

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud MAMMERI University of Tizi-Ouzou
Faculty of Letters and Languages
Department of English

Domain: Foreign Languages

Branch: English Language

Specialty: Language and Communication



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

Title:

EFL Learners' Attitude towards English Idioms and Idiom Learning
Strategies at Mouloud MAMMERI University of Tizi-Ouzou.

Presented by:

Ms. ARAB Lydia

Supervised by:

Dr. BELKHIR Sadia

Board of examiners:

- **Mr. Madjid CHETOUANE**, 'MAA', Mouloud Mammeri University of Tizi-Ouzou, Chair.
- **Dr. Sadia BELKHIR**, 'MCA', Mouloud Mammeri University of Tizi-Ouzou, Supervisor.
- **Ms. Nassima AZOUAOU**, 'MAA', Mouloud Mammeri University of Tizi-Ouzou, Examiner.

Academic Year: 2020-2021

Dedication

I dedicate this modest work to:

The memory of my mother 'Djedjigua'

To my dear father 'Hacene' who always encouraged me

To my sister 'Celia' and brother 'Ghiles'

To my best friends

To all my teachers

ARAB Lydia

Acknowledgements

I would like to take the opportunity to express my sincere gratitude to my supervisor Dr.BELKHIR Sadia for being supportive, professional and for her assistance all over the preparation of this dissertation.

I am profoundly indebted to the board of examiners who devoted generously some of their time to read and evaluate this modest work.

I gratefully wish to thank all my teachers to whom I owe all the respect.

A Special thank goes to the students of the Department of English at Mouloud Mammeri University of Tizi-ouzou who took part in the investigation.

Finally, I would like to thank my family members and friends for their support and trust.

Abstract

The present study investigates EFL learners' attitudes towards English idioms and idiom learning strategies with reference to their level of study. For the purpose of this research, a questionnaire was designed and administered to a sample of forty (40) students of the four levels M2, M1, L2 and L1 in the Department of English at Mouloud Mammeri University of Tizi-Ouzou under Gardner's (1985) Theory of Attitude, and Oxford's (1990) Taxonomy of Language Learning Strategies. This dissertation is based on the mixed method approach that combines both qualitative and quantitative methods. In order to analyse the data, SPSS and descriptive statistics were used for numerical data while Qualitative Content Analysis interpreted the qualitative data. The findings showed that the participants have a positive attitude towards learning English idioms and are aware of their importance. It also reported that the learners use a wide variety of idiom learning strategies. In addition, it uncovers the five most frequently used among the four levels.

Key words: Attitude towards Learning Idioms, Idiom Learning Strategies, EFL learners, Gardner's Theory of Attitude, Oxford's Taxonomy of Language Learning Strategies.

List of Figures

Figure 01: Oxford's (1990). Taxonomy of Language Learning Strategies	19
--	----

List of Abbreviations

- **EFL:** English as a Foreign Language
- **ESL:** English as a Second Language
- **Hp:** Hypotheses
- **L1:** First Year Undergraduate Students
- **L2:** Second Year Undergraduate Students
- **LLS:** Language Learning Strategies
- **M1:** First Year Master Students
- **M2:** Second Year Master Students
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- **MV:** Mean Value
- **QCA:** Qualitative Content Analysis
- **Q:** Question
- **SD:** Standard Deviation
- **SPSS:** Social Package for the Social Sciences

List of Tables

Table 01: Participants' Level of Study.....	28
Table 02: Learner's Enjoyment towards Learning English Idioms among All Levels.....	30
Table 03 : Descriptive Statistics of the Importance of Idioms in Learning the English Language	31
Table 04 : Learners' Attitude towards Learning English Idioms as a Way for Being Familiar with the English Culture	31
Table 05 : Idioms' Importance in Achieving an Effective Communication	32
Table 06: Importance of Learning English Idioms in Enhancing the Listening Skill.....	32
Table 07: The Importance of Learning the English Idioms in Developing the Speaking Skill?	33
Table 08: Attitude towards Integrating English Idioms within the Teaching Process.....	33
Table 09: Learners' Satisfaction with their Current Knowledge of Idioms	33
Table 10: Learners' Desire to Expand their Knowledge of Idioms	34
Table 11: Descriptive Statistics of Idiom Learning Strategies among L1	35
Table 12: Descriptive Statistics of Idiom Learning Strategies among L2	36
Table 13: Descriptive Statistics of Idiom Learning Strategies Among M1	37
Table 14: Descriptive Statistics of Idiom Learning Strategies Among M2	38
Table 15: The Five Most Common Strategies Used among Different Levels.....	39

List of Diagrams

Diagram 01: Motive towards Learning English	30
--	-----------

List of Pie charts

Pie chart 01: Participants' Background Knowledge on Idioms in General..... 29

Content

Dedication	I
Acknowledgements	II
Abstract	III
List of Figures	IV
List of Abbreviations	V
List of Tables	VI
List of Diagrams	VII
List of Pie charts	VIII

General Introduction

<input type="checkbox"/> Statement of the Problem	1
<input type="checkbox"/> Aims and Significance of the Study	3
<input type="checkbox"/> Research Questions and Hypotheses	3
<input type="checkbox"/> Research Techniques and Strategies	4
<input type="checkbox"/> Structure of the Dissertation	4

Chapter One: The Review of the Literature

Introduction	6
1. Idioms	6
1.1. Definition of Idioms	6
1.2 Importance of Idioms	8
1.3 Types of Idioms	9
1.4 Idioms Portray Culture	11
2. Attitude	11
2.1 Definition	11
2.2 The Importance of Attitude in Language Learning	12
2.3 Previous Research about Attitude towards Learning English Language	12
2.4 Previous Research about Attitude Towards Learning English Idioms	13

2.5	Gardner's (1985) Theory of Attitude	14
3.	Language Learning Strategies (LLS)	15
3.1	Definition of LLS	15
3.2	Oxford's (1990) Taxonomy of LLS	16
3.2.1	Direct Language Learning Strategies	16
3.2.2	Indirect Language Learning Strategies	18
3.3	Factors Affecting the Strategy Choice	19
3.4	Previous works about Idiom Learning Strategies	20
4.	Theoretical Framework	21
	Conclusion	22

Chapter Two: Research Design

	Introduction	23
1.	Procedures of data collection	23
1.1	Participants and settings	23
1.2	Data collection Instrument	24
1.3	Pilot study	25
2.	Data Analysis Procedures	25
2.1	Research Method	26
2.2	SPSS	26
2.3	Descriptive Statistical Method (Rule of Three).....	27
2.4	Qualitative Content Analysis (QCA).....	27
	Conclusion	27

Chapter Three: Presentation of the Findings

	Introduction	28
1.	Participants' General Profile	28
2.	Attitude towards Learning English Idioms	29
3.	Strategies of Learning English Idioms.....	34

Chapter Four: Discussion of the Findings

Introduction	41
1. Discussion of the participants' general profile	41
2. Discussion of the Attitude towards Learning English Idioms	41
3. Discussion of Idiom Learning Strategies	45
3.1 Discussion of Idiom Learning Strategies among L1	45
3.2 Discussion of Idiom Learning Strategies Among L2	47
3.3 Discussion of the Idioms Learning Strategies Among M1	48
3.4 Discussion of the Idiom Learning Strategies among M2	49
3.5 Discussion of the Syntheses of the Common Strategies used among the Different Levels	49
Conclusion	50
General Conclusion	51
Bibliography	54
Appendices	

• Statement of the Problem

English has become the exclusive language of use in many settings and is considered as the international language of communication or as a *Linga Franca*. Recently, vocabulary teaching, which is viewed as an existential foundation of language, has shifted from teaching isolated words to teaching chunks of language such as idioms, collocations, phrasal verbs and proverbs. Idioms are considered as an important element of the natural language teaching.

Figurative language is a wide aspect of vocabulary learning. It is an umbrella term for words and phrases that are used with another meaning than the literal one, in order to create different effects (Mc Arthur, 1998). Idiomatic expressions are an important category of figurative language. English is a language rich with idioms, without their presence, it would lose much of its variety. It is estimated that English contains at least 25,000 idiomatic expressions (Jackendoff, 1997). According to Boers (2008:1-4) in MED Magazine, all languages are full of idioms. The necessity of teaching and learning idioms is demonstrated in Cooper (1999:233-262) who argues that a person is expected to use about 20 million idioms in over a lifetime of 60 years, adding that speakers or writers use about 1.08 novel figures of speech and 4.08 idioms per minute. Recently, idioms frequency use in daily speech, began to draw much more attention (Characteris-Black, 2002:104-133)

Idioms are words or phrases that are not meant to be taken literally. Liu (2003:671-700) states that 'idioms have rather rigid meanings and extensive uses, but at the same time, they are a very useful aspect of English for language learners'. For instance, the idiomatic expression *pulling someone's leg* is composed of several words whose individual meaning does not refer to the meaning of the idiom as a whole. *Pulling* means moving something towards yourself, and the *leg* is a part of the body. However, *pulling someone's leg* means to fool someone. It is difficult for non-native speakers of English to understand what is the image referred to behind the idiomatic expressions, because most of the time they do not have

a literal meaning and are related to the cultural aspect. Thus, the study of figurative language and more precisely idiomatic expressions is a necessity for EFL and ESL teaching and learning in.

Traditionally, the learning of idioms was done by rote learning and memorisation, which is seen as heavy and leads to lack of motivation in the comprehension and production of idioms (Kövecses & Szabo, 1996: 326-355). According to the cognitive approach, Idioms are seen as being motivated by underlying conceptual metaphor. Our ordinary conceptual system is metaphorical(Lakoff & Johnson, 1999) . It means that the human mind understands abstract concepts by making correspondence with its concrete domain. Thus, investigating how idioms are dealt with and learned is an area worth for research.

Attitude towards learning idioms and idiom learning strategies are the focus of the present study. Recently there has been a great focus on the role of attitude in learning. Baker(1992)notes that attitudes are not subject to inheritance because they are internalized predispositions. Attitudes can be either positive or negative. Several studies have shown that using language learning strategies help learners to reach proficiency in the target language (Wong & Nunan, 2011:144-163). In his article in International Journal of Linguistics titled *the relationship between EFL Learners' Language Learning Attitudes and Language Learning Strategies*, Jabbari(2014:161), reveals that there is a positive significant correlation between the learner's attitude and the use of language learning strategies. However, less is known about EFL learners' attitude towards English idioms and idiom learning strategies. As a result, this present investigation, will attempt to shed lights and fill parts of the exiting gaps in the above-mentioned area at the international level for research advance and at Mouloud MAMMERI University for EFL learners and teachers.

• **Aims and Significance of the Study**

To cope with the problem stated above, this present work seeks the attitude of EFL learners towards learning English idioms and idiom learning strategies. First, it attempts to explore the attitudes of EFL learners towards learning idioms and their awareness of the importance of learning English idioms. Second, it tries to identify the frequent strategies that second year master students (M2), first year master students (M1), second year undergraduate students (L2) and first year undergraduate students (L1) adopt for building up their idiom knowledge and at the same time accesses the role of the level of study in their attitudes and used strategies. This study seems to have pedagogical value in the area of idiom teaching and learning in the sense that the findings may reveal the most effective strategies used in the acquisition and learning of idioms.

Besides, to the present state of our knowledge, no study has ever been conducted with this theme in Algeria.

• **Research Questions and Hypotheses**

These are the fundamental questions that we aim to answer through this study:

1. Do EFL learners from different levels have a positive attitude towards learning English idioms?
2. Are the EFL learners from different levels aware of the importance of learning English Idioms?
3. Do EFL learners' attitude towards learning English idioms differ according to their level of study?
4. What are the learning strategies that are most frequently used by EFL learners from different levels to learn unknown idioms?

