



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Investigating the Problems Encountered by Sudanese EFL
Learners in Understanding and Using Idiomatic
Expressions**

A Case Study: (Sudan University of Science and Technology)

**تقصي المشكلات التي يواجهها دارسوه اللغة الانجليزية لغة أجنبية في فهم
وإستخدام التعبيرات الإصطلاحية**

**A thesis Submitted in Partial Fulfillment of the Requirements of
MA degree in English Language (Applied Linguistics)**

Submitted by:

Alaajba Hussain MohmedAlbazil

Supervised by:

Dr: Hillary Marino Pitia

2020

إستهلال

آية قرآنية

قال تعالى :

﴿وَقُلْ رَبِّ زِدْنِي عِلْمًا﴾

صدق الله العظيم

سورة طه الآية 114

Preface

Quranic verse

Allah the Almighty said:

(O Lord, increase me in knowledge).

Surah: Taha

Verse no:114

DEDICATION

To my dear father, to the soul of my beloved mother, my brothers, sisters, and to my friends.

ACKNOWLEDGEMENTS

All praises be to Allah the Almighty for giving me enthusiasm and strength to conduct this study. I would like to express my special appreciation and gratitude to my distinguished Supervisor Dr. Hillary Marino Pitia for providing me with helpful suggestions, insightful comments and academic advice throughout my work. Thanks are due to Dr. Nagla Taha, Dr. Muntasir Hassan Mubarak and Dr. Kamal Alkhwad for reviewing the test of this study. I would also like to express special thanks to my family for their support and encouragement to achieve this work. Finally, I'm very grateful to the College of Languages for their co-operation.

ABSTRACT

This research aimed at investigating the problems encountered by EFL learners in understanding and using the Idiomatic Expressions. A test was used as a tool for data collection, which was distributed to qualifying year students of Sudan University of Science and Technology majoring English. The sample of this study comprised of 30 male and female students who were chosen randomly. The data were analyzed by using the Statistical Package of Social Sciences (SPSS). The findings showed that the qualifying year students have serious problems in understanding and using idiomatic expressions. They have a problem to get the correct meaning and to identify the idiomatic expressions. The researcher recommended that: Students should widen their knowledge of the idiomatic expressions meaning and use. Students should train a lot in how to find the meaning of idioms from the context. Teachers have to pay more attention in teaching students idiomatic expressions and in giving them extra examples concerning the same issue.

ABSTRACT (Arabic Version)

هدفت هذه الدراسة إلى تحليل المشكلات التي يواجهها دارسو اللغة الإنجليزية لغة أجنبية في فهم واستخدام التعبيرات الإصطلاحية. لجمع البيانات صممت الباحثة اختباراتم توزيعة علي طلاب السنة التأهيلية في تخصص اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا. إشمطت عينة الدراسة على ثلاثين طالباً من الجنسين قد تم اختيارهم عشوائياً. وتم تحليل البيانات إحصائياً باستخدام الحزم الإحصائية للعلوم الإجتماعية. وقد كشفت النتائج , أن طلاب السنة التأهيلية يواجهون مشكلة حقيقية في فهم واستخدام التعبيرات الإصطلاحية خصوصاً في اختيار وتحديد معاني تلك التعبير. أوصت الباحثة بأن يقوم طلاب الفرقة الخامسة بتعزيز معرفتهم العلمية وفهمهم لها فضلاً عن المزيد من الممارسات والتدريب لأجل تحديد وإيجاد المعني الإصطلاحي ضمن هذا الإطار, وأن علىعلمي اللغة الإنجليزية التركيز أكثر في تدريس وتدريب الطلاب وإعطاءهم مزيداً من الأمثلة.

TABLE OF CONTENTS

No	The topics	Page No
	إستهلال	i
	DEDICATION	ii
	ACKNOWLEDGEMENTS	iii
	ABSTRACT	iv
	ABSTRACT (Arabic Version)	v
	TABLE OF CONTENTS	vi
	LIST OF APPREVIATONS	viii
	DEFINITIONS OF TERMS	ix
	CHAPTER ONE INTRODUCTION	
1.0	Background of the Study	1
1.1	Statement of the Study Problem	2
1.2	Questions of the Study	2
1.3	Hypotheses of the Study	2
1.4	Objectives of the Study	3
1.5	Significance of the Study	3
1.6	Methodology of the Study	3
1.7	Limits of the Study	3
	CHAPTER TWO LITERATURE REVIEWAND PREVIOUS STUDIES	
2.1	Introduction	4
2.2	Definitions of Idioms	4
2.3	Types of Idioms	10
2.4	Further Types of Idioms	11
2.5	The Importance of Idioms	11
2.6	Idioms Around the Globe	12
2.7	Idioms in the Arts	13

2.8	The Usage of Idioms	14
2.9	Where and When to use Idioms	14
2.10	The Differences between Idiom and Metaphor	14
2.11	The Difference between Idioms, Collocations and Phrasal Verbs	15
2.12	The Importance of Teaching Idioms	15
	Part Two: Previous Studies	16
	CHAPTER THREE METHODOLOGY	
3.1	Introduction	19
3.2	Population	19
3.3	Sample of the study	19
3.4	Tools and procedures	19
3.5	Validity and reliability	19
3.6	Summary	20
	CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSIONS	
4.1	Introduction	21
4.2	Data Analysis	21
4.3	Overall Result	29
4.4	Verification of the Result Against Hypotheses	29
	CHAPTER FIVE MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES	
5.0	Introduction	30
5.1	Main Findings of the Study	30
5.2	Conclusions	30
5.3	Recommendations	31
5.4	Suggestions for Further Studies	31
	References	33
	Appendix	36

LIST OF ABBREVIATION

The words	The Abbreviation
Understanding Figurative Language	UFL
Teaching English to Speaker for Other Language	TESOL
International Review of Applied Linguistics in Language Teaching	IRALLT
Teaching Idioms in the Second Language Classroom	TISLC
English for Academic Purpose	EAP
English for Special Purpose	ESP
Spoken Language and Applied Linguistics	SLAL

DEFINITIONS OF TERMS

The terms	The definitions
ring a bell	to be healthy and strong
dance the night away	a person who enjoys going to parties
bet the farm	to have a big success
heavy heart	feeling negative emotions like jealousy
in your dreams	an idea or plan that could never happen because it is impossible

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The researcher deals with one of the concepts which is called (idiomatic expression) and how the EFL learners use them in order to help students to overcome mistakes. Idioms are an important part of language and culture around the world. Idioms cause difficulties for English as a Foreign Language (EFL) learners because their meanings are unpredictable. To many EFL, learners, idioms are a stumbling block in their way to learn English. Obviously, this is because the meaning of the words that constitute an idiom does not match the intended meaning of the idiom. This study looks at the reasons behind the difficulties that EFL learners faced in using and understanding idiomatic expressions. Osman. R. J (2015) “Idioms are common types of figure of speech. Based on common linguistic definitions, an idiom is a combination of words that contains meaning that cannot be understood based on the literal definition of the individual words. An example of an idiom is “hit and sack” which means to go to bed. It can be used in a sentence like the following: I am so exhausted that I am going to hit and sack now”. According to Irujo (1986b), “idioms do not say what they mean’ because they are not literal”. She also stated that using idioms correctly is a very difficult task for English learners even if they know the intended meanings. Chuang, (2013) mentioned that: mastering idioms becomes a hard goal for L2 learners since the meaning of the text cannot be determined through individual analysis of each word.

