Using and Understanding Idiomatic Expressions in Written Texts

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ABSTRACT:
This study aims at investigating the difficulties encountered by Sudanese (EFL) learners in using and understanding idiomatic expressions in written texts. This study adopts the descriptive method of research. The researchers design a test on idioms for the qualifying year's students at SUST, College of Languages, at Department of English. The test was administered to (30) students who have been chosen randomly to represent the study's sample. As for the data analysis, the researchers use a computer programme known as the Statistical Package for the Social Sciences (SPSS).The findings of the study reveal that, idiomatic expressions pose many difficulties to Sudanese (EFL) learners at Sudan University and the students were totally unaware of the meaning of some idiomatic expressions in context, besides their inability to use the contextual clues to guess the meaning of unfamiliar idiomatic expressions. Based on these findings, the researchers recommend that formulaic language, in particularly idiomatic expressions should be given a considerable attention when designing and teaching English language syllabus and they are advised to be taught in context rather than in isolation and their meanings must be taken as a whole.
Key words: Idiomatic Expression figurative meaning text Foreign Language

المستخلص:

تهدف هذه الدراسة إلي تقصي الصعوبات التي تواجه السودانيين دارسي اللغة الإنجليزية لغة أجنبية في إستخدام وفهم العبارات الإصطلاحية في النصوص المكتوبة. وقد تبنت هذه الدراسة المنهج الوصفي للبحث, حيث قام الباحثان بإعداد إختبار عن العبارات الإصطلاحية لطلاب المستوى التمهيدي للماجستير في جامعة السودان للعلوم والتكنلوجيا, كلية اللغات, قسم اللغة الإنجليزية. وقد أجري الإختبار لعينة تتكون من ثلاثين طالباً تم إختيارهم عشوائياً. أما فيما يتعلق بتحليل البيانات وحسابها فقد إستخدم الباحثان برنامجآ في الحاسب الآلي يعرف بالحزمة الإحصائية للعلوم الإجتماعية. وتوصلت نتائج الدراسة إلي أن العبارات الإصطلاحية تشكل عدة صعوبات للسودانيين دارسي اللغة الإنجليزية في جامعة السودان وأن الطلاب غير مدركين تماماً لمعنى هذه العبارات, علاوة على عدم مقدرتهم لإستخدام مفاتيح السياق لتخمين معني العبارات الإصطلاحية غير المألوفة. وبناء على نتائج الدراسة, يوصي الباحثان بإعطاء العبارات الإصلاحية إهتماماً معتبرآ في إعداد وتدريس منهج اللغة الإنجليزية وأن هذه العبارات يجب أن تدرس في سياقها.

1-1: Introduction

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 (EFL) learners especially at a more advanced level.

So, because the words (morphemes) of a language are arbitrary (not predictable by rule), they must be listed in a mental lexicon. The lexicon is a repository of the words (or morphemes) of a language and their meanings (Victoria, et al: 151). Languages also contain many phrases whose meanings are not predictable on the basis of the meanings of the individual words. These phrases typically start out as metaphors and are repeated so often that they become fixture in the language. Such expressions are called idioms or idiomatic phrases. Idioms, grammatically as well as semantically, have special characteristics. They must be entered into the lexicon or mental dictionary as single items with their meanings specified, and learners must learn the special restrictions on their use in sentences.

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.

The very definition of an idiom has varied, and even today, there is no consensus as to what an idiom is: for some researchers, idioms include different types of fixed expressions, such as greetings or collocations, whereas others draw stricter lines. However; idioms are defined according to different syntactic and semantic aspects, but most definitions take an idiom as a phrase that generally has a fixed structure and non-literal meaning. For this reason most (EFL) learners faced problems when they deal with them. They cannot treat them the same way they deal with other types of fixed expressions, simply because idioms undergo syntactic operations. As for the semantic aspect of idioms, the difficulty has to do with their non- compositionality as their meaning is not directly related to the meaning of the words that constitute them.

