UNIVERSITETI I EVROPËS JUGLINDORE

УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА

SOUTH EAST EUROPEAN UNIVERSITY

The Effect of Context on Acquisition of Idioms by Albanian EFL Learners at University Level in Kosovo

Ndikimi i kontekstit në nxënien e idiomave nga studentët shqiptarë në nivel universitar që mësojnë anglishten si gjuhë të huaj në Kosovë

Tetovë, 2019

By

Mirsad Suhodolli

Thesis submitted to SEEU-Tetovo

For the degree of Doctor of Philosophy

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Declaration

I hereby declare that this thesis is composed by me and it is my original work. Also, it has not been presented or submitted elsewhere for any other degree, at any other university or alike.

Mirsad Suhodolli

Acknowledgements

Abstrakti në shqip

Idiomat jane grup fjalesh qe perdoren ne gjuhen e sotme angleze per te pasuruar te shprehurit e gjuhes angleze. Ky format i gjuhes ne Kosove (psh foljet frazeologjike) aplikohet ne arsimin e mesem te larte, dhe ate te larte universitar.

Sidoqoftë, idiomat janë një temë jo e shtjelluar mjaftueshëm në Kosovë dhe kjo paraqet një vështirësi për studentët shqiptarë që duan ta mësojnë gjuhën angleze. Idiomat, shprehjet dhe fjalitë me kuptim idiomatik hasen si në jetën e përditshme ashtu edhe në hapësirat universitare. Prandaj, nevoja për një hulumtim rreth idiomave në njërën anë dhe ndikimit të kontekstit në nxënien e idiomave nga studentët universitarë të cilët mësojnë anglishten si gjuhë të huaj nga ana tjetër është tejet e madhe.

Kypunimka per qellim të hulumtojë vështiresitë që mësuesit hasin në ligjerimin e idiomave në arsimin e lartë universitar dhe synon të hulumtoj metodologji te re te nxeniesdheaplikimit te tyrenearsimin e lartedhenepraktike.

Duke u bazuar në këtë nevojë, hulumtimi në fjalë do i qaset kësaj çështjeje nga një këndvështrim praktik dhe tenton jo vetëm të nxjerr në pah këto vështirësi por edhe të sugjeroj zgjidhje në mënyrë që studentët shqipëtarë të arrijnë ta mësojnë gjuhën në përgjithësi si dhe idiomat në veçanti më lehtë.

Abstract in English

Idioms are a group of words used in today's English in order to enrich English vocabulary. In Kosovo, this format of language (for instance, phrasal verbs), though insufficiently, is used in the high secondary education as well as higher education.

However, idioms are a topic which is not elaborated sufficiently in Kosovo and this poses a difficulty for the Albanian students who want to learn English. Idioms, idiomatic phrases and sentences are common in everyday life as well as in the university setting.

Therefore, the necessity to conduct a research on idioms on one hand and the effect of context on the acquisition of idioms by the university students who learn English as a foreign language on the other hand is high.
This study aims to investigate the difficulties that the teachers encounter in teaching idioms at university level and research new methodology in learning and using them at university level.

Based on this, the research in question is going to tackle this issue from a practical point of view and will try not only to reveal these difficulties but also suggest solutions for the Albanian students to manage to learn the language in general and idioms in particular more easily.

Апстракт на македонски

Идиомите се збирн а зборовишто се користат во денешниот англиски јазик за збогатување на изразот на англискиот јазик. Овој јазич е нформат во Косово (пр. Фразеолошки глаголи), иако недоволносе применува насредно, и високо образование.

Сепак, и диоми те се темакојане е доволноразработенавоКосово и ова претстав ува проблем за ученици те Албанци кои сакаат да учат англиски јазик. Идиоми и идиоматски фрази и реченици се среќаваат и восекој дневниот живот, како и во универзитетското опкружување.

 Затоа, потребата да се споведеи стражување на идиоми те оеднастрана и ефектот на контекст отнастекнување на идиоми те одстрана на студенти те кои го изучуваат англиски откако странски јазик од друга страна, е голем.

Овој труд има за цел да ги истражи тешкотиите со кои се соочуваат на ставниците при предавање на идиоми во високо образование, и има за цел да се споведеи стражување на нови методологи и напредавање и нивна примена во високото образование и во пракса.

Врзоснованаова, истражувањата во прашања ќе се справатсо о вапрашање од практиче наспект и ќе се обидатне само да гиоткријатовиетешкотии, туку и данај да трешени е за албанските ученици за дауспеват да гона учат јазик отвоопшто и особено идиомите полесно.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Speaking a language fluently takes a lot of time and effort depending on how much one is influenced by that language. The fact that English is an international language adds to the importance of learning it. However, language learning is made up of many tasks. One of the most difficult ones is learning idioms, which also includes building one's vocabulary. Zyzik points out that recently,

> there has been heightened awareness of the critical role of vocabulary in second language (L2) learning and teaching. Within this broad area of academic inquiry, there is also general consensus that the vocabulary of a given language is much more than a list of individual words (Zyzik, 2009, p.1).

It is important to note that learning vocabulary through context helps students understand and learn a second language faster. The context has a great effect on vocabulary learning, too. Various studies have put emphasis on the effect of context on the acquisition of vocabulary. "Unless context is taken into consideration, it may be difficult to make an accurate assessment on incidental vocabulary learning" (Webb, 2008, p.2). This means that by understanding the context in which a word or phrase is used the language learner can find it easier to understand the word.

Expanded and rich vocabulary helps people speak more fluently and more understandably. Indeed, it is one of the main goals of many people learning a foreign language worldwide and this study considers how this can be achieved. This study aims to tackle this issue in a practical way by exploring the issue on how Albanian EFL students acquire and learn idioms in a fast and easy way. This is where context is to be given utmost consideration as words and phrases, especially idioms, have different meanings in different contexts and languages. "What a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction" (Nagy, 1995, abstract part). There are many phrases which mean something in one language but mean something different in another language. This can also pose a big dilemma for interpreters and translators, too, as idioms cannot be translated literally. Rather, they are to be given meaning into another language based on the cultural aspects of the source language the idiom has been taken from.

For example, the proverb 'make hay while the sun shines' is translated into Albanian as *'hekuri rrihet sa është i nxehtë'*. If we translate the proverb above – which has an idiomatic meaning – literally, it would mean something totally different. Similarly, 'cut your coat according to your cloth' in Albanian means *'shtrij këmbët sa t'i mbërrin jorgani'*. That is why students need to be exposed to idioms as much as possible so that they can learn them easily. Using idioms in spoken and written language is far more important than just learning them as they can be forgotten easily. Questions arise such as, how can we make it possible for students to be exposed to idioms as much as possible? How can we make it clear to them that learning idioms is important? And, what is their importance in language learning?"

It is obvious that teaching idioms is a rather difficult area in the foreign language education but with a lot of effort it can be achieved. In order to achieve this goal, we should take into account many things. Firstly, we should think about the type of idiom we want to put emphasis on, be it direct or indirect. This is proven with the fact that idioms have various uses, one of which is to make people think in a certain way. Nevertheless, thinking about idioms helps people form a mental structure which will most probably help them use other ways to learn a language, in our case English as a Foreign Language. It is also worth pointing out the importance of learning idioms and all the language that has idiomatic use. Not only does it bring two cultures together but it also serves as a bridge to fill the language gap between Albanian and English. This will pave the way for students to learn English more easily. Language is used idiomatically in many areas, for instance in newspapers on a day-to-day basis. Therefore being able to understand it in different contexts is vitally important. Besides, idioms are largely used by native speakers. It is very difficult, if not impossible, to speak with native speakers without coming across idiomatic language. In spite of this, some phrases with idiomatic meaning like phrasal verbs are sometimes used literally and sometimes non-literally. Understanding them when used literally may help a non-native speaker create a picture of what has been said even when the language has been used non-literally. This leads to the need of understanding the context and finding ways to achieve this as being able to use idioms will help one sound better when speaking English.

1.2 Definitions of idioms

There are many definitions for idioms. Some researchers categorize idioms in the group of multi-word units; others define them as a group of words. According to Lewis (2000, p.50) idioms are expressions which don't allow or allow just a little change as they are relatively fixed. He adds that they are often

metaphorical. Some of the examples he takes are*: He put the cat among the pigeons; Don't count your chickens*. Not all idioms are as pictorial as these two examples". In this regard, Rodriguez and Winnberg (2013) claim that, "Researchers tend to use different words with similar definition, for example Wiktorsson (2002) *prefabs*, Grant and Nation (2006) *figurative* as well as Nation and Meara (2002), and Wiktorsson (2003) use the term *multi-word units*" (pp.7-8). Longman Dictionary of Contemporary English (2009, p.870) as cited in Rodriguez and Winnberg (2013, p.7) considers idioms group of words which have a special meaning. The meaning of idioms is different from the meaning of each word taken separately. They take examples of idioms, such as: *under the weather* which means *ill*.

Based on this, a unique feature of idioms is that the meaning of the idiom is not the sum of meanings of separate words it is made up of. Consequently, we cannot translate each of the words separately and guess the meaning of the whole idiom. The researchers in question also put emphasis on the reason for the use of idioms. They also claim that it is an indicator that a speaker is proficient. Rodriguez and Winnberg (2013, p.8) further claim that, "Idioms are an important part of acquiring a language and often indicate a proficient learner". So, using idioms widely makes language users sound more native.

As to the definition of idioms, in her study "Idioms and L2 learners: *The effect of L1, Transparency and Frequency on Idiom Comprehension by Finnish and Italian Learners of English*, Majuri (2014, p.10) underlines that, "The most often criterion to define idioms is that the meaning cannot be predicted from the literal meanings of the components involved."

Richards and Schmidt (2010, p. 267) define an idiom as: " an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts". Richard and Schmidt (2010, p.10) also give an example, "She washed her hands of the matter means 'She refused to have anything more to do with the matter".

So, researchers put all expressions, phrases or sentences that have figurative meanings in the group of idioms. However, they still prefer using idioms of different categories separately, for instance: non-compositional, partially compositional and fully compositional idioms. This helps for easier and better retention in memory.

Different researchers also use different terms for idioms. Thus, "an idiom is 'a number of words which, when taken together, have a different meaning from the individual meanings of each word" (Tran, 2011, p.5). Tran also mentions that due to their importance, the strategies for learning them should also be reviewed, thus," Given that idioms are of crucial importance for language learners to fully comprehend

and naturally produce the target language, it is necessary to review strategies that have been employed to learn as well as teach idioms" (Tran, 2011, p.7).

Rodriguez and Winnberg (2013, p.9) also give a definition for idioms stating that, "An idiom is a phrase that is commonly used within a given culture and understood to have meaning different from its literal meaning". According to this, idioms cannot be understood trying to translate the words that constitute them.

As it has been mentioned earlier herein, definitions of idioms vary. Apart from the above-cited researchers, Dabrowska also gives a clear definition and explanation of idioms. She considers the study of idioms problematic for the majority of linguists. In giving a definition for idioms, she refers to other researchers. She claims that, "In his book *Idiomatic Creativity*, Langlotz (2006) underscores that 'idioms are peculiar linguistic constructions that have raised many eyebrows in linguistics and often confuse newcomers to a language"(Langlotz 2006:1) as cited in Dabrowska (2018, p.7). She further gives the origin of the word *idiom* as, "the word idiom, dating back to 1565-1575, derives from Latin idioma 'special property," (Dabrowska, 2018, p.7). In addition to this, Dabrowska (2018, p.7) emphasizes that, "as defined by McArthur (1992:495) in *The Oxford Companion to the English Language, idiom* means a combination of words which have a figurative meaning owing to their common usage". The researcher in question gives many more definitions referring to other researchers and linguists. In this context, Dabrowska (2018, p.9) further defines an idiom as follows: "First of all, an idiom is conventionally defined as 'complex expression whose meaning cannot be derived from the meanings of its elements" (Weinreich 1969: 26). Another, but a longer, definition is also given by Willey (1939, p.221) as cited in Dabrowska (2018, pp.9-10).

> Idiom or idiomatic phrase (…) is a phrase the meaning of which cannot be deduced from its component parts. The following are examples of idiomatic phrases: *to bring about*(accomplish); *to bring to pass*; *to carry out*(make effective, accomplish); *to come by* (obtain); *to go hard with* (to be painful or harmful to); *to put up with* (tolerate, endure); *to set about* (begin).

In his book on idioms entitled *Idiom organizer,* Wright (2002, p. 6) writes about idioms putting emphasis on the feature of idioms. He further explains that an idiom is an expression which is fixed and it is recognized by native speakers. Wright goes further explaining that people cannot make up their own idioms but use the idioms that are in fact fixed. Most importantly, Wright claims that the language used in an idiom is metaphorical (non-literal).

1.3 Challenges (difficulties) in teaching and learning idioms in Kosovo and worldwide

One of the biggest challenges for English teachers in today's society is not merely teaching children some grammar but teaching them to communicate as well. Attaining a good level of English has become something most people want to achieve. However, learning to speak and write may be difficult. There are many reasons for this. Firstly, when speaking with native speakers of English, it can often be difficult to understand them. This lack of understanding could be because of well-known words or phrases being used but not conveying the first meaning the foreigner knows. This group of words could be idioms, the meanings of which pose one of the biggest difficulties for non-native speakers of English. Different contexts may add to this difficulty. The very same phrase or words can mean something else in a certain situation and the same one can mean something totally different in other situations. For instance, 'Look out! That dog is going to bite you.' In this case, the phrase 'Look out' means 'be careful'. However, if you say, 'Look out! It is raining' it is imperative to look out of the window. Secondly, when it comes to using English, in different situations we find it hard to make ourselves understandable enough to the native speakers. Therefore, taking these two and many other examples from our day-to-day need for using English into account, it becomes apparent that this study into idiom use is a necessary and valuable area of research.

Other researchers have also dealt with idioms and the difficulty in learning and teaching them. In one of her studies, when discussing the difficulty of teaching and learning idioms, reviewing Irujo (1986b: 236-238) Kainulainen (2006) has elaborated some reasons why second language learners find idioms so difficult. The greatest difficulty is that most idioms, in addition to their metaphorical meanings, have literal meaning, which makes it hard for foreign language learners to find out which meaning the idiom refers to, especially when the idiom is not known by the learner. Another problem is that students are not exposed enough to idioms. When native speakers communicate with second language speakers they use simplified language. Language learners get in touch with idioms in non-interactive situations which prevents them from getting any feedback on their own usage. Also, the correct use of idioms in appropriate situations poses difficulty, because idioms can be used only in certain forms and they do not tolerate much variation. As learners often try to turn to their native language when using idioms they often come out with wrong expressions. Last, Irujo mentions the lack of sufficient teaching materials which deal with idioms superficially. She thinks that it is the teacher's responsibility to provide exercises on idioms (Kainulainen, 2006, pp.27-28).

Taking the literal meaning of an idiom and phrases, or the misuse of a phrase might further lead to misunderstanding and miscommunication in a particular situation. Also, this misunderstanding of idioms and misinterpretation might happen due to lack of rich vocabulary in L2. Thus, Hinkel (2017, p.3) states that, "… L2 users may misinterpret non-literal meanings of words and phrases, as well as misuse them in various contexts-often due to limitations or shortfalls in their L2 vocabulary". Other researchers have also discussed the difficulty of teaching and learning idioms. One of the reasons they mention is that their meaning is unpredictable. So, Buckingham (2006) maintained "that their 'arbitrary', language-specific nature makes them difficult for learners to understand and acquire, and resistant to translation." (p. 1). According to Rizq (2015, p.8), "Idioms cause difficulties for English as Second Language (ESL) learners because their meanings are unpredictable" This shows how complicated their nature is, hence the necessity for such a study like this one. In other words, when it comes to communicating to native speakers of English, non-native speakers face difficulties, and one of the biggest reasons is the understanding and usage of idioms.

In his study, Zyzik discusses that native speakers may sometimes not even realize the figurative nature of the idiomatic language they use and this makes it very difficult to the non-native speakers of English to understand them, hence, "Native speakers use these expressions so frequently in everyday situations that they may not be aware of their figurative nature, unless they experience a communication breakdown with a nonnative speaker" (Zyzik, 2009, p.1). The reason for this is that they grow up using English which they have learnt naturally from their parents or at school. This gives a new insight into the ways to teach English in other countries where English is not a mother tongue, in our case in Kosovo. Of course, idioms are not taught at primary school separately, maybe just some phrasal verbs or common collocations are taught. Yet, finding a solution to this is not impossible. In fact it is easy with primary school pupils. But this thesis goes beyond this: teaching and using idioms at the university level. Teaching idioms adds a lot to this dilemma. This is because English idioms have not been studied sufficiently, if not at all, in Kosovo, which is what the thesis in question tries to put emphasis and shed light on. There are some other issues which, of course, have to be pointed out. One of them is the fact that, on one hand, after the war, in 1999 and 2000, a lot of non-governmental and international organizations came to Kosovo on monitoring missions. Some of organizations are: OSCE (Organization for Security and Cooperation in Europe), UNMIK (United Nations Mission in Kosovo) and so on. This is when the local people had a greater chance to speak with native speakers more than ever before. On the other hand, there are private courses and language centers where many Albanian students attend

classes in English. This thesis focuses on the use and teaching of idioms at university level and the study was carried out at AAB University English Department in Prishtina, Universum College in Prishtina and Ferizaj as well as Fehmi Agani Public University Philological Faculty English Department in Gjakova. Yet, not having been used a lot, idioms still pose a big problem to the teachers of English as well as students learning it. So, the thesis in question goes further by focusing on understanding, learning, teaching and using idioms from the context which plays a very important role in this regard. The thesis actually digs into the core of the reason why idioms are not used as much as needed as well as trying to teach/learn them at university level through context. The challenge, thus, lies on how to make idioms as easy to memorize and use by students as possible. In other words, through this thesis, efforts are put in order to find solutions so as to bring learning and acquiring of idioms as close as possible for longer and more proper use. This will consequently bring closer the two cultures: the target language culture and the Albanian culture so that the Albanian EFL students "feel" the language, thus become near-native speakers, if not native ones. The other challenge for Kosovo teachers/ professors is also on whether to teach idioms to the students as a separate subject or include them within a subject; for instance lexicology, etc. Another challenge and difficulty worth mentioning is that some idioms change or are used less frequently with the passage of time. In their book on idioms entitled *English idioms in use* McCarthy & O'Dell (2010, p.11) claim that, "Idioms frequently change in English". The researchers in question argue that some idioms last longer but some other idioms disappear quickly. This means that, there are idioms that last longer but there are also idioms that change very quickly. McCarthy and O'Dell (2010, p.11) further state that, "Therefore, some idioms that were popular fifty years ago may sound very old-fashioned and odd today". McCarthy and O'Dell (2010, p.11) give examples of idioms that have changed or are not used any longer. They give examples of idioms not used nowadays. For instance, they explain the idiom *as stiff/ straight as a ramrod* which according to them means *to sit or stand with a very straight and stiff back*. The book by McCarthy and O'Dell contains up-to-date idioms. McCarthy & O'Dell (2010, p.11), therefore, underline the fact that it is of great importance to be aware that one may sound unnatural when speaking or writing if he/she learns an idiom from an old novel.

Using idioms correctly is also another challenge. The reason for this is that they are fixed expressions and other words cannot be used in an idiom even though to someone else, this might sound correct. In the *Using idioms accurately* part of their book *English idioms in use* McCarthy and O'Dell (2010, p.17) also pay particular attention to this claiming that dealing with idioms is difficult the reason being that

they are fixed expressions and it is not possible to change them. However, they further argue that sometimes, they can be changed when deliberately playing with the language.

They further give examples, such as:

- You say that rising unemployment figures are just **the tip of the iceberg** [a small part of a much bigger problem], NOT the ~~top~~ of the iceberg.

- You say that the state is responsible for its citizens' welfare **from the cradle to the grave**[from birth to death], NOT from the cradle to ~~coffin~~.

- When, for instance, someone wants to talk about people that he/she does not know or does not think is important, he/she can say **every Tom, Dick and/ or Harry** could do that job, NOT every ~~Tom and Jerry~~!

- If someone pays for something himself, he/she pays for it out of his/her own pocket, NOT out of his/her own ~~wallet~~.

- If people are in a bad mood, you can say they are **like a bear with a sore head**, NOT like a bear with a sore ~~throat~~.

- When people remember the past nostalgically, they talk about **the good old days**, NOT the good old ~~time~~.

- If you want to say that something or someone will not exist any longer, you can say their **days are numbered**, NOT their days are ~~counted~~.

- To talk about limiting someone's freedom, you can use the idiom **to clip someone's wings**, NOT to ~~cut~~ someone's wings.(McCarthy & O'Dell, 2010, p.17).

1.4 Classification of idioms by researchers

Various researchers have paid attention to classifying idioms. They have done this after having studied idioms and all the words/ phrases that have similar or the same function. In her study on idioms *Teaching Idiomatic Expressions and Phrases: Insights and Techniques*, more specifically, in the *Classifications and Definitions* part, Hinkel (2017, pp.5-6) writes that that even though there is no single encompassing definition for idioms, idiomatic expressions, collocations or even phrases and lexicalized stems include,

- *Expressions that occur frequently or are culture specific with opaque meanings (e.g., cost an arm and a leg; call it a day; better late than never; or in this light…)*

- Collocations which means words that often occur together and where the components are flexible and variab*le (e.g., take place/ part/a test/ a break; ready to go/ start/close [verb]; easy to learn; give suggestion(s)/advice, receive a discount/ at a discount; hard-won success/victory/ hard-earned money)*

- *Phrases that are fixed and have well-defined meanings and phrasal verbs (e.g., break in/out/down/up/into; in the lurch; out of place; back door; price increase/ decrease; high/ low price; a full plate)*

- *expressions with figurative meanings(such as metaphors) (e.g., The world is my oyster; couch potato; heart of gold; heart of stone; melting pot; you are my sunshine; the more, the merrier; not on your life; stand out like a sore thumb)*

- pre-patterned speech and *conversational routine*s (e.g.,- *Excuse me, could you tell me where xxx is?*
  - *Up the stairs on your left*
  - *I am sorry I am late. – No problem/ No worries.*
  - *What a beautiful day! Finally, some sunshine. We've had a lot of rain lately*.)

- rigidly ordered and set phrases (in which components are fixed in a certain <u>order</u>) (e.g., *here we go; will that be all?; is there something else? By car/ train/ bus/; by mail; washing machine; table cloth; silver spoon; stay/ be out of sight; be at one's wits' end; ahead of time; what in the world*)

- proverbs (e.g., *two wrongs don't make a right; the squeaky wheel gets the grease; better late than never; no man is an island*)

- culturally- bound sayings (e.g., *a fish out of water; right as rain; count chickens before they hatch; not my cup of tea; the pen is mightier than the sword; Rome wasn't built in a day*) (Hinkel, 2017, pp.5-6)

It is worth mentioning that classification of idioms varies. Different researchers classify them differently. Glucksberg (2001, p.73) classifies idioms, into non-compositional, partially compositional, and fully compositional based on the dimension of compositionality. Jelcic (2014, p.2) claims that "… decomposability of an idiom is the extent to which the words comprising the idiomatic expression independently contribute to the figurative interpretation of the expression". This means that each of the words comprising an idiom contributes to the overall figurative meaning of the idiom as a whole. She

further bases her research on other researchers wherein she mentions other classifications of idioms. When classifying idioms Gibbs (1991:613-614) as cited in Jelcic (2014, p.2) mentions three groups of idioms: the first group he mentions is normally decomposable (e.g. lay down the law), the second group he mentions is abnormally decomposable (e.g. carry a torch) and the third group is nondecomposable idioms (e.g. beat around the bush).

According to Seidl and McMordie (1988) idioms take different forms and structures, an idiom can have a regular structure, an irregular or even a grammatically incorrect structure, and that most idioms belong to the second group (p. 13)

1. With irregular form, meaning clear (e.g., give someone to understand, do someone proud, do the dirty on someone)

2. With regular form, meaning unclear (e.g., have a bee in one's bonnet, cut no ice, bring the house down)

3. With irregular form but meaning unclear (e.g., be at large, go great guns, be at daggers dawn)

In classifying idioms, McCarthy and O'Dell (2010, p.9) claim that "Idioms are a type of formulaic language". According to them this type of language consists of fixed expressions which people learn and understand as units, not as individual words. They give the following examples:

Type of formulaic language	examples
Greetings and good wishes	Hi there! See you soon! Happy birthday!
Prepositional phrases	in a hurry, from time to time, at the moment,
Sayings, proverbs and quotations	It's a small world!
Compounds	car park, bus stop, home-made
Phrasal verbs	take off, look after, turn down
Collocations	blonde hair, deeply disappointed

(McCarthy & O'Dell, 2010, p.9)

Dabrowska also gives a classification of idioms according to a study conducted by Makkai (1972: 117) claiming that idioms can belong to either of the two areas of idiomacity: lexemic and sememic.

According to Dabrowska, the first area comprises expressions that have more than one word. Based on Makkai, Dabrowska mentions six types of lexemic idioms. Makkai (1972) as cited in Dabrowska (2018, p.21) "divides all *lexemic idioms* longer than one word and shorter than a sentence into six types…"

Types of lexemic idioms | Example | Meaning

(1) Phrasal verb idioms   *give in*to admit   to be defeated or not to be able to do sth: to agree to do sth against one's will

(2) Tournure idioms   *to fly off the handle*   suddenly and completely lose one's temper

(3) Irreversible binomial idioms   spick-and-span   very clean and tidy

(4) Phrasal compound idioms   *the White House*   the president of the U.S. and his official home of the president of the U.S.

(5) Incorporating verb Idioms   *to baby-sit*   to look after or mind somebody's children

(6) Pseudo-idioms   *kith and kin*   somebody's relatives

Types of lexemic idioms (Makkai 1972: 135-169) (as cited in Dabrowska, 2018, p.21)

In addition, in reference to Makkai, Dabrowska mentions the following types of sememic idioms. Apart from lexemic idioms, she gives examples and explanation about each of the idioms used. The following are nine types of sememic idioms:

Types of lexemic idioms | Example | Meaning

(1) First-base idioms   *Never to get to first base*   To fail to achieve the first state of significance in an activity, rendering future success unlikely.

(2) Idioms of institutionalized Politeness	*May I ask who's calling.*	Identify yourself?
(3) Idioms of Institutionalized Detachment or Indirectness	*It seems that….* *I can't seem to find my glasses.*	I'm unable to find my glasses (but I refuse to give up)
(4) Idioms of proposals encoded as questions	*How about a drink?*	I'm offering you a drink.
(5) Idioms of institutional Greetings	How do you do!	Greeting. Good day!
(6) Proverbial idioms with a moral	Curiosity killed the cat	One may pay clearly for one's curiosity.
(7) Familiar quotations as Idioms	A little more than kin, and less than kind (Hamlet I.ii.65)	
(8) Idiomacity in Institutionalized understatement	It wasn't too bad. It wasn't exactly my cup of tea	Approval. Displeasure.
(9) Idiomaity in Institucinalized	*As cold as a witch's tit*	Extremely cold.
Hyperbole	*He won't lift a Finger.*	He is very idle.

Types of sememic idioms (Makkai 1972:172-179) as cited in Dabrowska, (2018, p.21)

Dabrowska gives an explanation of each class of the idioms. Class 1 for instance is said to carry literal meaning apart from its idiomatic meanings. Class 2 Tourmure idioms are in fact expressions with which people identify idioms. *Kick the bucket* is such an example and it means '*to die*. Class 3 contains idioms with fixed order. This means that the order of the words cannot be reversed. Class four contains compounds and they first have to be recognized from their specific meanings. They actually denote an object, in our example "White House". In the fifth class, the first element can be a noun but it can also be an adjective added to a verb. Makkai (1972, p. 340) as cited in Dabrowska (2018, p.22) states that the sixth class contains "a cranberry morph as a constituent, e.g. hither and yon 'in many different directions or places; here and there, 'kit and crocodile 'the whole lot; everything, 'tit for tat 'an action of revenge"

The second group of idioms classified by Dabrowska, of course in regard to Makai's study is as follows: the first class has cultural background. The second class contains polite forms idioms. The third class traditional forms of speech. The fourth class contains idioms that indicate misunderstanding. The fifth class contains items which are unchangeable lexically.

Other researchers classify idioms into other categories. Based on Moon's study (1998: 20-23), as cited in Stamenkoska (2017, pp.2-3), for instance, classifies idioms into the following categories:

- Transparent metaphors, i.e. idioms whose meaning can be easily discovered because the image they evoke in the reader/ interlocutor is a literal one.

e.g. to feel like a fish out of water, to swim with sharks

- Semi-transparent metaphors are idioms where the link between the literal and the figurative meaning is not very straightforward.

e.g. to throw in the towel, break the ice.

- Opaque metaphors or idioms whose meaning cannot be interpreted without knowing the etymology.

e.g. to spill the beans, to kick the bucket.

Kövecses (2010, p. 231) as cited in Kovacs (2016, p. 88) considers idioms as a class of linguistic expressions which involves metaphors (e.g., spill the beans), metonymies (e.g., throw up one's hands), pairs of words (e.g., cats and dogs), idioms with it (e.g., live it up), similes (e.g., as easy as pie), sayings (e.g., a bird in the hand is worth two in the bush), phrasal verbs (come up) for example in Christmas is coming up, grammatical idioms (e.g., let alone), and others.

He points out that a Cognitive Linguistic View of Idioms should be taken because

Classification of idioms is an important issue because the existence of different types of idioms entails the differences regarding the ways they are understood and learned. Teacher should pay attention to these differences and in introduce various learning strategies to students in class. As S. Irujo (1993, p.217) underlines the fact that helping students learn strategies for dealing with figurative language helps them understand and use the semantic transparency of idioms.

1.5 Objectives of the study

The main objective of this study is to find out more on what the effect of context on acquisition of idioms by Albanian EFL learners at university level is. The study was carried out with the first and the second year students at the AAB University English Department in Prishtina and Universum College in Prishtina and Ferizaj as well as with the fourth year students at Fehmi Agani Public University English Department in Gjakova. Besides, this study puts emphasis on the possible new methods on teaching idioms and makes it possible to the EFL students of the English Department of the aforesaid universities to use them properly and as widely as possible. Another objective is to find out if it is more appropriate to include teaching of idioms within another subject being taught at the English faculty (department) or teach them as a separate module.

1.6 Purpose of the study

The main purpose of this research is to explain the effect of context on the acquisition of idioms by the Albanian EFL learners at university level as well as to find easier ways for students to learn and acquire them. This will help students to understand better the language and its culture. The reason for this is that idioms are a field not properly studied hence there is the difficulty in learning/ teaching them in Kosovo universities especially in English departments where the students are expected to master the English language. Through this study certain elements have been tackled with regards to teaching idioms and using idioms by the students at university level. Firstly, it will raise the awareness of teachers and/ or course book writers on idioms and the contemporary trends in teaching them to students. This will probably boost them cooperate with university professors in producing more advanced books in teaching English in general, too. Secondly, this will give a new incentive and boost on the ways students acquire idioms and English in general by facilitating it. It will also help professors in finding ways to teach them

effectively by exploiting the context, by introducing effective vocabulary learning strategies, by designing idiom related activities and by tackling the cultural aspects of both languages: Albanian and English. This, however, does not mean that the study in question will be able to cover everything, but it will make way for other researchers to continue researching this area. Through this study, there is hope to pave the way for the new generations to master English faster.

This research has achieved its purpose/objective by gathering and analyzing information and data from:

- Questionnaires filled by a large number of students and professors.
- Different tests such as; pre-test and post-test.
- Classroom observation
- Interviewing students as well as professors and focus groups
- Reviewing and referring to relevant research on idioms

1.7 Research questions

The objectives of the research are to measure the degree to which Albanian EFL students of AAB University English Department, Universum College in Prishtina and Ferizaj as well as Fehmi Agani Public University in Gjakova, Faculty of Philology English Department, understand idioms from the context and if understanding the context will help them understand and learn idioms better. The following questions are going to be answered through this research:

1. Will understanding of the context help Albanian EFL learners at university level learn idioms and English in general more easily?
2. **Should** we consider discovering new methods and approaches to teach idioms to university level students or are the existing ones good enough?
3. **What** are the teachers' opinions towards the teaching of idioms, and should idioms be taught as a separate module of English?

1.8 Research Hypotheses

The following research hypotheses are formulated:

H1. Understanding the context will help the Albanian EFL learners understand idioms better and faster.

H2. There should be new methods to teaching English idioms to Albanian EFL learners.

H3.The introduction of new methods to teaching English idioms leads to better acquisition of idioms in particular and vocabulary in general.

H4. Focusing on teaching idioms leads to students knowing a great number of them which will help Albanian learners become near - native speakers and writers of English and enhance their comprehension.

1.9 Conclusion

This chapter concludes with the presumption that teaching idioms and all the words/phrases that have idiomatic and/ or figurative meaning to the students is one of the most challenging jobs for of EFL professors at university level. This makes it clear that if there are no proper methods techniques for teaching them, then the whole process becomes very difficult, if not impossible. It tries to shed light on the necessity of teaching idioms to university level students and encouraging students to use idioms as much as possible in both spoken and written language. This will further lead to better and easier communication with the native speakers of English. Therefore, this study will probably offer English professors working at the university level an insight into teaching idioms to the students through context and providing opportunities for students to use idioms. Finally, in this part of the study clarifications are given on how to build students' confidence when speaking with the native speakers.

Thesis Organization

This study consists of six chapters. A brief summary of the content is as follows:

Chapter One: Introduction

The introduction part provides the overall overview of the study with some clarifications on the idioms and the significance of teaching them at university level. It gives some reasons as to why teaching them through context is necessary appertaining to the other researchers' studies. It also provides the objectives, research questions and the hypotheses that will guide the whole research

Chapter Two: Review of Literature

This chapter provides a theoretical background on the previous as well as more recent studies on the effect of context on the acquisition of idioms. It starts with the earlier studies and continues with more recent ones trying to focus on and put emphasis on the use of idioms by university students. Attention has been paid to the methods/ approaches different researchers use to teach their students so as to interrelate their studies with the study in question.

Chapter Three: Research methodology

The purpose of this chapter is to explain the research strategy that has been used in order to study the effect of context on the acquisition of idioms by Albanian EFL learners at university level in Kosovo. This chapter also contains some explanation of how and why the data were gathered, the strategies used to ensure the validity of the data and what analysis of the data and applications used while conducting this study. Proper applications and methods have been used in gathering the data in order to eliminate errors and/or controversies. During the study qualitative and quantitative methods have been employed, which include pre-test, questionnaires, observations, interviews, focus groups and post-test.

The first instruments for collecting data or results were be questionnaires and interviews followed by pre- tests. They were used to measure the actual knowledge of the idioms that the students have as well as to find out how much they could understand out of the context before any other steps were undertaken and then decide on what intervention to follow.

The second instrument included observation. During this period, students were observed on how they acquire English language in general and if idioms are used in the classroom (lecture hall) then how they acquire idioms more easily and better. Moreover, professors were observed on the methodology they use

to teach English, if they use idioms and how they teach them to their students. Notes were taken for a later reference. This to some extent provided a solid basis for the later stages of the study on how they understand and learn idioms and consequently the language more easily and better. The observation was carried out with different professors teaching different subjects.

The third tool was the interview with focus groups. There were focus groups from each university. The focus groups consisted of 8 students.

The fourth tool was post-test. In the post-test, there were idioms that have been used in the pre-test and other idioms but they were used in context so as to see the effect of context on acquisition of idioms by the students. Tables, charts, and figures were included in the research thesis.

Chapter Four: Data analysis

This chapter is going to present the findings and results from the study. The results are shown in the form of tables/ charts or figures as well and explanation is given additionally. Finally, the results obtained at the end of the study are compared to the evaluation made at the very beginning of the study to see if there are any discrepancies.

Chapter Five: Discussion

In this chapter, the main issues regarding idioms and the effect of context on acquisition of idioms by the Albanian students at university level are discussed. The issues have been discussed from the students' as well as the professors' point of view. Furthermore, some other points regarding acquisition of idioms by the students having the results into account are also to be discussed.

Chapter six: Conclusions and recommendations

This chapter summarizes the whole study and includes methods and results obtained. It also includes suggestions for any further study on this field. Besides, this chapter presents some suggestions which will pave the way for the other researchers who wish to continue their research in this field.

Chapter seven: Limitations

This chapter is going to present the difficulties the researcher has gone through throughout the thesis (study) as well as give recommendations to the best of the researcher's knowledge. In this part, recommendations are also going to be given regarding the possible ways students acquire idioms more easily. This part might also give new insight into teaching idioms by the professors as well as suggestions on what year of university idioms are to be taught and if they are to be taught within any other subject for instance lexicology or be taught as a separate module.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter gives an overview of what other researchers have written about idioms and the effect of context on the acquisition of idioms by students. It will start with the earlier studies and go on to more recent ones. It also elaborates researchers' theoretical part as well as their findings. In this regards, it pays particular attention to what other researchers have written about the way students acquire idioms and everything idiomatic. This is interrelated with teaching. In this respect, some of the methodologies for teaching idiomatic language to students studied by different researchers were also included in this part. This part also puts emphasis on the importance as well as the effect of context on acquisition of idioms by EFL students/ learners.

Teaching in general and teaching English in particular is a noble job. Teaching English as a foreign language includes the four language skills, vocabulary, grammar and culture. It is a rather challenging and difficult job. As language teachers, we face different situations which pose a big problem not only for us but for the students, too. It is a big reason the teachers strive their best to find solutions to these problems. Finding solutions to such problems doesn't seem easy at all as there has to be a number of methods for a greater success. These methods are to be based upon what not only seems but is certainly more beneficial to the students within a particular time period. With regards to foreign language teaching, vocabulary learning is of great importance. Students cannot be able to understand or express themselves if they do not know the meaning of words. As Lewis (1993) argued, "lexis is the core or heart of language" (p. 89). Idioms make up the most difficult part of learning vocabulary and that is why there has been a lot of research worldwide. This is not the case in Kosovo as there hasn't been a lot of research in this field. A research on teaching and learning idioms has been carried out in Macedonia by Ejupi, an Albanian researcher in her PhD thesis entitled *Procesi i mesimdhenies se idiomave ne gjuhen angleze ne shkollat e mesme ne Maqedoni dhe pershtatja e tyre ne gjuhen shqipe* (in English *The process of teaching English idioms in the secondary schools in Macedonia and their adaption in the Albanian language*) from the University of Tirana, Albania. (Ejupi, 2016)

Some of the exercises the researchers used to study the way students acquire idioms were also included. There is also clarification about the culture and its effect on acquisition of idioms by the EFL students which adds to the importance of this thesis the reason being that culture is a highly important issue in learning a language in general and idioms in particular. This shows how important and necessary a study like this one is.

2.2 The importance of idioms in written and spoken language

Learning how to speak English better is one of the skills students desperately want to achieve. Some researchers have paid particular attention to this. Hinkel (2017, p.50) claims that, "Learning how to understand and produce spoken language means being able to understand how language components combine and interact to produce meaning and discourse (Nattinger & DeCarrico, 1992) ". Researchers like Hinkel pay particular attention to the way words combine, to the vocabulary, phrases and such constructions hence, "L2 learners need to become skilled users of vocabulary, phrases, and syntactic constructions." (Hinkel, 2017, p.50). In order to achieve this, students should be fully exposed to the foreign language and to its figurative use both in oral communication as well as in the written form. This will undoubtedly help in memorizing idioms faster and for a longer period of time. Hinkel points this out claiming that, "By and large, phrases, expressions, and collocations are learned by hearing them being used frequently enough by other speakers or by reading them in various written texts" (Hinkel, 2017, p. 47). It is vitally important to note that idioms are most often acquired without much effort especially by native speakers thus providing the non-native speakers with such an environment would be ideal to enhance faster mastery of idioms. According to this researcher, we encounter idioms every day be it in spoken or written.

Since a very long time ago, researchers have tackled the issue of the importance of idioms in spoken language (communication). According to Hinkel (2017, p.51) points out that, "In idiom classifications going as far back as the 1920s, various sets of recurrent and conventionalized phrases are typically classified by their communicative functions, such as, greetings, requests, apologies, or invitations"

Idioms enrich language as they add concise precision that alternative wording doesn't have. They also foster speakers' creativity because they help language users express the exact same idea in a more efficient and creative way. "In addition, spoken routines and idiomatic sequences can be utilized in a great number of functional contexts and for a practically unlimited variety of communicative and social purposes" (Swan, 2006; Ur, 2014) as cited in Hinkel (2017, p.51). Language

users must not only be able to use idiomatic expressions correctly in their conversation, but they must also identify the aim of the conversation. Accordingly, learning idiomatic expressions widely used in conversations requires repeated practice and continuous exposure to the target language.

Researchers have also paid due attention to the importance of idioms, and all figurative language in writing as well. L2 learners do not only need to develop general-level abilities related to the processing and production of their L2, but they are also frequently required to develop genre- and register-specific skills. These are learned skills even for L1 users as Hinkel (2017, p.52) underlines that, "In the production of written academic prose, using conventionalized expressions and portions of sentences". They also claim that this is not a language skill for L1 users and writers. This is a more difficult task for L2 writers as research shows. According to Hinkel (2017, p.52), a lot of evidence proves that L2 academic writers have a big difficulty becoming proficient users of idioms and institutionalized phrases. They further argue that without these phrases formal written prose cannot be produced.

Idioms are used very frequently both in spoken and written. It is especially for this reason they are so important. Generally speaking, students try to avoid using English idioms due to the difficulty of using them (the idioms). Nevertheless, their value cannot be undermined. On the contrary, they are valuable to students of different levels, thus, "Due to their frequency in both spoken and written language, idiomatic formulas and repeated word-combinations can be of great value to learners at practically any level of proficiency (Aijmer, 1996; Nation & Webb, 2011) as cited in Hinkel (2017, p.53).

Quite apart from this, idioms appear in magazines and other written materials. It is easy for native speakers to understand them but they pose a problem for non native speakers. There have to be ways to understand these idioms effortlessly when seen in written texts or when used during communication. In fact, idioms are used very frequently in spoken and written. Lundblom and Woods (2012, p.203) as cited in Rodriguez and Winnberg (2013, p.12) write that idioms 'appear in conversation, print (magazines and newspapers), and media (movies, radio and television' (p.203)". Also, Cooper (1998) as cited in Rodriguez and Winnberg (2013, p.12) further explains that when a viewer sees or hears idiom on TV shows, for him/ her to even understand the plot, he/she needs to be able to understand the idioms used. This means that understanding idioms is vitally important not only in academic setting but in our everyday life, too, knowing that people in general and students in particular come across idioms in different ways. The more they are influenced by the figurative language the better they will learn it and,

of course, acquire it. It is, thus, important to find ways to make this process happen in the university setting, too.

When it comes to the importance of idioms for students then this will have to be explained a little bit more in detail. Idioms are used in the textbooks be it at university level or at lower levels. Put differently, they are used in the lecture halls (classrooms) so helping students comprehend them will facilitate the teaching/ learning process as a whole. It is almost impossible not to come across idiomatic language in a language class, for example; phrasal verbs, which sometimes seem easy to comprehend because of having literal meaning in a particular context. Anyhow, the very same phrasal verbs may have figurative (non-literal) meaning in some other contexts which may impede the whole teaching/ learning process causing confusion, thus," D'Angelo Bromley (1984), as cited in Rodriguez & Winnberg, (2013, p.12).writes that idioms "add confusion and difficulty to the learning of language' (p.272)" Lundblom and Woods (2012) further explain that idioms 'occur frequently in classroom language".

Despite being a difficult part of language, idioms have long been studied by numerous researchers. They have tried their best to shed light on the importance of idioms in learning a language and the difficulty of understanding them. They might have looked at them from different angles but there is one thing in common: the necessity of learning them by the students and the need of teaching them using different methods/ approaches. This is where a teacher's skills on one hand and a deeper study on this issue, on the other hand, come into play. Researchers have also paid due attention to memorizing idioms according to their structure. Some of the researchers were based on the discrepancy of the figurative and literal meaning.

> Traditionally, idioms have been described as long words that syntactically and semantically behave as lexical entities. Consider the idiomatic expressions *kick the bucket*. The literal meaning of the expression is to strike a bucket with one's foot has no obvious semantic overlap with the figurative meaning of the expression *to die suddenly*. This noncompositional definition of idioms has been proposed by linguists like Chomsky (1980) and Fraser (1970), and psycholinguists like Bobrow and Bell (1973) and Titone (1999) (Fotovanija & Khaki, 2012, pp. 272-273).

In fact, relying on most of the researchers, idioms are a bridge to a deeper understanding of a language by decoding cultural aspects of a particular nation. Decoding of cultural aspects of a particular nation is

vitally important. This can be best seen when it comes to translating idioms and all the language that is idiomatic (figurative). According to Goshkheteliany & Megrelidze, (2013, p.2)

> Idioms are highly interactive terms. They are firmly assimilated in various languages and have become part of the whole of these cultures. The main difficulty is whether an idiom is appropriate in the given context when a non-native speaker tries to translate an idiom from his native language into English.

This means that in being part of a society, each individual plays an important role in building the specific culture and communication by using figurative language to convey messages. There is still a dilemma: why do people have to use figurative language (idioms) when they can use words/ phrases that are much easier to understand. This is another issue this thesis (study) puts emphasis on. Not only in Kosovo but in other neighboring countries such as North Macedonia people use different phrases/ words that have figurative meaning and they could have used other words. In her PhD thesis entitled *Procesi i mesimdhenies se idiomave ne gjuhen angleze ne shkollat e mesme ne Maqedoni dhe pershtatja e tyre ne gjuhen shqipe* (in English *The process of teaching English idioms in the secondary schools in Macedonia and their adaption in the Albanian language*) Ejupi states that,

> It is well-known that word per word translation of idioms from one language into another is not possible because the real meaning of the idiomatic expression is lost or it can be confused and a wrong message be conveyed which causes misunderstanding between different cultures (Ejupi, 2016, p.57)

Idioms have also been considered important when it comes to language proficiency, too. It is this reason some of the researchers have considered idioms as an important part of English language and started conducting research about idioms. In his paper *Using Ready-Made Materials for Teaching Idioms* Tran has studied idioms and claims that, "Idioms have long been regarded as one of the important aspects of language proficiency" (Tran, 2011, p2). He also mentioned the fact that having more knowledge about idioms helps students learn another language, thus, "Familiarity with the idioms commonly used in everyday language 'can be a great asset to learners in acquiring a new language '(Celce-Murcia & Larsen-Freeman, 1999, p.39) (as cited in Tran, 2011, p.3).

Furthermore, the more idioms one knows the more easily he/she will understand native speakers of English in different contexts. Idioms sometimes express context that cannot be conveyed literally. This also means that knowing a greater number of idioms/ idiomatic expressions helps English speakers

around the world become near-native speakers of English. Yet, in order to achieve this level of proficiency, there should be ways for students to acquire them more quickly. Another reason is that idioms are culturally-bound. As Rizq (2015, p.8) writes "idioms are deeply rooted in the culture of the target language" He also adds that behind idioms, there are themes, morals and stories, therefore, L2 learners have no chance to learn and read about them.

Knowing a great number of idioms is vitally important for many other reasons. Some researchers have emphasized the importance of knowing and using idioms. McCarthy and O'Dell (2010, p.8) mention the following reasons the idioms are used for:

- For emphasis, e.g. The singer's second album **sank like a stone.** [failed completely].
- To agree with a previous speaker, e.g.

  A: Did you notice how Lisa started listening after you said her name?

  B: Yes, that really made her **prick** her **ears up**. [start listening carefully].
- To comment on people, e.g. Did you hear that Tom was invited for dinner with the prime minister? He's certainly **gone up in the world!** [has more money-than before or a better social position].
- To comment on a situation, e.g. The new minister wants to **knock the economy into shape**. This means *to take action to get something into a good condition*.
- To make an anecdote more interesting, e.g. This was another disaster today, a sort of **domino effect**. [usually, when something bad happens and causes a series of other things to happen].
- To catch the reader's eye. Idioms, in particular those with strong images- are often used in headlines, advertising slogans and play with the idiom or make a pun (a joke involving a play on words) to create a special effect. An example is: a *debt of dishonor* instead of the usual **debt of honour**. [a debt that you don't owe someone for financial reasons, rather for moral].
- To imply the membership of a particular group, for example, the surfers **drop in** on someone. This means to get on a wave another surfer is already on.

They further claim that this kind of idioms is outside the focus of their book and further explain the importance of idioms mentioning where some of the idioms can be found. According to McCarthy and

O'Dell (2010, p.8) "You will see and hear idioms on all sorts of speaking and writing". According to them, they are used in everyday conversation and in popular journalism. The above cited researchers also emphasize that idioms are used in many facets of life and that is why they are so important in spoken and written language. The researchers also reiterate that idioms are used in formal and non-formal context. According to McCarthy and O'Dell (2010, p.8), idioms **are employed in additional** formal contexts, such as lectures, academic essays and business reports, e.g. It is hoped the **laws can** open the door **to raised** management.[let something new start]

The researchers in question go further putting emphasis on the importance of idioms. They mention conversational fixed expressions to prove it all. McCarthy and O'Dell (2010, p.23) give the following examples:

- If you do not want to discuss anything further, you can say'That's it! End of (story)!'

- When you think that someone is telling you about things that are very personal and you do not want to hear about, you can stop them by saying 'Too much information!'.

- If a friend starts talking about a subject you do not want to discuss, you could respond 'Don't even go there!

There are other researchers who have also written about the importance of idioms and the fact that they are very common. Wright, for instance, is another researcher who deals with idioms and metaphors. In his book *Idiom organizer* he explains the importance of idioms and metaphors. He gives high importance to idioms and metaphors as, in most of the cases, they have non-literal meaning. Notwithstanding this, idioms are used in our everyday life and it is almost impossible to avoid idioms be it on newspapers, movies, news or when getting in touch with native speakers of English. In the *Why are idioms and metaphors so important?* part he mentions three reasons why learning idioms and metaphors is important.

The first reason he mentions is that idioms are very common," First, they are important because they are very common" (Wright, 2002, p.9). He even explains it deeper by claiming that it is not possible for someone to speak English without meeting idiomatic language. He also claims that we cannot leave learning idioms until we reach an advanced level. According to him, English of native speakers is all idiomatic.

The second reason Wright (2002, p.9) mentions is that the metaphorical use of a word is much more common that its literal use. He further gives explanation on the frequency of metaphorical use of idioms as compared to their literal use.

> For example, we know that farmers plough their fields, but you can plough through a long novel or report: plough money into a business: profits can be ploughed back into a company: a lorry can plough into a row of parked cars. (Wright, 2002, p.9)

However, he doesn't claim leaving aside the literal meaning of idioms. According to him, sometimes the literal meaning of an idiom helps us create an image and it makes other meanings easier to understand. In this context, "Often, the literal meaning creates a picture in your mind and this picture makes the other meanings easier to understand" (Wright, 2002, p.9)

The third reason he mentions is that, according to him, idiomatic language is sometimes fun to learn and it makes the language more colorful. This helps in learning the language in general more easily the reason being that the more interesting things you have at your disposal when learning the easier it will be to learn. According to Wright (2002, p.9) "Because there is so much to learn, anything which helps you to remember things is important". He supports this by writing that there is more chance to remember a language if it is more interesting and colorful.

2.3. The effect of context in teaching and learning idioms

Studies on idiom comprehension focus on three main factors: familiarity, semantic transparency, and context.

2.3.1 Familiarity

Idiom familiarity is the frequency an idiom is encountered in a language. For example, *have a soft spot*, is a high-familiarity idiom which is used very often in the English language, but *take a powder* is a low-familiarity idiom which is used rarely (Nippold & Taylor, 2002). Research has shown that familiar idioms are processed quicker and more accurately than unfamiliar ones. (Schweigert, W. A. (1986), Nippold and Taylor (1995)

2.3.2 Transparency

Transparency is concerned with the relation between the literal and figurative meanings of an idiom. In transparent or clear idioms, the literal and figurative meanings are closely related. For example, in the phrase *go by the book*, the figurative meaning is to follow the directions exactly – is closely related to the literal meaning, whereas in *keep your shirt on* the figurative meaning –remain calm – is unrelated to the literal meaning –to continue wearing one's shirt.

2.3.3 Context

The third major issue influencing idiom comprehension is context. Idiomatic expressions are understood in relation to the context in which they are used. "The skills used to understand language in context are thought to be important for the development of idiom understanding (Levorato & Cacciari, 1995)" as cited in Hassasskhah and Khoshhal (2017, p.85). Context helps in providing individuals with the information needed to decide whether the idiom should be interpreted literally or figuratively (Holsinger, 2013).

There is a lot of research on the context and its influence on vocabulary acquisition. There are many definitions, too. According to Nunan (1993, pp. 7-8) as cited in Illes (2001, p.18) context relates to the situation which gives rise to the discourse, within which the discourse is embedded. He mentions two types of contexts: the linguistic context and the non-linguistic context, thus, referring to the first type of context, he claims that it is the type of language that surrounds a part of discourse being analyzed. As for the non-linguistic context, he claims that it includes:

> the type of communicative event (for example, joke, story, lecture, greeting, conversation); the topic; the purpose of the event; the setting, including location, time of day, season of year and physical aspects of the situation (for example, size of room, arrangement of furniture); the participants and the relationships between them; and the background knowledge and assumptions underlying the communicative event. (Nunan, 1993, pp.7-8) as cited in Illes (2001, p.19).

Knowing the context and its role in understanding and acquiring vocabulary helps teachers in designing lessons in such a way that leads to effective learning. Regarding vocabulary acquisition Rapaport (2000, p.1) claims that contextual vocabulary acquisition is the deliberate and active acquisition of the meaning for a word from a text that inferred from the clues in a text or prior knowledge. According to him, this

includes the knowledge of a language and hypotheses which is developed from the previous encounters with the word.

Another definition is by Sperber & Wilson (1986:15-6) as cited in Illes (2001, p.17) who claims that, "A context is a psychological construct, a subset of the hearers' assumptions of the world. They further note that it is not the actual state of the world, that affect interpretation of an utterance but these assumptions. According to Mey (1993:10) as cited in Illes (2001, p.19),

> A context is *dynamic*, that is to say, it is an environment that is in steady development, prompted by the continuous interaction of the people engaged in language use, the users of language. Context is the quintessential pragmatic concept; it is by definition *proactive*, just as people are.

Teaching idioms is, of course, not easy nor is learning them by EFL students. However, if appropriate methods are applied, then teaching them to the students can be eased considerably. It is worth noting that bringing students as close as possible to the context the idioms have been taken from makes not only learning but acquiring them much easier, too. Like with other issues regarding idioms, researchers have also dealt with the effect of context on teaching and learning them. Researchers have used different methods to find out if a particular context helps students understand and consequently learn idioms faster and better.

