

Understanding of African Idioms African Idioms and Proverbs

Dr. Aiman Yousif Modeer Ismail*

Assistant Prof- Assrooh Athakiyah for education, Kingdom of Saudi Arabia, March 2022 Understanding African Idioms

Email: aimanmodeer@gmail.com

Abstract

The study entitled “Understanding African Idioms” is aiming to widen the umbrella of understanding African idioms; Idioms are encountered transparently, Simi transparent, and opaque idioms. Idioms are a “The study aimed to shed light on the importance of idioms usage to link traditions and customs and African culture with education”. Moreover to point out the appropriate use of idioms that suites the situation. Understanding idioms will positively affect education and prepare righteous, well-educated, and wise people who know well to deal with life in various situations, which play an essential role in educating African people. The usual definition of idioms. The main source of data collection is a questionnaire, books, forums, and the internet.

Keywords: hot water; Assroh Athakiyah; Bring.

1. Introduction

According to [1] idioms are the most important subcategory in language formulation. According to [2], no one can ignore idioms (idiomaticity) through the natural use of the target language. Idioms are ancient phrases; they are generated in a situation that needs to be brief and wise in speech. In hard times like wars, drought, floods, and even hunger played essential roles for Idioms existence. In good times like marriage, harvest, celebrations; are the experience of living and dealing with idioms in daily life. Idioms are the development of permanent sets of associative connections in long-term memory and the process, which underlines the attainment of automaticity and fluency in a language. Whatever the term, they are an important feature both in language use and language acquisition.

1.1 Statement of the problem

The livable problem of Understanding Idioms is there are no rules to make it easy for the individual. The scarcity of idioms in courses and curriculums stands as a barrier to understanding them.

* Corresponding author.

The variety of idioms types makes it difficult to have knowledge and understanding of them all. In this case, of understanding Idioms, there must be a backward moving to the roots of the Idioms to have more illustrations from the source or discuss them with someone who came from the same background to determine which kind of idioms you are dealing with to come out with the perfect understanding. Execute tremendous efforts to make idioms part of the curriculums and courses because idioms have knowledge, wisdom, and experiences that cannot be taken lightly.

1.2 Significance of the study

The study is very useful for both learners and those who are responsible for making courses and curriculums for the sake of education and learning. Having idioms in various kinds and meanings will help in spreading idioms' understanding. The importance of this study is to encourage ESL learners to study and understand more about Idioms for the valuable information encountered. There are experiences and knowledge beyond idioms, that need to be read about and find out the hidden meanings in their lines. Facts, education, wisdom, kindness, cooperation, punishment, and love.

1.3 Objective of the study

- 1- To recognize the significance of Idioms in educating ESL learners.
- 2- To enable ESL learners to achieve the appropriate understanding of idioms.
- 3- To help ESL learners to use effective ways of understanding idioms.

1.4 Hypotheses of the study

- 1- Using idioms in curriculums will help to achieve efficient education.
- 2- Idioms have a great role in educating ESL learners through ages.
- 3- The appropriate understanding of Idioms helps to create skillful learners.

1.5 Questions of the study

- 1-Does understanding Idioms have a positive influence on education?
- 2-Does Understands Idioms has an important role in learning?
- 3-How can ESL Idioms learners understand Idioms Appropriately?

1.6 Methodology

This study is prepared to serve students who deal with the kind of African life to recognize the importance of idioms in educating ESL learners. The researcher used statistical analysis and a descriptive-analytical approach.

1.7 Tools of data collection

The researcher has designed a questionnaire consisting of 15 items for English language teachers who deal with teaching English to ESL learners in different English classes.

1.8 The limitations

The researcher prepared this study for English language teachers at Saudi high schools and some university lecturers who teach in the academic year 2021 – 2022.

2. Literature review

2.1 Introduction

There are ongoing debates on what constitutes an idiom. Different viewpoints about the definition of idioms are displayed in this section of the study. The Webster Dictionary defines idioms as, "an expression whose meaning cannot be predicted from the usual meanings of its constituent elements." An idiom is described as a group of words that have a specific meaning.

2.2. Translation

The field of translation has been recently given a major concern in applied linguistics, and this has led to many definitions of translation. According to [4], Translation consists in reproducing in the receptor language the closest natural equivalence of the source language (SL) message firstly, in terms of meaning and secondly, in terms of style". In their definition, [4] highlight the major bases of translation. It involves two languages, the source language and the target one, and it can be oral or written. It is highly dependent on the context, and equivalence is one of its essential elements. [5], on the other hand, considers the translation aim as transferring the meaning to the target language (TL) rather than converting the words and grammatical forms of the original language.

2.3. Idioms

The idiom is an expression that involves meaning that is not predictable from the usual meanings of its constituent elements and words, as hangs one's head, kick the bucket? Idioms can't be ruled by grammar or any other rules but, by the traditional place they found. Idioms came out as a production of huge customs and traditions of a tribe, society, and even a community; they are like tracks to follow by inhabitants. It's not easy to deal with idioms that are not parts of your heritage unless to try harder and search well.

2.3.1 Fixed Aspects of Idioms

Most idioms are unchangeable; they have altered structures and implications. The sentence structure or the vocabulary, in any case, idioms often have a simple change.

2.4. Types of Idioms

According to [2, 6], there are two types of idioms. Idioms of encoding and those of decoding.

