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Elaboration on Production of Idioms and Idiomatic Expressions by ESL Learners*

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Abstract

Learning a language implies learning both, its literal and figurative elements. Idioms, as figurative expressions in language, are considered as very important part of communication, since they are commonly and very often used in English language in speaking and writing, as well as in formal and informal context. The aim of this paper is to present results of a study which purpose is aimed to investigate whether there is a correlation between idioms knowledge and idioms production. The study is conducted at International Burch University on the multicultural students of English Language and Literature Department on the assumption that even if learners of ESL are being taught and exposed to hear idioms, understand them and are aware of their importance, still, they are reserved when it comes to their usage in communication. Answers have been sought on the following research questions: Can students recognize idioms? Do students understand idioms? Do students use idioms in their communication? We have seen that participants despite their awareness don't use as much idioms while communicating, speaking or writing which all require productive language skills. It may be the result of lack of exposure to English in its cultural environment.

Keywords: Figurative expressions, communication, idioms knowledge, correlation, idioms production, awareness.

İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Deyimleri Kullanmalarının Değerlendirilmesi

Öz

Bir dilin tam olarak bilinmesi o dile ait kelimelerin gerçek ve mecazi anlamlarıyla birlikte bilinmesinden geçmektedir. Deyimler mecazi anlam açısından iletişimin çok önemli bir parçası olarak kabul edilir. İngilizce'de deyimler hem resmi ve günlük yaşamda ve hem de konuşma ve yazma alanında yaygın ve çok sıklıkla kullanılmaktadır. Araştırmamızı Uluslararası Burç Üniversitesi'nin İngilizce Öğretmenliği bölümünde okuyan İngilizce deyimleri ders içi ve dışında kullandığını düşündüğümüz çok milletten oluşan öğrenci topluluğuna uyguladık. Gelen sonuçları araştırma sorularımızla değerlendirmeye çalıştık: Öğrenciler deyimleri fark edebiliyorlar mı? Öğrenciler deyimleri anlayabiliyorlar mı? Öğrenciler deyimleri günlük konuşmalarında kullanabiliyorlar mı? Araştırma sonucunda şunu gördük ki katılımcılar deyimlerin farkında olsalar da anlasalar da günlük kullanımlarında, yazmalarında ve konuşmalarında İngilizce deyimleri kullanmamaktadırlar. Bunun da katılımcıların İngiliz kültürüne aşinalıklarının eksikliğinden kaynaklanabileceğini düşünmekteyiz.

Anahtar Kelimeler: Deyimler, mecazi anlam, iletişim, günlük konuşma, farkındalık..

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1. INTRODUCTION

According to Wright (1999, pg.7), an idiom is an expression that is fixed and is recognized by native speakers, (one cannot make their own) and people use idioms in a non-literal way. The word "idioma" which is derived from the Latin word means special property. Accordingly, we can infer that idioms are special phrases, multi-word expressions, which have different and deeper meaning rather than their parts denote. Thus, a meaning of an idiom is not a sum of its literal parts (Kainulainen, 2006).

Idioms enrich language, improve language skills, and foster speakers' creativity, which are some of the main goals in ESL classrooms. Furthermore, an ESL learner is considered advanced if he/she masters the use of idioms. According to Glucksberg (2008, pg.88), mastering the art of using idioms in a language is considered important as well as difficult. As we already characterized idioms as "special", there we may find an answer for why they represent one of the most difficult aspects of foreign language in terms of their understanding and production in context of ESL.

Having this in mind, this paper aims to shed light on the lack of usage of idioms by ESL learners. That is to say that even if learners of ESL, have mastered (according to their level of proficiency) understanding of idioms and became aware of their importance, still, they are reserved when it comes to idioms usage in real world communication. Thus, this paper is based on a research which tries to verify the hypothesis whether there is a correlation between knowledge of idioms and their production on the part of ESL learners. Our point of view, based on the insight in teaching program and experience in working with students, is that students can recognize, understand and respond to idiom or idiomatic expressions,

however when it comes to their usage, they tend to avoid to do so.

