There is little doubt that computers and other media have changed the face of learning in general, and language learning in particular. Idioms, as one of the most challenging areas of language, are no exception. This book is an empirical study investigating the feasibility as well as the effectiveness of computer-based distance learning procedures applied to L2 idioms learning. It offers a relatively rich literature review and an empirical analysis of the effect of electronic glossing and hyperlinking on Iranian EFL learners’ comprehension and production of English idioms. It could be interesting for EFL learners, teachers, and materials developers.

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Electronic Distance Learning
A focus on L2 idioms

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Electronic Distance Learning
A Focus on L2 Idioms

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1.1. Introduction

Nowadays, due to technological advancements, distance education has become widespread. In fact, despite its short history, this new trend has already had a facilitative role in education, especially in second language pedagogy.

In today’s society, the web-based environment of education has provided learners with the opportunity to improve their knowledge of second language (L2) and enhance their communicative competence by the use of various web-based services such as: Email, chat, online dictionaries, online magazines, electronic banking, electronic books, electronic shopping, private online language tutoring courses, etc. Furthermore, the internet has made it possible for learners to choose and manage the process of their learning regardless of the physical location of them.

Another side of this study is idioms. Idioms are one of the crucial culturally integrated constituents of any language. Idioms have received considerable attention from pedagogical point of view in recent years (e.g., Abel, 2003; Boers, 2001; Cooper, 1999; Gibbs, 1980).

In reality, advanced L2 learners have linguistic competence, but they may not be able to appropriately use the expressions appearing in newspapers, movies, magazines, books and daily conversations. The main reason for the difficulty of
learning and teaching idioms is that they do not mean what they say. In other words, the meaning of idioms cannot be derived from the conjoined meaning of their constituents. As a result, to overcome this difficulty, researchers and instructors have been trying to find the most effective way of teaching and learning idioms. They have offered many presentation modes to instruct idioms including L2 definition, L1 explanation, etymology elaboration, pictorial elucidation, glosses, etc.

Nevertheless, the issue of applying the most effective presentation mode of teaching idioms has generated a substantial amount of controversy among researchers. Boers (2001) states that associating an idiom with its etymology has been shown to enhance retention. He believes that the simple question ‘Where might this expression come from?’ has a facilitative role in helping learners to call up in their minds a concrete scene. On the other hand, Fotovatnia and Khaki (2012) point out the pedagogical value of pictures for the teaching of both meaning and form of decomposable idioms. Boers, Piriz, Stengers, and Eyckmans (2009), in a small-scale experiment, addressed the question of whether pictorial elucidation helps retention of the form of idioms, i.e. their precise lexical composition. Results revealed that the addition of pictorial elucidation contributes little to learners’ retention of linguistic forms.

The objective of the present study is to investigate the effect of four presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) on SL idioms learning. Previous studies on idioms have demonstrated the positive effect of these modes on L2 idiom learning in classroom context. This study is an attempt to
compare them with each other in order to see which one is the most effective in the context of distance learning.

1.2. Statement of the problem

The Internet and web-based distance education have paved the ground for a new teaching pedagogy. Distance education has become popular in the past few years. With the growth of the Internet and technological advancements, students now have an opportunity to integrate their learning with new pedagogical methods as well as to determine the time, physical place, and pace of their learning. Moreover, in the area of L2 acquisition, idioms are one of the main aspects of target language fluency. Although many researchers have investigated the effect of various presentation modes of idioms in face to face classroom context, few have conducted high quality studies on the effects of the mentioned modes of idioms presentation (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) in the virtual context of internet through Email. Moreover, some of these presentation modes are just operative via computer (pictorial hyperlink, textual hyperlink). The question is how instructors can select the best presentation mode of idioms in a distance learning context. There is currently a dearth of research comparing the effect of these presentation modes in the distance learning context of the internet through Email on L2 idiom comprehension and production. The purpose of the present study is to fill part of the existing gap in such an important area of education.
1.3. Significance of the study

The internet is a valuable resource in many areas including L2 education. So, the new web-based environment of distance education may have far-reaching implications in the teaching of L2 idioms. The significance of this study lies in the fact that it addresses one of the little explored aspects of one of the most problematic areas of language. In other words, this study seems to have pedagogical value in the area of idiom teaching and learning in that the findings may reveal which of the presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) is the most effective on the comprehension and production of second language idioms in a web-based environment. If convincingly clear answers are found to such a question, there will be hope for significantly effective steps to be taken to facilitate L2 idioms learning, which may in turn remove one of the long-standing obstacles to fluency.

1.4. Research questions

The present study addresses the following research questions:

1. Are there any significant differences among the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) on L2 idiom comprehension in distance learning context?

2. Are there any significant differences among the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) on L2 idiom production in distance learning context?
1.5. Research hypotheses

In line with the above-mentioned research questions, the following null hypotheses are formulated:

1. There are no significant differences among the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) in distance learning context on L2 idiom comprehension.

2. There are no significant differences among the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) in distance learning context on L2 idiom production.

1.6. Limitations and delimitations of the study

The following limitations and delimitations need to be taken into account about the present study:

1. The first and the most important limitation was the difficulty of finding 60 homogeneous participants who had access to computer and internet, and enjoyed a satisfactory level of familiarity with computer-based learning for this self-access study.

2. The sex of the participants was limited to female learners; therefore, the results of the study may not be generalizable to male learners.
3. The participants of this study were limited to the intermediate level learners. So, care must be exercised in generalizing the results beyond its proper limits.

4. Another factor to be taken into account is the small sample of the participants. This further limits the generalizability of the findings.

5. Modes of idiom presentation are classified into different types. It is impossible to compare all the modes in one study. This study has chosen to focus on only selected modes of presentation.

6. There are many ways of conducting distance education; this study was carried out through only one way of distance learning (instruction through Email).

7. The result of this study may be affected by other variables, like age, personality and social factors. These factors have not been taken into account in the present study.

1.7. Definition of the key terms

The key terms and concepts of the present study are defined as follows:

**Idiom:** idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts (*Longman Dictionary of Language Teaching & Applied Linguistics, 2002, p.246*). For example, *she washed her hands of the matter* means she refused to have anything more to do with the
matter. Like Grant and Bauer (2004), the present study excludes phrasal verbs such as pass out, come up, and so on.

**Distance learning:** distance learning is the linking of learners and teachers in different locations and often in real time, by telephone, telecast, satellite, computer, or through the use of learning packages (*Longman Dictionary of Language Teaching & Applied Linguistics*, 2002, p.165). In the present study, distance learning refers to the use of Email service as a course delivery tool.

**CALL: Computer Assisted Language Learning:** CALL refers to the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom (Gunduz, 2005, p.193).

**Gloss:** glosses are definitions of words that are written in the margins or sides of a page. Glosses are a substitution for dictionary (Yanguas, 2009).

**Textual gloss:** in this study, textual gloss is a list of L2 idioms’ definitions to improve comprehension which is given at the end of each story.

**Textual hyperlink:** in this study, a textual hyperlink is a link to another page which includes the definition of an L2 idiom in addition to the form of the idiom. Hyperlinks are shown as idioms with a line under them.

**Pictorial gloss:** in this study, pictorial gloss is a list of relevant and clear pictures of idioms used to improve comprehension, and is presented at the end of each story.
**Pictorial hyperlink:** in this study, a pictorial hyperlink is a link to another page which includes relevant and clear picture of an idiom in addition to its form. Hyperlinks are shown as idioms with a line under them.

**Idiom comprehension:** for the purpose of the present study, idiom comprehension is operationally defined and measured as the participants’ scores on an idiom comprehension test.

**Idiom production:** for the purpose of the present study, idiom production is operationally defined and measured as the participants’ scores on an idiom production test.
2.1. Introduction

Distance learning has become popular in the area of second Language education in recent years. Within this context, by the use of the Internet and the World Wide Web, learners have the opportunity to manage the process of their learning based on their need and purpose. In addition, one culturally integrated aspect of any languages is idioms. Also, there are many modes of idiom presentation. The debate is about which mode is the most effective and compatible mode in distance learning context.

In order to shed light on the issues in this area, the relevant literature that addresses definitions of idiom, the importance of idioms in Second Language Acquisition (SLA), the effective modes of idiom presentation (pictorial elucidation, gloss), Computer Assisted Language Learning, and distance learning; and the previous studies and activities are reviewed in this chapter.
2.2. Idioms

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. (*New Oxford Advanced Learner's Dictionary*, 2007, p.214).

In the literature, idioms have been defined by many linguists and lexicographers in different ways. Gibbs (1984) defines idioms as phrases and expressions many of which often have intended meanings that differ from their literal interpretations. Irujo (1986) offers a similar definition and maintains that an idiom is a conventionalized expression whose meaning cannot be determined from the meaning of its parts.

Furthermore, Wehrli (1998) distinguishes between compounds and idioms and states that idiomatic expressions do not generally constitute fixed, closed syntactic units. They do, however, behave as semantic units. Moreover, he believes the task of identifying an idiom is best accomplished at the abstract level of representation (D-structure). According to Cooper (1999), an idiom is an expression whose meaning cannot always be readily derived from the usual meaning of its constituent elements. Likewise, Abel (2003) holds that a decomposable idiom is an idiom whose individual components contribute to its figurative meaning, whereas the constituents of a nondecomposable idiom do not make such a contribution. Grant and Bauers (2004) emphasize that idioms are not well-defined. They believe that previously established criteria to define an idiom have been general to apply to the wide-range of Multi
Word Units (MWUs). So, they suggest a more restricted definition of idioms by categorizing idioms into “core idioms”, “figuratives”, and “ONCEs”:

First, core idioms (non-compositional, non-figurative)

by and large, so and so, red herring

Second, figuratives (non-compositional, figurative)

take the plunge, keep a low profile, go off the rails

Third, ONCEs (one non-compositional element, may also be figurative)

a long face, take its toll, at stake

In an attempt to offer a tentative idiom classification, Andreou and Galantomos (2008) believe that Greek idioms can be categorized as figurative idioms, idiomatic expressions based on historical and cultural knowledge in general, and pure idioms (i.e. non compositional idioms).

2.2.1. The importance of idioms in SLA

An appropriate use of idiomatic expressions is a sign of language fluency. Many advanced language learners are unable to utilize these expressions appropriately, or they avoid using them.

Because of their rather rigid structure, quite unpredictable meaning, and fairly extensive use, idioms are “a notoriously difficult” but simultaneously very useful
aspect of English for ESOL learners because a clear understanding of them “can be a great asset to learners in acquiring a new language” (Celce-Murcia & Larsen-Freeman, 1999, p. 39).

In fact, most teachers and researchers agree that idioms are difficult to learn and teach. The main reason is that they do not mean what they say. In other words, the meaning of idioms cannot be derived from the conjoined meaning of their constituents. Furthermore, idioms are really frequent in everyday life, so learning this culturally integrated aspect of language plays a crucial role in enhancing second language fluency.

