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**Teaching English Idioms in Context to EFL Learners: The Use of  
Tutorial Videos as a Strategy for Context Provision**

**The Case of English Second Year Students**

Dissertation Submitted in Partial Fulfilment of the Requirements for Master Degree in  
Linguistics and Didactics of English

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**June, 2014**

**Declaration:**

We hereby declare that this thesis is our own original work, which we have created ourselves.

All the literature we used is properly quoted and is listed in Bibliography.

We declare that we worked on our final master's dissertation on our own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

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## **Dedications**

Above All, I Thank Allah, The Almighty For Having Given Me The Strength And Patience

To Undertake And Complete This Work Glory And Praise For Him.

To the kindest persons who have supported me along my life: my parents

To my dear fiancé who provided me with steadfast encouragement and support

To my lovely sisters: Nousaiba and Rahma

And all my relatives, friends, and colleagues,

I dedicate this work

Hibat-Allah

I dedicate this work to

My little lovely son Oussama

To my dearest mother for her help and encouragement

To my father, my brothers Nabil, Mohamad, Djamal

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Special thanks to my sister Imane and Rania

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## **Abstract**

The present study attempts to explore the role of context in teaching and learning English idioms in EFL classes. It takes tutorial videos as an example of context provision, so the main aim of this research work is to test the efficiency of the use of tutorial videos on EFL learners' quality of idioms comprehension, retention, and production. In this respect, the action research is considered to be the appropriate method to obtain the needed results. Thus, 56 students, of the second year, of the English department at Jijel University were randomly chosen to act as participants in the study. They were divided into two identical groups: an experimental and a control group. In order to find out whether the students have any prior knowledge about idioms and to evaluate their idiomatic competence, a pre-test was used. After that, both groups were exposed to instructional period which lasted for one month. The experimental group was taught using tutorial videos including idioms (in context), while the control group was taught through the use of idioms' definitions (out of context). At the end of the instructional period, a post- test, which included activities about the materials taught, was conducted. As a final stage, an attitudinal questionnaire was assigned to the teachers to support the experimental work. The statistical analysis of the collected data showed that there was a significant difference between the obtained means of the two groups: the experimental group outperformed the control one. Therefore, teachers, students, and materials developers should consider the effectiveness of using tutorial videos as a strategy in teaching/learning idioms in EFL classes.

## **List of Abbreviations and Symbols**

EFL: English as a Foreign Language

ESL: English as a Second Language

L 1: First Language

L 2: Second Language

CG: Control Group

EG: Experimental Group

M: Means

SD: Standard Deviation

N0: Number

LSP: language for Specific Purposes.

LMD: License Master Doctorate.

%: Percentage

£: Pound

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**General Introduction****1. Background of the Study**

Language is considered as an intrinsic part of the lived experience of human beings in general, and of a specific community and culture in particular. It is through language that people connect, build relationships, and express their personal needs.

This language which humans share consists of a set of conventional words and expressions that have special codes within each particular society; these codes may have a literal meaning as well as a figurative one. The literal meaning is the direct reference of words and sentences to objects. The figurative sense, however, is the use of words and phrases not with their basic meaning, but with more imaginative connotations, in the sense that, some expressions cannot be understood literally, and even if you know the meaning of all the words in a phrase and understand its grammatical form, the meaning of that phrase is still be confusing. For that, many clichés, proverbs, idioms, and common sayings offer this kind of problem.

Idioms as figurative chunks, occupy a special place in the structure of any language. Bromley (1984) empowered the rank of idioms as part of any vivid language by saying: "idioms exist in all languages and enjoy widespread use among speakers of every language all over the world" (p. 26). Cooper (1998) in his turn, presented statistics stating that "speakers and writers use about 1, 08 novel figures of speech and 4, 08 idioms per minutes" (p. 255) suggesting that "over a life time of 60 years, a person would use about 20 million idioms" (p. 255).

## **2. Literature Review**

Learning Idioms has recently attracted a great level of interest in English teaching and learning context, in this respect many studies have been done to investigate this field and clarify this complex phenomenon. The majority of idioms' research studies are descriptive so they have focused on the idioms themselves, by studying their complex nature and structure, their processing and comprehension in the first language, and also the effect of their characteristics on their recognition and interpretation.

On the other hand, scanty studies have been done in order to clarify L2 idioms processing and comprehension, likewise there are few studies that proposed some appropriate strategies that may help L2 and EFL learners to learn these obscure metaphorical expressions.

Moreno (n. d) in her research study investigated the role of Disney movies in teaching idioms to EFL learners, The results of this study showed that students' figurative competence has improved through the use of Disney movies.

Tabatabaei (2011) has made another research work investigating the contribution of movie clips to idioms learning improvement in Iranian EFL classes; aiming to answer the following research question: does watching the movie clips including the idioms facilitate idioms learning? The researcher had conducted an experimental research; testing his strategy. The obtaining result of this study answered positively the research question; which means that the use of idiom etymologies has positive effect on idioms' learning.

Another study conducted by Saffarian, Gorjian, Bavizadeh (2013) revolved around the effect of visual images on English as a foreign language (EFL) learners' retention of idiomatic expressions. The results of this study showed that applying visual images had a significant effect on learners' retention of idiomatic expressions, also this researcher had used an experimental method. The results revealed that using pictures can improve EFL learners' retention of body idiomatic expressions to a significant extent because it could bring a great change.

When reviewing the literature, we noticed that very few studies have explored the subject of idioms from this respect (using videos to teach English to EFL learners), but all the studies that have been done have confirmed the significant role of videos in idioms' comprehension and on the learners' performance in their idioms' learning.

### **3. Statement of the Problem**

Idioms frequent and spontaneous use is a mark of good language and an indication of fluency, this makes EFL learners tend to learn and use these metaphorical expressions. In this respect, finding a good strategy to teach and learn idiomatic expressions in EFL classes presents a real challenge for both teachers and learners in an EFL context in general, and in the English department of Jijel University in particular.

### **4. Aim of the Study**

The present study attempts to provide empirical evidence on the role of context in idioms teaching and learning, suggesting tutorial videos as an example of context provision. So the main aim of this study is to test the efficiency of tutorial videos as a strategy to teach English idioms in Jijel English department's classes.

## **5. Research Questions and Hypothesis**

Our research work aimed to answer the following questions:

- ✚ How far does the context help EFL learners to learn and understand English idioms?
- ✚ Does the use of tutorial videos including idioms have any significant effect on EFL learner's idioms comprehension, retention and production?

In order to answer the following questions the research hypothesis could be stated as follows:

If English teachers in Jijel University use tutorial videos as a strategy in teaching idioms, learners would have better performance in their idioms learning process.

## **6. Means of Research**

To carry out this research, an action research was conducted by means of two research instruments; an experiment, and a teacher's questionnaire. This action research was not used only to guarantee the hypothesis validity, but to really find the appropriate strategy that suits the teaching/learning process of idioms.

## **7. Structure of the Study**

The present research work is composed of three chapters. In the first chapter; we have presented a review of some theoretical issues about two main notions: idioms and context.

The first section highlights the most important definitions of idioms, their characteristics and classifications, the second section sheds light on context's definitions, the role of context in learning English idioms, and also, the most important strategies that could be used in the process of teaching/learning idiomatic expressions.

Chapter two deals with some background information about the English department of Jijel University. It takes into consideration the process of idioms teaching and learning in our department's classes, and also teacher's and learner's motivation and perception towards



learning idioms. It also shows the importance of learning idioms and its effect on EFL learners.

Chapter three, on the other hand, describes in details the applied methodology of this study, by providing the method, describing the participants, the used instruments, and the various stages that this research work has passed through. In addition to the results obtained and their analysis and discussion, and then pedagogical recommendations is the concluding part of this chapter.

## **Chapter One: Teaching English Idioms in Context**

### **Introduction**

Teaching and learning idioms present a real challenge for both EFL teachers and learners. Since idioms are ambiguous in their nature and could not be understood in isolation, context becomes very crucial for the process of understanding and learning them. This chapter, which is divided into two parts, gives theoretical background about idioms and context, and also some strategies that are used in teaching English idioms. Part one is devoted to explain the notion of idioms by giving its definitions, types and classification, characteristics, and explaining idioms' understanding process in both L1 and L2 language learning, whereas the second part is devoted to discuss the concept of context. It includes some definitions of context, in addition to, its role in idioms learning. Moreover, the last element in this chapter, tries to present different implemented strategies in teaching English idioms, among them the strategy that will be tested in this research study, which is the use of tutorial videos.

### **1.1. Idioms**

#### **1.1.1. Definitions of Idioms**

It is well known that idioms are among the most difficult and complicated aspect of the English language, to the extent that there is no fixed definition that could provide a full image to this concept, so every scholar gave different perspectives, and in each perspective researchers try to show specific features and characteristics for these metaphorical expressions.

An idiom is defined generally by Oxford advanced learner's dictionary as "a phrase or sentence whose meaning is not clear from the meaning of individual words, and which must be learnt as a whole unit", in other words, the meaning of an idiomatic expression cannot be understood by analyzing the individual words that constitute it. Hence, an idiomatic expression like *let the cat out of the bag* is composed of several words (let/the/cat/out/of/the/bag) whose individual meanings do not seem to contribute to the meaning of the idiom as a whole which means to *reveal a secret* (Moreno ,n.d, p. 241)

Another definition found in the Longman Dictionary of Contemporary English stated that an idiom is "a group of words that has a special meaning that is different from the ordinary meaning of each separate word". For example, 'under the weather' is an idiom means to be ill (p. 870), for instance a non- native speaker when he encounters such idiom, he cannot not recognize it simply by just knowing the meaning of the two words "under" and "weather", because the meaning of this expression is still confusing.