1.1. Importance of idioms

Idioms are "the poetry of daily discourse" (Johnson-Laird, 1993: ix-x). As they exist in every language, they are very often used as a tool for communication in all forms and styles of language. Especially, English language is rich, not just with words, but also with fixed expressions which don't depict quite literal meaning of their components. However, those expressions enrich language and to the point communicate the message intended by speaker/writer. Expressions like these are very common and often used by native speakers that, as Seidl and McMordie (1987) state that it can be difficult to speak or write without using idioms. Namely, they are so usual in English language that many of the speakers might use another idiom while explaining one.

As they represent significant component of language, idioms in English language, in terms of ESL, are considered as important 'tool' for adoption of fluency, skills which are necessary for making the meaning in foreign language, and for understanding and dealing with figurative elements of language. Familiarity with a wide range of idiomatic expressions and the ability to use them appropriately in context are among the distinguishing marks of a native-like command of English (Cowie and Mackin 1975). Idioms are even more interesting, not just because of the fact that one expression summarizes and replaces a number of other words that would be used instead, as they also serve to a purpose of establishing relations among people by providing an insight into the culture of language being spoken.

To be able to master idioms, by many researchers (Fernando, 1996; Schmitt, 2000; Wray, 2000),

is described as reaching native-like fluency. Accordingly, as Laflin (1996) stated, "If you *keep an open mind and play your cards right*, your proficiency in English will soon be *something to crow about*".

1.2. How idioms are taught

According to Irujo (1986b: 240) "learning of idioms is essential for vocabulary learning of a second language". Even though there exist many and contradictory opinions whether idioms should be taught explicitly or not, and if yes which ones should be taught, from the experience on which our research is based we may note that at the university where research is conducted teaching idioms has not been neglected. Our research is based on the assumption that, due to the two main predispositions of learning language, targeted teaching and exposure to English Language, our students do know idioms as an essential part of English language.

As English became lingua franca in most of the countries, English Language course is considered as obligatory in all levels of education, and idioms as an integral part of English Language are constantly present in communication on the streets, in the media, academic surroundings, etc., both, in formal and informal context. Consequently, non-native speakers of English are encountered with a vast of linguistic expressions that do not have the same meaning as their parts, and it is expected that they are able to recognize, understand and respond accordingly, as it is very important that learner of language deals with communicative situations successfully (Sornig, 1988, pg. 286).

The element of exposure to idioms in the context of real world communication is of great importance for their understanding and retention, but also to their usage. As being exposed to language is one of the main factors for

language acquisition, English Language, at the university where study is conducted, is the main medium of communication, and thus there exist a plentiful of opportunities to engage in the discourse with both native and non-native speakers of English Language. This kind of exposure is utilized in the classroom or outside of it, in formal or informal context, which gives the opportunity to students to practice the usage of idioms and ability to grasp their meaning and get the immediate feedback, which altogether contribute to the language creativity and fluency.

Besides the exposure, formal instruction is also very important in terms of pointing out on the nature and characteristic of idioms; so learners can recognize them in the context and out of it, and, thus, be able to recognize which meaning is intended by idiom, literal or figurative, since characteristic of idioms, as mentioned in this paper, may affect their understanding and usage in context of ESL.

An attention to teaching idioms is very important, as the Irujo (1986a. 299) states that it prepares learners with skills to use the context in guessing the meaning and to handle figurative language in general.

Even though the teaching materials provide certain insight and examples of idioms, English language teachers often use additional materials (newspapers articles, videos, dialogues) in order to introduce idioms and to increase students' comprehension. Idioms that are being taught are adjusted according to each year of study. In general, firstly simple idioms are introduced which are transparent, and then opaque idioms, which don't convey the same meaning in other languages and are mostly used by native speakers, are introduced. Taking into consideration complexity of idioms and different features and approaches to them, attention is also paid to their nature with atten-

tion to context, in which expressions are used, it is pointed on the difference between idioms and idiomaticity, their transparency and opaqueness, compositionality, and to the idioms that are subject of grammatical and other changes.

1.3. Statement of the Issue

Despite the importance of idioms, second language learners may vary in usage of idioms in communication. The aim of this study was to investigate whether there is a correlation between idioms knowledge and idioms usage. Our point of view, taking into consideration experience with students, is that they possess relevant knowledge on idioms, however have difficulties to produce them, and thus avoid their usage in communication.

