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Title

The importance of learning idioms in boosting EFL student's communicative skills

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DEDICATION

In the Name of Allah, the Most Gracious, the Most Merciful

And Peace and blessings be upon his prophet Mohammed,

I dedicate this work to my Family:

Everyone who guided, helped and encouraged me.

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Abstract

The present research aims to investigate the effect of learning idioms in boosting ELF students' communicative skills. An idiom is a phrase, saying, or a group of words with a metaphorical meaning, which has become accepted in common usage. The study aimed at exploring the importance of learning idioms in boosting ELF students' communicative skills and whether these expressions have effective role in improving the students' performance in language. This study is based on the main hypothesis that, knowledge of idioms is important for EFL students to promote their communication skills. In order to validate this hypothesis, this study invested quantitative and qualitative methods in data collection, The tools used for collecting the data were the two, questionnaire and one test, Firstly, a questionnaire has been administered to twenty ELF teachers of secondary school, Secondly, a questionnaire with a test has been administered to the sample of twenty-five students of mixed levels of secondary school. The results that are obtained from the data collection showed that learning idioms is important to boost students' communicative competence skills, and effective teaching of idioms will result in improving the students' communication skills. In addition, the teachers agree that idiomatic expressions are part of culture, so students may acquire the English culture by using idioms to promote their communication.

LIST OF ABBREVIATIONS

EFL: English Foreign Language

L2: Second Language

G.T.M: The Grammar Translation Method

TPR: Total physical response

CLT: Communicative Language Teaching

FL: Foreign Language

Q: Question

N: Number

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General introduction

General Introduction

Speaking English as a foreign language in the language classroom is challenging. This is because students may not have the necessary words to express themselves or they may fear to speak English improperly.

Speaking is an important part of everyday interaction, and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Therefore, teachers have a huge responsibility to prepare the students as much as possible to be able to speak in English in the real world in outside the classroom. Today's world requires that the goal of teaching English should improve students' communicative skills in updated ways in order to reach fluency.

1. Aims of the study

The main objective of this research is to shed light on the importance of integrating idioms in the classroom. Also, it aims to examine the influence of these cultural expressions on learning and teaching a foreign language.

2. Research questions and hypotheses

2.1 Research questions

This study aims to answer the following question:

This study is an attempt to explore the influence of idioms acquisition on enhancing English students' communicative skills?

to achieve the purpose of the present study, this research work is carried out to find answers for the following questions:

- To what extent are idioms reliable in boasting the communicative skill for EFL learners?
- Can idioms be integrated in teaching English as a second language to improve students' communicative skill?

2.2 Hypotheses

- It is assumed that idioms are reliable in boosting the communicative skill for EFL learners.
- It is hypothesized that idioms can be integrated in teaching English as a second language.

3. The significance of the study

This research work aimed to impart that communication cannot be stripped off from learning a second language. Distinctly, idioms are important linguistic items.

Reaching a native- like competence is not an easy matter because many students do not have the ability to use idioms and speak English easily in their daily life. subsequently, teaching idioms can help students enhance their level of communication. Throughout this study there will be an attempt to resolve the upright problematic that is teachers ignore the importance of teaching idioms and encouraging learners to speak freely.

4. Methodology

This dissertation will design as a mixed method approach, both qualitative and

quantitative data will be obtained. The nature of phenomena searched is needed to use and mix the two methods in one study, in order to identify different perspectives regarding the research topic and to give an in-depth analysis for the case study evaluation.

The data will be obtained from questionnaire 20 ELF teachers', and 25 students of mixed levels of secondary school test which is made up of three tasks. I have chosen this sample because I believe that communicative skills should be improved at the beginning of learning a second language.

Chapter one

Communicative skills

Introduction:

In many cases, the words "language" and "communication" are used interchangeably. We use either or both of them to mean speaking person to person. However, there is a distinct dichotomy between the two terms. The idea of communicative competence is the communicator's comprehensive knowledge and appropriate application of a language in a specific context. This knowledge helps the communicator know what to communicate and, more important, how, when, and where to communicate something. Teaching idioms, proverbs and famous quotes and expressions may have an effect on the speaker's communication ability.

1. **Definition of Language**:

The term language is quite familiar that few people would ever try to define it. It is completely easy to define although difficult to reveal a comprehensive definition about it because it can be defined from many perspectives. Thusly, many definitions of language have been suggested.

The most intelligible and simple definition of language was provided by Patrikis (1988) as signs that covey meaning. A linguist pioneer, Sapir, defined language by "an entirely human and non-intrinsic method of communicating ideas, emotions and desires by means of a system of voluntary produced symbols". In other words, language can be considered as a system of conventional spoken, written and manual signs that convey meaning. Or we may say that language is means of communication, it is arbitrary, and it is a system in which speech is primary whereas writing is secondary. Language has considerable characteristics and features that make it differ from animal communication to be human specific. Mainly these characteristics are; language is arbitrary, social, systematic, conventional, productive and creative. To consider carefully, language cannot be stripped off from culture.

2. **Communicative Competence:**

To define the notion "communicative competence" we can delve into the two words that constitute it, of which the word "competence" is the headword. Competence can be described as the knowledge, ability or capability while the word "communicative" has the meaning of

exchange or interaction. So, we can say that communicative competence is nothing but a "competence to communicate" that is, having the ability that allows the person to communicate in order to fulfill communicative needs.

The term "communicative competence" was first used by Dell Hymes in 1966 in his lecture delivered in a conference on "Developing the Language of the Disadvantaged Children", then it was published as a paper entitled "On Communicative Competence" in 1972 and republished in 2001. Hymes has introduced his notion "communicative competence' in contrast to Chomsky's distinction between competence and performance. For Chomsky (1965), competence is "the ideal speaker-listener knowledge of his language"(p:3). He argued that the focus of the linguistic theory is "to characterize the abstract abilities of the speaker listener which enable him to produce grammatically correct sentences" (p: 3). Hymes (1972) points out that communicative competence doesn't only represent the grammatical competence but also the sociolinguistic competence. He has stated that "there are rules of use without which the rules of grammar would be useless" (Hymes, 2001, 60) and defined communicative competence as "the tacit knowledge" of the language and "the ability to use it for the communication" (p: 16).

From the discussion above, we come to a conclusion that the term competence as used by Chomsky equals the grammatical or linguistic competence in Hymes model which represents only one part of the communicative competence.

Savignon (1972) defined communicative competence as "the ability to function in a truly communicative setting" (p: 8). This means that, to her, communicative competence is close to Hymes view (1972). She considers communicative competence as an ability for functioning in communicative settings and this is something totally different from the linguistic competence by Chomsky (1965) as no one can function in real life situation with only grammatical competence. For Savignon (1983), competence is "what one knows" and performance is "what one does" (p: 94).

Terrel and Krahen (1983) have defined communicative competence as the use of language in social communications without grammatical analysis. They related communicative competence to the communication and didn't give a focus for the grammatical competence. This means that

communicative competence is manifested in the communication. They argued that the primary goal of language learning should be the development of the communicative skills. They arrived at a principle that "language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen and Terrell 1983:55).

Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. This view agreed with Hymes and others that communicative competence includes various competencies. Knowledge here refers to one's knowledge of the various aspects of language and language use, while skill refers to how one can use the knowledge in actual communication.

Widdowson (1978) defined communicative competence in terms of Usage and Use, where "Usage" refers to one's knowledge of the linguistic rules, and "Use" refers to one's ability to use his knowledge of the linguistic rules for effective communication.

From the discussion above, this paper defines the term "communicative competence" as both the knowledge of the linguistic and not linguistic rules of communication and the skill to use such knowledge effectively and appropriately in real life situations for the purpose of fulfilling communicative goals.

3.   Components of Communicative Competence:

There are many models presented by many researchers in the aim of explaining and understanding the communicative competence. The most famous ones are the model of Canal and Swain (1980), the model of Bachman (1987)**,** the model of Savignon (1983) and the model of Celce-Murcia, Dornyei, &Thurrell (1995). However, most of the models claim that the communicative competence is comprised of four main components, namely; the linguistic competence, the sociolinguistic competence, the discourse competence and the strategic competence.

3.1 Linguistic Competence:

It is also called the grammatical competence, Brown states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar,

semantics, and phonology " (2007: 2019; Canale and Swain, 1980, p29). In other words, grammatical competence supplies learners with grammatical knowledge that enable them to be knowledgeable and well informed about how words are combined into various sounds, and the specific stress of sentences.

3.2 Discourse competence:

Discourse competence is a plurilingual ability that implies being able to handle sociocultural, pragmatic, and textual pieces of knowledge (concepts and skills) effectively, appropriately, and with a critical attitude when producing and interpreting every particular discourse genre, in relation to the genre colony to which it belongs. Therefore, it is a multidimensional skill exhibiting three basic dimensions:

- the sociocultural dimension, the most all-encompassing one, which involves being able to recognize critically a discourse's aims and interests as well as the social and cultural power it confers, and being able to react to them.
- the pragmatic dimension, which involves being able to relate a discourse to the participants, their intentions, their place and time.
- and the textual dimension, which involves knowing how a discourse is structured and how its characteristic linguistic exponents (grammar and vocabulary) are used to serve a particular social, cultural, and pragmatic function.

Discursive competence has traditionally been considered a subcompetence (Hymes 1971, van Ek 1986, Canale 1983, Celce-Murcia 2007) within communicative competence, along with linguistic, pragmatic, sociolinguistic, intercultural, plurilingual or strategic competences. So discursive competence is defined as the knowledge and skills required to produce and interpret texts considering their structural scheme and the linguistic standards of the different discourse genres that we use.

A particular individual may exhibit gaps in their degrees of receptive and productive discursive competences. Depending on the type of communicative activity required in each situation and social frame, such gaps in discursive competence have clear consequences didactically: depending on the text type, interaction will require a learner to practice the "receptive"

competence, the "productive" competence, or both. In that sense, discursive competence is intrinsically plurilingual, since the student already knows how to use some discourse genres thanks to their previous experiences in their additional (already mastered) languages. Therefore, discursive competence implies the development of both plurilingual and pluricultural competences (Consejo de Europa 2008).

3.3 Sociolinguistics Competence:

Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance" (Savignon 1983:37).

