



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners

1.Afsaneh Zafarpour , English Language Department, Faculty of Humanities, Shahreza Branch, Islamic Azad University, Isfahan, Iran

2. Omid Tabatabaei, English Department, Faculty of Humanities, Najaf Abad Branch

Abstract

The purpose of this study was to investigate the effect of two different techniques named visualization and verbalization on learning idioms by Iranian high school EFL learners. Actually the major objective of the study was to compare the effectiveness of two techniques for learning idioms and if there was any interaction between the two languages instructional techniques. To this end, 90 female participants were selected from among 120 Iranian high school students aging 15-18 studying at Alzahra high school in Isfahan according to the results of Oxford Placement Test (OPT). The students whose scores in OPT test were between 30 and 47 were selected as participants. They were divided in to three groups of 30, namely experimental group1, experimental group 2 and control group. Students' general proficiency level was at intermediate level. The selected materials for three groups were some idioms extracted from a number of famous web sites. The first group learnt idioms through verbalization. The second group learnt idioms by looking at the pictures, watching movies, and role playing in the class, and the control group was taught through the context to the students and the general meaning was asked in the summary of the text. To analyze data, both descriptive and inferential statistics were employed. First of all, regarding the descriptive statistics, means of pretest and posttest were measured. Then, in order to examine differences, a one-way ANOVA and a couple of t-tests were run to find out if the three groups of students performed the same or differently. The results of comparing the pretest and the posttest showed that visualization had a better effect on learning idioms to Iranian high school students. Therefore, the three proposed hypotheses were safely rejected. The study has implications for teachers as well as material developers to include visualization in the teaching process.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

1. Introduction

The word idiom originates from the Greek term ‘idios’, meaning ‘one's own strangle’. There is no specific definition for idioms on which all experts in the field unanimously agree. Nonetheless, they are considered to be a subtype of multiword units (MWU), which are defined as “a fixed and recurrent pattern of lexical material sanctioned by usage” (Grant & Bauer, 2004). Idiom is a term or a phrase whose meaning cannot be deduced from the literal definitions or arrangement of its parts. Idioms are viewed as “expressions whose meaning cannot be derived from their constituent parts” (Irujo, 1986, p.199). Lontas (1999) posed a very important question: “Why teach idioms?” Then, he answered “because idioms offer L2 learners unique opportunities” (p.443). He showed that idioms enable L2 learner to understand L2 more effectively.

Iranian high schools learn English differently. In high school textbooks, teaching and presenting idioms are almost ignored. Learning and teaching idioms are still demanding and there are many points which need to be taken into consideration in Iranian high schools and the need for more research in this area is mandatory especially in Iranian high school course books. But this question may strike in our minds that how should L2 learners and teachers approach new idioms and which approach is most efficient for Iranian high school English learners?

Teaching and learning idioms have been a difficult and challenging process not only for learners but also for teachers. Moreover, Iranian high school textbooks do not seem to pay enough attention to the phenomenon of idiomaticity. L2 learners have difficulty in understanding and using idioms in L2 situation, especially while speaking and listening to native speakers. After considering the importance of learning idioms, different ways of teaching idioms are introduced here especially two noticeable techniques of visualization and verbalization. Verbalization is a way in which idioms are presented by definitions and synonyms and visualization is presenting idioms via pictures, films and role plays (Cooper, 1998).

According to what was said above, the researcher has intended to uncover the effect of visualization and verbalization techniques on learning idioms by Iranian high school EFL learners and to recognize which way is more effective.

Statement of the Problem

There is very often no way of guessing the meaning of an idiom simply by looking at the individual words it contains. In fact, this is what making idioms all the more languages confusing. Advanced learners, of course, not only want to understand the idioms they hear



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

or read , but they also want to use them themselves and this is where it gets really difficult. To use idioms correctly and appropriately takes years of experience. There are several problems related to this study. The first one is related to Iranian high school textbook ignoring the presentation of idioms. Iranian textbooks and contexts do not include idioms at all. If the high school teachers want to present idioms to students they should use supplementary materials. The other problem is that teachers are not aware of an efficient approach to teach idioms. Even if they find a suitable supplementary material, they still do not know how to teach them to students. The way the students learn an idiom would affect the way they remember idioms in a long term.

The Scope and Objectives of the Study

The present study aims to solve all above problems. The aim of the researcher is to investigate the effect of two different techniques named visualization and verbalization on learning idioms by Iranian high school EFL learners. Actually the major objective of the study was to compare the effectiveness of two techniques for learning idioms and if there is any interaction between the two instructional techniques. Selected techniques may help learners to remember the idioms in a longer time. In other words, the researcher aims to recognize any differences between these two techniques in improving idiom learning of Iranian high school learners.

Research Questions

Based on the objectives of this study, the following research questions were raised:

- 1) Does verbalization technique have a positive effect on learning idioms by Iranian high school EFL learners?
- 2) Does visualization technique have a positive effect on learning idioms by Iranian high school EFL learners?
- 3) Which technique leads to better learning of idioms by Iranian high school EFL learners?



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Research Hypotheses

According to the aforementioned research questions, the following null hypotheses were addressed.

Ho1: Verbalization technique has no positive effect on learning idioms of Iranian high school EFL learners.

Ho2: Visualization technique has no positive effect on learning idioms of Iranian high school EFL learners.

Ho3: There is no significant difference between these two techniques in improving idiom learning of Iranian high school learners.

2. Review of Literature

Early proposals treated idioms as word-like units. In a simple lexical view, words are linguistic representations with arbitrary direct mappings to particular syntactic, semantic and conceptual information. Early research into idioms argued that idioms are word-like, in the sense that they occupy the same level of representation, being directly associated with semantic and conceptual information without a need for compositional interpretation (Bobrow & Bell, 1973; Swinney & Cutler, 1979; Katz & Postal, 1963). For example, Bobrow & Bell (1973) argued that idioms are stored in a separate system accessed via a special, non-compositional processing mode. Evidence for this comes from literalness priming effects: Participants are more likely to interpret an ambiguous string as idiomatic after recent exposure to several idiomatic strings, and as literal after exposure to literal strings (Bobrow & Bell, 1973). Further evidence for the word-like nature of idioms was provided by Swinney & Cutler (1979)'s finding that idiomatic expressions are recognized as valid expressions faster than literal phrases (see also Gibbs & Gonzales, 1985; Gibbs, 1980; Gibbs & Nayak, 1989).

According to Swinney & Cutler, idioms are stored in the lexicon like words. During processing, accessing the idiom and computing the literal meaning of the expression proceeds in parallel, with the apparent speed advantage of idiomatic expressions emerging because idioms can be accessed directly in the mental lexicon without need for additional computational steps. They termed this model the Lexical Representation Hypothesis (LRH). In addition to offering an intuitively appealing explanation for the rapid recognition of idioms, the LRH also allows us to delegate the resolution of the pervasive literal/non-literal ambiguity to the same sort of systems which handle other kinds of lexical ambiguity.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

While the LRH predicts no relationship between the idiomatic and literal versions of an ambiguous string, later research shed doubt upon this prediction. Gibbs and Nayak (1989) noted that idioms occupy a continuum of structural flexibility, and their research provided evidence for a correlation between this flexibility and the degree to which they can be semantically decomposed. In a more recent work, Konopka & Bock (2009) found evidence for syntactic priming with phrasal verbs regardless of their level of idiomaticity, strongly arguing for a structural representation of idiomatic strings (see also Peterson et al, 2001).

More fine-grained information regarding the processing and representation of idioms comes from Cacciari & Tabossi (1988), who used cross-modal lexical decision to probe whether idiomatic and literal interpretations were activated during the processing of Italian idioms (e.g. in seventh heaven). They found that participants showed evidence of activation of the idiomatic interpretation but not the literal interpretation when probed on the final word of the idiom when the idiomatic nature of the phrase was predictable. When the idiom was not predictable, as measured by an idiom completion pretest, participants showed activation of the literal meaning at the final word, but did not exhibit signs of idiomatic activation until 300ms later. These results argue against the idea, inherent in the architecture of the LRH, that the literal and idiomatic interpretations of a given ambiguous string are processed in parallel. (See also Cacciari et al, 2007; Titone & Connie 1994, 1999; Fanari et al 2006).