To sum up, the definition of idiom depends very much upon what are considered to be the most salient features of an idiom. In earlier years, when language studies in general were more interested in structures than meaning, idioms studies, too, focused on the form of idioms and form was also the basis of an idiom's definition. Idioms were seen as frozen, multi-word expressions that tolerated little or no (structural) variation. They were also considered dead, that is, there was no link to be detected between their meaning and origin. More recent studies affected by functionalists views in linguistics, have approached idioms differently: instead of focusing on the structure, their emphasis has been on the meaning (s) of an idiom. It has been shown that idioms' meanings are far more arbitrary although the link between the literal and metaphorical meaning may not always be obvious. In this study, metaphorcity is taken to be the most important feature

of an idiom, as idioms are very much alive also tolerates both lexical and grammatical changes.

Finally, as for its importance, idiomatic expressions can help (EFL) learners penetrate into the culture, customs and lifestyle of the target language.

1-2: Statement of the Problem:

This study concerns with investigating the difficulties encountered by Sudanese (EFL) learners in using and understanding the meaning of idiomatic expressions in written texts. There is no doubt that idioms are an important aspect in English Language; therefore it is necessary for the Sudanese (EFL) learners to have some knowledge of these expressions in order to understand native speakers easily, however idiomatic expressions can pose many difficulties to Sudanese (EFL) learners because their meanings are unpredictable. To many Sudanese (EFL) learners idioms are stumbling block in their way to master English; this is because the meaning of the words that make up an idiom does not match the intended meaning of the idiom. Thus, it is very significant to look at the reasons behind the difficulties of English idioms that Sudanese (EFL) learners encounter in written texts. So, in order to diagnose the above cited problem in the present study, the researcher will design a test consisting idiomatic expressions to have insight into the problems investigated.

1-3: Objectives of the Study:

This study aims to:

1-Investigate the difficulties encountered by Sudanese (EFL) learners at Sudan University in understanding idiomatic expressions in written texts.

2-Dicover the awareness of the Sudanese (EFL) learners at Sudan University about the meaning of idiomatic expressions in context.

3-Find out whether Sudanese (EFL) learners at Sudan University use context clues to guess the meaning of idiomatic expressions in written texts.

1-4: Questions of the Study:

This study addresses the following questions:

1-What are the difficulties that face Sudanese (EFL) learners at Sudan University when they encounter idiomatic expressions in written texts?

2-To what extent do Sudanese (EFL) learners at Sudan University can be fully aware of the meaning of idiomatic expressions in context?

3-To what extent do Sudanese (EFL) learners at Sudan University use contextual clues to guess the meaning of idiomatic expressions in written texts?

1-5: Hypotheses of the Study:

The researchers assume that Sudanese (EFL) learners at Sudan University face difficulties in understanding the meaning of idiomatic expressions in written texts, these assumptions are as follow:

1-Sudanese (EFL) learners at Sudan University face many difficulties when dealing with idiomatic expressions in written texts.

2-Sudanese (EFL) learners at Sudan University are not fully aware of the meaning of idiomatic expressions in context.

3-Sudanese (EFL) learners at Sudan University are unable to use the contextual clues to guess the meaning of idiomatic expressions in context.

1-6: Significance of the Study:

Since idioms are frequently used in spoken and written English, language learners must make an effort to master idioms, though complete mastery perhaps nearly impossible, therefore; being competent in understanding idiomatic expressions within a written texts require a good knowledge of the culture of the target language. As such, this study is extremely important because it addresses one of the most significant, but relatively neglected areas of language studies at Sudan University. As for its contribution to knowledge it is intended to increase one's understanding the nature of idiomatic expressions, more specifically, (EFL) learners at Sudan University.

1-7: Methodology of the Study:

This study is descriptive; the researcher uses the descriptive analytical method of research to conduct the present study. As for data collection, the researchers design a test on idioms for the qualifying year's students at Sudan University, College of Languages, English- Department, where some of them will be chosen randomly to represent the sample of the study. As for data analysis, the researchers use a computer programme known as (SPSS) method to reveal the results

1-8: Limitations of the Study:

This study is limited to investigate the difficulties encountered by Sudanese (EFL) learners in using and understanding the meaning of idiomatic expressions in written texts. The sample will exclusively be drawn from the qualifying year's students at Sudan University of Science and Technology, College of Languages, Department of English in the year 2018-2019.