To answer these questions, we advance the following hypotheses

- 1.Hp** : EFL learners from different levels have a positive attitude towards learning English idioms;
- 2.Hp** : EFL learners from different levels are aware of the importance of English idioms;
- 3.Hp** : EFL learners' attitude do not differ according to their level of study;
- 4.Hp** EFL learners use frequently cognitive strategies.

• **Research Techniques and Strategies**

To carry out our research, we will adopt the mixed method that combines both the quantitative and the qualitative approaches for the collection and the analysis of data. A questionnaire is designed and distributed to a random sample of M2, M1, L2 and L1 of the department of English at Mouloud Mammeri University to obtain information about their attitude towards learning idioms and the strategies they use to acquire new idiomatic expressions. The quantitative data will be transformed into numerical results using descriptive statistics (the rule of three) as well as SPSS (Social Package for the Social Sciences), and the qualitative data will be interpreted using Qualitative Content Analysis (QCA).

• **Structure of the Dissertation**

The structure of this dissertation follows the Traditional- model structure. It is divided into four chapters in addition to a *General introduction* and a *General conclusion*. The introduction states the issue or the problem that requires to be solved, questions related to the research problem with advanced possible hypotheses, the aims and purposes of the study, the tools and the methodology used, and the structure of the dissertation. The first chapter *Review of literature* comprises three sections. The first section intends to review the key concepts that are related to our work. It defines their importance, and types. In addition it describes idioms in relation to culture. The second section defines the attitude and its importance as

well as reviewing previous work done in this area. It describes also Gardner's (1985) Theory of Attitude upon which our work is based on. The last segment is devoted to the different language learning strategies in relation with Oxford's (1990) Taxonomy of language learning and factors influencing the strategy choice, as well as reviewing previous works in the area. The second chapter *Research design* introduces the research methodology used that is based on the mixed method. It mentions the procedures to be used for data collection and data analysis and offers a description of the sample and the participants involved in the study. The third chapter reveals the results of our research. The last chapter deals with the discussion of the findings and the analysis of the results. Finally, the *General conclusion* summarizes what has been discussed in the previous chapters and provides suggestions for further research.

Introduction

This chapter attempts to highlight the theoretical framework that is relevant to the current research. It also reviews major works conducted by other scholars in the field. It is divided into three sections: the first one is named 'Idioms'. It offers definitions of idioms, their importance as well as their types. The second part is entitled 'Attitude'; it deals with the issue of attitude and its importance in language learning as well as previous research done in this field. It is also restricted to Gardner's (1985) Theory of Attitude upon which our study is based on. The third section defines language learning strategies. It describes Oxford's (1990) Taxonomy of Language Learning Strategies and factors influencing the strategy choice as well previous works in the field.

1. Idioms

1.1. Definition of Idioms

Expressions like *kick the bucket* and *a piece of cake* make up the linguistic expression of 'idiom'. To refer to it, many experts seem to use mainly the classical term 'Idioms', however they are also referred to by using several terms such as *fixed expressions and idioms*(Moon, 1998), *formulaic sequences*(Shmitt, 2004)*and phraseologisms*(Gries, 2008). Idioms are one of the most frequent figurative expressions found in the English language and since they are central to our study, it is necessary to understand and discuss what an idiom really is. In fact, they suggest an interesting problem since there is no clear-cut definition of an idiom, therefore it is quite challenging when someone tries to be precise and accurate.

In the traditional view, idioms were seen as a matter of language. They have been defined as expressions whose meanings are non-compositional. Word meaning must be learned because there is no natural relationship between the word and its meaning. The meaning of the phrases and sentences can be discovered from the meaning of its individual word thus they are compositional. In contrast with idioms, they are non-compositional. It

Chapter One: The Review of the Literature

means that the meaning of an idiom does not refer to the meaning of its individual words. For example, the figurative expression *to knock oneself out*, which means *to work very hard*, does not refer to the function of its individual parts. People may be familiar with the meaning of each word but it does not help them to deduce the meaning of the idiom as a whole. Furthermore, some scholars refer to idioms as expressions that have lost their metaphoricity over time and now exist as frozen semantic units, perhaps in a special phrasal lexicon (Gibbs, 1993). They are seen eventually, as *dead metaphors*. Idioms are considered as lexicon items independent from any conceptual system. Kövecses (2010:329) states that ‘in the traditional view, linguistic meaning is divorced from the human conceptual system and encyclopaedic knowledge that speakers of a language share’. The Most traditional views agree that idioms consist of two or more words and that the overall meaning of these words cannot be deduced from the meaning of the constituent words.

However, the traditional definition of idioms fails and most linguists agree that the meaning of many idioms is partly defined by the meaning of its individual constituents. Van der Linden (1993:2) explains that ‘the meaning of a complex expression is a function of the meaning of its constituent parts and the way these are syntactically combined’. Nunberg(1978) argues that idioms enjoy a kind of internal semantic structures which demonstrate that idiomatic meanings have much to do with the constituents of which the idiom has been made. In the same view, Wasow, Sag and Nunberg(1983) argue that the meaning of the phrase as a whole may be deduced from the constituent components, and that the mapping between the two levels is conventional, not arbitrary. This is called compositionality. The cognitive view sees that idioms are conceptual and not linguistic in nature. Kövecses (2010:330) adds that ‘Many, perhaps, most idioms are products of our conceptual system and not simply a matter of language’.

Many scholars tried to define idioms, among them Baker (1992:63) who sees idioms as ‘frozen patterns of language which allow little or no variation in form, and in the case of idioms, often carry meaning which cannot be deduced from their individual components’. Idioms cannot be translated literally, because their meanings are unpredictable from the usual meaning of their individual parts, especially idioms of socio-cultural, historical or political backgrounds (Al-kadi, 2015:513)

1.2 Importance of Idioms

Even though understanding the meaning of an idiom *is not a piece of cake*, it is a necessity for both language use and language acquisition in the EFL (English as a Foreign Language) and ESL (English as a Second Language) contexts. Idioms are universal aspect of language and are considered as the soul of human communication used in both formal and informal discourse. There are in fact no known languages that do not have idioms.

There are many reasons that show that idioms are paramount. First, because they are found in different settings like everyday life situations and media. Idioms are frequent in the everyday communication. Cooper (1998:225-266) states that most English speakers utter about 10 million novel metaphors per lifetime and 20 million idioms per lifetime of 60 years old, and this works out to about 3,000 novel metaphors per week and 7,000 idioms per week.

Secondly, Idiomatic competence is not a necessity to have an effective communication; however, it is one of the marks of a competent speaker that every language learner wants to reach (Liontas, 2017). It means that they help the learner to be communicatively competent and effective which is considered as a sign of proficiency and mastery of the English language. Therefore, the lack of idiomatic knowledge can be an obstacle to EFL learners’ communication with native speakers and in achieving fluency in the target language. Fernando (1996:234) argues that ‘no translator or language teacher can afford to ignore idioms or idiomacity if a natural use of the target language is an aim’. It is important

to be aware of their necessity in order to include them in classrooms. According to Schmitt (2000), students should be exposed to the target language through all possible means.

1.3 Types of Idioms

Idioms set a challenge when we attempt to classify them. In his book titled *Semantic*, Palmer (1976:98-99) divides idioms into three categories: Phrasal Verbs, Prepositional verbs and Partial Verbs.

- **Phrasal Verb**

A phrasal verb is considered as the most common type of idioms in English. It is composed of a verb and an adverb. For instance, *make up* and *give up*. However not all combination of this type are idioms like *put down* which has a literal meaning. There are some cases in which the sequences are idiomatic expressions and not. For instance, *the actor takes the audience in another world* and *John took the poor dog in*. Phrasal verbs are characterized with degree of frequency. For instance, in *make up* one may make up a fire, make up a story or make up one's face (ibid: 98)

- **Prepositional Verb**

There is also another type of sequences composed of verb plus preposition and are considered as idiomatic expressions. For instance, *look for* which means to care and *go for* which means *to attack*. There exists also a sequence of verb, adverb and preposition. For example, *put up with* which means to tolerate. (ibid: 99)

- **Partial Verb**

Partial idioms are characterized with a word that has its usual meaning, and the other one has a meaning peculiar to the particular sequence. In the sequence, *Red Hair* refers to hair but not with a red colour particularly. (ibid)

In turn, Fernando(1996:35-36)states that idioms can be grouped in three sub-classes: pure idioms, semi idioms and literal idioms.

- **Pure idioms**

A pure idiom is an expression that cannot be understood by translating word-for-word. Pure idioms usually have non-literal meaning. For instance, the *expression when pigs fly* which means something that will never happen. It is difficult to understand the meaning of this idiom by translating the literal meaning. It is impossible that someday pigs will fly but it has a figurative meaning of referring to a situation that will never happen. Another example, the idiomatic expression *speak of the devil*. Its meaning cannot be derived by translating literally the expression. It has nothing to do with the devil. However, its figurative meaning means that *the person that you are speaking about appears at the moment*. For example, the expression *spill the beans* is a pure idiom, because its real meaning has nothing to do with beans, but with telling secrets. (ibid)

- **Semi Idioms**

A semi idiom has at least a part that is literal and another one that is non-literal. It gives the idiom an overall partially compositional meaning. For instance, the expression *Foot the bill* (i.e. pay) is a semi-idiom, in which foot is the figurative word, whereas the word bill is used literally. Another example *to cost an arm and a leg*. It means something that is extremely expensive.(ibid).

- **Literal Idioms**

This type of idioms gives little or no variation. For instance, the expression *on foot* is a literal idiom.(ibid)

1.4 Idioms Portray Culture

The paramount feature of idioms is that they encode knowledge as part of their content plane, which is accumulated during the historical development of the English vocabulary. Figurative expressions such as idioms cannot be captured without addressing cultural knowledge. They cannot be explained in terms of purely linguistic methods because they are culturally based. The difference between figurative and nonfigurative language is that they encode different type of knowledge.

In his article, Xiao Chang (2009) tries to study the cultural phenomena in English in relation to idioms. He states that English idioms are considered as an essential part of the general vocabulary. Xiao(2009:142) adds that idioms:

Reflect the environment, life, history and culture of the native speakers, closely associated with their innermost spirit and feelings. Idioms have so close relationship with historical background, economy, geographical environment, custom, etc. Of the nation concerned that they more typically represent the cultural characteristics of a language than words.

In other words, individuals' effective use of language skills depends on vocabulary, which is in its turn full of idiomatic expressions. The mastery of English idioms is in this case an effective way to establish communication with native speakers.

2. Attitude

2.1 Definition

The first psychologist to introduce the term attitude is Herbert Spencer in 1860 s. He states that it is the relationship between the mind state and the act of listening to the other(Spencer, 1867) . It means that whether verbal or nonverbal, attitude is a notion that involves the human's state of mind, his or her feelings towards another person, an object or an event. It eventually allows us to analyse his/her behaviour. Attitude can be expressed negatively or positively. For instance, if a student holds a negative perception towards

learning mathematics, his/her behaviour can be predicted in his /her failure in this class. Scholars argue that the more positive attitudes does a person hold, the more possibility of performing the behaviour and the more negative does a person hold towards an object, the less predictability of performing the behaviour(Ajzen & Fishbein, 1980). In other words, attitude summarizes an individual fear, beliefs, feelings and perceptions.

2.2 The Importance of Attitude in Language Learning

The importance of Attitude is a central study in many fields like medicine and sociology. It is a considerable factor in the process of language learning and language teaching. It is defined as a disposition to react favourably or unfavourably to a class of objects (Sarnoff, 1970:279). In the same view, Gardner(1985, 91-93) states that ‘attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinion about the referent’. However, it is complex in the fact that it represents an internal state of mind that cannot be observed directly but inferred through the external individual behaviour.

