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**Teachers' Attitudes towards Teaching English Idioms as a Strategy to Raise
EFL Learners' Cultural Awareness**

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Language Sciences**

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Dedication

In the name of God, Most Merciful, Most Compassionate

This dissertation is dedicated to:

my beloved parents, for their love, and endless support and encouragement

Mahfoud and Halima,

my pretty sisters Zina, Meryem, Sarra, and Houda,

my dear brothers specially Ismail, and Ibrahim who have been by my side,

my precious partner Meryem,

all my lovely friends, relatives, and colleagues,

all those who know me and love me; thank you!, and to

all who supported me in good and bad times.

Khadija

I would like to dedicate this work to:

my beloved father,

my beloved mother,

my sisters hana, samia, sara, and zina,

my brother Houssam, and

all my friends, whose presence and faith helped me in all times.

Meryem

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Last but not least, big thanks to all my teachers from the primary school to university.

Running Head: Teaching English Idioms In Foreign Language Classes

Abstract

The present study investigated teachers' attitudes towards using idioms as a strategy to raise learners' cultural awareness. It also aimed to find out whether teachers use English idioms in the teaching learning process. In order to achieve the aims of the study, a questionnaire was administered to 20 teachers of English at the department of English at Mohammed Seddik Ben Yahia University, Jijel. The participants teach different levels and modules and were chosen randomly. After analyzing the data generated by the questionnaire, it was deduced that teachers relied on English idioms as a strategy in the teaching process. The results also revealed that the participants in this study hold positive attitudes towards teaching English idioms to raise learners' cultural awareness.

Teaching English Idioms In Foreign Language Classes

List of Abbreviations and Symbols

%: Percentage

EFL: English as Foreign Language

FL: Foreign language

N: Number

Q: Question

RQ: Research Question

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General Introduction

- 1 .Background of the Study
2. Statement of the Problem
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6. Methodology of Research
6. Structure of the Study

Running Head: Teaching Idioms to Raise Learners' Cultural Awareness

General Introduction

1. Background of the Study

Language is a system of signs that conveys meaning. It consists of a conventional group of 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. However, the figurative one, is the use of words and phrases not with their basic meaning, but with more imaginative connotations, and even if you know the meaning of all words in a phrase and understand its grammatical form, the meaning of that phrase is still be confusing such as idioms, proverbs. Idioms are difficult and complicated aspect of the English language. A 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). According to Carter (1987) idioms are defined 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). In other words, idioms are restricted forms and meanings that their meaning cannot be inferred from its parts. Additionally, Ball (1968) claimed that the adequate definition of an idiom is "the use of familiar words in an unfamiliar sense" (p.1). These idiomatic expressions are familiar in their forms which carry a figurative meaning.

Culture and language are inseparable especially in the case of idioms. Recently, there has been a growing interest concerning the issue of cultural awareness, since learners need to open up their vision about cultural differences. Such awareness gives learners a chance to develop their cultural understanding in many ways. Accordingly, the present study aims to investigate teachers' attitudes towards teaching English idioms as a strategy to raise learners' awareness.

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2. Statement of the Problem

Idioms represent a difficult and a complicated aspect of the language . Although , they are still not given sufficient time in EFL classrooms when compared to other teaching materials like literary texts and grammar rules. However, they represent a useful tool to enhance learners' knowledge of vocabulary and introduce them to foreign culture . This study investigates whether teachers use English idioms in their teaching process.

3. Aim of the Study

The present study aims at shedding light on the role of teaching English idioms in raising learners' cultural awareness. It attempts also to investigate teachers' attitudes towards learners' cultural awareness. As it aims to raise their awareness of the importance of incorporating idioms in EFL classrooms.

4. Research Questions

This research work aims to answer the following questions:

1. What are the teachers' attitudes towards teaching English idioms?
2. What are the strategies/materials used by teachers to teach idioms in the classroom?
3. Do teachers teach English idioms to raise learners cultural awareness?

5. Assumption

The present research addresses the following assumption

Teachers are aware of the importance of idioms that why they used them to raise learners' cultural awareness.

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6. Methodology of Research

To carry out this research a questionnaire will be administered to twenty teachers of English at the department of English ,Mohammad Seddik Ben Yahya University ,Jijel. The questionnaire aims at collecting data about teachers' perceptions and views about teaching English idioms to raise students' cultural awareness .

7. Structure of the Study

The present study is divided into three chapters. The first chapter includes the definition of culture, its type, importance in foreign language classes, and the relation between language and culture. It also tackles the definition of cultural awareness with references to intercultural communicative competence, its development, and the use of idioms to foster cultural awareness. The second chapter is concerned with the concept of idiom; it includes its definition, characteristics, and types. It also covers the use of idioms, the strategies implemented in teaching idioms, and its importance as well as their effects. The last chapter is devoted to the research methodology , data analyses, and discussing the results.

Chapter One: Culture and Cultural Awareness

Introduction

1.1. Definition of Culture.

1.2. Types of Culture

1.2. The Interrelation Between Language and Culture.

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1.6. Developing Cultural Awareness

1.6.1. Common Methods to Teaching Culture and Raising Cultural Awareness.

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Chapter One: Fostering Cultural Awareness Through Teaching Idioms

Introduction

This chapter deals with the definition of culture and its types. Then, it sheds light on the relation between language and culture, and the importance of integrating culture in foreign language classes. Accordingly, some related issues are included namely definition of cultural awareness, and the relation between cultural awareness and intercultural communicative competence. This chapter concludes with the importance of idioms in raising learners' cultural awareness.

1.1. Definition of Culture

Culture has been an area of interest and study for a wide range of disciplines such as Anthropology, Ethnology, and Ethnography. Culture refers to the system of knowledge shared by a relatively large group of people. It is also the attitudes, thoughts, goals and values shared and accepted by a society.

To start with, the English Anthropologist, Edward Taylor (1871), argued that "culture...is that complex whole which includes knowledge, beliefs, art, law, morals, and any other capabilities and habits acquired by man as a member of a society" (p.1). According to Taylor's definition, culture is made up of a variety of components which human beings are not born with, but they are learned so that they can be accepted as members of a given society.

Following the same line of thought, Goodenough (1957, p.74) reported that:

Culture is not a material phenomena; it does not consist of things, people, behavior, or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models for perceiving,

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relating ,and other wise interpreting them.

In his turn ,Duranti(1997.p.24) asserted that culture is "something learned,transmitted,passed down from one generation to the next, through linguistic communication".This statement refers to the close relation between language and culture .The former is considered as a means for linking people and society while the latter is the one that is learned, transmitted from a generation to another. In the same vein, Goodenough (1964 p. 113) explained the nature of culture and summarizes its components saying:

The culture of society is made of all what we have to know or to believe, to behave in an acceptable manner in the eyes of its people[...] it is the form of thing people have in mind their models of perceptions, relations and interpretation.

Nieto (2010),pointed out that culture is "dynamic,multifaceted,embedded in context; influenced by social,economic,and political factors; created and socially constructed;learned;and dialectical"(p.137).That is, culture changes over time and is influenced by some factors like social, economic and political. It is not inherited; due to its complex nature.

The above-mentioned definitions are the ones which view culture as behavior ,knowledge,symbol,sign or life style. Yet ,still some others went further and argued that culture is communication as Hall(1999) stated in his definition "culture is communication and communication is culture"(as cited in Novinger,2001,p.12).Meaning that,culture and communication are one ,they are related.

1.2.Types of Culture

Culture is a broad concept which covers everything that would describe people. While defining culture, there are different types which are Big 'Cculture' and small 'c culture'. For

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Lee (2009,p.78) Big 'C culture' represents "a set of facts and statistics relating to the arts,history,geography,business,education,festivals and customs of a target speech society" as well as its geographical characteristics, historical events .Unlike big 'C culture',little 'c culture' involves opinions,gestures,clothingstyle,food,hobbies(Peterson,2004).In this regard, Lee(2009,p.78) argued that this kind of culture is "the invisible and deeper sense of a target culture" 'including attitudes or beliefs and assumptions. In other word, according to Chaistain(1976), small 'c culture' refers to customs, family institutions, and social life.