Idioms have received considerable attention in SLA literature in recent years (e.g., Abel, 2003; Boers, 2001; Cooper, 1999; Gibbs, 1980). Simpson and Mendos (2003) maintain that the inventory of idioms in a native speaker’s repertoire is indeed vast, and a mastery of idioms is often equated with native speaker fluency. According to Cieslicka (2006), the seamless and effortless use of idioms by native speakers is unquestionable. Therefore, explaining the mechanisms underlying the acquisition and processing of figurative expressions by second language learners is an important research goal. Also, Andreou and Galantimos (2008) avow that it is impossible for foreign students not to engage in idioms not only in ordinary speech but even in academic texts.
2.3 Different presentation modes of idiom

Mayer (1997) mentions differences among delivery media, presentation modes, and sensory modalities. He refers to delivery media as the system used to present instruction, such as a book-based medium versus a computer-based medium. Presentation modes refer to the format used to represent the presented instruction, such as words versus pictures, and modality refers to the information processing channel that a learner uses to process the information such as acoustic versus visual information processing. According to Mayer (2008), a central challenge of psychology and education is the development of the science of instruction aimed at understanding how to present material in ways that help people learn.

2.3.1 Pictorial elucidation: multimedia presentation

Providing appropriate and relevant pictures depicting concrete and relevant scenes makes materials more appealing and may foster comprehension and retrieval of L2 idioms and words. In addition to pictures, using videos, sounds, animated pictures, drawings, and video clips becomes common ways of presenting idioms or words.

The term multimedia means different things on different levels. On the level of technology, it means the use of multiple delivery media such as computers, screens, and loudspeakers. On the level of presentation formats, it means the use of different forms of representation such as texts and pictures. On the level of sensory modalities, it means the use of multiple senses such as the eye and the ear (Mayer, 2005, pp. 49-
Mayer (2008) defines multimedia learning as learning from words and pictures. The words can be printed text or spoken text. The pictures can be in static form, such as illustrations, photos, diagrams, charts, or maps, or in dynamic form, such as animation or video. Multimedia learning includes, for example, watching and listening to a narrated animation, reading a science textbook, playing an educational video game, or attending a Power-Point presentation.

According to Mayer (1997), the design of multimedia instructional materials should be based on a theory of meaningful learning. Meaningful learning occurs when learners select relevant information from what is presented, manage the pieces of information into a coherent mental representation, and connect the newly constructed representation with others. Also, he suggests a generative theory of multimedia learning. According to this theory, coordinated presentation of words and pictures is effective because it helps guide learners' cognitive processes. Paivio (1986), referring to the dual coding theory, argues that picture stimuli have an advantage over word stimuli because they are dually encoded; they generate a verbal and an image code, whereas word stimuli only generate a verbal code. Pictures are likely to generate a verbal label, whereas words are not likely to generate image labels. Likewise, Nelson, Reed, and Walling (1976), proposing the idea of “picture superiority effect”, claim that pictures hold two encoding advantages over words. Pictures are perceptually more distinct from one another in comparison with words, and this characteristic enhances their chance of retrieval. It can be concluded that pictures assess meaning more directly than words.
To demonstrate the importance of pictures in education, Yeh and Wang (2003) conducted a study to compare the effectiveness of three types of vocabulary annotations on vocabulary learning of EFL college students in Taiwan: text annotation only, text plus picture, and text plus picture and sound. The results of the study showed that the version with text plus picture was the most effective type of vocabulary annotation.

Similarly, Yushi (2006) investigated the effects of additional pictorial cues in L1 and L2 glosses, and how these additions affect vocabulary learning in a multimedia environment. 195 students from two universities in Japan participated in his study. The students were randomly divided into four groups using four different gloss types: the first group read a story with L1 text-only glosses; the second group read it with L2 text-only; the third group used L1 text-plus-pictorial cues in the glosses; and the fourth group had as their glosses L2 text-plus-pictorial cues. The results showed a significant difference between picture and no-picture groups, suggesting the beneficial effects of pictures with regard to learners’ retention of the meaning of words.

Hence, Boers et al. (2009), in a small-scale experiment, addressed the question of whether pictorial elucidation helps the retention of the form of idioms, i.e. their precise lexical composition. They provided photographs or drawings depicting related concrete scenes and added them to the verbal explanations. Results revealed that the addition of pictorial elucidation contributes little to learners’ retention of linguistic form. In a similar attempt, Fotovatnia and Khaki (2012) conducted an
experimental study in order to investigate the effect of using picture, Persian translation equivalent (L1), and English definition (L2) on the learning of 20 decomposable and nondecomposable idioms by 68 Iranian TEFL undergraduates. They reported the pedagogical value of pictures for the teaching of meaning and form of decomposable idioms.

Finally, Zarei and Salimi (2012) found evidence supporting the effective role of pictures in L2 vocabulary recognition and production. They compared the effectiveness of three methods of vocabulary presentation: picture, song, and the keyword method on Iranian EFL learners' vocabulary recognition and production. Results showed that the group instructed through picture had the best performance.

2.3.3 Gloss:

Glossing is another useful mode of idiom and word presentation. Generally, glosses are categorized into two types: Computer-based or multimedia-based glosses versus paper-based glosses. Many researchers have examined the effectiveness of glosses in enhancing vocabulary and idioms knowledge of L2 learners, and have compared various kinds of glosses.

Lomicka (1998) investigated the effects of multimedia reading software on reading comprehension online. The study aimed to explore how multimedia annotations influence the level of comprehension. Participants read the text under one of three conditions: full glossing, limited glossing, or no glossing. The results
revealed that computerized reading with full glossing may promote a deeper level of text comprehension.

Kost, Foss, and Lenzini (1999) carried out a study to explore the effects of pictorial and textual glosses and a combination of both on incidental vocabulary growth of foreign language learners. They found that subjects who utilized a combination of text and picture glosses outperformed subjects under the other two gloss conditions on the recognition of target words. Moreover, Sato and Suzuki (2010) examined the effectiveness of multimedia-oriented glosses in comparison with traditional glosses. The result of their study supports and suggests the application of multimedia materials in EFL settings.

Also, Shahrokni (2009) compared the effect of online textual, pictorial, and textual pictorial glosses on the incidental vocabulary learning of 90 adult elementary Iranian EFL learners. 3 groups of participants were exposed to the research treatment. During 3 sessions of instruction, 5 computerized reading texts including 25 target words were studied. The participants read the texts for comprehension and, at the same time, were able to consult the glosses attached to the target words. Results showed that a combination of text and still images resulted in significantly better incidental vocabulary learning.

In a similar attempt, Yousefzadeh (2011) compared computer-based glosses with traditional glosses. Two groups of participants received instruction in the following conditions: The Computer based group were instructed through computer. i.e. new
words were presented with their pictures and L1 translations and the traditional group received material on the paper only with L1 translation. The results indicated the superiority of computer-based glosses.

Zarei and Hasani (2011) conducted an experimental study to compare the effects of three different glossing conventions: interlinear, marginal, pre-text, and post-text on L2 vocabulary recognition and recall. Four groups were instructed through interlingual glosses and four groups through intralingual glosses. The results demonstrated no significant differences among the effects of intralingual glosses on vocabulary recognition and recall, and in the case of interlingual glosses both pre-text and marginal groups outperformed the post-text group. In another study, Tabatabaei and Shams (2011) addressed the effectiveness of different types of multimedia glosses: text, picture, and text plus picture on online computerized L2 text comprehension and vocabulary learning of junior high school students. Participants were divided into 4 groups: In group 1, when the participants clicked on hyperlinked words in a computerized text, a new page appeared and showed the word with a definition in English (textual gloss group), group 2 received a picture (pictorial gloss group); for group 3, researchers provided a combination of both definition and picture (textual plus pictorial gloss group), and the last group was a control group. Results suggested that all multimedia gloss groups comprehended computerized L2 texts significantly better than the control group. Results also showed that utilizing computers and multimedia glosses can be influential in language teaching in general
and in online L2 text comprehension as well as incidental vocabulary learning in particular.

2.4. The impact of CALL in foreign language learning

New technologies offer students a venue for additional interesting and engaging activities in second or foreign language learning. Computer Assisted Language Learning (CALL) provides a motivating and safe environment of learning which may improve students’ achievement. Within this context of electronic learning (e-learning), students have the opportunity to choose and manage their learning and to keep interaction and connectivity.

To show the powerful role of e-learning, Bielawski and Metcalf (2003) state that e-learning is powerful because it is able to provide the right information to the right people at the right times and places. They refer to the following features of e-learning as:

• **Personalized**: e-learning allows entire programs of study to be customized for a company, a department, or even an individual learner.

• **Interactive**: e-learning can truly engage the learner in a give-and-take type of learning that involves simulations of real-world events and sophisticated collaborations with other learners and an instructor.
• Just-in-time: e-learning moves training away from the “just-in-case” model in which learners engage in event-based sessions that require learning to take place outside the context in which it will be used.

• Current: e-learning allows training providers to always offer learners up-to-date materials.

• User-centric: e-learning focuses primarily on the needs of the learner, instead of on the abilities of the instructor (Bielawski & Metcalf, 2003, p.17).

Also, Warschauer and Healey (1998) enumerate the following advantages for adding a computer component to language instruction:

1. multimodal practice with feedback

2. individualisation in large classes

3. pair and small group work on projects, either collaboratively or competitively

4. the fun factor

5. variety in the resources available and learning styles used

6. exploratory learning with large amounts of language data

7. real-life skill-building in computer use.

Furthermore, integrating technologies with language pedagogy may develop learner autonomy and help learners to become independent. Raya and Fernández (2002) emphasizes the effective role of new technologies which can help learners to
take a more active part in determining their own objectives and syllabi, as well as the path and timing they choose. They state that by teaching students the necessary skills, they can find information when they need it as well as use it appropriately based on their requirements and purposes.

It is worth mentioning that applying and integrating these new technologies with language pedagogy requires considerable attention. Gómez and Bangs (2004) apply some principles as to what might constitute the place of good CALL in a language learning environment:

1. CALL is not an issue separate from other language teaching and learning;

2. CALL should put the learner at the center of the process;

3. CALL exists for learners, not teachers;

4. CALL should be adaptive;

5. CALL should harness technology, not serve it;

6. CALL should engage and motivate the learner;

7. CALL should respond to research;

8. CALL should be focused;

9. CALL should respond to a perceived need; and

10. CALL should help learners learn better.
Whereas many researchers stress the learner centered side of CALL courses, it is necessary to note that the development and implementation of CALL courses is largely determined by teachers. Teachers’ familiarity with new technologies has a facilitative role in the new learning environment. This means that teacher professional development and support is essential.

Egbert, Paulus, and Nakamichi (2002) conducted a study to examine how language teachers apply practical experiences from CALL coursework to their teaching. Participants were 20 English as a second and foreign language teachers who had, within the last 4 years, completed the same graduate-level CALL course and who were currently teaching. Surveys and follow-up interviews explored questions including:

- How do teachers learn about CALL-based activities?
- How does what they learned in their coursework impact their current teaching contexts?
- What factors influence whether they use computers in their classrooms?
- How do participants continue to acquire and master new ideas in CALL after formal coursework ends (professional development)?