In her research paper entitled *UNDERSTADING IDIOMS – A comparison of Finnish third grade students of national senior secondary school and IB Diploma Progra*mme, more particularly in the *Context* part, Kainulainen compares the results of her study with the results of another researcher Mantyla, thus, "The role of context compared to no context in idiom comprehension can be looked at when the results of the present study are compared to Mantyla's (2004) since the idioms used are the same ones and even some of the alternatives are alike"(Kainulainen, 2006,p.75). To show and compare these results she used the following idioms:

- Throw off balance, Pull forces, On edge, Have a chip on your shoulder
- Across the board ,Be in gear, Come to a head, Bring home, Give the green light
- The nooks and crannies ,Get the chop, Hedge your bets, With bated breath
- Lame duck, Vote with your feet, Ahead of the game ,Keep your head down
- Be home and dry, Smell a rat, Make noises,

Kainulainen compared her results with the Mantyla's. What she concluded was that, just as with Mantyla's results, the students had shown improvement on understanding the idioms used from the context. She might have used the same idioms as Mantyla did the reason being that she wanted to make sure and confirm if context plays a big role in understanding idioms. This is what she claims, "The context has clearly helped the understanding" (Kainulainen, 2006, p.76). Also, Kainulainen made this comparison with 20 idioms since both: Kainulainen and Mantyla have conducted their study with Finnish students hence the comparison. "Nevertheless, it should be remembered that this comparison was made on account of 20 idioms and the results might have been different if all 45 idioms that Mantyla used would have been tested here" (Kainulainen, 2006, p.77). It is also worth mentioning the fact that using idioms in an authentic context is of a great help be it in listening or in writing. "The comparison to Mantyla's (2004) study indicated that the presentation of idioms in an authentic context provided a great deal of help for the participants" (Kainulainen, 2006, p.78). Anyhow, because there are some things that can be guessed if there is a multiple choice option, Kainulainen doubts that some of the guesses could have been just because of this so she further suggested that the results could have been different, thus, "the results suggest that the effect of such aspects as context and alternatives in multiple choice tests should not be underestimated" (Kainulainen, 2006, p.77).

As to the importance and the effect of context on learning and teaching idioms, other researchers have also mentioned the contextual clues to play an amazingly important role. Hassasskhah & Khoshhal, (2017) consider contextual clues very useful for learners in comprehending idioms learners that are unknown. Zyzik (2009) as cited in Hassasskhah and Khoshhal (2017, p.85) underlines the fact that Cooper (1999) dealt with the strategies used by the L2 leaners for decoding the meanings of idioms from the context when one or two sentences were used. One of the strategies that were mostly used was guessing from context (which according to these researchers was the most successful one). Another strategy was discussing about and analyzing the idioms used and the usage of literal meaning. The correct interpretation on guessing from context was 57 % of cases.

They believe that teachers should develop students' skills in comprehending the language used in a particular context, thus, Levorato and Cacciari (1995) cited in Hassasskhah & Khoshhal (2017, p.85) write that the skills that are used in order to understand a language in context and process it are considered very important for understanding idioms. These researchers investigate the role of teaching idioms explicitly including both context dependent and context independent strategies. Thus, these researchers further argue that context is the first issue that is raised when learners come across idiomatic

expressions. So, strategies used by the students are very important in grasping the meaning of idioms through context. The researchers in question try to find this out through experimental group and they pay particular attention to which strategy the students have used the most. The following are some of the strategies that Hassasskhah and Khoshhal (2017, p.87) used in their study:

- Using dictionary
- Wise guessing
- Asking peers
- Asking the teacher
- Ignoring

There was still a problem. The ignoring strategy was used mostly by the students. This means that the students ignored the questions (tasks). According to Hassasskhah and Khoshhal (2017, p.87), "When a considerable number of students have chosen to ignore defining the idiomatic phrase it shows that the task was slightly higher than the level of students' proficiency". This further means that in trying to teach idioms to the students, apart from context, proficiency is also important. The reason for this is that when teaching idioms, as teachers, we should adapt the level of the idioms to teach to the students and the language level of the students we are going to teach. Apart from this, the strategy the students are going to use for learning idioms will most probably depend on the methods used to teach them. In this regards, Hassasskhah and Khoshhal mention explicit and implicit techniques of teaching idioms to the students. According to them, Idioms are a part of every language and learners have to be taught implicitly and explicitly the meaning of idioms and how to use them. (Hassasskhah & Khoshhal, 2017, p.91).

According to these researchers, Schmitt (2000) clarifies that explicit learning means the knowledge that is learnt directly leading to the desired knowledge. Hassasskhah and Khoshkal also give other explanations on explicit learning by referring to Brown (2007) who also gives clarifications on explicit learning claiming that explicit learning is a conscious awareness and intention to learn.

This means that in every language, idioms are inevitable be it in spoken or written at a certain time. In trying to teach idioms to the students, professors (teachers) need to consider learning and acquisition as processes. Simply put, they need to make their students not only learn but sometimes acquire idioms in particular and English in general, as well.

A Croatian researcher, Jelcic (2014) has also studied the effect of context on the acquisition of idioms. She has conducted the study taking some factors into consideration. Apart from context, she has also mentioned decomposability and age. Apart from this, she mentions the role that context plays in comprehending an idiom which, according to her, is irrefutable and ongoing research is not focused on whether it plays a role or not but to what extent. In her study entitled *Croatian EFL learners' comprehension of idiom use: Context, decomposability and age factors* more specifically in *The role of context* part Jelcic (2014, p.14) claims that,

> The role of context in idiom comprehension is irrefutable and ongoing research is no longer focused on whether context plays a role or not, but rather to what extent and whether other factors also play a role (for example, a viable research question would be if preschool children are better at comprehending transparent idioms in context or context-free environments).

It all means that context plays a big role in comprehending idioms and all the language that is idiomatic. Jelcic has put a lot of emphasis on age. What she claims implies that people of different ages understand idioms differently.

In one way or another, context serves as a connection between the meaning of idioms and the figurativeness of the idioms. This has been put forward by researchers as well. Funtek (2015, p.20) gives an explanation on this issue noting that, "When examining the comprehension of an idiomatic expression, one of the most important variables to reflect on is without doubt context". Funtek gives a deeper insight into the value of context in learning idioms. He further states that "It seems particularly important, mostly when one comes across ambiguous idiomatic expressions, to understand whether and in what way context interacts with other elements" (Funtek, 2015, p.20). Most importantly, he explains that the meanings of words used in a sentence interact at local as well as global level. Besides, "Colombo (1993) offers examples to further explain these terms" (as cited in Funtek, 2015, p.20):

1) The train ran through the country;
2) The scar ran through his face;
3) The business ran efficiently.

Funtek further explains the interaction between the words. He explains that the individual words must be combined locally in order to define the semantic domain where the context leads to understanding the word *run*. (Funtek, 2015, p.21). He further explains the word *run* by stating that the word has different meanings in the sentences above. He explains that in the first sentences, the word run is a concrete sense which contains physical and spatial movement, in the second sentence it contains an abstract sense and in the third sentence when talking about the global level, the meaning of each word must be integrated individually.

2.4 The origin of idioms according to Sridhar Maisa and Dr.T. Karunakaranand

Researchers have studied idioms for a long time: some researchers have studied their form, some others their importance on teaching and strategies of learning how to speak English while some others have studied their origin. In their study entitled *Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs* Karunakaran and Maisa, for instance, have conducted a study on the importance of idioms in teaching English. Apart from this, they have studied the origin of idioms. When it comes to the importance of idioms, they claim that, "Nattinger, De Carrico, (1992) cited in Tajali& Tehrani (2009), considers idioms as the most important subcategory of lexical phenomenon of formulaic language" (Karunakaran & Maisa, 2013, p.110). They further argue that" The argument here is that ability to use formulaic language (including idioms) appropriately is a key to native like fluency" (Karunakaran & Maisa, 2013, p.110.) They use the words "native like fluency" and this is one of the best parts which directly connects to the doctoral thesis being written about *The Effect of Context on Acquisition of Idioms by Albanian EFL Learners at University Level*.

In fact, they also put emphasis on the necessity of having a deep knowledge on idioms by translators, too, therefore, " In fact, according to Fernando (1996), 'No translator or language teacher can afford to ignore idioms or idiomaticity if a natural use of the target language is an aim' (p. 234)" (Karunakarah and Maisa, 2013, p. 110). In discussing the role and importance of idioms, these two researchers mention the origin of idioms with reference to other researchers' works. Initially, they interrelate idioms to different themes, thus, according to Mc Carthy & O'Dell (2008) as cited in (Karunakaran & Maisa, 2013, p.112) "idioms are connected with the themes of animals, the sea, sports, parts of the body, food and drink, colours, names of people and places, sight, hearing, taste, smell and touch."

Most importantly, they claim that, "The origin of idioms as stated in different sources is as follows."

1) Many idioms are formed from work and technology, a large number of idioms come from a time when far more people worked on the land, there are many idioms which refer to farm animals, for example, the *black sheep of the family, take the bull by the horns, don't count your chickens*, etc.).

2) Some idioms are formed from rural life, transport, for example, *strike while the iron is hot, put somebody through the mill, eat like a horse, put the cart before the horse*, etc. Many idioms came into existence from science and technology, for *example, she has a short fuse, we are on the same wave length, I need to recharge my batteries, etc.*

3) Every year many idioms enter into the English lan*guage from the world of sports and entertainment, for example, have a good innings, dice with death, behind the scenes, play the second fiddle*, etc. *Many idioms have entered English from literature and history, for example, sour grapes, the goose that laid the golden eggs, the streets are paved with gold, etc.*

4) *Idioms came from the Bible, Shakespeare's works, for example, the salt of the earth, fall by the way side, your pound of flesh, ships that pass in the night etc.*

5) *There are a large number of idioms in which a part of the body represents particular quality or ability, for example, use your head, the idea never entered my head, she broke his heart, he opened his heart, I speak from the bottom of my heart, the news finally reached her ears, keep your mouth shut*, etc.

6) *Many idioms come from feelings and emotions, for example, give him a black look, lose your hearings, in seventh heaven, in high spirits, it was love at first sight, come out of your shell.* (Karunakaran & Maisa, 2013, p.112).

2.4.1 Idiom construction according to Karunakaran and Maisa

a) *Unlike lan*guage in general, idioms don't always follow grammar rules. In th*is regard, Karunakaran and Maisa stated that, "Many idioms have unusual grammar. In some cases a word that is usually a verb*, adjective, conjunction or preposition appears as a noun." (Karunakaran & Maisa, 2013, p.113). According to (Stathi, 2006) (as cited in Karunakaran & Maisa, 2013, p.113).idioms are constructed as follows:

b) Adjectives as nouns, for example, all of a sudden, through thick and thin

c) Verbs as nouns, for example, the do's and don'ts, on the make

d) Conjunctions and prepositions as nouns, for example, ifs and buts, on the up and up, the ins and outs,

e) Uncountable nouns seeming to be countable, for example, the living daylights and in all weathers. (Karunakaran & Maisa, 2013, p.113).

2.5 Culture and its influence on the acquisition and use of idioms

There is a close relationship between language and culture. They are inseparable. Nida (2001, p. 27) states "Language represents the culture because the words refer to the culture, as the beliefs and practices of a society, but the representation is never complete or perfect." He explains that there is interrelations between language and culture, and differences in culture lead to differences in language. Words and expressions that people produce convey their culture. So knowledge of the culture of the target language plays a great role in language learning in general and idioms in particular. Words take different meanings when used in different contexts.

Language forms we use are not interpreted alike because they are associated with culture. Being an important part of English vocabulary according to Fernando (1996) idioms reflect the environment, life, history, and culture of the native speakers, and are closely associated with their innermost spirit and feeling.

In their study on culture and language and the effect of culture on idioms entitled: *Lingua- cultural approach to teaching English idioms to Georgian students* Ghoshkheteliani and Megrelidze state that, "Linguistic creativity much depends on how language is used by the speakers in relation to local contextual purposes and especially for interpersonal interaction" (2013, p.1). They further argue that in trying to communicate people from different cultures face difficulties and have misunderstandings because they belong to different cultures, thus, "Difference between cultures causes some misunderstandings in the interactive communications between a foreigner and a native speaker" (Ghoshkheteliani & Megrelidze, 2013, p.2). What these two researchers claim is that understanding each other's culture is vital for people from different countries understand each other. This implies that there is something more in this all: people from different cultures have to come to the same language point in order to fully understand each other. This can be achieved through understanding the idioms people of that particular culture use.

As idioms are related to a people's particular culture they are of great use in setting up the right communication among language users. Therefore, "the indispensable condition of realization of any communication is that a speaker and a listener should have a mutual knowledge of realities or the background knowledge as a basis of a language interaction to understand each other" (Ghoshkheteliani & Megrelidze, 2013, p.2). With regards to culture and idioms and their joint effect on communication Ghoshkheteliani and Megrelidze (2013, p.2) further emphasize that,

> Knowing culture, literature and traditions of different nationalities will help the language learner to communicate with a native speaker adequately. In this way, an idiom is the key, which enables people to open the gate of the national culture, history, traditions and beliefs of different people

So, culture plays an amazingly big role in the acquisition and use of idioms by the students of different nationalities. The researchers in question have used the lingua-cultural approach in their study on the necessity of learning idioms and the importance of culture on learning a language, in our case English as a foreign language. They have carried out their study with Georgian students. According to them, "The lingua-cultural approach towards teaching English focuses on perception of the world through culture prisms: its installations, concepts, stereotypes, symbols, standards, having emphasized thus a special role in the process of interpretation" (Ghoshkheteliani & Megrelidze, 2013, p.3). So, idioms set in culture are vitally important not only in written language but in spoken language too, due to new changes in English as well as cultural expansion, therefore,

> Statistical methods indicators confirm that modern world constantly speaks with metaphors including idioms. That is proved by their extensive use in oral or written communications. Consequently, nowadays, new epochal changes and powerful cultural expansion raise the importance of learning foreign languages for communicative purposes. Scientists believe that the most important data is the study of "phraseological language" (L.Buckingham) of different cultures in order to determine their diverse functions in different culture (Ghoshkheteliani & Megrelidze, 2013, p.6)

When it comes to using idioms paying particular attention to different cultures in which they are based, then it is worth mentioning the fact that teachers should be aware of the way idioms are created thus,"…an efficient teacher firstly has to make students understand the way idioms are created in the language" (Bhikotova et.al, 2018, p.29). After having paid particular attention to this issue, a teacher

may continue to trace cultural effects on idioms so, "…only then he's supposed to proceed to a very complicated task of tracing cultural effects in the idioms' semantics" (Bhikotova et.al, 2018, p.29). The importance of culture on learning and using idioms properly can also be proven in that people understand better when concrete things are taken as examples be it in written or else when speaking. This further means that, when it comes to using idioms in different cultures, abstract ideas are mostly expressed through concrete things and this can be seen in what Bhikotova et.al (2018, p.29 emphasize " abstract notions are expressed through concrete objects which a man is fully aware of (Humboldt,1985)" In this case, taking examples is also necessary therefore,

> Just compare the concrete meanings of the idioms' constituent elements and their general meanings: *to sit on the fence*- to assume a waiting attitude; *to show the white feather*- to act, behave cowardly; to *be cut of the same cloth*- very similar people, alike. (Bhikotova et.al, 2018, p.29).

There should be a limit to the introduction of idiomatic language despite its inclusion within the cultural aspect. In his study entitled *International Intelligibility in World Englishes: Focusing on Idiomatic Expressions* Yoshikawa (2008, p.3) writes, "…..but it can be inferred that using many idiomatic expressions rooted in various cultural backgrounds can bring about substantial confusion in mutual intelligibility". Referring to Yoshikawa's study on the Japanese and English idioms in particular and figurative language in general, it can be understood that, as far as language is concerned, idioms are the root of a culture through which people from different cultures (languages) can manage to understand each other more easily therefore,

> As Honna claims, such confusion can be solved by correct understanding of every culture and accurate comprehension of all idiomatic expressions. However, it would be expected that English learners, even English teachers, would find this difficult because there are so many idiomatic expressions (Yoshikawa, 2008, p.3).

2.6 Methods (techniques) mentioned by various researchers in teaching idioms

Teaching idioms is a challenge for many teachers of English. This difficulty is directly linked with the difficulty of learning them so finding new ways to teach them to the ESL students is considered to be

vital. "To many ESL or English as a foreign language, EFL, learners, idioms are a stumbling block in their way to learn English" (Rizq, 2015, p.8). Due to the difficulty in teaching and learning idioms, in one way or another they have been neglected to date. "Although idioms and most figurative expressions are used extensively by native speakers in all forms of discourse, they seem to be a neglected topic in L2 teaching materials (Tarcaoanu, 2012) (as cited in Rizq, 2015, p.9). Consequently, the methods used to teach them should be in conformity with the difficulty of learning them by the students and teaching the idioms and all figurative language. Thus, many researchers have tried different methods to teach them to the students.

In their study about idioms *Using conceptual metaphors in teaching idioms in a foreign language context Cimer* and Komur (2009, p.2) claim that," using a proper approach or method in language teaching has always been a matter of concern among language learners and teachers". This means that, they pay particular attention to the ways to teach idioms to the students using metaphoric expressions. Using conceptual metaphors was what the researchers in question focused on in teaching idioms. Lakoff (1987) a cited in Cimen and Komur (2009, p.5) puts forth that,

> ' the term ' conceptual metaphor' is used to refer to a connection between two semantic areas at the level of thought, such as the metaphorical connection between anger and fire for speakers of many languages' (in Deignan et.al., 1997:352)

In their study, they make a comparison of the number of metaphors that the native and non-native speakers of English use on a weekly basis. According to them, the native speakers use about 3000 metaphors in a week. So, in order to teach idioms to their students, they used five different lesson plans which were compiled on the themes: Anger is Heat, Happiness and Sadness, Life is a Journey, There has been a Slip Up and Money is a Liquid". They prepared the lesson plans in such a way that the students had to think about a specific metaphor and then try to find a translation or at least an equivalent word or phrase in their mother tongue. All the activities included in their method of teaching idioms and/ or metaphors were communicative. In fact, they wanted to boost students use new items. Cimen and Komur used 28 idioms in their study and compared the results in pre-test and post-test in percentage. The following are the idiomatic expressions Cimen and Komur (2009, p.9) used in their study: (for somebody's eyes) to be hot embers, (for somebody) to be a rock, to be a light bulb, to be just playtime, to be freight train in the dark, to come waltzing in somewhere, to be a wizard with figures, to wipe the smile

off one's face, to be one's sunshine, to be a bottleneck, to be a ribbon of moonlight, (for someone) to be a wall, to eat like a dog, (for someone) to be a mule, to be a bolt of lightning, to be a feather, a white lie, to have a brainwave, flattery, an outright lie, to hang on one's every word, get away from something all, happen to do something, to get caught, to happen then, (for a problem) to blow over, (for something) to shade into another thing, to keep one's nose clean.

According to their study, the students were able to give more correct answers in the post-test for 19 questions as compared to the pre-test. However, in some metaphors, students showed the same results in post-test and pre-test whilst in some others they showed a drop down due to their reliance on what they already knew. This means that the students did not pay due attention to the figurative language. This led the students to underestimate the figurative language. Most importantly, using conceptual metaphors in teaching idioms to the students resulted to be successful according to the above researchers.

Unlike these researchers, other researchers used different methods in teaching idioms to their students. In their study on idioms entitled *Teaching Idiomatic Expression in Context through Focus on Form Techniques*, A'lipour and Dastjerdi (2010) paid particular attention to the context as well as the way the students could understand idioms more easily. In part 2 of his study *Teaching Idiomatic Expressions through Focus on Form Techniques*, they further claim that, "The fact that there is a surge toward the idea of catching the learners' attention in one way or another, and that having more accurate students leads us to rethink the whole tradition of instruction of idioms" (A'lipour & Dastjerdi 2010, p.73). The researchers in question used the following types of exercises, which were "in line with FonF techniques that can conceivably be used by language teachers and material developers, and if used judiciously, it may act a recipe for success" (A'lipour & Dastjerdi, 2010, p.73)

Exercise 1:

Try to work out the meanings of these idioms. Do you have idioms in your own language which have the same meaning as some of these?

A storm in a teacup   *To have your heart in your mouth*

To have a bone to pick with someone…… To drink like a fish

To kill two birds with one stone …………… Once bitten, twice shy

(A'lipour & Dastjerdi, 2010, p.73)

This type of exercise, as mentioned by A'lipour and Dastjerdi, is productive for some reasons: a) it can be done in groups. "This exercise can be done in groups (A'lipour & Dastjerdi, 2010, p.73); b) it may draw the attention of the learners. " The effort to see if there is any native-language counterpart may automatically draw the learners' attention to the expression in question" (A'lipour & Dastjerdi, 2010, p.73). Another type of exercise that A'lipour and Dastjerdi used is the following:

Exercise B:

Complete the blanks below with the correct word:

Words: good, clumsy, kinder, optimistic, serious, depressed, wait

Hold your horses. This means: ………………………………….. a moment.

Every cloud has a silver lining. This means there is some…………………... in every bad event.

His bark is worse than his bite. This means that he is……………………... than he looks.

She is down in the dumps. This means she is …………………………

Don't count your chickens before they are hatched. This means don't be over………………

He is like a bull in a china shop. This means he is very…………………………………………

He couldn't keep a straight face. This means he couldn't keep his face..……………………….

(Alipour & Dastjerdi, 2010, p.73)

As far as the above exercise (exercise B) is concerned, they claim that it can be done individually which is why it is also productive. Another reason they mention is that learners can also join in class discussions. "After the learners are finished with filling in the blanks, they can join in class discussion trying to see if there are any equivalent idioms in their native language." (A'lipour & Dastjerdi, 2010, p.73). In regard to the FonF technique they state that this technique of teaching idioms to the students seems to be productive as it can serve as a potential problem-solving technique. Thus, "FonF can act as a potential problem-solving technique, especially one of a combinatorial nature in which both strands of FoF can be detected" (A'lipour & Dastjerdi, 2010, p.73).

Hinkel, on the other hand, has focused on the short collocations and phrases in order to find the best way to teach idioms to the students. "Another important consideration for teaching is that short collocations and phrases are encountered far more frequently than longer ones, and thus, can be easier to practice" (Hinkel, 2017, p.53). Hinkel used some quizzes to see if teaching idioms on one hand and learning them

by the side of students, on the other, would be easier. In order to explain idioms, she took examples of collocations the reason being that they can sometimes have idiomatic meanings and this can help in teaching them better to students. Phrasal verbs are also collocates. Sometimes they have literal meanings and sometimes idiomatic meanings. Thus, finding strategies in teaching collocates is also helpful in teaching idioms. In using quizzes to the students in her study, Hinkel focused on so-called "pivot words" which is the main word of a collocation, therefore,

> An example of student practice or a quiz on common collocations and expressions is presented below. A pivot word is the main/ focal word in the collocation and its accompanying word (s) (one or more), for example, *give advice, give time, give a chance, give an impression, or give a hand* (Hinkel, 2017, p.53).

All in all, what Hinkel suggests is that teachers start from the easiest combinations of the words that give a figurative meaning and then continue with a bit more difficult ones, especially with beginners, thus, "For beginners, a small number of fixed or minimally variable expressions could be a good place to start because they can be taught and learned as whole language units" (Hinkel, 2017, p. 55).

Another teaching approach has been used by Rodriguez and Winnberg. In their study on teaching idioms, *Teaching Idiomatic Expression in Language Classrooms- Like the Icing on the Cake* Rodriguez and Winnberg (2013, p.3) investigate what types of teaching approaches and methods can be used when teaching idiomatic expressions to learners of English.

The researchers in question focus on the way students acquire English more easily and then on the methods to teach idioms to them. They point out that idioms should be considered as a unique lexical unit and Nation (2000, p.335), as cited in Rodgriguez and Winnberg (2013) suggests that we deal with idioms just as we deal with words. Reviewing Nation and Meara (2002), Schmitt (2000) and Grant and Nation (2006) the researchers state that both explicit and incidental learning are two approaches to idiom acquisition. But explicit teaching of figurative idioms has a beneficial effect. In order for learners to acquire idioms, they need to be met several times and this highlights the importance of repetition in vocabulary learning.

On the "Acquisition of idioms" part, Rodriguez and Winnberg (2013, p.15) analyze what Swain (1993) has concluded about acquisition, who states that 'through producing language, either spoken or written, language acquisition/ learning may occur ". They further explain that the fluency can be developed if we use the target language as more often as possible.

This further means that bringing students as close as possible to a native speakers' environment would be best for teaching idioms, too. Referring to what others have claimed about the way students acquire language in general and idioms in particular, Rodriguez and Winnberg have compared different teaching methods and approaches in order to see which method would be best for teaching idioms. According to them, teachers should try their best to see the difference between the methods used in the past and the methods used nowadays and this should be part of teacher preparation. They investigated what types of teaching approaches and methods can be used to teach idioms to learners of English and elaborated the procedures used in each approach.

Research shows that L2 learners use a variety of strategies when trying to interpret the meaning of idioms; therefore they should also be given the opportunity to develop and practice these strategies. They have elaborated the data from the studies investigated which are presented in the following table.

Approaches and Methods	Studies and Articles	Procedures
Cooperative Language Learning	Lundblom & Woods (2012)	Peer Tutoring and Monitoring
Cognitive-Oriented	Chen & Lai (2013) Boers (2001) Bogaards (2001)	Repetition Memorization Drills Metaphoric Mappings Contextualization Conceptual metaphors Hypothesizing about Origin Form & meaning
Multiple Intelligences	Boers, Piquer, Píriz, Stengers & Eyckmans (2009) C. Cooper (1998) D'Angelo Bromley (1984) Boers & Lindstromberg (2005) Boers & Lindstromberg (2006)	Illustrations Discussions Categorizing Dramatizing Narratives Charades Board Games Creative Writing Sound Pattern-Activities Music

Table 1: A summary table presenting several different studies proposing different approaches/methods and procedures in learning and teaching English as L2.

Their study concludes that teachers are responsible to create educational settings where all students have an opportunity to develop their knowledge of the target language. And that idiomatic expression deserves special attention in classrooms. But different studies and procedures used in various language classes show that it is beneficial to use a mixture of procedures to teach students because they have various learning styles. Using books, group work, drama, illustrations, music and sounds can help to create a variety of tasks and activities that appeal to different students. It is the teachers who can also help raise students' awareness of idioms' origins and improve their cultural knowledge through teacher instruction and many other procedures. (Rodriguez &Winnberg, 2013).

Other researchers focus on the importance of teaching idioms in order to find out what methods are best to teach them. In his study on idioms, *Why teach idioms? A Challenge to the Profession*, more particularly in the *Making the Case for Idioms* part, Liontas discusses the importance of teaching idioms. According to him,

> Among the compelling reasons to teach idioms to learners of second languages are that doing so increases learners' lexical and etymological knowledge, their knowledge of grammar and syntax and, even more importantly, their knowledge of usage (i.e. of the formal properties of idiomatic phonological, lexical, and grammatical systems) and of the use of idioms in communicative situations (i.e. of how to convey meaning through constructing idiomatic discourse) (Liontas, 1999,p.445)" (as cited in Liontas, 2017, p.3).

Liontas suggests making students use idioms as native speakers do. He even suggests that teachers ask students create dialogues where they use idioms. However, he doesn't suggest just learning a particular number of idiomatic expressions, so, "The aim of idiom learning should never be to accumulate a predetermined number of idiomatic expressions, as one collects Pokemon cards or Beanie Babies dolls" (Liontas, 2017, p.15). Rather, he suggests learning other phrases/ words that have idiomatic meanings therefore, "On the contrary, the aim should be to master a wide range of expressions (including proverbs, similes, binomials/trinomials, and fixed collocations) because such expressions are used for specific functional purposes in daily discourse " (Liontas, 2017, p.15). Apart from the researchers written about so far, Robo (2014), another Albanian researcher does also write about teaching idioms (i.e. strategies) and the problems encountered when teaching them. In her study *Problems and strategies of teaching and translating English idioms in Albanian schools- Theoretical and practical implications*,

she interrelates the problems in teaching idioms with the strategies to be applied when teaching them. She writes about translation as well as teaching strategies not leaving aside the importance of teaching/ learning idioms. She claims that there has not been a lot of research on the translation of idioms because some scholars do not consider it an important issue, thus, "Very little has been actually written about translation strategies within the field of translation theory since some scholars consider it a useless concept in the first place" (Robo, 2014, p.2). When it comes to teaching idioms, she claims that they are very difficult to teach so, "Idioms are the most difficult part of the vocabulary to teach. They are not considered to be taught in the elementary level" (Robo, 2014, p.3). Of course, students of different ages and levels face idiomatic language in this level, too, for instance, phrasal verbs, " such as switch on the TV, wake up, turn on/ off the light, hurry up, stand up, sit down, hands up (in the air), etc" (Robo, 2014, p.3). From this viewpoint, it is important to know the time when to start teaching idioms, not just how to teach them, so, "A number of questions arise from researchers as to when to teach idioms, what level, age, in the primary or secondary school, etc. "(Robo, 2014, p.3). Taking this into consideration, Robo gives some tips on how to teach idioms.

- The teacher deals with proverbs and idioms when they crop up in their contexts, such as in reading and listening tasks or when you use one naturally in class.
- The teacher teaches several 'body idioms' together. E.g. to be head and shoulders above the rest, to be long in the tooth, to shoot yourself in the foot, etc. It will be easier for students to remember some of them if they're in groups.
- The teacher uses visuals and pictures to help learners remember them. For example, draw a bird in the hand and two in the bush.
- The teacher does some matching activities. For example, give students five proverbs that have been cut in half and get them to match them up.
- The teacher asks students if any of the proverbs translate directly into their own language. Most of the time students will know a similar expression in their language and it can help them to remember them if they compare the differences between English and their language.
- The teacher tires put idioms into context. Try to use situations when people actually use the expressions and get students to create dialogues or role-play and to use a few of the proverbs or idioms to reinforce the meaning.
- The teacher explains to the students that it may be more useful for them to be able to understand the expressions when they hear them than to be able to produce them. Ask them

how they would react if you used this type of expression in their language. Would they find it a bit strange?

- The teacher doesn't overload students with too many at a time. Five is probably a good number of one class. (Robo, 2014, p.5).

So, in reference to Robo's study, it is better to teach easier idioms through translation (if the students are younger) in an environment (classroom) with Albanian native speakers, depending on the level and age of the students. If teachers have to teach adults then teaching more advanced idioms by paraphrasing would be better, thus, "Teachers should use a variety of methods and strategies depending on the topic and module. Mother tongue should be left apart and teach idioms through paraphrasing" (Robo, 2014, p.7).

In her article *A piece of Cake: Learning and Teaching idioms*, Irujo (1986) presents some implication for teaching idioms. She emphasizes the importance of teaching strategies that help students to comprehend and produce idioms. She explains some criteria to refer to when deciding on what idioms to teach.

They are frequency of use. Teachers should teach those idioms which are widely used in both conversation and writing.

Transparency. Transparent idioms are relatively easy to understand.

Appropriateness. Idioms to be taught must match everyday needs of language learners and not be slang or restricted to colloquial use.

Simplicity of form and vocabulary. Idioms with difficult vocabulary should be avoided.

Similiarity to first language idioms. An idiom similar to the first language of the L2 learners is easy to learn.

She also describes some activities that will help language learners to understand and produce idioms in English. They include activities which compare literal and figurative meanings of idioms which help students to realize the absurdity of the literal meanings and provide a link from the literal words to the nonliteral meaning. Such activities are: matching pictures showing literal and idiomatic meanings of an idiom, drawing or acting out literal meanings, making up stories or dialogues in which the literal use of an idiom creates a misunderstanding or a humorous situation. Activities of this type would be particularly useful with idioms which have no first language equivalent or a totally different one.

There are also activities which encourage production of idioms based on lists of idioms collected by the students or supplied by the teacher. These lists should include idioms which are similar in the first and second languages and are therefore likely to cause interference. Irujo, S. (1986).

Some other researchers have mentioned two main methods of teaching idioms, thus, "These methods can be divided broadly into two broad methods – the traditional method and the cognitive linguistic approach (Rizq 2015: 17-19)" (as cited in Jermoskin, 2017, p.17).

1) Traditional method of teaching idioms which focuses mainly on rote learning (memorization) thus, "Traditionally, idioms have been taught through memorization and rote learning... (Chain and Lai, 2013:13) "(as cited in Jermoskin, 2017, p. 17). As far as the first method is concerned, there are disadvantages. According to Jermoskin (2017, p.17), "Chen and Lai (2013) assess this method to be time- and effort-consuming because learners have to pick up idioms without associations or previous knowledge". This means that not only is it time-consuming, but students find it much harder to learn and memorize them, too. However, there are some researchers who believe that with a little bit of perfection to the traditional method, then it could have positive effects on using and learning idioms. Therefore," Some teachers participating in Rizq's (2015) study even believed that the traditional way of teaching could be perfected and made complete by adding some elements of cognitive linguistic approach to the process" (Jermoskin, 2017, p.17).

2) Cognitive linguistic approach. This is another method (approach) which dates back to 1970s deriving from those who were not satisfied from the methods existing at that time, thus, "The Cognitive Linguistic approach is a modern school of linguistics thought which firstly emerged in 1970s by the earliest pioneers who were dissatisfied with existing approaches to language" (Jermoskin, 2017, p.18).

This method considers the connection between human cognitive processes and the language itself. This plays a very important role in memorization process. This further means that students will not only be able to learn idioms more easily but memorize them for a longer period of time, as well. Another important part worth mentioning here is that there is also a connection between the grammar and semantics therefore, "Evans and Green (2006: 48-49) divide cognitive linguistics into two areas: cognitive approaches to grammar and cognitive semantics" (Jermoskin, 2017, p.18).

Researchers have also mentioned the importance of learning strategies to understanding and learning idioms. Liu (2008) as cited in Tran (2011, p.7), "presented four main strategies learners utilize to understand idioms in another language". Tran goes on mentioning the four strategies by also putting

emphasis on the context to learn idioms and the first strategy mentioned is (a) use of contextual knowledge. The second strategy mentioned herein is: (b) use of the first language whereas the third and the fourth strategies mentioned are: (c) use of pragmatic knowledge or knowledge of the world, and (d) use of cultural knowledge in the first language. Despite having mentioned these strategies, Tran still thinks that they are not useful, thus, "Unfortunately, nonetheless, such strategies may not appear to be useful all the time." (Tran, 2011, p.7). He further explains that it might be necessary to teach idioms directly to the language learners. Considering other researchers, Tran suggests making students take notes of the idioms they encounter outside the classroom. The reason for this is that in one way or another, students have to cope with figurative language but they will be able to do this after the teacher has taught students some strategies for this. In this way the students will be able to take advantage of the semantic transparency of some idioms. In this regard,

> Irujo(1993) reasoned that teaching students strategies to cope with figurative language will enable them to take advantage of the semantic transparency of some idioms. According to Irujo, it makes sense to teach idioms that students want to learn, and teachers may encourage students to learn idioms by asking them to keep notebooks containing idioms encountered outside the class, or the teacher may use idioms students want to learn in teaching activities. (Tran, 2011, p.8)

Accordingly, it is good if the teachers make their students not only learn but also acquire idioms in the classroom and outside it, too. They should do this by motivating students to learn idioms the students want to and by keeping notes on the idioms they encounter more often. According to the aforesaid researchers this is to be done with different activities.

2.7 Problems (difficulties) and ways associated with the teaching and translation of idioms

In Kosovo, there hasn't been a lot of research on the issue of teaching and translation of idioms. This poses a problem in translation of the idioms into Albanian language. However, this issue has been tackled by Lorena Robo, Albanian researcher .The reason behind her study is that just like in other languages, in Albanian language, too, idioms and all the figurative language pose a big problem when it comes to understanding and translating them. Of course, this is directly linked to the possibility of acquiring and using them by students. In her study on idioms entitled, *Problems and strategies of teaching and translating English idioms in Albanian schools – Theoretical and practical implications* she puts forward some of the problems that the Albanian teachers face when trying to teach English

idioms to the Albanian students. This makes it all a very challenging task. In the abstract part she claims that, "The aim of this paper is to present the main strategies, problems and difficulties that English language teachers encounter while teaching idioms in Albanian schools" (Robo, 2014, p.1). Apart from this, she puts emphasis on the problems teachers face as well as on the possible strategies teachers use, thus, " The aim of this paper is to identify teacher's problems while idioms processing and explanation in class and also to outline which strategies do teachers use and find more effective" (Robo, 2014, p.1). According to Robo, "A good cultural knowledge should be acquired by teachers in order to achieve a good grammatical and semantic translation" (2014, p.1). This means that, when trying to translate idioms, culture is to be taken into consideration. This is what the study in question also puts emphasis on when it comes to acquisition of idioms by the Albanian EFL learners. In giving possible solutions to translation of idioms, she starts off with what translation is. Furthermore, she writes that,

> According to Brislin (1976, p.1) translation is defined as : ' the general term referring to the transfer of thoughts and ideas from one language have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf' (Robo, 2014, p.2).

Moreover, she mentions some of the ways in translating idioms:

Identical pairs is one of them. It is easy for the translator to find the equivalence in the target language such as: someone's blood boils – I zjen gjaku ,është i ri, never look a gift horse in the mouth – kali i falur nuk shihet nga dhëmbët, kill two birds with one stone – vras dy zogj me një gur, etc. (Robo, 2014, p.3).

Identical messages is another one. This method comprises the idioms which are different in form and meaning, but they convey the same message, e.g. kick the bucket – ndërroj jetë, carry coals to Newcastle – të bësh një vrimë në ujë, put the cart before the horse – peshku në det tigani në zjarr (Robo, 2014, p.3).

Calque or loan translation which are idioms borrowed and accepted from another language (usually from Greek mythology, Bible, Latin, French, German, borrowings) such as: all roads lead to Rome- të gjitha rrugët të çojnë në Romë, be more catholic than the Pope- të jesh më katolik se Papa, Pandora box-

Kutia e Pandorës, a Pirrian victory- fitore si e Pirros, the Troyan horse- Kali i Trojës, etc. (Robo, 2014, p.3).

Translation of the message- the idiom is the source language cannot be conveyed in the target language except by translating the message it is supposed to convey, e.g.- be in the same boat-të gjendesh në të njejtën situatë, every cloud has a silver lining- mbas çdo të keqe vjen një e mire, stick one's neck out- të të hajë kurrizi (të flasësh ne kurajo duke mare përsipër reziqe), spill the beans- nxjerr të palarat në shesh, tie one on- të bëhesh tape (i dehur), etc. (Robo, 2014, p.3).

Uncommon translations– Sometimes an idiom is translated into another language and sounds unfamiliar but the metaphor behind it is clear enough to make it understood. These translations usually happen in translating novels and in dubbing films and rarely become part of the lexicon of the target language (Robo, 2014, p.3).

So, Robo has seen it necessary to pay particular attention to the ways idioms can be translated more easily. Thus, forming a structure of how to translate particular idioms is very helpful. This is to be related to the culture of the people and the language that the idioms have been taken from. Yet, this is not enough. The students need to be exposed as much as possible to idiomatic language for they achieve their goals in learning English.

When it comes to translation of idioms, professors are to be focused on the extent to which the students first of all understand and use idioms on a daily basis. The reason for this is that idioms keep changing or to say it more clearly the old idioms are replaced by the new ones therefore being up to date with the newest idioms is not only important but necessary, too. So, as new vocabulary is added to English language for instance in the field of informatics, in medicine and so on, so are new idioms added.

What Robo claims is that idioms can be translated but not using word-per-word method. She mentions culture as a tool for translating idioms and finding equivalents into the mother tongue which is quite reasonable. Wright also writes about translating idioms. In the book *Idiom organizer*, more particularly in the *Can you translate idioms?* part, he claims that idioms can sometimes be translated but most often they cannot, at least they cannot be translated literally, using word-per-word translation method. He mentions the reason for idioms being so difficult or impossible to be translated. "One of the reasons

idiomatic language is difficult to translate is because it is the area of language closest to the culture" (Wright, 2002, p. 10).

2.8 Conclusion

This chapter has given an overview of some of the main issues concerning idioms, their use and the ways they should be taught and learnt premised on prominent researchers. Particular attention was paid to the origin of the idioms as well as the effect of context on teaching and learning idioms. The reason behind this is that context plays an amazingly important role in acquiring and using idioms. Examples were taken from the teachers who have carried out their research with younger students and those who dealt with older students. Results of the researchers' studies were also included the reason being that it will all be clearer once compared with the results of this doctoral thesis. Apart from the results, there were examples of idioms from other cultures as well as from the Albanian culture but there is still to be done for it all is understood a little better if not completely. For a more thorough study and analysis, the literature review section also emphasized the definitions for the idioms given by various researchers as well as their origin and form. This is highly important as, according to the above cited researchers, students find it easier to learn and memorize idioms after they have associated the meaning of English idioms with their equivalents in the mother tongue. Finally, particular attention was also paid to the problems associated with translation of idioms and there were examples of an Albanian researcher. The reason for this is that the thesis in question also deals with the Albanian students therefore a comparison can be made with the studies of other researchers, too, and this is a good ground to support this thesis. Last, but not least, some of the ways to teach idioms were also referred to.

CHAPTER THREE

METHODOLOGY

3.1 An overview

This study makes use of qualitative and quantitative data for understanding and giving answers to the research questions in depth. Different methods are necessary and considered appropriate for answering different questions. That is why mixed methods are employed in the study. According to Creswell and Clark (2007), as a methodology it encompasses assumptions that are philosophical and helps in collection and analysis of the data. This according to them is in fact a mixture of qualitative and quantitative data in series of studies or in a single study. Combination of qualitative and quantitative approaches provides a better understanding of research problems and this is its central premise. (Creswell and Plano Clark, 2007)

The research was conducted between February-May 2019. The research was carried out continually so that students would be willing to cooperate further. Tables, charts and figures will also be included for a more thorough clarification.

3.2 Data gathering procedure

During the study, qualitative and quantitative methods were used. The following research instruments were used to gather data: questionnaires, pre-test, focus groups, interviews, observation and post-test. These instruments can be further found in the appendix part. A more detailed explanation of the instruments is given below, in the 'research instruments' part whereas a detailed analysis of the data is presented in the 'data analysis' part of this doctoral thesis. After receiving permission for the research in the universities in three municipalities, the data were gathered very carefully for later analysis.

3.3 Participants

There were 260 students and 19 professors from three universities involved in the study: 160 students from the first and the second year both males and females and 10 professors from the AAB University English Department in Prishtina, 80 students (males and females) from the first and the second year of

studies and 5 professors from the Universum College in Prishtina and Ferizaj (two campuses) as well as 20 students (males and females) from the fourth year and 4 professors from Fehmi Agani Public University English Department in Gjakova. The students were carefully selected. The researcher first informed their students about the aim of the research to be conducted and asked for their cooperation to the best of their ability. Clarifications were given to the students about the aims and the procedures of the research. In this way, the students would cooperate closer for a better quality research.

3.4 Research instruments

The following instruments were used in the study and a more detailed explanation of the instruments is as follows:

3.4.1   Questionnaires

Questionnaire was the first instrument of the research. There was a questionnaire for students and a questionnaire for the professors. The student's questionnaire consisted of 18 open-ended as well as multiple-choice questions. The questions 1, 4,6,7,9,11,15,17 and 18 were multiple choice questions but they also contained ***others, please specify*** option. Questions 3, 8, 12, 13 and 16 were multiple choice questions but they did not contain ***others, please specify*** option. The reason behind the multiple choice questions containing the option ***others, please specify*** is that it was thought the students could possibly give an answer of their choice which would be important for the study and which the researcher might have not thought about. Questions 2,5,10 and 14 were open-ended questions. The open ended questions would give students a greater autonomy in expressing their thoughts without having to give a particular answer. This would give a deeper insight into what they think about a particular issue. The professor's questionnaire consisted of 20 questions (both: open-ended and multiple-choice). The questions 2,3,4,6,8,10,12,13,15,17,18,19,20 were multiple choice questions containing **others, please specify** option. The questions 1,9,14 were multiple choice questions which did not contain others, please specify option. The reason why these questions did not contain this option was that it was not necessary as the options given were good enough to answer the questions. The questions 5,7,11 and 16 were open ended. The questionnaire was in written (not on-line). The questions were created to address the research questions: 1) Will understanding of the context help Albanian EFL learners at university level learn

idioms and English in general more easily?; 2) Should we consider discovering new methods and approaches to teach idioms to university level students or are the existing ones good enough?; 3) What are the teachers' opinions towards the teaching of idioms and should idioms be taught as a separate module of English? The questions serve different purposes with the main aim of supporting the research questions and hypothesis. The following is explanation on the student's questionnaire (which consisted of 18 questions):

- **Questions 1, 2, 3** require information of students understanding better a text through the context. , use of a background knowledge on idioms, on how often students in Kosovo use idioms. Apart from this, the aim of these questions was to find out if students are aware of how often idioms are used as well as to find out if idioms are taught to them as often as needed.

- **Questions 4** and **5** deal with students difficulties in learning idioms and the reasons they find them difficult.

- **Questions** 6, 7 and 8 and 9 aim at finding data on students' knowledge of how to use idioms for a better comprehension of the text, the number of idioms they know and their ability and difficulty in translating idioms.

- **Question 10,13,14,15** ask about the identification of idioms, strategies they use to get the meaning of an idiom and proverbs was on how the students would identify an idiom when they saw one in a given text. This was one of the open ended questions and the students were expected to give their own answers. This would give an idea to the researcher on how professors could possibly teach idioms to the students in a more effective way.

- **Question 11** and **12** deal with the importance of idioms in general and the role of context in leaning and using them was on whether the students thought idioms are important.

- **Question 16** required students to tick one of the options given in order to find out more on what applies to learning idioms helps in learning English. The main aim of this question was to find out more on what students will benefit as a result of learning idioms when it comes to learning English. In other words, what effect would learning idioms have on learning English and if students thought they could become near native speakers of English by learning idioms better which was the focus of this question.

- **Question 17** focused on whether the students thought there are ways to improve acquisition of idioms by Albanian students from the context.

- **Question 18** looked for the ways the students thought the professors could help them in acquiring idioms more easily. The main aim of this question was to get insight on what teachers can do in order to teach idioms to the students from the students' point of view.

The following is an explanation on the professor's questionnaire (which consisted of 20 questions)
- **Questions 1**, **2** and **4** were on how important the professors find it to teach idioms to the students as more often as possible as well as if professors consider idioms an important part of language to be taught to the students on one hand and whether the professors thought students find it useful and necessary to use idiomatic language (idioms).
- **Question 3** was bit more general as compared to the question 1 and 2. It was on how important the professors thought figurative language is. The aim of this question was to find out more on whether professors were aware that idioms and other parts of English: proverbs, phrasal verbs sometimes have figurative meaning and that is what poses a challenge for the students and professors themselves.
- **Question 5** intended to find out more on how professors cope with idioms. This further means that it was on how professors translate and explain idioms to their students when they come across them.
- **The questions 6 and 7** focused on whether professors think it is difficult to learn idioms and find out more on the professors' opinions on the difficulty of learning idioms. This would help the researcher get an insight from the professors' point of view.
- **Question 8** looked for the ways professors use to help their students understand a text when there are idioms.
- **Questions 9** and **10** focused on whether professors thought it is possible to translate idioms and how professors would translate an idiom (i.e. what ways they would use to give the meaning of idioms to their students)
- **Question 11** focused on whether professors think there are ways to help students identify idioms more easily. This was an open-ended question the reason being that they would give their own ideas without having limitations and being obliged to give a particular answer.
- **Question 12** intended to get an insight on whether professors think idioms are important. This was done on purpose: to check if professors themselves are interested in teaching them to their students.

- **Question 13** was a very important question, focusing on what professors would do if they did not understand an idiom in a text. This would give an insight into the possible new methods to use when teaching idioms to the students.
- **Questions 14** and **15** focused on the importance of the context in teaching idioms as well as getting ideas on how professors could use the context in teaching idioms (what would help in getting the meaning of an idiom from the context).
- **Question 16 and 17** focused on proverbs (which of course is difficult to deal with and translate as they are culturally-bound) and how professors would translate a proverb from English into Albanian and vice-versa. The questions also aimed at getting an insight from the professors if proverbs can be translated and this would give an idea on how to deal with idioms more easily.
- **Question 18** and **19** looked for the role context plays in acquisition of idioms by the Albanian learners (students) at university level as well as on the new possible methods to use in the classroom in teaching idioms to the students.
- **Question 20** focused on the ways the professors think they could help students acquire idioms more easily. This would probably give an insight into the new possible methods to use in the classroom in teaching idioms to the students.

The main aim of the questionnaires was to find out more on how much students know about idioms as well as how much the professors themselves also know about idioms and get their opinions on how the students learn idioms more easily/ how teachers can teach them better to their students.

3.4.2 Pre-test

In order to carry out valid and reliable research it was important to have objective data about the level of knowledge of the participants in the study when used out of the context. This information compared to the results of the post tests would provide us information on the influence of the use of context and effective strategies in understanding and using idioms.

The pre-test was designed to examine the level of knowledge of the participants about idioms. It consisted of 42 idioms. It was also an important instrument of the research. The main aim of this test was to truly see how much the students could understand idioms when the context was not given. The

idioms for the pre-test were selected (chosen) carefully. The pre-test was composed of four tasks with a particular requirement each. However, the tasks varied. In the first task, the students were required to underline the idioms, metaphors, phrasal verbs or proverbs in 5 sentences given and then translate the part they have underlined. There were 2 idioms, 2 phrasal verbs, and 1 proverb used in the first task. The main aim of this task was to see if students are able to identify an idiom when they see one in the given text.

The second task required students to translate the idioms given into the mother tongue without the context. There were fifteen (15) idioms in this task. Some of the idioms were more frequently used but most of them were unknown to the students. Idioms more frequently used were chosen to check if these idioms have been taught to the students on one hand and if they have learnt and have an idea about them on the other hand. This would give an idea to the researcher when comparing the results of the pre-test with the results of the post-test. Another reason these idioms have been chosen was that for most of the idioms, there are equivalents in Albanian language. The idioms were given in a table, on the left of the table and the students were required to give their translation on the right. This task aimed at checking if students were familiar with the idioms for a later reference when preparing the post-test. The task 3 required students to match the idioms to their definitions. In this task, like in the task 2, there was a table with fifteen (15) idioms. The idioms were given on the left of the table and definitions of the idioms were on the right of the table. The students had to match the idioms on the left to their definitions on the right. The main aim of this task was to see if they can guess the meaning of idioms to the definitions given, actually if they can figure out their meaning. In the last task (task four), which contained 10 idioms; there were ten sentences with four options each (multiple-choice task). This task required students to fill in the gaps in the sentences with the idiom that best suited the sentences from the options given. The idioms chosen for the pre-test were taken from the book entitled '*American Language Course BOOK OF IDIOMS'* (2001) by Defense Language Institute English Language Center. The book was written bearing in mind the English as a Second or Foreign Language student. The book is meant for intermediate- advanced students, which is one of the main reasons the idioms have been chosen from this book. The idioms included in this book are listed alphabetically.

3.4.3   Focus groups

Focus groups according to Morgan (1988) as cited by Cohen L et al (2007,p 376) are a form of group interview, though not in the sense of a questions and answers between interviewer and group. Rather,

the reliance is on the interaction within the group who discuss a topic supplied by the researcher), yielding a collective rather than an individual view.

Once the pre-test was completed, a number of students were asked to voluntarily participate in focus groups. The number of students was 8-12 in a focus group. The average age was 19-21. The following are the points (issues) discussed about with the students who participated in the focus groups:

- The effect of context on acquisition of idioms by the students
- What year of studies students should be taught idioms at
- How students understand idioms better and more easily
- How the students learn idioms
- Should idioms be taught as a separate module or within any other module (subject)

The issues discussed with the students in focus groups would help the researcher draw conclusions on the study after having analyzed the data from the other research instruments. The first point was directly connected to the topic of the thesis (study). The main aim of the first point discussed with the students was to find out more on what the students think on the effect of context on acquisition of idioms. Another aim was to get as much information as possible on how the context can be used in order to teach idioms to the students (from reading, from photos, etc). This would also raise the awareness of the students on the role context plays in learning idioms. The second point discussed with the students intended to get the students' opinions on what year at university they think students are ready to start learning idioms from. The fact that students from a particular year at university (for instance the first year) may have different levels in English (pre-intermediate, intermediate, etc) was also kept in mind while discussing with the students. The aim of the third point was to find out more on how students actually understand idioms better and more easily. This would give a deep insight into what is to be done in order to teach idioms to the students more easily. In addition, this would help in applying possible new methods in teaching idioms to students. The aim of the fourth point was to find out more on how students actually learn idioms, what ways they use (whether from videos, TV shows, music, by reading different authentic books).

Anyhow, efforts were made to select students who did not have big age gap. The topic was dealt with and discussed about carefully and in a detailed manner. Different issues concerning idioms were tackled. The students were selected on a voluntary basis, but particular attention was paid to select the ones who

expressed deep interest in idioms. Before any further steps were undertaken, verbal permission from the deans of the relevant faculties was granted and request was made for room. The students were sitting in a circle. The first thing the researcher did was reminding students on the topic of research (despite the fact that this was done when the students were given questionnaires to fill in). Notes were kept using a lap top (recording what students said was impossible due to the lack of proper equipment). Each of the above cited points was given due time. It is worth mentioning that each of the students was not only given time but was also encouraged to express himself/herself freely. The discussion with the students lasted for about 45-60 minutes. Some of the points that came out from discussions were also written on the white board for students could eventually continue where they left off as well as for later reference (so the researcher could also refer to in case he would miss something). Further explanation and analysis of the focus groups will be given in the 'data analysis' part.

3.4.4 Interviews

Interview was another instrument used in the study. The interviews are used because they serve as a powerful means of both obtaining information of ways and strategies used in teaching and learning idioms but also about gaining insights into the perceptions and beliefs of the interviewees.

"The qualitative research interview is a construction site for knowledge. An interview is literally an interview, an inter-change of views between two persons conversing about a theme of mutual interest." (Kvale, 1996:14). A particular number of students were carefully selected for the interview and all the professors were asked interview questions. The aim was to gain a better insight into the effect of context on acquisition of idioms by the Albanian EFL students, on one side, as well as on the professors' opinions on the new possible ways to teach idioms to the EFL students (herein referred to as 'learners'), on the other side.

The following is the explanation of the student's interview questions:

- **Question 1** How long have you been learning English?, intended to find out more on how long the students had been learning English. The answers to this question would give an insight into when the students had started learning English.