3.4 Strategic competence:

Canale and Swain (1980: 30) described strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence." Savignon (1983:40) paraphrases this as "the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention."

4. Language teaching methodologies:

4.1 The Grammar Translation Method

This Method has a major aim, it is to support and promote the learners intellectually. There was no much room for the oral use of the languages under study. The G.T.M has become the most popular and most-wanted model of language teaching and was

implemented all over the world. Richard and Rodgers state the principles of the Method.

- Learning a foreign language is to benefit from its mental and intellectual development.
- Reading and writing skills have the overwhelming priority than listing and speaking
- Reading texts is a means to gather and memorize some useful and context-relevant lists of vocabulary.
- The most important studied and analysed unit in the study of language is the sentence.
- Exact translation is the major goal.
- Teaching grammar rules through translation exercises thus, grammar is taught deductively permitting the use of the learners' native language explanation and illustrations.

All in all, G.T.M is a method that dominates the field of teaching foreign languages from the 1840s to the 1940s. Its foremost aim is to train learners to be proficient translators rather than good communicators in the target language since it focuses on transferring literary, philosophical and religious refinements from the target language into the native language.

In the turn of the 19th century however, colossal controversies and oppositions raised to question the utility of this classical method. This eventually resulted in a Reform Movement which looks for launching a more pertinent method of teaching foreign languages in order to respond to the calls ad necessities of the age.

4.2 The Direct Method:

This method evolved around the end of the 19th and beginning of the 20th centuries and followed on from the ideas of the Reform Movement led by French and German linguists in the mid-1800s. The approach also became known as the Natural Method and its principles were to use only the target language, to speak slowly and clearly to learners, to see learning as the four skills of listening, speaking, reading and writing, language should be heard first and seen later,

grammar rules were given only after practice of them, translation should be avoided.

This method is still widely used today, most notably by the worldwide Berlitz Schools. Critics of the method say that it is too limiting, boring for teachers and learners, and can only work well for those whose learning style exactly matches this approach. It also leaves little space for meaningful exchanges, or going off at a tangent, which happens all the time in natural language interaction.

4.3 The audio-lingual method:

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entail mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the skills listening, speaking, reading, and writing and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the centre of the stage in this method, tape recordings, and language laboratory drills were offered in practice.

As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching, for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology.

In spite of these contributions, audionlingualism was also criticized in many ways. First, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar; second, the practical results fell short of

expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice.

4.4 Total physical response (TPR)

Around 1960s James Asher experimented with a method he tagged Total Physical Response (TPR) which consists basically of obeying commands given by the instructor that involve an overt physical response (Krashen, 1982). This method draws insight also from "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. It also draws much from the basic principles of language acquisition in young learners the process that involves listening and comprehension combined with various physical responses e.g., smiling, grabbing, looking etc.

Before learners start using the language verbally, the key features of the Total Physical Response method are:

➢ The teacher directs and students act in response. Asher (1977: 43) states that "the instructor is the director of a stage play in which the students are the actors".
➢ Listening and physical response skills are emphasized over oral production.
➢ The imperative mood is the most common language function employed, and interrogatives are heavily used
➢ Humor is also created to make the lesson lively.
➢ emphasis is laid on Grammar and Vocabulary over other areas.
➢ Students response in speech is only when they are naturally ready to do.

Asher (1977) lists the three principles of the TPR method:

• Delay speech from students until understanding of spoken language has been extensively internalized.
• Achieve understanding of spoken language through utterances by the instructor in the imperative.

- Expect that, at some point in the understanding of spoken language, students will indicate a readiness to talk.

Among the primary objectives of TPR is that learning needs to be more enjoyable and less stressful. The use of TPR ensures active participation of students and helps the teacher know when utterances are understood and also provides contacts to help student understand the language they hear. However, a limitation can be identified due to its practice only inside the classroom and also because of constraints imposed by the continuous use of imperatives and the grammatical focus of lessons.

4.5 The situational approach

This method contains elements of the Direct Method and evolved from it. Language is taught in situations at the station, in the restaurant and so on. New language is drilled orally in sentence patterns. Vocabulary needed for the situation is taught and tested. Most modern language textbooks for secondary schools still contain elements of this approach. It uses the tried and tested PPP methodology (Presentation, Practice, Production). The teacher presents new language, learners try it out in controlled practice, such as mechanical drills, followed by so-called free production, when learners produce their own sentences using the model initially presented. This will be the approach and methodology most recognised by teachers and learners of modern languages.

4.6 Communicative Language Teaching (CLT)

This is a broad approach that encompassed various methods, motivations for learning the target language, types of teachers and the needs of individual classrooms and students themselves. It is one "umbrella" approach to language teaching approach that has become the accepted "norm" in this field. The basic premises of this approach are:

- Focuses on all the components of communicative competence not only grammatical or linguistic competence.

- Engages learner in the programmatic, functional use of language for meaningful purposes.
- Views fluency and accuracy as complementary principles underpinning communicative techniques.
- Uses the language in unrehearsed contexts.

The all-embracing nature of communicative language teaching (CLT) as a method has currently been of the pre-occupation of modern language researchers and has also been of great interest and pursuit of many college and university foreign language programmes. Rifkin (2003: 169) notes that "many college and university foreign language programmes are designed to help students achieve certain goals". These goals according him are:

- Listing comprehension (and, in some cases, viewing comprehension).
- Reading comprehension.
- Speaking ability.
- Writing ability.
- Understanding the culture(s) in which the language is spoken.
- Understanding the perspectives of different culture.

Labeling Communicative Language Teaching as taking the lead among other methods is simply because language (whether to be acquired or learnt) is useless being in use. The teaching methods that are methods that are mostly tested with foreign languages, especially English. The application of any or all of these methods to study can only be determined as we examine our own target language.

4.7 The Natural Approach

The Natural Approach was developed by Tracy Terrell and Stephen Krashen and was introduced in the book The Natural Approach in 1983. This method is based on observations of how children acquire their native language. It attempts to adapt this process of language acquisition to an adult learning environment. From this perspective, it is necessary to emphasize

the importance of communicative skills instead of focusing on grammar-based language learning. This method highlights comprehensible and meaningful practice activities and introduces the language learner to a great deal of vocabulary at the beginning rather than the production of grammatically perfect sentences. Basic rules for implementing this method include not using the learners' native language and not referring to grammatical explanations. The language is viewed as a vehicle for communicating meanings and messages.

4.8 Suggestopedia:

Suggestopedia is a method of foreign language teaching developed by Lozanov. It makes use of dialogs, situations, and translation to present and practice language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective (Richards, et.al.,1990). It is a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, interested and positive (Hornby, 2005). From these two definitions, it is clear that Suggestopedia uses techniques to make the students feel relaxed, comfortable, interested in order to learn more quickly.

5.Types of Learning Styles:

5.1 Visual learning style:

These individuals prefer to learn alone by using anything related to visual tools such as videos and movies, since it requires them concentration. Mayzler and McGann (2010 cited in Imran, 2017: 34) confirm that "visual learner" is the one who determines best when seeing the object and evolves the consummate information when there is a chaining event over the eyes. "Visual learners" prefer to look at graphs, charts, hierarchies, symbols, flipcharts and anything that a teacher uses to present words in place of words (Fleming, 2011 cited in Jonna, 2017: 4). According to learning style theory, visual learners have to look, notice and write so that to get a highest level in comprehending and mastering (Dunn et al., 1993 cited in Nahla, 2014: 21). For instance, some learn better with first seeing the picture and memorize things or words by writing them with colors as we know colors give them meaning, or present them in form of models or hierarchies. Whereas "visual learners" cannot easily be bothered by making noise but easy to be deconcentrated by making movements or actions (Drago and Wagnar, 2004 cited in Norasmah and Mohd, 2010: 656).

5.2 Auditory learning style:

Aural students learn best through listening (Drago and Wagnar 2004 cited in Norasmah and Mohd, 2010: 656). These students are much attentive to the words delivered by their teachers. They prefer to discuss the lesson with classmates just after class, in order to be sure that the lecture is clear. In situations like discussions, expressing their ideas, and listening to what others say. Auditory learners are considered to pick up information better through listening (Gilakjani, 2012: 106). According to Miller (2001 cited in Norasmah and Mohd, 2010: 656) this kind of students tend to remember easily through "loud reading" or 'mouthing" when reading especially when the information is new. Students can also memorize by listening to "audio tape recording", by discussing with teachers or trying to clarify something to a mate. For example, auditory learners learn best through discussing in a group or speaking to others.

5.3 Read/write:

Many teachers and learners tend to use this method because they prefer to study with printed words or texts, sometimes they paraphrase or summarize with their own vocabulary. Moreover, people with this preference work with the use of power point, internet, dictionaries, and quotations. According to Drago and Wagner (2004 cited in Norasmah and Mohd, 2010: 656), "these students are note takers" that is the majority of students take notes while someone speaks, especially teachers so that to effortlessly maintain information.

5.4 Kinesthetic learners:

Wolfman and Bates (2005 cited in Norasmah and Mohd, 2010: 657), stated that "kinesthetic learning style" makes learning and students' motivation increase. In the classroom, students with this style of learning prefer to work by doing, that is to say they feel at ease and always motivated to study when they try to solve activities. Kinesthetic students learn better through being physically involved in the learning process (Dunn et al., 1993 cited in Nahla, 2014: 21). For instance, students prefer a lesson followed by a series of activities since they memorize instructions more by acting rather than listening or seeing.

Conclusion:

Furthermore, we can say if the general social context does not put emphasis on teaching speaking skill. Formal education has to. There is no much room for misunderstanding between people especially if it occurs due to lack of some basic competencies. The advantage of enhancing communicative competence to students is that they reached an age when their minds are ready to comprehend differently the cultural value of things which may develop their personality and help them better assimilate the moral values that society impose, understand principles, standards and moral values and finally accept them, and by perceiving the differences tolerance level can be enhanced. People have to accept in others even those things that their culture forbids for them, as well as should have greater tolerance for others but most of all they have to be aware of the cultural differences, as Nathaniel Branden stated that: "The first step toward change is awareness. The second step is acceptance." Thus, learners must be aware of all these issues so that they can communicate properly.