Language Attitude has a key role in understanding language learning and language proficiency .It reinforces the individual’s learning process, whereby a favourable attitude guarantees the successfulness of the process, while an unfavourable one predicts its failure (Al-Mahmoud, 2012). A positive attitude makes the language learning process easier in the sense that it helps to overcome the challenges that the individual may face by uphold motivation, whereas a negative perception may lead to demotivation, frustration and anxiety (Hosseini & Pourmandia, 2013)

2.3 Previous Research about Attitude towards Learning English Language

The fact that English is taught everywhere in the world in different institutions and universities leads scholars to investigate learner’s attitude towards the English language and

whether there is an existential relationship between their attitude and their success or failure in the English language learning.

Mohd(1994)conducted a research with 137 Malaysian English non-major undergraduates in Kebangsaan University to evaluate their attitudes towards learning English .His findings show that they had a positive attitude towards the learning of English.

Another study conducted by Malallah(2005) to investigate attitude and motivation of Kuwaiti University Undergraduate students towards the learning of English showed that they had a strong positive attitude towards the learning of English.

In his research, Goktepe(2014) investigated attitude and motivation of 90 first-year business undergraduates towards English as a foreign language at a Turkish University. The result reveals that they learn English for instrumental reasons and that integrative motivation is the dominant orientation.

In Algeria, Seddi(2017) investigated the attitude and motivation of technical English Students at Continuing Training University. The results showed that learners had a very high positive attitude towards learning English and they were highly motivated.

2.4 Previous Research about Attitude Towards Learning English Idioms

There are many studies about attitude towards different aspect of the English language; however, the area of attitude towards English idiom is still in its early stages.

Ababneh's work(2016) about Jordanian EFL Students' attitude towards the learning of English idioms revealed that they have a positive attitude towards learning English idioms. It means that these students have the desire to have a native-like mastery of the English language.

Shourouk and Soltan(2018) investigated the attitude of 218 female EFL college students towards learning English Idioms at the College of Basic Education (CBE) in Kuwait.

The analysis of the data collected from the questionnaire showed that students had positive attitudes towards English idiom learning.

2.5 Gardner's (1985) Theory of Attitude

Attitude is a complex concept. According to experts in the field, attitude is "the sum total of a man's instinct and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specific topic "(Gardner, 1980: 267)." He adds that, *the affective or the emotional* variables are keys of research interest that suggests that there is a possible link between basic emotions and concepts. In this context, the role of emotions like EFL enjoyment in learning a language were the subject of focus in many research (Dewaele et al., 2018: 676-679). According to some social psychologists, attitudes include three components namely: "a cognitive component, an affective component, and a behavioural or conative component" (Nolen-Hoeksema, Fredrickson, Loffus, & Wagenaar, 2009, p. 662). For instance,

Attitudes are likes and dislikes – favorable or unfavorable evaluations of and reactions to objects, people, situations, or other aspects of the world, including abstract ideas and social policies. We often express our attitudes in statements of opinion: 'I love grapefruit' or 'I can't stand liberals.' But even though attitudes express feelings, they are often linked to cognitions – specifically, to beliefs about the attitude objects ('Grapefruit contain lots of vitamin C' or 'Liberals just want to tax and spend'). Moreover, attitudes are sometimes linked to the actions we take with respect to the attitude objects ('I eat a grapefruit every morning' or 'I never vote for liberal candidates'). (Nolen-Hoeksema, Fredrickson, Loffus, & Wagenaar, 2009)

According to Gardner, Attitude is a constituent of motivation in language learning and adds that 'motivation refers to the combination of attempt as well as the desire to achieve the goal of learning, the language plus favourable attitudes towards learning the language' (Gardner, 1985). He (1985, p. 11) assumes that motivation is goal oriented: instrumental and integrative orientation. The typical model is the dichotomy Integrative /Instrumental Motivation (Gardner & Lambert, 1972, p. 193).

- **Integrative Motivation**

It refers to the learners' objective to learn and understand more the culture, tradition and community of the target language. It is revealed that the most successful learners are those who are more willing to learn about the culture, the language and have that desire to integrate that society. For example when an individual moves to a specific society, it becomes a necessity to learn the language of that society and get familiar with its culture and finally become fluent and reach proficiency. (ibid)

- **Instrumental Motivation**

Instrumental motivation is when learners seek the interest to learn the target language for acquiring something practical. In other words, to acquire a language for future motives like promoting a career, passing an examination, and getting a degree. (ibid)

3. Language Learning Strategies (LLS)

3.1 Definition of LLS

The study of Language learning strategies has received a considerable attention mainly in the 1960s because of their key role in language learning. Many researchers attempted to describe LLS. It exists many definitions, like 'specific actions, behaviour, steps or techniques that learners use to improve their competence in the target language' (Pavičić, 2008:52). In the same view, some authors add that LLS are used for instance in 'seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task'(Oxford & Crookall, 1989:404). In the same sphere Rubin (1975:43) defines LLS as 'the techniques or devices which a learner may use to acquire knowledge''. However, the widely used definition is the one of Oxford (1990:8)who argues that learning strategies are 'specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations'.

A strategy is neither good nor bad until the context of its use is considered. According to Oxford (ibid), a strategy is useful if the following conditions are present

(a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfil these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

3.2 Oxford's (1990) Taxonomy of LLS

There are numerous taxonomies of language learning strategies. The one that is adopted in our classification is the one developed by Rebecca L, Oxford (1990). She divides language learning strategies into two main categories, direct and indirect, which are in turn subdivided into six (06) groups that need to be used to achieve a successful acquisition of language (see figure 01).

3.2.1 Direct Language Learning Strategies

Direct strategies involve mental processing which consist of memory, cognitive and compensation strategies.

- **Memory strategies**

Memory strategies or mnemics help the learner to store and retrieve information (Oxford, 1990:38). There are four sets in this group (ibid: 38-43):

- a. Creating mental linkage like grouping, or creating associations in the memory and placing a new word in a context;
- b. Applying images and sounds like using imagery, semantic mappings, using key words and representing sounds in memory;
- c. Reviewing well and employing actions.

Nyikos and Oxford (1987) found that university students reported using rarely memory strategies. However, Cohen and Aphek (1981) found out that, they are widely used and that they made the learning of vocabulary an easier and effective process.

- **Cognitive strategies**

Cognitive strategies enable manipulation or transformation of the target language by learners. In its turn, it has four sets of categories (ibid: 43-47):

- a. Practising like repeating, formally practising with sounds and writing systems, and practising naturalistically;
- b. Receiving and sending messages strategies like getting the idea quickly and using resources;
- c. Analysing and reasoning like translating and transferring words or phrases;
- d. Creating structure for input and output like taking notes, summarizing and highlighting.

Cognitive strategies are found to be the most popular strategies with language learners. (Chamot et al., 1987;Alhaysoni :2017).

- **Compensation Strategies**

Compensation strategies help the learner to overcome difficulties that may face him or her due to the limitations in his/her second language knowledge. It has two sets (ibid 47-51):

- a. Guessing intelligently in listening and reading like using linguistic and non-linguistic clues;
- b. Overcoming limitations in speaking and writing like using mime or gestures, coining words and adjusting or approximating the message.

3.2.2 Indirect Language Learning Strategies

They are intended to manage and support language learning without directly involving the target language. They consist of *Metacognitive*, *affective* and *social* strategies.

- **Metacognitive Strategies**

Metacognitive strategies help the learners to coordinate the learning process. They include three category sets (ibid: 136-140):

- a. Centering the learning like paying attention and delaying speech production to focus on listening ;
- b. Arranging and planning your learning like organizing and setting goals ;
- c. Evaluating your learning like self-monitoring and self-evaluating.

Several studies of second and foreign language learning reported that students use rarely metacognitive strategies (Chamot et al., 1978)

- **Affective Strategies**

Affective strategies help the learner to regulate emotions, motivations and attitudes (ibid: 140). There are three main sets (ibid: 140-144):

- a. Lowering your anxiety by using music , laughter ,and progressive relaxation ;
- b. Encouraging yourself by making positive statements ,taking risks wisely and rewarding yourself;
- c. Taking your emotional temperature by listening to your body, using a checklist, writing a language learning diary and discussing your feelings with someone.

Few studies done in this area showed that learners rarely use affective strategies. (Chamot et al., 1987).

• Social Strategies

According to Oxford (1990:144), language is a form of behaviour that involves communication among and between people. There are three sets in this category (ibid: 144-147):

- a. Asking questions for clarification and correction ;
- b. Cooperating with peers and proficient users of the language ;
- c. Empathizing with others by developing cultural understanding and becoming aware of others' thought and feelings.

Several studies have shown that language learners on their own do not have a natural preference for cooperative strategies (O'Malley et al., 1985)

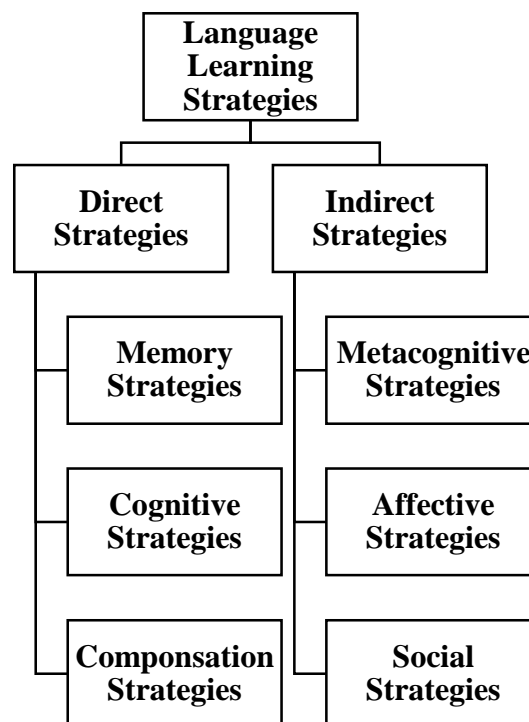


Figure 01: Oxford's (1990) Taxonomy of Language Learning Strategies

3.3 Factors Affecting the Strategy Choice

It exists significant differences in both the frequency and the type of language learning strategy used. According to oxford (Oxford, 1990: 13), these differences resulted from

numerous factors: attitude, degree of consciousness, stage of learning, task requirements, teacher expectation, the individual's difference in age, sex, nationality/ethnicity, general learning style, personality traits, motivation and purpose for learning the language.

Learners who possess a high level of awareness and high level of study are more likely to use better strategies than others use. In other words, the learners with higher intelligence tend to develop and use effective learning strategies. In addition, the strategy used depends on the objective of the task. The learner would not use the same strategy to write a dissertation and chatting in a café. Highly motivated learners may tend to use a wide range of strategies than younger ones. The choice of the learning strategies depends also on the type of motivation. According to Shu & Zhuang,(2008) learners who use instrumental motivation tend to use more communication or social strategies, because they are looking to improve their language ability for a practical motive. Finally, Learners with a positive attitude adopt a wider range of learning strategies. Recent studies revealed that females use a wide variety of strategies than male. (Oxford, 1990: 13).Finally nationality or ethnicity influences the strategy choice. For instance, Hispanics use social strategies more than other ethnicities do. (ibid)

3.4 Previous works about Idiom Learning Strategies

Even though idioms are essential for non-native speakers to reach fluency, they are marginalized. Few researches were done on the area of language learning strategies used in learning idioms. In his work titled 'Strategies of Learning Idioms in English as a Foreign Language' ,Škrbić(2011)found out that the most frequent strategies used in idiom learning strategies were the cognitive strategies, while the least used ones were memory strategies. In her work ,Pucelj(2018) found out that the most important strategies used were inferring the meaning from context, frequent repetition and a combination of visualization and verbal information about the idiom in question which are grouped in memory strategies. Škrbić, (2011) on her work, revealed translation which is a cognitive strategy is not used among

students of Osijek University. Cooper (1998)'s work, revealed several strategies used by learners to understand and learn the meaning of L2 idioms. These were:

- Guessing from context (28%);
- Discussing and analysing the idioms (24%) ;
- Using the literal meanings of idioms (19%);
- Using background knowledge (7%) ;
- Repeating or paraphrasing the idioms (7%) ;
- Connecting L2 idioms to L1 idioms (5%) ;
- Other strategies like personal discussion and meta-analysis of the idiom (2%).