According to Langacker (1968) "an idiom is a kind of complex lexical item. It is a phrase whose meaning cannot be predicted from the meanings of the morphemes it comprises" (p. 79). This definition shows two basic characteristics of the idiom; it is a complex lexical item, and its meaning cannot be inferred from its parts.

In his turn, Carter (1987) defined idioms as "special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up" (p. 65). Accordingly, an idiom is always served as a single unit which carries a figurative meaning.

Swinney and Cutler (1972) defined idioms as "a string of two or more words for which meaning is not derived from the meanings of the individual words comprising that string" (p.523). In addition, Ball (1968) claimed that the adequate definition of an idiom is "the use of familiar words in an unfamiliar sense" (p. 1).

Palmer (1996), on the other hand, stated that:

An idiom is semantically like a single word, it doesn't function like one. A large number of idioms contain a verb and a noun, but although the verb may be placed in the past tense, the number of the noun can never be changed (p.80).

For instance, the expressions "*kick the bucket*" and "kicked the bucket" (someone who dies) are largely used in English, in contrast to "kick the buckets" which never occurs.

### **1.1.2. 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. Ball (1974) identified certain features which are essential in the recognition of idioms (as cited in Mezmaiz, 2009, pp. 15- 7). Some of these features are:

#### **1.1.2.1. Alteration of Grammatical Rules**

The idiomatic expression is not always grammatical, but it is established, accepted and used by native speakers of the language with a fixed structure and meaning.

E.g.1. Its ages since we met (singular with a plural noun).

E.g.2. He is a friend of mine (possessive instead of personal pronoun) (Ball, 1974).

#### **1.1.2.2. Conventional Phrases**

Idioms are special expressions which are almost known and accepted by all the members of a particular community.

E.g.1. How are you doing? (Expression used to ask someone about his health).

2. Once in a blue moon (rarely, infrequently) (Ball, 1974).

#### **1.1.2.3. Alteration of Word Order**

Idiomatic expressions in English, usually, do not respect the English word order.

E.g.1. It may be well ahead of time (normal word order).

E.g. 2. It may well be ahead of time (probably): idiomatic expressions(Ball, 1974).

#### **1.1.2.4. Figurativeness**

The main feature that characterizes 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*, its meaning is 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(Ball, 1974).

#### **1.1.2.5. 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.1. After war began, the two countries *broke off* diplomatic relations (discontinue).

E.g.2. Most automobile companies *bring out* new models each year (to show or introduce) (Ball, 1974).

Naturally idiomatic expressions have a fixed aspect which contributes to the uniqueness and the perfectness of those colorful expressions, for that there are some language techniques that could not be applied on an idiom, because it would be spoiled.

Those techniques are identified by Baker (1992, p. 63) and they are as follows:

- 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" would change totally their meanings. Hence, (have a tooth) and ("spill beans") have no idiomatic sense.
- c. 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.
- d. Modification:** Any changing in the grammatical structure of an idiom leads to the destruction of the idiom's 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.
- 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" which means they reveal a secret. All these restrictions should be taken into consideration since they affect the degree of idiomaticity of lexical items, and they may remove their main feature of figurativeness.

### 1.1.3. Types and Classification of Idioms

Idioms have been classified and categorized from different points of view, syntactically and semantically. Makkia (1972) divided idioms into two categories:

#### 1.1.3.1. Idioms of encoding (identifiable)

Idioms of encoding are those idiosyncratic lexical combinations that have transparent meaning involving collocation preferences and restrictions, exemplified by *at* in *he drove at 70 m.p.h.*

#### 1.1.3.2. Idioms of Decoding (Non-identifiable)

Idioms of decoding refer to those non identifiable and misleading lexical expressions whose interpretations could not be comprehended on the basis of only learned linguistic conventions. In other words, the meaning of decoding idioms cannot be easily discerned. Expressions such as *beat around the bush* and *fly off the handle* are examples of this type of idioms. Idioms of decoding are classified into:

##### 1.1.3.2.1. Lexemic Idioms

These idioms include:

- **Phrasal Verbs:** e.g. "to come up with", "to turn off", "to take part in".
- **Phrasal Compounds:** e.g. "black ice", "black board".
- **Incorporating Verbs:** e.g. "man-handle".
- **Pseudo-idioms:** e.g. "spick and span", "kit and kin".

##### 1.1.3.2.2. Sememic Idioms

On the other hand, they usually convey pragmatic meanings related to a particular culture. These include:

- **Proverbs:** e.g. "*Chew of something over*", "A bird in hand is worth two in the bush".

- **Familiar Quotations:** e.g. "Not a mouse stirring".

Another classification proposed by Moon (1996) is based on the degree of idiomaticity; it means that some idioms are easily interpretable (transparent) and others are totally opaque i.e. semantic obscurity, this classification is called "the spectrum of idiomaticity", and it is as follow:

### **1.1.3.3. Transparent-opaque Idioms**

#### **1.1.3.3.1. Transparent Idioms**

Transparent idioms are those idioms which are easy to comprehend and interpret and their meaning can be derived from the meanings of their constituent parts; it means that those expressions have a very close meaning to that of the literal one.

Transparent idioms can be also called free collocations.

E.g.1. Fight a losing battle

E.g.2. Stand firm

E.g.3. Back and forth

#### **1.1.3.3.1.1. Semi-transparent Idioms**

Semi-transparent Idioms are idioms that usually have metaphorical meaning and their constituent parts have a little role in comprehending the whole meaning of the expression. Therefore, they may also be referred to as semi-metaphorical and semi-literal expressions.

Some idioms of this kind are: *skate on thin ice*, and *a watched pot never boils*. Consider the expression *a watched pot never boils*, in a context it may mean the following: If we want to heat water until it boils, and we watch it while we wait, then it seems to take a very long time (literal meaning).

In another context, the same expression can mean: anything that we wait for with eager attention seems to take a very long time (metaphorical meaning). In both cases, it is the



context that determines which kind of meaning, literal or metaphorical, stands beyond the surface structure of the same idiom (as cited in, Zarei and Rahimi, 2012, p. 13).

#### **1.1.3.3.1.2. Semi-opaque Idioms**

Idioms of this part have at least one *semantic indicator* to the idiomatic meaning. It might be possible to interpret their meaning from their formatives. The figurative sense becomes to some extent detachable from the meaning of the constituent parts of idioms. For example, Cruse (1986) classified the idiomatic expression *give someone a piece of one's mind* as a semi-opaque idiom since the expression *piece of mind* may infer that an opinion has been communicated. *Black* in the expression *blacklist* can also help to predict that it refers to untrustworthy people. It is clear to notice that in term of intelligibility idioms of this kind are more intelligible than the coming ones (as cited in Bouarroudj, 2009, p. 20).

#### **1.1.3.3.2. Opaque Idiom**

Opaque idioms are the most difficult type of idioms, because the literal meanings of their parts have little to do with the actual sense of idioms; that is, the meaning of an opaque idiom cannot be derived from the meanings of its individual parts, because there are items which have cultural references.

E.g.1. *To burn one's boat* (to make retreat impossible)

2. *Spill the beans* (to reveal a secret)

3. *Kick the bucket* (to die)

### **1.1.4. Idioms Processing and Comprehension**

#### **1.1.4.1. First Language Idioms Processing and Comprehension**

Different models and theories have been proposed aiming to clarify, how L1 users process idiomatic meaning. Idiom's cognitive process is a broad field of research in itself, for that it could not be included in detail in this thesis. Instead, we would cast light on the most

frequent models which are divided into three major models, a *direct look-up*, a *compositional model*, and *the hybrid model*.

According to Glucksburg (1993) the direct look-up model treated idioms as being expressions that have meaning that are stipulated arbitrarily, understood simply by retrieving the meaning of an idiom as a whole (as cited in Ingild, 2012, p. 41), as it is exemplified by this idiom *kick the bucket*, which is often accessed directly with its figurative meaning *to die*, in other words Kainulainen (2006) stated that "this theory assumes that idioms are understood by memory retrieval and not by linguistic processing" (p. 16). Within the school of thought of this model, there are three sub-models or three versions that have been proposed, all depending on direct memory retrieval processes.

The first version of the direct look-up view was proposed by Bobrow and Bell (1973) is called *idiom list hypothesis*. The hypothesis postulates that a linguistic sequence containing a potential idiom is first interpreted literally. If the literal interpretation of the string does not contradict the context, the comprehension process is completed. But if the literal interpretation is contextually wrong, the idiomatic meaning is activated by retrieving it from the mentally represented idiom-list, through direct look-up (as cited in, Langlotz, 2006, p. 19).

Bobrow and Bell's model is based on the reasonable assumption that it is impossible to identify a linguistic construction as an idiom on the basis of its first constituent only. In other words, the model assumes that a construction's idiomaticity can only be realized if it cannot be understood as a standard literal expression.

Zarei and Rahimi (2012) admitted that "This model was criticized by later studies and that the core of this model implied serial processing of idioms, and therefore, could not measure on-line or real time language processing" (p. 15).

For that Langlotz (2006) said that "opaque idioms are processed generally faster when used idiomatically, whereas literal uses slow down processing speed" (p. 20).

The second sub-model is *the direct-access hypothesis*. Gibbs (1984), in this context maintained that "non-literal interpretation of idioms takes place before literal meaning" (as cited in Zarei and Rahimi, 2006, p. 15). Gibbs (1984) also argued that when a native speaker encounters a familiar idiomatic expression, s/he will access its figurative sense directly without any reference to literal meaning and will not process the idiom literally before comprehending its intended non-literal meaning (p. 15).

