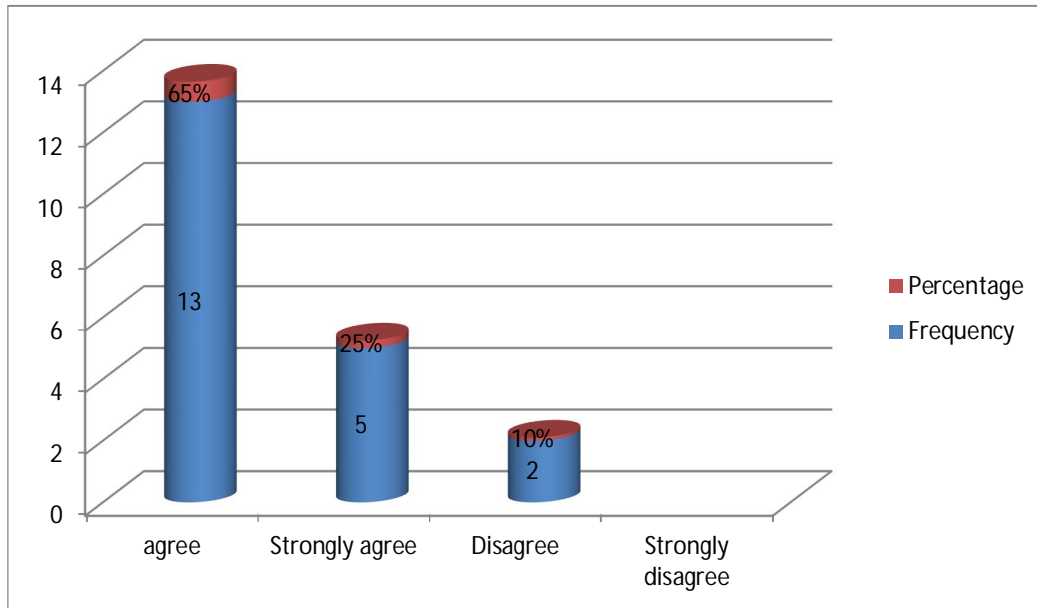
#### ***4.1.1 Table***

*one*

**The first Statement says:**

***University students hardly understand of idiomatic expression.***

<b><i>Statement</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage</i></b>
<b><i>Agree</i></b>	<b>13</b>	<b>65%</b>
<b><i>Strongly agree</i></b>	<b>5</b>	<b>25%</b>
<b><i>Disagree</i></b>	<b>2</b>	<b>10%</b>
<b><i>Strongly disagree</i></b>	<b>-</b>	<b>-</b>



**FIG .1**

table (1..fig 1) represent the result which obtain in section one of the statement university students hardly understand of idiomatic expression show that 65% of the teachers are agree and 25% of teachers are strongly agree while 10% are disagree of the statement.

This indicates that the great majority of students lack knowledge of idiomatic expressions.

#### **4.1.2 Table two**

***The second statement says***

***Teachers who teach vocabulary do not use idiomatic expressions during lecture or they move through them quickly .***

<b><i>Statement</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage</i></b>
-------------------------	-------------------------	--------------------------

<i>Agree</i>	<b>8</b>	<b>40%</b>
<i>Strongly agree</i>	<b>8</b>	<b>40%</b>
<i>Disagree</i>	<b>2</b>	<b>10%</b>
<i>Strongly disagree</i>	<b>2</b>	<b>10%</b>

**FIG 2**

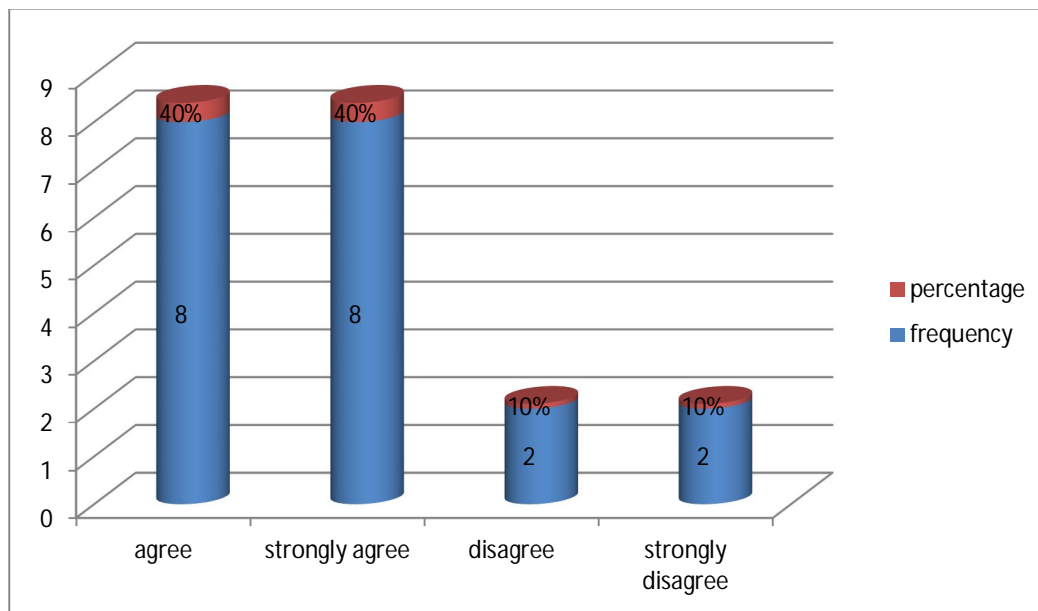


table (2..fig2) represent the result which obtain in section one of the statement teachers who teach vocabulary do not use idiomatic expressions during lecture or they move through them quickly show that 40% of the teachers are agree and 40% of teachers are strongly agree while 10% are disagree and strongly disagree of the statement.