2.3.The Interrelation between Language and Culture

According to Valdes (1990),"from the first day of the beginning class, culture is at the forefront. Whatever approach, method, or technique is used, greetings are usually first on the agenda" (p. 20).Valdes showed that language and culture are included together in foreign language classes earlier. On his part,Brown (1994, p. 165) denoted "a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven that one cannot separate the two without losing the significance of either language or culture".in this sense ,language and culture are interrelated.

Likewise, Peterson and Coltrane (2003, p. 1) claimed that "language is not only part of how we define culture, it also reflects ideas". According to this definition, language reflects thoughts .Tang (1999, p. 1) also approved of the view that language and culture go hand in hand and stated:

Questions of this sort and research of this sort appear to me to presuppose [...] that culture is something that needs to be introduced into the language classroom and to the learner, and that learner and teacher have some sort of a choice as to whether 'cultural integration' is to be included in the syllabus or not.

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Mitchell and Myles (2004, p. 235) stated that "Language and culture are not separate but acquired together, with each providing support for the development of the other". Then, culture is embedded within a language in process of teaching the target language in foreign language classes. Goodenough (1981 p. 36) signaled the relationship between language and culture arguing all the components of culture such as, beliefs, arts can be described, analyzed, evaluated by language.

2.4. The Importance of Integrating Culture in Foreign Language Classes

The main aim of learning a foreign language is to achieve the goal of being competent linguistically and communicatively. Language learners cannot master the language without mastering its culture. In this regard, Politzer (1959) (as cited in Brooks, 1999, p. 123), pointed out that :

As language teachers we must be interested in the teaching of culture not because we necessarily want to teach the culture of the other's country, but because we have to teach. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for what he is warned, unless he receives cultural instruction, he will operate American concepts or objects with the foreign symbols.

Byram (1991) asserted that "to separate language and culture teaching is to imply that a foreign language can be treated in the early learning stages as if it were self-contained and independent of other sociocultural phenomena" (p. 18). From what is stated before, teaching culture in foreign language classes is very important because it helps in developing learners' cultural understanding. He believes that culture plays a great role in language understanding.

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Additionally, Hymes(1972) asserted that “being competent in communication involves more than just an understanding of syntax and a range of expressions within a language (...)language teaching has also changed to incorporate this link between language and culture”(p.270).He argued that language is not more important than culture.Moreover,learners in any given social group acquire the sociocultural rules of language together with the linguistic rules.

Defining the reasons of culture teaching in foreign language classrooms is helpful to decide what to teach, when and how.Nostrand(as cited in Lafayette and schulz,1997,p.578–579) stated a set of goals for cultural instruction:

- The ability to react appropriately in a social situation.
- The ability to describe ,or ascribe to a proper part of the population, a pattern in the Culture of social behavior
- The ability to recognize a pattern when it is illustrated.

In his turn,Peck (1984,p.2) added that “without the study of culture, foreign language instruction is inaccurate and incomplete. For foreign language students, language seems senseless if they know nothing about the people who speak it or the country in which it spoken”.In other word, incorporating culture in foreign language classes is necessary for foreign language learners because it aids them to be intercultural speakers. Additionally, Seelye (1993, p. 29) asserted“all students will develop the cultural understanding, attitudes and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture” (as cited in Bandpay, 2013). In Seelye’s opinion, teaching the foreign culture in foreign language classes helps in raising students’ cultural awareness, i.e., to develop their knowledge about their own culture and the foreign language culture.

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2.5. Cultural Awareness

Teaching culture as an integral part of language learning enhances the learners' awareness of the inseparability of language and culture, and increases cultural understanding in foreign language classrooms. Cultural awareness is the ability to be aware of the culturally based norms, beliefs, and behaviors of their own culture and other cultures.

Tomlinson and Masuhara (2004,p.3), argued that “cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures ,and a positive interest in how cultures both connect and differ”.In other words, raising cultural awareness helps learners to broaden their minds, increase tolerance and achieve reach empathy and sensitivity .According to Tomalin and Stempleski (1993,p.5),cultural awareness encompasses three qualities

- Awareness of one's own culturally –induced behaviors.
- Awareness of the culturally –induced behavior of others.
- Ability to explain one's own cultural stand point

In this regard, cultural awareness focuses on the learners' attitudes towards the target culture and its people. On his part,Byram(1997,p.60) explained carefully what abilities are involved in cultural awareness. For him, it is the ability to reflect on one's own cultural identity taking into consideration the comparison of values and beliefs ,of our own culture and other one. Accordingly ,Kramch also noted that “cultural awareness becomes an educational objective in it self, separate from language”(1993,p.08).She said that the aim of raising cultural awareness is to master cultural meanings and reflecting critically upon them ,it also aims at developing the learners'ability to perceive the others as well as one's own culture.

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According to Damen(1987),cultural awareness “involves uncovering and understanding one’own culturally conditioned behavior and thinking, as well as the patterns of others.Thus,the process involves not only perceiving the similarities and differences in other cultures but also recovering the givens of the native culture”(as cited in làzàr et al ,2007,p.8). As seen from this perspective, cultural awareness is basically related to cognitive processes of comparison and analysis of one’s own and of other cultures .

2.5.1 Cultural Awareness and Intercultural Communicative Competence

The term cultural awareness refers to the different changes in the learners’attitudes towards the target culture and its people. These attitudes are seen as a key element to achieve a successful communication.Thus,it can be said that cultural awareness and intercultural communicative competence are interrelated since attitudes represent one of its basic elements.

Fantini (2006) defined intercultural communicative competence as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from one self ”(p.12).For him, intercultural communicative competence refers to abilities that are required to be possessed by someone for a good functioning when communicating with others.Additionally,intercultural communicative competence, for Byram and Fleming (1988) is “the knowledge of one ,or preferably more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly”(p.9).Meaning that intercultural communicative competence includes knowing and behaving effectively when interacting with others whose cultures and identities are diverse from one’s own. Based on Byram’s model (1997,pp.31–54), intercultural communicative competence involves the following skills:

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- "Savoir être", which is concerned with attitudes and values and consists of showing curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

- "Savoir (s)", which refers to the knowledge about social groups and their products and practices in one's own and in one's interlocutor's country.

- "Savoir comprendre", related to the skills of interpreting and relating, that is to say, the ability to interpret a document or event from another culture.

- "Savoir apprendre/faire", connected to the skills of discovery and interaction or the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

- "Savoir s'engager", is related to critical cultural awareness and/or political education, which means having the ability to evaluate critically.

Moreover, cultural awareness according to Byram et al. (2001, p.53), is "the ability to evaluate critically and on the basis of explicit criteria and countries". In other words, it contributes to make the learner an intercultural speaker who appreciates his own as well as the target culture. In the process of developing intercultural communicative competence, cultural awareness plays a central role that is why Byram's idea seems to be more fitting to EFL classrooms as it helps students to improve their language proficiency and understanding cultural knowledge.

1.6. Developing Cultural Awareness

The development of learners' cultural awareness starts by encountering and motivating them to recognize their cultural identity in relation to other cultures. In this respect, Goston (1984) asserted that EFL learners' cultural awareness is developed through four main

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levels. The first level, Superficial Understanding, this level consists of awareness of superficial aspects of culture. At this stage the learner knows a few basic facts which serve as the basis of stereotypes containing a grain of truth but typically exaggerated. The second one, Growing Awareness and Possible Conflict, the learner is aware of more subtle traits but may experience cultural conflict and believes that his own culture is superior. Then, Greater Intellectual Awareness, at this level, learners' awareness is higher towards target culture intellectually not emotionally; they start to appreciate and respect the target culture. The last level is True Empathy and Respect. In this stage learners will understand the target culture intellectually and emotionally; they can feel what the target people feel.

In developing cultural awareness in foreign language classrooms, Byram and Morgan (1994) claimed, learners must have access to routine and conscious knowledge held by the people of the target culture via institutes, literature, films, history, and political institutions. The transmission of such cultural knowledge is considered necessary since it allows students to "use words and experience expressions more skillfully and authentically appropriate, to act naturally with the persons of the other culture[...] and to help speakers of the other tongues feel at home in the students home culture" (Cakir, 2006, p.158). However, this transmission of cultural knowledge is not always good because there are some guidelines to consider and respect while transmitting cultural knowledge to foreign language learners.