The third version is *the lexical representation hypothesis* which was suggested by Swwiney and Cutler (1979). The main principle of this model is that idioms are simply complex long words that are stored in the mental lexicon just like all other words and are processed in the same way as ambiguous words (e.g. *bug* which has multiple meanings) (p. 65).

This assumption was supported by Titon and Connine (1999) whose study showed that depending on the degree of familiarity with a particular expression, idioms like other lexical entries are readily accessible. According to this model, during idiom comprehension both literal and figurative interpretation of idiomatic expressions take place simultaneously and in parallel not serial manner; then, in a *horse race* model only one interpretation will be available using the related context.

This model differs from the direct-access model and the idiom-list hypothesis in assuming that the literal and the idiomatic meaning are first processed in parallel with the literal analysis being suppressed once the idiomatic meaning is stipulated (as cited in Langlotz, 2012, p. 21).

The second main model of L1 idioms comprehension is *the compositional model* which was proposed by Gibbs, Nayak, and Cutting (1989) whose study revealed that subjects

process decomposable idioms faster than non-decomposable idioms. Decomposable idioms are idioms whose figurative meanings are related to literal meanings (e.g. *pop the question*) while in non-decomposable idioms the figurative meaning cannot be derived from literal meaning (e.g. *kick the bucket*) (p. 54).

According to compositional analysis model, during idiom processing people analyze the meanings of individual words of the idioms and then come up with their overall meaning as any phrase or sentence.

So this model as it claimed by Kainulainen (2006) considered idioms as not arbitrary and they are comprehended through normal linguistic processing with the help of pragmatic interpretation in discourse contexts, taking the example of *carrying coals to Newcastle*, which is given by Zhang (2009) the relation of coals to Newcastle is a matter of historical fact, and the literal act of carrying coals to the coal-mining center of Newcastle is a useless and redundant action (p. 11).

In this way, idioms are processed as any phrase or sentence, and the meanings of the individual words of the idiom contribute to an overall figurative interpretation of the phrase. (Lei, 2009, p. 13).

The last model of L1 idioms processing and comprehension is *the hybrid model* or *the dual idiom representation model* which was introduced by Titon and Connine (1999). This model gained insight from all earlier models. It has been suggested that the 'direct look up' model as well as the 'compositional model' are involved in idiom processing, and none of the above approaches alone is adequate for idiom processing, and that compositional and non-compositional (direct look up) approaches are complementary and essential for idiom comprehension (p. 21).

According to Zarei and Rahimi (2012), the hybrid model is based on the belief that during idiom comprehension, both literal and figurative meanings are activated. In addition,

processing decomposable idioms is faster than non-decomposable idioms because it takes long time to integrate the correct sense into intended meaning (p. 16).

This model was later extended by Abel (2003) who argued that “idiom comprehension involves normal linguistics processing where both literal and figurative meanings may be activated” (as cited in Zhang, 2009, p. 13), but it also believed that during the comprehension process, retrieval of pre-stored idiom lexicon may proceed depending on whether the idiom is decomposable or non-decomposable.

Therefore, when the dual idiom representation model is applied to idiom comprehension, normal linguistic processing competes with direct memory retrieval from idiom entries, and which of the two is activated depends on the decomposability and familiarity of the idiom.

#### **1.1.4.2. Second/Foreign Language Idioms Processing and Comprehension**

Compared with an enormous amount of research on L1 idiom processing, the number of studies on L2 idiom comprehension has been rather small (Lie, 2009, p. 14).

For that, all the models that have been discussed above are more concerned with L1 idioms comprehension, instead, much attention has been paid on the investigation of comprehension strategies involved in L2 idiom processing. So, one of the proposed strategies that facilitates L2 idioms comprehension is the use of contextual clues (guessing from context).

Speaking about using contextual information in L2 idiom comprehension, studies have found that guessing from contextual information is the most frequently used and also the most effective strategy. Studies that have been done in this area have proved that (57%) the contextual clues is the most useful strategy that leads to correct idioms comprehension comparing to other strategies: using the literal meaning of the idiom (22%), using background knowledge (12%), and other strategies (9%) (Zhang, 2009, p. 15).

## **1.2. The Use of Context in Teaching Idioms**

Hymes (1972), stated that learning context is a crucial factor to language learning when he said "the key to understanding language in context is to start not with language, but with context" (p. 1).

### **1.2.1. Definitions of Context**

There are several definitions that are devoted to explain the notion of context To start with, the Cambridge advanced learner's dictionary defined context as "the situation within which something exists or happens, and that can help explain it".

Another definition proposed by Anind K. D. (n. d) stated that:

Context is any information that can be used to characterize the situation of an entity. An entity is a person, place, or object that is considered relevant to the interaction between users. (p. 3).

Also Teun. (2008) defined context as "The mental models, control the processes of discourse production and comprehension". (p. 17)

All these definitions imply the assumption that context is a basic element of our understanding of the human conduct, in general, and texts and talk, in particular.

So the idea is that the context somehow affects the meaning of a word, a passage, or an event by providing better interpretation, for example; when a person misunderstands you or gets your message in the wrong way, you say to him: "*you have misinterpreted my sentence because you took it out of context*" so context is a key for a better communication and interpretation of the world.

### **1.2.2. The Role of Context in Learning English Idioms**

As it is shown in the previous section, idioms are ambiguous, misleading expressions, in the sense that, their apparent constituents do not contribute to infer their real meaning, and because some idioms have literal as well as figurative meaning it becomes very confusing for

EFL learners to discern them. For instance, this idiom: *spill the beans* (literally means to pour out the content of a jar of beans, figuratively means to reveal a secret). For that, this kind of idioms could not be well interpreted unless within the context in which it occurs.

McCarthy and O'Dell (2003) supported this idea by saying that context plays an important role in determining whether an idiom has a literal meaning or not, for example "Tom told me *to break a leg* as I was going to sit my final exams" (as cited in Colin, 2005, p. 11). Here the context of the examination helps determine that the idiom is not used literally, but it is used to communicate a figurative meaning which means "good luck".

In the same standpoint, Cowie (1998) argued that the combination *blow off steam* has an original technical meaning, (*early steam engines had no safety valves, later engineers pulled a lever to release pressure*), but has gained a figurative meaning (*to release anger or tension*) over time (as cited in Bouarroudj, 2009, p. 22). Therefore, depending on the context, this idiom can be understood either as a technical or figurative item.

According to Cain, Towse and Knight (2008) "inference from context is particularly significant for discerning opaque idioms, the meaning of which is not cued by the individual constituents of these idioms" (p. 2).

Gibbs (1987), Levorato and Cacciari (1992), Nippold and Martin (1989) have studied the effect of context on idioms processing in children. The results showed that children find it easier to interpret the meaning of idioms in supportive narrative context than out of context (as cited in Cain, Towse and Knight, 2009, p. 8).

In a contrastive analysis between English and Swedish animal idioms, Colin (2005) Noted that context plays a vital role in understanding such kind of idioms. Some animal idioms may be difficult to be grasped, when used out of context, by learners and even by native speakers who may not be familiar with, such as *to caste pearls before swine*. She considered also that

the purer the metaphor is in animal idioms, the harder it is to understand their meaning when they are presented out of context.

For that the linguistic context in which an idiom is embedded seems to have an important part in the acquisition of the ability to comprehend idioms, which means that the full meaning of most of the idioms does not come into sight until they are put in context.

### **1.2.3. Strategies Implemented in Teaching English Idioms in EFL Classes**

#### **1.2.3.1. The Use of Tutorial Videos**

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language teaching, in that sense, the use of videos seem to be a great help for foreign language teachers in stimulating and facilitating the target language (Castro, 2009, p. 13).

For that visual literacy appears to be the most useful way by which people decode symbols and interpret the world which they are connected to, most studies have shown the importance and the effectiveness of using audio-visual aids in language teaching/learning in general and in idioms teaching/learning in particular.

According to Burt (1999):

Video material can be used for a variety of instructional settings in the classroom; it is useful to present the target language, and to provide illustration of concepts. Moreover, it provides the opportunity for learners to see facial and body language at the same time they recognize important aspects dealing with the pronunciation of words such as stress, intonation, and rhythm for learners to fully comprehend the intended message of what they hear(as cited in Castro, 2009, p. 13).



In other words, the use of videos which are alive with images and illustrations, reinforce the degree of comprehensibility of the communicative meaning, because videos in general are provided with full and real contexts.

Tutorial video as an audio-visual material which contains moving pictures, accompanied with real sounds and voices, form a suitable context, which is very appropriate for teaching idioms in a classroom environment.

According to many studies that have been done in this field, there are several reasons that may lead teachers to use tutorial videos as a strategy for teaching idioms, these reasons are: authenticity and the comprehensibility of the input.

#### **1.2.3.1.1. Authenticity:**

Vivre (2011) stated that Authenticity and authentic materials have been a topic for discussion during the past decades, since using textbooks and ready-made exercises may give a distorted picture of what language is and how it should be learned.

Students may get the idea that foreign language only exists inside the classroom and that they do not have to use it anywhere else, but the use of videos that present the real language used in a real world would completely change that concept (p. 16).

Authentic materials usually help learners to notice, that knowing foreign language is very useful and that the language can be used every day in different contexts. This is the case of idioms when they would be taught using traditional ways (out of a natural context), these idioms will seem artificial and not realistic i.e learners could not recognize how they make use of those figurative expressions in natural conversations, and whether that particular idiom is really appropriate for that given situation or not.

