



The Degree of Students' Perception of American Idioms

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Abstract

This study aims to investigate “EFL students Perception of American Idioms”. The problem of this study is the major points that make idioms such an obstacle to the English learners to understand the common idioms in English. The purpose of this study is to find out the degree of perception of students since little attention is given to teaching them and there is a wide difference between British idioms and American idioms. Besides, idioms are so wide domain and it evolve many domains in life and use that makes them difficult. The data of the study has been collected by using a diagnostic test. The test consists of five questions. It has been used the statistical package for social science (SPSS) to analyze the data and show the results that the researcher has obtained from the test. The results have shown that the students face difficulty in perceiving the idiomatic expressions. It also has showed that EFL students are less exposed to idioms; this might be due to the fact that they depend on free topics presented by their teachers which may or may not include idioms. Also, students have used to memories idioms with their literal meaning without knowing their figurative meaning. According to results, the students has shown a weakness in perceiving the difference in pronunciation between American and British idioms. It is recommended that more attention be given to teaching American idioms as well as British idioms since they affect the comprehension of communication and reflect the style of life, which is neglected in our classes.

Keywords: Degree, Students', Perception, American, Idioms.

1. Introduction

1. INTRODUCTION

1.1 The Statement of the Problem

Idioms are very frequent in everyday life use. They are the face of every language. Due to their frequency and unique role in communication, idioms “can be a great asset to learners in acquiring a new language” (Celce-Murcia & Larsen-Freeman, 1999, p. 39)

Idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so wide-spread and understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

The students learn grammar and, with time acquire adequate vocabulary, but without working knowledge of such idioms as (above all, to get long, on the whole, to look up, etc.) even the best students’ speech will remain awkward and unperceived. (Dixon, 1994, p: xiii).

Idiomatic expressions offer a unique opportunity to teach and learn about the vocabulary richness of the target language as well as the cultural aspects hidden behind those fixed expressions. Learning L2 idioms is especially important because these expressions are important part of vocabulary and are

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common in native language. So, to get proficiency in EFL like native speakers, the EFL learners must perceive the idiomatic expressions and exercise how to utilize them. Many EFL learners believe that idioms are difficult to comprehend in both spoken and written form due to numerous issues, including a lack of new vocabularies, diverse cultural backgrounds, and tactics faced by EFL learners.

Burke (1998) has pointed out that it is not only difficult for a non-native speaker of English to easily interact with native speakers but also to completely understand a set of stimulating topics such as American movies, TV shows, news broadcast, and mainstream conversations without an understanding of idioms.

1.2 Value of the Study

This study is hoped to be of good value from theoretical and practical point of view. Considering the theoretical value, it is hoped that the researchers in the field of linguistics will get benefit from this study.

For the practical value, the textbook designers and text analysts can get use from the results of this study in designing the textbooks and recommend teaching them.

It helps students know about the vocabulary in American English since it is widely spread today because of globalization.

This study is also hoped to be beneficial to the teachers and Learners of EFL.

1.3 Aims of The Study

This study aims at:

- 1-Finding the degree of students' perception of American idioms
- 2- finding out the meaning of American idiomatic expression.
- 3.To explore whether qualifying year students are able to match idiomatic expressions to their correct definitions.
- 4.Shed light on the difference between American idioms and British idioms.

1.4 Research Questions

This study tends to answer the following research questions:

- 1.What is the degree of students' perception of American idioms?
- 2.To what extent do EFL learners can find the meaning of the American expressions?
- 3.To what extent are fourth-year Kirkuk University students able to match the idioms to their correct definitions?
- 4.What is the difference in pronunciation between American and British idioms?

2.0 Theoretical Background

2.1 The Definition of Idioms

An idiom, defined by Barnet and Stubbs (1997)," is a fixed group of words, peculiar to a given language," and derives from the Greek word for "peculiar." (p. 241)

Idiom definitions have been a point of contention for quite some time. While some academics focus on providing a formal definition of idioms, others emphasize their semantic significance.