The findings suggested that teachers who used CALL activities were often those teachers who had experience with CALL prior to taking the course. Results also showed that lack of time, support, and resources prohibited the use of CALL activities in some classrooms, and that the most common resource of new CALL activity outside of formal coursework was colleagues.
Actually, teachers are the key figures in the implementation of any innovation in education. Research has shown that teachers’ attitudes towards modern technologies considerably influence the effective use of these technologies in second language learning. Hismanoğlu (2010) conducted a study to find out the attitudes of language teachers towards internet-based foreign language teaching. 22 non-native, Turkish and Cypriot, and 8 native, English, American and Australian teachers participated in the study. Two questionnaires and interviews were used to collect data. The findings of the study revealed that most of the teachers had positive attitudes toward using the internet, and they were aware of the potential of the internet implementation in language education.

In another study, Moore, Morales, and Carel (1998) from a state survey on technology and teaching culture, found that teachers in general made little use of computer facilities such as the World Wide Web and e-mail. Although teachers made considerable use of video materials, especially foreign films, they made little use of interactive media such as CD-ROMs and videodiscs, even when these materials were part of commercially available instructional packages. Also, the teachers’ level of education and teaching experience accounted for some of the differences in the frequency with which teachers used technology.

This implies that the teacher's role is of primary importance in creating a motivating and safe technology-based learning environment, making decisions about the choice of medium, expanding student responsibilities, etc.
2.5. Distance learning: Learning in the internet environment

In today’s society, increasing second language learning demands and the shift of emphasis in teaching towards student engagement and peer support has led to the recognition of the importance of web-based instruction in second language pedagogy. Within this new context of learning, students have the opportunity to enhance their L2 knowledge through the use of more appealing materials regardless of the physical place and time and to keep their connectivity with other students and receive feedback.

Distance learning is defined as: “the linking of learners and teachers in different locations and often in real time, by telephone, telecast, satellite, computer, or through the use of learning packages” (Longman Dictionary of Language Teaching & Applied Linguistics, 2002, p.165). Also, Marsap and Narin (2009) define distance learning as a kind of flexible learning and a model of education that is done without seeing each other (teacher-student) through using some equipments.

The factor of interaction with other students and teachers has an important effect on developing distance learning via internet for the e-learning environment. To show the powerful role of distance learning, Harper, Chen, and Yen (2004) states that while distance learning can cross geographic boundaries, it also has the potential to break cultural rules, norms, and educational learning systems.
Additionally, the use of Internet technology in language learning leads to improving self-concept and mastery of basic skills, more student-centered learning, engagement in the learning process, more active processing resulting in higher-order thinking skills, better recall, and gaining confidence by learners in directing their own learning (Warschauer, Shetzer, & Meloni, 2000).

Moreover, there are some factors which must be considered in developing courses in a distance learning environment. According to Marsap and Narin (2009), the following points need to be taken into account as basic elements in advancing an education system and web based e-learning:

- System of distance learning education calls for professionalism and specialty. Thus, e-learning will solve industrial problems.

- Coordinating the studies between the system of distance learning and work life can stimulate active participations in the programs of exam and certificate and performance.

- It is appropriate to benefit from developing professional standards for the system of distance learning, concentrating on application in business sector and universal applications.

- Preparing yearly work plans of e-learning units and calendar help to apply governance principles and communication between units.
• Stimulating the participation of distance learning manager, employer, consultant and students in yearly social cultural activities may improve their performance. (Marsap & Narin, 2009, pp.2877-2878)

In a distance learning environment, EFL teachers’ perception and attitudes about the use of Internet have to be taken into account. In one such attempt, Celik (2012) set out to determine Turkish university level EFL instructors' perceptions and perspectives on the use of the Internet for pedagogical purposes. A total of 486 instructors from 11 universities in Turkey participated in a survey and responded to questions about what type of resources they utilized on the Internet, how they perceived and used Internet-assisted language instruction, and how they assessed themselves in terms of language learning technology. Findings revealed that Turkish EFL instructors had positive attitudes towards the use of the Internet for teaching EFL while they also had difficulties in finding appropriate teaching materials and integrating Internet resources into their curriculum. It also turned out that language teachers needed special training regarding the practices and implementation of Internet-assisted and/or Internet-based language teaching environments. Also, Lam (2000) investigated the perceived ‘technophobia’ of teachers to determine the underlying factors behind their decisions regarding technology. In his study, oral interviews were conducted with 10 L2 teachers and data were analyzed for their content in light of the following questions: (1) What are the reasons behind L2 teachers' decisions to use technology for teaching? (2) Why do some L2 teachers
choose not to use computers in their teaching? (3) What factors influence these decisions?

Results revealed that the 'technophobia' of teachers is a misconception and that their decisions regarding technology use are not based on a resistance to or an adoration of technology, but rather on their beliefs about the benefits of the technology for their students. If teachers choose not to use the technology provided for them, it is not because they fear technology but, rather, because they are not convinced of its usefulness. Also, findings suggested that when technology is not used, it is not simply the fault of the teacher but also the fault of the institutions that are hasty in providing the latest technological advancement without considering the needs of both teachers and students.

Learner autonomy is one of the required elements of distance education. In this environment, learners deal with self-instructional materials which help them to develop and enhance their knowledge. Vanijdee (2003) defines the eight main criteria for assessing the level of autonomy among distance language learners. That is to say, autonomous language learners are learners who:

- use patterns of strategy that include cognitive, metacognitive, or socio-affective strategy at a high level of frequency;
- use various combinations of strategy;
- use strategy in a flexible and creative way;
• are aware of the learning process and language learning strategy use in dealing with tasks as shown by the use of task analysis and the statements identifying reasons for using particular strategies;

• self-diagnose;

• seek exposure to English;

• are willing to accept responsibility for learning on their own;

• (at least) follow study materials;

• are self-reliant and good at self-management in distance learning;

• are persistent and self-reliant in problem solving; and

• prepare before, and self-monitor when attending tutorials.

Despite the relative plethora of previous study in the area of presentation modes of idioms and distance learning, few studies have focused on the effects of various modes of idioms presentation (pictorial hyper link, pictorial gloss, textual hyperlink, and textual gloss) in the virtual context of internet through Email.

Thus, this study is an attempt to compare the mentioned modes with each other in order to see which one is the most effective in distance learning context on L2 idioms comprehension and production.
3. 1. Introduction

The aim of the present study was to investigate the effect of four different presentation modes including textual gloss, textual hyperlink, pictorial gloss, and pictorial hyperlink in the virtual context of internet through Email on L2 idiom comprehension and production. This chapter clarifies the details of the participants of the study, the instruments for data collection, the applied procedures, design, and procedures used to answer the research questions.

3. 2. Participants

The participants of this study were 60 female EFL students at intermediate level of proficiency. All of the participants were native speakers of Persian studying in Iran language institute in Kermanshah, Iran. They ranged from 16 to 27 in terms of age. Randomly, they were divided into four groups. Each group contained 15 participants who received one of the following treatment conditions via the internet.

Group A: received instruction through textual gloss.

Group B: received instruction through textual hyperlink.
Group C: received instruction through pictorial gloss.

Group D: received instruction through pictorial hyperlink.

3.3. Instruments and materials

In the present study, the following materials and instruments were utilized:

1- A Michigan test (MTELP)

2- An idiom pretest

3- An idiom course book

4- An idiom comprehension post test

5- An idiom production post test

3. 3. 1. Michigan Test of English Language Proficiency

In the present study, in order to homogenize the participants in terms of their level of proficiency, a MTELP was used. MTELP is one of the famous and standard tests for specifying the ESL or EFL learners' level of language proficiency. It contains 100 multiple-choice items including 40 grammar items in a conversational format, 40 vocabulary items requiring the selection of a synonym or completion of a sentence, and reading passages followed by 20 comprehension questions. (A copy of the test is given in appendix A).
3. 3. 2. Idiom pretest

To make sure that the participants had no prior knowledge of the target idioms, an idiom pretest was administered. The test included 121 items containing idioms which were to be presented during the treatment. The test contained 121 idiom items which would were to be presented during the treatment. Each item consisted of a short sentence which included one selective idiom. The participants had to write the English or Persian translation of the idioms. The time allocated for this test was 121 minutes. Results revealed that, 20 idioms were familiar for the participants. Therefore, these 20 idioms were excluded for the post tests. (A copy of the test is given in appendix B).

3. 3. 3. Idiom course book

The course book used to present idioms was titled “Can You Believe It? Stories and Idioms from Real Life, Book3” (Huizenga, J., 2000). The book was published by Oxford University Press. It contained 14 amazing true stories from around the world. Each story included 7 to 10 idioms and 2 to 5 phrasal verbs. For the purpose of this study, phrasal verbs were included in the instruction phase but excluded from the posttests.

Indeed, the reason for choosing this book as a course book was because it contained authentic and standard materials of appropriate difficulty level to roughly match the learners’ ability. That is, it was neither too difficult nor too easy. For the
purpose of this study, all the units were designed in pdf format and the internet Email service was used for course delivery.

3. 3. 4. Idiom comprehension post test

A 30-item multiple choice idiom test was administered to compare the effects of textual gloss, textual hyperlink, pictorial gloss, and pictorial hyperlink on the comprehension of idioms and to measure the participants' receptive knowledge of idioms. The time allocated to this posttest was 30 minutes. (A copy of the test is given in appendix E).

3. 3.5. Idiom production post test

A 30-item fill-in-the-blanks idiom test was used to compare the effects of textual gloss, textual hyperlink, pictorial gloss, and pictorial hyperlink on idiom production and to measure the participants' productive knowledge of idioms. In this test, the participants were asked to complete the idioms which were embedded in sentences. The time allocated to the production posttest was 45 minutes. (A copy of the test is given in appendix F).
3.4. Procedures

In order to achieve the aim of the study, the following procedures were followed. First of all, to homogenize the participants, a multiple-choice MTELP proficiency test was administered to 80 participants. It consisted of 100 grammar, vocabulary and reading comprehension questions. The analysis of the scores indicated that 20 of the participants had to be excluded from the study because of a different proficiency level. So, 60 female intermediate learners took part in the study. Second, to minimize the effect of the participants’ background knowledge of the target idioms, a pre-test was administered in the second week of the spring semester 2013. The pre-test contained 112 idioms and the participants were asked to write the meaning of the idioms in English or Persian. Furthermore, they were asked to write their Email address to take part in the virtual course of idioms. Then, the participants were divided into four groups randomly. All the groups received 2 stories a week in pdf format through Email. Each story contained 7 to 10 idioms. The instructor taught the same content to all the students enrolled in the course. However, there were some obvious differences in the way content was delivered. Each group received the content with a different mode of presentation. That is to say, the meaning of the idioms was clarified through various modes for each group:

In group A (textual gloss group), the participants received instruction through textual gloss. To be exact, this group was provided with materials in which the meaning of the target idioms was clarified in a glossary at the end of each story. Participants were asked to read English definition of idioms in a list. (A copy of the
material is given in appendix C). In group B (textual hyperlink group), the same materials were sent to the participants. However, the selected mode of presentation for this group was textual hyperlink. When the participants clicked on a hyperlinked idiom, a new page appeared and showed the idiom and its English definition. The third group, group C (pictorial gloss group), were exposed to the same materials. However, for this group, relevant and clear pictures which depicted target idioms were provided in a glossary at the end of each story. (A copy of the material is given in appendix D). Also, group D (pictorial hyperlink group) were provided with the same materials. They had access to the pictures of idioms by just one click. In other words, when the participants clicked on a hyperlinked idiom, a new page appeared and showed the idiom and its picture.