2.4.1. Idioms of Encoding (Identifiable)

Idioms of encoding are the idiosyncratic lexical combination that has transparent meanings. This type of idioms could be best recognized by making a comparison between different languages by the use of proper prepositions. Therefore, (at) is used instead of (with) in the English expression;" Drive at 70 m.p.h"(not drive with as in French).

2.4.2. Idioms of Decoding (Non- Identifiable)

Idioms of decoding refer to those non-identifiable and misleading lexical expressions whose interpretation could not be figured out by using only independently learned linguistics conventions. They include expressions like" beat around the bush" and "fly off the handle". These types of idioms could be classified into lexemic and Sememic.

2.4.3. Lexemic Idioms Include

A-Phrasal verbs: E.g.

(talk a dog out of a bush ", "to a great conversation ".

2.4.4. Sememic Idioms

On the other hand, they usually, convey pragmatic meanings related to a particular culture, including:

a- Proverbs e.g. "don't shake the chicken"

Reference [7] Give another classification to the English idioms types focusing on the possible combinations, as it is shown in the following.

Form. Example. Meaning:

***Verb + object / complement (or adverbial).**

Kill two birds with one stone. Produce two useful results by just doing one action.

***Prepositional phrase: In the blink of an eye in an extremely short time.**

* Compound, a bone of contention sometimes that people argue and disagree over.

***Simile (as+ adjective +as or like+ a noun) as dry as a bone, very dry indeed.**

“It is better to live as a lion for one day rather than 100 years as a sheep.”

***Binomial (word + and + word), rough and ready.** Crude and lacking sophistication.

***Trinomial (word + word + and + word)**

Cool, calm, and collected. Relaxed, in control, not nervous.

***Whole clause or sentence.** To cut a long story.

*Short (To tell the main points, but not all the fine details).

2.5. Characteristics of Idioms

Technically, an idiom is a kind of lexical unit in which the whole meaning of the lexical is not apparent from the meanings of the component. There are certain features that are essential in the recognition of idioms. Some of these features are:

2.5.1 Alteration of Grammatical Rules

The idiomatic expression is not always grammatical, but it is established, accepted, and used by native speakers of the language with fixed structure and meaning. e.g.

* Its ages since friends met (singular with Plural noun).

* He is a friend of mine (possessive instead of personal pronoun)

2.5.2. Conventional Phrases

Idioms are special expressions that are almost known and agreed upon by all members of a particular community. e.g.

* How are you doing? (Expression used to ask someone about her health).

* Once in a blue moon. (Rarely, infrequently)

2.5.3. Alteration of Word Order

Idiomatic expressions in English, usually, do not respect the English word order.

E.g.

- It may be well ahead of time (normal word order).

- It may well be ahead of time (probably): idiomatic expression.

2.5.4. Figurativeness

The main feature that characterizes idiomatic expressions is that the words are used metaphorically. Therefore, the surface structure has little role to play in understanding the meaning of the whole expression. For example, "to bury the hatchet", "meet" are different from the meaning of the whole expression.

2.5.5. Phrasal Verbs

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

E.g.

* After the war began, the two countries broke off diplomatic relations.

* Most automobile companies bring out new brands each year.

(To show or, introduce).

In addition to all these features that are important in the recognition of idioms, there are grammatical and syntactic restrictions of idioms. For hearer, a speaker or a writer cannot normally do any of the following with an idiom:

a. Addition: Adding any word to an idiomatic expression would alter its meaning, or remove its idiomatic sense. Thus, adding the adverb "very" to the adjective "red" in "red herring" (very red herring) affects the figurativeness of its meaning completely.

b. Deletion: Deleting the adjective "sweet" and the article "the" from the expressions, "have a sweet tooth" and "spill the beans" would change their meanings. Hence, "have a tooth" and "spill beans" have no idiomatic sense.

c. Substitution: Idioms accept no replacement of words even if those words are synonyms. For example, "the long and short of it" means the basic facts of a situation. The adjective "long" cannot be substituted by another adjective, like tall, despite they have nearly the same meaning.

d. Modification: Any change in the grammatical structure of an idiom leads to the destruction of the meaning of the idioms. For instance, the expression "stock and barrel lock" is no more idiomatic because of the altered order of the items in the expression "lock, stock and barrel" completely.

e. Comparative: Adding the comparative form (er) to the adjective "hot" in the expression "be in hot water" changes the conventional sense of the idiom which has the meaning of "be in trouble".

f. Passive: The passive form "some beans were spilled" has a different meaning from its active form "they spilled the beans" meaning "they reveal a surprise".

All these restrictions should be taken into consideration since they affect the degree of idioms of lexical items, and they may remove their main feature of figurativeness.

2.5.6. Classification of Idioms

The main feature that differentiates between the different kinds of idioms is easily understandable or s the degree of idioms that an idiom carries. Idioms are categorized in a continuum from transparent to opaque called "the spectrum of idioms". The latter has an important role in the comprehensibility of idioms. Therefore, idioms can be divided into two broad categories:

2.5.6.1. Transparent-Opaque Idioms

Two types are included in this category:

2.5.6.2. Transparent Idioms

In this category, idiomatic expressions have a very close meaning to that of the literal ones. Hence, transparent idioms are usually not difficult to understand and translate, because their meanings can be easily inferred from the meanings of their constituents [2].

2.5.6.3. Semi-Transparent Idioms

The idiom usually carries a metaphorical sense that could not be known only through common use. i.e., the meaning of its parts has a little role to play in understanding the entire meaning. For example, "break the ice" means "relieve the tension".