Why because teachers do not focus on idiomatic expression while teaching their students , so it can effect on them.

#### **4.1.3 Table three**

***The statement says:***

***Using the idiomatic expressions in speaking and written texts make the language more colorful :***

<i>Statement</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Agree</i>	<b>8</b>	<b>40%</b>
<i>Strongly agree</i>	<b>11</b>	<b>55%</b>
<i>Disagree</i>	<b>1</b>	<b>5%</b>
<i>Strongly disagree</i>	-	-

**FIG. 3**

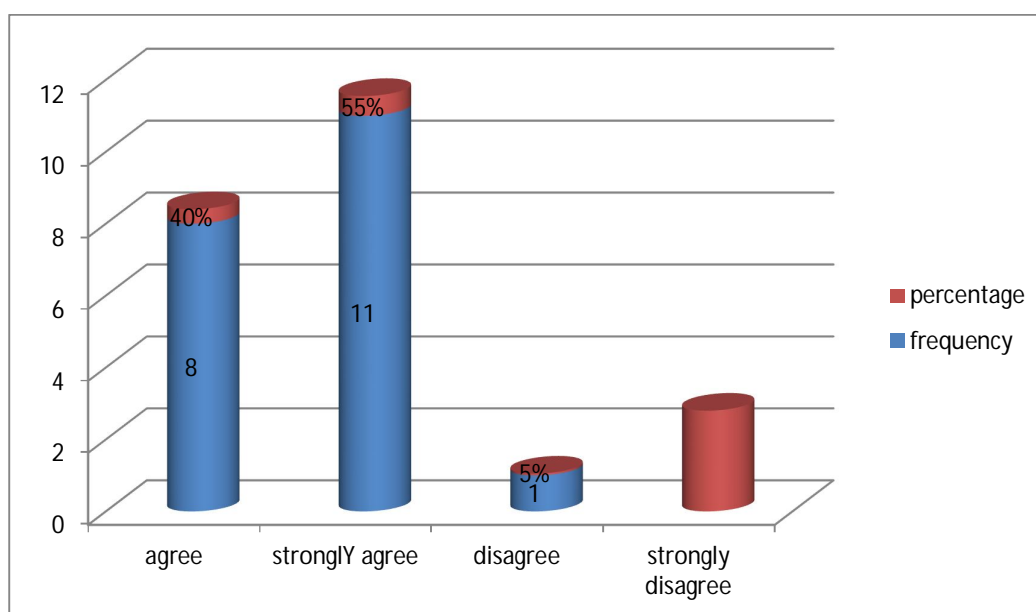


table (3..fig3) represent the result which obtain in section one of the statement using the idiomatic expressions in speaking and written texts make the language more colorful show that 55% of the teachers are strongly agree and 40% of teachers are agree while 5% are disagree of the statement.

According to this statement idioms depend on culture for that students do not know how to use them.

#### **4.1.4 Table four The fourth statement say**

***University students are not exposed enough to different English cultures***

<i>Statement</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Agree</i>	<b>9</b>	<b>45%</b>
<i>Strongly agree</i>	<b>8</b>	<b>40%</b>
<i>Disagree</i>	<b>1</b>	<b>5%</b>
<i>Strongly disagree</i>	<b>2</b>	<b>%10</b>

**FIG .4**

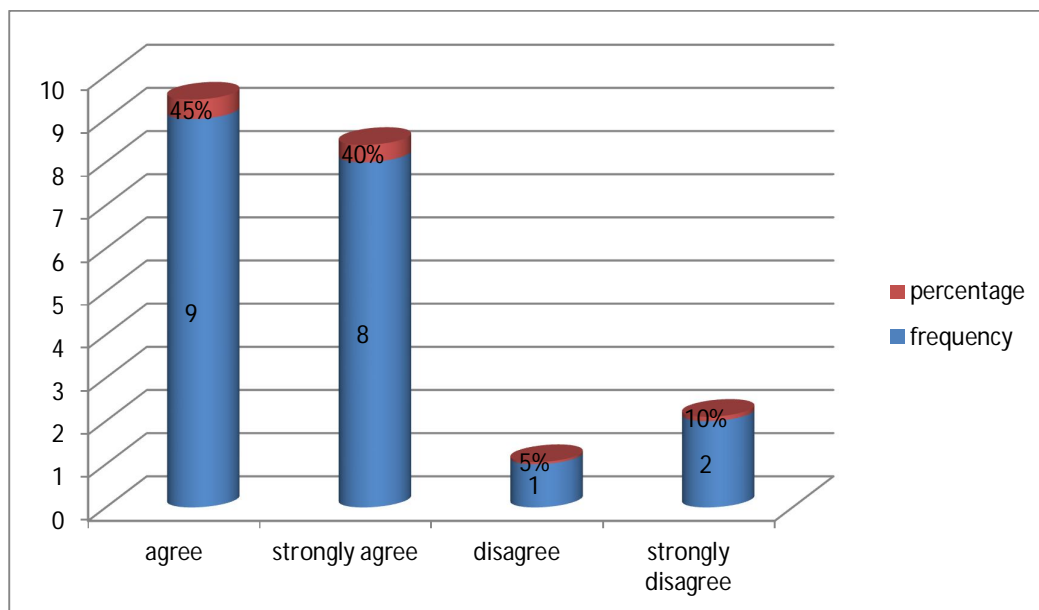


table (4..fig4) represent the result which obtain in section one of the statement University students are not exposed enough to different English cultures show that 45% of the teachers are agree and 40% of teachers are strongly agree while 10% are strongly disagree and 5% of teachers are disagree of the statement.