1.1 Statement of the Study Problem

The researcher has noticed that most of EFL students at Sudanese Universities are unable to use and understand idiomatic expressions which are basic parts in learning English language and they require less effort to learn but they are neglected. This has prompted the researcher to investigate the Problems faced by Sudanese Universities Students in using and understanding idiomatic expressions. In English language there are some phrasal expressions which native speakers use all the time often without realizing that they are doing so.

Idioms or figurative idioms, although neglected before the 20th century, have received a great deal of attention from pedagogical point of view in recent years; it has been partly because of the growing awareness that these inseparable aspects of human language are very frequent in everyday language use.

1.2 Questions of the Study

This study will try to answer the following questions:

1. To what extent are Qualifying Year Sudan University students capable of using idiomatic expressions correctly?
2. To what extent are Qualifying Year Sudan University students able to match the idioms to their correct definitions?
3. What type of mistakes do Qualifying Year Sudan University students make when they give the meaning of them?

1.3 Hypotheses of the Study

This study attempts to verify the following hypotheses:

1. Qualifying year Sudan University Students are not sufficiently capable to understand and use idiomatic expressions.
2. Qualifying year Sudan University students are not able to match the idiom to their correct definitions.

3. Qualifying year Sudan University students make many mistakes when they try to give the correct meaning.

1.4 Objectives of the study

This study will achieve the following objectives

1. To find out whether qualifying year students are capable of using idiomatic expressions correctly.
2. To explore whether qualifying year students are able to match idiomatic expressions to their correct definitions.
3. To examine whether qualifying year students can make mistakes when they try to give the correct meaning.

1.5 Significance of the Study

Idiomatic expressions are frequently used by language in the world; this study is a useful aid for students who are not familiar with idiomatic expressions, beside it will help learners to know their meaning in the appropriate way.

1.6 Methodology of the Study

This study investigates the problems which face the EFL learners in using and understanding idiomatic expressions. The researcher conducts a test following the descriptive and analytical approach.

Research tools:A test, as a tool of data collection is administrated for qualifying year Sudan University Students. Majoring in English.

1.7 Limits of the Study

The study is limited to investigating the problems encountered by EFL Students. The study takes place at Sudan University of Science in the Colleges of Education Languages English, Department (both male and female) in the academic year 2019/ 2020.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

In this chapter the researcher explains and provides in details the core points about what an idiom is, usage, classifications, and their relations with the phrasal verbs, proverbs and collocations. The purpose of this chapter is to provide a theoretical background to the current study by reviewing relevant literature on idioms.

2.2 Definition of Idioms

Cooper (1999) argues for the essential role that idioms play in foreign language learning, remarks that most English speakers utter about 20 million idioms per lifetime; hence, using proper figurative language would be a mark of native-like speech in every language. The meaning of idiom is almost impossible to be understood unless making use of the cultural knowledge or have heard of them before. For example, instead of saying that someone has died, stopped breathing or does not exist anymore, the expression “kick the bucket” could be used (idioms.thefreedictionary.com). Idioms make use of mental pictures in order to provide an image of what is being said. For example, one might say that “I’m so hungry I could eat a horse” giving the listener a quite powerful idea about just how hungry one is (Cambridge Advanced Learner’s Dictionary). Lennon (1998) describes that “idioms, the colorful side of languages are one of the symbols used while we are communicating our thought and feeling, they are used to give life and richness to the language by taking the existing words, combining them in anew sense, and creating a new meaning just like a work of art.” Abel (2003) describes idioms as fixed expressions whose figurative meaning is not clear from the literal meaning of their individual constituents. Lundblom and Woods (2012)

write that idioms “appear in conversation, print (magazines and newspapers), and media (movies, radio, and television)” Moreover, Burke (1998) mentions that teaching students about and explaining non-literal language thoroughly in school is preferable to students hearing this type of language outside of the classroom. The term idiom is defined as an institutionalized multiword construction; the meaning of this cannot be fully deduced from the meaning of its constituent words, and which may be regarded as a self-contained lexical item (Webster’s Unabridged Dictionary of the English Language, 1989). According to (The Oxford English Dictionary, 1933) An idiom is a form of expression, grammatical construction, phrase, etc., peculiar to a language; a peculiarity of phraseology approved by the usage of a language, and having a signification other than its grammatical or logical one. When idioms in one language are translated in to other languages they may lose their actual meaning because many idioms are specific to the culture. Idioms are special mode of expression, use or grouping of words, peculiar to a specific language (The Universal Dictionary of the English Language, 1958). An idiom is a group of words whose meaning is different from the meanings of the individual words. e.g. “let the cat out of the bag” is an idiom meaning to tell a secret by mistake. (from the Oxford Advanced Learner’s Dictionary).An idiom is a common word or phrase with a culturally understood meaning that differs from what its composite words’ denotations would suggest; i.e the words together have a meaning that is different from the dictionary definition of the individual words. An idiom is a group of words in a fixed order that have a particular meaning that is different from the meaning of each word on its own. (Definition of idiom from the Cambridge English Dictionary).According to (idioms. the free dictionary) idioms can’t mean exactly what the words say. They have a hidden meaning. e.g “kick the bucket” and “spill the beans”. The meaning of these expressions is different from the literal meaning or definition of

the words of which they are made. Their meaning is however used figuratively. The first one means "to die" and the other mean to reveal something that was meant to be secret. (idioms.thefreedictionary.com). Another definition, an idiom is an expression cannot be understood from the individual meanings of its elements. (from Wikipedia). Outside of an educational environment the risk of the student misunderstanding an idiom, for example, is higher. The student might end up in a situation where he or she uses the idiom in the wrong context and gets into trouble or an awkward situation because of it. According to (Ifill ,2002) "an idiom as a fixed expression whose meaning cannot be taken as a combination of the meaning of its components part". Such as similar to that definition of Moon (2006) who considered an idiom to be fixed sequence of words that has a meaning beyond that of its constituent part. Lasro (1984) defined an idiom as "a string of words whose meaning is different from the meaning by the individual words". Alexander (1987) defined idioms as "multi-word units which have to be learned as a whole, along with associated sociolinguistic, cultural and pragmatics rules of use" (p.178). Mousa. E. A. (2015) "Idioms are considered by many researchers as a colorful side language. Therefore, learners must see the language through rose-colored glasses to learn every single item that leads to proficiency". A definition found in the Longman Dictionary of Contemporary English (2009) states that an idiom is "a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'under the weather' is an idiom meaning 'ill' As Bruce Fraser (1970) considers an idiom as a single constituent or series of constituents whose semantic interpretation is independent of the formatives of which compose it". Al-kadi (2015) defined idioms as being "not literally translatable, as their meanings are unpredictable from the usual meaning of their constituent parts, particularly idioms of socio-cultural, historical, or political backgrounds". According to Stathi (2006:27), the