2. RESEARCH QUESTIONS AND METHODOLOGY

This research was conducted at International Burch University, in Sarajevo, Bosnia and Herzegovina among the students of English Language and Literature Department who regularly communicate in English since it is the main medium of teaching and learning. Students at this university are exposed to English language in classes (teaching is conducted exclusively in English language), but also outside of the formality of university with a large number of people from other countries, including English speaking countries.

Besides the fact that English language is the main medium of communication, it is also included as an obligatory course in which idioms are integrated in the curriculum. Thus, we assume that our participants can understand the literal meaning of the words, as well as the figurative utterances like idioms. Hence, our research questions are as follows: Can students recognize idioms? Do students understand

idioms? Do students use idioms in their communication?

The data were collected from freshmen, sophomores, juniors and seniors. The number of students who took the participation in the survey is 110. Since the university is international, participants were mixed students of different nationalities. The questionnaire was anonymous and participants were not asked to declare their gender.

The research is quantitative, and is conducted via questionnaire. Questionnaires were delivered to the participants via e-mail. This research questionnaire consists of 20 questions focused on the awareness of importance, recognition and usage of idioms. Having in mind that, according to Glucksberg (2001, pg.87), L2 learners have better knowledge of idioms whose meaning can be inferred from their literal meaning, while designing a questionnaire elements that were taken into consideration are learners' proficiency in English as well as idioms complexity and different types of idioms. Furthermore, in order to attain trustworthy results materials used in teaching idioms are also taken into consideration while designing a questionnaire (for example: Soars L. and Soars J., *New Headway, Intermediate Student's Book*; Harris M., Mower D. and Sikorzyńska, *Opportunities, Upper Intermediate*), as well as the important factors, stated by Irujo (1986b: 240), idioms frequency of use, transparency, appropriateness, simplicity of form as well as vocabulary and similarity to first-language idioms. The analysis of the data collected was conducted by the SPSS 11.00 software.

2.1 Data Presentation

First part of the questionnaire aimed to examine students' proficiency, familiarity and opinion on the importance of idioms in general, as

well as the frequency of use of idioms in communication. Considering that the participants are major in English Language offered were four options regarding their proficiency: intermediate, upper intermediate, advanced, and proficient. As visible in the Table 1, the majori-

ty of participants (42) declared as advanced speakers or 38.2 %, six of the participants (5.5 %) declared as intermediate, thirty eight (34.5) as upper intermediate, and twenty four (21.8 %) as proficient speakers.

Table 1. Level of proficiency

| | | f | % |
|-------|--------------------|-----|-------|
| Valid | Intermediate | 6 | 5.5 |
| | Upper Intermediate | 38 | 34.5 |
| | Advanced | 42 | 38.2 |
| | Proficient | 24 | 21.8 |
| | Total | 110 | 100.0 |

Regarding the question of familiarity with idioms 25 participants responded that they are familiar with idioms to a great extent, 64 somewhat, and 21 very little. Also, to the question whether idioms are important in language or no (Table 2), 98 of the participants (89.1) responded with yes, and only 12 of the partici-

pants (10.9) responded with no. On the question how often they use idioms in communication only 2 students responded that they use idioms very frequently, 13 frequently, 55 students responded that they use idioms occasionally, 36 rarely, and 4 responded with never.

| | | f | % |
|-------|-------|-----|-------|
| Valid | yes | 98 | 89.1 |
| | no | 12 | 10.9 |
| | Total | 110 | 100.0 |

So far, we may confirm that students are familiar to a certain extent with idioms, which were presented to them in school or they have encountered in communication, as 98 of the participants considered idioms as very important

part of the language. On the question that addressed the usage of idioms most of the participants (55) answered to use idioms occasionally for what we may conclude as insufficient considering their declaration on proficiency.