Richards & Schmidt (2010) simply defined the term idiom as "a statement that acts as a unit and whose meaning cannot be deduced from its components. For example: "She washed her hands of the matter" means She refused to have anything more to Do with the matter". (p. 270)

Carter (1993) viewed idioms as fixed expressions that signify a category that comprises proverbs, stock phrases, catchphrases, allusions, idiomatic similes, and discoursal expressions. Moreover, Crystal (1980) explained Idioms as "a term used in grammar and lexicology to refer to a series of words that is semantically and frequently syntactically constrained, so that they function as a single unit." Semantically, the meanings of the separate words cannot be totaled to determine the meaning of the idiomatic expression as a whole. From a syntactic perspective, the terms frequently do not allow for the typical variation that exhibit in other contexts, e.g. It's pouring cats and dogs does not permit *it's pouring cats and dogs etc. (Crystal, 1980, p. 179 as cited in Awwad, 1990, p. 57).

As Fernando (1996) explains idioms can take many forms; for example, the word "nevertheless," the phrase "in favor of," or even a full sentence like "The coast is clear, ". Idioms are studied in cognitive linguistics as a subset of conventional language units. From one side, they cannot be broken down into smaller parts, such as sentences or semicolons.

On the other side, Idioms are institutionalized because they are a part of our everyday speech and are positioned alongside cognitive grammars (Andreas, 2006).

In brief, an idiom is a phrase with two characteristics: (a) it is fixed and understood by native speakers; and (b) it employs language in a non-literal way. (Wright, J., 2002).

2.2 The Occurrence of Idioms

It is widely assumed that idioms are restricted to informal and/or colloquial language. Idioms can also be found in formal and poetic language (Seidl & McMordie, p. 1978).

According to Crystal and Davy (1969), idioms are primarily a sing of casual style and conversational language. For example "A penny for your thoughts" and "Add salt to injury." The former term is used to inquire as to what someone is thinking, whereas the latter is when someone is making the situation even worse. In short, idioms can be found in both formal and informal (casual) language.

1.3 The Importance of Idioms

Whitford and Dixon (1973) state that a person with any familiarity with English is likely to recognize the significance of idioms, which introduce and contribute color, grace, and exactness to speech and writing. (p. 1).

According to Cooper (1998), "idiomatic terms saturate English with a distinctive flavour and give it remarkable diversity, brilliant character, and colour." They provide students of English with a window into the history, traditions, and practises of the English-speaking world" (P :222).

Casas and Campoy (1995) found that idioms are widely recognized as an integral part of the written and spoken discourse produced by native speakers of a language across a wide variety of social contexts. Situations could range from professional too casual to media-related. Figurative language is a powerful tool for capturing the attention of readers in written work. It's not just horoscopes and fairy tales and

social media and travel guides that use idioms; there are also novels, plays, poems, literature, teen magazines, literature, literature, fairy tales and travel guides.

Cakir (2011) argued that idioms are a reflection of a society's customs, culture, beliefs, characteristics, and social attitudes and norms, making it essential for students of a foreign language to have some familiarity with that society.

According to Chaung (2013), "when EFL learners acquire idiomatic language knowledge, they are able to use the language appropriately, and their language proficiency is unquestionably enhanced" (p: 62). Since idioms are rooted in a particular culture, they enrich the language with nuance and humor while also facilitating cross-cultural understanding.

Using idioms helps language learners sound more natural and fluent in their speech, as research by Chambers (1997, as cited in Onjuka, 2011, p :7) suggests that native speakers use them effortlessly. To sound fluent and natural in a language, it is necessary to make use of idiomatic expressions. Idiom use may be difficult for those who are not native English speakers, but it is still highly valued (Thyab ,2016, p.109). Thus, idioms can be seen as one of the bedrocks upon which the English language rests.

Acquiring idioms is beneficial because they add life and energy to one's vocabulary. Learning idiomatic expressions is crucial because it helps students develop better communication and vocabulary skills and use those skills more effectively when speaking (Rodriguez ,2013, p: 8).

Potter (1967, as cited in Rodriguez, 2013) observed, "Language is like a clothing; we change it according to the occasion," suggesting that we choose the most acceptable means of communication based on the social context of the speech. Idioms are the poetry of everyday speech. As they exist in every language, they are always employed as a means of communication in all linguistic types and styles.

In short, language learners should pay close attention to idioms, as well as their correct pronunciation and intonation, if they wish to increase their language proficiency (Hinkel ,2013 , p.13).

2.4 The Properties of Idioms

Idioms include the following characteristics, according to Geoffrey, Ivan, and Thomas (1994):

A. Conventionality

There is no way to deduce the meaning of an idiom from its individual words, hence their usage has become conventionalized. This happens when idioms are offered in a vacuum, with no background information provided. Example: "Kick the bucket" is difficult to understand if stated in isolation, without any context.