1.5.1. Common Methods to Teaching Culture and Raising Cultural Awareness

There are various methods in teaching culture and raising cultural awareness. Cushner and Brislin (1996) (as cited in Belkhir-Benmpstafa (2017, p.79) distinguished between five different methodological frameworks that are presented as follows:

- **Cognitive Training (teaching)**

In cognitive training (teaching), culture is taught in language courses and reference is made to watching videos, films, reading and discussing literary and newspaper texts. It focuses

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only on factual information about the target culture of a specific country (Belkhir-Benmostafa,2017,p. 79).Through this method, learners would become knowledgeable about the target culture. Foreign language learners are not only in need to know facts about the target culture; they do need to experience that as well to interact successfully with members of the target country.

● Experiential Training

In experiential training, culture is taught in a situation and foreign language learners are expected to take part in some practices like role plays,illustration,dialogues (Belkhir-Benmostapha,2017).It is worthy to mention that experiential training fits only specific goals and learners.

● Cultural Self-Awareness

Cultural self-awareness is another method in teaching culture and raising cultural awareness. It is done for the purpose of making learners knowledgeable about their native culture with the aim of making them aware about the effect of culture in shaping minds and personalities.

● Behavior Modification

According to Belkhir-Benmostafa (2017),the method of behavior modification aims at familiarizing foreign language learners with the concepts of reward and punishment of a culture(p.80). They should know what is rewarding and what is punishing in their own culture before learning about the foreign culture.

● Attribution Training

Attribution training is the last methodology framework that trains EFL learners to make culturally right judgments about the causes of people's behaviors and attitudes in the target culture. The goal of this method is to decrease stereotypes and misunderstandings in cross-cultural communication.

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1.6.2. Common Techniques and Activities to Teaching Culture and Raising Cultural Awareness

There are different techniques for the teaching of culture in the foreign language classroom. Stern (1992) and Damen(1987)(as cited in Belkhir-Benmostafa (2017,p.83) offered a list of some techniques which are very familiar to learners which require cultural implications in their use. For instance, teachers should devise activities in which linguistic, communicative and cultural objectives meet together. These activities and techniques will be discussed bellow:

- **Culture Assimilators**

Culture assimilators are series of critical incidents that describe problematic situations of cross cultural interaction that may be misunderstood among foreign language learners. Paige (2004) asserted that a culture assimilator serves the learners to make attributions similar to those made by the members of the foreign culture. In this respect, FL learners will develop intercultural skills, like cross-cultural sensitivity, and overcome stereotyped thinking and barriers in their own up coming interactions (Chastain, 1988 , Paige, 2004). Similarly, Damen(1987) added that foreign language learners will build up the tolerance of cultural diversity because through this type of activities learners will understand the target culture values ,assumptions and learn how to interpret things and judge behaviours from the foreign culture standpoint.

- **Cultural Capsules and Clusters**

In this type of activity, the learners are required to respond to comprehension questions regarding this material followed by a discussion of contrast between the learners' own customs and traditions and the foreign culture ones. Stern (1992), pointed out that learners in cultural capsules generally listen to the description of the target event as teachers do present the information orally combined with some visuals. Cultural capsules are

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activities that keep foreign language learners involved in the discussion (Chastain,1988).The reason behind the use of a culture clusters is that it enriches the learners' intellectual awareness and leads them to target behavioural training.

•Dramatization and Role-plays

Dramatization and role-plays are considered very useful language and culture activities for keeping cultural learning memorable. In this context, Damen (1987) confirmed that understanding role play or other participatory activities often seems to call for more explanation than participation. The teacher has to help learners undertake such activities in the right line.According to Byram and Fleming (1998,p.143), the proper teaching of drama is like"an ideal context for exploration of cultural values, both one's own and other people's".Hense,foreign language teachers should carefully plan these kinds of activities.

• Group Discussion

Group discussions are powerful tools in the teaching of culture because in this technique foreign language learners do not only discuss and learn things about the target culture.They also enhance the learners'interaction in the classroom .In this technique, students will be divided in small groups to debate and negotiate meanings, values and beliefs of the foreign culture.In such discussion, learners' empathy will be promoted towards target culture members(.

• Area-Specific Studies

In area specific studies, Cullen (2000) claimed that learners use books,magazines,the internet to collect data about a particular country or a specific cultural area.Later,they organize the gathered information in terms of factual background information,values,attitudes.Finally,they create reports that will be negotiated in class.

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• Situational Exercises and Dialogues

Situational exercises require to write scripts or complete skits that concern a particular situation, learners may be asked to write beginning and the end to a native speakers' conversation or to a short story. It helps them in developing their cultural awareness. This kind of activities is based on dialogues and is used to present ,clarify or practice foreign cultural patterns. Situational activities are characterized by meaningful language use which can be utilized in various foreign socio-cultural situations., like chatting with friends from a foreign culture, and applying for a job or shopping.Kramch(1993) stated that cultural awareness can be achieved via these activities because learners will adopt the target speaking style which is included in the target situational exercises and dialogues.

1.6.1.1.Factors Influencing The Choice of Techniques and Activities

The above techniques and activities should be carefully selected. Brown (2000)(as cited in Belkhir-Benmostafa,p.90) recommended foreign language teachers to take into consideration the checklist below when designing the activities. Brown's checklist (2000,p.202) (as cited in Belkhir-Benmostafa,p.90) considered what follows:

-Does the technique recognize the value and belief systems that are presumed to be part of the culture(s) of students?

-Does the technique recognize varying willingness of students to participate openly due to factors of collectivism/ individualism and power distance?

-If the technique requires students to go beyond the comfort zone uncertainly avoidance in their culture(s),does it do so empathically and tactfully?

-Is the technique sensitive to perceived roles of males and females in the culture (s) of students?

-Does the technique sufficiently connect specific language features(e.g. grammatical categories,lexicon,discourse) to cultural ways of thinking, feeling and acting ?

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-Does the technique in some ways draw on the potentially rich background experiences of students ,including their experiences in other cultures?

Harmer (2001) claimed that teachers will succeed to incorporate culture elements in their foreign language classes by using these techniques and activities.

Conclusion

This chapter highlighted briefly the definition of culture,its types, and its relation to language as well as the importance of integrating culture in foreign language classrooms.Then,it tackled the notion of cultural awareness, and its relation with intercultural communicative competence.

Chapter Two: Teaching English Idioms In Foreign Language Classes

Introduction

2.1. Definition of Idioms

2.2. Characteristics of Idioms

- Alteration of Grammatical rules
- Conventional Phrases
- Alteration of Word Order
- Figurativeness
- Phrasal Verbs

2.3. Types of Idioms

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2.5.1. The Use of Videos Material

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2.6 .Teaching English Idioms in EFL Classes

2.6.1. The Importance of Teaching and Learning English Idioms in EFL Classes.

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2.7. Fostering Cultural Awareness through Teaching Idioms

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Chapter Two: Teaching English Idioms in Foreign Language Classes

Introduction

The current chapter starts by the definition of idioms, its characteristics, and types. In addition, an explanation of the way idioms should be used and giving some strategies that are implemented in teaching English idioms. Later, this chapter tackled the importance and effects of idioms on EFL learners.

2.1. Definition Of Idioms

A great deal of research has been done on idioms in a wide variety of fields ;work on idioms as a measure of proficiency for second language learners ,and work on problems of idioms in translation. However, research into idioms as a strategy to raise learners' cultural awareness is very sparse. A 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). A non- native speaker knows the meaning of the constituents that encounters in this idiom, "under" and "weather", but he cannot recognize what does it means because the meaning of this expression is still confused .

In this respect, Langacker (1968:79), claimed that "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". This definition shows two characteristics that an idiom is a complex lexical item, and its meaning cannot be understood from its parts.

According to McCarty and O'Dell (2003), "idioms are expressions which have a meaning that it is not obvious from the individual words. For example, the idiom 'drive somebody round the bend' means make somebody angry or frustrated, but we cannot know

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this just by looking at the words”(p.6).They attempt that idioms are those expressions or phrases that their overall literal meaning is different from the meaning of its individuals.

Moreover, Crystal (1991) (as cited in Al–Khawaldeh et al,2016,p.120),defined idioms as multiple words that are”semantically or syntactically restricted”.Semantically refers to the constituent words cannot provide the meaning of the whole expression, whereas syntactically idioms are inflexible and are not opened to change.Accordingly,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 short, an idiom is an expression whose meaning cannot be worked out from the meanings of its constituent words.In his turn,jarvie(1993:148) wrote

An idiom is an expression whose meaning cannot easily be worked out from the words it constaints.Idioms have the potential to cause foreign learners of a language to some difficulty .if you say to a native speaker visiting a place for the first time, ’how did you find Stratford?’ you will get the response ‘great.I loved it,or I did not like it’ .But if you ask a non-native speaker the same question, the response may be ‘how did I find Stratford? The train took me there. Here ‘find’ is used idiomatically.