2.5.6.4. Semi-Opaque Idioms

This type refers to those idioms in which the figurative meaning is not joined to that of the constituent words of the idiom. In other words, the expression is separated into two parts; a part of the phrase has a literal meaning, while the other part has a figurative sense. For example, "to know the ropes" means "to know how a particular job should be done".

2.5.6.5. Opaque Idioms

Opaque idioms are the most difficult type of idioms because the meaning of the idiom is never that of the sum of the literal meanings of its parts. In other words, it would be impossible to infer the actual meaning of the idiom from the meanings of its components. This is mainly because of the presence of items having cultural references. These culture-specific items have a great influence on the comprehensibility of idiomatic expressions.

E.g.

- a. To burn one's boat (to make retreat impossible).
- b. Kick the bucket (die).
- c. Spill the beans (reveal a secret) [8].

2.5.6.6. Culture-Free and Loaded Idioms

The main feature that leads to difficulty in translating idioms is their cultural specificity. An idiom, as the Oxford Dictionary (1983) defines it, is "a form of expression peculiar to a language". The term "peculiar", in this definition, means that idioms are meaningful or they have sense in only one language or one culture. Therefore, it is difficult, if it is not impossible, to find such an idiom in another different language. Some idioms, however, as metaphors and proverbs, have direct equivalents and hence, they can be easily translated into other languages. An example of that is the English expression "shoot a line" which has a direct meaning or interpretation (to be proud of oneself). The equivalent has a direct expression in the "to be proud of" in Arabic is a different level of straightforwardness. "Shoot a line" is obscure (it is extremely hard to comprehend it, and its importance can't be gotten from the implications of the words (shoot) and (line), thus it is a stacked society Figure of speech). The Arabic expression, in any case, is effectively reasonable, in light of because of straightforward significance, and therefore, it is a society free. Having wide learning of the social references, and additionally, the connection of utilization is the key for better comprehension and deciphering idioms, and mastering their diverse employment. In this appreciation, [9] states that "it is important to comprehend metaphorically and its way of life particular undertones to effectively decipher even straightforward writings".

2.6. Interpretation of Idioms

Interpreting idioms is a standout amongst the most troublesome undertakings for interpreters. It includes significantly more than the substitution of lexical and syntactic things in the middle of dialects, and it might include disposing of the fundamental etymological components of the SL content. The first trouble that an interpreter goes over, while deciphering idioms, is the capacity to perceive and recognize colloquial from non-informal utilization. Acknowledgment is troublesome, and once in a while inconceivable, since numerous idioms can be somewhat changed, while others can be irregularly spread over a statement. Those which are effectively conspicuous incorporate expressions that damage truth conditions, for example, 'it's coming down like a hurricane, toss alert to the winds, storm in a tea glass, bounce down somebody's throat, and sustenance for thought.' Expressions which appear to be not well shaped, or which don't take after the syntactic principles of the dialect are likewise included here, as for occasion, „trip the light phenomenal, demolish somebody, put paid to, by and large“. Expressions which start with „like“ (like structure-analogy), as “like a bat out of hell“ and "like water off a duck's back", additionally recommend that they ought not to be translated actually. Generally speaking, the more troublesome an expression is to comprehend and the less sense it makes in a given setting, the more probable an interpreter will remember it as a phrase [10].

3. Methodology

3.1 Introduction

The current study is entitled “Understanding African Idioms”. The following chapter will be devoted to the methodology to investigate the collected data; the researcher has adopted the descriptive method because it has great value in providing facts on which professional judgment can be based. The researcher identified the hypothesis of the study and selected the data instrument which is represented in a questionnaire; first, the data has been collected, second analyzed, and discussed.

3.2 The Population

This study consists of fifty candidates’ males and females that include university lecturers and teachers from schools in various stages of general education. The subjects were randomly selected, and all are English language teachers in the academic year 2021.

3.3 Sample

The sample of this study is represented by [50] English language lecturers, who teach the English language in different colleges and their experience ranges from (2 – to 24) years, however, some of them are ‘BA’ and ‘MA.’ holders and others have Ph.D. in ELT.

3.3.1 Questionnaire Validity

Validity is the most important quality to be considered in the development process. Therefore, to ensure the face validity of the questionnaire, certain procedures were followed and the prepared version of the questionnaire was presented to specialize people, second the questionnaire was modified regarding the word of items and restatement of certain items. Finally, the questionnaire was collected, analyzed, scored, and tabulated.

3.3.2 The Questionnaire Reliability

Students’ performance may be affected by different factors in testing conditions such as fatigue, anxiety, and carelessness, thus, they may obtain scores, which are inconsistent from one occasion to the next. A reliable questionnaire should have the same scores if it is given at a future time to the same group of subjects.

3.3.3 Procedures

To prepare the questionnaire certain procedures were followed. First, the prepared version of the questionnaire was presented to specialized people who have long experience in the field of English language Idioms and syllabus designing. Second, this questionnaire which consists of fifteen items was designed. Then, it was distributed among English language teachers’ lecturers at Assroh Athakiyah in Jeddah. The questionnaire was constructed through the following steps:

- 1-The proposed questionnaire was designed first.
- 2-The questionnaire is presented to expert people to check face validity.
- 3-The corrections were made according to the recommendations for the final version of the questionnaire.
- 4-The questionnaire consists of five points for each item, so the respondent has to tick the suitable one.
- 5-The questionnaire was distributed to [50] lecturers and teachers of the English language in Universities and other stages.
- 6-Finally the questionnaire was collected, analyzed, and tabulated.

