



**Sudan University of Science and Technology**  
**College of Languages English language Department**



**Investigating the difficulties Encounter by Sudanese  
EFL learners in using and understanding the Idiomatic  
Expressions**

**تقصي الصعوبات التي تواجه دارسي اللغة الانجليزية السودانيين في  
إستخدام التعابير الإصطلاحية وفهمها**

**A thesis submitted in partial fulfillment of the  
requirements for the M.A Degree in English Language(  
applied linguistics).**

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# الإستهلال

قال تعالى:

﴿وَقُلْ رَبِّ زِدْنِي عِلْمًا﴾

صدق الله العظيم

سورة طه الآية 114

## ***Dedication***

On set ﷻ ﷻﷻﷻﷻ ﷻﷻﷻ ﷻﷻ ﷻﷻﷻﷻﷻﷻﷻ Allah who helps me.

Great respect and eﷻﷻﷻﷻﷻﷻ thanks to my father and my mother who backﷻﷻ me and encourage ﷻﷻ all that time, and my brothers Mohamed and Abubakr as well.

lastly ,my deeply thankfulness are due to all my friends and colleagues.

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## **Abstract**

Idioms are interesting phenomenon in language. The meaning of an idiom is not sum of its literal part and often it does not have equivalent in other languages. Thus, the understanding of idioms is difficult for EFL learners. This study examined how well do the fourth year students of English at Sudan University of science and Technology encounter the difficulties in using and understanding the idiomatic expressions. The data were collected by using the questionnaire which contained 7 statements to investigate to what extent do the EFL learners year four, understand the idiomatic expression and the difficulties that encounter them. The results taken from this study are obvious that, the study of idioms is badly needed. So the researcher suggests that, teaching idioms should be included in the Sudanese English language syllabus. The data is analyzed by SPSS. The findings of the research state that, the students of fourth year, college of languages at Sudan University of Science and Technology encounter real difficulties in understanding idiomatic expressions.

Eventually the recommendations and suggestions were presented.

## المستخلص

التعابير الاصطلاحية هي ظاهرة مثيرة للاهتمام في اللغات. و المعاني التي لا تفهم من مجموعة أجزائها الحرفية المكونة لها و لا يكون لديها مقابل في لغات أخرى. وبالتالي ربما يصعب فهمها علي بعض دارسي اللغة الأجنبية. هذه الدراسة تتناول الي اي مدى يواجه طلاب اللغة الانجليزية المستوى الرابع في جامعة السودان للعلوم والتكنولوجيا صعوبات في فهم المصطلحات الإنجليزية. وقد تم جمع البيانات باستخدام الاستبانة وكانت هي عبارة عن 7 جمل . وتم تحليل البيانات باستخدام البرنامج الاحصائي [SPSS]. النتائج التي وصلت لها هذه الدراسة اظهرت الحاجة الماسة لتعلم التعابير الاصطلاحية , ويرى الباحث أن المناهج السودانية لابد من ان تتضمن للمصطلحات التعبيرية. تبين أن طلاب المستوى الرابع من كلية اللغات في جامعة السودان للعلوم والتكنولوجيا يواجهون صعوبات في فهم واستخدام التعابير الاصطلاحية.

وأخيراً قُدمت التوصيات والاقتراحات .

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# **Chapter One**

## **Introduction**

### **1-0 Background:**

In English Language there are some Phrasal expressions which native speakers use all the time, often without realizing that they are doing so. This kind of expressions is called “Idioms”

Comprehension of idioms processing and understanding idioms.

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.

These phrases referring to metaphorical meaning which cannot be translated individually

One of the main problems face EFL learners in understanding idioms is surrounded by the impossibility of guessing the meaning of idioms from the words mastering learning English idioms requires a great deal of listening, practices and in English usage .

In conclusion, idiom is some kind, of phrasal expressions in English language which cannot be understood through literal meanings.

That means a person is not able to understand the meaning of idiom by looking up individual words in the dictionary.

On contrary, meanings of idioms are usually based on metaphorical sense.

Idioms are used a lot in informal speech to give strong and clear meaning in conversation.

### **1-1 The statement of the problem:**

During the periodical study of the researcher at the university, the research observed that EFL learners majoring in English language at Sudan university are unable to understand idiomatic expressions which are essential part in learning English language, therefore understanding of idioms is not proper, particularly of idioms which need a great effort to be learned and mastered.

In addition, the researcher observed that students misunderstand idiom the EFL learners of second language so the researcher designs this research in order to find solutions by giving the EFL learners confidence that they can use idioms correctly, and compare and contrast literal and figurative meaning of idioms which enable students to recognize the use and meaning of idioms.

### **1-2 The objectives of the study:**

**This study aims at achieving the following objectives**

- 1- To find out the difficulties that face EFL learners in understanding and using idioms.
- 2- To give evidence, why most EFL learners do not know the meaning and usage of idiomatic expressions.
- 3- The research focus on the difficulties of teaching and learning idioms in English.

### **1-3 Questions of the study:**

1-To what extent do EFL learners use and understand idiomatic expressions?

2- What are the difficulties that encounter EFL learners in understanding and using idioms?

3-Why do English language syllabuses do not enable FEL learners to use and understand of idiomatic expressions

#### **1-4 The Hypotheses of the study:**

1-English languageEFL learners are not aware of using and understanding of idiomatic expressions.