term 'idiom' can refer to two types of fixed expressions. First, in a narrow sense, idioms are 'expressions whose idiomaticity is semantic; typical expressions are kick the bucket, spill the beans etc. Second, idiomaticity is a formal property of expressions and is more or less equated with the fixedness of form; for example, by and large. On the other hand, other scholars like Richard and Schimdt (1987) define an idiom as "an expression which functions as a single unit and whose meaning cannot be worked out from separate parts". Noor. H & Fallatah. M (2010) say that "Idioms are the colorful side of languages. They help people to emphasize and make their observations, judgment and explanations lively and interesting. They also enable people to communicate a great deal of information in just a few words". Further Baker (1992) rightly points out that idioms are "frozen patterns of language which allow little or no variation in form and in the case of idiom often carry meaning which cannot be deduced from their individual meaning" thus with idioms a user cannot normally change the order of the words in them, delete a word from them, replace a word with another or change their grammatical structure unless he or she is intentionally making a joke or trying a play on words (Baker,1992).Gibbs in 1984 argues that "when a native speaker encounters a familiar idiomatic expression. s/he will access its figurative sense directly without any references to literal meaning and will not process the idiom literally before comprehending its intended non-literal meaning. Like all languages, English is the language that is full of idioms and it's widely used by native speakers of the language both in their written and spoken languages and they (i.e. native speakers) tend to use idiomatic expressions spontaneously without thinking of the figurative meaning. Therefore, it's inevitable for (EFL) learners to face some difficulties in understanding idiomatic expressions because they don't know what the image or nature of idiom are based on" Abdelrahman, I. A. (2019).

The following is a list of common idioms and their meanings

Idioms	Meaning
Actions speak louder than words	people's intentions can be judged better by what they do than what they say.
At heart	basically, fundamentally
Ball is in your court	It is up to you to make the next decision or step
Barking up the wrong tree	looking in the wrong place. Accusing the wrong person
Beat around the bush	avoiding the main topic. Not speaking directly about the issue.
Beating a dead horse	giving time or energy to something that is ended or over
break the ice.	to pave the way for a certain matter.
Blessing in disguise	something good that isn't recognized at first
Can't judge a book by its cover	cannot judge something primarily on appearance.
Cat got one's tongue	cannot talk
Caught between two stools	when someone finds it difficult to choose between two alternatives
Cool as cucumber	ultimately quite
Costs an arm and a leg	something which is very expensive
Cry over spilt milk	when you complain about a loss from the past.
Curiosity killed the cat	being Inquisitive can lead you into an unpleasant situation.
Cut corners	when something is done badly to save money.
Cut the mustard	to succeed; to come up to expectations; adequate enough to compete or participate
Don't count your chickens before the eggs have hatched	this idiom is used to express "Don't make plans for something that might not happen".
Don't give up the day job	you are not very good at something. You could definitely not do it professionally.
Don't put all your eggs in one basket	do not put all your resources in one possibility.
Dressed to the nines	dressed very well
Elvis has left the building	the show has come to an end. It's all over.
Feel a bit under the weather	meaning: Feeling slightly ill.
Fit as a fiddle	being in good health
From the horse mouth	to take something from its original source

Getting a second wind	having energy again after being tired
Give the benefit of the doubt	believe someone's statement, without proof.
Giving someone the cold shoulder	ignoring someone
Hit the nail on the head	do or say something exactly right
It takes two to tango	actions or communications need more than one person
Jump on the bandwagon	join a popular trend or activity.
Keep something at bay	keep something away.
Kill two birds with one stone	this idiom means, to accomplish two different things at the same time.
Last straw	the final problem in a series of problems.
Let the cat out of the bag	to share information that was previously concealed
Look blue	an awfully sad person
Make a long story short	come to the point - leave out details
Miss the boat	this idiom is used to say that someone missed his or her chance
No pain, no gain	you have to work hard in order to see results
Not playing with a full deck	someone who lacks intelligence.
On the ball	when someone understands the situation well.
Once in a blue moon	meaning: happens very rarely.
Out of date	something that is old
Picture paints a thousand words.	a visual presentation is far more descriptive than words.
Piece of cake	a job, task or other activity that is easy or simple.
See eye to eye	this idiom is used to say that two (or more people) agree on something.
Sit on the fence	this is used when someone does not want to choose or make a decision.
Steal someone's thunder	to take the credit for something someone else did.
Sooner or later	eventually, after a period of time
Take with a grain of salt	this means not to take what someone says too seriously.
To be in the clouds	to be out of one's mind
To lead a dog's life	to live a distributed life
Up to date	something that is very modern
When the time is ripe	when we come exact time
Whole nine yards	everything. All of it.

2.3 Types of Idioms

Idiomatic expression forms are an important part of English vocabulary and an active tool to conceptualize the social environment and reality around us. Grammarians and linguists have made many attempts over the time to categorize idioms. The categorization of idiomatic expressions might be a complex linguistics process. Idiom classifications according to their spectrum of dictionary. It is one of the most important classification of idioms is the degree of idiomatic expression carries. By this criterion, idioms may be classified as follows:

2.3.1 Transparent Idioms

These types of idiomatic string which their meanings are easy to comprehend and translate also can be inferred from the significance of their constituents (one- to-one semantic relations between the idiom constituents and components of the idiom's meaning) e.g. to fight a losing battle. (tack and for the to see the light).

2.3.2 Semi- transparent Idioms

Semi- transparent idioms are idiomatic expressions which usually carry a metaphorical sense and their constituents have a small role in comprehending the overall meaning of the expressions.e.g.to break the ice (to reveal the tension).

2.3.3 Semi- Opaque Idioms

This group of idioms refers to these idiomatic expressions in which the figurative sense is not related to that of the constituent words of the expressions.e.g.to pass the buck (to pass responsibility). To know the rope (to know how a particular job should be done).

2.3.4 Opaque Idioms

This type of idioms is the most difficult one among the other idiomatic expressions because the relation between idiom's constituents and its manning

may be Opaque and the senses of individual words can be nevertheless constraining both interpretation and use (e.g. to burn one's boat to make retreat impossible).

2.4 Further Types of Idioms

According to Fernando (1996), idioms can be grouped into three sub-classes: pure idioms, semi-idioms and literal idioms.

A pure idiom is a type of conventionalized, on-literal multiword expression whose meaning cannot be understood by adding up the meanings of the words that make up the phrase. For example, the expression spill the beans is a pure idiom, because its real meaning has nothing to do with beans.

A semi - idiom, on the other hand, has at least one literal element and one with a non-literal meaning. Foot the bill (i.e. "pay") is one example of a semi-idiom, in which foot is the non-literal element, whereas the word bill is used literally.

A literal idiom, such as on foot or on the contrary is semantically less complex than the other two, and therefore easier to understand even if one is not familiar with these expressions. Fernando's classification of idioms is based on the degree of lexical variance in idioms.

2.5 The Importance of Idioms

"Since idiomatic expressions are frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary importance in the curriculum" (Cooper, 1998).

The English language being very flexible constantly enriches its vocabulary with words invented by language speakers, making more colorful with new idiomatic expressions and, at times, refills its stocks with the borrowing and neologism. English just amazes by its extraordinary linguistics diversity.

Professor Kounin defined idiom “as a stable combination of words with fully or partially figurative meaning” (Kounin, 1970).