4. Data Analysis and Discussion

4.1 Introduction

The following chapter will be devoted to presenting, analyzing, and discussing the results of the collected data using the questionnaire as a tool for data collection. The results of the presented questionnaire will be discussed and interpreted in detail. The following table is a general statistic for English language teachers and lecturers at general schools and some universities in Saudi Arabia.

Table 1: shows that Idioms play the main role in educating people in Africa.

Statement	Frequency	Percentage
Strongly Agree	18	36
Agree	18	36
Neutral	12	24
Disagree	1	1
Strongly Disagree	1	1

Source; prepared by the researcher from Analysis outputs, 2021

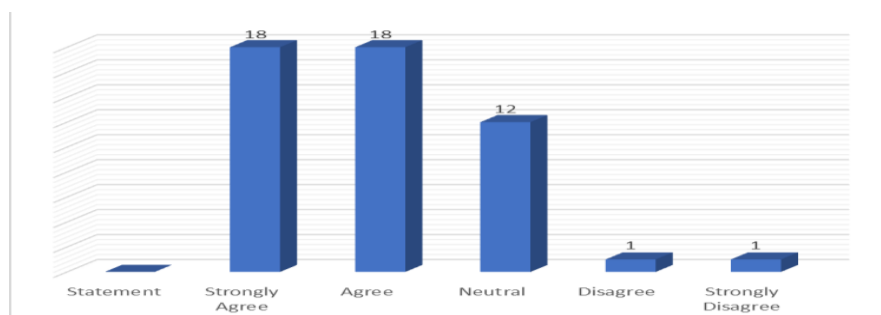


Figure 1: Idioms play the main role in educating people in Africa

According to table (1) and figure (1), it is clear that the percentage of those who strongly agree with the Idioms play the main role in educating people in Africa (36%) agree (36%), neutral (24%), disagree (1%) and strongly disagree (1%), that means the Idioms play the main role in educating people in Africa.

Table 2: shows the Idioms shortening decades to understand the meaning of what is going around

Statement	Frequency	Percentage
Strongly Agree	23	46
Agree	22	44
Neutral	4	8
Disagree	1	2
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

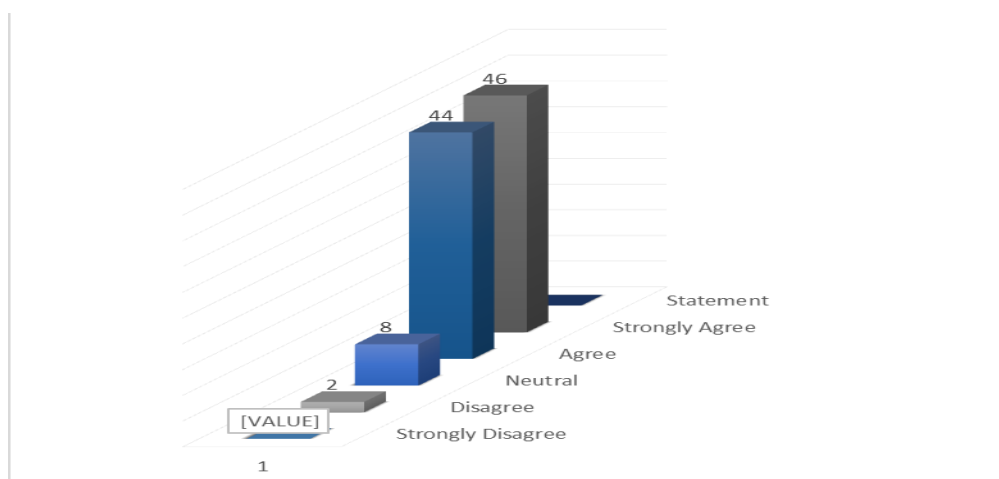


Figure 2: Idioms shortening decades to understand the meaning of what is going to around

Table 3: shows the Idioms transfer cultures from generation to generation through songs and tales

Statement	Frequency	Percentage
Strongly Agree	24	48
Agree	20	40
Neutral	5	10
Disagree	1	2
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

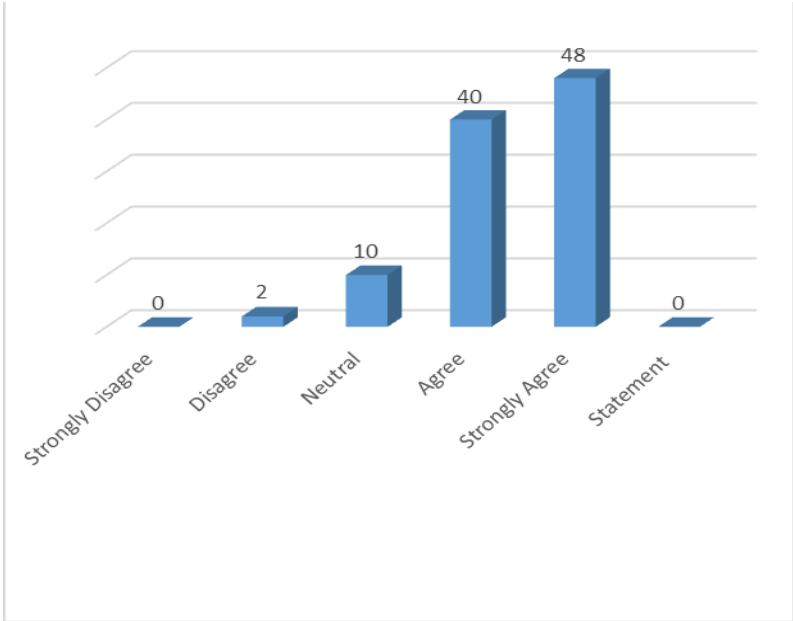


Figure 3: Idioms transfer cultures from generation to generation through songs and tales

Table 4: Shows the Idioms reflect education from generation to generation through guiding and training.