It is clear that university students are not exposed enough to different English cultures.

#### 4.1.5 Table five

*The fifth statement say*

*The reasons behind students misusing of idiomatic expressions is they do not understand them .*

<i>Statement</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Agree</i>	<b>15</b>	<b>75%</b>
<i>Strongly agree</i>	<b>2</b>	<b>10%</b>
<i>Disagree</i>	<b>3</b>	<b>15%</b>
<i>Strongly disagree</i>	-	-

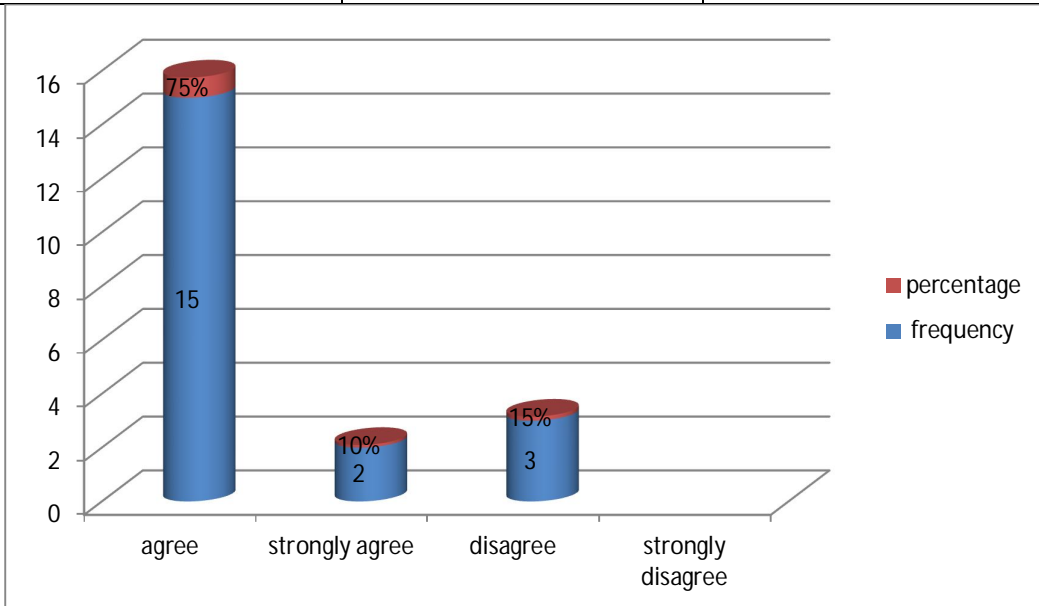


table (5..fig5) represent the result which obtain in section one of the statement the reasons behind students misusing of idiomatic expressions is they do not understand them show that 75% of the teachers are agree and 15% of teachers are disagree while 10% are strongly disagree and of the statement.

This indicates that idiomatic expressions do not have specific syllabus and that effects on students in misusing of idiomatic expressions.

#### **4.1.6 Table six**

***The sixth statement sa***

***Teachers who teach vocabulary do not encourage their students to use idiomatic expressions***

<b><i>Statement</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage</i></b>
<b><i>Agree</i></b>	<b>7</b>	<b>35</b>
<b><i>Strongly agree</i></b>	<b>6</b>	<b>30</b>
<b><i>Disagree</i></b>	<b>5</b>	<b>25</b>
<b><i>Strongly disagree</i></b>	<b>2</b>	<b>10</b>