- **Question 2** What part of English language as a subject is your favorite (i.e. grammar). The main aim of this question was to get more information on what subject could idioms be possibly included in (if not as a separate module).

- **Question 3:** How much time do you spend reading English books, watching English videos or talking in English intended to check the time students spend learning English. Indirectly though, through this question the researcher intended to check if students come across idioms and if they are aware of this.

- **Question 4** Have you read anything about English culture? What specifically? The aim of this question was to find out more on how much the students study about English culture which would give an insight into the effect of culture on comprehension of idioms by the students. Apart from this, it would raise the awareness of the student on the connection between idioms and culture on one hand and the effect of context on acquisition of idioms, on the other.

- **Question 5** Do you think culture plays a role in learning a language? If yes, why do you think so? The aim of this question was to find out if the students are aware of the importance of culture on learning idioms in particular and English in general.

- **Question 6** What do you think is your level of English? The aim of this question was to find out more on the level of students' English and whether they are aware that idioms are to be taught at a particular level. Besides, this would give insight into what level is more suitable for teaching idioms to the students.

- **Question 7** What parts of English do you find most difficult to understand (i.e. proverbs, idioms, etc)? intended to find out more on whether students find figurative language difficult to learn.

- **Question 8** In some cases, while speaking English, people produce language you don't understand, though sometimes the words are familiar to you. Why do you think this happens? The aim of this question was to find out whether students are aware that native speakers of English use idioms a lot and that is one of the reasons it is sometimes difficult to understand them.

- **Question 9** why do you think people use idioms people don't understand when they could have used other collocations which are easier to understand? This question was similar to the question 8, but it was more straightforward in that it focused on why people use idioms. This

was a very important one and the answers to this question would clarify to some extent what students think on the reason/s native speakers of English use idioms, The researcher expected the students to base their answers on their experience in learning English be it from the movies, from music, from the lectures or else from the contacts they had with the native speakers.

- **Question 10** Do you often watch English movies without subtitles? If so, how often? Intended to find out more on how much the students are influenced by English used by the native speakers.

- **Question 11** In a conversation, when you hear an idiom, what do you do in order to understand it? Intended to find out more on how students understand an idiom

The following is the explanation to the professor's interview questions

- **Question 1** What subject/subjects do you teach?. The aim of this question was to find out what subject the professors teach as well as which of the subjects idioms could possibly be taught in

- **Question 2** How long have you taught this subject/ these subjects? The aim of this question was to find out the experience of the professors in teaching English.

- **Question 3** What is the level of your students' English? The aim of this question was to check the level of the students and if professors pay attention to their students; level of English. This would serve as a good point for checking the students' knowledge on idioms on one hand and comparing it to their level of English.

- **Question 4** What methods do you use to trace your students' progress in learning English? The aim of this question was to check the methods professors use in tracing their students; progress. This would help the researcher find out if professors pay attention not only to their students' progress but also the possible difficulties the students face in learning English.

- **Question 5** What do you do to explain figurative language in a text or in spoken when students come across it? This question intended to check the methods professors use in order to explain idioms to the students which would be of great help for the study in question.

- **Question 6** Do you think context plays a role in learning English in general? The aim of this question was to check if professors not only know the value of the context but also sometimes use context in teaching English to their students.

- **Question 7** How often do you use idiomatic language in the lecture hall (be it from yourself or from the books)? Through this question, the researcher wanted to see the frequency of idiom use in the classroom.

- **Question 8** How do you explain idioms to your students when there are any in a given text? The aim of this question (which was similar to the question 5 but with focus on idioms) was to check what professors do in order to help their students understand and learn idioms and if they use context for this purpose.

- **Question 9** Do you think idioms and anything that has idiomatic meaning should e taught as a separate module or within any other subject? The answers to this question would provide a good basis (ground) for the research as a support to the research question 3 if idioms should be taught as a separate module of English.

- **Question 10** What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)? The aim of this question was to gather data on what level idioms should be taught to the students which was one of the aims of the study.

- **Question 11** From what year at university do you think idioms should be taught (i.e. first year)? This question was important in that it would provide information on when idioms are to be taught to the students at university level.

- **Question 12** Do you think there is a connection between figurative language and culture? Does knowledge of idioms affect students' understanding of English? This was among the most important questions in the professor's interview the reason being that the answers given to this question (and sub-question) would give and insight into the effect of idioms on learning English in general as well as the extent to which figurative language and culture are interrelated.

3.4.5   Observations

Observation was another instrument used in our research. As Nunan has put it *"There is no substitute for direct observation as a way of finding out about language classrooms"   (Nunan, 1989:76)* According to

Cohen, L. et al (2009,p.396) one of the distinctive features of observation as a research process is that it offers the investigators the opportunity to gather live data from naturally occurring social situation. Classroom observation was performed through three stages: pre-observation meeting, observation phase and post-observation phase. The first phase carried out prior to classroom teaching aimed at sharing information that helped professors and the researcher prepare for the observation and clarify the learning outcomes of the lesson observed. The information exchanged during this meeting included the overall assessment process, the purpose of the observation, lesson plan, learning objectives, classroom activities, teaching methods. The observation phase focuses on collecting data with what happens in the class. The language classroom is an environment where many activities take place so an observation task "limits the scope of what one is observing and allows one to focus on one or two particular aspects"(Wajnryb, 1992, p.8). So the researcher designed an observation list (Appendix 6, p. 203) to help address the research questions better and spares the researcher from the pitfall of forming an opinion or making an on-the-spot evaluation during the lesson.

In the first part of the observation form, the researcher was required to take notes on the professor observed, class, university, term, date, number of students, level, subject and the course book. Then, he had to keep detailed notes on the way the professors explained idioms and the other part of the list required data on the activities observed, the amount of teacher talking time, the amount of student talking time. The focus of the observation was how the professors provided appropriate contexts and help students to guess the meanings of the idioms, and if there were multiple opportunities for students to use the idioms in a variety of contexts. The observation focused on techniques of idiom teaching (situation, translation, asking students to guess, etc). It also focused on the way the students were part of the English lesson (taught separately in idiom-focus activities, taught integrated with listening activities, taught integrated with reading activities, taught in integrated -skill activities). The observation checklist contains the list of activities (idiom- related activities, answer to questions, storytelling, paraphrasing, matching idioms and meanings, role play, fill-in the blanks, dialogue writing, paragraph writing, discussion). This checklist aimed to help the researcher to gather information if students had opportunities for discussions about the idioms or just worked with the course books and if positive feedback was provided during the discussion. The part of the checklist on sources and teaching material for idioms (course book, material from internet, newspapers, magazines, books) and Home assignment helped the researcher to see if and how the activities assigned promoted awareness of idioms and idiom meanings outside of class.

The third stage is the post-observation phase. During the discussion, the positive points of the lesson are emphasized. Teachers evaluate and reflect on the lesson early. Then, the researcher discussed the data collected with the professor. Observation is a "non-judgmental description of classroom events that can be analyzed and given interpretation" (Gebhard & Oprandy, 1999, p.35) So, the aim of these follow up discussions was to further elaborate teachers' beliefs and practices in teaching idioms to university students, identify priorities and areas where change is needed. The professors chosen to be observed were experienced teachers with 10 to 20 years of experience in university teaching. This choice was done on purpose because they have already created their teaching profile and have developed a particular style of teaching which reflects their pedagogical beliefs and knowledge. They would provide us with more definite insights into their beliefs and practice in the teaching of vocabulary in general and idioms in particular. During the observation we focused on episodes when attention was particularly paid to teaching or practicing idioms.

3.4.6 Post-test

The last instrument of the research was the post-test. It consisted of three tasks and the context was given to see the effect of context on acquisition of idioms by the Albanian EFL students at university level. There were 35 idioms used in the post-test. Some of the idioms used in the post-test were the same as those in the pre-test. Anyhow, there were new idioms, too. In the first task of the post-test (which was similar to the second task of the pre-test) the students were given 15 idioms (the same ones given in the second task of the pre-test) used in sentences and underlined and the students had to translate the idioms. The aim of this task was to see if the students were able to translate the same idioms used in the pre-test when the context is given. In the task 2 of the post-test, the students were required to read a text with 20 idioms which were not used in the pre-test. The idioms used in the text were in bold so the students could find them more easily. There was a table right under the text and the students had to match the idioms with their definitions on the right. An explanation and analysis of the post-test will be given further in this doctoral thesis whereas the post-test can be found at the appendix part. The post-test was given to the students and the researcher along with the professors monitored the students carefully for they gave answers more carefully. This was also done to make sure the students complete the post-test (don't leave it empty)

3.5 Research procedure

Before any further steps were undertaken, the permission from the deans of the faculties was taken. The position of the researcher (PhD candidate) was introduced to the students.

The students were first given questionnaires to fill in. Questionnaires were also given to the professors. Then, a pre-test was given to all the students. The students were told that the idioms in the pre-test were used out of context. The process was monitored carefully. Once the students were done with the pre-test (in the next lecture), students from each university were asked to voluntarily participate in focus groups where different issues concerning the effect of context on acquisition of idioms by the students were discussed and notes were kept. Students were also asked different questions on the way they can learn idioms more easily. The students also gave ideas on the most effective ways for idioms to be taught to them. After that, some students and professors asked interview questions. The students for the interview were chosen carefully. Once these phases were over, the professors were observed during their lectures with the main aim to find out if and how they included and taught idioms in class and, the methods they use to teach idioms to their students. In the last phase, the students were given a post-test and they were told that this time, the idioms are used within the context. They were also told that this was done for study purposes and were asked to do their best in completing the tasks. They were also made aware of the importance of the post-test.

3.6 Conclusion

This chapter has given an overview of the methods used during the study as well as the instruments designed by giving clarifications about each of the instruments separately. It has also given further explanation on the data gathering procedure, participants and research procedure. However, analysis of the results from the research (study) is going to be given in Chapter 4: Data analysis.

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter gives a deep insight into the results obtained from the research. The results from each instrument of the research are presented separately. There were 260 students and 19 professors who participated in the study from three universities: 160 students from the first and the second year and 10 professors from the AAB University English Department in Prishtina, 80 students from the Universum College: 40 students from the first year and 40 students from the second year as well as 5 professors from Prishtina and Ferizaj campuses as well as 20 students from the fourth year of studies and 4 professors from Fehmi Agani Public University English Department in Gjakova. The data were gathered during the course of the research in two phases: at the beginning (pre test, questionnaires completed by the students and the professors) and at the end of the research (interviews, observations, post test) and they were double checked to see if there were any discrepancies or possible errors.

4.2 Results from students' and professors' questionnaires

The first instrument in the research was students' as well as professors' questionnaire. The students' questionnaire contained 18 open-ended and multiple choice questions on idioms with focus on the effect of context on acquisition of idioms by the students. Professor's questionnaire contained 20 questions with focus on the effect of context on acquisition of idioms as well as on the methods to use in order to teach idioms to the students and help them memorize and use idioms more easily and better. Questionnaires were given to the students as well as professors from three universities: AAB University in Prishtina, Universum College in Prishtina and Ferizaj as well as Fehmi Agani Public University English Department (in Gjakova). Results from the questionnaires are going to be analyzed separately for each university.

Because the student's questionnaire contains multiple choice as well as open-ended questions they are going to be analyzed with more detailed explanation on the open ended questions. Questions

1,3,4,6,7,8,9,11,12,13,15,16,17 and 18 in the student's questionnaire are multiple-choice questions so the results are going to be analyzed by stating the options the students gave.

4.2.1 Results from the AAB University student's questionnaire from the first year of studies

The table below shows the answers to multiple-choice questions. The open ended questions are explained separately therefore they are not included in this table.

Nr.	Question	Answer								
		a	b	c	d	e	f	g	h	I
1	Do you learn better when there are pictures that help you understand the context?	78 (97.5 %)	2 (2.5%)							
3	How often do you think students in Kosovo use idioms?	7 (8.75%)	8 (10%)	37 (46.2%)	28 (35%)					
4	Do you think it is difficult to learn idioms? If the answer is No, please skip the question 6.	44 (55 %)	36 (45%)							
6	How do you understand better a text when there are idioms?	67 (83.7 %)	12 (15%)	1 (1.2%)						
7	Do you think it is possible to translate idioms?	30 (37.5 %)	41 (51.25 %)	9 (11.25 %)						
8	How many idioms do you know?	25 (31.2%)	20 (25%)	35 (43.7%)						
9	How would you translate an idiom?	20 (25 %)	36 (45%)	23 (28.7%)	1(1.2%)					

#	Question									
11	**Do you think idioms are important?**	*69 (86.25 %)*	*5 (6. 25%)*	*6 (7.5%)*						
12	**How important do you think is the context in acquiring idioms?**	*3 (3.7 %)*	*5 (6.25%)*	*22 (27.5%)*	*50 (52.5%)*					
13	**What do you think would help in getting the meaning of an idiom from the context?**				*27 (33.7%)*	*4 (5 %)*	*15 (18.7%)*	*7 (8.7%)*	*22 (27.5%)*	*5 (6.2%)*
15	**Is it possible to translate proverbs based on the meaning of words?**	*43 (53.7%)*	*36 (45%)*	*1 (1.2%)*						
16	**Tick which one you think applies to learning idioms helps in learning English language ?**	*48 (60%)*	*10 (12,5%)*	*5 (6.2%)*	*17 (21.2%)*					
17	**Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?**	*62 (77.5%)*	*18 (22.5%)*							
18	**In what ways do you think university professors could help students acquire idioms more easily?**	*29 (36.2%)*	*8 (10%)*	*3 (3.7%)*	*40 (50%)*					

Table 2: Results from the AAB University first-year students' questionnaire

As the table shows, in answer to the question 3: **How often do you think students in Kosovo use idioms?**, out of 80 students from the first year from the AAB University, 7 students (8. 75 %) circled the option A: *very often*, 8 students (10 %) circled the option B: *often*, 37 students (46.2 %) chose the option C: *sometimes* and 28 students (35 %) circled the option D: *rarely*.

In regard to the question **8: How many idioms do you know?** out of 80 students: 25 students (31.2 %) chose the option A: *less than five*, 20 students (25%) chose the option B: *five*, and 35 students chose the option C: *more than five*.

In answer to the question **12: How important do you think is the context in acquiring idioms?** 3 students (3. 7 %) circled the option A: ***not so important***, 5 students (6. 25%) circled the option B: ***quite important***, 22 students (27. 5%) circled the option C: ***very important*** and 50 students (52.5%) circled the option D: ***vital to understanding their meaning***.

Question **13: What do you think would help in getting the meaning of an idiom from the context?** contained more options. For this question 27 students (33.7%) chose the option D: ***Make use of pictures*** , 4 students (5 %) chose the option E: ***Guess the meaning*** , 15 students (18.7 %) chose the option F:***Use vocabulary/ net,*** 7 students (8.7%) chose the option G:***Ask for help*** (from the teacher)….. 22 students (27.5%) chose the option H: ***refer to an L1 idiom*** and 5 students (6.2%) chose the option I***: imagine or visualize a situation***.

The question 16: **Tick which one you think applies to learning idioms helps in learning English language**. For this question, 48 students (60 %) chose the option A: ***understanding the target language culture better*** 10 students (12.5%) chose the option B: ***comprehending the language in general better*** 5 students (6.2%) chose the option C: ***comprehending spoken language*** and 17 students (21.2%) chose the option D ***becoming a native user of the language.***

Chart 1: First-year students' questionnaire results from the AAB University

The questions 1, 4,6,7,9, 11, 15, 17 and 18 contain *others, please specify* option. Despite these questions being the same, the answers for each group of students vary therefore it is going to be shown separately for each year of studies.

Out of 80 students from the first year, none circled the option *others, please specify* for the questions 1,4,6,11,17 and 18. Instead, they chose other options. For the question **1: Do you learn better when there are pictures that help you understand the context**, out of 80 students 78 (97. 5 %) chose the option A: *Yes,* and 2 (2. 5 %) chose the option B: *No.* For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5**: out of 80 students, 44 (55 %) answered (circled the option) A: *Yes* and 36 (45 %) circled the option B: *No.* For the question **6: How do you understand better a text when there are idioms?** 67 (83. 7 %) chose the option A: *I infer its meaning from the context,* 12 (15 %) chose the option B: *I ask my teacher.* 1 student (1.25%) circled the option C: *I use my dictionary.*

Option C (others, please specify) in the question 7**: Do you think it is possible to translate idioms?** was circled by 9 students (11.25 %) out of 80 and their answer was *sometimes*. For this question 30 students (37. 5 %) circled the option A: *Yes* and 41 students (51.25 %) chose the option B: *No.* Out of 80 students, 1 student (1. 25 %) circled the option *others, please specify* for the question **9**: **How would you translate an idiom**? and his answer was: *by trying to get the gist of what is being said.* For this question, 20 students (25 %) circled the option A: *I would look up for its meaning from a dictionary*, 36 (45 %) chose the option B: *I would search the net*, 23 (28.7 %) chose the option C: *I would ask a professor for help.* For the question **15: Is it possible to translate proverbs based on the meaning of words**? out of 80 students 1 student (1. 25 %) circled the option *others, please specify* and he wrote: *sometimes*, 43 students (53. 7 %) chose the option A: *Yes,* 36 students (45%) chose the option B: *No.* It is worth emphasizing the fact that the students gave high importance to the idioms which is proven by the students' answers: 69 (86. 25 %) out of 80 think idioms are important (please, refer to the question **11: Do you think idioms are important?** Out of 80 students, only 5 (6, 25%) think idioms are not important and 6 (7. 5%) chose the option C: *I do not know*. 62 (77. 5 %) think idioms are important. There were no answers given to the option *others, please specify* for the question **17 Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** 62 students (77. 5 %) chose the option A: *Yes* and the students further gave two types of answers to this question. 46 students (57.5%) wrote: *by reading about other people's culture*, 16 students (20 %) wrote:

by getting in touch with the native speakers more often. 18 students out of 80 (12.5%) circled the option B: *No*. For the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** 29 students (36. 2 %) chose the option A: ***By using them in the classroom more often***, 8 students (10 %) chose the option B: ***By doing as many exercises as possible***, 3 (3.7%) students chose the option C: ***Sometimes by watching videos and reading passages with idioms with pictures in them*** and 40 (50 %) students chose the option D: ***All of the above.***

There were open-ended questions where the students had a greater autonomy in giving their own opinions which proved to be very fruitful for the research. The following table shows the OPEN-ENDED questions and the students' answers to these questions.

Question	Students' answers
2. In your opinion, what are idioms?	a) *Expressions that have figurative meaning= 28 students (35 %)*
	b) *Words that have different meaning that cannot be understood form their separate parts = 22 (27. 5 %)*
	c) *I do not know = 30 (37.5 %)*
5. Why do you think it is difficult to learn idioms?	a) *Because we cannot get the meaning idioms from their separate words = 30 (37. 5 %)*
	b) *Because it is hard to translate them because every culture has its own idioms = 40 (50 %)*
	c) *They are culturally-bound. = 10 (12.5 %)*
10. How do you identify an idiom when you see one in a given text?	a) *When I see that I find it almost impossible to translate = 15 students (18.75 %)*
	b) *It doesn't have a literal meaning = 20 students (25 %)*
	c) *From its figurative nature = 45 students (56. 25%)*
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	a) *By using a dictionary = 25 students (31. 25 %)*
	b) *By trying to find an equivalent word in the mother tongue = 30 students (37. 5 %)*
	c) *By searching the net = 25 students (31.25 %)*

Table 3: Open-ended questions of students' questionnaire and the AAB first-year students' answers

With reference to the above table, out of 80 first-year students, for the **question 2. In your opinion, what are idioms**? 30 (37.5%) students claimed that they didn't know what idioms are, 22 students (27.5%) answered that idioms are words that cannot be understood from their separate parts and other 28 students (35%) answered that idioms are expressions that have figurative meaning.

The question **5: Why do you think it is difficult to learn idioms?** aimed at the students' opinions on why they think idioms are difficult to be learnt. To this question 30 students (37. 5 %) answered 'Because we cannot get the meaning of idioms from their separate words', 40 students (50%) claimed: Because it is hard to translate them because every culture has its own idioms and other 10 students (12. 5%) claimed that idioms are culturally-bound.

Question **10: How do you identify an idiom when you see one in a given text?** required students to give their opinions on how they identify an idiom when they see one in the given text. Out of 80 students: 15 students (18.75%) claimed that they identify an idiom when they see that the word/ phrase is almost impossible to translate, 20 (25%) students claimed they identify an idiom when they notice that it doesn't have a literal meaning and other 45 students (56.25%) claimed they identify an idiom from its figurative nature.

Another important question was the question number 14: **There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** which aimed at checking if students can relate idioms to the proverbs as there are many in Albanian. To this question: 25 (31.25%) out of 80 students claimed that they would translate a proverb by using a dictionary, 30 students (37.5%) claimed they would translate one by trying to find an equivalent word in the mother tongue and finally 25 students (31.25%) claimed they would search the net in order to translate a proverb.

4.2.2 Results from the AAB University student's questionnaire from the second year of studies

The following table shows the results of the students from the AAB University second year of studies in the multiple choice questions as well as those with *others, please specify options*.

	Question	Answers								
		a	b	c	d	e	f	g	h	I
1	Do you learn better when there are pictures that help you understand the context?	70 (87.5 %)	10 (12.5%)							
3	How often do you think students in Kosovo use idioms?	4 (5%)	6 (7.5%)	43 (53.7%)	25(31.2%)	2(2.5%)				
4	Do you think it is difficult To learn idioms? If the answer is No, please skip the question 6.	30 (37.5%)	48 (60%)	2(2.5%)						
6	How do you understand better a text when there are idioms?	46 (57.5%)	19 (23.7%)	15 (18.7%)						
7	Do you think it is possible to translate idioms?	20 (25%)	46 (57.5%)	14 (18.75%)						
8	How many idioms do you know?	3 (3.7%)	42 (52.5%)	35 (43,7%)						
9	How would you translate an idiom?	20(25%)	5 (6.2%)	15(18.7%)	40(50%)					
11	Do you think idioms are important?	59 (73.7%)	8(10%)	13 (16.25%)						
12	How important do you think is the context in acquiring idioms?	11 (13.7%)	15 (18.7%)	39 (48.7%)	15 (18.7%)					
13	What do you think would help in getting the meaning of an idiom from the context?		15 (18.7%)		29 (36.2%)	1(1,2%)	8 (10%)	5 6.2%	22 (27.5%)	

#	Question								
15	Is it possible to translate proverbs based on the meaning of words?	20 (25%)	49 (61.25%)	11 (13.7%)					
16	Tick which one you think applies to learning idioms helps in learning English language ?	35 (43, 7%)	5(6.2%)	3(3.7%)	37 (46,2%)				
17	Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?	70 (87.5%)	10(12. 5%)						
18	In what ways do you think university professors could help students acquire idioms more easily?	16 (20%)	10 (12. 5%)	15 (18.7%)	39 (48. 7%)				

Table 4: Results from the second-year students' questionnaire from the AAB University

The above table shows that, referring to the question 3: **How often do you think students in Kosovo use idioms?**, 4 students (5 %) circled the option A: *very often*, 6 students (7.5 %) circled the option B: *often*, 43 students (53.7 %) chose the option C: *sometimes* and 25 students (31.2%) circled the option D: *rarely* and 2 students (2.5%) chose the option E: *never*. With regard to the question **8: How many idioms do you know?,** 3 students (3.7 %) chose the option A: *less than five*, 42 students (52.5%) chose the option B: *five*, and 35 students (43.7%) chose the option C: *more than five*. In answer to the question **12: How important do you think is the context in acquiring idioms?** 11 students (13. 7 %) circled the option A: *not so important*, 15 students (18. 7%) circled the option B: *quite important*, 39 students (48.7%) circled the option C: *very important* and 15 students (18.7%) circled the option D: *vital to understanding their meaning*. Question **13: What do you think would help in getting the meaning of an idiom from the context?** contained more options. For this question 15 students (18.7%) chose the option B: translate the idiom, literal meaning 29 students chose the option D: *Make use of pictures* , 1 student (5 %) chose the option E: *Guess the meaning* , 8 students (%) chose the option F: *Use vocabulary/ net*, 5 students (6.2 %) chose the option G: *Ask for help (from the teacher),* 22 students (27.5 %) chose the option H: *refer to an L1 idiom.* **Question 16**: **Tick which one you think applies to learning idioms helps in learning English language**. For this question, 35 students (43.7 %) chose the option A: *understanding the target language culture better,* 5 students (6.2%) chose the option B:

comprehending the language in general better, 35 students (3.7%) chose the option C: *comprehending spoken language* and 37 students (46.2%) chose the option D *becoming a native user of the language*.
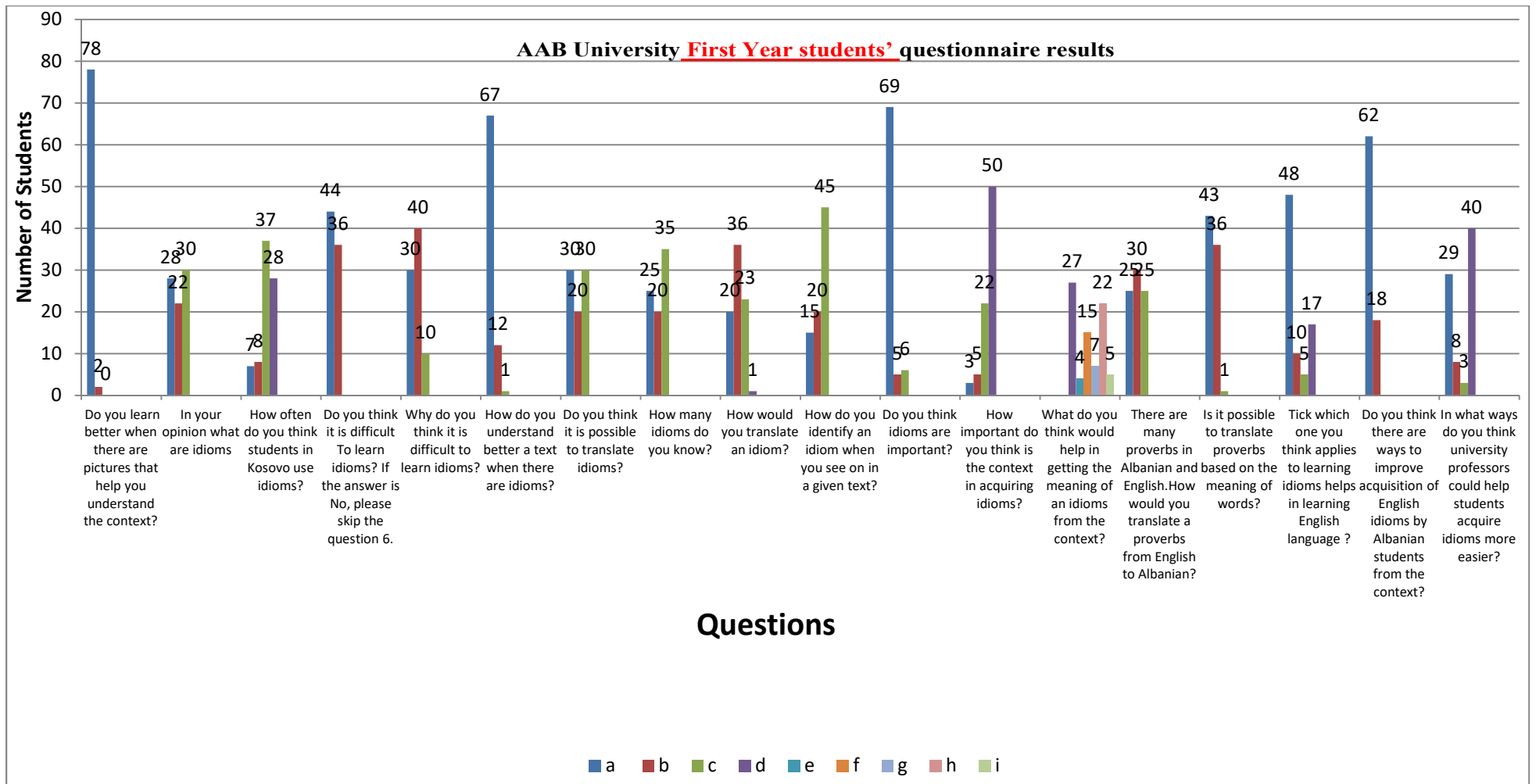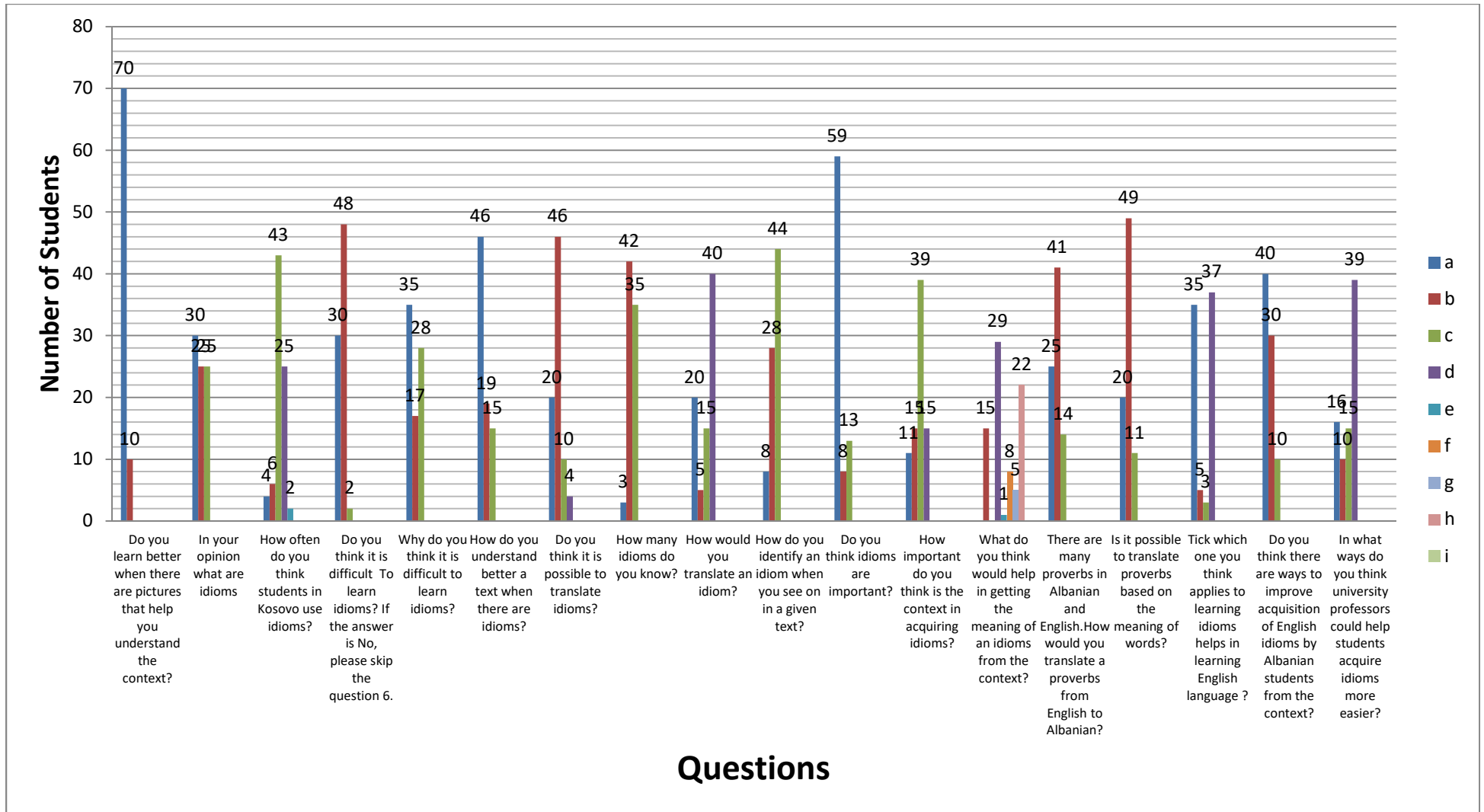
Chart 2: Year two students' questionnaire results AAB University

Results from the questionnaire show that out of 80 students from the second year, none circled the option *others, please specify,* for the questions 1, 6, 11, 17 and 18. Instead, they chose other options. For the question **1: Do you learn better when there are pictures that help you understand the context**, out of 80 students 70 (87. 5 %) circled the option A: *Yes,* and 10 (12. 5 %) chose the option B: *No*. For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5**: out of 80 students, 30 (37. 5 %) circled the option A: *Yes* and 48 (60 %) circled the option B: *No.* Out of 80 students, 2 (2. 5 %) circled the option *others, please specify* and their answer was *sometimes*. For the question **6: How do you understand better a text when there are idioms?** 46 (57.5 % chose the option A: *I infer its meaning from the context,* 19 (23.7%) chose the option B: *I ask my teacher* and 15 (18.7 %) circled the option C: *I use my dictionary*

For the question 7**: Do you think it is possible to translate idioms?** 14 students (17.5%) chose the option *others, please specify*. For this question, out of 14 students: 10 students (12. 5 %) wrote *sometimes* and 4 (5 %) wrote *maybe.* 20 students (25 %) chose the option A: *Yes* and 46 students (57.5%) chose the option B: *No.* Out of 80 students, 40 students (50 %) circled the option *others, please specify* for the question **9**: **How would you translate an idiom**? and their answer was: *by trying to get the gist of what is being said and written about.* For this question, 20 students (25 %) circled the option A: *I would look up for its meaning from a dictionary*, 5 (6. 25 %) chose the option B: *I would search the net*, 15 (18. 75 %) chose the option C: *I would ask a professor for help.* For the question **15: Is it possible to translate proverbs based on the meaning of words**? 11 students (13. 75% %) circled the option *others, please specify* and he wrote: *sometimes*, 20 (25 %) chose the option A: *Yes,* 49 students (61. 25 %) chose the option B: *No.* Students gave high importance to the idioms. This can be seen from the answers to the question **11: Do you think idioms are important?** 59 (73. 75 %) circled the option A.: *Yes*, 8 (10 %) circled the option B: *No* and 13 (16. 25%) circled the option C: *I do not know*. None of the students chose the option *others, please specify* for the question **17 Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** For this question, 70 students (87.5 %) chose the option A: *Yes* and the students further gave two types of answers to this question. 40 students (50%) wrote: *by reading about other people's culture*, 30 students (37.5 %) wrote: *by getting in touch with the native speakers more often*. 10 (12.5%) circled the option B: *No.* For the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** 16 students (20 %) chose the option A: *By using them in the classroom more often*, 10

students (12. 5 %) chose the option B: ***By doing as many exercises as possible***, 15 students (18.75 %) chose the option C: ***Sometimes by watching videos and reading passages with idioms with pictures in them*** and 39 students (48.75 %)   chose the option D: ***All of the above.*** There were open-ended questions where the students gave their own opinions which proved to be very fruitful for the research. The following table shows the OPEN-ENDED questions and the students' answers to these questions.

Question	Students' answers
2. In your opinion, what are idioms?	*a) Word groups that have figurative meaning= 25 students (31, 25 %)*
	b) Phrases that mean something else and cannot be understood from their separate parts = 41 (51, 25 %)
	c) I have no answer = 14 (17, 5 %)
5. Why do you think it is difficult to learn idioms?	*a) Because we cannot understand the whole idiom based on its parts (words) = 35 students (43, 75 %)*
	b) Because of the difficulty translating them = 17 students (21, 25 %)
	c) They are connected to culture.= 28 students (35 %)
10. How do you identify an idiom when you see one in a given text?	*a) It is impossible to translate it = 8 students (10 %)*
	b) It cannot be understood directly = 28 students (35%)
	c) Based on its figurativeness = 44 students (55 %)
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	*a) I try to find words that mean almost the same in the mother tongue= 25(31, 25%)*
	b) I check the context = 41(51, 25 %)
	c) From Google search = 14 students (17, 5 %)

Table 5: Open-ended questions and the AAB second-year students' answers

As it can be seen from the above table, in answer to the question **2: In your opinion, what are idioms?:** out of 80 first-year students, 14 students (17. 5 %) claimed that they didn't have an answer, 41 students (51. 25 %) answered that idioms are phrases that mean something else and cannot be understood from their separate parts and other 25 students (31.25%) answered that idioms are word groups that have figurative meaning. The question **5: Why do you think it is difficult to learn idioms?** aimed at the

students' opinions on why they think idioms are difficult to be learnt. To this question 35 students (43. 75%) answered 'Because we cannot understand the whole idiom based on its parts (words), 17 students (21. 25%) claimed 'Because of the difficulty translating them" and other 28 students (35%) claimed that idioms are connected to the culture. Question **10: How do you identify an idiom when you see one in a given text?** required students to give their opinions on how they identify an idiom when they see one in the given text. Out of 80 students: 8 (10%) students claimed that it is impossible to translate it, 28 students (35 %) claimed they identify an idiom when they notice that it cannot be understood directly and other 44 students (55%) claimed they identify an idiom based on its figurativeness. The question **14: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** aimed at checking if students can relate idioms to the proverbs as there are many in Albanian. To this question: 25 (31. 25 %) out of 80 students claimed words that mean almost the same in the mother tongue, 41 (51.25%) students claimed check the context 14 students (17.5 %) claimed from the Google search.

4.2.3   Conclusion about the AAB University students' questionnaires

The students were checked on their knowledge on idioms through the questionnaire. The first question 1**. Do you learn better when there are pictures that help you understand the context** was more on the relation between the pictures and the context. Out of 160 students: 148 students (92.5%) circled the option A: Yes. Students also showed how much they knew about idioms. This was achieved through the open-ended question 2: **In your opinion, what are idioms?** The AAB University students also gave their own ideas to this and other open-ended questions. However, 14 students (17. 5%) *did not know exactly what idioms are*. It is worth emphasizing that context was considered very important by the students. This is evident from the answers to question 6 how students understand a text with idioms. Out of 160 AAB University students (100%) from the first and the second year: 113 (70. 6 %) wrote *they infer the meaning from the context.* 31 students (19. 3 %) from the first and the second year of studies claimed that *they ask their teacher* and 16 (10%) claimed *they use the dictionary*. One of the questions (Q. 10) was focused on how students identify an idiom when they see one in the given text, which reveals that 55 % (44 students) identify it *from the figurative meaning*.

4.2.4 Results from the Universum College students' questionnaires from the first year of studies

In the table below are shown the results of the students from the Universum College from the first year of studies.

	Question	Answers								
		a	b	c	d	e	f	g	h	i
1	Do you learn better when there are pictures that help you understand the context?	40 (100%)								
3	How often do you think students in Kosovo use idioms?		4(10%)	30 (75%)	6 (15%)					
4	Do you think it is difficult To learn idioms? If the answer is No, please skip the question 6.	28 (70%)	12 (30%)							
6	How do you understand better a text when there are idioms?	28 (70%)	8 (20%)	4(10%)						
7	Do you think it is possible to translate idioms?	15 (37,5%)	15 (37.5%)	8 (20%)						
8	How many idioms do you know?	29 (72.5 %)	5 (12,5%)	6 (15%)						
9	How would you translate an idiom?		3 (7,5%)	3 (7,5%)	34 (85%)					
11	Do you think idioms are important?	25 (62.5%) 3 (7,5%)		12 (30%)						
12	How important do you think is the context in acquiring idioms?		3 (7,5%)	30 (75%)	7 (17,5%)					

#	Question									
13	What do you think would help in getting the meaning of an idiom from the context?	5 (12,5%)	2 (5%)	10 (25%)	7 (17,5%)	3(7,5%)	5(12,5%)	2(5%)	4(10%)	2(5%)
15	Is it possible to translate proverbs based on the meaning of words?	9 (22,5%)	25 (62,5%)	6 (15%)						
16	Tick which one you think applies to learning idioms helps in learning English language?	19 (47,5%)	9 (22,5%)	12 (30%)						
17	Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?	33 (82,5%)	7 (17,5%)							
18	In what ways do you think university professors could help students acquire idioms more easily?	8 (20%)		3 (7,5%)	29 (72,5%)					

Table 6: Results from the Universum College first-year students' questionnaire

For the question 3: **How often do you think students in Kosovo use idioms?**, none of the students circled the option A: *very often*, 4 students (10 %) circled the option B: *often*, 30 students (75 %) chose the option C: *sometimes* and 6 students (15 %) circled the option D: *rarely* .

For the question 8**: How many idioms do you know?,** 29 students (72.5 %) chose the option A: *less than five*, 5 students (12,5%) chose the option B: *five*, 6 students (15%) chose the option C: *more than five*.

For the question **12: How important do you think is the context in acquiring idioms?** 3 students (7. 5 %) circled the option B: *quite important*, 30 students (75%) circled the option C: *very important* and 7 students (17. 5 %) circled the option D: *vital to understanding their meaning*.

Question **13: What do you think would help in getting the meaning of an idiom from the context?** had more options. For this question 5 students (12.5%) chose the option A: I use background knowledge, 2 students (5%) chose the option B: translate the idiom, literal meaning 10 students (25%) chose the option C: Infer the meaning of the unknown idioms/ words, 7 students (17. 5%0 chose the option D: *Make use of pictures* , 3 students (7,5 %) chose the option E: *Guess the meaning* , 5

students (12.5 %) chose the option F: *Use vocabulary/ net*, 2 students (5 %) chose the option G: *Ask for help (from the teacher),* 4 students (10 %) chose the option H: *refer to an L1 idiom* and 2 students (5%) chose the option I: *Imagine or visualize a situation.*

For the question **16**: **Tick which one you think applies to learning idioms helps in learning English language**. 19 students (47.5 %) chose the option A: *understanding the target language culture better,* 9 students (22.5%) chose the option B: *comprehending the language in general better and* 12 students (30 %) chose the option C: *comprehending spoken language.*

Chart 3: Results from the first-year students from the Universum College

From the first year, out of 40 students none chose the option *others, please specify,* for the questions 1, 4, 6, 11, 17 and 18.

For the question **1: Do you learn better when there are pictures that help you understand the context**, out of 40 students 40 (100 %) circled the option A: *Yes.*

For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5**: 28 (70 %) circled the option A: *Yes* and 12 (30 %) circled the option B: *No.* None circled the option *others, please specify.*

For the question **6: How do you understand better a text when there are idioms?** 28 (70 %) chose the option A: *I infer its meaning from the context,* 8 (20 %) chose the option B: *I ask my teacher* and *4 (10 %) circled the option C: I use my dictionary.*

For the question **7: Do you think it is possible to translate idioms?** 12 students (30%) chose the option *others, please specify*. For this question: 8 students (20 %) wrote *sometimes* and 4 (10 %) wrote *maybe.* 15 students (37. 5 %) circled the option A: Yes and 13 students (32.5 %) circled the option B: *No*.

For the question **9**: **How would you translate an idiom**? 34 students (85 %) circled the option *others, please specify* and their answer was: *by trying to get the gist of what is being said and written.* For this question, 3 students (7. 5 %) circled the option B: *I would search the net*, 3 (7. 5 %) chose the option C: *I would ask a professor for help.* None of the students chose the option *others, please specify*

For the question **11: Do you think idioms are important.** Out of 40 students 25 (62. 5 %) circled the option **Yes** and 3 students (7. 5%) chose the option **B: No** for the question 11, 12 students (30 %) chose the option C: *I do not know .*

For the question **15: Is it possible to translate proverbs based on the meaning of words**? 6 students (15 %) circled the option *others, please specify* and they wrote: *sometimes*. 9 students (2.5 %) chose the option A: *Yes,* 25 students (62.5 %) chose the option B: *No*. Students gave high importance to the idioms. None of the students chose the option *others, please specify*

For the question **17: Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** For this question, 33 students (82. 5%) chose the option A: *Yes* and the students further gave two types of answers to this question. 18 students (45%) wrote: *by reading about other people's culture*, 15 students (37. 5 %) wrote: *by getting in touch with the native speakers more often*. 7 (17.5%) circled the option B: *No*. None chose the option *others, please specify* for the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** 8 students (20 %) chose the option A: *By using them in the classroom more often*, 3

students (7.5 %) chose the option C: *Sometimes by watching videos and reading passages with idioms with pictures in them* and 29 students (72.5%) chose the option D: *All of the above.* The following table shows the OPEN-ENDED questions and the students' answers to these questions.

Question	Students' answers
2. In your opinion, what are idioms?	**a) Phrases with non-literal meaning= 9 students (22, 5%)**
	b) Phrases that have different meaning that cannot be understood form their constituent parts = 5 (12,5%)
	c), I have no idea = 26 students (65%)
5. Why do you think it is difficult to learn idioms?	**a) Because they have figurative meanings = 18 students (45%)**
	b) Because it is hard to find their equivalents in the mother tongue = 7 students (17, 5%)
	c) They are a part of peoples' culture.= 15 students (37,5%)
10. How do you identify an idiom when you see one in a given text?	**a) When I find it very hard to translate it = 19 students (47,5 %)**
	b) It cannot be understood literally = 13 students (32,5%)
	c). When I see the word has figurative meaning = 8 students (20%)
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	**a) I would use a dictionary = 3 students (7,5%)**
	b) I would try to find words in the mother tongue that convey the same or a similar message = 15 students (37,5%)
	c) Using the internet = 22 students (55%)

Table 7: Open-ended questions and the Universum College first-year students' answers

In the above table, we can see that out of 40 (100%) first-year students, in answer to the question **2: In your opinion, what are idioms?** 26 students (65%) claimed that they have no idea what idioms are, 5 students (12. 5%) answered that idioms are phrases that have different meaning that cannot be understood from their constituent parts and other 9 students (22. 5%) answered that idioms are phrases with non-literal meaning.

The question 5: **Why do you think it is difficult to learn idioms**? aimed at the students' opinions on why they think idioms are difficult to be learnt. To this question 18 students (45%) answered Because

they have figurative meanings, 7 students (17. 5%) claimed: Because it is hard to their equivalents in the mother tongue and other 15 students (37. 5%) claimed that idioms are a part of peoples' culture.

Question 10 required students to give their opinions on how they identify an idiom when they see one in the given text. **(How do you identify an idiom when you see on in a given text?)** Out of 40 students: 19 students (47.5%) claimed that they identify an idiom when they find it very hard to translate it, 10 students claimed they identify an idiom when they notice that it cannot be translated literally and other 20 students (50%) claimed they identify when they see that a word has figurative meaning.

Another important question was question number 14: **There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** This question aimed at checking if students can relate idioms to the proverbs as there are many in Albanian. To this question: 3 out of 40 students (7.5%) claimed that they would use a dictionary, 15 out of 40 students (37.5%) claimed they would try to find words in the mother tongue that convey the same or a similar message and finally 22 students (55%) claimed they would use the internet in order to translate a proverb.

4.2.5 Results from the Universum College students' questionnaires from the second year of studies

The following are the results of questionnaires from the second year students at Universum College.

	Question	Answers								
		a	b	c	d	e	f	g	h	i
1	Do you learn better when there are pictures that help you understand the context?	39 (97,5%)	1 (2,5%)							
3	How often do you think students in Kosovo use idioms?		3 (7,5%)	30 (75%)	7 (17,5%)					
4	Do you think it is difficult To learn idioms? If the answer is No, please skip the question 6.	26 (65%)	14 (35%)							
6	How do you understand better a text when there are idioms?	27 (67,5%)	4 (10%)	9 (22,5%)						
7	Do you think it is possible to translate idioms?	26 (65%)	9 (22,5%)	5 (12,5%)						

#	Question								
8	How many idioms do you know?	29 (72,5%)	6 (15%)	5 (12,5%)					
9	How would you translate an idiom?	13 (32,5%)		7 (17,5%)	20 (50%)				
11	Do you think idioms are important?	36 (90%)		4 (10%)					
12	How important do you think is the context in acquiring idioms?		5 (12,5%)	10 (5%)	25 (62,5%)				
13	What do you think would help in getting the meaning of an idiom from the context?			10 (25%)		10 (25%)	6 (15%)	11 (27,5%)	3 (7,5%)
15	Is it possible to translate proverbs based on the meaning of words?	10 (25%)	23 (57,5)	7 (17,5 %)					
16	Tick which one you think applies to learning idioms helps in learning English language ?	18 (45%)	3 (7,5%)		19 (47,5%)				
17	Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?	37 (92,5%)	3(7,5%)						
18	In what ways do you think university professors could help students acquire idioms more easily?	10(25%)		9(22,5 %)	21(52, 5%)				

Table 8: Results from the Universum College second-year students' questionnaire

For the question 3: **How often do you think students in Kosovo use idioms?**, there were no answers to the option A, 3 students (7.5 %) circled the option B: *often*, 30 students (75 %) chose the option C: *sometimes* and 7 students (17.5 %) circled the option D: *rarely*

For the question **8: How many idioms do you know?,** 29 students (72.5 %) chose the option A: *less than five*, 6 students (15%) chose the option B: *five*, 5 students (12.5%) chose the option C: *more than five*.

For the question **12: How important do you think is the context in acquiring idioms?** 5 students (12. 5 %) circled the option B: *quite important*, 10 students (5%) circled the option C: *very important* and 25 students (62. 5 %) circled the option D: *vital to understanding their meaning*.

For the question 13**: What do you think would help in getting the meaning of an idiom from the context?** which had more options 10 students (25%) chose the option C: **Infer the meaning of the unknown idioms/ word**s, 10 students (25%) chose the option D: *Make use of pictures* , 6 students (15%) chose the option G: *Ask for help (from the teacher),* 11 students (27.5 %) chose the option H: *refer to an L1 idiom* and 3 students (7.5%) chose the option I: *Imagine or visualize a situation.*

For the question 16: **Tick which one you think applies to learning idioms helps in learning English language**. 18 students (45 %) chose the option A: *understanding the target language culture better,* 3 students (7.5%) chose the option B: *comprehending the language in general better and* 19 students (47.5 %) chose the option D: *becoming a native user of the language.*
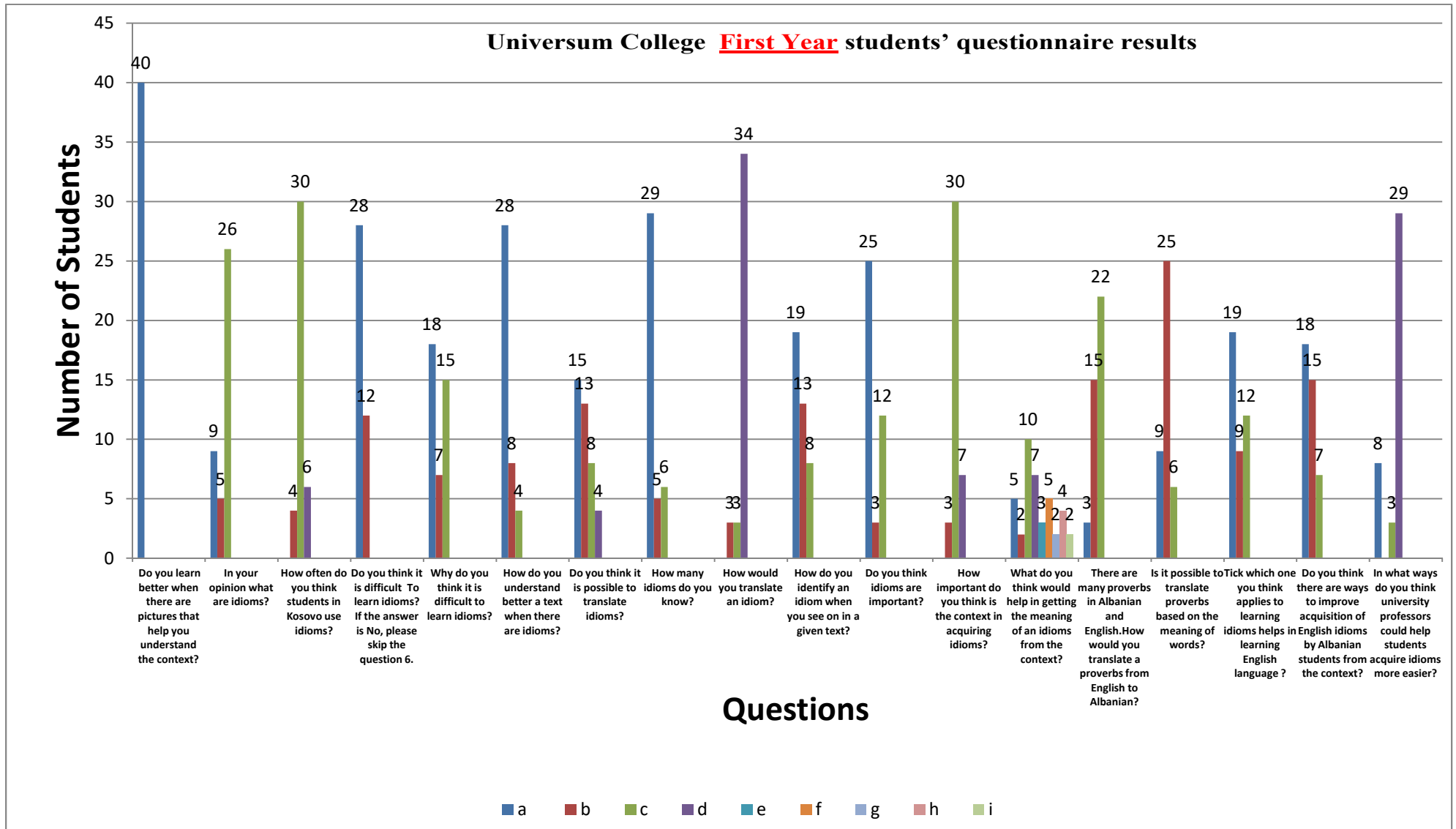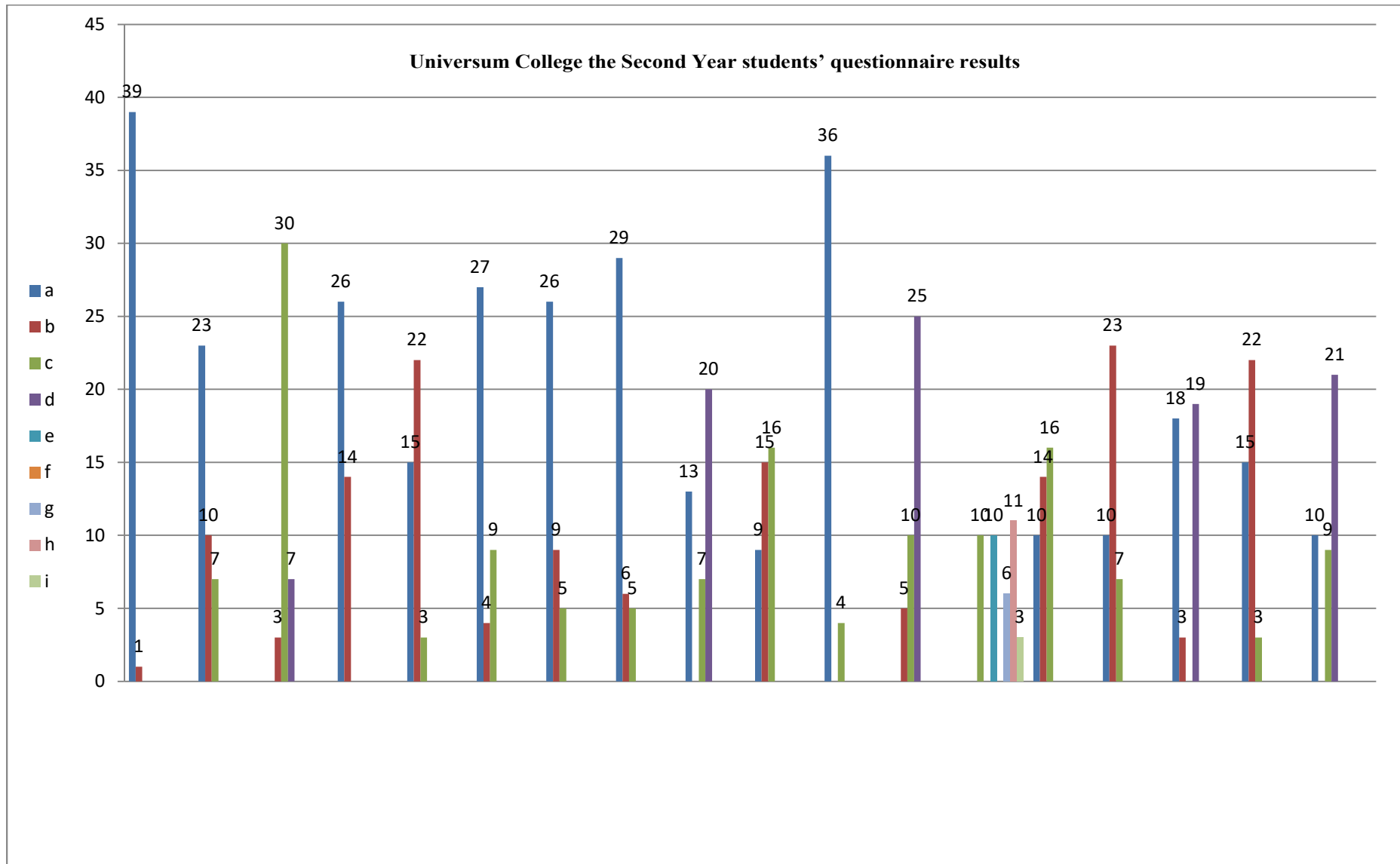
Chart 4: Results from the Universum College second-year student's questionnaires from the second year of studies

From the second year, out of 40 students (100%) none chose the option ***others, please specify***, for the questions 1, 4, 6, 11 and 18.

