

An Assessment of Teaching Idioms at College Level: A Case Study

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Abstract—The present study aims at investigating the presence of teaching idioms at English Department - College of Basic Education syllabi and the methods used in teaching idioms. A test, containing 45 idioms, was given to 40 fourth grade students to investigate their knowledge about idioms acquired through their learning at college. The researcher modified a test based on Vanderniet (2015) and Tran (2003), in which they have focused only on the most frequent idioms. The results of the syllabi analysis showed an unexpected result that only four hours are devoted to the teaching of idioms or any other figurative expressions throughout the whole four academic years at college. Teaching idioms is embedded within the syllabus of four coursebooks, which are: Communication (first grade), Communication (second grade), Culture (third grade) and Translation (third grade). The results of the test coincides with the lack of teaching idioms since, unfortunately, 21% of the students passed the test successfully. The neglect is due partly to the program designers who didn't pay attention to the teaching of the figurative language. Teachers also have a negative role in this avoidance and focusing on the other aspects of languages like grammar in teaching English language.

Index Terms— Conceptual metaphor, Idiom, Traditional method.

I. INTRODUCTION

Idioms, proverbs and metaphors are regarded as the sociocultural aspects of the target language which need to be focused on in teaching the target language (Cakir, 2011). The relationship between learning English language sufficiently and learning idioms have been acknowledged by many scholars, according to Elkilic (2008), learning idioms constitutes the soul of English Language since English is rich with idioms. On the other hand, Boerger (2005) claims that the use of such short phrases contributes to more efficient and effective communication, for example, using a short idiom like a hot potato (an issue, mostly current, which many people are talking about and which is usually disputed) consists only of 3 words to replace a 15-word phrase. The idea of teaching idioms to non-native speakers to sound fluent has been tackled by many scholars. Hinkel (2017) claims that learners' linguistic repertoire increase not only paying attention to idioms, but also by their appropriate intonation and pronunciation.

Unfortunately, in spite of the importance of idioms, teaching idioms to L2 classes has been neglected to some extent depending on the language program which are set by curriculum designers of English departments and teachers themselves. In this regard, Tarcaonu (2012) claims that idioms are neglected as a topic in the teaching material although they are used extensively by native speakers in all forms of discourse (as cited in Rzq, 2015, p. 10). Similarly, Cooper (1998, p. 259) calls for paying more attention to idioms in language program where he states that "Since idiomatic expressions are so frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary importance in the curriculum". Teachers may also play an important role in this regard, Asl (2013) assumes that teachers intention to simplify English language to their students and focusing mostly on the rules of grammar is one reason behind neglecting teaching idioms. However, teaching idioms is not an easy task and needs lots of effort to be done by teachers in designing tasks and grouping idioms according to their semantic characteristics since they shouldn't be chosen randomly. Researchers have tackled the difficulties and the struggles that EFL learners face in mastering idioms and have presented many reasons behind such difficulties. Chuang (2013) argues that the meaning of the idiom cannot be determined through individual analysis of each word which makes mastering idioms difficult. Thus, nature of the idioms causes problems for language learners since their meanings are unpredictable. The example of hair of the dog that bit you (means: a small measure of drink, intended to cure hangover which is used to refer to the idea that the best cure for what ails you is to have some more of it), where the meaning of the words in isolation has no relation with the meaning of the idiom as a whole. Some people may find it not important to teach idioms to EFL learners because they are only used in informal language but idioms are used in formal languages, and described in Cambridge Idioms Dictionary (2010:vi) as "A colourful and fascinating aspect of English; they are commonly used in all types of languages, informal and formal, spoken and written". Teaching idioms to EFL learners is crucial for their learning and helps them to achieve learning the target language efficiently.

