

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH - NHẬT

Sinh viên : Nguyễn Thị Thùy Linh

Giảng viên hướng dẫn : ThS. Bùi Thị Mai Anh

HẢI PHÒNG – 2020

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**A STUDY ON ENGLISH IDIOMS
RELATED TO HANDS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH - NHẬT**

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on English idioms related to hands

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên: Bùi Thị Mai Anh

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Cơ quan công tác: Trường Đại học Dân Lập Hải Phòng

Nội dung hướng dẫn: A study on English idioms related to hands

Người hướng dẫn thứ hai:

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Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 2020

Hiệu trưởng

GS.TS.NGŨT *Trần Hữu Nghị*

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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Hải Phòng, ngày ... tháng ... năm

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: **Bùi Thị Mai Anh**
Đơn vị công tác: Trường Đại học Dân Lập Hải Phòng
Họ và tên sinh viên: **Nguyễn Thị Thùy Linh**
Chuyên ngành: Ngôn ngữ Anh-Nhật
Đề tài tốt nghiệp: A study on English idioms related to hands
Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ

Không được bảo vệ

Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

ACKNOWLEDGEMENTS

It would not have been possible for me to finish this graduation thesis without help and support from the kind people around me, to only some of whom I can give particular mention here.

First and foremost, I am indebted to my supervisor, Ms. Bui Thi Mai Anh, M.A. for the continuous support of my thesis, for her patience, motivation, enthusiasm, and immense knowledge. Throughout my thesis-writing period, she provided encouragement, sound advice, good teaching, good company, and lots of good ideas, I would have been lost without her.

It is difficult to overstate my gratitude to the teachers in Foreign Languages Department. They have built the initial foundation of my knowledge and offer me the opportunity to complete my graduation thesis.

In my work, I have been blessed with a stimulating and fun environment in which to learn and grow provided by my many friends. My sincere thanks go to them for helping me get through the difficult times, and for all the emotional support, entertainment, and caring they provided.

Last but not least, to my family, I bid them hearty thanks. They have been a solid anchor on which I rely on again and again. Words cannot express how grateful I am to be in their support and how much this work was enhanced and made easier by them being in mine.

Hai Phong, January 2020

Nguyen Thi Thuy Linh

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
PART I. INTRODUCTION	1
1. Rationale.....	1
2. Aims of the study	2
3. Method of the study.....	2
4. Scope of the study	2
5. Design of the study.....	3
PART II. DEVELOPMENT	4
Chapter 1: Literature Review	4
<i>1.1. Overview</i>	<i>4</i>
1.1.1 Definition of idioms	5
1.1.2. Types of idioms	6
1.1.3. Features of idioms	7
1.1.4. Idioms versus proverbs	8
1.1.5. Phrasal verbs	8
1.1.6. Partial idioms.....	8
1.1.7. Syntactic Restrictions.....	9
1.1.8. Strategies of Interpreting Idioms.....	9
<i>1.2. Language, Culture, Idioms, and Their Relationship with the Foreign Language</i>	<i>11</i>
Chapter 2: English idioms related to hands	16
2.1 English idioms about hands	16
2.1.1. English idioms containing hands	16
2.1.2. Idioms about hands	18
Chapter 3: Some difficulties faced by Vietnamese learners in studying idioms related to hands.....	33
3.1 Some difficulties faced by Vietnamese learners in studying idioms related to hands.....	33

3.2 Suggested solutions	34
PART III: CONCLUSION.....	36
1. Summary	36
2. Limitations of the study	37
3. Recommendations for further study.....	37
REFERENCES	38

PART I. INTRODUCTION

1. Rationale

In the 21st century, countries all over the world tend to develop basing on international cooperation. English has become crucial in the way people interact with people around the world; not being able to communicate in English imposes what seem to be formidable limitations. Therefore, English has been adopted as one of the most important subjects in many schools in Vietnam. In this process, they encounter a large number of difficulties. One of them is understanding idioms.

Idioms make a language more interesting and vibrant. Mastering idioms means you are using and understanding the language more like a native speaker would. As for English learners, effectively communicating with others especially native speakers is the ultimate goal. And we cannot reach that goal if we pay little or even no attention to idioms. So grasping the use of idioms is an essential part of English study.

However, what the author wants to express here is that idioms are the precious treasure of national languages that is the key to help learners know about nation, as well as custom and culture of each country all over the world. Therefore, it is the motivation for me to study idioms relating body parts that have made such a deep expression on the author for a long time that she finds it so interesting and useful. Most languages make use of idioms but the way individual words used varies from one language to another and each language has its own system and that they cannot always transfer the metaphorical use of a word from one language to another.

Idioms help learners see the interest, the beauty as well as the cultural color of language which help us use and understand correctly and clearly. The author hopes that learners will understand about idioms and proverbs in English, especially idioms related to people description.

Among all idioms about body parts, idioms about hand is the most common. Because hands are the most commonly used part of everyday life. For example,

when meeting an acquaintance, the first thing we do is to raise a hand or shake a hand. Or in a situation where we show our agreement, we will raise our thumbs up, if we disagree, we will raise thumbs down. Therefore, a study on English idioms related to hand has been chosen on this occasion.

2. Aims of the study

Idioms are extremely difficult topics and merely well-understood by foreign English learners and even native speakers of English who take the idioms and proverbs for granted because when they use idioms, they do not know if they are using them. However, they really appreciate the idioms associated to attitudes and behaviors of speakers, so when they hear foreigners make grammatical or pronunciation mistakes, they are quite willing to accept and understand them, they might not understand what that person means and that leads to a misunderstanding and boring conversation. Therefore, this study aims at:

- Clarifying meanings of some English idioms and expressions relating to hands.
- Helping the learners to use right idioms about hand in right situations.

3. Methods of the study

Considering all the characteristics, this paper made great use of qualitative method.

A qualitative approach allowed the researcher to gather non-numerical data from the supervisor, experts and friends, which provided more opportunities for explorations. Idioms are collected from dictionary and other sources of information to get valuable knowledge for this paper.

4. Scope of the study

During the research process, the author sees that English idioms, proverbs and expressions about hands are an interesting subject. Idioms and proverbs are a treasure of each country. Because of its immensity, what have known about them is very little. Due to time allowance and limited knowledge, the author

cannot cover all idioms on these issues, this study only focuses on idioms describing hands.