For the question **1: Do you learn better when there are pictures that help you understand the context**, out of 40 students 39 students (97.5 %) circled the option A: ***Yes*** and 1 student (2.5%) chose the option B: No. For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5**: none circled the option ***others, please specify***, 26 (65 %) circled the option A: ***Yes*** and 14 (35 %) circled the option B: None circled the option ***others, please specify***

For the question **6: How do you understand better a text when there are idioms?** 27 students (67.5 %) chose the option A: ***I infer its meaning from the context***, 4 (10 %) chose the option B: ***I ask my teacher*** and 9 *(22.5 %) circled the option C: **I use my dictionary.***

 Five (5) students (12, 5%) chose the option ***others, please specify***

For the question 7**: Do you think it is possible to translate idioms?** and their answers was ***sometimes.*** 26 students (65 %) circled the option A: ***Yes*** and 9 students (22. 5 %) circled the option B: ***No***.

For the question **9**: **How would you translate an idiom**? 20 students (50 %) circled the option ***others, please specify*** and their answer was: ***by trying to get the gist of what is being said and written,*** 13 students (32.5 %) circled the option A: ***I would look up for its meaning from a dictionary***, 7 students (17,5 %) chose the option C: ***I would ask a professor for help.*** None of the students chose the option ***others, please specify***

For the question **11: Do you think idioms are important.** 36 students (90 %) circled the option **Yes** and 4 students (10%) chose the option C: ***I do not know***.

For the question **15: Is it possible to translate proverbs based on the meaning of words**? 7 students (17. 5 %) circled the option ***others, please specify*** and they wrote: ***sometimes***. Other 10 students (25 %) chose the option A: ***Yes,*** 23 students (57. 5 %) chose the option B: ***No***. So, students gave high importance to the idioms. None of the students chose the option ***others, please specify***

For the question **17: Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** For this question, 37 students (92. 5%) chose the option A: ***Yes*** and the students further gave two types of answers to this question. 15 students (37, 5%) wrote: ***by reading about other people's culture***, 22 students (55 %) wrote: ***by getting in touch with the native speakers more often***. 3 students (2. 5%) circled the option B: ***No***.

For the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** none chose the option ***others, please specify*** 10 students (25 %) chose the option

A: *By using them in the classroom more often*, 9 students (22.5%) chose the option C: *Sometimes by watching videos and reading passages with idioms with pictures in them* and 21 students (52.5%) chose the option D: *All of the above.*

The following table shows the OPEN-ENDED questions and the students' answers to these questions

Question	Students' answers
2. In your opinion, what are idioms?	a) Phrases with figurative meaning= 23 students (57,5 %)
	b) Word groups with different meanings that cannot be understood literally = 10 (25%)
	c) I don't have an idea = 7 (17 ,5%)
5. Why do you think it is difficult to learn idioms?	a) Because we cannot understand them literally = 15 students (37,5%)
	b) Because it is difficult to find sentences that mean the same in the mother tongue = 8 students (20%)
	c) Because culture has an effect on learning idioms = 3 students (7,5%)
10. How do you identify an idiom when you see one in a given text?	a) When I find it very hard to translate it literally= 9 students (22,5%)
	b) It doesn't make sense literally = 15 students (37,5%)
	c). When I see the word has another meaning which is non-literal = 16 students (40%)
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	a) I would use a monolingual and bilingual dictionary = 10 students (25%)
	b) I would ask for help from an English professor= 14 (35%)
	c). From the search engines = 16 students (40%)

Table 9: Open-ended questions and the Universum College second-year students' answers

Referring to the above table, out of 40 first-year students, for the question **2: In your opinion, what are idioms?** 7 students (17.5%) claimed that they don't have an idea what idioms are, 10 students (25%) answered that idioms are word groups with different meanings that cannot be understood literally, and other 23 students (57.5%) answered that idioms are phrases with figurative meaning.

The question 5: **Why do you think it is difficult to learn idioms**?) aimed at the students' opinions on why they think idioms are difficult to be learnt. To this question 15 students (37. 5%) answered 'Because we cannot understand them literally", 8 students (20%) claimed 'Because it is difficult to find sentences that mean the same in the mother tongue" and other 3 students (7. 5%) claimed that culture has an effect on learning idioms.

In answer to the question **10: How do you identify an idiom when you see one in a given text?** 9 students (22.5%) claimed that they identify an idiom when they find it very hard to translate it literally, 15 students (37.5%) claimed *they identify an idiom when they see that it doesn't make sense* and other 10 students (25%) claimed *they identify an idiom when they see that the word has another meaning which is non-literal*.

Another important question was the question number **14: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** It aimed at checking if students can relate idioms to the proverbs as there are many in Albanian. For this question : 10 out of 40 students (25%) claimed that *they would use a monolingual and bilingual dictionary*, 14 out of 40 students (35%) claimed *they would ask for help from an English professor* and 16 students (40%) claimed *from the search engines.*

4.2.6   Conclusion on the Universum College students' questionnaire

 The effect of context on acquisition of idioms was what this questionnaire was meant to shed light on. Besides, students also answered on how much they knew about idioms. This was seen in the open ended question **2: In your opinion, what are idioms?** The results show that: 26 students (65%) out of 40 students from the first year wrote *they had no idea what idioms are* whereas 7 students (17. 5 %) out of 40 students from the second year of studies wrote **they had no idea on what idioms are.** It is worth emphasizing that context was considered very important by the students. This can be noticed from the question 6 on how students understand a text when there are idioms and out of 40 students (100%): 28 students (70%) from the first year and 27 students (67. 5%) from the second year chose the option A: *I infer its meaning from the context*. So, the results from the student's questionnaire from the first and the second year showed that context is one of the most important tools for students to understand idioms (as it can be seen from the answers for the question 6). Students also paid particular attention to the importance of idioms and the role they play in a language which can be seen from the question 16: which required students to tick the option that applies to learning idioms helps in learning English. For

this question 19 students (47.5%) from the first year and 18 students (45%) chose the option A: ***understanding the target language culture better***, 19 students (47.5%) from the second year chose the option D: ***becoming a native user of the language***. None of the students from the first year chose the option D.

4.2.7 Results from Fehmi Agani Public University fourth-year students' questionnaires

The table below clarifies the data from the questionnaires filled in by the students from Fehmi Agani Public University. The open ended questions and answers to these questions have been excluded as they are going to be explained separately in more details.

	Question	Answers								
		a	b	c	d	e	f	g	h	i
1	Do you learn better when there are pictures that help you understand the context?	15(75%)	4(20%)	1(5%)						
3	How often do you think students in Kosovo use idioms?		2(10%)	14(70%)	4(20%)					
4	Do you think it is difficult To learn idioms? If the answer is No, please skip the question 6.	13(50%)	4(20%)	3(-15%)						
6	How do you understand better a text when there are idioms?	20(100%)								
7	Do you think it is possible to translate idioms?	20(100%)								
8	How many idioms do you know?	2(10%)		18(90%)						

#	Question							
9	How would you translate an idiom?	10(50%)	5(25%)		5(25%)			
11	Do you think idioms are important?	16((80%)		4(20%)				
12	How important do you think is the context in acquiring idioms?		4(20%)	12(60%)	4(20%)			
13	What do you think would help in getting the meaning of an idioms from the context?	4(20%)		6(30%)			5(25%)	5(25%)
15	Is it possible to translate proverbs based on the meaning of words?	2(10%)	15(75%)	3(15%)				
16	Tick which one you think applies to learning idioms helps in learning English language?	5(25%)	7(35%)		8(40%)			
17	Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?	18 (90%)	2(10%)					
18	In what ways do you think university professors could help students acquire idioms more easily?	3(15%)	4(20%)	1(5%)	12(60%)			

Table 10: Results from Fehmi Agani Public University fourth-year student's questionnaire

For the question 3: **How often do you think students in Kosovo use idioms?**, out of 20 students 2 students (10 %) circled the option B: *often*, 14 students (70 %) chose the option C: *sometimes* and 4 students (20 %) circled the option D: *rarely.* There were no students who circled the option A**.**

For the question 8**: How many idioms do you know?** 2 students (10 %) chose the option A: *less than five*, 18 students (90 %) chose the option C: *more than five*.

In answer to the question **12: How important do you think is the context in acquiring idioms?** *4* students (20 %) circled the option B: *quite important*, 12 students (60 %) circled the option C: *very important* and 4 students (20 %) circled the option D: *vital to understanding their meaning*.

For the question 13**: What do you think would help in getting the meaning of an idiom from the context?** 4 students (20%) chose the option A: I use background knowledge, 6 students (30 %) chose the option C: **Infer the meaning of the unknown idioms/ word**s, , 5 students (25 %) chose the option G: *Ask for help (from the teacher), and* 5 students (25 %) chose the option H: *refer to an L1 idiom.*

In answer to the question 16: **Tick which one you think applies to learning idioms helps in learning English language**. 5 students (25 %) chose the option A: *understanding the target language culture better,* 7 students (25%) chose the option B: *comprehending the language in general better and* 8 students (40 %) chose the option D: *becoming a native user of the language.*
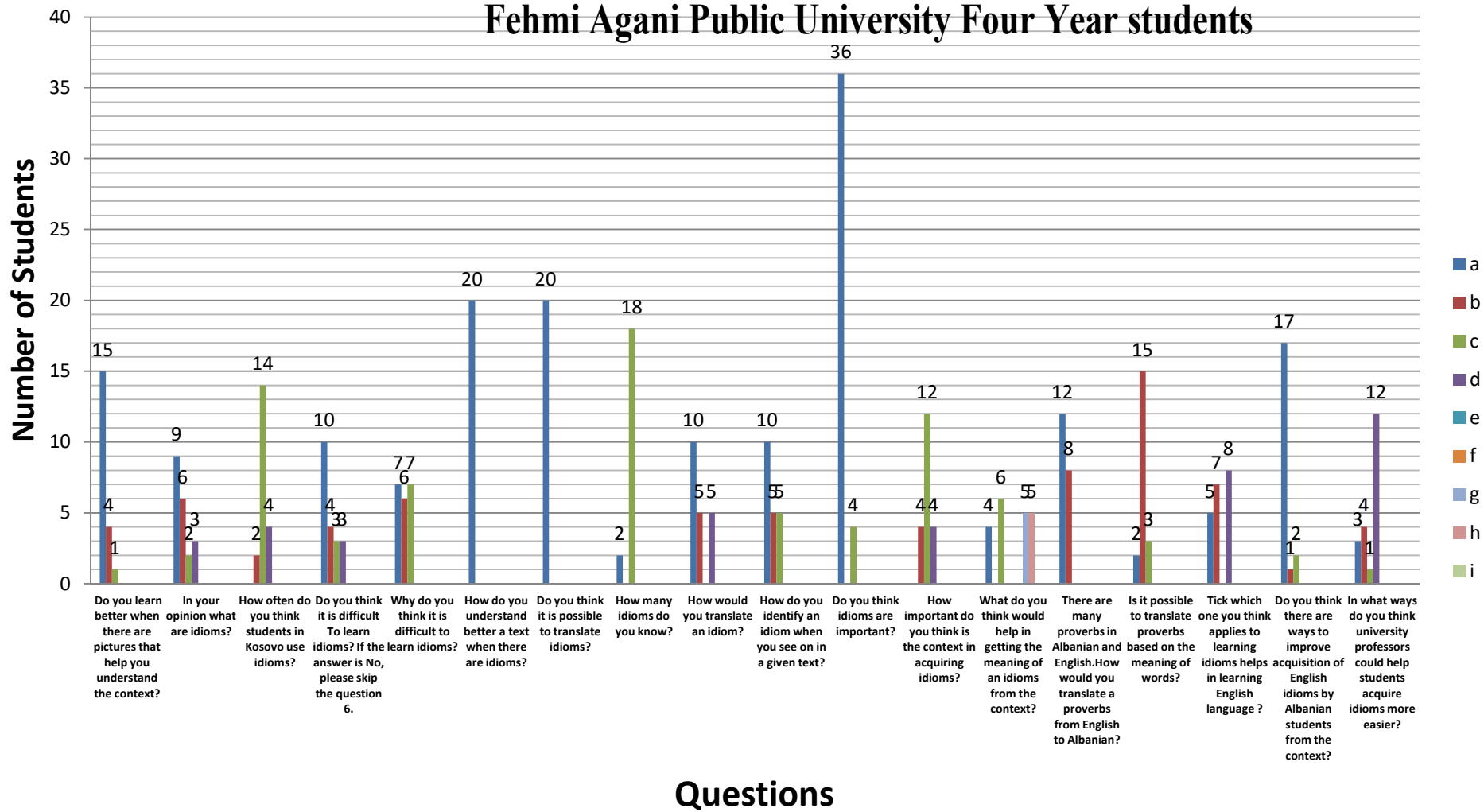
Chart 5: Results from Fehmi Agani Public University in Gjakova student's questionnaire

Out of 20 students from the fourth year, none circled the option *others, please specify*, for the questions 6, 7, 11, 17 and 18.

For the question **1: Do you learn better when there are pictures that help you understand the context**, out of 20 students 15 students (75 %) circled the option A: *Yes***,** and 4 (20 %) chose the option B: *No*. 1 student chose the option *others, please specify* and wrote *Yes and No because it helps me learn better*.

For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5**:10 (50 %) circled the option A: *Yes* and 4 (20 %) circled the option B: *No.* For the same question (question 4) 6 students (30%) chose the *others, please specify* option and gave two different answers: 3 students (15%) wrote: *Not that difficult* and 3 students (15%) wrote : *It depends on the words or phrases used*. All the students 20 (100%) chose the option A: *I infer its meaning from the context*

For the question **6: How do you understand better a text when there are idioms?**

For the question 7**: Do you think it is possible to translate idioms?** 20 students (100%) chose the option A: *Yes*. For the question **9**: **How would you translate an idiom**? 10 students (50%) circled the option A: *I would look up for its meaning from a dictionary* , 5 students (25%) circled the option B: *I would search the net* and 5 other students (25%) chose the option *others, please specify* and their answer was: *by trying to get the gist of what is being said or written.*

In answer to the question: *11* **Do you think idioms are important?** 20 students (100%) chose the option A: **Yes.**

For the question **15: Is it possible to translate proverbs based on the meaning of words**? 2 students (10%) circled the option A: Yes and 15 students (75%) chose the option B: *No.* 3 other students (15%) circled the *others, please specify* option and wrote: *sometimes*. None of the students chose the option *others, please specify*

For the question **17 Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** 18 (90%) students chose the option A. Yes in answer to the question 17. The students further gave two types of answers to this question. 17 students (85%) wrote: *by reading about other people's culture*, 1 student (5 %) wrote: *by getting in touch with the native speakers more often*. 2 students (10%) circled the option B: *No*. None of the students chose the option *others, please specify*.

In answer to the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** 3 students (15 %) chose the option A: *By using them in the classroom more often*, 4 students (20 %) chose the option B: *By doing as many exercises as possible*, 1 students (5 %) chose the option C: *Sometimes by watching videos and reading passages with idioms with pictures in them* and 12 students (60 %) chose the option D: *All of the above.* Option *others, please specify* was not chosen by any of the students.

There were open-ended questions where the students had a greater autonomy in giving their own opinions which proved to be very fruitful for the research. The following table shows the OPEN-ENDED questions and the students' answers to these questions.

Question	Students' answers
2 In your opinion, what are idioms?	a) *A sophisticated way of saying something (conveying a thought) = 9 students (45%)*
	b) *Idioms are metaphorical expressions = 6 students (30 %)*
	c) *Words that have specific meanings = 2 students (10%)*
	d) *Phrases that are used to express a meaning in a shorter way = 3 students (15%)*
5. Why do you think it is difficult to learn idioms?	a) *Because most of the time they don't have literal meaning = 7 students (35%)*
	b) *Because idioms are connected in meaning to a specific region = 6 students (30%)*
	c) *They are connected to the culture of the people= 7 students (35 %)*
10. How do you identify an idiom when you see one in a given text?	a) *Based on the form since it differs from other words or phrases = 10 students (50%)*
	b) *Based on its figurative meaning = 5 students (25%)*
	c) *When I see I cannot translate it literally = 5 students (25%)*
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	a) *By trying to find words or phrases that have similar meaning in the mother tongue = 12 students (60%)*
	b) *Through the search engines from the internet = 8 students (40%)*

Table 11: Open-ended questions and Fehmi Agani public University fourth-year students' answers

The table shows that for the question **2: In your opinion, what are idioms?:**out of 20 fourth-year students (100%), 9 students (45%) claimed that idioms are *a sophisticated way of saying something (conveying a thought)*, 6 students (30%) answered that *idioms are metaphorical expressions,* 2 students (10%) answered that *idioms are words with specific meaning* and 3 students (15%) answered that *idioms are phrases that are used to express a meaning in a shorter way*.

For the question **5: Why do you think it is difficult to learn idioms?**, 7 students (35%) answered 'because most of the time they don't have a literal meaning', 6 students (30%) claimed *Because idioms are connected in meaning to a specific region* and other 7 students (35%) claimed that it is difficult to learn idioms because *they are connected to the culture of the people*.

In answer to the question 10**: How do you identify an idiom when you see one in a given text?** 10 students (50%) claimed that they identify an idiom *based on the form since it differs from the other words or phrases*, 5 students (25%) claimed they identify an idiom *based on their figurative meaning* and 5 students (25%) claimed they identify an idiom when they *cannot translate it literally*.

Question **14: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** aimed at checking if students can relate idioms to the proverbs as there are many in Albanian. To this question: 12 out of 20 students claimed that *they would translate a proverb by trying to find words or phrases that have similar meaning in the mother tongue* and 8 students claimed *they would translate a proverb through the search engines from the internet*

4.2.8   Conclusion on Fehmi Agani Public University students' questionnaire

For the question **2. In your opinion, what are idioms?**, which aimed at discovering what the students actually knew on idioms, none of the students from the fourth year from Fehmi Agani University wrote *he/she did not know what idioms are*. Students gave their own ideas. It is important to underline the fact that context was considered very important by the students. This can be noticed from the question 6 on how students understand a text when there are idioms and 20 students (100%) wrote *they infer the meaning from the context*. The students also put emphasis on why they thought it is difficult to learn idioms and 7 students (35%) wrote: *because most of the time, they don't have a literal meaning.* 6 students (30%) wrote *because they are connected in meaning to a specific region* and other 7 students 35%) wrote *because they are connected to the culture of the people.*

4.2.9 Overall results for all the students questionnaires

The table below shows the overall results from the students' questionnaire from all three universities for the multiple choice questions. Open ended questions are explained separately as they contain students' detailed answers to the questions.

Nr.	Question	Answers								
		a	b	c	d	e	f	g	h	i
1	Do you learn better when there are pictures that help you understand the context?	242 (93%)	17 (6,53 %)	1 (0.38 %)						
3	How often do you think students in Kosovo use idioms?	11 (4,.23%)	23 (8.84%)	154 (59.2%)	70 (26.9%)	2 (0.76%)				
4	Do you think it is difficult To learn idioms? If the answer is No, please skip the question 6.	141 (54.23%)	114 (43.8%)	5 (1.92%)						
6	How do you understand better a text when there are idioms?	188 (72.3%)	43 (16.53%)	29 (11.15%)						
7	Do you think it is possible to translate idioms?	111 (42.6%)	113 (43.46%)	36 (13.8%)						
8	How many idioms do you know?	88 (33.8%)	73 (28%)	99 (38%)						
9	How would you translate an idiom?	63 (24.2%)	49 (18.8%)	48 (18.4%)	100 (38.4%)					
11	Do you think idioms are important?	205 (78.8%)	16 (6.15%)	39 (15%)						

100

#	Question									
12	How important do you think is the context in acquiring idioms?	14 (5.38%)	32 (12.3%)	113 (43.4%)	101 (38.8%)					
13	What do you think would help in getting the meaning of an idiom from the context?	9 (3.46%)	17 (6.53%)	26 (10%)	63 (24.2%)	18 (6.92%)	28 (10.7%)	25 (9.61%)	64 (24.61%)	10 (3.84%)
15	Is it possible to translate proverbs based on the meaning of words?	84 (32.3%)	148 (56.9%)	28 (10.7%)						
16	Tick which one you think applies to learning idioms helps in learning English language?	125 (48%)	34 (13%)	20 (7.69%)	81 (31.15%)					
17	Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?	220 (84.6%)	40 (15.38%)							
18	In what ways do you think university professors could help students acquire idioms more easily?	66 (25.3%)	22 (8.46%)	31 (11.9%)	141 (54.2%)					

Table 12: Overall results of all the students (260) from the questionnaires

Referring to the above table, which contains multiple-choice questions, for the question **1: Do you learn better when there are pictures that help you understand the context**, out of 260 students in total, 242 students (93%) circled the option A: **Yes,** and 17 students (6.53 %) chose the option B: **No**. 1 student (0.38%) chose the option C: **others, please specify** and wrote **Yes and No because it helps me learn better**. With regard to the question **3: How often do you think students in Kosovo use idioms?** 11 students (4.23%) circled the option A: **Very often**, 23 students (8.84%) chose the option B: **Often,** 154 students (59.2%) chose the option C: **Sometimes,** 70 students (26.9%) circled the option D: **Rarely** and 2 students (0.76%) chose the option E: **Never**. For the question **4: Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5** 141 students (54.23%) chose the option A: **Yes**, 114 students (43.8%) circled the option B: **No.** For this question 5 students (1.92 %) chose the option C: **others, please specify** and wrote: **sometimes**. Another important question was the question

6: How do you understand better a text when there are idioms? For this question 188 students (72.3%) circled the option A: *I infer its meaning from the context* 43 students (16.53 %) circled the option B*: I ask my teacher and 29 students (11.15%) chose the option C: I use my dictionary*

For the question 7**: Do you think it is possible to translate idioms?** 11 students (42.6%) circled the option A: *Yes*. 113 students (43.46 %) chose the option B: *No* and 36 students (13.8 %) chose the option C. *others., please specify*. For this question the students gave two opinions (options). 34 students (13%) wrote *sometimes* and 2 students 0.76%) wrote m*aybe*. When asked on the number of idioms the students thought they knew (question 8: how many idioms do you know?) 88 students (33.8%) chose the option A: *less than five*, 73 students (28%) chose the option B: *five* and 99 students (38%) chose the option C: *more than five*. In answer to the question **9**: **How would you translate an idiom**? 63 students (24.2%) circled the option A: *I would look up for its meaning from a dictionary* , 49 students (18.8%) chose the option B: *I would search the net*, 48 students (18.4%) chose the option C I would ask a professors for help and 100 students (38.4%) chose the option D: others, please specify. For this question the students claimed to do this *by trying to get the gist of what is being said or written.* For the question: *11* **Do you think idioms are important?** 205 students (78.8%) chose the option **A:** *Yes,* **16 students (6.15 %)** chose the option **B:** *No* and 39 students **(15%)** circled the option **C:** *I do not know***.** One of the most important questions was the question **12. How important do you think is the context in acquiring idioms?.** For this question, out of 260 students in total, 14 students (5.28%) chose the option A: *not so important*, 32 students (12.3 %) chose the option B: *quite important*, 113 students (43.4%) circled the option C: *very important* and 101 students (38.8%) chose the option D: *vital to understanding their meaning*. The following question (the question 13 What do you think would help in getting the meaning of an idiom from the context? is another important question. For this question 9 students (3.46%) circled the option A: *I use background knowledge*, 17 students (6.53%) chose the option B: *Translate the idiom* 26 students (10%) chose the option C: *Infer the meaning of the unknown idioms' words*. 63 students (24.2%) chose the option D: **Make use of pictures**, 18 students (6.92%) chose the option E: **guess the meaning**, 28students circled the option F: **use vocabulary, net,** 25 students (9.61 %) chose the option G**: ask for help (from the teacher)**. 64 students (24.61 %) chose the option H: **Refer to an L1 idiom** and 10 professors (3.84%) chose the option I: **imagine or visualize a situation**. For the question **15: Is it possible to translate proverbs based on the meaning of words**? 84 students (32.3%) chose the option A: Yes.148 students (56.9%) circled the option B: No and 28 students (10.7%) chose the option C: others, please specify and wrote *sometimes.* With

reference to the question **16. Tick which one you think applies to learning idioms helps in learning English,** 125 students (49%) chose the answer (option) A: **Understanding the target culture better**. 34 students (13%) chose the option B: **Comprehending the language in general better**, 20 students (7.69%0 underlined the option C: **comprehending spoken language** and 81 students (31.15%) chose the option D: **becoming a native user of language.** For the question **17 Do you think there are ways to improve acquisition of English idioms by Albanian students from the context?** 220 students (84.6%) chose the option A: Yes, The students further gave two types of answers to this question. 134 students (52.56%) wrote: *by reading about other people's culture*, 86 students (33 %) wrote: *by getting in touch with the native speakers more often*.40 students (15.38%) chose the option B: **No**, For the question 18: **In what ways do you think university professors could help students acquire idioms more easily?** 66 students (25.3%) circled the option A: *By using them in the classroom more often*, 22 students (8.46%) %) chose the option B: *By doing as many exercises as possible*, 31 students (11.9 %) chose the option C: *Sometimes by watching videos and reading passages with idioms with pictures in them* and 141 students 54.2 %) chose the option D: *All of the above.* None of the students chose the option *others, please specify.*

Unlike the previous table, which shows the students' answers to the multiple-choice questions, the following table shows the answers of the students for the open-ended questions.

Questions	Students' answers (summarized)
2. In your opinion, what are idioms?	a) Expressions, word groups that have figurative meaning= 53 students (20.38%) b) Phrases with non-literal/ figurative meaning= 32 students (12.30%) c) A sophisticated way of saying something= 9 students (3.46%) d) Words / phrases that have different meaning (that mean something else) that cannot be understood from their separate/ constituent parts= 68 students (26.15 %) e) Word groups with different/ specific meaning that cannot be understood literally= 15 students (5.76%) f) Metaphorical expressions= 6 students (2.30%) g) I do not know (I have no idea)= 74 students (28.46%) h) Phrases that are used to express a meaning in a shorter way= 3 students (1.15%)
5.Why do you think it is difficult to learn idioms	a. Because we cannot get the meaning of idioms / we cannot understand the whole idiom from its separate parts = 14 b. Because they have figurative meanings/ we cannot understand them literally (most of the time they don't have literal meanings)= 105 students c. Because it is hard to translate them (because of the difficulty

	translating them)= 57 students
	d. Because it is hard to find their equivalents (sentences that mean the same) in the mother tongue= 15 students
	e. Because idioms are connected in meaning to a specific region= 6 students
	f. They are culturally-bound (connected to the culture of the people)= 63 students
10. How do you identify an idiom when you see on in a given text?	a. When I see that I find it almost impossible to translate it (it is impossible to translate it/ very hard to translate it literally)= 51 students (19.61%)
	b. It doesn't have a literal meaning (it cannot be understood directly/ literally) or it doesn't make sense literally and I cannot translate it literally = 97 students (37.30%)
	c. Based on the form since it differs from other words or phrases = 10 students (3.84%)
	d. Based on its figurative meaning (figurative nature, figurativeness) = 102 students (39.23%)
14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?	a. By using a dictionary (monolingual or bilingual)= 38 students (14.61%)
	b. By trying to find words or phrases that mean almost the same (words that have similar meaning) in the mother tongue/ words that convey the same or a similar message= 82 students (31.53%)
	c. I check the context= 41 students (15.76%)
	d. I would ask for help from an English professor= 14 students (5.38 %)
	e. From the internet (search engines) = 85 students (32.69%)

Table 13: The overall results of all the students from the open-ended questions

The above table shows the students' opinions for the open-ended questions. However, the following explanation is given based on the overall number of students (260 in total). To the question **2: In your opinion what are idioms?** the students gave different answers. Out of 260 students in total (100%): 53 students (20.38%) wrote that idioms are *expressions that have figurative meaning,* 32 students (12.30%) wrote that idioms are *phrases with non-literal/ figurative meaning*, 9 students (3.46%) claimed that idioms are *a sophisticated way of saying something*, 68 students (26.15 %) wrote that idioms are *words/phrases that have different meaning (that mean something else) that cannot be understood from their separate/ constituent parts*, 15 students (5.76%) claimed idioms to be *word groups with different/ specific meaning that cannot be understood literally*, 6 students (2.30%) wrote that idioms are *metaphorical expressions*, 74 students (28.46%) **had no idea what idioms are** and 3 students (1.15%) considered idioms *phrases that are used to express a meaning in a shorter way*.

Thus, the majority of students know what an idiom is, with 71.54 % of them noting that it is a group of words with different meaning from the meanings of the separate words, and 28.46% of them saying theu have no idea what an idiom is.

To the question **5: Why do you think it is difficult to learn idioms?** the students gave various answers. 14 students (5.38%) wrote it is difficult to learn idioms *because they cannot get the meaning of idioms/ they cannot understand the whole idiom from its separate parts*, 105 students (40.38%) thought it is difficult to learn idioms *because they have figurative meanings/ we cannot understand them literally (most of the time they don't have literal meanings)*, 57 students (21.92%) wrote *because it is hard to translate them (because of the difficulty translating them)*, 15 students (5.76%) wrote *because it is hard to find their equivalents (sentences that mean the same) in the mother tongue*. Interestingly enough, 6 students (2.30%) wrote it is difficult to learn idioms *because they are connected in meaning to a specific region* and 63 students (24.23%) wrote *because they are culturally-bound*.

From the answers given to this question we see that the main difficulty students find with idioms is the fact that they cannot be translated word for word and make sense when we know the culture of the target language.

For the question **10: How do you identify an idiom when you see one in a given text?** the students gave their opinions on what helps them identify an idiom. 51 students (19.61%) wrote when I see that I find it almost impossible to translate it (it is impossible to translate it/ very hard to translate it literally), 97 students (37.30%) wrote *because it doesn't have a literal meaning (it cannot be understood literally) or it doesn't make sense literally and we cannot translate it literally*, 10 students (3.84%) wrote *based on the form since it differs from other words or phrases*, 102 students (39.23%) wrote *based on its figurative meaning (figurative nature, figurativeness).*

What students write in answer to this question show that they (96.16 %) are able to identify an idiom because of the difficulty of understanding the meaning of the group of words by trying to make out its meaning by taking each word separately. Only 3.84% state that the form helps them to identify an idiom as such.

The question **14: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** aimed at getting insight from the students on the way they translate phrases/ groups of words with figurative meaning apart from idioms. 38 students (14.61%) claimed that they do so *by using a dictionary (monolingual or bilingual)*, 82 students (31.53%) wrote that they do *so by trying to find words or phrases that mean almost the same (words that have similar*

meaning) in the mother tongue/ words that convey the same or a similar message, 41 students (15.76%) wrote *they check the context*, 14 students (5.38 %) claimed *they would ask for help from an English professor* and 85 students (32.69%) *would translate a proverb from the internet (search engines)*.

The answers show that students use a variety of strategies, the most common one being referring to a source either internet, dictionary or professor , a strategy mentioned by 52.68 % of the students. Only 15.76% of the students exploit the context to make sense of the proverb.

4.2.10 Results from AAB University professor's questionnaire

The table below shows the results from the AAB professors. The table contains multiple choice questions as well as those containing *others, please specify* option (answer). 10 professors filled the questionnaire.

Nr.	Question	Answers				
		a	b	c	d	e
1	Q1. How often do you happen to use idioms (figurative language) during lectures?	*3 (30%)*	*7 (70%)*			
2	Q2. Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?	*7 (70%)*	*3 (30%)*			
3	Q3. How important do you think it is to use figurative language?	*10 (100%)*				
4	Q4. Do you think your students find it useful and necessary to use idiomatic language?	*7 (70%)*	*3 (30%)*			
6	Q6. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.	*10 (100%)*				
8	Q8. How do you make your students understand better a text when there are idioms?	*10 (100%)*				
9	Q9. Do you think it is possible to translate idioms?					*10 (100%)*
10	Q10. How would you translate an idiom?			*10 (100%)*		
12	Q12. Do you think idioms are important?	*10 (100%)*				
13	Q13. What would you do if you did not understand a certain idiom in the given text?	*10 (100%)*				
14	Q14. How important do you think is the context in acquiring idioms?				*10 (100%)*	

15	Q15. What do you think would help in getting the meaning of an idiom from the context?		4(40%)	6(60%)		
17	Q17. Is it possible to translate proverbs based on the meaning of words?	10(100%)				
18	Q18. Do you think context plays a role in acquisition of idioms by Albanian learners at university level?	10(100%)				
19	Q19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.	10 (100%)				
20	Q20. In what ways do you think university professors could help students acquire idioms more easily?				10 (100%)	

Table 14: AAB University professors' questionnaire results

In answer to the question 1: **How often do you happen to use idioms (figurative language) during lectures?** Out of 10 professors: 3 professors (30%) circled the option A: *very often* and 7 professors (70%) circled the option B; *sometimes*.

For the question **2: Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?** 7 professors (70%) chose the option A: *Yes* and 3 professors (30 %) chose the option B: *No.*

With regard to the question **3: How important do you think it is to use figurative language, all the professors** 10 (100 %) circled the option A: very important.

For the question **4: Do you think your students find it useful and necessary to use idiomatic language**: 7 professors (70%) chose the option A: Yes, 3 professors (30%) chose the option B: *No*.

In answer to the question **6: Do you think it is difficult to learn idioms? if the answer is No, please skip the question 7**: 10 professors (100%) circled the option A: Yes.

Another interesting question was the question **8: How do you make your students understand better a text when there are idioms?.** and all of them (10 professors = 100%) circled the option A: I make them infer the meaning from the context.

For the question **9: Do you think it is possible to translate idioms?** all the professors (10) circled the option E: We have to try find an equivalent in the mother tongue. In answer to the question **10**: **How would you translate an idiom?** 10 professors (100%) chose the option C: *others, please specify* and they gave two types of answers. 6 professors (60%) wrote Yes, by finding its equivalents in the mother tongue and 4 professors (40%) wrote *based on the context*.

For the question **12: Do you think idioms are important** 10 professors (100%) chose the option A: ***Yes,.***

In answer to the question **13: What would you do if you did not understand a certain idiom in the given text?** 10 professors (100%) circled the option A: I would read the surrounding words and try to figure out what it meant.

The question **14: How important do you think is the context in acquiring idioms?** is a very important question for the research. For this question, all the professors (10) circled the option D; ***Vital to understanding their meaning***.

For the question **15: What do you think would help in getting the meaning of an idiom from the context?** 4 professors circled the option B: ***words with the same meaning (synonyms)*** and 6 professors (60%) circled the answer C: both the options.

For the question **17: Is it possible to translate proverbs based on the meaning of words?** 10 professors (100%) circled the option A: Yes. Question 1**8: Do you think context plays a role in acquisition of idioms by Albanian learners at university level?** all the professors (100%) circled the option A: Yes.

For the question **19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context**? If the answer is Yes, please give a brief explanation? 10 professors (100%) circled the option ***A: Yes*** and they gave explanation by writing: ***Yes, reading different texts/ books etc is the key***.

For the question 20. **In what ways do you think university professors could help students acquire idioms more easily?** And all the professors (10=100%) circled the option D; ***all of the above***. The other options were: A: ***By using them in the classroom more often***; B: ***by doing as many exercises as possible,*** C: ***sometimes, by watching videos and reading passages with idioms and pictures in them***.

Chart 6: Results from the AAB University professors' questionnaire

Question	Professors' answers
5. When you come across idiomatic language (idioms), what ways to you use to translate and explain it to your students?	*a) By taking examples and explaining the differences between the Albanian and English. = 4 Professors (40%)*
	b) I give explanation from the context = 6 professors (60%)
7. Why do you think it is difficult to learn idioms?	*a) They have different structure from students' mother tongue = 6 professors (60%)*
	b) Because it depends on the knowledge the students have in L1 and L2 = 4 professors (40%)
11. Do you think you can find ways to help your students identify idioms more easily? If so, how?	*a) Yes, by having the students search the net or write on the right side of the notebook while reading the book where idioms have been found = 4 professors (40%)*
	b) Yes, by having the students read different texts. = 6 professors (60%)
16. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?	*a) By finding an equivalent proverb from Sl to TL or vice-versa. = 7 professors (70%)*
	b) From the context = 3 Professors (30%)

Table 15: AAB professors' answers to the open-ended questions

In answer to the open ended question **5: When you come across idiomatic language (idioms), what ways do you use to translate and explain it to your students**? 4 professors (40%) wrote: *by taking examples and explaining the differences between the Albanian and English*, and 6 professors (60%) wrote: *I give explanation from the context*.

For the open-ended question **7: Why do you think it is difficult to learn idioms?** 6 professors (60%) wrote: *They have different structure from students' mother tongue* and 4 professors (40%) wrote: *Because it depends on the knowledge the students have in L1 and L2.* For the question 11: **Do you think you can find ways to help your students identify idioms more easily? If so, how?** 4 professors wrote: *Yes, by having the students search the net or write on the right side of the notebook while reading the book where idioms have been found* and 6 professors (60%) wrote: *Yes, by having the students read different texts*. Finally, in answer to the question **16: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-**

versa? out of 10 professors, 7 professors (70%) wrote: ***By finding an equivalent proverb from SL to TL or vice-versa*** and 3 professors (30%) wrote: ***From the context*** This question aimed at checking if professors can relate idioms to the proverbs as there are many in Albanian. All these answers and questions can be referred to from the above table.

4.2.11 Conclusion about the AAB University professors' questionnaire

The professors' questionnaire contained 20 questions in total and the main focus was on the effect of context on acquisition of idioms by the students and what ways (methods) professors use in order to teach them to the students (help them learn idioms more easily). Despite the importance on using idioms in the classrooms, the professors' questionnaire showed that idioms are not used sufficiently in the classrooms and this can be seen from the answers to the question **1: How often do you happen to use idioms (figurative language) during lectures?** For this question 3 professors circled the option *very often* and 7 professors (70%) circled the option ***sometimes***.

The professors' questionnaire results show that most of the professors use context to teach idioms to the students when they use or come across them. This can be seen from the question **5 in the above table: When you come across idiomatic language (idioms), what ways do you use to translate and explain it to your students?** For this question: 4 professors (40%) claimed that they do so *by taking examples and explaining the differences between the Albanian and English* and 6 professors (60%) claimed *they give explanation from the context.* As far as what would help in getting the meaning of idioms from the context is concerned, out of 10 professors (100 %): 4 of them (40%) claimed ***using words with the same meanings (synonyms)*** and 6 (60%) claimed using ***pictures and synonyms***. Thereby, the more senses are involved; the easier it will be for the students to learn idioms on one hand and for professors to teach them to their students, on the other. Professors also put emphasis on the frequency of using idioms in the classrooms. (which can be seen from the question 1)? Besides, the question 20 **(In what ways do you think university professors could help students acquire idioms more easily?)** 10 out of 10 professors (100%) wrote they would do so by using them in the classroom more often, by doing as many exercises on idioms as possible and sometimes, by watching videos and reading passages with idioms and pictures on them. This reveals a lot on the possible new methods to teach idioms to the students.

4.2.12 Results from Universum College professors' questionnaires

Here are the results from the questionnaire. The explanation for the answers given to these questions is given below the table including the answers to the questions containing ***others, please specify options***.

	Question	Answers				
		a	b	c	d	e
1	**Q1. How often do you happen to use idioms (figurative language) during lectures?**	*5 (100%)*				
2	**Q2. Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?**	*5 (100%)*				
3	**Q3. How important do you think it is to use figurative language?**	*5 (100%)*				
4	**Q4. Do you think your students find it useful and necessary to use idiomatic language?**	*5 (100%)*				
6	**Q6. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.**	*5 (100%)*				
8	**Q8. How do you make your students understand better a text when there are idioms?**	*5 (100%)*				
9	**Q9. Do you think it is possible to translate idioms?**					*5 (100%)*
10	**Q10. How would you translate an idiom?**	*3 (60%)*	*2 (40%)*			
12	**Q12. Do you think idioms are important?**	*5 (100%)*				

13	Q13. What would you do if you did not understand a certain idiom in the given text?	5 (100%)				
14	Q14. How important do you think is the context in acquiring idioms?			2 (40%)	3 (60%)	
15	Q15. What do you think would help in getting the meaning of an idiom from the context?			5 (100%)		
17	Q17. Is it possible to translate proverbs based on the meaning of words?		5 (100%)			
18	Q18. Do you think context plays a role in acquisition of idioms by Albanian learners at university level?	5 (100%)				
19	Q19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.	5 (100%)				
20	Q20. In what ways do you think university professors could help students acquire idioms more easily?					5 (100%)

Table 16: Universum College professor's questionnaire results

For the question 1: **How often do you happen to use idioms (figurative language) during lectures?** Out of 10 professors: 5 professors (100%) circled the option A: very often and For the question **2: Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?** 5 professors (100%) chose the option A: *Yes*. For the question 3**: How important do you think it is to use figurative language, all the professors** 5 professors (100 %) circled the option A: *very important*. For the question 4: **Do you think your students find it useful and necessary to use idiomatic language?** 5 professors (100%) chose the option A: *Yes*,. In answer to the question **6: Do you think it is difficult to learn idioms? if the answer is No, please skip the question 7**: 5 professors (100%) circled the option A: **Yes.** For the question **8: How do you make your students understand better a text when**

there are idioms? and all of them (5 professors = 100%) circled the option A: *I make them infer the meaning from the context*. For the question **9: Do you think it is possible to translate idioms?** all the professors (5) circled the option E: *We have to try find an equivalent in the mother tongue.* For the question 10: **How would you translate an idiom?** 3 professors (60 %) chose the option A: *I would look up for its meaning from a dictionary* and 2 professors (40 %) chose the option B: *I would search the net.* For the question **12, Do you think idioms are important** 5 professors (100%) chose the option A: *Yes*. In answer to the question **13. What would you do if you did not understand a certain idiom in the given text?** all the professors (100%) circled the option A: *I would read the surrounding words and try to figure out what it meant.* For the question **14: How important do you think is the context in acquiring idioms?** 2 professors (40 %) circled the option C: very important and 3 professors (60%) circled the option D; *Vital to understanding their meaning* and this was a very important question for the research. For the question **15. What do you think would help in getting the meaning of an idiom from the context?** 5 professors (100 %) circled the option C (both the options) which included the option A: *Pictures* and the option B: *Word with the same meaning (synonyms)*. In answer to the question 17. **Is it possible to translate proverbs based on the meaning of words?** 5 professors (100%) circled the option B: No. Question 1**8: Do you think context plays a role in acquisition of idioms by Albanian learners at university level?** 5 professors (100%) circled the option A: Yes. For the question **19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context**? **If the answer is Yes, please give a brief explanation?** 5 professors (100%) circled the option A: Yes and they gave explanation by writing: *Yes, by reading as much as possible and getting in touch with native speakers*. For the question 20. **In what ways do you think university professors could help students acquire idioms more easily?** And all the professors (5= 100%) circled the option D; *all of the above*. The other options were: A: By *using them in the classroom more often;* B: *by doing as many exercises as possible*, C: *sometimes*, by watching videos and reading passages with idioms and pictures in them.
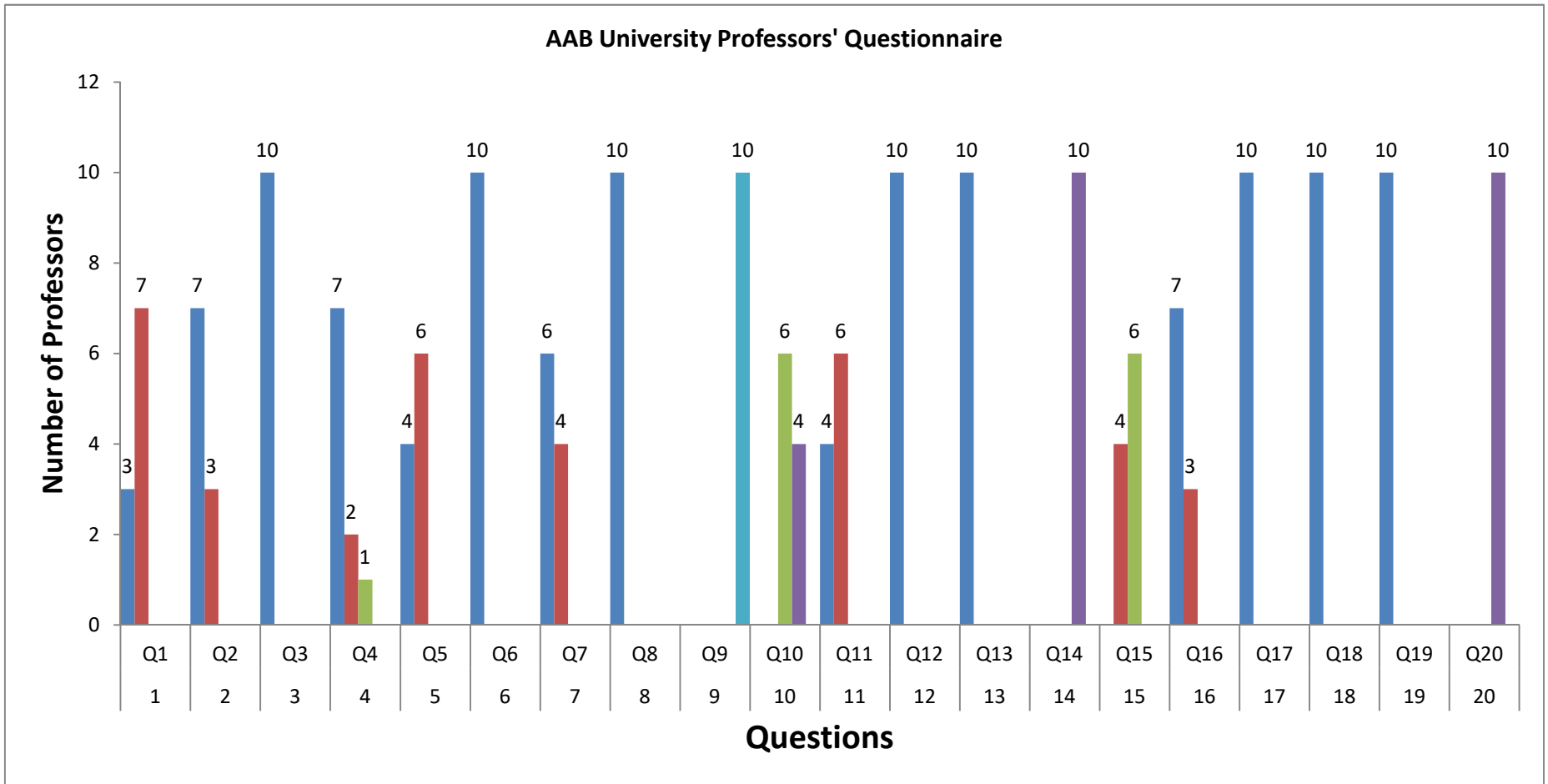
Chart 7: Professors questionnaire from the Universum College

Question	Professors' answers
5. When you come across idiomatic language (idioms), what ways to you use to translate and explain it to your students?	**a) I explain the differences between the Albanian and English as well as use phrases in Albanian which mean the same = 3 Professors (60%)**
	b) I use the context = 2 professors (40%)
7. Why do you think it is difficult to learn idioms?	**a) Because they are different as compared to the students' mother tongue = 3 professors (60%)**
	b) Because the knowledge the students have in L1 and L2 matters a lot = 2 professors (40%)
11. Do you think you can find ways to help your students identify idioms more easily? If so, how?	**a) Yes, I advise the students to use the internet and keep notes when reading a text that contains idioms = 2 professors (40%)**
	b) Yes, I motivate my students read various authentic books = 3 professors (60%)
16. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?	**a) Trying to find equivalent phrases which have the same meaning . = 2 professors (40%)**
	b) Based on the surrounding words = 3 Professors (60 %)

Table 17: Universum College professors' answers to the open ended questions

As it is seen from the above table, out of 5 Universum College professors, 3 professors (60%) wrote: ***I explain the differences between Albanian and English as well as use phrases in Albanian which mean the same*** and 2 professors (40%) wrote: ***I use the context*** in answer to the open-ended question number **5: When you come across idiomatic language (idioms), what ways to you use to translate and explain it to your students?** For the open-ended question **7: Why do you think it is difficult to learn idioms?** 3 professors (60%) wrote: ***Because they are different as compared to students' mother tongue*** and 2 professors (40%) wrote ***Because the knowledge the students have in L1 and L2 matters a lot.*** For the question 11: **Do you think you can find ways to help your students identify idioms more easily? If so, how?** 2 professors (40%) wrote *Yes,* ***I advise the students to use the internet and keep notes when reading a text that contains idioms*** and 3 professors (60%) wrote *Yes,* ***I motivate my students read various authentic books.*** Finally, out of 5 professors, 2 professors (40%) wrote: ***Trying***

to find equivalent phrases which have the same meaning and 3 professors (60%) wrote *Based on the surrounding words* in answer to the question **16: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?** All these answers and questions can be referred to from the above table.

4.2.13 Conclusion on the Universum College professors' questionnaires

The professors' questionnaire also revealed more on the effect of context on the acquisition of idioms by the students, as well as the methods they use in teaching teach them to the students. The results from the professors' questionnaire showed that professors from the Universum College use idioms in the classroom very often which was seen from the question 1: **How often do you happen to you idioms (figurative) language in the classroom**? and 5 professors (100%) chose the option A: *very often*. The professors' questionnaire results show that most of the professors use context to teach idioms to the students when they use or come across them. This can be seen from the question **8: How do you make your students understand better a text when there are idioms?** and all the professors (5 professors = 100%) circled the option A: *I make them infer the meaning from the context*. As far as what would help in getting the meaning of idioms from the context is concerned (this was question 15), 5 professors (100 %): chose the option C: both the options: A) *using pictures* and B *using words with the same meanings (synonyms)* and *using pictures and synonyms.* In other words, the more senses are involved; the easier will it be for the students to learn idioms on one hand and for professors to teach them to their students, on the other. Professors also put emphasis on the frequency of using idioms in the classrooms. Besides, the question **20 (In what ways do you think university professors could help students acquire idioms more easily?)** 5 out of 5 professors (100%) wrote they would do so *by using them in the classroom more often*, *by doing as many exercises on idioms as possible and sometimes*, *by watching videos and reading passages with idioms and pictures on them* (this was the option D: all of the above). This reveals a lot on the possible new methods to teach idioms to the students.

4.2.14 Results from Fehmi Agani Public University professor's questionnaire

The table below shows the questions from the professors' questionnaire and the number of professors who answered each of the questions, four altogether.