Table 3. Correlation between importance and actual usage

| | | Im- portance_of_usage_ of_idioms | how_often_use_do_you_use_in_s peech_and_writing |
|--|--|--|--|
| im- portance_of_usage_of_i dioms | Pearson Corre- lation Sig. (2-tailed) N | 1 -.212 [*] 110 | -.212 [*] .026 110 |
| how_often_use_do_you _use_in_speech_and_wr iting | Pearson Corre- lation Sig. (2-tailed) N | -.212 [*] .026 110 | 1 .026 110 |

As we may see in the correlation Table 3, even though participants consider idioms to be important it does not reflect on their usage in speaking or writing. As the p-value is below 0.5

we may reject Ho that there isn't relationship between students' opinion on the importance of usage of idioms and their use in communication.

Table 4. Correlation between preference to use and usage

| | | Do_you_prefer_using_idioms_i n_writing_and_speaking | how_often_use_do_you_use _in_speech_and_writing |
|---|--|--|--|
| Do_you_prefer_using_ idi- oms_in_writing_and_s peaking | Pearson Cor- relation Sig. (2-tailed) N | 1 -.274 ^{**} 110 | -.274 ^{**} .004 110 |
| how_often_use_do_yo u_use_in_speech_and _writing | Pearson Cor- relation Sig. (2-tailed) N | -.274 ^{**} .004 110 | 1 .004 110 |

In the same manner, when asked whether they prefer using idioms in speaking and/or writing, 11 of the participants responded with not at all, 25 very little, 66 somewhat, and only 8 responded that prefer using idioms to a great extent. On the other hand, when asked to declare on how often they use idioms in speaking and/or writing 4 of the participants responded with never, 36 rarely, 55 sometimes, 13 often, and 2 almost always. As we may note in the Table 4, there is no relationship between the

preference and actual usage of idioms among the participants as the p-value is .004.

The second part of the questionnaire served the purpose of recognition of idioms, starting from transparent ones to intermediate and upper-intermediate to proficient level. In the beginning presented were transparent idioms, many of which have equivalents in other languages such as beginners luck. Asking the participants to choose the correct meaning of this idiom, 77

of them answered correctly (Table 5), in the lucky.
way that beginners luck means that someone is

Table 5. Guessing the meaning of transparent idiom

| | | f | % |
|-------|--------------------------|-----|-------|
| Valid | Someone is lucky | 77 | 70.0 |
| | Someone is not lucky | 6 | 5.5 |
| | Someone is beginner | 21 | 19.1 |
| | Someone is unintelligent | 6 | 5.5 |
| | Total | 110 | 100.0 |

In this question students were asked to select the idioms they were familiar with.(Picture 1) They are familiar with, as seen in the Table 6, 25 of the participants were familiar with 9-10 idioms presented, 39 of the participants was familiar with 6-

8 of the idioms, 27 participants 3-5 idioms, and 17 of the participant were familiar with only 1-2 idioms.

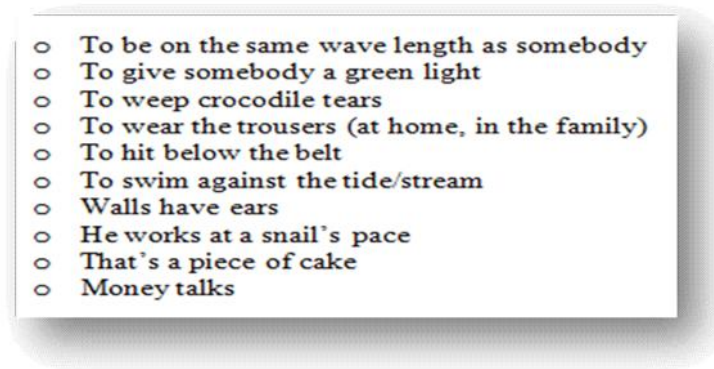


Figure 1. Idioms of elementary level

Table 6. Familiarity with idioms of elementary level

| | | f | % |
|---------|--------|-----|-------|
| Valid | 1-2 | 17 | 15.5 |
| | 3-5 | 27 | 24.5 |
| | 6-8 | 39 | 35.5 |
| | 9-10 | 25 | 22.7 |
| | Total | 108 | 98.2 |
| Missing | System | 2 | 1.8 |
| Total | | 110 | 100.0 |

Idioms of intermediate level were presented in a small paragraph (Picture 2) where the partic-

ipants were to state how many idioms they can recognize within the text.