5. Design of the study

This study is composed of three main parts:

- Part I is the introduction which consists of rationale, aims, study methods, the scope and design of the study.
- Part II is the development – the main part of this paper, which is divided into three chapters:
 - Chapter one is theoretical background of English idioms, definitions of idioms, how different idioms versus compounds, proverbs and slangs.
 - Chapter two shows some English idioms relating to hands
 - Chapter three indicates some difficulties for learners of English in studying idioms relating to hands, suggested solutions and exercises for practicing.
- Part III is the conclusion which summarizes what is given in previous parts.

PART II. DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Overview

English conversation in human daily speech is full of expressions or phrases that are characteristics of the spoken and written language. These phrases make the native speakers' language richly idiomatic and it will be a matter of puzzle to many users and students of English.

Until now, there is no complete guide to the large number of phrases that are peculiar to everyday conversation. Any idioms, whatever its types, is deceptive. Its real meaning is not what it appears to be on the surface. Idioms provide an opaque connection between the surface sense of the words and their real individual meaning (Manser:1992).

It is important to understand the history and the use of idioms in daily life before researching in detail the use and the meaning of idioms relating to body parts. Idioms exist in every language and are one of the most magical parts of learning a language. That is because idioms, also known as idiomatic expressions, are a type of formulaic language in which the exact meaning of the expression cannot be derived from direct translation. Though different in structure, all examples of different languages have a few things in common. All are fixed expressions that cannot be translated literally or significantly altered, and are often used in everyday speech by native speakers.

Idioms require a moment of hesitation, to ponder their meaning. Once the underlying message behind an idiom emerges, it causes one to pause and consider the truth behind the saying. The more familiar with idiomatic expressions you become, the more likely you can incorporate them in to your own English writing and speech- should you find an appealing situation in which to use one. They are often impressive and enjoyable to share.

Idioms honestly and exactly reflect history, experience, spiritual value, religious opinion of people.

1.1.1. Definition of Idioms

It is important to recognize that idioms are not only colloquial expression as many people believe. Idioms as a special form of language that carries a large amount of cultural information, such as history, geography, religious, custom, thinking pattern and so on. They appear in formal style, in slang, in poetry,... To research idioms, first of all, we must understand what an idiom is? This is the old theme that we discuss it. Because to define the idiom exactly is a difficult question. In the definition of idioms, some scholars emphasize on the quantity of structure in idioms. That is to say how many language units to constitute the idioms? Is it except the phrases, words group, and words or sentences also can make up to the idioms? Others emphasize the single meanings of idioms it refers that the idiom's meaning is arbitrary. The idiom's meanings cannot synthesize or cut apart. Different people hold the different opinions on the definition of idioms; they have different local points on the definition of idiom. So we must understand the definition of idioms exactly through the research.

Although we are unlikely to give an ideal definition to the idioms, but we should give a better definition of idioms before the research.

According to Richards and Schmidt (2002, p.246), an idiom is “an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts”. Makkai (1972, p.122) defines “idiom” as multiword expressions whose meaning is not predictable from their component parts. So, for example, although you might know the meaning of the words “storm” and “teacup”, it would be very difficult to guess the meaning of the idiom “a storm in a teacup”, which is a situation where people get very upset or angry over something that is not important.

“An idiom is an expression with the following features: It is fixed and is recognized by native speakers. You cannot make up your own; It uses language in a non-literal-metaphorical- way”. Jon Wright (2000, p.9)

Idioms are phrases that do not mean exactly what they say. They have “hidden” meanings, like the idiom “to let the cat out of the bag” really means “to tell a secret”. Idioms are like sayings.

An idiom is a group of words in current usage having a meaning that is not deducible from those of the individual words. Eg: “Behind one’s back” – which means “when one is not present” is an idiom; and “face to face” – means “confronting each other” – is another idiom, in both cases, we would have a hard time to understand the real meaning if we did not already know these idioms.

According to the online dictionary Wikipedia:

“An idiom is an expression whose meaning is not compositional – that is whose meaning does not follow from the meaning of which it is composed”

There are many definitions of idiom in our society. In short, the idioms consist of set phrases and short sentences, which are peculiar to the language in question and steeped in the national and religion, culture and ideas, thus being colorful, forcible and thought – provoking. Strictly speaking, idioms are expressions that are not readily understandable from their literal meanings of individual constituents. In a broad sense, idioms may include colloquialism, catchphrases, slang expressions, proverbs and so on.

1.1.2. Types of idioms

There are many opinions about types of idioms, according to Tim Nicolas at Essex University structural and psychological perspectives; (1995: p237-238), there are some kinds of idioms which are classified based on structure of sentence:

□ **Verb + bare singular noun phrase**

Ex: *carry weight*

□ **Verb + non definite plural noun phrase**

Ex: *speak volumes*

□ **Verb + a + noun**

Ex: *come a cropper*

□ **Verb +the +noun**

Ex: *bite the dust*

□ **Verb + one’s (own)+ noun**

Ex: *change one’s tune*

□ **Verb + noun phrase +noun**

Ex: *pull somebody’s leg*

□ **Support-type verb + non definite noun phrase**

Ex: *make a splash*

1.1.3. Features of idioms

Idiomatic expressions can be diagnosed by some properties that are extracted from its practical use in variable discourses. The features that are set below are extracted from an article labeled “Czech and English Idioms of Body Parts: A View from Cognitive Semantics, EnglishLanguage”:

1. Idioms are conventional, i.e. they are well- established style.
2. Idioms have paradigmatic fixity, i.e. The individual elements of idioms are unable to be substituted in the same place of its context.
3. Idioms are transformationally anomalous, i.e. they are a unique group of words that cannot be created according to a specific pattern.
4. From the formal viewpoint, idioms have combinatory abilities that are not identical with the combinatory abilities of a regular language.
5. From the semantic point of view, idioms have no compositional function, i.e. The total meaning of an idiom cannot be predicted from the meaning of its individual parts.
6. Idioms have compositeness, i.e. an idiom is a combination of two or more words which function as a unit of meaning and that exactly what is called semantic unity.
7. Idioms have a special nature that makes them unique; they are richer than the literal language in terms of their structure and semantic features.
8. Idioms cause a high degree of disinformation potential, i.e. the individual parts of idioms are polysemous and can be misunderstood by the listener.
9. Idioms are institutionalized, i.e. they are conventionalized and cannot be changed.