Moreover, the interference of first language may have a positive or negative effect in interpreting or understanding the idioms of the target language. Positive effects of the target idioms are identical and the similar, while negative effect if they are different. In other words, second language learners rely on their first language in interpreting the idioms of the target language. Idioms are divided into three types; identical, similar and different (Irujo, 1986a). In her study, she reached to the conclusion that identical and similar idioms were comprehended easier by the second language learners, whereas they faced problems with the different idioms since they did not exist in their language. She meant by identical idioms, the idioms which are more identical in form and meaning. The term different idioms are used to refer to those idioms which have no resemblance in the first language. Depending on the idioms degree of compositionality and their semantic transparency, Glucksberg (2001, pp. 73-74) classified idioms into non-compositional idioms (there is no relations between the idiom's constituents and the idiom's meaning, e.g. cheesecake used to refer to pinup art, partially compositional idioms (there is some relationships between an idiom's constituents and its idiomatic meaning) and fully compositional, where the constituents map directly onto their idiomatic referents (e.g. pop the question means ask a question). He adds that compositional idioms are comprehended easier than non-compositional idioms since their linguistic analysis corresponds to the idiomatic meaning. Moreover, Kövecses' (2010, cited in Kovacs, 2016) classification is based on idioms construction where idioms are categorized into:

1. Metaphors (e.g. spill the beans)
2. Metonymies (e.g. throw up one's hands)
3. Pairs of words (e.g. cats and dogs)
4. Idioms with it (e.g. live it up)
5. Similes (e.g. as easy as pie)
6. Sayings (e.g. a bird in the hand is worth two in the bush)
7. Phrasal verbs (e.g. come up , as in "Christmas is coming up")
8. Grammatical idioms (e.g. let alone), and others.

In the same line of ideas, based on idioms construction, Kvetko (2009, p.106) classifies idioms into: verbal (Verb+object= make up one's mind), verbless (nominal, e.g. black sheep; adjectival, e.g. a square peg in a round hole and adverbial, e.g. once in a blue moon), a sentence (the coast is clear), and minimal idioms (consists of at least one word, like, by heart).

The problem in teaching idioms does not rely only on the various ways that the idioms are classified into but is within the recognition and learning ability of learners since idioms have variants and may appear in new formats. Although, all the idioms do not undergo variation or modification and idioms are categorized into distinctions between fixed idioms which are unchangeable (e.g. once in a blue moon, red tape which cannot be changed into white moon or green tape) and unfixed idioms which undergo certain modification; grammatical modification, e.g. turn up one's nose – turn one's nose up, Lexical modification, e.g. last straw – final straw, Geographic

modification, e.g. a skeleton in the closet (American English) a skeleton in the cupboard (British English), etc. (ibid, pp.104-105).

To sum up, teaching idioms, to EFL learners is regarded to be crucial since learning a second language does not consist only of learning the rules of grammar and vocabulary as it is proposed by Lewis (1997, cited in Maisa and Karunakaran, 2013) that language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks. These chunks include idioms, collocations, and fixed and semi-fixed expressions. Nowadays, there is a tendency to shift from teaching grammar to vocabulary including those multi-words. The main question is: What are the methods used to teach idioms to EFL learners? Follow the instructions in this template before submitting your camera-ready paper. Go to website for more information.

II. METHODS OF TEACHING

Understanding and acknowledging the different types and the semantic and syntactic characteristics of idioms facilitates teachers' task in using the most appropriate method in teaching idioms. The teaching methods are labeled under two broad methods; the traditional and conceptual Metaphor methods. The traditional method encourages teaching idioms explicitly in context, while the conceptual metaphor method urges to teach idioms after obtaining some knowledge of the terms. Within the traditional method, idioms are taught either with extended or limited contexts (Rizq, 2015, p. 18). Asl (2013) makes a comparison between the two types of contexts and favors the use of extended context, such as stories, on the limited context where the meaning of the idioms are directly taught which is similar to the teaching laundry lists of vocabulary alone. Being able to remember the memorized idioms and to use them in context is the major aim of this method. The traditional method adopts the idea of regarding idioms as fixed phrases with arbitrary meaning as defined in Oxford English Dictionary as "an idiom is a group of words which appear in a fixed order and have a certain meaning that is different from the meanings of each component on its own". It can be said that because of the arbitrary meaning of idioms which can't be predicted from its components, they have to be memorized and learnt by heart (Lackoff, 1987). But, this definition is not a precise one because there are some idioms whose meanings are interpreted in relation with their components ,e.g. Resist temptation or second thought (Vanderniet, 2015). The second method, which is Conceptual Metaphor, refers to the connection between two semantic areas at the level of thought (Lackoff, 1987). Learning idioms does not depend only on memorization. The metaphoric concept of idioms needs to be acknowledged by learners. Lakoff & Johnson (1999, cited in Jerמושkin, 2017) argued that idioms can be considered motivated conceptually by general knowledge of the world, for instance, the common concept of the idioms such as fan the flame and spark off is the concept: FIRE .In a similar attempt, Chen and Lai (2013,p. 15) have also grouped fire - related idioms which are used to describe anger, and made a distinction between the source domain (FIRE) and the target domain (ANGER). The connection between them is