Al-Musawi (2014)found that Bahrain University Students use translation to learn English vocabulary words, phrases, idioms, and grammar.

As has already been stated in the introduction, one of the major goals of our current work is to investigate idiom learning strategies of the under-graduate English students in the department of English at Mouloud Mammeri University of Tizi-ouzou. An area that has never been dealt with in Algeria.

4. Theoretical Framework

Our work is directed by two theories. The first one is Gardner (1985) Theory of Attitude. His studies were concerned with attitudinal and motivational orientation towards second language learning. The basic of his theory is that the learner motivation to learn is thought to be determined by his/her attitude, belief, and opinion. The second theory that we rely on is Oxford's (1990) Taxonomy of language learning strategies. The reason for choosing these theories is that they have a close relation with the present study.

Conclusion

This chapter has reviewed the important concepts related to our study. It included an introduction, definition of idioms and its classification, the importance of teaching idioms in the EFL/ESL classrooms and the relationship between idioms and culture. Furthermore, it provided definitions of attitude, its importance and described Gardner's (1985) theory of motivation and attitude upon which this section is based on. It involved previous research done in this area. Finally, it defined LLS and its classification with regard to Oxford's Taxonomy of language learning strategies on which our work will depend on and the factors influencing the strategy choice as well as previous research conducted in this area.

Introduction

This chapter is concerned with the research design that the investigation adopts. It aims at providing information about the tools and instruments to conduct the research. It describes the procedures followed for data collection, which is a questionnaire. The mixed method is used. The quantitative data is analysed by using Statistical Package for the Social Sciences (SPSS) as well as the rule of three. The Qualitative Content Analysis (QCA) is used to analyse and interpret the qualitative data. It is worth mentioning that this work adopts the theoretical framework of Gardner's (1985) theory of Attitude and Oxford's (1990) Taxonomy of Language Learning Strategies.

The search design is divided into two sections. The first part deals with the procedure of data collection. It is concerned with the way the data is collected. It describes the sample population under study and the setting, as well as the research instrument used to collect data. The second section is called procedures of data analysis. It is concerned with the way the data are analysed interpreted.

1. Procedures of data collection

This section describes the procedures of data collection that are used during the investigation in order to reach the aim of this study.

1.1 Participants and settings

It is worth mentioning that the questionnaire was distributed to the participants on March 2021 with a time lag between levels. This is due to the sanitary condition caused by Covid-19 that led the university to adopt the system of studying level by level to avoid social gathering. The study is conducted among EFL students of Mouloud Mammeri University of Tizi-Ouzou in the department of English. The sample was not chosen randomly but it targeted students of L1, L2, M1 and M2. Because of the impossibility to work with all the subjects and

due to the sanitary conditions, only forty (40) learners were selected randomly with an amount of ten (10) participants from each level.

1.2 Data collection Instrument

- **Questionnaire**

For the purpose of our study, we have opted for a questionnaire (see Appendix 01). A questionnaire is a written document that contains a set of items on a specific topic, designed to be answered by a group of participants. The answers collected are considered as data.

Brown (2001:6) defines a questionnaire as ‘any written instrument that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers’. One of the main advantages of the questionnaire is that it reaches a large number of participants. Questionnaire items must be clearly stated and it can be opened-ended in which students are free to express themselves or/and closed-ended in which students must choose one or more choices from the provided ones.

The corpus consists of forty (40) handed-back questionnaires. However, we have distributed (60) sixty and collected (40) forty. The designed questionnaire is based on Gardner’s (1985) Theory of Attitude that is used to seek the learners’ opinion towards learning English idioms and Oxford’s(1990) Taxonomy of Language Learning Strategies in order to collect the idiom learning strategies used by the participants within each level. It is worth mentioning that Oxford (1990) developed six (06) categories of language learning strategies: memory, cognitive, social, affective, compensation and metacognitive strategies. However only four are adopted in this study: memory, social, compensation and cognitive category. The reason why metacognitive and affective strategies do not appear in this study is that they are included in the learning process and measure the emotional temperature.

In this study, the questionnaire is divided into three (03) sections. The first section is concerned with the participants' general profile. It contains two (02) close-ended items and one (01) open-ended item. The second one uncovers the learners' attitude towards learning English idioms. It consists of ten (10) close-ended items. Question 01 aims at pointing whether learners like and enjoy English idioms. Question 02 determines the kind of orientation and motivation learners have towards learning idioms. Question 03, 04, 05, 06, 07 and 08 aim at measuring the learners' awareness towards learning English idioms. Question 09 and 10 check the learners' satisfaction or dissatisfaction in their current knowledge of idioms and their willingness to expand it. The last section highlights idiom learning strategies. It is composed of fourteen (14) strategies in which the participant indicates the frequency of use of each strategy in a five-point Likert Scale: *always, usually, sometimes rarely, never*, as well as one (01) open-ended item that demands the participants to add other used but not mentioned strategies.

1.3 Pilot study

A pilot study was conducted to measure the reliability and the comprehensibility of the questionnaire items. To do so, fifteen (15) students were randomly selected from the different levels. Five (05) learners from each level. They only presented their opinion about the clarity of the items but did not take part in the actual study. The feedback was positive and supportive. However, only the third item from the participants' general profile was modified in order to provide an easy understanding for the participants.

2. Data Analysis Procedures

This section describes the procedures of analysing and interpreting the data gathered from the questionnaire. The data are to be analysed according to the mixed method approach.

2.1 Research Method

In order to conduct our work, we will rely on the Mixed Method (M.M). It is a combination between the qualitative and quantitative researches. The quantitative method helps us to gather information and quantify data while the qualitative data permits us to analyse the data collected in order to confirm or refute our hypotheses. The quantitative method is used to analyse the results obtained from the closed-ended questions that will be shown in tables and diagrams as well as to the frequency of idiom learning strategies used by learners. The qualitative method is used to describe and interpret the results of the open-ended questions.

Tashakkori and Creswell (2007: 4) define the mixed method as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’. The mixed method provides strengths that overcome the limitations of the qualitative and quantitative researches. For example, it helps to answer questions that cannot be answered by the already cited methods alone.

2.2 SPSS

We rely on IBM SPSS Statistics 21 in order to analyse the data collected. SPSS stands for Statistical Package for Social Sciences. It is a statistical software designed by the IBM Corporation. The closed-ended questions are analysed following the statistical and numerical analysis of data. The data is transformed into various forms like histograms and tables. According to Ntoumanis (2005:1) SPSS is ‘a comprehensive statistical program with a wide variety of options and statistical analyses available for social scientists’. In this study, only the frequency items are analysed with the help of SPSS: question 03 from the second section and the idiom learning strategies in the third section.

2.3 Descriptive Statistical Method (Rule of Three)

For the analysis of quantitative data obtained from the questionnaire, the data is displayed in tables and diagrams. The numerical data is better visualized and related to its percentages. In the calculation of the percentages, we have used the rule of three. It is applied as follows: If there is three known numbers: a, b, c, such that, $(a / b = c / x)$ the unknown value of (x) can be calculated. X is the calculated percentage, a is the value of the similar answers, b is the total number of the participants. Item 01, 02 from the participants' general profile and question 01, 02, 04, 05, 06, 07, 08, 09, and 10 are calculated using the rule of three.

2.4 Qualitative Content Analysis (QCA)

Dörnyei(2007:336) states, "*Qualitative research involves data collection procedures that results primarily in open-ended, non-numerical data which is then analysed primarily by no statistical method*". QCA is a method to describe and interpret the open-ended questions of the questionnaire. Qualitative content analysis is defined as 'a mixed approach containing qualitative and quantitative steps of analysis (Mayring:14). Only two open-ended items are involved in our work. One in the participants' general profile and the other is in the third section that looks for the different strategies used to learn English idioms.

Conclusion

This chapter has highlighted the research design of our study. It gave a general overview about the participants and the context under which the study is investigated. Furthermore, it has presented a description of the questionnaire used to gather data, as well as the methods and the procedures used to interpret and analyse data. The following chapter is devoted to portray the results reached from the collected data.

Introduction

This chapter deals with the presentation of the findings obtained from the questionnaire administered to students within four levels: first year undergraduate students L1, L2, M1 and M2. To reach the aim of our work, we will first present the general profile of our participants. Then, we will reveal the findings of the first section of the research that investigates attitude towards learning English idioms. The second section is devoted to the presentation of the findings that concern the strategies used in English idiom learning.

1. Participants' General Profile

This part displays information about the participants' general profile. It reveals firstly the respondents' level of study. Secondly, it includes a question about their idioms' background knowledge. Finally, it reveals the way the participants obtained their idiom information.

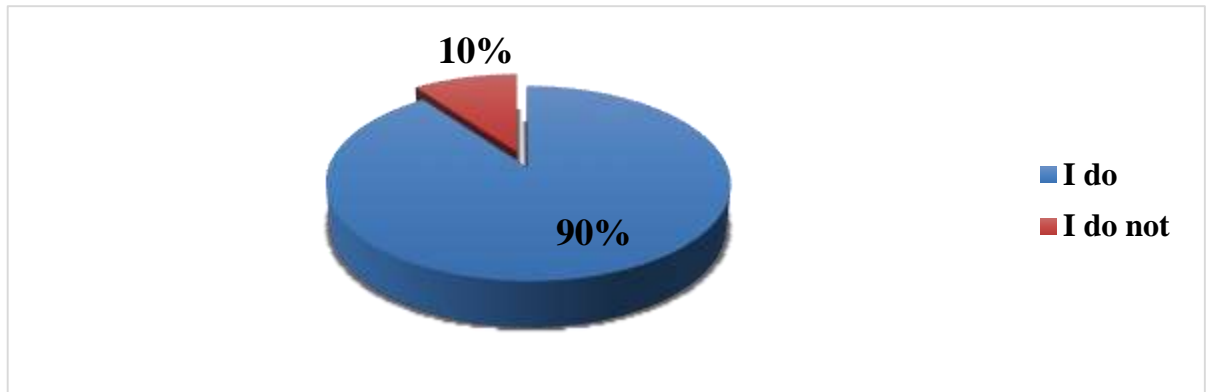
▪ Question 01: What is your level of study?

Level of study	Participants Number	Percentage %
L1	10	25%
L2	10	25%
M1	10	25%
M2	10	25%
Total	40	100%

Table 01: Participants' Level of Study

Table (01) reveals the level of study of the participants 40 participants have been selected randomly. (25%) of all the participants is the equivalent of 10 participants per level.

▪ **Question 02: Do you have background knowledge on idioms in general?**



Pie chart 01: Participants' Background Knowledge on Idioms in General.

The results displayed in pie chart (01) show that (90%) of the participants have background knowledge on idioms, while only (10%) do not.

▪ **Question 03: If yes, how did you get the knowledge?**

The majority of students from all the levels answered this question by saying that watching English movies and cartoons, listening to songs, reading novels, and using internet and social media are considered as a source for learning English idioms. Others asserted that they obtained this knowledge from asking teachers and their friends for help. Only two participants from different levels (M1 and M2) claimed that they use dictionaries. Interestingly, the majority of students argued that they have been thought about idioms in their first year of study at the university in their oral sessions.