Statement	Frequency	Percentage
Strongly Agree	21	42
Agree	18	36
Neutral	11	22
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

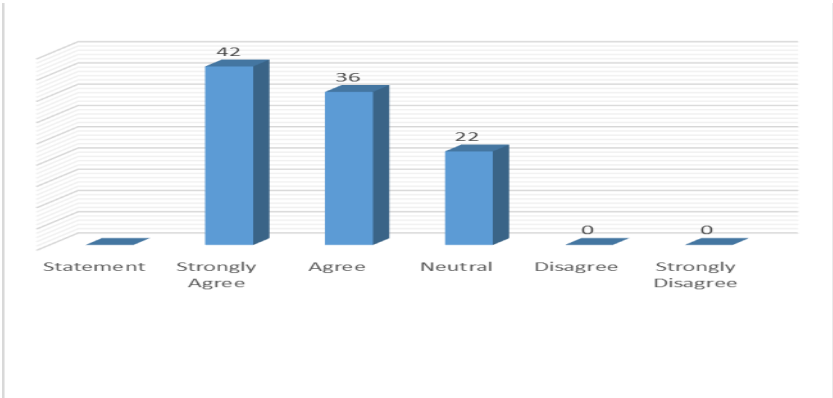


Figure 4: Idioms reflect the education from generation to generation through guiding and training

Table 5: shows the Idioms transfer respect from generation to generation.

Statement	Frequency	Percentage
Strongly Agree	25	50
Agree	18	36
Neutral	7	14
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

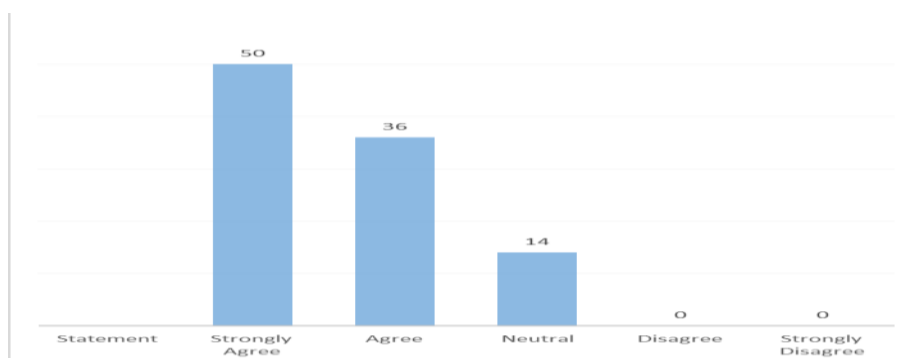


Figure 5: Idioms transfer respect from generation to generation

Table 6: shows that some idioms are easy to understand, but others need to be explained.

Statement	Frequency	Percentage
Strongly Agree	35	70
Agree	14	28
Neutral	1	2
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

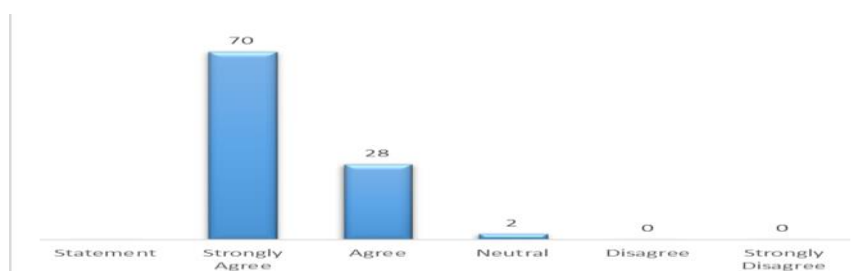


Figure 6: Some Idioms are easy to understand, about other need to be explained

Table 7: Shows that Idioms are written pearls of wisdom that transfer from generation to generation.

Statement	Frequency	Percentage
Strongly Agree	27	54
Agree	18	36
Neutral	5	10
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

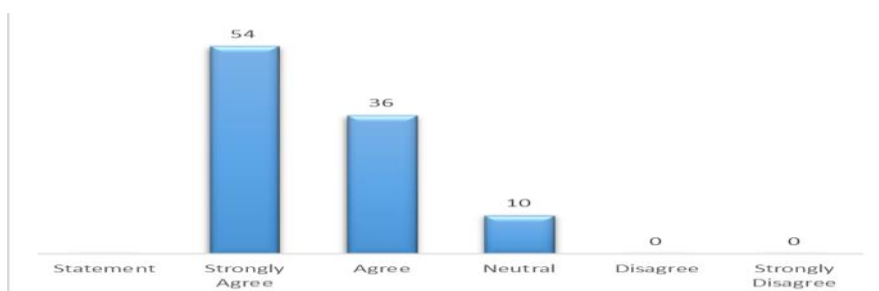


Figure 7: Idioms are written pearls of wisdom that transfer from generation to generation

Table 8: Shows that Idioms are the right mean to shorten speech and chats to avoid complication.