Chapter two

Understanding Idioms

Introduction:

The English language being very flexible constantly enriches its vocabulary with words invented by language speakers, making it more colourful with new idiomatic expressions, and, at times, refills its stocks with the borrowings and neologisms. English just amazes by its extraordinary linguistic diversity.

In this chapter, a brief definition of idioms and their characteristics will be tackled. Then The Importance of Learning English idioms are highlighted and the Importance of Idiomatic Expression to ELF Learners are pointed out.

1. Definition of Idioms:

The word "idiom" is originally derived from Latin "Idioma", from Greek "ἰδίωμα–idiōma", "private property" or another meaning "peculiar phraseology".

Experts provide many definitions of idiomatic expressions. McArthur (1992: 495) in The Oxford Companion to the English Language, said idiom means a combination of words which have a figurative meaning owing to their common usage.

David Crystal (2008:236) in his book A Dictionary of Linguistic and Phonetics, defines idiom as: a term used in GRAMMAR and LEXICOLOGY to refer to a SEQUENCE of WORDS which is SEMANTICALLY and often SYNTACTICALLY restricted, so that they function as a single UNIT. From a semantic viewpoint, the MEANINGS of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic viewpoint, the words often do not permit the usual variability they display in other CONTEXTS, e.g. it's raining cats and dogs does not permit it's raining a cat and a dog/dogs and cats, etc. Because of their lack of internal CONTRASTIVITY, some linguists refer to idioms as "'ready-made UTTERANCES". An alternative terminology refers to idioms as "habitual COLLOCATIONS". A point which has attracted considerable discussion is the extent to which degrees and kinds of idiomaticness can be established: some idioms do permit a degree of internal change, and are somewhat more literal in meaning than others (e.g. it's worth her while/the job will be worth my while, etc.). In GENERATIVE GRAMMAR, idiomatic constructions are used for testing hypotheses about structure: if

idioms are units whose parts stay together in DEEP STRUCTURE, then one can test whether a particular syntactic construction involves MOVEMENT by seeing whether the parts of the idiom can be separated in that construction. In this approach, also, the term idiom chunk is used for one part of an idiom which has been separated from the remainder through some syntactic operation, such as the basket in That's the basket into which I've put all my eggs (cf. I've put all my eggs into one basket).

Meetham and Hudson (1969) in The Encyclopaedia of Linguistics, Information and Control describe an idiom as "a habitual collocation of two or more words whose combined meaning is not deducible from a knowledge of the meanings of its component words and of their grammatical syntagmatic relations to each other" (Meetham and Hudson 1969: 667).

Rosamund Moon (2002, p. 64) defines idioms as: items which are not the sum of their parts: they have holistic meanings which cannot be retrieved from the individual meanings of the component of words. Idioms are typically metaphorical in historical or etymological terms.

The Concise Oxford Dictionary of Current English (1976: P 533) defines idiom as a: peculiarity of phraseology approved by usage though having meaning not deducible from those of the separate words.

According to The English Oxford Advanced Learners Dictionary, an idiom is a group of words whose meaning is different from the meanings of the individual words.

Webster's New World Dictionary, Neufeldt (1997) offers a more detailed definition of an idiom which is seen as "a phrase, construction, or expression that is recognized as a unit in the usage of a given language and either differs from the usual syntactic patterns or has a meaning that differs from the literal meaning of its parts taken together" (Neufeldt 1997: 670).

Collins COBUILD English Language Dictionary (1995) describes an idiom as a group of words, which when used together in a particular combination, have a different meaning from the one they would have if the meaning of all the individual words in the group was taken.

2. Characteristics of Idioms

There are different views on what exactly characterizes idioms, Bell (1974:1-2) identifies certain features which are essential in the recognition of idioms. Some of these features are:

➢ **Alteration of grammatical rules:** idiomatic expressions are not always grammatical, but it is established, accepted and used by native speakers of the language with a fixed structure and meaning.

E. g. It is ages since the last time we met (singular with a plural noun).

➢ **Conventional phrases:** idioms are special expressions that well known and agreed upon by all the members of a particular speech community.

E. g. how are you doing? (Expression used to ask someone about his health).

E. g. once in a blue moon (rarely, infrequently).

➢ **Alteration of word order:** idiomatic expressions do not usually follow word order.

E. g. It may be well ahead of time: (normal word order).

E. g. It may well be ahead of time (probably): (idiomatic expression).

➢ **Figurativeness:** The basic characteristic of idiomatic expressions 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, in «to bury the hatchet», meaning to become friendly again after a disagreement, the meanings of the words «to bury» and «the hatchet» are different from the meaning of the whole expression.

➢ **Phrasal Verbs:** Phrasal verbs are the most common type of idioms in English. Many of them carry idiomatic meanings that cannot be inferred from the form, unless the phrase is already known.

E. g. After war began, the two countries broke off diplomatic relations (discontinue).

➢ **Addition**: Adding any word to an idiomatic expression may alter its meaning, or remove its idiomatic sense. For instance, adding the adverb very to the adjective red «in red herring». (very red herring) affects the figurativeness of its meaning completely.

- ➤ **Deletion**: Deleting the adjective sweet and the article from the expressions have a sweet tooth and spill the beans would change totally their meanings. Hence, (have a tooth) and (spill beans) have no idiomatic sense.
- ➤ **Substitution**: Idioms accept no replacement of words even if those words are synonyms. 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.
- ➤ **Modification**: Any change in the grammatical structure of an idiom leads to the destruction of the idiom 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, stock and barrel completely.
- ➤ **Comparative**: Adding the comparative former to the adjective hot in the expression (to be in hot water) changes the conventional sense of the idiom which has the meaning of be in trouble.
- ➤ **Passive**: The passive form some beans were spilled has a different meaning from its active one.

These restrictions affect the degree of idiomaticity of lexical items, and they may remove their main feature of figurativeness. These characteristics make the idioms be considered as rigid structures, almost impossible to be decoded. However, through a cautious approach, thorough explanations, continuous interest, idioms may become vital elements in the acquisition of proficiency in a foreign language.

Nunberg et al. (1994: 492–493) have provided six prototypical properties (a sort of family resemblance?):

- ➤ **Conventionality**: the meaning of an idiom cannot be entirely predicted from a knowledge of the meaning of its constituent parts in isolation.
- ➤ **Inflexibility**: there are restrictions on the syntactic constructions idioms can appear in: the bucket was kicked, the bucket that he kicked.
- ➤ **Figuration**: idioms typically involve metaphor, metonymy, or other kinds of imagery.

➢ **Proverbiality**: idioms are usually used to describe and perhaps explain commonly occurring situations of particular social interest.

➢ **Informality**: idioms are typically associated with informal or colloquial registers.

➢ **Affect**: idioms imply an affective stance towards a situation, languages tend not to use idioms to describe situations viewed neutrally.

Moreover, Fernando (1996, 3), lists three main features of idioms:

➢ **Compositeness:** idioms are commonly accepted as a type of multiword expression. That is, idioms consist of two or more lexical constituents.

➢ **Institutionalization:** idioms are conventionalized expressions. That is, idioms first begin temporarily, and then become part of society and normal cultural use through consistent use.

➢ **Semantic opacity:** the meaning of an idiom is not the sum of its constituents (an idiom is often non-literal), an idiom cannot be understood literally.

In addition to the above lists of characteristics of idioms, there are many other lists of features of idioms presented by many other scholars like: Makkai (1972), Cowie et al, (1983), and Wright, (2002) among others.

3. The Importance of Learning English idioms

Learning a language is not only limited to learn its grammatical rules and vocabulary. Yet, it goes further to know about its larger lexical items which make up our everyday linguistic repertoire. Idiomatic expressions as part of these lexical items have a crucial role to play in mastering a language and have a native-like proficiency and command of language.

Learning idioms should be a central part of vocabulary learning in a second language. Teachers should not wait until students reach an advanced level to teach them about idioms. Irujo (1986: 240) asserts that, even at elementary levels, idioms can be included in different types of dialogues and stories. Providing idiomatic synonyms for vocabulary words will inevitably improve the students' vocabulary.

A non-native speaker of the English language will never fully understand an English movie, sitcom or even the news without the knowledge of idioms, Burke (1998) claimed that

there is "absolutely no way a nonnative speaker of English could fully understand an American movie, TV show, news broadcast, or even a typical conversation without help because our language is loaded with nonstandard English, i.e., slang and idioms" [13, p.1]. He explains that if nonnative speakers do not understand idioms, they will never be able to completely integrate and, instead, they will always be outsiders.

Therefore, according to Irujo (1986: 236-237) "native speakers tend to use simple, concrete, everyday vocabulary when they address second-language learners; the use of idioms is avoided."

Lundblom and Woods (2012: 203) state that idioms are common in both written and spoken language and can be found in magazines, conversations and media. However, this does not necessarily mean that people will acquire the knowledge to understand and use idioms correctly even if there is exposure to English-speaking television programs and print. In order for language learning to progress, there has to be interaction, whether it is interaction with a teacher or a fellow student. Irujo (1986: 237) argues that without providing the right kind of interaction, language learning will not happen. If learners rely on their first language when interpreting idioms, only a few instances will be successful. This is one of the reasons to why idioms should be integrated in classroom activities.

Cooper (1998: 255) states that out of four kinds of nonliteral expressions, idioms are the most frequently encountered in discourse. Furthermore, the Cooper goes on to claim that idioms present a problem for both native speakers and second language learners. According to D'Angelo Bromley (1984:272), idioms exist in all languages and enjoy widespread use among speakers of every language the world over.

The complexity of these expressions is therefore yet another reason why educators should focus more on them. Due to this, special attention is required and idioms should not be left until later education or ignored altogether. Imprecise idiomatic usage will, sooner or later, cause difficulties even for a student with excellent knowledge in both grammar and vocabulary (Cooper, 1998: 259).

Idioms and various forms of informal language should be taught to students. Burke (1998: 152) argues in favor of the teaching of idioms, slang and even some vulgarities in the classroom. He

claims that it is better for the students to hear this type of language in the classroom and be familiar with it instead of hearing something on the street and then making their own interpretation of it. A miscalculation of an idiom's meaning can generate an awkward situation. Moreover, Schmitt (2000: 100) claims that there should be no fear of teaching idioms to students. He states that "Using idioms correctly is one of the things that sets apart fluent speakers of a language, and, realizing this, students are often keen to learn them".