1.1.4. Idioms versus slangs

Slangs prefer to the terms that are recognized as casual or playful. Idioms are yesterday's slang and slang is tomorrow's idioms which have through use and over time become acceptable to be used in the informal language. Thus, we

cannot use this idiom in writing or in formal spoken English. This expression is idiomatic because we can not guess its total meaning from its separate parts or words.

1.1.5. Phrasal Verbs

A phrasal verb is a combination of a verb plus an adverb, like “make up” and “put down”. We can know its possible idiomaticity by putting those examples under specific exam. For example, we have the verb “make up” that has the meaning of the verb “invent”, we can consider it as an idiomatic verb because the total meaning of “make up” is different from the meaning of the verb “make” and the adverb “up”. This phrasal verb is high in the ladder of idiomaticity. (Palmer:1981)

1.1.6. Partial Idioms

These are type of idioms which appear when the meaning of one of the words has its usual meaning, while the other has a meaning that is peculiar or unusual to the particular sequence; for example the idiom “red hair” refers to hair, but not the red one in strict. We have another partial idiom like “make your bed”. This idiom can be used as a comic expression by comedians when is said in a play, the reaction will be bringing a set of carpenter’s tools in order to produce a funny situation.

1.1.7. Syntactic Restrictions

There are some syntactic restrictions concerning the idioms for example, we cannot change the number of the nouns of idioms that is why we cannot say, “spill the bean” instead of “spill the beans” . In addition, we cannot give the comparative and superlative form of the adjectives in idioms. Thus, we cannot say “redder herring” instead of “red herring”. We have some syntactic restrictions of idioms we cannot passives some idioms like “the bucket was kicked”. So idioms have some restriction in their use we rather use them as they are with stability and fixity (Palmer, 1981:p43).

1.1.8. Strategies of Interpreting Idioms

Idioms and their interpretation depend on a conceptual theory, which is developed by the cognitive linguists who are concerned with the fact that our thinking in idiom interpretation is metaphorical and that is reflected in its use.

The explanation of idioms are rendered in terms of three cognitive strategies:

1. Conceptual metaphor,
2. General conventional knowledge
3. Metonymies

The general conventional knowledge refers to all the information that people have about the world around them, it is somehow unconscious, because people do not recall the general conventional knowledge when they are speaking, thus the process is usually done unconsciously.

Conceptual metaphors and metonymies are the cognitive devices which provide a link between the concrete knowledge of the world people hold in their memory and the figurative meaning of a given idiom. That means, we have an abstract area in our mind which needs to be brought into our everyday use.

From the cognitive viewpoint, idioms are considered as a product of our conceptual system. Idioms are just expressions that carry meaning which is different from the meaning of its individual parts, but it comes from our general knowledge of the world that is embodied in our conceptual system. That shows when a number of people share the same experience in life or the same culture. Those who share the same stories, traditions, and experiences can understand and interpret them easily rather than those who are not native speaker. That is because people of the same culture share the same images that are stored in their memory and that are gathered through their life. Some linguists like Tylia, Bragina, and Oparina suggest that culture is like a channel through which language is passed from one community to another and that what is called “cultural connotation”.

Idioms seem to be difficult lexical items to interpret, but if we look at the conceptual metaphors which underlie idioms, we will be much closer to

understand them. It is indicated that conceptual thinking of understanding idioms is like a vehicle which connects the literal meaning of the words to their idiomatic meaning. Thus, with idioms that revolve round “head” native speakers are able to infer the idiomatic meaning because they subconsciously know what the word “head” means. So the process of interpreting idioms is conducted successfully when the three cognitive strategies, i.e. conventional knowledge, conceptual metaphors and metonymies are at work. Those can easily simplify most of the inferences about the meaning of idiomatic expressions.

Another factor that helps us to understand and infer idioms, is “context” in the sense that the surrounding co-text has a strong effect on what we think the word means. Context helps to interpret the meaning of idiomatic phrases. We cannot infer the meaning of an idiom unless we know the context by which we can comprehend the total meaning. Context is very important for the interpretation of literal language and more important to interpret idioms, which have figurative meaning. (Palmer, 1981:p43) argues that misinformation and confusion often result from our inability to infer the meanings of idioms, which are contextually misplaced.

Idioms have function in human discourse. Idioms focus on the message content including actions. Idioms are interactional including greetings and farewells so that they can secure the cohesion of discourse. The discorsal cohesion seems to rely semantically on idioms. People use idiomatic expressions in order to express their opinion, feeling, emotions, evaluation of events, agreement with or rejection of, other people’s statements. Those expressions also show whether this message can be understood, and predicted or not. Although idioms behave as semantic units, their syntactic behavior poses problems. Thus, the sentence “he kick the bucketed yesterday” sounds awkward. Thus the only correct form of past tense is “kicked the bucket”, so we cannot consider an idiom like a single word but they are sequence of grammatical words.

1.2. Language, Culture, Idioms, and Their Relationship with the Foreign Language

Given that language is used to construct our social lives and using this understanding to improve our world, language and culture are inextricably intermingled. This togetherness has been widely highlighted in several linguistic, social and cultural studies (e.g. Alptekin, 2002; Brown, 1994; Bygate, 2005; Jiang, 2000; MacKenzie, 2012; Risager, 2007;).