Nunberg et al. (1994, p. 492) claim that "idioms meaning or usage can't be expected, or at least wholly predicted, on the basis of a knowledge of the independent conventions that control the use of their constituents when they appear in isolation from one another". This indicates that we need to take in an idiom in its entirety in order to fully grasp its meaning; focusing on one part of the term at a time will provide no results. Using the adage "I killed two birds with one stone" to indicate that two jobs or difficulties were resolved at once makes more sense than using the phrase "I killed two birds," which has no equivalent meaning.

B. Inflexibility

Unlike freely created terms, idiom usage is restricted and cannot simply be utilized based on the sentence construction. Excessive usage of idioms, on the other hand, will generate a complexity of thoughts because they are only intended to convey certain events or sentiments metaphorically.



Nunberg et al. (1994, 492) argue that idioms are inflexible because they only work in specific syntactic contexts. Freely formed statements include the meaningless “the breeze was fired,” which can alternatively be expressed as “the breeze was hard to shoot,” all of which have the same meaning.

C. figuration

According to Nunberg et al. (1994, 493), figurative language including metaphors, hyperboles, and metonymies are common in idioms. They argue that it isn’t always evident why we say things like “shoot the breeze” instead of “talk,” for example, and that speakers may not always understand the specific purpose for the figuration. Likewise, you may say “the man kicked the bucket” instead of “the man died” and still know exactly what is meant without knowing why the expression is used.

D. Proverbially

Idioms are often used to describe common social situations by referring to idioms that have already been established. The proverb “time and tide wait for no one” is a good illustration of a time-related saying that applies both now and in the future.

That is to say, a proverbial expression, as defined by Nunberg et al. (1994), relates to a specific instance while evoking an abstract idea. He gives the idiom “changing horses midstream” as an example of a proverb, where “horses” stands in for the abstract concept of the action plan. This phrase refers to the practice of making a decision on the future while in the midst of the present.

E. Informality

Idioms are more commonly used in casual speech and writing than in more formal contexts. Some forms of popular culture and speech also employ them as a colloquial register.

F. Affect

Idioms are used to imply affective meaning to the readers as the phrases can send a vivid picture of their intended meaning. In an idiom such as ‘to be in hot soup’ may imply someone to be in a dangerous situation, or a difficult situation where you are likely to be punished and the use of this idiom is to convey this meaning which will add on to the effect for the readers.

He argues, however, that it is not necessary that an idiom includes all these properties – nevertheless, the more of these properties that an expression lacks, the less idiomatic it will appear

Idioms are often employed to convey an emotional or psychological message to the reader. For example, the expression “to be in hot soup” is used to emphasize that the speaker or writer is in a perilous or otherwise trying situation, one in which they are likely to face some form of punishment.

But Nunberg et al. (1994) believe that these characteristics are not required for an idiom; yet, the more of these characteristics an expression lacks, the less idiomatic it would appear.

2.5 Function of idioms

Fernando (1996) proposed the functional use of idioms:

a. Ideational Idioms

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To Fernando (1996), terms that add to the subject matter of a speech by functioning as impressionistic packets of information are referred to as ideational idioms.

Ideational idioms are categorised by Fernando (1996, citing Halliday, 1985) as either describing an action (to spill the beans), an event (a turning point), a situation (to be in a pickle), a person or thing (a red herring), an attribute (cut-and-dried), a judgement (A watched pot never boils), or an emotion (green with envy).

b. Interpersonal Idioms

However, words that aid communication between speakers of different languages, particularly those that promote goodwill and camaraderie, are categorised as interpersonal idioms. Communication of this sort can have an interactive purpose by allowing speakers to say things like “greetings and farewells,” “let’s confront it,” “what do you think,” “say no more,” and “reject” (come off it). Moreover, interpersonal idioms can be utilised both subtly and obviously, as in the case of “trust (you) me,” and “it’s pouring cats and dogs,” respectively.

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C. Relational Idioms

Perform a connecting function, bringing unity and consistency to the material they surround. Relational idioms contain expressions like “in sum,” “on the other hand,” “for instance,” “in addition,” and “at the same time.”

2.6 American Idiom

Idioms are a common part of spoken American English, as they are in every language. Idioms give speech a more nuanced and varied appearance by conjuring up mental images with deeper meanings than its component words alone. Common idioms reveal something about the background, values, and worldview of a society through its members’ everyday interactions. The reason for this is because most idioms are the result of the gradual amalgamation of ideas and expressions from a wide variety of civilizations (Ball, 2010 p. V).