2. Attitude towards Learning English Idioms

This section is devoted to the first question this work seeks to answer *what is the EFL learners' attitude towards learning English idioms and are they aware of their importance?* The items of the data collected consist of (10) ten close-ended items. Their purpose is to see whether students of different levels have a positive or a negative attitude towards learning English idioms and if they are aware of the idiom importance.

▪ Question-01 Do you like learning English idioms?

Options	L1	L2	M1	M2	Total	Percentage%
I do	10	08	09	10	37	92,50%
I do not	00	02	01	00	03	07,50%
Total	10	10	10	10	40	100,00%

Table 02 Learner’s Enjoyment towards Learning English Idioms among the Different Levels

Table (02) illustrates the participants’ attitude towards learning English idioms. It shows that the majority of the participants (92.5%) like to learn English idioms. Whereas only a minority of (07, 05%) do not like learning English idioms.

▪ Question 02- Why would you like to learn English idioms?

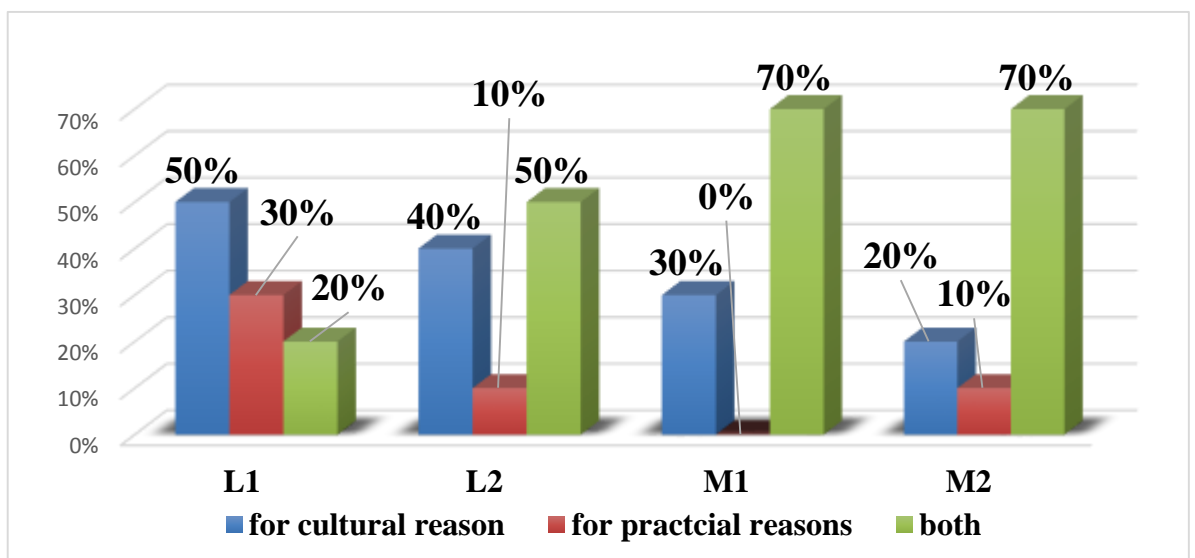


Diagram 01 Motive towards Learning English Idioms

Diagram (03) demonstrates the participants’ motive behind learning English idioms. It reveals that the majority of M2 (70%), M1 (70%) and L2 (50%) learns English idioms for both practical and cultural reasons. Whereas the half of the L1 (50%) participants learn English idioms for cultural reasons.

Chapter Three: Presentation of the Findings

▪ **Question 03: Do you believe that idioms are important in learning English language?**

The results of these five-point Likert-scale items are calculated with the help of IBM SPSS Statistics 21. The mean value (MV) represents a measure of central tendency or the average. The mean score from 1 to 1.8 means strongly disagree. From 1.81 to 2.60, it means disagree. From 2.61 to 3.40, it means neutral; from 3.41 to 4.20 it means agree; from 4.21 to 5, it means strongly agree. The standard deviation (SD) measures the spread of the set of observation. In our study, the value of SD is out of discussion unless it stands out.

Level	N	M.V	S.D
L1	10	4,4000	0,84327
L2	10	4,6000	0,51640
M1	10	4,3000	0,67495
M2	10	4,2000	0,63246

Table 03: Descriptive Statistics of the Importance of Idioms in Learning the English Language.

Table (03) illustrates the participants' awareness of the importance of idioms in learning the English language. In L1 (4, 40), L2 (4, 60) and M1 (4, 30) the mean value is very significant. It means that they strongly agree that idioms are very important in learning the English language. Whereas the mean score of M2 is (4.20). It means that they agree on the item.

▪ **Question 04-Do you think that mastering English idioms helps you to get intouch with the English culture?**

Options	L1	L2	M1	M2	Total number	Percentage%
Yes	09	10	09	10	38	95,00%
No	01	00	01	00	02	05,00%
Total	10	10	10	10	40	100,00%

Table 04 : Learners' Attitude towards Learning English Idioms as a Way for Being Familiar with the English Culture.

Chapter Three: Presentation of the Findings

The above table (04) is mainly about the learners' attitude towards learning English idioms in order to get familiar with the English culture. Its results show clearly that the majority of the participants from all levels (95%) has responded positively. It means that they agree on the fact that English idioms helps them to get familiar with the target culture.

- **Question 05- Do you believe that using English idioms is a necessity for achieving an effective communication?**

Options	L1	L2	M1	M2	Total number	Percentage%
Yes	09	08	07	08	32	80,00%
No	01	02	03	02	08	20,00%
Total	10	10	10	10	40	100,00%

Table 05 : Idioms' Importance in Achieving an Effective Communication

Table (05) is about the participants' awareness of the importance of idioms in achieving an effective communication. The students from all levels (80, 00%) agree on the importance of idioms in achieving an effective communication.

- **Question 06- Do you think that learning English idioms is beneficial for enhancing the listening skill?**

Options	L1	L2	M1	M2	Total number	Percentage (%)
Yes	08	09	08	09	34	85,00%
No	02	01	02	01	06	15,00%
Total	10	10	10	10	40	100,00%

Table 06: Importance of Learning English Idioms in Enhancing the Listening Skill

Table (06) deals with the importance of learning English idioms in enhancing the listening skill. The majority of students from the four levels (85, 00%) is aware that English idioms are important in developing the listening skill.

Chapter Three: Presentation of the Findings

- **Question 07-Does learning English idioms help you in developing the speaking skill?**

Options	L1	L2	M1	M2	Total Number	Percentage (%)
Yes	09	09	10	10	38	95,00%
No	01	01	00	00	02	05,00%
Total	10	10	10	10	40	100,00%

Table 07: The Importance of Learning the English Idioms in Developing the Speaking Skill?

The results in table (07) which deal with the importance of learning English idioms in developing the speaking skill, show that the majority students (95, 00 %) share the same point of view. They all consider idioms as important in developing the speaking skill.

- **Question 08-Should idioms be integrated within the teaching process?**

Option	L1	L2	M1	M2	Total Number	Percentage (%)
Yes, absolutely	09	09	10	08	36	90, 00%
No ,not at all	01	01	00	02	04	10, 00%
Total	10	10	10	10	40	100, 00%

Table 08: Attitude towards Integrating English Idioms within the Teaching Process

Table (08) represents the students' attitude towards the integration of English idioms within the teaching process. It indicates that the majority of all students from the different levels (90%) have asserted that English idioms should be taught in the classrooms.

- **Question 09- Are you satisfied with your current knowledge of idioms?**

Option	L1	L2	M1	M2	Total Number	Percentage (%)
Yes	01	03	02	03	09	22, 50%
No	09	07	08	07	31	77, 50%
Total	10	10	10	10	40	100, 00%

Table 09: Learners' Satisfaction with their Current Knowledge of Idioms

Chapter Three: Presentation of the Findings

Table (09) concerns the students' satisfaction or dissatisfaction with their current knowledge of idioms. It reveals that the majority of learners from all level (77,50%) have affirmed that they are not satisfied with their current knowledge of idioms.

Question 10- Would you like to expand your knowledge about idioms?

Option	L1	L2	M1	M2	Total Number	Percentage (%)
Yes	10	90	08	09	36	90, 00%
No	00	01	02	01	04	10, 00%
Total	10	10	10	10	40	100, 00%

Table 10: Learners' Desire to Expand their Knowledge of Idioms

From the results displayed in table (10), the majority of the participants from different levels (90%) have claimed that they have the desire to expand their knowledge of idioms.

The previous section reported the results of the attitude towards learning English idioms within the four concerned levels. This will be followed with the presentation of the findings of the next section that deals with strategies of learning English idioms among the different levels.

3. Strategies of Learning English Idioms.

This section aims to identify the idiom learning strategies that are most used. The average mean score for each of the fourteen (14) strategies was calculated and rank-ordered with IBM SPSS Statistics 21, within four tables. One table is devoted to each level. The mean value(MV) represents the average score given to each strategy by one group of students. The M. V which is found between the interval [1:1, 80] represents the strategy that is never used. The second interval [1, 80; 2, 60] is about the rarely used. The Strategy that is sometimes used is represented by the interval [2, 60; 3, 40].Meanwhile the Strategy which is often used is described in the interval [3, 40; 4, 20]. Finally mean value from [4, 20; 5] is the most frequently used one. The standard deviation (SD) reveals how much dispersion there is from the average. It shows us how much the students within each level differ from each other in

Chapter Three: Presentation of the Findings

each strategy's frequency of use or employment. In our study, the value of SD is out of discussion unless it stands out. At the end of this section a syntheses table of the five most common strategies used among the different levels is displayed.

Only one open-ended question is stated at the end of the second section, in which the participants are asked to add any other idiom learning strategies. Unfortunately, the learners did not give any answer.

• Strategies Among L1

Category	I learn idioms...	M.V.	S.D.
Cognitive	By rote learning repeating and revising	3,1000	1,37032
Cognitive	By using the dictionary	3,1000	1,19722
Memory	By reading novels ,books and short stories	3,1000	0,87560
Memory	When watching English speaking movies and films	4,7000	0,67495
Memory	When placing them in a new context	4,4000	0,69921
Memory	Better via media like TV channels and radios	4,1000	0,99443
Memory	Better when associating them with personal experience	4,3000	1,33749
Cognitive	By translating them into other languages	3,1000	1,28668
Memory	Through visual aids like images and pictures	3,0000	1,82574
Social	By cooperating with others through social media	4,6000	0,67495
Compensation	By guessing through linguistic and non-linguist clues	3,5000	0,84984
Social	When asking teachers for clarification	4,1000	1,28668
Memory	By looking for their roots etymology	3,5000	1,43372
Social	in a communicative situation(cooperating with others)	4,7000	0,67495

Table 11: Descriptive Statistics of Idiom Learning Strategies among L1

Table (11) reports that L1 use a variety of strategies in order to acquire idiomatic expressions. The first two frequently used strategies are *I learn English idioms when watching English speaking movies and film* (4,70)and *I learn English idioms better in a communicative situation* (4,70).These are followed by *better by cooperating with others through social media* (4, 60).Inthe third and fourth position are *I learn English idioms better in a new context* (4,40)

Chapter Three: Presentation of the Findings

I learn English idioms better when associating them with personal experience (4,30). *Learning English idioms via media* (4, 10) and *by asking teachers for clarification* (4, 10) take the fifth position.