For example, an EFL learner who learned the idiom *a carrot and a stick* may know its meaning (try to persuade someone to do something using an incentive and a threat), but when he wants to use it within a natural conversation he may hesitate or even fail, because he does

not encounter such idiom in an authentic context. Teachers should not focus only on the language forms, but also on what people do with these forms when they communicate with each other.

Authenticity relates for instance to: "the language produced by native speakers for native speakers in a particular language community" or "the language produced by a real speaker/writer for a real audience, conveying a real message" (Vivre, 2011, p. 17).

Rogers and Medley (1988) also defined authentic materials as "language samples that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" (as cited in Martinez, Suarez and Toro, 2013, p. 18).

This definition supported the idea that the best way to master any foreign language, is to learn it from its real source (native speakers), and this is the case with learning idiomatic expressions. For, these formulaic expressions are *culture specific* which means that they have a direct relation to a particular culture which makes them best taught and learned from their real source. Also, within EFL context it is only possible with the provision of authentic videos that include idiomatic expressions used by native speakers.

#### **1.2.3.1.2. Comprehensible Input**

According to Stokes (2001) "the visual literacy is conceived as the way of interpreting and generating images in the process of communicating ideas and concepts" (as cited in Castro, 2009, p. 18). A tutorial video as a visual aid that provides vivid images and sounds is considered to be a good technique that offers comprehensible input to language learners, because it contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

Krashen (1985) claimed that humans acquire language by understanding messages or receiving comprehensible input. This hypothesis attempted to prove that even though the

learner has not acquired the needed grammar yet, he or she can understand the language with the help of context, which consists of extra-linguistic information; thus, the input can be very useful and necessary part of language learning in general and idioms learning in particular (p. 2).

He also emphasized the importance of comprehensible input and states that "Input is the essential environmental ingredient" (p. 2). So, Krashen tried to state that people acquire their knowledge from a clear context that surrounds them. Another important point about comprehensible input is that, "if the learner is lacking access, there may be severe delays on his or her language learning" (Krashen, 1985, p. 14).

Since input is an essential part of language learning, tutorial videos seem to be a good alternative to provide students with this comprehensible input. Moreover, Krashen (1985) pointed out that according to the affective filter hypothesis the learner is more open to acquire language when he is so involved in the message, which makes him temporarily forgets that he is hearing or reading foreign language (as cited in Vivre, 2011, p. 21). Thus, tutorial videos present an efficient way of providing the needed input but in an entertaining and captivating way.

#### **1.2.3.1.3. The Dual coding theory:**

Besides the above benefits that a tutorial video may offer when it is used as a strategy, in teaching idioms, there is another theory that supports this point, is *the dual coding theory* that is first introduced by Paivio, this theory is a general theory which accounts for both verbal and nonverbal cognition. It has been advanced recently as a theory of literacy.

Simply put, Paivio (1986) claimed that language is usually processed mentally through verbal and nonverbal decoding. The verbal code entails all forms of spoken and written language and the nonverbal code deals with the representation of nonverbal objects, events, and situations (p. 43).

According to Paivio (1991), language is a combination of verbal and non verbal codes, so he said:

Imagery is a major form of nonverbal code. The process of decoding verbal and nonverbal codes can happen simultaneously. A word can be understood successfully if its learners are able to access both verbal and nonverbal codes. However, learners *will have less access to abstract language than to concrete language*. (As cited in Zhang Lei, 2009, p. 2)

So, Paivio reasoned that concrete phrases would be integrated better in memory through images; this is why a concrete word like *tree* (which has an image) can be better memorized by learners than the abstract word *true*. Therefore, when this theory is applied on idioms learning, the context i.e. the combination and the fusion of images with sounds that a tutorial video provide would be a great strategy that would help learners to understand and then recall the learned idioms.

The above discussion shows the great benefits that a tutorial video may provide when it is used as a strategy in teaching idioms in EFL classes.

#### **1.2.3.2. The Use of Story Context**

The role of context is vital in language learning. It is essential for teachers to provide a rich context for student's language learning and practice, for example, linguistic contextual information enhances adolescents' interpretation of idioms (Nippold& Martin as cited in Su-Yueh Wu, 2012, p. 2). In other words, the contextual clues surrounding a particular word can help readers get the exact meaning of the surrounding concepts.

Accordingly, Su-Yyeh (2012) claimed that "it is more valuable for EFL learners to learn language in clear contexts than learn isolated words through memorization and drilling" (p. 2). From this we come to say that teaching idiom through story context is a strategic way for learners to better understand and deduce the meaning of idioms in the provided stories.

**1.2.3.3. The Use of Group Discussion**

Group discussion is another strategy that teachers could implement in their idioms' teaching process. Davis (1993), Brookfield and Preskill (1999) claimed that "Discussion can be an excellent strategy for enhancing student motivation, fostering intellectual quickness, and encouraging democratic habits" (as cited in Sanabria and Hartman, pp. 5-6).

In this sense, they construct opportunities for students to apply and sharpen a number of skills, including the ability to be fluent, while discussions provide avenues for exploration and discovery; discussions are, by their nature, unpredictable, and require certain degree of control over the flow of information.

Walter and Scott (1966) (as cited in Colleen, 2003) define discussion as "the effort of a group of individuals who talk informally together in order to solve commonly recognize problems or to arrive at understanding of values"(p. 217).

Besides, Colleen (2003) argued that Students are likely to be passive learners when they receive lectures only in classrooms. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Additionally, during group discussions, students will learn from each other, whether consciously or unconsciously (p. 84).

Consequently, (Su-Yueh Wu, 2012) said that students in group discussion could understand English idioms better than when they were introduced in isolation. Therefore, this established the significant effect of group talk on students' understanding of English idioms (p. 3)

**Conclusion**

In summary, teaching and learning idioms in EFL classes is a crucial issue for both teachers and learners, and finding the appropriate strategy that improves this process also present a real challenge. Consequently throughout this chapter, we tried to clarify the two notions of idioms and context and their relation, besides we have tackled some strategies that could be used to teach idiomatic expressions in EFL classes.

## **Chapter Two: The Teaching and Practice of Idioms in the University of Jijel**

### **Introduction:**

This chapter is meant to give a clear picture about teaching idioms within the Algerian context, exactly at Jijel University, also it sheds light on their importance and their effects on EFL learners.

Since independence, the Algerian government has given much importance to foreign languages teaching. Many faculties and foreign language departments have been established to develop this field, for that all the Algerian Universities have a special department to teach foreign languages like French, English, and Spanish.

In recent years, the English language has gained much interest; this is due to its status as a global language and also for being the lingua franca of the world. For that it will be important to see how the teaching and research on language teaching were supported by the Algerian academic institutions for 50 years after the country has regained its sovereignty (Jijel University conference, 2014).

### **2.1. A Brief History of the English Department in Jijel University**

Few years ago, Jijel University was a complementary institution to the University of Constantine; it was founded in 2003, and was developed until it became an independent University with independent departments. In 2006 Tassoust University pole was founded as a supplementary to the central University.

The latter includes four faculties: the faculty of law and Political Sciences, the faculty of Economics Management Sciences, the Faculty of Social Sciences and Humanities, and the Faculty of Letters and Languages which comprises the departments of Arabic language and its Literature, French Language, and the department of English language which was founded in 2007.

This department is composed of a teaching staff that supervises and directs the teaching process in this faculty. There are currently 69 teachers working in the English department: 21 permanent teachers, and 48 supply teachers. 14 out of the whole teachers in the English department are assigned to teach oral expression subject which is designed to develop EFL learners' oral communicative competence.

*Table: 1. The number of teachers in the English department of Jijel University.*

Permanent Teachers	21
Part-Time Jobs	48
Oral Expression	14

On the other hand, there are 964 students in the English department divided into: first, second, and third year license degrees. There are also Master 1 & 2 degrees in the English department.

*Table 2: Student's number in the English department of Jijel University.*

First year	230
Second year	296
Third year	310
Master 1	63
Master 2	65

### **2.1.1. The LMD System in the English Department**

Since 2005, the University of Jijel adopted the new educational system LMD (License, master, doctorate). This system is certified at the international level. Basically, this system is based on the provision of confronted diplomas that prepares learners in a way that enables



them to better engage in the field of work, and this is due to the effective, diverse educational programs that it adopts ("student's guide", 2013, p. 10).

In the year 2004-2005, Algeria has joined the rules and principles of the Bologna Process by adopting the LMD principles (License, Master, and Doctorate).

The philosophy of teaching under the new architecture stipulated that more space is given to the learners' output and mobility. Continuous education and training became a tremendous imperative for all successful learning using Information and Communication Technology.

On the other hand, globalization has led to a considerable shift in the aims and objectives of teaching that had to meet the changing demands of the socioeconomic market. As a matter of fact, new methods in language teaching and linguistics have shaped the new curricula as far as English teaching and learning are concerned.

The English language teaching tradition has been subject to great changes throughout the twentieth century and so far. In Algeria, the ministry of higher education seeks to improve the teaching/learning of English as a foreign language through LMD system. Accordingly, a new architecture has been designed for the teaching process of English which has taken into account reorganizing the subjects taught into units, and also introduced some new subjects. To achieve the objectives, the decision-makers, the syllabus designers, and EFL teachers have divided the subjects of English language teaching into the followings:

Table 3: First year educational Units.

Unite	Module
The fundamental unit	<ul style="list-style-type: none"> <li>- Culture of the language.</li> <li>- Written Expression</li> <li>- Oral Expression</li> <li>- Grammar</li> <li>- Linguistics</li> <li>- Phonetics</li> <li>- Literature</li> </ul>
Methodology Units	- Research Methodology
Discovery units	- LSP
Transition Units	<ul style="list-style-type: none"> <li>- Foreign language</li> <li>- Technology communication</li> </ul>

Table 4: Second Year Units.