2-There are some difficulties EFL learners encounter in using and understanding the meaning of idiomatic expressions.

3 English language syllabus is not insufficient to enable the EFL learnersto use and understand idioms expressions.

#### **1-5 The significance of the study:**

The significance comes from the fact that, EFL learners try hard to understand idiomatic expression, but they still misinterpret them, so their awareness of idioms will help them to improve their language skills to communicate well in English language.

#### **1-6 The methodology of the study:**

This study follow□ □□□ descriptive analytical method. The data will be collected by using a questionnaire; it will be distributed to the students of English language, Sudan university of science and technology.(40 students 4th year).

#### **1-7 The limits of the study:**

Sudan University of science and Technology, College of languages 4th year's students 2015.

## **Chapter Two**

### **Literature Review and previous studies**

#### **2-0 Introduction**

In this chapter, the researcher tries to give broader ideas about what the idioms are: the importance of learning, types, and other aspects of idioms.

#### **2-1 Background**

There are many books which deal with idioms practices

Fearers (1980 p:121) states that purpose is to encourage the active participation of the EFL learners in acquiring the meaning of the structure of American idioms, he also states that idioms are in surmountable obstacles standing in the way of fluent control of the language. Feares (1968).

Gradal (1995) classifies many types of idioms they are handled through drills to facilitate the meaning of idioms, He deals with patterns of the common idioms. He sometimes makes comparison between American and British idioms.

He also discusses the relationship between the literal meaning and metaphorical meaning of idioms.

Seidl MC Mardie (1978) in their book they also focus on correct use of English idioms also they tackle the problems of odd idioms and difficulties which students experience in using idioms Seidl, (1978 P18(5)532-534). In the forum magazines there are many issues which include different types of idioms. The forum just deals with meaning of idioms and provides with contextual example, this approximately included in all issues. (Journal of speech ,and Hearing Research 38 (2) 426-433.) Books on semantics usually handle idioms as a part of semantics study. Thus, Frank Palmer in semantics. ( The long man dictionary of English idioms by Thomas Hill long Harlow and long man, (1997)

## 2-2 Definition of Idiom

- 1) According to Langacker (1968:97) Harlow long man idiom is a construction or expression of one language whose parts corresponds to elements in another language, but whose total structure or meaning is not matched in the same way in the second language.
- 2) It is a group of words whose meaning cannot be explained in terms of the habitual meaning of words that the piece of language. Thus, fly off the handle, which means lose one's temper cannot be understood in terms of meaning of 'fly, off, or handle, idioms involve the non-literal use of language and they can be categorized as follows:
  - 1- Alliterative phrases: as good as.
  - 2- Noun phrases: a blind alley route that leads to nowhere, a false trial.
  - 3- Prepositional phrases by hook or crook (by whatever methods are necessary).
  - 4- Verb + noun phrase. Kick the bucket: die.
  - 5- Verb + adverb: put: kill.

(The Longman Pocket Dictionary 2001)

Idioms involve collocation of special kind if an idiom is taken word by word the meaning of the resultant combination is going to be opaque. The meaning of the idiom is not related to the meaning of the nearer individual words, but it is semantics to the meaning of a single word. It functions as a normal grammatical word so the past tense of the given idiom is kicked the bucket. But there are some grammatical restrictions a big number of idioms have a verb and nouns. The verb can be placed in the past tense, but the noun cannot be changed. So kicked the bucket is acceptable but the bucket was kicked is not. Some idioms have passive forms while others have not. The idiom is frozen and fixed. There is a syntactic restriction bound very tightly to any frozen idiom. For example, the construction "the bucket was kicked" is abnormal and absolutely erroneous. The meaning of this idiom equals to the meaning of intransitive verb to die and as a rule which can never be used with direct object. Therefore, it is better to use the fixed structure "kick the bucket" without the resort to the passive variant the ambiguity of the idiomatic expression will be doubled.



However, it is better not to try to exclude passive use in all idioms. The restrictions vary from one idiom to another strongly enough that some idioms have only passive form and no active. For example, the idiom 'to be taken aback' which expresses a state of disbelief, is normally used in its passive form. It would sound strange to the English native speakers to hear the sentence 'the idea took me aback' instead of 'I am taken aback by the idea'. This example states clearly that an idiom is a relatively frozen expression i.e. there is gradation of freezing idioms which have objective form can rarely be used in a comparative and the superlative for instance the idiom 'Red herring' a 'fact which introduced to draw attention away from the main point'. So it cannot be stated as 'redder or reddest herring' but is found in the singular as well as plural form, it can be said 'red herring'.

What should be taken into account is the fact that some idioms have fixed grammatical structure and should be dealt with as exceptional forms.

Mantyla (2004;26- 27) Idioms range from the semi-transparent totally opaque:

Go bananas: lose one's (opaque) clip one's wings (reduce someone's mobility). They are called transparent because they can be explained metaphorically. Idioms tend to be relatively fixed with regard to:

- Number: spill the beans not spill bean.
- The use of determiners: A dead duck and not dead duck.
- The use of comparative and superlatives: As good as gold and not better than gold.
- Word order: hale and hearty not hearty and hale.
- The use of passive: he splits the beans and not the beans were split.