Statement	Frequency	Percentage
Strongly Agree	23	46
Agree	22	44
Neutral	3	6
Disagree	1	2
Strongly Disagree	1	2

Source; prepared by the researcher from Analysis outputs, 2021

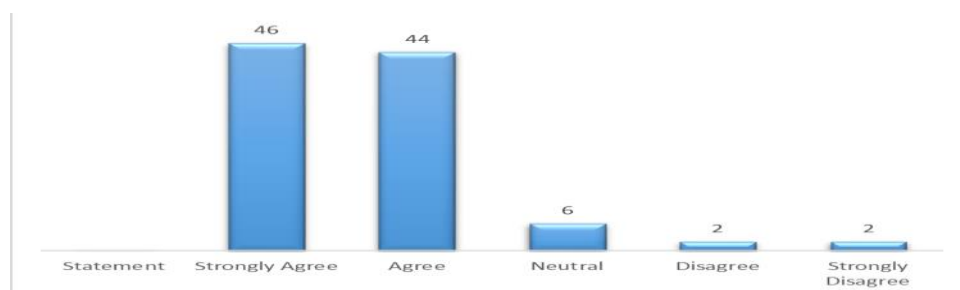


Figure 8: Idioms are the right mean to shorten speech and chats to avoid complication

Table 9: Shows that Idioms can be used as means to clarify ambiguous expressions to specific groups of people.

Statement	Frequency	Percentage
Strongly Agree	25	50
Agree	19	38
Neutral	2	4
Disagree	4	8
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021



Figure 9: Idioms can be used as means to clarify ambiguous expressions to specific to specific groups of people

Table 10: Shows that Idioms are the appropriate way for specific people to express their thoughts.

Statement	Frequency	Percentage
Strongly Agree	29	58
Agree	17	34
Neutral	4	8
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

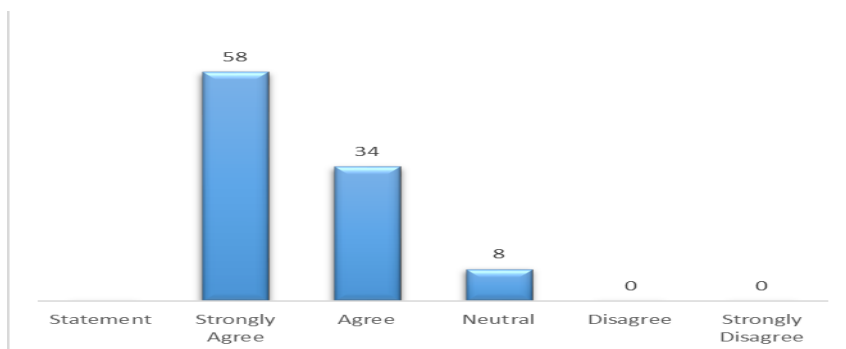


Figure 10: Idioms are the appropriate way for specific people to express their thoughts

Table 11: shows that the Idioms’ understanding is a high awareness rank.

Statement	Frequency	Percentage
Strongly Agree	27	54
Agree	18	36
Neutral	5	10
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

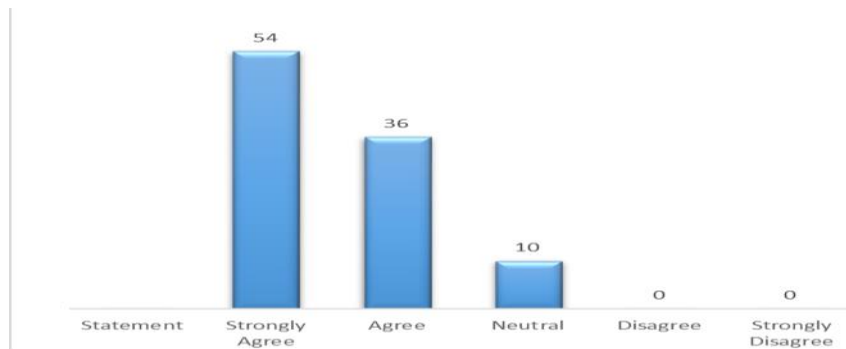


Figure 11: Idioms understanding is a high rank of awareness

Table 12: Shows the Idioms are used to facilitate knowledge of specific cultures.

Statement	Frequency	Percentage
Strongly Agree	27	54
Agree	21	42
Neutral	2	4
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

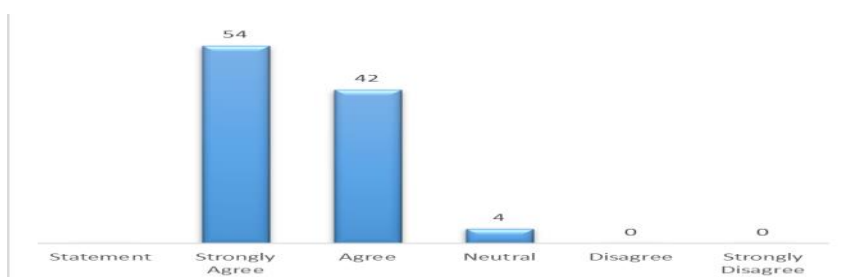


Figure 12: Idioms are used to facilitate knowledge of specific cultures

Table 13: shows the Idioms understanding helps to find an answer that suits the situation.