Idioms are always something special about any language: they build up some distinctive features which differ one language from another. Idioms are not a separate part of the language which one can choose either to use or to omit, but they form an essential part of the general vocabulary of English. A descriptive of how the vocabulary of the language is growing and changing will help to place idioms in perspective.

2.6 Idioms Around the Globe

Where there's language, there's figurative language. That is, people are going to play on words and come up with quip, new expressions. Let's take a look at some of our global neighbors' idioms:

In Armenian, "stop ironing my board" means stop bothering me. **In French**, "when chickens have teeth" means something's never going to happen. Also in **French**, "I have other cats to whip" means I have other things to do. **In German**, "to tie a bear to someone" means you've tricked them. Also in **German**, "an elephant made out of a fly" means to make a big deal out of nothing. **In Italian**, "not all doughnuts come with a hole" means you don't always get what you want. Also in **Italian**, "to treat someone with a fish in their face" means to disrespect someone.

In Japanese, "my cheeks are falling off" means the food is really delicious.

Also in **Japanese**, "to have dumplings instead of flowers" means you've chosen something useful over something decorative. **In Polish**, "mustard after lunch" means it's too late to do something. Also in **Polish**, to "get stuffed with hay" means someone's asking you to go away. **In Portuguese**, "he who doesn't have a dog, hunts with cats" means you make the most of what you've been given. Also in **Portuguese**, "take your little horse away from the rain" means something's

never going to happen. In **Spanish**, "a cat in gloves catches no mice" means nice guys always finish last. Also in **Spanish**, "a lot of noise and no walnuts" means someone's all talk and no action.

It's very important to have a firm understanding of each culture's idioms. The terminology that one country uses can have a vastly different meaning in another country. For example, in **Finnish**, "with long teeth" means you're doing something you don't want to do. However, in **French**, to "have long teeth" means you're very ambitious. Quite different, right?

2.7 Idioms in the Arts

Similar to various cultures who adopt their own set of idioms, smaller groups of people do the same. Actors, painters, performers, and writers tend to use their own idioms, almost bordering on slang, to encourage each other and forge a unique sense of community. Here are some of the most popular idioms used in the art world: "Break a leg" means good luck.

When you encourage someone to "break a leg," you might also want to encourage them to "knock 'em dead" or do a great job.

When you encourage a friend to "sing their heart out" before a performance, you're encouraging them to give it their all (and have some fun).

"Get the hook" means it's time to pull an actor off the stage because he's performing horribly.

If someone needs to "get the hook," the actor most likely "bombed," meaning he was so terrible. If an actor "bombed," then they're likely to be "upstaged" by another actor who performed better. If you're excited to "sink your teeth" into a new book, it means you're really excited to start reading it.

If an artist "breaks new ground," it means his work is important and innovated.

2.8 The Usage of Idioms

According to Wikipedia ‘‘An idiom is a widely used saying or expression that contains a figurative meaning that is different from the phrase’s literal meaning’’. For example, if you say you’re feeling ‘‘under the weather’’, you don’t literally mean that you’re standing underneath the rain. Many idioms are quite informal, so use them carefully. You will need to be able to understand a lot of idioms if you want to read English fiction, newspapers or magazines, or understand TV shows, films and songs. People also often use idioms for humor or to comment on themselves, other people and situations. You will also sound more natural and fluent if you can use idioms in everyday conversation or informal writing. Be careful not to use too many, though!

2.9 Where and When to Use Idioms

One of the major difficulties for the learners ‘knowledge is; in which situations it is correct to use idioms. Informal idioms are used in every day spoken English and in personal letters. Learners are advised to avoid using slang and taboo expressions until their mastery of expressions is complete. A further difficulty knows whether an idiom is appropriate or natural in a certain situation (idioms. the free dictionary).

2.10 The Differences between Idiom and Metaphor

Cambridge Dictionary differentiate between idiom and metaphor and defined them as: An idiom is a group of words whose meaning considered as a unit is different from the meanings of each word considered separately. e.g. our new computers are already up-and-running.

The idiom up-an-running means to be operational (a technical process) and to be ready to use. A metaphor is ‘‘an expression that describes a person or object by referring to something that is considered to possesse.g. ‘‘Jack is a cold person’’

that is not mean Jack is feeling cold. When someone is being unfriendly, insensitive, or rude towards you, you may describe them as being cold. This doesn't mean he is feeling cold physically.

2.11 The Difference between Idioms, Collocations and Phrasal Verbs

From Wikipedia website there is differences between these terminologies:

2.11.1 Idiom: It is an expression whose meaning is different from the meaning of the individual word. For example, to have your feet on the ground is an idiom meaning to be sensible.

2.11.2 Collocations: A collocation is a word or phrase which is frequently used with another word or phrase, in a way that sounds correct to speakers of the language. For example, heavy rain.

2.11.3 Phrasal verbs: A combination of words that is used like a verb and consists of a verb and an adverb or preposition, for example give in or come up with.

2.12 The Importance of Teaching Idioms

According to several researchers, this method is archaic and they have suggested new and alternative ways of teaching idioms. Since native speakers use a numerous of idioms during the course of every day and since it is important to teach idioms to L2 learners, teaching idioms received much more attention recently and it becomes a topic in teaching ESL and EFL learners after it was a neglected topic (Tarcaonu,2012). It is important to have a clear view on how to implement a methodology to teach idioms. However, the argument between the traditional method and conceptual metaphors instruction on how to teach idiom is not over.

Part two: Previous Studies

Study one

Osman. R. J.(2015) conducted a M.A study entitled: “Investigating the Difficulties Encountered by Sudanese EFL learners in Using and Understanding the Idiomatic expressions”.

This study was carried in 2015 in Sudan University of science and Technology, College of languages 4th year’s students, by Reem Jafar Osman Mahjoob. It investigates the performance of fourth year students at Sudan University of Science and Technology. The researcher investigated the reliability to improve the ability of English students to understand the idiomatic expressions.

The findings of this problem reflected that:

Mastering the knowledge of Idioms helps a lot in enhancing and developing the process of learning and teaching English as foreign language. Learning Idioms helps EFL learners in improving their communication skills. Idiomatic expression is more effective in language learning; it facilitates the interactions with others.

Study two

Mousa, E. A (2015) conducted IJSR entitled “Investigating Difficulties that Face Sudanese Students in Understanding English Idiomatic Expressions”

This study carried in 2015 in International University of Africa/University of Majmaah, KSA by Elbushari Abdoun Elbushra Mousa .The researcher designed questionnaires on idiomatic expressions for ELT teachers at different universities. Findings revealed low ability of the students in understanding English idiomatic expressions. Finding also revealed that English students did not use particular strategy while encountering unknown idioms. Students better understand idiom in context. Finally, the researcher proposed conducting research on the effect of context on teaching idiomatic expressions. understanding the idiomatic expression by EFL learners.

Study three

Abdelrahman, I. A. (2019) conducted a study entitled: Investigating the Difficulties Encountered by Sudanese (EFL) Learners in Using and Understanding Idiomatic Expressions in Written Texts

This study was carried by Abdelrahman, Idriss, Abdelrahman Idriss in (2019) at Sudan University of Science and Technology. The researcher adopted the descriptive method of research. The researcher designed a test on idioms for the qualifying year's students at SUST. The findings of the study reveal that, idiomatic expressions pose many difficulties to Sudanese (EFL) learners at Sudan University and that (i.e. the students) were totally unaware of the meaning of idiomatic expressions in context, besides their inability to use the contextual clues to guess the meaning of unfamiliar idiomatic expressions.