Jarvie’s example means that idioms are used all the time by native speakers, but non-native speakers find a lot of problems in using idioms.

2.2 .Characteristics Of Idioms

An idiom is an expression whose meaning cannot be worked out from the meaning of its constituent words. According to Bell(1974:3)(as cited in Leah,n.d.p,3)there are certain essential features which help in the recognition of idiomatic expressions. Some of these features are:

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- **Alteration of Word Order**

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.

Example, It 's ages since we met (singular with plural noun)

- **Conventional Phrases**

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

Example,How are you doing ?(Expression used to ask someone about his health)

One in blue moon (rarely,in frequently)

- **Alteration of Word Order**

English idiomatic expressions,usually,do not respect the English word order.

E.g.It may be well a head of time(normal word order)

It may well be a head of time(probably):idiomatic expression

- **Figurativeness**

The basic characteristic of idiomatic expressions is that the words are used metaphorically.Therefore,the surface structure has a little role to play in understanding the meaning of the whole expression. For example, in'to bury the hatchet',meaning to become friendly again after a disagreement, the meanings of words 'to bury' and 'the hatchet' are different from the meaning of the whole expression.

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- **Phrasal Verbs**

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

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

Most automobile companies bring out new modals each year (to show or include)

Naturally, idioms have a fixed aspects which lead to the uniqueness and perfectness of those colorful expressions, for that there are some language techniques that could not be applied on an idiom ,because it would be unreformable. Those techniques are identified by Baker (1992),(as cited in Leah,n.d.,p.4) and they are as follows :

- **Addition**

The idiomatic expressions will change its meaning and that by adding any word to them.Thus, adding the adverb "very" to the adjective "red"in "red herring "(very red herring) affects the figurativeness of idioms absolutely.

- **Deletion**

Deleting is another technique that affects the meaning of idioms .As an example, deleting the adjective 'sweet' and the article 'the' from the expressions " have a sweet tooth " and " spill the beans " would alter completely their meaning.

- **Substitution**

Idioms do not accept any replacement of words even if those words are synonyms. For example, the adjective 'beautiful'cannot be substituted by its synonym like 'pretty', despite they have nearly the same meaning.

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- **Modification**

The fourth technique that can affect the meaning of idiomatic expressions is modification .It is the changing that occurs in the grammatical structure of an idiom. Modification leads to the destruction of the idiom's meaning. For example, the expression (stock and barrel lock) is no more idiomatic because of the modification that happened in items of the expression (lock, stock and barrel).

- **Comparative**

The idiom "be in hot water "will change completely when adding the comparative form 'er' to the adjective "hot".Thus, the conventional sense of that idiom will be spoiled by this language technique.

- **Passive**

The passive form "some beans were spilled " has a different meaning from its active form which is "they spilled the beans " which means 'they reveal a secret'.

All the above techniques should be taken into consideration since they affect structure, and meaning of the idiomatic expressions, and they may alter their main features of colorfulness and figurativeness.

2.3.Types of Idioms

This classification proposed by(Leah ,n.d.,p5), is based on the degree of idiomacity;it means that some idioms are easily interpretable(transparent) and others are totally opaque(semantic obscurity).In this sense, the classification is called "the spectrum of idiomacity",and it is composed from,transparent–opaque idioms which include:

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- **Transparent Idioms**

Here idioms do not have totally figurative sense but their meaning is close the literal one. These idioms are usually easy to understand by combining the meaning of its constituent parts.

E.g. to see the light = to understand

- **Semi-Transparent**

These types of idioms cannot be understood only in common use, they sometimes convey figurativeness. Its components play a little role in releasing the total meaning of the expression.

- **Semi-Opaque**

This type refers to those idioms in which the figurative meaning is not joined to that of the constituent words of the idiom. Thus, the expression is separated into two parts ; a part with literal meaning, and another part with a figurative sense.

E.g. to pass the buck = to pass responsibility.

- **Opaque Idioms**

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

E.g. To burn one's boat = to make retreat impossible

Kick the bucket = to die

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Spill the beans =reveal a secret.

McCarty and O'Dell (2003) identified another classification to the English idioms types focusing on their combinations:

Table 2.1. Different types of English idioms (McCarty and O'Dell,2003: 06)

Form	Example	Meaning
Verb+object /complement (and/or adverbial)	Kill two birds with one stone	Produce two useful results by Just doing one action.
Prepositional phrase	In the blink of an eye	In an extremely short time
Compound	A bone of contention	Very dry indeed.
Simile (as+adjective+as,or like+noun)	As dry as a bone	Very dry indeed
Binominal (word+and+word)	Rough and ready	Crude and lacking sophistication
Trinominal(word+word+and+ word)	Cool,calm and collected	Relaxed,in control,not nervous
Whole clause or sentence	To cut a long story short	To tell the main points,but not all the fine details.

2.4.Use of Idioms

Idioms, as being part of native speakers' daily language, need to be understood by foreign language learners, what they mean and how they are used in order to avoid misunderstandings, and to raise their cultural awareness; since idioms encode customs,norms,beliefs,and social attitudes .According to Martirosyan(n.d),"only people who

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are very good at speaking English can adequately and to the point use idiomatic expressions in their speech “(p.222).Since idioms are considered as an important part of culture,Taki (2013) claimed that”knowledge of idioms is necessary for understanding a native speaker’s speech because a native speaker ’s language is full of idiomatic expressions”(p.824).Incorporating idioms in foreign language classes help learners to manage the knowledge of others’cultures since idioms ,as part from language,are culture-dependent.

Moreover,Anh(2011) indicated that “idioms are observed to allow certain alterations to their formal and semantic structures to form creative variants to serve specific communicative purposes”(p.72).Additionally, idioms are specific to one culture and to one language and their meaning. In this sense, they are property of a given culture or a society.Accordingto,Zarei and Rahimi(2012),”using figurative language in every day speech makes it productive and colorful;idiomaticity helps ESL learners to achieve the expected level of proficiency”(p17).Similarly, according to Langacher (1968: 80),”if well suited to the occasion,metahphorical use of idioms is more colorful and effective than straight forward prosaic statements”.Moreover,idioms make the speech more colorful which anable learners to learn them with fruition.

2.5.Strategies Implemented in Teaching English Idioms

2.5.1. The Use of Videos Material

During the process of learning a foreign language, audio visual materials can stimulate and motivate students’interest.Videos,as an example of these kinds of materials ,are powerful too in helping English language learners improve their language skills. According to Wilson (2000),a video is at best defined as the selection and sequence of messages in an audio–visual context(p.1).Additionally, Burt(1999) stated a video material can be used for a variety of

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instructional settings in the classroom .It is also useful to present the target language.Furthermore, using this strategy in the teaching process is very essential and pedagogical because many excellent videos are produced as entertainment for native English speakers;they generally present real language that is not simplified and is spoken at a normal speed with genuine accents(Castro,2009,13).

Just as in many English teaching situations, the usefulness of implementing videos in foreign language contexts mainly depends on the teacher's mediation through the instruction they give. The teachers play a key role in using the video as an aid for language teaching in order to create a successful language learning environment. In relation to the teachers' instruction, Burt (1999,p.2), suggested that teachers think of using a video as a three part lesson , including pre–reviewing,viewing,and post–viewing activities:

- Before presenting the video, the teacher must engage the learners'

interest in what they will be doing and prepare them to do it successfully

the teacher tells the students or leads them to discover for themselves

why they are viewing the video.

Preparation may include a pre–viewing reading activity or a discussion

Of new vocabulary from the video.

- While Learners view the video, the teacher should remain in the

Classroom with The learners to observe their reactions and see what

they do not understand,what they are intrigued by,and what bothers

them.

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- After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are devoted for authentic videos.