This work lead to the Configuration Hypothesis (CH) in which idioms have a distributed representation in the lexicon (Cacciari & Glucksberg, 1991). In line with this approach, recent work into idiom production also suggests a distributed representation and a primacy of the literal components. On the basis of speech error data, Cutting and Bock (1997) suggest that the production of idioms is sensitive not only to the idiomatic meaning of the phrase at hand, but also to its syntactic internal structure and literal meaning. The finding that, during idiom production, the literal meaning and associated syntactic structure are nevertheless activated is quite striking, given that the speaker presumably knows that she is producing an idiomatic expression hence one might expect that sensitivity to the structural properties and literal interpretation of an idiom would be unnecessary. Thus, Cutting & Bock's data is strong evidence in favor of a hybrid representation of idioms. In their model, idiomatic expressions are represented as phrasal frames in a lexical-conceptual layer of the lexicon. Like words, idioms are connected directly to their idiomatic conceptual meaning, like structures, access is mediated via the literal components of the expression. This model predicts that structural and literal information will be recruited both during idiom production and comprehension. The model also predicts tight integration between the idiomatic representation of an ambiguous string and the literal meaning of its component parts. Activation of an expression such as kick the bucket, for example should result in activation of literal bucket which in turn should result in activation of semantic and phonologically related lemmas (e.g. pail and bucket).



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Sprenger, Levelt and Kempen (2006) examined these predictions explicitly and provided a refined model of idiom production. Their experiments showed that identity priming of a word in an idiom (e.g. showing people bucket for kick the bucket) facilitated cued recall of the idiom. Additionally, this priming effect was found to be greater for idioms than for related literal strings (e.g clean the road) as predicted by the architecture of Cutting & Bock's hybrid model. They also found that sentence completion of an incomplete idiomatic string was facilitated by priming words related phonologically and semantically to the target word, further suggesting that the content of the literal lemmas that comprise the idiomatic string are activated during production. They propose a slightly revised model in which idiomatic representations are instantiated as super-lemmas, which occupy a level of representation between structures and words. Like words, these super-lemmas are directly associated with a conceptual representation, but unlike words they contain a great deal of structural information and access to them is mediated via the literal lemmas which comprise the idiom. As such they are able to enter into competition during language production with other literal and idiomatic phrases.

According to Cooper (1999) four theories try to explain how English native speakers comprehend idioms: the first called idioms – list hypothesis (Bobrow & Bell, 1973) which states a native speaker who encounters an idiom first interprets it literally. Idiomatics make up a large proportion of any discourse, and the comprehension and production of them are the main parts of the studies of idiomatics in both first and second language literature. A number of studies (e.g., Botelho da Silva & Cutler 1993; Colombo 1993; Cronk & Schweigert 1992; McGlone et al., 1994) focused on idioms comprehension. Cronk and Schweigert (1992) identified familiarity and literalness as measurable indications for the computation and representation of idiomatic meaning in the mental lexicon. Botelho da Silva and Cutler (1993) studied the role of ill-formedness in idiom processing while the case of ambiguity and the relationship between context and different types of idioms was the main interest of McGlone et al. (1994).

In the meantime, other studies (e.g., Arnold & Hornett, 1990; Levorto & Cacciari, 1992, 1995; Nippold & Rudziniski, 1993; Titone & Connine, 1994) have looked for the relationships between idioms comprehension or production, and age and awareness of semantic links and cognitive abilities. For instance, Nippold and Rudzinski (1993) like Arnold and Hornett (1990) and Levorato and Cacciari (1992, 1995) found that familiarity, idioms transparency, and idiom performance gradually improved as the participants' age increased.

According to Cooper (1999) four theories try to explain how English native speakers comprehend idioms: the first called idiom-list hypothesis (Bobrow & Bell, 1973) which states



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

a native speaker who encounters an idiom first interpret it literally. If a literal meaning does not fit the context in which the expression is situated , then he searches for the idiom in question in special mental idiom lexicon .The second theory which is representation hypothesis (Swinney &Cutler , 1979) considers idioms to be long words that are stored in the mental lexicon along with all other words and both the literal and figurative meanings of the expression are processed simultaneously . The third model, the direct access hypothesis (Gibbs , 1980, 1984: Schweigert , 1986) , is an extension of the lexical representation hypothesis , for it posits that a native speaker rarely considers the literal meaning of an idiomatic expression but instead retrieves the figurative meaning directly from the mental and lexicon. And finally, the composition model (Gibbs, 1994; Tabossi &Zardon, 1995) which are explained earlier.

3.Methodology

Participants

Ninety female participants were selected from among 120 Iranian high school students aging 15-18 studying at Alzahra high school in Isfahan according to the results of Oxford Placement Test (OPT). The students whose scores in OPT test were between 30 and 47 were selected as participants. They were divided in to three groups of 30, namely experimental group1, experimental group2 and control group by the convenience method. Students' general proficiency level was at intermediate level. After ensuring about the homogeneity of the participants, the researcher started the experiments.

Instruments

In this study four instruments were used to collect the data:

Oxford Placement Test

The researcher conducted Oxford Placement Test (OPT) published in Oxford University Press by Ucles,(2001) in order to become certain about the students general proficiency level. This test contained 60 questions in the form of cloze test and multiple choices about vocabulary, reading and grammar. In this test contained 34 multiple-choise and 26 cloze tests. After ensuring the homogeneity of the participants, the researcher continued to the next step. The reliability of the test as a standard test had already been established as it had been used frequently in many of the research project. Students, who obtained scores between 30 and 47, were selected as participants of the study in intermediate level. It has also gained the validity of a standard test measuring the general proficiency of students (See Appendix E).



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Pretest

The pretest included a list of 30 multiple choice items in which the students were supposed to choose the best answer. The first 15 questions were some filling the blanks and the students ought to choose the best idiom for the blanks in the sentences (See Appendix A). The second 15 questions contained some idioms that students ought to select the best definition for each (See Appendix B). The pretest was given to the participants two weeks before the experiment in order to find out whether the learners knew the meaning of idioms or not. If they knew the meaning of idioms those idioms were deleted. This test was a researcher-made test designed based on different sites such as Teaching Idioms by Nada Abi Samra.html, English Idiom and Proverb , How to teach American Idioms _ eHow , How to Teach English Idioms and Their Meanings, Kinds of Idiomatic Expression_eHow.html . Using Cranach's Alpha the reliability of the test turned out to be .791. To recognize the content validity of this test, the researcher conducted interviews with two professors who were familiar with this type of research whether the items adequately captured the concept they were intended to measure.

Posttest

After the experiment, the participants took the posttest. This test included 30 English idioms, and the participants were asked to choose the definition of the idioms and to complete the idioms in the blanks. Actually the pretest and posttest were the same (See Appendix A and B). In order to prevent test practice effect , the place and the order of items changed . The reliability of items comprising the survey was examined by Cronbach's alpha to be .791 .To recognize the content validity of this study questionnaire, researcher conducted interviews with two professors who were familiar with this type of research whether the items adequately captured the concept they were intended to measure.

Idioms

There are a group of 35 idioms captured from various books or sites which were taught to students through two different techniques mentioned in the next part (See Appendix C).

Procedures

In this part, a description of how the data were collected and analyzed is presented.

Data Collection

Ninety female participants were selected from the total number of 120 students of a high school according to their scores in Oxford Placement Test. All of them were Iranian female high school students aging 15-18 studying at Alzahra high school in Isfahan and the English level of students was intermediate because they might participate in English institutes. They



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

were divided in to three groups of 30 namely class1 and class2 and control group. In the first class (class 1) they learned the idioms through verbalization (learning idioms by explanation and description) and in class 2 they learned idioms through visualization (by pictures, film and role play). The control group as the third group, learnt idioms through the context. After ensuring about the homogeneity of the participants, the researcher went to the next steps.