Study four

Hashim Noor & Maysoun Fallatah conducted a study entitled: An Investigation of Some Difficulties in Idioms Encountered by Saudi Learners of English.

The study was carried in (2010) by Hashim Noor & Maysoun Fallatah at Taibah University. The results of this study indicate that most of the Saudi students of this study, Saudi English major female students, are able to recognize and comprehend idioms in context more than idioms out of context. They also support the notion that context has a significant effect in facilitating the processes of recognizing and comprehending English idioms effectively. It also appears that some idioms are more easily recognized and comprehended than others because they are familiar or frequently used, simple or short with known vocabulary, semantically transparent and not too colloquial.

The researcher agrees with them that, learning idioms help EFL Students in improving their communication skills.

Summary

In this chapter the researcher discusses and defines the terms of idioms, traces some related previous studies of this work. Then, the researcher points out the usage of idioms, the differences between the idioms and metaphor. And discusses the importance of teaching idioms.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter the researcher discusses the methods that used for collecting and analyzing the data and describes the participants of the study. Then the researcher discusses the validity and reliability of this study.

3.2 Population

The target population of this study is Qualifying Year Students at Sudan University of Sciences and Technology-Department of English Language. The researcher has collected the data using a test distributing to the sample chosen from population.

3.3 Sample of the Study

The sample of this study will be selected randomly. It consists of 30 students. These 30 students are both (male and female) all of them answered the test.

3.4 Tool and Procedures

Data of this study obtained by using a test. It consists of three questions that the Qualifying Year Students agreed to answer it. They did it in the class. They have been given 30 minutes to do it. The test marked by the researcher and the total mark of each paper is 20. The researcher analyzed the data statistically by using the SPSS programme.

The result of the test will be shown in the following chapter.

3.5 Validity and Reliability

The researcher has consulted three teachers - which are PhD holders, Dr. Nagla Taha, Dr. Muntasir Hassan Mubarak and Dr. Kamal Alkhwad. They agreed that the questions of the test are appropriate to cover the questions and the hypotheses

of this study and will achieve the study's aim. - after preparing the test. Some modifications were made with final version is printed and given to the students.

Table (3.1): Reliability Co-efficient

Test	
Reliability co-efficient	Validity
0.753	0.79

Name	Academic position	Academic institution
Dr. Nagla Taha	Assistant Professor	Sudan University for Science and Technology
Dr. Muntasir Hassan	Assistant Professor	Sudan University for Science and Technology
Dr. Kamal Alkhwad	Assistant Professor	Sudan University for Science and Technology

Source: prepared by the researcher through SPSS

As it is shown in the table above of the reliability and validity coefficients, the calculated values are (0.753) and (0.79) respectively which are close to value (1). This is an indication of the high validity and reliability of the test and its statistical significance.

3.6 Summary

In this chapter, the researcher will describe how the data are collected which will be collected through a test. In the following chapter the researcher will analyze the data using SPSS programme.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

In this chapter the researcher analyzes the students' test qualitatively giving a detailed explanation of students' performance on idiomatic competence. The frequencies and percentages of each question is presented along with associated charts. Later on, the researcher conducts a descriptive analysis to show where problem lies within the test.

4.1 Data Analysis

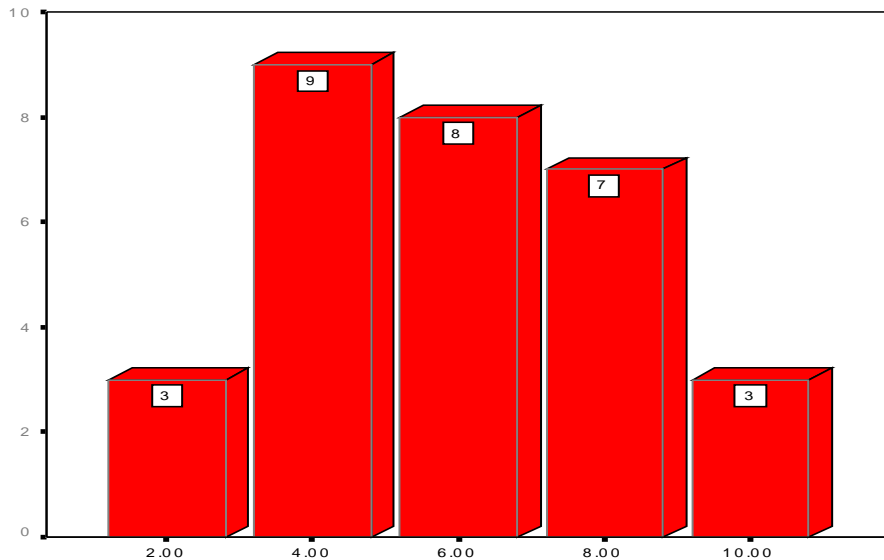
Frequency and Percentage of Question (1):

Determine the meaning of the bold type expression by choosing the best answer.

Table (4.1): frequency and percentage of Question (1)

Marks	Frequency	Percentage
2.00	3	10.0%
4.00	9	30.0%
6.00	8	26.7%
8.00	7	23.3%
10.00	3	10.0%
Total	30	100.0%

Figure (4.1): frequency and percentage of Question (1)



The table and figure (4.1) shows the frequency and percentage of the different marks that students got in first question of the test. As it is shown in the table, the marks range between (2) to (10). Out of the (30) students, (3) of them get 10 marks with percentage (10%) and (3) get 2 marks with percentage (10%). The researcher noticed that most of the students (9) get 4 marks with percentage (30%) which means a poor performance compared to the average mark (5). This is a clear indication that students find difficulties to answer the first question correctly.

According to the results above the researcher can confirm the first hypothesis' claim that *“qualifying year Sudan university students are not barely capable to understand and use idiomatic expressions”*.

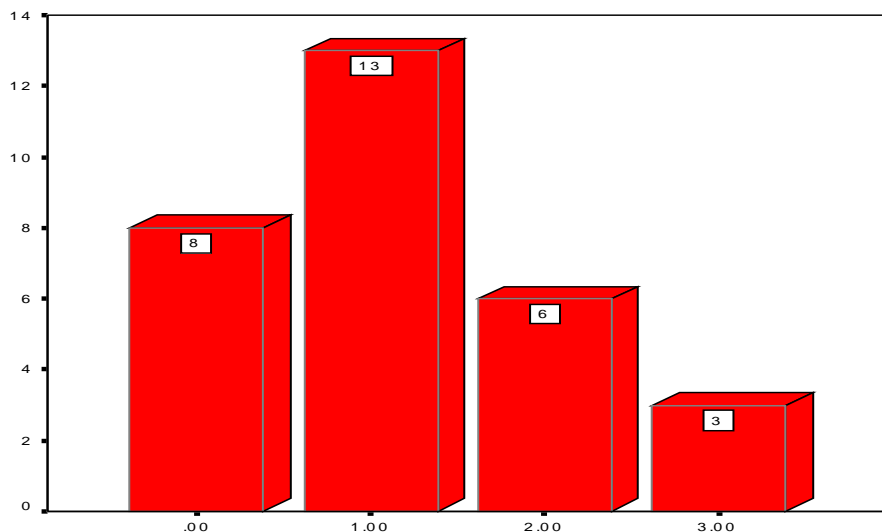
Frequency and Percentage of Question (2):

Complete the expressions by using the appropriate word from the box:

Table (4.2): Frequency and percentage of Question (2)

Marks	Frequency	Percent
.00	8	26.7%
1.00	13	43.3%
2.00	6	20.0%
3.00	3	10.0%
Total	30	100.0%

Figure (4.2): Frequency and percentage of Question (2)



The table and figure (4.2) shows the frequency and percentage of students marks in the second question. As it is clear from the table data, the students' marks range from (0) to (3). This question is more difficult for the EFL learners than the first one. Out of the (30) students participated in the test, 8 of them get 0 mark with percentage (26.7%), while 3 of them get 3 marks with percentage (10%).