Unite	Module
	<ul style="list-style-type: none"> <li>- Expression Oral</li> <li>- Phonetics and phonology</li> <li>- Civilization</li> </ul>
Fundamental unit	<ul style="list-style-type: none"> <li>- written expression</li> <li>- Grammar</li> <li>- Literature</li> <li>- Linguistics theories</li> </ul>
Methodology unit	- Research Method
Transitional unit	<ul style="list-style-type: none"> <li>- Foreign language</li> <li>- computer science</li> </ul>
Discovery unit	<ul style="list-style-type: none"> <li>- LSP</li> <li>- Theme and Version</li> </ul>

Table 5: Third Year Units

Unite	Module
Fundamental Unit	- written Expression - Oral Expression - Process Acquisition -Sociolinguistics - TEFL
Discovery unit	- Psychology Pedagogical - Pragmatic
Methodology unit	- Research Methodology
Transitional unit	- Foreign Language - Statistics

## 2.2. Teaching English Idioms in EFL Classes

### 2.2.1. The Importance of Teaching/ Learning English Idioms

Most studies that have done in the field of language teaching and learning tried to put a great emphasis on vocabulary learning, so it is considered and it considers as the core and the center of language proficiency. Schmitt (2000) argued that "Formulaic language occupies a crucial role in facilitating language; it is the key to fluency and motivates the learner" (as cited in Sridhar & karunakaran, 2013, p. 110).

Miller (1956) stated that idioms are the development of permanent sets of associative connections in long-term memory and it is the process which underlines the achievement of automaticity and fluency in language. As much as the importance of idioms, linguists and language teachers in recent years put much attention on idioms use(as cited in cited in Sridhar and Karunakaran, 2013, p. 110 ).

Bortfeld (2003) believed that the increasing number of idiomatic expressions in the Dictionary of American Idioms is an indicative of the essential role that idioms play in daily language use. Moreover, Moreno (2011) referred to three main reasons why it is so crucial to teach idioms in EFL classes; arguing that because of their high frequency, special attention

should be paid to idioms, and language teachers should not relegate them to a secondary state in the curriculum(p. 10).

First, frequent use of idioms makes language learners fluent speakers, and also promotes their figurative competence which is considered as a sign of communicative competence. Besides, these idiomatic expressions which give language variety and character help learners penetrate into culture, customs, and lifestyle of the target language.

Second, cognitive linguistic studies have demonstrated the crucial role of memory in learning fixed expressions such as idioms. Hence, the teach ability and learn ability of idioms and their pedagogical aspect should be taken into account (Elena, p. 10).

More interestingly, Decaro (2009) believed that applying idioms inside and outside the classroom could help both teachers and students enhance innovative environment of communication in daily context (p. 123), means that a strong knowledge of idioms will help students to be better speakers. And also the high number of idioms and their high frequency in discourse make them an important aspect of vocabulary.

In conclusion, we can say that the important role and the high position that English idioms occupy within the aspects of the English language make them very crucial and vital to be integrated in the EFL curriculum.

## **2.2.2. The Effect of Teaching English Idioms on EFL Learners**

### **2.2.2.1. The Effects of Learning Idioms on EFL Learners' Cultural Awareness**

It is obvious that language opens the wide doors for communication over the world or within the shared community. However; good communication depends on successful conveying messages between the speakers and the listeners. It is evident that language and culture are intricately interwoven. Thus, bringing culture's elements in teaching become more important and interesting. Having enough knowledge about the foreign language's culture makes EFL learners deeply engage in the process of language learning.

Shirazi, Talebenazehd, (2013) stated that among the elements of language concerning culture, idioms are worth taking into account. Idioms are used very often in everyday communication, and fulfill the most significant parts of typical conversations (p. 135).

Idioms encode customs, norms, and beliefs and social attitudes. They are specific to one culture and to one language, and their meaning is peculiar to that language (institutionalized), Oxford Dictionary of English Etymology defined idioms as "as expressions peculiar to a given language". In this sense idioms are the property of a given culture or a society.

Idiomatic expressions as it is stated by Baker (1992) originate from various fields; for example, the English idiom *naked truth* has been firstly used in ancient fables, and *to the matter born* is derived from Shakespeare's famous play Hamlet (as cited in Bouarroudj, 2010, p. 48).

Learners' cultural awareness would be developed in a great extend through idioms exposure; in another words, more exposure to English idioms leads to more knowledge about the target culture.

Rivers (1981) mentioned that at the level of teaching the target culture the teacher has to serve the development of cross-cultural communication and make students aware of cultural differences, not pass value judgments on these differences. Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not (p. 157).

#### **2.2.2.2. The Effect of Learning English Idioms on EFL Learners' Communicative Competence**

English language is a language particularly rich in idioms; without idioms English would lose much of its variety and humor both in speech and writing. The use of idioms has a great influence in the teaching and learning process of a foreign language, because it could be one of the ways to give students better conditions to improve communicative skill in the daily context.

Decaro (2009) emphasized the role of idiom's use in promoting student's fluency saying that "If you want to speak English like a native, then you have "no other go" but to learn English idioms" (p. 129).

In this sense she gave a real example about how idioms are used by native speakers and how they contribute to refresh this language by saying:

If you are hitting on any other website - other than Learning English A- Z.com then you are "*barking up the wrong tree*", because we are the "*cat's whiskers*" when it comes to English resources, and we make learning English "*a piece of cake*". Remember, we are here to "*give you a hand*" and teach you English "*at a fast clip*" (p. 129).

Hymes (1972) defined communicative competence as "the ability not only to apply grammatical rules of language in order to form grammatically correct sentence but also to recognize where and when to use these sentences". More simply, communicative competence; seeks embraces knowing what to say to whom in what circumstance and how to say it (as cited in Yano, 2003, p. 75).

In his turn, Spitzberg (1998) introduced the term intercultural communicative competence which includes skills, motivation, and knowledge. Skills refer to our abilities to engage in the behaviors necessary to communicate effectively and appropriately. Motivation is our tendency to communicate efficiently and suitably with others. Knowledge refers to our consciousness or understanding of what needs to be done in order to communicate effectively and appropriately (as cited in Yunlong, 2014, p. 98).

Furthermore, Ellis (1997) suggested that sufficient knowledge and appropriate use of idioms in a second language is an important indicator of the language learners' communicative competence (as cited in Tavakoli, 2012, p. 54).

Littlemore and Low (2006) proved the fact that metaphoric competence has important role in conveying all aspects of communicative competence, which include grammatical, textual, illocutionary, sociolinguistic, and strategic competence (as cited in Shirazi, 2013, p. 136).

Besides, and as it is mentioned before, idioms are subcategory of lexicalized phenomenon of formulaic language, and the ability to use formulaic language (including idioms) appropriately is a key to native like fluency.

Fernando (1996) stated that "no translator or language teacher can afford to ignore idioms or idiomaticity, if a natural use of the target language is an aim" (as cited in Shrosbree, 2008, p. 234). Fluency and lexical sequences has a tied relationship, more specifically idioms. According to Fillmore (1979) the different aspects which involve pragmatic and affective skills are related when a speaker is particularly fluent in his native language (as cited in Shrosbree, 2008, p. 417).

Ellis (2005, p. 139) in his turn defined fluency as "the production of language in real time without undue pausing or hesitation". And this is possible with the use of idioms.

In conclusion, cultural awareness, communicative competence, and fluency are among the factors that are positively affected by the use of idiomatic expressions, for that teachers and learners should be aware of the importance of these colorful expressions.

### **2.3. Teaching of English Idioms in Jijel English Department's Classes**

First, teaching English idioms generally in the Algerian English department's classes and specifically in Jijel EFL classes takes place in the oral expression module. Most of the oral expression teachers in the English department in Jijel University follow the instructed book "All clear". For the license degree, the oral expression classes were planned to be two sessions per week, the first one takes place in the laboratory which the students are exposed to authentic materials, the other one is an ordinary class; teachers and students choose to discuss a free topic.

In the first session when a teacher decides to teach idioms, generally he tends to use the *All Clear*, a reference book, which consists of idiomatic expressions usually contextualized in dialogues, accompanied with audio tracks. This book is designed as follows:

As an introductory part, some warm up questions about a given topic were presented to get a general idea about the coming dialogue, followed with focused listening, in this part students listen to a long dialogue which consists of many idioms, after that, a set of activities will follow. For instance, the first activity required students to state whether some statements are true or false; the second activity gives a set of idioms' definitions and asks students to guess the appropriate idiom that suits each definition, using the idioms that are included in the dialogue.

In addition, all the idioms that were used in the dialogue would be explained using some illustrations and examples. This reference book contextualizes idioms by providing contexts when presenting them.

In this respect, most of the students showed a negative attitude towards this book stating that it is rather boring, not all the idioms are well explained, and also it restrains their motivation to learn idioms.

On the other hand, the teachers also expressed their resentfulness towards this book, in the sense that, the context that this book provides is somewhat limited, so teachers do not receive positive feedback from their students when they use this book as a reference to teach idioms.

The process of teaching English idioms in the English department at Jijel University is always related to oral expressions sessions and have never been taught out of this context, and even not all teachers include idioms' teaching in their oral expressions classes.

From that we can conclude that there is no particular subject that is devoted to teach those expressions although their important rank as part of the English language.



Consequently, the process of teaching/learning idioms in the English department at Jijel University does not receive the interest that it deserves, and as a result this process has failed as it was declared by some teachers in this department, which makes students face difficulties to understand and use idioms appropriately.