motivated by the general knowledge of the world which refers to the connection between ANGER and FIRE. In other words, EFL students can develop an understanding of the meaning of idioms through the awareness and knowledge of the conceptual metaphors behind them. However, Li (2010, p. 207) emphasizes the importance of both methods in teaching idioms, and claims that the traditional method should not be abandoned because some idioms have literal meaning. Li considers Conceptual metaphor teaching method an “effective complement” in idiom teaching and learning. It can be noticed that, throughout what has been mentioned earlier, traditional method is better to be used in teaching literal idioms and the conceptual metaphor method to teach non literal idioms since there is a strong relation between the meaning of the idiom with other concepts in the out world.

Concerning the grouping of idioms and teaching them in EFL classes, Liu (2003, p.671-673) states that most studying materials of idioms are randomly chosen and include low-frequency (seldom used) idioms which are regarded to be useless to EFL learners. According to Liu, the priority should be given to the teaching of high -frequency idioms which need to be taught before the low-frequency idioms. Teachers also should take into consideration the different classification of idioms based on their semantic features, compositionality and frequent usage. Learners go through 5 steps in the learning process of idioms; familiarization, recognition, comprehension, mastery and automaticity. Learners must have intensive practice of phrases and must be exposed to idiomatic expressions in order to achieve automaticity (Knowles, 2004, cited in Tran, 2013). Teachers play an important role in promoting the development the idiomatic competence of EFL learners and the key to the increasing students’ motivation in learning English idioms is the use of collaboration activities, such as, group talk, Readers Theater, retelling, dialogue writing and role-play (Wu, 2008). Finally, many researchers have acknowledged the neglect of teaching idioms to EFL learners by teachers and policy makers and tried to find out the reasons. Accordingly, Tran (2013), urges the educators, the teachers and policy makers to consider it when designing English courses or learning materials because, in her study, the results showed that learners' lack of exposure leads to their poor idiomatic competence.

III. METHODOLOGY OF THE RESEARCH

A. *The Aim of the Study*

The main aim of this study is to explore whether and how idioms are used as a part of undergraduate EFL students' learning at College of Basic Education -Salahaddin University. The assessment concerns the occurrence of idioms in the syllabi of the subjects which are taught at English department throughout the four academic years.

B. *Questions of the Study*

The main questions of the study are the following:

1. Are idioms taught to undergraduate students explicitly?
2. Are they taught as an independent subject or embedded within other subjects?

3. How many idioms and hours are specified to teach idioms in each subject throughout the whole four academic years at College?
4. Are they relegated to a primary or secondary position in the program of the English department?
5. Which method is used in teaching idioms?
6. Have undergraduate students learned Idioms in their learning process?

C. *Procedures*

The procedures which the researcher followed to achieve the aims of the study are: first an examination of the occurrence of teaching idioms at the *English Department* for the whole four academic years and to fulfill this objective, syllabi analysis was done by the researcher to the courses which contain idiom teaching in their syllabi. Cooperating with the Quality assurance in the department, the researcher got the syllabi of the course books which embed teaching idioms in their syllabus, namely, *Communication (Reading and Writing-First and second grade, Translation-third grade and Culture -second grade* but only in Translation and Culture idioms are taught explicitly (See Appendix 1). In the content analysis of the syllabi, the researcher focused on the hours, number and the different forms of the idioms and the method used by the instructors. Then a test, which consisted of 45 idioms, was carried out to measure the participants’ knowledge of idiom. The first question of the test is based on Vanderniet's (2015) test where 50 most frequent idioms are presented, while the second and the third questions are based on Tran's (2013) test (*SEE APPENDIX II*). Fourth grade students were chosen since it is the final year at college and all the subjects are supposed to be exposed to idioms in the previous grades (1st, 2nd and 3rd). A descriptive method, which combines quantitative and qualitative research approaches, is used.