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

2.5.2 The Use of Story Context

According to Vasiljevic (2015), “inferring idioms meaning from context requires both rich contextual support and strategy practice”(p.16).In this sense, context will give learners an aid and with practice, they will understand, acquire and use idioms properly. Teachers should provide a rich context for student’s language learning and practice, for example, linguistic contextual information improves adolescents’interpretation of idioms (Nippold &Martin as cited in Wu,2008,p.2).Moreover, the learner can get the meaning of the concept from the contextual clues of a particular word.

Additionally ,Wu(2008) 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).Accordingly, the use of story context is a strategic way for learners to get the meaning of idiomatic expressions in the provided stories.

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2.5.3 The Use of Classroom Discussion

Using classroom discussion can be an effective strategy that teachers could implement when teaching idioms. According to Rangan (2007), classroom discussion is “a method to develop one’s creative approaches to knowledge”.(p.19.1).Moreover, it provides students with opportunities to acquire knowledge and allowing for clarification, questions, and expression of opinion through face to face exchange of information, and ideas.

Besides, Davis(1993) argued that discussions are beneficial for students in learning. They gain practice in their thinking through the organization and formulation of the arguments and concepts. It also provides students with experiences in evaluating their own and others’ points of views(p.63).

Consequently,(Wu,2008) claimed that when implementing this strategy in teaching idioms, students will understand them better than when they were introduced in isolation. Therefore, group talk can construct to students a good understanding of English idioms (p.3).

2.6. Teaching Idioms in Foreign Language Classrooms

2.6.1 The Importance of Teaching Idioms in Classrooms

The English language is more colourful with new idiomatic expressions, it just amazes by its extraordinary linguistic diversity (Martirosyan, n.d, 219). Idioms are an important part of language and culture. In this regard, Martirosyan (n.d) stated that “In order to understand a language, we must know what the idioms in that language mean”(p.220). They have significant role in building and mastering many aspects such as, communication, and raising cultural awareness.

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Cakir (2011) pointed out that idioms are the reflection of customs, cultural beliefs, specific features, social attitudes and norms of a society. In this context, Brown (1994) claimed that language and culture are two closed parts; they should never be separated. Therefore, foreign language learners should know the background knowledge of culture of the language they are learning. Similarly, Jiang (2000) "language is the mirror of culture, in the sense that people can see a culture through its language" (p. 32). This definition shows the relation between culture and language is very closed; teaching a language should entail teaching its culture.

According to Asl (2013) and Wray (2000), foreign language teachers did not give sufficient time in teaching idioms, they focused on other aspects like grammar rules, pronunciation. However, lack of using and understanding of idioms can lead to communication failure. According to Cakir (2011), it is important to use figurative expressions such as idioms and proverbs in process of teaching he argued that the more language teachers use idioms in classroom activities, the better students master them.

Chang (2013) claimed "When EFL learners' language knowledge of idioms is developed, they are able to use the language appropriately, and their language proficiency is definitely enhanced" (p.62). Therefore, idioms make language more colorful and enjoyable, and help learners understand the target culture since idioms are culture-specific.

Similarly, Cooper (1998) said "idiomatic expressions pervade English with a peculiar flavour and give it astounding variety, bright character and colour. They help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history" (p.222). According to Cooper's definition, idioms are special about any language; they have some distinctive features which differ from one language to another.

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2.6.2 Effects of teaching English idioms on EFL learners

2.6.2.1 Effects of learning English idioms on EFL learners' cultural awareness

Idiomatic expressions, as part of language, can be explained by cultural values of beliefs, they are related to certain cultures. In this context, Language is closely related with culture; language is a mean to express the culture and environment of the speaker (Yagiz & Izadpanah, 2013).

Samani and Hashemian (2012) stated that learning idioms not only assists language learners in better communication, but also helps them learning the culture and society of the target language. Stight (1979) stated that the proper use of idioms is an important part of learning a second language. Rivers (1981) mentioned that 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. However, teachers should convey impressions of another culture whether they realize it or not (p. 157).

Idioms, as a dimension to vocabulary, have an effective role in understanding culture knowledge. Accordingly, Fantini (1995) proposed that developing culture awareness is an important task for FL teachers because students' failure in linguistic competence like grammar and vocabulary could be due to the lack of culture competence.

1.6.2.2 Effects of learning English idioms on EFL learners' communicative competence :

According Al-kadi(2015), language is "rich in metaphors, similes, phrasal verbs, and figurative speech, conventionally referred to as 'idiomatic expressions'. idiomatic expressions ,mean one thing literally but are taken to mean another different meaning. learning English idioms is essential for foreign language learners to master effectively communicative competence. In this sense, Cakir (2011) defined communicative competence as "the mastery of

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the linguistic, cognitive, effective, and sociocultural aspects of the related language, and it is also the capacity to use the language with maximum attention to communication and minimum attention to form” (p. 372).

Rodrigney and winnberg (2013) claimed that “idioms are seen as an important part of developing fluency in a language and are often integrated in the term vocabulary”(p.14).According to this definition,idioms ,as a part of vocabulary, help learners in improving their fluency in learning a language.Moreover,Chuang (2013) stated “learning idiomatic phrases and expressions of a specific language is important,for not only the acquisition of that language itself,but also its social communication and culture”(p.61).Being competent in using idioms is an essential part of language learning,its social communication.

In his turn, Zyzik (2009) asserted that idiomatic expressions help foreign language learners to interact effectively without facing any problems in communication.Similarly,Littlemore and Low(2006) proved the fact that metaphoric competence has essential role in conveying all aspects of communicative competence.(as cited in shirazi,2013,p.136).Knowles (2004) argues that language learners should be exposed to idiomatic expressions and should have intensive practice to be able to use idioms for communication.According to Decaro (2009), “if you want to speak English like a native,then you have “no other go”but to learn English idioms(p.129).idioms help in speaking English fluently.

2.7. Fostering Cultural Awareness through Teaching Idioms

Al-Saidi (2013) claimed that “culture is surely the main core of language since it is the main source of all the changes and developments in the growth of all natural languages”(p.28).According to Al-saidi’s definition, culture and language are related to each other.Thus,idioms,as being an essential element of the target language, are considered as inseparable part of the target language teaching and learning (Cooper,1998).Moreover,

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Pimenova(2011) pointed out that idioms are culture-centered. That is, they are different from the learners' own culture. Many idioms are culture-centered whose meaning cannot be understood because of its cultural side.

Cultural awareness can help EFL learners develop their idiomatic competence, In this regard, Goshkheteliani and Megrelidze(2013)stated that an idiom is "the key ,which enables people to open the gate of the national culture,history,traditions and beliefs of different people"(p.2).Furthermore, idioms can help learners to know more about the target culture.They encode customs, norms,beliefs,and social attitudes. According to martirosyan(n.d.),"idioms are always something special about any language; they build up some distinctive features which differ one language from another"(p.220).This definition shows that idioms share cultural information which distinguish one language from another .

In his turn ,Bjornson (2010) stated that many idioms have culture-specific origins that can make comprehension particularly difficult for EFL learners, who often lack metaphorical awareness and cultural background knowledge(p.03) .However, foreign language learners need to have some cultural knowledge that will help them to some extent to figure out the meaning of idioms. In addition to that, the appropriate use of idiomatic expressions will enhance both linguistic and cultural competence.

Conclusion

All what have been presented in chapter one can be summarized as follows. Several definitions of idioms of different researchers have been reviewed. Also ,both characteristics, types and use of idioms have been mentioned. Later, the importance of idioms and its effects on learners of foreign language classes which are the major concerns of the present study have been included.

Chapter Three : Results and Data Analysis

Introduction

3.1.The Teachers' Questionnaire.

3.2.Administration of The Questionnaire.

3.2.1.The Sample.

3.3.Description of the Questionnaire

3.4.Analysis of The Questionnaire.

3.5.Discussion.

3.6.Limitations of the study

Conclusion

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Chapter Three : Results and Data Analysis

3. 1. The Teachers' Questionnaire

The present research aims at eliciting teachers' opinions about the importance of teaching idioms in foreign language classroom. The teachers are the fundamental participants in this study. The questionnaire aims at investigating the teachers' attitudes towards teaching English idioms to raise students' cultural awareness.

3. 2. Administration of The Questionnaire

3. 2. 1. The Sample

The questionnaire was administered to twenty six (26) teachers of English at the department of English , University of Jijel. Only twenty have answered the questionnaire. The teachers teach different subjects, and were chosen randomly.

3. 3. Description of The Questionnaire

The questionnaire is a widely used research tool that provides a relatively quick and efficient way of obtaining a large amount of information from a large sample of participants .