According to the results above the researcher confirmed the second hypothesis' claim that *“qualifying year Sudan university students are not able to match the idiom to their correct definitions”*.

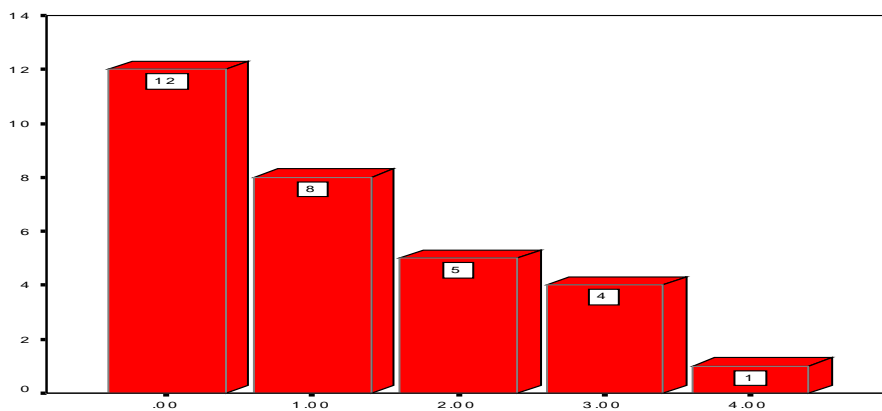
Frequency and Percentage of Question (3):

Give the correct meaning of the following expressions.

Table (4.3): Frequency and percentage of Question (3)

Marks	Frequency	Percentage
.00	12	40.0
1.00	8	26.7
2.00	5	16.7
3.00	4	13.3
4.00	1	3.3
Total	30	100.0

Figure (4.3): Frequency and percentage of Question (3)



The table and figure (4.3) shows the frequency and percentage of the third question of the students' test. The question asks students to give correct meanings of particular expressions. As shown in the table and figure above, the students' marks range from (0) to (4). Out of the (30) students participated in the test, 12 of them get 0 marks with percentage (40%), and 1 student gets 4 marks with percentage (3.3%). According to the results above the researcher can confirm the third hypothesis' claim that "*qualifying year Sudan university students do many mistakes when they try to give the correct meaning*".

Descriptive Statistics:

The descriptive statistics show how the participants do generally in the test. The mean and standard deviation values are calculated for each of the three questions.

Table (4.4): Mean and standard deviation of students' marks in all questions

Questions	N	Mean	Std. Deviation
Q1	30	5.8667	2.34496
Q2		1.1333	.93710
Q3		1.1333	1.19578

As it is shown in table (4.4), the mean value of the first question is (5.8667) which indicate that the overall performance of the EFL learners in this first question (Q1) is better than their performance in the other two questions (Q2) and (Q3).

Table (4.5) Friedman Test of Students' Test Questions

	Mean Rank
Q1	2.95
Q2	1.52
Q3	1.53

In table (4.5) which shows the mean rank of Friedman test, the researcher clearly noticed that the average mark that students get ranges from (1.52) to (2.95) which is below pass (5) in each of the three questions.

Table (4.6): Chi-square Value

N	30
Chi-Square	44.716
Df	2
P-value. Sig.	.000

In table (4.6) the chi-square value is (44.716) while the degree of Friedman (FD) which means the number of questions minus 1 is (2). The p-values is an indication of a significant differences between the three questions in the students' test.

As it is seen in the above table, the value is less than the standard value (0.05) which indicates that there are significant differences in students' mark, hence their performance through the three questions.

Detailed Analysis of the Test questions:

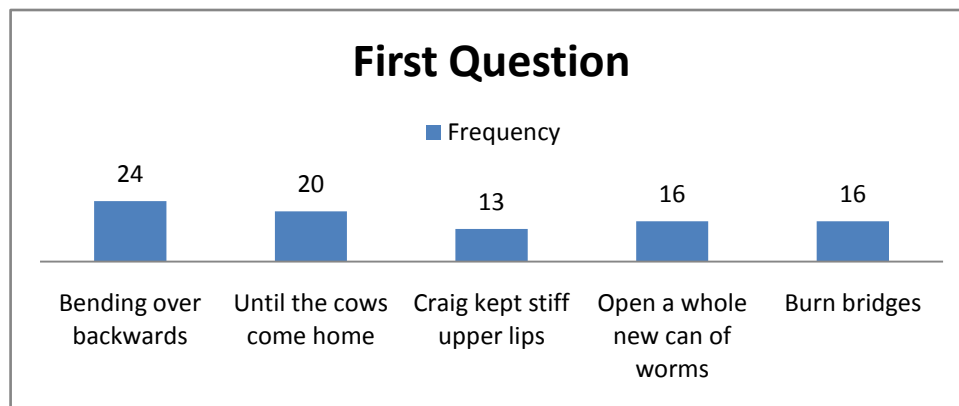
Table (4.7): Detailed analysis of question (1)

Determine the meaning of the bold type expression by choosing the best answer.

Expressions	Frequency	Percentage of correct	Percentage of incorrect
Bending over backwards	24	80%	20%
Until the cows come home	20	66.6%	33.4%
Craig kept stiff upper lips	13	43.3%	66.7%
Open a whole new can of worms	16	53.3%	46.7%
Burn bridges	16	53.3%	46.7%

Figure (4.4): Detailed analysis of question (1)

Determine the meaning of the bold type expression by choosing the best answer.



The table (4.7) and figure (4.4) above show the detailed analysis of the first question of the students' test. Looking at the table data, the researcher can notice that students somehow do well in answering the sub-questions as the percentage of the most correct answers is greater than the percentage of the incorrect answers. This indicates that students find an easy way to determine the meaning of the given expressions. The maximum percentage of the correct answers is (80%) and the minimum is (43.3%).