The data collection was done by giving a pretest to the students in three groups. The researcher asked the students of both groups to answer 30 questions. The first 15 questions were missing just some words and the students ought to choose the best word for the free space of the sentences (See Appendix A). The second 15 questions were some idioms that students ought to select the best definition for every one (See Appendix B). The objective of this test was to know the students are not familiar with idioms before they took the program. The idiom was deleted when students knew the meaning in the pretest.

The teaching/learning activities were carried out in 12 sessions and every session took 90 minutes. Every three groups started the project on the same day. The first group's class was at 9-10:30 and that of the second was held at 10:45-12:15, and the control group at 12:30-2.

The activities performed during the process in the first group's class (verbalization) were as the following:

The researcher wrote the idiom on the board and asked students to guess its meaning. Then, she presented synonyms, antonyms, definition and explanation for new words. And finally she tells the real meaning (correct equivalents for every idiom) in target language. Actually the teacher did not have any role in students' guessing and understanding or even memorizing. This act is clarified with an example. First, the researcher wrote "to be fishy" on the board and she wanted the students to guess the meaning. Students have different guesses, for example: "to have fish", "to buy fish" and etc. Then she presented the synonyms of fishy as suspicious. Students got the point and they tried to memorize.

The activities carried out during the teaching/learning process in the second group's class (visualization) included:

The researcher wrote the idiom on the board and asked students to guess its meaning. Then, she presented some pictures whose themes referred to real meaning of idioms. Next she asked students to guess its meaning again. In this time students made better guesses. After that she told the real meaning (correct equivalents for every idiom) in target language. Finally a group of students performed the role play of idiom or students watched a related movie. The procedure was clarified by an example. First, the researcher wrote "to be fishy" on the board and she wanted the



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

students to guess the meaning. Students have different guesses. Then teacher presented a picture to the students. In this picture students saw several fish swimming in different directions with open eyes. After that she told the real meaning (correct equivalents for every idiom) in target language. Finally she asked students to role play the idiom in the class. A group of students were selected and acted out similar to a swimming fish in front of the class or they watched a related movie.

The activity performed during the process in the control group's class was not complicated at all. In this class, idioms were taught through the context to the students and the general meaning was asked in summary of the text.

In order to check the effect of the treatment, the researcher gave a posttest after two weeks. She conducted the posttest in one separate session after finishing the experiment. The objective of the posttest was to know which groups had better performance. The time needed for answering the multiple choice test was 33 minutes.

Data Analysis

In this part, in order to analyze the collected data both descriptive and inferential statistics were employed. First of all, regarding the descriptive statistics, means of pretest and posttest were measured. Then in order to make sure they are statistically similar, a one-way ANOVA a couple of t-tests were run to find out if the three groups of students performed the same or differently. Chapter four reports the results in detail.

4.Results

The Results of the Pretest

Before commencing the treatment, the three groups—that is, the verbalization group, the visualization group, and the control group—were given the pretest to make sure that they were homogeneous with regard to their knowledge of English idioms. Table 4.1 indicates the descriptive statistics for the pretest, and Figure 4.1 illustrates the means graphically.

Table 4.1

The Descriptive Statistics for the Pretest

Group	N	Mean	SD	Min	Max
Verbalization	30	1.20	.961	.00	3.00



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Visualization	30	1.17	.986	.00	3.00
Control	30	1.17	.699	.00	2.00

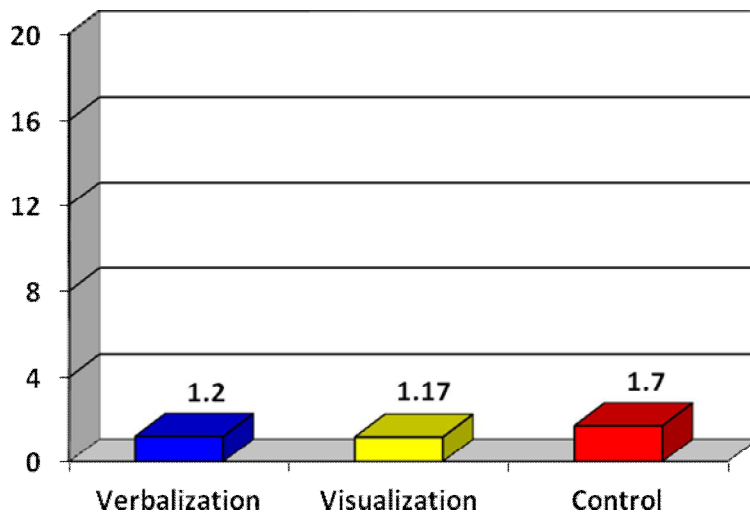


Figure 4.1. The graphical representation of the pretest means

By looking at the above table and figure, it can be seen that the means are almost similar; however, in order to make sure that they are statistically similar, a one-way ANOVA was employed. Table 4.2 presents the results of this ANOVA.

Table 4.2

The Results of the One-way ANOVA for the Pretest

	SS	df	MS	F	Sig.
Between Groups	.022	2	.011	.014	.986
Within Groups	69.133	87	.795		
Total	69.156	89			



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

According to the data in Table 4.2, the amount of F-observed (.014) is not high enough to be considered statistically meaningful ($p = .986$). Therefore, it can be said that the three groups were similar in their knowledge of English idioms.

Investigating the First Question

In order to test hypothesis one, the performances of the participants in the verbalization group had to be compared with those of the participants in the control group. Table 4.3 depicts the descriptive statistics for this comparison, and Figure 4.2 shows the means in graphical form.

Table 4.3

The Descriptive Statistics for Hypothesis One

Group	N	Mean	SD	SEM
Verbalization	30	15.27	4.258	.778
Control	30	12.80	2.0758	.379

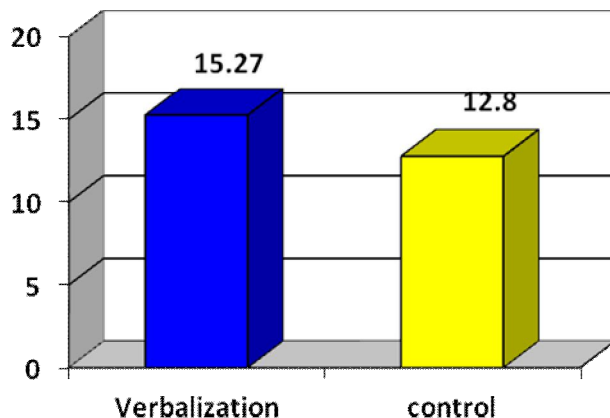


Figure 4.2. The graphical representation of the means for hypothesis one

It is evident from Table 4.3 and Figure 4.2 that there is a difference between the two means. In order to find out whether or not this difference is significant, an independent-sample t-test was run. Table 4.4 reports the results of this t-test.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Table 4.4

The Results of Independent-sample t-test for Hypothesis One

	t	df	Sig. (2-tailed)	Mean Difference
Verbalization vs. Control	2.852	58	.006	2.47

By checking the figures in Table 4.4, one can easily understand the difference between the two groups was statistically significant (t-observed= 2.852, p= .006); in other words, since the amount of t-observed is positive, it means that the verbalization group outperformed the control group. As a result, the first null hypothesis which states that, “verbalization technique has no positive effect on learning idioms of Iranian high school EFL learners” can safely be rejected.

Investigating the Second Question

Hypothesis two required the researcher to check and see if there is a difference between the performance of the visualization group and that of the control group. For this purpose, the results of the posttest for the two groups were compared. Table 4.5 shows the descriptive statistics for this comparison, and Figure 4.3 indicates the means graphically.