Peterson and Coltrane (2003) emphasize that to achieve desired communication, culturally appropriate language use appear to be a must. In other words, knowledge of linguistic features is not adequate for successful intercultural communication (Scarino, 2010). This knowledge, in fact, must be supported by an awareness of sociocultural context, tendencies, conventions, and norms in which the communication takes place (Baker, 2012). Likewise, Byram and Risager's (1999, cited in Al-Issa, 2005) argument that culture has a crucial role in encoding and decoding messages corroborates with the above mentioned idea that culture is at the heart of communication. Culture as a body of knowledge of common beliefs, behaviors and values appear to be the factor to establish and interpret meaning in both verbal and nonverbal language. Alptekin explains (2002) this conceptualizing process as the enculturation of the foreign language learner and states: "Learners are not only expected to acquire accurate forms of the target language, but also to learn how to use these forms in given social situations in the target language setting to convey appropriate, coherent and strategically- effective meanings for the native speaker'. Thus learning a new language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers." (2002, p.58) The close relation between language, culture, and the integration of culture into language learning are not new phenomena (Cortazzi & Jin, 1996; Dogancay-Aktuna, 2005; Guest, 2002; Moraine, 1976, Porto, 2010; Suzuki, 2010; Yuen, 2011).

Rather than cultural orientation, Scarino (2010) highlights the intercultural orientation which aims at changes students' views throughout learning.

As an advantage of such a transition, Scarino states that “they come to understand culture not only as information about diverse people and their practices but also, and most importantly, as the contextual framework that people use to exchange meaning in communication with others and through which they understand their social world.” (2010, p.324)

Min (2007) categorizes culture in English under two phenomena; high culture, and anthropological culture. The first underlines the intellectual and artistic achievements; the second refers to any of the customs, worldviews, languages, and conventions that make some people distinct from other social group. Culture, accordingly, encompasses three aspects, that is, material culture, social (institutional) culture and ideological culture.

Relation among cultures begins at the material level and gradually affects the social and ideological culture. As the material culture grows more, the social and ideological cultures change faster. In other words, micro level interaction leads to macro level influence.

However, this change is gradual and difficult, sometimes painstaking, even revolutionary. As a part of culture, ideologies find their clearest expressions in language. Language, as a special product of human society and an instrument of human thinking and communication, is a kind of institutional culture. Given the intermingled relationship between language and culture, the analysis of the ideological ground enriches the analysis of linguistic forms which show the language forms.

Behind linguistic utterances there lies an ideological background which influences the linguistic preferences and ways. This connection occurs at lexical-semantic and grammatical-semantic levels, and at the textual level (Hatim & Mason, 1990; cited in Min, 2007, p.217). Peterson and Coltrane (2003, cited in Al-Issa, 2005) state that language and culture are interwoven and the students' success in achieving higher level of oral proficiency in target

language relies on the consideration of culture in designing and developing course materials.

Cognitive and corpus linguistics have provided pedagogically sound approaches. Given the language of thought as a continuum ranging from simple to complex units, including idioms, they play a significant role in the linguistic system but not merely for ornamental purposes in language. (Boers et al., 2008)

Research findings show that formulaic chunks constitute at least one-third to one-half of language (Erman and Warren 2000; Foster 2001; cited in Conklin & Schmitt 2008; Howarth 1998; p.72). In the traditional view, idioms, notoriously difficult (Celce-Murcia & Larsen-Freeman, 1999) are considered special multiwords, and merely a matter of linguistic device with a special meaning and have certain syntactic properties. However, Kovecses (2002, p. 201) suggests that in contrast to traditional view, an idiom is not merely an extraordinary and somewhat complicated utterance of meaning which is special and hard to understand and requires deep linguistic knowledge, but many of them arises from our conceptual understanding comes from human's conceptual system which is natural and not subtle.

If figurative language such as idioms, metaphors, metonymies is pervasive in real life as a part of the culture, then it is not surprising that language learners will be certainly encountered and exposed with idiomatic expressions as a part of language learning and they should attempt to build up their knowledge of idioms if they want to survive in real communication settings. (Boers et al., 2004, p.376) However, idioms in particular are widely recognized to be a stumbling block (Buckingham, 2006) in the acquisition of a foreign language; though they are often recognized as incongruous, occasionally ungrammatical and difficult to figure out and resistant to translation for language learners and their contribution to communicative competence and intercultural awareness is both theoretically and empirically acknowledged (Boers et al, 2004; Kovecses & Szabo, 1996; Lin, 2012; Littlemore & Low 2006; Martinez & Schmitt, 2012). English is a language which is full of idiomatic expressions, hence learning

these idioms constitutes the spirit of language (Elkilic, 2008), and idioms have a considerable role in an L2.

Learning idiomatic expressions will enhance the students' communicative ability and will result in understanding cultural norms. (Samani and Hashemian, 2012, p. 249) As the meaning of idiomatic expressions are not formed within conventional rules and often seen non-compositional in nature (Fernando and Flavell, 1981), lack of reliable clues to understand and interpret has led to the assumption that the only way to learn idiomatic expressions is rote-learning (Boers et al., 2007). Cognitive semantic studies (Gibbs, 1994; Kövecses, 1990; Lakoff, 1987), however, there are many idioms which are not arbitrary but motivated by conceptual metaphoric and metonymic understanding. As in of the common examples, the conceptual metaphor TIME IS A MOVING OBJECT can be thought to motivate some figurative expressions that are frequently used in real life (e.g. "Time flies", "I'm falling behind schedule again", and the holidays are approaching and those days are over) .To support this argument, Grant's finding (2004) attracts attention, thus Grant suggests that considerably small number of entries in idiom dictionaries is non-compositional and is therefore hard for learners. Another study (Boers, 2000) has shown that vocabulary retention can be facilitated by raising learners' metaphoric awareness.

Further, students have been found to recall idioms when they are connected with their literal meaning (Boers, 2001).

Since the 1970s idioms have received significant attention and though in literature there have existed diverse idiom theories about idiomatic process (i.e. comprehension and production) (e.g. Cacciari & Tabossi, 1988; Swinney and Cutler, 1979; Tabossi et al., 2009; Tabossi & Zardon, 1993) it is strongly claimed native speakers of a language faster process idiomatic expressions compared to literal usage.

In addition to the studies with the native speakers, nonnative speakers have become the centre of studies in the literature with regard to idiom processing.

For instance, Van Lancker-Sidtis (2003) investigated the impact of prosodic cues on helping the native and non native speakers in making a difference between two idiom interpretations. The results of study indicated that prosodic cues help native speakers to distinguish between figurative and literal use of idioms compared to the non-native participants though they were proficient language users, and nonnative speakers had significantly more difficulties. Nevertheless, Conklin and Schmitt (2008) did an experiment of self-paced moving- window reading to study how native and proficient non-native speakers comprehend idioms. The result of the study revealed that both groups read idioms faster than novel phrases and there is not any significant difference in both groups between figurative and literal meaning processing.