***FIG .6***



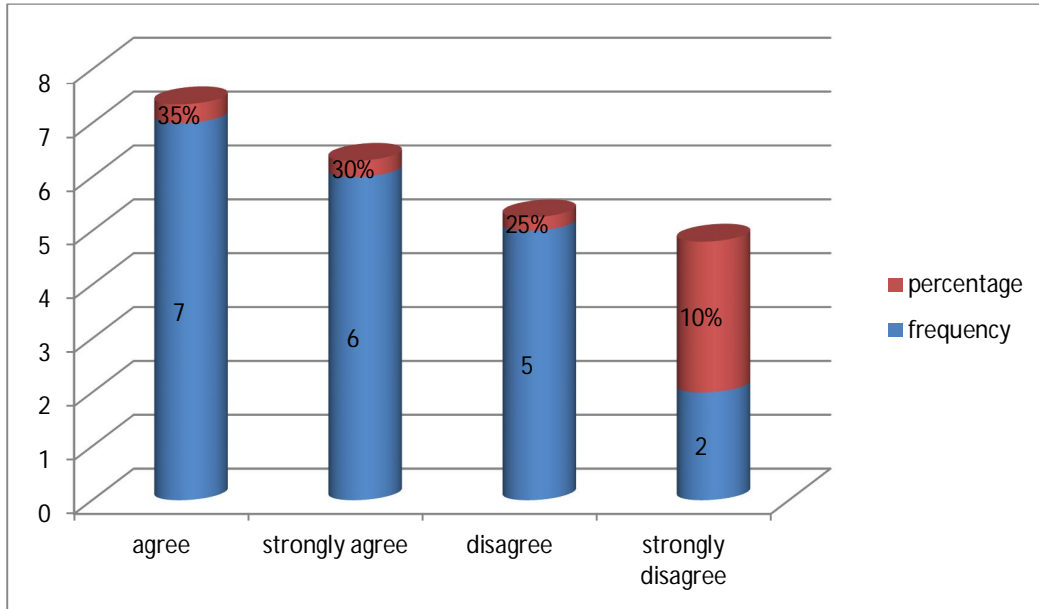


table (6..fig6) represent the result which obtain in section one of the statement teachers who teach vocabulary do not encourage their students to use idiomatic expressions show that 35% of the teachers are agree and 30% of teachers are strongly agree while 25% are disagree and 10% are strongly disagree of the statement.

According to this statement , there are not specific rules in using idioms ,so teachers do not encourage their students to use idiomatic expressions.

#### 4.1.7 Table seven

*The seventh statement say*

*Students tend to translate idiomatic expressions literally in order to understand*

<i>Statement</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Agree</i>	<i>7</i>	<i>35%</i>
<i>Strongly agree</i>	<i>12</i>	<i>60%</i>
<i>Disagree</i>	<i>1</i>	<i>5%</i>
<i>Strongly disagree</i>	<i>-</i>	<i>-</i>

**FIG .7**

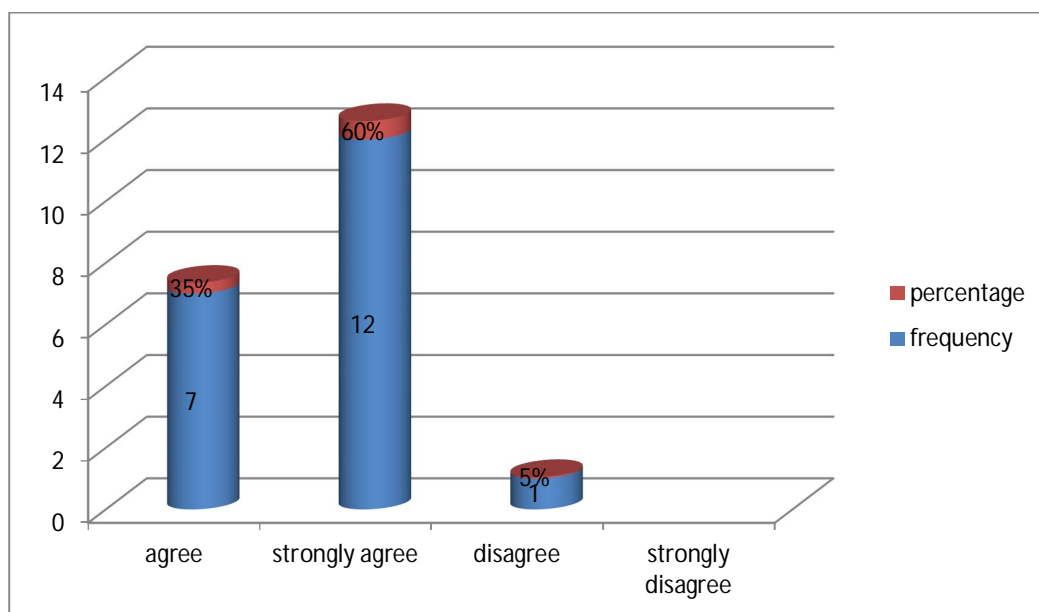


table (7..fig7) represent the result which obtain in section one of the statement students tend to translate idiomatic expressions literally in order to understand show that 60% of the teachers are strongly agree and 35% of teachers are agree while 5% are disagree of the statement.

Idioms are not known to the students because teachers do not teach their students some exactly idioms to use them in their daily life, for that, they just translate literally according to what the words mean in their culture.