Table 4.5

The Descriptive Statistics for Hypothesis Two

Group	N	Mean	SD	SEM
Visualization	30	18.50	4.855	.886
Control	30	12.80	2.075	.379



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

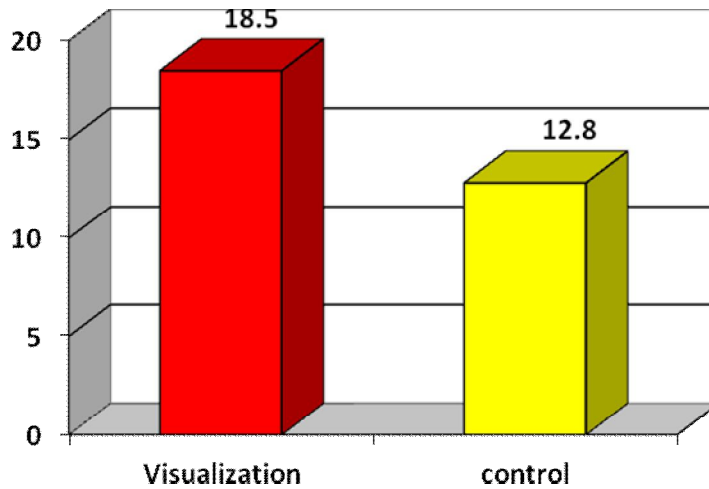


Figure 4.3. The graphical representation of the means for hypothesis two

As it can be seen in the above table and figure, that is, Table 4.5 and Figure 4.3, there is a difference between the mean of the visualization group and that of the control group; however, it is not evident if this difference is statistically significant. To find this out, another independent-sample t-test was applied. Table 4.6 depicts the results of this t-test.

Table 4.6

The Results of Independent-sample t-test for Hypothesis Two

	t	df	Sig. (2-tailed)	Mean Difference
Visualization vs. Control	5.914	58	.000	5.70

The data in Table 4.6 show a meaningful difference between the two means; in other words, the visualization group had a better performance than the control group because of the amount of t-observed is positive (t-observed= 5.914, p= .000). Consequently, the second null hypothesis stating, “ visualization technique has no positive effect on learning idioms of Iranian high school EFL learners” can also be safely rejected, and it can be said that visualization technique has a better effect on EFL students’ idiom learning.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Investigating the Third Question

By proposing hypothesis three, the researcher wanted to find out which technique could produce a better result, verbalization or visualization. The performances of the two groups on the posttest were compared to see which group had a better performance. Table 4.7 reports the descriptive statistics for this comparison, and Figure 4.4 illustrates the means graphically.

Table 4.7

The Descriptive Statistics for Hypothesis Three

Group	N	Mean	SD	SEM
Verbalization	30	15.27	4.258	.778
Visualization	30	18.50	4.855	.886

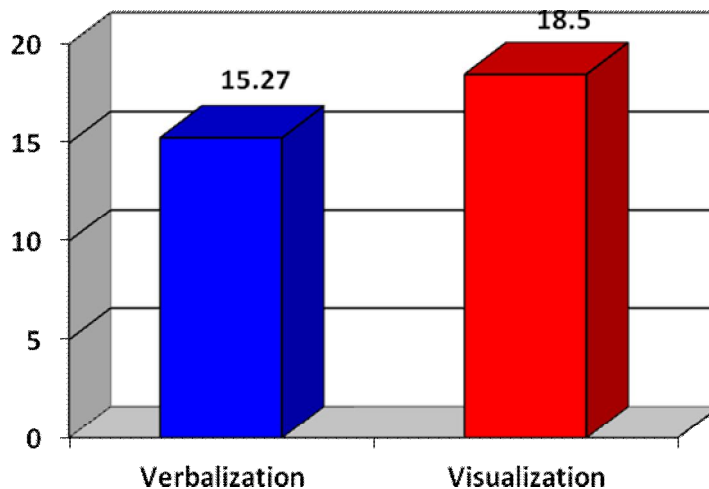


Figure 4.4. The graphical representation of the means for hypothesis three

It can be seen in Table 4.7 and Figure 4.4 that the two means do not belong to the same category. To find out if they really differ, another independent-sample t-test was employed. Table 4.8 reports the results of this last t-test.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Table 4.8

The Results of Independent-sample t-test for Hypothesis Three

	t	df	Sig. (2-tailed)	Mean Difference
Verbalization vs. Visualization	-2.742	58	.008	-3.23

According to the results presented in Table 4.8, the amount of t-observed (-2.742) is significant at the probability level of .008 which denotes a statistically significant amount which means that the two groups are significantly different; in other words, since the amount of t-observed is negative, it can be concluded that the visualization group demonstrated a better performance than the verbalization group. Therefore, the third null hypothesis which states that, “there is no significant difference between these two techniques in improving idiom learning of Iranian high school learners”, like the other two hypotheses, can safely be rejected.

5. Discussion and Conclusion

The statistical analyses carried out in chapter four were attempts to shed light on the effectiveness of two techniques of verbalization and visualization on learning idioms of Iranian high school EFL learners. At first, restatement of the problem and then the hypotheses and research questions will be restated and then based on the results of the data analysis; all null hypotheses will be discussed. At the end, the related implications of this study and suggestions for further research will be presented.

Since the meaning of an idiom cannot be figured out by knowing the meaning of its individual words, learners and teachers believe that teaching and learning idioms have been considered as a problematic and challenging process of English learning. This means that the meaning of idioms is understood by people who speak that language, but are considered very difficult to understand for people who don't



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

speak that language. In addition, idioms were regarded to be as purely stylistic devices, and as a result of interest only to the most advanced learners. Consequently, according to Boers et al. (2004), idiomatic language has been given little attention in EFL literature.

Similarly, Iranian high school textbooks have not paid considerable attention to the phenomenon of idiomaticity. As a result, L2 learners specifically for speaking and listening face difficulty in understanding and using idioms in L2 situation. Regarding the significance of learning idioms, different techniques of teaching idioms including visualization and verbalization were introduced. According to Cooper (1998), verbalization is defined as a technique in which idioms are presented by definition and synonym and visualization is defined as a technique to illustrate idioms by means of pictures, films and role plays. By applying teaching strategies that encourage critical thinking, students involve in an active learning process. As a result, students are directly engaged in the learning process. This means that the most influential way to improve students' achievement is through effective teaching.

Based on the main objective of the study which was to investigate the effects of two techniques of visualization and verbalization on learning idioms of Iranian high school EFL learners, three research questions were addressed in this research. To bring them into the foreground once more, they are restated as follows:

- 1) Does verbalization technique have a positive effect on learning idioms by Iranian high school EFL learners?
- 2) Does visualization technique have a positive effect on learning idioms by Iranian high school EFL learners?
- 3) Which technique leads to better learning of idioms by Iranian high school EFL learners?

For each of the research questions one related hypothesis has been proposed as follows:

Ho1: Verbalization technique has no positive effect on learning idioms of Iranian high school EFL learners.

Ho2: Visualization technique has no positive effect on learning idioms of Iranian high school EFL learners.

Ho3: There is no significant difference between these two techniques in improving idiom learning of Iranian high school learners.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Discussion

In this part the three null hypotheses stated above will be discussed based on the results in the previous chapter and the literature mentioned in chapter two. The results will be compared to the findings of similar and contrasting studies to see if two idiom teaching techniques, namely, verbalization and visualization, could contribute to the improvement of EFL learners' learning idioms, and which technique has better effects in this regard.

Addressing the First Hypothesis

Regarding the three null hypotheses formulated at the beginning of the study which were investigated empirically, all are statistically rejected. Considering the first hypothesis, this study reveals verbalization technique has positive effect on learning idioms of Iranian high school EFL learners.

This findings is in contrast with Zorana Vasiljevic (2014), who conducted research to compare the effects of instruction through verbal definitions and etymological notes on the retention of the meaning and form of L2 figurative idioms and proposed that while etymology was found to have only a limited effect on the students' immediate learning performance, the results suggest that clarification of phrase etymology can enhance long-term comprehension and the production of L2 idioms. This finding does not also support the results of other studies such as Szczepaniak and Lew (2011), who discuss in favor of pictorial support, because the findings were not similar at all.