2-0. Literature Review and Previous Studies

Idiomatic expressions have long played an important role in the English Language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading or writing. They (i.e. idioms) are something special about any language and they build up some distinctive features which differentiate one language from another. They are not separate part of the language which can choose either to use or omit, but they form a significant part of the general vocabulary of English. Idioms appear in any language, and English has thousands of them. They are often confusing, because the meaning of the whole group of words taken together has little and often nothing to do with the meanings of the words taken separately. However, one of the interesting things about idioms is that they are anomalous to language. It is therefore, break the normal rules. They do this in two main areas in linguistics, semantically with regard to their meanings and syntactically have to do with their structures. Thus, this chapter attempts to broadly cover these two main aspects.

According to what is being mentioned above, this chapter will be divided into two parts. The first part attempts to account for the theoretical framework of the study that deals with the general features of idioms, their definition, types, classification and characteristics. In addition to that, the importance of idioms to (EFL) learners, the difficulties behind understanding idioms, enhancing the comprehension of idioms and the effect of context on (EFL) learners' understanding of idioms will be shown. The second part, on the other hand, highlights some related previous studies on idioms.

2-1.Characteristics of Idioms:

This section deals with some of syntactic and semantic characteristics that idioms have and attempts to look at some linguistic knowledge that might help us to understand why

idioms have such anomalous features. Frozenness, in turn, referred to the fixedness of idioms' form, in other words, idioms have very limited tolerance of transformations and variations. But, these views have been re-examined and challenged during the past few years, Lakoff et al, (1987, P.485). On the contrary, the more recent studies considered idioms as far from dead, that is, the relationship between the literal and figurative meanings can often be detected at least in the etymology of an expression, Nippold et al (1992). In this study, the terms figurativeness and metaphoricity are used as synonyms, because metaphoricity is one of the most frequently mentioned feature of idioms. Nearly all studies treat this characteristic as a fundamental attribute of an idiom. However, as has been mentioned in the previous section, there are different degrees of figurativeness, that is, how easily the meaning of an idiom can be detected or guessed; there are transparent, semi-transparent, semi-opaque, and opaque idioms. Therefore, the main aim of the following two sections is find how the different characteristics of English idioms affect (EFL) learners' interpretation.

2-2.Previous Studies on Idioms:

In this section, the researchers include all the previous studies and the published papers that are related to the current study.

2-2-1: Abdulla Elkheir, Sudan University of Science & Technology, (2012). The above mentioned researcher conducted a study entitled**: An Investigation into Difficulties of Understanding and Using English Idioms Facing Sudanese Students Majoring in English Language (Ph.D. thesis).**

In this study the researcher attempts to examine the difficulties which experienced by Sudanese students majoring in English Language in understanding and using English idioms. The researcher adopts the descriptive analytical method to conduct this study; he designs a test for the students at fourth level and a questionnaire for ELT teachers to obtain the required data.

The thesis provides a general description of the semantic, the syntactic and the lexical properties of idioms as well as the collocational restrictions that govern the idiomatic structure, besides, the researcher tries to show the status of idioms in language in general and in the Sudanese English Language syllabuses in particular. He also examines some of the most popular approaches and methods for learning and teaching English idioms.

The findings of this study reveal low abilities of Sudanese students in recognizing English idioms and the researcher attributes these problems to the negligence of idioms in English Language curricula.

Based on these findings, the researcher recommends that syllabus designers at Sudan University of Science & Technology should give utmost importance to idioms in particular and language chunks in general.

2-2-2: Motaz Abdulgader Morgan, Sudan University of Science & Technology, (2016).

The aforementioned researcher conducted an **(M.A thesis)** entitled: **The Impact of Phrasal Verbs and Idiomatic Expressions on Promoting the Linguistic Competence of (EFL) Learners.**

The aim of this study was to investigate the impact of phrasal verbs and idiomatic expressions on promoting the linguistic competence of EFL learner. The researcher who conducted the study has adopted the descriptive analytical method with dual tools; a questionnaire and a test for third year students at SUST. After the data being analyzed

through SPSS, the researcher came up with the following findings: most of teaching activities at SUST neglect using phrasal verbs and idiomatic expressions, students are much weaker in idioms than phrasal verbs.

Based on these findings the researcher recommends that: EFL learners are required to be well familiarized with language chunks and teachers should give their students enough time to practice phrasal verbs and idiomatic expressions.