## **4.2 Part tow**

### **4.2.1 Section one**

**Write the meaning of the underline idioms.**

#### **4.2.1.1 Table one**

**An idiom says:**

The boy found an exam like **a piece of cake.**

Element	frequent	Percentage
Correct	24	80%
Incorrect	6	20%

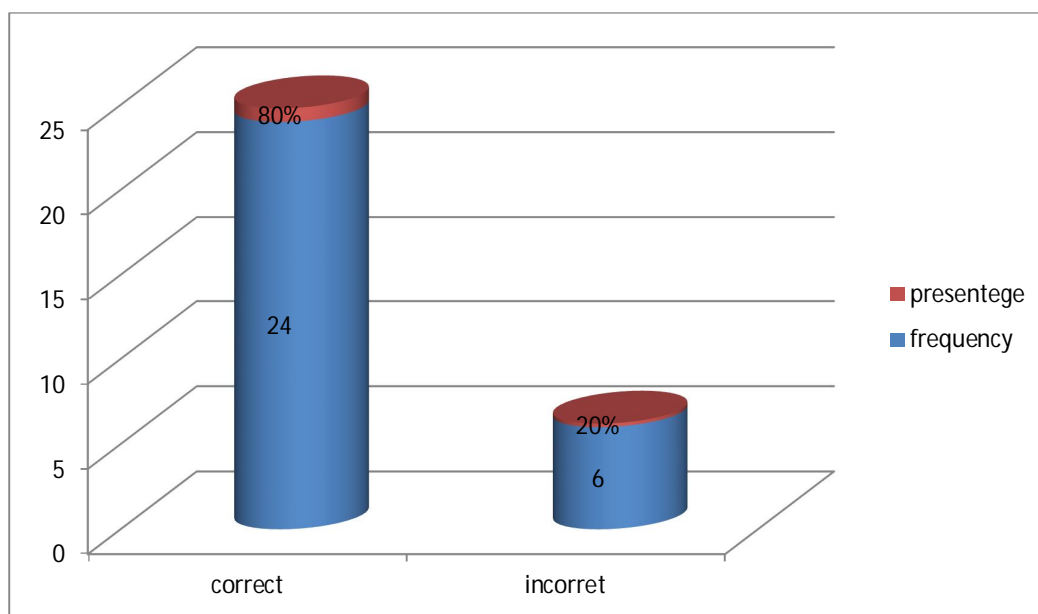


table (1 & fig 1) represent the result which obtain in part tow ,section one of the question The boy found an exam like **a piece of cake.** that 80% of the students got correct answer and 20% of students got incorrect answer.

#### 4.2.1.2 Table tow

*An idiom says:*

**She let the cat out of the bag** and finally told her parents about her plans of getting married.

Element	frequent	Percentage
Correct	7	24%
Incorrect	23	76%

**Fig 2**

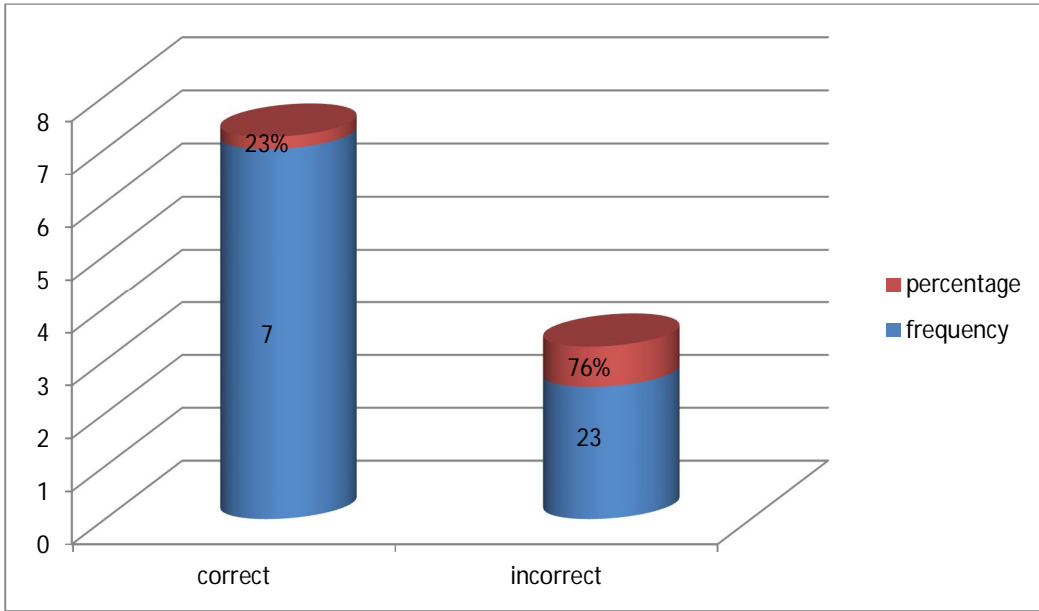


table (2 & fig 2) represent the result which obtain in part tow , section one of the question *She let the cat out of the bag* and finally told her parents about her plans of getting married. that 23% of the students got correct answer and 76% of students got incorrect answer.