We are going to spend our holidays in London. Our **plane takes off** at 8 o'clock sharp. I thought we will be late because outside **it rained cats and dogs**, but we arrived **in the nick of time**. We were all excited about our trip to England, except my sister. She is the **black sheep** of the family. Instead of travelling she prefers reading books - she's a real **bookworm**. After we unpacked our bags we had a delicious English tea and afterwards we went on a sightseeing drive around London. My sister felt like **a fish out of water** on this trip, but at list we **picked up some English** while we were there.

Figure 2. Recognizing intermediate level idioms

As visible in the Picture 2, paragraph contained 7 idioms. The exact number of idioms was guesses by 9 participants (Table 7), whereas 66

of them answered that text contains 6 idioms, and 4 of the participants could recognize only 4 out of 7 idioms.

Table 7. Recognizing idioms (intermediate level)

| | | f | % |
|-------|-------|-----|-------|
| Valid | 4 | 35 | 31.8 |
| | 6 | 66 | 60.0 |
| | 7 | 9 | 8.2 |
| | Total | 110 | 100.0 |

Question that involved recognizing idioms of upper-intermediate to proficient level was also resented in a paragraph (Figure 3).

Eric was taught from an early age **to address** people as 'mister' and not **to poke his tongue** out or **pull faces**. But as he has a **sharp tongue**, his directness seemed designed **to throw Michael off balance**. Michael felt pathetic and **on the edge** at the start, but eventually he realized that he is **ahead of the game** if he patiently endures Eric's provocations. He decided **to keep his head down** and do his job well. Eventually he was given **the green light to transfer on** a different position. Now Michael feels that he **has the world by the tail**.

Figure 3. Recognizing upper-intermediate to proficient level idioms

Out of the eleven idioms embedded in the text 6 of the participants managed to recognize

them all, 24 of the participants recognized 8 idioms, 30 participants recognized 7, and 50 of

the participants recognized 5 out of eleven idioms (Table 8).

Table 8. Recognizing idioms (upper intermediate – proficient level)

| | | f | % |
|-------|-------|-----|-------|
| Valid | 5 | 50 | 45.5 |
| | 7 | 30 | 27.3 |
| | 8 | 24 | 21.8 |
| | 11 | 6 | 5.5 |
| | Total | 110 | 100.0 |

When asked whether they use idioms presented in paragraphs while communicating (Table 10), 12 of the participants responded with never, 23 seldom, 51 sometimes, and 24 responded with yes. Considering the fact that in neither

case 24 students could recognize all idioms we might question their usage in communication, and thus trustworthiness of the answers presented in Table 9.

Table 9. Frequency of use of idioms presented in questionnaire

| | | f | % |
|-------|-----------|-----|-------|
| Valid | Yes | 24 | 21.8 |
| | Seldom | 23 | 20.9 |
| | never | 12 | 10.9 |
| | sometimes | 51 | 46.4 |
| | Total | 110 | 100.0 |

Furthermore answering the question whether they consider expressions presented in paragraphs as important, 48 of the participants responded that those expressions are very

important, 51 consider that they are important, and 11 of the participants responded that they are moderately important. Interesting fact is that no one responded negatively.

Table 10. Importance of familiarizing with expressions presented

| | | f | % |
|-------|----------------------|-----|-------|
| Valid | important | 51 | 46.4 |
| | very important | 48 | 43.6 |
| | Moderately Important | 11 | 10.0 |
| | Total | 110 | 100.0 |

And finally, when asked whether they should use expressions like these more in communica-

tion 98 of 110 participants responded with yes and only 11 with no (Table 11).

Table 12. Should you use idioms more often?

| | | f | % |
|-------|-------|-----|-------|
| Valid | yes | 98 | 89.1 |
| | no | 12 | 10.9 |
| | Total | 110 | 100.0 |

3. DISCUSSION and CONCLUSION

The purpose of our first research question was to get an insight into whether students can recognize idioms within the context in order to confirm the thesis that they have been taught and exposed to idioms. As described in literature concerned with idioms, usage of idioms and understanding a figurative language in general, play very important role in acquisition of language. In fact, combination of both, literal and figurative language in teaching may contribute and enable to the ESL students better comprehension and benefit in terms of usage of idioms in every day communication. We may note that the findings revealed that students have moderate comprehension of idioms as neither one of the participant could recognize all idioms presented within the questionnaire when asked to do so.