The fourth phase of the study involved a comprehension posttest. A 30-item multiple choice idiom test was administered to all groups to compare the effects of the four presentation modes (textual gloss, textual hyperlink, pictorial gloss, and pictorial hyperlink) on SL idiom comprehension.

The fifth phase was the administration of the production posttest. A 30-item fill-in-the-blanks idiom test was used to compare the effects of the mentioned modes on SL idiom production. In this test, the participants were asked to complete the idioms which were embedded in a short context. Each sentence contained a blank in which part of the target idiom was given. The participants were required to provide the missing part. Finally, the obtained data were organized and submitted to statistical analysis.
3.5. Data analysis

After all the tests were administered and the data were collected, to test the research hypotheses and to answer the research questions, two separate One-Way ANOVA procedures were utilized to investigate the effects of various presentation modes (textual gloss, textual hyperlink, pictorial gloss, and pictorial hyperlink) on L2 idiom comprehension and production in the context of distance learning.
Chapter 4: Results and Discussion

4.1. Introduction

This study investigates the effects of four different presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) in a distance learning context on SL idiom comprehension and production. The results of the participants' performance on post-tests are presented and discussed with regard to the research questions.

4.2.1. Investigation of the first question

The aim of the first research question was to investigate whether or not there are any significant differences among the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) in distance learning context on L2 idiom comprehension. To do so, a One-Way ANOVA procedure was used. Descriptive statistics, including the mean, standard deviation, etc. are summarized in Table 1.
Table 1. Descriptive Statistics for the ANOVA on idiom comprehension

<table>
<thead>
<tr>
<th>groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictorial hyperlink</td>
<td>15</td>
<td>24.3333</td>
<td>3.65800</td>
<td>.94449</td>
<td>22.3076</td>
<td>26.3591</td>
</tr>
<tr>
<td>Pictorial gloss</td>
<td>15</td>
<td>23.7333</td>
<td>5.57375</td>
<td>1.43914</td>
<td>20.6467</td>
<td>26.8200</td>
</tr>
<tr>
<td>Textual hyperlink</td>
<td>15</td>
<td>19.0000</td>
<td>3.33809</td>
<td>.86189</td>
<td>17.1514</td>
<td>20.8486</td>
</tr>
<tr>
<td>Textual gloss</td>
<td>15</td>
<td>18.8000</td>
<td>4.45934</td>
<td>1.15140</td>
<td>16.3305</td>
<td>21.2695</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>21.4667</td>
<td>4.96587</td>
<td>.64109</td>
<td>20.1838</td>
<td>22.7495</td>
</tr>
</tbody>
</table>

Based on Table 4.1., it can be observed that the highest mean on the idiom comprehension test belongs to the pictorial hyperlink group ($\bar{x} = 24.33$) followed by the pictorial gloss group ($\bar{x} = 23.73$). The third highest mean belongs to the textual hyperlink group ($\bar{x} = 19$). The group instructed through the textual gloss has the lowest mean ($\bar{x} = 18.80$). To see whether or not the differences among the groups are statistically significant, the One-Way ANOVA procedure was used. The obtained results are presented in Table 2.

Table 2. ANOVA on learners' idiom comprehension

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>398.267</td>
<td>3</td>
<td>132.756</td>
<td>7.036</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1056.667</td>
<td>56</td>
<td>18.869</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1454.933</td>
<td>59</td>
<td></td>
<td>$\omega^2 = .23$</td>
<td></td>
</tr>
</tbody>
</table>
In Table 2, based on the observed F value and the significance level \( F (3,56) = 7.03, P < .05 \), we can safely claim that there are significant differences among the means of the groups. So, the null hypothesis developed in chapter one is rejected. At the same time, the index of the strength of association \( \omega^2 = .23 \) shows that 23% of the total variance in the dependent variable (idiom comprehension) is accounted for by the independent variable (mode of presentation). This means that the remaining 77% of the variance is left unaccounted for. To locate the significant differences, a post hoc Scheffe test was used, the results of which are summarized in Table 3.

Table 3. Multiple comparisons for the ANOVA on idiom comprehension

<table>
<thead>
<tr>
<th>(I) group</th>
<th>(J) group</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictorial hyperlink</td>
<td>Pictorial gloss</td>
<td>.60000</td>
<td>1.58615</td>
<td>.986</td>
<td>-3.9719</td>
<td>5.1719</td>
</tr>
<tr>
<td>Text hyperlink</td>
<td>Text glossy</td>
<td>5.33333</td>
<td>1.58615</td>
<td>.016</td>
<td>.7614</td>
<td>9.9053</td>
</tr>
<tr>
<td></td>
<td>Text gloss</td>
<td>5.53333</td>
<td>1.58615</td>
<td>.011</td>
<td>.9614</td>
<td>10.1053</td>
</tr>
<tr>
<td>Pictorial gloss</td>
<td>Text hyperlink</td>
<td>4.73333</td>
<td>1.58615</td>
<td>.040</td>
<td>.1614</td>
<td>9.3053</td>
</tr>
<tr>
<td></td>
<td>Text glossy</td>
<td>4.93333</td>
<td>1.58615</td>
<td>.029</td>
<td>.3614</td>
<td>9.5053</td>
</tr>
<tr>
<td>Textual hyperlink</td>
<td>Text gloss</td>
<td>.20000</td>
<td>1.58615</td>
<td>.999</td>
<td>-4.3719</td>
<td>4.7719</td>
</tr>
</tbody>
</table>

As the above table shows, there are statistically significant differences between both of the pictorial groups and the textual groups. In other words, the pictorial groups outperformed the textual groups in both hyperlink and glossing conditions on
the idiom comprehension test. At the same time, there are no statistically significant
differences between the pictorial groups. It can be claimed that pictures (regardless of
whether they are hyperlinked, or glossed) can positively influence idiom
comprehension in the distance learning context. The graphic representation of the
results (Chart 1) shows the differences among the groups more conspicuously.

![Chart 1: Means plot on the idiom comprehension test](image)

4.2.2. Investigation of the second research question

The second research question sought to investigate the effects of various
presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual
gloss) in distance learning context on L2 idiom production. To this end, another One-
Way ANOVA was used. Table 4 contains the descriptive statistics:
Table 4. Descriptive Statistics for the ANOVA on idiom production

<table>
<thead>
<tr>
<th>groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictorial hyperlink</td>
<td>15</td>
<td>19.87</td>
<td>4.75</td>
<td>1.23</td>
<td>17.24</td>
<td>22.49</td>
</tr>
<tr>
<td>Pictorial gloss</td>
<td>15</td>
<td>20.13</td>
<td>5.64</td>
<td>1.46</td>
<td>17.01</td>
<td>23.26</td>
</tr>
<tr>
<td>Textual hyperlink</td>
<td>15</td>
<td>17.93</td>
<td>5.04</td>
<td>1.30</td>
<td>15.15</td>
<td>20.72</td>
</tr>
<tr>
<td>Textual gloss</td>
<td>15</td>
<td>18.07</td>
<td>4.95</td>
<td>1.28</td>
<td>15.33</td>
<td>20.81</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>19.00</td>
<td>5.08</td>
<td>.66</td>
<td>17.69</td>
<td>20.31</td>
</tr>
</tbody>
</table>

It can be seen from Table 4 that the pictorial gloss group has the highest mean ($\bar{x} = 20.13$), followed closely by the group that received pictorial hyperlink ($\bar{x} = 19.86$); coming third is the group that received the textual gloss ($\bar{x} = 18.06$). The textual hyperlink group has the lowest mean ($\bar{x} = 17.93$). To see whether or not the differences among the groups are statistically significant, the One-Way ANOVA procedure was used. The obtained results are presented in Table 5.

Table 5. ANOVA on learners' reading comprehension

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>60.667</td>
<td>3</td>
<td>20.222</td>
<td>.776</td>
<td>.512</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1459.333</td>
<td>56</td>
<td>26.060</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1520.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on Table 5, the F value and the significance level (F (3,56) = 0.77, P > 0.05) are indicative of no significant differences among the four groups. Therefore, it can be claimed that different presentation modes have no differential effect on learners' idiom production in the distance learning context. The following graphical representation (Chart 2) makes the results more easily noticeable.

Chart 2: Means plot on the idiom production test
4.3. Discussion

The present study attempted to investigate the effects of various presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) on L2 idiom comprehension and production in distance learning context. The results indicated that the performance of the picture groups in both hyperlink and glossing conditions on the comprehension test was significantly better than the textual groups. Regarding the first research question of this study, the outcomes supported the positive effect of pictures on L2 idiom comprehension in the context of distance learning. This finding of the present study is consistent with a number of studies some of which were reviewed in chapter 2, such as Fotovatnia and Khaki (2012), who pointed out the pedagogical value of pictures in the teaching of both meaning and form of decomposable idioms. Also, Yushi (2006); and Zarei and Salimi (2012) showed the positive effect of pictures in teaching and learning L2 words. Likewise, Kost et al. (1999); Shahrokni (2009); and Yousefzadeh (2011) supported the superiority of multimedia gloss in improving L2 learners’ comprehension of L2 words. All these studies confirmed the significant effect of picture elucidation in idiom comprehension and word learning.

Regarding the second research question, the experimental results revealed that although both picture groups performed better on the production posttest, the differences among the four groups on the idiom production test were not statistically significant. This means that different presentation modes (pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss) have no differential effect on
learners' idiom production in the distance learning context. This result are in line with the study done by Boers et al. (2009), who found that the addition of pictorial elucidation contributes little to learners’ retention of the linguistic form of idioms. Also, Yoshii (2006) investigated the effectiveness of different kinds of glosses and showed the beneficial effects of pictures with regard to learners’ retention of the meaning of words, but not with regard to their productive knowledge of them.

It is worth noting that one important reason why the participants of the picture groups had the highest scores in both comprehension and production posttests could have been related to the pedagogical power of pictures, the so-called picture superiority effect (Nelson et al, 1976). They argue that pictures hold two encoding advantages over words. Pictures are perceptually more distinct from one another than are words, so increasing their chance for retrieval. Pictures are also believed to assess meaning more directly than words. In fact, remembering the associated picture may facilitate mental representation, comprehension and retrieving the meaning of target idioms or words. Also, the results of the present study are in accordance with the claim of the cognitive theory of multimedia learning (CTML) (Mayer, 1997, 2001). According to Mayer (2005), human beings process knowledge through two channels: a visual-pictorial and an auditory-verbal (dual-channels assumption); each channel has a limited capacity for processing (limited capacity assumption); and active learning involves carrying out a synchronized set of cognitive processes (active processing assumption). The cognitive theory of multimedia learning specifies five cognitive processes in multimedia learning: selecting relevant words from the
presented text or narration, selecting relevant images from the presented illustrations, organizing the selected words into a coherent verbal representation, organizing selected images into a coherent pictorial representation, and integrating the pictorial and verbal representations and prior knowledge. In other words, presentation of the information visually and textually might lead to a deeper level of learning. In this study, pictorial groups were provided with the textual form of idioms in addition to related pictures. They had the opportunity to integrate the textual form of idioms with concrete visual pictures. This may have engaged L2 learners’ mind in processing and integrating written form of an idiom and its relevant picture simultaneously. Although the addition of pictures makes materials appealing and facilitates comprehension of L2 idioms, there is no reason to believe that association of idioms with relevant pictures can affect the retention of the linguistic form of idioms.