Language and culture are closely connected to each other. Language embodies and transfers culture. Varieties in language use within culture create different views. Learning a second culture is often intricately intertwined with learning a second language.

Teaching second language should be accompanied with teaching second culture. Given a pedagogical perspective, knowing idioms not only makes the speech language learners productive and enriched, but also help them to learn and understand the thinking that the people learn the language. Interpretation in terms of culture means the study of language symbols and cultural concepts in foreign language classes, not only possible but also necessary. Idioms and the role of “language” in culture can integrate form and content, therefore, not only previous knowledge of the language teachers and their personal experience help, but numerous terminology of culture and interpretations are also important.

CHAPTER 2: ENGLISH IDIOMS RELATED TO HANDS

In all types of idioms related to human body parts, idioms related to hands are frequently used in daily life. We use them to tell, assess, judge or criticize people through their appearance and characters in different contexts. With human's body parts, the author have a special attention to idioms related to hands because of its variety in English. There are many idioms describing them and they are often used in living language. In this research, the researcher wants to give some idioms relating to hands. They are interesting idioms which the researcher collected and analyzed to find out their popularity and effectiveness when using them in literature and daily communication. They are only compounds, phrases or words but they make your conversations or work better much more who read your work will be satisfied that they had when they talk to you or read your works. This chapter consists of the analysis of some common English idioms related to hand which the reseacher collected.

2.1. English idioms about hands

2.1.1. English idioms containing hands



As previously mentioned, an idiom is generally seen as a colloquial metaphor and thanks to this metaphorical characteristic, idioms, including idioms which

contain human-body parts, make languages colorful and rich, thus enabling them to effectively reflect human experiences and the ways people understand the world around them. Since human body is very familiar to human beings, especially the idiom about the hand, idioms containing hands are closely associated with the sensual aspects of human existence. Stoyanova (2009) claims that hands expressions or somatic phrases are one of the most frequently encountered idiom types in English.

The semantic features of English human body-part idioms are no less important. They can express human passions and feelings or traits of human character. Accordingly, Stoyanova divides human-body-part idioms into several thematic groups:

1. Human emotions and feelings:

Hands idioms can express emotions such as delight, happiness, love or passion such as *“to win somebody’s hand”*. On the other hand, hands idioms can express strong feelings of resentment and hopelessness *“to wring one’s hand”*; angry about something as *“up in arms”*

2. Traits of human characters:

These hands idioms are based on positive and negative features of human nature. The concept of laziness can be conveyed by *“to fold one’s hands”*, while bravery can be admired by *“to get oneself in hand”*. A talent for gardening by *“green thumbs”*

3. Features of different phenomena:

This group of hands idioms covers various aspects of life such as cognitive approach or personal and impersonal relationships.

For example, challenge and concession can involve the expression *“to gain the upper hand”*, attempt and violence can be rendered by *“to fight hand in hand”*, for power and influence one can use *“to have long hands”*, or *“a hidden hand”*

2.1.2. Idioms about hands

	Meaning	Examples
1	<p>All hands on deck (also all hands to the pump)</p> <p>- <i>everyone helps or must help, especially in a difficult situation</i></p>	<p>- There are 30 people coming to dinner tonight, so it's all hands on deck.</p>
2	<p>(close/near) at hand</p> <p>- <i>Close to you in time or distance</i></p>	<p>- Help was at hand.</p> <p>- The property is ideally located with all local amenities close at hand</p>
3	<p>at the hands of somebody, at somebody's hands</p> <p>- <i>if you experience something at the hands of somebody, they are the cause of it</i></p>	<p>- They suffered years of repression at the hands of the old regime.</p>
4	<p>be good with your hands</p> <p>- <i>to be skilful at making or doing things with your hands</i></p>	<p>- to be skilful at making or doing things with your hands</p>
5	<p>bind/tie somebody hand and foot</p> <p>- <i>to tie somebody's hands and feet together so that they cannot move or escape</i></p> <p>- <i>to prevent somebody from doing what they want by creating rules, restrictions, etc.</i></p>	<p>- In the movie, the villain bound all the security guards hand and foot so that they couldn't sound the alarm.</p> <p>- I graduated from college and found myself bound hand and foot to debt that I won't be able to pay off for years.</p>

6	<p>a bird in the hand is worth two in the bush</p> <p>- <i>It is better to keep something that you already have than to risk losing it by trying to get much more</i></p>	<p>- You may not like your job, but don't quit merely on the hope of finding a better one. A bird in the hand is worth two in the bush.</p>
7	<p>bite the hand that feeds you</p> <p>- <i>To try to do too much, or something that is too difficult</i></p>	<p>- You can either continue to bite the hand that feeds you or just get a new job.</p>
8	<p>by hand</p> <p>- <i>by a person rather than a machine</i></p> <p>- <i>if a letter is delivered by hand, it is delivered by the person who wrote it, or somebody who is sent by them, rather than by post/mail</i></p>	<p>- All of our rugs are made by hand in Pakistan.</p> <p>- Please deliver the message by hand.</p>
9	<p>cash in hand</p> <p>- <i>if you pay for goods and services cash in hand, you pay in cash, especially so that the person being paid can avoid paying tax on the amount</i></p>	<p>- A cash-in-hand payment of £20</p>
10	<p>change hands</p> <p>- <i>to pass to a different owner</i></p>	<p>- The house has changed hands several times</p>

11	close at hand - <i>near; in a place where somebody/something can be reached easily</i>	- There are good cafes and a restaurant close at hand.
12	the dead hand of something - <i>an influence that controls or restricts something</i>	- We need to free business from the dead hand of bureaucracy.
13	the devil makes work for idle hands - <i>(saying) people who do not have enough to do often start to do wrong</i>	- She blamed the crimes on the local jobless teenagers. 'The devil makes work for idle hands,' she would say.
14	eat out of your/somebody's hand - <i>to trust somebody and be willing to do what they say</i>	- She'll have them eating out of her hand in no time.
15	fall into somebody's hands/the hands of somebody - <i>(formal) to become controlled by somebody</i>	- The town fell into enemy hands. - We don't want this document falling into the wrong hands.
16	(a) firm hand - <i>strong control or discipline</i>	- Those children need a firm hand to make them behave
17	(at) first hand - <i>by experiencing, seeing, etc. something yourself rather than</i>	- The President visited the area to see the devastation at first hand.