#### **2.4. Teachers verses Students' Motivation**

Motivation refers to what urges living organisms to act in order to accommodate a need of some sort. Pintrich and Schunk (2002) defined motivation as "the process whereby goal directed activity is instigated and sustained" (as cited in Tadayyon, ketabi, 2014, p. 609). Motivation and attitudes are much tied, for instance, if the attitudes of the learners towards a learning issue are positive, then the motivation of the students increases toward this issue. And vice versa; if the attitudes of the learners towards learning issue are negative, then the motivation of the learners decreases.

In a study conducted by Moiiinvaziri (2008) in the Iranian EFL learners, showed that Iranian students have positive attitudes towards learning English language in general and idioms in specific. This results in the high level of motivation towards learning English (as cited in Tadayyon, ketabi, 2014, p. 609).

The results obtained from the teachers' questionnaire and our observations throughout the teaching period in our department showed that; students from one hand appreciate learning English idioms, so they showed positive attitudes towards learning these expressions. Consequently, their motivation is high. On the other hand, teachers also maintained positive points of view concerning teaching idiomatic expressions. Although these positive results, but teachers still use traditional strategies when teaching idioms, so this led students to find difficulties in understanding and using these expressions.

## **Conclusion**

To sum up, on the basis of improving the field of foreign languages in Algeria, all the specialist, teachers of the domain, have to pay much attention in their teaching process and look forward to develop new strategies that suit their student's needs.

## **Chapter three: Methodology and Research Design**

### **Introduction**

In the previous chapters, we discussed the theoretical framework of our research; the first chapter was devoted to shed light on the notion of idioms in relation to context, whereas the second chapter paid more attention to see the process of idioms teaching and learning in the English department of Jijel University. This chapter, however, deals with the methodology that we have used to test our hypothesis; it begins with a description of the used method by which we have collected the data, as well as the sample tested, and the followed procedure, and also it provides the analysis and discussion of the experiment's results. By the end, pedagogical recommendations will be the result of this analysis.

### **3.1. The Method**

The objective of this study is to test the effectiveness of using tutorial videos (as a source of real context) as a strategy in teaching and learning English idioms in EFL classes. In order to check out our hypothesis, we have considered that the action research is the best method to be conducted, to obtain valuable result.

An action research as it is defined by Guemide (2010) is "a study conducted by colleagues in a school setting of the result of their activities to improve instruction". Also, Guemide (2010) stated that "an action research is a fancy way of saying let's study what's happening in our school and decide how to make it a better place". (p. 2)

So, the purpose from doing an action research is to bring about the development of the practice of the educators by analyzing existing practice and identifying elements for change.

In the English department in Jijel University, we have noticed that the teaching process of English idioms does not receive the attention that it deserves, and most of the teachers use ineffective strategies which led to the failure of this process, as it was indicated by one of our department's teachers. For that we have taken the action to improve the teaching process of

the English idioms in our EFL classes, by suggesting a new strategy to be tested ( the use of tutorial videos) that may bring positive result and making learners more motivated to learn and use English idioms.

### **3.2. Participants**

Participant of this study pool of 56 second year students of the English department in Jijel University, the population was randomly selected and then divided into two identical groups (each group consists of 28 participants).

The experimental group received instruction through the use of tutorial videos which present idioms in context. On the other hand, the control group received the instruction through idiom's definitions i.e. out of context.

### **3.3. Instruments**

In the present study the following materials and instruments were used:

First, a pretest was administered to the participants to test their idioms proficiency level; the test consists of two activities, the first one is to match the idioms with their appropriate meaning, whereas the second activity was a multiple choice item. (See appendix 1), participants were given 30 minutes to respond to this test.

Second, a post test was administered to the participants as a final measurement and evaluation; it is formed of four activities, each activity consists of 4 multiple choice items, whereas the last activity consists of four items which would be provided by an appropriate definition. This test was designed to test the long term idioms retention of the participants (see appendix 2). The test had a total of 10 points and their time allowance was 45 minutes.

Third, an attitudinal questionnaire including nine items was administered to the teachers in the English department; this questionnaire would show the teacher's attitude towards learning English idioms in general and also towards the tested strategy (see appendix 4).

In addition, six tutorial videos were used to accomplish the instructional sessions; each video consists of three different idioms. These videos were extracted from the internet, exactly from the *BBC learning English* website.

### **3.4. Procedure**

To accomplish the purpose of the study, the following procedures were followed

To start with, 56 second year English students were randomly selected and then divided into two identical groups; an experimental group and a control one. The reason behind choosing that sample is that; second year students already had an experience in idioms learning, so they are familiar with them and also with the strategy that are used to be taught with, and this makes them able to evaluate the strategy that is used within this study. And at the same time, generally second year student's idiomatic competence is not really well formed, so it gives us a chance to introduce idioms that students might not know, and this will lead to the reliability and the validity of the study.

As a second step, a pretest was administered to the participants, in order to evaluate their idiomatic competence, which enabled us to choose the appropriate idioms that suit their level.

After choosing the appropriate idioms biased on students' level of proficiency, culture, and religion, participant had been exposed to instructional sessions, the whole teaching project took one month; one session per week, and each session lasted for one hour and a half, the reason behind this restricted instructional period is the limited time given to accomplish this work.

During each session, students were exposed to six different idioms. Both groups received a different treatment, in the experimental group, idiomatic expressions were taught through the use of tutorial videos, each of which presented three idioms expressing different situations. Whereas in the control group the same idioms (as the experimental group idioms), were taught only by providing definitions for each idiom.

To exemplify, an example of two ways of teaching the idiom "*a case of sour grapes*" will follow:

- **The experimental group:** since the experimental group is the one that is exposed to teaching with tutorial videos, the multimedia laboratory is seen to be the appropriate setting to be used in the teaching period, because it is equipped with individual computers that allow the teacher to present his material.

At first, the teacher made learners watch the video that includes the idiom (*a case of sour grapes*) for three times in order for the students to get the intended idiom.

After that, the instructor asked the students if they detected the used idiom and to write it down, and then they shared a kind of discussion trying to explain the idiom and the context that it was used in, this idiom *a case of sour grapes* was contextualized in the video as follows: a person called his friend on the phone and told him that he has won £ 20 million in the lottery, and he is going to buy the car that he is dreaming of. So, the other person replied using this expression: "Oh really, well, that's wonderful for you. Yes, but you know there is more to life than money, it doesn't really interest meat all".

However, after finishing the call, the friend said: "*it is really a case of sour grapes*". (His voice and his facial expressions and gestures showed that he is very sad and negatively impressed by the news), and then he started talking to himself and complaining saying: "I am not jealous", but his body language showed that he was pretending and that he was really jealous.

So through the discussion and the analysis of the context most of the students had found the used idiom and its real meaning, in this stage students starting to give examples and build other situations using that idiom, which means to be jealous about something that you cannot achieve and you pretend that you are not.

Besides that, the teacher asked the students about the things that helped them to recognize the idiom, so most of them said that; the picture and the context that the video had provided really helped them to detect the intended meaning of the idiom.

This is the case with all the idioms that had been used in the teaching period; students in this group were very motivated, and their interactions were rich.

- **The control group:** On the other hand, was taught in an ordinary classroom because the teacher here needed only the black board. This group was taught through the use of a traditional way; using definitions, here the instructor gave only the figurative meaning of the idiom, by providing a synonym for the idiom (a *case of sour grapes*).

At the beginning, the idiom was written on the board, and then the learners were asked to guess the meaning of the idiom by relying only on the individual words that form the idiomatic expression, taking the word "sour" which means having a sharp and an unpleasant taste, and also the word "case" which means a situation, and then trying to connect them to form a sense for that expression. After some tries, learners failed to give the right meaning of the idiom, thus the teacher granted the exact meaning of the idiom, and ask students to exemplify it.

Student's interaction in this group was weak, and they seemed bored and not motivated.

The point from these two different strategies is that the first strategy provides context, as well as the second one does not; it means that it taught idioms out of context. 10 days after the end of the teaching period, the participants were exposed to the post test to evaluate and test their progress.

Last but not least, a questionnaire was administered to the teachers of the English department in Jijel University to see their opinions towards idioms teaching process.

As a final stage and after collecting the data of the two tests and the teacher's questionnaire, a range of statistical operations have been done in order to analyze and obtain the results of this research work.

### **3.5. Results and Discussion**

Several statistical analyses were concluded to answer the research questions in this study. This study required a comparison of two groups drawn from the population (second year students in the English department of Jijel University). At first the two groups were compared at the level of a pretest, and then as a final evaluation the groups were compared at the level of a post test. In order to ascertain the result of the two tests and to measure the difference between them, a t-test was run.

#### **3.5.1. Results**

##### **3.5.1.1. T-Test Description**

The t-test is the widely used and known statistical test. It is strong, simple and adjustable to a broad range of situations. As Miller (1975, p. 71) argues the t-test is the strongest of the three tests. By the three tests Miller means; the t-test, the mann-whitey test and chi-square test. So the t-test for independent groups is more appropriate to assess whether the means of the two samples involved in this study are statistically different from each other or not. We have opted for this test to test the validity of this research hypothesis. The main step in the t-test analysis is the finding of the t value that determines whether the research hypothesis will be accepted or rejected.

This test was applied by means of the t-test calculator which is available on the net. To use this calculator you have to provide it with the participant's test scores, each group in a separate column, and then press the button calculate, the result will directly appear, providing you with: the means, the standard deviation, the variance and the t value which is the factor that ensures your findings.