We do need to acknowledge, of course, that this study was a short period experiment, the general findings of which would need to be replicated before any firm conclusions can be drawn. For one thing, the number of participants was small and their sex was limited to female learners. For another, the learning experiment in the new context of internet service (Email) was a new experience for the participants.
Chapter Five: Conclusions and implications

5.1. Introduction

In this final chapter, the findings of the study will be summarized. After a brief summary, some pedagogical implications and suggestions for further studies will be offered.

5.2. Summary of the findings

The present study was an attempt to answer the question of whether there are significant differences among the effects of various presentation modes on intermediate learners’ idiom comprehension and production in distance learning context.

The results of the comprehension posttest revealed that the group instructed through pictorial hyperlink mode had the best performance, followed closely by the pictorial gloss group; the third highest mean belonged to the textual hyperlink group; the group receiving materials through the textual gloss mode had the lowest mean. Likewise, the One-Way ANOVA procedure indicated that differences between both of the pictorial groups and the textual groups were statistically significant. It means that in both hyperlink and glossing conditions, the pictorial groups outperformed the
textual groups on the idiom comprehension test. Therefore, it can be concluded that multimedia presentation facilitates idiom comprehension. This is because an integration of textual form of an idiom and its relevant picture led to deeper processing, better comprehension and enhanced retrieving of the meaning of target idioms. With regard to the effects of multimedia presentation on idiom comprehension, the finding of the study showed that there are no significant differences among the effect of different presentation modes on learners' productive knowledge of L2 idioms in the distance learning context.

5.3. Conclusion

The present study attempted to investigate the effects of various presentation modes namely; pictorial hyperlink, pictorial gloss, textual hyperlink, and textual gloss on L2 idiom comprehension and production in distance learning context. The findings showed that the pictorial groups outperformed the textual groups in both hyperlink and glossing conditions on the comprehension test. Also, the results indicated that although the performance of the picture groups in both hyperlink and glossing conditions was better, the differences among the four groups on the idiom production test were not statistically significant.

To conclude, the addition of relevant and clear pictures makes materials appealing and facilitates comprehension of L2 idioms.
5.4. **Pedagogical implications**

Using computer-based instruction in the form of multimedia for all instructions in general, and for language learning in particular, can have positive and notable outcomes. Consequently, as multimedia facilitate comprehension and enhance retrieving the meaning of SL idioms, using this presentation mode can be useful for both teachers and learners.

The present study may also have implications for material writers, textbook authors, CALL package designers and distance learning planners in that it may encourage them to add pictorials to the verbal input.

5.4. **Suggestions for the further research**

This study focused on the effect of various presentation modes on idiom comprehension and production in the context of distance learning. For those who are interested in conducting research in the area of multimedia mode of presentation and education in the distance learning context, the following questions are suggested for further research.

1. This study suggested that pictorial hyperlink and pictorial gloss have positive effects on learners' idiom comprehension in the distance learning context. But, it did not test the effects of these modes of presentation on learners' word knowledge and reading comprehension; these can be subjects for future research.
2. Investigating the impact of multimedia and computer-based instruction on teaching proverbs can be another area for research.

3. This study was carried out through one of the internet services (Email); online presentation of materials may lead different results.

4. Static picture and video clip may have various effects on learning language; hence taking their differences into account can be a new area for research.

5. The present study excluded phrasal verbs in posttest phase; investigating the effect of pictorial presentation modes on learning phrasal verbs may be another suggestion.

6. The sample size in the present study was small and limited to intermediate learners. So this research can be conducted with a larger sample and with students at higher levels of proficiency.

7. The age and gender of the participants were not considered as variables, so further research can take these variables into consideration.
References


Appendices

Appendix A: Pretest 1

Michigan Test of English Language Proficiency (MTELP)

Instruction:

This part of the examination contains 100 problems, numbered 1-100. There are 40 grammars, 40 vocabularies, and 20 reading comprehension problems. The examiner will not explain any test problem. If you don't understand how to do the problems, raise your hand, and a proctor will explain the examples to you. Do not spend too much time on any one problem. Each problem counts the same. If you do not know the answer to a problem, you may make a reasonable guess. Each problem had only one correct answer. Work fast but carefully. You have one hour (60 minutes) to answer all 100 problems. Here are examples of each kind of problem. In each example, the correct answer has been married with an asterisk (*). For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. Do not write in this test booklet.

GRAMMAR: Choose the word or phrase that best completes the conversation.

What is that thing?

That ______ a spider.

a. to call
b. for calling
c. be called
d. is called *

VOCABULARY: Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very _____.

a. sturdy
b. shifty
c. trusty
d. elementary *

READING: Read the passage, and then answer the questions following it according to the information given in the passage. While I was getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that.

The person telling the story is …

a. a married lady.
b. an unmarried lady.
c. a married man. *
d. an unmarried man
Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the examiner dismisses the group. Remember, you have 60 minutes to complete all 100 problems.

**GRAMMAR**

1. “Sorry I was late again this morning.”

   “Well, don't let it happen again. I expect you ____ on time.”
   
   a. be  
   b. are  
   c. being  
   d. to be

2. “John’s remark was very strange.”

   “Yes. I was completely____ by what he said.”
   
   a. amaze  
   b. amazing  
   c. amazingly  
   d. amazed

3. “Why is Jane upset?”

   “She’s disappointed because her son's low test scores prevented _____to the university.”
   
   a. him from being admitted  
   b. him to admit  
   c. to admit him  
   d. him from admitting

4. “Do you know where Barb is?”

   “Strange___ sound. She is in Timbuktu.”
   
   a. may it  
   b. as it may  
   c. like it may  
   d. does it

5. “I understand you don't like opera.”

   “____. I go at least once a month.”
   
   a. On the contrast  
   b. In contrary  
   c. On the contrary  
   d. In the contrast
6. “How did you decide what kind of car to buy? “After ___ all the alternatives, I chose the fastest car I could find.”
   a. considering from
   b. considering
   c. I consider
   d. Consider
7. “Who did you invite to dimmer?”
   “No one___ than Frank and his family.”
   a. rather
   b. except
   c. besides d. other
   d. other
8. “Will you write my term paper for me?”
   “No. The only thing I can do is_____ you write it.”
   a. are
   b. being
   c. to be
   d. help
9. “Did Bob take the test?”
   “Yes. And_____, he passed it easily.”
   a. surprisingly
   b. surprised
   c. so surprising
   d. by surprise
10. “Why are you calling the weather service?”
    “I want to see how much rain___ in Florida this month.”
    a. has there been
    b. had been there
    c. there has been
    d. it has been
11. “Jack is quite a scholar.”
    “Yes. In addition ____ Latin he also speaks Geek.”
    a. to know
    b. to knowing
    c. knowing
    d. knows
12. “Why is that building closed?”

“The police are looking for a___ bomb.”

a. timing  
b. timer  
c. timed  
d. time

13. “The teacher said the test would be easy.”

“Despite____, we’d better study hard.”

a. what she said  
b. she said it  
c. she said  
d. that she said

14. “There’s a lot of traffic here!”

“Yes. A lot of people ___ here find it too crowded.”

a. Live  
b. were living  
c. living  
d. lived

15. “It’s really cold today!”

“Yes, I didn’t want to get out of bed,____ go outside.”

a. even though  
b. much less  
c. aside from  
d. not only

16. “Is John a good student?”

“He is,_____ an excellent student.”

a. in most parts  
b. for most parts  
c. for the most part  
d. in most of the parts

17. “Has Jennifer ever been to Paris?”

“No, but _____. She’s going next week.”

a. interestedly  
b. interested enough  
c. interesting enough  
d. enough interesting
18. “What math class are you taking next term?”

“My advisor recommended_____ Algebra II.”
   a. me to take
   b. to take
   c. me
   d. that I take

19. “What do you know about your new roommate?”

“Well. She prefers tea_____ coffee.”
   a. than
   b. to
   c. as
   d. instead

20. “Was Jack wearing a seat belt?”

“Yes. He would have ____ without it.”
   a. been injured
   b. injured
   c. been injure
   d. injure

21. “Are you coming to the party?”

“I’m not sure. But there’s a good chance _____ there.”
   a. we are
   b. of us
   c. of our being
   d. we would be

22. “What did the paper say about the president’s plans for next week?”

“He ____ to South America then.”
   a. will be fly
   b. has flown
   c. is flown
   d. is to fly

23. “What are they talking about?”

“They are discussing problems____ the budget.”
   a. concerning
   b. concerning to
   c. concerned
   d. concerned to
24. “Do you think John is smart?”

“He is ____ can be.”

a. more clever as  
b. as clever as  
c. more clever than  
d. so clever he

25. “Do you like frog’s legs?”

“_____ them. I don’t really know.”

a. Never trying  
b. Not to have tried  
c. Never having tried  
d. Never had tried

26. “Did the painter say when he would finish the work?”

“No. he _____ to tell me.”

a. yet has  
b. has yet  
c. hasn’t yet  
d. yet hasn’t

27. “Was the test long?”

“Yes, John was the only one ____it.”

a. to finish  
b. finished  
c. could finish  
d. has finished

28. “Why did Johnny buy that fumy looking shirt?”

“That’s one of ____ that teenagers like this year.”

a. style  
b. styles  
c. the styles  
d. the style

29.”Are there any dinosaurs living now?”

“Oh. No. They have____ for millions of years.”

a. been made extinct  
b. been extincted  
c. extincted  
d. been extinct
30. “Why didn’t they buy the vase?”

“It was too expensive ____ it was on sale.”

a. however
b. despite
c. even
d. although

31. “Have you been to Chicago recently?”

“No. not since ____ here last May.”

a. moving
b. I move
c. I had moved
d. I had been moved

32. “I couldn’t take the history class I wanted last semester.”

“Why didn’t you talk to your advisor?

She ____ able to help you get in.”

a. wasn’t
b. might have been
c. might be
d. couldn’t have been

33. “Is this Mary’s original copy of the letter?”

“No. it’s the ____ one.”

a. rewrote
b. rewritten
c. rewrite
d. rewriting

34. “The reservations weren’t made on time.”

“Sorry. The computers were down; it ____.”

a. couldn’t be helped
b. didn’t help
c. couldn’t help
d. wasn’t helped

35. “What point does Ganger make in her Book?”

“She says that snakes are perceived ____ being evil in some societies.”

a. of
b. by
c. as
d. like
36. "How should we do this?"

"It should be done ____ we did it yesterday."

a. the same way as
b. as the same way as
c. as the same way than
d. as the same way

37. "Is your new house large?"

"Not really, but ____ to this apartment; it seems large."

a. comparing
b. in comparing
c. compared
d. by comparing

38. "All these desserts look delicious."