The questionnaire which designed to carry out the present study comprises twenty-seven questions, thirteen are closed questions, and seven are open-ended questions .The questionnaire contains also seven open questions. Through closed questions, the informants are asked to choose "yes" or "no" answers, or to pick up the appropriate answer that appeals to them from a number of choices. The open ended questions enable the respondents to offer some justifications for the reason behind opying for a specific choice, whereas the others are meant to get their answers in order to know their points of view about the issue under consideration. However, the open questions allow the respondent to express their opinions spontaneously

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The present questionnaire is composed of four main sections. The first section entitled ‘‘Background information’’ aims at gathering some general information about the participants teaching experience, and it consists of two questions. The second section is entitled ‘‘culture and cultural awareness’’ and consists of seven questions that aim at searching deeper into the teachers’ attitudes towards teaching culture in foreign language classes and the strategy that is used to raise learners’ cultural awareness. The third section is entitled ‘‘teaching idioms’’ It consists of eleven questions, and this section is devoted to teachers’ perceptions of teaching English idioms in foreign language classes. Moreover, the last section entitled ‘‘fostering cultural awareness through teaching idioms’’, is intended to investigate whether the process of teaching idioms contributes to developing students’ cultural awareness. It is made up of seven questions.

3. 4. Analysis of The Questionnaire

Section One: Personal Information

Question 01: How many years have you been teaching English ?

Table 3. 1

Teaching Experience

Options	N	%
[1-5[5	25
[5-9[4	20
[10and more[11	55
Total	20	100

As it is shown in table 3.1, 25% of the respondents have been teaching English for less than four years, 20% of them have been teaching English for 5 to 9 years, while 55% of

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them have been teaching for more than 10 years .As result .That is, 55% are a good number of participants experienced teachers who are familiar with idioms and could provide reliable answers about its importance in foreign language classes.

Question 02:Which language course(s) do you currently teach or have you ever taught?

Most of the teachers 80% teach more than one subject ,the most cited subjects were oral and written expression which render the results more valid, because idioms are usually presented in this modules.However,few of the teachers 20% have taught only one subject such as literature or phonetics.

Section Two : Culture and Cultural Awareness

Question 03: What does the word 'culture' mean to you?

This question serves as an introduction to the subject of the research work. This question was answered by all teachers who have almost the same answer. The definitions provided by teachers show clearly that they are aware of what the word culture means. The following are teachers' definitions of the notion 'culture' represented in groups:

- "Culture means a set of customs, behaviours, ideas, beliefs of a particular group of people".In this sense, culture includes two types which are small "c"and big "C"culture.The former involves opinions,gestures,clothing style while the latter includes education, business.
- "Culture means everything about human".Meaning that ,the beliefs and behaviours,ideas,and food of society.
- "Culture is what stay in the mind of a person after finishing the school".In this context,culture is the background knowledge that people hold about others'cultures.

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Question 04: Do you think that culture should be an integral part of foreign language teaching?

Table 3. 2

Teachers' Attitudes toward the Integration of Culture in FL Teaching

Options	N	%
Yes	19	95
No	1	5
Total	20	100

This is a closed question that aims at revealing teachers' opinions about the importance of incorporating culture in EFL classrooms, 95% of the respondents agreed about the fact that culture is an integral part of foreign language teaching. In other words, the teaching of language entails teaching its culture. However, only 5% said that culture should not be an integral part of foreign language teaching.

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Question 05: Do you think that teaching English as a foreign language entails teaching its culture? Justify your answer please?

Table 3.3

Teachers' Attitudes about Teaching The Target Culture

Options	N	%
Yes	20	100
No	0	0
Total	20	100

Here, all teachers 100% agreed that teaching English as a foreign language entails teaching its culture. However, none of the teachers said the opposite. In fact, only 18 teachers who answered 'yes' justified their choice. These teachers wrote the following justifications which are going to be represented in statistical forms:

- "Teaching any language entails teaching its culture because the two are interlinked".
- "Language is the embodiment of a culture".
- "Culture enables a better understanding of language; it helps to contextualize language and understand language in its context".

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Question 06: Do you think that you act as cultural mediator between your student and the target culture?

Table 3.4

Teachers as Cultural Mediators

Options	N	%
Yes	11	55
No	9	45
Total	20	100

From the obtained results, it was found that 55% of the teachers claimed that they act as cultural mediators. They saw that the teacher's role is to help students in creating an image of foreign languages through different discussions and dialogues that can be done in the classroom. However, 45% of them think the opposite.

Question 07: What kind of cultural activities do you use when teaching your courses?

The participants were asked about cultural activities they use to have during their courses. They suggested a set of activities including:

- Role plays.
- Research projects about the target culture.
- Classroom Discussion.
- Readings.
- Culture capsules and culture clusters.

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Question 08: Do you discuss with your learners the differences between their mother culture and the target culture?

Table 3.5

Discussing Cultural Differences with Students

Options	N	%
Yes	19	95
No	1	5
Total	20	100

In this question, 95% of the respondents said that they discuss cultural differences with their learners ,while 5% do not. This implies that teachers teach culture explicitly and they are aware of the importance of teaching culture in foreign language classes.

Question 09:How would you define ‘‘cultural awareness’’?

This is an open question, teachers are supposed to provide clarifications and illustrations in their answers. Only 90% of the teachers answered this question while two 10% did not reply .This question has divided teachers' definitions of cultural awareness into categories:

- ‘‘It is the knowledge about a particular culture and the background some one has in mind about the target culture; how they use language, their way of living ,what to say properly in a particular situation’’.Additionally,cultural awareness is the ability to be an intercultural speaker;to talk one’s culture and other cultures.

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● "The ability to communicate using several beliefs". In this regard, cultural awareness is the ability to communicate with native speakers using one's language and foreign ones .

● "It is the learners' knowledge of the specific uses of certain languages". Moreover, the ability to manage to speak more one language in several situations.

● "To have good insight about the culture of a given country". Cultural awareness is the ability to respect one's culture and other cultures.

Section 03: Teaching Idioms

Question 10 :Do you support having classes that teach English idioms to foreign language learners?

Table 3.7

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Options	N	%
Yes	15	75
No	5	25
Total	20	100

According to Table 5 above, 75% of the teachers in the study found that teaching idioms to EFL learners is beneficial because understanding one aspect of language, figurative language, helped them understand other aspects.

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Question 11 : How often do you use idioms in your classes?

Table 3. 6

Frequency of Using Idioms

Options	N	%
Always	8	40
Sometimes	8	40
Rarely	3	15
Never	1	5
Total	20	100

The responses to question 10, were ranged from always 40% to sometimes 40%, 4 teachers 15% said rarely, but only one of them 5% wrote never because idioms are inevitable in the process of teaching a foreign language. Teachers use English idioms in their teaching since they are aware of their role in increasing students' cultural awareness.

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Question 12: Do you believe that idioms play an important role in teaching and learning English? Justify your answer please?

Table 3. 8

The Importance of Teaching Idioms

Options	N	%
Yes	18	90
No	2	10
Total	20	100

Most of the teachers 90% believe that idioms play an important role in the teaching & learning a language. Twelve of them justified their answers by saying that idioms add advantage to the language. Three teachers responded that idioms give beauty to the language. Four teachers added to the previous justification that idioms would improve vocabulary knowledge of any language learner. Few of the respondents 10% responded that idioms were not important in everyday use because communicating in simple English language is preferable and communication in the right sense is enough. But, the majority of teachers supported the main argument that is idiomatic expressions have a great importance in foreign language classes.

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Question 13: Do you think idioms are difficult to learn?

Table 3. 9

The Difficulty of Learning Idioms

Options	N	%
Yes	12	60
No	8	40
Total	20	100

With regard to the difficulty of idioms, 60% of the participants agreed that idioms are difficult for EFL learners specially in translating them. However, 40% of teachers had contrasting opinions that idioms are simple phrases that can be easily memorized.

Question 14: Do you teach English idioms to raise learners' cultural awareness?