Idiomatic expressions in all languages. Each language has its own idiomatic expressions although they can vary across borders. In America when one is accused of being crazy, he is referred to as 'off the wall' or 'over the deep end'. In United Kingdom may be 'six pence short of shilling' mad as a bag of ferrets' or mad as a box of frogs. Differences in idiomatic expression within a single language can lead to confusion and misunderstanding.

## **2-3 Kinds of idiomatic expression□**

2-3-1-Simile idioms: many idiomatic expressions get their meaning by comparing one object or action to another using the words 'like' or 'as' overtime certain similes become standard methods for illustrating certain idea. For example, when you use the expression 'like two peas in a pod' you are describing how two things are similar or close in nature, by comparing them to peas which grow together in a pod.

2-3-2Phrasal verbs: some idiomatic expressions function as verbs, phrasal verbs usually contain one or more individual verbs and preposition that when used together in a sentence, act as a single verb. For example, people use the phrasal verb to get away with ' to mean a void punishment' as in the sentence: she will get away with stealing that car' because phrasal verbs are so widely used and seamlessly integrated into standard sentence, many people do not recognize them as the idioms

2-3-3 Aphorisms: Linguist's idiomatic expressions intended to convey or morals, aphorism also colloquially called 'saying' aphorisms may develop organically overtime, but are often coined in widely read books, famous speeches or other texts. Some have roots in sacred scripture and survive translation and cultural diffusion because of their ability to capture profound philosophical truths in short, easy-to- remember sentences. Some often quoted aphorisms include, ' he who hesitates is lost' and ' the best things in life are free' it is important to note that while aphorism often spread and become common idiomatic expression.

2-3-4 Cultural and historical idioms: Land mark events and important historical figures often make their way into idiomatic expressions particular to certain cultures. In the United States for example, to give your 'John Hancock' means to provide your signature. This expression references one of the signers of the Declaration of Independence, John Hancock whose signature is one of the largest and most distinct on the document. You might also hear a particularly up right, virtuous person referred to as an 'honest Abe' this idiom alludes to the Fabled honesty of Abraham Lincoln in 16th president of United State.

2-3-5 Metaphorical idiom: like simile, metaphorical idioms compare two situations object or action. However, the word idioms based on metaphors do not use the word 'like' or as to connect the two ideas. For example, when you call a method of coercion a 'carrot and stick method' you compare the situation at hand to practice of luring stubborn horse or mule by dangling a carrot in front of him and prodding with a stick behind.

Remember that while many idiomatic expressions rely on metaphors, not all metaphors enter common usage as idiomatic expression.

## **2-4 Characteristics of Idioms**

Technically, an idiom is a kind of lexical unit in which the whole meaning of the expression is not apparent from the meanings of its components. Bell (1979:1-2) identifies certain features which are essential in the recognition of idioms. Some of these idioms are:

2-4-1 Alternation of Grammatical Rules: the idiomatic expression is not always grammatical, but it is established, accepted and used by native speakers of the language with affixed structure and meaning. Example;

- a) It's ages since we met (singular with a plural noun)
- b) He is a friend of mine (possessive instead of personal pronoun).

2-4-2 Conventional phrases: idioms are special expressions which are almost known and agreed by all the members of particular community. Example;

- a) How are you doing? (Expression used to ask someone about his health).
- b) Once in a blue moon (rarely, infrequently).

2-4-3 Alternation of word order: idiomatic expressions in English, usually, do not respect the English word order. Example;

- a) It may be well ahead of time (normal word order).
- b) It may well be ahead of time (probably idiomatic expression).

2-4-4 Figurativeness: the main feature that characterizes idiomatic expression is that the words are used metaphorically. Therefore,

the surface structure has a little role to play in understanding the meaning of the whole expression. For example; "to bury the hatched", means, to become friendly again after a disagreement, the meaning of the words "to bury" and "the hatched" are different from the meaning of the whole expression.

2-4-5 Phrasal verbs: phrasal verbs are common types of idioms in English. Many of them carry idiomatic meanings that cannot be inferred from the form unless the phrase is already known. Example:

- a) After war began, the two countries broke off diplomatic relations (discontinue).
- b) Most automobile companies bring out new models each year (to show or introduce).

In addition to all these features that are important in the recognition of idioms, the grammatical and syntactic restrictions of idioms. Further, a speaker or writer cannot normally do many of the following with idioms:

- A. Addition: adding any word to an idiomatic expression would alter its meaning, or remove its idiomatic sense. Thus, adding the adverb "very" to the adjective "red" in "red herring" (very red herring) affects the figurativeness of its meaning completely.
- B. Deletion: deleting the adjective "sweet" and the article "the" from the expressions, "have a sweet tooth" and "spill the beans" change totally their meaning. Hence, (have a tooth) and (spill the beans) have not idiomatic sense.
- C. Substitution: idioms accept no replacement of words even if those words are synonymous. For example; the long and short of it means the basic facts of a situation. The adjective "long" cannot be substituted by another adjective, like tall; despite they have nearly the same meaning.
- D. Modification: any changing in the grammatical structure of an idiom leads to the destruction of the idioms' meaning. For instance, the expression (stock and barrel lock) is no more idiomatic because of the altered order of the items in the expression, "lock and barrel" completely.

- E. Comparative: adding the comparative form "er" to the adjective "hot" in the expression (be in hot water) changes the conventional sense of the idiom which has the meaning of "be in trouble".
- F. Passive: the passive form (some beans were spilled) has a different meaning from its active form (they spilled the beans) meaning they reveal a surprise. All these restrictions should be taken into consideration since they affect the degree of idiom of lexical items, and they may remove their main features if figurativeness.