	<i>being told about it by somebody else</i>	
18	fold your hands <i>- to bring or hold your hands together</i>	- She kept her hands folded in her lap.
19	force somebody's hand <i>- to make somebody do something that they do not want to do or make them do it sooner than they had intended</i>	- They decided to strike to force the management's hand.
20	gain, get, have, etc. the upper hand <i>- to get an advantage over somebody so that you are in control of a particular situation</i>	- The upper hand is given to those who take it.
21	get your hands dirty <i>- to do physical work</i>	- He's not frightened of getting his hands dirty.
22	get, have, etc. a free hand <i>- to get, have, etc. the opportunity to do what you want to do and to make your own decisions</i>	- I was given a free hand in designing the syllabus
23	give/lend a hand <i>- to help somebody</i>	- I can't carry all these books by myself. Could you give me a hand?
24	give somebody/get a big hand <i>- to show your approval of somebody by clapping your hands;</i>	- Ladies and gentlemen, let's give a big hand to our special guests tonight.

	<i>to be applauded in this way</i>	
25	<p>go cap in hand (to somebody) <i>(US English also go hat in hand)</i> - to ask somebody for something, especially money, in a very polite way that makes you seem less important</p>	- There's no way he'll go cap in hand to his brother.
26	<p>go hat in hand (to somebody) <i>(especially British English go cap in hand (to somebody))</i> - to ask somebody for something, especially money, in a very polite way that makes you seem less important</p>	- I can't believe I have to go back to my old boss with hat in hand and ask for my job back.
27	<p>somebody's hand (in marriage) - Permission to marry somebody, especially a woman</p>	- He asked the general for his daughter's hand in marriage.
28	<p>hand in glove (with somebody) - working closely with somebody, especially in a secret and/or illegal way</p>	- I've worked hand in glove with Gary for years, so at this point we're very familiar with each other's strengths.
29	<p>hand in hand - if two people are hand in hand, they are holding each other's hand - if two things go hand in hand, they are closely connected and</p>	<p>- They walked through the park hand in hand. - Poverty and poor health often go hand in hand.</p>

	<i>one thing causes the other</i>	
30	hands down <i>- (informal) easily and without any doubt</i>	- They won hands down. - It is hands down the best movie this year.
31	(get/take your) hands off (something/somebody) <i>- used to tell somebody not to touch something/somebody</i>	- Get your hands off my wife! - Hey, hands off! That's my drink!
32	hands up! (informal) <i>- used to tell a group of people to raise one hand in the air if they know the answer to a question, etc.</i> <i>- used by somebody who is threatening people with a gun to tell them to raise both hands in the air</i>	- Hands up all those who want to go swimming.
33	have somebody's blood on your hands <i>- to be responsible for somebody's death</i>	- a dictator with the blood of thousands on his hands
34	have your hands full <i>- to be very busy or too busy to do something else</i>	- She certainly has her hands full with four kids in the house.
35	have your hands tied <i>- to be unable to do what you want to do because of rules, promises, etc.</i>	- I really wish I could help but my hands are tied.

36	have/hold, etc. the whip hand (over somebody/something) - <i>to be in a position where you have power or control over somebody/something</i>	- She had the whip hand and it was useless to resist.
37	have somebody in the palm of your hand - <i>to have complete control or influence over somebody</i>	- Even before he plays a note, he has the audience in the palm of his hand.
38	- have time on your hands, have time to kill (<i>informal</i>) <i>to have nothing to do or not be busy</i>	- Gina has some time on her hands, so she is taking a college course.
39	heavy hand - <i>a way of doing something or of treating people that is much stronger and less sensitive than it needs to be</i>	- The heavy hand of management
40	hold somebody's hand - <i>to give somebody support in a difficult situation</i>	- Do you want me to come along and hold your hand?
41	hold/put your hands up (to something) - <i>to admit that you have made a mistake or are responsible for something bad</i>	- I have to hold my hands up and admit that some of the problems have been all my own fault. - The solicitor confirmed that his clients were holding their hands up to the offences.

42	<p>in somebody's capable, safe, etc. Hands</p> <p>- <i>being taken care of or dealt with by somebody that you think you can rely on</i></p>	<p>- Can I leave these queries in your capable hands?</p>
43	<p>in hand</p> <p>- <i>If you have time or money in hand, it is left and available to be used</i></p> <p>- <i>If you have a particular situation in hand, you are in control of it</i></p> <p>- <i>The job, question, etc. in hand is the one that you are dealing with</i></p> <p>- <i>If somebody works a week, month, etc. in hand, they are paid for the work a week, etc. after they have completed it</i></p>	<p>- She completed the first part of the exam with over an hour in hand.</p> <p>- Don't worry about the travel arrangements—everything is in hand.</p> <p>- Please confine your comments to the topic in hand.</p>
44	<p>in the hands of somebody, in somebody's hands</p> <p>- <i>being taken care of or controlled by somebody</i></p>	<p>- The matter is now in the hands of my lawyer.</p> <p>- At that time, the castle was in enemy hands.</p>
45	<p>in safe hands, in the safe hands of somebody</p> <p>- <i>being taken care of well by somebody</i></p>	<p>- I've left the kids in safe hands—with my parents. Their problem was in the safe hands of the experts.</p>