	Question	Answers				
		a	b	c	d	e
1	**Q1. How often do you happen to use idioms (figurative language) during lectures?**	*1(25%)*	*3(75%)*			
2	**Q2. Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?**	*4(100%)*				
3	**Q3. How important do you think it is to use figurative language?**	*4(100%)*				
4	**Q4. Do you think your students find it useful and necessary to use idiomatic language?**	*4(100%)*				
6	**Q6. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.**	*4(100%)*				
8	**Q8. How do you make your students understand better a text when there are idioms?**	*4(100%)*				
9	**Q9. Do you think it is possible to translate idioms?**					*4(100%)*
10	**Q10. How would you translate an idiom?**		*4(100%)*			
12	**Q12. Do you think idioms are important?**	*4(100%)*				
13	**Q13. What would you do if you did not understand a certain idiom in the given text?**	*1(25%)*		*3(75%)*		
14	**Q14. How important do you think is the context in acquiring idioms?**			*3(75%)*	*1(25%)*	
15	**Q15. What do you think would help in getting the meaning of an idiom from the context?**			*4*		
17	**Q17. Is it possible to translate proverbs based on the meaning of words?**		*4(100%)*			
18	**Q18. Do you think context plays a role in acquisition of idioms by Albanian learners at university level?**	*4(100%)*				
19	**Q19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.**		*4(100%)*			
20	**Q20. In what ways do you think university professors could help students acquire idioms more easily?**			*1(25%)*	*3(75%)*	

Table 18: Fehmi Agani University professors' questionnaire results

In answer to the question 1: **How often do you happen to use idioms (figurative language) during lectures?** Out of 4 professors (100%): 1 professor (25%) circled the option A: *very often* and 3 professors (75%) chose the option B: *sometimes* For the question **2: Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?** 4 professors (100%) chose the option A: *Yes*. For the question 3**: How important do you think it is to use figurative language, all the professors** 4 professors (100 %) circled the option A: *very important*. For the question 4: **Do you think your**

students find it useful and necessary to use idiomatic language? 4 professors (100%) chose the option A: *Yes*,. In answer to the question **6: Do you think it is difficult to learn idioms? if the answer is No, please skip the question 7**: 4 professors (100%) circled the option A: **Yes.** For the question **8: How do you make your students understand better a text when there are idioms?** 4 professors (100%) circled the option A: *I make them infer the meaning from the context*. For the question **9: Do you think it is possible to translate idioms?** 4 professors (100%) circled the option E: *We have to try find an equivalent in the mother tongue.* For the question 10: **How would you translate an idiom?** 4 professors (100 %) chose the option B: *I would search the net.* For the question **12, Do you think idioms are important** 4 professors (100%) chose the option A: *Yes*. In answer to the question **13. What would you do if you did not understand a certain idiom in the given text?** 1 professor (25%) circled the option A: *I would read the surrounding words and try to figure out what it meant* and 3 professors (75%) chose the option C: *others, please specify*: and wrote: *I would search the net*. For the question **14: How important do you think is the context in acquiring idioms?** 3 professors (75%) circled the option C: *very important* and 1 professor (25%) circled the option D; *Vital to understanding their meaning* and this was a very important question for the research. For the question **15. What do you think would help in getting the meaning of an idiom from the context?** 5 professors (100 %) circled the option C: (both the options A and B). The option A included *pictures* and the option B included: *Words with similar meaning (synonyms).* In answer to the question 17. **Is it possible to translate proverbs based on the meaning of words?** 4 professors (100%) circled the option B: No. For the question 1**8: Do you think context plays a role in acquisition of idioms by Albanian learners at university level?** 4 professors (100%) circled the option A: Yes. For the question **19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context**? **If the answer is Yes, please give a brief explanation?** 4 professors (100%) circled the option B: *No* and they gave explanation by writing: Yes, by reading as much as possible and getting in touch with native speakers. For the question 20. **In what ways do you think university professors could help students acquire idioms more easily?** 1 professor (25%) circled the option C: sometimes, by watching videos or reading passages with idioms and pictures in them and 3 professors (75%) D; *all of the above*. The other options were: A: By *using them in the classroom more often;* B: *by doing as many exercises as possible*, C: *sometimes*, by watching videos and reading passages with idioms and pictures in them.
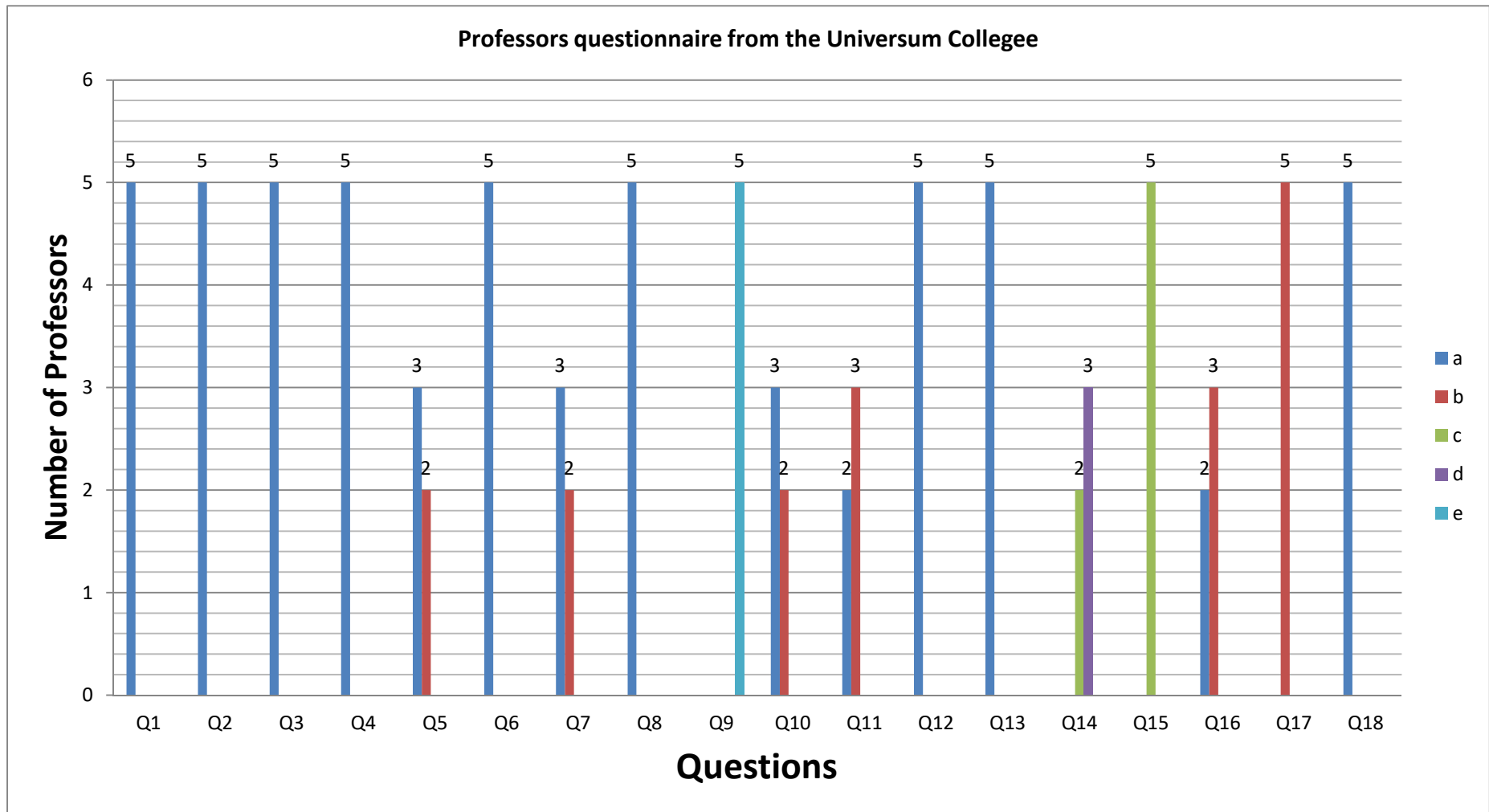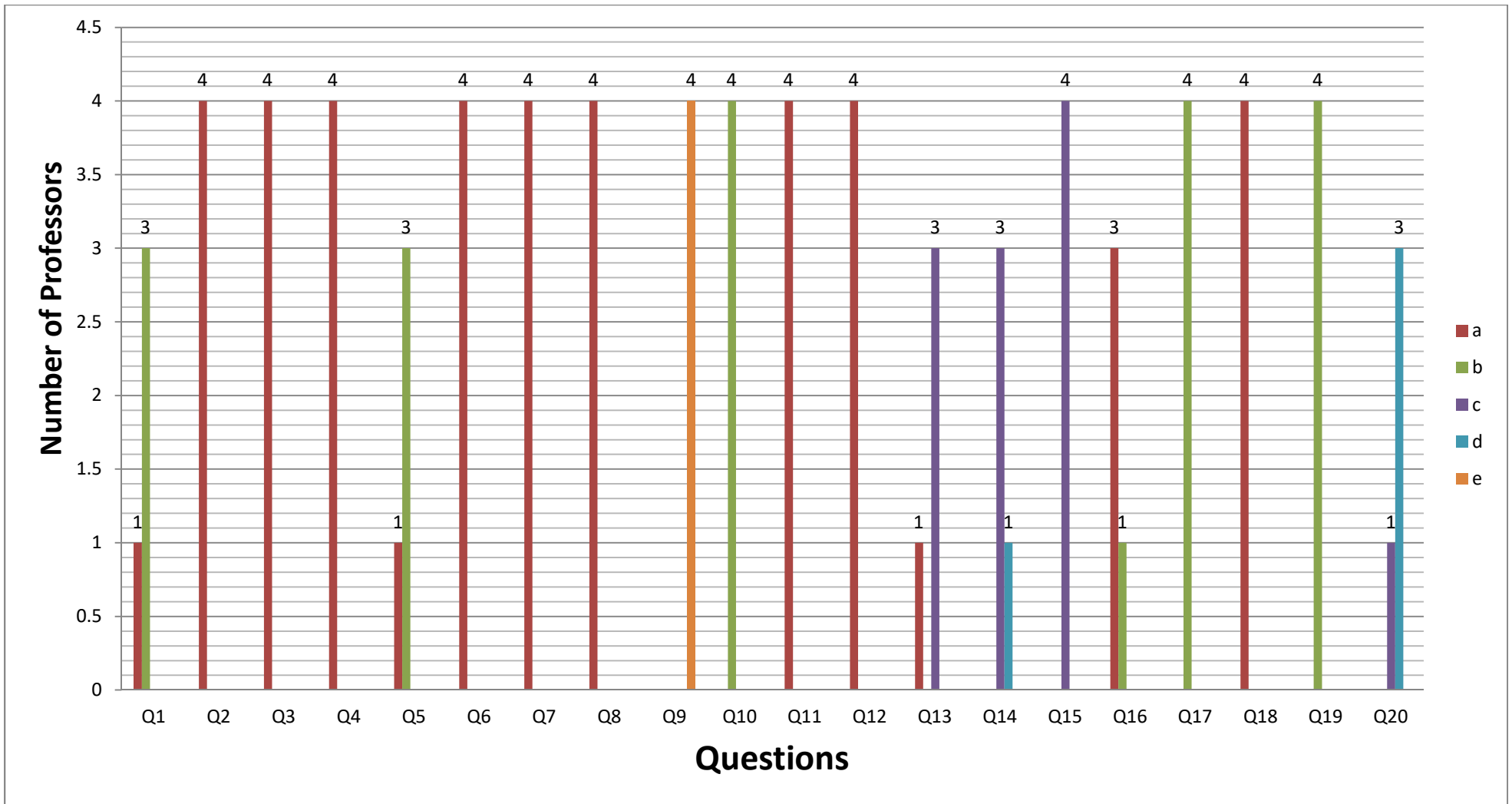
Chart 8: Fehmi Agani professor's questionnaire results

Question	Professors' answers
5. When you come across idiomatic language (idioms), what ways do you use to translate and explain it to your students?	*a)* *I try to translate its meaning and explain the differences between the Albanian and English. = 1 Professor (25 %)*
	b) *I use a situation = 3 professors (75%)*
7. Why do you think it is difficult to learn idioms?	*a) Because they share the culture of a language which differs from the Albanian language = 3 professors (75%)* *b) Because students do not pay attention to them, but avoid them = 1 professor (25%)*
11. Do you think you can find ways to help your students identify idioms more easily? If so, how?	*a) Yes, by explaining idioms explicitly, by involving the students in discussion or exposing them to various idioms = 4 professors (100%)*
16. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?	*a) Searching for the L1 proverbs that convey the same meaning = 3 professors (75%)*
	b) Focusing on the context it has been used in= 1 Professors (25%)

Table 19: Fehmi Agani professors' answers to the open ended questions

From the above table, we see that, out of 4 Fehmi Agani Public University professors, 1 professor (25%) wrote: *I try to translate its meaning and explain the differences between the Albanian and English* and 3 professors (75 %) wrote: *I use a situation* in answer to the open-ended question number **5. When you come across idiomatic language (idioms), what ways to you use to translate and explain it to your students?** For the open-ended question **7: Why do you think it is difficult to learn idioms?** 3 professors (75%) wrote: *because they share the culture of a language which differs from the Albanian language and 1 professor claimed because students do not pay attention to them, but avoid them*. For the question **11**: **Do you think you can find ways to help your students identify idioms more easily? If so, how?** 4 professors wrote: *Yes, by explaining idioms explicitly, by involving*

the students in discussion or exposing them to various idioms. Finally, in answer to the question **16: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?** out of 4 professors, 3 professors (75%) wrote: *Searching for the L1 proverbs that convey the same meaning* and 1 professor (25%) wrote: Focusing on the context it has been used in.

4.2.15 Conclusion about Fehmi Agani Public University professor's questionnaire

The results from the professors' questionnaire proved that idioms are not used sufficiently in the classroom. This can be seen from the question 1: **How often do you happen to use idioms (figurative language) during lecture?** For this question, out of 4 professors (100%): 1 professor (25%) circled the option A: *very often* and other 3 professors (75%) circled the option B: *sometimes*. The professors' questionnaire results show that most of the professors use context to teach idioms to the students when they use or come across them. This was seen from the question **8**: **How do you make your students understand better a text when there are idioms?** 4 professors (100%) circled the option A: *I make them infer the meaning from the context*. As far as what would help in getting the meaning of idioms from the context is concerned, out of 4 professors (100 %): 4 professors (100%) chose the option C: which included the option A: *using pictures* and the option B: *words with the same meaning (synonyms).* So, the more senses are used; the easier will it be for the students to learn idioms on one hand and for professors to teach them to their students, on the other. Professors also put emphasis on the frequency of using idioms in the classrooms. Besides, the question **20 (In what ways do you think university professors could help students acquire idioms more easily?)** 1 out of 4 professors (25%) wrote she would do so sometimes by watching videos and reading passages with idioms and pictures in them and doing as many exercises on idioms as possible and sometimes, by watching videos and reading passages with idioms and pictures on them and 3 (75%): by using them in the classroom more often, by doing as many exercises as possible and sometimes by watching videos and reading passages with idioms and pictures on them. This reveals a lot on the possible new methods to teach idioms to students.

4.2.16 Overall results of the professors' questionnaire

The following table shows the overall results of the professors' questionnaire for all the professors (19) and all three universities for the multiple choice questions. The results for the open-ended questions can be referred to in the table 21.

	Question	Answers				
		a	b	c	d	e
1	Q1. How often do you happen to use idioms (figurative language) during lectures?	*9 (47.36%)*	*10 (52.63%)*			
2	Q2. Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?	*16 (84.21%)*	*3 (15.78%)*			
3	Q3. How important do you think it is to use figurative language?	*19 (100%)*				
4	Q4. Do you think your students find it useful and necessary to use idiomatic language?	*16 (84,21%)*	*3 (15.78%)*			
6	Q6. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.	*19 (100%)*				
8	Q8. How do you make your students understand better a text when there are idioms?	*19 (100%)*				
9	Q9. Do you think it is possible to translate idioms?					*19 (100%)*
10	Q10. How would you translate an idiom?	*3 (15.78%)*	*6 (31.57%)*	*10 (52.63%)*		
12	Q12. Do you think idioms are important?	*19 (100%)*				
13	Q13. What would you do if you did not understand a certain idiom in the given text?	*16 (84.21%)*		*3 (15.78%)*		
14	Q14. How important do you think is the context in acquiring idioms?			*5 (26.31%)*	*14 (73.68%)*	
15	Q15. What do you think would help in getting the meaning of an idiom from the context?		*4 (21%)*	*15 (78.94%)*		
17	Q17. Is it possible to translate proverbs based on the meaning of words?	*10 (52.63%)*	*9 (47.36%)*			
18	Q18. Do you think context plays a role in acquisition of idioms by Albanian learners at university level?	*19 (100%)*				
19	Q19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.	*15 (78.94%)*	*4 (21%)*			
20	Q20. In what ways do you think university professors could help students acquire idioms more easily?			*1 (5.26%)*	*18 (94.73%)*	

Table 20: Overall results from the professors' questionnaire for all universities in the multiple-choice questions

For the question 1: **How often do you happen to use idioms (figurative language) during lectures?** Out of 19 professors in total (100%): 9 professors (47, 36 %) chose the option A: *very often* and 10 professors (52.63%) chose the option B: *sometimes.* For the question **2: Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?** 16 professors (84.21%) chose the option A: *Yes* and 3 professors chose the option B: *No.* For the question 3**: How important do you think it is to use figurative language, all the professors** 19 professors (100 %) chose the option A: *very important*. For the question 4: **Do you think your students find it useful and necessary to use idiomatic language?** 16 professors (84.21 %%) chose the option A: *Yes* and 3 professors (15.78%) circled the option B: No. In answer to the question **6: Do you think it is difficult to learn idioms? if the answer is No, please skip the question 7**: all the professors 19 (100%) circled the option A: **Yes.** For the question **8: How do you make your students understand better a text when there are idioms?** and 19 professors (100%) circled the option A: *I make them infer the meaning from the context*. For the question **9: Do you think it is possible to translate idioms?** all the professors (19= 100%) chose the option **E**: *We have to try find an equivalent in the mother tongue.* In answer to the question 10: **How would you translate an idiom?** 3 professors (15.78 %) chose the option A: *I would look up for its meaning from a dictionary,* 6 professors (31.57 %) chose the option B: *I would search the net* and 10 professors *(52.63%) chose the option C: others, please specify* and they gave two types of answers. Out of these 10 professors, 6 professors (31.5%) wrote *Yes*, **by finding its equivalents in the mother tongue** and 4 professors (21%) wrote **based on the context**. For the question **12, Do you think idioms are important** 19 professors (100%) chose the option A: *Yes*. In answer to the question **13. What would you do if you did not understand a certain idiom in the given text?** 16 professors (84.21%) chose the option A: *I would read the surrounding words and try to figure out what it meant* and 3 professors (15.78%) circled the option C: *others, please specify*: and wrote: *I would search the net*. For the question **14: How important do you think is the context in acquiring idioms?** 5 professors (26.31 %) chose the option C: *very important* and 14 professors (73.68%) circled the option D; *Vital to understanding their meaning.* This was one of the most important questions for the research. For the question **15. What do you think would help in getting the meaning of an idiom from the context?** 4 professors (21%) chose the option B: *words with the same meaning* and 15 professors (73.68%) circled the option C both the options A: *Pictures* and B= *Word with the same meaning (synonyms)*. In answer to the question 17. **Is it possible to translate proverbs based on the meaning of words?** 10 professors (52.67%) circled the option *A: Yes* and 9 professors (47.36%) chose the option

B: *No.* Question 1**8: Do you think context plays a role in acquisition of idioms by Albanian learners at university level?** 19 professors (100%) circled the option A: *Yes*. For the question **19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context**? **If the answer is Yes, please give a brief explanation?** 15 professors (78.94%) chose the option *A: Yes* and they gave explanation. Out of 15 professors (78.94 %), 10 professors (52.63%) wrote: ***Yes, reading different texts/ books etc is the key*** and 5 professors 26.31 %) wrote : ***Yes, by reading as much as possible and getting in touch with native speakers***. Out of 19 professors, 4 professors (21%) chose the option ***B: No*** to the question 19. For the question 20. **In what ways do you think university professors could help students acquire idioms more easily? For this question 1 professor (5.26%) chose the option C: sometimes, by watching videos and reading passages with idioms and pictures in them. 18 professors (94.73 %) chose the option D:** *all of the above* which included the option A: By ***using them in the classroom more often as well as the option*** B: ***by doing as many exercises as possible***.

The table below shows the overall answers of the professors to open-ended questions:

Questions	Professors' answers (summarized)
5. When you come across idiomatic language (idioms), what ways do you use to explain it to your students?	a. By taking examples an explaining the differences between the Albanian and English as well as using phrases in Albanian which mean the same (I try to identify its meaning)= 8 professors (42.1%) b. I give explanation from the context/ I use a situation = 11 professors (57.89%)
7. Why do you think it is difficult to learn idioms?	a. Because they have different structure from students' mother tongue (they are different from students' mother tongue) = 7 professors (36.84%) b. Because they share the same culture of a language which differs from the Albanian language = 3 professors (15.78%) c. Because it depends on the knowledge the students have in L1 and L2 (the knowledge matters a lot) = 8 professors (42.1%) d. Because students do not pay attention to them, but avoid them = 1 professor (5.26%)
11. Do you think you can find ways to help your students identify idioms more easily? If so, how?	a. Yes, by having the students search the net or write on the right side of the notebook (keep notes) while reading the book (text) where the idioms have been found = 6 professors (31.57 %) b. Yes, by having the students read different texts/ various authentic books = 9 professors (47.36%) c. Yes, by explaining idioms explicitly, by involving students in discussion or exposing them to various idioms = 4 professors (21%)
16. There are many proverbs in Albanian and English. How would	a. By finding an equivalent proverb from SL to TL or vice-versa (proverbs that convey the same meaning) or trying to find equivalent phrases which have the same meaning = 9 professors (47.36%)

you translate a proverb from English into Albanian and vice-versa?	b. Searching for the L1 proverbs that convey the same meaning = 3 professors (15.78%) c. From the context (focusing on the context it has been used in) = 4 professors (21%) d. Based on the surrounding words = 3 professors (15.78%)

Table 21: Overall results by the professors to open-ended questions

The results from the open-ended questions reveal more on the professors' opinions about idioms. For the question **5 when you come across idiomatic language (idioms), what ways do you use to translate or explain it to your students?** out of 19 professors in total: 8 professors (42.1%) wrote *by taking examples and explaining the differences between the Albanian and English as well as using phrases in Albanian which mean the same*, 11 professors (57.89%) shared their opinion that *they give explanation from the context/ use a situation.*

The professors rely strongly of situations which provide context for making out the meaning of the idioms

Referring to the question **7: Why do you think it is difficult to learn idioms?** professors gave very interesting answers. Out of 19 professors in total: 7 professors (36.84%) wrote that *idioms have different structure from students' mother tongue*, 3 professors (15.78%) wrote *because they share the same culture of a language which differs from the Albanian language*, 8 professors (42.1%) claim that it is difficult *because it depends on the knowledge the students have in L1 and L2 (the knowledge matters a lot)*, 1 professor (5.26%) thought that it is difficult *because students do not pay attention to them or avoid them*.

Students' difficulties in learning idioms identified by the professors range from lack of knowledge in language to insufficient culture competence of the target language.

As far as the question **11 Do you think you can find ways to help your students identify idioms more easily? If so, how?** is concerned, the following is what the professors wrote: 6 professors (31.57%) wrote *Yes, by having the students search the net or write on the right side of the notebook (keep notes) while reading the book (text) where the idioms have been found*, 9 professors (47.36%) claimed *Yes, by having the students read different texts/ various authentic books* and *4 professors (21%) wrote Yes, by explaining idioms explicitly, by involving students in discussion or exposing them to various idioms*.

Regarding strategies to help students identify idioms easily the general one is to make students be exposed to the authentic language materials and work explicitly with idioms.

To the question **16: There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?** 9 professors (47.36%) wrote that *they would translate one by finding an equivalent proverb from SL to TL or vice-versa*, 3 professors (15.78%) wrote they would translate a proverb *searching for the L1 proverbs that convey the same meaning,* 3 professors (21%) wrote they would do so *from the context, 3 professors* claimed *they would* translate a proverb *based on the surrounding words*. These answers show that professors apply different strategies to make proverbs(idioms) easy to understand for their students.

4.3 Results from the pre-test

After having completed the questionnaires, the students participating in the research, hereafter referred to as the "study" were given a test, called a "pre-test". There were four (4) tasks in the pre-test which the students had to accomplish. There were 42 idioms included in the pre-test but the tasks varied. The idioms were given out of context and this was done on purpose to see the effect of the context on acquisition of idioms on later phases of the study. The first task required students to identify and underline idioms, metaphors, phrasal verbs or proverbs in 5 sentences given and then translate the part they have underlined. The main aim of this task was to see if the students were able to identify idioms when they saw one in a given text. In the second task, there was a table with fifteen (15) idioms some of which were more frequently used but most of the idioms were new to the students. The idioms were given on the left of the table and the students had to give a translation on the right. In the third task, there was another table with other fifteen (15) idioms on the left and definitions of the idioms on the right of the table. The students were required to match the idioms on the left (which had numbers) with the definitions on the right. Finally, in the fourth task, there were ten sentences with four options each (multiple choice task). There was a gap in each of the sentences so the students had to fill in the gap with the idiom that best suited the sentence.

4.3.1 Results from the AAB University pre-test

There were two groups of students from the first year of studies and two groups of students from the second year of studies that participated in the research. The total score of all 80 students were calculated and explained for each task.

4.3.1.1 Results from the AAB University student's pre-test from the first year of studies

As mentioned earlier in this work, there were 80 students from the first year of studies who filled-in the test papers. The results from the pre-tests varied in points and consequently in percentage. The lowest points out of 80 students were 0. 5 (half a point) out of 45 which is 1. 1 % out of 100 % of the test. The highest points ranged to 30 points out of 45 which is 66. 6 % out of 100 % of the test. There were questions which the students did not answer and questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages for each of the students involved in the study are shown.

Nr.	Pre - test (student) / Task	Task 1 - 5 points in total	Task 2 - 15 points in total	Task 3 - 15 points in total	Task 4 - 10 points in total	Total points gained out of 45	Percentage (%) of the accuracy of the test
1	Student 1	3	1	8	3	15	33%
2	Student 2	1	1	0	0	2	4%
3	Student 3	0	1	0	0	1	2%
4	Student 4	0	0	0	1	1	2%
5	Student 5	5	7	12	6	30	67%
6	Student 6	0	0	3	6	9	20%
7	Student 7	2	1	10	3	16	36%
8	Student 8	1	0	11	0	12	27%
9	Student 9	0	1	11	0	12	27%
10	Student 10	2	0	2	1	5	11%
11	Student 11	3	0	0	0	3	7%
12	Student 12	2	0	0	0	2	4%
13	Student 13	3	1	0	0	4	9%
14	Student 14	0	0	7	4	11	24%
15	Student 15	2	0	12	2	16	36%
16	Student 16	1	0	5	3	9	20%

17	Student 17	3	0	5	4	12	27%
18	Student 18	4	0	8	6	18	40%
19	Student 19	3	0	8	6	17	38%
20	Student 20	1	0	4	1	6	13%
21	Student 21	5	0	9	7	21	47%
22	Student 22	1	0	0	0	1	2%
23	Student 23	1	0	0	1	2	4%
24	Student 24	2	1	9	4	16	36%
25	Student 25	2	1	7	3	13	29%
26	Student 26	0	0	3	1	4	9%
27	Student 27	3	0	8	3	14	31%
28	Student 28	0	0	3	1	4	9%
29	Student 29	0	0	6	3	9	20%
30	Student 30	0	0	7	3	10	22%
31	Student 31	1	1	10	2	14	31%
32	Student 32	3	1	6	2	12	27%
33	Student 33	4	1	5	5	15	33%
34	Student 34	2	1	5	1	9	20%
35	Student 35	1	0	12	6	19	42%
36	Student 36	0	0	12	5	17	38%
37	Student 37	0	0	0	0	0	0%
38	Student 38	2	0	12	5	19	42%
39	Student 39	2	0	9	4	15	33%
40	Student 40	0	0	6	1	7	16%
41	Student 41	0	0	4	2	6	13%
42	Student 42	0	0	4	3	7	16%
43	Student 43	2	1	4	4	11	24%
44	Student 44	3	1	5	5	14	31%
45	Student 45	3	0	3	5	11	24%
46	Student 46	3	1	0	3	7	16%
47	Student 47	0	0	0	1	1	2%
48	Student 48	2	1	6	4	13	29%
49	Student 49	1	6	1	7	15	33%
50	Student 50	1	0	12	5	18	40%
51	Student 51	1	1	1	1	4	9%
52	Student 52	1	0	7	7	15	33%
53	Student 53	3	0	5	2	10	22%
54	Student 54	2	0	4	1	7	16%
55	Student 55	5	1	4	4	14	31%
56	Student 56	0	0	0	3	3	7%
57	Student 57	0	1	0	2	3	7%
58	Student 58	0	4	2	3	9	20%
59	Student 59	0	5	0	0	5	11%
60	Student 60	1	0	0	1	2	4%
61	Student 61	3	0	1	3	7	16%
62	Student 62	3	0	2	4	9	20%
63	Student 63	1	0	0	0	1	2%
64	Student 64	2	0	0	5	7	16%
65	Student 65	2	0	0	4	6	13%

66	Student 66	3	0	0	0	3	7%
67	Student 67	1	0	3	2	6	13%
68	Student 68	3	1	3	3	10	22%
69	Student 69	0	0	0	2	2	4%
70	Student 70	1	0	0	2	3	7%
71	Student 71	1	0	0	0	1	2%
72	Student 72	0	0	0	0	0	0%
73	Student 73	0	1	0	0	1	2%
74	Student 74	0	0	0	3	3	7%
75	Student 75	1	1	0	0	2	4%
76	Student 76	0	1	0	1	2	4%
77	Student 77	0	0	0	0	0	0%
78	Student 78	0	0	1	1	2	4%
79	Student 79	3	5	2	4	14	31%
80	Student 80	1	3	4	1	9	20%
		29,5 %	4,41 %	26 %	25,1 %	8.5625	19%

Table 22: AAB University first year students' results on the pre-test

As it can be seen from the above table the students got 29. 5 % of the test in the first task which is quite low. This means that they were not able to identify idioms properly. The students got lower points in the second task which required them to translate the idioms given. In this task, out of 100 %, the students got only 4. 41 % which is very low. This showed that for most of the students, the idioms were unknown. The students did a little better in the third task which required students to match the idioms to their definitions. In this task, they got 26 % which is almost the same as in the first task. The students did not do that well in the fourth task either, even though it was a multiple choice task, meaning that students had a better chance to guess the correct answers. However, they only got 25. 1 % of this task right. There were a few students who did not get any points. The following chart shows the points out of 45 in total.
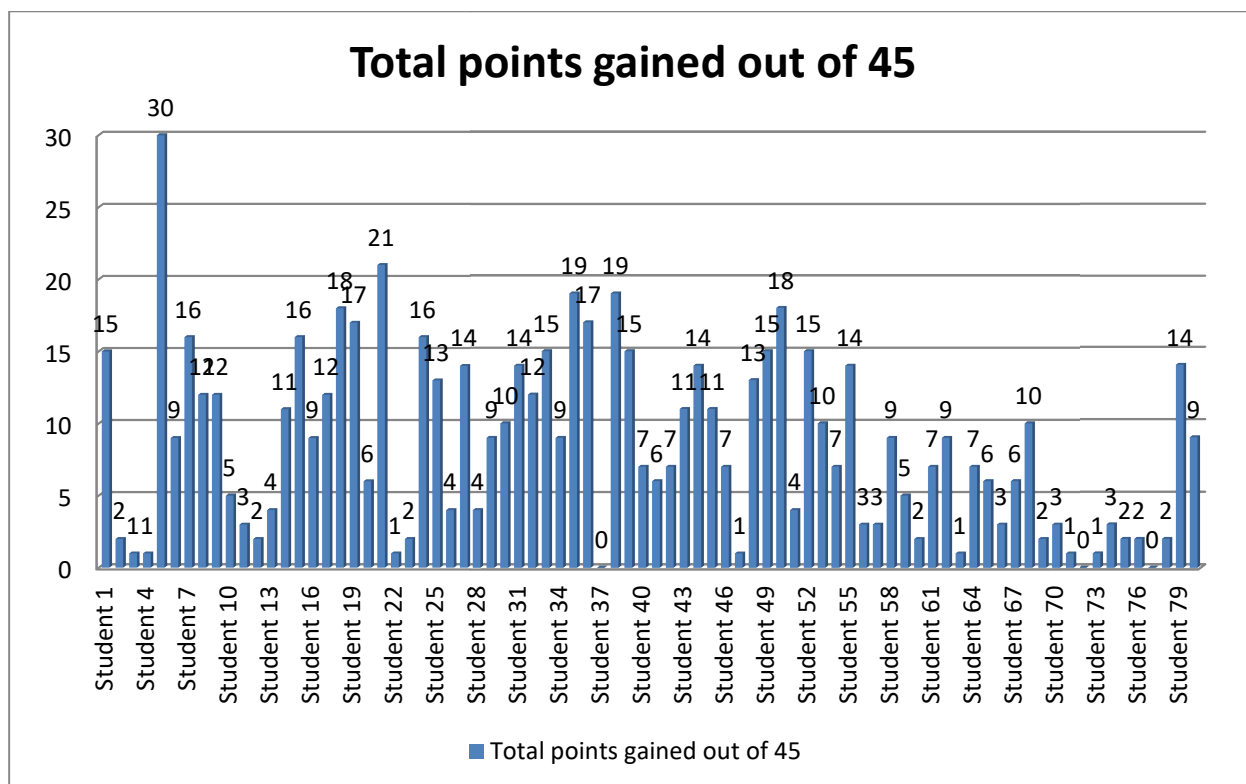
Chart 9: Total points gained in the pre-test by the first year students from the AAB University

4.3.1.2 Results from the AAB University student's pre-test from the second year of studies

There were 80 students from the second year of studies involved in the study. The results from the pre-tests varied in points and consequently in percentage. The lowest points out of 80 students were 2 out of 45, which is 4. 4 % out of 100 % of the test. The highest points ranged to 43 points out of 45 which is 95. 5 out of 100 % of the test. As compared to the first-year students, there were no questions unanswered. However, there were questions which gained zero (0) points. This can be best seen from the following table and charts where the points and percentages for each of the students involved in the study are shown.

The following table shows the results of the pre test from the second year students:

Nr.	Pre - test (student) / Task	Task 1 - 5 points in total	Task 2 - 15 points in total	Task 3 - 15 points in total	Task 4 - 10 points in total	Total points gained out of 45	Percentage (%) of the accuracy of the test
1	*Student 1*	*3*	*3*	*7*	*6*	*19*	*42%*
2	*Student 2*	*3*	*4*	*11*	*8*	*26*	*58%*

3	*Student 3*	*2*	*0*	*0*	*3*	*5*	*11%*
4	*Student 4*	*5*	*2*	*8*	*4*	*19*	*42%*
5	*Student 5*	*2*	*1*	*5*	*0*	*8*	*18%*
6	*Student 6*	*4*	*1*	*5*	*3*	*13*	*29%*
7	*Student 7*	*4*	*0*	*8*	*3*	*15*	*33%*
8	*Student 8*	*1*	*0*	*4*	*4*	*9*	*20%*
9	*Student 9*	*3*	*0*	*5*	*4*	*12*	*27%*
10	*Student 10*	*4*	*1*	*11*	*7*	*23*	*51%*
11	*Student 11*	*0*	*0*	*11*	*6*	*17*	*38%*
12	*Student 12*	*2*	*1*	*4*	*5*	*12*	*27%*
13	*Student 13*	*5*	*3*	*7*	*7*	*22*	*49%*
14	*Student 14*	*1*	*0*	*5*	*1*	*7*	*16%*
15	*Student 15*	*1*	*5*	*1*	*1*	*8*	*18%*
16	*Student 16*	*2*	*0*	*12*	*7*	*21*	*47%*
17	*Student 17*	*0*	*1*	*0*	*2*	*3*	*7%*
18	*Student 18*	*3*	*1*	*8*	*5*	*17*	*38%*
19	*Student 19*	*3*	*1*	*7*	*5*	*16*	*36%*
20	*Student 20*	*0*	*0*	*1*	*1*	*2*	*4%*
21	*Student 21*	*3*	*2*	*3*	*5*	*13*	*29%*
22	*Student 22*	*2*	*4*	*9*	*5*	*20*	*44%*
23	*Student 23*	*2*	*5*	*8*	*5*	*20*	*44%*
24	*Student 24*	*4*	*2*	*7*	*4*	*17*	*38%*
25	*Student 25*	*4*	*0*	*8*	*7*	*19*	*42%*
26	*Student 26*	*2*	*1*	*3*	*3*	*9*	*20%*
27	*Student 27*	*4*	*2*	*1*	*3*	*10*	*22%*
28	*Student 28*	*4*	*0*	*10*	*4*	*18*	*40%*
29	*Student 29*	*4*	*0*	*7*	*4*	*15*	*33%*
30	*Student 30*	*4*	*0*	*8*	*2*	*14*	*31%*
31	*Student 31*	*4*	*0*	*15*	*6*	*25*	*56%*
32	*Student 32*	*2*	*0*	*5*	*5*	*12*	*27%*
33	*Student 33*	*2*	*2*	*5*	*5*	*14*	*31%*
34	*Student 34*	*4*	*0*	*7*	*3*	*14*	*31%*
35	*Student 35*	*2*	*0*	*10*	*8*	*20*	*44%*
36	*Student 36*	*3*	*0*	*12*	*9*	*24*	*53%*
37	*Student 37*	*2*	*1*	*11*	*9*	*23*	*51%*
38	*Student 38*	*4*	*12*	*3*	*10*	*29*	*64%*
39	*Student 39*	*2*	*8*	*5*	*10*	*25*	*56%*
40	*Student 40*	*2*	*1*	*1*	*3*	*7*	*16%*
41	*Student 41*	*3*	*2*	*1*	*3*	*9*	*20%*
42	*Student 42*	*3*	*2*	*12*	*9*	*26*	*58%*
43	*Student 43*	*3*	*11*	*0*	*10*	*24*	*53%*
44	*Student 44*	*4*	*1*	*11*	*3*	*19*	*42%*
45	*Student 45*	*2*	*3*	*11*	*1*	*17*	*38%*
46	*Student 46*	*1*	*6*	*2*	*3*	*12*	*27%*
47	*Student 47*	*2*	*4*	*11*	*0*	*17*	*38%*
48	*Student 48*	*3*	*0*	*3*	*0*	*6*	*13%*
49	*Student 49*	*4*	*0*	*10*	*1*	*15*	*33%*
50	*Student 50*	*2*	*0*	*11*	*5*	*18*	*40%*
51	*Student 51*	*3*	*1*	*12*	*4*	*20*	*44%*

52	Student 52	2	0	1	8	11	24%
53	Student 53	4	1	4	4	13	29%
54	Student 54	2	5	11	0	18	40%
55	Student 55	5	4	5	3	17	38%
56	Student 56	4	10	3	10	27	60%
57	Student 57	4	10	4	10	28	62%
58	Student 58	4	7	6	1	18	40%
59	Student 59	4	7	7	2	20	44%
60	Student 60	4	5	7	5	21	47%
61	Student 61	3	2	0	0	5	11%
62	Student 62	2	1	9	2	14	31%
63	Student 63	4	0	4	6	14	31%
64	Student 64	4	14	15	10	43	96%
65	Student 65	3	4	1	1	9	20%
66	Student 66	2	6	1	1	10	22%
67	Student 67	4	5	3	3	15	33%
68	Student 68	3	4	3	2	12	27%
69	Student 69	4	6	3	4	17	38%
70	Student 70	2	4	2	6	14	31%
71	Student 71	1	2	0	3	6	13%
72	Student 72	2	4	3	2	11	24%
73	Student 73	2	3	3	5	13	29%
74	Student 74	2	4	5	6	17	38%
75	Student 75	3	7	10	5	25	56%
76	Student 76	3	6	3	2	14	31%
77	Student 77	0	1	3	1	5	11%
78	Student 78	2	10	6	4	22	49%
79	Student 79	4	12	1	3	20	44%
80	Student 80	2	2	5	6	15	33%
		55,75 %	20 %	39,1 %	43,25 %	15.9875	35,5 %

Table 23: Results of the AAB University second-year students on the pre-test

The second year students, as compared to the first year students, did better. There were no students with 0 points as was the case with the students from the first year. This means, the second-year students showed a better result. In the first task, the students did quite well. They got 55. 75 % of the test right which is much higher than that of the first year students. This means that the students from the second year were able to identify idioms much more easily than the students from the first year. The students did not do that well in the second task in translating the idioms given, getting only 20 % of the answers correct. Yet, they also did better than the first year students in this task. So, most the idioms used in this task were not familiar to the students. The scores went higher in the third task as compared to the second task. The students got 39. 1 % of the test right. They found the third task (matching idioms to their

definition) easier than the second task. The students did quite well in the fourth task, too. They got 43. 25 % right (the task required to chose among the options given).
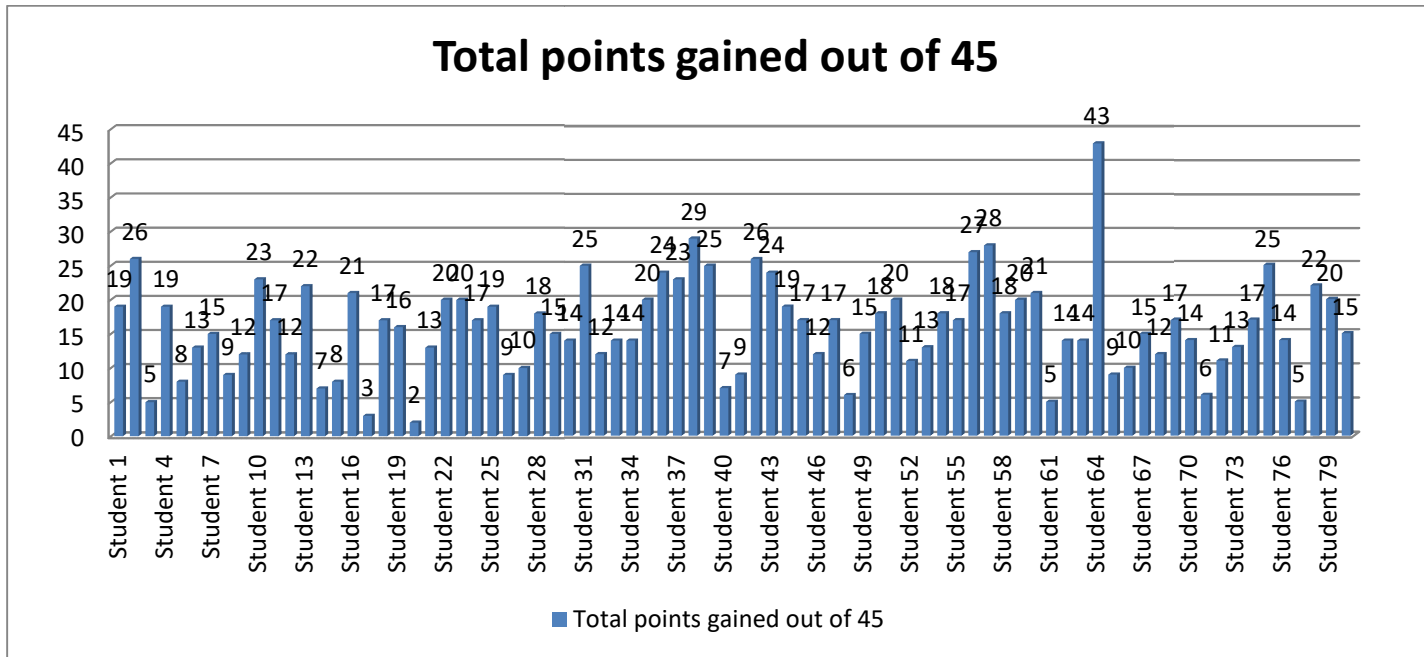
Chart 10: Total points of the second-year students' pre tests from the AAB University

4.3.2 Results from the Universum College pre- test

There were 80 students: 40 students from the first year and 40 students from the second year participants in the study. The total score of all 80 students were calculated and explained for each task.

4.3.2.1 Results from the Universum College students' pre-test from the first year of studies

40 first year students took the pre-test. The results from the pre-tests varied in points and consequently in percentage. The lowest points out of 40 students were 1. 5 out of 45 which is 3. 3 % out of 100 % of the test. The highest points ranged to 31 points out of 45 which is 68. 8 % out of 100 % of the test. There were no questions which the students did not answer but still there were questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages for each of the students that participated in the study are shown.

Nr.	Pre - test (student) / Task	Task 1 - 5 points in total	Task 2 - 15 points in total	Task 3 - 15 points in total	Task 4 - 10 points in total	Total points gained out of 45	Percentage (%) of the accuracy of the test
1	Student 1	1	0	0	1	2	4%
2	Student 2	3	0	2	0	5	11%
3	Student 3	1	0	3	0	4	9%
4	Student 4	1	1	0	2	4	9%
5	Student 5	2	2	2	6	12	27%
6	Student 6	5	0	7	3	15	33%
7	Student 7	1	2	0	2	5	11%
8	Student 8	1	1	1	3	6	13%
9	Student 9	2	1	1	4	8	18%
10	Student 10	2	0	0	0	2	4%
11	Student 11	1	1	2	2	6	13%
12	Student 12	0	1	0	4	5	11%
13	Student 13	4	1	12	4	21	47%
14	Student 14	2	1	0	0	3	7%
15	Student 15	1	2	1	3	7	16%
16	Student 16	1	1	3	5	10	22%
17	Student 17	1	1	0	0	2	4%
18	Student 18	3	2	1	0	6	13%
19	Student 19	2	0	0	0	2	4%
20	Student 20	1	2	1	2	6	13%
21	Student 21	5	2	11	6	24	53%
22	Student 22	5	9	11	6	31	69%
23	Student 23	4	5	6	3	18	40%
24	Student 24	1	0	2	2	5	11%
25	Student 25	1	0	2	2	5	11%
26	Student 26	3	1	0	0	4	9%
27	Student 27	2	4	1	3	10	22%
28	Student 28	4	4	7	3	18	40%
29	Student 29	3	5	0	0	8	18%
30	Student 30	2	0	5	6	13	29%
31	Student 31	2	2	3	2	9	20%
32	Student 32	2	2	2	2	8	18%
33	Student 33	3	3	7	3	16	36%
34	Student 34	2	2	2	2	8	18%
35	Student 35	3	4	10	3	20	44%
36	Student 36	3	1	3	1	8	18%
37	Student 37	2	1	0	1	4	9%
38	Student 38	1	0	0	0	1	2%
39	Student 39	1	2	0	1	4	9%
40	Student 40	2	0	0	2	4	9%
		43 %	11 %	18 %	22,25 %	8.725	19 %

Table 24: Universum College first-year students' results on the pre-test

The students from the Universum College did quite well in the first task (in identifying idioms). They got 43 % of the task right. However, in the second task in translating the idioms given, they only got 11 % of the task right. This means the idioms given in the second task were not familiar to them. Another point worth mentioning is that it was difficult for the students to translate the idioms given out of context. In the third task the students got only 18 % of the task right despite the fact that they only needed to match the idioms to their definition. They did better in the fourth task as compared to the second and the third task. They got 22. 25 % of the task right.
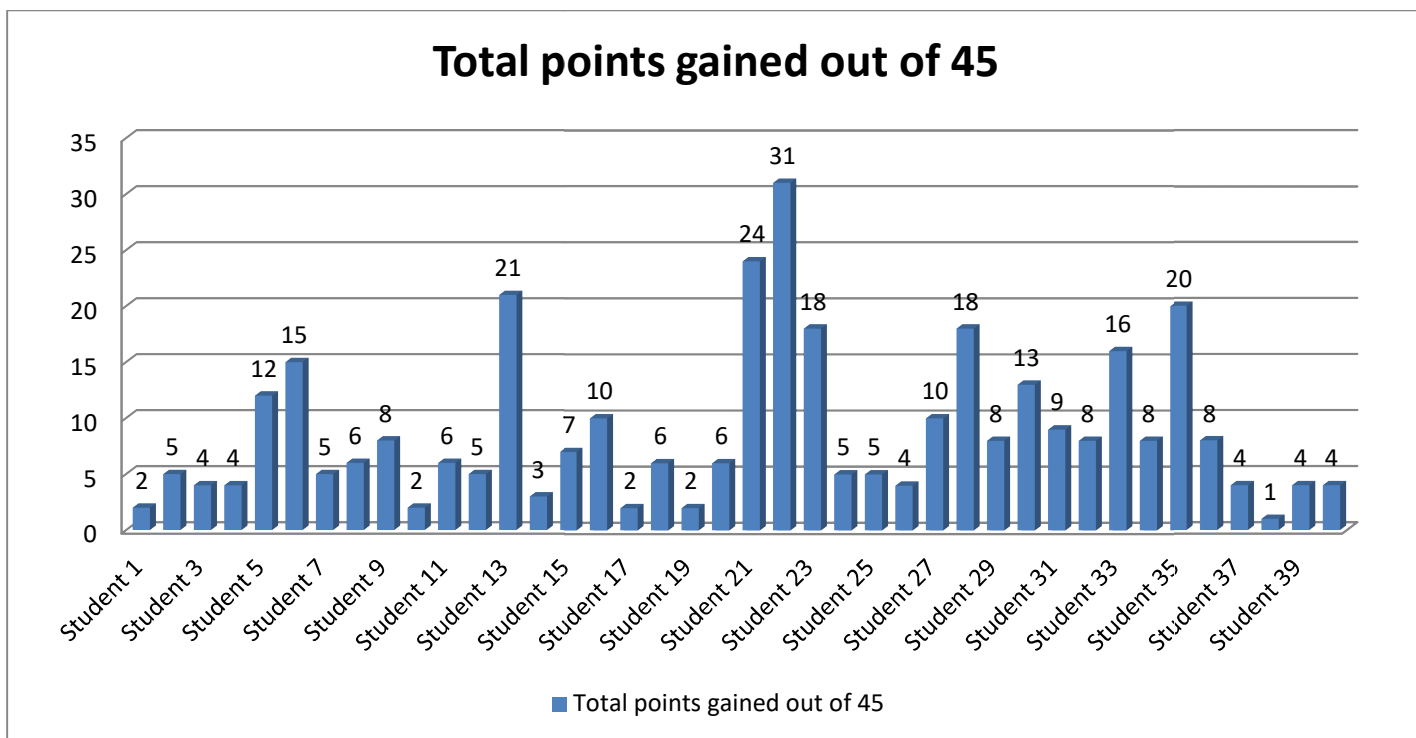
Chart 11: Total points gained by the first-year students from the Universum College in the pre-test

4.3.2.2 Results from the Universum College students' pre-test from the second year of studies

There were 40 students from the second year of studies who were a part of the study. The results from the pre-test varied in points and consequently in percentage. The lowest points out of 40 students were 4 out of 45 which is 8. 8 % out of 100 % of the test. The highest points ranged to 28 points out of 45 which is 62. 2 % out of 100 % of the test. There were no questions unanswered. However, there were

questions which gained zero (0) points. This can be best seen from the following table and charts where the points and percentages for each of the students involved in the study are shown.

Nr.	Pre - test (student) / Task	Task 1 - 5 points in total	Task 2 - 15 points in total	Task 3 - 15 points in total	Task 4 - 10 points in total	Total points gained out of 45	Percentage (%) of the accuracy of the test
1	Student 1	3	1	7	8	19	42%
2	Student 2	4	6	0	8	18	40%
3	Student 3	3	4	7	10	24	53%
4	Student 4	4	6	6	9	25	56%
5	Student 5	3	5	10	5	23	51%
6	Student 6	4	4	5	2	15	33%
7	Student 7	2	4	4	6	16	36%
8	Student 8	1	2	4	3	10	22%
9	Student 9	0	3	2	3	8	18%
10	Student 10	1	2	3	7	13	29%
11	Student 11	2	3	4	6	15	33%
12	Student 12	1	3	2	3	9	20%
13	Student 13	0	2	3	7	12	27%
14	Student 14	3	4	7	9	23	51%
15	Student 15	4	1	4	9	18	40%
16	Student 16	3	5	5	7	20	44%
17	Student 17	2	3	4	7	16	36%
18	Student 18	1	0	3	3	7	16%
19	Student 19	1	2	0	1	4	9%
20	Student 20	1	2	1	5	9	20%
21	Student 21	1	2	1	4	8	18%
22	Student 22	2	1	1	6	10	22%
23	Student 23	0	1	1	3	5	11%
24	Student 24	2	4	3	10	19	42%
25	Student 25	1	2	1	8	12	27%
26	Student 26	5	12	10	0	27	60%
27	Student 27	2	2	5	9	18	40%
28	Student 28	1	1	2	7	11	24%
29	Student 29	5	6	7	10	28	62%
30	Student 30	4	7	6	6	23	51%
31	Student 31	2	2	4	4	12	27%
32	Student 32	2	2	1	4	9	20%
33	Student 33	3	3	5	9	20	44%
34	Student 34	3	6	5	7	21	47%
35	Student 35	1	3	2	9	15	33%
36	Student 36	1	0	3	6	10	22%
37	Student 37	2	1	4	4	11	24%
38	Student 38	5	1	12	9	27	60%
39	Student 39	3	1	5	4	13	29%
40	Student 40	0	0	2	3	5	11%
		44 %	19,8 %	26,8 %	60 %	15.2	33,75 %

Table 25: Results of Universum College second-year students on the pre-test

Like the first year students from the Universum College the students from the second year also did well in the first task and got 44 % of the task right (1 % more than the first year students). In the second task, they were a little better than the first year students but still, they did not do that well. They got 19. 8% of the task right and this showed that the students were not that familiar with the idioms given and, of course, because the idioms were given out of context. They did better in the third task in matching idioms to the definitions. They got 26.8 %. However, they did very well in the fourth task (in multiple choice task) and they got 60% of the task right and this showed that the students managed to do the task better and were more familiar with those idioms given. This also means that the task was also more appropriate and easier for them. It is also worth mentioning the fact that some of the students could have guessed the answers but still did better. Generally speaking, the students from the second year did twice as well as the first year students.
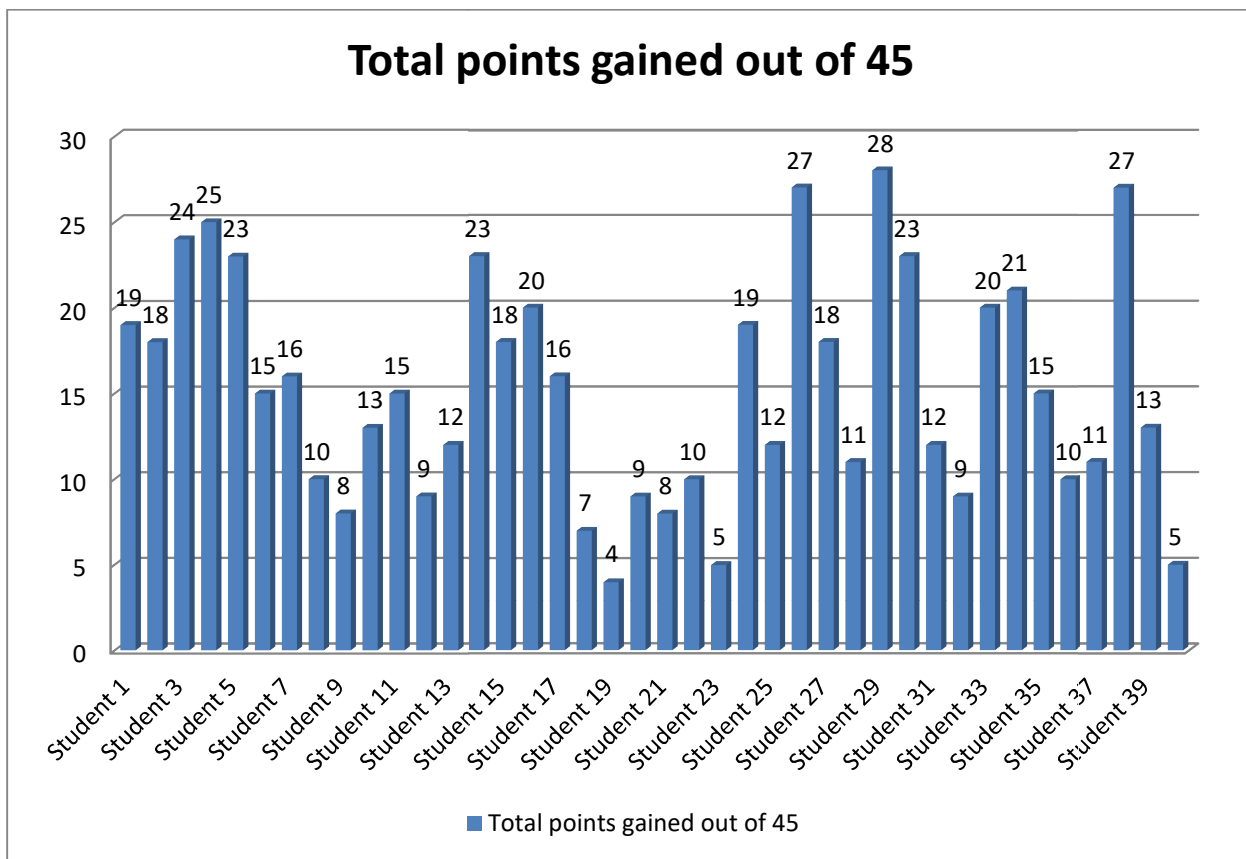
Chart 12: Universum College second-year students total points gained in the pre-test

4.3.3 Results from Fehmi Agani Public University students' pre-test

20 students from the fourth year of studies who took part in the study took the pre-test. The results from the pre-tests varied in points and consequently in percentage. The lowest points out of 20 students were 6, 5 out of 45 which is 14. 4 % out of 100 % of the test. The highest points ranged to 29 points out of 45 which is 64. 4 % out of 100 % of the test. There was only one question which one of the students left unanswered and the students continued to answer questions incorrectly. This can be best seen from the following table and charts where the points and percentages for each of the students involved in the study are shown.