2-2-3: Mohammed Amir Anwar Mohammed, SUST, (2017).

The above mentioned researcher conducted an **(M.A thesis)** entitled: **The Role of Teaching Idiomatic Expressions in Developing Basic Level Pupils' Linguistic Competence.**

This study aims to investigate the perspective of EFL teachers on idioms in language teaching and learning. The researcher looked into three major points that make idioms such an obstacle to the English learners, these three points were: 1-the difficulties of idioms including comprehension and usage 2-language connection with culture 3-methods of teaching idioms.

The purpose of this study is to prove how the idiomatic expressions are instrumental in consolidating the basic level pupils' linguistic competence. The sample was exclusively drawn from Smart International School and the data of the study has been collected by using written interview (survey). The researcher asked the participants to write about their own perspective in teaching English idiomatic expressions and the role of them in teaching EFL learners. The researcher uses SPSS to analyze the data.

The results of the study revealed that idioms are very important and they play a significant role in language teaching and learning. Based on the findings, the researcher recommended that: idioms are an important aspect of language and should not be skipped from language curricula and that there is a strong relationship between idioms and culture. The researcher also suggested that teachers should adopt effective ways in teaching idioms.

2-2-4: Fatimah S. Alshiraida, Assist. Instr. Department of English, Al-Turah University College, Al-USTATH Magazine, No 210, Volume Two, 2014.

The aforementioned researcher conducted a research paper entitled: **The Impact of Teaching Idiomatic Expressions on the foreign Language Learners' Comprehension.**

In this paper, the researcher explained the role of idiomatic expressions in improving the comprehension of the foreign language learners, as these expressions are cultural specifics and can affect the understanding of the foreign language learners. Therefore, it is important that these expressions should be introduced in foreign language textbooks and taught by the teachers of the foreign language. Idiomatic expressions should be taught in context and not in isolation because their figurative meaning is not obvious from the literal meaning of their individual constituents. Thus, this study aimed to find out whether teaching English idiomatic expressions improve the foreign language learners' comprehension in listening as well as reading skills and how this will enhance their fluency at speaking the foreign language.

Based on these findings, the researcher recommends that: Arab students who are learning English especially at the university level should be familiarized with the English Language specific idioms to improve their fluency in spoken English, and help them improve their reading comprehension.

3-0: Methodology

This chapter gives an account for the research method adopted, the population and the sample of the study, the instrument and the procedures for data collection. It also describes how data are analyzed, and how validity and reliability of the study's tool are verified. As mentioned earlier, the present study is a descriptive; the researcher uses the statistical analytical method to conduct the study.

3-1: Population of the Study:

The targeted subjects of this is roughly (80) students who are currently taking preparatory courses for the M.A program. (30) Of them were selected randomly inside the class of the study to represent the other students. They, (i.e. the students) were males and females from Sudan University of Science & Technology, College of Languages, Department of English.

3-2: Sample of the Study:

The sample of this study was exclusively drawn from the qualifying year's students who are majoring in English; their whole number was (30), the researcher distributed (16) copies of the test in the first session, while the other (14) copies were given out a week after to the same sample to verify the reliability of the tool. The participants involved in this study had been leaning English for at least (13) years, starting from basic school and continuing through secondary school, and then to college. Therefore, their overall language competence was supposed to be high, since they were homogenous in terms of learning experience and learning environment.

3-3: The Instrument for Data Collection:

The instrument used for data collection was a test of idioms. The test was made up of three questions, each question consists of (10) items and it was given in the form of a text that contains a variety of idiomatic expressions, where the participants were asked to read over the text and match up the underlined idiomatic expressions to their meaning. The second form of the test was taken the shape of multiple-choice questions, while the third form was in the shape of guessing the meaning of idiomatic expressions from the context. The test was exclusively chosen from English Vocabulary in Use (Michael McCarthy, 2002:P.199) and Practice with Idioms (Ronald E. Feare, 1980: P. xvii, 13, 27, 49,127) and that (i.e. the test) was statistically analyzed. In analyzing the data, the following statistical tests have been taken into account:

1-Reliability co-efficient, was used to check the reliability of the test used in this study.

2-Descriptive statistics, such as valid, frequencies, and percentages were used to account for the basic features of the data collected.