Second research question aimed to examine whether student can guess the meaning of idioms presented, as the understanding is one of the requirements for successful communication. Even though, in such questions the majority of participants answered correctly (above 50 %), still we may note that the participants' level of comprehension of idioms was less than it was expected.

Third research question aimed to examine and to evoke honest answers from participants on whether they use idioms in communication or no. The majority of participants' answers were sometimes or somewhat, which partly confirms our assumption on the lack of usage of idioms.

Furthermore, important is to note that, when asked whether they should use idioms more often, 89.1 % of the participants answered with yes, which implies that they are aware of the importance of idioms in language and their insufficient usage.

We tended to evaluate production of this very interesting phenomenon in language, which in many ways make communication easier and to the point convey the information that speaker or writer aim to transmit to the listeners or readers, mainly due to the fact, stated by many researchers in this field (Wray, 2000; Joyce&Burns, 1998) that being able to master usage of idioms largely affect and is very important indicator of language acquisition. Consequently, through the evaluation we aimed to encourage the usage of idioms on at least basic levels of communication, considering the fact that even the understanding of idioms itself might represent a barrier in communication and not to mention their usage.

As the aim of the study was to reveal whether there is a relationship between idioms knowledge and idioms production we may say that the analysis revealed that students, even though aware of their importance, don't use as much idioms while communicating, speaking or writing, as it would be expected from them considering stated level of their proficiency and the fact that English Language is their major. Study showed that students lack of full comprehension and production of idiomatic expressions in English Language. Reasons for this might lay in the fact that ESL learners need

even greater, in-depth exposure to English Language and its culture, or even greater emphasis should be put in teaching or learning idioms which might be subject of further investigation. The results also revealed that students are aware of the importance of familiarity with idioms since, as already stated in this article; they contribute to the fluent and competent communication in English.

Bearing in mind that the ability of ESL learners to learn, understand, and use idioms in communication is dependent not just on teaching and exposure to idioms but also on one's own linguistic abilities, this analysis was not meant to be in depth detailed as the area of idioms and usage of idioms in communication are one of the most difficult for ESL learners/speakers. Aiming to direct students' and teachers' atten-

tion on the phenomenon of idioms in English Language and to evaluate frequency of their usage the results presented in this article might be too specific, and thus may not be used as a means for generalization as they might be limited to the area on which research was conducted.

Further research is needed in order to make generalizations on this issue. Due to the lack of previous studies we cannot say that production of idioms increased or decreased, but we may note that the figurative language is not neglected in teaching and that special attention is paid to it. Thus, as a suggestion for further research, it might be interesting to repeat the same research in future and with amended methodology.

Kaynakça

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Genişletilmiş Özet

Günlük hayatımızın bir parçası olan deyimler hem konuşmalarımızı ve hem de yazmalarımızı zenginleştirmektedirler. İngilizce’de kullanılan deyimler ise içerisinde barındırdığı kelimelerin kendi anlamlarının çok ötesinde anlamlar içermektedir. İngilizce’ye çok hakim olamayan bir kişi eğerki deyimini farkında değilse anlamı yakalayamaz ve kelimerin ilk anlamlarından biryerlere varmaya çalışır. Bu anlamda İngilizce yabancı dil derslerinde öğrencilerin daha iyi İngilizce’yi kavrayabilmeleri için ders kitaplarında seviyelere uygun olarak deyimler öğretilmektedir. Deyimler İngilizce’de çok önemli bir yerde bulunmaktadır, bu sayede İngilizce’yi yabancı dil olarak öğrenen kişiler İngiliz kültürünü daha iyi anlayabilmektedirler. Bu bağlamda şunu diyebiliriz ki öğrenciler İngilizce’de seviyelerine göre uzmanlaşmış sayılabilirler.