## **2-5 Classification of idioms**

The main feature that differentiates between the different kinds of idioms as easily understandable or totally opaque is the degree of idiomatic that an idiom carries. Idioms are categorized in the continuum from transparent to opaque called 'the spectrum of idiomatic'. The latter has an important role in the comprehensibility of idioms. Therefore, idioms can be divided into two broad categories:

### **2-6 Transparent idiom-opaque idioms: two types are included in this category: -**

Transparent idioms: in this category, idiomatic expressions have a very close meaning to that of the literal one. Hence, transparent idioms are usually not difficult to understand and translate because their meaning can be easily inferred from the meanings of their constructions, Fernando (1996). Example:

- 1- Fight a losing battle.
- 2- Stand firm.
- 3- Back and forth.

**2-7 Semi-transparent idioms:** the idiom usually carries a metaphorical sense that could be known only through common use. i.e. the meaning of its parts has a little role to play in understanding the entire meaning. For example: (break the ice) means, relieve the tension.

**2-8 Semi-opaque idioms:** this type refers to those idioms in which the figurative meaning is not joined to that of the constituent words, the expression is separated into two parts; a part of the phrase has a literal meaning, while the other part has a figurative sense. For example, to know the ropes, means to know how a particular job should be done.

## **2-9 Opaque idioms**

Opaque idioms are the most difficult type of idioms, because the meaning of the idiom is near that of the same of the literal meaning of its parts. In other words, it would be impossible to infer the actual meaning of the idiom from the meaning of its component. This is mainly because of the presence of times having a cultural references.

These cultural specific items have a great influence on the comprehensibility of idiomatic expression.

Examples:

- 1- to burn ones 'boat (to make retreat impossible)
- 2- Kick the bucket (die).
- 3- Spill the beans (reveal a secret).

## **2-10 Difficulties in learning and teaching idioms...**

- I Rujo (1986 P: 236\_238) has listed some reasons why idioms are so difficult for second language learners. First of all, the non-literality of idioms is tricky since most idioms have literal counter parts. It is demanding for second language learners to discover which meaning is meant. The literal or idiomatic.

This is the case in particular when the idiom is not familiar to learner.

In comparison, native speakers usually know immediately which meaning is intended. Another problem is the lack of exposure to idioms. According to Irujo (1986 b: 237) native speakers use simplified language avoiding idioms when talking to language learners. She points out that even touch idioms are commonly used in television; it means learners get in touch with idioms in non interactive situations.

Learners do not have a possibility to ask what these expression actually mean or get any feedback on their own usage, which brings us to the next problem, the correct use of idioms in correct forms is extremely challenging for idioms have grammatical constraint. They can be used only in certain forms and they do not tolerate much variation.

Furthermore, learners often try to resort to their native language when using idioms and it often leads to incorrect and comical expressions. Finally Irujo (186 b: 236) lists the lack of sufficient teaching materials. Idioms in second language teaching material are often ignored or treated as "other expressions" without an explanation of their character or usage. Irujo (1986 P: 237) thinks that teachers should offer exercises on idioms since material often poorly support the teaching of them.

Soring (1988) draws attention to the fact that even native speakers are uncertain with the use of idioms and make mistakes. It is obvious that teaching such expressions to language learners is problematic, thus, Soring (1988 P: 285) states "whilst anything can be learned, not everything can be taught"

Idioms are so unique that no simple rule regarding them can be given. According to Soring (1988 P: 285) the teaching of idioms should begin from the point of view of native speakers and how they learn to understand idioms. Idioms are impressive in a situational way and communicatively effective, which is why they are remembered.

Soring (1988 P: 286) argues that learning a language means that one learns to deal with communicative situations successfully. He (ibid) suggests that teaching of idioms should be approached by categorizing idioms according to their communicative function. After all the reason for the use of idioms is to bring color to communicate interaction, not just to call things simply by their names but to express them in a vivid way and not only to state an opinion but to give the other person a piece of one's mind.

## **Part two**

### **Previous Studies:**

The investigation the problems of idiomatic expressions encountered by first level secondary school.

### **Written by:**

Abdul wahb Hassan Kheir Alseed

In 2014

And the problems encountered by Sudanese learners of English understanding English idioms

### **Written by:**

Nassir Mohammed Idriss Ahmed

In 2013

In which the researcher agrees with them about the importance of learning and understanding idioms at earliest stages of their school life as the second learners, then, they upgrading themselves to the advance level, so as to help them to communicate correctly and fluently.

From the above mentioned studies, the researcher agreed with them and shared the similar ideas, because most of them motivate and encourage learners to raise awareness of learning idioms.

However, the researcher did not agree with those who encourage learning idioms at intermediate and advanced level. So the research records the introduction of teaching and learning idioms.



## **Chapter Three**

### **Methodology of the Research**

#### **3-0 Introduction**

This chapter focuses on methodology of the study to achieve objectives, the sample of the study is described and explained.

In addition to that, present study is conducted with the aim to identify, describe, analyze and try to solve the problems of understanding idioms.

#### **3-1 Why fourth year students?**

The researcher selected them as participants, This choice attributed to the assumption that the students at fourth year level having completed at least 6-7 semesters syllabus were supposed to be advanced and proficient students in English.