3-4: Procedures of Data Collection:

The researcher administered the test to the participants by the end of their normal class, after getting the permission from the lecturer and the students themselves. It was worth mentioning here that, the researcher has defined the term idiom theoretically and gave one clear example to ensure that the students understood the concept. After the test was given out to those who were attended the lecture, the aim of conducting the test was explained and the participants were asked to complete the task to the best of their abilities. The time allowed for the test was one-hour. In fact, there were some instructions given by the researcher after the distribution of the test. These instructions were as follows:

1-Don't use, whether an electronic or a paper dictionary or any other reference to check the meaning of an idiom.

2-don't ask your neighbor for assistance.

4-0: Data analysis, Results, and Discussion

This study aims at investigating the difficulties encountered by Sudanese (EFL) learners in comprehending idiomatic expressions in written texts. The subject of the study was mainly drawn from Sudan University of Science & Technology, College of Languages, English-Department, qualifying year's students. So, in this chapter the researcher provides the data analysis of the study and discusses the results obtained from the students. Furthermore, the study hypotheses will be tested based on the results of the participants who involved in the present study.

4-1: The Analysis of the Test:

This study is a descriptive; the researcher uses the statistical method, known as the Statistical Package for the Social Sciences (SPSS) to analyze the data obtained from the participants who involved in this study. In order to analyze the data, the following statistical tests have been considered.

1-Reliability co-efficient: was used to check the reliability of the test.

2-descriptive statistics which includes valid, frequencies, and percentage were used to describe the basic features of the data collected.

4-2: The Responses of the Test:

The responses to the diagnostic test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following tables and figures will support the discussion.

4-3: Statistical Reliability and Validity of the Students' Test:

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following: For calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability co-efficient using the Alpha-Cronbach coefficient the results have been shown in the following table. To ascertain the reliability of the test Cronbach's- Alpha measure was used. The reason behind using this measure, because it is more flexible and it is often the most appropriate reliability estimate for language testing research and language test development projects.

4-4: Reliability Statistics:

	Reliability	Number of questions
Cronbach's Alpha	.87	3

The test was the only tool used to collect data of the study. It was constructed and validated to investigate the difficulties encountered by (EFL) learners in comprehending idiomatic expressions in written texts in the 5th year at Sudan University of Science and Technology. The analysis of the data obtained from the subjects will be presented in tables and figures; each table or figure will be followed by a comment.

4-5: Students' Test

Question one: Read the following dialogue and try to guess the use of the <u>underlined idiomatic expressions.</u>

Table (4-1): the frequency and percentage distribution of the respondents' according to question (1)

Valid	Frequencies	Percentage
Succeeded	3	10%
Failed	27	90%
Total	30	100%

From the above table No (4-1) and figure No (4-1) it's shown that there are **(3)** students in the study's sample with percentage **(10%)** have Succeeded in the first question, and There are **(27)** participants with percentage **(90%)** were Failed to pass the question.

Question Two: Draw a circle around an idiomatic expression which has the best meaning in each of the context below.

Table (4-2): the frequency and percentage distribution of the respondents' according to question (2)

Valid	Frequencies	Percentage
Succeeded	11	37%
Failed	19	63%
Total	30	100%

From the above table No (4-2) and figure No (4-2) it's shown that there are **(11)** students in the study's sample with percentage **(37%)** have Succeeded the question (2:2), and There are **(19)** participants with percentage **(63%)** were Failed to pass the question.

Question Three: Try to guess the meaning of each idiom as it is used in the following sentences. Underline the contextual clues as you are trying to guess the meaning.

Table (4-3): the frequency and percentage distribution of the respondents' according to question (3)

Valid	Frequencies	Percentage
Succeeded	1	3%
Failed	29	97%
Total	30	100%

From the above table No (4-3) and figure No (4-3) it's shown that there is **(1)** student in the study's sample with percentage **(3%)** has Succeeded question (3), and There are **(29)** participants with percentage **(97%)** were Failed to pass the question

The total result of the study's test:

Table (4-4): the frequency and percentage distribution of the respondents according to the whole questions of the test.

Valid	Frequencies	Percentage
Succeeded	6	20%
Failed	24	80%
Total	30	100%

From the above table No (4-4) and figure No (4-4) it's obvious that there are **(6)** students in the study's sample with percentage **(20%)** have Succeeded in the whole test and there are **(24)** subjects with percentage **(80%)** were Failed to pass the test.