D. *Participants*

Forty students (male and female) of fourth grade at college of Basic education-English department participated in this study. An idiom test was conducted to investigate their idiomatic knowledge prior to the learning process throughout their academic study at college.

IV. RESULTS AND ANALYSIS

This section will present the results of the content analysis of the syllabi and the test given to the fourth year students to measure the idiomatic knowledge of the students.

A. *Syllabus Analysis*

In the syllabus analysis of the four course books, the researcher focused on the credit hours of the subjects, the hours devoted to the teaching of idioms, the number of the idioms and the methods used by the instructors. According to the Academic calendar of Salahaddin University, the academic year of 2018-2019 started on September 29, 2018 and ends on May 25, 2019. The duration of the courses is 8 months, excluding the holidays and first and second semester examinations periods.

(TABLE 1)
ANALYSIS SYLLABUS

Subject	G.	Hours Per a week	32 weeks	Idioms teaching Hours	M.
1. <i>Communication-Reading and Writing</i>	1 st	3	96	1 hour ,where only 5 idioms are taught	Con. M.
2. <i>Communication (Listening and Speaking)</i>	1 st	2	64	Idioms are not taught explicitly	Nile
3. <i>Culture</i>	2 nd	2	64	1 hour	Both M.s
4. <i>Translation</i>	3 rd	2	64	2 hours	Trad. M.
5. <i>Communication (Reading and Writing)</i>	2 nd	3	96	Only proverbs are taught	Con. M.
6. <i>Communication (Listening and Speaking)</i>	2 nd	2	64	Not taught	Nile
TOTAL AVERAGE (of explicit teaching of idioms)			448 hours	Only 4 hours	

G=grade , M.=methods , con. m.=conceptual method , trad. m.=traditional method

As shown in table (1), the syllabus analysis of the 4 course books has resulted in 4 hours out of 448 hours of teaching idioms explicitly. What can be detected from the above analysis is that, according to the curriculum of the English department, vocabulary teaching is not relegated to a primary position since it is embedded with other subjects like *communication, translation and culture*. But, what is shocking is the neglect of teaching figurative languages, especially idioms, by the instructors since idioms or other chunks of words are not included within the syllabus of the courses. Alongside vocabulary teaching, grammar is regarded as basic since it is taught as an independent subject and contained within the curriculum of the whole four academic years (each academic year consists of 8 months); Grammar (1st grade), Grammar (2nd), Morphology (2nd grade) and Syntax (4th grade) and the total hours for teaching grammar is (432). Consider table (2).

(TABLE 2)
GRAMMAR SYLLABUS

Subject	Grade	Credit hours per a week	Credit Hours per a month	Total hours of the 8 months
Grammar	First	3	12	96 hours
Grammar	Second	3	12	96 hours
Morphology	Third	3	12	96 hours
Syntax	Fourth	3	12	96 hours
Total average of the hours				384 hours

There is no independent subject under the title of vocabulary which is integrated within other subjects. The allocated hours are not enough to explain idioms extensively, focusing on its linguistic characteristic that makes learning them problematic to EFL learners and teaching the familiar idioms which are used frequently by native speakers in different courses of life. After analyzing the syllabi of the courses, the researcher has contacted the instructors to detect the reason behind this negligence in teaching idioms. They declared that the program

of their teaching is decided by the department. Then it was decided to do a test to the fourth year students to see whether the results of the syllabi analysis coincide with the background knowledge of the undergraduate students. We can conclude that this neglect is partly connected with the curriculum designers of the department since the syllabus and the choice of the text books are decided by them. Instructors need to have their own autonomy in deciding the syllabus and the materials they teach, and the topics need to be chosen according to their students need. The researcher has also noticed a kind of inconsistency in the duration of the courses since some courses consisted of 24 weeks, and one of them of 16 weeks, while according to Salahaddin University's Academic Calendar, the duration of the courses is 32 weeks. After acknowledging the importance of idioms in improving fluency, learning English language sufficiently and enabling efficient communication, curriculum designers and teachers should pay more attention to idiom teaching by devoting more time, increasing the number of idioms, and using various techniques in teaching idioms to decrease the problematic aspect of idiom learning. A course under the title '*Figurative Language*' to include the teaching of the chunks of words like idioms, proverbs, collocation, etc. should be taught either to 3rd or 4th grade students. Neglecting figurative language leads to insufficient learning of the English language, and not being able to communicate efficiently.