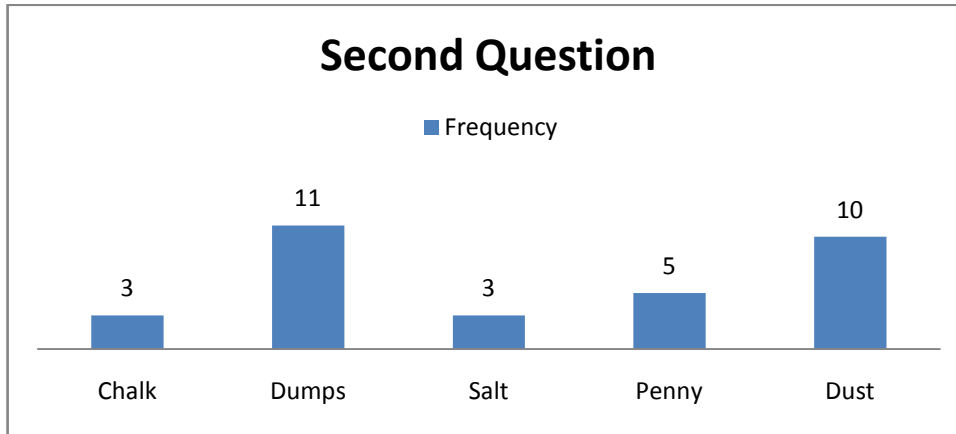
Table (4.8): Detailed analysis of question (2)

Complete the expressions by using the appropriate word from the box:

Words	Frequency	Percentage of correct	Percentage of incorrect
Chalk	3	10%	90%
Dumps	11	36.6%	63.4%
Salt	3	10%	90%
Penny	5	16.6%	83.4%
Dust	10	33.3%	64.7%

Figure (4.5): Detailed analysis of question (2)

Complete the expressions by using the appropriate word from the box:

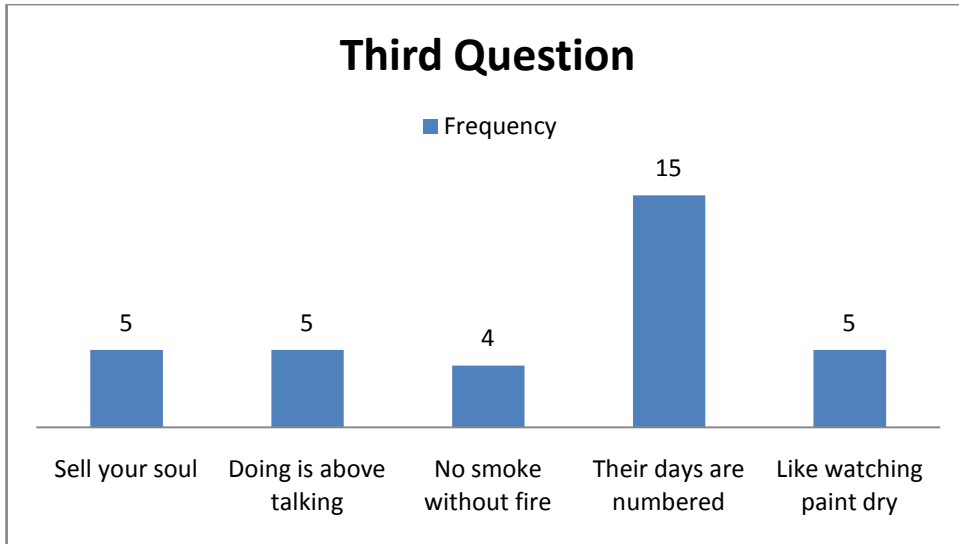


The table (4.8) and figure (4.5) above show the detailed analysis of the second question of the students' test. Looking at the table data, the researcher notices that the percentage of the correct answers in the five points of the second question is less than the percentage of the incorrect answers. This indicates that students find serious difficulty to put the appropriate words in their suitable places. The maximum percentage of the correct answers is (36.6%) and the minimum is (10%).

Table (4.9): Detailed analysis of question (3)
Give the correct meaning of the following expressions.

Expressions	Frequency	Percentage of correct	Percentage of incorrect
Sell your soul	5	16.6%	83.4%
Doing is above talking	5	16.6%	83.4%
No smoke without fire	4	13.3%	86.7%
Their days are numbered	15	50%	50%
Like watching paint dry	5	16.6%	83.4%

Figure (4.6): Detailed analysis of question (3)
Give the correct meaning of the following expressions.



The table (4.9) and figure (4.6) above show the detailed analysis of the third question of the students' test. Looking at the table data, the researcher notices that the percentage of the most correct answers in the five sub-questions is less than the percentage of the incorrect answers. This indicates that students find serious difficulty to give the correct meanings of the given expressions. The maximum percentage of the correct answers is (50%) and the minimum is (13.3%).

4.3 Overall Results

Based on the tables of frequency and percentage, the researcher noticed that the performance rate of students is poor in the second and the third questions. This result proves that idiomatic competence of the EFL learners is problematic issue especially graduate students. The descriptive analysis and detailed analysis of the three questions show the exact problem of the participants.

4.4 Verification of the Result Against Hypotheses

In this section the researcher will verify the study's hypotheses with reference to the results obtained from the students' performance in the test in order to see to what extent the hypotheses were accepted or rejected.

Hypothesis one: Qualifying year Sudan University Students are not sufficiently capable to understand and use idiomatic expressions.

The frequency and the percentage of the first question in the test were proved and confirmed this hypothesis.

Hypothesis two: Qualifying year Sudan University students are not able to match the idiom to their correct definitions.

From the analysis of the study's tool, the result shows that this hypothesis was confirmed by the students' performance in the second question in the test.

Hypothesis three: Qualifying year Sudan University students make many mistakes when they try to give the correct meaning.

The results obtained from the analysis of the third question in the test was accepted this hypothesis.

CHAPTER FIVE

**MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES**

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

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

5.1 Main Findings of the Study

1. Qualifying Year Sudan University Students are not barely capable to understand and use idiomatic expressions.
2. Qualifying Year Sudan University Students are not able to match the idiom to their correct definitions.
3. Qualifying Year Sudan University students do many mistakes when they try to give the correct meaning.

5.2 Conclusions

The researcher recommends the following:

It is advisable for the teachers to encourage EFL learners to differentiate between idiomatic expressions, proverbs and colloquial language while learning. The teachers are advised to raise the EFL learners' awareness about the idiomatic expressions importance in academic texts and subjects as well. Enhancing the general knowledge of idiomatic expressions that promote language fluency and accuracy. Developing specific strategies in teaching idioms in a way that helps EFL learners to fully ransacked and use idioms

5.3 Recommendations

With the reference to these findings of the present study, the researcher provides some recommendations for the future researchers, teachers and students as well which might help them in studying or conducting studies in idiomatic expressions and the related topics. Since this study aims at investigating the problems encountered by EFL learners in using and understanding the idiomatic Expressions, the researcher recommends to:

1. Students should widen their knowledge concerning idiomatic expressions and their meanings.
2. Teacher should pay more attention on how to teach idiomatic expressions and give students extra examples concerning them.
3. The researcher recommends further studies in the area of idiomatic expressions, so as to look close at the cause of the main problem.
4. Students should have a lot of exercise on how to find the meaning of idiomatic expressions from the context.

5.4 Suggestions for Further Studies

As this study comes to the end, the researcher suggests to the researchers, teachers and students the following:

1. Further studies require continuous investigation to these problems that EFL learners face in identifying the meanings of idiomatic expressions, in other Sudanese universities and starting from earlier levels, so that will lead to reasonable improvements and enhancements in both levels of their competence and performance.
2. These continuous investigations should involve all concerned parties; teachers, students and the university curriculum that will make them more fruitful.