Table (4-5) one sample T-TEST for the questions of the study.

Questions	N	mean	SD	t-value	DF	p-value
1	30	3.7	0.3	6.1	29	0.00
2	30	2.8	1.4	7.3	29	0.00
3	30	3.1	0.76	4.5	29	0.01

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (6.1) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is verified.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (2) was (7.3) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is confirmed.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3) was (4.5) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is verified.

4-6: Discussion of the Results:

In this section the researcher wants to shed lights on the results obtained from subjects who involved in the present study and discuss them according to their performance in the test.

As shown in question No **(1)** in the test, the results confirmed that (EFL) learners at Sudan University face many difficulties in dealing with the meaning of idiomatic expressions in a written text; this is obviously seen in the students' performance regarding the first question in the test. Where the frequency and the percentage of the students who failed in this question was greater than those who passed it.

As far as the second question in the test was concerned, the results indicated that the meanings of idiomatic expressions are a complex issue and that (i.e. idioms) are fairly difficult for the Sudanese (EFL) learners at Sudan University. On the other hand, idiomatic expressions are encountered in a wide range of spoken and written contexts; therefore, it is essential that Sudanese (EFL) learners at Sudan University are at least aware of idioms and their metaphorical nature. However, it was demonstrated that one fourth of the students have the ability to guess the meaning of idiomatic expressions in context, those students scored at (37%), whereas those who failed in that question scored at (63%).

The results displayed in question No **(3)** in the test demonstrated that Sudanese (EFL) learners at Sudan University are unable to use the contextual clues to guess the meaning of unfamiliar idioms and they also failed to recognize idioms as wholes. There was only one participant who passed this question while the rest of the students failed to do so. This can be attributed to the lack of knowledge in using contextual clues to guess the meaning of figurative language in general, besides the tendency to seek assistance in the mother tongue also led to erroneous interpretation.

4-7: Verification of the Study's 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 confirmed or rejected. It is worth mentioning here that, this study was basically based on three objectives, in addition three hypotheses were generated and discussed in this study.

4-7-1: Hypothesis One:

It was assumed that Sudanese (EFL) learners at SUST face many difficulties in dealing with idiomatic expressions in written texts.

From the analysis of the study's tool, it was found out that this hypothesis was confirmed by the students' performance in the first question in the test.

4-7-2: Hypothesis Two:

It was hypothesized that Sudanese (EFL) learners at SUST are not fully aware of the meaning of idiomatic expressions in context.

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

4-7-3: Hypothesis Three:

It was speculated that Sudanese (EFL) learners at SUST are unable to use the contextual clues to guess the meaning of unfamiliar idiomatic expressions in context.

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

5-0: Findings, Recommendations, and suggestion for Further Studies:

This chapter will wrap up the last pages of this study; it will give a short account for the major findings of the study, the recommendations as well as suggestions for further studies.

5-1: Findings:

Based on the results of the data analysis, the researcher concluded to the following findings:

1-Idiomatic expressions pose many difficulties to Sudanese (EFL) learners at Sudan University in written texts.

2- Sudanese (EFL) learners at Sudan University were totally unaware of the meaning of idiomatic expressions in context.

3- Sudanese (EFL) learners at Sudan University were unable to use the contextual clues to guess the meaning of unfamiliar idioms.

5-2: Recommendations:

In the light of the findings of the present study, the following recommendations are postulated:

1-Formulaic language, more specifically idiomatic expressions should be given a special care when teaching English Language.

2-English syllabus designers at Sudan University must give a considerable attention to idioms.

3-Idiomatic expressions must be taught in context not in isolation and their meaning should be learnt as a whole not separately.

5-3: Suggestions for Further Studies:

The researcher does not claim comprehensiveness or thoroughness when conducted this study, thus he suggested more studies to be carried out in order to cover the whole aspects of this topic and in this regard, the researcher suggests the following:

1-More studies are needed to be conducted on the importance of idiomatic expressions to (EFL) learners.

2-Further studies are required to investigate the best ways of teaching and learning formulaic language in general and idiomatic expressions in particular to (EFL) learners.

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