### 3.5.1.2. The Pretest

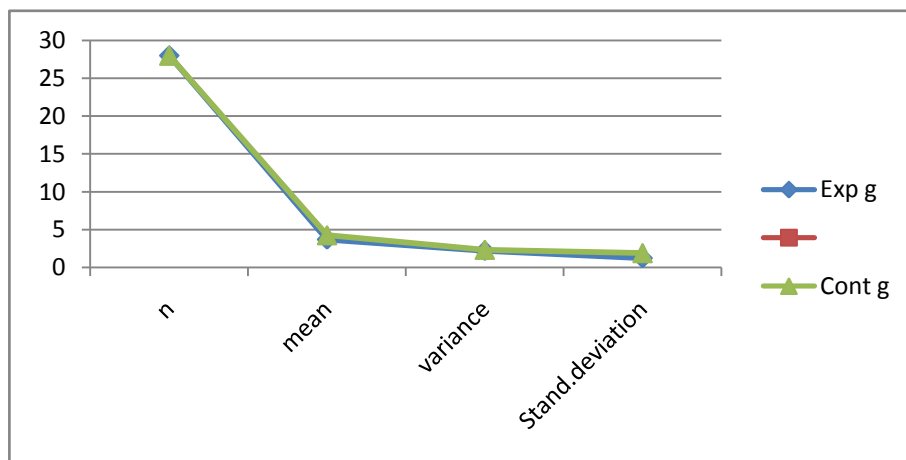
After the administration of the pretest at the first session of the study, the performance of the subjects was analyzed and scored (see appendix. 3), and then in order to ascertain the homogeneity of the two groups, a t-test was run.

Table 6 shows the results of the t-test, figure 1 indicates the graphical representation of the mean.

Table 6: *The T-test Result of the Student's Pretest.*

Type	N	Mean	Variance	Std. Deviation	TP Value	Theoretical Value
<b>Experimental Group</b>	28	3,71	2,21	1,25	0,14	0,44
<b>Control Group</b>	28	4,28	2,36	1,92	0,14	0,44

Figure 1: *The T-test Result of the Pretest*



The above table shows that the amounts of t-observed is statistically not significant ( $t=0,14$   $p=0.44$ ); therefore, it can be claimed that the two groups were homogeneous at the beginning of the experiment regarding their idiom prior knowledge.

### 3.5.1.3. The Post Test

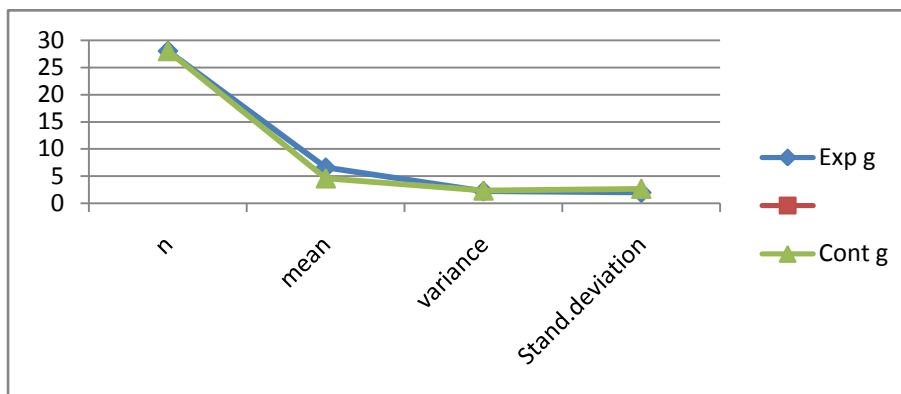
After 40 days from the end of the teaching period (30 instructional days, and other 10 additional days as a break to test the long term retention of the taught idioms), a post test was administered to both groups to answer the two questions of the study, another t-test was applied to the posttest's scores.

Table 7 represents the results of this t-test, Figure 2 shows the graphic representation of the obtained result.

Table 7: the t-test results of the student's posttest.

Type	N	Mean	Variance	Std. Deviation	TP Value	Theoretical Value
<b>Experimental Group</b>	28	6,25	2,21	1,98	1,96	0,026
<b>Control Group</b>	28	4,60	2,36	2,86	1,96	0,026

Figure 2: The T-test Result of the Post Test.



As it is displayed in Table 7 and the figure 2, there is a statistically significant difference between the two groups; in the experimental group ( $M=6,25$   $SD=1,98$ ), in the control group ( $M= 4,60$   $SD=2,36$ ), conditions; ( $t= 1,965$ ) and ( $p=0,026$ ) at a degree of freedom ( $n_1+n_2-1$ ) and ( $\alpha=0,05$ ).

In other words, the experimental group significantly outperformed the control group on the test of the effectiveness of teaching idioms in context using tutorial videos as a strategy.

This result safely rejects the null hypothesis which states that teaching idioms with tutorial videos has no effect on idiom learning, and it can be claimed that the treatment did affect the participants' idiom learning.

### 3.5.1.4. Teacher's Questionnaire Analysis

#### Q1. Teacher's Attitude toward Teaching English Idioms in EFL Classes

Most of the teachers believe that it is very important to teach English idioms in EFL classes, because it enables learners to develop their cultural awareness and communicative competence. Some teachers have commented saying: this process has failed because these idioms were taught out of context.

#### Q2: Do you consider teaching idioms as important as the other aspects of the English?

*Table 8: The Importance of Teaching Idioms*

	Teachers	%
Yes	13	92,85
No	1	7,14%
Total	14	100%

The table above shows that most of the target teachers which present 92,85% from the whole population, agree that teaching idioms to EFL classes is very crucial; and that idioms are part of any language, we cannot learn any language without referring to its idioms.

**Q.3. Do you Teach Idioms in your Classes?**Table 9: *Teaching Idioms in your Classes.*

Option	Teachers	%
Yes	12	85,71%
No	2	14,28
Total	14	100%

As it is shown in the above table, almost all the teachers are used to teach idioms in their classes; 12 teachers which corresponds to 85,71% from the target population.

**Q4. What are the Strategies and the Tools that you Use when you Teach Idioms?**

From the obtained result, the majority of the teachers use traditional strategies in their idioms' teaching process; through dialogues, audio tracks and also the comparison between L1 and L2 idioms, whereas some of the teachers tend to use videos as a new strategy.

**Q5. Do you Receive Positive Feedback from Learners when Using your Own Strategy?**

The questionnaires' answers, show that teachers who use videos in their idioms' teaching process receive positive feedback from learners. On the other hand, teachers who use the other method receive negative feedback.

**Q. 6. What do you Prefer to Teach Idioms in Context or out of Context?**Table 10: *Teach idioms in context or out of context.*

Option	Teachers	%
Context	14	100%
Out of context	0	0%
Total	14	100%

All the teachers agree that teaching English Idioms should be in context. It's mean that the whole sample provides the same answer. Without context the teaching process would be inappropriate and doesn't suit learners' needs.

**Q. 7. Do you Consider using Tutorial Videos in your Classes Useful or Useless?**

*Table 11: Using tutorial videos in classes*

Option	Teachers	%
Useful	9	64,28%
Useless	5	35,71%
Total	14	100%

The majority of the target teachers: 9 teachers out of 14 which represent 64,28% said that it is very useful to teach idioms through tutorial videos, so from these results, it seems very practical to use tutorial videos when teaching idioms.

**Q. 8. Do you use it in your Classes? (Tutorial Videos)**

*Table 12: Using the strategy in teacher' classes*

Option	Teachers	%
Yes	9	64,28%
No	5	35,71%
Total	14	100%

Some of the members of the sample use the traditional strategy in teaching idioms which represent 35,71% from the population. Whereas, the majority of them tend to use tutorial videos as a new strategy to teach English idioms 64,28%.

### Q. 9. Do you Think that Using Videos when Teaching Idioms Leads to Idioms' Long Retention?

Table 13 : Students' idioms' retention.

Option	Teachers	%
Yes	12	85,71
No	2	14,28
Total	14	100%

Almost all the teachers agreed that the frequent use of tutorial videos leads to long retention of English idioms.

#### 3.5.2. Discussion of the Results

The present study attempted to investigate the role of context in idioms teaching and learning. It also experimentally investigated the effect of tutorial videos on the participant's idioms comprehension, retention, and production.

Regarding the two research questions of this study, the result revealed that there was a significant difference between the means of the experimental and the control group means that the experimental group outperformed the control one.

Starting with idioms comprehension, student's comprehensibility level in the experimental group show a significant improvement, in the sense that all the students were able to make use of the taught idioms and use them in their appropriate context, this out performance appeared in the post test's answers when they were asked to write dialogues using three specific idioms that they have learned; almost all the students could build dialogues and real life situations using those idioms. As this achievement appeared during the instructional sessions, students seemed to be very motivated. They discussed, exemplified, and tried to give equivalent idioms that correspond to their first language.

Concerning the control group, their idioms comprehensibility level did not show any significant improvement, whether in the post test's answers or during the instructional sessions, in the post test students were not able to give examples and put the idioms in real life contexts, on the other side, their performance during the sessions was not satisfying; each time students were asking questions about the taught idioms: in what situation we could use this idiom? Could this idiom be used in this way? All these questions gave the impression that students did not understand the meaning of those idioms.

The second dimension that has been chosen to be tested is the student's idioms retention ability, which means, whether the use of videos in teaching idioms has helped learners to memorize the learned idioms or not. The group that has received the treatment performed better in the post test than the other group, in the sense that the results of the first group showed that the learners still remember the idioms and their meaning, so they really well accomplish the task that asked them to give the appropriate definition to some of the learned idioms. On the other hand, the second group almost failed in such a task; students mixed between the idioms and their appropriate definitions.