#### **3-2 Population of the study:**

The study population covers the student of English at fourth level.

#### **3-3 Sample of the study:**

The sample of this study selected randomly of 40 English students to respond to the questionnaire the rest is discarded to be a repetition of the same kind of phenomena.

#### **3-4 Instrument of data collection:**

The data of the study is obtained by using a questionnaire for students, the questionnaire contains 7 statements for investigating the difficulties encounter Sudanese EFL learners in using and understanding the meaning of idiomatic expressions.

### 3-5 Procedures

The required information, validity of the study tool was shown by distributing 40 copies of questionnaire to the Sudanese learners of English a fourth level at Sudan University of science and Technology.

### 3-6 Validity and reliability procedure of the questionnaire:

The questionnaire was given to three teachers 2 of them PhD holders in English language one of them English teacher, they have along Experience in this field.

They judged and examined it; the method was used to calculate:

Questionnaire	
Reliability coefficient	Validity coefficient
0.730	0.85

Source: prepared by researcher, using SPSS, 2015

Notes from the results table that all reliability and validity coefficients for questionnaire is greater than (85%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

### 3-7 Methodology:

This research will use the descriptive analytical methodology. The researcher wants to investigate thoroughly the collected information and use the SPSS for the data analysis.

The tool for data collection which will be used is a questionnaire. There will be 40 participants. The researcher will distribute the samples of the questionnaire and watch the procedures of doing the questionnaire.

## **Chapter four**

### **Data analysis, and Discussion of Results**

#### **4-0 Introduction**

This chapter presents the analysis of the data and the results of statistical analysis after conducting the student's questionnaire to find answers to the research questions.

The analysis will be presented in tables. Each table is followed by a comment about the meaning of the result then a summary of the tables will be provided.

The results will be discussed in this table to explain its value and relevance to the conceptual framework of the study.

For every statement that shows the opinion of EFL learners at Sudan University, in the sample of the study about the investigating the difficulties encounter Sudanese EFL learners in using and understanding of idiomatic expressions, the questionnaire has included different types of statements .

#### **4-1 Statistical methods used**

To achieve the objectives of the study and to verify the hypotheses, statistical methods were used the following:

- 1 - charts.
- 2 - frequency distribution of the answers.
- 3 - percentages.
- 4 - alpha equation, to calculate the reliability coefficient...

To get results as accurate as possible,SPSS has been used statistical software, which indicates to Statistical Package for Social Sciences.

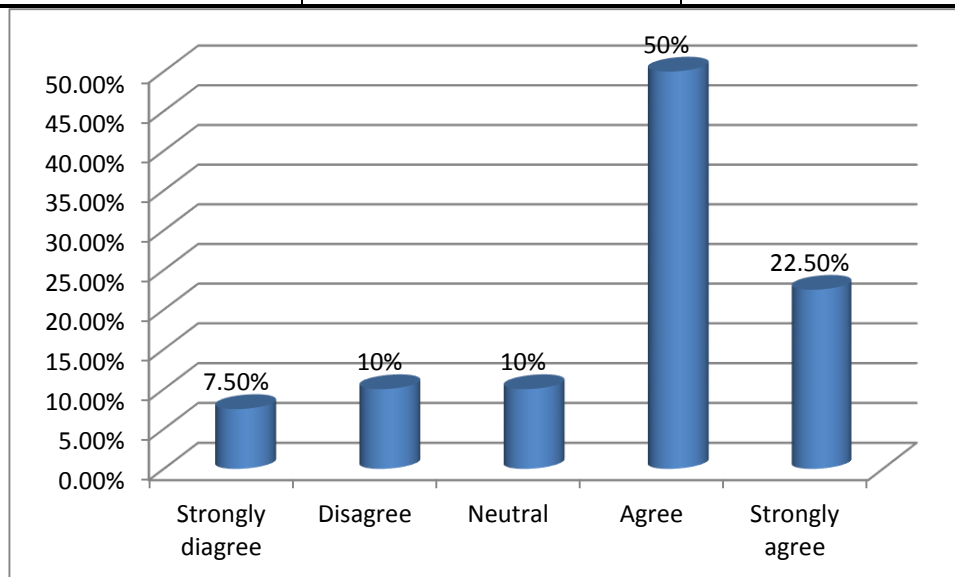
## 4-2 Analysis and results:

The following tables display the results of data analysis obtained by the questionnaire.

Table (4-1)

1- some students find difficulties in understanding and using idioms

	Frequency	Percentage
Strongly disagree	3	7.5%
Disagree	4	10%
Neutral	4	10%
Agree	20	50%
Strongly agree	9	22.5%
Total	40	%100