Statement	Frequency	Percentage
Strongly Agree	25	50
Agree	24	48
Neutral	1	2
Disagree	0	0
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

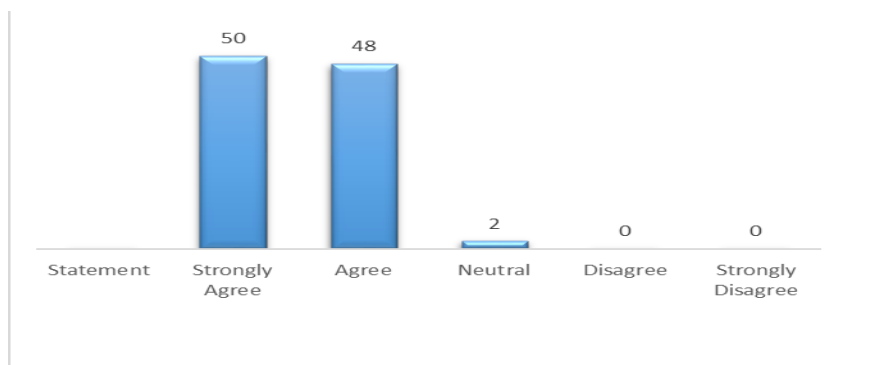


Figure 13: Idioms understanding help to find an answer that suits the situation

Table 14: Shows the Idioms can be understood easily if you try to live in similar situations.

Statement	Frequency	Percentage
Strongly Agree	25	50
Agree	20	40
Neutral	4	8
Disagree	1	2
Strongly Disagree	0	0

Source; prepared by the researcher from Analysis outputs, 2021

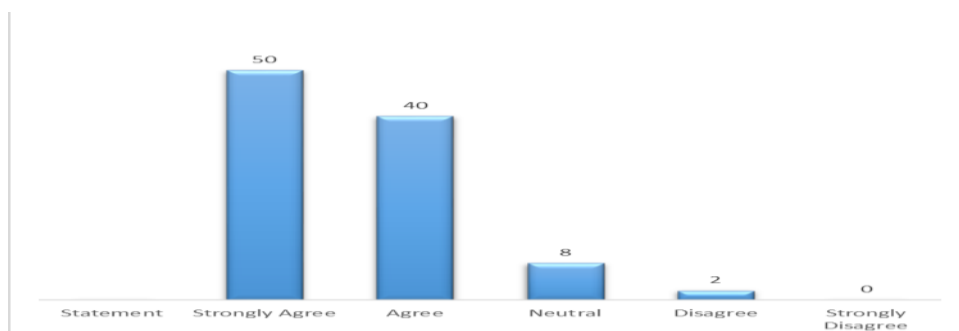


Figure 14: Idioms can be understood easily if you try to live in similar situations

Table 15: Shows the Idioms’ understanding needs more practice.

Statement	Frequency	Percentage
Strongly Agree	25	50
Agree	23	46
Neutral	1	2
Disagree	0	0
Strongly Disagree	1	2

Source; prepared by the researcher from Analysis outputs, 2021

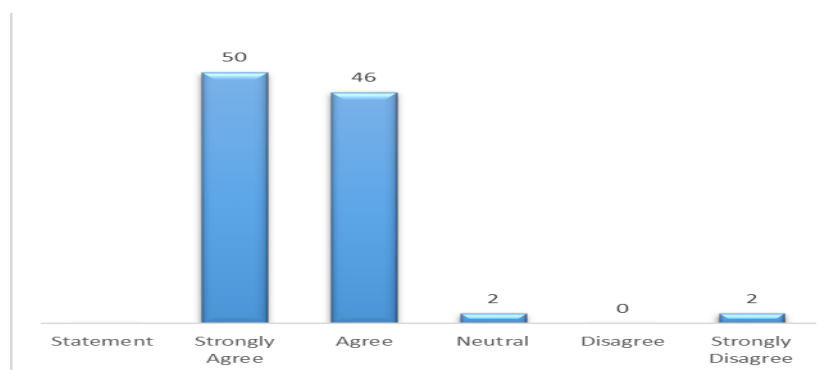


Figure 15: Idioms understanding needs more practice

Table 16: Chi-square test for first hypothesis statements.

	Idioms play the main role in educating people in Africa	Idioms shortening decades to understand the meaning of what is going around	Idioms transfer cultures from generation to generation through songs and tales	Idioms transfer respect from generation to generation	Idioms are used to facilitate knowledge of specific cultures
Chi-Square	64.080 ^a	37.960 ^b	23.560 ^b	33.360 ^a	27.160 ^b
df	3	2	2	3	2
Asymp. Sig.	.000	.000	.000	.000	.000

Table (16) Showed that the probability value of all statements of the first hypothesis is less than (5%) which means the hypothesis is true, that is Terminology plays an important role in educating learners.

Table 17: Chi-square test for second hypothesis statements.

	Idioms reflect education from generation to generation through guiding and training	Some idioms are easy to understand, but others need to be explained	Idioms are written pearls of wisdom that transfer from generation to generation	Idioms understanding is a high rank of awareness	Idioms can be understood easily if you try to live in similar situations
Chi-Square	23.560 ^a	32.400 ^b	16.360 ^a	2.880 ^c	43.920 ^b
df	2	3	2	1	3
Asymp. Sig.	.000	.000	.000	.090	.000

Table 18: Chi-square test for third hypothesis statements

	Idioms are the right mean to shorten speech and chats to avoid complication	Idioms can be used as means to clarify ambiguous expressions to specific groups of people	Idioms are the appropriate way for specific people to express their thoughts	Idioms understanding helps to find an answer that suits the situation	Idioms understanding needs more practice
Chi-Square	8.000 ^a	27.160 ^b	27.160 ^b	35.600 ^c	17.440 ^b
df	1	2	2	3	2
Asymp. Sig.	.005	.000	.000	.000	.000