46	<p>an iron fist/hand (in a velvet glove)</p> <p>- if you use the words an iron fist/hand when describing the way that somebody behaves, you mean that they treat people severely. This treatment may be hidden behind a kind appearance (the velvet glove).</p>	<p>- They promised that the army would strike with an iron fist at any resistance. The iron hand in the velvet glove approach seems to work best with this age group.</p>
47	<p>I've only got one pair of hands</p> <p>(informal) used to say that you are too busy to do anything else</p>	<p>- She's only got one pair of hands, so I don't know how she'll get that all done before the deadline.</p>
48	<p>join hands (with somebody)</p> <p>- if two people join hands, they hold each other's hands to work together in doing something</p>	<p>- Education has been reluctant to join hands with business.</p>
49	<p>keep your hand in</p> <p>- to occasionally do something that you used to do a lot so that you do not lose your skill at it</p>	<p>- She retired last year but still teaches the odd class to keep her hand in.</p>
50	<p>Know somebody/something inside out, know somebody/something like the back of your hand</p> <p>- to be very familiar with somebody/something</p>	<p>- This is where I grew up. I know this area like the back of my hand.</p>
51	<p>lay/get your hands on somebody</p>	<p>- Wait till I get my hands on him!</p>

	- <i>to catch somebody that you are annoyed with</i>	
52	lay/get your hands on something - <i>to find or get something</i>	- I know their address is here somewhere, but I can't lay my hands on it right now. - Do you know where I can get my hands on a second-hand television?
53	live (from) hand to mouth - <i>to spend all the money you earn on basic needs such as food without being able to save any money</i>	- My father earned very little and there were four kids, so we lived from hand to mouth.
54	make/lose money hand over fist - <i>to make/lose money very fast and in large quantities</i>	- Business was good and we were making money hand over fist.
55	many hands make light work - <i>(saying) used to say that a job is made easier if a lot of people help</i>	- Come on, help me fix this fence – many hands make light work.
56	not do a hand's turn - <i>(old-fashioned) to do no work</i>	- She hasn't done a hand's turn all week.
57	not lift/raise a finger/hand (to do something) - <i>(informal) to do nothing to help somebody</i>	- The children never lift a finger to help around the house.
58	offer your hand	- We have offered our hand again and again.

	- (formal) to hold out your hand for somebody to shake	
59	off your hands - no longer your responsibility	- I never would have finished the project on time if Bill hadn't taken that part off my hands.
60	on either/every hand - (literary) on both/all sides; in both/all directions	- Mist curled from the water on either hand.
61	on hand - available, especially to help	- The emergency services were on hand with medical advice.
62	on your hands - if you have somebody/something on your hands, you are responsible for them or it	- Let me take care of the invitations—you've enough on your hands with the caterers.
63	(on the one hand...) on the other (hand)... - used to introduce different points of view, ideas, etc., especially when they are opposites	- On the one hand they'd love to have kids, but on the other, they don't want to give up their freedom.
64	out of hand - difficult or impossible to control	- Unemployment is getting out of hand. - All our suggestions were dismissed out of hand.
65	out of your hands - no longer your responsibility	- I'm afraid the matter is now out of my hands.

66	<p>overplay your hand</p> <p>- <i>to spoil your chance of success by judging your position to be stronger than it really is</i></p>	<p>- He thought he was irreplaceable, and in asking for an absurdly high raise with the threats of quitting, he may have overplayed his hand.</p>
67	<p>a pair of hands</p> <p>- <i>(informal) a person who can do, or is doing, a job</i></p>	<p>- We need an extra pair of hands if we're going to finish on time. Colleagues regard him as a safe pair of hands</p>
68	<p>play into somebody's hands</p> <p>- <i>to do exactly what an enemy, opponent, etc. wants so that they gain the advantage in a particular situation</i></p>	<p>- If we get the police involved, we'll be playing right into the protesters' hands.</p>
69	<p>put your hand in your pocket</p> <p>- <i>(British English) to spend money or give it to somebody</i></p>	<p>- I've heard he doesn't like putting his hand in his pocket.</p>
70	<p>(like) putty in somebody's hands</p> <p>- <i>easily controlled or influenced by another person</i></p>	<p>- She'll persuade him. He's like putty in her hands.</p>
71	<p>raise a/your hand against/to somebody</p> <p>- to hit or threaten to hit somebody</p>	<p>- Somehow we managed to raise her to her feet</p>
72	<p>a safe pair of hands</p> <p>- <i>(especially British English) a person that you can trust to do a job well</i></p>	<p>- That struggling company really needs a leader who is a safe pair of hands and can make some positive changes.</p>

73	<p>(at) second, third, etc. hand</p> <p>- <i>by being told about something by somebody else who has seen it or heard about it, not by experiencing, seeing, etc. it yourself</i></p>	<p>- I'm fed up of hearing about these decisions third hand!</p>
74	<p>show your hand/cards</p> <p>- <i>to make your plans or intentions known</i></p>	<p>- In business negotiations, it's important that you don't show your hand right away, or you might risk losing out on the best deal possible.</p>
75	<p>a show of hands</p> <p>- <i>a group of people each raising a hand to vote for or against something</i></p>	<p>- The vote was passed by a show of hands. Let's have a show of hands. Who's in favour of the proposal?</p>
76	<p>stay your hand</p> <p>- <i>to stop yourself from doing something; to prevent you from doing something</i></p>	<p>- Should you stay your hand from attempts at imposing your religion of choice? - Perhaps you should stay your hand if doing so assists the true religion in other countries.</p>
77	<p>take your courage in both hands</p> <p>- <i>to make yourself do something that you are afraid of</i></p>	<p>- Taking her courage in both hands, she opened the door and walked in.</p>
78	<p>take somebody in hand</p> <p>- <i>to deal with somebody in a strict way in order to improve their behaviour</i></p>	<p>- I will make him take himself in hand.</p>

79	take something into your own hands - <i>to deal with a particular situation yourself because you are not happy with the way that others are dealing with it</i>	- After months of waiting for something to happen, he decided to take matters into his own hands.
80	take the law into your own hands - <i>to do something illegal in order to punish somebody for doing something wrong, instead of letting the police deal with them</i>	- After a series of burglaries in the area, the police are worried that residents might take the law into their own hands.
81	take your life in your hands - <i>to risk being killed</i>	- You take your life in your hands just crossing the road here.
82	throw your hand in - <i>to stop doing something or taking part in something, especially because you are not successful</i>	- I'm ready to throw up my hands after trying to train this unruly puppy
83	to hand - <i>that you can reach or get easily</i>	- I'm afraid I don't have the latest figures to hand. Keep a pen and paper to hand for details of this week's competition.
84	try your hand (at something) - <i>to do something such as an activity or a sport for the first time</i>	- Mike decided to try his hand at tennis.
85	turn your hand to something - <i>to start doing something or be able to do something, especially</i>	- Jim can turn his hand to most jobs around the house.