In the present study, the means of the two groups at the pretest and the posttest have been compared to measure their degree of development and performance. This comparison shows the following: while in the pretest, both groups appeared to have a weak idiomatic competence with approximately the same degree, in the post test however, the scores of both groups are totally different, the degree of development of the experimental group is higher than the degree of development of the control group.

Besides the positive results of the experiment, the attitudinal teacher's questionnaire supports the findings; all the teachers declared that the context is a very crucial element in the teaching process of English idioms, and also supported the use of tutorial videos as a strategy that enriches and improves idioms teaching/learning operation.

And as a final proof that is accidentally came to support our hypothesis, is the students' reaction and attitude towards the tested strategy.

For more explanation; at the end of the instructional period, the participants of the experimental group expressed their attitude by saying that: they really enjoyed learning English idioms with the use of tutorial videos, and also benefited from it, in the sense that they are able to remember and use all the idioms that they have learned, and that was due to the help of the pictures and the real context which the videos had provided.

Also we have been told by some other students that, when they performed a role play in their oral expression test, they made use of some of the idioms that they have exposed to, during the treatment period. These announcements surely will add some validity to our hypothesis which says that learners will perform better when they learn English idioms through tutorial videos.

### **Conclusion**







Therefore, it can be concluded that the results of this study seem to support the hypothesis that is formulated in this research, which states that using tutorial videos as a strategy in teaching and learning English idioms has an important role and significant effects on EFL learners of Jijel University.



### **Pedagogical Recommendations**

As it is shown above, the findings have positively confirmed the research hypothesis.

Therefore in the light of these findings we recommend the following:

-  Teachers should know that idioms should receive more attention in a foreign language teaching context.
-  Teachers should draw the student's attention to the fact that idioms are very important and their use enhances their communicative competence.
-  Teachers should also teach English idioms in their context of occurrence.
-  Audio-visual aids tend to be accessible, for that teachers should make use of these useful tools to teach idiomatic expressions to enhance their student's idiomatic competence and performance.
-  Students should be aware of the importance of idioms, so that they improve their language fluency.
-  Students should be autonomous in their idiom's learning process, for that they can download videos that include idioms from the internet and learn from them.

## **General Conclusion**

Idiomatic expressions give both life and richness to the English language, and learning them is an important part of the mastery of this language (Colin, 2005, p. 27).

Almost all EFL learners feel uncomfortable when idiomatic expressions are used; this is due to the obscurity of these fixed expressions, because these idioms do not always reflect their apparent meaning, and that their constituents' parts do not always determine their real meaning. For that our intention in this research work has been to prove the effectiveness of the context in understanding English idioms, precisely the use of tutorial videos as audio-visual aids that provide context.

The results of this action research are quantitatively successful; the evaluation of the experimental and the control groups' achievements quantitatively prove the successfulness of this research and also reflect the expected results, so this study has confirmed the hypothesis that we set at the beginning, i.e, the use of tutorial videos as a strategy in teaching idioms will affect positively the learners' performance of idioms' learning process.

The test revealed that participants welcomed the use of videos to learn English idiomatic expressions; this was noticed from their favorable reactions and responses during the teaching period.

To put it in a nutshell, context is a vital element in idiom's teaching/learning process, and the use of tutorial videos presents an effective strategy that could be used in that process.

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## Appendix 1: Pre-test

**ACTIVITY1:** match each idiom on the left with its definition on the right.

- |                                       |  |
|---------------------------------------|--|
| 1-In deep water                       | - Do anything possible                                   |
| 2-Once and for all                    | - In a difficult situation which is hard to deal with it |
| 3-Jog someone's memory                | -Finally and definitely                                  |
| 4-Out of sight out of mind            | - Make you remember something                            |
| 5-She had go to the ends of the earth | - If you do not see someone, you forget about him        |

**Activity 2:** select the appropriate option.

1 "Across the board" means \_\_\_\_

- a. everyone or everything is included
- b. to travel between countries
- c. uninteresting

2 - A man "after my own heart" means \_\_\_\_

- a. liking the same things as me
- b. looks like me
- c. follows me

3-"Against the clock" means

- a. a new record
- b. a test of speed or time
- c. an impossible task

## Appendix 2: The Post Test

**Activity 1:** What do the underlined idioms mean? Choose the right option.

1- I am not quite sure how to handle the problem at the moment as it's not easy to explain, oh!!! A sort of hot potato

- (a) Strange situation
- (b) delicate situation
- (c) grand situation
- (d) big situation

2- Their mother always describes her twin sons as *like* two peas in a pod.

- (a) Both round in shape
- (b) Both saying the same thing
- (c) Both full of fun
- (d) Both looking exactly alike

3- After what he said and after what has happened he certainly seems to have got egg on his face.

- (a) Have made a fool of himself
- (b) Have said the wrong thing
- (c) Have lost a lot of money
- (d) Have made the wrong decision

4- Sara has made a lot of mistakes in her life, but at the end she has learned to not put all her egg in one basket

- (a) To have lots of ideas
- (b) To rely on just one scheme
- (c) To overload your basket
- (d) To carry too many things

**Activity 2:** Complete the sentences with the correct idiom with its correct form

1- Maria: How did you find about the party?

Joe: well, it was Jeff who.....I suppose he thought I knew about

- (a) To go bananas
- (c) A bad egg
- (c) To spill the beans

2- She..... when she heard, she had won the first prize in the talent contest.

- (a) A carrot and a stick
- (b) To go bananas
- (c) A case of sour grapes

3- You cannot trust him, he always let me down when I need him, he is really

.....

- (a) Have not got a bean
- (b) As good as chocolate teapot
- (c) A bad egg

4- I really hate doing that kind of work, it .....

- (a) A second bite of the cherry
- (b) Not someone's cup of tea
- (c) It hot potato

**Activity 3:** Give the appropriate definition of the following idioms

- 1- It is as good as chocolate teapot
- 2- A carrot and a stick
- 3-To be full of beans
- 4-A case of sour grapes

**Activity 4:** write short conversations using the following idioms

- 1- Have not got a bean
- 2- Wouldn't do something for all the tea in china
- 3- A second bite of the cheery

.....

.....

.....

.....

.....

.....

.....

.....

5- What is your attitude toward the strategy that you have been taught with?

.....

.....

.....

### Appendix 3: Student's Scores in the Pretest

Participants	Scores
1	5
2	6
3	3
4	4,5
5	2,5
6	6
7	7
8	3,25
9	3,75
10	4,5
11	5
12	6
13	2,5
14	4,75
15	5
16	5
17	3,5
18	7
19	6
20	1,75
21	3,5
22	4,5
23	5
24	5
25	3
26	3,25
27	5,5
28	6
the mean	3,71

The Experimental group

participants	scores
1	5
2	4,5
3	3
4	5
5	6
6	3,5
7	6
8	7
9	3
10	4,5
11	2,5
12	5
13	3
14	3,75
15	2,5
16	3
17	4,25
18	1,75
19	2
20	3
21	4,5
22	2,75
23	6
24	5
25	4,5
26	3,5
27	3,25
28	4
the mean	4,28

The Control group

### Appendix 3: Student's Scores in the Post test

Participants	Scores
1	7
2	8
3	9
4	6
5	8,5
6	5,5
7	5,25
8	5
9	8
10	8
11	5,75
12	5,75
13	6
14	8
15	6
16	8,5
17	9,5
18	6
19	7
20	5
21	7
22	6,25
23	7,5
24	5,25
25	7
26	6
27	5
28	5,5
the mean	6,25

The Experimental group

Participants	Scores
1	4,25
2	7,75
3	8,5
4	4
5	3,75
6	4
7	4
8	5,75
9	4
10	2
11	3,25
12	6
13	6
14	6,75
15	7,75
16	9
17	5
18	5,25
19	5,75
20	2
21	6,25
22	6,75
23	6
24	2,75
25	5,75
26	2,25
27	3,75
28	2,5
the mean	4,60

The Control group



## Appendix 4: Teacher's Questionnaires

### Dear teacher

This questionnaire is a part of a research study investigates the role of context in teaching/learning English idioms in EFL classes; it explores the use of tutorial videos as a strategy in teaching idioms.

Your answers will be a great of help for the study. Would you please answer the following questions.

#### ❖ Teaching Idioms in EFL classes

1- What do you think about teaching English idioms in EFL classes?

.....  
.....

2- Do you consider teaching idioms to EFL learners important as the other aspects of the English language?

Yes ☐ No ☐

3 - Have you ever taught idioms before in your classes?

Yes ☐ No ☐

4– What are the strategies and tools that you use to teach idioms?

.....  
.....  
.....  
...

5 – Do you think that they are beneficial? i.e do you receive positive feedback from learners when using your strategy?

Yes ☐ No ☐

6- In your opinion which is the best, to teach idioms in context or out of context?

Context ☐ Out of context ☐

7 – What do you consider using tutorial videos as a strategy to teach idioms?

Useful ☐ Useless ☐

8 – Have you used this strategy in your classes before?

Yes ☐ No ☐

9 - Do you consider that the use of tutorial videos in teaching idioms leads to long retention of those idioms?

Yes ☐ No ☐

## Appendix 5: Idioms Used in the Action Research Period

### Beans

1. To be full of beans
2. I haven't got a bean
3. Spill the beans

### Fruit

1. To go bananas
2. It's a case of sour grapes
3. A second bite of the cherry

### Tea

1. It's not my cup of tea
2. I wouldn't do it for all the tea in China
3. It's as good as a chocolate teapot

### Eggs

1. He's a bad egg
2. Don't put all your eggs in one basket
3. He got egg on his face

### Vegetables

1. It's a hot potato
2. A carrot and stick
3. Like two peas in a pod

### Pie

1. It's as easy as pie
2. Pie- eyed
3. To have a finger in many pie