"Yes, but ____ the pie looks the best."

a. of them
b. of them all
c. from them
d. from all

39. "Is it hard to get around because you don’t have a car?"

"Not since I got used _____ the bus."

a. to riding
b. to ride
c. riding
d. ride

40. "What did John do after he fell?"

"He kept running ____ his pain."

a. even though
b. unless
c. however
d. despite

**VOCABULARY**

41. "Sally said she would paint the house for a _____ fee."

a. formulaic
b. miniature
c. superfluous
d. nominal
42. “No one can visit her because she has a very _____ disease.”
   a. intoxicating  
   b. contagious  
   c. corporal  
   d. exasperating

43. “He tried to explain how he felt. But he was unable to ____ his true feelings.”
   a. articulate  
   b. evolve  
   c. inhibit  
   d. inflict

44. “That popular magazine has many ______ .”
   a. denominations  
   b. prescriptions  
   c. subscribers  
   d. spectators

45. “John tried to eat a large piece of meat too fast and began to _____ on it.”
   a. exploit  
   b. lash  
   c. gauge  
   d. choke

46. “Jane is a very _____ student.”
   a. eventual  
   b. foregoing  
   c. conscientious  
   d. admissible

47. “Jenny is _____ of the mistakes of others.”
   a. tolerant  
   b. benevolent  
   c. cordial  
   d. cooperative

48. “Frank _______ to travel the world.”
   a. conspires  
   b. inspires  
   c. asserts  
   d. aspires

49. ”Those two countries have always _____ the location of their shared border.”
   a. disputed  
   b. dissented  
   c. dissolved  
   d. declined
50. “He received a silver _____ for winning the contest.”
   a. trophy  
b. technique  
c. chasm  
d. grant

51. “Inflation has risen in _____ years.”
   a. current  
b. recent  
c. the latest  
d. the last

52. “No one knew what to do because his instructions were so ______.”
   a. unconscious  
b. precarious  
c. ambiguous  
d. restrictive

53. “The noise of the traffic is a real _____ when I’m trying to study.”
   a. epidemic  
b. outburst  
c. nuisance  
d. fragment

54. “After Eric had run the race. His shirt was ______ sweat.”
   a. overcome by  
b. reinforced with  
c. invaded by  
d. saturated with

55. “He took a second job to _____ his income.”
   a. engender  
b. augment  
c. exploit  
d. hasten

56. “Bill’s teachers ______ him as a troublemaker.”
   a. regard  
b. remind  
c. conclude  
d. measure

57. “Because John didn't take good care of himself, it was ____ that he would get sick.”
a. invariable
b. notorious
c. inevitable
d. conclusive

58. “He said it would never work, that all our efforts had been _____.”
   a. distracted  
   b. vacant       
   c. futile        
   d. convertible

59. “Jane was _____ that an unqualified person got the job.”
   a. infected    
   b. beset        
   c. bold         
   d. resentful

60. “Don’t use that airline. Its safety record is____.”
   a. brazen    
   b. appalling  
   c. terminal   
   d. existential

61. “Fred bought his new car on _____ quickly and without thinking.”
   a. impulse   
   b. expectation  
   c. prejudice  
   d. reaction

62. “They did not believe the candidate’s____.”
   a. apertures 
   b. assertions  
   c. imperatives 
   d. resumptions

63. “Bill just doesn't fit in here: he's like ____.”
   a. a bird in the hand   
   b. a fish out of water  
   c. a fly in the ointment 
   d. d. water on a duck’s back

64. “When Helen told me she was mad at her boss, I asked her not to do anything _____.”
   a. incidental  
   b. distorted   
   c. crucial
65. “The old man’s health was improving. But then some ____ developed.”
   a. complications
   b. implications
   c. terminations
   d. conclusions

66. “John couldn’t say a word: he was ____ by the shocking news.”
   a. jammed
   b. clamped
   c. stunned
   d. clenched

67. “When we heard the criminal was released from prison we felt nothing but ____.”
   a. infection
   b. revulsion
   c. combustion
   d. restriction

68. “They didn’t finish the project in time though they had _____ three weeks to it.”
   a. accused
   b. adhered
   c. aggregated
   d. allotted

69. “Because so much wheat has been sold to other countries, local supplies are ____.”
   a. expanded
   b. depleted
   c. apprehended
   d. preoccupied

70. “Jane wasn’t driving carefully, and had a ____ when she almost crashed into a truck.”
   a. last call
   b. look out
   c. knock out
   d. close call

71. “Scott _____ his success to luck.”
   a. attributes
   b. contributes
   c. concedes
   d. attests

72. “The teacher told Sue her comments were interesting but not ____.”
   a. stimulating
b. synthetic
c. relevant
d. peripheral
73. “The papers were easy to find because the files were _____ organized.”
   a. progressively
   b. intimately
   c. ironically
   d. meticulously
74. “If you pay for the movie, I’ll _____ for dinner.”
   a. snap
   b. sprout
   c. spark
   d. spring
75. “The politician told _____ lie.”
   a. a dense
   b. a sundry
   c. and outright
   d. a snug
76. “That scale isn’t correct. It needs _____.”
   a. cohesion
   b. calibration
   c. resignation
   d. approximation
77. “We hope that increasing the size of the police force will act as a _____ to crime.”
   a. deterrent
   b. contraction
   c. suspension
   d. deficiency
78. “When he parked his car in our driveway, he _____ our property rights.”
   a. restrained
   b. penetrated
   c. infringed on
   d. invested in
79. “The boy didn’t fall even though he was _____ on the edge of the cliff.”
   a. peering
   b. presiding
   c. perceived
   d. poised
80. “From her accent he _____ that she was from Canada.”
   a. deduced
Like all growing plants, the potato is a product of the seamless cooperation of sun, soil, temperature and water. However, while potatoes thrive on moisture, so, too, does the potato's worst affliction, late blight. After attacking and blackening the leaves, Phytophthora infestans spores move down the stem, eventually reaching and rotting the tubers in the ground. Even those potatoes harvested and stored may carry the fungus and be wiped out. The search for the cause of the blight that ruined the Irish plants in the 1840's and the Polish plants in 1980 preoccupied researchers for years. M. J. Berkeley, a 19th-century naturalist, first recognized that the fungus appearing on the potato plants in 1845 in Ireland and elsewhere was not the result of the blight but the cause. Working in Germany, another scientist Heinrich Anton de Bary, proved Berkeley's theory by identifying the fungus as an outgrowth on the host. It took another hundred years.

However, before the mystery of the origin of the fungus was solved, and the pathogen itself was traced to central Mexico. Late blight has traditionally been held in check with costly chemical fungicides. Unfortunately, for many farmers, the chemicals are too expensive, if a valuable at all. Therefore today, identifying or creating blight-resistant potato species is the major goal of agricultural researchers interested in late blight.

81. Where does late blight begin?
   a. in the stems of potato plants
   b. on the leaves of potato plants
   c. in potatoes in the ground
   d. in potatoes that are being stored

82. M. J. Berkeley is known for…
   a. discovering the cause of late blight.
   b. finding a treatment for late blight.
   c. understanding that the fungus was a result of late blight.
   d. recognizing that the blight in Ireland was the same as the blight in Germany.

83. The work of Heinrich Anton de Bary supported the theory that …
   a. blight was a disease caused by potatoes.
b. late blight caused a fungus.

c. the cause of late blight was a fungus.

d. German potato blight and Irish potato blight had different causes.

84. Where did the fungus come from originally?

a. Ireland
b. Poland
c. Germany
d. Mexico

85. According to the passage, current research is primarily aimed at …

a. finding types of potatoes not so affected by late blight.
b. developing more effective chemical fungicides to fight late blight.
c. developing less expensive chemical fungicides to fight late blight.
d. discovering the cause of phytophthora infestans.

A little more than a hundred years ago, a number of European scholars began to record stories being told in peasant cottages and compile them into the first great collections of European folk tales. Written evidence exists to prove that the folk tales they recorded existed long before then. Though. Collections of sermons from the 12th to the 15th century show that medieval preachers knew of some of the same stories as those recorded by the 19th century folklorists. The collections of folk tales made in the late 19th and early 20th centuries provide a rare opportunity to make contact with the illiterate masses who have disappeared into the past without leaving a trace. To reject folk tales as historical evidence because they cannot be dated and situated with precision like other historical documents is to turn one's back on one of the few points of entry into the previous centuries. But to attempt to penetrate that world is to face a daunting set of obstacles. The greatest of which is the impossibility of listening in on the story tellers. No matter how accurate they may be. The versions of the tales recorded in writing cannot convey the effects that the storytellers must have used to bring the stories to life: the dramatic pauses. The sly glances. The use of gestures to set scenes, and the use of sounds to punctuate actions. All of those devices shaped the meaning of the tales, and all of them elude the historian. He cannot be sure that the limp and lifeless text he holds between the covers of a book provides an accurate account of the performance that took place in earlier times.

86. The author believes that written versions of folk tales …

a. changed dramatically from the 19th to the 20th century.
b. are valid historical documents.
c. show how illiterate the masses were before the 19th century.
d. should be rejected as historical evidence.

87. What problem of folk tale collections does the author discuss?
   a. There is no way to tell which version of a story is the original version.
   b. They contain historical inaccuracies.
   c. They are used as historical evidence.
   d. They don’t preserve the original performance style of the storytellers.

88. The author’s main purpose in this passage is to…
   a. criticize historians who use folk tales as historical documents.
   b. argue that folk tales are authentic historical documents.
   c. convince readers that modern versions of folk tales are probably not the same as the originals.
   d. explain why historians must study the illiterate masses of the past.

89. According to the passage. Peasant folklore was recorded by…
   a. 19th century folklorists.
   b. 19th century preachers.
   c. historians in the 12th to 15th centuries.
   d. 19th century peasants.

90. The author talks about “limp and lifeless” texts because…
   a. the original texts have been damaged.
   b. the texts do not reveal how the storytellers presented their folk tales.
   c. some of the texts are no longer relevant to historians.
   d. the texts provide an accurate account of life in earlier times.

Bioacoustics is a field that cacophony of sound emanating from the animal kingdom. Using the equipment adapted from the sound recording industry and the military. Bioacousticians are learning how creatures use sound in mating, socializing, and staking out territories. The work of Eugene Morton of the National Zoological Park exemplifies the interests of scientists in this field. He has shown that most animals warn others away with a harsh, low-pitched growl. The reason seems to be that deep. Low-frequency sound suggests bigness, in the same way a bass drum sounds mightier than a snare drum. Conversely, he has found that animals use high-pitched sounds to show amiability or submissiveness. A pocket mouse, for example, signals appeasement with a whining squeal. A rhinoceros rumbles when hostile but whistles when feeling friendly. Morton and other
scientists owe such findings to the sonograph, the device that helped launch bioacoustics in the 1950's. Developed for use in creating human voiceprints and submarine identification. The sonograph converts sound waves in the atmosphere into electrical signals. The signals drive a stylus. Which makes a two dimensional "picture" of sound on paper. Using the sonograph, Morton has found that although a bird's warning chirp and a dog's growl sound dissimilar, pictures of their sounds are much alike. Both reveal a low overall frequency and broad bandwidth; the sonogram looks like a thick, black bar. At the opposite end of the sound spectrum is the thin-lined sonogram representing an animal's friendly call, a high tone that makes the producer seem smaller and unthreatening through using sonograms and sophisticated computers. Bioacousticians are scrutinizing everything from cricket chirps to lion roars to learn more about why an animal makes particular sounds in particular situations.