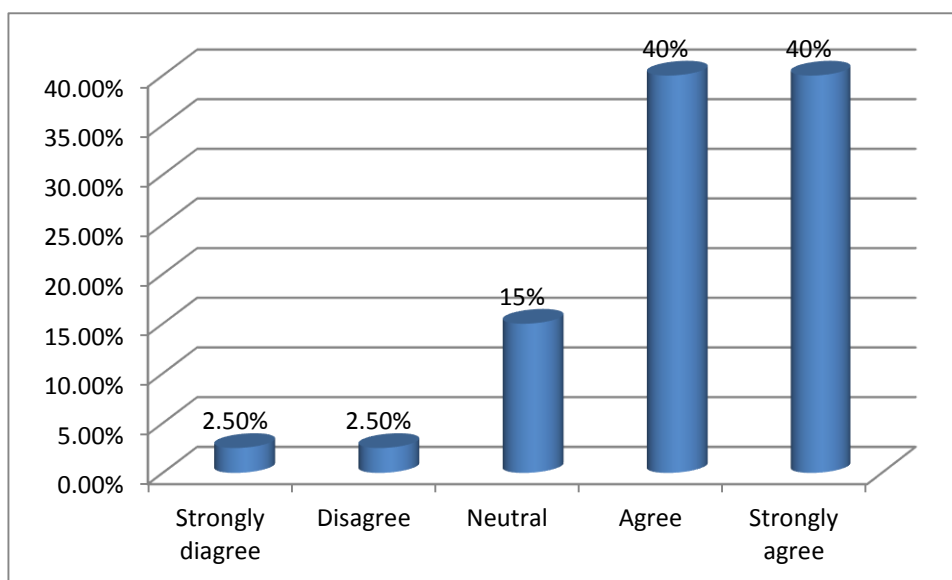
Graph (4-1)

It is clear from the first table that the majority of the students agree with that the university students have problems in using and understanding idioms because more than 70% of them agree with this statement .

Table (4-2)

2- Teachers should exert more effort and time to explain the knowledge and use of idioms:

	Frequency	Percentage
Strongly disagree	1	2.5%
Disagree	1	2.5%
Neutral	6	15%
Agree	16	40%
Strongly agree	16	40%
Total	40	%100



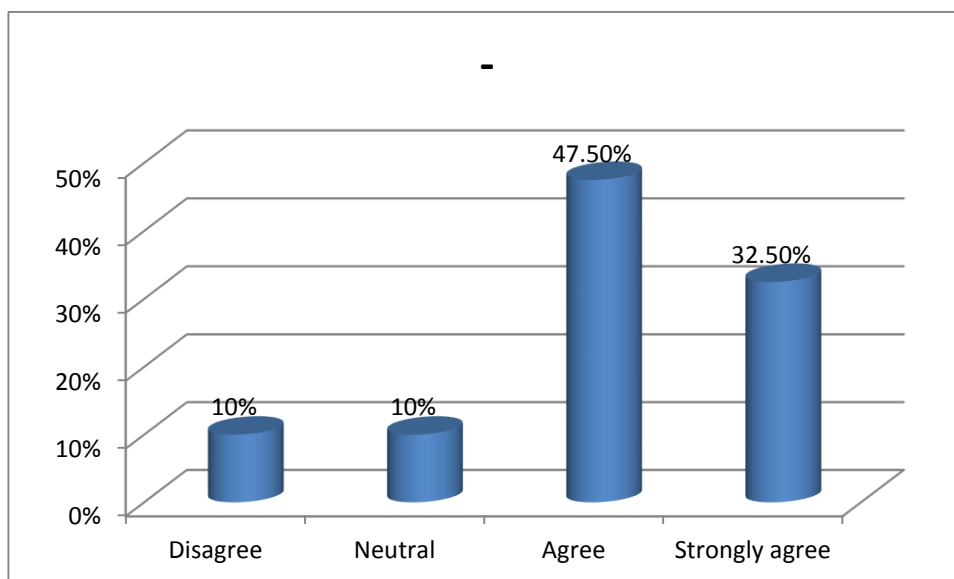
Graph (4-2)

Exerting more efforts and explanation the knowledge of using idioms is so important according to the opinions and perspectives of 80% of university students

Table (4-3)

3- Idioms help to communication:

	Frequency	Percentage
Strongly disagree	-	-
Disagree	4	10%
Neutral	4	10%
Agree	19	47.5%
Strongly agree	13	32.5%
Total	40	%100



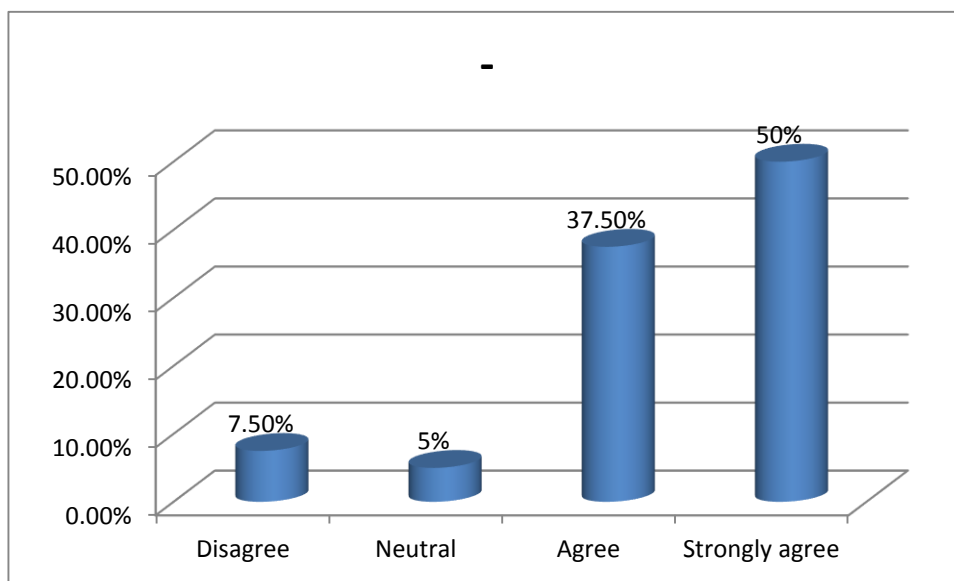
Graph (4-3)

It is clear from this graph the majority of the students 47.50% they agree, 32.50% strongly agree while 20% of them disagree and neutral.