Nr.	Pre - test (student) / Task	Task 1 - 5 points in total	Task 2 - 15 points in total	Task 3 - 15 points in total	Task 4 - 10 points in total	Total points gained out of 45	Percentage (%) of the accuracy of the test
1	*Student 1*	*3*	*0*	*1*	*3*	*7*	*16%*
2	*Student 2*	*2*	*1*	*2*	*2*	*7*	*16%*
3	*Student 3*	*0*	*1*	*13*	*8*	*22*	*49%*
4	*Student 4*	*5*	*4*	*14*	*6*	*29*	*64%*
5	*Student 5*	*3*	*0*	*5*	*2*	*10*	*22%*
6	*Student 6*	*4*	*1*	*4*	*4*	*13*	*29%*
7	*Student 7*	*5*	*1*	*13*	*4*	*23*	*51%*
8	*Student 8*	*5*	*2*	*7*	*5*	*19*	*42%*
9	*Student 9*	*2*	*7*	*6*	*5*	*20*	*44%*
10	*Student 10*	*3*	*4*	*1*	*7*	*15*	*33%*
11	*Student 11*	*1*	*3*	*3*	*9*	*16*	*36%*
12	*Student 12*	*2*	*3*	*3*	*6*	*14*	*31%*
13	*Student 13*	*3*	*5*	*4*	*6*	*18*	*40%*
14	*Student 14*	*2*	*7*	*5*	*8*	*22*	*49%*
15	*Student 15*	*2*	*3*	*3*	*4*	*12*	*27%*
16	*Student 16*	*3*	*2*	*4*	*8*	*17*	*38%*
17	*Student 17*	*2*	*4*	*3*	*10*	*19*	*42%*
18	*Student 18*	*3*	*5*	*10*	*10*	*28*	*62%*
19	*Student 19*	*2*	*4*	*7*	*8*	*21*	*47%*
20	*Student 20*	*3*	*4*	*3*	*5*	*15*	*33%*
	Total	*55 %*	*20,3 %*	*37 %*	*60 %*	*17.35*	*38,5 %*

Table 26: Results of Fehmi Agani University students on the pre-test

The students from the fourth year from Fehmi Agani Public University did quite well in the first and the fourth task but they did not do that well in the second and the third task. The points varied from 7 (16 % of the test) the lowest to 23 (51 %) the highest. In the first task, the students got 55 % which is quite

high. They did not do that well in the second task as they only got 20, 3 %. The students showed a better result in the third task and got 37 % of the task right. They did best in the fourth task in the multiple choice part and they got 60 % of it right. The chart below shows the points gained by the students.

Total points gained out of 45

Student	Points
Student 1	7
Student 2	7
Student 3	22
Student 4	29
Student 5	10
Student 6	13
Student 7	23
Student 8	19
Student 9	20
Student 10	15
Student 11	16
Student 12	14
Student 13	18
Student 14	22
Student 15	12
Student 16	17
Student 17	19
Student 18	28
Student 19	21
Student 20	15

■ Total points gained out of 45
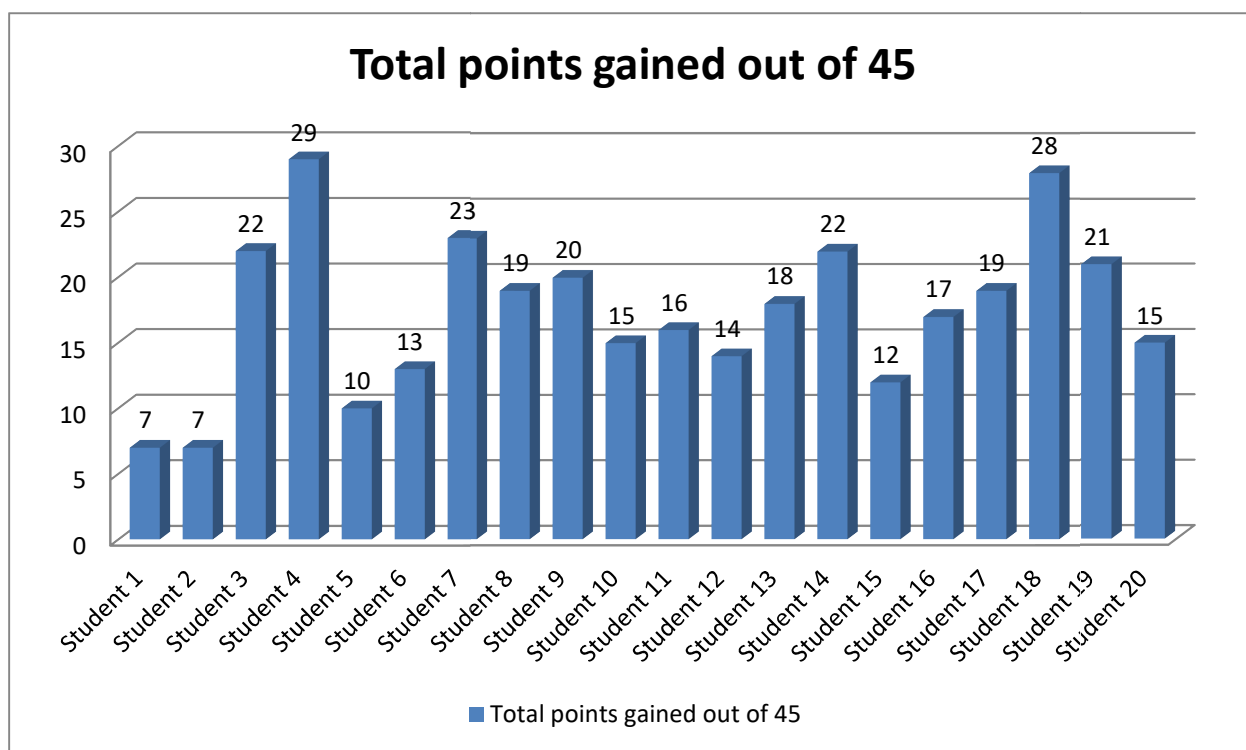
Chart 13: Results from the FehmiAgani Public University fourth-year students in Gjakova pre-test

4.3.4   Conclusion on the pre-test

The pre-test was composed of four tasks with a particular requirement each. In the first task, the students were required to underline the idioms, metaphors, phrasal verbs or proverbs in the sentences given and then translate the part they have underlined. This task aimed at checking if students are able to identify an idiom when they see one in the given text. They scored 45. 5 % in this task. The students were tested on their ability to translate as well as match the idioms to the definitions. The idioms for the pre-test

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were selected (chosen) carefully. The second task required students to translate the idioms given into the mother tongue without the context. This task aimed at checking if students were familiar with the idioms for a later reference when preparing the post-test. The scores achieved by the students (15. 1 %) show that it is difficult for them to understand the meaning of the idioms which are given out of context. The task 3 required students to match the idioms to their definitions. The main aim of this task was to see if they can guess the meaning of idioms to the definitions given, actually if they can figure out their meaning. In this task, the students from all universities scored 29. 3 %. Task four required students to fill in the gaps in the sentences from the options given. They scored 42. 1 %. The above drawn tables and charts show that the students from Fehmi Agani Public University proved to have the highest points in total (as a group) despite the fact that the highest points in a particular case were gained by a student from the AAB University from the first year (30 points = 66. 6 %) and a student from the second year from the AAB University (43 points= 95. 5 %). The lowest points were gained by the students from the first year students from the AAB University (the students that gained the lowest points 0.5: half a point out of 45 which is 1.1 % of the test), followed by the first year students from the Universum College (a student gathered 2 points out of 45 which is 4.4 % of the test) and finally Fehmi Agani Public University (a student gained 6.5 points of 45 which is 14.4 % of the test). In other words, Fehmi Agani University students got 38.5 % of the test as a group, AAB University first- year students got 19 % of the test as a group, AAB University second-year students got 35.5 % of the test, Universum College first-year students got 19 % of the test accuracy as a group, Universum College second-year students got 33.75 % of the test accuracy.

The overall results from the pre-tests show that the students from all three universities got 34. 65% of the accuracy of the pre-test which is quite low. This further means that adding context to the idiom-related tasks and other language-tasks is necessary. However, the following table shows the overall results of the students in the pres-tests for the students from each year of studies. This will be clearer when the results of the pre-test (especially in percentage) are compared to those of the post-test. As compared to what was written above, the following table shows the average percentage of the students from the first year, students from the second year and the students from the fourth year of studies in the pre-test.

260 students in total	Total points from the pre-test 45				
	Task 1 – 5 points in total	Task 2 – 15 points in total	Task 3 15 points in total	Task 4 10 points in total	Total points in percentage in the pre-test (for all the students)
The percentage of the pre-test on each task for all the students	47 %	15.96%	30.65%	45%	34.65 %

Table 27: Overall results of all the students (260) in each task in percentage

From the above table, we see that in the first task the students got 47 % of the pre-test right. In the second task the students got 15.96 % of the pre-test right which is quite low. They did a bit better in the third task as compared to the second task: the students got 30.65 % of the pre-test right. In the fourth task, the students got 45 % of the test right which is higher than the second and the third task but still not satisfactory as the students did not even get 50% of the pre-test right which proves that lack of context impeded the students from comprehending idioms. The overall result was 34.65 % of the pre-test right.

4.4 Results from the focus groups

After the students and the professors filled in the questionnaire and after the post test five focus groups were gathered to discuss the issue of the effect of context on the acquisition of English idioms by the Albanian EFL students. As Cohen (2017) points out focus groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes. As the group is focused on the connections of idiom teaching and learning and the context, we could get insights that might not otherwise have been available in a straightforward interview;

There were two focus groups from the AAB University: one (1) from the first year and one from the second year of studies, 2 focus groups from the Universum College: one from the first year of studies and one from the second year of studies and one (1) focus group from Fehmi Agani Public University in Gjakova. The following are the points discussed and asked about:

1) The effect of context on acquisition of idioms by the students

2) What year of studies should students be taught idioms at?

3) How students understand idioms better and more easily.

4) How the students learn idioms

5) Should idioms be taught as a separate module or within any other module (subject)

4.4.1 Results from AAB University focus group

As mentioned before, there were two focus groups from the AAB University: one (1) focus group from the first year and one from the second year of studies. There were eight students participating in the first focus group and eight students in the second focus group from each year of study.

4.4.1.1 Results from the first year students focus group from the AAB University

From the first year of studies there were eight students involved in the focus group. The interview was conducted in the AAB premises. Regarding the first question of the focus group interview, the participants underlined the importance of the context and its effects on idiom learning. Besides, some of the students claimed that idioms are to be taught from the first year of studies and some others claimed that idioms should be taught from the second year of studies. The students also pointed out the fact that they learn idioms from the movies they watch, by reading books or else by visiting English speaking countries. When it comes to teaching idioms, sticking papers on the walls with idioms on them is a good way for memorizing them. When idioms are explained in interesting situations and they work to find out the meaning themselves they will be remembered and learned better. They also found it useful if teachers made them aware of idioms by highlighting them and by urging them to use idioms both in spoken and written form. The effect of context on acquisition of idioms by the EFL students was considered vitally important by the students. A student said that it the tests they took included idioms they would be more sensitive to them. In addition they feel that if in their spoken or written work they are required and urged to use idioms they would be more open to them. In most cases students said they avoided using idioms for fear of making mistakes. Some students claimed to have never learnt about

idioms therefore a study like this one was considered necessary. Below are some examples of what two of the students said.

Student 1:" I think context is one of the most important tools that helps me learn idioms in particular and English in general"

Student 2: "I think idioms are very important. We can learn them from the movies, books or we can visit English speaking countries if possible"

As to the fifth issue discussed, the students also underlined that idioms are to be taught within any other subject dealing with vocabulary, not as a separate subject.

4.4.1.2 Results from the second year students focus group from the AAB University

From the second year of studies eight students participated in the focus group.

The students from this focus group shared the same opinions as the students from the first-year. They also underlined the importance of the context on learning idioms. Some of the students claim that idioms are to be taught from the first year of studies and some others claim that idioms should be taught from the second year of studies. When it comes to learning idioms, the students from this group claimed that reading a text and trying to translate the idioms used in the text from the context is a good idea. They said that if they were given detailed explanations about idioms and made to work on them they would be aware of them and try to include them in the language production. If there are given test on them they think they will be more careful.

It is worth mentioning the fact that the issue of the effect of the context on acquisition of idioms by the EFL students was seen to be of great importance to the students and the students considered this topic not only very interesting but vital. Another important point worth mentioning is that some of the students claimed to have never learnt about idioms hence the necessity for a study like this one. The following is what two students involved in the focus group said about idioms:

Student 1:" We can read a text with idioms in it and then try to translate the idioms from the context"

Student 2:" I think idioms are very important and I have never heard of such a research in the past. We should be taught more on idioms in the classroom, too. Therefore, I think we have to learn a particular number of idioms at a time and have a test on them"

From this group, 7 students (87.5%) out of 8 in total (100%) claimed that idioms are to be taught within any other subject and 1 other student claimed that idioms are to be taught as a separate subject.

4.4.1.3 Conclusion

Summing up what came out after discussions with the students of this focus group it can be said that idioms are to be taught from the context in as many ways as possible as context is vitally important in getting the meaning of idiomatic expressions. They are to be taught by enabling students get in touch with the native speakers of English. In cases when students are unable to get in touch with the native speaker, which is the case most of the time, then students are also to be brought as close as possible to the source materials. A particular number of idiomatic expressions are to be taught at a particular time periods and then the students be tested on each group of idiomatic expressions before moving on to the other group of idiomatic expressions.

4.4.2   Results from Universum College focus groups

In the Universum College, there were also two focus groups with 16 students in total (8 students in each group) : one from the first year of studies and one from the second year of studies. Both the groups shared the same or similar opinions therefore; a general summary for both the groups is going to be given.

It is worth mentioning the fact that both the groups claimed that context is vital to understanding idioms in particular and English in general. To the question on when should students be taught idioms some of the participants said that idioms are to be taught from the first year and some participants said from the second year of studies. Some of the ways they mentioned to learn idioms more easily are: by inferring the meaning from the context, by learning a particular number of idioms in real context and by using them in their language. One student said, "I have learned some idioms by heart, but I have forgotten them. If I were asked to use it, or to learn them in a story, I think it would be better." They also said that they understand idioms better from the movies, from the books they read, by listening to music with lyrics. Visiting English speaking countries was also seen necessary and a good way of learning idioms.

Incorporating idioms in jokes was also said to be a good way of learning idioms the reason being that in this way, students in particular and people in general find idioms more interesting. This is what two of the students involved in the study said about idioms:

Student 1:" Learning idioms is vital and I think they are to be learnt from the first year of studies."
Student 2:" We could learn idioms in different ways: by inferring their meaning from the context, by using them in our language"

From the Universum College, out of 16 students from both the focus groups, 13 students said that idioms are to be taught within another subject and 3 students claimed that idioms are to be taught as a separate module.

4.4.2.1 Conclusion

Both the groups of students: those from the first year and those from the second year of studies shared more or less the same opinions when it comes to learning idioms. Most importantly, all the students unanimously claimed that context is vital to understanding idioms. They also claimed that using idioms in the classroom more often is necessary.

4.4.3   Results from Fehmi Agani Public University focus group

From the fourth year of studies there were eight students that took part in the focus group.
These students also shared the opinion that idioms can be learnt better by being exposed to idiomatic language as much as possible but in different ways. They unanimously emphasized that, while context is important for learning English in general, it is particularly important for learning idioms. Unlike the students from the AAB University as well as Universum College, these students added the fact that comparing English idioms with Albanian idioms would also be a great way of learning them. They also said that sometimes, we should visit different places within our country to make sure we understand some of the idioms used in our mother tongue as different regions within Kosovo use different idioms

which the people from the other regions might have never heard. Visiting other countries where English is L1 was also considered important.

Visiting other countries helps, but they underlined the fact that they must improve their general knowledge of English by reading books and using authentic material in class.

Teacher should use explicit ways to teach idioms by raising our awareness and giving task related to them. An example of what two students said is given below:

Student 1:" I think we should first of all be aware of the local idioms in our mother tongue. That is why we should visit different places in our country and learn more about idioms used in the other regions"
Student 2:" Context is unavoidable and vital to understanding idioms in particular and English in general. One of the ways to learn them could be comparing L1 idioms with L2 idioms"

From this focus group, 5 students claimed that idioms need to be taught within another subject whereas 3 other students emphasized the role of teaching idioms in a separate module.

4.4.3.1 Conclusion

The participants from Fehmi Agani Public University might have given a few different opinions on how to learn idioms better and more easily. They underscored the importance of being more aware of idioms in our mother tongues, because different idioms are used in different regions. Being aware of idioms in our mother tongue could be a good tool which would help in acquiring English idioms more easily. The students also put emphasis on the importance of visiting other countries where English is L1. It is to be emphasized, context was considered very important for learning idioms.

4.5 Results from the interviews

After the focus groups were organized, a number of students were asked to be interviewed. A particular number of students were chosen from each university but not all the students that were part of the study the reason being that there were a lot of students and the students which showed more interest in participating in the research were interviewed.

4.5.1 Results from the AAB University students' interview

There were 8students interviewed. The students were asked 11 questions. The following explanation to the first-year students' answers to the interview questions.

4.5.1.1 Results from the AAB University first-year students' interview

The following are the interview questions the students were asked. There were 8 students from the first year and 8 from the second year of studies interviewed. The students were asked 11 questions. The answers were written down and classified. So, the students were asked the questions and notes were kept for later reference. For a clearer picture, appendix 8 on page 226 on the interview questions can be referred to.

To the first question 8 students answered to have learnt English for more than 10 years (Q.1 **How long have you been learning English?** To the second question **what part of English language as a subject is your favorite (i.e. grammar)?** (7) claimed to be *Syntax* and *Morphology* and 1 student claimed *English Literature* to be her favorite subject.

The third question (**How much time do you spend reading English books, watching English videos or talking in English?** required students to answer on how much time they spend reading English books, watching English videos or talking in English and 1 student claimed to do *all of the above* for about *5 hours a week* and 7 students claimed to do them for more than *5 hours a week.* The 4th question (**Have you read anything about English culture? What specifically?)** was on whether students have read anything about English culture. Six (6) students said *No* and 2 other students claimed to have watched movies and learnt about English culture. The question 5 (**Do you think culture plays a role in learning a language? If yes, why do you think so?** aimed at relating culture with a language and if culture plays a role in learning a language. To this question 3 students claimed that they thought *that culture plays a role because by learning about someone's culture they can learn a language better*, 1 student claimed *not much* and 4 others claimed that *if they knew about the culture of a country they would learn the language better*. Another question (question **6 :What do you think is your level of English?**) required students to evaluate what level of English they have and all of them (8) claimed to have an *intermediate level* of English. Question 7 (**What parts of English do you find most difficult to**

understand; i.e. proverbs, idioms, etc?) was also a particular one as it required students to share their opinions on what part of English language as a subject they found the most difficult and 7 students claimed *idioms* and 1 other student *proverbs*.

The students gave very detailed answers to question 8 which was about why they sometimes find it difficult to understand sentences even though they might be familiar to them (**In some cases, when speaking English, people produce language you don't understand, though sometimes the words are familiar to them. Why do you think this happens?** and 4 students claimed that the *reason is that they try to translate the words on by one and get a strange meaning of the sentence, that does not make sense.*, 2 students claimed that *idioms have different meanings from the meanings of the words* and 1 of them claimed *not to have communicated with native speakers as much as needed*. A student said that being under pressure when he is in class, or not reading carefully he does not understand the line and simply skips it.

One of the most important questions is the question 9 on why the students think English people use idioms (**Why do you think English people use idioms others don't understand when they could have used other collocations which are easier to understand?** and 4 students answered by saying that *English people use idioms to give language aesthetic value*, 1 student claimed because *they want to look smarter* and 3 students claimed because *people want to catch someone's attention*. Students also gave answers to the question whether they watch English movies without subtitles and how often (Q.10: **Do you often watch English movies without subtitles? If so, how often?)**. Four (4) students claimed *more than three times a week*, 3 students= *three times a week* and 1 student= *less than three times a week*.

The last question asked was on what the students do in order to understand an idiom when they hear one (**In a conversation, when you hear an idiom, what do you do in order to understand it?** and all of them (8) claimed *they try to understand it from the conversation* which means they pay attention to the context.

4.5.1.1.1 Conclusion from the AAB University first-year students' interview

As a conclusion, the students might have learnt and used English for quite a long time but they might have paid proper attention to idiomatic language long enough. Still, they pay attention to the context and the culture as they think they are quite important not only in learning idioms in particular but a language

in general, too. Yet, they find idiomatic language the most difficult part, sometimes confusing, and that is the reason they might have avoided using it or lost an interest on. The fact that students haven't read sufficiently about English culture adds to the difficulty of understanding idiomatic language.

4.5.1.2 Results from the AAB University second-year students interview

Eight students from the second year were interviewed. The following are the interview questions and the most common answers the students gave with the number of the students who answered that way. A detailed explanation is going to be given at the end of the answers to the interview questions.

The second year students also gave similar answers to the first-year students, 8 students have learnt English *for more than 10 years* (Q.1 **How long have you been learning English?)**: To the second question on what part of English as a subject is their favorite most of the students (What **part of English language as a subject is your favorite (i.e. grammar)? 7** students claimed to be *Syntax* and *Morphology* and 1 student claimed *English Literature* to be her favorite subject. For the third question (**How much time do you spend reading English books, watching English videos or talking in English?** 1 student said to do all of the above for *about 5 hours a week* and 7 students claimed to do them for more than *5 hours a week*. The 4th question (**Have you read anything about English culture? What specifically?** was on whether students have read anything about English culture. Six (6) students said *No* and 2 other students claimed *to have watched movies and learnt about English culture*. In answer to the question 5 (**Do you think culture plays a role in learning a language? If yes, why do you think so?** 3 students claimed that they thought that culture plays a role because be learning about someone's culture they can learn a language better, 1 student claimed not much and 4 others claimed that if they knew about the culture of a country they would understand the language better. This question aimed at relating culture with a language and if culture plays a role in learning a language. The question 6 (**What do you think is your level of English?)** required students to evaluate what level of English they have and 5 of them claimed to have an *Upper-Intermediate level* of English and 3 students said *Advanced*. Question 7(**What parts of English do you find most difficult to understand; i.e. proverbs, idioms, etc?)** was also a particular one as it required students to share their opinions on what part of English language as a subject they found the most difficult and 7 students claimed *idioms* and 1 other student *proverbs*. The students gave very good answers to the question 8 (**In some cases, when speaking English, people produce language you don't understand, though sometimes the words**

are familiar to them. Why do you think this happens? which was about why they sometimes find it difficult to understand sentences even though they might be familiar to them and 4 students claimed that *the word are culturally-bound*, 2 students claimed that *words have different meanings* and 2 of them claimed *not to have communicated with native speakers as much as needed*. One of the most important questions is the question 9 (**Why do you think English people use idioms others don't understand when they could have used other collocations which are easier to understand?** on why the students think English people use idioms and 4 students answered by saying that *English people use idioms to give language aesthetic value*, 1 student claimed *because they want to look smarter* and 3 students claimed *because people want to catch someone's attention*. Students also gave answers to the question whether they watch English movies without subtitles and how often (Q. 10: **Do you often watch English movies without subtitles? If so, how often?**) Four (4) students claimed *more than three times a week*, 3 students= *three times a week* and 1 student= *less than three times a week*. The last question asked was on what the students do in order to understand an idiom when they hear one (**In a conversation, when you hear an idiom, what do you do in order to understand it?** and all of them (8) claimed *they try to understand it from the conversation* which means they pay attention to the context the idiom has been used in.

4.5.1.3 Conclusion from the AAB University second-year students' interview

The interview with the AAB second-year students shows that: the students might have used English for quite a long time but they might have not heard or read about idiomatic language long enough. Apart from this, they pay attention to the context and the culture as they think they are quite important not only in learning idioms in particular but a language in general, too. They find reading difficult when there are idioms in it. In most cases they avoid using them in speaking and writing as they feel safer. The interview shows that they need to read more authentic books and watch English films, which will expose them more to the language and culture of the target language. In this way they will understand idioms as they come out in context and will be able to learn them better.

4.5.2   Results from the Universum College students' interview

There were 8 students from the Universum College who were interviewed. The following are the interview questions and the most common answers the students gave with the number of the students

who answered that way. A detailed explanation is going to be given at the end of the answers to the interview questions.

The Universum College students also gave similar answers to the AAB University students, 8 students *have learnt English for more than 9 years* **How long have you been learning English?** To the second question on what subject is their favorite (**What part of English language as a subject is your favourite (i.e. grammar)?** most of the students (5) claimed to be *Syntax* and *Morphology* and 3 students claimed *English Literature* to be her favorite subject. For the third question (**How much time do you spend reading English books, watching English videos or talking in English?** the students were required to answer on how much time they spend reading English books, watching English videos or talking in English and 1 student claimed to do all of the above *for about 6 hours a week* and 7 students claimed to do them *for more than 6 hours a week.* The 4th question (**Have you read anything about English culture? What specifically?)** required students to explain if they had read anything about English culture. Six (6) students claimed *to have not done any of the above* and 2 other students claimed *to have watched movies and learnt about English culture*.

The question 5 (**Do you think culture plays a role in learning a language? If yes, why do you think so? Was on whether there is a link between** culture and a language and if culture plays a role in learning a language.

To this question 3 students claimed that they thought *that culture plays a role because by learning about someone's culture they can learn a language better*, 1 students said *not much* and 4 others claimed *that if someone knows more about the culture of a country then he/she will – understand the language better.*

The question 6 (**What do you think is your level of English?)** required students to state their level of English and 6 of them claimed to have an *Intermediate level* of English and 2 students claimed *Upper-Intermediate*.

Question 7 (**What parts of English do you find most difficult to understand; i.e. proverbs, idioms, etc?** was also a very important question for the research, requiring students to share their opinions on what part of English language as a subject they found the most difficult and 6 students claimed *idioms* and 2 other students *proverbs*.

The students gave very good answers to the question 8 (**In some cases, when speaking English, people produce language you don't understand, though sometimes the words are familiar to them. Why do you think this happens?** which was on why they sometimes find it difficult to understand sentences

even though they might be familiar to them and 5 students claimed that the word are ***connected to the culture***, 1 student claimed that words have ***more than one meaning*** and 2 of them ***said they had not communicated with native speakers as much as needed.***

One of the most important questions is the question 9 (**Why do you think English people use idioms others don't understand when they could have used other collocations which are easier to understand?** on why the students think English people use idioms and 5 students answered by saying that ***English people use idioms to give language aesthetic value***, 1 student claimed because ***they want to look more clever*** and 2 students claimed because people want ***to catch someone's attention***.

In answer to the question 10 (Q.10: **Do you often watch English movies without subtitles? If so, how often?)**. Five (5) students claimed more than ***four times a week***, 2 students= ***four times a week*** and 1students= ***less than four times a week.*** The last question asked was on what the students do in order to understand an idiom when they hear one (Q.11: **In a conversation, when you hear an idiom, what do you do in order to understand it?** and all of them (8) claimed they try to understand it ***from the conversation***. This further means that for them, the context vitally important.

4.5.2.1 Conclusion on the Universum College students' interview

The same conclusion is drawn for the Universum College students. The students might have used English for quite a long time but they might have not heard or read about idiomatic language long enough. Still, they pay attention to the context and the culture as they think they are quite important not only in learning idioms in particular but a language in general, too. Nevertheless, idiomatic language remains the most difficult part for the students and this is one of the main reasons why they might have avoided using it. The fact that students haven't read sufficiently about English culture adds to the difficulty of understanding idiomatic language. However, the study in question served the purpose in that it raised the awareness of the students on one hand and the professors on the other on the importance of context in acquisition of idioms by the students and teaching idioms.

4.5.3   Results from Fehmi Agani Public University students' interview

Eight students from the fourth year of studies from this university were interviewed. The questions were asked separately and the interview was conducted as a conversation between the interviewer and the

interviewee. A detailed explanation is going to be given at the end of the answers to the interview questions.

Fehmi Agani Public University students gave slightly different answers to the AAB University as well as Universum College students(Q.1: **How long have you been learning English?)** , 7students have learnt English *for 14-30 years* and 1 student has learnt English *for more than 30 years.*. To the second question on what part of English as a subject is their favorite (**What part of English language as a subject is your favorite (i.e. grammar):** 3 students claimed to be *English grammar*, and 4 students claimed *English Literature* to be their favorite subject 1 student = *Linguistics*. The third question (**How much time do you spend reading English books, watching English videos or talking in English?)** required students to write on how much time they spend reading English books, watching English videos or talking in English and 7 students claimed to do all of the above *for less than 5 hours a day* and 1 student claimed to spend *insufficient time in doing the above*. The 4th question the students were asked (**Have you read anything about English culture? What specifically?)** was on whether students have read anything about English culture. Four (4) students claimed to have read *The history of England* and 1 students said *No*. The question 5 (**Do you think culture plays a role in learning a language? If yes, why do you think so?** aimed at relating culture with a language and if culture plays a role in learning a language. To this question 5 students claimed *that they thought that culture plays a role because culture has an impact on learning a language*, 3 claimed that *culture does play a role in learning a language because every culture is specific*. The question 6 (**What do you think is your level of English?)** required students to evaluate what level of English they have and all of them (8) claimed to have an *Advanced level of English*. Question 7 (**What parts of English do you find most difficult to understand; i.e. proverbs, idioms, etc?** was also a particular one as it required students to share their opinions on what part of English language as a subject they found the most difficult and 7 students claimed *idioms* and 1 other student *proverbs*. The students gave very good answers to the question 8 (**In some cases, when speaking English, people produce language you don't understand, though sometimes the words are familiar to them. Why do you think this happens?** and 3 students claimed *that they find it difficult to understand them because people use idioms others haven't heard of before* and 5 students claimed that *it is difficult because idioms are culturally- bound*. One of the most important questions is the question 9 on why the students think English people use idioms (**Why do you think English people use idioms others don't understand when they could have used other collocations which are easier to understand?** and all the students (8) answered by saying that English

people use idioms *to give language aesthetic value*. Students also gave answers to the question whether they watch English movies without subtitles and how often(Q.10: **Do you often watch English movies without subtitles? If so, how often?** Six (6) students claimed to do so *every day*, 2 students= *sometimes*. The last question asked was on what the students do in order to understand an idiom when they hear one and all of them (**In a conversation, when you hear an idiom, what do you do in order to understand it?:** 8 students claimed *they try to understand it from the conversation (when talking to someone)*. In other words, they pay particular attention to context, as it helps them get the gist of what is being talked about even when idioms are used.

4.5.3.1 Conclusion from Fehmi Agani students' interviews

As compared to the ABB University as well as Universum College students, the students from Fehmi Agani Public University have used English a bit longer. More of the students, 4 to be exact, like literature. They also pay attention to the context and the culture as they think they are quite important not only in learning idioms in particular but a language in general, too. They have also read a bit more about the English culture. However, idiomatic language proved to be one of the most difficult parts which is why they must have not used it.

4.5.4   Results from the AAB University professors' interview

The 10 professors who were participants in the study volunteered to be interviewed. A more detailed explanation and analysis of the professors' answers is going to be given at the end of the answers to the interview questions. The professors' interview questions were a bit different in that the questions were focused from the perspective of teaching (pedagogic aspect) not excluding the way students learn better. In the first question the professors were asked on what subject they teach (**What subject/subjects do you teach?**)and there were a variety of answers: 2 professors teach *Syntax of phrases (grammar),* 2 other professors teach *English Language Teaching Methodology*, 3 professors = *Advanced Course of English Language*, 1 professor= *British Literature*, 1 professor= *The translation practice* and 1 professor= *English language in general*. The professors (10 of them) claimed to have taught these subjects *for more than 5 years* which was the second question asked (**How long have you taught this subject/ these subjects?)**. There were different opinions on the level of the students' English which was the question 3: **What is the level of your students' English?** Out of 10 professors: 4 professors thought

the students level is Pre-Intermediate, 2 professors= *Intermediate*, 2 professors= *Upper-Intermediate* and 2 professors= *Advanced*. The question 4 required professors to tell what method they use to trace their students' progress in English (Q.4: **What methods do you use to trace your students' progress in learning English?**): 3 professors claimed to *use tests*, 2 professors= *in-class conversations*, 3 professors= *in-class activities* and 3 professors = *all of the above*. A very good and important question was the question 5 on what professors do to explain figurative language in a text or in spoken (Q.5: **What do you do to explain figurative language in a text or in spoken when students come across it?).** Out of 10 professors: 2 professors *try to use synonyms*, 6 professors *give the context to the students and try to find an equivalent word in Albanian* and 2 professors explain idioms *in other words and the situation the idiom is used in*. The main focus of the researcher was also on the question 6 on whether professors think context plays a role in learning English in general (Q.6 **Do you think context plays a role in learning English in general?),**and all the professors 10 answered by saying *Yes*. The professors also claimed *to use figurative language in the classroom but not very of*ten (Q.7: **How often do you use idiomatic language in your lecture hall (be it from yourself or from the books)?** 3 professors= *often*, 5 professors= *rarely* and 2 professors= *very rarely*. Most importantly, for the question 8: **How do you explain idioms to your students when there is one in a given text?** 7 professors claimed to explain idioms to their students *from the context* and 3 professors claimed *to try find equivalent words in the mother tongue*. To the question 9: **Do you think idioms and anything that has idiomatic meaning should be taught as a separate module or within any other subject? Please, explain:** most of the professors (7 of them) think that idioms *are not to be taught as a separate module in English but within any other course* and 1 professor thinks *it should be taught as a separate module*. Another 2 professors think *idioms as a subject are to be taught in a selective course in the first year and then be taught as a separate module in the second or the third year of studies*. As to what level of English students should start learning English (Q.10: **What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)?** 1 professor claimed that the students should start from *Elementary level*, 8 professors= from *Pre-Intermediate level* and 1 professor from the *Intermediate level*. All the professors think students should start learning idioms from the first year at university which was the answer to the question 11: **From what year at university do you think idioms should be taught? (i.e. first year)**. The last question was on whether the professors though there is a connection between figurative language and culture (these were the answers to the question 12: **Do you think there is a connection between figurative language and culture? Does**

knowledge of idioms affect students' understanding of English?) and 8 professors claimed that *there is a connection between these two and knowledge of idioms helps students understand English*, 2 professors *did not agree to this*.

4.5.4.1 Conclusion on the AAB University professors' interview

The interview questions aimed at finding out more on the effect of context on the acquisition of idioms from the pedagogical view. As it appears on the answers to the interview questions, context turned out to be one of the most important tools in teaching idioms to the students. Apart from this, the professors interviewed claimed to use collaborative methods as well as various in-class activities in tracing their students' progress in English. Most importantly, professors emphasized the role of culture in learning a language.

4.5.5   Results from the Universum College professors' interview

There were five (5) professors who were interviewed. A more detailed explanation and analysis of the professors' answers is going to be given at the end of the answers to the interview questions.

The professors' interview questions were focused on the perspective of teaching (pedagogic aspect) as well as on the way students learn better. In the first question the professors were asked on what subject they teach and there were a variety of answers (**What subject/subjects do you teach?):** 1 professor teaches *English Language Teaching Methodology*, 1 professor = *Introduction to English literature and Victorian/ Modern Literature*, 1 professor= *Theory of translation*, 2 professors= *English language in general*.

Four (4) claimed to have taught these subjects *for more than 5 years* and 1 professor= *for 5 years* which was the second question asked (**How long have you taught this subject/ these subjects?)**

There were different opinions on the level of the students' English which was the question 3: **What is the level of your students' English?** Out of 5 professors 1 professor = *Intermediate*, 2 professors= *Upper-Intermediate* and 2 professors= *Advanced*. The question 4 required professors to tell what method they use to trace their students' progress in English (Q.4: **What methods do you use to trace your students' progress in learning English?)**: 1 professor = *in-class conversations,* 1 professor = *in-class activities* and 3 professors = *all of the above*.

A very good and important question was the question 5 on what professors do to explain figurative language in a text or in spoken Q.5: **What do you do to explain figurative language in a text or in spoken when students come across it?).** Out of 5 professors: 5 *professors give the context to the students and try to find an equivalent word in Albanian*.

The main focus of the researcher was also on the question 6 on whether professors think context plays a role in learning English in general (Q.6 **Do you think context plays a role in learning English in general?),** and all the professors (5) answered by saying *Yes.*

The professors also claimed to use figurative language in the classroom but not very often (Q.7: **How often do you use idiomatic language in your lecture hall (be it from yourself or from the books)?**: 1 professor= *often*, and 4 professors= *very rarely*. For the question 8: **How do you explain idioms to your students when there is one in a given text?** 4 professors claimed to explain idioms to their students *from the context* and 1 professor claimed *to try finding equivalent words in the mother tongue*. To the question 9: **Do you think idioms and anything that has idiomatic meaning should be taught as a separate module or within any other subject? Please, explain:** most of the professors (4 of them) think *that idioms are not to be taught as a separate module in English but within any other course* and 1 professor thinks idioms as a subject are to *be taught in a selective course in the first year and then be taught as a separate module in the second or the third year of studies*.

As to what level of English students should start learning English (Q.10: **What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)?:** 1 professor claimed that the students should start from *Elementary level*, 3 professors= *from Pre-Intermediate level* and 1 professor = *Intermediate*.

All the professors think students should start learning idioms from *the first year at university* (which was the answer to the question 11: **From what year at university do you think idioms should be taught? (i.e. first year)** .The last question was about whether the professors though that there is a connection between figurative language and culture and all of the professors (5) claimed that *there is a connection between these two and knowledge of idioms helps students understand English* (these were the answers to the question 12: **Do you think there is a connection between figurative language and culture? Does knowledge of idioms affect students' understanding of English?).**

4.5.5.1 Conclusion on the Universum College professors' interview

The main aim of the interviews with professors was to shed light on the effect of context on the acquisition of idioms. The answers given reveal that the professors consider context to be of great importance to both teaching and learning idioms. Thus, the professors interviewed stated that they use various activities and exercises to improve students' performance in English, paying attention to vocabulary and idioms. Most importantly, professors underlined the fact that when authentic pieces of reading were used they understood more of the culture, which helps them to acquire the language.

4.5.6   Results from Fehmi Agani Public University professors' interview

From Fehmi Agani University, four professors were interviewed. In the first question the professors were asked on what subject they teach (**What subject/subjects do you teach?):** and there were a variety of answers: 2 professors teach *English for Specific Purposes*, 1 professors = *Syntax* and 1 professor= *Literary Translation*. Four (4) claimed to have taught these subjects *for more than 3 years* which was the second question asked (**How long have you taught this subject/ these subjects?)**.All four professors think their students' level of English is *Upper-Intermediate*/ *Advanced* which was asked in the question 3: **What is the level of your students' English?** The question 4 required professors to tell what method they use to trace their students' progress in English (Q.4: **What methods do you use to trace your students' progress in learning English?)** and all the professors said they use these methods to trace their students' progress: *Collaborative/ modern methods*, *tests*, *different classroom activities.* A very good and important question was the question 5 on what professors do to explain figurative language in a text or in spoken (Q.5: **What do you do to explain figurative language in a text or in spoken when students come across it?).** Out of 4 professors: 4 professors *give the context to the students and try to find an equivalent word in Albanian*. The main focus of the researcher was also on the question 6 on whether professors think context plays a role in learning English in general (Q.6 **Do you think context plays a role in learning English in general?),**and all the professors (4) answered by saying *Yes*. The professors also claimed *to use figurative language in the classroom very rarely* (Q.7: **How often do you use idiomatic language in your lecture hall (be it from yourself or from the books)?**. The question 8: **How do you explain idioms to your students when there is one in a given text?** Was another interesting question and for this question, 4 professors claimed to explain idioms to

their students *from the context.* For the question 9: **Do you think idioms and anything that has idiomatic meaning should be taught as a separate module or within any other subject? Please, explain:** all the professors (4 of them) think that *idioms are not to be taught as a separate module in English but within any other course dealing with vocabulary*. As to what level of English students should start learning English from(Q.10: **What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)?:** all the professors claimed that the students should start from *Pre-Intermediate level* because this is when students are more confident in forming sentences. All the professors think students should start learning idioms from the first year at university (which was the answer to the question 11: **From what year at university do you think idioms should be taught? (i.e. first year)**. The last question was on whether the professors though there is a connection between figurative language and culture and all of the professors (4) claimed *that there is a connection between these two and knowledge of idioms helps students understand English.* These were the answers to the question 12: **Do you think there is a connection between figurative language and culture? Does knowledge of idioms affect students' understanding of English?).**

4.5.6.1 Conclusion on Fehmi Agani University professors' interview

Much the same as the other interviews conducted with the other professors in the study, the interviews with the AAB University professors were focused on the effect of context on the acquisition of idioms from the professors' view. The results gained from the interviews underline the importance of context in teaching idioms to the students. The professors said they used methods to engage all students in learning idioms as well as well as various in-class activities in order to trace their students' progress in English. The role of culture in learning a language was what the professors put a lot of emphasis on.

4.6 Results from observations

Another important instrument of this research was also observation. There were five (5) observations in all three universities: two observations in AAB University, two observations in the Universum College and one in Fehmi Agani Public University English Department. The main aim of the observations was to see closely the way professors teach English to their students with focus on the use of idiomatic

language. Notes were kept for later reference and each of the observations is going to be analyzed further separately.

4.6.1 Results from observations at AAB University

In the English department of the AAB University, there were two observations conducted: one in the first-year class and one in the second-year one. The researcher observed the professor without being involved in any way.

4.6.1.1 Observation one (1) with the first-year students from the AAB University

There were many points that were observed (see appendix 4 on page 193). When the observation took place, there were 85 students in the lecture hall. The main goal of the lesson was building vocabulary. The professor started off the lesson by emphasizing what he was going to teach. Before coming in the lecture hall, the professor had set the number of words to learn from the context (20 words). He gave the worksheets to the students and asked different students to read different sentences. He also made the students try to guess the meaning of the words from the context. In the worksheets with the exercises, there were also idioms. One of the most frequent idioms was ***means to an end***. After understanding the words including idioms, the professor made his students translate them. As a follow-up activity, the professor made the students complete tasks where they had to match the words with their definitions. Occasionally, the professor would ask questions to make sure the students understood the vocabulary and remembered the words. The professor also gave students worksheets where the students had to match the words to their pictures. Before the matching activity, the teacher discussed the possible meaning of the idioms expressed through picture. He also gave explanation by taking as many examples as he could and made his students guess the meaning from the context. Finally, the professor asked his students translate the sentences including the unknown vocabulary (idioms) used. For instance, he asked his students translate the idiom ***means to an end*** and the students came up with *mjet sherbimi* (me të cilen kryen punë por ndoshta nuk është me aq shumë vlerë). Students gave their opinions on the meanings of the idioms and he agreed or disagreed to their opinions. The teacher talking time was 30% on average and the student talking time was 70% on average. The students were Pre-Intermediate and Intermediate level. The subject was ESP.

4.6.1.2 Observation two (2) with the second-year students from the AAB University

Another observation conducted was with the second-year students in the subject English Literature. The teacher talking time (TTT) was 40 % on average and the student talking time (STT) was 60 % on average. There were 60 students attending the lecture. The main aim of the lesson was critical analysis of the biography of William Wordsworth and analyzing critically his poem 'I Wandered Lonely as a Cloud'. The biography of William Wordsworth contained phrasal verbs as well as metaphors which the students had to find the meaning to. The most interesting thing about the poem was that there were some idioms and similes which the students had to analyze. They also had to find the stylistic figures. Besides, the professors analyzed the words that were used metaphorically. In the lines 13 and 14 of this poem the word *dance* is used metaphorically:

> *The waves beside them <u>danced</u>; but they*
> *Outdid the sparkling waves in glee;*

In trying to explain the word *dance* in this case, the professor asked his students: Do waves dance? He waited for the answers from the students and then explained that this word is actually used in a metaphorical way. The students then came up with *valët lëkundeshin*. The professor tried to make his students understand words when they are used non-literally. Then he used an idiom to check if the students can make up its meaning. One of the idioms used by the professor was *CRYSTAL CLEAR*. First, he asked his students if they knew what this idiom meant. After that, he started giving some explanation (definitions) to the students in English. The professor tried to make his students guess the meaning of the idiom from the context by saying sentences where he used this idiom. For instance, when discussing about the poem *I Wandered Lonely as a Cloud* the professor said: *I hope this poem is now <u>crystal clear</u>*. Then, again he asked his students to guess the meaning of the idiom and they came up with *Shpresoj që ky tregim tani është <u>i qartë si loti</u>*. New vocabulary was also presented to the students which the students had to translate or find equivalents to in the mother tongue (Albanian). One of the methods used by the professor was also the contrastive analysis. However, the context was the main element the professor paid attention to.

4.6.1.3 Conclusion from the observations at AAB University

The main aim of the observation conducted at AAB University was to find out more on the extent to which the context affects acquisition of idioms by Albanian EFL student at university level as well as on the methodology used by the professors in teaching idiomatic language to their students. Apart from this, great importance was given to the ways students understand idiomatic language more easily. Consequently, the results from the observations conducted at AAB University, respectively, with the first and the second year students, showed that professors used context to explain idioms and it played a vital role to students' understanding and learning idiomatic language. In this context, using idioms as more often as possible was also proven to be important. Professors used interactive methods, contrastive analysis and question and answer sessions to achieve the goal of the lessons. Most importantly, once the reason of the observation was explained to them, they showed a greater interest on learning idioms. The professors, too, did their best to make the lessons as more productive for the study as possible which, of course, made the research be more reliable.

4.6.2 Results from observations at Universum College

Observations were also conducted in the Universum College in Prishtina and Ferizaj and there were two observations: one with the first year and one with the second year students. The following is a brief explanation and analysis of the observations:

4.6.2.1 Observation one (1) with the first-year students from the Universum College

In the first observation in the Universum College, there were 30 students in the lecture hall. The subject taught was English Literature. The teacher talking time was 35 % on average and the student talking time was 65 % on average. The professor used English 95 % of the time and Albanian only when the students did not understand anything about the topic taught. The main focus of the observation was on the methodology the professor used in teaching vocabulary especially idioms if there were any. The professor discussed about the novel '*1984*' by George Orwell with the aim of analyzing the novel critically as well as dealing with the vocabulary. First, she asked a question about the phrase BIG BROTHER, and asked the students if they knew the meaning and what they knew about it. She then explained that this is a phrase from George Orwell's *1984* and has been adopted in the popular culture.

When explaining, the professor used idioms as *lost in her heart*, *changed his mind*, etc, down with the BIG BROTHER. Context was also seen to have been quite important. She asked questions to test what and how students understood by making use of the context. Some students had already read the book and contributed with their discussions. Some other phrases the professor used are: *came to a stop*, *time passes*, *on the boat*, *swept into the sea*, *to wash a beggars' dirty foot*, etc.

4.6.2.2 Observation two (2) with the second-year students from the Universum College

The previous observation was proven to be quite useful for the research therefore the second observation was decided to be conducted during the literature class. This time, the focus of the professor was to discuss and critically analyze the novel **TO THE LIGHTHOUSE** by Virginia Woolf. The professor asked questions to make the students analyze the novel and then, together with them, the professor checked the unknown words. One of the questions asked was: What's the function of the '*to*' in the title? Why isn't the title just, *The Lighthouse*?

She also explained the idiom *you'll have to be up with the lark* by providing the context and asked the students to give the meaning or to translate it. They discussed and came out with *do zgjohesh që pa gdhirë*. She paid attention to vocabulary explanation. So, the students were given the following passage from Woolf's 1927 poem *To the lighthouse* as cited in Feedbooks (n.d., p.3):

> "To her son these words conveyed an extraordinary joy, *as if it were settled* the expedition were bound to take place, and the wonder to which he *had looked forward* for years and years it seemed, was, after a night's darkness and a day's sail *within touch*. Since he belonged, even at the age of six, to that great clan which cannot keep his feeling separate from that, but must let future prospects with their joys and sorrows, cloud what is actually *at hand* since to such people even in earliest childhood any turn in the wheel of sensation has the power to crystalise and transfix the moment upon which its gloom or radiance rests. James Ramsay, sitting on the floor cutting out pictures from the illustrated catalogue of the Army and Navy Stores endowed the picture of a refrigerator, as his mother spoke, with heavenly bliss " with some idiomatic phrases underlined and they worked together to make out the meaning.
> Notes
> *as if it were settled* (as *though there were already a final decision*)

The teacher gave a situation to them. If you have been waiting anxiously for something exciting to happen and then they say to you, we will do it. What do you think they have done?

Students gave different ideas.

Someone said , they have agreed to do it, e vendosen said another.

They have made up their mind.

The teacher confirmed their guesses; He said Yes The mother had made the final decision to take the boy to the Lighthouse.

had looked forward (he had been waiting for it impatiently)

The teacher continued discussing about the poem in more details and reminded them on the characters and events in the story. Apart from this, she reminded the students on the anger that the son felt towards his father. She asked the students" What do you think the son could have been longing for since a night before?

The students gave different ideas, one of the students said" Mrs Ramsey promised that she would take her son James to the lighthouse and James wanted impatiently to go there".

The teacher then made one of the students read the line where **had looked forward** phrase was. After that, she asked the students to try and guess the meaning. After reading this line, she asked her students to translate it into Albanian.

One student said" I think it means **mezi priste** or **priste me padurim".**

The teacher then confirms this by saying: You are right as; Mrs Ramsay is a very caring woman who not only tries to bring back the memories of the family before the war broke out but she wants to keep her family together, as well. In fact, she doesn't want her children become adults".

within touch

When the teacher made sure the students had understood the first two idioms, she kept on with the other underlined idioms. This time she asked the students: What do you think, was it possible for Mr Ramsay and James to reach the Lighthouse, was it reachable?

The students gave their ideas and claimed it was.

Then, she wrote on the white board **a day's sail within touch**. She asked her students to have a look at the words on the white board. Then, she asked them to look at the whole line where this phrase was written and relate this phrase with had looked forward to…

Some of the students said that this phrase meant to be able to go there, some others said, it means whether or not, the place was reachable for James, his father and his sister. The teacher then asked the students to guess the meaning of within touch.

at hand

The teacher related the meaning of **within touch** with **at hand**. For instance she said, if something is reachable that means that it can be reached. She then asked the students: what do you think it means. She made her students guess the meaning from the context. Furthermore, she pointed out that for something, it is not only important to be reachable in terms of space. Sometimes, it means something else. If James and his family are near, what does it mean?,, the teacher asked. The students said it can mean it is a place people can go to. Some other students said, James and his father were about to reach there . Them, the teacher explained that it can mean both but in this context it means James, his father and sister would be there shortly.

Finally, the teacher asked the students to write an essay as per the following instructions:

Essay.
Imagine you are James (Mrs. and Mr. Ramsay's son). Your father (Mr. Ramsay) is intelligent, educated, philosopher but a dictator in the family. He is a dictator who gives order with short expressions (ex: bring it! Go!) and uses his finger to point for commands. Whereas your mother (Mrs. Ramsay) is a kind woman who tries to please her children and save them from their father's unpredicted anger. Now, she is dead. And she was the only one who kept the balance in the family.

You are on the boat going to the Lighthouse with your father and your sister. Write your feelings towards your father and mother.

4.6.2.3 Conclusion about the observations at Universum College

Same as at AAB, the main aim of the observation conducted at Universum College, too was to find out more on the extent to which the context has effect on acquisition of idioms by Albanian EFL student at university level as well as on the methodology used by the professors in teaching idiomatic language to their students. Besides, observation was conducted on the Literature Class in order to find out if idioms found in different works by the authors studied were explicitly taught. It is worth emphasizing the fact that, in the works discussed about during the observations, the English used was rich in unknown phrases, sometimes idiomatic expressions and similes which were of great importance for the study in question. Professors paid attention to them, used them in their explanation and encouraged students to use them. Emphasis was also put on the ways students understand idioms more easily. The results from the observations showed that context is vital to understanding and learning idiomatic language. In this context, using idioms as more often as possible was also proven to be important. The professors boosted their students engage as much as possible and they used interactive methods, contrastive analysis and motivated their students ask and answer questions in order to achieve the goal of the lessons.