3.0 Methodology and Procedure

3.1 Population and Sample of the Study

Brown (2001) defines population as the entire group of people who is of interest of a particular study, (p72.)

Best et al. (2006: 14) state that sample is a small group selected from the population for the purpose of observation and analysis. Concerning the current study, the population consists of (115) fourth year university students of the Department of English/ Kirkuk University during the academic year 2022_2023. The sample of the students includes ninety-five male and female) and the other twenty for the pilot study.

3.1 Construction and Description of the Diagnostic Test

The instrument of this study is the diagnostic test.

A test is commonly defined as an activity whose primary purpose is to convey



how well the testee knows or has the ability to do something (Ur, 1996, p. 33). A test is the most appropriate method for assessing students' progress in a foreign language.

According to Richards and Renandya (2002), tests reveal whether students are learning and whether teachers are teaching effectively. Tests are used to rank students, identify successes, and define failure (p. 146). Some tests consist of a single task, such as writing composition, or a set of tasks, such as in a multiple-choice examination, where each question can be thought of as a separate task (Genesee and Upshur, 1996, p. 141). The goal of a diagnostic test is to identify the class and individual students' strong and weak points so that appropriate remedial action can be taken (Al-Jubouri, 2000, p. 12).

The test of the present study consists of five questions. Question I consists of (10) items to examine Students' ability to recognize idiomatic expression in certain literal statements by choosing the appropriate idiomatic expressions for the italicized word. Question II consists of two parts (A) includes (5) items, to test Students' ability to recognize the correct idiom by matching them with their definitions. and (B) includes (5) items, to test Students' ability to fill in the blank by choosing the suitable idioms. Question III includes (10) items, to examine Students' ability to recognize whether the idioms are British or American by identifying them. Question IV consists of (10) items, to examine student's ability to transform the meaning of idioms from Am into Br. Question V consists of (5) items, to test students' ability to find the difference in pronunciation between American and British idioms. The purpose of these items is to Investigate EFL students' Perception of American Idioms.

3.4 Content Validity

Content validity refers to how well a test's content measures what it is supposed to measure (Bergman, 1981, p. 150). It is also defined as "the representativeness or sampling adequacy of the content."

3.5 Face Validity

Face validity is the extent to which a test meets the expectations of those involved in its use whether they are teachers, candidates, or test score users (McNamara, 2000: 133).

3.6 Reliability of the Test

Reliability refers to the extent to which the measurement provided by the test is consistent. The test can be considered reliable if it gives the same results when administered on different occasions or scored by different persons (Ellis, 2003: 349). Brown (1988: 98) defines reliability as the degree to which the results can be considered consistent or stable. In addition to that he considered it one fundamental feature which must be provided in the test.

3.6 Pilot Study

The constructed test has been initially applied on a sample of twenty EFL fourth year students in the college of education which has been chosen from the original population. Richards et al (1992: 138) state that the pilot administration involves "trying out of materials before publication or further developments in order to determine their suitability or effectiveness and to determine the reactions of teachers and learners to the materials."

3.7 Items Analysis

De Blassie (1974: 109) defines item analysis as "the reexamination of individual test items to determine their strengths and weaknesses".

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3.8 Discrimination Power of the Items

It is an instrument that enables the researcher to separate the levels of the students or examinees. The fundamental issue in all tests is to discriminate between better and worse performance, success and failure. If the whole students sample took a test scored around 85%, then the test would fail to discriminate between better and worse performances or the more proficient and less proficient ones (Mousavi, 1999: 104).

3.9 Difficulty level of the items

The relative ease or difficulty of the test item for a given group of test takers, the proportion of candidates getting a given test item correct or incorrect (McNamara, 2000: 134).

4.0 Analysis of Data and Discussion of Results

4.1 Results Related to the First Question

To verify the first question, which states, "*What is the degree of students' perception of American idioms?*" The mean scores of the students in American idioms of the test are (35.91) and the theoretical mean is (50) with a standard deviation of (16.67), respectively. The T-test formula for one sample is used. The calculated t-value is (8.231), which is found to be higher than the tabulated t-value, which is (1.984) at the (0.05) level of significance when the degree of freedom is (94), as shown in Table (1).

The results of table (1) indicate that there is statistically significant difference between the theoretical mean and students' American idioms tests in favour of the theoretical mean. Thus, according to these results, the students of Kirkuk university show a significant weakness in the American idioms test.