	<i>when you do it well</i>	
86	wait on somebody hand and foot <i>- to take care of somebody's needs so well that they do not have to do anything for themselves</i>	- He seems to expect me to wait on him hand and foot.
87	wash your hands of somebody/something <i>- to refuse to be responsible for or involved with somebody/something</i>	- When her son was arrested again she washed her hands of him. - I've washed my hands of the whole sordid business.
88	win (something) hands down <i>- (informal) to win something very easily</i>	- We were really unprepared for our last game, and the other team won hands down.
89	wring somebody's hand <i>- to squeeze somebody's hand very tightly when you shake hands</i>	- Jenny fretted, wrung her hands.
90	wring your hands <i>- to hold your hands together, and twist and squeeze them in a way that shows you are anxious or upset, especially when you cannot change the situation</i>	- She was wringing her hands, pulling at her lovely mane of hair

CHAPTER 3: SOME DIFFICULTIES FACED BY VIETNAMESE LEARNERS IN STUDYING IDIOMS RELATED TO HANDS

3.1. Some difficulties in studying idioms related to hands

As we can see, although idioms of comparison are just a small part of language, there are lots of things for us to pay attention. Idioms a vital role in people's communication. In fact, many people want to learn English idioms but they have a lot of difficulties. The following are some difficulties the author have had in the process of researching this graduation paper:

- Idioms are not literal

They do not mean what they say. The meaning idioms convey is non-compositional.

It implies that you cannot understand the meaning of the whole phrase putting the meanings of each word together. If you look at the individual words, it may not even make sense grammatically. Idiom has the meaning only as a unit

- It's difficult to use idioms correctively

To use idioms correctly and appropriately takes many years of experience with the language. An inappropriately-used or incorrectly-used idiom will simply draw attention to the fact that the speaker is not a native speaker. This is unfortunate since the ultimate goal of most learners of English to reach a level of language indistinguishable from that of the native speaker.

Even when learners do master the meanings of some English idioms, it is still very difficult to learn to use them correctly. Idioms vary in formality from slang and colloquialisms to those which can be used in formal situations

- Teaching materials are not much available

Another reason why second-language learners do not learn idioms is that many second-language teaching materials either ignore idioms entirely or relegate them to the other expressions' section of vocabulary lists, without providing exercises or other aids to learning. Typically, an idiom will appear in the introductory reading or dialogue, a definition, translation or example will be provided in the margin or notes, and the idiom will then appear again in the

vocabulary list. These are obviously not sufficient aids to learning, unless the teacher provides additional exercises and practice.

3.2 Suggested solutions

As an English learner, I have known about English idioms for quite a long time though I as well as many other Vietnamese students still do not understand thoroughly about English idioms. Despite the fact that we may not know about idioms clearly, we cannot deny that learning idioms is a very interesting part when we study languages.

This is the reason why there are some key points that should be taken into consideration when we study idioms, especially idioms about hands

- Learn idioms in context, never in isolation

You must ensure that you not only understand idioms, but also learn to use them, present idiom examples in context, for example, in simple conversations where the meaning of the idiom is clear.

If you see an idiom in context i.e., in a magazine, newspaper or a book, try to understand the context and this will help you with the idiom. For example: my boss was as red as a beetroot: shouting and screaming until he tripped and fell over the table. Everyone laughed and I couldn't keep a straight face.

- Keep an 'Idioms' diary

Every time you hear an idiom or read one, write it down but then make sure that you can look it up at home in a dictionary (English dictionary for learners) and to write it in a sentence otherwise you will forget the meaning.

- A lot of idioms can be found in songs

If you can download the lyrics, have a look at the words and find the idioms – remember an idiom does not make sense if you translate every word but more that you see it as a whole expression

- Create conversations using idioms

Remember that the goal is to not only understand idioms, but also learn how to use them effectively. Find a partner to make a pair. Then each of you must write a conversation and use this idiom in it.

Use the idioms you have learnt in everyday life. Should you be in a certain situation then don't be afraid to use one either in writing or in speaking.

PART III: CONCLUSION

1. Summary

To sum up, we can say that idioms are distinctive and colorful expressions which have no literal meaning. Linguistically speaking, idioms are defined as “multi-word lexemes”, whose meaning is not a compositional function of the meaning of the component words. In spite of all the research done in this area, there is no complete guide to the large number of phrases that are peculiar to everyday conversation. Any idiom, whatever type it is, is perplexing. Its real meaning is not what it appears to be on the surface. Idioms provide an opaque connection between the surface sense of the words and their real individual meaning and it is this feature what makes an idiom difficult to understand and it is this feature what has made about half of the sample of this study fail to guess and use the right position to give the right meaning.

The researcher found this topic is very interesting and we would know more idioms from its usages, culture and life in each. Studying some English idioms relating to hands, we can find the similarities and difficulties in the way of the using metaphor but each of them express one meaning, sometimes two idioms have the same meaning and this brings learners interesting things.

Learning idioms is not an easy task, so students often get confused in defining, memorizing and using them. To overcome, some solutions are introduced in chapter III such as learning by heart, reading books, magazines, stories, pictures and studying culture of each country.

2. Limitations of the study

Despite my considerable efforts, certain limitations could be detected in this study due to time constraint and other unexpected factors.

Firstly, the researcher have just mentioned some certain aspects of theory of idioms presented in chapter 1 with the hope that readers can have basic knowledge of them and identify them better.

Secondly, because of the limited time, the number English and Vietnamese idioms in the study remained relatively low in comparison with the enormous number of English and Vietnamese idioms. However, I hope that the serious work had well served the research questions as a contribution to the rich collection of other previous studies on the same area.

3. Recommendations for further study

From the limitations of this study, the author would like to give some suggestions for further study. The forthcoming research should be conducted over a longer time period that should cover more English and Vietnamese idioms for those who are interested in English as well as English culture can explore about this language.

In spite of above-mentioned shortcomings, it is hoped that the study will be a small contribution to figure out the interesting significance of the idioms of the international language and a reference to open other topics for further study.

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