• Strategies Among L2

Category	I learn idioms by...	Mean	S.D.
Cognitive	By rote learning repeating and revising	3,1000	1,19722
Cognitive	By using the dictionary	2,2000	0,91894
Memory	By reading novels ,books and short stories	3,5000	1,35401
Memory	When watching English speaking movies and films	4,2000	0,91894
Memory	When placing them in a new context	3,4000	1,07497
Memory	Better via media like TV channels and radios	3,8000	1,03280
Memory	Better when associating them with personal experience	3,6000	1,17379
Cognitive	By translating them into other languages	3,4000	1,50555
Memory	Through visual aids like images and pictures	3,1000	1,52388
Social	By cooperating with others through social media	4,3000	0,82327
Compensation	By guessing through linguistic and non-linguist clues	2,8000	1,31656
Social	When asking teachers for clarification	3,4000	1,34990
Memory	By looking for their roots etymology	2,8000	1,47573
Social	in a communicative situation(cooperating with others)	3,3000	1,25167

Table 12: Descriptive Statistics of Idiom Learning Strategies among L2

The table above reveals that L2 use several strategies in order to acquire new idioms. *Cooperating with others through social media* (4, 30), *watching English speaking movies and films* (4, 20) and *learning idioms through media* (3, 80) are shown to be the three most frequent strategies used by L2 to learn idioms. In the fourth and fifth position are *I learn English better when associating them with personal experience* (3,60) and *by reading books and short stories* (3,50). (See table 12)

• Strategies Among M1

Category	I learn idioms by...	Mean	S.D
Cognitive	By rote learning repeating and revising	3,0000	1,05409
Cognitive	By using the dictionary	3,1000	1,52388
Memory	By reading novels ,books and short stories	2,9000	1,10050
Memory	When watching English speaking movies and films	4,1000	1,28668
Memory	When placing them in a new context	3,6000	0,96609
Memory	Better via media like TV channels and radios	3,2000	1,39841
Memory	Better when associating them with personal experience	3,7000	1,33749
Cognitive	By translating them into other languages	3,8000	1,03280
Memory	Through visual aids like images and pictures	3,2000	1,13529
Social	When cooperating with others through social media	4,3000	1,25167
Compensation	By guessing through linguistic and non-linguist clues	3,3000	0,48305
Social	When asking teachers for clarification	2,8000	1,03280
Memory	By looking for their roots etymology	2,2000	0,78881
Social	in a communicative situation(cooperating with others)	3,5000	1,17851

Table 13: Descriptive Statistics of Idiom Learning Strategies Among M1

M1 use a wide variety of idiom learning strategies. Table (13) demonstrates that the mostly used English idiom learning strategies are *I learn English idioms when cooperating with others through social media* (4, 30). This is followed by *watching English speaking movies and films* (4, 10). In the third position, comes *translating into other languages* (3, 80) and in the fourth *I learn English idioms when associating them with personal experience* (3, 70). The fifth frequent strategy used is *learning idioms when placing them in a new context* (3, 60).

• **Strategies Among M2**

Category	I learn idioms by...	Mean	S D
Cognitive	By rote learning repeating and revising	2,3000	1,05935
Cognitive	By using the dictionary	2,4000	1,34990
Memory	By reading novels ,books and short stories	3,6000	1,26491
Memory	When watching English speaking movies and films	4,2000	,78881
Memory	When placing them in a new context	3,3000	,82327
Memory	Better via media like TV channels and radios	3,3000	1,15950
Memory	Better when associating them with personal experience	3,6000	1,50555
Cognitive	By translating them into other languages	2,5000	1,17851
Memory	Through visual aids like images and pictures	3,5000	1,50923
Social	When cooperating with others Better through social media	4,0000	1,05409
Compensation	By guessing through linguistic and non-linguist clues	2,1000	1,28668
Social	When asking teachers for clarification	2,3000	1,03280
Memory	By looking for their roots etymology	2,5000	0,78881
Social	in a communicative situation(cooperating with others)	3,3000	1,17851

Table 14: Descriptive Statistics of Idiom Learning Strategies Among M2

Table (14) reveals that M2 use a wide variety of strategies in order to acquire idiomatic expressions. The first frequent used strategy is *I learn English idioms when watching English speaking movies and films* (4, 20). Followed by *I learn English idioms when cooperating with others through social media* (4, 00). Interestingly the third position is taken by two strategies *I learn English idioms better when associating them with personal experience* (3, 60) and *by reading books and short stories* (3, 60). These are followed by using *visual aids like pictures and images* (3, 50). The final position includes (03) three strategies that share the same mean value (3, 30): *in a communicative situation, when placing them in a new context and via media*.

• **Syntheses of the Five Frequent Strategies used among the Different Levels**

Position	L1	L2	M1	M2
01	- When watching English speaking movies.	-By interacting with others through social media	-By interacting with others through social media	-when watching English speaking movies
02	-by interacting with others through social media	-When watching English speaking movies	-When watching English speaking movies	-By interacting with others through social media
03	-Better in a new context	-Through media	-Translating into other languages	-when associating with personal experience -by reading books and short stories
04	-When associating with personal experience	-When associating them with personal experience	-When associating with personal experiences	-Visual aids like pictures and images
05	-via media -by asking teachers for clarification	-Reading books and short stories	-When placing them in a new context	-when placing them in a new context -via media

Table 15: The Five Most Common Strategies Used among the Different Levels

Table (15) demonstrates the five common strategies that M2, M1, L2, and L1 use in order to acquire unknown idioms. It states that approximately the same strategies are used within the four levels. However, L1 tend to favour asking teachers for clarification when

Chapter Three: Presentation of the Findings

learning new while M1 tend to use frequently translation from one language to another. It shows also that M2 use a much more variety of strategies.

Conclusion

This chapter has presented the results obtained from the questionnaire answered by forty (40) participants in the department of English at Mouloud Mammeri University of Tizi-ouzou. According to these results, the students from all the levels hold a positive attitude and are aware of the importance of idioms in learning the English language. In addition, it is showed that students among the four levels use frequently and favour some idiom learning strategies. These findings are going to be studied in details in the next chapter *Discussion of the Findings*.

Introduction

This chapter aims to discuss and interpret the results obtained from L1, L2, M1 and M2 participants' questionnaire. The results are interpreted in relation to the literature presented in the first chapter. They aim at answering the research questions and confirm or refute the suggested hypotheses stated in the general introduction. It is divided into two sections. The first one is concerned with the analysis and discussion of the results of the first section of the questionnaire that deals with the attitude of EFL learners towards learning English idioms. The second one tackles the strategies used among learners in order to learn idioms.

1. Discussion of the participants' general profile

This section includes (03) questions that are concerned with the participants' level of study, their background information about idioms in general and how they obtained them. The results of the first question show that the total number of the participants is forty (40). There are 10 participants from each of the four concerned levels. The second question reveals that the majority of the learners (90%) has notions about idioms. For the third question that seeks how they obtained this knowledge, students have been introduced to idioms by different ways. These results suggest that our subjects are able to tackle and answer the next questions. Investigating the learners' profile helped us in having more knowledge and information about our Subjects.

2. Discussion of the Attitude towards Learning English Idioms

In this section, we have developed ten (10) close-ended questions that all seek to extract the learners' opinion and their awareness of the importance of English learning idioms.

The first research question in this present study aimed to determine whether the participants enjoy and like to learn English idioms. Its findings asserted that the majority of all the participants (92, 50%) likes to learn about the English idioms (see table 02). Along

Chapter Four: Discussion of the Findings

with Gardner's Theory of Attitude (1985), *the affective or the emotional* variables are keys of research interest that suggests that there is a possible link between basic emotions and concepts. There are several studies on emotions like EFL enjoyment (Dewaele et al. 2018:676-679), that focused on the role of emotions in learning a language or an aspect of a language. Gardner (1980:267) stated that 'attitude is the sum total of man's instinct and feelings, prejudice or bias, preconceived notions, fear, threats and convictions about any specific topic'. In our case, enjoying learning English idioms suggest a positive attitude towards learning new idiomatic expressions. This goes along with some social psychologists, who state that attitudes include three components namely: 'a cognitive component, an affective component, and a behavioural or conative component' (Nolen-Hoeksema et al., 2009: 662). Attitude are likes and dislikes, favourable or unfavourable evaluations of and reactions to objects, people, or people. (ibid)

The second question seeks the participants' motive behind learning English idioms. Relying on Gardner's Theory of attitude that states that learning is goal oriented and that there are two types of motivation: instrumental and integrative, the results of diagram (01) reveal that the majority of M2, M1 and L2 learns English idioms for both practical and cultural reasons. They are willing to integrate the target culture and getting familiar with its society as well as they have an interest in acquiring idioms for something practical. This suggests that these three levels are aware of the necessity to acquire idioms. However, the integrative reason is the dominant orientation for the majority of L1 participants. This suggests that they have the desire to integrate and get in touch with the target culture.

The results obtained from the third question that seeks the importance of idioms in learning the English language show that L1 (4, 40), L2 (4, 60) and M1 (4, 30) strongly agree and M2 (4.20) agree that idioms are important in learning English (see table 03). Noting that there is one participant from each levels that states neutrality. This suggest that they hold a

Chapter Four: Discussion of the Findings

positive belief and are aware of the importance of idioms in learning English. To be clearer and precise the next questions aim to determine why students believe that idioms are important in learning English.

In the fourth (04) question the majority (95, 00%) of students believe that idioms help in getting familiar with the English culture (see table 04). According to Xiao (2009), idioms reflect the environment, life, history and culture of the native speaker. Thus, culture is enveloped in idioms. This suggests that the participants are aware of the cultural side carried in the idiomatic expression that helps them in getting in touch and learn the target culture and thus learning the English language. In other words, the idiomatic expressions carry the cultural beliefs and customs of the native speakers. Therefore, learning idiomatic expressions will enable the English Language learner to become more knowledgeable about the English culture and customs (Fromkin et al., 2003). This suggests that the learners have a positive attitude towards the English culture.

Furthermore, the fifth (05) question adds more precision to the importance of idioms in achieving an effective communication. Table (05) demonstrates that the majority of the participants (80, 00%) agrees on the importance of idioms in achieving an effective communication. This goes in line with Lontas (2017) that stated that the idioms help the learner to be communicatively competent. Everyday communication incorporates the use of idioms. Thus, they are important in having an effective communication. Therefore, the importance of idioms lies in the fact that they are used in everyday communication of the native English speakers and the participants are aware of that.

The sixth (06) and the seventh (07) question look at attitude of the participants towards the importance of learning English idioms as being beneficial for both enhancing the listening skill and developing the speaking skill. The majority of the participants does believe that idioms improve their listening skill (85%) and develop their speaking abilities. This

Chapter Four: Discussion of the Findings

reveals that the participants are aware of the major benefits that idioms involve and that they are a way to reach language proficiency. Learning idiomatic expressions leads them to better English proficiency, helps them to sound native, more fluent and improve their language skills in order to understand the target language (Yule, 2006).

The majority of the participants (90%) asserts that English idioms should be integrated in the teaching process (see table 08). Idiomatic expressions must be included in English Language learning environments and classrooms. Because of the nature of idioms and its cultural boundaries, the non-native speaker cannot recognize their meaning. Learners need to practise on the meaning of idioms and how to use them in order to reach English Language competence and proficiency. Teachers of English must direct their students to become more aware of idiomatic expressions and should put emphasis on the importance of having knowledge about idioms.

The participants (77, 50%) are dissatisfied with their current knowledge of idioms (see table 09). Additionally, the majority (90%) has the desire to expand their idiomatic knowledge (see table 10). The results of these two (02) tables are in line with Gardner' Theory of Attitude. He (Gardner, 1985) stated that motivation is constructed by the combination of factors: the individual's desire to learn the specific target language, the attitude toward learning the language and the amount of effort invested. The fact that students have the desire and the willingness to expand their idiom knowledge represents a positive attitude towards learning idioms.