Addressing the Second Hypothesis

Regarding the second null hypothesis, students benefited from employing visualization technique on EFL students' idiom learning. This result could be due to the facilitative effect of dual-coding of the input. Visual imagery is probably to stimulate the creation of mental images for the target idiom expressions that were stored together with their verbal forms, simplifying and assisting their retention and recall. It is probable that understanding idiom origin assisted the students to link figurative meanings with the physical world. These relations may have encouraged the production of mental images, which sequentially assisted the learners recall the constituent words of the target phrases.

This result is also in harmony with Saffarian, Gorjian, and Bavizadeh (2013). They investigated the effect of visual images on English as a foreign language (EFL) learners' retention of body idiomatic expressions. T-test analysis demonstrated that applying visual images had a significant effect on learners' retention of idiomatic expressions. Bergen, Lindsay, Matlock, and Narayanan (2007) gave evidence for the role of mental imagery and simulation in language comprehension.



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

The reason for the better performance of visualization group might be also due to the fact that learners were provided with conditions in which idioms were visualized by pictures, assisting them to retain and remember the idioms better (Zhang, Wu, Wei, & Wang, 2011).

Addressing the Third Hypothesis

By investigating the third null hypothesis, it was found that the visualization group demonstrated a better performance than the verbalization group. Therefore, the third null hypothesis which states that, “there is no significant difference between these two techniques in improving idiom learning of Iranian high school learners” can safely be rejected.

This finding is in line with many researchers such as Levinson (2003); Casasanto (2005); Landy Allen, and Zednik, (2009). The reason to believe that visualizations are effective and helpful even on the most theoretical end of the scale is the growing evidence for the perceptual source of reasoning, and the fact that mathematical and logical concepts can receive benefit from visualization, (Barwise & Etchemendy, 1993), Mathematica (Wolfram, 2003), (Nelsen, 1997). In some instances, the visualizations for more abstract features can be associated with illustrations of the tangible and real data they are describing.

This finding is also in line with other researchers including Johnson, Moorhead, Munzner, Pester, Rheingans, and Yoo, (2006), information visualization concentrates on visualizing the most complicated scientific and other phenomena people deal with nowadays, emphasizing the significant properties and giving researchers the opportunity to identify patterns in very large data sets much faster than they otherwise could.

Research in support of using visualization techniques to contribute to comprehension includes studies accomplished by Center, Freeman, Robertson and Outhred (1999), Guerrero (2003) and Parsons (2006). According to Centre, et al. (1999), depictive visual imagery teaching programmed that is implanted within a listening comprehension instructional program, does prove to improve the listening and reading comprehension skills of a group of poor comprehenders.

Guerrero (2003) also supports the belief that visualization is definitely an influential instrument in improving levels of comprehension and recall. By applying particular instruction in visualization techniques with second grade students, Guerrero detected that approximately 60 percent of the learners indicated improvement and progress in their reading comprehension.

The other research directed by Parsons (2006) further verifies the advantages of using visualization as an instrument to involve readers for a complete experience of the realm of story. The researcher tried to discover the appealing elements which



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

motivate eager readers. Parsons (2006) revealed that visualization provides the readers with the opportunity to feel they are present in the story world or that they have really become one of the characters. Parson (2006) believes that it is by means of this deep involvement in the story that meaningful comprehension and understanding of the text takes place.

The findings also support the findings of Marshall (2008) who expressed that logically speaking, visualizing while reading improves one's comprehension and recall as it encourages right and left brain hemispheric combination. One has the ability to create new neural pathways, as well as correlate those already existing, by engaging both sides of the brain at the same time. Marshall (2008) also believed that the growth of the brain's neural network improves long term memory and promotes more efficient learning outcomes.

According to Marshall (2008) and Parsons (2006), making visual images assists and improves retention for the listener. Sandall, Schramm, and Seibert (2003) proposed that children who visualize what they hear while listening to oral stories, participate more actively in the story as they have involved their imagination.

Conclusion

Based on this study, it can be concluded that visualization technique is effective in the improvement of learning idioms of EFL students. It can be inferred that considering idiom teaching, the traditional way of vocabulary and idiom teaching makes the students lazy and bored. The teacher needs something different to make students interested and motivated. They should combine their idiom teaching method with the different learning techniques. The suggested visualization technique requires the integration of visual, auditory, and kinesthetic techniques in classroom teaching. It can simultaneously meet the various needs of learners to enhance memory and learning.

Wu (2008) stated that the ability of keeping idiomatic expressions in mind can be enhanced through applying illustrations. According to her, using rich illustrations in teaching idioms can improve the learner's ability to recall and remember those idioms (Zhang & Wu, 2011). The application of visual images in teaching idiomatic expressions resulted in successful learning among males and females language learners (Gorjian, Pazhakh & Naghizadeh, 2012). It is suggested that EFL learners intending to promote their retention of idiomatic expressions, study pictorial idioms books in which those idioms have been visualized (Zhang, Yan, Wei & Wu, 2011; Zhang, Wang, Wu & Huo, 2011).

It can be proposed that certain types of techniques are more effective and thus students communicate directly with the teacher, and therefore teachers should be careful in selecting their teaching techniques. These results may encourage teachers



The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

to continue providing students with visual material in the class. However these implications should be interpreted cautiously since this small scale study was limited by just two techniques in one particular pedagogical situation in a limited time period. Even though other techniques, such as performance, computer-mediated language learning and oral conferences are becoming more commonly used, visualization technique still continues to play the most central role according to researchers.

Implications of the Study

The results of this study have some theoretical implications for the teaching of EFL idioms. The findings of this study can be of interest to different groups such as EFL teachers, curriculum planners, L2 specialists, EFL learners, and EFL idiom and vocabulary researchers. The findings have particular implications for L2 idiom instruction. Good teachers understand that one technique does not fit all and they should practice a variety of techniques to improve idiom learning of EFL high school students. Individual learners may differ in terms of the particular language development needs. For visual learners, they prefer to read silently and make good use of any illustrations that go with the text. They will generally prefer you to teach with written instructions and will benefit from you acting out situations, watching a demonstration or presenting scenarios in videos.

The other implication initiated from this study is learner autonomy. Learner autonomy is considered as the ultimate goal of language teaching. According to Gorjian, Pazhakh, & Parang (2012), in the field of language teaching learner autonomy implies that in the absence of language teachers and classes, language learners keep learning by themselves. Thus, explicit instruction may play a vital role in retention and comprehension but the role of implicit instruction cannot be ignored. Future research may be needed to unveil the relationship between the constituents of invisible instruction and its effect on the improvement of idioms retention.

The results of the study suggest that considering teaching idioms, visualization could be an effective and powerful tool. Visual imagery may assist learners recognize idioms as motivated lexical units and pave the way for them to remember the meaning of idioms. It can be effective and helpful to reveal the lifestyles,



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

customs and culture of the target community. Finally, visualization may enhance the learners' interest and motivation to be skilled in idiomatic language.

Limitations of the Study

This study like any other research has some limitations which have to be taken into account in the interpretation and use of the findings as well as in further research in this area. The limitations of the study are as follows.

Like any other teaching technique, visualization technique should be cautiously adopted. There are many idioms of unclear origin, or origin that requires specific cultural or historical knowledge. Random application of the procedure may cause confusion among the learners and create uncertainty about the value of the strategy itself. In addition, Boers et al., (2004) proposed that instructors should be cautious not to mislead the learners into seeing idioms as an indubitable 'mirror of culture'.

Suggestions for Further Research

This study tries to encourage teachers to consider alternative ways of improving teaching idioms and prompt further research into the possible applications of imagery processing in language learning. Further research is needed in order to assess the long-term effects of the visualization strategy. Further studies considering variations in techniques of idiom learning across different instructors would be helpful, students with different levels of proficiency or considering both groups of EFL and ESL can also shed light on providing effective teaching techniques of idioms.