Table 3. 10

Using Idiomatic Expressions to Raise Learners' Cultural Awareness

Options	N	%
Yes	12	60
No	8	40
Total	20	100

In question fourteen, the participants 60% said that they teach English idioms to raise the cultural awareness of their students. Moreover, Liontas (2001) claimed that, when providing different activities to learners that will make them comprehend and use idioms

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easily in order to master cultural aspect in EFL environment. On the other hand, 40% of the teachers do not teach English idioms for the previous purpose, but there are other different concepts that make them use this strategy in foreign language classes such as enhancing students' communicative skills, to be fluent in speaking...ect.

Question 15: How do you evaluate your learners knowledge of English idioms?

Table 3.11

The Learners' knowledge of Idioms

Options	N	%
Very good	0	0
Good	1	5
Moderate	14	70
Weak	5	25
Total	20	100

This question asks teachers to evaluate their students' knowledge about English idioms. The majority 70% of teachers choose 'moderate'. Whereas 5% of the respondents said that their learners have a good level, and 25% of teachers describe the knowledge of their students about knowledge of English idioms as 'weak'.

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Question 16: How often do you encourage your students to use English idioms ?

Table3. 12

Teachers' Encouragement to Use English Idioms

Options	N	%
Always	8	40
Sometimes	8	40
Rarely	3	15
Never	1	5
Total	20	100

The table above shows,40% of the respondents said 'always' about encouraging their learners to use English idioms,and 40% said 'sometimes', While only 15% said they rarely encourage their learners to learn English idioms, whereas 5% is the percentage of teachers who claimed that they never encourage them.This implies that they are aware of the students' needs to learn and use idioms.

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Question 17: What are the strategies and tools that you use to teach idioms?

Table 3. 13

The Strategies and Tools Used in Teaching Idioms

Options	N	%
Videos	3	15
Story context	3	15
Classroom discussion	14	70
Total	20	100

The table 3. 13, shows that the majority of teachers 70% use classroom discussion as a strategy in the process of teaching idioms ,15% argued on story context ;whereas some of the teachers tend to use videos 15%.

Question 18:Do you think that those strategies are effective in teaching idioms ?

Table 3. 14

The Effectiveness of The Strategies Used by Teachers

Options	N	%
Yes	20	100
No	0	0
Total	20	100

The above closed question shows that all respondents 100% said that the strategies they use are effective in the process of teaching English idioms .While no one from the

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respondents disagreed this question because these strategies are useful and helpful in understanding and acquiring idiomatic expressions.

Question19: Which method do you prefer to use in teaching English idioms to L2 learners?

Table 3. 15

Methods Used in Teaching Idioms

Options	N	%
Implicit	4	20
Explicit	4	20
Both of them	12	60
Total	20	100

Table 3.15 shows the preference of idiom teaching methods that the teachers use in their classes. For this question, 20% of the teachers stated that idioms are already vague and the implicit method complicated the meaning of idioms and the teaching process. However, 20% of the teachers found the implicit method is more useful and helpful. Believing in the efficiency of the both methods,60% of the teachers chose a mixed methods of the two. Choosing a method depends on the context and the idiom encountered.

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Question 20: Which strategy is more helpful to teach idioms in context or out of context? Table 3. 16

Teaching Idioms in Context or Out of Context

Options	N	%
In context	19	95
Out of context	1	5
Total	20	100

Most of the teachers 95% agreed that teaching English idioms should be in context. It means that the whole sample provides nearly the same answer and few teachers 5% supported that teaching English idioms should be out of context.

Section Four: Fostering Cultural Awareness Through Teaching Idioms in Foreign Language Classes

Question 21: Do you think that the meaning of an idiom is culture-dependent ?

Table 3.17

The Interrelation between The Meaning of Idioms and The Culture

Options	N	%
Yes	20	100
No	0	0
Total	20	100

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All Participants 100% agreed that there is a strong connection between idioms and culture. Participants understand the influence of culture on the meaning of idioms. Some of the respondents added some notes by describing this relationship by two words; for example, idioms are “cultural products” and idioms are “reflections of culture”.

Question 22: Do you think that teaching English idioms is a useful strategy in raising learners' cultural awareness?

Table 3.18

Teachers' Perceptions of Teaching Idioms to Raise Cultural Awareness

Options	N	%
Yes	20	100
No	0	0
Total	20	100

The aim of This question is to find out the teachers perspectives towards using idioms as a strategy to raise cultural awareness. The number of teachers who think that their learners' cultural awareness has been developed through being exposed to idioms. All teachers 100% hold positive attitudes towards this strategy .They provided the following justifications :

- “Idioms are culture-related”.

- “Definitely! I agree that the more students are taught those idioms, the more they become culturally-aware about the language”.

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● "Each idiom has its own meaning that belongs or refers to certain culture; touch a cultural side".

● "Because native speakers tend to over use them in their daily conversations".

Question 23: Do you believe the difficulties that your students encounter in understanding English idioms can be attributed to a lack of cultural knowledge?

Table 3.19

Difficulties that can be Attributed to Lack of Cultural Knowledge

Option	N	%
Yes	17	85
No	3	15
Total	20	100

The answers show that the majority of the teachers 85% agreed that the difficulties that students encounter in understanding English idioms can be attributed to a lack of cultural knowledge. Thus, idioms are culture-dependent and understanding them depend on cultural knowledge. While 15% claimed that the difficulty is not attributed to this lack.

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Question 24: Do you consider the time devoted to teaching idioms sufficient to cover most aspects needed to develop students' cultural awareness? Justify your answer please?

Table 3.20

Time Needed for Teaching Idioms

Options	N	%
Yes	2	10
No	18	90
Total	20	100

According to the results in the table, 90% of the teachers said that the time devoted to teach idioms is not sufficient, whereas 10% of them answered that the time allocated for teaching idioms is sufficient .

Question 25: To what extent do you rely on English idioms to raise students cultural awareness?

The question asks the teachers about the extent to which they rely on idioms to raise students 'cultural awareness. This opened question is divided into different categories:

- "(50%) of the respondents pointed out that relied on idioms greatly".
- "(40%) said sometimes they rely on them" .
- "Others (10%) claimed that they rarely relied on idioms to raise students' cultural awareness" .

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Question 26: What would you suggest to raise learners' cultural awareness about English idioms?

This is an open question that asks the teachers for suggestions to raise learners' cultural awareness about English idioms. The majority of teachers advise them to be autonomous in their learning by reading literary texts, and watching videos. In addition to that, teachers suggest the application of idioms in role plays, and dialogues. Others' suggestions are cited below:

- "Learners should learn as much as possible the T2 idioms and learn them within the context"
- "Encourage them through presenting idioms in lectures and explain them "

Question 27: What other possible techniques and strategies do you think are relevant to develop students' cultural awareness?

This question invites the teachers to make any suggestions or comments on the present research. The majority of the teachers did not answer this question, only few of them provided the suggestions which are as follows:

- "Exposing them to authentic materials".
- "The literary texts like novels, poems because they reflect the cultural aspects of society".
- "The best way to raise learners' cultural awareness is watching series, movies".
- "I suggest to make comparison between the native and the target culture all time focusing on the differences".

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3.5. Discussion

The teachers' questionnaire is advocated to investigate their attitudes towards teaching English idioms as a strategy to raise learners' cultural awareness. The discussion follows the order of the survey questions to answer the research questions.

The results indicate that teachers share the same point of view about teaching culture as an integral part of foreign language teaching. The teachers' responses show that all of them have absolute agreement that teaching English as a foreign language entails teaching its culture because language and culture are closely related to each others. Then, all teachers without exceptions approved that idioms play an important role in foreign language classes since idioms are culture-related. In addition, teachers' responses emphasized about the necessity of teaching idioms in FL classrooms in order to learn and teach English. Thus, idioms help foreign language learners to communicate fluently because idioms are included in the speech of native speakers. Moreover, the respondents 60% agreed that they use English idioms as a strategy to raise learners' cultural awareness; they rely on idiomatic expressions as a useful tool in helping learners increase their cultural understanding. The fourteenth question, tackled the second research question. Teachers selected the 'classroom discussion' as a strategy /tool in teaching idioms which shows its significant role in understanding and acquiring English idioms. By answering this question Q17, the third research question is answered. Also, all teachers confirm that they can never separate idioms from culture because they are culture-dependent; understanding idiomatic expressions rely on understanding their cultural side. Teachers react positively towards teaching idioms as a strategy to raise learners' cultural awareness. Through analyzing this question, the results provide answer to the first research question. In addition to that, the respondents 85% asserted that the lack of

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background cultural knowledge is the main reason of students' cultural misunderstanding of English idioms; learners should be aware about other cultures in order to understand English idioms . In response to Q25,the teachers 50% argued that they rely on idioms as a strategy in raising their learners' cultural awareness.