#### 4.2.1.3 Table three

**The question says:**

I am **feeling under the weather.**

Element	frequent	Percentage
Correct	4	30%
Incorrect	21	70%

**Fig three**

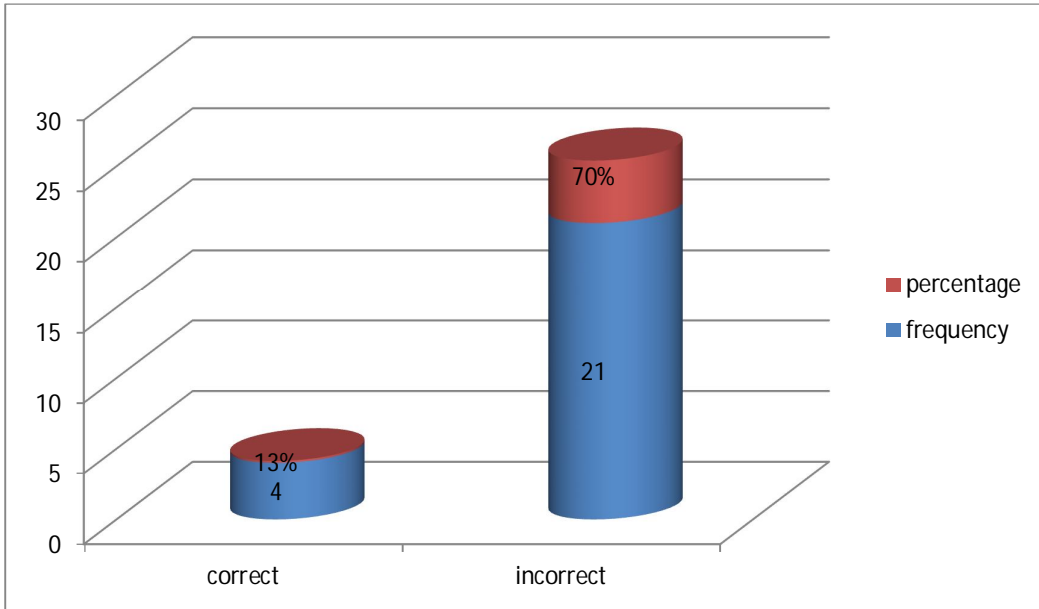


table (3 & fig 3) represent the result which obtain in part tow , section one of the question I am **feeling under the weather.** that 13% of the students got correct answer and 70% of students got incorrect answer.

While 17% of the students did not able to respond.

#### 4.2.1.4 Table four

**An idiom says:**

Have you heard? The old man down the street has **kicked bucket.**

Element	frequent	Percentage
Correct	14	50%
Incorrect	15	50%

**Fig four**

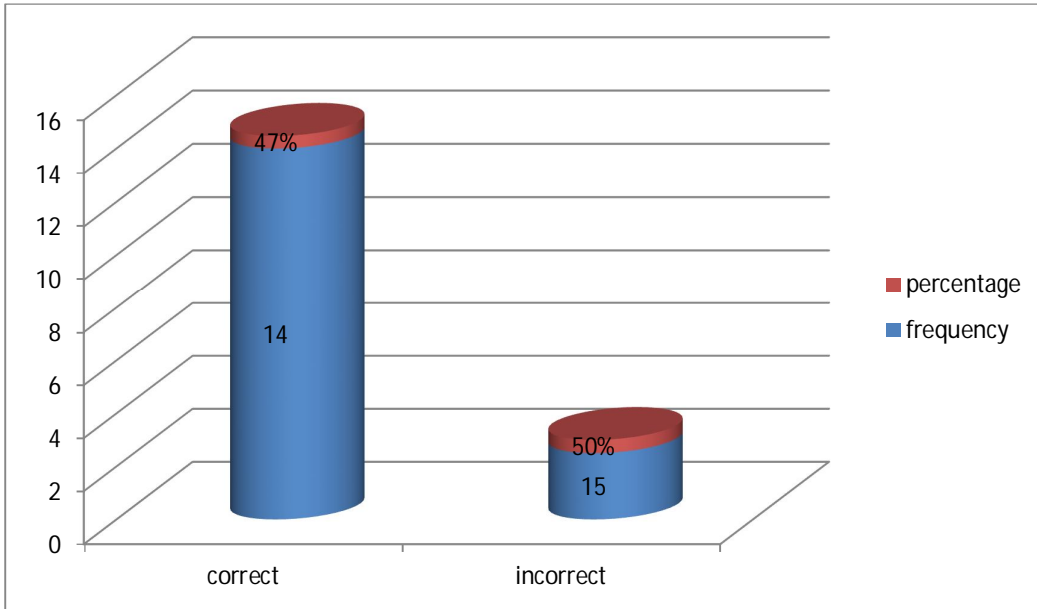


table (4 & fig 4) represent the result which obtain in part tow , section one of the question Have you heard? The old man down the street has **kicked bucket.** that 50% of the students got incorrect answer and 47% of students got correct answer.

While o

nly 3% of the students did not able to respond.

#### 4.2.1.5 Table five

**An idiom says:**

I read the newspaper while sipping my morning cup of tea, **killing two birds with one stone.**

Element	frequent	Percentage
Correct	18	60%
Incorrect	11	37%

**Fig. five**

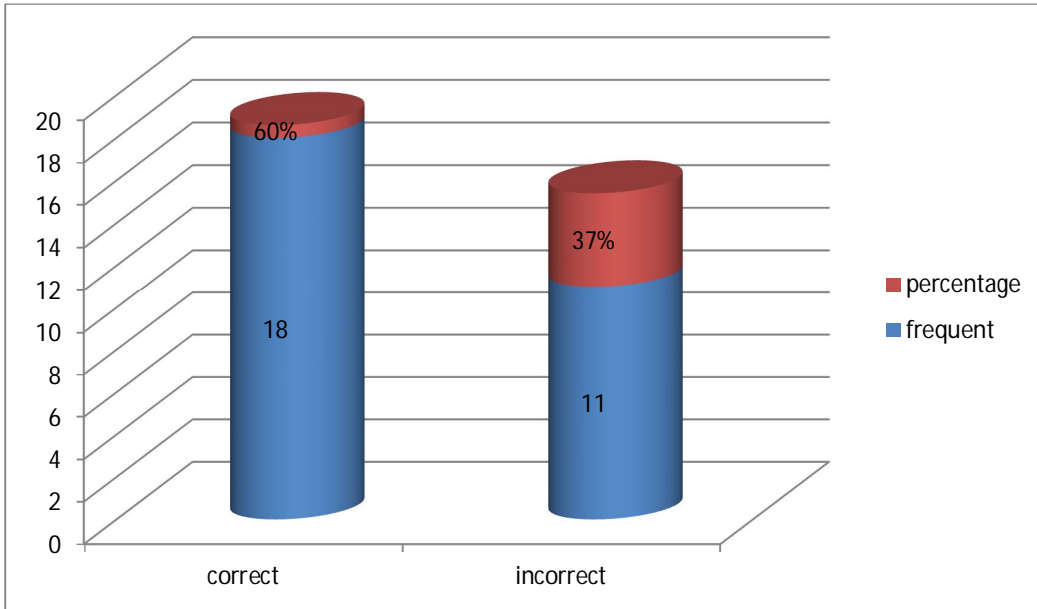


table (5 & fig 5) represent the result which obtain in part tow , section one of the question I read the newspaper while sipping my morning cup of tea, **killing two birds with one stone.** that 60% of the students got correct answer and 37% of students got incorrect answer.