4.6.3 Results from observation at Fehmi Agani Public University

After the observations were conducted at the AAB University as well as Universum College, another observation was conducted at Fehmi Agani Public University in Gjakova respectively with the fourth year students. There were 20 students observed. All the students had an advanced level of English and were very cooperative. They showed great interest in participating in the research and did their best. The professor was also helpful. The subject was English for Specific Purposes. The professor made her students take on roles as a professor. Most importantly, the students were given some idioms and they had to try teaching these idioms to their classmates. The students who played the role of the professor were very active and used a very good method to teach the idiomatic expressions to the other students. They achieved their goal in two ways: 1) by making the other students guess the meaning of the idioms from the context and 2) by dividing students into groups and making them pick a few idiomatic expressions. The groups of students were given limited time and once the time was up, they had to try and explain the idiomatic expressions in their words so the other student could give equivalent idiomatic expressions in the Albanian language. This method was proven to be very useful as the students not only learnt the idiomatic expressions but were also able to infer the meaning of the unknown words/ idioms

and memorize them. The teacher talking time was 40 % and the student talking time was 60 %. The students and the professor spoke in English most of the time. Albanian language was used to only give translations/ equivalent idiomatic expressions into Albanian.

4.6.3.1 Conclusion about the observation at Fehmi Agani Public University

Through the observation conducted at Fehmi Agani University, to the researcher aimed at finding out more on the effect of context on acquisition of idioms by Albanian EFL student at university level as well as on the methods used by the professors in teaching idiomatic language to their students. Besides, observation was conducted on the English for Specific Purposes. It is worth emphasizing the fact that the first class observed dealt more with presentations. The second observation was more fruitful in that there were some idioms used and the professors dealt with idioms more. Notwithstanding this, the students were observed on how they understand idiomatic language more easily. The results from the observations conducted at Fehmi Agani Public University also proved that context is to the main tool to understanding and learning idiomatic language. In this context, using idioms as more often as possible was also proven to be important. In order to achieve the goal of the lessons the professors used interactive methods, contrastive analysis and assisted their students ask and answer questions when necessary. From the follow up conversations the professors pointed out that they paid attention to idioms but simply considered them as any other lexical items and focused on it when it prevented students to understand or express themselves. In addition, in cases when the aim of the lesson was on teaching vocabulary, or when many idioms appeared in the text they dealt with them and use many strategies to get the meaning across. Regarding the explanations of the idioms, mostly they used translation and the explanation of the idioms through situations. This happens due to the lack of time, as they have to do many activities in the class. Idioms are usually not taught through activities primarily focused on idioms, as this may lead to rote memory. Instead, they prefer integrating them into reading and listening activities. Another important thing highlighted in the discussions was that the books they use have very few idioms so they use other sources and teaching material for idioms such as material from the internet, newspapers and magazines. These help students to improve their language skills in general, be aware of culture of the TL countries and acquire idioms. They say that they themselves keep abreast of everyday language and try to introduce useful material in class. As Liu (2003, p.2) pointed out,

One of the first issues to consider in idiom instruction is which idioms to teach and in what sequence. Many English idiom teaching and reference materials exist for ESOL learners, some of which claim to cover essential idioms. Yet the selection of idioms in these publications often reflects primarily the authors' intuition rather than any empirical data, and a substantial number of them are rarely used. Thus learning these idioms not only is difficult, but may also be unhelpful because students rarely encounter and use them. Apart from this, these materials cover many seldom-used idioms but fail to cover some frequently used ones.

4.7 Results from the post-test

After having gone through all the research instruments, the students were given a final test to fill in (named Post-test). There were three (3) tasks in the post-test which the students had to accomplish. There were 35 idioms included in the post-test but the tasks varied. Out of 35 idioms: 15 were the same as those in the pre-test and other 20 idioms differed. The reason for this was that the aim of the researcher was to see the effect of context on the idioms heard about or seen before by the students and the effect of contexts on the idioms seen or heard about for the first time. The idioms were given in the context and this was done on purpose for the above mentioned reason. In the first task, there were 15 underlined idioms given within sentences and the students were required to give their translation into Albanian. The main aim of this task was to see if the students were able to give a better translation for the same idioms they had on the pre-test. In the second task, the students had to read a text which contained 20 idioms in bold. Under the text, there was a table with the idioms used in the text. The students were required to match the idioms on the right of the table to their definitions on the left of the table. Finally, in the third task, there were eight (8) sentences. There was a gap in each of the sentences so the students had to fill in the gap with the idiom that best suited the sentence. The students were supposed to use the idioms from the previous task.

4.7.1   Results from AAB University students' post-test

There were two groups of students from the first year of studies and two groups of students from the second year of studies that filled in the post-test. The total score of all 160 students were calculated and explained for each task (there were three tasks in total in the post-test with 43 points in total). However,

for an easier analysis of the results and in order to avoid any confusion, the students are referred to as the first-year and the second-year students from the AAB University.

4.7.1.1 Results from the AAB University first-year students' post-test

As mentioned earlier in this work, there were 80 students from the first year of studies who were participants in the study. The results from the post-test varied in points and consequently in percentage. The lowest points out of 80 students were 6 points out of 43 which is 13. 9 % out of 100 % of the test. The highest points ranged to 32 points out of 43 which is 74. 4 % out of 100 % of the test. There were no questions which the students did not answer but still, there were questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages for each of the students in the study are shown.

Nr.	Post - test (student) / Task	Task 1 - 15 points in total	Task 2 - 20 points in total	Task 3 - 8 points in total	Total points gained out of 43	Percentage (%) of the accuracy of the test
1	Student 1	3	4	5	12	27%
2	Student 2	10	5	3	18	40%
3	Student 3	7	4	4	15	33%
4	Student 4	6	16	3	25	56%
5	Student 5	15	15	2	32	71%
6	Student 6	10	20	0	30	67%
7	Student 7	11	20	0	31	69%
8	Student 8	10	4	0	14	31%
9	Student 9	13	10	4	27	60%
10	Student 10	14	4	0	18	40%
11	Student 11	12	3	2	17	38%
12	Student 12	11	5	0	16	36%
13	Student 13	13	3	3	19	42%
14	Student 14	8	4	5	17	38%
15	Student 15	7	5	3	15	33%
16	Student 16	12	7	4	23	51%
17	Student 17	10	4	2	16	36%
18	Student 18	15	4	4	23	51%
19	Student 19	8	5	3	16	36%
20	Student 20	14	5	3	22	49%
21	Student 21	6	3	4	13	29%
22	Student 22	8	7	3	18	40%
23	Student 23	13	4	2	19	42%
24	Student 24	13	3	2	18	40%
25	Student 25	13	4	3	20	44%
26	Student 26	7	7	3	17	38%
27	Student 27	6	5	4	15	33%
28	Student 28	15	4	2	21	47%

29	*Student 29*	*12*	*10*	*7*	*29*	*64%*
30	*Student 30*	*11*	*10*	*8*	*29*	*64%*
31	*Student 31*	*8*	*8*	*3*	*19*	*42%*
32	*Student 32*	*7*	*5*	*3*	*15*	*33%*
33	*Student 33*	*11*	*5*	*4*	*20*	*44%*
34	*Student 34*	*10*	*6*	*2*	*18*	*40%*
35	*Student 35*	*5*	*4*	*7*	*16*	*36%*
36	*Student 36*	*10*	*5*	*4*	*19*	*42%*
37	*Student 37*	*8*	*9*	*0*	*17*	*38%*
38	*Student 38*	*11*	*18*	*8*	*37*	*82%*
39	*Student 39*	*13*	*15*	*8*	*36*	*80%*
40	*Student 40*	*9*	*10*	*5*	*24*	*53%*
41	*Student 41*	*6*	*10*	*0*	*16*	*36%*
42	*Student 42*	*4*	*10*	*3*	*17*	*38%*
43	*Student 43*	*5*	*9*	*1*	*15*	*33%*
44	*Student 44*	*10*	*5*	*5*	*20*	*44%*
45	*Student 45*	*10*	*5*	*6*	*21*	*47%*
46	*Student 46*	*2*	*9*	*3*	*14*	*31%*
47	*Student 47*	*2*	*6*	*2*	*10*	*22%*
48	*Student 48*	*3*	*11*	*6*	*20*	*44%*
49	*Student 49*	*6*	*9*	*5*	*20*	*44%*
50	*Student 50*	*5*	*13*	*5*	*23*	*51%*
51	*Student 51*	*3*	*7*	*2*	*12*	*27%*
52	*Student 52*	*5*	*13*	*4*	*22*	*49%*
53	*Student 53*	*2*	*10*	*3*	*15*	*33%*
54	*Student 54*	*4*	*7*	*5*	*16*	*36%*
55	*Student 55*	*5*	*10*	*6*	*21*	*47%*
56	*Student 56*	*3*	*4*	*3*	*10*	*22%*
57	*Student 57*	*5*	*5*	*1*	*11*	*24%*
58	*Student 58*	*2*	*10*	*3*	*15*	*33%*
59	*Student 59*	*3*	*5*	*2*	*10*	*22%*
60	*Student 60*	*0*	*4*	*4*	*8*	*18%*
61	*Student 61*	*3*	*5*	*4*	*12*	*27%*
62	*Student 62*	*2*	*8*	*4*	*14*	*31%*
63	*Student 63*	*1*	*4*	*1*	*6*	*13%*
64	*Student 64*	*3*	*11*	*6*	*20*	*44%*
65	*Student 65*	*4*	*6*	*1*	*11*	*24%*
66	*Student 66*	*3*	*7*	*3*	*13*	*29%*
67	*Student 67*	*9*	*7*	*3*	*19*	*42%*
68	*Student 68*	*6*	*9*	*2*	*17*	*38%*
69	*Student 69*	*0*	*4*	*3*	*7*	*16%*
70	*Student 70*	*3*	*5*	*2*	*10*	*22%*
71	*Student 71*	*3*	*7*	*3*	*13*	*29%*
72	*Student 72*	*1*	*4*	*1*	*6*	*13%*
73	*Student 73*	*2*	*6*	*0*	*8*	*18%*
74	*Student 74*	*4*	*5*	*3*	*12*	*27%*
75	*Student 75*	*3*	*3*	*2*	*8*	*18%*
76	*Student 76*	*3*	*4*	*2*	*9*	*20%*
77	*Student 77*	*4*	*3*	*1*	*8*	*18%*

78	Student 78	1	5	5	11	24%
79	Student 79	6	12	7	25	56%
80	Student 80	1	3	4	8	18%
		46 %	35,5 %	40	17.2375	38%

Table 28: Results from the AAB University first-year students on the post-test

The above table shows the results from the AAB University first-year students in the post-test. The number of students was 80. As seen from the above table, the students did quite well in all three tasks: in the first task they got 46 % and in the third task 40% which is higher than in the pre-test. The overall result from the pre-test shows that the students from the first year did much better in the post test (38 %) as compared to the pre-test (19%) which is twice as high.   However, the results show that the context played a vital role for the students who scored much higher than in the pre-test.
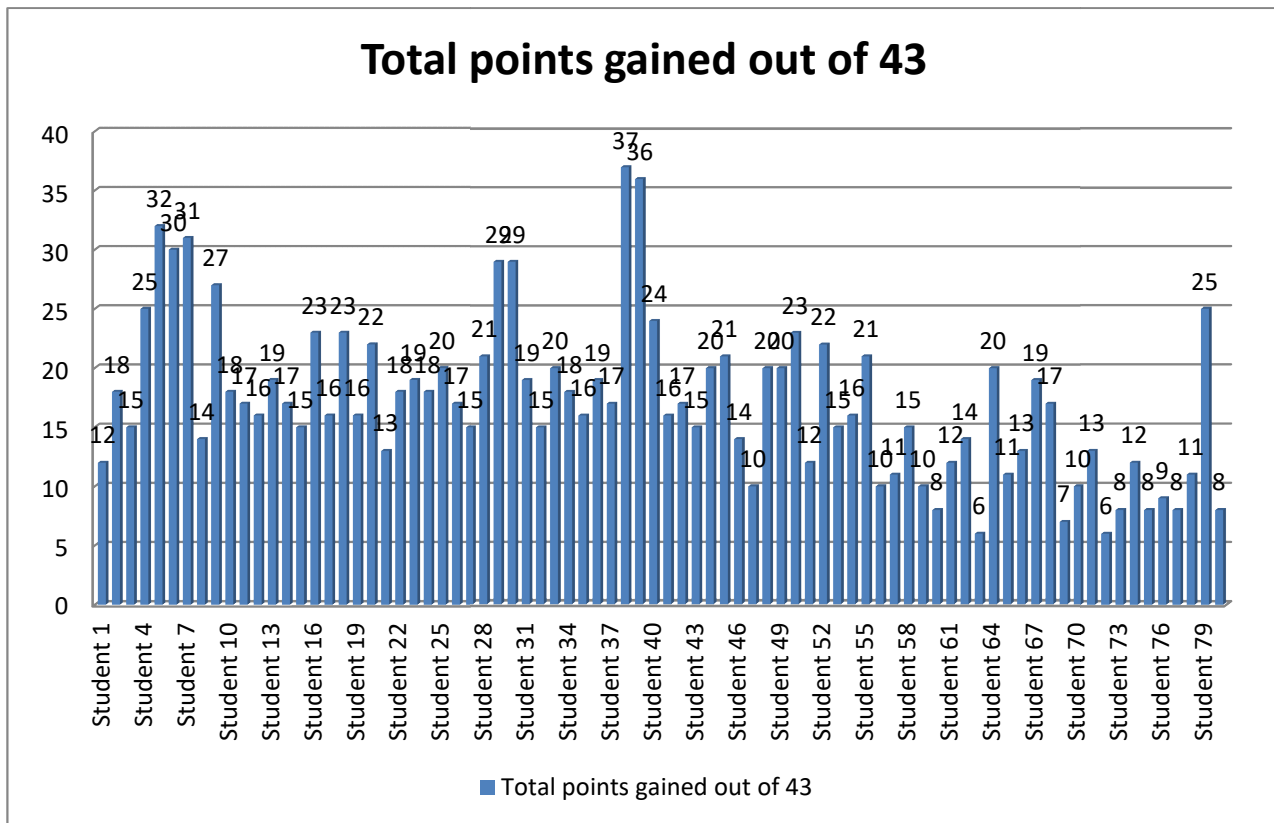
Chart 14: Total points gained

4.7.1.2 Results from the AAB University second-year students post-test

There were 80 students from the second year of studies who took the post-test. The results from the post-test varied in points and consequently in percentage. The lowest points out of 80 students were 13. 5 points out of 43 which is 31, 3 % out of 100 % of the test. The highest points ranged to 32 points out of 43 which is 74. 4 % out of 100 % of the test. There were no questions which the students did not answer but still, there were questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages for each of the students are shown.

Nr.	Post - test (student) / Task	Task 1 - 15 points in total	Task 2 - 20 points in total	Task 3 - 8 points in total	Total points gained out of 43	Percentage (%) of the accuracy of the test
1	Student 1	14	7	5	26	58%
2	Student 2	14	12	4	30	67%
3	Student 3	13	7	6	26	58%
4	Student 4	6	7	2	15	33%
5	Student 5	14	10	7	31	69%
6	Student 6	15	20	7	42	93%
7	Student 7	3	18	3	24	53%
8	Student 8	15	6	4	25	56%
9	Student 9	11	8	3	22	49%
10	Student 10	6	9	6	21	47%
11	Student 11	5	13	3	21	47%
12	Student 12	12	12	8	32	71%
13	Student 13	7	14	4	25	56%
14	Student 14	9	7	4	20	44%
15	Student 15	10	7	4	21	47%
16	Student 16	10	10	5	25	56%
17	Student 17	13	12	4	29	64%
18	Student 18	13	5	4	22	49%
19	Student 19	15	7	3	25	56%
20	Student 20	7	8	1	16	36%
21	Student 21	12	3	4	19	42%
22	Student 22	13	7	6	26	58%
23	Student 23	9	10	7	26	58%
24	Student 24	11	6	3	20	44%
25	Student 25	13	8	7	28	62%
26	Student 26	6	9	8	23	51%
27	Student 27	15	9	8	32	71%
28	Student 28	10	10	8	28	62%
29	Student 29	13	12	7	32	71%
30	Student 30	13	15	6	34	76%
31	Student 31	7	20	8	35	78%
32	Student 32	10	6	4	20	44%
33	Student 33	8	9	8	25	56%
34	Student 34	8	5	4	17	38%

35	*Student 35*	*10*	*15*	*5*	*30*	*67%*
36	*Student 36*	*5*	*0*	*0*	*5*	*11%*
37	*Student 37*	*7*	*20*	*7*	*34*	*76%*
38	*Student 38*	*15*	*19*	*8*	*42*	*93%*
39	*Student 39*	*2*	*20*	*8*	*30*	*67%*
40	*Student 40*	*14*	*20*	*8*	*42*	*93%*
41	*Student 41*	*12*	*15*	*7*	*34*	*76%*
42	*Student 42*	*15*	*20*	*8*	*43*	*96%*
43	*Student 43*	*10*	*20*	*8*	*38*	*84%*
44	*Student 44*	*5*	*15*	*0*	*20*	*44%*
45	*Student 45*	*7*	*15*	*3*	*25*	*56%*
46	*Student 46*	*3*	*10*	*6*	*19*	*42%*
47	*Student 47*	*6*	*20*	*4*	*30*	*67%*
48	*Student 48*	*7*	*9*	*5*	*21*	*47%*
49	*Student 49*	*15*	*20*	*8*	*43*	*96%*
50	*Student 50*	*12*	*20*	*6*	*38*	*84%*
51	*Student 51*	*15*	*5*	*5*	*25*	*56%*
52	*Student 52*	*14*	*20*	*8*	*42*	*93%*
53	*Student 53*	*13*	*5*	*5*	*23*	*51%*
54	*Student 54*	*5*	*19*	*7*	*31*	*69%*
55	*Student 55*	*5*	*5*	*8*	*18*	*40%*
56	*Student 56*	*5*	*10*	*8*	*23*	*51%*
57	*Student 57*	*10*	*14*	*8*	*32*	*71%*
58	*Student 58*	*6*	*7*	*2*	*15*	*33%*
59	*Student 59*	*5*	*20*	*5*	*30*	*67%*
60	*Student 60*	*3*	*4*	*3*	*10*	*22%*
61	*Student 61*	*6*	*10*	*4*	*20*	*44%*
62	*Student 62*	*14*	*17*	*8*	*39*	*87%*
63	*Student 63*	*3*	*9*	*8*	*20*	*44%*
64	*Student 64*	*3*	*20*	*4*	*27*	*60%*
65	*Student 65*	*12*	*20*	*8*	*40*	*89%*
66	*Student 66*	*14*	*20*	*8*	*42*	*93%*
67	*Student 67*	*3*	*17*	*8*	*28*	*62%*
68	*Student 68*	*3*	*10*	*8*	*21*	*47%*
69	*Student 69*	*4*	*5*	*5*	*14*	*31%*
70	*Student 70*	*13*	*20*	*7*	*40*	*89%*
71	*Student 71*	*6*	*10*	*6*	*22*	*49%*
72	*Student 72*	*6*	*14*	*8*	*28*	*62%*
73	*Student 73*	*13*	*20*	*8*	*41*	*91%*
74	*Student 74*	*5*	*20*	*8*	*33*	*73%*
75	*Student 75*	*10*	*11*	*8*	*29*	*64%*
76	*Student 76*	*6*	*17*	*8*	*31*	*69%*
77	*Student 77*	*15*	*19*	*8*	*42*	*93%*
78	*Student 78*	*7*	*15*	*8*	*30*	*67%*
79	*Student 79*	*14*	*20*	*8*	*42*	*93%*
80	*Student 80*	*7*	*18*	*8*	*33*	*73%*
		62, 5 %	*63 %*	*73,5 %*	*27.85*	*62%*

Table 29: Results of the AAB University second-year students on the post-test

The students of the second year from the AAB University scored higher than those from the first year. The number of students was the same (80 students). The results from the post-test show that the second year students did much better in the post-test than in the pre-test. In the first task, they got 62. 5 % of the test right, in the second task they got 63 % of the test right which is a very good result and in the third task they did even better (73.5%). The overall results show that the students got 62 % of the post-test right as compared to the pre-test (35. 5%).

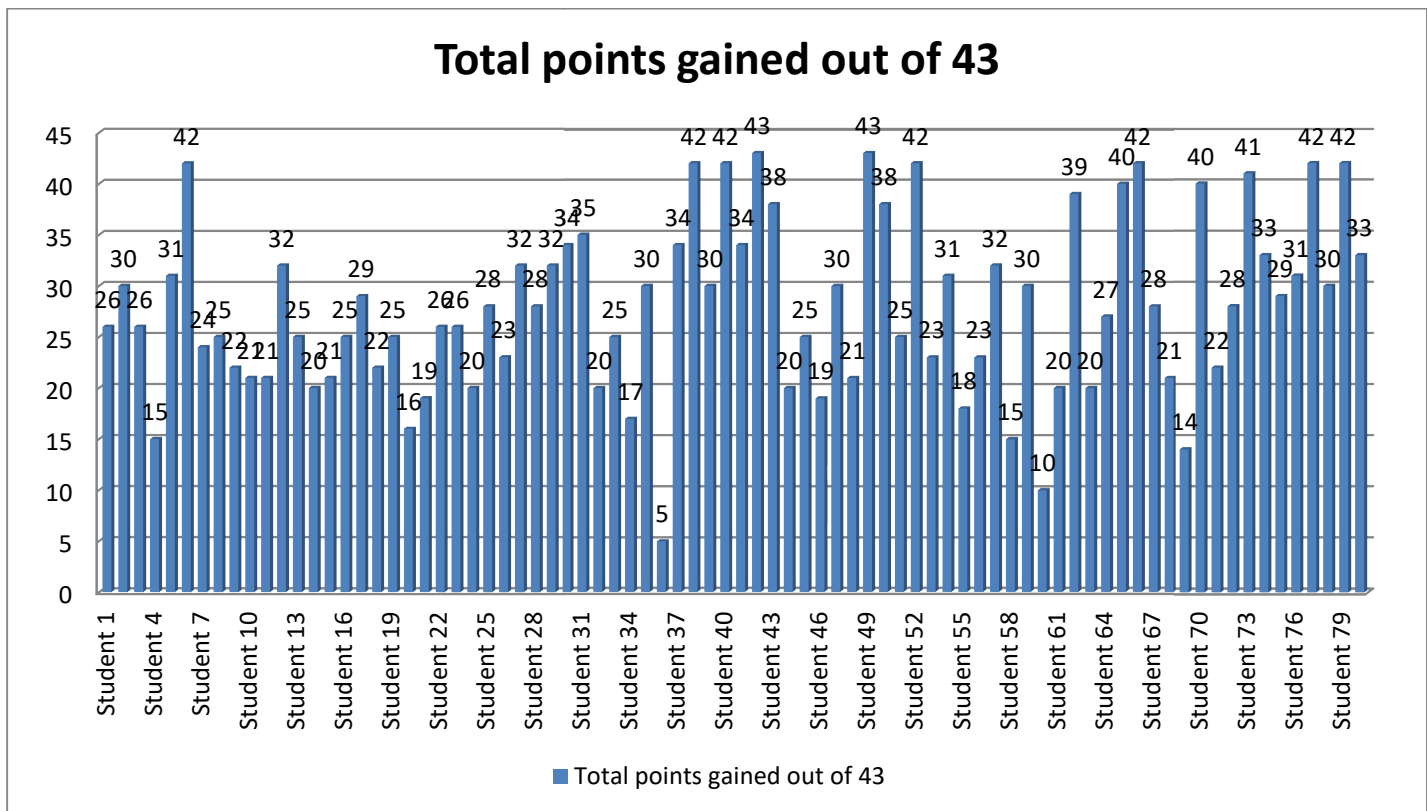**Chart 15:** Total points gained by the AAB University second-year students on the post-test

4.7.2 Results from Universum College students' post -test

Out of 80 students in total, there were 40 students from the first year that filled in the post-test. The total points of all 40 students were calculated and explained for each task (there were three tasks in total in the post-test with 43 points in total).

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4.7.2.1 Results from Universum College first-year students' post-test

From the first year, 40 students participated in the study. The results from the post-test varied in points and consequently in percentage. The lowest points out of 40 students were 14 points out of 43 which is 32. 5 % out of 100 % of the test. The highest points ranged to 41 points out of 43 which is 95. 3 % out of 100 % of the test. There were no questions which the students did not answer. Still, there were questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages for each of the students are shown.

Nr.	Post - test (student) / Task	Task 1 - 15 points in total	Task 2 - 20 points in total	Task 3 - 8 points in total	Total points gained out of 43	Percentage (%) of the accuracy of the test
1	Student 1	14	3	2	19	42%
2	Student 2	12	18	2	32	71%
3	Student 3	15	4	1	20	44%
4	Student 4	13	5	2	20	44%
5	Student 5	7	4	0	11	24%
6	Student 6	14	0	0	14	31%
7	Student 7	14	3	0	17	38%
8	Student 8	15	13	7	35	78%
9	Student 9	13	9	7	29	64%
10	Student 10	4	13	3	20	44%
11	Student 11	13	12	4	29	64%
12	Student 12	14	2	0	16	36%
13	Student 13	9	3	3	15	33%
14	Student 14	9	3	4	16	36%
15	Student 15	15	2	2	19	42%
16	Student 16	11	3	0	14	31%
17	Student 17	15	7	3	25	56%
18	Student 18	15	3	2	20	44%
19	Student 19	9	9	6	24	53%
20	Student 20	12	3	1	16	36%
21	Student 21	12	20	8	40	89%
22	Student 22	13	6	4	23	51%
23	Student 23	5	5	8	18	40%
24	Student 24	11	20	8	39	87%

25	Student 25	13	12	0	25	56%
26	Student 26	11	2	0	13	29%
27	Student 27	9	8	3	20	44%
28	Student 28	15	4	3	22	49%
29	Student 29	9	3	3	15	33%
30	Student 30	13	8	0	21	47%
31	Student 31	15	9	3	27	60%
32	Student 32	7	5	3	15	33%
33	Student 33	13	20	8	41	91%
34	Student 34	8	6	1	15	33%
35	Student 35	14	3	5	22	49%
36	Student 36	15	3	1	19	42%
37	Student 37	13	11	1	25	56%
38	Student 38	10	7	3	20	44%
39	Student 39	13	7	3	23	51%
40	Student 40	15	1	3	19	42%
		79,5 %	34, 8%	36,5 %	21.825	49%

Table 30: Results of the Universum College first-year students on the post-test

The above table shows the results from the Universum College first-year students in the post-test. The number of students was 40. The students from this university scored higher in the post-test as compared to the pre-test. In the first task, they scored 79. 5 %, in the second task 34. 5% and in the third task 36. 5 %. The total score was 49% which is much higher than in the pre-test (19%).
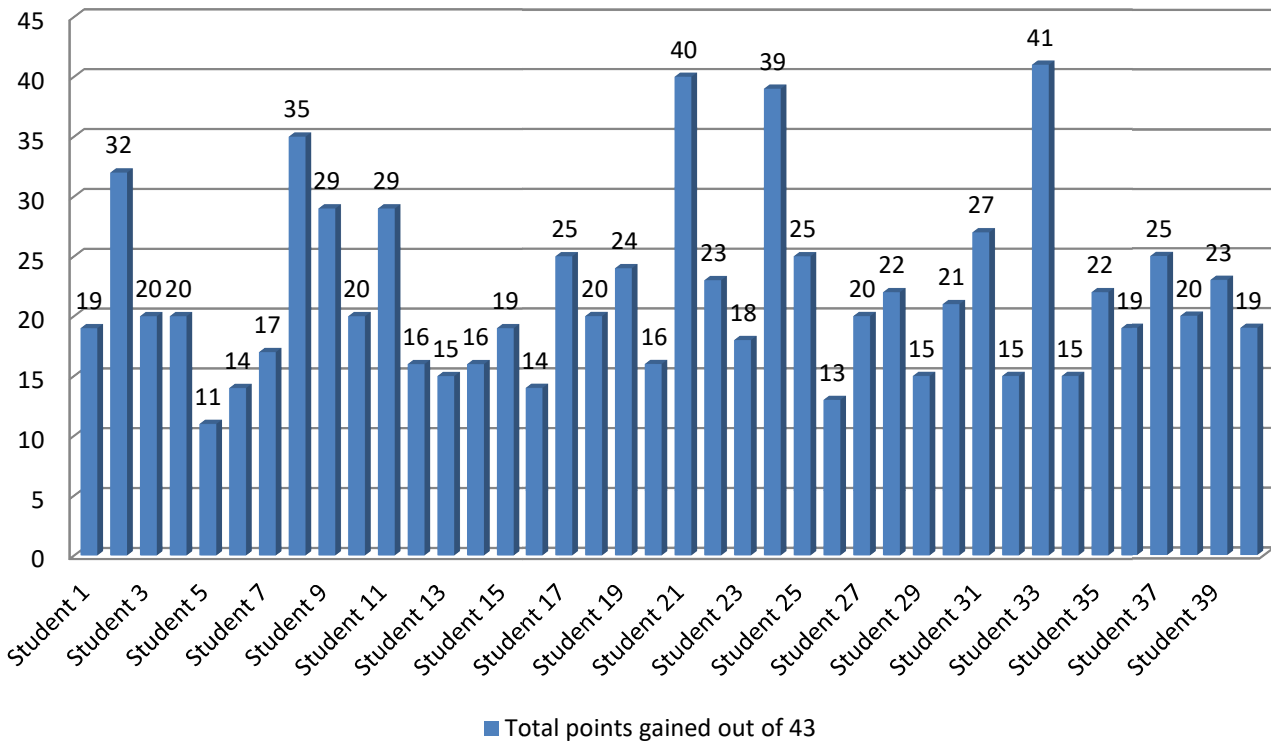
Chart 16: Total points gained by Universum College first-year students on the post- test

4.7.2.2 Results from Universum College second-year students post-test

There were 40 students from the first year of studies. The results from the post-test varied in points and consequently in percentage. The lowest points out of 40 students were 9 points out of 43 which is 20. 9 % out of 100 % of the test. The highest points ranged to 43 points out of 43 which is 100 % of the test. There were no questions which the students did not answer but still, there were questions which the students gave wrong answers to. This can be best seen from the following table and charts which contain the points and percentages for each student.

Nr.	Post - test (student) / Task	Task 1 - 15 points in total	Task 2 - 20 points in total	Task 3 - 8 points in total	Total points gained out of 43	Percentage (%) of the accuracy of the test
1	*Student 1*	*10*	*6*	*0*	*16*	*36%*
2	*Student 2*	*8*	*5*	*6*	*19*	*42%*
3	*Student 3*	*4*	*14*	*1*	*19*	*42%*

4	*Student 4*	*15*	*10*	*6*	*31*	*69%*
5	*Student 5*	*10*	*7*	*3*	*20*	*44%*
6	*Student 6*	*13*	*19*	*8*	*40*	*89%*
7	*Student 7*	*12*	*11*	*6*	*29*	*64%*
8	*Student 8*	*10*	*13*	*4*	*27*	*60%*
9	*Student 9*	*6*	*3*	*0*	*9*	*20%*
10	*Student 10*	*6*	*6*	*4*	*16*	*36%*
11	*Student 11*	*10*	*3*	*3*	*16*	*36%*
12	*Student 12*	*10*	*11*	*8*	*29*	*64%*
13	*Student 13*	*15*	*15*	*5*	*35*	*78%*
14	*Student 14*	*15*	*20*	*6*	*41*	*91%*
15	*Student 15*	*15*	*4*	*0*	*19*	*42%*
16	*Student 16*	*5*	*9*	*2*	*16*	*36%*
17	*Student 17*	*10*	*7*	*4,5*	*17*	*38%*
18	*Student 18*	*15*	*11*	*7*	*33*	*73%*
19	*Student 19*	*15*	*20*	*5*	*40*	*89%*
20	*Student 20*	*13*	*10*	*5*	*28*	*62%*
21	*Student 21*	*13*	*11*	*6,5*	*24*	*53%*
22	*Student 22*	*3*	*6*	*3*	*12*	*27%*
23	*Student 23*	*5*	*6*	*7*	*18*	*40%*
24	*Student 24*	*12*	*11*	*6*	*29*	*64%*
25	*Student 25*	*15*	*20*	*1*	*36*	*80%*
26	*Student 26*	*11*	*11*	*6*	*28*	*62%*
27	*Student 27*	*13*	*19*	*8*	*40*	*89%*
28	*Student 28*	*15*	*11*	*6*	*32*	*71%*
29	*Student 29*	*12*	*20*	*4*	*36*	*80%*
30	*Student 30*	*8*	*11*	*1*	*20*	*44%*
31	*Student 31*	*19*	*13*	*8*	*40*	*89%*
32	*Student 32*	*10*	*10*	*8*	*28*	*62%*
33	*Student 33*	*6*	*6*	*4*	*16*	*36%*
34	*Student 34*	*15*	*19*	*8*	*42*	*93%*
35	*Student 35*	*15*	*20*	*8*	*43*	*96%*
36	*Student 36*	*3*	*13*	*4*	*20*	*44%*
37	*Student 37*	*5*	*6*	*4*	*15*	*33%*
38	*Student 38*	*8*	*19*	*8*	*35*	*78%*
39	*Student 39*	*15*	*20*	*5*	*40*	*89%*
40	*Student 40*	*15*	*7*	*3*	*25*	*56%*
		72, 5 %	*57,8 %*	*56, 5 %*	*26.975*	*60%*

Table 31: Results of the Universum College second-year students on the post-test

Results from the Universum College second-year students in the post-test can be referred to in the above table. The number of students was 40. The students did very well in the first task (72, 5%). In the second task the students got 57. 8% of the test right and in the third task they got 56. 5%. The results show that the students got 60 % of the post-test right which is higher than in the pre-test (33. 75 %).
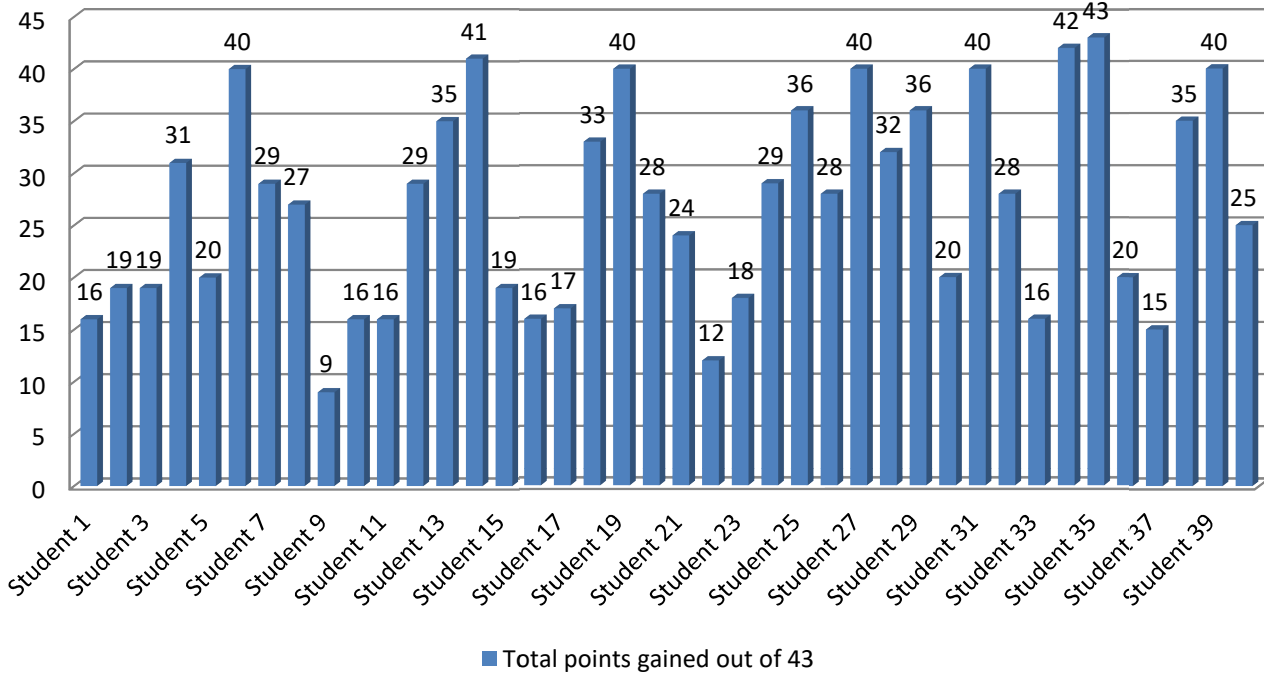
Chart 17: Total points gained by the Universum College second-year students

4.7.3   Results from Fehmi Agani Public University in Gjakova students' post test

There was one group of students from the fourth year of studies that filled in the post-test. The total points of all 20 students were calculated and explained for each task (there were three tasks in total in the post-test with 43 points in total). The results from the post-test varied in points and consequently in percentage. The lowest points out of 40 students were 15 points out of 43 which is 34. 8 % out of 100 % of the test. The highest points ranged to 43 points out of 43 which is 100 % of the test. There were no questions which the students did not answer but still, there were questions which the students gave wrong answers for. This can be best seen from the following table and charts where the points and percentages of the test for each of the students can be seen.

Nr.	Post - test (student) / Task	Task 1 - 15 points in total	Task 2 - 20 points in total	Task 3 - 8 points in total	Total points gained out of 43	Percentage (%) of the accuracy of the test
1	Student 1	12	16	7	35	78%
2	Student 2	15	7	2	24	53%
3	Student 3	13	9	2	24	53%
4	Student 4	15	9	3	27	60%
5	Student 5	15	10	8	33	73%
6	Student 6	14	10	0	24	53%
7	Student 7	8	15	3	26	58%
8	Student 8	14	15	0	29	64%
9	Student 9	14	1	0	15	33%
10	Student 10	11	17	7	35	78%
11	Student 11	13	17	8	38	84%
12	Student 12	15	17	7	39	87%
13	Student 13	15	20	8	43	96%
14	Student 14	15	8	8	31	69%
15	Student 15	14	18	5	37	82%
16	Student 16	14	6	0	20	44%
17	Student 17	13	8	2	23	51%
18	Student 18	15	7	6	28	62%
19	Student 19	15	20	8	43	96%
20	Student 20	14	9	7	30	67%
		91,3 %	59,7 %	56,8 %	30.2	67%

Table 32: Results of Fehmi Agani Public University students on the post test

The above table shows the results from Fehmi Agani Public University fourth-year students in the post-test. 20 students from this university participated in the study. The students from Fehmi Agani University did extremely well in the first task by getting 91. 3 % of the test right. In the second task they did quite well and they got 59. 7 %. In the third task they got 56. 8 % which is quite good. The overall results were 67 % of the post test right which is much better than in the pre-test (38. 5%).
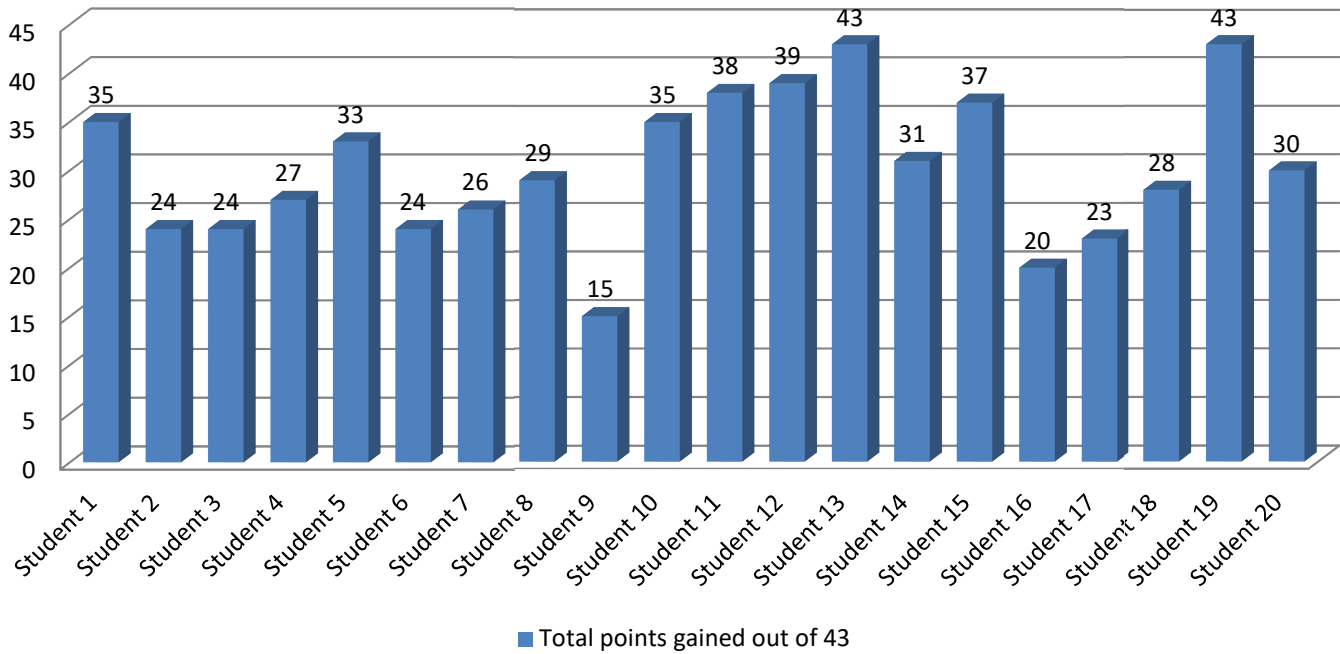
Chart 18: Total points gained by Fehmi Agani students on the post-test

4.7.4 Conclusion on Fehmi Agani students post-test

The above drawn tables and charts show that the students from Fehmi Agani Public University proved to have the highest points in total (as a group) despite the fact that the highest points in a particular case were gained by a student from the AAB University from the first year (30 points = 66. 6 %) and a student from the second year from the AAB University (43 points= 95. 5 %). The lowest points were gained by the students from the first year students from the AAB University (the students that gained the lowest points gathered 0.5: half a point out of 43 which is 1.1 % of the test), followed by the first year students from the Universum College (a student gathered 2 points out of 43 which is 4.4 % of the test) and finally Fehmi Agani Public University (a student gained 6.5 points of 43 which is 14.4 % of the test). In other words, Fehmi Agani University students got 67 % of the test as a group, AAB University first- year students got 38 % of the test as a group, AAB University second-year students got 62 % of the test, Universum College first-year students got 49 % of the test accuracy as a group, Universum College second-year students got 60 % of the test accuracy.

4.7.5   Conclusion on the post - test

The main aim of the post-test was to see the effect of context on acquisition of idioms by the Albanian EFL learners at university level. The post-test consisted of three tasks and the context was given to see the effect of context on acquisition of idioms by the Albanian EFL students at university level. There were 35 idioms used in the post-test. Some of the idioms used in the post-test were the same as those in the pre-test. Anyhow, there were new idioms, too. In the first task of the post-test (which was similar to the second task of the pre-test) the students were given 15 idioms (the same ones given in the second task of the pre-test) used in sentences and underlined and the students had to translate the idioms. The aim of this task was to see if the students were able to translate the same idioms used in the pre-test when the context is given. The idioms were given in a sentence and they were underlined for the students find them more easily. One of the idioms used in the first task of the post-test is to be *a cinch*. As compared to the pre-test, the idioms were given in a sentence. For instance, the idiom was given in this sentence*: fixing the fuel pump in my old car was **a cinch** for a skilled mechanic like Al*. The students' translation was: *rregullimi i pompës së karburantit, ishte **nje punë e lehtë** për një mekanik si Al-i.* Other idioms in this task were also given within a sentence each. In the task 2 of the post-test, the students were required to read a text with 20 idioms which were not used in the pre-test. The text consisted of 295 words and it contained the idioms which the students had to find the meaning to from the context. These idioms were new ones (not used in the pre-test). The reason for this was to see how the students cope with new idioms when the context is given as compared to the cases when the context is not given. In other words, this would give an insight into the effect of the context which, in fact, served as a good ground for the study in question. The idioms used in the text were in bold so the students could find them more easily. There was a table directly under the text and the students had to match the idioms with their definitions on the right. The post-test can be found at the appendix 10. As it is seen from the table below, the students did much better in the post-test as compared to the pre-test for the same idioms they had been tested on. The following table shows the results of all the students in each task and the total percentage of the accuracy of the post-test. The table shows the total number of the students, the total points, the average percentage of the students in each task, the points for each task as well as the overall percentage of the students in the post-test.

260 students in total	43 points in total			The total percentage of the students scoresin the post-test
	Task 1 15 points in total	Task 2 20 points in total	Task 3 8 points in total	
The average percentage of students 'scores in each task	73.85 %	51.75 %	53.35 %	59.65 %

Table 33: The average score of all the students (260) in the post-test

The above table shows that the students from all the universities (260 in total) got 73.85 % of the post-test right in the first task which is quite high. In the second task, they got 51.75 % of the post-test right and 53.35 % in the third task. One of the reasons for the students having scored lower in the second task was that this task required students to read a text with idioms in it and then do the next task and this was a bit time-consuming. There was a table below the text with the idioms used in the text. The students had to match these idioms to their definitions on the right of the table. Total percentage of the accuracy of the post-test for all the students is 59.65 % which is much higher than in the pre-test (34.65% in the pre-test). The difference in percentage between the pre-test and the post-test is 25 %. This proved the context to have played a great role in improving the students' comprehension of idioms.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

In this chapter, the main issues regarding the effect of context on the acquisition of idioms by university level students are going to be discussed. Apart from the results from the research instruments, different researchers' works related to this issue are also going to be referred to. The aim of this chapter is to answer the research questions and support or contradict the hypotheses. The following hypotheses are formulated:

H1. Understanding the context will help the Albanian EFL learners understand idioms better and faster.

H2. There should be new methods to teaching English idioms to Albanian EFL learners.

H3.The introduction of new methods to teaching English idioms leads to better acquisition of idioms in particular and vocabulary in general.

H4. Focusing on teaching idioms leads to students knowing a great number of them which will help Albanian learners become near - native speakers and writers of English and enhance their comprehension.

The study in question tackled an issue of great importance: "*The effect of context in the acquisition of idioms by Albanian Students at University Level in Kosovo*". This study was conducted with 260 university students and 19 professors. It aimed to give answers to the following research questions:

1. Will understanding of the context help Albanian EFL learners at university level learn idioms and English in general more easily?

2. Will understanding of the context help Albanian EFL learners at university level learn idioms and English in general more easily?

3. Should we consider discovering new methods and approaches to teach idioms to university level students or are the existing ones good enough?

5.2 Research question 1

- **<u>Will understanding of the context help Albanian EFL learners at university level learn idioms and English in general more easily?</u>**

The research question one intended to find out more on whether understanding the context will indeed help Albanian EFL learners at university level learn idioms in particular and English in general more easily. The pre tests and tests, the questionnaires and the interviews provided the researcher with data to give an answer to the question.

In answer to the research question above, the data collected showed that the context, its understanding play a great role in learning idioms. So in the pre tests where idioms were given out of the context, the students scored 34.65% The lowest score was at task 2 (the students got only 15.96%) of the pre-test where the students were required to give translation for the idioms into their mother tongue or explain them in their words. The idioms were given out of context which is why they got the lowest score. The scores taken in the post tests by the same participants in the study are higher. This is due to two factors. First , the post test was taken after students had filled in the questionnaires, so they were aware of idioms and could notice them and the idioms included in the test were given in context, which facilitated students 'understanding of the idioms. The final score was 59.65 %. This means that the difference in results is 25% which shows the effect of the context.

This can also be seen from the table below:

260 students in total		
Total percentage of the scores of students in the pre-test (idioms out of the context)	**Total percentage of the scores of students in the pos-test (idioms in context)**	**The difference between the pre-test and the post-test in percentage**
34.65%	59.65 %.	25%

Table 34: The difference in percentage between the pre-test and the post-test

In addition the discussions of the focus groups prove that context has a great effect on acquisition of idioms by the students, which is what all the students agreed on. Citing one student from the AAB first year students' focus group, who claimed: *I think context is one of the most important tools that helps me learn idioms in particular and English in general,* **helps me to highlight the fact that all students feel safer and sure when there is a context provided to them by the text or the professor. T**he issue of the context is seen vitally important, which supports the research question one and hypothesis one of this study.

The students also put emphasis on when they should start learning idioms. Out of 32 students interviewed, 25 students (78.12%) claimed that they should learn idioms from the first year of studies at university level. However, they also expressed their opinion that some phrasal verbs are to be taught at elementary school as a preparation for learning idioms. The students also explained how they actually learn idioms. What came out from the focus group results shows that they learn idioms from the movies they watch, by reading books or by visiting English speaking countries (for more detailed explanation, focus group results from the AAB University can be referred to). The following is what one of the students from the AAB University first year student said:

Student 1: "I think idioms are very important. We can learn them from the movies, books or we can visit English speaking countries if possible"

The data from the questionnaire show that the answers given by the students to the questionnaire questions proved the same: the great effect of context in acquisition of idioms by the students. Question **6: How do you understand better a text when there are idioms?** aimed at obtaining data about this issue. For this question, out of 260 students in total (100%): 188 students (72.3%) chose the option: A: *I infer its meaning from the context*.

Question **12; How important do you think is the context in acquiring idioms?.** For this question, out of 260 students in total, 101 students (38.8 %) chose the option D: *vital to understanding their meaning*, 113 students (43.4%) chose the option C: *very important*.

The professors' questionnaire also revealed that understanding the context will help the Albanian EFL learners understand idioms better. This is proven from the question **8. How do you make your students**

understand better a text when there are idioms? All the professors (19 = 100%) circled the option A: *I make them infer the meaning from the context*.

Referring to the students' interview questions, the question 11 of the interview: **In a conversation when you hear an idiom, what do you do in order to understand it**?. All the students interviewed (32= 100%) said ***they try to understand it from the conversation*** so; they pay attention to the context the idioms have been used in.

With regard to the professors' interview, questions dealing with the context aimed at finding out what was their perception of the context (seen in the role of the context in learning English in general, to which all of them answered, very important.

Whereas in answer to questions about the ways they use to explain figurative language that comes up in a written text or in spoken they all stated that they *made use of the language context, provided the students with another context by creating understandable situations and encouraged the students to try to find a translation in Albanian*.

In cases when the context was in the text 15 professors (78.94%) said they do exploited it extensively **.**

All the observations conducted and the discussions with professors who were observed proved that context helps students learn idioms better and more easily. The professors observed used the context to help their students understand unknown vocabulary including idioms. They also tried to use the general knowledge of the students, as was the case of Big Brother, and to involve students in discussions.

Various researchers also underline the effect of context in understanding idioms better and faster. Webb for instance writes about the effect of context on learning new vocabulary, which further helps in learning idioms, too, thus, " Unless context is taken into consideration, it may be difficult to make an accurate assessment on incidental vocabulary learning" (Webb, 2008, p.2). As seen in the introduction part of this thesis, another researcher, Nagy writes" What a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction" (1995, abstract part). These two researchers emphasize the importance of context in learning vocabulary. This would consequently play an important role in learning idioms, too. Other researchers also put emphasis on the context in which an idiom is used and, consequently, on its effect in learning idioms. Some of the researchers also mention some of the factors influencing idiom

comprehension; such as: semantic transparency, familiarity and context. In this regard, Levorato and Cacciari (1995) as cited in Rohani,G. Ketabi,S. and Tavakoli,M (2012, p. 2) claim that,

> The third major factor influencing idiom comprehension is context. Idiomatic expressions are understood in relation to the context in which they are used. As a result, the skills used to process and understand language in context are thought to be important for the development of idiom understanding.

A study carried out by a researcher namely Kainulainen adds to the facts that context helps students understand idioms much better. In her study carried out with Finnish third grade students from the national secondary school, she compares her study with that of Mantyla's (another researcher who also dealt with idioms and carried out his research with Finnish students in 2004). In her study entitled: "*UNDERSTANDING IDIOMS - A comparison of Finnish third grade students of national senior secondary school and IB Diploma Programme*", comparing the results on the idioms that she used to test students she deals with the effect of context on learning idioms. Kainulanen (2014, pp.76-77) claims that, "The context has clearly helped the understanding. The percentage of correct answers for 11 idioms was over 20 percentage points higher in the present study than in Mantyla's".

So, the data collected and the analysis show that the first (1st) hypothesis is supported: ***Understanding the context will help the Albanian EFL learners understand idioms better and faster***.

5.3. Research question 2

- **Should we consider discovering new methods and approaches to teach idioms to university level students or are the existing ones good enough?**

Another issue the study in question has underscored is the necessity of coming up with new methods to teaching idioms to the students. What emerged after having gone through a variety of literature supports this research question.

Results from professors' questionnaire prove the same: the necessity for coming up with a variety of methods in teaching idioms to the students. To question: **Do you think there are ways to improve**

acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation: 15 professors (78, 94 %) chose the option A: *Yes* and they further wrote that *reading different texts/ books is the key* and *by getting in touch with the native speakers as much as possible*. This implies that bringing students as close as possible to the authentic material as well as to the countries where English is a native language is of great importance. This can help them learn new vocabulary, too. Therefore, any new methods that enable this would be highly important. The question 20 of professors' questionnaire: **In what ways do you think university professors could help students acquire idioms more easily?** also deals with this issue. In answer to this question: 1 professor (5.26%) chose the option C: *sometimes by watching videos and reading passages with idioms and pictures in them*, 18 professors (94.73 %) chose the option D: *all of the above* (the other options were A: *By using them in the classroom more often* as well as the option B: *by doing as many exercises as possible*.

The above data show that the second (2nd) hypothesis was also supported: There should be new methods to teaching English idioms to Albanian EFL learners. The above data also support the hypothesis 3: The introduction of new methods to teaching English idioms leads to better acquisition of idioms in particular and vocabulary in general.

Interviews with the students and professors also support this. On the one hand, all the students claimed that there should be new methods/ techniques to teaching idioms to them. On the other hand, the results from the interviews with professors show that new methods might be needed in order to teach idioms to the students. Professors emphasized that the reason for this is that idioms are not taught sufficiently at our universities therefore coming up with new methods would improve the students' comprehension of idioms. This doesn't mean that the existing methods are to be left apart but still applying new methods would help a lot.

Researchers also stress out the need for new teaching methods in teaching English idioms to the students. Robo for instance (see page 45) discusses the necessity of coming up with a variety of methods to teach idioms to the students and the following is what she states."Teachers should use a variety of methods and strategies depending on the topic and module. Mother tongue should be left apart and teach idioms through paraphrasing". (Robo, 2014, p.7). So, she suggests paraphrasing in order to teach idioms to the students as well as using English language only. Relating to this, Rohani G., Ketabi, S. and Tavakoli, M. (2012, p. 2)   state the following,

The results of an experiment by Boers, Lindstromberg, Littlemore, Stengers and Eycksman (2008) suggest that creating a connection between figurative idioms and their literal origins can indeed be a pedagogically effective technique to help learners remember the given expressions. One way to help learners to create such connections is the use of images.