4. The Importance of Idiomatic Expression to ELF Learners

Idioms include all areas of life. Idioms include medical areas, there are color idioms, such as 'a black look' or 'be in the black', food idioms 'piece of cake', business idioms, money idioms, animal idioms and body idioms, such as 'armed to teeth' meaning 'heavily armed with deadly weapons'. (Maftonn and Mazloomi, 2005:p.31-225).

Idioms or idiomatic expressions are used in formal, informal speech and in writing. They are a part of media, standard speech in business and an essential element in education. Idiomatic expressions are part of the average native speaker's vocabulary. They are an important part of native speakers' language and considered to be mutually shared knowledge among English native speakers. Thus it is important for the non-native speakers of English to be acquainted to the use of idiomatic expressions because it is an important part of their mastery of the English language.

Idiomatic use is believed to broaden peoples' comprehension and understanding in all the linguistic aspects of life. Idiomatic use is believed to increase peoples' manipulation of language. As a result, idiomatic use ought to be a part of the second-language learners (L2) vocabulary. Students of English who effectively communicate using idiomatic expressions show a better understanding of English and they have an ability to "communicate on a deeper level of the language'. (Ambrose, 2009: 190) L2 students can gain more vocabulary through the use of idiomatic expressions, gain a better understanding of the language, achieve more proficiency while using the L2 or second language and sound more like native speakers because idiomatic usage is considered more natural. As it is stated by Laflin quoted by Ambrose (2009: p193) "if you keep an open mind and play your cards right, your proficiency

in English will soon be something to crow about". It is necessary, therefore, that L2 learners should be acquainted with the use of idiomatic expressions.

Many language specialists pinpoint that knowledge of idioms, that is the ability to comprehend and use them appropriately and adequately is extremely important and considered to be as an indicator of L2 fluency and a sign of L2 communicative competence. The ability to produce and comprehend idioms is termed as "figurative competence". Figurative competence, or the sufficient knowledge and appropriate use of idioms in a second/foreign language requires certain skills and includes the ability to produce and use idioms when engaging in communication, whether spoken or written. Thus adequate idiom knowledge leads to better L2 fluency making second/foreign language learners more L2 proficient. (Andreou and Galantomos, (2009:319).

So, idioms help students gain deeper knowledge of the working of human language and its creative and figurative expressions. Moreover, teaching idioms can raise the students' awareness about the importance of the context in the understanding of language.

Conclusion:

Idiomatic expressions pervade English with a peculiar flavour and give it astounding variety, bright character and colour. They help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.

However, learning idioms presents a host of difficulties to English learners, because they don't know the culture and history behind English idioms.

To conclude we may state that the sheer number of idioms and their high frequency in discourse make them an important aspect of vocabulary acquisition and language learning in general. English is a language with a vast idiomatic basis, which makes its learning very exciting and intriguing. So, grasping the use of idioms is an essential part of learning English.

Chapter three

Data Analysis and Discussion

Introduction

This chapter presents statistical analysis of data collected in the study and their results for the Teachers' questionnaire and student' test. The results are presented in graphic and tabular forms.

1. Presentation and Analysis of the Teachers Questionnaire

Teachers who are concerned with this study are full time teachers at the secondary school, the number of these teachers is twenty-five.

We used about seventeen questions asked to twenty-five teachers. These questions are intended to elicit information from the teachers about the issue of this research. We can divide

the questionnaire into two sections:

Section I: Personal information

This section deals with the teacher's general information and his/ her experience in teaching English as a FL.

Section II: Questions

Question 01: What do you understand by idioms?

This question is asked to teachers in order to see what does idioms means for them.

Teachers define idioms as a phrase or expression that typically presents a figurative, non-literal

Figure 1. Frequency of the Teaching of Idioms in EFL classrooms
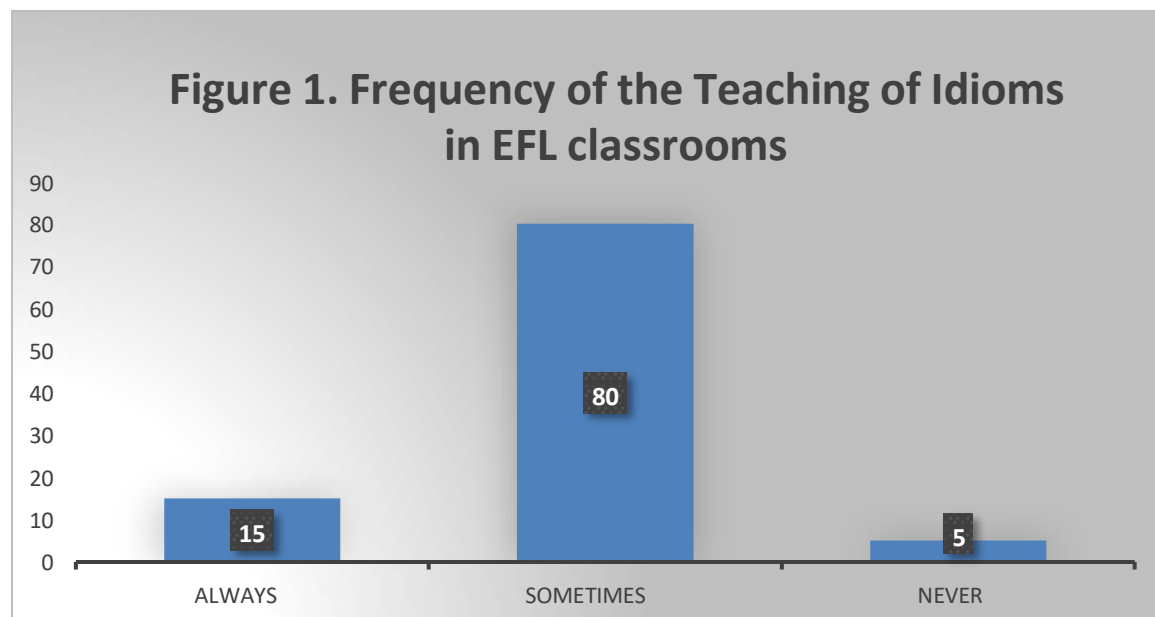
meaning attached to the phrase.

Question 02: How often do you teach idioms in your courses?

From the figure 1 we notice that, 80 % of the teachers surveyed sometimes teach idioms in their classrooms. This means that they do not do it all the time. On the other hands only 5 % of the teachers said that they never do it, which means that their students are not acquainted with new idiomatic expressions. However, 15 % of them, said that they always do it. In this case those teachers are aware of the importance of teaching idioms to help their students communicate more creatively.

It is remarkable to note that at least some of the teachers surveyed consider teaching idioms in their classes from time to time.

Question 03 and 04: What activities have you ever suggested or practiced to encourage the use of idioms in the classroom?

What materials have you ever suggested or used to teach idioms in the classroom?

As we can see in table 01, most of the activities that teachers do are quizzes, discussion, role play**,** matching These four activities are very entertaining and easy to develop. Also, teachers recommend to watch Tv shows and videos because they usually contain idiomatic expressions. Storytelling, dialogue writing, are not very common because they demand more time and are not easy to develop.

Activities to Teach Idioms	Percent
Quizzes	18
Role play	15
Matching (idioms and meaning)	20
Watching Video and Tv shows	15
Story telling	6
Dialogue writing	4
Discussion	22
Total	100%

Table: 01 Activities used to Teach Idioms by EFL teachers

Question 05: Idioms are easy to teach?

The information gathered shows that most of teachers said that idioms are somehow easy to teach, which means that is the reason why they sometimes incorporate them. Some others mentioned that teaching idioms is easy so that they always do it. Finally, a very low percentage of the sampled teachers said they think teaching idioms is difficult, that is why they never do it in their classes.

Figure 2. Frequency of Idioms Are Easy to Teach

Category	Value
AGREE	20
PARTIALLY AGREE	75
DISAGREE	5
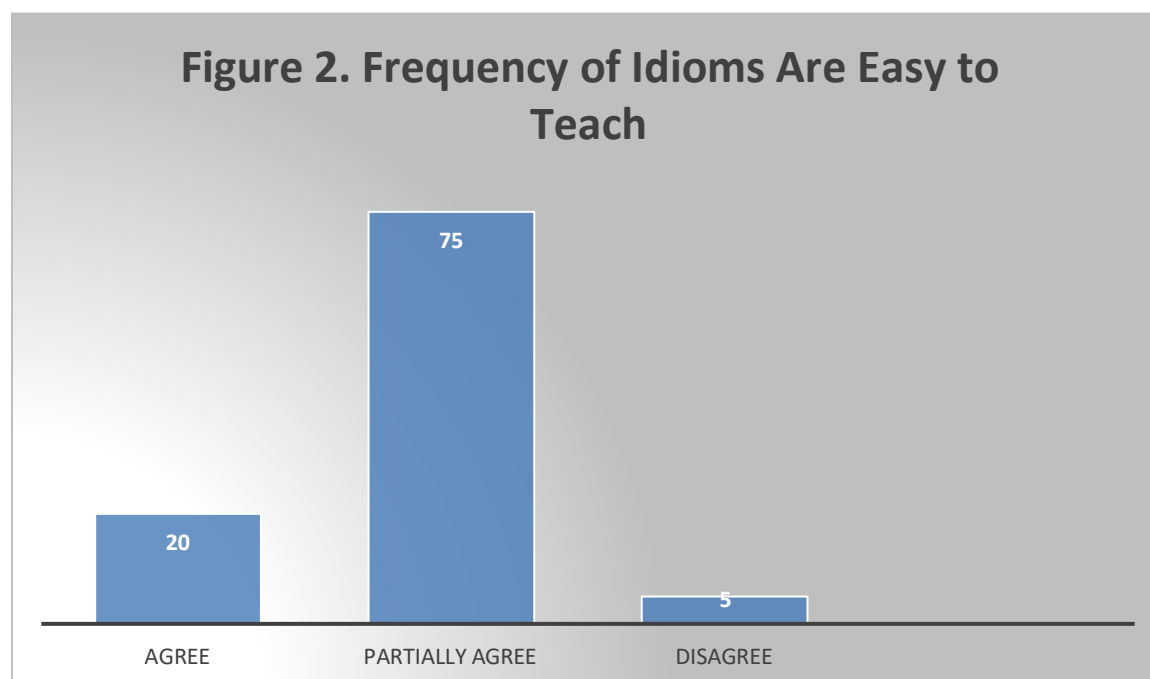
**Question 06:** Students are motivated to learn idioms?