While only 3% of the students did not able to respond.

#### 4.2.2 Section tow

**Use the following idioms in sentence.**

#### 4.2.2.1 Table one

**An idiom is:**

You cannot judge a book by its cover.

Element	frequent	Percentage
Correct	13	43%
Incorrect	15	50%

Figure one:

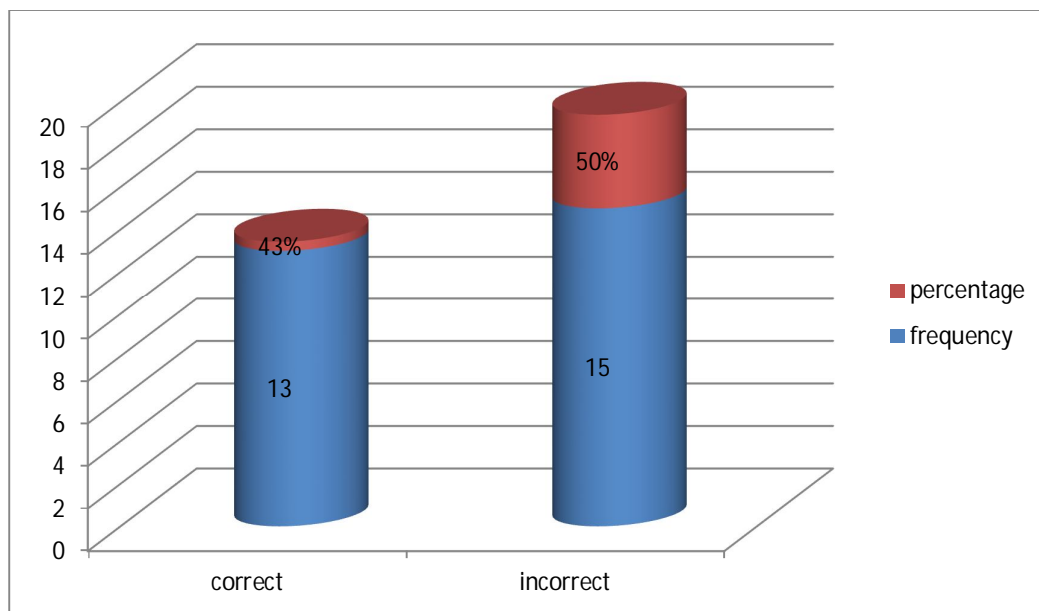


table (1 & fig 1) represent the result which obtain in part tow , section tow of an idiom *You cannot judge a book by its cover.* that 50% of the students got incorrect answer and 43% of students got correct answer.

While 7% of the students did not able to respond.

#### 4.2.2.2 Table tow



**An idiom is:**

***Break a leg.***

Element	frequent	Percentage
Correct	3	10%
Incorrect	25	83%

Figure two:

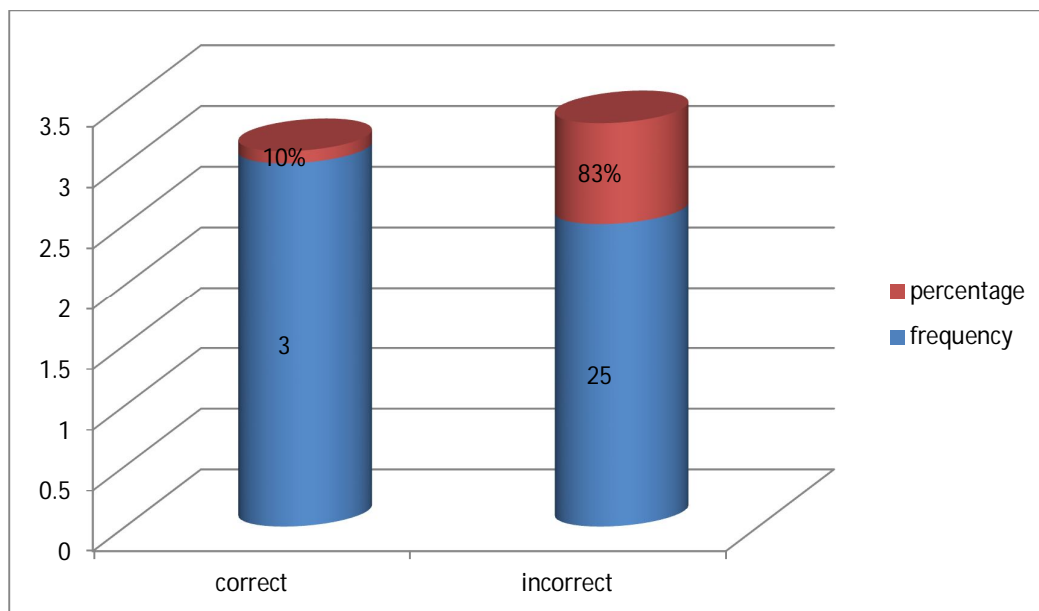


table (2 & fig 2) represent the result which obtain in part tow , section tow of an idiom ***Break a leg.*** that 83% of the students got incorrect answer and 10% of students got correct answer.