Table (4-4)

4- Students of English should know the most common English idioms:

	Frequency	Percentage
Strongly disagree	-	-
Disagree	3	7.5%
Neutral	2	5%
Agree	15	37.5%
Strongly agree	20	50%
Total	40	%100



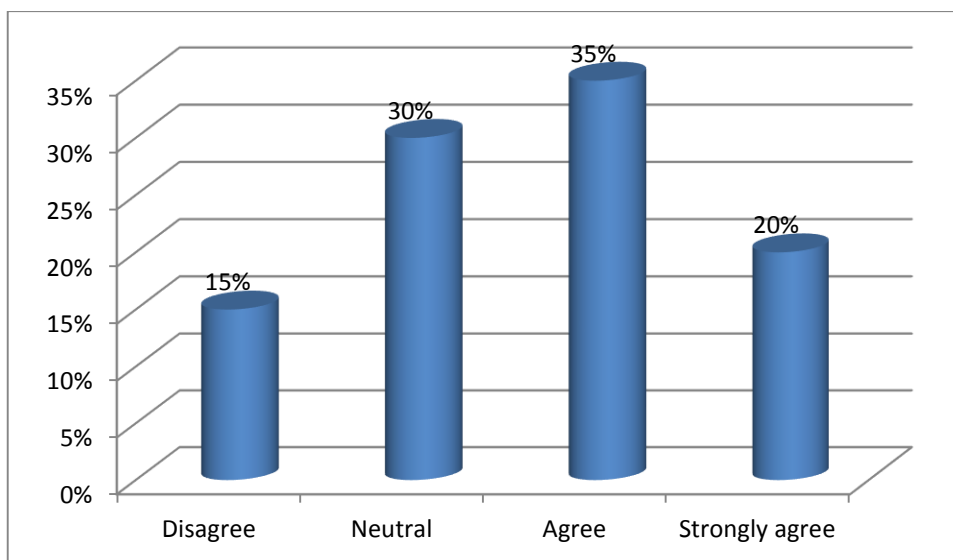
Graph (4-4)

Half of the students strongly agree with this statement and 15 of them agree while 5 students only disagree and neutral, so the researcher confirms that still of the students have to know the most common English idioms

Table (4-5)

5- Idioms are used alot informal speech to give strong and clear meaning in conversation:

	Frequency	Percentage
Strongly disagree	-	-
Disagree	6	15%
Neutral	12	30%
Agree	14	35%
Strongly agree	8	20%
Total	40	%100



Graph (4-5)

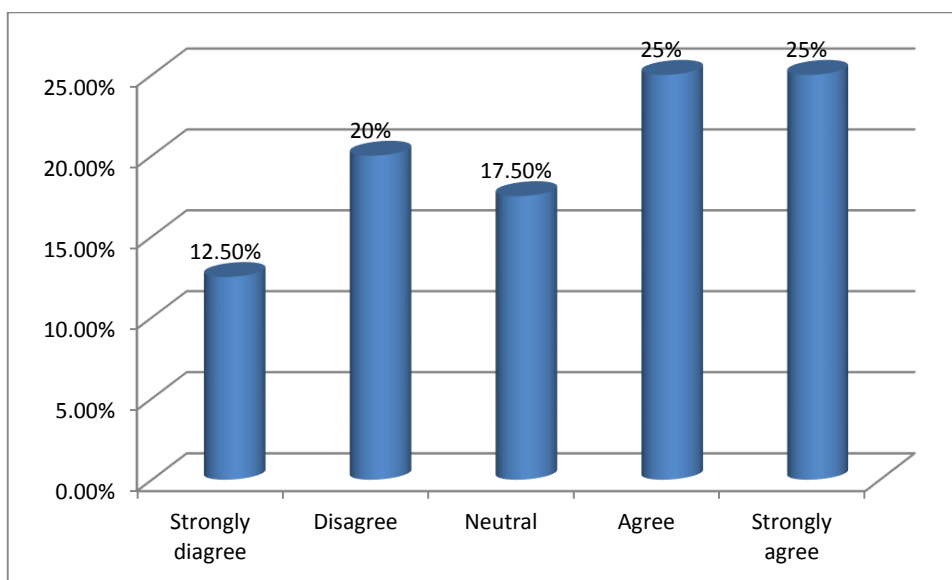
More than half of the students agree with this statement while 30% of them are neutral because they do not have any background about using idioms in informal speech .



Table (4-6)

6- Literal explanation (understanding) of idioms does not give the intended meaning of them.