3. 6. Limitations of The Study

In carrying this piece of research, there are some problems that have been encountered. The first problem was the number of participants ,some teachers didn't hand back the questionnaire until started the analyses .So ,there was no much time to repeat the analyses. If much time was devoted, it would cover a large number of teachers in order to give more validity to the results. Another problem concerns teachers' answers, some of them did not answer all the questions specially those that require justifications. As it was mentioned, the research instrument was a questionnaire so the answers provided reflect only the teachers' views and perceptions about the subject not those of learners.

Conclusion

The chapter investigates teachers' attitudes towards teaching idioms to raise learners' cultural awareness. On the light of the literature reviewed in the theoretical part of the present dissertation, a questionnaire was administered to EFL teachers at the department of English ,University of Jijel. The chapter started with a description of the questionnaire, and the participants of the study and ends with data analysis and discussion of the results have confirmed the research hypothesis.

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General Conclusion

To conclude, this study is built basically upon three chapters. The first and second chapters are theoretical, whereas the third chapter is devoted to the practical part. The main objective of this study was to investigate the teachers' attitudes towards teaching English idioms as a strategy to raise learners' cultural awareness. The current research addressed three major research questions. RQ1: What are the teachers' attitudes towards teaching idioms? RQ2: Do teachers teach English idioms to raise learners' cultural awareness? RQ3: what are the strategies/materials used by teachers to teach idioms in the classroom?. The data collection instrument was a questionnaire designed for 20 randomly selected teachers of English Language at the Department of English, a Sedik Ben Yahia, Jijel University.

The quantitative data analysis enabled us to come up with two essential findings; the teachers believed that idioms might break the barriers that banned learners from improving their cultural knowledge. That is, providing those learners with the opportunity to use idioms in the classroom which might help them to raise their cultural awareness. After that, it was deduced that teachers hold positive attitudes towards teaching English idioms as a strategy to raise learners' cultural awareness. Although, this work had some limitations but its findings remained interesting. Thus, it was worthwhile concluding that idioms could play an important role to raise learners' cultural awareness. Importantly, the answer for the question research asked in the beginning is certainly provided, and the hypothesis is confirmed that having the sufficient background knowledge about the target culture and; including the maximum of English idioms in the FL classroom definitely raise learners' cultural awareness.

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Teaching Idioms to Raise Learners' Cultural Awareness

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Appendix

Teachers' Questionnaire

This questionnaire serves as a data collection tool for a research work that aims at investigating teachers' views on the use of English idioms to develop students' cultural awareness in foreign language classes. We would be grateful if you would help us answer these questions.

Thank you in advance for your cooperation.

Section One: Personal Information

1. How many years have you been teaching English ?

a. Between 1 to 5 years

b. Between 5 to 10 years

c. More than 10 years

2. Which language course(s) do you currently teach or have you ever taught?

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Section Two : Culture and Cultural Awareness

3. What does the word "culture" mean to you ?

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4. Do you think that culture should be an integral part of foreign language teaching ?

Yes No

5. Do you think that teaching English as a foreign language entails its teaching culture ?

Yes No

Justification.....
.....

6. Do you think that you act as cultural mediator between your students and the target culture?

Yes No

7. What kind of cultural activities do you use when teaching your courses?

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8. Do you discuss with your learners the differences between their mother culture and the target culture?

Yes No

9. How would you define "cultural awareness"?

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Section Three: Teaching Idioms

10. Do you support the concept of having classes that teach English idioms to foreign language learners?

Yes no

11. How often do you use idioms in your classes ?

Always often rarely never

12. Do you believe that idioms play an important role in teaching and learning English?

justify your answer please ?

Yes No

Justification.....
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13. Do you think idioms are difficult to learn?

Yes No

Justification.....
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14. Do teachers teach English idioms to raise learners' cultural awareness?

Yes No

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15. How do you evaluate your learners knowledge of English idioms ?

Very good Good Moderate Weak

16. How often do you encourage your students to use English idioms?

Always often Rarely never

17. What are the strategies and tools that you use to teach idioms ?

a. Videos

b. Story Context

c. Classroom Discussion

Others.....

18. Do you think that those strategies are effective to learner ?

Yes No

19. Which method do you prefer to use if you teach English idioms to L2 learners?

Implicit Explicit Both of them

20. Which strategy is more effective to teach idioms in context or out of the context?

In context Out of context

Section Four : Fostering Cultural Awareness Through Teaching Idioms In Foreign Language Classes

21. Do you think that the meaning of an idiom is culture • dependent ?

Yes No

22. Do you think that teaching English idioms is a useful strategy in raising learners' cultural awareness? Justify your answer please?

Yes No

Justification

23 .Do you believe the difficulties of your students usually encounter in understanding English idioms can be attributed to a lack of cultural knowledge?

Yes No

24 .Do you consider the time devoted to teaching idioms sufficient to cover most aspects needed to develop students' cultural awareness?

Yes No

Justification.....

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25.To what extent do you rely on English idioms to raise students cultural awareness?

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26.What would you suggest to raise learners' awareness of the importance of teaching English idioms to foster their culture awareness ?

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27.What other possible techniques and strategies do you think are relevant to developing students' cultural awareness?

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Résumé

Cette étude vise à savoir la position et l'impression des professeurs de l'enseignement des métaphores Anglais comme une stratégie visant à élever le niveau de la conscience culturelle des étudiants. Il vise également à déterminer si les métaphores partie de l'enseignement de l'Anglais comme une langue étrangère dans le Département d'Anglais de la Faculté des lettres et des langues étrangères, Université de Jijel. L'hypothèses fondamentale adoptée dans cette étude pour savoir si les professeurs d'Anglais ont des avis et des attitudes positifs sur l'enseignement des métaphores Anglais, il seront enseignées comme une stratégie visant à élever le niveau de sensibilisation à la culture pour les étudiants. Pour enquêter sur la validité de cette hypothèse nous avons conçu un formulaire sous forme de questionnaire destiné aux professeurs dans le département d'Anglais afin de connaître leurs attitudes et leurs impressions sur l'enseignement des métaphores Anglais. Les résultats obtenus après l'analyse des réponses des professeurs ont montré que la majorité des professeurs ont des impressions positives sur l'enseignement des métaphores anglais. De plus les professeurs ont affirmé que cette enseignement peut faire l'objet d'une bonne stratégie pour élever le niveau de conscience culturelle chez les étudiants.

ملخص الدراسة:

تهدف الدراسة الحالية إلى تسليط الضوء على آراء الأساتذة حول تأثير دراسة المجاز في اللغة الانجليزية على رفع الوعي الثقافي لطلاب اللغة الانجليزية، ثم الاعتماد على الفرضية التالية: اذا كان لدى أساتذة اللغة الانجليزية انطباع ايجابي حول تدريس المجاز أو العبارة المجازية في اللغة الانجليزية، فسوف يتم اعتمادها كاستراتيجية لرفع الوعي الثقافي للطلاب من أجل إثبات صحة هذه الفرضية تم الاعتماد على استبيان موجه لأساتذة قسم اللغة الانجليزية بجامعة جيجل لمعرفة مواقفهم وانطباعاتهم حول تدريس المجاز في اللغة الانجليزية. وفي الأخير خلصت النتائج الى اثبات الفرضية التي تتمحور عليها الدراسة، كما أنهم يعتبرونها استراتيجية مفيدة لرفع الوعي الثقافي للطلاب.

Abstract

The present study investigated teachers' attitudes towards using idioms as a strategy to raise learners' cultural awareness. It also aimed to find out whether teachers use English idioms in the teaching learning process. In order to achieve the aims of the study, a questionnaire was administered to 20 teachers of English at the department of English at Mohammed Seddik Ben Yahia University, Jijel. The participants teach different levels and modules and were chosen randomly. After analyzing the data generated by the questionnaire, it was deduced that teachers relied on English idioms as a strategy in the teaching process. The results also revealed that the participants in this study hold positive attitudes towards teaching English idioms to raise learners' cultural awareness.

Key words:

Idiom: an expression with a meaning that you cannot guess from the meanings of the separate words.

Cultural Awareness: the ability to communicate using several beliefs.