Other kinds of techniques to ESL/EFL idiom learning like simulation, performance, and repetition can be studied by other researchers. Long-term effects of different techniques of idiom learning can be also investigated. Any other technique used by the teacher that can help the students move toward better achievement in idiom learning can also be regarded as areas for further research. In addition, as the present study only focused on single strategies, other studies are needed to investigate the combined strategies used in comprehending idioms.

6. References

- Adkins, P. (1968). Teaching idioms and figures of speech to non-native Speakers. *Modern Language Journal*, 52, 148-152.
- Arnold, K. M., & Hornett, D. (1990). Teaching idioms to children who are deaf. *Teaching Exceptional Children*, 22(4), 14-17.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Badgar, S. (2012). *Kinds of Idiomatic Expression*. Ehow :Contributor
- Bavizadeh, K., Gorjian, B., Saffarian, A. (2013). *The Effect of Using Pictures on EFL Learners' Retention of Body Idiomatic Expressions*. Tehran: Iran
- Benjamin, B., Lindsay, S., Matlock, T. & Narayanan, S. (2007). Spatial and Linguistic Aspects of Visual Imagery in Sentence Comprehension. *Cognitive Science*, 31, 733-764.
- Bobrow, S., & Bell, S. (1973). On catching on to idiomatic expressions. *Memory & Cognition*, 13, 343-6.
- Boers, F., & Demecheleer, M. (2001). Measuring the Impact of Cross-Cultural Differences on Learners' Comprehension of Imaginable Idioms. *ELT Journal*, 55, 255-262.
- Bobrow, S. A., & Bell, S. M. (1973). On catching on to idiomatic expressions. *Memory and Cognition* 1, 343-346. <http://dx.doi.org/10.3758/BF03198118>
- Botelho da Silva, T., & Cutler, A. (1993). Ill-formedness and transformability in Portuguese idioms. In C. Cacciari & P. Tabossi (Eds.), *Idioms: Processing, structure and interpretation*, (pp. 27-55). Hillsdale, NJ: Lawrence Associates.
- Brinton, B., Fujiki, M. & Mackey, T.A. (1985). Elementary School A3e Children's Comprehension of Specific Idiomatic Expressions. *Journal of Communication Disorders*, 18, 245-57.
- Brophy, K., & Hancock, S. (1985). Adult-child interaction in an integrated preschool programme: Implications for teacher training. *Early Child Development and Care*, 22(4), 275-294.
- Burstein, N. (1986). The effects of classroom organization on mainstreamed preschool children. *Exceptional Children*, 52(5), 425-434.
- Cacciari, C. & Tabossi, T. (1988). The comprehension of idioms. *Journal of Memory and Language*, 27(6), 668-83.
- Cacciari, C., & Levorato, M.C. (1989) . How Children Understand Idioms in Discourse. *Journal of Child Language*, 16, 387-405.
- Cacciari, C., & Glucksberg, S. (1991). Understanding idiomatic expressions: The contribution of word meanings. In G. B. Simpson (Ed.), *Understanding and sentence* (217-40). North Holland: Elsevier.
- Cacciari, C., Padovani, S. & Corradini, P. (2007). Exploring the relationship between individuals' speed of processing and their comprehension of spoken idioms. *European Journal of Cognitive Psychology*, 19(3), 417-45.
- Casasanto, D. (2005). Perceptual Foundations of Abstract Thought. Ph.D. thesis, MIT.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Cassidy, D. J. (1989). Questioning: Adults structuring learning experiences for children. *Childhood Education*, 65, 146-149.
- Cassidy, D. J., & Buell, M. (1996). Accentuating the positive?: An analysis of teacher verbalizations with young children. *Child and Youth Care Forum*, 25(6),403-414.
- Cassidy, D. J., & Lawrence, J. M. (2000). Teachers' beliefs: The "whys" behind the "how tos" in child care classrooms. *Journal of Research in Childhood Education*, 14(2), 193-204.
- Chow, V. T., & Kasari, C. (1999). Task-related interactions among teachers and Exceptional , at-risk, and typical learners in inclusive classrooms. *Remedial and Special Education*, 20 (4), 226-232.
- Collins, V.H. (1957). *A Book of English Idioms*. London: Longmans.
- Colombo, L. (1993). The comprehension of ambiguous idioms in context. In C. Cacciari & P. Tabossi (Eds.), *Idioms: Processing, structure, and interpretation*, (pp.163-200). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cooper, T. C. (1998). Teaching Idioms. *Foreign Language Annals*, 31,255-266.
- Cooper, T. C. (1999). Processing of Idioms by L2 Learners of English . *TESOL Quarterly*, 33(2), 233-262.<http://dx.doi.org/10.2307/3587719>
- Copple, C., Sigel, I., & Saunders, R. (1984). *Education the young thinker: Classroom strategies for cognitive growth*. Hillsdale, NJ: Lawrence Erlbaum Associates. (Original work published 1979).
- Cronk, B. C., & Schweigert, W. A. (1992). The comprehension of idioms: The effects of familiarity, literalness, and usage. *Applied Linguistics*, 13(2), 131-146.
- Cutting, J., Cooper, C. & Bock, K. (1997).That's the way the cookie bounces: Syntactic and semantic components of experimentally elicited idiom blends. *Memory &Cognition*, 25, 57-71.
- Douglas, J.D., & Peel, B. (1979). The Development of Metaphor and Proverb Translation in Children Grades 1 through 7. *The Journal of Educational Research* 73, 11-19.
- Enz, B., & Christie, J. (1993). *Teacher play interaction styles and their impact on children's oral language and literacy play*. Paper presented at the annual meeting of the National Reading Conference, South Carolina. ED 366 015.
- File, N. (1994). Children's play, teacher-child interactions, and teacher beliefs in integrated early childhood programs. *Early Childhood Research Quarterly*, 9(2), 223-240.
- Gall, M. D., & Rhody, T. (1987). *Review of research on questioning techniques*. In



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Questions, questioning techniques, and effective teaching, edited by W.W. Wilen, 23-48. Washington, D.C.: National Education Association.
- Gibbs, R. (1980). Spilling the beans on understanding and memory for idioms in conversation. *Memory & Cognition*, 8, (2), 149-265
- Gibbs, J. & Raymond, W. (1986). Skating on Thin Ice: Literal Meaning and Understanding Idioms in Conversation. *Discourse Processes*, 9, 17-30.
- Gibbs, J. (1987). Linguistic Factors in Children's Understanding of Idioms. *Journal of Child Language*, 14, (5), 69-86
- Gibbs, R. W. (1991) Semantic analyzability in children's understanding of idioms. *Journal of Speech and Hearing Research*, 34, 613-620.
- Gibbs, R.W. (1992). What do idioms really mean? *Journal of Memory and language*, 4, (7). Retrieved from <http://www.gse.uci.edu/ed168/resume>.
- Gibbs, J. & Raymond, W. (1993). *Why Idioms Are Not Dead Metaphors*. In Idioms: Processing, Structure, and Interpretation, ed. Cristina Cacciari and Patrizia Tabossi, 57-78. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Giora, R. (1997). Understanding figurative and literal language: the graded salience Hypothesis. *Cognitive Linguistics*, 7,(1), 183-206.
- Glucksberg, S. (2001). *Psycholinguistics*. Melbourne University Early Interventional Lecture Notes.
- Grant, L., & Bauer, L. (2004). Criteria for re-defining idioms: Are we barking up the wrong tree? *Applied Linguistics*, 25, 38-61.
- Gorjian, B., Pazhakh, A. R., & Parang, K. (2012), An investigation on the effect of critical thinking (CT) instructions on Iranian EFL learners' descriptive writing: A case of gender study. *Advances in Asian Social Science*, 1(1), 114-118.
- Gorjian, B., Pazhakh, A. R., & Naghizadeh, M. (2012). Comparative study of conjunctive adverbials (CAs) in native researchers' (NRs) and nonnative (NNRs) experimental articles. *Advances in Asian Social Science* 1,(2), 224-247.
- Guerrero, A.M. (2003). Visualization and Reading Comprehension. Retrieved March 3, 2009, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/1b/69.pdf
- Guillory, H. G. (1998). The effects of key word captions to authentic French video in foreign language instruction. *CALICO Journal*, 15(1-3), 89-108.
- Guralnick, M. J. (2001). A framework for change in early childhood inclusion. In M. Guralnick. (Ed), *Early Childhood Inclusion: Focus on Change* (pp 3-38). Baltimore: Paul H Brookes Publishing Co.
- Helburn, S. (Ed.). (1995). *Cost, quality, and child outcomes in child care centers*. (Available from the Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver).