B. Results and Analysis of the Test

Forty fourth year students were chosen randomly among eighty students to participate in conducting a test on idioms. A test was designed with 45 selected idioms and it consisted of three parts. The first part contained 15 idiomatic expressions. Students were asked to choose the right answer out of 4 options. The aim of this question was to detect the idioms which are already known by the students. The second part contained 15 idioms to be put in the contexts. The aim was to measure students' ability to use idioms in contexts. The third part was about matching 15 idioms with their meanings. The findings of the test showed that the investigated students knew and understood little about the frequently used idioms. Most of the selected idioms were unfamiliar for the students. The results of the test coincide with the analysis of the course books which are used to teach vocabulary at English Department.

(TABLE 3)
THE DISTRIBUTION OF THE CORRECT ANSWERS OF THE TEST

Test	Mean	%
Part one (15 idioms)	5.2	13%
Part two (15 idioms)	1.5	4%
Part three (15 idioms)	1.8	5%
Overall(45 IDIOMS)	8.5	21%

Table 3 shows the percentage and mean of the students who gave the correct answers to each idiom-related item in the test. The mean and percentage were calculated for the first part (15 idioms), second part (15 idioms), third part (15 idioms), and overall for the (45 idioms). The percentage of the students who

gave the correct answers to each part of the test item was quite low, but students were more successful in realizing the meaning of the idioms of the first part which is 13% in comparison with the second and the first part. There was a slight difference between the results of the first (1.5, 4%) and the second part (1.8, 5%) of the test. These figures mean that roughly 5 out of 40 students answered each question correctly for the first part, whereas only one student gave the correct answer per question in the latter 30 items in parts two and three.

CONCLUSION

The major conclusion of this study is that teaching figurative language, especially idioms, is neglected and only four hours are devoted to the teaching idioms which are embedded in three courses. Only In two of the courses, namely Translation and Culture, idioms are taught explicitly. In comparison to grammar teaching, idiom teaching relegated a secondary or minor position in teaching English language at English Department-College of Basic Education. After analyzing the course books' syllabi, the researcher designed a test to detect the idiomatic knowledge of the students by taking fourth grade students as subjects. As it was expected, the results of the test showed a low percentage where less than the half of the students were able to give the right answer. This research recommends having a course in teaching figurative language, including idioms and proverbs, to undergraduate EFL students. The results of the test coincides with the assessment of the syllabi of the department which indicates lack of the students' exposure to idioms and there are not nearly enough exercises or orderly explanations of idioms in teaching materials. The instructor who teaches translation declared that she only gives about 15 idioms as assignments throughout the whole year. In other words, idioms are chosen randomly by the instructors and they do not have enough background about the methods of teaching idioms or the various classification of idiomatic expressions based on their syntactic and semantic characteristics. Both Traditional method (literal idioms) and Conceptual metaphor method (metaphoric idioms) need to be used by instructors in teaching idioms. In order to help students to acquire idioms efficiently, instructors need to design different activities and it is better to focus on collaborative activities where students are divided into groups and they cooperate together to predict the meaning of the idioms. Instructors may use computer labs with internet connection to access different sites like *Eye on Idiom* where students can use this online tool to view selected idioms, complete the sentence by selecting the correct idiom from the list, determine the metaphorical meaning of the idiom, and then use the idiom in a sentence to show their understanding of its meaning. Finally, this research recommends the English Department policy makers to pay more attention to the study of figurative language, including idioms, and to have an independent course based on planning decisions, hoping to illuminate that path to the learning of idiomatic expressions to be included in the curricula of the English Department.