The data gathered reveal that most of the teachers agreed on the fact that their students are motivated to learn idioms in their classes, if they sometimes do it, some other teachers said that they partially agreed on the assumption that idioms are easy to teach, which relates to the fact that they sometimes do it. In this case what is interesting to note is that none of the teachers said that their students are not motivated to learn; on the contrary, all of them share a certain level of

motivation   to   learn   idioms.

Figure 3. Frequency of Students are motivated to learn idioms
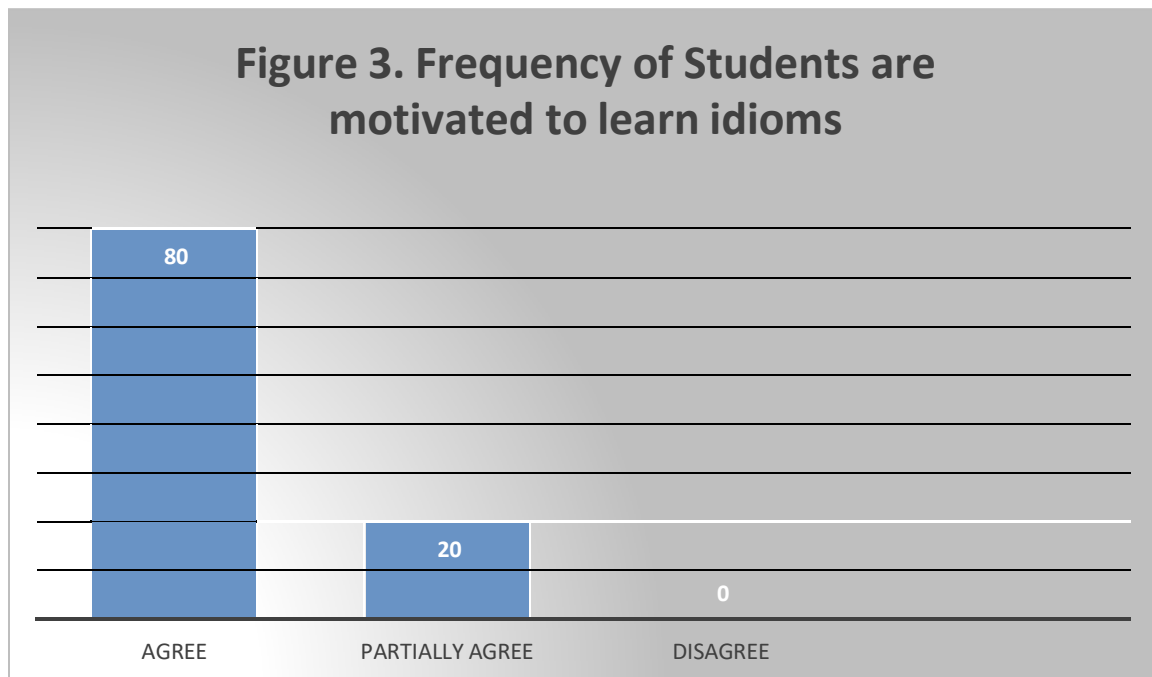
Question 07: My students are confused when they come across an idiom which has an irregular structure or is grammatically incorrect?

According to these responses, almost all of the teachers, 90% agreed and partially agreed on the disability of students to process and understand the idioms that have irregular structure or grammatically incorrect. 10% of them were disagree.

This indicates that the students are unable to process and express confused English idioms

Figure 4. Frequency of students are confused when they come across an idiom which has an irregular structure or is grammatically incorrect

	60	
30		
		10
AGREE	PARTIALLY AGREE	DISAGREE
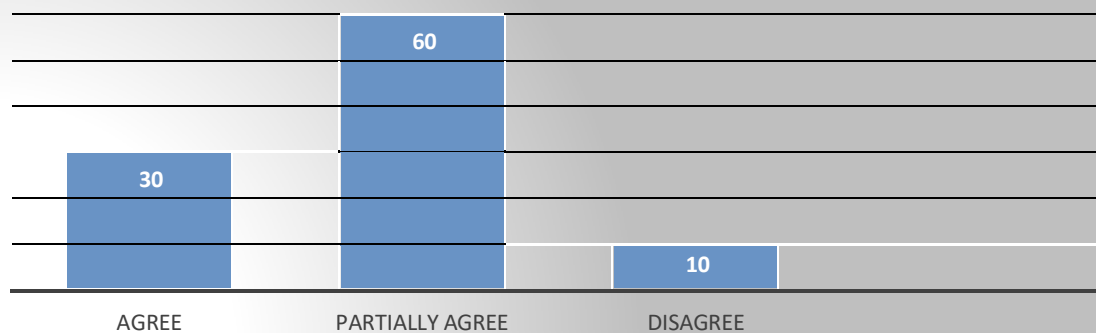
Question 08: I think the more idioms a learner knows, the richer his vocabulary knowledge becomes?

Us we can see a great percentage 97% of the teachers agreed and partially agreed that more idioms a learner knows, the richer his vocabulary knowledge becomes, while 3% disagreed.

This insured that idioms increase the proportion and improve the quality of the learners vocabulary.

Figure 5. Frequency of idioms a learner knows, the richer his vocabulary knowledge becomes
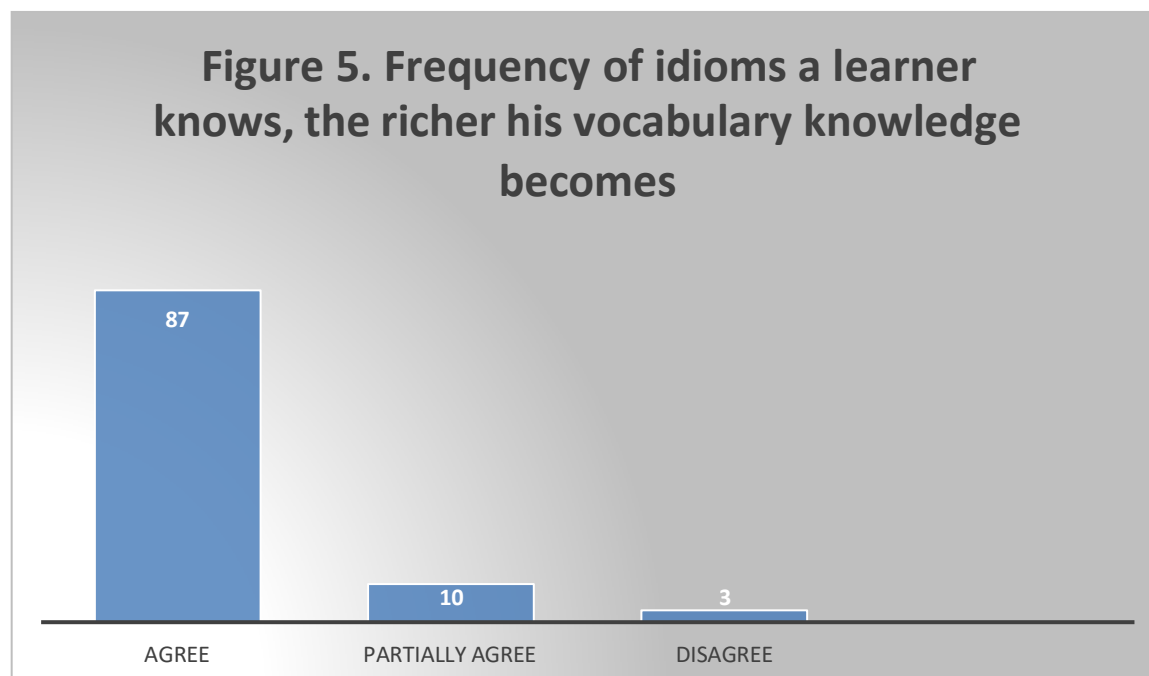
Question 09: I believe that idioms should be integrated into language curriculum right from the start

The information gathered shows that 80% of the teachers strongly agreed and agreed that idioms should be integrated into language curriculum right from the start, while the percentage 20% displays the result of neutrality and disagreement. This indicates that the idioms should be included into English language curriculum from the beginning to enrich the learner's idioms.

Figure 6. Frequency of idioms should be integrated into language curriculum right from the start

STRONGLY AGREE	43
AGREE	37
NEUTRAL	6
DISAGREE	10
STRONGLY DISAGREE	4
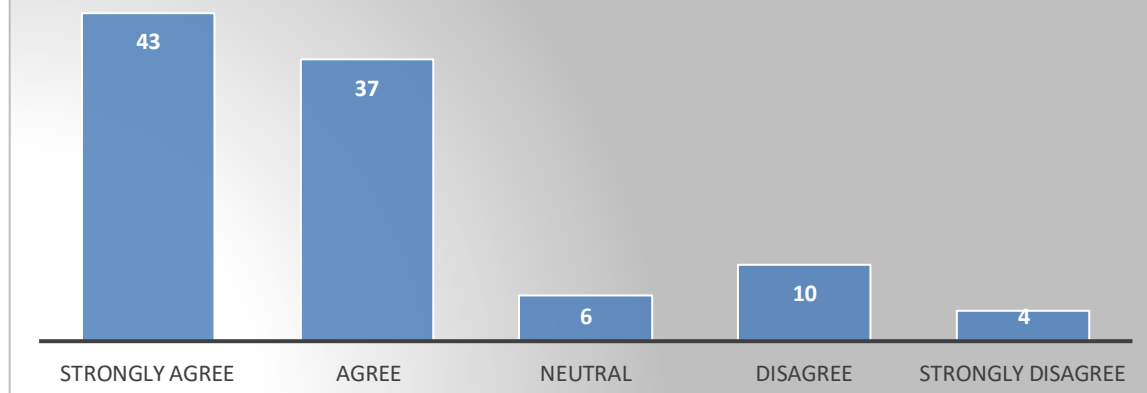
Question 10: I believe that idioms of preaching, idioms of social relation and geographical idioms are acquired better through stories, films, newspapers and videos

Majority of the teachers 97% agreed, only 3% of them were not sure.