This section has answered the first research question 'Do EFL learners' from different levels have a positive attitude towards learning idioms? This confirms the research hypothesis 'EFL learners from different levels have a positive attitude towards learning idioms'. The second research question that this paragraph answered is 'Are the EFL learners from different levels aware of the importance of learning English idioms?'. This confirms the second

hypothesis ‘EFL learners are aware of the importance of learning English idioms’. Finally, the third research question answered is ‘Do EFL learners’ attitude differ according to their level of study?’. This confirms the research hypothesis ‘EFL learners’ attitude towards idioms do not differ according to their level of study’.

The results reached in our study are in line with those obtained by Ababneh’s (2016) investigation about Jordanian EFL students’ attitude towards learning English idioms as well as Shourouk and Soltan’s study (2018) which investigates the attitude of female EFL college students in Kuwait towards learning English idioms. The two stated studies both showed that students had a positive attitude towards the learning of English idioms.

3. Discussion of Idiom Learning Strategies

The aim of this section is to identify the five most frequent learning strategies that are used by L1, L2, M1 and M2 to learn English idioms. A total of (14) fourteen strategies were adapted from Oxford’s (1990) classification. They are divided into direct and indirect strategies. In this study, the direct strategies include only three categories: Memory, cognitive and compensation strategies. The indirect strategies involve only one group which: Social strategies. The reason why metacognitive and the affective strategies do not appear in this study is because they are included in the learning process and measure the emotional temperature (noting that the emotional side is studied in the first section).

3.1 Discussion of Idiom Learning Strategies among L1

Two strategies are found to be the most frequent ways to learn new idiomatic expressions: by *watching English speaking movies and films* (4,70) and *better in a communicative situation* (4,70)(see table 12). The strategy; in which learners watch English speaking movies and films; falls into the category of memory strategies. It combines using imagery and representing sounds in memory. According to Oxford(1990), these two strategies are useful for learning and remembering new expressions that have been heard or seen. By

Chapter Four: Discussion of the Findings

watching movies and films, students create mental images and auditory linkage in order to learn new idiomatic expressions. This can mean that they communicate content more easily in a consumable manner. They provide the learner with a clear visualization or representation of the idiom that helps them to learn it easily.

Concerning the strategy in which they learn idioms better in a communicative situation; it falls onto the social category. This strategy requires the learners to cooperate and interact with others in order to acquire idioms. According to Oxford (1990), it involves working with a partner(s). In this case, the learners are competitive with each other. It could also refer to cooperating with native speakers. This strategy involves particular attention to the conversational roles each person takes. Learning idioms by communicating with others enhances the speaking skill and leads to great accomplishment in integrating the target culture. This result correlates with the results displayed in table 03. Thus L1 prefer communicative situations (cooperating with others) in order to reach their cultural motive from learning English idioms.

The second strategy that follows is cooperating with others through social media as a tool to acquire idioms. This one falls into the social category according to Oxford (1990). Using social media involves interacting with people (teachers, classmates, friends and native speakers). There is feedback. The high frequency of use of this strategy can mean that students nowadays depend on social media in their daily lives for leisure, social interaction and more importantly for their own learning process.

In the third position, L1 prefer *placing new idioms in a context*. The idea is that learners place the idiom that have heard or read into a meaningful context. In other words, the new idiom is linked to a context for example a story. This can show that the L1 find easy to decipher and remember the meanings of idioms when they are aware of the types of context clues.

Chapter Four: Discussion of the Findings

I learn English idioms better when associating them with personal experience falls into the memory category and is the fourth frequent used strategy by L1. The learners prefer associating the learning of a new idiom with their own experiences. This can reveal that L1 find easy to create a link between the meaning of an idiom and its context of use.

Two strategies take the final position: *learning English idioms through media and by asking teachers for clarification*. The first mentioned category is memorial. Hearing the idioms in TV channels or radio helps the learner to learn them. One possible explanation is that L1 tend to rely on the direct exposure of the target language that contains the idiom. The last strategy falls into the social category. According to Oxford's classification theory (1990), asking questions is of a great benefit for the learner. He states asking questions helps the learners to get closer to the intended meaning and thus aids their understanding (1990:169). This strategy is promoted by the high interest of the learner to acquire new idioms. Asking for clarification or verification from the teachers gives the learner feedback. In the classroom setting, this strategy provide the student with a correction (Oxfrod, 1990). This may be influenced by the level of conscious effort of L1 in depending on the teachers' clarification as well as their young age. They still cannot take control over their learning process.

3.2 Discussion of Idiom Learning Strategies Among L2

For L2, the first way to learn new idiomatic expression is *by cooperating with others through using social media* (4, 30). This strategy appears to be also among the five most frequent strategies used by L1 to learn idioms (see previous discussion). Thus, the same explanation comes along within these two levels. Students find social media easy to access thanks to the Internet. Therefore, the students favour this kind of learning strategy.

The second position goes to *when watching English speaking movies* (4, 20). The reasons behind this result is that learners favour direct exposure with the target language. Interestingly, *learning idioms via media* (3, 80) falls into the third position. Again, with the

selection of this strategy, we are notified that learners find being exposed directly to the idiom as beneficial for them. Students should be exposed to the target language through all possible means'. (Shmitt,2000)

In the fourth strategy selected L2 argued on *learning idioms by matching them with personal experiences* (3, 60). As L1, L2 also use frequently this strategy. Learning an idiom not only requires the learning of its definition but also needs to be matched with the learners' life experience.

The last strategy *I learn English idioms by reading books and newspapers* (3, 50), belongs to the memory category (Oxford, 1990). While reading, students try to guess the meaning of the idiom from textual context. Using English newspapers, books and novels improve and assist the process of acquiring new idioms. The most acceptable explanation from using this strategy is that L2 are aware of the high exposure they face while reading. The learners need to understand different idioms in different contexts to have a high possibility of learning and this is provided by the reading materials.

3.3 Discussion of the Idioms Learning Strategies Among M1

Interestingly, the results revealed in L2 are the same in M1. We notice the same frequent strategies used in both two levels with the same positioning. There is one possible explanation to this; the participants' age is approximately the same. However, there is a difference in the third frequent strategy used. Instead of using media, M1 tend to use more *translation into other languages in order to learn new idiomatic expressions*. According to Oxford (1990) this strategy is included in the cognitive category (Oxford, 1990). It involves the learner to convert English idiomatic expressions into the native or another language. This comes against the results obtained by Jelena's(2018)master thesis on Strategies of Learning Idioms in English as a Foreign Language, who found that translation is not widely used among students. However, the result correlates with Al-Musawi (2014), who found that

Bahrain University Students use translation to learn English vocabulary words, phrases, idioms, and grammar. It could be justified that M1 translate The English idiom into their mother tongue in order to make a clarification between the idiom similarities and differences. Another possible reason is that M1 rely on their mental translation to learn English idioms.

3.4 Discussion of the Idiom Learning Strategies among M2

Table (15) fifteen revealed that M2 use a much wider variety of idiom learning strategies in comparison with the other levels. This variety may be influenced by the degree of awareness of M2. *Watching English speaking movies and films (4,20), by cooperating with others through social media. (4,00), while associating with personal experience (3,60), by reading books and newspapers (3,60), through the use of visual aids like images and pictures (3,50), in a communicative situation (3,50), when placing them in a new context and via media* are all among the five frequent used strategies. These results are approximately the same within previous levels. However, only one strategy arose *learning idioms through visual aids*. According to Oxford (1990), it belongs to the memory category. It involves relating a new idiom in memory by using images, pictures, drawings or mental representation. There is one possible reason behind this. M2 through their years of study learned to develop their visual skill that facilitated them the understanding and the learning of idioms. However, this result contradicts Schmitt (1997), who found that the learners using imagery is considered to be among the least useful strategies in large-scale investigation.

3.5 Discussion of the Syntheses of the Common Strategies used among the Different Levels

Table (16) showed that there are many common strategies used among the levels. This section answered the research question ‘What are the learning strategies that are most frequently used by EFL learners from different levels to learn unknown idioms? and refuted

Chapter Four: Discussion of the Findings

the last hypothesis 'EFL learners use frequently cognitive strategies'. It seems that the participants favour using memory and social strategies over cognitive and compensation strategies in order to acquire new idiom expressions. Interestingly, translating into other languages appeared to be the only frequently used cognitive strategy among M1, and this correlates with Alhaysony (2017) who reported in his work that using translation was found to be as the fourth most frequently used strategy as well as the study made by Chamot, O'Malley, Kuper and Imprink-Hernandez(1989). Overall ,these results contradicts ,Jelena's(2011) study who found out that the most frequent strategies used in learning idioms were the cognitive strategies, while the least used ones were memory strategies. The results correlates with Pucelj(2018) who uncovered that the most important strategies used were inferring the meaning from context, frequent repetition and a combination of visualization and verbal information about the idiom in question. These happen to be categorized in memory strategies.

Conclusion

In this chapter, the results obtained from the questionnaire are discussed and interpreted in order to answer the research questions, and confirm or refute the hypotheses suggested in the general introduction. The results of the second section revealed that the majority of the students from different levels hold a positive attitude towards learning English idioms and are aware of their importance, confirming then the first, the second and the third hypotheses. In addition, the findings obtained from the last section showed that the participants among the different levels use different strategies to learn English idioms and that they prefer using memory and social strategies over cognitive and compensation strategies.

This dissertation has set out to investigate the students' attitude towards learning idioms and idiom learning strategies in the department of English at MMUTO. First, it explored the attitude of EFL learners towards learning idioms and their awareness of the importance of learning English idioms. This was investigated with regard to one comprehensive theory that is Gardner's (1985) theory of Attitude. Second, it identified the frequent strategies that M2, M1, L2 and L1 adopted for acquiring idiomatic expressions. This was conducted under Oxford's (1990) taxonomy of LLS.

For the sake of answering the advanced research questions and to confirm or refute the validity of our hypotheses of the study as it is suggested in the general introduction, a mixed method approach was adopted, by combining both qualitative and quantitative methods. The data was collected from one research instrument. A questionnaire was administered for each of the four levels M2, M1, L2 and L1. For the sake of analysing the quantitative data, SPSS and statistical method were used. As for the qualitative data, Qualitative Content Analysis was used to interpret the open-ended items. The questionnaire was administered randomly to forty(40) learners. Ten (10) participants from each level.

The discussion of the results of the questionnaire has provided answers to the research questions. It answered the first research question 'Do EFL learners from different levels have a positive attitude towards learning idioms?' and confirmed the first hypothesis 'EFL learners from different levels have a positive attitude towards learning idioms'. It also answered the second question 'Are the EFL learners from different levels aware of the importance of learning English idioms?' and confirmed the second hypothesis 'EFL learners from different levels are aware of the importance of English idioms'. In addition, it answered the third research question 'Do EFL learners' attitude differ according to their level of study?' and confirmed the third hypothesis 'EFL learners' attitude do not differ according to their level of

study' . As for the idiom learning strategies, the study answered the research question 'What are the learning strategies that are most frequently used by EFL learners from different levels to learn unknown idioms?' and refuted the fourth hypothesis 'EFL learners use frequently cognitive strategies'. Memory and Social strategies are the most frequently strategies used among the different participants. However only M1 use frequently cognitive strategies.

The limitations that we faced in our study were noticed. First, the sample of our investigation was of a small scale (40 students). Therefore, our findings cannot be generalized to the whole population. Secondly, because of time limitation and the sanitary conditions, we were restricted to used only one tool that is a questionnaire; indeed, we cannot generalize our results overall population.