APPENDIX

A. Appendix I: Idiom Test

PLEASE WRITE ALL YOUR ANSWERS ONTO THE ANSWER SHEET!

Q1. CHOOSE THE RIGHT ANSWER

- 1-What does, "Under the weather" mean?
 - To be cold outside
 - To be sick
 - To be angry
 - To be worthless
- 2-What does, "Worth its weight in gold" mean?
 - To be very valuable
 - To be very heavy
 - To be very rare
 - To be very misleading
- 3-What does, "Lay down the law" mean?
 - Put down something heavy
 - Obey a police officer
 - To give commands
 - Commit a small crime
- 4-What does, "Two left feet" mean?
 - Good at soccer
 - Bad at dancing
 - Good at karate
 - Bad at hiking
- 5-What does, "Hit the hay" mean?
 - Start a fight
 - Gain weight
 - Go to sleep
 - Be afraid of water
- 6-What does, "Kick the bucket" mean?
 - To make a mess
 - To be angry
 - To make a mistake
 - To die
- 7-What does, "In the nick of time" mean?
 - In the middle of something
 - At the exact right time
 - Very poor timing
 - At the very last possible moment
- 8-What does, "Changed your mind" mean?
 - Get some rest
 - Switch your cloths
 - Make a different decision
 - To be emotional
- 9-What does, "Get off my back" mean?
 - Stop criticizing me
 - You are lazy
 - I am more important
 - I am very tired
- 10-What does, "Sleep on it" mean?
 - I don't care
 - Make a dream come true
 - To think about it
 - To be very tired

11-What does, "Freak out" mean?

- Be my friend
- Be too hopeful
- Let me down
- Overreact

12-What does, "He drove her nuts" mean?

- He took her to the countryside
- He was irritating her a lot
- She liked him very much
- She wanted to be together

13-What does, "Drop a line" mean?

- Send a letter
- Go fishing
- Go shopping
- Give a complement

14-What does, "She twiddled her thumbs" mean?

- She wanted to party
- She made a sweater
- The rest will be simple
- She was doing nothing

15-What does, "Crash course" mean?

- Very noisy place
- A bad classroom experience
- Rapid learning
- An argument

Q2. Use the following idioms in their correct situations.

A. flesh and blood B. have a ball C. make yourself at home D. under the weather

E. hit the sack F. know-it-all G. paint a picture H. odds and ends

I. go all out J. make ends meet K. call it a day L. lift a finger M. your heart sinks / sank

N. drop me a line O. a long face

1. _____ when I opened the letter and realized I had not been accepted into graduate school.

2. Little Mikey had _____ when he was told he couldn't go outside to play

3. I'm so tired that the only thing I want to do is take a shower and _____.

4. This weekend I stayed at home and did some _____ around the house.

5. Look, it's already 4:30. Time to _____.

6. Thanks so much for inviting us to the party. We really _____.

7. Why don't you _____ some time to let me know how you're going?

8. All of our _____ came to the big family reunion.

9. I'm glad you could come. Please _____.

10. Jane's head and neck hurt, and her nose is stuffy. She must be _____.

11. Every month we have to plan our budget carefully in order to _____.

12. No one listens to Greg at meetings because he always acts like such a _____.

13. The nation's leading economist _____ about continued growth in the automobile industry.

14. No one will complain if you _____ but still don't succeed.

15. Mrs. Waters is upset with her husband because he doesn't _____ to help with chores around the house on the weekend. He just watches sports programs on.

Q3. Match the meaning and the idiom.

1. if all else fails	A. very practical
2. in your shoes	B. written, not just a spoken agreement
3. on top of the world	C. something you say before stating a very important fact or idea
4. make it big	D. succeed, become famous
5. snowed under	E. very busy at the moment
6. speak your mind	F. a long time from now
7. cross your mind	G. be an activity or job you do to get the money
8. in the long run	H. is totally harmless and would never hurt anyone
9. at the end of the day	I. very happy indeed
10. black and white	J. in your position
11. wouldn't hurt a fly	K. state your opinion very clearly and openly
12. be your bread and butter	L. extremely happy
13. middle of the road	M. has no radical views
14. down to earth	N. if all other plans do not work
15. over the moon	O. think about something for a short time

B. Appendix II: The Syllabus of the Courses

1. Translation Syllabus (Third Year)

<p>17. The Topics:</p> <p>October (4 weeks)</p> <p>The first lecture is an introduction, course outline and how to study translation. The following subjects are going to be taught:</p> <ul style="list-style-type: none"> - History of Translation in English & Kurdish (briefly) -The concept of translation. - what do we translate?