	Frequency	Percentage
Strongly disagree	5	12.5%
Disagree	8	20%
Neutral	7	17.5%
Agree	10	25%
Strongly agree	10	25%
Total	40	%100



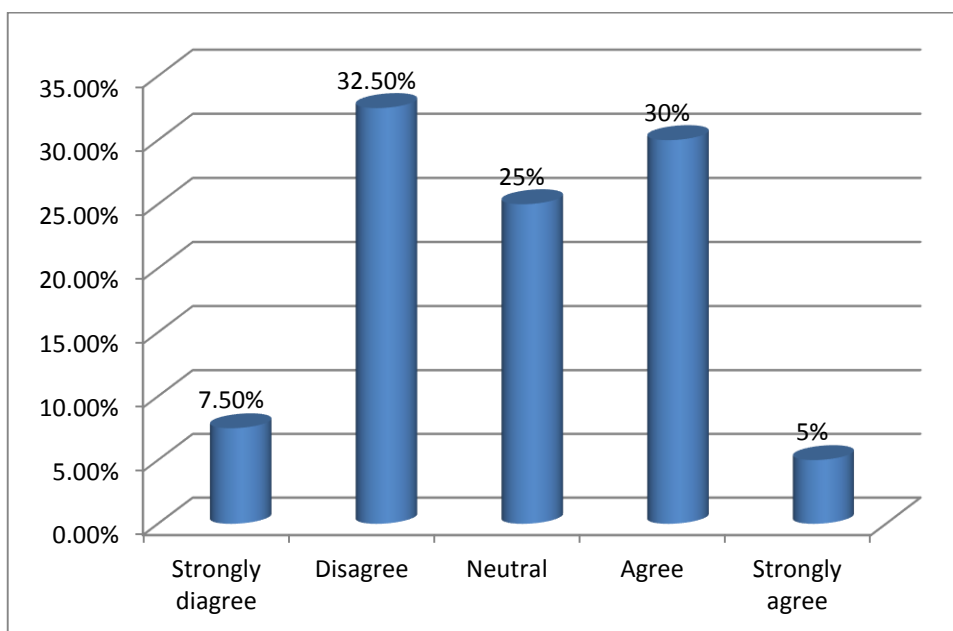
Graph (4-6)

It is clear from the table that half of the students agree with that literal explanation (understanding) of idioms does not give the intended meaning while less than half of them disagree and the rest are neutral .

Table (4-7)

7- Syllabus designer neglect including teaching idioms in the syllabus.

	Frequency	Percentage
Strongly disagree	3	7.5%
Disagree	13	32%
Neutral	10	25%
Agree	12	30%
Strongly agree	2	5%
Total	40	%100



Graph 7

35% of them agree with the importance of idioms to be included in syllabus while 40% ignore the importance of idioms in syllabus . Also we find that the rest of the students (25%) of them do not give their opinions .

# **Chapter Five**

## **Conclusions, Recommendations and Suggestion for Further studies**

### **5-0 Introduction**

This chapter summarizes the main points which have been discussed earlier; it focuses in the research summary so far, devoted to finding that investigation has suggestions for further studies.

### **5-1 Summary:**

This study attempts to what extent the EFL learners realizing and understanding Idioms expressions.

### **5-2 Conclusion:**

Throughout conducting of this investigation the result have shown the following list of finding

- Understanding and using of Idioms are difficult task for the EFL learners. At fourth year, Sudan University
- 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.
- EFL learners are not aware of Idiomatic structural patterns, Semitic.
- Negligence of Idioms in syllabuses makes the teachers avoid teaching Idioms.
- Using Idiom in informal speech helps the conversation to go on to make speech more interesting.

### **5-3 Recommendation:**

In the light of the obtained results it sure appropriate to make the following recommendation:

Idioms help a lot in developing speaking skills and enhancing EFL learners to sound like native speakers. Syllabus designers should allocate reasonable parts of Idioms so the teacher can teach them to help develop EFL learners

EFL learners literal explanation (understanding) of idioms do not allow them to reach into the exact meaning of an idiom.

□□□ □□□□ knowledge and understanding of idioms help them in communication.

Idioms are important part of learning of English language.

### **5-4 Suggestions for further studies:**

this study suggests Syllabus designers should allocated Idioms materials to be one of the contents of the syllabi, Because knowledge of Idioms helps learners of [EFL] to interact and exchange ideas and culture.

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## **Appendices**

Sudan University of Science and Technology

College of Graduate Studies

English Department

A questionnaire of investigating the difficulties encounter Sudanese EFL learners in using and understanding of idiomatic expressions.

***Dear Students.***

Thank you for volunteering to take part in study entitled (Investigating the difficulties encounter Sudanese EFL learners in using and understanding of idiomatic expressions).

I hope that you make each statement honestly.

Mark the column you feel right. When you first read the statement.

Confidentiality. All your information will be kept confidential. Will not reveal the information you provide to anyone. Remember that you shall remain anonymous.

Thank you for your participate.

Your sincerely.

Reem Jafar Osman

## Questionnaire

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Some students find difficulties in understanding and using idioms					
2	Teachers should exert more effort and time to explain the knowledge and use of idioms					
3	Idioms help to communicate					
4	Students of English know the most common English idioms					
5	Idioms are used a lot in informal speech to give strong and clear meaning in conversation.					
6	Literal explanation of idioms doesn't give the intended meaning of them.					
7	Syllabus designers neglect including teaching idioms in the syllables					



The Questionnaire Referees and their Jobs and place of work.

No	Name	Job	Place of work
1	Dr.Tag Elsir bashoom	Lecturer	Sudan University of science and Technology
2	Altayeb Mohammed Altohami	English language supervisor	Khartoum Locality
3	Sami Balla	Lecturer	Sudan University of science and Technology