Based on the research findings gathered from the questionnaire, the present study offers some pedagogical implications for students and the teachers as well as suggestions for further research. First, idioms are an important aspect of language learning. Thus, they should be taken into consideration by including them in the teaching process. Teachers may introduce their students to idioms and idiom learning strategies as well as providing them with activities to enhance their idioms learning process. The teachers should also clarify the meaning of the idioms to their students .He/she may use technologies like movies, YouTube videos and mages in order to motivate students and make them enjoy to learn idioms.

Learning idioms is of a great importance .It helps the learner to be communicatively competent and effective. This means that it will help him/her to reach proficiency in achieving fluency in the target language.

Our corpus is limited to the EFL learners in the department of English at MMTO. Thus, further studies may be conducted in the same issue in different setting by taking into consideration not only the level but also the gender, the age and the academic degree .

Furthermore, other research tool may be included like classroom observation and not only with learners but with teachers.

- Ababneh, S. (2016). Attitudes of Jordanina EFL Students towards Learning English Idioms. *International Journal of English Education*, 4(1), pp. 172-181.
- Ajzen, I., & Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behaviour*. Englewood Cliffs,NJ: Prentice-Hold.
- Alhyasoni,E.(2017). An investigation of Saudi EFL University Students' Attitudes towards the Translation of Google Translate. *An International Journal of English Language Education*, 5(01), p. 72.
- Al-kadi, A. (2015). Towards Idiomatic Competence of Yemeni EFL Undergraduates. 6(3), p. 513.
- Al-Mahmoud, M. (2012). *Saudi University Students' Towards the Use of Arabic and English :Implications for Language Planning*. Macquarie University , Australia.
- Al-Musawi, N. (2014). Strategic Use of Translation in Learning English as a Foreign Language(EFL) among Bahrain University Students.
- Baker, C. (1992). *Attitudes and Language*. Clevedon,England: Multilingual Matters.
- Baker, M. (1992). *In the Other Words :A Course Book on translation*. London: Routledge.
- Boers, F. (2008). Language Awareness :Understanding Idioms. *MED Magazine*, 1-4.
- Brown, J. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.
- Chamot,A.U.;O'Malley,J.M.;Kuper,L& Imprink-Hernandez ,M.V.(1989).*A Study of Learning Strategies in Foreign Language Instructions: First Year Report*. Washington, DC:InterAmerica Research Association.
- Characteris-Black, J. (2002). Second Language Figurative Profeciency :A comparative Study of Malay and English. *Applied Linguistics*, 23(1), pp. 104-133.

- Cohen, A. D. & Aphek, E. (1981). Easifying the Second Language Learning. *Studies in the Second Language Acquisition*, 3(2), pp. 221-236.
- Cooper, T. (1998). Teaching Idioms. *Foreign Language Annals*, 31(2), pp. 255-266.
- Cooper, T. (1999). Processing of Idiom by L2 Learners of English. *Teachers of English to Speakers of Other Languages*, 33(2), pp. 233-262.
- Dewaele, J., Witney, J., Saito, K., & Dewaele, L. (2018, November 1). Foreign language enjoyment and anxiety in the FL classroom: The effect of teacher and learner variables. 22(6), pp. 676-697.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: OUP.
- Fernando, C. (1996). *Idioms and Idiomacity*. Oxford: Oxford University Press.
- Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold.
- Gardner, R., & Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.
- Gardner, R. (1985). *Social Psychology and Second Language Learning: the Role of Attitudes and Motivation*. London: Edward Arnold LTD.
- Gibbs, R. (1993). *Process and Product in making Sense of Tropes, in Ordary*. Cambridge: Cambridge Univeristy Press.
- Goktepe, F. (2014). Attitudes and Motivation of Turkish Undergraduate EFL Students towards Learning English Language . *Studies in English Language Teaching*, 2(3).
- Gries, S. (2008). Phraseology and Linguistic Theory :A Brief Survey. In S. Granger, & F. Meunier (Eds.), *Phraseology ,an interdisciplinary prespective* ,pp. 3-25. Amsterdam, Philadelphia: John Benjamin.

- Hosseini, S., & Pourmandia, D. (2013). Language Learners' Attitudes and Beliefs :Brief Review of the Related Literature and Framework. *International Journal on New Trends in Education and Their Implications*, 4(4), pp. 63-74.
- Jabbari, J. (2014, June). the Relationship between EFL Learners' Language Learning Attitudes and Language Learning Strategies. *International Journal of Linguistics*, 6(3), p. 161.
- Jackendoff, R. (1997). *The Architecture of the Language Faculty*. Cambridge, Massachusetts: MIT Press.
- Kainulainen, T. (2006) *Understanding Idioms: A comparison of Finnish Third Grade Students of National Senior Secondary School and IB Diploma Programme*. A Pro Graduate Thesis in English. University of Jyväskylä.
- Kövecses, Z., & Szabo, P. (1996). Idioms: A View from Cognitive Semantics, Applied linguistics. *Applied Linguistics*, 17(3), pp. 326-355.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the Flesh: the Embodied Mind and its Challenge to Western Thought*. New York.
- Lontas, J. (2017, October). Why Teach Idioms? A challenge to the Profession. *Iranian Journal of Language Teaching Research*, 5(3), pp. 5-25.
- Liu, D. (2003, December). The Most Frequently Used Spoken American English Idioms: a corpus analysis and its implications. 37(4), pp. 671-700.
- Linden, E. van der (1993). *A Categorical, Computational Theory of Idioms*. Utrecht: LEI
- Malallah, S. (2005). English in an Arabic Environment : Current Attitudes to English among Kuwaiti University Students. *International Journal of Bilingual Education and Bilingualism*, 3(1), pp. 19-43.
- Mayring, P. (2014). Qualitative Content Analysis :Theoretical Foundation, Basic Procedures and Software Solution. *Basic Procedures and Software Solution*.

- Mc Arthur, T. (1998). *Consise Oxford Companion to the English Language*. Oxford: Oxford University Press.
- Mohd Sallehudin, A. (1994). Attitude towards English: A Survey of UKM Undergraduates. *Akademika*, 44, pp. 85-99. Récupéré sur Available online: http://www.ukm.my/penerbit/akademika/jakad_44-05-lock.pdf
- Moon, R. (1998). *Fixed Expressions and Idioms in Englis: A corpus Based Approach*. Oxford: Clarendon Press.
- Nolen-Hoeksema, S., Fredrickson, B., Loffus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's Introduction to Psychology*. UK: Cengage Learning EMEA.
- Ntoumanis, N. (2005). *A Step-by-Step Guide to SPSS for Sport and Exercise Studies*. Routledge, .
- Nunberg, G. (1978). *the Pragmatics of Reference*. Bloomington ,Indiana: Indiana Linguistic Club.
- Nyikos, M&Oxford, R.(1987).*Strategies for Foreign Language Learning and Second Language Acquisition* .Illinois University
- O'Malley,J,M ;Chamot,A.U; Stewner-Manzanares ,G. ,Kupper,L.&Russo,R.(1985) .Learning Strategies used by Beginners and Intermediate Students.Langue Learning,35(01),pp. 21-46.
- Oxford, R. (1990). *Language Learning Strategies:What Every Teacher Should Know*. Boston: Heinle and Heinle .
- Oxford, R., & Crookall,D. (1989). Reserach on Language Learning Strategies :Mthods ,Findigns, and Instructional Issues. *Modern Language Journal*, 73(4), pp. 404-419.
- Oxford, R. L., and Scarcellat. (1994). Second Language Vocabulary Learning Among Adults: State of the Art in Vocabulary Instruction. *Elsevier Science Ltd*. 22 (2): 231-243.
- Palmer, F. (1976). *Semantics*. CUP.

- Pavičić, T. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon: Multilingual Matters LTD.
- Pucelj, M. (2018). Attitudes towards idioms and idiom learning strategies
- Rubin, J. (1975). *What the good language learner can teach us*. (éd. 9). TESOL Quarterly.
- Sarnoff, I. (1970). *Social Attitude and the Resolution of Motivational Conflict*. Harmondsworth: Penguin.
- Seddi, A. (2017). *Attitude and Motivation towards the English Language Learning: A Case of Technical English Students at CTU-Tiaret Center*.CTU.
- Schmitt, N. (2004). *Formulaic Sequences* . Amsterdam: John Benjammamins.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University
- Shourouq, k., & Soltan, M. (2018). Letting the Cat Out of The Bag :EFL College Students' Attitude towards Learning English Idioms. *International Journal of Higher Education*, 7(1).
- Shu, D., Dingfang, Zhuang, & Zhiziang. (2008). *Modern foreign language Teaching:Theory, Practice and Method*. *Shanghai Foreign Language Education Press*, 1(1).
- Škrbić, J. (2011). *Strategies of Learning Idioms in English as a Foreign Language*. Osijek.
- Spencer, H. (1867). *First Principles*.
- Wasow,T., Sag,I., & Nunberg, G. (1983). *Idioms: An Interim Report*. CIPL.
- Wong, L., & Nunan,D. (2011). The Learning Styles and Startegies of Effective Language Learners. 39(2), pp. 144-163.
- Xiao, C. (2009, December). An Analysis of The Cultural Phenomena in English and Its Translation. *Asian Social Science*, 5(12), p. 142.

Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire. Your answers, as foreign learners of English are paramount for the validity of our current research, which investigates the ‘EFL Learners Attitude towards Learning English Idioms and Idiom Learning Strategies at MouloudMammeri University of Tizi-Ouzou’. The answers of the questionnaire will be totally anonymous and confidential. In the first section that investigates ‘Attitude towards English Idioms’, you are requested to choose only one answer. In the second section, which seeks the different strategies that learners use in learning new idioms, you are requested to read each statement carefully and tick the appropriate frequency of use of each strategy.

I General profile

1. What is your level of study?

a. L1

b. L2

c. M1

d. M2

2. Do you have background knowledge on idioms in general?

a. I do

b. I do not

3. If yes, how did you get the knowledge?

.....

.....

II EFL Learners' Attitude towards Learning English Idioms

1. Do you like learning English Idioms?
 - a. I do
 - b. I do not

2. Why would you like to learn English idioms?
 - a. For cultural reasons such as integrating and understanding the target culture
 - b. For practical reasons such as applying for a job and getting a degree reading technical material
 - c. Both

3. Do you believe that Idioms are important in learning the English language?
 - a. strongly agree
 - b. agree
 - c. neutral
 - d. disagree
 - e. strongly disagree

4. Do you think that mastering the English idioms help you to get in touch with the English culture?
 - d. Yes
 - e. No

5. Do you believe that using English Idioms is a necessity for achieving an effective communication?
 - a. Yes
 - b. No

6. Do you think that learning English idioms is beneficial for enhancing the listening skill?
 - a. Yes
 - b. No
7. Does learning English idioms help you in developing the speaking skill?
 - a. Yes
 - b. No
8. Do you believe that learning English Idioms should be integrated within the teaching process?
 - a. Yes, absolutely
 - b. No ,not at all
9. Are you satisfied with your current knowledge of Idioms?
 - a. Yes
 - b. No
10. Would you like to expand your knowledge of idioms?
 - a. Yes
 - b. No

III. Idiom Learning Strategies

I learn the English idioms:	Always	Often	sometimes	Rarely	Never
by rote learning (repeating and revising)					
By using the dictionary.					
By reading materials like books and newspapers.					
When watching English speaking movies and films					
when placing them in a context					
Better via media like TV channels and radios					
better when associating them with personal experiences					
By translating them into other languages.					
Through visual aids like images and pictures					
When cooperating with others through social media.					
by guessing through linguistic clues and non-linguistic clues					
When asking teachers for clarification					
By looking for their roots (etymology)					
Better in a communicative situation					

If others , specify:

.....

.....

.....

Thank you for your participation