Figure 07. Frequency of idioms of preaching, idioms of social relation and geographical idioms are acquired better through stories, films, newspapers and videos

STRONGLY AGREE	97
DISAGREE	0
NEUTRAL	3
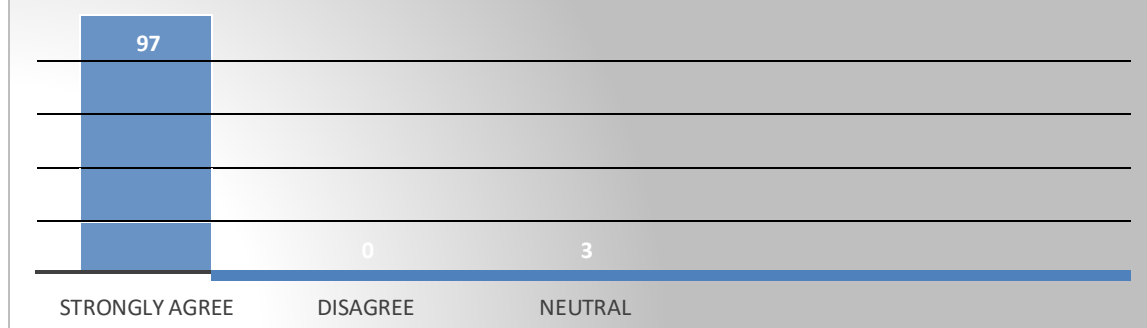
Question 11: Idioms have unfamiliar words or have no equivalent in Arabic are difficult for my students to be understood or used it

The information gathered shows that 92 % of the teacher's responses agree that mother tongue language contributes largely to learners understanding and processing idioms. Only 2 % of them disagreed and 6 % were not sure.

Figure 8 Frequency of Idioms have unfamiliar words or have no equivalent in Arabic are difficult for my students to be understood or used it
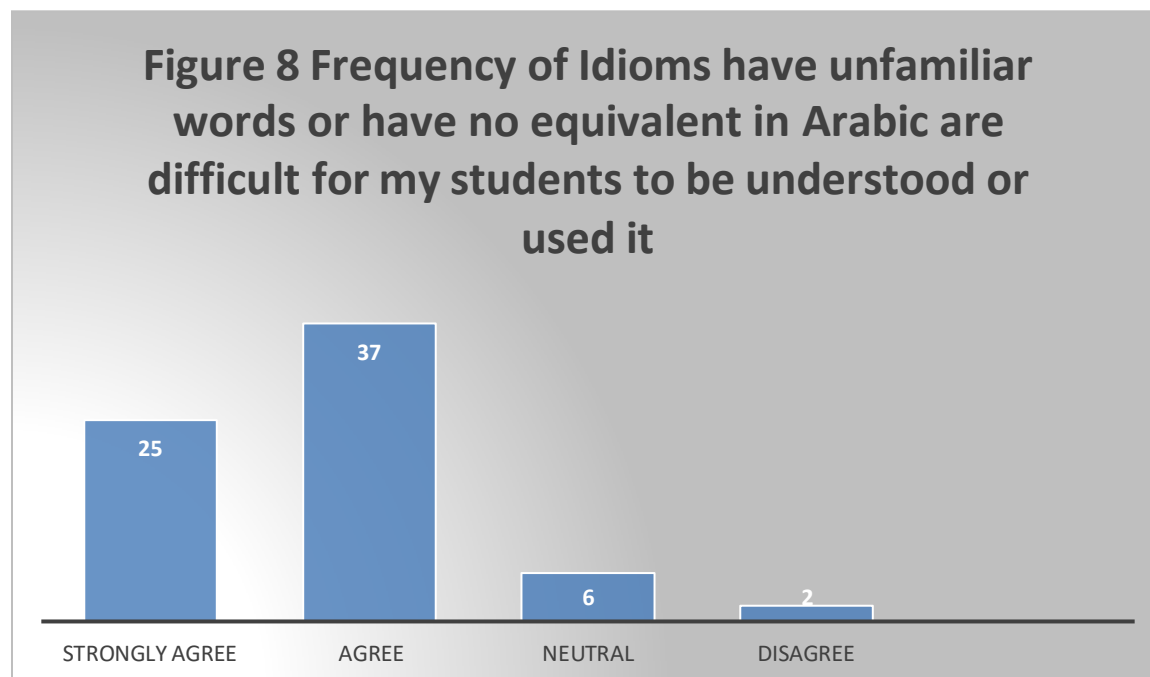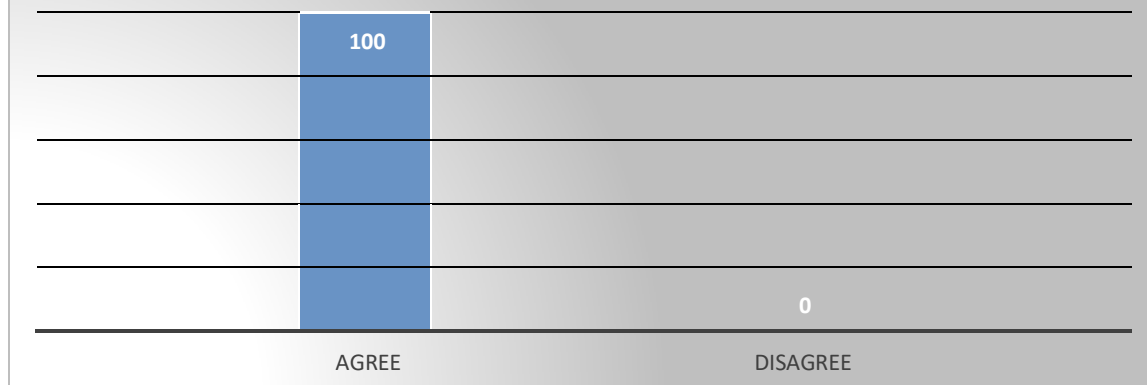
Question 12: Idiomatic expressions are common and important in English language studies

As can be seen in information gathered below all the teachers 100% have agreed that idiomatic expressions are common and important in English language studies.

This reflects the importance of the idiomatic expressions for English language learners and studies.

Figure 09 Frequency of Idiomatic expressions are common and important in English language studies

(AGREE: 100, DISAGREE: 0)

Question 13: A good command of idiomatic expressions is not important for my students because communicating in simple language is preferable

The responses results shows that a good command of idiomatic expressions is not important for the learners. 53% of the teachers strongly disagreed and disagreed that a good command of idiomatic expressions is not important for the learners because communicating in simple language is preferable. 35% agreed and 12% were not sure.

This shows the importance of the idiomatic expressions for the learners in communicating.

Figure 10 Frequency of A good command of idiomatic expressions is not important for my students because communicating in simple language is preferable

| STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
30	5	12	35	18
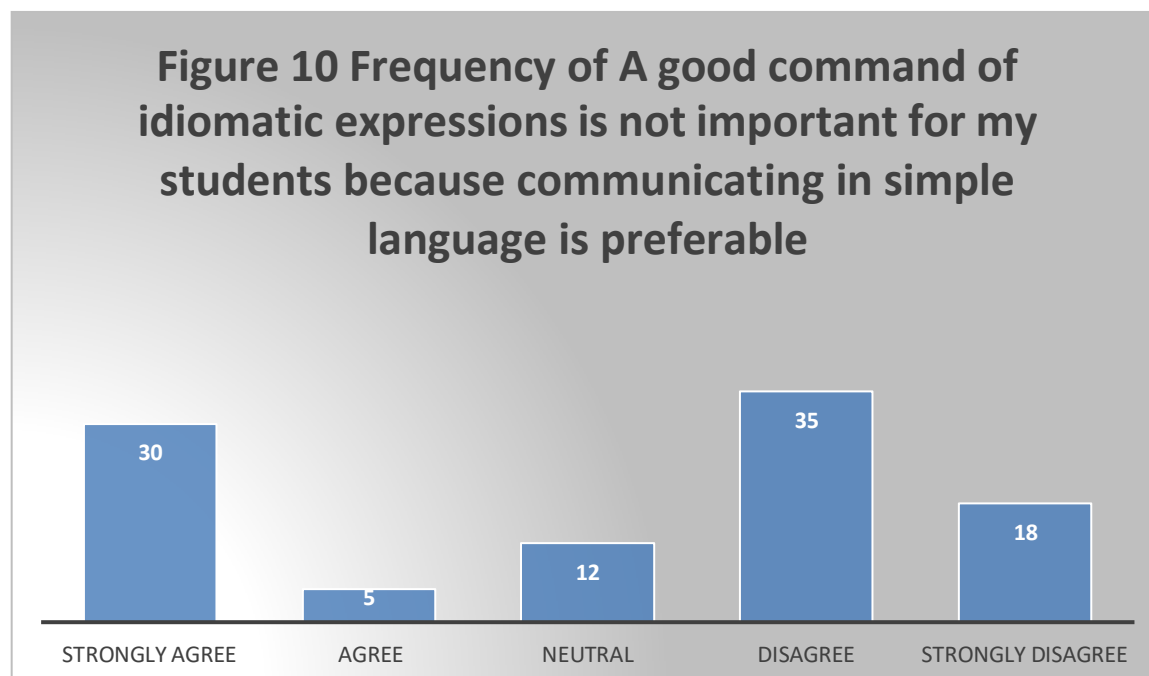
Question 14: Idioms should be taught in context

A closer look at the figure 11 shows that 83% of the teachers said yes to the necessity of including idiomatic expressions within the syllabuses, and 7% think that it is inadvisable to include idiomatic expressions in syllabus, commenting that inversely idiomatic expressions are complicated elements of language which may hinder the process of learning.