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Hestenes, L. L., & Carroll, D. E. (2000). The play interactions of young children with and without disabilities: Individual and environmental influences. *Early Childhood Research Quarterly*, 15(2), 229-246.
- Howes, C., & Stewart, P. (1987). Child's play with adults, toys, and peers: An examination of family and child-care influences. *Developmental Psychology*, 23(3), 423-430.
- Hundert, J., Mahoney, W., & Hopkins, B. (1993). The relationship between peer interaction of children with disabilities in integrated preschool and resource and classroom teacher behaviors. *Topics in Early Childhood Special Education*, 13(3), 328-343
- Irujo, S. (1986). Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language. *TESOL Quarter*. 20, 287-04.
- Irujo, S. (1986a). Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language. *TESOL Quarterly*, 20, 287-304.
- Irujo, S. (1986b). A piece of cake: Learning and teaching idioms. *English Language Teaching*, 40, 236-242.
- Jackendoff, R. (1997). *The architecture of the language faculty*. Cambridge, MA: MIT Press.
- James J. Jenkins. (2002). *Understanding Figurative Language: From Metaphors to Idioms*. Retrieved from: <http://www.linguistlistplus.com>
- Jenaabadi, H. (2011). Studying the efficiency of teaching and learning processes and evaluation of English curriculum from teachers' point of view in Zahedan high schools. *International Journal of Science and Advanced Technology* , 1(6), 157-161
- Jespersen, O. (1966). *Essentials of English grammar*. London: G. Allen & Unwind.
- Katz, J.J., Andpostal, P.M. (1963).semantic Interpretation of idioms and sentences Containing them. Research Laboratory of Electronic: *Quarterly Progress Report*.70,275-282.
- Katz, J. & Postal, P. (1963). *Semantic interpretation of idioms and sentences Containing them*. Quarterly Progress Report, 70, 275- 82. Cambridge, MA: MIT Research Laboratory of Electronics.
- Kavka ,S.(2003). *A book of idiomatology*. Zilina:EDIS
- Konopka, A. & Kathryn B. (2009) . Lexical or syntactic control of sentence Formulation ? Structural generalizations from idiom production , *Cognitive Psychology*, 58 (1), 68-101.
- Kontos, S., & Wilcox, A. (1997). Teachers' interactions with children: Why are they so important? *Research in review. Young Children*, 52, 4-12.
- Kontos, S. (1999). Preschool teachers' talk, roles, and activity settings during free



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- play. *Early Childhood Research Quarterly*, 14(3), 363-382.
- Kostelnik, M. J., Stein, L. C., & Whiren, A. P. (1988). Children's self-esteem: The verbal environment. *Childhood Education*, 65(1), 29-32.
- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago: Chicago University Press.
- Landy, D., Colin, A., & Zednik, C. (2009). *A perceptual account of symbolic reasoning*. Ms., University of Richmond.
- Lauman, L.A., & Elliot, R. (1992) Reporting what you have seen: Effects associated with age and mode of questioning on eyewitness reports. *Perceptual Motor Skills*, 75, 799-818.
- Layzer, J., Goodson, B., & Moss, M. (1993). *Observational study of early childhood programs, final report, vol. 1: Life in preschool*. Washington, DC: U. S. Department of Education.
- Lazar, R., Genese, A., Leeper, W., Nicholson, C., & Johnson, S. (1989). Elementary School Teachers' Use of Multiple Meaning Expressions. *Language, Speech, and Hearing Services in Schools*, 20, 420-30.
- Levinson, S. (2003). *Space in Language and Cognition: Explorations in Cognitive Diversity*. Cambridge University Press, New York.
- Levorato, M. C., & Cacciari, C. (1992). Children's comprehension and production of idioms: The role of context and familiarity. *Journal of Child Language*, 19(2), 415-433. <http://dx.doi.org/10.1017/S0305000900011478>
- Levorato, M. C., & Cacciari, C. (1995). The effects of different tasks on the Comprehension and production of idioms in children. *Journal of Experimental Child Psychology*, 60(2), 261-283. <http://dx.doi.org/10.1006/jecp.1995.1041>. PMID:7561672
- Lewis, M. & Hill, J. (1985). *Practical Techniques for Language Teaching*. England: Commercial Color Press.
- Lewis, J., Jackson, D. W. (2001). Television literacy: Comprehension of program content using closed captions for the deaf. *Journal of Deaf Studies and Deaf Education*, 6, 43-53.
- Liontas, J. I. (2002). Exploring Second Language Learners: Notions of Idiomaticity. *System*, 30, 289-313.
- Liontas, J. I. (1997). *Building castles in the air*. The comprehension processes of Modern Greek idioms. Paper presented at the 15th International Symposium on Modern Greece, Kent State University, Kent, OH, November 9, 1997.
- Lodge, Donna Nemeth, and Edwin A. Leach. 1975. Children's Acquisition of Idioms in the English Language. *Journal of Speech and Hearing Research* 18, 521-29.
- Makkai, A. (1972). *Idiom structure in English*. The Hague/Paris: Mouton.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Markham, P. L. (1993). Captioned television videotapes: Effects of visual support on second language comprehension. *Journal of Educational Technology Systems*, 21(3), 183-191.
- Markham, P. L. (1999). Captioned videotapes and second-language listening word recognition. *Foreign Language Annals*, 32 (3), 321-328.
- Mayer, R. E. (1999). Research-based principles for the design of instructional messages: The case of multimedia explanations. *Document Design*, 1, 7-20.
- Mayer, R. E. (2001). Multimedia learning. Cambridge University Press. *Educational Psychologist*, 32, 1-19.
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 31 -48). Cambridge University Press.
- McCarthy, M. (1998). *Spoken Language and Applied Linguistics*. Cambridge: Cambridge University Press.
- McCarthy, M & O'Dell, F. (2003). *English Idioms in Use*. Cambridge: Cambridge University Press.
- McCarthy, M., O'Keefe, A., & Walsh, S. (2010). *Vocabulary matrix: Understanding, learning, teaching*. Hampshire: Heinle, CENGAGE Learning.
- McEvoy, M., Niemeyer, J., & Wehby, J. (1989). *Measurement and development of affection in early childhood settings*. Paper presented at the fourth annual Division of Early Childhood International Conference on Children with Special Needs, Minneapolis, MN.
- McGlone, M. S., Glucksberg, S., & Cacciari, C. (1994). Semantic productivity and idiom comprehension. *Discourse Processes*, 17(2), 167-190.
<http://dx.doi.org/10.1080/01638539409544865>.
- McWilliam, R., & Scarborough, A. (2003). Adult interactions and child engagement. *Early Education and Development*, 14 (1), 7-27.
- Mendis, D., & Simpson, R. (2003). A Corpus-based Study of Idioms in Academic Speech. *TESOL Quarterly*, 37(3), 419-438.
- Munro, J. (2006). *Visualizing*. Melbourne University Early Intervention: Lecture Notes.
- Munro, J. (2008). *Visualizing*. Melbourne University Early Intervention Lecture Notes.
- Nelsen, R. (1997). *Proofs without Words: Exercises in Visual Thinking*. The Mathematical Association of America.
- Nippold, A., & Martin, S.T. (1989). Idiom Interpretation in Isolation vs. Context: A Developmental Study with Adolescents. *Journal of speech and Hearing Research* 32, 59-66.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- Nippold. M. A., & Fey. S. H. (1983). Metaphoric understanding in preadolescents having a history of language acquisition difficulties. *Language, Speech, Services in Schools*, 14, 171-180.
- Nippold, M. A., & Taylor, C. L. (1995). Idiom understanding in youth: Further examination of familiarity and transparency. *Journal of Speech and Hearing Research*, 38, 426-433.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Odom, S. L., Peck, C. A., Hanson, M., Beckman, P. J., Kaiser, A. P., Lieber, J., Brown. W. H., Horn, E. M., & Schwartz, I. S. (1996). Inclusion at the preschool level: An ecological systems analysis. *Social Policy: Society for Research on Child Development (2 & 3)*, 10, 18-30.
- Ortony, A., Diane, L., Schallert, R. E. , Stephan, J. (1978). Interpreting Metaphors and Idioms: Some Effects of Context on Comprehension. *Journal of Verbal Learning and Verbal Behavior*, 7, 465-77.
- Paris, A.H. & Paris, S.G. (2007). Teaching Narrative Comprehension Strategies to First Graders. *Cognition and Instruction*, 25 (1), 1 – 44.
- Parsons, L.T. (2006) Visualizing Worlds from Words on a Page. *Language Arts*, 83(6), 492 – 500.
- Peterson, R., Burgess, B., Gary, S. D. & Eberhard, M. (2001). Dissociation between syntactic and semantic processing during idiom comprehension. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 27 (5), 1223-37.
- Piaget, J. (1995) . *The Language and Thought of the Child*. 3rd ed. New York Humanities Press.
- Pustejovsky, J., & Moszkowicz, J. (2008). *Integrating Motion Predicate Classes with Spatial and Temporal Annotations*. In COLING 2008 Companion Volume - Posters and Demonstrations , pages 95-98.
- Quay, L. C. (1991). Caregivers' interactions with nonhandicapped and mainstreamed handicapped children in caregiving and instructional activities. *Early Education and Development*, 2(4), 261-269.
- Rahemi, J. (2010). Reciprocal teaching as a tool to foster autonomy: Practical considerations in Iranian high school. *Foreign Language Teaching Journal*, 89(23), 29-36
- Rahimi, M. (2007). L2 reading comprehension test in the Persian context: Language of presentation as a test method facet. *The Reading Matrix* , 7(1), 151-165.
- Razmjoo, S.A. & Riazi, A.M. (2006). Do high school or private institutes