İngilizce dünyada özellikle internetin yaygın olarak kullanılmasıyla en çok kullanılan dillerden biri olduğundan çoğu ülkede yabancı dil olarak ders müfredatında yerini almıştır. Ders kitapları seviyelerine göre içerisinde deyimleri barındırmaktadırlar. Lakin hem öğretmenler ve hem de öğrenenler o dile ve kültüre yabancı olduklarından deyimleri tam manasıyla kavrayamayabilirler. Bu sebeple öğrenciler her ne kadar deyimleri farketse de deyimleri kullanmayabilirler.

Bizler de bu makalemizde öğrencilerin derslerde öğrendikleri deyimleri konuşma ve yazma becerilerinde ne kadar kullandıklarını anlamaya çalıştık. Bu araştırmamızda okullarda sıklıkla kullanılan New Headway ve Opportunities serilerinden olan İngilizce ders kitaplarını örnek aldık. Kitaplarda kullanılan başlangıç, orta ve ileri düzeyde deyimleri internet üzerinde uyguladığımız bir anket yoluyla Bosna ve Hersek’in başkenti Saraybosna’da faaliyet gösteren Özel Uluslararası Burch Üniversitesinde okuyan 12 farklı milletten oluşan 110 öğrenciye sorduk. Tüm derslerin İngilizce yapıldığı bu yerde ders içi ve dışında ortak dilin İngilizce olması çalışmamızın geçerliliği açısından önemlidir. Araştırmamız niceliksel olup şu sorulara cevap bulmaya çalıştık: Öğrenciler deyimleri fark edebiliyorlar mı? Öğrenciler deyimleri anlayabiliyorlar mı? Öğrenciler deyimleri günlük konuşmalarında kullanabiliyorlar mı? Sonuçları SPSS 11.00 programı ile değerlendirdik.

Anketimizin ilk kısmında katılımcıların seviyelerini ve deyimlere olan aşinalıklarını anlamayı hedefledik. Her ne kadar İngilizce Öğretmenliği bölümünde okuyor olsalarda öğrencilerin dil seviyelerinin farklılık gösterdiğini gözlemledik. Katılımcıların seviyeleri şu şekildedir: ileri düzey 42 kişi, üst-orta düzey 24 kişi, orta düzey 38 kişi ve 6 kişi ise yeterli düzeydir. Deyimlere olan aşinalıkları ise şu şekildedir: 25 kişi tam manasıyla, 64 kişi normal düzeyde ve 21 kişi ise farkında olmadıklarını ifade ettiler. Katılımcılar deyimlerin dil bağlamında önemli olduğunu ifade etmelerine rağmen (%89) konuşma ve yazmalarında sıklıkla kullanmadıkları gözlenmiştir.

İkinci kısmında ise katılımcıların kolaydan zora doğru deyimleri farkedip edemediklerini oraya çıkartmayı hedefledik. Basit bir deyim anlamını sorduğumuz soruya 77 katılımcı doğru cevap vermiştir. Orta düzey deyimleri bulmalarını istediğimiz soruda ise başarı düzeyi azalmaya başlamıştır. İleri düzey deyimlerin sorulduğu soruda ise sadece 6 katılımcı tam olarak cevap verebilmiştir. Buradan çıkartabileceğimiz sonuç ise farkındalıkları seviyenin artmasıyla azalmaktadır.

Araştırmamızın ilk sorusunda öğrencilerin deyimlerin farkındalığını bulmaya çalıştık. Gördük ki genel manada deyimlerin farkındalar ama dil seviyeleri farklılık gösterdiğinden tüm deyimlerin farkında değiller. İkinci sorumuzda ise öğrencilerin deyimleri ne kadar anladıklarını bulmaya çalıştık, çıkan sonuç tam anlamıyla beklentimizi karşılamadı. Yaklaşık yarısı anlayamadıklarını göstermiş oldular. Son sorumuz da ise deyimlerin konuşma ve yazmalarda ne kadar kullanıldığını bulmaya çalıştık. Orada da gördük ki çoğu katılımcı deyimlerin önemini bilse de sıklıkla kullanamamaktadırlar. Çıkan bu sonuçlardan şunu söyleyebiliriz, her ne kadar ders kitaplarında deyimler öğretilse de gerçek anlamda kullanılmamaktadırlar.