Figure 11 Frequency of Idioms should be taught in context

YES	NO
83	7
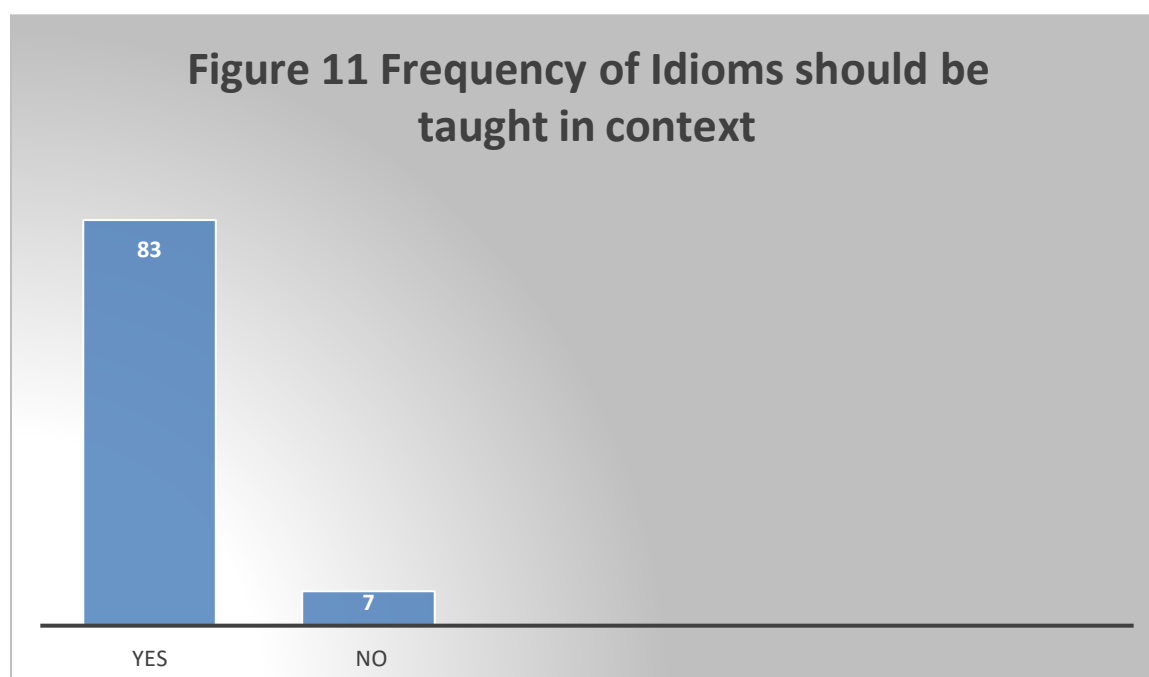
Question 15: teaching idiomatic expressions will boost the students' communication skills

The information gathered shows how necessary idioms are to boost communication skills. In fact, a very high percentage of the teachers answered that idioms are really necessary and important to boost communication skills, which explains the fact that they sometimes use it in their classes. However, some of them partially agreed on the idea because they think idioms are not easy to teach. Fortunately, nobody said idioms are not necessary for communication skills. This is a very positive remark which supports the importance of idioms in English classes.

Figure 12. Frequency of Idioms are necessary to achieve communicative competence
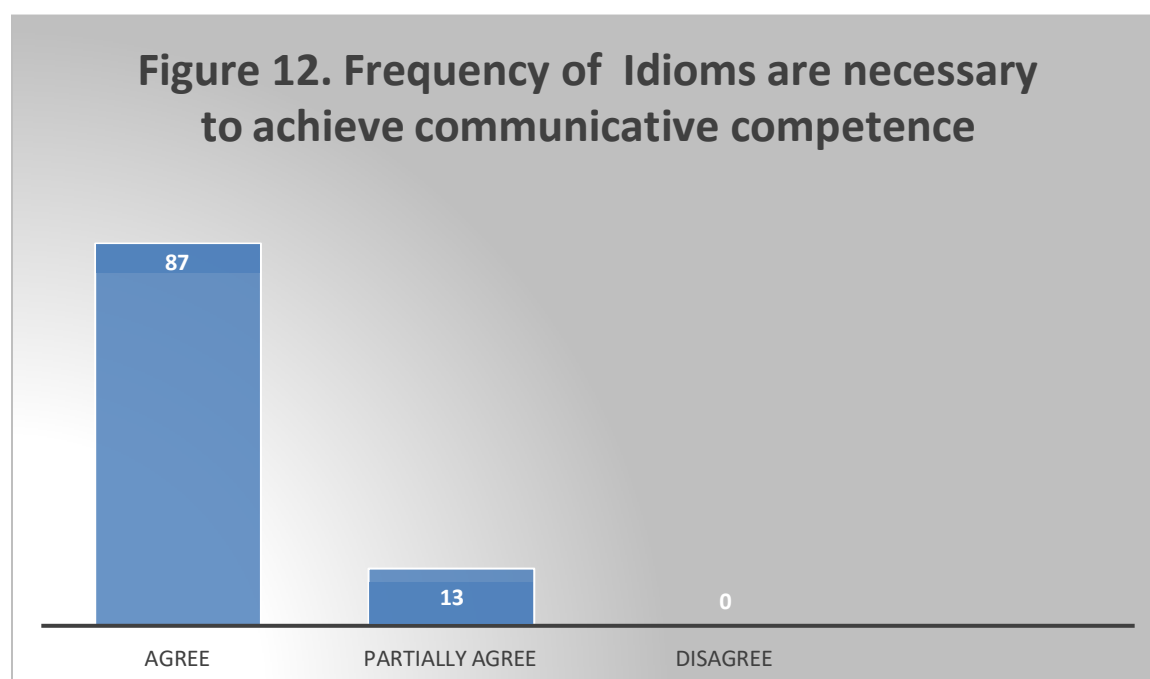
2 Results of the Students' Questionnaire and Test
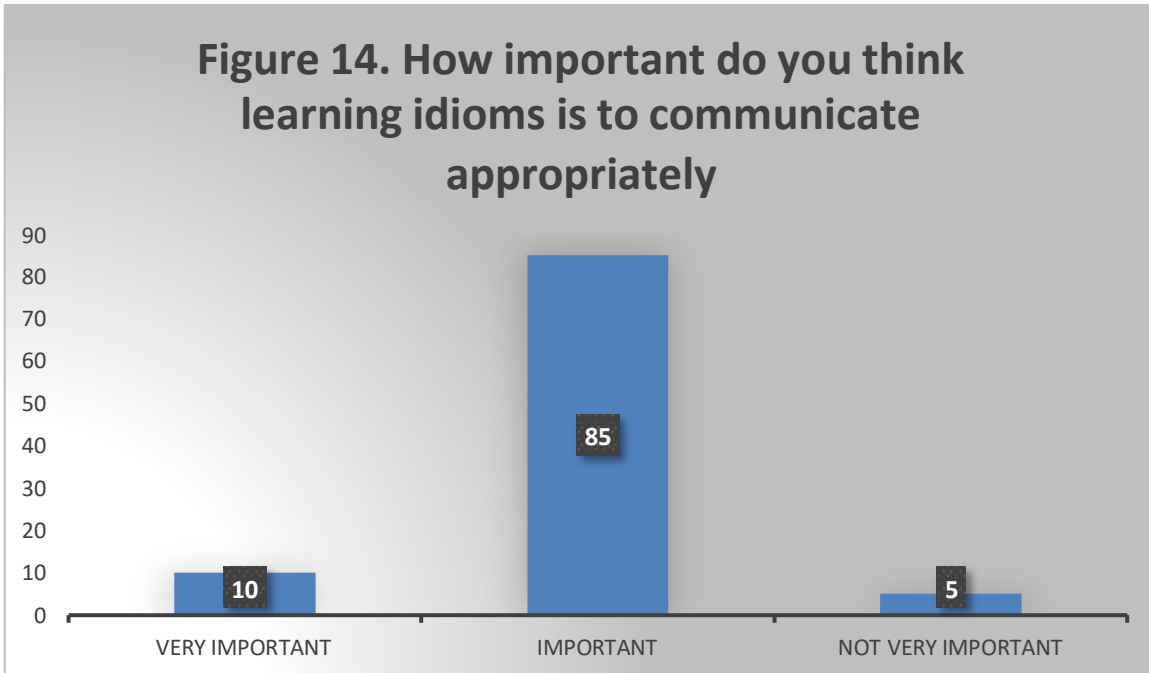
We have chosen a sample of twenty students of mixed levels of secondary school, we have used three questions and one test distributed to twenty students. Both the test and the questionnaire are a combination of different kinds of questions. These questions are intended to elicit information from the students about the issue of this research. We can divide the questionnaire into two sections:

Section I: Questions

75 % of the students surveyed said that they sometimes use idioms to communicate with their classmates and with native speakers of English, it means that most of these students 95 % know how important idioms are in their daily speech. Nevertheless, 15 % of the population sampled held that they never use idioms in their conversations, and 5% of them said that using idioms in in their conversations is not very important.

Notwithstanding, it is worth stressing that most of the students surveyed know some idioms and use them not very often.

Figure 13 How often do you use idioms to communicate in the language?