Table (1) The Mean Scores, Standard Deviations, and One Sample T-Value of the Students' American Idioms Tests at Kirkuk University

Q 1	No. of students	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Significance
A. I	95	35.91	16.67	50	Calculated	Tabulated	94	0.05
					8.231	1.984		

4.2 Comparison Between the Theoretical Mean and Students' Performance in finding the meaning of the American expressions

To verify the second question, which states, "*To what extent do EFI learners can find the meaning of the American expressions?*" The mean scores of the students' American expressions in the test are (10.71) and the theoretical mean is (15) with a standard deviation of (4.79), respectively. The T-test formula for one sample is used. The calculated t-value is (8.712), which is found to be higher than the tabulated t-value, which is (1.984) at the (0.05) level of significance when the degree of freedom is (94), as shown in Table (2).

The results of table (2) indicate that there is statistically significant difference between the theoretical mean and students' scores in American expressions tests at Kirkuk university in favor of the theoretical mean. Thus, according to these results, the students of the Kirkuk university show a significant weakness in finding the meaning of the American expressions.

Table (2) The Mean Scores, Standard Deviations, and One Sample T-Value of the Students' American expressions Tests at Kirkuk University

Q 2	No. of students	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Significance
A. E	95	10.71	4.79	15	Calculated	Tabulated	94	0.05
					8.712	1.984		

4.3 Comparison Between the Theoretical Mean and Students' perception in matching the Idioms to their Correct Definitions

To verify the third question, which states, "*To what extent are fourth-year Kirkuk University students able to match the idioms to their correct definitions?*" The mean score of the students' perception in the third question of the test is (10.21) and the theoretical mean is (15) with a standard deviation of (5.62), respectively. The T-test formula for one sample is used. The calculated t-value is (8.302), which is found to be higher than the tabulated t-value, which is (1.984) at the (0.05) level of significance when the degree of freedom is (94), as shown in Table (3).

The results of table (3) indicate that there is statistically significant difference between the theoretical mean and students' matching the idioms to their correct definitions tests at Kirkuk university in favour of the theoretical mean. Thus, according to these results, the students of the Kirkuk university show a significant weakness in matching the idioms to their correct definitions.

Table (3) The Mean Scores, Standard Deviations, and One Sample T-Value of the Students' matching the idioms to their correct definitions Tests at Kirkuk University

Q 3	No. of students	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Significance
M.I.C. D	95	10.21	5.62	15	Calculated	Tabulated	94	0.05
					8.302	1.984		

4.4 Comparison Between the Theoretical Mean and Students' perception in the difference between American Idioms and British idioms.

To verify the fourth question, which states, "What are the difference in pronunciation between American and British idioms?" The mean score of the students' perception of American and British idioms test is (15.64) and the theoretical mean is (20) with a standard deviation of (8.41), respectively. The T-test formula for one sample is applied. The calculated t-value is (5.048), which is found to be higher than the tabulated t-value, which is (1.984) at (0.05) level of significance when the degree of freedom is (94), as shown in Table (4).

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The results of table (4) indicate that there is statistically significant difference between the theoretical mean and students' perception of American and British idioms tests at Kirkuk university in favour of the theoretical mean. Thus, according to these results, the students of the Kirkuk university show a significant weakness in finding the differences in pronunciation and vocabulary between American and British idioms.

Table (4) The Mean Scores, Standard Deviations, and One Sample T-Value of the Students' American and British idioms Tests at Kirkuk University

Q 4	No. of students	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Significance
A.B. I	95	15.64	8.41	20	Calculated	Tabulated	94	0.05