91. What is the importance of the sonograph in bioacoustics?
   a. It creates human voiceprints.
   b. It sends electrical signals.
   c. It helps scientists compare animal sounds.
   d. It allows the identification of submarines.

92. The original purpose of sonographs was to …
   a. identify submarines.
   b. compare the sounds of birds and dogs.
   c. warn threatening animals away.
   d. learn more about how animals use sound.

93. What does a sonograph do?
   a. It decreases the frequency of sounds.
   b. It makes sounds louder so scientists can study them.
   c. It creates sounds like animals make.
   d. It makes a visual record of sounds.

94. According to the passage. What does research show about large animals?
   a. They may make high pitched sounds to show they are in danger.
   b. They may make low pitched sounds to show they feel friendly.
   c. They may make high pitched sounds to show they feel friendly.
   d. They may have difficulty making high-pitched sounds.
95. The research mentioned in the passage suggests that low-pitched sounds made by an animal …

   a. may mean the animal feels relaxed.
   b. indicate the animal is bigger than a bird.
   c. do not appear on a sonogram.
   d. may mean the animal is giving a warning.

Printers use the term broadside to refer to a large piece of paper printed on one side. In military language, it means an attack with all one's forces. Dudley Randall invoked both these senses of the word when he established the Broadside press in 1965. Randall was a librarian and poet in Detroit when he began the press with his personal savings as a way to copyright the words to his ballad about a 163 racial incident in which whites killed three Black children. The poem was printed ad a broadside. By creating the Broadside press, the most successful poetry institution in the history of African American literature. Randall created something that had previously not existed in the United States-an organization that would publish the works of black poets, “explains professor Melba Boyd, a poet and former press editor. Historically, work by Black poets had been criticized for emphasizing political issues and not using the traditional poetic forms of the white literary establishment. Thus, Black poets had found it difficult to get published. Boyd is producing a film documentary that will present Randall's biography as well as his poetry. Randall served as general editor of the press from 1965 to 1977. In the mid-seventies, Sky-rocketing printing costs and the closing of many small bookstores to which he had extended credit left the press in financial straits. Randall then sold the press and slumped into a depression. But in the 1980's, he revived community support for the press through the Broadside Poets Theater. Boyd hopes her documentary on Randall will introduce more people to African American literature.

96. According to the passage, the Broadside press is most famous as a publisher of…

   a. criticism of traditional white poetry.
   b. biographies of famous African American poets.
   c. poetry written by African Americans.
   d. African American documentaries.

97. Who paid the costs to start the press?

   a. An organization of black writers
   b. Dudley Randall
   c. Professor Boyd
   d. Many small bookstores
98. according to Professor Boyd. What significant change occurred because of the Broadside Press?

a. black poets returned to traditional poetic forms.
c. The Black literary establishment began to emphasize political issues.
d. It became easier for Black poets to get their work in print.

99. What happened to the Broadside Press in the 1980’s?

a. It was renamed the Broadside Poets theater.
b. It moved into a different community.
c. It regained popular support.
d. It helped support small bookstores during a depression.

100. What did the Broadside Poets Theater do?

a. helped get support for the Broadside Press
b. led Randall into a personal depression
c. led the Broadside Press into financial difficulties
d. supported many bookstores in the community
Appendix B: An idiom pretest

Write the figurative meaning of the bolded expressions in Persian or English.

1. When Mike's mother told him he could not use the car, it was a bitter pill to swallow.
2. My car almost hit that tree. What a close call.
3. When Larissa met Jose, he seemed like a dream come true!
4. I'd love to have one home in the mountains and another at the seashore, but that's just a pipe dream.
5. According to the weather report, it’s going to rain today.
6. David should listen to his mother; after all, she knows what is best for him.
7. The wheels on the bus go round and round all day long.
8. His house is a mess. There are papers and clothes all over the place.
9. CNN broadcasts news around the clock.
10. I was as hungry as a bear when I returned home from work yesterday.
11. I enjoy tennis as well as golf.
12. After dating his girlfriend for several years, the man finally asked for her hand in marriage.
13. He is asking for trouble with his behavior.
14. Luis carries his cellular phone at all times so that he won’t miss an important call.
15. At first glance, I thought my hand was bleeding, but then I realized it was just red ink from my pen.
16. I’m busy at present; can I call you later?
17. I thought Igor and Pierre were going to fight, but Igor backed off.
18. We laugh at Tom when he dances, but he’s a good sport and just laugh with us.
19. I’m going to school now, but I’ll be back at 5:00.
20. Mary just lost her job, and she’s concerned about money.
21. I was disappointed by my history class because the teacher was boring.
22. Jack is enthusiastic about fishing because he loves eating fish!
23. The lucky bride was flying high.
24. You should talk to my boss. He’s in charge of the project.
25. Ahmad, who loves books, is in his element at the library.
26. Pierre and Amy are in the same boat; they’ve both lost their jobs.
27. Mehmet thinks he will do well at this new job, but he’s nervous about meeting all the new people.
28. Many people think Tom is nuts for leaving his important job.
29. As a tourist in New York City, Mimi was on edge. She had heard so many stories of crime!
30. When Brenda heard the good news, she was **on top of the world.**
31. You’re **out your mind** to try something as dangerous as sky-diving!
32. After Brenda’s heart attack, she was in the hospital on life support for weeks, but she gradually improved and is now **out of the wood.**
33. I won’t swim in the ocean because I’m **scared of** sharks.
34. After I saw that horror film, I was **scared stiff** for three days!
35. I’m **sick and tired of** that loud music.
36. Ming was **sick of** the rainy weather in Seattle.
37. This bracelet is the **real thing.**
38. Mother Earth will be destroyed **before long** if we don’t care of the environment.
39. I found this book in my car. Does it **belong to** you?
40. Picasso **broke new ground** in the art of painting.
41. The Nazis destroyed her town and **burned down** her house.
42. Hideaki got on the wrong train **by mistake** and went to Boston instead of Washington, D.C.
43. Mike **can’t stand** graffiti.
44. Quintana **caught** three teens **red-handed.**
45. I was going to buy a car, but I **changed my mind.** I bought a motorcycle instead.
46. Children who scream and shout **drive me crazy.**
47. I haven’t heard from Yilmaz in a year; I should **drop him a line.**
48. It was nice to meet Monika **face-to-face** after years of e-mailing.
49. When Hans saw Maria at the theatre, he was **found of** her.
50. The dogs were **fighting tooth and nail** and were completely bloody.
51. Norbert wants a car because her friends have them; he always follows the crowd.
52. I always **get a kick out of** our old photos.
53. Hassan just started graduate school and is **getting very involved with** his studies.
54. Perry and Alice plan to **get married** after they finish college.
55. Terry’s new restaurant **got off to a good start** when the local newspaper printed a very favorable review.
56. I’m **getting ready** to go to the party.
57. I cleaned my closet and **got rid of** my old clothes.
58. Maria **got the shock of her life** when she heard the winning lottery number—it was hers!
59. Pierre is always trying to **get the upper hand** on me.
60. George and Mary met in Italy, and they hope to **get together** sometime in the future.
61. Last night Ana **gave birth to** a healthy baby boy.
62. I’m a regular customer at the Peking Palace restaurant, so they always give me the red carpet treatment.
63. Gordana is a globe-trotting musician; she has played in six countries in the past six months.
64. My rash is going from bad to worse. First it covered my finger, but now it’s all over my hand.
65. Paco and his wife are always going head to head about how to spend their money.
66. My boss hates to spend money, but I went out on a limb anyway and asked for a raise.
67. A lot of things went wrong with our new project.
68. Hayley’s party had delicious food and great music; I think the guests had a ball!
69. When the bank put too much money in Tony’s account, he returned it because he wanted to have a clear conscience.
70. Julio and Boris have a lot in common with each other; they both like biking, roller blading, and reading.
71. If Tatjana wants to stay healthy, she has got to lose weight and begin exercising.
72. Gina loves literature and has her heart set on studying at Oxford next year.
73. When Celia and Ivanka met on a trip to Egypt, they hit it off immediately and went everywhere together.
74. Sasha hit the ceiling when he discovered that someone was stealing from his restaurant.
75. Our suitcases are packed, and we plan to hit the road right after breakfast tomorrow.
76. I’ll catch you later.
77. He attacked in a flash.
78. There are large trees in front of my house.
79. It’s annoying when someone’s cell phone rings in the middle of a movie.
80. If you want to lose weight, you should eat fruits and vegetables instead of so many sweets.
81. The little boy kept a stiff upper lip and didn’t cry when the nurse put the needle in his arm.
82. My friend Sasha moved to Warsaw last year, but I keep in touch with him through e-mail.
83. Maria is tall, dark, and handsome and looks like a movie star.
84. He lost his cool yesterday.
85. Khadija will make a trip to Morocco to visit her grandmother.
86. Lydia is making an attempt to learn Japanese.
87. Einstein made history in physics.
88. I think a bridal contest makes light of something serious.
89. Deng bought a book about London and began to make plans for his trip.
90. He does not have a clue about new technologies.
91. Shen paid a very high price for his new boat and then discovered that sailing was not really his cup of tea.
92. Restaurant workers greeted him and gave him launch on the house.
93. Aziza keeps her office very neat, but her house, on the other hand, is a mess.
94. The shopkeeper told me the necklace was one-of-a-kind, but in the next shop I saw the same thing.
95. I drove Bob home after the party even though it was out of my way.
96. Those roses are out of the ordinary; I’ve never seen anything like them.
97. I always pay the price for going to bed late; I’m confused and sluggish the next day.
98. Rika loved the antique clock, and she was willing to pay through the nose for it.
99. When I saw Naomi having lunch with our competitors, I put two and two together and decided she was looking for another job.
100. Jaime doesn’t always say what he means; you have to read between the lines.
101. It took me 12 months to get a visa because of all the red tape.
102. When I get up in the morning, I always drink coffee right of the bat.
103. I see red when people throw trash out of car windows.
104. When Lucia first set eyes on the lovely Pacific coast, she wanted to stay there forever.
105. The company set its sights on becoming the world’s largest provider of computer software.
106. I’m not sure if I should accept that job offer. I’ll have to sleep on it.
107. When Gina met Miguel, she knew he was her soul mate; they loved the same books, the same movies, and the same sports.
108. Zoran thought he had done well on the test and, sure enough, he made an A.
109. I usually take a shower in the evening.
110. Mimi realized her company was polluting the city’s water supply, and she decided it was time to take a stand.
111. It takes age to send a letter through the post office; why don’t you just e-mail or fax me?
112. The celebration will take place at 10 a.m. at Perez Park.
113. Doris was often late to work, but when she missed the annual meeting; it was the last straw. Her boss fired her.
114. The first leg of our bike trip was hard because we were out of shape, but it got easier.
115. Our trip was great for most part, but I got sick on the last leg.
116. Petra and Boris just tied the knot and they’re very happy.
117. The employees carried out their boss’s orders to the letter.
118. What if there’s an earthquake? Will these buildings stand or collapse?
119. Why in the world are those children making so much noise?
120. You’ve had the Christmas party at your house year after year; aren’t you tired of
    the responsibility.
121. Every summer, year in and year out, we go to the same beach resort, and I never get
tired of it!
Graffiti

Makes him See Red

Denver, Co, USA

Mike Quintana can’t stand graffiti. It makes him see red. Quintana owns Sloan Lake Gym in Denver. Like other business owner there, he spends a lot of time trying to get rid of the graffiti on his walls. “It takes business owners all their lives to build something. Then punks come to their buildings and put their names all over the place. It’s demoralizing,” says Quintana. Quintana also tries to do away with graffiti in his neighborhood. A few times a week, he drives around looking for new graffiti. He paints over the graffiti on park benches, garbage cans, and walls.