3. Using data collection tools such as tests and quizzes for the students and questionnaires for the teachers are important to obtain more information about the participants' understanding and using idiomatic expressions.
4. Moreover, studying investigating teachers' methods and teaching strategies will help to root out the problems if these were part of the causes. Furthermore, the teachers are advised to use the results of the studies to develop more effective techniques and strategies in order to improve their students' understanding and using to idiomatic expressions.

Finally, after conducting studies and making continuous investigations in this topic and in the relative ones as well limited to the EFL learners, it would be useful to apply the results obtained so as to improve their understanding and using to the idiomatic expressions.

REFERENCES

REFERENCES

1. Abdelrahman, Idriss, Abdelrahman Idriss, (2019), Investigating the Difficulties Encountered by Sudanese (EFL) Learners in Using and Understanding Idiomatic Expressions in Written Texts, MA thesis, Sudan University of Science and Tchnology.
2. Abel, B. (2003). English idioms in the first language and second language lexicon: A dual representation approach. *Second Language Research*.
3. Alexander, R. (1987). Problems in understanding and teaching idiomaticity in English. *Anglistik and Eneglichunterricht*, 32(2), 105-122.
4. Al-Kadi, A. (2015). Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language teaching and Research*, 6(3), 513-523. <https://doi.org/10.17507/jltr.0603.06>.
5. Baker M (1992). In *Other Words: A course book on translation*. London and New York: Routledge.
6. Burke, D. (1998). Without Slang and Idioms, Students Are “In the Dark!”. *ESL Magazine*, 1(5), pp. 20 – 23.
7. Chuang, Y. (2013). A study of the relationship between college EFL learners’ vocabulary size and idiomatic reading comprehension. *NCUE Journal of Humanities*, 7, 59-76.
8. Cooper. T .C (1999) processing of idioms by L2 learners of English. *TESOL-Quarterly* 33(2).
9. Fraser B (1976). *The Verb-Particle Combination in English*. New York, San Francisco and London: Academic Press.
10. Gibbs R W (1994) *the Poetics of Mind: Figurative Thought, Language, and Understanding*. Cambridge University Press.

11. Hashim Noor & Maysoun Fallatah, (2010), An Investigation of Some Difficulties in Idioms Encountered by Saudi Learners of English, MA thesis, Taibah University, International Journal of Arabic-English Studies (IJAES) Vol. 11.
12. Ifill, T. (2002). Seeking in the nature of idioms: A study in idiomatic structure. Haverford College.
13. Irujo, S. (1986b). Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language. TESOL Quarterly, 20(2), 287-326
14. Larson, M. (1984). Meaning-based translation: A guide to cross language equivalence. Lanham, MD. New York and London: University Press of America.
15. Lennon, P (1998) Approaches to the teaching of idiomatic language. IRAL36.
16. Lundholm, E. & Wood, J. (2012). Working in classroom: improving idiom comprehension through class wide peer tutoring. Communication Disorder Quarterly33, 202-219. <https://doi.org/10.1177/1525740111404927>
17. Moon, R.(2006). Vocabulary connections: Multi- word items in English. In N Schmitt & M. McCarty (Eds.), vocabulary: Description, Acquisition and Pedagogy. Cambridge: Cambridge University Press.
18. Mousa. E. A. (2015) International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2015): 78.96 | Impact Factor (2015): 6.391
19. Osman. R. .J. (2015) Investigating the Difficulties Encountered by Sudanese EFL learners in Using and Understanding the Idiomatic expressions/Sudan University of science and Technology.
20. Richards, J. & Schimdt, R. (1990). Longman Dictionary of language teaching and applied linguistics. London: Longman.
21. Stathi, K. (2006). 'Corpus Linguistics meets Cognitive Linguistics: A Frame Work of the Analysis of Idioms.' German Cognitive Linguistics Association. 27-9.

22. Tărcăoanu, M. C. (2012). Teaching and learning idioms in English (theoretical and practical considerations). Scientific Journal of Humanistic Studies, 4(7).

23. The Cambridge Academic Content Dictionary. Cambridge University Press. The Universal Dictionary of the English Language. (1958). Henry Cecil Wyld (ed.) Great Britin: Butler and Tanner Ltd.

Internet reference:

1. <https://idioms.thefreedictionary.com>
2. en.wikipedia.org/wiki/English-language_idiom

Appendix

Appendix

Test

Dear student:

I'm conducting a study on idiomatic competence of English learners at college of graduate studies. Your responses are completely anonymous and confidential. Please feel free to respond to the questions. Your responses will be of great value to the findings. Thanks a million for your contribution!

Please answer all the questions.

Hypothesis one: Qualifying year Sudan University Students are not sufficiently capable to understand and use idiomatic expressions.

Question one:

Determine the meaning of the bold type expression by choosing the best answer.

1. After going to the zoo, the mall, and the movies, Cassie was sick of bending over backwards to entertain her nieces.
 - a. Cassie was doing very little to entertain her nieces.
 - b. Cassie was making small efforts to entertain her nieces.
 - c. Cassie was trying very hard to entertain her nieces.
2. Bobby would have been playing ball until the cows came home if it hadn't been for Suzie dragging him for dinner.
 - a. Bobby was just about to stop playing ball.
 - b. Bobby didn't even want to play ball to begin with.
 - c. Bobby would have continued playing ball for a long time.
3. Vivian expected Craig to sob uncontrollably when she broke up with him; however, Craig kept stiff upper lips.
 - a. Craig cried even more than Vivian had expected
 - b. Craig cried a little less than Vivian had expected.

- c. Craig did not cry.
- 4. Eric wanted to fix his cousin's computer, but he was already having problems setting up his Aunt's Wi-Fi network and he didn't want to open a whole new can of worms.
 - a. Eric wanted to go finishing instead of working on computers.
 - b. Eric was having difficulties untangling the computer wires.
 - c. Eric was not ready to begin working on a complicated new problem.
- 5. Even though Candace already had a new job, she submitted her two weeks' notice and conducted herself in a professional way at her old job because she didn't want to burn bridges.
 - a. Candace didn't want to ruin her positive relationship with her old employer.
 - b. Candace wasn't ready to start her new job.
 - c. Candace was waiting until her last day to rub it in everyone's face that she was leaving.

Hypothesis two: Qualifying year Sudan University students are not able to match the idiom to their correct definitions.

Question two:

Complete the expressions by using the appropriate word from the box:

Chalk -	dumps -	salt -	penny -	dust
---------	---------	--------	---------	------

1. It took me several second to grasp the meaning of her statement but finally the..... Dropped.
2. Marcin and Magda are as different as and cheese.
3. If you tell Maria there's a surprise English test today you won't see her for..... .
4. Neil is famous for making up the most incredible stories so you'd better take with a pinch of..... .

5. John's mean down in the Since his girlfriend ditched him for his best friend.

Hypothesis three: Qualifying year Sudan University students make many mistakes when they try to give the correct meaning.

Question three:

Give the correct meaning of the following expressions.

1. What does 'Sell your soul' mean.

.....
.....

2. What does 'Doing is above talking' mean.

.....
.....

3. What does 'No smoke without fire' mean.

.....
.....

4. What does 'Their days are numbered' mean.

.....
.....

5. What does it mean if something is 'Like watching paint dry'.

.....
.....