4.5 Discussions of the Obtained Results

Results of the study show that the students in the College of Education for Human Sciences have got unacceptable level in perceiving American idioms. The students face difficulty in perceiving the idiomatic expressions in the entire questions. As shown in question I in the test, the results confirms that (EFL) students at Kirkuk face many difficulties in perceiving the meaning of American idiomatic expressions; this is obviously seen in the students' performance regarding the first question in the test . Where the frequency and the percentage of the students who failed in this question is greater than those who passed it .For example most students mistook the right answer for the fifth point which is " feels blue ". It also shows that EFL students are not exposed to idioms either in Br nor in Amr ; this might be due to the fact that they depend on free topics presented by their teachers which may or may not include idioms. Also, students are used to memorize idioms with their literal meaning without knowing their figurative meaning. The most challenging idioms are opaque ones which constituent parts literal meanings have little to do with the idiom's overall meaning. In other words, the meaning of an opaque idiom cannot be deduced from the meaning of its constituent pieces, since there are elements which have cultural connections. To "*robbing the cradle*" is to date or marry someone who is much younger, whereas "*hit the nail on the head*" means obvious. Result shows that the student is unable to perceive the American idiomatic expressions by matching them with their definitions or fill in the blanks with the suitable idioms as in question II. This may be attributed to the fact that students, in general generalize what they have known about idioms without paying attention to their meanings or position in the sentence. According to results, the students of Kirkuk university show a weakness in perceiving the differences between American and British idioms as in question III, Iv and V between American Idioms and British Idioms there are no radical differences in actual use because the concentration in teaching on Br idioms rather than the current attitude towards American dialect through it is widely spread in mass media . On the other hand, in British English and American English there are numerous differences in the areas of vocabulary, spelling, and pronunciation ...etc.

Concerning pronunciation differences, One of the most common aspects of American English is the realization of /t/ between vowels. In this position, both within words and across word boundaries, /t/ is sounded as a rapid tap, accompanied by voicing, and sounds almost like a /d/. e.g. later is pronounced as /leɪdr / .

Also/t/ is also pronounced everywhere in American English spelling: before a vowel, after a vowel, and d in front of another consonant., e.g. care /ker/.

American idiomatic expressions are encountered in a wide range of spoken and written contexts; therefore, it is essential that Iraqi (EFL) learners at Kirkuk University must be aware of idioms and their metaphorical nature.

Even if a student has a strong command of syntax and a large vocabulary, idiomatic statements are difficult to be understood . Thus, it is critical and vital for English students to nurture an awareness of idioms



as they study the language, as they will be exposed to idiomatic terms in a daily basis whether they live in an English-speaking country or simply watch films and television shows because this increase their perception of the foreign language they are studying , their cognition of the structure of English language and its culture.

5.1 Conclusions

The following conclusions are based on the findings of this study:

1. This study shows that Iraqi EFL learners of English at University level demonstrates a weak perception of American idioms. The student's weak perception might be attributed to cultural difference, and basically to a flaw in the teaching process, including teachers, materials and syllabi.
2. The meaning of idioms are difficult, so that students cannot deduce their meaning from their constituent parts because they contain very low frequency of vocabulary.
3. Iraqi EFL learners find difficulties in perceiving idiomatic expressions. This is mainly due to the fact that idiomatic expressions carry a metaphorical sense that makes the comprehensions of an idiom difficult if not impossible.
4. Unlike Br English Idioms , there are funny Am idioms such “ an ant in his pants “ , which makes learning English enjoyable.
5. Iraqi EFL students of English at University level show weak perception to differentiate between American idioms and British idioms.

5.2 Recommendations

Based on the previous findings, it is recommended that:

1. Iraqi EFL learners should be introduced to a broader sample of American idioms, their meanings, and context of use throughout their initial years of study in order to enable them to recognize them and activate their cognitive abilities .
2. Teachers should encourage their students to use English idiomatic expressions, especially in speaking and writing classes where appropriate and suitable.
3. Teachers should pay more attention on how to teach idioms and give students extra examples concerning them.
4. In the course, there should be an introduction of American idioms that are existed in relation to culture, because the idiom is a representation of the cultural values of language.
5. Students of English Department should be encouraged to use new idiom Dictionary collection, to facilitate in exploring and studying the differences in idiom.
6. In addition, in the process of learning the English language learners are advised to use idioms in daily conversations in the classroom and outside the classroom, so it is more motivated to explore further.
7. Teaching idioms increases students' fluency and conversational abilities.

5.3 Suggestions for Further Studies

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It is hoped that this study will encourage more researcher in the field of idioms, especially in the use of idioms in order to provide teachers and students of English with more insights and helpful information that will contribute to the development of present teaching methods and eventually to your students' abilities and skills.

1. A study should be conducted to Investigate the pragmatic interpretation of idiomatic expressions in certain context.
2. A study is needed to find out the effect of recognizing idiomatic expressions on improving students' ability in various language skills.
3. Further researches should be applied work on the role of teaching the target culture in enhancing students' comprehension of idioms.
4. A study to Investigate the problems that face Multilingual students in using and understanding idioms.
5. Further studies should be conducted to modern teaching methods in teaching idioms since idioms increase fluency in conversation and oral communication.

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