Figure 14. How important do you think learning idioms is to communicate appropriately
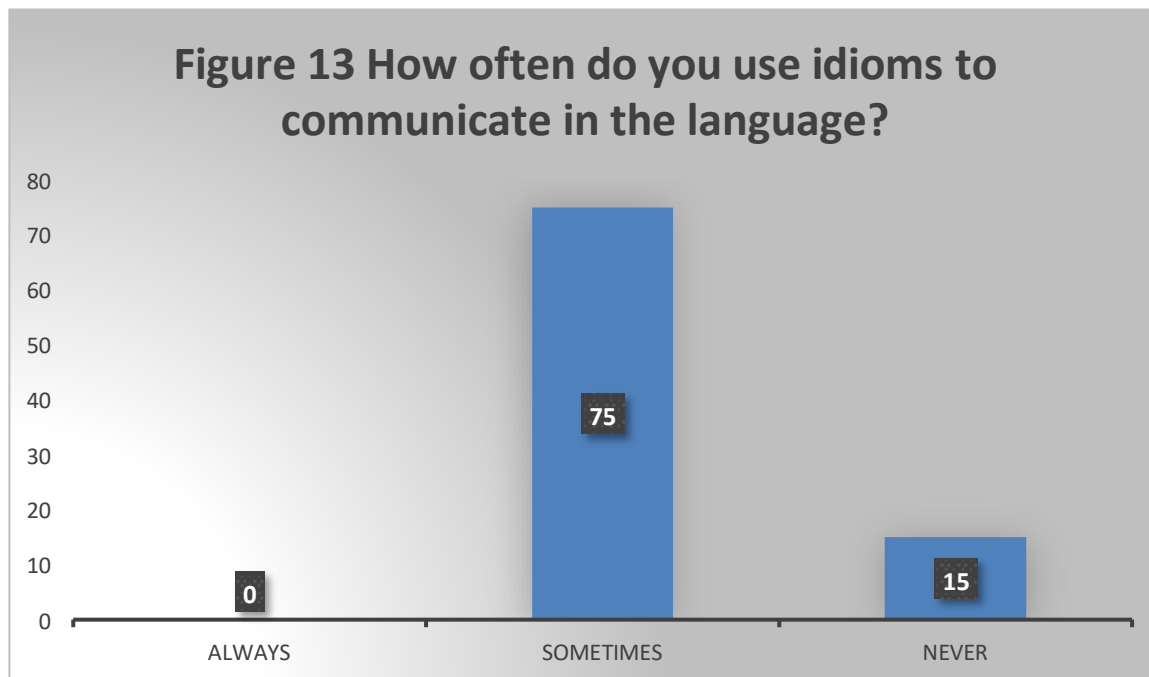
Section II: Test

This test takes the form of an activity. Students were asked about the meaning they have understood from the ten idioms, the data was gathered and shown in tables and charts. Then, in order to analyze the data, we will count the mean of results were gained from the student's answers.

As it is mentioned on the tables below the general mean (average) of the test is 7.64 which mean that 84% of the students who took the test answered correctly on 8 idioms from 10.

N	Mean (. /10)
1	10
2	7
3	9
4	10
5	4
6	6
7	10
8	8
9	9
10	9
11	5
12	10
13	8
14	6
15	10
16	4
17	7
18	9
19	4
20	8
21	8
22	8
23	5
24	10
25	7
GRNERAL MEAN = 7.64	

Table: 02 Results of student's test

	N	Percentage
Less than the mean	4	84
More than the mean	21	16
TOTAL	25	100

Table: 03 Percentage of student's results test

Conclusion

The discussion of the results has permitted us to reach reliable answers for the research

questions set in the general introduction to confirm/disconfirm the hypotheses.

Concerning the extent to what extent are idioms reliable in boasting the communicative skill

for EFL learners, the first hypothesis we formulated confirms that actually there is great

38

consensus amongst the teachers who were interviewed about the vital role of teaching idioms as factors of boasting the communicative skill for EFL learners. Regarding the second question which can idioms be integrated in teaching English as a second language to improve students' communicative skill. From the results of the questionnaire and the student's test, we noticed that learners do not lack knowledge about idioms, and its importance in English learning. We also noticed that teachers mainly use idioms as a material of teaching English but not most of the time. We deduced that idioms contribute to learners" understanding of English.

General Conclusion

Conclusions

People have to communicate with each other and it is very important for them to understand foreigners and be understood. There is an urgent need to understand what is written or said beyond words. Unfortunately, language teachers do not devote enough time to teaching these figurative meanings to learners. Learning the native speakers' language cannot happen without knowledge of idioms, but in our schoolbooks idioms are not a priority though idioms come to be a very numerous part of colloquial speech. They are also ever-evolving, and terms can grow outdated. So, the constant search for current idioms has to be a priority for non-natives of the language.

Definitely, idioms are challenging for foreign students to learn. Foreign language students must learn them just as they would learn vocabulary words, basically in sentences. Attempts to translate literally from the student´s native tongue usually lead to roundabout meaning and often to confusion. That is why it is really important to be aware of the need to teach idioms appropriately to English learners through some pedagogical activities.

Recommendations

- Language instructors may be able to upgrade ` L2 learners´ everyday communicative competence by introducing different idiomatic expressions that serve various functions, and by raising ` L2 learners´ awareness of the importance of this language phenomenon.
- Teachers of English should be encouraged to include such items of language as part of the teaching-learning process.
- Syllabus designers and material developers could compile a basic list for idioms to serve as a basis for teaching and learning these expressions.
- Learners should be familiarized with idioms.
- It is quite beneficial to use effective methods when teaching idiomatic expressions.

The main findings

- Teachers and students must be aware of the importance of idiomatic expressions.
- Knowledge of idomatic expressions is important in promoting language fluency.

- Using idiomatic expressions correctly and effectively helps the learners to reach fluency.

- Idiomatic expression broaden the students' understanding and make them able to manipulate the english language.

- Idiomatic expressions are essential and cannot be neglected when communicating in the English Language.

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list of References

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Appendices

Appendix 1

Questionnaire for EFL Teachers

The following questionnaire is part of a study being conducted Master student of the English Department at University of Biskra. It is aimed at analyzing, evaluating and collecting information and suggestions on the importance of learning idioms in boosting EFL student's communicative skills.

Considering this, we would like to ask you to complete the following questionnaire with relevant information. Thank you for your cooperation.

Section I: Personal information

1. Degree: Click or tap here to enter text.
2. Teaching experience: Choose an item. years / Choose an item. months

Section II: Questions

1. What do you understand by idioms?

Click or tap here to enter text.

2. How often do you teach idioms in your courses?

always ☐

sometimes ☐

never ☐

3. What activities have you ever suggested or practiced to encourage the use of idioms in the
classroom?

Click or tap here to enter text.

4. What materials have you ever suggested or used to teach idioms in the classroom?

Click or tap here to enter text.

5. Idioms are easy to teach?

Agree ☐

Partially agree ☐

Disagree ☐

6. Students are motivated to learn idioms?

Agree ☐

Partially agree ☐

Disagree ☐

7. My students are confused when they come across an idiom which has an irregular structure or is grammatically incorrect?

Agree ☐

Partially agree ☐

Disagree ☐

8. I think the more idioms a learner knows, the richer his vocabulary knowledge becomes

Agree ☐

Partially agree ☐

Disagree ☐

9. I believe that idioms should be integrated into language curriculum right from the start

Strongly agree ☐

Agree   ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

10. I believe that idioms of preaching, idioms of social relation and geographical idioms are acquired better through stories, films, newspapers and videos

Agree ☐

Partially agree ☐

Disagree ☐

11. Idioms have unfamiliar words or have no equivalent in Arabic are difficult for my students to be understood or used it

Strongly agree

Agree ☐

Neutral ☐

Disagree ☐

12. Idiomatic expressions are common and important in English language studies

Agree ☐

Disagree ☐

13. A good command of idiomatic expressions is not important for my students because communicating in simple language is preferable

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

14. Idioms should be taught in context

Yes ☐

No ☐

15. Idioms are necessary to achieve communicative competence

Agree ☐

Partially agree ☐

Disagree ☐

Appendix 2

Questionnaire for the Students

Answer the following questions

1. What do you understand by idioms?

_____

_____

2. How often do you use idioms to communicate in the language?
always ☐   sometimes ☐   never ☐

3. How important do you think learning idioms is to communicate appropriately?

Very important ☐   Important ☐   Not very important ☐

Test for the Students

Circle the word or phrase that explains the meaning of the idiom in each sentence.

1- If the final exam was a piece of cake, it was

a. very difficult.

b. very easy.

c. too long.

2- If you see something in black and white, it's

a. typed.

b. easy to understand.

c. photocopied.

3- If you see eye to eye with Miguel, you

a. agree with him.

b. hate him.

c. miss him.

4- If Yoko is chicken, she's

a. scared.

b. crazy.

c. poor.

5- If you put your cards on the table, you

a. aren't hiding anything.

b. have no more money.

c. stop working.

6- If Reiko "breaks the ice," it means she

 a. begins a conversation with a stranger.

b. has a bad temper.

c. laughs a lot.

7- Something hush-hush is

a. strange.

b. crunchy.

c. secret.

8- "Under the table" means

a. quickly.

b. secretly.

c. slowly.

9- "Sooner or later" means

a. eventually.

b. in the past.

c. never.

10- "Once in a while" means

a. once in the past.

b. usually.

c. not often.

الملخص

تناولت هذه الدراسة مدى تأثير تعلم العبارات الإصطلاحية الإنجليزية في تعزيز مهارة التواصل لدى طلاب اللغة الأجنبية كلغة ثانية، العبارات الإصطلاحية الإنجليزية هي عبارة عن جملة، قول، أو مجموعة كلمات ذات معنى مجازي، والتي أصبحت ذات قبول في الاستخدام العام. يهدف هذا البحث إلى إكتشاف دور العبارات الإصطلاحية الإنجليزية في تعزيز مهارة التواصل لدى الطلاب، واذا ما كان لهذه العبارات دور في تحسين مستوى الطلاب في اللغة. تستند هذه الدراسة إلى الفرضية الرئيسية القائلة أن الالمام ومعرفة العبارات الإصطلاحية الإنجليزية مهم لترقية وتعزيز مهارات طلاب اللغة الأجنبية في التواصل. من الأجل التحقق و التأكد من هذه الفرضية، استخدمنا الأسلوب الكمي والنوعي في جمع البيانات، حيث استخدمنا استبيانين و اختبار واحد. أولا عرضنا استبيان على عشرون أستاذ لغة إنجليزية من الطور الثانوي، ثانيا عرض استبيان مع إختبار على عينة متكونة من خمسة وعشرون طالب من مختلف أطوار المستوى الثانوى.

أظهرت النتائج التي تم الحصول عليها من جمع وتحليل البيانات أن تعلم العبارات الإصطلاحية الإنجليزية مهم لتعزيز مهارة التواصل لدى طلاب اللغة الأجنبية، كما تدريس العبارات الإصطلاحية الإنجليزية يأدي إلى تعزيز و تحسين مهارة التواصل لدى طلاب اللغة الأجنبية، كما اتفق الأساتذة على أن العبارات الإصطلاحية الإنجليزية هي جزء من الثقافة، لذلك يمكن لطلاب اكتساب الثقافة الإنجليزية من خلال العبارات الإصطلاحية و تعزيز قدرات التواصل لديهم.