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

- practice communicative language teaching? A case study of Shiraz teachers in high school and institutes. *The Reading Matrix*, 6 (3) 324-340.
- Rivers, Wilga, M. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Roberto, E. (2009). The Advantage of Importance of learning and Using Idioms in English. *Cuadernos de Linguística Hispánica* 14, 121-136.
- Rosenshine, B. (1976). Recent research on teaching behaviors and student achievement. *Journal of Teacher Education*, 27(1), 61-64.
- Sadeghi, A. & Ketabi, S. (2013). The Effect of Caption Slides on Learning English. Idiomatic Expressions among EFL Learners in the Intermediate level. *International Journal of Advanced Studies in Humanities and Social Science*, 1(1) 20- 40
- Sandall, N., Schramm, K. & Seibert A. (2003). *Improving Listening Skills Through the Use of Children's Literature*. Retrieved March 3, 2009, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/
- Schweigert, W. A. (1986). The comprehension of familiar and less familiar idioms. *Journal of Psycholinguistic Research*, 15, 33-45. <http://dx.doi.org/10.1007/BF01067390>
- Scott, W., and Ytreberg, L. (2000). *Teaching English to Children*. New York: Longman.
- Shekarchi, S. (2013). *Problems in teaching English in Iranian high schools*. Online From [Http://www.studymode.com/essays/Problems-In-Teaching-English-In-Iranian-39074884.html](http://www.studymode.com/essays/Problems-In-Teaching-English-In-Iranian-39074884.html)
- Sigel, I. E. (1984). A constructivist perspective for teaching thinking: A distancing strategy model. *Educational Leadership*, 42(3), 18-21.
- Smith, M.W., & Dickinson, D. (1994). Describing oral language opportunities and environments in head start and other preschool classrooms. *Early Childhood Research Quarterly*, 9, 345-366.
- Sontag, J.C. (1997). Contextual factors influencing the sociability of preschool with disabilities in integrated and segregated classrooms. *Exceptional Children*, 63(3), 389-404.
- Sprenger, S., Willem J.M. & Kempen, M. (2006). Lexical access during the Production of idiomatic phrases. *Journal of Memory and Language*, 54 (2), 161-84.
- Stipek, D. J., & Sanborn, M. E. (1985). Teachers' task-related interactions with handicapped and no handicapped preschool children. *Merrill-Palmer Quarterly*, 31, 285-300.
- Szczepaniak, R., & Lew, R. (2011). The role of imagery in dictionaries of idioms.



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Applied Linguistics, 32, 32-347.

- Swinney, D. A., & Cutler, A. (1979). The access and processing of idiomatic expressions. *Journal of Verbal Learning and Verbal Behavior*, 18, 523-534.
[http://dx.doi.org/10.1016/S0022-5371\(79\)90284-6](http://dx.doi.org/10.1016/S0022-5371(79)90284-6)
- Tabossi, T., & Zardon, F. (1995). The activation of idiomatic meaning. In M. E. Everaert, E. van der Linden, A. Schenk, & R. Schreuder (Eds.), *Idioms: Structural and psychological perspectives* (pp.273-282). Hillsdale, NJ: Erlbaum.
- Titone, D. A., & Connine, C. M. (1999). On the compositional and non compositional nature of idiomatic expressions. *Journal of Pragmatics*, 31, 1655-1674.
[http://dx.doi.org/10.1016/S0378-2166\(99\)00008-9](http://dx.doi.org/10.1016/S0378-2166(99)00008-9)
- Titone, D. A. & Connine, C. M. (1994). Descriptive norms for 171 idiomatic expressions: Familiarity, compositionality, predictability, and literality. *Metaphor and Symbolic Activity* 9, 247-70.
http://dx.doi.org/10.1207/s15327868ms0904_1
- Turner, P., & Durrett, M.E. (1975). *Teacher level of questioning and problem solving in young children*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC. ERIC No. ED 105997.
- Vanderplank, R. (1990). Paying attention to the words: Practical and theoretical problems in watching television programmes with UniLingual *System*, 18(2), 221-234.
- Webster's Encyclopedic Unabridged Dictionary of the English Language.(1994). Avenel, NJ: Gramercy Books.
- Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America*. Oakland, CA: Child Care Employee Project
- Wilcox-Herzog, A., & Kontos, S. (1998). The nature of teacher talk in early childhood classrooms and its relationship to children's competence with objects and peers. *Journal of Genetic Psychology*, 159(1), 30-44.
- Winch, C., Ross Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2004) *Literacy Reading Writing and Children's Literature*. Victoria, Australia: Oxford University Press.
- Wolfram, Stephen. 2003. *The Mathematica Book* . Wolfram Media.
- Wright, R. (1999). *Idioms Organiser*. Language Teaching Publications: London.
- Zhang, Y, & Wu, L. (2008). optimization of neural network via improved BCO approach *Electromagnets. Res.*, 83, 185-198.
- Zhang, Y, & Wu, L. (2011a). A novel algorithm for APSP problem via a simplified delay pulse coupled neural network. *Journal of Computational Information Systems*, (3), 737-744.
- Zhang, Y, & Wu, L. (2011b). A hybrid TS-PSO optimization algorithm. *Journal of*



MJAL 7:2 Summer 2015

ISSN 0974-8741

The Effect of Visualization and Verbalization Techniques on Learning Idioms among Iranian High School EFL Learners by 1.Afsaneh Zafarpour and 2. Omid Tabatabaei

Convergence Information Technology, 6 (5), 169-174.

Zhang, Y, Wang, S, Wu, L, & Huo, Y. (2011), Multi-channel diffusion tensor image registration via adaptive chaotic PSO. *Journal of Computers*, 6 (4), 825-829.