While 7% of the students did not able to respond.

#### 4.2.2.3 Table three

**An idiom is:**

### See eye to eye.

Element	frequent	Percentage
Correct	4	13%
Incorrect	26	86%

Figure three:

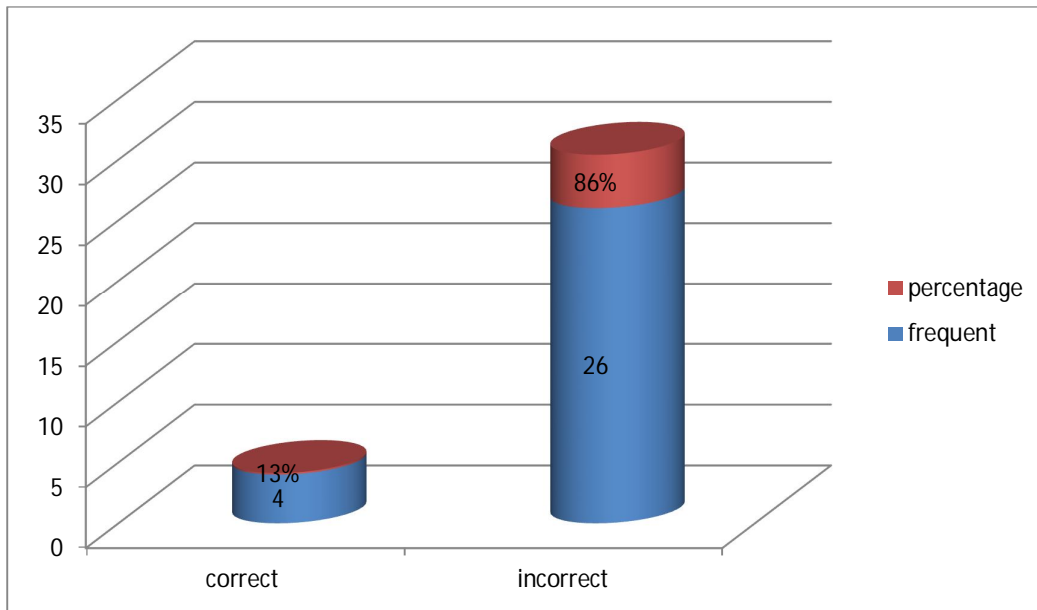


table (3 & fig 3) represent the result which obtain in part tow , section tow of an idiom **See eye to eye.** that 86% of the students got incorrect answer and 13% of students got correct answer.

## CHAPTER FIVE

Min findings, Conclusion, Recommendations, and  
Suggestions for further research

## **CHAPTER FIVE**

### **Main findings, Conclusions, Recommendations, And Suggestions for Further research**

#### ***5.0 Introduction:***

This chapter presents the conclusion of the study. It relates the analysis and discussion of data to the research questions and hypotheses. It will also offer recommendations and suggestions for further research.

#### ***5.1 Main findings***

##### ***5.1.1 Question one and Hypothesis one***

***Q.1*** To what extent do teachers who teach vocabulary do not show the light on teaching idiomatic expression?

***H.1*** teachers who teach vocabulary do not show the light on teaching idiomatic expressions.

The statistical analysis in Chapter four indicates that there is a lack knowledge of idioms, and that refers to poor teaching in idioms, so teaching idioms have positive effect on the achievements of the learner's communication.

##### ***5.1.2 Question two and Hypothesis two***

***Q.2*** To what extent do second year students do not figure out the meaning of idiomatic expressions?

***H.2*** The second year students do not figure out the meaning of idiomatic expression.

According to what students have done in the test, the statistical analysis in Chapter four show that students really could not figure out the meaning of idioms, and that what exactly have been said in the hypothesis, so knowing the meaning of idioms have positive effect on learner's knowledge.

### ***5.1.3 Question three and Hypothesis three***

**Q.3** To what extent do second year students do not know how to use the idiomatic expressions?

**H.3** The second year students do not know how to use the structure of idiomatic expressions.

From the statistical analysis in Chapter four show that there is great misusing of idiomatic expressions and that what exactly have been quote from the student's results in the test, so using idioms that help learners in the great communication.

### ***5.2 Recommendations:***

1. The syllabus should contain of idioms in order to provide the learner's ability to communicate with different culture and in different context.
2. Ministry of education should undertake courses of teachers to know how to teach idiomatic expressions , in order to help their student's using.
3. Teachers should develop themselves to be up to date by idioms in their lessons even the lessons are not English language to achieve their objectives.

### ***5.3 Suggestions for further research:***

The impact of culture in understanding idioms.

Investigating the problems that face different people from different culture in using and understanding idioms.

### ***5.4 Conclusion:***

This chapter concluded the study by providing answers to the research questions, and verifying the hypotheses. It also summarized the main findings, offered some recommendations and suggested some topics that can be investigated in the future.