<p>- Types of Translation: Written & Oral (will be explained & practiced by the students in a practical session)</p> <p>November & December (8 weeks)</p> <p>- Methods of Translation: Literal Translation Free Translation</p> <p>- Role of the Translator</p> <p>- A list of <u>Vocabulary, texts & short paragraphs</u> concerning some important topics will be made available from the teacher. Mostly, the topics will be chosen by the students, depending on their desire for instance, health, marriage, and political terms and phrases are translated from <u>English into Kurdish</u> and used in sentences. Students will be engaged in practical exercises and group discussions on key topics.</p> <p>January (4 weeks)</p> <p>- The structure of Kurdish compared to English and Arabic Translation & Equivalence</p> <p>- The concept of culture in translation.</p> <p>- Translation Problems: Linguistic problems Cultural problems: -Translation of idioms. - Translation of proverbs - Translation of Collocations</p> <p>February (4 weeks)</p> <p>-List of commonly used idioms and sayings (in everyday conversational English) will be given to students and they will be asked to use English-Kurdish translation as practical Exercises.</p> <p>March We have hardly one week because of the spring holiday. It will cover vocabulary translation.</p> <p>April (4 weeks) Students will be asked to present translation inside classroom practically into small groups and each group has 10 minutes to present the assignment. With the Discussion of student's strong points and weak points in English –Kurdish translation and Kurdish –English translation .</p> <p>May (2 weeks) The idea of paragraph and text translation from <u>Kurdish to English</u>.</p>
<p>18. Practical Topics</p> <p>The lecture is divided into two parts, the first part is theoretical mostly taught by the teacher the second part is allocated to practice mostly presented by students.</p>
<p>19. Examinations:</p> <p>Q.1 Define translation and mention its types Q 2.Distinguish between the following pairs: -translation vs interpretation -word translation vs sentence translation Q.3 Talk about the following in detail :</p>

<p>Obstacles in translation , grammar difficulties in translation Q.4. Proverb , idiom and cultural word translation. Discuss and support your answer with examples. Q.5 . Mention the history of translation in Kurdishwhy started from religion ?</p>
<p>20. Extra notes:</p>
<p>21. Peer review پێداچوونەوهی هاو دەل</p>

2.Syllabus Contents of Culture (Second Year)

October

- + Induction lesson (welcoming students and presenting the course book contents)
- + An introduction to the course
- + Definition of culture and language.
- + Definition of dialect and accent.
- + What is the relationship between language and culture?
- + What is a culture shock?
- + Characteristics of foreign culture learning
- + Elements of culture
- + Achievement culture
- + Informational culture
- + Behaviour culture
- + Native perception of culture

November

- + Health care
- + education
- + transportation
- + Food and Drink (meals, eating habits, eating out, alcohol, pubs)
- + Clothes and national customs and traditions

December

- + Greeting
- + Politeness (thanks, sorry, excuse me)
- + Culture-based language units (English-Kurdish Comparison):
- + Proverbs
- + Idiom

January

- + Taboos
- + Holidays and special occasions (traditional and modern holidays, Christmas, New Year, other annual occasions like Halloween, April fools' day, etc.)
- + Visiting a home
- + Address terms
- + Titles, names, nicknames, what to call people?

February

- + Language and thought
- + Nonverbal communication vs. body language (hand gestures, facial expressions and eye signals, posture)
- + Feminism

March

- + Religion and belief
- + Media (music)

April

- ✚ Life style: (Working life, Shopping)
- ✚ Attitudes: (stereotypes, privacy)
- ✚ Social life
- ✚ Freedom

May

- ✚ Revision, Presentations and Assessment

Notice: additions and changes are likely to be made to the course content according to the students' needs if necessary

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