Appendices

Chi-square Test for first hypotheses

Table 19

	Idioms play the main role in educating people in Africa	Idioms shortening decades to understand the meaning of what is going around	Idioms transfer cultures from generation to generation through songs and tales	Idioms transfer respect from generation to generation	Idioms are used to facilitate knowledge of specific cultures
Chi-Square	64.080 ^a	37.960 ^b	23.560 ^b	33.360 ^a	27.160 ^b
df	3	2	2	3	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.

c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Table 20

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Idioms play the main role in educating people in Africa	50	1.5000	.95298	1.00	4.00	1.0000	1.0000	2.0000
Idioms shortening decades to understand the meaning of what is going around	50	1.3400	.68839	1.00	5.00	1.0000	1.0000	2.0000
Idioms transfer cultures from generation to generation through songs and tales	50	1.4600	.54248	1.00	3.00	1.0000	1.0000	2.0000
Idioms transfer respect from generation to generation	50	1.8800	1.09991	1.00	5.00	1.0000	2.0000	2.0000
Idioms are used to facilitate knowledge of specific cultures	50	1.4000	.53452	1.00	3.00	1.0000	1.0000	2.0000

Descriptive Statistics for first hypotheses

Descriptive Statistics for second hypotheses

Table 21

	Idioms reflect education from generation to generation through guiding and training	Some idioms are easy to understand, but others need to be explained	Idioms are written pearls of wisdom that transfer from generation to generation	Idioms understanding is a high rank of awareness	Idioms can be understood easily if you try to live in similar situations
Chi-Square	23.560 ^a	32.400 ^b	16.360 ^a	2.880 ^c	43.920 ^b
df	2	3	2	1	3
Asymp. Sig.	.000	.000	.000	.090	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.

c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Descriptive Statistics for third hypotheses

Table 22

	Idioms play the main role in educating people in Africa	Idioms shortening decades to understand the meaning of what is going around	Idioms transfer cultures from generation to generation through songs and tales	Idioms transfer respect from generation to generation	Idioms are used to facilitate knowledge of specific cultures
Chi-Square	64.080 ^a	37.960 ^b	23.560 ^b	33.360 ^a	27.160 ^b
df	3	2	2	3	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.

5. Conclusion and Recommendations

5.1 Introduction

No doubt, that Idioms affect the individual life toward others, this effect will move on as long as people need to learn the official way or the other way around. Idioms as written words or oral speech are factors in the education of people of Africa especially the governing by customs and tradition which should be followed and obeyed through ages, the result of learning and abiding by idioms specialized corpora, such as ESP, spoken English, and academic English, and to develop better descriptions of collocations and lexical phrases. In this experimental study, a questionnaire was used to collect the required data. The sample was taken systematically from fifty English language lecturers from different colleges and schools in KSA The researcher used different statistical methods used to reach the following findings.

- 1-Idioms should be included and attached to curriculums and courses in appropriate amounts.
- 2-Offering courses and training to teachers and instructors to explain and acknowledge Idioms.
- 3-Choosing Idioms that are relevant to modern incidences and current culture.
- 4-Idioms are important for holding rich heritage and knowledge to known by the coming generations.
- 5-The effective way to build super learning is to have reasonable idioms in various stages of education.

6-The best way in teaching idioms is through context and living examples.

7-Use idioms to hit the goals and shorten long speech in sentences

5.2 Recommendations

The researcher recommends the following:

1-Giving more care to cultural, idiomatic, conceptual, and grammatical differences between English and Arabic

2-Encouraging more studying courses of idioms in both languages [English and Arabic].

3-Designing and adopting courses in the English idiomatic Expression.

4-Departments of the English Language in universities and colleges should focus on idiomatic expressions for conversational values and everyday English.

5-Encourage undergraduates to discuss and write essays and conduct debates that enrich their knowledge in the field concerned.

6- Idioms courses, chants, and syllabuses should be taught in the early years of studying.

Enlighten learners, students, and interested people about the importance of idioms.

7-Make learners in various stages feel proudly the heritage of their own culture and traditions that descended through years from their recent way of life and be so conservative about it.

References

- [1] Nattinger, De Carrico (1992) *Idioms and Importance of Teaching Idioms to ESL Students*, Asian Journal of Humanities and Social Sciences (AJHSS) Volume 1 – Issue 1, May 2013
- [2] Fernando, C. *Idioms and Idiomaticity*, Oxford/NY: Oxford University Press (1996).
- [3] Nida, E.A. *Towards a science of translating*. Leiden: E. J. Brill. (1964).
- [4] Nida, E, and Taber, C. (1969). *The Theory and practice of translation*. Leiden: E. J. Brill. . (1969).
- [5] Zagy, M. M. "Translation and Meaning". *Translation Journal*, 4. (2000).
- [6] Makkai, Adam. *Dictionary of American Idioms*, N.Y.: Barron's Educational Series Inc. (1972)
- [7] McCarthy & O'del. *English Idioms in Use*. Cambridge: CUP. (2003).

[8] Kharma, N. *Translation* (1sted). Al Quds: Al Quds Open University. (1997).

[9] Ponterotto, D. *Metaphors We Can Live By* *English Teaching Forum*. London: Routledge, Taylor & Francis Group. (1994)

[10] Baker, M. *In Other Words—A Coursebook on Translation*. Routledge, London and New York (1992)