One recent evening, Quintana heard a noise outside his gym and caught three teens red-handed. They were spray painting graffiti on his building. He pulled one teen into the gym, and the other two followed. There was a fight. Somehow Quintana got the upper hand and called the police, who put the teens in handcuffs. Then one of the teens threatened to kill Quintana. That was the last straw. Quintana hit the ceiling. He grabbed a can of red paint and sprayed two of the boys in the face.

Now Quintana is paying the price for losing his cool. He was arrested, convicted of assault, and sentenced to 40 hours of community service. “Two wrongs don’t make a right,” said the judge.

Punks: young people who commit petty crimes

Convicted of assault: found guilty of trying to do physical harm to someone
New idioms and expressions

See red ................................................................. be very angry
Can’t stand something .............................................. dislike something very much
Get rid of something ............................................... remove; throw something away
All over the place ........................................................ everywhere
Do away with something ........................................... put an end to something; destroy something
Look for someone or something .............................. try to find someone or something
Catch someone red-handed ................................. catch someone in the act of doing something wrong
Get the upper hand ....................................................... get the power or advantage
That’s the last straw! ............................................. after so many problems, that’s just too much to endure!
Hit the ceiling ................................................................. become very angry
Pay the price (for something) .................................... receive punishment (for something)
Lose one’s cool ......................................................... get angry; lose one’s temper
Graffiti

Makes him See Red

Denver, Co, USA

Mike Quintana can’t stand graffiti. It makes him see red. Quintana owns Sloan Lake Gym in Denver. Like other business owner there, he spends a lot of time trying to get rid of the graffiti on his walls. “It takes business owners all their lives to build something. Then punks come to their buildings and put their names all over the place. It’s demoralizing,” says Quintana. Quintana also tries to do away with graffiti in his neighborhood. A few times a week, he drives around looking for new graffiti. He paints over the graffiti on park benches, garbage cans, and walls.

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New idioms and expressions

See red

Can’t stand something
Get rid of something

All over the place
Do away with something

Look for someone or something
Catch someone red-handed

Get the upper hand
That’s the last straw!

Hit the ceiling
Pay the price (for something)

Lose one’s cool
Appendix E: An idiom comprehension posttest

Choose the correct meaning of the underlined expression.

1. Sam certainly does not follow the crowd in fashion.
   a) Like very much
   b) Do what everyone else does
   c) Fight with
   d) Clearly declare your point of view

2. Gianni is hungry as a bear.
   a) Eat in a restaurant
   b) Expect (to do) something in the future
   c) Very hungry
   d) Anticipate with pleasure

3. Mira is enthusiastic about her studies and plans on becoming a judge.
   a) Like something very much
   b) Show something
   c) Remove something
   d) Do something that could have dangerous consequence

4. Snowden did not return the money right of the bat.
   a) Accidently
   b) Unusually
   c) Immediately
   d) To someone

5. When the waiter spilled coffee on my jacket, he apologized and said dinner was on the house.
   a) As expected
   b) Delicious
   c) Eat in a restaurant
   d) Free

6. Pietro’s father does not have a clue about computers, so Pietro is teaching him to use the internet.
   a) Have to do something
   b) Explain something
   c) Not know anything
   d) Don’t like something

7. I go to the theater alone because it’s not my husband’s cup of tea.
   a) Feel unable to tolerate something
   b) Not something one enjoys
c) Be similar in many ways

d) Be very afraid of something

8. Charles Lindberg **made history** when he flew solo across the Atlantic Ocean for the first time in 1927.
   a) Think about doing something that you wish for the future
   b) Learn or discover something
   c) Do something that will be remembered in history books
   d) Fight very hard

9. Tom was happy when he ran 2 miles, but his sister, who could run 5 miles, **made light of** his success.
   a) Act as if something is unimportant
   b) Prepare for something
   c) Get the power or advantage
   d) Change one’s opinion or point of view

10. Peter said he had too much homework, but his teacher told him to **make an attempt** to finish it. (make an attempt to do something)
   a) Put an end to something
   b) Force someone to leave
   c) Try to do something
   d) Annoy or irritate someone

11. She is **setting her sights on** a medical degree.
   a) Dislike something very much
   b) Choose to do something as a goal
   c) Be afraid of something
   d) Throw something away

12. Sung and her son **have a lot in common**; they both love science and sport.
   a) Quickly become good friend
   b) Want something very much
   c) Throw something away
   d) Be similar in many ways

13. Tom’s old photos of us were so funny. I really **got a kick out of them**.
   a) Enjoy something a lot
   b) Dislike something very much
   c) Be able to laugh at jokes and pranks that involve you
   d) A difficult thing to accept

14. The jeweler examined Ludmilla’s ring and said the diamond **was the real thing**.
   a) Be in a comfortable situation
   b) Be similar in appearance
c) Be expensive and valuable
d) Be genuine and authentic

15. Amy’s brother tried to steal a CD player from the department store, but a security guard **caught him red-handed**.
a) Catch someone in the act of doing something wrong
b) Receive a phone call, letter, or e-mail from someone
c) Maintain the pace
d) Do something that could have dangerous consequence

16. He fell asleep with a lighted cigarette and **burned his house down**.
a) Distribute something
b) Throw something away
c) Destroy something by fire
d) Survive something

17. When Lorenzo was named president of the company, he **was on the top of the world**.
a) On the top of the mountain
b) Be very happy
c) Have a wonderful time
d) Not in the direction one is going

18. The two strangers missed the last train. Realizing they were **both in the same boat**, they shared a taxi into town.
a) Be similar
b) Endure something
c) Be in the same situation
d) Lose consciousness

19. Naomi **was flying high** after she won the lottery; she kept jumping around the room and kissing her mom.
a) Be very happy
b) Be crazy
c) Be very determined
d) Have a wonderful time

20. Many people think Penny **is nuts** for leaving her important job at the university to live in a cabin in the woods.
a) Being in a hurry
b) Be crazy
c) Enjoy something a lot
d) Fight very hard

21. Loren **hit the ceiling** when she discovered that someone was stealing from her company.
a) Try to find someone
b) Become very angry
c) Change one’s opinion or point of view
d) Catch someone in the act of doing something wrong

22. “I’ll catch you later,” Carlos told his daughter as he left for work.
   a) Go somewhere with a friend
   b) I’ll see you later
   c) Clearly declare your point of view
   d) Pay a very high price

23. The little boy kept a stiff upper lip and didn’t cry when the nurse put the needle in his arm.
   a) Do something that has not been done before
   b) Try to find something
   c) Be brave and calm in a difficult situation
   d) Act as if something is unimportant

24. Naomi doesn’t always say what she means; you have to read between the lines.
   a) Plan to do something
   b) Guess at something that has not been stated directly
   c) Ignore something or somebody
   d) Communicate regularly with someone

25. I see red when people throw trash out of car windows.
   a) Not knowing anything
   b) Not something one enjoy
   c) Be very angry
   d) Quickly become good friends

26. Roberto and Berta finally tie the knot after being engaged for 2 years.
   a) Remember something
   b) Use time to do something
   c) Marry
   d) travel

27. When I was younger I liked to exercise, but now I can’t stand it.
   a) Be interested in something
   b) Have to do something
   c) Destroy something
   a) Dislike something very much

28. Alexander Graham Bell broke new ground when he invented the telephone.
   a) Do something that has not been done before
   b) Destroy something
   c) Have to do something
   d) Do what everyone else does
29. When Ricardo negotiates with his business competitors, he tries hard to **get the upper hand**.
   a) Remove something
   b) Consider someone
   c) Persuade someone
   d) Get the power

30. Although I had not seen Enrique in 20 years, I recognized him **in a flash**.
   a) Similarly
   b) In advance
   c) Very quickly
   d) Continuously
Appendix F: An idiom production posttest

Fill in the blank with the proper idiomatic expression

1. She keeps .......... with old friends by e-mail. (communicate regularly)
2. I’m taking ……. for life in my country. (clearly declare your point of view)
3. Alma’s working around ….. on her new novel. (continuously)
4. George is always fighting with his wife. Now he’s going .......... with her about which TV show to watch. (argue)
5. In 1979, an angry driver hit Tom’s car. Tom, then age 30, lost his right foot. This was a bitter .......... (a difficult thing to accept)
6. Year......... for more than ten years, George trained hard for his dream. (continuously for many years)
7. The dog and cat fought ............ (fight very hard)
8. The woman got the shock ................when she saw a bear in her cabin. (be extremely surprised and scared)
9. When gave birth to a beautiful baby boy. For her, it was a dream......... (a dream that has become a reality)
10. Seiko and I speak on the phone all the time, but we have never met face-............. (in direct contact)
11. Hector wanted to fix the sink, but he changed his…(change one’s opinion)
12. Tina and Diego are a globe-..........couple. (traveling around the world)
13. Why in … did you throw the beautiful chair away? I loved it! (why really?)
14. Musa never studied in college. Now he can’t graduate and he’s really paying the….. (receive punishment)
15. Carmella will never go to China; it’s just a …..dream. (an unrealistic plan)
16. Ravi was asking…..when he started fixing his engine. (do something that will cause trouble later)
17. Eva drives Eli ..... because of his sense of humor. (annoy someone)
18. She was .....of Diego and married him. (begin to like someone)
19. David is very happy. He and his new bride have hit….. (quickly becomes good friends)
20. Tina painted pictures everywhere. Her father caught her…… and became angry. (catch someone in the act of doing something wrong)
21. I got…… my old car and bought a new car. (throw something away)
22. Maria’s college carrier is getting off to a….. (have a successful beginning)
23. Their dream was out of….. (unusual)
24. They had to go 1600 kilometers out of ..... in to Mongolia. (not in the direction one is going)

25. You’ll pay through …….for a night at Jules’ Lodge ($325 per person). (pay a very high price)

26. This restaurant has delicious food and great music; I think we’ll have …….here. (have a wonderful time)

27. Mr. and Mrs. Brown were making….to Chicago. (travel someplace)

28. When Polly first set…..on John she wasn’t at all surprised. (see someone for the first time)

29. When Herve is playing the drums, he’s really in his….. (be in a happy and comfortable situation)

30. Viktor was on the first…of a sailboat race around the world. (the first part of a trip)
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