Most importantly, the researchers like Rogriguez and Winnberg claim that new methods/ approaches to teaching idioms should be used. They underline the fact that methods and approaches keep changing and they refer to other researchers who dealt with this issue. According to Richards and Rodgers (2001) as cited in Rodriguez and Winnberg (2013, p.17), "Despite the changing status of approaches and methods in language teaching, the study of past and present teaching methods continues to form a significant component of teacher preparation programs"

What these three researchers suggest reiterated the importance of coming up with new methods in teaching English idioms. This further supports **<u>Hypothesis 3.</u>**

5.4 Research question 3

- **What are the teachers' opinions towards the teaching of idioms, and should idioms be taught as a separate module of English?**

This research question intended to gather data on whether idioms are to be taught as a separate module in English and what professors' opinion on idiom learning is. The answers to this research question were given by the professors during the interview. The question 9 of the teachers' interview dealt with this issue in particular.

 9: **Do you think idioms and anything that has idiomatic meaning should be taught as a separate module or within any other subject? Please, explain:**

For this question out of 19 professors interviewed (100%), 15 professors (78.94%) said that idioms ***are not to be taught as a separate module in English but within any other course.*** 1 professor (5.26%) thinks that ***they should be taught as a separate module***, 3 other professors (15.78%) think that ***idioms as a subject are to be taught in a selective course in the first year and then be taught as a separate module in the second or the third year of studies***.

Professors interviewed further gave their opinions on idioms and a more detailed explanation on when students should be taught idioms. In answer to the question: 10 **What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)?** out of 19 professors interviewed: 2 professors (10.52%) share their opinion that students should start learning about idioms in Elementary level, 15 professors (78.94 %) claim that idioms are to be taught to the students at Pre-Intermediate level and 2 other professors think that idioms should be taught at Intermediate level.

Another important issue raised was the question 11. **From what year at university do you think idioms should be taught? (i.e. first year)?** The results showed that all the professors (19= 100%) said that idioms are to be taught during the first year of studies.

Results obtained from the discussion with the students in the focus groups suggest the same: idioms are not to be taught as e separate module, rather included within any other subject dealing with vocabulary. Finally, the hypothesis **H4. Focusing on teaching idioms leads to students knowing a great number of them which will help Albanian learners become near - native speakers and writers of English and enhance their comprehension** aimed at finding out if learning idioms helps non-native speakers of English (in our case Albanian students) become near-native speakers of English. The question **16** of the students' questionnaire: **Tick which one you think applies to learning idioms helps in learning English language** dealt with this issue. One of the main options to this question was the option **D: becoming a native user of the language**. Out of 260 students in total (100%): 81 students (31.15%) thought that learning idioms helps them learn English language better and become near native speakers of the language, 125 students (49%) thought that this helps *in understanding the target culture better* and this further helps in becoming a near-native speaker of English, 34 students (13%) chose the option *comprehending the language in general better* and 20 students (7.69%) chose the option *comprehending spoken language*.

Results from the post-test as compared to the pre-test also proved that using context in helping students understand English in general and idioms in particular helps them improve their comprehension abilities which further leads to becoming near native speakers of English. Using authentic sources was also seen a necessity by the study and this helps in learning a greater number of idioms in particular and vocabulary in general.

There are researchers who have conducted research on idioms and discussed the importance of learning idioms and sound more native like. According to Thyab, "Learning idiomatic expressions helps non-native speakers of language become more native-like" (2016, p.5).

Therefore, what this researcher writes supports the hypothesis four (4) of this study.

So, through this study the researcher has tried to uncover what, according to him, was difficult to deal with be it in the lecture hall or outside it. It was long thought of before deciding to deal with such a difficult issue. Learning idioms by and teaching idioms to the students at university level in Kosovo has not been tackled so far; at least the researcher was not aware of a similar study to date. After all, nothing is perfect nor is the study in question. There is always room for improvement. However, a lot has been found about idioms and the effect of context on the acquisition of idioms by the students. Of course, nothing can be achieved overnight; it takes time but it is a good starting point toward better understanding of idioms and consequently toward acquiring English more easily which might help students become near native speakers of English. This is one of the main goals of many students so that when communicating with the natives they understand them better and are understood more easily. It is not just about communicating; it is also about understanding authentic materials be it books, movies, music. In other words, the students are to be brought to the point where they 'feel' the language. This means that they understand it as they understand their mother tongue. This would further mean that not only students but younger generations in general would be able to understand English more naturally and avoid obstacles (which impede one's learning) one of the obstacles being idioms and other phrases that may have idiomatic meaning such as: phrasal verbs (they may have literal meaning for instance*: Look out, it is raining* or idiomatic meaning for example: *Look out! that dog is going to bite you*). Of course, it is obvious that students learn phrasal verbs before even starting their university studies but not idioms separately. What they learn are usually some simple phrasal verbs, such as: get up, go out, sit down but going beyond this was seen necessary therefore dealing with the students at university level is very important. When the study was presented to the students, most of them considered it a very important and a good study. They appreciated the fact that idioms, which pose difficulty for the professors and the students (this is more important to the students from English departments), are being studied in a more detailed manner and they expressed their deep interest. The students claimed to have never heard of such a study on idioms in the past. The observation component of the study illuminated the use of idioms by professors during literature classes, for example when students critically analyzed

poems. Yet, idioms proved to have not been used in the classroom sufficiently. What was also noticed was that idioms, in most of the cases, are left aside due to the difficulty of using them be it in spoken or in written. This happens not only with the students but with the professors themselves. An issue worth mentioning here is that professors try to avoid using idioms as much as they can. One of the reasons is that some professors find it very difficult to explain them to their students. In some cases, professors have no knowledge on idioms. This reflects directly into the students' ability and will to use idioms more often. However, the study in question shed light on this not only by taking a critical stand but also by evaluating the data collected as more accurately as possible. The study has shed light on some issues which might have gone unnoticed otherwise: on the effect of the mother tongue idioms in learning English idioms. At this point, it is worth underlining the fact that idioms used in different regions in Kosovo have also been put emphasis on by the students. This was best seen with the focus groups: the students suggested visiting other towns within Kosovo and learn more on the idioms used in other regions within Kosovo. The reason for this, as seen from the focus groups, is that people from every region use different idioms for the same issue therefore, in order to make use of the context, particular attention is to be paid to this, too. This, however, doesn't necessary mean that English idioms cannot be learnt without knowing the Albanian idioms from each region but it still helps. Of course, this has to be correlated between the two languages: Albanian and English. Different idioms in Albanian language, for instance, proved to be used by Albanians from different parts of Kosovo. For example, Albanians living in Prishtina (the capital of Kosovo) use different idioms as compared to the Albanians living in Gjakova (a town in Kosovo). The main point worth putting emphasis on is translating the message an idiom conveys, not trying to translate the idiom word for word as this, according to the researchers referred to in this study, is not possible. In other words, professors need to use whatever methods they think would help students in getting the meaning of idioms from the context. They have to make it possible to the students encounter idioms as more often as possible by using them more often in the classroom. Professors are to be particularly attentive and careful for their students do not feel bored during the class when idioms are taught. In one way or another, professors have to motivate their students in using idioms. Of course, this takes time but it is something professors should start doing, though gradually. Thus, the study proved to be very important for the students and professors on one hand and an aid for similar studies that might be carried out in the future on idioms (especially by the researchers from Kosovo or the neighboring countries), on the other. One of the best parts was that, despite finding it difficult to understand idioms, the students expressed their desire to learn more on idioms. This means

that the study in question has changed the way students and professors consider idioms. The study might have not covered everything on idioms but it was proven that using context in teaching them to the students at university level is very important to understanding idioms in particular and English in general and this will help students acquire idioms more easily which is what this study was about. Besides, many researchers' works were referred to. Therefore, due to the importance of this study (referring to the results) other studies are going to be carried out on idioms as, no matter how hard one tries to study idioms, idiomatic language still remains one of the most difficult areas of English language. Finally, knowing more about the culture of a nation (and this leads to learning and understanding idioms better) helps in learning its language which is what many students desperately want to achieve.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

The study in question tackled a very difficult area of English language: idioms and the effect of context on acquisition of idioms by the Albanian EFL students at university level. The study was carried out in three different universities more particularly in the English Departments. The topic in question was not studied sufficiently therefore this study would be of help to the students who struggle to learn English better and become near native speakers of English, if not native ones. A study carried out on the idioms would help to investigate the practice of teaching idioms in universities, the difficulties students and professors had to cope with and how they exploited the context in order to teach and learn There were 260 students from three universities in the study: 160 students from the AAB University in Prishtina (80 students from the first year and 80 students from the second year of studies), from two campuses of the Universum College (in Prishtina and Ferizaj: 40 students from the first year and 40 students from the second year of studies) and Fehmi Agani Public University English Department in Gjakova (20 students from the fourth year of studies).

During the study qualitative and quantitative methods were used and it included: questionnaires (for the students and the professors), pre-test, interviews (both: for the students and the professors), focus groups, observations and post-test. The student's questionnaire focused on the effect of context on learning idioms from the students' perspective. The professor's questionnaire focused on the same issue but from the professors' perspective. In other words, the study was focused on learning and teaching idioms. So, there were some questions that tackled the same issues but from the students' as well as the professors point of view. Because the questionnaire contained multiple choice and open-ended questions, they were analyzed using separate tables.

The answers given for the questionnaire questions show that the students claimed to understand idioms from the context which was the focus of this study. The students also claimed to have used English for quite a long time but not idioms in particular. Taking this fact into account, the study in question has shed light on the importance of idioms because idioms are used by the native speakers and the non-native speakers of English (in our case the Albanian students) find it difficult to understand them because of their figurative nature. The study considered what students already knew on idioms (when the pre-test was given to them without the context) and to what extent they managed to accomplish tasks

(when the post-test was given to them in the context) on one hand and the effect of context on the students' comprehension of idioms by comparing the results of the pre-test with those of the post-test on the other hand.

The results proved to be much higher after the context was given. This can be seen from the final results of the students in the pre-test (where the context was missing) as compared to the post-test (where the context was given). In the pre-test, as seen from the conclusion on the page 128, the students from the first year from the AAB University got 19 % of the pres-test. The same students (the first year students) got 38 % in the post-test which is much higher. The students from the second year got 35, 5 % of the points in the pre-test. The same students got 62 % of the pre-test right which is almost twice as high. The students from the Universum College from the first year of studies got only 19 % of the pre-test right. They got 49 % of the post- test right and this is much higher. The students from the second year from the Universum College got 33, 75 % of the pre-test right and the same group of students got 60 % of the post-test right. Fehmi Agani Public University students from the fourth year of studies got 38,5 % in the pre-test and the same group of students got 67 % of the points in the post-test.

Comparing the test scores for the first year students (as a group) and the second year students (as a group), the results are not very satisfactory: the first year students altogether got 22 % of the accuracy of the pre-test, the second year students got 38,5 % of the accuracy of the pre-test whereas the fourth year students got 43,7 % of the accuracy of the pre-test as a group. In the post-test, the first year students got 45, 3 % as a group, the second year students got 64, 3% whereas the fourth year students got 69,27 % which is much higher than in the pre-test. The overall result of all 260 students from three universities in the pre-test is 34.65 % which is quite low due to lack of context. The overall result of all the students (260) in the post test is 59.65 % and this is almost twice as high and this proved the context to have had a great effect on comprehending idioms.

Some of the professors participating in the study were observed teaching their students and this was done to see how professors explained idioms to the students (when there were any). The main aim of the observations were to find out more on the effect of context on acquisition of idioms by the Albanian EFL learners at university level and find out more on the methodology used by the professors in teaching idioms in particular and English in general. In other words, they were observed on the methods they used to teach idioms to their students. Apart from this, the students were observed on how they acquired idioms more easily. What was noticed from the observations is that context was the main tool

the professors used to teach those idioms they happened to use during the classes. The students also seemed to understand them much more easily from the context.

Some of the students (32 = 12.30 % of all the students) and the professors (19 = 100 %) were also interviewed. The results from the interviews with the professors showed that some professors use collaborative and active methods in teaching idioms to students and tracing their students' progress. Besides, the students that took part in the study claimed to have never heard of such a research in the past and found this one very beneficial not only for learning idioms in particular but English in general, too. They underlined the fact that the biggest challenge they face when communicating with native speakers, when watching a particular movie on TV, when listening to music or else when reading authentic books is that sometimes groups of words that make no sense if translated separately are used. Most interestingly, some of the students gave answers to the question on why native speakers of English use words/ phrases others do not understand and find impossible to translate into their mother tongue. What the students claimed was that people who use idioms want to give language aesthetic value. Another answer to this question was: *because people want to look smarter*.

The study in question encompassed a wide range of issues related to idioms and not all of them have been covered but the best was done to clarify the topic of the research as best as possible. It is also worth mentioning that works of various researchers who have dealt with idioms have also been referred to. There is more to be done but the study in question might be carried out with a larger sample in the future. The issue of idioms has not been studied so far therefore the study (research) in question is a good starting point for other researchers to continue their research on idioms with the students at university level in Kosovo. Of course, this might be used as a reference for other researchers whose mother tongue is not Albanian and probably make a comparison with the idioms used in their language.

In fact, this study has raised the awareness of the students on one hand and the professors at university level on the other on the importance of context on acquisition of idioms by the students. This further reiterates the role of a professor on teaching idioms to his/her students and the importance of dealing with and using idioms more often in the future during their lectures in the classrooms where English is a second language. Apart from this, the necessity for new teaching methods has also been put forward.

Most importantly, the study in question is to the benefit of researchers, students and professors in bringing students as closer as possible to the native speakers by helping them speak more fluently and understanding more easily in that it tackles idioms which the students find the most difficult part of the language. This is also one of the main dilemmas when the non-native speakers of English try to

communicate with native speakers the reason being that the native speakers use idioms when they converse with others.

This study plays an important part in that it gives a new insight into the way students are to learn idioms better and faster. In addition, the study has shed light on the importance of culture in learning idioms the reason being that idioms are part of a nation's culture which can serve as a bridge between the two cultures, in our case: Albanian and English. Another important contribution of the study in question is that by putting emphasis on the new ways to learn, acquire idioms by and teach idioms to the university level students, they can become near-native speakers of English, if not native ones. Being able to speak English as more fluently as possible is, in fact, what many students from English departments do the best to achieve. Apart from this, understanding authentic books or any other authentic resources (movies, documentaries, news, etc) where English is used is a challenge and desire at the same time and the study in question tackled this point, too.

One other issue mentioned in the literature review part was whether idioms can or cannot be translated. According to the researchers referred to in the study in question idioms can only be found equivalents in the mother tongue, but they cannot be translated the reason being that they are culturally-bound. This is what the study in question also revealed. Culture was also mentioned by the professors interviewed therefore paying particular attention to it is necessary for students learn idioms more easily and better. The reason for the culture being so important as underlined by this study is that idioms are difficult to comprehend and translate without knowing the message a particular idiom conveys and knowing about a nation's culture is vital to achieving this. In other words, it is the meaning and the message an idiom conveys that is to be translated not words alone. For instance, one of the idioms used in the pre-test was *once in a blue moon* (very rarely) which, of course, cannot be translated literally but the meaning has to be translated only.

Because proverbs have been considered idiomatic by different researchers, there were a few questions in the professors' as well as students' questionnaire on them as well. They cannot be understood literally either. For instance *make hay while the sun shines* cannot be translated literally but the meaning it conveys deriving from the cultural background (it means to make good use of opportunities when there is still a chance). This means that comparison has to be made between the messages a particular idiom conveys in the language it has been taken from and be transferred into the message another idiom conveys into the language to be translated into. In other words, we have to get the meaning of a particular idiom from English and transfer it into the words that have the same meaning into Albanian.

This means that trying to find equivalent idioms into Albanian proved to be another good teaching method and learning strategy apart from getting the meaning of idioms from the context. This, of course, is not easy and it takes time, effort and a deeper understanding of the mother tongue, in our case Albanian, too.

At this point, it is worth emphasizing the role/ the importance of the culture on one hand and the language itself on the other. Trying to do a word-per-word translation is not only confusing but, in most of the cases, it is impossible. Finally, the results from the study support all the hypotheses and the context proved to have improved the students' comprehension of idioms. The study gave a new insight into how idioms are to be learnt by students and taught by professors. This has been the focus of the study as well. Therefore, the following are the recommendations worth considering:

- Idioms should be used in the classroom more often.
- Context should be the main tool to use in order to teach and learn idioms.
- Apart from the context, using pictures and synonyms should also be considered by English professors in teaching idioms to their students. This will not only enhance an easier comprehension of idioms but it will also motivate students to use idioms more frequently not only in the classroom but outside the classroom, too.
- Students should be taught idioms from the first year of their studies at university level, of course within another subject (for instance; lexicology).
- Particular attention should be paid to English literature and the works of different authors should be analyzed carefully, especially when there are idioms (contrastive analysis of the works is also a good tool to learn idioms).
- A particular number of idioms should be taught within another subject in the first year of studies and then, in the second year it should be made a selective subject.
- Professors should use a variety of in-class activities in order to teach idioms to their students, such as: presentations, role-plays, reading passages (authentic ones) with idioms in them, watching videos (documentaries, movies, songs with lyrics), matching activities, quizzes on idioms (maybe in pairs or groups). Sometimes students can take on the roles of teachers and prepare lessons on a particular number of idioms used in the classroom and learnt about in groups (because preparing the lessons individually is time-consuming).

- Students should learn about English culture and compare it with Albanian culture in order to grasp the meaning of idioms more easily.
- Students and the professors should get in touch with native speakers more often (maybe universities should create exchange programs for their students and professors as part of their studies at universities).
- A particular number of idioms should be taught to the students at different classes and then be given as homework for the students do not forget them.
- New methods to teaching idioms to the students should be used: by combining two existing methods or else by inventing a totally new method.
- Engage, activate and study model should be taken into consideration.
- Professors should give homework assignments with idioms to their students.

Finally, with the above drawn conclusions and recommendations in mind, a lot can be done to improve the acquisition of English language in general and idioms and any other part with idiomatic function in particular. This, as the results from the study showed, can be achieved using context as the main tool. As a conclusion, professors may use context in various ways be it by including pictures or any other activities but they should bear one thing in mind: they should help their students acquire idioms and do whatever helps in achieving this by also keeping their students' motivation at a high level.

CHAPTER SEVEN

LIMITATIONS

7.1 Weak points of the study

Like in many other studies, the researcher encountered several limitations. Time restriction was one of the main limitations the reason being that the research was conducted during the spring semester. Another limitation was convincing students participate in the research. In order to address the research questions the students' questionnaire consisted of 18 questions and the professors' questionnaire consisted of 20 questions which meant that students on one hand and the professors, on the other hand had to be patient and take their time to complete the questionnaire. Pre-test and post-test was also a bit challenging for the students. The pre-test was given to the students just after the questionnaire and at the end of the research, the students were given the post-test to fill in and this seemed to them a bit too much. Professors had to spare the time from their lectures for the study (research) in question to be carried out properly. The number of students was 260 and they were all from three different universities located in three different towns: Prishtina, Ferizaj and Gjakova. This meant having to manage time and the budget at the researcher's disposal. At the beginning, 280 questionnaires were given to the students but only 260 were filled in; the rest of the questionnaires were left empty. Preparing the pre-test and the post-test was a bit of a challenge but referring to relevant literature this was done successfully. Questionnaires, the pre-test and the post-test took some time to be completed. The questionnaire could have been sent online to the students but there was a risk of the questionnaires being ignored by most of the students. Another limitation worth emphasizing was finding volunteers for the focus groups as well as interviews. The students from the AAB University that participated in the focus groups and interviews had to stay after their lectures and a lot had to be done in order to convince them be part of focus groups and be interviewed and to find convenient time for them. The reason for this was that the students also had to prepare for their upcoming mid-term tests or even exams. The same was the case with the other two universities. By the end of the study, some students were a bit tired of having to participate in the research due to many times being asked to accomplish particular tasks. However, very

politely though, they were convinced to continue participating in the research reminding them of the great importance of the study in question and its value in their future as students of English. Most importantly, the students and the professors expressed their opinions on the importance of the research (study) and believed that, in the future, such a research will not only change the way idioms are to be treated but also make both: the students and the professors show a greater interest in learning and teaching them. It is also worth underlining that no matter how hard a researcher works on his/ her study, there is always room for improvement due to possible objective obstacles. Therefore, despite the fact that the best was done for the study in question be perfect, there can still be room for improvement as idioms are by nature quite difficult to deal with be it from the students' or the professors' view.

7.2 Strong points of the study

Despite the fact that some of the instruments were challenging for both the researcher himself and the students, there were still strong points. The questionnaire; for instance, contained open-ended questions which had its advantages the reason being that it helped in collecting more accurate and reliable data on the students' as well as the professors' opinions on the questions asked without imposing anything by any means. The fact that there were six instruments in the research just adds to the advantage of the study being more reliable. The interviews conducted with the students and the professors proved to have been a good tool for the study (research) as the answers gave an insight into the way students acquire English idioms more easily on one hand and the way how to teach them to the students, on the other hand. The students mentioned context to be vital to understanding idioms in particular and English as a language (and a subject) in general which is directly linked to the study. Through idioms, the study in question tackled the issue of cultural background which was of great importance as well. Having more knowledge on English culture helps students acquire idioms more easily and this study has shed light on this issue (it can be seen from the questionnaires, interviews). Many authors were not only referred to but their articles or books were analyzed thoroughly so that the study could be as reliable as possible. It turned out that the results from this study were supported with what other researchers have written on idioms.

The books referred to and the authors cited are recent therefore they match to the study in question. Apart from this, the issues discussed in their work were of great importance for this study. The literature used for this study was borrowed from the SEEU Library as well as the AAB University Library so there were different reliable books used. There were resources taken from the internet as well and they are put at the end of the work, in the reference part. The strongest points worth putting emphasis on are as follows:

All the students and professors claimed the context to play a vital role in understanding idioms better and faster which supports the hypothesis one (1) of this work.

Another point worth underlining is that the results from the post –test (55,2 % of the test) as compared to the pre-test (29,4%) prove the context to have improved the students' comprehension of idioms which supports the hypothesis one (1)

The questionnaires, interviews, observations and focus groups show that new ways to teach idioms to Albanian EFL students proved to be necessary in the future which supports the hypothesis two (2).

During the observations, a variety of in-class activities such as role-plays, presentations, contrastive analysis of works (in literature for instance) proved the necessity for new teaching methods which supports the hypothesis two (2)

From the focus groups and observations it was noticed that learning a particular number of idiomatic expressions every class would help in learning idioms in particular and vocabulary in general which supports the hypothesis three (3)

When it comes to the best way to get the meaning of idioms, 14 (73,6 %) out of 19 professors consider using pictures and synonyms would be the best way and 5 (26,3 %) consider using pictures (they did not mention synonyms) would be the best way to teach idioms in particular and vocabulary in general which supports the hypothesis three (3)

Results from the questionnaires and the interviews prove that focusing on teaching idioms is a great help in learning idioms and students become near native speakers of English and enhance their comprehension which supports the hypothesis four (4).

Despite such a topic not having been studied sufficiently in Kosovo or the neighboring countries (there were a few studies in Macedonia, Croatia but not many) there are researchers in other countries who keep carrying out studies on idioms and enriching the literature with idiom-related issues which might

serve as a good ground for this study as well as other studies that might be carried out in Kosovo in the near future. Notwithstanding this fact, the recommendations that came out from this study can be taken into consideration or be referred to.

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APPENDICES

Appendix 1: Student's questionnaire

Student's questionnaire University _____ **Year** _____ **Age** _____ **Gender M/F**
The following is a questionnaire on idioms. It is part of a research on the effect of context on acquisition of idioms by Albanian EFL learners at university level in Kosovo. Please, answer the questions to the best of your knowledge.

1. **Do you learn better when there are pictures that help you understand the context?**
a) Yes
b) No
c) Others, please specify _____

2. **In your opinion, what are idioms?**

_____

_____

_____

3. **How often do you think students of English in Kosovo use idioms?**
a) Very often b) Often   c) Sometimes   d) Rarely   d) Never

4. **Do you think it is difficult to learn idioms? If the answer is No, please skip the question 5.**
a) Yes
b) No
c) Others, please specify: _____

5. **Why do you think it is difficult to learn idioms?**

_____

_____

_____

6. **How do you understand better a text when there are idioms?**
a) I infer its meaning from the context
b) I ask my teacher

c) I use my dictionary

d) Others, please specify:

_____

_____

7. Do you think it is possible to translate idioms?

a) Yes

b) No

c) Others, please specify:

_____

_____

8. How many idioms do you know?

a) Less than five

b) Five

c) More than five

9. How would you translate an idiom?

a) I would look up for their meaning from a dictionary.

b) I would search the net?

c) I would ask a professor for help

d) Others, please specify:

_____

_____

_____

10. How do you identify an idiom when you see one in a given text?

_____

_____

_____

11. Do you think idioms are important?

a) Yes

b) No

c) I do not know

d) Others, please specify

_____

_____ -

12. How important do you think is the context in acquiring idioms?

a) Not so important   b) Quite important   c) Very important   d) Vital to understanding their meaning

13. What do you think would help in getting the meaning of an idiom from the context?

a) I use background knowledge

b) Translate the idiom, literal meaning

c) Infer the meaning of the unknown idioms/ words

d) Make use of pictures

e) Guess the meaning

f) Use vocabulary/ net

g) Ask for help (from the teacher)

h) Refer to an L1 idiom

i) Imagine or visualize a situation

14. **There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?**

_____

_____

_____

15. Is it possible to translate proverbs based on the meaning of words?

a) Yes

b) No

c) Others, please specify:

_____

_____

 16. Tick which one you think applies to learning idioms helps in learning English

   a) Understanding the target language culture better

   b) Comprehending the language in general better

c) Comprehending spoken language

d) Becoming a native user of the language

17. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.

a) Yes,

_____

_____

b) No

c) Others, please specify:

_____

_____

18. In what ways do you think university professors could help students acquire idioms more easily?

a) By using them in the classroom more often

b) By doing as many exercises as possible

c) Sometimes, by watching videos and reading passages with idioms with pictures in them

d) All of the above

e) Others, please specify:

_____

_____

Appendix 2: An example of a student's questionnaire (completed)

Students' questionnaire University _AAB_ Year _2_ Age _20_ Gender (M)/F

The following is a questionnaire on idioms. It is part of a research on the effect of context on acquisition of idioms by Albanian EFL learners at university level in Kosovo. Please, answer the questions to the best of your knowledge.

1. Do you learn better when there are pictures that help you understand the context?

(a)) Yes

b) No

c) Others, please specify _____

2. In your opinion, what are idioms?

Phrases that mean something else and cannot be understood from their separate parts

3. How often do you think students of English in Kosovo use idioms?

(a)) Very often b) Often c) Sometimes d) Rarely d) Never

4. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 6.

(a)) Yes

b) No

c) Others, please specify: _____

5. Why do you think it is difficult to learn idioms?

Because of the difficulty translating them

6. How do you understand better a text when there are idioms?

(a)) I infer its meaning from the context

b) I ask my teacher

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c) I use my dictionary

d) Others, please specify:

_____

_____

7. Do you think it is possible to translate idioms?

a) Yes

(b)) No

c) Others, please specify:

_____

_____

8. How many idioms do you know?

(a)) Less than five

b) Five

c) More than five

9. How would you translate an idiom?

(a)) I would look up for their meaning from a dictionary.

b) I would search the net?

c) I would ask a professor for help

d) Others, please specify:

_____

_____

_____

10. How do you identify an idiom when you see one in a given text?

It is impossible to translate it.

11. Do you think idioms are important?

(a)) Yes

b) No

c) I do not know

d) Others, please specify

_____

_____ -

12. How important do you think is the context in acquiring idioms?

a) Not so important b) Quite important c) Very important d) Vital to understanding their meaning

13. What do you think would help in getting the meaning of an idiom from the context?

a) I use background knowledge

b) Translate the idiom, literal meaning

c) Infer the meaning of the unknown idioms/ words

d) Make use of pictures

e) Guess the meaning

f) Use vocabulary/ net

g) Ask for help (from the teacher)

h) Refer to an L1 idiom

i) Imagine or visualize a situation

14. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian?

I try to find words that mean almost the same in the mother tongue

15. Is it possible to translate proverbs based on the meaning of words?

a) Yes

b) No

c) Others, please specify:

_____

_____

16. Tick which one you think applies to learning idioms helps in learning English

(a) Understanding the target language culture better

b) Comprehending the language in general better

c) Comprehending spoken language

d) Becoming a native user of the language

17. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.

(a) Yes,

_____

_____

b) No

c) Others, please specify:

_____

_____

18. In what ways do you think university professors could help students acquire idioms easier?

(a) By using them in the classroom more often

b) By doing as many exercises as possible

c) Sometimes, by watching videos and reading passages with idioms with pictures in them

d) All of the above

e) Others, please specify:

_____

_____

Appendix 3: Professor's questionnaire

The following is a questionnaire on idioms. It is part of a research on the effect of context on acquisition of idioms by Albanian EFL learners at university level in Kosovo. Please, answer the questions to the best of your knowledge.

1. **How often do you happen to use idioms (figurative language) during lectures?**

    a) Very often   b) Sometimes   c)   Hardly ever   d) Never

2. **Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?**
    a) Yes
    b) No
    c) Others, please specify:

    _____
    _____
    _____

3. **How important do you think it is to use figurative language?**
    a) Very important
    b) Not so important
    c) Others, please specify

    _____
    _____
    _____

4. **Do you think your students find it useful and necessary to use idiomatic language?**
    a) Yes
    b) No
    c) Others, please specify

    _____
    _____
    _____
    _____

5. **When you come across idiomatic language (idioms), what ways do you use to translate and explain them to your students?**

    _____
    _____
    _____
    _____

6. **Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.**
    a),Yes
    b), No

c), Others, please specify: _____

7. Why do you think it is difficult to learn idioms?

_____

_____

_____

8. How do you make your students understand better a text when there are idioms?

    a), I make them infer its meaning from the context

    b), I advise them work in pairs or groups

    c). I advise them to use a dictionary

    d). Others, please specify:

_____

_____

9. Do you think it is possible to translate idioms?

    a). Yes

    b). No

    c). We can translate them word for word

    d) We can translate the meaning only

    e) We have to try find an equivalent in the mother tongue

10. How would you translate an idiom?

    a). I would look up for its meaning from a dictionary.

    b). I would search the net?

    c). Others, please specify:

_____

_____

_____

11. Do you think you can find ways to help your students identify idioms more easily? If so, how?

_____

_____

_____

12. Do you think idioms are important?

    a). Yes

    b). No

    c). I do not know

    d). Others, please specify

_____

_____ -

13. What would you do if you did not understand a certain idiom in the given text?

   a) I would read the surrounding words and try to figure out what it meant
   b) I do not know
   c) Others, please specify:

   _____
   _____
   _____
   _____

14. How important do you think is the context in acquiring idioms?
   a). Not so important   b) Quite important   c) Very important   d) Vital to understanding their meaning

15. What do you think would help in getting the meaning of an idiom from the context?
a) . Pictures
   b). Words with the same meaning (synonyms)
c). Both: option a and b
   d). Others, please specify:

   _____
   _____
   _____

16. There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?

   _____
   _____
   _____
   _____

17. Is it possible to translate proverbs based on the meaning of words?
   a). Yes
b). No
   c). Others, please specify:

   _____
   _____
   _____

18. Do you think context plays a role in acquisition of idioms by Albanian learners at university level?
   a) Yes
   b) No

c) Others, please specify:

_____

_____

_____

19. Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.
a). Yes,

_____

_____

b). No
c). Others, please specify:

_____

_____

20. In what ways do you think university professors could help students acquire idioms more easily?

a). By using them in the classroom more often
b).By doing as many exercises as possible

c). Sometimes, by watching videos and reading passages with idioms and pictures in them
d). All of the above
e). Others, please specify:

_____

_____

Appendix 4: An example of a professor's questionnaire (completed)

Professors' questionnaire

The following is a questionnaire on idioms. It is part of a research on the effect of context on acquisition of idioms by Albanian EFL learners at university level in Kosovo. Please, answer the questions to the best of your knowledge.

1. How often do you happen to use idioms (figurative language) during lectures?

   a) Very often   b) Sometimes   c) Hardly ever   d) Never

2. Do you think idiomatic language (idioms) should be used in the classroom (lecture hall)?
   a) Yes
   b) No
   c) Others, please specify:
   _____
   _____
   _____

3. How important do you think it is to use figurative language?
   a) Very important
   b) Not so important
   c) Others, please specify
   _____
   _____

4. Do you think your students find it useful and necessary to use idiomatic language?
   a) Yes
   b) No
   c) Others, please specify
   _____
   _____
   _____

5. When you come across idiomatic language (idioms), what ways do you use to translate and explain them to your students?

   I give explanation from the context.

6. Do you think it is difficult to learn idioms? If the answer is No, please skip the question 7.
   a) Yes
   b) No
   c) Others, please specify:
   _____

7. **Why do you think it is difficult to learn idioms?**

They have different structure from student's mother tongue

8. **How do you make your students understand better a text when there are idioms?**
   - a) I make them infer its meaning from the context
   - b) I advise them work in pairs or groups
   - c) I advise them to use a dictionary
   - d) Others, please specify:

9. **Do you think it is possible to translate idioms?**
   - a) Yes
   - b) No
   - c) We can translate them word for word
   - d) We can translate the meaning only
   - e) We have to try find an equivalent in the mother tongue

10. **How would you translate an idiom?**
    - a) I would look up for their meaning from a dictionary.
    - b) I would search the net?
    - c) Others, please specify:

    Yes.

11. **Do you think you can find ways to help your students identify idioms easier? If so, how?**

Yes, by having students read different texts.

12. **Do you think idioms are important?**
    - a) Yes
    - b) No
    - c) I do not know
    - d) Others, please specify

13. **What would you do if you did not understand a certain idiom in the given text?**

   a) I would read the surrounding words and try to figure out what it meant
   b) I do not know
   c) Others, please specify:

   _____
   _____
   _____
   _____

14. **How important do you think is the context in acquiring idioms?**
   a) Not so important   b) Quite important   c) Very important   d) Vital to understanding
   their meaning

15. **What do you think would help in getting the meaning of an idiom from the context?**

   a) Pictures
   b) Words with the same meaning (synonyms)
   c) Both: option a and b
   d) Others, please specify:

   _____
   _____
   _____

16. **There are many proverbs in Albanian and English. How would you translate a proverb from English into Albanian and vice-versa?**

   From the context.
   _____
   _____
   _____

17. **Is it possible to translate proverbs based on the meaning of words?**
   a) Yes
   b) No
   c) Others, please specify:

   _____
   _____
   _____
   _____

18. **Do you think context plays a role in acquisition of idioms by Albanian learners at university level?**
    a) Yes
    b) No
    c) Others, please specify:

    _____
    _____
    _____

19. **Do you think there are ways to improve acquisition of English idioms by Albanian students from the context? If the answer is Yes, please give a brief explanation.**
    a) Yes, Yes, reading different texts - books etc is the key
    b) No
    c) Others, please specify:

    _____
    _____
    _____

20. **In what ways do you think university professors could help students acquire idioms easier?**
    a) By using them in the classroom more often
    b) By doing as many exercises as possible
    c) Sometimes, by watching videos and reading passages with idioms and pictures in them
    d) All of the above
    e) Others, please specify:

    _____
    _____

Appendix 5: Pre-test

Pre-test University _____ **Academic year:** _____ **Male/ Female, Age** _____

Note: The following idioms, metaphors, phrasal verbs or proverbs have been used out of the context on purpose. This was done to see how much you will be able to understand these expressions when the context is not given. You are not expected to be able to translate or know them but it is for study (research) purposes only.

Task 1 Identify and underline the idioms, metaphors, phrasal verbs or proverbs in the following sentences. Then, translate the part you have underlined.

1. My sister goes to the cinema once in a blue moon._____

2. People in my country waste a lot of money on clothes but they actually have to cut their coat according to their cloth. _____

3. People poured out of the hall at the end of the lecture. _____

4. Look out! That dog is going to bite you. _____

5. My unit is working hand in glove with the other units, so that we can finish everything by Friday.

   _____

Task 2. Try to translate or explain in your own words the following idioms into Albanian

English   Albanian translation

1. Bad mouth

2. Off balance

3. To have someone over a barrel

4. On the blink

5. Blow-by-blow

6. To buck

7. Butter up

8. To not see the forest for the trees

9. To buy

10. By and by

11. To chip in

12. To chew out

13. To chomp at the bit

14. Chopped liver

15. A cinch

Task 3: Match the idioms on the right with their definition on the left by putting the letter of the definition next to the idiom

Idiom

1. A couch potato _____

2. Count _____

3. Crack (to crack a joke) _____

4. The cream of the crop _____

5. (creek) up a creek without a paddle

_____

6. A creep _____

7. Crummy _____

8. Damned if you do, damned if you don't

_____

9. A diamond in the rough (A diamond)

_____

10. To draw a blank _____

11. At the end of one's rope _____

12. To feel in one's bones _____

13. To feel like e million dollars _____

14. To fill someone's shoes _____

15. To foot the bill _____

Definition

A. Someone who spends too much time watching TV and not exercising

B. In difficulty or trouble with no solution

C. Someone who will later become very good or very special

D. The best of the best

E. To try to fall asleep without success

F. Of poor quality or appearance

G. An unpleasant, strange or bad person

H. To be unable to remember something

I. To pay the entire amount even for other people

J. Likely to be criticized equally by those who are for it and those who are against it

K. To be in the best of health and spirit

L. To take someone's place, especially in a job

M. Having no more patience; exhausted emotionally

N. To have a feeling that something is about to happen

O. To tell a funny story

Task 4. Choose the correct idiom

1. **Jack has an egg _____ because he couldn't remember how to spell "Batman"**
a) on his teeth b) on his face   c) on his shirt d) on his fingers

2. **As the maestro lifted his baton the theater was so still you could hear _____.**
    a) his heartbeat b) a pin drop   c) bird wings d) the drum beating

3. **I don't agree with you, but your idea certainly gives me food _____.**
    a) for fun   b) for consider   c) for thought   d) for thinking

4. **I think I understand the nuts and _____ of the operation.**
    a) screws b) hammer   c) nails   d) bolts

5. **I'm afraid hip hop isn't my cup of _____.**
    a) tea   b) java   c) coffee   d) wine

6. **Just a moment…I've got the answer on the _____ of my tongue**.
    a) top   b) tip   c) tap   d) back

7. **Look, I will pay you back. Would you please call the _____?**
    a) hunters off b) tigers off   c) dogs off   d) apes off

8. **Ever since he married Jane, he's had a new _____ on life.**
    a) rent   b) lease   c) title   d) loan

9. **Oh, I'm sorry, I shouldn't have said that. I guess I really put my _____ in my mouth.**
a) foot b) hand c) elbow   d) knee

10. **I'll be back in the twinkling of _____.**
    a) eye   b) a smile   c) a lighting bolt d) a laugh

Appendix 6: Observation form

Classroom Observation Form

Teacher observed _____

Class_____-

 University: _____: Term_____

Date _____

No. of students_____ Level_____, Subject _____--Course

book _____

Activities to be observed	Description / Comments. (Please take detailed field notes)
The main aims of this lesson?	
The amount of time the teacher talked Idioms used by the teacher , name	
The amount of time students talked Idioms used, name	
Explanation of idioms -situation -translation -asking students to guess	
Idioms activities were almost determined by the textbook	

Idioms activities were started by the teacher on purpose	
Idioms were taught separately in idiom-focus activities	
Idioms were taught integrated with listening activities	
Idioms were taught integrated with reading activities	
Idioms were taught in integrated -skill activities	
Idiom- related activities - Answer to questions - Story telling - Paraphrasing - Matching (idioms and meaning) - Role play - Fill-in the blanks - Dialogue writing - Paragraph writing - Discussion	
Additional explanation:	
Sources and teaching material for idioms Course book Material from internet Newspapers	

Magazines Books Others	
Home assignment	

Appendix 7: An example of an observation conducted

Classroom Observation Form

Teacher observed **Albert Pacarrizi**　　　　　Class: **Literature class**-

 University: **AAB** **(English Department)**　　　Term: **the 2ⁿᵈ**

Date **13.04.2019**

No of students: 60　　Level: **A 2 / B1**　Subject: **English Literature**　Course book: handouts from the internet

Activities to be observed	Description / Comments.
The main aims of this lesson?	Apart from learning about the author William Wordsworth, learn new vocabulary and improve reading. In other words learning by pronouncing words better hence sound more native.
	Reading exercises Biography of William Wordsworth
	Loud reading because students have problems reading.
	After reading the biography about William Wordsworth the students will have a POEM *I Wandered Lonely as a Cloud t*he professor starts off by asking students: What is the Roman Era known for?. The students share their opinions but still the professor asks question to make his students guess

	in order to involve them more in the lesson.
The amount of time the teacher talked Idioms (metaphors) used by the teacher , name	Approximately 40 % *Crystal clear* , *Danced* (For instance, in the line 13 of the poem *The waves beside them danced,* which was used nonlinearly
The amount of time students talked Idioms used, name	Approximately 60 %
Explanation of idioms -situation -translation -asking students to guess	 yes yes
Idioms activities were almost determined by the textbook	No, the teacher guided the students
Idioms activities were started by the teacher on purpose	Yes
Idioms were taught separately in idiom-focus activities	No, they were taught from the context.
Idioms were taught integrated with listening activities	No
Idioms were taught integrated with reading activities	Yes, the students read paragraphs one by one in order to see how they read as well as infer the meaning of words from the context. Time to time, the professors asks students to translate what they have just read or motivates them explain the words before he (the professor) explains the words to them using synonyms.
Idioms were taught in integrated -skill activities	No

Idiom- related activities	
- Answer to questions	Yes
- Story telling	No
- Paraphrasing	Yes
- Matching (idioms and meaning)	No
- Role play	No
- Fill-in the blanks	No
- Dialogue writing	No
- Paragraph writing	No
- Discussion	Yes
Additional explanation:	New vocabulary was also presented through reading about the biography. The professor tries to make students translate or find equivalents for the vocabulary or phrases used in the literature in Albanian literature. One of the techniques the professor used was paraphrasing. There were discussions on the poem they read as well as the meaning of the unknown vocabulary including similes, hyperbole (as a literary device). The professors made his students guess the meaning of the metaphorical expressions from the context by also trying to give synonyms for the unknown words. The professor takes a sentence as an example: He has written the Ruined Cottage in Blank Verse. How do you understand this? So the professor makes the students guess the meaning of words and idiomatic phrases from the context/ by guessing. Apart from this, the professor

	checks if the students can find equivalent words/ phrases in Albanian from the English words/ phrases.
	There are a lot of metaphors used in the article which are useful for the study being conducted. The professor also puts emphasis on the stress while students read. The professor also advises students to divide sentences into smaller meaningful units when reading or when talking.
	In the article some phrasal verbs (many of them) were used as adjectives. So, there were a lot of metaphors and phrasal verbs used in the article. After the reading activity is over the professor asks questions about what the students have read and kept notes about (at home or during the previous class/ lesson).
	Tinkering (he goes to the page 5) and asks the students to guess the meaning from the context which is very important. He gives further explanation first in English then at the end gets translation from the students and probably gives a translation of his own.
	The professor also discusses about different parts of the author's life for example Why did he go to France? He gives some answers for instance In France he went to university. Then gives a better answer to the students by also explaining more about the author's life. This was the first part of the lesson.
	In the second part, the professor distributes papers with a POEM

In the poem the professors asks why this Poet sounds like Shakespeare. The students answer saying that RHYME is what makes him similar to Shakespeare. In other words the professor compares two authors. He then tells them to write what type of RHYME it is for example AB AB CC to find literary devices that have been used by the author. How many literary devices and which are they in the first verse. One of the literary devises is RHYME. Circle; write them down in which part where, is there a metaphor used in the verse or what other figurative language is used. Comparison is used a lot and SIMILES are also used, or personification, What is the personification as a literary device the teacher asks, which is giving things human qualifications for example do FLOWERS die, NO, people die. The first stanza, second, et etc. Analyzing if there is a SIMIILIE so the author is comparing himself to the clouds, the answer to this was that he feels lonely.

The metaphor is similar to simile but it doesn't contain AS or LIKE (this was the professor's explanation). So the professor makes students analyze critically. He further asks if there is Alliteration.   The professor also goes to the students' desks. The professors concluded that there are no metaphors used in the POEM . Does it contain a HYPERBOLE and what is it. The students' answer was "exaggerating things" . And try to give examples. The professor concludes that there is a hyperbole but not in the line mentioned by

the students,. Why is the author comparing himself to a cloud?

In the second stanza : THEY STEETCHED in never-ending line

In the first stanza WHEN ALL AT ONCE I SAW A CROWD. Used to describe HOST is a group of people representing ANGELS CROWD OF PEOPLE and Host of angels.

The professor asks "Have you heard about OXIMONO as a literary device" and the students start searching for OXIMORO from Google. The next week they are going to watch Frankenstein so the students suggest watching it at home first so they can discuss about it in the classroom. Shakespeare Sonnet is also mentioned that the students have finished. The students are told by the professor that they will do essays, short stories, in other words creative writing so describing something to somebody who has never heard of or seen something for example describes a chair to somebody who has never seen it before. Through this, the professor boost students to find words that convey the same meaning in Albanian. So, the professor tries to bring the students as closer as possible to the context, he helps his students understand the cultural part of English language which is what helps students become a near- native user of language. Apart from this, the professor brought authentic material to check how much they are able to comprehend this material which was not intentionally adopted for non-native users of

	language and this was also important for the study in question. One of the words used in the line 13 of the poem with metaphorical meaning was the word **dance**. The professor asks his students: "Do waves dance? He waited for the answers from the students and then explained that this word is actually used in a metaphorical way. The students then came up with *valët lëkundeshin*. The professor tried to make his students understand words when they are used non-literally. Then he used an idiom to check if the students can make up its meaning. After discussing about the poem *I Wandered Lonely as a Cloud* the professor said: *I hope this poem is now <u>crystal clear</u>*. Then, again he asked his students to guess the meaning of the idiom and they came up with *Shpresoj që ky tregim tani është <u>i qartë si loti</u>*. New vocabulary was also presented to the students which the students had to translate or find equivalents to in the mother tongue (Albanian). One of the methods used by the professor was also the contrastive analysis. However, the context was the main element the professor paid attention to.

Sources and teaching material for idioms Course book Material from internet Newspapers Magazines Books Others	Yes
Home assignment	No

Appendix 8: Interview questions for students

Dear student,

This interview is part of a research on the effect of context on acquisition of idioms by Albanian EFL students at university level. Please, answer the following questions to the best of your knowledge. It will all be anonymous so there will be no names.

Interview questions for students   Student _____ Male/ Female

1) How long have you been learning English? _____
2) What part of English language as a subject is your favorite (i.e. grammar)? _____
3) How much time do you spend reading English books, watching English videos or talking in English? _____
4) Have you read anything about English culture? What specifically?_____
5) Do you think culture plays a role in learning a language? If yes, why do you think so?

   _____

6) What do you think is your level of English? _____
7) What parts of English do you find most difficult to understand; i.e. proverbs, idioms, etc?

   _____

8) In some cases, when speaking English, people produce language you don't understand, though sometimes the words are familiar to you. Why do you think this happens?

   _____

9) Why do you think English people use idioms people don't understand when they could have used other collocations which are easier to understand? _____
10) Do you often watch English movies without subtitles? If so, how often? _____
11) In a conversation, when you hear an idiom, what do you do in order to understand it?

   _____

Appendix 9: Interview questions for professors

The following is an interview on idioms. It is part of a research on the effect of context on acquisition of idioms by Albanian EFL learners at university level in Kosovo. Please, answer the questions to the best of your knowledge.

1) What subject/subjects do you teach? _____

2) How long have you taught this subject/ these subjects? _____

3) What is the level of your students' English?_____

4) What methods do you use to trace your students' progress in learning English?_____

5) What do you do to explain figurative language in a text or in spoken when students come across it? _____

6) Do you think context plays a role in learning English in general? _____

7) How often do you use idiomatic language in your lecture hall (be it from yourself or from the books)? _____

8) How do you explain idioms to your students when there is one in a given text?

   _____

9) Do you think idioms and anything that has **idiomatic** meaning should be taught as a separate module or within any other subject? Please, explain.

   _____

10) What level of English do you think students should start learning idioms from (Pre-Intermediate, etc)? _____

11) From what year at university do you think idioms should be taught? (i.e. first year) _____

12) Do you think there is a connection between figurative language and culture? Does knowledge of idioms affect students' understanding of English?

   _____

Appendix 10: Post-test

Post-test University _____Academic year: _____ Male/ Female, Age _____

Note: The following idioms have been used in context to see how much you will be able to grasp their meaning. Apart from this, this test is meant to see the effect of context on acquisition of idioms. Therefore, please try to complete the tasks to the best of your knowledge.

Task 1. Read the following sentences and try to translate the idioms underlined

The sentence with the underlined idiom	Your translation
Steve bad-mouthed Pete after they lost the soccer game.	
I was caught off balance when I was asked to sing in front of the whole group.	
Sue has Steve over a barrel.	
My car is on the blink again, so I need to get a ride.	
The captain gave us a blow-by-blow description of the attack.	
It would be useless to buck the decision to buy the new computers.	
We tried to butter the instructor up in order to get a good grade.	
Henry can't see the forest for the trees since he always focuses on the unimportant issues.	
The boss didn't buy Rita's story about running out of gas on the way to work this morning.	
I know you don't understand any of this now, but you'll learn it all by and by.	

We all <u>chipped in</u> to buy Jean a birthday present.	
John got <u>chewed out</u> for failing to get the necessary supplies.	
Rob is <u>chomping at the bit</u> wanting to know what he made on yesterday's test.	
I felt like <u>chopped liver</u> when everyone was ignoring me.	
Fixing the fuel pump in my old car was <u>a cinch</u> for a skilled mechanic like Al.	

Taken from: Defense Language Institute English Language Center (2001) American Language Course BOOK OF IDIOMS: Slang, Special Expressions, & Idiomatic Language. Defense Language Institute English Language Center, Lackland Air Force Base Texas.

Task 2. Read the story and try to match the idioms on the left (used in the story) with their definition on the right. The idioms are in bold

Young and Free: Prerequisite for Success

Let's face it: In today's business world you need to be young and free of attachments to strike it rich. It's a dog eat dog world out there and you're going to have to work quite a lot. Of course, not only will you have to work quite a lot, you'll need to be flexible and ready to take advantage of anything. That's where the "free" part comes in.

I've got a young friend, he's only 25, but he fits the bill perfectly. He's single and he's hungry. He's willing to start from scratch and, best of all, he isn't afraid of putting his nose to the grindstone for those 80 hour weeks. He decided to take the bull by the horns by going starting up his own business. He found a software developer who knew the internet inside out. This young man was also very ambitious. He left his safe job at the drop of a hat. They were both reaching for pie in the sky, and they were ready.

They also were lucky. They founded a startup and got into the whole social networking business in 2002. In other words, they were early birds and they were willing to sink or swim. Probably the most important ingredient in their success was that they were willing to play things by ear. They kept their ears to the ground, moved full steam ahead and drove hard bargains. Soon, their business was growing

by leaps and bounds. Of course, they had some stumbling blocks along the way. Who doesn't? Still, they got the jump on the competition and by the year 2008, they were multi-millionaires. This sort of success for the young and free now has copycats around the world.

at the drop of a hat _____	very competitive
by leaps and bounds _____	someone or a company who tries to do things like another person or company
dog eat dog _____	to make a business deal that is very advantageous for you
copycat _____	to have the right characteristics for something
drive a hard bargain _____	to have expert knowledge about something
early bird _____	to improvise in a situation, react to a situation as it occurs
fit the bill_____	to continue with full commitment
sink or swim _____	to become rich, often by creating a new product or service successfully
get the jump on someone/sth_____	something very hard to achieve, a dream
startup _____	to work hard and put in many hours
have (keep) one's ears to the ground _____	to start from the beginning
play something by ear _____	someone who takes early advantage of a situation
know something inside out _____	very quickly (used with improvement)
full steam ahead _____	to get the advantage over someone by starting early
pie in the sky _____	to pay attention to rumours, news, and industry insiders
start from scratch _____	immediately
put one's nose to the grindstone _____	a small company that begins to do business, usually in technology
take the bull by the horns _____	a difficulty or hurdle that stands in the way of success

strike it rich _____	to confront a problem and deal with it
stumbling block _____	succeed or fail

Task 3: Use the appropriate idioms from the table to fill in the gaps.

I think Peter _____. He's perfect for the job.

It's _____ on the project. We have no time to waste.

Don't pretend you're like Kevin. Nobody likes a _____.

The business person _____, but we had to accept her offer.

I think it's best to _____ the meeting _____. We need to consider everything.

He founded a _____ in 2008 and made millions.

Our business has grown _____. We're very happy.

I'm afraid I think that idea is _____. It will never work.

Kenet, B. (2018, August 12) Young and free: Prerequisite for success. Thought Co Retrieved from: https://www.thoughtco.com/young-and-free-prerequisite-for-success-1210197

Appendix 11: Mobility report

Kolegji AAB

PRISHTINË

CILËSI. LIDERSHIP. SUKSES!

FAKULTETI I GJUHËS ANGLEZE, KOLEGJI AAB

Prishtinë më: 16.07.2019

VËRTETIM

Ky vërtetim lëshohet me kërkesë të Z. Mirsad Suhodolli, kandidat doktorate në studimet e doktoraturës në Fakultetin e Gjuhëve, Kulturave dhe Komunikimit të Universitetit të Europës Juglindore, Tetovë, dhe vertëton se Z. Mirsad Suhodolli, ka realizuar këto aktivitete në kuadër të programit të mobilitetit në Fakultetin e Gjuhës Angleze të Kolegjit AAB në periudhën 17 Maj - 5 Qershor, 2019:

- Ka ndjekur disa ligjërata në programet e gjuhës angleze.
- Takim me profesorin Xhavit Rexhaj dhe ka mbajtur një konsultë, gjatë së cilës, ka biseduar edhe në lidhje me temën e tij të doktoraturës.
- Ka vizituar bibliotekën e fakultetit dhe ka shfrytëzuar materialet e saj ne versionin on line dhe hard copy.
- Do te marrë pjesë në konferencën e katërt ndërkombëtare shkencore për Gjuhësi, Letërsi dhe Edukim të organizuar nga Kolegji AAB me partnerë ndërkombëtarë, e cila do të mbahet në datën 7 shtator, 2019.
- Ka zhvilluar një ligjëratë me temë : "The importance of idioms in learning English language by the Albanian EFL learners at university level in Kosova", me studnetet e vitit te dytë, program Bachelor.

Ky vërtetim i lëshohet parashtruesit të kërkesës për të dëshmuar realizimin e mobilitetit.

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